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Daffodil International University
Department of Software Engineering
Faculty of Science & Information Technology
Final Examination, Fall 2025
Course Code: ENG 101; Course Title: English-1
Sections & Teachers: (A-P); MA, IMT, JR, NAT.

Time: 2:00 Hrs **Marks: 40**

Answer ALL Questions

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially.]

Read the passage carefully and answer the following questions.

Spanish Exploration and Conquest

A. The Spanish established the first European settlements in the Americas, beginning in the Caribbean and, by 1600, extending throughout Central and South America. Thousands of people flocked from Spain to the Americas seeking wealth and status. The most famous of these adventurers are Christopher Columbus (who, though Italian himself, explored on behalf of the Spanish monarchs), Hernán Cortés, and Francisco Pizarro.

B. The history of Spanish exploration begins with the history of Spain itself. During the fifteenth century, Spain hoped to gain advantage over its rival, Portugal. The marriage of Ferdinand of Aragon and Isabella of Castile in 1469 unified Catholic Spain and began the process of building a nation that could compete for worldwide power. In 1492, they completed the Reconquista: the centuries-long Christian conquest of the Iberian Peninsula. The Reconquista marked another step forward in the process of making Spain an imperial power, and Ferdinand and Isabella were now ready to look further afield.

C. Their goals were to expand Catholicism and to gain a commercial advantage over Portugal. To those ends, Ferdinand and Isabella sponsored extensive Atlantic exploration. Spain's most famous explorer, Christopher Columbus, was actually from Genoa, Italy. He believed that, using calculations based on other mariners' journeys, he could chart a westward route to India, which could be used to expand European trade and spread Christianity. Starting in 1485, he approached Genoese, Venetian, Portuguese, English, and Spanish monarchs, asking for ships and funding to explore this westward route. All those he petitioned, including Ferdinand and Isabella at first, rebuffed him; their nautical experts all concurred that Columbus's estimates of the width of the Atlantic Ocean were far too low. However, after three years of entreaties, and, more importantly, the completion of the Reconquista, Ferdinand and Isabella agreed to finance Columbus's expedition in 1492, supplying him with three ships: the Niña, the Pinta, and the Santa María. The Spanish monarchs knew that Portuguese mariners had reached the southern tip of Africa and sailed the Indian Ocean. They understood that the Portuguese would soon reach Asia and, in this competitive race to reach the Far East, the Spanish rulers decided to act.

D. Columbus held erroneous views that shaped his thinking about what he would encounter as he sailed west. He believed the earth to be much smaller than its actual size and, since he did not know of the existence of the Americas, he fully expected to land in Asia. On October 12, 1492, however, he made landfall on an island in the Bahamas. He then sailed to an island he named Hispaniola (present-day Dominican Republic and Haiti). Believing he had landed in the East Indies, Columbus called the native Taínos he found there "Indios," giving rise to the term "Indian" for any native people of the New World. Upon Columbus's return to Spain, the Spanish crown bestowed on him the title of Admiral of the Ocean Sea and named him governor and viceroy of the lands he had discovered.

E. Columbus's 1493 letter, or probanza de mérito (proof of merit), describing his "discovery" of a New World did much to inspire excitement in Europe. Probanzas de méritos were reports and letters written by Spaniards in the New World to the Spanish crown, designed to win royal patronage. Today they highlight the difficult task of historical work; while the letters are primary sources, historians need to understand the context and the culture in which the conquistadors, as the Spanish adventurers came to be called, wrote them and distinguish their bias and subjective nature. While they are

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filled with distortions and fabrications, probanzas de méritos are still useful in illustrating the expectation of wealth among the explorers as well as their view that native peoples would not pose a serious obstacle to colonization.

F. In 1493, Columbus sent two copies of a probanza de mérito to the Spanish king and queen and their minister of finance, Luis de Santángel. Santángel had supported Columbus's voyage, helping him to obtain funding from Ferdinand and Isabella. Copies of the letter were soon circulating all over Europe, spreading news of the wondrous new land that Columbus had "discovered." Columbus would make three more voyages over the next decade, establishing Spain's first settlement in the New World on the island of Hispaniola. Many other Europeans followed in Columbus's footsteps, drawn by dreams of winning wealth by sailing west. Another Italian, Amerigo Vespucci, sailing for the Portuguese crown, explored the South American coastline between 1499 and 1502. Unlike Columbus, he realized that the Americas were not part of Asia but lands unknown to Europeans. Vespucci's widely published accounts of his voyages fueled speculation and intense interest in the New World among Europeans. Among those who read Vespucci's reports was the German mapmaker Martin Waldseemüller. Using the explorer's first name as a label for the new landmass, Waldseemüller attached "America" to his map of the New World in 1507, and the name stuck.

1.	*a.*	**Select** the most suitable headings for the given paragraphs from the list of ten headings below. Write the appropriate number **I-X** with paragraph list **i-v** in your script. There are more headings than the number of paragraphs, so you will not use them all. *For example: Paragraph G= IV* **List of headings:** **I)** Completion of the Reconquista and national unification **II)** Conflicts between European powers in the New World **III)** Spain's motives for sponsoring westward voyages **IV)** Columbus's mistaken ideas and first landfalls **V)** The spread and impact of Columbus's letters **VI)** Native resistance to Spanish rule **VII)** Early Spanish settlements and famous conquistadors **VIII)** Naming the new continents **IX)** Financial backers and supporters of voyages **X)** The role of religion in Spanish expansion **Paragraph A** _____ **Paragraph C** _____ **Paragraph D** _____ **Paragraph E** _____ **Paragraph F** _____	[5x1=5]	CLO-3 *Level-C4*
	b)	**Identify** the correct answer to the following questions. **i.** In the passage, Ferdinand and Isabella's main political achievement in 1492 was **A.** defeating Portugal in a major sea battle. **B.** completing the Christian reconquest of the Iberian Peninsula. **C.** discovering a direct sea route to Asia. **D.** founding the first settlement on Hispaniola. **ii.** Columbus's westward voyage was finally approved because **A.** Spain wanted to catch up with Portugal in reaching Asia. **B.** other European monarchs forced Spain to cooperate.	[5x1=5]	

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C. Columbus had already proved his route by earlier voyages.
D. the Portuguese refused to sail around Africa again.

iii. When Columbus reached the Caribbean islands, he
A. realized immediately that he had found a new continent.
B. believed he had arrived in the East Indies of Asia.
C. tried to avoid contact with the Taínos.
D. refused any titles from the Spanish crown.

iv. The probanzas de méritos mentioned in the passage were written mainly to
A. criticize Spanish policies in the New World.
B. provide neutral, objective scientific reports.
C. persuade the crown to grant rewards and favors.
D. discourage further voyages of exploration.

v. Amerigo Vespucci is important in the passage because he
A. led the first successful voyage around Africa.
B. proved that Columbus had really reached India.
C. showed that the lands across the Atlantic were previously unknown to Europeans.
D. commanded the Spanish fleet that conquered the Taínos.

Read the passage below and answer the following questions.

The Great War

World War I, also known as the Great War, began in 1914 after decades of rising tension among the major European powers. The immediate trigger was the assassination of Archduke Franz Ferdinand of Austria in Sarajevo, but the deeper causes included fierce nationalism, military alliances, imperial rivalries, and a widespread belief that war could solve political problems. Within weeks, two opposing blocs had formed: on one side the Allies, initially led by Britain, France, and Russia, and on the other the Central Powers, dominated by Germany and Austria-Hungary. As the conflict expanded, countries from across Europe, the Middle East, Asia, Africa, and eventually the United States were drawn into a struggle that would reshape the global order.

On the Western Front, the war quickly settled into a grim pattern of trench warfare, with long lines of defensive ditches stretching from the North Sea to the Swiss border. Soldiers lived for months in muddy, rat-infested trenches under constant threat from artillery, machine guns, gas attacks, and sudden raids. Attempts to break the stalemate, such as the battles of the Somme and Verdun, cost hundreds of thousands of lives but gained only a few kilometres of ground. On other fronts, including Eastern Europe and the Middle East, the fighting was more fluid, yet it was no less destructive for the armies and civilians caught in its path.

The war placed enormous demands on the home fronts, forcing governments to mobilize entire societies for what became a "total war." Factories were converted to produce weapons and ammunition, food and fuel were rationed, and propaganda campaigns encouraged civilians to support the war effort and accept hardship. Colonies supplied raw materials and soldiers, deepening the global reach of the conflict and intensifying resentments in territories under European rule. At the same time, new roles opened up for women, who worked in industry, transport, and hospitals in unprecedented numbers, challenging traditional ideas about gender and work.

By 1917, the strain of prolonged fighting had pushed several empires to the brink of collapse. Russia withdrew from the war after revolution toppled the tsarist regime, while Germany gambled on unrestricted submarine warfare and a final massive offensive in the West. When these efforts failed and fresh American troops arrived to reinforce the exhausted Allies, the balance shifted decisively. Facing internal unrest and military defeat, Germany agreed to an armistice that took effect at 11 a.m. on 11 November 1918, ending the fighting on the Western Front.

The peace settlement that followed, most notably the Treaty of Versailles, dismantled old empires and redrew borders across Europe and the Middle East. Four great imperial dynasties, the German, Austro-Hungarian, Russian, and Ottoman empires, collapsed, leaving power vacuums and unresolved national ambitions. New states appeared on the map, while defeated countries bore heavy reparations and territorial losses that fueled bitterness and instability. Although leaders hoped that institutions like the League of Nations would prevent future wars, many

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		of the grievances and divisions left by World War I helped lay the foundations for an even more devastating conflict two decades later.		
	c)	**Trace** the answer to the following questions. Choose NO MORE THAN THREE WORDS from the passage for each answer. i. Write the approximate period when the war began after years of tension. ii. Mention the name given to the style of warfare on the Western Front. iii. Specify the phrase used to describe the scale of mobilisation of whole societies. iv. Name the group of people who took on new roles in industry and hospitals. v. Refer to the agreement that brought fighting on the Western Front to an end.	[5x1=5]	
2	a)	**Write** the correct form of the verbs in the bracket to complete the following conditional sentences as directed. i.If they ___ (study) harder, they ___ (pass) the exam. (Use Third Conditional) ii. If it ___ (rain) tomorrow, we ___ (cancel) the trip. (Use First Conditional) iii. If water ___ (reach) 100°C, it ___ (boil). (Use Zero Conditional) iv. If she ___ (not forget) her umbrella, she ___ (stay) dry yesterday. (Use Third Conditional) v. If I ___ (have) more free time, I ___ (learn) Spanish. (Use Second Conditional) vi. If he ___ (finish) his homework on time, he ___ (watch) the movie tonight. (Use First Conditional)	[6x.5=3]	CLO-1 *Level-C1*
	b)	**Identify** if the following sentences are Fragment, Run-on, Modifier, or Complete. If the sentence is complete, write "Complete Sentence"; if the sentence is Fragment, Run-on, or Modifier, then rewrite the sentence to fix the syntax error. i. The dog barked loudly it scared the neighbors. ii. I enjoy reading books in the evening. iii. Because he was late. iv. If you feel unwell, you should see a doctor. v. She loves ice cream he prefers chocolate. vi. While waiting for the bus. vii. I washed the car my sister cleaned the garage.	[7x1=7]	
3	a)	People in your area are having problems with their internet connection. **Compose** a letter to the company that provides the connection. In your letter, • describe the problems • explain how it is affecting people • say what the company should do to fix the problems and compensate the people	[7]	CLO-4 *Level-C3*
	b)	**Construct** an essay on any one of the following topics: i. Nowadays, university education is considered very important for people's future. However, there are a lot of successful people who didn't get higher education. Do you think that higher education is necessary to succeed in life? ii. Deforestation is the large-scale clearing of forests, leading to biodiversity loss, climate change, and disrupted ecosystems. What do you think are the causes and effects of deforestation? What solutions can you offer?	[8]	