

CLASS
12

QUESTION
PAPER SET
A



**SOF INTERNATIONAL ENGLISH
OLYMPIAD 2019-20**

in association with
**BRITISH
COUNCIL**

DO NOT OPEN THIS BOOKLET UNTIL ASKED TO DO SO

Total Questions: 50 | Time: 1 hr.

Guidelines for the Candidate

1. You will get additional ten minutes to fill up information about yourself on the OMR Sheet, before the start of the exam.
2. Write your **Name, School Code, Class, Section, Roll No.** and **Mobile Number** clearly on the **OMR Sheet** and do not forget to sign it. We will share your marks / result and other information related to SOF exams on your mobile number.
3. The Question Paper comprises four sections:

Word and Structure Knowledge, Reading, Spoken and Written Expression & Achievers Section.

Each question in Achievers Section carries 3 marks, whereas all other questions carry one mark each.

4. All questions are compulsory. There is no negative marking.
5. There is only ONE correct answer. Choose only ONE option for an answer.
6. To mark your choice of answers by darkening the circles on the OMR Sheet, use **HB Pencil** or **Blue / Black ball point pen** only. E.g.

Q.16: Fill in the blanks.

Please teach my dog _____ a ball.

- A.** to fetch **B.** learn **C.** show **D.** to learn

As the correct answer is option A, you must darken the circle corresponding to option A on the OMR Sheet.



7. Return the OMR Sheet to the invigilator at the end of the exam.
8. Please fill in your personal details in the space provided on this page before attempting the paper.



SCIENCE OLYMPIAD FOUNDATION
Inspiring Young Minds Through Knowledge Olympiads

Name:.....
Section:..... SOF Olympiad Roll No.:..... Contact No.:.....

WORD AND STRUCTURE KNOWLEDGE

FOR QUESTIONS 1 TO 24, CHOOSE THE CORRECT WORD/PHRASE TO COMPLETE EACH SENTENCE.

1. The final ruling was part of a larger _____ made by the school board.
A. decisively
B. decidedly
C. decisive
D. decision
2. We really _____ on getting our grades up so we can achieve high averages.
A. had worked
B. will have been working
C. would have worked
D. should be working
3. I have not signed a contract, so I am under no _____ to obey their rules.
A. obligation
B. necessity
C. discrimination
D. termination
4. People need _____ rules so there can be _____ sense of order.
A. a, a
B. the, the
C. no article, a
D. no article, no article
5. He wrapped his arms around his daughter _____ so she wouldn't feel scared.
A. protected
B. protective
C. protection
D. protectively
6. We _____ be able to play next week but it depends on how well I feel.
A. must
B. ought
C. need
D. should
7. Please allow me to _____ without interruption because I think your ideas need a response.
A. council
B. retort
C. suggestion
D. whisper
8. After the home side _____ in a thrilling football match, the players _____ by the supporters.
A. had won, cheering on
B. winning, cheered on
C. wins, cheering on
D. won, were cheered on
9. If only I _____ then what I _____ now.
A. am knowing, had realised
B. knew, realises
C. had known, have realised
D. have known, am realising
10. My aunt went _____ home _____ this morning.
A. early, at
B. to, in
C. -, to
D. -, early
11. I don't understand why he thinks it is OK to treat people like _____.
A. flotsam
B. stones
C. grease
D. dirt
12. My mother told me to _____ or I would get in trouble.
A. roll it at
B. pack it in
C. move it besides
D. shove it of
13. I feel that I may have got a bit of a _____ last time I agreed to help my brother.
A. raw deal
B. soft chin
C. milky head
D. silly hat

14. Is there any point in my _____ at this stage in the debate?
A. launching out
B. striking away
C. moving at
D. chiming in
-
15. I think we have come _____ with this discussion, so now would be a good time to break.
A. half baked
B. full circle
C. quarter pounder
D. all in on
-
16. There is no chance that we will be getting _____ with it this time.
A. behind
B. at
C. away
D. down
-
17. I like the fact that our new teacher is just so _____ and relaxed.
A. plaintiff
B. placid
C. plump
D. partial
-
18. The _____ shown to the cheating in yesterday's match really annoys me.
A. rebutted
B. indifference
C. encouraging
D. blemishes
-
19. Your _____ is great at the moment. Have you changed your night routine?
A. rendition
B. gratitude
C. liberty
D. skin
-
20. I do wonder about her _____ when it comes to being left alone in the house.
A. wins
B. looses
C. mores
D. chins
-
21. I am not sure if that is a _____ or an actual oasis over there.
A. review
B. sprig
C. carnage
D. mirage
-
22. My sister thinks that she is really _____ by not getting stuck doing the dishes.
A. aloof
B. obtuse
C. bawdy
D. savvy
-
23. I can't find the _____ where the strange smell is emanating from.
A. constructing
B. reverent
C. locus
D. petty
-
24. I have not seen as much _____ on the floor since being in your brother's room.
A. splendour
B. curiosity
C. detritus
D. assembly
-
- FOR QUESTIONS 25 AND 26, CHOOSE THE CORRECT SYNONYM OF THE GIVEN WORD.
25. Dissident
A. Rebel
B. Acolyte
C. Plebeian
D. Actor
-
26. Collude
A. Conquer
B. Convince
C. Connive
D. Concede
-
- FOR QUESTIONS 27 AND 28, CHOOSE THE CORRECT ANTONYM OF THE GIVEN WORD.
27. Insolent
A. Distasteful B. Brazen
C. Humble D. Fraudulent

FOR QUESTIONS 36 TO 40, READ THE PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW.

Even young children know what typical dogs and fish look like and they apply that knowledge when they hear new words, reports a team from the Princeton Baby Lab, where researchers study how babies learn to see, talk and understand the world.

In a series of experiments with children 3 to 5 years old, the researchers found that when children are learning new nouns, they use what they know about these objects; how typical or unusual they are for their categories (such as fish, dog, bird or flower), to help them figure out what these words mean. This type of sophisticated reasoning was thought to only develop later and it's truly astounding they have discovered it.

What we're showing is that meaning matters! exclaimed Adele Goldberg, professor of psychology at Princeton University. Children take the meaning of the objects that they are seeing into account when they learn new words.

The researchers coined this tactic the "blowfish effect". If children see a blowfish (or a greyhound or an unusual tropical flower) and learn a new word to go with it, they will assume it refers to that specific type of object and not the broader category of fish (or dogs or flowers).

This study helps to solve one of the big puzzles in language development, said Lauren Emberson, assistant professor of psychology. Many years of studies have shown that when children learn new words, they assume that word means something fairly general: If taught a new word for a goldfish, children assume that it means "fish". But children can learn these more specific terms, like blowfish and greyhound,

said Emberson. How do they start to do that? We have shown that they use the objects themselves to do this. If they see an unusual fish and their parent calls it something, they will learn that it refers to that specific fish.

Using a custom designed iPad programme, the researchers taught children four new junk words: fep, zak, lat and galt. Two of these terms were used for typical objects and two for unusual objects. The objects came from four categories that children are familiar with: fish, birds, dogs and flowers.

In each trial, a child saw either one or three examples at the top of the screen, identified by a new word: "This is a fep," or "These are three feps." With the press of an arrow, the child got 12 more images below: two that matched the examples, two that shared the category, and eight unrelated creatures. The experimenter then asked, "Can you find the feps?" The researchers were curious whether children would decide a "fep" only meant the specific creature in the examples; a robin, for example, or a Dalmatian, or if the term was applied more generally to all birds or dogs. Each child could choose as many images as he/she wanted to, at their own pace, before proceeding to the next trial by pressing the arrow again.

The researchers ran the same experiment with college students; the only differences were that the undergraduates were told that this was an experiment intended for young children, and they were allowed to hold the iPads themselves. The team found that both children and adults processed the new words in the same way. When any of them saw an unusual dog labeled a "fep", they were more likely to interpret it narrowly as meaning that type of dog,

not “dogs” more generally. These findings run counter to the idea that children will always assume that new words should be interpreted as general terms.

In addition, the researchers found that the more “typical” an example looks, the more likely children are to assume it’s a general term, unless it is repeated: A “zak” was likely to be interpreted as “fish” if it labeled a single salmon, a fairly typical-looking fish, but it was interpreted as “salmon” if illustrated by three salmon. But if “zak” labelled even a single odd-looking fish, like a blowfish, the children were more likely to **commit** to the word meaning “blowfish” than “fish”.

36. Choose the best title or heading for the passage.

- A. Kids Don’t Need School Anymore
- B. Kids are Learning Junk Words
- C. Kids Learn Best from Parents
- D. Kids are Brighter than You Think

37. How does the author feel about the new discovery?

- A. Neutrally
- B. Negatively
- C. Disinterested
- D. Surprised

38. How do children learn new words?

- A. By repeating blindly
- B. By looking at pictures
- C. By associating meaning
- D. By making mistakes

39. College students got the same _____.

- A. payment as the parents of the toddlers
- B. results as the toddlers
- C. information about the test as the toddlers
- D. treatment as the adults

40. What is the meaning of the word ‘commit’ in the final paragraph?

- A. Decide
- B. Marry
- C. Do
- D. Involve

SPOKEN AND WRITTEN EXPRESSION

FOR QUESTIONS 41 TO 45, CHOOSE THE MOST SUITABLE OPTION TO COMPLETE EACH CONVERSATION.

41. Ella: Time to go!

Sam: Really, time has _____ so quickly.

- A. moved over
- B. launched across
- C. nested in
- D. flown by

42. Amal: I can’t stand waiting any more.

Ben: You really do need to _____ patience.

- A. get bits
- B. have a little
- C. do some of
- D. make a lot of

43. Dixit: When are we going to the cinema?

Emit: No idea, _____ what are we going to see?

- A. importance
- B. most importance
- C. more importantly
- D. with import

44. Jane: This is going to be the best trip ever.

Ed: I believe it should be because it’s planned down to the _____.

- A. T
- B. edge
- C. ends
- D. x

45. Maya: I think it’s time we set the _____ straight.

Harry: Yes, I agree we should sort out our differences.

- A. cloth
- B. sheets
- C. picture
- D. record

ACHIEVERS SECTION

FOR QUESTIONS 46 AND 47, CHOOSE THE CORRECT WORD/PHRASE TO COMPLETE EACH SENTENCE.

46. The school is still investigating _____ the mess was made accidentally _____ deliberately.

- A. neither, nor B. both, and
C. either, or D. whether, or

47. Very few people will have learnt of _____ before and John will be gone before making a name for _____.

- A. him, himself
B. us, themselves
C. them, ourselves
D. them, herself

48. CHOOSE THE CORRECT SYNONYM OF THE GIVEN WORD.

Vicissitude

- A. Recombination B. Emanation
C. Fluctuation D. Elevation

49. CHOOSE THE CORRECT ANTONYM OF THE GIVEN WORD.

Vitriolic

- A. Swerving B. Agreeable
C. Raving D. Caustic

50. CHOOSE THE MOST SUITABLE OPTION TO COMPLETE THE CONVERSATION.

Alabama: I feel I've been put under a _____ recently with all these tests.

- A. microscope B. gyroscope
C. telescope D. endoscope



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