

PAPER-II:

ENGLISH LANGUAGE  
& COMPREHENSION

**Directions (1-20) :** In the following questions, some parts of the sentences have errors and some are correct. Find out which part of a sentence has an error and the number of that part is your answer. If a sentence is free from errors, your answer is (4) i.e. No error.

1. He only wrote (1)/ on one side of (2)/ the paper. (3)/ No error (4)
2. Two small boys and a dog (1)/ comprised of (2)/ the street entertainer's only audience. (3)/ No error (4)
3. There is plenty (1)/ of places for (2)/ improvement in this article. (3)/ No error (4)
4. Pursuant to our conversation (1)/ I now send you a cheque (2)/ for Rs. 1000 as my fees. (3)/ No error (4)
5. It is imperative (1)/ that your passport (2)/ carries your photo. (3)/ No error (4)
6. The case (1)/ does not require (2)/ that he is present. (3)/ No error (4)
7. I am (1)/ debarred (2)/ to attend the meeting. (3)/ No error (4)
8. We seldom (1)/ or ever (2)/ see those forsaken who trust in the Almighty. (3)/ No error (4)
9. He stayed in Delhi (1)/ for one and a half months (2)/ because I insisted on him doing that. (3)/ No error (4)
10. Remember that with the skill (1)/ to write good sentences (2)/ you will have the flexibility to convey your ideas precisely. (3)/ No error (4)
11. By arresting the local criminals and encouraging good people (1)/ we can end (2)/ hostilities of that area. (3)/ No error (4)

12. A river is any natural stream (1)/ for fresh water (2)/ larger than a brook. (3)/ No error (4)
13. He managed (1)/ to open the lid (2)/ by a screw-driver (3)/ No error (4)
14. Such a behaviour (1)/ can easily (2)/ cause offence. (3) /No error (4)
15. These drugs (1)/ have no influence (2)/ on the virus. (3)/ No error (4)
16. The police is (1)/ on the trail of the criminals (2)/ after a daring robbery. (3)/ No error (4)
17. I like reading (1)/ of history (2)/ as it records our past. (3)/ No error (4)
18. Vinay sat (1)/ opposite to me (2)/ at breakfast. (3)/ No error (4)
19. At the end (1)/ I decided (2)/ not to go. (3)/ No error (4)
20. Man alone of all creatures (1)/ thinks of things as tools (2)/ and used them as such. (3)/ No error (4)

**Directions (21-25) :** In the following questions, sentences are given with blanks to be filled in with an appropriate word(s). Four alternatives are suggested for each question. Choose the correct alternative out of the four.

21. I doubt whether it \_\_\_\_ an impact on the readers.  
(1) will cause (2) will have  
(3) had have (4) caused
22. \_\_\_\_ from blame, he was released to live the life of a free man.  
(1) Evaporated  
(2) Exempted (3) Exonerated  
(4) Excused
23. Yogeshwar Dutt put \_\_\_\_ him the Beijing disappointment, and a serious injury to realize his Olympic dream with a gutsy show.  
(1) beyond (2) above  
(3) behind (4) over

24. If you \_\_\_\_ of wild animals at night, there will be no trouble.  
(1) are aware (2) take care  
(3) are beware  
(4) are wary

25. He \_\_\_\_ not have spoken the truth.  
(1) did (2) will  
(3) shall (4) may

**Directions (26-28) :** In the following questions, out of the four alternatives, choose the one which best expresses the meaning of the given word.

26. Glue  
(1) Detach (2) Staple  
(3) Unfasten (4) Stick

27. Pugnacious  
(1) Querulous  
(2) Ambiguous  
(3) Audacious  
(4) Quarrelsome

28. Ponderous  
(1) Slanderous  
(2) Populous (3) Cautious  
(4) Massive

**Directions (29-31) :** In the following questions, choose the word opposite in meaning to the given word.

29. Vilify  
(1) Cherish (2) Invalidate  
(3) Glorify (4) Satisfy

30. Tireless  
(1) Energetic (2) Dynamic  
(3) Tiring (4) Lazy

31. Solitary  
(1) Full (2) Crowded  
(3) Lonely (4) Many

**Directions (32-34) :** In the following questions, four words are given in each question, out of which only one word is correctly spelt. Find the correctly spelt word.

32. (1) Connoisseur  
(2) Conosiseur  
(3) Conoiseur  
(4) Connoiseur

49. 1. In our country internet is becoming more and more popular.

P. In one such cafe one can sit before the computer.

Q. Cyber cafes are opening up like STD and ISD booths.

R. One can ask for the information one needs to know.

S. The cost ranges from Rs. 10 to 20 per hour.

6. One needs to tell the search engine to find the information and it will flash on the screen.

- (1) SQPR (2) PRQS
(3) QPRS (4) RPSQ

50. 1. Everyone has a mental picture of volcanoes.

P. This is the crater and it is the mouth of the volcano.

Q. In appearance it looks like a cone-shaped mountain.

R. The lava forces its way up this and overflows to form the sides of the volcano.

S. The top of the cone is rather flat and hollow.

6. Thus the volcano mountain is formed from the lava.

- (1) QSPR (2) SPQR
(3) RSPQ (4) QRSP

51. 1. 'The Tower of Babel' is highly symbolic.

P. For Bruegel it also signified the vanity of human endeavour.

Q. The building of Babel, as described in the Bible, was an age old symbol of pride.

R. The landscape is not imaginary.

S. He set the Tower in a 16th century setting.

6. It is based on Bruegel's careful observation of the lands around him.

- (1) QPSR (2) QPRS
(3) SRQP (4) SQRP

52. 1. About six men broke into the house of Mr. Roy, a businessman in Salt Lake.

P. Mr. Roy reported the case to the police immediately.

Q. They forced Mr. Roy at gunpoint to give the key of the iron safe.

R. They opened the iron safe.

S. They took away gold ornaments and Rs. 1,00,000 in cash.

6. The businessmen of the area downed their shutters in protest against this daring robbery.

- (1) QPRS (2) QRSP
(2) QRPS (4) RPQS

53. 1. Every family has a crazy streak in it somewhere.

P. He was an enormous man with a large head.

Q. He was also a man of temper.

R. In our family my cousin Mourad was said to have inherited it.

S. Before him was our uncle Khosrove.

6. He was so impatient that he stopped anyone from talking by roaring.

- (1) SPQR (2) RQSP
(3) PSQR (4) RSPQ

54. 1. The boy-urchin stood on the pavement outside the shop.

P. He was observing the boy closely.

Q. He looked longingly at all the cakes and cookies in the display window.

R. Leaving his table, the gentleman crossed the street.

S. An elderly gentleman was sitting at a table in a cafe across the street.

6. Walking up to the boy, he tapped him on the shoulder.

- (1) QPSR (2) QSPR
(3) PQRS (4) SQPR

55. 1. 'Vipasana', the ancient form of meditation is charming the Indian elite once again.

P. He feels that 'Vipasana' will relieve one from the tensions born out of frustration and anger.

Q. The Chief feels that this form of meditation is of vital importance as it cools down pent up anger.

R. The Super Cop and SIT Chief is the new bee attracted to it.

S. The Additional Director-General of the CRPF recommends that every Indian Cop should undergo this therapy to make India a peace-loving paradise.

6. Now that's the step in the right direction.

- (1) SQRP (2) RQPS
(3) SRPQ (4) RSQP

56. 1. The landfill began when refugees from former East Pakistan started settling on the banks of the water body after Partition.

P. The banks are dotted with shops, huts, a garage and heaps of waste.

Q. Restoration work has been started but the whole pond cannot be done because the people cannot be evicted.

R. The encroachment continued even after the influx of refugees stopped.

S. Some local residents allege the shops and huts had been built on land that was originally a part of the pond.

6. The first round of excavation will start soon.

- (1) QRPS (2) SPRQ
(3) RPSQ (4) PRQS

57. 1. During the mid 1600s, the Sun King, Louis XIV created a new fad of platform shoes, simply because he had the royal power to do so.

P. The chopines were worn to increase a woman's height.

Q. The platform shoes soon became the symbol of nobility.

R. They were often 24 inches off the ground and ladies had to be escorted through the streets.

S. Also during the time, women in Florence were wearing platform shoes known as chopines.

6. Some historians believe the modern day high heel originates from the chopine.

- (1) QSPR (2) RSQP
(3) RSPQ (4) QSPR

58. 1. The Man Booker Prize for Fiction is awarded every year for a novel written by a writer from the Commonwealth or the Republic of Ireland and aims to represent the very best in contemporary fiction.

P. In 2002, the Man Group became the sponsor and they chose the new name, "Booker".

Q. Great efforts are made to ensure that the judging panel is balanced so that a writer, a critic, an editor, an academic and well-known persons are included.

R. Publishers can submit books for consideration for the prize, but judges can also ask for books to be included which they think suitable.

S. The prize was originally called the Booker-McConnell Prize, which was the name of the company that sponsored it.

6. However, when the panel of judges has been finalized, they are left to make their own decisions without any further interference from the prize sponsor.

- (1) SPRQ      (2) QPRS
- (3) SQPR      (4) PRSQ

59. 1. Developing the next breed of Jobs, Gates and Zuckerberg is something B-schools are keen to facilitate.

P. It was their technological prowess and creative thinking that created their empires.

Q. However, it is important to note that none of them studied for an MBA.

R. But, not all ideas pioneered by 'techies' reach a global market.

S. Many prospective entrepreneurs still feel there is little reason to do so.

6. Many with technological background lack business acumen and commercial skills.

- (1) QPSR      (2) QSRP
- (3) QSPR      (4) PSQR

60. 1. Nehru's books deal with different subjects.

P. But yet again, his books are remarkable for their absence of bitterness.

Q. Yet, through these books, runs a common thread of his vision.

R. All of his classics were written while Nehru was in prison.

S. One finds in these books, a passionate commitment to democracy, his aversion to fundamentalism and his celebration of India's pluralistic culture.

6. There is a deep humanity which illuminates the pages of his books.

- (1) QRPS      (2) QPRS
- (3) QSRP      (4) QRSP

61. 1. Yesterday evening a gang of more than fifty armed people robbed the villagers.

P. Angry villagers blocked the highway for several hours to protest police inaction.

Q. It is alleged, however, that the police arrived at the scene of the crime several hours later.

R. While the looting was going on, the police were called repeatedly over the telephone.

S. Many people who tried to prevent the crime were beaten mercilessly by the robbers.

6. The blockade was lifted after the DSP himself arrived and promised action will be taken.

- (1) SRQP      (2) PQRS
- (3) RSPQ      (4) QPSR

62. 1. This year there has been a bumper production of crops.

P. They are forced to sell their products at a very low price.

Q. This was due to sufficient rainfall during the monsoon season.

R. This has had an adverse effect upon the farmers.

S. As a result prices of food products have come down drastically.

6. The government has therefore initiated better storage facilities.

- (1) QPRS      (2) QRPS
- (3) QSRP      (4) QSPR

63. 1. We have been brought up for centuries to believe in men's superiority.

P. Logically speaking, not all men are superior and some women are superior.

Q. But the reality is, when it comes to mental capacity, a few individuals prove to be superior.

R. It may be true in terms of bone structure, hormones, etc.

S. This logical thought tells us that our conception of male power is wrong.

6. So also our underestimation of female power.

- (1) PSQR      (2) RSPQ
- (3) PQSR      (4) RQPS

64. 1. Earlier, travellers found incredible beauty in Nanda Devi.

P. Their dumping of garbage disturbed the ecological balance.

Q. But when restrictions were lifted in Nanda Devi in 1974, a deluge of foreign mountaineers descended upon it.

R. With them came garbage and deforestation..

S. Hence Nanda Devi Sanctuary was made out of bounds for outsiders in 1982.

6. Nanda Devi is the third highest Himalayan peak.

- (1) QRPS      (2) SQPR
- (3) PRSQ      (4) QSPR

**Directions (65-76) :** In the following questions, out of the four alternatives choose the one which can be substituted for the given words /sentence.

- 65.** Object which moves around its planet
  - (1) Stars (2) Galaxy
  - (3) Constellation
  - (4) Satellite
- 66.** One who regards the whole world as his country
  - (1) Spartan
  - (2) Alien
  - (3) Stalwart
  - (4) Cosmopolitan
- 67.** A foolish person
  - (1) Smasher
  - (2) Waif
  - (3) Simpleton
  - (4) Invalid
- 68.** To listen secretly to what is said in private
  - (1) Perturb (2) Murmur
  - (3) Impel
  - (4) Eavesdrop
- 69.** The name of the garment worn by a nun
  - (1) Frock (2) Gown
  - (3) Housecoat
  - (4) Habit
- 70.** The action of draining something
  - (1) Extortion (2) Extinction
  - (3) Expulsion
  - (4) Exhaustion
- 71.** Surgical removal of all or part of a limb
  - (1) Ammunition
  - (2) Amputation
  - (3) Emancipation
  - (4) Annihilation
- 72.** The short remaining end of a cigarette
  - (1) Stump (2) Stud
  - (3) Butt (4) Scrap
- 73.** An animal story with a moral
  - (1) Fable (2) Narrative
  - (3) Parable (4) Anecdote
- 74.** Bounding line or surface
  - (1) Periphery
  - (2) Circumference
  - (3) Radius
  - (4) Edge

- 75.** Identification with the feelings of another
  - (1) Empathy
  - (2) Apathy
  - (3) Sympathy
  - (4) Antipathy
- 76.** A person who conducts a television show
  - (1) Director (2) Conductor
  - (3) Host
  - (4) Producer

**Directions (77-96) :** In the following questions, a sentence has been given in Active/Passive Voice. Out of the four alternatives suggested, select the one which best expresses the same sentence in Passive /Active Voice.

- 77.** The Cabinet approved amendments to the Insurance Law Bill pending in the Rajya Sabha.
  - (1) Amendments pending in the Rajya Sabha, to the Insurance Law Bill was approved by the Cabinet.
  - (2) Amendments to the Insurance Law Bill pending in the Rajya Sabha was approved.
  - (3) Amendments to the Insurance Law Bill was approved by the Cabinet pending in the Rajya Sabha.
  - (4) Amendments to the Insurance Law Bill pending in the Rajya Sabha, were approved by the Cabinet.
- 78.** The major points of the lesson were quickly learnt by the class, but they were also quickly forgotten by them.
  - (1) The class quickly learnt but forgot the major points of the lesson.
  - (2) The class quickly learnt the major points of the lesson but they also forgot them.
  - (3) The class learnt and forgot the major points of the lesson quickly.
  - (4) The class quickly learnt the major points of the lesson but also forgot them quickly.

- 79.** Will no one tell me what she does?
  - (1) Shall I be told by anyone what is done by her?
  - (2) Shall I not be told by anyone what is done by her?
  - (3) Shall not be I told what was done by her?
  - (4) Does anyone told me what is she doing?
- 80.** Jim would know next to nothing of the events.
  - (1) Jim was being known next to nothing of the events.
  - (2) Next to nothing of the events would be known to Jim.
  - (3) Next to nothing of the events would be known by Jim.
  - (4) It was next to nothing to Jim of the events that he knew.
- 81.** Are the officers finishing the work on time?
  - (1) Was the work being finished on time by the officers?
  - (2) Is the work finished on time by the officers?
  - (3) Is the work being finished on time by the officers?
  - (4) Was the work finished on time by the officers?
- 82.** We arranged many meetings and collected many signatures.
  - (1) We have arranged many meetings and many signatures are collected.
  - (2) Many meetings are arranged, many signature are collected by us.
  - (3) Many meetings were arranged and many signatures were collected by us.
  - (4) Many meetings has arranged and many signatures has collected by us.
- 83.** Who did you laugh at?
  - (1) Who was laughing at you?
  - (2) Who had been laughing at you?
  - (3) Who laughed at you?
  - (4) Who was laughed at by you?

84. They will help us with money.

- (1) We shall be helped by them with money.
- (2) We shall help them with money.
- (3) We should help them with money.
- (4) We shall not be helped by them with money.

85. They told us to walk on the right track.

- (1) We were told to walk on the right track.
- (2) We are told to walk on the right track.
- (3) We are being told to walk on the right track.
- (4) We were being told to walk on the right track.

86. Wild animals live in the dense forest.

- (1) In the dense forest lives the wild animals.
- (2) In the dense forest lived the wild animals.
- (3) In the dense forest is living the wild animals.
- (4) The dense forest is inhabited by wild animals.

87. Have you shut the window ?

- (1) Has the window been shut by you ?
- (2) Has the window being shut by you ?
- (3) Are the window been shut by you ?
- (4) Are the window being shut by you ?

88. Messi scored the goal in the 10th minute of the second-half.

- (1) The goal is being scored by Messi in the 10th minute of second-half.
- (2) In the 10th minute of second-half Messi scored the goal.
- (3) The goal is scored by Messi in the 10th minute of second-half.
- (4) The goal was scored by Messi in the 10th minute of the second-half.

89. A meeting was proposed to be held.

- (1) It was proposed to hold a meeting.
- (2) It proposed to hold a meeting.
- (3) It proposed that a meeting will be held.
- (4) Someone proposed to hold a meeting.

90. Nothing can be gained without labour.

- (1) We could gain nothing without labour.
- (2) We cannot gain nothing without labour.
- (3) We should gain nothing without labour.
- (4) We can gain nothing without labour.

91. The novels of Tolstoy interest me.

- (1) I am interested in Tolstoy of the novels.
- (2) I am interested by the novels of Tolstoy.
- (3) I am interested in the novels of Tolstoy.
- (4) I was interested by the novels of Tolstoy.

92. A big crowd chased him and later the police arrested him.

- (1) He was chased by a big crowd and later was arrested by the police.
- (2) He was chased by a big crowd and later arrested by the police.
- (3) He was chased by a big crowd and later the police arrested him.
- (4) He was chased by a big crowd and was later arrested by the police.

93. Boil the water and cool it before you keep it in the fridge.

- (1) Let the water be boiled and cooled before it is kept in the fridge.
- (2) Let the water be boiled and cooled before it is kept in the fridge by you.
- (3) Let the water be boiled by you and cooled by you before it is kept in the fridge.
- (4) Let the water be boiled, cooled and kept in the fridge.

94. The drivers considered the speed-breakers a menace to smooth driving.

- (1) The speed-breakers were considered a menace to smooth driving by the drivers.
- (2) The speed-breakers were considered a menace to smooth driving according to the drivers.
- (3) The drivers were considered a menace to smooth driving the speed-breakers.
- (4) The drivers were considered speed-breakers by the menace to smooth driving.

95. Every dish which had been cooked by my mother was appreciated by the guests.

- (1) The guests appreciated every dish which had been cooked by my mother.
- (2) The guests appreciated every dish which was cooked.
- (3) The guests appreciated every dish which my mother had cooked.
- (4) My mother had cooked every dish which the guests appreciated.

96. It was imagined by some of them that they would inevitably run out of cash.

- (1) Some of them imagined that they would inevitably run out of cash.
- (2) They imagined that they would inevitably run out of cash.
- (3) They imagined that they would not have an immense supply of cash with them.
- (4) They imagined that they would run out of cash.

**Directions (97-118) :** In the following questions, a sentence/a part of the sentence is printed in **bold**. Below are given alternatives to the bold part at (1), (2), (3) which may improve the sentence. Choose the correct alternative. In case no improvement is needed, your answer is (4).

97. He practised regularly to **make his speech perfect.**

- (1) perfectly to make his speech regularly
- (2) regularly to make his speech perfectly
- (3) perfectly to make his speech regularly
- (4) No improvement

98. He is quick-tempered and **circumspect.**

- (1) responsible
- (2) prudent
- (3) impulsive
- (4) No improvement

99. I never miss **any worth seeing picture.**

- (1) any picture worth seeing
- (2) any picture that is worth seeing
- (3) worth seeing picture
- (4) No improvement

100. She remained a receptionist **until well in middle age.**

- (1) until well in her middle age
- (2) well until in middle age
- (3) until well into middle age
- (4) No improvement

101. It took her a long time to **get past her failure** in the medical examination.

- (1) give up
- (2) go over
- (3) get over with
- (4) No improvement

102. The sound was thin and unnatural, and the voices were blurred **by static.**

- (1) of (2) in
- (3) with
- (4) No improvement

103. Take the next turning but the **one** on your left.

- (1) the
- (2) first
- (3) one
- (4) No improvement

104. Many would prefer to be savages if they **may** have the magnificent physique of some South Sea Islanders.

- (1) could (2) can
- (3) will
- (4) No improvement

105. As soon as she noticed the workmen, she asked them **what they have been doing.**

- (1) what have they been doing
- (2) what they had been doing
- (3) had they been doing
- (4) No improvement

106. You should give **ear** to what the teacher says.

- (1) an ear
- (2) a ear
- (3) the ear
- (4) No improvement

107. It never rains **though** it pours.

- (1) and
- (2) but
- (3) yet
- (4) No improvement

108. It **brings** two to make a quarrel.

- (1) wants
- (2) needs
- (3) takes
- (4) No improvement

109. There are a few problems we need to **work out.**

- (1) erase out
- (2) sort out
- (3) throw out
- (4) No improvement

110. I **wonder** when your birthday is.

- (1) I wonder about when your birthday is.
- (2) I wonder that when is your birthday.
- (3) I wonder when is your birthday.
- (4) No improvement

111. Men of skill and brain should be India's most valuable **treasures.**

- (1) property
- (2) genius
- (3) export
- (4) No improvement

112. To err is human, to **forget** divine.

- (1) forego
- (2) forgive
- (3) excuse
- (4) No improvement

113. I search in dictionaries for words that are not included.

- (1) search through
- (2) search up
- (3) search
- (4) No improvement

114. I don't want a **Mr. John** who works in the Accounts office: I want the other Mr. John.

- (1) the Mr. John
- (2) Mr. John
- (3) a one Mr. John
- (4) No improvement

115. Taking the test, the teacher gave me passing grade.

- (1) After I took the test
- (2) After the test was taken
- (3) When I took the test
- (4) No improvement

116. According to me, she is sick.

- (1) According to my opinion
- (2) In my opinion
- (3) According to my view
- (4) No improvement

117. There are opportunities for **both the rich and poor.**

- (1) both rich as well as poor
- (2) the both rich and poor
- (3) both rich and poor
- (4) No improvement

118. He **meditates upon** revenge.

- (1) meditates
- (2) meditates for
- (3) meditates on
- (4) No improvement

**Directions (119-145) :** In the following questions, a sentence has been given in Direct/Indirect. Out of the four alternatives suggested, select the one which best expresses the same sentence in Indirect /Direct.

119. Samuel said to Remiel, "Where do you usually go swimming?"

- (1) Samuel asked Remiel where he usually went swimming.
- (2) Samuel said to Remiel where he usually goes swimming.
- (3) Samuel asked if Remiel usually went swimming.
- (4) Samuel told Remiel where he usually had been going swimming.

120. The Captain commanded his men to stand at ease.

- (1) The Captain commanded, "Men, stand at ease."
- (2) The Captain said, "These men need to stand at ease."
- (3) The Captain said, "You can stand at ease."
- (4) The Captain said to his men, "Stand at ease."

121. The policeman said to the violent crowd, "Stop all this or you will be arrested."

- (1) The policeman said to the violent crowd to stop all this or be arrested.
- (2) The policeman said to the violent crowd that they should stop or else be arrested.
- (3) The policeman advised the violent crowd to stop all that or they would be arrested.
- (4) The policeman ordered the violent crowd to stop all that or they would be arrested.

122. Suma said to him, "Am I to wait for you forever?"

- (1) Suma asked him if she were to wait for him forever.
- (2) Suma said to him if she can wait for him forever.
- (3) Suma asked him if she was to wait for him forever.
- (4) Suma asked him if she had to wait for him forever.

123. "Don't pull the dog's tail," his father said.

- (1) His father said that he did not pull the dog's tail.
- (2) His father forbade him not to pull the dog's tail.
- (3) His father told him to pull the dog's tail.
- (4) His father told him not to pull the dog's tail.

124. Yolanda said, "I have to leave the class before 12.30 p.m."

- (1) Yolanda said that I have to leave the class before 12.30 p.m.

125. Yolanda said that she had to leave the class before 12.30 p.m.

- (3) Yolanda said that she had to leave the class before 12.30 p.m.
- (4) Yolanda said that she had to leave the class before 12.30 p.m.

125. She said to her brother, "Don't be late, we'll be waiting for you."

- (1) She said to her brother not to be late for they would have been waiting for him.
- (2) She requested her brother not to be late for they would be waiting for him.
- (3) She requested her brother not to be late for we would be waiting for him.
- (4) She said to her brother that he should not be late for she would be waiting for him.

126. Wardha said to her sister, "How long do you intend to stay here?"

- (1) Wardha asked her sister that how long she intended to stay there.
- (2) Wardha asked her sister how long she intended to stay there.
- (3) Wardha asked to her sister how long she intended to stay here.
- (4) Wardha asked her sister how long she intended to stay here.

127. Sachin said, "My grandfather recites the Geeta every morning."

- (1) Sachin told that his grandfather has recited the Geeta every morning.
- (2) Sachin told that his grandfather recited the Geeta every morning.
- (3) Sachin said that his grandfather recites the Geeta every morning.
- (4) Sachin said that his grandfather is recited the Geeta every morning.

128. Mr. Gupta said to his son, "Do not take up any responsibility unless you are confident you can do it."

- (1) Mr. Gupta advised his son not to take up any responsibility unless he is confident of doing it.
- (2) Mr. Gupta advised his son against taking up responsibility without completing it.
- (3) Mr. Gupta advised his son to take up the responsibility of completing the task.
- (4) Mr. Gupta advised his son not to take up any responsibility unless he was confident that he could do it.

129. The man said to the boy, "It only seems complicated because you're not used to it."

- (1) The man told the boy that it only seems complicated because he was not used to it.
- (2) The man told the boy that it only seemed complicated because he is not used to it.
- (3) The man told the boy that it only seemed complicated because he was not used to it.
- (4) The man told the boy that it only seems complicated, it is really not so.

130. "It's not my business," said the postman. "Let the government do whatever it has to."

- (1) The postman said that it was the government's and not his business to do that.
- (2) The postman said that the government did not do what it was expected to do.
- (3) The postman said that it was not his business and that the government should do whatever it had to.
- (4) The postman said that it was the business of the government to do whatever it had to.

131. The doctor said to the patient,

"How do you feel now? Has the pain gone down?"

(1) The doctor asked the patient how he was feeling then and if the pain was down.

(2) The doctor asked the patient how he felt then and if the pain had gone down.

(3) The doctor asked the patient how he had felt when the pain was gone.

(4) The doctor asked the patient how he is feeling now and if the pain has gone down.

132. The teacher said, "Students, we live in deeds, not in years."

(1) The teacher said that we live in deeds, not in years.

(2) The teacher said to students we live in deeds, not in years.

(3) The teacher said to the students that we live in deeds, not in years.

(4) The teacher said to the students that we lived in deeds, not in years.

133. The teacher said, "Rajiv, come to my desk with your exercise book now."

(1) The teacher ordered Rajiv to come to her desk with his exercise book now.

(2) The teacher ordered Rajiv to come to her desk with his exercise book then.

(3) The teacher ordered Rajiv to go to her desk with his exercise book now.

(4) The teacher said to Rajiv come to her desk with his exercise book then.

134. He told me that I was very happy.

(1) He said to me, "How happy you are!"

(2) He said to me, "How you are happy!"

(3) He said to me, "I am very happy!"

(4) He said to me, "How I am happy!"

135. He said, "Let me have some tea."

(1) He said to let him have some tea.

(2) He told us to let him have some tea.

(3) He wished that he might have some tea.

(4) He wished that he will have some tea.

136. The mother advised her son to be careful and not to enter into a quarrel with the goons.

(1) The mother advised her son, "Be careful and not enter into a quarrel with the goons."

(2) The mother said to her son, "Do not enter into a quarrel with the goons."

(3) The mother said to her son, "Be careful. Do not enter into a quarrel with the goons."

(4) The mother said to her son to "be careful."

137. The porter respectfully assured the lady that he would take care of her baggage while she bought her ticket.

(1) The porter said, "I would take care of your baggage while you buy your ticket, Madam."

(2) The porter said, "I will take care of your baggage while you buy your ticket, Madam."

(3) The porter said, "I would take care of your baggage while you bought your ticket, Madam."

(4) The porter said to the lady, "I would take care of your baggage while you bought your ticket."

138. "The last thing I want for my daughter is a boy who drinks!" said Brinda.

(1) Brinda proclaimed that the last thing she wanted for her daughter was a boy who drank.

(2) Brinda said that the last thing she would want for her daughter was a boy who drank.

139. Brinda told that the last thing she wants for her daughter was a boy who drinks.

(4) Brinda complained that the last thing she wants for her daughter is a boy who drank.

139. "What's that noise? It sounds like an aeroplane," said Ravi.

(1) Ravi asked what the noise was, adding that it sounded like an aeroplane.

(2) Ravi demanded to know what the noise was, saying that it sounded like an aeroplane.

(3) Ravi asked what the noise could have been saying that it sounded like an aeroplane.

(4) Ravi wondered about the noise thinking that it sounded like an aeroplane.

140. "Is that so?" the Sahib said cheerfully. "Well, I like village folk."

(1) The Sahib cheerfully asked if it was such and said he likes village folk.

(2) The Sahib asked cheerfully whether that was so, adding that he liked village folk.

(3) The Sahib told with cheer that it was so and asked if he liked village folk.

(4) The Sahib was asking cheerfully if it was so and added that he liked village folk.

141. The client told his lawyer, "I'm going away for a few days. I'll call you when I get back."

(1) The client told his lawyer that he was going away for a few days and would call him when he got back.

(2) The client promised his lawyer that he was going away for a few days and would call him when he got back.

(3) The client told his lawyer that he is going away for a few days and will call him when he gets back.

- (4) The client assured the lawyer that he was going away for a few days and would definitely call him when he got back.
- 142.** "And you believe all this?" asked Sriram, in surprise.
- (1) Sriram asked me in surprise if I believed all this.
  - (2) Sriram asked me in disbelief if I was believing all this.
  - (3) Surprised, Sriram asked me whether I believed all that.
  - (4) Sriram was amazed that I believed all that.
- 143.** They said, "It was raining heavily, when they came out of the theatre."
- (1) They said that it was raining heavily, when they had come out of the theatre.
  - (2) They said that it had been raining heavily, when they came out of the theatre.
  - (3) They said that it rained when they had come out of the theatre.
  - (4) They said that it had been raining heavily, when they had come out of the theatre.
- 144.** Looking at the Taj Mahal the tourist said, "What an exquisitely beautiful creation!"
- (1) Looking Taj Mahal the tourist told that it is an exquisitely beautiful creation.
  - (2) Looking at the Taj Mahal the tourist exclaimed in wonder that what an exquisitely beautiful creation.
  - (3) Looking Taj Mahal the tourist said what an exquisitely beautiful creation it was indeed.
  - (4) Looking at the Taj Mahal the tourist exclaimed in wonder that it was indeed an exquisitely beautiful creation.

- 145.** "Tomorrow gives me no time," said Amanda.
- (1) Amanda exclaimed that tomorrow gives her no time.
  - (2) Amanda said that tomorrow gave her no time at all.
  - (3) Amanda exclaimed that tomorrow had given her no time.
  - (4) Amanda exclaimed that the following day gave her no time.

**Directions (146-170) :** In the following passages some of the words have been left out. Read the passages carefully and choose the correct answer to each question out of the four alternatives and fill in the blanks.

**PASSAGE - I**

(G. Nos. 146 to 155)

The Gandhian movement brought a new **[146]** for Indian women. It helped in women's **[147]**. They now enjoy equality with men **[148]** all spheres. Legislative reforms ensure this **[149]**. They enjoy equal participation in social, **[150]** and political life. Improved **[151]** for health and education, economic independence and active **[152]**, in family and community life **[153]** to compete with men. All **[154]** based on sex have vanished. The modern woman is **[155]** the march and nothing can stop her onslaught.

- 146.** (1) transformation  
(2) beginning  
(3) awareness  
(4) dawn
- 147.** (1) liberalism  
(2) liberalization  
(3) liberation  
(4) liberty
- 148.** (1) in (2) within  
(3) of (4) from
- 149.** (1) law (2) right  
(3) legislation  
(4) step
- 150.** (1) traditional  
(2) cultural  
(3) religious  
(4) educational

- 151.** (1) facilities  
(2) infrastructure  
(3) services  
(4) advantages
- 152.** (1) responsibility  
(2) involvement  
(3) participation  
(4) relationship
- 153.** (1) has helped  
(2) have helped  
(3) helped  
(4) will help
- 154.** (1) distinctions  
(2) differences  
(3) discrimination  
(4) discrepancies
- 155.** (1) in (2) into  
(3) at (4) on

**PASSAGE - II**

(G. Nos. 156 to 165)

The All India Radio, **[156]** as well as films have the **[157]** of speeding up the process of **[158]** awareness. National Programmes of **[159]** dance and of drama on the broadcast **[160]**, i.e. radio and television support the **[161]** of composite culture and of exchange of **[162]** and artistic forms between one **[163]** and another. The influence of media, in the **[164]** of a composite culture, may have been **[165]** but it is an important factor.

- 156.** (1) Star Channel  
(2) Doordarshan  
(3) Cable TV  
(4) Video Compact Disc
- 157.** (1) capability (2) ability  
(3) tendency (4) technology
- 158.** (1) regional (2) local  
(3) national (4) global
- 159.** (1) music (2) magic  
(3) health  
(4) agriculture
- 160.** (1) systems (2) machine  
(3) communications  
(4) media
- 161.** (1) view (2) concept  
(3) text (4) content
- 162.** (1) culinary (2) musical  
(3) literary  
(4) theatrical
- 163.** (1) country (2) region  
(3) village (4) school

164. (1) revolution  
(2) transformation  
(3) progress  
(4) evolution
165. (1) clear (2) subtle  
(3) appropriate  
(4) adequate

**PASSAGE - III**

**(Q. Nos. 166 to 170)**

Fragmentation of environment is the curse of modern towns. **[166]** public authorities working together to achieve a **[167]** landscape, they appear to act in blinkered isolation and mutual **[168]** as though the human environment **[169]** best split up into separate bits, with blind disregard **[170]** what the final result looks like.

166. (1) Even if  
(2) Even though  
(3) Instead of  
(4) In spite of
167. (1) co-ordinated  
(2) clean  
(3) beautiful (4) imaginary
168. (1) distrust (2) disrespect  
(3) trust (4) interest
169. (1) is (2) were  
(3) are (4) was
170. (1) from (2) of  
(3) to (4) for

**Directions (171-200) :** In the following questions, you have four passages with 5—10 questions in each passage. Read the passages carefully and choose the best answer to each question, out of the four alternatives.

**PASSAGE - I**

**(Q. Nos. 171 to 175)**

A glass bottle that is sent to a landfill can take up to a million years to break down. By contrast, it takes as little as 30 days for a recycled glass bottle to leave your kitchen recycling bin and appear on a store shelf as a new glass container. Glass containers are 100 percent recyclable, which means they can be recycled repeatedly, again and again, with no loss of purity or quality in the glass. Recovered glass from glass recycling is the primary ingredient in all new glass containers. A typical glass

container is made of as much as 70 percent recycled glass. According to industry estimates, 80 percent of all recycled glass eventually ends up as new glass containers. Every ton of glass that is recycled saves more than a ton of the raw materials needed to create new glass, including 1,300 pounds of sand, 410 pounds of soda ash, and 380 pounds of limestone.

Because glass is made from natural materials such as sand and limestone, glass containers have a low rate of chemical interaction with their contents. As a result, glass can be safely reused. Besides serving as the primary ingredient in new glass containers, recycled glass also has many other commercial uses - from creating decorative tiles and landscaping material to rebuilding eroded beaches.

171. Recycling glass will help the

- (1) industrialists  
(2) government  
(3) environment  
(4) bureaucrats

172. Glass is safe to use as it

- (1) has high resistance to chemicals  
(2) has low resistance to chemicals  
(3) looks very clean  
(4) can be cleaned easily

173. The material used for making glass is

- (1) soda ash and limestone  
(2) sand and limestone  
(3) soda and lime  
(4) sandstone and tiles

174. People don't mind using recycled glass as it

- (1) has high rate of chemical reaction  
(2) is made from natural materials  
(3) helps create landscaping material  
(4) retains its purity or quality to a large extent

175. On the basis of your reading, complete the following statement:

It is important to send used glass bottles to a recycling plant because

- (1) they are not biodegradable  
(2) they can be reused  
(3) they can be sold  
(4) they can be used for decoration

**PASSAGE - II**

**(Q. Nos. 176 to 180)**

Sleep, as every parent knows, is central to kids' well being. There are three main sleep in children : falling asleep, staying asleep and being too sleepy during the daytime. Every parent experiences at least one of them at some point or the other. Perhaps because of this and because sleepless nights have come to be regarded as normal, we fail to appreciate just how important sleep is for our children's health. In fact, sleep has a major impact on their physical development and growth. Research has shown that children who do not sleep as much as they should are smaller than they ought to be. But the impact of sleep is just not physical.

Sleep also has a profound influence on children's behaviour, emotions and ability to learn. As a result children's sleep disorders are not often recognized as such and they may be referred to hospitals for treatment of behavioural problems. And what is completely counter-intuitive is that many of those with attention deficit hyperactivity disorder (ADHD) also experience daytime sleepiness as revealed by something called a multiple sleep latency test. Another common problem is obstructive sleep apnoea. Children with this respiratory condition will be awake up to 12 hours a day making themselves severely sleep deprived.

176. Children who do not have enough sleep may

- (1) have to be taken to the hospital  
(2) have problems falling asleep  
(3) have healthy growth patterns  
(4) be smaller than they ought to be

177. Many children are taken to hospitals for treatment because they

- (1) are badly behaved due to lack of sufficient sleep
- (2) are not disciplined at home
- (3) suffer from behavioural disorders
- (4) suffer from respiratory disorders

**178.** The sleep latency test helps in identifying whether a child

- (1) suffers from apnoea
- (2) suffers from ADHD
- (3) is growing normally
- (4) experiences normal sleep pattern

**179.** Lack of sleep can affect a child

- (1) physically and emotionally
- (2) mentally
- (3) emotionally
- (4) psychologically

**180.** Parents often fail to appreciate the importance of sleep because

- (1) they are inexperienced
- (2) they are unaware of the importance of sleep in a child's life
- (3) the doctors have not told them so
- (4) they feel not having regular sleep is normal

**PASSAGE - III**

**(Q. Nos. 181 to 185)**

Looking back on those days I see myself as a kind of centaur, half boy, half bike, forever wheeling down suburban streets under the poincianas, on my way to football practice or the library or to a meeting of the little group of us, girls and boys, that came together on someone's verandah in the evenings after tea.

I might come across the Professor then on his after dinner stroll; and as often as not, he would be accompanied by my father, who would stop me and demand (partly, I thought, to impress the Professor) where I was off to or where I had been; insisting, with more than his usual force, that I come home right away, with no argument. I spent long hours cycling back and forth between our house and Ross.

McDowell or Jimmy Larwood's, my friends from school, and the Professor's house was always on the route. I was always aboard and waiting for something significant to occur, for life somehow to declare itself and catch me up. I rode my bike in slow circles or figures-of-eight, took it for sprints across the gravel of the park, or simply hung motionless in the saddle, balanced and waiting.

**181.** The boy's father was trying to gain the Professor's approval, hence

- (1) he followed the Professor on his evening walks
- (2) he pretended to be interested in observing the stars
- (3) he boasted to the Professor about his son's riding skills
- (4) he would make a display of his parental skills on seeing the narrator

**182.** The boy's constant bike riding reflects his

- (1) longing for a simpler way of life
- (2) yearning for something exciting to occur
- (3) desire to escape from his father's influence
- (4) joy in being young and without responsibilities

**183.** This text is written from the point of view of

- (1) an adult reflecting on his boyhood
- (2) a boy recounting his summer holiday
- (3) an outsider observing life in the suburbs
- (4) an adolescent describing his community

**184.** 'Was always aboard' in the passage means

- (1) was always engaged in adventure
- (2) was always on the bike
- (3) was always doing stunts
- (4) was always the outdoor type

**185.** The narrator described himself as 'a kind of centaur' be-

- cause
- (1) he felt that the bike was a part of him
  - (2) he enjoyed riding his bike in a reckless manner
  - (3) he used his bike to escape from his family in the evening
  - (4) he knew that the Professor was watching him as he rode his bike

**PASSAGE-IV**

**(Q. Nos. 186 to 190)**

Like all visions, this one begins with a dream dream is of a stresses education system throughout India. That where there is stress it is the exception, not arising out of the system but out of some aberration or other. The extension of that dream is that the children, thus growing up free will feel better disposed to arrive at the ultimate point of all living, the giving and receiving of love without limits. That growing up in such an atmosphere they become effortlessly harbingers of peace to the world, which is what it seems India used to be in Vedic times. But whatever about the nation's role in the world tomorrow, what is needed is such relationships as both arise out of and strengthen a deep sense of meaning, of self-confidence, of focus, and above all, of peace.

We want that, for our kids, their reach should exceed their grasp, that the accomplishment of goals be only challenges to greater things, that sensing final arrival is either an illusion or an indication that the dream was itself originally petty. We want that they be open to the impossible, the barely imaginable, the almost magical.

**186.** How will the world be benefited by the loving nature with which children will grow up and communicate with others?

- (1) Children growing up in such an environment will bring tranquillity and peace to the world
- (2) They will spread love and lessen differences

- (3) They will be able to trigger off fast progress and greater development
- (4) A better bonding will be created between individuals and the social environment will be bettered

**187.** What ideal qualities should be nurtured in our children?

- (1) They should understand that maintaining a moderate level of ambition is desirable
- (2) They should be idealistic, imaginative, ready to face challenges and reach out to greater goals
- (3) They should receive proper education and aim higher
- (4) They should become better humans and be very practicable, suppressing all softer emotions

**188.** Which word or group of words in the passage means 'infinite'?

- (1) without limits
- (2) extension
- (3) exceed their grasp
- (4) deep

**189.** What is the implication for India of a pure and untainted system of education?

- (1) That too much of baseness has entered the flawless system
- (2) That where we find strain it is a product not of the existing system but of some anomaly or other
- (3) That where we find some problem it is because of the individual elements
- (4) That the stress-free education system is so perfect, that it can only be conceived in dreams

**190.** What will be the benefits of children growing up as free individuals?

- (1) They will consider their thoughts as the highest and will be eager to confidently share them
- (2) They will be practical and will be able to control the intensities of their emotions

- (3) They will become more genial, sharing and receiving love without restraint
- (4) They will be morally upright as far as worldly life is concerned

#### PASSAGE-V

(Q. Nos. 191 to 200)

Art both reflects and interprets the notion that produced it. Portraiture was the dominant theme of British painting up to the end of the eighteenth century because of a persistent demand for it. It would be unfair to say that human vanity and pride of possessions were the only reasons for this persistent demand, but certainly these motives played their part in shaping the course of British painting. Generally speaking, it is the artist's enthusiasm that accounts for the vitality of the picture, but it is the client who dictates its subject-matter. The history of national enthusiasms can be pretty accurately estimated by examining the subject-matter of a nation's art.

There is one type of subject which recurs again and again in British painting of the late eighteenth century and the first half of the nineteenth and which is hardly met with in the part of any other country — the sporting picture, or rather the picture in which a love of outdoor life is directed into the channel of sport. The sporting picture is really an extension of the conversation piece. In it the emphasis is even more firmly based on the descriptive side of painting. It made severe demands on the artist and it must be confessed that painters capable of satisfying these demands were rare. The ability to paint a reasonably convincing landscape is not often combined with the necessary knowledge of horses and dogs in movement and the power to introduce a portrait when necessary. To weld such diverse elements into a satisfactory aesthetic unity requires exceptional ability. It is not surprising, therefore, that while sporting pictures abound in England, especially in the private collections of country squires, not many of them are of real importance as works of art. What makes the sporting pic-

ture worth noting in, a history of British painting is the fact that it is as truly indigenous and as truly popular a form of art in England as was the religious ikon in Russia.

**191.** Artists capable of painting sporting pictures were

- (1) rarely found
- (2) umpteen
- (3) without any aesthetic sense
- (4) firmly dealt with

**192.** The motives that played their part in shaping the course of British painting are

- (1) the persistent demand for it and its supply
- (2) the artist's enthusiasm for it and his efforts
- (3) human vanity and pride of possessions
- (4) the spirit of competition that prevailed then and the encouragement given

**193.** Persistent demand for portraiture could be found

- (1) in the early eighteenth century
- (2) in the late eighteenth century
- (3) up to the end of the eighteenth century
- (4) before the end of the eighteenth century

**194.** British painting of the late eighteenth century and the first half of the nineteenth century chiefly deals with

- (1) a love of outdoor life directed into the channel of sport
- (2) a love of country life which cannot be found in any other country
- (3) love in the open directed into a sporting channel
- (4) love out of doors with enough life in it

**195.** England has sporting pictures in abundance but

- (1) they are not easily available
- (2) not many of them are significant as works of art
- (3) many of them are of real importance as works of art

- (4) they are only to be found in the private collection of country squires and nowhere else

**196.** In the history of English painting, the sporting picture is worth noting because

- (1) it is not at all native nor a popular form of art in England
- (2) it is truly religious though insignificant in England
- (3) it is truly sporting and exceptional in England
- (4) it is truly native and a popular form of art in England

**197.** 'It' in the line 'It made severe demands on the artist.... were rare' refers to

- (1) the descriptive side of painting
- (2) a convincing landscape
- (3) the sporting picture
- (4) the artist's enthusiasm

**198.** The vitality of the picture depends on

- (1) the strength of the artist
- (2) the incentive given to him for his work
- (3) the persistent demand for his work
- (4) the enthusiasm of the artist

**199.** Up to the end of the eighteenth century British artists chiefly painted portraits because

- (1) they could only paint portraits and nothing else
- (2) they were religiously devoted towards portrait painting and nothing else
- (3) more and more people repeatedly wanted artists to paint portraits and nothing else
- (4) they were highly paid for portrait painting

**200.** The sporting picture lays more stress on

- (1) the descriptive side of painting
- (2) the constructive side of painting
- (3) the abstract side of painting
- (4) indigenous painting