

**Directions: (1-4) Out of the four alternatives, choose the one which best expresses the meaning of given word and mark it in the Answer.**

**1. Salubrious**

(a) perfect (b) Anonymous (c) Clean (d) Unwholesome  
Ans.(d) Slubrious (Adj) healthful , favourable to or promoting health स्वस्थ, रुचिकर

**2. Naive**

(a) Sophisticated  
(b) Brave  
(c) Tiresome  
(d) Magnanimous  
Ans. (a) Naïve (adj) having or showing natural simplicity of nature simple सीधा, कपटरहित

**3. QUIETEN**

(a) To soothe (b) to settle  
(c) to rouse (d) to lull  
Ans.(c)

**4. IMPULSIVE**

(a) cautious (b) hasty  
(c) reckless (d) spontaneous  
Ans.(a)

**Directions: (5-6) Out of the four alternatives, choose the one which best express the meaning of given word and mark it in the Answer**

**5. ASSAULT**

(a) attack (b) comfort  
(c) construct (d) attach  
Ans.(a) Assault का अर्थ है -चढ़ाई, धवा , आक्रमण  
Attack शब्द का भी यही अर्थ है।

**6. PROTRUDE**

(a) lengthen (b) Uphold  
(c) Buldge (d) Refute  
Ans.(c) Protrude का अर्थ है -पफैलाना, बढ़ाना उभारना  
Bulge शब्द का भी यही अर्थ है।

**7. Garnish**

(a) Honour (b) Respect  
(c) Obey (d) Adorn  
Ans. (d) शब्द Garnish' सजावट, साजाना अलंकृत करनाद्ध का पर्यावाची शब्द Adorn' ;सजाना ,आभूषित करनाद्ध है अन्य पर्यावाची शब्द है Decorate, Beautify, Embellish

**8. Abandon**

(a) Excuse (b) Forsake  
(c) Urge (d) Risk  
Ans.(b) शब्द Abandon परित्याग, छोड देना द्ध का समानार्थी forsake' ;त्याग देना है अन्य पर्यावाची शब्द है Give up, Desert, Renounce.

**Directions: (9-13) Four alternatives are given for the idiom/Phrase bold in the sentences. Choose the alternative which best expresses the meaning of the given idiom /phrase and mark it in the Answer -sheet.**

9. They have **latched on to** tourism as a way of boosting the local economy.

- (a) Promoted
- (b) discovered
- (c) exposed
- (d) explored

Ans.(a) कालांकित वाक्यांश (Idiom/Phrase) का तात्पर्य promoted यानि समझना से है।

10. Why do you **fight shy of** me?

- (a) Fight with (b) avoid
- (c) embarrass (d) shout at

Ans.(b) कालांकित वाक्यांश (Idiom/Phrase) का तात्पर्य avoid' to avoid यानि कुछ करने का अनिच्छुक होना को टालना से है।

11. Your remarks during the discussion **added fuel to the fire.**

- (a) got others angry
- (b) Ignited the fireplace
- (c) worsened matters

(d) created warmth all around  
Ans.(c) कालांकित वाक्यांश (Idiom/Phrase) का तात्पर्य worsened matters ; to make a situation worse than it already is से है।

12. **Rack and ruin**

- (a) Successful
- (b) debt
- (c) Destroyed
- (d) Eansacked

Ans.(c)

13. **Rides the high horse**

- (a) Superior
- (b) Went on a vaction
- (c) Started gambling
- (d) Bought a horse

Ans.(a)

**Directions: (14-18) Sentences are given with blanks to be filled in with an appropriate word (s) Four alternatives are suggested for each question. Choose the correct alternatives out of the four and indicate it by blackening the appropriate rectangle in the Answer - sheet.**

14. The criminal was totally taken .....when the police recognized him.

- (a) aback (b) up
- (c) for (d) away

Ans.(a)

15. Ram helps every one.....

- (a) isn't he? (b) doesn't he?
- (c) isn't it? (d) does he?

Ans.(b)

16. \_\_\_\_\_of the students has finished the exam yet.

- (a) All (b) some
- (c) Few (d) None

Ans.(d) वाक्य के रिक्त स्थान में none का प्रयोग उपयुक्त है।

17. She put the letter\_\_\_\_\_ her pillow.

- (a) below (b) in

(c) off (d) under

Ans.(d) वाक्य के रिक्त स्थान में under (के नीचे) का प्रयोग उपयुक्त है।

18. One \_\_\_\_\_ help praising the courage of the people.

(a) can (b) is to  
(c) cannot (d) will

Ans. वाक्य के रिक्त स्थान में cannot का प्रयोग उपयुक्त है।

**Directions: (19-23) Some of the sentences have errors and some are correct. Find out which part of a sentence has an error and blacken the rectangle corresponding to the appropriate letter (a,b,c). If a sentence is free from errors, blacken the rectangle corresponding to (d) in the answer Sheet.**

19. There are (a)/no poetries (b)/in my book (c)/No error(d)

Ans.(b) शब्द poetry ,scenery, machinery, jewellery आदि सदा singular रहते हैं अतः यहाँ no peopm का प्रयोग होगा।

20. That house (a)/ is built of (b)/ stones (c)/No error (d)

Ans.(c) वाक्य के भाग (C) में stone (uncountable) का प्रयोग होगा

21. He as well as (a)/you like (b)/to go (c)/No error(d)

Ans.(b) as well as, along with, together with से जुड़े subject में verb पहले subject के अनुसार होती है अतः यहाँ you likes (he के अनुसार) का प्रयोग होगा।

22. He who has suffered most (a)/ for the casue (b)/let him speak(c)/NO error(D)

Ans.(a) Superlative degree के पूर्व The का प्रयोग किया जाता है इसलिए part 'a' most के पूर्व the का प्रयोग करना चाहिए

23. The tow sisters shouted (a)/ at one another (B)/in public (c)/No error(d)

Ans.(b) Each other का प्रयोग दो के लिए तथा one another का दो या दो अधिक के लिए किया जाता है चूँकि प्रश्न में Two sister की बात हो रही है इसलिए part 'b' में each other का प्रयोग करना चाहिए।

**Directions: (24-34): A part of the sentences is bold. Below are given alternatives to the bold part at a,b, and c which may improve the sentence .Choqose the correct alternative. In case no improvement is needed, your answer is 'd'.**

24.The beggar was satisfied with his **lowly** meal.

(a) miserly (b) mean  
(c) meager (d) no improvement

Ans.(c) Meagre का अर्थ है scanty ;थोड़ा

25.**He put up** a lot of work on that article.

(a) put in (b) put down  
(c) put over (d) No improvement

Ans.(a) Put in= to write ;लिखना Put up= To propose ;प्रस्ताव करना Put down= ;दबाना to repress) Put देने का लें जाना

26.The frightened convict **wept** for mercy.

(a) mumbled (b) pleaded  
(c) shouted (d) No improvement

Ans. (b) Pleaded for mercy का अर्थ है -दया की याचना करना, दया की भीख माँगना।

27.We **did** a test when the lights went out.

(a) have been doing  
(b) were doing  
(c) had done  
(d) No improvement

Ans.(b) Past में जारी action के बीच यदि कोई दूसरा action घटित हो जाये तो जारी action का Past continuous में और घटित action का Simple past tense में अर्थात did' के बदले were doing' होगा।

28. I don't understand **why did you not call** me last night

(a) Why had you not call  
(b) why you did not call  
(c) why not did you call  
(d) No improvement

Ans.(b) कालांकित वाक्यांश के स्थान पर why you did not call' का प्रयोग उचित होगा क्योंकि verb से पहले subject का प्रयोग होना चाहिए।

29.The thieves ran away in a black car.

(a) fled (b) escaped with  
(c) jumped away (d) No improvement

Ans.(a) कालांकित

30. **Because that there were** heavy rains the lake was flooded.

(a) Because of the  
(b) As there were  
(c) Since there was  
(d) No improvement

31.The little boy fell from the roof.

(a) fell below the roof  
(b) fell down the roof  
(c) fell off the roof  
(d) No improvement

Ans (c)कालांकित वाक्यांश के स्थान पर fell off the roof' का प्रयोग उचित होगा। Fell के साथ off' का प्रयोग किया जाता है न कि From का

32.You ought to do your homework ,**oughtn't** you?

(a) shouldn't (B) mustn't  
(c) ought (d) No improvement

Ans.(d) वाक्य में सुधर की आवश्यकता नहीं है। 'ought to' special verb कहलाती है। यह यहाँ पर Question Tag के रूप में प्रयुक्त है। The form of question tag should be in agreement with the subject and the verb in the Statement.

33.The air -conditinerer has made ceiling fans a little **redundant** in today's world.

(a) superfluous (b) obsolete  
(c) extinct (d) No improvement

Ans.(b) कालांकित वाक्यांश के स्थान पर obsolete ;अप्रचलित, अप्रयुक्त का प्रयोग उचित होगा।

34. The concert will start **when the conductor comes**

(a) when the conductor arrives  
(b) when the curtain has been raising  
(c) when the audience will arrive

(d) no improvement

Ans.(a) कालांकित वाक्यांश के स्थान पर when the conductor arrives' का प्रयोग उचित होगा । यहां पर complex sentence के adverb clause (Time clause) का प्रयोग हुआ है। जिसका नियम है कि यदि वाक्य के दोनों भागों में गा, गे, गी लगे हो तो वाक्य क if अथवा when वाले भाग को simple Present में और दूसरे को Simple future में लिखते हैं जैसे I shall go with you , when you return, Example of Adverbial Clause-when?

The flowers will bloom when springs arrives.

**Directions: (35-43) You have a passage with 10 questions. Read the passage carefully and choose the best answer to each question out of the four alternatives.**

1. This is the thorny side of the prevailing examination system. Most examiners have perfected there skill in making it a veritable nightmare for majority of the students.

Quite unwittingly, we have increased the enrollement in school arlarmingly. Most of the students have neither the requisite aptitude to learn nor any clear-cut goal in life. The destiny of students would be decided in the final examination of written natur to test bookish, rote memory.

All laudable objectives of kindling originality and problem solving ability are trumpeted only in educational seminars and workshops. Ultimately, all these are gone with the wind. No wonder examination hangs like a Damocles' word.

Compare this with a related discipline such as music and dance. None would venture to seek entry into such centres of excellence unless one has proven aptitude to profit from training.

Here, the students have excellent rapport with their teachers who evaluate their performance on a day-to-day basis and provide constant feedback. Students enjoy practicing at home what they are taught in class. As they realsie their progress by constant reinforcement, they welcome and enjoy examination in class. Under the watchful guidance of committed teachers, studenetns grow and blossom out as well-trained artistes.

This is possible and feasible because the teacher-pupil ratio is ideal and the attitude of learner is based on devotion and dedication.

35. The writer is dissatisfied with the examiners because they test students.

- (a) memory (b)originality  
(c) aptitude (d) creativity

Ans.(a) दूसरे परिच्छेद की अन्तिम पंक्तियों में कहा गया है कि विद्यार्थियों के भाग्य का निर्णय वर्षान्त की लिखित परीक्षा द्वारा होता है जिनमें केवल किताबी ज्ञान तथा याद करने की प्रक्रिया का मुख्य स्थान होता है।

36. The writer's intention to compare the topic of discussion with that of dance and music is to

- (a) show how students of dance and music enjoy not only learning but also examinations

(b) popularize dance and music among all children

(c) congratulate teachers who take good care of their students

(d) prove that dance nad music alone can bring peace to us

Ans.(a) तीसरे परिच्छेद में लेखक बताना चाहता है कि नृत्य एवं संगीत सीखने के लिए कौशल केंद्रों में कोई भी तभी प्रवेश लेता है जब उसे विद्या के प्रति आत्म-अभिवृत्ति होती है और उसे वह प्रशिक्षण द्वारा पाना चाहता है।

37. According to the passage, the objectives of education should be

(a) to teach dance, music and drama to students in schools and colleges

(b) to reduce teacher- pupil ratio

(c)not to test bookish , rote memory

(d) to encourage originality and problem solving ability

Ans.(d) तीसरे परिच्छेद की अंतिम पंक्तियों में लेखक कहता है कि मूल तथ्य की जानकारी एवं समस्या समाधान की प्रयोगिक क्षमता शैक्षिक सेमिनारों एवं कार्यशालाओं में ही मिलती है । अत इससे तात्पर्य है कि हमारी शिक्षा प्रणाली में इस प्रक्रिया को अपनाया जाए।

2. At the end of his first voyage, Sindbad decided to settled to settle down at Baghdad and spend the rest of his life there. But soon, he tired of this kind of life.

He disliked laziness and wished to be doing something always. So, he joined with several other friendly merchants and went to sea a second time. They set sails in a good ship and soon reached an island completely covered with many kind of fruit trees.

While the other merchants were amusing themselves in various ways, SIndbad sat down under a tree near a trees near a small river to take his food. He made a good meal and afterwards fell asleep. He did not know how long he had slpet, but when he woke up, the ship was no longer to be seen

38. What did Sindbad decided to do after his first voyage?

(a) He decided to go on voyage

(b) He decided to start a business with his friends

(c) He decided to settle down at Baghdad

(d)He decided to take rest

Ans.(c) सिंदबाद ने बगदाद में ठहराने का निर्णय किया

39. Why did Sindbad go on a second voyage?

(a) His friends asked him to go on a oyages

(b) He was egar to go on many voyages

(c) he wanted to see more places

(d) he became tried of settled life and disliked laziness

Ans.(d) सिंदबाद एक स्थान पर रुकना ;जीवन में ठहरावद्ध एक सुस्ती तथा आलस्य को नापसंद करता था

40. With whom did Sindobad join?

(a) SIndobad joined with cousins

(b) He jointed with sailors

(c) He joined with friendly merchants

(d) He joned with his neighbours

Ans.(c) सिंदबाद ने अपने मित्रा व्यापारियों के साथ दोबारा समुद्री यात्रा प्ररम्भ की

3. The Bengal Renaissance refers to a social reform movement during the nineteenth and early twentieth

centuries in the region of Bengal in Undivided India during the period of British Rule. The Bengal Renaissance can be said to have started with Raja Ram Mohan Roy (1775-1833) and ended with Rabindranth Tagore (1861-1941), although there have been many stalwarts thereafter embodying particular aspects of the unique intellectual and creative output. Nineteenth century Bengal was unique blend of religious and social reformers, scholars, literary giants, journalists, patriotic orators and scientists, all merging to the image of a renaissance, and marked the transition from the 'medieval' to the 'modern'

During this period, Bengal witnessed an intellectual awakening that is in some way similar to the European Renaissance during the 16<sup>th</sup> century, although European of that age were not confronted with the challenge and influence of alien colonialism, orthodoxies, particularly with respect to women, marriage, the dowry system the cast system and religion. One of the earliest social movements that emerged during the time was the Young Bengal Movement, that common denominators of civil conduct among upper caste educated Hindus.

The parallel socio-religious movement, the Brahmo Samaj, developed during that time period and counted many of the leaders of the Bengal Renaissance among its followers.

41. Find the option that is opposite in meaning to alien.

- (a) disputable (b) indigenous  
(c) unethical (d) unscientific

Ans.(b) Alien से तात्पर्य जो विदेशी है, अतः इसका विलोम स्वदेशी indigenous होगा।

42. The Bengal Renaissance was different from the 16<sup>th</sup> century European Renaissance because

- (a) European did not have the dowry system  
(b) Raja Ram Mohan Roy and Tagore were not born in the 16<sup>th</sup> century  
(c) The Bengal Renaissance was an essentially Hindu Movement  
(d) Unlike the Bengalis, Europeans were not under foreign rule.

Ans.(d) गद्यांश में स्पष्ट कहा गया है। कि बंगाल के पुनर्जागरण आंदोलन तथा 16वीं सदी के यूरोप के पुनर्जागरण आंदोलन में पर्याप्त बुनियादी समानताएं होते हुए भी यह स्पष्ट असमानता है कि उस समय यूरोप विदेशी साम्राज्य का उपनिवेश नहीं था

43. The spirit of Renaissance

- (a) Is to embrace atheism  
(b) is to get inspiration from western intellectual thought  
(c) lies in breaking all shackles of backwardness and narrow mindedness  
(d) is essentially scientific

Ans.(c) इस आन्दोलन ने उस समय समाज में प्रचलित कुरीतियों को परंपरागत रूप से चली आ रही थी जैसे महिलाओं का विवाह, दहेज प्रथा धार्मिक अंधविश्वास विरोध किया और प्रगतिशील विचारों का प्रतिपादन किया।

**Direction (Q. nos. 44-45): 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.**

44. (a) Catalouge (b) Cataluoge (c) Catelogue (d) Catalogue

Ans: (d)

45. (a) Embarrassment (b) Embbarassment (c) Embarazzment (d) Embarrasement

Ans: (a)

**Directions(46-50) :** In each of the following questions, out of the four alternatives, choose the one which can be substituted for the given words/sentence.

46. A post, without remuneration

(a) Voluntary (b) Sinecure (c) Honorary (d) Involuntary

47. Large scale departure of people

(a) Migration (b) Emigration (c) Immigration (d) Exodus

48. Lottery in which an article is assigned by lot to one of those buying tickets

(a) Auction (b) Raffle (c) Audit (d) Transit

49. To send an unwanted person out of the country

(a) Exclude (b) Ostracise (c) Deport (d) Expatriate

50. Voluntarily giving up throne by king in favour of his son

(a) Abdication (b) Resurrection (c) Accession (d) Renunciation