

Subject Code: R13101/R13

Set No - 1

I B. Tech I Semester Regular/Supple. Examinations Nov./Dec. - 2015

**ENGLISH-I**

(Common to All Branches)

**Time: 3 hours**

**Max. Marks: 70**

Question Paper Consists of **Part-A** and **Part-B**  
Answering the question in **Part-A** is Compulsory,  
Three Questions should be answered from **Part-B**

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**PART-A**

1. (a) Do you think clergyman took pity on Scoresby? Why? Explain.
- (b) What is the importance of reading in order to develop good writing?
- (c) What did Gandhi do in the state of infatuation towards British?
- (d) How do stars vary from one another according to the author?
- (e) Give an account of G.R.Gopinath's childhood.
- (f) How successful is Sudha Murthy as a technical graduate?
- (g) What are Vijay Bhatkar's contributions to the field of super computers?

[3+3+3+3+3+3+4]

**PART-B**

2. (a) What according to Abdul Kalam are the problems that our country should solve to become a developed country?
- (b) Write a paragraph on "Importance of electricity" in 75 to 100 words.
- (c) Combine the following sentences using the conjunction given in the brackets.
  - (i) Sheetal is a hard worker. She didn't get a good rank. (though)
  - (ii) Ravi did not attend the party. His brother Hari did not attend the party. (Neither-nor)
  - (iii) We left for the station early. We can catch the train. (in order to)
  - (iv) The small baby fell off from the bed. The mother was alert and caught her in time. (when)

[8+4+4]

3. (a) What are the lessons that can be learnt from Gandhi's life in London from all the three stages?
- (b) Write an email to your principal with a copy to your administrative officer asking for two-bed facility in your dispensary/medical centre to accommodate students who fall sick/require medical support.
- (c) Correct and rewrite the following sentences:
  - (i) She owns a Japanese old car.
  - (ii) She failed in the exam miserable.
  - (iii) John is taller than all the boys in the class.
  - (iv) She did all the work by her without others help.

[8+4+4]

4. (a) Give an account of G.D.Naidu's growth in his life as a successful person.
- (b) Write an **antonym** for each of the words given below:
  - (i) disaster (ii) potential (iii) deal (iv) afford
- (c) Punctuate the following text.  
i wont eat outside food on saturdays said sanjay same with me said anju so both of them started preparing supper at home

[8+4+4]

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5. (a) How true are the concerns of Russell in the present world political scenario. Justify your answer stating Russell’s fears and the contemporary situations in the world.  
 (b) Write a **synonym** for each of the words given below:  
 (i) poverty (ii) found (iii) resign (iv) prosper  
 (c) Write the meanings of each of the expressions/idioms given and use them in a sentence.  
 (i) come out with flying colours (ii) put paid  
 (iii) diffuse the situation (iv) try one’s hand at something
- [8+4+4]
6. (a) Do you agree with Haldane’s ideas on Scientific point of view? Give reasons with suitable examples from the text and our day to day life.  
 (b) Write an argumentative essay on “The world revolves round power and money but not truth and justice.”
- [8+8]
7. (a) Describe the relationship of clergyman and Scoresby.  
 (b) Match the words given in column A with their meanings in column B

|   | Column A     |   | Column B                                   |
|---|--------------|---|--------------------------------------------|
| 1 | Surplus      | A | Determined to get things done              |
| 2 | deliberately | B | A narrow piece of material used to fix two |
| 3 | Ambitious    | C | Superfluous                                |
| 4 | Strap        | D | Deficit                                    |
|   |              | E | Striving                                   |

- (c) Read the following text and make notes.

**HOW CHILDREN FAIL**

Most children in school fail.

For a great many this failure is avowed and absolute. Close to forty per cent of those who begin high school drop out before they finish. For college the figure is one in three.

Many others fail in fact if not in name. They complete their schooling only because we have agreed to push them up through the grades and out of the schools, whether they know anything or not. There are many more such children than we think. If we 'raise our standards' much higher, as some would have us do, we will find out very soon just how many there are. Our classrooms will bulge with kids who can't pass the test to get into the next class.

But there is a more important sense in which almost all children fail: except for a handful, who may or may not be good students, they fail to develop more than a tiny part of the tremendous capacity for learning, understanding, and creating with which they were born and of which they made full use during the first two or three years of their lives.

Why do they fail?

They fail because they are afraid, bored, and confused.

They are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud.

They are bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents.



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They are confused because most of the torrent of words that pours over them in school makes little or no sense. It often *flatly* contradicts other things they have been told, and hardly ever has any relation to what they really know - to the rough model of reality that they carry around in their minds.

How does this mass failure take place? What really goes on in the classroom? What are these children who fail doing? What goes on in their heads? Why don't they make use of more of their capacity?

This book is the rough and partial record of a search for answers to these questions. It began as a series of memos written in the evenings to my colleague and friend Bill Hull, whose fifth-grade class I observed and taught in during the day. Later these memos were sent to other interested teachers and parents. A small number of these memos make up this book. They have not been much rewritten, but they have been edited and rearranged under four major topics: Strategy; Fear and Failure; Real Learning; and How Schools Fail. *Strategy* deals with the ways in which children try to meet, or dodge, the demands that adults make on them in school. *Fear and Failure* deals with the interaction in children of fear and failure, and the effect of this on strategy and learning. *Real Learning* deals with the difference between what children appear to know or are expected to know, and what they really know. *How Schools Fail* analyses the ways in which schools foster bad strategies, raise children's fears, produce learning which is usually fragmentary, distorted, and short-lived, and generally fail to meet the real needs of children.

These four topics are clearly not exclusive. They tend to overlap and blend into each other. They are, at most, different ways of looking at and thinking about and behaviour of children.

It must be made clear that the book is not about unusually bad schools or backward children. The schools in which the experiences described here took place are in private schools of the highest standards and reputation. With very few exceptions, the children whose work is described are well above the average in intelligence and are, to all outward appearances, successful, and on their way to 'good' secondary schools and colleges. Friends and colleagues, who understand what I am trying to say about the harmful effect of today's schooling on the character and intellect of children, and who have visited many more schools than I have, tell me that the schools I have not seen are not a bit better than those I have, and very often are worse.

[6+4+6]

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Set No - 2

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**ENGLISH-I**

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**Time: 3 hours**

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 Answering the question in **Part-A** is Compulsory,  
 Three Questions should be answered from **Part-B**

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**PART-A**

1. (a) How did Scoresby enter the military school?
- (b) What is the importance of vocabulary for good writing?
- (c) How did Gandhi try to change himself to fit into the English society?
- (d) What are the two schools of beliefs about the universe?
- (e) How did the motorcycle bring change in G.D.Naidu's life?
- (f) What were the initiatives of Vijay Bhatkar to IT industry in India?
- (g) How successful is Sudha Murthy as an educated housewife?

[3+3+3+3+3+3+4]

**PART-B**

2. (a) Describe Gandhi's life in London and the changes that he made to transform himself at each stage.
- (b) Write a paragraph on "Adverse affects of ragging" in 75 to 100 words.
- (c) Combine the following sentences using the conjunction given in the brackets.
  - (i) She went to the market to buy some fruits. She forgot to buy them. (but)
  - (ii) Chandu is not hard working. He is not intelligent. (neither --- nor)
  - (iii) The terrorist collapsed buildings. They fired innocent people. (not only--- but also)
  - (iv) You can take a cab to reach the station. You can take a bus to the station (or)

[8+4+4]

3. (a) Give a detailed description of the universe as presented by James Jeans.
- (b) Write an email to the municipal commissioner with a copy to your college principal seeking permission to conduct a Swach Bharath camp in the surrounding areas of your city/town.
- (c) Correct and rewrite the following sentences:
  - (i) Ravi likes to do all the work by him.
  - (ii) He is thorough disappointed after see the result.
  - (iii) Shiny left to Delhi to get her certificates.
  - (iv) It all depends on your determine.

[8+4+4]

4. (a) Give an account of different careers Gopinath had chosen in his life. How successful was he in each of them?
- (b) Write an **antonym** for each of the words given below:
  - (i) negotiable (ii) renowned (iii) indolence (iv)skilled
- (c) Punctuate the following text.  
 ranjith said please come to my birthday party then his friends asked him where is it arranged what time does the party start

[8+4 +4]

5. (a) What are the various examples given by Haldane to support his argument on scientific point of view? Do they strengthen his argument? Give reasons.
- (b) Write a **synonym** for each of the words given below:
  - (i) initiative (ii) successive (iii) trailblazer (iv) emulate



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5. (c) Write the meanings of each of the expressions/idioms given and use them in a sentence.  
 (i) long sought after (ii) by no means (iii) expand one's horizons (iv) at heart [8+4+4]
6. (a) When do you think India can become a super power according to Abdul Kalam? What are the obstacles India has to overcome to become so?  
 (b) Write an argumentative essay on "Insisting on wearing helmets and using seatbelts are the only ways to avoid road accidents". [8+8]
7. (a) Give detailed account of Scoresby's career path from his entry into military school to his becoming a Lieutenant General  
 (b) Match the words given in column A with their meanings in column B

|   | Column A |   | Column B                                 |
|---|----------|---|------------------------------------------|
| 1 | Panic    | A | Anger                                    |
| 2 | Flee     | B | Sudden fear                              |
| 3 | Scornful | C | Feeling surprise and upset by some thing |
| 4 | Fury     | D | tiredness                                |
|   |          | E | To run way                               |

(c) **COFFEE AND ITS PROCESSING**

The coffee plant, an evergreen shrub or small tree of African origin, begins to produce fruit 3 or 4 years after being planted. The fruit is hand-gathered when it is fully ripe and a reddish purple in colour. The ripened fruits of the coffee shrubs are processed where they are produced to separate the coffee seeds from their covering and from the pulp. Two different techniques are in use: a wet process and a dry process.

*The wet process:* First the fresh fruit is pulped by a pulping machine. Some pulp still clings to the coffee, however, and this residue is removed by fermentation in tanks. The few remaining traces of pulp are then removed by washing. The coffee seeds are then dried to a moisture content of about 12 per cent either by exposure to the sun or by hot-air driers. If dried in the sun, they must be turned by hand several times a day for even drying.

*The dry process:* In the dry process the fruits are immediately placed to dry either in the sun or in hot-air driers. Considerably more time and equipment is needed for drying than in the wet process. When the fruits have been dried to a water content of about 12 per cent the seeds are mechanically freed from their coverings.

The characteristic aroma and taste of coffee only appear later and are developed by the high temperatures to which they are subjected during the course of the process known as roasting. Temperatures are raised progressively to about 220-230°C. This releases steam, carbon dioxide, carbon monoxide and other volatiles from the beans, resulting in a loss of weight of between 14 and 23 per cent. Internal pressure of gas expands the volume of the coffee seeds from 30 to 100 per cent. The seeds become rich brown in colour; their texture becomes porous and crumbly under pressure. But the most important phenomenon of roasting is the appearance of the characteristic aroma of coffee, which arises from very complex chemical transformations within the beans. The coffee, on leaving the industrial roasters, is rapidly cooled in a vat where it is stirred and subjected to cold air propelled by a blower. Good quality coffee is then sorted by electronic sorters to eliminate the seeds that roasted badly. The presence of seeds which are either too light or too dark depreciates the quality.

[6+4+6]

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Set No - 3

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(Common to All Branches)

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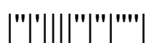
**PART-A**

1. (a) What was the mistake of Scoresby in Crimean war, which made him the hero of the war?
- (b) How should a writer choose the topic for writing?
- (c) What were the initial steps taken by Gandhi to save himself from the influence of the life style of British?
- (d) What according to the author is the process of the formation of our solar system?
- (e) What are the qualities of G.D.Naidu that made him successful in his life?
- (f) Give an account of Gopinath's life a person from Indian Army transforming into a businessman.
- (g) List at least four path-breaking initiatives ushered in by Vijay Bhatkar in IT industry.

[3+3+3+3+3+3+4]

**PART-B**

2. (a) What are the skills and qualities required to become a good writer? What kind of language and style are required for it?
  - (b) Write a paragraph on "The Best place I would like to visit" in 75 to 100 words.
  - (c) Combine the following sentences using the conjunction given in the brackets.
    - (i) My grandfather is very old. He goes trekking every weekend. (yet)
    - (ii) the weather is cold. This place seems very pleasant. (although)
    - (iii) he did not inform me that he would be late. He did not answer my calls. (neither – nor)
    - (iv) he carries an umbrella with him. He is afraid of catching cold if it rains. (because)
- [8+4+4]
3. (a) Give a gist of Gandhi's life in London with special emphasis on the lessons we have to learn from him.
  - (b) Write an email to your principal with a copy to your head of the department seeking permission to go on an industrial tour to the North for a week.
  - (c) Correct and rewrite the following sentences:
    - (i) Everyone is afraid of hurting themselves to climb a tree.
    - (ii) They failed miserable in implementing the new rule.
    - (iii) Do you want salt and sugar in tea?
    - (iv) he bought a ornament gold new to his mother.
- [8+4+4]
4. (a) Give an account of Sudha Murthy as a technologist, housewife, philanthropist, writer and mother.
  - (b) Write an **antonym** for each of the words given below:
    - (i) core    (ii) dynamic    (iii) generate    (iv) efficient
  - (c) Punctuate the following text.  
 i cant continue with this kind of work anymore said sanjana to her manager she continued i don't hesitate to resign if you ask me to work on sundays also
- [8+4+4]



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**Set No - 3**

5. (a) Do you think there is a possibility of life at the other places in the universe as per the argument made by James Jeans? Give reasons elaborating the concept of temperature belt.  
 (b) Write a **synonym** for each of the words given below:  
 (i) charity (ii) interact (iii) mischievous (iv) grassroots  
 (c) Write the meanings of each of the expressions/idioms given and use them in a sentence.  
 (i) down to earth (ii) had our innings (iii) to one's name (iv) over time [8+4+4]
6. (a) What according to Abdul Kalam is a knowledge society and when can India become a knowledge society?  
 (b) Write an argumentative essay on "Increasing the tax rates is the only way to make India a rich country". [8+8]
7. (a) What can be the role of luck in any one's life and how different was it for Scoresby?  
 (b) Match the words given in column A with their meanings in column B

|   | Column A |   | Column B                                             |
|---|----------|---|------------------------------------------------------|
| 1 | perch    | A | a great success                                      |
| 2 | triumph  | B | Room or space at the top of the house under the roof |
| 3 | loft     | C | A branch or a rod where the bird sits                |
| 4 | amazing  | D | Deficit                                              |
|   |          | E | surprise                                             |

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How does this mass failure take place? What really goes on in the classroom? What these children who fail are doing? What goes on in their heads? Why don't they make use of more of their capacity?

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These four topics are clearly not exclusive. They tend to overlap and blend into each other. They are, at most, different ways of looking at and thinking about the thinking and behaviour of children.

It must be made clear that the book is not about unusually bad schools or backward children. The schools in which the experiences described here took place are private schools of the highest standards and reputation. With very few exceptions, the children whose work is described are well above the average in intelligence and are, to all outward appearances, successful, and on their way to 'good' secondary schools and colleges. Friends and colleagues, who understand what I am trying to say about the harmful effect of today's schooling on the character and intellect of children, and who have visited many more schools than I have, tell me that the schools I have not seen are not a bit better than those I have, and very often are worse.

[6+4+6]

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Set No - 4

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\*\*\*\*\*

**PART-A**

1. (a) What do you think are the qualities of Scoresby, that made clergyman take pity on him?
- (b) What should be the style of writing a good writer should adopt?
- (c) What did Gandhi want the Indian youth learn from his economized life in London?
- (d) Do you think there is a possibility of life at any other place in the universe? Give reasons.
- (e) How did Naidu expand his business?
- (f) How did Sudha Murthy support her husband in building his career?
- (g) What are the qualities of Gopinath that made him a successful person in his life?

[3+3+3+3+3+3+4]

**PART-B**

2. (a) List the principles of good writing as stated by L. A. Hill.
  - (b) Write a paragraph on "My favourite gadget" in 75 to 100 words.
  - (c) Combine the following sentences using the conjunction given in the brackets.
    - (i) I enjoy playing chess. I also write short stories. (as well as)
    - (ii) She likes listening to music. She never sings songs. (although)
    - (iii) It is a remote village. A lot of tourists visit it. (yet)
    - (iv) The well is too deep. We need a longer rope to draw water from it. (since)
- [8+4+4]
3. (a) What are the three stages of Gandhi's life in London? Which stage do you like the most and why?
  - (b) Write an email to your principal with a copy to your head of the department seeking permission to go on an industrial tour for a week to the North.
  - (c) Correct and rewrite the following sentences:
    - (i) He saw a terrible accident at the main road.
    - (ii) Everyone in the class are curious to know the name of the new teacher.
    - (iii) Children were excitement to know that they were going to the zoo.
    - (iv) I hurt me while going to the playground.

[8+4 +4]

4. (a) What according to Abdul Kalam are the three major aspects of our country that can make a developed one
- (b) Write an **antonym** for each of the words given below:
  - (i) belief (ii) inherent (iii) luxury (iv) passion
- (c) Punctuate the following text.  
 i dont want this doll said the birthday baby to her mom the lady who brought the gift looked annoyed at this comment she took it back and said its okay

[8+4+4]

5. (a) Do you agree with Haldane's point of view related to science? Why/why not? Give reasons with the support taken from the text.
- (b) Write a **synonym** for each of the words given below:
  - (i) core (ii) dynamic (iii) generate (iv) efficient

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**Set No - 4**

5. (c) Write the meanings of each of the expressions/idioms given and use them in a sentence.  
 (i) with regard to (ii) strong words (iii) resource mapping (iv) ushering in [8+4+4]
6. (a) How did Vijay Bhatkar influence Indian IT industry? Give the details of his contributions.  
 (b) Write an argumentative essay on “Educating youth in Technology is the only way to make India a Developed country” [8+8]
7. (a) How lucky is Scoresby in the story “Luck”? Do you think the author supports the idea of luck or is he mocking at it? Support your ideas with the examples from the text.  
 (b) Match the words given in column A with their meanings in column B

|   | Column A |   | Column B                          |
|---|----------|---|-----------------------------------|
| 1 | halt     | A | Feeling of great respect and fear |
| 2 | awe      | B | great success                     |
| 3 | Pleased  | C | Superfluous                       |
| 4 | glory    | D | Stop                              |
|   |          | E | happy                             |

- (d) Read the following text and make notes.

**COFFEE AND ITS PROCESSING**

The coffee plant, an evergreen shrub or small tree of African origin, begins to produce fruit 3 or 4 years after being planted. The fruit is hand-gathered when it is fully ripe and a reddish purple in colour. The ripened fruits of the coffee shrubs are processed where they are produced to separate the coffee seeds from their covering and from the pulp. Two different techniques are in use: a wet process and a dry process.

*The wet process* First the fresh fruit is pulped by a pulping machine. Some pulp still clings to the coffee, however, and this residue is removed by fermentation in tanks. The few remaining traces of pulp are then removed by washing. The coffee seeds are then dried to a moisture content of about 12 per cent either by exposure to the sun or by hot-air driers. If dried in the sun, they must be turned by hand several times a day for even drying.

*The dry process* In the dry process the fruits are immediately placed to dry either in the sun or in hot-air driers. Considerably more time and equipment is needed for drying than in the wet process. When the fruits have been dried to a water content of about 12 per cent the seeds are mechanically freed from their coverings.

The characteristic aroma and taste of coffee only appear later and are developed by the high temperatures to which they are subjected during the course of the process known as roasting. Temperatures are raised progressively to about 220-230°C. This releases steam, carbon dioxide, carbon monoxide and other volatiles from the beans, resulting in a loss of weight of between 14 and 23 per cent. Internal pressure of gas expands the volume of the coffee seeds from 30 to 100 per cent. The seeds become rich brown in colour; their texture becomes porous and crumbly under pressure. But the most important phenomenon of roasting is the appearance of the characteristic aroma of coffee, which arises from very complex chemical transformations within the beans. The coffee, on leaving the industrial roasters, is rapidly cooled in a vat where it is stirred and subjected to cold air propelled by a blower. Good quality coffee is then sorted by electronic sorters to eliminate the seeds that roasted badly. The presence of seeds which are either too light or too dark depreciates the quality.

[6+4+6]

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