

AU – 2645

Fifth Semester B. E. (Civil Engineering) (CGS) Examination

COMMUNICATION SKILLS

Paper – 5 CE 6/5 PE 6/5 EP 6/5 EX 6/5 EE 6/5 EL 6/5 CH 6

(USC – 10194)

P. Pages : 6

Time : Two Hours]

[Max. Marks : 40

- Note :** (1) All questions carry marks as indicated.
(2) Due credit will be given to neatness and adequate dimensions.
(3) Assume suitable data wherever necessary.
(4) Illustrate your answer wherever necessary with the help of neat sketches.

1. Answer the questions following the passage :

The idea of euthanasia, of hastening the death of someone from motives of compassion, causes two main situations. The first is where someone is close to death and can be kept alive briefly, with intensive medical care. The official reason for the use of every possible technique of patients, for whom there seems no hope, is that we never know that there is no hope of at least a brief recovery.

The second situation, in which it is proposed to end the life of someone who is not expected to die at once from natural causes, is more morally doubtful. In so far as the suggestion may be based on the notion of the 'quality of life' experienced by the patient, this is an inadequate approach to human beings. At one extreme we may be dealing with a birth that cannot be called 'human' at all : Such a being likely to live at the most for only a few hours. Many felt that during this time it ought to be given ordinary nursing care. Bringing to an end of the life of say, a spastic child by the deliberate refusal of the fullest medical care seems morally indefensible.

(a) Euthanasia means -

(K) a place in Asia.

(L) bringing about gentle and easy death

(M) euthanasia

(N) the youth in Asia.

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- (b) One reason for trying all possible measures to save a person is
- (K) death is horrifying
 - (L) there is possibility of recovery
 - (M) doctors need to be compassionate
 - (N) science may invent more sophisticated machines later. 1
- (c) The people who argue for euthanasia advocate it saying
- (K) the patient is not living a quality life
 - (L) we must not spend quality resources on a sick person
 - (M) We should not bother about the ailing
 - (N) It can be defended morally. 1
- (d) The words '-----' dealing with a birth that cannot be called 'human' at all' implies
- (K) human have no control over birth and death
 - (L) the person may survive only for a very brief period
 - (M) doctors are incapable of saving people
 - (N) the patient may want to die. 1
- (e) The writer finds it unpardonable to
- (K) end the life of someone who is not expected to die at once from natural causes.
 - (L) end the life of a spastic child
 - (M) end the life of an infant who is likely to live only for a few hours
 - (N) end the life of a human being. 1
- (f) Give antonyms of :
- (i) refusal
 - (ii) alive 2

(g) Give synonyms of :

(i) Deliberate

(ii) Inadequate

2

(h) Do as directed :

(i) There was no electricity; no primary school. [Use - 'neither - nor']

(ii) The boy was too exhausted to get out of the pool.

[Use - 'So - - - that']

(iii) She put some water into the dog's dish.

[Identify the tense]

(iv) You didn't help her.

[Change the voice]

4

OR

2. Answer the questions following the passage.

The load was very heavy for the old Camel. He tried his best to carry it as far as the next village. There his master would be able to get another Camel to carry this heavy load. But he was so exhausted and tired that he couldn't go any further. His master took off the load from the Camel's back and went his way. A Tiger was passing by at this time. He had been hurt by the tusk of an elephant. As the Tiger was in pain, he found it difficult to walk. So he lay down by the side of the camel. The camel began licking the tiger's wound with his long tongue and offered him food that his master had left behind. In a few days, the tiger and the camel recovered. As the tiger was very hungry the old camel told him to kill him and eat his meat. The tiger could not think of killing his friend.

At that time a deer came running towards them. A hunter had shot at him with an arrow. He lay down by the side of the tiger to kill him and eat his flesh as he did not want the wicked hunter to take him away. The tiger did as he was told. Just then the hunter came on the spot. The angry tiger jumped on him and killed him also. Another young deer was in the bag that hunter was carrying. The tiger set it free. The tiger and camel lived happily ever after in the forest.

(a) The camel began to lick the tiger's wound because the

(K) Tiger was in pain

(L) Tiger was tired

- (M) Tiger could not walk
- (N) The camel was hungry. 1
- (b) How many living beings in all are mentioned in the passage.
- (K) Five
- (L) Nine
- (M) Seven
- (N) Eight 1
- (c) What did the tiger do the dying deer ?
- (K) He ate his flesh
- (L) He killed him
- (M) He killed him and ate his flesh
- (N) He set him free. 1
- (d) All of the following were either exhausted or wounded or killed except the
- (K) deer which lay near the camel
- (L) tiger
- (M) old camel
- (N) elephant. 1
- (e) The tiger refused to eat the camel because of all the following except that the camel had
- (K) became his friend
- (L) offered him food
- (M) licked his wound
- (N) became old. 1
- (f) The tiger lay down near camel as
- (K) they became friends
- (L) he felt tired

(M) he was unable to walk

(N) there was enough space to lie down. 1

(g) The old camel wanted to carry the load as far as the next village because-

(K) the village was at a short distance

(L) he was sure to meet his master there

(M) another camel was available to carry the load afterwards

(N) his master wished him to do so. 1

(h) Give antonyms of -

(i) heavy

(ii) difficult 2

(i) Do as directed -

(i) The problem was so difficult that I could not solve it. [Use - 'too']

(ii) - - - - - young should come forward to shoulder responsibility.
[Fill in the blank with articles]

(iii) She set the alarm. [Begin the sentence with 'The alarm:']

(iv) The complaint was taken seriously
[Begin the sentence with 'Police took. . . .']
4

3. (a) What is communication ? Explain the characteristics of communication. 4

(b) Explain the importance of body language in communication. 4

(c) What are the barriers of communication ? Explain with suitable examples. 5

OR

4. (a) What is non-verbal communication ? State its types. 4

(b) What are the important elements in structure of a paragraph ? How are they organized ? 4

(c) How will you evaluate a written text for its effectivity in communication ? 5

5. (a) What are formal reports ? Elaborate their structure. 5
(b) Write a letter to your friend who has met with an accident. 5
(c) Explain :
(i) Flow chart
(ii) Bar graph 4

OR

6. (a) What is written communication ? State its merits. 5
(b) What are the do's and don'ts for interview ? 5
(c) How meetings are conducted and documented ? Explain. 4



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