Unity University

College Of Distance Education

Department Of Common Course

Work Sheet for Communicative English Language Skills II

Name_____

Id. No_____

Department _____

Center _____

Year _____Semester _____

This is a test paper you are expected to do on your own. It carries 25 points. The test paper should be completed and mailed to the School of Distance and Continuing Education for

evaluation. Do not try to complete the worksheet until you have covered all the lessons and exercises in the course material.

Any questions in the course that you have not been able to understand should be stated on a separate sheet of paper and attached to this worksheet. Your tutor will clarify them for you.

After completing this test paper, be certain to write your Name, Id.No and Address on the first page. Only your Name and Id.No on the other pages.

PART ONE: COMPREHENSION QUESTIONS

READ THE FOLLOWING SHORT TEXT AND ANSWER THE QUESTIONS THAT FOLLOW

THE COMMONWEALTH

The Russian leader, Stalin, is supposed to have asked how many divisions the Pope had. Like the Roman Catholic Church, the British Commonwealth does not operate in the realms of real politic. **It** is closer, perhaps, to the world of Lewis Carroll than to that of Bismarck.

As an idea, the Commonwealth dates from the year of Queen Elizabeth's birth, 1926. It was to be an association of "autonomous communities within the Empire", unified in one respect only: by their allegiance to the sovereign as the head of state. Even this requirement was dropped in 1949 when India asked to remain a member of the Commonwealth even though, as a newly independent republic, it had ended its allegiance to the crown. Still, even today, Elizabeth is Queen not only of the United Kingdom, but of 17 other countries as well. Of the other nation states in the Commonwealth, 26 are republics which recognize her only as head of the Commonwealth, and the other five (Brunei, Lesotho, Malaysia, Tonga and Swaziland) have monarchs of their own. The 49 countries have a population of around one billion.

The Commonwealth has one unifying factor: the Queen as its head. It is noteworthy, if not miraculous, that there has been this continuity, that the monarch of the imperialist nation should be accepted with affection and respect by the newly independent sovereign states. The reason lays in the status the Commonwealth offers, and in the framework it provides for useful work to be done. It is remarkable, for example, that all Commonwealth countries, without exception, gave Britain moral support during the Falklands crisis.

The Commonwealth has seen much disunity as well, and a number of countries have ceased to be members, usually for political reasons. In 1948, Palestine became Israel. In 1949, the Republic of Ireland, neutral during the *39-*45 war, also left. In 1972, after war with India, and the creation of Bangladesh, Pakistan also departed. But the most significant departure has been that of South Africa, in 1961.

The key issue of the Commonwealth is, of course, race, and in particular hostility to racism as practiced by white people. For the past 15 years the focus of attention has been upon South Africa, especially upon the severing of sporting links with that country. The refusal of the former Thatcher government to impose economic sanctions on the apartheid-ridden country has caused tension not only between Britain and other Commonwealth countries, but also between the Queen and her Prime Minister.

The Queen has to remain above all the issues, all the arguments. That she does so is one of the wonders of modern politics. The very looseness of the Commonwealth may be its greatest virtue, given the number of one-party states, military dictatorships, and personal regimes within it. Each member takes or gives what the real politic of its own government requires. Through the Commonwealth, for example, Canada has attained a degree of influence among Third World countries which otherwise would never have been possible. But the Commonwealth is also limited: for military help in a domestic crisis, Grenada had to turn to the United States.

Still, Alice in Wonderland or not, a two-metre high portrait of the Queen does hang outside the entrance to Zimbabwe's Senate. An official explained: "She is not there because we love the royal family, but because she is the head of the Commonwealth." It is a matter of independence plus.

I. READ THE FOLLOWING SENTENCES AND CHOOSE THE BEST ANSWER FROM THE GIVEN ALTERNATIVES ACCORDING TO THE TEXT ABOVE (1 POINT EACH)

1. When does the commonwealth start?
   A. 19 26 C. 1949
   B. At the birth of Queen Elizabeth D. All except 'C'
2. Of the following, which one is NOT the drawback of commonwealth?
   A. Military dictatorships. C. willingness of the members depend on the government
   B. The regimes were personalized. D. politics of the government is secular
3. From the given alternatives, which one is the key issue of commonwealth?
   A. Racism of Africans C. racism of white people
   B. Unfair equity distribution D. the refusal of Thatcher government
4. The refusal of the former Thatcher government to impose economic sanctions on the apartheid-ridden country results in the following; except,
   A. Tension between Britain and other commonwealth countries.
   B. Disagreement between Queen Elizabeth and her prime minister.
   C. Unifying all commonwealth countries.
   D. Except C all are correct.
5. From the given alternatives, which one is not correct about Queen Elizabeth?
   A. She is a queen of other nations. C. She is the head of commonwealth countries.
   B. She is Monarch of Malaysia. D. She exercises her power out of her regime.
6. **It**…… in paragraph **one** line **three** refers to:
   A. Roman catholic church C. the world of Lewis Carroll
   B. British Commonwealth D. the world of Bismarck.
7. Of the following concepts, which one is stated in the text?
   A. Queen Elizabeth is dictator.
   B. Commonwealth does not operate in the political territory.
   C. Apartheid-ridden countries were imposed economic sanction.
   D. Britain was given moral support during the Falklands crisis.

PART TWO: GRAMMAR USAGE

II. READ THE FOLLOWING SENTENCES AND CHOOSE THE BEST ANSWER FROM THE GIVEN ALTERNATIVES

8. I_____ a lot this week, but I have to get the book completely finished by this weekend.

   A. have read B. read C. had read D. was reading

9. A: Shall I make us dinner? It is already 8 o'clock.

   B: No thanks. I _____ to the dentist this afternoon and my mouth hurts too much to anything.

   A. went B. go C. will go D. had gone

10. We _____ three assignments this week and still there are two courses left to be given us.

    A. had given B. have given C. will be given D. were gave

11. It was so hot today that I _____ short and T-shirt at work.

    A. wear B. wore C. have worn D. am wearing

12. When I went to school I _____ to French.

    A. must B. had C. had better D. ought to

13. The house _____by an elderly couple before I _____it.

    A. was owned/bought C. bought/ was owned

    B. is owned/buy D. is bought/owned

III. READ THE FOLLOWING DIRECT SPEECH AND CHANGE THEM INTO APPROPRIATE REPORTED SPEECH.

14. Ali said, ''I grew these carrots myself''
15. Roman said, " I like reading fiction at my leisure time''
16. Naflet said, " I will attend the inauguration ''
17. Estif said, " I have decided not to go to the university next year''
18. Sinan said, " We usually go to church with my family''
19. The minister said, " We will not negotiate on the management of Renaissance Dam ''
20. He said, " I will pick you when you finish your work''

Part three: writing

IV. USING PASSIVE STRUCTURE, WRITE ONE PARAGRAPH OF SEVEN TO TEN SENTENCES HOW LIFE SKILL IS DEVELOPED, AND UNDERLINE THE VERB PARTS (5 points)

NB: Coping from one another and other material will INVALIDATE your result.

UNITY UNIVERSITY

SCHOOL O F DISTANCE AND CONTINUING EDUCATION

WORK SHEET FOR COMMUNICATIVE ENGLISH LANGUAGE SKILLS II

Name_____Dept _____IDNo_____

	Choice	
1	8	
2	9	
3	10	
4	11	
5	12	
6	13	
7		

14. _____

15. _____

16. _____

17 _____

18 _____

19 _____

20 _____