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ENGLISH LANGUAGE & COMPREHENSION

Directions: In Question nos. 1 to 5, four alternatives are given for the Idioms and Phrases. Choose the alternative which best expresses the meaning of the Idiom and Phrase and mark it in the Answer sheet.

1. **to foam at one's mouth**

- (A) to brush properly
- (B) to get very angry
- (C) to salivate on seeing food
- (D) none of the above

2. **to feel like a fish out of water**

- (A) disgusted
- (B) uncomfortable
- (C) disappointed
- (D) homeless

3. **At the eleventh hour**

- (A) too late
- (B) too early
- (C) immediately
- (D) at the last moment

4. **to burn one's fingers**

- (A) to get hurt physically
- (B) to suffer from financial losses
- (C) to find work
- (D) to suffer nervous breakdown

5. **to add fuel to fire**

- (A) to investigate
- (B) to insulate
- (C) to initiate
- (D) to incite

Directions: In Question Nos. 6 to 19, the 1st and the last parts of the sentence are numbered 1 and 6. The rest of the sentence split into four parts and named P, Q, R and S. These four parts are not given in the proper order. Read the sentence and find out which of the four combinations is correct. Then find the correct answer and indicate it by blackening the appropriate oval in the Answer Sheet.

6. 1. Can any one
P. falsehood triumph
Q. and let
R. for a long time
S. suppress truth
6. permanently ?

- (A) RQSP
- (B) QPRS
- (C) SRQP
- (D) PRQS

7. 1. And then word
P. came from inside
Q. meet the released civilians
R. that after all
S. the press could
6. but fleetingly.

- (A) RSQP
- (B) SRPQ
- (C) PRSQ
- (D) RPQS

8. 1. The man
P. and no one passing him in the street
Q. was singularly inconspicuous
R. who was called Alfred Nobel
S. would have given him
6. another look.

- (A) RQPS
- (B) QPSR
- (C) PSQR
- (D) SPRQ

9. 1. In paliopathology
P. would be to obtain
Q. the fundamental objective
R. background information
S. as much
6. on the skeleton as possible.
(A) PRQS- (B) RPSQ
- (C) QPSR
- (D) SRQP

10. 1. Generally speaking,
P. for me by those who have invited me or
Q. follow programmes that have been worked out
R. who offer themselves as guides and usually in such cases
S. the journeys that I undertake for the purpose of publicity
6. I find the things I have to do wearisome.

- (A) RPQS
- (B) SQPR
- (C) QRPS
- (D) PRSQ

11. 1. George is a very good dancer.
P. who always tries new dance steps
Q. while the rest of the class is struggling
R. which are demonstrated,
S. and masters them quickly
6. he shows off.

- (A) RPQS
- (B) SQPR
- (C) QRPS
- (D) PRSQ

12. 1. These positive effects vary from genetic changes that
P. to other related infections,
Q. make us more resistant to the diseases responsible
R. for epidemics and
S. which have effects on human that are
T. hard to pin down and quantify.
(A) RPQS- (B) QRPS
- (C) SQPR
- (D) PRSQ



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13. 1. After an entire generation of parents and teachers
P. the level of depression
Q. children's self-esteem, an indicator of good mental health,
R. has worked hard to improve its
S. in young people has skyrocketed.
6. It is how we feel about ourselves.
(A) PQRS (B) QSRP
(C) RQSP (D) SPRQ
14. The Bermuda Triangle is an area
P. of many unexplained disappearances,
Q. the three points of the triangle being Miami,
R. famous for being the supposed site
S. of the Atlantic Ocean off the coast of Florida and
6. Bermuda, and San Juan in Puerto Rico.
(A) PQRS (B) SRPO
(C) QSRP (D) RPQS
15. 1. Most of the people acquire
P. which makes them hesitant
Q. their ancestral culture and
R. to accept new ideas and theories of
S. tradition without questioning them,
6. the changing world
(A) SPRQ (B) QRSP
(C) QSPR (D) PQRS
16. 1. Local industries often
P. protest the high salaries
Q. that this will unreasonably raise
R. arguing vehemently
S. offered by multinational firms
6. all wages to an excessive level.
(A) RQPS (B) PSRQ
(C) SRQP (D) PRSQ
17. 1. Although fruits can no longer grow once picked,
P. taking in oxygen and
Q. they continue to respire for sometime,
R. giving off carbon dioxide,
S. just as human beings do
6. when they breathe.
(A) QPRS (B) SQPR
(C) RPQS (D) PRSQ
18. 1. The multi sourcing of
P. financial mess with
Q. coins led to a
R. using their own mix of
S. different mints
6. metals and alloys.
(A) QPSR (B) PSRQ
(C) RPQS (D) SQRP

19. 1. It may seem odd
P. one should only read
Q. but people read for such a
R. to have to insist that
S. because one liked it
6. variety of reasons.
(A) QPSR (B) RSPQ
(C) SPRQ (D) RPSQ

Directions: In Question Nos. 20 to 25, the 1st and the last sentences are numbered 1 and 6. Remaining sentences are named P, Q, R and S. These four sentences are not given in their proper order. Read the sentences and find out which of the four combinations is correct. Then find the correct answer and indicate it by blackening the appropriate oval in the Answer Sheet.

20. 1. Efforts should be made to stimulate exports.
P. We have another source of foreign exchange.
Q. But people are reluctant to part with it.
R. it mean the huge quantities of hoarded gold.
S. It is necessary to increase our foreign exchange reserves.
6. If they are willing, gold can be sold abroad.
(A) PRSQ (B) SPRQ
(C) SRPQ (D) PSRQ
21. 1. The vegetable bin of my refrigerator contained an assortment of weird - looking items.
P. The carrots dropped into U shapes as I picked them up with the tips of my fingers.
Q. To the right of the oranges was a bunch of carrots that had begun to sprout points, spikes and tendrils.
R. Near the carrots was a net bag of onions.
S. Next to a shriveled, white-coated lemon were two oranges covered with blue fuzz.
6. Each onion had sent curling shoots through the net until the whole thing resembled a mass of green spaghetti.
(A) SQPR (B) QSRP
(C) PRSQ (D) RSQP
22. 1. There was no proper light system on the highway.
P. In addition, clouds were gathering in the sky.
Q. The night was darker than usual.



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- R. Then suddenly, the wind dropped.
S. The atmosphere now was very stuffy.
6. The moon also hid behind the clouds and it made the night gloomier.
(A) QRPS (B) RPQS
(C) QPRS (D) SPRQ
23. 1. AIDS is a disease caused by a virus called HIV.
P. This results in the victims' inability to defend themselves from any infections leading to death.
Q. This disease destroys part of the body's immune system.
R. AIDS patients are carriers of the virus.
S. People who are infected develop AIDS within five to ten years.
6. And they are infected for years without knowing it and transmit the disease to others.
(A) QPSR (B) PSQR
(C) RSQP (D) SRPQ
24. 1. Helen Keller has an ageless quality about her in keeping with her amazing life story.
P. Although warmed by this human reaction, she has no wish to be set aside from the rest of mankind.
Q. She is an inspiration to both blind and who can see everywhere.
R. When she visited Japan after World War II, boys & girls from remote villages ran to her, crying, "Helen Keller".
S. Blind, deaf & mute from early childhood, she rose above her the best known characters in the modern world.
6. She believes the blind should live and work with their fellows, with full responsibility.
(A) QPSR (B) PQSR
(C) RSQP (D) SQRQ
25. 1. India led the battle of freedom against imperialism.
P. That technique brought us success.
Q. We therefore championed the cause of other countries.
R. We fought it with a special technique.
S. We are happy that they achieved freedom.
6. But some countries are still slaves.
(A) QSRP (B) SRPQ
(C) RPQS (D) RSQP

Directions : In Question Nos. 26 to 30, out of the four alternatives choose the one which can be substituted for the given words/sen-

- tence.**
26. **To secretly store more than what is allowed**
(A) hoard (B) store
(C) hide (D) aboard
27. **Very dramatic**
(A) Histrionic (B) Hippocratic
(C) Hirsute (D) Hoary
28. **A figure of speech by which a thing is spoken of as being that which it only resembles**
(A) Metaphor (B) Simile
(C) Personification (D) Alliteration
29. **The process by which a person or an organization, reduces, the amount of money spends**
(A) budgeting (B) retrenchment
(C) saving (D) closure
30. **An established principle of practical wisdom**
(A) Marxism (B) Maxim
(C) Neologism (D) Platonism

Directions : In Question Nos. 31 to 50, 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 and mark your answer in the Answer Sheet.

31. **Our task had been completed before sunset.**
(A) We completed our task before sunset.
(B) We have completed our task before sunset.
(C) We complete our task before sunset.
(D) We had completed our task before sunset.
32. **The boy laughed at the beggar**
(A) The beggar was laughed by the boy.
(B) The beggar was being laughed by the boy.
(C) The beggar was being laughed at by the boy.
(D) The beggar was laughed at by the boy.
33. **The government has launched a massive tribal welfare programme in Jharkhand.**
(A) A massive tribal welfare programme is launched by the government in Jharkhand.
(B) A massive tribal welfare programme has been launched by the government in Jharkhand.
(C) Jharkhand government has launched a massive tribal welfare programme.
(D) The government in Jharkhand has launched a massive tribal welfare



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- programme.
34. **The boys were playing cricket.**
(A) Cricket had been played by the boys.
(B) Cricket has been played by the boys.
(C) Cricket was played by the boys.
(D) Cricket was being played by the boys.
35. **They drew a circle in the morning.**
(A) A circle was being drawn by them in the morning.
(B) A circle was drawn by them in the morning.
(C) In the morning a circle have been drawn by them.
(D) A circle has been drawing since morning.
36. **They will demolish the entire block.**
(A) The entire block is being demolished.
(B) The block may be demolished entirely.
(C) The entire block will have to be demolished by them.
(D) The entire block will be demolished by them.
37. **The burglar destroyed several items in the room.**
(A) Several items destroyed in the room by the burglar.
(B) Several items in the room were destroyed by the burglar.
(C) Several items in the room have been torn by the burglar.
(D) The burglar, being destroyed several items in the room.
38. **We must respect the elders.**
(A) The elders deserve respect from us
(B) The elders must be respected
(C) The elders must be respected by us
(D) Respect the elders we must
39. **We have warned you.**
(A) You have been warned
(B) We have you warned
(C) Warned you have been
(D) Have you been warned
40. **Has anybody answered your question ?**
(A) Your question has been answered ?
(B) Any body has answered your question?
(C) Has your question been answered ?
(D) Have you answered your question ?
41. **The shopkeeper lowered the prices.**
(A) The prices lowered the shopkeeper
(B) The prices were lowered by the shopkeeper
(C) Down went the prices
(D) The shopkeeper got down the prices
42. One must keep one's promises.
(A) One's promises are kept
(B) One's promises must kept
(C) One's promises were kept
(D) Promises must be kept
43. **The government has not approved the new drug for sale.**
(A) The government approval for the sale of the new drug has not been given
(B) The new drug has not been approved for sale by the government
(C) For the sale of the new drug we have not been given the approval
(D) The new drug was not approved by the government
44. **They have published all the details of the invention.**
(A) All the details of the invention have been published by them
(B) The publication of the details of invention was done by them
(C) All the details have been invented by the publishers
(D) All the inventions have been detailed by them
45. **He teaches us grammar.**
(A) Grammar was taught to us by him
(B) We are taught grammar by him
(C) Grammar will be taught to us by him
(D) We were taught grammar by him
46. **The manager could not accept the union leader's proposals.**
(A) The union leader's proposals could not be accepted by the manager
(B) The union leader's proposal, were not accepted by the manager
(C) The union leader's proposals will not be accepted by the manager
(D) The union leader's proposals would not be accepted by the manager
47. **Prepare yourself for the worst.**
(A) You be prepared for the worst
(B) The worst should be prepared by yourself
(C) Be prepared for the worst
(D) For the worst, preparation should be made by you
48. **Shut the door and go to sleep.**
(A) The door is to be shut and you are to go to sleep
(B) Let the door be shut and you be asleep
(C) You are requested to shut the door and go to sleep



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- (D) The door is to be shut and you are requested to sleep
49. **It is impossible to do this.**
- (A) Doing this is impossible
(B) This is impossible to be done
(C) This must not be done
(D) This can't be done
50. **We must take care of all living species on Earth.**
- (A) All living species on Earth are taken care of by us.
(B) All living species on Earth must be taken care of by us.
(C) All living species on Earth had been taken care of by us.
(D) All living species on Earth will be taken care of by us.
- Directions : In Question Nos. 51 to 70, a part of the sentence is underlined. Below are given alternatives to the underlined part A, B and C which may improve the sentence. Choose the correct alternative. In case no improvement is needed, your answer is 'D'.**
51. The ground was wet outside when I got up in the morning yesterday. It had been raining all in the night.
- (A) rained all in
(B) been raining all through
(C) raining all in
(D) No improvement
52. The Women's Emancipation Bill was sent back to the Lok Sabha by the President for further examination.
- (A) further scrutiny
(B) further reading
(C) further perusal
(D) No improvement
53. The Finance Minister said that he would work for the impartial distribution of wealth.
- (A) equitable
(B) just
(C) fair
(D) No improvement
54. Will you lend me few rupees in this hour of need?
- (A) borrow me a few rupees
(B) lend me any rupees
(C) lend me a few rupees
(D) No improvement
55. After the heavy rains last week, the water in the lake raised another two feet.
- (A) would raise another two feet
(B) raise another two feet
- (C) rose another two feet
(D) No improvement
56. Unless you work hard, you will not pass.
- (A) as long as you work hard
(B) till you work hard
(C) that you work hard
(D) No improvement
57. The minister was removed from a key post.
- (A) thrown out
(B) rusticated
(C) ousted
(D) No improvement
58. Audacity is the mother of invention.
- (A) tenacity
(B) necessity
(C) paucity
(D) No improvement
59. Professionals must continuously improve their skills.
- (A) hone
(B) fine tune
(C) explore
(D) No improvement
60. Mr. Raj has been asked to submit details of his tax returns.
- (A) give
(B) furnish
(C) disclose
(D) No improvement
61. More than 60 percent of India's population live under the poverty line.
- (A) live below the poverty line
(B) stay below the poverty line
(C) stay under the poverty line
(D) live beside the poverty line
62. Since we are living in Bangalore for five years, we are reluctant to move to another city.
- (A) Since we were living
(B) Being that we have been living
(C) Being that we living
(D) Since we have been living
63. Being too costly for him, he could not buy the coat.
- (A) It being too costly for him
(B) He being too costly
(C) Being it too costly
(D) No improvement
64. No sooner has she agreed to marry him than she started having terrible doubts.
- (A) She no sooner had agreed
(B) No sooner had she agreed



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- (C) No sooner did she agreed
(D) No improvement
65. I didn't need to water the flowers. Just after I finished it started raining.
(A) I didn't water the plants
(B) I needn't water the plants
(C) I needn't have watered the flowers.
(D) No improvement
66. He complained of having tortured by the police,
(A) having been tortured
(B) tortured
(C) been tortured
(D) No improvement
67. The orphans have been clamouring for nutritious food from the past two weeks.
(A) for past
(B) since the past
(C) for the past
(D) No improvement
68. The good fortune of being your student in my younger days has helped me greatly in my life.
(A) of my being your student
(B) of my myself being your student
(C) of my having been your student
(D) No improvement
69. He should not had done it.
(A) should had not
(B) should not have
(C) should have
(D) should had
70. I will now deal with him in a manner different from the one I have adopted so far.
(A) I adopted
(B) I was adopting
(C) I have been adopting
(D) No improvement

Directions : In Question Nos. 71 to 95, sentence has been given in Direct/Indirect Speech. Out of the four alternatives suggested select the one which best expresses the same sentence in Indirect/Direct Speech.

71. **Kiran asked me, "Did you see the cricket match on television last night ?"**
(A) Kiran asked me whether I saw the cricket match on television the earlier night
(B) Kiran asked me whether I had seen me cricket match on television the earlier night
(C) Kiran asked me did I see the cricket

- match on television last night
(D) Kiran asked me whether I had seen the cricket match on television last night
72. **David said to Anna, "Mona will leave for her native place tomorrow."**
(A) David told Anna that Mona will leave for her native place tomorrow
(B) David told Anna that Mona left for her native place the next day
(C) David told to Anna that Mona would be leaving for her native place tomorrow
(D) David told Anna that Mona would leave for her native place the next day
73. **I said to him, "Why are you working so hard?"**
(A) I asked him why he was working so hard
(B) I asked him why was he working so hard
(C) I asked him why he had been working so hard
(D) I asked him why had he been working so hard
74. **He said to her, "What a cold day !"**
(A) He told her that it was a cold day
(B) He exclaimed that it was a cold day
(C) He exclaimed sorrowfully that it was a cold day
(D) He exclaimed that it was a very cold day
75. **The tailor said to him, "Will you have the suit ready by tomorrow evening ?"**
(A) The tailor asked him that he will have the suit ready by the next evening
(B) The tailor asked him that he would had the suit ready by the next evening
(C) The tailor asked him if he would have the suit ready by the next evening
(D) The tailor asked him if he will like to have the suit ready by the next evening
76. **He said to the interviewer, "Could you please repeat the question ?"**
(A) He requested the interviewer if he could please repeat the question
(B) He requested the interviewer to please repeat the question
(C) He requested the interviewer to repeat the question
(D) He requested the interviewer if he could repeat the question
77. **He said, "Be quiet and listen to my words."**
(A) He urged them to be quiet and listen to his words



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- (B) He urged them and said be quiet and listen to words
(C) He said they should be quiet and listen to his words
(D) He said you should be quiet and listen to my words
78. **He said to me, "I have often told you not to play with fire."**
(A) He said that he has often been telling me not to play with fire
(B) He told me that he had often told me not to play with fire
(C) He reminded me that he often said to me not to play with fire
(D) He said to me that he often told me not to play with fire.
79. **The Captain said to his men, "Stand at ease."**
(A) The Captain urged his men to stand at ease
(B) The Captain wanted his men to stand at ease
(C) The Captain told his men that they should stand at ease
(D) The Captain commanded his men to stand at ease
80. **Pawan said to me, "If I hear any news, I'll phone you."**
(A) Pawan told me that if he heard any news, he will phone me
(B) Pawan told me that if he will hear any news, he will phone me
(C) Pawan told me if he had heard any news, he would phone me
(D) Pawan told me that if he heard any news he would phone me
81. **The teacher said to Mahesh, "Congratulations ! Wish you success in life."**
(A) The teacher congratulated Mahesh and said wish you success in life
(B) The teacher wished congratulations and success in life to Mahesh
(C) The teacher said congratulations to Mahesh and wished him success in life
(D) The teacher congratulated Mahesh and wished him success in life
82. **The poor examinee said, "O God, take pity on me."**
(A) The poor examinee prayed God to take pity on him
(B) The poor examinee invoking God, implored him to take pity on him
(C) The poor examinee exclaimed that God take pity on him
(D) The poor examinee asked God to take pity on him
83. **"Where will you be tomorrow," I said, "in case I have to ring you?"**
(A) I asked where you will be the next day in case I will ring him
(B) I asked where he would be the next day in case I had to ring him
(C) I said to him where he will be in case I have to ring him
(D) I enquired about his whereabouts the next day in case I would have to ring up
84. **Seeta said to me "Can you give me your pen?"**
(A) Seeta asked me can I give her my pen
(B) Seeta asked me if I can give me your pen
(C) Seeta asked me if I could give her my pen
(D) Seeta asked me if I gave her my pen
85. **The father warned his son that he should be beware of him.**
(A) The father warned his son, "Beware of him !"
(B) The father warned his son, "Watch that chap !"
(C) The father warned his son. "Be careful about him."
(D) The father warned his son, "Don't fall into the trap."
86. **Manna asked Rohan, "Have you sat in a trolley bus before?"**
(A) Manna asked Rohan whether he had sat in a trolley bus earlier.
(B) Manna asked Rohan had he sat in a trolley bus before.
(C) Manna asked Rohan if he sat on a trolley bus before.
(D) Manna asked Rohan if he has ever sat in a trolley bus
87. **Farhan asked Geeta, "Could you lend me a hundred rupees until tomorrow ?"**
(A) Farhan asked Geeta whether she could lend him a hundred rupees until tomorrow
(B) Farhan asked Geeta whether she could lend him a hundred rupees until the next day
(C) Farhan asked Geeta whether she could lend me a hundred rupees until the next day
(D) Farhan asked whether Geeta could lend me a hundred rupees until the next day
88. **"What about going for a swim," he said,**



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"It's quite fine now."

- (A) He asked me what about going for a swim as it was quite fine then
- (B) He proposed going for a swim as it was quite fine
- (C) He suggested going for a swim as it was quite fine
- (D) He advised me to go for a swim as it was quite fine

89. **"You can't bathe in this sea," he said to me, "it's very rough."**

- (A) He said that I can't bathe in this sea because it's very rough
- (B) He said that you couldn't bathe in that sea if it was very rough
- (C) He said that I couldn't bathe in that sea as it was very rough
- (D) He said that you can't bathe in this sea since it was very rough

90. **Jagdish said, "We passed by beautiful lake when we went on a trip to Goa."**

- (A) jagdish said that they passed by a beautiful lake when they had gone on a trip to Goa
- (B) Jagdish said that they had passed by a beautiful lake when they went on a trip to Goa
- (C) Jagdish said that they had passed by a beautiful lake when they had gone on a trip to Goa
- (D) Jagdish said they passed by a beautiful lake when they went on a trip to Goa

91. **He said to me, "I expect you to attend the function."**

- (A) He told me that he had expected me to attend the function
- (B) He told me that he expected me to attended the function
- (C) He told me that he expected me to have attended the function
- (D) He told me that he expected me to attend the function

92. **He said, "Why didn't you send your application to me ?"**

- (A) He inquired why I had not sent my application to him
- (B) He inquired why I did not send my application to him
- (C) He inquired why had I not sent my application to him
- (D) He inquired why did I not send my application to him

93. **Dinesh asked, "Are you going to the, party tomorrow, Eliza ?"**

- (A) Dinesh asked whether Eliza was going to the party the next day
- (B) Dinesh asked Eliza whether you are going to the party the next day
- (C) Dinesh asked Eliza whether she was going to the party the next day
- (D) Dinesh asked Eliza are you going to the party tomorrow

94. **John asked, "How long will it take to travel from Germany to South Africa ?"**

- (A) John asked how long it will take to travel from Germany to South Africa
- (B) John asked how long would it take to travel from Germany to South Africa
- (C) John asked how long it would take to travel from Germany to South Africa
- (D) John was asking how long must it take to travel from Germany to South Africa

95. **"What did you see at the South Pole ?" Ashok asked Anil.**

- (A) Ashok asked Anil if he saw anything (he South Pole
- (B) Ashok asked Anil what he had seen at the South Pole
- (C) Ashok asked Anil what did he see at the South Pole
- (D) Ashok asked Anil that he saw anything at the South Pole

Directions: In Question Nos. 96 to 105, some of the sentences have errors and some are correct. Find out which part of a sentence has an error and blacken the oval corresponding to the appropriate letter (A, B, C). If sentence is free from errors, blacken the oval corresponding to (D) in the Answer Sheet.

- 96. The minister for education(A)/ vehemently refused the allegation(B)/ that he had taken bribe.(C)/ No error. (D)
- 97. If I were Zubin (A)/ I would not attend (B)/ the wedding, come what may(C) /No error.(D)
- 98. The strong breeze(A)/ blew(B/) his cap off.(C) /No error(D)
- 99. He categorically suspected(A)/ that I was a (B)/ thief.(C)/ No error. / (D)
- 100. No sooner did the teacher(A)/ enter the class room(B) /the students got up(C)/ No error.(D)
- 101. It is(A) /nothing else(B)/ than pride(C) / No error. (D)
- 102. To the ordinary man, in fact, the pealing of bells(A) /is a monotonous jangle and a nuisance(B)/ tolerably only when mitigated



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- by remote distance and sentimental association.(C)/ No error.(D)
103. The increasing mechanisation of life(A)/ have led us farther away from daily contact with nature and(B)/ the crafts of the farm.(C) /No error.(D)
104. Only if you have (A)/ administration ability(B) /you should try for Civil Services Exams.(C) /No error. (D)
105. Last week's sharp hike in the wholesale price of wheat(A)/ is a strong indication for(B)/ higher foodgrain costs to come.(C)/ No error.(D)

Directions: In Question Nos. 106 to 110, 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 and indicate it by blackening the appropriate oval in the Answer Sheet.

106. We were taken-----by the crook.
(A) up on (B) out on
(C) in (D) at
107. I have made a rough-----of the report.
(A) draut (B) draught
(C) drought (D) draft
108. The reward was not commensurate-----the work done by us.
(A) for (B) on
(C) with (D) upon
109. They are always _____ daggers drawn.
(A) of (B) with
(C) about (D) at
110. Vinay does not play cricket and-----does Yeshwant.
(A) so (B) also
(C) either (D) neither

Directions: In Question Nos.111 to 115, choose the word opposite meaning to the given wc and mark it in the Answer Sheet.

111. **susceptible**
(A) incredible (B) immune
(C) predictable (D)unpredictable
112. **frugal**
(A) miserly (B) gluttonous
(C) plentiful (D) extravagant
113. **cessation**
(A) commencement (B) renewal
(C) ongoing (D) interruption
114. **procrastinate**
(A) experiment (B) expedite
(C) exclude (D) propagate
115. **Potent**

- (A) inefficient (B) soft
(C) fragile (D) strong

Directions : In Question Nos. 116 to 120 out of the four alternatives, choose the one which best expresses the meaning of the given word and mark it in the Answer sheet.

116. **prognosis**
(A) diagnosis (B) forecast
(C) preface (D) identity
117. **poach**
(A) catch (B) hunt
(C) preach (D) plunder
118. **repartee**
(A) refusal (B) celebration
(C) witticism (D) question
119. **exhort**
(A) recommend (B) coax
(C) pressure (D) push
120. **lurid**
(A) happy (B) abundant
(C) bright (D) shocking

Directions: In Question Nos. 121 to 125, there are four different words out of which one is wrongly spelt. Find the wrongly spelt word and indicate it by blackening the appropriate oval in the Answer Sheet.

121. (A) Oscillate (B) Deliberate
(C) Ennumerate (D) Narrate
122. (A) Hurdle (B) Cuddel
(C) Puddle (D) Meddle
123. (A) Composition (B) Grammer
(C) Literature (D) Poetry
124. (A) Pneumonia (B) Diarrheoa
(C) Xenophobia (D) Amnesia
125. (A) Commission (B) Omission
(C) Possession (D) Occassion

Directions: In the following three passages (126 to 150) some of the words have been left out. First read the passage over and try to understand what it is about. Then fill in the blanks with the help of the alternatives given. Mark your answer in the Answer Sheet by blackening the appropriate rectangle []

Passage-1

(Question Nos. 126- 135)

More than 7,000 people died within a matter of days when toxic gas leaked 126 a chemical plant in Bhopal, India. The leak began late at night and 127 for several hours unnoticed. Since then, 128 to the toxins created by the leak has resulted in innumerable deaths. Many more are sick and 129 to live normal lives. Despite trying to get 130 for the disaster, the people have



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seen no real attempt to compensate them. The company involved, UCC, has publicly 131 all responsibility for the leak. No one till date has been held 132. Was it the 133 of the machinery or simply human error? Many questions remain 134. The investigation has been dealt with in a very 135 manner.

126. (A) in (B) at
(C) of (D) by
127. (A) continued (B) started
(C) proceeded (D) went
128. (A) experience (B) introduction
(C) exposure (D) acquaintance
129. (A) struggling (B) fighting
(C) grappling (D) learning
130. (A) finances (B) compensation
(C) money (D) payment
131. (A) blocked (B) refused
(C) forbidden (D) denied
132. (A) guilty (B) responsible
(C) accounting (D) trustworthy
133. (A) closure (B) insolvency
(C) plug (D) failure
134. (A) unattempted (B) unapologetic
(C) unanswered (D) unretimed
135. (A) callous (B) cruel
(C) hard (D) thick-skinned

Passage-II

(Question Nos. 136 - 145)

The last decade has been 136 for management education and development. When the economies of most western countries were 137 in the early 1980's there were 138 cuts both in corporate training and in higher education. During the boom years of the mid 1980's there were some 139 in both areas. In the early 1990s industrialized countries were in the 140 of another severe recession and a 141 retrenchment was to be reasonably 142 throughout the training world. But this has not been the case so far. Many leading companies are 143 their belief in training as the key to future competitiveness and governments are 144 an era of rapid 145 in higher education.

136. (A) dogmatic (B) paradoxical
(C) praiseworthy (D) outstanding
137. (A) galvanized (B) developing
(C) faltering (D) privatised
138. (A) judicious (B) marginal
(C) proportionate (D) severe
139. (A) reactions (B) slashing
(C) pro-activity (D) curiosity
140. (A) area (B) grip

- (C) context (D) mood
141. (A) critical (B) profound
(C) slight (D) tough
142. (A) fabricated (B) advocated
(C) projected (D) expected
143. (A) asserting (B) rejecting
(C) managing (D) criticising
144. (A) establishing (B) encouraging
(C) circulating (D) preaching
145. (A) degradation (B) communication
(C) exhibition (D) expansion

Passage - III

(Question Nos. 146 - 150)

One of the oldest cities of Asia, Srinagar is known for its unique wooden architecture. Its 146 network of narrow streets amid multi-storey wooded houses 147 out its waterways, make it look like medieval Islamic 148 centres. The large-scale demolition of traditional buildings and bazaars 149 the quest for modernity have, however, 150 to their disappearance.

146. (A) extensive (B) extended
(C) extendend (D) expanded
147. (A) open (B) opened
(C) online (D) opening
148. (A) urban (B) village
(C) rural (D) country
149. (A) in (B) inside
(C) on (D) into
150. (A) lead (B) led
(C) confirmed (D) caused

Directions: In Question Nos. 151 to 200 you have eight brief passages with 5 questions following each passage. Read the passages carefully and choose the best answer to each question out of the four alternatives and mark it by blackening the appropriate oval in the Answer Sheet.

Passage - I

(Question Nos. 151-155)

Our theory and practice in the area of sentencing have undergone a gradual but dramatic metamorphosis through the years. Primitive man believed that a crime created an imbalance which could be rectified only by punishing the wrongdoer. Thus sentencing was initially vengeance-oriented. Gradually, emphasis began to be placed on the deterrent value of a sentences upon future wrongdoing.

Though deterrence is still an important consideration, increased emphasis on the possibility of reforming the offender, of returning him to the community a useful citizen



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, bars the harsh penalties once imposed and brings into play a new set of sentencing criteria. Today, each offender is viewed as a unique individual and the sentencing judge seeks to know why he has committed the crime and what are the chances of a repetition of the offence. The judge's prime objective is not to punish but to treat.

This emphasis on treatment of the individual has created a host of new problems. In seeking to arrive at the best treatment for individual prisoners, judges must weigh an imposing array of factors. I believe that the primary aim of every sentence is the prevention of future crime. Little can be done to correct past damage and a sentence will achieve its objective to the extent that it upholds general respect for the law, discourages those tempted to commit similar crimes, and leads to the rehabilitation of the offender, so that he will not run afoul of the law again. Where the offender is so hardened that rehabilitation is plainly impossible the sentence may be designed to segregate the offender from society so that he will be unable to do any future harm. The balancing of these interacting and often mutually antagonistic factors requires more than a good heart and a sense of fair play on the judge's part although these are certainly prerequisites. It requires the judge to know as much as he can about the prisoner before him. He should know the probable effects of sentences upon those who might commit similar crimes and how the prisoner is likely to react to imprisonment or probation. Because evaluation of these various factors may differ from judge to judge the same offence will be treated differently by different judges.

The task of improving our sentencing techniques is so important to the nation's moral health that it deserves far more careful attention than it now receives from the bar and the general public. Some of those at the bar and many civic minded individuals who usually lead even the judges in the fight for legal reform approach this subject with apathy or with erroneous preconceptions. For example, I have observed the sentiment shared by many that after a Judge has sentenced several hundred defendants, the whole process becomes one of callous, routine. I have heard this feeling expressed even by attorneys who should know better.

151. The author's purpose in this passage is to
(A) inform readers about sentencing

practices in the past.

(B) convince judges about sentencing practices in the past.

(C) tell people not to commit crimes for which they might receive unfair sentences.

(D) persuade readers that it is important to improve sentencing techniques.

152. The word 'metamorphosis' in the first sentence means

(A) restoration (B) interpretation

(C) change (D) fault

153. Which of the following situations would be comparable to the ancient idea of sentence

(A) a lion stalking and killing a deer.

(B) a child slapping a playmate who has slapped him or her.

(C) a traffic policeman putting a ticket on a wrongly parked car.

(D) a person scolding his pet that has tried to run away.

154. With which of the following statements the author would NOT agree ?

(A) a judge should treat each offender as an individual.

(B) a judge should refrain from imposing harsh penalties.

(C) a judge should try to correct past damages.

(D) a judge has to be a student of human nature.

155. According to the passage, what is NOT the objective of the sentencing modern times?

(A) preventing future crime.

(B) avenging the victim.

(C) rehabilitating the offender.

(D) discouraging others from committing crimes.

Passage - II

(Question Nos. 156 -160)

The environment comprises all the physical, social and cultural factors and conditions influencing the existence or the development of an organism. Due to indiscriminate industrialization, man has created a state of decadence. He has continuously tampered with nature which has resulted in the threat to the sustenance of mankind. Although, attempts have been made to restore nature to its previous state of purity and serenity, the efforts have not been whole-hearted.

Earth is the home we all share and would pass



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on to our future generations as their legacy. But if they inherit the present state of the world, they would be unable to sustain themselves. Man has steadily improved the technologies and other means necessary for higher production of wealth and for the availability of devices that could give more physical and mental pleasures. The industrial revolution led to a drastic escalation of earth's surface temperature. Man exploited nature for his benefits, without any foresight as to what the implications of his actions would be. Indiscriminate industrialization resulted in urban migration as the rural poor settled in cities in search of opportunities. Cities, already facing a population crisis could not accommodate the migrants and this led to the development of slums. This has resulted in increased pressure on the available resource and further degradation of the environment.

156. A state of decadence has come about because of
- (A) Indiscriminate exploitation of resources
 - (B) Due to half-hearted attempts
 - (C) Natural disasters
 - (D) None of the above
157. Why would the future generations find it difficult to live on the earth ?
- (A) Due to global warming
 - (B) Because they have inherited an over-exploited environment
 - (C) Because they rely only on technology
 - (D) Due to lack of sustainability
158. Implication means
- (A) After effects
 - (B) Consequences
 - (C) Wrong doing
 - (D) Causes
159. The theme of the passage is
- (A) Environmental degradation
 - (B) Environmental pollution
 - (C) Crisis faced by the modern world
 - (D) All of the above
160. Industrialization has resulted in
- (A) Overpopulation
 - (B) Crowding of cities
 - (C) Migration of people to the cities
 - (D) Both (B) and (C)

Passage-III

(Question Nos. 161 - 165)

A hybrid vehicle is a vehicle which uses two or more kinds of propulsion. Most hybrid vehicles use a conventional gasoline engine as well as an electric motor to provide power to the ve-

hicle. These are usually called hybrid-electric vehicles, or HEVs. Hybrids use two types of propulsion in order to use gasoline more efficiently than conventional vehicles do. Most hybrid vehicles use the gasoline engine as a generator which sends power to the electric motor. The electric motor then powers the car. In conventional vehicles, the gasoline engine powers the vehicle directly. Since the main purpose of using a hybrid system is to efficiently use resources, most hybrid vehicles also use other efficient systems. Most hybrid vehicles have regenerative braking systems. In conventional vehicles, the gasoline engine powers the brakes, and the energy used in braking is lost. In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle. Some hybrid vehicles use periodic engine shutoff as a gas-saving feature. When the vehicle is in idle, the engine temporarily turns off. When the vehicle is put back in gear, the engine comes back on. Some hybrids use tires made of a stiff material which rolls easily and prevents drag on the vehicle. Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do. As hybrids become more popular, conventional vehicles are being used less, and the level of emissions being put into the air decreasing. Hybrid vehicles are an example of an energy - efficient technology that is good for both consumers and the environment.

161. Two kinds of propelling forces used by hybrid vehicles are
- (A) electric motor and power
 - (B) electric engine and generator
 - (C) gasoline engine and electric motor
 - (D) electrical battery and gasoline
162. The difference between hybrid and conventional vehicle is that
- (A) Hybrids are heavier as compared to conventional ones.
 - (B) Hybrids do not use electric motors while conventional ones do.
 - (C) Hybrids use gas while conventional vehicles use petrol.
 - (D) Hybrids use two types of propulsions while conventionals rely on one.
163. Why do HEVs use two types of propulsions
- (A) To go faster.
 - (B) To use gasoline efficiently.
 - (C) To provide a comfortable ride.
 - (D) To become environmental friendly.



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164. 'Regenerative' most closely means :

- (A) Restorative (B) Electric
(C) Gasoline (D) Powerful

165. In the context of the passage which of the following best articulates how the author regards the topic ?

- (A) Conventional vehicles may be more powerful than hybrid vehicles but hybrid vehicles are more socially responsible.
(B) Since hybrid vehicles use less gasoline and put less emissions into the atmosphere, they are better for the environment.
(C) Hybrid vehicles are less expensive, so they are a smarter buy than conventional vehicles.
(D) Conventional vehicles are faster but hybrid vehicles are better for the environment.

Passage - IV (Question Nos. 166-170)

If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud there will be no rain; without rain, the trees cannot grow; and without trees, we cannot make paper. The cloud is essential for the paper to exist. If the cloud is not here, the sheet of paper cannot be here either. So we can say that the cloud and the paper inter-are. If we look into this sheet of paper even more deeply, we can see the sunshine in it. If the sunshine is not there, the forest cannot grow. In fact, nothing can grow. Even we cannot grow without sunshine. And so, we know that the sunshine is also in this sheet of paper. The paper and the sunshine inter-are.

And if we continue to look, we can see the logger who cut the tree and brought it to the mill to be transformed into paper. And we see the wheat. We know that the logger cannot exist without his daily bread, and therefore the wheat that became his bread is also in this sheet of paper. And the logger's father and mother are in it too. When we look in this way, we see that without all of these things, this sheet of paper cannot exist.

Looking even more deeply, we can see we are in it too. This is not difficult to see, because when we look at a sheet of paper, the sheet of paper is part of our perception. Your mind is in here and mine is also. So we can say that everything is in here with this sheet of paper. You cannot point out one thing that is not here - time, space, the earth, the rain, the minerals

in the soil, the sunshine, the cloud, the river, the heat. Everything co-exists with this sheet of paper. This is why I think the word inter-be should be in the dictionary. "To be" is to inter-be. You cannot just be by yourself alone. You have to inter-be with every other thing. This sheet of paper is, because everything else is.

166. A poet sees a cloud in a sheet of paper as

- (A) he/she is very creative
(B) he/she loves nature
(C) he/she writes poetry on paper
(D) he/she sees the universe as a single entity

167. A cloud and the paper inter- are means

- (A) both are very important
(B) both exist because of the other; they are inter-related
(C) a cloud exists on its own
(D) everything in this world is separate

168. Why can't the logger exist without his bread ?

- (A) He will die without food
(B) He can't grow wheat
(C) Without cutting trees he can't earn money; can't buy his meals
(D) There won't be enough trees to cut

169. The theme of the comprehension is

- (A) Everything co-exists in nature
(B) Don't harm anybody
(C) Inter-are and inter-be
(D) Very confusing

170. Why does the writer think that the word 'inter-be' should be in the dictionary ?

- (A) Because he didn't find this word in the dictionary
(B) Because he is a linguist
(C) Because he is interested in new words
(D) Because our very existence is defined by this term.

Passage - V (Question Nos. 171-175)

In the world have we made health an end in itself? We have forgotten that health is really a means to enable a person to do his work and do it well. A lot of modern medicine is concerned with promotion of good health. Many patients as well as many physicians pay very little attention to health; but very much attention to health makes some people imagine that they are ill. Our great concern with health is shown by the medical columns in newspaper, the health articles in popular magazines and the popularity of the television programme and all



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those books on medicine. We talk about health all the time. Yet for the most only result is more people with imaginary illnesses. The healthy man should not be wasting any time talking about health, he should be using health for work, the work he does and the work that good health makes possible.

171. Modern medicine is primarily concerned with
- (A) promotion of good health
 - (B) people suffering from imaginary illnesses
 - (C) people suffering from real illnesses
 - (D) increased efficiency in work
172. A healthy man should be concerned with
- (A) his work which good health makes possible
 - (B) looking after his health
 - (C) his health which makes work possible
 - (D) talking about health
173. Talking about health all the time makes people
- (A) always suffer from imaginary illnesses
 - (B) sometimes suffer from imaginary illnesses
 - (C) rarely suffer from imaginary illnesses
 - (D) often suffer from imaginary illnesses
174. The passage suggests that
- (A) health is an end in itself
 - (B) health is a blessing
 - (C) health is only a means to an end
 - (D) we should not talk about health
175. The passage tells us
- (A) how medicines should be manufactured
 - (B) what a healthy man should or should not do
 - (C) what the television programmes should be about
 - (D) how best to imagine illnesses

Passage - VI

(Question Nos. 176- 185)

Time was when people looked heavenward and prayed, "Ye Gods, give us rain, keep drought away." Today there are those who pray. "Give us rain, keep El Nino away."

El Nino and its atmospheric equivalent, called the Southern Oscillation, are together referred, to as ENSO, and are household words today. Meteorologists recognize it as often being responsible for natural disaster after countries suffered, first from the lack of knowledge, and then from the lack of co-ordination between

policy making and the advances in scientific knowledge.

Put simply, El Nino is a weather event restricted to certain tropical shores, especially the Peruvian coast. The event has diametrically opposite impacts on the land and sea. The Peruvian shore is a desert. But every few years, an unusually warm ocean current - El Nino - warms up the normally cold surface-waters off the Peruvian coast, causing very heavy rains in the early half of the year.

And then, miraculously, the desert is matted green. Crops like cotton, coconuts and banana grow on the otherwise stubbornly barren land. These are the Peruvians' *anos de abundencia* or years of abundance. The current had come to be termed El Nino, or the Christ Child because it usually appears as an enhancement of a mildly warm current that normally occurs here around every Christmas.

But this boon on land is accompanied by oceanic disasters. Normally, the waters of the South- American coast are among the most productive in the world because of a constant upswelling of nutrient rich cold waters from the ocean depths. During an El Nino, however waters are stirred up only from near the surface. The nutrient-crunch pushes down primary production, disrupting the food chain. Many marine species, including anchoveta (anchovies) temporarily disappear.

Over the years its full impact has been studied and what the Peruvians once regarded as manna, is now seen as a major threat.

176. Meteorologists took time to understand El Nino because

- (A) It was neither a disaster nor a boon for the people living in desert areas.
- (B) They recognized it as an atmospheric equivalent and hence called it Southern Oscillation.
- (C) They suffered from lack of knowledge about El Nino as they were not scientifically advanced.
- (D) All of the above

177. El Nino in a layman language is

- (A) a natural disaster
- (B) Southern Oscillation
- (C) a weather event
- (D) None of the above

178. What are the two types of landscapes that are effected by El Nino ?

- (A) Coastal areas and sea
- (B) Tropical shores and land



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- (C) Deserts and oceans
(D) All of the above
179. Which word in Para 3 is the antonym for 'Fertile' ?
(A) matted
(B) abundance
(C) barren
(D) None of the above
180. What, according to the author, is a positive effect of El Nino ?
(A) It causes changes in atmosphere.
(B) It results in vegetation on barren lands.
(C) It comes around Christmas.
(D) It is regarded as manna.
181. How can we say that El Nino proves to be a boon for South American Coast ?
(A) It causes an upswelling of rich nutrients making it the most productive in the world.
(B) It causes the destruction of many marine species such as anchoveta.
(C) It warms up normally cold surface waters causing heavy rains.
(D) It enhances warm currents around every Christmas.
182. The 'years of abundance' is when
(A) El Nino occurs during Christmas
(B) The deserts are matted green
(C) Marine species is destroyed
(D) None of the above
183. Manna means
(A) negative effects
(B) moderating effects
(C) windfall
(D) disrupting effects
184. People today pray to God to keep
(A) rains and droughts away
(B) drought away
(C) El Nino away
(D) El Nino and droughts away
185. The word which means - 'equal in value, power and meaning' is
(A) unusual
(B) current
(C) equivalent
(D) appear

Passage - VII

(Question Nos. 186-190)

Real policemen, both in Britain and the United States, hardly recognize any resemblance between their lives and what they

see on TV, if they ever get home in time. There are similarities, of course, but the cops don't think much of them.

The first difference is that a policeman's real life revolves round the law. Most of his training is in criminal law. He has to know exactly what actions are crimes and what evidence can be used to prove them in court. He has to know nearly as much law as a professional lawyer, and what is more, he has to apply it on his feet, in the dark and rain, running down an alley after someone he wants to talk to.

Little of his time is spent in chatting to scantily-clad ladies or in dramatic confrontations with desperate criminals. He will spend most of his working life typing millions of words on thousands of forms about hundreds of sad, unimportant people who are guilty, or not, of stupid, petty crimes.

Most television crime drama is about finding the criminal : as soon as he's arrested, the story is over. In real life, finding criminals is seldom such a problem except in very serious cases like murders and terrorist attacks where failure to produce results reflects on the standing of the police, little effort is spent on searching. The police have an elaborate machinery which eventually shows up most wanted men.

186. Which of the following statements is correct?

- (A) Policemen feel that the image of their lives shown on TV is not accurate
(B) Policemen feel that there is a close resemblance between their lives and what they see on TV
(C) Policemen recognize no similarity in their lives and what they see on TV
(D) Policemen love their image as projected on TV

187. The everyday life of a policeman or detective is :

- (A) exciting and glamorous
(B) full of danger
(C) spent in recording details about small thefts and crimes
(D) wasted on unimportant matter

188. It is essential for a policeman to be trained in criminal law :

- (A) so that he can catch criminals in the streets
(B) because many of the criminals are



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- dangerous
(C) so that he can justify his arrests in court
(D) because he has to identify criminal acts
189. When murders and terrorist attacks occur the police :
(A) prefer to wait for the criminal to give himself away
(B) spend a lot of effort on trying to track their man down
(C) try to make a quick arrest in order to keep up their reputation
(D) usually fail to produce results
190. Which of the following statements is false?
(A) A policeman requires training
(B) A policeman should know criminal law
(C) A policeman must provide evidence in the court of law
(D) A policeman does not need to know as much law as a professional lawyer
- Directions: In Question Nos. 191 to 200, a part of the sentence is underlined. Below are given alternatives to the underlined part at (A), (B) and (C) which may improve the sentence. Choose the correct alternative. In case no improvement is needed your answer is (D).**
191. The false appearance of the building erected for the function was blown away in the storm.
(A) Exterior (B) Facade
(C) Skeleton (D) No improvement
192. I will be with you in one quarter of an hour.
(A) a quarter of one hour
(B) a quarter of an hour
(C) a quarter of hour
(D) no improvement
193. She has decided to canvas for the Conservative Party.
(A) advertise (B) canvass
(C) canvassing (D) no improvement
194. Serious charges of corruption were levied against him.
(A) put (B) levelled
(C) made (D) no improvement
195. He ordered me open the window.
(A) asked (B) bade
(C) requested (D) no improvement
196. A lot of bloodshed could have been saved, had the administration taken timely action.
(A) Protected (B) Prevented
(C) Eschewed (D) No improvement
197. Along with success comes a need for wisdom.
(A) thought (B) thirst
(C) reputation (D) no improvement
198. Do you know to prepare the Balance Sheet?
(A) Do you know to balance
(B) Do you know to make
(C) Do you know how to prepare
(D) No improvement
199. Neither plants nor animals, can survive without oxygen.
(A) Plants can neither
(B) Neither can plants
(C) Plants, neither
(D) No improvement
200. The professor has agreed to take remediable classes for the weaker students.
(A) redressal (B) remedial
(C) practice (D) some