

Term End Examination June 2019
Certificate in Communication Skills (CCS)

Course Code CCS-02

Reading Skills

Time: 3 Hours

Maximum Marks: 100

*(Answer All the questions form Group-A , any **four** questions from Group -B, any **four** questions from Group -C and any **two** questions from Group - 'D')*

Group-A

1. Fill up the blanks. Answer all the questions: 1X10=10

- a) I cannot tell you why I _____ not want to go to the party this evening.
- b) You _____ obey the rules of the road to be a good driver.
- c) Many of my friends _____ the picture you are talking about.
- d) Each student in this college _____ a social worker.
- e) Sheela has been attending dance lessons since last year. She _____ perform well in the competition.
- f) All the voters in this village _____ for a change.
- g) When _____ you going to visit the museum?
- h) Everyone knows that the sun _____ in the east.
- i) I _____ your concerns but I do not think I can do anything about them.
- j) The Mehtas _____ a beautiful luxury car.

Group-B

2. Write short notes on any four in about 100 words.

5X4=20

- a) Reading as an interactive process
- b) Gibson and Levin's principle of perceptual development
- c) Text Factors in Readability
- d) Structure of a Discourse
- e) Narrative Theories
- f) Figurative meaning

Group-C

3. Answer any four of the following questions in about 200 words.

10X4=40

- a) What is SQ3R Technique? Do you consider it an important strategy for reading?
- b) What is grammatical analysis? Explain with the analysis of a sample text.
- c) What are lexical verbs? Explain different types of lexical verbs with examples.
- d) What are the different aspects of tense? Discuss.
- e) Explain any two modals with suitable examples.
- f) Read the following passage and answer the questions that follow.

First Teacher

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue.

This process was continued for several years; for the deaf child does not learn in a month, or even in two or three years, the numberless idioms and expressions used in the simplest daily communication. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time.

The deaf and the blind find it very difficult to acquire the skills of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice or, without assistance, go up and down the variety of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says.

-Hellen Keller

- (i) What did Miss Sullivan practice while teaching speaking to Helen Keller?
- (ii) What did Miss Sullivan do when Helen did not know the words and idioms necessary to express her thoughts?
- (iii) How did Helen learn the numberless idioms and expressions?
- (iv) What happens when a normal hearing child hears the conversations in his home?
- (v) How did Miss Sullivan supply Helen the stimulus she needed?
- (vi) Did Helen easily learn whatever Miss Sullivan taught her?
- (vii) Why did the deaf and blind find it difficult to acquire the skills of conversation?
- (viii) The words repetition and imitation have been formed by the addition of the suffix 'ion'. Form two more words of your own with this suffix.
- (ix) Provide the opposite of the words 'natural' and 'appropriate'.
- (x) Make a sentence using the word 'initiative'.

Group-D

4. Answer any two of the following questions in about 300 words.

15X2=30

- a) What is Barret's Taxonomy of Reading Skills? Explain with examples.
- b) What are the different aspects of rhetorical speeches? Discuss.

c) Read the following passage and do as directed.

- i) State the main idea. [5]
- ii) State the supporting details. [5]
- iii) Give a suitable title. [5]

The economic transformation of India is one of the great business stories of our time. As stringent government regulations have been lifted, entrepreneurship has flourished, and the country has become a high-powered center for information technology and pharmaceuticals. Indian companies like Infosys and Wipro are powerful global players, while Western firms like GE and IBM, now have major research facilities in India employing thousands. India's seemingly endless flow of young, motivated engineers, scientists, and managers offering developed-world skills at developing-world wages is held to be putting American jobs at risk, and the country is seen as "the next economic superpower."

Although India has one of the youngest workforces on the planet, the head of Infosys said recently that there was an "acute shortage of skilled manpower," and a study by Hewitt Associates projects that this year salaries for skilled workers will rise fourteen and a half per cent, a sure sign that demand for skilled labor is more than the supply. It surely sounds impossible in a country that every year produces two and a half million college graduates and four hundred thousand engineers. But the fact is that just ten per cent of Indians get any kind of post-secondary education, compared with some fifty per cent who do in the U.S. India does have more than three hundred universities, but a recent survey by the London Times Higher Education Supplement put only two of them among the top hundred in the world. Many Indian graduates, therefore, enter the workforce with a low level of skills. Infosys says that, of 1.3 million applicants for jobs last year, it found only two per cent acceptable.

The irony of the current situation is that India was once considered to be overeducated. In the seventies, when the country was going through an economic crisis, it seemed that it had too many engineers and PhDs working as clerks in government offices. Once the business climate loosened up, there was opportunity for companies to tap a backlog of thousands of eager, skilled workers at their disposal. Unfortunately, the educational system did not adjust to the new realities. Even as the need for skilled workers was increasing, India was devoting relatively fewer resources to producing them.

Since the Second World War, the countries that have made successful leaps from developing to developed status have all poured money, public and private, into education. South Korea now spends a higher percentage of its national income on education than nearly any other country in the world. Education will be all the more important for India's well-being; the earlier generation of so-called Asian Tigers depended heavily on manufacturing, but India's focus on services and technology will require a more skilled and educated workforce.