

**SECTION WISE PRACTICE SET FOR LIC AAO 2016**  
**ENGLISH LANGUAGE**

**Directions (61-70):** Read the passage given below and answer the questions that follow based on the information given in the passage.

Right through history, imperial powers have clung to their possessions to death. Why, then, did Britain in 1947 give up the jewel in its crown, India? The independence struggle exposed the hollowness of the white man's burden. Provincial self-rule since 1935 paved the way for full self-rule. Churchill resisted independence, but the Labour Government of Atlee was anti-imperialist by ideology. Finally, the Royal Indian Navy Mutiny in 1946 raised fears of a second Sepoy Mutiny, and convinced British waverers that it was safer to withdraw gracefully. But politico-military explanations are not enough. The basis of empire was always money. The end of empire had much to do with the fact that British imperialism had ceased to be profitable. World War II left Britain victorious but deeply indebted, needing Marshall Aid and loans from the World Bank. This constituted a strong financial case for ending the no longer-profitable empire.

Empire building is expensive. The US is spending one billion dollar a day in operations in Iraq that fall well short of full scale **imperialism**. Through the centuries, empire building was costly, yet constantly undertaken because it promised high returns. The investment was in armies and conquest. The returns came through plunder and taxes from the conquered. No immorality was attached to imperial loot and plunder. The biggest conquerors were typically revered (hence titles like Alexander the Great, Akbar the Great, and Peter the Great). The bigger and richer the empire, the more the plunderer was admired. This mindset gradually changed with the rise of new ideas about equality and governing for the public good, ideas that culminated in the French and the American Revolutions. Robert Clive was impeached for making a little money on the side, and so was Warren Hastings. The white man's burden came up as a new moral rationale for conquest. It was supposedly for the good of the conquered. This led to much muddled **hypocrisy**. On the one hand, the empire needed to be profitable. On the other hand, the white man's burden made brazen loot impossible.

An additional factor deterring loot was the 1857 Sepoy Mutiny. Though crushed, it reminded the British vividly that they were a tiny ethnic group who could not rule a gigantic subcontinent without the support of important locals. After 1857, the British stopped annexing one

princely state after another, and instead treated the princes as allies. Land revenue was fixed in absolute terms, partly to prevent local unrest and partly to promote the notion of the white man's burden. The empire **proclaimed** itself to be a protector of the Indian peasant against exploitation by Indian elites. This was denounced as hypocrisy by nationalists like Dadabhai Naoroji in the 19th century, who complained that land taxes led to an enormous drain from India to Britain. Objective calculations by historians like Angus Maddison suggest a drain of perhaps 1.6 percent of Indian Gross National Product in the 19th century.

But land revenue was more or less fixed by the Raj in absolute terms, and so its real value diminished rapidly with inflation in the 20th century. By World War II, India had ceased to be a profit centre for the British Empire. Historically, conquered nations paid taxes to finance **fresh** wars of the conqueror. India itself was asked to pay a large sum at the end of World War I to help repair Britain's finances.

But, as shown by historian Indivar Kamtekar, the independence movement led by Gandhiji changed the political landscape, and made mass-taxation of India increasingly difficult. By World War II, this had become politically impossible. Far from taxing India to pay for World War II, Britain actually began paying India for its contribution of men and goods. Troops from white dominions like Australia, Canada and New Zealand were paid for entirely by these countries, but Indian costs were shared by the British government. Britain paid in the form of non-convertible sterling balances, which mounted swiftly. The conqueror was paying the conquered, undercutting the profitability on which all empire is founded. Churchill opposed this, and wanted to tax India rather than owe it money.

But he was overruled by Indian hands, who said India would resist payment, and paralyze the war effort. Leo Amery, Secretary of State for India, said that when you are driving in a taxi to the station to catch a life-or-death train, you do not loudly announce that you have doubts whether to pay the fare. Thus, World War II converted India from a **debtor** to a creditor with over one billion pound in sterling balances. Britain, meanwhile, became the biggest debtor in the world. It's not worth ruling over people who are afraid to tax.

61. Which of the following was NOT a reason for the emergence of the 'white man's burden' as a new rationale for empire building in India?
- 1) The emergence of the idea of the public good as an element of governance.
  - 2) The decreasing returns from imperial loot and increasing costs of conquest.
  - 3) The weakening of the immorality attached to an emperor's looting behaviour.
  - 4) A growing awareness of the idea of equality among peoples.
  - 5) None of these
62. Which of the following best expresses the main purpose of the author?
- 1) To present the various reasons that can lead to the collapse of an empire and the granting of independence to the subjects of an empire.
  - 2) To point out the critical role played by the 'white man's burden' in making a colonizing power give up its claims to native possessions.
  - 3) To highlight the contradictory impulse underpinning empire building which is a costly business but very attractive at the same time.
  - 4) To illustrate how erosion of the financial basis of an empire supports the granting of independence to an empire's constituents.
  - 5) None of these
63. What was the main lesson the British learned from the Sepoy Mutiny of 1857?
- 1) That the local princes were allies, not foes.
  - 2) That the land revenue from India would decline dramatically.
  - 3) That the British were a small ethnic group.
  - 4) That India would be increasingly difficult to rule.
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- 5) None of these
64. Which of the following best captures the meaning of the 'white man's burden', as it is used by the author?
- 1) The British claim to a civilizing mission directed at ensuring the good of the natives.
  - 2) The inspiration for the French and the American Revolutions.
  - 3) The resource drain that had to be borne by the home country's white population.
  - 4) An imperative that made open looting of resources impossible.
  - 5) None of these
65. Why didn't Britain tax India to finance its World War II efforts?
- 1) Australia, Canada and New Zealand had offered to pay for the Indian troops.
  - 2) India had already paid a sufficiently large sum during World War I.
  - 3) It was afraid that if India refused to pay, Britain's war efforts would be jeopardised.

4) The British empire was built on the premise that the conqueror pays the conquered.

5) None of these

**Directions (66-68):** Choose the word which is opposite in meaning to the word printed in bold as used in the passage.

**66. Proclaim**

- |              |            |            |
|--------------|------------|------------|
| 1) declare   | 2) clarion | 3) trumpet |
| 4) predicate | 5) deny    |            |

**67. debtor**

- |              |               |              |
|--------------|---------------|--------------|
| 1) loanee    | 2) drawee     | 3) mortgagor |
| 4) defaulter | 5) mortgaggee |              |

**68. hypocrisy**

- |             |              |            |
|-------------|--------------|------------|
| 1) glibness | 2) phoniness | 3) honesty |
| 4) quackery | 5) deceit    |            |

**Directions (69-70):** Choose the word which is most similar in meaning to the word printed in bold as used in the passage

**69. imperialism**

- |                  |             |
|------------------|-------------|
| 1) development   | 2) quackery |
| 3) underprogress | 4) failure  |
- 5) None of these

**70. fresh**

- |          |                  |           |
|----------|------------------|-----------|
| 1) new   | 2) old           | 3) medium |
| 4) light | 5) None of these |           |

**Directions (71-75):** In each question below, a sentence is given with a part of it printed in bold type. That part may contain a grammatical error. Each sentence is followed by phrases (1), (2), (3) and (4). Find out which phrase should replace the phrase given in bold to correct the error, if there is any, and to make the sentence grammatically meaningful and correct. If the sentence is correct as it is and no correction is required, mark (5) as the answer.

**71. Many public servants can become untrustworthy and corruption.**

- (1) untrustful and corruption
- (2) untrusting and corruption
- (3) untrusting and corruptive
- (4) untrustworthy and corrupt
- (5) No correction required

**72. Systematic and carefully** analyses of spoken languages must be done by scholars.

- (1) Systematic and careful
- (2) Systematically and careful
- (3) Systematically and carefully
- (4) System of carefully
- (5) No correction required

**73. The descriptions of the plight of the miseries were very touching.**

- (1) was very touching
- (2) were very touchy
- (3) had very touching
- (4) had been very touchy
- (5) No correction required

**74. Mere being equipped by** moral programming does not mean we practice moral behaviour.

- (1) Mere being equipped with
- (2) Merely being equipped with
- (3) Mere equipping by

- (4) Merely being equipped for  
(5) No correction required

75. His works of art **rank high in the appraisal** for competent critics.

- (1) are high rank in the appraisal for  
(2) are ranking high with the appraisal of  
(3) rank high in the appraisal of  
(4) rank high by the appraisal of  
(5) No correction required

**Directions (76–80):** Read each sentence to find out whether there is any grammatical error or idiomatic error in it. The error, if any, will be in one part of the sentence. The **number** of that part is the answer. If there is no error, the answer is (5). (Ignore errors of punctuation, if any.)

76. They asked him (1) / how did he received (2) / the wound but he (3) / refused to answer. (4) No error (5)  
77. Babar was not only (1) / a great soldier, (2) / but also a (3) / very wisest ruler. (4) No error (5)  
78. Weather permitting, (1) / there will be a (2) / garden party on (3) / the farm house tomorrow. (4) No error (5)  
79. In emerging economies, (1)/ the private credit market (2)/ remains highly segmented and thus (3)/ weaken power of monetary policy. (4)/ No error (5)  
80. The teacher admires Rahul (1) / as he has always (2) / admired students which (3) / speak the truth. (4) No error (5)

**Directions (81–85)** Rearrange the following Six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below them—

- (A) It can be done in many simple ways such as turning off the taps, fixing leaks on time and reusing used water etc.  
(B) Only 1% of all the water on the Earth is usable.  
(C) With such growth rate it is important that we conserve water, use it wisely and not waste it.  
(D) The rest is either salt water or permanently frozen.  
(E) If everyone makes efforts to follow these simple ways, the water crisis would be solved to a great extent.  
(F) As population grows, more and more people are using this limited resource.

81. Which of the following should be the **FIRST** sentence after rearrangement?  
(1) B (2) C (3) D (4) E (5) F  
82. Which of the following should be the **SECOND** sentence after rearrangement?  
(1) B (2) C (3) D (4) E (5) F  
83. Which of the following should be the **THIRD** sentence after rearrangement?  
(1) A (2) B (3) D (4) E (5) F  
84. Which of the following should be the **FOURTH** sentence after rearrangement?

- (1) B (2) C (3) E (4) D (5) F  
85. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?  
(1) A (2) B (3) C (4) E (5) F

**Directions (86–90):** Each question below has two blanks, each blank indicating that something has been omitted. Choose the set of words for each blank that best fits the meaning of the sentence as a whole.

86. Drawing attention to the pitfalls of.....solely on Uranium as a fuel for nuclear reactors, Indian scientists warned that Uranium will not last for long and thus research on Thorium as its..... must be revived.  
(1) using, substitute (2) believing, replacement  
(3) depending, reserve  
(4) reckoning, option (5) relying, alternative  
87. In an effort to provide.....for higher education to all, most of the universities have been providing education without adequate infrastructure, thus churning out.....graduates every year.  
(1) chances, fresh (2) platform, capable  
(3) opportunities, unemployable  
(4) prospects, eligible (5) policy, incompetent  
88. The move to allow dumping of mercury.....an outcry from residents of the area who.....that high levels of mercury will affect their health and destroy ecologically sensitive forest area.  
(1) resulted, insist (2) provoked, fear  
(3) incited, determined (4) activated, accept  
(5) angered, believe  
89. ....has been taken against some wholesale drug dealers for dealing in surgical items without a valid licence and maintaining a stock of.....drugs.  
(1) Note, overwhelming (2) Step, impressive  
(3) Execution, outdated (4) Action, expired  
(5) Lawsuit, invalid  
90. Even as the.....elsewhere in the world are struggling to come out of recession, Indian consumers are splurging on consumer goods and to.....this growth, companies are investing heavily in various sectors.  
(1) economies, meet (2) countries, inhibit  
(3) governments, measure (4) nations, inflict  
(5) companies, counter

**Directions (91–100):** In the following passage there are blanks, each of which has been numbered. These numbers are also printed below the passage and against each five words are suggested, one of which fits the **blank**, appropriately. Find out the appropriate word in each case.

A good percentage of the population of India is tribal. The tribals live in the hills and forests of the country; and have been little....(91)... by the ...(92)...currents of the plains. Practically all the states of India have their tribal population. The tribes are numerous, computed

to be about 200, some living in .....(93)... regions in dense forests, and others on the borders of villages. Some tribes are ... (94)... to a few souls, while others like the Santhals run into millions and are steadily.....(95).... in numbers. During the British period some of them were known as criminal tribes for they showed ...(96)..... respect for the Indian Penal Code. After independence they have been named Scheduled Tribes. Under modern conditions isolation, however, has become ...(97)..... and the hill tribes are getting ... (98)..... The cultural traffic is two- way. Social reformers are taking civilization to the hills, and the tribes, ..... (99)..... their old occupations of hunting and .....(100)... farming, are settling in villages, towns and cities as labourers and industrial workers.

91. (1) affected (2) domiciled (3) motivated  
(4) deprived (5) favoured  
92. (1) financial (2) proud (3) cultural

- (4) unruly (5) swift  
93. (1) comfortable (2) marshy (3) wild  
(4) unpopulated (5) inhospitable  
94. (1) devoted (2) confined (3) susceptible  
(4) related (5) attached  
95. (1) constant (2) deteriorated (3) developing  
(4) increasing (5) decreasing  
96. (1) abundant (2) genuine (3) superficial  
(4) exorbitant (5) scant  
97. (1) crucial (2) necessary (3) difficult  
(4) convenient (5) indispensable  
98. (1) civilized (2) demoralized (3) wiped-out  
(4) entertained (5) reduced  
99. (1) escaping (2) with (3) enhancing  
(4) leaving (5) continuing  
100. (1) productive (2) primitive (3) profitable  
(4) cultivable (5) scientific

