

LIB
25/6/13 FN

Reg. No. :

Question Paper Code : 65122

5 Year M.Sc. DEGREE EXAMINATION, MAY/JUNE 2013.

First Semester

Software Engineering

EEN 012 – ENGLISH – I

(Regulation 2010)

Time : Three hours

Maximum : 100 marks

Answer ALL questions.

PART A — (10 × 2 = 20 marks)

1. Match the words in Column A with their meanings in Column B : (4 × $\frac{1}{2}$ = 2)

Column A	Column B
(a) Penury	(i) Plenty
(b) Impinge	(ii) Pure
(c) Pristine	(iii) Poverty
(d) Abundance	(iv) Intrude

2. Fill in the blanks with suitable prepositions choosing from the given list of prepositions : (4 × $\frac{1}{2}$ = 2)

(in, on, of, while, at, during, to)

- (a) What did you do _____ you were in Delhi?
(b) We get up early _____ the morning.
(c) He wasn't tall, he wasn't short, he was _____ average height.
(d) I didn't see you _____ the party on Saturday.

3. Write a definition of any two the following : (2 × 1 = 2)

- (a) Flash drive
(b) Paperweight
(c) Dictionary.

4. Form new words using the following prefixes : (4 × $\frac{1}{2}$ = 2)

- (a) Micro -
(b) Inter -
(c) Under -
(d) Non -

5. Fill in the blanks with suitable form of words by adding appropriate suffixes : (4 × $\frac{1}{2}$ = 2)
- She had no _____ (intend) of going to see her friend.
 - You need to be a highly trained _____ (economy) to understand this report.
 - The team that he supported were able to win the _____ (champion) trophy.
 - I told him my plan but he wasn't very _____ (receive).
6. Expand the following compound nouns : (4 × $\frac{1}{2}$ = 2)
- A project of three year duration
 - A letter consisting of four pages
 - A box weighing four kilograms
 - An old man who was 65 years of age.
7. Fill in the blanks using the verbs in brackets in the appropriate tenses : (4 × $\frac{1}{2}$ = 2)
- It _____ (rain) since morning.
 - It _____ (take) me an hour to go to my college.
 - When I _____ (arrive), my friends were sitting around the table and talking.
 - They _____ (already, eat) the dinner.
8. Change the voice of the following sentences : (2 × 1 = 2)
- The actors had performed the play by Shakespeare.
 - Smitha couldn't see the child while driving.
9. Fill in the blanks with suitable comparative adjectives : (4 × $\frac{1}{2}$ = 2)
- The weather is not good today – it's raining. I hope the weather will be _____ (good) next week.
 - This exercise is not difficult. It's _____ (easy) than I expected.
 - People say that Chinese is _____ (difficult) to learn than English.
 - People are not friendly in big cities. They are usually _____ (friendly) in small towns.
10. Make sentences using any two of the following expressions : (2 × 1 = 2)
- with the help of
 - under pressure
 - to one's credit
 - in time for.

PART B — (5 × 16 = 80 marks)

11. Read the passage and answer the following questions :

SHAKA – KING OF THE ZULUS

Shaka's military career started at about the same time as Napoleon's came to an end at Waterloo. Neither man had ever heard of the other, yet they had a surprising amount in common, particularly in their genius for war and politics. Had Shaka been born in Europe he too might well have altered the course of world affairs. As it was, he built the Zulu nation. And he would have destroyed it had it not been for the courage of a minor chieftain named Gala.

When he was still only twenty-nine, Shaka seized the throne of the Zulus. It took him very little time to turn the Zulu people into a first-class fighting race because he was absolutely ruthless, never moving without an escort of 'slayers', whose job it was to kill anyone who displeased him in any way. If his warriors could not run 50 miles a day, they died; if they were unable to dance barefoot on a carpet of jungle thorns, they died; if they showed anything less than suicidal courage in battle, they would be unhesitatingly murdered by the slayers. Shaka was inhuman, perhaps, but he built up a formidable army in a very short time.

Shaka had already increased his kingdom from 100 square miles to 100,000 when personal tragedy struck: his mother, Nandi, died. Nandi was the one person for whom Shaka felt deep affection, and on her death something seemed to snap in his mind. What followed was unbelievable, but it was recorded by an Englishman named Flynn who was in the area at the time.

Nandi was buried, and 12,000 warriors were ordered to guard her grave for a year. Then Shaka sent his *impis* or regiment to scour the countryside and punish all those who had failed to be present at the funeral. Only after this had been done did he announce his orders for mourning: no crops were to be planted the following year; no milk was to be used – it was to be drawn from the cow and poured on to the earth; and all women who were found with child during the following year were to be put to death with their husbands. As the staple diet of the Zulus consisted of grain and milk products, this order was little less than a sentence of national starvation.

Shaka now developed a brooding and bitter spirit : 'I have conquered the world but lost my mother', he would cry, 'and all taste has gone out of my life'. 'After two months of intensive mourning over Nandi's death, the country was in a desperate state. The fields were overgrown with weeds and one of the staple diets, namely milk, was no longer on the food list. Total ruin now faced the Zulu nation, and it was obvious that those who had not been killed by Shaka would certainly starve to death.

Finally, one of Shaka's warriors, Gala, determined to end the tyranny. 'It is enough', he told his family. 'Someone must tell the Great Elephant. I shall do it.' Gala's family stared at him in horror; to challenge the king's wishes at such a moment was to ask for instant death. But Gala took his warrior's stick and went to Bulawayo to see Shaka. When he reached the right distance from the

royal enclosure he shouted: 'O King, you have destroyed your country. What will you reign over? Will you create a new race? Shall we all die because your mother died? Your country will be inhabited by other kings, for your people will die of hunger. As for me, O King, I say you are dead yourself through this mother of yours. Stuff a stone into your stomach. This is not the first time anyone has died in Zululand!'

Stuff a stone into your stomach! This was the Zulu way of saying: 'pull yourself together'. There was a gasp of horror from the onlookers, and the slayers took a grip on their clubs. That a man should dare to speak to the King in such a way was unthinkable, and Gala's life seemed to be measured in seconds. But Shaka turned to his Councillors and said: 'What use are you to me? You never dared, like Gala, to stuff a stone in my stomach. Now let all men know that crops are to be planted as usual and that milk may be drunk again. And as for you', said Shaka turning to Gala, 'you shall have a mighty gift of many cattle.'

(From an article in Look and Learn)

- (a) Read the passage carefully, and then answer the following questions. Choose the response which best reflects the meaning of the text.

(6 × 1 = 6)

- (i) '... had it not been for the courage of a minor chieftain ...'
- (1) thanks to
 - (2) in spite of
 - (3) but for
 - (4) because of
- (ii) Shaka was inhuman because
- (1) he made himself king of the Zulus.
 - (2) he gave special privileges to his bodyguard.
 - (3) he set standards he could not keep himself
 - (4) he had no respect for human life.
- (iii) all those who had failed to be present at the funeral means
- (1) all who had not come.
 - (2) all who had not been able to come.
 - (3) all who had not brought presents.
 - (4) all who had not announced their arrival to Shaka.
- (iv) Shaka's orders were 'little less than a sentence of national starvation' because
- (1) the Zulus were too lazy to cultivate anything but grain.
 - (2) the Zulus were already on a diet.
 - (3) the Zulus food consisted mainly of grain and milk products.
 - (4) the Zulus had nothing else to eat.

- (v) '... to challenge the king's wishes at such a moment was to ask for instant death' means
- (1) to want to die at once.
 - (2) to beg to be killed at once.
 - (3) to run the risk of being killed on the spot.
 - (4) to ask for a quick and painless death.
- (vi) Gala told Shaka to 'stuff a stone into his stomach' because
- (1) he wanted to prove his courage to his family.
 - (2) he thought Shaka was only pretending to mourn his mother's death.
 - (3) he thought Shaka's grief was exaggerated.
 - (4) he wanted to gain favour with Shaka.
- (b) State whether the following statements are true or false based on the passage : (5 × 1 = 5)
- (i) Napoleon and Shaka were contemporaries.
 - (ii) Shaka was elected King of the Zulus before he was thirty.
 - (iii) Shaka's slayers performed the function of a bodyguard.
 - (iv) The Zulu people did not obey Shaka's mourning orders.
 - (v) Shaka was not angry with Gala after he had spoken.
- (c) Choose the definition which best fits the words or phrases as they are used in the text. (5 × 1 = 5)
- (i) *as it was*
 - (1) it seemed
 - (2) it is said
 - (3) all the same
 - (4) for this reason.
 - (ii) *ruthless*
 - (1) fearless
 - (2) heartless
 - (3) senseless
 - (4) careless.
 - (iii) *formidable*
 - (1) enormous
 - (2) impressive
 - (3) well-trained
 - (4) famous.

- (iv) *scour*
 - (1) burn
 - (2) search
 - (3) patrol
 - (4) destroy.
- (v) *staple diet*
 - (1) favourite food
 - (2) special diet
 - (3) main source of income
 - (4) basic food.

12. (a) Write a letter to the editor of a local newspaper complaining about the frequent unscheduled power cuts in the suburban area you live. Give some constructive suggestions to solve the problem. (16)

Or

- (b) Write a letter of complaint to the Customer Service Manager of BSNL for overbilling. BSNL has overbilled for your landline phone. Write a letter of complaint giving proof for your arguments. (16)
13. (a) Rearrange one of the following sets of jumbled sentences in order of logical sequence. (16)

Two views of the world

- (i) Acting this way creates a self-fulfilling prophecy, the world becomes more lawless and anarchic.
- (ii) This is a much slower and more difficult path.
- (iii) There are two contrasting visions of the world in its present state, and both are half-truths.
- (iv) Because of its hugely disproportionate military and economy might, more than any other nation the U.S has the power to influence which of these two kinds of worlds we will live in the foreseeable future.
- (v) But the world's most powerful nation acting on this theory as often as possible promotes the further development of such a world.
- (vi) We must defend ourselves against even distant possible future threats, we don't have always time for other countries to get on board.
- (vii) The alternate vision promotes co-operation, human rights, justice and sustainable prosperity in an increasingly lawful and orderly world.
- (viii) One is reflected in the powerful trend of U.S. foreign policy toward dominance in a lawless, anarchic world.

Or

On the Right of the Child Treaty

- (b) (i) Laws that posit basic principles and require extensive changes to actual practice in a society often take decades, if not centuries, to implement.
 - (ii) The Rights of the Child Treaty is sometimes derided by its critics as ineffectual because it coexists in some countries that have ratified it with appalling abuses of children that go unchecked by the country's ratification of the treaty.
 - (iii) Defining certain principles and establishing certain behaviors as illegal are the first steps on a long journey - Without them, journey doesn't happen.
 - (iv) The slow process of lawsuits, precedent-setting court decisions, legislative reforms and law implementation is not an overnight affair.
 - (v) In this respect it is similar to other treaties that are far-seeing in their intent and set a high standard as a goal, but are of course not self-implementing or instantly effective.
 - (vi) Yet these actions are much more likely to be taken if a broad legal framework such as this treaty is present.
 - (vii) They are much less likely to be taken if the legal framework is not present to move events in a positive direction.
 - (viii) A country does not establish new implementing laws and regulations for a treaty it has not ratified. Without them the journey doesn't happen.
14. Write an essay of not more than 300 words on any one of the topics given below. (16)
- (a) Damage to the environment is an inevitable consequence of worldwide improvements in the standard of living. Discuss.

Or

- (b) Should Media be controlled by the Government?
15. Draw a flowchart for any one of the process description given below. (16)
- (a) How to make fake diamonds?

This recipe for microwave diamonds is a fun and exciting way to try to create your own diamonds to wear or just enjoy because of their unique nature. Place the charcoal briquets (charcoal blocks used for barbecue) and the peanut butter in a glass pan. The charcoal should be completely covered with peanut butter. Do not spread the peanut butter around the pan, but rather leave it in a lump only covering the charcoal. Microwave the pan and its contents for ten minutes at a time. After each interval, give your microwave a one minute break. If you notice sparks leaping in the microwave, turn off the microwave. Repeat the process a total of six

times, assuming you do not see sparks or any other potentially hazardous activity. Remove the dish from the microwave at the end of the sixth interval. Use the oven mitts to handle it, as it may be quite hot. Place the dish on an outdoor grill. Cover the contents of the dish with lighter fluid and set it on fire. (This is to burn off excess ash.) Allow the contents to burn until the flames go out on their own. Let the contents cool, then use a spatula or spoon to scrape them onto a dark colored dish. At this point, you will have a gray, ashy mass in the dish. Wash the gray stuff off the dish. Keep an eye out for your diamonds. If the process worked, you should have two diamonds--one for each lump of charcoal--in the middle of the burned charcoal and gray goop. Remember, the diamonds will not be cut and shiny but rough, cloudy lumps.

Or

(b) Oil Refining :

Oil refining is a process, or series of steps, that yield a desired product. Chemical engineers manipulate the process to create a wide variety of output. Assay, or evaluate, your petroleum. When it comes out of the ground, crude oil includes a variety of different hydrocarbons, including paraffins and olefins, naphthenes and aromatic hydrocarbons. In addition, the oil might have traces of sulfur and metals, especially nickel and vanadium. Refining technicians can manage the refining process more efficiently when they have an accurate evaluation of the components in the oil. Distill your petroleum. Each component in the oil boils at a different temperature. After assay, the refining process begins by heating the oil to separate its various components, a process known as fractionation. Atmospheric distillation will create a column of vapor and liquid. The components will cool as they rise; each turns to liquid at a unique temperature and settles on its separate collection tray. Fractions may be usable after distillation, or they may be processed again or blended with other products.

Collect the light distillates and process them to make gasoline and jet fuel. Collect the middle distillates and turn them into diesel fuel and furnace oil. Send the portion of the petroleum that did not vaporize for a second round, called vacuum distillation. Vacuum distill the heavy hydrocarbons. High temperature and low pressure let the component parts of the heavy distillate vaporize without "cracking," or breaking, them into shorter hydrocarbon chains. Send the vacuum gas oil on for further processing. Collect the heavy residue to make asphalt, wax, coke and other products. Continue to process your products until you create the desired final product, anything from plastic to nylon to asphalt.