



Foundation Examinations Autumn 2005

September 05, 2005

FUNCTIONAL ENGLISH
Module A

(MARKS 100)
(3 hours)

Q.1 Match the meanings of the following words:

- | | |
|--------------|--|
| 1. Hexagon | Heavenly |
| 2. Inoculate | Larger than normal |
| 3. Intrepid | Difficulty |
| 4. Luminous | Six-sided shape |
| 5. Anguish | To introduce in order to create immunity |
| 6. Massive | Very brave |
| 7. Hitch | Great pain |
| 8. Celestial | Light giving |
- (08)**

Q.2 (a) Give one synonym and one antonym for each of the following words

1. Continue
 2. Decrease
 3. Rich
 4. Safe
 5. Real
 6. Latent
- (06)**

(b) Answer the following questions, with reference to the related idioms:

1. What should we do before leaping? _____.
 2. When should one make hay? _____.
 3. What does one turn deserve? _____.
 4. What makes the heart grow fonder? _____.
 5. What is the mother of invention? _____.
 6. Who cannot be choosers? _____.
- (06)**

Q.3 (a) Explain the meanings of the following idioms by making sentences of your own:

1. To fight tooth and nail.
 2. To swallow a camel.
 3. To burn one's fingers.
 4. To burn the candle at both ends.
 5. To read between the lines.
- (05)**

(2)

(b) Fill in the blanks with correct words from the given choices:

1. From his reaction, I _____ that he was not expecting me. **(implied, inferred)**
 2. In my university, Mathematics classes are held on _____ days. **(alternate, alternative)**
 3. As a student, he is still _____ on his parents. **(dependant, dependent)**
 4. Most applicants felt that the details asked for in the admission form were _____. **(irrational, irrelevant)**
 5. The customer was _____ with the standard of service of the super store. **(unsatisfied, dissatisfied)**
- (05)**

Q.4 Indicate whether each sentence is a '*declarative, interrogative, imperative or exclamatory*' sentence and also write the correct *end punctuation* for each sentence once you have identified the type of sentence.

1. What kind of Internet job is Ahmed looking for
 2. He wants to be a Web master
 3. Tell me something about Web masters
 4. Web masters manage sites on the World Wide Web
 5. They are also employed by companies in the computer and entertainment business
 6. Do you know how many companies hire Web masters
 7. Think about the number of companies that have websites these days
 8. Wow there must be lots of jobs
- (08)**

Q.5 (a) Choose the correct word from each pair in the brackets to fill in the blank spaces in the following passage

One _____ (womans'/ woman's) work has changed _____ (peoples'/ people's) ideas about _____ (chimpanzee/ chimpanzees). Jane Goodall lived in a forest in Tanzania for _____ (years / year's) to learn about them. _____ (Goodall / Goodall's) notes tell about the _____ (chimp's / chimps') forest habitat and the animals themselves. She watched a chimp named David use a piece of grass to get _____ (termites / Termites) from their mound. Goodall's research proved that chimps use _____ (tools / tool's) to get food. **(04)**

(b) Re-arrange the group of words in each sentence below such that the sentence makes complete sense:

1. Sir built Christopher Wren was by Saint Paul's Cathedral.
 2. fine for manufacture is the noted cutlery of Sheffield.
 3. but is not a fish a mammal a whale.
 4. The talons with its eagle seizes its strong prey.
 5. The country set up William in the printing press first.
- (05)**

(3)

(c) Each of the following sentences contains an adverb and an adjective. *Underline* the adverb and *circle* the adjective.

1. Palaeontologists look for highly interesting plants and animal fossils.
2. Palaeontology is specially associated with the study of prehistoric life forms.
3. The word dinosaur means a “fearfully great lizard”.
4. Dinosaurs became immensely popular after the release of the movie “Jurassic Park”.

(04)

Q.6 (a) Change the voice:

1. The rules forbid passengers to cross the railway line.
2. He ordered the police to pursue the thief.
3. Never insult the weak.
4. My wallet was stolen by thief.
5. The carpet is cleaned every day by the sweeper.

(05)

(b) Complete the sentences with adjectives ending in –able, or –ible, derived from the verbs given in brackets.

1. Many currencies are now (convert).
2. His moods are very (change).
3. He is in an (envy) position of ruling over the whole empire.
4. Only a limited number of Mushrooms are (eat).
5. Children’s minds are (impress).

(05)

Q.7 ‘Education Foundation’, a Trust, established in 1990 and successfully managing various welfare projects all over Pakistan, has undertaken the task of building an elementary school for children residing in the Korangi Industrial Area (KIA). The Trust has identified a vacant plot in KIA that belongs to Pak Packaging Ltd., a company that is running its packaging factory, very close to the vacant plot.

Write a letter on behalf of Mr. Ali Samad, the Administrator of Education Foundation, to the CEO of Pak Packaging Ltd. requesting him to donate the plot for construction of a school, which would not only help them achieve one of their company objectives of community service but also be beneficial for children of neighbouring areas and those of their own employees.

(07)

Q.8 Read the following passage and then answer the questions appended below:

1. Many years ago the inhabitants of Europe drove large herds of cattle along broad grassy tracks which came to be known as ‘drove roads’. Sometimes they travelled a long way in search of fresh pasture when their own land was not rich enough for their cattle to be fattened on. Sometimes they were going to distant markets when there were not enough rich people locally to buy their meat. The earliest routes followed the dry, highland, avoiding swamps and the danger of surprise attack. Later, the tracks ran along lower ground when people had settled at those levels and where spring were to be found.

2. Although a large number of men and boys helped to drive the cattle, the true drover was the man with the overall responsibility to the owners. He had to take complete charge of the animals for the length of the journey. He alone was made answerable for large sums of money which came from the sale of the cows, and which he would eventually hand over to the owners. He was also answerable for any misbehaviour of his men; for example, he prevented them from being cruel to the cattle, an offence which could mean imprisonment.
3. This movement of animals took place over vast distances, often hundreds of kilometers and required much organization, which was the sole responsibility of the drover. A constant worry was providing sufficient quantities of food for the hungry cattle, which needed enormous amounts of fodder to sustain them throughout their journey. It was like feeding an army, except that the drover had no wagon train loaded with supplies to feed his 'army' of cattle; he had to rely on the food that could be found along the way. He also showed great skill in manoeuvring these herds which sometimes numbered as many as 200 animals, often spread out over considerable distance. Frequently, he had to ride ahead on horseback to check the wandering instinct of the cattle, redirecting them along the right track, or follow behind to urge them on or bring back stragglers which had got left behind. He had to be particularly careful that the cattle did not stray into private land to feed. Such trespass could be punished by the cattle being driven into a fenced enclosure by the landowner until the drover had paid for any damage they had done. Then, too, he had to be on the look out for farms which lay on his route and blow a horn to warn the farmer of his approach, so that the farmer would have ample time to prepare. Imagine the confusion if the farmer's own cattle were to get mixed up with the travelling herd! Many hours would be spent in sorting them out and quarrels would break out over disputed ownership.
4. Controlling a large herd was sometimes a dangerous job. Cattle are easily frightened by sudden loud noises. For instance, a herd crossing a wooden bridge in which the planks rattle noisily would break away in uncontrollable panic and it would take hours to calm and reassemble them. The drover also had to cope with bands of robbers who might violently attack him for his money or drive off some of his cattle.
5. But it was the actual handling of the cattle that called for his greatest skill. He had to have an intimate knowledge of the temperament of his animals in order to judge how far and how fast to drive them. They must not be overdriven, for it was essential that they reach their market in prime condition. Rest days would therefore be necessary, because there would be keen competition between drovers arriving at an important market to get the best prices from the butchers, who could quickly assess the condition of the animals.

Questions:

1. What were the two problems which made it necessary for men to drive their cattle long distances? **(02)**
2. The word “rich” has been used twice in the paragraph with different meanings.
 - (i) What does “rich” mean in the second sentence? **(01)**
 - (ii) What does “rich” mean in the third sentence? **(01)**
3. What two benefits would the lower tracks provide for the drovers? **(02)**
4. The drover was responsible for discipline. Quote the words that tell you about this. **(01)**
5. The drover was responsible for financial matters. Quote the words that tell you about this. **(01)**
6. Make a précis of the given passage. **(08)**

Q.9 Write an essay of not more than 350 words on any one of the following topics:

- Contribution of women in our society.
- Responsibility of mass media in developing countries (like Pakistan).
- How can we promote a positive image of our nation in the international society. **(16)**

(THE END)