

No.1 Coaching Institute

Since 2010<sup>TM</sup>**PINNACLE****Gurudwara Road Model Town, Hisar 9729327755 [www.sscglpinnacle.com](http://www.sscglpinnacle.com)****SSC CGL Tier 2****English Paper code: 151-200 Cloze Tests****No. of Questions: 50****Max. Marks: 50****Time: 30 minutes****Negative Marking: 0.25****Directions: (151-200) 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.****Passage:**

Indian boxers \_\_151\_\_ the greatest success story at the Beijing Olympics. Three of the five boxers entered the quarter finals and one, Vijender Singh \_\_152\_\_ the bronze. His \_\_153\_\_ bouts almost took him to the final. When Sushil Kumar entered the fray people thought he was just another competitor \_\_154\_\_ to the numbers. But Shushil went on to beat three \_\_155\_\_ in one hour to win the bronze.

**Q151**

- |          |          |              |             |
|----------|----------|--------------|-------------|
| (a) drew | (b) made | (c) scripted | (d) scribed |
|----------|----------|--------------|-------------|

**Q152.**

- |           |            |             |           |
|-----------|------------|-------------|-----------|
| (a) stole | (b) bagged | (c) grabbed | (d) aimed |
|-----------|------------|-------------|-----------|

**Q153.**

- |               |              |              |               |
|---------------|--------------|--------------|---------------|
| (a) practical | (b) doubtful | (c) tactical | (d) pragmatic |
|---------------|--------------|--------------|---------------|

**Q154.**

- |              |           |          |            |
|--------------|-----------|----------|------------|
| (a) increase | (b) raise | (c) rise | (d) adding |
|--------------|-----------|----------|------------|

**Q155.**

- |                 |             |          |             |
|-----------------|-------------|----------|-------------|
| (a) competitors | (b) enemies | (c) foes | (d) players |
|-----------------|-------------|----------|-------------|

**Passage:**

Human beings \_\_156\_\_ make a pretty good claim to be the masters of the planet Earth. After all, we live. \_\_157\_\_ every continent, have moulded the environment to our own \_\_158\_\_ and can even \_\_159\_\_ in outer space. But if you think that puts us on a \_\_160\_\_ then think again.

**Q156.**

- |          |            |           |         |
|----------|------------|-----------|---------|
| (a) will | (b) should | (c) could | (d) can |
|----------|------------|-----------|---------|

**Q157.**

- |        |        |        |        |
|--------|--------|--------|--------|
| (a) at | (b) on | (c) in | (d) of |
|--------|--------|--------|--------|

**Q158.**

- |          |                |           |             |
|----------|----------------|-----------|-------------|
| (a) ends | (b) beginnings | (c) means | (d) efforts |
|----------|----------------|-----------|-------------|

**Q159.**

- |              |             |            |             |
|--------------|-------------|------------|-------------|
| (a) fly      | (b) survive | (c) rule   | (d) play    |
| <b>Q160.</b> |             |            |             |
| (a) pedestal | (b) line    | (c) charge | (d) control |

**Passage:**

My parents \_\_161\_\_ to Canada in 1990 in order to escape the \_\_162\_\_ of the Chinese Government and to build a better \_\_163\_\_ in Canada. After listening to their stories of \_\_164\_\_ and frustrations, I realized how \_\_165\_\_ I was to be living in the country I now call \_\_166\_\_ When the day came to \_\_167\_\_ my homeland, I felt uncertain and \_\_168\_\_ There were many \_\_169\_\_ racing through my \_\_170\_\_

- |                |                |                 |                 |
|----------------|----------------|-----------------|-----------------|
| <b>Q161.</b>   |                |                 |                 |
| (a) invaded    | (b) immigrated | (c) infiltrated | (d) invited     |
| <b>Q162.</b>   |                |                 |                 |
| (a) democracy  | (b) republic   | (c) monarchy    | (d) tyranny     |
| <b>Q163.</b>   |                |                 |                 |
| (a) living     | (b) life       | (c) income      | (d) livelihood  |
| <b>Q164.</b>   |                |                 |                 |
| (a) hard ships | (b) travels    | (c) distances   | (d) doubts      |
| <b>Q165.</b>   |                |                 |                 |
| (a) forewarned | (b) forgiven   | (c) fortunate   | (d) forgotten   |
| <b>Q166.</b>   |                |                 |                 |
| (a) home       | (b) house      | (c) residence   | (d) prop        |
| <b>Q167.</b>   |                |                 |                 |
| (a) revise     | (b) return     | (c) reverse     | (d) revisit     |
| <b>Q168.</b>   |                |                 |                 |
| (a) stable     | (b) nervous    | (c) furious     | (d) calm        |
| <b>Q169.</b>   |                |                 |                 |
| (a) concerns   | (b) converts   | (c) conditions  | (d) connections |
| <b>Q170.</b>   |                |                 |                 |
| (a) ideas      | (b) mind       | (c) thoughts    | (d) feelings    |

**Passage:**

The educational institutions established by the British and the Christian missionaries were primarily designed to propagate and promote the English language and the western \_\_171\_\_. Their aim was also to produce such \_\_172\_\_ who could man the lower levels of \_\_173\_\_ British administrative hierarchy and remain ever loyal \_\_174\_\_ the British rulers. The British educational policy \_\_175\_\_ with eminent success in the matter of \_\_176\_\_ its objectives. The majority of people \_\_177\_\_ middle classes who went to these educational \_\_178\_\_, did acquire some knowledge and skill which \_\_179\_\_ sufficient enough to work as babus in these \_\_180\_\_ offices.

- |              |                   |                   |             |
|--------------|-------------------|-------------------|-------------|
| <b>Q171.</b> |                   |                   |             |
| (a) range    | (b) trade         | (c) culture       | (d) pride   |
| <b>Q172.</b> |                   |                   |             |
| (a) Indians  | (b) North-Indians | (c) South-Indians | (d) Rajputs |
| <b>Q173.</b> |                   |                   |             |
| (a) the      | (b) a             | (c) an            | (d) now     |
| <b>Q174.</b> |                   |                   |             |
| (a) of       | (b) with          | (c) for           | (d) to      |
| <b>Q175.</b> |                   |                   |             |
| (a) served   | (b) met           | (c) planned       | (d) started |

**Q176.**

- |                |                |               |              |
|----------------|----------------|---------------|--------------|
| (a) performing | (b) conducting | (c) achieving | (d) changing |
|----------------|----------------|---------------|--------------|

**Q177.**

- |          |        |        |          |
|----------|--------|--------|----------|
| (a) with | (b) in | (c) of | (d) from |
|----------|--------|--------|----------|

**Q178.**

- |                 |                  |              |              |
|-----------------|------------------|--------------|--------------|
| (a) departments | (b) institutions | (c) concerns | (d) projects |
|-----------------|------------------|--------------|--------------|

**Q179.**

- |         |         |          |          |
|---------|---------|----------|----------|
| (a) was | (b) had | (c) were | (d) have |
|---------|---------|----------|----------|

**Q180.**

- |           |             |             |                |
|-----------|-------------|-------------|----------------|
| (a) rural | (b) revenue | (c) private | (d) government |
|-----------|-------------|-------------|----------------|

**Passage:**

There are certainly some things in common between science and religion. Both want the **181** of mankind. Only their ways and **182** are different. Then, both of them **183** to have truth as their basis. Religion **184** that the truth it **185** should be believed in with a blind **186**. Science says that it should be studied, **187**, tested and only then relied upon. If during **188** some new truth or new aspect of the truth **189**, science is ready to accept **190**. But religion is not ready for research, experiment and change in whatever has already been accepted or revealed.

**Q181.**

- |              |              |             |          |
|--------------|--------------|-------------|----------|
| (a) goodwill | (b) goodness | (c) welfare | (d) best |
|--------------|--------------|-------------|----------|

**Q182.**

- |            |         |           |             |
|------------|---------|-----------|-------------|
| (a) manner | (b) dem | (c) style | (d) methods |
|------------|---------|-----------|-------------|

**Q183.**

- |         |           |            |             |
|---------|-----------|------------|-------------|
| (a) say | (b) claim | (c) assure | (d) promise |
|---------|-----------|------------|-------------|

**Q184.**

- |           |              |           |            |
|-----------|--------------|-----------|------------|
| (a) wants | (b) promotes | (c) shows | (d) forces |
|-----------|--------------|-----------|------------|

**Q185.**

- |               |               |             |             |
|---------------|---------------|-------------|-------------|
| (a) proclaims | (b) announces | (c) creates | (d) ensures |
|---------------|---------------|-------------|-------------|

**Q186.**

- |            |          |           |           |
|------------|----------|-----------|-----------|
| (a) belief | (b) mind | (c) faith | (d) trust |
|------------|----------|-----------|-----------|

**Q187.**

- |             |          |          |            |
|-------------|----------|----------|------------|
| (a) touched | (b) felt | (c) seen | (d) probed |
|-------------|----------|----------|------------|

**Q188.**

- |                |              |                |                   |
|----------------|--------------|----------------|-------------------|
| (a) hypothesis | (b) research | (c) meditation | (d) concentration |
|----------------|--------------|----------------|-------------------|

**Q189.**

- |             |           |              |              |
|-------------|-----------|--------------|--------------|
| (a) emerges | (b) comes | (c) presents | (d) revealed |
|-------------|-----------|--------------|--------------|

**Q190.**

- |           |          |        |          |
|-----------|----------|--------|----------|
| (a) these | (b) this | (c) it | (d) them |
|-----------|----------|--------|----------|

**Passage:**

Everyone considers food, shelter, clothing and medical care to be the basic needs for a comfortable living. Even the government accepts this and **191** to provide all these. But very **192** people know that energy required for **193** and heating is also one of **194** basic needs. We are all aware **195** our country has achieved self-sufficiency in **196** but we have to go a **197** way **198** in order to **199** sufficiency in the **200** of energy-

**Q191.**

- |             |           |           |              |
|-------------|-----------|-----------|--------------|
| (a) assures | (b) loves | (c) hates | (d) promises |
|-------------|-----------|-----------|--------------|

**Q192.**

(a) little

(b) small

(c) few

(d) less

**Q193.**

(a) cooking

(b) living

(c) eating

(d) sleeping

**Q194.**

(a) their

(b) such

(c) a

(d) our

**Q195.**

(a) this

(b) that

(c) what

(d) how

**Q196.**

(a) food

(b) resources

(c) weapon

(d) heating

**Q197.**

(a) some

(b) all

(c) long

(d) hard

**Q198.**

(a) but

(b) bet

(c) out

(d) yet

**Q199.**

(a) provide

(b) serve

(c) achieve

(d) gamer

**Q200.**

(a) field

(b) terrain

(c) sector

(d) space