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# Daffodil International University

**Faculty of Science & Information Technology**
**Department of Computer Science and Engineering**
**Mid-term Examination, Spring-2026**
**Course Code: ENG 102 Course Title: Writing and Comprehension**
**Level: 1 Term: 2 Batch: 70**

**Exam Duration: 1.5 Hours** **Marks: 25**

**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.]***

| 1. | | **Reading** | **1x 15= 15 Marks** | **CO1** |
|---|---|---|---|---|
| | | **Reading Passage 1: Read the following passage and answer the following questions** | | |
| | | **Henry Moore (1898-1986)**<br>*The British sculptor Henry Moore was a leading figure in the 20th-century art world*<br>Henry Moore was born in Castleford, a small town near Leeds in the north of England. He was the seventh child of Raymond Moore and his wife Mary Baker. He studied at Castleford Grammar School from 1909 to 1915, where his early interest in art was encouraged by his teacher Alice Gostick. After leaving school, Moore hoped to become a sculptor, but instead he complied with his father's wish that he train as a schoolteacher. He had to abandon his training in 1917 when he was sent to France to fight in the First World War.<br>After the war, Moore enrolled at the Leeds School of Art, where he studied for two years. In his first year, he spent most of his time drawing. Although he wanted to study sculpture, no teacher was appointed until his second year. At the end of that year, he passed the sculpture examination and was awarded a scholarship to the Royal College of Art in London. In September 1921, he moved to London and began three years of advanced study in sculpture.<br>Alongside the instruction he received at the Royal College, Moore visited many of the London museums, particularly the British Museum, which had a wide-ranging collection of ancient sculpture. During these visits, he discovered the power and beauty of ancient Egyptian and African sculpture. As he became increasingly interested in these 'primitive' forms of art, he turned away from European sculptural traditions.<br>After graduating, Moore spent the first six months of 1925 travelling in France. When he visited the Trocadero Museum in Paris, he was impressed by a cast of a Mayan* sculpture of the rain spirit. It was a male reclining figure with its knees drawn up together, and its head at a right angle to its body. Moore became fascinated with this stone sculpture, which he thought had a power and originality that no other stone sculpture possessed. He himself started carving a variety of subjects in stone, including depictions of reclining women, mother-and-child groups, and masks.<br>Moore's exceptional talent soon gained recognition, and in 1926 he started work as a sculpture instructor at the Royal College. In 1933, he became a member of a group of young artists called Unit One. The aim of the group was to convince the | | |

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English public of the merits of the emerging international movement in modern art and architecture.

Around this time, Moore moved away from the human figure to experiment with abstract shapes. In 1931, he held an exhibition at the Leicester Galleries in London. His work was enthusiastically welcomed by fellow sculptors, but the reviews in the press were extremely negative and turned Moore into a notorious figure. There were calls for his resignation from the Royal College, and the following year, when his contract expired, he left to start a sculpture department at the Chelsea School of Art in London.

Throughout the 1930s, Moore did not show any inclination to please the British public. He became interested in the paintings of the Spanish artist Pablo Picasso, whose work inspired him to distort the human body in a radical way. At times, he seemed to abandon the human figure altogether. The pages of his sketchbooks from this period show his ideas for abstract sculptures that bore little resemblance to the human form.

In 1940, during the Second World War, Moore stopped teaching at the Chelsea School and moved to a farmhouse about 20 miles north of London. A shortage of materials forced him to focus on drawing. He did numerous small sketches of Londoners, later turning these ideas into large coloured drawings in his studio. In 1942, he returned to Castleford to make a series of sketches of the miners who worked there.

In 1944, Harlow, a town near London, offered Moore a commission for a sculpture depicting a family. The resulting work signifies a dramatic change in Moore's style, away from the experimentation of the 1930s towards a more natural and humanistic subject matter. He did dozens of studies in clay for the sculpture, and these were cast in bronze and issued in editions of seven to nine copies each. In this way, Moore's work became available to collectors all over the world. The boost to his income enabled him to take on ambitious projects and start working on the scale he felt his sculpture demanded.

Critics who had begun to think that Moore had become less revolutionary were proven wrong by the appearance, in 1950, of the first of Moore's series of standing figures in bronze, with their harsh and angular pierced forms and distinct impression of menace. Moore also varied his subject matter in the 1950s with such works as Warrior with Shield and Falling Warrior. These were rare examples of Moore's use of the male figure and owe something to his visit to Greece in 1951, when he had the opportunity to study ancient works of art.

In his final years, Moore created the Henry Moore Foundation to promote art appreciation and to display his work. Moore was the first modern English sculptor to achieve international critical acclaim and he is still regarded as one of the most important sculptors of the 20th century.

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**A** **(Question 1-5)**

**Do the following statements agree with the information given in Reading Passage 1?**

**For the questions 1 - 5 on your answer sheet, select**

TRUE. if the statement agrees with the information

FALSE. if the statement contradicts the information

NOT GIVEN If there is no information on this

1. On leaving school, Moore did what his father wanted him to do.
2. Moore began studying sculpture in his first term at the Leeds School of Art.
3. When Moore started at the Royal College of Art, its reputation for teaching sculpture was excellent.
4. Moore became aware of ancient sculpture as a result of visiting London museums
5. The Trocadero Museum's Mayan sculpture attracted a lot of public interest.

**B** **(Questions 6-8)**

Complete the notes below. Select **ONE WORD ONLY** from the passage in each gap.

**Moore's career as an artist**

1930s

- Moore's exhibition at the Leicester Galleries is criticised by the press
- Moore is urged to offer his (6) ---------- and leave the Royal College

1940s

- Moore turns to drawing because (7) ---------- for sculpting are not readily available
- While visiting his hometown, Moore does some drawings of (8) ----------

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

**The Desolenator: producing clean water**

**A** Travelling around Thailand in the 1990s, William Janssen was impressed with the basic rooftop solar heating systems that were on many homes, where energy from the sun was absorbed by a plate and then used to heat water for domestic use. Two decades later Janssen developed that basic idea he saw in Southeast Asia into a portable device that uses the power from the sun to purify water.

**B** The Desolenator operates as a mobile desalination unit that can take water from different places, such as the sea, rivers, boreholes and rain, and purify it for human consumption. It is particularly valuable in regions where natural groundwater reserves have been polluted, or where seawater is the only water source available. Janssen saw that there was a need for a sustainable way to clean water in both the developing and the developed countries when he moved to the United Arab Emirates and saw large-scale water processing. 'I was confronted with the enormous carbon footprint that the Gulf nations have because of all of the desalination that they do,' he says.

**C** The Desolenator can produce 15 litres of drinking water per day, enough to sustain a family for cooking and drinking. Its main selling point is that unlike standard desalination techniques, it doesn't require a generated power supply: just sunlight. It measures 120 cm by 90 cm, and is easy to transport, thanks to its two wheels. Water enters through a pipe, and flows as a thin film between a sheet of

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double glazing and the surface of a solar panel, where it is heated by the sun. The warm water flows into a small boiler (heated by a solar-powered battery) where it is converted to steam. When the steam cools, it becomes distilled water. The device has a very simple filter to trap particles, and this can easily be shaken to remove them. There are two tubes for liquid coming out: one for the waste – salt from seawater, fluoride, etc. – and another for the distilled water. The performance of the unit is shown on an LCD screen and transmitted to the company which provides servicing when necessary.

**D** A recent analysis found that at least two-thirds of the world's population lives with severe water scarcity for at least a month every year. Janssen says that by 2030 half of the world's population will be living with water stress – where the demand exceeds the supply over a certain period of time. 'It is really important that a sustainable solution is brought to the market that is able to help these people,' he says. Many countries 'don't have the money for desalination plants, which are very expensive to build. They don't have the money to operate them, they are very maintenance intensive, and they don't have the money to buy the diesel to run the desalination plants, so it is a really bad situation.'

**E** The device is aimed at a wide variety of users – from homeowners in the developing world who do not have a constant supply of water to people living off the grid in rural parts of the US. The first commercial versions of the Desolenator are expected to be in operation in India early next year, after field tests are carried out. The market for the self-sufficient devices in developing countries is twofold – those who cannot afford the money for the device outright and pay through microfinance, and middle-income homes that can lease their own equipment. 'People in India don't pay for a fridge outright; they pay for it over six months. They would put the Desolenator on their roof and hook it up to their municipal supply and they would get very reliable drinking water on a daily basis,' Janssen says. In the developed world, it is aimed at niche markets where tap water is unavailable – for camping, on boats, or for the military, for instance.

**F** Prices will vary according to where it is bought. In the developing world, the price will depend on what deal aid organisations can negotiate. In developed countries, it is likely to come in at $1,000 (£685) a unit, said Janssen. 'We are a venture with a social mission. We are aware that the product we have envisioned is mainly finding application in the developing world and humanitarian sector and that this is the way we will proceed. We do realise, though, that to be a viable company there is a bottom line to keep in mind,' he says.

**G** The company itself is based at Imperial College London, although Janssen, its chief executive, still lives in the UAE. It has raised £340,000 in funding so far. Within two years, he says, the company aims to be selling 1,000 units a month, mainly in the humanitarian field. They are expected to be sold in areas such as Australia, northern Chile, Peru, Texas and California.

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| | C | **(Questions 9-12)**<br>**Choose the correct number, i–x, of heading for sections A–G from the list of headings below.**<br>List of Headings<br>i. Getting the finance for production<br>ii. An unexpected benefit<br>iii. From initial inspiration to new product<br>iv. The range of potential customers for the device<br>v. What makes the device different from alternatives<br>vi. Cleaning water from a range of sources<br>vii. Overcoming production difficulties<br>viii. Profit not the primary goal<br>ix. A warm welcome for the device<br>x. The number of people affected by water shortages<br><br>Section A (9) ___vi___<br>Section B (10) ___iii___<br>Section C (11) ___v i___<br>Section D (12) ___ | | |
| | D | **(Questions 13-15)**<br>Complete the summary below. Select **ONE WORD ONLY** from the passage in each gap.<br>**How the Desolenator works**<br>The energy required to operate the Desolenator comes from sunlight. The device can be used in different locations, as it has (13) _____. Water is fed into a pipe, and a (14) _____ of water flows over a solar panel. The water then enters a boiler, where it turns into steam. Any particles in the water are caught in a (15) _____ . The purified water comes out through one tube, and all types of waste come out through another. | | |
| **2** | | **Grammar** | **0.5x06 = 3 Marks** | **CO2** |
| | **A** | **Read the sentences and identify if these sentences are Simple, Complex, Compound, or Compound-complex according to their structure:**<br>(i) While the university promotes interdisciplinary research to address global challenges, some departments resist collaboration, arguing that disciplinary depth should not be compromised. (ii) The committee approved the proposal after reviewing the ethical concerns raised by external evaluators. (iii) Many graduates seek employment abroad, because they believe international experience enhances both professional credibility and personal growth. (iv) Although the lecture was designed to provoke debate, the students remained unusually silent, and the professor wondered whether the topic had been misunderstood. (v) Having completed the survey ahead of schedule, the research team began organizing the data for publication. (vi) If technological dependence continues to grow at its current pace, societies may become more efficient, but they might also face ethical dilemmas that are difficult to regulate. | | |

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| 3. | | Writing | 1x 7 = 07 Marks | CO3 |
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| | A | **Suppose you are the secretary of the Computer Club at your university. Outline the minutes of a meeting held to discuss the organization of an upcoming Computer Festival. Include the following details**<br><br>• Date: February 20, 2026<br>• Time: 11:00 a.m.<br>• Venue: Seminar Room 204<br>• Chair: Dr. Rahman (Faculty Advisor)<br>• Members Present: 5 out of 7<br>• Agenda:<br>1. Selection of festival theme<br>2. Budget planning<br>3. Invitation of guest speakers<br><br>**Decisions Taken:**<br><br>• Theme selected: "Computing Tomorrow: Intelligence, Innovation, Impact."<br>• A provisional budget of ৳80,000 was approved.<br>• Three renowned writers will be invited. | | |

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