

Read the following passage and answer the questions given below:

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'We'. Grammar is universal and plays a part in every language, no matter how widespread it is. So, the question which has baffled many linguists is—who created grammar?

2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages started from scratch. Amazingly, however, this is possible.

3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since, they had no opportunity to learn each other's languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases, it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders; they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles and they are invented by children.

4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all



deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way? A new creole was born.

5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense -ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore, it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1.1. On the basis of your understanding of the passage, answer any ten of the following questions by choosing the most appropriate option:

(a) Complexity in language is inherent to.....

- (i) all the languages
- (ii) English
- (iii) tribal languages
- (iv) primitive languages

(b) The Cherokee pronoun system can distinguish between.....

- (i) you and I
- (ii) several other people and I
- (iii) you, another person and I
- (iv) all of these

(c) Based on your understanding of the passage, choose the option that lists the correct sequence of the sentences associated with the formation/creation of grammar.

1. In order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages started from scratch.

2. Slaves developed a make-shift language called a pidgin.

3. Some linguists believe that many of the world's most established languages were creoles at first. 4. To find out how grammar is created, someone needs to be present at the time of a language's creation.

(i) 1, 2, 3, 4

(ii) 3, 4, 1, 2

(iii) 4, 1, 2, 3

(iv) 2, 1, 3, 4

(d) All the following sentences about Nicaraguan sign language are true except:

(i) the language has been created since 1979

(ii) the language is based on speech and lip reading

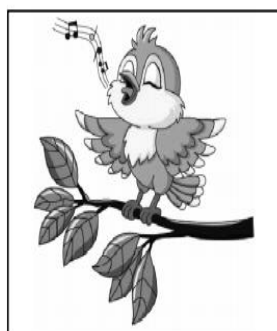
(iii) the language incorporates signs which children used at home

(iv) the language was perfected by younger children

(e) Which option represents who partly invented the complex grammar system even for the most widespread languages?



(1)



(2)



(3)



(4)

(i) image 1

(ii) image 2

(iii) image 3

(iv) image 4

(f) Some of the most recent languages evolved due to the.....

- (i) Atlantic slave trade
- (ii) complex grammar system
- (iii) weak pronunciation
- (iv) none of these

(g) What is common to all languages?

- (i) basic grammar
- (ii) the sign rules
- (iii) grammar is common to all languages
- (iv) series of gestures

(h) According to the passage what can be attributed as a consequence of the Atlantic slave trade?

- (i) language's creation and documenting its emergence
- (ii) evolution of some of the most recent languages
- (iii) many word tricks can be performed to convey subtle differences in meaning
- (iv) a statement can be turned into a question

(i) What are creoles?

- (i) sign languages of deaf
- (ii) complex grammar systems which emerge from pidgins
- (iii) strings of words copied from the language of the landowner
- (iv) logical grammar invented by children

(j) Which word in the passage means opposite to 'easy'? (para 1)

- (i) sequences
- (ii) variation
- (iii) crude
- (iv) complex

(k) Pick the option that correctly tells how the younger children's mind work in the absence of grammatical knowledge.

1. They create logical structures.
 2. They imitate others.
 3. They have innate grammatical machinery in their brains.
 4. They learn other languages.
- (i) 2 and 3
 - (ii) 1 and 3
 - (iii) 2 and 4
 - (iv) 3 and 4



LITERATURE

3. Read the extract given below and answer the questions that follow:

3.1. “You do preach worse than a parson”, said the ironmaster. “ I only hope you won’t have to regret this”.

(a) Who was the ironmaster talking to?

- (i) to his workers
- (ii) to the peddler
- (iii) to his daughter
- (iv) to his companion

(b) Identify the figure of speech used in the phrase “preach worse than a parson”?

- (i) simile
- (ii) metaphor
- (iii) personification
- (iv) symbolism

(c) What was she preaching?

- (i) the holy Bible
- (ii) to be kind to the employees
- (iii) to be kind to the people around
- (iv) not to chase away the peddler



(d) Why did the ironmaster ask her not to regret in future?

- (i) because the peddler was a thief
- (ii) because he was mistaken and took him to be his old acquaintance
- (iii) because his daughter didn't know the ways of the world
- (iv) because his daughter was persuading him to allow the peddler to stay

3.2. Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master

for his forty years of faithful service and of showing their respect for the country that was theirs no more.

(a) Who was called 'Poor man'?

- (i) Hauser
- (ii) the Frenchman
- (iii) M. Hamel
- (iv) blacksmith

(b) What kind of feelings were expressed by the villagers when they sat for the last class?

- (i) remorseful
- (ii) joyful
- (iii) anxious
- (iv) confused



(c) Why did the old men come for the class?

(i) to honor the Hamel's services

(ii) to learn the French last time

(iii) to see the commotion in the school

(iv) to Bid farewell to the teacher

(d) Why did the country belong to them no more?

(i) because they were leaving the country

(ii) because Germans had taken over their country

(iii) because it was destroyed in the war

(iv) because their country was merging into some other country

3.3. Jack rapped on the window sill, and under the covers Jo's tall figure clenched in an infantile thrill. "And then a tiny little old man came out, with a long white beard and a pointed blue hat, and said,

"Eh? Whatzis? Whatcher want? You smell awful." The wizard's voice was one of Jack's own favourite effects; he did it by scrunching up his face and somehow whining through his eyes, which felt for the interval rheumy.

(a) Why did Jack knock on the window sill?

(i) to wake up Jo

(ii) to make the wizard listen to him

(iii) to create the sound effect

(iv) to call his wife

(b) Which word in the above extract has the meaning closest to 'immature or childish'?

- (i) tiny
- (ii) infantile
- (iii) robust
- (iv) scrunching

(c) How did the wizard look like?

- (i) wizard was a tiny and old creature
- (ii) wizard had a long white beard
- (iii) wizard was wearing blue pointed hat
- (iv) all of these

(d) How did Jack show that wizard's voice was his favourite one?

- (i) he said this to Jo (
- ii) he did it by scrunching up his face
- (iii) he had written about it in his diary
- (iv) he often made sounds of wizard generally

