



2023

(FYUGP)

(3rd Semester)

ENGLISH

Paper Code : SEC

(Basic English Communication Skills)

Full Marks : 37.5

Pass Marks : 40%

Time: 2 Hours

*The figures in the margin indicate full marks
for the questions.*

1. Make sentences from following Idioms (Any five). (1x5=5)
 - a. A Lady's Man
 - b. By all means
 - c. Cock and Bull Story
 - d. Face the music
 - e. Helter Skelter
 - f. In lieu of
 - g. Moot point
 - h. Man of straw
 - i. Turn coat
 - j. To call a spade a spade

2. Rearrange the jumbled sentences (1x5=5)
 - a. fair share/ their/ through/ everyone/ goes/ of/ tribulations
 - b. has begun/ india's first / the government of india/ scholarship programme/ multi-faceted child/ this year

(Turn Over)

(2)

- c. the/ unexpected/ shocked and angry/ attack/ left/ by the crowd/
the leader
- d. found him/ have always/ discussing/ i/ political and social issues
- e. the key to/ a positive attitude/ their dreams/ all the people who/
might be/ want to fulfill

3. Answer the following questions in brief. (1x5=5)

- a. Mention two types of reading
- b. What is Analytical style of writing
- c. Define Summary
- d. Mention two types of punctuation and its usage
- e. Define Communication

4. Answer the following questions in details. (6x2=12)

- a. i) What are the different types of communication? Explain its advantages and disadvantages?

Or

- ii) What are the barriers of communication?

- b. i) Define the importance of cross cultural communication. Mention some of the important factors to be considered?

Or

- ii) What are the methods of improving communication?

5. Summarize the following passage.

5

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

(Continued)

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.
You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

6. Read the following passage and answer the questions.

Education has always had two objects: on the one hand, to give skill; and on the other, to impart a vaguer thing which we may call wisdom. The role of skill has become very much larger than it used to be and is increasingly threatening to oust the role of wisdom. At the same time it must be admitted that wisdom in our world is useless except for those who realize the great part played by skills, for it is increase of skill that is the distinctive feature of your world.

Although scientific skill is necessary, it is by no means sufficient. A dictatorship of men of science would very soon become horrible. Skill without wisdom may prove to be purely destructive. For this reason, if for no other, it is of great importance that those who receive a scientific education should not be merely scientific, but should have some understanding of that kind of wisdom which, if it can be

imparted at all, can only be imparted by the cultural side of education. Science enables us to know the means to any chosen end, but it does not help us to decide upon what ends should be pursued. If you wish to exterminate the human race, it will show you how to do it. If you wish to make the human race so numerous that all are on the very verge of starvation, it will show you how to do that. If you wish to secure adequate prosperity for the whole human race, science will tell you what you must do. But it will not tell you whether one of these ends is more desirable than another. Nor will it give you that instinctive understanding of human beings that is necessary if your measures are not to arouse fierce opposition which only ferocious tyranny can quell. It cannot teach you patience, it cannot teach you sympathy, it cannot teach you a sense of human dignity. These things, insofar as they can be taught formal education, are most likely to emerge from the learning of history and great literature.

Questions

1. What should, according to the writer, be the aim of education? 1
2. Why is increase of skill a distinctive feature of our world? 1
3. What danger does the writer see in the present emphasis on imparting skill? 1½
4. What knowledge does science impart to us? 1
5. Why should we study history and great literature? 1
