

TB141120

Reg. No :

Name :

B. A. DEGREE (C.B.C.S.S) EXAMINATION, NOVEMBER, 2014

B.A COMMUNICATIVE ENGLISH- FIRST SEMESTER

CORE COURSE

CE1GCS- GRAMMAR AND CONVERSATIONAL SKILLS

Time: 3 Hours

Maximum: 80 Marks

Part A

All questions are compulsory in this section

Each question carries 1 mark.

(A) Correct the following sentences:

1. You must be home ten o'clock.
2. This way is safest.
3. Prague is European capital.
4. The children are fond of dog.
5. A pigeon is kind of bird.

(B) Fill in the blanks.

6. My has sister has broken _____ wrist.
7. We liked her _____ great deal.
8. He was faithful _____ his master to the last.
9. Much of the furniture _____ old fashioned.
10. There is a horse _____ the stable.

(10x1=10)

Part B

Rewrite the sentences as directed. Attempt any eight of the following.

Each question carries 2 marks.

11. Leonard ate six shrimps at dinner.

(Change into passive voice)

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12. The light bulb was changed by Tom.
(Change into active voice)
13. Taj Mahal/ certainly/ going to see/I am/the world famous.
(Rearrange the words to form a meaningful sentence)
14. “You are certainly not going to resign”, she told him.
(Change into indirect speech).
15. She _____ her tea nice and hot.
(Complete using the correct form of ‘like’)
16. Joe and Harry finished studying. They went to the movies.
(Combine to form a complex sentence)
17. I have never known him sing a song.
(Rewrite the sentence using the passive instead of the active voice in the finite verb).
18. I want a mobile phone with battery charge that _____ me until I return from my mission. (last)
(Use the correct tense of the verb given in brackets)
19. Do you _____ to read horror stories? (like)
(Use present tense of the verb)
20. Don’t annoy the monkey, or _____ may attack you.
(Use the correct form of the noun)
21. At the sound of my voice he turned to me _____. (quick, quickly)
(Fill in the blanks with the correct option)

(8x2=16)

Part C

Answer any six of the following. Each question carries 4 marks

22. Expand: “All that glitters is not gold”.
23. Write a paragraph on the benefits of the Metro.
24. You are an author. Send an email to your publisher about the number of copies you need of your new book.

25. Write a notice to display on the notice board regarding the arts festival that your department is conducting.
26. Construct a dialogue between two friends who have missed the train.
27. Write a report on the collection drive your class had undertaken to help the slum dwellers.
28. Fill in the blanks with suitable question tags:
She looks pale, _____?
29. Write a speech on the topic “eat to live and not live to eat”.

(6x4=24)

Part D

Write an essay on any two of the following topics in two pages.

Each question carries 15 marks.

30. Write an essay on the topic: India’s expedition to Mars.
31. There is a vacancy for a management consultant in a corporate firm. You wish to apply for this. Prepare a detailed CV for this purpose.
32. Read the passage and write a précis on the same.

If we are to help students develop reading skills in a foreign language, it is important to understand what is involved in the reading process itself. If we have a clear idea of how ‘good readers’ read, either in their own or a foreign language, this will enable us to decide whether particular reading techniques are likely to help learners or not.

In considering the reading process, it is important to distinguish between two quite separate activities: *reading for meaning* (or ‘silent reading’) and *reading aloud*. Reading for meaning is the activity we normally engage in when we read books, newspapers, road signs etc.; it is what you are doing as you read this text. It involves looking at sentences and understanding the message they convey, in other words ‘making sense’ of a written text. It does not normally involve saying the words we read, not even silently inside our heads.

Reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. It is not an activity we engage in very often outside the classroom; common examples are reading out parts of a newspaper article to a friend,

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or reading a notice to other people who cannot see it. Reading aloud involves looking at a text, understanding it and also saying it. Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently. We often stumble and make mistakes when reading aloud in our own language, and reading aloud in a foreign language is even more difficult.

(2x15=30)