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D1BFE2503

Name: .....

Reg. No.: .....

FIRST SEMESTER FYUGP EXAMINATION NOVEMBER 2025

(Regular/Improvement/Supplementary)

MULTI DISCIPLINARY COURSE

FEN1FM105: VOCABULARY IN USE

Time: 1 ½ Hrs. **Maximum Marks: 50**

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

Section A: Answer all questions. Each carries 2 marks.
Ceiling: 16 Marks

No.	Question	M	BL	CO
1.	What are mnemonic devices, and how can they be used to remember vocabulary more effectively?	2	1	CO2 CO4 CO5
2.	Create two words from the word family of "teach" and use them in a sentence.	2	6	CO1 CO2 CO4 CO5
3.	What is passive vocabulary, and provide an example of a word you understand but rarely use?	2	1	CO1 CO2 CO4
4.	Convert the following passive vocabulary word into active vocabulary by using it in a sentence: "meticulous"	2	3	CO1 CO2 CO4
5.	Give one reason why some words remain in a person's passive vocabulary and are not used in active communication.	2	5	CO4
6.	List two strategies to turn passive vocabulary into active vocabulary.	2	6	CO1 CO2 CO4
7.	Choose the correct homophone to complete the sentence: "Please _____down your books on the table." (a) lay, b) lei)	2	3	CO1 CO2 CO4
8.	What is a portmanteau word? Provide two examples and explain their origins.	2	1	CO1 CO2 CO4
9.	Form a new compound word using the words "sun" and "glasses", and use it in a sentence.	2	6	CO1 CO2 CO4
10.	Match the following words with their definitions: a) elaborate 1. Careful and precise b) articulate 2. To express clearly c) superficial 3. Involving many careful details d) meticulous 4. Lacking depth or substance **(PTO)**	2	2	CO3

Section B: Answer all questions. Each carries 6 marks. Ceiling: 24 Marks				
No.	**Question**	**M**	**BL**	**CO**
11.	Discuss the interconnectedness of vocabulary knowledge and language proficiency. How do various techniques, such as contextual learning, mnemonic devices, and vocabulary mapping, contribute to expanding vocabulary and enhancing overall language skills? Provide a comprehensive analysis supported by examples from educational practices.	6	5	CO2 CO4
12.	Explain the concept of high-frequency words and their significance in language learning. Provide a list of ten high-frequency words and create sentences for five of them that illustrate their usage in different contexts.	6	6	CO1 CO2 CO4 CO5
13.	Fill in the blanks with appropriate onomatopoeic words from the word bank below that match the sounds described in the sentences. Buzz, crash, hiss, drip, bang, chirp a) I heard the loud ____of the door as it slammed shut behind me. b) The bees outside were making a constant ____as they hovered around the flowers. c) The snake gave a long ____as it slithered through the grass. d) We could hear the soft ____of the rain against the window all night. e) The birds began to ____as soon as the sun rose. f) The glass fell off the table with a loud ___.	6	3	CO1 CO2 CO4 CO5
14.	Identify the compound words in the following sentences and state whether they are open, hyphenated, or closed compounds. a) The mother-in-law baked a birthday cake for her granddaughter. b) The firefighters bravely battled the wildfire. c) I will meet you at the swimming pool after school.	6	1	CO1 CO2 CO4 CO5
15.	For each of the sentences below, use context clues to determine the meaning of the bold word. (1 mark for correct explanation, 1 mark for correct synonym) a) The manager was **exasperated** by the constant delays, and his patience was running thin. b) The **tumultuous** crowd at the concert made it difficult to hear the band clearly. c) The scientist's theory was **revolutionary**, challenging many traditional ideas in the field. d) After several months of careful planning, the company executed a **meticulous** strategy to expand its market. e) She was known for her **gregarious** nature, always surrounded by friends and laughter. f) The movie's **climactic** scene had the audience on the edge of their seats.	6	2	CO3

Section C: Answer any one question. Each carries 10 marks. (1 x 10 = 10 Marks)				
No.	**Question**	**M**	**BL**	**CO**
16.	Complete each part below to showcase your ability to use descriptive vocabulary effectively. Focus on using adjectives and adverbs to create vivid descriptions. 1. Describing People - Write two sentences describing a person's appearance and personality. Use at least two adjectives and one adverb in each sentence to add detail and clarity. 2. Describing Places - Imagine a peaceful beach or a bustling city street. Write two sentences describing the setting using descriptive adjectives and adverbs. Your description should create a clear mental image of the place. 3. Describing Objects - Choose a familiar object (e.g., an old book, a shiny car, a cozy blanket) and describe it in two sentences. Use adjectives and adverbs to highlight its appearance, texture, or quality. 4. Describing Emotions - Describe how someone might feel in each of the following situations. Use at least two adjectives and one adverb in each description to convey the intensity and nuance of the emotion. a) Receiving exciting news about a job offer b) Waiting nervously for an important exam result c) Experiencing disappointment after a canceled event d) Feeling relaxed during a calm evening at home **(PTO)**	10	3	CO1 CO2 CO4 CO5

17.	Complete each part below to demonstrate your understanding of idioms and their meanings. Use examples and explanations as needed. 1. Defining Idioms (2 marks) - Define what an idiom is in your own words. - Explain why idioms can sometimes be challenging for language learners to understand. Provide one example of an idiom and its meaning. 2. Identifying Meanings of Idioms (3 marks) - Read the idioms below and write a brief explanation of what each one means: a) "Break the ice" b) "Hit the nail on the head" c) "A blessing in disguise" 3. Using Idioms in Context (3 marks) - Use each of the following idioms in a sentence that clearly shows its meaning: a) "Under the weather" b) "Bite the bullet" c) "Let the cat out of the bag" 4. Creating a Dialogue Using Idioms (2 marks) - Write a brief dialogue (4-5 lines) between two people that naturally incorporates at least two idioms. Underline the idioms used.	10	3	CO1 CO2 CO4 CO5