



I SEM. B.TECH. DEGREE MAKE-UP EXAMINATIONS – JANUARY 2018

SUBJECT: COMMUNICATION SKILLS IN ENGLISH (HUM 1001)

Time: 3 Hours.

Max. marks: 50

IA. Read the following passage and answer the questions that follow:

(1x8 + 2 = 10)

When wealth came into existence, a moral structure was made around money. The Puritan legacy inhibited luxury and self-indulgence. Thoughtful people spread a practical gospel that emphasized hard work, temperance and frugality and the result was quite remarkable.

The world has been affluent since its founding. But it was, by and large, not corrupted by wealth. For centuries, it remained industrious, ambitious and frugal. Over the past 30 years, much of that has been shredded. The social norms and institutions that encouraged frugality and spending what you earn have been undermined. The institutions that encourage debt and living for the moment have been strengthened. The moral guardians are forever looking for decadence out of movies and reality shows. But the most rampant decadence today is financial decadence, the trampling of decent norms about how to use and harness money.

The deterioration of financial traditions has meant two things. First, it has meant an explosion of debt that inhibits social mobility and ruins lives. Second, the **transformation has led to a stark financial polarization**. On one hand, there is what is called an investor class. It has tax-deferred savings plans, as well as an army of financial advisers. On the other hand, there is the lottery class, people with little access to financial planning but plenty of access to payday lenders, credit cards and lottery agents. The loosening of financial inhibition has meant more options for the well-educated but more temptation and chaos for the most vulnerable. Social norms, the invisible threads that guide behavior, have deteriorated. Over the past years, people have been more socially conscious about protecting the environment and inhaling tobacco. They have become less socially conscious about money and debt.

The agents of destruction are many and State governments have also played a role. They hawk their lottery products with **aggression**, which some people call a tax on stupidity. Twenty per cent of the world's population consists of frequent players, spending about \$60 billion a year. Aside from the financial toll, the moral toll is **comprehensive**. Here is the government, the guardian of order, telling people that they don't have to work to build for the future. They can **strike it rich** for nothing. Payday lenders have played a role. They

seductively offer fast cash-at absurd interest rates –to 15 million people every month. Credit card companies have played a role. Instead of targeting the financially astute, who pay off their debts, they have found that they can make money off the young and vulnerable. Fifty-six percent of students in their final year of college carry four or more credit cards. The nation's leaders have played a role as they have always had an incentive to shove costs for current promises onto the backs of future generations. It has only now become respectable to do so. The market itself has played a role. Software stalwarts built socially useful products to make their fortune. But what message do the salary packages that their top managers get send across the country when they ignore millions of fellow countrymen who suffer from poverty, malnutrition or hunger? Austerity has become a thing of the past.

The list could go on. But there could be some recommendations. First, raise public consciousness about debt the way the anti-smoking activists did with their campaign. Second, create institutions that encourage **thrift**. Foundations and religious institutions could issue short-term loans to cut into the payday lenders' business. Colleges could reduce credit card advertising on campus. The tax code should tax consumption not income. But the most important thing is to shift values. The 'wise' made it prestigious to embrace certain middle class virtues. Now it's socially acceptable to undermine those virtues. It is considered normal to play the debt game and imagine that decisions made today will have no consequences in the future.

Source: http://www.bankersadda.com/2015/03/quiz-reading-comprehension_12.html

Question:

1. What does the author mean by the phrase '**the transformation has led to a stark financial polarization**' as used in the passage?

- a) The deterioration of social norms has benefited only the wealthy and the knowledgeable while the vulnerable class of people has fallen into a debt trap
- b) Since moral inhibitions no longer exist, the debt agents provide loans only to the affluent class thus widening the gap between the rich and the poor
- c) The debt culture is being utilized as a measure to draw money from the wealthy class by credit card companies
- d) Both (1) and (2)

2. Which of the following is true in context of the passage?

- a) Ever since its existence, money has ruined lives owing to lack of awareness among people regarding its unrestricted usage
- b) Government has not taken initiatives to control the rampant money lending business to protect vulnerable sections of the society.
- c) Governments throughout the world have been putting tax on amount of consumption of an individual rather than his/her income
- d) Credit card companies are discreet enough to provide credit cards to only those people who guarantee repaying money in the future.

3. Which of the following according to the author, has/have been responsible for the encouragement of culture of debt in the society lately?
- (A) The changing lifestyle which makes it impossible for, a common man to sustain himself without debts and loans
 - (B) Breaking down of moral institutions which supported economic prudence
 - (C) Provision for easy availability of loans to every section of the society regardless of their ability to repay these
- a) Only A
 - b) Only B
 - c) Both A and C
 - d) Both B and C
4. The author of the given passage seems to be definitely-
- a) Suggesting that the agents of debts be banned from the society
 - b) Unaware of the benefits associated with the easy availability of loans these days
 - c) In favour of employing prudent financial restrictions on the society
 - d) not supportive of campaigns related to anti-tobacco and saving the environment
5. Why does the author of the given passage seem to be displeased with the software stalwarts?
- a) They make fortune out of the products which are barely social useful
 - b) They have been drawing huge salaries and turn a blind eye towards the needs of fellow countrymen
 - c) They are directly responsible for the hunger, malnutrition and poverty among their fellow countrymen
 - d) They offer fast cash-at absurd interest rates to other people
6. Choose the appropriate word that has a similar meaning to the word **THRIFT** as used in the passage
- a) Compassion
 - b) Frugality
 - c) Pleasure
 - d) Acceptance
7. The meaning of the phrase **STRIKE IT** as used in the passage:
- a) Smash
 - b) Reveal
 - c) Assume
 - d) Become
8. Choose the word that has opposite meaning to **ABSURD**
- a) Expensive
 - b) Meaningless
 - c) Comprehensive
 - d) Reasonable

9. List out any two specific measures suggested by the author to ensure a better financial transaction by the people (Two Sentences).

IB. Read the following passage and answer the questions that follow: (1x5= 05)

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Acquiring their language is a most impressive intellectual feat. Students of how children learn language generally agree that the most remarkable aspect of this **feat** is the rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn words. It has been **reckoned** that the average high school graduate in the United States has a reading vocabulary of 80,000 words, **which** includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children.

1. What is the main subject of the passage.
(A) Language acquisition in children (B) Teaching languages to children
(C) How to memorize words (D) Communicating with infants
2. The word "**feat**" in line 5 is closest in meaning to which of the following?
(A) Experiment (B) Idea (C) Activity (D) Accomplishment
3. The word "**reckoned**" in line 7 is closest in meaning to which of the following?
(A) Suspected (B) Estimated (C) Proved (D) Said
4. In line 9, the word "**which**" refers to
(A) their ability (B) reading vocabulary
(C) idiomatic expression (D) learning process
5. According to the passage, the most remarkable feature about the way children learn
(A) is their ability to learn grammar of a language
(B) is their ability to speak multiple languages
(C) is their ability to learn long words
(D) is their ability to learn the most words in high school

II. Fill in the blanks by choosing the right word from the brackets: ($\frac{1}{2} \times 10 = 05$)

1. When the errant employee requested his boss for another chance, the boss was _____ enough to agree. (meticulous/magnanimous/indolent)
2. When the popular teacher was given a farewell, her students had a _____ ready for the occasion. (harangue/hyperbole/eulogy)
3. These diligent students are ever ready to _____ better learning by attending extra classes. (impede/flout/facilitate)

4. Students of a professional college are expected to maintain _____ at all times.
(paucity/penury/decorum)
5. The students wanted the English class to be cancelled, but the strict teacher remained _____
(perfidious/sollicitous/obdurate)
6. Though he spared no expense at their first date together, she found his _____
behaviour increasingly intolerable. (erudite/boorish/skeptic)
7. Whenever I place a topic before my ingenious students, they come up with such
_____ ideas that I am dumbfounded. (salubrious/precarious/profound)
8. The author was subjected to severe _____ when it was discovered that he had stolen
the idea for his plot from a lesser known writer. (indigence/propensity/castigation)
9. When the child cried inconsolably over a broken toy, the parents tried to _____ him
by offering him chocolates. (castigate/ exculpate/mollify)
10. Whenever my diligent students are offered an extra class they accept it with great
_____ (apathy/antipathy/alacrity)

III. Identify the sentence that is grammatically correct in the following: (½ x10 = 05)

1. A. My uncle and teacher-guardian has visited me at my hostel.
B. My uncle and teacher-guardian have visited me at my hostel.
C. My uncle and teacher-guardian are visiting me at my hostel.
2. A. The match ended in a draw as neither of the teams were able to score a goal.
B. The match ended in a draw as neither of the teams was able to score a goal.
C. The match ended in a draw as neither of the teams could able to score a goal.
3. A. When I went to my uncle's house, he already left for Mumbai.
B. When I went to my uncle's house, he had already been left for Mumbai.
C. When I went to my uncle's house, he had already left for Mumbai.
4. A. I have not attended orientation program last semester.
B. I did not attend orientation program last semester.
C. I had not attended orientation program last semester.
5. A. The officer, as well as the regular visitors to the building are of the opinion that
they need to renovate the building.
B. The officer as well as the regular visitors to the building is of the opinion that the
building needs to be renovated.
C. The officer as well as the regular visitors to the building is of the opinion that the
building need an urgent renovation.
6. A. Every person feels that their needs are more crucial than that of other human beings.
B. Every person feel that their needs are more crucial than those of other human beings.
C. Every person feels that his or her needs are more crucial than those of other human
beings.

7. A. Not only the players but also the captain remained firm in their support of the coach.
B. Not only the players but also the captain remained firm in his support of the coach.
C. Not only the players remained firm but also the captain in their support of the coach.
8. A. Mobile apps are a boon, but users' dependency on them is a concern.
B. Mobile apps are a boon, but users' dependency on it is a concern.
C. Mobile apps is a boon, but users' dependency on them is a concern.
9. A. We are usually having the vacation in the month of June.
B. We are having the vacation in the month of June only
C. We usually have vacation in the month of June
10. A. They promised that they would provide the service.
B. They promised that they will provide the service.
C. They promised that they are providing the service.

IV. Answer any TWO of the following questions in about 250-300 words: (05x2=10)

1. Do you agree with Narayana Murthy on the idea of need for a re-examination of our learning process? Discuss in the context of text extracts "What We Must Learn from the West" and 'Education on Education'.
2. Is technology driving us to the end of the world? Discuss in the context of the text extract "New Challenges and New Frontiers"
3. Is a curriculum vitae an expression of one's personality? Justify your answer in the context of the poem "Writing a Curriculum Vitae".
4. The text 'Value Added Life' is about hope and spirit of human endeavour. Do you agree? Comment.

V. Read the following speech by Tom Coyne, Founder, Coyne PR on the importance of leadership. Write a response (your impressions) of about 200 words. (05)

Thank you for inviting me here today to talk about leadership – an issue that is absolutely central to our ability to thrive in a world of increasing complexity and accelerating change.

Let me start with the big picture. Since humans first banded together on the east African plain eons ago, evolutionary selection has primarily operated on groups, not individuals. Teams win and lose. Companies succeed and fail. And nations and empires rise and fall.

For this reason, group leadership is critical. To survive and thrive, every organization must competently execute four processes. Three of them are relatively easy to describe.

- Strategy is about sense making and design. The former seeks to identify the key elements in the situation facing an organization, how they are related, and how they are likely to evolve in

the future. The result is assumptions that form the basis for the design process – determining how to achieve desired goals with available means.

- Execution implements this strategic design, by developing objectives, metrics, plans, budgets, processes, systems, organization and mechanisms to provide feedback and drive adaptation.
- Finally, risk management ensures survival by identifying and assessing risks and uncertainties, providing warning of adverse changes, mitigating and transferring loss exposures, and strengthening organizational resilience and adaptive capabilities.

However, excellent strategy, execution, and risk management alone won't deliver survival and success. They need leadership to integrate and animate them. But just what is leadership about?

At the most basic level, we need to distinguish between dominance and leadership.

In some groups, a dominant individual will seize power and assert control. This is the world of animal herds, of palace intrigue, authoritarian dictatorships, and mafia families. However, while these situations all make for great television, dominance isn't leadership. Rather, over the years I've become more focused on the nature of leadership as a relationship – an honor that is bestowed upon a person by followers who are willing to place their trust in them.

The key question thus becomes what are the qualities in a person that cause others to trust him or her with the leadership of their group?

Framed this way, the question becomes timeless, and as applicable to hunter-gather groups on the east African savannah eons ago, as it is to military, government, nonprofit, or corporate groups today. Based on my studies and experience over the years, I have concluded that a simple model captures the three key traits people require in order to bestow the mantle of leadership on someone.

- First, people look for integrity – confidence that a person will do the right thing, with the best interest of the group in mind, even when that may not be in the leader's own selfinterest. As a practical matter, this integrity is embodied in the leader's behavior. For example, leaders with integrity a comfortable adding people more talented than themselves to a team. And when things go wrong, they take responsibility, rather than throwing subordinates under the proverbial bus, or blaming failure on unforeseeable events. Make no mistake: leadership is an honor that often requires sacrifice.

- Second, people look for competence – a leader must have the skill to assess a situation and either directly take, or indirectly organize, the sequence decisions and actions required to ensure the group's survival and the achievement its larger goals. A leader also needs to be able to perform under pressure, to be resilient when adversely surprised, and to have the grit and persistence to overcome obstacles. Finally, a leader has to strike an appropriate balance between the optimism needed to inspire their team, and the hubris and overconfidence that leads to failure.

- And third, a leader must have empathy for the people who have entrusted him or her with the leadership of their group. Leaders authentically care about their people. You can't fake this; evolution has endowed people with a very strong ability to tell the difference between leaders who are authentic, and leaders who are putting on an act. For example, leaders with empathy don't hesitate to liberally share credit for their team's success. And while they praise in public, they only criticize in private, and only do so when they can provide constructive coaching and advice.

So far, so good. But I'm sure that some of you are thinking that there is still something missing from this description of leadership. I agree. There is one last element, and it is critical. My father used to say that there are only three things a person leaves behind when they die: their children, their creations, and the impact of their actions. And when you are on your deathbed, looking back on your life, actions that serve no higher purpose than maximizing your own wealth and pleasure will look painfully small and insignificant. Most people know this, and either explicitly or intuitively want to be part of a collective purpose that is larger than their own pleasure, that gives meaning to their lives and the passage of time. This is the last aspect of leadership: the ability to define a noble purpose for a group, and to give meaning to every individual's effort.

In closing, I'd like to leave you with the words of U.S. Army General Walter Ulmer: "What is the essence of a 'good climate' that promotes esprit and gives birth to 'high performing units'? It is probably easier to feel or sense than to describe. It doesn't take long for most experienced people to take its measure. There is a pervasive sense of mission. There is a common agreement on what are the top priorities. There are clear standards. Competence is prized and appreciated. There is a willingness to share information. There is a sense of fair play. There is joy in teamwork. There are quick and convenient ways to attack nonsense and fix aberrations in the system. There is a sure sense of rationality and trust. The key to this climate is leadership in general, and senior leadership in particular." While General Ulmer wrote these words in 1986, they are no less applicable today, when the world needs good leaders more than ever. Thank you, and good luck.

Source: http://sachuestadvisors.com/resources/A_Short_Speech_on_Leadership.pdf

VI. Write an Essay (500-600 words) on any ONE of the following: (10)

1. Engineering Education and Employability of Engineers in India
2. Regionalism- Nationalism- Patriotism
3. India- a developed nation?

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