

# SET General English

## Sample Paper – 5

Duration: 16 Minutes

Maximum Marks: 16

### Instructions

- This paper contains **16** Multiple Choice Questions (Single Correct Answer), modelled on the General English section of **SET** (Symbiosis Entrance Test).
- Each correct answer carries **+1 mark**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct. Choose carefully.
- Syllabus level: **Class 10–12 English: Reading Comprehension, Grammar, Vocabulary, and Usage.**
- Use of mobile phones, calculators, or electronic gadgets is strictly prohibited.

The rapid advancement of Artificial Intelligence (AI) is transforming the global employment landscape in ways that were scarcely imaginable two decades ago. Machines and algorithms now perform tasks that once required significant human expertise, ranging from data analysis and customer service to medical diagnosis and legal research. While some economists argue that AI will create new categories of jobs – as the Industrial Revolution did in the nineteenth century – others warn that the pace of displacement may outstrip the economy's ability to generate alternative employment for affected workers. Manufacturing and routine cognitive work are the sectors most vulnerable to automation. Studies estimate that nearly 47 percent of jobs in developed economies are at high risk of being automated within the next two decades. However, roles that demand creativity, empathy, and complex interpersonal skills – such as teaching, counselling, and artistic endeavour – are considered far more resilient. Governments and educational institutions are therefore under increasing pressure to reskill the workforce, embedding competencies in critical thinking, digital fluency, and adaptability that will remain relevant regardless of which specific technologies come to dominate the future of work.



- Q1.** Which of the following **best captures the central argument** of the passage?
- (A) AI will inevitably destroy all jobs within the next two decades.
  - (B) The Industrial Revolution proves that technology always creates more jobs than it eliminates.
  - (C) AI is reshaping employment, and preparing the workforce through reskilling is crucial to managing its impact.
  - (D) Governments should restrict the development of AI to protect existing jobs.
- Q2.** What can be **inferred** from the phrase “the pace of displacement may outstrip the economy’s ability to generate alternative employment”?
- (A) Automation will completely eliminate the need for human labour.
  - (B) Job losses due to AI may occur faster than new jobs can be created to replace them.
  - (C) The economy is already generating enough new jobs to absorb displaced workers.
  - (D) Technology companies are responsible for retraining every worker who loses a job.
- Q3.** The word “**resilient**” as used in the passage most nearly means:
- (A) Easily replaced by automated systems.
  - (B) Highly profitable in a technology-driven economy.
  - (C) Dependent on digital tools for effectiveness.
  - (D) Capable of withstanding disruption and recovering from it.
- Q4.** According to the passage, which **specific competencies** are being emphasised for the future workforce?
- (A) Critical thinking, digital fluency, and adaptability.



- (B) Advanced programming skills and robotics engineering.
- (C) Medical diagnosis and legal research expertise.
- (D) Customer service and data analysis techniques.

**Q5.** Choose the **synonym** of the word: **Meticulous**

- (A) Careless
- (B) Hasty
- (C) Painstaking
- (D) Indifferent

**Q6.** Choose the **antonym** of the word: **Ostentatious**

- (A) Flamboyant
- (B) Modest
- (C) Extravagant
- (D) Pompous

**Q7.** Choose the option that correctly converts the following sentence from **Direct to Indirect Speech**:

*She said, "I will finish the assignment before midnight."*

- (A) She said that she will finish the assignment before midnight.
- (B) She said that I would finish the assignment before midnight.
- (C) She told that she would finish the assignment before midnight.
- (D) She said that she would finish the assignment before midnight.

**Q8.** Choose the option that **correctly completes** the Type 2 conditional sentence (unreal present):

*"If I \_\_\_\_\_ the prime minister, I \_\_\_\_\_ free education for every child."*

- (A) were ... would provide



- (B) am ... will provide
- (C) was ... will have provided
- (D) had been ... would have provided

**Q9.** The sentences given below, when properly arranged, form a coherent paragraph. Choose the option that gives the **correct sequence**.

**P.** This rapid influx strains urban infrastructure, including housing, transport, and sanitation.

**Q.** Urban migration has accelerated dramatically across the developing world in recent decades.

**R.** Without coordinated planning, cities risk descending into congestion, inequality, and environmental degradation.

**S.** Millions of people move to cities each year in search of better employment and educational opportunities.

- (A) R – S – Q – P
- (B) P – Q – R – S
- (C) Q – S – P – R
- (D) S – R – P – Q

**Q10.** The sentences given below, when properly arranged, form a coherent paragraph. Choose the option that gives the **correct sequence**.

**P.** A diet rich in fruits, vegetables, whole grains, and lean proteins supplies the essential nutrients the body requires.

**Q.** Poor nutritional choices, by contrast, are linked to obesity, diabetes, and cardiovascular disease.

**R.** Nutrition is the foundation of good health and plays a decisive role in physical and cognitive development.

**S.** Health experts therefore urge individuals of all ages to adopt balanced dietary habits from childhood onwards.

- (A) P – R – S – Q
- (B) R – P – Q – S



(C) Q – P – S – R

(D) S – Q – R – P

**Q11.** Identify the option that **corrects** the pronoun–antecedent agreement error in the following sentence:

*“Every student must submit their individual report to the teacher before they leave the classroom.”*

(A) Every student must submit their individual report to the teacher before she leaves the classroom.

(B) Every student must submit his or her individual report to the teacher before they leave the classroom.

(C) Every student must submit its individual report to the teacher before it leaves the classroom.

(D) Every student must submit his or her individual report to the teacher before he or she leaves the classroom.

**Q12.** Choose the option that **correctly fills** the blanks in the sentence:

*“You can \_\_\_\_\_ take the morning flight \_\_\_\_\_ catch the overnight train – both will get you there in time.”*

(A) either ... or

(B) neither ... nor

(C) not only ... but also

(D) both ... and

**Q13.** Choose the **one-word substitution** for the following expression:

*“A person who can use both hands equally well.”*

(A) Dexterous

(B) Ambidextrous

(C) Sinistral



(D) Adroit

**Q14.** What is the **meaning** of the idiom “Once in a blue moon”?

- (A) To do something secretly, under cover of night.
- (B) To accomplish an impossible task.
- (C) To do something very rarely or infrequently.
- (D) To take a long and unexpected journey.

**Q15.** Choose the **correct article** to fill in the blank:

*“He is \_\_\_\_\_ one-of-a-kind artist whose sculptures have been displayed in galleries across Europe.”*

- (A) a
- (B) an
- (C) the
- (D) no article needed

**Q16.** Choose the **correct preposition** to fill in the blank:

*“The researcher insisted \_\_\_\_\_ repeating the experiment to verify the results.”*

- (A) about
- (B) for
- (C) with
- (D) on



**Detailed Solutions**

Q1.

**Solution**

**Concept — Reading Comprehension (Main Idea):** The main idea is the overarching message conveyed across the entire passage, not just one detail or one paragraph.

**Step 1 — Analyse the passage:** The passage discusses AI's dual impact on employment – displacement of many jobs alongside possible creation of new ones – and concludes by emphasising the urgent need to reskill the workforce in critical thinking, digital fluency, and adaptability.

**Why other options are wrong:**

- Option A: The passage does not claim AI will destroy *all* jobs; it notes 47% are “at high risk,” and some roles are resilient.
- Option B: The Industrial Revolution analogy is mentioned only as one economist's argument, not the passage's conclusion.
- Option D: The passage never recommends restricting AI; it advocates reskilling.

**Final Answer:** AI reshapes employment and reskilling is crucial to managing its impact. ⇒

**Answer: (C)** [Go Back to Q 1](#)

Q2.

**Solution**

**Concept — Reading Comprehension (Inference):** Inference questions ask you to draw a logical conclusion from what is implied, not explicitly stated.

**Step 1 — Unpack the phrase:** “Displacement” refers to workers losing their jobs to automation. “Outstrip” means to surpass or move faster than. The phrase therefore implies that job losses could happen at a rate *faster* than the economy can produce replacement jobs.

**Why other options are wrong:**

- Option A: “Complete elimination” is an extreme reading; the passage says some roles are resilient.
- Option C: This contradicts the concern expressed in the phrase – the passage



implies the opposite worry.

- Option D: The passage does not assign sole retraining responsibility to technology companies.

**Final Answer:** Job losses may occur faster than new jobs can be created. ⇒ **B**

**Answer: (B)** [Go Back to Q 2](#)

Q3.

### Solution

**Concept — Reading Comprehension (Vocabulary-in-context):** “Resilient” comes from the Latin *resilire* (to spring back). In everyday usage it means able to withstand or recover quickly from difficulties.

**Step 1 — Check the context:** The passage states that roles demanding creativity, empathy, and complex interpersonal skills “are considered far more **resilient**” – meaning they are less susceptible to automation and can endure technological disruption better than routine jobs.

**Why other options are wrong:**

- Option A: “Easily replaced” is the opposite of resilient in this context.
- Option B: Profitability is not discussed in connection with this word.
- Option C: Dependence on digital tools contradicts the idea of human-centric, automation-resistant roles.

**Final Answer:** Capable of withstanding disruption and recovering from it. ⇒ **D**

**Answer: (D)** [Go Back to Q 3](#)

Q4.

### Solution

**Concept — Reading Comprehension (Detail / Factual):** Detail questions require locating information stated explicitly in the passage without paraphrasing beyond what is written.

**Step 1 — Locate the relevant sentence:** The final sentence of the passage reads: “...embedding competencies in **critical thinking, digital fluency, and adaptability** that will remain relevant regardless of which specific technologies come to dominate the future of work.”



**Why other options are wrong:**

- Option B: Advanced programming and robotics engineering are not listed as the competencies being emphasised.
- Option C: Medical diagnosis and legal research are mentioned as areas *affected* by AI, not as skills to develop.
- Option D: Customer service and data analysis are mentioned as tasks machines now perform, not as future competencies.

**Final Answer:** Critical thinking, digital fluency, and adaptability. ⇒ A

Answer: (A) [Go Back to Q 4](#)

**Q5.**

**Solution**

**Concept — Synonyms (Meticulous):** “Meticulous” means showing great attention to detail; very careful and precise. It originates from the Latin *meticulosus* (fearful), which evolved to mean painstakingly careful.

**Step 1 — Match with synonym:** “Painstaking” means done with or employing great care and thoroughness – the closest match to *meticulous*.

**Why other options are wrong:**

- Option A: Careless – the direct antonym of meticulous.
- Option B: Hasty – implies rushing without care; another antonym.
- Option D: Indifferent – implies a lack of concern; opposite in spirit.

**Final Answer:** Painstaking. ⇒ C

Answer: (C) [Go Back to Q 5](#)

**Q6.**

**Solution**

**Concept — Antonyms (Ostentatious):** “Ostentatious” means characterised by a vulgar or pretentious display; designed to impress or attract notice. Its antonym should convey simplicity and lack of showiness.

**Step 1 — Identify the antonym:** “Modest” means unassuming; not drawing attention to oneself or one’s possessions – the direct opposite of ostentatious.



**Why other options are wrong:**

- Option A: Flamboyant – means strikingly bold and showy; a synonym of ostentatious.
- Option C: Extravagant – implies excessive spending or showiness; also a synonym.
- Option D: Pompous – means excessively self-important; another synonym.

**Final Answer:** Modest. ⇒ B

Answer: (B) [Go Back to Q 6](#)

Q7.

**Solution**

**Concept — Grammar (Direct to Indirect Speech):** When converting direct speech to indirect speech, apply these rules: (1) remove inverted commas; (2) use an appropriate reporting verb; (3) backshift the tense (*will* → *would*); (4) change pronouns as required by the reporting context.

**Step 1 — Apply the rules:**

- Reporting verb: “said” (no indirect object, so we do *not* use “told”; “told” requires an object, e.g., “told me”).
- Tense backshift: “will finish” → “would finish”.
- Pronoun: “I” (speaker = she) → “she”.

Correct indirect speech: *She said that she **would finish** the assignment before midnight.*

**Why other options are wrong:**

- Option A: “will finish” – no tense backshift applied; incorrect.
- Option B: “I” is retained – pronoun not changed to match the reporting context; incorrect.
- Option C: “told that” – “told” without an indirect object is grammatically incorrect in standard usage.

**Final Answer:** She said that she would finish the assignment before midnight. ⇒

D

Answer: (D) [Go Back to Q 7](#)



Q8.

**Solution**

**Concept — Grammar (Type 2 Conditional – Unreal Present):** A Type 2 conditional describes a hypothetical situation in the present or future that is unlikely or contrary to fact. The structure is: *If + past simple (subjunctive), would/could/might + base verb.*

**Step 1 — Apply the structure:**

- The speaker is *not* the prime minister (unreal present condition).
- If-clause: *If I **were** the prime minister* – note: subjunctive “were” is used for all persons in formal conditional sentences.
- Main clause: *I **would provide** free education* – “would” + base verb.

Correct sentence: *If I **were** the prime minister, I **would provide** free education for every child.*

**Why other options are wrong:**

- Option B: “am ... will provide” – this is a Type 1 conditional (real/possible future), not Type 2.
- Option C: “was ... will have provided” – mixing past simple with future perfect; grammatically inconsistent.
- Option D: “had been ... would have provided” – this is a Type 3 conditional (unreal past), not Type 2.

**Final Answer:** were ... would provide. ⇒ A

Answer: (A) [Go Back to Q 8](#)

Q9.

**Solution**

**Concept — Para Jumble (Urban Migration):** Identify the topic sentence (broad introduction), supporting sentences (causes, effects), and the concluding sentence (consequence or solution).

**Step 1 — Identify the opening sentence:** Q introduces the broad topic – urban migration has accelerated dramatically – making it the natural opening.

**Step 2 — Build the logical flow:**

- Q: Introduces urban migration as an accelerating trend (topic sentence).



- **S:** Explains *why* people migrate – employment and education opportunities.
- **P:** Describes the immediate effect – strain on urban infrastructure.
- **R:** States the worst-case outcome without planning – congestion, inequality, degradation (conclusion).

Correct sequence: **Q – S – P – R.**

**Why other options are wrong:**

- Option A (R–S–Q–P): Begins with the consequence before the topic is introduced.
- Option B (P–Q–R–S): Starts with effects before causes are explained.
- Option D (S–R–P–Q): Places the topic sentence at the end; illogical flow.

**Final Answer:** Q – S – P – R. ⇒ C

Answer: (C) [Go Back to Q 9](#)

**Q10.**

### Solution

**Concept — Para Jumble (Importance of Nutrition):** Identify the topic sentence, development (what good nutrition provides vs. what poor nutrition causes), and the concluding recommendation.

**Step 1 — Identify the opening sentence:** **R** makes the broadest claim – nutrition is the foundation of good health – and is the most general, making it the ideal topic sentence.

**Step 2 — Build the logical flow:**

- **R:** Nutrition is the foundation of good health (topic sentence).
- **P:** Describes what a good diet provides (positive details supporting R).
- **Q:** Contrasts with the negative effects of poor nutritional choices (logical contrast with P).
- **S:** Concludes with a recommendation from health experts (call to action).

Correct sequence: **R – P – Q – S.**

**Why other options are wrong:**

- Option A (P–R–S–Q): Starts with specifics before the topic sentence.
- Option C (Q–P–S–R): Leads with negative effects before the topic is established.



- Option D (S–Q–R–P): Begins with a recommendation before the argument is made.

**Final Answer:** R – P – Q – S.  $\Rightarrow$  B

**Answer:** (B) [Go Back to Q 10](#)

Q11.

### Solution

**Concept — Sentence Correction (Pronoun–Antecedent Agreement):** The antecedent of a pronoun is the noun it refers back to. “Every student” is singular and gender-neutral; any pronoun referring to it must also be singular and agree in number throughout the sentence.

**Step 1 — Identify the error:** The original sentence uses “their” and “they” to refer to “Every student” – both are plural pronouns. “Every student” is grammatically singular. The error appears in *both* pronoun references: “their” (possessive) and “they” (subject pronoun before “leave”).

**Step 2 — Apply the correction:**

- “their individual report”  $\rightarrow$  “**his or her** individual report”
- “before they leave”  $\rightarrow$  “before **he or she** leaves”

Correct sentence: *Every student must submit **his or her** individual report to the teacher before **he or she** leaves the classroom.*

**Why other options are wrong:**

- Option A: Corrects “their” but retains the plural “they”; inconsistent.
- Option B: Corrects “their” to “his or her” but retains the plural “they”; the second pronoun error remains.
- Option C: Uses “its” – appropriate for objects, not people; unnatural and incorrect for a student.

**Final Answer:** ... his or her individual report ... before he or she leaves the classroom.  $\Rightarrow$  D

**Answer:** (D) [Go Back to Q 11](#)



Q12.

**Solution**

**Concept — Correlative Conjunctions (either ... or):** Correlative conjunctions work in pairs to join parallel elements. “Either ... or” presents two alternatives: *one option or the other*. The sentence offers two valid travel choices, so a conjunction expressing alternatives is needed.

**Step 1 — Analyse the sentence:** “You can \_\_\_\_ take the morning flight \_\_\_\_ catch the overnight train – *both will get you there in time.*” The phrase “both will get you there” confirms that *either* choice works, and the conjunction must express this either/or alternative.

**Why other options are wrong:**

- Option B (neither ... nor): Creates a negative – implying neither option is available; contradicts the context.
- Option C (not only ... but also): Implies both actions are done together, adding one to the other; not the intended meaning of a choice.
- Option D (both ... and): Implies the person must take *both* the flight and the train simultaneously; illogical.

**Final Answer:** either ... or. ⇒ A

Answer: (A) [Go Back to Q 12](#)

Q13.

**Solution**

**Concept — One-Word Substitution (Ambidextrous):** One-word substitutions replace a descriptive phrase with a single precise word from the vocabulary.

**Step 1 — Identify the correct term:** A person who can use *both* hands equally well is called **ambidextrous**. The word comes from Latin *ambi-* (both) + *dexter* (right/skilful), literally meaning “right on both sides.”

**Why other options are wrong:**

- Option A: Dexterous – means skilful or clever, especially with the hands; does not specifically mean both hands.
- Option C: Sinistral – refers to a left-handed person or something on the left side; the opposite of dextral.
- Option D: Adroit – means clever or skilful, especially in handling difficult situations; not specific to hand use.



**Final Answer:** Ambidextrous.  $\Rightarrow$  B

**Answer:** (B) [Go Back to Q 13](#)

Q14.

### Solution

**Concept — Idioms and Phrases (Once in a blue moon):** A “blue moon” is a rare astronomical event (the second full moon in a calendar month). The idiom therefore refers to something that happens very rarely.

**Step 1 — Meaning:** “Once in a blue moon” means to do something **very rarely or infrequently** – so seldom that it stands out as an unusual occurrence.

**Example in context:** “He calls his old college friends only once in a blue moon” – meaning he almost never calls them.

**Why other options are wrong:**

- Option A: Doing something secretly under cover of night – this describes “under the cover of darkness,” a different expression.
- Option B: Accomplishing an impossible task – this matches “once in a million years” or “when pigs fly,” not this idiom.
- Option D: Taking a long unexpected journey – no standard idiom carries this meaning here.

**Final Answer:** To do something very rarely or infrequently.  $\Rightarrow$  C

**Answer:** (C) [Go Back to Q 14](#)

Q15.

### Solution

**Concept — Articles (a / an / the):** The choice between “a” and “an” depends on the **sound** (not the letter) that begins the following word. “A” is used before consonant sounds; “an” is used before vowel sounds.

**Step 1 — Determine the sound:** The phrase is “\_\_\_\_\_ one-of-a-kind artist.” The word “one” begins with the consonant sound /w/ (it sounds like “won”), **not** a vowel sound. Therefore, the article required is **a**, not “an.”

**Step 2 — Check for definiteness:** The artist is being introduced for the first time (indefinite reference), so the definite article “the” is not appropriate.



**Why other options are wrong:**

- Option B (an): Used before vowel sounds; “one” starts with a /w/ consonant sound – incorrect.
- Option C (the): Definite article implies the listener already knows which artist is meant; not the case here.
- Option D (no article): An article is required before a singular countable noun in an indefinite context.

**Final Answer:** a (consonant sound /w/ in “one”). ⇒ A

**Answer: (A)** [Go Back to Q 15](#)

Q16.

**Solution**

**Concept — Prepositions (insist on):** The verb “insist” has a fixed collocation with the preposition **on** when followed by a noun or gerund. This is a standard prepositional collocation in English.

**Step 1 — Collocation check:** “The researcher insisted **on** repeating the experiment” – “insist on” is the established verb-preposition pair meaning to demand or maintain firmly.

**Examples of correct usage:**

- She insisted on her innocence.
- He insists on punctuality at every meeting.

**Why other options are wrong:**

- Option A (about): “Insist about” is not a standard collocation in English.
- Option B (for): “Insist for” is not grammatically acceptable in this context.
- Option C (with): “Insist with” is not a recognised collocation.

**Final Answer:** insisted **on** repeating the experiment. ⇒ D

**Answer: (D)** [Go Back to Q 16](#)



**Answer Key**

| Q  | Ans | Q  | Ans | Q  | Ans | Q  | Ans | Q  | Ans |
|----|-----|----|-----|----|-----|----|-----|----|-----|
| 1  | C   | 2  | B   | 3  | D   | 4  | A   | 5  | C   |
| 6  | B   | 7  | D   | 8  | A   | 9  | C   | 10 | B   |
| 11 | D   | 12 | A   | 13 | B   | 14 | C   | 15 | A   |
| 16 | D   |    |     |    |     |    |     |    |     |

