

## Test IV English Language

**Directions** (Q. Nos. 201 to 205) *Rearrange the following five sentences A, B, C, D and E in the proper sequence to form a meaningful paragraph; then answer the questions given below them.*

- A. "What a waste of my tax money", I thought, walking past the people having free Californian Chardonnay.  
 B. "Speak to her", he said, "She's into books".  
 C. The friend who had brought me there noticed my noticing her.  
 D. In late 2003, I was still paying taxes in America, so it horrified me that the US Consulate was hosting a "Gallo drinking appreciation event".  
 E. Behind them, a pianist was playing old film tunes, and a slim short woman was dancing around him.
201. Which of the following would be the **FOURTH** sentence?  
 (1) A (2) B (3) C (4) D  
 (5) E
202. Which of the following would be the **FIRST** sentence?  
 (1) A (2) B (3) C (4) D  
 (5) E
203. Which of the following would be the **FIFTH (LAST)** sentence?  
 (1) A (2) B (3) C (4) D  
 (5) E
204. Which of the following would be the **SECOND** sentence?  
 (1) A (2) B (3) C (4) D  
 (5) E
205. Which of the following would be the **THIRD** sentence?  
 (1) A (2) B (3) C (4) D  
 (5) E

**Directions** (Q. Nos. 206 to 215) *In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blanks appropriately. Find out the appropriate word in each case.*

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which came (206) effect in April this year, is meant to transform the education sector and take India closer to the goal of universal schooling. But with admissions to the new academic session just (207) the corner, it is fast becoming clear that (208) well-intentioned ideas into (209) will take some doing. For a start, the guidelines for admissions under the RTE prohibit schools from conducting any sort of student profiling. The stress on a random yet justifiable admission process means that schools will have to resort to something as quirky as a lottery system. However, leaving admission to a good school to pure (210) will only incentivise manipulations, defeating the very essence of RTE.

The main problem facing the education sector is that of a resource crunch. The provisions for ensuring universal access to education are all very well, (211)

we have the infrastructure in place first. Brick and mortar schools need to precede open admission and not the (212) way around. In that sense, legislators' assessment of ground realities is (213) target when they endorse the closure of tens of thousands of low-cost private schools for not meeting the minimum standards of land plot, building specifications and playground areas as laid out in the RTE Act. Instead of bearing down (214) on private schools for failing to conform to abstract bureaucratic criteria, efforts to bring about universal education should focus on upgrading and expanding the existing government school infrastructure to accommodate all. Only then can we ensure the much-needed supply-demand (215) in the education sector.

206. (1) with (2) for (3) on (4) into  
 (5) in
207. (1) around (2) near (3) into (4) about  
 (5) reaching
208. (1) forming (2) translating  
 (3) having (4) taking  
 (5) framing
209. (1) affect (2) ideas  
 (3) practice (4) concept  
 (5) procedure
210. (1) benefit (2) merit  
 (3) chance (4) basis  
 (5) method
211. (1) unless (2) until  
 (3) executed (4) provided  
 (5) exercised
212. (1) other (2) any  
 (3) two (4) differ  
 (5) after
213. (1) on (2) of  
 (3) often (4) taken  
 (5) off
214. (1) soft (2) more  
 (3) less (4) only  
 (5) hard
215. (1) need (2) equilibrium  
 (3) expectation (4) attempt  
 (5) aspects

**Directions** (Q. Nos. 216 to 225) *Read each sentence to find out whether there is any grammatical error or idiomatic error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (5). (Ignore errors of punctuation, if any)*

216. The President has denied (1)/ that the economy is in recession (2)/ or was go into one (3)/ despite a spate of downcast reports. (4)/ No error (5)
217. The angry at being (1)/ left out of the bonanza (2)/ is palpable among (3)/ employees of the organization. (4)/ No error (5)
218. His comments came after (1)/ the research group said that its (2)/ consumer confidence index were (3)/ slumped to its lowest level. (4)/ No error (5)

219. If all goes well (1)/ the examination scheduled for next month (2)/ is all set to be completely free (3)/ from annoying power cuts and disruptions. (4)/ No error (5)
220. There are just too few trains (1)/ for the ever-grow (2)/ number of passengers (3)/ in the city. (4)/ No error (5)
221. The buzz at the party was (1)/ that a famous (2)/ filmstar and politician, would (3)/ probable drop by for a while. (4)/ No error (5)
222. The opposition disrupted proceedings (1)/ in both Houses of Parliament (2)/ for the second consecutive day (3)/ above the plight of farmers in the country. (4)/ No error (5)
223. In response of the growing crisis, (1)/ the agency is urgently asking for (2)/ more contributions, to make up for (3)/ its sharp decline in purchasing power. (4)/ No error (5)
224. The tennis player easy through (1)/ the opening set before her opponent, (2)/ rallied to take the final two sets (3)/ for the biggest victory of her young career. (4)/ No error (5)
225. Aggression in some teenage boys (1)/ may be linkage to overly (2)/ large glands in their brains, (3)/ a new study has found. (4)/ No error (5)

**Directions** (Q. Nos. 226 to 240) *Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.*

A new analysis has determined that the threat of global warming can still be greatly **diminished** if nations cut emissions of heat-trapping green-house gases by 70% this century. The analysis was done by scientists at the National Centre for Atmospheric Research (NCAR). While global temperatures would rise, the most dangerous potential aspects of climate change, including **massive** losses of Arctic sea ice and permafrost and **significant** sea-level rise, could be partially avoided.

"This research indicates that we can no longer avoid significant warming during this century," said NCAR scientist Warren Washington, the study paper's lead author. "But, if the world were to implement this level of emission cuts, we could stabilise the threat of climate change", he added.

Average global temperatures have warmed by close to 1°C since the pre-industrial era. Much of the warming is due to human-produced emissions of greenhouse gases, **predominantly** carbon dioxide. This heat-trapping gas has increased from a pre-industrial level of about 284 parts per million (ppm) in the atmosphere to more than 380 ppm today. With research showing that additional warming of about 1°C may be the threshold for dangerous climate change, the European Union has called for **dramatic** cuts in emissions of carbon dioxide and other greenhouse gases.

To examine the impact of such cuts on the world's climate, Washington and his colleagues ran a series of global studies with the NCAR-based Community Climate System Model (CCSM). They assumed that carbon dioxide levels could be held to 450 ppm at the end of this century. In contrast, emissions are now on track to reach about 750 ppm by 2100 if unchecked. The team's results showed that if carbon dioxide were held to 450 ppm, global temperatures would increase by 0.6°C above current readings by the end of the century. In contrast, the study showed that temperatures would rise by almost four times that amount, to 2.2°C above current readings, if emissions were allowed to continue on their present course. Holding carbon dioxide levels to 450 ppm would have other impacts, according to the climate modeling study.

Sea-level rise due to thermal expansion as water temperatures warmed would be 14 cm (about 5.5 inches) instead of 22 cm (8.7 inches). Also, Arctic ice in the summertime would **shrink** by about a quarter in volume and stabilise by 2100, as **opposed** to shrinking at least three-quarters and continuing to melt, and Arctic warming would be reduced by almost half.

226. Why has the European Union called for dramatic cuts in carbon dioxide and green-house gas emissions?
- (1) As global warming is not an issue of concern
  - (2) As the temperatures may rise almost by an additional 1°C and this may lead to severe climate change
  - (3) As the NCAR has forced the European Union to announce the cuts
  - (4) As all the nations have decided to cut emissions of carbon dioxide
  - (5) None of the above
227. What would not be one of the impacts of cutting green-house gas emissions?
- (1) Temperatures will stop soaring
  - (2) Ice in the Arctic sea would melt at a slower pace
  - (3) The rise in sea level would be lesser
  - (4) All of the above would be the impact
  - (5) None of the above
228. What would be the impact of unchecked green-house gas and carbon dioxide emissions?
- (1) The temperature would rise from the current temperature by 2.2°C
  - (2) The sea-level would rise by about 5.5 inches
  - (3) The Arctic ice would reduce by one-fourth
  - (4) The Arctic ice would reduce by one-fourth
  - (5) None of the above
229. What can be the most appropriate title of the above passage?
- (1) A study of the rise in water level
  - (2) A study of rise in temperatures
  - (3) A study of the effects of green-house gas emissions
  - (4) A study of the Arctic region
  - (5) A study of change in seasons

230. Which of the following statements is true in context of the passage?

- (1) At present, the carbon dioxide emission is about 284 ppm.
- (2) The carbon dioxide emissions will be about 450 ppm at the end of this century if unchecked
- (3) The carbon dioxide emission was about 380 ppm during the pre-industrial era
- (4) The carbon dioxide emissions will be about 750 ppm at the end of this century if unchecked
- (5) None of the above

231. What does the scientist Warren Washington mean when he says "we could stabilise the threat of climate change"?

- (1) Climate change can be stopped completely
- (2) Climate change can be regularised
- (3) Climate change and its effects can be studied extensively
- (4) The ill-effects of the change in climate can be minimised
- (5) None of the above

232. Why did Washington and his colleagues conduct a series of studies?

- (1) Because they realised that the temperature increase was almost about 1°C
- (2) So that they could stabilise the climate change
- (3) So that they could help the European Union in cutting the carbon dioxide emissions
- (4) Because they found out that the green-house gas emissions could be cut by 70%
- (5) None of the above

233. What would be the impact of holding the carbon dioxide level at 450 ppm at the end of this century?

- A. Global temperatures would increase by 0.6 degrees Celsius.
  - B. Arctic warming would be reduced by half.
  - C. Thermal expansion will stop completely.
- (1) Only A
  - (2) Only A and B
  - (3) Only B and C
  - (4) All the three A, B and C
  - (5) None of the above

**Directions** (Q. Nos. 234 to 237) Choose the word which is **most similar** in meaning to the word printed in **bold** as used in the passage.

234. **Dramatic**

- |                   |               |
|-------------------|---------------|
| (1) Unprecedented | (2) Thrilling |
| (3) Spectacular   | (4) Effective |
| (5) feeble        |               |

235. **Shrink**

- |              |               |
|--------------|---------------|
| (1) Contract | (2) Physician |
| (3) Wither   | (4) Shrivell  |
| (5) Reduce   |               |

236. **Predominantly**

- |             |                  |
|-------------|------------------|
| (1) Clearly | (2) Aggressively |
| (3) Mainly  | (4) Firstly      |
| (5) Faintly |                  |

237. **Massive**

- |            |           |           |            |
|------------|-----------|-----------|------------|
| (1) Tall   | (2) Tough | (3) Total | (4) Little |
| (5) Severe |           |           |            |

**Directions** (Q. Nos. 238 to 240) Choose the word which is **most opposite** in meaning to the word printed in **bold** as used in the passage.

238. **Significant**

- |                 |                 |
|-----------------|-----------------|
| (1) Substantial | (2) Miniscule   |
| (3) Incoherent  | (4) Unimportant |
| (5) Irrelevant  |                 |

239. **Opposed**

- |               |             |
|---------------|-------------|
| (1) Resistant | (2) Against |
| (3) Favouring | (4) Similar |
| (5) Agree     |             |

240. **Diminished**

- |               |            |
|---------------|------------|
| (1) Created   | (2) Rose   |
| (3) Increased | (4) Lessen |
| (5) Finished  |            |

**Directions** (Q. Nos. 241 to 245) Which of the phrases (1), (2), (3) and (4) given below each sentence should replace the phrase printed in **bold** in the sentence to make it grammatically correct? If the sentence is correct as it is given and no correction is required, mark (5) as the answer.

241. Although scared of heights, she **gather all her courage** and stood atop the 24-storey building to participate in the activities.

- (1) gathered all her courage
- (2) gathered all courageous
- (3) gather all courageous
- (4) is gathered all courage
- (5) No correction required

242. Naturally, with everything **gone so well** for them, it was time for celebration.

- |                            |                   |
|----------------------------|-------------------|
| (1) go so well             | (2) going so well |
| (3) gone as well           | (4) going as well |
| (5) No correction required |                   |

243. The ban was imposed by the state's commercial taxes department last Friday after protests by a certain community, which **has threat to burn** cinema halls screening the controversial movie.

- (1) had threats of burning
- (2) had threatened to burn
- (3) had threatened to burn
- (4) had threatened to burning
- (5) No correction required

244. Rakesh, an avid football player who captained his team in school and college, **will inaugurate** the match tomorrow in Pune.

- |                            |                     |
|----------------------------|---------------------|
| (1) will be inaugurate     | (2) in inauguration |
| (3) will inaugurating      | (4) is inaugurate   |
| (5) No correction required |                     |

245. At a musical night organised for them, the artistic side of the doctors **came as forward**, as they sang beautifully and made the evening truly memorable.

- |                            |                      |
|----------------------------|----------------------|
| (1) come forward           | (2) come to the fore |
| (3) came to the forth      | (4) came to the fore |
| (5) No correction required |                      |

**Directions** (Q. Nos. 246 to 250) *Each question below has two blanks, each blank indicating that something has been omitted. Choose the set of words for each blank which best fits the meaning of the sentence as a whole.*

246. Behaving in a ..... and serious way, even in a ..... situation, makes people respect you.  
(1) calm, difficult (2) steady, angry  
(3) flamboyant, tricky (4) cool, astounding  
(5) silly, sound
247. Along with a sharp rise in ....., a recession would eventually result in more men, women and children living in .....  
(1) crime, apathy  
(2) fatalities, poor  
(3) deaths, slums  
(4) unemployment, poverty  
(5) migrations, streets
248. The government has ..... to provide financial aid to the ones ..... by severe floods in the city.  
(1) desired, troubled (2) promised, havoc  
(3) failed, affected (4) wanted, struck  
(5) decided, ill
249. An airplane with ..... passengers on board made an unscheduled ..... as the airport to which it was heading was covered with thick fog.  
(1) irritable, slip (2) faulty, stop  
(3) variety, halt (4) tonnes, wait  
(5) numerous, landing
250. Deemed universities ..... huge fees, but have not been successful in providing ..... education to our students.  
(1) collect, maintaining (2) pay, better  
(3) ask, good (4) charge, quality  
(5) demand, quantitative