

B.M.S. College of Engineering, Bengaluru-560019

Autonomous Institute Affiliated to VTU

May 2023 Semester End Main Examinations

Programme: B.E

Branch: Common to all Branches

Course Code: 21MA2HSPWS

Course: Professional Writing Skills in English

Semester: II

Duration: 2 hrs.

Max Marks: 50

Date: 24.05.2023

Instructions: 1. Answer all the questions.
2. Internal choice is provided in Unit III, IV and V.

UNIT - I

I Select the right answers from the choices given. Each question carries one mark. 5

- 1 Identify the error in the following sentence:
They say that you should try to be patient while deals with children.
 - a. you should try
 - b. while deals with
 - c. patient while
 - d. with children
- 2 Two of my friends _____ tonight.
 - a. arrive
 - b. will be arriving
 - c. arrives
 - d. Both A and B are correct
- 3 Identify the sentence that has an error.
 - a. Jonita requested everyone to vote for her.
 - b. Everyone were requested to vote for Jonita.
 - c. One of her friends campaigned and helped her to win.
 - d. Some of Jonita's classmates were against her.
- 4 Well _____, let us have a quick look at the next graph.
 - a. then
 - b. than
 - c. Both A and B are correct
 - d. None of the above
- 5 Choose the correct pair of words which have similar relationship with the highlighted pair of words:
Arrive: Arrival
 - a. Comedy: Comical
 - b. Write: Writing
 - c. Repetition: Repeating
 - d. Correct: Correctly

UNIT - II

II 1 Write a precis for the following passage reducing it to one-third of its length (100 words in exact). 5

Ten years ago, when I was embarking on my second career as a psychotherapist after having spent many years in the theatre, I took a course in oral communication.

I would sit in class listening to lengthy speeches being delivered, watching the nervously uncomfortable students make their presentations, and it seemed to me there was no visible improvement in their performance over time. The speeches were just as ineffectual at the end of the semester as they had been at the beginning. The students looked just as uncomfortable as they had on the very first day. As a theatre person with years of acting, teaching, and directing

experience under my belt, I sat there in utter disbelief. How, I asked, could the instructor not be aware of the jerks, tics, and total state of terror that most of these unfortunates were so obviously experiencing? How could she fail to address one word to this issue? How could she continue to discuss the principles of persuasive speech when it was absolutely impossible to make logical sense out of most of the speeches being presented? How could the disembodied principles of oral communication ever relate to the spectrum of pain so evident in that classroom? These students, most of whom had never in their lives been asked to stand up and give even the simplest of directions to a group, were now tackling the complete writing and speaking assignments from day one.

When I recovered from the sheer amazement of it all, I had what you might call a moment of "aha." That is, I had a wonderful idea. I realized that the training that proved helpful to actors in overcoming their inhibitions could be applied to public speaking. With this in mind, I designed a step-by step plan for acquiring the basic presentational skills.

UNIT - III

III 1 Read the following excerpt and answer the questions that follow. Each question carries one mark.

5

One fine day, beyond the tamarind tree, the station building was ready. The steel tracks gleamed in the sun; the signal posts stood with their red and green stripes and their colourful lamps; and our world was neatly divided into this side of the railway line and that side. Everything was ready. All our spare hours were spent in walking along the railway track up to the culvert half a mile away. We paced up and down our platform. A gold mohur sapling was planted in the railway yard. We passed through the corridor, peeping into the room meant for the stationmaster.

One day we were all given a holiday. "The train comes to our town today," people said excitedly. The station was decorated with festoons and bunting. A piper was playing, bands were banging away. Coconuts were broken on the railway track, and an engine steamed in, pulling a couple of cars. Many of the important folk of the town were there. The Collector and the Police Superintendent and the Municipal Chairman, and many of the local tradesmen, who flourished green invitation cards in their hands, were assembled at the station. The police guarded the platform and did not allow the crowds in. I felt cheated by this. I felt indignant that anyone should prohibit my entry to the platform. I squeezed myself through the railings at the farthest end, and by the time the engine arrived I was there to receive it. I was probably so small that no one noticed my presence. The train moved and was soon out of sight. A big crowd was now allowed to come on to the platform. My father's shop had record sales that day. By the time a stationmaster and a porter were installed in their little stone house at the back of the station, facing our house, my father had become so prosperous that he acquired a jutka and a horse in order to go to the town and do his shopping.

My mother had been apathetic. "Why should you have all this additional bother in this household, horse and horse-gram and all that, while the buffalo pair is a sufficient bother?" He did not answer her in any detail, just swept off her objections with, "You know nothing about these things, I have so much to do every day in the town. I have to visit the bank so often." He uttered the word 'bank' with a proud emphasis, but it did not impress my mother.

And so, there was an addition of a thatch-roofed shed to our yard, in which a

brown pony was tied up, and my father had picked up a groom to look after it.

1. What was the colour of the horse?
(a) Black (b) White (c) Brown (d) Both black and white
2. Thatch-roofed shed became a shelter for _____.
(a) the speaker (b) the horse (c) buffaloes (d) stationmaster
3. Who was looking after the horse?
(a) Speaker's father (b) speaker himself (c) speaker's mother (d) a groom
4. Why were the guests holding green invitation cards?
(a) They were waiting to inaugurate by giving green signal to the first train that entered the station
(b) They were holding green flags to signal the crowd to enter the station.
(c) They were protesting by holding green flags.
(d) They were holding green cards because the colour green is symbolic of fertility and growth.
5. What would be the suggested age of the speaker here?
(a) Above 20 years (c) Under 10 years
(b) 19 years old (d) Between 16 to 20 years

IV

UNIT – III

1 Answer the following questions.

- a) Distinguish Periodic reports from Special reports. Provide examples for each of the reports. **5**

OR

- b) List out the elements that need to be included in the Prefatory part of a technical proposal. **5**

2 Answer the following in about 250 words.

- a) Explain the process of report writing. Analyze each stage starting from the prerequisite steps to the final draft. **10**

OR

- b) Mention different types of Technical Proposals. Explicate the structure of a technical proposal in detail. **10**

V Answer the following in about 250 words.

UNIT - IV

- 1 Examine the various reasons for poor listening habits, which hinder effective communication. **10**

OR

- 2 Differentiate the use of CC and BCC fields in email. Discuss any eight Email Etiquette rules. **10**

VI Answer the following in about 250 words.

UNIT - V

- 1 What are the different stages in job interviews? List out the dos and don'ts for the success of an interviewee. **10**

OR

- 2 Analyze the different techniques that can be used in an organizational GD (Group Discussion). **10**
