

## CDS English Practice Set

Section	Questions	Marks	Time	-Ve
English	120	100	2 hrs	1/3

**Q1.** Find out the proper sequence of the given sentences.

**S1:** Both Rattan and his son Moti were idlers and did not like to do any work.

**S6:** In fact, they prided themselves on their inactivity and idleness.

**P:** The result was that their idleness increased all the more.

**Q:** His wife had introduced order and industry in the house.

**R:** Rattan's wife had died long ago, Mod had married in the preceding year.

**S:** She would work herself to death and earn the daily feed for both of them.

**Which one of the following is the correct sequence?**

- (a) S P R Q
- (b) S Q R P
- (c) R Q S P
- (d) R P S Q

**Q2.** Find out the proper sequence of the given sentences.

**S1:** There is no reason for the terror which the sight of a snake causes in most people.

**S6:** Being aggressive by nature, they can attack human beings for no reason at all, taking a fisherman or swimmer by surprise in the water, where the man is somewhat helpless.

**P:** Of the poisonous snakes, only those found in the sea are always dangerous.

**Q:** They are only too anxious to avoid human beings.

**R:** Many more people are killed, much more frequently by motor-cycles and cigarettes than by snakes.

**S:** The majority of snakes are harmless.

**Which one of the following is the correct sequence?**

- (a) S Q R P
- (b) R S Q P
- (c) R P Q S
- (d) P Q R S

**Q3.** Find out the proper sequence of the given sentences.

**S1:** Unlike many modern thinkers, Tagore had no blueprint for the world's salvation.

**S6:** As a poet he will always delight, as a singer he will always enchant, as a teacher he will always enlighten.

**P:** His thought will therefore never be out of date.

**Q:** He merely emphasised certain basic truths which men may ignore only at their peril.

**R:** He believed in no particular 'ism'.

**S:** He was what Gandhiji rightly termed the Great Sentinel.

**The proper sequence should be**

- (a) S R P Q
- (b) P R Q S
- (c) R S P Q
- (d) R Q P S

**Q4.** Find out the proper sequence of the given sentences.

**S1:** Most of you probably did not see Gandhiji at close quarters.

**S6:** The result was that the poor man had to try to be good.

**P:** One of these qualities was that he managed to draw out the good in another person.

**Q:** But he somehow spotted the good and laid emphasis on that good.

**R:** He had amazing qualities.

**S:** The other person may have had plenty of evil in him. The proper sequence should be:

- (a) Q P S R
- (b) R P S Q
- (c) P R Q S
- (d) Q S P R

**Q5.** Find out the proper sequence of the given sentences.

**S1:** Science has given us powers fit for the gods.

**S6:** And we should remember that they are very stern masters.

**P:** For example, we do not know how to manage our machines.

**Q:** Yet we use them like small children.

**R:** But in practice, they have become man's masters.

**S:** Machines were made to be man's servants. The proper sequence should be:

- (a) R Q P S
- (b) P Q R S
- (c) Q P S R
- (d) Q P R S

**Q6.** Find out the proper sequence of the given sentences.

S1: There is still another important characteristic of living things.

**S6:** And abrupt changes occur too, which are called mutations.

**P:** One generation is not a perfect copy of the preceding generation.

**Q:** Plants and animals are not exactly like their parents.

**R:** That attribute is the capacity to evolve.

**S:** There is a continual realignment of inherited characteristics. The proper sequence should be:

- (a) P S Q R
- (b) R Q P S
- (c) Q S R P
- (d) R S P Q

**Q7.** Find out the proper sequence of the given sentences.

S1: Jagdish was tired after the long walk through the thick jungle.

**S6:** Here, to his satisfaction, he found that there were hardly any mosquitoes.

**P:** As night fell he came to a swampy place near a lake, where he decided to camp.

**Q:** At last, in despair, he sprang into the branches of a nearby tree and climbed to the top.

**R:** But the place was so full of mosquitoes that he found it impossible to sleep.

**S:** He spread a blanket on the ground and stretched himself out on it.

**The proper sequence should be**

- (a) P S R Q
- (b) P R S Q
- (c) P S Q R
- (d) P Q R S

**Q8.** Find out the proper sequence of the given sentences.

S1: The authorities decided to streamline the procedure for admitting students to the new course.

**S6:** The selection was made from this list in the order of priority.

**P:** Those who performed badly at the interview were eliminated.

**Q:** The candidates were first required to take a written test.

**R:** A list of successful candidates at the written test was prepared in the ascending order of total marks.

**S:** The top fifty among those who qualified were called for an interview.

**The proper sequence should be**

- (a) QRSP

(b) PRSQ

(c) SRQP

(d) RSQP

**Q9.** Find out the proper sequence of the given sentences.

S1: Science has turned the world into one unit.

**S6:** Practically every part of the world has friendly or hostile relationship with every other part.

**P:** Now a days such pleasing illusions are impossible to have.

**Q:** Since that time they have been coming closer to each other.

**R:** Before the 16th century, America and the Far East were almost unrelated to Europe.

**S:** Augustus in Rome and Han Emperor in China simultaneously imagined themselves masters of the world. The proper sequence should be:

- (a) P Q R S
- (b) R S Q P
- (c) S R P Q
- (d) R Q S P

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**Q10.** Find out the proper sequence of the given sentences.

S1: In 1739, Nadir Shah, the mighty king of Iran, invaded India.

**S6:** Another trophy he took with him was the Peacock Throne built by Shahjahan.

**P:** After a stay of two months, Nadir Shah went back to Iran.

**Q:** He defeated the Mughal army in the battle at Karmal.

**R:** He took with him immense wealth as well as the Kohi-noor diamond.

**S:** This was followed by the cruel massacre and reckless plunder of Delhi.

**The proper sequence should be**

- (a) Q S P R
- (b) R Q P S
- (c) P R Q S
- (d) S P R Q

**Q11.** Find out the proper sequence of the given sentences.

S1: If you want to film a scene in slow motion you run the camera twice as fast as usual, which sounds ridiculous but isn't.

**S6:** On the screen, everything appears at half the speed at which the camera recorded it when it was filmed.

**P:** If you are filming in slow motion, however, the camera runs at twice the normal speed, yet, in spite of this, the projector which shows the film will be run at the normal speed, and this means that the projector will show the film at half the speed at which it was photographed.

**Q:** This is because the camera which took the pictures and the projector which shows them run at the same speed.

**R:** When a film camera is running at normal speed, it takes twenty-four pictures a second.

**S:** When the film is run through the film projector in the camera twenty-four pictures a second appear on the screen. The proper sequence should be:

- (a) PSRQ
- (b) PSQR
- (c) SRQP
- (d) RSQP

**Q12.** Find out the proper sequence of the given sentences.

**S1:** The old man wanted to cross the road.

**S6:** Holding him by hand the driver helped him to cross the road.

**P:** The driver got off and came to him.

**Q:** He was fed up and was about to return.

**R:** Then a car stopped in front of him.

**S:** He waited for a long time. The proper sequence should be:

- (a) S Q R P
- (b) S P R Q
- (c) Q R S P
- (d) P S R Q

**Q13.** Find out the proper sequence of the given sentences.

**1.** A dictionary

**P.** arranged words

**Q.** about which information

**R.** containing alphabetically

**S.** is a book

**6.** is given.

- (a) RPQS
- (b) QRPS
- (c) SRFQ
- (d) SPRQ

**Q14.** Find out the proper sequence of the given sentences.

**1.** My friend went to live in a village.

**P.** But it was a very slow animal.

**Q.** So my friend bought a donkey for Rs. 500

**R.** One day his new neighbour told him that he must buy a donkey.

**S.** Every family there had a donkey.

**6.** It did not like to work.

- (a) RSQP
- (b) PQRS
- (c) SRQP
- (d) QRSP

**Q15.** Find out the proper sequence of the given sentences.

**1.** An observation home is called a formi-carium.

**P.** Then, if a small ant hill is dug up carefully, you will find the humpbacked queen.

**Q.** You will probably discover that you have some of the strange ant guests too.

**R.** It can be made of two panes of glass separated by strips of wood around the edges.

**S.** put her in a jar with some of her workers, larvae and cocoons.

**6.** Carefully place them all in the formi-carium.

- (a) RPQS
- (b) PQSR
- (c) PSQR
- (d) RPSQ

**Q16.** Find out the proper sequence of the given sentences.

**1.** 'Acu' means needles in Latin.

**P.** The needles stimulate specific nerves that transmit electrical impulses via the spinal cord and brain to the affected area.

**Q.** Quite appropriately, then, acupuncture consists of inserting very fine needles at specific points on the skin located near nerve endings.

**R.** Acupuncture also stimulates the release of chemical substances from the brain centres and pituitary glands.

**S.** These are connected to one another by lines called channels or meridians.

**6.** Known as endorphins and enkephalin, which are released and carried across the blood stream, these chemicals are the body's own pain relief mechanism

- (a) SPRQ
- (b) RSQP
- (c) PQRS

(d) QSPR

**Q17.** Find out the proper sequence of the given sentences.

**1.** I was born here in the old city' the girl told us.

**P.** her answer suggested that her family has roots

**Q.** When we Inquired

**R.** as opposed to the modern towns that consist mostly of hotels.

**S.** and belongs to the traditional part where the temples are

**6.** Some say people here are more ethnically pure.

(a) QPSR

(b) SRPQ

(c) PSRQ

(d) SRQP

**Q18.** Find out the proper sequence of the given sentences.

**1.** Early to bed, early to rise, makes a man healthy, wealthy and wise.

**P.** But for the morning tea, I had to wait for someone to get up before me.

**Q.** This saying inspired me to rise early.

**R.** That day I was the first to get up

**S.** One day I got up early in the morning.

**6.** One day I realised that it was a waste of time to get up early and wait for the morning tea.

(a) QSRP

(b) QPRS

(c) PQRS

(d) SPQR

**Q19.** Find out the proper sequence of the given sentences.

**1.** When they heard the bell

**P.** out of his clothes

**Q.** as quickly

**R.** every boy scrambled

**S.** and got into bed

**6.** as possible

(a) QRPS

(b) PSQR

(c) RQSP

(d) RPSQ

**Q20. Directions :** In these questions, the first and last sentence of the passage are numbered 1 and 6. The rest of the **passage is**

**split into four parts** and named P,Q,R,S . These **four parts are not given in proper order.** Read the sentences and find out which of

**1.** It is the responsibility of parents to teach the young moral values in life.

**P.** Many children take advantage of their parents busy schedule.

**Q.** This results in children's ignorance of social values.

**R.** The reason behind it is that parents are quite busy nowadays.

**S.** Now a days parents spend very meager time with children.

**6.** As such, the society is going away from the value system.

(a) SRPQ,

(b) PQRS

(c) SQRJP

(d) SPQR

**Q21.** Find the most opposite word in meaning.

They decided to **embellish** the dress with imported ribbons.

(a) dishonour

(b) demolish

(c) spoil

(d) suffice

**Q22.** Find the most opposite word in meaning.

The usual **adulation** of officers must end.

(a) back-biting

(b) condemnation

(c) flattery

(d) praise

**Q23.** Find the most opposite word in meaning.

**FRIVOLOUS**

(a) Amusing

(b) Serious

(c) Confusing

(d) Teasing

**Q24.** Find the most opposite word in meaning.

I cannot see much **likeness** between the two boys.

(a) enmity

(b) hatred

(c) difference

(d) dislike

**Q25.** Find the most opposite word in meaning.

**MASTER**

- (a) compamon
- (b) follower
- (c) Slave
- (d) boss

**Q26.** Find the most similar word in meaning.

**FRAGILE**

- (a) Soft
- (b) Smooth
- (c) Flexible
- (d) Easily broken

**Q27.** Find the most similar word in meaning. The **maiden** speech of the young member of the Lok Sabha was very much appreciated by the people.

- (a) farewell speech
- (b) short speech
- (c) first speech
- (d) speech about women

**Q28.** Find the most similar word in meaning.

**GIVE UP**

- (a) Abandon
- (b) Present
- (c) Lift
- (d) Scatter

**Q29.** Find the most similar word in meaning.

The weavers have to do **monotonous** work.

- (a) autonomous
- (b) irksome
- (c) exhausting
- (d) repetitive

**Q30.** Find the most similar word in meaning.

**PENURY**

- (a) Poverty
- (b) Petty
- (c) Phony
- (d) Pathetic

**Q31.** Find the grammatical error in the sentence if any.

**I met the gentleman (1)/ today morning on my way (2)/ to the market (3)/ No error (4)**

- (a) I met the gentleman
- (b) today morning on my way
- (c) to the market
- (d) No error

**Q32.** Find the grammatical error in the sentence if any.

**Smoking is undoubtedly (1)/ very injurious (2)/ for health(3)/ No error (4)**

- (a) Smoking is undoubtedly
- (b) very injurious
- (c) for health
- (d) No error

**Q33.** Find the grammatical error in the sentence if any.

**I loved/(1) the drawings/(2) they were so real /(3) No error (4)**

- (a) I loved
- (b) the drawings
- (c) they were so real
- (d) No error

**Q34.** Find the grammatical error in the sentence if any.

**The Beatles (1)/ will ever be my favourite (2) / pop group (3) / No error (4)**

- (a) The Beatles
- (b) will ever be my favourite
- (c) pop group
- (d) No error

**Q35.** Find the grammatical error in the sentence if any.

**IIM Calcutta MBA programme (1)/ is regarded (2)/ as the finest in the country (3)/ No error (4)**

- (a) IIM Calcutta MBA programme
- (b) is regarded
- (c) as the finest in the country
- (d) No error

**Q36.** Find the grammatical error in the sentence if any.

**One of my friends (1)/ are (2)/an IAS officer (3)/ No error (4)**

- (a) One of my friends
- (b) are
- (c) an I A S officer
- (d) No error

**Q37.** Find the grammatical error in the sentence if any.

**The United Nations (1) / enquired for (2) /a cease Are (3)/No error (4)**

- (a) The United Nations
- (b) enquired for
- (c) a cease Are
- (d) No error

**Q38.** Find the grammatical error in the sentence if any.

**I told the teacher (1)/ that the homework set for the day (2)/ was much too heavy for us to complete (3)/ No error (4)**

- (a) I told the teacher
- (b) that the homework set for the day
- (c) was much too heavy for us to complete
- (d) No error

**Q39.** Find the grammatical error in the sentence if any.

**(1)Drug Abuse and Illicit Trafficking(2)No Error(3)is observed on June 26th(4)The International Day against**

- (a) Drug Abuse and Illicit Traffic kings
- (b) No Error
- (c) is observed on June 26th
- (d) The International Day against

**Q40.** Find the grammatical error in the sentence if any.

**I am not sure (1)/ if (2) he will come (3)/ No error (4)**

- (a) I am not sure
- (b) if
- (c) he will come
- (d) No error

**Q41.** Find the grammatical error in the sentence if any.

**He neither talks too much (1)/ nor he causes any trouble (2)/ during the lesson (3)/ No error (4)**

- (a) He neither talks too much
- (b) nor he causes any trouble
- (c) during the lesson
- (d) No error

**Q42.** Find the grammatical error in the sentence if any.

**The other day my sister told me(1)/ that she will be moving (2) / to her new apartment very soon(3)/ No error (4)**

- (a) The other day my sister told me
- (b) that she will be moving
- (c) to her new apartment very soon
- (d) No error

**Q43.** Find the grammatical error in the sentence if any.

**Neither of the sisters(1)/ are sensible enough (2)/ to carry out the plan(3)/ No error (4)**

- (a) Neither of the sisters
- (b) are sensible enough

- (c) to carry out the plan
- (d) No error

**Q44.** Find the grammatical error in the sentence if any.

**I shall look forward To being with you Sometime next month**

- (a) No error
- (b) I shall look forward
- (c) To being with you
- (d) Sometime next month

**Q45.** Find the grammatical error in the sentence if any.

**The Russian ambassador where about is not known to anyone**

- (a) No error
- (b) The Russian ambassador s
- (c) not known to anyone
- (d) where about is

**Q46.** Find the grammatical error in the sentence if any.

**He was conferred to his bed by illness**

- (a) by illness
- (b) to his bed
- (c) No error
- (d) He was conferred

**Q47.** Find the grammatical error in the sentence if any.

**(1)for you(2)No error(3)I have been waiting(4)since two hours**

- (a) for you
- (b) No error
- (c) I have been waiting
- (d) since two hours

**Q48.** Find the grammatical error in the sentence if any.

**(1)No error(2)to do it today(3)I meant to repair the radio(4)but hadn't time**

- (a) No error
- (b) to do it today
- (c) I meant to repair the radio
- (d) but hadn't time

**Q49.** Find the grammatical error in the sentence if any.

**They came here in(1)/ the evening and begin making (2)/ further arrangements (3)/ No error (4)**

- (a) They came here in
- (b) the evening and begin making
- (c) further arrangements
- (d) No error

**Q50.** Find the grammatical error in the sentence if any.

**The children left (1)/ the playground (2)/ one after one (3)/ No error (4)**

- (a) The children left
- (b) the playground
- (c) one after one
- (d) No error

**Q51.** Critics

P: cover up the essentially inequalitarian

Q: and unjust nature of a Third World State

R: has been basically a sugar-coated concept that tries to

S: also point out that development administration

**Which one of the following is the correct sequence?**

- (a) P - Q - S - R
- (b) S - R - P - Q
- (c) P - R - S - Q
- (d) S - Q - P - R

**Q52.** Thus,

P: international surveys would henceforth record

Q: if dirt - poor people in the developing world

R: their wealth of happiness alongside their material poverty

S: display a general sense of well - being

**Which one of the following is the correct sequence?**

- (a) S - Q - R - P
- (b) Q - S - P - R
- (c) S - Q - P - R
- (d) Q - S - R - P

**Q53.** Life is judged/ and not by (P)/ of work done (Q)/ the longevity of years (R)/ by the quality. (S)

**Which one of the following is the correct sequence?**

- (a) Q S P R
- (b) S Q R P
- (c) Q S R P
- (d) S Q P R

**Q54.** In the progress of (P)/ universities play a crucial role (Q)/ our civilization (R)/ in the present age (S).

**The correct sequence should be**

- (a) S - Q - P - R
- (b) Q - R - S - P
- (c) Q - R - P - S
- (d) S - Q - R - P

**Q55.** It seemed to him

like seeing one's reflection (P) an endless quest (Q) two mirrors (R) while standing between (S)

**The correct sequence should be**

- (a) P-R-S-Q
- (b) S-P-Q-R
- (c) R-S-P-Q
- (d) Q-P-S-R

**Q56.** Our educationalists are

(P) to teach children (Q) too often anxious

(R) without any utility (S) so many languages

**The correct sequence should be**

- (a) PQRS
- (b) QRSP
- (c) SRQP
- (d) QPSR

**Q57.** he nodded (P) he understood (Q) as though (R) everything (S)

**The correct sequence should be**

- (a) P R Q S
- (b) P S Q R
- (c) Q R S P
- (d) S P R Q

**Q58.** It was not

P: conditions with fuel prices climbing to dizzy heights

Q: but resentment arising out of harsh economic

R: which led to the recent protests in Myanmar

S: an inspiration for democracy

**Which one of the following is the correct sequence?**

- (a) Q S R P
- (b) S Q P R
- (c) Q S P R
- (d) S Q R P

**Q59.** The difference

P: and development on the other affects

Q: in the relationship between death and birth rates on the one hand

R: but the age structure of the population

S: not just the rate of population growth

**Which one of the following is the correct sequence?**

- (a) S - R - Q - P
- (b) Q - P - S - R
- (c) S - P - Q - R
- (d) Q - R - S - P

**Q60.** Public Interest Litigations,

P: as they are subjected to massive misuse  
Q: but today they contribute to the backlog  
R: were instituted as a means to help ordinary people sidestep judicial delays to secure justice

S: also called postcard petitions

**Which one of the following is the correct sequence?**

- (a) R - S - Q - P
- (b) S - R - P - Q
- (c) R - S - P - Q
- (d) S - R - Q - P

**Q61.** Improve the bold part in the sentence if required.

A **group** of fish is swimming in the pond.

- (a) swarm
- (b) collection
- (c) school
- (d) No improvement

**Q62.** Improve the bold part in the sentence if required.

**I have never been hearing** from him since he left for America.

- (a) have never heard
- (b) have never been hearing
- (c) was never heard
- (d) No improvement

**Q63.** Improve the bold part in the sentence if required.

The visitors arrived at **a lucky** moment.

- (a) an opportunistic
- (b) an opportunity
- (c) an opportune
- (d) No improvement

**Q64.** Improve the bold part in the sentence if required.

It was raining so heavily yesterday that **I could not move out for my usual walk.**

- (a) I could not go out for my usual walk
- (b) I could not go to my usual walk
- (c) I could not move for my usual walk
- (d) No improvement

**Q65.** Improve the bold part in the sentence if required.

One cannot be indifferent to ones health, **cant one**

- (a) can't be?
- (b) can one ?
- (c) isn't it ?
- (d) No improvement

**Q66.** Improve the bold part in the sentence if required.

The airconditioner has made ceiling fans a little **redundant** in todays world.

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

**Q67.** Improve the bold part in the sentence if required.

He speaks not only English but **Hindi as well.**

- (a) as well as Hindi
- (b) Hindi too
- (c) also Hindi
- (d) No improvement

**Q68.** Improve the bold part in the sentence if required.

It was fortunate that the time bomb **had burst** only after the crowd had dispersed.

- (a) exploded
- (b) No Improvement
- (c) blown up
- (d) erupted

**Q69.** Improve the bold part in the sentence if required.

Gauri was tor waiting for Hema and I.

- (a) Gauri was waiting for Hema and me
- (b) Gauri were waiting for Hema and me
- (c) Gauri were waiting for Hema and I
- (d) No improvement

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**Q70.** Improve the bold part in the sentence if required.

As Rees was **going to town in the High Street a savage dog attacked him and bit him.**

- (a) going to town a savage dog attacked him and bit him in the High Street
- (b) in the High Street a savage dog attacked him and bit him in the town
- (c) going to town in the High Street a savage dog bit him and attacked him
- (d) No improvement

**Q71.** Improve the bold part in the sentence if required.

I want **you to clearly understand** that excuses will not do.

- (a) you clearly to understand
- (b) to clearly understand you
- (c) you to understand clearly
- (d) No improvement

**Q72.** Improve the bold part in the sentence if required.

A mans life is divided **to** four stages.

- (a) into
- (b) as
- (c) of
- (d) No improvement

**Q73.** Improve the bold part in the sentence if required.

No one **cared for the boy after his father died.**

- (a) cared for the boy since his father died
- (b) No improvement
- (c) took the boy for care after his fathers death
- (d) took care of the boy after his father died

**Q74.** Improve the bold part in the sentence if required.

If he has time he **will** telephone.

- (a) could
- (b) might
- (c) would
- (d) No improvement

**Q75.** Improve the bold part in the sentence if required.

He does not laugh, **nor he smiles.**

- (a) nor he does smile
- (b) neither he does smile
- (c) nor does he, smile
- (d) No Improvement

**Q76.** Improve the bold part in the sentence if required.

**The gold** is a precious metal.

- (a) No improvement
- (b) A gold
- (c) An old
- (d) Gold

**Q77.** Improve the bold part in the sentence if required.

I want to **dispose off** all my oldfurniture immediately

- (a) dispose
- (b) disposed off
- (c) dispose of

(d) No improvement

**Q78.** Improve the bold part in the sentence if required.

One should keep **their** word.

- (a) Ones
- (b) his
- (c) 3) everyone's
- (d) No improvement

**Q79.** Improve the bold part in the sentence if required.

A hand pump is very easy to work and it **can be fitted** in every house.

- (a) No improvement
- (b) can be fits
- (c) could be fitting
- (d) can be fitting

**Q80.** Improve the bold part in the sentence if required.

**Being ill, he came to work.**

- (a) He came to work and fell ill
- (b) Despite coming to work, he was ill
- (c) 3 In spite of being ill, he cameit to work
- (d) No improvement

**Q81. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND CHOOSE THE BEST ANSWER TO EACH QUESTION OUT OF THE FOUR ALTERNATIVES.**

In the past 50 years doctors across the world have accepted the practice to prescribe antibiotics at the first sign of a trivial infection or treat patients with a handful of antibiotics. These days it is not uncommon to see practitioners prescribing multiple antibiotics without any real indication or relevance for such a combination of drugs. Antibiotics have traditionally been known as miracle drugs but there Is growing evidence that they are overworked miracles especially in countries like ours where there is easy access to drugs across the counter including antibiotics. We cannot think of a return to pre-antibiotic days. Yet the unbridled use of these agents is inexorably propelling us in that direction.

Antibiotics are called overworked miracles because

- (a) they performed miracles.
- (b) they are hardly used.
- (c) they are over-used.
- (d) they exhausted their miracles.

- Q82.** We cannot think of a return to pre-antibiotic days means
- antibiotics became indispensable.
  - we must go back to pre-antibiotic days.
  - we cannot stop using antibiotics.
  - we can stop using antibiotics.

- Q83.** The passage tells us that
- the antibiotics work miracles.
  - the antibiotics are available at the counters.
  - the use of antibiotics is uncontrollable.
  - antibiotics are used indiscriminately.

- Q84.** The passage discusses the use of
- drugs in general.
  - miracle drugs.
  - antibiotics.
  - combination of different drugs

- Q85.** These days it is not uncommon to prescribe antibiotics means
- It is rare to prescribe antibiotics.
  - It is a common practice to prescribe antibiotics.
  - It is not a common practice to prescribe antibiotics.
  - It is compulsory to prescribe antibiotics.

**Q86. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND CHOOSE THE BEST ANSWER TO EACH QUESTION OUT OF THE FOUR ALTERNATIVES.**

Among Nature's most intriguing phenomena are the partnerships formed by any different species. The name used for these relationships Symbiosis comes from Greek meaning "living together". Not all symbiotic relationships are the same. There are some called communal relationships In which one partner gains a benefit while the other gains little or none but is not harmed. One example is the relationship between two types of fish - remoras and sharks. The remora which is long and often striped attaches itself to a shark (sometimes to another type of fish or a whale) using a sucker on its head. When the shark makes a kill the hitchhiker briefly detaches itself to feed on the scraps. Another type of symbiotic relationship is parasitism in which one partner benefits at the expense of others. Ticks and tapeworms are among familiar parasites. The third type of symbiotic

relationship called mutualism is a true partnership in which both partners benefit. The relationship may be limited as when zebras and wild beast graze together on the vast African grasslands. Each species can survive on its own but together their chances of detecting predators are improved because each contributes a specially keen sense. (Zebras have the better eyesight wild beast hearing and sense of smell). In a few cases partners are so interdependent that one cannot survive without the other. Most mutuality relationships probably lie somewhere in between.

- Remora attaches itself to the shark or whale
- by entwining its long body around the bigger fish.
  - by biting into the fish's body with its teeth.
  - with an adhesive organ found in its head.
  - with a hook like structure in its head.

- Q87.** Commensal relationship is a type of symbiosis in which the relationship is beneficial
- to one and harmless to other.
  - to one and harmful to other.
  - to both.
  - to both for a very short time.

- Q88.** The passage talks about how animals help each other.
- - live together.
  - take advantage of the weaker ones.
  - are related to each other.

- Q89.** Parasites
- are neither beneficial nor harmful to animals they are with.
  - benefit at the expense of the animals they live with.
  - are beneficial to the animals they live with.
  - harm the animals they live with.

- Q90.** Remora feeds
- on the shark it travels with.
  - on the left-over parts of the shark's prey.
  - by detaching itself to attack the prey.
  - on a whale or another type of fish.

**Q91. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND CHOOSE THE BEST ANSWER TO EACH**

**QUESTION OUT OF THE FOUR ALTERNATIVES.**

Power and possession have been central - pursuits of modern civilisation for a long time. They blocked out or distorted other features of the western renaissance (revival) which promised so much for humanity. What people have been and are still being taught to prize are money success control over the lives of others acquisition of more and more objects. Modern social political and economic systems whether capitalist fascist or communist reject in their working the basic principle that the free and creative enfoldment of every man woman and child is the true measure of the worth of any society. Such enfoldment requires understanding and imagination integrity and compassion cooperation among people and harmony between the human species and the rest of nature. Acquisitiveness and the pursuit of power have made the modern man an aggressor against everything that is nonhuman an exploiter and oppressor of those who are poor meek and unorganised a pathological type which hates and distrusts the world and suffers from both acute loneliness and false pride. The author appears to be advocating which of the following approaches to be adopted by society.

- (a) Capitalistic
- (b) Communists
- (c) Humanistic
- (d) Authoritarian

**Q92.** Which of the following best describes the behaviour of modern man?

- (a) Imaginative and sympathetic.
- (b) Cruel and greedy.
- (c) Conscientious and co-operative.
- (d) Perceiving and creative.

**Q93.** According to the passage why has modern man turned out as an enemy of everything that is nonhuman?

- (a) He has been dominated by drives of acquisitiveness and power.
- (b) He consciously practises spirit of co-operation.
- (c) Non-humans have refused co-operation to human beings.
- (d) He hates and distrusts other human beings.

**Q94.** Which of the following statements is not true in context of the given passage ?

- (a) Power and possession go hand in hand.
- (b) The modern man is not individualist.
- (c) There is a need for a new renaissance.
- (d) Poor and weak people are oppressed by the modern man.

**Q95.** Which of the following is one of the requirements bringing out the best in man ?

- (a) Money.
- (b) Success.
- (c) Power.
- (d) Understanding.

**Q96. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND CHOOSE THE BEST ANSWER TO EACH QUESTION OUT OF THE FOUR ALTERNATIVES.**

Child psychology is certainly not a strong point with most Indian schools why else would they inflict a double trauma on a student forming badly in the pre-boards by banning her from taking the board exams. Often with fatal results as evidenced by reports of student suicides in the rural-up to the boards. Now the Central Board of Second pursuits distorted to prize acquisition capitalist fascist communist enfoldment Compassion integrity secondary Education (CBSE) has stepped in and put the brakes on this discriminatory practice ruling that no student can be barred from the Boards without prior clearance from the CBSE. This is good news for parents and students many of whom have had to live with the threat of performance-linked department. While the school's logic is that in order to attract talented students they need to maintain their performance records at high levels. Chances are that a student faring poorly at the pre-boards will replicate this at the boards is faulty. Chances are that the student will be spurred to work doubly hard. On the other hand the threat of debarment will almost certainly impact adversely on his/her performance. Of course linking pre-boards to the boards is only one of the problems with our school system. Which is the good news for parents according to the passage?

(a) School will take the responsibility of preparing students for the board.

- (b) School will provide study facilities to the poor student.
- (c) Schools will enforce discipline to ensure higher attendance of students.
- (d) No students can be barred from the Boards without prior clearance from the CBSE.

**Q97.** What is the ruling of the CBSE ?

- (a) Students must pass the pre-board exam before appearing for the Board exam.
- (b) Schools should follow the practice of performance-linked debarment.
- (c) Schools should maintain the performance record of students at high level.
- (d) Schools must motivate students to work hard.

**Q98.** What is the faulty assumption of schools according to the passage?

- (a) Students who do not do well at pre-boards will be motivated to work hard.
- (b) Pre-boards are generally easy and therefore students take them lightly
- (c) Students who fare poorly at the pre-board will fail at the boards.
- (d) Learning by note is a better method of learning.

**Q99.** Which of the following according to the passage is the problem with our school system ?

- (a) Providing study facilities to the students.
- (b) Linking pre-board performance of students to the boards.
- (c) Teacher's lack of knowledge of child psychology.
- (d) Attracting talented students

**Q100.** According to the passage parents had to live with the threat of

- (a) falling grades of their wards.
- (b) not getting their wards admitted in the quality schools.
- (c) schools not treating their wards with the attitude of counsellor.
- (d) linking performance of their wards in pre-boards to the debarment.

**Q101. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND CHOOSE THE BEST ANSWER TO EACH QUESTION OUT OF THE FOUR ALTERNATIVES.**

In 776 BC the First Olympic Games were held at the foot of Mount Olympus to honour the Greek's chief God Zeus. The Greeks emphasized physical fitness and strength in their education of youth. Therefore contests in running, jumping, discus and javelin, throwing, boxing and horse and chariot racing were held in individual cities and the winners competed every four years at Mount Olympus. Winners were greatly honoured by having poems sung about their deeds.

Originally these were held as games of friendship and any wars in progress were halted to allow the games to take place. The Greeks attached so much importance to these games that they calculated time in four-year cycles called Olympiads dating from 776 BC.

Where were the First Olympic Games held?

- (a) Mount Olympus
- (b) Mount Olympiad
- (c) Mount Orels
- (d) Mount of Greeks

**Q102.** Why were the Olympic Games held ?

- (a) To stop wars
- (b) To crown the best athletes
- (c) To honour Zeus
- (d) To sing songs about athletes

**Q103.** Approximately how many years ago did these games originate ?

- (a) 776 years
- (b) 2279 years
- (c) 1207 years
- (d) 2781 years

**Q104.** Which of the following contests was not held ?

- (a) Discus throwing
- (b) Skating
- (c) Boxing
- (d) Running

**Q105.** The values connected with Olympic Games were

- (a) physical fitness education of youth and friendship.
- (b) health contests and singing.
- (c) running, jumping, throwing and boxing.
- (d) four-year cycles, war-time, young age and friendship.

**Q106. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND**

**CHOOSE THE BEST ANSWER TO EACH QUESTION OUT OF THE FOUR ALTERNATIVES.**

Faith in progress is deep within our culture. We have been taught to believe that our lives are better than the lives of those who came before us. The ideology of modern economics suggests that material progress has yielded enhanced satisfaction and well-being. But much of our confidence about our own well-being comes from the assumption that our lives are easier than those of earlier generations. The lives of the so-called primitive peoples are thought to be harsh—their existence dominated by the incessant quest for food. In fact, primitives did very little work. By contemporary standards we do have to judge them very lazy. The key to understanding why these stone-age people failed to act like us—increasing their work effort to get more things—is that they had limited desires. In the race between wanting and having, they had kept their wanting low—and in this way ensured their own kind of satisfaction. They were materially poor by contemporary standards, but in at least one dimension—time—we have to count them richer.

What is the basis for progress and growth according to the writer?

- (a) Faith in progress is deep-rooted in our culture.
- (b) We have been taught that progress is necessary.
- (c) (3) Material progress has given us strength.
- (d) We have assumed to progress.

**Q107.** What does the writer attribute to modern economics?

- (a) That our lives are easier than before.
- (b) The progress is a natural process.
- (c) That material progress leads to higher satisfaction and well-being.
- (d) That it forces us to assume progress.

**Q108.** What is the writer's image of the primitive people?

- (a) Their life was harsh.
- (b) They did no work.
- (c) They were lazy.
- (d) Search for food was their primary focus in life.

**Q109.** What is the key to understanding the primitive people's behaviour according to the passage?

- (a) They had no desires.
- (b) They had everything they needed.
- (c) They had limited desires!
- (d) They kept their wants high.

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**Q110.** How does the writer appreciate the primitives?

- (a) They have a low degree of wants.
- (b) They are the masters of their time owing to their contentedness.
- (c) They are materially poor.
- (d) They are highly satisfied.

**Q111. DIRECTIONS : YOU HAVE ONE BRIEF PASSAGE WITH LIVE QUESTIONS. READ THE PASSAGE CAREFULLY AND CHOOSE THE BEST ANSWER TO EACH QUESTION OUT OF THE FOUR ALTERNATIVES.**

All of us have enormous capabilities. In many of us however, our achievements fail to correlate with our potential because of lack of self-discipline—the effort needed to channel our energy for productive uses. To maximise your effectiveness you must "learn to put your nose to the grindstone, work against boredom and learn to take the long hard way in life rather than the short easy way". Here are a few suggestions that focus on "How to do what you want to do." Take risks. It is important to realise that nothing in life is achieved unless you risk something. That's how self-confidence develops. Every chance you take offers you valuable spinoffs in terms of learning. Earn a reward. Sometime back I had to face the rather unenviable task of preparing for two examinations simultaneously. I had to be ruthless in driving myself from one goal to another. Hard nosed attitude saw me sail through the courses. I rewarded myself at the end of it indulging in my favourite pastime and taking a short holiday.

Why do our achievements fail to correlate with our potential?

- (a) Because of lack of intelligence.
- (b) Because of lack of discipline.
- (c) Because of lack of external help.
- (d) Because of lack of self-discipline.

**Q112.** How does one's self-confidence develop?

- (a) By taking risks.
- (b) By always meeting with success.
- (c) By being cautious.
- (d) By being garrulous.

**Q113.** What does every chance in our life teach us?

- (a) It helps us to become philosophical.
- (b) It helps us to become idealistic.
- (c) It helps us to learn
- (d) It shows us our limitation.

**Q114.** How does the author reward him after his success?

- (a) By taking a short holiday.
- (b) By doing more work.
- (c) By visiting friends.
- (d) By thanking God.

**Q115.** What does the author try to convey?

- (a) One has to be complacent about his present self.
- (b) One has to work hard and learn at least from failures.
- (c) Only inborn genius brings success in life.
- (d) One has to believe in luck.

**Q116. Fill the blank with an appropriate word.**

Students of St Xavier's \_\_\_\_\_ all the prizes

- (a) bear of
- (b) bare away
- (c) bore on
- (d) bear on

**Q117. Fill the blank with an appropriate word.**

The \_\_\_\_\_ of puppies is fond of milk

- (a) gang
- (b) litter
- (c) group
- (d) litre

**Q118. Fill the blank with an appropriate word.**

It has been years since I last \_\_\_\_\_ him

- (a) had met
- (b) met
- (c) meet
- (d) have met

**Q119. Fill the blank with an appropriate word.**

A book's a book \_\_\_\_\_ there is nothing in it

- (a) because
- (b) unless
- (c) till
- (d) although

**Q120. Fill the blank with an appropriate word.**

The hunter killed two \_\_\_\_\_ for dinner

- (a) flour
- (b) fowl
- (c) foul
- (d) fool

1. c 2. b 3. a 4. b 5. a 6. c 7. a 8. a 9. b 10. a  
11. d 12. a 13. c 14. c 15. d 16. d 17. a 18. a  
19. d 20. a 21. c 22. a 23. b 24. c 25. c 26. d  
27. c 28. a 29. d 30. a 31. a 32. c 33. c 34. b  
35. c 36. b 37. b 38. d 39. a 40. d 41. b 42. b  
43. d 44. a 45. a 46. d 47. d 48. d 49. b 50. c  
51. b 52. b 53. d 54. a 55. d 56. d 57. a 58. b  
59. b 60. d 61. c 62. a 63. c 64. a 65. b 66. b  
67. c 68. a 69. a 70. a 71. c 72. a 73. d 74. d  
75. c 76. d 77. c 78. a 79. a 80. c 81. c 82. c  
83. d 84. c 85. b 86. c 87. a 88. d 89. b 90. b  
91. c 92. b 93. c 94. d 95. d 96. d 97. a 98. c  
99. d 100. d 101. a 102. c 103. d 104. b 105.  
a 106. a 107. c 108. c 109. c 110. a 111. d  
112. a 113. c 114. a 115. b 116. b 117. b  
118. b 119. d 120. b

**1.** So,

**the proper sequence should be** "Both Rattan and his son Moti were idlers and did not like to do any work. Rattan's wife had died long ago, Moti had married in the preceding year. His wife had introduced order and industry in the house. She would work herself to death and earn the daily feed for both of them. The result was that their idleness increased all the more. In fact, they prided themselves on their inactivity and idleness."

**2.**

**The proper sequence should be** "There is no reason for the terror which the sight of a snake causes in most people. Many more people are killed, much more frequently by motor-cycles and cigarettes than by snakes. The majority of snakes are harmless. They are only too anxious to avoid human beings. Of the poisonous snakes, only those found in the sea are always dangerous. Being aggressive by nature, they can attack human beings for no reason at all, taking a fisherman or swimmer by surprise in the water, where the man is somewhat helpless."

**3.** The correct sequence is SRPQ

**4.** So,

**the proper sequence should be** "Most of you probably did not see Gandhiji at close quarters. He had amazing qualities. One of these qualities was that he managed to draw out the good in another person. The other person may have had plenty of evil in him. But he somehow spotted the good and laid emphasis on that good. The result was that the poor man had to try to be good."

5. RQPS

6. QSRP

7. PSRQ

8. the correct sequence is QRSP. The sentence S1 talks about the procedure for admitting the students to new courses. The next sentence should be Q because it talks about the very first step of the procedure-written test. Q should be followed by R because it is in continuation of Q and talks about the successful candidates of written test. The next sentence should be S because it talks about the students that have cleared the exam as discussed in sentence S are called for interview. The last sentence should be P because it is in sync with sentence S6 and talks about how the students are eliminated from the interview process.

9. After the first sentence, the conversation reflects back to the 16th century so option R follows. After this sentence Q should follow as it tells how nations started coming closer to each other. Then S should follow as it contrasts the situation with an example where Romans and Hans believed themselves to be a global leader. Last comes P where it is concluded that such illusions cannot exist today.

10. The answer is , QSPR. First comes Q which is followed by S. then comes P and lastly comes R.

11. The correct sequence is RSQP. The sentence S1 tells how to film slow scenes. It tells how a film camera should role. The next sentences should be R and S because they are in continuation and describe the way camera works in normal speed. Sentence Q should be the next because it describes how it works. The next sentence should be P because it tells how it works in the slow motion.

12. the correct sequence is SQRP. The sentence S1 talks about that the old man wanted to cross the road. The next sentence should be S because it tells that he waited for a long time. The next sentence should be Q because it describes that after have been

waited for long, he was about to return. The next sentence should be R which describes the next event that as he decided to return back, a car came and stopped in front of him. And a driver came out which helped him in crossing the road. Thus the sequence should be P and S6. **14. 16. 18. 20.**

21. Embellish means to make beautiful, decorate. Its antonym is spoil meaning to ruin. Demolish means to destroy. Dishonour means a state of shame. Suffice means adequate.

22. Adulation means praise. Therefore option (c) and (d) can excluded.

Condemnation means to blame publicly. However option a back-biting is the perfect antonym for adulation as it means to speak bad about.

23. Frivolous means playful, amusing means funny. Serious means grave. Confusing means puzzling. Teasing means banter. Of the given options, option (b) is the correct antonym, i.e. serious.

24. Likeness means something that corresponds. Its opposite is difference. Enmity means hatred.

25. Master means a man who has people working for him, especially servants or slaves. Its antonym is slave meaning servant. Companion means associate. Follower is a person who supports and admires a particular person or set of ideas. Boss is a person who is in charge of a worker or organization.

26. Fragile means an object which can be easily broken or damaged. Easily broken is the correct synonym.

27. Maiden means being or involving the first attempt or act of its kind. First speech is the maiden speech.

28. Give-up means stop making an effort. Abandon means to leave; present means existing; lift means to raise and elevate; scatter means to disperse.

29. Monotonous means dull and repetitive. Again from the given options we can easily see that option d has the same word repetitive which brings us to the conclusion that option (d) is the answer.

30. Penury means poverty. Poverty is same as penury. Petty means little, phony means fake. Pathetic means wretched. By seeing the options, it is clear that option (a) is the correct answer. **32. 34. 36. 38. 40. 42. 44. 46. 48. 50.**

**51.** The proper way of writing the sentence is "Critics also point out that development administration has been basically sugar-coated concept that tries to cover up the essential in equalitarian and just nature of a third world state. "This is indicated by the sequence SRPQ and so, (b) is the correct answer.

**52.** Q describes the introduction and talks about the kind of the people in the developing world. S is the logical sentence whereas P explains about international surveys. R concludes the statement.

**53.** Here, S is the qualifier of the given sentence and also followed by Q and ends at R.

**54.** Here, universities is the clue; it helps us conclude that our answer will close with R. Thus S is the qualifier of a sentence and the correct sequence will be SQPR.

**55.** 'Between the two mirrors' gives a sub sequence of SR. Opening statement is more like a question -it seemed ....What is 'it' here? This question is answered by 'endless quest' of Q.

**56.** Opening statement ends with 'are' which can connect with the P or S only. But with P there is no further valid link is available. So starting part is Q. P follows Q naturally. Key words 'teach' and 'languages' hints a connection.

**57.** He nodded as though he understood everything.

**58.** The proper sequence should be "It was not an inspiration for democracy but resentment arising out of harsh economic conditions with fuel prices climbing to dizzy heights which led to the recent protests in Myanmar."

**59.** The proper way of writing the sentence is "The difference in the relationship between death and birth rates on the one hand and development on the other affects not just the rate of population growth but the age structure of the population". This is indicated by the sequence Q - P - S - R which is option (b) , therefore, (b) is the correct answer.

**60.** The proper way of writing the sentence is "Public interest legislations, also called postcard petitions were instituted as a means to help ordinary people sidestep judicial delays to secure justice but today the contribute the black log as they are subjected to massive misuse. This is indicated by the sequence SRQP and so, option (d) is the correct answer. **62. 64. 66. 68. 70. 72. 74.**

**76. 78. 80. 82. 84. 86. 88. 90. 92. 94. 96. 98. 100. 102. 104. 106. 108. 110. 112. 114. 116. 118. 120.**