

BVRIT HYDERABAD**College of Engineering for Women**

Approved by AICTE and Affiliated to JNTUH, Hyderabad

Accredited by NBA & NAAC (A Grade)

Rajiv Gandhi Nagar, Bachupally, HYDERABAD – 500090

Telangana, India

Student Notebook	
Department	Basic Sciences & Humanities
Year/Semester	I B.Tech. (EEE, CSE & IT)/ I Semester I B.Tech. (ECE, AI & ML)/ II Semester
Subject	English
Regulation	R18
Subject Code	EN105HS/EN205HS

**VISION**

To emerge as the best among the institutes of technology and research in the country dedicated to the cause of promoting quality technical education.

MISSION

At BVRITH, we strive to

- Achieve academic excellence through innovative learning practices.
- Enhance intellectual ability and technical competency for a successful career.
- Encourage research and innovation.
- Nurture students towards holistic development with emphasis on leadership skills, life skills and human values.

BVRIT HYDERABAD COLLEGE OF ENGINEERING FOR WOMEN

DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING

Vision:

To develop comprehensively trained and socially responsible women electrical and electronics engineers with competencies and capabilities to adapt to new challenges.

Mission:

- To empower the students adept at latest technologies by providing innovative learning environment.
- To cultivate interdisciplinary research mindset and outlook to develop engineering solutions.
- To inculcate ethical behaviour and professional attitude in order to embrace holistic concept of living.

Program Educational Objectives:

After three to six years of graduation, the graduates of this program will be able to

PEO-1:

Propose effective solutions for complex electrical and electronics engineering problems using modern techniques.

PEO-2:

Excel in their career and compete with their global peers in Techno-Scientific fields.

PEO-3:

Exhibit good communication skills, ethical behavior& social perception.

PEO-4:

Stimulate economic growth and job opportunities through entrepreneurship.

Program Specific Outcomes

The graduates of this program will be able to:

PSO-1: Apply fundamental knowledge to analyze and implement solutions for societal challenges through enhanced experience.

PSO-2: Attain competence in using novel tools for the design and analysis of grid connected renewable energy systems towards research activities.

BVRIT HYDERABAD COLLEGE OF ENGINEERING FOR WOMEN

DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING

Vision:

To emerge as a centre of academic and research excellence in Electronics and Communication Engineering and create globally competent women technocrats with a high degree of social consciousness in a holistic learning environment.

Mission:

- To provide quality education to the students with emphasis on training related to latest technologies as per industrial needs
- To impart research culture, professional ethics and moral values to the students by committed and competent faculty striving for excellence.
- To inculcate a perceptive alacrity in students to identify real life problems, formulate strategies and evolve into contextually effective solutions.

Program Educational Objectives:

After three to six years of graduation, the graduates of this program will be able to

PEO-1:

Excel in contemporary problem solving in Electronics and Communication Engineering and the allied fields through the knowledge-base provided by the program.

PEO-2:

Demonstrate their technical, communication and leadership skills in professional environment or as entrepreneurs with social responsibility.

PEO-3:

Analyse the latest issues and technology growth in the field of Electronics and Communication Engineering and update their knowledge and skills accordingly through continuous learning.

PEO-4:

Demonstrate ethical and human values in multicultural and multidisciplinary environments.

Program Specific Outcomes

The graduates of this program will be able to:

PSO-1: Provide optimized solutions for digital, signal processing and communication systems.

PSO-2: Develop compact, energy efficient and low cost products to assist the differently abled people.

BVRIT HYDERABAD COLLEGE OF ENGINEERING FOR WOMEN

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

Vision:

Develop women as technocrats, researchers and entrepreneurs in the field of computer science and engineering.

Mission:

- To impart quality education in Computer Science and Engineering by means of learning techniques and value-added courses.
- To inculcate professional excellence and research culture by encouraging projects in cutting-edge technologies through industry interactions.
- To build leadership skills, ethical values and teamwork among the students.
- To strengthen the collaboration of department and industry through internships, mentorships and professional body activities.

Program Educational Objectives:

After three to six years of graduation, the graduates of this program will be able to:

PEO1:

Adapt emerging technologies to contribute to the technical innovations for the progressive development in their respective fields.

PEO 2:

Productively engage in multidisciplinary research areas by applying the basic principles of engineering sciences.

PEO 3:

Demonstrate strong technical skills to bring out novel designs/products to address social and environmental issues.

PEO 4:

Exhibit professional attitude, teamwork and practice code of ethics.

Program specific outcomes:

The graduates of this program will be able to:

PSO 1: Ability to apply learned skills to build optimized solutions pertaining to Computer & Communication Systems, Data Processing and Artificial Intelligence.

PSO 2: Employ standard strategies and practices in project development using

DEPARTMENT OF INFORMATION TECHNOLOGY

Vision:

To emerge as a Center of excellence in Information Technology and to produce women technocrats, global leaders for better tomorrow.

Mission:

- To impart quality education and inculcate problem solving skills using latest technologies in the field of Information Technology.
- To encourage multidisciplinary research and consultancy projects.
- To promote industry academia linkage and also enhance entrepreneurship skills in women engineers.

Program Educational Objectives:

After three to six years of graduation, the graduates of this program will be able to

PEO 1:

Develop strong analytical skills using fundamental concepts of science & engineering subjects.

PEO 2:

Excel in programming and critical thinking by applying core technical knowledge.

PEO 3:

Exhibit continuous learning related to evolving technologies in their professional career.

PEO 4:

Demonstrate ethical behavior, team work & leadership qualities to solve problems in broader social context.

Program specific outcomes:

The graduates of this program will be able to:

PSO 1: Ability to formulate, simulate and use knowledge in various domains like Computer systems, data engineering, information and network security, artificial intelligence etc., thus enabling them for a better career path.

PSO 2: Ability to provide optimized solutions using open-ended programming environment by following industry practices and strategies.

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**BVRIT HYDERABAD  
COLLEGE OF ENGINEERING FOR WOMEN**

**DEPARTMENT OF BASIC SCIENCES &  
HUMANITIES**

| <b>SYLLABUS</b> |                                                                           |
|-----------------|---------------------------------------------------------------------------|
| Department      | Basic Sciences & Humanities                                               |
| Year/Semester   | I B.Tech (EEE, CSE & IT)/ I Semester I B.Tech (ECE, AI & ML)/ II Semester |
| Subject         | English                                                                   |
| Regulation      | R18                                                                       |
| Subject Code    | EN105HS/EN205HS                                                           |

**B. Tech. I Year**

**L T P C**  
**2 0 0 2**

**INTRODUCTION:**

With the growing importance of English as a tool for global technical communication and the consequent emphasis on training students to acquire language skills, the syllabus of English has been designed to develop the linguistic, communicative, creative and critical thinking competencies of Engineering students.

In English classes, the focus should be on the skills development in the areas of vocabulary, grammar, reading and writing. For this, the teachers should use the prescribed text for detailed study. The students should be encouraged to read the texts leading to reading comprehension and different passages may be given for practice in the class. The time should be utilized for working out the exercises given after each excerpt, and also for supplementing the exercises with authentic materials of a similar kind, for example, newspaper articles, advertisements, promotional material etc.

*The focus in this syllabus is on skill development, fostering ideas and practice of language skills in various contexts and cultures.*

**BVRIT HYDERABAD**  
**COLLEGE OF ENGINEERING FOR WOMEN**

**LESSON PLAN**

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>COURSE : I B. Tech</b>            | <b>BRANCH :</b>                      |
| <b>CLASS : I Year/ I/II Semester</b> | <b>YEAR : 2022-2023</b>              |
| <b>FACULTY :</b>                     | <b>DESIGNATION :</b>                 |
| <b>SUBJECT : English</b>             | <b>SUBJECT CODE: EN105HS/EN205HS</b> |

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**Course Objectives:**

1. Improve the language proficiency of students in English with an emphasis on Vocabulary, Grammar, Reading and Writing skills
2. Apply the theoretical and practical components of English syllabus to study academic subjects more effectively and critically.
3. Analyze a variety of texts and interpret them to demonstrate in writing and speech.
4. To Equip students to write different forms of academic writing tasks
5. To Develop study skills and communication skills in formal and informal situations.

**Course out comes:**

|        |                                                                               |
|--------|-------------------------------------------------------------------------------|
| C115.1 | Apply English language effectively in spoken and written forms                |
| C115.2 | Analyze the given texts and respond appropriately                             |
| C115.3 | Apply various grammatical structures in personal and academic fronts.         |
| C115.4 | Develop appropriate vocabulary for professional communication                 |
| C115.5 | Make use of competency in various forms of academic and professional writing. |
| C115.6 | Improve language skills for the enhancement of employability opportunities.   |

## Syllabus

R22 B.Tech

JNTUH Hyderabad

### ENGLISH FOR SKILL ENHANCEMENT

**B.Tech. I Year I Sem.****L T P C**  
**2 0 0 2**

**Course Objectives:** This course will enable the students to:

1. Improve the language proficiency of students in English with an emphasis on Vocabulary, Grammar, Reading and Writing skills.
2. Develop study skills and communication skills in various professional situations.
3. Equip students to study engineering subjects more effectively and critically using the theoretical and practical components of the syllabus.

**Course Outcomes:** Students will be able to:

1. Understand the importance of vocabulary and sentence structures.
2. Choose appropriate vocabulary and sentence structures for their oral and written communication.
3. Demonstrate their understanding of the rules of functional grammar.
4. Develop comprehension skills from the known and unknown passages.
5. Take an active part in drafting paragraphs, letters, essays, abstracts, précis and reports in various contexts.
6. Acquire basic proficiency in reading and writing modules of English.



**ENGLISH FOR SKILL ENHANCEMENT****B.Tech. I Year II Sem.****L T P C**  
**2 0 0 2****UNIT - I*****Toasted English*' by R.K.Narayan*****English: Language, Context and Culture*" published by Orient BlackSwan, Hyderabad.****Vocabulary:** The Concept of Word Formation -The Use of Prefixes and Suffixes - acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms**Grammar:** Identifying Common Errors in Writing with Reference to Articles and prepositions.**Reading :** Reading and Its Importance- Techniques for Effective Reading.**Writing :** Sentence Structures -Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation- Techniques for Writing precisely – Paragraph Writing – Types, Structures and Features of a Paragraph - Creating Coherence-Organizing Principles of Paragraphs in Documents.**UNIT - II*****ApproJRD*' by Suha Murthy*****English: Language, Context and Culture*" published by Orient BlackSwan, Hyderabad.****Vocabulary:** Words Often Misspell - Homophones, Homonyms and Homographs**Grammar :** Identifying Common Errors in Writing with Reference to Noun-pronoun and Subject-verb Agreement**Reading :** Sub-Skills of Reading – Skimming and Scanning – Exercises for Practice**Writing :** Nature and Style of Writing- Defining /Describing People, Objects, Places and Events Classifying- Providing Examples or Evidence.**UNIT - III*****Lessons from Online Learning*' by F.HaiderAlvi, Deborah Hurst et al*****English: Language, Context and Culture* published by Orient BlackSwan, Hyderabad.****Vocabulary:** Words Often Confused - Words from Foreign Languages and their Use in English.**Grammar:** Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses.**Reading:** Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice.**Writing:** Format of a Formal Letter-Writing Formal Letters E.g., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume.

**UNIT - IV****Art and Literature' by Abdul Kalam**

*English: Language, Context and Culture* published by Orient BlackSwan, Hyderabad.

**Vocabulary:** Standard Abbreviations in English

**Grammar:** Redundancies and Clichés in Oral and Written Communication.

**Reading:** Survey, Question, Read, Recite and Review (SQ3R Method) - Exercises for Practice

**Writing:** Writing Practices- Essay Writing-Writing Introduction and Conclusion -Précis Writing.

**UNIT - V****Go, Kiss the World' by Subroto Bagchix**

*English: Language, Context and Culture* published by Orient BlackSwan, Hyderabad.

**Vocabulary :** Technical Vocabulary and their Usage

**Grammar :** Common Errors in English (*Covering all the other aspects of grammar which were not covered in the previous units*)

**Reading :** Reading Comprehension-Exercises for Practice

**Writing :** Technical Reports- Introduction – Characteristics of a Report – Categories of Formats- Structure of Reports (Manuscript Format) -Types of Reports - Writing a Report.

**TEXT BOOK:**

1. *English: Language, Context and Culture* by Orient BlackSwan Pvt. Ltd, Hyderabad. 2022. Print.

**REFERENCE BOOKS:**

1. Effective Academic Writing by Liss and Davis (OUP)
2. Richards, Jack C. (2022) Interchange Series. Introduction, 1,2,3. Cambridge University Press
3. Wood,F.T. (2007). Remedial English Grammar. Macmillan.
4. Chaudhuri, Santanu Sinha. (2018). Learn English: A Fun Book of Functional Language, Grammar and Vocabulary. (2nd ed.,). Sage Publications India Pvt. Ltd.
5. (2019). Technical Communication. Wiley India Pvt. Ltd.
6. Vishwamohan, Aysha. (2013). English for Technical Communication for Engineering Students. Mc Graw-Hill Education India Pvt. Ltd.
7. Swan, Michael. (2016). Practical English Usage. Oxford University Press. Fourth Edition.

**Session Plan**

| <b>UNIT –I</b>                                                                                                          |             |                                               |                               |                                   |                      |                      |
|-------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------|-------------------------------|-----------------------------------|----------------------|----------------------|
| <b>'The Raman Effect' from the prescribed textbook 'English for Engineers' published by Cambridge University Press.</b> |             |                                               |                               |                                   |                      |                      |
| <b>S. No/ Sessi on Nos.</b>                                                                                             | <b>Date</b> | <b>Topic Proposed to be Covered</b>           | <b>Text / Refere nce Book</b> | <b>Chapter No. &amp; Page No.</b> | <b>Web Resources</b> | <b>COs Achiev ed</b> |
| <b>1</b>                                                                                                                |             | <b><i>Toasted English' by R.K.Narayan</i></b> | T1                            | I<br>1-3                          |                      | 2                    |

|   |  |                                                                                                   |    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |
|---|--|---------------------------------------------------------------------------------------------------|----|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 2 |  | <b>Vocabulary Building:</b> The Concept of Word Formation -- The Use of Prefixes and Suffixes.    | T1 | I<br>4-8   | <a href="https://en.oxforddictionaries.com/spelling/prefixes-and-suffixes">https://en.oxforddictionaries.com/spelling/prefixes-and-suffixes</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4 |
| 3 |  | <b>Grammar:</b> Identifying Common Errors in Writing with Reference to Articles and Prepositions. | T1 | I<br>8-15  | <a href="https://www.englishgrammar.org/omission-articles/">https://www.englishgrammar.org/omission-articles/</a><br><a href="https://www.englishpractice.com/common-mistakes/common-errors-articles/">https://www.englishpractice.com/common-mistakes/common-errors-articles/</a><br><a href="http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html">http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html</a><br><a href="http://blog.eslibrary.com/2016/02/11/teaching-articles-a-an-and-the/">http://blog.eslibrary.com/2016/02/11/teaching-articles-a-an-and-the/</a><br><a href="https://www.grammarbank.com/prepositions.html">https://www.grammarbank.com/prepositions.html</a><br><a href="https://www.englishpractice.com/common-mistakes/common-errors-prepositions-3/">https://www.englishpractice.com/common-mistakes/common-errors-prepositions-3/</a><br><a href="http://www.eltbase.com/quiz/063_02.htm">http://www.eltbase.com/quiz/063_02.htm</a> | 3 |
| 4 |  | <b>Reading:</b> Reading and Its Importance- Techniques for Effective Reading.                     | T1 | I<br>15-16 | <a href="https://students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/reading-techniques">https://students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/reading-techniques</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2 |

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|---|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5 |  | <p><b>Basic Writing Skills:</b> Sentence Structures -Use of Phrases and Clauses in Sentences-Importance of Proper Punctuation- Techniques for writing precisely – <b>Paragraph writing</b> – Types, Structures and Features of a Paragraph - Creating Coherence-Organizing Principles of Paragraphs in Documents.</p> | T1 | I<br>16-28 | <p><a href="https://academicguides.waldenu.edu/writingcenter/grammar/sentence-structure">https://academicguides.waldenu.edu/writingcenter/grammar/sentence-structure</a><br/> <a href="https://www.the-schoolrun.com/what-are-simple-compound-and-complex-sentences-0">https://www.the-schoolrun.com/what-are-simple-compound-and-complex-sentences-0</a><br/> <a href="https://www.splessons.com/lesson/simple-compound-and-complex-sentences/">https://www.splessons.com/lesson/simple-compound-and-complex-sentences/</a><br/> <a href="https://www.ef.com/english-resources/english-grammar/conditional/">https://www.ef.com/english-resources/english-grammar/conditional/</a><br/> <a href="https://dictionary.cambridge.org/grammar/british-grammar/writing/punctuation">https://dictionary.cambridge.org/grammar/british-grammar/writing/punctuation</a><br/> <a href="https://www.blinn.edu/.../writingroom/Effective%20Writing...">https://www.blinn.edu/.../writingroom/Effective%20Writing...</a><br/> <a href="https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html">https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html</a><br/> <a href="http://www.une.edu.au/current-students/resources/academic-skills/factsheets/media/nested-factsheets/paragraph-types">http://www.une.edu.au/current-students/resources/academic-skills/factsheets/media/nested-factsheets/paragraph-types</a><br/> <a href="https://libguides.newcastle.edu.au/writing-paragraphs/types">https://libguides.newcastle.edu.au/writing-paragraphs/types</a></p> | 1,5,6 |
|---|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|

**UNIT-II****ApproJRD' by Suha Murthy****English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.**

|    |  |                                                                                                                                                         |    |             |                                                                                                                                                                                |       |
|----|--|---------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6  |  | <b>Ancient Architecture in India</b>                                                                                                                    | T1 | II<br>29-32 |                                                                                                                                                                                | 2     |
| 7  |  | <b>Vocabulary:</b> Synonyms and Antonyms.                                                                                                               | T1 | II<br>33-35 | <a href="http://www.smart-words.org/list-of-">http://www.smart-words.org/list-of-</a>                                                                                          | 4     |
| 8  |  | <b>Grammar:</b> Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-verb Agreement.                               | T1 | II<br>35-39 | <a href="https://academicguides.waldenu.edu/">https://academicguides.waldenu.edu/</a><br><a href="https://academicguides.waldenu.edu/">https://academicguides.waldenu.edu/</a> | 3     |
| 9  |  | <b>Reading:</b> Improving Comprehension Skills – Techniques for Good Comprehension                                                                      | T1 | II<br>40-42 | <a href="https://blog.prepscholar.com/how-to-improve-reading-comprehension">https://blog.prepscholar.com/how-to-improve-reading-comprehension</a>                              | 2     |
| 10 |  | <b>Writing:</b> Format of a Formal Letter- <b>Writing Formal Letters</b> E.g., Letter of Complaint, Letter of Requisition, Job Application with Resume. | T1 | II<br>43-51 | <a href="https://www.letters.org/job-">https://www.letters.org/job-</a>                                                                                                        | 1,5,6 |

**UNIT -III****Lessons from Online Learning' by F.HaiderAlvi, Deborah Hurst et al****English: Language, Context and Culture published by Orient BlackSwan, Hyderabad.**

|    |  |                                                                                                                                                                          |    |              |                                                                                                                               |   |
|----|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------|-------------------------------------------------------------------------------------------------------------------------------|---|
| 11 |  | <b>Blue Jeans</b>                                                                                                                                                        | T1 | III<br>52-56 |                                                                                                                               | 2 |
| 12 |  | <b>Vocabulary:</b> Acquaintance with Prefixes and Suffixes from Foreign Languages in English to form Derivatives- Words from Foreign Languages and their Use in English. | T1 | III<br>57-62 | <a href="http://www.tenby.edu.my/photo/pdf/Haze_Work_F2R_Eng.pdf">http://www.tenby.edu.my/photo/pdf/Haze_Work_F2R_Eng.pdf</a> | 4 |
| 13 |  | <b>Grammar:</b> Identifying Common Errors in Writing with Reference to Misplaced                                                                                         | T1 | III<br>62-71 | <a href="https://webapps.towson.edu/ows/moduleDangling.">https://webapps.towson.edu/ows/moduleDangling.</a>                   | 3 |

|                                                                                         |  |                                                                                                                                                                          |    |              |                                                                                                                                                                                                                                                                                                                                         |       |
|-----------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                         |  | Modifiers and Tenses.                                                                                                                                                    |    |              | <a href="http://myenglishgrammar.com/introduction-to-tenses.html">http://myenglishgrammar.com/introduction-to-tenses.html</a>                                                                                                                                                                                                           |       |
| 14                                                                                      |  | <b>Reading:</b> Sub-skills of Reading- Skimming and Scanning                                                                                                             | T1 | III<br>71-75 | <a href="http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming_scanning.html">http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming_scanning.html</a>                                                                                                                                           | 2     |
| 15                                                                                      |  | <b>Writing:</b> Nature and Style of Sensible Writing-<br><b>Defining- Describing</b> Objects, Places and Events -<br><b>Classifying</b> – Providing Examples or Evidence | T1 | III<br>76-84 | <a href="http://www.unishivaji.ac.in/uploads/distedu/SIM2013/B.%20A.%20Part-I%20Compulsory%20English/B.%20A.%20Part-I%20Compulsory%20English%20All%20Unit%20Final.pdf">http://www.unishivaji.ac.in/uploads/distedu/SIM2013/B.%20A.%20Part-I%20Compulsory%20English/B.%20A.%20Part-I%20Compulsory%20English%20All%20Unit%20Final.pdf</a> | 1,5,6 |
| <b>UNIT –IV</b>                                                                         |  |                                                                                                                                                                          |    |              |                                                                                                                                                                                                                                                                                                                                         |       |
| <b>Art and Literature’ by Abdul Kalam</b>                                               |  |                                                                                                                                                                          |    |              |                                                                                                                                                                                                                                                                                                                                         |       |
| <b>English: Language, Context and Culture”</b> published by Orient BlackSwan, Hyderabad |  |                                                                                                                                                                          |    |              |                                                                                                                                                                                                                                                                                                                                         |       |
| 16                                                                                      |  | <b>What Should You Be Eating</b>                                                                                                                                         | T1 | IV<br>85-87  |                                                                                                                                                                                                                                                                                                                                         | 2     |
| 17                                                                                      |  | <b>Vocabulary:</b> Standard Abbreviations in English                                                                                                                     | T1 | IV<br>88-89  | <a href="https://public.oed.com/how-to-use-the-oed/abbreviations/">https://public.oed.com/how-to-use-the-oed/abbreviations/</a>                                                                                                                                                                                                         | 4     |
| 18                                                                                      |  | <b>Grammar:</b> Redundancies and Clichés in Oral and Written Communication.                                                                                              | T1 | IV<br>89-92  | <a href="https://dictionary.cambridge.org/dictionary/english/redundancy">https://dictionary.cambridge.org/dictionary/english/redundancy</a><br><br><a href="http://www.writersdigest.com/what-s-new/10-tips-to-bypass-cliche-and-melodrama">http://www.writersdigest.com/what-s-new/10-tips-to-bypass-cliche-and-melodrama</a>          | 3     |
| 19                                                                                      |  | <b>Reading:</b> Comprehension- Intensive Reading and Extensive Reading                                                                                                   | T1 | IV<br>92-98  | <a href="https://www.testprepreview.com/modules/reading1.html">https://www.testprepreview.com/modules/reading1.html</a> ,<br><a href="https://www.ets.org/gre/revised_general/prepare/ver">https://www.ets.org/gre/revised_general/prepare/ver</a>                                                                                      | 2     |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                                                                                            |  |                                                                                                                                                                                                   |    |              | bal_reasoning/reading_comprehension/sample_questions                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |
| 20                                                                                                                                                         |  | <b>Writing: Writing Practices--</b> Writing Introduction and Conclusion - Essay Writing- Précis Writing                                                                                           | T1 | IV<br>98-105 | <a href="https://thewritepractice.com/writing-practice/">https://thewritepractice.com/writing-practice/</a><br><a href="https://takeielts.britishcouncil.org/prepare-your-test/free-practice-tests/writing-practice-test-1-ielts-academic">https://takeielts.britishcouncil.org/prepare-your-test/free-practice-tests/writing-practice-test-1-ielts-academic</a><br><a href="http://www.english-for-students.com/Pre-cis-Writing.html">http://www.english-for-students.com/Pre-cis-Writing.html</a> | 1,5,6 |
| <b>UNIT –V</b><br><b>Go, Kiss the World’ by Subroto Bagchi</b><br><b>English: Language, Context and Culture”</b> published by Orient BlackSwan, Hyderabad. |  |                                                                                                                                                                                                   |    |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |
| 21                                                                                                                                                         |  | <b>How a Chinese Billionaire Built Her Fortune</b>                                                                                                                                                | T1 | V<br>106-108 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2     |
| 22                                                                                                                                                         |  | <b>Vocabulary:</b> Technical Vocabulary and their usage                                                                                                                                           | T1 | V<br>108-112 | <a href="https://nptel.ac.in/courses/109106066/module1/lecture1/lecture1.pdf">https://nptel.ac.in/courses/109106066/module1/lecture1/lecture1.pdf</a>                                                                                                                                                                                                                                                                                                                                               | 4     |
| 23                                                                                                                                                         |  | <b>Grammar:</b> Common Errors in English                                                                                                                                                          | T1 | V<br>112-116 | <a href="https://www.hitbullseye.com/Subject-Verb-Agreement.php">https://www.hitbullseye.com/Subject-Verb-Agreement.php</a><br><a href="https://www.englishclub.com/vocabulary/prepositions.htm">https://www.englishclub.com/vocabulary/prepositions.htm</a>                                                                                                                                                                                                                                        | 3     |
| 24                                                                                                                                                         |  | <b>Reading:</b> Reading Comprehension-Exercises for Practice                                                                                                                                      | T1 | V<br>116-119 | <a href="https://eslflow.com/reading-comprehension.html">https://eslflow.com/reading-comprehension.html</a>                                                                                                                                                                                                                                                                                                                                                                                         | 2     |
| 25                                                                                                                                                         |  | <b>Writing : Technical Reports-</b> Introduction – Characteristics of a Report – Categories of Reports - Formats- Structure of Reports (Manuscript Format) - Types of Reports - Writing a Report. | T1 | V<br>120-126 | <a href="https://www.examples.com/business/technical-report-writing-samples-pdf.html">https://www.examples.com/business/technical-report-writing-samples-pdf.html</a>                                                                                                                                                                                                                                                                                                                               | 1,5,6 |

**Suggested Text-Books/Reference-Books:**

**TEXT BOOK:**

1. *English: Language, Context and Culture* by Orient BlackSwan Pvt. Ltd, Hyderabad. 2022.Print.

**REFERENCE BOOKS:**

1. Effective Academic Writing by Liss and Davis (OUP)
2. Richards, Jack C. (2022) Interchange Series. Introduction, 1,2,3. Cambridge University Press
3. Wood,F.T. (2007). Remedial English Grammar. Macmillan.
4. Chaudhuri, Santanu Sinha. (2018). Learn English: A Fun Book of Functional Language, Grammar and Vocabulary. (2nd ed.,). Sage Publications India Pvt. Ltd.
5. (2019). Technical Communication. Wiley India Pvt. Ltd.
6. Vishwamohan, Aysha. (2013). English for Technical Communication for Engineering Students. Mc Graw-Hill Education India Pvt. Ltd.
7. Swan, Michael. (2016). Practical English Usage. Oxford University Press. Fourth Edition.

**Faculty In charge**

**HoD**



**BVRIT HYDERABAD**  
**COLLEGE OF ENGINEERING FOR WOMEN**

*DEPARTMENT OF BASIC SCIENCES & HUMANITIES*

| <b>Unit Wise Key Points</b> |                                                                    |
|-----------------------------|--------------------------------------------------------------------|
| Department                  | Basic Sciences & Humanities                                        |
| Year/Semester               | I B.Tech I Semester (ECE, AI & ML)/<br>II Semester (EEE, CSE & IT) |
| Subject                     | English                                                            |
| Regulation                  | R18                                                                |
| Subject Code                | EN105HS/EN205HS                                                    |

## Unit I

### Toasted English' by R.K.Narayan

#### Important Points

- R.K. Narayan is one of the most popular Indian English novelists.
- In this essay “**Toasted English**” R.K. Narayan uses fantastic examples to demonstrate the differences between American and British English.
- The author reminds us that, like Indians, Americans pushed the British out of their country but allowed the English to stay.
- By abandoning Passive Voice, the Americans simplified the use of English.
- On the notice-board, for example, instead of “Trespassing Prohibited” they put, “Newly planted, don’t walk” - R.K. Narayan refers to this process of altering the English language as “toasting” .
- Americans have developed a set of basic core words that may be employed wherever, at any time— words with global multifunctional application. “O.K” “Yeah” and similar expressions are more regularly employed.
- R.K. Narayan goes on to examine English’s “the bazaar status” In London, English is utilised with finesse.
- On a London bus, the conductor will never say “Ticket, Ticket” but will just approach the passenger and say “Thank you” after receiving the fare and issuing the ticket.
- Finally, he closes by adapting English to our needs, creating a “Bharat brand of English”.
- He expressly states that he does not support “mongrelisation” or the hybridization of English.
- The author believes that Indian English should have its own distinct identity, a “Swadeshi Stamp”.
- The author hopes that Indians build their own English that is more original and distinct than current English.

#### Descriptive Questions

1. Humour is a quality of a literary or informative work that makes the characters and or situations seem funny, amusing or ridiculous. Do you appreciate the humour in this piece? Support your answer with examples.
2. According to the author O.K. can be used in many ways. How? Explain.
3. How does the writer define his Bharat brand of English? Why does he strongly advocate its use?
4. How have the Americans simplified the Language? Give Examples
5. **How does the author visualize Bharat English?**

#### Objective Questions

1. The only thing American could not abandon along with other British things is—
  - (a) their traditions
  - (b) their language
  - (c) their food items
  - (d) their ideas
2. In this lesson “Toasted English” means —
  - (a) British English
  - (b) American English
  - (c) British English with necessary modifications required for local sensibility
  - (d) American English in its entirely different form from British English
3. The shift on emphasis throughout the lesson is to encourage and guide us to use English as —
  - (a) A Bharat brand of English
  - (b) American brand of English
  - (c) World brand of English
  - (d) English as used by Britishers

4. Check girl is one who takes care of—
  - (a) Your coat and umbrella
  - (b) Some of your important belongings
  - (c) Items of travelling
  - (d) Anything you ask her to take care of

### Fill in the Blanks

1. Americans adopted various ways to free themselves from \_\_\_\_\_ English.
2. Semantics play an important role in the interpretation of \_\_\_\_\_ structures.
3. There are certain key words which may be used liberally without sticking to \_\_\_\_\_ meanings.
4. When you are blocking somebody's way unnecessarily, in American English he would say \_\_\_\_\_.
5. In this lesson, R.K.Narayan has tried to show difference between American English and \_\_\_\_\_ English.

## Unit –II

### Appro JRD' by Sudha Murthy

#### Important Points / Definitions:

Sudha Murthy is an Indian educator, author, and philanthropist. She is married to the co-founder of Infosys, N. R. Narayana Murthy. Murthy was awarded the Padma Shri, the fourth highest civilian award in India.

#### Important Points

1. Sudha Murthy is the Chairperson of the Infosys Foundation, which provides computer and library facilities in government schools across India.
2. One day she noticed an advertisement on the noticeboard of a famous automobile company.
3. At the bottom of the application form, there was a small line that said, 'Lady Candidates need not apply'. She read it and knew she had been rejected.
4. After reading the notice, she went fuming to her room. She decided to inform the highest person in Telco about the injustice the company was perpetrating. She did not know who headed Telco. She thought it must be one of the Tatas.
5. She was surprised how a company such as Telco was discriminated against because of its male-dominated staff.
6. After writing to JRD Tata, she posted the letter and forgot about it. Less than ten days later, she was called for an interview at Telco's Pune-based company. It was her first visit to Pune and she fell in love with the city and remained dear to it.
7. She was a young girl from the small town of Hubli and her world had been a limited place. She did not know the ways of large corporate houses and their difficulties. Finally, after a long interview, she was told she was successful and moved to Pune.
8. She was feeling very nervous. Remembering her postcard episode, SM introduced her nicely. After that,

she used to see JRD on and off.

9. In 1982, she had to resign from her job at Telco. She always looked up to JRD Tata and considered him to be her role model. for his simplicity, generosity, kindness, and the care he took for his employees. Her love and respect for the house of Tatas remained undiminished.

### Descriptive Questions

- 1) Write the Summary of ‘Appro JRD’
- 2) Describe the postcard incident as described by Sudha Murthy
- 3) Write a Character sketch of Sudha Murthy

### Fill in the Blank

1. Sudha Murthy did her master’s degree in Computer Science at the \_\_\_\_\_.
2. Appro means \_\_\_\_\_ in Gujarati.
3. Sudha Murthy, a well – known social worker and \_\_\_\_\_.
4. She is the Chairperson of the \_\_\_\_\_.
5. Sudha Murthy saw an advertisement on the noticeboard. It was a standard job requirement notice from the famous automobile company \_\_\_\_\_.

## UNIT-III

### Lessons from Online Learning’ by F.HaiderAlvi, Deborah Hurst et al

#### Important points:

- During COVID-19 institutions scrambled to keep education moving
- Traditionally trained teachers made valiant efforts to adjust to digital by recording lessons
- Bridging physical distance through technology alone doesn’t address additional adjustments
- Four distinct aspects of online learning that should stick post-pandemic
- One-size-fits-all educational approaches fail to address student needs.
- Common inequities like poor access to the internet, lack of financial resources and needed digital competence plague online learning
- Online education offers access for students facing geospatial barriers to traditional classrooms,
- Emergency online education used blunt-edged instruments
- Online design is learner rather than content centered, incorporating high engagement in collaborative learning groups
- Producing effective online course materials requires an approach involving both instructors and skilled course developers
- Synchronous replicated physical classrooms through real-time, digitally mediated teaching
- asynchronous meant working independently, usually with materials designed for a physical classroom
- More flexible teaching allows students to receive instructor support
- Students practice working as a team, problem solving, conflict resolution, ethical reasoning and leadership
- adopting online and AI tools needs to be deliberate, coupled with supportive digital infrastructure and highly responsive student support

#### Descriptive Questions:

1. Explain your experience of online learning.
2. Elaborate how to design online teaching with purpose.
3. Examine the distinct aspect of bending space and time online.

4. Distinguish between synchronous” and “asynchronous” learning.
5. The pandemic revealed how education approaches can change, Justify the statement.

### Objective Questions:MCQs

1. Who is the author of Lessons from online learning?
  - a) Qeen Elizebett-2
  - b) F.Haider Alvi, Deborah Hurst et al
  - c) F.Haider Alvi
  - d) Deborah Hurst et al
  
2. What institutions scabbled to keep education moving.
  - a) Traditional
  - b) Modern
  - c) All institutions
  - d) None
  
3. What barrier does online education offer for students
  - a) Geospatial barriers to traditional classrooms
  - b) Geospatial barriers
  - c) Traditional classrooms
  - d) None
  
4. What vocabulary was popularized by Pandemic?
  - a) Synchronous
  - b) Asynchronous
  - c) Synchronous and asynchronous
  - d) None
  
5. Physical classrooms through real-time, digitally mediated teaching is called
  - a) Traditional teaching
  - b) Asynchronous
  - c) Online teaching
  - d) Synchronous

### Fill in the blanks:

1. Covid-19 highlighted that one-size-fits-all educational approaches ----- to address student needs.
2. Common inequities like poor access to the internet, lack of financial resources and needed digital competence ----- online learning.
3. Meaningful teaching varies by setting and requires -----.
4. At Athabasca, students come together in time and -----through different teaching methods.
5. Online education offers access for students ----- geospatial barriers to traditional classrooms.

## Unit-4

**Art and Literature by Dr. A.P.J. Abdul Kalam****INTRODUCTION:**

Art and Literature was written by Dr. Avul Pakir Jainulabhudin Addul Kalam (1931-2015). He was the twelfth President of India and the father of India's missile technology. He launched three missiles such as Trishul, Agni, Prithvi etc., he was awarded Padma Bhushan in 1981, Padma Vibhushan in 1990 and India's highest civilian award, the Bharat Ratna in 1997.

**EXPLANATION:**

- **Art help life to service:** The civilizations which had the capacity to see the future and the ability to adopt to the dynamics of changed managed to survive. Our Indian civilizations absorbed the dynamics changes and we saw the tradition producing epics for the continuance to survive and flourish over the countries.
- **Book-our external companion:** A good book becomes a permanent companion; they guide us during over life journey and continued to do for many generations.
- **My favourite book:** Dr. Kalam read many books. He says that they fought him many aspects of life and helped him to balance in at different emotional situations. They also provided him with excellent code of conduct for life and extended him to think beyond the narrow concepts, thus elevates the human mind.
- **The importance of authors:** A good book from an author is a source of great knowledge and wealth for many generations. A country is rich because of the natural wealth, but the growing glory of the nation is its thinkers, who can facilitate the creation of enlightened leaders amongst our youth.
- **Musk, dance and drama:** Music unites all the people. They help in pressing, propagating and developing our age old cultural traditions. Music and dance can be one of the important tools for propagating peace and happiness and thus end terrorism. Drama had been a great form of entertainment and medium for conveying the messages to people.
- **The power of films:** Actors had the ability to make audience laugh, cry and create an impression in their mind temporarily or for a long period. Such is the power of a film.
- **Art elevates the spirits:** M.F.Hussain said painting is the output of the society. It means if the society is a mediocre society, you will get mediocre painting. The artists should have partnership with the known, the unknown will express it.
- **Prosperity and art:** Art is a pleasant expression of the innate beauty in nature. An art elevates the beautiful spirit of life for everyone to see and enjoy such spirit silently. But eloquently conveys the message of love, humour etc. Art helps to bring out the beauty of life in its noblest forms.
- **Conclusion:** The lesson emphasizes on our countries age old art and literature. Art may be music, dance, painting or drama. Each one had their own significance and contribution for the

development of a country. Sculptures and literatures use the real wealth of our country. They are very eminent to us and we should strive for their edification. Art and literature play an important role in moulding one's life. Art is a gift of god. It reflects the innate beauty in nature. It has the power to shower joy in our minds and souls.

### Questions:

1. Art help life to service. Explain
2. According to A.P J. AbdulKalam , What is Prosperity and Art?
3. Describe how Art elevates the spirits
4. How drama and music propagate our Indian culture? Analyze.
5. Write the significance of Art and Literature reflects the innate beauty in nature.

### Objective Questions:

1. Who civilizations absorbed the dynamics changes  
a.Our Indian b. Nature c. British d. books
2. Author of the Lesson  
a.Shakespeare b. Arabindo c. Mulkraj anad d. APJ Abdul kalam
3. A good book from an author is a source of great -----for many generations.
4. -----said painting is the output of the society.
5. ----- Make APJ Abdul Kalam with excellent code of conduct for life and extended him to think beyond the narrow concepts, thus elevates the human mind.
6. ----- are very eminent to us and we should strive for their edification.

## Unit V

### Go kiss the world

#### Important points:

- It is important not to measure personal success and sense of well being through material possessions
- Author's parents set the foundation of his life and the value system, which makes him what he is today and largely, defines what success means to him today
- Corporate managers learn the hard way, some never do.
- You treat small people with more respect than how you treat big people.
- It is not about what you create for yourself, it is what you leave behind that defines success.
- Author's mother wants to create a bloom in a desert and whenever she is given a new place, she must leave it more beautiful than what she had inherited".
- Author measures his success in terms of that sense of larger connectedness.
- Imagination is everything. If we can imagine a future, we can create it, if we can create that future, others will live in it. That is the essence of success.
- In all those 32 years of living with blindness, mother never complained about her fate even once.
- Success is about the sense of independence; it is about not seeing the world but seeing the light.
- Subroto began his life as a clerk in a government office
- "Life took me places – I worked with outstanding people, challenging assignments and traveled all over the world", said by Subroto Bagchi
- As per the author, success is your ability to rise above your discomfort, whatever may be your current state.
- Success is not about the ability to create a definitive dogmatic end state; it is about the unfolding of thought processes, of dialogue and continuum.

**Descriptive Questions:**

6. What is your opinion on success?
7. Elaborate the life journey of Subroto Bagchi.
8. Examine the success definition of different people we meet in the chapter.
9. Analyze the context of the statement “Why are you kissing me, go kiss the world”.
10. It is not about what you create for yourself, it is what you leave behind that defines success. Do you agree with the statement?

**Objective Questions:MCQs**

1. What is the author father’s profession?
  - a) Government servant
  - b) Software engineer
  - c) Private employee
  - d) None of the above
  
2. Who sow the author’s success seed?
  - a) Father
  - b) Mother
  - c) Parents
  - d) Society
  
3. From whom did author learn his first lesson in success
  - a) Parents
  - b) Mother
  - c) Society
  - d) Father
  
4. At what age, author’s mother had a paralytic stroke.
  - a) Eighty-one
  - b) Eighty-two
  - c) Eighty-three
  - d) Eighty-four
  
5. “Go kiss the world” who said this?
  - a) Father
  - b) Boss
  - c) Mother
  - d) Teacher

**Fill in the blanks:**

1. \_\_\_\_\_ set the foundation of author’s life and the value system.
2. You treat small people with more respect than how you \_\_\_\_\_ big people.
3. Business begins and ends with that \_\_\_\_\_ precept.
4. \_\_\_\_\_ said .... “No, I do not see darkness. I only see light even with my eyes closed”.
5. It is about \_\_\_\_\_ back more to life than you take out of it.



## Reading Comprehension

1. Mona doesn't like to ask people for help. But it is hard for her to perform daily activities on her own. She is almost 13, yet she is no larger than a 5-year-old. Mona has trouble keeping her balance and can't walk very far. When she uses a wheelchair, she can't push it herself. Fortunately, Mona has a wonderful service dog named Sam. A service dog is a dog that has been trained to assist someone who has a physical problem. Sam lets Mona lean on him when she walks. He also pulls her wheelchair and turns lights on and off. When Mona drops something, Sam picks it up. He even pulls her socks off at night. Sam also helps Mona with everyday tasks at school. He carries her books from class to class in a special backpack. He puts Mona's completed assignments in her teachers' homework trays. In the lunchroom he throws away her trash. Besides making Mona less dependent on other people, Sam helps her lead a fuller life. Mona's classmates flock around Sam like geese. This has helped her make

friends. Sam also helps Mona be more active. With his aid, she raised over \$500 in a walk-a-thon for her local humane society. Because of Sam, Mona doesn't have to ask people for help. Sam brings her closer to other kids. And he even helps her contribute to her community.

### Questions

**1) Which of the following would be the best title for this passage?**

- A. Why Mona Loses Her Balance
- B. How Mona's Service Dog Helps Her
- C. Sam Helps Mona at School
- D. Raising Money for the Humane Society

**2) Using the passage as a guide, which of the following dogs is most likely a service dog?**

- A. Frank's dog, who turns on the lights when Frank enters the room.
- B. Raul's dog, who fetches the newspaper for Raul while he is busy getting dressed.
- C. Mei's dog, who licks Mei's face when she cries.
- D. Teddy's dog, who loves to play catch, go on walks, and watch movies with the family.

**3) According to the passage, Sam helps Mona by**

- I. helping her to walk
- II. performing everyday tasks for her
- III. bringing her closer to her classmates

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

2. The word euthanasia is of Greek origin and literally means "a good death." The American Heritage Dictionary defines it as "the act of killing a person painlessly for reasons of mercy." Such killing can be done through active means, such as administering a lethal injection, or by passive means, such as withholding medical care or food and water. In recent years in the United States, there have been numerous cases of active euthanasia in the news. They usually involve the deliberate killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators are often dealt with leniently by our legal system, and the media usually portrays them as compassionate heroes who take personal risks to save another from unbearable suffering. The seeming acceptance of active forms of euthanasia is alarming, but we

face a bigger, more insidious threat from passive forms of euthanasia. Every year, in hospitals and nursing homes around the country, there are growing numbers of documented deaths caused by caregivers withholding life-sustaining care, including food and water, from vulnerable patients who cannot speak for themselves. While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has put its stamp of approval on causing death by omitting needed care. Further, many states have “living will” laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death. Because such deaths occur quietly within the confines of hospitals and nursing homes, they can be kept hidden from the public. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is

often relatives of the patient who request that care be withheld. In one court case, the court held that decisions to withhold life sustaining care may be made not only by close family members but also by a number of third parties, and that such decisions need not be reviewed by the judicial system if there is no disagreement between decision makers and medical staff. The court went so far as to rule that a nursing home may not refuse to participate in the fatal withdrawal of food and water from an incompetent patient! “Extraordinary” or “heroic” treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process. But to deny customary and reasonable care or to deliberately starve or dehydrate someone because he or she is very old or very ill should not be permitted. Most of the cases coming before the courts do not involve withholding heroic measures from imminently dying people, but rather they seek approval for denying basic care, such as administration of food and water, to people who are not elderly or terminally ill, but who are permanently incapacitated. These people could be expected to live indefinitely, though in an impaired state, if they were given food and water and minimal treatment. No one has the right to judge that another’s life is not worth living. The basic right to life should not be abridged because someone decides that someone else’s quality of life is too low. If we base the right to life on quality of life standards, there is no logical place to draw the line. To protect vulnerable patients, we must foster more positive attitudes towards people with serious and incapacitating illnesses and conditions. Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect. We must also enact positive legislation that will protect vulnerable people from those who consider their lives meaningless or too costly to maintain and who would cause their deaths by withholding life-sustaining care such as food and water.

### Questions

1) *The tone of the author can best be described as*

- A. pleading
- B. argumentative
- C. compassionate
- D. emphatic
- E. empathetic

2) *In paragraph 3, the author finds starvation and dehydration induced euthanasia is to be “more insidious” because*

- A. euthanasia is legally considered to be a criminal act
- B. the public’s attitude toward euthanasia is becoming more positive
- C. it often involves those who cannot protest
- D. the patient has asked to die with dignity
- E. its perpetrators are viewed as kindly caregivers

3) *As used in paragraph 3, what is the best synonym for insidious?*

- A. mischievous
- B. treacherous
- C. seductive
- D. apparent
- E. cumulative

4) *The author maintains that death by withholding care is*

- A. largely confined to hospitals
- B. largely confined to the terminally ill
- C. often requested by family members
- D. approved by living wills
- E. difficult to prove if prosecuted

5) *As used in paragraph 7, which is the best definition of abridged?*

- A. trimmed
- B. curtailed
- C. lengthened
- D. extended
- E. compressed

6) *Using the passage as a guide, it can be inferred that the author would find euthanasia less objectionable in cases in which*

- I. the patient's death is imminent
  - II. the patient has left instructions in a living will not to provide care
  - III. the patient refuses to accept nourishment
- A. I only
  - B. II only
  - C. I and II only
  - D. II and III only
  - E. I, II and III

7) *The main idea of paragraph 7 is that*

- A. lawyers will be unable to prosecute or defend caregivers
- B. no comprehensive right or wrong definition of euthanasia will exist
- C. using a subjective standard will make the decision to end an individual's life arbitrary
- D. no boundary will exist between euthanasia and care omission
- E. 'quality of life' will no longer be able to be rigidly defined

8) *In the final paragraph the author writes, "Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect." The main purpose of this statement is to*

- A. prove a previous argument
- B. illustrate an example
- C. gainsay a later statement
- D. object to a larger idea
- E. justify an earlier statement

**GRAMMAR QUESTIONS****A) Fill in the blanks with suitable articles.**

- 1) When I was in Mumbai, I bought \_\_\_\_\_ aquarium.
- 2) \_\_\_\_\_ Ganges is \_\_\_\_\_ sacred river.
- 3) Bangalore is \_\_\_\_\_ very costly place to live in.
- 4) Today \_\_\_\_\_ European came to our School.
- 5) Maldives is \_\_\_\_\_ island.
- 6) March is \_\_\_\_\_ third month of the year.
- 7) March is \_\_\_\_\_ third month of the year.
- 8) ii) He returned after \_\_\_\_\_ hour.
- 9) Sravya works in \_\_\_\_\_ home for elderly.
- 10) I did my BE from \_\_\_\_\_ European university.

**B) Fill in the blanks with suitable Prefix/Suffix**

- 1) He was acting in a very \_\_\_\_\_ way. (child)
- 2) She looked \_\_\_\_\_. She started to cry. (happy)
- 3) He passed his exam. He was \_\_\_\_\_ for the second time. (succeed)
- 4) The team that he supported was able to win the \_\_\_\_\_. (champion)
- 5) I couldn't find any \_\_\_\_\_ in his theory. (weak)
- 6) He wants to be a \_\_\_\_\_ when he grows up. (mathematics)
- 7) There were only a \_\_\_\_\_ of people at the match. (hand)
- 8) The road was too narrow, so they had to \_\_\_\_\_ it. (wide)
- 9) I think that you should \_\_\_\_\_ your decision. It may not be the best thing to do. (consider)
- 10) You need a \_\_\_\_\_ of motivation, organization and hard work to realize your dreams. (combine)

**C) Fill in the blanks with suitable synonyms.**

1. Those who \_\_\_\_\_ the norms of society are criticized. (go astray)
2. He was \_\_\_\_\_ because of his failure. (sad)
3. His \_\_\_\_\_ taste and sense of humor have helped him in his career. (Impeccable)
4. The new model is \_\_\_\_\_ (elegant)
5. It was a \_\_\_\_\_ (hazardous) journey, and we were lucky to have escaped unharmed.
6. The bus slowed down at the \_\_\_\_\_ (junction).
7. The intensity of the storm will \_\_\_\_\_ (abate) in about two hours.
8. What a \_\_\_\_\_ (pitiless) man you are!
9. He is \_\_\_\_\_ (meticulous) about his appearance.
10. She gave a \_\_\_\_\_ (lucid) description of the day's events.

**D) Fill in the blanks with suitable prepositions.**

- 1) This material is different..... that. (from / to / with)
- 2) You should explain this ..... them. (to / at / with)
- 3) He has been absent ..... Monday. (since / for / from)
- 4) I haven't been to the theatre..... a long time. (since / for / from)
- 5) He goes ..... school by car. (to / at / on)
- 6) This is a comfortable house to live..... (on / at / in)

- 7) They are called ..... different names. (by / with / for)
- 8) We should not spend money ..... luxuries. (for / on / with)
- 9) I gave him a chair to sit .....(on / at / in)
- 10) The new term begins .....June 1st. (on / in / from)
- 11) He poured the tea ..... the mug. (into / on / in)
- 12) He said that he was very pleased..... my work. (with / on / at)

**E) Fill in the blanks with an appropriate form of the verb given in brackets.**

- 1) I ..... Could I call you back when I reach home? (drive)
- 2) She \_\_\_\_\_ to her daughter on the phone every Sunday. (speak)
- 3) It \_\_\_\_\_ since eight o' clock. (rain)
- 4) Every Monday Sonia \_\_\_\_\_(make) pancakes for her kids.
- 5) Shhh! The baby \_\_\_\_\_(sleep).
- 6) Don't forget to carry your umbrella. It \_\_\_\_\_ (rain).
- 7) It \_\_\_\_\_(rain) everyday in Shillong.
- 8) This delicious cake \_\_\_\_\_(be) made by my sister.
- 9) Eli \_\_\_\_\_(arrive) in the morning. Now, she \_\_\_\_\_(sleep). I \_\_\_\_\_(cook) for her after she wakes up.
- 10) My mother always \_\_\_\_\_(cook) food for us.

**F) Fill in the blanks with suitable antonyms of the underlined words**

- 1) Reveal the evidence you have. Do not try to \_\_\_\_\_
- 2) The ruler was very powerful. The neighboring countries were completely \_\_\_\_\_ to protect themselves from his invasion.
- 3) I am eager to go for sightseeing. My sister is very \_\_\_\_\_ to come along.
- 4) Do not be a follower all your life. You have the qualities of a \_\_\_\_\_.
- 5) She walked round into the house purposefully. She found the children sitting around \_\_\_\_\_.
- 6) What he is doing is not legal. It is \_\_\_\_\_.
- 7) The change in weather was not expected. It was \_\_\_\_\_.
- 8) You can exclude some points we discussed in your essay. But you must \_\_\_\_\_ advantages and disadvantages of studying abroad.
- 9) The callous government approach is shocking. It should be \_\_\_\_\_.
- 10) Rajitha is an experienced teacher, where as Daeema is \_\_\_\_\_.

**G) Fill in the blanks with an appropriate form of the verb (Subject verb Agreement)**

- 1) Somebody \_\_\_\_\_ left the purse. (has/ have)
- 2) Each of the students \_\_\_\_\_ responsible for doing his or her work in the library.(are/is)
- 3) Either \_\_\_\_\_ fine with me. (is/are)
- 4) Some of the voters \_\_\_\_\_ still angry. (is / are)
- 5) Everyone \_\_\_\_\_ finished his or her homework. (have/ has)
- 6) Two and two \_\_\_\_\_ four. (are/is)
- 7) Both the rice and the curd \_\_\_\_\_ fresh and tasty (is/are)
- 8) The boys \_\_\_\_\_ table tennis. (play/plays)
- 9) I \_\_\_\_\_ for an NGO in Gwalior (work/works)
- 10) He \_\_\_\_\_ been working for the past six hours (has/ have)

**H) Correct the mistakes, if any, and rewrite the following sentences.**

- 1) I don't mind to share my room.
- 2) The continual arguments I have with Vincent are very tiring.
- 3) Please put my luggages in the car.
- 4) The mens in the boat caught three big fishes.
- 5) Where are all the kitchen knives?
- 6) The boy as well as his parents are coming today.
- 7) Jaya told us that she would tell us a story.
- 8) The boy aged ten years old, lived with his grandparents.
- 9) No sooner he had finished college than he found a job?
- 10) She is suffering with fever

**I) Use appropriate punctuation marks in the following sentences.**

- 1) We had a great time in France the kids really enjoyed it
- 2) the girls father sat in a corner
- 3) Did you understand why I was upset
- 4) We will be arriving on Monday morning at least I think so
- 5) The office has three branches Mumbai Chennai Kolkata
- 6) Have they got any funding for the project
- 7) How interesting the game is
- 8) Chemical engineers are required in many industries for example petroleum and textile
- 9) Priti writes well I have read some of her articles and essays
- 10) Shashi is a teacher his wife is a lawyer

**J) In the following sentences underline the redundant expression, and then revise the sentences to eliminate redundancy.**

1. Her handbag was square in shape.
2. Detectives search for the true facts in an investigation.
3. The consensus of opinion on the basic fundamentals created the shortest meeting of the year.
4. If you refer back to the day of March 18 at eight o'clock in the morning, you will recall seeing a woman wearing a dress that was red in color gather together her belongings before crossing the street.
5. Even though she had performed the operation a numerous number of times, she still reviewed the basic essentials each and every day.
6. The first priority appears to be to group together the children that live in close proximity to one another.
7. The local residents filled to capacity the new auditorium as they waited to hear the developer recount the past history of the archaeological site.
8. Advance planning can avoid total destruction of a historical site.
9. Fruit at Winn Dixie may possibly be cheaper in cost than fruit at Publix, but nevertheless it is of poorer quality.
10. In my personal opinion, we should refer back to last year's budget to see how we postponed that expenditure until a later time.

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BVRIT HYDERABAD**College of Engineering for Women**

Approved by AICTE and Affiliated to JNTUH, Hyderabad
Rajiv Gandhi Nagar, Bachupally, HYDERABAD – 500090
Telangana, India

| Semester End Examination Previous
Question Paper | |
|---|---|
| Department | Basic Sciences & Humanities |
| Year/Semester | I B.Tech (EEE, CSE & IT)/ I
Semester I B.Tech (ECE, AI &
ML)/ II Semester |
| Subject | English |
| Regulation | R18 |
| Subject Code | EN105HS/EN205HS |

Code No: 151AH **R18**
JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY, HYDERABAD
B.Tech 1 Year I Semester Examinations, December - 2018
ENGLISH
 (Common to EEE, CSE, IT)

Time: 3 hours Max. Marks: 75

Note: This question paper contains two parts A and B.
 Part A is compulsory which carries 25 marks. Answer all questions in Part A. Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks and may have a, b, c as sub questions.

PART - A

(25 Marks)

1.a) **Provide prefixes to the following words:** [2]
 i) lead ii) judge

b) **Provide synonyms to the following words:** [2]
 i) skilful ii) admire

c) **Provide meanings to the following suffixes:** [2]
 i) -cide ii) -logy

d) **Provide meanings to the following words:** [2]
 i) amicable ii) ironical

e) **Provide full forms to the following Abbreviations:** [2]
 i) NATO ii) WHO

f) **Provide antonyms by using prefixes to the following words:** [3]
 i) capable ii) acceptable iii) connect

g) **Provide antonyms to the following words:** [3]
 i) appreciate ii) definite iii) heavy

h) **Correct the following sentences:** [3]
 i) He is coming to college regularly.
 ii) John is working in TCS since 2001.
 iii) Certainly, I complete the project by 2020.

i) **Identify and delete the redundant words in the following sentences.** [3]
 i) She went to ATM machine to draw money.
 ii) He has seen an anonymous stranger near his house.
 iii) He is the younger of the two twins.

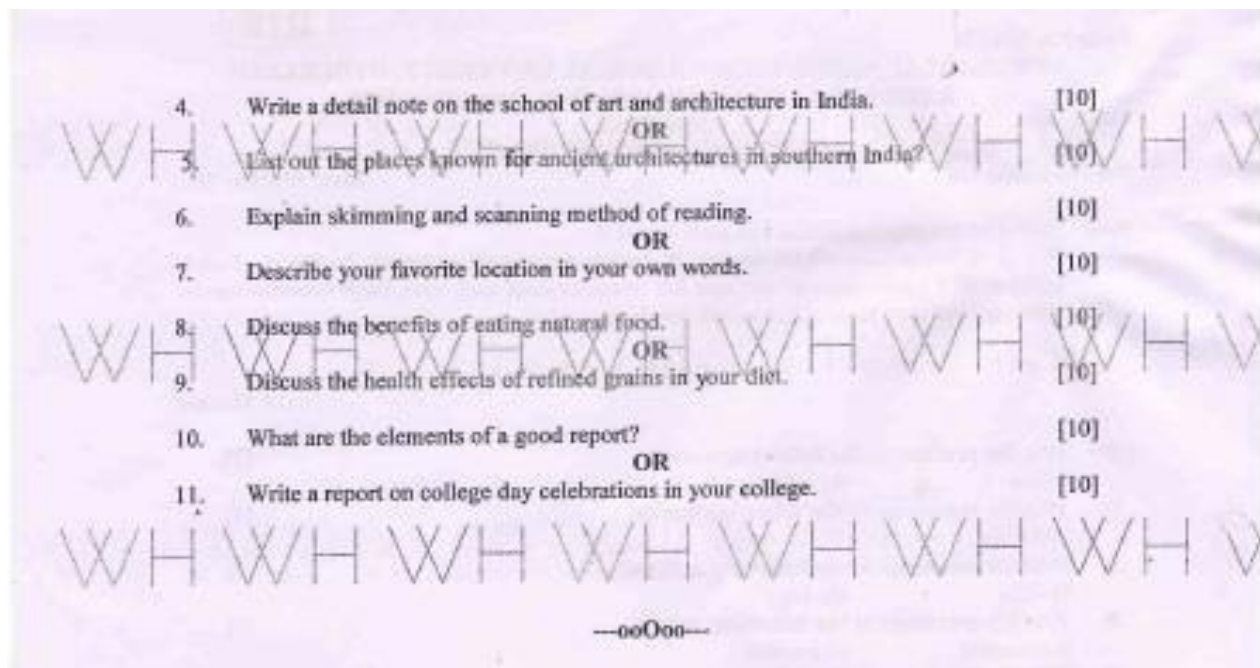
j) **Use the following prepositions in your own sentences:** [3]
 i) across ii) before iii) along

PART - B

(50 Marks)

2. Discuss C.V. Raman discovery of scattering of light. [10]
OR

3. Give an account of C.V. Raman's contribution to science. [10]



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R18

Code No: 152AD

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

B.Tech I Year II Semester Examinations, May - 2019

ENGLISH

(Common to CE, ME, ECE, EIE, MCT, MMT, AE, MIE, PTM)

Time: 3 hours

Max. Marks: 75

Note: This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer all questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks and may have a, b, c as sub questions.

PART- A

(25 Marks)

- 1.a) Fill in the blanks using correct preposition.
The earliest gunpowder invented _____ man exploded on contact _____ an open flame or a red-hot fire. [2]
- b) Write the synonyms to the given below. [2]
i) Abate ii) Meticulous
- c) Fill in the blanks using correct verbs given in brackets. [2]
When my family and I _____ (go) to our village, I _____ (see) an accident. [2]
- d) Rewrite the sentences given below avoiding the Clichés used. [2]
i) Malpractice during the examinations will not be tolerated in any way, shape or form.
ii) In the present day and age, people are increasingly sharing recipies for healthy food on the internet.
- e) Identify the errors in the given below sentences and correct them. [2]
i) My mother is yet to recover with viral fever even after two weeks.
ii) Joseph is being a lecturer in an engineering college.
- f) Give an account of Raman's discovery during his voyage across the Mediterranean. [3]
- g) What are the major dynasties in South India and name some places known for their cave architecture. [3]
- h) Explain the process and purpose of sanforising? [3]
- i) Are sugary drinks good for health or hazardous? Elaborate. [3]
- j) Discuss in brief the success story Ms Zhou. [3]

PART-B

(50 Marks)

What qualities of Sir C.V. Raman are inspiring and worth emulating? Elucidate. [10]

OR

Write an essay on Ethical Use of Digital Technology. [10]

How did the Gandhara style emerge? Discuss its characteristics with illustrations. [10]

OR

You purchased a mobile phone from an e-commerce website during a discount sale. However, you received a damage phone. Write a letter to the website asking for a replacement or refund. [10]

6. How were the Blue Jeans invented? Discuss its manufacturing process in detail. [10]

OR

7. Write a descriptive paragraph on the given below topics in about 300 words.
 a) Characteristics of a good friend
 b) The incident which made me change my views about parents/friends/teachers. [5+5]

8. Write a detail note on the importance of personal hygiene and healthy food habits. [10]

OR

9. What is 'Narrative Essay'? Write a narrative essay on the given below topic. "Your Experience on the Day you Joined B.Tech in your Favourite College". [10]

10.a) Bring out an assessment of Ms Zhou's personality traits.
 b) Read the passage and answer the questions that follow.

If a person suddenly encounters any terrible danger, the change of nature one undergoes is equally great. Sometimes fear numbs our senses. Like animals, one stands still, powerless to move a step in fright or to lift a hand in defense of our lives, and sometimes one is seized with panic, and again, act more like the inferior animals than rational beings. On the other hand, frequently in cases of sudden extreme peril, which cannot be escaped by flight, and must be instantly faced, even the most timid men at once as if by miracle, become possessed of the necessary courage, sharp quick apprehension and swift decision. This is a miracle very common in nature. Man and the inferior animals alike, when confronted with almost certain death gather resolution from despair' but there can really be no trace of so debilitating a feeling in the person fighting, or prepared to fight for dear life. At such times the mind is clearer than it has ever been; the nerves are steel, there is nothing felt but a wonderful strength and daring. Looking back at certain perilous moments in my own life, I remember them with a kind of joy, not that there was any joyful excitement then, but because they broadened my horizon, lifted me for a time above myself.

a) The title that best suits the passage would be:
 i) The Will to Fight
 ii) The Miracle of Confronting Danger
 iii) The Change of Nature
 iv) Courage and Panic

b) A man may react to sudden danger in three different ways. What are they?
 i) He may flee in panic, or fight back or stand still.
 ii) He may be paralyzed with fear, seized with panic or act like an inferior animal.
 iii) He may be paralyzed with fear, or seized with panic, or as if by miracle, become possessed of the necessary courage, and face the danger.
 iv) He may be paralyzed with fear, run away or fight.

c) What is the meaning of the word debilitating?
 i) enfeeble
 ii) strengthen
 iii) debase
 iv) thriving

d) Explain the phrase 'gather resolution from danger'.
 i) Find peace in times of difficulty.
 ii) A state of utter hopelessness makes one determined to face the difficulty.
 iii) To remain calm and not to lose hope.
 iv) To be enthusiastic and brave the odds.

e) The author feels happy in the recollection of dangers faced and overcome because

- i) They brought him a new experience.
- ii) They added a new perspective and lifted him above himself for a time.
- iii) These experiences boosted his confidence.
- iv) He felt elated as he was alive.

[5+5]

OR

11. You are the District Education Officer for Hyderabad District in Telangana. You have been directed by the Secretary, Department of School Education (DSE) to study and evaluate the achievement of the objectives of the district's primary education for June 2017 –May 2018. Write an official report with the help of points given below.

- Providing admissions to all children from the age of five.
- Making sure that children do not drop out from school.
- Providing lunch to children under the mid-day meal scheme in primary schools run by the government and aided managements.
- Supplying free textbooks to children of classes 1-5.
- Imparting in-service training to primary teachers.

[10]

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Code No: 151AH

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

B.Tech I Year I Semester Examinations, October/November - 2020

ENGLISH

(Common to EEE, CSE, IT, ITE)

Time: 2 hours

Max. Marks: 75

Answer any five questions

All questions carry equal marks

- 1.a) Provide prefixes to the following words:
 i) adequate ii) acceptable
- b) Provide synonyms to the following words:
 i) determine ii) authorized
- c) Provide meanings to the following terms:
 i) backup ii) culvert
- d) Write antonyms by using prefixes to the following words:
 i) qualify ii) possible iii) lead
- e) Provide antonyms to the following words:
 i) approved ii) allowed iii) favorable
- f) Correct the following sentences:
 i) I have gone to Chennai last month.
 ii) I completed the work before she asked about it.
 iii) Don't disturb me, I count the coins. [2+2+2+3+3+3]
2. What discovery did Raman make during his voyage across the Mediterranean sea? [15]
3. Write a note on cave architecture with reference to some places you have seen. [15]
4. What are the significant achievements in the field of architecture during Ashoka's reign? [15]
5. Discuss the evolution of Denim cloth. [15]
6. What are the different stages in manufacturing denim cloth? [15]
7. Discuss the important of fruits and vegetables in order to lead healthy life. [15]
8. Write a report on the feasibility of establishing Sports Complex in your college. [15]

---ooOoo---

R18

Code No: 151AH

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

B.Tech I Year I Semester Examinations, July - 2021

ENGLISH

(Common to EEE, CSE, IT, CSIT, ITE, CE(SE), CSE(CS), CSE(DS), CSE(Networks))

Time: 3 hours

Max. Marks: 75

Answer any five questions

All questions carry equal marks

- 1.a) Complete the sentences with correct prepositions:
The bag is _____ the top rack _____ the wardrobe
- b) Identify the tense form in the sentences given.
i) They have ~~reached~~ the airport safely.
ii) They eat ~~meat~~ every Friday
- c) Correct the following sentences:
i) Does she has a car?
ii) Last before year she got very good marks
- d) The architecture of India is rooted in its history, culture and religion. Explain briefly.
- e) What was the origin of 'Levis' jeans entering into the market?
- f) What is the role of eating fruits and vegetables in our regular diet? [2+2+2+3+3+3]
- 2.a) What are the techniques of effective reading ?
- b) The Raman Effect is a major piece of evidence in favor of the quantum theory. Explain. [7+8]
- 3.a) Comment on the pioneering work done by Raman in different branches of Physics.
- b) Write a paragraph on "Save Water Save Plant Life". [7+8]
- 4.a) What are different styles of letter writing. Explain briefly with examples. [7+8]
- b) Write a letter of requisition to seek scholarship.
- 5.a) What was the contribution of Levis Strauss in the making of blue jeans? [7+8]
- b) Describe your smart phone using appropriate vocabulary.
6. Read the text below and write a précis in about 100 words.
If I had the power to impose my will, I would get people to walk more. We walk only when we have to, hurrying between places where vehicles can't take us. I know people who take their cars when they are going to the shops just up the road. There are cities in America where you can't get anywhere if you don't have a car. Once, in Los Angeles, I was considered eccentric when I wanted to walk around in Beverly Hills. We know places differently when we walk in them. To travel with someone in their car, to be given a lift, is to be at the mercy of their ego; it is to be inside their ego. But to walk with someone, to converse with them while walking, is like breaking bread together. Walking conversations are somehow more profound than driving conversations. It is something about putting one foot in front of the other together, moving through space, linked in the rhythms of the body. It is mutual body-song, the unique way each person walks their soul's signature on the earth. I would have people walk to the next bus stop rather than stand there waiting. I would have people get lost walking just for the special pleasures of discovery. I would have people walk when they are depressed, walk when they are overwhelmed with problems, when they are anxious, when they are sad. I'd have them walk when they are happy, just so they can infect the world with their precious mood.

[15]

7. Imagine you organise a Three Day National Conference at your institute. Draft the highlights of the inaugural of the conference and prepare a report of the same. Assume relevant data. [15]

8. Describe the achievements made by Zhou Qunfei in lens technology. [15]

---ooOoo---

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ALL THE BEST