**ABES Engineering College, Ghaziabad**

# B. Tech First Year Even Semester Sessional Test-3

**Printed Pages:3**

**Session:2022-23**

**Course Code: BAS 205 Roll No.:**

**Course Name: Soft Skills Duration: 2 hours**

**Maximum Marks: 70**

**Instructions:**

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

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| **Q. No.** | **Question** | **Marks** | **CO** | **KL** | **PI** |
| **Section-A Total Marks : 24**  **Section-A** | | | | | |
| **1** | **Attempt ANY ONE part from the following** |  | **CO1** |  |  |
| **a)** | Explain Suffix and Prefix with suitable examples.  A prefix is an affix which is placed before the stem of a word. Adding it to the beginning of one word changes it into another word. For example, when the prefix un- is added to the word happy, it creates the word unhappy.  For example:  Unhappy  Illegal  Impossible  Multicultural  disappear  A suffix is a letter or group of letters, for example '-ly' or '- ness', which is added to the end of a word in order to form a different word, often of a different word class. For example, the suffix '-ly' is added to ' quick' to form 'quickly'.  For example:  Comfortable  Portable  Annual  Comical  Bigger  stronger | **6** | K2 | 10.1.2 |
| **b)** | Fill in the blanks with the correct form of the verb given in the bracket:   1.I \_received\_ (receive) your letter yesterday  2. My father \_\_will leave\_\_\_\_\_\_\_\_\_\_ (leave) for Mumbai tomorrow.  3. The child \_\_\_\_\_\_\_is crying\_\_\_\_\_ (cry) because it cannot find its mother.  4. My mother \_\_\_\_\_teaches\_\_\_\_\_\_\_ (teach) in a college. She \_\_\_\_goes\_\_\_\_\_\_\_\_ (go) there in the morning.  5. He \_\_will go\_\_\_\_\_\_\_\_\_\_ (go) to Shimla tomorrow.  6. Thomas Edison \_\_invented\_\_\_\_\_\_\_\_\_\_ (invent) the electric lamp in 1879. | **6** | K3 | 10.1.2 |
| **2** | **Attempt ANY ONE part from the following** |  |  |  |
| **a)** | Explain the different types of Word Formation processes.  “Word formation techniques help the new learner to enhance his vocabulary and make his communication effective.” Interpret the techniques and give examples.  The ‘Word Formation Process’ is regarded as the branch of Morphology, and it has a significant role in expanding the vocabulary that helps us communicate very smoothly. The main objectives of the word-formation process are to form new words with the same root by deploying different rules or processes.  In other words, we can say that the word-formation process is a process in which new words are formed by modifying the existing terms or completely changing those words.   * [Compounding](https://englishfinders.com/word-formation-processes/#Compounding) * [Clipping](https://englishfinders.com/word-formation-processes/#Clipping) * [Blending](https://englishfinders.com/word-formation-processes/#Blending) * Affixation/Derivation * Acronyms * [Borrowing](https://englishfinders.com/word-formation-processes/#Borrowing)  **Derivation** ‘Derivation’ is one of the significant word-formation processes that attach derivation affixes to the main form to create a new word. Affixes (prefix or suffix) are regarded as bound morphemes.  ‘Compounding’ is a word-formation process that allows words to combine to make a new word. Compounding words can be formed as two words joined with a hyphen. Let us see some examples in the below table: **Clipping** ‘Clipping’ is another essential word-formation process, and it reduces or shortens a word without changing the exact meaning. In contrast to the back-formation process, it reserves the original meaning. **Acronyms** An Acronym is a popular word-formation process in which an initialism is pronounced as a word. It forms from the first letter of each word in a phrase, and the newly formed letters create a new word that helps us speedy communication. For example, ‘PIN’ is an initialism for Personal Identification Number used as the word ‘pin.’  However, let us see some other famous examples of acronyms in the below table for better understanding: **Borrowing** ‘Borrowing’ is another word-formation process in which a word from one language is borrowed directly into another language. Let us see some English words which are borrowed from another language: **Conclusion** Now we know that Word-Formation Processes are the methods in which words are formed by deploying different types of rules. We can create new words by following the above word-formation methods.  We need to do one thing: we have to follow the fundamental rules or processes of word-formation. | **9** | K2 | 10.1.2 |
| **b)** | Explain Lexical and Functional words with suitable example.  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) | **4.5+4.5** | K2 | 10.1.2 |
| **3** | **Attempt ANY ONE part from the following** |  |  |  |
| **a)** | Check out the following compound sentences and convert them into complex sentences by replacing the coordinating conjunction with the most appropriate subordinating conjunction.   1. I finished my homework and went out to play with my friends.   As soon as I finished my homework, I went out to play with my friends.  2. It was very cold, so I wore a sweater.  3. Harold is not keeping well, yet he helped his sister out with the household chores.  4. You must practise well, or you will not be able to perform well.  5. It was cloudy, therefore we went by car. | **9** | K3 | 10.1.2 |
| **b)** | Identify the kinds of sentences based on the grammatical structure (Simple, Compound or Complex).  1.This is the school where you have studied.  Complex  2.A green plant can prepare its food.  Simple  3.She lost everything that was unbearable.  Complex  4.The person is a renowned writer.  Simple  5.The sun rose and the sky got cleared.  Compound  6.Nithi is not keeping well, yet she decided to go to work.  Compound  7. If you are not ready with the song, it is better to let them know.  Complex  8. We are going to the park.  Simple  9. The room looks beautiful today.  Simple | **9** | K3 | 10.1.2 |
| **Section-B Total Marks: 23** | | | | | |
| **4** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | Explain the role of tongue twisters in improving speaking skills.  **1.** It [**helps in improving pronunciation**](https://speakingtongue.com/do-tongue-twisters-help-pronunciation/) due to benefits with clarified sounds and words.  **2.** It can help with doing mouth exercises. This results in strengthening and stretching your facial muscles.  **3.** It is proven to help in reducing stuttering and other speech difficulties.  **4.** For public speakers, this is an efficient way to warm up before giving a speech.  **5.** Practicing tongue twisters can be a great technique to improve reading skills.  **6.** People with lisps are highly recommended to use tongue twisters as an effective technique to overcome their speech problems.  **7.** For children and even adults, it is an enjoyable way to increase vocabulary.  **8.** It is quite a popular and significant way to increase fluency with clarified sounds.  **9.** The repetition of the words in tongue twisters helps in improving brain connectivity.  **10.** [Neurologists and linguists](https://www.psychologytoday.com/us/blog/the-athletes-way/201312/tongue-twisters-reveal-quirky-brain-functions) suggest that tongue twisters are a significant exercise in activating your brain’s performance. | **5** | **CO2** | K2 | 10.1.3 |
| **b)** | Define Stress and explain different levels of stress.   * 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. * 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 | **2+3** | K2 | 10.2.2 |
| **5** | **Attempt ANY ONE part from the following** |  |  |  |
| **a)** | “You cannot truly listen to anyone and do anything else at the same time.” Enlist ten principles of listening.  1. Stop Talking “If we were supposed to talk more than we listen, we would have two tongues and one ear.” - Mark Twain. Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished telling you may need to clarify to ensure you have received their message accurately  2. Prepare Yourself to Listen Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what’s for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.  3. Put the Speaker at Ease: Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don’t stare – show you are listening and understanding what is being said.  4. Remove Distractions: Focus on what is being said: don’t doodle, shuffle papers, look out the window, and pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.  5. Empathise : Try to understand the other person’s point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind, we can more fully empathise with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.  6. Be Patient: A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.  7. Avoid Personal Prejudice: Try to be impartial. Don't become irritated and don't let the person’s habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking – some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.  8. Listen to the Tone: Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.  **9. Listen for Ideas – Not Just Words :**You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.  **10. Wait and Watch for Non-Verbal Communication :**Gestures, facial expressions, and eye-movements can all be important. We don’t just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication. Do not jump to conclusions about what you see and hear. You should always seek clarification to ensure that your understanding is correct. | **9** | K1 | 10.2.2 |
| **b)** | “If you make listening and observation your occupation, you will gain much more than you can by talk.” Considering the given statement explain different types of listening with appropriate example.   * Appreciative Listening- 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. * Empathetic Listening- we provide emotional and moral support in the form of it. You try to put yourself in another person’s place or see the world through his or her eyes e.g psychiatrists listening to their patients. * Comprehensive –listening to comprehend ideas and information in order to achieve a specific purpose or goal e.g listen to lecture and Listening to announcements * Critical Listening: Listening to understand, analyze, and evaluate messages so you can accept or reject a point of view, make a decision, or take action * when the purpose is to accept or reject the message or evaluate it critically. e.g listening to sales person before making purchase or listening to politicians . | **7+2** | K2 | 10.2.2 |
| **6** | **Attempt ANY ONE part from the following** |  |  |  |
| **a)** | “Speech is power: speech is to persuade, to convert, to compel.” Considering the given statement explain the elements of good speaking.   * Articulation * Pronunciation * Voice quality * Accent * Intonation * Pause * Punctuation | **9** | K2 | 10.2.2 |
| **b)** | Differentiate between Hearing and Listening.   * **Listening and hearing are not the same. Hearing is the first stage of listening.** * **Hearing occurs when our ears pick up sound waves which are then transported to our brain.This stage is our sense of hearing.**   HEARING  Hearing only refers to your ears picking up noise.    Hearing is a passive occurrence that requires no effort.  Hearing is a physical ability.  Hearing is considered to be a biological phenomenon.  In hearing, after the brain receives the nerve impulses it may or may not sends feedback.  Listening means to interpret the noise, understanding it and provide an adequate response to it.  Listening is a conscious choice that demands your attention and concentration.  Listening is a skill that can be learned.  Listening is biological as well as psychological process.  In listening , after the brain receives the nerve impulses and deciphers it ,it then sends feedback. | **9** | K2 | 10.2.2 |
| **Section-C Total Marks: 23** | | | | | |
| **7** | **Attempt ANY ONE part from the following** |  | | | |
| **a)** | Define stressors and explain different types of stressors. | **2+3** | **CO5** | K2 | 9.2.4 |
| **b)** | Explain three interrelated components of workplace health.  **Workplace Health looks at 3 interrelated components**​   * ***Individual Employees***​   They are the organization's key resource – staff health & well being should be always promoted. ​   * ***The Working environment***​   It must be safe & healthy. Employees’ health & welfare must be protected , through risk assessments & workplace policies.​   * ***The Organizational Structure***​   It can have a significant effect on morale & on how employees feel about their work . Management style, communication systems, training, opportunities & staff development all shape an organization & therefore its employees.​  ​ | **5** | K2 | 9.2.4 |
| **8** | **Attempt ANY ONE part from the following** |  |  |  |
| **a)** | “Stress should be a powerful driving force, not an obstacle.” What do you understand by Stress? Discuss its signs and types, giving suitable examples.  Stress is the wear and tear our minds and bodies experience as we attempt to cope with our continually changing environment.  Signs:-Insomnia, Loss of mental concentration, Absenteeism, depression, Extreme anger and frustration, family conflict ,migraine, headaches and back problem. | **9** | K2 | 9.2.1 |
| **b)** | “Coping strategies for stress can be adopted at the individual level as well as the organizational level”. Considering the given statement elaborate on 5 step frameworks of managing stress given by Owen Moran.  Owen Moran, a health educator at Concordia University (Canada), recommends the following 5-step framework that can be used to help individuals design their own stress management plan.  Step 1: Identify if the person is stressed: This can be difficult, as some signs and symptoms of stress are also those of medical problems. One can identify his/her own response to stress, which tends to be stable over time.  Step 2: Identify the stressor: Stress is usually related to change. So, looking at recent changes in one’s life is a good place to start.  Step 3: Determine the reason for this stressor. Examining beliefs, values and attitudes as well as stress promoting ways of thinking may help narrow down the reason for the stressor.  Step 4:-Select and apply an appropriate stress management strategy or skill.  3 level approach:  Level 1 : Address the cause of stress and preferably eliminate it or at least reduce it to make it manageable. This can be done in several ways:  Avoid or eliminate the event or situation that is stressful(e.g. avoiding visitors if one is loaded with work)  Reduce the intensity of the stressor(e.g. providing information to clarify a situation or event)  Reduce exposure to the stressor(run errands away from peak hours)  Level 2: Short term stress management strategies and skills:- Some common relaxation techniques that a person can use are breathing exercises, meditation ,visualization ,massage ,exercise, humour or hobby .  Level 3: Long term stress management strategies and skills:-  Become a positive thinker  Cultivate healthy relationships  Build skills such as time management, problem solving, conflict resolution, negotiation etc. | **9** | K2 | 9.2.4 |
| **9** | **Attempt ANY ONE part from the following** |  |  |  |
| **a)** | Enlist the qualities of a good leader and explain the four factors of leadership.  Integrity - Integrity is the integration of outward actions and inner values. A person of integrity is the same on the outside and on the inside. Such an individual can be trusted because he or she never veers from inner values, even when it might be expeditious to do so.  A leader must have the trust of followers and therefore must display integrity.  Values- Leadership values are the core beliefs and principles that guide us in our personal and professional lives. Your values can be defined as the things you believe are most important to achieving your goals and being happy.  Trust- In a leadership context, trust means that employees expect their leaders to treat them well, and, consequently, are comfortable being open with their leaders.  Self-confidence & Courage-Self-confidence can be described as an ability to be certain about one's competencies and skills. It includes a sense of self-esteem and self-assurance and the belief that one can make a difference.  Leaders who are self-confident tend to deal immediately and directly with problems and conflicts, rather than ignoring, or passing problems to others.  Communication and Networking- The leaders must communicate the vision and goals to his team to motivate them to achieve them with efficiency.  According to Center for Creative Leadership, “leadership networking is about developing and using your networks in a way that builds relationships and strengthens alliances in service of your organization’s work and goals.”  Problem Solving & Trouble- Shooting Assertiveness- Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings.  A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.  Leader - You must have an honest understanding of who you are, what you know and what you can do. To be successful you have to convince your followers not your superiors, that you are worthy of being followed.  Follower -You must know your people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions and motivation.  Communication-The nonverbal communication is leading. E.g.- when you set example that communicates to your people that you would not ask them to perform anything that you would not be willing to do. Bad communication harm the relation between leader and employee.  Situation-We must use our judgment to decide the best course of action and the leadership style needed for each situation. What we do in one situation will not always work in another. | **9** | K2 | 9.2.4 |
| **b)** | “The main way to reduce stress in the workplace is by picking the right people.” Elaborate the 4A’s to manage stress.  **Avoid:-** It is impossible to escape some of the minor stressors that tend to trouble people. Create distance between you and the reason of the stress. Say no, when necessary.  **Alter:-**Communicate clearly and let people know your expectations. It can make a world of difference. Respectfully ask the person to alter how he/she is treating to you. Remember to use “I” statements when addressing the person about how you feel. State your limitations in advance. For example, you can say, ”I only have five minutes to talk”.  **Accept:** Accepting the situation can ease much of the stress when avoiding and altering doesn’t work. Talk with the person about how you are feeling. Call a friend, get coffee with a relative or schedule an appointment with a therapist. Forgive yourself or others.  **Adapt:** Changing your standards and expectations of stressful situations can help you cope with stress: Don’t strive for perfection .Instead , make reasonable substitutes throughout your daily life. | **9** | 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