

**PART - V**  
**ENGLISH**

51. Who in *The Tempest* says, "We are such stuff/  
as dreams are made on"?

- (1) Prospero
- (2) Caliban
- (3) Ferdinand
- (4) Ariel

52. Which character is cuckolded in Nathaniel  
Hawthorne's *The Scarlet Letter* ?

- (1) Arthur Dimmesdale
- (2) Richard Bellingham
- (3) Roger Chillingworth
- (4) John Wilson

53. The protagonist of Franz Kafka's *The  
Metamorphosis* is :

- (1) Odradek
- (2) Karl
- (3) Joseph
- (4) Gregor Samsa

54. In the 'Advertisement' to the first edition of  
*The Lyrical Ballads*, what did Wordsworth  
suggest readers would struggle with ?

- (1) feelings of awe and wonder
- (2) feelings of estrangement and perplexity
- (3) feelings of beauty and transcendence
- (4) feelings of strangeness and  
awkwardness

55. Pablo Neruda's *The Book Questions* contains  
\_\_\_\_\_ poems in couplet form.

- (1) 72
- (2) 75
- (3) 74
- (4) 70

56. Arthur Miller's *All My Sons* is about :

- (1) a manufacturer of faulty war materials
- (2) a Jewish family's experiences in South  
Chicago
- (3) a former Southern judge settled in New  
Orleans
- (4) a World War II veteran



57. Which Shakespearean heroine says, "Husband, I come!"?

- (1) Cleopatra  
(2) Ophelia  
(3) Imogen  
(4) Portia

58. Shelley's *Adonais* is an elegy on the death of \_\_\_\_\_.

- (1) Coleridge  
(2) John Keats  
(3) Johnson  
(4) Milton

59. Ruskin Bond's *A Flight of Pigeons* is based on :

- (1) The Indian Mutiny of 1857  
(2) Black Hole Tragedy of 1756  
(3) Jallianwala Bagh Massacre of 1919  
(4) The Partition of India, 1947

60. Mulk Raj Anand was a founding member of :

- (1) Progressive Writers' Association  
(2) Indian National Association  
(3) Hindustan Republican Association  
(4) The Bombay Presidency Association

61. Which of the following symbols signifies peace in Chinua Achebe's *Arrow of God* ?

- (1) White clay  
(2) Kolanut  
(3) Python  
(4) Palm wine

62. A poem with no meter or rhyme :

- (1) free verse  
(2) narrative  
(3) ode  
(4) lyric

63. A class has completed reading a lesson. There are a few themes in it. The English teacher tasks the class to identify words and word chunks related to different themes in the lesson. Then they have to make word charts of the same category. This strategy is known as :

- (1) A writing project  
(2) Communicative language teaching  
(3) Word collocation  
(4) Thematic language teaching



64. Choose the two statements that are true of teaching of grammar.

- (A) Teaching rules at the initial stage is not effective.
- (B) Teaching rules at the formative stage of learning is very essential.
- (C) Grammar teaching should move from meaning to form.
- (D) Grammar teaching should move from form to meaning.

- (1) (C) and (B) are both true
- (2) (A) and (C) are both true
- (3) (A) and (D) are both true
- (4) (B) and (D) are both true

65. In 1968 it was envisaged that \_\_\_\_\_ % of G.D.P. should be spent on education.

- (1) 4
- (2) 6
- (3) 7
- (4) 5

66. Comprehensible input is language input that can be understood by learners despite their not understanding all the words and structures in it. This idea was proposed in 1985 by :

- (1) Krashen
- (2) Chapman
- (3) Newfield
- (4) Chomsky

67. A curricular enrichment programme that provides a teacher of English and her learners with an opportunity to use their skills in languages other than English in non-language courses is called :

- (1) Language Acquisition Culture
- (2) Language Acquisition of Content
- (3) Language Across Cultures
- (4) Language Across Curriculum

68. The Right of Children to Free and Compulsory Education Act was passed in :

- (1) 2010
- (2) 2014
- (3) 2016
- (4) 2009

69. Miss Rita is teaching Change of Speech (Narration) to her class. She makes A speak to B and asks C to tell the class what A has said to B in her own words. Then the teacher explains the grammar rules. This method of teaching grammar is called :

- (1) Inductive method
- (2) Direct explaining
- (3) Translation method
- (4) Deductive method



70. The present 10+2 structure of school education will be modified as :

- (1) 5+3+3+4
- (2) 3+2+6+4
- (3) 4+3+3+5
- (4) 4+3+4+4

71. According to Justice J.S. Verma Commission (2012), a majority of stand-alone T.E.I.s over \_\_\_\_\_ in number were selling degrees for a price.

- (1) 7,000
- (2) 4,000
- (3) 10,000
- (4) 5,000

72. NEP 2020 lays emphasis on ECCE from age 3. What does ECCE stand for ?

- (1) Early Continuous Child Education
- (2) Early Childhood Care Education
- (3) Early Child Caring Education
- (4) Early Childhood Compulsory Education

Directions (Q.Nos. 73 to 77) : In each of the following questions, out of the given alternatives choose the one which best expresses the meaning of the given word.

73. REQUITE :

- (1) Repay
- (2) Favour
- (3) Punish
- (4) Spare

74. LEGITIMATE :

- (1) Valid
- (2) Illicit
- (3) Correct
- (4) Rightful

75. OBDURATE :

- (1) Helpful
- (2) Simple
- (3) Flexible
- (4) Adamant

76. DROWSY :

- (1) Lazy
- (2) Exhausted
- (3) Sleepy
- (4) Soothing

77. DEFT :

- (1) Vigorous
- (2) Swift
- (3) Deceitful
- (4) Skilful

**Directions (Q.Nos. 78 to 82) :** In each of the following questions, choose one alternative which is opposite in meaning to the given word.

78. COMMEND :

- (1) Condemn
- (2) Defy
- (3) Defame
- (4) Commence

79. PROVOCATION :

- (1) Peaceful
- (2) Pacification
- (3) Vocation
- (4) Destruction

80. EVACUATE :

- (1) Emerge
- (2) Abandon
- (3) Invade
- (4) Retain

81. APPOSITE :

- (1) Intemperate
- (2) Inconsistent
- (3) Irregular
- (4) Inappropriate

82. CONCEAL :

- (1) Reveal
- (2) Open
- (3) Discover
- (4) Unfold



Directions (Q.Nos. 83 to 85) : Fill in the blank by choosing the correct/most appropriate option.

83. \_\_\_\_\_ do you believe him to be ?

- (1) Who
- (2) How
- (3) Where
- (4) Which

84. 'Treasure Island' is one of the best pirate stories that \_\_\_\_\_ ever written.

- (1) were
- (2) is
- (3) which
- (4) was

85. Two-thirds of the city \_\_\_\_\_ in the ruins.

- (1) was
- (2) have been
- (3) were reduced
- (4) were

Directions (Q.Nos. 86 and 87) : The following sentence have been split into 6 parts. The position of 1 and 6 are constant, the other four are mentioned as P, Q, R, S. Arrange these four in a logical order.

86. (1) When I reached my office

(P) to get home early

(Q) I phoned my mother

(R) that I wouldn't be able

(S) to tell her

(6) as I had promised

(1) QSRP

(2) RPQS

(3) SQPR

(4) PQRS

87. (1) At the end of the assignment

(P) the field worker

(Q) submitted his papers

(R) for the work done by him

(S) and also bills

(6) to the office Superintendent

(1) QPRS

(2) QSRP

(3) RSQP

(4) PQSR



Directions (Q.Nos. 88 and 89) : In the following questions, a part of the sentence has been underlined. Find out which clause has been used in that part.

88. Make hay while the sun shines.

- (1) Adjective Clause  
(2) Principal Clause  
(3) Noun Clause  
(4) Adverb Clause

89. Can you tell me who wrote Shakuntala ?

- (1) Adjective Clause  
(2) Adverb Clause  
(3) Principal Clause  
(4) Noun Clause

Directions (Q.Nos. 90 to 92) : In the given sentences, fill in the blank with the correct conjunctions.

90. They toil not, \_\_\_\_\_ do they spin.

- (1) for  
(2) neither  
(3) as  
(4) since

91. My strength is as the strength of ten  
my heart is pure.

- (1) where  
(2) as  
(3) till  
(4) though

92. Virtue ennobles \_\_\_\_\_ vice degrades

- (1) but  
(2) as  
(3) because  
(4) since

Directions (Q.Nos. 93 to 97) : In the given questions, answer by picking the correct/most appropriate option :

93. The bibliography gives details of the :

- (1) names of the publishers of the work  
(2) details of life and works of the author  
(3) list of appendices  
(4) books and periodicals consulted



94. In social correspondence, if you do not know the person to whom you are writing, the salutation should be :

- (1) My dear Mr./Dear Ms. Madam
- (2) Respected Sir, Respected Madam
- (3) Respected Mr., Respected Mrs.
- (4) Dear Sir,/Dear Madam

95. A letter of complaint to the editor of a newspaper shall begin with :

- (1) Through the columns of your newspaper.....
- (2) I am pleased to inform you that.....
- (3) Why are the roads in my colony.....
- (4) This is to bring to your kind notice.....

96. In a sentence when one subject is singular and the other is plural, the verb should agree with the subject :

- (1) closer to it
- (2) which comes in the beginning
- (3) either of the subjects
- (4) farther from it

97. In a formal letter if you know the addressee, the appropriate form will be :

- (1) Your's sincerely
- (2) yours faithfully
- (3) yours' truly
- (4) Yours sincerely

Directions (Q.Nos. 98 to 105) : Fill in the blank with the correct/most appropriate tense given as option.

98. Three hours will have passed, when the bell \_\_\_\_\_.

- (1) rings
- (2) will be ringing
- (3) will be rung
- (4) will ring

99. Your father \_\_\_\_\_ for you when you reach home.

- (1) will have been waiting
- (2) had been waiting
- (3) had waited
- (4) will be waiting





100. I \_\_\_\_\_ Mohan since Monday.

- (1) did not see  
(2) was not seeing  
(3) had not been seeing  
(4) have not seen

101. I cannot remember where \_\_\_\_\_ my pen.

- (1) did I leave  
(2) I left  
(3) had left  
(4) I would have left

102. If I \_\_\_\_\_ you, I would not lose temper.

- (1) were  
(2) had been  
(3) would be  
(4) was

103. I \_\_\_\_\_ reading this book since morning.

- (1) read  
(2) have been  
(3) was  
(4) had been

104. I \_\_\_\_\_ the letter before he arrived.

- (1) wrote  
(2) have written  
(3) had written  
(4) have been written

105. I shall certainly work all next week except when it \_\_\_\_\_.

- (1) would rain  
(2) will be raining  
(3) will rain  
(4) is raining

Directions (Q.Nos. 106 to 110) : In the following sentence, fill in the blank with the correct/most appropriate option.

106. He \_\_\_\_\_ very naughty as a child.

- (1) ought to be  
(2) would  
(3) must have been  
(4) could be



107. \_\_\_\_\_ you show me the way to the station ?

- (1) Might
- (2) Could
- (3) Ought
- (4) Shall

(2)

108. We \_\_\_\_\_ to respect our elders.

- (1) ought
- (2) should
- (3) could
- (4) must

(1)

109. He is terribly ill. You \_\_\_\_\_ call the doctor.

- (1) must
- (2) shall
- (3) will
- (4) should

(4)

110. Work hard, lest you \_\_\_\_\_ fail.

- (1) can
- (2) could
- (3) should
- (4) would

(4)

Directions (Q.Nos. 111 to 117) : Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options.

The last one of this long procession of silent men and women was a little wizened old man. Even he carried a load of two baskets, slung on a pole on his shoulder, the same load of a folded quilt, a cauldron. But there was only one cauldron. In the other basket it seemed there was but a quilt extremely ragged and patched, but clean still. Although the load was light, it was too much for the old man. It was evident that in usual times he would be beyond the age of work, and was perhaps unaccustomed to such labour in recent years. His breath whistled as he staggered along, and he strained his eyes to watch those who were ahead of him lest he be left behind, and his old wrinkled face was set in a sort of gasping agony.

Suddenly he could go no more. He set his burden down with great gentleness and sank upon the ground, his head sunk between his knees, his eyes closed, panting desperately. Starved as he was, a little blood rose in dark patches on his cheeks. A ragged vendor selling hot noodles set his stand near, and shouted his trade cry, and the light from the stand fell on the old man's drooping figure. A man passing by stopped and muttered, looking at him.

I swear I can give no more this day if I am to feed my own even nothing but noodles- but here is this old man. Well, I will give him the bit of silver I earned today against tomorrow and trust tomorrow again. If my own old father had been alive, I would have given it to him.

He fumbled in himself and brought out of his ragged girdle a bit of a silver coin, and after a moment's hesitation and muttering, he added to it a copper penny.

'There, old father,' he said with a sort of bitter heartiness, 'Let me see you eat noodles!' The old man lifted his head slowly. When he saw the silver, he would not put out his hand.

He said : 'Sir, I did not beg of you. Sir, we have good land and we have never been starving thus before, having such good land. But this year the river rose and men starve even on good land at such times. Sir, we have no seed left, even. We have eaten our seed. I told them, we cannot eat the seed. But they were young and hungry and they ate it.'

'Take it', said the man, and he dropped the money into the old man's smocked apron and went on his way, sighing.

111. The expression 'beyond the age of work' implies :

- (1) He ought to have retired.
- (2) He was without any work.
- (3) He could hardly work at his age.
- (4) He looked older than his actual age.

112. Read the following statements :

Statement (A) : The old man looked wizened.

Statement (B) : His face was shrivelled.

- (1) Statement (A) is true, Statement (B) is wrong
- (2) Both (A) and (B) are true
- (3) Both (A) and (B) are wrong
- (4) Statement (A) is wrong, Statement (B) is true

113. The noodle vendor shouted :

- (1) to promote the sale of his noodles.
- (2) to request the passers-by to help the old man in distress.
- (3) to warn people to run away.
- (4) when he looked at the old man.

114. In spite of the advice of the old man, the youth even ate the seed implies the :

- (1) youth cared a fig for his advice.
- (2) youth were not far-sighted.
- (3) old man's ability to prevail upon the youth.
- (4) loss of the chances of the next crop.



115. The passer-by was not able to offer more money as charity as he :

- (1) also wanted to fend for his own needs.
- (2) was not interested in encouraging begging.
- (3) was afraid lest the noodle seller should complain against him.
- (4) himself did not enjoy a sound financial position.

116. Why did the old man feel too much load on his shoulder ?

- (1) He was carrying two baskets.
- (2) He wanted to take rest.
- (3) He was carrying more weight than he could carry.
- (4) The procession was too long.

117. What prompted the passer-by to give money to the old man ?

- (1) He was reminded of his own father when he looked at the aged man.
- (2) He indirectly wanted to please the noodle seller.
- (3) He wanted to show off how large-hearted he was.
- (4) He was moved by the miserable condition of the old man.

**Directions (Q.Nos. 118 to 124) : Read the passage given below and answer the questions that follow by choosing the correct/most appropriate options.**

One day, when Robinson Crusoe was walking on the beach, he saw a footprint. He could see that it was not his footprint as it was too big. He looked about him.

'Who could have made this footprint ?' he asked. 'It was not I. There must be someone here on my Island. I will have to look and see who it is.'

Robinson Crusoe looked up and down the beach to see who had made the footprint. Then he saw some men with little boats down by the water. One man was running away from the others. He ran to Robinson Crusoe and the other men ran after him.

'I must help that man,' Robinson Crusoe said to himself. Robinson Crusoe said to the man, 'Come with me, I will help you!'

Then he fired his gun and the other men ran off. Robinson Crusoe was pleased to have a friend again. 'Today is Friday,' he said, 'So I will call you Friday. Come on, I will take you to see my house and my island. You can stay here with me as long as you like.' Friday went home with Robinson Crusoe. He liked the house and was pleased to stay there. He helped Robinson Crusoe to milk the goats, water the corn, and make bread. Robinson Crusoe was pleased to have a friend to talk to. He talked to Friday in English, and soon Friday could speak English too.

One day Friday was on the beach and Robinson Crusoe was working near his house. Friday came running up from the beach.



'Robinson, Robinson', he called. 'Come, Come. Big, big boat.'

Robinson Crusoe looked out to sea. Yes, there was a ship coming. Robinson Crusoe ran down to the beach, calling and waving as he went. He lit his fire to signal the ship. The captain saw the signal and stopped the ship. He let a boat down into the water and went to see what Robinson Crusoe wanted. The captain of the ship was English. He said he would like to take Robinson Crusoe and Friday home with him. They thanked the captain and went to get the things they wanted to take on the ship with them.

Robinson Crusoe was pleased to be going home at last, but he was sorry to go away from his house, his goats, his corn, and the Island that had been his home for so many years.

118. Why was Robinson Crusoe pleased to have Friday on his island ?

- (1) He was feeling lonely.
- (2) He wanted someone to look after his house and animals.
- (3) Both (4) and (1).
- (4) He was in dire need of a companion.

119. What prompted Robinson Crusoe to take Friday back home with him ?

- (1) There was none to help Friday on the island.
- (2) Robinson Crusoe did not want Friday to undergo the torture of loneliness.
- (3) Friday also expressed his willingness to accompany Robinson Crusoe.
- (4) Friday had proved his utility for Robinson Crusoe.

120. How was Robinson Crusoe able to draw the attention of the moving ship ?

- (1) by lighting fire
- (2) by shouting for help
- (3) by calling him names
- (4) by waving a red flag

121. When Robinson Crusoe fired from his gun, it meant that :

- (1) he wanted to scare away the boatmen.
- (2) he wanted the boatmen to go back.
- (3) Friday was now in his custody.
- (4) the life of Friday was in danger.



122. What convinced Robinson Crusoe about the presence of another person on the island ?

- (1) by sheer instinct
- (2) when someone called him
- (3) when there was a noise of the birds
- (4) the footprints different from his own

4

123. What prompted Robinson Crusoe to name the person Friday ?

- (1) It reminded him of Good Friday.
- (2) It was Friday when he met him.
- (3) He could not think of any other name.
- (4) It was an auspicious day.

2

124. Why did Robinson Crusoe and Friday thank the captain of the ship ?

- (1) They were feeling forlorn.
- (2) They had lost all hopes.
- (3) They had exhausted their food.
- (4) For rescuing them.

4

Directions (Q.Nos. 125 to 130) : Read the passage given below and answer the questions that follow by choosing the correct/most appropriate option.

### HOW DO BEES COMMUNICATE ?

When a worker bee finds flowers with nectar, how does it tell the other bees what it has found ? How does it tell them what the flower is, how far away it is, and in which direction to go ?

The way bees communicate this information is one of the most amazing wonders of nature. To begin with, the language of bees is an instinct. It doesn't have to be learned. When worker bees reach a certain age, they know this language automatically.

The bees' language is the language of smells and dancing. When a bee has discovered nectar or pollen and returns home, it begins to dance. It goes round and round in narrow circles. The dance excites other bees and tells them the dancing bee has discovered nectar or pollen. The other bees can tell from the smell of the returned bee what it has found, so they know from this what to look for.

If the bee does a really lively dance, this says that a great deal of food is obtainable, and more bees are excited to go out and seek it so far. Then, the bee has been able to communicate several things. The dance says that there is nectar or pollen to be obtained. The scent on the bee itself tells what kind of flower should be looked for, and whether it's for nectar or pollen. The liveliness of the dance tells about the amount of food.

But all this applies only to flowers within about a hundred yards from the hive. When a bee finds flowers with food farther away, it comes home



and performs another kind of dance. This time, instead of doing a round dance, it does a tail dance. It does a figure 8, connecting the two loops of the 8 with a straightline, meanwhile moving its abdomen or 'tail' from side to side.

In addition to all of the other information, the tail dance tells the bees how far to go and in which direction to fly. The number of turns per minute indicates distance. The farther away, the fewer the figures 8 made. For instance, 11 turns per minute means 2,700 metre distance! The line a bee makes between the two loops of the 8 gives the exact direction of the flowers. It makes this line in relation to the position of the sun in the sky so the others can set off at the correct angle instantly!

125. The number of turns per minute in a tail dance indicates \_\_\_\_\_.

- (1) direction  
(2) place  
(3) time  
(4) distance

126. The \_\_\_\_\_ of the returning bees indicates what they had found.

- (1) dance  
(2) smell  
(3) sound  
(4) touch

127. When a bee comes home and finds a particular flower more than a hundred yards away, the returning bee performs ?

- (1) makes a peculiar sound  
(2) a tail dance  
(3) a belly dance  
(4) a round dance

128. What kind of flowers should be looked for, nectar or pollen, is made known to other bees through :

- (1) flashing of the wings.  
(2) the size of the returning bees.  
(3) the baskets containing nectar.  
(4) scent.

129. The worker bees \_\_\_\_\_ nectar from various flowers.

- (1) store  
(2) collect  
(3) assimilate  
(4) assemble

130. The bees communicate with other bees through \_\_\_\_\_.

- (1) size  
(2) instinct  
(3) movement  
(4) touch

