

**CTE-01****Set-1****Section-A**

1. What is mother tongue interference? Answer in one sentence.
2. Say whether True or False:  
In English there is no nasalized vowel.
3. Give two examples of words having sounds /ai/ and /ei/.
4. /w,j/ are:
  - (i) Affricates
  - (ii) Nasals
  - (iii) Fricatives
  - (iv) Semi-vowels
5. The beginning sound of the syllable is called:
  - (i) Onset
  - (ii) Nucleus
  - (iii) Coda
  - (iv) Alpha
6. Which of these words will have stress on the second syllable?
  - (i) Welcome
  - (ii) Business
  - (iii) Answer
  - (iv) Between
7. When the word 'yes' is uttered with a falling tone, it implies:
  - (i) Finality
  - (ii) There is more to follow
  - (iii) Partial agreement
  - (iv) Strong feeling of approval
8. Which of the following is not an effective vocabulary instruction:
  - (i) Using formal dictionary format
  - (ii) Drawing a picture, creating a symbol or dramatizing a word
  - (iii) Gradual shaping of word meanings through multiple exposures
  - (iv) Using challenging and engaging vocabulary games
9. What are the two main parts of the listening process?
10. ESP is a term used for:
  - (i) English for Specific Purposes
  - (ii) English for Social Purposes
  - (iii) English as Spoken and Pronounced
  - (iv) English Should be Practiced

**Section- B**

1. Describe the role of the Lips in the production of certain speech sounds in English.
2. Describe the features of the English vowel / /.
3. What do you understand by Triphthongs? Give 10 example words.
4. Describe the three pairs of Plosives.
5. Explain the three segments of a syllable.
6. Discuss the four main factors responsible for prominence while speaking English.
7. When is Falling-rising tone used in connected speech? Give examples.
8. Write the four practices that educators focus on to help bring words alive for their students.
9. What is the significance of Summarizing and Note taking?
10. What is the difference between teaching ESP and General English?

**Section-C**

1. Write an essay on Functional Classification of Words.
2. Explain with examples the following linguistic concepts related to homonymy:  
Homographs, Homophones, Heteronyms, Polysemes, Capitonyms.
3. How will you frame a Lesson Planning in ESP classes?
4. Discuss some of the most common signals used in lectures to indicate structure.

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**CTE-01****Set-2****Section-A**

1. Choose the correct alternative among the given homophones:  
This is my favorite ---of jeans. (pare, pair, pear)
2. Say whether the word in italics is a verb, preposition, conjunction or interjection:  
*Down* with the tyrant.
3. What do you understand by CLT?
4. In a lecture the signal "As we know" is used to-
  - (i) Introduce
  - (ii) Give background information
  - (iii) Define
  - (iv) Enumerate
5. Give an example of pair of words to show how silent letters help to show long vowels.
6. A request will be made in the:
  - (i) Falling tone
  - (ii) Rising tone
  - (iii) Falling- rising tone
7. When you pronounce 'good boy', the /d/ sound of 'good' will be replaced by...?
8. Define consonant clusters.
9. Say whether the following statement is true or false:  
/w/ does not occur in final position.
10. The lips are open rounded at the beginning changing to neutral towards the end. Which of the following diphthongs is articulated this way?
  - (i) /ei/
  - (ii) /ai/
  - (iii) / i/
  - (iv) /au/

**Section B**

1. Write a short note on closed word classes.
2. How will you evaluate students on an ESP course?
3. What is the significance of silent letters in English?
4. Comment on Attitudinal function f Intonation.
5. Write a note on weak forms in connected speech. Give suitable examples.

6. Explain the features of the semi vowel /w/ and labio-dental fricative /v/. Give examples to show the difference in the articulation of the two sounds.
7. What do you understand by diphthongs? Give examples.
8. Give two examples each to show the vowels in contrast:
  - (i) /i/ and /ei/
  - (ii) /e/ and /æ/
  - (iii) / u/ and /u:/'
  - (iv) / :/ and / :/'
9. Discuss the criterion of the position of lips for classification of vowels.
10. Give a list of the 24 consonants with one example each.

### Section-C

1. With the help of a labeled diagram explain the function of the speech organs.
2. Give a detailed description of the short vowels.
3. Classify consonants on the basis of the place of articulation.
4. Discuss some rules for placement of primary stress on words.

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**CTE-01****Set-3****Section-A**

1. In the words *exact*, *examine*, *example*, *exertion* the letter *x* represents the sound:
  - (i) /ks/
  - (ii) /gs/
  - (iii) /eg/
2. Write the symbol for the vowel sound in these words:  
Pen, pan, pun
3. How does the soft palate affect the direction of the air stream?
4. How are plosive consonants formed?
5. How many consonants at the most can occur (a) in the beginning and (b) in the end?
6. If the word 'object' is used as a verb, the stress will be on the:
  - (i) First syllable
  - (ii) Second syllable
7. Mark the accents in the following sentence:  
What are you looking at?
8. She gave birth *naturally*.  
*Naturally*, she gave birth.  
How does the word *naturally* mean differently in these two sentences?
9. How will you define part of speech?
10. Give the meanings of the homonyms used in these two sentences:  
I hope you are not *lying* to me.  
My books are *lying* on the table.

**Section-B**

1. Identify the parts of speech of the words in italics:
  - (i) *Neither* accusation is true.
  - (ii) He is a *near* relation.
  - (iii) He boasts *too* much.
  - (iv) We want *more* men like him.
  - (v) There is no one *but* like him.
  - (vi) Is he *any* better?
  - (vii) *Both* of them are dead.
  - (viii) They arrived soon *after*.

- (ix) The heavens are *above*.
- (x) *All* spoke in his favour.
2. How will you select an ESP course book.
  3. How can a teacher engage students in developing vocabulary in fun and interactive ways?
  4. What are the factors that help us in determining tone groups?
  5. Write a note on changing word shapes in connected speech.
  6. Give a list of ten words that can be used both as nouns/adjectives and verbs. Show the feature of shifting stress in their usages.
  7. Write a note on gliding consonants.
  8. What do the different kinds of strictures mean?
  9. Write a short note on long vowels.
  10. Write each of these words in ordinary spelling:  
/i:t /, / ri:/, /h :l/, /d :t/, /dju:k/, /w nt/, /dju:/, / æ ks/, /sæ /, /k f/

### Section-C

1. Write a detailed note on Plosives in English.
2. Write an essay on Function of Intonation.
3. Write an essay on the need of ESP in the globalized world today.
4. Discuss the significance of Listening Comprehension.

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