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Daffodil International University
Faculty of Science & Information Technology
Department of Software Engineering
Final Examination, Spring 2026
Course Code: ENG 101; Course Title: English-1
Sections & Teachers: (A-G), JC & JR.

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.

The Steam Car

A. When primitive automobiles first began to appear in the 1800s, their engines were based on steam power. Steam had already enjoyed a long and successful career in the railways, so it was only natural that the technology evolved into a miniaturized version which was separate from the trains. But these early cars inherited steam's weaknesses along with its strengths. The boilers had to be lit by hand, and they required about twenty minutes to build up pressure before they could be driven. Furthermore, their water reservoirs only lasted for about thirty miles before needing replenishment. Despite such shortcomings, these newly designed self-propelled carriages offered quick transportation, and by the early 1900s it was not uncommon to see such machines shuttling wealthy citizens around town. But the glory days of steam cars were few. A new technology called the Internal Combustion Engine soon appeared, which offered the ability to drive down the road just moments after starting up. At first, these noisy gasoline cars were unpopular because they were more complicated to operate and they had difficult hand-crank starters, which were known to break arms when the engines backfired. But in 1912 General Motors introduced the electric starter, and over the following few years steam power was gradually phased out.

B. Even as the market was declining, four brothers made one last effort to rekindle the technology. Between 1906 and 1909, while still attending high school, Abner Doble and his three brothers built their first steam car in their parents' basement. It comprised parts taken from a wrecked early steam car but reconfigured to drive an engine of their own design. Though it did not run well, the Doble brothers went on to build a second and third prototype in the following years. Though the Doble boys' third prototype, nicknamed the Model B, still lacked the convenience of an internal combustion engine, it drew the attention of automobile trade magazines due to its numerous improvements over previous steam cars. The Model B proved to be superior to gasoline automobiles in many ways. Its high-pressure steam drove the engine pistons in virtual silence, in contrast to clattering gas engines which emitted the aroma of burned hydrocarbons. Perhaps most impressively, the Model B was amazingly swift. It could accelerate from zero to sixty miles per hour in just fifteen seconds, a feat described as 'remarkable acceleration' by *Automobile* magazine in 1914.

C. The following year Abner Doble drove the Model B from Massachusetts to Detroit in order to seek investment in his automobile design, which he used to open the General Engineering Company. He and his brothers immediately began working on the Model C, which was intended to expand upon the innovations of the Model B. The brothers added features such as a key-based ignition in the cabin, eliminating the need for the operator to manually ignite the boiler. With these enhancements, the Dobles' new car company promised a steam vehicle which would provide all of the convenience of a gasoline car, but with much greater speed, much simpler driving controls, and a virtually silent powerplant. By the following April, the General Engineering Company had received 5,390 deposits for Doble Detroits, which were scheduled for delivery in early 1918.

D. Later that year Abner Doble delivered unhappy news to those eagerly awaiting the delivery of their modern new cars. Those buyers who received the handful of completed cars complained that the vehicles were sluggish and erratic, sometimes going in reverse when they should go forward. The new engine design, though innovative, was still plagued with serious glitches.

E. The brothers made one final attempt to produce a viable steam automobile. In early 1924, the Doble brothers shipped a Model E to New York City to be road-tested by the Automobile Club of America. After sitting

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overnight in freezing temperatures, the car was pushed out into the road and left to sit for over an hour in the frosty morning air. At the turn of the key, the boiler lit and reached its operating pressure inside of forty seconds. As they drove the test vehicle further, they found that its evenly distributed weight lent it surprisingly good handling, even though it was so heavy. As the new Doble steamer was further developed and tested, its maximum speed was pushed to over a hundred miles per hour, and it achieved about fifteen miles per gallon of kerosene with negligible emissions.

Exam preparation guides

F. Sadly, the Dobles' brilliant steam car never was a financial success. Priced at around $18,000 in 1924, it was popular only among the very wealthy. Plus, it is said that no two Model Es were quite the same, because Abner Doble tinkered endlessly with the design. By the time the company folded in 1931, fewer than fifty of the amazing Model E steam cars had been produced. For his whole career, until his death in 1961, Abner Doble remained adamant that steam-powered automobiles were at least equal to gasoline cars, if not superior. Given the evidence, he may have been right. Many of the Model E Dobles which have survived are still in good working condition, some having been driven over half a million miles with only normal maintenance. Astonishingly, an unmodified Doble Model E runs clean enough to pass the emissions laws in California today, and they are pretty strict. It is true that the technology poses some difficult problems, but you cannot help but wonder how efficient a steam car might be with the benefit of modern materials and computers. Under the current pressure to improve automotive performance and reduce emissions, it is not unthinkable that the steam car may rise again.

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)**Urban Planning and Road Infrastructure **ii)** Issues, failures and defects. **iii)** Legacy and future of steam cars. **iv)** Government Regulations on Early Automobiles. **v)** Success and superiority of model over gas-run automobiles. **vi)** The rise and fall of steam-run vehicles. **vii)** Military Uses of Steam Technology. **viii)**Fuel Prices and Economic Policy. **ix)** The Invention of the Electric Car Industry. **x)**The Enduring Legacy of the Model E. 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. **When building their first steam car, the Doble brothers-** A. constructed all the parts themselves. B.made written notes at each stage of the construction. C.needed several attempts to achieve a competitive model. D.sought the advice of experienced people in the car industry. II. **What was the issue Doble brothers faced with their first prototype?** A. Its success was short-lived. B. Not enough cars were made. C. Car companies found them hard to sell. D. It did not run well.	[5x1=5]	

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III. In order to produce the Model C, the Doble brothers

A. moved production to a different city.
B. raised financial capital.
C. employed an additional worker.
D. abandoned their earlier designs.

IV. Why were early buyers of the Doble cars disappointed in 1918?

A. The cars were too expensive for most people
B. The cars were sluggish and sometimes went in reverse
C. The cars produced excessive emissions
D. The cars lacked a key-based ignition

V. What performance feature of the Model E impressed testers in New York?

A. It could start and reach operating pressure in forty seconds
B. It used an internal combustion engine instead of steam
C. It could travel over 500 miles without refueling
D. It was smaller and lighter than previous models

Read the passage below and answer the following questions.

The case for mixed-ability classes

Picture this scene. It's an English literature lesson in a UK school, and the teacher has just read an extract from Shakespeare's Romeo and Juliet with a class of 15-year-olds. He's given some of the students copies of No Fear Shakespeare, a kid-friendly translation of the original. For three students, even these literacy demands are beyond them. Another girl simply can't focus and he gives her pens and paper to draw with. The teacher can ask the No Fear group to identify the key characters and maybe provide a tentative plot summary. He can ask most of the class about character development, and five of them might be able to support their statements with textual evidence. Now two curious students are wondering whether Shakespeare advocates living a life of moderation or one of passionate engagement.

As a teacher myself, I'd think my lesson would be going rather well if the discussion went as described above. But wouldn't this kind of class work better if there weren't such a huge gap between the top and the bottom? If we put all the kids who needed literacy support into one class, and all the students who want to discuss the virtue of moderation into another?

The practice of 'streaming', or 'tracking', involves separating students into classes depending on their diagnosed levels of attainment. At a macro level, it requires the establishment of academically selective schools for the brightest students, and comprehensive schools for the rest. Within schools, it means selecting students into a 'stream' of general ability, or 'sets' of subject-specific ability. The practice is intuitively appealing to almost every stakeholder.

The current pedagogical paradigm is arguably that of constructivism, which emerged out of the work of psychologist Lev Vygotsky. In the 1930s, Vygotsky emphasised the importance of targeting a student's specific 'zone of proximal development' (ZPD). This is the gap between what they can achieve only with support – teachers, textbooks, worked examples, parents and so on – and what they can achieve independently. The purpose of teaching is to provide and then gradually remove this 'scaffolding' until they are autonomous. If we accept this model, it follows that streaming students with similar ZPDs would be an efficient and effective solution.

Despite all this, there is limited empirical evidence to suggest that streaming results in better outcomes for students. Professor John Hattie, director of the Melbourne Education Research Institute, notes that 'tracking has minimal effects on learning outcomes'. What is more, streaming appears to significantly – and negatively – affect those students assigned to the lowest sets. These students tend to have much higher representation of low socioeconomic class. Less significant is the small benefit for those lucky clever students in the higher sets. The overall result is that the smart stay smart and the dumb get dumber, further entrenching the social divide.English-practice exercises.

Having a variety of different abilities in a collaborative learning environment provides valuable resources for helping students meet their learning needs, not to mention improving their communication and social skills. And today, more than ever, we need the many to flourish – not suffer at the expense of a few bright stars. Once a year, I go on a hike with my class, a mixed bunch of students. It is challenging. The fittest students realise they need to encourage the reluctant. We make it – together.

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	c)	**Trace** the answer to the following questions. Choose NO MORE THAN THREE WORDS from the passage for each answer. i. Name the Shakespeare play being discussed in the classroom example. ii. Mention the name of the children's version of a mentioned text. iii. Name the psychologist associated with the 'zone of proximal development'. iv. Indicate which social group is overrepresented in the lowest sets. v. What annual activity does the teacher take the class on?	[5x1=5]	
2	a)	**Write** the correct form of the verbs in the bracket to complete the following conditional sentences as directed. i)If Elias had (not see) the falling star last night, he would have (not have) the idea for his engine. (Third Conditional) ii) If he ___ (build) the machine today, he ___ (test) it in the garden tomorrow. (First Conditional) iii) If the metal ___ (get) too hot, it always ___ (expand) and jams the gears. (Zero Conditional) iv) If Elias ___ (not drop) the wrench into the core yesterday, the engine ___ (not explode). (Third Conditional) v) If he had (own) a professional laboratory, he ___ (create) incredible inventions every day. (Second Conditional) vi) If the mayor ___ (visit) the workshop tonight, Elias ___ (show) him the final version. (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 sun was hot the sand was white. ii) Swimming in the ocean. iii) A large crab crawled across the sand. iv) I found a shell it was bright pink. v) While eating a cold ice cream. vi) The waves grew tall the surfers were happy. vii)Because it started to rain.	[7x1=7]	
3	a)	You tried to study seriously or be productive but got distracted the whole day. Now **Compose** a letter to your friend. In your letter: -Describe your study plan. -Explain what distracted you (phone, friends, etc.). -Say what you will do differently next time.	[7]	CLO-4 *Level-C3*
	b)	**Construct** an essay on any one of the following topics: i. Food delivery services are expanding rapidly. What are the causes of this growth, and what effects does it have on local businesses? ii.Space exploration is a waste of resources. Do you agree or disagree?	[8]	