



# SNS COLLEGE OF ENGINEERING

Kurumbapalayam (Po), Coimbatore – 641 107



## AN AUTONOMOUS INSTITUTION

Accredited by NBA – AICTE and Accredited by NAAC – UGC with 'A' Grade  
Approved by AICTE, New Delhi & Affiliated to Anna University, Chennai

Register No.

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### INTERNAL ASSESMENT EXAMINATION - I

**COURSE: B.E./B.TECH.**

**(COMMON TO ALL BRANCHES)**

**19EN101 – COMMUNICATIVE ENGLISH**

**Sem & Class: I Sem I**

**Date: 3 Oct 2019**

**Duration: 1 Hour 30 Mins**

**Maximum: 50 Marks**

**Answer ALL questions**

#### PART A - (7 X 2 = 14 marks)

1.	<p><b>Match the beginnings and endings of the phrases.</b> [the customer, a meeting room, to the meeting, to the customer]</p> <p>1. Send an email .....</p> <p>2. Visit .....</p> <p>3. Reserve .....</p> <p>4. Invite people .....</p>	2	CO-1	K- 1
2.	<p><b>Write a number (1–4) to put the actions in the order</b></p> <p>1. Type the PIN number</p> <p>2. Visit the ATM Centre.</p> <p>3. Enter the required amount</p> <p>4. Insert the ATM card</p>	2	CO-1	K-4
3.	<p><b>Complete the sentence using the word that best fits the meaning of the sentence as a whole.</b></p> <p>1. Most people felt the punishment was far too _____ for the crime: what the culprit did was so despicable, even _____, as to warrant a far more severe reprimand. A. permissive ... dormant      B. regal ... august      C. tolerant ... pompous D. draconian ... nefarious      E. lenient ... heinous</p> <p>2. Though the play was only two hours long, it was so _____ that it seemed to last eons. A. erroneous      B. tedious      C. enthralling      D. enigmatic      E. tantalizing</p> <p>3. Everything about Clyde Frazier both on and off the basketball court was _____: a flashy dresser, he always stood out wherever he went. A. egregious      B. conspicuous      C. covert      D. embryonic      E. clandestine</p>	2	CO-1	K- 3
4.	<p><b>Identify the word that has been divided into syllables correctly.</b></p> <p>1. DANGEROUS: A. dang–er–ous      B. dan–ger–ous      C. da–nger–our      D. da–ng–erous</p>			

	2. UNDERSTAND: A. un-der-stand                      B. und-er-stand                      C. un-ders-tand D. und-ers-tand 3. INFORMATION: A. inf-or-ma-tion                      B. in-form-a-tion                      C. in-for-ma-tion D. inf-orm-a-tion 4. RELATIONSHIP: A. rel-a-tion-ship                      B. r-ela-tion-ship                      C. re-la-tion-ship D. rela-tion-ship	2	CO-2	K-3
5.	<b>Can you capitalize the syllable that will receive the primary stress for each word?</b> 1. Authorize    2. Biology    3. Finance    4. Essential    5. Person    6. sensible 7. Opportunity    8. photography	2	CO-2	K-4
6.	<b>Fill in the correct form of the verb:</b> 1. The plane ..... at 6.30. (arrive) 2. By the time I reached the station, the train .....(depart) 3. I will phone you when he ..... back. (come) 4. She ..... (Come) her yesterday.	2	CO-1	K-2
7.	<b>Choose the form that best fits the function state, to complete the dialogue below.</b>  [Can you reduce the price? I'm afraid I can't afford it. The prices are fixed. I'm giving you a fair price. I think you will like this one. This model is smaller.]  Rosnah:                      How much is this microwave oven? Salesgirl:                      It's \$850. Rosnah: _____1_____ (to bargain) That's beyond my budget. Salesgirl:                      _____2_____ (to refuse) Rosnah: Do you have a cheaper model? Salesgirl:                      Yes. _____3_____ (to suggest) It's only \$600. Roshnah:                      _____ ( to refuse) . No Thanks.	2	CO-2	K-3

**PART B - (3 X 12 = 36 marks)**

8.	(a)	A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to! Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines. Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm. In the future, we will have even more robots. They will do things that we can't do. Or they will do	12	CO-1	K-4
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	<p>things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.</p> <p><b>1) As used in paragraph 1, we can understand that something special is NOT</b></p> <p>A. normal      B. expensive      C. perfect      D. tired</p> <p>2) According to the author, robots may be used to</p> <p>I. make cars      II. Explore volcanoes      III. answer telephone calls</p> <p>A. I only      B. I and II only      C. II and III only      D. I, II, and III</p> <p>3) What is the main purpose of paragraph 2?</p> <p>A. to show how easy it is to make a robot      B. to tell what a robot is</p> <p>C. to describe the things a robot can do      D. to explain the difference between a robot and a machine</p> <p>4) According to the passage, when was the first real robot made?</p> <p>A. 1961      B. 1900      C. 2003      D. 2000 years ago</p> <p>5) Using the information in the passage as a guide, which of these gives the best use of a robot?</p> <p>A. to help make a sandwich      B. to help tie shoes      C. to help read a book</p> <p>D. to help explore Mars</p> <p>6) Which of these statements correctly summarizes how the author of this passage feels about robots?</p> <p>A. Robots are old.      B. Robots are confusing.      C. Robots are helpful.</p> <p>D. Robots are dangerous.</p>			
<p>9.</p>	<p>(a) (i)      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.</p> <p>        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.</p> <p>        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</p>	<p>06</p>	<p>CO-1</p>	<p>K-4</p>

		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 coffees are 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.			
	(a) (ii)	Describe an event which you recently attended in the college in about 200 words	06	CO-2	K-2
<b>OR</b>					
	(b) (i)	Most children in school fail. 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 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.	06	CO-1	K-4
	(b) (ii)	Describe about an object which you have planned to gift your teacher in about 200 words	06	CO-2	K-2
<b>10.</b>	(a) (i)	Write a conversation between two friends, Arun and Vijay about planning their weekend trip to Munnar.	06	CO-2	K-5
	(a) (ii)	Introduce yourself to others, when you meet someone unknown to you?	06	CO-2	K-1
<b>OR</b>					
	(b) (i)	Write a conversation between a patient and a Doctor.	06	CO-2	K-5
	(b) (ii)	How to introduce yourself to an interviewer.	06	CO-2	K-1

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