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Bengaluru

Mid Term Examinations - October 2026

Date: 05/10/2026 **Time:** 11:45 AM - 01:15 PM

Course Code: ENG1904 **Course Name:** Language and Communication in Media

Semester: First Semester **Max. Marks:** 50 **Weightage:** 50%

CO - Levels	CO1	CO2	CO3
Marks	6	44	40

PART A: Answer Following Questions. 10 M

Q.N.	Questions	M	CO	BT
1	Lost elements: tone, timing/pauses, facial expression, delivery. Text strips paralanguage and gesture, so the audience must infer humour from words alone — meaning is diminished or changed.	2	CO1	BT1
2	Interpersonal and intra personal communication.	2	CO1	BT1
3	Tool used: colour (warm tones — red/orange). These evoke urgency, excitement, or passion, prompting quick emotional response to drive impulse buying.	2	CO1	BT1
4	Stereotype: professional success is male, formal, and suit-coded. Excludes women and anyone outside conventional corporate presentation from the image of "success."	2	CO2	BT1
5	Challenges the ideology of a single, narrow beauty standard (often tied to fairness/thinness); the tagline reframes beauty as diverse and non-hierarchical, disrupting the previously dominant "common sense" definition.	2	CO2	BT1

PART B : Answer Any 1 Following Questions. 10 M

Q.N.	Questions	M	CO	BT
6	Instagram: Short, engaging language; catchy caption/headline; visuals/hashtags; friendly and encouraging tone. Email: Clear and informative language; formal/semi-formal tone; detailed information; direct subject line and call to action. University Website: Formal and informative language; structured headline and paragraphs; complete details about the session; clear and professional presentation. Framing: Instagram → engagement; Email → participation; Website → information and credibility. Overall: Vocabulary, tone, structure, and textual choices are adapted to the purpose and audience of each medium.	10	CO3	BT2
7	Live event: Direct interaction, physical presence, immediate response → may create stronger personal connection and trust. Radio advertisement: Voice and sound are the main cues → may create emotional impact through tone, music, and delivery, but lacks visual interaction. Instagram Reel: Short, visual, fast-paced, and interactive → may attract attention and create quick emotional responses, but limited time/context may affect trust. Medium is the Message: Each medium shapes how the product message is experienced and understood. Overall: The same message can create different audience responses because the characteristics of the medium influence communication.	10	CO3	BT2

ANSWER KEY

PART C: Answer Any 1 Following Questions. 10 M				
Q.N.	**Questions**	**M**	**CO**	**BT**
8	Intrapersonal communication: Student thinks through and develops the project idea internally. Interpersonal communication: Student discusses the idea with a friend. Group communication: Student presents the idea to the class. Mass communication: Student shares the idea on social media for a wider audience. Change in communication: Content, language, tone, and level of formality are adapted according to the audience and medium. Overall: Communication moves from self → individual → group → wider public.	10	CO2	BT2
9	Setting: Change from a bright, familiar, comfortable place to an isolated, unfamiliar, or confined space. Colour palette: Use warm, bright colours for joy → shift to darker, duller, or cooler colours for discomfort. Camera distance/proxemics: Use closer, more intimate shots for warmth → increase physical distance or use uncomfortable close-ups to create tension. Audience interpretation: The changes can shift the scene from friendly and welcoming to awkward, uncomfortable, or suspicious. Overall: Non-verbal elements communicate emotion and relationships without changing the dialogue.	10	CO2	BT2

PART D: Answer Any 1 Following Questions. 10 M				
Q.N.	**Questions**	**M**	**CO**	**BT**
10	Representation: Show both men and women as capable technology professionals. Stereotype: Avoid presenting technical roles as exclusively male. Language: Use inclusive and gender-neutral language. Style: Use positive, empowering, and persuasive advertising language. Advertising conventions: Include a suitable headline/tagline and concise promotional message. Overall message: Present technology careers as open to people of all genders and challenge traditional gender-role assumptions.	10	CO3	BT3
11	Who is represented: Older people are shown as unattractive, less confident, or socially inactive. Who is doing the representing: The beauty/advertising industry presents youth as the preferred beauty standard. Consequences: May create negative attitudes towards ageing and pressure people to look younger. Stereotype: Ageing is presented as undesirable or something that must be hidden. Rewritten advertisement: Present ageing as natural, positive, and compatible with confidence, beauty, and an active life. Language: Use positive, inclusive, and age-neutral language. Advertising conventions: Use an engaging headline/tagline and persuasive but non-stereotyping copy.	10	CO3	BT3

PART E: Answer Any 1 Following Questions. 10 M				
Q.N.	**Questions**	**M**	**CO**	**BT**
12	Gender: Woman is represented as confident, capable, skilled, and independent. Career: Engineering is presented as a suitable and successful career for women. Leadership: Woman is shown making decisions and leading a team. Traditional expectations: Challenges the idea that engineering, construction, and leadership are mainly male roles. Language: “Build your future. Lead the way.” uses empowering and aspirational language. Visuals: Confident posture, workplace setting, and leadership position reinforce professional competence. Audience impact: Encourages audiences to view women as capable of taking up technical and leadership roles.	10	CO2	BT2

ANSWER KEY

13	Representation: Girls are associated with dolls, cooking, and caregiving; boys are associated with building, engineering, and problem-solving. Assumptions: Girls are naturally suited to caring/domestic roles, while boys are naturally suited to technical and professional roles. Stereotype: Reinforces traditional gender roles and gendered career expectations. Omissions: Does not show girls engaging in technical activities or boys participating in caregiving/domestic activities. Gender roles: Suggests different interests and future roles based on gender. Audience influence: May shape children's ideas about which toys, activities, and careers are considered appropriate for boys and girls. Overall: The advertisement can reinforce traditional expectations about gender rather than presenting children with diverse choices.	10	CO2	BT2

ANSWER KEY