

ENGLISH TODAY

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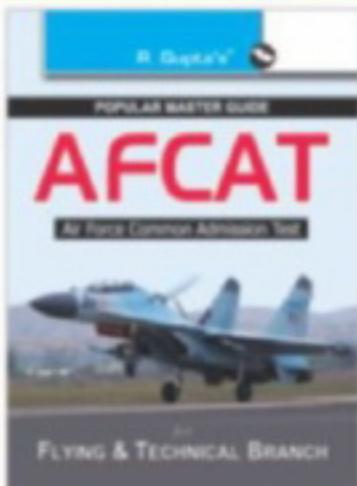
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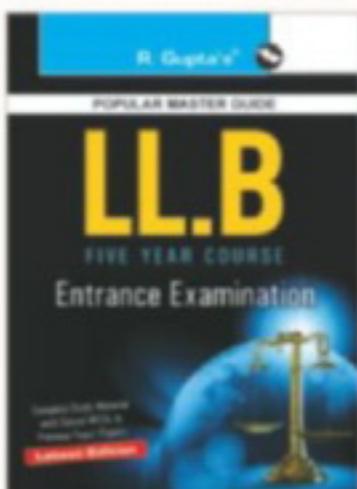


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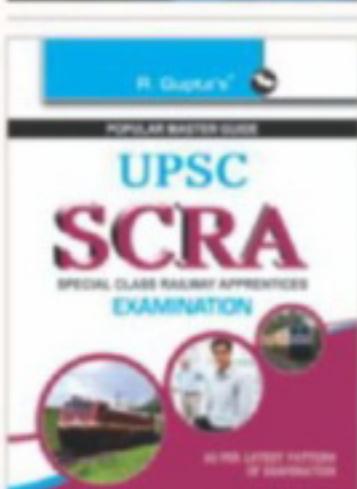


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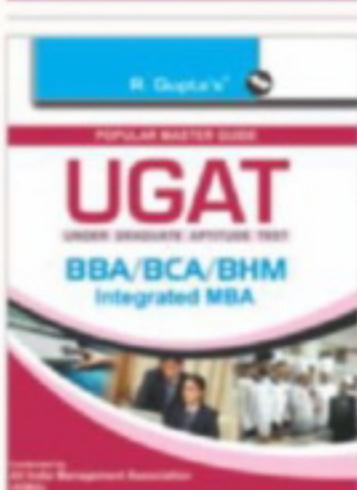
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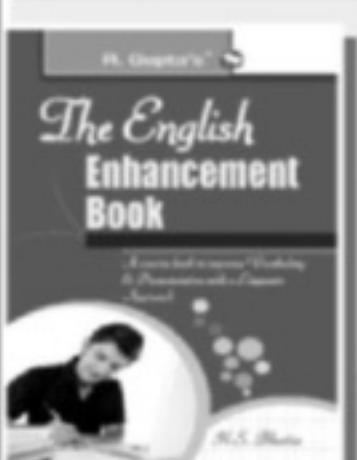
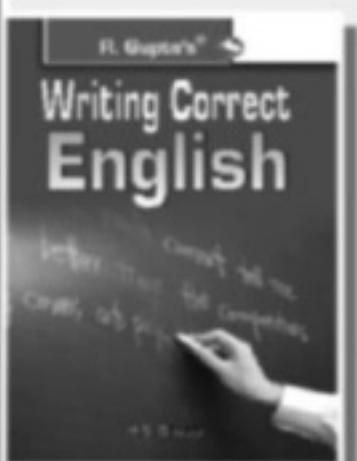
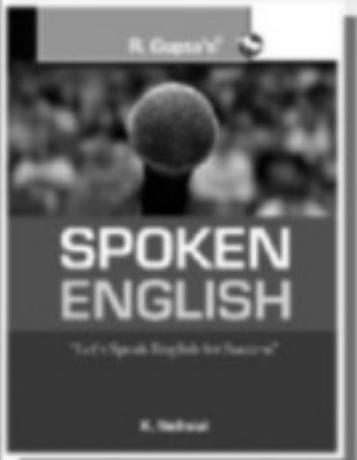
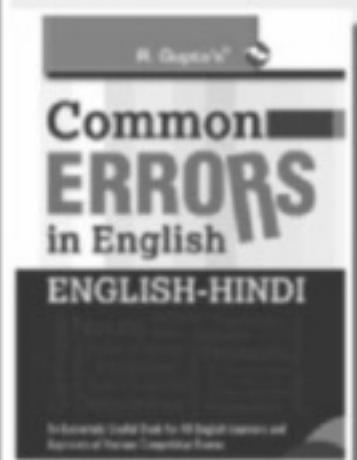
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From the Editor's Pen...



Dear Readers,

For the last some issues we have been studying usage of the Definite Article “the”. We’ll continue its usage in this issue also.

THE USE OF THE DEFINITE ARTICLE “THE”

We’ve studied 15 usages of the Definite Article “the” in the previous issues. Let’s proceed to study more usages.

16. Certain geographical nouns/names take “the” before them.

Examples:

(i) **Names of mountain ranges:**

- (a) the Himalayas
- (b) the Alps

(ii) **Names of mountain peaks:**

- (a) the Everest
- (b) the Kanchanjanga

(Note: When we write “Mount” before Everest, we don’t use “the” i.e., (a) the Everest, but (b) Mount Everest).

(iii) **Names of hills:**

- (a) the Shivalik (hills)
- (b) the Aravali

(iv) **Names of oceans:**

- (a) the Atlantic ocean
- (b) the Indian ocean

(v) **Names of Seas:**

- (a) the Arabian Sea
- (b) the Mediterranean Sea

(vi) **Names of bays and gulfs:**

- (a) the Bay of Bengal
- (b) the Persian Gulf

(vii) **Names of imaginary geographical lines:**

- (a) the Equator
- (b) the Tropic of Cancer

(viii) **Names of poles and hemispheres:**

- (a) the Northern hemisphere
- (b) the Southern hemisphere
- (c) the North Pole
- (d) the South Pole

(ix) **Names of Directions:**

- (a) the East
- (b) the West
- (c) the North
- (d) the South
- (e) the North/South-East etc.

(x) **Names of rivers:**

- (a) the Ganga
- (b) the Thames

(xi) **Names of canals:**

- (a) the Suez
- (b) the Panama

(xii) **Names of deserts:**

- (a) the Sahara
- (b) the Gobi

(xiii) **Names of groups of islands:**

- (a) the Caribbean
- (b) the West Indies
- (c) the East Indies

(xiv) **Names of stars:**

- (a) the Pole Star
- (b) the Vega

(xv) **Names of ships:**

- (a) the INS Vikrant
- (b) the INS Vikramaditya

H.S. Bhatia

LECTURE FORUM



Dear Readers,

We have been studying for some months the use of Past Participles of some verbs as Adjectives. We'll continue our study in this issue also.

PAST PARTICIPLES USED AS ADJECTIVES

Directions:

- (i) Use the following Past Participles as Adjectives in sentences of your own.
- (ii) Only the first and last letter of each Past Participle is given.
- (iii) After the Past Participle, the number of letters is given in brackets.
- (iv) No word should be repeated.



1. U _____ D (4)

(a) Full word: _____

(b) Usage: _____

2. I _____ D (8)

(a) Full word: _____

(b) Usage: _____

3. D _____ D (8)

(a) Full word: _____

(b) Usage: _____

4. D _____ D (7)

(a) Full word: _____

(b) Usage: _____

5. T _____ D (8)

(a) Full word: _____

(b) Usage: _____

6. V _____ D (10)

(a) Full word: _____

(b) Usage: _____

7. S _____ N (4)

(a) Full word: _____

(b) Usage: _____

8. L _____ T (4)
(a) **Full word:** _____
(b) **Usage:** _____
9. T _____ D (5)
(a) **Full word:** _____
(b) **Usage:** _____
10. E _____ D (9)
(a) **Full word:** _____
(b) **Usage:** _____
11. S _____ D (10)
(a) **Full word:** _____
(b) **Usage:** _____
12. B _____ D (6)
(a) **Full word:** _____
(b) **Usage:** _____
13. T _____ D (5)
(a) **Full word:** _____
(b) **Usage:** _____
14. L _____ D (6)
(a) **Full word:** _____
(b) **Usage:** _____
15. P _____ D (6)
(a) **Full word:** _____
(b) **Usage:** _____

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ORIGINS OF WORDS/ PHRASES/IDIOMS



CLEAN AS A WHISTLE

A whistle (wood) has to be clean to make a good, pure sound. Any little particles in it, will cause it to sound funny. A brand new whistle is the cleanest and best! So, when someone is said to be clean as a whistle, it simple means he's got no imperfections or is not guilty.

FISHY

Benjamin Disraeli, Prime Minister of England wrote in his novel, *Coningsby* in which he has the phrase “the most fishy thing I ever saw.” To describe a suspicious political deal. He observed that both fish and politicians could be slippery. Today, if something is said to be fishy, it means there is something suspicious about it.

FIT AS A FIDDLE

When one is in good health, they are said to be fit as a fiddle. The origin is simple. We all know that when a fiddle's strings are not taunt enough or if the fiddle is warped, you don't get a good sound. Only a fiddle that was in top shape was good enough to be heard by an audience.

FLAK

It just means to be criticized or to be blamed. The term originates from WWI and a German gun called a Fliegerabwehrkanone. The gun just shot bullets to high-altitudes at our aircraft like crazy! The pilots shortened the name of this annoying gun to “flak.” And, therefore to be the target of flying bullets meant to be “taking some flak.” Later on, society changed the bullets to verbal criticism, when someone had to take flak.

NARROW-MINDED

The phrase was created by Ben Johnson in his book, *The Staple of the News* in 1625. In it he describes a prejudiced person whose thoughts were dwelling all in lane. He then used the phrase "narrow-minded." Soon, the sophisticated people took on this phrase to mean anyone who seemed to have a limited view on something.

PULL IN YOUR HORNS

The phrase means to back off, but it has nothing to do with bulls. The origin has to do with the fact that snails will pull in their horns and hide inside their shells when they want no activity.

SLEAZY

Years ago, there was a linen cloth that didn't hold up well sold in the German Silesian area and purchased by London merchants and sold for a very low price to buyers. Soon, they realized that this cloth didn't really hold up and they called it "Sleasie." The name soon became synonymous with anything that was of low-quality, didn't hold up, was grungy-looking or inferior.

CALLED ON THE CARPET

When you are called on the carpet it means that you are being scolded. The origin goes back to earlier times when carpeting was extremely rare. Many companies had only one office that was carpeted and that was usually the boss's office! A worker who the boss wanted to talk to (usually bad news) was called into his carpeted office. Thus, the phrase grew to mean anytime someone in authority wants to scold you, whether a boss, or someone else.

(to be continued...)

DISCLAIMER: The information in this section has been compiled from various sources and every attempt has been made to present accurate information still, we cannot guarantee that there won't be any changed version of origin. So, readers are advised not to quote this information as an 'authority'.

IN SIMPLE TERMS



Change the voice:

1. Why did you not raise your voice?

2. What were you doing then?

3. I asked him a question.

4. He lost his bag in the melee.

5. I left my bag in the train.

6. Some people are not doing their duty.

7. People usually blame others for their own faults.

8. I want to give you some news.

9. Finish your work quickly.

10. Have you heard what I have said?

11. What makes you laugh?

12. A new book is printing.

13. They are printing a new book.

14. They say that honesty is the best policy.

15. Love begets love.

16. Care killed the cat.

17. Some people make a mountain of a mole-hill.

18. Were you heaving the log?

19. Has he responded to your letter?

20. Would you take tea?

21. You should give up bad habits.

22. What caused the accident?

23. How many aeroplanes has the management grounded?

24. Who succeeded Akbar?

25. Whom do you want to see?



Read carefully the passage given below and answer the questions that follow:

India must break with much of her past and not allow it to dominate the present. Our lives are encumbered with the dead wood of this past. All that is dead and has served its purpose has to go. Only that which is vital and life-giving in that

past should be retained. We can never forget the ideals that have moved our race, the dreams of the Indian people through the ages, the wisdom of the ancients, the buoyant energy and love of life and nature of our forefathers, their spirit of curiosity and mental adventure, the daring of their thought, their splendid achievements in literature, art and culture, their love of truth and beauty and freedom, the basic values that they set up, their understanding of life's mysterious ways, their toleration of other ways than theirs, their capacity to absorb other peoples and their cultural accomplishments, synthesize them and develop a varied and mixed culture; nor can we forget the myriad experiences which have built up our ancient race and lie embedded in our subconscious minds. We will never forget them or cease to take pride in that noble heritage of ours. If India forgets them she will no longer remain India.

QUESTIONS

1. Why must India break with her past?
-

2. What can we never forget?
-

3. How did our forefathers react to other cultures and ways of life?
-

4. What is meant by "the deadwood of the past?"
-

5. What should be the appropriate title of this passage?
-



Do as directed:

1. Change the voice:

(a) I have not written him a letter.

(b) He was given a rope by me.

(c) Nobody is looking after his father.

(d) We must not hate the poor.

2. Change the narration:

(a) Neelam said to him, "She attended my birthday party alongwith children."

(b) The teacher told him that he would stand first in the class.

(c) I asked him who had broken the chair.

(d) My father said to me, "Are you going to college daily."

3. Fill in the blanks with Determiners:

In eyeball to eyeball clash, basic reason got back seat whereas minor issues flared up suddenly.

4. Fill in the blanks with Modals:

(a) They rather die than submit.

(b) The children be near the destination.

(c) soul be imprisoned?

(d) You reach home before sunset.

5. Fill in the blanks with non-finite form of the word given in brackets:

(a) The world is full of (fight) races.

(b) This is no occasion (cry).

(c) He was shocked (experience) all this himself.

(d) (Buy) fruit at such price is illogical.



Make a precis of the following passage and give it a suitable heading:

"My generation has been a troubled one in India and the world. We may carry on for a little while longer, but our day will be over and we shall give place to others, and they will live their lives and carry their burdens to the next stage of the journey. How have we played our part in this brief interlude that draws

to a close? I do not know. Others of a later age will judge. By what standards do we measure success or failure? That too I do not know. We can make no complaint that life has treated us harshly, for ours has been a willing choice, and perhaps life has not been so bad to us after all. For only they can sense life who stand often on the verge of it, only they whose lives are not governed by the fear of death. In spite of all the mistakes that we may have made, we have saved ourselves from triviality and an inner shame and cowardice. That, for our individual selves, has been some achievement, 'Man's dearest possession is life, and since it is given to him to live but once, he must so live as not to be seared with the shame of a cowardly and trivial past.'

J.L. Nehru

(Words = 214)

PRECIS

Title



Change the following into Indirect Speech:

"I have something to tell you, Sudie," she said, "Mr. Behrman died of pneumonia today in hospital. He was ill only two days. The janitor found him on the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colours mixed on it,

and—look out of the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece—he painted it there the night that the last leaf fell."

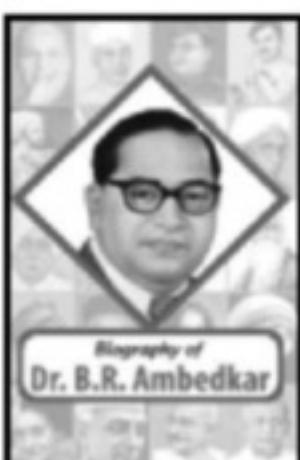
INDIRECT SPEECH

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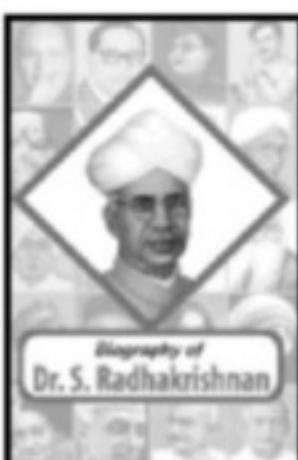
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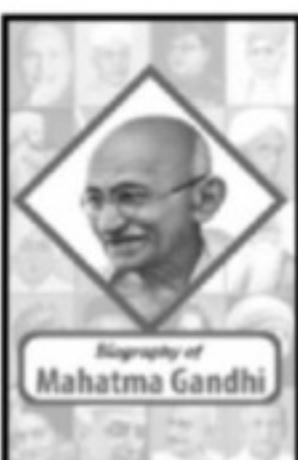
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DAY-TO-DAY CONVERSATION



Dear Readers,

The two friends, Reena and Reema, have been discussing the use of Non-finites in a number of foregoing issues.

Let's see what they discuss in this issue.

Reema : Hi Reena!

Reena : Fine. And you?

Reema : OK. What are we to study today?

Reena : We studied recognizing Participles in the last issue. I suggest that we should study the recognition of each type of Non-finites in today's meeting. Do you agree?

Reema : Yes, I do.

Reena : Here's an exercise for you.



(For Reema and ET Readers)

Directions:

- (i) Pick out Non-finites in the following sentences.
- (ii) Point out the kind of each of the Non-finites.

1. It's no use crying over spilt milk.

(a) **Non-finite:** _____

(b) **Kind:** _____

2. Children have a lot to learn before they grow into adults.

(a) **Non-finite:** _____

(b) **Kind:** _____

3. He avoided meeting me.

(a) **Non-finite:** _____

(b) **Kind:** _____

4. A burnt child dreads the fire.

(a) **Non-finite:** _____

(b) **Kind:** _____

5. Everybody worships the rising sun.

(a) **Non-finite:** _____

(b) **Kind:** _____

6. He is ready to accept our terms.

(a) **Non-finite:** _____

(b) **Kind:** _____

7. Some parrots can talk.

(a) **Non-finite:** _____

(b) **Kind:** _____

8. We shall help you.

(a) **Non-finite:** _____

(b) **Kind:** _____

9. I saw him steal your water.

(a) **Non-finite:** _____

(b) **Kind:** _____

10. The child was crying loudly.

(a) **Non-finite:** _____

(b) **Kind:** _____

11. The examination is being taken by the students.

(a) **Non-finite:** _____

(b) **Kind:** _____

12. This machine needs being oiled.

(a) **Non-finite:** _____

(b) **Kind:** _____

13. He has much work to do.

(a) **Non-finite:** _____

(b) **Kind:** _____

14. Drinking is a bad habit.

(a) **Non-finite:** _____

(b) **Kind:** _____

15. Promises should not be broken.

(a) **Non-finite:** _____

(b) **Kind:** _____

PERSONAL QUESTIONS



Note:

- (1) No answers to the personal questions will be provided.
- (2) You can put these questions (and your answers which will remain with you) to a number of uses, if you would so like, e.g.
 - (a) personal diary;
 - (b) to enhance memory;
 - (c) to sharpen your answering capability;
 - (d) to hone your general awareness, talents, intelligence, nature, mood, temperament, etc.
 - (e) to gather experience, etc.



1. Write about ten lines on "A Genuine Leader".

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____
- (vi) _____
- (vii) _____
- (viii) _____
- (ix) _____
- (x) _____

2. Name 4-5 qualities of a leader which you think you have.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

3. Name a few qualities of a leader which you think you lack.

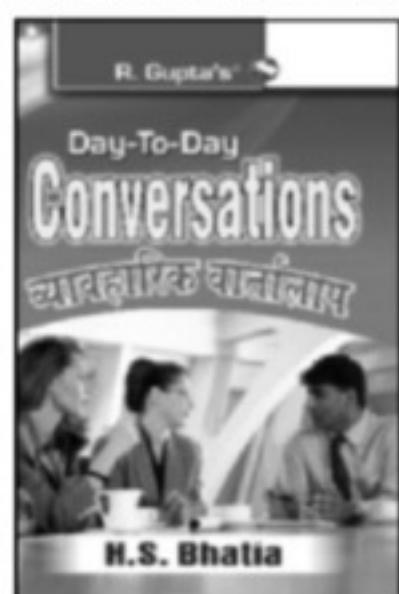
- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

4. What steps do you intend to take to develop in you the qualities of a leader which you lack? (write 5-6 steps)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

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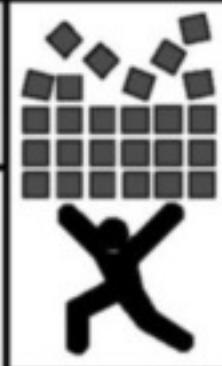
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CLOZE TEST



Fill in the blanks with suitable words:

(I)

Be it (1) cloudy weather, the cool breeze, the rain drops or the hot tea, everyone loves monsoon (2) one or the other reason. No (3) monsoons have many positives (4) as every coin has two sides (5) does this humid weather. Though rain showers keep the scorching heat at bay, due to constant dampness (6) humidity they (7) also lead to various fungal and bacterial infections. (8) the monsoon season, the air is full (9) infection. So, additional care (10) needed to (11) skin healthy and revitalised. "The rainy season brings (12) it (13) increase in humidity, grime and pollution, (14) can intensify your skin and hair woes. But a little care (15) and there can ensure (16) smooth transition (17) one season (18) another (19) you," said (20) noted dermatologist.

(II)

Practice (1) covering faces has (2) prevalent in our society (3) a long period of time now. Girls usually cover (4) faces to (5) themselves (6) the harmful SUV rays. But, (7) the passage (8) time, now, covering faces (9) them feel protected (10) the malicious eyes and nasty comments (11) the opposite sex. (12) of the girls are (13) the opinion (14) with the rise (15) the cases (16) eve teasing and acid attacks, (17) it not been (18) covering their faces, they too, would (19) become the victims (20) these assaults, (21) or later. A number of girl students (22)

working women, (23) commute daily (24) the surrounding towns or villages make (25) to cover their faces to (26) any untoward incidents. "Combating dust and pollution is okay, (27) the piercing eyes of (28) of the men (29) simply unbearable. "We (30) fight with these men. Covering our faces (31) us feel protected to some (32). My work place is (33) a distance of 10 kilometers (34) my residence. When I start (35) my house, I usually make (36) attempt of covering (37) to the maximum," said a girl. "When it is a (38) of the security of a minister, look (39) the number of security guards deployed (40) the road from where he has (41) pass. But women (42) left entirely (43) their own. No policemen are available (44) any emergency, (45) a proper provision of security," said (46) girl student.

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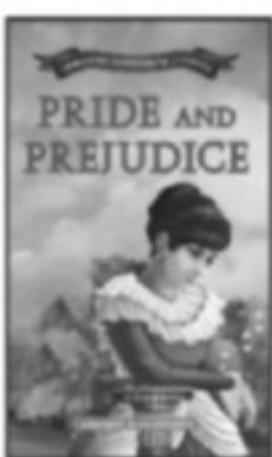
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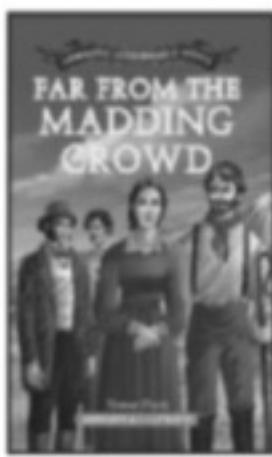
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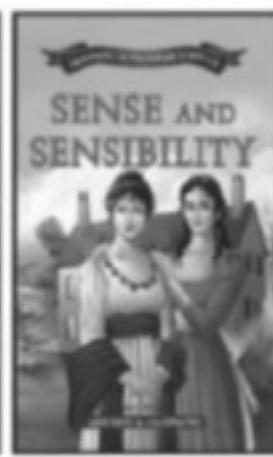
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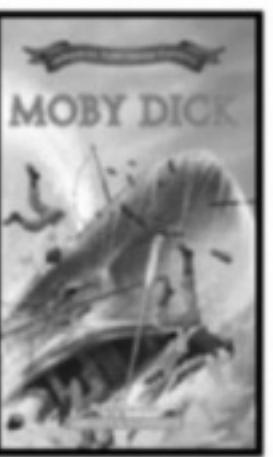
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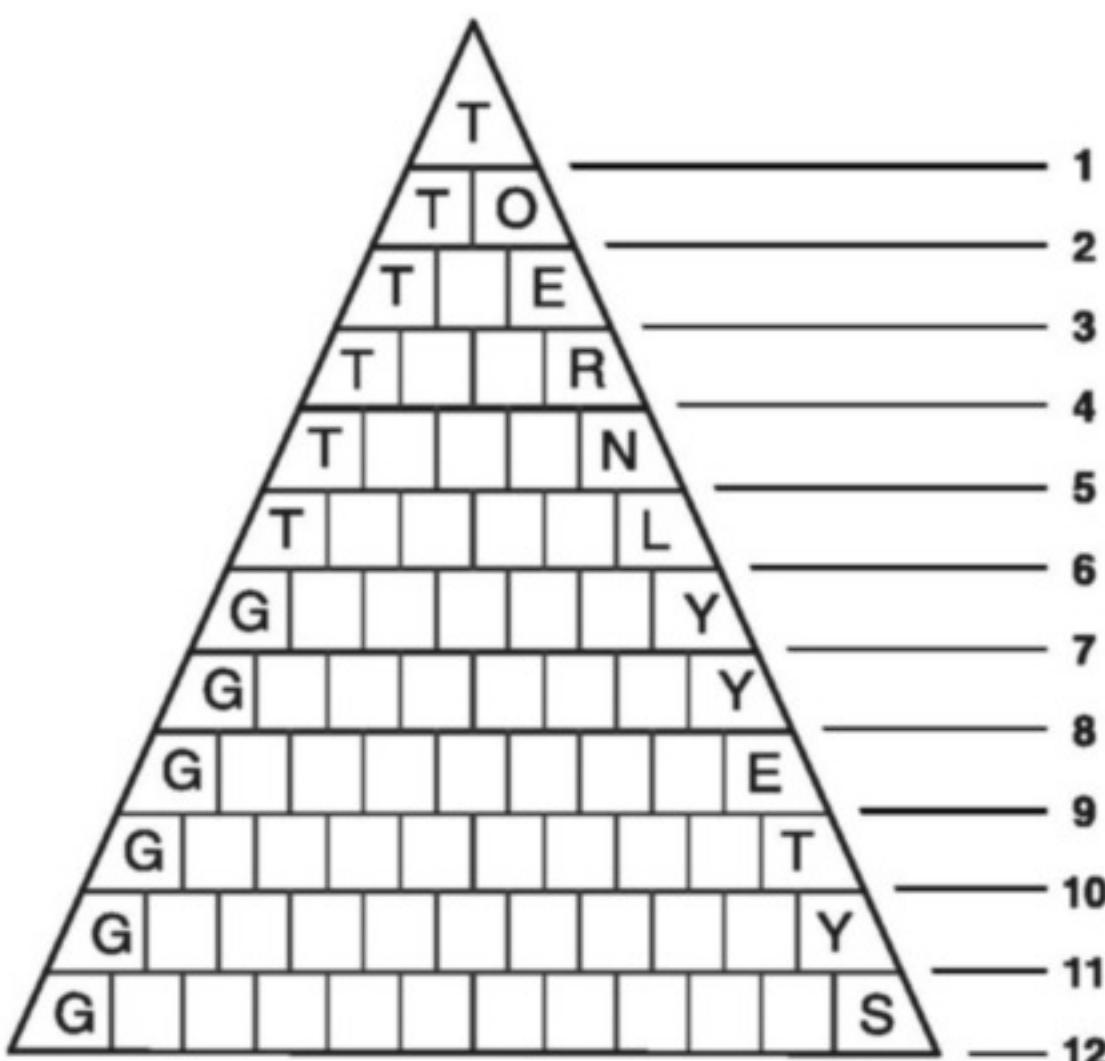
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VERBAL PYRAMID



Directions:

- (a) Below is given a Pyramid with the letter **T** at the Apex.
- (b) Below the Apex, there are blocks up to the base.
- (c) Each block is divided into sub-blocks.
- (d) In each block, one sub-block goes on increasing in the descending order from Apex to Base.
- (e) In block-2, you find the letters **T O**.
- (f) Starting and ending should be with the letters given.
- (g) You can use abbreviations, but the full word for each abbreviation should be given as a note under the Pyramid.
- (h) There can be more than one answers in some cases, but only one answer is given in the Answers Corner for your convenience.



PREPOSITIONS



Fill in the blanks with suitable preposition:

Reverse mortgage is a special type of loan (1) a home that allows the borrower to convert a portion of the equity (2) the property (3) cash. The equity built up (4) many years of home loan payments can be paid directly (5) the borrower. However, unlike a traditional home equity loan no repayment is required until the borrower(s) cease to use the home as their principal residence. (6) a traditional second mortgage, or a home equity line (7) credit, one must show sufficient income versus debt ratio to qualify (8) such a loan, and one needs to make monthly payments (9) the mortgage. Reverse mortgage differs (10) that it pays the borrower, and is available regardless (11) current income or assets. The amount that can be borrowed depends (12) the borrower's age, the current interest rate, other loan fees, and the appraised value of the property. One does not have to make payments, because the loan is not due (13) paying off as long as the house is one's principal residence. (14) all homeowners, the borrower is still required to pay applicable real estate taxes and other conventional payments like utilities. One of the myths about a reverse mortgage is that one loses one's home (15) the end of the mortgage term. However, this may not be the case always. The owner can retain the home if he pays back the funds received (16) the reverse mortgage lender. Payouts (17) a reverse mortgage can be made to the borrower (18) a single lump sum on approval (19) the reverse mortgage, in monthly payouts or (20) the form of a line of credit that the borrower you can draw (21) whenever he or she decides to. There are benefits (22) both approaches depending on one's immediate cash requirements and tax situation.

FORMATION OF WORDS



Directions:

- (i) Given below is a starting word or part of a word.
- (a) **TALIS**
 - (b) When we add to it, **MAN** at the end, it becomes—
 - (c) **TALISMAN**
 - (d) **Meaning:** charm, anything that works wonders.
- (ii) Similarly, in each of the following cases,
- (a) the starting word or the first part of the word is given; you are to—
 - (b) add one or more letters at the end;
 - (c) write the new word;
 - (d) convey the same meaning as given.

Follow the steps given below for the formation of new words:

Start Now:

1. (a) **Word or part of a word:** **SENSI**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** capacity to feel.
2. (a) **Word or part of a word:** **DE**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** bend aside.
3. (a) **Word or part of a word:** **RU**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** wrinkled; corrugated.
4. (a) **Word or part of a word:** **LEXI**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** of the words of a language.
5. (a) **Word or part of a word:** **SE**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** coming after or next; series without gap.

6. (a) **Word or part of a word:** **ANTI**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** (agent) counteracting putrefaction.
7. (a) **Word or part of a word:** **THANA**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** deathlike; apparently dead.
8. (a) **Word or part of a word:** **SMO**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** stifling.
9. (a) **Word or part of a word:** **IRRI**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** that must be accepted.
10. (a) **Word or part of a word:** **IOTA**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** excessive use of iota.
11. (a) **Word or part of a word:** **UMBILI**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** shaped like a navel.
12. (a) **Word or part of a word:** **GNOS**
(b) **Letter/s added:**
(c) **New word:**
(d) **Meaning:** cognitive, pertaining to knowledge.

ONE WORD SUBSTITUTION



Give one word for each of the following:

1. Government by a few.

-
2. Government by a disorganised crowd.
-

3. Morbid habit of stealing.
-

4. Killer of one's own mother.
-

5. Killer of one's own sister.
-

6. A lover of mankind.
-

7. A hater of women.
-

8. One who deals in the skin of dead animals.
-

9. Pertaining to the nerves.
-

10. An observer of birds and their habits.
-

11. The art of writing a beautiful hand.
-

12. A writer of dictionaries.
-

13. Enemy of Christ.
-

14. Regretful acknowledgement of offence.
-

15. Suspension of breathing.

16. Place where bees are kept.

17. Bee-keeping/Keeping of bees.

18. Concluding clause of a sentence.

19. A terse saying or pithy maxim.

20. Pertaining to or causing apoplexy.

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TERMINOLOGY



BANKING TERMS

(... continues from December 2014 Issue)

Counterparty: The opposite party to a financial transaction such as a securities trade or swap agreement.

Coupon Rate: The stated interest rate on a bond.

Covenant: A clause in loan agreements that promises or obligates and/or restricts that borrower. If violated, a breach has occurred, which may cause the loan to become immediately due.

CRAR: Capital to Risk-Weighted Assets Ratio.

CRAs: Credit Rating Agencies.

Credit Card Debt Consolidation

Loan: Credit card debt consolidation loan is availed from a bank in order to pay off all credit card debts.

Credit Counseling: Credit counseling is a consultancy session where the credit counselor suggests debt relief solutions and debt management solutions to the clients.

Credit Crunch: Refers to a situation where supply of credit falls even though there is sufficient demand for it.

Credit History: A record of how a person or company has borrowed and repaid debts.

Credit limit: Limit on the credit exposure a payment system participant incurs vis-à-vis another participant (bilateral credit limit) or vis-à-vis all other participants (multilateral credit limit) as a result of receiving payments that have not yet been settled.

Credit Rating: An assessment of the likelihood of an individual or business being able to meet its financial obligations. Credit ratings are provided by credit agencies or rating agencies to verify the financial strength of the issuer for investors.

Credit Risk: The risk of loss from failure of the counterparty to perform as agreed (contracted). The risk that a counterparty will not settle an obligation for full value, either when due or at any time thereafter. In exchange-for value systems, the risk is generally defined to include replacement cost risk and principal risk.

(to be continued...)

MASS COMMUNICATION

(... continues from December 2014 Issue)

Release: Manuscript prepared to be issued to press or any mass media.

Respondent: The person to whom questions are asked in a survey.

Reverberation: The prolongation of sound caused by repeated reflection from walls, floor, ceiling etc.

Reversal film: Motion picture film which develops into a positive print.

Reverse action: Action made to appear backwards in time sequence.

Reverse phase: Electronic means of changing (film) negative to positive for transmission purposes.

Reverse shot: Shot from the opposite direction to a previous viewpoint, e.g., through a window inside-to out, and outside to in.

Roll: A command to start a tape machine.

Roller caption (Crawl): Mechanical device for displaying moving lettering vertically or horizontally across the screen.

Rostrum camera: Camera mounted on the photographic enlarger principle to control filming or taping of static objects (maps etc).

Run through: Rehearsal.

Run up: Time considered necessary for technical equipment to reach its full operating speed.

Running: Another name for the second story or third copy of a story of the consumer or the audience.

Running order: Order of transmission of items in a programme.

Running story: A story that continues over a period of time.

Rushes: An unedited tape or a film.

Rushes: Exposed film or tape in its unedited form.

S/L: Silent.

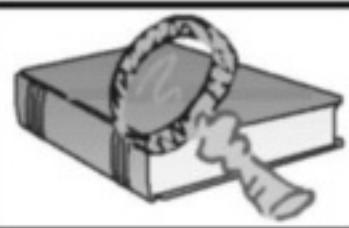
SAIL: Steel Authority of India Limited.

Sample: A group selected from a larger social group, for analysis, using statistical methods.

Satellite T.V.: Satellite T. V. systems transmit signals by satellite to receiving facilities located on the premises of customers such as apartments and office complexes, or other private residential developments. These systems also offer local and long distance telephone service and internet access along with video services. A satellite T. V. or private cable television system is normally free of the regulatory burdens imposed on franchised cable television systems.

(to be continued...)

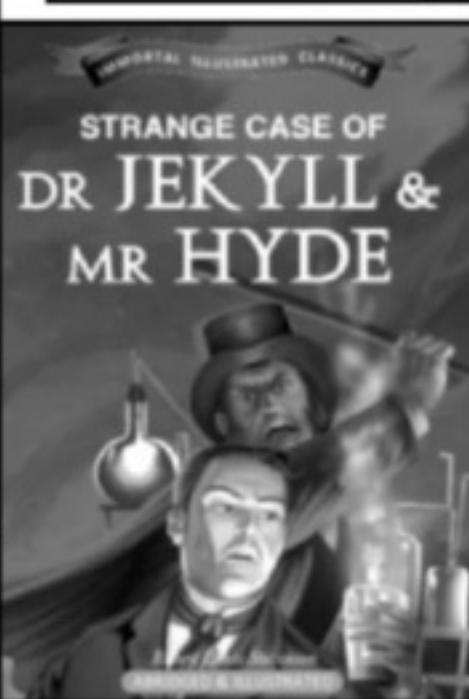
BOOK REVIEW



Immortal Illustrated Classics

STRANGE CASE OF DR JEKYLL & MR HYDE

Published by	LITTLE SCHOLARZ, 12-H, New Daryaganj Road, Opp. Traffic Kotwali, New Delhi-110002
ISBN No.:	978 – 93 – 81438 – 63 – 3
Printed Pages:	216



The book *Strange Case of Dr Jekyll and Mr Hyde* is a novella written by the Scottish author Robert Louis Stevenson that was first published in 1886. It is about a London lawyer named Gabriel John Utterson who investigates strange occurrences between his old friend, Dr. Henry Jekyll, and the evil Edward Hyde.

The work is commonly associated with the rare mental condition often spuriously called “split personality”, referred to in psychiatry as dissociative identity disorder, where within the same body there exists more than one distinct personality. In this case, there are two personalities within Dr Jekyll, one apparently good and the other evil. The novella’s impact is such that it has become a part of the language, with the very phrase “Jekyll and Hyde” coming to mean a person who is vastly different in moral character from one situation to the next.

In the story, Dr. Jekyll makes some scientific experiments and develops some potions by mixing up various salts and fluid matters and crystals. The resultant he gets tempts him to swallow it and he takes courage to act upon his inner impulsive voice. The effect of this simple act is that the doctor’s personality is transformed from a tall, kind socialite human being to a short deformed, cruel creature which he calls Mr. Hyde, and who as such seems to have got a full-fledged personality of his own quite apart and different from that of Dr. Jekyll.

Jekyll’s transformed personality, Hyde, was effectively a sociopath—evil, self-indulgent, and utterly uncaring to anyone but himself. Initially, Jekyll was able to control the transformations, but eventually he would become

Hyde involuntarily in his sleep. At this point, Jekyll resolves to cease becoming Hyde but he finds himself ever more helpless and trapped as the transformations increase in frequency and necessitate even larger doses of potion in order to reverse them. Eventually, the stock of ingredients from which Jekyll had been preparing the potion ran low, and subsequent batches prepared by Jekyll from renewed stocks failed to produce the transformation.

The whole sequence is remarkably demonstrated by the simple method of roping in other characters like Utterson, the lawyer, Dr. Lanyan, Poole, the butler and a few others. To show the effect of evil in concrete terms, there are events like Mr. Hyde trampling over a little girl and later murdering an M.P., Mr. Carew, and ultimately committing suicide.

Before committing suicide in his laboratory, Jekyll writes a letter to Utterson. He writes that even as he composed his letter, he knew that he would soon become Hyde permanently, having used the last of this salt and he wondered if Hyde would face execution for his crimes or choose to kill himself. Jekyll notes that, in either case, the end of his letter marks the end of the life of Dr. Jekyll. He ends the letter saying "I bring the life of that unhappy Henry Jekyll to an end". With these words, both the letter and the novella come to a close.

The book is most commendable because of not only its story or philosophical arguments, but also its smoothy flowing harmonious narrative, which invites all to partake of it by reading it.

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TRANSFORMATION

Completion of Incomplete sentences.



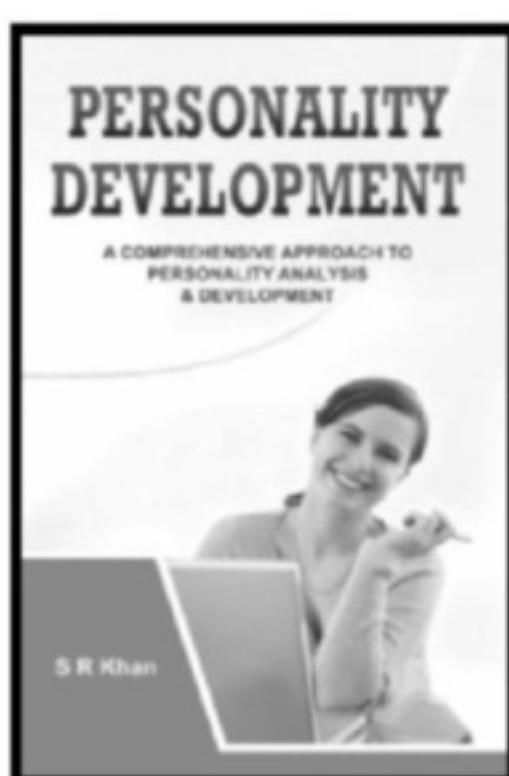
EXERCISE



Complete the following sentences using a phrase.

1. He left this place _____ .
2. I'll stand by you _____ .
3. Be sincere _____ .
4. The child _____ is my nephew.
5. _____ is not good for health.
6. _____ is our duty.
7. _____ is never greedy.
8. _____ is ruinous.
9. When I saw him, he was _____ .
10. Every dog has _____ .
11. Every cock fights best _____ .
12. It was his habit to have a nap _____ .
13. Many old people recall _____ .
14. What is the time _____ ?
15. Do you know any solution _____ ?
16. Be careful _____ .
17. He was _____ death.
18. The poor beggar died _____ .
19. Cloth is sold _____ .
20. Oranges are sold _____ .
21. I found him _____ .
22. The sun rises _____ .
23. I get up _____ .

24. I drink _____ milk daily.
25. The boy _____ is my brother.
26. I'll visit Shimla _____ .
27. Every thing will be done _____ your wishes.
28. A railway engine _____ last night.
29. You cannot serve _____ .
30. The robbers struck at the house _____ .
31. _____ with one medicine is perhaps not possible.
32. _____ flock together.
33. _____ is no excuse.
34. To lend is _____ .
35. Rome was not built _____ .
36. Have you ever visited the Taj _____ ?
37. Some malls are _____ .
38. Politicians are in the habit of _____ .
39. _____ took place in the colony last night.
40. _____ is not the way a gentleman should talk.



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SAME WORDS USED AS DIFFERENT PARTS OF SPEECH



Use the following words in sentences of your own as directed:

1. Like
 - (a) Noun _____
 - (b) Verb _____
 - (c) Preposition _____
2. Book
 - (a) Noun _____
 - (b) Verb _____
3. Absent
 - (a) Adjective _____
 - (b) Verb _____
4. Anger
 - (a) Noun _____
 - (b) Verb _____
5. Low
 - (a) Adjective _____
 - (b) Verb _____
6. Love
 - (a) Noun _____
 - (b) Verb _____
7. Hate
 - (a) Noun _____
 - (b) Verb _____
8. Delay
 - (a) Noun _____
 - (b) Verb _____
9. Search
 - (a) Noun _____
 - (b) Verb _____
10. Do
 - (a) Noun _____
 - (b) Verb _____
11. Fly
 - (a) Noun _____
 - (b) Verb _____

12. Pick

- (a) Noun _____
 (b) Verb _____

13. Seat

- (a) Noun _____
 (b) Verb _____

14. Blow

- (a) Noun _____
 (b) Verb _____

15. Train

- (a) Noun _____
 (b) Verb _____

16. Crow

- (a) Noun _____
 (b) Verb _____

17. Clear

- (a) Adjective _____
 (b) Verb _____

18. Blame

- (a) Noun _____
 (b) Verb _____

19. Beat

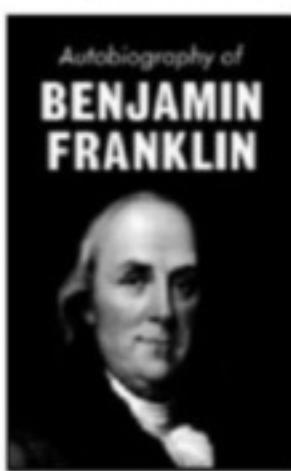
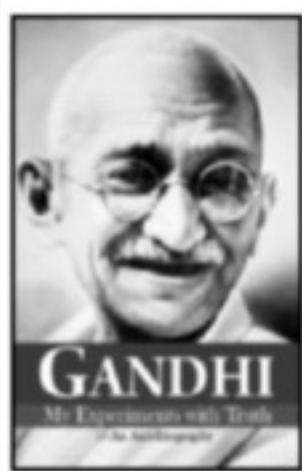
- (a) Noun _____
 (b) Verb _____

20. Rich

- (a) Noun _____
 (b) Adjective _____

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THINK IT OVER



Explain the following lines with Reference to the context from *The Gift of India* by Sarojini Naidu:

1. Is there ought you need that my hands withhold,
Rich gifts of raiment or grain or gold?
Lo! I have flung to the East and the West
Priceless treasures torn from my breast,
And yielded the sons of my stricken womb
To the drum-beats of the duty, the sabers of doom.

2. Gathered like pearls in their alien graves
Silent they sleep by the Persian waves,
Scattered like shells on Egyptian sands,
They lie with pale brows and brave, broken hands,
They are strewn like blossoms mown down by chance
On the blood-brown meadows of Flanders and France.

3. Can ye measure the grief of the tears I weep
Or compass the woe of the watch I keep?
Or the pride that thrills thro' my heart's despair
And the hope that comforts the anguish of prayer?
And the far sad glorious vision I see
Of the torn red banners of victory?

4. When the terror and the tumult of hate shall cease
And life be refashioned on anvils of peace,
And your love shall offer memorial thanks
To the comrades who fought on the dauntless ranks,
And you honour the deeds of the dauntless ones,
Remember the blood of my martyred sons!

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VOCABULARY



EXERCISE-1

Write at least one Synonym for each of the following:

Word	Synonym	Word	Synonym
1. Walk	_____	6. Agree	_____
2. Weep	_____	7. Delay	_____
3. Convey	_____	8. Leave	_____
4. Treat	_____	9. Neat	_____
5. Grow	_____	10. Wonderful	_____

EXERCISE-2

Write at least one Antonym for each of the following:

Word	Antonym	Word	Antonym
1. Great	_____	7. Accused	_____
2. Accept	_____	8. Make	_____
3. Through	_____	9. Brave	_____
4. Mundane	_____	10. Civilized	_____
5. Beside	_____	11. Domestic	_____
6. Regional	_____	12. Clear	_____

EXERCISE-3

Make Adjectives:

Word	Adjective	Word	Adjective
1. Deny	_____	7. Like	_____
2. Nature	_____	8. Reach	_____
3. Strength	_____	9. Wisdom	_____
4. Love	_____	10. Hope	_____
5. Beauty	_____	11. Appear	_____
6. Hope	_____	12. Do	_____



Make Nouns:

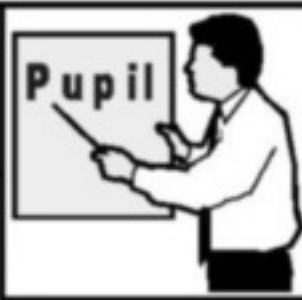
Word	Noun	Word	Noun
1. True	_____	9. Desirable	_____
2. High	_____	10. Weak	_____
3. Glorious	_____	11. Clear	_____
4. Pure	_____	12. Brave	_____
5. Personal	_____	13. Liable	_____
6. Teach	_____	14. Simple	_____
7. Solitary	_____	15. Practical	_____
8. Break	_____	16. Real	_____



Make Verbs:

Word	Verb	Word	Verb
1. Simple	_____	11. Recreation	_____
2. Strong	_____	12. Type	_____
3. Quality	_____	13. Just	_____
4. Pure	_____	14. Regular	_____
5. High	_____	15. Particular	_____
6. Greeting	_____	16. Several	_____
7. Nature	_____	17. Plantation	_____
8. Joy	_____	18. Picture	_____
9. Existence	_____	19. Vigour	_____
10. Denigration	_____	20. Beauty	_____

FINDING ERRORS



Correct the following sentences:

1. What did happened?

2. She was born on the month of March.

3. My uncle lives Rampura a small village.

4. I live at Delhi.

5. The frog jumped in the well.

6. She is afraid to dogs.

7. His shirt is superior than you.

8. This road is closed for repair.

9. No lesser than twenty students failed in the class of forty.

10. There is a little hope of his survival as his condition is serious.

11. Little knowledge is a dangerous thing.

12. My brother studies in a boarding.

13. What are the latest news?

14. The village folk is illiterate.

15. The climate of Shimla is colder than Delhi.

16. If you will work hard you will get good marks.

17. Walk fast lest you will miss the train.

18. I as well as you are to blame.

19. Neither John nor his friends is going to London.

20. One of my friend are a teacher.

21. There are mountains on either sides of the road.

22. The old man divided his property among his two sons.

23. Distribute the sweets between all the students.

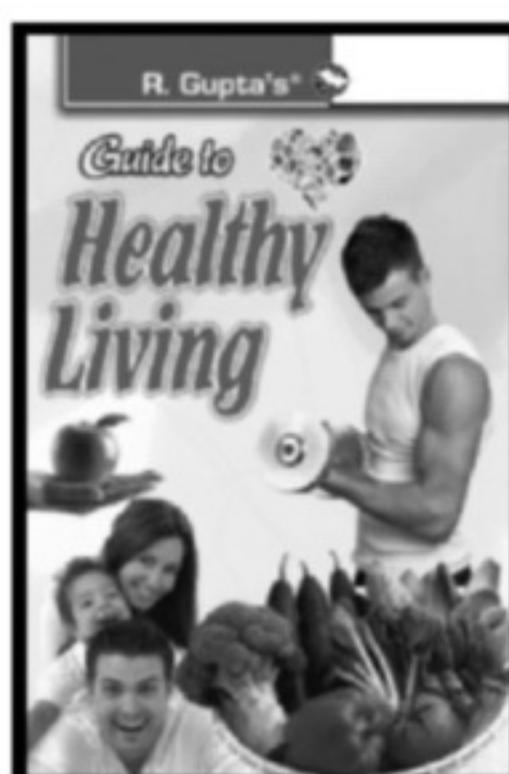
24. All the girls began to quarrel with each other.

25. This horse runs fastly.

26. She has been working in this office since ten years.

27. This man killed the snake by a rod.

28. He talks as if he was a king.



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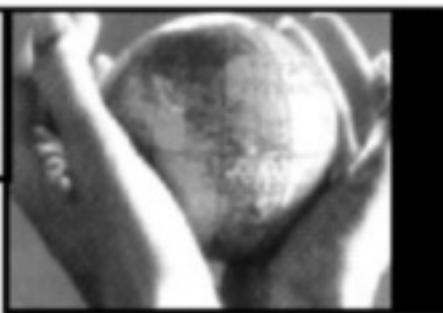
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IDIOMS & THEIR USAGE



Directions: (i) Give the meanings of the following idioms/phrases.

(ii) Use them in sentences of your own.

1. At daggers drawn

Meaning: _____

Usage: _____

2. At arm's length

Meaning: _____

Usage: _____

3. At the back of

Meaning: _____

Usage: _____

4. At the beck and call of

Meaning: _____

Usage: _____

5. Account for

Meaning: _____

Usage: _____

6. Avail oneself of

Meaning: _____

Usage: _____

7. Adapt to

Meaning: _____

Usage: _____

8. Adept in

Meaning: _____

Usage: _____

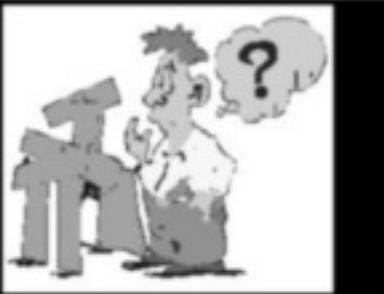
QUIZ TIME



Write a short story on “Wind as a Creator”.

WIND AS A CREATOR

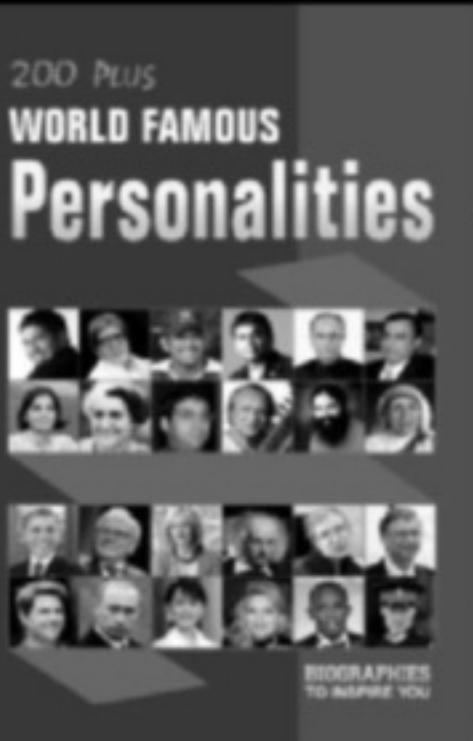
WORDS CONFUSED & MISUSED



Use the following words in sentences of your own so as to make their meanings clear:

1. **Concord** _____
- Discord** _____
- Accord** _____
2. **Dear** _____
- Deer** _____
3. **Left** _____
- Loft** _____
4. **Win** _____
- Wine** _____
5. **Mere** _____
- Mare** _____
6. **Dear** _____
- Deer** _____
- Dare** _____
7. **Get** _____
- Take** _____
- Receive** _____
- Attain** _____
8. **Clamour** _____
- Ask** _____
9. **Meet** _____
- Meat** _____
- Mete** _____

10. Pole _____
 Poll _____
11. Role _____
 Roll _____
12. Drain _____
 Drone _____



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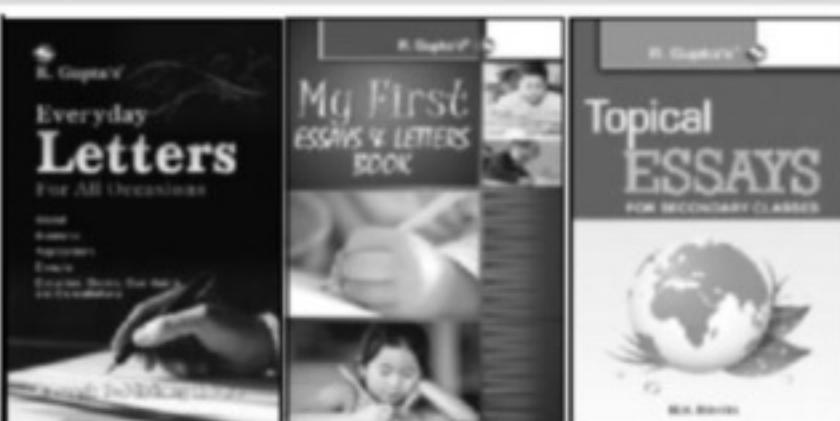
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Try to find out:

1. **A :** What travels around the world but stays in one corner?
B : A Postage Stamp.
2. **A :** What is full of holes but can hold water?
B : Sponge.
3. **A :** What is more useful after it is broken?
B : Egg.
4. **A :** What remains hot even after keeping in a refrigerator?
B : Chillies.



1. **A :** What worm is visible even in the dark?
B : Glow-worm.
2. **A :** What remains when all is lost?
B : Hope.
3. **A :** Where does a circular path lead to?
B : Nowhere.
4. **A :** Who can count more stars than others? Why?
B : A semi-literate person. The literate have no spare time.



1. A : What did they call you?

B : Booby.

A : I believe, you participated in races?

B : Yes, I did.

A : I believe, you also got a prize?

B : Yes, I did.

A : What prize did you get?

B : Booby prize.

A : I learn you were trapped somewhere?

B : Yes, I was.

A : By what trap?

B : Booby-trap!

A : Well done, Mr. Booby!

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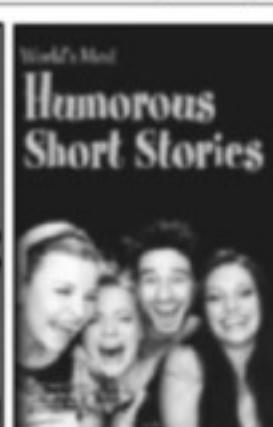
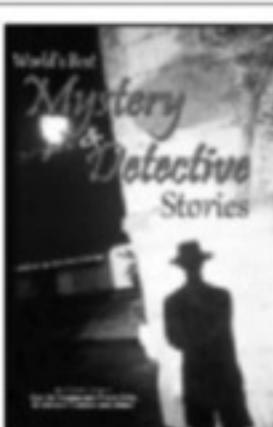
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PRONUNCIATION



Give the pronunciation of specified letters in the following words:

1. (i) **Word:** Chintz
(ii) **Specified Letter:** 'z'
(iii) **Pronunciation:** _____

2. (i) **Word:** Chintzy
(ii) **Specified Letters:** (a) ch, (b) zy
(iii) **Pronunciation:** _____

3. (i) **Word:** Chinos
(ii) **Specified Letter:** s
(iii) **Pronunciation:** _____

4. (i) **Word:** Chimera
(ii) **Specified Letters:** Chi
(iii) **Pronunciation:** _____

5. (i) **Word:** Chimpanzee
(ii) **Specified Letter:** a
(iii) **Pronunciation:** _____

6. (i) **Word:** Electric
(ii) **Specified Letters:** first 'e'
(iii) **Pronunciation:** _____

7. (i) **Word:** Eldest
(ii) **Specified Letters:** (a) first 'e', (b) second 'e'
(iii) **Pronunciation:** _____



Point out stress in the following words:

1. (i) **Word:** Electric
(ii) **Stress:** _____
2. (i) **Word:** Subscribe
(ii) **Stress:** _____
3. (i) **Word:** Tonight
(ii) **Stress:** _____
4. (i) **Word:** Tomato
(ii) **Stress:** _____
5. (i) **Word:** Upset
(ii) **Stress:** _____
6. (i) **Word:** Useful
(ii) **Stress:** _____
7. (i) **Word:** Whistle
(ii) **Stress:** _____
8. (i) **Word:** Grandson
(ii) **Stress:** _____

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LANGUAGE GAMES



Write a short speech on “The Importance of Team Work” to be delivered in the assembly/at a function in your school.

THE IMPORTANCE OF TEAM WORK

* * *

VERBAL NIAGRA FALL



Directions:

- (a) Given below is a word containing 6 letters.
 - (b) Descending under each letter you are to supply a word of your own by filling in each box.
 - (c) Your word should tally in meaning with one of the meanings given.
 - (d) At the end of each of your words write the number of the given meaning with which it tallies.
 - (e) Your word should contain the number of letters as per boxes given.

Given Word →

Your
Words

Meanings:

1. move to and fro between two points
 2. uncivilized
 3. of tallow or fat
 4. formidable
 5. of many kinds; having great variety
 6. centre of commerce: mart

* * *

QUOTATIONS & ABBREVIATIONS

“ ”

QUOTATIONS

1. Life exists only through death—that is the paradox. And one can become conqueror only by surrendering—that is the paradox. One can have only by losing; that is the paradox. And one can be full only when one is empty; that is the paradox... Life is paradoxical; Truth is paradoxical.

—Bhagwan Shri Rajneesh

(*The Zero Experience : A Darshan Diary*)

2. Iron rusts from disuse, stagnant water loses its purity and in cold weather becomes frozen; even so does inaction sap the vigours of the mind.

—Leonardo Da Vinci, *Notebooks*

3. The conscious mind may be compared to a fountain playing in the sun and falling back into the great subterranean pool of the subconscious from which it rises. —Sigmund Freud as quoted in *New York Times*, September 24, 1939

4. Every mind was made for growth, for knowledge; and its nature is sinned against when it is doomed to ignorance.

—William Ellery Channing (1780-1842),
American Unitarian

5. Teaching is an art but it is an art with a difference. You cannot drive rivets into pupils minds. You must stand as a model before them & make your abstruse intrusion into their hearts through their eyes & ears.

—Anonymous

ABBREVIATIONS

Give full words for the following abbreviations:

Abbreviations

Full Words

- | | | |
|---------|---|-------|
| 1. NDRF | = | _____ |
| 2. SDRF | = | _____ |
| 3. SIT | = | _____ |
| 4. AOC | = | _____ |
| 5. AFT | = | _____ |

6. CJI = _____
7. POK = _____
8. NATO = _____
9. OSCE = _____
10. ISIS = _____
11. ODI = _____
12. NPT = _____
13. MoU = _____
14. TVET = _____
15. SSSB = _____
16. IOC = _____
17. NCR = _____
18. LTV = _____
19. MCI = _____
20. IO = _____

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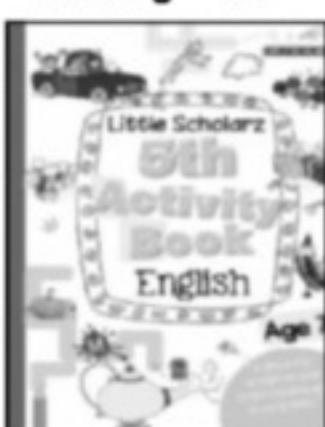
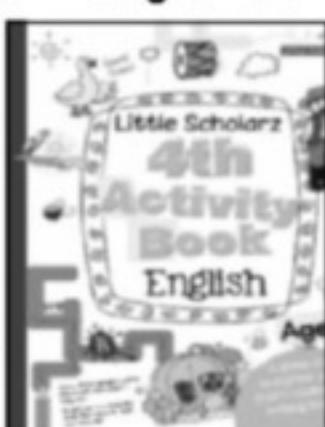
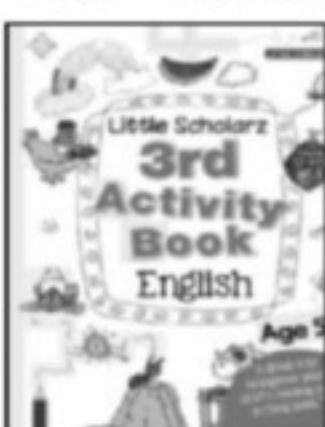
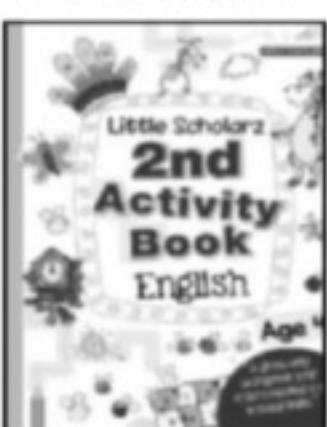
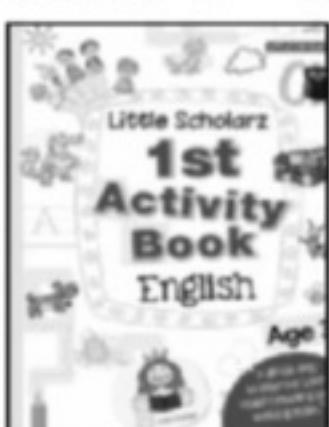
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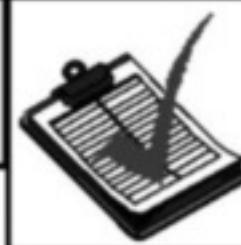
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SPELLINGS



Give the correct spellings of the following words:

Wrong Spellings

1. Raddish
2. Guinee
3. Sponde
4. Salubrous
5. Statly
6. Uncontroled
7. Taramac
8. Wonderous
9. Hinderance
10. Dibolical
11. Sisy
12. Sifon
13. Psychitrist
14. Gynacologist
15. Paeditric
16. Annihilate
17. Anniversery
18. Anomolous
19. Anonimity
20. Annimadvert
21. Stirng
22. Truely
23. Faithfuly
24. Fullfill
25. Gratuty

Correct Spellings

TALKING TO THE AUTHOR



(*Face-to-Face with the Author*)

Dear Readers,

You are hereby invited to send your queries on the English language and grammar. A few of the best queries received will be printed every month.

QUERIES

Q.1. Please make the meanings of the following terms clear:

- | | |
|---------------|-------------|
| 1. Syntactic | 2. Semantic |
| 3. Iambic | 4. Trochaic |
| 5. Anapaestic | 6. Dactylic |

Ans. 1. Syntactic

It is the adjectival form of the noun “syntax”, which means structure of the sentence.

2. Semantic

It pertains to the meaning of a word.

3. Iambic

(i) The metre of each foot of a line of poetry containing one unstressed syllable followed by a stressed syllable is known as “iambic”.

(ii) “Iambic” is the adjective form of “Iambus”.

4. Trochaic

(i) The metre of each foot of a line of poetry containing one stressed syllable followed by an unstressed syllable is known as “Trochaic”.

(ii) “Trochaic” is the adjectival form of “Trochee”!

5. Anapaestic

(i) The metre of each foot of a line of poetry containing two unstressed syllables followed by one stressed syllable is known as “Anapaestic”.

(ii) “Anapaestic” is the adjectival form of “Anapaest”.

6. Dactylic

(i) The metre of each foot of a line of poetry containing one unstressed syllable followed by two unstressed syllables is known as “Dactylic”.

(ii) “Dactylic” is the adjectival form of “Dactyl”. ***

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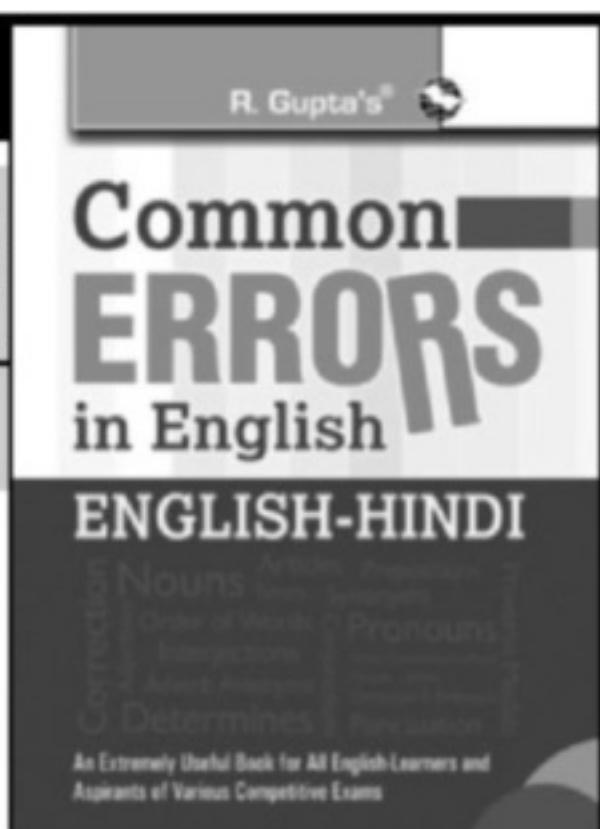
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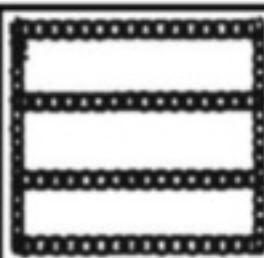
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CHAIN ANAGRAM SETS



Directions:

- Given below are 6 anagram sets. You are to complete the sets by filling in blank boxes.
- (i) (a) In the first set, the first word given is FARE.
(b) Therefore, for the anagram FEAR, the last letter R is given.
(ii) After each set, a blank box is given.
(iii) In each set (except the first)
(a) the last two letters of the first word are given.
(b) the last letter of the second word is given.
(iv) Each new set starts with the last letter of the preceding set.
- You should not repeat any of the words in the whole chain of sets.
- You may treat 'ch' as one letter (being one syllable), though occupying two boxes or two letters, as necessary.

(A)

'F A R E R \times A D R \times

(B)

3 E L R \times U T R \times

(C)

5 L E E \times 6 S T T \times

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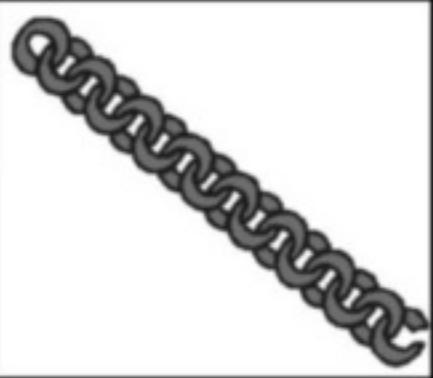
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CHAIN WORDS

**Directions:**

1. Given below are a number of boxes.
2. (i) Each box contains one half of a word;
(ii) The other half of the word lies in the second box, placed below, above, to left or right of the first box.
(iii) In this way, all the boxes together form a continuous chain of words.
(iv) The different (full) words thus formed may or may not have any relationship to each other except the one explained in (i) and (ii) above.
3. You are to write all the full words in the space provided below the boxes.
4. You start from the first box on the top right or left and finish at the last box on bottom right or left.
5. You can move on any side but the chain must not be broken.
6. Remember second part of each word will become the first part of the next word.
7. The boxes given below are only an example. Taking a cue from this method, you should try to write your own chain words in the blank/empty boxes.



(Important Clue: There are 24 words in all.)

Now, write the words below:

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |

Note: Not only it is important that you fill in the blanks, but it is also important as to how much time you take in doing so. Please look at your watch before and after you start doing so.

WHAT IF ...



Study the following imaginative situation with four options and then frame your own options for the situations that follow:

What if you were offered the job of a teacher in a school

Options:

- (a) I'd accept the offer without demur.
- (b) I'd ignore the offer.
- (c) I'd prefer to do some more lucrative work.
- (d) I'd take it as an opportunity to serve the students, and thereby society, diligently.

Now, frame your own options for the situations given below:

1. What if you are offered the position of a high police officer on the basis of your achievement in sports/some adventure game, etc.

- (a) _____
- (b) _____
- (c) _____
- (d) _____

2. What if as a police officer you are asked by your bosses to frame some person

- (a) _____
- (b) _____
- (c) _____
- (d) _____

3. What if an accused offers you bribe asking you to let him go

- (a) _____
- (b) _____
- (c) _____
- (d) _____

LITERATURE



Tick (✓) the correct answer:

1. To which country did Rene Descarte belong?
A. England B. Spain
C. Germany D. France
2. What does the term “diabolus ex machina” mean?
A. god out of the machine
B. man out of the machine
C. woman out of the machine
D. devil out of the machine
3. Who among the following can be said to be an intellectual hedonist?
A. Walter Pater B. Oscar Wilde
C. Matthew Arnold D. Samuel Johnson
4. The play “The Scornful Lady” was written by John Fletcher in collaboration with—
A. Shakespeare B. Chapman
C. Beaumont D. Thomas Middleton
5. Which among the following novels represents the unsparing moral order emphatically?
A. The Mayor of Casterbridge
B. Hard Times
C. Sons and Lovers
D. The Mill on the Floss
6. Who among the following is a Gothic novelist?
A. Bulwer Lytton B. Charles Robert Maturin
C. John Galt D. Charles Kingsley

7. Who among the following cannot be characterized to be a pessimistic poet?

A. Ernest Dowson

B. John Davidson

C. James Thomson

D. W.B. Yeats

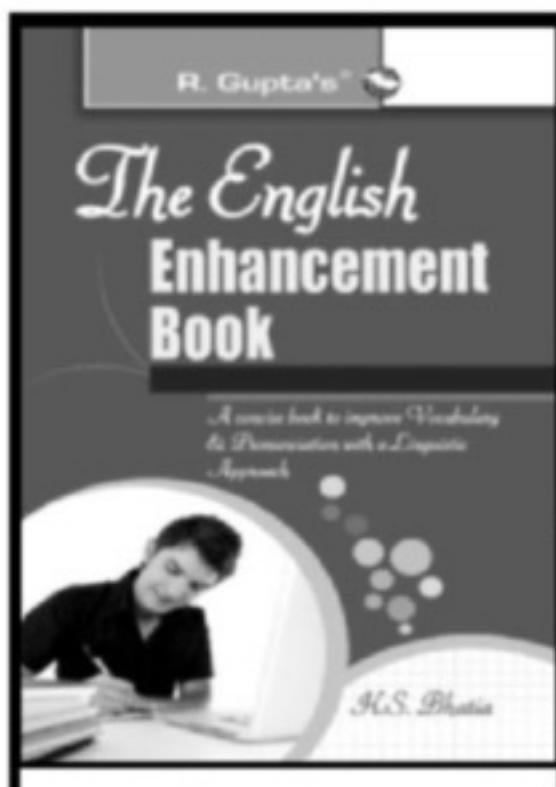
8. In "Much Ado About Nothing" the name of the Governor of Messina is

A. Leonato

B. Claudio

C. Don Pedro

D. Benedick



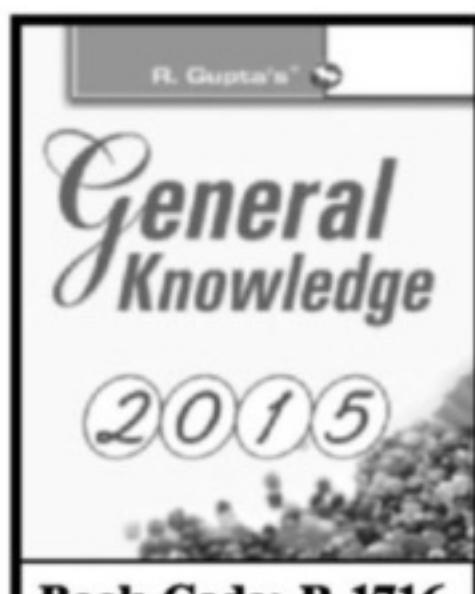
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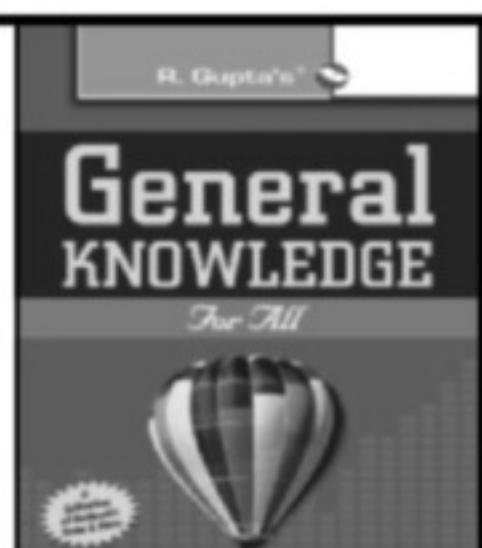
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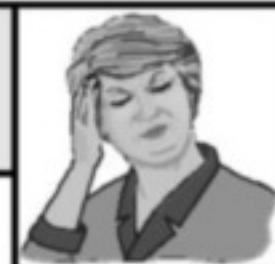
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CAN YOU REMEMBER?



Directions: Look at the following picture for ten seconds.

After ten seconds stop looking and cover the picture.



Now answer the following questions based on the above picture to test your power of remembering things.

1. How many persons are visible in the picture? True/False
2. How many animals are there in the air? True/False
3. Only one person in the picture can be seen wearing no shoes. Yes/No
4. The vehicle has no one in the driver's seat. True/False
5. The vehicle displays a board of "School Bus". Yes/No
6. Only one person is seen sitting in the picture. Yes/No
7. There is/are kid(s) sporting cap(s).
8. There is/are kid(s) with spectacles.
9. English letter is visible on the T-shirt of a boy.
10. The big lady is holding in her hands. ***



'VAPE' CHOSEN AS OED'S WORD OF THE YEAR

Oxford Dictionaries picked "vape"—the act of smoking an e-cigarette—as their new word of the year on November 18, with the affectionate "bae" and the more pragmatic "contactless" as runners-up. "Vaping has gone mainstream," with usage doubling in 2014 compared to 2013. The word "vape" which was first used

in the 1980s, can be employed as a verb to mean inhaling and exhaling the vapour produced by electronic cigarettes but also as a noun to refer to the devices themselves.

It was added on oxforddictionaries.com in August and is being considered for inclusion in the official reference Oxford English Dictionary. E-cigarettes only began to be produced around a decade ago but the first use of the word is believed to be a 1983 magazine article by Rob Stepney which imagined the use of inhalers instead of cigarettes. "The new habit, if it catches on, would be known as vaping," it said. Oxford Dictionaries said the word only began to appear regularly in mainstream sources around 2009. "Contactless" also made it on the list because of the growing use of cards with special chips to make payments in retail outlets and on public transport. The Oxford Dictionaries editors defined "bae", which is used by hip hop artists and R 'n' B stars, as "a term of endearment for one's romantic partner". The word is seen as a shortened form of "babe". The list also has "normcore", defined as "a trend in which ordinary, unfashionable clothing is worn as a deliberate fashion statement", "slacktivism"—"actions performed via the Internet in support of a political or social cause but regarded as requiring little time or involvement", and "budtender"—a person whose job is to serve customers in a cannabis shop. Indyref is defined as an abbreviation of "independence referendum", in reference to the referendum on Scottish independence.

* * * * *

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ANSWERS CORNER

LECTURE FORUM

1. U _____ D (4)
(a) **Full word:** Used
(b) **Usage:** I'm not ready to eat in used utensils.
2. I _____ D (8)
(a) **Full word:** Indebted
(b) **Usage:** I'm indebted to you for this act of kindness.
3. D _____ D (8)
(a) **Full word:** Declared
(b) **Usage:** "No first use" of nuclear weapons is the declared policy of India.
4. D _____ D (7)
(a) **Full word:** Debased
(b) **Usage:** Some people have debased ideas.
5. T _____ D (8)
(a) **Full word:** Targeted
(b) **Usage:** You must try to achieve the targeted goal.
6. V _____ D (10)
(a) **Full word:** Victimized
(b) **Usage:** The victimized families had to leave the village.
7. S _____ N (4)
(a) **Full word:** Sawn
(b) **Usage:** A sawn piece of a log lay on the ground.
8. L _____ T (4)
(a) **Full word:** Lost
(b) **Usage:** Nobody paid any attention to the lost child.
9. T _____ D (5)
(a) **Full word:** Tired
(b) **Usage:** The tired travellers lay on the grassy ground to take rest.
10. E _____ D (9)
(a) **Full word:** Evaluated
(b) **Usage:** I've put the evaluated answersheet on the table.
11. S _____ D (10)
(a) **Full word:** Stipulated
(b) **Usage:** The stipulated period for the luxurious life of Doctor Faustus came to an end at last.

12. B _____ D (6)
(a) **Full word:** Broken
(b) **Usage:** A broken heart can never be repaired.
13. T _____ D (5)
(a) **Full word:** Taped
(b) **Usage:** Let me hear the taped version of the affair.
14. L _____ D (6)
(a) **Full word:** Loaned
(b) **Usage:** The loaned amount was not heavy.
15. P _____ D (6)
(a) **Full word:** Pruned
(b) **Usage:** The pruned ends of branches lay scattered on the ground.

IN SIMPLE TERMS

EXERCISE-1

1. Why was your voice not raised by you?
2. What was being done then by you?
3. He was asked a question by me.
4. His bag was lost in the melee.
5. My bag was left in the train.
6. Duty is not being done by some people.
7. Usually others are blamed by people for their own faults.
8. Some news is wanted to be given (to) you by me.
9. Let your work be finished quickly.
10. Have you heard what has been said by me?
11. By what are you made laugh?
12. A new book is being printed.
13. A new book is being printed by them.
14. It is said that honesty is the best policy.
15. Love is begotten by love.
16. The cat was killed by care.
17. A mountain of a mole-hill is made by some people.
18. Was the log being heaved by you?
19. Has your letter been responded to by him?

20. Would tea be taken by you?
 21. Bad habits should be given up.
 22. By what was the accident caused?
 23. How many aeroplanes have been grounded by the management?
 24. By whom was Akbar succeeded?
 25. Who is wanted to be seen by you?

EXERCISE-2

1. India must break with much of her past because it is dead wood which has served its purpose.
 2. We can never forget the dreams and ideals of our forefathers, their wisdom and love of life, their spirit of curiosity, achievements in literature, art and culture, etc.
 3. Our forefathers accepted other cultures and ways of life and synthesized them and developed a mixed culture.
 4. The “deadwood of the past” means old rituals, ceremonies and customs which are no longer relevant.
 5. The Significance of India’s Cultural Heritage.

EXERCISE-3

EXERCISE-4

Precis

J.L. Nehru believes that his generation has been a troubled one. How this generation played its part will be judged by the coming generation. But he believes that at least his generation has saved itself from triviality, and inner shame and cowardice. Since man's dearest possession, life, is given to him only once, he must not have to be troubled by the shame of a cowardly and trivial past.

(Words = 69)

Title:

The Passing Generation

EXERCISE-5

Indirect Speech

She told Sudie that she had something to tell her. She told her that Mr. Behrman had died of pneumonia that day in hospital. He had been ill only two days. The janitor had found him on the morning of the first day in his room downstairs helpless with pain. She went on to say that his shoes and clothing had been wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And they had found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes and a palette with green and yellow colours mixed on it. She asked her affectionately to look out of the window, at the last leaf on the wall. She asked her if she hadn't wondered why it never fluttered or moved when the wind had blown. She told her affectionately, raising her voice that it was Behrman's masterpiece. He had painted it there the night that the last leaf had fallen.

DAY-TO-DAY CONVERSATION

EXERCISE

- | | |
|---|--|
| 1. (a) Non-Finite: crying
(b) Kind: Gerund | 6. (a) Non-Finite: to accept
(b) Kind: Infinitive |
| 2. (a) Non-Finite: to learn
(b) Kind: Infinitive | 7. (a) Non-Finite: talk
(b) Kind: (Bare) Infinitive |
| 3. (a) Non-Finite: meeting
(b) Kind: Gerund | 8. (a) Non-Finite: help
(b) Kind: (Bare) Infinitive |
| 4. (a) Non-Finite: burnt
(b) Kind: (Past) Participle | 9. (a) Non-Finite: steal
(b) Kind: (Bare) Infinitive |
| 5. (a) Non-Finite: rising
(b) Kind: (Present) Participle | 10. (a) Non-Finite: crying
(b) Kind: (Present) Participle |

- | | |
|--|--|
| <p>11. (a) Non-Finite: being taken
 (b) Kind: (Present) Participle (passive)</p> <p>12. (a) Non-Finite: being oiled
 (b) Kind: Gerund (passive)</p> <p>13. (a) Non-Finite: to do
 (b) Kind: Infinitive</p> | <p>14. (a) Non-Finite: Drinking
 (b) Kind: Gerund</p> <p>15. (i) (a) Non-Finite: be broken
 (b) Kind: Infinitive (passive)</p> <p>(ii) (a) Non-Finite: broken
 (b) Kind: (Past) Participle</p> |
|--|--|

CLOZE TEST

(I)

- | | | | |
|----------|-----------|----------|-----------|
| 1. the | 2. for | 3. doubt | 4. but |
| 5. so | 6. and | 7. can | 8. During |
| 9. of | 10. is | 11. keep | 12. with |
| 13. an | 14. which | 15. here | 16. a |
| 17. from | 18. to | 19. for | 20. a |

(II)

- | | | | |
|------------|-------------|-----------|----------------|
| 1. of | 2. been | 3. for | 4. their |
| 5. save | 6. from | 7. with | 8. of |
| 9. makes | 10. against | 11. from | 12. Some |
| 13. of | 14. that | 15. in | 16. of |
| 17. had | 18. for | 19. have | 20. to |
| 21. sooner | 22. and | 23. who | 24. from |
| 25. sure | 26. avoid | 27. but | 28. some |
| 29. are | 30. cannot | 31. makes | 32. extent |
| 33. at | 34. from | 35. from | 36. an |
| 37. myself | 38. matter | 39. at | 40. on |
| 41. to | 42. are | 43. on | 44. in case of |
| 45. leave | 46. another | | |

VERBAL PYRAMID

- | | | |
|----------------|-----------------|------------------|
| 1. T | 2. TO | 3. THE |
| 4. TOUR | 5. TRAIN | 6. TRAVEL |
| 7. GALLERY | 8. GREEDILY | 9. GRATITUDE |
| 10. GOVERNMENT | 11. GARRULOUSLY | 12. GALLIGASKINS |

PREPOSITIONS

- | | | | |
|------------|---------|---------|---------|
| 1. against | 2. in | 3. into | 4. over |
| 5. to | 6. With | 7. of | 8. for |

- | | | | |
|------------|----------|--------|----------|
| 9. towards | 10. in | 11. of | 12. on |
| 13. for | 14. Like | 15. at | 16. from |
| 17. on | 18. in | 19. of | 20. in |
| 21. from | 22. to | | |

FORMATION OF WORDS

- | | |
|----------------|-----------------|
| 1. (b) BILITY | (c) SENSIBILITY |
| 2. (b) FLECT | (c) DEFLECT |
| 3. (b) GOSE | (c) RUGOSE |
| 4. (b) CAL | (c) LEXICAL |
| 5. (b) QUENCE | (c) SEQUENCE |
| 6. (b) SEPTIC | (c) ANTISEPTIC |
| 7. (b) TOID | (c) THANATOID |
| 8. (b) THERY | (c) SMOTHERY |
| 9. (b) CUSABLE | (c) IRRICUSABLE |
| 10. (b) CISM | (c) IOTACISM |
| 11. (b) CATE | (c) UMBILICATE |
| 12. (b) TIC | (c) GNOSTIC |

ONE WORD SUBSTITUTION

- | | | |
|-------------------|-----------------|-------------------|
| 1. Oligarchy | 2. Mobocracy | 3. Kleptomania |
| 4. Matricide | 5. Sosoricide | 6. Philanthropist |
| 7. Misogynist | 8. Taxidermist | 9. Neural |
| 10. Ornithologist | 11. Calligraphy | 12. Lexicographer |
| 13. Antichrist | 14. Apology | 15. Apoea |
| 16. Apiary | 17. Apiculture | 18. Apodosis |
| 19. Apophthegm | 20. Apoplectic | |

TRANSFORMATION

EXERCISE

- | | |
|--------------------------|---------------------------|
| 1. in a huff | 2. through thick and thin |
| 3. in your dealings | 4. standing there |
| 5. Eating too much sugar | 6. To serve our country |
| 7. An honest man | 8. Being careless |
| 9. walking briskly | 10. his day |
| 11. at its own dung hill | 12. after lunch |

- | | |
|---------------------------|----------------------------------|
| 13. the past days | 14. by your watch |
| 15. to this problem | 16. in solving sums |
| 17. beaten to | 18. of dehydration |
| 19. by the metre | 20. by the dozen |
| 21. sleeping on the floor | 22. in the east |
| 23. early in the morning | 24. a glass of |
| 25. in blue dress | 26. during my vacation |
| 27. according to | 28. got derailed |
| 29. two masters | 30. again and again |
| 31. Curing many diseases | 32. Birds of a feather |
| 33. The ignorance of law | 34. to end friendship |
| 35. in a day | 36. with your friends |
| 37. fleecing people | 38. making tall promises |
| 39. A horrible accident | 40. Always harping on one's tune |

SAME WORDS USED AS DIFFERENT PARTS OF SPEECH

1. Like

Noun: The like of Gandhi will never be born again.

Verb: I like mangoes.

Preposition: There is nothing like contentment.

2. Book

Noun: Whose book is this?

Verb: I've booked a seat in the train.

3. Absent

Adjective: Why were you absent from the class yesterday?

Verb: I absented myself from the class yesterday.

4. Anger

Noun: Anger is destructive.

Verb: My words angered him.

5. Low

Adjective: He has a low temperature.

Verb: The cow is lowing.

6. Love

Noun: Love begets love.

Verb: I love my mother.

7. Hate

Noun: We should give up hate.

Verb: I do not hate anybody.

8. Delay

Noun: What has caused the delay?

Verb: What is delaying the matter?

9. Search

Noun: I am in search of a good friend.

Verb: He searched my pockets.

10. Do

Noun: Remember all the dos I've told you.

Verb: Do good, have good.

11. Fly

Noun: There is a fly in the pudding.

Verb: I fly kites on Sundays.

12. Pick

Noun: This is the pick of the lot.

Verb: Do not pick flowers.

13. Seat

Noun: Take your seat, please.

Verb: Be seated, please.

14. Blow

Noun: The members of the Assembly came to blows.

Verb: A cool breeze is blowing.

15. Train

Noun: He caught the train easily.

Verb: Who trained you for this skill/stunt?

16. Crow

Noun: The crow is black.

Verb: The cock is crowing.

17. Clear

Adjective: It is as clear as day.

Verb: I've cleared all my debts.

18. Blame

Noun: I do not put the blame on anybody for this.

Verb: Don't blame me for this.

19. Beat

Noun: The constable is on the beat.

Verb: Don't beat the child.

20. Rich

Noun: The rich should help the poor.

Adjective: He is a rich landlord.

THINK IT OVER

1. Reference to the context

These lines have been taken from the poem "The Gift of India" written by Sarojini Naidu. The poem refers to World War I. A large number of Indian soldiers died in this war. In this poem the poetess (or Mother India) reminds the British that this was the gift of India to them.

Explanation:

Mother India tells the British that she has given them rich gifts of clothes, grain and gold, indeed, everything to fight the war. She has even sent her sons (soldiers) to the call of duty to fight the war where death and destruction are certain.

2. Reference to the context

These lines have been taken from the poem "The Gift of India" written by Sarojini Naidu. The poem refers to World War I. A large number of Indian soldiers died in this war. In this poem the poetess (or Mother India) reminds the British that this was the gift of India to them.

Explanation:

A large number of Indian soldiers were killed in World War I. Mother India reminds the British that they lie like pearls in foreign lands. They are silent as if in sleep along the Persian Gulf. Their bodies lie scattered like shells on the Egyptian desert. On the fields of Flanders and France where bloody battles were fought the dead bodies of Indian soldiers lie scattered like flowers which have been plucked and thrown just by chance.

3. Reference to the context

These lines have been taken from the poem "The Gift of India" written by Sarojini Naidu. The poem refers to World War I. A large number of Indian soldiers died in this war. In this poem the poetess (or Mother India) reminds the British that this was the gift of India to them.

Explanation:

Mother India asks the British if they can measure the amount of her grief, sleeplessness, pride and prayer on the death of her sons (Indian Soldiers) in World War I. She still sees with sadness the glorious vision of her sons returning to her with the torn banners of Victory.

4. Reference to the context

These lines have been taken from the poem "The Gift of India" written by Sarojini Naidu. The poem refers to World War I. A large number of Indian soldiers died in this war. In this poem the poetess (or Mother India) reminds the British that this was the gift of India to them.

Explanation:

Mother India (or the poetess) reminds or asks (or requests) the British that after war is over and peace has been established, they should remember and honour the dead soldiers of India who died in the World War I to pay the tributes along with their own soldiers.

VOCABULARY**EXERCISE-1**

- | | | |
|----------------------------|--------------------|-------------|
| 1. Tread | 2. Cry | 3. Transmit |
| 4. Conduct, behave | 5. Develop, evolve | 6. Accept |
| 7. Procrastinate, postpone | 8. Depart | 9. Clean |
| 10. Amazing | | |

EXERCISE-2

- | | | |
|---------------|------------|------------------------|
| 1. Small | 2. Reject | 3. Direct, Straight |
| 4. Spiritual | 5. Distant | 6. National, Universal |
| 7. Victim | 8. Mar | 9. Cowardly |
| 10. Barbarian | 11. Wild | 12. Ambiguous |

EXERCISE-3

- | | | |
|-------------|--------------|------------|
| 1. Deniable | 2. Natural | 3. Strong |
| 4. Lovable | 5. Beautiful | 6. Hopeful |
| 7. Likeable | 8. Reachable | 9. Wise |
| 10. Hopeful | 11. Apparent | 12. Doable |

EXERCISE-4

- | | | |
|-----------------|----------------|-------------|
| 1. Truth | 2. Height | 3. Glory |
| 4. Purity | 5. Personality | 6. Teaching |
| 7. Solitariness | 8. Breach | 9. Desire |

- | | | |
|---------------|----------------|--------------|
| 10. Weakness | 11. Clarity | 12. Bravery |
| 13. Liability | 14. Simplicity | 15. Practice |
| 16. Reality | | |

EXERCISE-5

- | | | |
|----------------|-------------------|-------------------|
| 1. Simplify | 2. Strengthen | 3. Qualify |
| 4. Purify | 5. Heighten | 6. Greet |
| 7. Naturalize | 8. Rejoice, Enjoy | 9. Exist |
| 10. Denigrate | 11. Recreate | 12. Typefy |
| 13. Justify | 14. Regularize | 15. Particularize |
| 16. Sever | 17. Plant | 18. Picturize |
| 19. Invigorate | 20. Beautify | |

FINDING ERRORS

1. What happened?
2. She was born in the month of March.
3. My uncle lives at Rampura, a small village.
4. I live in Delhi.
5. The frog jumped into the well.
6. She is afraid of dogs.
7. His shirt is superior to yours.
8. This road is closed for repairs.
9. No fewer than twenty students failed in the class of forty.
10. There is little hope of his survival as his condition is serious.
11. A little knowledge is a dangerous thing.
12. My brother studies in a boarding school.
13. What is the latest news?
14. The village folk are illiterate.
15. The climate of Shimla is colder than that of Delhi.
16. If you work hard you will get good marks.
17. Walk fast lest you should miss the train.
18. I as well as you am to blame.
19. Neither John nor his friends are going to London.
20. One of my friends is a teacher.
21. There are mountains on either side of the road.
22. The old man divided his property between his two sons.
23. Distribute the sweets among all the students.

24. All the girls began to quarrel with one another.
25. This horse runs fast.
26. She has been working in this office for ten years.
27. This man killed the snake with a rod.
28. He talks as if he were a king.

IDIOMS & THEIR USAGE

1. **Idiom:** At daggers drawn
Meaning: (to be) inimical
Usage: The two brothers are at daggers drawn with each other.
2. **Idiom:** At arm's length
Meaning: (to keep) away from company
Usage: Keep anti-social elements at arm's length.
3. **Idiom:** At the back of
Meaning: giving support
Usage: Who is at the back of this mischief-monger?
4. **Idiom:** At the beck and call of
Meaning: always ready to serve/obey.
Usage: He is at the beck and call of his old parents.
5. **Idiom:** Account for
Meaning: explain; give account of
Usage: You have to account for every penny you spend.
6. **Idiom:** Avail oneself of
Meaning: take advantage of
Usage: You must avail yourself of this opportunity.
7. **Idiom:** Adapt to
Meaning: adjust to
Usage: You will have to adapt (yourself) to the changing circumstances/conditions.
8. **Idiom:** Adept in
Meaning: expert, skilled
Usage: My brother is adept in painting.

QUIZ TIME

WIND AS A CREATOR

Once upon a time there was a boy named Konga. He lived alone in a small hut on the top of a hill. Konga had some seeds of trees which bore beautiful flowers. He wanted to sow them around his fields. But all of a sudden a violent storm started. It blew down Konga's hut. All the seeds flew away somewhere. Konga was sad. Soon, the whole valley resounded with the snapping sound of wind. Konga thought

the wind was a destroyer. He climbed down the hill. He built a new hut with bamboo in the grove of tall trees. In the morning, Kongo saw the same seeds all around as he had put in his previous hut. Small plants started to sprout. He was happy. He was sure that the wind had brought them there. He realized that the wind was not a destroyer but a creator.

WORDS CONFUSED & MISUSED

1. **Concord:** In a sentence the verb must concord with the subject.
Discord: Greed is the basis of all discord.
Accord: We accorded a warm welcome to him.
2. **Dear:** My parents are very dear to me.
Deer: I saw two deer in the zoo.
3. **Left:** Always keep to the left.
Loft: I climbed up to the loft with the help of a ladder.
4. **Win:** It was a fine win for us.
Wine: I do not take wine.
5. **Mere:** What you say is a mere notion.
Mare: I have a beautiful mare to ride.
6. **Dear:** Onions are very dear these days.
Deer: Deer are helpless before lions.
Dare: I dare not expose his lies.
7. **Get:** I get good education in this institution.
Take: Take it easy, please.
Receive: I've received a letter from him.
Attain: He's attained great success in life.
8. **Clamour:** They are clamouring for their rights.
Ask: I'm not asking for the moon.
9. **Meet:** I met him yesterday.
Meat: I do not take meat.
Mete: It is not mete to show disrespect to anybody.
10. **Pole:** They are poles apart.
Poll: Polls were held yesterday.
11. **Role:** I have played no role in this matter.
Roll: The teacher is calling the roll.
12. **Drain:** She is cleaning the drain.
Drone: There are many drones in society who do nothing and live at the expense of others.

PRONUNCIATION

A

1. s
2. (a) s (b) si
3. z
4. kai
5. 'a' as in man
6. 'i' as in city
7. (a) 'e' as in 'men' (b) 'i' as in city

B

1. / i'lektrik /
2. / səb'skraib /
3. / tə'nait /
4. / tə'ma:təu / *i.e., (tə'ma (as in car) to (as in go))*
5. /ʌp'set / *i.e., (up (as in cup) 'set)*
6. / 'Ju:sfl / *i.e., ('yoosfl)*
7. / 'wisl /
8. / 'gr æn sʌn / *i.e., ('gran (as in man) sʌn (as in sun))*

LANGUAGE GAMES

EXERCISE

THE IMPORTANCE OF TEAM WORK

Respected Principal, members of the staff and dear friends, A very good morning to all. I deem it an honour to have been permitted to speak on '*The Importance of Team Work*'. Team work is an amicable agreement among individuals to work together dedicatedly as one man. In a game like cricket or hockey all the 11 players have to work in synergy to be victorious. Let us take another example. The various parts of the human body work with full cooperation with one another. If even one of the parts does not work in harmony with others, it can cause a severe damage to the whole body. Similarly, a vehicle can run on the road safely & efficiently only if all its components cooperate in a team work. Thus, the hall mark of team work is perfect discipline to be observed by all the members of a group, without which success or progress is impossible. Last but not least, I would like to say that for the establishment of a system of lasting peace, progress & prosperity in the world, all the human beings living on this planet should work harmoniously in team work. Thank You.

VERBAL NIAGRA FALL

S = 3 = Sebaceous

O = 1 = Oscillate

M = 5 = Multifarious

B = 2 = Barbarous

R = 4 = Redoubtable

E = 6 = Emporium

QUOTATIONS & ABBREVIATIONS

1. National Disaster Relief Fund
2. State Disaster Relief Fund
3. Special Investigation Team
4. Air Officer Commanding
5. Armed Forces Tribunal
6. Chief Justice of India
7. Pak Occupied Kashmir
8. North Atlantic Treaty Organisation
9. Organisation for Security and Cooperation in Europe
10. Islamic State of Iraq and Syria
11. One Day International
12. Nuclear Non-Proliferation Treaty
13. Memorandum of Understanding
14. Technical Vocational Education and Training
15. Subordinate Services Selection Board
16. Indian Oil Corporation
17. National Capital Region
18. Long Term Visa
19. Medical Council of India
20. Investigating Officer

SPELLINGS

1. Radish

2. Guinea

3. Spondee

4. Salubrious

5. Stately

6. Uncontrolled

7. Tarmac

8. Wondrous

9. Hindrance

10. Diabolical

11. Sissy

12. Siphon

- | | | |
|------------------|-------------------|----------------|
| 13. Psychiatrist | 14. Gynaecologist | 15. Paediatric |
| 16. Annihilate | 17. Anniversary | 18. Anomalous |
| 19. Anonymity | 20. Animadvert | 21. Stirring |
| 22. Truly | 23. Faithfully | 24. Fulfil |
| 25. Gratuity | | |

POTPOURRI

THE TEACHER WHO INSPIRES ME MOST

A teacher does not only teach facts and figures as contained in books. He also inspires students both by example and precept. As such, every teacher is a source of inspiration to students, more or less.

As far as I am concerned, I feel most inspired by Miss She is my class-teacher. She teaches us English. She has some sterling qualities in her which are most inspiring.

Miss is an MA, B.Ed. She is a great scholar. She has full command of her subject. In spite of being a highly learned person, she does not show off her knowledge. She never teaches above the students' head. She explains difficult points with utmost clarity and simplicity. I like her method of teaching very much.

Another great quality of Miss is that she is very gentle, humble and polite. She is like an elder sister to students. She is never angry with them. But at the same time she is a strict disciplinarian. If a student is inattentive in the class, or if he makes any mischief, she rebukes him severely.

Even while teaching factual things to students, she inspires them to work hard and shine in life, and thus to bring glory to themselves and to their parents and teachers.

She tells students many inspiring stories and many inspiring anecdotes from great men's lives. She does not let them feel bored in the class. She tells them about the importance of money in life and advises them never to waste it. But at the same time she draws their attention towards the significance of higher values of life like character, truth, honesty, health, true friendship, regularity, punctuality, politeness, and the like.

She not only inspires students to take part in games and extra-curricular activities but also herself participates in them. All the students love her. I have the highest regard for her. She inspires me to the extent as no other teacher does. She is an ideal teacher and is my role model. May she live long!

CHAIN ANAGRAM SETS

- | | |
|------------------|---------------|
| A. 1. FARE, FEAR | 2. READ, DEAR |
| B. 3. REEL, LEER | 4. ROUT, TOUR |
| C. 5. ROLE, LORE | 6. EAST, SEAT |

CHAIN WORDS

- | | | | |
|-------------|-------------|------------|-----------|
| 1. Lead | 2. Addict | 3. Dictum | 4. Umbles |
| 5. Blessing | 6. Singlet | 7. Lettic | 8. Ticket |
| 9. Ketone | 10. Onerous | 11. Rouser | 12. Erse |
| 13. Seal | 14. Also | 15. Some | 16. Mean |
| 17. Anther | 18. Thermos | 19. Mosque | 20. Queen |
| 21. Ensure | 22. Surety | 23. Type | 24. Peon |

WHAT IF...

1. (a) I'd reject the offer.
(b) I'd accept the offer but ask for some experienced police officer as my assistant.

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- (c) I'd accept the offer and do my best to deliver the goods.
 (d) I'd make a general appeal to the public to cooperate with me.
2. (a) I'd flatly refuse to do so.
 (b) I'd obey my bosses meekly.
 (c) I'd resign immediately.
 (d) I'd report the matter to the vigilance or the chief minister of the state.
3. (a) I'd accept the bribe money and let the accused go.
 (b) I'd reject the offer and advise the accused to desist from such a thing.
 (c) I'd report the matter to the vigilance wing or higher police authorities.
 (d) I'd at once arrest the accused and start criminal proceedings against him.

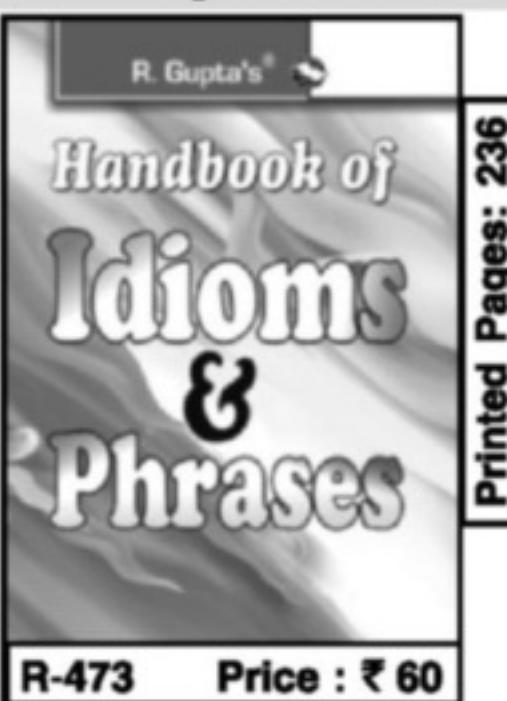
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1 (D)	2 (D)	3 (A)	4 (C)	5 (D)	6 (B)	7 (D)	8 (A)
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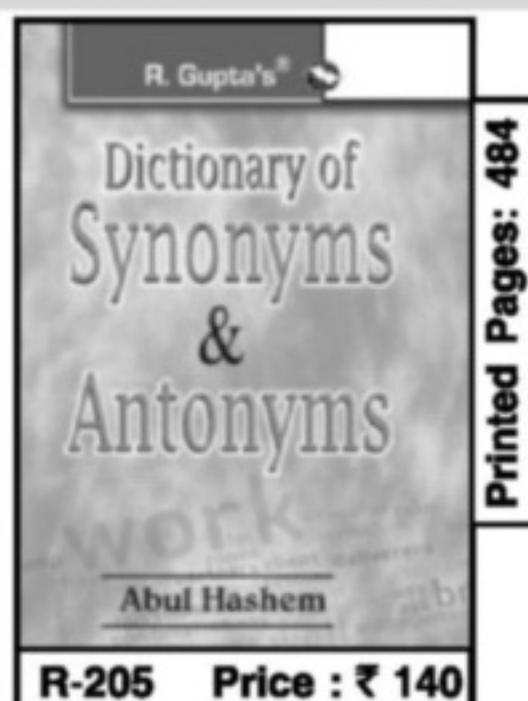
CAN YOU REMEMBER

- | | | | |
|---------|-------------|----------|---------|
| 1. Nine | 2. Two | 3. False | 4. True |
| 5. No | 6. Yes | 7. One | 8. One |
| 9. R | 10. nothing | | |

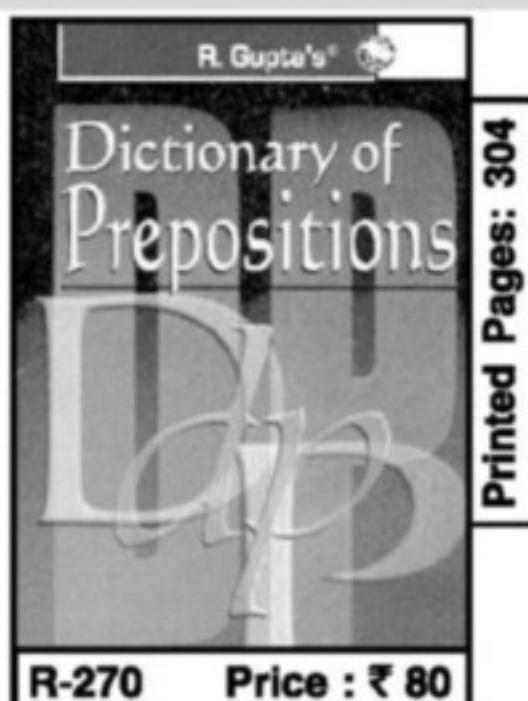
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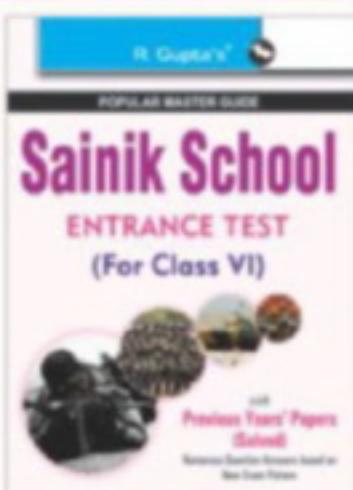
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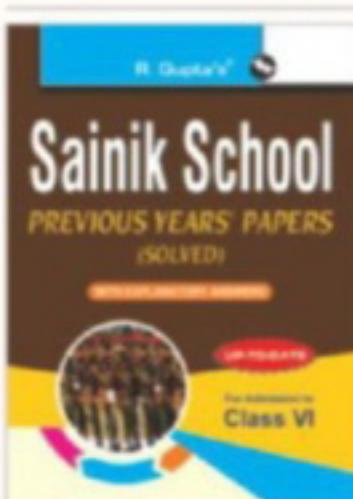


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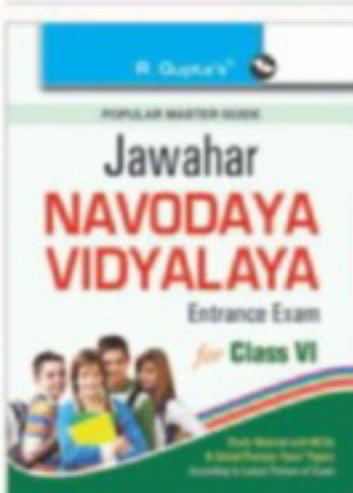


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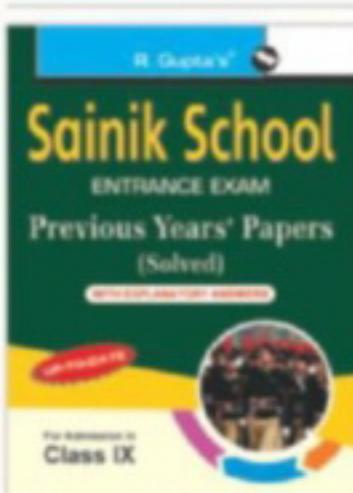


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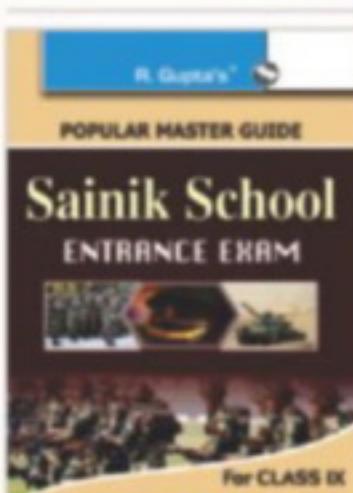


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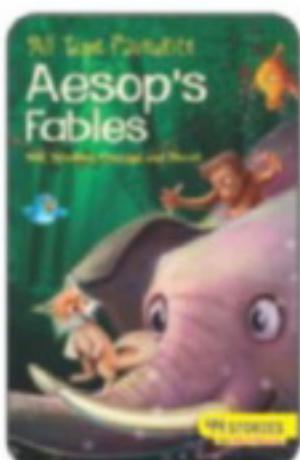
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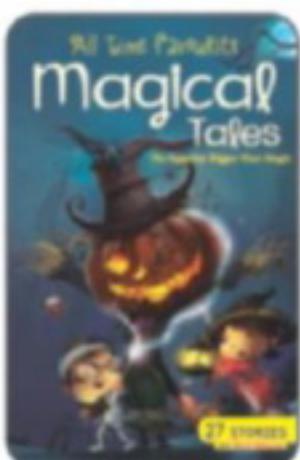
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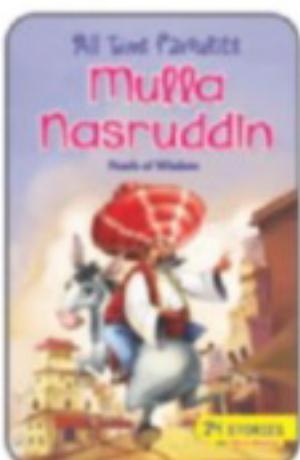
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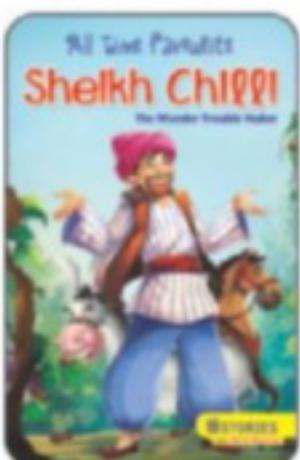
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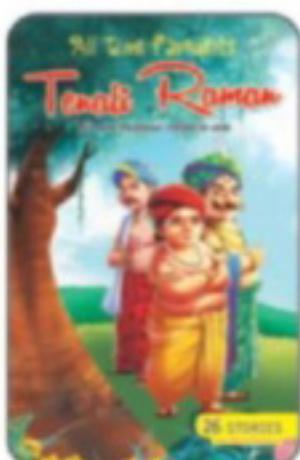
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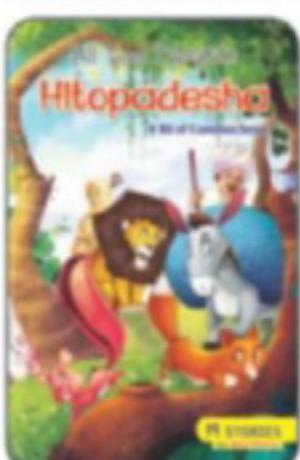
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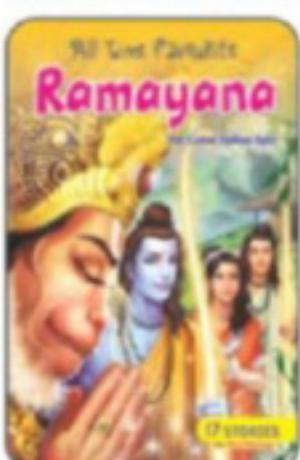
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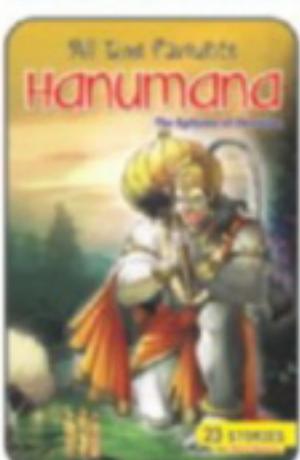
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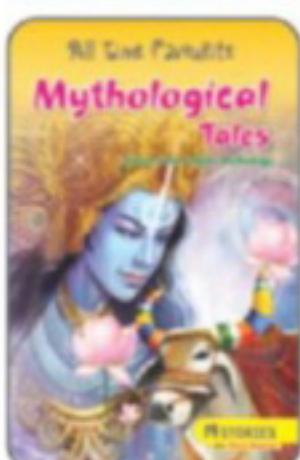
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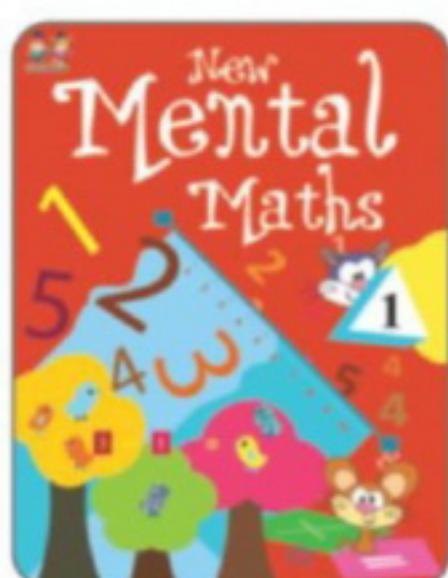
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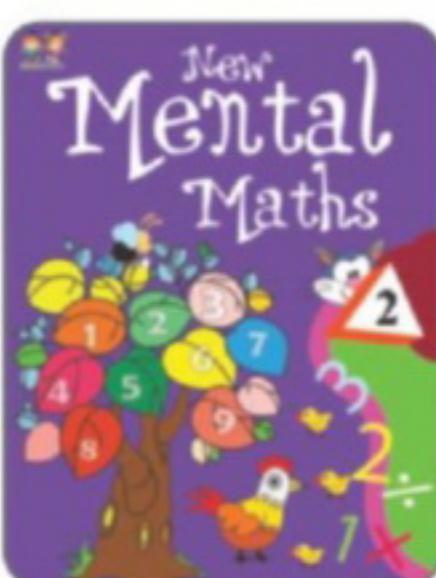
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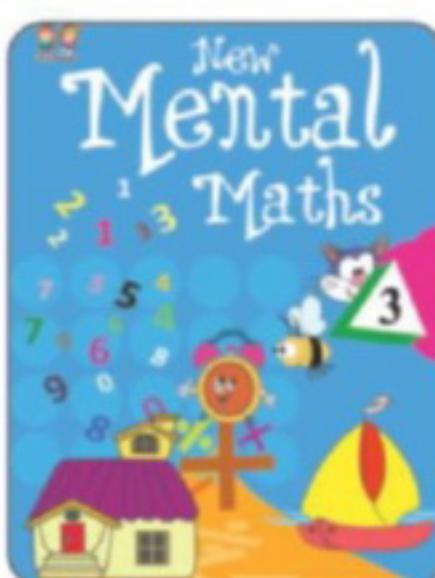
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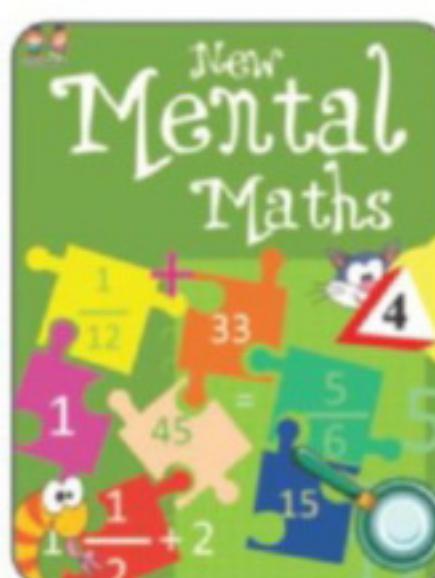
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