



Inspiring Young Minds
Through Knowledge Olympiads

DO NOT OPEN THIS BOOKLET UNTIL ASKED TO DO SO

Name:

Section:SOF Olympiad Roll No.:

Contact No.

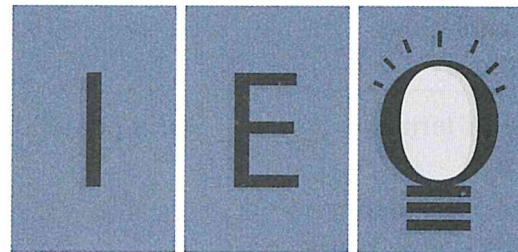
Total Questions: 50

Time: 1 hr.

CLASS
12

QUESTION PAPER SET

C



SOF INTERNATIONAL ENGLISH
OLYMPIAD 2019-20

in association with



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

16. ● (B) (C) (D)

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.

WORD AND STRUCTURE KNOWLEDGE

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

1. The new perfume they released is _____ expensive and doesn't really smell any different.
 - A. ridiculed
 - B. ridiculous
 - C. more ridiculous
 - D. ridiculously

2. By the end of term we _____ for a good long holiday.
 - A. had been readied
 - B. would have be ready
 - C. should readying
 - D. should be ready

3. Tim was very upset yesterday because he _____ that he _____ his wallet.
 - A. realises, is losing
 - B. realised, had lost
 - C. has realised, was losing
 - D. realises, loses

4. I listened to some news on _____ radio about _____ man who went to the cricket ground dressed as a chicken.
 - A. no article, no article
 - B. the, no article
 - C. a, a
 - D. the, a

5. For the time being we _____ for the exam, but this time tomorrow we _____ the best movie ever.
 - A. are studying, will be watching
 - B. have studied, are watching
 - C. will be studying, have been watching
 - D. study, will have watch

6. The school secretary _____ the reports before they _____ to the vice-principal.
 - A. can have typed, are sent
 - B. must type, been sent
 - C. had to type, were sent
 - D. should type, will sent

7. Our coach has never yelled at us when we make mistakes. She sees _____ as important learning opportunities.
 - A. it
 - B. that
 - C. this
 - D. them

8. Her first novel was _____ published in America a fortnight ago and has _____ to come out in Britain.
 - A. currently, always
 - B. only, yet
 - C. nearly, hardly
 - D. never, already

9. It was only after she _____ French that she _____ to make some friends in Europe.
 - A. learns, has started
 - B. learnt, starting
 - C. was learning, starting
 - D. had learnt, started

10. I am not sure I have enough energy _____ a second game of tennis.
 - A. with
 - B. for
 - C. to
 - D. about

11. I do wish our teacher would cut me some _____ now and then.
 - A. mustard
 - B. rope
 - C. skin
 - D. slack

12. I have a _____ raft of reasons why I think we should leave tomorrow instead of today.
 - A. loaded
 - B. half
 - C. quarter
 - D. whole

13. The prefect put the _____ for the mess _____ the kids of Grade 8.
 - A. blame, on
 - B. blame, to
 - C. blame, at
 - D. blame, for

- A. charge, at
- B. responsibility, for
- C. accusation, with
- D. blame, on

14. My brother is so intelligent that I find it impossible to _____ the wool over his eyes.

- A. take
- B. push
- C. shove
- D. pull

15. I don't think our new teacher is really _____ it, so we'd better not misbehave.

- A. down on at
- B. in with
- C. up for
- D. across from

16. I think we'll have to play it _____ ear this evening as I haven't planned anything really.

- A. through
- B. by
- C. in
- D. with

17. My new running technique is _____ with what I had been doing before.

- A. incongruous
- B. rambunctious
- C. exquisite
- D. corpulent

18. The new book seems to _____ that history is very different to what previous generations had been taught.

- A. imitates
- B. intimidated
- C. intimate
- D. immolate

19. I've been asked to _____ at this year's finals, which is really nerve wracking.

- A. fascinate
- B. officiate
- C. irradiate
- D. castigate

20. With all this news media available, it's hard to _____ out the lies.

- A. stratified
- B. banging
- C. mask
- D. syphon

21. What do you think of my _____ desk? I will have a real one on Sunday.

- A. reliquary
- B. banal
- C. eloquent
- D. makeshift

22. It's not that I felt he was being _____, but more than that I just didn't like what he was saying.

- A. integrate
- B. insincere
- C. insignia
- D. idiomatic

23. I wrote this song as a/an _____ to the band that's why I want it to sound just like theirs.

- A. strategy
- B. makeup
- C. homage
- D. advertisement

24. We are moving soon, so it's about time we arrange for a/an _____ to come and take our things.

- A. ombudsman
- B. logistical
- C. erudite
- D. haulier

FOR QUESTIONS 25 AND 26, CHOOSE THE CORRECT SYNONYM OF THE GIVEN WORD.

25. Hapless

- A. Elated
- B. Ambivalent
- C. Suspicious
- D. Woeful

26. Dissonance

- A. Irrevocable
- B. Relativity
- C. Epistemology
- D. Discrepancy

FOR QUESTIONS 27 AND 28, CHOOSE THE CORRECT ANTONYM OF THE GIVEN WORD.

27. Eulogise

- A. Reveal
- B. Commend
- C. Condone
- D. Castigate

28. Fissure

- A. Wet
- B. Clean
- C. Empty
- D. Solid

FOR QUESTIONS 29 AND 30, CHOOSE THE OPTION WITH CORRECT SPELLING.

29. How do you spell the word that means 'related to spice'?

- A. Herbatious
- B. Herbacious
- C. Herbaceous
- D. Hearbetias

30. How do you spell the word that means 'a trustee, generally involved in finance'?

- A. Fiduciary
- B. Fedousary
- C. Fadusciary
- D. Fodousary

READING

FOR QUESTIONS 31 TO 35, READ THE PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW.

A baby's first words are often Mama or Dada, but new research by a Florida State University psychology professor delves into how children build on these early words to create a colourful vocabulary. "Children leverage their early world knowledge to help them unlock their language skills," said FSU Assistant Professor of Psychology Arielle Borovsky. She continued by saying that knowing a few related words helps children recognise links between new word meanings, and this could be a very useful strategy for helping children learn vocabulary early in life. This might be part of the explanation for why children begin to start 'talking up a storm' between the ages of 18-24 months. So, for example, Mama and Dada might lead to sister or brother, or toy might lead to doll or ball or game.

Borovsky uses the example of a kiwi. Toddlers might know different fruits like apples or peaches, but not kiwi. However, when confronted with one, it is easier

for them to learn the word because they are already familiar with related words. "Children start to say words somewhere around their first birthday," Borovsky said. "But they're not a random subset of adult vocabulary. They're not learning words like stockbroker or bifocals. That's common sense, but what's really new is that they are learning these words in clusters and there might be some words that are easier for children to learn and some that are harder."

Borovsky and her colleagues worked with 32 children who were all 2-years old. She studied their word development by testing their existing knowledge through a computer programme that shows images on a screen of items that are likely to be familiar to toddlers. In addition, because 2-year olds are not always communicative, they also employed eye tracking technology to see which images the children recognised when tested. On top of the image testing and interviewing parents about their children's language use, Borovsky and her team also tried to teach the children six new words that had some relation to

words they already knew. They picked complicated words in broad categories familiar to children. The categories were drinks, fruits, body parts, animals, clothing and vehicles. The toddlers heard the words used in five different sentences, while visuals were also shown on the screen. "Although each child learned the same six words, we used their individual vocabulary survey to identify which three words they already had many neighbours for in their vocabulary, and which three had the fewest," Borovsky said.

They then tested how well the children understood these new words using eye-tracking technology that measures how quickly and reliably the children looked towards pictures of these new objects when they were named. They found that children recognised the new words more easily when they already knew many other related words. "This suggests we could use a child's own vocabulary to find words that would be easier or harder for an individual child to learn at a particular age," Borovsky said.

Borovsky's study is part of her ongoing work to understand how children learn and develop vocabularies and also identify early warning signs that a child might have a learning disability. Her lab is also a part of the FSU Center for Developmental Science, a collaboration of child development researchers investigating how children learn, perceive and behave in the world around them. "To understand what goes wrong, we need to understand how language development works overall," she said. "If we can identify what's going wrong at an earlier stage, we can get these kids working with speech therapists or special education experts quicker." This makes early diagnosis and remediation much better than previously and will, we all hope, have better outcomes for kids.

There is also a great potential in developing learning tools for parents to use with their kids. When kids and parents interact, they do so naturally and so any vocabulary that is taught will be done so more naturally. This means that by understanding where a child has strengths can be utilised to help further develop areas of apparent weakness by finding links to things across **semantic** fields. This can be difficult because for this to work efficiently the child needs to be able to make quite a concrete connection, e.g. fruit to fruit, would work well but fruit to taste may be less likely to help because of the abstract nature of taste.

31. Choose the best title or heading for the passage.
 - A. Learning Top Tips
 - B. Learning Made Fun
 - C. Learning to Read and Write
 - D. Learning by Association

32. How do toddlers learn new words?
 - A. By relating to similar words
 - B. By long practice sessions
 - C. By using colours and shapes
 - D. By listening and pointing at pictures

33. How did Borovsky start her experiment?
 - A. By assuming what she already knew
 - B. By interviewing parents
 - C. By testing the kids
 - D. By starting from ground zero

34. What benefits could this research have?
 - A. Pinpointing issues of learning
 - B. Helping teachers
 - C. New learning techniques
 - D. Less time on learning

35. What does the word 'semantic' mean in last paragraph?
 - A. Grammar
 - B. Vocabulary
 - C. Reading
 - D. Listening

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

Surprisingly, almost one in five adults in America lives with a mental illness. This statistic is similar worldwide, with an estimated 450 million people currently dealing with a mental or neurological disorder. Of those, only about a third seek treatment.

Interacting with nature is starting to be recognised as one way to improve mental health. A number of scientific studies have shown that nature experiences may benefit people's psychological well-being and cognitive function. But it has been difficult to find ways to quantify these benefits in a useful manner for cities or organisations that want to integrate nature to improve mental health.

Now, an international team led by the University of Washington and Stanford University has created a framework for how city planners and municipalities around the world can start to measure the mental health benefits of nature and incorporate those into plans and policies for cities and their residents.

"Thinking about the direct mental health benefits that nature contact provides is important to take into account when planning how to conserve nature and integrate it into our cities," said Greg Bratman, lead author and an assistant professor at the UW School of Environmental and Forest Sciences.

The study brought together more than two dozen leading experts in the natural, social and health sciences who study aspects of how nature can benefit human well-being. Their first step was to establish a baseline, collective agreement regarding the understanding of the impacts of nature experience on aspects of cognitive functioning, emotional well-being and other dimensions of mental health.

In hundreds of studies, nature experience is associated with increased happiness, social engagement, and manageability of life tasks, and decreased mental distress, said senior author Gretchen Daily, faculty director at the Stanford Natural Capital Project. In addition, nature experience is linked to improved cognitive functioning, memory and attention, imagination and creativity, and children's school performance. These links span many dimensions of human experience and include a greater sense of meaning and purpose in life.

While this line of study is still emerging, experts agree that nature can reduce risk factors for some types of mental illnesses and improve psychological well-being. They also agree that opportunities for nature experiences are dwindling for many people around the world because of urban growth. "For millennia, many different cultures, traditions and religious and spiritual practices have spoken directly to our deep relationship with nature. And more recently, using other sets of tools from psychology, public health, landscape architecture and medicine, evidence has been steadily gathering in this emerging, interdisciplinary field," Bratman said.

The study outlines how city planners, landscape architects, developers and others could eventually anticipate the mental health impacts of decisions related to the environment. Many governments already consider this with regard to other aspects of human health. For example, trees are planted in cities to improve air quality or reduce urban heat island effects, and parks are built in specific neighbourhoods to encourage physical activity. But these actions don't usually directly factor in the mental health benefits that trees or a restored park might provide. "We have entered the urban century, with two-thirds of humanity projected to be living in cities

by 2050. At the same time, there is an awakening underway today, to the many values of nature and the risks and costs of its loss,” Daily said.

The research team built a conceptual model that can be used to make meaningful, informed decisions about environmental projects and how they may impact mental health. It includes four steps for planners to consider: elements of nature included in a project, say at a school or across the whole city; the amount of contact people will have with nature; how people interact with nature; and how people may benefit from those interactions, based on the latest scientific evidence. The researchers hope this tool will be especially useful in considering the possible mental health repercussions of adding, or taking away, nature in underserved communities.

“If the evidence shows that nature contact helps to buffer against negative impacts from other environmental predictors of health, then access to these landscapes can be considered a matter of environmental justice. We hope this framework will contribute to this discussion,” Bratman said. Eventually, it could be developed and potentially used to help address health **disparities** in underserved communities.

36. Choose the best title or heading for the passage.
- A. Nature Heals the Mind
 - B. New Natural Cities
 - C. No More Megacities
 - D. Nothing but Trees
-
37. Why do town planners want to integrate nature into cities?
- A. It helps reduce the carbon footprint.
 - B. It helps reduce pollution.
 - C. It helps reduce noise.
 - D. It helps people’s mental states.
-
38. Why is the lack of nature in cities an issue nowadays?
- A. Too many people live in cities
 - B. Nature is dying out
 - C. People don’t like nature anymore
 - D. Nature interactions are becoming fewer
-
39. The research team made a list of ideas to _____.
- A. show they could not make things better
 - B. show why towns are bad
 - C. reduce the amount of wastage
 - D. help future planners
-
40. What is the meaning of the word ‘disparities’ in the final paragraph?
- A. Equalities
 - B. Improvements
 - C. Imbalances
 - D. Solutions

SPOKEN AND WRITTEN EXPRESSION

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

41. Ella: There are a couple of things that have annoyed me recently.
Sam: Hmm, you really need to take a step _____ or you’ll get too stressed.
- A. across
 - B. up
 - C. over
 - D. back

42. Amal: Why do you think there has been so much _____ about Frank?
Ben: I don’t know, but I bet his ears are burning.
- A. truce
 - B. backwash
 - C. bogus
 - D. chatter
-
43. Dixit: I’m going to _____ a break.
Emit: OK, I’ll wait for you.
- A. made
 - B. take
 - C. having
 - D. gotten

44. Jane: I love the fact that we are all going away together this year.

Ed: I know, it'll be fun so long as there are no _____ between the cousins again.

- A. stand overs B. continents
C. emanations D. blow ups

45. Maya: Do you know where Jimmy is? I need his help with this.

Harry: Yes, he's just here. He's such a _____ at it, he'll have it done in no time at all.

- A. slap dash B. left foot
C. good nose D. dab hand

ACHIEVERS SECTION

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

46. He is _____ friends and needs to be kept an eye _____ or he may forget the time.

- A. at, with B. among, on
C. with, out D. in, at

47. That was a long day, and to be honest with you, I've been feeling _____ about an hour ago, so let's stop and pick it up tomorrow.

- A. done up B. over done on
C. undone D. done in

48. CHOOSE THE CORRECT SYNONYM OF THE GIVEN WORD.

Mercurial

- A. Erratic B. Shiny
C. Tranquil D. Empty

49. CHOOSE THE CORRECT ANTONYM OF THE GIVEN WORD.

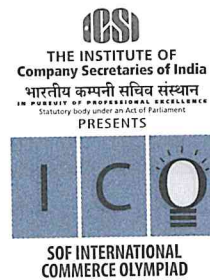
Palpable

- A. Deleterious B. Delicious
C. Contentious D. Ambiguous

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

Alabama: Don't forget to _____ me a _____ when you arrive so that I know you're safe.

- A. push, set B. show, way
C. paint, picture D. drop, line



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