



ENGLISH LANGUAGE AND COMPREHENSION

Directions (1-20): The first and the last parts of the sentences are numbered 1 and 6. The rest of the sentence is split into four parts and named P, Q, R and S. These four parts are not given in their proper order. Read the sentence and find out which of the four combinations is correct. Then find the correct answer and mark your answer in the Answer Sheet.

1. 1. Nobody in their mind would doubt that American has problems.
P. Leave out euphoria, after the Gulf War and that is the highest such figure for six years.
Q. And whatever the gloomy politicians may think, Americans themselves seem to sense that.
R. But these are problems, things that can and will be solved. They are not the stuff of national crisis.
S. The latest Time/CNN poll says 62% of Americans thought their nation was doing 'fairly well' or 'very well'
6. All it needs now is for politicians to catch the new mood of optimism.
(A) QPSR (B) RSQP
(C) PQRS (D) SPRQ
2. 1. The dead do sometimes tell tales, if you know how to look for them.
P. The flesh of bomb victims is shredded and may be sieged by chemicals.
Q. In the autopsy rooms of the Suffolk country; the medical examiner and his team were looking for clues that could explain how the passengers of TWA Flight 800 died.
R. But most of the corpses he examined had been killed by the impact of hitting the water from a height of more than two miles.
S. The body of a person killed by a bomb looks different from the body of a victim in an ordinary plane crash.
6. The mystery of their deaths will be solved in time, but it won't be easy or quick.
(A) SRQP (B) PQRS
(C) QSPR (D) RSPQ
3. 1. Making ourselves
P. our language
Q. part of growing into
R. masters of
S. is an important
6. full manhood or womanhood.
(A) RSPQ (B) SQPR
(C) RPSQ (D) PRSQ
4. 1. The very first battle they fought
P. and they had to fall back
Q. cross the border
R. was lost
S. letting the enemy
6. and enter the country.
(A) RQSP (B) RPSQ
(C) QRPS (D) QPRS
5. 1 : Yet so few of us have
P : walls of daily routine
Q : the time or the means
R : that encloses our lives
S : to break through the narrow
6 : to get to know this land.
(A) S R Q P (B) R P S Q
(C) Q S P R (D) P Q R S
6. 1 : The Arabs who are not in cities live in the desert all the year round.
P : They have the finest horses in the world.
Q : So they can easily move from one place to another.
R : These desert Arabs eat ripe, sweet figs and also the dates that grow upon the palm trees.
S : They live in tents that can be put up and taken down easily.
6 : An Arab loves his horse almost as much as he loves his wife and children.
(A) R S P Q (B) S Q R P
(C) PQRS (D) Q R S P
7. 1 : When employees go on strike against changes in labour laws, few realise that these are privileged workers.
P : People protest against reform because they do not want to pay their electricity bills.
Q : Or take the issue of user charges.
R : It is the millions who are without jobs who need real help.
S : Only those who have jobs can go on strike.
6 : These are sectional interests who are blocking reform.
(A) S P Q R (B) Q R S P
(C) S R Q P (D) Q P S R



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8. 1: The pleasure of being able to communicate with people from another culture and to understand their society is a valuable experience.
P: Because of the level of interactions with foreign experts, translators are mandatory in many companies.
Q: Many Indian MNCs with global footprints need linguists to help them in foreign lands.
R: But learning a foreign language is fast becoming a necessary job skill in its own right.
S: As the global market-place expands, the need for personnel who can communicate in foreign languages will increase.
6: They employ linguistic experts to teach their employees the required language and to interact with employees on the client site.
(A) P Q R S (B) R S P Q
(C) P S R Q (D) R Q P S
9. 1: Over decades, we have made things a lot worse.
P: It has proved quite disastrous.
Q: The unregulated spread of bore wells was an early form of water privatization.
R: Many poor farmers have seen their dug wells sucked dry as neighbours collect all the groundwater.
S: The richer you are, the more wells you can dig, the deeper you can go.
6: In the end, it can destroy the entire village.
(A) Q S P R (B) P Q R S
(C) Q P R S (D) P S Q R
10. 1: Ask any man or woman
P: and the chances are
Q: what is the single most important issue
R: in the streets of Zurich
S: facing Switzerland today
6: they will answer '1992'.
(A) R S Q P (B) P R Q S
(C) R Q S P (D) Q S R P
11. 1: Indian media still has not matured as far as election coverage goes.
P: Today, it is common for public relation's firms to cultivate journalists and planting stories.
Q: At the same time, nobody has addressed to the menace of corruption in the media, itself.
R: In such a scenario, the reader feels shortchanged as unbiased election coverage is not available.
S: Press conferences are used openly for giving gifts and bribes to journalists.
6: There is nothing wrong in the demand for unbiased, non-casteist and non-communal reporting.
(A) P Q S R (B) Q P R S
(C) P Q R S (D) Q P S R
12. No amount poor countries if they do
P
of direct aid will help not develop the
Q
capacity to generate wealth for themselves
R S
(A) Q P R S (B) R S Q P
(C) Q S R P (D) R P Q S
13. 1: The word 'Victory' generally reminds us of wars and conquerors like Alexander and Napoleon.
P: Thousands of people are killed and hundreds of towns and cities are destroyed.
Q: But the victory associated with a war comes after so much of destruction.
R: In this category we may include the achievements of scientists and scholars, statesmen and social reformers and the like.
S: However, there is another type of victory which is creative and constructive.
6: The victories of peace are more lasting and useful to humanity than the victories of war.
(A) P R Q S (B) S P Q R
(C) Q P S R (D) R P Q S
14. 1: The next day Hiralal woke early.
S: He could find nothing inside them except two letters.
P: Then he began to take out the bags containing the silver coins and the currency notes.
Q: Three of the bags were empty.
R: After washing his face and hands he went back to his bedroom.
6: Suddenly his heart seemed to stop beating.
(A) Q S P R (B) R P S Q
(C) P Q R S (D) S P Q R
15. 1: A water tap is a device for turning on and off a flow of water.
P: The metal parts of a water tap are usually made of brass because brass resists corrosion.
Q: The other part is a washer which is fixed to the bottom of the rod.
R: One is a rod with a handle on the top.
S: It has two important parts.
6: The washer is made of a flexible material such as rubber or plastic.
(A) P Q R S (B) S R Q P
(C) P Q S R (D) P R S Q



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16. 1 : Now these two types of courage, physical and moral, are very distinct.
P : I have known many men who had marked physical courage, but lacked moral courage.
Q : On the other hand, I've seen men who undoubtedly possessed moral courage but were very cautious about taking physical risks.
R : But I've never met a man with moral courage, who wouldn't, when it was really necessary, face bodily danger.
S : Some of them were in high places but they failed to be great in themselves because they lacked it.
6 : Moral courage is a higher and rarer virtue than physical courage.
(A) P Q R S (B) P S Q R
(C) P S R Q (D) Q S R P
17. 1 : Forests have an influence on the climate of a region.
P : Much of the rain that falls beneath the trees dissolves plant food in the soil.
Q : This gives to the air over the forests a coolness which is felt by balloonists and aviators three thousand feet above the earth.
R : The plants absorb all the food and much of the water, but the rest of the water is breathed out through the leaves into the air.
S : This is taken up by the roots of plants and carried upward to the leaves.
6 : Thus we see that forests in a region often make the climate cooler.
(A) Q S R P (B) P S R Q
(C) R S P Q (D) S Q P R
18. 1 : Albert Edward did very well.
P : He started looking for a place to open the new shop.
Q : He started his shop with great enthusiasm.
R : He did so well that he began to think of opening another shop.
S : One fine morning he found it on a nearby street.
6 : He then appointed a manager to take care of it.
(A) P Q R S (B) R S P Q
(C) R P S Q (D) P S R Q
19. 1 : Why do birds migrate in spite of the heavy loss of life on the way?
P : But birds also migrate during winter.
Q : Primarily they migrate during the summer.
R : Also they cannot endure the summer heat.
S : And the main reason now is not hunger but availability of the nesting sites.
6 : The migration of birds thus is a fascinating study, indeed.
(A) Q P S R (B) P Q R S
(C) R S P Q (D) Q R P S

20. 1 : Though hard to please and easily offended, Johnson had a most humane and benevolent heart.
P : There he discovered she was one of those wretched persons who had fallen into the lowest state of vice, poverty and disease.
Q : Going home one evening, he found a poor woman lying in the street and took her upon his back and carried her to his house.
R : Soon she was restored to health.
S : Instead of harshly scolding her, he had her taken care of with all tenderness.
6 : He got her a job and put her into a virtuous way of living.
(A) P Q R S (B) S R Q P
(C) P R Q S (D) Q P S R

Directions (21-40): In the following questions, a part of the sentence is bold. Below are given alternatives to the bold 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).

21. **He tried hardly** to make both the ends meet but many times he had to go without food.
(A) Hardly had he tried
(B) He tried hard
(C) He hard tried
(D) No correction required
22. Young Indian players **prefer play** cricket to pursuing any other sport.
(A) preferably played
(B) prefer playing
(C) preferred to play
(D) No correction required
23. The whole population of India **can be classified by** three categories - poor, middle and affluent class.
(A) will be classified by
(B) can be classified into
(C) will be classified between
(D) No correction required
24. It being a warm sunny day after the extreme cold winter, it seems everyone **have been enjoyed** it since morning.
(A) have being enjoyed
(B) have been enjoying
(C) had been enjoyed
(D) No correction required
25. When my husband was away on an expedition, she enquired how **was my health**.
(A) my health was
(B) my health had
(C) my health is
(D) No correction required



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26. They had not **been sympathetic** to the women in distress and asked them many awkward and personal questions.
(A) being sympathetic
(B) been sympathized by
(C) sympathetic
(D) No correction required
27. The issue of reservation for the minorities **could hardly be resolve** since our Constitution does not permit reservation on the basis of religion.
(A) were hardly to resolve
(B) could resolve hardly
(C) could hardly be resolved
(D) No correction required
28. It has become with the present Government to preach about **exercise restraint** on spending public money and giving public statements.
(A) restraining exercises
(B) exercising without restrain
(C) exercising restraint
(D) No correction required
29. Seeing his present performance, I am sure that he **will have proved** his merit in any forthcoming exam.
(A) will have to prove
(B) will be prove
(C) will prove
(D) No correction required
30. He face a lot of problems in his personal life and career due to his **impolitely behaviour**.
(A) behaviour was impolite
(B) behaved impoliteness
(C) impolite behaviour
(D) No correction required
31. More than one person **was killed** in the accident.
(A) were killed
(B) are killed
(C) have been killed
(D) no improvement
32. Not a word **they spoke** to the children after they had returned from the cremation ground.
(A) did they speak (B) they will speak
(C) they had spoken (D) no improvement
33. Newton wanted to **know why did the apple fall** and didn't fly.
(A) know that why did the apple fall
(B) know why the apple fell
(C) know that why the apple fell
(D) no improvement
34. **There is no place** for you in this compartment.
(A) There is no room
(B) There is no space
(C) There is no seat
(D) no improvement
35. He **had occupying** this godown for the last five years.
(A) is occupying
(B) will occupy
(C) has been occupying
(D) no improvement
36. I am used to **work hardly**.
(A) working hard
(B) work hard
(C) hard working
(D) No improvement
37. Twenty kilometers **are not a great distance** for me to cover.
(A) is not a great distance
(B) is no distance
(C) aren't a great distance
(D) No improvement
38. They were doing their job as efficiently **as usually**.
(A) usual
(B) as usual
(C) usually
(D) No improvement
39. He is unlikely to come to the party. But **if he comes** I would talk to him.
(A) if he would come
(B) if he was to come
(C) if he will come.
(D) No improvement
40. They **have formed** a rectangular pattern on the marching ground just now.
(A) formed
(B) have been forming
(C) form
(D) No improvement
- Directions (41—60): 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 alternative given. Choose the correct alternative.**
- CLOZE TEST 1**
- Democracy has its dangers, the greatest of which is that it may be the rule of ignorance. Citizens who are not...41... intelligent and educated are...42...to commit errors of judgement in the casting of votes. The best men may thus...43...to get elected. Elections are usually a...44... of propaganda. Another criticism of democracy is that it is wanting ...45... efficiency. For prompt and effective action, unity of action is... 46...In a multitude of minds, much...47...discussion takes place, whereas unity of control is needed for vigorous national life. This criticism, however, is not very...48...because in times of war the British Prime Minister usually...49... the power of a dictator. Another criticism of democracy in times of war is that secrecy in military affairs becomes difficult, if not... 50..., and that the opposition usually lowers the morale of the people by its condemnation of the actions of the cabinet.



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41. (A) barely (B) sufficiently
(C) highly (D) perfectly
42. (A) sure (B) deliberately
(C) unlikely (D) likely
43. (A) fail (B) succeed
(C) try (D) desire
44. (A) kind (B) process
(C) matter (D) result
45. (A) of (B) for
(C) at (D) in
46. (A) enough (B) dispensable
(C) essential (D) superfluous
47. (A) profitable (B) unprofitable
(C) detailed (D) exhaustive
48. (A) unfair (B) absurd
(C) strong (D) convincing
49. (A) gains (B) wields
(C) demands (D) misuses
50. (A) easy (B) probable
(C) impossible (D) obscure

CLOZE TEST 2

Man's basic aggressiveness is a fact and is the emotional factor for all the bloody violence that has marked human history since the beginning. His technology has never been as perfectly ...(51)... as in the weapons he makes to ...(52)... his brothers. The plough has changed very ...(53)... in design from the time man took ...(54)... cultivation. But swords have not become ...(55)... and the rifle, with which one man kills another, is a ...(56)... in comparison with the stone and ...(57)... with which he used to ...(58)... his adversaries in the earliest stage of civilization. Nuclear ...(59)... has designs that nature can never ...(60)... . They are wonders of technological creation.

51. (A) operated (B) implemented
(C) employed (D) deployed
52. (A) shoot (B) injure
(C) wound (D) kill
53. (A) much (B) little
(C) slightly (D) radically
54. (A) in (B) to
(C) into (D) over
55. (A) swordfishes (B) penknives
(C) featherweights (D) ploughshares
56. (A) miracle (B) masterpiece
(C) legend (D) model
57. (A) battleaxe (B) spear
(C) sword (D) stick
58. (A) slaughter (B) penalise
(C) reform (D) belabour
59. (A) bomb (B) science
(C) weaponry (D) research
60. (A) fabricate (B) generate
(C) formulate (D) emulate

Directions—(Q. 61 to 70): Out of the four alternatives, choose the one which best expresses the meaning of the word given in bold and indicate your correct answer.

61. **Irreverence**
(A) Disrespect (B) Cruelty
(C) Unkindness (D) Invalidity
62. **Amicable**
(A) Poisonous (B) Friendly
(C) Satisfying (D) Heartening
63. **Prudent**
(A) Skilled (B) Experienced
(C) Cautious (D) Criminal
64. **Vindicate**
(A) Open (B) Ventilate
(C) Justify (D) Recommend
65. **Occult**
(A) Religious (B) Unnatural
(C) Supernatural (D) Strong
66. **Menace**
(A) Request (B) Prayer
(C) Threat (D) Curse
67. **Delineate**
(A) Expand (B) Portray
(C) Explain (D) Argue
68. **Abrogate**
(A) Elope (B) Gatecrash
(C) Abolish (D) Destroy
69. **Insidiously**
(A) in a polite manner
(B) in a secret manner
(C) in ugly way
(D) in a forceful manner
70. **Abashed.**
(A) annoyed (B) arrogant
(C) embarrassed (D) awakened

Directions (71 to 80) : Choose the word opposite in meaning to the word given in bold and indicate your correct answer.

71. **Excruciating**
(A) mild (B) noisy
(C) sophisticating (D) modern
72. **Integration**
(A) Unity (B) Synthesis
(C) Linking (D) Fragmentation
73. **Miniature**
(A) Humungous (B) Small
(C) Heavy (D) Least
74. **Exhausts**
(A) Tires (B) Empties
(C) Invigorates (D) Drains
75. **Encountered**
(A) Avoided (B) Enriched
(C) Faced (D) Overcome
76. **Handy**
(A) Cumbersome (B) Handful
(C) Unwieldy (D) Heavy



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77. **Capricious**

- (A) Firm (B) Fickle
(C) Indefinite (D) Defiant

78. **Choleric**

- (A) affluent (B) brave
(C) pleasant (D) tired

79. **Spasmodic**

- (A) ill-humoured (B) sporadic
(C) regular (D) tireless

80. **Puerile**

- (A) inquisitive (B) matured
(C) impure (D) original

Directions (Q. 81 to 90) : Four words are given in each question, out of which only one word is rightly spelt. Find the word and indicate your correct answer.

81. (A) Associate (B) Miggrate
(C) Appropriate (D) Exhilerate
82. (A) Scenary (B) Granery
(C) Visionary (D) Luminery
83. (A) Entirty (B) Gratiuous
(C) Discern (D) Contestent
84. (A) Colaborate (B) Coroborate
(C) Cooperate (D) Colocate
85. (A) Reminiscence (B) Renounciation
(C) Recolection (D) Relaxasion
86. (A) Fullfil (B) will
(C) Fabbufous (D) Useful
87. (A) Traveling (B) Remittance
(C) Kidnaping (D) Equiteble
88. (A) Receprocate (B) Recieve
(C) Recetation (D) Receipt
89. (A) Psychology (B) Appology
(C) Criminology (D) Archaeology
90. (A) Neccessary (B) Temparory
(C) Itinerary (D) Sanguinery

Directions (91-95) : questions the following 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 in the Answer Sheet.

91. Since Elizabeth Barrett Browning's father never approved of Robert Browning, the couple eloped to Italy where they lived and wrote.
(A) her to marry (B) her marrying
(C) she marrying (D) she to marry
92. Canada does not require that U.S. citizens obtain passports to enter the country, and
(A) Mexico does neither
(B) Mexico doesn't either
(C) neither Mexico does
(D) either does Mexico
93. The police the mob.
(A) scattered (B) disbanded
(C) drove (D) dispersed
94. I cannot to know much about it.
(A) imagine (B) conceive
(C) pretend (D) contemplate

95. We trouble on our borders.

- (A) comprehend (B) supplement
(C) complement (D) apprehend

Directions (96 to 105) : Four alternatives are given for the Idiom/Phrase bold in the sentence. Choose the alternative which best expresses the meaning of the Idiom/Phrase and indicate your correct answer.

96. He went on **sowing wild** oats; he faced problems later in his life.
(A) inviting troubles as a boy
(B) warning others as a young man
(C) irresponsible pleasure seeking in young age
(D) sowing grains called oats when young
97. I don't know why she has become **standoffish** recently.
(A) angry (B) hilarious
(C) indifferent (D) unmanageable
98. Sometimes, it happens that we have **to give the devil his due**.
(A) to give credit to even a notorious person
(B) to give encouragement even to the enemy
(C) to invite the devil
(D) to stand in the way of the devil
99. He was given **hobson's choice** by the employer.
(A) excellent choice
(B) no real choice at all
(C) choice to live or die
(D) first choice
100. It is my advice to you. Always take his statements **with a grain of salt**.
(A) to listen to something with considerable doubt
(B) to talk sensibly
(C) to criticise
(D) to complement
101. The ruling party has been warned not **to play to the gallery**.
(A) to give importance to the common man
(B) to try to be sensational
(C) to seek to win approval
(D) to side-track the issue
102. In the 2G scam, the credibility of the Government is **at stake**.
(A) on trial (B) under pressure
(C) in danger (D) challenged
103. **Forty winks**
(A) a person beyond 40 years
(B) a studious person
(C) ordeals of life
(D) a short nap
104. **The worse for wear**
(A) worrisome (B) financially poor
(C) hostile (D) shabby from use
105. **To brow beat**
(A) to bully
(B) to chase
(C) to give a hint
(D) to revive old friendship



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Directions (106-135): You have 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 in the Answer Sheet.

PASSAGE - I

The interview may be conducted by letter and by telephone, as well as in person. Letter and telephone interviews are less satisfactory. Direct contact with an individual and a face-to-face relationship often provide a stimulating situation for both interviewer and interviewee. Personal reaction and interaction aid not only in rapport but also in obtaining nuances and additional information by the reactions which are more fully observed in a face-to-face relationship.

Adequate preparation for the interview is a must. Careful planning saves not only time but also energy of both parties concerned. The interview is used to obtain facts or subjective data such as individual opinions, attitudes, and preferences. Interviews are used to check on questionnaires which may have been used to obtain data, or when a problem being investigated is complex, or when the information needed to solve it cannot be secured easily in any other way. People will often give information orally but will not put it in writing.

106. The intention of the writer of this passage is to
(A) warn the readers against conducting interviews.
(B) instruct people on the best means of conducting interviews.
(C) tell people how to make friends with interviewers.
(D) advise people on the use of letters and telephone.
107. According to the author the best way to conduct interviews is
(A) to talk to the interviewees over telephone.
(B) to write letters to the interviewees.
(C) to observe the interviewees from a distance.
(D) to have a direct conversation with the interviewees.
108. If I want to interview someone
(A) all I need to do is to just drop in and have a talk with the person.
(B) I ought to plan and prepare for the interview well in advance.
(C) I have to ring up the person and ask him/her all the questions I want to.
(D) establishing good rapport with the person will be enough.

109. Face-to-face interaction with the interviewees enables the interviewer to
(A) understand shades of meaning not readily available in written responses.
(B) observe the physical stature of the interviewee.
(C) listen to the voice of the interviewee directly.
(D) compel the interviewees to express their opinions in writing.
110. The author used 'individual opinions', 'attitudes' and 'preferences' as examples of
(A) objective data about the interviewees.
(B) abstract philosophical concepts irrelevant to the interview process.
(C) psychological properties particular to a given interviewee.
(D) likes and dislikes common to interviewers and interviewees.

PASSAGE - II

If you believe you can, you can. If you believe you cannot, you cannot. Think negatively and you will get a negative result because by your thoughts you create a negative atmosphere which is hospitable to negative results. On the contrary, think positively and you create a positive atmosphere which makes positive results a certainty.

To cultivate positive thinking, speak hopefully about everything. Then feed your mind with good, nourishing and wholesome thoughts. Keep good company of friends who are optimistic. Read scriptures which will cast away your negative thoughts. Lastly, pray a great deal and count the blessings that God has given you. Thus you can overcome negative thoughts of failure and cultivate positive thoughts of success.

111. Think negatively and you will get—
(A) bad result (B) immediate result
(C) negative result (D) positive result
112. If you want to cultivate positive thinking—
(A) you should think and speak hopefully
(B) you should speak boldly
(C) you should speak softly
(D) you should speak loudly
113. The passage is on—
(A) Pessimism (B) Optimism
(C) Tourism (D) Naturalism
114. What will cast away your negative thoughts?
(A) Newspapers (B) Magazines
(C) Books (D) Holy books
115. Which of the following statements is not true?
(A) Good friends elevate our thoughts.
(B) Prayer helps us to keep our mind clean.
(C) It is not possible to change a pessimist into an optimist.
(D) For cultivating optimism, we should always speak hopefully.



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PASSAGE - III

Bill Sikes was determined to make one last effort for his life by dropping into the creek, and endeavouring to creep away in the darkness and confusion.

Close by him was a chimney. He set his foot against it, fastened one end of the cord tightly round it, and with the other made a strong running loop. He could let himself down by the cord to within a few feet of the creek then cut it there and drop.

He had his knife ready in his hand, but at the very instant that he brought the loop over his head, something seemed to make him turn. He stared behind him on the roof, and threw his arms above his head and uttered a yell of terror. "The eyes again!" he cried.

Staggering as if struck by lightning, he lost his balance and tumbled over the parapet. The noose was on his neck. It ran up with his weight and tightened. He fell for thirty feet. There was a sudden jerk and there he hung, with the open knife still *clenched* in his stiffening hand.

116. Why did Bill Sikes utter a yell of terror ?
(A) He saw a ghost.
(B) He saw a gun pointed at him.
(C) He saw the haunting eyes.
(D) He saw the police.
117. What was found close by Bill Sikes ?
(A) A chimney (B) A stack of cards
(C) A cup of tea (D) A cake
118. Where did Bill Sikes want to drop?
(A) Into a creek (B) Into the chimney
(C) Into a sewage pit (D) Into the river
119. Why did he tumble over the parapet wall ?
(A) He lost his balance.
(B) It rained hard.
(C) A tile broke away.
(D) The wall was slippery.
120. Why did Bill Sikes keep a knife in his hand?
(A) To cut a fruit.
(B) To cut the rope.
(C) To threaten his pursuers.
(D) None of these.

PASSAGE - IV

Thinking of what education might look like in the next decade, one quickly realized that the trends in technology are leaving a large number of our students behind. Today is an age of exponential change. New and ever-improving technologies are popping up every day and in every corner of society.

Educating the best and the brightest in this brave new world will take a new and improved educational paradigm. Allowing our educational tools to age in the corner of the classroom will be the mistake that may cost us our future. Throwing away masses of children to inequitable access will ensure that we languish at the bottom of the global pool of employable workers for decades to come.

Technology will shape the way we educate students in the next decade. A user is not simply a person who uses. For the student, being a user should involve using the latest technology in a free and autonomous manner. This new-found freedom will allow the student to become an active participant in his/her education instead of a passive passenger. In our current technological society, being a user also means being tracked. Tracking a student means having the ability to target education towards weaknesses and strengths. The ability to accurately customize curricula to the individual has been the holy goal of educational philosophy for many years. This golden age of technological development may soon enable this dream to become a reality.

Current educational curricula and individual assessment is arbitrary at best. Accurately assessing a student can only be achieved by using modern tracking and database technologies. Imagine a world where every child has a tablet computer with ready access to the internet. Further, imagine that every student can access all the knowledge of humankind freely at any moment of time. Continue imagining a world where a misspelled word brings up a spelling challenge application instead of an auto correction. Try to contemplate what it would mean for a teacher to have a database of every misspelled word, every misunderstood concept or every missed equation for each of their students. Try to envision a teacher with the ability to customize the experience of the individual user with minimal effort. Imagine the curriculum being automatically targeted to the user through an intuitive educational platform that knows all his strengths and each unique weakness. In the last few hundred years, most individuals would consider education as something you receive. You often hear the question asked, "Where did you receive your education?" As we proceed through the next decade, education will slowly move away from reception and towards being custom designed for the individual user. New technology will not only allow us to receive an education, but also develop an education. The question we might ask in ten years is, "How did you develop your education?" The question of 'where' will still be important, but the how of the matter will be the focus that defines the individual.

To make this a reality we will need a standardized platform from which to develop a student's unique education. This standardized platform will allow us to tailor a custom curriculum that will be matched to talents, interests and life goals. For the educator, a standardized platform will create a way to assist



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the student in discovering a true purpose in life through a unique educational experience. The basics of reading, writing and arithmetic will not be taught as much as they will be discovered and used. Learning will become a reciprocal experience between the teacher, the student and the machine.

Under a standardized platform, each of these three participants will have a role to play. The teacher will be the facilitator, assisting the development of the curriculum and inspiring the direction the student takes. The student will be the user, gathering resources, skill and knowledge in an efficient manner. The machine will do the work of data gathering and analysis, which will assist the teacher and student in refining the curriculum. This data gathering work of the machine will also free the teacher from the burden of record-keeping and tedious tasks that currently distract from the real job of teaching and learning.

Under a standardized system, grade level will be far less important. Achievement and progression will be more important and benchmark for success. The question of failure or success will be irrelevant and replaced with a standard and consistent measurement of potential and overall intelligence. Information will no longer be missed but continually rehearsed and monitored for retention by the machine. Tasks such as data tracking, reporting and record keeping are currently accomplished manually. These tasks could easily be delegated to a database. This would free the teacher to do their main job of teaching students.

The next decade may mark the moment in history when all are granted equal access to technology. Access to quality education will only be gained through investment and universal standardization of this technology. If we continue to divert wealth toward fruitless goals and corporate greed, this opportunity will be lost or hopelessly delayed.

121. According to the author, which of the following will be the benefit(s) of introducing a standardized technological platform?

- I. Potential of a child will take precedence over the grades he/she scores.
 - II. Improving the educational syllabus would become easier.
 - III. Teachers would be able to devote more time to teaching.
- (A) Only III (B) All I, II and III
(C) Only II and (D) Only I and II

122. Which of the following is/are **true** in the context of the passage?

- I. In the presence of technology each student would require constant monitoring by other individuals to maximize learning.
 - II. Educational philosophy is based on the belief of tailoring educational syllabus to individual student capability.
 - III. The author visualizes that each student will have access to technology in the future.
- (A) Only I and II (B) Only II
(C) Only III (D) Only II and III

123. Which of the following is possibly the most appropriate title for the passage?

- (A) Technology – A Welcome Relief to Teachers
- (B) Revamping the Educational Sector – An Impossible Future
- (C) Education – Arbitrary but a Reality
- (D) Technology – Reshaping the Future of Education.

124. How, according to the author, will the perception towards education change over the next decade?

- (A) Where an individual gets his education will gain increasing importance
- (B) Education will be viewed as a prerogative of the elite only.
- (C) Creativity in an individual will be regarded as needless.
- (D) None of these.

125. What does the author mean by the term “tracking a student”?

- (A) Analyzing the strengths and weaknesses of a student and designing and educational syllabus accordingly.
- (B) Assessing whether a student is paying due attention to the existing curriculum offered by an institute of learning
- (C) Analyzing the positives and negatives of an educational institute and modifying it suitably to cater to industrial requirements
- (D) Following a student to the educational institute that he visits frequently in order to estimate the time he spends there

126. According to the author, why is the current education provided not satisfactory?

- (A) The teachers providing education are not qualified enough to emphasize on quality of education.
- (B) Quality of education provided is not uniform across the globe and individual assessment is subjective.
- (C) The educational sector is fraught with corrupt practices and thus does not produce the desired result.
- (D) The education system is not guided by technology and hence the pace of learning is slow



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127. What is the author's vision regarding the integration of technology with education?
- I. A substantial database consisting of each student's learning curve would be readily available.
 - II. An error would activate a software which would encourage learning rather than auto-correcting.
 - III. Experimentation in academics should be encouraged.
- (A) Only III (B) Only I and II
(C) All I, II and III (D) Only I and III
128. How has the author defined the term 'user'?
- (A) One who invests in the latest technology even when it is beyond his/her means
 - (B) One who uses available technology to the maximum and for the longest period
 - (C) One who freely and actively participates in acquiring skills and knowledge in a systematic manner.
 - (D) Anyone who invests in technology as per his/her requirement and means

Passage V

A close look at the facts relating to political interference in administration shows that it is not a one-way process. There is often a nexus between power-hungry and corrupt politicians and civil servants with convenient principles. Many civil servants are only too anxious to oblige the politicians, and then cash the obligation when they need some special favour. Such attitude of self-righteousness adopted by the civil service is sometimes only a way of covering their own flaws by blaming others.

Every now and then some retired civil servants come out with his memoirs, painting a glorious picture of the heights of administrative efficiency reached during his reign. There is often the suggestion that had there not been so much political interference, things would have been even more fantastic. It is not unusual for the self-styled hero to blame not only interfering politicians but also fellow civil servants who were idiots or crooks, for his failures. This attitude of smug self-satisfaction is, unfortunately, developed during the years of service. Self-preservation rather than service is encouraged by our whole system of rules and procedures.

The remedy has to be drastic and quickly effective. The over-protection now granted to devil servants must end. Today to remove an erring civil servant is just not possible. And the only thing that the highest authority in the Government, both in the State and at the Centre, can do is to transfer an official from one job to

another. The rules for taking disciplinary action are so complicated that, in the end, the defaulting civil servant gets away, and gets his full emoluments even for the period of the disciplinary proceedings, thus making it a paid holiday for him.

The result is that the administration has become rule-oriented and not result-oriented. Action is possible against the official who takes some interest in his work, but no action is ever taken against a person who does not deliver the goods. If the country is to adopt a result-oriented approach, it is necessary to link job performance with job retention.

129. The facts relating to the problem of political interference indicate that :
- (A) honest bureaucrats are always being troubled by politicians.
 - (B) politicians are often misled and trapped by civil servants.
 - (C) politicians and civil servants co-operate to gain mutual advantages.
 - (D) politicians and civil servants use interference as an excuse for victimizing the common man.
130. The attitude of self-righteousness adopted by the civil service, according to the writer :
- (A) is not welcomed and supported by politicians.
 - (B) is dishonest and conceals the facts.
 - (C) is very difficult to maintain because of opposition.
 - (D) does not really help the public get fair treatment.
131. Civil servants who write their memoirs after retiring :
- (A) claim that they would have achieved outstanding success if interference had not come in the way.
 - (B) prove that constant political interference made it impossible for them to do anything properly.
 - (C) complain that the credit for their achievements goes to dishonest politicians.
 - (D) prove that people of inferior quality in the civil service bring about interference.
132. The existing system of administration seems to encourage civil servants:
- (A) to become self-styled heroes and boss over others.
 - (B) to present a glorious picture of the administration.
 - (C) to become self-centred and concerned mainly about their own gain.
 - (D) to become self-righteous and fight back against corrupt politicians.



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133. The problem with the present set-up needing urgent action is
(A) a lack of accountability on the part of civil servants.
(B) a lack of control over the power of politicians.
(C) a neglect of the ideals of self-righteousness.
(D) complicated rules and procedures that greatly reduce efficiency.
134. The main principle of the remedy proposed by the writer is, that:
(A) the politicians should be made accountable for all their decisions.
(B) the high level of protection enjoyed by civil servants should be reduced.
(C) the common man's right to efficient and fair administration must be protected.
(D) rules should be simplified so that there is less scope for misuse.
135. According to existing procedures, if a civil servant is found to be unsuitable or dishonest
(A) he can appeal to an authority like the Supreme Court.
(B) politicians with whom he has special links will interfere to help him.
(C) transferring him to another post is the usual action taken.
(D) a conflict between Central Government and State Government interests can arise.
- Directions (136-140): In these questions, out of the four alternatives, choose the one which can be substituted for the given words/sentence and indicate the correct answer**
136. A government by worthy people
(A) Oligarchy (B) Meritocracy
(C) Plutocracy (D) Bureaucracy
137. One who talks in sleep
(A) Somniloquist (B) Egoist
(C) Somnambulist (D) Altruist
138. Two words with opposite meaning used together
(A) Pun (B) Alliteration
(C) Epithet (D) Oxymoron
139. A specialist who studies fish
(A) Optician (B) Ophthalmologist
(C) Ichthyologist (D) Neurologist
140. A pile of something
(A) Dam (B) Mound
(C) Dyke (D) Embankment
- Directions (141 - 160): Find out which part of a sentence has an error and blacken the oval () corresponding to the appropriate letter (A, B, C). If a sentence is free from error, blacken the oval corresponding to (D) in the Answer Sheet.**
141. The scientist was seemed (A)/to be excited over (B)/ the result of his experiment. (C)/ No error. (D)
142. The student could not answer the teacher (A)/ when he was asked to explain why was he (B)/ late that day. (C)/No error. (D)
143. John could not come (A) /to school (B)/as he was ill from cold.(C)/No error.(D)
144. Though she has aptitude in Mathematics (A)/ I won' t allow her to take it up as a subject of (B)/study for the Master's degree because I know the labour involved will tell upon your health. (C)/No error.(D)
145. I am not familiar with all the important (A)/ places in this town, (B)/although I have been living here since two years. (C)/No error.(D)
146. If I would be a millionaire, (A)/I would not be (B)/wasting my time waiting for a bus. (C)/ No error.(D)
147. Until you begin to make a better use of your time, (A)/ I shall not stop (B)/finding fault in you.(C)/No error.(D)
148. Neither of the two boys (A)/ is sensible enough (B)/ to do this job.(C)/No error. (D)
149. They left their (A)/luggages at (B)/the railway station.(C)/ No error.(D)
150. You will get (A)/all the informations (B)/if you read this booklet carefully.(C)/No error. (D)
151. She sang (A)/very well, (B)/isn't it? (C)/No error. (D)
152. He is working (A)/in a bank in New Delhi (B)/for the past several months.(C)/No error.(D)
153. There is no question (A)/of me failing (B)/ in the examination.(C)/No error.(D)
154. If you repeat this mistake, (A)/ I will inform to (B)/your father and do not blame me then. (C)/No error.(D)
155. The Lieutenant was short and muscular (A)/ with shoulders that bulged impressive (B)/against his smart uniform. (C)/ No error. (D)
156. Our country need (A)/a number of (B)/ self sacrificing and devoted political leaders. (C)/No error (D)
157. The constant shouting of (A)/slogans do not solve (B)/ the problems of the country. (C)/ No error (D)
158. We always complain that (A)/prices are too high (B)/ and that we were not getting our money's worth. (C)/ No error (D)
159. The Superintendent of police has announced that (A)/those who are found guilty of breach of peace (B)/ or of taking the law into their hands they will be taken to task. (C)/ No error (D)
160. Not one of the hundreds of striking workers (A)/were allowed (B)/ to go near the factory. (C)/ No error (D)



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Directions: (161 to 180) 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.

161. You must perform his last rites.
(A) His last rites must performed by you.
(B) His last rites must be performed by you.
(C) His last rites must be perform by you.
(D) His last rites must performd by you.
162. The Government is not taking naxalism seriously.
(A) Naxalism is being not taken by the Government seriously.
(B) Naxalism is not been taken by the Government seriously.
(C) Naxalism is not taken by the Government seriously.
(D) Naxalism is not being taken by the Government seriously.
163. Science has touched all aspects of our life.
(A) All aspects of our life has been touched by science.
(B) All aspects of our life have being touched by science.
(C) All aspects of our life have been touched by science.
(D) All aspects of our life have been touched.
164. This movie has been seen by him as well as his friends.
(A) He as well as his friends has seen this movie.
(B) He as well as his friends have seen this movie.
(C) He as well as his friends had seen this movie.
(D) He as well as his friends has been seen this movie.
165. Prominence has been gained by linguistics due to the rich literature of Rome and India.
(A) Linguistics has gained prominence due to the rich literature of Rome and India.
(B) Linguistics have gained prominence due to the rich literature of Rome and India.
(C) Linguistics has gain prominence due to the rich literature of Rome and India.
(D) Linguistics has been gained prominence due to the rich literature of Rome and India.
166. Is he creating confusion and disorder?
(A) Has confusion and disorder been created by him?
(B) Is confusion and disorder being created by him?
(C) Is confusion and disorder been created by him?
(D) Are confusion and disorder being created by him?
167. It is an irony that families adopt dogs but not a child.
(A) It is an irony that dogs are adopted by families but not a child.
(B) It is an irony that dogs are adopted by families not adopted a child.
(C) It is an irony that dog are adopted by families not a child.
(D) It is an irony that dogs but not a child are adopted by families.
168. Set up a company.
(A) Let a company be setted up.
(B) Let a company be set.
(C) You are suggested to set up a company.
(D) A company be set up.
169. Who doesn't know Abhitabh Bacchan ?
(A) By whom is Abhitabh Bacchan not known ?
(B) To whom is Abhitabh Bacchan not known ?
(C) Abhitabh Bacchan is not known to whom ?
(D) By who is Abhitabh Bacchan not known ?
170. We spend thousands in malls but bargain with poor hawkers.
(A) Thousands are spent in malls by us but we bargain with poor hawkers.
(B) Thousand is spent in malls by us but we bargain with poor hawkers.
(C) Thousands are spend in malls by us but we bargain with poor hawkers.
(D) Thousands are spent in malls by us but bargain with poor hawkers.
171. We expect returns in crores but work in pennies.
(A) Returns are expected in crores but work is done in pennies.
(B) Expectation has been done in crores for returns but work is done in pennies.
(C) Expectation in crores but work is done in pennies.
(D) Crores expected but work is done in pennies.
172. It is time we punished the corrupt politicians.
(A) It is time for we to punish the corrupt politicians.
(B) It is time for us to punish the corrupt politicians.
(C) It is time , the corrupt politicians were punished by us.
(D) It is time for us punishing the corrupt politicians.
173. She is thanking the benevolent priest.
(A) The benevolent priest is being thanked by her.
(B) The benevolent priest was being thanked by her.
(C) The benevolent priest is been thanked by her.
(D) The benevolent priest is thanked by her.



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174. I know not only the master but also his disciples.
(A) Not only the master but also his disciples were known by me.
(B) Not only the master but also his disciples was known by me.
(C) Not only the master but also his disciples was known to me.
(D) Not only the master but also his disciples were known.
175. Everyone desires rights but not a single duty.
(A) Rights but not a single duty are desired by everyone.
(B) Rights but not a single duty is desired by everyone.
(C) Rights but not a single duty desired by everyone.
(D) Rights but not a single duty are being desired by everyone.
176. Do not disturb peace.
(A) Let peace not be disturbed.
(B) Let not peace be disturbed.
(C) Let peace be disturbed not.
(D) Let peace be disturbed.
177. He is helped by his wife and not by his children.
(A) His wife and not his children help him.
(B) His wife and not his children helps him.
(C) His wife and not his children helped him.
(D) His wife and not his children is helping him.
178. Get the sweets distributed .
(A) Distribute the sweets.
(B) Get someone to distribute the sweets.
(C) Let the sweets be distributed.
(D) have the sweets distributed.
179. I want you to take the responsibility.
(A) I want the responsibility to be taken by you.
(B) I want the responsibility to taken by you.
(C) I want the responsibility to be took by you.
(D) I want the responsibility be taken by you.
180. They will cast their votes.
(A) Votes will be casted by them.
(B) Votes will be cast by them.
(C) Votes would be casted by them.
(D) Votes will be casted to them.
- Directions: (181-200) 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.**
181. "Women think from their heart and men from their mind", she said.
(A) She said that women think from their heart and men from their mind.
(B) She said that she women thought from their heart and men from their mind.
(C) She said that women think from their heart and men thought from their mind.
(D) She told that women think from their heart and men from their mind.
182. He said to me, "I know you didn't mean what you said."
(A) He told me that he knew that I didn't mean what I said.
(B) He told me that he knew that I had not meant what I had said.
(C) He told me that he knew that I didn't meant what I say.
(D) He said me that he knew that I didn't mean what I said.
183. He said to my students, "What an inspiring movie Bhaag Milkha Bhaag is."
(A) I told my students that what an inspiring movie Bhaag Milkha Bhaag was.
(B) I told my students that Bhaag Milkha Bhaag is an inspiring movie.
(C) I said my students that Bhaag Milkha Bhaag was an inspiring movie.
(D) I told my students that Bhaag Milkha Bhaag was an inspiring movie.
184. He said to her, "Darling, you look very sad."
(A) He told her lovingly that she looks very sad.
(B) He told her lovingly that she looked very sad.
(C) He told his darling that she looks very sad.
(D) He told her that she looked very sad.
185. Ram said to Seeta, "I promise to be all yours for my whole life."
(A) Ram told Seeta that he promises to be all hers for all his life.
(B) Ram told Seeta that he promised to be all hers for all his life.
(C) Ram told Seeta that he promised to be all yours for all his life.
(D) Ram told Seeta that he promises to be all hers for all my life.
186. The teacher said to the students, "Do your best and God will take care of the rest."
(A) The teacher advised the students to do their best and that God will take care of the rest.
(B) The teacher advised the students to do their best and that God would take care of the rest.
(C) The teacher adviced the students to do their best and that God would take care of the rest.
(D) The teacher advised the students that they did their best and that God will take care of the rest.
187. He said to me, "Madam, this is the best that we can provide."
(A) He told me respectfully that that was the best that he could provide.
(B) He told me respectfully that that is the best that he could provide.
(C) He told me that this was the best that he could provide.
(D) He told me respectfully that was the best that he could provide.



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188. She said, "The sun is a ball of gas."
(A) She said that the sun is a ball of gas.
(B) She said that the sun was a ball of gas.
(C) She told the sun is a ball of gas.
(D) She said that the sun is a ball of gas.
189. He said, "Hurray, we won again!"
(A) He exclaimed with joy that they won again.
(B) He exclaimed that they had won again.
(C) He exclaimed with joy that they had won again.
(D) He exclaimed with joy that we had won again.
190. He said to me, "Bravo! You have made us proud."
(A) He applauded me saying that I have made them proud.
(B) He applauded me saying that I had made them proud.
(C) He applauded me I had made them proud.
(D) He told me that I had made them proud.
191. He exclaimed with sorrow that ——
(A) India could not win the crucial match.
(B) alas India could not win the crucial match.
(C) India cannot win the crucial match.
(D) India could not won the crucial match.
192. He said, "Why are you annoyed?"
(A) He exclaimed with joy that they won again.
(B) He exclaimed that they had won again.
(C) He exclaimed with joy that they had won again.
(D) He exclaimed with joy that we had won again.
193. He said, "May God grant everything you need"
(A) He prayed that God might grant me everything I need.
(B) He prayed that God may grant me everything I need.
(C) He prayed that God might grant me everything I needed.
(D) He prayed that God might granted me everything I need.
194. The wise man said, "Money is a means to an end."
(A) The wise man said that money was a means to an end.
(B) The wise man said that money was a meant to an end.
(C) The wise man said that money is a means to an end.
(D) The wise man told that money is a means to an end.
195. He said, "A thing of beauty is a joy forever."
(A) He said that a thing of beauty was a joy forever.
(B) He told that a thing of beauty is a joy forever.
(C) He said that a thing of beauty is a joy forever.
(D) He said that a thing of beauty has been a joy forever.
196. He said that I knew he would cheat her.
(A) He said, "I know he will cheat her."
(B) He said, "I knew he will cheat her."
(C) He said, "I know he would cheated her."
(D) He told, "I knew he will cheat you."
197. The king said, "You shall get a reward for this honest act."
(A) The king said that he would get a reward for this honest act.
(B) The king said that he would get a reward for that honest act.
(C) The king said that he should get a reward for this honest act.
(D) The king told that he would get a reward for this honest act.
198. She said, "I go for a walk in the morning."
(A) She said that she went for a walk in the morning.
(B) She said that she goes for a walk in the morning.
(C) She said that she go for a walk in the morning.
(D) She had said that she go for a walk in the morning.
199. The commander said, "Stand at ease."
(A) The commander commanded them to stood at ease.
(B) The commander commanded them to stand at ease.
(C) The commander commanded them stand at ease.
(D) The commander commanded to stand at ease.
200. "Don't shout." She said, "Or I will shoot you."
(A) She warned him not to shout or she would shoot him.
(B) She warned him not to shout or she will shoot him.
(C) She warned him not to shout or she would shot him.
(D) She warned him to not shout or she would shoot him.



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An ISO 9001: 2008 Certified Company

Centres at: ★ MUKHERJEE NAGAR ★ MUNIRKA ★ UTTAM NAGAR ★ DILSHAD GARDEN ★ ROHINI ★ BADARPUR BORDER

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