

Candidates should answer questions from the following Part only if they have opted for ENGLISH as LANGUAGE—II.

परीक्षार्थी निम्नलिखित भाग के प्रश्नों के उत्तर केवल तभी दें यदि उन्होंने भाषा—II का विकल्प अंग्रेज़ी चुना हो।

PART—V : Language—II
ENGLISH

Directions : Read the given passage and answer the questions (Q. Nos. 121 to 129) that follow by selecting the *most appropriate option*.

"Get well soon!" Shanta said, handing Partha a yellow balloon. She was his third visitor. That's because she was his class teacher's daughter, and her mother made her visit him. The other two, Rahul and Syed, weren't really his friends, although they often ganged up with him against other kids to take away their lunch pocket money. Partha knew he wouldn't have long to live. He could feel it, deep inside. Seeing his aunty crying after talking with the doctor confirmed it: His time had come. He didn't tell his visitors, though. They would either pity him, or be happy to get rid of him.

Once Shanta left, he ripped a page off from his notebook and wrote—

"Dear God, I know I messed up and nobody likes me. Please give me a second chance. I can show you what a good friend I can be."

He drew a map showing the way from the school to the hospital, walked shakily to the window, and let the balloon fly away, carrying his message towards God.

The balloon was heading straight to a telephone pole, but a gentle breeze blew it away just in time. It crossed the park and disappeared out of view.

The next day, a boy he had never met before came to visit him. "I find balloon," he said. "You are lonely?"

He just nodded, too startled to talk.

"I lonely too. My family come from Afghanistan and I no speak English good." He smiled. "I bring gift to you." He handed him a small bag of fruits. "I pray for friend, and God give me friend."

Normally, he would have made fun of his broken English and his long, baggy brown *kurta*, but he knew better. He smiled and offered him the first orange.

121. One student the reader understands did not really want to meet Partha, that is

- (1) Shanta
- (2) Syed
- (3) Rahul
- (4) the Afghan boy

1-L

122. Partha felt lonely because — visited him when he was at the hospital.

- (1) his class teacher
- (2) only Syed and Rahul from his class
- (3) he had no friends at school, so no one
- (4) Shanta

123. A synonym for the word 'startled' in the passage is

- (1) surprised
- (2) stunned
- (3) avoided
- (4) composed

124. An antonym for the word 'shakily' in the passage is

- (1) unsure
- (2) unsteadily
- (3) firmly
- (4) rickety

125. Partha's feeling of loneliness soon turned to

- (1) irritation
- (2) sympathy
- (3) self-pity
- (4) anger

126. Partha would not go back to school to meet his schoolmates and teachers because

- (1) his parents wanted to change his school
- (2) he did not have long to live
- (3) he hated his school as he had no friends
- (4) his doctors did not let him

127. The message in the passage is

- (1) loneliness is inevitable
- (2) about faith in God
- (3) all actions have consequences
- (4) friendship is rare

128. The change in Partha's attitude is evident when he

- (1) accepted the fruits from a stranger, although he disliked oranges
- (2) refrained from poking fun at the Afghan boy and shared the fruits
- (3) was unmoved even when his aunt was crying
- (4) sent a letter to God written on a balloon

129. A phrase that can replace the words 'ganged up' is

- (1) joined in opposition
- (2) formed a group
- (3) supported together
- (4) became friends

Directions : Answer the following questions (Q. Nos. 130 to 144) by selecting the *most appropriate option*.

130. While evaluating students' responses for reading comprehension, marks may be deducted for — errors.

- (1) grammatical
- (2) syntactical
- (3) content
- (4) spelling

131. A text that requires students to scan in order to understand and analyze the writer's message and purpose could be

- (1) an encyclopedic extract
- (2) a newspaper headline
- (3) a set of instructions to assemble a device
- (4) a poem

132. While drafting a notice, students may be instructed to use — language.

- (1) direct
- (2) intrigue
- (3) descriptive
- (4) elaborate

133. For evaluating a poster designed as a part of a competition, which of the following criteria would be the most appropriate for the judges?

- (1) Relevant content, style and word limit
- (2) Use of quotations, style and visual appeal
- (3) Creativity, relevant content and visual appeal
- (4) Creativity, fonts and visual appeal

134. Learners lack confidence to speak in the target language in class where the main language of conversation is the local vernacular. This challenge can be met by

- (1) allowing students to speak about whatever they can, irrespective of the grammatical errors, enhance their vocabulary and gradually make corrections
- (2) allowing students to watch English films as motivation, practice a drill consisting of useful sentences and vocabulary with regular correction of grammatical errors
- (3) insisting on students' using only the target language irrespective of the grammatical errors, enhance their vocabulary, with regular feedback on their performance
- (4) instructing them to speak slowly and self-correct grammatical errors, enhance their vocabulary with a list of useful words

135. In order to drive home the point that listening skills matter, students should be

- (1) exposed to popular English films and reviewing them
- (2) taken to the language lab once a week for practice and feedback
- (3) allowed to listen to CD's of poetry read aloud by well-known voice-artists
- (4) reminded that listening-skill practices relate to real life

136. Learning a new language after puberty leads to — of a foreign language.

- (1) difficulty in acquisition
- (2) normal acquisition
- (3) greater mastery
- (4) loss of mastery

137. An activity that requires a class to design and present a PowerPoint on the importance of water conservation in a target language is a — activity.

- (1) multidisciplinary
- (2) science project
- (3) group
- (4) language practice

138. To enable students to distinguish between academic and spoken forms of a target language in a bilingual class, they should be encouraged to

- (1) speak in the target language
- (2) read more books written in the target language
- (3) write more in the target language
- (4) watch more related bilingual films

139. Providing learning support to pupils who lag far behind their counterparts in school performance includes

- (1) giving more activities for language practice
- (2) providing extra notes and coaching
- (3) allowing them to complete assignments without time limits
- (4) initially adapting school curricula and teaching strategies

140. Enriching the curriculum for learners who are gifted and talented

- (1) give them leadership roles in class activities
- (2) increase complexity of curriculum for them to experience a wider variety of language and opportunities for creativity
- (3) promote them to a higher class so that they are exposed to a more difficult syllabus
- (4) introduce a foreign language

141. Identify the false assumption.

Language course-books prescribed for students should provide

- (1) detailed lesson-plans for teachers
- (2) suggested sequence of teaching procedures
- (3) balanced presentation of information
- (4) organized units of learning experiences

142. Students who do not have the opportunities to use the target language outside the classroom, demonstrate much lower levels of language competency. This can be overcome by

- (1) conducting tests periodically to motivate them to learn
- (2) giving them a set of commonly used sentences and vocabulary which they are expected to use
- (3) setting separate tasks which are easier, with more time to complete them
- (4) engaging them in specific language-focused tasks which are indirectly monitored by their group leaders

143. A foreign/non-mother tongue language teacher often faces the problem of a class full of reluctant, unmotivated learners. This can be helped by

- (1) using methods and strategies to motivate and make learning more challenging in the class
- (2) taking the help of an academic counsellor who will address the class
- (3) identifying the students who are 'unmotivated' and taking a special class for them
- (4) encouraging learners to take their own time to complete assignments

144. Language learners learn to do by doing. Which activity supports this observation?

- (1) Opportunities to practice as it helps with habit formation
- (2) Encourage the use of their mother tongue to promote better understanding of the meaning of a prescribed text
- (3) Go from concrete to abstract texts
- (4) The teacher models the writing and speaking styles which learners copy

Directions : Read the given passage and answer the questions (Q. Nos. **145** to **150**) that follow by selecting the *most appropriate option*.

Our consumption of palm oil is rocketing : Commitments from various governments to increase the amount of biofuels being sold are pushing this rise in demand, because they're seen as an attractive quick fix to reduce greenhouse gas emissions. India wanted 20 percent of its diesel to be bio-diesel by 2012. The irony is that these attempts to reduce the impact of climate change could actually make things worse—clearing forests and draining and burning 'peatlands' to grow palm oil which releases more carbon emissions than burning fossil fuels. But this phenomenal growth of the palm oil industry spells disaster for local communities, biodiversity, and climate change as palm plantations encroach further and further into forested areas where the emission of greenhouse gases is largely due to deforestation. For example, much of the current and predicted oil palm expansion is taking place on forested

'peatlands'. Peat locks up huge amounts of carbon, so clearing 'peatlands' by draining and burning releases huge greenhouse gases. The Roundtable on Sustainable Palm Oil (RSPO) had established clear ethical and ecological standards for producing palm oil.

But since then, forest destruction has continued unabated.

145. The passage is about the impact of — on the environment.

- (1) destruction of peatlands
- (2) palm oil industries
- (3) drilling for diesel fuel
- (4) loss of communities

146. Peatlands are natural

- (1) means to suppress carbon emissions
- (2) causes of environmental destruction
- (3) sources of biofuels when burnt
- (4) sources of diesel

147. The phrase in the passage which means 'speedy remedy' is

- (1) phenomenal growth
- (2) quick fix
- (3) current and predicted
- (4) draining and burning

148. The synonym of the word 'irony' is

- (1) respect
- (2) reality
- (3) praise
- (4) paradox

149. The RSPO was convened to

- (1) control destructive practices in palm oil production
- (2) control the burning of peatlands
- (3) rehabilitate local communities
- (4) force the closure of palm oil industries

150. The passage suggests that RSPO's efforts to carry out its responsibility has been

- (1) mostly successful
- (2) mostly a failure
- (3) No information in the passage
- (4) partly successful