



**GOVERNMENT OF KARNATAKA**  
**DEPARTMENT OF TECHNICAL EDUCATION**  
**Board of Technical Examinations, Bengaluru**

Course Title : <b>COMMUNICATION SKILLS IN ENGLISH</b>	Course Code : <b>15CP01E</b>
Semester : <b>I / II</b>	Course Group : <b>Core</b>
Teaching Scheme (L:T:P) : <b>4:0:0 (in hours)</b>	Credits : <b>4 Credits</b>
Type of course : <b>Theory</b>	Total Contact Hours : <b>52</b>
CIE : <b>25 Marks</b>	SEE : <b>100 Marks</b>

**Pre-requisites:**

- Basic Knowledge of Grammar
- Listening, Speaking, Reading and Writing Skills as acquired in Secondary Education

**Course Objectives:**

The students shall be able to:

- Learn to apply the basic grammar in day to day communication in English
- Comprehend the given ideas in a passage and be able to effectively express the same in written form
- Enrich their vocabulary through reading
- Face oral examinations and interviews
- Express their ideas creatively through (spoken/written) exercises

**Course Delivery:**

The Course will be delivered through lectures, class room interactions, exercises and case studies as detailed below:

Sl. No.	Description	Teaching contact hours
1.	Text	24
2.	Grammar	18
3.	Descriptive writing	5
4.	Comprehension	5
<b>Total</b>		<b>52</b>

**Text book: Communication Skills in English for Polytechnics – by ORIENT BLACKSWAN publishers – published by NITTTR Chennai**

## **Course Content:**

### **UNIT I: CAREER PLANNING**

**(09Hrs)**

Glossary; Comprehension Exercises; Vocabulary Exercises – Spelling; Grammar- Parts of Speech; Newspaper Reading and Comprehension; Descriptive Writing – Describing Objects; Listening/ Speaking Exercise – Self Introduction.

### **UNIT-II: THE GREAT INDIAN PSYCHOTHERAPY**

**(09Hrs)**

Glossary; Comprehension Exercises; Vocabulary Exercises – Prefixes and Suffixes; Grammar – Articles and Prepositions; Descriptive Writing – Describing People; Listening/ Speaking Exercises – Listening to speeches and writing gist of it in one's own words.

### **UNIT III: GLOBAL WARMING**

**(08Hrs)**

Glossary; Comprehension Exercises; Vocabulary Exercises – Synonyms and Antonyms; Grammar – Auxiliaries, Question Tags and Short-form Answers; Descriptive Writing – Describing Places; Listening/ Speaking Exercises – Narrating one's own experiences of different situations in their day- to-day life.

### **UNIT IV: RENDEZVOUS WITH A WOMAN CORPORATE GIANT**

**(09Hrs)**

Glossary; Comprehension Exercises; Vocabulary Exercises – Homonyms, Homophones, Homographs; Grammar – Subject-Verb Agreement; Descriptive Writing – Describing Processes; Listening/ Speaking Exercises – A short presentation on a given topic ;Paraphrasing of Proverbs; Different kinds of Interviews.

### **UNIT V: A UNIQUE PATIENT**

**(09 Hrs)**

Glossary; Comprehension Exercises; Vocabulary Exercises – Compound words; Grammar –Tenses; Descriptive Writing – Describing Events (Eg: College Day, National Festivals, Etc.); Comprehension of a paragraph; Quiz – Questions on health and hygiene.

### **UNIT VI: A FARMER'S WIFE**

**(08 Hrs)**

Glossary; Comprehension Exercises; Vocabulary Exercises – Formation of plurals; Grammar – Active and Passive Voices; Descriptive Writing – Describing one's goal and its attainment; Developing hints into a paragraph; Comprehension of an unseen passage.

## Reference Books:

1. **HIGH SCHOOL ENGLISH GRAMMAR AND COMPOSITION** BY WREN AND MARTIN (S.CHAND & CO.)
2. **THE KING'S GRAMMAR** BY SANJAY KUMAR SINHA (S.CHAND & CO.)
3. **STRENGTHEN YOUR WRITING** BY V.R. NARAYANA SWAMY (ORIENT BLACKSWAN)
4. **ESSENTIAL ENGLISH** BY E. SURESH KUMAR et.al (ORIENT BLACKSWAN)
5. **ENGLISH GRAMMAR & COMPOSITION AND EFFECTIVE BUSINESS COMMUNICATION** BY M.A.PINK AND THOMAS S.E. (S.CHAND & CO.)
6. **WHAT YOUNG INDIA WANTS: SELECTED ESSAYS AND COLUMNS** BY CHETAN BHAGAT (RUPA PUBLICATION, NEW DELHI)
7. **CHICKEN SOUP FOR THE INDIAN DOCTOR'S SOUL** BY JACK CANFIELD et.al (WESTLAND LIMITED PUBLISHERS)
8. **SOFT SKILLS** BY K. ALEX(S.CHAND AND COMPANY)
9. **"REFLECTIONS": I PUC ENGLISH COURSE BOOK**, PUBLISHED BY DEPT.OF PRE-UNIVERSITY EDUCATION, GOVT OF KARNATAKA
10. **A PRACTICAL COURSE FOR WRITING SKILLS IN ENGLISH** BY J.K.GANGAL. (PHI PUBLICATIONS)
11. **ENGLISH LANGUAGE LABORATORIES – A COMPREHENSIVE MANUAL** BY NIRA KONAR (PHI LEARNING)

## Course outcomes:

### On successful completion of the course, the student will be able to:

1. Read their text, and respond to basic comprehension questions
2. Enhance the students' English grammar skills by using the following grammatical components in written and verbal communication
  - Parts of speech
  - Auxiliaries
  - Articles
  - Tenses
  - Active and Passive voice
  - Prepositions
  - Question Tags and Short form answers
  - Prefixes and Suffixes
  - Subject-Verb Agreement
  - Homonyms/Homophones/ Synonyms /Antonyms
3. Communicate an idea in series logically connected sentences by describing an event such as objects, people, places, processes, expanding proverbs and also conducting activity such as group discussion, presentation, reporting and documentation
4. Comprehend the given passage and able to answer the linked questions

## Mapping Course Outcomes with Program Outcomes:

### CO –PO Mapping

CO	Course Outcome	PO Mapped	Cognitive Level	Theory Sessions	Allotted marks on cognitive levels			TOTAL
					R	U	A	
CO1	Read their text, and respond to basic comprehension questions	5, 6, 7,9	R/U	24	30	25	-	55
CO2	Enhance the student English grammar skills by using the following grammatical components in written and verbal communication <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Auxiliaries</li> <li>• Articles</li> <li>• Tenses</li> <li>• Active and Passive voice</li> <li>• Prepositions</li> <li>• Question Tags and Short form answers</li> <li>• Prefixes and Suffixes</li> <li>• Subject-Verb Agreement</li> <li>• Homonyms/Homophones/ Synonyms /Antonyms</li> </ul>	9	U/A	18	-	16	25	41
CO3	Communicate an idea in series logically connected sentences by describing an event such as objects, people, places, processes, expanding proverbs and also conducting activities such as group discussion, presentation, reporting and documentation	7,8,9,10	U/A	7	-	-	15	15
CO4	Comprehend the given passage and able to answer the linked questions	8,9,10	U/A	3	-	10	-	10
		<b>Total Hours of instruction</b>		<b>52</b>	<b>Total marks</b>			<b>121</b>

**R-Remember; U-Understanding; A-Application**

## Course outcomes –Program outcomes mapping strength

Course	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
<b>COMMUNICATION SKILLS IN ENGLISH</b>	-	-	-	-	3	3	3	1	3	1

Level 3- Highly Addressed, Level 2-Moderately Addressed, Level 1-Low Addressed.

Method is to relate the level of PO with the number of hours devoted to the COs which address the given PO.

If  $\geq 40\%$  of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 3

If 25 to 40% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 2

If 5 to 25% of classroom sessions addressing a particular PO, it is considered that PO is addressed at Level 1

If  $< 5\%$  of classroom sessions addressing a particular PO, it is considered that PO is considered not-addressed.

### Question Paper Blue Print:

**Course: COMMUNICATION SKILLS IN ENGLISH**

**Course code: 15CP 01E**

Sl. No.	Content	Knowledge	Comprehension	Application	Total
1.	<b>TEXT</b>				<b>55</b>
a	Lesson	30	25		
2.	<b>GRAMMAR</b>				<b>41</b>
a	Parts of speech			4	4
b	Auxiliaries: Primary and Modals			3	3
c	Articles			3	3
d	Identification of tenses			4	4
e	Active and Passive voice			4	4
f	Prepositions	4			4
g	Question tags			3	3
h	Short form answers			2	2
i	Prefixes and Suffixes	2			2
j	Homonyms/Homophones/	4			4
k	Synonyms and Antonyms	4			4
l	Agreement of the Verb with its Subject	4			4
3.	<b>DESCRIPTION WRITING</b>				<b>15</b>
a	Descriptive writing – Describing objects, people and places, Process and Events			15	
4.	<b>COMPRHENSION</b>				<b>10</b>
a	Comprehension of an unseen passage		10		
	<b>Total</b>	<b>48</b>	<b>35</b>	<b>38</b>	<b>121</b>

**Question Paper Pattern:**

Sl. No.	Source	Question	Type	Marks
1.	Textual Units	Answer any twelve of the following questions in one or two sentences each	15 questions to be asked from 6 Textual Units	12 x 2 = 24
2.	Textual Units	Write short notes on any three of the following	5 questions to be asked from 6 Textual Units	3 x 5 = 15
3.	Grammar	Identify the parts of speech of the underlined words	4 sentences are to be given and word to be identified is underlined	4 x 1 = 4
4.	Grammar	Fill in the blanks using suitable Auxiliaries	3 sentences are to be given.	3 x 1 = 3
5.	Grammar	Fill in the blanks using suitable Articles	3 sentences are to be given	3 x 1 = 3
6.	Grammar	Identification of Tenses	4 sentences are to be given	4 x 1 = 4
7.	Grammar	<u>Active and Passive Voice:</u> Change the voice of the verb in the following sentences	4 sentences are to be given for changing the voice of the verb	4 x 1 = 4
8.	Grammar	<u>Prepositions:</u> Fill in the blanks with appropriate prepositions	4 sentences are to be given	4 x 1 = 4
9.	Grammar	<u>Question Tags:</u> Add question tags	3 sentences are to be given	3 x 1 = 3
10.	Grammar	<u>Short form answers:</u> Give short form answers	2 sentences are to be given	2 x 1 = 2
11.	Grammar	<u>Prefixes and Suffixes:</u> Add Prefixes/Suffixes to the stem words	2 stem words are to be given	2 x 1 = 2
12.	Grammar	<u>Homonyms, Homophones and Homographs:</u> Use the following words in your own sentences.	4 words are to be given	4 x 1 = 4
13.	Grammar	<u>Synonyms / Antonyms:</u> Give the Synonyms/Antonyms for	2 words each are to be given	2 x 1 = 2

		the following words		
14.	Grammar	<u>Agreement of the Verb with its Subject:</u> Fill in the blanks with verbs that agree with their subjects	4 sentences are to be given	4 x 1 = 4
15.	Composition	<u>Descriptive Writing:</u> Describe objects, people, places and processes	3 questions are to be given	2 x 5 = 10
16.	Composition	<u>Comprehension of an unseen passage:</u> Read the following passage and answer the questions that follow	Questions to be set for 10 marks	10
	<b>Total</b>	-	-	<b>100</b>

### **Guidelines for Question Paper Setting:**

1. The question paper must be prepared based on the blue print without changing the weightage of marks fixed for each category. (As per model question paper)
2. The question paper pattern provided should be adhered to.
3. Care must be taken so that there is only one possible answer for all 'fill in the blanks' questions.

## Course Assessment and Evaluation:

	What		To Whom	Frequency	Max Marks	Evidence Collected	Course Outcomes
Direct Assessment	CIE (Continuous Internal Evaluation)	I A Tests	Students	Three tests (average of three tests will be computed)	20	Blue Books	1 and 2
		Class room Assignments		Any one Activity(*)	05	Log of Activity	3
				<b>TOTAL</b>	<b>25</b>		
	SEE (Semester End Examination)	End Exam	Students	End Of the Course	100	Answer Scripts at BTE	1 to 4
Indirect Assessment	Student Feedback on course		Students	Middle Of The Course	Feedback forms		1 to 3 delivery of the course
	End Of Course Survey			End Of The Course	Questionnaire		1 to 4 Effectiveness of delivery of instructions and assessment

**Note:** I.A. test shall be conducted for 20 marks. Average marks of three tests shall be rounded off to the next higher digit. Any decimals shall be rounded off to the next higher digit. **Eg: 15.1** should be rounded of to **16**.

**\* Class room Assignments: Evaluated for any ONE activity**

### Suggested list of Tutorial Exercises leading to the Development of Speaking Skills

1. Introducing oneself
2. Discussion about weather
3. Discussion about hobbies
4. Discussing holiday plans
5. Telephonic conversation
6. Talking about favorite sports, movie, TV shows etc.
7. Description about one's goal and its attainment.
8. Any other topic of your/students' choice.

## MODEL OF RUBRICS /CRITERIA FOR ASSESSING STUDENT ACTIVITY

RUBRICS FOR ACTIVITY( 5 Marks)						
Dimension	Unsatisfactory	Developing	Satisfactory	Good	Exemplary	Student Score
	1	2	3	4	5	
<b>Speaks on the given topic</b>	Does not perform any duties assigned to them	Performs very few duties but unreliable	Performs very few duties	Performs nearly all duties	Performs all duties assigned	Ex: 4
<b>Students' Enunciation</b>	Does not enunciate clearly	Enunciation not up to the mark	Enunciation adequate	Enunciation above average	Enunciation extremely good	3
<b>Presentation Skills</b>	Poor presentation	Scope for improvement	Average presentation skills	Presentation effective	Excellent Presentation	2
<b>Submission of Assignment</b>	Does not collect any information relating to the topic	Collects very limited information	Collects some information	Collects much information	Collects a great deal of information	5
<b>Average / Total marks = (4+3+2+5) /4 = 14/4= 3.5 = 4</b>						<b>4</b>

**Note: This is only an example. Appropriate rubrics/criteria may be devised by the concerned faculty (course coordinator) for assessing the given activity.**

### Composition of Educational Components:

Questions for CIE and SEE will be designed to evaluate the various educational components (Bloom's Taxonomy) such as:

Sl. No.	Educational Component	Weightage (%)
1.	Remembering	42
2.	Understanding the course	25
3.	Applying the knowledge acquired from course	33

## FORMAT OF I A TEST QUESTION PAPER (CIE)

Test/ Date and Time	Semester/ Year	Course / Course Code	Max. Marks		
Ex: I test/6 <sup>th</sup> week of sem. 10-11 a.m.	I/II SEM	COMMUNICATION SKILLS IN ENGLISH	20		
	Year: 2015-16	Course Code:15CP01E			
Name of Course Coordinator :			Units: 2 CO's: 2		
Question No.	QUESTIONS	MARKS	CL	CO	PO
I	<p>Answer any <u>five</u> of the following in one or two sentences each:</p> <ol style="list-style-type: none"> <li>1. What do you mean by career?</li> <li>2. Define 'Career Planning'?</li> <li>3. What should be the major focus of career planning?</li> <li>4. What are the questions often asked by the young?</li> <li>5. What are the three traits as identified by the author?</li> <li>6. How have the content of our films changed?</li> <li>7. What has startled global experts?</li> </ol>	5x 2 = 10	R/U	1	5,7,9
II	<p><b><u>Grammar:</u></b></p> <p><b>1. Identify the parts of speech of the underlined words:</b></p> <ol style="list-style-type: none"> <li>a. <u>All</u> spoke in his favour.</li> <li>b. Let us <u>even</u> the ground.</li> </ol> <p><b>2. Fill in the blanks with suitable articles:</b></p> <ol style="list-style-type: none"> <li>a. Charlie is ____ European.</li> <li>b. She is ____untidy girl.</li> </ol> <p><b>3. Fill in the blanks with appropriate prepositions:</b></p> <ol style="list-style-type: none"> <li>a. Caesar was killed ____ Brutus____ a dagger.</li> <li>b. We arrived ____ Belagavi____ 6 o' clock.</li> </ol> <p><b>4. Add Suffix and Prefix to the following:</b></p> <p>_____ nation_____</p>	2 x 1 = 2	U/A	2	9

### Sources:

**UNIT 1: CAREER PLANNING: SOFT SKILLS -BY DR. K. ALEX**

**UNIT 2: THE GREAT INDIAN PSYCHOTHERAPY: WHAT YOUNG INDIA WANTS: SELECTED ESSAYS AND COLUMNS - BY CHETAN BHAGAT**

**UNIT 3: GLOBAL WARMING: AN ESSAY BY DR. B.M.RAVINDRA, RETD. DY. DIR., DEPT. OF MINES AND GEOLOGY**

**UNIT 4: RENDEZVOUS WITH A WOMAN CORPORATE GIANT: ESSENTIAL ENGLISH BY E. SURESH KUMAR et.al.**

**UNIT 5: A UNIQUE PATIENT: CHICKEN SOUP FOR THE INDIAN DOCTOR'S SOUL - BY JACK CANFIELD et.al.**



**Government of Karnataka**  
**Department of Technical Education, Bengaluru**

**Course: COMMUNICATION SKILLS IN ENGLISH**

**Course code: 15CP 01E**

**Curriculum Drafting Committee 2015-16**

	<b>Name</b>	<b>Designation</b>	<b>Institution</b>
1.	Mrs. Geetha K.	Selection Grade Lecturer	GRICP, Bengaluru
2.	Mr. C.V. Inamdar	Selection Grade Lecturer	Govt. Polytechnic, Belagavi
3.	Mrs. Bharathi Naik	Selection Grade Lecturer	Women's Polytechnic, Mangaluru
4.	Mrs. Rajyashree Srikant	Selection Grade Lecturer	Govt. Polytechnic, Bagepalli
5.	Mrs. Sunitha M.N.	Selection Grade Lecturer	HMS Polytechnic, Tumakuru
6.	Mr. Deepak Dongre	Selection Grade Lecturer	Govt. Residential Women's Polytechnic, Shivamogga

**Review committee**

	<b>Name</b>	<b>Designation</b>	<b>Institution</b>
1.	Mrs. Rajyashree Srikant	Selection Grade Lecturer	Govt. Polytechnic, Bagepalli
2.	Mrs. Shailaja D.	Lecturer	Women's Polytechnic, Bengaluru

## Model Question Paper:

Code: 15CP 01E

I / II Semester Diploma Examination  
**COMMUNICATION SKILLS IN ENGLISH**  
(Common to all Diploma programmes)

Time: 3 Hours]

[Max. Marks: 100

**Note:**

- (i) Answer all the questions as directed.
- (ii) Spelling and grammatical errors shall be penalized.
- (iii) Answers to Question No. I and II are based on the prescribed text.

**I. Answer any TWELVE of the following in one or two sentences each:**

2 x 12 = 24

1. What do you mean by career?
2. Define 'Career Planning'?
3. What should be the major focus of career planning?
4. What are the questions often asked by the young?
5. What are the three traits as identified by the author?
6. How have the content of our films changed?
7. What is Global Warming?
8. How does Global Warming occur?
9. What are the major causes for Global Warming?
10. What was the usual talk when the parents of the children met?
11. What ambition did Nooyi's mother have for her daughter?
12. Who is the sinner according to the poem?
13. Why did the farmer commit suicide?
14. Explain in your own words the reason for the farmer's visit to the clinic.
15. Describe how the doctor fixed the bull's tooth.

**II. Write short notes on any THREE of the following:**

5 x 3 = 15

1. How does career planning play a major role in making career choices?
2. How does our environment contribute to our numbness to injustice?
3. Explain in your own words the traditional and modern views of one or two facts expressed in the interview?
4. Explain in your own words the reason for the farmer's visit to the clinic.
5. Why does the farmer's wife resolve to live?

**III. GRAMMAR:**

- 1. Identify the parts of speech of the underlined words:** **4 x 1 = 4**
- All spoke in his favour.
  - Let us even the ground.
  - I can shift for myself.
  - She lives in luxury.
- 2. Fill in the blanks with suitable auxiliaries:** **3 x 1 = 3**
- You \_\_\_\_\_ not use calculators in the exam hall.
  - \_\_\_\_\_ I come in sir?
  - \_\_\_\_\_ you lend me your scooter?
- 3. Fill in the blanks with suitable articles:** **3 x 1 = 3**
- Charlie is \_\_\_ European.
  - She is \_\_\_ untidy girl.
  - What is \_\_\_ matter?
- 4. Identify the tense of the verbs in the following sentences:** **4 x 1 = 4**
- I am writing a letter.
  - Sun rises in the east.
  - I have done my homework.
  - She has been learning western music.
- 5. Change the voice of the verb in the following sentences:** **4 x 1 = 4**
- Who did this?
  - The money was lost.
  - The cat is chasing the mouse.
  - He was made the king.
- 6. Fill in the blanks with appropriate prepositions:** **4 x 1 = 4**
- Caesar was killed \_\_\_ Brutus \_\_\_ a dagger.
  - We arrived \_\_\_ Belagavi \_\_\_ 6 o' clock.
- 7. Add suitable question tag:** **3 x 1 = 3**
- You were late this morning, \_\_\_\_\_?
  - I did not hurt you, \_\_\_\_\_?
  - Your father is a doctor, \_\_\_\_\_?
- 8. Give short form answers for the following:** **2 x 1 = 2**
- Does your father smoke? (Negative)
  - Have you read today's newspaper? (Affirmative)
- 9. Add Suffix and Prefix to the following:** **2 x 1 = 2**
- \_\_\_\_\_ nation \_\_\_\_\_
- 10. Frame sentences using each word to bring out the difference in meaning clearly:**

4 x 1 = 4

- a. (i) Sight (ii) Site  
b. (i) Present (ii) Present

**11. Give Synonyms to the following words:** 2 x 1=2

- a. Teach  
b. Agree

**12. Give Antonyms to the following words:** 2 x 1 = 2

- a. War  
b. Happy

**13. Fill in the blanks with verbs to agree with their subjects:** 4 x 1 = 4

- a. Twenty kilometers \_\_\_\_\_not a long distance.  
b. Either you or I\_\_\_\_\_ mistake.  
c. Gold and Silver\_\_\_\_\_ precious metals  
d. The captain with his team \_\_\_\_\_arrived.

**IV. COMPOSITION: (Answer any two in 80 -100 words each)** 5 x 2 = 10

1. Describe your favorite tourist place.
2. Describe the process of preparing tea.
3. Expand – Work is worship.

**V. COMPREHENSION:**

**Read the following passage and answer the questions that follow:**

She was all of one-and-a-half years old. Two nurses were holding her down while a third was trying to insert a syringe into a vein to get a blood sample. She was crying loudly, but I was crying even louder. We had no option. It was the fifth day and the fever had not broken; it was imperative that we run the test to rule out typhoid. They finally asked me to leave the room, not just because they were embarrassed at a grown-up crying, but because they thought it would be easier and quicker for the child if the mother was not in the room. They got her out within a few minutes. She jumped into my arms and gave a few more loud wails. Fresh tears streamed down my eyes as we made our way out of the wretched pathology lab. Her paediatrician was getting into the building just then. Between sobs I told him how my daughter had flung the syringe and the lab had to have three attendants on her to collect the sample. As I was talking, my voice broke. To my surprise, Dr. Patel handed me his briefcase and stethoscope, took my girl in his arms and went to the store just a few paces away. He bought her a Cadbury bar and my daughter's face lit up like a million bucks. Gone were the tears, the memory of the syringe, smell of antiseptic, cotton ...everything receded to the background as she unwrapped the big bar with her tiny fingers and dug into it with all her heart. I smiled as the angelic doctor handed me my princess.

### Meanings of difficult words:

1. **Imperative:** absolutely essential
2. **Wretched:** miserable; unpleasant
3. **Pathology lab:** where the causes and effects of diseases are studied
4. **Receded:** moved back gradually
5. **Paediatrician:** children's doctor
6. **Flung:**(past tense of fling) an act of throwing violently
7. **Attendants:** one who attends

### Questions:

- |   |   |
|---|---|
| 1. How old was the child?                                   | 1 |
| 2. What did the nurses have to do to get a blood sample?    | 2 |
| 3. Why was the mother asked to leave the room?              | 2 |
| 4. Why does the mother called the pathology lab 'wretched'? | 2 |
| 5. How did Dr. Patel calm down the little girl?             | 2 |
| 6. Suggest a suitable title for this passage.               | 1 |

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### **Model Question Bank:**

Course Title : **COMMUNICATION SKILLS IN ENGLISH**

Course Code: **15CP01E**

#### **I. ANSWER IN ONE OR TWO SENTENCES EACH:**

1. What do you mean by career?
2. Define 'Career Planning'?
3. What should be the major focus of career planning?
4. List out the benefits of career planning?
5. Identify the guidelines for choosing a career?
6. What are the frequently asked questions about career fields?
7. How do connections help in searching for a suitable job?
8. What are the sample questions asked about a particular job title?
9. What is the role of a career counselor in charting out a career path?
10. List out the factors influencing career decisions?
11. What has startled global experts?
12. What are the questions often asked by the young?
13. What are the three traits as identified by the author?
14. How have the content of our films changed?
15. In what way have we been exposed to corruption from our childhood?

16. How can we contribute to India's progress?
17. What is global warming?
18. How does global warming occur?
19. What are the major causes for Global Warming?
20. What is the quantity of fossil fuel burnt each year?
21. How does the concentration of carbon dioxide in the air increase?
22. Define Greenhouse effect?
23. By burning forests around the world, how much carbon dioxide is added to the atmosphere?
24. What are the steps to be taken to save our environment?
25. What is the possible problem of global warming and its result?
26. What is the effect of global warming?
27. What was the usual talk when the parents of the children met?
28. What ambition did Nooyi's mother have for her daughter?
29. How did Nooyi's mother threaten Nooyi?
30. What good news did Indra Nooyi want to share with her mother?
31. What did Nooyi's mother say when she was told the good news?
32. What lesson did Nooyi learn from her mother?
33. Why does Nooyi's mother take full credit for Nooyi's success?
34. What does Indra Nooyi discover about the language of business in the U.S?
35. What does Indra Nooyi think about herself as a mother?
36. What is the secret of Indra Nooyi's success?
37. How does Indra Nooyi manage time?
38. What is Indra Nooyi's passion?
39. Describe the farmer who visited the dentist's clinic.
41. What was the curious act of the farmer?
42. What request did the farmer make?
43. Why did the doctor almost 'faint in shock'?
44. What did the farmer say when he came back to the clinic?
45. Who do 'you' and 'I' in the poem refer to?
46. Who is the sinner according to the poem?
47. Why did the farmer commit suicide?
48. Explain the meaning of the phrase 'you crossed over'.
49. What are the contrasts depicted by the writer between the farmer's wife and her husband?
50. What memories of her husband trouble her now?

## **II. ANSWER IN A PARAGRAPH OF NOT MORE THAN 100 WORDS EACH:**

1. Write a short note on Guidelines for Choosing a Career.
2. How does career planning play a major role in making career choices?
3. Explain in your own words the first trait of our psyche.
4. How does our environment contribute to our numbness to injustice?
5. Describe the divisiveness that the author talks about.
6. What are the causes and effects of global warming?
7. How does deforestation affect our environment?

8. What information do you gather about Indra Nooyi after going through the interview with Nandan Nilekani?
9. How did Indra Nooyi's mother try to teach her the role of a woman in a family? Do you agree with her?
10. How do you think Indra Nooyi's mother and her husband contribute to her success?
11. What does Indra Nooyi mean when she says "I have to decide every moment in time whether I am going to be a mother or a wife or an executive"?
12. Explain in your own words the traditional and modern views of one or two facts expressed in the interview?
13. Explain in your own words the reason for the farmer's visit to the clinic.
14. Describe how the doctor fixed the bull's tooth.
15. Describe the lament of the farmer's wife on her husband's death?

### III. GRAMMAR:

#### 1. Fill in the blanks with suitable articles:

- a. Dr. Sanjay is \_\_\_ dentist.
- b. My friend is \_\_\_ MLA.
- c. Have you ever visited \_\_\_ Himalayas?
- d. Please bring me \_\_\_ cup of coffee.
- e. He is \_\_\_ untidy boy.
- f. She is \_\_\_ backbone of her organization.
- g. He is \_\_\_ honour to his profession.
- h. Raghu is going to \_\_\_ mall.
- i. \_\_\_ world is \_\_\_ happy place.
- j. I met \_\_\_ European at \_\_\_ party in \_\_\_ friend's house.

#### 2. Fill in the blanks with suitable prepositions:

- a. She works \_\_\_ a big shop \_\_\_ Jayanagar.
- b. There is a book \_\_\_ the floor. Put it \_\_\_ the table.
- c. I often see Mrs. Dixit \_\_\_ the station, waiting \_\_\_ her train.
- d. Mangalore is \_\_\_ the coast \_\_\_ the south \_\_\_ India.
- e. My daughter isn't \_\_\_ work today because she isn't feeling well.
- f. There were several people \_\_\_ the bus stop.
- g. Mr. and Mrs. Sharma were \_\_\_ the shop talking \_\_\_ the assistant.
- h. Yesterday we spent the day \_\_\_ the country.
- i. We had lunch \_\_\_ a pretty little village.
- j. When I was \_\_\_ the bus stop this morning; I saw two boys \_\_\_ the church roof.

#### 3. Add appropriate prefixes to form new words:

- |         |            |             |             |             |
|---------|------------|-------------|-------------|-------------|
| a. form | b. regular | c. literate | d. accurate | e. operate  |
| f. pure | g. fix     | h. technic  | i. tone     | j. national |

#### 4. Add appropriate suffixes to form new words:

- a. rich      b. love      c. start      d. beauty      e. differ  
f. use      g. cheer      h. attract      i. save      j. slow

**5. Give the synonyms of the following:**

- a. release      b. arrive      c. trap      d. happiness.      e. large  
f. teach      g. change      h. confusion      i. discover      j. charge

**6. Give the antonyms for the following:**

- a. rise      b. increase      c. smiled.      d. strict.      e. sadness  
f. full      g. host      h. success      i. discover      j. charge

**7. Add the correct question tags to the following statements:**

- a. It is cold, \_\_\_\_\_?  
b. But it isn't as cold as yesterday, \_\_\_\_\_?  
c. It was very cold yesterday, \_\_\_\_\_?  
d. It hasn't been so cold for a long time, \_\_\_\_\_?  
e. It is snowing in the north, \_\_\_\_\_?  
f. It often snows there, \_\_\_\_\_?

**8. Give short form answers for the following:**

- a. Does Renu work hard? \_\_\_\_\_.  
b. Can you swim? \_\_\_\_\_.  
c. Are you angry with me? \_\_\_\_\_.  
d. Do you like watching movies? \_\_\_\_\_.  
e. Have you met our Prime Minister? \_\_\_\_\_.

**9. Fill in the blanks with appropriate words from the brackets:**

- a. His father-in-law owns a \_\_\_\_\_ farm. (dairy/diary)  
b. Diabetics must take extra care of their \_\_\_\_\_. (feet/feet)  
c. Rekha is a popular \_\_\_\_\_ of Bollywood. (heroin/heroine)  
d. The \_\_\_\_\_ country was prosperous during the \_\_\_\_\_ of  
Krishnadevaraya. (rein/reign/rain)  
e. You should be \_\_\_\_\_ in the class. (quite/quiet)

**10. Differentiate between the following pairs of words by using each of them in a sentence of your own:**

- a. Wrong, rung      b. Principal, principle      c. Hair, hare  
d. Gate, gait.      e. Sea, see      f. Fair, fare  
g. Some, sum.      h. Sell, cell      i. Weather, whether  
j. Birth, berth      k. Vacation, vocation      l. Bear, bare

**11. Fill in the blanks with verbs to agree with their subjects:**

- a. Every seat in the bus \_\_\_\_\_ taken.
- b. All the seats in this bus \_\_\_\_\_ reserved.
- c. One of my friends \_\_\_\_\_ visiting me this week end.
- d. Neither Gopal nor Deepak \_\_\_\_\_ come today.
- e. The Captain of Indian team as well as his players \_\_\_\_\_ staying here.
- f. Intelligence and hard work \_\_\_\_\_ required to get good marks.
- g. Mathematics \_\_\_\_\_ my favourite subject.
- h. \_\_\_\_\_ your father and mother at home?

**12. Identify the tense of the verbs in the following in the sentences.**

- a. He was listening to her attentively.
- b. Raghu denies stealing my purse.
- c. She has bought a flat near my house.
- d. Kiran fought bravely.
- e. The teachers are discussing the details of the annual day function.
- f. I am not trying to copy you.
- g. Sushma was cooking pasta.
- h. The students have been waiting eagerly for the results.
- i. Risheeba speaks Tamil very fluently.
- j. I have been waiting for her for over an hour.

**13. Change the voice:**

- |                               |  |
|-------------------------------|--|
| a. Ramu was making a kite.    | g. He was refused admission.             |
| b. Close the door.            | h. Do not insult the poor.               |
| c. Cable wires have been cut. | i. Without effort nothing can be gained. |
| d. We prohibit smoking.       | j. They made him captain.                |
| e. Everyone loves him.        |  |
| f. My watch was lost.         |  |

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