ABES Engineering College, Ghaziabad

B. Tech (First Year) Even Semester Sessional Test

Printed Pages: 3

Session: 2022-2023

Course Code: BAS 205 Roll No.:

Course Name: Soft Skills Date of Exam:

Maximum Marks: 70 Time: 2hrs.

Instructions:

1. **Attempt All sections.**
2. **If require any missing data, then choose suitably.**

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| **Q.** | **Question** | | **Marks** | | **CO** | **KL** | **PI** |
|  | **Section-A** | **Total Marks: 5\*2 =10** | | | | | |
| **1** | **Attempt ALL Parts** | | |  | | | |
| **a)** | **Write the synonyms of:** Feeble-weak, frail, infirm  Insipid-tasteless, flavourless | | | 2 | CO1 | K1 | 10.1.2 |
| **b)** | **Define Compounding with appropriate examples.**   * Compounding forms a word out of two or more root words. The words are called compounds or compound words. * *mailman* (composed of free root *mail* and free root *man*) *mail carrier* *dog-house* *fireplace* *fireplug* (a regional word for 'fire hydrant') *fire hydrant* *dry run* *cupcake* *cup holder* *email* *e-ticket* | | | 2 | CO1 | K2 | 10.2.2 |
| **c)** | **Describe Appreciative Listening.**  Ans) This for deriving aesthetic pleasure, Listening for *fun*—to laugh, cry, use your imagination, or extend your creativity as we do when we listen to a comedian,musician or entertainer. | | | 2 | CO2 | K2 | 10.2.2 |
| **d)** | **State three levels of stress and give examples.**   * 1-primary level * 2-secondary level * 3-tertiary level (unnecessary degree of complexity)   Words with more than one syllables have a stressed syllable. In /teibl/ first syllable is prominent.  In committee and recommend second syllable is stressed.   * [PHO](http://www.englishclub.com/pronunciation/pho-tograph.wav) TO GRAPH * PHO [TO](http://www.englishclub.com/pronunciation/photo-grapher.wav) GRAPHER * PHO TO [GRAPH](http://www.englishclub.com/pronunciation/photograph-ic.wav) IC | | | 2 | CO2 | K2 | 9.2.1 |
| **e)**  Ans) | **Why is clarity considered important in the process of effective writing?**  Clarity means good writing should not be vague, confusing, ambiguous. Because clarity helps the reader see the value in the content. If people can't understand what you're trying to say, then your content is not useful. Clarity is important because it ensures that your reader understands exactly what you're communicating, whether that's a request, an observation, a question, a statement, or a response to a question they asked you. Using clear language also makes your writing more convincing. | | | 2 | CO3 | K2 | 9.2.4 |
|  | **Section-B** | **Total Marks : 3\*5 = 15** | | | | | |
| **2** | **Attempt ANY ONE part from the following** | |  | | | | |
| **a)** | **Fill in the blanks with the correct form of the verb given in the bracket:**   1. Mr Simon, the great painter and philanthropist **has** arrived. (has/have) 2. Bread and butter **are** his daily food. (is/are) 3. Yusuf and Rahul **have** gone to the school fair. (have/has) 4. Slow and steady **wins** the race. (win/wins) 5. The players **were** preparing for the big game tonight. (were/was) 6. The juLy **was** unanimous in their decision. (was/were) 7. The little boy **likes** mangoes. (like/likes) 8. The teachers **were** asked to attend a conference today. (were/was) 9. I **think** it is good for you. (thinks/think) 10. Neenu and Anu **are** twins. (are/is) | | 5 | | CO1 | K2 | 10.1.2 |
| **b)** | Explain Lexical and Functional words with the help of examples.  **Lexical Words**   * A **lexical item** (lexical word) is what we normally recognise as "the ordinary word." A lexical item can also be a part of a word or a chain of words. Lexical items are the basic building blocks of a language's vocabulary (its *lexicon*, in other words).(All the Nouns,Verbs & Adjectives are lexical word) * *cat* (single word) * *traffic light* (words together meaning one thing) * *take care of* (a verbal phrase) * *by the way* (an idiomatic phrase) * *it's raining cats and dogs* (a chain of words)   **Functional Words**   * A **grammatical word** (a.k.a. [function word](https://en.wikipedia.org/wiki/Function_word)) is a word that in itself has either (1) little or no actual meaning (lexical meaning) or (2) ambiguous or uncertain meaning, BUT functions to indicate grammatical relationships with other words in a sentence. The usual grammatical words are:- * auxiliaries (*am, are, be, do, got, is, have*, etc) * conjunctions (*and, although, or, that, when, while*, etc) * determiners (*a, either, more, much, neither, my, that, the*, etc) * particles (*as, no, nor, not*, etc) * prepositions (*at, between, in, of, without*, etc) * pronouns (*I, you, he, she, it, we, they, anybody, one*, etc) | | 2.5+2.5 | | CO1 | K2 | 10.1.2 |
| **3** | **Attempt ANY ONE part from the following** | |  | | | | |
| **a)**  Ans) | With the help of suitable flow chart explain the process of Listening.  C:\Users\91921\Desktop\Screenshot (2).png   1. **Hearing** is the first essential step in the listening process, relates to the sensory perception of sound. For learning to be effective, hearing needs to be done with attentiveness and concentration. 2. **Filtering-**Involves sensing and filtering of heard sounds.The heard message is categorized as wanted or unwanted.The unwanted message is discarded. The sense of judgement of the individual comes into play, that is, the filtering process is subjective.A person chooses to retain what makes sense to him. 3. **Comprehending**   The listener understands what the speaker has tried to  convey. This activity can be described as absorbing, grasping  or assimilating.The listener uses his knowledge, experience,  perception and cognitive power.   1. **Remembering**   The assimilated message is stored in memory to facilitate future recall.   1. **Responding** to a message takes place at the end of the   communication , immediately after or later, to show that the message is being received and comprehended. | | 5 | | CO2 | K2 | 10.1.3  10.2.2 |

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| Ans) | Differentiate between Active and Passive Listening.  **Active listening** means mindful and actively hearing and attempting to comprehend the meaning of the speakers.Listener connects with the world and actively participates with the goal of problem-solving.Take responsibility for their own learning and growth  Sharp mind, alert to explore, reflect on the information.Strong-willed, interested in new ideas, open-minded.  **Passive listening** means showing like listening to the speaker but not making an attempt to comprehend the meanings. **L**istener disconnects himself from the outsiders and has minimal interaction with others.Avoids responsibility for learning and problem-solving.Accepts and retain information as-is with no intention to question or challenge the idea for improvement.Narrow-minded, low or no will power, unreceptive to new ideas | 5 | CO2 | K2 | 10.2.2 |
| **4** | **Attempt ANY ONE part from the following** |  | | | |
| **a)**  Ans) | Explain the various components of effective notetaking?  **Components:-**  Key Concepts and main points  Important examples  Definitions and new vocabulary  Any references provided  Anything you don’t understand(difficult concepts)  Your thoughts ,questions and ideas | 5 | CO3 | K2 | 9.2.3 |
| **b)** | “Good writing is supposed to evoke sensation in the reader – not the fact that it is raining, but the feeling of being rained upon.” In the light of given statement explain the central components of a paragraph.   * The central components of a paragraph are –   + Topic Sentence   + Unity   + Coherence   + Emphasis   + Adequate Development   **A topic sentence** is a sentence that expresses the main idea of a paragraph which will be developed in the paragraph.It is also known as the key sentence or the theme sentence. It may be written in the form of a simple, complex or compound sentence, depending on the need and scope of the paragraph. A topic sentence is mostly placed at the beginning (deductive) or end (inductive) of a paragraph and in rare instances can be found in the middle(creative writing) of the paragraph.  **Unity** means that the components deal with one main idea or thought. The ideas contained within a paragraph ‘hang together’ in a way that is easy for the reader to understand. A paragraph is a logical division of the central theme of a longer piece of writing.  Each sentence in the paragraph is directly related to the central idea or theme and contributes to its development. Only one main thought should be expressed in a paragraph to maintain unity.  **Coherence** is consistency of speech, thoughts, ideas and reasoning which makes the expression clear and easy to understand. It refers to clear and logical linking of ideas in a paragraph. In cohesive paragraphs, ideas are linked and one idea logically leads to the next.Coherence is closely related to unity as when more than one idea is incorporated in a paragraph, coherence goes missing.  **Mechanical Devices for Coherence – 4 Tools**  Uses of pronouns  Use of transitional tags/linkers  Repetition of key words and phrases  Use of parallel grammatical structure  **Emphasis** is the principle of the paragraph composition in which the important ideas are made to stand. Sentence emphasis refers to idiomatic stress in writing. It is important to know how to place important words in emphatic positions in order to make it effective.  **A paragraph** is adequately developed when it describes, explains and supports the topic sentence. If the "promise" of the topic sentence is not fulfilled, or if the reader is left with questions after reading the paragraph, the paragraph has not been adequately developed. Generally speaking, a paragraph which consists of only two or three sentences is under-developed. A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences which explain and elaborate on the topic sentence. | 5 | CO3 | K2 | 9.2.4 |
| **Section-C Total Marks: 5\*9 = 45** | | | | | |
| **5** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | “Words have energy and power with the ability to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble.” Explain the process involved in word formation with the help of suitable examples.   * **Compounding** * **Derivation** * **Affixation** * **Blending** * **Clipping** * **Acronyms**   **Compounding** forms a word out of two or more root words. The words are called compounds or compound words.eg.*mailman*  *mailcarrier*,*dog-house*, *fireplace*, *fireplug*, *firehydrant*, *dryrun*, *cupcake*, *cupholder*, *email*, *e-ticket*  **Rhymingcompounds** -These words are compounded from two rhyming words . eg. *lovey-dovey* ,*chiller-killer* ,*higgledypiggledy*, *tootsie-wootsie*, *bunnie-wunnie*, *Henny-Penny*, *snuggly-wuggly*, *Georgie-Porgie*, *Piggie-Wiggie*  **Derivation** is the creation of words by modification of a root without the addition of other roots. Often the effect is a change in part of speech.**Affixation** (Subtype of Derivation) The most common type of derivation is the addition of one or more affixes to a root, as in the word *derivation* itself. This process is called affixation, a term which covers both prefixation and suffixation.  **Blending** is one of the most beloved of word formation processes in English. It is especially creative in that speakers take two words and merge them based on sound structure .The resulting words are called blends. Usually in word formation we combine roots or affixes along their edges:   * *mockumentary* (*mock* and *documentary*) * *mocktail* (mock and cocktail) 'cocktail with no alcohol' *splog* (spam and blog) 'fake blog designed to attract hits and raiseGoogle-ranking' *Britpoperati* (Britpop and literati) 'those knowledgable about current British pop music   **Clipping** is a type of abbreviation of a word in which one part is 'clipped' off the rest, and the remaining word now means essentially the same thing as what the whole word means or meant. For example, the word *rifle* is a fairly modern clipping of an earlier compound *rifle gun*, meaning a gun with a rifled barrel. (*Rifled* means having a spiral groove causing the bullet to spin, and thus making it more accurate.) Another clipping is *burger*, formed by clipping off the beginning of the word *hamburger*. (This clipping could only come about once *hamburg+er* was reanalyzed as *ham+burger*.) | 9 | CO1 | K3 | 10.1.2 |
| **b)** | Write down the difference between Prefix and Suffix giving five examples.  Prefixes are added to the **beginning** of a word to make a new word with a different meaning. For example:   * Unhappy * Illegal * Impossible * Multicultural * disappear   A **suffix** is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word "flavor" combined with the suffix "-less" which means "without"; the word "flavorless" means "having no flavor."   * Comfortable * Portable * Annual * Comical * Bigger * stronger | 9 | CO1 | K3 | 10.1.2 |
| **6** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | Spot the error and explain the rules of Subject-Verb Agreement.   1. The Department (1) / assured us that (2) / a series of seminars (3) / were to be arranged. (4) / No Error (5)   **Replace *'were'* with '*was*'. The main subject here is 'a series', which is singular, the verb should be 'singular'. The correct sentence should be: The Department assured us that *a series* of seminars was to be arranged.**   1. A great many (1) / students has (2) / been declared (3) / successful. (4) / No Error (5)   **Replace 'has' with 'have'. 'A great many' should always followed by a 'plural noun' and 'plural verb'. The correct sentence should be:** **A great many students have been declared successful.**   1. The Manager says that (1) / there is (2) / many important details (3) / to attend before this gets launched. (4) / No Error (5)   **Replace 'is' with 'are'. When subject of the sentence is - 'many',verb is always plural. The correct sentence should be: The Manager says that there are *many important details* to attend before this gets launched.**   1. This news were (1) / broadcast (2) / all over the world (3) / from ABC Radio. (4) / No Error (5)   **Replace 'were' with 'was'. Nouns, that are plural in appearance but are singular in meaning, take a singular verb. e.g. news, statistics, politics etc.The correct sentence should be: This news was broadcast all over the world from ABC Radio.**   1. The United States (1) / of America (2) / are the richest (3) / country of the world. (4) / No Error (5)   **Replace 'are' with 'is'. Names of countries, the title of the books, subjects which look like plural, but actually are singular number, are always followed by singular verb. The correct sentence should be: The United States of America is the richest country of the world.**   1. More than one (1) / student have (2) / taken the interview (3)   / for this company. (4) / No Error (5)  **Replace 'have' with 'has'. 'More than one' is always followed by singular noun and singular verb.The correct sentence should be: More than one *student* has taken the interview for this company.**   1. Everybody (1) / among (2) / your friends (3) / like playing.    1. / No Error (5)   **The correct form of verb should be - 'likes'. When subject of the sentence is - 'Everybody', verb is always singular.The correct sentence should be: Everybody among your friends likes playing**   1. Three-fourths of (1) / the land (2) / have been (3) / ploughed.    1. / No Error (5)   **Replace 'have' with 'has'. Here, the subject 'land' is an uncountable noun i.e. used in singular sense, so the verb should also be singular. The correct sentence should be: Three-fourths of the land has been ploughed.**   1. One of the issues (1) / which was (2) / discussed at the meeting (3) / was raised by him. (4) / No Error (5)   **Replace 'was' by 'were' in part 2. When subject is a relative pronoun, the verb agrees in Number and Person, with the noun/pronoun to which the relative pronoun refers.Here, relative pronoun 'which' refers to 'the issues' i.e. plural, therefore, the verb should also be 'plural'.The correct sentence should be: One of the issues which were discussed at the meeting were raised by him.** | 4.5+4.5 | CO1 | K2 | 10.1.3 |
| **b)** | Write down the meaning of following Homophones and make sentences using the given words:   1. Canon, cannon.   **Canon**– A rule in general  He follows the religious canons strictly.  **Cannon**– A large gun  The general decided to use cannons against the enemy.   1. Cite, sight.   **Cite**– To quote  He cited the Holy Quran during the course of his speech.  **Site**– an [important](https://engdic.org/important-synonyms/) place  His house is situated at a good site.   1. Creak, creek.   **Creak-** grating type of sound.  An old gate might creak when you open and close it  **Creek-**narrow stream that is often a tributary to a river  The kids liked to search for crawdads in the creek.   1. Hole, whole.   **Hole** means an empty space, or 0%.  There is a hole in the road.  **Whole** means entire; All of.  I read the **whole** book in one day.   1. Incite, insight.   **"Insight"** means "an understanding (due to insider knowledge or analysis)  Your work provided a useful insight into how our competitors think.  **"Incite"** means "to stimulate action."  I am not trying to incite an argument.   1. Edition, Addition   **Edition-**The form in which a text (especially a printed book) is published  It was too late for the morning edition.  **Addition-** A component that is added to something to improve it.  He bought a car in addition to the truck he got last week. | 4.5+4.5 | CO1 | K2 | 10.1.3 |
| **7** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | “The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to  them.” In the light of the given statement explain the ten principles of listening.  **1. Stop Talking**  **2. Prepare Yourself to Listen**  **3. Put the Speaker at Ease :**  **4. Remove Distractions**  **5. Empathise :**  **6. Be Patient :**  **7. Avoid Personal Prejudice:**  **8. Listen to the Tone :**  **9. Listen for Ideas – Not Just Words :**  **10. Wait and Watch for Non-Verbal Communication :** | 9 | CO2 | K2 | 10.2.2 |

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| **b)** | “Speech is power. Speech is to persuade, to convert, to compel.” In the light of the given statement explain the nuances of delivery.  **Methods of delivery:-**   * Memorizing the Manuscript * Reading the Manuscript * Speaking from notes (Extemporaneous) * Impromptu Speaking   **Memorizing the Manuscript-**  This method of presentation can be one of the most effective methods of presentation. But it requires an extra ordinary power to memorize because if the presenter forgets his text, his speech will sound stilled / unnatural and the presentation will go haywire. Therefore, speaker should avoid memorizing long speeches. However, memorizing a quotation, an opening paragraph, or a few concluding remarks will strengthen his delivery and impress the audience.  **Reading the Manuscript-**  In this mode material is written and we read it aloud. For this mode to be effective we should know what is written where.This method is often used whenever a complex or technical presentation is made such as the description of some machine or the policy matters of an organization.  **Speaking from notes (Extemporaneous)**  Extemporaneous or Speaking from Notes means making presentation with the help of an outline.The speaker prepares notes on a sheet or cards and then with the help of appropriate audio visual aids, makes the presentation. This process makes the delivery easy and impressive.It is by far the most popular and effective method when carefully prepared. Careful planning and rigorous practice enable one to collect the material and organize meticulously making the presentation quite spontaneous.  **Impromptu Speaking**  The word impromptu means done without preparation or planning. Impromptu speech, thus, means a speech delivered without any preparation done beforehand.An impromptu presentation should be as brief as possible. | 9 | CO2 | K2 | 10.2.2 |
| **8** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | Enumerate the elements of good speaking with suitable examples.   * Articulation * Pronunciation * Voice quality * Accent * Intonation * Pause * Punctuation | 6+3 | CO2 | K2 | 9.2.1 |
| **b)**  Ans) | What is a Word Stress? Explain different types of Word Stress with suitable examples.  Stress is the degree of force with which a syllable or a word is uttered.It is also defined as the degree of prominence a syllable has. Words with more than one syllables have a stressed syllable. In /teibl/ first syllable is prominent. In committee and recommend second syllable is stressed.In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly.  Let's take 3 words: **photograph**, **photographer** and **photographic.** We accentuate (stress) one syllable in each word. And it is not always the same syllable. So the shape of each word is different. One word, one stress. (One word cannot have two stresses. So if you hear two stresses, you have heard two words, not one w word.) The stress is always on a vowel.  Types of stress:-   * 1-word stress :It shows that what syllable in a word is stressed e.g. useful, is stressed on the first syllable, advantageous has a primary stress on first and secondary stress on third syllable. * 2-Sentence stress: It shows what words in a sentence are stressed | 3+6 | CO2 | K2 | 9.2.4 |
| **9** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | You are Asma/Ashish, the head of Creative Club of XYZ international college. Your college is going to publish the annual magazine next month. Write a notice for the notice board of your college inviting students to submit write-ups.  XYZ International College  NOTICE  Call for Submission  May 24 , 2023  This is to inform all the students that our school is soon going to publish the annual magazine next month. Students can submit their write-ups & essays to their respective class teachers, before the submission date (May 30,2023). All students from Grade 1- Grade 12 are eligible to submit their write-ups. The best write-ups will be selected and put into the annual school magazine. For more details please contact 050-123456 or the undersigned.  Asma/Ashish  Head Girl/Boy. | 4+5 | CO3 | K2 | 9.2.4 |
| **b)**  Ans | What are the different types of paragraph writing? Explain it with suitable examples.   1. **Inductive Order-**It is an objective and logical technique in which information is organized in a specific/particular to general organization. In this logical organization, specific details, examples and illustrations are given first then a general statement or generalization is made. The topic sentence comes at the end of the paragraph. 2. **Deductive Order-** It is the most common logical organization which involves the process of moving from a general statement or principle to specific details. It is the most popular form amongst the writers. The topic sentence is usually the first sentence in this type of order 3. **Spatial Order-** It is the simplest logical organization which involves the process of dividing a subject or topic based on how they are arranged in space. It is the area-wise or three-dimensional description. This pattern can make a complex subject easy to understand by categorizing its various elements spatially. It is mostly used by technocrats in the description of machines. 4. **Linear Order-**Linear means ‘consisting of lines’ or ‘one dimensional’. Each sentence leads to the next one in a paragraph with the purpose of maintaining a forward movement; and each paragraph can be a step to take us to a goal. It refers to the systematic order as a line which involves presenting ideas in a progressive way where sentences are connected to each other in a logical way. 5. **Chronological Order-**This logical sequence refers to the narration of events in the order in which they occur in time, beginning with the first event, and going on to the next and so on. It is very useful as it is quite easy and natural to record events in the order of their happening.   For ex. periodic report, progress report, etc.   1. **Expository/Explanatory Order-** It is similar to deductive method. The paragraph begins with a topic sentence. In expository method, the writer tries to interpret, to discuss the same idea in several ways with the help of many instances, examples, etc. In this method the writer explains the idea so as to make it more clearer. 2. **Interrupted Order-** In interrupted method the writer may like to pause in order to elaborate on some ideas, people or events. Purpose is to narrate an experience in a dramatic way. It adds more emphasis to the ideas in a sentence. We can find such interrupted writing style mostly in narrative works such as fiction, stories, plays etc. | 4+5 | CO3 | K2 | 9.2.4 |

CO Course Outcomes mapped with respective question. KL Bloom's knowledge Level (K1, K2, K3, K4, K5, K6)

K1- Remember, K2- Understand, K3-Apply, K4- Analyze, K5: Evaluate, K6- Create