

**PART IV
LANGUAGE I
ENGLISH**

Directions : Read the passage given below and answer the questions that follow (Q. No. 91 to 99) by selecting **the most appropriate** option.

Surviving a Snakebite

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| <p>1 Annually, there are a million cases of snakebite in India and of these, close to 50,000 succumb to the bites.</p> <p>2 When you look around the countryside, where most bites occur, and notice people's habits and lifestyles, these figures aren't surprising. People walk barefoot without a torch at night when they are most likely to step on a foraging venomous snake.</p> <p>3 We encourage rodents by disposing waste food out in the open, or by storing foodgrains in the house. Attracted by the smell of rats, snakes enter houses and when one crawls over someone asleep on the floor and the person twitches or rolls over, it may bite in defence.</p> <p>4 Once bitten, we don't rush to the hospital. Instead, we seek out the nearest conman, tie tourniquets, eat vile tasting herbal chutneys, apply poultices or spurious stones, cut/slice/suck the bitten spot, and other ghastly time-consuming deadly "remedies".</p> <p>5 As Rom cattily remarks : "If the snake hasn't injected enough venom, even popping an aspirin can save your life." That's the key — snakes inject venom voluntarily and we have no way of knowing if it has injected venom, and if it is a lethal dose. The only first aid is to immobilise the bitten limb like you would a fracture, and get to a hospital for anti-venom serum without wasting time.</p> <p>91. Of the people who are bitten by snakes in India, the fatality rate is</p> | <p>(1) 5%</p> <p>(2) 25%</p> <p>(3) 50%</p> <p>(4) 100%</p> <p>92. According to the author, people living in which parts are more prone to snake bites ?</p> <p>(1) Crowded cities</p> <p>(2) The open</p> <p>(3) Villages</p> <p>(4) Forests</p> <p>93. Storing foodgrains in the house is one of the causes for snake bites because</p> <p>(1) foodgrains attract rats which in turn attract snakes</p> <p>(2) snakes enter houses in search of stored foodgrains</p> <p>(3) the smell of foodgrains brings both snakes and other animals into the house</p> <p>(4) stored foodgrains create convenient hiding places for snakes within houses</p> <p>94. '... it may bite in defence' (para-3). This observation implies that</p> <p>(1) a snake is very good at defending itself</p> <p>(2) a snake may bite a human being in order to defend its prey</p> <p>(3) human beings are defenceless against snakes</p> <p>(4) a snake bites a human only when it is threatened</p> <p>95. What, according to the author, is the reason for the high fatality rate due to snakebites in India ?</p> |
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- (1) Shortage of medical facilities
(2) Lack of scientific knowledge about snakebites
(3) Shortage of anti-venom serum
(4) Shortage of doctors
96. In the instance of a snakebite, what should we do immediately ?
(1) Tie tourniquets
(2) Eat herbal chutneys
(3) Immobilise the bitten part and get anti-venom serum
(4) Cut-slice-suck the bitten spot
97. Pick out a word from the passage which means 'to go around in search of food'. (Para 2)
(1) foraging
(2) countryside
(3) venomous
(4) barefoot
98. "If the snake hasn't injected enough venom, even popping an aspirin can save your life." This sentence can be rewritten without changing the meaning as
(1) When a snake has not injected enough venom, life can be saved even by swallowing an aspirin.
(2) Life can be saved even by swallowing an aspirin, even though the snake hasn't injected enough venom.
(3) Even popping an aspirin can save your life, in spite of a snake not having injected enough venom.
(4) As long as you are popping an aspirin to save your life, the snake will not inject enough venom.
99. Pick out a word from the passage, that means 'having the power to cause death'. (Para 5)
(1) immobilise
(2) voluntarily
(3) lethal
(4) serum
- Directions : Read the poem given below and answer the questions that follow (Q. No. 100–105) by selecting the most appropriate option.*
- Common Cold**
- 1 Go hang yourself, you old M.D.!
You shall not sneer at me.
Pick up your hat and stethoscope,
Go wash your mouth with laundry soap;
I contemplate a joy exquisite
I'm not paying you for your visit.
I did not call you to be told
My malady is a common cold.
- 2 By pounding brow and swollen lip;
By fever's hot and scaly grip;
By those two red redundant eyes
That weep like woeful April skies;
By racking snuffle, snort, and sniff;
By handkerchief after handkerchief;
This cold you wave away as naught
Is the damndest cold man ever caught !
- 3 Bacilli swarm within my portals
Such as were ne'er conceived by mortals,
But bred by scientists wise and hoary
In some Olympic laboratory;
Bacteria as large as mice,
With feet of fire and heads of ice
Who never interrupt for slumber
Their stamping elephantine rumba.
100. What is the emotion that the poet displays in the first stanza ?
(1) Anger
(2) Joy
(3) Jealousy
(4) Sympathy

101. Why and at whom does the poet show his emotion ?
- (1) At an old man because he has sneered at the poet
 - (2) At a doctor for an incorrect diagnosis of his medical condition
 - (3) At a friend who is happy at the poet's plight
 - (4) At a doctor who has said the poet merely has a cold
102. The poet describes his eyes as 'two red redundant eyes' because
- (1) he cannot see properly due to the cold
 - (2) they show how furious the poet is
 - (3) they have been affected by an eye-disease
 - (4) in his medical condition the poet is imagining things
103. 'Bacteria as large as mice' is an instance of a/an
- (1) simile and a hyperbole
 - (2) metaphor
 - (3) personification
 - (4) alliteration
104. 'Who never interrupt for slumber
Their stamping elephantine rumba.'
- The meaning of these lines is that
- (1) the bacteria are continuously stamping their elephant-like feet
 - (2) the cold-causing germs are causing much discomfort and pain to the poet without any break
 - (3) the bacilli are so active that they refuse to go to sleep
 - (4) the poet is not able to concentrate on his work due to the raging cold
105. The general tone of the poem can be described as
- (1) satirical and harsh
 - (2) ironical and mocking
 - (3) whimsical and humorous
 - (4) sad and tragic
- Directions : Answer the following questions by selecting the most appropriate option.*
106. The Constructivist Approach to learning means
- (1) involving the students in a variety of activities to encourage them to learn new words and structures by accommodating them with those that they have already learnt through a process of discovery
 - (2) teaching rules of grammar and consolidating through rigorous practice
 - (3) helping learners acquire new vocabulary by studying literature intensively
 - (4) teaching new words and structures using a variety of audio-visual aids followed by practice through drill
107. What is the skill among the ones given below that cannot be tested in a formal written examination ?
- (1) Reading for information
 - (2) Meaning of words and phrases
 - (3) Extensive reading for pleasure
 - (4) Analysing texts
108. Which of the following is suitable for making students responsible for their own learning ?
- (1) Discouraging students from making decisions about how they learn best
 - (2) Using technology to chat and network
 - (3) Encouraging students to ask more and more questions
 - (4) Giving a lot of homework, project work and assignments to improve language skills of students
109. Ania, while teaching paragraph construction, should draw attention to
- (1) a large variety of ideas
 - (2) originality of ideas
 - (3) topic sentence, supporting details and connectors
 - (4) a range of vocabulary

110. Communicative Language Teaching is concerned with
- (1) teaching of vocabulary and grammar through rules of spelling and language
 - (2) teaching language to learners for written tests
 - (3) interpreting grammar rules to suit the audience
 - (4) enhancing receptive and productive skills such as speaking, listening, reading and writing
111. Formative Assessment is assessment
- (1) of learning
 - (2) at learning
 - (3) in learning
 - (4) for learning
112. The term 'Comprehensive' in Continuous and Comprehensive Evaluation means
- (1) scholastic development
 - (2) co-scholastic development
 - (3) academic skills
 - (4) scholastic and co-scholastic development
113. A teacher designs a test to find out the cause of the poor grades of her learners through a/an
- (1) Diagnostic Test
 - (2) Proficiency Test
 - (3) Achievement Test
 - (4) Aptitude Test
114. An inclusive class is that in which
- (1) differently abled learners study with normal students
 - (2) students from different nationalities study together
 - (3) students from different religions study together
 - (4) both boys and girls study together
115. 'Concrete Operational Stage' refers to those learners who are
- (1) adolescents
 - (2) at middle level
 - (3) toddlers
 - (4) adults
116. When learners are engaged in a pair activity, taking on roles of a doctor and a patient, the activity is called
- (1) Real Activity
 - (2) Declamation
 - (3) Simulation
 - (4) Exchanging notes
117. Essays or long writing tasks especially on a discursive issue should
- (1) help students develop their literary skills
 - (2) help students with grammar
 - (3) help them to improve their handwriting
 - (4) help them discuss the different points of view and justify them with illustrative points
118. A teacher, Amrita, uses various tasks such as creating charts, graphs, drawing, gathering information and presenting them through pair or group work. This differentiated instruction
- (1) helps learners with multiple intelligences to perform well and learn better
 - (2) is a way of demonstrating her own knowledge
 - (3) only helps the bright learners
 - (4) is the best way to prepare students for an assessment
119. Using a word bank and brainstorming helps to build
- (1) Vocabulary
 - (2) Ideas
 - (3) Writing skills
 - (4) Reading comprehension
120. Gender stereotypes and bias among learners can be discouraged by
- (1) enabling all learners to cook and sew irrespective of gender
 - (2) using textbooks which do not perpetuate such beliefs
 - (3) creating an open and encouraging atmosphere in a mixed class
 - (4) pressuring girls to learn cooking