

PSG COLLEGE OF ARTS & SCIENCE  
(AUTONOMOUS)

BA/ BSc/ BCom/ BBA/ BCA/ BVoc & MSc (SS) DEGREE EXAMINATION  
MAY 2024  
(First Semester)

Common to – BA/ BSc/ BCom/ BBA/ BCA/ BVoc & MSc (SS) PROGRAMMES

COMMUNICATIVE ENGLISH – I INTERPERSONAL COMMUNICATION

Time: Three Hours

Maximum: 75 Marks

**I. Identify the social function of the Underlined Conversation:**

10x1=10

Anjali – Hi, Raj. How was your weekend?

Raj – Hey, Anjali. My weekend was great. I watched a great movie.

Anjali – Oh really? What was the name of the movie you watched?

Raj – I watched Avengers Endgame. It is the last movie of the Avengers.

Anjali – Oh, I have watched Avengers Endgame too. I loved the movie.

Raj – Really? Who is your favourite Avenger?

Anjali – I can't name one! Iron Man, Thor, Captain America, Captain Marvel, Scarlet Witch and Black Widow, to name a few.

Raj – Wow, you have some of the strongest Avengers there! I have the same choice except that I loved Spider Man too.

Anjali – My sister took me to see the movie as soon as it was released. Both me and my sister have been great fans of Avengers since childhood.

Raj – Oh wow! I am myself a big fan of Avengers and have watched all the movies. I too wanted to go to the theatre and watch the movie, but I was out of station for a family function.

Anjali – Oh I see. The movie stood up to all the expectations that the audience had after watching the trailer. In fact, I would say the movie surpassed expectations.

Raj – Very true. There was no better way to finish the Avengers, I believe. The movie just took me through a rollercoaster of emotions.

Anjali – True! Just when I was feeling happy that the Avengers got rid of Thanos for good, the next moment I was bawling my eyes out seeing Iron Man had sacrificed himself to save the world and everyone else.

Raj – We can't ever see Black Widow, Iron Man and Captain America ever in any Marvel movies.

Anjali – Yes, very sad. Any way it was nice talking to you. See you tomorrow in school. Bye.

Raj – Same here. Bye.

**II. Construct two conversations employing the following social functions: 2x 5=10**

a) 1. Asking for a way 2. Seeking help 3. Enquiring about a plot 4. Asking for a way to hospital 5. General conversation in a railway station	b) 1. Talking about a book 2. Asking for a letter of approval 3. Appreciating a victory 4. Leaving a note to someone 5. Explaining a situation
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**III. Fill in the blanks with appropriate article:**

5x1=5

1. Are you coming to \_\_\_\_\_ party next Sunday?
2. I bought \_\_\_\_\_ new TV set yesterday.
3. I think \_\_\_\_\_ man over there is ill.
4. She is wearing \_\_\_\_\_ ugly dress.
5. He thinks that \_\_\_\_\_ love is what will save us all.

Cont ...

**IV. Fill in the blanks with appropriate Preposition:**

5x1=5

1. She peered \_\_\_\_ the telescope.
2. I met him when I was \_\_ university.
3. I will finish my project \_\_ Monday.
4. There's a disagreement \_\_\_\_ these two friends.
5. The country is \_\_\_\_ peace.

**V. Rewrite the sentence with proper punctuation for the following: 5x1=5**

1. Montaigne wrote the following A wise man never loses anything, if he has himself.
2. The following are the primary colors red, blue, and yellow.
3. Arriving on the 8 10 plane were Liz Brooks, my old roommate her husband and Tim, their son.
4. When the teacher commented that her spelling was poor, Lynn replied All the members of my family are poor spellers. Why not me?
5. He used the phrase you know so often that I finally said No, I don't know.

**VI. Read the following passage and answer the questions below: 10x1=10**

Once upon a time, in a quaint little village nestled in a picturesque valley, Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia. Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model. Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important. During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed. During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers.

Q1. What is the difference between the approaches of Socrates and Aristotle? *She lived a young girl named Lily. She was known for her adventurous spirit and her deep curiosity. One sunny day...*

- 1) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- 2) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- 3) There was no difference
- 4) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Cont ...

Q2. Why do educationists consider philosophy a 'weak and woolly' field?

- 1) It is not practically applicable
- 2) Its theoretical concepts are easily understood
- 3) It is irrelevant for education
- 4) None of the above

Q3. What do you understand by the term 'Perennialism', in the context of the given comprehension passage?

- 1) It refers to something which is of ceaseless importance
- 2) It refers to something which is quite unnecessary
- 3) It refers to something which is abstract and theoretical
- 4) It refers to something which existed in the past and no longer exists now

Q4. Were Plato's beliefs about education democratic?

- 1) He believed that only the rich have the right to acquire education
- 2) Yes
- 3) He believed that only a select few are meant to attend schools
- 4) He believed that all pupils are not talented

Q5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- 1) Facts are not important
- 2) Facts do not lead to holistic education
- 3) Facts change with the changing times
- 4) Facts are frozen in time

**VII. Read the following passage and make notes on it:**

**10x1=10Marks**

You may never want to fly kites to keep away evil spirits, as the Chinese have done for centuries, or to make rain, as the Tibetans did, but some more modern and western uses may tempt you to try experimenting yourself along similar lines. Ancient and medieval Chinese sources describe kites being used for measuring distances, testing the wind, lifting men, signalling and communication for military operations.

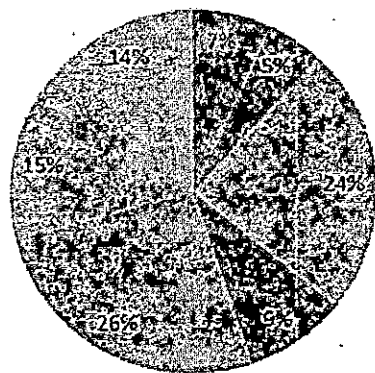
The earliest known Chinese kites were flat (not bowed) and often rectangular. Later, tailless kites incorporated a stabilising bowline. Kites were decorated with mythological motifs and legendary figures; some were fitted with strings and whistles to make musical sounds while flying. From China, kites were introduced to Cambodia, India, Japan, Korea and the western world.

The most widespread use of kites in modern times has been for meteorological investigations. Everybody knows about how Benjamin Franklin, the great American scholar and statesman, sent a kite up in 1752 during a thunderstorm to prove that lightning was caused by electricity. He produced sparks at ground level from a key hung on the wet line as the current flowed down it.

A second investigator repeated Franklin's experiment shortly afterwards and was killed. By sending up instruments on kites it has been possible to make readings of air pressure, temperature, speed, direction and humidity. Although thermometers had been sent up long before, it was not until 1894, that a self-reading thermometer, a thermograph, was sent up by a kite.

**XIII. The pie chart shows the proportion of people from different households living in poverty in the UK in 2002. Write an analytical paragraph to describe the information. 5x1=5**

Proportion of people from each household type living in poverty



- Single aged persons
- Aged Couple
- Single without children
- Couple without children
- Sole Parents
- Couple with children
- All households

**IX. Expansion of a Proverb (anyone)**

1x5=5

1. When in Rome, do as the Romans do.
2. Beauty is in the eyes of the beholder
3. Those in Glass houses should not throw stones.

**X. Condensing run on Sentences**

5x1=5

1. Mary came home from work early we worked hard on our project.
2. I was too tired to go to the store the guys shopped for three hours.
3. Went to the store yesterday.
4. After the classes, the library. My life nowadays.
5. Students dislike Mr. Jones. Because his classes can be tough.

**XI. Find out one word Substitution for the following:**

5x1=5

1. A region or country which is self governing
2. Storehouse for threshed grain
3. A shelter for dog
4. A series of stars
5. An arrangement of flowers given as present

**Z-Z-Z**

**END**