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# END TERM EXAMINATION

FIRST SEMESTER [B. TECH] DECEMBER-2008

Paper Code: ETEL 111

Subject: Communication Skills-I

Paper Id-99111

(Batch: 2004-2008)

Time : 3 Hours

Maximum Marks :75

Note: Part A is compulsory. Attempt any four questions from Part B.

## PART- A

Q1. Do as directed.

(10)

(a) Rectify the errors, if any in the following sentences:

- (i) The novel was very interested for children.
- (ii) Place a ladder on the wall.
- (iii) Sachin Tendulkar is Bradman of India.
- (iv) Two females came to meet him.
- (v) The ship drowned in the ocean.
- (vi) No sooner he reached the station, when the train left.
- (vii) I neither met Rajiv nor his brother.
- (viii) Being a fine day, we went for a walk.
- (ix) I am very obliged to you.
- (x) The Principal and Secretary are on leave.

(b) Use these idioms in sentences of your own (any four)

(4)

- (i) On the verge of (ii) Heart and Soul (iv) Bolt from the blue
- (iv) Apple of Discord (v) Pay lip service to (vi) Spick and span

(c) Punctuate the following sentences (any three):

(3)

- (i) As Caesar loved me i weep for him as he was fortunate i rejoice at it as he was valiant i honour him but as he was ambitious i slew him.
- (ii) what is wrong puja i asked.
- (iii) have you read shelleys to a student
- (iv) listen whats that noise said david
- (v) well my dear whats for lunch today he asked his wife.

(d) Based on your reading of the text prescribed, answer the following questions (any two): (4x2 =8)

- (i) Describe how C.P. Gilmore attempts to justify Einstein's theory of relativity as relevant today?
- (ii) What according to Carl Sagan, is "the Leaky Shield"? How is that so? Explain.
- (iii) Discuss with example the concept of chaos as the offshoot of mathematics and physics.
- (iv) How did Bill Moss effect a radical change in tent- manufacturing? Discuss with examples from the text.

## PART-B

Q2. (a) Do as directed:

(7)

- (i) I..... to you yesterday. (Fill in correct tense form of the verb 'write').
- (ii) They fought with to the last man. (Choose the correct alternative)
- (iii) He is the boy..... (Add a suitable adjective clause).
- (iv) If he works hard, he will pass. (Convert into a simple sentence).
- (v) He reminded me..... my childhood. (Add preposition).
- (vi) Work hard lest you..... fail. (Supply an appropriate auxiliary).
- (vii) Seeing the snake, he ran away. (Write as a complex sentence)

(b) How can use of charts, graphs and tables make technical writing effective? Discuss.

(5.5)

Q3. (a) Give two synonyms each for any six of the following:

(6)

- (i) Abandan (ii) Narrate (iii) Illustrious (iv) Falter
- (v) Abundant (vi) Delightful (vii) Yearn (viii) Fabulous

(b) What is the significance of topical sentence in a paragraph? Give suitable example.

(6.5)

Q4. (a) Use the following words in sentences:-

(8)

- (i) Defy, Deify (ii) Elicit, Illicit (iii) Loan, Lone (iv) Birth, Berth

(b) Write short note on Indianism in English. Illustrate with examples.

(4.5)

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- Q5. (a) Make antonyms by using prefixes (any six). (6)  
 (i) Honour (ii) Legitimate (iii) Familiar (iv) Competent  
 (v) Rational (vi) Theist (vii) Violence (viii) Usual  
 (b) What is the role of technical writing skills in an engineer's career? (6.5)

- Q6. (a) Read the following passage and answer the questions that follow: (1x7=7)

Education, taken in the most extensive sense, is properly that which makes the man. One method of education, therefore, would only produce one kind of men; but the great excellence of human nature consists in the variety of which it is capable. Then instead of endeavouring, by uniform and fixed systems of education, to keep mankind always the same, let us give free scope to everything which may bid fair for introducing more variety amongst us. The various character of the Athenians was certainly preferable to the uniform character of the Spartans or to any uniform national character whatever. *Uniformity is the characteristic of the brute creation.* Among them every species of bird build their nests with the same materials and in the same forms; the genius and disposition of one individual is that of all and it is only education which men give them that raises any of them much above others. But it is the glory of human nature that the operations of reason, though variable and by no means infallible, are capable of infinite improvement. We come into the world worse provided than any of the brutes but when their faculties are at a full stand and their enjoyments incapable of variety or increase, our intellectual powers are growing apace, we are perpetually deriving happiness from new sources, and even before we leave this world, are capable of tasting the felicity of angels.

- (i) What is the author's notion of education?  
 (ii) What is the problem that confronts us?  
 (iii) How were Athenians preferable to Spartans?  
 (iv) How can we constantly derive pleasure from new sources?  
 (v) Bring out the difference between uniform and fixed systems of education.  
 (vi) What contributes to the capability of infinite improvement?  
 (vii) Explain the italicized portion.  
 (b) What is meant by misappropriation of words? How does it affect oral and written communication? Explain with examples. (5.5)

- Q7. (a) Write a précis of the passage given below and suggest a suitable title. (6.5)  
 The mistaken belief that democracy means the rule of the majority is exceedingly widespread and it has vitiated a great deal that has been said about the subject. On the one hand, champions of majority rule have seen themselves as champions of democracy; while on the other, critics of majority rule have supposed themselves to be critics of democracy. For example, when communists claim to be democrats, they are claiming that the dictatorship of the proletariat, which is their goal, is the fulfilment of democracy. Their case is a simple one. The argument that since the proletariat constitutes a permanent, numerical majority in an industrialized capitalist society the rule of the proletariat is the same thing as democracy. This is an important argument and it cannot be refuted by demonstrating that in all existing communist societies it is the party, not the proletariat, that rules, the crucial point is that if democracy means the rule of a permanent majority and if the proletariat forms such a majority then its rule (if not its dictatorship) is democracy. The only effective refutation is to be found in showing that democracy is not the rule (let alone the dictatorship) of the majority. Much the same thing has to be said in answer to the critics on the right, to those who think that a case can be made against democracy if a case is made against the rule of the majority. Their argument has almost always been the rule of the majority. Their argument has almost always been the same, the majority of men are ignorant, democracy means the same, the majority of men are ignorant, democracy means the rule of the majority therefore democracy means the rule of the ignorant and the rule of the ignorant is bound to be bad.

- (b) Give one word substitution for the following (any six): (6)  
 (i) One who hates womankind  
 (ii) One who lives on human flesh  
 (iii) One who looks at the dark side of life.  
 (iv) The life history of a person written by himself.  
 (v) A lover of books  
 (vi) Walking in sleep  
 (vii) One who believes in the abolition of war.  
 (viii) One who leads others in any field.  
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