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Daffodil International University

Faculty of Science & Information Technology

Department of Computing and Information System

Mid-Term Examination, Summer 2026

Course Code: ENG 102, Course Title: English Language II

Level: 1 Term: 2

Exam Duration: 1.30 Hours **Marks: 25**

Answer ALL Questions [Optional]

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

1.		**Reading**	**Marks 15x1=15**	**CO 1**
		Reading Passage 1: Read the following passage and answer the following questions **The steam car** *The successes and failures of the Doble brothers and their steam cars* **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. **B.** 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. **C.** 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.		

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D. 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.

E. Later that year Abner Doble delivered unhappy news to those eagerly awaiting the delivery of their modem 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.

F. 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 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.

a) **Questions 1-6**

Reading Passage 1 has SIX paragraphs, A-F. *Choose the correct heading for each paragraph from the list of headings below.*

List of Headings

i A period in cold conditions before the technology is assessed
ii Marketing issues lead to failure ?
iii Good and bad aspects of steam technology are passed on
iv A possible solution to the issues of today
v Further improvements lead to commercial orders
vi Positive publicity at last for this quiet, clean, fast vehicle
vii A disappointing outcome for customers
viii A better option than the steam car arises

1 Paragraph A
2 Paragraph B
3 Paragraph C
4 Paragraph D
5 Paragraph E
6 Paragraph F

Reading Passage 2: Read the following passage and answer the following questions

The return of the huarango

The arid valleys of southern Peru are welcoming the return of a native plant

The south coast of Peru is a narrow, 2,000-kilometre-long strip of desert squeezed between the Andes and the Pacific Ocean. It is also one of the most fragile ecosystems on Earth. It hardly ever rains there, and the only year-round source of water is located tens of metres below the surface. This is why the huarango tree is so suited to life there: it has the longest roots of any tree in the world. They stretch

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down 50-80 metres and, as well as sucking up water for the tree, they bring it into the higher subsoil, creating a water source for other plant life.

For centuries the huarango tree was vital to the people of the neighbouring Middle Ica Valley too. They grew vegetables under it and ate products made from its seed pods. Its leaves and bark were used for herbal remedies, while its branches were used for charcoal for cooking and heating, and its trunk was used to build houses. But now it is disappearing rapidly. The majority of the huarango forests in the valley have already been cleared for fuel and agriculture – initially, these were smallholdings, but now they're huge farms producing crops for the international market.

'Of the forests that were here 1,000 years ago, 99 per cent have already gone,' says botanist Oliver Whaley from Kew Gardens in London, who, together with ethnobotanist Dr William Milliken, is running a pioneering project to protect and restore the rapidly disappearing habitat. In order to succeed, Whaley needs to get the local people on board, and that has meant overcoming local prejudices. 'Increasingly aspirational communities think that if you plant food trees in your home or street, it shows you are poor, and still need to grow your own food,' he says. In order to stop the Middle Ica Valley going the same way as the Lower Ica Valley, Whaley is encouraging locals to love the huarangos again. 'It's a process of cultural resuscitation,' he says. He has already set up a huarango festival to reinstate a sense of pride in their eco-heritage, and has helped local schoolchildren plant thousands of trees.

And some farmers are already planting huarangos. Alberto Benevides, owner of Ica Valley's only certified organic farm, which Whaley helped set up, has been planting the tree for 13 years. He produces syrup and flour, and sells these products at an organic farmers' market in Lima. His farm is relatively small and doesn't yet provide him with enough to live on, but he hopes this will change. 'The organic market is growing rapidly in Peru,' Benevides says. 'I am investing in the future.'

But even if Whaley can convince the local people to fall in love with the huarango again, there is still the threat of the larger farms. Some of these cut across the forests and break up the corridors that allow the essential movement of mammals, birds and pollen up and down the narrow forest strip. In the hope of counteracting this, he's persuading farmers to let him plant forest corridors on their land. He believes the extra woodland will also benefit the farms by reducing their water usage through a lowering of evaporation and providing a refuge for bio-control insects.

'If we can record biodiversity and see how it all works, then we're in a good position to move on from there. Desert habitats can reduce down to very little,' Whaley explains. 'It's not like a rainforest that needs to have this huge expanse. Life has always been confined to corridors and islands here. If you just have a few trees left, the population can grow up quickly because it's used to exploiting water when it arrives.' He sees his project as a model that has the potential to be rolled out across other arid areas around the world. 'If we can do it here, in the most fragile system on Earth, then that's a real message of hope for lots of places, including Africa, where there is drought and they just can't afford to wait for rain.'

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b) **Questions 7-10**
Complete the table below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

Traditional uses of the huarango tree

Part of tree	Traditional use
7.....	Fuel
8....., and 9.....	Medicine
10.....	construction

c) **Questions 11-15**
Do the following statements agree with the information given in Reading Passage 2?
TRUE **if the statement agrees with the information**
FALSE **if the statement contradicts the information**
NOT GIVEN **if there is no information on this**

11 Local families have told Whaley about some traditional uses of huarango products.
12 Farmer Alberto Benevides is now making a good profit from growing huarangos.
13 Whaley needs the co-operation of farmers to help preserve the area's wildlife.
14 For Whaley's project to succeed, it needs to be extended over a very large area.
15 Whaley has plans to go to Africa to set up a similar project.

2 **Grammar** — **6x0.5 = 3 Marks** — **CO 2**

a) **Read the underlined sentences and identify if these sentences are Simple, Complex, Compound, or Complex-compound according to their structure:**

It was Sports Day at the school, and students from every grade were excited to participate in different events. **(i).** **The playground quickly filled with laughter.** **(ii).** **Exhausted after hours of practice, yet determined to improve her performance, the violinist continued playing with remarkable focus during the cultural segment of the event.** Meanwhile, teachers moved around the field, ensuring that everything was running smoothly. **(iii).** **Although the weather was hot, many students chose to play football and cricket.** Some students preferred indoor activities, while others eagerly waited for the relay race to begin. **(iv).** **The playground quickly filled with laughter, and groups of friends gathered to chat.** Parents and guests watched the competitions from the stands and cheered enthusiastically for the participants. **(v).** **She had brought the book from the library, and she was determined to finish it before the weekend.** As the afternoon progressed, the atmosphere became even more energetic, and several records were broken. **(vi).** **When the break ended, everyone returned to class, but the excitement of the afternoon remained.**

3. **Writing** — **1x 7 =07 Marks** — **CO 3**

a) As the Head of the Department, you have become concerned about declining student attendance and unsatisfactory academic performance in several courses.
Write a memo to all faculty members calling for an urgent departmental meeting to discuss these issues. In the memo, instruct faculty members to bring updated records of student attendance, academic progress, and any concerns regarding at-risk students for review during the meeting.
Write at least 80-100 words.