

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY TIRUCHIRAPPALLI
(AN INSTITUTE OF NATIONAL IMPORTANCE)
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END SEMESTER - APRIL 2024

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| Branch: CSE & ECE | Year/ Semester: III/ VI | Date: 24-04-2024 | SESSION: AN 2 to 5 PM |
| Course Code: HM351 | Course Type: GJR | Course Credit: 2 | |
| Course Title: Technical English | Time: 3 Hrs | Max. Marks: 50 | |

Note: Attempt all the questions and provide suitable examples wherever required.

- 1) Identify the styles of listening essential for a participant in a Group Discussion to effectively communicate their opinion or ideas. Give suitable examples of exchanges with reference to the styles of listening. (4)
- 2) Demonstrate email etiquettes through composing an email to Axilor Ventures which offers funding for your proposed startup initiative. Your email should contain startup idea in a nutshell and inform budget related requirements along with other details. Highlight the email etiquettes used in the composed email. (6)
- 3) Write an unsolicited job application to your dream company. Use only formal language. (8)
- 4) Differentiate between the rhetoric of a job interview from a conference presentation. Elaborate on the influence of audience awareness on the use of rhetorical devices. (6)
- 5) Interpret the sentences and rewrite them according to 7Cs of technical communication. (6)
 - a) At this point of time, the secretary to the Minister of Commerce should suggest a policy amendment to manage the crisis.
 - b) The improvements can't be made due to budget cuts.
 - c) The cost for the new products will be determined by supply and demand.
 - d) An applicant should submit his/her proposal with feasibility report, budget statement, etc. asap.
 - e) Did u txt ur frnds 2 inform abt class 2mrw?
- 6) Analyse the following letter to identify the use of subjective tone and biased language. Rewrite the letter using objective tone by eliminating biased language. (5)

Introduction: As a feasibility analyst, you receive a request from a marketing company to study the potential needs of the population with reference to public high schools (PS) in the area. The client explained that the data would be helpful in advocating business possibilities in the area for various products, goods and services.

After researching the documents, you gathered the following data and wrote the following letter to the client.

| PS #1 | PS #2 | PS #3 |
|---------------------------------|---------------------------------|---------------------------------|
| Location - Rural | Location - Suburbs | Location - City |
| Number of Students - 1500 | Number of Students - 3500 | Number of Students - 4000 |
| Student and Teacher Ratio- 15:1 | Student and Teacher Ratio- 25:1 | Student and Teacher Ratio- 30:1 |

Dear _____

Regarding your request for information on the area public high schools, I have collected the following data. Public records show that that PS # 1 is located in the rural area of town. The school is approximately 30 miles from the closest shopping center and hospital. It is a small school, with a population of only 1500 students. However, its student/teacher ratio of 15-1 makes the learning ideal.

Public records show that PS #2 is located in the affluent suburbs of town. A greater number of 3500 students attend PS #2. Its student/teacher ratio of 25-1 still provides excellent instruction.

Public records show that PS #3 is located in the heart of the town's city. The 3000 students who attend the school live within walking distance from the school. Although the student-teacher ratio of 30-1 may seem as though classrooms are overcrowded, each teacher has an assistant.

Thank you for your interest.

Sincerely,

- 7) Evaluate the following passage to find the point of view used. Rewrite the passage in the second person point of view. (4)

The bosses at the company have decided that employees need a day of in-house training. Times have been scheduled for everyone. Several senior employees will be required to make five-minute presentations. One is not eager to speak in front of others since he's very shy. Another one, however, is anxious to relate their expertise. The variation in routine should provide an interesting day for all people concerned.

- 8) Write an analytical paragraph on "Impatience and lack of self-discipline – influence of the instantaneous digital world" for about 250 words with coherence and relevant examples. (5)

- 9) Read the following passage and answer the following questions.

Passage 1 is adapted from Helen Zimmern's translation of Beyond Good and Evil by Friedrich Nietzsche, first published in 1886. Passage 2 is adapted from John F. Kennedy's commencement address at Yale University, given on June 11, 1962.

Passage 1

The Will to Truth, which is to tempt us to many a hazardous enterprise, what questions has this Will to Truth not laid before us! What strange, perplexing, questionable questions! Is it any wonder if we at last grow distrustful, lose patience, and turn impatiently away? That this Sphinx teaches us at last to ask questions ourselves? Who is it really that puts questions to us here? What really is this "Will to Truth" in us? Granted that we want the truth: Why not rather untruth? And uncertainty? Even ignorance?

Having kept a sharp eye on philosophers and having read between their lines long enough, I now say to myself that the greater part of conscious thinking must be counted among the instinctive functions, and it is so even in the case of philosophical thinking; one has here to learn anew, as one learned anew about heredity and "innateness." The greater part of the conscious thinking of a philosopher is secretly influenced by his instincts, and forced into definite channels. And behind all logic and its seeming sovereignty of

movement, there are valuations, or to speak more plainly, physiological demands, for the maintenance of a definite mode of life.

The falseness of an opinion is not for us any objection to it: it is here, perhaps, that our new language sounds most strangely. The question is, how far an opinion is life furthering, life-preserving, species-preserving, perhaps species-tearing, and we are fundamentally inclined to maintain that the falsest opinions (to which the synthetic judgments a priori belong), are the most indispensable to us. Without a recognition of logical fictions, without a comparison of reality with the purely imagined world of the absolute and immutable, without a constant counterfeiting of the world by means of numbers, man could not live—the renunciation of false opinions would be a renunciation of life, a negation of life. To recognize untruth as a condition of life, that is certainly to impugn the traditional ideas of value in a dangerous manner, and a philosophy which ventures to do so, has thereby alone placed itself beyond good and evil.

Passage 2

As every past generation has had to disenthral itself from an inheritance of truisms and stereotypes, so in our time we must move on from the reassuring repetition of stale phrases to a new, difficult, but essential confrontation with reality. For the great enemy of truth is very often not the lie—deliberate, contrived and dishonest—but the myth: persistent, persuasive, and unrealistic. Too often we hold fast to the clichés of our forebears. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought.

Mythology distracts us everywhere, in government as in business, in politics as in economics, in foreign affairs as in domestic affairs. But today I want to particularly consider the myth and reality in our national economy. In recent months many have come to feel, as I do, that the dialogue between the parties—between business and government, between the government and the public—is clogged by illusion and platitude and fails to reflect the true realities of contemporary American society.

I speak of these matters here because of the self-evident truth that a great university is always enlisted against the spread of illusion and on the side of reality. No one has said it more clearly than your President Griswold: "Liberal learning is both a safeguard against false ideas of freedom and a source of true ones." Your role as university men, whatever your calling, will be to increase each new generation's grasp of its duties.

There are three great areas of our domestic affairs in which, today, there is a danger that illusion may prevent effective action. They are, first, the question of the size and the shape of government's responsibilities; second, the question of public fiscal policy; and third, the matter of confidence, business confidence, or public confidence, or simply confidence in America.

(6)

- i) The author of Passage 1 argues that distinguishing between truth and untruth is
- A) impractical, given that many untruths have a special utility in life.
 - B) imperative, since men are not able to achieve morality without wisdom.
 - C) inconceivable, as philosophy has proven the impossibility of discerning truth.
 - D) intolerable, as it leads men towards false conceptions of good and evil.

ii) Discuss the closest meaning of the phrase "counted among the instinctive functions" as used in Paragraph 2, Sentence 1, of Passage 1.

iii) Over the course of Passage 2, the author moves from a _____.

iv) How does the author of Passage 2 most likely view universities as?

v) Which of the following best describes the different ways that the authors of Passage 1 and 2 view truth?

A) The author of Passage 1 sees truth as a worthy, immortal pursuit, while the author of Passage 2 views truth as only one part of the larger process of myth-making.

B) The author of Passage 1 sees truth as ultimately less important than the function of opinions, while the author of Passage 2 views truth as something that must be defended against encroachments of myth and illusion.

C) The author of Passage 1 sees truth as something that can be distorted in pursuit of a particular purpose, while the author of Passage 2 views truth as something that informs purpose.

D) The author of Passage 1 sees truth as a safeguard against the spread of illusion, while the author of Passage 2 sees truth as part of the instinctive functions within men and women.

vi) Describe of response by the author of Passage 1 to the author of Passage 2's claim that "mythology distracts us everywhere, in government as in business, in politics as in economics, in foreign affairs as in domestic affairs".

---- All the Best ----