

d) has been sending

15. I ..... quiet about my plan before I won the race.

- a) keep                      b) kept                      c) had been keeping                      d) was keeping

16. They ..... for 3 hours before the train finally arrived.

- a) wait                      b) were waiting                      c) had been waiting                      d) have waited

17. By the end of this month, we ..... this book for two years.

- a) write                      b) are writing                      c) will have written                      d) will have been writing

18. In July, she ..... here for 10 years.

- a) lives                      b) has lived                      c) will have been living                      d) will live

19. We use the Present Continuous to talk about:

- a) actions that are habits or routines.  
b) actions in progress at the time of speaking.  
c) actions finished in the past.  
d) future actions already completed.

20. The Past Continuous is used for:

- a) permanent states in the past.  
b) short actions in the past with no duration.  
c) longer actions interrupted by a shorter past action.  
d) actions that started in the past and continue to the present.

21. We use the Future Continuous to:

- a) describe actions completed before a future time.  
b) describe actions in progress at a specific time in the future.  
c) describe habits in the present.  
d) describe permanent states.

22. Which is NOT a correct use of the Present Perfect?

- a) To talk about experiences at an unspecified time.  
b) To describe recent actions with a result in the present.  
c) To describe completed actions at a definite past time.  
d) To describe actions that started in the past and continue up to now.

23. The Past Perfect is used to:

- a) describe the first of two past actions.  
b) describe a future action in progress.  
c) describe permanent states.  
d) describe an action happening right now.

24. We use the Future Perfect Simple to talk about:

- a) actions completed before a particular future time.  
b) temporary actions happening right now.  
c) habits and routines.  
d) states in the past.

**25. Which situation best illustrates the Present Perfect Continuous?**

- a) "I've been reading for two hours."
- b) "I read the newspaper every day."
- c) "I will read this book tomorrow."
- d) "I had read the book before the exam."

**26. We use the Past Perfect Continuous to describe:**

- a) continuous actions before a specific time in the past.
- b) completed actions at an unspecified past time.
- c) actions in progress now.
- d) expected future actions.

**27. The Future Perfect Continuous is used for:**

- a) short completed actions in the past.
- b) actions that will be in progress at a future time.
- c) actions continuing up to a specific point in the future.
- d) recent actions with present results.

**28. "Making something so easy to understand that it is no longer true" means:**

- A) proponents
- B) oversimplification
- C) trait
- D) offspring

**29. "A particular characteristic or way of behaving" means:**

- A) proponents
- B) oversimplification
- C) trait
- D) offspring

**30. "plump for" means:**

- A) Choose
- B) Reveal our traits
- C) Hit it off with someone
- D) Match with

**Q.2) Read the following text carefully, and then answer all the questions that follow. Your answer should be based on the text.**

A) Have you heard that the Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually perceive it differently, and recognise more subtle distinctions between different types of snow and ice than those of us living in warmer climes. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they conceive of the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.

B) There is certainly plenty of evidence that different languages (and cultures) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east

and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing. To give another example, you may assume that counting is a universal human trait, but in fact, not all languages have numbers. Some indigenous people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. We can probably deduce from this that they don't feel the need to quantify precisely in the way that many of us do.

European languages also differ in the way they see the world. For example, the word for bridge has a masculine gender in Spanish and a feminine gender in German. A cognitive scientist carried out research where she asked Spanish and German speakers to describe a bridge and found that the Spanish speakers tended to use more stereotypically masculine adjectives, such as big and strong, whereas the German speakers used more stereotypically feminine adjectives, such as beautiful and elegant.

**c)** So, should we conclude that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to comprehend something even if you don't have a specific word for it. If you're adding a drop of blue to a pot of red paint, you may not have a word for every colour you make, but you will obviously grasp that these colours are different from each other. Similarly, while blue and green are clearly different colours, many languages don't recognise this difference and have a word which describes both colours. They can be perceived as similar across cultures, too. For example, in Arabic 'blue-eyed' is connected to being jealous or deceitful, whereas in English, it's 'green-eyed'. Ultimately, someone's culture may say a lot about how they see the world, and their culture is likely to be reflected in their language. Whether that means that their language affects their thinking is yet to be conclusively proven.

1. What is the common belief about Inuit words for snow?
2. What is the "key question" raised at the end of section A?
3. Why is this belief considered a myth?
4. How do speakers of Guugu Yimithirr describe positions differently from English speakers?
5. Why are Guugu Yimithirr speakers usually better at knowing directions?
6. According to the passage, what is still not conclusively proven about language and thought?
7. What is said about languages that do not distinguish between blue and green?
8. What is the difference between *culture affecting language* and *language affecting culture*?
9. What does the phrase "*see the world through different filters*" mean?
10. What do the underlined pronouns refer to?
11. Do you think learning a new language changes the way you think or see the world? Why?