



I remember watching a TV series on bringing up children that showed parents being obsessed (1) their children's performance in school exams. The series highlighted how parents often give (2) higher importance to their children's academic performance than their aptitudes. So many parents push and goad their children to study hard and score (3) possible in their exams. They believe that academic (4) guarantees a successful career and they want their children to be the next 'Albert Einstein' not knowing that Einstein (5) was a rebel and didn't follow any of his parents' plans for him.

- 1. (a) of (b) in
(c) about (d) to
- 2. (a) completely (b) fully
(c) significantly (d) largely
- 3. (a) as higher as (b) as good as
(c) as high as (d) as better as
- 4. (a) direction (b) realization
(c) performance (d) completion
- 5. (a) himself (b) oneself
(c) themselves (d) itself

Studies have shown that there is no standard advice one can (1) to parents. Some guidelines however, may (2). The first one is that children are all different and there is no one way (3) bringing them up. Each child should be treated as (4) individual. The second is that heredity is important, both for intelligence and (5).

- 1. (a) giving (b) give
(c) given (d) gave
- 2. (a) was provided (b) be provided
(c) is provide (d) being provided
- 3. (a) by (b) of

- (c) from (d) off
- 4. (a) an (b) many
(c) a (d) that
- 5. (a) personal (b) personnel
(c) personality (d) personalise

- A. All day I seem to remember, I played on the sands with strange exciting children.
- B. Then watched the incoming tide destroy them.
- C. My parents took me by car to a place by the sea.
- D. We made sandcastles with huge walls.

- 1. ACDB 2. CADB
- 3. CDAB
- 4. ABCD

P When the robber was near her bed, she stood up suddenly, 'brandishing the knife.

Q One night the robber did enter her room but Lakshmi did not make any sound.

R She just kept a tight hold of the knife and pretended to be sound asleep.

S The robber was taken aback and with a loud cry, he ran out.

- 1) SQRP 2) PRQS 3) QRPS 4) PSQR

P: Most of them are combinations of hydrogen and carbon in varying proportions.

Q: Crude mineral oil comes out of the earth as a thick brown or black liquid with a strong smell.



R: It is a complex mixture of many different substances, each with its own individual qualities.

S: Such hydrocarbons are also found in other forms such as bitumen, asphalt and natural gas.

- 1) QPRS 2) PQRS 3) PQSR 4) QRPS

A But today adults as well as a growing number of young parents are cutting down on intake of sugar.

B Until about two decades ago, becoming careful about sugar was only for diabetics.

C Thus going zero on sugar is fast becoming a popular trend for all.

D Before joining this trend doctors advise that we all need to find out whether all sugars are harmful.

- 1. BACD 2. CDAB 3. ABDC 4. DBAC

A This record of migration is one of the greatest natural events on earth.

B Each Autumn, millions of Monarch butterflies leave their breeding grounds in US and Canada.

C The migration of the Monarch butterfly is an amazing phenomenon.

D They travel over 3000 miles to reach their winter habitat in Mexico.

- 1. ADBC 2. CBDA 3. DCBA 4. ABDC

I was born in the small but beautiful mountain village of Nakuri near Uttarkashi in Garhwal, with the gurgling, playful Bhagirathi river flowing nearby. My parents were a hard-working and extremely self-contained couple. Even though our family was poor, barely managing the essentials, my father taught us how to live and maintain dignity and self-respect — the most treasured family value till today. At the same time my parents also practised the creed, — Kindness is the essence of all religion. They were large-hearted, inviting village folk passing by to have tea at our home, and gave grain to the sadhus and pandits who came to the house.

This characteristic has been ingrained in me so deeply that I am able to reach out to others and make a difference in their lives — whether it is in my home, in society or at the workplace. I was the third child in the family — girl, boy, girl, girl and boy in that order — and quite a rebel. I developed a tendency to ask questions and was not satisfied with the customary way of life for a girl-child. When I found my elder brother, Bachchan, encouraging our youngest brother, Raju, to take up mountaineering I thought, why not me? I found that my brothers were always getting preferential treatment and all opportunities and options were open to them.

This made me even more determined to not only do what the boys were doing, but to do it better. The general thinking of mountain people was that mountaineering as a sport was not for them. They considered themselves to be born mountaineers as they had to go up and down mountain slopes for their daily livelihood and even for routine work. On the other hand, as a student, I would look curiously at foreign backpackers passing by my village and wonder where they were going. I would even invite them to my house and talk to them to learn more about their travels. The full significance of this came to me later when I started working. The foreigners took the trouble to come all the way to the Himalayas in order to educate themselves on social, cultural and



scientific aspects of mountaineering, as well as to seek peace in nature's gigantic scheme of things.

Which word from the passage means the opposite of 'customary'?

- A. Foreign
- B. Cultural
- C. Exceptional
- D. determined

We can infer that the 'I' in the passage is

- A. A specially-abled child
- B. A young boy
- C. A young girl
- D. An old woman

What was the main belief of the writer's parents?

- A. to teach the children mountaineering
- B. to be kind to everyone
- C. to feed everyone they could
- D. to educate their children well

Why was mountaineering not considered a sport by the people of the village?

- A. They thought it was too risky.
- B. They were born mountaineers.
- C. They believed it required too much practice.
- D. They had no time or teachers to learn it

How many sisters did the writer have?

- A. Two
- B. Four
- C. Five
- D. Three

97. The Manager warned his team members (1)/ that if they persist in their (2)/ obstructionist attitude they would be punished. (3)/ No Error (4)

98. The CEO only discussed (1)/ the new venture (2)/ with his manager. (3)/ No Error (4)

99. If she was marrying Mr. Gupta (1)/ she would have been (2)/ recognized as Mrs. Gupta. (3)/ No Error (4)

100. He did not go (1)/ to the temple on foot (2)/ he went there by the car. (3)/ No Error (4)

101. Water was dripping (1)/ of the trees, and (2)/ the grass was wet. (3)/No Error (4)

102. Several great battles (1)/ took place among (2)/ the British and the Americans. (3)/No Error (4)

103. They did nothing (1)/ that was down the (2)/ dignity of the princes. (3)/No Error (4)

104. What are (1)/ you doing (2)/ by here? (3)/No Error (4)

105. He was going to (1)/ like the clothes she (2)/ bought of the trip. (3)/ No Error (4)

106. He was such a (1)/ wonderful person (2)/ into so many ways. (3)/No Error (4)

107. The magician placed the ball (1)/ underneath of his hat and (2)/ made a mystic sign above it. (3)/No Error (4)

108. The phone that (1)/ my father bought is different (2)/than your. (3)/ No Error (4)

109. As soon as (1)/I will reach my office (2)/ I will mail you the files.(3)/No Error (4)

110. My sister had a tough time (1)/removing the chewing gum that (2)/stuck with her hair.(3)/No Error (4)

111. The Captain along with (1)/his team has been (2)/invited to the function.(3)/No Error (4)

112. At this moment that (1)/ terrible door burst open and (2)/ banged for the wall. (3)/No Error (4)



113. A slow smile worked (1)/ its way cross his (2)/ face and into his eyes. (3)/No Error (4)

115. The two children, (1)/ brother and sister, were onto (2)/ their way to school. (3)/No Error (4)

114. His expression gave no (1)/ clue of what was going (2)/ on among his head. (3)/ No Error (4)

Cloze Test 1	Passage	112. 3
1. c	1. c	113. 2
2. c	2. c	114. 3
3. c	3. b	115. 2
4. c	4. b	
5. a	5. a	

Cloze Test 2	Spotting Errors
1. b	97. 2
2. b	98. 1
3. b	99. 1
4. a	100. 3
5. c	101. 2

Sentence Arrangement	102. 2
1. 2	103. 2
2. 3	104. 3
3. 4	105. 3
4. 1	106. 3
5. 2	107. 2
	108. 3
	109. 2
	110. 3
	111. 4