

Reg. No

Name

B. A. DEGREE END SEMESTER EXAMINATION - APRIL 2025
UGP (HONS.) SEMESTER - 2: ABILITY ENHANCEMENT COURSE

COURSE: 24UENGAEC104: NAVIGATING ENGLISH – PART II

(For Regular 2024 Admission)

Time: 1.5 Hours

Max. Marks - 50

PART A

Answer the following as directed (Ap – CO 1, 2, 3, 5) (1 x 10 = 10 marks)

- Complete the sentences to express that the services are performed by someone else
My parents aren't painting the house. They(have)
- Choose the correct answer you should apologize to her. (Maybe / I think)
- Fill in the blanks using the words from the brackets.
(ago, in, from, to, for, since)
The Great Wall of China was built the 7th century BCE the 16th century CE.
The last major reconstruction happened the 20th century. It has been a UNESCO World Heritage Site 1987.
- Construct a sentence to express regret for the given statement.
I didn't study a foreign language in school.
- Construct a sentence each for describing a person you know.
a. generous
b. stubborn
- Complete the sentence using a suggestion for the given goal.
In order for a restaurant to attract more customers,
- Complete the given paragraph with **because, since, because of, for, due to, and the reason**.
The Amazon rainforest is often called the "lungs of the Earth" it produces about 20% of the world's oxygen. However, deforestation is a major concern illegal logging and land clearing.
- Complete the conversations using past modals with the verbs given.
A: I forgot to bring my passport to the airport, and I missed my flight!
B: You (double-check) your documents before leaving. The airline (not let) you board without it.
- Add an appropriate question tag.
You've never been to Australia ,?
- Complete the sentence by giving recommendations. People (limit) their screen time before bed.

PART B

Read the given passage and answer the questions (U, Ap, E – CO1, 4)

11. Climate Fiction: Imagining Our Future

Climate fiction, or "cli-fi," is a genre of literature that explores the impact of climate change on individuals, societies, and the planet. These stories often present dystopian futures, where rising sea levels, extreme weather, and environmental collapse have reshaped human life. At the same time, some climate fiction offers hope by imagining innovative solutions to environmental crises. One well-known example of climate fiction is *The Water Knife* by Paolo Bacigalupi, which envisions a future where water scarcity

drives political conflict in the southwestern United States. Similarly, Margaret Atwood's *MaddAddam* trilogy presents a world devastated by genetic engineering and ecological disasters.

These narratives help readers understand the urgency of climate issues by making them feel real and personal.

Climate fiction is more than just entertainment—it serves as a warning and a call to action. By engaging with such stories, readers can reflect on the consequences of human activities and consider sustainable alternatives. Many authors blend scientific research with storytelling, making their works not only imaginative but also grounded in real environmental concerns.

With climate change becoming a pressing global issue, cli-fi is gaining popularity in literature, film, and other media. Writers use this genre to raise awareness, challenge complacency, and inspire change. As readers, we can engage with these stories to broaden our understanding of the climate crisis and its possible futures.

By exploring the world of climate fiction, we not only witness the possible outcomes of our actions but also find inspiration to create a better, more sustainable future.

Answer the following in a sentence or two.

(2 x 5 = 10 marks)

- Define climate fiction and its major themes.
- Give details of two books mentioned in the passage as the examples of climate fiction.
- Evaluate how climate fiction helps readers understand environmental issues.
- Describe why climate fiction is becoming more popular in literature and media.
- Climate fiction serve as both a warning and an inspiration for change. Comment.

PART C

Answer any three of the following

(3 x 5 = 15 marks)

- Define phonetics and explain its types. **(R, CO 2, 4)**
- Write a short note on production of speech sounds **(U, CO 2, 4)**
- Provide the basic diagram showing the classification of speech sounds in English RP. **(A, CO 4)**
- List the vowels in English RP? **(R, CO 4)**
- Give the three-term labelling of the following. **(Ap, CO 4)**
 /g/ /l/ /m/ /t/ /j/

Answer any three of the following. (Cr, Ap, E – CO 3,5) (3 x 5 = 15 marks)

- Attempt a message of advice to your friends who is shifting to a new city.
- Prepare an apology message to your parent for creating an argument with your brother.
- Describe a process to install a language learning app in your friends' mobile phone.
- Prepare a roleplay script that happen between two friends at a restaurant while discussing the prospects of the course they are pursuing.
- Prepare a biography of the person using the following cues.

Full Name: Lionel Andrés Messi

Date of Birth: June 24, 1987

Birthplace: Rosario, Argentina

Height: 1.70 m (5 ft 7 in)

Position: Forward/Attacking Midfielder

Started playing football at a young age with local club Grandoli, coached by his father.

Made his senior debut in 2005 at age 18.

Initially criticized for failing to win major trophies with Argentina.

Major international achievements:

Copa América 2021 – Ended Argentina’s 28-year trophy drought.

Finalissima 2022 – Defeated Italy in a prestigious international match.

FIFA World Cup 2022 – Captained Argentina to victory, cementing his legacy.

Copa América 2024 – Further strengthened Argentina’s dominance.

Married to Antonela Roccuzzo, his childhood sweetheart.

Has three children: Thiago, Mateo, and Ciro.

Runs the Leo Messi Foundation, which supports children’s health and education.

Considered one of the greatest footballers of all time (GOAT).

Continues to influence the sport, inspiring millions worldwide.

Playing for Inter Miami, helping develop football in North America.

| CO No. | Expected Course Outcome | Learning domains * | PO No |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------|-------|
| 1 | Enable students to assess their competence in the four key language domains of listening, speaking, reading and writing. | Understand, Evaluate | 1,2,7 |
| 2 | Understand the nuances of written and oral communication in English. | Understand | 1,3,5 |
| 3 | Understand the salient features of English grammar through practical language use. | Understand, Apply | 2,4,8 |
| 4 | Master practical aspects of communication such as pronunciation, intonation and stress through classroom activities. | Apply | 3,5,4 |
| 5 | Gain confidence to use English for communicating a wide range of ideas in various contexts | Skill | 2,4,6 |
| *Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C) | | | |