

PART—V
Language—II
ENGLISH

IMPORTANT : Candidates should attempt questions from **Part—V (Q. Nos. 121–150)**, if they have opted **ENGLISH** as **Language—II** only.

Directions : Answer the following questions (Q. Nos. 121 to 135) by selecting the **correct/most appropriate** options.

- 121.** A speech community refers to a group of people who
- (1) share homogeneity with reference to their value system
 - (2) are multilingual
 - (3) are bilingual
 - (4) share community membership and linguistic communication
- 122.** Activating learners' schema means
- (1) dealing with learners having learning difficulties
 - (2) showing a picture and asking learners to write a story
 - (3) making a link between the topic and learners' background knowledge and experience
 - (4) making a link between the textbook and its structural patterns and grammatical items
- 123.** As per Noam Chomsky's theory, the role of Language Acquisition Device (LAD) is to
- (1) learn languages in formal schools
 - (2) imitate the language of adults
 - (3) generate grammar rules
 - (4) memorize grammar rules
- 124.** Prediction in terms of reading refers to
- (1) previewing
 - (2) using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words
 - (3) using knowledge of subject matter for guessing the content and vocabulary
 - (4) paraphrasing
- 125.** Diphthongs are also known as
- (1) vowels with weak sounds
 - (2) glide vowels
 - (3) semi-vowels
 - (4) pure vowels
- 126.** Yasmin, an English language teacher, gave her students group work to explore an area and asked them to find important notices and names of places and streets to document them to write a report.
- This activity is known as
- (1) peer work
 - (2) project work
 - (3) assignment
 - (4) activity-based learning
- 127.** Mrudusmita, while teaching a lesson on atoms from the science textbook, gave her students activities based on the theme. The activities included vocabulary and debate on the uses of atomic energy. What is this strategy known as?
- (1) Language of science
 - (2) Language through science
 - (3) Language across curriculum
 - (4) Language in other subjects

128. While listening to a speech in English, sometimes we listen to basic unit of a sound, a syllable and a word, then a sentence and then a paragraph to decode the meaning of the complete speech. This mental process can be described as
- (1) Interactive model
 - (2) Top-down approach
 - (3) Bottom-up approach
 - (4) Middle-path approach
129. In free writing, a learner is engaged in
- (1) listing out the things she/he has just memorized
 - (2) writing with specific relation to spelling and grammar
 - (3) writing sentences without applying her/his mind
 - (4) expressing ideas without giving much attention to spelling and grammar
130. Susheela discussed a short story in the classroom and asked her students to write an article for a newspaper on the theme of the story. What is this writing known as?
- (1) Writing for a newspaper
 - (2) Extrapolative writing
 - (3) Long answer
 - (4) Short essay
131. A question tag is also known as a
- (1) critical question
 - (2) head question
 - (3) tail question
 - (4) descriptive question
132. Mind-mapping helps the students to
- (1) learn passively each of the linguistic items
 - (2) memorize the grammar rules
 - (3) use literary devices more effectively in their writing
 - (4) brainstorm, explore any idea and expand it
133. Grammatical structures can be practised in a controlled manner by
- (1) explaining the use of particular structures
 - (2) gap-filling grammar exercises
 - (3) correcting wrong sentences written by the learners
 - (4) doing composition exercises
134. Interactive listening means listening
- (1) carefully to what is said and responding
 - (2) curiously to what is said
 - (3) carefully for word stress and intonation
 - (4) to judge the speaker's mood and tone
135. Continuous and Comprehensive Evaluation of learner is
- (1) continuous tests and assignments
 - (2) conducting continuous tests
 - (3) periodic assessment of learning
 - (4) periodic assessment of teaching

Directions : Read the passage given below and answer the questions that follow (Q. Nos. 136 to 143) by selecting the **correct/most appropriate** options.

Peoples' faces light up when I say I taste chocolate for a living, but it is not always delicious. I also have to taste defective chocolate, which might have a bitter or burnt flavour. I'm usually in a small room, not allowed to talk, and parked in front of a computer to log information. Sometimes the room has red lighting to disguise the appearance of the chocolate, so I can evaluate it only by taste, not appearance. I can sample as many as 30 chocolates per day, so as to keep my palate active, I spit the sweets back out. That's another not-so-glamorous part of the job. Between samples, I wait 30 seconds to let my senses rest, and I chew half an unsalted cracker biscuit and drink plain warm water, as carbonated water and ice numb one's senses.

First I smell the chocolate and log its aroma. I also listen : if chocolate doesn't sound crisp when broken, it may be a sign it's old or was improperly stored. Then I place one inch bit in my mouth and leave it there for a few seconds, I press it against my palate and let it melt, recording the four basic tastes—sweet, sour, bitter and salty. Then I blow out short puffs of air through my nose. Certain sense receptors in the back of our head are stimulated by oxygen. They allow us to smell food when we chew. Exhaling sharply can bring out aromas like berry, mushroom, tea, citrus, beeswax, toast, cinnamon, and savoury spices that are sometimes too subtle for the nose to catch.

I log these attributes, too, along with the texture.

136. People get surprised when the narrator tells them that he
- (1) is a chocolate taster
 - (2) has to work under red light
 - (3) has to eat bitter chocolate
 - (4) has to work in a small room
137. There is no glamour in his job as
- (1) he has to blow out short puffs
 - (2) he keeps on spitting out chocolate
 - (3) his place of work is narrow
 - (4) he never ate burnt chocolate
138. The narrator cannot eat and enjoy the chocolate
- (1) as it has not been stored properly
 - (2) as it is defective
 - (3) to keep his palate active
 - (4) as it has a burnt flavour
139. The process of chocolate tasting runs in the order of — and again smelling.
- (1) breaking, smelling, listening, melting
 - (2) breaking, listening, smelling, melting
 - (3) smelling, breaking, listening, melting
 - (4) melting, listening, breaking, smelling

140. "Leave it there."

When the above sentence is changed into passive voice, it becomes

- (1) Let it was left there.
- (2) It is left there.
- (3) It was left there.
- (4) Let it be left there.

141. "Peoples' faces light up ..."

The word 'light' here is a/an

- (1) adverb
- (2) noun
- (3) verb
- (4) adjective

142. The word 'parked' (Para 1) means

- (1) ran
- (2) managed
- (3) operated
- (4) seated

143. The word 'log' (Para 2) means

- (1) taste
- (2) record
- (3) cut
- (4) enjoy

Directions : Read the passage given below and answer the questions that follow (Q. Nos. 144 to 150) by selecting the **correct/most appropriate** options.

The Kittur Fort

One can see today only the dilapidated walls and ruins of the great fort which was once known for its strength. The most important landmark as one goes towards the fort is the 'Bahadurgad'. Situated to the southwest of the fort and outside of it, on a natural hillock, the highest in the plain, the 'Bahadurgad', which was the watchtower, provides a most panoramic and commanding view of the sparsely wooded surrounding region of green grassland, fading, as if gradually, into soft contoured hills in the west and the horizons on the other sides. To the north of the tower is 'Ranagattikere' where Rani Chennamma fought her last stubborn fight against the British, with almost savage determination.

The actual fort, circular in plan, consisted of double walls, separated by moats on the outer sides, with semi-circular bastions on the exterior of the outer wall. It had originally the main gateway on the east, approached by the causeway across the outer moat known as *ane honda* which was used for bathing the elephants.

The entrances through the walls are deliberately not aligned, evidently in the interests of security. After passing by the winding path through the walls, one is led to the front side of the imposing main entrance of the palace located near the northern arc of the inner fort wall.

To the south of the palace, inside the fort, are the ruins of horse-stables and foundations of residential buildings, probably meant for the

important officials of the palace. To the southwest is the heavily built watchtower relieved by a series of parallel buttresses at regular intervals.

144. Which one of the following statements is true ?

- (1) Rani Chennamma ruled Kittur from here.
- (2) Bahadurgad is situated inside the Kittur Fort.
- (3) From it, one can enjoy a view of the hills in the east.
- (4) It was used as a watchtower.

145. Rani Chennamma fought against the British

- (1) in Bahadurgad Fort
- (2) in the wooded grasslands
- (3) in the contoured hills
- (4) at Ranagattikere

146. From Bahadurgad, one could easily get

- (1) to see a natural hillock
- (2) a commanding view of a dense forest
- (3) to see tall rugged hills in the west
- (4) a look at green grasslands

147. Unaligned gates in the walls

- (1) make the walls look imposing
- (2) make the entry easy
- (3) make the fort secure
- (4) make the fort insecure

148. "... as one goes towards"

'one' in the above clause is a/an

- (1) adjective
- (2) noun
- (3) verb
- (4) pronoun

149. "... and commanding view of"

'commanding' in the above phrase is a/an

- (1) adverb
- (2) noun
- (3) verb
- (4) adjective

150. The word 'landmark' means the same as

- (1) plain
- (2) marker
- (3) adventure
- (4) hill