BT-2/M-22 **42036**

ENGLISH

(COMMON WITH CSE, IT, ECE, EE, EEE)

Paper–HM-101A

Time Allowed : 3 Hours] [Maximum Marks : 75

Note : Attempt any **five** questions in all. All questions carry equal marks.

1. (a) Write **two** synonyms for the following words given any 8.

    1×8=8

    ugly, contemplation, handsome, rage, pensive, stunning, tedious, brave, hope, captivating.

    (b) Write **one** appropriate antonym for the following words given any 7. 1×7=7

    back, sharp, marvelous, transparent, bold, partial, cautious, cool, easy.

2. From **two** suitable words from the following prefix and suffix given : 15

    (i) a ....

    (ii) anti ....

    (iii) di ....

(iv) ab ....

(v) an ....

(vi) eu ....

(vii) un ....

(viii) en ....

(ix) .... ies

(x) .... ess

(xi) .... ward

(xii) .... ed

(xiii) .... ship

(xiv) .... esque

(xv) .... ism

3. (a) Make sentences from the following phrases : 1×8=8

    (i) Spill the beans

    (ii) Sat on fence

    (iii) Better late than never

    (iv) Hit the sack

    (v) Once in a blue moon

    (vi) Bite the bullet

    (vii) Stabbed in the back

(viii) Pull off.

(b) Punctuate the following sentences : 1×7=7

(i) He said listen to the noise with eyes closed

(ii) Shut the door

(iii) We visited her this morning the nurse told

(iv) She came to see her

(v) The following colors are primary colors red blue and green

(vi) I want to leave said Meera

(vii) You can wait she might turn up

4. Discuss in brief the organizing principles of paragraph writing with suitable examples. 15

5. (a) Fill in the blanks with most appropriate word given in the parenthesis : 1×10=10

(i) They came .... (to/was) meet me, but I .... (was/were) out of town at that time.

(ii) Propose to the person you are stranded on a desert.................... (isle/aisle) with and maybe you'll march down .... (isle/aisle) together after you are rescued.

(iii) .... (a/an) apple .... (a/an) keeps the doctor away.

(iv) Why .... (is/are) she waiting in the lobby?

(v) Can you please .... (give/gives) me a loan?

(vi) You can .... (see/saw) her provided he.................. (agrees/agreed).

(b) Fill in the blanks in the following sentences with appropriate forms of the verb given in the brackets : 5

(i) We .... for the station. (leave)

(ii) Although they tried hard, yet they .... not fix the machine. (can).

(iii) It .... since morning. (rain)

(iv) My aunt .... me a shirt for my birthday. (give)

(v) What .... you do then? (are)

6. Correct the following sentences : 15

(i) I have visited Shimla last weekend.

(ii) They is going to regret.

(iii) I live in United States.

(iv) She doesn't listen me.

(v) My flight departs in 5:00 am.

(vi) They is coming.

(vii) Every girl must bring their own boxes.

(viii) Its a cold day.

(ix) These recipes is good for beginners.

(x) What reason did he come for?

(xi) There father went to the school.

(xii) I am doing good in science.

(xiii) My hair is smoother and softer.

(xiv) She gave me a real nice bouquet of flowers.

(xv) Around a world in 80 days.

7. Write an essay on any **one** of the following topics given (500 words) :   15

    (i)   Cybercrime in India

    (ii)   Media

    (iii)   Post-Covid World

    (iv)   Ethics and Values

8. Read the following passage and write a precis :   15

According to Russell, it is the philosopher's job to discover a logically ideal language – a language capable of describing the world in such a way that we will not be misled by the accidental, imprecise surface structure of natural language. As Russell writes, "Ordinary language is totally unsuited for expressing what physics really asserts, since the words of everyday life are not sufficiently abstract. Only mathematics

and mathematical logic can say as little as the physicist means to say". Just as atomic facts (the association of properties and relations with individuals) combine to form molecular facts in the world itself, such a language will allow for the description of such combinations using logical connectives such as "and" and "or". In addition to the existence of atomic and molecular facts, Russel also held that general facts (facts about "all" of something) are needed to complete our picture of the world. Famously, he vacillated on whether negative facts are also required.

The reason Russell believes many ordinarily accepted statements are open to doubt is that they appear to refer to entities that may be known only through inference. Thus, underlying Russell's various projects was not only his use of logical analysis, but also his long-standing aim of discovering whether, and to what extent, knowledge is possible. "There is one great question," he writes in 1911. "Can human beings *know* anything, and if so, what and how? This question is really the most essentially philosophical of all questions" (quoted in Slater 1994, 67).

Motivating this question was the traditional problem of the external world. If our knowledge of the external world comes through inferences to the best explanation, and if such inferences are always fallible, what guarantee do we have that our beliefs are true? Russell's response to this question was partly metaphysical and partly epistemological. On the metaphysical side, Russell developed his famous theory of logical atomism,

in which the world is said to consist of a complex of logical atoms (such as "little patches of colour") and their properties and relations. (They theory was crucial for influencing Wittgenstein's theory of the same name.) Together these atoms and their properties form the facts which, in turn, combine to form logically complex objects. What we normally take to be inferred entities (for example, enduring physical objects) are then understood as logical constructions formed from the immediately given entities of sensation.