

**PART V**  
**LANGUAGE II**  
**ENGLISH**

**Directions :** Read the passage given below and answer the questions that follow (Q. No. 121 to 127) by selecting the **most appropriate** option.

Africa was once filled with an abundance of wild animals. But that is changing fast. One of these animals, the black rhinoceros, lives on the plains of Africa. It has very poor eyesight and a very bad temper ! Even though the black rhino is powerful, and can be dangerous, its strength can't always help it to escape hunters. Some people think that the rhino's horn has magical powers, and many hunters kill rhinos for their valuable horns. This has caused the black rhino to be placed on the endangered species list.

The elephant seems to represent all that is strong and wild in Africa. It once had no natural enemies, but is now endangered — killed for its ivory tusks. Wherever people are careless about the land, there are endangered species.

Grizzly bears like to wander great distances. Each bear needs upto 1,500 square miles of territory to call its homeland. Today, because forests have been cleared to make room for people, the grizzly's habitat is shrinking and the grizzly is disappearing. It joins other endangered North American animals, such as the red wolf and the American crocodile.

In South America, destruction of the rain forests threatens many animals. Unusual mammals, such as the howler monkey and the three-toed sloth, are endangered. Beautiful birds like the great green macaw and the golden parakeet are also becoming extinct. They're losing their homes in the rain forest,

and thousands die when they are caught and shipped off to be sold as exotic pets.

The giant panda of Asia is a fascinating and unique animal. Yet there are only about 1,000 still living in the wild. The giant panda's diet consists mainly of the bamboo plant, so when the bamboo forests die, so does the panda. China is now making an effort to protect these special creatures from becoming extinct. Unfortunately, it is people who cause many of the problems that animals face. We alter and pollute their habitats. We hunt them for skins, tusks, furs, and horns. We destroy animals that get in the way of farming or building. And we remove them from their natural habitats and take them home as pets.

(extract from **Gone Forever** by Barbara Reeves, *internet*)

121. To introduce this passage, which of these activities would be suitable as a starter for the above passage ?
- (1) Showing a small audio-visual clip on rhinos, elephants, and if possible, pandas
  - (2) Showing of an audio-visual clip followed by a discussion
  - (3) Showing pictures of the animals they are going to read about
  - (4) Telling the students about the animals they are going to read about
122. The first paragraph has words like abundance, magical, dangerous, valuable, therefore a teacher could aim to teach
- (1) adjectives
  - (2) nouns
  - (3) conversion of nouns into adjectives
  - (4) spellings

123. Which of these can be used as an example of a complex sentence ?
- (1) Africa was once filled within abundance of wild animals.
  - (2) Some people think that a rhino's horns have magical powers.
  - (3) Beautiful birds like the great green macaw and the golden parakeet are also becoming extinct.
  - (4) And we remove them from their natural habitats and take them home as pets.
124. From the questions given here identify a global comprehension question based on the above passage.
- (1) How does the rhino escape from hunters, in spite of the fact that it has a very poor eyesight ?
  - (2) Why is the grizzly's habitat shrinking ?
  - (3) Why have certain species of animals become endangered ?
  - (4) Which country is working towards protecting pandas ?
25. Which of these questions is *not* a valid question ?
- (1) Write a short note on the wild life of Africa and Asia.
  - (2) For what are the rhinos hunted ?
  - (3) In South America the wild animals are threatened by \_\_\_\_\_.
  - (4) What has been the biggest cause for certain animals becoming endangered ?
6. A suitable title for the passage is
- (1) Endangered Species of The World
  - (2) The Price of Progress
  - (3) Man Vs. Animals
  - (4) Wild Life's Biggest Enemy - Man
127. Which of these activities would be meaningfully extrapolative ?
- (1) Yuan, the Panda meets Furry, a grizzly bear from North America. They start discussing about the problems faced by their families and friends. What do you think they tell each other ? Write a dialogue between the two animals.
  - (2) Do a Project on the endangered species of India.
  - (3) Write a letter to your friend telling him/her about how we humans are responsible for the dying out of wild animals.
  - (4) Write a poster on the theme 'Save our wildlife'.
- Directions :** Read the passage given below and answer the questions that follow (Q. No. 128 - 135) by selecting the **most appropriate** option.
- Once upon a time, there lived a sparrow in a tree. He was very happy to have a beautiful and comfortable nest of his own in the tree. The sparrow used to fly to far off places to pick at grains from so many fields, full of crops. At the sunset he would return to his perch.
- One day, the sparrow ate his fill, but could not return to his nest, because of the heavy rains which continued for the whole night. The sparrow had to spend the whole night in a big banyan tree, a little distance away from home.
- The next morning, when the rain stopped and the sky became clear, the sparrow returned to his tree. He was astonished to find a rabbit occupying his beautiful and comfortable nest.
- The sparrow lost his temper and spoke to the rabbit, "It's my home you're sitting in. Please quit this place at once."
- "Don't talk like fools," replied the rabbit. "Trees, rivers and lakes don't belong to anyone. Places like these are yours only so long as you are living in. If someone else occupies it in your absence, it belongs to the new occupant. So go away and don't disturb me any more."

But the sparrow was not satisfied with this illogical reply. He said, "Let's ask a person of wisdom and only then our case will be settled."

At a distance from the tree, there lived a wild cat. The cat, somehow, overheard the discussion that took place between the sparrow and the rabbit.

The cat immediately thought of a plan, took a holy dip in the river, and then sat like a priest and began chanting God's name in a loud tone. When the rabbit and the sparrow heard the cat chanting God's name, they approached him with a hope to get impartial justice and requested him to pass a judgement in the matter.

The cat became very happy to have both of them in front of him. He pretended to listen to their arguments. But as soon as the right opportunity came, the cat pounced upon both of them and killed and ate them together with great relish.

(from Panchtantra)

128. Presuming that this passage is given in one of the middle school texts, what would be the best way to introduce it to the learners ?

- (1) Tell them that stories are of different kinds and this one belongs to a genre called 'fables'
- (2) Ask the students about their observation of cats
- (3) Ask the students to tell any story they have heard or read about cats
- (4) Ask the students to narrate a story about cats and then tell them about 'fables'

129. The above story can be used for teaching

- (1) grammar
- (2) about the sparrows, rabbits and cats
- (3) how the animals live in the forest
- (4) life skills and values

130. The best way to teach this story would be to

- (1) make the students read it aloud
- (2) ask the students to read it silently while you write some questions on the board
- (3) have the students dramatize it
- (4) have the teacher read it and explain it

131. To make the learners use their skill to evaluate, they should be asked to

- (1) make a presentation on what they have read
- (2) analyse the actions of the sparrow and the rabbit
- (3) have a group discussion to analyse the character of the cat
- (4) have a group discussion on 'Quarrels do not solve problems, they only aggravate them'

132. The story can be divided into

- (1) two parts — 1 - the fight; 2 - the judgement
- (2) three parts — 1 - the beginning of the problem; 2 - confrontation; 3 - end of the problem
- (3) four parts — 1 - the sparrow hunting for food; 2 - the rain; 3 - the rabbit; 4 - the cat
- (4) no parts at all

133. This story

- (1) uses animals to tell us about how human beings behave
- (2) is about sparrows and rabbits
- (3) tells us about life in the forest
- (4) tells us that cats are not friendly

134. The sparrow thinks the rabbit's reply to be illogical because

- (1) she made the nest therefore it was hers
- (2) the rabbit was foolish
- (3) the rabbit had no right to enter her nest
- (4) basically all rabbits are illogical

135. This story should

- (1) be read at home and discussed in class
- (2) be used for motivating the students to read more tales from Panchtantra
- (3) enable the teacher to relax while the learners enjoy reading it
- (4) not be taught

**Directions :** Answer the following questions by selecting the **most appropriate** option.

136. Which of these would be a valid 'Learning Objective' for teaching a drama ?

- (1) The learners will be able to speak fluently with correct stress and intonation
- (2) The learners will be able to act effectively
- (3) The learners will be able to understand what is drama
- (4) The learners will have an opportunity to dress up in different costumes

37. To identify and measure the learners' potential for his/her specific abilities and skills such as music, science, medicine, etc. the schools

- (1) conduct proficiency test
- (2) conduct aptitude tests
- (3) keep record of various activities the learner was involved in
- (4) seek opinion of various teachers teaching the learner

138. One of the main objectives of Continuous and Comprehensive Evaluation is

- (1) to conduct more and more tests in one academic year
- (2) to test every aspect of the learners' development
- (3) de-emphasize memorization
- (4) to make sure the learners do not forget what they have learnt

139. Language evaluation must aim at

- (1) assessing the achievement of the learner in terms of grades
- (2) assessing the learner's language proficiency
- (3) assessing the learner's knowledge of the rules of language
- (4) assessing the learner's ability to learn a new language

140. When language concepts are taught using real life situations they are

- (1) easily understood and used
- (2) not learnt well
- (3) being taught naturally and so enable the learners to use them easily
- (4) being taught in the same way as the learner's mother tongue

141. For story-mapping of a narrative text the learners can be asked to

- (1) answer a question which has the story in jumbled order
- (2) make a flow-chart depicting the sequence of the story
- (3) draw pictures of every sequence
- (4) draw a map of the locations mentioned in the story

142. The curriculum and the teacher's execution of it should help
- (1) the learners to become thorough with the curriculum
  - (2) enhance the learner's self esteem
  - (3) the learners to get good grades
  - (4) the learners to become good communicators
143. The skill of introducing the lesson
- (1) depends on the ability of the teacher
  - (2) can be used only if the students are receptive
  - (3) makes the teaching – learning environment congenial, creating curiosity and motivating the students
  - (4) makes the lesson interesting
144. According to NCF-2005 'across the curriculum approach' for teaching English means
- (1) using English as a medium of instruction for all subjects
  - (2) breaking down barriers between English and other subjects
  - (3) having a separate curriculum for English which goes beyond the other subjects
  - (4) treating English as one of the subjects in the curriculum
145. Language evaluation should
- (1) measure the learner's 'language proficiency'
  - (2) not be tied to achievement in a particular syllabi
  - (3) use only written tests
  - (4) be to identify the learner's proficiency to translate from his mother tongue into English
146. Acquisition of vocabulary is
- (1) cramming more words
  - (2) learning big words
  - (3) learning words in totality and yielding the power to use them effectively
  - (4) learning word families
147. For enabling her students to gain mastery over English the teacher should
- (1) regularly expose the learners to a variety of language inputs
  - (2) constantly check the learners for all the errors they make
  - (3) emphasize learning of grammar
  - (4) stop use of their vernacular
148. 'Curriculum should enable the learners to think critically.' This involves
- (1) ability to learn information
  - (2) ability to find fault
  - (3) ability to carefully analyse and evaluate information
  - (4) ability to think freely
149. Select the skill that is a component of speaking skills
- (1) Skill of speaking formally
  - (2) Reading fluently
  - (3) Production of correct English vowel and consonant sounds
  - (4) Ability to listen carefully
150. Which of the following is *not* taught as part of vocabulary ?
- (1) Homonyms
  - (2) Proverbs
  - (3) Prefixes
  - (4) Collocations