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A C	Quest	ion Pape	Code: 7	0126		
B.E.//	B.Tech. DEGRE	E EXAMINAT	IONS, NOVEM	BER/DEC	EMBER 2022.	
		First	Semester			
		Civil E	ngineering			
	HS 3	151– PROFES	SIONAL ENGI	ISH – I		
	(Common to	: All Branches	(Except Marin	e Engineer	ing)	
			tions 2021)			
Time : Thi	ree hours		northhA	Max	mum : 100 mark	s
		Answer A	LL questions.			
		PART A — (1	$0 \times 2 = 20 \text{ mark}$	(s)		
1. Choo	se the best opti	on to complete	the given sente	nces:	$(4 \times \frac{1}{2}) = 2$)
(ii) (iii)	I am planning (a) get a holi (c) make a h I wouldn't do t (a) huge mis (c) great mis After	day oliday hat if I were yo take stake	(b) have a h (d) go on a l (u). You are mal (b) biggest 1 (d) massive	oliday noliday ning a —— nistake mistake	CO	
(iv)	(c) careful co Our company programmers.		(d) genuine n the			d
	(a) search for (c) demand f		(d) need for	ior		
(a) (b) (c)	e a definition fo Modem Dictionary GPS Photo Copier				$(2\times 1=2$)
(d)	Thoto Copier				76186	

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	(a)	I (w	ork) for the	company f	or thirty year	rs. Then I	gave it all up.	
	(b)	After Ravi _ better.			is medicine, i	ie	_ (begin) to fe	el
	(c)	I	(just / finish)	my assig	nment.			
4.	Con	abine the follow		ENTO ITAL		usal eynre	ssions	
	COL		ing contonic	o doing u	ppropriate ou	dodi oxpic	$(2\times 1=2)$	2)
	(a)	The cyclone	blew the roof	f off our h	ouse. We had	l to find a	nother place t	to
		live.						
	(b)	The ocean is	extremely po	lluted. Th	e coral reefs	die.		
5.	Com	plete the follow	wing table wi	th suitabl	e form of wor	ds:	$(8 \times \frac{1}{4}) = \frac{1}{2}$	2)
			Noun	Verb	Adjective			
			Addition					
			Scaling	Confide	D 1			
			G: 12	9 613	Equal			
			Strength	S THE REST	anito and notice			
VV	(a)	My friends w to play with t	them.	er mer or	ew thanks	n rublica	nt / wants) m	е
duf a	(a) (b) (c)		at nor the do	gs ————————————————————————————————————	(is/ are	e) going ou , a few	tside.	e
def a	(b)	to play with to Neither the continued the Even though	at nor the do the students that the second th	gs ————————————————————————————————————	(is/ are	e) going ou , a few d.	tside.	_
7.	(b) (c) (d)	to play with to Neither the continued the thought (think / think). The samples	at nor the do the the stud ts) that the stud on the tray	gs ————————————————————————————————————	(is/ are e the class to complicate eology lab	e) going ou , a few d.	tside.	-
7.	(b) (c) (d)	to play with to Neither the continue thought (think / think). The samples testing.	at nor the do the the stud ts) that the stud on the tray one word sub	gs ————————————————————————————————————	(is/ are e the class to complicate eology lab —	e) going ou , a few d.	tside. (need/ needs $(4 \times \frac{1}{2}) = 2$	-
7.	(b) (c) (d) Choo	Neither the c Even thoug (think / think The samples testing.	at nor the do the the stud as) that the st on the tray one word sub	gs ————————————————————————————————————	(is/ are e the class to complicate eology lab — r the given pl	e) going ou , a few d.	tside. (need/ needs $(4 \times \frac{1}{2}) = 2$	-
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty	at nor the do h the stud s) that the su on the tray one word sub urning someti	gs ————————————————————————————————————	(is/ are e the class to complicate eology lab r the given ph was lost or st (iii) Atoner	e) going ou , a few d.	tside. (need/ needs $(4 \times \frac{1}{2}) = 2$ owner:	-
daf av	(b) (c) (d) Choo	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its	tside. (need/ needs $(4 \times \frac{1}{2}) = 2$ owner: Reference	- s) 2)
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its	tside. (need/ needs $(4 \times \frac{1}{2}) = 2$ owner:	- s) 2)
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its ment (iv)	tside. (need/ needs $(4 \times \frac{1}{2} = 2)$ owner: Reference	3)
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its	tside. (need/ needs $(4 \times \frac{1}{2} = 2)$ owner: Reference	3)
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its ment (iv)	tside. (need/ needs $(4 \times \frac{1}{2} = 2)$ owner: Reference	3)
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its ment (iv)	tside. (need/ needs $(4 \times \frac{1}{2} = 2)$ owner: Reference	3)
7.	(b) (c) (d) Choo (a)	to play with to Neither the control Even though (think / think). The samples testing. ose the correct An act of return (i) Duty An excessively	at nor the do h the stud s) that the su on the tray one word sub urning someth	gs ————————————————————————————————————	(is/ are e the class co complicate ecology lab r the given ph was lost or st (iii) Atoner	e) going out, a few d. nrases: olen to its ment (iv)	tside. (need/ needs $(4 \times \frac{1}{2} = 2)$ owner: Reference	3)

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	(c) Animals without backbone are called
	(i) Vertebrates (ii) Amphibians (iii) Invertebrates (iv) Omnivores
	(d) Changing from one state or condition to another
	(i) Transition (ii) Backtrack (iii) Tweak (iv) Incision
8.	Frame two sentences using any two of the phrasal verbs given below:
	$(2 \times 1 = 2)$
	(a) broke into (b) look forward to (c) show up (d) back off
9.	Frame any four compound nouns from the given words. You can use one word
	only once. $(4 \times \frac{1}{2} = 2)$ back pan eye track pour
	down sound ground witness sauce
10.	Frame wh-questions for the following statements. $(2 \times 1 = 2)$
10.	
	and the second of the literature states of the literature of the second
	(b) Ravi met his old friend in the stadium last night.
brie koor on A so on A	We live in a society where reading is very important-not just for school, but for daily life. (Think street signs, maps, medicine labels, and allergy labels on food packaging.) So life can be hard for people with dyslexia. Dyslexia is a learning disability that affects a person's reading ability. For people with dyslexia, the parts of their brains that process language aren't functioning the way they're supposed to. According to the American Academy of Pediatrics, dyslexia was the most common learning disability in 2011. It is still common today. However, people with dyslexia can learn to cope with the disability so that they can succeed in life. Says Emerson Dickman, president of the International Dyslexia Association in Baltimore: "Individuals who have difficulty reading and writing tend to deploy other strengths. They rely on mentors, and as a result, become very good at reading other people and delegating duties to them. They become adept at using visual strengths to solve problems."
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Take, for example, Richard Branson, the successful founder of Virgin Atlantic Airways, who credits his dyslexia as his 'greatest strength." As he explains it, he "got bored easily" in school because he couldn't read well, and teachers thought he was simply "lazy and not very clever." So he spent most of his time visualizing all the things he would do when he left school. After launching his first business at 16, he went on to start eight different companies and amass billions of dollars. "On one of my last days at school, the headmaster said I would either end up in prison or become a millionaire," Branson recalls. "That was quite a startling prediction, but in some respects he was right....!".

Branson is not the only entrepreneur who is dyslexic. In 2007, Julie Logan, a professor of entrepreneurship at the Cass Business School in London, did a study on entrepreneurs in the United States. Thirty-five percent of the entrepreneurs in the study identified themselves as dyslexic.

"We found that dyslexics who succeed had overcome an awful lot in their lives by developing compensatory skills," says Logan. 'If you tell your friends and acquaintances that you plan to start a business, you'll hear over and over, 'It won't work. It can't be done.' But dyslexics are extraordinarily creative about maneuvering their way around problems."

Well-known journalist Anderson Cooper, who has visited many battle-torn areas and conducted interviews about tough subjects, knows this fact firsthand. Diagnosed as dyslexic as a child, he relied on the help of a reading specialist. He says that she encouraged him to find books he was very passionate about. I don't think it's an accident that I became a war correspondent." Cooper says. "I'm interested in stories of survival: how some people make it hrough desperate times and others don't."

The television and film world also boasts a number of other dyslexic superstars. For example, Whoopi Goldberg, an Oscar-winning actress and comedian, was diagnosed with dyslexia after suffering through her school years. When she was a child, she couldn't understand why she struggled so much with reading.

"You can never change the effect that the words 'dumb' and 'stupid' have on young people," says Goldberg. However, she says, "I knew I wasn't stupid, and I knew I wasn't dumb. My mother told me that."

Now, Goldberg defines herself as a person who believes that "it is okay to feel differently than the pack." When asked about what it takes to be successful? Goldberg says, "We're born with success. It is only others who point out our failures and what they attribute to us as failure."

Clearly, people with dyslexia may face many obstacles. However, they shouldn't be discouraged. There are ways they can cope with it and lead very successful lives.

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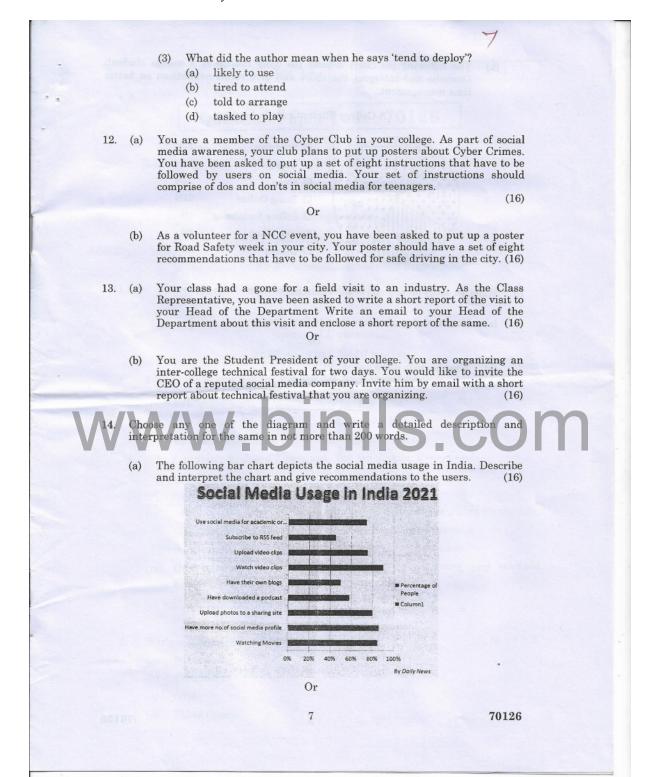
				5	
a belte	(A)	Answer the following qu	estions based on the passag	ge: $(10 \times 1 = 10)$	
	(1)	According to the text, w	hat does dyslexia affect?		
		(a) Living a successfu			
		(b) People who are laz			
			demy of Pediatrics		
		(d) A person's reading	ability		
	(2)	What does the author do			
		(a) Entrepreneurs wh	o identifies themselves as d	yslexic	
		(b) How Anderson Co	oper became a war correspo	ndent	
		(c) Celebrities who ar	e coping with their dyslexia	Her of the Change	
		(d) How Richard Bran	nson founded Virgin Atlantic	c Airways	
	(3)	Richard Branson was n the passage best suppor	not very successful in school ts this conclusion?	l. What evidence from	
		(a) Branson's teachers	s thought he was lazy and n	ot very smart.	
		(b) Branson spent his school	s time visualizing what he v	would do when he left	
		(c) Branson credits dy	vslexia as "his greatest strer	ngth."	
		(d) Branson launched companies.	his first business at sixte	een and started eight	
W		(a) Because she thoug(b) Because she was n	there have been called "dun that she could become a famo not as intelligent as her class and to what her mother said	smates	n
			gled so much with reading		
	(5)		ory skills" in the passage me	eans	
	(-)	(a) Skills that are not			
			y be gained from practice		
		(c) Skills that make u			
		(d) Skills that are tau	ght in textbooks		
	(6)	Choose the answer that	best completes the sentence	e below:	
		Dyslexic people have tro	ouble reading and understant to cope with dyslexia.		
		(a) so	(b) after		
		(c) for example	(d) otherwise		
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	(7)	many	battle-torn areas and	cond	list Anderson Cooper, who has visit ucted interviews about tough subje s the fact referred by the author in t	cts
		contex		nat n	s the fact referred by the author in t.	ills
		(a) o	ynical behaviour	(b)	creative manoeuvring	
		(c) s	tatistics about battles	(d)	importance of reading	
	(8)	Who c	onsidered dyslexia as tl	heir 'g	greatest strength'?	
		(a) I	Richard Branson	(b)	Goldberg	
		(c) J	ulie Logan	(d)	Anderson Cooper	
	(9)		sentence, 'it is okay to efers to?	feel o	differently than the pack', who does t	he
		(a) p	ack of cards	(b)	her family	
		(c) f	riends	(d)	all other people	
	(10)	What	s author's opinion abou	it dys	slexia?	
		(a) I	He feels people with suc	h dis	ease should be given personal care	
			Dyslexic people, in iscouraged.	spite	of many obstacles, shouldn't	be
		(c) I	eople with dyslexia are	mos	tly educated people	
		(d) I	yslexia, as a disease h	as aff	ected mostly poorer children	
W	(B)	(1)	A POIL BLAND B	D.C.P.	that is genetic in nature.	
					be different from others.	
			the state of the s		about dyslexic people, it was found the opulation were dyslexic.	at
	(C)	Choose	the right meaning for	the h	ighlighted words: $(3 \times 1 =$	3)
		(1) V	What is a 'startling pred	liction	n'?	
		(:	a) amazing	(b) s	hocking	
		(c) disquieting	(d) h	numbling	
		(2) "	To become adept at' me	ans?		
		(:	a) to become intereste	ed		
		(1	b) to become addled			
		(c) to become proficier	nt		
		(d) to become shocked			
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