



Famous Students Platform



2022 QUESTION BOOKLET

GRADE 9 & 10

VIBRANT YOUNGSTERS

Time Allowed : 90 Minutes
Maximum Marks : 90



FSP ENGLISH

LINGUISTICS CONTEST 2022

Instructions

- 1) Don't start attempting the paper until instructed by the invigilator.
- 2) instructions from the examination invigilator must be carried out promptly.
- 3) Carefully recheck your name, father name, school name, address etc at the bubble sheet / answer sheet.
- 4) Record all answers on the bubble sheet only. select best answer from the four given options and mark only one option in each question.
- 5) Use blue / black ink to fill up the circles for your answers on the bubble sheet use of lead pencil is not allowed.
- 6) Use of any helping material including cell phones and electronic devices is strictly prohibited.
- 7) Every correct answer earns three points. there would be negative marking. one point would be deducted for every incorrect answer.
- 8) Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
- 9) No materials or electronic devices shall be brought in to the room.
- 10) There are five categories of the contest as under:
 - A) vibrant youngsters **Grade 1 & 2**
 - B) vibrant youngsters **Grade 3 & 4**
 - C) vibrant youngsters **Grade 5 & 6**
 - D) vibrant youngsters **Grade 7 & 8**
 - E) vibrant youngsters **Grade 9 & 10 / 0-levels**
- 11) Only registered students can participate in the contest.
- 12) No candidate shall take out of the hall any answer book(s) or part of an answer book, whether used or unused, or other supplied material.
- 13) If a participant does not understand a word or phrase on the exam paper, neither examiner nor invigilator is permitted to answer.
- 14) for information about upcoming contests or providing valuable feedback,
please visit www.fspcompetitions.org
- 15) Any academic misconduct or malpractice must be reported to fsp vibrant youngsters at info@fspcompetitions.org

What is English Linguistics?

English Linguistics is that branch of English Learning in which the origin and different dialects of the language are being learnt. It's very interesting. It involves many sub topics like World Englishes, Second language acquisition, Discourse Analysis etc. People living in different regions of the world are using a special and different sort of a dialect and accent of English. We, as a second language learner, find this all same but the people of different regions can recognize a person with his/her dialect.

The people living in North America have a different style of speaking English from the people living in the South of the America. Australian people speak different style of English as compared to UK and Africa. Pakistan, India, Malaysia and other countries of the continent Asia acquire English as their second language. We cannot attain native like competence, yet we can improve our accent and dialect by practicing it on daily basis.

If we talk about Pakistan, in particular, the English medium Highly recommended schools promote English language. The children are not allowed to use their mother tongue, moreover they are not taught English through translating it from the mother tongue. The children acquire it as it is their first language. The children who learn English by keeping their mother tongue in mind, cannot attain native like competence and they take a lot of time to just utter a single sentence.

It is the need of the hour that we should attain and acquire Good and remarkable standardized English so that we as a nation could proudly stand in the line of those countries who are appreciated as educated countries.



ECA Coordinator :

Maam Saira Afzal
APS KASHMORE CANTT

Read 'Ums' and 'ers' help children learn and answer questions 1 to 07.

'Ums' and 'ers' help children learn



Parents shouldn't worry about always speaking in perfectly formed sentences, says Professor Richard Aslin in an interview with New Scientist. Disfluencies have their uses.

You have been studying the 'urns' and 'ers' that litter our speech. Tell me about them.

We use 'urns' and 'ers' because we are having difficulties conjuring up the next word we want to say, or deciding between two alternative words. Technically they are known as disfluencies. They appear in a systematic way in our speech.

Say we are looking at a toolbox and I say: 'Can you pick up the urn in front of me there is a wrench. pliers. a screwdriver'. and I'm having trouble deciding which one I want you to pick up. That's when disfluencies occur. They also frequently crop up before a word that the speaker doesn't often use.

I had always assumed 'urns' and 'ers' were useless noises, an indication that my brain isn't working quickly enough. What does your research show? it's one of those things your mother tells you: 'Speak in full sentences. Don't urns and ers.' I think it's a view that most people have. that disfluencies are not a good thing because they don't really communicate anything: they are just fillers Our

latest study shows that disfluencies in speech directed to young children have an interesting benefit.

What children have learned. surprisingly early, is when there is an 'ums' or 'ers'. the word that follows is almost always one they don't know. When you are fumbling for the correct word, you are sending a message to the child that they should pay attention. That's very useful.

How did you find this out?

The methodology is fairly straightforward. We put pairs of photographs of objects in front of a child. One is an object familiar to the child, say a ball or banana. The other is one that they have never seen, say. a wrench. Using an eye-tracking device we can measure precisely where the child is looking. A voice says: 'Look at the ball' (in a fluent way). The next sentence is disfluent: 'Look at the...ers ...wrench'.

We found that when there is a disfluency, the child will look at the object they don't know. not at the familiar one. It helps teach them new words.

Do all young children have this ability?

We showed that by two-and a half year of age. toddlers have developed this ability. but not at age two. it is clearly something they have learned from listening to adults. There has been similar work which shows that adults also use 'urns' and 'ers' to their advantage when trying to understand speech.

Why is this important?

When we listen to someone speak. The words come rapidly" and there IS a lot of information to process. especially for children. who don't know many words. The more predictions the listener



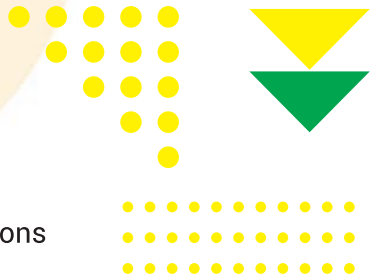
can make about the words being communicated. the better they can understand. Disfluencies are useful because they help us predict which words to pay attention to.

What is the take-home message?

Parents shouldn't worry about modest levels of 'ums' and 'ers' in what they say to their children. Disfluencies have a benefit. They help your child to learn language.

1. What are 'ums' and 'ers'?

- (A) informal language
- (B) language abnormalities
- (C) unusual speech patterns
- (D) common speech interjections



2. According to the text. disfluencies tend to occur when a speaker is

- (A) uncertain, (B) inefficient. (C) uninterested.
- (D) inconsiderate.

3. According to measurements from the eye-tracking device. what did young children do when presented with a disfluency?

- (A) They looked around in confusion.
- (B) They looked at the person who had spoken.
- (C) They looked at an object they had just learned about.
- (D) They looked at the object that was unfamiliar to them.

4. What do Professor Aslin's research findings suggest about 'ums' and 'ers'?

- (A) They are only effective when used to teach children.
- (B) They have a minor impact on the listener's comprehension.
- (C) They should be increased in parents' speech to their children.
- (D) They act as signals that convey important information to listeners.

5. The word 'modest', as it is used in the text, means

- (A) limited. (B) polite. (c) obvious. (D) sufficient

6. Professor Aslin's answer to the final question

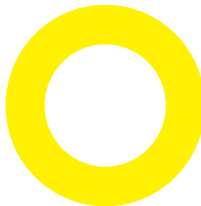
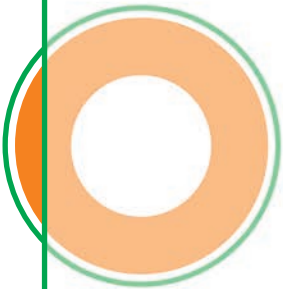
- (A) suggests alternatives to disfluencies
- (B) cautions against overusing disfluencies.
- (C) points out a positive aspect of disfluencies.
- (D) proposes a language learning strategy using disfluencies.

7. Based on information in the text, which statement is NOT correct?

- (A) In speech, disfluencies occur in a recognisable manner.



- (B) Children learn to interpret disfluencies by three years of age.
- (C) Disfluencies can assist listeners as they hear new vocabulary.
- (D) Problems in communication are created when disfluencies become entrenched.



Read Mad about words and answer questions 8 to 13.

Mad about words

Of all the thousands of contributors who helped create the Oxford English Dictionary (OED), none is more intriguing than Dr. William Chester Minor of Crowthorne. When the original editor James Murray appealed in 1879 to the 'English-speaking and English-reading public' to submit annotated citations of word usage for the OED he had no idea that it would lead to a 30-year relationship with a deeply delusional schizophrenic and murderer. In terms of volunteer contribution to the OED, Murray acknowledged that Dr. Minor held the 'supreme position'. More than a century after Dr. Minor's death, his legacy is assured as the latest revision of the OED still contains much of his work.

The improbable collaboration between the lexicographer (a person who writes or compiles a dictionary) and the American imprisoned for life in Broadmoor Asylum for Criminal Lunatics in Crowthorne is brought to life in Simon Winchester's bestselling book, *The Surgeon of Crowthorne*. Dr. Minor's first batch of quotations was probably submitted in 1880 soon after he came across Murray's plea for help. Murray was amazed by Dr. Minor's great lexicographical skills. In total, Dr. Minor contributed more than 12 000 quotations--sometimes more than a hundred a week--using his vast personal library within the asylum. After more than a decade of correspondence, Murray was intrigued as to why Dr. Minor, who lived only 40 miles away, had never visited him.

That mystery was solved in 1889 when a chance reference in a conversation with an American scholar revealed Dr. Minor's circumstances.

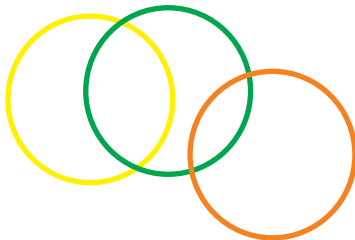
Dr. Minor was born in Ceylon (now Sri Lanka) in 1834. He graduated from Yale Medical School in 1863 and worked as a surgeon in the Union Army during the Civil War. His experiences there u1mer_v_ed him badly and he was treated in an asylum before retiring from the Army. In 1872 while visiting London, Dr Minor shot and killed an innocent man, George Merrett. Dr Minor suffered from paranoid delusions that Merrett was persecuting him. He was found not guilty due to insanity and imprisoned at Crowthorne, never to be released. From the asylum, he wrote a letter of apology to George Merrett's widow and even sent money to the family. Mrs Merrett accepted his apology and visited him, even bringing parcels of books.

Dr. Minor had never disclosed his status to Murray who had assumed he was a medical officer at the institution. Murray was deeply affected by the revelation and resolved to 'write to him more respectfully and kindly than before, so as to show no notice of this disclosure'. Murray met Dr Minor for the first time in 1891 and for the next twenty years, in addition to corresponding frequently, they met dozens of times at Broadmoor. Murray played an influential role in securing Dr Minor's transfer to an American asylum in 1910. According to Dr Oliver Sacks, a British neurologist and psychologist, the development of the friendship between Dr Minor and the editor of the OED is an example of 'the redemptive potential of work and love in even the most deeply, hopelessly psychotic'.

8. The title of the article, Mad about words, is an example of
(A) a pun. (B) paradox. (C) hyperbole.
(D) an allusion.
9. Murray said that Dr Minor held the "supreme position". This refers to
(A) his knowledge of the overall content of the OED.
(B) his influence over what would be included in the new OED.
(C) his role as the most important unpaid contributor to the OED.
(D) his leadership at the head of the team of lexicographers at the OED.
10. Why does the writer describe the collaboration between Murray and Dr Minor as 'improbable'?
(A) Dr Minor and Murray had never met.
(B) Dr Minor was a patient in an insane asylum.
(C) Dr Minor was an American working on a British project.
(D) Dr Minor was a doctor and Murray was a lexicographer.
11. The word 'unnerved' in the third paragraph could be replaced with
(A) injured.
(B) enraged.
(C) disturbed.
(D) incapacitated.



12. How did Murray react when he discovered the truth about Dr Minor's situation?
- (A) He decided to try to help Dr Minor return to America.
 - (B) He felt dismayed about the possible effect on the dictionary.
 - (C) He was moved and determined to continue their relationship.
 - (D) He was embarrassed that he had taken advantage of Dr Minor's knowledge.
13. What is the main purpose of including the quotation from Dr Sacks?
- (A) to change the focus of the text
 - (B) to increase the objectivity of the text
 - (C) to give a qualified opinion on the text
 - (D) to make a summative statement on the text





For questions 14 to 17 choose the words which best fit the style, meaning and syntax of the passage.

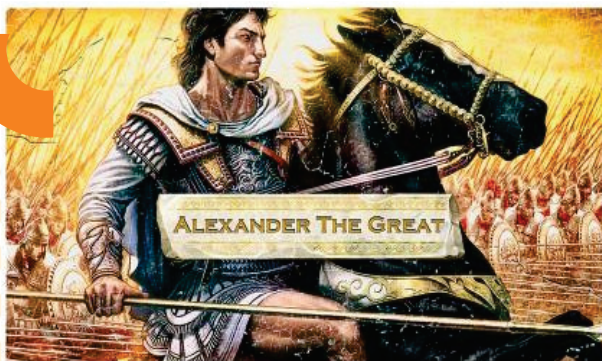
Alexander the Great

Alexander the Great is one of the most successful military commanders in history. By the time of his death, his empire stretched from Greece in India.

After a short respite, Alexander marshalled a fresh army and set out for India. It was his ultimate ambition to reach China, (4) and wanted to know more. By the summer of 326 BC his advance troops had reached the banks of the river Indus and overrun what is now known as Punjab. Then he was brought news that rebellion (15)

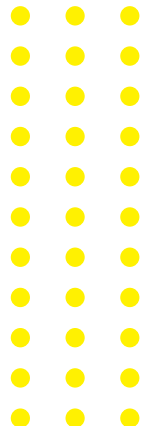
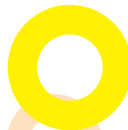
Alexander left the Indus Valley in an attempt to put down the rebellion. He reached Babylon in 323 BC, (16), possibly malaria. There was no cure for it then and the great general died aged only 33, master of the largest empire the world had ever known.

Unfortunately, Alexander had son to succeed him. Alexander's empire came to a swift end when it (17), who divided it up among themselves.





14. (A) that he heard about
(B) of which he had heard
(C) which he had been told
(D) about that he had been told
15. (A) had broken out Persia
(B) broke out in his own empire
(C) which awaited him in Persia
(D) that was troubling other parts of his empire
16. (A) soon fell ill with a fatal fever
(B) succumbed to a fatal illness
(C) and died from an unknown illness
(D) but was taken ill with a dangerous fever
17. (A) seized by his main rivals
(B) was split up by appointed leaders
(C) fell into the hands of his leading generals
(D) was carved up on the orders of his powerful commanders



Read the will to win and answer questions 18 to 24

The will to win

In the winter of 1975, I saw Hassan run a kite for the last time.

Usually, each neighbourhood held its own competition. But that year, the tournament was going to be held in my neighbourhood, Wazir Akbar Khan, and several other districts - Karteh - Char, Karteh - Parwan, Mekro-Rayan, and Koteh - Sangi - had been invited. You could hardly go anywhere without hearing talk of the upcoming tournament. Word had it this was going to be the biggest tournament in twenty-five years.



One night that winter, with the big contest only four days away, Baba and I sat in his study in overstuffed leather chairs by the glow of the fireplace.

We were sipping tea, talking. Ali had served dinner earlier-- potatoes and curried cauliflower over rice--and had retired for the night with Hassan. Baba was fattening his pipe and I was asking him to tell the story about the winter a pack of wolves had descended from the mountains in Herat and forced everyone to stay indoors for a week, when he lit a match and said, casually, 'I think maybe you'll win the tournament this year. What do you think?'



18. 'I think maybe you'll win the tournament this year. What do you think?' What impact did this remark have on the narrator?
- (A) He felt motivated to win the tournament.
 - (B) He felt his father was pressuring him to win.
 - (C) He began to feel nervous about the tournament.
 - (D) He felt overwhelmed by his father's past achievements.
19. In the fourth paragraph what is the effect of the word 'Actually'?
- (A) It illustrates the narrator's winning record.
 - (B) It hints at the narrator's hidden late-running skills .
 - (C) It highlights that the narrator was confirming confidence in his ability.
 - (D) It reinforces the idea that the narrator was unlucky to lose so many tournaments.
20. The narrator uses rhetorical questions in the fourth paragraph. The purpose of this is to emphasise that the narrator was
- (A) recounting his father's past experiences.
 - (B) seeking advice from his father on kite flying.
 - (C) trying to remember exactly what his father said.
 - (D) considering his ability to win and impress his father.



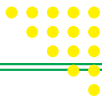


21. What is the meaning of the word 'viable'?
- (A) simple (B) obvious (C) immediate (D) possible
22. 'I let myself dream: I imagined conversation and laughter over dinner instead of silence broken only by the clinking of silverware and the occasional grunt.'

The information after the colon is

- (A) a portrayal of the narrator's family home.
(B) a description of the narrator's desires.
(C) direct speech from the narrator.
(D) the recollection of the narrator.
23. What 'is the narrator's state of mind in the concluding paragraph?
- (A) aggressive (B) sombre (C) arrogant (D) resolute
24. Which of the following best describes the father's relationship with the narrator?
- (A) distant
(B) idealistic
(C) vindictive
(D) affectionate





For questions 25 to 28 choose the words which best fit the style, meaning and syntax of the passage.

AI – Khazneh



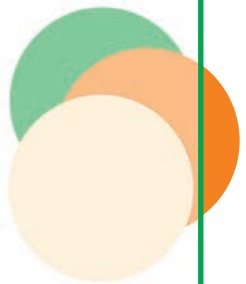
The rose-ted city of Petra in jordan lies hidden in a valley at the end of a long, sinuous pathway (the Siq) which winds its way between soaring rock walls.

!2.Q.L there is a final bend before the graceful Treasury building (Al-Khazneh) appears, framed tantalisingly by the narrow opening at the end of the gorge. It is literally a fantastic. sight-the stuff of dreams . The visitor steps from the gloom of the Siq into a wide open space, {£§}_the milling tourists and the colourfully decked camels to the breathtakn beauty of Al-Khazneh . It seems wrong to even call it a building, (27) into the sandstone cliff face, making it more Sculpted than constructed.

Al-Khazneh is just the beginning of the wonders of Petra.

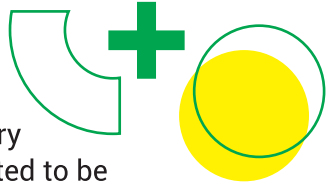


25. (A) Near to where the path will end
(B) As one nears the end of the path
(C) Nearing the path coming to its end
(D) As it approaches the end of the path
26. (A) looking beyond
(B) to be looking beyond
(C) then one looks beond
(D) when one looks beyond
27. (A) for its imposing and ornate facade is hewn
(B) although its imposing and ornate facade is hewn
(C) while its imposing and ornate facade has been hewn
(D) because its imposing and ornate facade is being hewn





28. (A) As it is extraordinary
(B) Extraordinary as it is
(C) Although being extraordinary
(D) Extraordinary as it is expected to be



For questions 29 and 30 choose the sentence which contains No ERRORS.

29. (A) When Jon came home in the holidays, I knew he won't go swimming.
(B) When Jon comes home in the holidays, I know he won't go swimming.
(C) When Jon comes home in the holidays, I knew he wouldn't go swimming.
(D) When Jon came home in the holidays, I know he wouldn't go swimming.
30. (A) I hope that Louise will meet my uncle when he arrived at the airport.
(B) I hope that Louise would meet my uncle when he had arrived at the airport.
(C) I hoped that Louise will meet my uncle when he had arrived at the airport
(D) I hoped that Louise would meet my uncle when he arrived at the airport.





ANSWER SHEET

+ GRADE 9 & 10

Q. No.

Answer

1	☐ A	☐ B	☐ C	☒
2	☒	☐ B	☐ C	☐ D
3	☐ A	☐ B	☐ C	☒
4	☐ A	☐ B	☐ C	☒
5	☒	☐ B	☐ C	☐ D
6	☐ A	☐ B	☐ C	☒
7	☐ A	☐ B	☐ C	☒
8	☐ A	☐ B	☐ C	☒
9	☐ A	☒	☐ C	☐ D
10	☐ A	☒	☐ C	☐ D
11	☐ A	☐ B	☒	☐ D
12	☒	☐ B	☐ C	☐ D
13	☐ A	☒	☐ C	☐ D
14	☒	☐ B	☐ C	☐ D
15	☐ A	☒	☐ C	☐ D

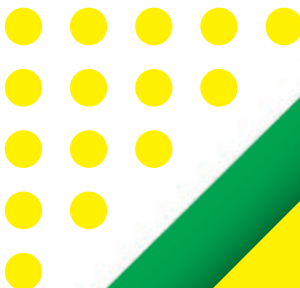
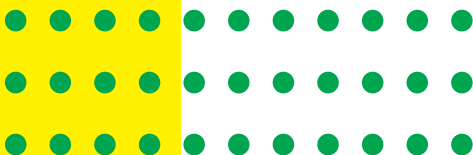
Q. No.

Answer

16	☐ A	☐ B	☒	☐ D
17	☒	☐ B	☐ C	☐ D
18	☐ A	☒	☐ C	☐ D
19	☐ A	☐ B	☒	☐ D
20	☐ A	☐ B	☐ C	☒
21	☐ A	☐ B	☐ C	☒
22	☐ A	☒	☐ C	☐ D
23	☐ A	☐ B	☐ C	☒
24	☐ A	☒	☐ C	☐ D
25	☐ A	☐ B	☒	☐ D
26	☒	☐ B	☐ C	☐ D
27	☐ A	☐ B	☒	☐ D
28	☐ A	☐ B	☒	☐ D
29	☐ A	☒	☐ C	☐ D
30	☐ A	☒	☐ C	☐ D



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