FIRST SEMESTER FYUGP EXAMINATION NOVEMBER 2024
MDC
FEN1FM105   VOCABULARY IN USE

Time : 1 Hrs 30 Mins   **Maximum Marks : 50**

BL : Bloom's Taxonomy Level (1 to 6)   CO : Course Outcome

No.	Question	M	BL	CO
Section A Ceiling Marks : 16 Answer all questions. Each carries 2 marks.			

No.	Question	M	BL	CO
1.	Give an example of a mnemonic device that can help remember the meaning of a difficult word.	2	1	CO2 CO4 CO5
2.	What role does vocabulary play in enhancing everyday conversations?	2	2	CO2 CO4
3.	What are the key components of a vocabulary map, and how do they assist in understanding word relationships?	2	3	CO2 CO4 CO5
4.	Explain how contextual learning can be applied to improve vocabulary in academic writing.	2	5	CO5
5.	Fill in the blanks with suitable adjectives: "The _____ mountain range was covered in _____ snow." a) tall, b) majestic, c) glittering, d) cold	2	3	CO2 CO4
6.	Identify whether the word "implement" is more likely part of someone's active or passive vocabulary and explain why.	2	5	CO1 CO2 CO4
7.	Turn the passive vocabulary word "contemplate" into active vocabulary by writing a sentence using it.	2	6	CO1 CO2 CO4
8.	Give two examples of homonyms, and use each in a sentence to show their different meanings.	2	1	CO1 CO2 CO4
9.	Identify the idiom in this sentence: "She was on cloud nine after hearing the good news." What does it mean?	2	2	CO2 CO4
10.	Provide two examples of adjectives and use each in a sentence.	2	6	CO3

Section B   Ceiling Marks : 24
Answer all questions. Each question carries 6 marks.

No.	Question	M	BL	CO

11.	Describe the following situations using a combination of adjectives and adverbs to make your descriptions more detailed and vivid. Write two sentences for each, ensuring a balance between adjectives and adverbs. 1. Describe a teacher giving a passionate lecture. 2. Describe a person's reaction after receiving unexpected good news. 3. Describe a stormy night at sea. 4. Describe a peaceful countryside morning. 5. Describe a crowded marketplace. 6. Describe a child's room filled with toys.	6	6	CO1 CO2 CO4 CO5
12.	How can a learner move words from passive vocabulary to active vocabulary? Discuss three strategies that can help activate passive vocabulary and explain how each method aids in enhancing word usage.	6	4	CO2 CO4
13.	Identify the onomatopoeic word in each sentence and explain how it reflects the sound associated with the action described. 1. The bacon began to sizzle in the hot pan. 2. I heard the thunder rumble in the distance just before the storm hit. 3. The firewood started to crackle as the flames grew higher. 4. A sudden whoosh of wind knocked the papers off the table. 5. The cat gave a sharp meow when I accidentally stepped on its tail. 6. The car's tires made a loud screech as it came to a halt.	6	2	CO1 CO2 CO4 CO5
14.	Explain the meaning of the following idioms. 1. A blessing in disguise 2. Break the ice 3. Spill the beans 4. Under the weather 5. Burn the midnight oil 6. Hit the nail on the head	6	1	CO1 CO2 CO4

15.	Write one synonym and one antonym for each of the following words. 1. Abundant 2. Vivid 3. Persuade 4. Diligent 5. Eccentric 6. Fluctuate	6	3	CO3

Section C
Answer any 1 question. Each carries 10 marks. (1X10=10 Marks)

No.	Question	M	BL	CO
16.	Complete the tasks below to demonstrate your understanding of word families, root words, and high-frequency words. Provide clear explanations and examples where required. 1. Understanding Word Families - Choose the root word "act" and list four words from its word family (e.g., action, react). - For each word, write a sentence that clearly shows its meaning and use. 2. Exploring Root Words - Explain what a root word is and how it can help in understanding new vocabulary. - Choose the Latin root "scrib/script" (meaning "to write") and give three examples of English words derived from this root. Define each word briefly and explain how the root contributes to its meaning. 3. High-Frequency Words in Context - High-frequency words are commonly used in both spoken and written language. Select three high-frequency words from the list below and write a sentence for each that demonstrates its meaning in context: a)because, b)important, c)different, d)understand, e)family. - Then, describe how knowing high-frequency words can improve reading comprehension and overall language fluency.	10	3	CO1 CO2 CO4 CO5

| 17. | Complete each part below to demonstrate your understanding of synonyms and antonyms. Use clear examples and explanations.

1. Defining Synonyms and Antonyms (2 marks)

- Define what synonyms and antonyms are in your own words.

- Provide two examples of synonyms and two examples of antonyms, explaining how each pair relates to its meaning.

2. Choosing Appropriate Synonyms (3 marks)

- Replace the bolded words in the sentences below with suitable synonyms. Then, write the new sentence using your chosen synonym:

a) "The movie was **fantastic**, and everyone enjoyed it."

b) "He made a **quick** decision to help his friend."

c) "The old house looked **abandoned** and eerie."

3. Identifying and Using Antonyms (3 marks)

- Choose an antonym for each of the following words and use it in a sentence that shows its meaning:

a) Generous

b) Bright

c) Include

4. Contextual Use of Synonyms and Antonyms (2 marks)

- Write a short paragraph (3-4 sentences) describing a memorable experience. Use at least one pair of synonyms and one pair of antonyms to add variety to your vocabulary. Underline the synonyms and antonyms used. | 10 | 3 | CO1
CO2
CO4
CO5 |

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