

Directions (1-15): Read the following passage carefully and answer the question given below it. Some words have been printed in bold to help you locate them while answering some of the questions.

In the olden days, students used to stay in the teacher's house and learn. At a young age, boys were sent to the teacher's house. This system of education was called 'Gurukula'.

Prabhakaran was a boy of twelve. He was staying in his teacher's house to learn Sanskrit. Prabhakaran was a good student and his teacher liked him. But the teacher didn't show his affection towards the boy. Rather, he was stricter towards him. One day Prabhakaran was not very attentive in the class. This made the teacher angry. He beat him **severely**. Prabhakaran wept for some time. Then he wanted to wreak his vengeance on the teacher. In his rage he decided to kill the teacher. He chalked out a plan for this; Prabhakaran would climb up to the roof of his teacher's bedroom with heavy granite stone and drop it on the teacher's head when he was asleep. So after taking the dinner, Prabhakaran went out, picked up a heavy stone and climbed to the roof of the room. After some time his teacher and his wife **retired** to bed. Before sleeping they talked for some time. During the talk Prabhakaran heard his name being mentioned. He listened to their conversation attentively. The teacher's wife was equally fond of Prabhakaran. She was telling the teacher, 'this morning you were very harsh on Prabhakaran. You beat him **umpteenth** times, mercilessly. Is he not the best boy in your class? If you behave in this manner he will run away from here and you will lose a good student.'

The teacher replied, 'you are right, I should not have been so cruel to him. But you know he was not attentive in the class. I was taking an important lesson and he was talking to another boy. When I saw it I lost my temper. Prabhakaran should not miss important lessons. So I beat him in such a way that the punishment may **deter** him from such indifference in future.'

On hearing this, Prabhakaran became very sad. It was with good intention that the teacher punished him. He was overwhelmed with **remorse**. The whole night he sat on the roof. The next morning after lessons, he approached his teacher when he was alone and confessed to him everything.

1. Why did the student decide to remain on the roof whole night?

- (1) He felt so guilty that he did not have courage to come down.
- (2) He waited for the teacher to sleep
- (3) He wanted to hear the conversation in the teacher's room
- (4) He did not know the way to come down
- (5) None of these

2. What was the plan of the student to take revenge?

- (1) To create a situation so that the teacher becomes helpless.
- (2) To kill the wife of the teacher
- (3) To peep into his bedroom from the roof top
- (4) To crush the teacher's head with a stone at night
- (5) None of these

3. In which system of education was Prabhakaran studying?

- (1) The system of read and recite
- (2) The system of day and night school
- (3) Staying in teacher's house and work for him
- (4) The Gurukula system of learning Sanskrit
- (5) None of these

4. Why did the teacher not show affection to Prabhakaran?

- (1) He developed hatred towards him
- (2) He knew that Prabhakaran was a potential killer
- (3) Prabhakaran did not have sympathy towards teacher's wife
- (4) The teacher had seen him talking with other boys
- (5) None of these

5. The purpose of the teacher to punish the boy was –

- (1) to reform him as he was bad in studies
- (2) to teach him as he was not paying attention
- (3) to send message to the class to improve their behavior
- (4) to make the boy vindictive
- (5) None of these

6. Which behavior irritated the teacher most?

- (1) Going to roof top with granite stone
- (2) Listening to the bedroom conversation
- (3) Indulging into the conversation with other boys during class
- (4) The weeping of Prabhakaran
- (5) None of these

7. In the opinion of teacher's wife, Prabhakaran was

- (1) most dishonest, insincere boy
- (2) the best student in the class
- (3) a short tempered sensitive boy
- (4) a student who deserved much more punishment
- (5) a sycophant who used to praise the teacher for no reason

8. What was the Prabhakaran's reaction on hearing the conversation in his teacher's bedroom?

- (1) should wait for the couple to sleep and kill them both
- (2) how wrong am I to kill such a nice teacher
- (3) I should jump onto the bed of the couple from roof top
- (4) Alas! I should not have heard the conversation
- (5) None of these

9. Which of the following is TRUE in the context of the passage?

- (1) The Gurukula system of education was forced on Prabhakaran
- (2) The teacher assaulted the student mercilessly
- (3) The teacher's wife was astonished at the behavior of Prabhakaran
- (4) Prabhakaran did not have guilt feeling even after hearing the conversation
- (5) Prabhakaran had no plan to kill the teacher

10. Which of the following is NOT TRUE in the context of the passage?

- (1) In old days boys at young age were sent to teacher's house
- (2) But for bedroom conversation, Prabhakaran would not have killed the teacher
- (3) Prabhakaran was the best student in the class
- (4) The teacher's wife was of the view that Prabhakaran might run away
- (5) The teacher was teaching an important lesson

Directions (11-12): Which of the following words is most opposite in meaning of the word printed in bold as used in the passage?

11. Remorse

- (1) greed
- (2) satisfaction
- (3) morse
- (4) guilt
- (5) accuracy

12. Severely

- (1) harshly
- (2) calmly

- (3) lightly
(4) happily
(5) accidentally

Directions (13-15): Which of the following words is the same in meaning as the word printed in bold as used in the passage:

13. Retired

- (1) tired
(2) exhausted
(3) fell
(4) went
(5) reclined

14. Umpteen

- (1) twenty
(2) nineteen
(3) many
(4) regular
(5) rarely

15. Deter

- (1) abstain
(2) encourage
(3) deploy
(4) pull
(5) stop

Directions (1-15): Read the following passage carefully and answer the questions given below it. Certain words are given in bold in the passage to help you locate them while answering some of the questions.

The G-20, a group of 20 major economies of the world has come of age within a short period of two years as it adopted summit level **format** only in the year 2008. Perhaps, it is the only **multilateral** group which holds two summit meeting in a year. As it has emerged as a major global forum of most advanced countries to manage crisis ridden global financial and economic system, it is **poised** to replace the G-8 club of eight rich countries. Also, it has the potential to emerge as a major, global forum for North-South **Dialogue**, as both developed and developing countries are its members. The term 'North' denotes the developed countries, which are mostly located in the Northern hemisphere, whereas the term 'South' refers to the developing countries as they are largely located in the Southern hemisphere.

The economic and political might of the G-20 is also noteworthy. Collectively, the total population of G-20 countries is two-thirds of the global population. The G-20 economies comprise 85% of the global gross national product and 80% of the world trade. Geographically, the countries of G-20 cover all continents of the globe. Thus in real sense, its nature and reach are global.

The **fundamental** purpose of G-20 is to bring together systemically important industrialized and developing economies to discuss key issues in the global economy. Thus, it is a forum for cooperation and consultation on matters **pertaining** to the International Financial System. It conducts studies, reviews and promotes discussion among key developed and developing economies of key policy issues pertaining to the promotion of International Financial Stability and seeks to address such issues that are beyond the responsibility of one country or organization.

1. Which among the following is NOT true in the context of the passage?

- (1) Total population of G-20 countries is 2/3rd of the global population.
(2) G-20 economics comprises 85% of the total global GNP.
(3) G-8 club is a group of 8 most powerful economies.
(4) G-20 came into existence in the year 2008.
(5) None of these

2. G-20 group meeting held two times in a year because

- (1) It is a group of developed and developing nations
(2) It has a potential to conduct two meetings
(3) It comprises 85% of the world's total GNP
(4) It represents 80% of the World trade
(5) None of these

3. According to the passage G-20 will replace which group

- (1) G-15
(2) G-4
(3) G-8
(4) G-7
(5) None of these

4. The fundamental purpose of G-20 is to

- (1) group together the problems of developing and developed countries.
(2) to bring together systemically important industrialized and developing economies to discuss key issues in the economy.
(3) to conduct studies and reviews
(4) to tackle the problems of the world.
(5) None of these

5. Which of the following correctly describe the meaning of "North-South Dialogue"

- (1) Negotiation between North for developing countries of G-20 and South for developed countries of G-8
(2) Dialogue between developed and developing countries situated in Northern & Southern Hemisphere respectively.
(3) Dialogue used for creating awareness
(4) It is a dialogue used as a theme of the G-20
(5) None of these

6. Why the author wants to highlight the importance of G-20.

- (1) To make people aware about the G-20
(2) To bring out the importance of the G-20
(3) Not mentioned in the passage
(4) To help the G-20 being popularize
(5) None of these

7. What is the view of the author about the G-20.

- (1) Narrative
(2) Explanatory
(3) Criticizing
(4) Supportive & factual
(5) None of these

8. What does G-20 forum do to promote international financial stability?

- (1) It helps the nations to fight poverty.
(2) It gives loan to the members
(3) It conducts studies, reviews and promotes discussion among key economies
(4) It invites discussion on various issues
(5) None of these

9. Why the reach & nature of G-20 is global according to the author?

- (1) It is very global
(2) It is reachable to the poorest countries

- (3) Its nature is supportive
- (4) Its expansion is natural
- (5) None of these

Directions (10-12): Choose the word which is most **SIMILAR** in meaning to the word printed in bold as used in the passage.

10. Poised

- (1) hovering
- (2) ready
- (3) equanimous
- (4) important
- (5) necessity

11. Pertaining

- (1) related
- (2) holding
- (3) fitting
- (4) suitable
- (5) accessing

12. Dialogue

- (1) session
- (2) negotiation
- (3) debate
- (4) discussion
- (5) drama

Directions (13-15): Choose the word which is most **OPPOSITE** in meaning to the word printed in bold as used in the passage.

13. Format

- (1) ruins
- (2) particular
- (3) system
- (4) pattern
- (5) disorganization

14. Multilateral

- (1) unilateral
- (2) managed
- (3) common
- (4) focused
- (5) unknown

15. Fundamental

- (1) trivial
- (2) essential
- (3) required
- (4) elementary
- (5) materially

Directions: Read the following passage carefully and answer the questions given below it. Certain words have been printed in bold to help you locate them while answering some of the questions.

For years now, George W. Bush has told Americans that he would increase the number of troops in Iraq only if, the commanders on the ground asked him to do so. It was not a throw away line. Bush said it from the very first days of the war, when he and pentagon boss Donald Rumsfeld were criticized for going to war with too few troops. He said it right up until last summer, stressing at a news conference in Chicago that Iraq commander General George Casey will make the decisions as to how many troops we have there. Seasoned military people suspected that the line was a dodge that the civilians who ran the pentagon were testing their personal theory that war can be fought on the cheap and the

brass simply knew better than to ask for more in any case the president repeated the mantra to dismiss any suggestion that the war was going badly. Who, after all, knew better than the generals on the ground? Now as the war nears the end of its fourth year and the number of Americans killed has surpassed 3,000 Bush has dropped the generals know best line sometime next week the president is expected to propose a surge in the number of 45 forces in Iraq for a period of up to two years. A senior official said reinforcements numbering about 20,000 troops and may be more could be in place within months; the surge would be achieved by extending the stay of some forces already in Iraq and accelerating the deployment of others.

The irony is that while the generals would have liked more troops in the past, they are cool to the idea of spending more now that's in past because the politicians and commanders had trouble agreeing on what the goal of a surge would further erode the readiness of the US's already stressed ground forces and even those who back a surge are under no illusions about what it would mean to the casualty rate. If you put more American troops on the front line said a white house official, you're going to have more casualties. Coming from Bush, a man known for bold strokes the surge is a strange half-measure-too large for the political climate at house too small to crush the insurgency in Iraq and surely three years too late Bush has waved off a bipartisan rescue mission out of pride stubbornness or ideology or some combination of the three. Rather than reversing course, as all the wise elders of the Iraq study group advised, the commander in chief is betting that more troops will lead the way to what one white house official calls "victory."

1. Bush and Rumsfeld had received brick bats for-

- (1) waging a war against Iraq
- (2) testing their personal theories
- (3) their assertion in the news conference in Chicago
- (4) turning down the demands of general George Casey
- (5) None of these

2. George Bush gave an impression to his subjects that his army commanders were given the autonomy to decide-

- (1) when to start or stop the war in Iraq
- (2) the reasonable requirement of American troops to fight the war in Iraq
- (3) how many troops should Iraq use to fight against the Americans
- (4) the pentagon policies regarding war in Iraq
- (5) None of these

3. From the content of the passage, which of the following can be definitely inferred?

- (A) The US troops in Iraq are happy with their victory
- (B) The troops already fighting the war in Iraq are sufficient enough to combat the situation effectively
- (C) The Generals who were earlier not in favor of increasing troops in Iraq are now insisting on surge.
- (1) A and B only
- (2) B and C only
- (3) A and C only
- (4) None
- (5) All of three

4. Which of the following best describes Bush's persistent reaction to the observations that the Iraq war strategy was not effective due to inadequate American forces?

- (1) Such strategies are better left to army commanders to decide on the ground.
- (2) Civilians are the best assessors of such strategies
- (3) War can be fought on the cheap
- (4) The brass knew better of war but not of politics.
- (5) None of these

5. The author of the passage appears to be-

- (1) in favor of enhancement of American troops in Iraq
- (2) critical about Bush's strategy of handling situation in Iraq
- (3) an impartial assessor of the US strategy related to the situation in Iraq.
- (4) an indifferent on looker of what is happening in Iraq
- (5) inclined to the idea of withdrawal of American troops to save casualty.

6. Which of the following is the assessment of the commander-in chief of US forced in Iraq on the present situation there?

- (1) America's desired goal will be achieved if more troops are deployed in Iraq.
- (2) Withdrawal of troops from Iraq is essential to raise the moral of US army.
- (3) Further strengthening of the US army in Iraq will be suicidal as it means more destruction of US forces.
- (4) Pentagon's civilians should not have been allowed to interfere with the army commanders' strategies.
- (5) None of these

7. Which of the following strategies would achieve the desired increase in American forces in Iraq?

- (A) Continuation of troops for a further period.
 - (B) Expeditious deployment of additional troops.
 - (C) Seeking additional input from politicians and commanders of neighboring friendly countries.
- (1) A and C only
 - (2) C only
 - (3) B only
 - (4) A and B only
 - (5) None of these

8. Why do the army commanders disfavor enhancement of troops now?

- (A) More force means more casualties.
 - (B) Difference of opinion between politicians and commanders about the aim of the troop enhancement
 - (C) Probable adverse psychological impact on ground forces.
- (1) Only A and B
 - (2) Only B and C
 - (3) All the three
 - (4) Only A and C
 - (5) None of these

9. Which of the following made Bush change his thinking about the requirement of forces in Iraq?

- (A) The unreasonably long period for which the war continued
 - (B) The large number of American soldiers killed in the war
 - (C) Demand from the army commanders
- (1) Only A and C
 - (2) Only A and B
 - (3) Only B and C
 - (4) All three
 - (5) Only C

Directions (10-12): Which of the following is most OPPOSITE in meaning of the word given in bold as used in the passage?

10. Cool

- (1) Warm
- (2) Enthusiastic
- (3) Unwelcome
- (4) Intemperate
- (5) Indifferent

11. Surge

- (1) Enhancement
- (2) Trivializing
- (3) Reduction
- (4) Strengthening
- (5) Up gradation

12. Stubbornness

- (1) Uncertainty
- (2) Weakness
- (3) Acceptability
- (4) Infirmity
- (5) Flexibility

Directions (13-15): Which of the following is most nearly the SAME in meaning as the word given in bold as used in passage?

13. Illusion

- (1) Reality
- (2) Reflection
- (3) Fantastic
- (4) Delusion
- (5) Deviation

14. Insurgency

- (1) Rebellion
- (2) Ingredient
- (3) Combat
- (4) Debacle
- (5) Violation

15. Irony

- (1) Leveling
- (2) Precaution
- (3) Controversy
- (4) Mockery
- (5) Perception

Directions: Read the passage carefully and answer the questions given below it. Certain words/ phrases are given in bold to help you locate them while answering some of the questions.

We today revel in the idea that we are living in a world of science and science can work wonders for us. It is evident that science has revolutionised modern life. What our forefathers, half a century ago, could not even dream of, we have that on our beck and call. Electricity is a wonder and what it is doing would have appeared to be a fairy tale for our forefathers. A button is pressed, the room gets flooded with light; the fan moves, the A.C. Cools or warms the room, water is boiled or cooled even is frozen, **eatables** can be preserved for days. Human suffering has greatly been alleviated. Science has investigated into disease and found **startling** cures for them. Artificial limbs can be fitted into the disabled bodies, even kidneys, and hearts are being performed.

Machinery has **eliminated** human labour and made life more mechanical and less arduous. Means of communication- The fax, The E-mail, The mobile smart phones are really wonderful means given to us by science. The atomic energy it put to use for peaceful purpose can work wonders. We have begun to feel that life without the **modern** scientific gadgets is impossible.

True, that all this has happened and we fell beholden to science and the scientists. But there is the other side of the picture too. Man has become a slave to the machines. Human labour has been minimised but that has led to a more luxurious living and less of physical activity. Mankind has begun suffering from such elements which our hard-working fore-fathers never knew of. More and more use of machines has led to large scale unemployment. We are unnecessarily using chemicals for agriculture. The pesticides and germicides used in saving the crops are sending out such alarming signals as demolishing and dismantling the ozone layer which was protecting the earth from the evil effects of the Sun rays. The world is getting exposed to the situations of great alarms and dangers. GMOs are good for some crops and not so for others. Wild varieties can not be allowed to go extinct. The atomic energy is being used for destructive purposes and the nuclear explosions are causing radiations which are fatal for mankind. Can we ever forget what happened to Nagasaki and Hiroshima in Japan during the World War II ? Do we want to live under such further threats of large-scale devastation and **destruction**?

Therefore, what is necessary is that we may use science as our slave-take the utmost advantage from it but should not permit it to become our master. We have to keep the 'genie' under our control, use it for the good of mankind; cure disease with its helps explore treasures of this earth through it; communicate with one-another at the quickest pace but keep its dangerous uses under check.

Let science remain our 'slave' and not allow it to become our master. Let science like alladin's 'genie' remain in Alladin's controlling power not to overpower and be a menace to mankind.....

1. Which of the following is nearest to the central idea of the given passage?

- 1) Science is a boon but can be a bane.
- 2) Science is a bane but can be a boon.
- 3) Science is a great tool but should be handled cautiously.
- 4) Science's ultimately going to enslave us.
- 5) Science cannot be trusted and thus should not be.

2. According to the passage, what our forefathers could not dream of, half century ago?

- 1) Electricity
- 2) Light
- 3) A.C.
- 4) Transplant
- 5) None of these

3. According to the passage why wild varieties can not be allowed to go extinct?

- 1) GMOs are good for some crops.
- 2) GMOs are bad for some crops.
- 3) World is getting exposed to the situation of great alarms.
- 4) Atomic energy is being used for destructive purposes.
- 5) Radiations are fatal for mankind.

4. According to the passage, which of the following is an unwanted side effect of man becoming slave to the machinery?

- 1) Human labour has been minimised.
- 2) More luxurious living.
- 3) less physical activity
- 4) suffering from new ailments
- 5) large scale unemployment.

5. Which of the following has been referred as 'genie' in the passage?

- 1) Science
- 2) Mankind
- 3) Earth
- 4) Alladin
- 5) World war II

Direction: Choose the word/group of words which is MOST SIMILAR in meaning to the word/ group of words printed in bold as used in the passage-

6. Eatables

- 1) Frozen foods
- 2) Junk Food
- 3) Packaged Food
- 4) Food items
- 5) Healthy Food

7. Startling

- 1) Amazing
- 2) Obvious
- 3) New
- 4) Alternate
- 5) Classical

8. Eliminated

- 1) Rejected
- 2) Accepted
- 3) Embraced
- 4) Ended
- 5) Encouraged

Direction: Choose the word/group of words which is MOST OPPOSITE in meaning of the word/group of words printed in bold as used in the passage-

9. Destruction

- 1) Construction
- 2) Obstruction
- 3) Concentration
- 4) Devastation
- 5) Deprivation

10. Modern

- 1) Classical
- 2) Traditional
- 3) Contemporary
- 4) Arcane
- 5) Catchy