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Centres at: ★ MUKHERJEE NAGAR ★ MUNIRKA ★ UTTAM NAGAR ★ DILSHAD GARDEN ★ ROHINI ★ BADARPUR ★ JAIPUR ★ GURGAON ★ NOIDA
★ MEERUT ★ VARANASI ★ ROHTAK ★ PANIPAT ★ SONPAT ★ BAHADURGARH ★ AGRA

ENGLISH LANGUAGE AND COMPREHENSION

Directions (1 to 10): 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.

- Excise officials seized pouches of whisky _____ a passenger travelling _____ Maharashtra.
(A) from, to (B) in, for
(C) for, towards (D) inside, on
- Organisations _____ for the victims _____ the inhuman and unjust attitude of the government.
(A) fighting, applauded
(B) lobbying, supported
(C) working, condemned
(D) stand, opposed
- A collision between two buses _____ six people dead, _____ the driver of one of the buses.
(A) made, also
(B) left, including
(C) caused, combined
(D) resulted, except
- The court _____ revenue authorities and PCB officials to _____ teams and visit pharma units.
(A) directed, form
(B) announced, arrange
(C) commanded, display
(D) ruled, make
- You must _____ your skills if you want to perform well in the Olympic.
(A) hone (B) develop
(C) improve (D) have
- _____ before the clock struck 8 on Saturday night, India Gate was swamped with people wearing black tee-shirts and holding candles.
(A) Later (B) Quickly
(C) Since (D) Seconds
- The States should take steps to _____ the process of teachers appointments as the Centre has already sanctioned six lakh posts.
(A) fasten (B) move
(C) hasten (D) speed
- A senior citizen's son _____ threatened her every day and physically harmed her, forcing her to transfer her property to him.
(A) superficially (B) mistakenly
(C) doubtfully (D) purportedly

- Medical teachers said that the management had continued to remain _____ to their cause leading to the stretching of their strike.
(A) unmoved (B) lethargic
(C) unconcerned (D) energetic
- The parents had approached the high court to _____ the government order after their children, who passed UKG, were denied admission by a school.
(A) void (B) quash
(C) lift (D) post

Directions (11 to 30) : Some of the sentences have errors and some have none. Find out which part of a sentence has error and blacken the oval corresponding to the appropriate letter (A, B, C,). If there is no error, blacken the oval corresponding to (D) in the answer sheet.

- (A) Residents have planting the ornamental trees outside / (B) their homes and in lawns to / (C) add beauty and give their place a grand look. / (D) No error
- (A) He said that the performance of the Indian team / (B) was satisfactory and that they learnt a lot from / (C) watching top seeded players through action at the grand slam. / (D) No error
- (A) Watching the exponential talent of world tennis / (B) was the best things / (C) to happen to him. / (D) No error
- (A) The meeting took place a day after / (B) the agency held a meeting with project contractors / (C) to evaluate steps to be taken to ensure that the buildings were not affected. / (D) No error
- (A) The director explained / (B) the theme and the concept of / (C) the international folk festival. / (D) No error
- (A) The fight among rival candidates between the medium/ (B) of catchy slogans / (C) has started. / (D) No error
- (A) The process revising figures of damage / (B) to get additional compensation / (C) has began. / (D) No error
- (A) Farmers who grow the crop / (B) are the worse hit, as the investment / (C) they make on a crop is huge as compared to the profit. / (D) No error
- (A) While these schools have/ (B) a strong traditional hold, the reason for / (C) forming a consortium in India is to encourage cultural diversity for their institutes. / (D) No error



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20. (A) The Government soon will make / (B) it mandatory for all private hospitals / (C) to notify infectious cases as soon as they are detected. / (D) No error
No error
21. (A) I was shocked to hear / (B) that his father / (C) died of an accident / (D) No error.
22. (A) I must start at dawn / (B) to reach the station / (C) in time / (D) No error.
23. (A) I shall put on / (B) a note in this regard / (C) for your consideration and necessary decision / (D) No error.
24. (A) None could dare / (B) a note in this regard / (C) for your consideration and necessary decision / (D) No error.
25. (A) The father brought the sweets / (B) and distributed them / (C) between his five children (D) No error
26. (A) You do not / (B) look as (C) your brother / (D) No error.
27. (A) My elder brother / (B) is six / (C) foot high / (D) No error.
28. (A) As we see it, / (B) she appears to be unreasonable / (C) anxious about pleasing her husband / (D) No error.
29. (A) The scissor is / (B) lying on / (C) the table / (D) No error.
30. (A) Raman developed the habit / (B) for sleeping late / (C) when he was staying in the hostel / (D) No error.
- Direction (31 - 50) : a sentence is given which may need improvement. Alternatives are given at (A), (B) and (C) below which may be a better option. In case no improvement is needed, your answer is (D). Blacken the appropriate oval in the answer-sheet.**
31. US secretary of state made it clear that time **running out** for diplomacy over Iran's nuclear programme and said that talks aimed at preventing Tehran from acquiring a nuclear weapon would resume in April.
(A) runs out (B) was running out
(C) ran out (D) No improvement
32. According to WWF, the small island nation of Samoa was **the first in switch off** its lights for Earth Hour.
(A) first to switch of
(B) the first to switch off
(C) the first of switch off
(D) No improvement
33. The campaign is significant **because not just** the youths are directly appealing to the world but because their efforts challenge the chimera of normalcy in the area.
(A) not just because
(B) just not because
(C) not just
(D) No improvement
34. The doctor's association has threatened to go on indefinite strike **support of** their teachers.
(A) on supporting to (B) to supporting
(C) in support of (D) No improvement
35. Miss Pillai teaches very well, isn't it?
(A) didn't she? (B) doesn't she?
(C) wasn't it? (D) No improvement
36. He has **fallen out** with the girl he wanted to marry.
(A) fallen off (B) fallen in love
(C) fallen for (D) No improvement
37. He does not smoke, **nor he drinks**.
(A) nor he does drink
(B) neither he does drink
(C) nor does he drink
(D) No improvement
38. Contact for Clatterers and Decorators.
(A) Cutleries and Decorators
(B) Cluttering and Decorating
(C) Caterers and Decorators
(D) No improvement
39. After my long walk, I was pleased to have an iced drink. I found it lively.
(A) livid (B) refreshing
(C) tiring (D) No improvement
40. You shall have attended if the court had instructed you to do so.
(A) would have had to attend
(B) would attend
(C) would have to
(D) No improvement
41. The relics of Greece over which such a great deal of evidence has been collected should be preserved.
(A) from which (B) on which
(C) upon which (D) No improvement
42. When the beverage was ready, they drank possible as much as they could.
(A) as much as they possibly could
(B) as much as possibly could
(C) as much as they could possibly
(D) No improvement
43. A citizen is expected to give allegiance to his country of origin.
(A) homage (B) loyalty
(C) obedience (D) No improvement
44. We were with daggers drawn despite attempts to understand each other.
(A) homage (B) on
(C) at (D) No improvement
45. I want to tidy my room but I had no time.
(A) did not have time
(B) am having no time
(C) have no time
(D) No improvement
46. When the bomb when off, it broke **all of our windows**.
(A) all our windows
(B) all windows of us
(C) our all windows
(D) No improvement



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47. You may sign on this paper.
(A) sign at this paper
(B) sign this paper
(C) sign upon this paper
(D) No improvement
48. Majority of people wrongly believe that there must be a son every family.
(A) the people believe wrongly
(B) people wrongly believes
(C) the people wrongly believe
(D) No improvement
49. If I followed instructions I could have averted the mishap.
(A) I had follwed
(B) I would have followed
(C) I were to follow
(D) No improvement
50. My watch stopped, as key was not given.
(A) the key was not given
(B) it had not been wound up
(C) its key was not given
(D) No improvement

Directions:(51 to 80) in the following passage there are ten blanks each numbered. Find the right choice from the given alternatives. Each blank number corresponds to same numbered questions.

Greenhouse gases are only (51) of the story when it comes to global warming. Changes to one part of the climate system can (52) additional changes to the way the planet absorbs or reflects energy. These secondary changes are (53) climate feedbacks, and they could more than double the amount of warming caused by carbon dioxide alone. The primary feedbacks are (54) to snow and ice, water vapour, clouds, and the carbon cycle.

Perhaps the most well (55) feedback comes from melting snow and ice in the Northern Hemisphere. Warming temperatures are already (56) a growing percentage of Arctic sea ice, exposing dark ocean water during the (57) sunlight of summer. Snow cover on land is also (58) in many areas. In the (59) of snow and ice, these areas go from having bright, sunlight-reflecting surfaces that cool the planet to having dark, sunlight-absorbing surfaces that (60) more energy into the Earth system and cause more warming.

51. (A) whole (B) part
(C) material (D) issue
52. (A) raise (B) brings
(C) refer (D) cause
53. (A) sensed (B) called
(C) nothing (D) but
54. (A) due (B) results
(C) reason (D) because
55. (A) done (B) known
(C) ruled (D) bestowed
56. (A) mastering (B) sending
(C) melting (D) calming

57. (A) make-shift (B) ceasing
(C) troubled (D) perpetual
58. (A) dwindling (B) manufactured
(C) descending (D) generating
59. (A) reduced (B) existence
(C) midst (D) absence
60. (A) repel (B) waft
(C) monitor (D) bring

Rural healthcare in India is (61) by a huge gap between supply and demand. Currently, rural healthcare needs are (62) either by limited government facilities and private nursing homes which have not been able to keep pace with increasing demand, (63) by a number of quacks who practice medicine in rural areas. The quality of infrastructure is usually poor and people (64) up having to go to nearby large cities if they need high-quality care.

Rural India deserves better, since the ability to pay has gone up over the last few years, driven by growth in income and penetration or government healthcare programmes. Increasing demand (65) with the failure of existing infrastructure to scale, has resulted in rural healthcare (66) a large underserved market. Absence of a viable business model (67) conversion of the huge rural expenditure on health into an economic activity that generates incomes and (68) the poor. It is this (69) that entrepreneurs are looking to (70).

61. (A) performed (B) displayed
(C) furthered (D) characterised
62. (A) stopped (B) marred
(C) elevated (D) discussed
63. (A) also (B) nor
(C) but (D) or
64. (A) end (B) give
(C) fed (D) start
65. (A) coupled (B) combined
(C) mentioning (D) engaged
66. (A) become (B) happening
(C) being (D) exists
67. (A) to (B) makes
(C) ceasing (D) prevents
68. (A) generates (B) supplies
(C) lists (D) serves
69. (A) gap (B) truth
(C) progress (D) catastrophes
70. (A) fills (B) access
(C) plug (D) form

Right to Education is the primary right of every citizen of India, whether a child (71) in a high profile society or in a far away not-so-developed secluded village. Schools in rural areas are promoted to raise the level of education and literacy in rural India. The main aim of running these types of schools in India is to (72) the rates of literacy in rural areas. More than 40 percent of India's population is illiterate and cannot read



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or write. And schools in rural areas are inadequate and often equivalent to **(73)** non-existent. Thus, government's initiative to set up schools in rural areas came into the picture. The condition of rural education in India is improving steadily and the government is also providing full support by providing many **(74)**. The fee structure in these schools is also very low so that every child can **(75)** to study.

(76) there are very few schools in rural areas, children and their parents are showing interest and are **(77)** school facilities in these remote locations. These schools **(78)** study material to every student apart from, meals during school hours, uniforms etc. Rural village schools have also implemented the library system, which provides books, newspapers and magazines to children, they not only provide science kits and equipment for hands-on-learning; but also notebooks, textbooks and pencils to poor children. **(79)** from that they also give scholarships to deserving students regularly. They create community awareness, about the need for education and world literacy. With the help of rural education every family and child will have **(80)** to basic primary education.

71. (A) wanders (B) live
(C) stay (D) resides
72. (A) elevating (B) discuss
(C) increase (D) higher
73. (A) remain (B) state
(C) playing (D) being
74. (A) delays (B) stances
(C) incentives (D) loopholes
75. (A) afford (B) go
(C) manages (D) cost
76. (A) As (B) In spite of
(C) Since (D) Though
77. (A) measuring (B) availing
(C) witnessing (D) grooming
78. (A) make (B) leave
(C) gives (D) provide
79. (A) Along (B) Beside
(C) Apart (D) Besides
80. (A) Limits (B) excess
(C) distant (D) access

Directions(81 to 90): The first and last parts of the Paragraph are numbered 1 and 6. The remaining part of the paragraph is split into four parts and named P, Q, R and S.. The correct order of the sentences is your answer. Choose from the four alternatives the one having the correct order of sentences and make it as your answer on the answer sheet.

81. 1. Nothing comes out of nothing.
P. We have to work and then alone we can gain something.
Q. It is honest and conscientious labour alone the produces result.
R. Millions have been struck with the lure of lottery of utter dependency.
S. A person who thinks that luck would favour him with all the wants of his life without his lifting his finger even, is living in a fool's paradise.
2. A painstaking man who adopts honest toil as his way of life, make the most of it.
(A) PQRS (B) PSRO
(C) QPRS (D) RSPQ
82. 1. It was nine 'o clock in the evening and Rajan was reading
P. At first he thought nothing of it.
Q. The walls were a moving mass of big ants
R. Suddenly, he heard faint noises.
S. When he went to his bedroom later, however, he was shocked by what he saw.
6. They covered everything the bookcase, the shelves, the chest of drawers.
(A) PSRQ (B) SRPQ
(C) RPSQ (D) QSRP
83. 1. Man has been so cruel and aggressive
P. every right to manipulate and to exploit
Q. over time that he has come to believe that he has
R. non-renewable resources of
S. mother earth for the satisfaction
6. of his unmitigated greed and consumerism.
(A) PQRS (B) SRQP
(C) QPRS (F) RSPQ
84. 1. The guiding terms of reference for all
P. electoral campaigns should be that no individual
Q. and that the country and its interests are more
R. national parties in their political and
S. is more important than the political party
6. important than both the individual and the party.
(A) RPSQ (B) PRQS
(C) QSPR (D) SQRP
85. 1. The growing number of crimes
P. to settle matters are indicators
Q. and instances of people taking
R. the law into their own hands
S. that our judicial system
6. is on the brink of collapse.
(A) PQRS (B) SRQP
(C) RSPQ (D) QRPS



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86. 1. As the wonders of technology
P. in the service of saving, prolonging
Q. and enhancing the span and
R. so will the ethical dilemmas
S. quality of a person's life increase
6. these technologies give rise to.
(A) SRQP (B) PQSR
(C) RPSQ (D) RPQS
87. 1. It is paramount for India as it finds
P. electioneering process passes off smoothly
Q. its feet as an emerging economy and
R. power equation, that the entire
S. serious contender in the global
6. without any large-scale violence.
(A) PQRS (B) SRQP
(C) QRSP (D) QSRP
88. 1. Globalisation has led to a
P. of incomes and has given
Q. endemic unemployment even in
R. sharp increase in the inequality
S. birth to permanent
6. the industrialised countries.
(A) PQRS (B) SRQP
(C) QRPS (D) RPSQ
89. 1. While even the fiercest protesters have
P. only a hazy idea of the reason
Q. perception that their governments have
R. integration, they share a dawning
S. why they oppose global economic
6. not been entirely honest with them.
(A) PSRQ (B) QRSP
(C) RSPQ (D) PQRS
90. 1. Today, an increasing proportion of
P. richest nations in the world, is
Q. convinced that all this hype is
R. the population, not only of the
S. poorer countries but also of the
6. designed to lull them into acquiescence.
(A) PQRS (B) SRQP
(C) RSPQ (D) PQSR

Direction (91-100) : Out of the four alternative choose the one which can be substituted for the given words/phrase in the following questions:-

91. A feeling of fondness, mixed with some sadness, for something in the past.
(A) Oblivion (B) Noxiousness
(C) Misanthrope (D) Altruist
92. An office with no work but high pay.
(A) Honorary (B) Sinecure
(C) Ex- officio (D) Reticent
93. One who deserts his religion.
(A) Deserter (B) Apostate
(C) Opportunist (D) Turn coat
94. Matter written by hand.
(A) Handwritten (B) Manuscript
(C) Amnesty (D) Proof
95. Code of diplomatic etiquette and precedence
(A) Statesmanship (B) Diplomacy
(C) Hierarchy (D) Protocol

96. Not to be moved by entreaty.
(A) Rigorous (B) Negligent
(C) Inexorable (D) Despot
97. An object or portion serving as a sample.
(A) Specification (B) Spectre
(C) Spectacle (D) Specimen
98. A round or cylindrical container used for storing things such as food, chemicals or rolls of film.
(A) Thanked (B) Canister
(C) Vessel (D) Casket
99. One who is in charge of museums.
(A) Curator (B) Supervisor
(C) Caretaker (D) Warden
100. The study of ancient societies.
(A) Anthropology (B) Archaeology
(C) History (D) Ethnology

Direction (101-110): Four alternatives are given for the idiom/phrases underlined in the sentence. Choose the alternative which best expresses the meaning of the idiom/phrase and mark it in the Answer-Sheet.

101. Sobhraj could be easily arrested because the police were **tipped off** in advance .
(A) Toppled over
(B) Bribe
(C) Given advance information
(D) Threatened
102. I met him after a long time, but he gave me **the could shoulder**.
(A) Scolded me (B) insulted me
(C) abused me (D) ignored me
103. He **passed himself off** as a noble man.
(A) Was regarded as
(B) Pretended to be
(C) Was thought to be
(D) Was looked upon
104. In the armed forces, it is considered a great privilege to **die in harness**.
(A) die on a horse back
(B) die in the battlefield
(C) die while still working
(D) die with honour
105. The cricket match proved to be a **big draw**.
(A) a keen contest
(B) a huge attraction
(C) a lovely spectacle
(D) a game without any result
106. He was undecided. **He let the grass grow under his feet**.
(A) littered around (B) Stayed idle
(C) Sat unmoving (D) moved away
107. Although he has failed in the written examination, he is using **backstairs influence** to get the job.
(A) Political influence
(B) Backing influence
(C) Deserving and proper influence
(D) Secret and unfair influence



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108. **To take heart.**

- (A) to be encouraged
- (B) to grieve work
- (C) to like
- (D) to gain courage

109. **Yeoman's service**

- (A) medical help (B) excellent work
- (C) Social work (D) hard work

110. She **left him in the lurch**

- (A) put him at ease
- (B) compromise him
- (C) annoyed him
- (D) deserted him in difficult times

Direction: (111 to 130): the sentences have been given in active/passive voice. From the given alternatives, choose the one which best expresses the given sentence in passive/active voice and mark it in the answer-sheet

111. Teachers should be respected

- (A) Teachers deserve respect.
- (B) Teachers are to be respected.
- (C) We shall respect teachers.
- (D) We must respect teachers.

112. Teachers might have given their students some advice.

- (A) Their students might have given some advice by their teachers.
- (B) Their students might be given some advice by their teachers.
- (C) Their students might be giving some advice to their teachers.
- (D) Students might have been given some advice by their teachers.

113. She is interviewing Krishna and Kumar.

- (A) Krishna and Kumar are being interviewed by her.
- (B) Krishna and Kumar are interviewing her.
- (C) Krishna and Kumar were interviewed by her.
- (D) Krishna is being interviewed by Kumar and her.

114. One should not be laughed at in public.

- (A) One should not laugh at the public.
- (B) The public will not be laughing at one people.
- (C) The public should not laugh at one.
- (D) People should not laugh at anyone in public.

115. The University is going to hold our exam in the first week of June.

- (A) Our exam, will be held in the first week of June.
- (B) Our exam, will have been held in the first week of June.
- (C) Our exam, is going to be held in the first week of June.
- (D) Will our exam be held in the first week of June.

116. We took them to task, because they were doing the work very slowly.

- (A) We took them to task, because the work was being very slowly done.
- (B) They were taken to task, because they were doing the work very slowly.
- (C) They were being taken to task, because they were doing the work very slowly.
- (D) They were taken to task, because the work was done very slowly.

117. My friend Ravi is well spoken of.

- (A) They speak my friend well.
- (B) They have spoken well of my friend Ravi.
- (C) They speak well of my friend Ravi.
- (D) They will speak well of my friend Ravi.

118. Will he ever be forgotten ?

- (A) Will ever forget him ?
- (B) Shall we ever forget him ?
- (C) Can we ever forget him ?
- (D) Did we ever forget him ?

119. The improvement of the economic condition of the poor must be worked for.

- (A) He should work for the improvement of the economic condition of the poor.
- (B) The Govt. must work the improvement of the economic condition of the poor.
- (C) The Govt. must work for the improvement of the economic condition of the poor.
- (D) The Govt. will have to work for the improvement of the economic condition of the poor.

120. Iraq was illegally invaded by America and England for oil.

- (A) They illegally invaded Iraq for oil.
- (B) America illegally invaded Iraq for oil.
- (C) America and England illegally invaded Iraq for oil.
- (D) America and England have illegally invaded Iraq for oil.

121. It was not suspected that the murder had been committed by him.

- (A) It was not suspected that he had committed the murder.
- (B) Nobody suspected that the murder had been committed by him.
- (C) Nobody suspected that he has committed by the murder.
- (D) Nobody suspected that he committed the murder.



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122. The teacher scolded the boys who had not done their homework.
(A) The boys who had not done thier homework were scolded by the teacher.
(B) The boys who had not done thier homework were being scolded by the teacher.
(C) The boys who had not done their homework had been scolded by their teacher.
(D) The boys were scolded by their teacher who had not done their homework.
123. Do you imitate others ?
(A) Are others imitated by you ?
(B) Are others being imitated by you ?
(C) Were others being imitated by you ?
(D) Have others been imitated by you ?
124. His pocket has been picked.
(A) They have his pocket picked.
(B) Picking has been done to his pocket.
(C) Picked has been done to his pocket.
(D) Someone has picked his pocket.
125. The French surrendered Quebec to the English in 1759.
(A) Quebec was surrendered by the French to the English in 1759.
(B) Quebec was surrendered to the English in 1759 by the French.
(C) The English were surrendered Quebec in 1759 by the French.
(D) Quebec was surrendered in 1759 by the French to the English.
126. Someone gave her a blow.
(A) She were given a blow.
(B) A blow was given to her.
(C) She has been given a blow.
(D) She is being given a blow by someone.
127. A stone struck me on the head.
(A) I was struck by a stone on the hand.
(B) My head was struck by a stone.
(C) I had been struck by a stone on the head.
(D) I was struck on the head by a stone.
128. You must look into this matter.
(A) This mattter has been looked into by you.
(B) This matter may be looked into by you.
(C) This matter must be looked into by you.
(D) This matter into looked by you.
129. Rain disrupted the last day's play between India and Sri Lanka.
(A) The last day's play of India and Sri Lanka was disrupted by rain.
(B) India and Sri Lanka's play of the last day was disrupted by rain.
(C) The last day's play between India and Sri Lanka was disrupted in rain.
(D) The last day's play between India and Sri Lanka were disrupted by rain.
130. He was arrested on a charge of theft, but for lack of evidence he was released.
(A) He was arrested on a charged of theft, but was released for lack of evidence.
(B) The police arrested him on a charge of theft, but for lack of evidence he was released.
(C) The police arrested him on a charge of theft, but for lack of evidence released him.
(D) None of these
- Direction: (131-155): a sentence has been given in direct/indirect form. Out of the four alternatives suggested, select the one which best expresses the same sentence in indirect/direct form.**
131. "I have no idea how I will reach the examination hall", said the girl.
(A) The girl said that she has no idea how she will reach the examination hall.
(B) The girl said that she had no idea how she would reach the examination hall.
(C) The girl said she had no idea how she would reach the examination hall.
(D) She had no idea how she would reach the examination hall.
132. "How much chocolate do you eat every day?", the dentist asked the little boy.
(A) The dentist asked the boy how much chocolate will he eat every day.
(B) The dentist asked the boy how much chocolate he eats every day.
(C) The dentist asked the little boy how much chocolate he ate every day.
(D) How much chocolate he eats every day asked the dentist to little boy.
133. He said, "I have my own choice".
(A) He told that he had his own choice.
(B) He said that he had his own choice.
(C) He said that he have his own choice.
(D) He told that I had my own choice.
134. Preeti said, "Sapru is at home now".
(A) Preeti said that Sapru was at home then.
(B) Preeti said that Sapru is at home now.
(C) Preeti told that Sapru is at home now.
(D) Preeti asked that Sapru is at home now.
135. "There is a plague in my village and all my wives are dying", said the farmer.
(A) The farmer told that there was a plague in his village and all his wives were dying.
(B) The farmer said that there was a plague in his village and all his wives were dying.
(C) The farmer said that there is a plague in his village and wives are going to dying.
(D) The farmer told that there is a plague in his village and all his wives were dying.



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| <p>136. "May God bless you!", said the old lady.
(A) The old lady cried if God might bless him.
(B) The old lady asked God to bless him.
(C) The old lady prayed that God might bless him.
(D) The old lady told that God might bless him.</p> <p>137. The mother said to her son, "You must leave me and go on".
(A) The mother said to her son that he must leave me and go on.
(B) The mother said that her son must leave her and went on.
(C) The mother ordered her son that he must leave her and go on.
(D) The mother asked her son that he must leave her and go on.</p> <p>138. He said, "What a beautiful sight!"
(A) He exclaimed with wonder that the sight was very beautiful.
(B) He told with wonder that the sight was very beautiful.
(C) He said with wonder that the sight was very beautiful.
(D) He told with wonder that the sight had been very beautiful.</p> <p>139. She said to her son, "Do not play with bad boys".
(A) She advised her son not to play with bad boys.
(B) She said to her son not to play with bad boys.
(C) She told her son not to play with bad boys.
(D) She asked her son that he should play with bad boys.</p> <p>140. The boys said, "Hurrah! We have won the game."
(A) The boys asked with joy that they have won the game.
(B) The boys exclaimed with joy that they had won the game.
(C) The boys told with joy that they had won the game.
(D) The boys told with joy that they have won the game.</p> <p>141. He said to me, "Please help me".
(A) He requested me to help him.
(B) He said me to help him.
(C) He told me to help him.
(D) He ordered me to help him.</p> <p>142. Gopal said to me, "The Earth is a planet".
(A) Gopal told me that the Earth is a planet.
(B) Gopal asked me that Earth was a planet.
(C) Gopal told me that the Earth was a planet.
(D) Gopal asked me that Earth had been a planet.</p> | <p>143. Hari said to Shyam, "India is progressing by leaps and bounds".
(A) Hari told Shyam that India is progressing by leaps and bounds.
(B) Hari said to Shyam that India was progressing by leaps and bounds.
(C) Hari told Shyam that India was progressing by leaps and bounds.
(D) Hari said to Shyam that India is progressing by leaps and bounds.</p> <p>144. He said to me, "Your friend came over yesterday".
(A) He told me that my friend had come over the previous day.
(B) He told me that my friend had come over yesterday.
(C) He told me that your friend had come the previous day.
(D) He said to me that my friend had come over yesterday.</p> <p>145. He said to my servant, "Give me a glass of water".
(A) He strongly asked for a glass of water to my servant.
(B) He said to my servant that he wanted a glass of water.
(C) He ordered my servant to give him a glass of water.
(D) He strongly asked for a glass of water from my servant.</p> <p>146. I said to him, "Why are you late?"
(A) I said to him why are you late?
(B) I asked him why he was late.
(C) I asked him why are you late?
(D) I told him why he is late.</p> <p>147. "Are you alone, my son?", said a soft voice close behind me.
(A) A soft voice from my back asked if I was alone?
(B) A soft voice said to me are you alone son?
(C) A soft voice asked that what I was doing there alone.
(D) A soft voice behind me asked if I was alone.</p> <p>148. He said to her, "Are you coming to the party?"
(A) He asked her whether she was coming to the party?
(B) He told her if she was coming to the party?
(C) He asked her if she was coming to the party.
(D) He asked her if she will be coming to the party.</p> |
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149. "It's all right, my son; it will soon be over", said the mother.
- (A) The mother said to her son that it was all right and it will soon be over.
- (B) The mother told her son that it was all right and it will soon be over.
- (C) The mother told her son that it is all right and it would soon be over.
- (D) The mother satisfied her son saying that it was all right and it would soon be over.
150. The singer said, "Hurrah! I have won the prize".
- (A) The singer said that hurrah I have won the prize.
- (B) The singer exclaimed with joy that I have won the prize.
- (C) The singer exclaimed with joy that he had won the prize.
- (D) The singer exclaimed with joy that he has won the prize.
151. He said, "I have my own choice".
- (A) He told that he had his own choice.
- (B) He said that he had his own choice.
- (C) He said that he have his own choice.
- (D) He told that I had my own choice.
152. Kiran said to him, "Why don't you go today?"
- (A) Kiran told to him that why he don't go today.
- (B) Kiran asked him if he was going that day?
- (C) Kiran asked him why he did not go today?
- (D) Kiran asked him why he did not go that day.
153. "Sahib, may I make you a suit", he asked.
- (A) He requested Sahib if he make him a suit.
- (B) He requested if he might make him a suit.
- (C) He asked if he may make him a suit.
- (D) He asked him if he might make him a suit.
154. He said to them, "Do not make a noise".
- (A) He told them that don't make a noise.
- (B) He told them not to make noise.
- (C) He ordered them not to make a noise.
- (D) He asked them not to make a noise.
155. He said, "Will you listen to such a man?"
- (A) He asked them will you listen to such a man.
- (B) He asked them are you listening to such a man.
- (C) He asked them whether they would listen to such a man.
- (D) He asked them whether they will listen to such a man.

Directions : In Questions No. 156 to 186, you have brief passages with 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 1

The public sector banks are witnessing in India a period of transition and are at crossroads, where they without giving up social responsibility, should also remain healthy. They need to undertake risky experiments, yet perform it innovatively in a way it does not fail. They should make forays into the areas which are rarely tread by them and lose no emerging opportunities. It should be understood that absence of any bad advance is no sign of efficient banking system. It only indicates immense conservatism. However, this is no guarantee for profit. There should be a balance between liquidity and risk. Past sins should be forgotten. Novel and pragmatic techniques should be adopted without which banks would be in danger.

156. What according to the author, are the public sector banks witnessing ?
- (A) A period of profit
- (B) A period of change
- (C) A period of certainty
- (D) A loss-making period
157. In addition to being socially responsible, what does the author want the bank to be?
- (A) Customer -friendly
- (B) Able to attract foreign investors
- (C) Financially healthy
- (D) Senseless risk takers
158. How can the banks take risk without risking a failure ?
- (A) By Being innovative
- (B) By soliciting the help of the government
- (C) By being financially healthy
- (D) By beings conservative
159. What does the absence of any bad advance indicate?
- (A) A penchant for risks
- (B) Immense conservatism
- (C) Financial independence
- (D) A deep seated social commitment
160. What would happened if novel and pragmatic techniques are ignored?
- (A) Will put the banks in danger
- (B) Will undermine the bank social commitment
- (C) Will reveal the untapped talent
- (D) Will result in inefficient portfolio



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PASSAGE 2

Once upon a time there lived a stone cutter in a small village. He worked hard throughout the day, preparing the shapes that were ordered by his customers. His hands were rough and his clothes were dirty. One day he went to the mountain to cut a big stone. It was difficult to work as the weather was extremely hot. After working for several hours, he sat down in the shade of a nearby tree and soon fell asleep. After some time, he heard the sound of a procession. He woke up and saw many soldiers and attendants walking in the sun, alongside the king who not only rode an elephant but also had an umbrella to keep the sun away. "How wonderful it must be to be a king!" thought the stone cutter. He wondered how happy he would be if he were the king instead of a poor stone cutter. As he thought so, a strange thing happened. The stone cutter found himself dressed in silk clothes and shining jewels. His hands were soft and he was sitting on the elephant. He looked around at the attendants and thought, "How easy it is to be a king! These people are here to serve me." The procession moved on and the sun grew hotter.

The stone cutter, now the king, became too warm for comfort. He asked the procession to stop so that he could rest for some time. At once the chief of the soldiers bent before the king and said, "Your Majesty, this morning you swore to have me hanged to death if we did not reach the palace before the sun set." The stone cutter felt sorry for him and let the procession go on its way again. "I am powerful, it is true, but how more powerful the sun is. I would rather be the sun than a king," he thought. At once, he became the sun, shining down on the earth.

Its new power was hard to control. It shone too brilliantly and burned up the fields with its rays. But no matter how hard it shone, it could not see through the clouds. It was evident that the clouds were even stronger and more powerful than the sun. The sun wished that it would rather be a cloud. Suddenly it found itself turned into a huge dark cloud. It started using its new power. It poured rain down on the fields and caused floods. All the trees and houses were swept away but the boulder, which once it had been cutting when it was a stone cutter, was unmoved and unchanged. No matter how hard it poured down on the stone, the stone did not move.

The cloud wondered, "That rock is more powerful than I am. Only a stone cutter could change the rock by his skill." No sooner had it said these words, he found himself sitting on a stone. He picked up his tools and began working.

161. Which of the following is the most appropriate title for the story?
(A) The Stone Cutter
(B) The King's Procession
(C) The Power of Nature
(D) Experiments of a King
162. Why could the king's procession not be stopped?
(A) The king had promised the queen that he would reach the palace in time.
(B) It was getting dark and it was unsafe to halt.
(C) It was about to rain and the palace was close by.
(D) None of these
163. Why did the sun wish to become a cloud?
(A) It wanted to cool down the earth by raining.
(B) It did not want to set in the evening and be visible even in the night.
(C) It assumed that the clouds were stronger than the sun.
(D) It wanted to wander in the sky like the clouds did.
164. What problem did the cloud face?
(A) The cloud could not affect the boulder.
(B) The cloud had to rain all the time.
(C) The cloud brought about a huge flood, for which it was punished by the king.
(D) The cloud needed the sun for its formation.
165. Why did the king desire to become the sun?
(A) The sun was troubling the king and the king desired to take revenge.
(B) The king desired to be more powerful than he already was.
(C) The chief of the soldiers suggested the king to be the sun.
(D) The king would be able to live in the sky, once he were the sun.

PASSAGE 3

Staffing is an inherent part of human resource management as it is the practice of finding, evaluating and establishing a working relationship with people, for a purpose. It is important to understand that staffing is a function of management just like planning, organising, directing and financial management. Staffing is, therefore, referred to as both a line and a staff activity.

The prime concern of the staffing function in the management process is the timely fulfilment of the manpower requirements within an organisation. These requirements may arise in case of starting a new business or expanding



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the existing one or they may arise as a matter of the need for replacing those who quit, retire or are transferred or promoted from or are fired from the job. In any case, the need for 'the right person for the right job' hardly needs an over-emphasis. But just as the phrase 'water water everywhere and not a drop to drink' amplifies the fact that despite two-thirds of the earth being water, drinkable water is a scarce commodity, so may also be said of finding 'the right person for the right job'. As such, it is important to appreciate staffing as a process that starts from understanding the manpower requirements within the organisation and identifying the potential sources from where it can be met, either from within the organisation or from outside. And, given that 'the right person' is scarce, there is need to 'market' the job and the organisation to the people. Even in situations where a single job vacancy might attract a few hundreds of the applicants, there is a challenge of selecting the most appropriate one. Freshly appointed persons might need orientation or training to familiarise them with the way things are done in an organisation. And, in case they have been selected only on the basis of academic qualification and aptitude for learning, they might need training in specific skills as well. For example, if one is selected by a Business Process Outsourcing (BPO) unit by virtue of being extrovert and well versed in English speaking, one needs to be trained in the relevant business process, telephone conversation etiquettes as well as diction adaptation before actual placement. The employees' experiences during orientation and placement form his/her first impression of the organisation. Even whilst on the job, the employees need training for upgradation of knowledge and skills and for preparing for higher responsibilities. So staff training and development is another important aspect of the staffing process.

166. Which of the following best explains the term 'staffing'?

Give your answer in the context of the passage.

- (A) 'Staffing' is the term most frequently used in financial organisations.
- (B) It is an inherent part of only a business organisation.
- (C) Staffing means timely fulfilment of the manpower requirements within an organisation.
- (D) Staffing means employing labourers for doing hard manual work.

167. Which of the following correctly explains the use of the phrase 'water, water everywhere and not a drop to drink'?

- (A) There is a scarcity of drinkable water due to water pollution.
- (B) Due to mismanagement on the part of Municipal Corporation, water supplied for domestic use is leaked in its way and there is water everywhere.
- (C) Like water everywhere, there are many people all around us but there is scarcity of right person for the right job.
- (D) Only one-third of the total population is fit for the job.

168. What is the purpose of orientation programme in an organisation?

- (A) Orientation programme is organised to familiarise freshly appointed persons with the way things are done in an organisation.
- (B) Freshers are trained in specific skills through orientation programmes.
- (C) Through this programme a fresher gets his/her first impression of the organisation.
- (D) All the three

169. How is a vacancy created in an organisation?

- (A) When all the employees go on a strike
- (B) When there is a lockout in the organisation
- (C) When the management decides to shut down the organisation forever
- (D) By way of quitting, transfer, promotion and retirement

170. Why is staffing function necessary in an organisation?

- (A) Because it is necessary to fulfil the manpower requirements within an organisation.
- (B) To run a labour union, more and more staff is required.
- (C) Staffing function is necessary for starting a new business or the existing one.
- (D) Only (A) & (C)

PASSAGE 4

Like Makara Sankranti, Lohri is essentially a festival dedicated to the Sun god. It is not clear how Lohri assumed the nomenclature it now has. As the Sun moves towards the Uttarayan, the new configuration lends a touch of warmth to mother earth.

The seeds that lay dormant thus far for want of heat, now sprout forth with the help of the Sun's heat. In religious annals the Sun god enjoys a uniquely high rank for this reason and is wor-



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shipped with great devotion, especially because the Sun's energy helps generate and re-generate life-nurturing produce.

Makara Sankranti is therefore a celebration of plenty, propitiating the Sun god. This festival has strong regional flavours and is observed throughout India, and is most well-known as Lohri in Punjab, Pongal in Tamil Nadu, Samkranti in Bengal, Magha Bihu in Assam and Tai Pongal in Kerala. It is believed that by worshipping the Sun, the energy-giver, humankind will be blessed and will enjoy peace and prosperity.

In Tamil Nadu, Pongal celebrations are spread over three days — Bhogi on the first day is followed by Pongal on Makara Sankranti when rice and lentils are cooked with ghee, jaggery and sugar, with the pot being allowed to boil over, signifying plenty and prosperity. New clothes are worn and prayers are offered to Lord Surya. The Pongal celebrations culminate on the third day, Maatu Pongal, when cows are revered and worshipped, after bathing them with turmeric paste.

Lohri being central to Punjab, the festival seems to have acquired its name from Loh, a thick iron sheet (tawa) used for baking chapatis for the community langar (meals). Loh too signifies the supply of heat with which to bake and cook. Another mythical reference says that because the rays of the Sun shower benedictions, water is offered to the Sun as a part of the daily puja ritual at the time of sunrise. The significance of Lohri in Punjab has its origins in another legend. It is believed that during Makara Sankranti Punjab heralds the new year, and propitiating the Sun god gives an auspicious start to the new year.

Yet another clue comes from the Mahabharata: Bheeshma Pitamah preferred to put up with the extreme physical discomfort and pain of lying on a cot of thorns in order to wait for the auspicious moment — when the Sun moved to the Uttarayan — in order to secure his entry into *swargalok* or heaven. Pieced together, all these accounts and references point to the significance of saluting the Sun. The Sun is a symbol of plenty; it gives us all we need.

171. Lorhi got its name from

- (A) The Sun god
- (B) Loh
- (C) Bheeshma Pitamah
- (D) Can't say

172. The Sun god is worshipped because he symbolises

- (A) new configuration
- (B) generation
- (C) heat
- (D) benediction

173. According to the passage, which day of the Pongal celebrations is the most important?

- (A) First day
- (B) Second day
- (C) Third day
- (D) All days carry equal weightage.

174. Which of the following is not true about Lohri?

- (A) It is a festival dedicated to Bheeshma Pitamah, according to one legend.
- (B) It is celebrated in Punjab.
- (C) It has probably acquired its name from Loh.
- (D) It is not clear how it assumed the nomenclature it now has.

175. According to the passage, why did Bheeshma Pitamah suspend his death?

- (A) He decided to put up with extreme physical discomfort.
- (B) He waited for the Sun to move to a particular position.
- (C) He was desirous of attaining heavenly abode.
- (D) None of these

PASSAGE 5

A four-year study conducted by the Infant Testing Centre in San Francisco, California, suggests that babies feel more comfortable around other babies than with strange adults. According to the study, babies benefit by being with their fellow infants daily. Whereas a baby might show fear of an adult stranger, he is likely to smile and reach out for an unfamiliar infant. By the time babies are one year old, they have begun to form friendship of a sort. The above findings, based on observation of 100 babies aged three months to three years, might prove interesting to working parents who have to find day-care for their babies. Family care in a private home, with several babies together, is probably the ideal way to care for babies under three. Dr Benjamin Spock, well-known paediatrician and author of books about babies, supports the idea. He says that family day-care is better than hiring a housekeeper or a baby-sitter.

176. A baby is likely to feel more at ease with

- (A) teenage children
- (B) fellow babies
- (C) a housekeeper
- (D) Can't say

177. How should the working parents provide care to their babies?

- (A) take their babies along with them to their working place
- (B) admit them to good nursery schools
- (C) hire a maid servant for their care
- (D) find a private home with other infants



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178. Which of the following is true about Dr Benjamin Spock?
- (A) He recommends baby-sitters.
 - (B) He conducts studies on infants.
 - (C) He runs a lab.
 - (D) He writes on issues related to infants.
179. Who is going to get a direction or clue from the findings stated in the passage?
- (A) paediatrician
 - (B) working parents
 - (C) people running family care centres
 - (D) babies
180. The passage is all about
- (A) care for babies
 - (B) how to test infants
 - (C) parents and children
 - (D) can't say

PASSAGE 6

Organised crime is not unique to India. But the frequency with which their perpetrators go scot-free, and acquire power and acceptability here is cause for grave concern. The cancer has spread far beyond the polity and is rapidly corroding the core of civil society too. Extortion and molestation have become common. Vice-chancellors of some of our universities have been known to have hired criminals to maintain 'order' on campus. Prostitution rackets have moved beyond brothels and hotels to government offices and middle-class apartments. And we, as citizens, have not only watched the spread of this rot silently, but have actually become blase.

All, however, is not yet lost. The in-built checks and balances in our Constitution, the fundamentally pluralist character of our people, the impeccable record of our central institutions—especially the higher judiciary—and the presence of a minority of honest officers, politicians and activists play a major role in keeping the system going. But, if the rot is to be stopped from spreading further, then a range of reforms is urgently called for.

The example of relatively crime-free countries such as Sweden suggests that a comprehensive system of social security, rapid development and total literacy are helpful in restricting organised crime. But it may be more useful to prioritise on concentrating on a deft mix of legal and administrative changes, instead of repeating homilies to political parties not to give tickets to criminals.

Inquiry commissions and intelligence reports have listed a series of measures in this regard: for better collations of intelligence, foolproof pro-

tection to witnesses, electoral reforms to debar history-sheeters from elections and prison reforms to turn jails into reformatories rather than universities of crime. Apart from this, extensive computerisation of banks and property transactions, besides police stations, can be an effective weapon for blocking cash flows which are a life-line of organised crime everywhere.

However, to get these measures implemented within the existing system, the onus rests on the intelligentsia and civil rights groups. Not all lawyers, officers and activists can be crusaders. But a whole lot of us need to dissociate ourselves more fully, perhaps, from indirect support to crime and activities linked with crime in our society.

The media, in particular, can play a vital role here by highlighting the stories of warriors against crime and avoiding any glorification of crooks. They should also keep a relentless focus on the criminal antecedents of politicians.

181. Prostitution rackets have moved beyond brothels and hotels to government offices and middle-class apartments shows that
- (A) there is no place left for moral values in our society.
 - (B) such organised crime is tearing the moral fabric of our civil society.
 - (C) our civil society has become corrupt and tolerant against organised crime.
 - (D) even our civil society accepts such organised crime with honour and willingness.
182. What has been the role of the common people in relation to the rapid stride in organised crime?
- (A) They have shown no reaction and been mere spectators to the course of events.
 - (B) They have aired their grievances against it from time to time.
 - (C) They find themselves unable to check it so they have left everything to destiny.
 - (D) They have accepted their defeat on this front as far as opposing organised crime is concerned.
183. Which of the following is 'true' in the context of the passage?
- (A) Incidents of extortion and molestation did not take place in ancient times.
 - (B) Sweden and India have similar crime rate.
 - (C) Sweden has become an absolutely crime-free country.
 - (D) Every segment of our civil society is haunted by organised crime today.



PARAMOUNT

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★ MEERUT ★ VARANASI ★ ROHTAK ★ PANIPAT ★ SONPAT ★ BAHADURGARH ★ AGRA

184. Extensive computerisation of banks and property transactions can check organised crime to a great extent because
(A) use of technology to counter such crime has always proved beneficial.
(B) information about any such crime incident can be flashed on computers within minutes.
(C) it will curb the rate of monetary circulation.
(D) no monetary transaction will take place outside a secure place.
185. Which of the following factors seem to have contributed to making Sweden a relatively crime-free country?
(i) There was much focus on development.
(ii) Stress was given on protection of common people.
(iii) Criminals were denied political berths.
(iv) Education for all was made the objective.
(A) Only (i), (ii) and (iii)
(B) Only (ii), (iii) and (iv)
(C) Only (i), (iii) and (iv)
(D) Only (i), (ii) and (iv)
186. Which of the following is 'false' in the context of the passage?
(A) The entire political circle is in the grip of corruption today.
(B) It is beyond hope to save our country from the grip of organised crime.
(C) Today jails are not run as reformatories for criminals.
(D) Every citizen can be a crusader against crime.
187. What does the author expect from us in order to make our society crime-free?
(A) We all must participate in a crusade against crime.
(B) We must distance ourselves from any form of crime.
(C) We must ask the political parties not to give tickets to criminals.
(D) We must jointly target and combat the criminals.

Directions (188 to 190): Groups of four words are given. In each group, one word is correctly spelt. Find the correctly spelt word and mark your answer in the answer-sheet.

188. (A) Handkerchief (B) Hankerchief
(C) Hankercheif (D) Hancercheif
189. (A) Coterie (B) Coterei
(C) Coteree (D) Coteriee
190. (A) Chauffeur (B) Chauffeur
(C) Chauffear (D) Chauffeure

Direction (191-195) : Choose the word opposite in meaning to the given word and mark it in the answer-sheet.

191. **LAUDATORY**
(A) Laughable (B) Derogatory
(C) Abusive (D) Detriment
192. **PERTINENT**
(A) Eloquent (B) Distant
(C) Relevant (D) Irrelevant
193. **COLOSSAL**
(A) Fragile (B) Small
(C) Colorful (D) Impressive
194. **ASSURED**
(A) meagre (B) uncertain
(C) damaging (D) unfriendly
195. **FRIVOLOUSLY**
(A) generously (B) mildly
(C) treacherously (D) sensibly

Direction (196-200): Out of four alternatives, choose the one which best expresses the meaning of the given word and mark it in the Answer-Sheet.

196. **PAINSTAKING**
(A) feeling panic
(B) thorough and rigorous
(C) taking risk
(D) painful and sorrowful
197. **SUBSTANTIAL**
(A) delicate (B) graceful
(C) sensational (D) significant
198. **INDOLENT**
(A) cautious (B) lazy
(C) unintelligent (D) stubborn
199. **AFFILIATIONS**
(A) aspirations (B) ideologies
(C) backing (D) attachments
200. **UNFOLD**
(A) engulf (B) liquidate
(C) strike (D) spread