

S-321

B. A./B. Sc./B. Com. (First Semester)

EXAMINATION, 2018-19

ENGLISH

(Communication)

[Ability Enhancement Compulsory Course (AECC)]

Time : Two Hours]

[Maximum Marks : 70

Note : (i) Attempt any *five* questions from Section A and any *three* questions from Section B.

(ii) Answer each question of Section A within 50 words.

(iii) Limit your answers within the given answer book. Additional answer book (B-Answer book) should not be provided or used.

Section—A

Note : Attempt any *five* questions. Each question carries 5 marks.

1. An earthquake comes like a thief in the night, without warning. It was necessary, therefore to invent instruments that neither slumbered nor slept. Some

(D-2) P. T. O.

devices were quite simple one, for instance; consisted of rods of various lengths and thickness, which would stand up on end like nine pins when a shock came, it shook the rigid table upon which these stood. If it were gentle, only the more unstable rods fell. If it were severe, they all fell. Thus the rods by falling and by the direction in which they fell recorded for slumbering scientist, the strength to a shock that was too weak to waken him and the directions from which it came; But, instruments far more delicate than that were needed if any really sources advance was to be made.

The ideal to be aimed at was to devise an instrument that could record with a pen on papers the movements, of the ground or the table on the quake passed by, while I write any pen moves but the paper keeps still with practice, no doubt, I could, in time, learn to write by holding the pen still while the paper moved. That sound a silly suggestions, but that was precisely the idea adopted in some of the early instruments (seismometers) for recording earthquake waves. But when table, penholder and paper are all moving, how it

is possible to write legibly ? The key to a solution of that problem lay in an everyday observation.

(a) This passage says that early instruments for measuring earthquake were :

- (i) Faulty design
- (ii) Expensive
- (iii) Not sturdy
- (iv) Not sensitive enough

(b) . Why was it necessary to invent instruments to observe an earthquake ?

- (i) Because an earthquake comes like a thief in the night.
- (ii) To make people alert about earthquake during their conscious as well as unconscious hour.
- (iii) To prove that we are technically advanced.
- (iv) To experiment with the control of man over nature.

(c) A simple device which consisted of rods that stood up on end like nine pens was replaced by a more sophisticated one because it failed :

- (i) To measure a gentle earthquake.
- (ii) To measure a severe earthquake.
- (iii) To record the directions of the earthquake.
- (iv) To record the facts with a pen on paper.

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(D-2)

(d) The everyday observation referred to in the passage relates to :

- (i) A moving bus or train
- (ii) The sudden start of a bus
- (iii) The tendency of a standing person to fall when a bus or trains move suddenly.
- (iv) People standing in a bus or train.

(e) The early seismometers adopted the idea that in order to record the earthquake, it is :

- (i) The pen that should move just as it moves when we write on paper.
- (ii) The pen that should stay still and the paper should move.
- (iii) Both pen and paper that should move
- (iv) Neither pen nor paper that should move

2. Fill in the blanks with suitable form of the verb given in brackets :

- (i) She often shopping on the weekend.
(goes/to/go/going)
- (ii) My sister as a waitress.
(is work/works/working/work)

(D-2)

(D-2)

- (iii) I to a great radio show on the way to work.
(listening/was listening/have listening/
to listening)
- (iv) She living here for two years.
(are/has been/has/have been)
- (v) They on the project at the moment.
(is working/be working/are working/working)
3. Underline correct conjunction given below for each of the sentence :
- (i) He was tired he had been working for a long time. (and/because/though)
- (ii) You will win the first prize you work hard. (even if/even though/if/unless)
- (iii) He took out his brush begin to paint. (and/or/as)
- (iv) Hurry up you will be late. (and/without/or/unless)
- (v) Something must have fallen I heard a sound. (for/and/as)
4. Underline the correct proposition for each of the sentences given below :
- (i) This material is different that. (from/to/with)

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- (ii) You should explain this them.
(to/at/with)
- (iii) He has been absent Monday.
(since/for/from)
- (iv) He goes school by car. (to/at/on)
- (v) They are called different names.
(by/with/for)

5. What are the basic forms of communications ?
6. Write a note on oral presentation.
7. Write a short note on effective listening skills.

Section—B

Note : Attempt any *three* questions. Each question carries
15 marks.

1. Prepare a curriculum vitae for submitting it to a company in order to apply for Manager's job.
2. Define listening. What are the types of listening ?
Discuss method for improving listening skills.
3. Mention the various factors which help you to determine the purpose of your speech.
4. What measures should be adopted by the readers for good reading comprehension ?

(D-2)

(D-2)

5. Write short paragraph on any *one* of the following :
- (i) Wonders of Science
 - (ii) Natural Resource
 - (iii) Air Pollution
 - (iv) War are not solution to peace