

This question paper contains 8 printed pages.]

Your Roll No. ....

**5342**

**B.A. (Programme)/II/III      A**

**ENGLISH LANGUAGE (B) – Paper II**

**(Intermediate English)**

**(Admissions of 2005/2006 and onwards in respect of  
Students of Regular Colleges/NCWEB)**

**Time : 3 Hours**

**Maximum Marks : 75**

*(Write your Roll No. on the top immediately on receipt of this  
question paper.)*

**Note :** The maximum marks printed on the question paper are applicable for the students of the regular colleges (Cat. 'A'). These marks will, however, be scaled up proportionately in respect of the students of NCWEB at the time of posting of awards for compilation of result.

**Attempt all questions.**

1. Based on your reading of your course book English at Workplace II, choose any **10** of the following questions and say whether they are true or false. Correct the false statements briefly. Give examples or explanations in support of the true statements.

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- (i) A syllable is a word or part of a word that has more than one vowel sound.
- (ii) Good listeners make bad learners.
- (iii) Slang and the use of idiom are an important aspect of formal written language.
- (iv) The modesty rule of praising others lavishly while understating our own achievements exists in most cultures.
- (v) The markers of politeness are same in all cultures.
- (vi) Our expectations from a formal piece of writing are the same as those from speaking.
- (vii) A man must wait for a woman to extend her hand before he extends his.
- (viii) There is no difference between the terms 'language' and 'dialect'.
- (ix) Today 'global English' and a 'neutral' accent' are the norm.
- (x) We should be careful to choose our topics of conversation while socializing.

- (xi) Counselors and psychologists need to use casual listening in dealing with their clients.
- (xii) It is natural for us to divide our speech into *thought groups* or *breath groups*.

2. Read the passage below and answer the questions that follow :

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We all take listening for granted and pay little or no attention to it. It is not a school subject like reading and writing and is rarely taught. Most people see it as a natural part of growing up and are happy enough if they can do everyday listening activities like seeing movies, listening to songs, instructions or lectures.

However, educators and teachers today, use strategies to especially enhance learners listening abilities because listening takes up 50 to 75 percent of a student's classroom time and is one of our primary means of communicating with people. One of the simplest classroom techniques to improving listening is making them do "back-to-back tasks". Learners do a speaking task sitting back-to-back with their partner. Learners cannot see their partner's lips or facial expressions so they must concentrate very heavily on the meaning of the words. Any communication task can be done with this interaction pattern including learners dictating a series of sentences to each other, doing information gap activities, making plans for the weekend, picture differences and drawing dictations.

“Half in, half out Tasks” are also easy to do. Learners are in pairs and then split into As and Bs. The As go out of the room and the teacher tells the first part of the story to Bs, who take notes and prepare together to report the contents to their partners, who are out of the room and have no idea what the Bs are listening to. Then the As come in and the Bs report to them the story they (Bs) have heard. Then the Bs go out of the room and the As listen to the next bit and follow the same procedure. For this technique to be successful, the teacher must remove herself when the learners are reporting. This will encourage learners to speak and listen to their classmates and not to the teacher.

- (i) Give this passage an appropriate title in not more than 7 words.
- (ii) Give two examples from the passage to show that listening is neglected.
- (iii) Give two reasons to show why listening should be taught.
- (iv) What are the different tasks students can do using the “back-to-back” technique ?
- (v) What is the role of the teacher in “half in, half out tasks” ?

3. (a) Complete the sentences below using words from the box. Use a/an where necessary. An example has been done for you.

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Accident biscuit blood decision key moment question
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Example : It wasn't your fault. It was an accident.

- (i) Excuse me, but can I ask you \_\_\_\_\_ ?
- (ii) We can't delay much longer. We have to make \_\_\_\_\_.
- (iii) The heart pumps \_\_\_\_\_ through the body.
- (iv) I'm not ready yet. Can you wait \_\_\_\_\_, please ?
- (v) Are you hungry ? Would you like \_\_\_\_\_ with your coffee ?
- (b) In some of the sentences below you don't need *who* or *that*. Rewrite the correct sentences.

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- (i) The woman who lives next door is a doctor.
- (ii) The people who we met at the party were very friendly.
- (iii) What have you done with the money that I gave you ?
- (iv) What happened to the money that was on the table ? Did you take it ?
- (v) It was an awful experience. It was the worst thing that has ever happened to me.

4. Complete the short dialogues below. Supply suitable words/expressions/sentences to make the dialogue sound natural.

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Example : A : What is it you want ?

B : May I have a glass of water please ? I am thirsty.

(i) A : Hello ! Who do you want to speak to ?

B : .....

(ii) A : May I borrow your book Sumit ? I've lost mine.

B : .....

(iii) A : .....

B : I enjoyed my holidays. Thank you.

(iv) A : Why is it so dark inside the house ?

B : .....

(v) A : .....

B : No, no, it's better to buy a book for her.

5. (a) Fill in the blanks with appropriate words from the brackets :

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(i) The birds ..... in the morning. (sing / sings / singing)

(ii) He fell down because he ..... too fast. (is walking / was walking / walked)

(iii) He ..... a house in the village. (has / is having / have)

- (iv) Don't worry. You are not ..... me. (disturb / disturbed / disturbing)
- (v) Sameer ..... to go and work for the people in his village. (wants / wanting / is wanting).
- (b) Change the following sentences from direct to indirect speech : 5
- (i) Rama said, "I have very high fever."
- (ii) Sudhir said to Arjun, "Please take care of my house when I am not here."
- (iii) Rita said to her son, "Take the dog for a walk."
- (iv) Sudhir asked me, "Where are you going?"
- (v) He said, "It is fantastic that India has won the match."
- (c) Join the following pairs of sentences with a suitable conjunction : 5
- Example :
- My brother is well. My sister is ill.  
My brother is well but my sister is ill.
- (i) I honour him. He is a brave man.
- (ii) He is poor. He is contented.
- (iii) He did not succeed. He worked hard.
- (iv) I came out. I was unwilling.
- (v) He sells mangoes. He sells oranges.

6. (a) Your friend has just received the best all-rounder student award. Write a letter to congratulate him for his success. 5

**OR**

You have a friend who has helped you in preparing for your exams. Write a letter to this friend, thanking him/her for being such a good friend. Keep the following points in mind while writing :

- (i) Explain why you are writing.
  - (ii) Describe what you remember about the way he/she has helped you.
  - (iii) Describe what you all have learnt from him/her.
  - (iv) Tell him/her what you plan to do in future.
- (b) You are required to write a short essay on "The Changing Role of Women in India". Write down at least 10 ideas/points that come to your mind and use them to write the essay. Use  $\frac{3}{4}$  paragraphs. 10

**OR**

Write a short essay in about **200-250** words on how Cricket has changed.

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