

Course Name: English for Professional Purposes II (BELH0004)

Course Outcomes:

- CO1-The topics dealing with communication aspects will train the students hands on, by enabling them understand/identify and appreciate the barriers to communication, ways to overcome, process, type of communication etc.
- CO2-The students will be able to understand the needs and requirements of the target audience based on their exposure and knowledge of the subject and will be able to communicate accordingly with certain level of accuracy.
- CO3-The writing skills of the students will be enhanced to such an extent that they could easily prepare and manage materials and strategies of formal correspondence themselves.
- CO4-The students will be equipped with interpersonal skills through listening and speaking activities. The exercises will help in getting rid of stage-fear, nervousness and hesitation during deliveries of official nature.
- CO5-The students will be able to identify and rectify grammatical errors in written communication.

Printed Pages:7

University Roll No.

End Term Examination, Even Semester 2022-23

B. Tech (CS, EC, EE, ME, CE, Biotech), Second Year, IV Semester

English for Professional Purposes II: BELH0004

Time: 3 Hours

Maximum Marks: 50

Section – A

Attempt All Questions

4 X 5 = 20 Marks

No.	Detail of Question	Marks	C O	B L	K L
1	What do you understand by 'thought/sense group'? Read the following sentences, and identify (1) the most likely thought/sense group boundaries and (2) the focus word in each thought group. A. If you bring a glass of water, I will give you a chocolate. B. The first item on our agenda is to address parking. C. Joe Biden, the President of the USA, recently started a project to fight poverty. D. Meet my friend, Prof Mishra.	4	4	A	P
2	Write an essay on <i>any one</i> of the following topics (300 words): A. Impact of increasing inflation on global economy	4	3	A	P

	B. Growing Intolerance in the world C. Atmanirbhar Bharat				
3	<p>(i) Write the following phonetically transcribed words in English Alphabet:</p> <p>A. /'sæfeɪ/ B. /kəm'pju:tə(r)/ C. /teə(r)/ D. /pə'teɪtəʊ/ E. /əd'vɑ:ns/ F. /,endʒɪ'nɪə(r)/ G. /ə'sju:m/ H. /'ti:tʃə(r)/</p> <p>(ii) As you know, while speaking we use syllables. How many syllables do you find in the sentences given below:</p> <p>A. computer B. number C. count D. following E. corporate F. university G. write H. email</p>	2+2	4	A n	P
4	<p>Assuming a job position from your respective field, prepare a <u>tailored resume</u>.</p> <p>Note: Don't forget to mention the job position, name of the company, and the key skills required.</p>	4	2	A n	P
5	<p>On the basis of the resume you prepared for the answer of Question no. 4 of Section A of this question paper, answer the following interview questions:</p> <p>A. Introduce yourself. B. Why do you think you are the best candidate for this post?</p>	4	4	U	P

Section – B

Attempt All Questions

3 X 5 = 15 Marks

No.	Detail of Question	Marks	CO	BL	KL
6	<p>It is possible that the following sentences contain error(s). Identify the error(s) wherever they occur in the sentences given below:</p> <p>(i) The girl's parents (A)/ forbade her to (B)/ <u>not marry</u> the boy. (C)/ No Error (D)</p> <p>(ii) Some people think (A) / acoustic recordings are superior (B)/ <u>than digital ones</u>. (C)/ No Error (D)</p> <p>(iii) The report attacks on (A)/ the idea of exams (B)/for seven and eight-year-olds. (C)/ No Error (D)</p>	3	5	U	C
7	<p>It is possible that the following sentences contain error(s). Identify the error(s) wherever they occur in</p>	3	5	U	C

	<p>the sentences given below:</p> <p>(i) Let's face it – (A)/ you're going to be late (B)/ if you go by bus or train. (C)/ No Error (D)</p> <p>(ii) Either you or the teacher (A)/are going to (B)/prepare dinner tonight. (C)/ No Error (D).</p> <p>(iii) <u>It really is one of life's greatest mystery</u> (A)/ why that awful restaurant (B) is busy every night (C)/ No error (D)</p>				
8	<p>It is possible that the following sentences contain error(s). Identify the error(s) wherever they occur in the sentences given below:</p> <p>(i) <u>The principal is waiting</u> (A)/ for the students (B)/ since morning. (C)/ No Error (D)</p> <p>(ii) The guests will have eaten (A)/ the dinner by the time (B)/ <u>Ramesh will return home.</u> (C)/ No Error (D)/</p> <p>(ii) Scarcely had Ramesh sat down to have supper (A)/ then <u>he heard the cries</u> (B)/of the children coming from outside. (C)/ No Error (D)</p>	3	5	U	C
9	<p>Fill in the blanks with appropriate choices:</p> <p>(i) It was predicted that a comet would collide one of the planets. a) against b) into c) <u>with</u> d) under</p> <p>(ii) We refrained talking until we knew that it was safe a) by b) on c) <u>from</u> d) because of</p> <p>(iii) Are the surgeons going to operate the badly wounded man? a) For b) with c) at d) <u>on</u></p>	3	5	U	C
10	<p>Fill in the blanks with appropriate choices:</p> <p>(i) His words to the press were deliberately - he didn't deny the reports but neither did he confirm them. a) <u>equivocal</u> b) reticent c) infallible d) sustainable</p> <p>(ii) Foreign aid is badly needed to the effects of the drought. a) upstart b) worsen c) <u>ameliorate</u> d) simulate</p> <p>(iii) The court's ruling is a) inimitable b) illegible c) amateur d) <u>irrevocable</u></p>	3	5	R	P

Section – C

Attempt All Questions

5 X 3 = 15 Marks

N o.		Ma rks	C O	B L	K L
11	<p>The sentences given in each question, when properly sequenced, form a coherent paragraph. Choose the most logical order of sentences to construct a coherent paragraph.</p> <p>(i) A. The implications of retelling of Indian stories, hence, takes on new meaning in a modern India. B. The stories we tell reflect the world around us. C. We cannot help but retell the stories that we value — after all, they are never quite right for us — in our time. D. And even if we manage to get them quite right, they are only right for us — other people living around us will have different reasons for telling similar stories. E. As soon as we capture a story, the world we were trying to capture has changed. A) ECDAB B) BECDA C) BCEDA D) CABDE</p>				
	<p>(ii) A. Before plants can take life from atmosphere, nitrogen must undergo transformations similar to ones that food undergoes in our digestive machinery. B. In its aerial form nitrogen is insoluble, unusable and is in need of transformation. C. Lightning starts the series of chemical reactions that need to happen to nitrogen, ultimately helping it nourish our earth. D. Nitrogen — an essential food for plants — is an abundant resource, with about 22 million tons of it floating over each square mile of earth. E. One of the most dramatic examples in nature of ill wind that blows goodness is lightning. A) ECABD B) CDBAE C) ECDBA D) BDECA</p> <p>(iii) A. The process of handing down implies not a passive transfer, but some contestation in defining what exactly is to be handed down. B. Wherever Western scholars have worked on the Indian past, the selection is even more apparent and the inventing of a tradition much more recognizable. C. Every generation selects what it requires from the past</p>	5	5	U	C

and makes its innovations, some more than others.
D. It is now a truism to say that traditions are not handed down unchanged, but are invented.
E. Just as life has death as its opposite, so is tradition by default the opposite of innovation.

A) DACBE B) DAEEC C) ACEDB ~~D) EDACB~~

(iv) A. Scientists have for the first time managed to edit genes in a human embryo to repair a genetic mutation, fueling hopes that such procedures may one day be available outside laboratory conditions.

B. The cardiac disease causes sudden death in otherwise healthy young athletes and affects about one in 500 people overall.

C. Correcting the mutation in the gene would not only ensure that the child is healthy but also prevents transmission of the mutation to future generations.

D. It is caused by a mutation in a particular gene and a child will suffer from the condition even if it inherits only one copy of the mutated gene.

E. In results announced in Nature this week, scientists fixed a mutation that thickens the heart muscle, a condition called hypertrophic cardiomyopathy.

A) AEBCD ~~B) AEBDC~~ C) BDCAE D) CABDE

(v) A. Four days later, Oracle announced its own bid for PeopleSoft, and invited the firm's board to a discussion.

B. Furious that his own plans had been endangered, PeopleSoft's boss, Craig Conway, called Oracle's offer —diabolical, and its boss, Larry Ellison, a —sociopath.

C. In early June, PeopleSoft said that it would buy J.D. Edwards, a smaller rival.

D. Moreover, said Mr. Conway, —he could imagine no price nor combination of price and other conditions to recommend accepting the offer.

E. On June 12th, PeopleSoft turned Oracle down.

~~A) CABDE~~ B) BDECA C) CABED D) CADBE

Which sentence is the most preferable in respect of grammar/ meaning and is suitable for formal writing:

(i). A. It's too bad. Vibhor isn't with us. If he was here, he could translated the letter for us.

B. It's too bad. Vibhor isn't with us. If he were here, he could have translated the letter for us.

~~C. It's too bad. Vibhor isn't with us. If he were here, he could translate the letter for us.~~

D. It's too bad. Vibhor isn't with us. If he had here, he could have translated the letter for us.

~~(ii). A. The little girl almost drank some of the furniture polish. If she had actually drunk the polish, she could have got sick or even died.~~

B. The little girl almost drank some of the furniture polish. If she had actually drunk the polish, she could have sick or even died.

C. The little girl almost drank some of the furniture polish. If she actually drunk the polish, she could have got sick or even died.

D. The little girl almost drank some of the furniture polish. If she had actually drunk the polish, she could have got sick or even died.

(iii). A. You would have no trouble at school if you had done your homework.

~~B. You would have had no trouble at school if you had done your homework.~~

C. You would have had no trouble at school if you did your homework.

D. You would had no trouble at school if you had done your homework.

~~(iv). A. Mira would find the milk if she looked in the fridge.~~

B. Mira would have found the milk if she looked in the fridge.

C. Mira would find the milk if she had looked in the fridge.

D. Mira would find the milk if she would have looked in the fridge.

12

5

5

U

C

CABAB

	<p>(v). A. If you had spoken louder, your classmates would understand you.</p> <p>B. If you spoke louder, your classmates would understand you.</p> <p>C. If you will speak louder, your classmates would understand you.</p> <p>D. If you spoke louder, your classmates would have understood you.</p>				
13	<p>Read the Cloze passage and fill the blanks with the most appropriate options:</p> <p>The word democracy is ...(i).... from a conjunction of two Greek words "demos" meaning people and "kasha" which means rule. Thus democracy is when people choose to rule themselves or in the words of Abraham Lincoln, "government by the people, of the people, for the people". Obviously everyone in the country cannot possible take part in the government so the people elect those by whom they want to be governed. What is criticism? Any opinion against the ...(ii)..... scheme is criticism. Criticism can be of two types -constructive and destructive. The purpose of(iii)... criticism is to improve the present for the good of all. This is a positive approach. Destructive criticism is usually criticism for the sake of criticism. It is a negative approach which is disconcerting at the individual level and destructive in general. Constructive criticism is a must for all democracies. It encourages ...(iv)..... participation in the government, which is the hallmark of any democracy. Moreover, it.....(v).... the politicians to accept responsibility for their actions and gauge the public response. It is a system of feedback by which the public pulse can be felt. When these forms are alive and active we may say democracy thrives."</p> <p>(i). A. taken B. derived C. found D. inferred</p> <p>(ii) A. existent B. living C. existents D. actual</p> <p>(iii) A. devastating B. constructive C. destructive</p> <p>D. productive</p> <p>(iv) A. peoples B. local C. public D. general</p> <p>(v) A. compels B. dissuade C. oblige D. drags</p>	5	5	U	C

TS ABCA