

QP CODE: D3BFE2402	(Pages: 2)	Reg. No	:
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THIRD SEMESTER FYUGP EXAMINATION, NOVEMBER 2025

Discipline Specific Core (DSC) Courses - Major

FEN3CJ202 : English Praxis

(Credits: 4)

Time: 2 Hours

Maximum Marks: 70

Section A

Answer the following questions. Each carries 3 marks (Ceiling: 24 marks)

1.	Distinguish between a main clause and a subordinate clause with suitable examples.	BL1	CO1, CO4
2.	Analyze the structure of the noun phrase "those shiny red shoes from Italy." Label each part as determiner, premodifier(s), head noun, and postmodifier.	BL4	CO1, CO2, CO3, CO4
3.	What is a phrasal-prepositional verb? Write two sentences using such verbs.	BL1	CO2, CO3, CO4
4.	Explain how indeed is used as a linking adverbial. Give two examples.	BL4	CO1, CO2, CO3, CO4
5.	Explain why subordination is important in sentence construction.	BL1	CO2, CO3, CO4
6.	Rewrite this passage using linking adverbials: "He studied hard. He did not succeed. He was very disappointed."	BL3	CO1, CO2, CO3, CO4
7.	Name any three grammatical structures which can act as post-modifiers.	BL2	CO1, CO2, CO3, CO4
8.	What is the difference in meaning between the sentences She has lived here for five years and She has been living here for five years?	BL5	CO1, CO2, CO3, CO4
9.	Write three different sentences using the contrast markers: <i>although, whereas, but</i> .	BL3	CO1, CO2, CO3, CO4
10.	Create a noun phrase of your own using the pattern: <i>Determiner + Premodifier + Premodifier + Head Noun</i> .	BL4	CO1, CO2, CO3, CO4

Section B

Answer the following questions. Each carries 6 marks (Ceiling: 36 Marks)

11.	Write a short passage (5–6 sentences) using at least three different relative pronouns (who, which, that, whose). Underline the relative clauses.	BL3	CO1, CO2, CO3, CO4
12.	Do the following: a) Identify two noun phrases from the sentence: The tall man in a blue coat spoke kindly to the little boy. b) Create a noun phrase of your own using the pattern Determiner + Premodifier + Head Noun. c) Expand the noun phrase a car into a longer one.	BL4	CO1, CO2, CO3, CO4

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13.	Explain the role of cleft sentences in adding emphasis to writing. Illustrate with three examples of different cleft constructions.	BL2	CO1, CO2, CO3, CO4
14.	Transform the given passage into a single coherent paragraph using linking devices: "The company faced losses. The manager resigned. The staff morale was low. The board made new policies. The company regained profits."	BL3	CO1, CO2, CO3, CO4
15.	Fill in the blanks with suitable modal verbs (can, could, may, might, must, shall, should, will, would). Each verb can be used only once. i) You ___ finish your homework before going out to play. ii) He ___ speak three languages fluently when he was a child. iii) We ___ meet at 6 p.m., or else we'll miss the train. iv) She looks pale. She ___ be ill. v) Students ___ not use mobile phones in the examination hall. vi) ___ I open the window? It's very hot in here.	BL4	CO1, CO2, CO3, CO4
16.	Compare compound sentences with complex sentences. How are they similar and how are they different?	BL4	CO1, CO2, CO3, CO4
17.	Write a paragraph (5–6 sentences) about your daily routine. Include at least six noun phrases. Underline them and analyze any two.	BL2	CO1, CO2, CO3, CO4
18.	Explain with examples the difference between addition markers and contrast markers.	BL3	CO1, CO2, CO3, CO4

Section C

Answer any one question. Each carries 10 marks (1 x 10 = 10 Marks)

19.	Define a verb phrase and explain its structure with examples. Discuss the role of auxiliary verbs within verb phrases, distinguishing between primary auxiliaries and modal auxiliaries. Provide at least two examples of each type to illustrate their functions.	BL1	CO1, CO2, CO3, CO4
20.	Rewrite the following sentences in passive voice or active voice as indicated. For each sentence, explain the changes in structure, auxiliary verbs, and tense. <ul style="list-style-type: none"> The manager will review the report tomorrow. (active → passive) The windows have been cleaned by the staff. (passive → active) Someone is delivering the package now. (active → passive) The letters were sent by the office yesterday. (passive → active) They had completed the project before the deadline. (active → passive) The cake will have been baked by the chef by 5 p.m. (passive → active) People speak English all over the world. (active → passive) The homework must be finished by the students before the class. (passive → active) 	BL4	CO1, CO2, CO3

CO : Course Outcome

BL : Bloom's Taxonomy Levels (1 – Remember, 2 – Understand, 3 – Apply, 4 – Analyse, 5 – Evaluate, 6 – Create)