

LIB  
2.1.14FN

Reg. No. :

**Question Paper Code : 75525**

5 Year M.Sc. DEGREE EXAMINATION, NOVEMBER/DECEMBER 2013.

First Semester

Computer Technology

XCS 111/10677 SW 101 — ENGLISH — I

(Common to 5 Year M.Sc. Software Engineering/M.Sc. Information Technology)

(Regulation 2003/2010)

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 × ½ = 2)

A	B
(a) Accumulate	(i) occur at the same time
(b) Fatal moving	(ii) moving between places
(c) Coincide	(iii) resulting in death
(d) Plying	(iv) gather gradually

2. Complete the following 'if' conditionals : (2 × 1 = 2)

- (a) If drivers do not obey traffic regulations, \_\_\_\_\_.
- (b) If the computer is serviced regularly, \_\_\_\_\_.

3. Rewrite the following numerical expression : (4 × ½ = 2)

e.g. — a match lasting 5 days

Ans - a five - day match

- (a) a project of 10 months
- (b) a tank with a capacity of 2000 litres
- (c) an investment of Rs. 3 lakhs
- (d) a sari that is 6 metres long.

4. Fill in the blanks with suitable prepositions choosing from the list given. For, from, to of (4 × ½ = 2)

Most casual visitors \_\_\_\_\_ (a) \_\_\_\_\_ zoos are convinced, as they stroll \_\_\_\_\_ (b) \_\_\_\_\_ cage to cage, that the antics \_\_\_\_\_ (c) \_\_\_\_\_ the inmates are no more than an obliging performance put on solely \_\_\_\_\_ (d) \_\_\_\_\_ their entertainment.

5. Expand the following compound nouns : (4 × ½ = 2)

- (a) Child psychology
- (b) Desktop background
- (c) Apartment complex
- (d) Product launch.

6. Make adjectives from the following nouns using appropriate suffixes. One example is done for you. (8 × ¼ = 2)

Eg. Gold — golden

- (a) Biology
- (b) Concept
- (c) Vehicle
- (d) Problem
- (e) Technology
- (f) Reptile
- (g) Art
- (h) Family

7. Change the following sentences into active voice : (2 × 1 = 2)

- (a) The launch of the satellite was witnessed by millions of people.
- (b) All good habits are cultivated in pupils by teachers.

8. Fill in the blanks in the following passage with appropriate tense forms of the verbs given in brackets. (4 × ½ = 2)

- (a) Usually, I \_\_\_\_\_ (relax) during the summer, but this year I \_\_\_\_\_ (work) on a book project.
- (b) Last week we \_\_\_\_\_ (go) on a study tour to Kolkatta. We \_\_\_\_\_ (book) tickets and accommodation for the trip well in advance.

9. Define any TWO of the following. (2 × 1 = 2)

- (a) Tablet PC
- (b) Abacus
- (c) Handycam.

10. Correct the mistakes in spelling, grammar and punctuation in the following passage and rewrite it. You can find 8 mistakes in this passage. (8 × ¼ = 2)

A machine have been developped that pulps paper then process it into packaging, eg. egg-boxes and cartoons this could be easy adapted for locally authority use.

11. Read the following passage and answer the questions that follow it.

Real policemen, both in Britain and the United States, hardly recognise any resemblance between their lives and what they see on TV — if they ever get home in time. There are similarities, of course, but the cops don't think much of them.

The first difference is that a policeman's life revolves round the law. Most of his training is in criminal law. He has to know what actions are crimes and what evidence can be used to prove them in court. He has to know nearly as much law as a professional lawyer, and what is more, he has to apply it on his feet, in the dark and rain, running down an alley after someone he wants to talk to.

Little of his time is spent in chatting to scantily-clad ladies or in dramatic confrontations with desperate criminals. He will spend most of his working life typing millions of words on thousands of forms about hundreds of sad, unimportant people who are guilty — or not — of stupid, petty crimes.

Most television crime drama is about *finding* the criminal: as soon as he's arrested, the story is over. In real life, finding criminals is seldom much of a problem. Except in very serious cases like murders and terrorist attacks — where failure to produce results reflects on the standing of the police — little effort is spent on searching. The police have an elaborate machinery which eventually shows up most wanted men.

Having made an arrest, a detective really starts to work. He has to prove his case in court and to do that he often has to gather a lot of different evidence. Much of this has to be given by people who don't want to get involved in a court case. So, as well as being overworked, a detective has to be out at all hours of the day and night interviewing his witnesses and persuading them, usually against their own best interests, to help him.

A third big difference between the drama detective and the real one is the unpleasant moral twilight in which the real one lives. Detectives are subject to two opposing pressures: first, as members of a police force they always have to behave with absolute legality; secondly, as expensive public servants they have to get results. They can hardly ever do both. Most of the time some of them have to break the rules in small ways.

If the detective has to deceive the world, the world often deceives him. Hardly anyone he meets tells the truth. And this separation the detective feels between himself and the rest of the world is deepened by the simple-mindedness — as he sees it — of citizens, social workers, doctors, law-makers, and judges, who, instead of stamping out crime punish the criminals less severely in the hope that this will make them reform. The result, detectives feel, is that nine-tenths of their work is re-catching people who should have stayed behind bars. This makes them rather cynical.

(a) Complete the following statements choosing from one of the given alternatives. (5 × 1 = 5)

- (i) It is essential for a policeman to be trained in criminal law
- (1) so that he can catch criminals in the streets
  - (2) because many of the criminals he has to catch are dangerous
  - (3) So that he can justify his arrests in court
  - (4) Because he has to know nearly as much about law as a professional lawyer
- (ii) The everyday life of a policeman or detective is
- (1) exciting and glamorous
  - (2) full of danger
  - (3) devoted mostly to routine matters
  - (4) wasted on unimportant matters
- (iii) When murders and terrorist attacks occur the police
- (1) prefer to wait for the criminal to give himself away
  - (2) spend a lot of effort on trying to track down their man
  - (3) try to make a quick arrest in order to keep up their reputation
  - (4) Usually fail to produce results
- (iv) The real detective lives in 'an unpleasant moral twilight' because
- (1) he is an expensive public servant
  - (2) he must always behave with absolute legality
  - (3) he is obliged to break the law in order to preserve it
  - (4) he feels himself to be cut off from the rest of the world
- (v) Detectives are rather cynical because
- (1) nine-tenths of their work involves arresting people
  - (2) hardly anyone tells them the truth
  - (3) society does not punish criminals severely enough
  - (4) too many criminals escape from jail

- (b) State whether the following statements are true or false. (6 × 1 = 6)
- (i) Policemen feel that the image of their lives shown on TV is not accurate.
  - (ii) A policeman does not need any special training in law.
  - (iii) Policemen and detectives spend a great deal of time at the typewriter.
  - (iv) The detective's work is over once the arrest has been made.
  - (v) People are usually willing to give evidence.
  - (vi) Much of the detective's work involves arresting former criminals.
- (c) Choose the option that best represents the meaning of the following phrases as they are used in the text. (5 × 1 = 5)
- (i) *don't think much of them*
    - (1) don't like them
    - (2) don't give them much thought
    - (3) don't consider them accurate
    - (4) don't care about them at all
  - (ii) *reflects on the standing of the police*
    - (1) has an effect on the influence of the police
    - (2) is harmful for the reputation of the police
    - (3) shows up the inadequacy of the police
    - (4) makes the police work even harder
  - (iii) *most wanted men*
    - (1) the most dangerous criminals
    - (2) most people the police are looking for
    - (3) the men the police are most interested in arresting
    - (4) most of the dangerous criminals
  - (iv) *usually against their own best interests*
    - (1) although they are usually not interested (in helping him)
    - (2) although it is not usually to their own advantage (to help him)
    - (3) although it goes against their personal wishes (to help him)
    - (4) although they usually know that they are unable (to help him)
  - (v) *as he sees it*
    - (1) because he is aware of it
    - (2) in his opinion
    - (3) as he imagines it
    - (4) since he knows about it

12. Write two paragraphs of 150 words each (total 300 words) on any ONE of the topics given below : (16)

(a) The education system is badly in need of reforms.

Or

(b) Values and ethics have lost their value in modern life.

13. (a) Write a letter to the editor of a newspaper about an incident of chain snatching in your area and the general lack of safety in today's urban life.

Or

(b) Write a letter to the Secretary, Ministry of Health and Family Welfare complaining about improper garbage clearance in your area and the ill effects of this on public health and welfare.

14. Rearrange any ONE of the following sets of jumbled sentences into coherent order.

- (a) (i) He came from a prosperous family.  
(ii) He did not complete his studies at Edinburgh and went to Cambridge to read theology.  
(iii) He was educated at Shrewsbury School and Edinburgh University where he read medicine.  
(iv) His father, Robert Darwin was a doctor in Shrewsbury.  
(v) His grandfathers were Erasmus Darwin, who was an author, philosopher and scientist and Josiah Wedgwood the famous potter.  
(vi) In 1831 he obtained his degree from Cambridge and in the same year set out as a naturalist on a survey ship called the Beagle.  
(vii) Charles Darwin was an English naturalist who postulated the theory of evolution.  
(viii) While he was at Edinburgh he developed an interest in natural history which was to continue during his time at Cambridge and for the rest of his life.

Or

- (b) (i) Once this mass is produced, there are enough neutrons bouncing around in the material to create a chain reaction of fissions.  
(ii) An atomic bomb is a powerful explosive nuclear weapon fueled by the splitting, or fission, of the nuclei of specific isotopes of uranium or plutonium in a chain reaction.  
(iii) The bomb must provide enough mass of plutonium or uranium to reach critical mass, the mass at which the nuclear reactions inside the material begin.

- (iv) At that point, a set of chemical explosives or some other mechanism drives all the different pieces of uranium or plutonium together to produce the critical mass.
- (v) In the fission reactions, collisions between neutrons and uranium or plutonium atoms cause the atoms to split into pairs of nuclear fragments, releasing energy with a massive explosion and more neutrons.
- (vi) The strength of the explosion created by an atomic bomb is on the order of the strength of the explosion that would be created by thousands of tons of TNT.
- (vii) The neutrons released by each reaction hit other atoms and create more fission reactions until all the fissile material is exhausted or scattered.
- (viii) Usually the plutonium or uranium in the bomb is separated into parts so that critical mass is not reached until the point when the bomb is set to explode.

15. Draw a flowchart to represent the steps described in any ONE of the following processes.

- (a) Static electricity enables a photocopier to produce almost instant copies of documents. At the heart of the machine is a metal drum which is given a negative charge at the beginning of the copying cycle. The optical system then projects an image of the document on the drum. The electric charge disappears where light strikes the metal surface, so only dark parts of the image remain charged. Positively charged particles of toner powder are then applied to the drum. The charged parts of the drum attract the dark powder, which is then transferred to a piece of paper. A heater seals the powder to the paper, and a worn copy of the document emerges from the photocopier. A colour copier works in the same basic way, but scans the document with blue, green and red filters. It then transfers toner to the paper in three layers coloured yellow, magenta and cyan. The three colours overlap to give a full colour picture.

Or

- (b) A domestic refrigerator works continuously, on electricity, which operates the electric motor driving the compressor. It uses the cooling effect of an evaporating liquid. A refrigerant liquid (such as Freon, a compound of carbon, fluorine and chlorine) is pumped through cooling coils (the evaporator) in which it expands (evaporates) and absorbs heat from the surroundings. The evaporator is formed into the ice-making compartment of the refrigerator. After passing through the cooling coils in the evaporator, the vapour is then compressed by the compressor and condensed back to a liquid when the absorbed heat is given out. The cycle of events is then repeated over and over again.