

CAREER DEVELOPMENT CENTRE, SRMIST
15PD214 - APTITUDE-III (FOUNDATION)
EVEN SEMESTER (2018-2019)

WORDS TO LEARN

Word	Definition	Example Sentence
Abate	<i>v.</i> to become less active, less intense, or less in amount	As I began my speech, my feelings of nervousness quickly abated .
Abstract	<i>adj.</i> existing purely in the mind; not representing actual reality	Julie had trouble understanding the appeal of the abstract painting.
Abysmal	<i>adj.</i> extremely bad	I got an abysmal grade on my research paper!
Accordingly	<i>adv.</i> in accordance with	All students must behave accordingly .
Acquisition	<i>n.</i> the act of gaining a skill or possession of something	Language acquisition is easier for kids than it is for adults.
Adapt	<i>v.</i> to make suit a new purpose <i>v.</i> to accommodate oneself to a new condition, setting, or situation	The US has adapted many foreign foods to better suit the tastes of Americans. Dogs are known for their ability to quickly adapt to their environments.
Adept	<i>adj.</i> having knowledge or skill (usu. in a particular area)	Beth loves playing the piano, but she's especially adept at the violin.
Adequate	<i>adj.</i> having sufficient qualifications to meet a specific task or purpose	Though his resume was adequate , the company doubted whether he'd be a good fit.
Advent	<i>n.</i> the arrival or creation of something (usu. historic)	The world has never been the same since the advent of the light bulb.
Adversarial	<i>adj.</i> relating to hostile opposition	An adversarial attitude will make you many enemies in life.
Advocate	<i>n.</i> someone who promotes or defends something <i>v.</i> to defend or promote something (usu. a belief, theory, opinion, etc.)	I am an advocate for free higher education. Environmental protesters often advocate for cleaner energy practices.
Aesthetic	<i>adj.</i> relating to beauty or refined taste	The aesthetic decorations at the wedding reception made you feel as if you were a character in a fairy tale.
Afford	<i>v.</i> to be able to buy <i>v.</i> to be able to spare	He's saving money so he can afford to buy a new car. I can't afford to lose any more pencils!
Agitate	<i>v.</i> to promote something (usu. a cause)	They're agitating for better health care.
Allow	<i>v.</i> to permit or consent to	US law allows citizens to speak freely.
Allude	<i>v.</i> to make a secretive mention of something	She alluded to the problem at hand but didn't say anything more about it.
Altercation	<i>n.</i> a noisy argument or confrontation	Greg got into an altercation with a stranger at the bar.
Ambiguous	<i>adj.</i> unclear or vague in meaning	Her ambiguous statement made me question whether she could be trusted.

Ambitious	<i>adj.</i> having a powerful desire for success or achievement	Penny is so ambitious , she wants to be president someday.
Ambivalence	<i>n.</i> the state of being uncertain or stuck between two or more options	His ambivalence prevented him from immediately signing the contract.
Analogous	<i>adj.</i> similar but not identical	Green onions are considered analogous to spring onions.
Annihilate	<i>v.</i> to destroy or cause devastating destruction	The dictator sent orders to annihilate the group of rebels.
Anomaly	<i>n.</i> something different from the norm	This result is an anomaly and very rarely happens.
Anticipate	<i>v.</i> assume to be likely to happen	The party was just as fun as I had anticipated it would be.
Antipathy	<i>n.</i> a strong feeling of dislike	Her antipathy toward the professor was obvious: she rolled her eyes whenever he entered the classroom.
Apex	<i>n.</i> the highest point of something	The spring play was the apex of our school year.
Apprehension	<i>n.</i> fearful expectation of something	Her apprehension to leave her house resulted in her missing the train.
Articulate	<i>v.</i> to clearly express in words	She articulated her opinion on the price of the house.
Artificial	<i>adj.</i> something made; not occurring naturally	Many candies use artificial flavors to make them taste fruity.
Assertion	<i>n.</i> a strong declaration	His assertion that sharks are mammals made everyone laugh.
Austere	<i>adj.</i> extremely plain <i>adj.</i> stern and forbidding <i>adj.</i> relating to self-denial	He lived in a small, austere cabin in the middle of the woods. My boss had an austere expression on her face. An austere lifestyle, like that of monks, isn't for everybody.
Authenticity	<i>n.</i> the quality of being real and true instead of fake and contrived	The police officer doubted the authenticity of the suspect's story.
Avenue	<i>n.</i> an intangible path or approach to something	The company has decided to pursue other avenues .
Avid	<i>adj.</i> actively interested in or enthusiastic about something	Gerald is an avid soccer fan.
Basic	<i>adj.</i> relating to the foundation or basis of something	You have to start with basic Russian before you can move on to the advanced level.
Bear	<i>v.</i> to have as a characteristic <i>v.</i> to have (a child) <i>v.</i> to bring forth <i>v.</i> to put up with	She bears a strong resemblance to your mother. Judy will bear her first child last year. My garden is going to bear pumpkins this year. I can't bear her complaining any longer!
Benevolent	<i>adj.</i> kind, generous	Many cultures believe in benevolent spirits.

Bias	<i>n.</i> a preconception that prevents objectivity	It's important to avoid bias when investigating a crime.
Bittersweet	<i>adj.</i> tinged with a feeling of sadness	The ending of the romance movie was bittersweet .
Bolster	<i>v.</i> to support, strengthen, or fortify	If we work together, we should be able to lift and then bolster the couch.
Boost	<i>n.</i> an increase or growth <i>v.</i> to increase or make grow	The boost in profits was a welcome change. In order to boost profits, you need to cater to your customers.
Brawl	<i>n.</i> an intense, loud fight <i>v.</i> to fight loudly and disruptively	A brawl broke out at school today after one student accused another of cheating. The two students brawled for an hour.
Brevity	<i>n.</i> the quality of being brief or terse	The brevity of their time together made it all the more romantic.
Candid	<i>adj.</i> direct, blunt	Josh is candid about his desire to become an actor.
Candor	<i>n.</i> the trait of being honest and frank	I admire her candor , especially when nobody else bothers to speak up.
Capitalize	<i>v.</i> to use to your advantage	I'd like to capitalize on your math skills by having your work the cash register.
Capture	<i>v.</i> to trap or take possession of <i>v.</i> to successfully represent or imitate <i>v.</i> to captivate, mesmerize <i>v.</i> to catch or seize	The spy was captured by the enemy. Your painting beautifully captures the ephemerality of life. I was captured by her beauty. The cops captured the criminal three days after the incident.
Civic	<i>adj.</i> relating to the city or citizens	Voting is a civic duty.
Clinical	<i>adj.</i> emotionally unattached (usu. used in medical or scientific setting)	Her clinical approach to situations allows her to handle them more effectively.
Clout	<i>n.</i> special advantage or power	Children of rich and famous people often believe they have a lot of clout .
Coarse	<i>adj.</i> indicating a rough texture <i>adj.</i> lacking refinement or sophistication	The horse's mane was coarse , as if it had never been washed. The queen's coarse way of speaking surprised the other members of royalty.
Coincide	<i>v.</i> to happen at the same time	It wasn't until after I booked my ticket that I realized the concert coincided with my finals.
Commission	<i>n.</i> the use of payment to request something (e.g., a service or product)	This painting was commissioned by a rich merchant in 1589.
Comparable	<i>adj.</i> able to be compared	This novel is comparable to <i>Huckleberry Finn</i> .
Competent	<i>adj.</i> sufficiently qualified	We need to hire a competent web developer to create a good website for our company.

Complacent	<i>adj.</i> satisfied, with no desire to change or improve	Though he had never won any awards or even been published, he was complacent with his life as a poet.
Complement	<i>v.</i> to make perfect or complete	This wine perfectly complements this platter of gourmet cheese.
Concede	<i>v.</i> to be forced to agree or surrender <i>v.</i> to admit to a transgression	With no chance of winning the battle, the army at last conceded . Dan conceded to pranking his sister.
Conceive	<i>v.</i> to imagine or come up with	The plan to build the city was originally conceived in the early 1900s.
Condone	<i>v.</i> to overlook, approve, or allow	She couldn't condone her daughter's rebellious behavior.
Conducive	<i>adj.</i> able to bring about or be suitable for	The noisy students hardly made the campus library conducive to studying.
Conduct	<i>v.</i> to control or manage <i>v.</i> to behave a certain way	The group conducted their research abroad last year. Be sure to conduct yourself accordingly.
Confide	<i>v.</i> to share something secretive with someone	She confided all of her biggest secrets in her best friend.
Confine	<i>v.</i> to put limits on; to restrict	We are going to confine the use of this drinking fountain.
Consensus	<i>n.</i> overall agreement	After weeks of debating, the panel finally came to a consensus .
Constitute	<i>v.</i> to form or compose (part of) something	The desire for equality constituted the civil rights movement.
Contemplate	<i>v.</i> to think deeply about	She contemplated telling her teacher about the cheating student.
Contend	<i>v.</i> to maintain or assert (an opinion)	The president contends that the US government will not negotiate with terrorists.
Contradict	<i>v.</i> to be in contrast with	The camera footage contradicts his alibi.
Controversial	<i>adj.</i> highly debatable and causing contention	Millions of viewers watched the controversial debate take place.
Conventional	<i>adj.</i> abiding by accepted standards	She lives a conventional life in the suburbs.
Convey	<i>v.</i> to pass on or transfer (information)	I have trouble conveying my thoughts in French.
Conviction	<i>n.</i> a firm belief in something	Her religious convictions prevent her from eating meat.
Corroborate	<i>v.</i> to provide evidence for; to back up (a claim)	The note signed by her father corroborates her claim that she was absent from class that day.
Counteract	<i>v.</i> to work in opposition to	This ingredient seems to counteract the other ones.
Counterargument	<i>n.</i> an argument used to criticize or dismantle another argument	Make sure to include a counterargument in your essay so that you can show you've considered the topic from all perspectives.

Counterproductive	<i>adj.</i> hindering the achievement of a goal	Bill's idea to take a shortcut was ultimately counterproductive : it took us twice as long to get to the train station.
Culmination	<i>n.</i> the final act or climax	The culmination of the performance was unforgettable.
Cultivate	<i>v.</i> to foster the growth of	Teachers don't just pass on new information to students—they cultivate their academic potential.
Decree	<i>v.</i> to declare formally and with authority	The president decreed that Halloween would henceforth be a national holiday.
Deference	<i>n.</i> respect; regard	Her deference to the elderly makes her the perfect candidate for an internship at the retirement center.
Deficient	<i>adj.</i> not enough in degree or amount	I feel as though the sources for my paper are deficient .
Demonstrate	<i>v.</i> to do as an example <i>v.</i> gives evidence for	Could you demonstrate the dance move for me? This book's use of words such as "grim" and "bleak" demonstrates the author's mournful tone.
Demur	<i>v.</i> to object to	She demurred at my request to transfer to a different department.
Deplete	<i>v.</i> to (over)use over time (usu. resources)	The lost campers quickly depleted their supply of food.
Desolate	<i>adj.</i> bare, barren, empty	The moon is one giant, desolate landscape.
Devise	<i>v.</i> to come up with (a plan)	Lana devised a plan to make herself famous.
Dilemma	<i>n.</i> a problem, usually requiring a choice between two options	The main dilemma is whether to pay for a commercial or not.
Diligence	<i>n.</i> conscientiousness; the quality of being committed to a task	Diligence and confidence will get you far in life.
Diminish	<i>v.</i> to become smaller in scope or degree	The itchiness of mosquito bites usually starts to diminish after a few days.
Dire	<i>adj.</i> hopeless and dangerous or fearful	When the police didn't explain what was happening right away, Jane knew that the situation must be dire .
Discord	<i>n.</i> disagreement	Disputes over money caused intense discord in the family.
Disdain	<i>n.</i> a lack of respect and strong dislike (toward something or someone)	He looked at me with such disdain that I immediately knew the job wouldn't work out.
Dismay	<i>n.</i> hopelessness, stress, or consternation <i>v.</i> to fill with woe or apprehension	To Nick's dismay , he got an F on the test. Many were dismayed by the town's implementation of metered parking.
Disparage	<i>v.</i> to belittle or speak down to	A good boss is stern but never disparages his or her employees.
Dispatch	<i>v.</i> to send off a message or messenger	The mother dispatched her daughter to their neighbor's house.

Diversification	<i>n.</i> the act of becoming diverse	Lately, there's been noticeable diversification of students at higher institutions.
Doctrine	<i>n.</i> a principle, theory, or position, usu. advocated by a religion or gov't	Devoutly religious people often live their lives according to their doctrines .
Dominion	<i>n.</i> power and authority (usu. over a territory) <i>n.</i> a legal territory	The country claimed to have dominion over parts of Russia. Puerto Rico is a dominion of the US.
Dreary	<i>adj.</i> sad, gloomy, dull	The gray clouds in the sky made the day feel dreary .
Dubious	<i>adj.</i> doubtful, questionable	The man's claims to the throne were dubious since nobody knew where he'd come from.
Eccentric	<i>adj.</i> peculiar or odd; deviating from the norm	She's a little eccentric but still fun to be around.
Egregious	<i>adj.</i> extremely bad	After cheating on the exam, Emily began to feel as though she'd made an egregious mistake.
Eloquent	<i>adj.</i> having refined or expressive communication skills (in speaking or writing)	His speech was not only eloquent but also extremely compelling.
Eminent	<i>adj.</i> superior or distinguished; high in position or status	Our town made news when the eminent magician came to perform at our local theater.
Emit	<i>v.</i> to discharge, give forth, or release	Plants consume carbon dioxide and emit oxygen.
Emphatic	<i>adj.</i> very expressive; using emphasis	Her emphatic smile told me she was excited to ride the roller coaster.
Empirical	<i>adj.</i> derived from experience, observation, or an experiment	You need empirical evidence to support your claim.
Endow	<i>v.</i> to equip or bestow (usu. a quality or ability)	According to the myth, the gods endowed him with the gift of healing.
Endure	<i>v.</i> to withstand, sustain, or hold out against	I can't endure this wait any longer. Will Stanford accept or reject me?
Entail	<i>v.</i> to involve or include	A doctoral program entails long nights and a heavy workload.
Entrenched	<i>adj.</i> firmly established	Her face will forever be entrenched in my memory.
Enumerate	<i>v.</i> to specify or count	I can't enumerate how many times I've had to remind my students when their papers are due.
Envy	<i>n.</i> excessive jealousy <i>v.</i> to admire and be jealous of	His envy of her is quite obvious. She envies her coworker's social skills.
Erratic	<i>adj.</i> having no fixed course; deviating from the norm	The car became erratic after slipping on ice.

Establish	v. to enact v. to found (a business, group, school, etc.)	They established a law that made it illegal to drive after drinking any amount of alcohol. Our group established a new branch in Chicago.
Evoke	v. to draw forth or call up	Horror movies are great at evoking fear.
Exacerbate	v. to make worse or increase the severity of	The doctor told me not to run as it can exacerbate my knee injury.
Excel	v. to do something extremely well or to be superior in	She was a well-rounded student but excelled especially in science.
Exert	v. to put into use (usu. as effort)	Don't exert all of your energy at once.
Exhilarating	adj. invigorating, stimulating, or exciting	The music playing at the club was catchy and exhilarating .
Expend	v. to use up (as in energy or money)	Be careful not to expend all your energy in the first half of a marathon.
Exploit	v. to use selfishly or for profit	The shoddy company exploited its workers by paying them extremely low wages.
Facilitate	v. to aid the progress of	In grad school, advisors facilitate students' research and offer constructive criticism.
Feasibility	n. the practicality or possibility of something	The feasibility of her project was doubtful; she'd have to go all the way to Antarctica and back before the school year ended.
Ferocity	n. viciousness, violence	The lion is just one wild animal known for its ferocity .
Fiscal	adj. related to (government) money	Fiscal policy is how the government uses money to influence the economy.
Flourish	v. to prosper, grow, or make fast progress	After one year, the tiny plants had flourished into a breathtaking garden.
Fluctuate	v. to be unstable; to rise and fall	Stocks can fluctuate on a daily basis, making it difficult to determine when to buy or sell one.
Foment	v. to stir up	The civilians accused their leader of fomenting political unrest.
Foreseeable	adj. capable of being predicted or anticipated	I can't imagine aliens visiting us in the foreseeable future.
Frankly	adv. directly, clearly	I frankly don't see the point in learning to drive.
Freewheeling	adj. carefree	His freewheeling attitude often got him in trouble at work.
Fundamental	adj. the most essential or most basic part	A thesis is arguably the most fundamental part of an essay.
Galvanizing	adj. thrilling, exciting, stimulating	The galvanizing performance left everyone spellbound.
Geriatric	adj. relating to old age	I became interested in geriatric medicine shortly after my grandfather passed away from cancer.

Hostile	<i>adj.</i> harmful, dangerous	The voices around the corner sounded angry, hostile even.
Hypothetical	<i>adj.</i> supposed; related to a hypothesis	For my physics homework, I must come up with a hypothetical situation.
Ignominious	<i>adj.</i> publicly shameful or humiliating	The politician's expensive campaign ultimately ended in ignominious defeat.
Impart	<i>v.</i> to transmit, bestow, or disclose	Parents must impart common sense to their children.
Impartiality	<i>n.</i> the equal and objective treatment of opposing views	To ensure impartiality , we require everyone to follow these general guidelines.
Imposing	<i>adj.</i> impressive (esp. in size or appearance)	The old mansion was imposing in its huge size and gothic architecture.
Imposition	<i>n.</i> an unnecessary burden	If it's not too much of an imposition , could you proofread my paper?
Imprudent	<i>adj.</i> not cautious or prudent; rash	Backpacking abroad can be fun, but don't be imprudent about money.
Incite	<i>v.</i> to encourage or stir up	Her hateful words incited anger in the crowd.
Indifference	<i>n.</i> apathy, emotional detachment	The girl's indifference toward her brother upset their parents.
Indiscriminately	<i>adv.</i> randomly; with little or no distinction	Lottery winners are chosen indiscriminately .
Indulge	<i>v.</i> to give into; to satisfy or gratify	My friend loves to indulge in cheesy romance movies.
Infer	<i>v.</i> to guess, conclude, or derive by reasoning	You can infer from this quotation that the writer didn't care for "pretty" language.
Innovative	<i>adj.</i> novel or new (esp. as an idea or invention)	Her invention was incredibly innovative and won her multiple awards.
Insatiable	<i>adj.</i> can't be satisfied	A vampire's thirst for blood is said to be insatiable .
Inversion	<i>n.</i> a reversal	The culture's norms were an inversion of our own.
Invoke	<i>v.</i> to call on; to appeal to (e.g., a higher power)	The shaman attempted to invoke a demon.
Irreconcilable	<i>adj.</i> incapable of being in harmony or agreed upon	The couple's differences were ultimately irreconcilable , giving them no choice but to break up.
Lament	<i>v.</i> to feel sorrow for; to mourn	Susan lamented her missed chance at going to Europe with her high school class.
Locomotion	<i>n.</i> movement	Physics involves the study of locomotion .
Lucrative	<i>adj.</i> capable of making a lot of money; profitable	Writing books isn't a particularly lucrative career, unless you're J.K. Rowling.
Malicious	<i>adj.</i> harmful, spiteful	The malicious spirit drove out the inhabitants from their home.

Malleable	<i>adj.</i> capable of being molded or changed	Children's minds are malleable but only for so long.
Materialistic	<i>adj.</i> superficial; focus on material possessions	Many people accuse Americans of being materialistic .
Melodramatic	<i>adj.</i> extravagant or exaggerated (as of a melodrama)	The melodramatic play was well liked by the audience.
Modest	<i>adj.</i> simple and humble <i>adj.</i> small in size or amount	They moved into a modest house in the countryside. I received a modest sum of money for my help at the company event.
Modify	<i>v.</i> to change, alter, or tweak	Dr. Nguyen modified the gene so that it wouldn't carry the disease.
Momentous	<i>adj.</i> historically significant	Her win in the election was momentous .
Novel	<i>adj.</i> new, innovative	We are looking for novel ways to approach the project.
Nuance	<i>n.</i> a subtle difference in meaning	Body-language experts even understand the nuances of facial expressions.
Null	<i>adj.</i> legally void and ineffective	The government declared their marriage null .
Objectivity	<i>n.</i> judgment based on observations instead of emotions or opinions	In scientific research, objectivity is of utmost importance.
Obsolete	<i>adj.</i> no longer used; rare or uncommon	Historians assumed record players would be obsolete by now, but in fact they're making a huge comeback.
Omnipotent	<i>adj.</i> almighty and all powerful	Gods are omnipotent beings who can control human destiny.
Onset	<i>n.</i> the beginning or early stages	At the onset of her career as a lawyer, things were looking up.
Opine	<i>v.</i> to openly express an opinion	The new employee opined at the company meeting.
Ornate	<i>adj.</i> highly detailed and decorated	That ornate silverware must be worth thousands of dollars!
Oust	<i>v.</i> to remove or force out of (usu. a position or office)	Sick and tired of putting up with his bad moods, the pirates ousted their captain.
Paramount	<i>adj.</i> predominant, superior, most important	Our paramount concern is the safety of our employees.
Peculiar	<i>adj.</i> strange, bizarre	Upon entering the abandoned house, Kate experienced a peculiar feeling, as if someone was watching her.
Perish	<i>v.</i> to die; to pass away	According to the news, nobody perished in the fire.
Persecute	<i>v.</i> to cause suffering to	They will persecute anyone who doesn't agree with their views of the world.
Petulant	<i>adj.</i> cranky, pouty, irritable	Petulant children are especially difficult to care for.
Pinnacle	<i>n.</i> highest level or degree	Many believe that composers such as Beethoven and Mozart represent the pinnacle of classical music.

Pitiable	<i>adj.</i> deserving pity	The frail-looking dog was pitiable , so I gave it some food and took it inside to care for it.
Plausible	<i>adj.</i> reasonable and possibly true	Her story is plausible , but that doesn't mean she's telling the truth.
Postulate	<i>v.</i> to assert	The literary critic postulates that romanticism and naturalism are actually interconnected.
Potent	<i>adj.</i> having great influence <i>adj.</i> having a strong, chemical effect	The bald eagle is a potent symbol of the US. The potion was definitely potent —it healed my wounds immediately!
Pragmatic	<i>adj.</i> practical, useful	It's not necessarily more pragmatic to study engineering than it is to study philosophy.
Precedent	<i>n.</i> an example or subject from earlier in time	This change in law is without historical precedent .
Predecessor	<i>n.</i> someone who comes before you (usu. in position or office)	My predecessor gave me many tips for running the office.
Prescribe	<i>v.</i> to command orders <i>v.</i> to issue authorization for medications	The directions for our essay prescribe a length of at least ten pages. A doctor must prescribe you this medication before you can begin taking it.
Principle	<i>n.</i> basic truth, assumption, or rule	Remember the universal principle : treat others as you want them to treat you.
Prohibit	<i>v.</i> to command against, to outlaw	Alcohol was prohibited in the US in the 1920s.
Prompt	<i>adj.</i> punctual, on time <i>n.</i> a cue to begin something; instructions <i>v.</i> to incite, propel, or cause to act	She is always prompt when it comes to turning in her homework. I had to write an essay based on a prompt . The possibility of a scholarship prompted him to apply to Harvard.
Promulgate	<i>v.</i> to put into law or formally declare	The ruler will at last promulgate an amnesty with the neighboring countries.
Prosecute	<i>v.</i> to bring criminal action against someone (in a trial)	The suspect was prosecuted yesterday.
Provocative	<i>adj.</i> intending to provoke, inspire, or arouse	Her nude paintings are considered quite provocative .
Qualitative	<i>adj.</i> involving qualities of something (features and content)	I noticed a qualitative change in her paintings.
Quantitative	<i>adj.</i> involving quantities (numbers and amounts)	We must conduct a quantitative analysis.
Quirk	<i>n.</i> a strange habit	His biggest quirk is his love of old marbles.
Ramify	<i>v.</i> to split into two or more branches	Cars ramified throughout the world in the twentieth century.

Rash	<i>adj.</i> without attention to danger or risk	Her rash decision to pass the car nearly resulted in a crash.
Raw	<i>adj.</i> unrefined <i>adj.</i> not processed; uncooked (as in food)	He's got raw talent as a singer, but he needs to work on his performance skills. In some countries, such as Japan, it is normal to eat raw fish.
Readily	<i>adv.</i> right away and without difficulty	Water was readily available at different points in the race.
Reconsideration	<i>n.</i> thinking again about a previously made choice	The judges' reconsideration of her performance resulted in her victory.
Reform	<i>n.</i> a change for the better; improvement <i>v.</i> to improve via change	The reform made it so that only those 18 and older can legally drive. The government reformed its vague policies on marijuana use.
Refute	<i>v.</i> to prove to be untrue, unfounded, or incorrect	The student refuted the professor's claim in class.
Reinforce	<i>v.</i> to strengthen or add support to	We can use these pipes to reinforce the structure.
Reluctantly	<i>adv.</i> somewhat unwillingly	Max reluctantly agreed to see the horror movie with his friends.
Renounce	<i>v.</i> to give up (usu. power or a position) <i>v.</i> to cast off	Our CEO renounced her position yesterday. He renounced his friend after he caught her stealing money from him.
Reproach	<i>v.</i> to criticize	The mother reproached her daughter's school for making students come in during a blizzard.
Repudiate	<i>v.</i> to refuse to recognize as true <i>v.</i> to cast off	The father repudiated his son's marriage. She repudiated her son once she found out he'd married someone without telling her.
Retention	<i>n.</i> the act of keeping something	Water retention can make you weigh more on certain days.
Satiated	<i>adj.</i> satisfied (usu. in hunger)	I felt satiated after eating a snack.
Savvy	<i>adj.</i> having practical intelligence or knowledge	My brother is not very savvy when it comes to using public transportation.
Scandalous	<i>adj.</i> morally offensive, often causing damage to one's reputation	The scandalous politician decided it was best to resign from office.
Scorn	<i>v.</i> to look down on with disdain	It's difficult for me not to scorn those who use improper grammar.
Scrupulous	<i>adj.</i> paying great attention to detail	I am a scrupulous proof reader and never miss an error.
Scrutinize	<i>v.</i> to examine carefully and critically	The teacher scrutinized her students' essays.
Secrete	<i>v.</i> to produce or release (a substance)	Trees secrete a sticky substance called sap.

Sentiment	<i>n.</i> opinion <i>n.</i> a tender or moving gesture	I am of the sentiment that you should never give out your passwords to anyone. Even though I'm not a big fan of porcelain dolls, I appreciated the sentiment .
Sheer	<i>adj.</i> so thin that light can shine through	The curtains on the window were so sheer you could clearly see inside the house.
Simple	<i>adj.</i> easy; not complex <i>adj.</i> undecorated	This math problem is so simple even a first grader can solve it. The simple beauty of the ocean is what makes it memorable.
Sinister	<i>adj.</i> ominous, evil	Medieval peasants believed sinister demons could harm humans.
Solidarity	<i>n.</i> the joining of commonalities or common purposes among a group	I stood in solidarity with other female students by refusing to wear the school's sexist uniform.
Sparingly	<i>adv.</i> insufficiently, meagerly, or in a restricted manner	Due to my condition, I must eat salt sparingly .
Spawn	<i>v.</i> to release eggs <i>v.</i> to call forth or generate	Frogs typically spawn in ponds. The topic spawned an ongoing debate among his family members.
Spur	<i>v.</i> to stimulate or incite	Her bravery spurred others to act.
Squalid	<i>adj.</i> run-down, sordid, or sleazy	The squalid cabin needed a new roof and an exterminator.
Stark	<i>adj.</i> very plain; devoid of any details or features	Looking out at the stark landscape, I felt a keen sense of isolation.
Static	<i>adj.</i> motionless <i>adj.</i> changeless	The ball is static . Her life has been static for the past three years.
Subordinate	<i>adj.</i> lower in rank <i>n.</i> someone lower in rank <i>v.</i> to make dependent on or put at a lower rank	The subordinate officers work every day. My subordinate will check you in. You aren't my boss—you can't subordinate me to the role of receptionist!
Subsequently	<i>adv.</i> happening later or after something	I subsequently went home.
Substantial	<i>adj.</i> very large in amount or degree	I was shocked to find a substantial amount of money beneath the park bench.
Substantiate	<i>v.</i> to strengthen with new evidence or facts	It is important for scientists to substantiate their theories whenever possible.
Subtle	<i>adj.</i> hard to detect or analyze	I detected in her expression a subtle hint of irritation.
Sufficient	<i>adj.</i> enough; just meeting a requirement	These boxes should be sufficient for our move.
Surly	<i>adj.</i> unfriendly; inclined to anger	The bartender was a surly fellow who wasn't afraid to start a fight.

Surmount	<i>v.</i> to get on top of or overcome	They managed to surmount the language barrier by using a translation app.
Susceptible	<i>adj.</i> to be vulnerable (to something)	Children are more susceptible to certain illnesses than adults are.
Tactful	<i>adj.</i> skilled at dealing with people	Her tactful attitude toward our class made her one of my favorite teachers.
Taut	<i>adj.</i> pulled tight	The rubberband was taut and ready to be fired.
Teeming	<i>adj.</i> abundantly filled (usu. with living organisms)	Doorknobs are not as clean as they look and are often teeming with germs.
Temperament	<i>n.</i> usual mood or feelings	She had a hostile temperament , making her intimidating to most people.
Tentative	<i>adj.</i> not yet finalized	We haven't made any official arrangements yet, but the tentative location for our wedding is Hawaii.
Transparent	<i>adj.</i> see-through; so thin that light can shine through <i>adj.</i> truthful or easy to perceive	Stained window glass isn't as transparent as regular window glass is. She was transparent about her plans to end her marriage.
Treacherous	<i>adj.</i> dangerous and unstable	The journey was becoming treacherous , but they continued on regardless.
Tremendous	<i>adj.</i> very large, good, or bad in degree or size	Tremendous news! You don't have to repay your loans!
Ubiquitous	<i>adj.</i> being everywhere at once	Cell phones are ubiquitous these days.
Unadorned	<i>adj.</i> undecorated, plain	Though the dress was cheap and unadorned , it was by far her favorite one on the rack.
Undermine	<i>v.</i> to weaken or subvert (usu. gradually or secretly)	Parents should take care not to constantly undermine their children.
Underscore	<i>v.</i> to emphasize or give additional weight to	This sentence seems to underscore the overall meaning of the passage.
Undulate	<i>v.</i> to move as ripples or in a wavy pattern	Belly dancers are known for their ability to skillfully undulate their stomachs.
Unilateral	<i>adj.</i> one-sided	The unilateral decision was deemed unfair by the other party involved.
Unjust	<i>adj.</i> unfair; not justified	The court's decision is unjust —he should not go free.
Unmitigated	<i>adj.</i> downright, utter, total	My speech was an unmitigated disaster!
Unprecedented	<i>adj.</i> completely new and never having happened before; historic	The number of protestors was unprecedented .
Unveil	<i>v.</i> to make visible; to reveal	We plan to unveil our plans for the new company project on Sunday.

Urge	<i>n.</i> desire or impulse <i>v.</i> to encourage or persuade	He had the urge to tell his parents about his acceptance to Columbia but decided against it. She urged her sister to apply to Stanford.
Validate	<i>v.</i> to prove or declare valid	Your selfish actions do not validate your feelings for me.
Viability	<i>n.</i> ability to be done in a practical or useful way	The viability of the solution is questionable.
Vital	<i>adj.</i> urgently necessary	It is vital that you respond by the deadline.
Vow	<i>v.</i> to promise	My brother quickly broke his vow to never eat chocolate again.
Warrant	<i>v.</i> to prove to be reasonable	Wanting to look cool in front of your friends doesn't warrant breaking the law.
Yield	<i>n.</i> production of an amount <i>v.</i> to give way to or surrender to <i>v.</i> to produce or supply	The farmer's annual pumpkin yield exceeded 10,000. Cars turning right on red must yield to oncoming traffic. Our experiment yielded many unique-looking vegetables.

SYNONYMS

1) austere

A. destitute B. ostentatious C. lavish D. strict E. prodigal

2) blandish

A. coax B. greet C. relish D. return E. begin

3) Pococurante

A. Native B. hot C. blase D. hidden

4) Sesquipedalian

A. long words B. lame feet C. funeral services D. arrogance

5) Encomium

A. Compass B. oddity C. Husbandry D. praise

6) Unicorns are chimerical beings in Children's novels

A. Divine B. horse like C. celestial D. imaginary

7) There is a dearth of evidence left behind by the culprit at the crime scene

A. Scarcity B. plethora C. variety D. pall

8) They were shouting and gesticulating frantically at drivers who did not slow down

A. Yelling B. raging C. signaling D. screaming

9) Pot smoke lends a piquant tinge to the smell of fetid sweat.

A. Foul B. Aromatic C. Hazardous D. grub

10) Linear B script had flummoxed generations of academics.

A. Refused B. Convinced C. Baffled D. reciprocal

ANTONYMS

1) Ameliorate

- A. Meliorate B. Retrospect C. Deteriorate D. Convalesce E. Lessen

2) Mutate

- A. Modify B. Transmogrify C. Transmute D. Preserve E. Continue

3) Whet

- A. Sharpen B. blunt C. strop D. hone

4) Resilient

- A. Rigid B. bouncy C. irrepressible D. volatile

5) Effluvium

- A. Land B. essential C. fragrance D. solid

6) He saw death as the last egress out of his pitiable life.

- A. Vent B. Exit C. Entrance D. Exodus

7) His fecund mind came up with new and exciting idea that made his novels successful.

- A. Growth B. Fertility C. Sterility D. Harmony

8) Despite their ambivalent ideologies, they worked together for the welfare of their constituency.

- A. Irresolute B. Equivocal C. Obvious D. Vacillating

9) If his words are not enough, the evidence will corroborate his claim.

- A. Refute B. Buttress C. Substantiate D. Authenticate

10) After the debacle at Waterloo, the defeated troops returned home.

- A. Fiasco B. Miracle C. Defeat D. Deluge

SENTENCE COMPLETION

1. The revolution in art has not lost its steam; it ____ on as fiercely as ever.
A. trudges B. meanders C. edges D. ambles E. rages
2. Each occupation has its own ____; bankers, lawyers and computer professionals, for example, all use among themselves language which outsiders have difficulty following.
A. merits B. disadvantages C. rewards D. jargon E. problems
3. ____ by nature, Jones spoke very little even to his own family members.
A. garrulous B. equivocal C. taciturn D. arrogant E. gregarious
4. Reggie thought he had finished his fight with lung cancer, but unfortunately the ____ had already spread to other parts of his body.
A. cure B. disease C. injury D. medicine
5. Upon hearing the ____ argument for the opposition, Mr. Algene felt ____ that he would win the debate.
A. dubious...uncertain B. substantial...sure C. deplorable...convinced
D. tenuous...confident E. hardy...positive
6. The lifestyle of a monk is ____; one must devote oneself to religious exercise, self-discipline, and abstention from material satisfaction.
A. dull B. ascetic C. lachrymose D. harsh E. prodigal
7. The orator's speech was too ____; it would have been more succinct if she avoided discussing ____ subjects.
A. complicated...germane B. prolix...tangential
C. resplendent...pertinent D. convoluted...complex E. terse...florid
8. Don was the most ____ individual I had ever met; good fortune eluded him at every turn.
A. contentious B. auspicious C. venerable D. hapless E. ignominious
9. Toward the end of her days, Jennings longed to experience something ____, but she had already done so much in her life that nothing seemed to move or excite her.
A. banal B. final C. unbelievable D. novel E. fantastic
10. To Via's dismay, her chances in the chess tournament ended suddenly with one move. Her ____ was moving the queen instead of the rook.
A. mistake B. triumph C. victory D. attempt
11. Ramu's frailty with hitting the bottle cannot be cured because he is -----his father.
A) Like B) As C) Since D) alike
12. Raghu is not hopeful about getting through the competitive examination-----the library he usually frequents for the preparation of exams, has been closed for a year.
A) Because B) Because of C) Due to D) in spite of
13. If I ----- a bird, I would fly to any country and have the privilege of coming round the world like Magellan.
A) Am B) Was C) Were D) Is
14. I want you to mend your ways soon and grow a virtuous man, and -----I am advising you.
A) So that B) So C) Because D) Because of

15. I have -----ideas with which you can succeed in your plan of becoming rich in your life.

- A) Few B) A few C) little D) A little

16. There is -----water in the pond, which I am sure is enough for you to quench your thirst.

- A) Little B) A little C) Few D) A few

17. I like Rajini and Mohana very much, but not -----fighting with each other very often.

- A) They B) Their C) Them D) Themselves

18. The street -----seventy five houses, so, safety is ensured.

- A) Consists of B) Consist C) Consists D) Contains

19. One of the from among the guitarists is my neighbour.

- A) Persons B) Person C) People D) Man

20. I missed the bus, but I was on time because I came here ----- .

- A) By walking B) walking C) By foot D) upon foot

Read the following passage and answer the questions that follow:

PASSAGE 1

For more than forty years, a controlling insight in my educational philosophy has been the recognition that no one has ever been - no one can ever be - educated in school or college. That would be the case if our schools and colleges were at their very best, which they certainly are not, and even if the students were among the best and the brightest, as well as conscientious in the application of their powers. The reason is simply that youth itself - immaturity - is an insuperable obstacle to becoming educated. Schooling is for the young. Education comes later, usually much later. The very best thing for our schools to do is to prepare the young for continued learning in later life by giving them the skills of learning and the love of it.

To speak of an educated young person or of a wise young person, rich in the understanding of basic ideas and issues, is as much a contradiction in terms as to speak of a round square. The young can be prepared for education in the years to come, but only mature men and women can become educated, beginning the process in their forties and fifties and reaching some modicum of genuine insight, sound judgment and practical wisdom after they have turned sixty.

Those who take this prescription seriously would, of course, be better off if their schooling had given them the intellectual discipline and skill they need to carry it out, and if it also had introduced them to the world of learning with some appreciation of its basic ideas and issues. But even the individual who is fortunate enough to leave school or college with a mind so disciplined, and with an abiding love of learning, would still have a long road to travel before he or she became an educated person. If our schools and colleges were doing their part and adults were doing theirs, all would be well. However, our schools and colleges are not doing their part because they are trying to do everything else. And adults are not doing their part because most are under the illusion that they had completed their education when they finished their schooling.

Only the person who realizes that mature life is the time to get the education that no young person can ever acquire is at last on the high road to learning. The road is steep and rocky, but it is the high road, open to anyone who has skill in learning and the ultimate goal of all learning in view - understanding the nature of things and man's place in the total scheme. An educated person is one who through the travail of his own life has assimilated the ideas that make him representative of his culture, that make him a bearer of its traditions and enable him to contribute to its improvement.

1. The author's primary purpose in writing this passage is to

- A) Highlight major tenets in educational philosophy in the last 40 years.
- B) Raise public awareness for the need of teachers with training in the liberal arts.
- C) Contrast the words schooling and education
- D) Suggest that youth stands in the way of one becoming educated.
- E) Cite the importance of reading with active discussion.

2. According to the passage, the best thing that our schools can do is to

- A) Improve academic instruction at the grass roots level.
- B) Advocate using the word "education" in place of the word "schooling" to better convey to adults the goal of teaching.
- C) Convey to students that only through high scholastic achievement can one become truly educated.
- D) Implement closely the opinions of adults who have already been through the educational process.
- E) Help students acquire the skills for learning.

3. It can be inferred from the passage that the educated person must

- A) Possess more maturity than passion.
- B) Not be less than 40 years of age.
- C) Be at least a university graduate.
- D) Have read classic works of literature.
- E) Have traveled widely in order to understand his or her own culture.

4. Which of the following pairs of words most closely describe the author's attitude toward adults as mentioned in the passage?

- A) Uninformed participants B) Unfortunate victims C) Conscientious citizens
- D) Invaluable partners E) Disdainful culprits

5. How is the passage organized?

- A) An objective analysis is put forth supported by factual examples.
- B) A single idea is presented with which the author does not agree.
- C) A thesis is presented and support given for it.
- D) Two ideas are contrasted and a conciliatory viewpoint emerges.
- E) A popular viewpoint is criticized from a number of perspectives.

PASSAGE 2

It is an unfortunate fact that most North Americans know little about American Indian culture and history. Scholars have studied such matters, but they have not succeeded in broadcasting their conclusions widely. Thus, it is still not widely known that American Indians have epics, that they performed plays long before Europeans arrived, and that they practiced politics and carried on trade.

One way to gain a fuller appreciation of this rich culture is to examine American Indian poetry, for poetry is in all cultures the most central and articulate of the arts. It is especially important that we study American Indian poetry as this poetry can create a context that gives cohesive expression to the crafts, the artifacts, and the isolated facts that many Americans have managed to notice willy-nilly. Even a survey of American Indian poetry reveals a range of poetic thought and technique that defies easy generalization. Jarold Ramsey hazards a summary, however, which serves at least to give the uninitiated reader some sense of what American Indian poetry is like. Overall, he writes, it represents “an oral, formulaic, traditional, and anonymous art form,” whose approach is to emphasize the “mythic and sacred” components of reality. It “flourished through public performances... by skilled recitalists whose audiences already knew the individual stories” and valued the performers for their “ability to exploit their material dramatically and to combine them [their stories] in longer cycles” rather than for their “plot invention.” Because this poetry belongs to highly ethnocentric tribal peoples, whose cultures “we still do not know much about,” it “is likely to seem all the more terse, even cryptic.”

American Indian poetry has another feature that Ramsey ignores: it is always functional. Whether sung, chanted, or recited; whether performed ceremonially, as entertainment, or as part of a task such as curing a patient or grinding corn; or whether recited individually or by a group, it is always fully woven into the fabric of ordinary life.

For complicated reasons, American Indian poetry has basically been ignored by non-Indian cultures. Kenneth Lincoln writes that failure to hear American Indian voices results “partly...from the tragedies of tribal dislocation, partly from mistranslation, partly from misconceptions about literature, partly from cultural indifference.” Brian Swann suggests an additional explanation: tribal poetry is oral, whereas Europeans arrived in the New World with a deeply ingrained belief in the primacy of the written word. As a result, European settlers found it hard to imagine that poetry could exist without written texts and thus that the American Indians had achieved something parallel to what Europeans called literature long before Europeans arrived. As a consequence, Europeans did not fully respond to the rich vitality of American Indian poetry.

1. According to the passage, American Indian cultures have produced all of the following forms of artistic expression EXCEPT

- (A) crafts (B) dramas (C) songs (D) written poems (E) oral epics

2. According to Jarold Ramsey, American Indian poetry is an art form characterized by its

- (A) unusual depictions of landscapes (B) integration with everyday affairs
(C) universal accessibility (D) highly original plots
(E) adaptability to public performance

3. According to Kenneth Lincoln, one of the reasons that non-Indians have had little knowledge of American Indian poetry is that American Indian poems

- (A) have been poorly translated
(B) have not yet attracted the scholarly attention they deserve
(C) can be appreciated only when presented orally
(D) are difficult to understand without a background in comparative mythology
(E) are too stylistically complex

4. According to the passage, it would be unusual for American Indian poetry to be

- (A) attributed to specific authors
- (B) sung by a group of performers
- (C) chanted while working
- (D) sung during a sacred ceremony
- (E) performed in a dramatic manner

5. It can be inferred from the passage that Brian Swann believes which of the following about the European settlers of America?

- (A) They probably were more literate, on the average, than the general European population they left behind.
- (B) They probably thought it necessary to understand American Indian politics before studying American Indian literature.
- (C) They probably did not recognize evidence of an oral poetic tradition in the American Indian cultures they encountered.
- (D) They probably could not appreciate American Indian poetry because it was composed in long narrative cycles.
- (E) They probably did not study American Indian poetry because its subject matter was too practically oriented.

6. The tone of lines 12-16 suggests that the author believes that most Americans' knowledge of American Indian culture can best be characterized as

- (A) spotty and contradictory
- (B) stereotyped and limited
- (C) confused and inaccurate
- (D) unsystematic and superficial
- (E) vague and biased

7. Which of the following best describes the organization of the last paragraph of the passage?

- (A) An observation is made and qualifications of it are provided.
- (B) A phenomenon is noted and explanations for it are presented.
- (C) A hypothesis is presented and arguments against it are cited.
- (D) A prognosis is made and evidence supporting it is discussed.
- (E) A criticism is presented and information expanding it is provided.

PASSAGE 3

Jupiter has 2.5 times more mass than all the other planets of the solar system combined and is 11 times as large as Earth in diameter. Jupiter is so large that scientists believe it almost became a star: as the gases and dust contracted to form the planet, gravitational forces created tremendous pressure and temperature inside the core—as high as tens of thousands of degrees. But there was not enough mass available to create the temperature needed to start a fusion reaction such as that of the Sun (above 27,000,000 Fahrenheit, or 15,000,000 Celsius, at the Sun's core); thus Jupiter has been cooling down ever since. Even so, Jupiter radiates about as much heat as it receives from the Sun.

1. Which of the following can be inferred from the passage? SELECT ALL THAT APPLY.

- (A) Exo-planets the size of Jupiter can be expected to have a core that is the same temperature as that of Jupiter.
- (B) All observable stars in the galaxy formed from planets that heated over 27,000,000 degrees Fahrenheit.
- (C) The mass of a planet can have an effect on the temperature of its core.

2. The passage is mainly concerned with

- (A) the size of Jupiter relative to other planets in the solar system
- (B) differences between the sun and Jupiter
- (C) how Jupiter's mass has affected its development
- (D) the temperature at which a planet's core can start a fusion reaction
- (E) amount of power radiated by Jupiter

PASSAGE 4:

Two principles are involved in the controversy about the presence of foreign controlled media in the country; the free flow of ideas and images across national borders and the need to safeguard the national interest and preserve cultural autonomy. Both are valid but both are at loggerheads because each has been used to promote less lofty goals.

The first principle conforms to a moral imperative: freedom to expression cannot rhyme with restrictions imposed by any government. But the free flow **rhetoric** also clouds the fact that the powerful Western, and especially American media, can and often do present, subtly or brazenly, news in a manner that promotes Western political, ideological and strategic interests. Besides, Western entertainment programmes present lifestyles and values that run **counter** to the lifestyles and values cherished by traditional societies. All this explains why so many Indian newspapers, magazines and news agencies have sought protection from the courts to prevent foreign publications and news agencies from operating in the country. Their arguments are weak on two counts. As the bitter debate on a new world information and communication order demonstrated in the late seventies and early eighties, many of those who resent Western 'invasion' in the fields of information and culture are no great friends of democracy. Secondly, the threat of such an 'invasion' has been aired by those media groups in the developing countries that fear that their business interests will be harmed if Western groups, equipped with large financial and technological resources and superior management skills, are allowed to operate in the country without let.

The fear is valid but it goes against the grain of the economic reform programme. The presence of foreign newspapers and television channels will increase competition, which, in the course of time, can only lead to the upgradation of dynamic Indian newspapers and television channels, even while they drive the rest out of the market. One way to strike a balance between the two **antagonistic** principles would be to allow foreign media entry into the country, provided the India state treats them at par with the domestic media on all fronts. On the import of technology, for instance, foreign media cannot be allowed duty concessions denied to their Indian counterparts. Foreign media will also have to face legal consequences should they run foul of Indian laws. Why, for example, should the BBC, or Time magazine or The Economist get away by showing a map of Kashmir, which is at variance with the official Indian map? Why should they go scot-free when they allow secessionists and terrorists to air their views without giving the government the right to reply, or when they depict sexually explicit scenes, which would otherwise not be cleared by the Censor Board? Since the government can do precious little in the matter, especially about satellite broadcasts, what if it should consider attaching the properties of the offending parties? Demands of this kind are bound to be voiced unless New Delhi makes it clear to the foreign media that they will have to respect Indian **susceptibilities**, especially where it concerns the country's integrity and its culture. It may be able to derive some inspiration from France's successful attempts in the recent GATT to protect its cinematography industry.

Q1. Which of the following is one of the points weakening the argument to prevent the entry of foreign media?

- (a) Such entry would be against traditional culture
- (b) The threat being voiced by those whose business will be harmed by such an entry
- (c) The arguments being put forth are at loggerheads
- (d) The foreign media may not be treated on par with the domestic media
- (e) None of these

Q2. What will be the impact of increasing competition?

- (a) The domestic media will not be able to withstand it
- (b) The foreign media will not be allowed duty concessions on import of technology
- (c) It will improve Indian newspapers and television
- (d) The Indian newspapers and news agencies will seek protection from the court
- (e) None of these

Q3. Which of the following has been cited as having succeeded in protecting country?

- (a) GATT (b) News Agencies (c) Television (d) Cultural traditions (e) None of these

Q4. Which of the following has been the major recommendation regarding the entry of foreign media?

- (a) It should not be allowed
(b) It should be welcomed without putting any restrictions
(c) Allow entry, treating them on par with domestic media
(d) Allow entry, provided they do not ask for duty concessions on import of technology
(e) None of these

Q5. In the controversy involving two principles regarding allowing foreign media, which of the following is against its entry?

- (a) Free flow of ideas (b) Preserve culture (c) Government restrictions
(d) Security across national borders (e) Western ideology

Q6. According to the passage, which media in particular promotes Western interests?

- (a) American (b) Foreign (c) French (d) Western (e) None of these

Q7. Which of the following is the meaning of the phrase “without let”, as used in the passage?

- (a) with no difficulty (b) without confinement (c) with strings
(d) without restrictions (e) conducive environment

Q8. Why would the entry of foreign media harm local interests?

- (a) They are better equipped managerially and technologically
(b) Our cultural heritage will be lost
(c) Economic reform programmes will get a setback
(d) Different sets of laws and rules were made applicable for foreign media
(e) None of these

Q9. Which of the following is the meaning of the phrase “at variance”, as used in the passage?

- (a) discrepancy (b) at large (c) in conformity (d) variable (e) differing

Q10. Which of the following seems to be the most likely purpose of writing this passage?

- (a) To criticize foreign media
(b) To highlight the exploitation by developed nations
(c) To highlight the steps and caution to be taken about the entry of foreign media
(d) To make the public aware of the technological and managerial superiority of western media
(e) To prevent foreign media from entering our country

SENTENCE CORRECTION

Set 1

Read the following sentences and select the option that corrects the underlined sections. If the sentences/sections are correct as written, choose option A.

1. Any theory of grammar should answer three basic questions: what constitutes knowledge of grammar, how it is acquired, and how it is put to use.

- A how it is acquired, and how it is put to use
- B how is knowledge of grammar acquired, and how put to use
- C how it was acquired and put to use
- D its acquisition and putting to use
- E how its knowledge is acquired, and how it is put to use

2. Scientists have created a new substance that is so transparent as to be almost invisible.

- A so transparent as to be
- B so transparent it has been
- C so transparent that it was
- D transparent enough that it is
- E transparent enough so as to be

3. Like most religions, the teachings of Sikhism are codified in a book.

- A like most religion, the teachings of Sikhism are codified in
- B like most other religions, the teachings of Sikhism are codified in
- C Sikhism's teachings, like those of most other religions, are codified in
- D For their codification, like the teachings of most religions, Sikhism has
- E Like those of most religions, Sikhism has codified its teachings in

4. Recent indications of weakness in the economy have led consumers to be more conservative with their purchases; so depressed have sales figures been as a result that the government has launched several initiatives to actively encourage consumer spending.

- A so depressed have sales figures been as a result that
- B that sales figures have been so depressed as a result that
- C as a result, so depressed has the sales been that
- D the resulting sales figures having been so depressed that
- E the sales figures have been so depressed that, as a result

5. The first decision to be made by a person being considered for employment at Reven-Tech is if to submit to a drug test.

- A being considered for employment at Reven- Tech is if to submit
- B considered for employment at Reven- tech is if he or she should submit
- C being considered for employment at Reven-Tech is whether submission
- D considered for employment at Reven-Tech is whether, when submitted
- E considered for employment at Reven-Tech is whether to submit

6. The doctor observed the butterfly rash on her patient's arm and the patient's evident fatigue, which was consistent with the symptoms of Lupus.

- A which was consistent with the symptoms
- B which were consistent with the symptoms
- C that were consistent with those
- D which symptoms were consistent with symptoms
- E symptoms which were consistent with those

7. Having lost his sight to sustained eyestrain, John Milton nevertheless composed *Paradise Lost*, considered by many to be the greatest English epic.

- A Having lost his sight to sustained eyestrain
- B With sight lost to sustained eyestrain
- C Blinded by sustained eyestrain
- D Having been blinded excessive eyestrain
- E Blinded with sustained eyestrain

8. One benefit of learning to speak a language while learning to read it rather than separately is that the student can more effectively apply his or her knowledge in social settings.

- A. rather than separately
- B. rather that independently
- C. instead of separately
- D instead of as separate processes
- E. rather than in a separate process

9. Carthaginians are still commonly credited as the ones who salted Roman fields during the Punic Wars despite the existence of credible evidence to the contrary.

- A as the ones who salted
- B as the salters of
- C for salting
- D with having salted
- E with the salted of

10. One critic wrote that, if the best-selling guide to finding a husband is right, the idea of the necessity of honesty and trust in a relationship is fundamentally wrong.

- A the idea of the necessity of honesty and trust in a relationship
- B the idea that honesty and trust are necessary in a relationship
- C honesty and trust are not necessary in a relationship
- D the idea that honesty and trust is necessary to a relationship
- E the necessity of honest and trust to a relationship

Set 2

Read the following sentences and select the option that corrects the underlined sections. If the sentences/sections are correct as written, choose option A.

1. Without a large amount of rain water to keep it wet, flowering plants will not grow in the soil this season.

- A. flowering plants will not grow in the soil this season.
- B. the soil will not produce flowering plants this season.
- C. the soil will not be producing flowering plants this season.
- D. this season's flowering plants will not be growing in the soil.
- E. flowering plants will not grow in this season's soil.

2. With only one percent of the world's population, the English people have dramatically altered the course of the world.

- A) With
- B) Although accounting for
- C) Being
- D) Despite having
- E) As

3. In 79 CE, when Vesuvius erupted, the Villa of the Papyri was being covered in 90 feet of volcanic ash, and was preserved as the sole library of Antiquity.

- A. was being covered in 90 feet of volcanic ash, and was preserved
- B. was covered in 90 feet of volcanic ash, and was preserved
- C. was covered in 90 feet of volcanic ash, and has been preserved
- D. had been covered in 90 feet of volcanic ash, and is preserved
- E. is covered in 90 feet of volcanic ash, and was preserved

4. *The Egyptian Museum in Cairo, which contains 120,000 objects from prehistoric times through the Greco-Roman period, are home to one of the most impressive collections of ancient Egyptian artifacts.*

- A. which contains 120,000 objects from prehistoric times through the Greco-Roman period, are home to
- B. which contain 120,000 objects from prehistoric times through the Greco-Roman period, are home to
- C. containing 120,000 objects from prehistoric times through the Greco-Roman period, are home to
- D. which is containing 120,000 objects from prehistoric times through the Greco-Roman period, are home to
- E. which contains 120,000 objects from prehistoric times through the Greco-Roman period, is home to

5. *We don't yet know whom, but eventually either my brother or myself are going to take over the family business.*

- A. either my brother or myself are going to take over the family business.
- B. either my brother nor myself are going to take over the family business.
- C. either my brother or myself will be going to take over the family business.
- D. either my brother or myself taking over the family business.
- E. either my brother or myself is going to take over the family business.

6. *Some* archaeologists claim that the tablets found at Ebla could force a revision of current theories on the origins of Judaism and Christianity, alter many scriptural interpretations, make all current Bible translations obsolete, and scholars may be required to credit the Old Testament with greater historical accuracy.
- A. scholars may be required to credit the Old Testament with greater historical accuracy
 - B. crediting the Old Testament with greater historical accuracy may be required of scholars
 - C. require that scholars are to credit the Old Testament with greater historical accuracy
 - D. crediting the Old Testament with greater historical accuracy may be a scholarly requirement
 - E. require scholars to credit the Old Testament with greater historical accuracy
7. The Immigration Service now has the discretionary power to keep families united even though all their members do not meet the five-year residency requirement.
- A all their members do not meet the five-year residency requirement
 - B not all their members meet the five-year residency requirement
 - C all their members have not met the requirement for a five-year residency
 - D not all their members have resided for five years, a requirement
 - E all their members have not resided for five years, as required
8. Cartographers have long struggled with the problem of having the spherical Earth to draw on a flat sheet of paper.
- A having the spherical Earth to draw on a flat sheet of paper
 - B having a flat sheet of paper on which to draw the spherical Earth
 - C how can one draw the spherical Earth on a flat sheet of paper
 - D how they could use a flat sheet of paper to draw the spherical Earth
 - E how to draw the spherical Earth on a flat sheet of paper
9. The rise in the price of crabmeat and an increase in demand has convinced some Floridians they should try to harvest and sell a species of large crab that lives deep in the waters of the Gulf of Mexico.
- A has convinced some Floridians they should try to harvest and sell a species of large crab
 - B has convinced some Floridians to try harvesting and selling a large crab species
 - C has convinced some Floridians that they should try the harvest and sale of a large crab species
 - D have convinced some Floridians to try to harvest and sell a species of large crab
 - E have convinced some Floridians to try and harvest and sell a large crab species
10. In the late nineteenth century Annie Besant was widely regarded as one of the greatest living public orators, second only to Gladstone in a culture where oratory was the dominant public medium.
- A as one of the greatest living public orators, second only
 - B to be one of the greatest living public orators, secondary only
 - C that she was one of the greatest living public orators, secondary only
 - D as being one of the greater living public orators she was only second
 - E to be greater than most other living public orators, and she was second only

PARA JUMBLE

Directions: In the following questions, four sentences are given, i.e. (A), (B), (C) and (D). Arrange the sentences to make a meaningful paragraph.

1.

- A. However, critics say the scheme is too expensive and question whether the government will be able to support it.
B. Under the National Rural Guarantee Scheme, one member from each of India's 60 million rural households is guaranteed 100 days of work each year.
C. They will receive a minimum wage of 60 rupees (\$1.35) or an unemployment allowance if there is no work.
D. The first phase of the programme will cover 200 of the country's poorest and least developed districts.

- a) DCAB b) ACBD c) CDBA d) BCDA

2.

- A. Already the company has 25 international partners to manufacture and market a host of products ranging from bulk drugs and pharmaceuticals to skin care and cardiac therapy products.
B. This hurry seems to take care of life after 2005, when the product patent regime came into effect.
C. And that seems to be the panacea for growth for the Rs.235 crore Elder Pharmaceuticals.
D. The company is busy entering into alliances as if there is no tomorrow.

- a) ADCB b) DCBA c) ABDC d) BDAC

3.

- A. If something is done in the name of modernization, it is considered good, and if it stands in the way of modernization, it is automatically evil.
B. Modernization, as expressed in different terms, is the prosperity of the secondary and tertiary industries.
C. Throughout the entire world, in no matter which country, 'modernization' is the glorious banner under which all people gather.
D. And since these industries are based in the cities, modernization means urbanization.

- a) BDAC b) ABCD c) CADB d) CABD

4.

- A. Time is our greatest and most precious asset.
B. However, while we are doing that, sometimes we are missing the greatest gift of all- our time to experience our lives.
C. We often spend a great deal of time and energy thinking and worrying about, or working to earn and pursuing more money.
D. Whether you are rich, poor, healthy, ill, or just humming along in your life somewhere in between, we all have 24 hours in each and every day to invest wisely.

- a) ACDB b) DABC c) ACBD d) ADCB

5.

- A. Nationalists railed against the caste system and wanted to eliminate untouchability.
B. But it was mostly a humanitarian desire to improve a lot of the low castes and to send a clear message to the agrarian high castes that this system is inconsistent with modern society.
C. Sentiment against caste has been gathering among modern Indians for more than a hundred years.
D. It was partly because of caste that hindered economic advance.

- a) ABCD b) DCBA c) CADB d) CABD

Directions: In the following exercise, the first and last sentence of a paragraph is given as S1 and S6. The remaining sentences of the paragraph are jumbled in various parts, i.e. P, Q, R and S. Rearrange these four parts into a logical order to make a coherent paragraph.

6.

S1: The genesis of service tax emanates from the ongoing structural transformation of the Indian economy.

P: Leading to a steady deterioration in tax-GDP ratio

Q: Despite the growing presence of the services sector in the Indian economy, R: It remained out of the tax net prior to 1994-95

S: Whereby presently more than one-half of GDP originates from the services sector.

S6: The service tax was introduced in 1994-95 on a select category of services at a low rate of five percent.

- a) PRRS b) SQRP c) QPSR d) SQPR

7.

S1: Recently Grameen has taken on a different challenge by setting up operations in the US. P: Globally, the working microfinance equation consists of borrowing funds cheaply

Q: Money may be tight in the waning recession.

R: And keeping loan defaults and overhead expenses sufficiently low S: But it is still a nation of 1,00,000 bank branches

S6: Microlenders, including Grameen, do this by charging colossal interest rates – as high as 60% or 70%

- a) QSPR b) RPSQ c) RQQS d) PQRS

8.

S1: E-books and e-publishing both has their obvious advantages.

P: So far with a lot of publishers already showing interest in e-publishing

Q: Also, with the country being the third biggest publisher after the US and UK.

R: Though authors in India have only just begun to realize the immense benefits of digital technology in this field.

S: The potential in this field is immense and the response too has been quite encouraging

S6: E-publishing is a boon for both established and wanna be writers as it is cost effective and cuts down the time.

- a) RPSQ b) QRPS c) RQPS d) RQSP

9.

S1: In your home, modern box attached to your computer will look you into wealth of goods and services. P: People in developed countries like U.S. and Canada have already started using On Line Shopping

Q: As a routine mode of their purchasing goods and services

R: Not only does it allow you to talk to your friends on the other side of the world.

S: But also allows you to watch a movie, buy airline tickets, pay bills and even get cash.

S6: Internet shoppers still believe that there is no secure and convenient way of paying on the Internet. Consumers are concerned with two main security fears.

- a) RSQP b) SQPR c) RSPQ d) PQSR

10.

S1: Arrogant managers can over-evaluate their current performance and competitive position, listen poorly

P: Bureaucratic cultures can smother

Q: That present threats and opportunities

R: Those who want to respond to shifting conditions. S: Inwardly focused employees can have difficulty seeing the very forces

S6: The lack of leadership leaves no force inside these organisations to break out of the morass.

- a) SQPR b) SQRP c) QRSP d) PQSR

Arrange the sentences A, B, C and D in a proper sequence so as to make a coherent paragraph.

1.

- A. Where there is division, there must be conflict not only division between man and women but also division on the basis of race, religion and language.
B. We said the present condition of racial divisions, linguistic divisions has brought out so many wars. C. Also, we went into the question as to why do this conflict between men and women exist.
D. May we continue with what we were discussing last evening?

- (a) ABCD (b) DBCA (c) BCAD (d) BDAC

2.

- A. No other document gives us so intimate a sense of the tone and temper of the first generation poets. B. Part of the interest of the journal is course historical.
C. And the clues to Wordsworth's creative processes which the journal are of decisive significance.
D. No even in their own letters do Wordsworth and Coleridge stand so present before us then they do through the references in the journal.

- (a) BACD (b) BDAC (c) CBAD (d) DABC

3.

- A. These high plans died, slowly but definitely, and were replaced by the dream of a huge work on philosophy.
B. In doing whatever little he could of the new plan, the poet managed to write speculations of theology, and political theory.
C. The poet's huge ambitions included writing a philosophic epic on the origin of evil.
D. However, not much was done in this regard either with only fragments being written.

- (a) ABCD (b) CBAD (c) CDAB (d) CADB

4.

- A. We can never leave off wondering how that which has ever been should cease to be.
B. As we advance in life, we acquire a keener sense of the value of time.
C. Nothing else, indeed, seems to be of any consequence; and we become misers in this sense.
D. We try arrest its few last tottering steps, and to make it linger on the brink of the grave.

- (a) ACDB (b) BCDA (c) BDCA (d) ABCD

5.

- A. There is no complete knowledge about anything.
B. Our thinking is the outcome of knowledge, and knowledge is always limited.

C. Knowledge always goes hand in hand with ignorance.

D. Therefore, out thinking, which is born out of knowledge, is always limited under all circumstances.

(a) BCAD (b) BCDA (c) DABC (d) CBDA

6.

A. he can only renew himself if his soul.

B. he renews himself and.

C. the writer can only be fertile if.

D. is constantly enriched by fresh experience.

(a) CBAD (b) CADB (c) BDCA (d) BACD

7.

A. To have settled one's affairs is a very good preparation to leading the rest of one's life without concern for the future.

B. When I have finished this book I shall know where I stand.

C. One does not die immediately after one has made one's will; one makes one's will as a precaution.

D. I can afford then to do what I choose with the years that remain to me.

(a) DBAC (b) CABD (c) BDAC (d) CBDA

8.

A. It is said that India has always been in a hurry to conform to the western thought especially the American.

B. Even the smaller countries have the guts to take a firm contrarian stand if they feel the policies happen to compromise their country's interest.

C. It's one thing to sprout theories on liberalization, and entirely another to barter the interests of the nation in its name.

D. In this case too, while a large number of countries are yet to ratify the GATT, India has not only ratified the treaty, but is also preparing to amend the Parents Act.

(a) CABD (b) DCAB (c) CBDA (d) BDCA

9.

A. During one exhibition, however, some air became mixed with the hydrogen, and in the words of the shaken performer: "The explosion was so dreadful that I imagined all my teeth had been blown out!"

B. An entertainer would finish his acts by blowing the hydrogen he had inhaled towards a lighted candle; as the hydrogen caught fire, flames would shoot menacingly from his lips.

C. A paper bag filled with hydrogen amazed guests by zooming off into space.

D. When people learned about its unique lighter-than-air property, they began to use it in all sorts of parlor stunts.

a) DCBA (b) DBAC (c) CABD (d) ACBD

Arrange the sentences A, B, C and D in a proper sequence so as to make a coherent paragraph.

1.

- A. In those countries where the ideals of liberty and equality have received the greatest devotion, and particularly in America, the political constitution has been framed with the precise object of making impossible too great a concentration of power.
- B. A philosophy that emphasizes the likeness of all men will be averse from recognizing those exceptional qualities in any individual which place him so clearly above his fellows that he may justly claim to lead and influence them.
- C. A different though related strand of thought is equalitarian.
- D. Further, when circumstances make it necessary for a particular individual to display qualities of leadership in a very high degree, his position is under constant and bitter attack on the score of dictatorship, and it is necessary for him to conceal his qualities, consciously, behind a facade of 'ordinariness'.

(a) CBAD (b) CABD (c) CDAB (d) DCAB

2.

- A. It has removed many of the material obstacles to the pursuit of the good life from the majority of mankind in those countries at a high level of technical development.
- B. But it has exposed us to new dangers, not the obvious dangers of new weapons of destruction, but the much more serious ones of a purely materialist view of life.
- C. The growth of science and technology has conferred obvious and immense benefits upon the community.
- D. It has also, as we too often forget, made possible new and daring adventures of the mind.

(a) CADB (b) ABDC (c) ACBD (d) CDBA

3.

- A. There are manifest dangers in the persuasive aspect of leadership.
- B. It is alarming, for example, to reflect how great a part the power to speak well has acquired in an age of broadcasting.
- C. It is quite possible for men to feel that they are freely giving their allegiance to a leader, when actually they are simply slaves of his techniques of propaganda.
- D. At its lowest, the technique of persuasion may involve all those devices of suggestion and propaganda which are so freely available to the unscrupulous in a scientific age.

(a) ABDC (b) ACBD (c) CDBA (d) ADBC

4.

- A. The leader should possess high intelligence.
- B. The reasons for this frequent neglect of intelligence as a prerequisite of leadership are complex.
- C. It is certainly true to say that this is more commonly underrated than any other aspect of leadership.
- D. There is first, a very general misunderstanding of such a phrase as 'of very high intelligence.'

(a) ABCD (b) ACBD (c) DABC (d) DBAC

5.

- A. When a man is his son's hero, it's about the best thing that God gave us on this planet.
 B. I can see it now with my son Anthony, who's been traveling with me and documenting my work.
 C. I was doing a lecture recently.
 D. And he was out in the audience with a camera, and I caught his face, that twinkles for a second, where his eyes said to me, that's my dad.
- (a) ABCD (b) ACBD (c) BACD (d) CBAD
- 6.
- A. On the one hand, I want very much for someone else to clean our house, as neither I nor my husband, Ed, has shown any aptitude for it.
 B. No one but me, for instance, should have to clean up the dental floss heaped like spaghetti near the wastebasket where I toss it each night, never catching on that floss is not something that can be thrown with a high degree of accuracy.
 C. On the other hand, I'd feel guilt inflicting such distasteful drudgery on another human being.
 D. Have always wanted and not wanted a leanin gperson.
- (a) DACB (b) CBAD (c) CABD (d) ABDC
- 7.
- A. "To play great music, " he said, "you must keep your eyes on a distantstar."
 B. Eleven years old, I was taking a violin lesson with Georges Enesco, my teacher, in his Parisstudio.
 C. At the time, I took this to mean, simply, "Give your very best to everypiece."
 D. A deep-chested, powerful man with a rugged, gentle face, Enesco looked at me across the violin he held under his chin, and shook hisbow.
- (a) BACD (b) BDAC (c) DACB (d) DABC
- 8.
- A. I felt the truth of it when I visited Rock-fellerInstitute.
 B. They were as dedicated as monks in a 14th century monastery, yet their lives were being fulfilled because their eyes were on thestar.
 C. Here a scientist worked with quite absorption developing antibiotics; there, another investigated a possible cure for tuberculosis; a third studied the effects of too much sugar in theblood.
 D. You don't have to be a musician to benefit from my teacher'swisdom.
- (a) CBAD (b) ACDB (c) DACB (d) DABC
- 9.
- A. They learned that if they brought the kid in, they could get another\$5.
 B. The first time I went onstage with my father, I was five years old, and we were at a hotel in New York.
 C. My mother was being paid \$5 as his pianist, and he got \$15 to perform comedy andsing.
 D. I sang, "Brother, Can You Spare aDime?"
- (a) DCBA (b) ADBC (c) BCAD (d) BADC
- 10.

- A. I did everything- conducting the orchestra, monologue, mime, audience participation, playing instruments, dancing, singing, production numbers, incredible bits and pieces and wild physicality.
- B. My mum and dad came back to the dressing room, and I said, "How was it,Dad?"
- C. Whew! I did a show in Vegas Years later , in 1980, the best two hours and 20 minutes I ever had onstage.
- D. He said, "It wasn't bad for anamateur."

(a) DBAC (b) BCDA (c) CABD (d) BDCA

1. It can safely be inferred that there are at least as many trees in Ithaca as there are in Tompkins. More trees were planted in Ithaca in the past two years than in Tompkins.

For which one of the following does the conclusion logically follow?

- (A) More trees were planted in Ithaca in the past two years than in Tompkins.
- (B) Ithaca is the region within which Tompkins is located.
- (C) Tompkins is suffering from an epidemic of tree-virus infection.
- (D) The average annual rainfall for Ithaca is greater than the average annual rainfall for Tompkins.
- (E) The average number of trees cut down annually in Tompkins is higher than in Ithaca

2. Dr. Larson: Sleep deprivation is the cause of many social ills, ranging from irritability to potentially dangerous instances of impaired decision making. Most people today suffer from sleep deprivation to some degree. Therefore we should restructure the workday to allow people flexibility in scheduling their work hours.

Which of the following, if true, would most strengthen the medical doctor's argument?

- (A) The primary cause of sleep deprivation is overwork.
- (B) Employees would get more sleep if they had greater latitude in scheduling their work hours.
- (C) Individuals vary widely in the amount of sleep they require.
- (D) More people would suffer from sleep deprivation today than did in the past if the average number of hours worked per week had not decreased.
- (E) The extent of one's sleep deprivation is proportional to the length of one's workday.

3. Nate: Recently a craze has developed for home juicers, \$300 machines that separate the pulp of fruits and vegetables from the juice they contain. Outrageous claims are being made about the benefits of these devices: Drinking the juice they produce is said to help one lose weight or acquire a clear complexion, to aid in digestion, and even to prevent cancer. But there is no indication that juice separated from the pulp of the fruit or vegetable has any properties that it does not have when unseparated. Save your money. If you want carrot juice, eat a carrot.

Which of the following, if true, most calls into question Nate's argument?

- (A) Most people find it much easier to consume a given quantity of nutrients in liquid form than to eat solid foods containing the same quantity of the same nutrients.
- (B) Drinking juice from home juicers is less healthy than is eating fruits and vegetables because such juice does not contain the fiber that is eaten if one consumes the entire fruit or vegetable.
- (C) To most people who would be tempted to buy a home juicer, \$300 would not be a major expense.
- (D) Nate was a member of a panel that extensively evaluated early prototypes of home juicers.
- (E) Vitamin pills that supposedly contain nutrients available elsewhere only in fruits and vegetables often contain a form of those compounds that cannot be as easily metabolized as the varieties found in fruits and vegetables.

4. Opponents of peat harvesting in this country argue that it would alter the ecological balance of our peat-rich wetlands and that, as a direct consequence of this, much of the country's water supply would be threatened with contamination. But this cannot be true, for in Ireland, where peat has been harvested for centuries, the water supply is not contaminated. We can safely proceed with the harvesting of peat.

Which one of the following, if true, most strengthens the argument?

- (A) Over hundreds of years, the ecological balance of all areas changes slowly but significantly, sometimes to the advantage of certain flora and fauna.

- (B) The original ecology of the peat-harvesting areas of Ireland was virtually identical to that of the undisturbed wetlands of this country.
- (C) The activities of the other industries in coming years are likely to have adverse effects on the water supply of this country.
- (D) The peat resources of this country are far larger than those of some countries that successfully harvest peat.
- (E) The peat-harvesting industry of Ireland has been able to supply most of that country's fuel for generations.

5. Numerous ancient Mayan cities have been discovered in the Yucatan peninsula in recent decades. The ruins lack any evidence of destruction by invading forces, internal revolts, or disease, and appear simply to have been abandoned. Some archaeologists have theorized that the cities were abandoned due to a severe drought known to have occurred in the region between 800 and 1000 AD.

Which of the following, if true, most strongly supports the archaeologists' theory?

- (A) Ample archaeological evidence of Mayan peasant revolts and city-state warfare exists, but such events could never result in the permanent abandonment of cities.
- (B) No monumental inscriptions created after 900 AD have been found in these cities, but inscriptions dating before that time have been found in abundance.
- (C) Studies of Yucatan lake sediment cores provide conclusive evidence that a prolonged drought occurred in the region from 800 to 1000 AD.
- (D) Climatic studies have documented cycles of intermittent drought in the Yucatan peninsula dating from the present to at least 7,000 years ago.
- (E) The Mayan city Uxmal was continuously inhabited from 500 to 1550 AD.

6. Researchers have found that people who drink five or more cups of coffee a day have a risk of heart disease 2.5 times the average after corrections are made for age and smoking habits. Members of the research team say that, on the basis of their findings, they now limit their own daily coffee intake to two cups.

Which of the following, if true, indicates that the researchers' precaution might not have the result of decreasing their risk of heart disease?

- (A) The study found that for people who drank three or more cups of coffee daily, the additional risk of heart disease increased with each extra daily cup.
- (B) Per capita coffee consumption has been declining over the past 20 years because of the increasing popularity of soft drinks and because of health worries.
- (C) The study did not collect information that would show whether variations in the level of coffee consumption are directly related to variations in level of stress, a major causal factor in heart disease.
- (D) Subsequent studies have consistently shown that heavy smokers consume coffee at about three times the rate of nonsmokers.
- (E) Subsequent studies have shown that heavy coffee consumption tends to cause an elevated blood-cholesterol level, an immediate indicator

7. Alonso: The introduction of a new drug into the marketplace should be contingent upon our having a good understanding of its social impact. However, the social impact of the newly marketed antihistamine is far from clear. It is obvious, then, that there should be a general reduction in the pace of bringing to the marketplace new drugs that are now being created.

Which one of the following, if true, most strengthens the argument?

- (A) The social impact of the new antihistamine is much better understood than that of most new drugs being tested.
- (B) The social impact of some of the new drugs being tested is poorly understood.

- (C) The economic success of some drugs is inversely proportional to how well we understand their social impact.
- (D) The new antihistamine is chemically similar to some of the new drugs being tested.
- (E) The new antihistamine should be next on the market only if most new drugs being tested should be on the market also.

8. If Shero wins the election, McGuinness will be appointed head of the planning commission. But Stauning is more qualified to head it since he is an architect who has been on the planning commission for 15 years. Unless the polls are grossly inaccurate, Shero will win.

Which one of the following can be properly inferred from the information above?

- (A) If the polls are grossly inaccurate, someone more qualified than McGuinness will be appointed head of the planning commission.
- (B) McGuinness will be appointed head of the planning commission only if the polls are a good indication of how the election will turn out.
- (C) Either Shero will win the election or Stauning will be appointed head of the planning commission.
- (D) McGuinness is not an architect and has not been on the planning commission for 15 years or more.
- (E) If the polls are a good indication of how the election will turn out, someone less qualified than Stauning will be appointed head of the planning commission.

10. There are those who complain that municipal libraries are outdated and unnecessary. These same people object to the tax dollars spent funding municipal libraries. However, these people are missing out on a simple pleasure: reading a great book. Taken this way, libraries are truly wonderful resources worthy of public funding.

The two boldface portions play which of the following roles?

- (A) The first is a generalization accepted by the author as true; the second is a consequence that follows from the truth of that generalization.
- (B) The first is evidence that supports one of two contradictory points of view; the second is the second point of view.
- (C) The first is a commonly held point of view; the second is support for that point of view.
- (D) The first is one of two contradictory points of view; the second is the other point of view.
- (E) The first concedes a consideration that weighs against the viewpoint of the author; the second is that viewpoint.

11. Acid rain, caused by high levels of sulfur dioxide and mercury trapped in global air currents, affects one third of China's territory. Coal-fired power plants are notorious for emitting large quantities of these pollutants. To combat the problem, the Chinese national government has set aggressive environmental goals for the next five years. These goals include a 20-percent improvement in energy efficiency and a pledge that, by the end of the five years, 10 percent of the nation's energy will come from renewable resources such as hydroelectric or wind power.

Which of the following, if true, is the best criticism of the Chinese government's strategy as a method for achieving a reduction in acid rain?

- (A) Some forms of air pollution, such as heavy particulate fumes, would not be affected by the suggested energy improvements.
- (B) Once the changes have been implemented, the actual reduction in acid rain would vary from region to region.
- (C) The goals would be forced on every region in China, including those that have no problems with acid rain.
- (D) Acid rain is also caused by other factors, such as volcanic eruptions or pollution from neighboring countries, over which China has no control.

(E) Regional Chinese officials tend to ignore environmental regulations in order to meet aggressive economic requirements imposed on their regions' industries.

12. It is logical to conclude that it is more dangerous to ride in an automobile than to ride on a motorcycle. After all, the National Safety Council estimates that one person in 19,000 will die each year in an automobile, while only one out of every 73,000 will be killed as a motorcyclist.

Which of the following studies would be most useful in assessing the validity of the argument above?

- (A) Comparing the National Safety Council's statistics with those of other nations where traffic laws and conditions are similar
- (B) Expressing the difference between the probability of death among automobile passengers and that of motorcyclists as a percentage of the total number of deaths
- (C) Separating the odds of death due to operating vehicles illegally from those in which the operator is not at fault
- (D) Comparing death rates per thousand members of each group rather than comparing total numbers of deaths
- (E) Comparing the number of deaths that take place on highways versus those that take place on local roads

13. Raisins are made by drying grapes in the sun. Although some of the sugar in the grapes is caramelized in the process, nothing is added. Moreover, the only thing removed from the grapes is the water that evaporates during the drying, and water contains no calories or nutrients. The fact that raisins contain more iron per food calorie than grapes do is thus puzzling.

Which one of the following, if true, most helps to explain why raisins contain more iron per calorie than do grapes?

- (A) Since grapes are bigger than raisins, it takes several bunches of grapes to provide the same amount of iron as a handful of raisins does.
- (B) Caramelized sugar cannot be digested, so its calories do not count toward the food calorie content of raisins.
- (C) The body can absorb iron and other nutrients more quickly from grapes than from raisins because of the relatively high water content of grapes.
- (D) Raisins, but not grapes, are available year-round, so many people get a greater share of their yearly iron intake from raisins than from grapes.
- (E) Raisins are often eaten in combination with other iron-containing foods, while grapes are usually eaten by themselves.

14. About two million years ago, lava dammed up a river in western Asia and caused a small lake to form. The lake existed for about half a million years. Bones of an early human ancestor were recently found in the ancient lake bottom sediments on top of the layer of lava. Therefore, ancestors of modern humans lived in Western Asia between 2 million and 1.5 million years ago.

Which one of the following is an assumption required by the argument?

- (A) There were not other lakes in the immediate area before the lava dammed up the river.
- (B) The lake contained fish that the human ancestors could have used for food.
- (C) The lava under the lake-bottom sediments did not contain any human fossil remains.
- (D) The lake was deep enough that a person could drown in it.
- (E) The bones were already in the sediments by the time the lake disappeared.

15. In North America there has been an explosion of public interest in, and enjoyment of, opera over the last three decades. The evidence of this explosion is that of the 70 or so professional opera companies currently active in North America, 45 were founded over the course of the last 30 years.

The reasoning above assumes which one of the following?

- (A) All of the 70 professional opera companies are commercially viable options.
- (B) There were fewer than 45 professional opera companies that had been active 30 years ago and that ceased operations during the last 30 years.
- (C) There has not been a corresponding increase in the number of professional companies devoted to other performing arts.
- (D) The size of the average audience at performances by professional opera companies has increased over the past three decades.
- (E) The 45 most recently founded opera companies were all established as a result of enthusiasm on the part of a potential audience.

16. More and more computer programs that provide solutions to mathematical problems in engineering are being produced, and it is thus increasingly unnecessary for practicing engineers to have a thorough understanding of fundamental mathematical principles. Consequently, in training engineers who will work in industry, less emphasis should be placed on mathematical principles so that space in the engineering curriculum will be available for other important subjects.

Which of the following, if true, most seriously weakens the argument given for the recommendation above?

- (A) The effective use of computer programs that provide solutions to mathematical problems in engineering requires an understanding of fundamental mathematical principles.
- (B) Many of the computer programs that provide solutions to mathematical problems in engineering are already in routine use.
- (C) Development of composites and other such new materials has meant that the curriculum for engineers who will work in industry must allow time for teaching the properties of these materials.
- (D) Most of the computer programs that provide solutions to mathematical problems in engineering can be run on the types of computers available to most engineering firms.
- (E) The engineering curriculum already requires that engineering students be familiar with and able to use a variety of computer programs.

17. After Company K released its low-fat butter substitute into European markets for the first time, it found that it was unable to achieve any appreciable market share. To combat this problem, Company K re-released the product under a new name with great fanfare and a substantial marketing budget, calling it the "new low-fat alternative to butter."

Which of the following, if true, casts the most doubt on the effectiveness of the solution proposed above?

- (A) In many European countries, satisfactory taste and low-fat content are believed to be entirely contradictory.
- (B) The market for yellow fats such as margarine and butter has been slowly shrinking in many European countries due to the emergence of specialized cheese spreads.
- (C) Company K could only feasibly maintain such a marketing budget for 10 to 12 months before scaling down the campaign.
- (D) After Company K attempted a similar marketing strategy in South America, sales of the new product greatly increased.
- (E) In Denmark, the new low-fat butter substitute achieved a market share of 15% within the first year – without any massive marketing campaign.

18. Most pain relievers come with warnings against continuous use longer than consecutive days. While some people might be able to safely use a particular pain reliever for a longer period of time, many people will begin to experience side effects if the warnings are ignored.

The information above most strongly supports which of the following?

- (A) A physician should not advise any patient to take any pain reliever for a period of longer than 7 consecutive days.
- (B) People who are sensitive to one type of pain reliever should not attempt to use a different pain reliever.
- (C) At least some people who take pain relievers for longer than 7 days will experience side effects.
- (D) Any side effects experienced by a patient who has taken a pain reliever for fewer than 7 consecutive days cannot be the result of the pain reliever.
- (E) Anyone who wants to maximize their natural health and well-being should avoid pain relievers entirely.

19. In an attempt to protect the environment and stop oil companies from sinking a decommissioned North Sea oil platform to the bottom of the ocean, environmental groups ringed the platform with protest boats and demanded that it be towed to land, where it could be dismantled above water. Environmentalists argued that sinking the oil platform would cause irreparable damage to the deep sea ecosystem and release into the ocean over 53 tons of oil residue and heavy metals.

Which of the following, if true, indicates the plan to tow the oil platform to land is ill suited to the environmentalist group's goals?

- (A) The National Environmental Research Council approved the sinking of the oil platform, calling it the "best practicable environmental option."
- (B) Dismantling the oil platform on land would cost over 70 million dollars, compared to the \$7.5 million needed to secure and sink it in a deep ocean location.
- (C) The release of 53 tons of toxic material into the ocean is very little compared to the volume of very highly toxic materials released by deep sea volcanoes.
- (D) Towing the oil platform into shallow waters poses a massive risk that it may break up on its way to land, releasing the contained pollutants into fragile coastal waters.
- (E) The sinking of the platform is fully in line with internationally approved guidelines for the disposal of off shore installations at sea.

20. Which of the following best completes the passage below?

Some anthropologists theorize that no great city-state has ever been conquered without first being rife with internal conflict. Recently, evidence has been discovered that a great city-state, known as Archaic C, was sacked and occupied by a rival city-state in the first millennium BC. Therefore, if the anthropologists' theory is correct, we can say that _____.

- (A) after Archaic C was sacked and occupied, internal divisions remained in the region.
- (B) no internal divisions ever existed in Archaic C.
- (C) Archaic C was not truly a great city-state.
- (D) Archaic C suffered from internal conflict at some point in the first millennium BC or earlier.
- (E) Archaic C was not the first great city-state to be conquered by outside forces.

21. Heavy consumption of alcohol causes impaired judgment, a loss of fine motor skills, slower reaction times, a decrease in visual acuity, and other short-term symptoms. Since alcohol can be metabolized in the average person's body at a rate of 0.015 BAC (or "blood alcohol content") per hour, a severely intoxicated individual with a BAC of 0.15 should be symptom-free after 10 hours. After this time, if the individual exhibits similar symptoms, such symptoms cannot be caused by alcohol.

Which of the following, if true, most seriously weakens the conclusion above?

- (A) Some symptoms normally associated with alcohol consumption may resemble symptoms caused by prescription drugs or even drowsiness.
- (B) Increases in BAC are based on the amount of alcohol consumed rather than the number of drinks (some drinks contain more alcohol than others).
- (C) Heavy alcohol consumption has numerous long term effects such as cirrhosis of the liver, stomach ulcers, and birth defects.

(D) The metabolic rate of alcohol varies according to a person's health, weight, diet, and genetic predispositions.

(E) Some people, due to an acute sensitivity to alcohol, cannot even reach a BAC of 0.15 before becoming violently ill.

22. When astronomers observed the comet Steinman-Arnet 3 becoming 1,000 times brighter in September 1995, they correctly hypothesized that its increased brightness was a result of the comet's breaking up. When comets break up, they emit large amounts of gas and dust, becoming visibly brighter as a result. However, their observations did not reveal comet Steinman-Arnet 3 actually breaking into pieces until November 1995, even though telescopes were trained on it throughout the entire period.

Which of the following, if true, most helps to resolve the apparent conflict in the situation above?

(A) Comets often do not emit gas and dust until several weeks after they have begun to break up.

(B) The reason comets become brighter when they break up is that the gas and dust that they emit refract light.

(C) Gas and dust can be released by fissures in a comet, even if the comet is not broken all the way through.

(D) The amount of gas and dust emitted steadily increased during the period from September through November.

(E) The comet passed close to the sun during this period and the gravitational strain caused it to break up.

23. To get into a top MBA program one must have five years of work experience and a 90th percentile GMAT score. Alexis has a 95th percentile GMAT score and five years of experience in the work force, so Alexis must be accepted into a top MBA program.

The two portions in boldface play which of the following roles?

(A) The first is a piece of evidence; the second is a conclusion that must be true based on the evidence presented.

(B) The first is a piece of evidence; the second is a conclusion that is not necessarily true based on the evidence presented.

(C) The first is a conclusion that follows from the evidence; the second is a piece of evidence.

(D) The first is a conclusion that is not necessarily true based on the evidence; the second is a piece of evidence.

(E) The first is the conclusion of the author; the second is a cause-and effect relationship that supports the conclusion.

24. Despite radical fluctuations during the previous decade, unit labor costs (that is, the manufacturers' average labor cost per unit produced) in country Q have remained unchanged for the last several years. However, during this period of stabilization, the average hourly wage of manufacturing laborers has increased by 7.2%.

Which of the following, if true, most helps to explain why the increase in hourly manufacturing labor cost of manufacturing labor in country Q has not led to an increase in average unit labor cost?

(A) Inflation has caused the purchase prices of goods manufactured in country Q to increase at the same rate.

(B) The increase in the average cost of manufacturing labor per hour has occurred despite decreases in the raw material costs.

(C) During the same period, manufacturing productivity (units produced per laborer per hour) increased at the same rate as did wages.

(D) In the last few years, there has been a shift in the economy of country Q, leading to more service-oriented jobs and fewer manufacturing jobs.

(E) When the hourly compensation rate increases, it is possible to hire workers with greater skill levels.

25. The search for NEOs (or "Near Earth Objects") has intensified greatly within the last few years with the emergence of a virtual army of amateur astronomers. By combining their observations into a single database at the Smithsonian Astrophysical Observatory, "backyard scientists" are capable of accurately determining the orbits and motions of asteroids that could hit the Earth. Indeed, in recent years much of the burden for accurately evaluating the risks posed by NEOs has been shouldered by amateur astronomers. Therefore, we should reserve larger, professional telescopes for uses other than finding NEOs.

Which of the following, if true, most seriously weakens the argument above?

(A) Because of their numbers, amateur astronomers as a group are much more efficient than are individual professional telescopes at accurately determining NEO orbits.

(B) Because large telescopes are often controlled by governments or institutions, professional scientists do not always have full discretion to use these telescopes any way they would like.

(C) Most amateur astronomers do not have any professional training in astronomy.

(D) NASA has set a goal of finding at least 90% of the estimated 1000 NEOs larger than 1 kilometer in diameter.

(E) Amateur astronomers primarily provide follow-up observations after NEO discoveries have been made by the use of larger, computerized telescopes.

26. From 1994 to 2001, violent crime in New York City steadily decreased by over 50%, from a rate of 1,861 violent crimes per 100,000 people in 1994 down to 851 violent crimes per 100,000 people in 2001. Criminologists have partially attributed this drop to proactive policing tactics such as "broken window policing," wherein city officials immediately fixed small acts of vandalism and, as a result, lowered other types of criminal behavior. During this same period, the rate of violent crime in the United States steadily decreased by 28% (down to 500 violent crimes per 100,000 people).

Which of the following conclusions is best supported by the information above?

(A) The decrease in the total crime rate in the United States caused the decrease in New York City's crime rate.

(B) New York City spends more per capita on law enforcement than does the rest of the United States.

(C) If the rest of the United States were to adopt law enforcement tactics similar to those of New York City, national violent crime rates would continue to fall.

(D) Between 1994 and 2001, the violent crime rate in New York City was consistently higher than the national average.

(E) The violent crime rate in New York City will soon be below the national average.

27. Pharmaceutical manufacturers have long claimed that one of the main reasons they give doctors free drug samples is so that doctors can pass the medicine along to poor patients. However, a new study shows that high-income, well insured individuals receive considerably more prescription drug samples than do low-income, poorly insured individuals. This is because doctors favor affluent people with health insurance.

Which of the following, if true, most seriously jeopardizes the validity of the explanation for why high-income individuals receive more free prescription drug samples than low-income individuals do?

(A) Independent medical clinics not affiliated with large hospitals receive only a small percentage of the free drug samples distributed by pharmaceutical manufacturers.

(B) Because of the associated costs, low-income people see doctors less often, if at all.

- (C) Some medical offices refuse to treat individuals for conditions that are not critical or life-threatening if the individual does not have the means to pay for the treatment.
- (D) Once the free drug sample supply in a doctor's office is gone, the patients are forced to pay for their prescriptions.
- (E) Though they claim to give doctors free drug samples in order to help poor patients, the real reasons pharmaceutical companies do it are to increase brand awareness and to influence the doctor to prescribe these drugs more often.

28. Researchers have recently discovered that approximately 70% of restaurant lemon wedges they studied were contaminated with harmful microorganisms such as bacteria and fungal pathogens. The researchers looked at numerous different restaurants in different regions of the country. Most of the organisms had the potential to cause infectious disease. For that reason, people should not order lemon wedges with their drinks.

Which of the following, if true, would most weaken the conclusion above?

- (A) The researchers could not determine why or how the microbial contamination occurred on the lemon wedges.
- (B) The researchers failed to investigate contamination of restaurant lime wedges by harmful microorganisms.
- (C) The researchers found that people who ordered lemon wedges at restaurants were equally likely to contract the diseases caused by the discovered bacteria as were people who did not order lemon wedges.
- (D) Health laws require lemons to be handled with gloves or tongs, but the common practice is for waiters and waitresses to handle them with their bare hands.
- (E) Many factors that have nothing to do with lemons affect the chance of an individual contracting a disease by coming into contact with bacteria. These factors include such things as the health and age of the individual as well as the status of his or her immune system.

29. Members of the staff at the local daycare suggest that parents would have more incentive to pick up their children on time if the parents were assessed a fine after arriving more than 10 minutes late to pick up their children.

Which of the following, assuming that it is a realistic possibility, argues the most strongly against the effectiveness of the suggestion above?

- (A) By replacing social norms with market norms, fines might induce parents to weigh the "costs" of picking their children up late and, as a result, to frequently choose to be late.
- (B) There might be irreconcilable disagreements among the daycare staff about whether the late fines should be imposed.
- (C) Late fines might cause some parents to enroll their children in other daycares.
- (D) Removing the late fine policy might actually increase the number of tardy pick-ups.
- (E) Some parents might pick up their children late no matter what level of fine is imposed against them.

30. Sam: During recessions, unemployment typically rises. Thus, air pollution due to automobile exhaust decreases during a recession, since fewer people commute in cars to jobs and so cars emitting pollutants into the air are used less.

Felipe: Why would you think that air pollution would decrease? During a recession, fewer people can afford to buy new cars, and cars tend to emit more pollutants as they get older.

Which of the following most accurately describes how Felipe's response is related to Sam's argument?

- (A) It calls into question the truth of the premises that Sam uses to support his conclusion.
- (B) It makes an additional claim that can only be true if Sam's conclusion is false.
- (C) It presents an additional consideration that weakens the support given to Sam's conclusion by his evidence.
- (D) It argues that Sam's conclusion is true, although not for the reasons Sam gives to support that conclusion.
- (E) It presents an argument showing that the premises in Sam's argument support an absurd conclusion that Sam has overlooked.

31. Before 1986 physicists believed they could describe the universe in terms of four universal forces. Experiments then suggested, however, a fifth universal force of mutual repulsion between particles of matter. This fifth force would explain the occurrence in the experiments of a smaller measurement of the gravitational attraction between bodies than the established theory predicted.

Which one of the following, if true, most strengthens the argument that there is a fifth universal force?

- (A) The extremely sophisticated equipment used for the experiments was not available to physicists before the 1970's.
- (B) No previously established scientific results are incompatible with the notion of a fifth universal force.
- (C) Some scientists have suggested that the alleged fifth universal force is an aspect of gravity rather than being fundamental in itself.
- (D) The experiments were conducted by physicists in remote geological settings in which factors affecting the force of gravity could not be measured with any degree of precision.
- (E) The fifth universal force was postulated at a time during which many other exciting and productive ideas in theoretical physics were developed.

32. In a recent study, a group of subjects had their normal daily caloric intake increased by 25 percent. This increase was entirely in the form of alcohol. Another group of similar subjects had alcohol replace non-alcoholic sources of 25 percent of their normal daily caloric intake. All subjects gained body fat over the course of the study and the amount of body fat gained was the same for both groups.

Which of the following is most strongly supported by the information above?

- (A) Alcohol is metabolized more quickly by the body than are other food and drinks.
- (B) In the general population, alcohol is the primary cause of gains in body fat.
- (C) An increased amount of body fat does not necessarily imply a weight gain.
- (D) Body fat gain is not dependent solely on the number of calories one consumes.
- (E) The proportion of calories from alcohol in a diet is more significant for body fat gain than are the total calories from alcohol.

33. When investigators discovered that the director of a local charity had repeatedly overstated the number of people his charity had helped, the director accepted responsibility for the deception. However, the investigators claimed that journalists were as much to blame as the director was for inflating the charity's reputation, since they had naively accepted what the director told them and simply reported as fact the numbers he gave them.

Which one of the following principles, if valid, most helps to justify the investigators' claim?

- (A) Anyone who works for a charitable organization is obliged to be completely honest about the activities of that organization.
- (B) Anyone who knowingly aids a liar by trying to conceal the truth from others is also a liar.
- (C) Anyone who presents as factual a story that turns out to be untrue without first attempting to verify that story is no less responsible for the consequences of that story than anyone else is.
- (D) Anyone who lies to advance his or her own career is more deserving of blame than someone who lies in order to promote a good cause.
- (E) Anyone who accepts responsibility for a wrongful act that he or she committed is less deserving of blame than someone who tries to conceal his or her own wrongdoing.

34. In one study engineering students who prepared for an exam by using toothpicks and string did no worse than did similar students who prepared by using an expensive computer with sophisticated graphics. In another study, military personnel who trained on a costly high-tech simulator performed no better on

a practical exam than did similar personnel who trained using an inexpensive cardboard model.

Therefore, one should not always purchase technologically advanced education tools.

Which of the following principles, if valid, most helps to justify the reasoning above?

- (A) One should use different educational tools to teach engineering to civilians than are used to train military personnel.
- (B) High-tech solutions to modern problems are ineffective unless implemented by knowledgeable personnel.
- (C) Spending large sums of money on educational tools is at least as justified for nonmilitary training as it is for military training.
- (D) One should not invest in expensive teaching aids unless there are no other tools that are less expensive and at least as effective.
- (E) One should always provide students with a variety of educational materials so that each student can find the materials that best suit that student's learning style.

35. Zoologists seeking evidence that the Gigantopithicus (giant ape) once inhabited a certain region are digging into the middle and lower layers of a mound of earth. Gigantopithicus is known to have gone extinct before Neanderthal man came into existence. The bottom of the middle layer contains some

Neanderthal bones, but the lower layer does not.

Which of the following conclusions is best supported by the evidence above?

- (A) The Neanderthals represented by the fossilized bones were not native to this region but wandered to it from another, distant region.
- (B) The Gigantopithicus species lived for a long time before it became extinct.
- (C) The middle layer does not represent the period in which Gigantopithicus lived.
- (D) Zoologists will not find any evidence of Gigantopithicus in this region.
- (E) The lower layer represents the period during which Neanderthal man lived.

LOGARITHMS

How do we express 100 in terms of 10 & 2? $10^2 = 100$.

How do we express 10 in terms of 100 & 2? $10 = \sqrt{100}$ (2 is hidden in the square root)

How do we write 2 in terms of 10 & 100?

We write $2 = \log_{10} 100$.

We introduce the formal definition of logarithm. If $N = a^x$ then $\log_a N = x$ (read as log N to base a is x)

This basic definition can be used to solve lot of problems pertaining to logarithms.

Example: If $\log_2 a = 3$ & $\log_4 b = 2$, then value of axb equals?

Using basic definition of logarithm $a = 2^3$ & $b = 4^2$, $axb = 2^3 \times 4^2 = 2^3 \times 2^4 = 2^7$.

$\log_x N$ is defined for $N > 0$ & $x > 0$ and it is a number with an integral part (characteristics) & a decimal part (Mantissa).

We shall come back to this later. Now we take a look at **rules of logarithm** & how to use them to solve exercises.

1. $\log_a a = 1$ (log of a number to its own base is one)
2. $\log_a 1 = 0$ (log of one to any base is zero, provided $a \neq 1$)
3. $\log_m (a \times b) = \log_m a + \log_m b$
4. $\log_m \left(\frac{a}{b}\right) = \log_m a - \log_m b$
5. $\log_m a^p = p \log_m a$
6. $\log_b a = (\log_m a) / (\log_m b)$
7. $\log a^p$ and the base is say $b^q = \frac{p}{q} \log_b a$
8. $\log_b a = (1/\log_a b)$ (this is base change rule)
9. a to the power $\log_a N = N$

Note: In problems involving logarithms, the base value should be specified. If only “log” is given without specifying the base, we will always consider this as base 10.

Examples:

Simplify

1. $\log_{3\sqrt{3}} (27) = ?$

$= \log 3^3$ to the base $3^{1.5}$

$=$ using rule 7 & rule 1 above, $\frac{3}{1.5} \log_3 3 = 2$.

$$2. (\log_{32} 27) \times (\log_{243} 8)$$

$$= (\log 3^3 \text{ to the base } 2^5) \times (\log 2^3 \text{ to the base } 3^5),$$

$$= \left(\frac{3}{5} \log_2 3\right) \times \left(\frac{3}{5} \log_3 2\right) \text{ [repeated application of rule 7],}$$

$$= \frac{3}{5} \times \frac{3}{5} \times \log_2 3 \times \log_3 2 \text{ [product of both the log terms in this step is 1. Refer to rule 8],}$$

$$= 9/25$$

$$3. \text{ If } 3^{x+1} = (6 \text{ to the power } \log_2 3), \text{ then } x = ?$$

$$\rightarrow 3^{x+1} = (2 \text{ to the power } \log_2 3) \times (3 \text{ to the power } \log_2 3),$$

$$\rightarrow 3 \times 3^x = 3 \times (3 \text{ to the power } \log_2 3), \text{ (By application of rule 9, first bracket becomes 3),}$$

$$\rightarrow \text{Now 3 gets cancelled both sides \& you are left with } 3^x = (3 \text{ to the power } \log_2 3),$$

$$\rightarrow \text{Comparing powers both sides as base is equal, } x = \log_2 3.$$

$$4. \text{ Find the value of } 3 \log \left(\frac{81}{80}\right) + 5 \log \left(\frac{25}{24}\right) + 7 \log \left(\frac{16}{15}\right)$$

$$\rightarrow \log \left(\frac{81}{80}\right)^3 + \log \left(\frac{25}{24}\right)^5 + \log \left(\frac{16}{15}\right)^7 \text{ [Repeated application of rule 5]}$$

$$\rightarrow \log \left\{ \left(\frac{81}{80}\right)^3 \times \left(\frac{25}{24}\right)^5 \times \left(\frac{16}{15}\right)^7 \right\} \text{ {Application of rule 3}}$$

The above expression simplifies to

$$\rightarrow \log 2 \text{ (The student should verify this result)}$$

Note: In this example base value is not specified. But as stated earlier in these notes, the base is to be understood as 10.

$$5. \text{ If } \log_4 5 = a \text{ and } \log_5 6 = b, \text{ then } \log_3 2 \text{ equals ?}$$

$$\rightarrow \frac{\log 5}{\log 4} \times \frac{\log 6}{\log 5} = a \times b \text{ {Application of rule 6}}$$

$$\rightarrow \frac{\log 2 + \log 3}{2 \log 2} = ab \text{ {log 5 gets cancelled, log 6 = log 2 + log 3 by rule 3 \& log 4 = log 2^2 = 2 log 2}}$$

$$\rightarrow \log 2 + \log 3 = ab \times 2 \log 2$$

$$\rightarrow \log 3 = (2ab - 1) \log 2$$

$$\rightarrow \frac{\log 2}{\log 3} = \frac{1}{2ab - 1}$$

$$\rightarrow \log_3 2 = \frac{1}{2ab - 1} \text{ { Rule 6 applied to LHS of previous step}}$$

6. Solve for x, if $\log_x [\log_5(\sqrt{x+5}) + \sqrt{x}] = 0$,

We know that log 1 to any base is zero except base 1.

We therefore write $\log_5(\sqrt{x+5}) + \sqrt{x} = 1$ (application of rule 2)

This implies $(\sqrt{x+5}) + \sqrt{x} = 5$ (application of rule 1)

Instead of solving this equation arithmetically, the student is encouraged to proceed by answer options as given below,

a)9 b)12 c)3 d)4

Obviously $x=4$ will satisfy.

Till now we have learnt how to simplify a logarithmic expression & find value of an unknown using rule of logarithm. Now we proceed to the next part as below.

The logarithm of a number has a decimal part (Mantissa) & an integral part (Characteristic).

Example : $\log 2 = 0.3010$

$$\text{Log } 20 = 1.3010$$

$$\text{Log } 200 = 2.3010$$

$$\text{Log } 0.2 = -1.3010$$

$$\text{Log } 0.02 = -2.3010$$

In all the above examples the mantissa is the same (3010) and is always positive. The characteristic takes different values as explained below.

The number 2 can be written as 2.0 and this has one digits before decimal point,so characteristic is 0.

The number 20 can be written as 20.0 and this has two digits before decimal point,so characteristic is 1.

The number 200 can be written as 200.0 and this has three digits before decimal point so characteristic is 2.

RULE A: When the **number whose log has to be found is greater than 1** as in the above cases , the characteristic is positive & it is one less than number of digits before decimal point in that number.

The number 0.2 has a decimal point so characteristic is negative with value -1.

The number 0.02 has a decimal point and a zero followed by it , so characteristic is negative with value -2.

The number 0.00005 will have a characteristic -5, because one decimal point is followed by four zeros.

RULE B: When the **number whose log has to be found is less than 1** as in the above cases , the characteristic is negative & it is equal to decimal point plus number of zeros that succeed the decimal point.

The student need not memorize any mantissa value as this will be specified in the problem.

Now we shall consider one or two examples.

1. How many digits does the number 36^{90} have before the decimal point, given that $\log 2 = 0.3010$ & $\log 3 = 0.4771$

$$\text{Let } N = 36^{90} = 6^{180}$$

$$\text{Log } N = \log 6^{180}$$

$$= 180 \log 6 \text{ (Rule 5 of logarithms)}$$

$$= 180 \log (2 \times 3) = 180 \{ \log 2 + \log 3 \} \text{ (Rule 3 of logarithm)}$$

$$= 180 (0.3010 + 0.4771)$$

$$\text{Log } N = 140.058$$

Now $\log N$ has characteristic 140 and mantissa 0.058.

Since characteristic is 140, the number of digits before decimal point should be $140 + 1 = 141$ (Just carry out the reverse process explained in **Rule A**)

2. Find the number of zeros after the decimal point in $(5/6)^{400}$, given $\log 2 = 0.3010$ & $\log 3 = 0.4771$?

$$\text{Let } N = (5/6)^{400}$$

$$\text{Log } N = \log (5/6)^{400} = 400 \log (5/6) \text{ (Rule 5 of logarithms)}$$

$$= 400 \{ \log 5 - \log 6 \} \text{ (Rule 4 of logarithms)}$$

$$= 400 \{ \log(10/2) - \log(2 \times 3) \}, \text{ we rearranged } 5 \text{ as } 10/2 \text{ because } \log 5 \text{ is not known to us.}$$

$$= 400 [\{ \log 10 - \log 2 \} - \{ \log 2 + \log 3 \}]$$

$$= 400 [\log 10 - 2 \log 2 - \log 3]$$

$$= 400 [1 - 2(0.3010) - 0.4771]$$

$$= 400 \times (-0.0791)$$

$$\text{Log } N = -31.64$$

Now understand this clearly the entire number is negative ie, both characteristics and mantissa are negative.

$$\text{ie, } \log N = (-31) + (-0.64)$$

but we had stated earlier that a mantissa value is always positive. To get it in that form we rewrite the above expression as $\log N = (-31) + (-0.64) + 1 - 1$ (we add and subtract 1 so that value of the number doesn't change).

$$= -32 + 0.36$$

$= -32.36$ (Now observe that characteristic is negative, while mantissa has been made positive)

To find out number of zero's after decimal point, subtract 1 from 32 = 31 (Reverse of Rule B)

Else we can also state that when both characteristics and mantissa are negative as in $\text{Log } N = -31.64$

The number of zeros after decimal point will be directly given by the integral part of $\text{Log}N = 31$ in our problem.

In this note I have made an attempt to give you techniques to work with logarithms. This should enable each one of you to launch yourself independently.

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SOLUTIONS FOR PRACTICE EXERCISE:

1. The prime factorization of 1936 is,
a) $2^2 \times 3 \times 11^3$ b) $2^3 \times 11^3$ c) $2^4 \times 11^2$ d) None of these

$$1936 = 11 \times 11 \times 2 \times 2 \times 2 \times 2 = 11^2 \times 2^4 \text{ (Option c)}$$

2. The prime factorization of 1240 is,
a) $2^3 \times 5 \times 31$ b) $2^2 \times 5 \times 31$ c) $3^2 \times 5 \times 31$ d) None of these

$$1240 = 124 \times 10 = 4 \times 31 \times 5 \times 2 = 2^3 \times 5 \times 31 \text{ (Option a)}$$

3. Find the number of divisors or factors of 1800?
a) 24 b) 32 c) 36 d) 40

$$1800 = 18 \times 100 = 9 \times 2 \times 25 \times 4 = 2^3 \times 3^2 \times 5^2$$

$$\text{No of factors} = (3+1) \times (2+1) \times (2+1) = 4 \times 3 \times 3 = 36 \text{ (Option c)}$$

4. Find the number of odd divisors or factors of 1800?
a) 8 b) 10 c) 9 d) 6

$$1800 = 18 \times 100 = 9 \times 2 \times 25 \times 4 = 2^3 \times 3^2 \times 5^2$$

$$\text{For odd divisors we find divisors of } 3^2 \times 5^2$$

$$\text{No of odd factors} = (2+1) \times (2+1) = 3 \times 3 = 9 \text{ (Option c)}$$

5. Find the number of even divisors or factors of 1800?
a) 24 b) 32 c) 30 d) 27

$$1800 = 18 \times 100 = 9 \times 2 \times 25 \times 4 = 2^3 \times 3^2 \times 5^2$$

$$\text{No of factors} = (3+1) \times (2+1) \times (2+1) = 4 \times 3 \times 3 = 36$$

$$\text{No of odd factors} = (2+1) \times (2+1) = 3 \times 3 = 9$$

$$\text{No of even factors} = \text{total factors} - \text{odd factors} = 36 - 9 = 27 \text{ (Option d)}$$

6. Find the sum of all the factors of 600?
a) 2400 b) 1280 c) 1360 d) 1860

$$600 = 3 \times 2 \times 25 \times 4 = 2^3 \times 3 \times 5^2$$

$$\text{Sum of all factors of } 600 = \{(2^{3+1} - 1)/(2 - 1)\} \times \{(3^{1+1} - 1)/(3 - 1)\} \times \{(5^{2+1} - 1)/(5 - 1)\} = 15 \times 4 \times 31 = 1860 \text{ (Option d)}$$

7. Find the sum of all odd factors of 600?

- a)120 **b)124** c)360 d)240

$$600 = 3 \times 2 \times 25 \times 4 = 2^3 \times 3 \times 5^2$$

To find sum of odd factors drop the even factors.

$$\text{Sum of odd factors of } 600 = \{(3^{1+1} - 1)/(3 - 1)\} \times \{(5^{2+1} - 1)/(5 - 1)\} = 4 \times 31 = 124 \text{ (Option b)}$$

8. Find the sum of all even factors of 600?

- a)1240 **b)1736** c)3452 d)1346

$$600 = 3 \times 2 \times 25 \times 4 = 2^3 \times 3 \times 5^2$$

(Sum of factors of a number is basically summation of geometric progressions. This approach is used here to solve the question. Student can solve this problem using sum of factors formula too)

$$\text{Sum of all factors of } 600 = (2^0 + 2^1 + 2^2 + 2^3) \times (3^0 + 3^1) \times (5^0 + 5^1 + 5^2) = 15 \times 4 \times 31 = 1860$$

$$\text{Sum of odd factors of } 600 = (1 + 3) \times (1 + 5 + 25) = 4 \times 31 = 124$$

$$\text{Sum of even factors of } 600 = \text{total sum of factors} - \text{odd factors sum} = 1860 - 124 = 1736 \text{ (Option b)}$$

9. Find the number of factors of 1800 that are divisible by 5?

- a) 24** b) 23 c)32 d)20

$$1800 = 18 \times 100 = 9 \times 2 \times 25 \times 4 = 2^3 \times 3^2 \times 5^2$$

$$\text{Factors which are all divisible by } 5 = 5 (2^3 \times 3^2 \times 5)$$

Factors which are all divided by 5 = $(3+1) \times (2+1) \times (1+1) = 4 \times 3 \times 2 = 24$
(Option a)

10. Find the number of factors of 1200 which are divisible by 15?
a) 20 b) 12 c) 10 d) none of these

$$1200 = 4 \times 3 \times 25 \times 4 = 2^4 \times 3 \times 5^2$$

Factors which are all divisible by 15 = $3 \times 5 \times (2^3 \times 5^1)$

Factors which are all divisible by 15 = $(4+1) \times (1+1) = 5 \times 2 = 10$ (Option c)

11. Find the number of factors of 1800 that are divisible by 5 but not by 25?
a) 24 b) 30 c) 12 d) 15

$$1800 = 18 \times 100 = 9 \times 2 \times 25 \times 4 = 2^3 \times 3^2 \times 5^2$$

Factors which are all divisible by 5 = $5 \times (2^3 \times 3^2 \times 5)$

Factors which are all divisible by 5 = $(3+1) \times (2+1) \times (1+1) = 4 \times 3 \times 2 = 24$

Factors which are all divisible by 25 = $25 \times (2^3 \times 3^2) = (3+1) \times (2+1) = 4 \times 3 = 12$

Therefore factors which are divisible by 5 but not by 25 = $24 - 12 = 12$
(Option c)

12. Find the number of factors of 1200 which are perfect squares?
a) 4 b) 6 c) 10 d) 8

$$1200 = 4 \times 3 \times 25 \times 4 = 2^4 \times 3 \times 5^2$$

Examine the powers of the prime factors & carry out the following exercise.

$2^0, 2^2, 2^4$ are perfect squares of 2 so total 3

3^0 is a perfect squares of 3 so total 1

$5^0, 5^2$ are perfect squares of 5 total 2

Hence number of factors of 1200 which are perfect squares = $3 \times 1 \times 2 = 6$
(Option b)

13. Find the number of factors of 1500 which are perfect squares?

- a) 4 b) 6 c) 10 d) 8

$$1500 = 5 \times 3 \times 25 \times 4 = 2^2 \times 3 \times 5^3$$

$2^0, 2^2$ are perfect squares total 2

3^0 is perfect squares total 1

$5^0, 5^2$ are perfect squares total 2

number of factors of 1500 which are perfect squares $= 2 \times 1 \times 2 = 4$ (option a)

14. Find the number of factors of 5400 which are perfect cube ?

- a) 4 b) 6 c) 10 d) 8

$$5400 = 54 \times 25 \times 24 = 27 \times 2 \times 25 \times 4 = 2^3 \times 3^3 \times 5^2$$

$2^0, 2^3$ are perfect cube of 2 so total 2

$3^0, 3^3$ are perfect cube of 3 so total 2

5^0 is perfect cube of 5 so total 1

Hence number of factors of 5400 which are perfect cube $= 2 \times 2 \times 1 = 4$ (option a)

15. Find the no of divisors of 19404 excluding 1 and the no itself?

- a) 54 b) 53 c) 52 d) 50

$$19404 = 11 \times 4 \times 21 \times 21 = 11 \times 4 \times 7 \times 3 \times 7 \times 3 = 11 \times 2^2 \times 3^2 \times 7^2$$

$$\text{Number of factors} = (1+1) \times (2+1) \times (2+1) \times (2+1) = 54$$

Find the number of divisors of 19404 excluding 1 and the number itself =
total factors $- 2 = 54 - 2 = 52$ (option c)

16. In how many ways can 2744 be resolved as a product of 2 factors?

- a) 16 b) 8 c) 12 d) 4

$$2744 = 8 \times 343 = 2^3 \times 7^3$$

$$\text{Number of factors of 2744} = (3+1) \times (3+1) = 4 \times 4 = 16$$

Number of ways in which 2744 can be resolved as a product of two factors is $= \frac{1}{2} (\text{total factors}) = \frac{1}{2} \times 16 = 8$ (Option b)

17. In how many ways can 1296 be expressed as a product of 2 distinct factors and product of 2 factors respectively is -

- a) 25, 25 b) 13, 12 c) 12, 13 d) 15, 10

$$1296 = 4 \times 324 = 4 \times 4 \times 81 = 2^4 \times 3^4$$

Total factors = $5 \times 5 = 25$

But 25 is not divisible by 2.

So as a product of 2 distinct factors we can write in $(25 - 1)/2$ ways = 12

And as a product of 2 factors in = $(25 + 1)/2$ ways. = 13.

Hence answer is (Option c)

Note to student: Whenever the number is a perfect square you will encounter this situation, because any perfect square has odd number of factors.

18. What is the smallest number that should be multiplied with 840 to make it a perfect square and 1200 to make it a perfect cube respectively?

- a) 200, 3100 b) 210, 3150 c) 210, 3250 **d) None of these**

$$840 = 8 \times 105 = 8 \times 5 \times 21 = 2^3 \times 3 \times 5 \times 7$$

The smallest number that should be multiplied with 840 to make it a perfect square is found by converting all powers on the prime factors to even numbers, thus $= (2^3 \times 3 \times 5 \times 7) \times (2 \times 3 \times 5 \times 7) = 2^4 \times 3^2 \times 5^2 \times 7^2$

$$\text{So ans} = 2 \times 3 \times 5 \times 7 = 210$$

$$1200 = 2^2 \times 3 \times 5^2 \times 2^2 = 2^4 \times 3 \times 5^2$$

The smallest number that should be multiplied with 1200 to make it a perfect cube is found by converting all powers on the prime factors into multiples of 3, thus $= (2^4 \times 3^2 \times 5^2) \times 2^2 \times 3 \times 5$

$$\text{So ans is } 2^2 \times 3 \times 5 = 60.$$

(Option d)

19. What is the smallest number that should be multiplied with 3600 to make it a perfect square?

- a) 1** b) 6 c) 10 d) 2

$$3600 = 9 \times 4 \times 25 \times 4 = 2^4 \times 3^2 \times 5^2$$

To make it a perfect square = $(2^4 \times 3^2 \times 5^2) \times 1$ we have to multiply it with 1, because the powers of prime factors are already even. Also note that 3600 is already a perfect square.

(Option a)

20. What is the smallest number that should be multiplied with 3600 to make it a perfect square and perfect cube?

- a) 60 b) 6 c) 10 d) 8

To make perfect cube = $(2^4 \times 3^2 \times 5^2) \times 2^2 \times 3 \times 5$.

We have to multiply it with 60 to make cube (Option a)

21. Express $0.81818181\ldots = 0.\mathbf{81}$ (bold faced to denote repetition, read as 0.81 bar) in form of a fraction?

- a) 9/11 b) 6/11 c) 10/11 d) 8/11

$$0.81818181\ldots = 81/99 = 9/11$$

(Two digits repeat after decimal point so put two 9's in denominator.

Remove decimal point and bar you are left with the number 81 which is numerator.

(Simplify in cases where it is possible & then report the answer)

(Option a)

22. Express $0.27777777\ldots = 0.\mathbf{27}$ (read as 0.27 with bar on 7) in form of a fraction?

- a) 5/18 b) 6/17 c) 7/18 d) 8/18

$$0.27777777\ldots = (27 - 2)/(90) = 25/90 = 5/18$$

[(Numerator: Remove decimal & bar you end up with 27. From this subtract the non repeating digit which is 2 .)

[Denominator: One digit repeats after decimal so put one 9 in denominator. One digit doesn't repeat after the decimal point hence put one 0 in the denominator correspondingly] (Option a)

23. Express $0.279797979\ldots = 0.\mathbf{279}$ in form of a fraction?

- a) 277/990 b) 377/990 c) 277/999 d) 377/999

$$0.279797979\ldots = (279 - 2)/(990) = 277/990 \text{ (Option a)}$$

24. Express 1. 116161616..... in form of a fraction?

- a) 223/198 b) 367/330 c) 62/55 d) 221/198

$$1.116161616\ldots = 1.1\mathbf{16} = 1 + [(116 - 1)/(990)] = (990 + 115)/(990) = 223/990 \text{ (Option a)}$$

25. Which of the following is a prime number?

- a) 429 b) 307 c) 428 d) 851

a) 429, sum of the digits = 15, divisible by 3

b) 307, approximate square root of 307 is 18.

List out all primes below 18, i.e 2, 3, 5, 7, 11, 13 and 17

We observe that 307 is not divisible by any one of these primes.

So it is a prime number (if it is divisible by any one of these primes then it is not a prime)

c) Divisible by 4

d) Divisible by 23. Using the same method as described in option b. (Option b)

26. Which of the following is not a prime?

- a) 113 b) 161 c) 223 d) 181

a) 113 is not divisible by 2,3,5,7 and 11. So it is a prime.

b) 161 is divisible by 7

c) 223 is not divisible by 2,3,5,7,11,13. So it is prime

d) 181 is not divisible by 2,3,5,7,11,13. So it is prime.

(Option b)

27. Find the value of 50+51+52+53+.....+99

- a) 3627 b) 8510 c) 3725 d) 3075

50+51+52+53+.....+99, an AP

Sum of n terms = $(n/2) [a + l]$, a & l are first and last terms

$$= (50/2) [50 + 99]$$

$$= 3725$$

Alternate method:

$$50+51+52+53+\dots+99 = (1+2+3+\dots+99) - (1+2+\dots+49)$$

Then apply sum of first n terms formula (Option c)

28. What is the sum of first 80 natural numbers?

- a) 3140 b) 3240 c) 3340 d) 3440

$$\text{Sum} = [n(n+1)]/2 = (80)(80+1)/2 = 3240 \text{ (Option b)}$$

29. What is the sum of the squares of first 20 even natural numbers?

- a) 9480 b) 10480 c) 11480 d) 12480

$$\begin{aligned} 2^2+4^2+6^2+8^2+\dots+40^2 &= 2^2(1^2+2^2+3^2+\dots+20^2) \\ &= 4 \times [n(n+1)(2n+1)]/6 \\ &= 4 \times (20 \times 21 \times 41)/6 = 11480 \text{ (Option c)} \end{aligned}$$

30. A wants to type first 1000 natural numbers on a desk top. How many times he has to press the keys of the computer key board?

- a) 2893 b) 2987 c) 3000 d) 2500

To enter 1 to 9, number of times key to be pressed = 9

To enter 10 to 99, number of times keys to be pressed = $90 \times 2 = 180$

To enter 100 to 999, number of times keys to be pressed = $900 \times 3 = 2700$

To enter 1000, number of times keys to be pressed = 4

Hence total = $9+180+2700+4 = 2893$ (Option a)

31. A printer numbers the pages of a book starting with 1 and uses 3089 digits in all. How many pages does the book have?

- a) 1040 b) 1048 c) 1049 d) 1050

For pages 1 to 9, number of digits used by printer = 9

For pages 10 to 99, number of digits used by printer = $90 \times 2 = 180$

For pages 100 to 999, number of digits used by printer = $900 \times 3 = 2700$

So far the digits used = $9 + 180 + 2700 = 2889$

The remaining digits to be used = $3089 - 2889 = 200$, with these next 50 pages can be numbered.

So total = $999 + 50 = 1049$ pages can be numbered. (Option c)

32. One sheet is torn from a book, in which both sides of the sheet have page numbers, starting from page number 1. The sum of the numbers on the remaining pages is 195. The sheet that is removed contains which of the following page numbers?

a) 5, 6 b) 7, 8 c) 9, 10 d) 11, 12

Here, basically, our sum of first n natural numbers should be slightly greater than 195.

By trial and error, if $n = 10$, then $[n(n+1)]/2 = (10 \times 11)/2 = 55$

if $n = 15$, then $[n(n+1)]/2 = (15 \times 16)/2 = 120$

if $n = 20$, then $[n(n+1)]/2 = (20 \times 21)/2 = 210$

So, $210 - 195 = 15$, i.e., the removed sheet contains pages 7 and 8 (Option b)

33. If $6896x45$ is divisible by 9 then x is ,

a) 4 b) 5 c) 6 d) 7

Here sum of the digits = $38 + x = 45$, so $x = 7$ (Option d)

34. If $481A769B$ is divisible by 5, 6 and 9 then $A+B$ is,

a) 0 b) 1 c) 2 d) 3

Given, $481A769B$ is divisible by 5 and 6, implies $B = 0$

For 9, sum of the digits = $35 + A = 36$, so $A = 1$ and $A+B = 1$

(Option b)

35. An 8 digit number 4252746B leaves a remainder 0 when divided by 3. How many values are possible for B?

a) 2 b) 3 c) 4 d) 6

Sum of the digits of 4252746B = $30+B$,
30,33,36 & 39 are all multiples of 3,
So, B can take 0, 3, 6 and 9, that is 4 values. (Option c)

36. What is the remainder, when the 100 digit formed by writing consecutive natural numbers side by side starting with 1, is divided by 5?

a) 1 b) 2 c) 4 d) 0

Here we need to know the last digit of this 100 digit number.
The 100 digit number is 1234.....9101112.....545 (that is 9 single digit numbers, then 45 two digit numbers, 10 to 54 and then 5)
So the remainder is 0. (Option d)

37. If the 8 digit number 5668x25y is divisible by 48, find the least value of $x+y$?

a) 10 b) 9 c) 8 d) 7

Divisibility by 48 means we need to check divisibility with 3 and 16.
Sum of the digits of 5668x25y = $32+(x+y)$
Among the options if $(x+y)$ is 7 or 10 then only it is divisible by 3.
Divisibility by 16 means we need to check last 4 digit number and for 8 we have to check the last 3 digit number.
25y is divisible by 8, implies $y = 6$

If $x = 1$, then the 4 digit number 1256 is not divisible by 16.
Hence the value of $(x+y)$ is 10 (Option a)

38. The value of 0.057057057057..... is,

a) 57/99 b) 57/999 c) 57/990 d) 57/909

Let $x = 0.057057057057\ldots$ (1)

$1000x = 057.057057\ldots$ (2)

(2) – (1) gives $999x = 057$, implies $x = 57/999$

Short cut: As explained in Q.No 21 & 22. (Option b)

39. The value of $0.1254545454\ldots$ is (that is **0.1254**)

- a) **1242/(9900)** b) $621/(2950)$ c) $207/(1650)$
d) $69/(550)$

Answer = $(1254 - 12)/(9900) = 1242/(9900)$

(Numerator: Take the whole number and subtract the non recurring part.) (Denominator: Number of 9's corresponding to the number of repeated digits after decimal point, followed by number of 0's corresponding to the number of non repeated digits after decimal point) (Option a)

40. The recurring decimal representation $1.27272727\ldots$ is,

- a) $13/11$ **b) $14/11$** c) $127/99$ d) $137/99$

Answer = $1 + (27/99) = 126/99 = 14/11$ (Option b)

41. Find the number of factors 1225

- a) 5 b) 6 c) 8 **d) 9**

$$1225 = 25 \times 49 = 5^2 \times 7^2,$$

Number of factors = $(p+1)(q+1)(r+1)\ldots$

$$= (2+1)(2+1) = 9 \text{ (Option d)}$$

42. In how many ways can 3420 be written as product of 2 factors?

- a) 12 b) 14 **c) 18** d) 36

$$\begin{aligned} 3420 &= 10 \times 342 = 10 \times 9 \times 38 = (2 \times 5)(3 \times 3)(2 \times 19) \\ &= 2^2 \times 3^2 \times 5^1 \times 19^1 \end{aligned}$$

$$\begin{aligned}\text{Answer} &= (1/2) [(p+1) (q+1) (r+1)....] \\ &= (1/2) [3 \times 3 \times 2 \times 2] = 18 \text{ (Option c)}\end{aligned}$$

43. Find the number of odd & even number of factors of 1680?

- a) 8, 32 b) 8, 9 c) 10, 9 d) none

$$1680 = 10 \times 168 = 10 \times 4 \times 42 = (2 \times 5)(2 \times 2)(2 \times 3 \times 7) = 2^4 \times 5^1 \times 3^1 \times 7^1$$

a) Number of odd factors = All the factors of $(5^1 \times 3^1 \times 7^1) = 2 \times 2 \times 2 = 8$

b) For even factors

$$2^4 \times 5^1 \times 3^1 \times 7^1 = 2 [2^3 \times 5^1 \times 3^1 \times 7^1]$$

Number of even factors = All the factors of $[2^3 \times 5^1 \times 3^1 \times 7^1]$

$$= 4 \times 2 \times 2 \times 2 = 32$$

Answer is (Option a)

44. Find the number of factors of 243243 which are multiples of 21?

- a) 20 b) 23 c) 25 d) none

$$\begin{aligned}243243 &= 243 (1001) = 3^5 \times 11 \times 13 \times 7 = 21[3^4 \times 11 \times 13] \\ &= 5 \times 2 \times 2 \\ &= 20 \text{ (Option a)}\end{aligned}$$

45. Find the sum of all the factors of 120?

- a) 240 b) 280 c) 360 d) 400

$$120 = 40 \times 3 = 8 \times 5 \times 3 = 2^3 \times 5^1 \times 3^1$$

Sum of all the factors = $[a^{p+1} - 1] / (a-1) \times [b^{q+1} - 1] / (b-1) \times ..$

$$\begin{aligned}&= (2^4 - 1)/(2-1) \times (5^2 - 1)/(5-1) \times (3^2 - 1)/(3-1) \\ &= 360 \text{ (Option c)}\end{aligned}$$

46. Find the smallest four digit number which when increased by 3 is

divisible by 4,5 & 6?

- a) 1090 b) 1027 c) 1017 d) 1005

Proceed by options,

Increase of 3 gives options as 1093,1030,1020,1008 in that order. Only 1020 & 1008 are divisible by 4 of which only 1020 is divisible by 5. Now check 1020 for divisibility by 6.

Sum of digits is 3 so divisible by 3 & the number ends in 0 , so Even. Hence answer is (Option c)

47. Which smallest natural number should be added to 5312468 to make the result divisible by 11?

- a) 6 b) 4 c) 8 d) 2

Proceed by options,

$$5312468 + 6 = 5312474, (5 + 1 + 4 + 4 = 14) \\ (3 + 2 + 7 = 12)$$

Both sums don't match & their difference is not a multiple of 11. So eliminate first option.

$$5312468 + 4 = 5312472, (5 + 1 + 4 + 2 = 12) \\ (3 + 2 + 7 = 12)$$

The sums match hence this is the answer.

The reader is expected to check other two options as explained above. (Option b)

48. Which number amongst the following is divisible by 15 & 24?

- a) 4680 b) 3630 c) 2460 d) 5460

We test divisibility by 3, 5 & 8.

Only (Option a) satisfies.

49. Which number among the following is divisible by 144?

- a) 23764 b) 428888 c) 195320 d) 66528

We test divisibility by 9 & 16.

If you proceed by options only (Option d) is divisible by 9.

Hence divisibility by 16 becomes an optional check.

50. Which of the following is a prime number?

a) 1567893

b) 89394811

c) 96314283

d) None of these

Option a & c are divisible by 3 & Option b by 11.

So answer is none of these

51. A person belonging to a charitable organization had some money with him. The amount available with him could be divided equally among 7 or 9 or 11 people. Find the least amount in rupees he must have had, if it was a four digit number?

a) 1212

b) 1386

c) 1425

(d) 1584

We should choose that number from the options that is divisible by 7, 9 & 11.

Options b & d are divisible by both 9 & 11, of which 7 divides only Option b.

52. If the number 23576X is divisible by 36, Find value of the digit denoted as X?

a) 8

b) 6

c) 4

d) 0

We test divisibility by 4 & 9. Recall that they are co-primes.

When divisible by 4 X can take 0 or 4 or 8.

When divisible by 9, check sum of digits = $23 + x$.

Divisibility by 9 gets established only when $X=4$. (Option c)

53. Let N be a natural number. If N^2 is divisible by 8, then which of

The following is true

(a) N is always divisible by 4

- (b) N is always divisible by 8
- (c) N is always divisible by 16.
- (d) N is always divisible by 64.

As N^2 is divisible by 8 it is of the type $8k$ where k is a positive integer, but $8k$ should also be a perfect square.

Some values are worked out to explain the method as in the table below.

k	$8k = N^2$	N^2	N
1	8	Not a perfect square	
2	16	Perfect square	4
3	24	Not a perfect square	
4	32	Not a perfect square	
5	40	Not a perfect square	
6	48	Not a perfect square	
7	56	Not a perfect square	
8	64	Perfect square	8
18	144	Perfect square	12

Hence we observe N is divisible by 4.

Alternate method:

$N^2 = 8k = 2^3 \times k$, k should be chosen such that it has a factor 2 in it multiplied by a prime factor with an even power, only then N gets defined.

$N^2 = 2^3 \times 2^1 \times p^x$, where p is prime number & x is even.

Then $N = 2^2 \times \sqrt{(p)^x}$

Which implies N will always be a multiple of 4. (Option a)

54. Let "A" be a three digit number with digits "abc" that are distinct. Let "B" be another number "cba" formed by reversing the digits of A. Then the highest number, that divides , the absolute difference of A & B is,

- a) 96
- b) 99
- c) 11
- d) 98

Consider for example the number 45 whose value is $= 10 \times 4 + 5 \times 1$, because 4 occupies place value 10 & 5 occupies place value 1.

Like wise,

Value of A = $abc = 100a + 10b + c$

Value of B = $cba = 100c + 10b + a$

The absolute difference of A & B = $|99(a-c)| = 99|a - c|$

Such a number is divisible by 9, 11 & 99.

Out of which 99 is the highest number. (Option b)

55. How many numbers from 300 to 500 (both inclusive) are divisible by 4?

a) 52

b) 49

c) 50

d) 51

$300 = 4 \times 75$ & $500 = 4 \times 125$

From 75 to 125 we have $125 - 75 + 1 = 51$ numbers.

Hence answer is (Option d)

SIMPLE EQUATIONS

1. 5 bags and 7 books together cost Rs. 2350. While 4 books and 6 bags cost Rs. 1720, find the combined cost of a bag & a book?

- a) 220 b) 280 c) 325 d) 370

Solution:

Translate the statements into a table.

The coefficients for bag & book add to same value, which is 11.

Divide the final row by 11 , to get required answer.

Bag	Book	Cost
5	7	2350
6	4	1720
11	11	4070
1	1	370

Hence correct answer is (option d)

9. In the year 2000, age of A was $\frac{1}{99}$ of his year of birth. What will be his age in 2008?

- a) 18 b) 20 c) 28 d) 30

Solution:

The year of birth should be a multiple 99 ,

$$99 \times 19 = 1881$$

$$99 \times 20 = 1980$$

$$99 \times 21 = 2079$$

Only 1980 will satisfy the requirements of the problem

$$\text{So in 2000, age of A} = \left(\frac{1}{99}\right) \times 1980 = 20$$

Hence in 2008 it will be $20 + 8 = 28$ years (Option c)

10. Find the number of integer solutions of $x + y = 18$, and $x - y = 7$?

- a) 2 b) 1 c) 0 d) Infinite

Solution:

$$'x + y = 18$$

$$'x - y = 7$$

Add both equations $2x = 25$, hence x cannot be integer .so y also cannot be an integer.

Note : For integer solutions both the constants should be even numbers or both should be odd numbers, only then integer solution is possible.

Hence correct answer is option (C).

In questions involving digits & numbers the following basics should be applied to solve problems.

- A two digit number is denoted as xy . Its reverse number is yx .
- The value of the two digit number is $10x + y$, while the reverse number will be $10y + x$.
- Sum of the digits of the number is denoted as $x + y$
- Difference of the digits can be $x - y$ or $y - x$ depends on whether $x > y$ or vice versa.
- A three digit number can be represented as abc , its value is $100a + 10b + c$, while the reverse three digit number is cba & its value is $100c + 10b + a$.

15. When you reverse the digits of the number 13, the number increases by 18. How many other 2 digit numbers satisfy this condition?

a) 7 b) 5 c) 6 d) 8

Let the original number be xy , reverse number is yx .

Given $31 = 13 + 18$

or $yx = xy + 18$, But this representation for the equation is incorrect, because we should deal with values of the numbers in the equation & not their mere notations.

Hence we rewrite the equation correctly as $10y + x = 10x + y + 18$ which on rearrangement gives
 $y = x + 2$

In other words a number which satisfies the condition given in the question will follow the rule that its unit digit exceeds its tenth digit by 2.

Possible two digit numbers are 13, 24, 35, 46, 57, 68, 79 (Student to check if by adding 18 to each of these numbers the digits interchange their position, for example $13 + 18 = 31$).

The required answer is option (c), because as per question the number 13 must be excluded.

14. The sum of the digits of a 2 digit no is 11. If the no is halved the sum of the digits of the resultant no is 10. How many such nos exist?

a) 3 b) 4 c) 5 d) 6

Solution:

We list all 2 digit numbers whose sum of digits is 11.

29, 38, 47, 56, 65, 74, 83, 92

Since number is halved, we should consider only even numbers.

$38/2 = 19$, $56/2 = 28$, $74/2 = 37$ & $92/2 = 46$

Sum of digits of resultant number is 10 in 3 cases, 19, 28 & 37.

Hence answer is option (A).

Idea is to solve questions without writing mathematical equations.

I

$19.5P + 8E + 11S = 71$; $3P + 5E + 7S = 44$, Then $1P + 1E + 1S =$

- a) 10 b) 11 c) 12 d) 13**

SOLUTION:

$$5P + 8E + 11S = 71 \text{ ---- (1)}$$

$$3P + 5E + 7S = 44 \text{ ---- (2)}$$

In first equation, the coefficients of the variables P,E & S are in arithmetic progression with common difference of 3 while in equation 2 the common difference is 2.

To proceed with the solution multiply equation 1 by 2 & equation 2 by 3, we get,

$$10P + 16E + 22S = 142 \text{ --- (3)}$$

$$9P + 15E + 21S = 132 \text{ ---(4)}$$

Now subtract ing (3) – (4),

$$1P + 1E + 1S = 10 \text{ (Option a)}$$

NOTE: In this question it is not possible to determine the values of P,E & S individually as we have only 2 equations that relate 3 variables. However by suitable rearrangements & mathematical operations solution is possible.

22. There is tank. It is filed up $1/4^{\text{th}}$. On adding 1200ltrs of water it becomes $1/3^{\text{rd}}$ full. Find the capacity of the tank?

- a) 12000Lts b) 14400Lts c) 15600Lts d) 17800Lts**

Solution:

As we are dealing with fractions $1/4$ & $1/3$, we define tank volume = 12V, where 12 is a multiple of 3 & 4.

Initially the volume = $\frac{1}{4}$ th = $(1/4) \times 12V = 3V$, Final volume = $(1/3)$ rd = $(1/3) \times 12V = 4V$

Now $3V + 1200 = 4V$

$$V = 1200$$

Tank volume = $12V = 12 \times 1200 = 14400\text{Lts}$ (Option b)

24.A takes 5 hours more than B to cover a distance of 500 Km. If instead A doubles his speed he would reach the destination $7\frac{1}{2}$ hours before B. Find A's speed?

- a) 40 kmph b) 50 kmph c) 20 kmph d) 25 kmph**

Solution:

Let speed of A = SA & time taken by B to reach destination = t hrs.

Time taken for the journey = distance travelled/ speed of travel.

Based on the given data we can arrive at following equations

$$\frac{500}{S_A} = t + 5$$

$$\frac{500}{2SA} = t - 7.5$$

Solving the equations we get SA = 20 km/hr (Option C)

26. Find the no of solutions of $P+2Q = 80$, $P, Q \in \mathbb{Z}^+$, $P \geq Q$?

- a) 40 b) 39 c) 26 d) 22

Solution:

$Q \in \mathbb{Z}^+$ means Q is a positive integer & hence P is also a positive integer as $P \geq Q$

We rearrange the equation as $Q = 40 - (P/2)$

For Both P & Q to be positive integers, P should be divisible by 2.

Least Value of P = 2 and Q = 39 , when P = 80 ,Q = 0 which is not allowed.

Hence P takes values 2,4,6 ,78 , which is 39 values. Option (b)

27. Find the no of non negative integral solutions of $x+10y+40z = 87$?

- a) 2 b) 5 c) 10 d) 15

Solution:

When we required non negative integer solutions the variables can take a value = 0 and all positive integers.

We consider the variable with highest coefficient which is z.

Now for z = 0, $x + 10y = 87$, (when y =0, x = 87), y can take values upto 8 hence in this case 9 solutions are possible.

When z = 1, $x + 10y = 47$, y can take values from 0 to 4 ,(Totally 5 values)

When z = 2, $x + 10y = 7$, y can take only one value y = 0

Z cannot take a value more than 2, hence total number of solutions = 9 + 5 + 1 = 15 (option d)

NOTE TO STUDENT:

I have solved a set of problems in the material retaining the serial number of the question as it is.

Use this as a guideline to try & solve the remaining problems & revert for doubt clarification if any.

RATIO PROPORTION & VARIATION

If two quantities are in the ratio $a : b$, then we can express the quantities in absolute terms as ak & bk where k is a multiplying factor.

1. Ratio of 2 numbers is 11: 5 and their sum is 80. Find the product of the numbers ?

- a) 1375 b) 1575 c) 1675 d) 550

Solution:

We write the numbers as $11k$ & $5k$.

$11k + 5k = 80$ is given, this step implies $k = 5$.

So the numbers are $11k = 55$ & $5k = 25$.

Product of the numbers = $55 \times 25 = 1375$ (Option a)

3. Ratio of 2 numbers is 5:3 and the product of the numbers is 375. Find the sum of the squares of the numbers ?

- a) 850 b) 950 c) 650 d) 1050

Solution

Let the numbers be $5k$ & $3k$.

$5k \times 3k = 375$

$k^2 = 25$, $k = 5$ or -5 (but in most cases the negative values of k are dropped depending on nature of the question).

So numbers are $5k = 25$ & $3k = 15$

Sum of squares of 25 & 15 = $625 + 225 = 850$ (Option a)

4. If $a:b = 3:2$ then what is the value of $(4a + 3b)/(4a - 3b)$?

- a) $1/3$ b) 3 c) 2 d) $1/2$

Solution:

We write $a = 3k$ & $b = 2k$ and substitute these values in the given expression.

Hence $(4a + 3b)/(4a - 3b) = (4 \times 3k + 3 \times 2k)/(4 \times 3k - 3 \times 2k) = 18k/6k = 3$ (Option b)

5. Divide 1300 in the ratio 3:2:8?

- a) 300,200,800 b) 400,200,600 c) 300,500,800 d) None

Solution:

We express 3:2:8 in absolute terms as $3k, 2k, 8k$

Now $3k + 2k + 8k = 13k = 1300$, so $k = 100$

Back substitute value of k in $3k, 2k$ & $8k$ to get 300,200 & 800 (Option a)

6. Divide 2600 in the ratio $\frac{1}{2} : \frac{1}{3} : \frac{1}{4}$?

- a) 600,400,300 b) 1200,800,600 c) 1200,500,1100 d) None**

Solution:

As the ratio's are in fractions , we multiply by LCM of denominators which is 12 & a multiplying factor k to maintain generality.

$\frac{1}{2} : \frac{1}{3} : \frac{1}{4}$ can be written as $(\frac{1}{2}) \times 12k = 6k, (\frac{1}{3}) \times 12k = 4k$ & $(\frac{1}{4}) \times 12k = 3k$.

Point to note is that if each component of a ratio is multiplied by the same factor, it does not change the basic ratio that each component in the ratio bears to one another.

Hence $6k + 4k + 3k = 13k = 2600$ or $k = 200$,

Thus the numbers are $6k = 1200$

$$4k = 800$$

$$3k = 600$$

Hence answer is Option (b)

7. 3900 is divided in to 3 parts a, b, c such that $4a=3b=2c$. Find a ?

- a) 1200 b) 900 c) 1800 d) none**

Solution:

Given $4a=3b=2c=12k$ (12 is LCM of 4,3,2 and k is a multiplying factor to retain generality)

We get $a = 3k, b = 4k$ & $c = 6k$.

Now $3k + 4k + 6k = 13k = 3900$, hence $k = 300$.

Thus $a = 3 \times 300 = 900, b = 4 \times 300 = 1200, c = 6 \times 300 = 1800$

As value of a is asked answer is 900 option b.

8. If $a:b = 3:2, b:c = 4:3, c:d = 5:2$ then $a:b:c:d$ is ,

- a) 30:20:15:6 b) 30:20:13:7 c) 30:20:12:7 d) None**

Solution:

Consider the first ratio $a = 3$ & $b = 2$

As per second ratio when $b/c = 4/3$, hence when $b = 2, c = (3/4) \times (b=2) = 3/2$

As per third ratio , when $c/d = 5/2$, hence when $c = 3/2, d = (2/5) \times (c = 3/2) = 3/5$.

Thus $a = 3, b = 2, c = 3/2$ & $d = 3/5$

Thus $a:b:c:d = 3:2:\frac{3}{2}:\frac{3}{5}$

Multiplying the entire sting above by 10 (LCM of 2 & 5) we get 30:20:15:6 (Option a)

On arriving at the answer check if the ratio given in the question tallies with your answer.

11. If $p:q=1:2, q:r=2:3, r:s=3:4$ and $s:t=4:5$ then find $p:t$?

- a) 1:3 b) 1:4 c) 1:5 d) 3:10**

Solution:

$$\frac{p}{t} = \frac{p}{q} \times \frac{q}{r} \times \frac{r}{s} \times \frac{s}{t} = (1/2) \times (2/3) \times (3/4) \times (4/5) = (1/5), \text{ (option c)}$$

13. The ratio of ages of A and B is 7:9. If B is 12 years older than A, What are the respective ages of A and B in years?

- a) 94, 128 b) 36, 42 c) 48, 42 d) 42, 54**

Solution:

A's age = $7k$, B's age = $9k$

$9k - 7k = 12$ given, hence $k = 6$.

Hence A's age = $7k = 7 \times 6 = 42$ & B's age = $9 \times 6 = 54$. (option d)

15. The ratio of ages of A and B is 2:3. Twelve years from now the ratio of their ages will become 4:5. What is A's present age?

- a) 12 b) 18 c) 24 d) 30**

Solution:

A's present age is $2k$, B's present age is $3k$.

After 12 years A's age = $2k + 12$ & B's age will be $3k + 12$.

Given $(2k + 12) / (3k + 12) = 4/5$

Solving for k , we arrive at $k = 6$,

Hence A's present age = $2k = 2 \times 6 = 12$ years.

18. Income and expenditure of a person are in the ratio 5:4 if income of the person is Rs. 18000 then his savings is?

- a) 3600 b) 3200 c) 3000 d) 3400**

Solution:

Let income be = $5k$, then expenditure = $4k$

Saving is $5k - 4k = k$.

Given $5k = 18000$

, thus $k = 3600$

Hence saving = Rs 3600 (Option A)

19. a) Find the mean proportional of 6 & 24 ?

- a) 8 b) 12 c) 16 d) 18

Solution:

If two ratio's a/b & b/c are equal, then a, b & c are in continued proportion & b is called the mean proportional of a & c .

c is called third proportional of a & b .

Since a/b equals b/c , then $b^2 = ac$

So mean proportional of 6 & 24 will be = square root of $(6 \times 24) = 12$ (Option b)

b) Find the third proportion of 6 and 24?

- a) 72 b) 96 c) 160 d) 200

Based on the theory given above, $6/24 = 24/x$, where x is the third proportional

Solving $x = 96$.

Student should verify if 24 is the mean proportional of 6 & 96 .

20. Find the duplicate ratio of 25:4

- a) 5:2 b) 125:8 c) 625 : 16 d) 25:4

Solution:

If $a:b$ is the given ratio, its duplicate ratio = $a^2:b^2$

Its triplicate ratio = $a^3:b^3$

Its sub duplicate ratio = $\sqrt[2]{a}:\sqrt[2]{b}$

Its sub triplicate ratio = $\sqrt[3]{a}:\sqrt[3]{b}$

Based on the definition the required result is $(25)^2:(4)^2 = 625:16$ (option c)

22. A bag contains coins of denominations 25 paise, 50 paise and 1 Rs in the ratio 8:6:5. Find the amount in the bag, if the value of 50 paise coins is four rupees more than the value of 25 paise coins?

- a) 60 b) 20 c) 50 d) 40

Solution:

Denomination	25 paise = $\frac{1}{4}$ rupee	50 paise = $\frac{1}{2}$ rupee	1 Rupee
Number of coins	8k	6k	5k
Value in Rupees	$8k \times \frac{1}{4} = 2k$	$6k \times \frac{1}{2} = 3k$	$5k \times 1 = 5k$

Given $3k = 4 + 2k$, which gives $k = 4$

Hence total amount in the bag = $2k + 3k + 5k = 10k = \text{Rs } 10 \times 4 = \text{Rs } 40$

25. Incomes A and B are in the ratio 6:5 and their expenditures are in the ratio 4:3. If each of them saves Rs.10000, what is the income of A?

- a) 30,000 b) 24,000 c) 27,000 d) 18,000

Solution:

	A	B
Income	6k	5k
Expenditure	4l	3l
Saving	6k – 4l	5k – 3l

Student to note: The multiplying factor for income & expenditure are different

Given $6k - 4l = 5k - 3l$ as they have equal savings,

The above equation on rearrangement gives $k = l$,

Hence saving of A will be $6k - 4k = 2k = 10,000$ given,

Therefore $k = 5,000$ & A's income = $6k = 6 \times 5,000 = \text{Rs } 30,000$ (Option A)

VARIATIONS:

If A varies directly with B, we say A is directly proportional to B, represented as $A \propto B$.

Proportionality can be converted into an equation by introducing constant of proportionality,

Thus $A = kB$, where k is constant of proportionality. **This is called DIRECT VARIATION** where A/B is a constant.

If A varies indirectly with B, we say A is indirectly proportional to B, represented as $A \propto (1/B)$

Proportionality can be converted into an equation by introducing constant of proportionality,

Thus $A = k/B$, where k is constant of proportionality. This is called **INDIRECT VARIATION** where $A \times B$ is a constant.

Now let us say A varies directly with B & indirectly with C,

Then $A \propto B$

$$A \propto (1/c)$$

Both can be combined into a single mathematical representation as $A \propto \frac{B}{C}$

Implies $A = k \times \frac{B}{C}$. **This is called JOINT VARIATION.**

Now let us look into some numerical.

28. The area of a square varies with the square of its diagonal. The area of a square is 32 sq. units when its diagonal is 8 units. Find the length of the diagonal when area is 162 sq. units?

- a) 12 b) 14 c) 16 d) 18

Solution:

Area \propto (diagonal)², $A = k \times D^2$, hence A/D^2 is a constant.

$A_1 = 32$ square units, $D_1 = 8$ units, $A_2 = 162$, $D_2 =$ unknown

But $(A_1/D_1^2) = (A_2/D_2^2)$

So $(32 / 8^2) = (162 / D_2^2)$

Solving $D_2 = 18$ units (option d)

31. The volume of a cube varies with the cube of its side. If 3 cubes of sides 6cm, 8cm, and 10 cm are taken together and melted to form a 4th cube find the side of the 4th cube?

- a) 6 cm b) 10 cm c) 24 cm d) 12 cm

Solution :

Volume \propto (side)³

Volume of first cube \propto (6)³

Volume of second cube \propto (8)³

Volume of third cube \propto (10)³

The volume of the composite cube will be sum of the volumes of the individual cubes.

Volume of composite cube \propto (6)³ + (8)³ + (10)³

, \propto (216 + 512 + 1000)

, \propto (1728)

, \propto (12)³

Hence the edge of the composite cube will be 12cm (Choice d)

30. A stone is dropped from a height of one Km. The distance it falls through varies directly with the square of the time taken. It traveled 64 km in 4 sec. Find the distance it covers in the 5th sec.?

- a) 24 m b) 36 m c) 48 m d) 60 m

Solution:

Distance it falls \propto (time)²

Distance = $K t^2$

$64 = k (4)^2$

Gives $k = 4$ (note k is constant of proportionality)

Hence equation can be rewritten as

Distance = $4 t^2$

We are asked to find the distance it covered in the 5th second.

This is nothing but distance travelled in 5 seconds – distance travelled in 4 seconds = $4 \times 5^2 - 4 \times 4^2$

= 4×9

= 36m (option b)

33. A varies directly with square of B and inversely with C. When A is 18 units, B is 8 units and C is 16 units. Find the value of A When B = 4 and C = 36 units?

- a) 32 b) 16 c) 8 d) 2

Solution:

$$A \propto B^2$$

$$A \propto \left(\frac{1}{C}\right)$$

Combining both the above proportionalities,

$$A \propto (B^2 / C)$$

$A = k (B^2 / C)$, implies AC/B^2 is a constant.

$$\text{So } A_1 C_1 / B_1^2 = A_2 C_2 / B_2^2$$

$$18 \times 16 / 8^2 = A_2 \times 36 / 4^2$$

$$A_2 = 2 \text{ (Option d)}$$

Note to student:

- In question number 28,31 & 33 we have not find the value of constant of proportionality, as this would eventually get cancelled when we proceed with the solution.
- For question No 30, the problem can be solved only by working out the constant of proportionality.

35. A diamond falls down and breaks into 3 pieces whose weights are in the ratio 2:3:5. The value of the diamond is directly proportional to the cube of its weight. If the original diamond is worth Rs.100000, what is its present value?

- a) 12000 b) 16000 c) 24000 d) 48000

Solution:

Let weight of the pieces be 2m,3m,5m ,where m is a multiplying factor.

$$\text{Value} \propto W^3$$

$$\text{Value of first piece} \propto (2m)^3$$

$$\text{Value of first piece} \propto (3m)^3$$

$$\text{Value of first piece} \propto (5m)^3$$

Hence combined value of three pieces at present $\propto (160m^3)$

Had the diamond not broken ,its total weight would have been $(2m + 3m + 5m)= 10m$

& its value would have been $\propto (10m)^3 = 1000m^3$

We are given $1000m^3$ corresponds to a cost of 1 lac, hence $160m^3$ will correspond to 0.16 lacs (Option b)

SIMPLE INTEREST & COMPOUND INTEREST

Definition of basic terms:

Principal (P): is the amount that is invested or sum that is lent

Amount (A): is what the invested sum or lent sum eventually becomes after a certain number of years.

Time (n) or (t): Time for which the money is lent or invested

Rate (r): The factor by which the principal multiplies usually expressed in percentage.

At any point in time during the lock in period till the completion of the term the following relation holds good,

$$\text{AMOUNT} = \text{PRINCIPAL} + \text{INTEREST}$$

Interest (I) : The extra sum that is earned on the principal that is lent or invested at the end of the time

Interest is calculated in two modes Simple & Compound interest.

Simple interest is calculated using the formula, $I = \text{Prt}/100$,

Amount under compound interest is calculated as $A = P \left(1 + \frac{r}{100}\right)^n$, thus compound interest earned in "n" years = $A - P$.

EXAMPLE: Find the simple interest & compound interest on a Sum of Rs1000 , for 2 years lent at 10 % per annum.

Simple interest (SI) = $1000 \times 10 \times 2/100 = \text{Rs } 200/-$

$$\begin{aligned}\text{Amount under compound interest} &= 1000 \left(1 + \frac{10}{100}\right)^2 \\ &= 1000 (1.1)^2 \\ &= \text{Rs } 1210/.\end{aligned}$$

Hence compound interest for 2 years = Amount at the end of 2 years – Principal
= $\text{Rs } 1210 - \text{Rs } 1000 = \text{Rs } 210/-$

Using the same example we now proceed to understand how SI & CI operate and draw certain inferences.

Simple interest: For first year = $1000 \times 1 \times 10/100 = \text{Rs } 100$

Simple interest for 2 years = Rs 200 as calculated above , this means Simple interest for second year was also Rs 100/.

THUS SIMPLE INTEREST IS THE SAME EVERY YEAR on a certain sum of money at a certain rate of interest invested for a certain time period

Amount at the end of first year is Rs1100 and at the end of second year is Rs 1200.

We started with Rs 1000, this Amounted to Rs 1100/- in one year & Rs 1200 in second year.

THIS MEANS AMOUNTS UNDER SIMPLE INTEREST ARE IN ARITHMETIC PROGRESSION.

Compound Interest: For first year = $1000 \times 1 \times 10/100 = \text{Rs } 100$,

Amount at the end of first year = $1000 + 100 = 1100$

Compound interest for second year = $1100 \times 1 \times 10/100 = 110$

Compound interest for 2 years = $100 + 110 = 210$

Amount at the end of 2 years = $1000 + 210 = \text{Rs } 1210$ as calculated using formula.

The calculation for simple & compound interest is basically the same, except that in case of compound interest, the interest earned in that year is added to the principal (this process is called compounding), to compute interest for the next year.

If this happens at the end of each year we say interest is compounded annually.

If this happens every six months we say interest is compounded semi annually.

The rate or interest is usually specified for per annum base unless otherwise explicitly stated.

We know that $A = P \left(1 + \frac{r}{100} \right)^n$, for a given value of r , $1 + \frac{r}{100} = R$ which is a constant.

So $A = P(R)^n$, $A_1 = PR$, $A_2 = PR^2$, $A_3 = PR^3$ **we observe amounts under compound interest will be in geometric progression with common ratio = R.**

- For first year Simple interest & Compound interest are equal.
- For Simple interest Principal remains the same every year while for Compound interest the principal changes due to compounding.

Solved Examples

3. If Rs. 2000 amounts to Rs. 2200 in 2 years under SI, the rate of interest is?

a) 5% b) 10% c) 8% d) 15%

Solution:

Interest = Amount – Principal = Rs 2200 – Rs 2000 = Rs 200 earned in 2 years ,hence per year interest is Rs 100 on Rs 2000 as principal ,

So rate of interest should be 5%, because $100 = 5\%$ of 2000.

5. A sum becomes Rs 2400 in 6 years under SI at 10% p.a. What is its present value?

a) 1500 b) 1600 c) 1800 d) 2000

Solution:

Under simple interest Amount (A) = Principal + Interest = $P + (Pnr/100) = P(1 + (nr/100))$

Meaning of the question is, if one has to pay Rs 2400 after six year, interest computed at the rate of 10% per annum, what should have been the amount borrowed, which is nothing but starting principal.

$$P = A / (1 + (nr/100))$$

$$= 2400 / (1 + (6 \times 10/100)) = \text{Rs } 1500 \text{ (Option a)}$$

6. Find the amount obtained by investing Rs. 24000 at 18% p.a. SI for 5 years?

- a) 21600 b) 44000 c) 48000 d) 45600

Solution:

Simple interest for one year = 18% of 24000 = Rs 4320

Simple interest for 5 years = 5 x 4320 = 21600

Amount after 5 years = 24000 + 21600 = Rs 45600 (Option d)

7. Find the rate % p.a., if a sum doubles itself in 12 years at SI?

- a) 6% b) 8 1/3% c) 10% d) 9 1/11%

Solution:

If principal = P then amount = 2p, hence interest earned is = p

$$p = p \times 12 \times r/100$$

Which gives $r/100 = 1/12$, or $r = 100/12 = 25/3 = 8\frac{1}{3}\%$ (Option b)

10. If a certain sum doubles in 3 years under SI, in how many years would it become 5 times itself at same rate of interest?

- a) 12 b) 15 c) 9 d) 18

Solution:

Principal	Amount	Interest	time
p	2p	p	3
p	5p	4p	?

Based on statement 1, interest earned per year = $p/3$

As interest earned per year is same under simple interest, to earn an interest of 4p, time required = $4p/(p/3) = 12$ years (option a)

11. What annual installment will discharge a debt of Rs. 4600 due in 4 years at 10% SI?

- A) 800 b) 1000 c) 1250 d) 1175

Solution:

The installment paid at the end of first year = Rs x

This will fetch interest for next 3 years = $x \times 3 \times 10/100 = 3x/10$

The second installment = Rs x, this will fetch interest for 2 years = $x * 2 * 10/100 = 2x/10$

The third installment = Rs x, this will fetch interest for 1 year = $x * 1 * 10/100 = x/10$

The fourth installment closes the loan at the end of the fourth year = x

Now $(x + (3x/10)) + (x + (2x/10)) + (x + (x/10)) + x = 4600$

$4x + 0.6x = 4600$

,x = Rs 1000 (option b)

13. Find the CI on Rs. 3000 at 10% p.a. for 3 years?

a) 900 b) 933 c) 963 d) 993

Solution:

Principal for first year = Rs 3000

Interest for first year = 10% of Rs 3000 = Rs 300

Amount at the end of first year = Rs 3300

Principal for second year = Rs 3300

Interest for second year = 10 % of Rs 3300 = Rs 330

Amount at the end of second year = Rs 3300 + Rs 330 = Rs 3630

Principal for third year = Rs 3630

Interest for third year = 10% of Rs 3630 = Rs 363

Amount at end of third year = Rs 3630 + Rs 363 = Rs 3993

Interest earned for 3 years = Amount at the end of 3 years – Starting principal,
= Rs 3993 – Rs 3000 = Rs 993 = sum of interest s earned in each year
= Rs 300 + Rs 330 + Rs 363

Hence answer is option d.

Students can also approach the same sum, by formula method.

But approaching it using formula cannot give you a feel of the topic.

Observe that compound interest for the year under consideration are also in GP.

300,330,363

The common ratio is $(1 + (10/100)) = 1.1$

15. P = 6000, R = 10% Find 4th year CI?

a) 700 b) 698.60 c) 728.60 d) 798.60

Solution:

1st year interest = 10% of Rs6000 = Rs 600

2nd year interest = $600 \times (1 + (10/100)) = 600 \times 1.1 = Rs 660$

3rd year interest = Rs 660 x 1.1 = Rs 726

4th year interest = Rs 726 x 1.1 = Rs 798.6 (Option d)

17. Find the amount obtained by investing Rs. 48000, at 25% p.a. CI for 1 year compounded half yearly?

- a) 54000 b) 80000 c) 75000 d) 60750

Solution:

Since compounding is done half yearly, principal is added to interest every six months. Rate of interest for six monthly computation = $25\%/2 = 12.5\%$

Starting principal = Rs 48000

Interest for first six months = 12.5% of 48000 = $\frac{1}{8} \times 48000 = \text{Rs } 6000$

Amount at the end of six months = Rs 54000

Interest for next six months = 12.5% of 54000 = $\frac{1}{8} \times 54000 = \text{Rs } 6750$

Amount at the end of one year = 54000 + 6750 = Rs 60750 (option d)

18. Find the CI on Rs. 80000 at 40% p.a. for 9 months, compounded quarterly?

- a) 25480 b) 26480 c) 25680 d) 26280

Solution:

Compounding is done every 3 months.

So quarterly rate of interest = $40\%/4 = 10\%$,

Amount after 9 months = $80000 \times (1.1)(1.1)(1.1) = \text{Rs } 106480$ (Recall that amounts are in GP with common ratio $(1 + (10/100))$)

Hence compound interest earned for 9 months = Rs 106480 – Rs 80000 = Rs 26,480 (option b)

22. A sum becomes 3 times itself at CI in 8 years. In how many years will the sum become 81 times itself?

- a) 30 b) 32 c) 34 d) 36

Solution:

$$3P = PR^8, \text{ implies } R = (3)^{1/8} \text{ ---- (1)}$$

$$81P = PR^n, \text{ implies } R = (81)^{1/n} \text{ ---- (2)}$$

In the above steps we use the formula $A = P \left(1 + \frac{r}{100}\right)^n$, where $R = 1 + \frac{r}{100}$

Equating value of R in the above equations,

$$(3)^{1/8} = (81)^{1/n} = (3^4)^{1/n} = (3)^{4/n}$$

As base is common we equate the powers $1/8 = 4/n$ or $n = 32$ years (choice b)

Short method:

Principal	Amount	No of years
P	ap	n
P	$a^k p$	kn

Principal	Amount	No of years
P	3p	8
P	$81p = 3^4 p$	$Kn = 4 \times 8 = 32$ years

This short method works here because we can express 81 as a power of 3.

23. Find the difference between the CI and SI on Rs 500 at 10% p.a. for 2 years?

- a) 50 b) 30 c) 10 d) 5

Solution:

Difference between SI & CI for 2 years on the same principal P , at the same rate of interest = r%, can be derived as $CI - SI = Pr^2/100^2$,

Directly substituting the values we get $CI - SI = 500 \times (10)^2/(100)^2 = \text{Rs } 5$ (option d).

24. Find the difference between the CI and SI on Rs. 25000 for 3 years at 20% p.a.?

- a) 2200 b) 3200 c) 3700 d) 4200

Solution:

Difference between SI & CI for 3 years on the same principal P , at the same rate of interest = r%, can be derived as $CI - SI = Pr^2/100^2 [3 + (r /100)]$

Substitute the values in the equation to get diff = $25000 (20)^2/(100)^2 [3 + (20/100)]$
= Rs 3200 (option b)

25. The SI and CI on a sum for 2 years are Rs. 800 and Rs. 864 respectively. Find the sum and rate% p.a.?

- a) 3600, 8% b) 4000, 16% c) 2500, 16% d) 5000, 12%

Solution:

	SI	CI	REMARKS
FIRST YEAR	400	400	SI & CI are same for the first year
SECOND YEAR	400	464	
TOTAL	800	864	

$$464 = [(1 + (r/100))] \times 400$$

Hence $r = 16\%$

Now $pr/100 = 400$, which is simple interest for one year.

$P = 400 \times 100/16 = \text{Rs } 2500$,

Hence answer is option C.

NOTE: This question cannot be solved using the formula given in question 23, as both p & r are unknown.

27. A man borrowed Rs. 10000 at 10% CI. He repaid Rs. 5000 at the end of 1st year. What amount shall he repay at the end of 2nd year to clear his loan?

a) 6000 b) 6600 c) 7200 d) 7600

Solution:

We can solve the question in two ways as shown.

Method 1:

(1) Find the amount that the borrowed sum becomes after 2 years.

(2) Rs 5000 paid at the end of first year will fetch interest upto end of second year.

(3) The amount paid at end of 2nd year = x

$$(1) = (2) + (3)$$

$$10000 (1 + (10/100))^2 = 5000 + (5000 \times 1 \times 10/100) + x$$

$$12100 = 5500 + x$$

$$x = 6600 \text{ (option b)}$$

Method 2:

We use concept of present value as explained in Question Number 5.

Present value under compound interest is $P = A / (1 + (r/100))^n$

(1) Amount borrowed presently = 10,000

(2) Present value of Rs 5000 paid at the end of one year = $5000 / (1 + (10/100))^1$

(3) Present value of second installment, Say Rs x , paid at the end of second year = $x / (1 + (10/100))^2$

$$(1) = (2) + (3)$$

$$10,000 = 5000 / (1 + (10/100))^1 + x / (1 + (10/100))^2,$$

$$10,000 = (5000/1.1) + (x/1.21)$$

Multiply throughout by 1.21.

$$x = \text{Rs } 6600/.$$

Note : Method 2 is usually the procedure used to calculate installments whenever a loan is offered with a fixed recovery period at a certain rate of interest.

Difference between SI & CI on the same principal (P) at the same rate of interest(r%)

(DERIVATION)

$$SI = p \times 2 \times r/100$$

$$CI = p (1 + (r/100))^2 - p$$

$$CI - SI = p (1 + 2r/100 + r^2/100^2) - p - 2pr/100 = pr^2/100^2$$

When compounding is done more than once in a year.

$$A = P \{1 + (r/(k \times 100))\}^{nk}$$

Where P is principal

'r' = rate of interest per annum

'n' = number of years

'k' = number of times compounding is done per year

ODD WORD

Odd Word deals with finding a single word from among the given bunch of words. This tests one's general knowledge and familiarity with vocabulary.

This activity nurtures one's ability to group the given set of words based on the category they belong to and hence identify the word that stands out..

Example:1 (General based)

A	B	C	D ✓	E
Dermatology	Odontology	Osteology	Philology	Ophthalmology
skin	teeth	bones	Linguistics	eyes
Ans: D				

Explanation:

A, B, C and E - study related to human body parts whereas D – study of languages

Example: 2 (Vocabulary based)

A	B	C	D
Beseech	plead	decreed	request
		command ✓	
Ans: C			

Explanation:

A, B and D are synonyms while C is their antonym

ODD WORD OUT (VOCABULARY)

In each question, choose the word that is different from the others in meaning.

A	B	C	D ✓	E
1. Cover	Mask	Facade	Cavern	Front
		front wall	cave	
2. Filthy	Stingy ✓	Dirty	Grimy	Unclean
3. Hint	Clue	Warranty ✓	Implication	Suggestion
			imply	
4. Reduce	Demolish ✓	Diminish	Decrease	weaken
				Abate

5. Educated	Learned	Erudite	Advocated ✓	Knowledgeable
6. Miserable	Despondent	Forlorn	Depressed	Determined ✓
7. Permission	Commission ✓	Consent	Approval	Clearance
8. Pledge ✓	Prize	Award	Trophy	Medal
9. Skinny	Slim	Dense ✓	Slender	Lean
10. Explain	Clarify	Illustrate	Elucidate	Eradicate ✓
11. Abrogate	Give Up	Repeal	Abate ✓	Abolish
12. Aberrant ✓	Accretion	Increment	Accumulation	Multiplication
13. Aesthetic ✓	Adverse	Unfavorable	Unfortunate	fateful
14. Cogitation	Chicanery ✓	Meditation	Thinking	Reasoning
15. Contrite ✓	Cryptic	Puzzling	Hidden	Mysterious
16. Elusive	Evasive	Baffling	Dormant ✓	Slippery
17. Judicious	Wise	Prudent	Frugality ✓	Shrewd

hopeless

lonely

revoke

diminish

deviant

concerned with art, beauty

meditation

deception

remorse, repentant

inactive

not wasting

18. Laconic	<div> <div>curt</div> <div>Concise</div> </div>	<div> <div>lecture</div> <div>Harangue ✓</div> </div>	Terse	<div> <div>blunt -rude</div> <div>Brusque</div> </div>
19. Overt	<div> <div>apparent</div> <div> <div>integrity</div> <div> <div>Probity ✓</div> </div> </div> </div>	Manifest	Open	Apparent
20. Glitch	<div> <div>imitate</div> <div> <div>Emulate ✓</div> </div> </div>	Mistake	Malfunction	Blip

ODD WORD OUT (GENERAL)

A	B	C	D
1. Semicolon	Semifinal	Semicircle	Seminar✓
2. Telephone	Telescope✓	Transistor	Tape recorder
3. Radio waves	X-rays	Ultraviolet Rays	Infrared Rays
4. Zinc	Aluminum	Copper	Mercury ✓
5. Volume	Force	Volt ✓	Power
6. Microscope	Microbe✓	Microphone	Microfilm
7. Coal	Biogas✓	Petroleum	Natural gas
8. Java✓	Structures	Unions	C++
9. Sericulture	Etiology	Acoustics	Officious✓
10. Microscope	Telescope	Stethoscope✓	Periscope
11. Autocrat	Bureaucrat	Plutocrat	Aristocrat✓
12. Zucchini	Dandelion	Thistle	Foxglove
13. Poetry	Haiku	Sonnet	Elegy
14. Pulpit	Pew	Chalice	Chancel
15. Steering Wheel	Dashboard	Gear Shift	Bonnet
16. Ornithology	Gerontology	Ophthalmology	Gynecology
17. Canoe	Igloo	Yacht	Dinghy
18. Mike Tyson	Holy Field	Buster Douglas	Bruce Lee
19. Henri Becquerel	Roentgen	Madam Curie	Einstein
20. Himadri	Shivalik	Kandla	Himachal

General Aptitude

18PDH101T

Semester-II

Career Development Centre
SRM Institute of Science and Technology
Kattankulathur, Chennai.



SRM

INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University u/s 3 of UGC Act, 1956)

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VOCABULARY

Decide whether the word in column B is the same (or approximately the same) in meaning as the word in column A; opposite (or approximately opposite) in meaning; or whether the two words are merely different.

Circle S for same, O for opposite, and D for different.

COLUMN A	COLUMN B	
1. sweet	sour	S O D
2. crazy	insane	S O D
3. stout	fat	S O D
4. big	angry	S O D
5. danger	peril	S O D
6. help	hinder	S O D
7. splendid	magnificent	S O D
8. love	hate	S O D
9. Stand	rise	S O D
10. furious	violent	S O D
11. tree	apple	S O D
12. doubtful	certain	S O D
13. handsome	ugly	S O D
14. begin	start	S O D
15. strange	familiar	S O D
16. male	female	S O D
17. powerful	weak	S O D
18. beyond	under	S O D
19. live	die	S O D
20. go	get	S O D
21. return	replace	S O D
22. growl	weep	S O D

23. open	close	S O D
24. nest	home	S O D
25. chair	table	S O D
26. want	desire	S O D
27. can	container	S O D
28. idle	working	S O D
29. rich	luxurious	S O D
30. building	structure	S O D

Write in the blank in column B a word starting with the letter P that is the same, or approximately the same, in meaning as the word given in column A.

Example: look peer-----

INSTRUCTION: Every answer must start with the letter P.

A	B
1. bucket	15. stone
2. trousers	16. inactive
3. maybe	17. fussy
4. forgive	18. suffering
5. separate	19. castle
6. likely	20. gasp
7. annoy	21. fear
8. good-looking	22. twosome
9. picture	23. artist
10. choose	24. sheet
11. ugly	25. collection
12. go	
13. dish	
14. location	

Match each personality with the appropriate characteristic, action, or attitude.

- | | |
|----------------|---|
| 1. egoist | a. turns thoughts inward |
| 2. egotist | b. hates marriage |
| 3. altruist | c. talks about accomplishments |
| 4. introvert | d. hates people |
| 5. extrovert | e. does not pursue pleasures of the flesh |
| 6. ambivert | f. is interested in the welfare of others |
| 7. misanthrope | g. believes in self-advancement |
| 8. misogynist | h. turns thoughts both inward and outward |
| 9. misogynist | i. hates women |
| 10. ascetic | j. turns thoughts outward |

Can you recall each word, now, without further reference to previous material? And can you spell it correctly?

- | | |
|---|-----|
| 1. Who lives a lonely, austere life? | 1. |
| 2. Whose interests are turned outward? | 2. |
| 3. Who is supremely selfish? | 3. |
| 4. Who hates people? | 4. |
| 5. Whose interests are turned both inward and outward? | 5. |
| 6. Who is incredibly conceited? | 6. |
| 7. Who is more interested in the welfare of others than in his own? | 7. |
| 8. Who hates women? | 8. |
| 9. Whose interests are turned inward? | 9. |
| 10. Who hates marriage? | 10. |

Notice how efficiently you can master words by understanding their etymological structure. Stop for a moment to review the roots, prefixes, and suffixes you have studied. Can you recall a word we have discussed in this chapter that is built on the indicated prefix, root, or suffix?

PREFIX, ROOT, SUFFIX	MEANING	EXAMPLE
1. ego	self, I	
2. alter	other	
3. intro-	inside	
4. extro-	outside	
5. ver-	turn	
6. ambi-	both	
7. mis-	hate	
8. anthro-	mankind	
9. gyne	woman	
10. gamos	marriage	

11. asketes	monk
12. centrum	centre
13. mania	madness
14. dexter	right hand
15. sinister	left hand
16. monos	one
17. bi	two
18. droit	right hand
19. polys	many
20. Andros	male

Directions: Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. VACATE

- A. abandon B. charter C. sever **D. occupy** E. discharge

2. AMASS (Gather)

- A. disperse** B. meld C. muster D. compile E. infuse

3. ENAMOR (attraction for something)

- A. entice B. enlighten **C. loathe** D. subdue E. fascinate

4. RENOWN

- A. acclaim B. obscurity C. villainy **D. infamy** E. prestige

5. AMPLIFY

- A. magnify B. intensify C. allay D. withdraw **E. lessen**

6. FESTIVE

- A. serene B. hearty C. gruesome D. jaunty **E. dreary**

7. WAN

- A. pale B. drab C. anemic **D. glowing** E. kaleidoscopic

8. FORGO

- A. despise B. revere **C. indulge** D. abstain E. waive

9. POROUS

- A. fragile **B. waterproof** C. consolidated D. dense E. spongy

10. EXPEND

- A. stash** B. dispatch C. splurge D. exhaust E. smother

Directions: Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. CHIDE

- A. notice B. admonish C. laud D. scold E. allow

2. DENY

- A. corroborate B. commend C. renounce D. verbalize E. muffle

3. AVERT

- A. abide B. preclude C. divert D. gaze E. skipper

4. MUTILATE

- A. deface B. adapt C. augment D. mar E. mend

5. LUMINOUS

- A. brilliant B. mournful C. pessimistic D. gloomy E. radiant

6. BARREN

- A. moist B. parched C. sterile D. dewy E. fertile

7. IRRITATE

- A. mollify B. acknowledge C. appreciate D. peeve E. vex

8. BEWITCH

- A. invite B. revolt C. ravage D. inflict E. allure

9. INGENIOUS

- A. crafty B. inane C. incompetent D. inventive E. skillful

10. VERIFY

- A. justify B. equivocate C. invalidate D. corroborate E. approximate

Directions: Choose the best synonym for the following words.

1) ABANDON

- A. desert B. deter C. help D. endure E. reach

2) SMASH

- A. crush B. flex C. hurt D. mold E. mend

3) NAME

- A. announce B. number C. say D. label E. attach

4) CRACK

- A. unify B. fix C. separate D. break E. split

5) BOAST

- A. tell B. brag C. tag D. declare E. bring

6) SWELL

A. pulse B. exterminate C. know D. exceed E. enlarge

7) PRECIOUS

A. necessary B. valuable C. irregular D. simple E. usual

8) UNIQUE

A. simple B. allowed C. typical D. special E. alike

9) BULKY

A. skinny B. simple C. tender D. sick E. immense

10) cogent

A. tentative B. forced C. convincing D. truculent E. brusque

11) ponderous

A. contemplative B. compact C. unwieldy D. dreamy E. abstract

12) tenuous

A. salubrious B. lengthy C. delicate D. significant E. ponderous

13) contrite

A. stolid B. disheartened C. fascist D. apologetic E. defeated

14) juvenile

A. apathetic B. immature C. fawning D. painful E. nascent

15) austere

A. destitute B. ostentatious C. lavish D. strict E. prodigal

16) egregious

A. obnoxious B. toxic C. noxious D. social E. flagrant

17) indignant

A. terrified B. seditious C. disgruntled D. uptight E. helpful

18) assiduous

A. lovable B. diligent C. pedantic D. cursory E. superficial

19) convivial

A. terse B. laconic C. excited D. genial E. sad

20) ebullient

A. distraught B. seditious C. lively D. irascible E. melancholy

TENSES

Tenses are forms of a verb that show the time, continuance or completion of an action or a state that is expressed in connection with the moment at which a statement is made about it. There are three main tenses: the present, the past, and the future.

The present tense is used to refer to something that happens or exists now. The present tense is also called the present simple or simple present.

The past tense is used to refer to something that happened or existed in the past. The past tense is also called the past simple or simple past.

The future tense refers to something that hasn't happened at the time of speaking. The future tense makes use of the words will and shall.

The chapter provides the necessary practise sessions to refresh the knowledge of this topic.

Tense Example

Simple Present	I play basketball every week.
Present Progressive	I'm playing basketball now.
Simple Past	I played basketball yesterday.
Past Progressive	I was playing basketball the whole evening.
Present Perfect	I have just played basketball.
Present Perfect Progressive	I have been playing basketball for 3 hours.
Past Perfect	I had played basketball before mary came.
Past Perfect Progressive	I had been playing basketball when Mary came.
Future	I will play basketball next week.
Future	I'm going to play basketball this afternoon.
Future Progressive	I will be playing basketball next Sunday.
Future Perfect	I will have played basketball by tomorrow.

Complete this interview involving a student (She) and a professor (He), using appropriate forms of these verbs.

(Get go have live not think not visit prefer teach think)

Her: How long (1) _____ you _____ in England ?

Him: Oh, I (2) _____ about that recently. Erm, I _____ back that I (4) _____ at the university for about twenty years.

Her: Wow, That's a long time, (5) _____ you ever _____ back to Italy?

Him: Oh, of course. But I (6) _____ my home town since about 2004.

Her: So, (7), _____ you _____ living in England?

Him: Well, after such a long time I (8) _____ used to life here, I (9) _____ a lot of friends here and I (10) _____ my job a lot.

Correct the mistakes in these sentences.

1. What you think about people who are owning lots of guns?
What do you think about people who own lots of guns?
2. All of us supporting our team tomorrow when they trying to win the championship.
All of us will be supporting our team tomorrow when they are trying to win the championship.
3. The grass not looking so green now because it isn't raining since last month.
The grass isn't looking so green now because it hasn't rained since last month.
4. Before the new girl was joined our group, everybody been getting along really well.
Before the new girl joined our group, everybody was getting along really well.
5. If they hadn't worked over the weekend, they wouldn't completed the job in time.
If they hadn't worked over the weekend, they wouldn't have completed the job in time.

Match the following / Which goes with which?

- | | |
|--|---------------------------------------|
| 1. When I got to the cafe | a .when she was living in Rome. |
| 2 .We fell asleep | b. she was working in a clothes shop. |
| 3 .Amy learnt Italian | c .when I was driving home. |
| 4 .Tom didn't come out with us | d. but nobody was watching it. |
| 5 .The car began to make a strange noise | e. while we were watching a film. |
| 6 .The TV was on | f. my friends were waiting for me. |
| 7 .When I first met Jessica | g. because he wasn't feeling well. |

VOICE

Meaning of voice

The voice of a verb tells whether the subject of the sentence performs or receives the action. Voices are of two types: active and passive.

Active Voice: In the active voice, the subject performs the action expressed by the verb.

Eg.- Ram sings a song.

Here 'Ram' is the subject and the verb is 'sing' and 'song' is the object. Here the action of 'singing' is being done by the subject i.e. 'Ram'.

Passive Voice: In passive voice subject receives the action expressed by the verb.

Eg.- A song is sung by Ram.

Here the 'song' is subject 'sing' is the verb and 'Ram' is the entity who did the action of singing and 'song' is the entity on whom action has been done.

Simple Present	A novel is read. .
Present Progressive	A novel is being read.
Simple Past	I played basketball yesterday.
Past Progressive	A novel was being read.
Present Perfect	A novel has been read..
Present Perfect Progressive	Not Applicable.
Past Perfect	A novel had been read..
Past Perfect Progressive	Not Applicable
Future	A novel will be read.
Future Progressive	Not Applicable
Future Perfect	A novel will have been read

Frame questions using the Passive voice. Some are in Present Tense and some are in Past Tense

1. Ask about glass. (how / make?)

A: How is glass made?

2. Ask about television. (when / invent?)

A: When was television invented?

3. Ask about mountains. (how / form?)

A: How are mountains formed?

4. Ask about DNA. (when / discover?)

A: When was DNA discovered?

5. Ask about silver. (what / use for?)

A; What is silver used for?

Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

1. There's somebody behind us. (We / follow)

A: We are being followed by somebody.

2. This door is a different colour, isn't it? (you / paint?)

A: Have you painted this door in a different colour?

3. My bike has disappeared. (It / steal!)

A: It has been disappeared.

4. My umbrella has disappeared. (Somebody / take)

A: Somebody had taken my umbrella.

5 .A neighbour of mine disappeared six months ago.(He / not / see / since then)

A: He has not been seen since then.

Complete the sentences. Use the words in brackets and any other necessary words.

1 a: What's the City Hotel like? Can you recommend it?

b: I've never stayed there, but it is supposed to be (it / supposed) very good.

2 a: How much are these paintings worth?

b: I'm not sure, but they are supposed (they / supposed) very valuable.

3 a: I heard that Laura has gone away.

b: Yes, _____ **she is supposed to be living** _____ (she / supposed / living) in London now.

4 a: Is it true that your neighbours were lucky in the lottery?

b: Yes, _____ **they are supposed to have won** _____ (they / supposed / win) a lot of money.

5 a: Is it possible to climb to the top of the tower?

b: Yes, _____ **the view is supposed to be** _____ (the view / supposed) very nice.

Complete the sentence by using one of the options

1. The knowledge of a scholar

A. is gained through arduous tasks.

C. is been gained through arduous

B. gains through arduous tasks

D. is gaining through arduous task

2. The obstacle course

A. was running by me in record time.

C. was run by me in record time.

B. was being ran by me in record time.

D. was ran by me in record time

3. All the reservations

A. are being made by the wedding planner

C. are being make by the wedding planner

B. are making by wedding planner

D. were making by the wedding planner

4. The whole suburb

A. was being destroying by the forest fire.

C. were destroyed by a forest fire

B. was destroyed by a forest fire.

D. was destroying by a forest fire

5. The students' questions

A. are always answered by the teacher.

C. is always answered by the teacher

B. are always answering by the teacher

D. were always answering by the teacher

PHRASAL VERBS

A phrasal verb is a combination of a verb and an adverb or preposition, which has particular meaning, such as 'look after', 'hurry up', 'give in', 'chill out', 'get away with' and 'bring up'.

For example, in the sentence 'Don't tell me how to bring up my children!', 'bring up' means 'raise'. An adverb or preposition in a phrasal verb is sometimes called a particle.

There are five types of phrasal verb. These are:

1. **Intransitive** (with no object):

You're driving too fast – you ought to *slow down*.

2. **Transitive verbs whose object can come in two positions** – after the verb or after the particle:

I think I'll *put my jacket on* OR I think I'll *put on my jacket*.

If the object is a pronoun, however, it must come between the verb and the particle:

I think I'll *put it on* (NOT I think I'll *put on it*).

3. **Transitive verbs whose object must come between the verb and the particle:**

Its high-quality designs *set the company apart* from its rivals.

4. **Transitive verbs whose object must come after the particle:**

The baby *takes after his mother*.

Why do you *put up with the way he treats you*?

Verbs with two objects – one after the verb, the other after the particle:

They *put their success down to good planning*.

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb.

I called Jen to see how she was. (call = to telephone)

They've called off the meeting. (call off = to cancel)

In terms of word order, there are two main types of phrasal verb: separable and inseparable.

Separable

With separable phrasal verbs, the verb and particle can be apart or together.

They've called the meeting off.

OR

They've called off the meeting.

However, separable phrasal verbs must be separated when you use a pronoun.

The meeting? They've called it off.

Here are some common separable phrasal verbs:

I didn't want to bring the situation up at the meeting.

(bring up = start talking about a particular subject)

Please can you fill this form in?

(fill in = write information in a form or document)

I'll pick you up from the station at 8 p.m.

(pick up = collect someone in a car or other vehicle to take them somewhere)

She turned the job down because she didn't want to move to Glasgow.

(turn down = to not accept an offer)

Non-separable

Some phrasal verbs cannot be separated.

Who looks after the baby when you're at work?

Even when there is a pronoun, the verb and particle remain together.

Who looks after her when you're at work?

Here are some common non-separable phrasal verbs:

I came across your email when I was clearing my inbox.

(come across = to find something by chance)

The caterpillar turned into a beautiful butterfly.

(turn into = become)

It was quite a major operation. It took months to get over it and feel normal again.

(get over = recover from something)

We are aware of the problem and we are looking into it.

(look into = investigate)

Some multi-word verbs are inseparable simply because they don't take an object.

I get up at 7 a.m.

With two particles

Phrasal verbs with two particles are also inseparable. Even if you use a pronoun, you put it after the particles.

Who came up with that idea?

(come up with = think of an idea or plan)

Let's get rid of these old magazines to make more space.

(get rid of = remove or become free of something that you don't want)

I didn't really get on with my stepbrother when I was a teenager.

(get on with = like and be friendly towards someone)

Can you hear that noise all the time? I don't know how you put up with it.

(put up with = tolerate something difficult or annoying)

The concert's on Friday. I'm really looking forward to it.

(Look forward to = await something eagerly)

phrasal verb	meaning	example sentence
ask somebody out	invite on a date	Brian asked Judy out to dinner and a movie.
ask around	ask many people the same question	I asked around but nobody has seen my wallet.
add up to something	equal	Your purchases add up to \$205.32.
back something up	reverse	You'll have to back up your car so that I can get out.
back somebody up	support	My wife backed me up over my decision to quit my job.
blow up	explode	The racing car blew up after it crashed into the fence.

phrasal verb	meaning	example sentence
blow something up	add air	We have to blow 50 balloons up for the party.
break down	stop functioning (vehicle, machine)	Our car broke down at the side of the highway in the snowstorm.
break down	get upset	The woman broke down when the police told her that her son had died.
break something down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
break in	force entry to a building	Somebody broke in last night and stole our stereo.
break into something	enter forcibly	The firemen had to break into the room to rescue the children.
break something in	wear something a few times so that it doesn't look/feel new	I need to break these shoes in before we run next week.
break in	interrupt	The TV station broke in to report the news of the president's death.
break up	end a relationship	My boyfriend and I broke up before I moved to America.
break up	start laughing (informal)	The kids just broke up as soon as the clown started talking.
break out	escape	The prisoners broke out of jail when the guards weren't looking.
break out in something	develop a skin condition	I broke out in a rash after our camping trip.
bring somebody down	make unhappy	This sad music is bringing me down .
bring somebody up	raise a child	My grandparents brought me up after my parents died.
bring something up	start talking about a subject	My mother walks out of the room when my father brings up sports.
bring something up	vomit	He drank so much that he brought his dinner up in the toilet.

Complete the sentences.

[passed away, do without, look forward to, called off, made up, carried away, break out, run out, put up with, keep up]

1. Don't smoke in the forest. Fires **break out** _____ easily at this time of the year.
2. I **look forward to** _____ seeing my friends again.
3. I'm afraid; we have **run out** _____ of apple juice. Will an orange juice do?
4. Your website has helped me a lot to **keep up** _____ the good work.
5. A friend of mine has **called off** _____ her wedding.
6. His mother can't **put up with** _____ his terrible behavior anymore.
7. As an excuse for being late, she **made up** _____ a whole story.
8. I got **carried away** _____ by his enthusiasm.
9. I just cannot **do without** _____ my mobile. I always keep it with me.
10. She was very sad because her father **passed away** _____ last week.

Choose the correct phrasal verb: [go on (to continue) / pick up (to start/pick something) / come back (rebound/return) / come up with (a new idea)/ go back (didn't speak up his words) / find

out / come out / go out / point out / grow up / set up / turn out (result of something)/ get out / come in(to) / take on (to accept)]

1. Can you **come up with** _____ (think of an idea) a better idea?
2. She **pointed out** _____ (showed / mentioned) that the shops would already be closed.
3. I wish I hadn't **taken on** _____ (become responsible for) so much work!
4. I **went out** _____ (went to an event) for dinner with my husband last night.
5. He **came into** _____ (entered a place where the speaker is) the kitchen and made some tea.
6. Where did you **grow up** _____ (become an adult)?
7. I'd love to **set up** _____ (arrange / create) my own business.
8. I really want to **get out** _____ (leave a building) of this office and go for a walk.
9. As I arrived, he **came out** _____ (appeared from a place) of the door.
10. She **picked up** _____ (got something from a place) some dinner on the way home.

PHRASES CLAUSES AND KINDS OF SENTENCES

What is a Phrase?

A group of two or more words in a sentence related to each other or acting as a single unit but does not have a subject or a predicate.

What is a Clause?

These are also a group of words in a sentence that have a subject and a predicate (or verb).

Read the detailed Comparison of phrase and Clause given below-

Difference Between Phrase & Clause	
Phrase	Clause
A group of words standing together as a conceptual unit and do not have a subject and a verb	A grammatical arrangement that contains a set of words having a subject and a verb.
Phrase is component of a clause	Clause is a component of a complete sentence
Each word of a phrase has a meaning but collectively it does not form complete sense like a sentence. i.e. it does not give a complete meaning when standalone	Clause gives complete meaning and can even be a complete sentence when standalone
A part of sentence without the two parts of speech i.e. Sentence and Predicate and (does not convey any idea)	A part of sentence having the two parts of speech i.e. Subject and Predicate (gives complete idea)
Phrase Example – <ul style="list-style-type: none">• Fish Swims in the Water• She is sleeping on the floor• They will meet at the concert• Over the horizon• She is sketching on the Wall	Clause Example – <ul style="list-style-type: none">• Fish Swims in the water• She is sleeping on the floor• They will meet at the concert• He smiled• She is sketching on the Wall

Kinds of Sentences:

A simple sentence consists of only one clause. A compound sentence consists of two or more independent clauses. A complex sentence has at least one independent clause plus at least one dependent clause.[1] A set of words with no independent clause may be an incomplete sentence, also called a sentence fragment.

A sentence consisting of at least one dependent clause and at least two independent clauses may be called a complex-compound sentence or compound-complex sentence.

Simple Sentence:

A Simple sentence is a sentence that consists of just one independent clause. A simple sentence has no dependent clauses. (An independent clause (unlike a dependent clause) can stand alone as a sentence.)

Examples:

I run

I cannot drink warm milk.

A day without sunshine is like night.

The girl ran into her bedroom.

Compound Sentence

A Compound Sentence has at least two independent clauses.

For example:

I used to jog, but the ice cubes kept falling out of my glass. (Singer David Lee Roth)

Only two things are infinite, the universe and human stupidity, and I'm not sure about the former.

Any fool can criticize, condemn, and complain - and most fools do.

Complex Sentence

A complex sentence has one independent clause and at least one dependent clause.

Examples

Both the cockroach and the bird would get along very well without us, although the cockroach would miss us most.

The human brain never stops working until you stand up to speak in public.

When I lost all my friends, I became a people-watcher.

Fragments are sentences that are incomplete. A sentence can be considered a fragment if:

It begins with the words

which, because, although, before, while, whether, whenever, unless, if, after, since, when, until, by, as long as, even though, whereas,
--

AND is a DEPENDENT CLAUSE. A DEPENDENT CLAUSE is a sentence that can have a subject and a verb, but does not express a complete thought.

The words in the box are called SUBORDINATORS because they render a sentence subordinate or unable to stand on its own.

Here are a few examples of fragments (or, dependent clauses with subordinators) at the beginning

Fragment Correct Way (Not a fragment)

If I go to school today. If I go to school today, then I will take the test.

Unless love finds me. Unless love finds me, I will always be unhappy.

After you leave. After you leave, I will be sad.

It is missing a subject or verb

Here are a few fragments that are missing the subject or the verb

Fragment Correct Way (Not a fragment)

Lilies from the valley. I can smell the lilies from the valley

Plays in the dark. The theater puts on plays in the dark.

Pumpkins in the grass. Let me see the pumpkins in the grass.

If the noun is followed by the words who, which, or that

Here are a few examples of fragments that have the words which, that or who following the noun

FragmentCorrect Way (Not a fragment)

Children that sing. The children that sing in the choir will be over for dinner.

A dancer who steals. A dancer who steals the show will impress the audience.

People that laugh. People who laugh tend to be happy.

How can one turn a fragment into a complete sentence? One may simply add to the sentence what is lacking. For example

As long as I have you. **As long as I have you, nothing can stand in our way.**

This fragment can be fixed by adding an INDEPENDENT CLAUSE. An independent clause is a sentence that can stand alone because it has a subject and a verb and conveys a complete thought. Independent clauses are basically regular sentences.

Running in the streets. **Sam is running in the streets.**

We can fix this fragment by adding what it is lacking, a subject. In the corrected sentence, the subject is Sam.

Papers from the office. **Please put away these papers from the office.**

This fragment can be fixed by adding what is lacking. In this example, a verb is what is lacking. In the corrected sentence, the verb is put.

Identify if the sentence is a fragment, and then circle it. Then rewrite the fragment as a complete sentence.

1. Sarah likes to play cards.
2. Playing cards at night.
3. Fairy princesses from the sky.
4. Pecan pie is my favorite kind of pie.
5. Nothing makes sense anymore.
7. Please tell the teacher to go away.
8. If I go to the florist.
9. Teachers who don't like to read.
10. Tell me why you feel this way.
11. Flowers on the grave.
12. While she was sleeping.

RUN-ON SENTENCES AND COMMA SPLICES

Before you begin this lesson, it would be helpful to know what the words INDEPENDENT CLAUSE mean. An INDEPENDENT CLAUSE is simply normal sentence. This means it has a subject, verb and expresses a complete thought

Here are a few examples of independent clauses.

I went to the store today.

The football game was fun.

Please make sure she doesn't forget her keys.

A sentence can be considered a RUN-ON if it joins two independent clauses with a comma or no punctuation at all. A run-on sentence that has two independent clauses joined by a comma is called a COMMA SPLICE.

Here are a few examples of sentences with comma splices.

My head hurts, I took some Advil.

Mary went to the market, she bought some apples.

I went the part last night, I need to sleep in this mornings.

Here are a few more examples of run-on sentences

We showed up late and the hostess was mad, but she let us in anyway.

Alyssa picked up the new vampire romance book from the library she read it as soon as she got home.

Greg likes football all he does is watch football all the time.

Run-on sentences can be confusing to a reader because they put too many ideas into one sentence. How can one fix a run-on sentence? Here are a few ways to do just that.

One way is join the two independent clauses with a COORDINATOR. The following words are coordinators.

For And Nor But Or Yet So

The acronym FANBOYS is an easy way to remember these words. Always be sure to put a comma before the coordinator.

Here are a few examples of run-on sentences joined by a coordinator.

RUN-ON

Mary needed to tell him the truth she refused to speak a word.

Peeta likes to bake Katniss likes to shoot arrows

Corrected with a coordinator

Mary needed to tell him the truth, but she refused to speak a word.

Peeta likes to bake, and Katniss likes to shoot arrows.

Another way to repair a run-on sentence is to join the two independent clauses with a SUBORDINATOR. Here are a few common subordinators.

although, after, as if, because, even though ,
--

that, until, unless, wherever, whether, which,
while, since, if, as long as

Here are a few examples of run-on sentences fixed by using a subordinator

RUN-ON

Alex can play outside he has to finish his dinner.

Michael wasn't paying attention the teacher was looking right at him.

Corrected by adding a subordinator

Alex can play outside, as long as he finishes his dinner.

James wasn't paying attention, even though the teacher was looking right at him.

Run-on sentences can be separated by a semicolon. A semicolon may work best if an adequate word cannot be found to join the two sentences.

Here are a few examples.

RUN-ON

Michael followed Alyssa into her room he closed the door behind them

Stefan had run away Elena refused to follow him

Corrected with a semicolon

Michael followed Alyssa into her room; he closed the door behind them.

Stefan had run away; Elena refused to follow him.

Lastly, a run-on sentence can be broken up by a period. The independent clauses are then separated into their own sentences. Here are a few examples of run-on sentences broken up by a period.

RUN-ON

The milkman came earlier he left the milk bottle on the porch.

I had to pick up my son from daycare he was sick.

Sookie wanted to be with Bill she wanted to be with Eric too

Corrected by separating the clauses with a period

The milkman came earlier. He left the milk on the porch.

I had to pick up my son from daycare. He was sick.

Sookie wanted to be with Bill. She wanted to be with Eric too.

Identify whether or not the sentence is a run-on. If it is, rewrite the correct way using one of the methods given above.

1. I can't wait I have to get to school now I'm going to be late.
2. Let's go to the park after the movie, and then we can watch the sunset.
3. I'm going to make spaghetti, but I'm all out of pasta.
4. Please stop bothering me you are really getting on my nerves.
5. Ashley worked for more than eight hours she didn't receive the overtime pay she deserved.
6. Sarah asked the teacher if she could bring her pet frog to school, but the teacher said no.
7. You can go to the park, after you put on your shoes.
8. I didn't want her at the party, so we asked her to leave.
9. Alex needed to finish a paper he stayed at the library all night.
10. The professor reminded her students of the importance of studying for the final she did not want her students to fail.

Read the following sentences. Check the box marked "simple" if it is a simple sentence. Check the box marked "compound" if it is a compound sentence. Check the box marked "complex" if it is a complex sentence.

1. We have to go to bed when the clock chimes ten o'clock. ☐ Simple ☐ Compound ☐ Complex
2. Jennifer liked William's friend, and she also liked his cousin. ☐ Simple ☐ Compound ☐ Complex
3. The big brown dog ran after the blue and red ball. ☐ Simple ☐ Compound ☐ Complex
4. James and Eve rode their bicycles after they ate lunch. ☐ Simple ☐ Compound ☐ Complex
5. The teacher and the principal met in the hall near the library. ☐ Simple ☐ Compound ☐ Complex
6. Many brave soldiers fought in the war, and they received medals. ☐ Simple ☐ Compound ☐ complex
7. The drummers played a long time, but the piano players stopped early. ☐ Simple ☐ Compound ☐ Complex
8. Before the queen rode in the parade, she gave a speech. ☐ Simple ☐ Compound ☐ Complex
9. After midnight the ghosts will come out of the haunted attic. ☐ Simple ☐ Compound ☐ Complex
10. She dropped the pan and the plate, but she held on to the spoon. ☐ Simple ☐ Compound ☐ Complex.

Transformation of Sentences

Rewrite the following Simple Sentences as Compound Sentences:

1. The old man being weak could not walk properly.
2. His father in spite of being poor is a contended man.
3. She must work hard to be successful in the examination.
4. Our teacher is popular among students for his diligence.
5. But for his faults he would have progressed immensely.
6. Visualizing a danger ahead, the traveler became cautious.
7. The student must accept his fault to escape his punishment.
8. The culprit ran away to escape his arrest.
9. Taking off their clothes the children jumped into the river.
10. In the event of being late you will not be allowed entry.

Rewrite the following Simple Sentences as Complex Sentences:

1. Nobody could find out the place of their stay.
2. The purpose of his visit to this place is not known.
3. All the laborers set out for their homes at sunset.
4. On seeing the policeman, the thief fled away.
5. You cannot succeed without working hard.
6. Pious women are always respected by all.
7. I do not know the way leading to his house.
8. The guests sitting in the room could not hear his voice.
9. She hoped to be successful in the examination.
10. A man fair in his dealings is always trusted

Rewrite the following Complex Sentences as Compound Sentences:

1. I am confident that he is innocent in this matter.
2. Unless he works hard, he cannot pass the examination.
3. However hard work she may do she cannot pass the examination.
4. She is sure that he has stolen her purse.
5. As the shopkeeper quarrels with every customer, nobody likes him.
6. If he does not improve his behavior, he will lose all his friends.
7. Unless the culprit accepts his fault, he will not be spared.
8. She did not attend the office because she felt unwell today.
9. She has lost the book that she had purchased.
10. If you do not attend the class you will not be allowed to sit in the examination.

Rewrite the following Compound Sentences as Complex Sentences:

1. Let me reach my office and then I shall talk to him.
2. Spare the rod and spoil the child.
3. The thief saw the police man, so he ran away.
4. She is feeling unwell so she cannot attend her office today.
5. The child felt hungry, so he started weeping.
6. The news is very good but it is not true.
7. Eat less and you will remain healthy.
8. The old man is very rich but he is a miser.
9. Children put on new clothes and went to see the fair.
10. Keep quiet or you will repent.

SENTENCE ARRANGEMENT

Sentence Arrangement requires a sound knowledge of grammar, sentence structure and ability to form a logical sequence of given parts to create a coherent meaningful sentence.

Extensive reading helps one acquire the necessary skills to perform well in Sentence Arrangement exercise.

Example:

P) My work here

Q) I shall go to Kolkata

R) I have finished

S) After

(A) PQRS

(B) QSRP

(C) RPQS

(D) RSPQ

Ans: (B)

Rearrange the lettered parts to make a meaningful sentence

1. A) And the sinners is that / B) Every saint has a past, and every sinner has a future./ C) We must understand very clearly that / D) The only difference between the saints

(A) ACDB

(B) CDAB

(C) BDAC

(D) BDCA

2. A) Way by moonlight and his punishment / B) A dreamer is one who can only find his / C) The rest of the world. / D) Is that he sees the dawn before

(A) ACDB

(B) BADC

(C) BDAC

(D) BDCA

3. A) Our ambition should be to rule ourselves, / B) And be more, and to do more / C) And true progress is to know more, / D) The true kingdom for each one of us;

(A) BACD

(B) BDAC

(C) DACB

(D) BCDA

4. A) The world takes you very seriously, / B) If you pretend to be good, / C) The astounding stupidity of optimism is that / D) But if you pretend to be bad, it doesn't.

(A) ADCB

(B) BACD

(C) BDAC

(D) CBAD

5. A) And I like persons with no principles / B) I like persons better than principles, / C) Better than anything else in the world/ D) The world might not understand when I say that

(A) DBAC

(B) DCAB

(C) DBCA

(D) DACB

6. A) That thinks more about money than the rich , / B) And that is the poor./ C) There is only one class in the community / D) It is really pathetic to know that

(A) DCBA

(B) BADC

(C) DCAB

(D) ACDB

7. A) To give romance to realism, / B) Which is equally a tough job. / C) While we look to the cinema directors/ D) We ask of the actor to give realism to romance,

(A) CADB

(B) CBDA

(C) CDBA

(D) CDAB

8. A) action, words or decision, we feel / B) That no one else has the right to blame us/ C) When we blame ourselves for a particular / D) That is the luxury in self-reproach.

(A) ADCB (B) BDAC (C) CABD (D) DBAC

9. (A) Is more a matter of shame / B) In fact, to have it pointed out / C) A military man can scarcely pride himself / D) On having 'smitten a sleeping enemy';

(A) CDBA (B) ABDC (C) DBAC (D) BDAC

10. A) Of men, and through this cooperation his ability to find greatness / B) The World Trade Centre should, because of its importance/ C) Humanity, his need for individual dignity, his belief in the cooperation / D) Become a living representation of man's belief in

(A) CDAB (B) BDCA (C) ACBD (D) CBAD

11. (A) In some degree a slave /B) The nation which indulges / C) Or an habitual fondness is / D) Toward another an habitual hatred

(A) BDAC (B) BCDA (C) BDCA (D) ACBD

12. A) Solemn manner against / B) I think it is my responsibility /C) To warn you in the most / D) The baneful effects of the spirit of the party

(A) BCAD (B) ACBD (C) DACB (D) BCDA

13. A) Students are unteachable and it is / B) Do not follow the moral values they teach / C) Still more shocking that many teachers / D) It is shocking that many

(A) DACB (B) ADCB (C) BDAC (D) DABC

14. A) Is not about being a true and benevolent administrator / B) The modern incapable and cunning people / C) But a dictator with a pleasant mask / D) Are of the opinion that administration

(A) BDAC (B) BADC (C) DCAB (D) DACB

15. A) Due to which, learning them has become very tough / B) Is what has become an unpleasant obsession/ C) Know as many English words as possible / D) The compulsion that students should

(A) DCAB (B) DCBA (C) BADC (D) BACD

Rearrange the following parts to make a meaningful sentence

1. (A) With the growing conviction that the individual had rights against

(B) Of the latter to safeguard those rights

(C) The state and that it was the proper function

(D) Between 1600 and 1900 the laws of Britain slowly caught up

(A) DACB (B) ABDC (C) ACDB (D) DCB A

2. (A) Thanks to which he had been a laughing-stock to his friends

(B) The perambulation that he had last night

(C) And an excruciating mystery to himself

(D) Bestowed upon him a glimpse of his psychological infirmity

(A) ABC D (B) BDAC (C) CADB (D) CDB A

3. (A) The confidence of a person strangles the innate heavenly clemency
 (B) Which is the cradle of Mephistophelean doings
 (C) The nefarious attitude of extirpating
 (D) And it is pernicious to the roots of the time-honored human ethics.
 (A) CAB D (B) ABCD (C) DCBA (D) BDAC
4. (A) Practical conclusions from his basic convictions
 (B) His frustration betrays a distorted perception of
 (C) For it is precisely his diagnosis of man
 (D) His own rhetorical gifts and a striking incapacity to draw
 (A) BDAC (B) ABCD (C) DCBA (D) CADB
5. (A) By commanding himself, he commands the whole of which he is a part
 (B) Combining the creativity of the biblical God and the reflexivity of Aristotle's divine being
 (C) Activities, the objects of its exertions and
 (D) The child rises to divinity as he possesses a purified, uncorrupted will that makes its own
 (A) BDCA (B) ABCD (C) DBC A (D) BCAD
6. (A) Is necessarily an affirmation of the idea of eternal recurrence
 (B) The removal of the opposition between the real and
 (C) Structures derived from this opposition
 (D) The utopian worlds, and of all the moral and metaphysical
 (A) ABC D (B) BDCA (C) CDAB (D) DCAB
7. (A) A human being's essential capabilities, distinguishing attributes and highest task
 (B) Nevertheless the author's revaluation of virtue remains within the domain of the traditional
 (C) He openly and unabashedly relies on a definite opinion about
 (D) Conception of virtue it presumes to supplant inasmuch as
 (A) BDCA (B) ABCD (C) BCAD (D) ACDB
8. (A) In the cruel heat of May and June
 (B) Succeeding would be when foreign investors start trekking to Delhi
 (C) Used to say a sure indication that the new economic policy was
 (D) A senior economist associated with the reforms programme
 (A) ABCD (B) DCBA (C) DAC B (D) DCAB

9. (A) For products made in their European and American plants
(B) The Indian country side looking for suppliers of cheap components
(C) Ranging from Daimler Benz to General Motors, have been scouring
(D) The fact is that executives from companies

(A) ACDB (B) ABCD (C) DCBA (D) BDC A

10. (A) Clean sheets in the league
(B) Their record of 12 consecutive
(C) West Ham United is a stern test of
(D) Manchester united match against

(A) ABC D (B) DCBA (C) BCAD (D) CDAB

ODD WORD

Odd Word deals with finding a single word from among the given bunch of words. This tests one's general knowledge and familiarity with vocabulary.

This activity nurtures one's ability to group the given set of words based on the category they belong to and hence identify the word that stands out..

Example:1 (General based)

A	B	C	D	E
Dermatology	Odontology	Osteology	Philology	Ophthalmology

Ans: D

Explanation:

A, B, C and E - study related to human body parts whereas D – study of languages

Example: 2 (Vocabulary based)

A	B	C	D
Beseech	plead	decreed	request

Ans: C

Explanation:

A, B and D are synonyms while C is their antonym

ODD WORD OUT (VOCABULARY)

In each question, choose the word that is different from the others in meaning.

A	B	C	D	E
1. Cover	Mask	Facade	Cavern	Front
2. Filthy	Stingy	Dirty	Grimy	Unclean
3. Hint	Clue	Warranty	Implication	Suggestion
4. Reduce	Demolish	Diminish	Decrease	Abate (ab[away from]-ate)
5. Educated	Learned	Erudite	Advocated	Knowledgeable
6. Miserable	Despondent	Forlorn	Depressed	Determined
7. Permission	Commission	Consent	Approval	Clearance
8. Pledge	Prize	Award	Trophy	Medal
9. Skinny	Slim	Dense	Slender	Lean
10. Explain	Clarify	Illustrate	Elucidate	Eradicate

11. Abrogate	Give Up	Repeal	Abate	Abolish
12. Aberrant	Accretion	Increment	Accumulation	Multiplication
13. Aesthetic	Adverse	Unfavorable	Unfortunate	fateful
14. Cogitation	Chicanery	Meditation	Thinking	Reasoning
15. Contrite	Cryptic	Puzzling	Hidden	Mysterious
16. Elusive	Evasive	Baffling	Dormant	Slippery
17. Judicious	Wise	Prudent	Frugality	Shrewd
18. Laconic	Concise	Harangue	Terse	Brusque
19. Overt	Probity	Manifest	Open	Apparent
20. Glitch	Emulate	Mistake	Malfunction	Challenge

ODD WORD OUT (GENERAL)

A	B	C	D
1. Semicolon	Semifinal	Semicircle	Seminar
2. Telephone	Telescope	Transistor	Tape recorder
3. Radio waves	X-rays	Ultraviolet Rays	Infrared Rays
4. Zinc	Aluminium	Copper	Mercury
5. Volume	Force	Volt	Power
6. Microscope	Microbe	Microphone	Microfilm
7. Coal	Biogas	Petroleum	Natural gas
8. Java	Structures	Unions	C++
9. Sericulture	Etiology	Acoustics	Officious
10. Microscope	Telescope	Stethoscope	Periscope
11. Autocrat	Bureaucrat	Plutocrat	Aristocrat
12. Zucchini	Dandelion	Thistle	Foxglove
13. Poetry	Haiku	Sonnet	Elegy
14. Pulpit	Pew	Chalice	Chancel
15. Steering Wheel	Dashboard	Gear Shift	Bonnet
16. Ornithology	Gerontology	Ophthalmology	Gynecology
17. Canoe	Igloo	Yacht	Dinghy
18. Mike Tyson	Holy Field	Buster Douglas	Bruce Lee
19. Henri Becquerel	Roentgen	Madam Curie	Einstein
20. Himadri	Shivalik	Kandla	Himachal

QUESTION TAGS

Learn about the basics of question tags and rules for their correct usage.

It is a common practice in conversation to make a statement and ask for confirmation at the end of it. Here comes the role of question tags. Question tags are generally used in spoken English.

What are Question Tags?

Question tags are short questions used at the end of the statements to confirm if the statement is true or not. It may also be used to evoke a reply from the person you are speaking to. The subject of a question tag is always a pronoun.

E.g. It's very hot, isn't it?

Question tags are used in a number of ways: negative or positive, with or without auxiliary verb, with modal verb, etc.

1. Negative question tag

If the main sentence is positive, the question tag should be negative. The pattern followed by a negative question tag is:

auxiliary + n't + subject

Examples of Negative question tag:

You are free, aren't you?

George broke the glass, didn't he?

Your sister cooks well, doesn't she?

She can swim well, can't she?

2. Positive question tag

If the main sentence is negative, the question tag should be positive. The pattern followed by a positive question tag is:

auxiliary + subject

Examples of Positive question tag:

You aren't busy, are you?

He can't drive, can he?

Mohit doesn't work hard, does he?

They haven't come yet, have they?

3. Question tags with auxiliary verb

If there is an auxiliary verb (be, have, do, is, etc.) in the main sentence, the question tag also contains the same auxiliary verb.

E.g. It's raining, isn't it?

Similarly, if there is a modal verb (could, can, should, etc.) in the main sentence, the question tag is also constructed with the same modal verb.

E.g. They couldn't hear him, could they?

4. Question tags without auxiliary verb

In case, the main part of the sentence doesn't contain an auxiliary verb, the question tag is constructed with the relevant form of 'do'. E.g. He eats fish, doesn't he?

Exceptions in question tags:

There are certain peculiarities in the usage of question tags that doesn't follow the above-mentioned rules. Examples:

I am right, aren't I?

Let's go to the beach, shall we?

Wait a minute, can you?

Have some more rice, will you?

Somebody has called, haven't they?

There is a mosque in that street, isn't there?

Additionally, the intonation of question tags in spoken English varies. In case of a real question, you speak with a rising intonation while if you already know the answer, you speak with a falling intonation.

Exercises:

DIRECTIONS for questions: Put a question tag on the end of these sentences.

1. There are a lot of people here, aren't there ?

2. Let's go out tonight, shall we ?

3. This isn't very interesting, is it ?

4. I'm too impatient, ain't I ?

5. You wouldn't tell anyone, would you ?

6. Listen, will you ?

7. I shouldn't have lost my temper, should I ?

8. Don't drop that vase, will you ?

9. He'd never met her before, had you ?

DIRECTIONS for questions: Read the situation and write a sentence with a question tag. In each situation you are asking your friend to agree with you.

10. You're with a friend outside a restaurant. You're looking at the prices, which are very high.

What do you say? (expensive) It _____

11. You've just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? (great) The film is interesting, isn't it? _____

12. You and a friend are listening to a woman singing. You like her voice very much. What do you say to your friend? (a lovely voice) She has a lovely voice, doesn't she? _____

13. You are trying on a jacket. You look in the mirror and you don't like what you see. What do you say to your friend? (not/ look/ very good) It doesn't look very good, does it? _____

14. Your friend's hair is much shorter than when you last met. What do you say to her / him?

(have / your hair / cut) You ____ **have cut you hair, haven't you?** _____

15. You and a friend are walking over a wooden bridge. It is very old and some parts are broken. What do you say? (not / very safe) This bridge ____ **doesn't look very safe, does it?** _____

DIRECTIONS for questions: In these situations, you are asking for information and asking people to do things. Make sentences like those in Section C.

16. You need a pen. Perhaps Jane has got one. Ask her _ **Jane give me your pen will you?** _____

17. Jack is just going out. You want him to get you some stamps. Ask him.

Jack, you ____ **are going out get me some stamps, will you?** _____

18. You're looking for Ann. Perhaps Kate knows where she is. Ask her.

Kate, you ____ **know where ann is tell me where she is, will you?** _____

19. You need a bicycle pump. Perhaps Helen has got one. Ask her.

Helen, ____ **you have a bicycle pump give it to me, will you?** _____

20. You're looking for your keys. Perhaps Robin has seen them. Ask him.

____ **Robin, you have seen my keys tell me where they are, will you?** ____

COMMON CONFUSING WORDS – (CAT)

Good communication involves using words appropriately to articulate your ideas and support your assertions. Using words correctly will also ensure that your reader will not be distracted from the content of your writing. Below are some of the most commonly confused English word pairs and their meanings.

‘Common Confusable’ are pairs of words that have the potential of leaving us in a tangle. The tangle can be pretty embarrassing at times, and we can make a fool out of ourselves if we spell out the incorrect word in front of the correct audience. Keeping that in mind, and the fact that this section is pretty much a constant on the CAT exam, we bring to you this section of ‘Common Confusing Words in English’. Consisting of Homonyms, Homophones and words often bungled-up, this section is a synthesis of our ‘Usage Tips’ section. Here, you would find the most common blunders in English explained, and tips would be given so as to avoid these harrowing errors.

1. Auger & Augur

One is a tool, and the other is a prediction about the future. When you use an auger, you use a tool to drill a hole. Augur, on the other hand, always relates to premonition. As a verb, it means to predict or foretell. As a noun, augur indicates something that is ominous.

The word augur actually has an interesting derivation. Augurs were Roman priests who predicted the future by interpreting the flights of birds and by other natural occurrences; such as, examining their entrails, etc.

Tool tip to remember the difference:

Just Remember: A tool-man without his auger does not augur well for the job.

Examples of incorrect uses of Auger and Augur:

1. But the fact the club was not even given a First Division license would not auger well for its chances of overturning the decision at appeal.
2. But anyone who glanced at the stat sheet saw another number that augered well for the pro-legislation lobby.

Examples of correct uses of Auger and Augur:

1. Augers are effective tools for the machine man.
2. The current state of democracy in our country does not augur well for the future.

Difference between Auger and Augur. Auger is a tool for boring holes into wood, leather, etc.: “He used an auger to make holes in the shoes for the shoelaces.”

Augur means to foretell, predict, forewarn: “Dark clouds augur the coming of the thunderstorm.”

Augur is also used to refer to a prophet, a prognosticator, an oracle: “An ancient Roman augur told Julius Caesar to ‘Beware the Ides of March’.”

1. Bridal & Bridle

One word is about weddings and brides, and the other about horses!

Although the sounds of these two words is the same, they are actually used in different contexts and setting unless the bride, dressed in her bridal gown, is waiting for the groom, seated on a bridled horse, to arrive!

Bridal refers to something to do with a bride or a wedding. It is derived from the Old English word *brudealo*, which means wedding feast. This is further formed by combining 'bryd' and 'ealo/ale', which is what people drink at weddings, don't they?

The word *bridle*, on the other hand, comes from the old English word *bridal*, meaning "to move quickly". As a verb, it means restrain. Imagine how horses are bridled?

Tool tip to remember the difference:

Just Remember: Brides, in their bridal gowns, wait for grooms to arrive, on their bridled horses.

Examples of incorrect uses of Bridal and Bridle:

1. Services are tailored to the needs and desires of the *bridle* couple.
2. We should all welcome the new attempts to *bridle* the beast.

Examples of correct uses of Bridal and Bridle:

1. A lot of budget calculations are available on a *bridal* website.
2. I saw her on the *bridle* path near us.

Bridal means referring to a bride or a wedding: "Ritu Kumar is the best designer of *bridal* gowns."

Bridle, on the other hand, refers to the head harness, including bit and reins used to guide or to restrain a horse.

By extension, it also means the act of restraining power or action or limiting excess: 'his common sense is a *bridle* to his quick temper'

2. Bidding & Biding

The difference is actually not between bidding and biding, it is between *bid* and *bide*. The latter means to dwell on something, and hence its usage in the phrase: *bide* one's time.

Bide is actually an archaic term now and is not used commonly other than in the phrase given above.

Tool tip to remember the difference:

Just Remember: Bidding comes from 'bid' and biding comes from 'bide'.

Examples of incorrect uses of bidding and biding:

1. People were amazed to see how a low cost won the *biding*.
2. He is very honest and law *bidding*.

Examples of correct uses of bidding and biding:

1. I went there because of her *bidding*.
2. He was *biding* his time in the hope for a change.

Difference Between Bidding and Biding. Bidding means to offer to pay a particular amount of money for something that is being sold: "He plans to stop *bidding* on his house by making a counter offer."

Biding means waiting for the right time before doing something: "He is *biding* his time so that he can enter the *bidding* process at the right time and stop *bidding* on his house by making a counter offer."

3. Breach & Breech

Breach is an opening made by breaking down something solid; such as, a gap made in a wall or fortification: “There was a breach in several places of the levee due to the floods.”

It also refers to a breaking or the neglect (of a law, a trust, etc.); an infraction or infringement: “For the guard to leave now would be a breach of duty.”

Breech refers to the lower rear portion of the human trunk; the behind, posterior; hind part: “A breech is an old-fashioned word for the ‘backside’ of the body.” It also refers to opening in the rear of the barrel of a gun where bullets can be loaded

Tool tip to remember the difference:

Just Remember: Substitute a K for the CH in “breach” to remind you that the word has to do with breakage.

Examples of incorrect uses of Breach and Breech:

1. Anything beyond that was considered a breech of duty.
2. Breach of the gun had to be loaded frequently.

Examples of correct uses of Breach and Breech:

1. The suit is claiming breach of contract.
2. Shells must be loaded with hands into the breech of the gun.

Difference Between Breach and Breech. Breach is an opening made by breaking down something solid; such as, a gap made in a wall or fortification: “There was a breach in several places of the levee due to the floods.”

Breech refers to the lower rear portion of the human trunk; the behind, posterior; hind part: “A breech is an old-fashioned word for the ‘backside’ of the body.”

4. Calvary & Cavalry

These are two words that are actually anagrams; anagrams are words or phrases spelled by rearranging the letters of another word or phrase.

Calvary is actually a biblical term and a quick search on Wikipedia returns this as the result: Calvary or Golgotha, was according to the Gospels, a site immediately outside Jerusalem’s walls where Jesus was crucified.

As a word in the language, Calvary is used to represent an open-air representation of the Crucifixion of Christ. As a noun, the word calvary is used to represent a great mental ordeal. Look carefully: calvary, the noun referring to mental suffering, will be spelled with a lowercase c. Calvary, the place where Jesus was crucified, will be spelled with a capital C.

Now that does the job for calvary, but what does cavalry mean? Cavalry is a word used for troops who are trained to fight on horseback.

Tool tip to remember the difference:

Just Remember: The cavalry, on their horses, went to Calvary, the site of Jesus’s Crucifixion, to pay respect to Jesus.

Examples of incorrect uses of Calvary and Cavalry:

1. Major Tom wants the fire department's "calvary" to respond to life-threatening emergencies.
2. There was zero coverage all over the field and send the calvary on blitzes.

Examples of correct uses of Calvary and Cavalry:

1. The priest and the lad reached Calvary early morning.
2. The place was occupied by both cavalry and infantry, waiting for the orders of the senior command about when to press forward.

Difference between Calvary and Cavalry. 'Calvary', always capitalized, is the hill on which Jesus was crucified. It means 'hill of skulls. Cavalry is a term used to refer to 'troops trained to fight on horseback'

5. Critic & Critique

Well, what is the job of a critic? To provide a critique!

A critic is a person, a critique is piece of work. A critique is an in-depth evaluation of a subject, examining it from all critical angles.

Always remember the critical nature of these words; important you do not make a critical mistake while deciding which one of the above two to use.

Word Origin:

The word critic comes from Greek kritikós, "able to discern", which is a Greek derivation from the word krités, meaning a person who offers reasoned judgment or analysis, value judgment, interpretation, or observation. -Wikipedia

Tool tip to remember the difference:

Just Remember: The job of a critic is to provide a critique.

Examples of incorrect uses of Critic and Critique:

1. Both critique and subject resist identification on the sole basis of gender.
2. Pointing out all of the physics problems is a critique with the longest possible beards.

Examples of correct uses of Critic and Critique:

1. He found that there wasn't enough meat on the bones for this critic.
2. He was trained efficiently to evaluate and critique texts.

Difference Between Critic and Critique. A critic is someone who forms and expresses judgments of the merits, faults, value, or truth of a matter: "He is his own worst critic when it comes to analyzing his writing."

A critique is an evaluation by using a review or commentary, especially one dealing with works of art or literature: "The critique of the new film in Times of India was very positive."

6. Chafe & Chaff

Two words with similar spelling and similar pronunciation, but when it comes to their meaning, they have a sea of difference.

Chaff is the leftover material obtained when wheat is threshed (beat the seeds out of a grain). The leftover material (that is other than the grain) is referred to as chaff. In common parlance, chaff is used to something is useless or worthless (the meaning is an extension of the physical use of the word).

Chafe, on the other hand, refers to what happens when the skin wears away due to constant rubbing. Generally, skin is chafed when it is rubbed repeatedly. What do we feel when we undergo this rubbing? We are obviously irritated, and the word chafe is used to refer to this feeling of irritation.

Tool tip to remember the difference:

Just Remember: The extra f in 'Chaff' stands for 'foil', the covering of the seed this word refers to.

Examples of incorrect uses of chafe and chaff:

1. Separating wheat from chafe is a daunting task.
2. In India, majority of the activists' chaff at the lack of political and basic human rights there.

Examples of correct uses of chafe and chaff:

1. When the young try to learn to carry the weight of their life, their shoulders are chafed for once.
2. The correct method of storing seeds is to first remove the chaff, so that they do not rot when stored in a silo.

Chafe carries the following definitions:

1. Tear or wear off the skin or make sore by abrading/ Cause friction
2. Feel extreme irritation or anger
3. Cause annoyance in; disturb, especially by minor irritations

Chaff means:

1. Worthless matter; refuse.
2. Material consisting of seed coverings and small pieces of stem or leaves that have been separated from the seeds

Delusion: Fixed, false conviction in something that is not real or shared by other people.

Illusion: a thing that is or is likely to be wrongly perceived or interpreted by the senses.

Dudgeon: a feeling of offense or deep resentment, feeling anger

Dungeon: a strong underground prison cell, especially in a castle,jail

Denounce: publicly declare to be wrong or evil.

Renounce: formally declare one's abandonment of (a claim, right, or possession).

Descendant: a person, plant, or animal that is descended from a particular ancestor.

Descendent: Something that went down or something like that

Everyday: is an adjective (walking is my everyday activity)

Every day: is a noun

Expend: to spend

Fete: a celebration

Impunity: to be free from punishment

Impinge: have an effect or impact, especially a negative one.

Infringe: actively break the terms of (a law, agreement, etc.).

Inane: Stupid, silly

Peruse: read (something), typically in a thorough or careful way.

Nock: a notch at either end of a bow for holding the string, a hole at the end of the bow.

Personnel: people employed in an organization or engaged in an organized undertaking such as military service.

Knotty: full of knots.

Livid: furiously angry.

Vivid: very clear

Magnate: a wealthy and influential person, especially in business

Missive: a letter, especially a long or official one

Eminent: (of a person) famous and respected within a particular sphere or profession., scholar

Imminent: about to happen.

Choose the correct word to fill in the blank with the appropriate word:

1. The act was part denial and part _____. (**Delusion**, illusion)
2. Advertisements are **shown** to maintain the _____ of reality. (delusion, **illusion**)
3. We have no _____ that these credits are going to create lots of new job. (New York Times) (delusion, **illusion**)
4. "Basically, I think he's suffering _____ from of grandeur," he said. (Chicago Tribune) (**delusions**, illusions)
5. Seeing the state of affairs, she felt _____. (**dudgeon**, dungeon)
6. They decided to visit the _____ in the castle in their next vacations. (dudgeon, **dungeon**)
7. Reema walked out of the meeting with high _____. (**dudgeon**, dungeon)
8. She was able to save the king's imposter from the dark corners of the _____. (dudgeon, **dungeon**)
9. His own former supporters _____ his ideology. (**denounce**, renounce)
10. The government refused to _____ its claim. (denounce, **renounce**)
11. The mob made angry comments seeking to _____ the government for the high taxes. (**denounce**, renounce)
12. The Buddha chose to _____ his throne and begin his quest for salvation. (denounce, **renounce**)
13. She is a _____ of the vampires. (**descendant**, descendent)
14. He proved that he was indeed a _____ of the Maharaja. (**descendant**, descendent)
15. The _____ vehicle on the ramp crushed everything in its path. (descendant, **descendent**)

16. The mountain climbers were not aware of the steep _____ hill until it was too late. (descendant, **descendent**)
17. Team work is an _____ occurrence. (**every day**, everyday)
18. One should not let _____ problems overpower oneself. (every day, **everyday**)
19. We should continue to _____ our technology. (**expand**, expend)
20. When running, try not to _____ all your energy in the first few minutes. (expand, **expend**)
21. He suffered the _____ of mankind, death which befalls every man on this planet. (**fate**, fete)
22. They had a big _____ to celebrate the beginning of the New Year. (fate, **fete**)
23. The _____ was organized to give him a warm welcome. (fate, **fete**)
24. A lot of replacements would be waiting _____ down the line. (farther, **further**)
25. He is too disabled to be trusted _____. (farther, **further**)
26. These days many vaccinations are available that help provide _____ against many fatal ailments. (**immunity**, impunity)
27. Maoist rebels carry out criminal activities in the guise of political unrest with complete _____ in states like Orissa and West Bengal. (immunity, **impunity**)
28. There are many things that _____ on my privacy and I do not appreciate the same. (**impinge**, infringe)
29. It is never a good idea to allow the government to _____ your rights. (impinge, **infringe**)
30. Loud music blurted out through amplifiers _____ on our peace and rest. (**impinge**, infringe)
31. All he brought to the party were his _____ drinking comments. (**inane**, insane)
32. He was completely _____ as he thought that all his students might give up their cell phones. (inane, **insane**)
33. It is not healthy to _____ others over trivial matters. (**knock**,nock)
34. Since the _____ of the arrow was not properly cut, it kept slipping out of the bowstring. (knock, **nock**)
35. I have bought a detective novel to _____ it while travelling. (**peruse**, pursue)
36. The trauma of the accident continues to _____ me in my vacant time. (peruse, **pursue**)
37. The Chief Minister has agreed to give _____ attention to the problems of the teachers. (personnel, **personal**)
38. The _____ department of the railways is headed by a very young officer. (**personnel**, personal)
39. We have fixed up a panel of _____ pine wood on all the four walls to avoid dampness. (**knotty**, naughty)
40. The teacher punished the _____ boy for misbehaving in the class. (knotty, **naughty**)
41. The employees were _____ about his new law, and felt they were being placed under unnecessary controls. (**livid**, vivid)

42. His painting was successful portraying the _____ colors of the landscape. (livid, **vivid**)
43. Hill stations are a _____ for tourism during summers in India. (**magnet**, magnate)
44. Ratan Tata has become a _____ in the automobile industry after manufacturing world's cheapest road car called "Nano". (magnet, **magnate**)
45. The ship was hit by a _____ glacier and sank in the ocean waters. (**massive**, missive)
46. In the age of mobile phones, the practice of writing _____ has faded away. (massive, **missive**)
47. While she was waiting, she one day received a letter from Tony, announcing his _____ arrival in Mumbai. (eminent, **imminent**)
48. People are always saying there's no quality of life here, and everyone wants to _____. (**emigrate**, immigrate)
49. Some participants in the debate said the rule could unintentionally _____ economic harm on Africans. (**inflict**, afflict)
50. The Aero India Expo that is held in Bangalore is a _____ event. (biennial, **biannual**)

IDIOMS AND PHRASES – AN INTRODUCTION

Introduction to idiomatic expressions

Have you ever noticed that we don't always say what we mean? Sometimes we have two words that have two meanings but you put them together and they have a new meaning. Every morning I get up at 7 o'clock. What is get up? I know that get means receive and I know that up is the direction of the sky but get up is not to receive in the direction of the sky, right?

What is an idiom expression?

When you put words together to create a meaning that is different to the meaning of the individual words, we create what we call an idiomatic expression or an idiom. Idioms come from spoken language and they are basically new vocabulary that we create using old vocabulary because we are too lazy or unimaginative to think of new words. Or perhaps because by using words that already exist, we can give a clue to the meaning.

Why Learn Idioms?

An idiom is a phrase that has a meaning which is different from the meanings of each individual word in it. For example, if someone says to you “I’m pulling your leg”, you might think it is strange because you would definitely be able to feel if someone was holding your leg and pulling it! This idiom actually means that they are teasing you or playing a joke on you. There are hundreds of common English idioms in the English language which we use every day. In fact, most English people do not even realise they are using them! As the meanings are usually completely different to the meanings of the actual words, it can be very difficult to learn them – you need to learn them in the same way you learn new vocabulary.

Understanding idiomatic expressions

Some idioms are easy to guess because of the words that make them. For example, get up (get out of bed), look around (browse), eat out (eat at a restaurant). But beware; they may have some hidden meaning that you cannot guess. Eat out means to go out (to a restaurant) and eat but it does not mean to eat outside (you don’t have to be under the stars). If you eat at a table just outside your house, we say eat outside not eat out.

The meanings of other idioms are harder to guess. For example, work out (exercise), kick the bucket (to die), give up (quit).

Idioms are usually unique to a language so it is important that you do not try to translate an idiom into your first language or you will get confused. Try it. Translate kick, the and bucket into your own language. Do you get the meaning of to die?

Idioms are fun to learn and they make the language much more colorful so if you are interested to learn more, I recommend picking up a good dictionary for idiomatic expressions or Googling every time you hear a combination of words that seems to make no sense. Enjoy.

Use the idioms you’ve learned

If you think you’ve mastered the meaning of an idiom and the correct context in which to use it, then don’t be shy! If you see an opportunity, then use it, whether in conversation or in writing. It can be nerve-wracking to use a phrase you’re not used to, especially if you’re not completely certain whether you’re using it correctly, but biting the bullet and doing it is the only way to really learn its usage.

So, let us quickly go through a list of some common idioms and phrases and understand what they mean and how they are used in sentences.

Bring Home the Bacon

Meaning: To earn a living/earn enough money to live on and provide for yourself or your family.

Origin: The idiom bringing home the bacon started in the 1100s in a small town in Essex. The legend goes that the vicar of the church of Dunmow would reward the couple that hadn’t argued for a whole year and a day with “a side of bacon”. The winners were considered to be role models for the community and the competition was designed to create harmony in the family unit. However, there are others who

believe that the idiom started in the 1500s. In those days one of the most fascinating fairground attractions was to try and catch a greased pig with your bare hands, and whoever managed to do so would be able to take the prized animal home. So, if you won you would literally be bringing home the bacon.

But where does the connection to money come from? Well, if you consider that in both stories you had to earn your prize and that money was probably short at the time, it would be fair to say that the side of bacon represented a cash prize of sorts.

Examples • “This is ridiculous! I work all hours under the sun and I still can’t seem to bring home the bacon.”

- My husband stays home and looks after the children, and I bring home the bacon.
- I always tell my children to follow their passions, but that bringing home the bacon is also important.

A Catch-22 Situation

Meaning: A frustrating situation in which someone is trapped by contradictory rules. Often this is a situation in which the rules and regulations actually stop a problem from being solved. For example, a homeless person needs to find a job so that they can afford somewhere to live, but they cannot apply for a job because they have nowhere to live – this is a Catch-22 situation.

Origin: “Catch-22” comes from the title of Joseph Heller's 1961 novel. In the story, “Catch-22” was a rule followed by army doctors in The Second World War. If a frightened pilot tried to avoid a dangerous mission by claiming he was “insane”, this was seen as healthy and the doctor would diagnose him as “sane” and eligible to fly. In contrast, any pilot who actually wanted to fly was marked as “insane” and would not be allowed to do so. So “Catch 22” was the perfect example of an illogical rule which made everyone unhappy. After the release of a film based on the book in 1970, the phrase “a Catch-22 situation” or “a Catch-22 fix” became widely used to mean a paradoxical problem.

Examples: The Sunday Times: “Catch-22 Property Crisis: Young people don’t have enough money to get on the property ladder, but banks will only lend money to property owners.”

Rob: “I’ve been looking everywhere for a job, but no-one will give me an interview because I don’t have any work experience.”

Rachel: It’s a Catch-22 situation– until someone offers you a job, you won’t be able to get any experience.”

Eat my Hat

Meaning: People say “I’ll eat my hat” when they are sure something will not happen.

Origin: No-one would want to literally eat their hat so this expression is only used when someone is very sure about something. One of the earliest appearances of this phrase was in Charles Dickens’ ‘The Pickwick Papers’ in 1837: “If I knew as little of life as that, I’d eat my hat and swallow the buckle whole”. There are many things that would be very difficult to eat so it is not known why a hat was chosen. However, some people think that it is because the king and his companions used to wear large and elaborate hats that would have been especially difficult to eat!

Examples:

“He’s always late. If he gets here on time, I’ll eat my hat!” “My friends said they’ll eat their hats if I pass my driving test!”

“I’ll eat my hat if you can eat 20 burgers in one hour!”

“My mum said she would eat her hat if I didn’t pass the exam but I got top marks! I’m going to put her hat in the oven when I get home!”

Pull a Fast One (on Somebody)

Meaning: To lie or deceive somebody, to play a trick / prank / practical joke on somebody. Origin This idiom may have originated with magicians. Many magicians practise deception by “sleight of hand”, where they fool an audience by making movements which are too fast to see.

The idiom can also be used for other kinds of trick or lie where deception is involved.

Examples

- Don't try to pull a fast one on me! I know what you're doing.
- I paid him for six bottles of champagne, but he pulled a fast one on me and gave me six bottles of cheap wine.
- She said she had a headache and went home; he must have been pulling a fast one because I saw her laughing as she walked out the door.

Quit your Bellyaching

Meaning: You can say this to someone if you want them to stop complaining or moaning.

Origin: The origin of this idiom is unknown. ‘Bellyaching’ was first used as slang for ‘complaining’ in the 1880s but no-one is sure why. It is possible that it started being used as people who have belly aches often complain about them! The phrase ‘quit it’ is often used if you want to tell someone to stop doing something; so ‘quit your bellyaching’ combines ‘quit it’ and the slag word ‘bellyaching’ to mean ‘stop your complaining’!

Examples:

“Quit your bellyaching! You’ve been moaning all day!”

“I know she doesn’t have any money but I wish she would quit her bellyaching and get a job.”

Steve: “Hi Julie. How are you today?”

Julie: “Not good actually. I have a headache, my back hurts, I’m exhausted, I have no money, I hate my job... Hey, Steve, where are you going? Why doesn’t anyone want to talk to me?”

To Talk Someone’s Ear Off

Meaning: To talk so much to cause someone to be bored to death; to talk excessively or far more than is wanted or appreciated.

Origin: This idiom dates back to the beginning of the 1900s. It is thought that it originated from a Yiddish saying that implies that if someone talks to you too much and too long, you get so bored that your ear will eventually fall off. The idiom has slight negative connotations as the topic of the conversation might not be as interesting or important to the listener as it is to the speaker, causing (mild) irritation and annoyance. In English, we can also use the idiom to bend someone’s ear in the same way, but the expression to talk someone’s ear off is far more emphatic and indicates a higher level of annoyance. Other variations: to talk someone’s head off; to talk the hind legs off a donkey.

Examples:

- I had a drink with an old school friend I found on Facebook and we had so much to catch up on that she talked my ear off!
- I warned my colleague not to spend too much time in the boss’ office as he has a tendency to talk your ear off!
- My mother will talk your ear off, if you give her a chance!

Complete the sentences below with the correct idiom.

- a. Can't change its spots
- b. A piece of cake
- c. Sleep on it
- d. Once in a blue moon
- e. Play it by ear
- f. Bite the bullet
- g. On cloud nine
- h. Take a rain check
- i. Under the weather
- j. Stole my thunder
- k. Come rain or shine
- l. Do a runner

1. "I can't believe Sarah just _____! I just announced that I passed my exam and Sarah came in and told everyone she was pregnant!"
2. "Tony and Michelle just got engaged and they're both _____."
3. "I've been feeling a little _____ today. I had to wait outside in the rain for 2 hours last night and I think I may have caught a cold."
4. "Can we _____ on the cinema? I'm completely _____ and can't leave work at the moment."
5. "I know that Monday is a very important day for you. _____ I will be there!"
6. He thought he would have to _____ if he did not find the money to pay the landlord his rent.
7. "I know it will be difficult seeing Julie tonight but if you don't _____ you'll regret it tomorrow."
8. Jane: "Thank you so much for changing my tyre. I had no idea how to do it!" Pete: "No problem. When you've been a mechanic for 30 years, changing a tyre is _____!"
9. "I don't think Tom will ever order pasta instead of a pizza. A leopard _____ you know."
10. Carley: "Are you coming to the party tonight?" Robyn: "I don't think I should. I've been feeling _____ all week."
11. "She told me she would _____ and let me know her decision but it's been 3 days now and she still hasn't called!"
12. I don't have time to prepare for my meeting tomorrow. I'm just going to have to _____ and see what happens."
13. "My teacher knew I cheated so I had to _____ and admit it."

14. "I only see my brother _____ because he lives in New York."

READING COMPREHENSION

Read the following paragraphs and carefully determine what the main idea is for each. The best way to approach these questions is to first read the paragraph and then, in your own words, restate what you think the author is trying to say. From the five choices, select the one statement that best supports the author's point.

1.. One New York publisher has estimated that 50,000 to 60,000 people in the United States want an anthology that includes the complete works of William Shakespeare. And what accounts for this renewed interest in Shakespeare? As scholars point out, the psychological insights he portrays in both male and female characters are amazing even today.

This paragraph best supports the statement that

- A. Shakespeare's characters are more interesting than fictional characters today.
- B. people today are interested in Shakespeare's work because of the characters.
- C. academic scholars are putting together an anthology of Shakespeare's work.
- D. New Yorkers have a renewed interest in the work of Shakespeare.
- E. Shakespeare was a psychiatrist as well as a playwright.

2. Critical reading is a demanding process. To read critically, you must slow down your reading and, with pencil in hand, perform specific operations on the text. Mark up the text with your reactions, conclusions, and questions. When you read, become an active participant.

This paragraph best supports the statement that

- A. critical reading is a slow, dull, but essential process.
- B. the best critical reading happens at critical times in a person's life.
- C. readers should get in the habit of questioning the truth of what they read.
- D. critical reading requires thoughtful and careful attention.
- e. critical reading should take place at the same time each day.

3. There are no effective boundaries when it comes to pollutants. Studies have shown that toxic insecticides that have been banned in many countries are riding the wind from countries where they remain legal. Compounds such as DDT and toxaphene have been found in remote places like the Yukon and other Arctic regions.

This paragraph best supports the statement that

- A. toxic insecticides such as DDT have not been banned throughout the world.
- B. more pollutants find their way into polar climates than they do into warmer areas.
- C. studies have proven that many countries have ignored their own anti-pollution laws.
- D. DDT and toxaphene are the two most toxic insecticides in the world.
- E. even a worldwide ban on toxic insecticides would not stop the spread of DDT pollution.

4. The Fourth Amendment to the Constitution protects citizens against unreasonable searches and seizures. No search of a person's home or personal effects may be conducted without a written search warrant issued on probable cause. This means that a neutral judge must approve the factual basis justifying a search before it can be conducted.

This paragraph best supports the statement that the police cannot search a person's home or private papers unless they have

- A. legal authorization.
- B. direct evidence of a crime.
- C. read the person his or her constitutional rights.
- D. a reasonable belief that a crime has occurred.
- E. requested that a judge be present.

5. Mathematics allows us to expand our consciousness. Mathematics tells us about economic trends, patterns of disease, and the growth of populations. Math is good at exposing the truth, but it can also perpetuate misunderstandings and untruths. Figures have the power to mislead people.

This paragraph best supports the statement that

- A. the study of mathematics is dangerous.
- B. words are more truthful than figures.
- C. the study of mathematics is more important than other disciplines.
- D. the power of numbers is that they cannot lie.
- E. figures are sometimes used to deceive people.

6. Black-and-white camera film, in the old days of film photography, was very sensitive to blue light but not to red light. Blue skies would often show very little detail, because the film couldn't record all that it was seeing. To compensate, photographers would put a red filter on the lens, darkening the sky enough that the film could record its fluffy clouds.

This paragraph best supports the statement that

- A. red filters were very popular in the old days of photography.
- B. infrared rays are invisible to the naked eye.
- C. black-and-white photography used to be very popular.
- D. red filters cut out some blue light on black and white film.
- E. blue filters cut out red light

7. Today's postal service is more efficient than ever. Mail that once took months to move by horse and foot now moves around the country in days or hours by truck, train, and plane. If your letter or package is urgent, the U.S. Postal Service offers Priority Mail and Express Mail services. Priority Mail is guaranteed to go anywhere in the United States in two days or less. Express Mail will get your package there overnight.

This paragraph best supports the statement that

- A. more people use the post office for urgent deliveries than any other delivery service.
- B. Express Mail is a good way to send urgent mail.
- C. Priority Mail usually takes two days or less.
- D. mail service today is more effective and dependable.
- E. mail was once delivered by horse and foot.

8. Reality TV shows will have an adverse effect on traditional dramas and comedies. As reality TV increases in popularity, network executives will begin canceling more traditional programs and replacing them with the latest in reality TV.

This paragraph best supports the statement that

- A. reality TV is low quality.
- B. reality TV shows get the highest ratings.
- C. more and more people love to watch and participate in reality TV.
- D. as reality TV gets more popular, more traditional television shows may be threatened.
- E. network executives make hasty and unwise decisions.

9. When winding an old clock, it is important not to overwind it. Overwinding occurs when the mainspring is almost fully wound, but the operator continues to turn the winding key. This causes the main spring to coil too tightly, and might even break it.

This paragraph best supports the statement that

- A. clocks have changed over the years.
- B. old-fashioned clocks become fragile with age.
- C. old-fashioned clocks were operated by an internal spring.
- D. overwinding clocks used to be a common mistake.
- E. time flies when you're having fun

10. The best recipes for clam chowder all include onions and a bay leaf. The onions add a sharpness and zest to the blandness of the clams, and also help remove their slimy texture. The bay leaf complements the onion's strong flavor.

This paragraph best supports the statement that

- A. onions were once thought to be poisonous.
- B. bay leaves are essential in many soups.
- C. clam chowder is very nutritious.
- D. onions and bay leaves go well with clams.
- E. clams should not be overcooked.