

PARUL UNIVERSITY
COLLEGE OF AGRICULTURE

B.Sc.(Hons.) Agriculture, Summer 2018 - 19 Examination

Semester: 6**Subject Code: 20193351****Subject Name: Comprehension and Communication
Skills in English****Date: 06/04/2019****Time: 10:30 am to 01:00 pm****Total Marks: 60**

Instructions

1. All questions are compulsory.
2. Figures to the right indicate full marks.
3. Make suitable assumptions wherever necessary.
4. Start new question on new page.

Q.1 Do as Directed.**A. Read the following passage and answer the following:****(10)**

The wisdom of learning from failure is incontrovertible. Yet organisations that do it well are extraordinarily rare. This gap is not due to a lack of commitment to learning. Managers in the vast majority of enterprises that I have studied over the past 20 years--pharmaceutical, financial services, product design, telecommunications, and construction companies; hospitals; and NASA's space shuttle program, among other--genuinely wanted to help their organisations learn from failures to improve future performance. In some cases they and their teams had devoted many hours to after-action re-views, post mortems, and the like. But time after time I saw that these painstaking efforts led to no real change. The reason: Those managers were thinking about failure the wrong way. Most executives I've talked to believe that failure is bad (of course). They also believe that learning from it pretty straight forward: Ask people to reflect on what they did wrong and exhort them to avoid similar mistakes in the future--or, better yet, assign a team to review and write a report on what happened and then distribute it throughout the organisation.

These widely held beliefs are misguided. First, failure is not always bad. In organisational life it is sometimes bad, sometimes inevitable, and sometimes even good. Second, learning from organisation failures is anything but straightforward. The attitudes and activities required to effectively detect and analyze failures are in short supply in most companies, and the need for context-specific learning strategies is underappreciated. Organisations need new and better ways to go beyond lessons that are superficial (—Procedures weren't followed) or self-serving (—The market just wasn't ready for our great new product). That means jettisoning old cultural beliefs and stereotypical notions of success and embracing failure's lessons. Leaders can begin by understanding how the blame game gets in the way.

The Blame Game Failure and fault are virtually inseparable in most households, organisations, and cultures. Every child learns at some point that admitting failure means taking the blame. That is why so few organisations have shifted to a culture of psychological safety in which the rewards of learning from failure can be fully realised. Executives I've interviewed in organisations as different as hospitals and investment banks admit to being torn; How can they respond constructively to failures without giving rise to an anything-goes attitude? If people aren't blamed for failures, what will ensure that they try as hard as possible to do their best work? This concern is based on a false dichotomy. In actuality, a culture that makes it safe to admit and report on failure can and in some organisational contexts must coexist with high standards for performance. To understand why, look at the exhibit —A Spectrum of Reasons for Failure, which lists causes ranging from deliberate deviation to thoughtful experimentation.

Which of these causes involve blameworthy actions? Deliberate deviance, first on the list, obviously warrants blame. But inattention might not. If it results from a lack of effort, perhaps it's blameworthy. But if it results from fatigue near the end of an overly long shift, the manager who assigned the shift is more at fault than the employee. As we go down the list, it gets more and more difficult to find blameworthy acts. In fact, a failure resulting from thoughtful experimentation that generates valuable information may actually be praiseworthy.

When I ask executives to consider this spectrum and then to estimate how many of the failures in their organisation are truly blameworthy, their answers are usually in single digits--perhaps 2% to 5%. But when I ask how many are treated as blameworthy, they say (After a pause or a laugh) 70% to 90%. The unfortunate consequence is that many failures go unreported and their lessons are lost. A sophisticated understanding of failure's causes and contexts will help to avoid the blame game and institute an effective strategy for learning from failure. Although an infinite number of things can go wrong in organisations, mistakes fall into three broad categories; preventable, complexity-related, and intelligent.

- 5 No smoking or drinking _____ allowed.
 a) was c) were
 b) is d) are
- 6 She thought she was the best tennis player on this planet.
 a) Personification c) Metaphor
 b) Simile d) Hyperbole
- 7 Three miles _____ too far to walk.
 a) have c) were
 b) is d) are
- 8 She ate the huge pizza all by herself and felt as fat as a pig.
 a) Personification c) Metaphor
 b) Simile d) Hyperbole
- 9 A lot of the pie _____ disappeared.
 a) Have c) Was
 b) Were d) Is
- 10 All of the chicken _____ gone.
 a) Is c) Were
 b) Are d) Has
- 11 The dinner was an ocean of flavors
 a) Personification c) Metaphor
 b) Simile d) Hyperbole
- 12 The Burbs _____ a movie starring Tom Hanks.
 a) Are c) Is
 b) Were d) None of the above
- 13 The family had to wait for centuries to get seated at the restaurant.
 a) Personification c) Metaphor
 b) Simile d) Hyperbole
- 14 The audience _____ requested to take their seats.
 a) Is c) Were
 b) Are d) Has
- 15 Everybody _____ to be loved.
 a) Want c) Wanted
 b) Wants d) Is wanted
- 16 The popular toy flew off the shelves during the holidays.
 a) Personification c) Metaphor
 b) Simile d) Hyperbole
- 17 Four quarts of oil _____ required to get the car running.
 a) Is c) Was
 b) Are d) Were
- 18 The girl's heart skipped down the street when she got nervous.
 a) Personification c) Metaphor
 b) Simile d) Hyperbole
- 19 Every man and woman _____ required to check in.
 a) Is c) Was
 b) Are d) Were
- 20 Tick-Tok Tick-Tok Tick-Tok said the clock.
 a) Personification c) Metaphor
 b) Simile d) Hyperbole

C. Make sentences with the following idioms

(05)

1. Bend over backwards-helping someone
2. A taste of your own medicine
3. Dead as a doornail
4. Lend someone a hand
5. The early bird gets the worm.
6. Under the weather-ill or sick.
7. We are in the same boat
8. I'm all ears
9. Take a rain check
10. Cutting corners

Q.2 Do as Directed.

A. Match group A with group B. (Any Five)

(05)

- | A | B |
|--|--------------------|
| 1) Unique- Common | a) Homonym |
| 2) Portion- Piece | b) Simile |
| 3) Grave-Grave | c) Metaphor |
| 4) Idle-Idol | d) Personification |
| 5) The boy is like his father | e) Antonym |
| 6) The river is running past the mountain | f) Homophone |
| 7) The girl is a tigress when it comes to her sister | g) Synonym |

B. Define the following. (Any Five)

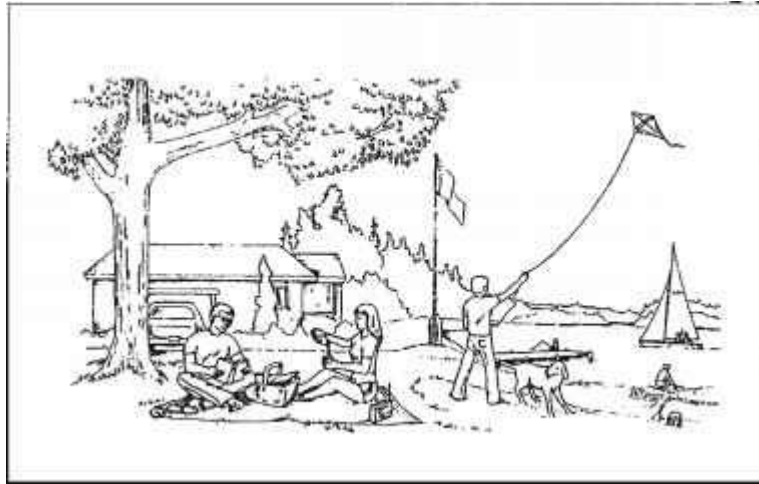
(05)

1. Figurative Language
2. Interviewer
3. Interviewee
4. Dyadic Communication
5. Communication
6. Verbal communication
7. Presentation

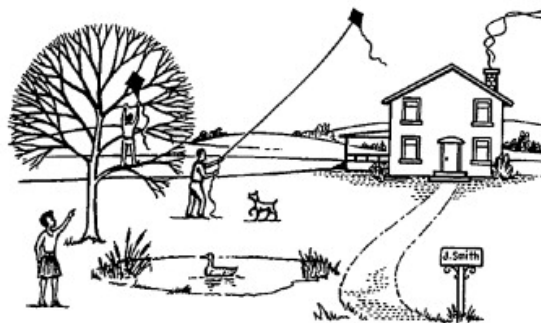
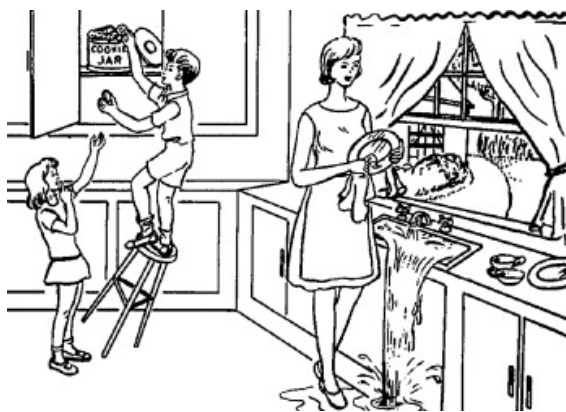
C. Answer the following. (Any Five)

(10)

1. Describe the Picture bellow



2. Compare and Contrast the image



3. Summarize the passage:

Life was very different in the United States 100 years ago. Only eight percent of people had a telephone, and a three-minute call from Denver to New York cost eleven dollars. That was about two weeks' pay for most workers. People made about 22 cents an hour. Figure out how much your daily time on the phone would have cost! Imagine living in a time when only about 14 percent of the homes in our country had a bathtub, and most women washed their hair only once a month. Yuck! School? Ninety percent of all doctors had no college education, and only six percent of all Americans graduated high school. Two out of ten people couldn't even read or write. The highest paying jobs were veterinarian and mechanical engineer.

4. Précis the passage: (in 50 words)

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.

5. State the dos in Group discussion.

6. State the Don'ts in Presentation.

7. Write a review of a book you recently read.

Q.3 Write short notes. (Any five)

(10)

1. Body Language

2. Eye Contact

3. Oral Presentation

4. Internal barriers to listening

5. Good strategies of listening

6. Types of Note taking

Q.4 Differentiate the following. (Any five)

(05)

1. Antonyms and Synonyms

2. Homophone and Homonyms

3. Simile and Metaphor

4. Idioms and Personifications

5. Words often confused and Homonym

6. Oral presentation and Written presentation.