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Name.....

Reg. No.....

FIRST SEMESTER B.A./B.Sc. DEGREE EXAMINATION, NOVEMBER 2019

(CBCSS—UG)

English

ENG 1A 01—TRANSACTIONS : ESSENTIAL ENGLISH LANGUAGE SKILLS

(2019 Admissions)

Time : Two Hours

Maximum : 60 Marks

Part I (Speaking Skills)

I. Read the following questions and do as directed. All questions can be answered. (Colling 20) Each question carries 2 marks :

- 1 You want to have a tea right now. How will you suggest this to your friends ?
- 2 You forgot to inform your friend that you won't be coming for the cinema. Express your regret using *should have*.
- 3 *Sure but later* is a reply to a telephone call. Frame a suitable question used in telephonic English for this reply.
- 4 Rearrange the given jumbled sentence to get the correct expression used for interruption.
add / given / more / you have / point to / May / just / one / I / what
- 5 Identify the vowel sounds in *Moon* and *Toil* and categorise them as monophthong or diphthong.
- 6 Identify the sounds of the underlined letters in *Chew* and *Thish* and transcribe them.
- 7 *We had gone to the movies last night*. Rewrite the sentence correctly. Justify your corrections.
- 8 *She's cooking in the kitchen*. Frame a "Wh" question for this sentence.
- 9 *We should read another book by E.B. White*. Identify the verb and helping verb in the sentence.
- 10 *The local kids hang out at the mall*. Identify the phrasal verb in the sentence and write its meaning.
- 11 The tornado caused a lot of damage on all parts of the region. Write the idiomatic expression for the underlined words.
- 12 Dad seemed more disappointed than angry. Write the meaning of the underlined word in the given sentence.

Turn over

II. Read the following questions and do as directed. All questions can be answered. (Ceiling 30). Each question carries 5 marks :

- 13 Prepare a short telephonic conversation in which phrases like *I'm afraid, hang on, speaking* etc. occur.
- 14 Elucidate the way in which the given words differ in articulation and meaning. Support your answers with examples.

Export (N) & Export (V)

Conflict (N) & Conflict (V)

- 15 Each given sentence has one word missing. Write it in and justify your answer.

Deepu not remember faces very well.

The teachers know her ?

- 16 Reorder the given sentences and identify the tense in them.

those / young / come / from / labourers / Bengal

Jack / finish / will / work / tomorrow / his

- 17 Choose one phrasal verb and use it in two sentences of yours. *Sort out / Put up with*

- 18 Choose one idiom and use it in two sentences of yours.

Barking up the wrong tree / Bum the candle at both ends.

- 19 The sentences below consist of some grammatical mistakes. Identify the mistakes and rewrite them correctly. Justify your corrections.

Speak slowly to Ana and Petra because they doesn't speak English very well.

In 1975, after seven years in prison, Carson had been leaving and started a new life.

III. Read the following questions and answer any one of the following. (1 × 10 = 10)

- 20 Make up a reasonably long dialogue which contains expressions used for polite requests/persuasions/suggestions and their responses :

Speakers : Anumol and Sarath

Situation : For class tour, Anumol wants to go to Bangalore and Sarath wants to go to Goa.

21 Read the text and do as directed.

What true education should do

- 1 When most people think of the word *education*, they think of people as a sort of animate sausage to casing. Into this casing, the teachers are supposed to stuff education. But genuine education is not inserting the stuffing of information into a person, but rather eliciting knowledge from him/her; it is the drawing out of what is in the mind.
- 2 "The most important part of education" wrote William Ernest Hocking, "is this instruction of a person in what he/she has inside him/her. Socrates never said "I know, learn from me". He said, rather looking into your own selves and find the spark of truth that god has put into every heart, and that only you can kindle to a flame. So many of the discussions and controversies about the content of education are futile and inconclusive because they are with what should "go into" the student rather than with what should be taken out, and how this can best be done.
- 3 Education, to have any meaning beyond the purpose of creating well informed dunces must elicit from the pupil what is latent in every human being-the rules of reason, the inner knowledge of what is proper for men to be and do, the ability to sift evidence and come to conclusions that can generally be assented by all open minds and warn hearts. Pupils are more like oysters and sausages. The job of teaching is not to stuff them and then seal up, but to help them open and reveal the riches within. There are pearls in each of us, if only we knew how to cultivate them with ardour and persistence.

Read the following sentences and choose the correct option ($2 \times 1 = 2$)

- (a) Genuine education means stuffing of information into a person. (False/True)
- (b) Socrates asked us to find the flame within and kindle it. (False/True)

Re-read the text and guess the meaning of the words in bold from the context. Then choose the right synonym or antonym. ($2 \times 1 = 2$)

- (c) "But *genuine* education is not inserting the stuffing of information into a person." Which among the following is *closest* in meaning to the italicized word :

(a) Natural.

(b) Real.

(c) Modern.

(d) None of these.

Turn over

