



**SECTION - C**  
**Communication Ability**

Questions: 50

Marks :

**PART - I**

**Choose the Correct Answer:**

151. Short term advance provided by a bank to a current account holder is called  
(1) Demand Draft (2) Hand loan (3) Over draft (4) Margin money
152. The organization which enables multilateral trade among countries is called  
(1) World Bank (2) World Trade Organization  
(3) United Nations Organization (4) International Court
153. The advent of mass production is ascribed to the period of  
(1) Second World War (2) Internet era  
(3) Copper age (4) Industrial Revolution
154. 10 year Redeemable Bonds means that at the end of the stipulated years the Bond  
(1) is written off (2) amount is paid and settled  
(3) gets converted into shares (4) can be pledged in a bank
155. Market value of Mutual Fund is expressed as  
(1) Rupees per share (2) Rupees per script  
(3) Gross value in rupees (4) NAV in rupees
156. A coaxial cable to which a number of computers are connected is known as  
(1) Multistrand wire (2) Jelly filled cable  
(3) Ethernet (4) LAN
157. The system of transforming data into codes that are meaningless to anyone who does not possess the system for recovering initial data is  
(1) Cryogenic (2) Modulation (3) Quantization (4) Cryptography
158. An electronic device that allows a single communication channel to carry simultaneous data from many terminals is called  
(1) multiplexer (2) microprocessor (3) modulator (4) expert system
159. Compared with a manual system, in a computer system  
(1) basic internal control objectives change.  
(2) the methodologies for implementing control change.  
(3) control objectives are more difficult to achieve.  
(4) internal control principles change.
160. The logical organization of data in a database is called  
(1) structure (2) schema (3) algorithm (4) legacy

## PART – II

**Choose the Correct Answer:**

161. A: "Why do you always behave like a dog in the manger?"

B: "I don't know. It's just my nature, I guess."

'A' implies that 'B' is

- (1) a spoilsport (2) rude (3) aggressive (4) uncouth

162. A: "Would you like a cup of coffee?"

B: "If you say so."

'B' is

- (1) indifferent (2) eager (3) casual (4) pleased

163. A: "I saw red when he put the blame on me."

B: "I understand you weren't driving the car when the accident happened."

'A' is

- (1) angry (2) annoyed (3) furious (4) resentful

164. "The man was a square peg in a round hole."

The speaker implies that the man was

- (1) a loner (2) a recluse (3) a misfit (4) a bore

165. The passive form of the sentence "She saw you and him," is

- (1) You and he were seen by her. (2) You and him were seen by her.  
(3) You and him had been seen by her. (4) You and him were being seen by her.

166. Kamala: "Look, would you mind very much if I went out for a few minutes to make a phone call? It is rather important."

Krishna: "No, you go ahead."

Krishna's answer implies that he is

- (1) angry (2) understanding (3) frustrated (4) apologetic

167. "Brooding over past failures, he decided to commit suicide."

The sentence implies that

- (1) suicide was dear to him.  
(2) his failures were broad.  
(3) one should erase all memories, good or bad.  
(4) the thought of his past failures led to his decision.

**Fill in the blank with the appropriate phrase / verb / preposition :**

168. \_\_\_\_\_ our advertised programme, we will be showing a film.

- (1) In regard to (2) In spite of (3) On behalf of (4) In place of

**A**

169. He has five children \_\_\_\_\_ on his meagre salary.  
(1) to look after (2) to look at (3) to look to (4) to look for
170. Live \_\_\_\_\_ your means.  
(1) without (2) within (3) from (4) on
171. \_\_\_\_\_ you change your mind, let us know.  
(1) Could (2) Might (3) Would (4) Should
172. I \_\_\_\_\_ five languages.  
(1) know (2) am knowing (3) known (4) knowing
173. He was desperate \_\_\_\_\_ a job.  
(1) for (2) on (3) at (4) about
174. He \_\_\_\_\_ me at chess yesterday.  
(1) bet (2) beat (3) bait (4) beat-up
175. Their house is hidden \_\_\_\_\_ the trees.  
(1) among (2) by (3) with (4) between

**PART - III**

**Read the following passage and answer questions 176 - 180:**

Philosophy in the East is an art of life and way of living. The proper aim of philosophising, according to the Indian mind, is not to obtain knowledge for its own sake but for the sake of making life better. Philosophy in the soil of India is a personal attitude towards life and the universe. To philosophise is not merely to read and know philosophy; it is also to think philosophically. Philosophy begins in wonder, doubt and curiosity. It grows out of our developing awareness of the problems of human existence. Philosophy does not shrink from facing the difficult and unsolved problems of our life. There are certain perennial problems which interest mankind and for which philosophers have sought answers. Philosophy is primarily concerned with the soul, God, immortality, world, knowledge and similar other problems, which again owe their solutions to the proper estimate of life. Many questions, however, have been answered only tentatively, and many problems remain unsolved.

176. What is the aim of philosophy in the East?  
(1) learning (2) self-realisation  
(3) material gain (4) professional advancement
177. How does one become philosophical?  
(1) through reading (2) through discussion  
(3) through writing (4) through knowledge of the complexities of life

178. What is the meaning of 'perennial' ?  
 (1) momentary (2) everlasting (3) temporary (4) short-lived
179. How can problems be solved?  
 (1) by proper evaluation (2) by meditating  
 (3) by acknowledging them (4) by transcending them
180. Why is the study of philosophy valuable?  
 (1) It adds wisdom to one's life. (2) It deals with spirituality.  
 (3) It deals with the problems of life. (4) It provides answers to all problems.

**Read the following passage and answer questions 181-185:**

Although languages have come into existence and died away throughout human history, it was only in the 1990s, following the publication of a series of worldwide surveys, that people began to notice that the rate of disappearance was significantly increasing. The thrust of these facts is easy to summarise: of the 6,000 or so languages in the world, it seems probable that about half of these will disappear in the course of the present century. It is a rate of loss unprecedented in recorded history.

The impact of dominant languages on minority languages is a matter of universal concern, and the role of English is specially implicated. The growth of English as a global language is not the sole factor in explaining language endangerment. Although it is English that has been the critical factor in the disappearance of languages in such parts of the world as Australia and North America, this language is of little relevance when we consider the corresponding losses that have taken place in South America or in many parts of Asia, where such languages as Spanish, Portuguese, Russian, Arabic and Chinese have replaced local languages.

Languages die. A language lives on, after the last native speaker dies, only if it has been written down or recorded in some way. At the turn of the millennium, some 2000 languages had still not been documented. When one of these languages disappears, the consequences are truly catastrophic. When people die, they leave signs of their presence in this world, in the form of their dwelling places, burial mounds and artifacts - in a word, their archaeology. But, spoken language leaves no archaeology. When a language dies which has never been documented, it is as if it has never been.

181. What is the author's view about the languages of the world?  
 (1) People are unaware of the dying languages.  
 (2) People were unaware of the dying languages.  
 (3) People have been aware of the dying languages.  
 (4) People thought that languages did not die.
182. What will happen by the end of the present century?  
 (1) The number of languages will be 3000.  
 (2) The number of languages will be less than 3000.  
 (3) The number of languages will be more than 3000.  
 (4) The number of languages may be about 3000.

**A**

183. Which of the following statements is true?

- (1) A language is not documented by the native speakers.
- (2) A language continues to live if it has been documented.
- (3) Native speakers do not allow other languages to dominate their language.
- (4) English has dominated all languages in the world.

184. What is the disadvantage of spoken language?

- (1) It will certainly die.
- (2) It cannot survive the onslaught of other languages.
- (3) It leaves no trace when it dies.
- (4) Native speakers find it difficult to remember it.

185. What does 'catastrophic' mean?

- (1) Causing a lot of damage
- (2) Causing a lot of anger
- (3) Causing a lot of annoyance
- (4) Causing a lot of disturbance

**Read the following passage and answer questions 186 - 190 :**

So now let's talk about how discipline relates to self-esteem. In studies of children, Coopersmith found that power and withholding affection were associated with children who demonstrated low self-esteem, but management techniques were associated with children who exhibited high self-esteem. So it seems that parents should use physical punishment and withholding of affection with caution, right? Well, most psychologists oppose physical punishment for children under the age of 2, and some psychologists believe that discipline should be achieved without any physical punishment for children of all ages, referencing the fact that discipline means 'to teach' whereas punishment means 'to harm'. Anyway it's generally agreed that reinforcement of good behaviour is more effective than waiting for bad behaviour that requires punishment. But when discipline is necessary, setting limits with negative consequences that are consistently enforced seems to promote healthy development of self-esteem in children, especially when these management techniques are supplemented with approval, attention, and affection. I mean, when parents try to catch their children in the act of doing something wrong and use that as a basis for positive reinforcement of their behaviour.

186. The study of Coopersmith found that low self-esteem associated with children is due to

- (1) enforcement of discipline
- (2) power and withholding of affection
- (3) teaching process
- (4) management techniques

187. Physical punishment for children below the age of two is opposed by

- (1) all psychologists
- (2) some psychologists
- (3) most psychologists
- (4) all parents

188. To 'discipline' one, one has to

- (1) punish
- (2) harm
- (3) teach
- (4) catch the children doing wrong

189. As against waiting for bad behaviour that requires punishment, one is advised to  
 (1) teach good behaviour (2) reinforce good behaviour  
 (3) set limits for negative consequences (4) shower affection
190. To help healthy development of self-esteem in children,  
 (1) discipline is not necessary.  
 (2) punishment is to be avoided totally.  
 (3) teaching is enough.  
 (4) use positive reinforcement when they do something right.

#### PART - IV

**Choose the correct meaning for the word given :**

191. haggard  
 (1) exhausted (2) worried (3) sad (4) gloomy
192. expedient  
 (1) appropriate (2) advisable (3) quicken (4) dismiss
193. stalemate  
 (1) movement (2) standstill (3) attitude (4) accustomed
194. gingerly  
 (1) carefully (2) made of spice (3) lightly (4) quickly
195. trill  
 (1) fall (2) run (3) cut (4) sing
196. pecuniary  
 (1) relating to money (2) relating to odd behaviour  
 (3) relating to diseases (4) relating to attitude

**Fill in the blank choosing the correct word :**

197. During the Emergency, the Prime Minister \_\_\_\_\_ any opposition by implementing martial law.  
 (1) postponed (2) pre-empted (3) defied (4) greeted
198. The \_\_\_\_\_ marathon walk lasted for ten weary hours.  
 (1) gory (2) grand (3) gruesome (4) gruelling
199. The van and the car \_\_\_\_\_ head-on in the dark.  
 (1) collided (2) colluded (3) collated (4) collocated
200. We face the \_\_\_\_\_ prospect of still higher unemployment.  
 (1) grimy (2) grim (3) grilling (4) garish