

## DETAILS OF ENTRANCE TEST – 2018

### Centre for European and Latin American Studies

#### Certificate of Proficiency in French/Italian/Portuguese/Russian/Spanish

The objective of this programme is to develop the listening, speaking, reading and writing skills in the specific foreign language the learner has enrolled in. The students develop the creative aspect of language learning i.e. the ability to work out different patterns and combinations with the help of basic grammatical structures and lexical items and are introduced to different aspects of life and culture of the people who speak the language. This is a foundational course for further training in the specific language.

#### Summary of Entrance Test

S.No.	Test-Component	Test Duration (in minutes)	Max. Marks	Negative Marking (Yes/No)
1.	<b>Part-A</b> Objective multiple choice questions on General Knowledge and world affairs	1 hour 45 Minutes	40	Yes
2.	<b>Part-B</b> Objective multiple choice questions on Logic/reasoning skills.		40	
3.	<b>Part-C</b> Objective multiple choice questions to check Reading skills		20	

There is a common entrance test to all languages. Those qualifying in the written test are invited for a counseling session as per an announced schedule in order to exercise their options for the language they want to learn which is allotted as per their merit and options exercised.

Below please see the model entrance test to form an idea of the entrance test.

**Centre for European and Latin American Studies**

**Jamia Millia Islamia**

**Model Common Entrance Test – 2018**

**Certificate of Proficiency in French/Italian/Portuguese/Russian/Spanish**

**The written test will be of 100 marks. It will consist of 3 parts.**

- **Part A (40 marks) will contain 40 questions on general knowledge and world affairs and general information pertaining to the countries, cultures, societies where the above languages are spoken.**
- **Part B (40 marks) will contain 40 questions to test logic/reasoning skills.**
- **Part C (20 marks) will have 20 objective multiple choice questions to check Reading skills**

**PART-A**

**Examples:**

The Leaning Tower of Pisa is located in

- |          |           |
|----------|-----------|
| a) Italy | b) France |
| c) Spain | d) Russia |

Galileo who developed the telescope was

- |                            |                          |
|----------------------------|--------------------------|
| a) a Portuguese astronomer | b) a French astronomer   |
| c) a Russian astronomer    | d) an Italian astronomer |

The city of Toulouse is situated in

- |            |           |
|------------|-----------|
| a) Germany | b) France |
| c) Italy   | d) Spain  |

What is the predominant religion in Spain?

- |                      |            |
|----------------------|------------|
| a) Protestantism     | b) Judaism |
| c) Roman Catholicism | d) Islam   |

**PART-B**

**Examples:**

Go through the sentences of the Language A and Language B and answer the questions 31 to 34 accordingly:

**Language A****Language B**

Chi ta ku	I love you
Li ta nu	She hates you
Lii ta ku	They love you
Chii gala du	We read books
Li pala su	She writes poems
Ki lala tu	You play cricket
Chi gala su	I write books
Li lala nu	She hates cricket

How will you translate the following sentences into language A?

They love books.

- |                 |                      |
|-----------------|----------------------|
| a) Lii ku gala  | b) Lii gala ku       |
| c) Chii gala ku | d) None of the above |

I read poems.

- |                |                 |
|----------------|-----------------|
| a) Chi pala nu | b) Chii pala du |
| c) Chi pala du | d) Chi du pala  |

How will you translate the following sentences into language B?

Chii lala ku

- |                    |                   |
|--------------------|-------------------|
| a) We love cricket | b) We love you    |
| c) We hate cricket | d) I love cricket |

**Part-C****Examples:**

**Read the following passage and answer the questions that follow:**

An English daily reports that in American colleges, students from Asia outperform not only the minority group students but the majority whites as well. Many of these students are of Indian origin. It is unlikely that these talented youngsters will come back to India, and that is the familiar brain drain problem. However recent statements by the country's policy-makers indicate that the perception of this issue is changing. 'Brain bank' and not 'brain drain' is the more appropriate idea, they suggest since the expertise of Indians abroad is only deposited in other places and not lost.

This may be so, but this brain bank, like most other banks, primarily serves customers in its neighborhood. The skills of the Asian students who are excelling in America's colleges will mainly help the U.S.A. No matter how significant, what non-resident Indians do for India and what their counterpart do for other Asian lands is only a by-product.

The word 'outperform' means

- |                      |                      |
|----------------------|----------------------|
| a) to be as good as  | b) to do worse than  |
| c) to do better than | d) None of the above |

In the above passage, the word 'counterpart' means

- a) an object which has the same functions as another
- b) a corresponding person
- c) an object which closely resembles another
- d) None of the above

According to the text, students of Asian origin in the U.S.A. include

- a) a fair number of Indian students.
- b) a small group of Indian students.
- c) students from India who are very proud of themselves.
- d) Students who are the most hard working of all.