

B.Tech.
Second Semester Examination
Communication Skills in English (HUM-102F)

Q. 1. Objective Type Questions.

(i) Form Nouns from the following words:

(a) Bathe

(b) Deceive

Ans. (a) Bath

(b) Deception

Q. 1. (ii) You will be pleased to know that he.....promoted. (has been/have been/had been)

Ans. You will be pleased to know that he has been promoted.

Q. 1. (iii) Add suitable prefix to the following:

(a) Fortunate

(b) Movable.

Ans. (a) Unfortunate

(b) Immovable.

Q. I. (iv) Add suitable suffix to the following:

(a) Superior

(b) Good.

Ans. (a) Superiority.

(b) Goodness.

Q. 1. (v) One who believes in the existence of good :

(a) Theist

(b) Atheist

(c) Agnostic

(d) Bigot.

Ans. (a) Theist

Q. 1.(vi) Which one is the weak of the word 'am':

(a) |ðem|

(b) |a : m|

(c) |^m|

(d) |ðm|

Ans. (d) |ðm|

Q. I. (vii)'By hook or by crook' is an idiom which means:

(a) Using dishonest method if honest ones do not work:

(b) By all means

(c) To be deadly enemies

(d) To be a drug addict.

Ans. (b) By all means.

Q. 1.(viii) Change the voice of the following sentence:

A child was saved by a young brave boy.

Ans. A young brave boy saved the child.

Q. 1. (ix) When a weak form word is accented for the purpose of contrast, co-ordination, emphasis or citation, the words will be pronounced in their strong forms. True/False.

Ans. True.

Q.1. (x) Stress is of how many types?

(a) 2

(b) 3

(c) 4

(d) 5.

Ans. (a) 2

Q. 1. (xi) The frequency of vibration determines the pitch of the voice. True/False.

Ans. True.

Q. 1. (xii) Which one of the following is a neutral vowel which is always associated with weak syllable:

(a) ʌ

(b) ɔ

(c) æ

(d) e

Ans. (b) ɔ .

Q. 1.(xiii) Nuclear tone refers to :

(a) Static tone carried by the tonic syllable

(b) High tone carried by the tonic syllable

(c) Kinetic tone carried by the tonic syllable

(d) Low tone carried by the tonic syllable.

Ans. (c) Kinetic tone carried by the tonic syllable.

Q. 1. (xiv) Intonation performs :

(a) A linguistic function

(b) A spoken function

(c) A listening function

(d) A written function.

Ans. (a) A linguistic function.

Q. 1. (xv) Match the group of words A and B to make acceptable sentences:

A

B

He is senior

than I

He has got many

of all the boys

He is wiser

silver

She is taller

of the two boys

She has not got much

tone

He is the wisest

gold rings

Ans. He is senior to me.

He has got many gold rings.

He is wiser of the two boys.

She is taller than I.

She has not got much gold.

He is the wisest of all the boys.

Section-A

Q. 2. (a) Choose a form of do or make and one of these nouns to complete the sentences.

arrangement, contribution, damage, discovery, research.

- (i) The storm.....a lot of.....to the trees in our garden.
(ii) I am sure we.....a definite.....to meet on Thursday.
(iii) When they studied the figures closely, they.....a starting.....
(iv) Michael always.....an important.....to our meetings.
(v) We are.....some.....to try to find the origin of the name of our street.

Ans.

- (i) The storm did a lot of damage to the trees in our garden.
- (ii) I am sure we made a definite arrangement to meet on Thursday.
- (iii) When they studied the figures closely, they made a startling discovery.
- (iv) Michael always made/makes an important contribution to our meetings.
- (v) We are doing some research to try to find the origin of the name of our street.

Q. 2. (b) Correct the following :

- (a) Salomon was the most wisest of all men.
(b) My oldest sister is living in Chicago these days.
(c) We, you and they are learning for Chandigarh tomorrow.
(d) I gave money to Ram and he.
(e) Neither of the answers that he gave were right.

Ans. (a) Salomon was the wisest of all men.

- (b) My eldest sister is living in Chicago these days.
(c) You, they and we are leaving for Chandigarh tomorrow.
(d) I gave money to Ram and him.
(e) Neither of the answers that he gave was right.

Q. 3. (a) Give meaning of the following idioms and form sentences by using them :

- (i) In lieu of (ii) Aboveboard
(iii) The end cry (iv) In vogue
(v) By fits and starts.

Ans.

- (i) In lieu of (as an equivalent to or substitute for). He was paid a month's wages in lieu of notice.
- (ii) Above board (without any secret or underhand scheming). Everything that he did was open and above board.
- (iii) The hue and cry (loud clamour or outcry). They raised a hue and cry over the issue.
- (iv) In vogue (fashion). This dress is much in vogue.
- (v) By fits and starts (not regularly). He did everything by fits and starts and stuck to nothing long.

Q. 3. (b) What is Noun? Discuss in detail types of Noun.

Ans. A noun is a word used for naming some person, place or thing.

Types of Nouns:

- (i) Proper nouns.
- (ii) Common nouns
- (iii) Collective nouns
- (iv) Material nouns
- (v) Abstract nouns.

(i) Proper Nouns : A proper noun denotes one particular person or thing as distinct from every other, e.g. Jones (a person). Lucknow (a city).

(ii) Common Nouns : A common noun denotes no one person or thing in particular, but is common to any and every person or thing of the same kind.

Example : Man, book, country.

(iii) Collective Nouns : A collective noun denotes a group or collection of similar individuals, considered as one complete whole.

Example: Flock, class.

(iv) Material Noun : A noun of material denotes the matter or substance of which things are made.

Example : 'Sheep' is a common noun; but 'mutton' is a material noun.

(v) Abstract Nouns : An abstract noun denotes some quality, state or action, apart from anything possessing the quality etc.

An abstract noun relates to qualities, states, etc., which cannot be seen or touched etc., and which are thought of apart from any object of sense.

Section-B

Q. 4. (a) What is stress? How many types of stress are there in English language. Explain with examples.

Ans. The word stress means force or pressure. In other words, stress is the degree of force by which we pronounce a word. In the words of Paul Christopherson.

"When we say that a certain syllable is strongly stressed, we mean that it is uttered with great energy..."

There are Two Types of Stress:

(i) Primary Stress : Primary stress is marked with a small vertical bar (|) above & in front of the syllable to which it refers. In a polysyllable word the syllable on which a pitch movement takes place is said to receive primary stress or tonic accent. For example,

disarm |dɪs-'a:m|, visa |'vi:-zə|

(ii) Secondary Stress : Secondary stress is marked with a small vertical bar (|) below and in front of the syllable to which it refers. The syllable that has the next degree of prominence than the primary stress in the same word is known as secondary stress or non-tonic accent.

Q. 4. (b) What do you mean by intonation? Discuss the various types of tones in detail with examples which are used for Intonation.

Ans. A manner of producing or uttering tones, especially with regard to accuracy of pitch is known as intonation. Intonation of a language refers to the pattern of pitch variation or the tones, its uses in its utterances.

Intonation refers to pitch patterns that are part of the structure of sentences."

Uses of Tones for **Intonation** : Intonation performs a linguistic function, for it helps to convey distinctions

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of meaning. Different types of tones are used for various functions :

Rising Tone:

Rising tone is marked with an oblique bar (/) rising left to right in front of the syllable which it refers to. e.g. who.

Rising tone is used with following types of sentences :

- (i) Yes/No type questions.

Example : Was he present yesterday?

- (i) Wh-questions showing politeness.

Example : How is your son?

- (iii) Request

Example : Listen to me for a minute.

- (iv) Repetition questions

Example : What did I say?

Falling Tone:

Falling tone is marked with an oblique bar (\) falling from left to right in front of the syllable which it refers to. e.g., 'Come falling tone is used with following types of sentences :

- (i) Statements which are complete.

Example: He\made me feel at ease.

- (it) Commands.

Example : Shut the window'.

- (iii) Exclamations.

Example: How\beautiful!

- (iv) Tag questions forcing the listener agree.

Example : He can't help it, / 'can he?

Level (static) tones : An accented syllable uttered on a level pitch is said to have a static tone. A high level tone is marked with a small vertical bar above and in front of the syllable it refers to : 'There , A low level tone is marked with a small vertical bar below and in front of the syllable it refers to : Then.

Q. 5. (a) Following sentences convey **requests, greetings and emotions of sorrow, concern, apology etc.** Mark the accent and intonation.

- (i) Please come in

- (ii) I am so sorry

- (iii) Open the window

- (iv) Take care

- (v) Good morning.

Ans.

- (i) Please Come, in.

- (ii) I' am 'so, sorry

- (iii) 'Open the, window.

- (iv) 'Take, care.

- (v) 'Good' morning.

Q. 5. (b) Discuss in detail objectives of group discussion.

Ans. Group discussion is the discussion which is held by members of a group who follow some common/

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basic standards towards achieving a particular goal/solution, under the leadership of a person in a meaningful participation.

Objectives of Group Discussion:

(i) **Suggestions** : Advice and Ideas, together form suggestions, they form the core heart of a group discussion. It is through these tools that a meaningful and practically implemented solution can be reached.

(ii) **Wide Approach** : Group discussion helps to provide wide approach to any matter under consideration, as it may include members from a large number of different sections of a particular business organisation.

(iii) **Decision Making** : Group discussion should be able to justify itself as a tool for rational evaluation of a problem and thereon each to a suitable decision, based on erstwhile suggestions made by the members.

(iv) **Exchange of Ideas** : Group discussion should also be able to tap the working of every mind, engaged in the process, by the exchange of ideas put forth.

5. **Productive Activity** : Group discussion is always supposed to be a productive activity in a business concern. It is always a method which helps to procure the best possible policy decision for a concern.

Section-C

Q. 6. (a) Read the paragraph and answer the questions given at the end of the paragraph.

Oil, the major source of energy in the world today, has had a dramatic effect on the world's economy. Until quite recently, the demand for oil seemed unlimited. This enormous demand motivated several multinational companies to invest vast sums of money in locating and exploiting any large oil deposits that could be found. Some of these multinationals became extremely wealthy, although the countries in which they found oil did not always have much of a share in this new found wealth. However, oil-rich countries came to realise that if they acted together, their oil deposits could be a source of great power and wealth. Indeed, in 1973, the organisation of petroleum exporting countries which together produced 56 percent of the world's petroleum at that time, decided to act together to force an increase in the price of oil.

Answer the following questions :

Q. 1. Which source of energy today has a great effect on the economy of the world?

Ans. (i) Oil is the major source of energy in the world today that has a great effect on the economy of the world.

Q. 2. What made the multinational companies to invest vast sums of money in locating the large oil deposits?

Ans. The demand of oil in the world market is unlimited and that is the reason why the multinational companies are motivated to invest vast sums of money in locating the large oil deposits.

Q. 3. What was decided by the organization of petroleum exporting countries in 1973?

Ans. In 1973, the organization of petroleum exporting countries decided to act together to force an increase in the price of oil.

Q. 4. Give a suitable title.

Ans. Oil and World Economy.

Q. 5. Identify the topic sentence.

Ans. Oil, the major source of energy in the world today, has had a dramatic effect on the world's economy.

Q. 6. (b) What are necessary elements of good reading?

Ans. Reading does not mean simply to read the word symbols without grasping their meaning. Good reading means understanding through reading. There are certain elements which are necessary for good

reading :

- (i) First element which is essential for good reading is the reader's acquaintance with the alphabets. If his knowledge of the symbols, employed by the sender of the message, is inadequate, his understanding of the written material will not be proper.
- (ii) The reader should keep his mind free from all bias or prejudice, then only he will be able to read a passage sincerely and grasp its meaning.
- (iii) Sometimes, due to some physical defect, it becomes difficult for the reader to grasp the meaning of a passage at first reading. Consequently he reads and reads a passage again and again. Hence, such physical or mental inability should be used before a reader begins to read or passage.
- (iv) Sometimes the eyes read the words but no image is perceived by our mind. Mind fails to convert the word symbols into some meaningful message. Hence, the reader must be alert and attentive before he starts reading something.

Q. 1. (a) What is a report. What do you understand by format of a formal report. Discuss in detail.

Ans. A report is a logical presentation of facts and information. Format of a formal report consists of the following parts :

(a) Title Page : The title page usually includes the complete title, name of the person or organisation to whom the report is being submitted, the name of the writer and date of submission.

A Report on

Submitted to

Submitted by

Date

(b) Preface : The preface is an optional element in a formal report. It tells the reasons for writing the report, salient features and scope.

(c) Letter of Transmittal : It is a brief covering letter by the report writer to make reference to the assignment of the report.

(d) Acknowledgment : The acknowledgment contains the names of persons who contributed to the production of the report and made the report possible.

(e) Table of Contents : In the table of contents every title and heading in the text and the number of the page on which it appears is listed.

Table of Contents	Page No.
Preface	1
Acknowledgment	2
List of Illustrations	3
Abstract	4
(i) Introduction	6
(ii) Methodology	11

(iii) Discussion	15
(iv) Conclusion	47
(v) Recommendations	57
Appendices	60
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(f) List of Illustrations : After the table of contents, all the tables and figures, including sketches, graphs and photographs are listed.

List of Illustrations

Tables	Page No.
Table 1	3
Table 2	7
Table 3	13
Table 4	25
Table 5	30

(g) Abstract/Executive Summary : An abstract summarize the essential information in the report, focusing on key facts and findings.

(h) Introduction : The introduction prepares the reader for the body of the report and also tells about the background of the work.

(i) Methodology : It summarizes the methods of data collection.

(j) Discussions/Descriptions/Analysis: This is the main part of the report as it presents the data that has been collected in an organized form.

(k) Conclusions : It conveys the significance and meaning of the report by presenting a summary of discussions, findings and results.

(l) Recommendations: Recommendations are a logical extension of the conclusions. The recommendations are specific definite proposal for future work.

(m) Appendices: An appendix contains supporting material or data, which is kept separate from the main body of the report to avoid interrupting the line of development of the report.

(n) Reference/Bibliography : This section may contain reference of books, journals, reports and published government documents and other sources used in the report.

Q. 7. (b) Write a letter of quotation in block format. Invent necessary details.

Ans. Reva Computers
Dealers in HP
Ajmer Road, jaipur-06
March 1st 2000
The Purchase Officer
Fords Electronics Ltd.
B-18, Qutab Minar Road
New Delhi-110016

Dear Sir.

It was really nice to know your requirement of 100 Number of new HP Partition t530l and as per our discussion, I had with you the other day, I am enclosing herewith our preliminary quotation for your consideration.

I believe this includes all specifications, options and terms we discussed. If not, please let me know the missing part. So, I may revise the quotation to meet your needs.

If all is in order, let me know how and when you wish to proceed. As discussed earlier, I can offer you an assurance of our policy of best quality and sensible prices with prompt and professional services.

Please note that the prices offered in this quotation are valid for 90 days from the time of receipt. Please call me if you have any questions or require additional information

Sincerely Yours

ABC

Sales Manager

Section-D

Q. 8. (a) What is book review? **What** are the main features of book review?

Ans. Book review is a form of literary criticism in which a book is analyzed based on content, style and merit. It is often carried out in periodicals. Its length may vary from a single paragraph to a substantial essay.

Feature of Books Review :

- (i) First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- (ii) Second, and more importantly, a review offers a critical assessment of the content. This involves the reactions to the work under review.
3. Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Q. 8. (b) What steps are followed while reviewing a book. **Explain.**

Ans. While reviewing a book following steps should be taken :

(i) Developing an Assessment : There is no definitive method to write a review, although some critical thinking about the work at hand is necessary before you actually begin writing. Thus, writing a review is a two-step process : developing an argument about the work under consideration and making that argument an organized and well-supported draft. Some points while developing an assessment can be taken into accounts :

- (a) What is the main argument of the book?
- (b) What exactly is the subject or topic of the book?
- (c) How does the author support his/her argument?
- (d) How does the author structure his/her argument?
- (e) Who is the author?
- (f) What is the book's genre?

(ii) Introduction : Since most reviews are, many writers begin with a catchy opening or anesthetic that succinctly delivers their argument. But one can introduce review differently depending on the argument and audience.

(iii) summary of Content: This should be brief, as analysis takes priority. The necessary amount of summary also depends on the audience.

(iv) Analysis and Evaluation: Analysis and evaluation should be organized into paragraphs that deal with similar aspects of the argument.

(v) Conclusion: Sum up to make the final judgement regarding the book. One should not introduce new evidence for the argument in the conclusion.

Q.9. (a) Write book review of Harry Potter and the Sorcerer's stone.'

Ans.

Book Review of Harry Potter and the Sorcerer's Stone

"I wouldn't be surprised if today was known as Harry Potter day in the future there will be books written about Harry-every child in our world will know his name."

Professor McGonagall, in the first chapter titled "The Boy Who Lived"

The book starts with Harry as an infant, the child of a wizard and witch. He is suddenly left orphaned after an attack by the evil and powerful wizard Voldemort, a villain so dastardly that most wizards and witches refer to him as "You-Know-Who". Mysteriously, Harry survives and Voldemort, his power apparently broken in his attempt to kill the child, disappears leaving many to think he's gone for good. Codex Alera spreads fast and Harry is hailed as a hero. Even though he's just a baby his victory over Voldemort makes him an overnight celebrity among magic users the world over.

As a result, the Headmaster and Deputy Headmistress of Hogwarts school of Witchcraft and Wizardry step in to decide Harry's future. They decide to take the child out of the spotlight and allow him to live a normal life with his only remaining relations, a Muggle family named Dursley, until he is of age to attend the Hogwarts school. They leave Harry on the doorstep of the Dursley's home, with no more than a letter of explanation.

The story truly begins nearly ten years later, after Harry has endured a childhood of constant scorn and hatred at the hands of his new family. Uncle Vernon and Aunt Pentunia are embarrassed by the fact that Harry's mother considered herself a witch and married a man who claimed to be a wizard. The Dursley's simply don't hold with such nonsense. They consider themselves respectable.

As Muggles go, the Dursley's may not be prime examples of the worst of their kind, but they rank pretty high. They force Harry to sleep in a cupboard under the stairs and to wear their spoiled son's damaged cast-offs, Harry is little more than a servant and a punching bag to his cousin Dudley. But worst of all, Mr. Dursley has not read Dumbledore's letter to Harry, leaving the boy unaware of such things as his heritage, the truth about his parents' death and his emerging powers.

Then everything changes with the delivery of a letter in a very unusual fashion. From that point on, Harry's life is never the same again. The letter is actually an acceptance letter, a notification to Harry that he has a place at Hogwarts school. Literally rescued from the Dursley's and taken under the wing of Hagrid, the school's lovable giant of a grounds keeper, Harry embarks on the adventure of a lifetime in the hallowed halls of Hogwarts where in addition to his studies he makes close friends and a lifelong enemy, discovers a talent for a very unusual sport called Quidditch and solves a mystery that threatens the world, not to mention his very existence.

The magic potion Rowling herself concocts starts solidly with Harry, a remarkably unassuming kid who's got "hero of mythical proportions" written all over him. He's courageous, clever and resourceful. He's got a special talent in the form of magical powers, and a noble and mysterious birth. He's wound-a big one in myths-not just physically as evidenced by the scar on his forehead, but emotionally as well due to the death of his

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parents, nor to mention a tortured upbringing by uncaring relations that rivals Cinderella's. But most of all, as was hinted right from the start, he's got one heck of a destiny. All this comes together to introduce a character the reader immediately bonds with. You *really* want to be this kid's friend and hang out with him to see what happens.

Next into the potion goes a heavy dose of down-to-earth realism - the kind of everyday stuff recognized by almost every kid in the world... but WAIT! You, gentle reader, are never allowed to get comfortable in the world of the often stupid, ever boring Muggles, because you're not one of them, are you? Of course not. You know better, because Rowling blends in the essence of magic fantasy with such skill that Harry's world literally shimmers with it. Because you're not a Muggle, you can see it all around you as you read.

The rest of the ingredients are just as high in quality, from the magical, mysterious yet somehow familiar Hogwarts School to the friends that help Harry get through it all, to the exciting conclusion. Rowling serves it all up with a deceptively simple and straight forward writing style that sparks a response deep in the subconscious, drawing the reader in and holding on tight. The fact is, this story is not just read, it's experienced and that's the magic right there.

Of course, adults have to tigh their Muggle tendencies and indulge in a little suspension of disbelief to get lull enio\ment of the story, for example, those of you who read a lot of Tom Clancy might have trouble getting past the fact that such occurrences as motorcycles flying over London and entire groups of people who vanish into thin air at train stations, go virtually unnoticed. The exact purpose of the wizards trained at Hogwarts in relation to the world is never really explained, except in some vague reference to the further study and possible control of the other preternatural type creatures such as dragons, zombies and vampires who also go unnoticed by the Muggle world. Apparently, when it comes to Muggle mind control, it's everyone's game. Those readers with sci-fi leanings might start picturing Hogwarts as existing in an alternate dimension of sorts but that's not the point. The point is suspension of disbelief. It just all happens because it does and no one in the real world knows about it but those involved... and that's that.

Though I thoroughly loved this book, my only off moment came near the end, where I began to wonder exactly how suitable the images depicted were for the impressionable minds of Rowling's younger readers. Still, at the ripe old age of 32, I might just be overreacting. "Harry Potter and the Sorcerer's Stone" is a fantastic book, well plotted with strong characters that not only talk and act like real kids, but are also great role models as well. These kids do their homework, brush their teeth, study for exams and still have time to get into trouble in the name of a good cause. There is one excellent and well spelled out moral in the story that doesn't detract from the plot and if the reason why Harry survived Voldemort's attack doesn't leave you with a lump in your throat and a tear in your eye, I suggest you read it again.

I highly recommend this book to anyone who hasn't read it yet, kid or adult. Let it carry you away with the knowledge that you're reading a classic that will be read and loved by generations to come, just like the fairytales of old.

Q. 9. (b) Write book review of 'Harry Potter and Goblet of fire.'

Ans.

Book Review of

Harry Potter and the Goblet of Fire

Harry's back, and things are much the same as usual. Harry is spending another dreadful summer with his muggle Aunfand Uncle Dursley. For those who have managed to avoid all of the Harry-hoopla, a muggle is a person without magic, as opposed to a wizard. Wizards are a race apart from muggles, and they strive to keep themselves secret. Harry is a wizard, and as such goes to a private school called Hogworts.

Luckily, the family of his best friend Ron rescues Harry from his prison. They whisk him off to the World Cup Quiddich tournament (a sort of broom-borne soccer game to those muggle readers out there). Then, it's off to school for another exciting term of learning about potions, magical creatures, and foretelling the future. Except this year is different. The Triwizard Tournament will be held for the first time in over 200 years, and the hosting school is Hogwarts. A magical, flaming goblet will select a champion from each of the three wizard schools in Europe. The champions will then face three great challenges to battle for the coveted trophy. However, the goblet has a mind of its own and adds a fourth champion : Harry.

Harry Potter and the Goblet of Fire is the latest in a series of books that have captured imaginations worldwide with good reason. Rowling has created a loveable, likeable cast of characters with the requisite villains the reader just loves to hate. Harry and his friends also find themselves in predicaments many children face: Unpleasant adults who seem to wish them nothing but trouble, mysterious actions of adults who do things without explanation; and the sense of learning to use your own abilities to succeed in life. "Take what you have and make something of yourself is a strong theme throughout all of the Harry Potter books.

It's not hard to see why kids enjoy these books. Children can easily identify with the characters, and the plots capture their imagination. Yet, though Rowling has managed to create a hero and friends who will endure, she has not fallen into a trap many authors of children's books face: Harry is not eternally young, but is growing and learning.