ENGLISH LANGUAGE PRACTICE SET

Directions (101-110): Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.

"No man is an Island, entire of itself… And therefore never send to know for whom the bell tolls; It tolls for thee". — John Donne What are the borders of the human spirit, the contours which shape what we call the soul? That metaphysical question gained viral urgency worldwide when a photograph of the corpse of a three-year-old boy washed up on a beach spread like wildfire over the Net. The child, whose body was picked up and carried away by an **anguished** border patrolman was, together with other members of his refugee family, drowned when he was trying to cross into Europe in an overcrowded and unsafe vessel from war-torn Syria. The boy is just one of the many thousands of illegal migrants from countries as disparate as Syria, Afghanistan, Pakistan and various parts of Africa who are desperately — literally at the cost of their lives — fleeing murderous civil war, rape, torture and starvation to seek sanctuary in a Europe already besieged by a host of its own internal problems, including bitter social and political dissension and, in many cases, dire economic distress and unemployment. Even as individual nations and organisations try to grapple with the problem in terms of law enforcement, emigration legalities and ethical compulsions, a number of questions arise which go beyond those constantly mutating diagrams , crisscrossed by arbitrary manmade lines called borders.

Borders demarcate not just where one or more countries end and where others begin; they divide where one definition of humanity ends and another begins. A refugee, often called a displaced person, is one seeking entry, often unsanctioned, not just into another country but into the common domain of all humanity. It is this landscape of our human spirit, of the soul if you prefer, which all of us **inescapably** share with one another. Geographical and political borders are the illusory fault lines which conceal this essential oneness, this indivisibility. For almost 70 years, generations who have lived and died on the Indian subcontinent have been victims of a psychosomatic disorder which has yet to find mention in any dictionary of geopolitical pharmacology, but could one day come to be defined as borderophobia, a form of intense paranoia which makes us believe that those who live across a line of demarcation, often drawn overnight, are to be demonised, or at least **denigrated** and despised, as morally, culturally and perhaps even genetically different from we who live on this side of the mythical meridian which separates us. A line is drawn in the shifting dust of history — through military might, colonialism, the rise and fall of rulers — and one people become two antagonists; a single Earth becomes a segregation of strife. Even as an interdependent network of electronic communication seeks unity to make whole again a planet cruelly vivisected by economic and environmental exploitation, the forces of a fratricidal fanaticism gain ground through the cancerous growth of transborder organisations like al- Qaida, IS and other unholy alliances against humanity. Such forces reveal all too clearly that far more perilous to the human legacy than the borders marked on our maps are those unmarked barriers **etched** deeply within our minds, within our consciousness as to who and what we are and to whom and what we belong. The first, haunting picture of a blue earth taken from outer space gave us an **enduring** emblem of the fragility of our common destiny. The photograph of a three-year-old sacrificed on the altar of mind-made borders now shows us just how endangered that destiny has become.

101. What does Mutating diagrams signify in the given passage?
(a)Borders (b)Maps (c)Drawings
(d)Boundary (e)None of these

102. Which of the following can be the suitable title of the passage?
(a)Borders of the soul (b)Political boundaries
(c)Military disputes (d)All the above
(e)None of these

103. Which of the following statement is Not True according to the given passage?
(a) Borders divide not only countries but also humanity
(b) With the growth of transborder organsations, fratricidal fananticism's force faces loss of life.
(c) The photograph of the dead body of a three-year-old boy got viral on internet.
(d) Nations and organisations are trying to deal with the problems of law enforcement, emigration legalities and ethical compulsions.
(e)None of these

104. Which of the following statement is/are true according to the given passage?
I. Syria,Afghanistan,Pakistan,Iran are among the countries from where illegal migrants move to other countries.

II. A Europe is besieged by its own internal problems.

III. Generations who have lived and died on the Indian subcontinent more than 70 years have been victims of borderphobia.

(a)III (b)II & I (c)II
(d)II & III (e)I

105. What is the central idea of the passage?

(a)Terrorist attacks create borders and boundaries
(b)Borders vilify the humanity
(c)Individual disputes among leaders create political unrest
(d)All the above (e)None of these

Directions (106-108): Choose the word which is most SIMILAR in meaning of the word printed in bold as used in the passage.

106. Denigrate

(a) Defame (b) indifferent (c)commend
(d) applaud (e)None of these

107. Endure

(a) Halt (b)abide (c)abate
(d)oppose (e)None of these

108. Inescapable

(a)avoidable (b)formal (c)inevitable
(d)abjure (e)None of these

Directions (109-110): Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage.

109.Etch

(a)reject (b)accept (c)contour
(d)confuse (e)None of these

110. Anguish

(a)solace (b)torment (c)tangible
(d)solicit (e)None of these

Directions (111-120): Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.

Right of entry to education, an ample teaching-learning environment, a suitable curriculum and an empowered and all-encompassing faculty are four essential prerequisites of an education system that seeks to enable social transformation. While educational reform since the 1980s was strongly focused on the first two elements, the late 1990s brought the role of the curriculum into national focus. The critical link that binds these four 'critical elements together - the activity of the faculty-continues to be cast aside, by political ideologies of most hues, contemporary curriculum reform efforts and the professional practices of the faculty.

Far-reaching educational initiatives of both the Left and the Right have recognised the potential power of the faculty. In multiple experiments, they have used this dormant force to build committed institutions and cadres of faculties dedicated to their particular causes. In many instances this has led to extreme politicisation of the college faculty. In others, it has led to the education of a generation of students in half-truths **underpinned** by the personal beliefs, sectarian concerns and folk pedagogy of faculties who have had little access themselves to education and training in related areas.

Over the last decade or so, educational reform has included apart from access, a focus on developing alternative text materials and the training of faculty to handle these materials, without directly engaging with the issue of curriculum revamp. At the turn of the 20th century, a major national curriculum redesign was initiated following the change of political regime at the centre. The subsequent development of college programme came under wide public scrutiny and debate. Issues of equity, inclusion and exclusion, learner **medley** religious identity and communalism gained considerable importance in the curriculum debates that followed. For instance, scholars argued that "…… the curriculum, while loud on rhetoric, fails to address the quality of education that students of underprivileged and marginalised groups experience." Several other critics described the revised curriculum as a retrogressive step in education that sought to impose the religious agenda in the garb of a national identity.

The subsequent change of national government in 2004 led to the curriculum review in 2005, underlining a new political interest in the role of education in national, development, its role in social mobilisation and transformation directed specifically at questions of caste and gender asymmetry and minority empowerment. Deeper than these politically driven initiatives, however, the professional need for curriculum review emerges from the long **ossification** of a national education system that continues to view faculty as "dispensers of information" and students as "passive recipients" of an "education" sought to be "delivered" in four-walled classrooms with little scope to develop critical thinking and understanding.

111. Which of the following best describes the phrase "passive recipients" as used in the passage?

(a) The users of the educational system
(b) The political ideology of right and left parties
(c) Well-framed curriculum guiding the teaching/ learning' process
(d) Free access to education system
(e) The faculty

112. To facilitate social transformation, which of the following has been identified by the author as one of the factors?

(a) A committed political ideology
(b) Support of the well-framed curriculum
(c) A strong administration system
(d) Carefully planned education delivery
(e) None of these

113. Prior to 1990 what was NOT on the agenda of educational reforms?

(i) An appropriate curriculum

(ii) Well-managed admission process
(a) Only i (b) Only ii
(c) Both i and ii (d) Either i or ii
(e) None of these

114. Which of the following is the most opposite in meaning the word **'medley'** as used in the passage?
(a) amalgamate (b) united
(c) unity (d) diffuse (e) focusing

115. Which of the following best describes the word **'ossification'** as used in the passage?
(a) hardening (b) plasticity (c) imbibition
(d) incorporation (e) coalescing

116. Revamping of the text material was the main focus in
(a) early eighties (b) late nineties
(c) 21st century
(d) evolving curriculum framework
(e) training faculty

117. Which of the following best describes the meaning of word **'underpinned'** as used in the passage?
(a) advocated (b) supported (c) prepared
(d) bolstered (e) boosted

118. What hampers the critical thinking ability of college-go students?
(a) The emphasis on rote memorisation and recalling facts of education based on real experience
(b) Lack of political will to develop these abilities
(c) Absence of focus while designing curriculum frame-work
(d) Ignoring the active role of faculty and the student
(e) Lack of proper tests of critical thinking ability

119. How did personal beliefs and folk pedagogy enter in educational system?
(a) The college acted as an agent of local communities.
(b) The faculties were not properly trained.
(c) College faculties started acting as passive listeners.
(d) The loopholes in the educational system allowed it happen.
(e) It was by design.

120. Development of textbooks generated public debate on many issues except
(i) making the curriculum student-centred
(ii) using teaching community as an agency to bring change
(a) Only i (b) Only ii (c) Both i and ii
(d) Either i or ii (e) None of these

Directions (121-125): Which of the phrases (a), (b), (c) and (d) given below each sentence should replace the phrase printed in bold tape to make the sentence grammatically correct? If the sentence is correct as it is, mark (e) i.e. No correction required' as the answer.

121. Good life, according to many people, **is to making** more and more money.
(a) is making (b) is made (c) are made
(d) are making (e) No correction required

122. His behaviour with all his employees is so pleasing that everyone **come forward for helping him.**
(a) came towards him for help
(b) comes towards him for help
(c) comes forward to help him
(d) comes forward for help him
(e) No correction required

123. A master should never impose **his servants too much work.**
(a) his servants with too much work
(b) too much work with his servants
(c) too much work on his servants
(d) too much work for his servants
(e) No correction required

124. **What matter does** most is the quality and not the quantity.
(a) What does matter (b) What does it matter
(c) That matters (d) What matters
(e) No correction required

125. The police commissioner burst into rage and **ordered immediately** suspension of the inspector who had arrested the innocent boy.
(a) order immediately (b) order immediate
(c) ordered immediate (d) ordering immediate
(e) No correction required

Directions (126-130): In each of the following sentences there are two blank spaces. Below each five words have been denoted by numbers (a), (b), (c), (d) and (e). Find out which pair of words can be filled up in the blanks in the sentence in the some sequence to make the sentence meaningfully complete.

126. The …….. business trips though ……. at times gave the executive a unique chance to meet interesting people.
(a) demanding, memorable
(b) frequent, monotonous
(c) crucial, regular
(d) prolonged, exhausted
(e) significant, influential

127. In order to put an end to the …….. that exist regarding the implementation of the policy the company should issue.....guidelines.
(a) ambiguities, clear-cut (b) differences, cautious
(c) burden, stringent
(d) inhibition, appropriate
(e) reservations, fundamental

128. The government has ……that the infrastructure for the new project must be completed .....the next six months.
(a) stipulated, for (b) sanction, by
(c) assurance, in (d) mandated, within
(e) envisage, during

129. The official not only .....the renewal of the contract but also. .....the information about its status.
(a) revealed, classified (b) withdrawn, leaked

(c) delayed, withheld (d) interfere, refused
(e) impeded, excluding

130. To any tensions in the minds of the employees and investors alike the company has promised to consider job cuts as a last.....
(a) erase, effort (b) rid, hurdle
(c) overcome, decision (d) address, phase
(e) ease, resort

Directions (131-140) : In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each five words have been suggested, one of which fills the blanks appropriately. Find out the appropriate word in each case.

At just**.....(131).....** midnight on July 1, 1997 in a glittering and poignant ceremony, Hong Kong passed from being a jewel of the British empire to a**.....(132).....**of a new global power. Hong Kong people **..... (133).....** their city's handover from the UK to China with**.....(134)....** feelings, apprehension over the future, joy at a fresh start, sadness at seeing the British go, pride over returning to their motherland. On the eve of the handover, the stock market index, a key barometer of Hong Kong's wealth, **……(135).....** at a record 15,200 points and today it**.....(136).....** near the 21,000 mark. Being a part of a booming China almost guarantees that Hong Kong will remain **…….(137)……** But mainland China is a**.....(138).....**as well as a partner. China's new ports, for example, will siphon trade **……(139).....**from Hong Kong and its lower labour costs will impact the jobs. However, there is little doubt that Hong Kong is fortunate to have become a part of China at a time when mainland China can provide **…….(140).....** opportunity.

131. (a) recorded (b) near (c) close
(d) past (e) quite

132. (a) component (b) premises (c) captive
(d) merger (e) list

133. (a) encounter (b) decided (c) viewed
(d) restrained (e) told

134. (a) flexible (b) emotional (c) mixed
(d) changed (e) negative

135. (a) plunged (b) rose (c) valued
(d) climbed (e) stood

136. (a) follows (b) pauses (c) fell
(d) hovers (e) measure

137. (a) marginalised (b) prosperous (c) orderly
(d) friendly (e) poor

138. (a) competitor (b) representative
(c) adversary (d) colleague (e) member.

139. (a) against (b) away (c) illegally
(d) moving (e) through

140. (a) full (b) risky (c) lucky
(d) unfair (e) immense

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