

<b>Date of Examination</b>



<b>No of Questions</b>
<b>No. of Pages</b>

**GENERAL SIR JOHN KOTELAWALA DEFENCE UNIVERSITY**  
SELECTION TEST FOR THE ENROLLMENT OF DAY SCHOLARS FOR INTAKE 39  
**BSc in Teaching English to Speakers of Other Languages**  
**SUBJECT KNOWLEDGE, GENERAL KNOWLEDGE, AND IQ TEST**  
**(MODEL PAPER)**

**Call up No:-** .....

**NIC No:-** .....

**General Instructions:**

**Duration:**

Answer *all questions* in this paper itself.

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**Section A - Subject Knowledge**

**Q1:** Read the passage and answer the questions.

**You are what you speak**

*Does your mother tongue really affect the way you see the world?*

Does the language you speak influence the way you think? Does it help define your world view? Anyone who has tried to master a foreign tongue has at least thought about the possibility.

At first glance the idea seems perfectly plausible. Conveying even simple messages requires that you make completely different observations depending on your language. Imagine being asked to count some pens on a table. As an English speaker, you only have to count them and give the number. But a Russian may need to consider the gender and a Japanese speaker has to take into account their shape (long and cylindrical) as well, and use the number word designated for items of that shape.

On the other hand, surely pens are just pens, no matter what your language compels you to specify about them? Little linguistic peculiarities, though amusing, don't change the objective world we are describing. So how can they alter the way we think?

Scientists and philosophers have been grappling with this thorny question for centuries. There have always been those who argue that our picture of the Universe depends on our native tongue. Since the 1960s, however, with the ascent of thinkers like Noam Chomsky, and a host of cognitive scientists, the consensus has been that linguistic differences don't really matter, that language is a universal human trait, and that our ability to talk to one another

owes more to our shared genetics than to our varying cultures. But now the pendulum is beginning to swing the other way as psychologists re-examine the question.

A new generation of scientists is not convinced that language is innate and hard-wired into our brain and they say that small, even apparently insignificant differences between languages do affect the way speakers perceive the world. 'The brain is shaped by experience,' says Dan Slobin of the University of California at Berkeley. 'Some people argue that language just changes what you attend to,' says Lera Boroditsky of the Massachusetts Institute of Technology. 'But what you attend to changes what you encode and remember.' In short, it changes how you think.

To start with the simplest and perhaps subtlest example, preparing to say something in a particular language demands that you pay attention to certain things and ignore others. In Korean, for instance, simply to say 'hello' you need to know if you're older or younger than the person you're addressing. Spanish speakers have to decide whether they are on intimate enough terms to call someone by the informal *tu* rather than the formal *Usted*. In Japanese, simply deciding which form of the word 'I' to use demands complex calculations involving things such as your gender, their gender and your relative status. Slobin argues that this process can have a huge impact on what we deem important and, ultimately, how we think about the world.

Whether your language places an emphasis on an object's shape, substance or function also seems to affect your relationship with the world, according to John Lucy, a researcher at the Max Planck Institute of Psycholinguistics in the Netherlands. He has compared American English with Yucatec Maya, spoken in Mexico's Yucatan Peninsula. Among the many differences between the two languages is the way objects are classified. In English, shape is implicit in many nouns. We think in terms of discrete objects, and it is only when we want to quantify amorphous things like sugar that we employ units such as 'cube' or 'cup'. But in Yucatec, objects tend to be defined by separate words that describe shape. So, for example, 'long banana' describes the fruit, while 'flat banana' means the 'banana leaf' and 'seated banana' is the 'banana tree'.

To find out if this classification system has any far-reaching effects on how people think, Lucy asked English- and Yucatec-speaking volunteers to do a likeness task. In one experiment, he gave them three combs and asked which two were most alike. One was plastic with a handle, another wooden with a handle, the third plastic without a handle. English speakers thought the combs with handles were more alike, but Yucatec speakers felt the two plastic combs were. In another test, Lucy used a plastic box, a cardboard box and a piece of cardboard. The Americans thought the two boxes belonged together, whereas the Mayans chose the two cardboard items. In other words, Americans focused on form, while the Mayans focused on substance.

Despite some criticism of his findings, Lucy points to his studies indicating that, at about the age of eight, differences begin to emerge that reflect language. 'Everyone comes with the same possibilities,' he says, 'but there's a tendency to make the world fit into our linguistic categories.' Boroditsky agrees, arguing that even artificial classification systems, such as gender, can be important.

Nevertheless, the general consensus is that while the experiments done by Lucy, Boroditsky and others may be intriguing, they are not compelling enough to shift the orthodox view that language does not have a strong bearing on thought or perception. The classic example used

by Chomskians to back this up is colour. Over the years many researchers have tried to discover whether linguistic differences in categorising colours lead to differences in perceiving them. Colours, after all, fall on a continuous spectrum, so we shouldn't be surprised if one person's 'red' is another person's 'orange'. Yet most studies suggest that people agree on where the boundaries are, regardless of the colour terms used in their own language.

By Alison Motluk.  
*New Scientist*, 30 November 2002  
(IELTS-exam.net)

### Questions 1-5

Do the following statements agree with the information given in the reading passage?

Write

**TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts the information  
**NOT GIVEN** if there is no information on this

1. Learning a foreign language makes people consider the relationship between language and thought. ....
2. In the last century cognitive scientists believed that linguistic differences had a critical effect on communication. ....
3. Dan Slobin agrees with Chomsky on how we perceive the world. ....
4. Boroditsky has conducted gender experiments on a range of speakers. ....
5. The way we perceive colour is a well-established test of the effect of language on thought. ....

### Questions 6-10

Look at the following features (Questions 6-10) and the list of languages below.

Match each feature with the correct language, A–E.

Write the correct letter, A-E.

- A** Russian
- B** Japanese
- C** Korean
- D** Spanish
- E** Yucatec Maya

- 6. the importance of the relative age of speakers .....
- 7. the use of adjectives to distinguish the names of objects or things .....
- 8. a need to use some numbers with the correct gender .....
- 9. a relationship between form and number .....
- 10. the need to know how friendly your relationship is with the person you are  
addressing .....

(IELTS-exam.net)

**Q2:** Please read the text below. For each blank, circle the word which best completes the sentence. Remember, only circle one correct answer for each question.

How do you turn something from yellow to green? Your art teacher would tell you to add blue, but American Kevin Newman would disagree. He would point to the pair of water heaters installed in his garage, which, (1) ..... with a hose and some chemicals, turn the fast-food by-product yellow grease into 'green' biodiesel. Yellow grease is waste cooking oil from restaurant fast food fryers. It is a marginally valuable commodity, (2) ..... its use as an additive in animal feeds and cosmetics, but it can only be sold if it (3) ..... a certain standard. In the past, a lot of yellow grease went (4) ..... waste, to the (5) ..... that restaurants had to pay for it to be taken away. This was ideal for home-brewers like Kevin Newman, who picked up gallons of grease from their local fast food (6) ....., and turned it to clean fuel at a cost of about \$1 a gallon.

These days, governments are (7) .....to find alternatives to petroleum, and waste vegetable oil has become highly (8) ..... after. That's great news for the restaurants, (9) ..... can sell to the highest bidder. It's good for the environment too, as the fuel is renewable, local, and gives (10) ..... far less pollution than petroleum. It isn't great for Kevin though, as he loses his cheap (11) ..... of yellow grease to the bigger companies. It's (12) ..... to make much difference to the general public either. Biofuels may be cheap, but currently only 150 million gallons of them are produced per year, (13) ..... diesel consumption is a staggering 38 billion gallons. Thankfully, there is now another option - brown grease. (14) ..... yellow grease is pure oil mixed with food pieces, brown grease is made from pan scrapings which have been poured down a sink and caught in a grease trap. Brown grease is contaminated and very smelly. Until now, it had no commercial (15) .....

(1)	also	along	among	although
(2)	because	despite	since	due to
(3)	touches	makes	catches	reaches
(4)	to	at	for	in
(5)	problem	extent	level	amount
(6)	channel	outlet	merchant	conveyer
(7)	dedicated	fond	keen	wholehearted
(8)	sought	desired	craved	requested
(9)	away	off	in	up
(10)	origin	foundation	source	base
(11)	unlikely	doubtful	improbable	unexpected
(12)	as well as	in fact	indeed	while
(13)	Whereas	Nevertheless	Although	Otherwise
(14)	value	rate	merit	cost
(15)	alter	renovate	transfer	convert

(Exam English, /ECPE/ECPE)

## Section B - General Knowledge

1. Yellowstone National Park is located in .....
  - A. Canada
  - B. Great Britain
  - C. United States of America
  - D. Switzerland
2. The largest democratic country in the world is .....
  - A. Russia
  - B. India
  - C. China
  - D. United States
3. What was the nationality of Alfred Nobel?
  - A. American
  - B. German
  - C. Swedish
  - D. British
4. The most abundant metal in the Earth's crust is .....
  - A. Manganese
  - B. Mercury
  - C. Aluminium
  - D. Lithium
5. An asset that pays a fixed amount of cash each year for a specified number of years is called
  - A. Perpetuity
  - B. Dividend
  - C. Liquidity
  - D. Annuity
6. The Largest producer of Fish in World is,
  - A. India
  - B. Thailand
  - C. China
  - D. Bangladesh

7. Ruble is the currency of .....
- A. Japan
  - B. Russia
  - C. Malaysia
  - D. South Africa
8. **URL** is an abbreviation for .....
- A. Universal Resource Locator
  - B. Uniform Resource Locator
  - C. Universal Resource Location
  - D. Uniform Resource Location
9. One Gigabyte is equal to,
- A. 1024 bits
  - B. 1024 bytes
  - C. 1024 kilobytes
  - D. 1024 megabytes
10. Suez Canal is located between .....
- |                            |                                    |
|----------------------------|------------------------------------|
| A. Arabian Sea and Red Sea | C. Mediterranean Sea and North Sea |
| B. Red Sea and North Sea   | D. Mediterranean Sea and Red Sea   |
11. The Olympic games are normally held at an interval of
- A. 2 years
  - B. 3 years
  - C. 4 years
  - D. 5 years

12. How long does the Earth take to turn 1° Longitude during its rotation?
- A. 4 minutes
  - B. 4 seconds
  - C. 4 hours
  - D. 40 Seconds
13. The capital of Ethiopia is
- A. Addis Ababa
  - B. Kinshasa
  - C. Nairobi
  - D. Kampala
14. In which among the following states of United States, "Death Valley" is located?
- A. Miami
  - B. Pennsylvania
  - C. Texas
  - D. California
15. Which of the following is the largest island in the world?
- A. Sumatra
  - B. Great Britain
  - C. Greenland
  - D. New Guinea

## Section C - IQ & Mathematical Skills

16. Which number should come next in the series?

**1 - 1 - 2 - 3 - 5 - 8 - 13**

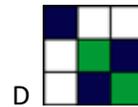
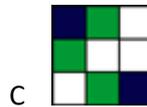
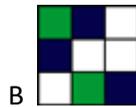
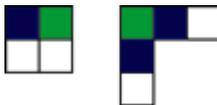
- |       |       |
|-------|-------|
| A. 8  | C. 13 |
| B. 21 | D. 26 |

17. Which one of the five choices makes the best comparison?

**PEACH is to HCAEP as 46251 is to:**

- |          |          |
|----------|----------|
| A. 25641 | D. 26451 |
| B. 12654 | E. 51462 |
| C. 15264 |          |

18. Which larger shape would be made if the two sections are fitted together?

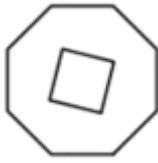


19. Arrange the words given below in a meaningful sequence.

- |            |           |                   |             |
|------------|-----------|-------------------|-------------|
| I. Poverty | II. Death | III. Unemployment | IV. Disease |
|------------|-----------|-------------------|-------------|

- A. I, III, II, IV
- B. IV, II, I, III
- C. III, I, IV, II
- D. II, I, III, IV

20. Find the odd one.



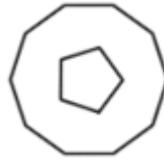
**a**

A. a



**b**

B. b



**c**

C. c



**d**

D. d

21. Ralph likes 25 but not 24; he likes 400 but not 300; he likes 144 but not 145. Which does he like:

A. 10

B. 50

C. 124

D. 200

E. 1600

22. Man walks 5 km towards South and then turns to the left. After walking 3 km he turns to the left and walks 5 km. Now in which direction is he from the starting place?

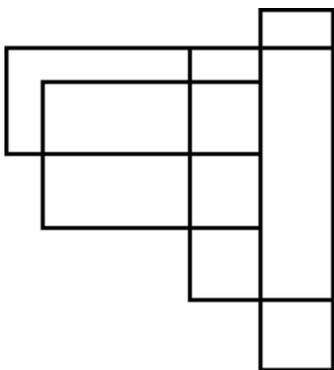
A. West

B. South

C. North-East

D. South-West

23. How many four-sided figures appear in the diagram below?



A. 10  
28

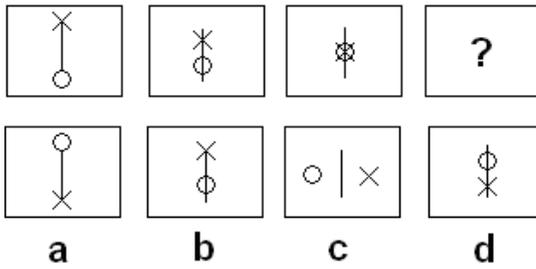
B. 16

C. 22

D. 25

E.

24. Find the figure which can continue the series.



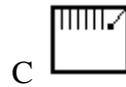
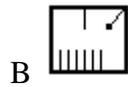
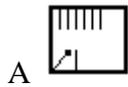
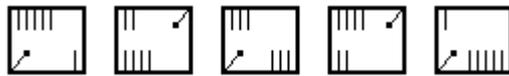
A. a

B. b

C. c

D. d

25. Which of the figures below the line of drawings best completes the series?



\*\*\*End of the Paper\*\*\*