VIVEKANANDHA COLLEGE OF ENGINEERING FOR WOMEN
[AUTONOMOUS INSTITUTION AFFILIATED TO ANNA UNIVERSITY, CHENNAI]
Elayampalayam – 637 205, Tiruchengode, Namakkal Dt., Tamil Nadu.

Question Paper Code: 10001

B.E. / B.Tech. DEGREE END-SEMESTER EXAMINATIONS – MAY 2019
Second Semester
Computer Science and Engineering
U15EN202 – ENGLISH FOR COMMUNICATION – II
(Common to Electrical and Electronics Engineering, Electronics and Communication Engineering, Information Technology & Biotechnology)
(Regulation 2015)

Time : Three hours | Maximum : 100 marks

Listening Test

INSTRUCTIONS TO CANDIDATES

- Do not open this question paper until you are told to do so.
- **Write your registration number and other details on your answer sheet.**
- Listen to the instructions for each part of the paper carefully. Answer all the questions.
- While you are listening, write your answers on the question paper.
- You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet.
- Submit your answer sheets at the end of the Examination.

INFORMATION FOR CANDIDATES

- There are three sections to the test.
- You will hear each part twice.
- For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Listening Test

(25 Marks)

Section 1 (10 x 1= 10 Marks)

Questions 1-3

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

TOTAL INSURANCE INCIDENT REPORT	
Example	Answer
Name	**Michael Alexander**
Address	24 Manly St, **1** ....., Sydney
Shipping Agent	**2** .....
Place of Origin	China
Date of arrival	**3** .....
Reference number	601 ACK

Questions 4-10

Complete the table below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Item	**Damage**	**Cost to repair/ Replace**
Television	The **4** ..... needs to be replaced	not known
The **5** ..... Cabinet	The **6** ..... of the cabinet is damaged	**7** $ .....
Dining room table	A **8** ..... is Split	$200
Set of China	Six **9** ..... were broken	about 10 $ .....in total

Section 2 (10 x 1 = 10 Marks)

Question 11

Choose the correct letter, A, B or C.

11. According to the speaker, the main purposes of the park are

A. education and entertainment.

B. research and education.

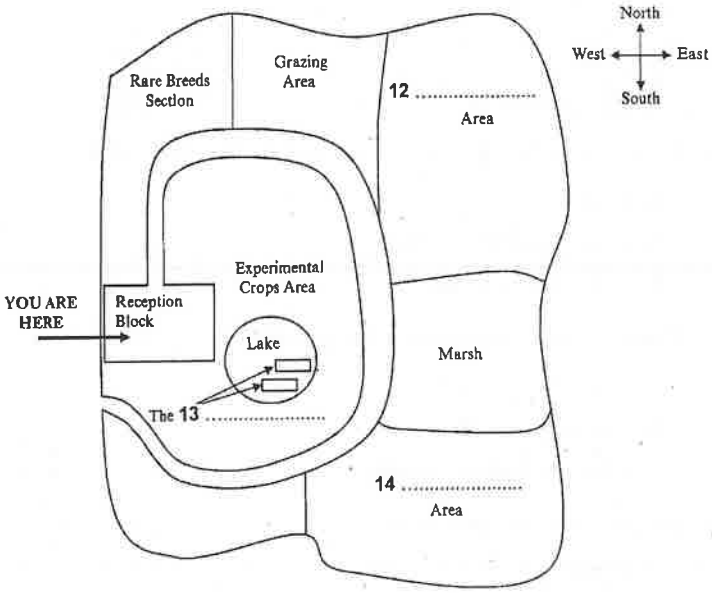
C. research and entertainment.

Questions 12-14

Label the plan below.

Write **NO MORE THAN TWO WORDS** for each answer.

Agricultural Park



Questions 15-20

Choose the correct letter, A, B or C.

15. When are the experimental areas closed to the public?

    A. all the year round

    B. almost all the year

    C. a short time every year

16. How can you move around the park?

    A. by tram, walking or bicycle

    B. by solar car or bicycle

    C. by bicycle, walking or bus

17. The rare breed animals kept in the park include

    A. hens and horses

    B. goats and cows

    C. goats and hens

18. What is the main purpose of having the Rare Breeds Section?

    A. to save unusual animals

    B. to keep a variety of breeds

    C. to educate the public

19. What can you see in the park at the present time?

    A. the arrival of wild birds

    B. fruit tree blossom

    C. a demonstration of fishing

20. The shop contains books about

    A. animals

    B. local traditions

    C. the history of the park

Section 3 (10 x ½ = 5 Marks)

Questions 21-24

Choose the correct letter, A, B or C.

Honey Bees in Australia

21. Where in Australia have Asian honey bees been found in the past?

    A. Queensland

    B. New South Wales

    C. several states

22. A problem with Asian honey bees is that they

    A. attack native bees.

    B. carry parasites.

    C. damage crops.

23. What point is made about Australian bees?

    A. Their honey varies in quality.

    B. Their size stops them from pollinating some flowers.

    C. They are sold to customers abroad.

24. Grant Freeman says that if Asian honey bees got into Australia,

    A. the country's economy would be affected.

    B. they could be used in the study of allergies.

    C. certain areas of agriculture would benefit.

Questions 25-30

Complete the summary below.

Write **ONE WORD ONLY** for each answer,

Looking for Asian honey bees
Birds called Rainbow Bee Eaters eat only **25**..... , and cough up small bits of skeleton and other products in a pellet, Researchers go to the locations the bee eaters like to use for **26**..... . They collect the pellets and take them to a **27**..... for analysis. Here **28**..... is used to soften them, and the researchers look for the **29**..... of Asian bees in the pellets The benefit of this research is that the result is more **30**..... than searching for live Asian bees.

You now have 10 minutes to transfer your answers to your Answer Sheet.

Reading Test

(25 Marks)

Passage 1

You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage 1 below.

A. Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.

B. A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organization of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.

C. Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classrooms environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of World Health Organisation, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.

D. While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).

E. Autism is considered a neurological and genetic life-long disorder causes discrepancies in the way information is processed. This disorder is characterized by interlinking problems with social imagination, social communication and social interaction. According to Janzen, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally.

   Autistic spectrum disorders often result in major difficulties in comprehending verbal information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is difficult to scientifically quantify such extra-sensory stimuli vary greatly from one autistic individual to another. But a child who finds any type of noise in their classroom or learning space intrusive is likely to be adversely affected in their ability to process information.

F. The attention deficit disorders are indicative of neurological and genetic disorders and are characterized by difficulties with sustaining attention, effort and persistence, organization skills and loss of inhibition. Children experiencing these disorders find it difficult to screen out unimportant information, and focus on everything in the environment rather than attending to a single activity. Background noise in the classroom becomes a major distraction, which can affect their ability to concentrate.

G. The New Zealand government has developed a New Zealand Disability Strategy and has embarked wide ranging consultation process. The strategy recognizes that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability strategy is to 'Provide the Best Education for Disabled People" by improving education so that all children and youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is vitally significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with auditory function disabilities.

H. A number of countries already in the process of formulating their own standards for the control and reduction of classroom noise. New Zealand will probably follow their example. The literature to date on noise in school rooms appears to focus on the effects on school children in general, their teachers and hearing impaired. Only limited attention appears to have been given to those students experiencing the other disabilities involving auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.

Questions 1-6 (6 x 1 = 6 Marks)

Reading Passage 1 has nine sections, A-H

Which section contains the following information?

Write the correct letter, A-H, in boxes 1-6 on your answer sheet.

1. an account of a national policy initiative
2. a description of a global team effort
3. a hypothesis as to one reason behind the growth in classroom noise
4. a demand for a suitable worldwide regulations
5. a list of medical conditions which place some children more at risk from noise than others
6. the estimated proportion of children in New Zealand with auditory problems

Questions 7-10 (4 x 1 = 4 Marks)

Answer the questions below

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 7-10 on your answer sheet.

7. For what period of time has hearing loss in schoolchildren been studies in New Zealand?
8. In addition to machinery noise, what other type of noise can upset children with autism?
9. What term is used to describe the hearing problems of school children which have not been diagnosed?
10. What part of New Zealand Disability Strategy aims to give schoolchildren equal opportunity?

Questions 11 and 12 (2 x 1 = 2 Marks)

Choose **TWO** letters in boxes 11 and 12 on your answer sheet.

The list below includes factors contributing to classroom noise.

Which **TWO** are mentioned by the writer of the passage?

A. Current teaching methods
B. Echoing corridors
C. Cooling systems
D. Large class sizes
E. Loud-voiced teachers
F. Playground games

Question 13 (1 x 1 = 1 Mark)

Choose the correct letter, A, B, C or D

Write the correct letter in box 13 on your answer sheet.

What is the writer's overall purpose in writing this article?

A. to compare different methods of dealing with auditory problems
B. to provide solutions for overly noisy learning environments
C. to increase awareness of the situation of children with auditory problems
D. to promote New Zealand as a model for other countries to follow

Passage 2

You should spend about 20 minutes on **questions 14-26** which are based on Reading Passage 2 below,

Venus in Transit

June 2004 saw the first passage, known as a 'transit' of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our view of the whole universe, as Heather Cooper and Nigel Henbest explain:

A. On 8 June 2004, more than half the population of the world were treated to a rare astronomical event. For over six hours, the planet Venus steadily inched its way over the surface of the Sun. This 'transit' of Venus was the first since 6 December 1882. On that occasion, the American astronomer Professor Simon Newcomb led a party to South Africa to observe the event. They were based at a girl's school, where - it is alleged - the combined forces of three school mistresses outperformed the professionals with the accuracy of their observations.

B. For centuries, transits of Venus have drawn explorers and astronomers alike to the four corners of the globe. And you can put it all down to the extraordinary polymath Edmond Halley. In November 1677, Halley observed a transit of innermost planet, Mercury, from the desolate island of St. Helena in the South Pacific. He realized that, from different latitudes, the passage of the planet across the Sun's disc would appear to differ. By timing thee transit from two widely-separated locations, teams of astronomers could calculate the parallax angle - the apparent difference in position of an astronomical body due to a difference in observer's position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun. This distance is known as the 'astronomical unit' or AU.

C. Halley was aware that the AU was one of the most fundamental of all astronomical measurements. Johannes Kepler, in the early 17th century, had shown that the distances from the planets from the Sun governed their orbital speeds, which were easily measurable. But no one had found a way to calculate accurate distances to the planets from the Earth. The goal was to measure AU; then knowing the orbital speeds of all other planets round the Sun, the scale of the Solar System would fall into place. However, Halley realized that Mercury was so far away that its parallax angle would be very difficult to determine. As Venus was closer to the Earth, its parallax angle would be larger, and Halley worked out that by using Venus it would be possible to measure the Sun's distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 - though he didn't survive to see either.

D. Inspired by Halley's suggestion of a way to pin down the scale of the solar system, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren't helped by Britain and France being at war. The person who deserves the most sympathy is the French astronomer Guillaume Le Gentil. He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Feeling on French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit - but the ship's pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to

observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience.

E. While the early transit timings were as precise as instruments would allow, the measurements were dogged by the 'black drop' effect. When Venus begins to cross Sun's disc, it looks smeared and not circular - which makes it difficult to establish timings. This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.

F. But astronomers laboured hard to analyze the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined the value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, this is quite close to today's value of 149, 597, 870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the distance to the stars. If we look at a star in January - when Earth is at one point in its orbit - it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance.

G. June 2004's transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos - detecting Earth sized planets orbiting other stars.

Questions 14-17 (4 x 1 = 4 Marks)

Reading Passage 2 has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 14-17 on your answer sheet.

14. examples of different ways in which the parallax principle has been applied

15. a description of an event which prevented a transit observation

16. a statement about potential future discoveries leading on from transit observations

17. a description of physical states connected with Venus which early astronomical instruments failed to overcome

Questions 18-21 (4 x 1 = 4 Marks)

*Look at the following statements (*Questions 18-21) and the list of people below.

Match each statement with the correct person, A, B, C or D.

Write the correct letter, A, B, C or D, *in boxes 18-21 on your answer sheet.*

18. He calculated the distance of the Sun from the Earth based on observations of Venus with a fair degree of accuracy.
19. He understood that the distance of the Sun from the Earth could be worked out by comparing observations of a transit
20. He realized that the time taken by a planet to go round the sun depends on its distance from the Sun.
21. He witnessed a Venus Transit but was unable to make any calculations.

List of people
A. Edmond Halley
B. Johannes Kepler
C. Guillaume Le Gentil
D. Johann Franz Encke

Questions 22-25 (4 x 1 = 4 Marks)

Do the following statements agree with the information given in Reading Passage 2?

In boxes 22-25 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

22. Halley observed one transit of the planet Venus.
23. Le Gentil managed to observe a second Venus transit.
24. The shape of Venus appears distorted when it starts to pass in front of the Sun.
25. Early astronomers suspected that the atmosphere on Venus was toxic.

Writing Test

(25 Marks)

1. Describe as to how did you celebrate the birthday of one of your classmates in your classroom - not exceeding 100 words. (1x10=10)

2. You want to bring changes in your office timings. Please write an email to all your staff: (1x10=10)

   a. The reason for which you want to change the timings

   b. How the change in timings will increase the efficiency of staff

   c. The date from which the change will become effective.

3. Write a story on your own - not exceeding 80 words. Give a suitable heading and narrate the story. (1x5=5)
