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ENGLISH

25 DAYS PAPERS:

PAPER-18

LIVE | 10:30 AM





Directions (1-5):The given sentence has been broken up into four different parts. The error, if any, will be in any one part of the sentence. Select the option which contains the part of the sentence which has an error (spelling, grammatical or contextual). If there is no error, choose option E.

QUESTION 1

0:30

The government has acknowledged that (A) / economic growth did slow down in 2018- 19 (B) / owing to declining in private consumption growth (C) / a tepid increase in fixed investments and muted exports. (D) / No Error (E)

QUESTION 2

0:30

This perplexing trend may be attributed to (A) / increasing compliance among businesses amidst (B) / the aggressive push by the (C) / tax authorities to wider the tax base. (D) / No Error (E)

QUESTION 3

0:30

The rush to pay tax arrears at the end (A) / of the financial year may have been another (B) / seasonal factor contributing to better tax (C) / collection during the last month. (D) / No Error (E)

QUESTION 4


0:30

A poorly regulated pharmaceutical (A) / industry mean that antibiotics (B) / are freely available to (C) / those who can afford them. (D) / No Error (E)

QUESTION 5

0:30

The stakeholders must appreciate (A) / that the only way to postpone (B) / resistance is though improved (C) / hygiene and vaccinations. (D) / No Error (E)



Directions (Q6-10): In the following questions, some part of the sentence is highlighted in bold. Which of the options given below the sentence should replace the part printed in bold to make the sentence grammatically correct? If the sentence is correct as it is given then choose option E 'No Correction required' as the answer.

QUESTION 6

0:30

The conflict **which broke about across the oil-rich city** of Kirkuk is a reminder of the divisions that run deep in the country.

- A. that broke out in the oil-rich city
- B. which broke about in the oil-rich city
- C. that broke into the oil-rich city
- D. which has broken out across the oil-rich city
- E. No Correction required

QUESTION 7

0:30

Though Deepak had reached the station early **and still he missed** the train.

- A. and also he missed
- B. and he missed
- C. yet he missed
- D. but he missed
- E. No Correction required

QUESTION 8

0:30

Peace and prosperity are something, people of Iraq is looking for.

- A. Peace and prosperity has been
- B. Peace and prosperity is
- C. Peace and prosperity were
- D. Peace and prosperity have been
- E. No correction required

QUESTION 9

0:30

Some respondents do agree these are **knee-perk reactions** and a more scientific approach was needed to tackle pollution.


- A. knee-jerk reactions
- B. knee-crack reaction
- C. knee-drop reactions
- D. knee-deep reactions
- E. No correction required

QUESTION 10

0:30

When I hear the blue whistling thrush **hopping on my roof** at dawn, it automatically brings a smile and the promise of a delightful melody.

- A. hopping with my roof
- B. hop off my room
- C. hopping in my roof
- D. hop under my roof
- E. No correction required



Directions (Q11-15): In each of the following sentences there are two blank spaces. Below each five pairs of words have been denoted by numbers (1), (2), (3), (4) and (5). Find out which pair of words can be filled up in the blanks in the sentences in the same sequence to make the sentence meaningfully complete.

QUESTION 11

The leopard was— — — — in one of the under-construction apartments when it — — — — — a labourer.

0:30

- (1) Mourning, covered
- (2) Attacking, stated
- (3) Hiding, attacked
- (4) Tracing, pounced
- (5) Venturing, faced

QUESTION 12

The showers, — — — — hopes of the people, who feared that lack of rain would — — — a tough summer next year.

0:30

- (1) Raised, signal
- (2) Produced, signal
- (3) Multiplies, signal
- (4) Jeopardizes, signal
- (5) Demands, signal

QUESTION 13

A herd of tuskers — — — — — towards the city was — — — — — in its tracks by the forest department and driven back into the forest.

0:30

- (1) Patrolling, stopped
- (2) Forwarding, stopped
- (3) Advanced, stopped
- (4) Marching, stopped
- (5) Shifted, stopped

QUESTION 14

Leaves and buds which are essential for the flowers drop at an — — — — rate when — — — — by any disease.

- (1) Desperate, affected
- (2) Accessed, affected
- (3) Infectious, affected
- (4) Decisive, affected
- (5) Alarming, affected

0:30

QUESTION 15

Buses in cities carry passengers ————their capacity without paying —————to safety.

- (1) Belonging, money
- (2) Marking, caution
- (3) Longing, debate
- (4) Exceeding, heed
- (5) Adhering, remark

0:30

H O M E W O R K

S

Y

V


L

F

T

L

A



Directions(Q16-20):In each of the questions given below five words are given in bold. These five words may or may not be in their correct position. The sentence is then followed by options with the correct combination of words that should replace each other in order to make the sentence grammatically and contextually correct. Find the correct combination of the words that replace each other. If the sentence is correct as it is then select option (e) as your choice.

QUESTION 16

0:30

The salient **seal (A)** of these masks are **that (B)** they provide a complete **features (C)** around the nose and mouth with a **gasket (D)** fitting that provides no **leakage (E)**.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

QUESTION 17

0:30

The chief justice has decided to **party (A)** the scope of the petition to **evolve (B)** a set of steps including what **directions (C)** are required to be **passed (D)** by a court and to which **enlarge (E)**.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

QUESTION 18

0:30

He said that the **construction (A)** of the hospital **demand (B)** in 2013 as there was no **large (C)** hospital in Ambedkar Nagar and there was a **began (D)** from the **people (E)**.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

QUESTION 19

0:30

Amid the **solace (A)** of COVID-19-induced **(B)** lockdown, the considerable improvement in the city's air quality gave some **challenges (C)** for Delhiites fighting a **contagion (D)** from the **confines (E)** of their homes.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

QUESTION 20

0:30

Although an even bigger disaster was **snuffed (A)** by the absence of fire in the aircraft, the crash **averted (B)** out the lives of many **loved (C)** home from Dubai after a long, **traumatic (D)** separation from **returning (E)** ones in the pandemic.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

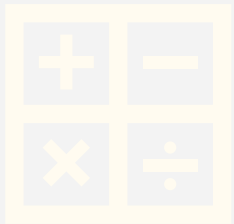
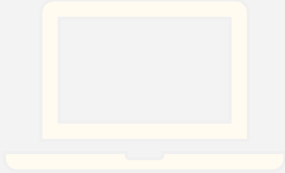


Directions(Q21-25):Rearrange the following sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph, then answer the questions given below them.

QUESTION 21-25

3:00

- (A) that one is required to be a resident of a constituency from where one intends to vote. This implies that one can vote from wherever one is staying.
- (B) However, members of the Armed Forces are not permitted to do so.
- (C) As a citizen, one can register as a voter at the place where one is ordinarily a resident and actively participates in the democratic process for all elections.
- (D) In 2008, the Election Commission ruled that for a serviceman to be considered an 'ordinary resident' of a constituency,
- (E) Interestingly, the Representation of the People Act, 1950, while amplifying on the term 'ordinary resident' does not specify any minimum period
- (F) He needed be posted there for three years and be accompanied by his family.
- (G) They can only vote from their 'native place', as registered when they joined the service.
- (H) They cannot vote from their place of posting, which, incidentally, was permitted till 197(2)



Directions(Q26-30): You have two brief passages with 5 questions following each passage. Read the passages carefully and choose the best answer to each question out of the four alternatives.



QUESTION 26

3:00

The passage is about what

- (1) we should do to make children read.
- (2) we should not do when we ask children to read.
- (3) teachers should teach in the classroom.
- (4) treatment is to be given for indigestion.
- (5) All of these.

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result : indigestion, violent stomach-ache, and a rooted dislike of that article of food evermore.

QUESTION 27

3:00

The writer says that teachers should

- (1) prevent children from reading any book.
- (2) compel children to read moral stories.
- (3) stop compelling children to read books recommended by them.
- (4) carefully supervise what children read.
- (5) Not mentioned .

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

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QUESTION 28

3:00

According to the author many boys and girls read books to

- (1) win the favour of their teachers.
- (2) spend money in a useful way.
- (3) express their gratitude to their teachers.
- (4) show others that they are lovers of books.
- (5) none.

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QUESTION 29

3:00

The mistake has been on the teacher's side. Here the mistake refers to

- (1) making the children to please the teacher.
- (2) asking the children to read books which teachers do not like.
- (3) discouraging children from reading more books.
- (4) recommending them the books intended for adults.
- (5) praising the honesty of humans.

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QUESTION 30

3:00

Indigestion and violent stomach-ache will be the result if the child

- (1) reads books not suitable for his age.
- (2) does not read any book.
- (3) is forced to eat food meant for adults.
- (4) is not taken to doctor regularly.
- (5) a mind in dearth of books.

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

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