

21U135A

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Name: .....

Reg. No: .....

**FIRST SEMESTER B.Com./B.B.A. DEGREE EXAMINATION, NOVEMBER 2021**

(CBCSS-UG)

(Regular/Supplementary/Improvement)

**CC19U ENG1 A01 – TRANSACTIONS: ESSENTIAL ENGLISH LANGUAGE SKILLS**

(Common Course)

(2019 Admission onwards)

Time: Two Hours

Maximum: 60 Marks

Credit: 3

**SECTION A**

Answer *all* questions. Each question carries 2 marks.

1. Reorder the following into meaningful sentences:
  - a) married/decided/she/get/to
  - b) sorry/am/I/very/late/coming/for
2. You have submitted your assignment after the due date. How will you apologise and convince your teacher to accept it?
3. Identify the vowel sounds represented by the underlined letters in the following words and transcribe them :      a) food                      b) apple
4. You cannot attend your friend's marriage as you are sick with cold. Express your regret using the expression, *would have*.
5. Identify the phrasal verbs in the following sentences and write their meaning in the given context.
  - a. I'll see to the animals.
  - b. Don't put me off, I'm trying to concentrate.
6. Write a sentence each with the following idioms given: break a leg, piece of cake
7. Identify the verb and helping verb and explain the function of the helping verb in the following sentence.  
*I can ride my sister's bicycle.*
8. Identify the consonant sounds represented by the underlined letters in the following words and transcribe them :      a) you                      b) China
9. Identify the words that contain a diphthong: dog, cow, slow, fast, go, come, sun, rain
10. Elucidate the way in which *Advice* and *Advise* differ.

11. Your friend has lost a book she had borrowed from you. You want her to replace the book in a week's time. Phrase the above situation in the form of a:

- a) Suggestion                      b) Order

12. Rewrite the following sentence correctly and justify your corrections.

- a) *She like icecream.*

**(Ceiling: 20 Marks)**

**Section B**

Answer *all* questions. Each question carries 5 marks.

13. Using appropriate phrases, prepare a short telephonic conversation between a job seeker and a recruiter.

14. Transcribe the following words and mark the stress.

- a) Chief  
b) Teacher  
c) Examination  
d) Absent  
e) Cart

15. Match the Following

- |                  |              |
|------------------|--------------|
| A) Hypocrisy     | a) Criticise |
| B) Callous       | b) Pretence  |
| C) Chide         | c) Careless  |
| D) Haughty       | d) Surprise  |
| E) Flabbergasted | e) Arrogant  |

16. Choose the correct idioms and fill in the blanks changing them to the appropriate tense form.

(come in handy, face the music, fall between two stools, spill the beans, cream of the crop)

- a) Raj found it very difficult not to \_\_\_\_\_, when the police inquired about his friend's whereabouts.
- b) My son's skating board \_\_\_\_\_ when I have to move anything heavy.
- c) Rekha was over confident when she started preparing for the Medical and Engineering entrance together but she \_\_\_\_\_ when the results came.
- d) IIT claims to have the country's \_\_\_\_\_ technical students.
- e) If you have the guts to copy in the exam, you should have the courage to \_\_\_\_\_ too.

b. Which of the following cannot be considered as arguments for instruction in Mother Tongue in school

- A. The retention of what they learn and their performance is enhanced  
B. Learning in Mother Tongue is all about the students' cognitive, socio-emotional and rights  
C. Learning in MT is also an indication of oppression in certain cases  
D. primary instruction in their MT in bilingual system enables deeper awareness of how languages work

c. A bilingual/multilingual program even in earlier stages of education is important for a country like India because

- A. India is an essentially multilingual society  
B. Basically human brain is structured for multilingual mechanism  
C. It can make learning process more efficient and easy for the Indian students  
D. None of the above

d. The author of the passage is trying to:

- A. Assert the significance of English language over the Mother Tongue  
B. Prove that only education in Mother Tongue can help students  
C. State that a balance between English and regional languages that include mother tongue is highly required  
D. Problematize the linguistic concerns of Dalits

e. From the passage one can gather that

- A. Language plays an important role in a student's academic performance  
B. A curriculum that does not have provision for multilingualism and Mother Tongue is not conducive for the students  
C. Language plays a crucial role in the learning abilities even from the seemingly insignificant preschool level  
D. All of the above

f. Identify the word from the passage which carries the meaning "ability to use many languages". (This question carries 1 mark)

**(1 × 10 = 10 Marks)**

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(7)

(2)

However there is a middle path available, implementation of which requires vision, commitment and patient effort to build up systemic and individual capacities. A multilingual society such as India needs to imagine and implement a strong and viable bilingual/multilingual programme in the early years of schooling because the human brain is wired for multilingualism. There are more multilingual people on this planet than monolinguals. Also despite the Central governments official three language policy, multilingualism has never been implemented seriously in our classrooms. In a truly bilingual/multilingual programme, differing languages would not be taught separately as distinct subjects, but would be integrated into the daily life and work of the classroom. This is especially easy to imagine in preschool settings, where there could be spaces in which switchovers between the MT, the regional language and English are encouraged. In such preschools, it's important that the MT is used when new concepts are being introduced or discussed.

MT should also be used for giving instruction and building relationships. English should be introduced with the objective of achieving basic conversational proficiency in the early years. Where more than one MT exists in a classroom, there are constitutional provisions for providing MT-based instruction if 10 students in a class of 40 students speak the same language. In more diverse linguistic contexts, even if media of instruction move between the regional language and English, the curriculum and pedagogy could make spaces and provisions for welcoming and including the differing languages of a classroom. In conclusion, it is clear that MT-based education has significant cognitive, academic and socio-emotional advantages, especially during the early years. However, this does not mean that we shut the door to English in our preschool classrooms. It is worth considering that we lose nothing by encouraging multilingualism in our classrooms, but stand to gain much.

a. Through the passage the author seems to suggest that:

- A. Education in Mother Tongue is the only effective option
- B. Education in English is better as it brings more opportunity
- C. No curriculum should mix two languages as it can affect the students badly
- D. None of the above

17. Frame sentences with the following phrasal verbs:

- a) catch up                      b) call off                      c) fall apart
- d) get away                      e) take after

18. You want to go to a movie with your friend this weekend. Write a dialogue using appropriate phrases showing agreement, disagreement and preferences.

19. A. L1 inference is also called .....

B. Malayali speakers tend to replace /z/ in a word with which sound?

C. Give an example of a word that is accented on the root.

D. How many speech sounds are there in English?

E. Identify the initial sound in the word 'Yes'.

(Ceiling: 30 Marks)

### SECTION C

Answer any *one* question. The question carries 10 marks.

20. Choose the appropriate words and fill in the blanks

#### REBELLION AT THE FARMHOUSE

(An Excerpt from George Orwell's *Animal Farm*)

#### Thus spoke the PIG:

"Man is the only creature that ..... without producing. He does not give milk, he does not ..... eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is ..... of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our ..... tills the soil, our dung fertilises it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of ..... of milk have you given during this last year? And what has happened to that milk which should have been ..... up sturdy calves? Every drop of it has gone down the ..... of our enemies. And you hens, how many eggs have you laid in this last year, and how many of those eggs ever ..... into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old-you will never see one of them again. In return for your confinements and all your labour in the fields, what have you ever had except your ..... rations and a stall?"

(3)

Turn Over

“And even the miserable lives we lead are not allowed to reach their natural span. For myself I do not ....., for I am one of the lucky ones. I am twelve years old and have had over four hundred children. Such is the natural life of a pig. But no animal ..... the cruel knife in the end. You young porkers who are ..... in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come-cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better ..... You, Boxer, the very day that those great ..... of yours lose their power, Jones will sell you to the knacker, who will cut your throat and boil you down for the foxhounds. As for the dogs, when they grow old and toothless, Jones ties a brick round their necks and ..... them in the nearest pond.

“Is it not ..... clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get ..... of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a ..... or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this ..... of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious. “And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common ....., that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect ....., perfect comradeship in the struggle. All men are enemies. All animals are .....”

- You overheard this campaign by comrade pig in your farmhouse. But the whole speech was not much audible.
- Now try completing the speech with the following words (message , lay, consumes, gallons, unity ,lord, labour, fate ,crystal, drowns, hatched, week, bare, grumble, muscles, interest, escapes, breeding, sitting, comrades, throats, rid)

21. If the mother tongue (MT) versus English as medium of instruction argument was grossly oversimplified, it would have two competing sets of arguments. On the one hand are what can be broadly termed as the cognitive, socio-emotional and rights-based arguments concerning the learning and well-being of the child. On the other, are the socio-economic and logistical arguments, relating to opportunities available to the child and the practicality of offering MT-based education. If we were to decide solely on the basis of cognitive and socio-emotional considerations, it is clear what the decision would be. More than 150-200 studies conducted around the world during the past 40-50 years have shown that youngest children in bilingual programmes with MT as the medium of instruction, consistently performed better than their peers taught in other languages.

Further, the longer they remain in MT education, the better their knowledge retention and performance in school. This is because children start preschool with a fairly developed and developing repertoire of oral language. But, often the language that young children encounter in school is alien and incomprehensible to them. This creates both cognitive and socio-emotional difficulties — adversely impacting their learning as well as sense of identity, self-esteem, and motivation to remain in school. This has profound consequences, especially for first generation learners, who may be pushed-out of school by an insensitive and unresponsive education system. It is estimated that one in four children across the country experiences moderate to severe learning difficulties because of this mismatch. In contrast, bilingual children who have received their primary instruction in their MT have a cognitive advantage over their monolingual peers. They have a deeper awareness of how languages work, display greater flexibility of thinking, and achieve better academic outcomes. Lets now evaluate the factors that have created the tremendous aspiration for English learning in our country. A major part of this aspiration is related to socio-economic advancement and opportunities that open up with English language learning from early age.

People who don't have access to this language of global power suffer in terms of economic and educational opportunities. Dalit activists have highlighted the unfair education system of India with English for the classes and MT for the masses. All middle-class theories, discussions and debates about the right medium of instruction seem to be about how best to educate other people's children. These other people whose children's educational futures we decide on committees and at conferences, have firm opinions about what they would like for their own children i.e, to learn English from the youngest age.