IMPORTANT: Candidates should attempt questions from Part - IV (Q. Nos. 91-120), if they have opted ENGLISH as LANGUAGE - I only.

Directions: Read the passage given below and answer the questions (Q. Nos. 91-99) that follow by selecting the most appropriate options:

The task of finding a new lighthouse keeper fell to the commissioner of Malta, and this task was no small one; first, because it was absolutely necessary to find the man within twelve hours; second, the man must be unusually conscientious, — it was not possible, of course, to take the first comer at random; finally, there was an utter lack of candidates. Life on a lighthouse is uncommonly difficult, and by no means enticing to people of the area who love idleness and the freedom of a vagrant life. And a lighthouse keeper is almost a prisoner. He cannot leave his rocky island except on Sundays. A boat from the mainland brings him provisions and water once a day, and returns immediately; on the whole island, one acre in area, there is no inhabitant.

The keeper lives in the lighthouse; he keeps it in order. During the day he gives signals by displaying flags of various colours to indicate changes in the barometer; in the evening he lights the lantern. This would be no great labour were it not that to reach the lantern at the summit of the tower he must climb more than four hundred steep and very high steps; sometimes he must make his journey several times during the day. In general, it is the life of a monk, and indeed more than that, — the life of a hermit. It was not wonderful, therefore, that Mr. Koshy was in no small anxiety as to where he should find a permanent successor to the recent keeper; and it is easy to understand his joy when a successor announced himself most unexpectedly on that very day. He was a man already old, seventy years or more, but fresh, erect, with the movements and bearing of the soldier. His hair was perfectly white, his face sufficiently tanned, but judging from his blue eyes, he did not belong to the people of the area.

91. The keeper didn’t have to:

(1) make use of the flags at night.
(2) light the lantern.
(3) climb the tower twice.
(4) keep the island neat and tidy.
92. The candidate was not rejected by Mr. Koshy as:
   (1) he was one of the local people.
   (2) his eyes were blue.
   (3) he was old but fresh and erect.
   (4) his hair was white and face tanned.

93. Which part of speech is ‘tanned’ in .... ‘his face was sufficiently tanned ...’?
   (1) Adjective
   (2) Verb
   (3) Adverb
   (4) Noun

94. What is the antonym of ‘permanent’?
   (1) temporary
   (2) dynamic
   (3) uneven
   (4) moving

95. ‘... and bearing of a soldier...’
   What does ‘bearing’ mean here?
   (1) carrying
   (2) courage
   (3) knowledge
   (4) manner

96. ‘The task of finding a new ....’
   The word, ‘finding’ is a/an:
   (1) Verb
   (2) Adjective
   (3) Adverb
   (4) Noun

97. The lighthouse was built:
   (1) on a small island.
   (2) on a popular sea beach.
   (3) in a stormy sea.
   (4) in Malta.

98. Mr. Koshy’s job was very difficult as:
   (1) it was difficult to make the choice.
   (2) no candidate was good enough.
   (3) no one was tall enough.
   (4) there was lack of candidates.

99. Life on the island was comfortable as:
   (1) the keeper could grow his own food.
   (2) food came from the mainland.
   (3) the keeper could have his family with him.
   (4) the keeper could fish in the sea.
Directions: Read the extract given below and answer the questions (Q. Nos. 100-105) that follow by selecting the most appropriate options:

I sometimes hold it half a sin
To put in words the grief I feel:
For words, like Nature, half reveal
And half conceal the Soul within.
But, for the unquiet heart and brain
A use in measured language lies;
The sad mechanic exercise,
Like dull narcotics, numbing pain.
In words, like weeds, I'll wrap me o'er,
Like coarsest clothes against the cold:
But that large grief which these enfold
Is given in outline and no more.

100. ‘Measured language’ can help in:
    (1) making pleas.
    (2) numbing the pain.
    (3) expressing joy.
    (4) giving orders.

101. The brain and heart are unquiet as they:
    (1) are too joyous.
    (2) are filled with fear.
    (3) are wrapped in coarsest clothes.
    (4) are overwhelmed with grief.

102. The figure of speech used in line 10 is:
    (1) a metaphor
    (2) a hyperbole
    (3) alliteration
    (4) personification

103. The figure of speech used in line 3 is:
    (1) a metaphor
    (2) a hyperbole
    (3) personification
    (4) a simile

104. The poet considers it a sin to express his _____ in words.
    (1) sorrow
    (2) ambitions
    (3) anxiety
    (4) excitement

105. It is a sin to open one’s heart and soul in words because:
    (1) they cannot fully express the truth.
    (2) they can be easily misunderstood.
    (3) no individual has full command of words.
    (4) the society does not allow it.
106. **Intensive Reading**:

1. does not include skimming and scanning.
2. aims at learning certain grammatical rules.
3. promotes only extrapolative understanding.
4. involves learner’s reading in detail with specific learning aims and tasks.

107. **Poetry teaching should ideally be meant for**:

1. learning grammar
2. learning poetic devices
3. vocabulary building
4. enjoyment and appreciation

108. **The pedagogy of language does not refer to**:

2. Craft of Teaching.
3. Methods of Teaching.
4. Art of Teaching.

109. **Reading skill can best be developed by**:

1. doing vocabulary related exercise.
2. engaging in quizzes and word games.
3. focussing on the use of words in a given context.
4. writing answers to text based questions.

110. **One of the qualities of a good composition is**:

1. maintaining logical consistency.
2. making maximum use of passive voice.
3. using phrases and idioms.
4. using only flowery language.

111. **Direct method is also known as**:

1. deductive method
2. straight method
3. natural method
4. inductive method

112. **Language Acquisition stands for**:

1. learning a language without making any deliberate or conscious effort.
2. learning a language through some specific language methodology.
3. acquiring a language by taking recourse to one’s mother tongue.
4. learning a language with a deliberate and conscious effort.
113. A teacher in a rural area finds more than 5 languages being spoken by children in her classroom. She attempts to use all the languages of children in her teaching. What is this strategy known as?
(1) Translation
(2) Subtractive bilingualism
(3) Translanguaging
(4) Multilingualism

114. Language is a:
(1) group of words and sentences.
(2) systematic arrangement of words.
(3) group of grammatical structures.
(4) system.

115. ‘Story telling as a strategy’ is used to:
(1) promote language learning holistically.
(2) learn vocabulary.
(3) recall the story.
(4) understand the moral of the story.

116. Functional grammar lays emphasis on:
(1) linguistic items.
(2) use of language.
(3) syntactical items.
(4) rules of language.

117. In learning of English as a second language committing an error is:
(1) a problem that needs to be rectified immediately.
(2) an indicator of learning.
(3) a hindrance that hampers learning.
(4) a problem.

118. The term ‘linguistic competence’ is associated with which one of the following approaches/methods to ELT?
(1) Direct method
(2) Grammar-Translation method
(3) Communicative approach
(4) Structural approach

119. Silent reading is encouraged because it:
(1) promotes fluency and accuracy.
(2) promotes memorising.
(3) is good for the teacher.
(4) does not disturb others.

120. Which one of the following is NOT a step in the process of developing writing skill?
(1) Proofreading
(2) Editing
(3) Transcribing
(4) Drafting