

B.E.
First Semester Examination, May-2009
Essentials of Communication (HUM-101-E)

Note : Attempt all questions.

Q. 1. (a) Give one-word substitutes and use those in sentences of your own. Do any five :

- (i) Bureaucratic delays and hurdles
- (ii) A cure for all ills
- (iii) Government by a few
- (iv) One who walks in sleep
- (v) A person who is very talkative
- (vi) One who loves humanity
- (vi) One who hates women

Ans. (i) Bureaucratic delays and hurdles—Red-tapism

(ii) A cure for all ills—Panacea

(iii) Government by a few—Oligarchy

(iv) One who walks in sleep—Somnambulism

(v) A person who is very talkative—Loquacious

(vi) One who loves humanity—Altruist

(vi) One who hates women—Misgynist

Q. 1. (b) Give synonyms of any five :

- | | | |
|--------------|-------------|--------------|
| (i) Compel | (ii) Crafty | (iii) Exact |
| (iv) Entreat | (v) Form | (vi) Delight |
| (vii) Proud | | |

Ans. (i) Compel : Force, insist, persist, pressure.

(ii) Crafty : Cunning, witty, shrewd, sly.

(iii) Exact : Scrupulous, careful, meticulous, precise.

(iv) Entreat : Request, implore, plead, solicit.

(v) Form : Cultivate, grow, develop, tend.

(vi) Delight : Glad, cheerful, happy, joyful.

(vii) Proud : Haughty, arrogant, overbearing, conceited.

Or

Q. 1. (b) Give meanings and make sentences using any five of the given homophones and homonyms :

(i) Mettle and Metal

(ii) Quiver and Quiver

(iii) Adapt and Adept

(iv) Dessert and Desert

(v) Canvas and Canvass

(vi) Lightning and Lightening

(vii) Device and Devise

Ans. (i) Mettle and Metal :

Metal : A solid material which is typical hard, shiny, malleable, fusible and ductile, with good electrical and thermal conductivity—iron is a common metal in our life.

Mettle : A person's ability to cope with difficulties—A man of mettle is always remembered.

(ii) Quiver and Quiver :

Quiver : To shake, to tremble,

He starts to quiver when he sees the mathematic teacher.

Quiver : A long narrow case for carrying arrows—The hunter was about to shoot the bird but his quiver was empty.

(iii) Adapt and Adept : Adept : Expert—My sister is adept in knitting.

Adapt : Adapt/Adapt-adjust—We have to adapt ourselves to changing times.

(iv) Dessert and Desert :

Desert : Something sweet that is eaten after the main part of a meal—What would you like for dessert.

Dessert : Dessert-very sandy & hot place—Sahara is the largest hot dessert.

(v) Canvas and Canvass :

Canvass : Solicit votes—He had to canvass for votes.

Canvas : Strong unbleached cloth of hemp or flax—The text is made of canvas.

(vi) Lightning and Lightening :

Lightening : Making light—I am thinking of lightening her burden.

Lightning : Electric flash in the cloud—The lightning fell from the clouds and killed a buffalo.

(vii) Device and Devise :

Devise : Think out, plan—He devised a scheme for making money.

Device : A thing made for a particular purpose especially a mechanical or electronic contrivance.

Q. 2. (a) Make any five sentences based on given patterns :

(i) Subject + verb

(ii) Subject + verb + direct object

(iii) Subject + verb + indirect object + direct object

(iv) Subject + verb + gerund

(v) Subject + verb + to-infinitive

(vi) Subject + verb + noun/pronoun + adjective

Ans. (i) Subject + verb

Dogs bark.

(ii) Subject + verb + direct object

She managed lunch.

(iii) Subject + verb + indirect object + direct object

The man told him a funny story.

(iv) Subject + verb + gerund

He likes swimming.

(v) Subject + verb + to-infinitive

The child wanted to sleep.

(vi) Subject + verb + noun/pronoun + adjective

He is very strong.

Q. 2. Join the following sentences to make simple, complex or compound sentences :

(i) I hired a taxi. The taxi broke down after ten kilometers. (use a relative pronoun)

(ii) I spoke to a man. The man is a doctor. (use a relative pronoun)

(iii) The men were tired. They went home. (use participle)

(iv) He read the letter. He tore off the letter. (use participle)

(v) We get up early. We don't want to be late to office. (use infinitive)

(vi) You are very young. You can't drive a car. (use too/enough)

(vii) Will you be good to me? Please forward my letters while I am away on tour. (use too/enough)

Ans. (i) The taxi which I hired broke down after ten kilometers.

(ii) The man to whom I spoke is a doctor.

(iii) Being tired the men went home.

(iv) Reading the letter he tore it off.

(v) We get up early not to be late to office.

(vi) You are too young to drive a car.

(vii) Please be good enough to forward my letter while I am on tour.

Q. 3. (a) Define any two of the following phonetic terms :

(i) Phonemes **(ii) Consonants in phonetics** **(iii) Vowels in phonetics**

(iv) Nasal sounds **(v) Glottal sounds**

Ans. (i) Phonemes : The smallest contrastive speech segment/unit, that can bring about a change in meaning is called phoneme. The smallest sound segments causing the changes in meanings are called phonemes. From this group of words we get eight phonemes as /b, f, h, k, m, p t/.

(ii) Consonants in Phonetics : A consonant is a phoneme articulated by a closure or narrowing of the air passage so that the air comes out with an audible friction. A consonant usually has a "noise" component and it can be described in terms of its articulation i.e., the way and the place at which the speech organs are moved to cause audible friction in the air stream—R.P. of England has 24 consonants.

(iii) Vowels in Phonetics : A vowel is a voiced phoneme in the speaking/production of which air comes out in a continuous stream through the pharynx and the mouth, there being no such narrowing stoppage, obstruction or constriction in the oral cavity as would cause audible friction or noise component R.P. of England 20 vowels : 12 Pure & 8 discharges.

(iv) **Nasal Sounds** : Sounds that are articulated with a structure of complete oral closure are called nasals. The active and passive articulators are in firm contact with each other, thereby blocking off the oral passage of air completely. The soft palate is lowered and air escapes freely through the nostrils. *sum, sun and sung* are examples of nasal consonants.

(v) **Glottal Sounds** : Glottal sounds are produced at the glottis and the two vocal cords are the articulators. The initial sound in the English word *hat* is an example of glottal sound.

Q. 3. (b) Transcribe any ten of the following :

- | | | |
|-------------|-------------|-------------|
| (i) huge | (ii) knot | (iii) teach |
| (iv) castle | (v) hall | (vi) wait |
| (vii) serve | (viii) car | (ix) bed |
| (x) women | (xi) night | (xii) shot |
| (xiii) keys | (xiv) paper | (xv) church |

Ans. (i) Huge : /hju:z/

(ii) Knot : /nəʊt/

(iii) Teach : /ti:tʃ/

(iv) Castle : /kɑ:sl/

(v) Hall : /hɔ:l/

(vi) Wait : /weɪt/

(vii) Serve : /sɜ:v/

(viii) Car : /kɑ:/

(ix) Bed : /bed/

(x) Women : /wɪmɪn/

(xi) Night : /naɪt/

(xii) Shot : /ʃɒt/

(xiii) Keys : /ki:z/

(xiv) Paper : /peɪpə/

(xv) Church : /tʃɜ:tʃ/

Q. 4. Read the excerpt from What has worked in SEWA : 'Second Freedom' by Ela Bhatt written in December, 2000 :

My most sustained experience since India's independence has been the search for the Second Freedom—the economic empowerment of India's poor and toiling women. However embattled I have felt, for me this search has been of constant and ever-renewed fulfilment. During the early years of Independence—thanks to our teachers and parents who sent us to the people of India, saying 'go to villages, stay there, learn from them!'—we learnt that the right to vote is not enough for the poor. They wanted a voice, visibility. They wanted to come out of the day-to-day struggles of survival and 'enjoy' freedom. Like so many young people at that time, we were all inspired to make meaningful the recently gained freedom from British rule. Early glimpses of the second freedom were emerging. Was there a model to help us understand this idea? Was there a blueprint for us to emulate? No. But yes! Gandhiji's words formed the guiding force in shaping this idea through experience. For him, economic freedom was as important as political freedom. He called economic poverty a 'moral collapse' of society and said that the problem of poverty and loss of freedom are not separate.

- Write a precis of the above passage and give title.
- What is the concept of second freedom as outlined by Ela Bhatt?
- What do people in villages want?
- How are poverty and freedom related; how does poverty problematize freedom?
- Whose vision does the author follow in her search for second freedom?

Ans. (a) Title : "The Second Freedom : Freedom of rights." After getting freedom from the British rule; the writer Ms. Ela Bhatt laid an emphasis on 2nd freedom—"The economic and political freedom" which can brighten the life of poor and illiterate villagers of the country and make them enjoy what actually means freedom; the right to have the basic necessities of life.

(b) Concept of 2nd Freedom : The actual economic and political freedom where everybody knows his rights and enjoy the freedom in their real life not just free from British life regarding food, shelter, education and entertainment.

(c) The people in villages want to be educated and motivated against using their human rights and duties towards the society shown the foath of enlightenment and innovation so that they can have the necessities of life and live life to one fullest in the free India.

(d) Poverty and freedom are related society; a poor and uneducated fellow don't know his rights and duties towards the society and the country. He is forced willy-nilly to toil in day-to-day struggles.

Poverty → Illiteracy → No understanding of rights and freedom.

(e) The author follows the vision of Mahatma Gandhiji in her search for 2nd freedom.

Q. 5. (a) Long Answer Questions :

(i) What were the two discoveries that Columbus made? Elaborate on the last speech of Columbus before the mutinous group.

Ans. During the voyage Columbus made the discovery of self. He realizes that words like duty, discipline and obedience are like bubbles that burst at the first contact. So its no use giving much importance to these factors. Instead, one should follow his vision, like the one Columbus had of discovering a new land.

The second discovery that Columbus makes, comes at the end of the voyage. He discovers the new land, India.

This short speech in which Columbus opens out his heart has a very sobering effect. There is no more rush of blood. When, Jhan speaks on behalf of everybody :

"We are simple man, sir!" Columbus reacts sharply :

"Shall simple men judge their betters?"

Turning to Pedro Columbus speaks in a monotone :

"Two minutes ago, Don Pedro, I saw I thought, I saw.... (He pass into the darkness).

It was....., it is"

Pedro : (in excitement) what, sir?

Columbus : A light, faintly flickering, rising up and down look!

Pedro : It is, Sir ! Glory be to God!

Voice : A Light! Land! Land!

Or

Q. 5. (a) (ii) Describe the impact of a nuclear explosion with reference to the bombing of Hiroshima and Nagasaki. How would be a full-blown nuclear war different from the World War II?

Ans. The bombing of Hiroshima and Nagasaki: gives us a fair idea of the consequences of nuclear

impact was diluted. The after effect of a nuclear war can be anticipated taking Hiroshima bombs as our point of reference. Within a millionth of a second after a nuclear explosion, the surrounding air will get heated up to tens of millions of degree Celsius, giving rise to a fireball. Within the fireball, near the vicinity of the burst there will be a brilliant flash of light.

The fireball will move upward and as it rises and spread out to form a distinct mushroom cloud whose ascent will create strong suction at the ground level. The updraft of air, containing dust, smoke and radioactive particulates will form the stem of the cloud. The fireball gets labled as it rises and expands and the mushroom cloud stabilizes within the stratosphere.

Thus, in short we can say that it is certain that a nuclear war will alter atmosphere and thereby change climate and create environmental problems. How long would it last? may be years. Nuclear explosion on a large scale in a war will produce radiation that can penetrate the skin and damage biological tissue. In the second world war the weather and atmosphere never change like nuclear war. In 2nd world war, we basically get the economic loss but after sometimes, we can come out of this loss and damages, but in case of nuclear war we can't. This radiation within the first 24 hours of explosion has the power to kill people up to hundreds of kilo-meters down winds from the burst point.

Or

Q. 5. (a) (iii) What are the three technologies that are likely to develop by 2050? Elaborate on any one of these three alluding to the Reflections of a Futurist.

Ans. The three technologies likely to develop by 2050. A.D. are electronics, genetics and psychology. Genetic engineering is the technology of the day. There is excitement all over the world about the enormous possibilities which may spring up by a study of plant, animal and human cell. There is already a talk of "designer" plants, animals and babies, men of medicine are high on hopes of getting our children rid off genetically transmitted diseases. When it happens it must be a great day in human history.

According to the futurist in the near future we can expect genetic scientist to produce plants which have improved photosynthetic efficiency, minimum water requirements, self fertilizing characteristics and a desired spectrum of nutrient qualities.

Q. 5. (b) Use the given prefixes to make five words :

(i) Bene—

(ii) Phil—

(iii) With—

(iv) Mis—

(v) Post—

(vi) Over—

(vii) Poly—

Ans. (i) Bene (well) : Benefit, benevolent, benign, benefactor, benediction, beneficence, beneficiary.

(ii) Phil— : Philosophy, philosopher, philology, philologist, philistine, philanderer, philanthropy, philharmonic.

(iii) With— : Without, withdraw, with-stand.

(iv) Mis— : Mishappen, misunderstanding, mischief, misbehave, misconception.

(v) Post— : Postwar, postscript, postnatal, post-mortem, postgraduate, posthaste, postdate.

(vi) Over-- (too much) : Overeat, overall, overbalance, overcoat, overseas, overtime, overcome, overcast, overshoes.

(vii) Poly : (many, much) polyandry, polyanthus, polychromatic, polyester, polygamy, polyglot, polygon, polygyny, polymer.

Q. 5. (c) Give five words using given suffixes; Use any five suffixes :

(i) —tude

(ii) —ness

(iii) —ment

(iv) —long

(v) —ence

(vi) —dom

Ans. (i) —tude : Aptitude, fortitude, magnitude, latitude, longitude, altitude, servitude.

(ii) —ness : Happiness, kindness, goodness, sadness, boldness, darkness, gladness, loudness.

(iii) —ment : Agreement, payment, movement, government, arrangement, development.

(iv) —long : Howlong, prolong, belong, along.

(v) —ence : Dependence, existence, difference, insistence, intelligence, violence, independence, preference.

(vi) —dom : Freedom, kingdom, wisdom, martyrdom, dukedom, boredom.

Q. 6. (a) Write a paragraph expressing your views on any one of the topics :

(i) Deteriorating standard of sports in India : problems and solutions.

Ans. There are no two opinions that games should be compulsory for students. The value of game in schools and colleges is recognized by everybody. All work and no play makes Jack a dull boy. So, physical education must be attended to along with mental and moral education. Games are essential for sound health. So, it is necessary first to create a healthy body by means of some sort of exercise. Only then we can think of building a healthy mind. All games are health giving. They make our body stout and muscular. They fill the body with strength and vigor. They fresh the mind. Apart from that, games are a good pastime. They keep the students busy in their free time. They provide a welcome change only in the playground, a student forgets the world of books. He is free from all worries. He experiences a feeling of joy. Above all sports keep him actively busy in his sparetime and thus keep him away from mischief.

'Sportsmanship' has become a popular phrase in our social life. A sportsman never hits below the belt. His guiding motto is 'Fair play and no favour.' He plays the game for game's sake and not winning it always. This makes him not to play a foul game in any sphere of his activities. Sports and games are also helpful in bringing about international understanding and developing harmonious relation between nations. International games like Olympics bring the nations of the world closer to one another. They promote international understanding and strengthen the cause of peace.

Sports, like many other human activities, have their seamy side. They too are open to abuse. Excess of sports spoil health instead of improving. Excessive indulgence in sports make the students side-track their primary aim—education. Quite often, the teams engage themselves in undesirable rivalries. The crowds witnessing matches become as unruly and violent as mobs everywhere. Professionalism is yet another evil that has crept in sports.

Q. 6. (a) (ii) In India women are respected : myth or reality?

Ans. Since ancient times, in India, women are always respected to others. Literature is well enough in its place, art is an agreeable pastime, and it is right that society should take up either in seasons when lawn-tennis and polo are impracticable and afternoon teas become flavourless; but the question that society is or should be interested in is whether the young woman of the future—upon whose formation all our social hopes depend—is going to shape herself by a realistic or an ideal standard. It should be said in parenthesis that the young woman of the passing period has inclined towards realism in manner and speech, if not in dress, affecting a sort of frank return to the easy-going ways of nature itself, even to the adaption of the language of the stock exchange, the race-course, and the clubs—an offering of herself on the altar of good-fellowship, with

the view, no doubt, of making life more agreeable to the opposite sex, forgetting the fact that men fall in love always, or used to in the days when they could afford that luxury, with an ideal woman, or if not with an ideal woman, with one whom they idealise. And at this same time the world is full of doubts and questionings as to whether marriage is a failure. Have these questionings anything to do with the increasing realism of woman, and a consequent loss of ideals?

Now the young woman of today should not be deceived into the of a preferable realistic development because the novelist of today gets her to sit to him as his model. This may be no certain indication that she is either good art or good nature. Indeed she may be quite drifting away from the ideal that a woman ought to aim at if we are to have a society that is not always tending into a realistic vulgarity and commonplace. It is perfectly true that a woman is her own excuse for being, and in a way she is doing enough for the world by simply being a woman. It is difficult to rouse her to any sense of her duty as a standard of inspiration. And it is difficult to explain exactly what it is that she is to do. If she asks if she is expected to be a model woman, the reply must be that the world does not much hanker after what is called the "model woman." It seems to be more a matter of tendency than anything else. Is she sagging towards realism or rising towards idealism? Is she content to be the woman that some of the novelists, and some of the painters also, say she is, or would she prefer to approach that ideal which all the world loves? It is a question of standards.

Thus, we may not be able to explain why service imitation of nature degrades art and degrades woman, but both deteriorate without an ideal so high that there is no earthly model for it.

Q. 6. (a) (iii) Give suggestions on improving the standard of higher education in India (given the fact that the efficiency of the massive system is only 5%).

Ans. Improving Standard of Higher Education : Higher education, or learning, is not necessarily that methodized curriculum and those classified subjects in text books which youth are forced to learn during specified hours while sitting on rows of desks. The type of education, now prevailing all over the world, is against human freedom. Compulsory education, of which countries of the world boast whenever they are able to force it on their youth, is one of the methods which suppresses freedom. It is a compulsory obliteration of a human being's talents as well as a forcible direction of a human being's choices. It is an act of dictatorship damaging to freedom because it deprives man of free choice, creativity and brilliance. To force a human being to learn according to a set curriculum is a dictatorial act. To impose certain subjects upon people is a dictatorial act.

Compulsory and methodized education is in fact a forced stultification of the masses. All countries which set courses of education in terms of formal curricula and force pupils to learn them, coerce their citizens.

All methods of education prevailing in the world should be done away with through a worldwide cultural revolution to emancipate man's mind from curricula of fanaticism and from the process of deliberate adaptation of man's taste, his ability to form concepts and his mentality.

This does not mean that schools are to be closed and that people should turn their backs on education, as it may seem, to superficial readers. On the contrary, it means that society should provide all types of education, giving people the chance to choose freely any subjects they wish to learn.

Q. 6. (a) (iv) Freedom without the courage to stand for what seems right is useless.

Ans. Freedom means right of individuals to act as they choose. In this sense, it is frequently called "individual liberty." The term is also employed in connection with the achievement of sovereignty by a people; when so used, it is called "national liberty." Although in these traditional senses liberty may be specifically civil or political, the modern concept further connects a generalized body of rights, such as the

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right to economic opportunity and to education. Because completely unrestricted freedom of action would make peaceful human existence impossible, some restraints on freedom of action are necessary and inevitable. Virtually all codes of action recognize this basic limitation. Liberty is defined in such codes as the right of individuals to act without restraint as long as their actions do not interfere with the equivalent rights of others; acts that do violate the rights of others are rejected. A perfect balance between the right of an individual to act without under interference and the need of the community to restrain freedom of action has often been projected in theory but has never been achieved. The restraints imposed throughout most of history have been oppressive. History has been described as society's progress from a state of anarchy, through periods of despotism during which liberty was non-existent or restricted to one privileged group, to a state of liberty for every individual under democratic governments, history has thus been shaped under this view by the natural desire of all people to be free.

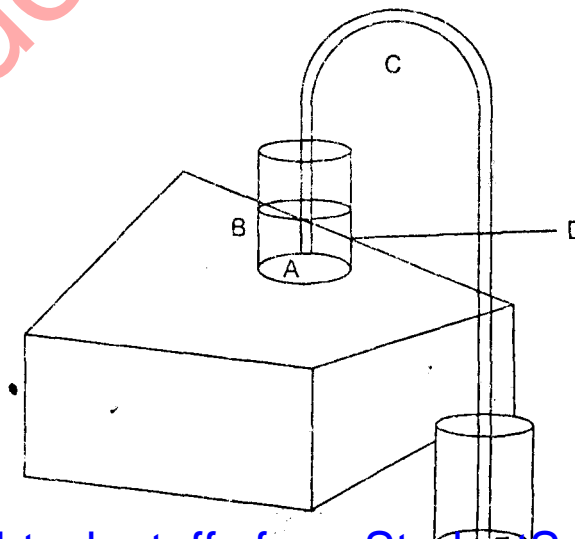
People like to believe that they have the freedom to choose what they want to do, however it is quite the opposite. Freedom has its limitations to what people are allowed to do, but predestination has no limits of any kind. Freedom is in fact used to cover up predestination, to keep people content in following absurd rules. Without predestination, how do we know what the weather will be like, or if the sun rises, or if someone will stop at a red light. You just do, common things that we think are just "common sense", are really not, people stop at those red lights in order to sustain their life, not by their choice of, I don't want a ticket.

Although predestination is in fact quite lenient on criminals, it is the truth. Perhaps with predestination in place, it is the world's way of thinning out the population. Freedom and predestination are not two separate things, but work together to keep the world a more pleasant place, by allowing people to believe that things were "not supposed to be" the way they are, rather than taking the truth that things just happen for a reason. That, that's just the way it was meant to be.

Or

Q. 6. (b) Describe a siphon or any gadget of your choice.

Ans. Siphon : Siphon is a very simple mechanical device which is used in college lab. A siphon is a bent or curved tube, pipe etc. So arranged (like an inverted U) that liquid will flow up through it and then down. It is used to drain liquid from one container into another container.



The siphon will work only if the tube AE is completely full of water. The water in C starts to fall creating a partial vacuum at D. There is then a higher pressure on the left at B than at D, so the water flows, going into the tube at A and out at E. The siphon will continue to work as long as both the ends A and E are below the water level B.

Siphons are widely used to carry water over such barriers as the side of an irrigation ditch.

The Periscope : The periscope is an instrument which is used by the people to help them see over the crowd. A periscope is useful on a submarine or behind a high obstacle to see things that are otherwise out of sight.

Two plane mirrors or prisms may be used together to give a person at the back of the crowd a view of an event.

The arrangement of the mirrors of a periscope is shown in this figure.

