

A decorative graphic in the top-left corner consisting of a thick white line forming an L-shape, with a grey gradient bar extending from the top-right corner of the L.

PEV 106

**VERBAL
ABILITY -I**

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UNIT I

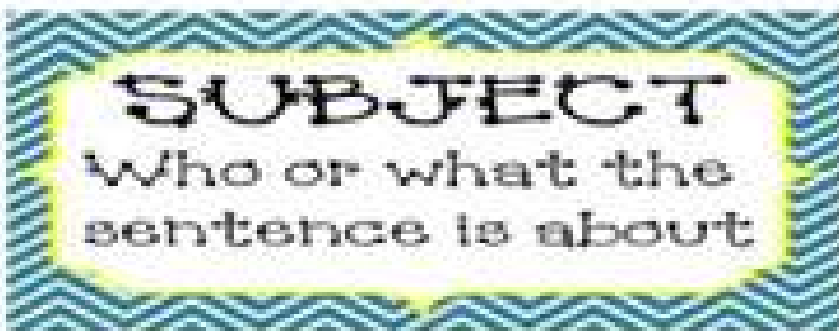
SUBJECT-VERB AGREEMENT

1. **Clandestine** - secret
2. **Circumspect**: to examine thoroughly.
3. **Parity**: the state of being equal in status, amount, or degree.
4. **Devastated** -destroy or ruin
5. **Consensus**: general agreement by a group



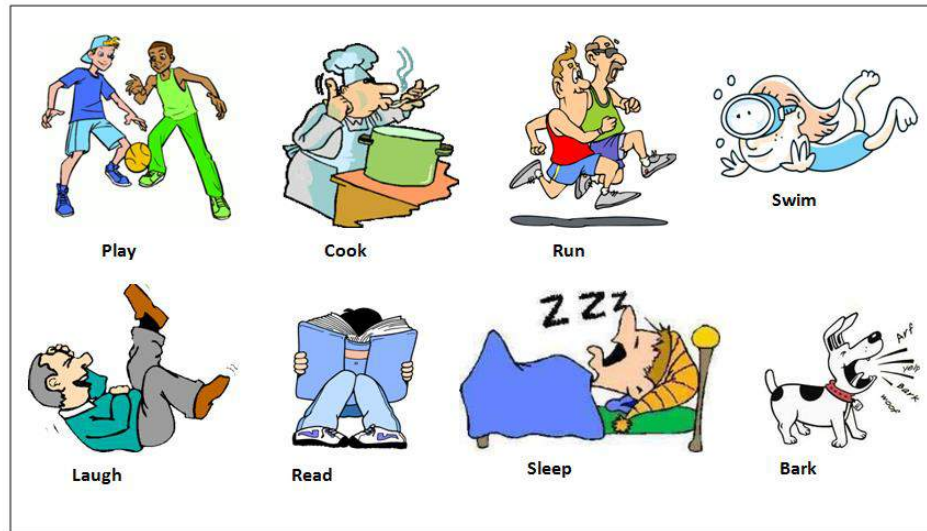
What is subject

The subject is the doer of the action. Alternatively, it can be described as who or what the sentence is about. It is important for you to be able to identify the subject in the sentence. Once you have identified the subject, you need to check whether it agrees the verb or not.



What is Verb ?

Verbs are words that express an action, state or an occurrence. However, not all verbs are action words. Some verbs as: is, am, are, was, were, etc. describe the state and not the action.



What is subject verb agreement ?

Subject-verb agreement refers to the relationship between the subject and predicate of the sentence. Subjects and verbs must *always* agree in two ways: tense and number. For this post, we are focusing on number, or whether the subject and verb are singular or plural.



For example:

- The light in the lamppost flickers each night.

In this sentence, the subject *light* is singular; therefore, the verb that describes the action of the subject must also be singular: **flickers**.

If the subject was plural, the verbs would have to change form to **agree** with the subject.

For example:

- The lights in the lampposts flicker each night.

In this sentence, since the subject is now plural, the -s has to be removed from the verb in order to have **subject-verb agreement**.

Let's Learn basics first :-

In the present tense, verbs agree with their subjects in NUMBER (singular/plural) and in PERSON (first, second, or third). The present tense ending -s (or -es) is used on a verb if the subject is THIRD PERSON SINGULAR. Otherwise, the verb takes NO ENDING.

	SINGULAR		PLURAL	
First Person	I	Love	We	Love
Second Person	You	Love	you	Love
Third Person	He/she/it	Loves	They	Love

If the concept still confuses you, try answering the following questions to understand when to use the -s (or -es) form of a present tense verb.

Is the verb's subject **he, she, it or one**

YES →

Use -s form
(loves, tries, has)

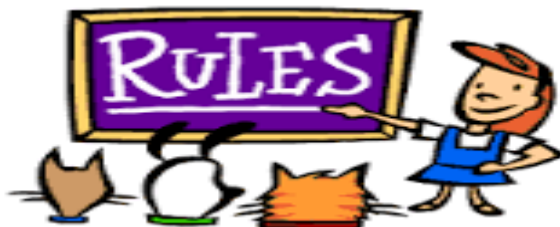
NO ↓

Use the base form of the verb (love, try, have)

After learning the basic fundamentals of subject-verb agreement, read and understand these special rules and after some practice, forming correct sentences will be easy!

Subject –Verb Agreement Rules

In academic writing, grammar and sentence construction are of paramount importance. To use any language effectively, it is important to be familiar with its grammatical rules and structures.



Basic Rule. A singular subject (*she, Bill, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb.

Example: The list of items is/are on the desk.

If you know that *list* is the subject, then you will choose *is* for the verb.

Exception to the Basic rule:

- The first person pronoun *I* takes a plural verb (*I go, I drive*).

Rule 1:-

When two subjects are joined together using '**and**' a plural verb should be used .

Examples:

- Alex **and** Courtney **are** my classmates.
- Bread **and** butter **are** sold at my shop.

Exception:-

- If a subject consisting of two singular nouns connected by '**and**' refers to the same person, thing, or same idea, a **singular verb** is used.
 - My friend, philosopher and guide have come. (change HAVE to HAS because all qualities are found in one person)
 - Bread and butter are my favourite dish. (change ARE to IS because here subject is referring to one dish.)
 - Breaking and entering is against the law.
 - The bed and breakfast was charming.
- When two subjects connected by and are preceded by **each, every, or many** a **singular** verb is used.
 - Each man and boy is expected to meet his obligation.
 - Every shirt, tie and coat is marked for reduction sale.

Rule 2:-

If two subjects are joined with correlative conjunctions such as “**Either- or**”, “**neither-nor**”, “**not only- but also**” etc...then the verb follows the subject that is closer to it.

Examples:

- Neither Soha nor her family members **express** their pain openly. (**closer subject is the “family members” which is plural**)
- Either rain or snow **is** falling all over the state.
- *Neither the plates nor the serving bowl **goes** on that shelf.*
- *Either Kiana or Casey **is** helping today with stage decorations.*
- *Not only the headmaster but also the teachers **are** in favour of the expansion of the school.*
- *Not only the teachers but also the headmaster **is** in favour of the expansion of the school.*

Rule 3:-

Sometimes the subject is separated from the verb by such words ‘**as well as**’, ‘**with**’, ‘**alongwith**’, ‘**together with**’, ‘**and not**’, ‘**In addition to**’, ‘**but**’, ‘**besides**’, ‘**except**’, ‘**rather than**’, ‘**accompanied by**’, ‘**like**’, ‘**unlike**’, ‘**no less than**’, ‘**nothing but**’ **Then the verb agrees with the primary subject.** These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular

Examples:

- The politician, along with the newsmen, is expected shortly.
- Excitement, as well as nervousness, is the cause of her shaking.
- My father unlike my uncles is very strict.

Rule 4:-

Indefinite pronouns can pose special problems in subject – verb agreement. The difficulty is that some indefinite pronouns sound **plural** when they are really **singular**.

As subjects, the following indefinite pronouns ALWAYS take **singular verbs**. Look at them

either	anybody	somebody	everybody	nobody	each
neither	anyone	someone	everyone	no one	
one	anything	something	everything	nothing	

closely.

These should be easy to remember—SANE

Examples

Each sees the value of the course.

singular singular
 's'

Everybody has gone to the movies.

singular singular
 's'

Nothing seems right around this house anymore!

singular singular
 's'

Another is on the way.

singular singular
 's'

However, the following indefinite pronouns ALWAYS take **plural verbs**.

both few many several others

Examples

Many have answered the invitation for Friday evening.

plural plural
 no 's'

A **few are** not coming at all.

plural plural
 no 's'

Several indicate that they will be late.

plural plural
 no 's'

EXCEPTIONS:

A third group of indefinite pronouns takes **either** a singular or plural verb depending on the pronoun's meaning in the sentence.

Look at them closely.

some any none all most

Examples

Some of the debt **has** been paid off.

singular

singular

Some refers to **debt**.
Therefore, **some** is singular
and takes a singular verb.

Some of the debts **are** still outstanding.

plural

plural

Here, **some** refers to **debts**.
Therefore, **some** is plural
and takes a plural verb.

Rule 5:- Collective Nouns

A collective noun is a word that represents a group of persons ,animals, or things e.g. audience ,committee,company ,council etc. The following rules govern the form of verb to be used with a collective noun. **The verb might be singular or plural, depending on the writer's intent.**

When the group acts as a unit , the verb should be singular.

- The committee has agreed to submit its report on Friday.
- The majority has made its decision.
- The firm is one of the most reputed in the country.
- The herd of cows is grazing in the field.

When the members of the group are thought of as acting separately ,the verb should be plural.

- The teams are arguing over who should be the captain.
- The couple are separating this week.
- The jury are divided in their opinion.
- The audience have taken their seats.

Rule 6:-

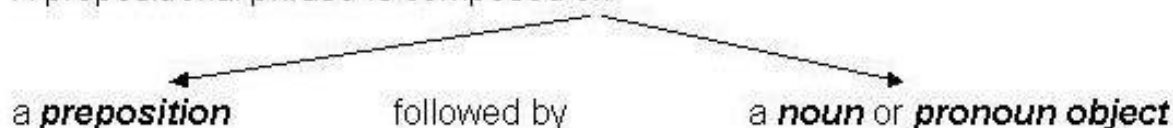
So far we have considered subjects that can cause subject-verb agreement confusion: **compound** subjects, **group noun** subjects, **plural form – singular meaning** subjects, and **indefinite** subjects.

The remainder of this teaching unit examines subject – verb agreement problems that can result from **word placement** in sentences. There are four main problems: prepositional phrases, clauses beginning with **who**, **that**, or **which**,

Prepositional Phrase

A prepositional phrase sometimes complicates subject – verb agreement.

A prepositional phrase is composed of:



Examples of Prepositional Phrases

preposition modifier noun

of the car

preposition modifier noun

at the brown house

preposition pronoun object

about him

preposition modifiers noun objects

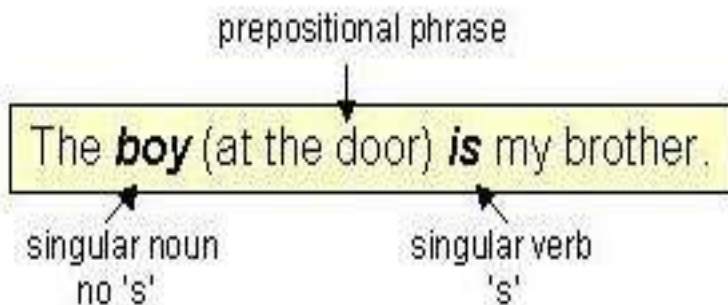
over that last big hill

preposition modifiers pronoun object

to a sweet someone

A prepositional phrase may be placed between the subject and verb

Example



In the above example, the singular verb **is** agrees with the singular subject **boy**.

Sometimes, however, a prepositional phrase inserted between the subject and verb makes agreement more difficult.

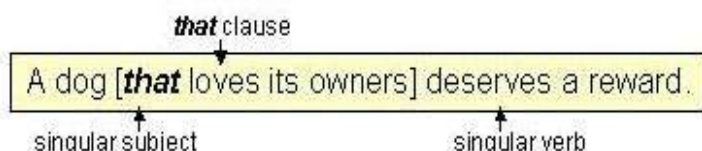
Car is the singular subject. **Was** is the singular helping verb which agrees with **car**. If we aren't careful, however, we may mistakenly label **riders** as the subject since it is nearer to the verb than **car** is. If we choose the plural noun, **riders**, we will incorrectly select the plural verb **were**.

WRONG!

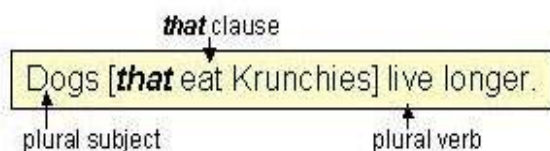
The diagram shows the sentence "The **car** (with many riders) **were** speeding around the curve." enclosed in a red box. A bracket above the words "with many riders" and "were" has an arrow pointing down to the word "were". The entire diagram is crossed out with a large 'X'.

- ❖ A clause beginning with **who**, **that**, or **which** and coming BETWEEN the subject and verb can cause agreement problems. Like the prepositional phrase, the **who / that / which** clause never contains the subject.

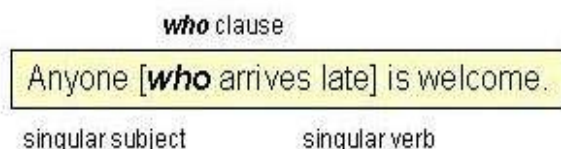
Example #1:



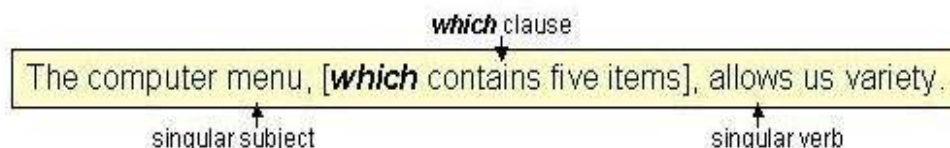
Example #2:



Example #3:



Example #4:



Rule 7:-

In sentences beginning with here or there, the true subject follows the verb.

Examples:

- There are five matches to play.
- Here is the package of letters.
- There is little administrative support..

Rule 8:-

Some nouns that are plural in form because they end with 'S' but singular in meaning such as

- a) Name of diseases:- Measles, Mumps, Rickets, Shingles etc.
- b) Name of games : Billiards,Darts,Draughts, etc.
- c) Name of countries:- The United States, The West Indies etc
- d) Name of books :- The Arabian Nights, Three Muskeeters, etc.
- e) Name of subjects:- Physics, Economics, Civics, Statistics,Politics etc.

Usually take singular verb

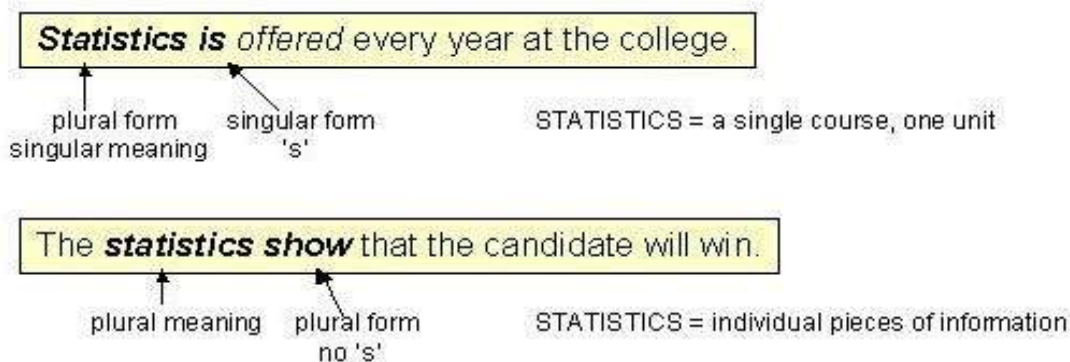
Examples:-

- **Mathematics is an interesting subject.**
- **Politics is not my cup of tea.**
- **News is travelling faster than ever before.**
- Generally measles lasts about two weeks.

Exception:-

Some nouns ending in -ics (such as athletics, statistics and politics) are considered plural when referring to individual facts, qualities or activities.

Examples



Rule 9:-

Use a singular verb with distances, periods of time, sums of money, quantities etc., when considered as a unit.

Examples:

- Ten miles is too far to walk.
- Seven years is the maximum sentence for that offense.
- Five dollars is a high price to pay.
- 5 metres is ample for a suit.

Exception:- when subject consists of noun referring to individual units ,use plural verb.

*Ten dollars (i.e., dollar bills) **were** scattered on the floor.*

Hundred rupees are to be distributed among the students.

Note the difference

Five thousand rupees **is** a handsome amount.

Five thousand rupee **have** been spent on different useful commodities.

Rule 10:-

The expression the number has a singular meaning and requires a singular verb, whereas the expression a number has a plural meaning and takes a plural verb.

Examples:-

- The number of board members is very small.
- A number of board members are absent.
- A number of our staff are going on leave.

Misc.Rules:-

U.N.= Uncountable
Noun
S.C.N= Singular
countable noun
P.C.N= Plural
Countable Noun

S.N	WORDS	+NOUN/PRONOUN	VERB
1.	No	+ U. N	Singular Verb
2.	No	+ S. C. N	Singular Verb
3.	One-third of / three-fourths of / The rest of / A quarter of / Part of / Ten percent of / Twenty Percent of	+ U. N.	Singular Verb
4.	One-third of / three-fourths of/ Part of / Ten percent of / Twenty percent of	+ P. C. N.	Plural Verb
5.	Most of / Some / Some of / Half of/ Enough / Enough of / Not enough of/ Plenty of / A lot of/ Lots of	+ U. N.	Singular Verb
6.	Most of / Some / Some of / Half of/ Enough / Enough of / Not enough of/ Plenty of / A lot of/ Lots of	+ P. C. N.	Plural Verb
7.	The percentage of	+ U.N./P.C.N.	Singular Verb
8.	More than one	+ S. C. N.	Singular Verb
9.	More than two/three. etc.	+ P. C. N.	Plural Verb
10.	More	+ P. C. N. + than one	Plural Verb

Refer to the below mentioned sentences for the applications of above given rules.

1. No air is present on the Mars.
2. No student was interested in taking the exam.
3. One-third of the work has been finished.
4. One- third of the students have passed.
5. Ninety percent of the work is done.
6. Most of the knowledge is gained by experience.
7. Most of the girls are absent today.
8. Ninety percent of the students have passed with good marks.
9. Half of the candidates have passed with flying colours.
10. Some of the students have not taken the exam.
11. The percentage of unsuccessful candidates is ten.
12. More than one city was in ruins.

13. More cities than one were in ruins.

14. More than two thieves have been caught red handed.

15. More plans than one were made.

EXERCISE 1

Underline the subject (or compound subject) and then identify the verb that agrees with it.

Everyone in the telecom focus group (has/have) experienced problems with cell phones

1. Your friendship over the years and your support (has/have) meant a great deal to us.
2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
3. The main source of income for Trinidad (is/are) oil and pitch.
4. The chances of your being promoted (is/are) excellent.
5. There (was/were) a Pokémon card stuck to the refrigerator.
6. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.
7. Many hours at the driving range (has/have) led us to design golf balls with GPS locators in them.
8. Discovered in the soil of our city garden (was/were) a button dating from the Civil War dating from the turn of the century.
9. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.
10. The story performers (was/were) surrounded by children and adults eager to see magical tales.

EXERCISE 2

Edit the following sentences to eliminate problems with subject-verb agreement and write the edited sentence. If a sentence is correct, write "correct."

Jack's first days in the infantry was grueling

Jack's first days in the infantry **were** grueling

1. One of the main reasons for elephant poaching are the profits received from selling the ivory tusks.
2. Not until my interview with Dr. Chang were other possibilities opened to me.
3. Batik cloth from Bali, blue and white ceramics from Cambodia, and a bocce ball from Turin has made Hannah's room the talk of the dorm.
4. The board of directors, ignoring the wishes of the neighbourhood, has voted to allow further development.
5. Measles is a contagious childhood disease.
6. The presence of certain bacteria in our bodies are one of the factors that determines our overall health.
7. Leah is the only one of the many applicants who has the ability to step into this job.
8. Neither the explorer nor his companions was ever seen again.

EXERCISE 3

1. Benito (doesn't, don't) know the answer.
2. Annie and her brothers (is, are) at school.
3. George and Tamara (doesn't, don't) want to see that movie.
4. Your pants (is, are) at the cleaner's.
5. (Is, Are) the tweezers in this drawer?
6. The committee (debates, debate) these questions carefully.
7. The members of the committee (leads, lead) very different lives in private
8. (Is, Are) the news on at five or six?
9. Mathematics (is, are) John's favourite subject, while Civics (is, are) Andrea's favourite subject
10. Statistics (is, are) not a piece of cake to learn.
11. Unfortunately, dishonest politics (was, were) used to win the election.
12. Athletics (provides, provide) important opportunities for physical development.
13. Good news usually (travels, travel) fast.
14. Ceramics (take, takes) a great deal of practice for proficiency.
15. The projected statistics (compares, compare) the budgets of the first 3 quarters.
16. The dog or the cats (is, are) outside.
17. The players, as well as the captain, (want, wants) to win.
18. Either my shoes or your coat (is, are) always on the floor.
19. The movie, including all the previews, (take, takes) about two hours to watch.
20. The Prime Minister, together with his wife, (greet, greets) the press cordially.
21. The man with all the birds (live, lives) on my street.
22. One of my sisters (is, are) going on a trip to France.
23. Either my mother or my father (is, are) coming to the meeting.

24. 50% of the work (is, are) complete.
25. Either answer (is, are) acceptable.
26. Every one of those books (is, are) fiction.
27. Nobody (know, knows) the trouble I've seen.
28. All of the CDs, even the scratched one, (is, are) in this case.
29. Among the animals, turtles cling to their basic structural design, while many others (is, are) experimenting their way to extinction.
30. Turtles are unique; each (has, have) eight cervical vertebrae, compared with seven of most mammals.

EXERCISE 4

Underline the subject (or compound subject) and then identify the verb that agrees with it:-

1. Your friendship over the years and your support (has/have) meant a great deal to us.
2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
3. The main source of income for Trinidad (is/are) oil and pitch.
4. The chances of your being promoted (is/are) excellent.
5. There (was/were) a Pokémon card stuck to the refrigerator.
6. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.
7. Many hours at the driving range (has/have) led us to design golf balls with GPS locators in them.
8. Discovered in the soil of our city garden (was/were) a button dating from the Civil War dating from the turn of the century.
9. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.
10. The story performers (was/were) surrounded by children and adults eager to see magical tale

Exercise 5

When a verb agrees with its subject in number:-

Direction: Select the correct verb in each of the sentences below.

1. Your friend (talk-talks) too much.
2. The man with the roses (look-looks) like your brother.
3. The women in the pool (swim-swims) well.
4. Bill (drive-drives) a cab.
5. The football players (run-runs) five miles every day.
6. That red-haired lady in the fur hat (live-lives) across the street.
7. He (cook-cooks) dinner for his family.
8. The boys (walk-walks) to school every day.
9. The weather on the coast (appear-appears) to be good this weekend.
10. The centre on the basketball team (bounce-bounces) the ball too high.

Exercise 6

When a subject is singular or plural depending on its usage and some seem to be plural but always take singular verb.

Direction: Select the correct verb in each of the sentences below.

1. Each of the girls (look-looks) good on skis.
2. Everybody (was-were) asked to remain quiet.
3. Neither of the men (is-are) here yet.
4. (Is-Are) each of the girls ready to leave?
5. Several of the sheep (is-are) sick.
6. Some members of the faculty (is-are) present.

7. Nobody in the class (has-have) the answer.
8. Each of the girls (observe-observes) all the regulations.
9. All of the milk (is-are) gone.
10. Most of the seats (was-were) taken.
11. At the end of the fall (comes/come) the hard tests.
12. The slaughter of animals for their fur (has/have) caused controversy.
13. The student, as well as his teacher, (was/were) going on the field trip.
14. The hard tests (comes/come) at the end of the fall.
15. Both of my roommates (has/have) decided to live in the dorms.

Exercise 7

When a subject is a collective noun or joined by and, or, nor.

Direction: Select the correct verb in each of the sentences below.

1. Margo and her parents (visit-visits) each other often.
2. Either the cups or the glasses (are-is) in the dishwasher.
3. Vern and Fred (need-needs) a ride to work.
4. There (is-are) a dog, a cat, and a bird in the garage.
5. Neither Matt nor his brothers (was-were) at the party.
6. Here into the main ring of the circus (come-comes) the trained elephants.
7. Either the workers or the boss (deliver-delivers) the merchandise.
8. The committee (work-works) hard for better schools.
9. There (is-are) many things to do before the holidays.
10. The jury (was-were) polled for their verdicts.
11. Here (is-are) the nails you need for the projects.
12. Either Joyce or Ellen (was-were) here.

13. The United States (is-are) a country of contrast.
14. A magazine and a book (was-were) lying on the floor.
15. The family (is-are) occupied with their individual problems.

Exercise 8

Choose the correct form of the verb for the following sentence:

- 1: Everyone (has/have/will/were) done his or her homework.
2. Each of the students (is/are/will/be) responsible for doing his or her work.
3. Either my father or my brothers (is/are/will/be) going to sell the car.
4. Neither my sisters nor my mother (is/are/will/be) going to sell the house.
5. The samples on the tray in the lab (need/needs/is need/are need) testing.
6. Mary and John usually (plays/play/are played/will play) together.
7. Both of the dogs (has/have is/are) collars.
8. Neither the dogs nor the cat (is/are/were/has) very hungry.
9. Either the girls or the boy (walk/walks/ are walked/is walked) in the evening.
10. Either the boy or the girls (walk/walks/are walked/is walked) in the evening.
11. None of the salesmen _____ to help me.
A. does want B. Wants C. Wanted D. want
12. My entire supply of checks _____ missing.
A. Was B. Were C. Are D. had
13. The data _____ published by the government.
A. Was B. Were C. Is D. has
14. The rangers, the explorers, or the camper _____ the bear.
A. See B. Sees C. Seen D. None of the above

15. The tornadoes that tear through this county every spring _____ more than just a nuisance.
A. Is B. Are C. Were D. had

16. Every pale tomato slice, wilted pickle, and brown lettuce leaf _____ an extra 25 cents at Bernie's Burger Emporium.
A. costs B. cost C. costed D. had cost

17. Not only the Smiths but also Tonya _____ agreed to try one of the world-famous chocolate-broccoli muffins.
A. has B. have C. had D. has been

18. The Smiths, along with Tonya, _____ to avoid indigestion after eating these weird muffins.
A. hopes B. hope C. hoped D. had hoped

19. On the sidewalk _____ many little lizards sunning themselves on the hot concrete.
A. is B. are C. was D. were

20. Even though Antonio has many friends who love their Chevrolets and Buicks, he has always believed that General Motors _____ lemons.
A. makes B. make C. made D. had made

21. My dog Floyd, together with Buster the cat, _____ to play with money; the cat swats crumpled bills onto the floor where the dog shreds them to pieces.
A. likes B. like C. liked D. had liked

22. Latoya isn't going to Daytona Beach for spring break because fourteen dollars _____ all that she has in her vacation fund.
A. is B. are C. was D. were

23. Even though Johnson and Johnson _____ consumers not to insert Q-tips into their ears, people refuse to read directions and frequently rupture their eardrums.
A. warns B. warn C. warned D. had warned

24. All of my important keys _____ now stuck in the drain pipe of my bathroom sink. Buster, my kitten, doesn't realize how much his playfulness inconveniences me.
A. is B. are C. was D. were

25. Grandpa claims that Martian measles _____ green and purple spots to erupt all over a person's body.
A. causes B. cause C. will cause D. had caused

26. Digging holes in the sofa cushions _____ Peanut, Elizabeth's new puppy.
A. is B. are C. was D. were

27. Even though the jury _____ to believe that the defendant did not feed Elvis to the Loch Ness Monster, much of the evidence points to her guilt.
A. wants B. want C. wanted D. are wanting

28. Neither the students nor their instructor _____ happy with the long cafeteria line for squid eyeball stew.
A. is B. are C. was D. were

29. Neither of Freud's parents _____ much intelligence when it comes to choosing spouses. Freud's father has married five times, and Mom just presented him with stepfather number three.

A. has B. have C. are showing D. had

30. The brothers as well as their sister good at their studies.

A. is B. Are C. Have D. was

31. Here _____ the mail and newspapers that I picked up for you while you were on vacation.

A. is B. are C. was D. be

32. Mr. Lowry, our English teacher, believes that students who major in economics or physics _____ their imaginations.

A. ruins B. ruin C. has ruined D. ruined

33. _____ no one except Marge and Beatrice have the subject-verb agreement exercises that Ms. Koopman assigned for today?

A. does B. do C. did D. has

34. Every cereal bowl and casserole dish _____ slipped out of Sheila's soapy hands and shattered on the hard tile of the kitchen floor. Sheila really needs to buy a dishwasher.

A. has B. have C. will have D. had

35. General Foods, the maker of Cheerios, _____ developed a new cereal with chocolate puffs and broccoli-flavored marshmallows.

A. has B. have C. had D. is

36. Each man, woman, and child _____ to write General Foods a letter supporting the company's decision to produce a chocolate-broccoli breakfast cereal.

A. needs B. need C. needed D. will need

37. There _____ more calories in a bowl of chocolate-broccoli breakfast cereal than you might think.

A. is B. are C. will be D. were

38. Not only the vitamin C from the broccoli but also the delicious taste of the chocolate _____ this breakfast cereal a real crowd pleaser.

A. makes B. make C. made D. will make

39. Who needs a pet if you live in Florida? There already _____ lizards that sneak in between the window screens and cockroaches that take up residence in every bathroom and kitchen.

A. is B. are C. has been D. had been

40. Susan is one of those students who _____ up to the instructor every chance that they get.

A. kisses B. kiss C. kissed D. has kissed

41. The dead trees and peeling paint, along with the broken windows and flapping shutters, _____ everyone believe that evil spirits haunt the deserted Sinclair house.
A. made B. has made C. makes D. make
42. Where _____ the earrings that I left by the bathroom sink? Oh no! That stupid cat has swatted them down the drain again!
A. was B. were C. is D. are
43. Neither of those sharks circling your boogie board _____ hungry enough to bite.
A. looks B. look C. looked D. had looked
44. One hundred and fifty gallons _____ the amount of liquid the average living room rug can absorb. Rachel discovered this fact after taking a long shower when the curtain wasn't tucked inside the tub.
A. is B. are C. was D. were
45. Agnes never loses a single possession. Everyone knows what belongs to her, for each pen, pencil, and paperclip _____ a tiny flag attached with Agnes' full name on it.
A. will have B. has C. have D. had
46. Asteroids and comets slamming into Earth _____ Marge; she tries to remain under the protective cover of her roof as much as possible.
A. worries B. worry C. worried D. used to worry
47. Someone—perhaps Emmanuel or Paul—_____ the right wine to serve with earthworm lasagna.
A. knew B. will know C. knows D. know
48. These scissors _____ so dull that I'm not sure you could slice butter with them!
A. is B. are C. has been D. had been
49. Physics _____ proven to be Jerry's easiest subject this semester. He brings Carol, the lab assistant, an oatmeal-raisin cookie, and, as his reward, she finishes his report.
A. has B. have C. had D. will have
50. The good jewelry Dad gave Sara for graduation _____ more than the cheap leather wallet that David got as his reward for finishing high school.
A. costs B. cost C. will cost D. had cost

Exercise 9

Replace the underlined portion with the answer choice that results in a sentence that is clear, precise, and meets the requirements of standard written English

1. The first of the shows were much tamer than the shows that came later.
- A. the shows was much tamer
 - B. the shows were much tamest
 - C. the show's were much tamer
 - D. the shows were much tamer

2. The argument over the scandal and the authority of the governor have intensified greatly.
- A. whether the governor has authority has
 - B. the authority of the governor have
 - C. the authority of the governor has
 - D. the governor's authority have
3. The treatment of animals in laboratories have become a controversial issue in recent years.
- A. have become
 - B. had becoming
 - C. has become
 - D. have been becoming
4. Each of the teenagers have a brand new cellular phone.
- A. Each teenager have
 - B. Each, of the teenagers, have
 - C. Each of the teenagers has
 - D. Each of the teenagers have
5. The teenager, along with her classmates, object to the school's use of uniforms beginning next year.
- A. The teenager, along with her classmates, objects
 - B. The teenager along with her classmates objects
 - C. The teenager along with her classmates, objects
 - D. The teenager along with her classmates object
6. The most challenging thing for young musicians are to listen to the rest of the ensemble.
- A. are to listen
 - B. is to listen
 - C. are listen
 - D. are listening
7. The oldest of the veterans hold a special place of honor in the group.
- A. the veterans hold the special place
 - B. the veteran's hold a special place
 - C. the veterans hold a special place
 - D. the veterans holds a special place
8. The leader of the football players make all decisions for the entire group.
- A. the football players were making all decisions
 - B. the football players makes all decisions
 - C. the football players to make all decisions
 - D. the football players make all decisions

9. Each of the students were sick last week, so the professor cancelled the lecture.
- A. Each of the students have been sick last week, so the professor cancelled the lecture.
 - B. Each of the students were sick last week, so the professor cancelled the lecture.
 - C. Each of the students were sick last week, and so the professor cancelled the lecture.
 - D. Each of the students was sick last week, so the professor cancelled the lecture.
10. The new bylaws of the organization was ratified by a unanimous vote yesterday.
- A. The new bylaws from the organization was
 - B. The new bylaws for the organization was
 - C. The new bylaws of the organization were
 - D. The new bylaws of the organization was

Exercise 10

In each of the following questions there are three parts a, b, and c, among which one part is erroneous. Find out which part of the sentence has an error and mark (d) if no error is found. Ignore punctuation errors.

1. (a) Neither of them/ (b) are going to attend/ (c) the party on 10th October./ (d) No error
2. (a) He walked five miles which are really a great distance/ (b) for a man like him who is not only old but also ill./ (d) No error
3. (a) Either my colleague/ (b) or a peon are coming home/ (c) with the material today./ (d) No error
4. (a) The rise and fall/ (b) of the tide are due/ (c) to lunar influence./ (d) No error
5. (a) Many a man/ (b) have succumbed/ (c) to this temptation./ (d) No error
6. (a) The introduction of tea, coffee/ (b) and such other beverages/ (c) have not been without some effect./ (d) No error
7. (a) The newer type of automatic machines/ (b) wash/ (c) clothes faster./ (d) No error
8. (a) Each of the students in the computer class/ (b) has to type/ (c) their own research paper this semester./ (d) No error
9. (a) Everyone of the films/ (b) you suggested/ (c) are not worth seeing./ (d) No error
10. (a) The Secretary and Principal of the college/ (b) are attending/ (c) the District Development Council Meeting at the Collectorate./ (d) No error

UNIT II

VOCABULARY

Vocabulary is a broad concept in itself. One can enhance one's language skills by acquiring a good command over vocabulary.



Tips and Tricks to Learn Vocabulary

- **Find Context of New Words**

The best way to remember and memorize words is find the context they will be used in. For achieving this, sentence formulation based on these new words should be practiced both orally and in written form. learn a few new words every day and try to incorporate them into the conversations that you are going to have throughout the day. This will help you get familiar with new words and use these words while conversing.

- **Learn Synonyms and Antonyms**

Learn the synonyms and antonyms for those words. Synonyms are words that have a similar meaning to a word while antonyms have a meaning opposite to that word. Understanding the relationship between a word and its synonyms and antonyms may make the task of remembering new words easier.

- **Learn Root-words Prefixes and Suffixes**

Learning root words may help you understand the meaning of all the words that will be based on that root word. This is efficient and time-saving as instead of having to learn and cram all the words having a common root word, you will be able to focus on their root which will automatically cover the words related to or employing that root word. Knowledge of prefixes and suffixes may also help in a similar fashion in this regard. For example, all words that have 'mal' will convey a negative sense, making their meaning easier to figure out.

Example: malfunction

- **Learn Tricks and Memorization Techniques**

There are multiple tricks and memorization techniques to help you memorize words and their meanings. One such trick is associating different words by categorizing them. Picturing is another efficient technique to learn difficult words. There are plenty of games and challenges, such as Scrabble and crossword puzzles to help you memorize the new words in a fun way.

- **Find Words that Might be Related to Job Spheres**

Usually, a vocabulary test is designed and adapted to the job position or the course it is being conducted for. Test that might be related to marketing may have different words than the tests being conducted for technicians. You may prepare for vocabulary tests by targeting the words that belong to the domain or field related to the role that the test is being conducted for. Such words may have a higher chance of being asked in the test and you may save time and effort by focusing on the related domains.

- **Learn Commonly Used Words in Vocabulary Tests**

Lists of the most commonly referenced words in different vocabulary tests are available online and offline. You may check out these lists to learn those words that have a higher chance of appearing in the tests. Such lists are also available based on the domain or expertise related to the job position you may be looking for.

- **Practice Regularly**

To master any test, there is nothing better than practicing and preparing for it on a regular basis. There are many sample tests available both online and in a written format provided by various organizations. You may take part in these mock tests to be familiar with both the structure of the test and the medium on which the test will probably be conducted. Regularly reading and writing the words and using them in conversation may help you increase your vocabulary and perform well in the test.

Synopsis of solving a Vocabulary question

Steps to enhance Vocabulary

STEP 1

Identify the word

Whenever we come across a new word in a new sentence while reading a text book, newspaper or a magazine, we should look up its meaning. This is the best way to enhance vocabulary.

STEP 2

Along with the meaning of a word, its antonyms (words with opposite meaning) should also be taken into consideration. A good knowledge of words and their antonyms is very beneficial from the examination point of view.

STEP 3

The knowledge of words that are similar or closer in meaning to one another is very useful. It makes a student efficient enough to have a strong sense of the language.

STEP 4

This is one of the most important parts in vocabulary building. It serves to simulate memory by recalling the words and when needed, apart from making the proper sense and the use of words clear.

To understand these steps, we consider an example. Suppose we take word “Antique”

Using step 1 Antique means something that is old and has not been renewed for long e.g. Antique building (old building)

Using step 2 opposite of Antique is modern . It also can be replaced by Modern, renovated and Recent, etc.

Using step 3 Synonyms are the similar words in meaning. For synonyms, Antique can be replaced by Traditional and Ancient , etc.

Using step 4 To be more familiar with the word, we should use them in sentence form. For “Antique” a proper sentence is “People love to see the antique items”

ROOT WORDS

A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes. Understanding the meanings of common roots can help you work out the meanings of new words as you encounter them.

Many of the words we use in our daily language come from a root word. Once you pull off any prefixes or suffixes, the root is usually what remains. For example, “egotist” has a root word of “ego” plus the suffix “-ist.” “Acting” has the root word “act”; “-ing” is merely the suffix. In the examples of root words below, we’ll examine the basic (root) word as well as its additions.

Root Words That Can Stand Alone

There are some root words that can be used on their own or as part of other common words in the English language. The following root words are provided with their meaning and, in parentheses, a few examples of the root as part of other words:

- **Act:** to move or do (actor, acting, reenact)
- **Arbor:** tree (arboreal, arboretum, arborist)
- **Crypt:** to hide (apocryphal, cryptic, cryptography)
- **Ego:** “I” (egotist, egocentric, egomaniac)
- **Form:** shape (conform, formulate, reform)
- **Legal:** related to the law (illegal, legalities, paralegal)
- **Norm:** typical (abnormal, normality, paranormal)
- **Phobia:** fear (arachnophobia, claustrophobia, hygrophobia)

Root Words as Word Stems

Since much of the English language is derived from Latin and Greek, there may be times when the root of a word isn't immediately recognizable because of its origin. You'll find that the roots listed below are from Greek or Latin and can't stand alone in English; they need something joined to them to make a whole word in English. Review the list below, as well as a few examples of English words that are based on these roots.

- **Acri:** bitter (acid, acrimony, acidity)
- **Astro:** star (astronaut, astronomy, astrophysics)
- **Aud:** hear (audience, audible, audio)
- **Auto:** self (autonomy, autocrat, automatic)
- **Bene:** good (benefactor, benevolent, beneficial)
- **Carn:** flesh (carnal, carnivorous, reincarnate)
- **Corp:** body (corporal, corporate, corpse)
- **Cred:** believe (credible, credence, incredible)
- **Deca:** ten (decade, decathlon, decalogue)
- **Dict:** say (diction, dictate, edict)
- **Gen:** birth (genesis, genetics, generate)
- **Lum:** light (lumen, luminary, luminous)
- **Meter:** measure (kilometer, millimeter, pedometer)
- **Micro:** small (microbiology, microcosm, microscope)
- **Multi:** many (multilingual, multiple, multifaceted)
- **Port:** carry (portal, portable, transport)
- **Sect:** cut apart (dissect, sectional, transect)
- **Sen:** old (senator, senile, senior)
- **Sent:** to feel (consent, sensation, sensing)
- **Tele:** far (telephone, telegraph, television)
- **Vor:** to eat greedily (herbivore, omnivore, voracious)

You could argue that roots like “sent” and “sect” can also stand alone as English words, but they have different meanings in that case. For more examples, explore these Greek and Latin Word Roots.

Additional Root Word Examples

Whether talking with friends or reading a book, you're constantly bombarded with root words. Here are more examples of roots, their meanings, and other words that are formed by adding prefixes and/or suffixes to these language building blocks:

- **Ambul:** to move or walk (amble, ambulance, ambulate)
- **Cardio:** heart (cardiovascular, electrocardiogram, cardiology)
- **Cede:** to go or yield (intercede, recede, concede)
- **Counter:** against or opposite (counteract, counterpoint, counterargument)
- **Dem:** people (democracy, democrat, demographic)
- **Derm:** skin (dermatitis, dermatology, epidermis)
- **Equi:** equal (equity, equilateral, equidistant)
- **Hypno:** sleep (hypnosis, hypnotic, hypnotism)
- **Intra:** within or into (intrapersonal, intramural, intravenous)

- **Ject:** to throw (reject, eject, inject)
- **Magni:** big or great (magnificent, magnify, magnitude)
- **Mal:** bad (malignant, malfunction, malice)
- **Omni:** all (omnipotent, omnipresent, omnivore)
- **Poly:** many (polygamous, polygon, polytheist)
- **Script:** to write (manuscript, postscript, scripture)
- **Vis, vid:** to see (envision, evident, vision)

Prefixes and Suffixes

Prefixes and suffixes are grammatical “affixes” (prefixes come before the root word, and suffixes come after).

In very simplistic terms, prefixes change the meaning of words, and suffixes change their form (including plural, tense, comparative, and part of speech).

Prefixes – Change the Meaning of Words

Some of the most common prefixes are:

Prefix	Meaning	Examples
un-	not	unhappy, unsuccessful, unable
re-	again	redo, return, reappear
dis-	not, undo	disappear, disgrace, discontinue
inter-	between	International, internet, intermission
non-	not	nonsense, nonfiction, nonviolent
pre-	before	predawn, prefix, precaution
post-	after	postpone, postscript, postwar
poly-	many	polygamy, polyester, polyglot
sub-	under	subterranean, submarine, subordinate
co-	together	cooperate, collaborate, coordinate

Suffixes – Change the Form of Words

Some of the most common suffixes are:

Form	Suffix	Meaning	Examples
Noun	-age	action or process	marriage, voyage, pilgrimage
	-ence	state or quality of	violence, absence, reticence
	-ant	one who	servant, immigrant, assistant
	-arium	place for	aquarium, planetarium, auditorium
	-tion	state or quality of	starvation, inspiration, tension
	-cy	state or quality of	accuracy, bankruptcy, conspiracy
	-dom	state or quality of	freedom, boredom, wisdom
	-eer	person	engineer, puppeteer, auctioneer
	-ectomy	surgical removal of	tonsillectomy, appendectomy

	-ent	one who	superintendent, resident, regent
	-eur	one who	chauffeur, masseur
	-hood	state or quality of	childhood, falsehood, neighborhood
	-i	plural	alumni, foci, syllabi
	-ism	doctrine of	capitalism, socialism, patriotism
	-wright	one who works with	playwright, shipwright
	-ology	study of	biology, etymology, psychology
Adjective	-able	Is, can be	comfortable, durable, perishable
	-acious	inclined to be	audacious, loquacious, spacious
	-ant	inclined to be	vigilant, pleasant, defiant
	-ative	inclined to be	demonstrative, talkative, pejorative
	-ic	characteristic of	comic, poetic, historic
	-y	characteristic of	fruity, sunny, chewy
Verb	-ble	repeated action	stumble, squabble, mumble
	-ed	past tense	wanted, hated, looted
	-en	made of	strengthen, fasten, frighten
	-ify	to make	terrify, falsify, vilify
	-ize	to make	standardize, computerize, pulverize
Adverb	-ly	resembling	slowly, kindly, seriously
	-ward	direction	forward, backward, onward
	-ways	manner	sideways, crossways

— 1 2 3 4 5 6 7 8 9 10 11 12

List of Most common words

1. **Nudged (Verb)** –

Definition: touch or push (something) gently or gradually.

Synonyms: touch, bump (against), push (against), run into

Antonyms: discourage, pull, repress

Usage: the canoe nudged a bank of reeds

2. **Explicitly (Adverb)** –

Definition: in a clear and detailed manner, leaving no room for confusion or doubt. Synonyms: specially, decidedly, surprisingly.

Antonyms: normally, usually, commonly.

Usage: the essay should state explicitly how the facts support the thesis

3. **Supersede (Verb)** –

Definition: take the place of (a person or thing previously in authority or use); supplant.

Synonyms: replace, supplant, take the place of, take over from, substitute for, displace, oust, overthrow

Antonyms: keep, stay, accept.

Usage: the older models of car have now been superseded

4. **Turbulence (Noun)** –

Definition: violent or unsteady movement of air or water, or of some other fluid.

Antonym: Peace, Serenity, Quenching

Synonym: Upheaval, turbulency, turbulences

Example: Sienna's year has been marked by violent or overwhelming turbulence.

5. **Deployed (Verb)** –

Meaning: move (troops or equipment) into position for military action. Synonyms: position, station, post, place, install, locate

Antonyms: concentrate

Usage: "Profiting from a mutiny, the rebel forces deployed their troops rapidly and cut the country virtually in two."

6. **Outrageous (Adjective)** –

Meaning: shockingly bad or excessive.

Synonyms: shocking, disgraceful, scandalous

Antonyms: acceptable, mild, moderate

Usage: "There had to be a reason why he lost control and watched helplessly as his own body committed such an outrageous act."

7. Dispensation (Noun)

Meaning: exemption from a rule or usual requirement.

Synonyms: exemption, immunity, exception
Antonyms: responsibility, liability, obligation

Usage: "The political dispensation to follow will be either stable or colonial, but not both."

8. Reviled (Verb) –

Meaning: criticize in an abusive or angrily insulting manner.

Synonyms: criticize, censure, condemn

Antonyms: praise, extol, approve

Usage: "People who are creative, who invent and discover new ways are reviled."

9. Connivance (Noun) –

Meaning: Willingness to secretly allow or be involved in wrongdoing, especially an immoral or illegal act.

Synonyms: collusion, complicity, collaboration

Antonyms: assistance, abetment, aid

Usage: "The culmination of this is the present unfolding catastrophe, which required the moral connivance, in one way or another, of nearly every sector of civil society."

10. Rampage (Noun) –

Meaning: A period of violent and uncontrollable behaviour, typically involving a large group of people.

Synonyms: berserk, out of control, wild, bonkers

Antonyms: calmness, delight, pleasure, amusement

Usage: "Hamer residents say they are living in fear after gangs went on the rampage and vandalised cars."

11. Ransacked (Verb) –

Meaning: Go hurriedly through (a place) stealing things and causing damage.

Synonyms: plunder, pillage, steal from

Antonyms: cleaned, found, gave

Usage: "It's unusual for someone to strike like this during the day and to ransack the place in such a disturbing way."

12. Detained (Verb) –

Meaning: Keep (someone) in official custody, typically for questioning about a crime or in politically sensitive situations.

Synonyms: delay, hold up, make late

Antonyms: freed, lost, released

Usage: "If people are unlawfully detained, they have a right to be free?"

13. Congregated (Verb) –

Meaning: gather into a crowd or mass.

Synonyms: assemble, gather, collect, accumulate, gather

Antonyms: disperse, scatter, dissolve, diffuse

Usage: "As she neared the Village Square, she saw a crowd of people congregated there."

14. Assertions (Noun) –

Meaning: a confident and forceful statement of fact or belief.

Synonyms: declaration, contention, statement, speech, contention, account

Antonyms: disavowals, denial, desertion, repudiations, renunciation, abandonment
Usage: "Imposing such a ban requires far more compelling logic than the assertion that we should not play God."

15. Accorded (Verb) –

Meaning: give or grant someone (power, status, or recognition).

Synonyms: give, grant, tender, stretch, allowance, kind-hearted

Antonyms: withhold, remove, refuse, confiscate

Usage: "Sand back has never received the recognition accorded his minimalist peers."

16. Creeping (Verb)

Meaning: move slowly and carefully in order to avoid being heard or noticed. Synonyms: crawl, move on all fours, move on hands and knees, Crawling, Slithering, Scrambling

Antonyms: barrelling, bolting, breakneck, fastening, quick

Usage: "She carefully crept around them and made her way to Fiona."

17. Expertise (Noun)

Meaning: expert skill or knowledge in a particular field.

Synonyms: skill, skilfulness, expertness, ability, astuteness

Antonyms: incompetence, ineffectiveness, ineptitude, uselessness

Usage: "Each member casts a ballot for the category of competition in their field of expertise."

18. Overdue (Adjective) –

Meaning: not having arrived, happened, or been done by the expected time.

Synonyms: late, not on time, behind, schedule

Antonyms: early, punctual, on time

Usage: "All I'm saying is that we're 7 years overdue for skinny ties and narrow lapels."

19. Devastated (Verb) –

Meaning: destroy or ruin.

Synonyms: destroy, ruin, leave in ruins

Antonyms: fixed, repaired, sober

Usage: "the city was devastated by a huge earthquake"

20. Evacuation (Noun)

Meaning: the action of evacuating a person or a place.

Synonyms: removal, clearance, shifting

Antonyms: retention, holding, preservation, withholding Usage:

“there were waves of evacuation during the blitz”

21. aberration

(*n.*) something that differs from the norm (In 1974, Poland won the World Cup, but the success turned out to be an *aberration*, and Poland have not won a World Cup since).

22. abhor

(*v.*) to hate, detest (Because he always wound up getting hit in the head when he tried to play cricket, Marcin began to *abhor* the sport).

23. alacrity

(*n.*) eagerness, speed (For some reason, Simon loved to help his girlfriend whenever he could, so when his girlfriend asked him to set the table he did so with *alacrity*.)

24. appease

(*v.*) to calm, satisfy (When Jerry cries, his mother gives him chocolate to *appease* him.)

25. arcane

(*adj.*) obscure, secret, known only by a few (The professor is an expert in *arcane* Kashubian literature.)

26. avarice

(*n.*) excessive greed (The banker's *avarice* led him to amass an enormous personal fortune.)

27. callous

(*adj.*) harsh, cold, unfeeling (The murderer's *callous* lack of remorse shocked the jury.)

28. clandestine

(*adj.*) secret (Announcing to her boyfriend that she was going to the library, Maria actually went to meet George for a *clandestine* liaison.)

29. coerce

(*v.*) to make somebody do something by force or threat (The court decided that David

Beckham did not have to honor the contract because he had been *coerced* into signing it.)

30.coherent

(*adj.*) logically consistent, intelligible (William could not figure out what Harold had seen because he was too distraught to deliver a *coherent* statement.)

31.complacency

(*n.*) self-satisfied ignorance of danger (Simon tried to shock his friends out of their *complacency* by painting a frightening picture of what might happen to them.)

32.debase

(*v.*) to lower the quality or esteem of something (The large raise that he gave himself *debased* his motives for running the charity.)

33. decry

(*v.*) to criticize openly (Andrzej Lepper, the leader of the Polish Self Defence party *decried* the appalling state of Polish roads.)

34.deferential

(*adj.*) showing respect for another's authority (Donata is always excessively *deferential* to any kind of authority figure.)

35.demure

(*adj.*) quiet, modest, reserved (Though everyone else at the party was dancing and going crazy, she remained *demure*.)

36.deride

(*v.*) to laugh at mockingly, scorn (The native speaker often *derided* the other teacher's accent.)

37.eloquent

(*adj.*) expressive, articulate, moving (The best man gave such an *eloquent* speech that most guests were crying.)

38.empathy

(*n.*) sensitivity to another's feelings as if they were one's own (I feel such *empathy* for my dog when she's upset so am I!)

39.enmity

(*n.*) ill will, hatred, hostility (John and Scott have clearly not forgiven each other, because the *enmity* between them is obvious to anyone in their presence.)

40.erudite

(*adj.*) learned (My English teacher is such an *erudite* scholar that he has translated some of

the most difficult and abstruse Old English poetry.)

41.extol

(*v.*) to praise, revere (Kamila *extolled* the virtues of a vegetarian diet to her meat-loving boyfriend.)

42.fabricate

(*v.*) to make up, invent (When I arrived an hour late to class, I *fabricated* some excuse about my car breaking down on the way to work.)

43.feral

(*adj.*) wild, savage (That beast looks so *feral* that I would fear being alone with it.)

44.impeccable

(*adj.*) exemplary, flawless (If your grades were as *impeccable* as your brother's, then you too would receive a car for a graduation present.)

45.impertinent

(*adj.*) rude, insolent (Most of your comments are so *impertinent* that I don't wish to dignify them with an answer.)

46.implacable

(*adj.*) incapable of being appeased or mitigated (Watch out: once you shun Grandmother's cooking, she is totally *implacable*.)

47.impudent

(*adj.*) casually rude, insolent, impertinent (The *impudent* young woman looked her teacher up and down and told him he was hot.)

48.incisive

(*adj.*) clear, sharp, direct (The discussion wasn't going anywhere until her *incisive* comment allowed everyone to see what the true issues were.)

49.indolent

(*adj.*) lazy (Why should my *indolent* children, who can't even pick themselves up off the sofa to pour their own juice, be rewarded with a trip to Burger King?)

50.infamy

(*n.*) notoriety, extreme ill repute (The *infamy* of his crime will not lessen as time passes.)

51.inveterate

(*adj.*) stubbornly established by habit (I'm the first to admit that I'm an *inveterate* cider drinker—I drink four pints a day.)

52.jubilant

(*adj.*) extremely joyful, happy (The crowd was *jubilant* when the firefighter carried the woman from the flaming building.)

53.knell

(*n.*) the solemn sound of a bell, often indicating a death (Echoing throughout our village, the funeral *knell* made the grey day even more grim.)

54.meticulous

(*adj.*) extremely careful with details (The ornate needlework in the bride's gown was a product of *meticulous* handiwork.)

55.morose

(*adj.*) gloomy or sullen (David's *morose* nature made him very unpleasant to talk to.)

56.nadir

(*n.*) the lowest point of something (My day was boring, but the *nadir* came when my

new car was stolen.)

57. nominal

(*adj.*) trifling, insignificant (Because he was moving the following week and needed to get rid of his furniture more than he needed money, Kim sold everything for a *nominal* price.)

58. novice

(*n.*) a beginner, someone without training or experience (Because we were all *novices* at archery, our instructor decided to begin with the basics)

59. nuance

(*n.*) a slight variation in meaning, tone, expression (The *nuances* of the poem were not obvious to the casual reader, but the teacher was able to point them out.)

60. panacea

(*n.*) a remedy for all ills or difficulties (Doctors wish there was a single *panacea* for every disease, but sadly there is not.)

61. penchant

(*n.*) a tendency, partiality, preference (Fiona's dinner parties quickly became monotonous on account of her *penchant* for Indian dishes.)

62. plethora

(*n.*) an abundance, excess (The wedding banquet included a *plethora* of oysters piled almost three feet high.)

63. rife

(*adj.*) abundant (Surprisingly, the teacher's writing was *rife* with spelling errors.)

64. salient

(*adj.*) significant, conspicuous (One of the *salient* differences between Alison and Helen is that Alison is a couple of kilos heavier.)

65. superfluous

(*adj.*) exceeding what is necessary (Samantha had already won the campaign so her constant flattery of others was *superfluous*.)

66. taciturn

(*adj.*) not inclined to talk (Though Magda never seems to stop talking, her brother is quite *taciturn*.)

67. umbrage

(*n.*) resentment, offence (He called me a lily-livered coward, and I took *umbrage* at the insult.)

68. venerable

(*adj.*) deserving of respect because of age or achievement (The *venerable* High Court judge had made several key rulings in landmark cases throughout the years.)

69. vex

(*v.*) to confuse or annoy (My boyfriend *vexes* me by pinching my bottom for hours on end.)

70. zenith

(*n.*) the highest point, culminating point (I was too nice to tell Emily that she had reached the absolute *zenith* of her career with that one top 10 hit of hers.)

Tutorial Exercises

Exercise-1

i) Add the correct prefix to the front of each base word to make a new word.

1) dis- , non- , un-

i) honest

ii) stop

iii) ripe

iv) pleasant

ii) _____

ii) _____

iii) _____

iv) _____

ii) Add the correct suffix to make a new word

1) -Able, -ment, -ness

i) Depent

ii) amaze

iii) manage

iv) soft

EXERCISE 2

1. The government has _____ smoking in public places. (**PREVENTED / BANNED / AVOIDED / STOPPED**).

2. The police _____ the man because he was behaving suspiciously. (**ARRESTED / SENTENCED / CHARGED / CONVICTED**).

3. My mother _____ me for breaking the window. (**ACCUSED / COMPLAINED / CHARGED / BLAMED**)

4. You have to find a good _____ for being late, otherwise they won't believe you. (**CAUSE / RESULT / EXCUSE / AIM**)

5. The _____ of the meeting is to improve relationships between the two companies. (**PURPOSE / SENSE / REASON / CAUSE**)

6. The child was _____ by a dangerous dog and taken to the hospital. (**KNOCKED / ATTACKED / BLOWN / BEAT**).

7. Tourists from all over the world come to London to hear Big Ben _____ midnight. (**BLOW / BEAT / HIT / STRIKE**)

8. The bank robbers were able to _____ through the back door. (**ESCAPE / CHASE / LEAK / CATCH**)

9. The teacher is constantly _____ me although I always put my hand up. (**IGNORING / REGARDING / ATTENDING / NOTICING**)

10. My girlfriend wants to _____ a career in engineering (**PRACTICE / PURSUE / TAKE / CHASE**)

11. I have never _____ during a test, but other students have tried it. (**CHEATED / BETRAYED / TRICKED / FAKED**)

12. When I get home from my holiday, I want to _____ about the bad hotel service. (**OBJECT / PRAISE / STRIKE / COMPLAIN**)

13. She tried to _____ him from doing something really dangerous, but he didn't listen. (**AVOID / CHECK / BLOCK / PREVENT**)

14. The murderer was _____ to five years in prison. (**CHARGED / JUDGED / SENTENCED / PUNISHED**)

15. The press conference was a _____ because the reporters didn't learn anything new. (**DISSATISFACTION / REGRET / DISCONTENT / DISAPPOINTMENT**)

EXERCISE 3

I. Fill in the blanks with appropriate words.

1..... population growth in less developed countries is widely regarded as a major obstacle to their material progress and a major global economic and political problem.

- A) Timely
- B) Hasty
- C) Leisurely
- D) Rapid
- E) Retarded

2. The recent rapid increase in population in less developed countries reflects a.....fall in mortality.

- A) steep
- B) superficial
- C) shrewd
- D) tight
- E) tame

3. Thomas Malthus predicted in the late 18th century that world population would inevitably rise above the ability of the land to nourish it, and that the result would be mass and war.

- A) controversy
- B) avoidance
- C) starvation
- D) pollution
- E) sarcasm
- F) Retarded

4. The population problem has global..... , but action to cope with it is mainly a national responsibility.

- A) penalties
- B) attitudes
- C) diameters
- D) legends
- E) dimensions

5. Providing structures, facilities and services, and coping with unemployment, pollution, congestion, crime and social alienation are formidable

- A) treasures
- B) triumphs
- C) festivities
- D) challenges
- E) satisfactions

6. The Ministry of Agriculture experts cannot..... when the new technology will arrive or how it will affect international commerce in foodstuffs.

- A) predict
- B) combat
- C) delay
- D) admit
- E) offend

7. In the last 40 years alone, modern farming methods have or even tripled yields per land unit for major food grains such as wheat, rice and corn.

- A) aroused
- B) multiplied
- C) quadrupled
- D) doubled
- E) saluted

8. To many people in industrialized countries, with their incomparably more.....populations, food is

something that comes from the supermarket; agriculture is a dusty and mysterious process of interest only to a group of people known as farmers.

- A) affluent
- B) impoverished

- C) imperfect
- D) inferior
- E) modest

9. In some cases the more prosperous groups have been relatively recent immigrants, who mostly came in empty-handed but were, ambitious, energetic, and resourceful.

- A) tangible
- B) industrious
- C) exaggerated
- D) alkative
- E) feeble

10. Biology has much to tell us about our nature and our origins -- though, admittedly, not too much about the reasons for our

- A) occurence
- B) guaranties
- C) existence
- D) contentment
- E) unwillingness

11. This is legitimate investigation of reproductive biology, indispensable for birth control on the one hand and treatment of infertility on the other, with a more possibility that it can contribute to efforts to prevent genetic defects.

- A) ancestral
- B) insane
- C) exhaustible
- D) remote
- E) hysterical

12. To shy back infrom knowledge when we are at the threshold of knowing so much more would, in

my view, be tragic.

- A) fear
- B) toil
- C) sweat
- D) joy
- E) temper

13. The building blocks of living molecules have been produced in the laboratory by subjecting materials to the simulated conditions presumed to have existed in the earth's early atmosphere.

- A) shabby
- B) inanimate
- C) false
- D) convertible
- E) ventilated

14. Chemical companies are speculating that the next of chemicals will come, not from petroleum, but from genetically engineered plants.

- A) contractions
- B) contamination
- C) generation
- D) confrontation
- E) shortage

15. The days when the farmer produced almost everything the farm needed from potatoes to pork, kept what was and sold the rest, are long gone.

- A) necessary
- B) necessarily
- C) needy
- D) necessity
- E) needless

16. Even with the recent succession of better-than-average harvests, world food reserves today only 19 percent of annual world consumption.

- A) mediate
- B) purchase
- C) frustrate
- D) cancel
- E) equal

17. Developing countries are becoming increasingly on food imports from two countries – the United States and Canada.

- A) negligible
- B) conventional
- C) impartial
- D) dependent

E) near-sighted

18. Present and foreseeable increases in world population will call for increases in materials and energy unlikely to be if present practices, policies and lifestyles persist.

A) conceived

B) concealed

C) met

D) trusted

E) convinced

EXERCISE 4

Match each word with its definition.

1. agitated _____

2. agile _____

3. recapitulation _____

4. precedent _____

5. _____
cedented _____

6. _____
ent _____

7. _____
te _____

8. _____
se _____

9. _____
itation _____

10. _____
dation _____

A. well-coordinated and quick movement or thought

B. to make indifferent, unfriendly, or withdrawn

C. happening again and again over a period of time

D. covering much in few words; brief; to the point

E. a previous act (decision) taken as a valid model

F. a brief repetition made in order to remind

G. a major reduction in social status or moral character

H. to be busy/inactive/nervous or upset

I. breaking old records

J. to cut off the head

UNIT III

LECTURE 5-PRECIS WRITING

Vocabulary of the Day:

Mercurial: liable to change moods suddenly

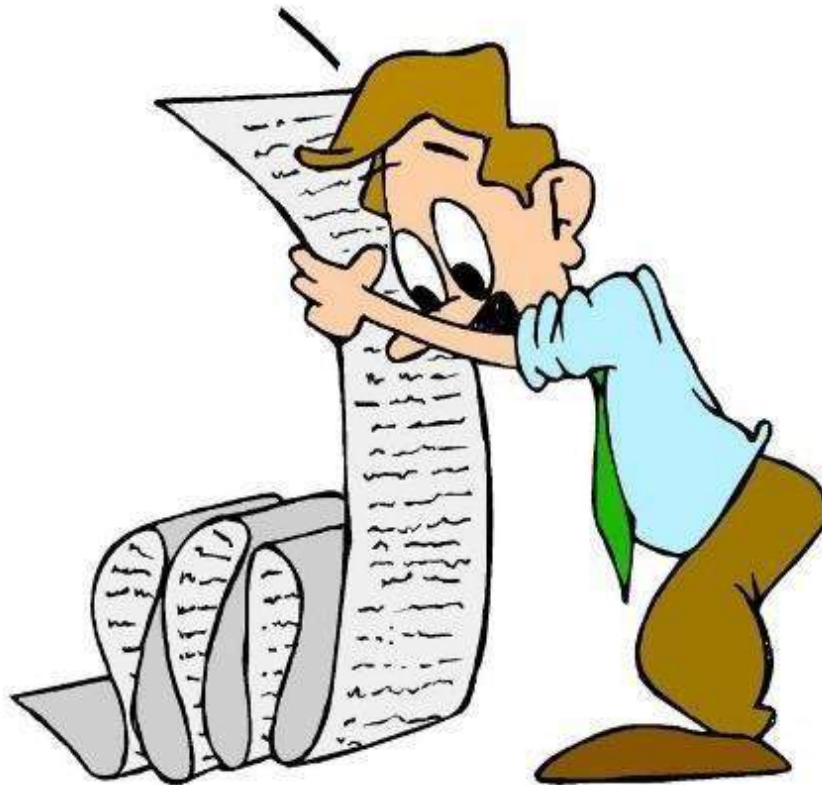
Altercation: a heated dispute or quarrel.

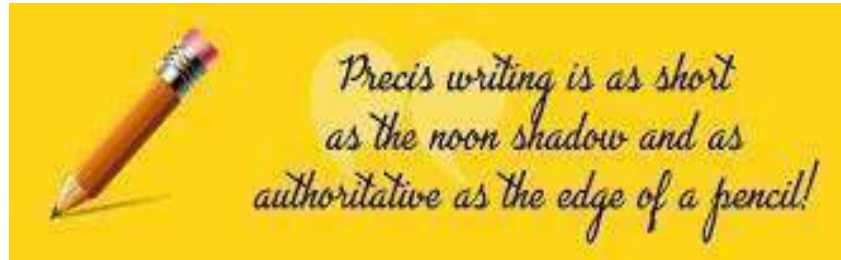
Bellicose: quarrelsome, eager to fight

Cabal: 1. a scheme or conspiracy. 2. A small group joined in a secret plot.

Contentious: 1. quarrelsome, competitive, quick to fight. 2. Controversial, causing contention.

I just need
the main ideas





Précis

Précis comes from the French word *précis*. It is a way of summarizing in which the tone, proportions, and meaning of the original text are maintained. A précis summarizes a reading that you have completed. The length of a précis can vary greatly; it can be 100-200 words or approximately one-third of the length of the original reading.

Importance of Précis Writing

Today, every almost every professional is forced to be busy to win in the competition. S/he has meager time to spend for reading correspondences, newspapers, magazines, journals, announcement of the government and the like. S/he requires main points of the communication and other items. For this précis is used/ required. Its purpose is to present a shortened version of a source, while maintaining key words, data, or concepts from the original.

Qualities of a Good Précis

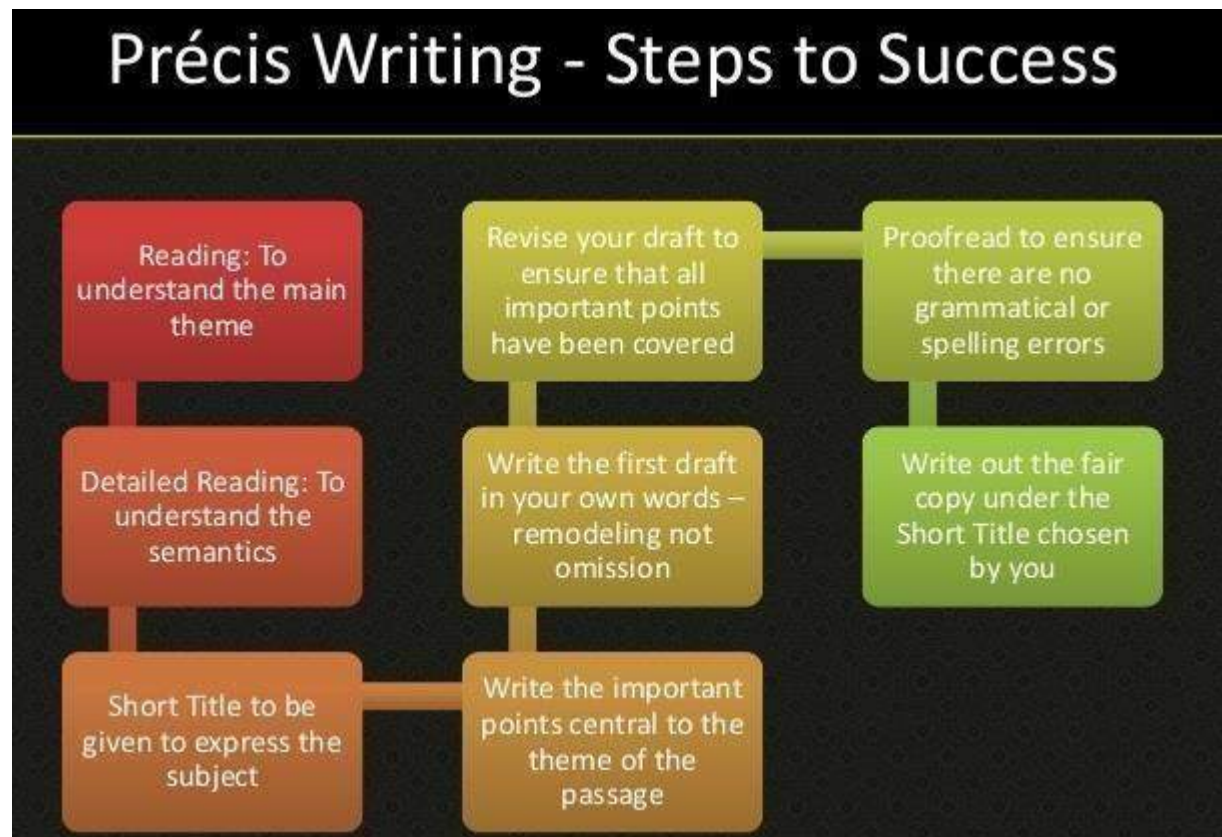
Qualities of a Good Précis Writing

1. **Clarity:** There should not be any ambiguity
2. **Objectivity:** It should be unbiased and purely a reflection of the original text
3. **Correctness:** Fact-wise and Grammatically
4. **Coherence:** Ideas should be presented in an inter-connected manner
5. **Completeness:** All the important facts from the text should be covered. No important fact can be omitted to make the summary short.
6. **Conciseness:** In the fewest possible words

The following points should be kept in mind while writing the précis.

1. The précis must not exceed one-third of the length of the original passage.
2. The précis must be in indirect form and in past tense.
3. The précis should be in own words of the précis-writer.
4. The combination of the sentences and original words of original passage should be avoided at the maximum. If suitable other words are not available, the original words of the original passage may be used in précis-writing.
7. Different paragraphs are used in précis-writing. At the same time, there must be a continuity from first paragraph to next paragraph.
8. The main ideas or matters of the original passage should be presented in the same order in précis-writing at the maximum.
9. The précis must complete and self-contained and at the same time in lucid and concise.
10. The précis must be in simple and direct language. There should not be any grammarmistake in the précis.
12. Every précis must have a short and appropriate title.

Steps involved in Précis Writing



A précis-writer can follow the following steps while writing précis.

1. The précis-writer should read the full passage thoroughly to get main theme.
2. Once again read the passage for proper understanding of the material facts.

3. Underline or highlight all the important ideas.
4. Select a suitable title for the proposed précis-writing.
5. Hints may be developed by the précis-writer.
6. Verify the hints to know whether all the material facts are included for précis-writing.
7. The précis-writer can use his/her own language for précis-writing.
8. Confirm, whether unimportant points and irrelevant points are excluded in précis-writing.
9. Each material fact is presented in a separate paragraph.
10. Give importance to whether each paragraph is well connected with next paragraph.
11. Now, the first draft is ready. At this stage, the précis-writer can count the number of words. If the length is one third of original passage, the précis writing is over. In case the words of first draft are less than one third of original passage, add few appropriate words/ sentences. Likewise, two or more sentences may be replaced in one sentence if number of words is more than one third of original passage.
13. Read the précis for spelling and grammar errors. Make corrections and rewrite.
14. Reconsider the appropriateness of the title of précis and amend it, if necessary.

Sample Original Text:

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.

Sample Précis:

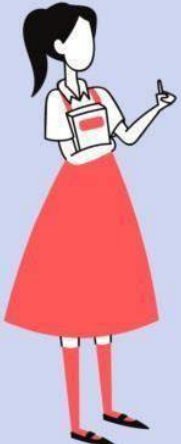
Good men live for others

The character of good men is like that of trees. They live for others and do not lose their qualities even in losing their lives. They always follow the right path. Praise is immaterial to them. To live for one's own sake is to lead the life of beasts. Only those who lay down their lives for others will live forever in a world of bliss.


Dos of Good Précis Writing

1. Start your précis with the main idea so that reader can quickly understand the essence of the précis.
2. He/she will know beforehand as to what they should expect in the written précis.
3. While writing a précis, make a suitable environment where all the points can be described and discussed equally.


4. As the main idea or the essence is established, you can follow it up with some methods, facts, points, etc.
5. As a précis is concise, compress it and make sure that the length is available for you to retain the important data, keywords, and the concept.
6. Removing the irrelevant data or sentence is as important as writing the relevant points.
7. Thus, identify the superfluous data and facts and keep the core idea of the work only in the précis.
8. If you are mentioning anything related to history or any historical data than make sure that it is written in the past tense only.
9. Also, remember to put the purpose as to why you are writing a précis in the writing piece.
10. This will help the reader understand what you wrote in the précis.



TIPS FOR PRECIS WRITING



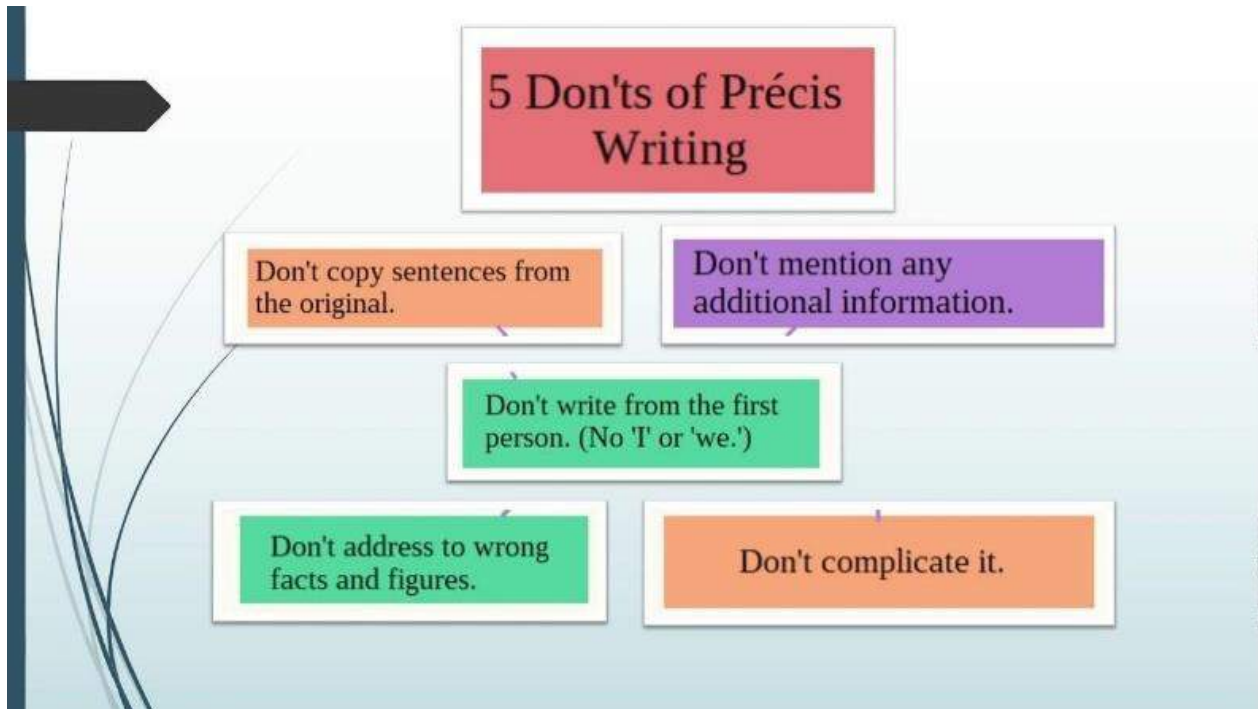
- Write it in third person, indirect form, and appropriate past tense.**
- Always provide an apt heading to your précis.**
- Highlight the most important points in the passage, and make notes.**



Don'ts of Précis Writing

1. Do not insert your own remarks, opinions and criticism in a précis. Also, do not copy directly from the passage.
2. Do not convey the ideas in the précis by incomplete sentence. Use Short & Crisp sentences instead.
3. Do not insert a question. If for any reason you need to insert make it in the form of a statement.
4. Avoid using contractions and abbreviations. Avoid all slang also.

5. Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.
6. Do not retain one or reject the other if two ideas are equally important. Either retain both or give that combined significance.



Practice 1:

Rewrite the following passage precisely into 1/3rd of its size:

It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money.

A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So of clergymen. The clergyman's object is essentially baptize and preach not to be paid for preaching. So of doctors. They like fees no doubt—ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and get it. And so with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second.

The Main Points:

1. Money making is a common attraction in life.

2. But it cannot be the principal aim of well-educated, intellectual brave persons.

Précis:

Practice 2:

Rewrite the following passage precisely into 1/3rd of its size:

Home is the young, who know "nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lie outside of it. It is the place of training of those who are not only ignorant, but have not yet learnt how to learn, and who have to be taught by careful individual training, how to set about profiting by the lessons of teacher. And it is the school of elementary studies—not of advances, for such studies alone can make master minds. Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at which we lay out our after life, a stay for world weary mind and soul; wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

The Main Points:

- 1.
- 2.

Précis:

Practice 3:

Rewrite the following passage precisely into 1/3rd of its size:

Teaching is the noblest of professions. A teacher has a sacred duty to perform. It is he on whom rests the responsibility of moulding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not easy to be imbibed. Only he who

himself leads a life of simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils.

Besides a teacher always remain young. He may grow old in age, but not in spite. Perpetual contact with budding youths keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair.

The Main Points:

- 1.
- 2.

Précis:

Practice 4:

Rewrite the following passage precisely into 1/3rd of its size:

English education and English language have done immense goods to India, inspite of their glaring drawbacks. The notions of democracy and self-government are the born of English education. Those who fought and died for mother India's freedom were nursed in the cradle of English thought and culture. The West has made contribution to the East. The history of Europe has fired the hearts of our leaders. Our struggle for freedom has been inspired by the struggles for freedom in England, America and France. If our leaders were ignorant of English and if they had not studied this language, how could they have been inspired by these heroic struggles for freedom in other lands? English, therefore, did us great good in the past and if properly studied will do immense good in future.

English is spoken throughout the world. For international contact our commerce and trade, for the development of our practical ideas, for the scientific studies, English-is indispensable "English is very rich in literature," our own literature has been made richer by this foreign language. It will really be a fatal day if we altogether forget Shakespeare, Milton, Keats and Shaw.

The Main Points:

- 1.
- 2.

Précis:

Practice 5:

Rewrite the following passage precisely into 1/3rd of its size:

When we survey our lives and efforts we soon observe that almost the whole of our actions and desires are bound up with the existence of other human beings. We notice that whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been passed on to us by other people through the medium of a language which others have created. Without language and mental capacities, we would have been poor indeed comparable to higher animals.

We have, therefore, to admit that we owe our principal knowledge over the least to the fact of living in human society. The individual if left alone from birth would remain primitive and beast like in his thoughts and feelings to a degree that we can hardly imagine. The individual is what he is and has the significance that he has, not much in virtue of the individuality, but rather as a member of a great human community, which directs his material and spiritual existence from the cradle to grave.

The Main Points:

- 1.
- 2.

Précis:

UNIT III

TUTORIAL- PRÉCIS WRITING

Vocabulary of the Day

Arcane :adj. -mysterious, secret, beyond comprehension

Sundry: adj. – various, miscellaneous.

Delineate :v. - to draw or outline, sketch; to portray, depict, or describe.

Insouciant :adj. – *unconcerned*, carefree, indifferent.

Protean : adj. – taking many forms, changeable; variable, versatile.

5.1 Choose the correct option:

- i. Which of these is not a type of précis?
 - a) Précis of speech
 - b) Précis of correspondence
 - c) Tables
 - d) Telegraphese
- ii. Which of the following is NOT a rule of précis writing?
 - a) Always have a heading
 - b) Use as extensive vocabulary as possible
 - c) Remove any irrelevant information present in the original passage
 - d) Do not use any short forms or abbreviations
- iii. A précis should be written in third person.
 - a) True
 - b) False
- iv. Which of these should be avoided in a précis?
 - a) Imagery
 - b) Verbs
 - c) Pronouns
 - d) Indirect speech
- v. _____ in a speech must be avoided in a précis.
 - a) Facts
 - b) Ideas
 - c) Repetitions
 - d) Verbs
- vi. The meaning of précis writing is
 - a) writing in a different way
 - b) to explain clearly
 - c) to summarise a paragraph
 - d) all are correct
- vii. Which word may be the opposite of précis
 - a) summary
 - b) expansion

- c) essence
 - d) gist
- viii. The doctor suggested the patient to take green vegetables, vegetables full of minerals vitamins protein, milk, dry fruits et cetera. What is a suitable precise version of doctor's suggestion?
 - a) a diet full of carbohydrate
 - b) a diet full of multivitamin and Minerals
 - c) balanced and healthy diet
 - d) to eat all your favourite food
- ix. I saw a person whose eyes were not working and he was unable to see anything." This sentence can be shortened as
 - a) I saw a man with no Eyes
 - b) I saw a man with two spoiled Eyes
 - c) I saw a blind man
 - d) I saw a deaf man
- x. Précis writing aims of
 - a) Reading
 - b) Writing
 - c) Speaking
 - d) A and B

Beginners

5.2 Rewrite the following passages precisely into 1/3rd of their size with a suitable title:

- i. One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral and economic patterns.
Now, is discipline necessary at all? Please listen carefully. Don't immediately say YES or NO. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think that is freedom. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline.
The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit makes him go to bed early, refrain from smoking, eat the right food and generally observe the rules of good health. His discipline and punctuality is not an imposition but a natural outcome of his enjoyment of athletics.
- ii. Soapy was homeless and usually in the pleasant summer nights, he slept on a bench in a park. However, as the nights got colder with approaching winter, he decided to move to his regular hangout during winter. There were several charitable places for the homeless in the New York City where Soapy could sleep during the frosty winter. But these establishments had numerous strict regulations and the authorities were highly inquisitive of the personal life of its inmates. So Soapy chose the prison at Blackwell's on the island as his winter haunt.

It was easy to get entry into his winter resort because all Soapy had to do is break some trivial law and he was inside with no questions asked. His plan was to go to an expensive restaurant have some exorbitantly priced dishes. When he could not pay the bill, the officials would escort him straight to his trusted winter abode. Having smartened himself up with a clean shave and a wearing a coat hand out to him long back by a philanthropist, he stealthily entered a restaurant hoping that none of the waiters would notice his tattered trousers and shoes. He decided to order a mallard duck with a bottle of White Burgundy and other luxuries. Regrettably for Soapy, as soon as he got into a grand restaurant, the chief waiter noted his ratty trousers and drove him out of the restaurant.

- iii. For centuries, people have been playing kicking games with a ball. The game of soccer developed from some of these early games. The English probably gave soccer its name and its first set of rules. In European countries, soccer is called football or association football. Some people believe that the name “soccer” came from “assoc.,” an abbreviation for the word association. Others believe that the name came from the high socks that the players wear. Organized soccer games began in 1863. In soccer, two teams of eleven players try to kick or head the ball into their opponents’ goal. The goalie, who tries to keep the ball out of the goal, is the only player on the field who is allowed to touch the ball with his or her hands. The other players must use their feet, heads, and bodies to control the ball. Every four years, soccer teams around the world compete for the World Cup. The World Cup competition started in 1930. Brazil is the home of many great soccer players, including the most famous player of all, Pelé. With his fast footwork, dazzling speed, and great scoring ability, Pelé played for many years in Brazil and then later in New York. During his 22 years in soccer, he scored 1,281 goals and held every major record for the sport. People in more than 140 countries around the world play soccer. It is the national sport of most European and Latin American countries. Soccer is definitely the world’s most popular sport!
- iv. If we look back at India’s long history, we find that our forefathers made wonderful progress whenever they looked out on the world with clear and fearless eyes and kept the windows of their minds open to give and receive. And, in later periods, when they grew narrow in outlook and shrank from outside influence, India suffered a set-back, politically and culturally. What a magnificent inheritance we have, though we have abused it often enough. India has been and is a vital nation, inspite, of all the misery and suffering that she has experienced.
- v. Raju welcomed the intrusion — something to relieve the loneliness of the place. The man stood gazing reverentially on his face. Raju felt amused and embarrassed. “Sit down if you like,” Raju said, to break the spell. The other accepted the suggestion with a grateful nod and went down the river steps to wash his feet and face, came up wiping himself dry with the end of a checkered yellow towel on his shoulder, and took his seat two steps below the granite slab on which Raju was sitting cross-legged as if it were a throne, beside an ancient shrine. The branches of the trees canopying the river course rustled and trembled with the agitation of birds and monkeys settling down for the night. Upstream beyond the hills the sun was setting.

Raju waited for the other to say something. But he was too polite to open a conversation. Raju asked, "Where are you from?" dreading lest the other should turn around and ask the same question.

The man replied, "I'm from Mangal — "
"Where is Mangal?"

- vi. In the act of stepping out of the boat, Nelson received a shot through the right elbow, and fell; but, as he fell, he caught the sword which he had just drawn, in his left hand, determined never to part with it while he lived, for it had belonged to his uncle. Captain Suckling and he valued it like a relic. Nisbet, who was close to him, placed him in the bottom of the boat, and laid his hat over the shattered arm, lest the sight of the blood, which gushed out in great abundance, should increase his faintness. He then examined the wound, and, taking some silk handkerchiefs from his neck, bound them round the lacerated vessels. Had it not been for this presence of mind in his step-son, Nelson must have perished. One of his bargemen, by name Lovel, tore his shirt into shreds, and made a sling with them for the broken limb. They then collected five other seamen, by whose assistance they succeeded at length in getting the boat afloat, for it had grounded with the falling tide. Nisbet took one of the oars, and ordered the steersman to go close under the guns of the battery, that they might be safe from its tremendous fire. Hearing his voice, Nelson roused himself, and desired to be lifted up in the boat, that might look about him.
- vii. First established as a state capital in 229 CE, Nanjing, China, has long been one of the country's most important (and largest) inland river ports and is recognised as one of the Four Great Ancient Capitals of China. Homo erectus fossils dating around 600,000 years have been found here; and the six centuries old stone walls that surrounded the city during the Ming Dynasty (1368-1644) still stand alongside monuments to the early Republic of China and modern skyscrapers, giving the city constant visual links to its complex and changing past. "From low-rise Nationalist period buildings around Beijing Xi Lu, towering skyscrapers around Xijiekou and winding alleys of shacks around old Pukou, Nanjing has a great deal of architectural variation," said current resident and middle-school teacher Freya Drew, originally from Sheffield, England.
- viii. A horde of displaced persons on the move throughout the summer months is one of the problems of our age. What is the meaning of this yearly migration? Why do hundreds of thousands of human beings feel impelled to leave comfortable homes for the certain misery of the voyage and the uncertain amenities of the arrival, not to speak of danger to life and limb? Americans see typhoid germs wickedly lurking in every drop of European water and regard Europe as a dreaded smallpox area. There are the hazards of ship, aero plane, and motor coach. The last named has a way of taking to the air from mountain roads and of pulverized at level crossings so that neither hill nor plain can be considered perfectly safe. All tourists half expect to be murdered. So brave and energetic of them to tour. Why do they do it?
The answer is that the modern dwelling is comfortable, convenient lean, but it is not a home. Now that people live on shelves, perched between earth and sky, with nowhere to sit out of doors, no garden here they can plant a flower or pick an herb, they are driven on to the Lead

for their holidays. All human beings need some aesthetic nourishment and the inhabitants of ugly towns form the bulk of the tourist trade. A search for beauty, known as sight-seeing, is common to all tourists.

- ix. I started out by saying that nature and the railways had little or no meeting ground. But occasionally there is an exception. As a schoolboy I went to stay with a friend of Uncle Fred's, a station-master at Kalka, where the mountain railway to Simla commences. He had his bungalow on a bare hillside about a mile from the station. The station-master fancied himself a shikari and always carried his gun around, giving me colourful accounts of his exploits in the jungles. There was no jungle near Kalka, and the only wild animal I saw was a jackal. My host felt he ought to shoot something, if only to demonstrate his skill, and aiming at a crow perched on the compound wall, let off both barrels of his gun and despatched the poor crow half way to the Solan Breweries on the next range. Minutes later we were being attacked by all the crows in Kalka. About a hundred of them appeared as if from nowhere, and, amidst a deafening cawing, swooped down on us, wings beating furiously. My host's sola-topee was sent flying as he dived for cover. I protected my head with a book I was carrying and ran indoors. We shut ourselves up in the dining-room, while crows gathered at the skylights and windows, pecking on the glass panes. The crows did not give up their siege until late evening when an assistant station-master, accompanied by a fireman, a trolley-driver and several porters came to our rescue. The Night Mail to Delhi was delayed by over an hour, and my host had a nervous breakdown and went on sick leave for a week. As for me, I grew up to have a healthy respect for all crows. They are true survivors and will probably be around long after the human species has disappeared. [Courtesy ... Ruskin Bond stories]
- x. Munshi Khairat Ali Khan was the inspector of Sanitation and hundreds of sweeper women depended on him. He was good-hearted and well thought of—not the sort who cut their pay, scolded them or fined them. But he went on regularly rebuking and punishing Alarakkhi. She was not a shirker, nor saucy or slovenly; she was also not at all bad-looking. During these chilly days she would be out with her broom before it was light and go on assiduously sweeping the road until nine. But all the same, she would be penalized. Huseni, her husband, would help her with the work too when he found the chance, but it was in Alarakkhi's fate that she was going to be fined. For others pay-day was an occasion to celebrate, for Alarakkhi it was a time to weep. On that day it was as though her heart had broken. Who could tell how much would be deducted! Like students awaiting the results of their examinations, over and over again she would speculate on the amount of the deduction.

Intermediate

5.3 Rewrite the following passages precisely into 1/3rd of their size with a suitable title:

- i. Kabul: Afghanistan began exports to India through an Iranian port on Sunday, an official said, as the landlocked, war-torn nation turns to overseas markets to improve its economy. Officials said 23 trucks carrying 57 tonnes of dried fruits, textiles, carpets and mineral

products were dispatched from western Afghan city of Zaranj to Iran's Chabahar port. The consignment will be shipped to the Indian city of Mumbai.

At the inauguration of the new export route, President Ashraf Ghani said Afghanistan was slowly improving its exports in a bid to reduce its trade deficit.

"Chabahar port is the result of healthy cooperation between India, Iran and Afghanistan this will ensure economic growth," he said.

The Iranian port provides easy access to the sea to Afghanistan and India has helped developed this route to allow both countries to engage in trade bypassing Pakistan.

Last year the US government granted an exception to certain US sanctions that allowed development of Chabahar port as part of a new transportation corridor designed to boost Afghanistan's economy and meet their needs of non-sanctionable goods such as food and medicines.

India has sent 1.1 million tonnes of wheat and 2,000 tonnes of lentils to Afghanistan through Chabahar.

Both countries established an air corridor in 2017. Afghan exports to India stood at \$740 million in 2018, making it the largest export destination, officials said.

- ii. High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.
He was very much admired indeed. 'He is as beautiful as a weathercock,' remarked one of the Town Councillors who wished to gain a reputation for having artistic taste; 'only not quite so useful,' he added, fearing lest people should think him unpractical, which he really was not. 'Why can't you be like the Happy Prince?' asked a sensible mother of her little boy who was crying for the moon. 'The Happy Prince never dreams of crying for anything.'
'I am glad there is someone in the world who is quite happy', muttered a disappointed man as he gazed at the wonderful statue.
'He looks just like an angel,' said the Charity Children as they came out of the cathedral in their bright scarlet cloaks, and their clean white pinafores.
'How do you know?' said the Mathematical Master, 'you have never seen one.'
'Ah! But we have, in our dreams,' answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.
One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her slender waist that he had stopped to talk to her.
'Shall I love you said the Swallow', who liked to come to the point at once, and the Reed made him a low bow. So he flew round and round her, touching the water with his wings, and making silver ripples. This was his courtship, and it lasted all through the summer.
- iii. The farm lay in a hollow among the Somersetshire hills, an old-fashioned stone house surrounded by barns and pens and out-houses. Over the doorway the date when it was built had been carved in the elegant figures of the period, 1673, and the house, grey and weather-beaten, looked as much a part of the landscape as the trees that sheltered it. An avenue of

splendid elms that would have been the pride of many a squire's mansion led from the road to the trim garden. The people who lived here were as stolid, sturdy and unpretentious as the house; their only boast was that ever since it was built from father to son in one unbroken line they had been born and died in it. For three hundred years they had farmed the surrounding land. George Meadows was now a man of fifty, and his wife was a year or two younger. They were both fine, upstanding people in the prime of life; and their children, two sons and three girls, were handsome and strong. They had no newfangled notions about being gentlemen and ladies; they knew their place and were proud of it. I have never seen a more united household. They were merry, industrious and kindly. Their life was patriarchal. It had a completeness that gave it a beauty as definite as that of a symphony by Beethoven or a picture by Titian. They were happy and they deserved their happiness. But the master of the house was not George Meadows (not by a long chalk, they said in the village); it was his mother. She was twice the man her son was, they said. She was a woman of seventy, tall, upright and dignified, with grey hair, and though her face was much wrinkled, her eyes were bright and shrewd. Her word was law in the house and on the farm; but she had humour, and if her rule was despotic it was also kindly. People laughed at her jokes and repeated them. She was a good business woman and you had to get up very early in the morning to best her in a bargain. She was a character. She combined in a rare degree good will with an alert sense of the ridiculous. [From the story 'Home' by Somerset Maugham.]

- iv. India will find herself again when freedom opens out new horizons and the future will then fascinate her far more than the immediate past of frustration and humiliation. She will go forward with confidence, rooted in herself and yet eager to learn from others and cooperate with them. Today she swings between a blind adherence to her old customs and a slavish imitation of foreign ways. In neither of these can she find relief or growth. It is obvious that she has to come out of her shell and take full part in the life equally obvious that there can be no real cultural or spiritual growth based on imitation. Such imitation can only be confined to a small number who cut them national life. True the world but it is ho the people. Art and literature remain lifeless if they are continually thinking of foreign models. We in India do not have to go abroad in search of the past and the distant. We have them here in abundance. If we go to foreign countries is in search of the present. The world of Emerson's time has changed and old barriers are breaking down, life becomes more international. We have to play our part in this coming internationalism and for this purpose we must travel, meet others, learn from them and understand them. But a real internationalism is not something in the air without roots or anchorage. It has to grow out of national cultures, can only flourish today on a basis of freedom and equality and true internationalism. It was India's way in the past to welcome and absorb other cultures. That is much more necessary today for we march to the one world of tomorrow where national cultures will be intermingled with the international culture of the human race. We shall seek wisdom and knowledge wherever we can find them, but we are no suppliants for others' favours and patronage.

(Jawaharlal Nehru : Epilogue to Discovery of India)

- v. France returned more than 400 stolen artifacts to the government of Pakistan on Tuesday, including ancient busts, vases, urns and goblets, some dating to the second and third millennia BC.
- Many of the pieces turned up in France in September 2006, sent in parcels addressed to a gallery in Paris.
- The packages were intercepted by customs officers at Roissy Charles de Gaulle airport and identified by the National Centre for Scientific Research as items looted from cemeteries in Pakistan's Indus valley.
- Another consignment of pottery and terracotta pieces destined for the same gallery was stopped two weeks later. And during a search of the unnamed gallery's premises, customs officers seized several hundred more ceramic pieces.
- In a ceremony held at Pakistan's embassy in Paris, 445 artifacts were handed back to Pakistan on Tuesday, with an estimated value of 139,000 euros (\$157,000).
- "It is indeed a special moment for Pakistan," said Muhammad Majad Aziz Qazi, the head of mission. "It is also an emotional moment for us. We believe, today, that a part of Pakistan's heritage is coming back to its homeland."
- Qazi said arrangements were being made to send the treasures back to Islamabad as soon as possible.
- "Hopefully soon ... you will find them in one of the best museums that we have in Pakistan."
- While the gallery that was the intended recipient of the loot has not been named, French officials said it was likely to have been hit with a fine of between 100,000 and 200,000 euros for receiving stolen goods.
- Aurore Didier, a specialist in South Asian archaeology, said Baluchistan in southern Pakistan had suffered widespread theft of ancient artifacts, making it ever harder to gather anthropological data on the peoples who once lived there.
- "It was not only greedy smugglers that encouraged it but the international art market as well," she said. "These lootings used to be prevalent in this region of Baluchistan."
- French President Emmanuel Macron has made a point of seeking to return ancient artworks to regions where they originated.
- Last November, he announced a plan to give dozens of objects held in French museums back to Benin, a former French colony.
- A number of artifacts have been returned this year to Peru and from 2014-2017 more than 250 pieces of Egyptian antiquity were returned to Cairo after they were discovered in the baggage of a British resident travelling to London.
- vi. It is just the onset of summer and mercury is already touching 42°C in Bundelkhand. Water has evaporated from most rivers and ponds. Tube wells and handpumps have gone dry here, in, one of the most underdeveloped regions of central India. Even urban households get brief water supply once in three days.
- Water is the most precious item, found *Mongabay-India* while travelling through Jhansi, Lalitpur and Tikamgarh, three water-stressed districts in the hilly and plateau terrain of Bundelkhand which is spread over six districts in the states of Madhya Pradesh and seven districts in Uttar Pradesh.
- "There is no water left for irrigation and drinking water is likely to vanish in the next two weeks, like previous years," said Rani, a resident of Rajpur, Talbehat tehsil of Lalitpur in Uttar

Pradesh, about 370 km from the state capital Lucknow. "All 650 families here are having sleepless nights anticipating the hardships in coming days. Monsoon is still two months away and we would have to rely on water tankers once again."

But just 15 kilometres away, in Chandrapur village, a part of the same tehsil, 170 families are comparatively more relaxed. A check dam, built by a women's group, Jal Sahelis (women friends of water), five years ago, is full of water collected during monsoon. The water is being used extensively for irrigation and domestic purpose in the village.

Started in 2005 from Madhogarh in Jalaun in Uttar Pradesh, the network of Jal Sahelis across 200 villages in Uttar Pradesh and Madhya Pradesh is reviving water harvesting structures and traditional water bodies through community participation. [264 WORDS]

- vii. Although, Tipu had long been recognized as successor to his father, and ascended the throne without opposition, it was still the throne of an usurper. For the maintenance of his authority, it was necessary to support a greater military establishment than the revenues of the country could afford, and the expedient which naturally presented itself was an extension of territory. Of his actual possessions too, much had been wrested from the dominions of neighbouring States, who were naturally eager to seize on the first opportunity of regaining what they had lost. Of these States, almost all professed a religion different from his own and this was also the religion of the majority of his subjects. It was, therefore, almost entirely on the zeal and attachment of his Moslem adherents that he depended not only for success but for security, and to secure their exertions, the most effectual method was to blend religion with politics. Hence all his wars became crusades. The extension of the faith became, of course, the motive and the apology for unprincipled aggression. And really, if we consider the pretext of the Sultan with reference to others made use of by kings and emperors nearer home, we do not see that it loses much by the comparison. Would it have been better if he had pretended that the distracted state of a neighbouring country had imperiously prescribed it to him, as a duty to humanity, to put a stop to intestine commotion by taking military possession? Should we have thought more favourably of him, if he had announced that Nature had marked out the limits of empire by distinct boundaries, and that in extending his authority over all the countries south of the Godavari, which was unquestionably the particular river. Nature intended, he was only the instrument of fulfilling the divine intention? Would it even have been much better if he had given out that the legal authority of the Peshwa having been unduly weakened by the insubordination of his feudatory chiefs, it became necessary for him to place matters on their former footing, by establishing a vigorous government in the person of his own brother?-though the case, to be sure, would have been different, if taking it for granted that the Mahrattas were on the point of seizing on the defenceless country of the Nizam, and thereby increasing their power, already too formidable, he had only stepped in notwithstanding his unalterable affection for his august and venerable himself. ally, to avert the blow by seizing on as much of it as he could for
- viii. The state of education in India before the British occupation is, unfortunately, a favourite subject for political dissertations. This had led to a certain confusion of thought about the various types of indigenous teaching of which three were of importance in the eighteenth century. The ideal training for the Brahmin youth is of great antiquity and represents an extremely high standard of education. After assuming the sacred thread at the age of eight

the boy would spend fourteen years away from his home under the personal supervision of his guru or in the forest ashram. Such an upbringing was always confined to a very small and highly privileged class and was probably common only in the heyday of Brahminism. This was not a type of education in which the Government could take part, though the traditional relation between guru and chela might be an inspiration to university teachers, as it had been to Rabindranath Tagore in his ashram at Shantiniketan. Two other institutions catered for a wider but still limited range of boys. These were the Muslim and Hindu schools which were common in the towns and larger villages. Both suffered during the eighteenth century from the continual disorders which disturbed most parts of the peninsula, but they were found in many districts, when they came under British rule, and their work and scope are described in early reports. Most of them were of a very primitive nature, being usually attached to a temple or mosque. This meant the exclusion of the lower castes and the primitive tribes, and it is typical of the early attitude of the Government towards elementary education that almost the first elementary State schools were for the children of Bhils, Gonds, and of criminals whose parents could not send them to religious schools. The Muslim schools taught the Quran and some Persian to a few older boys, but there is little evidence about the standard of teaching in the Punjab, which was annexed later, indigenous education, was surveyed with a more modern eye. "The Hindu schools", says a Punjab Administration Report, 'were rare being either colleges in which Brahmin boys learnt Sanskrit and received a half religious, half professional training, or elementary schools, where sons of Hindu shop-keepers were taught to keep accounts and read and write the traders' scripts. The few Gurmukhi schools that existed were of a purely religious character. The best feature of the indigenous schools was that they were not confined to the religious and mercantile classes, but were open to the few agriculturists who cared to attend them. These schools continued to function and some of them have survived till today; but they only reached a very small proportion of the population.

- ix. We have seen that many craftsmen of former days put their heart and soul into their work. In many cases they produced the articles "elves from start to finish. The pleasure and pride which they felt in a well-made article cannot be equalled by the factory worker of today. In a big modern factory each worker contributes so little to the finished article that he does not think of it as the fruit of his own labours. Workers who repeat the same operation day after day can take no ire or pride in their work. Their chief pleasure in life is outside the factory. Their work is dull and they spend their time with one eye on the clock. In spite of various attempts to brighten the lives of the workers, the average man in a factory is rather to be pitied than envied. The dullness of his life is one of the drawbacks of mass production. Some people believe that man is becoming the slave of the machine. Certainly machines are playing an ever-increasing part in our lives. Let us hope that they will never become more important than the men they were intended to serve. Charlie Chaplin, in his film "Modern Times" drew attention to this danger. In the film he got a job in a factory that employed mass production method. He had to stand by a machine with a spanner in his hand. An endless belt passed in front of him carrying slowly an endless line of articles. As each one passed he tightened one nut on one bolt with his spanner. His work was one with one turn of the wrist repeated throughout the day. Very soon his mind became affected and the film shows the

amusing things which he did as a result of his mental disorder. Although it is very funny, the film had a serious side. It showed that the kind of work which many people do, far from giving them pride and pleasure, is more likely to fit them for the lunatic asylum.

We must all hope that means will be found to retain the advantages arising out of mass production, while at the same time giving the worker some of the pride and pleasure of the old craftsman.

- x. In a predominantly agricultural and overpopulated country in which rural population constitutes 80 to 85 per cent of the total, planning to be effective and successful, has to start from village level. Planning at village level must take into account all the facts of socio-economic life of the people and ultimately it should aim at increasing agricultural production consistent with growth expansion and an ever rising living standard of the people. Factors that affect agricultural productivity are technical, organizational, institutional and human. Investment in human beings by providing them with educational, medical and recreational facilities, better and healthier houses to live in is as important as investment in land in the form of improved and scientific techniques, better seeds, manure, irrigation facilities, etc. Our villages at present lack most of these facilities and they number more than five lakhs with 295 million out of the 357 million people of India. It will be futile to expect from a man living in an ill-built, ill-lighted and ill-ventilated house without any amenities – all resulting in ill-health-to aspire to better living and increasing his working capacity.
- It is in this context that the problem of rural housing and village planning is linked up with the overall reconstruction plan of the village. The Government is thus taking more and more interest than before in making a beginning to tackling the problem. The establishment of Rural Housing Cell with the State Governments, Rural Housing Wings with the six engineering institutions and the provision of Rs. 3 crores for rural housing in the Second Five-Year Plan are ample proof of the Seriousness of the Government in this respect.
- This field of activity is almost new in India. Much will depend upon how we approach this problem of village planning in the beginning. We are bound to make mistakes, but there is no other alternative initiating the huge task of village reconstruction. This will make Se of Indian economy, in the long run, sound and responsive, the base of Indian so that it creates within itself self-generating forces of economic development.
- It will not be exaggeration to say that miserably unhealthy housing and sanitary conditions work in a cumulative way is holding up progress and thus forms one of the constituents of the vicious circle of poverty in a backward country. The five lakh odd villagers in India pose unimaginable problems; there are, as the Prime Minister once rightly pointed out, as many problems as there are villages scattered all over the country. The financial implication of village reconstruction plans estimated to be Rs. 2,500 crores, if undertaken at once, are simply frightening and the country can ill-afford to do all this at one stroke. The only thing anybody can think of at the present moment is to give a mild push to the problem to arouse among villagers an aspiration to live better.

Advanced

5.4 Rewrite the following passages precisely into 1/3rd of their size with a suitable title:

- i. The introduction of the principle of open competition for the recruitment of official was an important event in the history of political development. Yet it is a principle that is not always clearly understood. It is widely held – and the view receives constant endorsement from well-known authorities on administrative matters – that open competition sets out to ensure the selection of the best available individuals for the public services, and consequently that its inadequacy can be proved if in comparison with other methods, it appears to fall short of this objective. The truth is that open competition was introduced, both in Britain and in America, in order to eliminate the personal factor in the choice of civil servants, and this was held to be so important an objective that any inefficiency arising from the objective to generalize the process of selection could be borne with equanimity.
- The idea that open competition ensures equality of opportunity is important in a democratic age. Yet to set an examination at all means the imposition of a standard, and wisdom declares that any such standard should ensure the appointment of persons suitable for the positions they are to be called upon to fill. It is usual to fix age limits for the examination, and this naturally gives an advantage to those whose education at the age fixed has at least reached a stage of equivalence with the examination standard. Thus open competition in practice means equality of opportunity to all of a certain age; it postulates, it true, a certain standard of education, but its 'openness' is preserved the absence of any rule giving preference to or excluding any general class of applicants from entry. One of its great virtues is that it does not leave the unsuccessful candidate with a feeling that he has been attributable to his own faults. Improvement of the efficiency of the open competitive method in obtaining the right sort of recruit must depend upon a continual readjustment of the procedure in face of experience and experiment. The selecting board will need to keep in touch both with the changing administrative environment and with the developing educational system. This readjustment, the Civil Service Commission in Britain takes special steps to ensure. Ultimately, therefore, open competition, since its net has to spread as widely as possible, is in the nature of a compromise. It selects objectively a sample composed of persons likely in the balance to give the type of service that is required. It cannot recruit only the best, nor would it be a point in its favour if it did so: the community has important work to perform outside the governmental sphere. But if it does not limit its choice to the best it is essential that among those chosen should be included a fair percentage of the best for the State has need of all talents.
- This, then, is the real objective confronting the appointing agency when it decides upon its examination standards. It is concerned with an equation: of devising a method of extracting from the whole field of potential recruitment those whose subsequent career in the State service will produce as high a return to the community as the remaining elements will produce elsewhere; for a system that denuded the nongovernmental sphere of an adequate share of the best would be a dangerous one.
- It would indeed be very undesirable from the point of view of the subsequent efficiency of the individual if open competition were efficacious in selecting only the best. Not only does the Civil Service require a supply of all the talents, but it also needs a number of moderate entrants to accomplish the less ambitious tasks. As Sir Stanley Leathes, formerly Civil Service Commissioner, has pointed out, a drawback of the competitive method of entry is that it

forms an easy avenue as compared with the more arduous courses of studies required for other professions, and there is consequently a danger that too many talented individuals may be obtained. It is perhaps a good thing, then, that many, who are quite able in their approach to scholastic matters, do not prove to be much above the average when they come to deal with practical problems. Such a requirement is not, of course, applicable to a directing class, such as the administrative class, where only those capable of first-rate administrative leadership are required, and because treatises on Civil Service invariably pay almost exclusive attention to this directing class, the need for average talents in the larger groups has been given little discussion.

The British Civil Service Commission has developed the open competitive examination to a high degree of efficiency, but it would be wrong to imagine that this type of examination was adopted in or is even suitable for all recruitments carried out under the commission's supervision. There are a number of posts for which technical qualification or experience are necessary, and in such cases the pure theory of open competition is not applicable.

- ii. Motorists are all agreed that the cyclist is a menace on our roads. What has the cyclist got to say to that? Of course, the cyclist throws the blame for the high toll of accidents on the driver of the faster and more dangerous vehicles. The fact remains that the accidents in which cyclists are concerned have greatly increased in the last few years. The rise in the number of motor-cars on our roads has much to do with the increased casualty list, but we must seek a more detailed study of the subject if the problem is to come anywhere near solution. Cyclists have little to fear if they conform with the traffic regulations and are able to ride their machines safely through the intricacies of modern traffic. A bicycle is a comparatively slow-moving vehicle and obviously on the highway many cars will pass it. This need not be a hazard if the cyclist proceeds in a straight line and keeps as far to the left of the road as possible. Many accidents have occurred because bicycle riders wobble from side to side and lurch into the paths of passing motor-cars. This wobbling may be due to inexperience, to riding a bicycle of unsuitable size, or to inattention. Cyclists are often guilty of riding in the wrong direction on one-way streets, weaving in and out of traffic, giving inadequate hand signals, ignoring traffic lights, making U-turns in the middle of a block, riding two and even three abreast and performing various other unsafe acts without the slightest heed for traffic laws or consideration for other users of the road. The question is often asked: What is the suitable age for a child to commence cycling? A more important point is: When should a child be permitted to ride on busy roads? This is not an easy question to answer, because children vary so much in intelligence, physical strength and alertness. What should, therefore, be impressed upon parents is that because a child proves a good and skillful rider on the playground and by-ways, it does not follow that he is competent to plunge into the turmoil of a main thoroughfare and face all the noise and speed of motor traffic calmly or do the right thing in an emergency. The child's bicycle can contribute considerably to the safety or otherwise of its rider. It is most important to see that the rider is correctly seated, so that he or she can reach the pedals comfortably without the slightest straining or stretching. If he has to stretch, then the child sways and wobbles, and has no proper control of the machine. There is likelihood, too, of

injury to health. It is important also to see that the brakes work efficiently and that the machine steers and runs truly.

Parents are often guilty of purchasing or allowing their children to purchase seconds-hand bicycles which are fit for the scrap heap and not at all trustworthy vehicles for use on city highways. Others allow their children to ride even on busy thoroughfares without assuring themselves that the children are proficient enough to do so safely.

To save time on an errand, a boy is perhaps allowed to use his elder brother's or even his father's bicycle. The unwieldy machine and the hurry add to the chances of an accident. All these causes go to increase the heavy accident toll on our streets and highway due to juvenile cyclists.

Bicycle riding is a clean and healthful sport and in our day is also a great convenience to school going children. However, traffic of this nature must be controlled

School authorities can help to control cyclists by following the plan that is being used in other countries to great advantage. Cycle patrols should be formed in every school consisting of experienced cyclists, whose privilege it shall be to train beginners in cycling and instruct them in the rules of the road. When the period of instruction is over, a teacher, appointed for the purpose, examines the candidates and grants a licence if the pupil passes the riding test and has sufficient knowledge of the Highway Code.

Each new pupil entering the school has to pass a written test on the Highway Code and show himself or herself to be a capable cyclist before a licence is granted. Careless or reckless riding is punished by 'suspension' or 'endorsement of the licences.

Parents whose children do not pass the test are warned against allowing their children to ride on public streets and thoroughfares before they obtain a licence from the school authorities. Children in such schools soon learn to take a pride in being proficient cyclists and it needless to say how greatly such a scheme will help to solve the traffic problem in this country.

- iii. We all agree that the growth of industries will increase our material wealth and that our needs in terms of food, clothing and housing will be adequately provided. But man has other needs too-the need for human relationship, love and sympathy, the need for a sense of dignity and worth, and the need for a sense of security. These are also basic human needs, and if they are not satisfied, there will be individual discontent and social conflict. Industrialization has not helped to satisfy these needs. In fact, it has made matters worse. Let us look at the change in the nature of work itself. The independent work of the artisan has now changed into the work of the assembly line. A complete unit of work has been split into fragments of work, each worker now doing only one part of the work. This becomes a dull routine, and it denies the worker the joy and satisfaction of making some complete article. A weaver in the non-industrialized community, for example, weaved cloth with patterns and designs that required a high degree of skill and expression of artistic ability. As a worker in the mill, he is no longer a weaver, the loom has become the weaver and the weaver has become the loom attendant. His work may have become simpler, easier. But this itself has made him lose his sense of importance and dignity which he carried into his whole life as a human being. By being limited to only one stage in production and to a dull, monotonous routine, any worker not only suffers from lack of interest in the factory, but also from a poor sense of his own worth in society.

There has been also a change in the pattern of social relationships in the worker's life. The cottage weaver had a set of relationships with the people working with him, who were generally members of his own family. They acted as his helpers when necessary. The weaver was not only the head of the productive unit but also the head of the family. In industrial society, however, the worker is no longer the head of the productive unit nor of the group of workers. He has become a mere part of a machine, with nobody paying any special attention to his needs or wants. Also, the cottage weaver, while at work, was in a position to talk to his co-workers, that is, his family members, whenever he felt inclined. In the mill, the din and noise of machinery is so great and the worker's attention is so constantly needed that it is no longer possible for him to have much social relationship with his neighbours. In fact, he works in an isolated social atmosphere. The strain of the speed of machinery also affects the worker's life. In the past, a worker's pace of work depended on his skill or mood. Now the speed of the loom leaves no choice for the worker to be fast or slow. For workers who largely come from villages, where they enjoyed a lot of freedom, the strain of fast machinery is naturally great. So they are often so tired and exhausted after work that they cannot attend to the tasks of family and community life.

Men's work is not simply something that brings in money for support of the family; it is an activity that gives meaning to his life. So the modern machine weaver may have overcome his economic hardships, but he has not become a contented member of society. This does not mean that we should go back to the system of handloom economy, in the present times, that system cannot fulfill our material wants. And without material well-being we cannot have the sense of worth, dignity and security. Industrialization is not in itself an evil. It has brought many benefits. But we must try to remove its defects, especially in relation to the worker.

- iv. Liberty is, in my view, inalienably bound up with democracy. When democracy has been strong, as in ancient Athens or in England before the War, citizens have enjoyed a large measure of liberty. Moreover, fresh liberties were constantly being gained. When democracy has declined or has been superseded by other forms of government, liberty has declined with it. Under a dictatorship, liberty disappears. Hence the circumstances which have produced the decline of liberty are in large measure identical with those which have led to the decline of democracy. It is these circumstances which I propose to examine.

Pre-eminent among these is the growing size and complexity of the modern State. So vast are the contemporary political and economic fields, so far-reaching the forces which determine the course of history that far from controlling, statesmen seem unable even to understand them. Reflecting upon the history of the past twenty years, one is driven irresistibly to the interpretation of the phenomena with which Hardy's philosophy has made us familiar, and contemplate, as he does in the *Dynasts*, events moving to their predestined conclusions unaffected by the celebrations of statesmen in council. Of the major events of this period—the War, the Coal Strike, the General Strike of 1926, the growth of unemployment, the economic collapse of 1929, the financial crisis of 1931—few have been such as human beings have willed. Most have taken place in direct opposition to human will and intention.

This seemingly determined appearance is worn by human affairs when the factors which condition events are mainly economic. Economic actions are the results of the freely operating wills of individuals. They occur because some persons or body of persons believe that by acting in a particular way they will improve their economic position. But, though

economic actions are willed, their consequences are not indeed, their consequences are often precisely the reverse of what their agent wants. Let us suppose, for example, that it is announced that a bank is about to fail. Immediately there is a run on the bank by depositors anxious to withdraw their money. As a consequence the bank fails. This acting solely with opposite of what up in a theatre, there is mad rush for the exit. As a consequence the exit is jammed and number of audience may be stifled, trampled or burned to death. The theatre example illustrates the same principle. Everybody having freely acted solely with a view to his own advantage be cumulative result turns out to everybody's disadvantage.

The conclusion may be generalized as follows: The effects of economic actions spread out beyond the immediate intentions of their agents producing results on people unknown to the agents which neither they nor anybody else had intended. As the world becomes increasingly a single economic unit, the area affected by the consequences of economic actions grows more extensive. An old lady living in Bournemouth is unable to pay her bills because a strike in a Japanese silk factory has wiped out her dividends. The waning of the Victorian taste in mahogany furniture has brought economic collapse to British Honduras, whose prosperity largely depended on the export of mahogany, while coal-miners in South Wales are thrown out of employment by the tapping of oil-wells in Persia.

Because of this blindness of economic actions, a historical period in which events are determined largely by economic factors tends to discourage the politically minded individual. Every politically conscious human being desires to play some part, howsoever, small in the direction of the affairs of the community. He wishes to feel that he counts, that his will can be made effective, that his desires and purposes matter. Nor should this attitude be deplored. To quote Dr. Arnold: "The desire to take part in the affairs of government is the highest desired of well-regulated minds."

It is upon the existence and the alertness of precisely this political consciousness that democracy depends for its successful working. Nobody has realized this more clearly than Mill. As he pointed out in *Political Economy*, it is the direct and continuous exercise of the actions of citizenship that generates public spirit. It is the citizen who actively engages in the participation of affairs, who "feels that, side the interests which separate him from his fellow citizens, he has interests which connect him with them, and that not only the common is his will, but that it depends on his exertions." When, however, feels that the futures not only of himself, but of the community mined by forces over which he can exert no control, his political consciousness is frustrated. To the extent that citizens cease to shape the ends of the community they cease to be citizens. In a modern democratic community the ordinary man tends to lose all but the more remote contact with the State. It impinges upon him only when he has to pay taxes, serve on a jury, or cast his vote. Of these functions the first is as little likely to arouse his enthusiasm as the second is to engage his interest; while, as for that third, that highly valued suffrage which used to be regarded as the foundation of democracy, it is found to amount in practice to no more than the right to reject the slightly less unsuitable of two or more wholly unsuitable persons who descend upon the citizens once every five years or so from the clouds of the party headquarters in London. To this situation the politically conscious citizen finding himself politically negligible, reacts in one or the other of two ways. He either becomes apathetic or turns his back upon politics in disgust, or he becomes frankly revolutionary and works for an abrupt and if need be, violent change in a system which has

squeezed him out. Both moods are inimical to democracy and destructive of that alert and intelligent interest in the concerns of the community, coupled with the will to co-operate in those concerns which democracy postulates.

- v. All books are divisible into two classes, the books of the hour and books of the time. Mark this distinction-it is not one of quality only. It is not merely the bad book that does not last, and the good one that does. It is a distinction of species. There are good books for the hour and good ones for all time; bad books for the hour and bad ones for all time. I must define the two kinds before I go further.

The good book of the hour, then-I do not speak of the bad ones-i simply the useful or pleasant talk of some person whom you cannot otherwise converse with printed for you. Very useful often, telling you what you need to know very pleasant often, as a sensible friend present talk would be. These bright accounts of travels: good humored and witty discussions of questions; lively or pathetic story-telling in the form of novels; firm fact-telling by the real agents concerned in the events of passing history-all these books of the hour, multiplying among us as education becomes general, are a particular characteristic and possession of the present age; we ought to be entirely thankful for them and entirely, ashamed of ourselves if we make no good use of them. But we made the worst possible use if we allow them to usurp the place of true books; for strictly speaking, they are not books at all, but merely letters or newspapers in good print. Our friends' letters may be delightful, or necessary, today: whether worth keeping or not, is to be considered. The newspapers may be entirely proper at breakfast time, but assuredly it is not reading for all day. So, though bound up in a volume, the long letter which gives you so pleasant an account of the inns and roads and weather last year at such a place, or which tell you that such and such events however valuable for occasional reference, may not be in the real sense of the word, a 'book' at all, not in the real sense to be 'read'. A book is essentially not a talked thing written, not with a view of mere communication, but of permanence. The book of talk is printed only because its author cannot speak to thousands of people at once, if he would he could-the volume is mere multiplication of his voice. You cannot talk to your friend in India; if you could, you would, you write instead: that is mere conveyance of voice, but a book is written, not to multiply the voice merely, not to carry it merely but to preserve it. The author has something to say which he perceives to be true and useful, or helpfully beautiful. So far as he knows, no one has yet said it; so far as he knows, no one else can say it. He is bound to say it; clearly and melodiously if he may clearly, at all events. In the sum of his life he finds this to be the thing or group of things manifest to him; this is the piece of true knowledge or sight, which his share of sunshine and earth has permitted him to seize. He would fain, set it down for ever: engrave it on rock, if he could: saying, this is the best of me, I ate and drank, and slept: and hated, like another; my life was the vapour, and is not but: this saw and knew: this if anything of mine, is worth your memory." This is his "writing": it is in his small human way, and with whatever Agree of true inspiration is in him, his inscription or scription or scripture. That is a 'Book'.

UNIT III

LECTURE 6- SENTENCE COMPLETION

Vocabulary of the Day:

1. **Misanthrope:** n. one who hates or distrusts humankind.
2. **Odious:** adj. contemptible, hateful, detestable.
3. **Penchant:** n. a strong inclination or liking.
4. **Rancor:** n. a bitter feeling of ill will; long-lasting resentment.
5. **Fervor:** n. zeal, ardor; intense emotion.

Sentence Completion



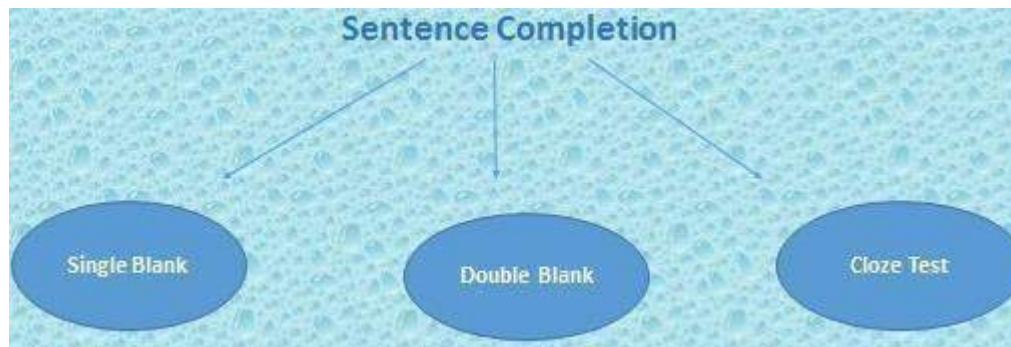
Sentence Completion question tests your ability to use your vocabulary and understanding of logical composition of the sentence. You need to know not only the dictionary meaning but

also the logical and stylistic sense of the sentence. It means that this section tests your ability to complete sentences with a word or words that retain the meaning of the sentence and are compatible with given syntax and grammar cues.

Sentences are composed of a number of words and ideas that are connected to one another in various ways. You are to figure out how the parts of the sentence are connected.

Question Types

We generally have these 3 types of questions for sentence completion



1. Single Blank

Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less_____.

- a) crowded
- b) invulnerable
- c) protected
- d) polluted
- e) benign

Explanation

We need to **figure out what the blank is looking for**. Synthesizing what we know and what we need to know leads to the question: how will the launch of new satellites affect the future orbital environment? Well, more satellites means more debris, which could mean greater risk of collision.

Be careful here, though—the blank asks what the increased number of satellites **will make the orbital environment less like**, not what it will become more like. More satellites definitely won't make the orbital environment less "crowded" or "polluted," so (a) and (d) can be eliminated on a first pass. Then we have (b) "invulnerable" and (c) "protected." Both of these choices may be tempting—if there are more satellites in the air, they will be less safe because of greater risk of collision. **But the adjective in question is modifying the orbital**

environment, not the satellites. Saying the orbital environment itself is “invulnerable” or “protected” doesn’t really make sense here. This leaves us with choice (E) “benign,” which means “harmless.” The orbital environmental will be less benign when there are more satellites, because there will be increased risk of collision. This makes sense; (E) is the correct answer.

2. Double Blank

A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is (i)_____, the more his true self seems to (ii)_____.

Blank (i)	Blank (ii)
a) discussed	a) disappear
b) disparaged	b) emerge
c) disregarded	c) coalesce

Explanation

Two key ideas are presented in the first part of this sentence: first, that the biography is “laudatory”—it praises George Bernard Shaw—and secondly, that it “fails” to adequately describe his personality. Because the biography praises Shaw, as we turn to blank (i), we can surmise that the biography does not “disparage” (belittle or ridicule) him, and a biography about him obviously doesn’t “disregard” (ignore) him. This means he is “discussed” in the biography.

Given that the biography “fails” to capture Shaw’s personality, what would his true self seem to do in the biography? It certainly might “disappear.” It’s not likely to “emerge” or “coalesce,” which are both synonyms for “appear.” Thus, the correct choices for this sentence are “discussed” and “disappear.”

3. Cloze Test

If one could don magic spectacles—with lenses that make the murky depths of the ocean become transparent—and look back several centuries to an age before widespread abuse of the oceans began, even the most (i)_____ observer would quickly discover that fish were formerly much more abundant. Likewise, many now-depleted species of marine mammals

would appear (ii)_____. But without such special glasses, the differences between past and present oceans are indeed hard to (iii)_____.

Blank (i)	Blank (ii)	Blank (iii)
a) casual	a) threatened	a) ignore
b) prescient	b) plentiful	b) discern
c) clearheaded	c) unfamiliar	c) dismiss

Explanation

When we approach the first blank, we see “even the most_____observer” would see that fish used to be “much more abundant.” **“Even” is an emphasis word here.** Looking at our choices for blank (i), we wouldn’t really need to emphasize that a “prescient” (prophetic or visionary) or a “clearheaded” observer would discover that fish used to be more abundant, because a prescient or clearheaded observer would definitely notice something like that. However, **we would need to emphasize** that a “casual” observer would nonetheless notice the abundance of fish—the implication then being that the abundance of fish is that obvious. The next sentence begins with “likewise.” **This is a signal** that this sentence will present similar ideas as the preceding one. The preceding sentence emphasized that there were large quantities of fish in the past ocean, so we can expect that this sentence will emphasize a similar abundance of “marine mammals.” Let’s look at our choices for blank (ii). Since we’re expecting this sentence to be about the previous abundance of marine mammals, “plentiful” sticks out as a good choice, while “threatened” seems nonsensical. And don’t be tempted by “unfamiliar” — while it’s true that you would probably see unfamiliar marine mammals in the ocean in the past, that’s not really relevant to the passage overall. So the best answer is “plentiful.” Let’s check out the third blank. The presence of “but” in this sentence signals that we are about to get a counterpoint or caveat to the previous ideas about the dramatic differences between the past ocean and the present ocean. Since noticing the differences was all about using the special glasses, we can expect that without those glasses, the differences would be much less obvious. Are the differences hard to “ignore” or “dismiss” without the glasses? **Neither of these answer choices is compatible** with the idea that the differences are less obvious. What about the differences being hard to “discern”? That would make sense, since “discern” means notice. Without the glasses, it would be hard to notice the differences between the past and present ocean! This is the best answer choice.

Our answer choices, then, are “casual,” “plentiful,” and “discern.”

Tips for Sentence Completion

Here are few tips for approaching the sentences:

- **Read the Entire Sentence-** Before trying to figure out any of the answers, read the entire sentence. If you try to guess what words could go in the blanks before you try to

understand the question as a whole, you'll be acting on incomplete information and you could easily get confused.

- **Come up with Your Own Answer-** Before you read the answers, it can be a good idea to **consider what word(s) you would put in the blank(s)**. This can help you eliminate answer choices that are obviously incompatible and point towards answer choices that are similar to what you would put in the blanks.
- **Identify Signal Words and Phrases-** There are certain words/phrases in the sentence completion sentences/ questions that function as "signal words." Signal words, commonly transitions, **indicate the overall structure of ideas in a sentence** and thus can help point you towards the correct answer.
- **Consider Word Positivity/Negativity-** After reading the sentence, look for the words/ context that will indicate the idea of the sentence. After that, figure out if the idea is positive or negative. This will help you to narrow down possible answers as you can eliminate incompatible choices. So if you know you need a positive word, and your answer choices are "dutifully" "deviously," and "dedicatedly," you can strike "deviously" out. In simple words, if the flow of the first part of the sentence is positive and the second part is negative, then the blank must be negative to even the flow of the sentence. This would solve the sentence completion question without even understanding the question.
- **Punctuation-** When a punctuation mark like "," (comma) is followed by a blank in between two sentences, then it means that the synonym of the phrase/ word before "," is the meaning of the blank i.e. if "," is followed by a blank then find the synonym of the word before the "," and check the options to match the synonym of the word. Similarly, ":" (colon) or ";" (semi-colon) in the sentence will indicate that the idea coming up is merely an explanation of the earlier idea. So, simply find the synonym of the word/phrase before the punctuation and fill in the blank with the synonym from the options given.
- **Use Process of Elimination-** If you need to guess, **always use process of elimination first**. You can combine this with the strategies above (like word positivity/negativity and considering what you would put in the blank) to help you eliminate wrong answers. Even if you can't confidently pinpoint the correct answer, the more wrong choices you can strike out, the better your chances of guessing correctly!
- **Read through the sentence/ question once you've chosen the answer-** Once you've selected words for all of the blanks, make a quick pass through the sentence/question again to **make sure everything makes sense**. It can be easy to get bogged down in the particulars of the individual sentences and phrases and forget that the whole question needs to make sense! This is particularly salient for two and three blank questions.
- **Remember all questions are worth the same point amount!-** Remember that all questions—whether they have one, two, or more blanks—are **worth the same amount of points**. So in terms of test strategy, it's not worth it to spend tons of time agonizing over a three-blank question when you still have simpler questions left.
- **Learning Vocabulary-** Learning vocabulary has two essential parts: memorizing vocab and learning words in context. Drilling new words for simple memorization will

help you expand your vocabulary in a preliminary way, increase your comfort with new words, and help you learn word patterns.

As critical as it is to expand your preliminary vocabulary through simple memorization, if you really want to retain and understand new words, you need to learn and understand vocabulary in context. This means you need to know how it's actually deployed in sentences and passages. Not only will this help you cement your memorization, it will also help you when you actually encounter the words in the wild. That way, you'll have a better understanding of what contexts it's appropriate to use particular words in.

Let's have a look at some problem types in sentence completion: contrast, similarity, reiteration, and causation along with the examples of each of these and key words that will enable us to identify them in sentences.

Connectors and Signal words

Most often, some signal words connect the parts of the sentence. These signal words are called "indicators". Let us discuss some high frequency connections and indicators used in sentence completion.

(i) Cause and Effect:

In this type of sentence, one part of the sentence describes something that causes something in the other part of the sentence.

Rizwana always wins the debate competition because she works_____to prepare the topic.

- a) lazily
- b) hard
- c) continually
- d) spontaneously

B. The first part of this sentence describes something - always win the debate competition - that is caused or influenced by what's described in the second part. Think over it, "What causes to win the competition?" Only the word "hard" is the correct choice.

The two parts of the sentence are connected by the word "because" that indicates the cause and effect composition of the sentence.

Indicators for Cause and Effect

because
so
so that
causes

accordingly
thus
consequently
hence

therefore
in order to

(ii) Contrast:

In this type of sentence, one part of the sentence expresses an idea that is opposite to the idea in another part of the sentence.

Zahid looks a noble person but he always becomes _____ any good deed.

- a) supporter of
- b) obstacle for
- c) swift to do
- d) promoter for

B. Here in this example the signal word "but" indicates a contrast in the 2nd part of the sentence. Apparently, noble looking person should do wrong in the 2nd part of the sentence. Hence, the right choice is "obstacle for".

Indicators for Contrast

but	despite	instead of
though	although	still
on the other hand	however	
on the contrary	while	

(iii) Similarity:

In this type of sentence, one part of the sentence expresses an idea, and the other part gives the explanation, elaboration or an example of that idea.

Lahore city council representative promised that he would consider all suggestions from down town residents and that he was willing; not only to discuss his proposal, but also to _____ it.

- a) change
- b) vanish
- c) accept
- d) disapprove

A. The structural construction of the sentence "not only ... but also" that the same idea should be in the "but also" part.

Indicators for Similarity

not only...but also	resembles	such as
in the same way	in the same way	specifically
like	for example	
similarly	for instance	

(iv) Restatement:

In this type of sentence, one part of the sentence rephrases or repeats what is expressed in other part of the sentence.

Just as people of Multan are doing their best to eradicate the social evils like family marriages, so the people of Bahawalpur are making efforts _____ the penetration of foreign culture in their social norms.

- a) to absorb
- b) to accept
- c) to normalize
- d) to stop

D. The composition of "just as ... as" leads towards restatement of the idea. What the people of Multan are doing the people of Bahawalpur are doing the same thing. This is the restatement of the idea.

Indicators for Restatement

that is	In Short
just as ... as	in fact

TRANSITION WORDS

ADDITION	ILLUSTRATION	CAUSE AND EFFECT	COMPARISON
<ul style="list-style-type: none">• As well as• And• Too• Furthermore• Also• In addition to• Not only – but also• Or	<ul style="list-style-type: none">• Such as• In this case• For one thing• For instance• For example• In the case of• Illustrated by• As an example	<ul style="list-style-type: none">• Therefore• So• Because• Thus• Hence• Due to• As a result• Consequently	<ul style="list-style-type: none">• As ...as• As if• Equally• Similarly• Like• In the same way• Comparable• In like manner
CONTRAST	EMPHASIS	TIME & SEQUENCE	DIRECTION & PLACE
<ul style="list-style-type: none">• But• However• On the other hand• Otherwise• Unlike• Conversely• At the same time• In spite of	<ul style="list-style-type: none">• Especially• Also• In particular• Furthermore• In addition• Indeed• Of course• Certainly	<ul style="list-style-type: none">• Later• After• Before• Then• Next• Soon• Finally• First, second...	<ul style="list-style-type: none">• Here• There• Over there• Beyond• Under• To the left• In the distance• Opposite

Revision of Sentence Completion Strategies

Strategy 1

The first strategy is to break the sentence down into the main clause and introductory clause or phrase in order to identify the relationship it expresses. For example, consider the following:

In a hospital setting, hand washing is primarily a _____ measure.

- A) prophylactic
- B) pseudocytic
- C) protensive
- D) propaedeutic
- E) otiose

SOLUTION

The main clause declares that hand washing is primarily a measure. However, preceding the declaration is a condition or constraint expressed in an introductory phrase, "a hospital setting." This phrase sets the contextual field within which the main clause is to be understood. If you generalize from your knowledge, it would seem that any measure promoted in a hospital should result in good health. Only one of the answers would result in this. That is answer (A) in which prophylactic means "prevents disease."

Strategy 2

A second strategy is to attend to sets, whether a set of synonyms or antonyms or special word groups. For example, consider the following:

Even when a _____ mother was made available to the infant chimpanzee, the infant detected the _____ and reacted with high anxiety.

- A) hedonistic...contrivance
- B) vagrant...apostasy
- C) veteran...ruse
- D) pretender...interference
- E) surrogate...substitution

SOLUTION

Nothing in a common sense association supports the pairing of hedonistic and contrivance, vagrant and apostasy, veteran and ruse, or pretender and interference. The only set of related words is surrogate (meaning substitute) and substitution in (E), the correct answer.

Strategy 3

Pay attention to the words that control the figurative field of the sentence. Consider the following passage:

In seventeenth-century France, private and public opinion portrayed the physician as a vulture of greed, circling the sick and dying, battenning off the suffering of the afflicted, and _____ the remains of his prey.

- A) spending
- B) devouring
- C) retreating from
- D) decrying
- E) resorbing

SOLUTION

Clearly the correct answer is (B), devouring. The key words that control the figurative field are vulture, circling, and battenning. Read the items carefully and make sure that the completed sentence is meaningful, that it makes sense. Sometimes two or three choices will seem to satisfy the necessity for meaning-based completions, but only one will ever complete the sentence meaningfully.

Key Takeaways: Sentence Completion

Here are seven critical tips for approaching sentence completion questions:

- 1) Read the entire sentence before trying to pick any answers!
- 2) Before reading the answer choices, consider what word(s) you would put in the blank(s) and use that as a guide to assess answer choices.
- 3) Consider word valence—whether a positive or negative word belongs in a given blank.
- 4) Identify signal words and phrases—primarily transitions—that help indicate the overall structure of ideas in the sentence/mini-passage.
- 5) Whenever you guess, eliminate as many wrong answers as you can first.
- 6) Once you’ve chosen words for multi-blank questions, read through the entire passage with your word choices to make sure the entire thing makes sense all together.
- 7) Remember that every text completion question is worth the same amount of points! So don’t get overly bogged down on multi-blank questions when there are still simpler ones to complete.

PRACTICE

1. The path to _____ is a path of hardship.

- a. Workmanship
- b. Successful
- c. Illumination
- d. Enlightenment

2. You seem to have _____ done this. There is no way the vase could have otherwise

fallen from here.

- a. Architecturally
- b. Décor-wise
- c. Deliberately

3. The sign-post is so _____. If only the ones who erected it had some literary sense!

- a. Shakespearian
- b. Poetic
- c. Ambiguous
- d. Ambivalence

4. Jackson's performance was _____. People even fainted.

- a. Overcrowding
- b. Overwhelming
- c. Outstanding

5. I kept feeling guilty that I had disturbed him. But contrary to my fear, I found that he was _____!

- a. Unfazed
- b. Innocent
- c. Overwhelmed
- d. Imprisoned

6. He is a silent social worker; and prefers to hide his _____ tendencies from shrewd colleagues at work.

- a. Societal
- b. Philatelist
- c. Philanthropist
- d. Partying

7. She likes to work in _____ projects. We knew she was versatile.

- a. Multi-utility
- b. Vivacious
- c. Multi-disciplinary
- d. Stylish

8. Sarita has been talking to me since morning. Not only do I find her attitudinal change _____, I even find it somewhat _____.

- a. Surprising, intriguing
- b. Interesting, boring
- c. Shocking, surprising

9. The Shimla trip was fantastic. Not only did the tour bring me a _____, but it almost sent me

into_____world.

- a. Freshening, mundane
- b. Holiday, international
- c. Enjoyment, another
- d. Change, another

10. Your noise, children, is not just_____; it is an absolute_____.

- a. Sweet, honey-like
- b. Sweet, sugar-cube
- c. Commotion, chaos
- d. Commodity, chaotic

UNIT III

TUTORIAL- SENTENCE COMPLETION

Vocabulary of the Day

Apprise: v. – to inform, give notice to

Divulge : v.– to disclose; to make something known that may have been private or secret

Rescind :v. –to repeal or cancel; to void or annul

Apostate :n/adj.- one who abandons long-held religious or political convictions

Infidel: n/adj. - a person with no religious beliefs, a non-believer; one who does not accept a particular religion, doctrine, or system of beliefs

Beginners

6.1 Fill in the blanks with suitable articles:

- i. _____ Chinese language is difficult.
 - a) The
 - b) An
 - c) A
 - d) Zero article
- ii. _____ Alps are _____ longest mountain ranges in Europe.
 - a) The, a
 - b) The, the
 - c) An, the
 - d) An, a
- iii. _____ apple a day keeps the doctor away.
 - a) An

- b) The
 - c) A
 - d) Zero article
- iv. _____ Mount Everest is in _____ Himalayas.
- a) A, the
 - b) The, the
 - c) Zero article, the
 - d) Zero article, zero article
- v. _____ President of _____ United States was elected last year.
- a) A, an
 - b) The, an
 - c) Zero article, the
 - d) The, the
- vi. We spent a lot of time swimming in _____ sea on holiday.
- a) The
 - b) A
 - c) No article
 - d) An
- vii. London is on _____ River Thames.
- a) No article
 - b) A
 - c) The
 - d) An
- viii. She did MA in French literature.
- a) No article
 - b) A
 - c) The
 - d) An
- ix. My garden's looking lovely now that daffodils are flowering.
- a) No article
 - b) A
 - c) The
 - d) An
- x. My mother is allergic to _____ cigarette smoke.
- a) The
 - b) No article
 - c) A
 - d) An
- xi. An atheist does not believe in _____ God.
- a) A
 - b) The
 - c) An
- xii. No article Do you know how to use _____ computer?
- a) A

- b) No article
- c) The
- d) An

6.2 Look at these sentences and decide which the correct form to use

- i. Today was a very ____ day.
 - a) Cold
 - b) Coldly
 - c) colder
- ii. We'll have to ____ if we want to catch that bus.
 - a) Run
 - b) Running
 - c) Ran
- iii. It's okay to use that phone, it's ____.
 - a) I
 - b) My
 - c) Me
 - d) Mine
- iv. ____ was that man you were talking to?
 - a) When
 - b) Who
 - c) What
 - d) Why
- v. I forgot my umbrella ____ I got wet.
 - a. Because
 - b. Although
 - c. So
- vi. The resort opens ____ spring.
 - a) In
 - b) On
 - c) At
- vii. ____ is a global problem.
 - a) Poorly
 - b) Poor
 - c) Poverty
- viii. You speak English very ____.
 - a) Well
 - b) Beautiful
 - c) Good
- ix. When was the last time you ____?
 - a) Cried

- b) Cry
- c) Crying
- x. She ____ made her presentation to the class.
 - a) Confident
 - b) Confidence
 - c) Confidently

6.2 Fill in the blanks with appropriate words.

- | | |
|--|--|
| <ul style="list-style-type: none"> i. She is _____ beautiful. <ul style="list-style-type: none"> a) ravishing b) ravishingly c) ravished d) ravish ii. I was _____ surprised. <ul style="list-style-type: none"> a) Pleased b) Pleasant c) Pleasantly d) Please iii. It was John who _____ the window. <ul style="list-style-type: none"> a) Break b) Broke c) Broken d) Breaking iv. She was quite _____ to receive the prize. <ul style="list-style-type: none"> a) Happily b) Happy c) Happiness d) None of these v. It is only a _____ arrangement. <ul style="list-style-type: none"> a) Temporary b) Temporarily c) Temporal d) Temperate vi. It was _____ heavily. <ul style="list-style-type: none"> a) Snowed b) Snowing c) Snow d) None of these | <ul style="list-style-type: none"> vii. They are eagerly _____ for your response. <ul style="list-style-type: none"> a) Awaiting b) Await c) Awaited d) None of these viii. The rioters were _____ into custody. <ul style="list-style-type: none"> a) Took b) Taking c) Taken d) Take ix. The _____ intervention of the policeman saved his life. <ul style="list-style-type: none"> a) Timed b) Timely c) Time d) Timeliness x. The meeting _____ for three hours. <ul style="list-style-type: none"> a) Last b) Lasted c) Lastly d) None of these |
|--|--|

6.3 Choose the correct option to fill the gaps:

- i. Although we feared it would be extreme cold at the hill station, it turned out to be _____ and temperate that day!
 - a) Snowy
 - b) Burning
 - c) Hot
- ii. She is someone who adheres to good work culture. Her _____ has been applauded by her boss many times.
 - a) Profanity
 - b) Professionalism
 - c) Professorship
- iii. The _____ of her nature baffled me: I could not understand how and why she behaved so.
 - a) Serenity
 - b) Complexity
 - c) Greatness
- iv. The _____ work of those craftsmen is unique. They pay such great attention to the details of the embroidery.
 - a) Bland
 - b) Superficial
 - c) Intricate
- v. He has a _____ personality: his moods and feelings keep him overpowered.
 - a) Dominating
 - b) Mercurial
 - c) Outrageous
- vi. _____ is an interesting subject. Who wouldn't be curious about the development of the human race with respect to so many respects?
 - a) Religion
 - b) History
 - c) Anthropology
- vii. She was the most _____ lady in the entire crowd. The others didn't even know how to greet like ladies.
 - a) Affluent
 - b) Sophisticated
 - c) Powerful
- viii. Some of the best players in the world _____ their skills playing street football.
 - a) Honed
 - b) Killed
 - c) Wasted
 - d) Accelerated
- ix. Scientists have probed into the various theories provided about _____. Even the Bible talks about how life originated, for that matter.
 - a) Biology
 - b) Evolution
 - c) Palestine
 - d) Human communication

- x. For mathematics to be understood, you need to _____ some brain!
- a) Imply
 - b) Apply
 - c) Exploit
 - d) Deploy

Intermediate

6.4 Choose the correct option to fill the gaps:

- i. Ankit found himself _____ on the matter, as he could not decide which way to go.
- a) Equanimous
 - b) Equivocating
 - c) Equilibrium
- ii. I've reprimanded him. _____, he will not repeat his mistake.
- a) Seamfully
 - b) Seamingly
 - c) Seemingly
 - d) Beamingly
- iii. Your _____ to the entire thing is wrong.
- a) Method
 - b) Movement
 - c) Tacting
 - d) Approach
- iv. The teacher tried to _____ her class of their dependence on the number lines pasted to the tops of their desks.
- a) Wane
 - b) Wax
 - c) Whet
 - d) Wean
 - e) Wield
- v. The young girl was so full of enthusiasm and _____ that she infected the room with energy.
- a) Languidness
 - b) Apathy
 - c) Vivacity
 - d) Blandness
 - e) Tenacity
- vi. Ricky is a _____ of the local coffee shop; you can find him there just about every morning.
- a) Diva
 - b) Relic
 - c) Denizen
 - d) Maverick
 - e) Pariah
- vii. The child danced with _____ joy at hearing the news that her father had arrived home from his lengthy business trip.
- a) Staid

- b) Unbridled
 - c) Stealthy
 - d) Beneficial
 - e) Restrained
- viii. Having never left the landlocked Midwest his entire life, Albert found that swimming in the ocean was quite a(n) _____.
a) Familiarity
b) Extrovert
c) Instinct
d) Novelty
e) Tabernacle
- ix. The rowdy crowd at the music concert _____ Herve, and he spilled his soda on his pants.
a) Jettisoned
b) Harrowed
c) Jostled
d) Lauded
e) Superceded
- x. Known for his strong command of the courtroom, it was common knowledge that Judge Disantis considered outbursts from defendants to be _____.
a) Questionable
b) Objectionable
c) Antisocial
d) Pliable
e) Visionary
- xi. Blinded by _____, Nicholas accepted the job offer with the highest pay but the least possibility of making him happy.
a) Ennui
b) Heresy
c) Infamy
d) Avarice
e) Temperance
- xii. It was very unprofessional of you to _____ your assistant in front of everyone at the meeting; she deserves more respect, and any criticism of her performance should be done in private.
a) Placate
b) Augment
c) Usurp
d) Preclude
e) Deride
- xiii. The postcard advertised a free cruise to anyone who bought a magazine subscription, but after reading the fine print Sasha found the cruise was just a _____.
a) Petition
b) Gimmick
c) Compromise
d) Reference
e) Motif

- xiv. Many employers like to visit college campuses and _____ college seniors to work for their companies.
- a) Daunt
 - b) Recruit
 - c) Illuminate
 - d) Dither
 - e) Flout
- xv. As the pressures of her business became overwhelming, Charlotte chose to _____ her role as PTA president.
- a) Expedite
 - b) Transgress
 - c) Propagate
 - d) Relinquish
 - e) Retaliate
- xvi. Don't let Julie's enthusiasm fool you; she's just a _____, not a professional dancer.
- a) Maverick
 - b) Denizen
 - c) Mercenary
 - d) Maven
 - e) Dilettante
- xvii. Normally, Maya would not have made so many spelling mistakes in her essay; she is usually _____ about her spelling.
- a) Sumptuous
 - b) Scurrilous
 - c) Ridiculous
 - d) Scrupulous
 - e) Fatuous
- xviii. It took four men two hours to move the _____ sofa up three flights of stairs into our apartment.
- a) Suave
 - b) Garrulous
 - c) Unwieldy
 - d) Pivotal
 - e) Quixotic
- xix. In the Roman myth, Artemis made a pilgrimage to the _____, hoping to learn the answer to her dilemma.
- a) Denouement
 - b) Decorum
 - c) Oracle
 - d) Vizier
 - e) Pillar
- xx. Brian was an _____ child, he was sent to the principal's office on numerous occasions for his rude classroom behavior.
- a) Impeccable
 - b) Impertinent
 - c) Observant
 - d) Obscure

e) Adjuvant

6.5 Choose the correct option to fill the gaps:

- i. About 5,000 years ago in _____ Assyria, scribes recorded on clay tablets the _____ of magical magnifying stones that made objects seem larger.
 - a) old, advent
 - b) ancient, existence
 - c) prehistoric, presence
 - d) olden, invention
- ii. These stones were actually broken shards of meteorites whose centers had _____ into glass during the intense heat of entry into Earth's atmosphere, melting it in such a way that they formed a _____ lens.
 - a) fused, primitive
 - b) melted, prime
 - c) joined, primeval
 - d) formed, basic
- iii. Although the best of scientific temper and _____ in religion are apparently irreconcilable, we often find scientists having _____ to God and prayer when their powers are exceeded.
 - a) belief, faith
 - b) faith, access
 - c) fixity, alternative
 - d) dogma, recourse
- iv. Having been blessed with a fine _____ mind and a(n) _____ faith in his monarch, the Englishman set out to conquer the world.
 - a) reasoning, firm
 - b) ratifying, unwavering
 - c) reasonable, incredible
 - d) rational, unshakeable
- v. A native speaker of a language cannot be expected to know the _____ of his language any more than a _____ suffering from fever can be expected to know everything about fever.
 - a) nuances, patient
 - b) fineness, case
 - c) subtleties, person
 - d) nuisance, sufferer
- vi. Although the Assyrians did not know it, they were practicing the _____ known optical microscopy, a technology that has _____ revolutionized almost every aspect of science.
 - a) first, categorically
 - b) primary, clearly
 - c) earliest, unequivocally
 - d) best, dubiously
- vii. If it lacks the sharp wit and the high spirits of *Pride and Prejudice*, and the wide scope of *Mansfield Park*, it _____ more than they do of the interest which the _____ eye may find in ordinary people.
 - a) obfuscates, seeing

- b) confounds, shrewd
 - c) reveals, discerning
 - d) shows, sharp
- viii. Linguist Eric Lenneberg states that the _____ period of language acquisition ends around the age of 12 years. He claims that if no language is learned before then, it can never be learned in a normal and fully _____ sense. This is known as the "Critical Period Hypothesis".
- a) critical, crucial
 - b) vital, functioning
 - c) crucial, functional
 - d) important, working
- ix. Look around, and you could be forgiven for believing that you can see a _____ and detailed picture of your surroundings. Indeed, you may even think that your eyes never _____ you.
- a) vivid, deceive
 - b) prominent, perceive
 - c) livid, fail
 - d) lurid, mislead
- x. When you talk to two people who have just _____, their breakup stories often sound like _____ of two completely different relationships. Each has been living in a different relationship from the other person's.
- a) broken up, portrayals
 - b) split up, depictions
 - c) joined up, catalogues
 - d) broken out, descriptions
- xi. Researchers have found out that the _____ for remembering human faces enables mechanics to recognize cars, thus suggesting that our faculties can be made to subserve new functions according to the _____ of the situation.
- a) skill, needs
 - b) talent, urgency
 - c) sense, necessity
 - d) faculty, demands
- xii. While some may suggest that Pratchett _____ part of his readership by drawing heavily from literary sources, others would argue that the range of his _____ gives all readers recognizable reference points.
- a) includes, illusions
 - b) precludes, exclusions
 - c) excludes, allusions
 - d) sustains, allegories
- xiii. As far as the history of crime fiction is concerned, it is a(n) _____ fact that many authors have been _____ to this very day to publish their crime novels under their real names -- as if they were ashamed of doing something "improper".
- a) amazing, willing
 - b) well-known, inspired
 - c) astonishing, reluctant
 - d) irritating, hesitant

- xiv. Miss Brooke had that _____ of beauty which seems to be thrown into _____ by poor dress.
- a) kind, relief
 - b) type, contrast
 - c) kind, gear
 - d) nature, profile
- xv. Nativist linguistic theories hold that children learn through their _____ ability to organize the laws of language, but cannot fully _____ this talent without the presence of other humans.
- a) innate, inculcate
 - b) intrinsic, proceed
 - c) natural, utilize
 - d) uncanny, internalize

Advanced

6.6 Choose the correct options to complete the cloze test:

- i. Can we see (1) the earth is a globe? Yes, we can, when we watch a ship that sails out to sea. If we watch closely, we see that the ship begins (2) The bottom of the ship disappears first, and then the ship seems to sink lower and lower, (3) we can only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way into an orange, and (4) turn the orange away from you. You will see the pin disappear, (5) a ship does on the earth.
- 1.
- a) If
 - b) Where
 - c) That
 - d) Whether
 - e) When
- 2.
- a) being disappeared
 - b) to be disappeared
 - c) to have disappeared
 - d) to disappear
 - e) having disappeared
- 3.
- a) Until
 - b) Since
 - c) After
 - d) by the time
 - e) unless
- 4.
- a) Reluctantly
 - b) Accidentally
 - c) Slowly

- d) Passionately
- e) Carefully

5.

- a) the same
- b) alike
- c) just as
- d) by the way
- e) similar to

- ii. After months of colder weather, the days get longer, the buds (1) in the trees, birds sing, and the world (2) a green dress. Spring passes (3) summer. Everyone knows that summer will not (4) The power of all the wisest men and women in the world cannot keep it for us. The corn becomes ripe, the leaves turn brown and then drop to the ground, (5) the world changes its green dress for a dress of autumn colors.

1.

- a) fall off
- b) take up
- c) put off
- d) come out
- e) bring down

2.

- a) looks after
- b) puts on
- c) carries on
- d) comes round
- e) deals with

3.

- a) Into
- b) By
- c) From
- d) On
- e) out of

4.

- a) Forego
- b) Evaluate
- c) Succumb
- d) Last
- e) Evolve

5.

- a) Yet
- b) Therefore
- c) Since
- d) Whereas
- e) And

- iii. The postal service is the government agency (1) ----- handles the mail. Its job is (2) ----- letters and packages to people and businesses all over the world. Its goal is to see that

your mail gets to its destination (3) ----- possible. People (4) ----- the postal service to deliver important letters and even valuables, (5) ----- time and to the right person.

1.
 - a) the fact that
 - b) whether
 - c) of which
 - d) that
 - e) in that
2.
 - a) being delivered
 - b) to be delivered
 - c) to have delivered
 - d) having delivered
 - e) to deliver
3.
 - a) less quickly
 - b) too quickly
 - c) so quickly that
 - d) as quickly as
 - e) the most quickly
4.
 - a) back out
 - b) check out
 - c) come in
 - d) figure out
 - e) rely on
5.
 - a) To
 - b) For
 - c) At
 - d) On
 - e) Over

6.7 Choose the word or set of words that, when inserted into the sentence, best completes the sentence.

- i. The nanny _____ the little boy after she found him climbing _____ on a _____ balanced pile of boulders, completely unaware of the danger in which he was putting himself.
 - a) exhorted . . . sedulously . . . solicitously
 - b) admonished . . . blithely . . . precariously
 - c) excoriated . . . obliviously . . . propitiously
 - d) harangued . . . perfidiously . . . intractably
 - e) castigated . . . resolutely . . . itinerantly

- ii. Romuald had wished to reform the _____ life at the old monastery. For years, the monks had been _____ regarding observation of their rule of life and had _____ many worldly customs.
- prayer . . . considerate . . . evaluated
 - devotional . . . ecstatic . . . eschewed
 - divine . . . considerate . . . spurned
 - quotidian . . . negligent . . . adopted
 - regular . . . zealous . . . embraced
- iii. Her bedroom window was _____ by curtains, yet the material was so _____ that he could clearly see her form _____ by the setting sun.
- revealed . . . substantial . . . silhouetted
 - decorated . . . flimsy . . . shrouded
 - obscured . . . diaphanous . . . limned
 - sequestered . . . evanescent . . . injured
 - hidden . . . redolent . . . masked
- iv. The editor reduced the introduction from ten _____ pages to two _____ paragraphs by _____ all of the unnecessary verbal flourishes that riddled its sentences.
- florid . . . trenchant . . . expiating
 - turgid . . . concise . . . qualifying
 - tortuous . . . succinct . . . excising
 - officious . . . sedulous . . . bolstering
 - immutable . . . intransigent . . . inhibiting
- v. The intern was _____ with stacks of paperwork that covered his entire desk on the first day of his new job, but luckily, he managed to sort through it by working _____ throughout the day and ignoring potential distractions, and _____ out of the office at the end of the day, tremendously proud of his clean desk.
- inundated . . . assiduously . . . strutted
 - overwhelmed . . . sedulously . . . burgeoned
 - attenuated . . . perfidiously . . . vacillated
 - overrun . . . itinerantly . . . weltered
 - palliated . . . solicitously . . . simpered
- vi. The fashion show featured pieces inspired by _____ styles, and the models were _____ in pieces that _____ to Greek togas, knightly armor, and trailing dresses with underskirts and bustles.
- archaic . . . garbed . . . alluded
 - ancient . . . feigned . . . castigated
 - apocryphal . . . eulogized . . . impugned
 - antiquated . . . arrayed . . . abated
 - banal . . . placated . . . appropriated
- vii. The _____ cat refused to walk around tamely on a leash, but the _____ dog not only heeled, but obeyed each of its master's commands obediently and never needed to be _____ for not listening.
- obstreperous . . . dogmatic . . . countenanced
 - recalcitrant . . . tractable . . . admonished
 - credulous . . . insipid . . . aggrandized

- d) pernicious . . . prodigal . . . flouted
- e) truculent . . . complaisant . . . impeded
- viii. He was _____ and never wasted words, but his sister was _____ and loved to _____ cheerfully to anyone about even the most inconsequential topics.
 - a) enigmatic . . . ponderous . . . chatter
 - b) terse . . . verbose . . . harangue
 - c) hedonistic . . . ascetic . . . abstain
 - d) lithe . . . boorish . . . lampoon
 - e) laconic . . . loquacious . . . prattle
- ix. The painting _____ the image of a bishop with quite _____ features, for the artist wished to express the wickedness that he perceived in the life of the _____ figure.
 - a) depicted . . . fiendish . . . ecclesiastical
 - b) recounted . . . hedonistic . . . penurious
 - c) copied . . . gregarious . . . public
 - d) graced . . . supple . . . devilish
 - e) presented . . . illuminated . . . sagacious
- x. As the blood around the wound began to _____, the increasingly viscous substance helped to _____ the continued flow of the _____ fluids.
 - a) trickle . . . deny . . . dangerous
 - b) coagulate . . . stanch . . . vital
 - c) drain . . . impede . . . recalcitrant
 - d) seep . . . block . . . intravenous
 - e) restore . . . alleviate . . . salubrious

6.8 Complete the sentences with the most appropriate options.

- i. I had to postpone my trip to Australia last week ----.
 - a) as I have lost my passport
 - b) since the airline employees are on strike
 - c) due to hospitable weather conditions
 - d) for my wife had a traffic accident which she was injured in
 - e) if I had known that you lost your mother
- ii. I almost lost my cafeteria assignment ----.
 - a) when I had insulted my boss
 - b) although I hated them
 - c) when the supervisor caught me throwing planes made from paper to my friends
 - d) as I have failed to welcome customers enthusiastically
 - e) since I am not punctual
- iii. Students who have missed exams ----.
 - a) although they had studied for them a lot
 - b) will have to take it again unfortunately
 - c) were allowed to take a comprehensive makeup
 - d) due to weather conditions had to contact the Registrar's Office within 48 hours
 - e) have to hand in a document confirming their excuses

- iv. By the time the doctor came in to examine my daughter, ----.
- a) she has been suffering from headache for three hours
 - b) I will try to keep her calm as she is afraid of dentists
 - c) the nurse has already injected her the vaccine
 - d) her temperature had risen to 40 centigrade
 - e) I will have to wait outside
- v. The earlier one gets the treatment, ----.
- a) the sooner he recovered from his illness
 - b) since he or she may be in need of it
 - c) the more effective it is likely to be
 - d) as I forgot to take the pills my doctor recommended
 - e) he gets rid of his problems

UNIT IV

Picture perception, idea elaboration and Para Jumbles

Vocabulary of the Day:

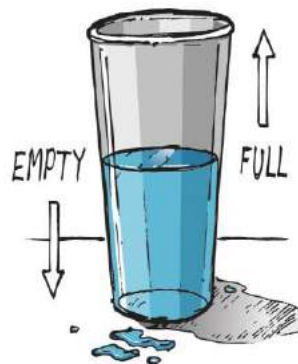
1. **Abhor:** *v.* to regard with horror, detest.
2. **Ardor:** *n.* fiery intensity of feeling; passionate enthusiasm, zeal.
3. **Tumultuous:** *adj.* 1. Creating an uproar; disorderly, noisy. 2. a state of confusion, turbulence, or agitation; tumult.
4. **Stringent:** *adj.* very strict; according to very rigorous rules, requirements, or standards.
5. **Pernicious:** : *adj.* deadly, harmful; very destructive.

Picture Perception

Perception refers to the set of processes we use to make sense of all the stimuli you encounter every second, from the glow of the computer screen in front of you to the smell of the room to the itch on your ankle. Our perceptions are based on how we interpret all these different sensations, which are sensory impressions we get from the stimuli in the world around us. Perception enables us to navigate the world and to make decisions about everything, from which T-shirt to wear or how fast to run away from a bear.

What Is Perception?

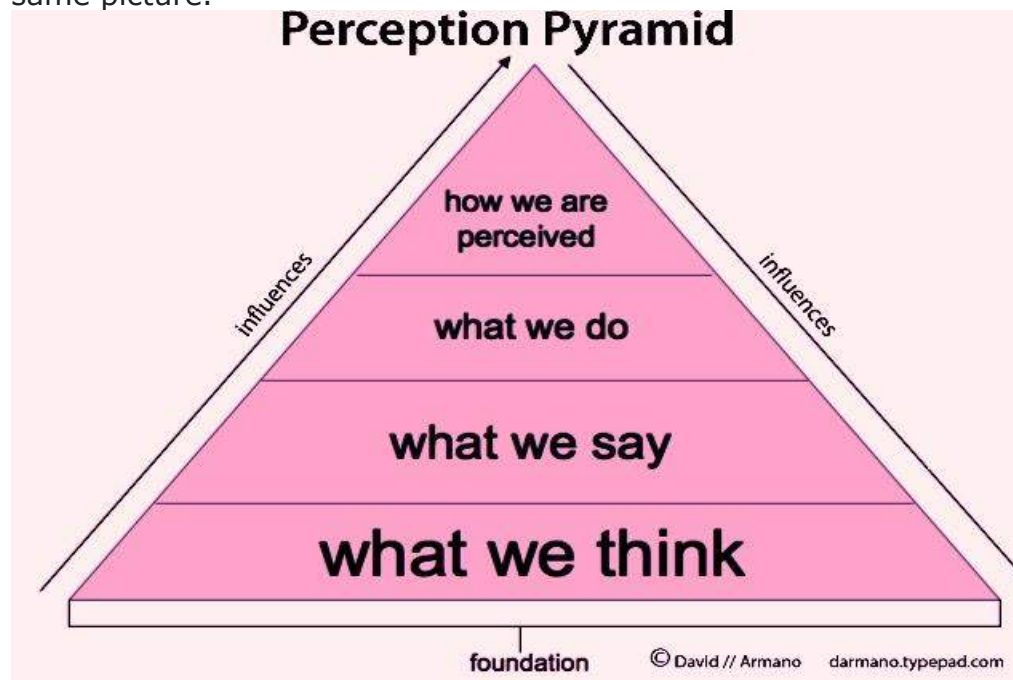
- The process of selecting, organizing, and interpreting sensation into a meaningful and coherent picture of the world
- "How we see the world around us"
- Two individuals may be exposed to the same stimuli but recognize, select, organize and interpret them differently based on their own needs, values and expectations



What is picture perception ?

"A picture is worth a thousand words"

In picture perception, you are required to frame a story based on the given picture. Every individual carries different perceptions due to past experiences, social-economic factors & cultural differences, as a result of which every one of you can have a different story for the same picture.



How to write a story

- Observe image .(Once you decide what a picture is, you will be able to understand what it conveys)
- Create a stress or bring a problem in the story)
- Intertwine stress and crisis: (Let the stress make the crisis worse)
- Hero's reaction
- Outcome

The essential parameters for writing a story are:

1. Character
2. Age
3. Gender
4. Mood
5. Past (about the character's life)
6. Present (what is going on in the story)
7. Future (What will happen)

Tips for writing the story:

1. Always make sure to frame a positive story line

2. Make it realistic because anything that sounds impractical would just be very ingenuous. Avoid writing stories that include superhero or other such unrealistic characters. Also avoid typical climax such as reward-winning or too much appreciation.
3. For better perspective, imagine yourself in that picture or situation and then frame your story
4. Try to write in past tense. If pictures are naturally shown happy don't try to forcefully incorporate a problem or negative situation. This shows your pessimistic feature.
5. Use character names wisely that are familiar to you for better remembrance. Do not use commonly used names, try something creative.
6. Do not imagine the job of your main character by yourself such as him/her being a farmer or a social activist. Only mention it when it is clear in the picture.
7. Try to include points such as what led to the current situation, what is the present condition and what your character does to overcome the problem (if any).
8. Try to inculcate some attention-grabbing twist and turns in your story that might be interesting to hear.
9. Make sure that the story sticks to the core of the picture provided. Do not write or repeat anything that is very commonly known or written earlier.
10. Always try to write a story where your Main character takes quick action rather than something that explains Future Plans.
11. Provide happy ending.

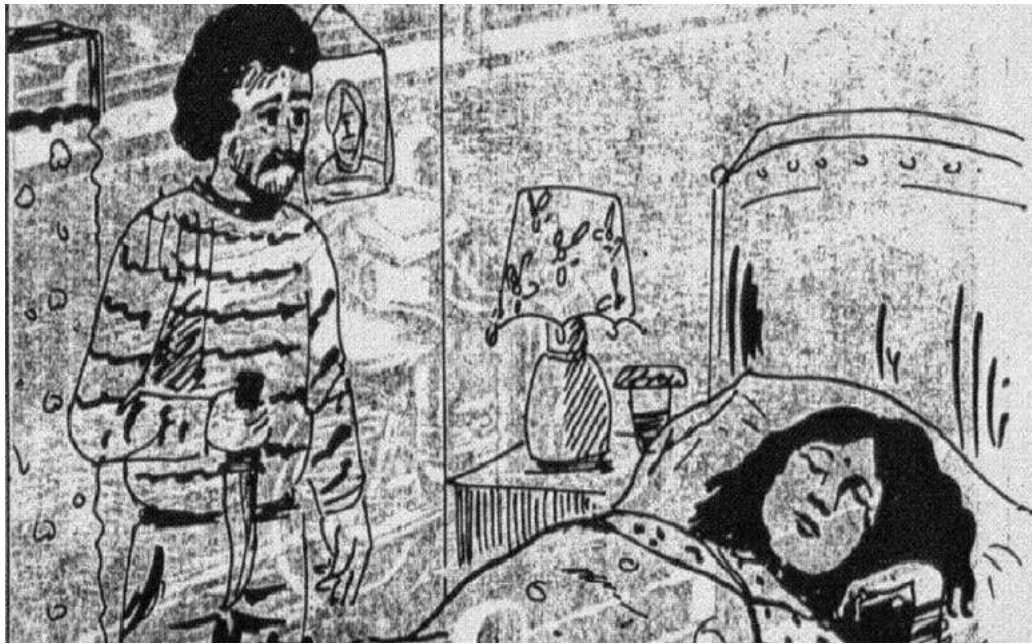
SAMPLE STORIES

1.



Samunder used to make ceramic surahi and sell them. He observed a great decline in his earning since very few were interested in buying ceramic surahi even in the rural areas he was not selling many. It was because of the growing no. of water purifiers in every household. The surahi had been losing its position from the households. One day while he was taking rest he felt something in his pocket was bothering him. He checked and found it was stone, but that stone was glistening. He put stress on his mind and found it came from the river he visited in morning. There he got the idea of making surahi which also shines like this stone. He ground that stone and mixed with clay and made a surahi. Later he brought other stones of different colors and then many different patterns were started coming on surahi. Now everybody wanted to buy surahi for their houses. One day while he was on his way to other city to sell surahies, a man in suit came to him and inquired about those surahies. He liked those surahies and offered Samunder to sell them online. After six months many e-commerce websites were selling Samunder's surahies. Now he does not wander place to place to sell surahis.

2.



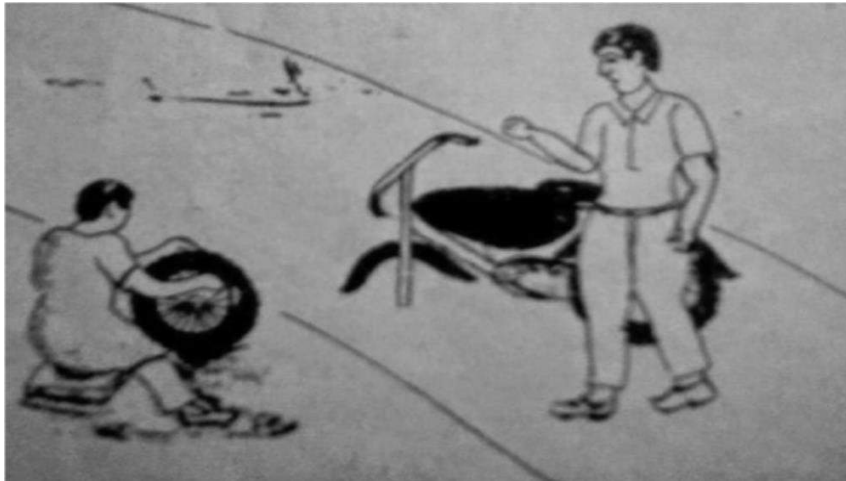
Ramesh has just come out from the prison after serving his sentence over theft attempt. He tried to snatch a lady's purse and run away but a woman hold his leg and fought with him till crowd captured him and hand him over to police. Now he seeks revenge from the lady. He bought a knife and went to her house in night. He observed that woman's husband is no longer alive and has only one child. He introspect himself and asked himself what he has been doing in life. He felt very bad about himself. He then woke that lady up and told her about everything and asked lady to hand him over to police, but she apologised him. the next day he again come to meet that lady and told him that now he want to work in order to improve the life of other people who come out of jail. He told her about his plan of starting a NGO who will support the man after sentence serving. They together started a NGO which looks after the family of man who are behind bars and help them to provide jobs after their sentence completes.

3.



John works as a software engineering in encript pvt. Ltd. Company. One day he got a call from the director of music company. They decided to meet at a coffee shop. The director told him that they are going to launch an album after six months which is being produced by some of the top musical artists in our country and this album is going to be huge hit. But there is a inevitable problem of piracy they face because of which we loses a big amount of money in market. John asked a time period of three months. He made a team of engineers of web technology, data encryption and data transfer over internet. After extensive research they build a tool over web that can self destroy data after first use. They made a presentation and presented in front of music company. They informed them music will be distributed over web rather on disks, registered user can listen song once for free, after that they have to pay 1 rs. To listen. They can download as many time as they want for 1rs. Each time, and each song can be listened only once after that it would erase itself. Company liked the idea of John's team and they finalised deal with them. John and team developed a sophisticated website for music to launch and launched music successfully. Later this became the most favourite way of launching music for music companies.

4.



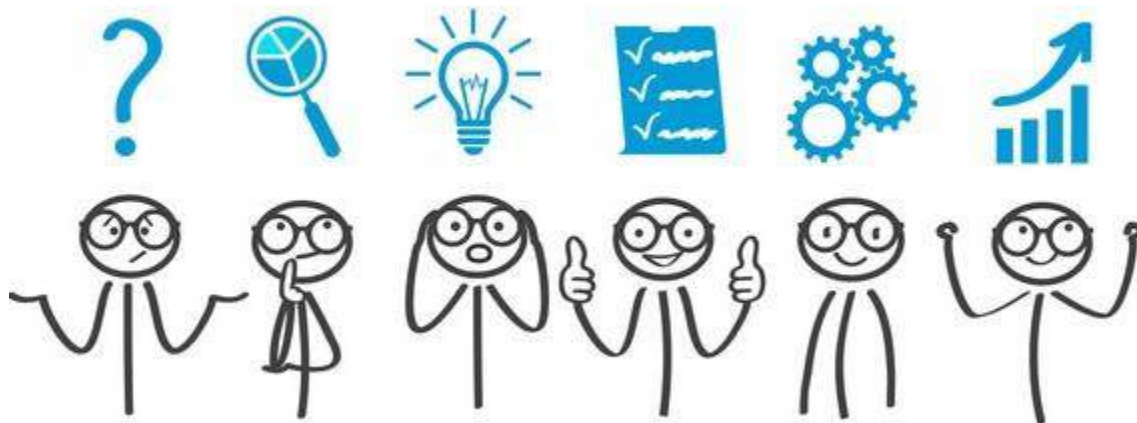
Ankur is studying in his final year of mechanical engineering. One day while he was going to his college his bike tire got punctured. He went to nearby bike mechanic and asked him to make tire good. Mechanic opened tire and saw the tube has been torn. He recommended Ankur to replace tube with new tube, but Ankur had not brought that much money and also he was getting late. The mechanic somehow repaired tube and bike was again ready to run. While Ankur was riding back to his college, he thought about the mechanic that he has been working as mechanic for a long time, not moving to higher rank, if he had been in a company he might have been promoted to upper level till now. Also his skill level has reached to much higher level as he has been working for so long, and still not getting as much salary as deserved. Ankur shared this thought with his friends. They decided to help that mechanic and many such other people who are uneducated but skilled. They persuaded that mechanic to join a degree course of six months which he completed in just three months. After they helped him to bring loan from the bank and started his own shop. Later his shop became the most popular in the area.

Idea Elaboration

Elaboration is the process of making meaningful connections or associations to a particular idea or concept. The process requires one to think about how ideas, concepts, experiences or prior knowledge are related to the new lesson or idea. While elaboration sounds complicated, it's a simple process that can be easily adapted across contexts and effective for all learning levels.

Why does elaboration matter?

Elaboration is part of fleshing out the ideas in a group of collaborators, carrying an idea to fruition, and adding the details to make something real, understandable, or aesthetically pleasing. Elaboration takes an inspiring or original idea and completes it. Sometimes "the devil is in the details" to accomplish a creative task.



***When You Are Writing, Ideas Come To Your Mind,
But They Are Just Ideas Until They Are Developed With Details.***

For Example: The Idea Of An Umbrella To Use On A Rainy Day Is Cool, But When It Is Not Opened And It Rains, There Is A Problem.

Your idea Of Using An Umbrella Is Extremely Helpful When It Is Fully Opened On A Rainy Day!

UMBRELLA: CLOSED/OPENED



So what does it mean to develop an idea?

You develop an idea by supporting it, discussing its significance, and showing how it connects to the rest of your writing. If you can do all three of these things consistently, you will find yourself writing strong, well-developed paragraphs and papers.

Let's look at an example paragraph.

For this example, the thesis of the overall paper is

"Growing up poor has made me a stronger person."

Poorly developed

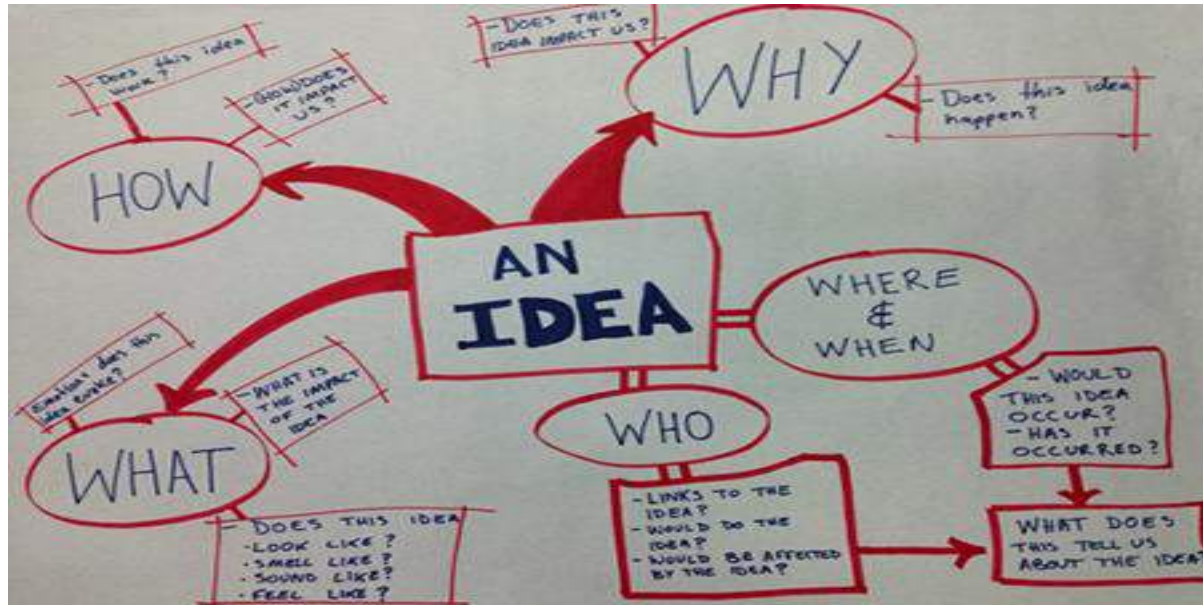
Because we didn't have much money, we didn't always have a lot of food. Sometimes all we had were sandwiches. I remember being hungry a lot. There isn't much to the above paragraph, is there? The author doesn't show the significance of the examples or how they support the thesis of the essay. Below is a different version of the same paragraph.

Well developed

Because we didn't have much money, we didn't always have a lot of food. Sometimes all we had were sandwiches. I remember being hungry a lot. This made me appreciate the value of money. Today, I always make sure to save and budget enough money for food, because I never want to go hungry again. I have also learned to be smart about how I spend money on food. I'm always looking for good bargains and creative ways to use my leftovers so that I do not waste anything.

This paragraph does a much better job of developing how the examples relate to the main idea and thesis statement. It is longer because the author is making the significance of the ideas in the paragraph clear.

How an idea can be developed ?



Idea elaboration Strategies

Elaboration means to “say more” about an idea using specific words, onion-like layering of detail, and specific strategies such as definitions, descriptions, examples, facts, quotes, dialogue, reasons, and/or statistics. Elaboration allows us to select precise diction that are related to the topic and tell exactly what we mean.

In both creative and academic writing, your ideas (strong though they might be) may not always be able to simply speak for themselves. In such cases, further explanation and contextualization will help you get your points across satisfactorily.

Elaboration: the support or development of an idea with

1. Anecdotes (incidents)
2. Examples
3. Definitions
4. Facts & Statistics
5. Quotations & Dialogue
6. Descriptive details

***TELL
YOUR
READER
MORE***

Here are some strategies for elaboration that you can apply to your writing:

Anecdote :-

Personal experiences are stories that usually begin with time connectors. Brief and complete, they include a beginning, middle, and end. Their purpose is to elaborate a supporting detail by providing a direct example from personal experience. An anecdote should relate to the topic in a humorous or interesting way

I remember those days when I would just sit down on the bed and watch Daddy let black socks engulf his feet, squeeze his size twelve feet into size ten shoes, and I would be elated when he asked me to button his sleeves. When we walked out the door, he would always remind me, "Remember, we're not poor, so don't let anyone say that to you. We just have financial problems."

Examples/Illustrations

Examples often follow facts. Examples often begin with one of the following transitions: **for example, for instance, to illustrate, thus, in other words, as an illustration, in particular...**

Example: Today, Fiona had a load of homework to complete. For example, she had assignments due in Math, Science, Social Studies, and Language Arts.

Definition

A definition elaborates by telling exactly what something is. Definitions often begin with one of the following transitions: **according to, defined as, which means, or otherwise known as...** A definition might be part of an appositive phrase.

Example: Bowser kept his pet annelid, a worm otherwise known as Wiggles, safely tucked into a shoe box filled with dirt.

Facts/Statistics

The use of numbers, data, or figures to justify a statement related to your topic. Facts must be proven true. If you paraphrase facts from a source, then you must cite them!

Example: Jennifer could run a mile in 5 minutes and 12 seconds, making her the fastest girl in the 7th grade.

Quotations & Dialogues -- are words someone says that can help support your idea or argument.

You can elaborate your ideas by quoting someone. The person could be an authority you know or have invented whose words support your idea or argument.

"Spaying or neutering dogs and cats is the single best gift a pet owner can give."

Develop your point with quotations. Student Sample

Another reason to graduate from high school is that even technical jobs require a diploma. Jared Turner from Best Performance Welding magazine states, "We won't even consider hiring a person without a high school diploma. Our workers need to read the job specs, monitor equipment performance, and write orders and reports." Turner went on to describe the many qualified applicants who compete for positions in his busy firm. This seems to be different from the good old days and makes a pretty decent point about staying in school.

Like statistics, students can be creative with their quotations.

Descriptions or Descriptive Details

Provide more information about your topic usually with adjectives and/or adverbs and they are ways to create vivid images for the reader

Telling sentence: The house was haunted.

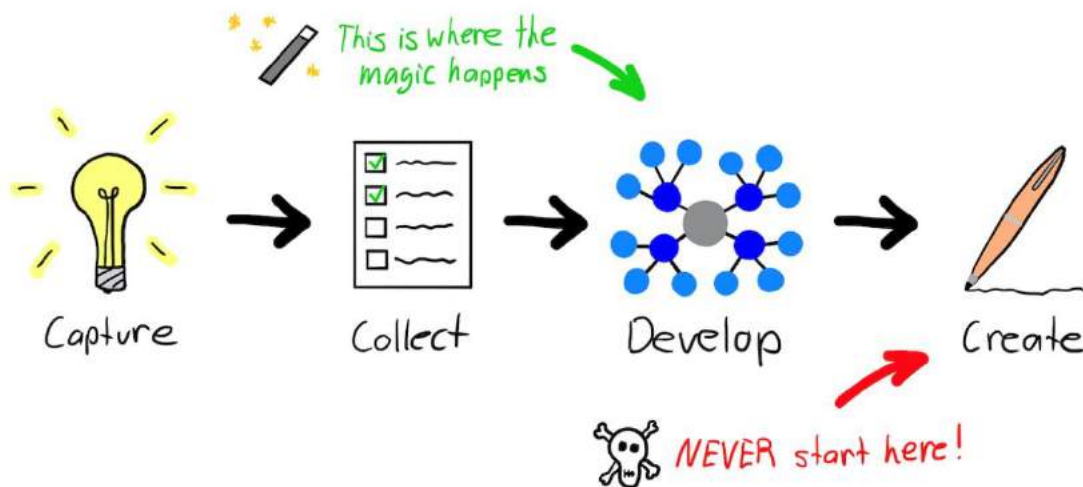
Showing sentence: The old house stood eerily abandoned on the hill, scaring everyone in the neighborhood with creaking, breathing noises.

OR

Example- He was an 83 year old, my way or the highway, beer drinking, cigar smoking, cowboy hat wearing man that just so happened to be my grandfather.

Always Remember

- ❖ Think of fresh ideas!
- ❖ take your ideas and develop with details!



-
- ❖ balance your writing by developing your ideas equally in your paper!
 - ❖ stay on your idea more than one sentence!
 - ❖ make your idea clear to the reader!
 - ❖ develop and elaborate each idea! Don't make a list of ideas!

Let's Practice

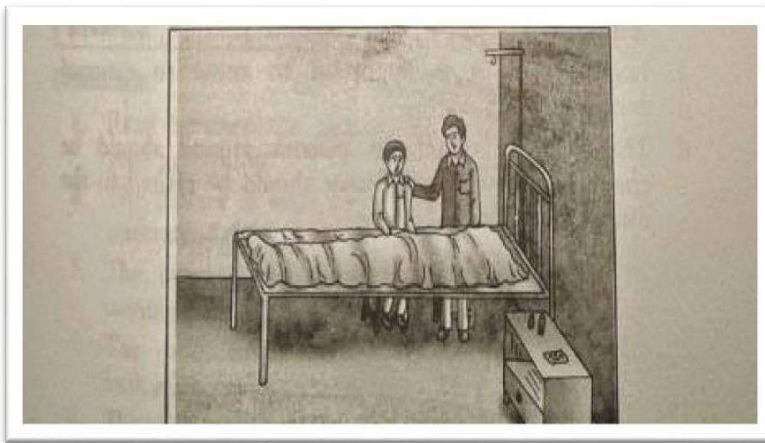
**LIFE IS LIKE A BOOMERANG.
YOU GET BACK WHAT YOU GIVE.**
@successpictures



PRACTICE SET

What does the following Pictures mean? Elaborate the idea in 200 words.

A



B



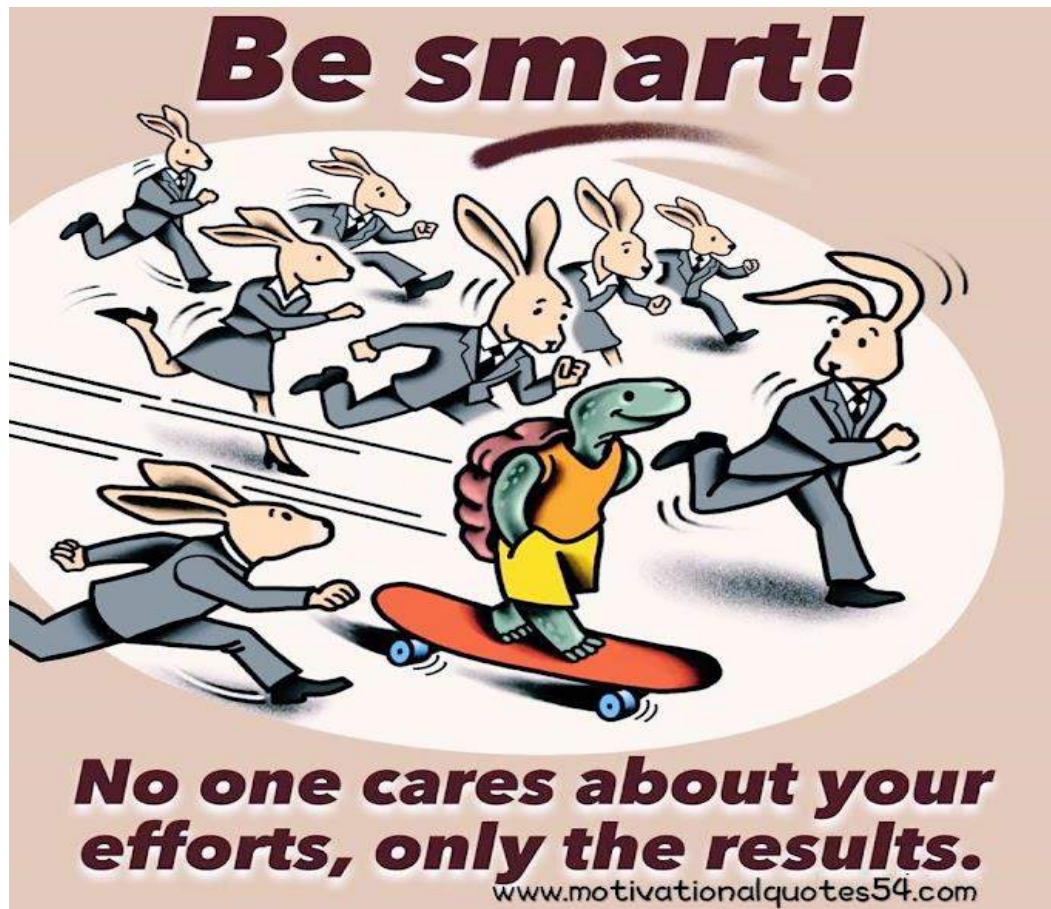
C

**If you look at the people in your circle
and don't get inspired, then you
don't have a circle, you have a cage.**

@successpictures



D



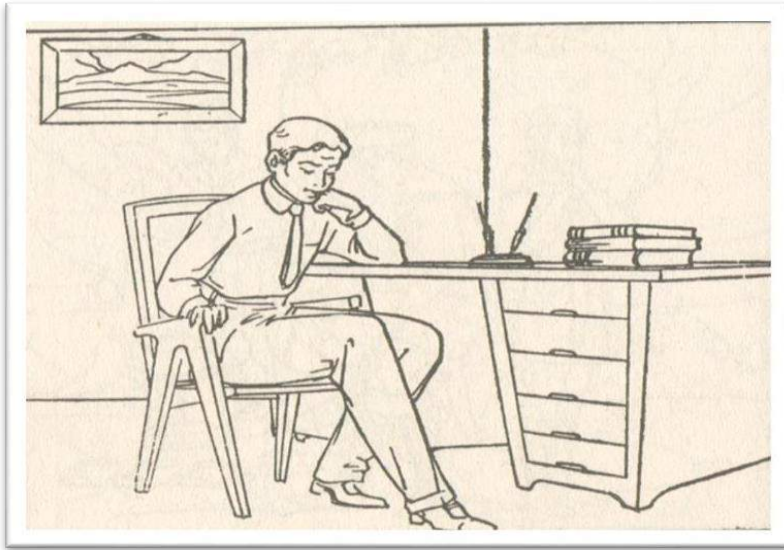
E



F



G



UNIT 1V

PARA JUMBLES

Vocabulary of the Day:

Novice (*n.*) a beginner, someone without training or experience.

Forswear: *v.* 1. To give up, renounce. 2. To deny under oath.

Impute: *v.* to attribute to a cause or source, ascribe; credit.

Nadir (*n.*) the lowest point of something

Dither: *v.* 1. To hesitate; to be indecisive and uncertain. 2. To shake or quiver.

Para jumbles are paragraphs that are arranged in any sequence and require a proper rearrangement to generate a coherent meaning out of them.

APPROACHES FOR PARAJUMBLES

Most of the information given in para jumbles is unnecessary for the purpose at hand, i.e., sorting the sentences. In essence what we are looking for are things that can help us in connecting the sentences. Some approaches are given below to help identify the sequence of sentences. Generally, in a given para jumble more than one approach will be applicable at the same time, therefore practices identifying which approach/approaches apply to the para jumbles you have to solve.

1. Noun-Pronoun Relationship Approach

In noun/pronoun relationships, we know that the noun will come first and will be referred to later using suitable pronouns. Study the following example:

- A. People can get infected by handling reptiles and then touching their mouths or an open cut.
- B. At first they look the perfect pets: exotic, quiet and tidy.
- C. A study estimates that in 1995, there were as many as 6,700 reptile-caused salmonella infections.
- D. But lizards and other pets can harbour a salmonella bacterium that makes people sick.

(a) BCAD (b) BCDA (c) ACDB (d) BDCA

Read sentences C and D carefully. Sentence D contains the noun phrase "a salmonella bacterium" and Sentence C contains the noun phrase "salmonella infections". What is the relationship between the two? Since the phrase "a salmonella bacterium" introduces the bacterium, it should logically precede the phrase "salmonella infections". Therefore, the sentence that contains the phrase "a salmonella bacterium" should come before the sentence that contains the phrase "salmonella infections". So, Sentence D should precede

Sentence C! Once you have a link between two sentences, look at the answer choices to see if you are on the right track. If you are, then you have the right answer [(Option (d) BDCA)] and it is time to move on to the next exercise.

Example 1

1. These enormous “rivers” – quite inconstant, sometimes shifting, often branching and eddying in manners that defy explanation and prediction – occasionally cause disastrous results.
 - A. One example is El Nino, the periodic catastrophe that plagues the West Coast of America.
 - B. It is rich in life.
 - C. This coast is normally caressed by the cold, rich Humboldt Current.
 - D. Usually the Humboldt hugs the shore and extends 200 to 300 miles out to sea.
5. It fosters the largest commercial fishery in the world and is the home of one of the mightiest game fish on record, the black marlin.

(a) ABCD (b) DCAB (c) ACDB (d) CBAD

2. Acronym Approach:

Full Form vs. Short Form When we introduce someone or something, we use the complete name or title. When we refer to the same someone or something later in the paragraph, we use just the surname or the first name if we are on familiar terms with the person being discussed. If we are discussing an object, we remove the modifiers and just use the noun or a pronoun to refer to it. In Para jumbles we encounter full and short names or sometimes acronyms of some term or institution.

Example 1:

World Trade Organization – WTO, Dr. Manmohan Singh – Dr. Singh, Karl Marx – Marx, President George W. Bush – President Bush or The President. The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form.

Example 2:

- A. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting.
- B. Marx thought that religion was the opiate, because it soothed people’s pain and suffering and prevented them from rising in rebellion.
- C. If Karl Marx was alive today, he would say that television is the opiate of the people.
- D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.

(a) BACD (b) ADBC (c) BCDA (d) CBDA

Solution Sentence B has Marx (short form) and sentence C

has Karl Marx (full form). So C will come before B. Now look at the options. In option (a), (b) and (c), B is placed before C—hence, rejected. Option (d) is the right answer.

Solution

Read sentences A and C carefully. Notice the noun/ pronoun relationship between the two. Sentence A refers to “the West Coast of America” and Sentence C talks about “this coast”. Which coast? Obviously “the West Coast of America”! Therefore, Sentences A and C are related and Sentence A must come before Sentence C. Now look again. Sentence C talks about “the cold, rich Humboldt Current” and Sentence D refers to “the Humboldt” obviously these two sentences are also related. Which one should come first? Once you have decided, check the answer choices to see if you are correct. [(Option (c) ACDB)]

3. Time Sequence Approach (TSA) – either Dates or Time Sequence Indicating Words

In a given para jumbles, there may be a time indication given, either by giving years – or by using time indicating words. This provides a way for us to identify the correct sequence of the sentences by arranging the sentences using their proper time sequence. Some words through which a time sequence may be indicated are – Before, after, later, when, etc.

Example 3:

- A. Then two astronomers—the German, Johannes Kepler, and the Italian, Galileo Galilei—started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
- B. His idea was that the sun was stationary at the centre. and that the earth and the planets move in circular orbits around the sun.
- C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.
- D. Nearly a century passed before this idea was taken seriously.

(a) CADB (b) BCAD (c) CBDA (d) CDBA

Solution In the above example you will observe that the flow of logic is in the form of a time sequence which flows from the oldest time period to a more contemporary time period. Therefore, Sentence C will be the first sentence. Sentence B expands upon the “simple model” proposed, hence, it will be the sentence following C. The next sentence in the order of chronology is D—nearly a century passed, while the last sentence will be A which completes the sequence from older time to contemporary time thus giving us the answer as CBDA.

4. Structure Approach

In order to unjumble a group of sentences quickly, it is essential for us to understand how language sticks together to form a cohesive unit. English provides certain sequencing words – firstly, secondly, then, however, consequently, on the other hand, etc. – which writers use to join sentences or ideas together and to provide a smooth flow from one idea to the next. It is essential to learn how to spot these words and learn how to use them correctly. Para jumble sentences often contain several signal words, combining them in complex ways.

Cause and Effect Signals: Look for words or phrases explicitly indicating that one thing causes another or logically determines another. Some examples of such words are:

Accordingly - in order to - because so...that consequently - therefore - given - thus - hence - when...then - if...then

Support Signal Words: Look for the words or phrases supporting a given sentence. Sentences containing these words will generally not be the opening sentence. These sentences will follow immediately the sentence supported. Some **examples** of such words are:

Furthermore – additionally - also – and - indeed - besides - as well – too – likewise - moreover

Contrast Signals: Look for function words or phrases (conjunctions, sentence adverbs, etc.) that indicate a contrast between one idea and another, setting up a reversal of a thought.

Nevertheless - nonetheless - on the contrary – notwithstanding - and - even though - instead of - despite - in spite of - while in contrast - although - however

Example 4:

- A. When conclusions are carefully excluded, however, and observed facts are given instead, there is never any trouble about the length of the papers.
- B. The reason for this is that those early paragraphs contain judgments that there is little left to be said.
- C. A judgment (“He is a boy”, “She is an awful bore”) is a conclusion, summing up a large number of previously observed facts.
- D. In fact, they tend to become too long, since inexperienced writers, when told to give facts, often give more than are necessary, because they lack discrimination between the important and the trivial.
- E. It is a common observation among teachers that students almost always have difficulty in writing themes of the required length because their ideas give out after a paragraph or two.

(a) ECDAB (b) CEBAD (c) EACBD (d) EBCAD

Solution Sentence E states the situation in general and gives us information about why students have problems “in writing themes of the required length”.

Sentence B goes on to tell us “the reason for this”, so the two sentences must be related. Similarly, Sentence C is related to Sentence B because both sentences contain the word “judgment”, with Sentence C explaining what the word means. Once a link of this nature is established, go to the answer choices to see if you are on the right track. D any of the answer choices offer our line of reasoning? Answer (d) does.

In the above jumble, the word “however” in Sentence A suggests a contrast to something mentioned previously. In situations of this kind, it is always a good idea to separate the argument clearly. Sentences A and D, therefore, should come together.

5. Linking the Sentences

Let us look at the following statements:

Example 5:

- I. As a retention strategy, the company has issued many schemes including ESOPs.
- II. Given the track record and success of our employees, other companies often look to us as hunting ground for talent.
- III. The growth of the Indian economy has led to an increased requirement for talented managerial personnel and we believe that the talented manpower is our key strength.
- IV. Further in order to mitigate the risk we place considerable emphasis on development of leadership skills and on building employee motivation. I have deliberately not given the options here.

Read all the statements one by one, and try to find out the opening statement and any possible linkage between/among the statements.

Solution Can I be the opening statement – Very Unlikely. It does not introduce any idea or theme. Ideally the 1st statement would be an initiator of ideas or theme of the passage.

Can II be the opening statement – May be. Can III be the opening statement – May be.

Can IV be the opening statement – Very Unlikely.

It talks about an idea which is being “furthered” in this statement.

You can also see that statement IV talks about “Mitigating the risk”.

What is the risk? So now we would try to find out the “risk” in other statements.

This “risk” is present in statement II in the words – “other companies often look to us as hunting ground for talent”.

So, statement II will come before statement IV.

As discussed earlier, statement IV furthers an idea, and that idea is present in statement I.

Hence, I-IV should come together.

Let us see all that we have established so far: Link – I-IV and II will come before IV and I cannot be the starting statement. Now let us look at the options:

A. I, II, III, IV – Ruled out and I-IV link is not present.

B. II, I, IV, III – This is the only option left out. Hence, answer.

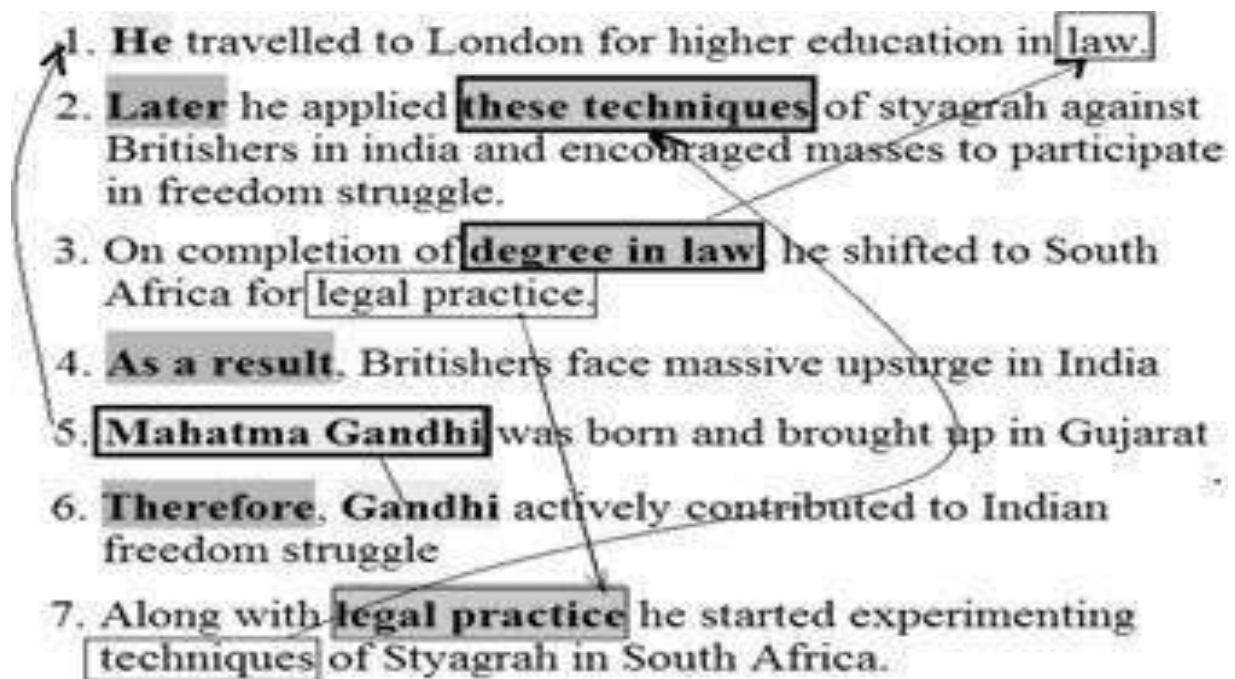
C. III, I, IV, II – Ruled out as II comes after IV.

D. IV, I, III, II – Ruled out as I-IV link is not present. Hence, option (b) is the answer.

Let us summarize

See the image below Observe various linkages In exam your thought process should be

Identify keywords - linkages - try to put in order



1st step

Identify in each sentences

Pronouns

Qualifiers /connectors/ Transition words key-subjects

Use of Pronoun in a sentence is always after use of its corresponding Noun in preceding sentence. Noun → Pronoun

Example -

'Mahatama Gandhi' (5th sentence) → 'He' (1st sentence) Qualifiers tell us something about the following sentence & connectors; indicate the linkage between two sentences.

Ex 'later' (sentence 2), 'therefore'

key-subjects - are the main topic raised in a sentence

2nd step

Find linkages

1. mandatory pairs (MP)
2. Noun pronoun link (NP)
3. Clues from connectors.

4. Abbreviation hints

Cause -effect relationship

MP → mandatory pairs → observe phrase 'legal practice' (sentence 3 & 7) → indicate that these two sentence will come immediately in sequence.

To find mandatory pairs we should always focus on initial & last part of sentences.

2 & 3 already explained

Abbreviation is used only after full form of its use. Cause -effect relationship→ effect is followed by cause.

Ex phrase 'as a result' (sentence 4) indicate that there is a preceding sentence (cause) which lead to sentence 4th.

3rd step

Put into Order – IPS

1. Introductory (first statement.)
2. Problem statement (-ve sense)
3. Solution or suggestion.

Put Similar info together. Chronology order (PPF tense)

Every paragraph has a broad structure as indicated above. While reading sentence you must identify sentences with introductory tone(top)

- ve sense (middle part)

Suggestion oriented sense (last part)

It will help you identify the rough order→ where a sentence actually lies in the first, middle or last in the paragraph

Chronology order (PPF tense) - follow past -present -future order.

Specific words & usage

Specific words-

(To find initial & last statement)

Beginning – firstly, first and foremost, initially, at the outset

Ending –hence, in conclusion, thus, lastly, therefore

Connectors

Supporting – and, likewise, similarly, in the same vein

Contradicting- however, despite this, on the contrary, on the other hand, nevertheless, instead, alternatively,

Cause effect connectors

because of, since, therefore, hence, as a result, consequently, due to,

Additional information- furthermore, moreover, in addition
to **Time**

then, after, before, previously

EXERCISE 1

Directions: In these questions, the first and last sentence of the passage is numbered 1 and 6. The rest of the **passage is split into four parts** and named P, Q, R, S.

These **four parts are not given in proper order**. Read the sentences and **find out which of the four combinations is correct**.

Q1.

(1) The traveller said, "Can you tell me the way to the nearest inn?"

(P) "Do you want one in which you can spend the night ?"

(Q) "Yes", said the peasant.

(R) "Go right down the road and turn to the left."

(S) "Yes", replied the traveller.

(6) "thank a lot".

(a) PSRQ

(b) QPSR

(c) SPQR

(d) QSRP

Q2.

(1) Money Is not the root of all evils.

(P) Or, what about the desire for power driving people to horrible crimes?

(Q) Even purposeless cruelty can be seen in many instances of evil behaviour.

(R) For example, neither teachers nor parents profit in any way by torturing children.

(S) The evils of sexual offenders are not motivated by financial gains.

(6) We can only Say that money is the root of some evil.

(a) QRPS

(b) SPQR

(c) RSPQ

(d) QPRS

Q3.

(1) Even the smallest insect of the living world is made up of a large number of cells.

(P) Furthermore, the cells In these small creatures widely differ in their structure and function.

(Q) An ant, or a gnat, for example is composed of hundreds of thousands of cells.

(R) Even a mite has cells making up Its skeletal structure. (S)It also has cells dedicated to digestive and reproductive functions.

(6) The cell system of small organisms is microscopic but marvelous, isn't It ?

(a) SRQP

- (b) QRSP
- (c) SQPR
- (d) QPRS

Q4.(1) Advocates of space programme argue for spending huge amounts of money on exploring Mars

(P) But there is no firm evidence of any valuable mineral that can be extracted from Mars and transported to Earth.

(Q) Worst, nobody has any idea what undesirable microbes or poisonous materials we will be importing from Mars.

(R) They are also unrealistic about the cost of transportation that will be involved in interplanetary movement of men and materials.

(S) These enthusiasts argue that Mars could be a perennial source of materials for us earthlings.

(6) Our race to Mars is likely to be a wild goosechase.

- (a) SPRQ
- (b) QPRS
- (c) PRSQ
- (d) SRQP

Q5.

(1) When a light passenger plane flew off course sometime ago, it crashed in the mountains and its pilot was killed.

(P) Snow lay thick on the ground.

(Q) It was the middle of winter.

(R) The woman knew that nearest village was miles away.

(S) (S)The only passengers, a young woman and her two baby daughters, were unhurt,

(6) When it grew dark, she turned a suitcase into a bed and put the children inside it, covering them with all the clothes she could find.

- (a) PQRS
- (b) QPRS
- (c) SQPR
- (d) RSPQ

Q6.

(1) The lead story

(P) at 4 AM

(Q) in tonight's news

(R) concerns the fire

(S) which engulfed the Columbia College

(6) this morning.

- (a) RSPQ
- (b) QRSP
- (c) QRPS

(d) RPSQ

Q7.

(1) In less than a week

(P)the processor controlled exchange (Q)have restored the functioning of (R)which had suffered

(S)the telecommunication people

(6) a major disaster

(a) PRSQ

(b) SRPQ

(c) PQSR

(d) SQPR

Q8.

(1) As my Jogging enthusiast sister

(P) was often bothered by neighborhood dogs

(Q) with a stick in hand,

(R) her husband started to accompany her on a bicycle,

(S) on her daily run,

(6) to ward off any attackers.

(a) SPQR

(b) PSRQ

(c) RPQS

(d) PRSQ

Q9.

(1) An electrical circuit

(P)which is

(Q)of wires

(R)designed to

(S)is a circle

(6) carry electricity.

(a) SQPR

(b) QPRS

(c) RQSP

(d) PRSQ

Q10.

(1) We have pleasure

(P) a double room with bath

(Q) for five days from September 4 to September 8,

- (R) that we have reserved
(S) in informing you
(6) both days inclusive
(a) RQPS
(b) SRPQ
(c) RPSQ
(d) PQSR

Q11.

1. A dictionary
P. arranged words
Q. about which information
R. containing alphabetically
S. is a book
6. is given.
(e) RPQS
(f) QRPS
(g) SRFQ
(h) SPRQ

Q12.

1. Agriculture
P. cotton for our clothes
Q. raw materials like jute
R. and sugarcane for our industries
S. gives us food
6. and food for cattle.
(a) SRQP
(b) RQPS
(c) QPRS
(d) SPQR

Q13.

1. Today political freedom
P. and the right
Q. however money and all that money
R. assures people equality before law
S. to elect their Government
6. can buy is not fairly distributed.
(a) SPRQ
(b) RPSQ
(c) QRSP
(d) PSRQ

Q14.

1. By far the most logical step
P. to relieve the housewife of routine
Q. which can be programmed
R. to carry out standard operations
S. is to provide a robot
6. when switched by the housewife.
(a) RSPQ
(b) PSQR
(c) QSPR
(d) SRQP

Q15.

1. During the reign of the Emperor Tiberius
P. called Phaedrus
Q. an Augustan storyteller
R. translated Aesop's fables into Latin
S. in ancient Rome
6. and also added some tales of his own.
(a) QRPS
(b) PQRS
(c) SQPR
(d) RSPQ

Q16.

1. The pigeons were used
P. as messengers
Q. which were tied
R. in the olden days
S. to carry messages
6. to their feet.
(a) PQRS
(b) SPRQ
(c) PRSQ
(d) PRQS

Q17.

1. The school has always been
P. tradition from one
Q. the most important
R. the wealth of
S. means of transferring
6. generation to the next.
(a) PSRQ
(b) QSRP
(c) RSQP
(d) QRSP

Q18.

1. When she got to her house, there was nothing to retrieve.

p. All valuables were smashed or stolen

q. The curtains were burned books, were ripped to shreds

r. Her medals and trophies had been flung everywhere

s. The house had been completely ransacked

6. Mrs. M stood in the centre of her bedroom looking at a ruined copy of the Koran forcing back her tears

(a) PQRS

(b) PRQS

(c) SPRQ

(d) RSQP

Q19.

1. The student came late to the school

p. He went home weeping.

q. The watchman didn't allow him inside the school

r. The boy was waiting outside for some time.

s. He then decided to go home

6. It was a bad day for him

(a) QSPR

(b) QSRP

(c) QRSP

(d) QPSR

Q20.

1. Oliver dozed off again and it has been bright day for hours when Oliver opened his eyes.

p. He belonged to the world again.

q. In three day's time, he was able to sit in any easy chair, well propped up with pillows, and he was still too weak to walk

r. He felt cheerful and happy

s. The crisis of the disease was safely past

6. Mrs. Beduin had him carried downstairs into the little housekeeper's room which belonged to her.

(a) PQRS

(b) RSPQ

(c) QRSP

(d) SPQR

Q21.

1. The fox and the crane remained friends for a long time. **P.** She served the dishes in a beaker to the fox. The fox could not eat it because the beaker was very high.

q. The crane could not eat the dishes because of its long beak. The next day it was the turn of the crane to host the lunch for the fox.

r. But the fox wanted to show that he was cleverer than the crane.

s. So one day he invited the crane for dinner and served the dishes on a plate.

6. The fox put down its head in shame and went away.

(a) PQRS

(b) QSRP

(c) RSQP

(d) PSQR

Q22.

1. There are examinations at school which a pupil can pass by cramming the texts.

p. But for spiritual knowledge mere memory of holy texts will be of no use in passing the tests.

q. One can score in them by the power of memory.

r. A competent guru alone can provide the necessary guidance to an earnest disciple.

s. What the text says has to be reflected upon and experienced by the speaker.

6. Thus, reading, reflection and experience are the three stages in gaining spiritual knowledge.

(a) RSPQ

(b) RSQP

(c) SRPQ

(d) QPSR

Q23.

1. No one can deny that peasant forms the backbone of the nation.

p. Hence he is the most useful member of the society.

q. Yet this fellow is exploited by the rich.

r. He grows food for the whole country.

s. It is our duty to improve his lot.

6. We should grant him the social status he deserves.

(a) RPQS

(b) RSPQ

(c) SRPQ

(d) SPQR

Q24.

1. Priya went to the first counter at the post office as she needed stamps for six rupees.
- P. She was shown the corner where gum bottle was kept.
- Q. The woman behind the counter said it was registration counter and directed her to the last counter.
- R. She was looking for gum to affix the stamps on the envelope.
- S. She thanked the lady and came to the counter on the left extreme and got the stamps.
6. She went to the corner, took two drops of gum, affixed the stamps and put the letter in the post box.

- (a) PSRQ
(b) RPQS
(c) SQPR
(d) QSRP

Q25.

1. It is very misleading to say that computers can 'think' like people.
- P. However, they make it possible for people to 'bottle' thought.
- Q. They have no more a mind of their own than a lawn mower.
- R. They can not.
- S. You work out how to do a particular job, write a program and then the computer applies your thinking to that job as long as you like.
6. In this sense computers are half alive because they perpetuate thinking of their creators.

- (a) RQPS
(b) PSRQ
(c) SQPR
(d) QSRP

Q26.

1. India's uniqueness lies in its unity in diversity.
- P. So the problems of India should, not be viewed in isolation.
- Q. Because of this factor, there are problems here and there at times.
- R. India is a multireligious, multicultural and multilingual country.
- S. But even small countries with monolithic society have more problems.
6. And India is poised for success in all fields.

- (a) PSRQ
(b) QSPR
(c) SRQP
(d) RQSP

Q27.

1. My friend went to live in a village.

P. But it was a very slow animal.

Q. So my friend bought a donkey for Rs. 500

R. One day his new neighbour told him that he must buy a donkey.

S. Every family there had a donkey.

6. It did not like to work.

(a) RSQP

(b) PQRS

(c) SRQP

(d) QRSP

Q28.

1. When Galileo went home, he began to experiment with the pendulum.

P. When he showed it to his teachers, they were delighted.

Q. It was not long before physicians were all using the Instrument to count the heartbeats of their patients. R. Soon he had invented an instrument which marked the rate of pulse beats.

S. Then the clock makers began to use the pendulum to keep time.

6. Today it has many other uses.

(a) PQRS

(b) QRPS

(c) SPQR

(d) RPQS

Q29.

1. People have wrong calculations about Japan's population.

P. No, this is not true.

Q. And old people die more often than the young,

R. There are more old people in Japan.

S. The question is whether Japan has a lower death rate.

6. So it is very high in Japan.

(a) QRPS

(b) SPRQ

(c) PRQS

(d) RQSP

Q30.

1. Pollution is one of the evils brought about by the growth of science.

P. Air pollution has very harmful effects.

Q. They pollute the air and the atmosphere.

R. It is making the environment, water and air dirty. S. Factories and industries keep throwing out smoke which contains toxic gases,

6. People living in the surroundings breathe the impure air and are affected by diseases of the lungs and heart.

- (a) PSQR
- (b) RPSQ
- (c) QPSR
- (d) SPQR

EXERCISE 2

Q1.

1. A bad habit is harmful, none as harmful as smoking. **P.** But habit is second nature, smokers remain smokers for life
 - Q. Besides being expensive, smoking does injury to one's health
 - R. In the long run he may get something worse lung cancer
 - S. A smoker gets nothing but smoke for his money
 6. Then why get that bad habit?
- (a) RPQS
 - (b) QRPS
 - (c) SPRQ
 - (d) PRQS

Q2.

1. Phobic reactions are strong, irrational fears of specific objects or situations
 - P. But there is no objective danger
 - Q. For example, when a person is extremely fearful of birds, snakes, heights or closed places, the label phobia is applied to the person's fear and avoidance
 - R. He usually recognizes that his fear is irrational
 - S. A person suffering from phobic neurosis knows what he is afraid of
 6. But he cannot control it.
- (a) QPSR
 - (b) SRQP
 - (c) SQPR
 - (d) RSQP

Q3.

1. In this life there are no gains without pains,
 - P. No victory is a real triumph unless the foe is worthy
 - Q. Life, indeed, would be dull if there were no difficulties
 - R. Both winner and loser enjoy a game most if it is closely contested to the last
 - S. Gainers lose their zest if there is no real struggle
 6. Whether we like it or not, life is one continuous competition.
- (a) PQRS
 - (b) QSRP
 - (c) QRSP
 - (d) RSPQ

Q4.

1. One Botany professor always tried to convince his students that his branch of biology is superior to all the others
P. His most persuasive argument, however, came during a laboratory session
Q. And they don't eat very much
R. Examining the cells of a pear, the professor cut a slice for the microscopic slide and took a bite of the rest of the specimen
S. Plants, he noted never run away or bite
6. "You won't be doing that in a Zoology lab," he said.

- (a) PRSQ
(b) SQPR
(c) PSRQ
(d) SQRP

Q5.

1. Failure is nothing to be ashamed of for there is hardly any man who has not failed in life, not once but many times.
P. What is important is the way we take our failure
Q. It has been well said that he who never made a mistake never achieved anything of great worth
R. From the little child who tries to stand up to the would-be conqueror who tries to conquer some new territory, everyone has to face failure
S. If we face our failure boldly and resolve to fight again we are sure to achieve victory in the long run
6. Thus failures can prove stepping stones in our march to victory.

- (a) RSQP
(b) PQRS
(c) RPQS
(d) RQPS

Q6.

1. One of the most widely spread bad habits
P. which is now smoked or chewed by men
Q. and even by children
R. often by women
S. is the use of tobacco
6. almost all over the world.

- (a) SPRQ
(b) PQRS
(c) SRQP
(d) PQSR

Q7.

1. The landscape

P. with Nature displaying

Q. here is awesome

R. that are seldom

S. a range of delights

6. seen together

(a) PSRQ

(b) QPSR

(c) RSPQ

(d) QRSP

Q8.

1. Smoke billowed up between the plants.

P. Passengers were told to be, ready to quit the ship.

Q. The rising gale fanned the shouldering fire.

R. Everyone now knew there was a fire on board.

S. Flames broke out here and there.

6. Most people bore the shock bravely.

(a) SRQP

(b) QPSR

(c) RSPQ

(d) QSRP

Q9.

1. It is far better to live for a short while

P. contribution to the world

Q. and make some significant

R. that is just idled away

S. than spend a long life

6. in gossiping and playing.

(a) RQSP

(b) SQPR

(c) QPSR

(d) RQPS

Q10.

1. The salmon fish pushed themselves

P. to return to their spawning grounds

Q. and fertilised them

r. but once they laid their eggs
s. to their limits,
6. they died.

- (a) SQPR
- (b) RS QP
- (c) S P RQ
- (d) RPSQ

Q11.

1. After inventing dynamite, Alfred Nobel became a rich man.
p. He created a fund just two weeks before his death.
q. Alfred did not want to be remembered as the inventor of dynamite.
r. He apprehended its universally destructive power too late.
s. Prizes are given from this fund to people for their enormous contributions to humanity.
6. Nobel prizes for various disciplines are awarded each year on the anniversary of his death.
(a) PQRS
(b) RQPS
(c) QPSR
(d) SPQR

Q12.

1. Books have been present since the time the first scripts were formed about 5000 years ago.
p. The books of that time looked different from the ones available today.
q. Then an important invention, letter press printing, also known as 'black art' changed the world.
r. Later, the books came in the form of rollers, or texts were stapled together and covered with a wooden book cover.
s. Initially, people bound the small clay tablets together with leather bands.
6. There was no longer the need to write text by hand instead copies of text could be made with the help of a printing press.
(a) PRQS
(b) PSRQ
(c) SPRQ
(d) SRQP

Q13.

1. Other than Rome, Philadelphia has maximum number of murals.
p. Jane Golden started a programme pairing troubled youths with artists to paint murals.

- Q. Young people got involved in creating magnificent pieces of art
 R The benefit could immediately be discovered.
 S. The young people became more responsible.
 6. As a result, the mural programme became a model for other US cities seeking to help troubled youth.
- (a) PRQS
 (b) PQRS
 (c) SPQR
 (d) QRPS

Q14.

1. According to Greek mythology, Atlas was a Titan of enormous strength.
 P. Zeus ordered Atlas to carry the earth and sky for all eternity.
 Q. Because of his association with the globe, maps began to be decorated with this image of Atlas.
 R. Atlas is shown as a stooped figure carrying the globe on his shoulders.
 S. Finally, the word 'atlas' came to denote a collection of maps.
 6. Today an 'atlas' refers to any book that consists of several maps.
- (a) PQRS
 (b) PRQS
 (c) QRPS
 (d) QSPR

Q15.

1. The telescope, originally invented by a Dutch spectacle maker Hans Lipper sky was kept a secret.
 P. He made a high powered telescope from lenses got from spectacle makers.
 Q. Then in 1609, Galileo heard about the invention.
 R. He presented a telescope of a higher power to the Venetian Senate.
 S. He conducted his own experiments and discovered the secret within 24 hours.
 6. Galileo became famous as the inventor of the telescope because he made it popular.
- (a) PQSR
 (b) QSPR
 (c) RPQS
 (d) QRPS

Q16.

1. The main reason behind Global Warming is the emission of greenhouse gases like carbon dioxide and methane. P. The ozone layer of the earth is depleted by cosmic research resulting in the warming of the atmosphere. Q. Burning of fuels in cars and factories results in the emission of harmful gases in the air.
 R. Cosmic oriented research work and test fire of atom bombs are also the causes of Global Warming.
 S. As a result of the rise in the temperature, polar icecaps and icebergs melt down and

the water level in seas and rivers swells.

5. Natural disasters like Tsunami, earthquake may also result from Global Warming.

- (a) PQRS
- (b) QRPS
- (c) RPQS
- (d) SQPR

Q17.

A. It came upon me and buried me deep in its own body and carried me swiftly towards the sea.

B. I soon found it impossible to avoid it.

C. I saw the sea come after me as high as a great hill and as furious as an enemy.

D. I got upon my feet and endeavoured to make towards the land as fast as possible before another wave should return.

- (a) DCBA
- (b) ADBC
- (c) CBAD
- (d) BADC

Q18.

A. At last, having used up every tower, they wrote 'H. East'

and T. Brown' on the minute hand of the great clock.

B. So they climbed the walls to the top of the school, and

found a number of tennis balls.

C. In doing so, they held up the minute hand and soupset

the clock's timing.

D. They liked it so much up there that they went back again

and spent their time carving their names on the top of

every tower.

- (a) BDAC
- (b) DABC
- (c) CDBA
- (d) ACBD

Q19.

A. Tagore pointed out various evils of society of the time.

B. And the beginning of the twentieth century were very tradition bound.

C.The Indian people in the nineteenth
D.Through the Brahmo Samaj he tried to abolish evil
customs like child marriage and caste system

- (a)** BADC
- (b)** CBAD
- (c)** ABCD
- (d)** BACD

Q20

A. The phantom head created by the witches warned
him
against Mac duff.
B.The second time they gave him some very
ambiguous
hope.
C.But a bloody child and a child crowned with agolden
crown encouraged him to be bold and proud.
D.When Macbeth met the weird sisters or witches.

- (a)** DBAC
- (b)** BACD
- (c)** CABD
- (d)** DABC

UNIT V

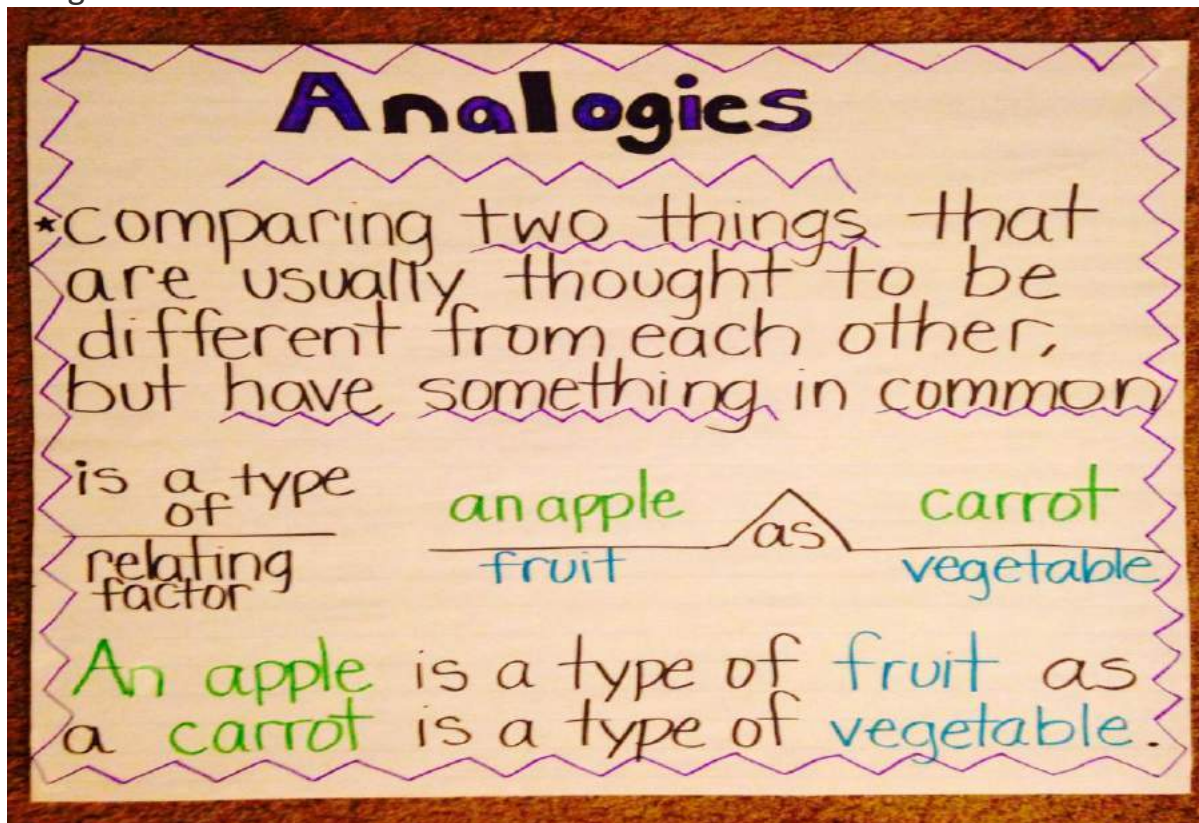
Analogy

Vocabulary of the Day:

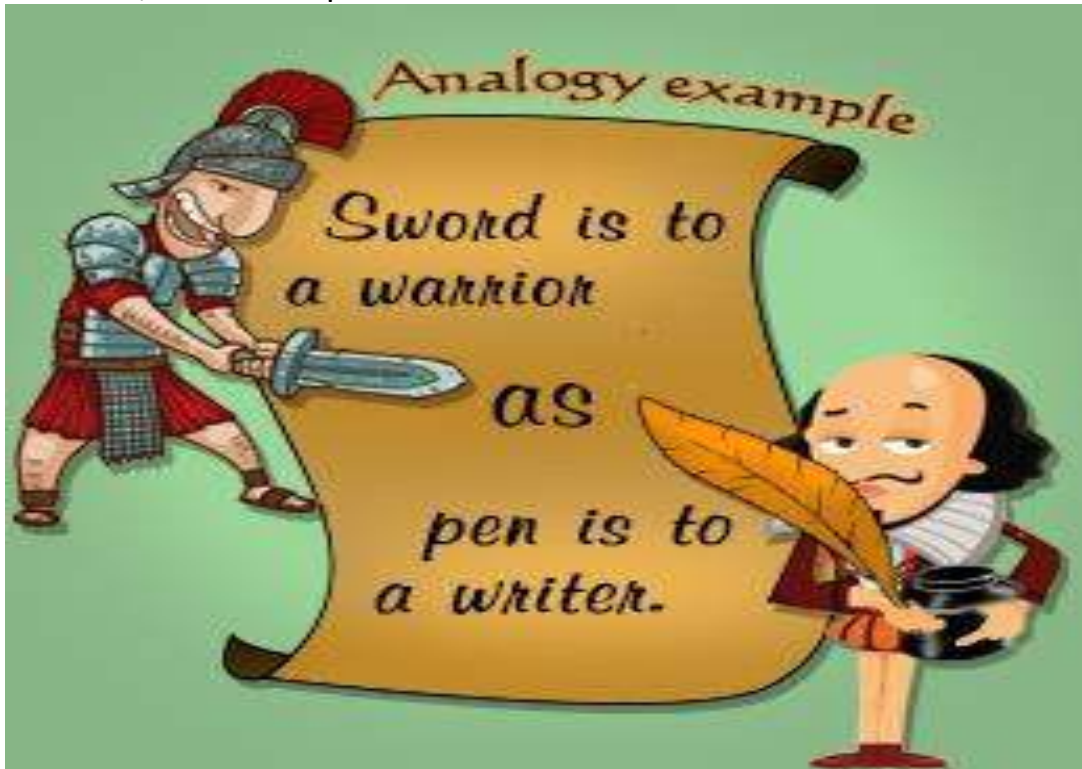
1. **Audacious:** *adj.* fearlessly or recklessly daring or bold; unrestrained by convention or propriety.
2. **Complaisant:** *adj.* tending to comply; obliging, willing to do what pleases others.
3. **Ebullient:** *adj.* bubbling over with enthusiasm, exuberant.
4. **Mettlesome:** *adj.* courageous, high-spirited.
5. **Taciturn** (*adj.*) not inclined to talk

What is an analogy?

An analogy is a word used in terms of comparing two things or finding a relation between two things.



In other words, An analogy is a relationship between one pair of words that helps to form the same relationship in the second pair of words. An analogy shows similarities, or things in common, between a pair of words.



Example:-

Flow : River :: Stagnant : ?

1. Canal
2. Dam
3. Ocean
4. Pool
5. Sea

Answer: (4) Pool; Water in river flows whereas the water in a pool is stagnant

How do you read an analogy?

Analogies are usually written in the following form:



Annoy : irritate :: dusk : twilight
Annoy is to irritate as dusk is to twilight

Analogy is a topic of Logical Reasoning where the two things are compared and conclusions are drawn based on their similarities. A question consists of words related to each other based on some logic will be given, and candidates will need to find a word or pair of words analogous to those given in the question.

Polio: virus :: food poisoning: _____

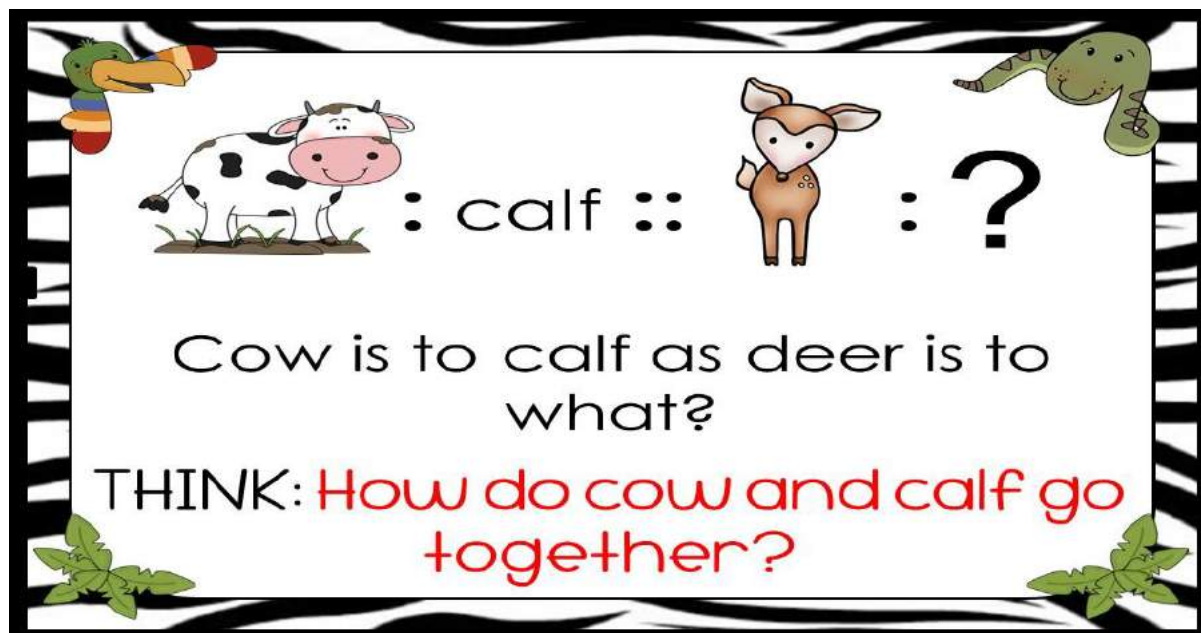
- A. Fungi
- B. Algae
- C. Nematodes
- D. Bacteria

Here we see that polio is caused by poliomyelitis which is a virus. So the rule is disease followed by the type of organism that causes it. Food poisoning, on the other hand, is caused by listeria, salmonella and other microbes which are all bacteria. Hence the answer is d) Bacteria.

These questions ask test takers to identify relationships between pairs of words. In order to solve analogy questions, you must first have a clear understanding of the words' definitions and then use that understanding to determine how the words are related.

Before solving the questions, an aspirant must understand the concept of analogy.

Tips & Tricks to Solve Analogy questions:-



Given below are a few tips which may help you prepare for the analogy questions and also help you solve the questions faster:

- A pair of related terms/figures is provided and a similar relationship is to be established between the two other terms/figures or another pair to identify the missing term/figure.
- Try to diagnose the relationship between the first pair of terms. (Dog: Pet)
- The analogy problems can be read as sentences, even if it is actually written differently. (Dog 'is to' Pet just like Lion 'is to' Wild.)
- Change the analogies into sentences.
- Follow a systematic method especially while solving a hard problem.
- First go through answer options, before choosing a solution and not just rely on the one match that looks might be a strong match.
- Go through the context, keep in mind tough terms so when you are observing any analogy based questions you can recollect it and apply the logic answers.
- If the relationship of a term is unfamiliar, then try to remember the text in which you have come across the word.
- You may replace it with alternative explanations of terms.

- When solving analogies try to apply the same logic by taking another look at the relationship possibilities as mentioned above.
- If this doesn't work, discard the unlikely answers and apply logical guesses.

For example :-

Sherpa : Tibet:: Massai : _____,

you can probably guess the correct answer from the following choices—

a. mountain, b. bicycle, c. Kenya, d. desert

Even if you do not know the exact meaning of the words in the question. The correct answer is Kenya—Sherpa are people who live in Tibet and Massai are people who live in Kenya. Even if you were unable to describe the relationship between the words because they are unfamiliar, you could probably see that Kenya is the only country offered as a choice. As you know that Tibet , a country, is the second half of the first pair, you can deduce that a country is necessary to complete the second pair.

TYPES OF RELATIONSHIPS

The relationships that are found in analogy questions fall into several general types. For Example:-



Analogies	
Part to Whole	Finger : hand :: toe : foot
Product to Thing	Milk : cow :: wool : sheep
Characteristic	Red : apple :: blue : sky
Synonym Antonym	Pretty : cute :: mad : angry Hot : cold :: pretty : ugly
Function to Thing	Stove : cook :: ice : freeze

Let's see in detail:-

■ Synonyms and Antonyms. These questions use pair of words in which one word is either **synonym or antonym of other word**

For example, great : wonderful (great is synonym of wonderful)

1. recession : withdrawal :: _____ : climb

- a. ascent
- b. absence
- c. dollar
- d. absorption

Solution:- a.

recession is a withdrawal and an ascent is a climb,

2. total : partial :: _____ : smile

- a. gums
- b. frown
- c. expression
- d. Speak

Solution:-b.

Total is an antonym for partial, and frown is an antonym for smile.

■ Part to Whole. In this type of question, a pair of words consists of a part and a whole.

For example, spoke :wheel. (A spoke is part of a wheel.)

3. roof : house :: wall : _____

- a. room
- b. straight
- c. square
- d. Cracked

Solution:- a.

wall is a part of room as roof is a part of house

4. hilt : sword :: needle : _____

- a. tease
- b. compass
- c. dagger
- d. Kilt

Solution :-b.

A hilt is part of a sword, and a needle is part of the compass.

■ **Whole to part.** In this type of question, a pair of words consists of a whole and a part.

For example, chair: leg (Here a chair is a whole object and leg is a part of it)

5. foot : toe :: face : _____

- a. finger
- b. toenail
- c. nose
- d. arm

Solution :- c

nose is a part of face as toe is a part of foot.

6.cactus : spines :: pig : _____

- a. piglet
- b. sow
- c. bacon
- d. Bristles

Solution :- d

The hair of pigs are bristles as cactus has spines

■ **General to specific.** Some analogies compare the GENERAL version of something to a SPECIFIC example of that thing

For example ,insect:Mosquito (A mosquito is a specific type of insect.)

7. duck : mallard :: flower : _____

- a. smell
- b. bright
- c. sing
- d. poppy

Solution:- d

Poppy is a specific type of flower as mallard is a specific type of duck

8.Instrument : drum :: tool : _____

- a. drill
- b. peace
- c. gloomy
- d. supercede

Solution:- a

A drum is a specific type of instrument, and drill is a specific type of tool.

■ **Specific to General. These questions use pairs of words in which one word is a specific type in a general category.**

For example, orange : citrus. **(An orange is a type of citrus.)**

9. waltz : dance :: fox : _____

- a. trot
- b. fur
- c. animal
- d. trap

Solution :- c

fox is a type of animal as waltz is a type of dance

10. monarch : _____ :: king : cobra

- a. queen
- b. butterfly
- c. royal
- d. venom

Solution:- b

A monarch is a type of butterfly and a king is a type of cobra.

■ **Degree of Intensity. These questions test your ability to discern nuance of meaning among pairs of words.**

For example, shower : monsoon. **(A shower is light rainfall and a monsoon is heavy rainfall.)**

11. grove : forest :: pond : _____

- a. tree
- b. water
- c. lake
- d. Tadpole

Solution:- c. (low intensity to high intensity)

Lakes are normally much deeper than ponds and have a larger surface area as forest is a dense collection of trees covering a relatively large area larger than woods while grove is a small forest.

12. inferno : fire : : tsunami : _____

- a. ocean
- b. burning
- c. wave
- d. deadly

Solution:- c. (high intensity to low intensity)

Tsunami is a very large wave in the sea which destroys things when it reaches the land as inferno is a large fire that is dangerously out of control.

■ **Function. These questions pair words that are related through function.**

For example, hammer : build. (**A hammer is used to build.**)

13. hammer : pound : : wrench : _____

- a. pinch
- b. tool
- c. bolt
- d. Turn

Solution:-d

the function of a wrench is to turn as the function of a hammer is to pound.

14. key : lock : : spoon : _____

- a. door
- b. cook
- c. fork
- d. stir

Solution:-d

the function of a spoon is to stir as the function of a key is to lock.

■ **Cause and Effect Analogies: Spin & dizzy, fire & burn, read & learn are examples of cause and effect analogies,** where two things are related to one another in terms of cause and effect. One is the cause and the other is the effect of the cause. Hence it is known as cause and effect analogy.

15. development : sprawl :: famine : _____

- a. malnutrition
- b. crawl
- c. urban
- d. obesity

Solution :- a

Development is a cause of sprawl, and famine is a cause of

malnutrition

■ Symbol or representation. **These questions pair words in which one word is the symbol of the other.** Here one would witness a relationship where **one word represents a concept, action or thing**

For example, dove : peace. **(A dove is a symbol of peace.)**

16. Aside: Parentheses; Olive branch: _____

- a. improve
- b. peace
- c. fuel
- d. brush

Solution :- b

■ Traits or characteristics. **In this type of analogy one word is characteristic of another word.** For example, knife: sharp **(knife is sharp by nature)**

17. apple : red :: flower : _____

- a. fragrant
- b. garden
- c. daffodil
- d. bee

Solution :- a

MISC RELATIONSHIPS

Analogy of performer and related action: This kind of analogy usually pertains to the relationship where **one is a performer and the other is the action that the performer renders.** The order can be the other way round as well.

Example: Arbitrator: Judge; Artist: Sketch

Analogy of performer and tool: In this analogy, the relationship **between the performer and his tool is traced.** The order is liable to change.

Example: Artist: Brush; Carpenter: Hammer

Analogy of tool and object: This analogy traces the relationship between the tool and the object which it uses.

Example: Hammer: Nails; Car: Fuel

Manner. This type of analogy describes the manner, way, or style by which an action is accomplished.

For example, shamble : walk. (**Shamble means to walk in an awkward manner.**)

Example: Winnow: Wheat; Refine: Oil

Analogy of action and significance: It is an analogy wherein one word describes an action whereas the other word reflects the significance of the action.

Example: Fidget: Uneasiness, Curtsey: Reverence

Analogy of pair: This analogy reflects on **objects that are incomplete** without the existence of the other. This helps us put things together in an easier fashion.

Example: Pen: Ink; Letter: Envelope

Quick Revision

The key to solving an analogy question is to precisely describe the relationship between the pair of words and then apply the same relationship to determine which word completes the analogy. Most analogy questions rely on your ability to deduce the correct relationship between words and to draw logical conclusions about the possible answer choices.

Lecture Practice Questions

PRACTICE 1

1. ant : tiny : : rabbit : _____ a. foot b. carrots c. soft d. scratch	2. star : shiny : : skyscraper : _____ a. tall b. building c. concrete d. city
3. fireman : hose : : chemist : _____ a. laboratory b. flames c. test tube d. scientist	4. scissors : barber : : net : _____ a. catch b. fisherman c. string d. butterfly
5. sharp : sword : : smooth : _____ a. cut b. rough c. clear d. glass	6. ice : cold : : pickle : _____ a. eat b. barrel c. sour d. hamburger
7. state : Nevada : : evergreen : _____ a. pine b. needles c. Christmas d. cougar	8. pie : dessert : : maple : _____ a. tree b. eat c. sweet d. cut
9. ball : round : : door : _____ a. house b. lock c. knob d. squeaky	10. apple : red : : flower : _____ a. fragrant b. garden c. daffodil d. bee
11. Elmo : Muppet : : baseball : _____ a. glove b. bat c. Yankees d. sport	12. skirt : clothing : : chair : _____ a. blouse b. furniture c. sofa d. cushion

<p>13. banana : yellow :: child : _____</p> <p>a. young b. school c. kid d. adult</p>	<p>14. big : elephant :: small : _____</p> <p>a. tiny b. mouse c. giraffe d. huge</p>
<p>15. ditch : ravine :: crack : _____</p> <p>a. cricket b. crevice c. break d. cracker</p>	<p>16. fear : phobia :: upset : _____</p> <p>a. hysterical b. happiest c. calm d. lazy</p>
<p>17. hide : cow :: wrapper : _____</p> <p>a. gum b. unwrap c. fresh d. paper</p>	<p>18. macaroni : cheese :: chips : _____</p> <p>a. salsa b. basket c. pasta d. corn</p>
<p>19. parched : dry :: starved : _____</p> <p>a. desert b. dinner c. hungry d. sandwich</p>	<p>20. narrow : thin :: boulder : _____</p> <p>a. big b. hard c. shoulder d. rock</p>
<p>21. catch : capture :: docile : _____</p> <p>a. mean b. wild c. obedient d. ugly</p>	<p>22. egg : shell :: onion : _____</p> <p>a. tears b. herb c. scallion d. skin</p>

PRACTICE 2

1. Shelf: Bookcase

- a. arm : leg
- b. stage : curtain
- c. bench : chair
- d. key : piano
- e. lamp : bulb

2. Fish : School

- a. wolf : pack
- b. tiger : jungle

c. herd : peacock

d. raven : school

e. dog : collie

3. Scale : Weight

- a. yardstick : length
- b. width : depth
- c. length : width
- d. size : area
- e. mileage : speed

4. Watermelon : Fruit

- a. collar : leash
- b. dog : companion
- c. fish : bowl
- d. Dalmatian : canine
- e. apple : orange

5. Foot : Skateboard

- a. tire : automobile
- b. lace : shoe
- c. ounce : scale
- d. walk : jump
- e. pedal : bicycle

6. Stretch: Extend

- a. tremble : roll
- b. thirsty : drink
- c. shake : tremble
- d. stroll : run
- e. stitch : tear

7. Kangaroo: Marsupial

- a. salmon : mollusk
- b. zebra : horse

c. rhinoceros : pachyderm

d. beagle : feline

e. grasshopper : rodent

8.

Starving : Hungry

a. neat : thoughtful

b. towering : cringing

c. progressive : regressive

d. happy : crying

e. depressed : sad

9. Dermatologist : Acne

a. psychologist : neurosis

b. child : paediatrician

c. ophthalmologist :

Fracture

d. oncologist : measles

10. Frame : Picture

a. display : museum

b. shelf : refrigerator

c. mechanic : electrician

d. nail : hammer

e. fence : backyard

Tutorial

Analogy

Beginner Level

Exercise.1

Fill in the blank with the suitable word:

1. Leaf is to tree as petal is to _____.
a) Stem b) Flower c) Garden d) Bike
2. City is to state as state is to _____.
a) Country b) Continent c) Town d) County
3. Child is to family as student is to _____.
a) Class b) teacher c) Parents d) Brother
4. Second is to minute as minute is to _____.
a) Week b) Season c) Hour d) Year
5. Nigeria is to Africa as France is to _____.
a) Asia b) North America c) Middle East d) Europe
6. Corn is to cob as pea is to _____.
a) Green b) Pod c) Can d) Bean
7. Classroom is to school as kitchen is to _____.
a) House b) Cook c) Garage d) Food
8. Dallas is to the United States as Paris is to _____.
a) Germany b) Chile c) Mexico d) France
9. Spoke is to wheel as wheel is to _____.
a) Transportation b) Ride c) Pavement d) Bike
10. Violinist is to orchestra as pitcher is to _____.
a) Band b) Baseball team c) Juice d) Bang
11. Letter is to word as word is to _____.
a) Envelope b) Sentence c) Mailbox d) Homework
12. Claw is to cat as _____

Exercise 2

Fill in the blank with the suitable word:

1. Tree is to trunk as house is to _____.
a) Room b) Colony c) Apartment d) Locality
2. Coat is to sleeve as head is to _____.
a) Toe b) Finger c) Hair d) Here
3. Song is to lyric as jewelry is to _____.
a) Nail paint b) Necklace c) Comb d) Kohl
4. Mammal is to mouse as reptile is to _____.
a) Camel b) Pigeon c) Butterfly d) Snake
5. Shoe is to sole as bike is to _____.
a) Handle b) Car c) Road d) Travel
6. Book is to chapter as alphabet is to _____.
a) Words b) Letters c) Sentences d) Lessons
7. Face is to nose as arm is to _____.
a) Knee b) Ankle c) Elbow d) Shoulder
8. Bird is to parrot as vermin is to _____.
a) Poison b) Animal c) Snake d) Mouse
9. Ambulance is to tyre as door is to _____.
a) Knob b) Wall c) Window d) Vehicle
10. Bread is to flour as soup is to _____.
a) Salad b) Water c) Eat d) Drink

Exercise 3

. Find the relation between the given pair and on its basis fill in the blank:

1. Eye is to see as ear
is to _____

- a) Here b) _____ Hearing aid c) Hear d) Corn

2. Saw is to cut as hammer is
to _____

- a) screwdriver b) Pound c) Chainsaw d) Screw

3. Pencil is to write as spoon is
to _____

- a) Fork b) Knife c) Moon d) Stir

4. Clock is to time as thermometer
is to _____

- a) Temperature b) Fever c) Miles d) Late

5. Scissors are to cut as pen is
to _____

- a) Cut b) _____ Den c) Corral d) Write

6. Pilot is to fly as driver is
to _____

- a) Ride b) _____ Plane c) Drive d) Insect

7. Conductor is to orchestra as police officer is to

- a) Traffic b) _____ Arrest c) Crime d) Jail

8. Scale is to weight as ruler is to

- a) Kingdom b) _____ Length c) Long d) Weigh

9. Chimney is to smoke as faucet is to

- a) Water b) _____ Burn c) Flow d) Cold

10. Car is to drive as boat is
to _____

- a) Captain b) _____ Sail c) Swim d) Float

11. Tongue is to taste as nose is to

- a) Stink b) _____ Wrinkle c) Sniff d) Smell

12. Stomach is to digest as muscles are to

a) Breathe

b) move

c) Run

d) Lift

Exercise 4

Choose the related pair:

1. Athlete : Sports



a) Actor : Acting

b) Coach : Train

c) Trainer : Help

d) Gardener : Farming

2. Astronaut : Spaceship

a) Pilot : Ship

b) Painter : Painting

c) Artist : Modelling

d) Dentist : Traffic

3. Musician : Music

a) Singer : Dance

b) Vet : Plants

c) Tailor : Dentistry

d) Footballer : Football

4. Mason : Masonry

a) Preacher : Prayer

b) Priest : Preach

c) Teacher : Teach

d) Doctor : Singing

5. Carpenter : Carpentry

- a) Lecturer : Studying b) Potter : Pottery c) Florist : Smithy d) Captain : Player

Exercise 5

Pick the right option:

Careless is to accident as careful

1. is to _____ .

- a) Mistake b) _____ c) Luck d) Satisfaction

Earthquake is to tsunami as heavy rain

2. is to _____ .

- a) Flood b) Hurricane c) Miserable d) River

3. Spark is to wildfire as snowflake is to _____ .

- a) Cold b) Cinder _____ c) Blaze d) Blizzard

4. Overspend is to broke as save is to _____ .

- a) Bankrupt b) Debt _____ c) Prosperous d) Keep

Convict is to punishment as acquit

5. is to _____ .

- a) Acquire b) Incarceration c) Freedom d) Jail

6. Sunrise is to dawn as sunset is to _____ .

- a) Beautiful b) Orange _____ c) Night d) Dusk

Heat is to cooked as cold is

7. to _____ .

- a) Chilly b) Ice cream c) Skating d) Frozen

Pinch is to pain as hug is

8. to _____ .

- a) Squeeze b) Comfort _____ c) Massage d) Hurt

Heat is to scald as cold is

9. to _____ .

- a) Frostbite b) Steam _____ c) Ice d) Ski

Sniff is to smell as lick is

10. to _____ .

- a) Eat b) Taste c) Stamp d) Stink

11. Tired is to sleep as hungry is to _____ .

- a) Drink b) d Exhauste c) Starving d) Eat

12.12.

Heat is to dry as water
is _____ .

to

a) Mold

b) Wet

c) Flood

d) Flow

Exercise 6

.Try your hand at these:

Reduce	Competent	Fear	Thrive	Felony
--------	-----------	------	--------	--------

1. Tan : Brown :: _____ : Expert

2. Hunger : Starvation :: Survive : _____

3. Decigram : Centigram : _____ : Eliminate

4. Sad : Tragic :: Misdemeanor : _____

5. Plump : Obese :: _____ : Terror

Intermediate Level

1.Choose the word that best expresses a relationship similar to that of the original pair.

Goal : Aim :: Large :

a) Mammoth

b) Miniature

c) Tiny

Suitable : Appropriate :: Expand :

a) Diminish

b) Contract

c) Elaborate

Connect : Conjoin :: Relevant :

a) Irrelevant

b) Pertinent

c) Trivial

Normal : Everyday :: Irregular :

a) Disorderly

b) Ordinary

c) Habitual

Fluently : Dexterously :: Dubitably :

- _____
- a) Inconclusively b) Irrevocable c) Unambiguous

Complex : Complicated :: Abandon :

- _____
- a) Very well b) Desertion c) Restraint

Acknowledged : Recognized :: Appeal :

- _____
- a) Revocation b) Disavowal c) Adjuration

Augment : Increase :: Bargain :

- _____
- a) Negotiation b) Rip-off c) Disagreement

Bland : Uninteresting :: Blatant :

- _____
- a) Concealed b) Conspicuous c) Subtle

Bleak : Grim :: Commensurate :

- _____
- a) Inappropriate b) Unfitting c) Compatible

UNIT VI

Vocabulary of the Day:

1. **Morose:** *adj.* gloomy, sullen; melancholy.
2. **Vex** (*v.*) to confuse or annoy
3. **Maverick** (*n.*) an independent, nonconformist person
4. **Incisive** (*adj.*) clear, sharp, direct
5. **Eloquent** (*adj.*) expressive, articulate, moving

READING COMPREHENSION

Reading comprehension is the process of understanding the meaning from a text written. Vocabulary and text together make up the process of reading comprehension. To understand the text written in the passage the reader must understand the vocabulary first. The reader can use their prior understanding of vocabulary, but they also have to learn new words.

There are two types of questions asked in reading comprehension:

Referential

In this type of comprehension, the understanding of information like the meaning of words, the context of writing, the sequence of events, characters in the story, and factual data are clearly stated. Readers can easily find the information and ideas which are explicitly stated in the text. If the answer to the question is directly spotted in the passage then it is a referential question.

Example

Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.

Question

Autumn occurs between summer and which another season? Here, the answer is directly given in the passage.

Inferential

In this type of comprehension, the reader has to determine the actual meaning of the text written. In inferential comprehension, readers require to combine ideas, interpret and evaluate information, identify tone and voice, and draw conclusions. If the answer is not directly spotted in the passage then it is an inferential question.

Example

Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.

Question

What is the main purpose of the passage? Here, the reader has to draw a conclusion according to his understanding.

There are some repeated questions asked in almost every reading comprehension passagesuch as:

- What is the author's purpose for writing the passage?
- Summarize the main idea of the passage.
- Draw a conclusion

Therefore, readers should develop a habit of understanding these repeated questions thoroughly which will help them in understanding the entire passage quickly.

Tips and tricks to solve Reading Comprehension

What is WPM (Word per Minute)

It is a measure of words processed per minute, commonly used to measure typing speed and reading speed. Average adult readers read around 200 – 300 wpm. This is the most crucial factor while solving reading comprehension.

How to increase WPM

When the reader looks at a word or several words while reading a passage, it is called a “fixation”. When the reader moves his/her eyes to read the next word or group of words, it is called a “saccade”. Fixation is a point between two saccades. It is repeated once or twice, to comprehend the phrase. When all these fixations and saccades and comprehension pauses are added together one ends up reading between 200 and 300 words per minute.

- **Role of Eye Span using eye span for quick reading**

“Eye-span” is the number of letters or symbols the reader can read in a single fixation. The easiest way to widen your eye span is to stop looking at a single word at a time instead of looking at chunks of words. Reading more words during a single fixation or pause increases the reading ability of the reader and allows readers to finish the reading material faster.

Side Effects of Lip Reading



Lip reading means reading something with only lip movement and not make a sound while reading. Lip reading limits the speed of reading as your eye span is limited to the word you are reading. Good readers also twitch their lips subconsciously while reading which slows their speed of reading.

Side Effects of Underlining/ Using Fingers



Underlining or using fingers while reading can get in the way of reading. Using fingers while reading draws false illusions that the reader is reading fast, but in reality, they are limiting their speed. It is because the reader's eyes only see the word that the reader's finger is pointing to and it may hamper the process of making connections and finding conclusions.

Sign Post Words



At school students were taught to pay special attention to text features such as the importance of titles, character's names, and the opening lines. There are additional text features, sometimes referred to as "signposts," that can help students read literary texts with a more profound understanding. Words like "but" and "and" are called signposts, and these words set the direction in which the sentence should progress. These signposts act as an alarm for readers to pay attention to what they are reading and understand the significance of the alarm.

- **Segmenting with Sub-Headings (like – intro, background, causes, conclusion)**

The reader should identify the components of reading comprehension to understand the basic structure and organization of the passage. Almost every passage follows the same principle. Therefore, it is important to understand the structure, tone, and main idea behind the passage. Quickly identifying these basic components will help you answer the passage questions quickly.

Tips according to the length of the paragraph

Tips for Very Long Passages

- The reader should develop a habit of reading different types of articles which will help them to understand the tone, attitude, and style of writing of several writers.
- Use the "bottom-up" approach which means, read the questions first, so that the reader has an idea of what to look for, in the passage. It will save the reader's time.
- While reading the long passage make sure not to read the complete passage, try reading only the part that is related to the questions that are asked.
- While reading the passage don't try to memorize every part of the passage instead understanding the essence of the point being conveyed by the author.
- Increase the reading speed by solving different exam papers or online mock tests.
- Try to engage with the passage from the starting, do not read the passage similar to reading an article in the newspaper because, by the time the reader reaches the end of the passage, she/he has forgotten what was at the beginning of the passage. Therefore, try and actively engage with the contents of the passage.

Tips for Short Passages

The short reading comprehension passages are either one or two paragraphs long. Therefore, they can be read easily and quickly. The readers are advised to read the passage slowly but simultaneously look for the important details. Then, from the questions, retrace the lines that correspond to the questions.

Tips for Medium Length Passages

The tips given for long passages are also applicable for medium passages. The reader should first try to read two to three lines of each paragraph given. It will allow the reader to find the conclusion and essence of the paragraph quickly. Along with reading try to memorize some information given in the passage by recollecting the important words. Further, eliminating the words, phrases, and sentences from the passage that is not useful will help in answering questions which have almost similar options. Along with all these tips the reader should also improve vocabulary, read and solve comprehensions from different fields of knowledge, like Science, Arts, Literature, Politics, Economics, and Current Affairs, etc.

Example

Read the passage and answer the questions on the basis of the same:

A fact that draws our attention is that, according to his position in life, an extravagant man is either admired or loathed. A successful business man does nothing to increase his popularity by being prudent with his money. A person who is wealthy is expected to lead a luxurious life and to be lavish with his hospitality. If he is not so, he is considered mean, and his reputation in business may even suffer in consequence. The paradox remains that he had not been careful with his money in the first place; he would never have achieved his present wealth.

Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he has not paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles – so much for rent, for food, for the children's shoes, she is able to face the milkman with equanimity every month satisfied

with her economizing ways, and never knows the guilt of buying something she can't really afford.

As for myself, I fall neither of these categories. If I have money to spare I can be extravagant, but when, as is usually the case, I am hard up and then I am the meanest man imaginable.

Question 1:

Choose an appropriate title for the above passage:

1. Profligacy plays its part in the lives of both rich and poor
2. Miserable lives of the poor
3. Profligacy – A cause for poverty
4. Profligacy is appreciated

Correct Choice: A

Explanation:

It is the most appropriate title as the passage highlights the life of both rich and lower class people in the first and second paragraphs respectively.

Question 2:

As per the text, "A wealthy and successful businessman..."

1. Has been into profligacy
2. Is popular by wasting time
3. Shall not worry about popularity
4. Is likely to have a lavish standard of living

Correct choice: D

Explanation:

The fourth line of the 1st paragraph gives us a hint about the same.

Question 3:

"Lavish with hospitality" – what is the meaning of this

The phrase in the context of the above passage:

1. Precise in spending merely on strangers as well as guests
2. Can't serve relatives and friends
3. Miserliness in dealing with relatives
4. A sense of profligacy in treating guests

Correct Answer: D

Explanation:

“Hospitality” in this phrase means to serve or treat guests or receive them with a warm and generous gesture and “lavish” denotes extravagance. The only match with the meaning is D.

Question 4.

“Equanimity” word in the concluding paragraph means:

1. Embarrassment
2. Composure
3. Ambiguous
4. Doubtful

Correct Answer: B

Explanation:

The meaning of the word itself is composure and stability when someone is stressed. As the sentence suggests, the milkman has to face equanimity every month.

EXERCISE 1

Exercise 1

Passage-1

Genealogy is fun. Just as a piece of furniture or a picture takes on much more interest if you know its history, so does an individual become more real once the ancestral elements that shaped him are known. An in-depth family history is a tapestry of all those to whom we owe our existence.

Which statement best conveys the theme of this paragraph?

- A: Finding out about our ancestors is more interesting than researching the history of objects.
- B: Genealogy is a study of people and their belongings in the past.
- C: Genealogy is a study of family history.
- D: Genealogical research can bring meaning and life to a family's history
- E. Most genealogies are a waste of effort.

Passage-2

Read the given facts/passage and answer the question that follows:

People are always less happy to accept scientific data they feel contradicts their preconceived beliefs. No surprise here; no human likes to be wrong. But science isn't supposed to care about preconceived notions. Science, at least good science, tells us about the world as it is, and not as some wish it to be. Sometimes what science finds is consistent with a particular religion's wishes. But usually it is not.

Question: What can be inferred about good science? Select from the given options.

1. A good science is well received by the educated people.
2. A good science is based on concrete results obtained through testing the hypothesis.
3. A good science and religion are same.
4. A good science will always prove the general populace wrong.

Passage-3

Directions (1-5): Read the following passage carefully and answer

Once upon a time, there was a Kingdom. The king there only had one leg and one eye, but he was very intelligent and kind. Everyone in his kingdom lived a happy and a healthy life because of their king. One day the king was walking through the palace hallway and saw the portraits of his ancestors. He thought that one day his children will walk in the same hallway and remember all the ancestors through these portraits.

But, the king did not have his portrait painted. Due to his physical disabilities, **he wasn't sure how his painting would turn out to be.** So he invited many famous painters from his and other kingdoms to the court. The king then announced that he wants a beautiful portrait made of himself to be placed in the palace. Any painter who can carry out this should come forward. He will be rewarded based on how the painting turns up.

All of the painters began to think that the king only has one leg and one eye. How can his picture be made very beautiful? It is not possible and if the picture does not turn out to look beautiful then the king will get angry and punish them. So one by one, all started to make excuses and politely declined to make a painting of the king.

But suddenly one painter raised his hand and said that I will make a very beautiful portrait of you which you will surely like. The king became happy hearing that and other painters got curious. The king gave him the permission and the painter started drawing the portrait. He then filled the drawing with paints. Finally, after taking a long time, he said that the portrait was ready!

All of the courtiers, other painters were curious and nervous thinking, "How can the painter make the king's portrait beautiful because the king is physically disabled? What if the king didn't like the painting and gets angry?" But when the painter presented the portrait, everyone in the court, including the king, was left stunned.

The painter made a portrait in which the king was sitting on the horse, on the one-leg side, holding his bow and aiming the arrow with his one eye closed. The king was very pleased to see that the painter has made a beautiful portrait by cleverly hiding the king's disabilities. The King gave him a great reward.

Q1. Why did the painters start making excuses and politely declining the offer to make a portrait of the King?

- (a) The painters were not happy with the reward offered by the King.
- (b) The painters knew that the King was one legged and one eyed and making a beautiful portrait would mean compromising on their art.
- (c) They were scared of the consequences in case the King did not like the portrait made by them.

- (d) They all believed making a beautiful portrait of a disabled person required a lot of time and thinking which was not given by the King.
- (e) None of these

Q2. Why were all the courtiers and other painters curious and nervous?

- (a) They all were desperate to see how the beautiful portrait of a disabled person looked.
- (b) They all wanted to see how the King punishes the painter who made his portrait..
- (c) They all were amazed at the masterful portrait made by the painter.
- (d) They all wanted to see what has the painter made and how would the King react if he doesn't like it.

Q3. According to the passage what is meant by the line given in BOLD in the above passage?

- (a) The King did not have a portrait of his in the hallway because he knew his portrait would not look good.
- (b) The King did not know how he would look in the portrait
- (c) The portraits of King's ancestors were very good and the King thought that his portrait will not be as good.
- (d) The King was too shy to pose for a portrait to be made by a painter.
- (e) None of these

Q4. Which of the following could be the most appropriate title for the above passage?

- (a) World is how we look at it
- (b) A beautiful portrait
- (c) A wonderful Painter
- (d) A disabled King
- (e) A disabled but clever King

Q5. Which of the following is incorrect in the context of the above passage?

- (a) No one was willing to make the portrait as they were worried about the punishment but then a novice painter raised his hand.
- (b) The painter made a stunning portrait of the King and everyone was amazed to see it.
- (c) The King invited many famous painters from his and other kingdoms to the court.
- (d) Everyone in the King's kingdom was a prosperous and healthy life because he was an intelligent King.
- (e) All of the above are true

Passage-4

Refer to the following passage and answer the questions.

First, be sure to keep the broken ends quiet. Keep the adjacent joints still. Should these joints bend, the muscles will act against the fractured bone and cause motion. Give the victim first aid for shock. Apply a sterile dressing to the fracture if it is compound. Do not try to push back

a protruding bone. When you are splinting the fractured area, the end will slip back when the limb is straightened. An ice bag should be used with all fractures, sprains, and dislocations. A simple method of preventing motion of the fragments is to place the limb on pillows. Splints may also be used to keep the limb from moving. Breaks of the ribs or skull bone need no splints as they are held fast by other bones and tissue.

1. This article will help you to...

- a. Make a splint.
- b. Care for broken bones.
- c. Care for bad burns.
- d. Make a sterile dressing.
- e. Inform you of the doctor's duties.

2. The first thing to do for a fracture is...

- a. Keep the broken ends quiet.
- b. Use an ice bag.
- c. Push back the protruding bone.
- d. Make a splint.
- e. Clean the area.

3. If the fracture is compound...

- a) Keep the broken ends quiet.
- b) Use an ice bag.
- c) Push back the protruding bone.
- d) Make a splint.
- e) Apply a sterile dressing.

4. A break which needs no splint is one in the...

- a) Arm.
- b) Foot.
- c) Leg.
- d) Ribs.
- e) Neck.

EXERCISE 2

Intermediate Level

Passage -1

The issue of road rage requires serious attention. Day by day, it is becoming a great concern. Call it the negligence of the government or the rashness of the drivers, the underlying fact is that at the end of the day, the common man is the one who suffers the most. The commoner driving a two-wheeler who is hit by a speeding SUV, even though the former was following the traffic rules, has nowhere to go in order to seek redressal for his grievances or his injury. A recent case in point is the accident caused by the speeding luxury car owned by Hema Malini. A family of four driving a modest Alto was hit by the over speeding car driven by the actress's driver. It resulted in the death of the youngest child of the family and several injuries to the other family members. To add insult to injury, Malini posted negative comments on a famous social networking website.

Part of the problem lies with the attitude and mentality of the driver behind the steering wheel. The car is a personal vehicle and one possesses the freedom to drive it independently and at one's own will. But one must understand that the road on which one drives is open to the public. This blurring of the dichotomy between the public and the private leads to reckless behaviour on the roads. Respect for the elderly and pedestrians, so common in countries abroad, is a thing of rarity to be found in our land. A little consideration to road rules and adoption of simple safety measures such as fastening of the seat belt, can go a long way in reducing this menace.

Questions:

Q 1 Suggest a suitable title to the passage.

Q 2 Why does the common man suffer grievously in instances of road rage?

Q 3 What should the driver understand?

Q 4 What is the solution to this problem of road rage?

Passage - 2

The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skilful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time-consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.

Before beginning to write, the writer must ask himself a few questions – Why am I writing?

- What is it that I intend to share with others? What purpose will my writing serve? Have I read enough about the topic or theme about which I am going to write? If one is hesitant to answer even one of the aforementioned questions, one better not write at all!

Because academic writing is a serious activity – it makes one part of a shared community of readers and writers who wish to disseminate and learn from well-argued pieces of writing.

The structure of an argumentative essay should take the form of – Introduction (which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten per cent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re-state the argument and offer a substantial ending to the piece.

Questions:

Q 1 What is academic writing?

Q 2 Why is reading an important part of writing?

Q 3 Why should one ask oneself the questions mentioned in the second passage?

Q 4 What are the components of the structure of an argumentative essay?

Passage – 3

Today's world can truly be called a "society of the spectacle", a phrase that the French sociologist and thinker Guy de Bord used decades earlier. Every act of lived experience has today become a spectacle. It would be a little incorrect to say that this craze for spectacle-izing everything that occurs around us is a recent phenomenon. If one had watched The Pirates of The Caribbean movies, one would realise that even in the late eighteenth century, executions were public events - a large portion of the populace would gather around the site of the hanging in the city square in order to see justice being meted out in front of their very own eyes. It was also a form of popular entertainment. It was a sort of a collective public blood-letting.

The spectacle that the contemporary society has become is an overwhelming experience. One enters into a restaurant, orders an exotic dish – but the proof of having eaten it doesn't exist until tons of photographs are clicked from varied angles and shared on social networking sites, one goes for a holiday to a calm and serene location, but is all the while busy telling the world about it. It as if one has to document every moment of one's existence. When does one live that moment then? Perhaps it is in the documentation that one survives these days!

Questions:

Q 1 What is the "Society of the spectacle"?

Q 2 Is it a recent occurrence?

Q 3 Do we really 'live' moments now?

Q 4 Besides documentation, what is the other function of the spectacle?

Passage – 4

Surveillance has increased manifold since the 9/11 terror attacks on the World Trade Centre

in the U.S. This increase in surveillance today shapes the relationship between the state and the individual. The state keeps an eye on its citizens, thereby positing each and every citizen as a potential wrong-doer. For instance, the proliferation of the CCTV cameras in streets, restaurants and in every imaginable public space. Infact, the camera need not even be functional in order to make the citizens behave themselves – its mere presence is enough to scare the citizens into submission. Such is the power of the mere potential of surveillance.

Surveillance studies have shown that these techniques might not be too effective at all times, citizens might feign decent behaviour in order to avoid themselves from getting into a tussle with the law of the land. But it does not assure the state of the reformation in the attitude of the citizens. It is a mere eye-wash. It works only when the citizen truly desires to transform his or her attitude and adopt decency in all walks of life.

The act of constant surveillance makes the state a voyeur – a person who derives pleasure from watching events unfold in a secretive manner. A recent case in point would be the raid on a hotel in the so-called cosmopolitan city of Mumbai where young couples were consensually residing. The state has today entered the bed-room. And this is an unhealthy proposition!

Questions:

Q 1 What is the effect of the state's surveillance on the individual?

Q 2 Does the CCTV need to be functional all the time?

Q 3 Why is surveillance not effective always?

Q 4 When is surveillance really effective?

Passage – 5

India is a secular, democratic nation. This implies that every religion is treated equally and at par with every other religion. No religion is accorded any preferential treatment of any kind. All citizens are also free to practice, preach or profess any religion of their choosing. The state does not have a unified or homogeneous religious following. This unique characteristic of India ensures its unity in diversity. India has been the birthplace of several religions and is the land where all these religions - such as Hinduism, Christianity, Buddhism, Sikhism, Zoroastrianism, Jainism and so on exist simultaneously, peacefully and harmoniously.

But, some anti-social elements have interpreted the sanctity of religions in a twisted way. No religion preaches violence or rioting. All the religions are but various ways to reach the Supreme Being, they are paths which lead to the ultimate truth and salvation, though we refer to the destination by various names such as Jesus, Krishna, Buddha, Allah and so on. It is important to realize that in order to ensure a peaceful mosaic of cultural distinctness, the path of non-violence or ahimsa, as given by the Father of the nation, must be followed unwaveringly.

God created man in his own image. Hence, it follows naturally that there is some divinity within all human beings.

Thus, to kill and murder in the name of religion is blasphemy. Only once the religious fanatics understand this, will there be perpetual peace in the land.

Questions

Q 1 What is meant by the term "Secular"?

Q 2 What is special about India's association with religion?

Q 3 Why are human beings divine?

Q 4 How can all religions co-exist peacefully?

EXERCISE 3

Practice Exercise

Read the following paragraphs and carefully determine what the main idea is for each. The best way to approach these questions is to first read the paragraph and then, in your own words, restate what you think the author is trying to say. From the five choices, select the one statement that best supports the author's point.

Critical reading is a demanding process. To read critically, you must slow down your reading and, with pencil in hand, perform specific operations on the text. Mark up the text with your reactions, conclusions, and questions. When you read, become an active participant.

1. This paragraph best supports the statement that

- a. critical reading is a slow, dull, but essential process.
- b. the best critical reading happens at critical times in a person's life.
- c. readers should get in the habit of questioning the truth of what they read.
- d. critical reading requires thoughtful and careful attention.
- e. critical reading should take place at the same time each day.

Mathematics allows us to expand our consciousness. Mathematics tells us about economic trends, patterns of disease, and the growth of populations. Math is good at exposing the truth, but it can also perpetuate misunderstandings and untruths. Figures have the power to mislead people.

2. This paragraph best supports the statement that

- a. the study of mathematics is dangerous.
- b. words are more truthful than figures.
- c. the study of mathematics is more important than other disciplines.
- d. the power of numbers is that they cannot lie.
- e. figures are sometimes used to deceive people.

If you're a fitness walker, there is no need for a commute to a health club. Your neighbourhood can be your health club. You don't need a lot of fancy equipment to get a good workout either. All you need is a well-designed pair of athletic shoes.

3. This paragraph best supports the statement that

- a. fitness walking is a better form of exercise than weight lifting.
- b. a membership in a health club is a poor investment.
- c. walking outdoors provides a better workout than walking indoors.
- d. fitness walking is a convenient and valuable form of exercise.
- e. poorly designed athletic shoes can cause major foot injuries.

There are no effective boundaries when it comes to pollutants. Studies have shown that toxic insecticides that have been banned in many countries are riding the wind from countries where they remain legal. Compounds such as DDT and toxaphene have been found in remote places like the Yukon and other Arctic regions.

4. This paragraph best supports the statement that

- a. toxic insecticides such as DDT have not been banned throughout the world.
- b. more pollutants find their way into polar climates than they do into warmer areas.

Human technology developed from the first stone tools about two and a half million years ago. In the beginning, the rate of development was slow. Hundreds of thousands of years passed without much change. Today, new technologies are reported daily on television and in newspapers.

5. This paragraph best supports the statement that

- a. stone tools were not really technology.
- b. stone tools were in use for two and a half million years.
- c. there is no way to know when stone tools first came into use.
- d. In today's world, new technologies are constantly being developed.
- e. none of the latest technologies are as significant as the development of stone tools.

Keeping busy at important tasks is much more motivating than having too little to do. Today's employees are not afraid of responsibility. Most people are willing to take on extra responsibility in order to have more variety in their positions. In addition, along with that responsibility should come more authority to independently carry out some important tasks.

6. The main idea of the paragraph is that

- a. variety and independence on the job increase employee motivation.
- b. to avoid boredom, many people do more work than their jobs require of them.
- c. today's employees are demanding more independence than ever before.
- d. office jobs in the past have carried less responsibility.

Whether you can accomplish a specific goal or meet a specific deadline depends first on how much time you need to get the job done. What should you do when the demands of the job exceed the time you have available? The best approach is to divide the project into smaller pieces. Different goals will have to be divided in different ways, but one seemingly unrealistic goal can often be accomplished by working on several smaller, more reasonable goals.

7. The main idea of the passage is that

- a. jobs often remain only partially completed because of lack of time.
- b. the best way to complete projects is to make sure your goals are achievable.
- c. the best way to tackle a large project is to separate it into smaller parts.
- d. the best approach to a demanding job is to delegate responsibility

Knitting has made a major comeback. People are knitting on college campuses, in coffee shops, and in small knitting groups throughout the United States. New knitting stores, many with cafes, are popping up all over, and there are more knitting books and magazines being published than ever before. And not all of these knitters are women: As knitting continues to surge in popularity, men are picking up knitting needles in record numbers.

8. The paragraph best supports the statement that

- a. joining a knitting group is a great way to make new friends.
- b. some people knit because it helps them relax and release stress.
- c. today's knitter is not the stereotypical grandmother in a rocking chair.
- d. as is the case with all fads, this new obsession with knitting will fade quickly.

Health clubs have undergone a major transformation that can be described in three words: mind, body, and spirit. Loud, fast, heart-thumping aerobics has been replaced by the hushed tones of yoga and the controlled movements of Pilates. The clubs are responding to the needs of their customers who are increasingly looking for a retreat from their hectic lifestyles and a way to find a healthy balance in their lives by nurturing their whole selves.

9. The main idea of the paragraph is that

- a. exercise is less important now than it once was.
- b. health clubs are much less popular now than they were ten years ago.
- c. many health clubs will go out of business because of the decline in traditional exercise.
- d. people's desire to nurture all aspects of themselves has contributed to big changes for health clubs.

Native American art often incorporates a language of abstract visual symbols. The artist gives a poetic message to the viewer, communicating the beauty of an idea, either by using religious symbols or a design from nature such as rain on leaves or sunshine on water. The idea communicated may even be purely whimsical, in which case the artist might start out with symbols developed from a bird's tracks or a child's toy.

10. The main idea of the passage is that Native American art

- a. is purely poetic and dreamlike.
- b. is usually abstract, although it can also be poetic and beautiful.
- c. communicates the beauty of ideas through the use of symbols.
- d. is sometimes purely whimsical.

Before you begin to compose a business letter, sit down and think about your purpose in writing the letter. Do you want to request information, order a product, register a complaint, or apply for something? Do some brainstorming and gather information before you begin writing. Always keep your objective in mind.

11. The main idea of the passage is that

- a. planning is an important part of writing a business letter.
- b. business letters are frequently complaint letters.
- c. brainstorming and writing take approximately equal amounts of time.
- d. many people fail to plan ahead when they are writing a business letter.

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic; chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word *touiller*, meaning to stir or mix together.

12. Which of the following is the correct order of steps for making ratatouille?

- a. chop vegetables, add tomato paste, stir or mix together
- b. mix the vegetables together, sauté them, and add tomato paste
- c. cook the vegetables slowly, mix them together, add tomato paste
- d. add tomato paste to extend the broth and cook slowly over low heat

13. Ratatouille can best be described as a

- a. French pastry.
- b. sauce to put over vegetables.
- c. pasta dish extended with tomato paste.
- d. vegetable stew.

Daffodil bulbs require well-drained soil and a sunny planting location. They should be planted in holes that are 3–6 inches deep and there should be 2–4 inches between bulbs. The bulb should be placed in the hole, pointed side up, root side down. Once the bulb is planted, water the area thoroughly.

14. According to the above directions, when planting daffodil bulbs, which of the following conditions is not necessary?

- a. a sunny location
- b. well-drained soil
- c. proper placement of bulbs in soil
- d. proper fertilization

15. According to the above directions, which of the following is true?

- a. Daffodils do best in sandy soil.
- b. Daffodil bulbs should be planted in autumn for spring blooming.
- c. It is possible to plant daffodil bulbs upside down.
- d. Daffodil bulbs require daily watering.

For the following three questions, choose the topic sentence that best fits the paragraph.

16. Gary is a distinguished looking man with a touch of gray at the temples. Even in his early 50s, he still turns heads. He enjoys spending most of his time admiring his profile in the mirror. In fact, he considers his good looks to be his second-most important asset. The first, however, is money. He is lucky in this area, too,

having been born into a wealthy family. _____. He loves the power his wealth has given him. He could buy whatever he desires, whether that be people, places, or things. Gary checks that mirror often and feels great delight with what he sees.

- a. Gary's grey hair is his worst characteristic.
- b. Conceit is the beginning and the end of Gary's character; conceit of person and situation.
- c. Gary feels blessed to be wealthy and the joy consumes his every thought.
- d. The only objects of Gary's respect are others who hold positions in society above him.

17. The term spices is a pleasant one, whether it connotes fine French cuisine or a down-home, cinnamon-flavoured apple pie. _____. In the past, individuals travelled the world seeking exotic spices for profit and, in searching, have changed the course of history. Indeed, to gain control of lands harbouring new spices, nations have actually gone to war.

- a. The taste and aroma of spices are the main elements that make food such a source of fascination and pleasure.
- b. The term might equally bring to mind Indian curry made thousands of miles away and those delicious barbecued ribs sold on the corner.
- c. It is exciting to find a good cookbook and experiment with spices from other lands—indeed, it is one way to travel around the globe!
- d. The history of spices, however, is another matter altogether, and at times, it can be filled with danger and intrigue.

For the following questions, a topic sentence is given. Try choosing the sentence that best develops or supports it.

18. Cosmetic plastic surgery is one of the fastest growing segments of U.S. medicine.

- a. Cosmetic plastic surgery can have dangerous side effects, some of which can be fatal.
- b. Americans are eager to make their bodies as perfect as possible and to minimize the visible signs of aging.
- c. The price of cosmetic plastic surgery is also on the rise.
- d. This increase in cosmetic plastic surgery says something quite disturbing about our culture.

19. Life on Earth is ancient and, even at its first appearance, unimaginably complex.

- a. Scientists place its beginnings at some three billion years ago, when they hypothesize that the first molecule floated up out of the ooze with the unique ability to replicate itself.
- b. The most complex life form is, of course, the mammal—and the most complex mammal is humankind.
- c. It is unknown exactly where life started, where the first molecule was “born” that had the ability to replicate itself.
- d. Darwin's theory of evolution was one attempt to explain what essentially remains a great mystery.

20. More and more people are eating organically grown fruits and vegetables.

- a. Organic food is usually more expensive than non-organic food.

- b. A wide variety of organic chocolate products are now available in stores.
- c. Raw foods are enjoying increasing popularity, now that people are discovering how a raw-foods diet leaves you feeling and looking great.
- d. Fresh organic produce contains more vitamins, minerals, and enzymes than nonorganic produce.

21. Parents play an important role in their children's academic success.

- a. Video games have a negative impact on children's academic success.
- b. Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades.
- c. Studies show that watching less television and spending less time playing video games help children get better grades.
- d. Children who are avid readers get much better grades than their peers.

22. In Oklahoma, a girl is forbidden to take a bite from her date's hamburger.

- a. It's illegal for teenagers to take a bath during the winter in Clinton, Indiana.
- b. Youngsters may not spin Yo-Yos on Sunday in Memphis, Tennessee.
- c. It may be hard to believe, but these types of strange laws are still on the books!
- d. It is illegal to parade an elephant down Main Street in Austin, Texas.

23. In special cases, needy people who have nowhere else to go are permitted to enter the United States as refugees.

- a. Other people, however, enter the United States illegally.
- b. The total number of newcomers was over one million.
- c. United States immigration laws put limits on the number of people permitted to enter the United States.
- d. As many as 12 million people may be living in the United States illegally.

For the following two questions, choose the sentence that does NOT support the given topic sentence.

24. In ancient Greece, honor was not just the domain of the warrior.

- a. A great orator [speaker], who could sway the public with his logic and wit, was greatly respected.
- b. A revered poet's name lived on long after he died.
- c. Great wealth was characteristic of the truly great kings.
- d. A warrior's quest for the esteem of his peers would bring him great prizes, which would secure a long-lasting reputation.

25. In Moby Dick, Herman Melville wrote that the whale men were "enveloped in whale lines," that each man relied on the others during moments of danger.

- a. The small boats that pursued the whales left the whaling ship far behind; each man in a boat had to depend on the others to stay alive.
- b. Once the whale was harpooned, the whale line unravelled so fast that water had to be poured on it to keep it from smoking.
- c. The whale line was the rope, dozens of yards long, that attached to the harpoon; it was unravelled under the seats of all the men metaphorically connecting each man to the next.

d. One wrong move and the line would snap a man right out of the boat; thus, his life depended on whether the crew would cut the whale loose to save him, or leave him in the ocean during the heat of the hunt.

Some of the questions following the passages ask you to make inferences from the passages. To infer means to arrive at a conclusion by reasoning from evidence. Synonyms for infer are deduce, judge, or conclude. If you are told to infer something from a passage, you are basically being asked what conclusions can be drawn from the content of the story.

Tip: If you replace the word infer with conclude in a question, it may make more sense to you. The use of desktop computer equipment and software to create high-quality documents such as newsletters, business cards, letterhead, and brochures is called Desktop Publishing, or DTP. The most important part of any DTP project is planning. Before you begin, you should know your intended audience, the message you want to communicate, and what form your message will take.

26. The paragraph best supports the statement that

- a. Desktop Publishing is one way to become acquainted with a new business audience.
 - b. computer software is continually being refined to produce high-quality printing.
 - c. the first stage of any proposed DTP project should be organization and design.
 - d. the planning stage of any DTP project should include talking with the intended audience.
- One of the missions of the Peace Corps is to help the people of interested countries meet their need for trained men and women. People who work for the Peace Corps do so because they want to, but to keep the agency dynamic with fresh ideas, no staff member can work for the agency for more than five years.

27. The paragraph best supports the statement that Peace Corps employees

- a. are highly intelligent people.
- b. must train for about five years.
- c. are hired for a limited term of employment.
- d. have both academic and work experience.

Litigation is not always the only or best way to resolve conflicts. Mediation offers an alternative approach and it is one that can be quite efficient and successful. Mediation can be faster, less expensive, and can lead to creative solutions not always possible in a court of law. Additionally, mediation focuses on mutually acceptable solutions, rather than on winning or losing.

28. This paragraph best supports the idea that

- a. there is too much reliance on litigation in our society.
- b. litigation is expensive, slow, and limited by its reliance on following the letter of the law.
- c. mediation is the best way to resolve a crisis.
- d. mediation can be an effective way to resolve conflicts.

Many cities have distributed standardized recycling containers to all households with directions that read: "We would prefer that you use this new container as your primary recycling container as this will expedite pick-up of recyclables. Additional recycling containers may be purchased from the City."

29. According to the directions, each household

- a. may only use one recycling container.
- b. must use the new recycling container.
- c. should use the new recycling container.
- d. must buy a new recycling container.

The competitive civil-service system is designed to give candidates fair and equal treatment and to ensure that federal applicants are hired based on objective criteria. Hiring has to be based solely on a candidate's knowledge, skills, and abilities (which you'll sometimes see abbreviated as ksa), and not on external factors such as race, religion, sex, and so on. Whereas employers in the private sector can hire employees for subjective reasons, federal employers must be able to justify their decision with objective evidence that the candidate is qualified.

30. The paragraph best supports the statement that

- a. hiring in the private sector is inherently unfair.
- b. ksa is not as important as test scores to federal employers.
- c. federal hiring practices are simpler than those employed by the private sector.
- d. the civil service strives to hire on the basis of a candidate's abilities.

31. The federal government's practice of hiring on the basis of ksa frequently results in the hiring of employees

- a. based on race, religion, sex, and so forth.
- b. who are unqualified for the job.
- c. who are qualified for the job.
- d. on the basis of subjective judgment.

Everyone is sensitive to extreme weather conditions. But with age, the body may become less able to respond to long exposure to very hot or very cold temperatures. Some older people might develop hypothermia when exposed to cold weather. Hypothermia is a drop in internal body temperature, which can be fatal if not detected and treated.

32. The paragraph best supports the statement that

- a. cold weather is more dangerous for older people than warm weather.
- b. hypothermia is a condition that only affects older people.
- c. older people who live in warm climates are healthier than older people who live in cold climates.
- d. an older person is more susceptible to hypothermia than a younger person.

It is well known that the world urgently needs adequate distribution of food, so that everyone gets enough. Adequate distribution of medicine is just as urgent. Medical expertise and medical supplies need to be redistributed throughout the world so that people in emerging nations will have proper medical care.

33. This paragraph best supports the statement that

- a. the majority of the people in the world have no medical care.
- b. medical resources in emerging nations have diminished in the past few years.
- c. not enough doctors give time and money to those in need of medical care.
- d. many people who live in emerging nations are not receiving proper medical care.

Use of electronic mail (e-mail) has been widespread for more than a decade. E-mail simplifies the flow of ideas, connects people from distant offices, eliminates the need for meetings, and often boosts productivity. However, e-mail should be carefully managed to avoid unclear and inappropriate communication. E-mail messages should be concise and limited to one topic. When complex issues need to be addressed, phone calls are still best.

34. The main idea of the paragraph is that e-mail

- a. is not always the easiest way to connect people from distant offices.
- b. has changed considerably since it first began a decade ago.
- c. causes people to be unproductive when it is used incorrectly.
- d. is effective for certain kinds of messages but only if managed wisely.

35. Which of the following would be the most appropriate title for the passage?

- a. Appropriate Use of E-Mail
- b. E-Mail's Popularity
- c. E-Mail: The Ideal Form of Communication
- d. Why Phone Calls Are Better Than E-Mail