

01. When commenting on types of theories, Larsen-Freeman and Long (1991) refer to two different forms, namely the set-of-law form and the causal-process form. Read the statements below and write SOL (for set-of-law) or CP (for causal-process) in the brackets according to which form of theory they are referring to.

- ( ) Its statements are often not necessarily related to one another, often having arisen from independent lines of inquiry.
- ( ) Its statements are (for those who accept them) facts about second language acquisition in need of explanation.
- ( ) Its statements are not independent but inter-related.
- ( ) While a statement containing a hypothetical construct might not itself be tested directly, a related statement should be tested, and the latter proven correct, the former will be interpreted as correct too.
- ( ) Its statements typically do not provide an explanation of the processes they deal with.

The correct ordering for the classification of the statements above, from top to bottom, is

- a) CP – SOL – SOL – CP – CP.
- b) SOL – SOL – CP – CP – SOL.
- c) SOL – CP – CP – SOL – SOL .
- d) CP – SOL – CP – SOL – SOL.

Read the definitions below.

\_\_\_\_\_ of learning hold that an organism's nurture, or experience, is of more importance to development than its nature, or innate contributions. \_\_\_\_\_ are those which purport to explain acquisition by positing an innate biological endowment that makes learning possible. \_\_\_\_\_ are more powerful, all things being equal, than the other two theories, because they invoke both innate and experience factors to explain language learning.

Adapted from Larsen-Freeman and Long (1991)

02. Keeping the order of the definitions above, which alternative below correctly fills the gaps?

- a) Nativist theories / Environmentalist theories / Interactionist theories.
- b) Nativist theories / Interactionist theories/ Environmentalist theories.
- c) Environmentalist theories / Interactionist theories / Nativist theories.
- d) Environmentalist theories / Nativist theories / Interactionist theories.

03. The statements below are all intended to be about Stephen Krashen's Monitor Model as reviewed in Larsen-Freeman and Long (1991). There is one statement, however, that does not conform to Krashen's Monitor Model. Which is it?

- a) There are two separate knowledge systems underlying second language performance, the *acquired system*, which consists of subconscious knowledge of the second language grammar, like the subconscious knowledge native speakers have of their first language, and the *learned system*, the product of formal instruction (typically classroom language teaching), comprising conscious knowledge of "easy" second language grammatical rules.
- b) The *acquired system* is typically the only knowledge source speakers can use in real-time communication, when they are attending to meaning, not form; the *learned system* serves only as a planner and editor with which to inspect, or monitor, the output of the *acquired system*.
- c) Although stemming from different sources, the *acquired system* and the *learned system* are interconnected, interfacing with one another, which means, for instance, that the *acquired system* can be developed by the *learned system* through formal instruction, and the *learned system* can, under appropriate circumstances, be made faster through contact with native speakers.
- d) The "natural order" is the surface manifestation of the *acquired system*, with "disturbed orders" being caused by ("big M") Monitoring, that is intrusion of the *learned system* on performance tasks which encourage its use.

Larsen-Freeman and Long (1991, p.243) observe that Krashen's Monitor Theory (MT) can be summarized as follows:

“People acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. When the filter is 'down' and appropriate comprehensible input is presented (and comprehended), acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented – the language 'mental organ' will function just as automatically as any other organ.” (quoted by Larsen-Freeman and Long 1991 from Krashen 1985, *The Input Hypothesis: issues and implications*, p. 4)

- 04.** Taking the above excerpt into consideration, decide which of the statements below can correctly be internal commentaries to the theory, showing a strong understanding of the theory's assumptions:
- I. Omission of any reference to three of the five “hypotheses” in the “summary” shows that MT consists *de facto* of just one causal statement involving two variables: Comprehensible Input (CI) and a “low affective filter” which are necessary and sufficient for second language acquisition.
  - II. Comprehensible Input is not the essential ingredient for second language acquisition. There are still some other fundamental factors thought to encourage or cause second language acquisition and which work towards contributing to CI, such as instruction and the affective filter.
  - III. MT is really much more powerful than Krashen's statement above would suggest, since an even more “essential ingredient” in MT is actually a *language-specific innate endowment: Chomsky's Universal Grammar*. It is this, not CI, which should make second language acquisition possible.
- a) Only I is correct.
  - b) Only I and II are correct.
  - c) Only II and III are correct.
  - d) Only I and III are correct.
- 05.** Krashen's Monitor Theory (MT) has been applied to classroom teaching of foreign and second languages. Common to these applications, with the exception of one, are advocacy of
- a) a focus on grammatical patterns, which should be introduced according to a specific sequence.
  - b) a focus on meaning, not on form, by teachers and students at all times (communication which will ensure the provision of *comprehensible input*).
  - c) proscription of structural grading and error correction (either of which would lead to a focus on language as object).
  - d) creation of a positive affective classroom climate in order to “lower the filter”.

Although Monitor Theory (MT) served Second Language Acquisition (SLA) researchers well by offering an early attempt to make sense of a wide array of disparate research findings, with Krashen's ideas initially stimulating a good deal of data-based research, thus forcing some fresh thinking in language teaching circles, MT has met quite a few criticism.

- 06.** All the statements below can be said to be problems for MT, with the exception of one. Which one?
- a) The Input Hypothesis and Affective Filter Hypothesis are untestable. The former contains vital constructs,  $i$  and  $i + 1$ , which Krashen himself has recognized are unoperationalizable, given the state of knowledge in interlanguage (IL) studies. The latter is a metaphor; to provide it with empirical content, Krashen would need to specify which affect variables, singly or in what combinations, and at what levels, serve to “raise the filter”.
  - b) Critical reviews of the teaching applications of MT have focused on the huge emphasis given by MT to grammar instruction, which has left little room for a pragmatic or usage approach to second language teaching. The idea that the teacher is not a mere communicator and thus has to interfere in order to provide the students with negative evidence has also been very much criticized.
  - c) The appeal to Chomskyan universal grammar (UG) to explain acquisition must mean that MT suffers from the same theoretical and empirical troubles that afflict other UG positions, issues and studies not mentioned at all by Krashen, who has yet to include in MT a “UG Hypothesis”.
  - d) There is no explanation for why the “filter” does not exist in children, and only comes into play at puberty. Indeed, the acquisition of the first language does not seem to be obstructed by affective variables, not at least to the point of preventing learners from attaining full competence of the language.

- 07.** Schumann's Pidginization Hypothesis and Acculturation Model (reviewed in Larsen-Freeman and Long 1991, pp. 251-258) is an attempt to account for naturalistic second language acquisition (SLA) as a by-product of acculturation. Read the following statements, then decide which are correct according to Schumann's approach.
- I. - Both pidginization and early naturalistic SLA involve development in a second language (SL) of the means necessary to satisfy only one of the three basic functions of language: the referential, or *communicative function*, i.e. that dealing simply with getting and giving information in inter-group communication. Neither pidgins nor early SLs develop forms to handle the other two functions of a native language, i.e. the *integrative function*, used to mark one's identity in society, or the *expressive function*, used to fulfil certain psychological needs, such as one's attitude towards what one is saying, since these are often handled by the learner's first language (L1) in intra-group communication. Schumann claims that early SLs and pidgins shared several linguistic features because each was governed by the same underlying simplification processes, themselves the product of their restricted function.
  - II. – Schumann claims that pidgins and early SLs are exactly the same, because the same simplification processes are at work in producing each, the extent of the simplification and reduction being a function of the social and psychological distance between the learner, both as a member of a group and as an individual, respectively, and speakers of the target language. He believes that, as a learner later attempts to use his or her SL for integrative and expressive purposes, the interlanguage (IL) shall complexify structurally. That is, expansion of the *functions* of the IL will lead to a corresponding growth in linguistic form. This process Schumann initially viewed as analogous to *creolization*, which is what happens when the first-generation children of pidgin speakers learn the parents' (restricted) pidgin as their first language.
  - III. – Schumann holds that the degree of elaboration observed in later stages of interlanguage (IL) development will be a function of the same social and psychological variables that initially produce pidginization, although the values of the variables, of course, need to change to positive ones. Collectively, they make up one large causal factor in SLA, *acculturation*, roughly translatable as the process of becoming adapted to a new culture. In the strongest claim in the SLA literature to date, Schumann maintains that SLA is just one aspect of acculturation, and that the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language.
- a) Only I is correct.
  - b) Only I and II are correct.
  - c) Only II and III are correct.
  - d) Only I and III are correct.
- 08.** The analogy between pidginization and early naturalistic second language acquisition (SLA) has been very productive, but there have been some objections to the analogy. The following are some of the objections, with the exception of one. Which one?
- a) SLA develops when groups of speakers of several different first languages (L1s) are in contact, whereas pidgins are a situation of bilingual contact only. The admixture (merging of two or more languages into one), characteristic of interlanguages (ILs), is never seen in pidgins. SLA is a group phenomenon, pidginization an individual phenomenon, meaning that pidginization use for intra-group communication is unusual.
  - b) SLA, with access to the target language, allows for correction and consequent gradual approximation to that target; pidginization, with restricted access, does not provide this option. Pidginization is not targeted language change, but more independent linguistic development.
  - c) For socio-economic and political reasons (colonialism, with imported slave or contract labour), the factors underlying social distance between superstrate language and pidginizing language groups are different from those determining social distance in most SLA situations, with attendant differences in the amount of contact with the target language that is available.
  - d) However remote due to high social distance, the target language is always the model for interlanguages (ILs), whereas the often very restricted access to the target in pidginization means that the superstrate language is the model only to a limited extent. Thus, pidgins often show incorporation of features from diverse source languages by way of compensation.

09. Andersen's *Nativization Model* (Larsen-Freeman and Long 1991, p. 265) addresses the question of the learner's internal processing mechanisms, proposing that development is a function of two processes: (1) \_\_\_\_\_ guides pidginization and early stages of both first and second language acquisition. It refers to the learner's tendency to make new input conform to his or her "internal norm", or mental picture, of what the second language (L2) grammar is like. It involves \_\_\_\_\_ of new knowledge to old through hypothesis formation and application of cognitive processing principles. (2) \_\_\_\_\_ guides depidginization and later stages of first and second language acquisition. It refers to the learner's adjustment of his or her interlanguage (IL) system in the direction of his or her mental picture of the target, or "external norm". It involves \_\_\_\_\_ of new input by altering the IL grammar to match it.

The correct order of the words filling in the gaps above is

- Nativization / accommodation / denativization / assimilation.
- Denativization / accommodation / nativization / assimilation.
- Nativization / assimilation / denativization / accommodation.
- Denativization / assimilation / nativization / accommodation.

Givon's goal is a unified theory of all kinds of language change, including language acquisition. To this end, he has developed an approach called "functional-typological syntactic analysis" (FTSA), which is functionalist in its view that syntax emanates from properties of human discourse, and typological in its consideration of a diverse body of languages, not simply a single language or language family.

10. One of the statements below DOES NOT conform to Givon's FTSA. Which is it?

- Speakers and linguistic systems move from a language-based, or *syntactic mode*, to a discourse-based, *pragmatic mode* of communication.
- Psycholinguistic and pragmatic principles are derived from more basic principles underlying human perception and information processing.
- Syntactic change is driven primarily by psycholinguistic and pragmatic principles relating to speech perception and production in face-to-face interaction.
- The process of "syntacticization" operates over a number of features which are contrasted across the pragmatic and syntactic modes of communication.

11. Read the following statements about the *Multidimensional Model*:

- The focus is either on errors defined in terms of the mature second language (L2) system, or alternatively, on items held to be acquired when they are supplied 80 or 90 per cent accurately in obligatory contexts. Studying "acquisition", in other words, mostly means assessing how far learners are from the finishing line or studying them as they cross it.
- The Model attempts to tie contextual factors to internal psycholinguistic processes. Thus, instead of the often rather vague claims in some theories for general effects of social and/or psychological factors on the Second Language Acquisition (SLA) *product*, typically defined by global proficiency test scores, the Multidimensional Model seeks to explain how such factors interact with cognitive mechanisms to produce precisely specified microlinguistic features.
- The Model predicts that the *teachability* of an item will always be constrained by its *learnability*. Once the underlying speech-processing prerequisites constitute an implicational hierarchy, the devices at one stage being part of what is required for operations at the next stage, none of the abstract stages of processing complexity can be bypassed. Items will only be successfully taught when learners are psycholinguistically "ready" to learn them.

Which is the correct alternative?

- Only I is correct.
- Only I and II are correct.
- Only II and III are correct.
- Only I and III are correct.

12. Read the definitions below:

\_\_\_\_\_ consists of the mental representations of linguistic rules that constitute the speaker-hearer's internal grammar. This grammar is implicit and is evident in the intuitions which the speaker-hearer has about the grammaticality of sentences.

\_\_\_\_\_ consists of the actual use of both linguistic and pragmatic knowledge in understanding and producing discourse.

\_\_\_\_\_ consists of the use of the internal grammar in the comprehension and production of language.

\_\_\_\_\_ is the knowledge the speaker-hearer has of what constitutes appropriate as well as correct language behaviour and also of what constitutes effective language behaviour in relation to particular communicative goals.

Now decide which terms the definitions above refer to by choosing which alternative presents those terms in the correct order, from top to bottom, according to their definition:

- communicative competence / communicative performance / linguistic performance/ linguistic competence
- linguistic competence / communicative performance / linguistic performance / communicative competence
- linguistic performance / communicative competence / communicative performance / linguistic competence
- linguistic performance / linguistic competence / communicative competence / communicative performance

13. Ellis (1994) identifies four different areas of Second Language Acquisition (SLA) studies, one descriptive and three explanatory, and three focused on learning and one focused on the learner. Which alternative below **IS NOT CORRECT** according to his classification?

- Area 1: characteristics of learner language (descriptive and focused on learning).
- Area 2: learner-external factors (explanatory and focused on learning).
- Area 3: learner-internal mechanisms (descriptive and focused on learner).
- Area 4: the language learner (explanatory and focused on the learner).

14. The most conspicuous object of Second Language Acquisition (SLA) research is obviously "second language acquisition". Unfortunately, however, the nature of this object is far from clear, and different researchers have given very different interpretations of it. Read the following statements, all of which refer to points relating to the meaning of the term "second language acquisition".

- "Second language" refers exclusively to somebody's foreign language learnt after his or her primary language has been acquired. If he or she then goes on to learn still another language, this language will not be considered "second"; rather, it will be referred to as his or her "third language".
- The difference between second and foreign language is merely terminological in essence, with some researchers favouring one term, some the other. There are no radical differences in terms of what is learnt nor how it is learnt.
- A distinction is made between "naturalistic" and "instructed" second language acquisition, according to whether the language is learnt through communication that takes place in naturally occurring social situations or through study, with the help of reference books and teachers.
- Researchers have been unable to agree on the definition of what is meant by the term "acquisition". For some, it will be different from "learning", while others do not see any substantive difference between them. Also, a distinction can be made between acquisition as "emergence" or "onset" of a linguistic feature and acquisition as "accurate use" of it.

Which alternative is correct?

- Only III and IV are correct.
- Only I and III are correct.
- Only II and IV are correct.
- Only IV is correct.

15. The following are all statements about “interlanguage theory” (IL) made in Ellis (1994). Write T (for true) or F (for false) in the brackets next to them.

- ( ) The term “interlanguage” was coined by Selinker (1972).
- ( ) It refers to the interim grammars which learners build on their way to full target language competence.
- ( ) A common theme to interlanguage theory is the notion of hypothesis testing, i.e. the idea that learners form hypotheses about what the rules of the target language are and then set about testing them, confirming or rejecting them according to evidence.
- ( ) The process of hypothesis testing takes places largely on a conscious level.

The correct T and F order in the brackets above, from top to bottom, is

- a) F – F – T – T.
- b) T – F – F – T.
- c) F – T – F – F.
- d) T – T – T – F.

16. The following are all statements about “language transfer” made in Ellis (1994). Write T (for true) or F (for false) in the brackets next to them.

- ( ) It refers to the incorporation of features of the first language (L1) into the knowledge systems of the second language (L2) which the learner is trying to build.
- ( ) Today we know that transfer always manifests itself as errors, and never as avoidance, overuse, or facilitation.
- ( ) Within a behaviourist framework of learning, it was assumed that the “habits” of L1 would be carried over into L2. “Interference” or “negative transfer” emerged when features of the L1 would not correspond to those of the L2
- ( ) Second Language Acquisition (SLA) researchers today do not acknowledge any importance to transfer as a learner-internal factor, and the method of contrastive analysis is now totally outdated.

The correct T and F order in the brackets above, from top to bottom, is

- a) T – F – F – T.
- b) T – F – T – F.
- c) F – T – F – T.
- d) F – T – T – F.

17. Brown (2002) writes against the use of prepackaged methods in the classroom. But what is his concept of method?

- a) A set of assumptions dealing with the nature of language, learning and teaching.
- b) An overall plan for systematic presentation of language based on a selected approach.
- c) A coursebook without which a trainee teacher may lose its way.
- d) Specific classroom activities.

18. Brown (2002) presents us some of the causes of what he believes to be the “demise of methods”. One of the alternatives below IS NOT in accordance with what he lists. Which is it?

- a) Methods are too prescriptive, assuming too much about a context before the context has even been identified.
- b) Methods can hardly be empirically tested by scientific quantification to determine which one would be “best”.
- c) Methods are laden with “interested knowledge” – the quasi-political or mercenary agendas of their proponents.
- d) Methods tend to be rather indistinguishable from each other at the early stages of a language course, becoming distinctive only at later stages, when the “harm” has already been done.

19. About the action research study carried out by David Nunan at the University of Hong Kong (Nunan 2002), it IS NOT CORRECT to say that
- its central purpose was to experiment with ways of making the students more active participants in their language learning.
  - it involved having the students monitor and report on their strategy use and personal goals for strategy development.
  - it was based on the assumption that “inductive learning” should replace “deductive learning” when the focus was on the development of vocabulary and grammar.
  - it supported the idea that language classrooms should have a dual focus – not only on teaching language content, but also on developing learning processes.
20. Studies that have investigated the effects of formal instruction on the order and sequence of acquisition, as reviewed by Ellis (1994), lead us to believe that
- instructed learners manifest a different order of morpheme acquisition from naturalistic learners.
  - premature instruction makes it possible for learners to start using structures earlier, and thus move faster than naturalistic learners towards the target language.
  - grammar instruction may prove powerless to alter the natural sequence of acquisition of developmental structures, as these are manifest in learner production.
  - formal instruction does not help learners to comprehend the meaning of grammatical structures, nor does it enable them to use the structures in production.

In order to answer questions 21 to 27, read the text below.

## On yer bikes

Nov 13th 2009

Jennifer Quigley-Jones: editorial assistant, *The World in 2010*

### London follows the cycles-for-hire fad

1	In 2010 Boris Johnson will give London cyclists something to smile about.
2	The mayor plans to launch a bicycle-hire system modelled on similar ones in
3	Paris, Barcelona and a growing number of other cities around the world. With
4	some 6,000 bikes and 400 docking stations, the scheme, at first covering
5	about 17 square miles (44 square kilometres) of central London, should allow
6	quick and relatively cheap access to rental bikes.
7	There will be difficulties to overcome. Securing land _____ bike stations
8	_____ the busiest parts of London will need strong collaboration _____
9	Transport for London (TfL), which is commissioning the scheme, the Royal
10	Parks and the nine boroughs involved. Then there's the cost: £140m (\$229m)
11	_____ six years. The aim is that over time the project will pay _____ itself.
12	BIXI, the company which will provide the bikes and run the programme,
13	has assured TfL that its lab-tested bikes have withstood the equivalent of 15
14	years' use; it is offering a five-year or 40,000-mile guarantee. To deter theft,
15	they are fitted with a security gizmo and users will have to pay a credit-card
16	deposit.
17	A bigger worry may be safety. The bikes will encourage large numbers of
18	new, tentative cyclists to ride—or wobble—onto some of London's busiest
19	roads. The scheme is expected to generate an extra 40,000 journeys a day.
20	TfL is supporting numerous cycle-training and safety initiatives throughout
21	London. Plans to have 12 “cycle superhighways” by the end of 2012 should
22	help eventually. Oddly, the rate of accidents appears to decrease as the
23	number of cyclists rises: since 2000 London has had a 107% increase in the
24	number of cycle journeys and a 21% drop in casualties. But drivers in the
25	capital can still reckon on close shaves galore with inexperienced cyclists.
26	Despite the worries, the goal is to provide a green and healthy way of
27	getting around London—an alternative to the all too frequent misery of the
28	tube and traffic jams. Londoners may agree with President John Kennedy that
29	“Nothing compares to the simple pleasure of a bike ride.”

Source: [http://www.economist.com/displaystory.cfm?story\\_id=14742214](http://www.economist.com/displaystory.cfm?story_id=14742214)

Consider the statements below about the text, in order to answer question 21.

- I. This system should allow cyclists to pick up one of 6,000 bikes at the 400 docking stations planned for the capital by 2010.
- II. The docking stations will be built around 300 meters apart so that potential cyclists are never too far from being able to borrow and lock-up hired bikes.
- III. Offering Londoners access to cheap bike hire would provide a greener and healthier alternative to driving and also would help cut congestion, carbon emissions and air pollution in the capital.
- IV. Both drivers and cyclists believe the number of traffic accidents in the City of London will drop with the construction of the cycle superhighways.

21. Which are correct, according to the text?

- a) Only I and IV.
- b) Only I, II and III.
- c) Only I and III.
- d) Only II, III and IV.

22. The alternative that presents a definition for *wobble* (line 18) is

- a) move back and forth.
- b) move unsteadily from side to side.
- c) vibrate as the result of a blow.
- d) throw lightly or casually.

23. In the text, the expression *close shaves* on line 25, means

- a) high speeds.
- b) unpleasant passes.
- c) narrow escapes.
- d) broad margins.

Read the following statements in order to answer question 24.

- I. In the title "On yer bikes", the informal determiner "yer" means the same as *their*.
- II. The adjective *galore* (line 25) can only be used immediately after a noun.
- III. The conjunction "as" (line 22) introduces a reason clause.
- IV. "To deter theft" (line 14) is a non-finite purpose clause.

24. According to the text, which statements are correct?

- a) Only I and II .
- b) Only I and III.
- c) Only III and IV.
- d) Only II and IV.

25. Which of the phrases below present the same structure as *growing number* (line 3)?

- a) securing land. (line 7)
- b) docking stations. (line 4)
- c) commissioning the scheme. (line 9)
- d) getting around London. (line 27)

26. The prepositions that correctly complete the gaps on lines 7 to 11 are

- a) over for for between in.
- b) in over between for for.
- c) for in between over for .
- d) for over between for in.



27. The sentence “There will be difficulties to overcome” (line 7), means

- a) There will be difficulties to be dealt with.
- b) There will be difficulties to come over.
- c) There will be difficulties to grief over.
- d) There will be difficulties to lose out.

In order to answer questions 28 to 34, read the text below.

1	Letting herself breathe easy now, Pecola covered her head with the quilt. The
2	sick feeling, which she had tried to prevent by holding in her stomach, came
3	quickly in spite of her precaution. There surged in her the desire to heave, but as
4	always, she knew she would not.
5	“Please, God,” she whispered into the palm of her hand. “Please make me
6	disappear.” She squeezed her eyes shut. Little parts of her body faded away. Now
7	slowly, now with a rush. Slowly again. Her fingers went, one by one; then her arms
8	disappeared all the way to the elbow. Her feet now. Yes, that was good. The legs all
9	at once. It was hardest above the thighs. She had to be real still and pull. Her
10	stomach would not go. But finally it, too, went away. Then her chest, her neck. The
11	face was hard, too. Almost done, almost. Only her tight, tight eyes were left. They
12	were always left.
13	Try as she might, she could never get her eyes to disappear. So what was the
14	point? They were everything. Everything was there, in them. All of those pictures,
15	all of those faces. She had long ago given up the idea of running away to see new
16	pictures, new faces, as Sammy had so often done. He never took her, and he never
17	thought about his going ahead of time, so it was never planned. It wouldn’t have
18	worked anyway. As long as she looked the way she did, as long as she was ugly,
19	she would have to stay with these people. Somehow she belonged to them. Long
20	hours she sat looking in the mirror, trying to discover the secret of the ugliness, the
21	ugliness that made her ignored or despised at school, by teachers and classmates
22	alike. She was the only member of her class who sat alone at a double desk. The
23	first letter of her last name forced her to sit in the front of the room always. But
24	what about Marie Appolonaire? Marie was in front of her, but she shared a desk
25	with Luke Angelino. Her teachers had always treated her this way. They tried never
26	to glance at her, and called on her only when everyone was required to respond.
27	She also knew that when one of the girls at school wanted to be particularly
28	insulting to a boy, or wanted to get an immediate response from him, she could say,
29	‘Bobby loves Pecola Breedlove! Bobby loves Pecola Breedlove!’ and never fail to
30	get peals of laughter from those in earshot, and mock anger from the accused.
31	It had occurred to Pecola some time ago that if her eyes, those eyes that held the
32	pictures, and knew the sights – if those eyes of hers were different, that is to say,
33	beautiful, she herself would be different. Her teeth were good, and at least her nose
34	was not big and flat like some of those who were thought so cute. If she looked
35	different, beautiful, maybe Cholly would be different, and Mrs. Breedlove, too.
36	Maybe they’d say, “Why, look at pretty-eyed Pecola. We mustn’t do bad things in
37	front of those pretty eyes. “
38	Each night, without fail, she prayed for blue eyes. Fervently, for a year she had
39	prayed. Although somewhat discouraged, she was not without hope. To have
40	something as wonderful as that happen would take a long, long time. Thrown, in
41	this way, into the binding conviction that only a miracle could relieve her, she
42	would never know her beauty. She would see only what there was to see: the eyes
43	of other people.
44	(...)
45	She walks down Garden Avenue to a small grocery store which sells penny
46	candy. Three pennies are in her shoe – slipping back and forth between the sock and

47 the inner sole. With each step she feels the painful press of the coins against her  
 48 foot. A sweet, endurable, even cherished irritation, full of promise and delicate  
 49 security. There is plenty of time to consider what to buy.  
 50 She climbs four wooden steps to the door of Yacobowski's Fresh Veg. Meat and  
 51 Sundries Store. A bell tinkles as she opens it. Standing before the counter, she looks  
 52 at the array of candies. All Mary Janes, she decides. Three for a penny. The resistant  
 53 sweetness that breaks open at last to deliver peanut butter – the oil and salt which  
 54 complement the sweet pull of caramel. A peal of anticipation unsettles her stomach.  
 55 She pulls off her shoe and takes out the three pennies. The grey head of Mr.  
 56 Yacobowski looms up over the counter. He urges his eyes out of his thoughts to  
 57 encounter her. Blue eyes. Blear-dropped. Slowly, like Indian summer moving  
 58 imperceptibly toward fall, he looks toward her. Somewhere between retina and  
 59 object, between vision and view, his eyes draw back, hesitate and hover. At some  
 60 fixed point in time and space he senses that he need not waste the effort of a glance.  
 61 He does not see her, because for him there is nothing to see. How can a fifty-two-  
 62 year-old white immigrant storekeeper with the taste of potatoes and beer in his  
 63 mouth, his mind honed on the doe-eyed Virgin Mary, his sensibilities blunted by a  
 64 permanent awareness of loss, *see* a little black girl? Nothing in his life even  
 65 suggested that the feat was possible, not to say desirable or necessary.

Edited from Morrison, Toni. *The Bluest Eye*. Book of the Month Club, Inc 1998, pages 35-36.

28. From the text, it is possible to infer that

- a) Pecola was proud of having dark eyes although she did not like her big flat nose.
- b) Pecola thought the darkness of her skin would not make her ignored or despised at school.
- c) Pecola's blackness inspired her to sit looking in the mirror for long hours.
- d) Pecola felt that by having blue eyes her blackness would not seem distasteful to white people.

29. According to the text, implicit in Pecola's desire to have blue eyes was

- a) white female anger.
- b) racial self-hatred.
- c) white male rejection.
- d) black heritage pride.

Consider the sentences below.

- I. Mary Jane is the name of a peanut butter candy.
- II. Mr. Yacobowski's blue eyes glance at Pecola with interest.
- III. Indian summer occurs in or around autumn.

30. Which are correct, according to the text?

- a) Only I.
- b) Only III.
- c) Only I and III.
- d) Only II and III.

31. The word "heave" (line 3), means

- a) vomit.
- b) cry.
- c) die.
- d) disappear.

32. Considering the sentence “...*he need not waste the effort of a glance*”, line 60, it is correct to state that

- a) the word *need* can be inflected when used as a modal.
- b) the word *need*, when used as a modal, has the same meaning as when followed by a “to”- infinitive clause.
- c) the word *need* is not used as a modal in negative sentences and questions.
- d) the word *need*, when used as a modal, takes the auxiliary verb “do”.

Consider the following statements below.

- I. The relative pronoun *which* (line 2) introduces a defining relative clause.
- II. The expression *Try as she might* (line 13) can be replaced, without much change in meaning, by *However hard she tried*.
- III. The word *now* in the segment *Now slowly, now with a rush* (lines 6 and 7) is an adverb and means the same as *at times*.

33. Which are correct, according to the text?

- a) Only I and II.
- b) I, II and III.
- c) Only I and III.
- d) Only II and III.

34. The sentence “Although somewhat discouraged, she was not without hope”, line 39, means the same as:

- a) Despite the fact she felt discouraged, she did not lose hope.
- b) In spite of the fact of being hopeless, she was discouraged.
- c) Even though she was completely discouraged, she never lost hope.
- d) She felt discouraged; therefore, she was not without hope.

In order to answer questions 35 to 40, read the text below.

## The giant neighbours are more rivals than partners

Feb 4th 2010

**China and India: Prospects for Peace.** By Jonathan Holslag. *Columbia University Press*

1	For a book about two countries whose most recent war was five decades
2	ago, "Prospects for Peace" seems a quirky subtitle. Jonathan Holslag, a
3	Brussels-based think-tanker, argues that, since China's swift and bloody
4	humiliation of India in 1962, the neighbours have "tottered at least five times
5	on the verge of war". But the last time troops massed on the border was in
6	1986. Bilateral trade has boomed, and hundreds of thousands of Indians and
7	Chinese now visit the other country each year, including a succession of senior
8	politicians toasting a beautiful friendship.
9	As Mr. Holslag explains, however, the relationship is still marked as much
10	by unremitting strategic mistrust as by burgeoning co-operation. His
11	contribution to a recent flurry of India-China books attempts to reconcile these
12	contradictory trends. His conclusions are rather unsettling.
13	Most of the other books on the area concentrate inevitably on the
14	implications of the two countries' economic rise. The simultaneous emergence
15	into the global economy of two countries containing nearly two-fifths of the
16	world's people is after all an unprecedented phenomenon. Moreover, China's
17	dominance of global manufacturing seems matched by India's arrival as an
18	important provider of information-technology and other services. Mr. Holslag
19	quotes Zhu Rongji, a former Chinese prime minister: "You are number one in
20	software. We are number one in hardware...Together we are the world's
21	number one." That is India's misfortune. Hundreds of thousands of Indians
22	work in IT* services whereas manufacturing for export provides China with
23	tens of millions of jobs. Mr. Holslag predicts that India will challenge China's
24	role as the world's manufacturer, but that seems far-fetched.
25	This complementarity has been accompanied by a number of alliances of
26	convenience, most notably in resisting pressure from the rich world to agree
27	to fixed targets for limiting carbon emissions. There was even an agreement
28	in 2006 to work together to avoid bidding up the prices of energy resources in
29	third countries.
30	The limited effect of that pact, however, is one reason to believe Mr.
31	Holslag's prognosis of a "fiercer economic rivalry and more aggressive regional
32	diplomacy". Another is what Lalit Mansingh, a former Indian diplomat, calls
33	"the ghost at the banquet": China's increasing diplomatic and military
34	influence in Asia—and India's fear of it.
35	As Mr. Holslag notes, the defeat in 1962 has left a deep suspicion of China
36	in India's political, academic and diplomatic circles, which is reflected in public
37	opinion. India claims an area of Chinese-held territory in Kashmir the size of
38	Switzerland, while China claims an area three times larger in what is now
39	Indian Arunachal Pradesh. The border dispute remains unresolved. What had
40	lazily been assumed to be the obvious solution—the status quo, in which each
41	country keeps large swathes of territory claimed by the other—seems, if
42	anything, further away than ever. The political difficulties of selling such a
43	deal in India have long been obvious. But China's renewed harping on its
44	claim in recent years suggests that it in fact does want more than it already
45	has.
	* IT – Information Technology.

Edited from [http://www.economist.com/books/PrinterFriendly.cfm?story\\_id=15450482](http://www.economist.com/books/PrinterFriendly.cfm?story_id=15450482)

35. According to this book review, the author of *China and India: Prospects for Peace*

- a) warns us that China faces the task of creating IT jobs for the uncountable laborers that flock to its cities.
- b) points out that the China - India relationship remains dominated by long-standing conflicts of interest over borders.
- c) recognizes that India wishes to maintain stable relations with China, whereas China fears India's military influence in Asia.
- d) concludes that both countries have reconciled the contradictory trends of mistrust versus cooperation and are working together towards regional stability.

36. The author of this review informs us that

- a) China was humiliated by India's army in 1962.
- b) India has been number one in hardware for five decades.
- c) India-China's bilateral trade has prospered.
- d) China and India's conflict in Kashmir has been settled.

37. In which of the following alternatives do all the words have similar meanings?

a)	tottered (line 4)	endured	swayed	vacillated
b)	unsettling (line 12)	disturbing	tidy	agitated
c)	rivalry (line 31)	conflict	accord	dispute
d)	swathes (line 41)	segments	strips	areas

38. In the text, *quirky* (line 2) means

- a) appropriate.
- b) odd.
- c) realistic.
- d) swift.

Read the paragraph below in order to answer question 39.

In putting the strategic \_\_\_\_\_ at the centre of his analysis, Mr. Holslag provides a useful corrective to some of the more \_\_\_\_\_ visions of a semi-cohesive "Chindia". He cannot, however, \_\_\_\_\_ the two biggest difficulties of tackling the subject. One is that both countries are so big and so complex that at times broad-brush simplification of their histories and policies veers into distortion. The second is that India is full of \_\_\_\_\_ politicians, academics, diplomats and ordinary people with \_\_\_\_\_ held views on China.

39. The words or expressions that correctly complete the paragraph above, both in terms of grammar and meaning, in the same order they appear, are:

- a) rivalry            starry-eyed            overcome            voluble            fiercely.
- b) competition    dreamy                yield to            angry            openly.
- c) dispute            utopian                agree to            taciturn            widely.
- d) concession      realistic                overcome            voluble            narrowly.

40. The expression "harping on" (line 43) means

- a) coordinating with.
- b) commenting on.
- c) insisting on.
- d) resisting at.