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B.E. / B.Tech. (Full Time) DEGREE END SEMESTER EXAMINATION, APRIL / MAY 2011

Second Semester

HS181 – ENGLISH II

(Common to All Branches)

(Regulation 2004)

Time: Three hours

Maximum: 100 marks

Answer ALL Questions

PART 'A' (10 x 2 = 20 marks)

1. Match the words in column 'A' with their meanings in column 'B': (4 x ½ = 2)

A	B
a) monument	- a person who journeys to a sacred place
b) pilgrim	- impose by force
c) enforce	- designer of buildings
d) architect	- ancient building

2. Fill in the blanks with the appropriate forms of the words: (4 x ½ = 2)

Verb	Noun	Adjective
a) cultivate	cultivation	-----
b) -----	attraction	attractive
c) -----	consideration	considerable
d) illustrate	-----	illustrative

3. Rewrite the following expressions as shown in the given example: (4 x ½ = 2)

Example: a program lasting for 50 minutes

Answer: a 50 – minute program

- a) a project of three years
- b) a cycle race of five miles
- c) a petro tank with a capacity of five liters
- d) a workshop lasting for two days

4. Use the hints below to make sentences expressing purpose: (4 x ½ = 2)

Example: binocular - observes birds from a distance

Answer: A binocular is used to observe birds from a distance.

- a) thermostat - maintains temperature at a constant level
- b) screw driver - drives screws into woods
- c) safety valve - releases excess pressure
- d) dictionary - finds out the meanings of words

5. Join the 'causes' in column 'A' with the 'effects' found in column 'B' using cause and effect expressions ('due to', 'on account of', 'because of') and write two sentences: (2 x 1 =2)

A (Cause)	B (Effect)
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- | | | |
|---------------|---|------------------------|
| a) mosquitoes | - | malaria |
| b) illiteracy | - | poverty in rural areas |

6. Complete the following sentences: (2 x 1 =2)

- a) If you change your job,
- b) If he had worked hard, he

7. Edit the following passage by correcting the mistakes in spelling, grammar and punctuation:

(8 x ¼ =2)

reading skill is always taken for granted at the tertiary level most of us believes that our students are good at reading, as they have been praktising the skill for more than ten year. In reality, many student find it difficult to master it. Besides, it is a fact that some of them has not developed the reading skill even in their mother tongue.

8. Rewrite the following sentences in the reported speech: (2 x 1 =2)

- a) George said "The children are playing in the ground."
- b) She said, "The manager will take action against him."

9. Use any **two** of the following phrases in sentences of your own: (2 x 1 =2)

- a) look at b) find out c) give up d) strike at

10. Fill in the blanks in the following sentences with the correct tense forms of the verbs given in brackets: . (4 x ½ =2)

- a) After they ----- (complete) the work, they went to a restaurant.
- b) I ----- (watch) a Hindi film yesterday.
- c) The minister ----- (visit) his native place tomorrow.
- d) She ----- (stay) in this hostel for three days.

PART – 'B' (5 x 16 = 80 marks)

11. Read the passage and answer the questions that follow it: (16)

In the eighteenth century one of the first modern economists, Adam Smith, thought that the 'whole annual produce of the land and labour of every country' provided revenue to 'three

different orders of people: those who live by rent, those who live by wages, and those who live by profit'. Each successive stage of the industrial revolution, however, made the social structure more complicated.

Many intermediate groups grew up during the nineteenth century between the upper middle class and the working class. There were small-scale industrialists as well as large ones, small shopkeepers and tradesmen, officials and salaried employees, skilled and unskilled workers, and professional men such as doctors and teachers. Farmers and peasants continued in all countries as independent groups.

In spite of this development, one of the most famous writers on social class in the nineteenth century, Karl Marx, thought that there was a tendency for society to split up into huge class camps, the bourgeoisie (the capitalists) and the proletariat (the workers). Influential as was Marx's theory of social class, it was much over-simplified. The social make-up of modern societies is much more complex than he suggested.

During the nineteenth and early twentieth centuries the possession of wealth inevitably affected a person's social position. Intelligent industrialists with initiative made fortunes by their wits which lifted them into an economic group far higher than that of their working-class parents. But they lacked the social training of the upper class, who despised them as the 'new rich'.

They often sent their sons and daughters to special schools to acquire social training. Here their children mixed with the children of the upper classes, were accepted by them, and very often found marriage partners from among them. In the same way, a thrifty, hardworking labourer, though not clever himself, might save for his son enough to pay for an extended secondary school education in the hope that he would move into a 'white-collar' occupation, carrying with it a higher salary and a move up in the social scale.

The tendency to move down in social class is less obvious, for a claim to an aristocratic birth, especially in Europe, has always carried a certain distinction, and people have made tremendous efforts to obtain for their children the kind of opportunities they had for themselves.

In the twentieth century the increased taxation of higher incomes, the growth of the social services, and the wider development of educational opportunity have considerably altered the social outlook. The upper classes no longer are the sole, or even the main possessors of wealth, power and education, though inherited social position still carries considerable prestige.

Many people today are hostile towards class distinctions and privileges and hope to achieve a classless society. The trouble is that as one inequality is removed, another tends to take its place, and the best that has so far been attempted is a society in which distinctions are elastic and in which every member has fair opportunities for making the best of his abilities.