

- Q1. Anybody who showed new pictures in Berlin had to fear the visitors.  
 According to Jung, people gathered in large numbers do not really understand what they are doing.

Q2. B. Answer the following questions briefly. (5)

- What is meant by "novelty in common" which radio and cinema share?
- Mention a few indicators of the rise of newspaper industry especially after First World War?
- What was the difference between the middle and high culture?
- What, according to the author, was the fate of reason in the era of intellectual and artistic activity?
- In the fifth line of last paragraph, what does "this outlook" refer to?

Q2.C. Give the meaning of these words as used in the passage. Also, use the words in your own sentences. (2)  
 Esteemed, ineffectually, triumphed, reinforced.

Q3. Draft a précis of the text in about 250 words and give it a suitable title. (12)

Q4. A. Give informal words for the following formal ones. (4)

- Abode
- Intimate
- Offspring
- Alcoholic beverages

B. Use the given prefixes and suffixes to make two words by using each affix. (8)

- i) un ii) ab iii) tion iv) im

Q5. (a) Write down topic sentence for the given paragraph. (2)

First and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic.

(b) Write down a paragraph on "Advances in technology" (10)

Q6. Write down an essay of about 350 words on any one of the following topics. (12 marks)

Note: a) Underline the thesis statement.

- Use at least three transition signals and indicate these by underlining.
- Role of science and technology in education
- Nuclear weapons maintain world peace. Do you agree or disagree. Give reasons for your answer.
- Reasons and impact of Child labour on society.

Q7. Use the context to help you determine the meaning of each highlighted word. (12)

Explain the meanings in your own words  
 Use the words in your own sentence.

- In the early 1600s, a dangerous trip across the Atlantic Ocean was a daunting idea. The Europeans, who would someday be known as the Pilgrims, must have been a very determined and brave group of settlers.
- The original Pilgrims called themselves the "Saints" and referred to others who joined with them for the voyage as the strangers.
- Most of America's Founding Fathers did not believe in women's suffrage. Only men could vote in the United States until 1920.
- No matter where you go, the Internet is following you. Almost every portable device is being made with an Internet connection. Most new TVs and many other appliances come with Internet connections as well. The Internet is truly ubiquitous.
- Speaking rudely to the judges was rash behavior. You really hurt your chances of winning!
- Some people are always bashing the president just like others bashed the one before him. Wouldn't you think that everyone could find something to praise him for, at least once in a while?



**NED UNIVERSITY OF ENGINEERING & TECHNOLOGY**  
FIRST YEAR SPRING SEMESTER (ELECTRICAL/ COMPUTER & INFORMATION SYSTEMS  
ELECTRONIC/ TELECOMMUNICATIONS ENGINEERING)

EXAMINATION 2015

BATCH 2014-15 & PREVIOUS BATCHES

Time: 2 ½ Hours

Dated: 09-05-2015

Max. Marks: 48

**FUNCTIONAL ENGLISH - HS-114**

**Instructions:**

- (1) Attempt **FOUR** questions in all.
- (2) Q2 is compulsory.

Q2. Read the following passage carefully and answer the questions that follow. [12]

Radio and cinema had one novelty in common: they were forms of communication which dispensed with the written except for the caption in silent films. The written word had gone hand in hand with civilization from the beginning. Now, theoretically, illiterate could be as well-informed about the world as the best-read man. Reading might have been expected to decline as a result, but this did not happen. Perhaps the habit was too inbred. Beside, primary education, now almost universal in Europe, made literacy also universal. Far from declining, the written, or rather the printed word triumphed as never before. Newspaper, which had greatly increased their circulation during the First World War, continued to do so after it. Great Britain, which carried the process furthest, the press by 1930 ranked twelfth among British industries, ahead of shipbuilding. Newspapers counted their readers by millions where they had previously counted by thousands. They had bigger headline, shorter paragraph, simpler writing. They derived their incomes mainly for advertisements, not from the halfpennies or pennies paid by readers. The decisive figure was the proprietor. Northcliffe and Beaverbrook in Great Britain, Hugenberg in Germany, not the editor. Nearly all the great newspapers were conservative in character, and often conservative in allegiance. They were among the most materialistic elements in a materialistic age. Nevertheless, they provided more news than had been provided by even the most esteemed newspapers of a staid past.

The newspapers, like the cinema and usually radio, expressed popular culture, and observed talk as though this were the only culture which now existed. The flood of the mass-age was supposed to have submerged the standard of previous times, but this was far from being the case. There was also a middle culture and high culture-distinctions between them resting on levels of sophistication (middlebrow and highbrow) not on class. The middlebrow culture was the least interesting, a repetition of past patterns interspersed with lamentations against anything new, either above or below. Those who condemned James Joyce or Picasso also disapproved of the cinema. The middlebrows felt more menaced than before, hence the intolerance which contrasted oddly with their professions of liberalism. Original artists and thinkers were constantly, though ineffectually, harassed. The works of three great British writers - Joyce, D H Lawrence, T E Lawrence came under the legal ban of pornography. The organizer of an art exhibition learned to expect, in England, a visit from the police. In Paris and Berlin he took precautions against a riot.

Nevertheless, this was an age of intellectual and artistic activity. Paris reached perhaps its highest point as the cultural capital of Europe. English artists had always congregated there, though fewer Germans did so as a result of the First World War. There were now also more Russians, usually refugees for political reasons, and more Americans. These Americans were no longer in Paris merely to learn to admire; they were there to lead and to create. Ernest Hemingway and Gertrude Stein, for example, counted as decisive figures European literature. Gertrude Stein was significant in another way. Her writings expressed the spirit of subversion which now shaped much of European art. Many forces combined to end the reign of reason which had run since the Renaissance. In the nineteenth century, for instance, science had powerfully supported rationalistic philosophy. Scientists were expected to discover general laws of increasing certainty, and they expected it themselves. In the twentieth century, scientist began to doubt the finality of their own conclusion, just when ordinary man came to believe that reason had triumphed.

Scientists challenged reason by implication; others did so directly. Marxism already implied this challenge when it laid down that system thought sprang from the existing social order and class allegiance, not from abstract reasoning. Standard of right and wrong were thus, it seemed, relative, like the Universe and a Soviet statesman could commit crimes which were deplorable elsewhere. Psychology reinforced this outlook. Freud discovered the unconscious and taught that man's apparently rational acts were in fact often determined by what happened to him before the age of five. In Freud's view, ostensible motives were no more than rationalizations. The real driving forces bubbled up from the storms of the unconscious. No doubt most men did not grasp the complexities of Freud's system, still less than of the rival psychology. Jung, actually postulated collective unconscious and a folk-memory going back for centuries in any case, these systems were literary fantasies, not scientific structures; vulgarized, they struck an immense blow against reason.

Q 2.A. State whether the following statements are True or False according to the above passage. Also, give brief reasons for your answers. (3)

- a) The people who paid the greater part of the money used to run the newspaper were advertisers.
- b) According to the author, the British newspapers developed commercially when those became the twelfth largest industry in the world.
- c) The middlebrow's attitudes were remarkable in view of the fact that they did such useful and progressive jobs.

P.T.O

**NED UNIVERSITY OF ENGINEERING & TECHNOLOGY**  
**FIRST YEAR SPRING SEMESTER (DEVELOPMENT STUDIES/ TEXTILE SCIENCES/**  
**MANAGEMENT SCIENCES/ INDUSTRIAL CHEMISTRY/ COMPUTATIONAL FAINEANCE/**  
**ECONOMICS & FINANCE/ ENGLISH LINGUISTICS)**  
**EXAMINATION 2017**

**BATCH 2016-17 & PREVIOUS BATCHES**

**Time: 2 ½ Hours**

**Dated: 12-04-2017**

**Max. Marks: 40**

**FUNCTIONAL ENGLISH - HS-104**

**Instructions:** Attempt FOUR questions in all. Q2 is compulsory. Start each question from the new page.

**Q2.** Read the following passage carefully and answer the questions that follow.

[10]

The pressures of being self-employed are inescapable. You may have to work long hours, and there will be times when things get on top of you. You may well get into debt in order to finance the enterprise. You will need to maintain your faith in your business, often in the face of other people's doubts.

There will be times when you will feel lonely and frustrated. If you employ people, you will need to be positive and show leadership at all the times. There will be times when you need to be tough and be prepared to discipline difficult employees or make difficult demands of your suppliers. You need to be polite and helpful, even when an awkward customer is giving you a hard time.

Many of those who successfully start their own business have the backing of their family. Working long hours may have adverse impacts on your family life and your family must be prepared for it. Also, you must be sure that your family can accommodate the risks that self-employment can bring, especially in terms of lower income in the initial stages, and the serious implications if the business fails. You must take the time to talk to all members of your family who might be affected by your decision to be your own boss.

You need to ask yourself several questions before you intend to start your own business venture. Do you have the financial resources, and can you afford to risk them? For example, you might take a secured loan based on the security of your home; what are your plans if the business fails and you are forced to sell your house? Do you have sufficient experience and technical skills to perform the core functions of your new business? Are you knowledgeable enough about the market conditions to be able to assess its needs and adapt to its changes? Do you have the tenacity and discipline to see through hard times when cash inflows will be short and demands will be heavy from customers, bankers, staff, and, crucially, your family?

**Q2.A.** Answer the following questions. (6)

- (i) What types of pressures are generally faced by individuals who choose to be self-employed?
- (ii) What are the qualities which are vital for the success of self-employed persons?
- (iii) List **four** types of queries which you must ask yourself before you seriously contemplate undertaking a self-employed business proposition.

**Q2.B.** State whether the following statements are **True or False** according to the above passage. Also, give brief reasons for your answers. (3)

- (i) Working long hours may not have adverse impacts on your family life and your family musn't be prepared for it. **True/False**
- (ii) If you employ people, you will need to be positive and show leadership sometimes. **True/False**
- (iii) Many of those who successfully start their own business do not have the backing of their family. **True/False**

**Q2.C.** Give the meaning of any **TWO** these words as used in the passage. (1)

P.T.O

Inescapable, adverse, initial, core, tenacity.

cannot run <sup>negotiate</sup> first step / beginning point



**NED UNIVERSITY OF ENGINEERING & TECHNOLOGY**  
**FIRST YEAR FALL SEMESTER (ELECTRICAL ENGINEERING)**  
**EXAMINATIONS 2018**  
**BATCH 2018**

**Time: 2 ½ Hours**

**Dated: 18-02-2019**  
**Max.Marks: 40**

**Functional English - HS-114 (Subjective)**

Instructions: Attempt all questions. Start each question from a new page.

Q2: Read the following passage carefully and complete the exercises that follow. [C4]

Think back to the time when you were in a classroom, maybe a Math classroom, and the teacher set a difficult problem. Which of the two following responses is closer to the way you reacted?

A: Oh no, this is too hard for me. I'm not even going to seriously try and work it out.

B: Ah, this is quite tricky but I like to push myself. Even if I don't get the answer right, maybe I'll learn something in the attempt.

Early in her career, the psychologist Carol Dweck of Stanford University gave a group of ten-year-olds problems that were slightly too hard for them. One group reacted positively, said they loved challenge and understood that their abilities could be developed. She says they had a 'growth mindset' and are focused on what they can achieve in the future. But another group of children felt that their intelligence was being judged and they had failed. They had a 'fixed mindset' and were unable to imagine improving. Some of these children said they might cheat in the future; others looked for someone who had done worse than them to boost their self-esteem.

Professor Dweck believes that there is a problem in education at the moment. For years, children have been praised for their intelligence or talent, but this makes them vulnerable to failure. They become performance-oriented, wanting to please by getting high grades, but they are not necessarily interested in learning for its own sake. The solution, according to Dweck, is to praise the process that children are engaged in: making an effort, using learning strategies, persevering and improving. This way they will become mastery-oriented (i.e. interested in getting better at something) and will achieve more. She contends that sustained effort over time is the key to outstanding achievement.

Psychologists have been testing these theories. Students were taught that if they left their comfort zone and learned something new and difficult, the neurons in their brains would form stronger connections, making them more intelligent. These students made faster progress than a control group. In another study, underperforming school children on a Native American reservation were exposed to growth mindset techniques for a year. The results were nothing less than staggering. They came top in regional tests, beating children from much more privileged backgrounds. These children had previously felt that making an effort was a sign of stupidity, but they came to see it as the key to learning.

So, back to our original question. If you answered B, well done – you already have a growth mindset. If A, don't worry; everyone is capable of becoming mastery-oriented with a little effort and self-awareness. (440)

**P.T.O**

Q2(a) Answer the following questions.

[4]

- What facts are included in the second paragraph?
- What can you infer about 'growth mindset' after reading the second paragraph?
- What facts are included in the third paragraph?
- What inferences can you make about 'growth mindset'?

Q2 (b). Read the sentences and write *True* if the information can be found in the text, *False* if the information says the opposite to the text or *Not given* if the information cannot be found in the text. [3]

- Carol Dweck wanted to find out how children respond to a challenge.
- Having a fixed mindset results in students dropping out of school.
- Praising children for their intelligence has a positive impact on learning.
- Those who persist in trying to improve their abilities over time are successful.
- Knowing how the brain works has little effect on learning.
- As students, children from richer or poorer backgrounds have the same potential.

Q2 (c). Match the main ideas with the correct paragraph and write a-f to the numbers 1-6.

[3]

1	Paragraph 1	a	Two ways of responding to a problem
2	Paragraph 2	b	How do you respond to a challenge?
3	Paragraph 3	c	You can change the way you think
4	Paragraph 4	d	The right and wrong kind of praise
5	Paragraph 5	e	Staying in your comfort zone
6	Not used	f	Proof that brain training works

Q3. Write a précis of the passage given in Q2. [C5]

[10]

Q4. Do brainstorming, and write a 120-150 words paragraph on ANY ONE of the given topics. [C5]

[10]

- Your favourite hangout spot
- Your most valuable possession
- Perks of being an Engineer

Q5. Write down an essay of 250-300 words on ANY ONE of the following topics. (You are required to underline the thesis statement, topic sentences, and transitional words) [C5]

[10]

- Are hybrid cars the future of vehicle electronics?
- Some schools use cell phones in the classroom for educational purposes. Think about the effects of allowing students to have and use cell phones in classrooms. Give specific examples to support your opinion.
- Sport is the most powerful international language.

SEAT NO. CT-080

**NED UNIVERSITY OF ENGINEERING & TECHNOLOGY**  
**FIRST YEAR (PETROLEUM ENGINEERING/**  
**BACHELOR OF SCIENCE IN APPLIED PHYSICS/**  
**COMPUTER SCIENCE & INFORMATION TECHNOLOGY)**  
**SPRING SEMESTER EXAMINATIONS 2021**  
**BATCH 2020**

Time: 3 Hours

Dated: 25-08-2021

Max. Marks: 60

**Functional English - HS-104**

**Instructions:** Please attempt ALL questions.

**Q1. Read the following passage and answer the questions that follow.**

[CLO 1] 12

Social media, magazines and shop windows bombard people daily with things to buy, and consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. Also, not only are people spending money they do not have, they are using it to buy things they do not need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops cannot sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people do not want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities cannot sell are sent abroad, causing even more economic and environmental problems.

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own.

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they saved \$55,000.

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive. But even if you cannot manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you do not need. Buy Nothing groups send a clear message to companies that people are no longer willing to accept the environmental and human cost of overconsumption.

a. **Mark the following statements true or false: [6]**

1. People buy clothes because they want to throw them away.
2. The writer thinks it is worrying that people spend money on things they do not need.
3. Only a very small proportion of unwanted clothes are thrown away.
4. Buy Nothing Day is a protest against credit cards.

5. The two friends who did the 'buy nothing' experiment only bought food for 12 months.
6. The author has a negative attitude towards Buy Nothing trend.

Choose the correct answer for the following: [4]

1. British spend an average of \_\_\_\_\_ percent of their income on new clothes each year.  
 a. Two  
 b. Four  
 c. Six  
 d. Ten
2. The anti-consumerism trend initiated in Canada in \_\_\_\_\_.  
 a. 1970s  
 b. 1980s  
 c. 1990s  
 d. 2000s
3. The two Canadian friends gave up \_\_\_\_\_ at the second stage.  
 a. Food  
 b. Services  
 c. Cars  
 d. Electrical Goods
4. The Buy Nothing movement is a message to the \_\_\_\_\_ against the overconsumption.  
 a. Environmentalists  
 b. Social Media Influencer  
 c. Brands  
 d. Charity Workers

Answer the following questions: [2]

1. Please write in your own words the main idea of the passage?
2. What is the purpose of the author in this passage?

Q2. Write a précis of the passage given in Q1. Also, give a suitable title.

[CLO 1] 06

Q3. Using the prewriting strategies, write a paragraph of 100-120 words on ANY ONE of the following topic. Underline the topic sentence.

[CLO 2] 06

1. A life changing experience
2. Gender Equality
3. An ideal job

Q4. Using brainstorming technique, write an essay of 250-300 words on ANY ONE of the following topic. Underline the thesis statement and topic sentences.

[CLO 2] 12

1. Online Gaming Promotes Violence
2. Role of Community Service in Character Development
3. Part-time Employment for Students

Q5. You are the president of a students' society and you are assigned the responsibility to arrange a 'Job Fair' at your university. However, you need to obtain formal permission from the Vice Chancellor of the university. Write a letter to the Vice Chancellor to persuade him to grant permission for the job fair.

[CLO 2] 12

Q6. You are part of an audit team who has been assigned the quality inspection of your departmental laboratories. Write a short report on the quality control and mechanism of the labs to be submitted to the university management.

-[CLO 2] 12



SEAT NO. CT-21090

**NED UNIVERSITY OF ENGINEERING & TECHNOLOGY**  
**FIRST YEAR(BACHELOR OF SCIENCE IN APPLIED PHYSICS/ COMPUTER SCIENCE &**  
**INFORMATION TECHNOLOGY)**  
**SPRING SEMESTER EXAMINATIONS 2022**  
**BATCH 2021**

Time: 3 Hours

Dated:16-08-2022

Max.Marks:60

**Functional English - IIS-104**

**Instructions:** Please attempt ALL questions in the answers sheet. Your answers will be assessed on language (grammar and vocabulary) and mechanics, coherence and cohesion, completeness, relevance, and format.

**Q1. Read the passage on 'How humans evolved language' below and answer the following questions.**

**[CLO 2] 12**

Thanks to the field of linguistics we know much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. For example, we understand the origins of the Indo-European group of languages, which includes Norwegian, Hindi and English, and can trace them back to tribes in eastern Europe in about 3000 BC. So, we have mapped out a great deal of the history of language, but there are still areas we know little about. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an innate system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share this capability because they are able to recognise when these rules are broken.

If we want to know where our capability for complex language came from, we need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that way. And for this there are very few physical clues: artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds. Before that, evolutionary biologists can only guess whether or not early humans communicated using more basic sounds.

Another question is, what is it about human brains that allowed language to evolve in a way that it did not in other primates? At some point, our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. These were the basic ingredients for complex language. The next change would have been to put those words into sentences, similar to the 'protolanguage' children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain or was simply a response to our increasingly civilised way of living together.

Between 100,000 and 50,000 years ago, though, we start to see the evidence of early human civilisation, through cave paintings for example; no one knows the connection between this and language. Brains didn't suddenly get bigger, yet humans did become more complex and more intelligent. Was it using language that caused their brains to develop? Or did their more complex brains start producing language?

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re questions lie in looking at the influence of genetics on brain and language development. Are there genes mutated and gave us language ability? Researchers have found a gene mutation that occurred between 100,000 and 100,000 years ago, which seems to have a connection with speaking and how our brains control mouths and face. Monkeys have a similar gene, but it did not undergo this mutation. It's too early to say much influence genes have on language, but one day the answers might be found in our DNA.

**Mark the following statement as True or False: [6]**

- Experts fully understand how the Hindi language developed.
- The grammar of dolphin language follows the same rules as human language.
- Brain size is not the only factor in determining language capability.
- The language of very young children has something in common with the way our prehistoric ancestors may have spoken.
- When people started using complex language, their brains got bigger.
- The role of genetics in language capacity is not yet clear. **T**

**Answer the following questions: [6]**

- How is human language more complex than any other living things' language?
- Which field(s) of study can help us understand the development of language use in humans?
- What is the purpose of the author in the text?

2. Write a précis of the passage given in Q1. Also, give a suitable title.

[CLO 2] 06

3. Write a paragraph of 100-120 words on ANY ONE of the following topic. Underline the topic sentence.

[CLO 3] 06

- Cross-cultural Awareness
- My favourite movie character
- An ideal vacation

4. Using brainstorming technique, write an essay of 250-300 words on ANY ONE of the following topic. Underline the thesis statement and topic sentences.

[CLO 3] 12

- Authenticity of social media
- Importance of foreign languages
- Effects of climate change

5. Assume that you are assigned the responsibility of arranging a guest speaker session at your department. Write an invitation letter to an expert from your respective field to deliver a session on specific topic. Provide all the necessary details such as your introduction, details of your department and university, and information about the topic, date, time, venue, etc. in your letter.

[CLO 3] 12

6. Write a short report on the significance of internship and professional training for second to final year students. Also discuss the current available opportunities and challenges faced by the student. Conclude your report with recommendations.

[CLO 3] 1

5  
17  
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SEAT NO. CT-22067

**NED UNIVERSITY OF ENGINEERING & TECHNOLOGY**  
**FIRST YEAR (BS IN COMPUTER SCIENCE & INFORMATION TECHNOLOGY/ ARTIFICIAL**  
**INTELLIGENCE/**  
**CYBER SECURITY/ DATA SCIENCE/ APPLIED PHYSICS)**  
**SPRING SEMESTER EXAMINATIONS 2023**  
**Batch 2021**

Time: 3 hours

Dated: 04-08-2023

Max. Marks: 60

**Functional English – HS-104**

**Instructions:** Attempt ALL questions.

Q2. Read the following passage carefully and answer the given questions. (CLO-2) (16 marks)

Life today is governed by the offshoots of science. We have many new comforts of life that our forefathers did not possess. Should we jump to the conclusion that we are really happier than our forefathers were? It is a very puzzling question. Let us first see what kind of life they led.

*Life before technology*

The world of our forefathers was different from that of today. They lived in villages. Scientific inventions were not made. There were no planes, cars, movies, radios, etc. T.V, mobile phones, or the internet were not invented. There was no electricity so they were deprived of all those comforts which we now enjoy with the help of electricity. They moved in jolting, slow-moving carts or carriages. Life was simple. They were engaged in tilling the soil for a living. There were many cool and sheltered spots for innocent pleasures. They took active part in all sorts of simple and innocent games. Contentment and happiness prevailed.

*Life after technology*

In our modern age, life is full of comforts and luxuries. We wonder how our forefathers lived without them. These are the blessings of science. We can travel in railways, airplanes, ships, cars, and motorbikes and many more vehicles like them. The old days of trouble and difficulties have come to an end. In every walk of life we have begun to use electricity. Medical science has done a great service to man. Even the most serious diseases are cured very easily. We have comfortable homes, fine schools, hospitals and many other amenities of life.

*Modern age and lack of morality*

The point is we still feel doubt if we are really happier than our forefathers. Material civilization has no doubt made a wonderful stride but the moral development of man has been totally neglected. It has nothing to do with happiness, goodness, beauty, courage, adventure, journey, friendship, love, etc. All these values are necessary for a happy life. Scientific development has out-stripped our spiritual or moral progress.

*Materialism before moralism*

We are living in an age where we admire richer ones more than those who have spiritual power, and long for luxury of the body than peace of mind. This age of materialism will not be happy till there is an emphasis on the old moral values taught by our forefathers. True happiness is the state of mind that can be better attained in the cottage than in the king's palace. (No. of words: 392)

1. What was the only joy of life in the times of our forefathers? (02)
  2. Name a few comforts mentioned by the author that we enjoy today. (02)
  2. Despite every comfort, what exactly lacks in modern times? (02)
  3. What does the writer state about true happiness? (02)
  4. Write whether true /false: (08)
- 
- a) Science has brought comfort to our life. \_\_\_\_\_
  - b) Our forefathers who used to live in villages were using the internet. \_\_\_\_\_
  - c) Nowadays travelling has become convenient just because of the mercy of science. \_\_\_\_\_
  - d) The people in former times were happy with the simple pleasures of life. \_\_\_\_\_

**P.T.O**



Zainab Furqan Ahmed

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- (e) Medical facilities are a blessing of science. \_\_\_\_  
(f) The new generation is not concerned about moral values. \_\_\_\_  
(g) The modern age is the age of materialism. \_\_\_\_  
(h) Moral values are not necessary for a happy life. \_\_\_\_

Q2. Write a precis of the passage given in Q1. Also, suggest a suitable title for it. (CLO-3) (10 marks)

Q3. Write a **paragraph** of 150-200 words, incorporating **any one** of the following topic sentences. (CLO-3) (10 marks)

- ✓ "Being a university student means doing a lot of hard work."  
"One should be gentle and kind towards animals."

Q4. Write an essay of 350-400 words on any one of the following topics. (CLO-3) (12 marks)

Note:

- Either brainstorm or draw a mind map on the topic you choose.
- Underline the thesis statement.
- Underline the topic sentence in each body paragraph.

- 1) At university, students should have complete freedom to choose their own courses.
- ✓ 2) People have become overly dependent on technology.
- 3) Television is (or is not) a reliable source of information and knowledge.
- 4) A Frightening Experience You Had.

Q5. You visited a Book Exhibition 2023 at Expo Centre. Write down an informational report of 250-300 words to submit to your English teacher. (CLO-3) (12 marks)

Title:

By:

Introduction:

Details:

- date, venue, no. of days
- no. of books displayed
- genre and language
- public and their interest
- price ratio

Conclusion:

where?  
when?  
what?  
How?  
why?