

the past. Abstractionism thus entered India as a double-edged device in a complex cultural transaction. Ideologically, it served as an internationalist legitimization of the emerging revolutionary local trends. However, on entry, it was conscripted to serve local artistic preoccupations—a survey of indigenous abstractionism will show that its most obvious points of affinity with European and American abstract art were with the more mystically oriented of the major sources of abstractionist philosophy and practice, for instance, the Kandinsky-Klee, school. There have been no takers for Malevich's Suprematism, which militantly rejected both the artistic forms of the past and the world of appearances, privileging the new-minted geometric symbol as an autonomous sign of the desire for infinity.

Against this backdrop, we can identify three major abstractionist idioms in Indian art. The first develops from a love of earth, and assumes the form of a celebration of the self's dissolution in the cosmic panorama; the landscape is no longer a realistic transcription of the scene, but is transformed into a visionary occasion for contemplating cycles of decay and regeneration. The second idiom phrases its departures from symbolic and archetypal devices as invitations to heightened planes of awareness. Abstractionism begins with the establishment or dissolution of the motif, which can be drawn from diverse sources, including the hieroglyphic tablet, the Sufi meditation dance or Tantric diagram. The third idiom is based on the lyric play of forms guided by gesture or allied with formal improvisations like the assemblage. Here, sometimes, the line dividing abstract image from patterned design or quasi-random expressive marking may blur. The flux of forms can also be regimented through the poetics of pure colour arrangements, vector-diagrammatic spaces and gestural design.

In this genealogy, some pure lines of descent follow their logic to the inevitable point of extinction, others engage in cross-fertilization, and yet others undergo mutation to maintain their energy. However, this genealogical survey demonstrates the wave at its crest, those points where the metaphysical and the painterly have been fused in images of abiding potency, ideas sensuously ordained rather than fabricated programmatically to a concept. It is equally possible to enumerate the troughs where the two principles do not come together; thus arriving at a very different account. Uncharitable as it may sound, the history of Indian abstractionism records a

series of attempts to avoid the risks of abstraction by resorting to an overt and near-generic symbolism, which many Indian abstractionists embrace when they find themselves bereft of the imaginative energy to negotiate the union of metaphysics and painterliness. Such symbolism falls into a dual trap: it succumbs to the pompous vacuity of pure metaphysics when the burden of intention is passed off as justification: or then it is desiccated by the arid formalism of pure painterliness. With delight in the measure of change or pattern guiding the execution of a painting, the ensuing conflict of purpose stalls the progress of abstractionism in an impasse. The remarkable Indian abstractionists are precisely those who have overcome this and addressed themselves to the basic elements of their art with a decisive sense of independence from prior models. In their recent work, we see the logic of Indian abstractionism pushed almost to the furthest it can be taken. Beyond such artists stands a lost generation of abstractionism whose work invokes a wistful, delicate beauty, but stops there.

Abstractionism is not a universal language; it is an art that points up the loss of a shared language of signs in society. And yet, it affirms the possibility of its recovery through the effort of awareness. While its rhetoric has always emphasized a call for new forms of attention, abstractionists' practice has tended to fall into a complacent pride in its own incomprehensibility; fatal in an ethos where vibrant new idioms compete for viewers' attention. Indian abstractionists ought to really return to basics, to reformulate and replenish their understanding of the nature of the relationship between the painted image and the world around it. But can they abandon their favourite conceptual habits and formal conventions, if this becomes necessary?

9. Which one of the following is not stated by the author as a reason for abstractionism losing its vitality?
- (a) Abstractionism has failed to reorient itself in the context of changing human experience.
 - (b) Abstractionism has not considered the developments in artistic expression that have taken place in recent times.
 - (c) Abstractionism has not followed the path taken by all revolutions, whether in politics or art.
 - (d) The impact of mass media on viewers' expectation has not been assessed, and responded to, by abstractionism.

10. Which one of the following, according to the author; is the role that abstractionism plays in a society?
- (a) It provides an idiom that can be understood by most members in a society.
 - (b) It highlights the absence of a shared language of meaningful symbols, which can be recreated through greater awareness.
 - (c) It highlights the contradictory artistic trends of revolution and conservation that any society needs to move forward.
 - (d) It helps abstractionists invoke the wistful, delicate beauty that may exist in society.
11. According to the author, which one of the following characterizes the crisis faced by abstractionism?
- (a) Abstractionists appear to be unable to transcend the solutions tried out earlier.
 - (b) Abstractionism has allowed itself to be confined by set forms and practices.
 - (c) Abstractionists have been unable to use the multiplicity of forms now becoming available to an artist.
 - (d) All of the above.
12. According to the author; the introduction of abstraction was revolutionary because it:
- (a) celebrated the hopes and aspirations of a newly independent nation.
 - (b) provided a new direction to Indian art, towards self-inquiry and non-representational images.
 - (c) managed to obtain international support for the abstractionist agenda.
 - (d) was emancipation from the dogmas of the nascent nation state.
13. Which one of the following is not part of the author's characterization of the conservative trend in Indian abstractionism?
- (a) An exploration of the subconscious mind.
 - (b) A lack of full commitment to non-representational symbols.
 - (c) An adherence to the symbolic while aspiring to the mystical.

- (d) Usage of the images of gods or similar symbols.
14. Given the author's delineation of the three abstractionist idioms in Indian art, the third idiom can be best distinguished from the other two idioms through its:
- (a) depiction of nature's cyclical renewal.
 - (b) use of non-representational images.
 - (c) emphasis on arrangement of forms.
 - (d) limited reliance on original models.
15. According to the author; the attraction of the Kandinsky-Klee School for Indian abstractionists can be explained by which one of the following?
- (a) The conservative tendency to aspire to the mystical without a complete renunciation of the symbolic.
 - (b) The discomfort of Indian abstractionists with Malevich's supermatism.
 - (c) The easy identification of Obvious points of affinity with European and American abstract art, of which the Kandinsky-Klee School is an example.
 - (d) The double-edged nature of abstractionism which enabled identification with mystically-oriented schools.
16. Which one of the following, according to the author, is the most important reason for the stalling of abstractionism's progress in an impasse?
- (a) Some artists have followed their abstractionist logic to the point of extinction.
 - (b) Some artists have allowed chance or pattern to dominate the execution of their paintings.
 - (c) Many artists have avoided the trap of a near generic and an open symbolism.
 - (d) Many artists have found it difficult to fuse the twin principles of the metaphysical and the painterly.

Passage 3 (Total Words—1244) (CAT 2000)

In a modern computer, electronic and magnetic storage technologies play complementary roles. Electronic memory chips are fast but volatile (their contents are lost when the computer is unplugged). Magnetic tapes and hard disks are slower; but have the advantage that they are non-volatile, so that they can be used to store software and documents even when the power is off.

In laboratories around the world, however; researchers are hoping to achieve the best of both worlds. They are trying to build magnetic memory chips that could be used in place of today's electronic ones. These magnetic memories would be non-volatile; but they would also be faster, would consume less power, and would be able to stand up to hazardous environments more easily. Such chips would have obvious applications in storage cards for digital cameras and music-players; they would enable handheld and laptop computers to boot up more quickly and to operate for longer; they would allow desktop computers to run faster; they would doubtless have military and space-faring advantages too. But although the theory behind them looks solid, there are tricky practical problems that need to be overcome. Two different approaches, based on different magnetic phenomena are being pursued. The first, being investigated by Gary Prinz and his colleagues at the Naval Research Laboratory (NRL) in Washington, D.C., exploits the fact that the electrical resistance of some materials changes in the presence of a magnetic field—a phenomenon known as magneto-resistance. For some multi-layered materials this effect is particularly powerful and is, accordingly, called “giant” magneto-resistance (GMR). Since 1997, the exploitation of GMR has made cheap multi-gigabyte hard disks commonplace. The magnetic orientations of the magnetized spots on the surface of a spinning disk are detected by measuring the changes they induce in the resistance of a tiny sensor. This technique is so sensitive that it means the spots can be made smaller and packed closer together than was previously possible, thus increasing the capacity and reducing the size and cost of a disk drive.

Dr. Prinz and his colleagues are now exploiting the same phenomenon on the surface of memory chips, rather than spinning disks. In a conventional memory chip, each binary digit (bit) of data is represented using a capacitor—reservoir of electrical charge that is either empty or full—to represent a

zero or a one. In the NRL's magnetic design, by contrast, each bit is stored in a magnetic element in the form of a vertical pillar of magnetized material, either clockwise or anticlockwise to represent zero or one. Another set of wires allows current to pass through any particular element. By measuring an element's resistance you can determine its magnetic orientation, and hence, whether it is storing a zero or a one. Since the elements retain their magnetic orientation even when the power is off, the result is nonvolatile memory. Unlike the elements of an electronic memory, a magnetic memory's elements are not easily disrupted by radiation. And compared with electronic memories, whose capacitors need constant topping up, magnetic memories are simpler and consume less power. The NRL researchers plan to commercialise their device through a company called Non-Volatile Electronics, which recently began work on the necessary processing and fabrication techniques. But it will be some years before the first chips roll off the production line.

Most attention in the field is focused on an alternative approach based on magnetic tunnel-junctions (MTJs), which are being investigated by researchers at chipmakers such as IBM, Motorola, Siemens and Hewlett-Packard. IBM's research team, led by Stuart Parkin, has already created a 500-element working prototype that operates at 20 times the speed of conventional memory chips and consumes 1% of the power: Each element consists of a sandwich of two layers of magnetable material separated by a barrier of aluminum oxide just four or five atoms thick. The polarization of lower magnetable layer is fixed in one direction, but that of the upper layer can be set (again by passing a current through a matrix of control wires) either to the left or to the right, to store a zero or a one. The polarizations of the two layers are then in either the same or opposite directions.

Although the aluminium-oxide barrier is an electrical insulator, it is so thin that electrons are able to jump across it via a quantum-mechanical effect called tunneling. It turns out that such tunneling is easier when the two magnetic layers are polarized in the same direction than when they are polarized in opposite directions, so, by measuring the current that flows through the sandwich, it is possible to determine the alignment of the topmost layer; and hence, whether it is storing a zero or a one.

To build a full-scale memory chip based on MTJs is, however, no easy matter. According to Paulo Freitas, an expert on chip manufacturing at the Technical University of Lisbon, magnetic memory elements will have to become far smaller and more reliable than current prototypes if they are to compete with electronic memory. At the same time, they will have to be sensitive enough to respond when the appropriate wires in the control matrix are switched on, but not so sensitive that they respond when a neighboring element is changed. Despite these difficulties, the general consensus is that MTJs are the more promising ideas. Dr. Parkin says his group evaluated the GMR approach and decided not to pursue it, despite the fact that IBM pioneered GMR in hard disks. Dr. Prinz, however, contends that his plan will eventually offer higher storage densities and lower production costs.

Not content with shaking up the multi-billion-dollar market for computer memory, some researchers have even more ambitious plans for magnetic computing. In a paper published last month in *science*, Russell Cowburn and Mark Welland of Cambridge University outlined research that could form the basis of a magnetic microprocessor—a chip capable of manipulating (rather than merely storing) information magnetically. In place of conducting wires, a magnetic processor would have rows of magnetic dots, each of which could be polarized in one of two directions. Individual bits of information would travel down the rows as magnetic pulses, changing the orientation of the dots as they went. Dr. Cowburn and Dr. Welland have demonstrated how a logic gate (the basic element of a microprocessor) could work in such a scheme. In their experiment, they fed a signal in at one end of the chain of dots and used a second signal to control whether it propagated along the chain.

It is, admittedly, a long way from a single logic gate to a full microprocessor, but this was true also when the transistor was first invented. Dr. Cowburn, who is now searching for backers to help commercialise the technology, says he believes it will be at least ten years before the first magnetic microprocessor is constructed. But other researchers in the field agree that such a chip is the next logical step. Dr. Prinz says that once magnetic memory is sorted out “the target is to go after the logic circuits.” Whether all magnetic computers will ever be able to

compete with other contenders that are jostling to knock electronics off its perch—such as optical, biological and quantum computing—remains to be seen. Dr. Cowburn suggests that the future lies with hybrid machines that use different technologies. But computing with magnetism evidently has an attraction all its own.

17. In developing magnetic memory chips to replace the electronic ones, two alternative research paths are being pursued. These are approaches based on:
 - (a) Volatile and non-volatile memories.
 - (b) Magneto-resistance and magnetic tunnel junctions.
 - (c) Radiation-disruption and radiation-neutral effects.
 - (d) Orientation of magnetised spots on the surface of a spinning disk and alignment of magnetic dots on the surface of a conventional memory chip.
18. A binary digit or bit is represented in the magneto-resistance based magnetic chip using
 - (a) a layer of aluminium oxide.
 - (b) a capacitor.
 - (c) a vertical pillar of magnetised material.
 - (d) a matrix of wires.
19. In the magnetic tunnel-junctions (MTJs), tunneling is easier when:
 - (a) two magnetic layers are polarised in the same direction.
 - (b) two magnetic layers are polarised in the opposite directions.
 - (c) two aluminium-oxide barriers are polarized in the same direction.
 - (d) two aluminium-oxide barriers are polarized in opposite directions.
20. A major barrier on the way to build a full-scale memory chip based on MTJs is:
 - (a) The low sensitivity of the magnetic memory elements.
 - (b) The thickness of aluminium oxide barriers.
 - (c) The need to develop more reliable and far smaller magnetic memory chips.
 - (d) All of the above.

21. In the MTJs approach, it is possible to identify whether the topmost layer of the magnetised memory elements is storing a zero or one by:
- (a) Measuring an element's resistance and thus determining its magnetic orientation.
 - (b) Measuring the degree of disruption caused by radiation in the elements of the magnetic memory.
 - (c) Magnetising the elements either clockwise or anti-clockwise.
 - (d) Measuring the current that flows through the sandwich.
22. A line of research which is trying to build a magnetic chip that can both store and manipulate information, is being pursued by:
- (a) Paul Freitas.
 - (b) Stuart Parkin.
 - (c) Gary Prinz.
 - (d) None of the above.
23. Experimental research currently underway, using rows of magnetic dots, each of which could be polarized in one of the two directions, has led to the demonstration of:
- (a) Working of a microprocessor.
 - (b) Working of a logic gate.
 - (c) Working of a magneto-resistance based chip.
 - (d) Working of a magneto tunneling-junction (MTJs) based chip.
24. From the passage, which of the following cannot be inferred?
- (a) Electronic memory chips are faster and non-volatile.
 - (b) Electronic and magnetic storage technologies play a complementary role.
 - (c) MTJs are the more promising idea, compared to the magneto-resistance approach.
 - (d) Non-volatile Electronics is the company set up to commercialise the GMR chips.

Passage 4 (Total Words—1256) (CAT 2000)

The story begins as the European pioneers crossed the Alleghenies and started to settle in the Midwest. The land they found was covered with forests. With incredible effort they felled the trees, pulled the stumps and planted their crops in the rich, loamy soil. When they finally reached the western edge of the place we now call Indiana, the forest stopped and ahead lay a thousand miles of the great grass prairie. The Europeans were puzzled by this new environment. Some even called it the “Great Desert”. It seemed untellable. The earth was often very wet and it was covered with centuries of tangled and matted grasses. With their cast iron plows, the settlers found that the prairie sod could not be cut and the wet earth struck to their plowshares. Even a team of the best oxen bogged down after a few years of tugging. The iron plow was a useless tool to farm the prairie soil. The pioneers were stymied for nearly two decades. Their western march was halted and they filled in the eastern regions of the Midwest.

In 1837, a blacksmith in the town of Grand detour, Illinois, invented a new tool. His name was John Deere and the tool was a plow made of steel. It was sharp enough to cut through matted grasses and smooth enough to cast off the mud. It was a simple tool, the “sod buster” that took the great prairies to agricultural development. Sauk Country, Wisconsin is the part of that prairie where I have a home. It is named after the Sauk Indians. In 1673, father Marquette was the first European to lay his eyes upon their land. He found a village laid out in regular patterns on a plain beside the Wisconsin River. He called the place Prairie Dusac. The village was surrounded by fields that had provided maize, beans and squash for the Sauk People for generations reaching back into the unrecorded time.

When the European settlers arrived at the Sauk prairie in 1837, the government forced the native Sauk people west of the Mississippi River. The settlers came with John Deere’s new invention and used the tool to open the area to a new kind of agriculture. They ignored the traditional ways of the Sauk Indian and used their sod-busting tool for planting wheat. Initially, the soil was generous and the farmers thrived. However, each year the soil lost more of its nurturing power. It was only thirty years after the Europeans arrived with their new technology that the land was depleted. Wheat farming became uneconomic and tens of thousands of farmers left Wisconsin seeking new land with sod to bust.

It took the Europeans and their new technology just one generation to make their homeland into a desert. The Sauk Indians who knew how to sustain themselves on the Sauk prairie land were banished to another kind of desert called a reservation. And they even forgot about the techniques and tools that had sustained them on the prairie for generations unrecorded. And that is how it was that three deserts were created—Wisconsin, the reservation and the memories of a people. A century later, the land of the Sauks is now populated by the children of a second wave of European farmers who learned to replenish the soil through the regenerative powers of dairying, ground cover crops and animal manures. These third and fourth generation farmers and townspeople do not realize, however; that a new settler is coming soon with an invention as powerful as John Deere's plow.

The new technology is called 'bereavement counseling'. It is a tool forged at the great state university, an innovative technique to meet the needs of those experiencing the death of a loved one, a tool that can "process" the grief of the people who now live on the Prairie of the Sauk. As one can imagine the final days of the village of the Sauk Indians before the arrival of the settlers with John Deere's plow, one can also imagine these final days before the arrival of the first bereavement counsellor at Prairie Du Sac. In these final days, the farmers and the townspeople mourn at the death of a mother, brother, son or friend. Neighbours join the bereaved and kin, they meet grief together in lamentation, prayer and song, they call upon the words of the clergy and surround themselves in community.

It is in these ways that they grieve and then go on with life. Through their mourning, they are assured of the bonds between them and renewed in the knowledge that this death is a part of the Prairie of the Sauk. Their grief is common property, an anguish from which the community draws strength and gives the bereaved the courage to move ahead.

It is into this prairie community that the bereavement counselor arrives with the new grief technology. The counselor calls the invention a service and assures the prairie folk of its effectiveness and superiority by invoking the name of the great university while displaying a diploma and certificate. At first, we can imagine that the local people will be puzzled by the bereavement counsellor's claim. However, the counselor will tell a few of them that the new technique is merely to assist the bereaved's community at

the time of death. To some other prairie folk who are isolated or forgotten, the counselor will approach the Country Board and advocate the right to treatment for these unfortunate souls. This right will be guaranteed by Board's decision to reimburse those too poor to pay for counseling services. There will be others, schooled to believe in the innovative new tools certified by universities and medical centers, who will seek to the bereavement counselor by force of habit. And one of these people will tell a bereaved neighbour who is unschooled that unless his grief is processed by a counselor, he will probably have major psychological problems in later life, several people will begin to use the bereavement counselor because, since the Country Board now taxes them to insure access to the technology, they will feel that to fail to be counseled is to waste their money, and to be denied a benefit, or even a right.

Finally, one day, an aged father of a Sauk woman will die. And the next-door neighbour will not drop by because he doesn't want to interrupt the bereavement counselor. The woman's kin will stay home because they will have learned that only the bereavement counselor knows how to process grief the proper way. The local clergy will seek technical assistance from the bereavement counselor to learn the correct form of service to deal with guilt and grief. And the grieving daughter will know that it is the bereavement counselor who really cares for her because only the bereavement counselor comes when death visits this family on the Prairie of the Sauk.

It will be only one generation between the bereavement counselor arrives and the community of mourners disappears. The counsellor's new tool will cut through the social fabric. Throwing aside kinship, care, neighbourly obligations and community ways of coming together and going on. Like John Deere's plow, the tools of bereavement counseling will create a desert where a community once flourished. And finally, even the bereavement counselor will see the impossibility of restoring hope in clients once they are genuinely alone with nothing but a service for consolation. In the inevitable failure of the service, the bereavement counsellor will find the deserts even in herself.

25. Which one of the following best describes the approach of the author?

- (a) Comparing experiences with two innovations tried, in order to illustrate the failure of both.
 - (b) Presenting community perspectives on two technologies, which have negative effects on people.
 - (c) Using the negative outcomes of one innovation to illustrate how 'deserts' have arisen.
 - (d) Contrasting two contexts separated in time, to illustrate how 'deserts' have arisen.
26. According to the passage, bereavement handling traditionally involves.
- (a) The community bereavement counselor working with the bereaved to help him/her overcome grief.
 - (b) The neighbours and kin joining the bereaved and meeting grief together in mourning and prayer.
 - (c) Using techniques developed systematically in formal institutions of learning, a trained counselor helping the bereaved cope with grief.
 - (d) The Sauk Indian Chief leading the community with rituals and rites to help lessen the grief of the bereaved.
27. Due to which of the following reasons, according to the author, will the bereavement counselor find the desert even in herself?
- (a) Over a period of time, working with Sauk Indians who have lost their kinship and relationships, she becomes one of them.
 - (b) She is working in an environment where the disappearance of community mourners makes her work place a social desert.
 - (c) Her efforts at grief processing with the bereaved will fail as no amount of professional service can make up for the loss due to the disappearance of community mourners.
 - (d) She has been working with people who have settled for a long time in the Great Desert.
28. According to the author, the bereavement counsellor is:
- (a) A friend of the bereaved helping him or her handle grief.
 - (b) An advocate of the right to treatment for the community.
 - (c) A kin of the bereaved helping the bereaved handle grief.

- (d) A formally trained person helping the bereaved handle grief.
29. The Prairie was a great puzzlement for the European pioneers because:
- (a) It was covered with thick, untellable layers of grass over a vast stretch.
 - (b) It was a large desert immediately next to lush forests.
 - (c) It was rich cultivable land left fallow for centuries.
 - (d) It could be easily tilled with iron plows.
30. Which of the following does the 'desert' in the passage refer to?
- (a) Prairie soil depleted by cultivation of wheat.
 - (b) Reservations in which native Indians were resettled.
 - (c) Absence of, and emptiness in, community kinship and relationships.
 - (d) All of the above.
31. According to the author, people will begin to utilize the service of the bereavement counselor because:
- (a) New Country regulations will make them feel it is a right, and if they don't use it, it would be a loss.
 - (b) The bereaved in the community would find her a helpful friend.
 - (c) She will fight for subsistence allowance from the Country Board for the poor among the bereaved,
 - (d) Grief processing needs tools certified by universities and medical centers.
32. Which one of the following parallels between the plow and bereavement counseling is not claimed by the author?
- (a) Both are innovative technologies.
 - (b) Both result in migration of the communities into which the innovations are introduced.
 - (c) Both lead to deserts in the space of only one generation.
 - (d) Both are tools introduced by outsiders entering existing communities.

Passage 5 (Total Words—1028) (CAT 2000)

The teaching and transmission of North Indian classical music is, and long has been, achieved by largely oral means. The raga and its structure, the often breathtaking intricacies of tala or rhythm, and the incarnation of raga and tala as bandish or composition, are passed thus, between guru and Shishya by word of mouth and direct demonstration, with no printed sheet of notated music, as it were, acting as a go-between. Saussure's conception of language as a communication between addresser and addressee is given, in this model, a further instance, and a new, exotic complexity and glamour.

These days, especially with the middle class having entered the domain of classical music and playing not a small part in ensuring the continuation of this ancient tradition, the tape recorder serves as a handy technological slave and preserves, from oblivion, the vanishing, elusive moment of oral transmission. Hoary gurus, too, have seen the advantage of this device, and increasingly use it as an aid to instructing their pupils; in place of the shawls and other traditional objects that used to pass from shishya to guru in the past, as a token of the regard of the former for the latter, it is not unusual, today, to see cassettes changing hands.

Part of my education in North Indian classical music was conducted via this rather ugly but beneficial rectangle of plastic, which I carried with me to England when I was an undergraduate. One cassette had stored in it various talas played upon the tabla, at various tempos, by my music teacher's brother-in-law, Hazarilalji, who was a teacher of Kathak dance, as well as a singer and a tabla player. This was a work of great patience and prescience, a one-and-a-half hour performance without any immediate point or purpose, but intended for some delayed future moment when I'd practice the talas solitarily.

This repeated playing out of the rhythmic cycles on the tabla was inflected by the noises – an irate auto driver blowing a horn; the sound of overbearing pigeons that were such a nuisance on the banister; even the cry of a kulfi seller in a summer—entering from the balcony of the third floor flat we occupied in those days, in a lane in a Bombay suburb, before we left the city for good. These sounds, in turn, would invade, hesitantly, the ebb and flow of silence inside the artificially heated room, in a borough of west London, in which I used to live as an undergraduate. There, in the trapped dust, silence and heat, the theka of the tabla, qualified by the imminent but

intermittent presence of the Bombay suburb, would come to life again. A few years later, the tabla and, in the background, the pigeons and the itinerant kulfi seller, would inhabit a small graduate room in Oxford.

The tape recorder, though, remains an extension of the oral transmission of music, rather than a replacement of it. And the oral transmission of North Indian classical music remains, almost uniquely, a testament to the fact that the human brain can absorb, remember and reproduce structures of great complexity and sophistication without the help of the hieroglyph or written mark or a system of notation. I remember my surprise on discovering that Hazarilalji—who has mastered Kathak dance, tala and North Indian classical music, and who used to narrate to me, occasionally, compositions meant for dance that were grand and intricate in their verbal prosody, architecture and rhythmic complexity—was near illiterate and had barely learnt to write his name in large and clumsy letters.

Of course, attempts have been made, throughout the 20th century, to formally codify and even notate this music, and institutions set up and degrees created, specifically to educate students in this “scientific” and codified manner. Paradoxically, however, this style of teaching has produced no noteworthy student or performer; the most creative musicians still emerge from the guru-shishya relationship, their understanding of music developed by oral communication.

The fact that North Indian classical music emanates from, and evolved through, oral culture, means that this music has a significantly different aesthetic, and that this aesthetic, has a different politics, from that of Western classical music. A piece of music in the Western tradition, at least in its most characteristic and popular conception, originates in its composer, and the connection between the two, between composer and the piece of music, is relatively unambiguous precisely because the composer writes down, in notation, his composition, as a poet might write down and publish his poem. However far the notion of property remains at the heart of the Western conception of “genius”, which derives from the Latin *gignere* or ‘to beget’.

The genius in Western classical music is, then, the originator, begetter and owner of his work—the printed, notated sheet testifying to his authority over his product and his power, not only of expression or imagination, but

of origination. The conductor is a custodian and guardian of this property. Is it an accident that Mandelstam, in his notebooks, compares—celebratorily—the conductor’s baton to a policeman’s saying all the music of the orchestra lies mute within it, waiting for its first movement to release it into the auditorium. The raga-transmitted through oral means is, in a sense, no one’s property; it is not easy to pin down its source, or to know exactly where its provenance or origin lies. Unlike the Western classical tradition, where the composer begets his piece, notates it and stamps it with his ownership and remains, in effect, larger than, or the father of, his work, in the North Indian classical tradition, the raga—unconfined to a single incarnation, composer or performer—remains necessarily greater than the artiste who invokes it.

This leads to a very different politics of interpretation and valuation, to an aesthetic that privileges the evanescent moment of performance and invocation over the controlling authority of genius and the permanent record. It is a tradition, thus, that would appear to value the performer, as medium, more highly than the composer who presumes to originate what, effectively, couldn’t be originated in a single person, because the raga is the inheritance of a culture.

33. The author’s contention that the notion of property lies at the western conception of genius is best indicated by which one of the following?
- (a) The creative output of a genius is invariably written down and recorded.
 - (b) The link between the creator and his output is unambiguous.
 - (c) The word “genius” is derived from a Latin word which means, “to beget”.
 - (d) The music composer notates his music and thus becomes the “father” of a particular piece of music.
34. Saussure’s conception of language as a communication between addresser and addressee, according to the author, is exemplified by the:
- (a) Teaching of North Indian classical music by word of mouth and direct demonstration.

- (b) Use of the recorded cassette as a transmission medium between the music teacher and the trainee.
 - (c) Written down notation sheets of musical compositions.
 - (d) Conductor's baton and the orchestra.
35. The author holds that the "rather ugly but beneficial rectangle of plastic" has proved to be a "handy technological slave" in:
- (a) Storing the talas played upon the tabla, at various tempos.
 - (b) Ensuring the continuance of an ancient tradition.
 - (c) Transporting North Indian classical music across geographical borders.
 - (d) Capturing the transient moment of oral transmission.
36. The oral transmission of North Indian classical music is an almost unique testament of the:
- (a) Efficacy of the guru-shishya tradition.
 - (b) Learning impact of direct demonstration.
 - (c) Brain's ability to reproduce complex structures without the help of written marks.
 - (d) Ability of an illiterate person to narrate grand and intricate musical compositions.
37. According to the passage, in the North Indian classical tradition, the raga remains greater than the artiste who invokes it. This implies an aesthetic which
- (a) Emphasises performance and invocation over the authority of genius and permanent record.
 - (b) Makes the music no one's property.
 - (c) Values the composer more highly than the performer.
 - (d) Supports oral transmission of traditional music.
38. From the author's explanation of the notion that in the Western tradition, music originates in its composer, which one of the following cannot be inferred?
- (a) It is easy to transfer a piece of Western classical music to a distant place.

- (b) The conductor in the Western tradition, as a custodian, can modify the music, since it ‘lies mute’ in his baton.’
 - (c) The authority of the Western classical music composer over his music product is unambiguous.
 - (d) The power of the Western classical music composer extends to the expression of his music.
39. According to the author; the inadequacy of teaching North Indian classical music through a codified, notation based system is best illustrated by:
- (a) A loss of the structural beauty of the ragas.
 - (b) A fusion of two opposing approaches creating mundane music.
 - (c) The conversion of free-flowing ragas into a stilted set piece.
 - (d) Its failure to produce any noteworthy student or performer:
40. Which of the following statements best conveys the overall idea of the passage?
- (a) North Indian and Western classical music are structurally different.
 - (b) Western music is the intellectual property of the genius while the North Indian raga is the inheritance of a culture.
 - (c) Creation as well as performance are important in the North Indian classical tradition.
 - (d) North Indian classical music is orally transmitted while Western classical music depends on written down notations.

IV

Passage 1 (Total Words—435) (CAT 1998)

Emile Durkheim, the first person to be formally recognized as a sociologist and the most scientific of the pioneers, conducted a study that stands as a research model for sociologists today. His investigation of suicide was, in fact, the first sociological study to use statistics. In ‘Suicide’ (1964, originally published in 1897) Durkheim documented his contention that some aspects of human behaviour—even something as allegedly individualistic as suicide—can be explained without reference to individuals.

Like all of Durkheim's work, suicide must be viewed within the context of his concern for social integration. Durkheim wanted to see if suicide rates within a social entity (for example a group, organization, or society) are related to the degree to which individuals are socially involved (integrated and regulated). Durkheim described three types of suicide; egoistic, anomic, and altruistic. Egoistic suicide is promoted when individuals do not have sufficient social ties. Since single (never married) adults, for example, are not heavily involved with family life, they are more likely to commit suicide than are married adults. Altruistic suicide on the other hand, is more likely to occur when social integration is too strong. The ritual suicide of Hindu widows on their husband's funeral pyres is one example. Military personnel, trained to lay down their lives for their country, provide another illustration.

Durkheim's third type of suicide—anomic suicide—increases when the social regulation of individuals is disrupted. For example, suicide rates increase during economic depressions. People who suddenly find themselves without a job or without hope of finding one are more prone to kill themselves. Suicides may also increase during periods of prosperity. People may loosen their social ties by taking new jobs, moving to new communities, or finding new mates.

Using data from the government population reports of several countries (much of it from the French Government Statistical Office), Durkheim found strong support for his line of reasoning. Suicide rates were higher among single than married people, among military personnel than civilians, among divorced than married people, and among people involved in nationwide economic crises.

It is important to realize that Durkheim's primary interest was not in the empirical (observable) indicators he used such as suicide rates among military personnel, married people and so forth. Rather, Durkheim used the following indicators to support several of his contentions: (1) social behaviour can be explained by social rather than psychological factors; (2) suicide is affected by the degree of integration and regulation within social entities; and (3) since society can be studied scientifically, sociology is worthy of recognition in the academic world. Durkheim was successful on all three counts.

1. In his study of suicide, Durkheim's main purpose was:
 - (a) to document that suicide can be explained without reference to the individual.
 - (b) to provide an explanation of the variation in the rate of suicide across societies.
 - (c) to categorise various types of suicides.
 - (d) to document that social behaviour can be explained by social rather than psychological factors.
2. According to Durkheim, suicide rates within a social entity can be explained in terms of:
 - (a) absence of social ties.
 - (b) disruption of social regulation.
 - (c) nature of social integration.
 - (d) all of the above.
3. Since single adults are not heavily involved with family life they are more likely to commit suicide, which Durkheim categorized as:
 - (a) anomic suicide.
 - (b) altruistic suicide.
 - (c) egoistic suicide.
 - (d) (b) and (c).
4. Higher suicide rates during rapid progress in a society is a manifestation of:
 - (a) altruistic suicide.
 - (b) anomic suicide.
 - (c) egoistic suicide.
 - (d) None of the above.
5. Ritual suicide of Hindu widows on their husband's funeral pyres was:
 - (a) a manifestation of strong social integration.
 - (b) an example of brutality against women.
 - (c) an example of anomic suicide.
 - (d) an example of egoistic suicide.

- 6 Increase in the suicide rate during economic depression is an example of
- (a) altruistic suicide.
 - (b) anomic suicide.
 - (c) egoistic suicide.
 - (d) both (a) and (c).
7. According to Durkheim, altruistic suicide is more likely among:
- (a) military personnel than among civilians.
 - (b) single people than among married people.
 - (c) divorcees than among married people.
 - (d) people involved in nationwide economic crises.
8. To support his contentions, Durkheim relied on the following indicators:
- (a) Social behaviour is explicable predominantly through social factors.
 - (b) Suicide is contingent upon the degree of regulation and interaction.
 - (c) Recognising sociology to acknowledge that society is susceptible to scientific investigation.
 - (d) All of the above.
9. Basing himself on his own indicators, Durkheim was:
- (a) Right on some counts, not others.
 - (b) Vindicated on all counts.
 - (c) Wrong but did not realize that he was right.
 - (d) Substantially correct but formally wrong.

Passage 2 (Total Words—813) (CAT 1998)

How quickly things change in the technology business! A decade ago, IBM was the awesome and undisputed king of the computer trade, universally feared and respected. A decade ago, two little companies called Intel and Microsoft were mere blips on the radar screen of the industry, upstart startups that had signed on to make the chips and software for IBM's new line of personal computers. Though their products soon became industry standards, the two companies remained protected children of the market leader.

What has happened since is a startling reversal of fortune. IBM is being ravaged by the worst crisis in the company's 79-year history. It is undergoing its fifth restructuring in the past seven years as well as seemingly endless rounds of job cuts and firings that have eliminated 100,000 jobs since 1985. Last week, IBM announced to its shell-shocked investors that it lost \$4.97 billion last year—the biggest loss in American corporate history.

And just when IBM is losing ground in one market after another, Intel and Microsoft have emerged as the computer industry's most fearsome pair of competitors. The numbers on Wall Street tell a stunning story. Ten years ago, the market value of the stock of Intel and Microsoft combined amounted to about a tenth of IBM's. Last week, with IBM's stock at an 11 year low, Microsoft's value surpassed its old mentor's for the first time ever (\$26.76 billion to \$26.48 billion), and Intel (\$24.3 billion) is not far behind. While IBM is posting losses, Intel's profits jumped 30% and Microsoft's rose 44%.

Both Intel, the world's largest supplier of computer chips, and Microsoft, the world's largest supplier of computer software, have assumed the role long played by Big Blue as the industry's pacesetter. What is taking place is a generational shift unprecedented in the information age—one that recalls transition in the U.S. auto industry 70 years ago, when Alfred Sloan's upstart General Motors surpassed Ford Motors as America's No. 1 car maker. The transition also reflects the decline of computer manufacturers such as IBM, Wang and Unisys, and the rise of companies like Microsoft, Intel and AT&T that create the chips and software to make the computers work. Just like Dr. Frankenstein, IBM created these two monster competitors, says Richard Shaffer, publisher of the Computer Letter. Now, even IBM is in danger of being trampled by the creations it unleashed.

Although Intel and Microsoft still have close relationships with Big Blue, there is little love lost between IBM and its potent progeny. IBM had an ugly falling-out with former partner Microsoft over the future of personal-computer software. Microsoft developed the now famous disk operating system for the IBM-PC called DOS—and later created the operating software for the next generation of IBM personal computers, the Personal System/2. When PS/2 and its operating system, OS/3, failed to catch on, a

feud erupted over how the two companies would upgrade the system. Although they publicly patched things up, the partnership was tattered. IBM developed its own version of OS/3, which has so far failed to capture the industry's imagination, Microsoft's competing version, dubbed New Technology, or NT, will debut in a few months and will incorporate Microsoft's highly successful Windows program, which lets users juggle several programs at once. Windows NT however, will offer more new features, such as the ability to link many computers together in a network and to safeguard them against unauthorized use.

IBM and Intel have also been parting company. After relying almost exclusively on the Santa Clara, California company for the silicon chips that serve as computer brains, IBM has moved to reduce its dependence on Intel by turning to competing vendors. In Europe, IBM began selling a low-cost line of PCs called Ambra, which runs on chips made by Intel rival Advanced Micro Devices. IBM also demonstrated a sample PC using a chip made by another Intel enemy, Cyrix. And last October, IBM said it would begin selling the company's own chips to outsiders, in direct competition with Intel.

IBM clearly feels threatened. And the wounded giant still poses the biggest threat to any future dominance by Intel and Microsoft. Last year, it teamed up with both companies' most bitter rivals—Apple Computers and Motorola—to develop advanced software and microprocessors for a new generation of desktop computers. In selecting Apple and Motorola, IBM bypassed its longtime partners. Just as Microsoft's standard operations system runs only on computers built around Intel's computer chips, Apple's software runs only on Motorola's chips. Although IBM has pledged that the new system will eventually run on a variety of machines, it will initially run only computer programs written for Apple's Macintosh or IBM's OS/2. Its competitive juices now flowing, IBM last week announced that it and Apple Computer will deliver the operating system in 1994—a year ahead of schedule.

10. As a result of greater competition in the US Computer industry:
 - (a) Some computer companies are expanding while others are contracting.
 - (b) Employment in the industry is going down.

- (c) The industry is becoming more monopolized.
 - (d) The share value of IBM is going up relative to that of Intel and Microsoft.
11. Why is something that happened 70 years ago in the US auto industry being mentioned here?
- (a) General Motors broke away from Ford Motors.
 - (b) A new company went ahead of an established market leader.
 - (c) Like Dr. Frankenstein, Ford Motor created a monster in General Motors.
 - (d) Microsoft, Intel and AT&T were originally created by IBM.
12. Who is mentioned as the principal supplier of silicon chips to IBM?
- (a) AT&T
 - (b) Microsoft
 - (c) Cyrix
 - (d) Intel
13. The personal computer called Ambra is marketed by:
- (a) Cyrix
 - (b) IBM
 - (c) Intel
 - (d) Microsoft
14. What was the original reason for the feud between IBM and Microsoft?
- (a) The two companies developed competing softwares.
 - (b) Microsoft and Intel teamed up against IBM.
 - (c) IBM began to purchase microchips from Intel instead of Microsoft.
 - (d) IBM made losses while Microsoft made profits.
15. Which of the following statements is not implied by the passage?
- (a) The makers of microchips and softwares are becoming leaders in the computer industry.
 - (b) Wang and Unisys are primarily manufacturers of computers.

- (c) IBM laying off workers is the biggest job cut in American corporate history.
- (d) Intel is based in California.
- 16. Which of the following statements is true?
 - (a) IBM plans to introduce a new system that will run on a variety of machines.
 - (b) IBM's new generation desk top computers will run only on Motorola's chips.
 - (c) IBM is working out a joint strategy with Apple to force Motorola to supply chips at a lower price.
 - (d) IBM is going to sell its own chips to Apple and Motorola.
- 17. Many computers would be linked together through a network in a system developed by:
 - (a) IBM
 - (b) Apple
 - (c) Microsoft
 - (d) None of the above.
- 18. One possible conclusion from the passage is that:
 - (a) Share prices are not a good indicator of a company's performance.
 - (b) Firing workers restore a company's health.
 - (c) All companies ultimately regret being a Dr. Frankenstein to some other company.
 - (c) Consumers gain as a result of competition among producers.

Passage 3 (Total Words—1284) (CAT 1998)

Environmental protection and management is deservedly attracting a lot of attention these days. This is a desirable development in the face of the alarming rate of natural resource degradation which greatly hampers their optimal utilization. When waste waters emanating from municipal sewage, industrial effluent, agricultural and land runoffs, find their way either to ground water reservoirs or other surface water sources, the quality of water deteriorates, rendering it unfit for use. The natural balance is disturbed when concentrated discharges of waste water is not controlled. This is

because the cleansing forces of nature cannot do their job in proportion to the production of filthy matter.

According to the National Environment Engineering and Research Institute (NEERI), a staggering 70 per cent of water available in the country is polluted. According to the Planning Commission, “From the Dal lake in the North to the Periyar and Chaliyar rivers in the South, from Damodar and Hoogly in the East to the Thane creek in the West, the picture of water pollution is uniformly gloomy. Even our large perennial rivers, like the Ganga, are today heavily polluted.”

According to one study, all the 14 major rivers of India are highly polluted. Besides the Ganga, these rivers include the Yamuna, Narmada, Godavari, Krishna and Cauvery. These rivers carry 85 percent of the surface runoff and their drainage basins cover 73 percent of the country. The pollution of the much revered Ganga is due in particular to municipal sewage that accounts for 3/4th of its pollution load. Despite India having legislation on water pollution [The water (Prevention and Control of Pollution) Act, 1974] and various water pollution control boards, rivers have today become synonymous with drains and sewers.

Untreated community wastes discharged into water courses from human settlements account for four times as much waste water as industrial effluent. Out of India's 3,119 towns and cities, only 217 have partial (209) or full (8) sewerage treatment facilities and cover less than a third of the urban population. Statistics from a report of the Central Board for Prevention and Control of Water Pollution reveal that 1,700 of 2,700 water using industries in India, are polluting the water around their factories. Only 160 industries have waste water treatment plants. One estimate suggests that the volume of waste water of industrial origin will be comparable to that of domestic sewage in India by 2000 A.D. Discharges from agricultural fields, which carry fertilizing ingredients of nitrogen, phosphorus and pesticides are expected to be three times as much as domestic sewage. By that date, thermal pollution generated by discharges from thermal power plants will be the largest in volume.

Toxic effluents deplete the level of oxygen in the rivers, endanger all aquatic life and render water absolutely unfit for human consumption, apart from affecting industrial production. Sometimes, these effects have been

disastrous. A recent study reveals that the water of the Ganga, Yamuna, Kali and Hindon rivers have considerable concentration of heavy metals due to inflow of industrial wastes, which pose a serious health hazard to the millions living on their banks. Similarly, the Cauvery and Kapila rivers in Karnataka have been found to contain metal pollution which threatens the health of people in riverine towns. The Periyar, the largest river of Kerala, receives extremely toxic effluent that result in high incidence of skin problems and fish kills. The Godavari of Andhra Pradesh and the Damodar and Hoogly in West Bengal receive untreated industrial toxic wastes. A high level of pollution has been found in the Yamuna, while the Chambal of Rajasthan is considered the most polluted river in Rajasthan. Even in industrially backward Orissa, the Rushikula river is extremely polluted. The fate of the Krishna in Andhra Pradesh, the Tungabhadra in Karnataka, the Chaliyar in Kerala, the Gomati in U.P., the Narmada in M.P. and the Sone and the Subarnarekha rivers in Bihar is no different.

According to the W.H.O., eighty percent of diseases prevalent in India are water-borne; many of them assume epidemic proportions. The prevalence of these diseases heighten under conditions of drought. It is also estimated that India loses as many as 73 million man days every year due to water borne diseases, costing Rs. 600 crore by way of treatment expenditure and production losses. Management of water resources with respect to their quality also assumes greater importance especially when the country can no more afford to waste water.

The recent Clean-the-Ganga Project, with an action plan estimated to cost the exchequer Rs. 250 crore (which has been accorded top priority) is a trend setter in achieving this goal. The action plan evoked such great interest that offers of assistance have been received from France, U.K., U.S. and the Netherlands, as also from the World Bank. This is indeed laudable. Poland too has now joined this list.

The very fact that these countries have volunteered themselves to contribute their mite is a healthy reflection of global concern over growing environmental degradation and the readiness of the international community to participate in what is a truly formidable task. It may be recalled that the task of cleansing the Ganga along the Rishikesh-Hardwar

stretch under the first phase of the Ganga Action Plan, has been completed and the results are reported to be encouraging.

The crisis of drinking water is deepening because water resources are drying up and the lowering of ground water through over pumping, this is compounded by the pollution of water resources. All these factors increase the magnitude of the problem. An assessment of the progress achieved by the end of March 1985, on completion of the first phase of the International Drinking Water Supply and Sanitation Decade (1981–91), reveals that drinking water has been made available to 73 percent of the urban population and 56 percent of the rural population only. This means that nearly half the country's rural population has to get drinking water facilities. This needs to be urgently geared up especially when considered against the Government's professed objective of providing safe drinking water and sanitation to all by the end of the International Drinking Water Supply and Sanitation Decade, i.e., March 1991. The foremost action in this would be to clean up our water resources.

As per surveys conducted by the NEERI, per capita drinking water losses in different cities in the country range between 11,000 to 31,000 liters annually. This indicates a waste level of 20–35 percent of the total flow of water in the distribution system, primarily due to leaks in mains and household service pipes. Preventive maintenance programme would substantially reduce losses/wastages and would certainly go a long way in solving the problem.

According to the Union Ministry of Works and Housing, out of 2.31 lakh problem villages identified in 1980, 1.92 lakh (83 percent) villages have been provided with at least one source of drinking water as of March 1986. The balance (38,748) villages are expected to be covered during the seventh plan. A time-bound national policy on drinking water is being formulated by Government, wherein the task is proposed to be completed by the end of the seventh plan. An outlay of Rs. 6,522.47 crores has been allotted for the water supply and sanitation sector in the seventh plan period, against an outlay of Rs. 3,922.02 crores in the sixth plan. Of this, outlay for rural water supply sector is Rs. 3,454.47 crores. It is expected that this outlay would help to cover about 86.4 percent of the urban and 82.2 percent of the rural population with safe drinking water facilities by March 1991. Hygienic

sanitation facilities would be provided to 44.7 per cent and 1.8 percent of the urban and rural population respectively within, the same period.

19. The degradation of natural resources will necessarily lead to:
 - (a) poor economic utilization of resources.
 - (b) contamination of water from municipal sewage.
 - (c) water unfit for human consumption.
 - (d) None of the above.
20. According to NEERI:
 - (a) the extent of water pollution in the Dal Lake is grim.
 - (b) seventy percent of total water available in the country is polluted.
 - (c) only 217 out of 3119 towns and cities have sewage treatment facilities.
 - (d) all the 14 major rivers of India are highly polluted.
21. Municipal sewage pollutants account for:
 - (a) the lowest percentage of water pollution.
 - (b) seventy five percent of the Ganga's water pollution load.
 - (c) twice the volume of the waste water of industrial origin.
 - (d) three times as much as the discharge from agricultural fields.
22. Which of the following statements is correct?
 - (a) The river Periyar is in South India.
 - (b) The river Periyar is the largest river of Kerala.
 - (c) The river Gomti is also extremely polluted.
 - (d) All of the above are correct.
23. The cost of the Clean-the-Ganga Pollution Project Action Plan is likely to be sourced from:
 - (a) the Indian Exchequer.
 - (b) France, U.K., U.S and the Netherlands.
 - (c) the World Bank, Poland, U.K.
 - (d) the U.S., U.K., Netherlands, Poland, France, the World Bank and India.
24. Which of the following statements made by the WHO is correct?

- (a) Water-borne diseases account for eighty per cent of all diseases prevalent in India.
 - (b) Water-borne diseases in India create a loss of Rs. 600 crores every year.
 - (c) Both (a) and (b) are correct.
 - (d) None of the above.
25. Considerable amounts of metal pollutants are found in the river(s):
- (a) Chambal of Rajasthan.
 - (b) Rushikula in Orissa.
 - (c) Damodar, Hoogly,, Krishna and Gomti.
 - (d) Ganga, Yamuna, Kali, Hindon, Cauvery and Kapila.
26. The crisis of drinking water is caused chiefly by:
- (a) the green house effect.
 - (b) water pollution caused by industrial development.
 - (c) drying up of water sources and over- pumping.
 - (d) increasing urbanization.
27. The best remedy for water shortage lies in:
- (a) putting up more pumps in rural areas.
 - (b) cleaning up polluted water.
 - (c) reducing the waste level of 25–30 per cent of the total flow of water.
 - (d) constructing large-sized dams.
28. Out of the total outlay for water supply and sanitation in the seventh plan, rural water supply sector would receive
- (a) about 53 percent.
 - (b) over 80 percent.
 - (c) between 65 and 80 per cent.
 - (d) equal to 44.7 percent.

Passage 4 (Total Words—843) (CAT 1998)

To teach is to create a space in which obedience to truth is practiced. Space may sound like a vague, poetic metaphor until we realize that it describes experiences of everyday life. We know what it means to be in a green and

open field; we know what it means to be on a crowded rush hour bus. These experiences of physical space have parallels in our relations with others. On our jobs, we know what it is to be pressed and crowded, our working space diminished by the urgency of deadlines and competitiveness of colleagues.

But then there are times when deadlines disappear and colleagues cooperate, when everyone has space to move, invent and produce with energy and enthusiasm. With family and friends, we know how it feels to have unreasonable demands placed upon us, to be boxed in the expectations of those nearest to us. But then there are times when we feel accepted for who we are (or forgiven for who we are not), times when a spouse or a child or a friend gives us the space both to be and to become.

Similar experiences of crowding and space are found in education. To sit in a class where the teacher stuffs our minds with information, organizes it with finality, insists on having the answers while being utterly uninterested in our views, and forces us into a grim competition for grades—to sit in such a class is to experience a lack of space for learning. But to study with a teacher who not only speaks but also listens, who not only gives answers but asks questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, who encourages students to help each other learn—to study with such a teacher is to know the power of a learning space.

A learning space has three essential dimensions: openness, boundaries and an air of hospitality. To create open learning space is to remove the impediments to learning that we find around and within us: we often create them ourselves to evade the challenge of truth and transformation. One source of such impediments is our fear of appearing ignorant to others or to ourselves. The openness of a space is created by the firmness of its boundaries. A learning space cannot extend indefinitely; if it did, it would not be a structure for learning but an invitation for confusion and chaos. When space boundaries are violated, the quality of space suffers. The teacher who wants to create an open learning space must define and defend its boundaries with care, because the pursuit of truth can often be painful and discomfiting, the learning space must be hospitable. Hospitality means receiving each other, our struggles, our new-born ideas with openness and care. It means creating an ethos in which the community of truth can form

and the pain of its transformation be borne. A learning space needs to be hospitable not to make learning painless, but to make painful things possible, things without which no learning can occur—things like exposing ignorance, testing tentative hypotheses, challenging false or partial information, and mutual criticism of thought.

The task of creating learning space with qualities of openness, boundaries and hospitality can be approached at several levels. The most basic level is the physical arrangement of the classroom. Consider the traditional classroom setting with row upon row of chairs facing the lectern where learning space is confined to the narrow alley of attention between each student and teacher. In this space, there is no community of truth, hospitality or room for students to relate to the thoughts of each other. Contrast it with the chairs placed in a circular arrangement, creating an open space within which learners can interconnect. At another level, the teacher can create conceptual space—with words, in two ways. One is through assigned reading; the other is through lecturing. Assigned reading, not in the form of speed reading several hundred pages, but contemplative reading which opens, not fills, our learning space. A teacher can also create a learning space by means of lectures. By providing critical information and a framework of interpretation, a lecturer can lay down the boundaries within which learning occurs.

We also create learning space through the kind of speech we utter and the silence from which true speech emanates. Speech is a precious gift and a vital tool, but too often our speaking is an evasion of truth, a way of buttressing our self-serving reconstructions of reality. Silence must therefore be an integral part of learning space. In silence, more than in arguments, our mind-made world falls away and must also create emotional space in the classroom, space that allow feeling to arise and be dealt with because submerged feelings can undermine learning. In an emotionally honest learning space, one created by a teacher who does not fear dealing with feelings, the community of truth can flourish between us and we can flourish in it.

29. Which of the following statements best describes the author's conception of learning space?

(a) Where the teacher is friendly.

- (b) Where there is no grim competition for grades.
 - (c) Where the students are encouraged to learn about space.
 - (d) Where the teacher provides information and theories which open new doors and encourages students to help each other learn.
30. The statements 'the openness of a space is created by the firmness of its boundaries' appears contradictory. Which of the following statements provides the best justification for the proposition?
- (a) We cannot have a space without boundaries.
 - (b) Bounded space is highly structured.
 - (c) When space boundaries are violated, the quality of space suffers.
 - (d) A teacher can effectively defend a learning space without boundaries.
31. According to the author, learning is a painful process because:
- (a) It exposes our ignorance.
 - (b) Our views and hypotheses are challenged.
 - (c) It involves criticizing the views of others.
 - (d) Of all of the above reasons.
32. The task of creating learning space with qualities of openness, boundaries and hospitality is multidimensional. It involves operating at:
- (a) Psychological and conceptual levels.
 - (b) Physical, perceptual and behavioral levels.
 - (c) Physical, conceptual and emotional levels.
 - (d) Conceptual, verbal and sensitive levels.
33. According to the author, silence must be an integral part of learning space because:
- (a) Silence helps to unite us with others to create a community of truth.
 - (b) Silent contemplation prepares us to construct our mind-made world.
 - (c) Speaking is too often an exercise in the evasion of truth.
 - (d) Speaking is too often a way of buttressing our self-serving reconstruction of reality.
34. According to the author, an effective teacher does not allow

- (a) feelings to arise within the learning space.
 - (b) silence to become an integral part of the learning space.
 - (c) learning space to be filled by speed reading of several hundred pages of assigned reading.
 - (d) violation of learning space boundaries.
35. Understanding the notion of space in our relations with others is:
- (a) To acknowledge the beauty of poetic metaphor.
 - (b) Exclusively rooted in our experiences of physical space.
 - (c) To accept a spiritual dimension in our dealings with our peers.
 - (d) To extend the parallel of physical space to our experiences in daily life.
36. Another way of describing the author's notion of learning space can be summarized in the following manner.
- (a) It is vital that learning be accompanied by unlearning.
 - (b) Learning encompasses such elements as courage, dignity and endeavor.
 - (c) An effective teacher recognizes the value of empathy.
 - (d) Encourage good learners, discourage indifferent ones.
37. Conceptual space with words can be created by
- (a) Assigned reading and lecturing.
 - (b) Speed reading and written comprehension.
 - (c) Gentle persuasion and deliberate action.
 - (d) Creative extrapolation and illustrations.
38. An emotionally honest learning space can only be created by:
- (a) A teacher committed to join the community.
 - (b) A teacher who is not afraid of confronting feelings.
 - (c) A teacher who takes care not to undermine the learning process.
 - (d) A teacher who worships critical silence.

Passage 5 (Total Words—602) (CAT 1998)

Management education gained new academic stature within US Universities and greater respect from outside during the 1960s and 1970s.

Some observers attribute the competitive superiority of US corporations to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel Prize in economics for his work in decision theory. And the popularity of business education continued to grow since 1960's and the MBA has become known as the passport to the good life.

By the 1980s, however, US business schools faced critics who charged that learning had little relevance to real business problems. Some went so far as to blame business schools for the decline in US competitiveness.

Amidst the criticisms, four distinct arguments may be discerned. The first is that business schools must be either unnecessary or deleterious because Japan does so well without them. Underlying these arguments is the idea that management ability cannot be taught—one is either born with it or must acquire it over years of practical experience. A second argument is that business schools are overly academic and theoretical. They teach quantitative models that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argued that they encourage undesirable attitudes in students, such as placing value in the short term, on bottom line targets, while neglecting longer term developmental criteria. In summary, some business executives complain that MBA's are incapable of making day-to-day peritoneal decisions, unable to communicate and to motivate people, and unwilling to accept responsibility for following through implementation plans. We shall analyze these criticisms after having reviewed experiences in other countries.

In contrast to be the expansion and development of business education in the United States and more recently in Europe, Japanese business schools graduate no more than two hundred MBA's each year. The Keio Business School (KBS) was the only graduate school of management in the entire country until the mid 1970s and it still boasts the only two-year masters programme. The absence of business schools in Japan would appear in contradiction with the high priority placed upon learning by its Confucian culture. Confucian colleges taught administrative skills as early as 1630 and Japan wholeheartedly accepted Western learning following the Meiji restoration of 1868 when hundreds of students were dispatched to

universities in the U.S.A., Germany, England and France, to learn the secrets of western technology and modernization. Moreover, the Japanese educational system is highly developed and intensely competitive and can be credited for raising the literary and mathematical abilities of the Japanese to the highest level in the world.

Until recently, Japanese corporations have not been interested in using either local or foreign business schools for the development of their future executives. Their in-company-training programmers have sought the socialization of newcomers, the younger the better. The training is highly specific and those who receive it, have neither the capacity nor the incentive to quit. The prevailing belief says Imai, is that management should be borne out of experience and many years of effort and not learnt from educational institutions. A 1960 survey of Japanese senior executives confirmed that a majority (54%) believed that managerial capabilities can be attained only on the job and not in universities.

However, this view seems to be changing, the same survey revealed that even as early as 1960, 37% of senior executives felt that the universities should teach integrate professional management. In the 1980s, a combination of increased competitive pressures and greater multi-nationalisation of Japanese business are making the Japanese take a fresh look at Management Education.

39. The 1960s and 1970s can best be described as a period

- (a) when quality business education contributed to the superiority of US corporations.
- (b) when the number of MBA's rose from under 5,000 to over 50,000.
- (c) when management education gained new academic stature and greater respect.
- (d) when the MBA became more disreputable.

40. According to the passage,

- (a) learning, which was useful in the 1960s and 1970's became irrelevant in the 1980s.
- (b) management education faced criticisms in the 1980s.
- (c) business schools are insensitive to the needs of industry.

- (d) by the 1980s, business schools contributed to the decline in US competitiveness.
41. The growth in the popularity of business schools among students was most probably due to
- (a) Herber A. Simon, a management professor winning the Nobel Prize in economics.
 - (b) the gain in academic stature.
 - (c) the large number of MBA degrees awarded.
 - (d) a perception that it was a 'passport to the good life'.
42. A criticism that management education did not face was that:
- (a) it imparted poor quantitative skills to MBAs.
 - (b) it was unnecessary and deleterious.
 - (c) it was irrevocably irrelevant.
 - (d) it inculcated undesirable attitudes in students.
43. US business schools faced criticism in the 1980s because:
- (a) of the decline in Japanese competitiveness.
 - (b) many critics felt that learning had little relevance to business problems.
 - (c) people realised that management ability cannot be taught.
 - (d) MBAs were unwilling to accept responsibility for implementation on the shop floor.
44. The absence of business schools in Japan
- (a) is due to the prevalent belief that management ability can only be acquired over years of practical experience.
 - (b) was due to the high priority placed on learning as opposed to doing in Confucian culture.
 - (c) is hard to explain for the proponents of business education.
 - (d) contributed a great deal to their success in international trade and business.
45. The Japanese were initially able to do without business schools as a result of:

- (a) their highly developed and intensively competitive education system.
 - (b) dispatching hundreds of students to learn the secrets of western technology and modernisation.
 - (c) their highly specific in-company training programmes.
 - (d) prevailing beliefs regarding educational institutions.
46. The Japanese modified their views on management education because of:
- (a) greater exposure to U.S. MBA programmes.
 - (b) the need to develop worldwide contacts and become Americanised.
 - (c) the outstanding success of business schools in the U.S. during the 1960's and 1970s.
 - (d) a combination of increased competitive pressures and greater multinationalisation of Japanese business.
47. Training programmes in Japanese corporations have
- (a) been based upon Confucian culture.
 - (b) sought the socialisation of newcomers.
 - (c) been targeted at people who have neither the capacity nor the incentive to quit.
 - (d) been teaching people to do menial tasks.
48. The author argues that
- (a) Japanese do not do without business schools as is generally perceived.
 - (b) Japanese corporations do not hire MBAs because of traditions of universal and rigorous academic education, life long employment and strong group identification.
 - (c) Placing MBAs in operational and menial tasks is a major factor in Japanese business success.
 - (d) U.S. corporations should emulate the Japanese and change the way new recruits are inducted.
49. The main difference between U.S. and Japanese corporations is:
- (a) that one employs MBAs, the other does not.

- (b) that U.S. corporations do not employ Japanese people.
 - (c) the U.S. corporations pay more to fresh recruits.
 - (d) in the process of selecting and orienting new recruits.
50. The author argues that the Japanese system
- (a) is better than the American system
 - (b) is highly productive and gives corporate leadership a long term view as a result of its strong traditions.
 - (c) is slowly becoming Americanised.
 - (d) succeeds without business schools, whereas the U.S. system fails because of it.

V

Passage 1 (Total Words—675)

This industry preys on pestilence for profits. As the primary sector thrives under the benevolent gaze of the rain gods, according to the CMIE forecast for Business Today, the production of food grains will touch 187 million tons in 1994–95—up from 182 million tons in 1993–94—pesticides are likely to be a key input in the country's race for a quantum jump in agricultural productivity.

That's because a not-insignificant 30 per cent of the production of food grains in the country is destroyed by insects, pests, plant pathogens, rodents, and birds every year. And even though the per capita consumption of pesticides is currently low—which is also a pointer to the industry's potential – this country is still the world's third largest consumer of pesticides.

Classified by target species, pesticides can be divided into four broad categories. Insecticides—like monocrotophos and fenvalerate—are used for killing insects. Herbicides—such as butachlor and anilophos – remove weeds and unwanted plants. Fungicides—like nickel chloride—kill fungi. And fumigants and rodenticides—such as zinc and aluminium phosphide—are used to kill rodents.

At present, insecticides contribute to almost 75 per cent of the turnover of the pesticides industry in value terms and 85 per cent in terms of volume.

This is at variance with the trend in the West, where insecticides account for just 32 per cent of pesticides consumption: it is herbicides and fungicides which account for the largest share of consumption in those countries.

In terms of manufacturing technology, the production of pesticides can be classified into two main categories; technical-grade materials and formulations. Technical-grade-material—the basic chemical of high purity—is manufactured in organized units, with the top 10 units accounting for more than 80 percent of production. Most of them have a dominant market share in one or two key products.

However, most pesticides are used as formulations, which are produced by the processing of technical grade materials and are manufactured by both large and small-scale units. In fact, the Insecticides Act of 1968 stipulates that 50 per cent of the production of technical-grade pesticides must be supplied by every manufacturer to non-associated formulators.

While the stipulation aims at ensuring the sale of pesticides at cheaper prices, arbitrary control has led to a conflict of interests. Formulators complain that technical-grade manufacturers operate a cartel. The latter, however, claim that rising input costs—raw materials constitute 60 percent of the selling price of pesticides—are forcing hikes in selling prices.

The pesticides industry has over 80 registered technical-grade manufacturers and about 800 registered formulators. About 160 formulators are associated with technical-grade manufactures and boast of the advantage of being able to obtain raw materials easily, even during the peak consumption season.

As the level of technology required is relatively low, formulators have low fixed investment per unit of output. At 35 percent, the pesticides industry's average capacity utilization is rather low. And this, notwithstanding the 1974 ban imposed by the government on the addition of formulation capacity. However, firms can expand their formulation capacities so long as such expansions are linked to the increased production of technical-grade material.

One of the main reasons for low capacity utilization in this industry is the seasonal nature of the demand for pesticides. The maximum amount of sales is recorded between July and November, which is reflected in the high inventories that are built up in the first quarter of the year. As the active

ingredient deteriorates over time, a large number of formulations have a limited shelf-life.

At another level, the industry is characterized by the practice of credit sales to the trade. These credits—which are typically for 60 to 90 days—coupled with the high level of inventories—to cope with demand fluctuations—contribute to the working capital-intensive nature of the industry. That's why most manufacturers have diversified, the most common diversification being pharmaceuticals. An analysis of pesticides sales as a percentage of the total sales of the major players confirms that most pesticides makers are well-diversified.

1. The growth in the production of food grains in 1994–95 over 1993–94 is predicted to be roughly
 - (a) 187 million tons.
 - (b) 2 percent.
 - (c) 3 percent.
 - (d) 182 million tons.
2. This country is the third largest consumer of pesticides in spite of
 - (a) a low per capita consumption of pesticides.
 - (b) 30 percent of production being destroyed by insects.
 - (c) our dependence on monsoons.
 - (d) food grain production being insignificant.
3. The market for technical-grade pesticides in India is dominated by
 - (a) insecticide manufacturers.
 - (b) small scale sector.
 - (c) just ten units.
 - (d) large scale sector.
4. The relationship between formulators and producers of technical-grade material
 - (a) is determined by the market.
 - (b) is rather strong in India.
 - (c) depends on their end-use.
 - (d) is partly governed by law.

5. The hike in selling prices
 - (a) is blamed by formulators on manufacturers.
 - (b) is the consequence of administered pricing.
 - (c) is caused by the Act of 1968.
 - (d) is because there is no cartel of manufacturers.
6. The percentage of formulators who can boast of being able to obtain raw materials easily is
 - (a) 60
 - (b) 10
 - (c) 50
 - (d) 20
7. High inventories are built up during
 - (a) October, November, December.
 - (b) April, May, June.
 - (c) July, August, September.
 - (d) None of these.
8. The pesticides industry is characterized by credit sales, the typical credit is
 - (a) 30 percent of sales.
 - (b) 2 to 3 months.
 - (c) to the customers of technical-grade material.
 - (d) 100 percent of sale.
9. That the pesticides makers are well diversified is indicated by the
 - (a) dominance of pesticides sales in the total sales.
 - (b) reduction in pesticides production.
 - (c) analysis of pesticides sales as a percentage of total sales.
 - (d) hike in prices of pesticides.
10. Capacity utilization in the pesticides industry is low because of
 - (a) a ban on expansion.
 - (b) the seasonal nature of demand.
 - (c) poor technology.

(d) low per capita consumption.

Passage 2 (Total Words—719)

Why can you not tickle yourself? And what does that have to do with artificial consciousness? Quite a lot, according to Rodney Cotterill, a physicist at the Danish Technical University in Lyngby.

After years of pondering over the workings of the brain, Dr. Cotterill believes he has found the quintessence of consciousness for good measure, he has also applied for a patent covering circuit design for conscious computers, and is discussing with several companies.

The nature of consciousness is shrouded in controversy. Theologians, philosophers, biologists, and computer scientists all have their pet theories. So, to understand how Dr. Cotterill's computers might work, it is necessary to understand his views of consciousness.

His is a classical outlook that can be traced to the philosophers and scientists of the first half of this century, who saw muscular movement as the key to understanding consciousness.

They believed that a person's main source of information about the world comes from movement. Even vision depends on the tiny scanning movements that the eye makes to keep the photosensitive cells of the retina refreshed with new information. So, the theory goes, consciousness must be intimately related to muscles.

Like many of his fellow physicists, Dr. Cotterill is intrigued by how artificial neural networks—the vast arrays of interconnected electronic processes—might mimic the real networks of nerve cells of the brain. But whereas many neural-network enthusiasts hope that consciousness will emerge automatically if their machines become sufficiently complex, Dr. Cotterill thinks that something fundamental is missing in such machines. That something is linked to the particular way in which brains communicate with muscles.

Consider what happens when you reach for a glass. Signals to the brain from the eyes and fingers (called afference in the biological jargon) keep it informed about how the task is progressing. Signals from the brain to the fingers and eyes (called efference) make the necessary adjustments to avoid an accident. But at the same time, another type of signal, called an efference

copy, is sent out to other parts of the brain. In simple terms, the efference copy warns the brain's sensory-receptor areas about what the muscles are about to do. Hence, since it is anticipated, self-tickling is not very stimulating.

Certain nerve cells in the brain are activated only if they receive efference copy and related afference within about two-tenths of a second of each other.

This seems to be a way of discriminating between events that the brain has caused in the environment and those over which it has no control, and thus distinguishing self and non-self, a central aspect of consciousness.

It is the efference copy that Dr. Cotterill believes is the crucial ingredient of consciousness. Without it, all there is, is a computer-controlled robot. With it, a computer robot becomes aware that it is in control of itself. Efference copy can be produced by a brain even when no muscles move. According to Dr. Cotterill, thought itself may be efference copy looping round and round in a way that allows the brain to simulate vision, speech and other faculties without actually moving a muscle. Such simulations can lead to new associations of muscular movements—associations which are more commonly known as ideas.

Dr. Cotterill's arguments, which have just been published in the *Journal of Consciousness Studies*, are unlikely to be endorsed universally. But having identified a loop in the brain which he thinks others have overlooked, he is already toying with a host of possible applications of computers containing an artificial version of it. Video games and stock market analysis are two areas where he sees a big potential.

The key to such applications will be for the computer to probe its environment in an electronic analogy of motion and, at the same time, warn itself of what it is doing by sending itself artificial efference copy – thus keeping constant track of the relationship between its own actions and the reactions of the environment.

Dr. Cotterill does not expect the first computer of this sort to soliloquise spontaneously. But they should show rudimentary signs of consciousness, such as hesitancy and the ability to change their minds.

Such traits are absent for most forms of artificial intelligence. Their presence, hopes Dr. Cotterill, will make computer games more fun, and financial forecasting more lucrative.

11. Dr. Cotterill's conceptualization of consciousness is based on
 - (a) Observation and understanding of muscular movements.
 - (b) A similar belief shared by theologians and philosophers.
 - (c) Theory of neural networks
 - (d) Individual sensory skills.
12. The term *efference copy* refers to
 - (a) Keeping the brain informed about what is happening to the muscular system.
 - (b) An early warning system, which informs the brain about proposed muscle movements.
 - (c) The signal from senses to brain which helps to avoid accidents.
 - (d) One of the signals exchanged between the brain and senses.
13. According to the passage, Dr. Cotterill differs from the neural network scientists because:
 - (a) Other scientists are mathematicians while Dr. Cotterill is a physicist.
 - (b) Dr. Cotterill believes that the human mind can be mimicked using neural networks.
 - (c) Dr. Cotterill believes that complex machines automatically replicate the brain while many other scientists refuse to do so.
 - (d) Dr. Cotterill considers the linkages between brain and the muscles while developing neural networks.
14. Robots with consciousness differ from those without it because
 - (a) Such robots are aware of self-control.
 - (b) Such robots have better control over movements.
 - (c) Such robots can interact with each other.
 - (d) Such robots are patented by Dr. Cotterill.
15. Computers with built-in consciousness will be able to
 - (a) Spew out Shakespeare.

- (b) Maintain a constant watch over the mutual relationship between its actions and the environment's reactions.
 - (c) Communicate with ease.
 - (d) Replicate the signals from brain to muscle, thus making them more user friendly.
16. According to the passage, ideas
- (a) Are the outcome of thinking process, accompanied by sensory action.
 - (b) Originate in the absence of muscle movements.
 - (c) Stem from the simulation of senses, without accompanying muscle movement.
 - (d) Reflect the result of efference copy produced by muscle movements.
17. It is difficult to tickle oneself because
- (a) A signal warns the brain to anticipate tickling.
 - (b) A signal makes the muscles tighten up.
 - (c) Such signals are not acknowledged by the brain.
 - (d) None of these.

Passage 3 (Total Words—1212)

Many surprises lie in store for an academic who strays into the real world. The first such surprise to come my way during a stint as a university administrator, related to the photocopying machines within my jurisdiction. I discovered that paper for the machines plus contractual maintenance cost substantially more than photocopies in the private market. This took no account of the other costs of the photocopiers ink, spare part, the space occupied by the machine, the interest and depreciation on it, the wages of the machine operator, the loss of time when the machine broke down or the operator absented himself.

The university—and indeed the entire educational system—was in a financial crisis. Here was a situation calling for a quick and painless execution of all white elephants, or so I thought. I proposed that we stop using the photocopying machines and get our photocopies made by a private operator who had rented space from our institution. Further, we could reduce our costs well below the market price through an agreement

with the private operator which would let him run our surplus machines in exchange for a price concession.

I had expected my proposal to be eagerly embraced by an impoverished university. Instead, it created a furore. In a progressive institution like ours, how could I have the temerity to suggest handing over university assets to the private sector? Perhaps I was in the pay of the private operator. Friends and well-wishers emphasized the necessity of immediately distancing myself from any plan that may conceivably benefit a private entrepreneur—even if it should concurrently benefit the university. That, I gathered, was the essence of financial rectitude.

Abashed, I repented my indiscretion. The photocopying machines were of course no longer used, but neither were they transferred to the enemy in the private sector. We got our photocopying done privately at market prices, not the concessional rates I had proposed. The university lost money, but the family silver was saved from the private enemy. After a decently long period gathering dust and cobwebs, it could be sold as scrap, but that would not be during my tenure.

The story of the photocopying machines is repeated in many different guises throughout our public and semi-public institutions. The public sector is replete with unproductive assets, their sterile purity jealously protected from the seductive influences of private enterprise. There are the pathetic load factors in our power plants. There are fleets of public buses lying in idle disrepair in our state transport depots. There is the fertilizer plant which has never produced even a gram of fertilizer because, after its executive had scoured the wide world in search of the cheapest possible parts, they found that the specifications of these parts did not match each other. There are the 80 gas guzzling staff cars boasted of by a north Indian university which has little else to boast about.

Perhaps the most spectacular instances of unproductive government assets relate to land. Five years ago, the then minister for Surface Transport, Jagdish Tytler, suggested a plan for developing the vast tracts of unused land in the Delhi Transport Corporation's bus depots. He argued, entirely credibly, that by leasing out this land for commercial purposes, the DTC could not only cover its chronic and massive deficit, but achieve a substantial surplus. The proposal was never implemented; the defiltration of

the private sector into DTC depots was heroically resisted by various government departments and the corporation continued its relentless plunge deeper into the red. All other examples of public extravagance however, pale into insignificance alongside the astronomical wastefulness perpetrated by the New Delhi Municipal Committee and the design of Edwin Lutyen's Delhi. Delhi unlike all other major cities of the world has a hollow center—the density of population at the heart of town is negligible. In design, it is no modern metropolis but a medieval imperial capital like the Baghdad of the Abbasid Caliphate. The very center of the city is entirely occupied by the almost empty places of the mighty, while hoi polloi throng the periphery and travel long distances daily to serve their masters.

Within the charmed circle of inner New Delhi, Ministers and Members of parliament, the top military brass and the bureaucratic and the judicial elite of the country luxuriate in sprawling bungalows nestling amidst lush greenery in almost sylvan surroundings. The total land area occupied by these bungalows is one of the best kept official secrets. The ministry of urban development keeps no count of aggregates; but it appears that there are about 600 bungalows with areas varying from one to 10 acres. A not implausible estimate of the total area is about 10 million square yards.

A conservative estimate of the value of land in central New Delhi is Rs. 1,00,000 per square yard. Six hundred families of VIPs are occupying real estate worth about Rs. 1,000 billion; at an interest rate of 12%, this sum would yield an annual income of Rs. 120 billion. This amounts to more than one percent of the gross domestic product.

If the government were to move these six hundreds families to the outskirts of the town and lease this land out, say for multi-storied residential construction—subject, of course, to environmental restrictions that would protect the existing greenery—the primary deficit of India would be wiped out.

What is more, rents would drop all over the city and the housing problem of Delhi would be solved, if not fully, at least in substantial measure. Further, there would be a major inward shift of population reducing transport requirements, and making it more lucrative for public transport to ply through inner Delhi. The removal of the six hundred would, at one stroke, relieve the accommodation and transport problems of Delhi as well as the

budget deficit of the country. But who would bell the cat? Would the government do it, considering that the 600 are the government?

Public interest litigation has of late highlighted a relatively minor aspect of the VIP housing issue: the abuse of ministerial discretion in making out of turn allotments. This focuses attention on the question of a fair distribution between the members of the elite of the fruits of power. In the process, unfortunately, a question of infinitely larger import has been conveniently consigned to oblivion. Doesn't the entire scheme of VIP housing in New Delhi imply organized plunder of the citizenry on a scale quite unprecedented and totally incompatible with the principles of a democratic society?

Strangely enough, this matter has entirely eluded the searchlight of public attention. Political parties, the media, public interest litigants, grass root people's movements have all maintained a resounding of reticence on the issue. When the excesses perpetrated in the name of VIP security provoked public protest, the prime minister desired that VIP security should be made unobtrusive. VIP housing, however, is an entirely unobtrusive burden on the public, but a burden of quite mind boggling proportions. Perhaps it is the silent character of this infliction that has made it so easy to impose. Or perhaps centuries of colonial rule have made habitual slaves of us: a mere 50 years of democracy cannot erase our habit of obsequiousness to the imperial state and its rulers.

18. According to the passage, when a public system suffers from financial crisis, the situation calls for:

- (a) Tightening the belt all around.
- (b) Handing over unproductive assets to private parties.
- (c) Contracting our maintenance of assets to less efficient private parties.
- (d) Painless and quick execution of all white elephants.

19. One proposal made by the author to reduce the cost of photocopying well below the market price, was to:

- (a) Stop using owned photocopying machines and get photocopies done by private operators in the market.

- (b) Stop using owned photocopying machines and get photocopies done by a private operator who had rented space from the institution.
 - (c) Have an agreement with the private operator allowing him to use the owned surplus machines in exchange for a price concession.
 - (d) Put the photocopy operating employees on a piece rate basis.
20. The author's experience taught him that the essence of financial rectitude involved:
- (a) Dissociating from any plan which benefits a private entrepreneur even if it concurrently benefits a public institution.
 - (b) Supporting any plan which benefits a public institution while benefiting a private entrepreneur.
 - (c) Dissociating from any plan which benefits a private entrepreneur at the cost of a public institution.
 - (d) Supporting any plan which benefits a public institution at the cost of a private entrepreneur.
21. The practice of getting the photocopies done privately at market prices was acceptable because:
- (a) It saved money for the university.
 - (b) It lost money for the university.
 - (c) It saved the family silver from the private enemy.
 - (d) Though it lost money for the university, it saved the family silver from the private enemy.
22. "...their sterile purity jealously protected from the seductive advances of private enterprise"—the author here is referring to:
- (a) The family silver of the public institutions.
 - (b) The productive assets of the public institutions
 - (c) The rigid financial practices of the public institutions.
 - (d) None of the above.
23. The Delhi Transport Corporation's relentless plunge deeper into the red continued because according to the passage:
- (a) Disposing off 80 gas guzzling staff cars was resisted.
 - (b) Fleets of buses in idle disrepair were not allowed to be sold as scrap.

- (c) Leasing out unused land for commercial use was strongly resisted.
 - (d) Selling off surplus land to private parties was strongly resisted.
24. An estimate of the total land area occupied by the sprawling bungalows in inner New Delhi is:
- (a) 600 acres
 - (b) 6000 acres
 - (c) 10 million square yards
 - (d) 3000 acres
25. The author's proposal to lease out the land occupied by bungalows for multi-storied residential construction would:
- (a) Spoil the ecology of inner New Delhi.
 - (b) Wipe out the primary deficit of India.
 - (c) Create a surplus of Rs. 120 billion for the Municipal Committee.
 - (d) Enhance the greenery of the inner city.
26. The author contends that shifting 600 elite families of the government from the inner city to the periphery would solve the problem(s) of:
- (a) Accommodation and transportation.
 - (b) Transportation and the country's budget deficit.
 - (c) Accommodation and the country's budget deficit.
 - (d) Accommodation, transportation and the country's budget deficit.
27. When the author talks about an unobtrusive public burden of mind-boggling proportions, he is referring to the issue of:
- (a) VIP security
 - (b) VIP housing.
 - (c) Out of turn allotment of housing to VIPs
 - (d) Unproductive public assets.

Passage 4 (Total Words—926)

Every lover of words knows that these little symbolic units of meaning can be as contradictory as subatomic particles sometimes are. This may well be nature's quixotic way of laughing at our desperate need to explain

everything. It gives us a full stop, but watches helplessly, as we expand it into three dots and continue to search.

Although the measurement of the velocity of sub-atomic particles precludes the measurement of their position and vice versa, it hasn't stopped nuclear physicists from trying from searching, from attempting to pin down, to explain. And it is important.

In a book on quantum physics called 'In search of Schrodinger's Cat', John Gribbin says something very fascinating. If a mythical god with a magical pair of infinitesimally small pliers started the task of removing one atom from a molecule of hydrogen (if I remember correctly) every second from the time of the Big Bang... today, it would take another million years for him or her to complete the task. Phew!

But it is still important to try. Why? If everything is so small and the now proved quantum world is essentially indefinable, why do we go on trying to define? Because we must. It is as important to be rigorous and empirical as to accept the indefinable. Lest we forget, it is through absorption in the act of definition that we first encountered the indefinable. And it is still found there more easily than anywhere else.

But for the effort to define, how would we find the indefinable? But for the setting of limits, would the notion of the limitless have ever arisen? Didn't William Blake once remind us that we never know what is enough; unless we have known what is more than enough.

So, when we analyse words, they are paradoxical, as anything self-referential is. Whether it is the language of mathematics or the language of words, self reference engenders paradox. But one wonders why this is a cause of concern for some people, who would prefer no shades of grey.

Paradox is delightful. It is a rich and fertile ground that nourishes and nurtures what we want to communicate, which often has a nasty habit of falling in between any two given words available to describe it. Words are very close to what Planck called "quanta" though they are not literally packets of meaning; they are the paradoxical verbal equivalent, receptacles of meaning. Little drawers if you like, into which we can insert fresh meanings that expand, limit or even contradict the accepted meaning of the word or phrase.

When we say, I'll believe you! For instance, we mean the exact opposite. As, indeed, when we say something is 'bad' in Black American language, because it means, good.

The original meaning of the word is like a reference point on a matrix. Good, if we use its definition as a working hypothesis. But very dangerous, if we take it as a full and final, irrevocable statement of what it sets out to describe.

Why, one may ask, give the word a meaning at all, if accepting it is suspect? And why embark on the act of definition at all if the result of the definition is insignificant?

Like many wonderful and rewarding things in this mysterious world, it is not either/or but and/plus. It is like asking why we learnt to crawl, if all we are going to do is unlearning it to walk? And further, when on occasion, we are required to crawl in later life, are we regressing?

Learning is a process, not a thing. If we must look at it as a thing, we must look at it as lying-sitting-standing-crawling-walking-running.

To define words, and define them exactly, is very important at the outset. When one is learning a language and even through the process of getting familiar with it, definitions and boundaries are crucial, just as following a broad road to a place is critical before we know our way there. Once we do, the rules aren't important; once we have found a dozen shorter or pleasanter ways to the place, the highway may be of little use to us.

Like a protective cage around a little sapling, definitions protect us in our fledgling days, from the predators of license and ambiguity. And they are important. In its place, everything is important.

Once we have a certain command of the language, however, rules are meant to be broken. Particularly, if we are riding the crazy roller coaster of the English language. It is then what we thought was a packet turns out to be a receptacle. In the clearer light of day, when there is less confusion and obscurity, what appeared to be a serpent in the dusty light, is now quite clearly a rope.

In Alice in Wonderland, Humpty-Dumpty says it quite brilliantly:

"I don't know what you mean by 'glory'", Alice said.

Humpty Dumpty smiled contemptuously.

“Of course you don’t—till I tell you. I meant there’s a nice knock-down argument for you!”

“But ‘glory’ doesn’t mean a nice knock-down argument” Alice objected.

“When I use a word”, Humpty Dumpty said, in a rather sorrowful tone, “it means just what I choose it to mean—neither more nor less.”

“The question is”, said Alice, “whether you can make words mean so many different things.”

“The question is”, said Humpty Dumpty, “Which is to be the master—that’s all.”

Be that as it may, a word in your ear before the words stop. Can you ever have a nice knock-down argument?

28. According to the passage:

- (a) Anything delightful is paradoxical.
- (b) Anything self-referential is paradoxical.
- (c) Anything in shades of grey is paradoxical.
- (d) Anything in a rich and fertile ground is paradoxical.

29. From the passage, it can be inferred that:

- (a) To understand a system, we should investigate within its boundaries.
- (b) To understand a system, we should investigate beyond its boundaries.
- (c) To understand a system, we should be rigorous and empirical.
- (d) To understand a system, we should investigate both within and beyond its boundaries.

30. According to Humpty Dumpty:

- (a) Alice does not know what ‘glory’ means.
- (b) He is Alice’s master.
- (c) He imparts to a word the meaning he intends.
- (d) His words are ambiguous.

31. According to the passage:

- (a) When some people say ‘bad’, they mean the opposite.
- (b) God will complete the removal of all atoms from the hydrogen molecule in a million years.

- (c) One can simultaneously measure both the velocity and position of sub-atomic particles.
- (d) Planck called words 'quanta'.

VI

Passage 1 (CAT 2004)

Recently, I spent several hours sitting under a tree in my garden with the social anthropologist William Ury, a Harvard University professor who specializes in the art of negotiation and wrote the best-selling book, *Getting to Yes*. He captivated me with his theory that tribalism protects people from their fear of rapid change. He explained that the pillars of tribalism that humans rely on for security would always counter any significant cultural or social change. In this way, he said, change is never allowed to happen too fast. Technology, for example, is a pillar of society. Ury believes that every time technology moves in a new or radical direction, another pillar such as religion or nationalism will grow stronger—in effect, the traditional and familiar will assume greater importance to compensate for the new and untested. In this manner, human tribes avoid rapid change that leaves people insecure and frightened.

But we have all heard that nothing is as permanent as change. Nothing is guaranteed. Pithy expressions, to be sure, but no more than cliches. As Ury says, people don't live that way from day-to-day. On the contrary, they actively seek certainty and stability. They want to know they will be safe.

Even so, we scare ourselves constantly with the idea of change. An IBM CEO once said: 'We only re-structure for a good reason, and if we haven't re-structured in a while, that's a good reason.' We are scared that competitors, technology and the consumer will put us out of business—so we have to change all the time just to stay alive. But if we asked our fathers and grandfathers, would they have said that they lived in a period of little change? Structure may not have changed much. It may just be the speed with which we do things.

Change is over-rated, anyway. Consider the automobile. It's an especially valuable example, because the auto industry has spent tens of billions of dollars on research and product development in the last 100 years. Henry

Ford's first car had a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, and four seats, and it could safely do 18 miles per hour. A hundred years and tens of thousands of research hours later, we drive cars with a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, four seats—and the average speed in London in 2001 was 17.5 miles per hour!

That's not a hell of a lot of return for the money. Ford evidently doesn't have much to teach us about change. The fact that they're still manufacturing cars is not proof that Ford Motor Co. is a sound organization, just proof that it takes very large companies to make cars in great quantities—making for an almost impregnable entry barrier.

Fifty years after the development of the jet engine, planes are also little changed. They've grown bigger, wider and can carry more people. But those are incremental, largely cosmetic changes.

Taken together, this lack of real change has come to mean that in travel—whether driving or flying—time and technology have not combined to make things much better. The safety and design have of course accompanied the times and the new volume of cars and flights, but nothing of any significance has changed in the basic assumptions of the final product.

At the same time, moving around in cars or aeroplanes becomes less and less efficient all the time. Not only has there been no great change, but also both forms of transport have deteriorated as more people clamour to use them. The same is true for telephones, which took over hundred years to become mobile, or photographic film, which also required an entire century to change.

The only explanation for this is anthropological. Once established in calcified organizations, humans do two things: sabotage changes that might render people dispensable, and ensure industry-wide emulation. In the 1960s, German auto companies developed plans to scrap the entire combustion engine for an electrical design. (The same existed in the 1970s in Japan, and in the 1980s in France.) So for 40 years we might have been free of the wasteful and ludicrous dependence on fossil fuels. Why didn't it

go anywhere? Because auto executives understood pistons and carburetors, and would be loath to cannibalize their expertise, along with most of their factories.

1. According to the passage, which of the following statements is true?
 - (a) Executives of automobile companies are inefficient and ludicrous.
 - (b) The speed at which an automobile is driven in a city has not changed much in a century.
 - (c) Anthropological factors have fostered innovation in automobiles by promoting use of new technologies.
 - (d) Further innovation in jet engines has been more than incremental.
2. Which of the following views does the author fully support in the passage?
 - (a) Nothing is as permanent as change.
 - (b) Change is always rapid.
 - (c) More money spent on innovation leads to more rapid change.
 - (d) Over decades, structural change has been incremental.
3. Which of the following best describes one of the main ideas discussed in the passage?
 - (a) Rapid change is usually welcomed in society.
 - (b) Industry is not as innovative as it is made out to be.
 - (c) We should have less change than what we have now.
 - (d) Competition spurs companies into radical innovation.
4. According to the passage, the reason why we continued to be dependent on fossil fuels is that:
 - (a) Auto executives did not wish to change.
 - (b) No alternative fuels were discovered.
 - (c) Change in technology was not easily possible.
 - (d) German, Japanese and French companies could not come up with new technologies.

Passage 2 (CAT 2004)

The painter is now free to paint anything he chooses. There are scarcely any forbidden subjects, and today, everybody is prepared to admit that a painting of some fruit can be as important as a painting of a hero dying. The Impressionists did as much as anybody to win this previously unheard of freedom for the artist. Yet, by the next generation, painters began to abandon the subject altogether, and began to paint abstract pictures. Today, the majority of pictures painted are abstract.

Is there a connection between these two developments? Has art gone abstract because the artist is embarrassed by his freedom? Is it that, because he is free to paint anything, he doesn't know what to paint? Apologists for abstract art often talk of it as the art of maximum freedom. But could this be the freedom of the desert island? It would take too long to answer these questions properly. I believe there is a connection. Many things have encouraged the development of abstract art. Among them has been the artists' wish to avoid the difficulties of finding subjects when all subjects are equally possible.

I raise the matter now because I want to draw attention to the fact that the painter's choice of a subject is a far more complicated question than it would at first seem. A subject does not start with what is put in front of the easel or with something which the painter happens to remember. A subject starts with the painter deciding he would like to paint such-and-such because for some reason or other he finds it meaningful. A subject begins when the artist selects something for *special mention*. (What makes it special or meaningful may seem to the artist to be purely visual—its colours or its form.) When the subject has been selected, the function of the painting itself is to communicate and justify the significance of that selection.

It is often said today that subject matter is unimportant. But this is only a reaction against the excessively literary and moralistic interpretation of subject matter in the nineteenth century. In truth, the subject is literally the beginning and end of a painting. The painting begins with a selection (I will paint this and not everything else in the world); it is finished when that selection is justified (now you can see all that I saw and felt in this and how it is more than merely itself).

Thus, for a painting to succeed, it is essential that the painter and his public agree about what is significant. The subject may have a personal meaning for the painter or individual spectator; but there must also be the possibility of their agreement on its general meaning. It is at this point that the culture of the society and period in question precedes the artist and his art. Renaissance art would have meant nothing to the Aztecs, and vice versa. If, to some extent, a few intellectuals can appreciate them both today, it is because their culture is an historical one: its inspiration is history and therefore, it can include within itself, in principle if not in every particular, all known developments to date.

When a culture is secure and certain of its values, it presents its artists with subjects. The general agreement about what is significant is so well established that the significance of a particular subject accrues and becomes traditional. This is true, for instance, of reeds and water in China, of the nude body in Renaissance, of the animal in Africa. Furthermore, in such cultures, the artist is unlikely to be a free agent: he will be employed for *the sake of particular subjects*, and the problem, as we have just described it, will not occur to him.

When a culture is in a state of disintegration or transition, the freedom of the artist increases—but the question of a subject matter becomes problematic for him: he, himself, has to choose for society. This was at the basis of all the increasing crises in European art during the nineteenth century. It is too often forgotten how many of the art scandals of that time were provoked by the choice of subject (Gericault, Courbet, Daumier, Degas, Lautrec, Van Gogh, etc.).

By the end of the nineteenth century there were, roughly speaking, two ways in which the painter could meet this challenge of deciding what to paint and so choosing for society. Either he identified himself with the people and so allowed their lives to dictate his subjects to him; or he had to find his subjects within himself as painter. By *people* I mean everybody except the bourgeoisie. Many painters did of course work for the bourgeoisie according to their copy-book of approved subjects, but all of them, filling the Salon and the Royal Academy year after year, are now forgotten, buried under the hypocrisy of those they served so sincerely.

5. When a culture is insecure, the painter chooses his subject on the basis of:
 - (a) The prevalent style in the society of his time.
 - (b) Its meaningfulness to the painter.
 - (c) What is put in front of the easel
 - (d) Past experience and memory of the painter.
6. In the sentence, “I believe there is a connection” (second paragraph), what two developments is the author referring to?
 - (a) Painters using a dying hero and using a fruit as a subject of painting.
 - (b) Growing success of painters and an increase in abstract forms.
 - (c) Artists gaining freedom to choose subjects and abandoning subjects altogether.
 - (d) Rise of Impressionists and an increase in abstract forms.
7. Which of the following is NOT necessarily among the attributes needed for a painter to succeed:
 - (a) The painter and his public agree on what is significant.
 - (b) The painting is able to communicate and justify the significance of its subject selection.
 - (c) The subject has a personal meaning for the painter.
 - (d) The painting of subjects is inspired by historical developments.
8. In the context of the passage, which of the following statements would NOT be true?
 - (a) Painters decided subjects based on what they remembered from their own lives.
 - (b) Painters of reeds and water in China faced no serious problem of choosing a subject.
 - (c) The choice of subject was a source of scandals in nineteenth century European art.
 - (d) Agreement on the general meaning of a painting is influenced by culture and historical context.
9. Which of the following views is taken by the author?
 - (a) The more insecure a culture, the greater the freedom of the artist.

- (b) The more secure a culture, the greater the freedom of the artist.
- (c) The more secure a culture, more difficult the choice of subject.
- (d) The more insecure a culture, the less significant the choice of the subject.

Passage 3 (CAT 2004)

The viability of the multinational corporate system depends upon the degree to which people will tolerate the unevenness it creates. It is well to remember that the 'New Imperialism' which began after 1870 in a spirit of Capitalism Triumphant, soon became seriously troubled and after 1914, was characterized by war, depression, breakdown of the international economic system and war again, rather than Free Trade, Pax Britannica and Material Improvement. A major reason was Britain's inability to cope with the by-products of its own rapid accumulation of capital; i.e., a class-conscious labour force at home; a middle class in the hinterland; and rival centres of capital on the Continent and in America. Britain's policy tended to be atavistic and defensive rather than progressive—more concerned with warding off new threats than creating new areas of expansion. Ironically, Edwardian England revived the paraphernalia of the landed aristocracy it had just destroyed. Instead of embarking on a 'big push' to develop the vast hinterland of the Empire, colonial administrators often adopted policies to arrest the development of either a native capitalist class or a native proletariat which could overthrow them.

As time went on, the centre had to devote an increasing share of government activity to military and other unproductive expenditures; they had to rely on alliances with an inefficient class of landlords, officials and soldiers in the hinterland to maintain stability at the cost of development. A great part of the surplus extracted from the population was thus wasted locally.

The New Mercantilism (as the Multinational Corporate System of special alliances and privileges, aid and tariff concessions is sometimes called) faces similar problems of internal and external division. The centre is troubled: excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat

presented by the middle classes and the excluded groups of the underdeveloped countries. The national middle classes in the underdeveloped countries came to power when the centre weakened but could not, through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They now face a foreign exchange crisis and an unemployment (or population) crisis—the first indicating their inability to function in the international economy and the second indicating their alienation from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of the spaces created by the rivalry between American and non-American oligopolists striving to establish global market positions.

The native capitalists will again become the champions of national independence as they bargain with multinational corporations. But the conflict at this level is more apparent than real, for in the end, the fervent nationalism of the middle class asks only for promotion within the corporate structure and not for a break with that structure. In the last analysis, their power derives from the metropolis and they cannot easily afford to challenge the international system. They do not command the loyalty of their own population and cannot really compete with the large, powerful, aggregate capitals from the centre. They are prisoners of the taste patterns and consumption standards set at the centre.

The main threat comes from the excluded groups. It is not unusual in underdeveloped countries for the top 5 per cent to obtain between 30 and 40 per cent of the total national income, and for the top one-third to obtain anywhere from 60 to 70 per cent. At most, one-third of the population can be said to benefit in some sense from the dualistic growth that characterizes development in the hinterland. The remaining two-thirds, who together get only one-third of the income, are outsiders, not because they do not contribute to the economy, but because they do not share in the benefits. They provide a source of cheap labour which helps keep exports to the developed world at a low price and which has financed the urban-biased growth of recent years. In fact, it is difficult to see how the system in most underdeveloped countries could survive without cheap labour since removing it (e.g. diverting it to public works projects as is done in socialist

countries) would raise consumption costs to capitalists and professional elites.

10. The author is in a position to draw parallels between New Imperialism and New Mercantilism because:
 - (a) both originated in the developed Western capitalist countries.
 - (b) New Mercantilism was a logical sequel to New Imperialism.
 - (c) they create the same set of outputs – a labour force, middle classes and rival centres of capital.
 - (d) both have comparable uneven and divisive effects.
11. According to the author, the British policy during the ‘New Imperialism’ period tended to be defensive because:
 - (a) it was unable to deal with the fallouts of a sharp increase in capital.
 - (b) its cumulative capital had undesirable side-effects.
 - (c) its policies favoured developing the vast hinterland.
 - (d) it prevented the growth of a set-up which could have been capitalistic in nature.
12. In the sentence, “They are prisoners of the taste patterns and consumption standards set at the centre.” (fourth paragraph), what is the meaning of ‘centre’?
 - (a) National government.
 - (b) Native capitalists.
 - (c) New capitalists.
 - (d) None of the above.
13. Under New Mercantilism, the fervent nationalism of the native middle classes does not create conflict with the multinational corporations because they (the middle classes)
 - (a) negotiate with the multinational corporations.
 - (b) are dependent on the international system for their continued prosperity.
 - (c) are not in a position to challenge the status quo.
 - (d) do not enjoy popular support.

Passage 4 (CAT 2004)

Throughout human history the leading causes of death have been infection and trauma. Modern medicine has scored significant victories against both, and the major causes of ill health and death are now the chronic degenerative diseases, such as coronary artery disease, arthritis, osteoporosis, Alzheimer's, macular degeneration, cataract and cancer. These have a long latency period before symptoms appear and a diagnosis is made. It follows that the majority of apparently healthy people are pre-ill.

But are these conditions inevitably degenerative? A truly preventive medicine that focused on the pre-ill, analyzing the metabolic errors which lead to clinical illness, might be able to correct them before the first symptom. Genetic risk factors are known for all the chronic degenerative diseases, and are important to the individuals who possess them. At the population level, however, migration studies confirm that these illnesses are linked for the most part, to lifestyle factors—exercise, smoking and nutrition. Nutrition is the easiest of these to change, and the most versatile tool for affecting the metabolic changes needed to tilt the balance away from disease.

Many national surveys reveal that malnutrition is common in developed countries. This is not the calorie and/or micronutrient deficiency associated with developing nations (Type A malnutrition); but multiple micronutrient depletion, usually combined with caloric balance or excess (Type B malnutrition). The incidence and severity of Type B malnutrition will be shown to be worse if newer micronutrient groups such as the essential fatty acids, xanthophylls and flavonoids are included in the surveys. Commonly ingested levels of these micronutrients seem to be far too low in many developed countries.

There is now considerable evidence that Type B malnutrition is a major cause of chronic degenerative diseases. If this is the case, then it is logical to treat such diseases not with drugs but with multiple micronutrient repletion, or 'pharmaco-nutrition'. This can take the form of pills and 'capsules-nutraceuticals', or food formats known as 'functional foods'. This approach has been neglected hitherto because it is relatively unprofitable for drug companies—the products are hard to patent—and it is a strategy which does not sit easily with modern medical interventionism. Over the last 100 years, the drug industry has invested huge sums in developing a

range of subtle and powerful drugs to treat the many diseases we are subject to. Medical training is couched in pharmaceutical terms and this approach has provided us with an exceptional range of therapeutic tools in the treatment of disease and in acute medical emergencies. However, the pharmaceutical model has also created an unhealthy dependency culture, in which relatively few of us accept responsibility for maintaining our own health. Instead, we have handed over this responsibility to health professionals who know very little about health maintenance, or disease prevention.

One problem for supporters of this argument is lack of the right kind of hard evidence. We have a wealth of epidemiological data linking dietary factors to health profiles/disease risks and a great deal of information on mechanism: how food factors interact with our biochemistry. But almost all intervention studies with micronutrients, with the notable exception of the omega 3 fatty acids, have so far produced conflicting or negative results. In other words, our science appears to have no predictive value. Does this invalidate the science? Or are we simply asking the wrong questions?

Based on pharmaceutical thinking, most intervention studies have attempted to measure the impact of a single micronutrient on the incidence of disease. The classical approach says that if you give a compound formula to test, subjects and obtain positive results, you cannot know which ingredient is exerting the benefit, so you must test each ingredient individually. But in the field of nutrition, this does not work. Each intervention on its own will hardly make enough difference to be measured. The best therapeutic response must therefore combine micronutrients to normalize our internal physiology. So, do we need to analyse each individual's nutritional status and then tailor a formula specifically for him or her? While we do not have the resources to analyse millions of individual cases, there is no need to do so. The vast majority of people are consuming suboptimal amounts of most micronutrients, and most of the micronutrients concerned are very safe. Accordingly, a comprehensive and universal program of micronutrient support is probably the most cost-effective and safest way of improving the general health of the nation.

14. Type-B malnutrition is a serious concern in developed countries because

- (a) developing countries mainly suffer from Type-A malnutrition.
 - (b) it is a major contributor to illness and death.
 - (c) pharmaceutical companies are not producing drugs to treat this condition.
 - (d) national surveys on malnutrition do not include newer micronutrient groups.
15. Why are a large number of apparently healthy people deemed pre-ill?
- (a) They may have chronic degenerative diseases.
 - (b) They do not know their own genetic risk factors which predispose them to diseases.
 - (c) They suffer from Type-B malnutrition.
 - (d) There is a lengthy latency period associated with chronically degenerative diseases.
16. The author recommends micronutrient-repletion for large-scale treatment of chronic degenerative diseases because
- (a) it is relatively easy to manage.
 - (b) micronutrient deficiency is the cause of these diseases.
 - (c) it can overcome genetic risk factors.
 - (d) it can compensate for other lifestyle factors.
17. Tailoring micronutrient-based treatment plans to suit individual deficiency profiles is not necessary because
- (a) it very likely to give inconsistent or negative results.
 - (b) it is a classic pharmaceutical approach not suited to micronutrients.
 - (c) most people are consuming suboptimal amounts of safe-to-consume micronutrients.
 - (d) it is not cost effective to do so.

Passage 5 (CAT 2004)

Fifty feet away, three male lions lay by the road. They didn't appear to have a hair on their heads. Noting the color of their noses (leonine noses darken as they age, from pink to black), Craig estimated that they were six years old-young adults. "This is wonderful!" he said, after staring at them for

several moments. “This is what we came to see. They really are maneless.” Craig, a professor at the University of Minnesota, is arguably the leading expert on the majestic Serengeti lion, whose head is mantled, in long, thick hair. He and Peyton West, a doctoral student who has been working with him in Tanzania, had never seen the Tsavo lions that live some 200 miles east of the Serengeti. The scientists had partly suspected that the maneless males were adolescents mistaken for adults by amateur observers. Now they knew better.

The Tsavo research expedition was mostly Peyton’s show. She had spent several years in Tanzania, compiling the data she needed to answer a question that ought to have been answered long ago: Why do lions have manes? It’s the only cat, wild or domestic, that displays such ornamentation. In Tsavo, she was attacking the riddle from the opposite angle. Why do its lions not have manes? Some “maneless” lions in Tsavo East do have partial manes, but they rarely attain the regal glory of the Serengeti lions. Does environmental adaptation account for the trait? Are the lions of Tsavo, as some people believe, a distinct subspecies of their Serengeti cousins?

The Serengeti lions have been under continuous observation for more than 35 years, beginning with George Schaller’s pioneering work in the 1960s. But the lions in Tsavo, Kenya’s oldest and largest protected ecosystem, have hardly been studied. Consequently, legends have grown up around them. Not only do they look different, according to the myths, they *behave* differently, displaying greater cunning and aggressiveness. “Remember too,” *Kenya: The Rough Guide* warns, “Tsavo’s lions have a reputation of ferocity.” Their fearsome image became well-known in 1898, when two males stalled construction of what is now Kenya Railways by allegedly killing and eating 135 Indian and African laborers. A British Army officer in charge of building a railroad bridge over the Tsavo River, Lt. Col. J. H. Patterson, spent nine months pursuing the pair before he brought them to bay and killed them. Stuffed and mounted, they now glare at visitors to the Field Museum in Chicago. Patterson’s account of the leonine reign of terror, *The Man-Eaters of Tsavo*, was an international best-seller when published in 1907. Still in print, the book has made Tsavo’s lions notorious. That annoys some scientists. “People don’t want to give up on mythology,”

Dennis King told me one day. The zoologist has been working in Tsavo off and on for four years. “I am so sick of this man-eater business. Patterson made a helluva lot of money off that story, but Tsavo’s lions are no more likely to turn man-eater than lions from elsewhere.”

But tales of their savagery and wiliness don’t all come from sensationalist authors looking to make a buck. Tsavo lions are generally larger than lions elsewhere, enabling them to take down the predominant prey animal in Tsavo, the Cape buffalo, one of the strongest, most aggressive animals of Earth. The buffalo don’t give up easily: They often kill or severely injure an attacking lion, and a wounded lion might be more likely to turn to cattle and humans for food.

And other prey is less abundant in Tsavo than in other traditional lion haunts. A hungry lion is more likely to attack humans. Safari guides and Kenya Wildlife Service rangers tell of lions attacking Land Rovers, raiding camps, stalking tourists. Tsavo is a tough neighborhood, they say, and it breeds tougher lions.

But are they really tougher? And if so, is there any connection between their manelessness and their ferocity? An intriguing hypothesis was advanced two years ago by Gnoske and Peterhans: Tsavo lions may be similar to the unmaned cave lions of the Pleistocene. The Serengeti variety is among the most evolved of the species—the latest model, so to speak—while certain morphological differences in Tsavo lions (bigger bodies, smaller skulls, and maybe even lack of a mane) suggest that they are closer to the primitive ancestor of all lions. Craig and Peyton had serious doubts about this idea, but admitted that Tsavo lions pose a mystery to science.

18. The book *Man-Eaters of Tsavo* annoys some scientists because

- (a) it revealed that Tsavo lions are ferocious.
- (b) Patterson made a helluva lot of money from the book by sensationalism.
- (c) it perpetuated the bad name Tsavo lions had.
- (d) it narrated how two male Tsavo lions were killed.

19. According to the passage, which of the following has not contributed to the popular image of Tsavo lions as savage creatures?

- (a) Tsavo lions have been observed to bring down one of the strongest and most aggressive animals—the Cape buffaloes.
 - (b) In contrast to the situation in traditional lion haunts, scarcity of non-buffalo prey in the Tsavo makes the Tsavo lions more aggressive.
 - (c) The Tsavo lion is considered to be less evolved than the Serengeti variety.
 - (d) Tsavo lions have been observed to attack vehicles as well as humans.
20. The sentence which concludes the first paragraph, “Now they knew better”, implies that:
- (a) The two scientists were struck by wonder on seeing maneless lions for the first time.
 - (b) Though Craig was an expert on the Serengeti lion, now he also knew about the Tsavo lions.
 - (c) Earlier, Craig and West thought that amateur observers had been mistaken.
 - (d) Craig was now able to confirm that darkening of the noses as lions aged applied to Tsavo lions as well.
21. Which of the following, if true, would weaken the hypothesis advanced by Gnoske and Peterhans most?
- (a) Craig and Peyton develop even more serious doubts about the idea that Tsavo lions are primitive.
 - (b) The maneless Tsavo East lions are shown to be closer to the cave lions.
 - (c) Pleistocene cave lions are shown to be far less violent than believed.
 - (d) The morphological variations in body and skull size between the cave and Tsavo lions are found to be insignificant.

VII

Directions for Questions 1 to 25: *Each of the five passages given below is followed by questions. Choose the best answer for each question.*

Passage 1 (CAT 2002)

The production of histories of India has become very frequent in recent years and may well call for some explanation. Why so many and why this one in particular? The reason is a twofold one: changes in the Indian scene requiring a re-interpretation of the facts and changes in attitudes of historians about the essential elements of Indian history. These two considerations are in addition to the normal fact of fresh information, whether in the form of archeological discoveries throwing fresh light on an obscure period or culture, or the revelations caused by the opening of archives or the release of private papers. The changes in the Indian scene are too obvious to need emphasis. Only two generations ago, British rule seemed to most Indian as well as British observers, likely to extend into an indefinite future; now there is a teenage generation which knows nothing of it. Changes in the attitudes of historians have occurred everywhere, changes in attitudes to the content of the subject as well as to particular countries, but in India, there have been some special features. Prior to the British, Indian historiographers were mostly Muslims, who relied, as in the case of Sayyid Ghulam Hussain, on their own recollection of events and on information from friends and men of affairs. Only a few like Abu'l Fazl had access to official papers. These were personal narratives of events, varying in value with the nature of the writer. The early British writers were officials. In the eighteenth century, they were concerned with some aspect of Company policy, or, like Robert Orme in his *Military Transactions*, gave a straight narrative in what was essentially a continuation of the Muslim tradition. In the early nineteenth century, the writers were still, with two notable exceptions, officials, but they were now engaged in chronicling, in varying moods of zest, pride, and awe, the rise of the British power in India to supremacy. The two exceptions were James Mill, with his critical attitude to the Company and John Marchman, the Baptist missionary. But they, like the officials, were anglo-centric in their attitude, so that the history of modern India in their hands came to be the history of the rise of the British in India.

The official school dominated the writing of Indian history until we get the *first* professional historian's approach, Ramsay Muir and P.E. Roberts in England and H. H. Dodwell in India. Then Indian historians trained in the English school joined in, of whom the most distinguished was Sir Jadunath

Sarkar and the other notable writers: Surendranath Sen, Dr. Radhakumud Mukerji, and Professor Nilakanta Sastri. They, it may be said, restored India to Indian history, but their bias was mainly political. Finally have come the nationalists who range from those who can find nothing good or true in the British to sophisticated historical philosophers like K.M. Panikkar.

Along with types of historians with their varying biases, have gone changes in the attitude to the content of Indian history. Here, Indian historians have been influenced both by their local situation and by changes of thought elsewhere. It is in this field that this work can claim some attention since it seeks to break new ground, or perhaps to deepen a freshly turned furrow in the field of Indian history. The early official historians were content with the glamour and drama of political history from Plassey to the Mutiny, from Dupleix to the Sikhs. But when the *raj* was settled down, glamour departed from politics, and they turned to the less glorious but more solid ground of administration. Not how India was conquered but how it was governed was the theme of this school of historians. It found its archpriest in H.H. Dodwell, its priestess in Dame Lilian Penson, and its chief shrine in the Volume VI of the *Cambridge History of India*. Meanwhile in Britain, other currents were moving, which led historical study into the economic and social fields. R.C. Dutt entered the first of these currents with his *Economic History of India*, to be followed more recently by the whole group of Indian economic historians. W.E. Moreland extended these studies to the Mughal Period. Social history is now being increasingly studied and there is also of course, a school of nationalist historians; who see modern Indian history in terms of the rise and the fulfillment of the national movement.

All these approaches have value, but all share in the quality of being compartmental. It is not enough to remove political history from its pedestal of being the only kind of history worth having if it is merely to put other types of history in its place. Too exclusive an attention to economic, social, or administrative history can be as sterile and misleading as too much concentration on politics. A whole subject needs a whole treatment for understanding. A historian must dissect his subject into its elements and then fuse them together again into an integrated whole.

The true history of a country must contain all the features just cited, but must present them as parts of a single consistent theme.

1. Which of the following may be the closest in meaning to the statement “restored India to Indian history”?
 - (a) Indian historians began writing Indian history.
 - (b) Trained historians began writing Indian history.
 - (c) Writing India-centric Indian history began.
 - (d) Indian history began to be written in India.
2. Which of the following is the closest implication of the statement “to break new ground, or perhaps to deepen a freshly turned furrow”?
 - (a) Dig afresh or dig deeper.
 - (b) Start a new stream of thought or help establish a recently emerged perspective.
 - (c) Begin or conduct further work on existing archeological sites to unearth new evidence.
 - (d) Begin writing a history free of any biases.
3. Historians moved from writing political history to writing administrative history because:
 - (a) attitudes of the historians changed.
 - (b) the *raj* was settled down.
 - (c) politics did not retain its past glamour.
 - (d) administrative history was based on solid ground.
4. According to the author, which of the following is **not** among the attitudes of Indian historians of Indian origin?
 - (a) Writing history as personal narratives.
 - (b) Writing history with political bias.
 - (c) Writing non-political history due to lack of glamour.
 - (d) Writing history by dissecting elements and integrating them again.
5. In the table given below, match the historians to the approaches taken by them:

A. Administrative	E. Robert Orme
B. Political	F. H. H. Dodwell
C. Narrative	G. Radha Kumud Mukherji

D. Economic

H. R. C. Dutt

(a)	(b)	(c)	(d)
A Æ F	A Æ G	A Æ E	A Æ F
B Æ G	B Æ F	B Æ F	B Æ H
C Æ E	C Æ E	C Æ G	C Æ E
D Æ H	D Æ H	D Æ H	D Æ G

Passage 2 (CAT 2002)

There are a seemingly endless variety of laws, restrictions, customs and traditions that affect the practice of abortion around the world. Globally, abortion is probably the single most controversial issue in the whole area of women's rights and family matters. It is an issue that inflames women's right groups, religious institutions, and the self-proclaimed "guardians" of public morality. The growing worldwide belief is that the right to control one's fertility is a basic human right. This has resulted in a worldwide trend towards liberalization of abortion laws. Forty percent of the world's population live in countries where induced abortion is permitted on request. An additional 25 percent live in countries where it is allowed if the women's life would be endangered if she went to full term with her pregnancy. The estimate is that between 26 and 31 million legal abortions were performed in 1987. However, there were also between 10 and 22 million illegal abortions performed in that year.

Feminists have viewed the patriarchal control of women's bodies as one of the prime issues facing the contemporary women's movement. They observe that the definition and control of women's reproductive freedom have always been the province of men. Patriarchal religion, as manifest in Islamic fundamentalism, traditionalist Hindu practice, orthodox Judaism, and Roman Catholicism, has been an important historical contributory factor for this and continues to be an important presence in contemporary societies. In recent times, governments, usually controlled by men, have "given" women the right to contraceptive use and abortion access when their countries were perceived to have an overpopulation problem. When these countries are perceived to be underpopulated, that right has been absent. Until the nineteenth century, a woman's rights to an abortion

followed English common law; it could only be legally challenged if there was a “quickening”, when the first movements of the foetus could be felt. In 1800, drugs to induce abortions were widely advertised in local newspapers. By 1900, abortion was banned in every state except to save the life of the mother. The change was strongly influenced by the medical profession, which focussed its campaign ostensibly on health and safety issues for pregnant women and the sanctity of life. Its position was also a means of control of non licensed medical practitioners such as midwives and women healers who practiced abortion.

The anti-abortion campaign was also influenced by political considerations. The large influx of eastern and southern European immigrants with their large families was seen as a threat to the population balance of the future United States. Middle and upper class Protestants were advocates of abortion as a form of birth control. By supporting abortion prohibitions, the hope was that these Americans would have more children and thus, prevent the tide of immigrant babies from overwhelming the demographic characteristics of Protestant America.

The anti-abortion legislative position remained in effect in the United States through the first sixty-five years of the twentieth century. In the early 1960s, even when it was widely known that the drug thalidomide taken during pregnancy to alleviate anxiety was shown to contribute to the formation of deformed “flipper-like” hands or legs of children, abortion was illegal in the United States. A second health tragedy was the severe outbreak of rubella during the same time period, which also resulted in major birth defects. These tragedies combined with a change of attitude towards a woman’s right to privacy lead a number of states to pass abortion-permitting legislation.

On one side of the controversy are those who call themselves “pro-life”. They view the foetus as a human life rather than as an unformed complex of cells; therefore, they hold to the belief that abortion is essentially murder of an unborn child. These groups cite both legal and religious reasons for their opposition to abortion. Pro-lifers point to the rise in legalized abortion figures and see this as morally intolerable. On the other side of the issue are those who call themselves “pro-choice”. They believe that women, not legislators or judges, should have the right to decide whether and under

what circumstances they will bear children. Pro-choicers are of the opinion that laws will not prevent women from having abortions and cite the horror stories of the past when many women died at the hands of “backroom” abortionists and in desperate attempts to self-abort. They also observe that legalized abortion is especially important for rape victims and incest victims who became pregnant. They stress physical and mental health reasons why women should not have unwanted children.

To get a better understanding of the current abortion controversy, let us examine a very important work by Kristin Luker, titled *Abortion and The Politics of Motherhood*. Luker argues that female pro-choice and pro-life activists hold different world views regarding gender, sex, and the meaning of parenthood. Moral positions on abortions are seen to be tied intimately to views on sexual behaviour, the care of children, family life, technology, and the importance of the individual. Luker identifies “pro-choice” women as educated, affluent, and liberal. Their contrasting counterparts, “pro-life” women, support traditional concepts of women as wives and mothers. It would be instructive to sketch out the differences in the world views of these two sets of women. Luker examines California, with its liberalized abortion law, as a case history. Public documents and newspaper accounts over a twenty-year period were analyzed and over 200 interviews were held with both pro-life and pro-choice activists.

Luker found that pro-life and pro-choice activists have intrinsically different views with respect to gender. Pro-life women have a notion of public and private life. The proper place for men is in the public sphere of work; for women, it is the private sphere of the home. Men benefit through the nurturance of women; women benefit through the protection of men. Children are seen to be the ultimate beneficiaries of this arrangement by having the mother as a full-time loving parent and by having clear role models. Pro-choice advocates reject the view of separate spheres. They object to the notion of the home being the “women’s sphere”. Women’s reproductive and family roles are seen as potential barriers to full equality. Motherhood is seen as a voluntary, not a mandatory or “natural” role.

In summarizing her findings, Luker believes that women become activists in either of the two movements as the end result of lives that center around different conceptualizations of motherhood. Their beliefs and values are

rooted to the concrete circumstances of their lives, their educations, incomes, occupations, and the different marital and family choices that they have made. They represent two different world views of women's roles in contemporary society and as such, the abortion issue represents the battleground for the justification of their respective views.

6. According to your understanding of the author's arguments, which countries are more likely to allow abortion?
 - (a) India and China.
 - (b) Australia and Mongolia.
 - (c) Cannot be inferred from the passage.
 - (d) Both (a) and (b).
7. Which amongst these was not a reason for banning of abortions by 1900?
 - (a) Medical professionals stressing the health and safety of women.
 - (b) Influx of eastern and southern European immigrants.
 - (c) Control of unlicensed medical practitioners.
 - (d) A tradition of matriarchal control.
8. A pro-life woman would advocate abortion if:
 - (a) the mother of an unborn child is suicidal.
 - (b) bearing a child conflicts with a woman's career prospects.
 - (b) the mother becomes pregnant accidentally.
 - (c) none of the above.
9. Pro-choice women object to the notion of the home being the "women's sphere" because they believe:
 - (a) that the home is a "joint sphere" shared between men and women.
 - (b) that reproduction is a matter of choice for women.
 - (c) that men and women are equal.
 - (d) both (b) and (c).
10. Two health tragedies affecting U.S. society in the 1960s led to:
 - (a) a change in attitude to women's right to privacy.
 - (b) retaining the anti-abortion laws with some exceptions.
 - (c) scrapping of anti-abortion laws.

- (d) strengthening of the pro-life lobby.
- 11. Historically, the pro-choice movement has got support from, among others,:
 - (a) major patriarchal religions.
 - (b) countries with low population density.
 - (c) medical profession.
 - (d) none of the above.

Passage 3 (CAT 2002)

The conceptions of life and the world which we call ‘philosophical’ are a product of two factors: one, inherited religious and ethical conceptions; the other, the sort of investigation which may be called ‘scientific’, using this word in its broadest sense. Individual philosophers have differed widely in regard to the proportions in which these two factors entered into their systems, but it is the presence of both, in some degree, that characterizes philosophy.

‘Philosophy’ is a word which has been used in many ways, some wider, some narrower. I propose to use it in a very wide sense, which I will now try to explain.

Philosophy, as I shall understand the word, is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has, so far, been unascertainable; but like science, it appeals to human reason rather than to authority, whether that of tradition or that of revelation. All definite knowledge—so I should contend—belongs to science; all dogma as to what surpasses definite knowledge belongs to theology. But between theology and science, there is a ‘No Man’s Land’, exposed to attack from both sides; this ‘No Man’s Land’ is philosophy. Almost all the questions of most interest to speculative minds are such as science cannot answer, and the confident answers of theologians no longer seem so convincing as they did in former centuries. Is the world divided into mind and matter, and if so, what is mind and what is matter? Is mind subject to matter, or is it possessed of independent powers? Has the universe any unity or purpose? Is it evolving towards some goal? Are there really laws of nature, or do we believe in them only because of our innate love of order? Is man what he seems to the astronomer, a tiny

lump of carbon and water impotently crawling on a small and unimportant planet? Or is he what he appears to Hamlet? Is he perhaps both at once? Is there a way of living that is noble and another that is base, or are all ways of living merely futile? If there is a way of living that is noble, in what does it consist, and how shall we achieve it? Must the good be eternal in order to deserve to be valued, or is it worth seeking even if the universe is inexorably moving towards death? Is there such a thing as wisdom, or is what seems such merely the ultimate refinement of folly? To such questions; no answer can be found in the laboratory. Theologies have professed to give answers, all too definite; but their definiteness causes modern minds to view them with suspicion. The studying of these questions, if not the answering of them, is the business of philosophy.

Why, then, you may ask, waste time on such insoluble problems? To this, one may answer as a historian, or an individual facing the terror of cosmic loneliness.

The answer of the historian, in so far as I am capable of giving it, will appear in the course of this work. Ever since men became capable of free speculation, their actions in innumerable important respects, have depended upon their theories as to the world and human life, as to what is good and what is evil. This is as true in the present day as at any former time. To understand an age or a nation, we must understand its philosophy, and to understand its philosophy, we must ourselves be in some degree philosophers. There is here a reciprocal causation: the circumstances of men's lives do much to determine their philosophy, but, conversely, their philosophy does much to determine their circumstances.

There is also, however, a more personal answer. Science tells us what we can know, but what we can know is little, and if we forget how much we cannot know, we may become insensitive to many things of very great importance. Theology, on the other hand, induces a dogmatic belief that we have knowledge, where in fact, we have ignorance, and by doing, so generates a kind of impertinent insolence towards the universe. Uncertainty, in the presence of vivid hopes and fears, is painful, but must be endured if we wish to live without the support of comforting fairy tales. It is not good either to forget the questions that philosophy asks, or to persuade ourselves that we have found indubitable answers to them. To teach how to live

without certainty, and yet without being paralyzed by hesitation, is perhaps the chief thing that philosophy, in our age, can still do for those who study it.

12. The purpose of philosophy is to:
 - (a) reduce uncertainty and chaos.
 - (b) help us to cope with uncertainty and ambiguity.
 - (c) help us to find explanations for uncertainty.
 - (d) reduce the terror of cosmic loneliness.
13. Based on this passage, what can be concluded about the relation between philosophy and science?
 - (a) The two are antagonistic.
 - (b) The two are complementary.
 - (c) There is no relation between the two.
 - (d) Philosophy derives from science.
14. From reading the passage, what can be concluded about the profession of the author? He is most likely to be a:
 - (a) historian.
 - (b) philosopher.
 - (c) scientist.
 - (d) theologian.
15. According to the author, which of the following statements about the nature of the universe must be definitely true?
 - (a) The universe has unity.
 - (b) The universe has a purpose.
 - (c) The universe is evolving towards a goal.
 - (d) None of the above.

Passage 4 (CAT 2002)

Cells are the ultimate multitaskers: they can switch on genes and carry out their orders, talk to each other, divide in two, and much more, all at the same time. But they couldn't do any of these tricks without a power source to generate movement. The inside of a cell bustles with more traffic than

Delhi roads, and, like all vehicles, the cell's moving parts need engines. Physicists and biologists have looked “under the hood” of the cell—and laid out the nuts and bolts of molecular engines.

The ability of such engines to convert chemical energy into motion is the envy of nanotechnology researchers looking for ways to power molecule-sized devices. Medical researchers also want to understand how these engines work. Because these molecules are essential for cell division, scientists hope to shut down the rampant growth of cancer cells by deactivating certain motors. Improving motor-driven transport in nerve cells may also be helpful for treating diseases such as Alzheimer's, Parkinson's or ALS, also known as Lou Gehrig's disease.

We wouldn't make it far in life without motor proteins. Our muscles wouldn't contract. We couldn't grow, because the growth process requires cells to duplicate their machinery and pull the copies apart. And our genes would be silent without the services of messenger RNA, which carries genetic instructions over to the cell's protein-making factories. The movements that make these cellular activities possible, occur along a complex network of threadlike fibers, or polymers, along which bundles of molecules travel like trams. The engines that power the cell's freight are three families of proteins, called myosin, kinesin and dynein. For fuel, these proteins burn molecules of ATP, which cells make when they break down the carbohydrates and fats from the foods we eat. The energy from burning ATP causes changes in the proteins' shape that allow them to heave themselves along the polymer track. The results are impressive: In one second, these molecules can travel between 50 and 100 times their own diameter. If a car with a 5-foot-wide engine were as efficient, it would travel 170 to 340 kmph.

Ronald Vale, a researcher at the Howard Hughes Medical Institute and the University of California at San Francisco, and Ronald Milligan of the Scripps Research Institute have realized a long-awaited goal by reconstructing the process by which myosin and kinesin move, almost down to the atom. The dynein motor, on the other hand, is still poorly understood. Myosin molecules, best known for their role in muscle contraction, form chains that lie between filaments of another protein called actin. Each myosin molecule has a tiny head that pokes out from the chain like oars

from a canoe. Just as rowers propel their boat by stroking their oars through the water, the myosin molecules stick their heads into the actin and hoist themselves forward along the filament. While myosin moves along in short strokes, its cousin kinesin walks steadily along a different type of filament called a microtubule. Instead of using a projecting head as a lever, kinesin walks on two “legs.” Based on these differences, researchers used to think that myosin and kinesin were virtually unrelated. But newly discovered similarities in the motors’ ATP-processing machinery now suggest that they share a common ancestor—molecule. At this point, scientists can only speculate as to what type of primitive cell-like structure this ancestor occupied as it learned to burn ATP and use the energy to change shape. “We’ll never really know, because we can’t dig up the remains of ancient proteins, but that was probably a big evolutionary leap,” says Vale.

On a slightly larger scale, loner cells like sperm or infectious bacteria are prime movers that resolutely push their way through to other cells. As L. Mahadevan and Paul Matsudaira of the Massachusetts Institute of Technology explain, the engines in this case are springs or ratchets that are clusters of molecules, rather than single proteins like myosin and kinesin. Researchers don’t yet fully understand these engines’ fueling process or the details of how they move, but the result is a force to be reckoned with. For example, one such engine is a spring like stalk connecting a single-celled organism called a vorticellid to the leaf fragment it calls home. When exposed to calcium, the spring contracts, yanking the vorticellid down at speeds approaching 3 inches (8 centimeters) per second.

Springs like this are coiled bundles of filaments that expand or contract in response to chemical cues. A wave of positively charged calcium ions, for example, neutralizes the negative charges that keep the filaments extended. Some sperm use spring like engines made of actin filaments to shoot out a barb that penetrates the layers that surround an egg. And certain viruses use a similar apparatus to shoot their DNA into the host’s cell. Ratchets are also useful for moving whole cells, including some other sperm and pathogens. These engines are filaments that simply grow at one end, attracting chemical building blocks from nearby. Because the other end is anchored in place, the growing end pushes against any barrier that gets in its way.

Both springs and ratchets are made up of small units that each move just slightly, but collectively produce a powerful movement. Ultimately, Mahadevan and Matsudaira hope to better understand just how these particles create an effect that seems to be so much more than the sum of its parts. Might such an understanding provide inspiration for ways to power artificial nano-sized devices in the future? “The short answer is absolutely,” says Mahadevan. “Biology has had a lot more time to evolve enormous richness in design for different organisms. Hopefully, studying these structures will not only improve our understanding of the biological world, it will also enable us to copy them, take apart their components and re-create them for other purposes.”

16. According to the author, research on the power source of movement in cells can contribute to:
 - (a) control over the movement of genes within human systems.
 - (b) the understanding of nanotechnology.
 - (c) arresting the growth of cancer in a human being.
 - (d) the development of cures for a variety of diseases.
17. The author has used several analogies to illustrate his arguments in the article. Which of the following pairs of words are examples of the analogies used?
 - I. Cell activity and vehicular traffic.
 - II. Polymers and tram tracks.
 - III. Genes and canoes.
 - IV. Vorticellids and ratchets.
 - (a) I and II
 - (b) II and III
 - (c) I and IV
 - (d) I and III
18. Read the five statements below: I, II, III, IV, and V. From the options given, select the one which includes statement that are **not** representative of an argument presented in the passage.
 - I. Sperms use spring like engines made of actin filament.
 - II. Myosin and kinesin are unrelated.

III. Nanotechnology researchers look for ways to power molecule-sized devices.

IV. Motor proteins help muscle contraction.

V. The dynein motor is still poorly understood.

(a) I, II and III

(b) III, IV and V

(c) I, IV and V

(d) I, III and IV

19. Read the four statements below: I, II, III, and IV. From the options given, select the one which includes only statement(s) that are representative of arguments presented in the passage.

I. Protein motors help growth processes.

II. Improved transport in nerve cells will help arrest tuberculosis and cancer.

III. Cells, together, generate more power than the sum of power generated by them separately.

IV. Vorticellid and the leaf fragment are connected by a calcium engine.

(a) I and II but not III

(b) I and III but not IV

(c) I and IV but not II

(d) III and IV but not II

20. Read the four statements below: I, II, III, and IV. From the options given, select the one which include statement(s) that are representative of arguments presented in the passage.

I. Myosin, kinesin and actin are three types of protein.

II. Growth processes involve a routine in a cell that duplicates their machinery and pulls the copies apart.

III. Myosin molecules can generate vibrations in muscles.

IV. Ronald and Mahadevan are researchers at Massachusetts Institute of Technology.

(a) I and II but not III and IV

(b) II and III but not I

- (c) II and IV but not I and III
- (d) I, II and III but not IV

Passage 5 (CAT 2002)

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, businesspeople, and other thoughtful though *noneconomical* folk. Like serious talk anywhere—among boat designers and baseball fans, say—the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of the conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist’s favorite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech—metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an “invisible hand” and the organization of work as a “production function” and his coefficients as being “significant,” as an economist does, is giving the language a lot of responsibility. It seems a good idea to look hard at his language.

If the economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration) attention to the other minds present when one speaks.

The paying of attention to one’s audience is called “rhetoric,” a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president’s “heated rhetoric” in a press conference or the “mere rhetoric” to which our enemies stoop. Since

the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse.

The question is whether the scholar—who usually fancies himself an announcer of “results” or a stator of “conclusions” free of rhetoric—speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn’t speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honored, en-Nobeled. These are the desires. The devices of language are the means.

Rhetoric is the proportioning of means to desires in speech. Rhetoric is an economics of language, the study of how scarce means are allocated to the insatiable desires of people to be heard. It seems on the face of it a reasonable hypothesis that economists are like other people in being talkers, who desire listeners when they go to the library or the laboratory as much as when they go to the office on the polls. The purpose here is to see if this is true, and to see if it is useful: to study the rhetoric of economic scholarship.

The subject is scholarship. It is not the economy, or the adequacy of economic theory as a description of the economy, or even mainly the economist’s role in the economy. The subject is the conversation economists have among themselves, for purposes of persuading each other that the interest elasticity of demand for investment is zero or that the money supply is controlled by the Federal Reserve.

Unfortunately, though, the conclusions are of more than academic interest. The conversations of classicists or of astronomers rarely affect the lives of other people. Those of economists do so on a large scale. A well known joke describes a May Day parade through Red Square with the usual mass of soldiers, guided missiles, rocket launchers. At last come rank upon rank of people in gray business suits. A bystander asks, “Who are those?” “Aha!” comes the reply, “those are economists: you have no idea what damage they can do!” Their conversations do it.

21. According to the passage, which of the following is the best set of reasons for which one needs to “look hard” at an economist’s language?
- I. Economists accomplish a great deal through their language.
 - II. Economics is an opinion-based subject.
 - III. Economics has a great impact on other’s lives.
 - IV. Economics is damaging.
- (a) I and II
 - (b) III and IV
 - (c) I and III
 - (d) II and IV
22. In the light of the definition of rhetoric given in the passage, which of the following will have the least element of rhetoric?
- (a) An election speech.
 - (b) An advertisement jingle.
 - (c) Dialogues in a play.
 - (d) Commands given by army officers.
23. As used in the passage, which of the following is the closest meaning to the statement “The culture of the conversation makes the words arcane”?
- (a) Economists belong to a different culture.
 - (b) Only mathematicians can understand economists.
 - (c) Economists tend to use terms unfamiliar to the lay person, but depend on familiar linguistic forms.
 - (d) Economists use similes and adjectives in their analysis.
24. As used in the passage, which of the following is the closest alternative to the word ‘arcane’?
- (a) Mysterious
 - (b) Secret
 - (c) Covert
 - (d) Perfidious

25. Based on your understanding of the passage, which of the following conclusions would you agree with?
- (a) The geocentric and the heliocentric views of the solar system are equally tenable.
 - (b) The heliocentric view is superior because of better rhetoric.
 - (c) Both views use rhetoric to persuade.
 - (d) Scientists should not use rhetoric.

VIII

Passage 1 [CAT 2003 (cancelled)]

At the heart of the enormous boom in wine consumption that has taken place in the English-speaking world over the last two decades or so, is a fascinating, happy paradox. In the days when wine was exclusively the preserve of a narrow cultural elite, bought either at auctions or from gentleman wine merchants in wing collars and bow-ties, to be stored in rambling cellars and decanted to order by one's butler, the ordinary drinker didn't get a look-in. Wine was considered a highly technical subject, in which anybody without the necessary ability could only fall flat on his or her face in embarrassment. It wasn't just that you needed a refined aesthetic sensibility for the stuff if it wasn't to be hopelessly wasted on you. It required an intimate knowledge of what came from where, and what it was supposed to taste like.

Those were times, however, when wine appreciation essentially meant a familiarity with the great French classics, with perhaps a smattering of other wines—like sherry and port. That was what the wine trade dealt in. These days, wine is bought daily in supermarkets and high-street chains to be consumed that evening, hardly anybody has a cellar to store it in and most don't even possess a decanter. Above all, the wines of literally dozens of countries are available on our market. When a supermarket offers its customers a couple of fruity little numbers from Brazil, we scarcely raise an eyebrow.

It seems, in other words, that the commercial jungle that wine has now become has not in the slightest deterred people from plunging adventurously into the thickets in order to taste and see. Consumers are no

longer intimidated by the thought of needing to know their Pouilly-Fume from their Pouilly-Fuisse just at the very moment when there is more to know than ever before.

The reason for this new mood of confidence is not hard to find. It is on every wine label from Australia, New Zealand, South Africa and the United States: the name of the grape from which the wine is made. At one time, that might have sounded like a fairly technical approach in itself. Why should native English-speakers know what Cabernet Sauvignon or Chardonnay were? The answer lies in the popularity that wines made from those grape varieties now enjoy. Consumers effectively recognize them as brand names, and have acquired a basic lexicon of wine that can serve them even when confronted with those Brazilian upstarts.

In the wine heartlands of France, they are scared to death of that trend—not because they think their wine isn't as good as the best from California or South Australia (what French winemaker will ever admit that?) but because they don't traditionally call their wines Cabernet Sauvignon or Chardonnay. They call them Chateau Ducru-Beaucillou or Corton-Charlemagne, and they aren't about to change. Some areas, in the middle of southern France, have now produced a generation of growers using the varietal names on their labels and are tempting consumers back to French wine. It will be an uphill struggle, but there is probably no other way if France is to avoid simply becoming a specialty source of old-fashioned wines for old-fashioned connoisseurs.

Wine consumption was also given a significant boost in the early 1990s by the works of Dr. Serge Renaud, who has spent many years investigating the reasons for the uncannily low incidence of coronary heart disease in the south of France. One of his major findings is that the fat-derived cholesterol that build up the arteries and can eventually lead to the heart trouble, can be dispersed by the tannins in wine. Tannin is derived from the skin of grapes, and is therefore, present in higher level in red wines, because they have to be infused with their skin to attain the red colour. That news caused a huge upsurge in red wine consumption in United States. It has not been accorded the prominence it deserves in the UK, largely because the medical profession still sees all alcohol as a menace to health, and is constantly calling for it to be made prohibitively expensive. Certainly, the

manufacturers of anticoagulant drugs might have something to lose if we all got the message that we would do just as well for our hearts by taking half a bottle of red wine every day!

1. The tone that the author uses while asking “What French winemaker will ever admit that?” is best described as:
 - (a) caustic
 - (b) satirical
 - (c) critical
 - (d) hypocritical.
2. Which one of the following CANNOT be reasonably attributed to the labeling strategy followed by wine producers in English-speaking countries?
 - (a) Consumers buy wines on the basis of their familiarity with a grape variety’s name.
 - (b) Even ordinary customers now have more access to technical knowledge about wine.
 - (c) Consumers are able to appreciate better quality wines.
 - (d) Some non-English speaking countries like Brazil indicate grape variety names on their labels.
3. Which one of the following, if true, would provide most support for Dr. Renaud’s findings about the “effect of tannins”?
 - (a) A survey showed that film celebrities based in France have a low incidence of coronary heart disease.
 - (b) Measurements carried out in southern France showed red wine drinkers had significantly higher levels of coronary heart incidence than white wine drinkers did.
 - (c) Data showed a positive association between sales of red wine and incidence of coronary heart disease.
 - (d) Long-term surveys in southern France showed that the incidence of coronary heart disease was significantly lower in red wine drinkers than in those who did not drink red wine.
4. The development which has created fear among winemakers in the wine heartlands of France is the

- (a) tendency not to name wines after the grape varieties that are used in the wines.
 - (b) 'education' that consumers have derived from wine labels from English speaking countries.
 - (c) new generation of local winegrowers who use labels that show names of grape varieties.
 - (d) ability of consumers to understand a wine's qualities when confronted with "Brazilian upstarts'.
5. What according to the author should the French do to avoid becoming a producer of merely old-fashioned wines?
- (a) Follow the labelling strategy of the English-speaking countries.
 - (b) Give their wines English names.
 - (c) Introduce fruity wines as Brazil has done.
 - (d) Produce the wines that have become popular in the English-speaking world.

Passage 2 [CAT 2003 (cancelled)]

Right through history, imperial powers have clung to their possessions to death. Why, then, did Britain in 1947, give up the jewel in its crown, India? For many reasons. The independence struggle exposed the hollowness of the white man's burden. Provincial self-rule since 1935 paved the way for full self rule. Churchill resisted independence, but the Labour government of Atlee was anti-imperialist by ideology. Finally, the Royal Indian Navy mutiny in 1946 raised fears of a second Sepoy mutiny, and convinced British waverers that it was safer to withdraw gracefully. But politico-military explanations are not enough. The basis of empire was always money.

The end of empire had much to do with the fact that British imperialism had ceased to be profitable. World War II left Britain victorious but deeply indebted, needing Marshall Aid and loans from the World Bank. This constituted a strong financial case for ending the no-longer-profitable empire.

Empire building is expensive. The US is spending one billion dollars a day in operations in Iraq that fall well short of full-scale imperialism. Through

the centuries, empire building was costly, yet constantly undertaken because it promised high returns. The investment was in armies and conquest. The returns came through plunder and taxes from the conquered.

No immorality was attached to imperial loot and plunder. The biggest conquerors were typically revered (hence, titles like Alexander the Great, Akbar the Great, and Peter the Great). The bigger and richer the empire, the more the plunderer was admired. This mindset gradually changed with the rise of new ideas about equality and governing for the public good, ideas that culminated in the French and American revolutions. Robert Clive was impeached for making a little money on the side, and so was Warren Hastings. The white man's burden came up as a new moral rationale for conquest: It was supposedly for the good of the conquered. This led to much muddled hypocrisy. On the one hand, the empire needed to be profitable. On the other hand, the white man's burden made brazen loot impossible.

An additional factor deterring loot was the 1857 Sepoy Mutiny. Though crushed, it reminded the British vividly that they were a tiny ethnic group who could not rule a gigantic subcontinent without the support of important locals. After 1857, the British stopped annexing one princely state after another, and instead treated the princes as allies. Land revenue was fixed in absolute terms, partly to prevent local unrest and partly to promote the notion of the white man's burden. The empire proclaimed itself to be a protector of the Indian peasant against exploitation by Indian elites. This was denounced as hypocrisy by nationalists like Dadabhoi Naoroji in the 19th century, who complained that land taxes led to an enormous drain from India to Britain.

Objective calculations by historians like Adams Maddison suggest a drain of perhaps 1.6 percent of Indian Gross National Product in the 19th century. But land revenue was more or less fixed by the Raj in absolute terms and so its real value diminished rapidly with inflation in the 20th century. By World War II, India had ceased to be a profit centre for the British Empire.

Historically, conquered nations paid taxes to finance fresh wars of the conqueror. India itself was asked to pay a large sum at the end of World War I to help repair Britain's finances. But, as shown by historian Indivar Kamtekar, the independence movement led by Gandhiji changed the

political landscape, and made mass taxation of India increasingly difficult. By World War II, this had become politically impossible. Far from taxing India to pay for World War II, Britain actually began paying India for its contribution of men and goods. Troops from white dominions like Australia, Canada and New Zealand were paid for entirely by these countries, but Indian costs were shared by the British government. Britain paid in the form of non-convertible sterling balances, which mounted swiftly. The conqueror was paying the conquered, undercutting the profitability on which all empire is funded. Churchill opposed this, and wanted to tax India rather than owe it money. But he was overruled by India hands who said India would resist payment, and paralyze the war effort. Leo Amery, Secretary of State for India, said that when you are driving in a taxi to the station to catch a life-or-death train, you do not loudly announce that you have doubts whether to pay the fare. Thus, World War II converted India from a debtor to a creditor with over one billion pounds in sterling balances. Britain, meanwhile, became the biggest debtor in the world. It's not worth ruling over people you are afraid to tax.

6. Which one of the following best expresses the main purpose of the author?
 - (a) To present the various reasons that can lead to the collapse of an empire and the granting of independence to the subjects of an empire.
 - (b) To point out the critical role played by the 'white man's burden' in making a colonizing power give up its claims to native possessions.
 - (c) To highlight the contradictory impulse underpinning empire building which is a costly business but very attractive at the same time.
 - (d) To illustrate how erosion of the financial basis of an empire supports the granting of independence to an empire's constituents
7. Which of the following was not a reason for the emergence of the 'white man's burden' as a new rationale for empire building in India?
 - (a) The emergence of the idea of the public good as an element of governance.

- (b) The decreasing returns from imperial loot and increasing costs of conquest.
 - (c) The weakening of the immorality attached to an emperor's looting behaviour.
 - (d) A growing awareness of the idea of equality among peoples.
8. Which of the following best captures the meaning of the 'white man's burden', as it is used by the author?
- (a) British claim to a civilizing mission directed at ensuring the good of the natives.
 - (b) Inspiration for the French and American revolutions.
 - (c) Resource drain that had to be borne by the home country's white population.
 - (d) Imperative that made open looting of resources impossible.
9. What was the main lesson the British learned from the Sepoy Mutiny of 1857?
- (a) That the local princes were allies, not foes.
 - (b) That the land revenue from India would decline dramatically.
 - (c) That the British were a small ethnic group.
 - (d) That India would be increasingly difficult to rule.
10. Why didn't Britain tax India to finance its World War II efforts?
- (a) Australia Canada and New Zealand had offered to pay for Indian troops.
 - (b) India had already paid a sufficiently large sum during World War I.
 - (d) It was afraid that if India refused to pay, Britain's war efforts would be jeopardized.
 - (d) The British empire was built on the premise that the conqueror pays the conquered.

Passage 3 [CAT 2003 (cancelled)]

The controversy over genetically modified food continues unabated in the West. Genetic modification (GM) is the science by which the genetic material of a plant is altered, perhaps to make it more resistant to pests or killer weeds, or to enhance its nutritional value. Many food biotechnologists

claim that GM will be a major contribution of science to mankind in the 21st century. On the other hand, large numbers of opponents, mainly in Europe claim that the benefits of GM are a myth propagated by multinational corporations to increase their profits, that they pose a health hazard, and have therefore, called for governments to ban the sale of genetically-modified food.

The anti-GM campaign has been quite effective in Europe, with several European Union member countries imposing a virtual ban for five years over genetically modified food imports. Since the genetically-modified food industry is particularly strong in the United States of America, the controversy also constitutes another chapter in the US-Europe skirmishes which have become particularly acerbic after the US invasion of Iraq.

To a large extent, the GM controversy has been ignored in the Indian media, although Indian biotechnologists have been quite active in GM research. Several groups of Indian biotechnologists have been working on various issues connected with crops grown in India. One concrete achievement, which has recently figured in the news is that of a team led by the former vice-chancellor of Jawaharlal Nehru University, Asis Datta—it has successfully added an extra gene to potatoes to enhance the protein content of the tuber by at least 30 percent. Not surprisingly, the new potato has been called the protato. The protato is now in its third year of field trials. It is quite likely that the GM controversy will soon hit the headlines in India since a spokesperson of the Indian Central government has recently announced that the government may use the protato in its midday meal programme for schools as early as next year.

Why should ‘scientific progress’, with huge potential benefits to the poor and malnourished, be so controversial? The anti-GM lobby contends that pernicious propaganda has vastly exaggerated the benefits of GM and completely evaded the costs which will have to be incurred if the genetically-modified food industry is allowed to grow unchecked. In particular, they allude to different types of costs.

This group contends that the most important potential cost is that the widespread distribution and growth of genetically modified food will enable the corporate world (alias the multinational corporations—MNCs) completely capture the food chain. A “small” group of biotech companies

will patent the transferred genes as well as the technology associated with them. They will then buy up the competing seed merchants and seed-breeding centres, thereby controlling the production of food at every possible level. Independent farmers, big and small, will be completely wiped out of the food industry. At best, they will be reduced to the status of being subcontractors.

This line of argument goes on to claim that the control of the food chain will be disastrous for the poor since the MNCs , guided by the profit motive, will only focus on the high-value food items demanded by the affluent in the long run, the production of basic staples which constitute the food basket of the poor will taper.

However, this vastly overestimates the power of the MNCs. Even if the research promoted by them does focus on the high-value food items, much of biotechnology research is also funded by governments in both developing and developed countries. Indeed, the protato is a by-product of this type of research. If the protato passes the field trials, there is no reason to believe that it cannot be marketed in the global potato market. And this type of success story can be repeated with other basic food items.

The second type of cost associated with the genetically-modified food industry is environmental damage. The most common type of “genetic engineering” involves gene modification in plants designed to make them resistant to applications of weed-killers. This then enables farmers to use massive dosages of weed-killers so as to destroy or wipe out all competing varieties of plants in their fields. However, some weeds through genetically-modified pollen contamination, may acquire resistance to a variety of weed-killers. The only way to destroy these weeds is through the use of ever-stronger herbicides which are poisonous and linger on in the environment.

11. Using the clues in the passage, which of the following countries would *you* expect to be in the forefront of the anti-GM campaign?
 - (a) USA and Spain
 - (b) India and Iraq
 - (c) Germany and France
 - (d) Australia and New Zealand.

12. The author doubts the anti-GM lobby's contention that MNC control of the food chain will be disastrous for the poor because
- (a) MNCs will focus on high-value food items.
 - (b) MNCs are driven by the motive of profit maximization.
 - (c) MNCs are not the only group of actors in genetically-modified food research.
 - (d) economic development will help the poor buy MNC-produced food.
13. Which of the following about the Indian media's coverage of scientific research does the passage seem to suggest?
- (a) Indian media generally covers a subject of scientific importance when its mass application is likely.
 - (b) Indian media's coverage of scientific research is generally dependent on MNCs' interests.
 - (c) Indian media, in partnership with the government, is actively involved in publicizing the results of scientific research.
 - (d) Indian media only highlights scientific research which is funded by the government.
14. Genetic modification makes plants more resistant to killer weeds. However, this can lead to environmental damage by
- (a) wiping out competing varieties of plants which now fall prey to killer-weeds.
 - (b) forcing application of stronger herbicides to kill weeds which have become resistant to weak herbicides.
 - (c) forcing application of stronger herbicides to keep the competing plants weed-free.
 - (d) not allowing growth of any weeds, thus reducing soil fertility.
15. According to the passage, biotechnology research:
- (a) Is of utility only for high value food items.
 - (b) Is funded only by multinational corporations.
 - (c) allows multinational corporations to control the food basket of the poor.
 - (d) Addresses the concerns of rich and poor countries.

Passage 4 [CAT 2003 (cancelled)]

Modern science, exclusive of geometry, is a comparatively recent creation and can be said to have originated with Galileo and Newton. Galileo was the first scientist to recognize clearly that the only way to further our understanding of the physical world was to resort to experiment. However obvious Galileo's contention may appear in the light of our present knowledge, it remains a fact that the Greeks, in spite of their proficiency in geometry, never seem to have realized the importance of experiment. To a certain extent, this may be attributed to the crudeness of their instruments of measurement. Still, an excuse of this sort can scarcely be put forward when the elementary nature of Galileo's experiments and observations is recalled. Watching a lamp oscillate in the cathedral of Pisa, dropping bodies from the leaning tower of Pisa, rolling balls down inclined planes, noticing the magnifying effect of water in a spherical glass vase, such was the nature of Galileo's experiments and observations. As can be seen, they might just as well have been performed by the Greeks. At any rate, it was thanks to such experiments that Galileo discovered the fundamental law of dynamics, according to which the acceleration imparted to a body is proportional to the force acting upon it.

The next advance was due to Newton, the greatest scientist of all time if account be taken of his joint contributions to mathematics and physics. As a physicist, he was of course an ardent adherent of the empirical method, but his greatest title to fame lies in another direction. Prior to Newton, mathematics, chiefly in the form of geometry, had been studied as a fine art without any view to its physical applications, other than in very trivial cases. But with Newton, all the resources of mathematics were turned to advantage in the solution of physical problems. Thenceforth, mathematics appeared as an instrument of discovery, the most powerful one known to man, multiplying the power of thought just as in the mechanical domain, the lever multiplied our physical action. It is this application of mathematics to the solution of physical problems, this combination of two separate fields of investigation, which constitutes the essential characteristic of the Newtonian method. Thus, problems of physics were metamorphosed into problems of mathematics.

But in Newton's day, the mathematical instrument was still in a very backward state of development. In this field again, Newton showed the mark of genius by inventing the integral calculus. As a result of this remarkable discovery, problems, which would have baffled Archimedes, were solved with ease. We know that in Newton's hands, this new departure in scientific method led to the discovery of the law of gravitation. But here again the real significance of Newton's achievement lay not so much in the exact quantitative formulation of the law of attraction, as in his having established the presence of law and order at least in one important realm of nature, namely, in the motions of heavenly bodies. Nature thus exhibited rationality and was not mere blind chaos and uncertainty. To be sure, Newton's investigations had been concerned with but a small group of natural phenomena, but it appeared unlikely that this mathematical law and order should turn out to be restricted to certain special phenomena; and the feeling was general that all the physical processes of nature would prove to be unfolding themselves according to rigorous mathematical laws.

When Einstein, in 1905, published his celebrated paper on the electrodynamics of moving bodies, he remarked that the difficulties, which surrounded the equations of electrodynamics, together with the negative experiments of Michelson and others, would be obviated if we extended the validity of the Newtonian principle of relativity to the Galilean motion, which applied solely to mechanical phenomena, so as to include all manner of phenomena: electrodynamics, optical, etc. When extended in this way, the Newtonian principle of relativity became Einstein's special principle of relativity. Its significance lay in its assertion that absolute Galilean motion or absolute velocity must ever escape all experimental detection. Henceforth, absolute velocity should be conceived of as physically meaningless, not only in the particular realm of mechanics, as in Newton's day but in the entire realm of physical phenomena. Einstein's special principle, by adding increased emphasis to this relativity of velocity, making absolute velocity metaphysically meaningless, created a still more profound distinction between velocity and accelerated or rotational motion. This latter type of motion remained absolute and real as before. It is most important to understand this point and to realize that Einstein's special

principle is merely an extension of the validity of the classical Newtonian principle to all classes of phenomena.

16. According to the author, why did the Greeks NOT conduct experiments to understand the physical world?
 - (a) Apparently they did not think it necessary to experiment.
 - (b) They focused exclusively on geometry.
 - (c) Their instruments of measurement were very crude.
 - (d) The Greeks considered the application of geometry to the physical world more important.
17. Newton may be considered one of the greatest scientists of all time because he
 - (a) discovered the law of gravitation.
 - (b) married physics with mathematics.
 - (c) invented integral calculus.
 - (d) started the use of the empirical method in science.
18. The statement “nature thus exhibited rationality and was not mere blind chaos and uncertainty” suggests that
 - (a) problems that had baffled scientists like Archimedes were not really problems.
 - (b) only a small group of natural phenomena was chaotic.
 - (c) physical phenomena conformed to mathematical laws.
 - (d) natural phenomena were evolving towards a less chaotic future.
19. The significant implication of Einstein’s special principle of relativity is that
 - (a) absolute velocity was meaningless in the realm of all physical phenomena.
 - (b) Newton’s principle of relativity needs to be modified.
 - (c) there are limits to which experimentation can be used to understand some physical phenomena.
 - (d) it is meaningless to try to understand the distinction between velocity and accelerated or rotational motion.

20. Which of the following statements about modern science best captures the theme of the passage?
- (a) Modern science rests firmly on the platform built by the Greeks.
 - (b) We need to go back to the method of enquiry used by the Greeks to better understand the laws of dynamics.
 - (c) Disciplines like Mathematics and Physics function best when integrated into one.
 - (d) New knowledge about natural phenomena builds on existing knowledge.

Directions for Questions 21 to 25: *The poem given below is followed by five questions. Choose the best answer to each question.*

As you set out for Ithaka
hope the journey is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon—don't be afraid of them:
you'll never find things like that on your way.
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon—you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.
Hope the voyage is a long one,
may there be many a summer morning when
with what pleasure, what joy,
you come into harbours seen for the first time;
may you stop at Phoenician trading stations
mother of pearl and coral, amber and ebony
sensual perfume of every kind

as many sensual perfumes as you can;
and may you visit many Egyptian cities
to gather stores of knowledge from their scholars.
Keep Ithaka always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years.
so you are old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.
Ithaka gave you a marvelous journey,
without her you would not have set out.
She has nothing left to give you now.
And if you find her poor, Ithaka won't have fooled you
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.

21. Which of the following best reflects the central theme of this poem?
- (a) If you don't have high expectations, you will not be disappointed.
 - (b) Don't rush to your goal; the journey is what enriches you.
 - (c) The longer the journey, the greater the experiences you gather.
 - (d) You cannot reach Ithaka without visiting Egyptian ports.
22. The poet recommends a long journey. Which of the following is the most comprehensive reason for it?
- (a) You can gain knowledge as well as sensual experience.
 - (b) You can visit new cities and harbours.
 - (c) You can experience the full range of sensuality.
 - (d) You can buy a variety of fine things.
23. In the poem, Ithaka is a symbol of
- (a) the divine mother
 - (b) your inner self
 - (c) the path to wisdom

II

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (b) | 2. (b) | 3. (a) | 4. (d) | 5. (c) |
| 6. (d) | | | | |

Passage 2

- | | | | | |
|--------|--------|--------|---------|---------|
| 7. (d) | 8. (c) | 9. (b) | 10. (c) | 11. (b) |
|--------|--------|--------|---------|---------|

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 12. (d) | 13. (b) | 14. (d) | 15. (a) | 16. (b) |
|---------|---------|---------|---------|---------|

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 17. (a) | 18. (d) | 19. (d) | 20. (b) | 21. (c) |
|---------|---------|---------|---------|---------|

Passage 5

- | | | | | |
|---------|---------|---------|---------|---------|
| 22. (d) | 23. (b) | 24. (a) | 25. (d) | 26. (a) |
| 27. (c) | | | | |

III

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (b) | 2. (a) | 3. (c) | 4. (d) | 5. (a) |
| 6. (c) | 7. (d) | 8. (b) | | |

Passage 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 9. (c) | 10. (b) | 11. (d) | 12. (b) | 13. (a) |
| 14. (c) | 15. (a) | 16. (d) | | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 17. (b) | 18. (c) | 19. (a) | 20. (c) | 21. (d) |
| 22. (d) | 23. (b) | 24. (a) | | |

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 25. (c) | 26. (b) | 27. (c) | 28. (d) | 29. (a) |
| 30. (d) | 31. (a) | 32. (b) | | |

Passage 5

33. (c)	34. (a)	35. (d)	36. (c)	37. (a)
38. (b)	39. (d)	40. (b)		

IV**Passage 1**

1. (a)	2. (d)	3. (d)	4. (b)	5. (a)
6. (b)	7. (a)	8. (d)	9. (b)	

Passage 2

10. (a)	11. (b)	12. (d)	13. (b)	14. (a)
15. (c)	16. (a)	17. (c)	18. (c)	

Passage 3

19. (a)	20. (b)	21. (b)	22. (d)	23. (d)
24. (c)	25. (d)	26. (c)	27. (b)	28. (a)

Passage 4

29. (d)	30. (c)	31. (c)	32. (c)	33. (a)
34. (c)	35. (d)	36. (c)	37. (a)	38. (b)

Passage 5

39. (c)	40. (b)	41. (b)	42. (c)	43. (b)
44. (a)	45. (a)	46. (d)	47. (b)	48. (a)
49. (d)	50. (b)			

V**Passage 1**

1. (c)	2. (a)	3. (c)	4. (d)	5. (a)
6. (d)	7. (b)	8. (b)	9. (c)	10. (b)

Passage 2

11. (a)	12. (b)	13. (d)	14. (a)	15. (b)
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16. (c) 17. (a)

Passage 3

18. (b) 19. (c) 20. (a) 21. (c) 22. (d)

23. (c) 24. (c) 25. (a) 26. (a) 27. (b)

Passage 4

28. (b) 29. (c) 30. (c) 31. (a)

VI

Passage 1

1. (b) 2. (d) 3. (b) 4. (a)

Passage 2

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

9. (a)

Passage 3

10. (d) 11. (a) 12. (d) 13. (b)

Passage 4

14. (b) 15. (d) 16. (b) 17. (c)

Passage 5

18. (c) 19. (c) 20. (c) 21. (c)

VII

Passage 1

1. (c) 2. (b) 3. (c) 4. (d) 5. (a)

Passage 2

6. (a) 7. (d) 8. (d) 9. (d) 10. (b)

11. (d)

Passage 3

12. (b) 13. (b) 14. (d) 15. (d)

Passage 4

16. (d) 17. (a) 18. (a) 19. (b) 20. (a)

Passage 5

21. (c) 22. (d) 23. (c) 24. (a) 25. (c)

VIII**Passage 1**

1. (b) 2. (d) 3. (d) 4. (b) 5. (a)

Passage 2

6. (d) 7. (a) 8. (d) 9. (c) 10. (c)

Passage 3

11. (c) 12. (c) 13. (a) 14. (b) 15. (a)

Passage 4

16. (a) 17. (b) 18. (c) 19. (a) 20. (d)

Passage 5

21. (b) 22. (a) 23. (d) 24. (d) 25. (b)

* The questions in this section have been complied from CAT papers till 2005. The 2006, 2007 and 2008 CAT papers have been provided with explanatory answers as a separate section at the end of the book.

Verbal Ability

The chapters in this part will help you to hone your language skills in the following ways:

- Helping you to identify and use words of varying frequency levels as have been seen in CAT and other MBA entrance exams as well as in normal usage in English.
- Making you understand important roots, prefixes and suffixes and foreign words used in the English language.
- Helping you understand words that are often confused with each other. (*Note:* This is very crucial in CAT and all other exams over the past few years.)

Key Components of this Part:

- Words of different difficulty levels
- Bit-by-bit explanation of words in English language
- Theoretical inputs and level of Difficulty based exercises from the areas of
 - Fill in the Blanks
 - Paragraph Jumbles
 - Sentence Corrections
 - Phrasal Verbs
 - Paragraph Completion/Last Sentence of the Paragraph
 - Irrelevant Statement

Two part

SECTION 1: Vocabulary

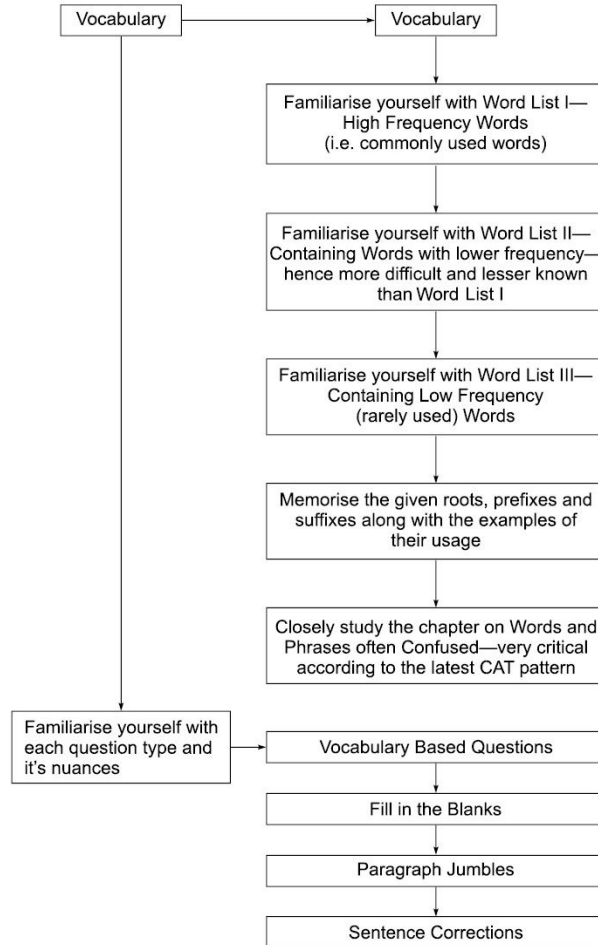
SECTION 2: Vocabulary-based Questions

SECTION 3: Fill in the Blanks

SECTION 4: Paragraph-Jumbles

SECTION 5: Sentence Corrections

SECTION 6: New Verbal Question Types in CAT



1

Vocabulary

SECTION

This section is divided into following five chapters.

- Chapter 1 (High Frequency Words) gives you a list of words which you can expect to see in your day to day newspaper reading.
- Chapter 2 (Medium Frequency Words) and Chapter 3 (Low Frequency Words) gives you a list of progressively difficult words that you can expect in more complicated reading.
- Chapter 4 gives you a comprehensive listing of roots, prefixes, suffixes and words of foreign origin.
- Chapter 5 gives you a unique list of words and phrases which are often confused.

LIST OF CHAPTERS

1. Word List I—High Frequency Words
2. Word List II—Medium Frequency Words
3. Word List III—Low Frequency Words
4. Roots, Prefixes, Suffixes and Foreign Words
5. Words and Phrases Often Confused

Word List I—High Frequency Words

One chapter

In this chapter, we will discuss words that are frequently asked in CAT examinations. The treatment has been done in such a manner that the meaning is given first, followed by the synonym (noted by the letter S) and antonym (noted by the letter A).

No.	Word	Definition
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A

- | | |
|----------------------|---|
| 1. abandon | <i>to give up</i>
<i>S: Desert, Forsake, Leave</i>
<i>A: Retain unrestrained activity, Exuberance</i> |
| 2. abase | <i>to humiliate</i>
<i>S: Scorn, Belittle, Degrade</i>
<i>A: Exalt, Cherish</i> |
| 3. abate | <i>to lessen; to subside</i> |
| 4. abbreviate | <i>to shorten</i>
<i>S: Abridge, Condense</i>
<i>A: Expand, Prolong</i> |

5. **abdicate** *to give up formally*
S: Resign, Renounce
A: Retain, Uphold
6. **abdication** *giving up control, authority*
7. **aberration** *straying away from what is normal*
8. **abet** *to assist (normally a crime)*
S: Conspire, Connive
A: Dissuade, Deter
9. **abhor** *to hate; to detest*
10. **abide** *be faithful; to endure*
11. **abjure** *promise or swear to give up*
12. **ablution** *washing*
13. **abridgement** *a short summary*
S: Outline, Abbreviation, Summary, Abstract
A: Enlargement, Expansion
14. **abscond** *to go away suddenly (to avoid arrest)*
15. **abstruse** *difficult to comprehend; obscure*
16. **abysmal** *extremely bad*
17. **abyss** *a bottomless pit, anything too deep to measure*
S: Chasm.
A: Summit, Elevation
18. **accede** *agree to*
S: Assent, Concur
A: Refuse, Dissent
19. **acclaimed** *welcomed with shouts and approval*
20. **accolade** *praise; approval*
21. **accost** *to approach and speak to*

S: Greet

A: Shun, Avoid

- | | |
|-----------------------|--|
| 22. accredit | <i>to approve, certify</i> |
| 23. accomplice | <i>a partner in crime</i> |
| 24. acquaint | <i>to inform, to make familiar</i> |
| 25. acquit | <i>to clear (a person) of a charge</i> |
| 26. acrid | <i>sharp (as in speech)</i> |
| 27. acrimony | <i>bitterness or harshness of speech or manner</i> |
| 28. acronym | <i>word formed from the initial letters of a group of words.</i> |
| 29. acumen | <i>Keeness of mind, Insight</i> |
| 30. adage | <i>An old saying, Proverb</i> |
| 31. adamant | <i>inflexible</i> |
| 32. addle | <i>to become rotten; to become confused</i> |
| 33. adduce | <i>to offer as example, reason or proof</i> |
| 34. adjudicate | <i>to settle judicially</i> |
| 35. adjure | <i>to beg; appeal</i> |
| 36. admonish | <i>to warn, reprove mildly</i> |
| | <i>S: Censure, Rebuke</i> |
| | <i>A: Applaud, Praise, Compliment</i> |
| 37. admonitory | <i>containing warning</i> |
| 38. ado | <i>fuss, trouble</i> |
| | <i>S: Bustle, Commotion</i> |
| 39. adorn | <i>add beauty; decorate</i> |
| 40. adroit | <i>skilful and clever</i> |
| | <i>S: Proficient, Dextrous</i> |
| | <i>A: Awkward, Dull</i> |

41. **adulteration** *making impure, poorer in quality*
42. **advent** *an arrival, coming*
43. **adventitious** *coming from another source and not innate*
44. **adversary** *enemy, opponent*
45. **adversity** *misfortune, troubled state*
S: Distress, Ill luck
A: Fortune
46. **advert** *to call attention to, refer to*
47. **aeon** *eternity, immeasurable period*
48. **affable** *polite and friendly*
49. **affinity** *close connection, relationship*
50. **affirm** *to declare positively, to confirm*
S: Assert, Declare, Assure
51. **agape** *the mouth open wide with surprise*
52. **aggravate** *make worse; irritate*
53. **agile** *active; quick-moving*
54. **agog** *eager; excited*
55. **ail** *trouble; be ill*
56. **alacrity** *eager and cheerful readiness*
57. **alcove** *recess; partially enclosed place*
58. **alienate** *cause to make unfriendly, to distance oneself.*
S: Estrange
A: Familiarise
59. **allay** *to calm, quieten*
S: Soothe, Pacify
A: Agitate, Kindle
60. **allegiance** *duty; support; loyalty*

61. alleviate	<i>make (pain) easier to bear</i>
62. allocate	<i>to set apart for a specific purpose.</i>
63. alloy	<i>mixture of two or more metals</i>
64. allure	<i>to tempt with something desirable</i> <i>S: Lure, Inveigle</i> <i>A: Repel, Deter, Discourage</i>
65. aloof	<i>reserved; indifferent</i>
66. amalgamate	<i>mix, combine, unite</i>
67. ambient	<i>Surround on all sides</i>
68. ambiguous	<i>doubtful; uncertain</i>
69. amble	<i>leisurely walk</i>
70. amiable	<i>good natured</i> <i>S: Gentle, Pleasing, Charming</i> <i>A: Sullen, Churlish, quarrelsome</i>
71. amicable	<i>friendly, peaceful</i> <i>A: Warlike, Argumentative</i>
72. amnesia	<i>partial or total loss of memory</i>
73. amorphous	<i>without definite form</i> <i>S: Undefinable</i> <i>A: Crystalline, definite</i>
74. analogy	<i>similarity in some way</i>
75. anarchy	<i>absence of government, political disorder</i> <i>A: Order, Discipline</i>
76. ancillary	<i>helping, subordinate</i>
77. anguish	<i>severe suffering</i>
78. animosity	<i>feeling of strong dislike</i> <i>S: Enmity, Hostility, Rancour, Animus</i>

	<i>A: Amiability, Friendliness</i>
79. annihilate	<i>to destroy completely</i>
80. annuity	<i>a fixed sum paid every year</i>
81. annul	<i>to do away with</i>
	<i>A: Enforce</i>
82. anoint	<i>to put oil on as part of a ceremony</i>
83. anomaly	<i>departure from the usual</i>
	<i>S: Abnormality</i>
	<i>A: Normality</i>
84. anon	<i>soon</i>
	<i>A: Normality</i>
85. antidote	<i>medicine used against a poison or a disease</i>
86. apiary	<i>a place where bees are kept</i>
87. appease	<i>make quiet or calm</i>
88. appraise	<i>to assess the value, evaluate</i>
	<i>S: Assess</i>
89. apprehensive	<i>unhappy feeling about future; anxious</i>
90. apprise	<i>give notice; to inform</i>
91. arcade	<i>a covered passage (especially lined with shops)</i>
92. arcane	<i>secret, mysterious</i>
93. archaic	<i>ancient, old-fashioned</i>
94. archives	<i>collection of the historical records or documents of a government or organisation</i>
95. arid	<i>dry and barren, dull</i>
	<i>S: Parched, Dry, Bare</i>
	<i>A: Lush, Fertile</i>
96. arrogance	<i>proud superior manner of behaviour</i>

97. articulate	<i>to express oneself in words clearly</i>
98. articulate	<i>speak distinctly; connect by joints</i>
99. artefact	<i>a hand-made object</i>
100. ascend	<i>go or come up</i>
101. ascendancy	<i>dominance</i>
102. ascertain	<i>get to know</i>
103. ashen	<i>deadly pale</i>
104. asterisk	<i>the star-shaped symbol (*)</i>
105. astrigent	<i>substance that shrinks</i>
106. atheism	<i>the belief that there is no god</i>
107. atonement	<i>repayment, death of Jesus, make amends</i>
108. attune	<i>bring into harmony</i>
109. audacious	<i>daring; foolishly bold; impudent</i>
110. august	<i>majestic; venerable</i>
111. auspicious	<i>favorable; successful; prosperous</i>
112. austere	<i>severely moral and strict; simple and plain</i>
113. auxiliary	<i>helping; supporting</i>
114. aver	<i>affirm; assert; prove; justify</i>
115. aversion	<i>strong dislike</i>
116. avid	<i>eager; greedy</i>
117. avow	<i>admit; declare openly</i>

B

118. babble	<i>to talk foolishly or like a small child.</i> <i>S: Prattle, Chatter, Palaver</i> <i>A: Wisdom, Wit, Prudence</i>
119. bacchanalia	<i>orgy, wild-drunken party</i>

120. backlog	<i>an accumulation or reserve</i>
121. badger	<i>to nag, annoy, an animal</i>
122. bait	<i>to persecute; piece of food put in a trap to attract</i>
123. baleful	<i>harmful; ominous; causing evil</i>
124. balk	<i>obstacle; purposely to get on the way of</i>
125. banal	<i>trite, commonplace</i> <i>S: Inane, Vapid</i> <i>A: Fresh, Original, New</i>
126. barbaric	<i>Primitive, Uncivilised, Cruel</i> <i>S: Savage, Inhuman, Tyrannical</i> <i>A: Civilised, Humane, Cultured</i>
127. barrage	<i>heavy attack</i>
128. barrage	<i>artificial obstacle built across a river</i>
129. barren	<i>not good enough; unable to have young ones, without value</i>
130. bashful	<i>easily embarrassed</i> <i>S: Shy, Diffident</i> <i>A: Bold, Adventurous, Arrogant</i>
131. bask	<i>enjoy warmth and light</i>
132. beacon	<i>a light used for warning or guiding</i>
133. benediction	<i>something that promotes goodness or well-being</i>
134. benefactor	<i>person who has given help</i>
135. benevolence	<i>wish or activity in doing good</i>
136. benign	<i>kind and gentle; mild (climate)</i>
137. berate	<i>scold sharply</i>
138. bereave	<i>to leave in a sad or lonely state, as by death</i>
139. bereft	<i>rob or dispossess of something (material)</i>

140. berserk	<i>in or into a violent rage or frenzy</i> <i>S: Wild, Frenzied</i> <i>A: Calm, Tranquil</i>
141. besiege	<i>to overwhelm, surround</i>
142. besotted	<i>made silly or stupid by love</i>
143. bestial	<i>like a beast</i> <i>S: Brutish, Savage, Barbaric</i> <i>A: Civilised, Cultured, Learned</i>
144. bewilder	<i>puzzle; confuse</i>
145. bigot	<i>stubborn; narrow-minded person</i>
146. bizarre	<i>odd, grotesque</i> <i>S: Eccentric, Unexpected</i> <i>A: Plain, Commonplace</i>
147. bland	<i>uninteresting</i>
148. blast	<i>explosion; gust of wind</i>
149. blatant	<i>boldly conspicuous or obtrusive</i> <i>A: Obscure, Subtle, Hidden</i>
150. blatant	<i>noisy and rough</i>
151. blemish	<i>to mar or spoil, a defect</i> <i>S: Flaw, Imperfection</i> <i>A: Embellishment</i>
152. bogus	<i>sham; counterfeit; not genuine</i>
153. boisterous	<i>loud; noisy; rough; lacking restraint</i>
154. bolster	<i>give greatly needed support</i>
155. boorish	<i>crude; offensive; rude</i>
156. brainchild	<i>a person's own idea</i>
157. brash	<i>hasty; rush; cheeky; saucy</i>

158. **brass** *an alloy of copper and zinc*
159. **bravado** *pretended courage or feigned confidence*
A: Cowardice
160. **bravura** *boldness, dashing style*
161. **brazen** *shameless, bold*
S: Daring
A: Submissive, Humble
162. **breach** *a violation, gap; opening; broken place; breaking*
163. **brittle** *easily broken*
164. **broach** *bring up; announce; begin to talk about*

C

165. **cacophony** *harsh sound*
166. **cajole** *use flattery or deceit; to persuade*
167. **callous** *hardened, unyielding*
S: Obdurate, Insensible
A: Compassionate, Sympathetic
168. **camaraderie** *friendship*
169. **camouflage** *A disguise in order to conceal*
170. **candid** *frank; straightforward*
171. **canon** *a basic law or principle by which something is judged.*
172. **cant** *insincere talk; tilt; overturn*
173. **canvass** *discuss thoroughly; sort of touting; try to get votes or support*
174. **cardinal** *principal, chief, most important*
S: Fundamental, Vital

	<i>A: Insignificant, Negligible, Minor</i>
175. caricature	<i>an exaggerated imitation of a person</i> <i>S: Exaggeration, Parody, and Mimicry</i> <i>A: Reality</i>
176. catalyst	<i>substance that causes speeding up</i>
177. cataract	<i>a large waterfall; an eye disease</i>
178. catholic	<i>comprehensive; universal</i>
179. caustic	<i>biting; sarcastic</i>
180. cede/cession	<i>to surrender possession of, especially by treaty</i>
181. celerity	<i>rapidity of motion or action</i>
182. celestial	<i>of the heavens and sky</i> <i>S: Heavenly, Divine</i> <i>A: Mortal, Earthly, Terrestrial</i>
183. celibacy	<i>complete sexual abstinence, the state of being unmarried</i> <i>A: Matrimony</i>
184. censure	<i>expression of blame or disapproval; a rebuke</i>
185. chaff	<i>to tease good-naturedly; grain husk</i>
186. charismatic	<i>possessing spiritual grace, inspiring</i> <i>A: Uninspiring</i>
187. chisel	<i>steel tool for shaping materials</i>
188. chromatic	<i>of colour</i>
189. circumscribe	<i>to draw line around; to limit</i>
190. clamor	<i>shout; complain with a lot of noise</i>
191. clerical	<i>of the clergy or clerk</i>
192. clientele	<i>customers</i>
193. clinch	<i>settle conclusively</i>

194. cling	<i>to resist separation; hold tightly</i>
195. clot	<i>half-solid lump formed from liquid</i>
196. coax	<i>get somebody to do something by kindness</i>
197. coerce	<i>compel or force to make obedient</i>
198. cognizant	<i>being fully aware of</i>
199. collusion	<i>secret agreement for a deceitful purpose</i>
200. comatose	<i>of, like or in a coma, lethargic</i> <i>S: Unconscious</i> <i>A: Alert</i>
201. combustion	<i>process of burning</i>
202. comely	<i>attractive</i>
203. commuter	<i>person who travels regularly</i>
204. compatible	<i>getting along or going together</i> <i>A: Opposite, Intolerant</i>
205. conceal	<i>hide; keep secret</i>
206. concede	<i>to admit as true, accept</i> <i>S: Surrender, Admit, Own</i> <i>A: Deny, Refuse, Disagree</i>
207. conceited	<i>having an excessively high opinion of oneself</i>
208. concise	<i>brief and to the point</i> <i>S: Compact, Short, Terse</i> <i>A: Diffuse, Repetitive, Wordy</i>
209. concord	<i>agreement or harmony</i>
210. concur	<i>agree in opinion; happen to-gether</i>
211. condense	<i>increase in density, strength; make short</i>
212. condone	<i>forgive</i>
213. conduct	<i>manage, to lead</i>

S: To direct, To transmit or convey, Guide

A: Desert, Abandon, Forego

- | | |
|---------------------------|---|
| 214. congenial | <i>kindred, compatible</i> |
| 215. conjure | <i>to summon as if by magic</i> |
| 216. connive | <i>to pretend not to look (at crime, etc.), Assist.</i> |
| 217. conspicuous | <i>easily seen; remarkable</i> |
| 218. constrain | <i>compel</i> |
| 219. constrict | <i>make tight or smaller</i> |
| 220. construe | <i>to interpret, to analyse</i> |
| | <i>S: Translate, Explain</i> |
| 221. consume | <i>get to the end of; eat</i> |
| 222. conviction | <i>firm belief</i> |
| 223. cordial | <i>warm and sincere</i> |
| 224. correlate | <i>have a mutual relation</i> |
| 225. corroboration | <i>additional strengthening evidence</i> |
| 226. countenance | <i>to favor or approve of</i> |
| 227. counterfeit | <i>forgery</i> |
| 228. covetous | <i>eagerly desirous</i> |
| 229. cower | <i>crouch; shrink back</i> |
| 230. coy | <i>shy, modest (esp of a girl)</i> |
| 231. crass | <i>stupid</i> |
| 232. crease | <i>line made by crushing white line on the ground
in cricket; crush</i> |
| 233. cringe | <i>to behave in an excessively servile way; flinch</i> |
| 234. cryptic | <i>secret; with a hidden meaning</i> |
| 235. cumbersome | <i>burdensome; heavy and awkward to carry</i> |
| 236. cupidity | <i>greed; lust</i> |

237. **curriculum** *course of study*
 238. **cursor** *quick, hurried*
 239. **curtail** *make shorter than was planned*

D

240. **dabble** *to play in water as with hands*
 241. **daft** *silly, inane*
S: Idiotic, Foolish
A: Profound, Wise, Intelligent
 242. **dainty** *pretty, delicate (food); difficult to please*
 243. **dally** *to deal carelessly (with), trifle*
 244. **dearth** *shortage*
 245. **debacle** *a breakup; overthrow; sudden disaster*
 246. **debutante** *a girl making her social debut*
 247. **deciduous** *ephemeral; of a tree shedding its leaves annually*
 248. **decisive** *that settles a dispute*
A: Indecisive
 249. **declaim/** *to speak pompously or bombas-*
declamation *tically; protest loudly*
 250. **decorum** *propriety; properness*
 251. **decree** *order given by authority*
 252. **decry** *disapprove of*
 253. **defer** *to postpone; to yield due to respect*
S: Delay, Adjourn
A: Expedite, Hasten, Quicken
 254. **defiance** *open disobedience or resistance*
 255. **defile** *to pollute, to corrupt*

	<i>A: Glorify</i>
256. definitive	<i>conclusive, final</i>
	<i>S: Precise</i>
	<i>A: Vague, Confused</i>
257. deft	<i>skilful</i>
	<i>S: Adept, Dexterous, Agile</i>
	<i>A: Awkward, Clumsy, Inept</i>
258. demean	<i>to degrade</i>
	<i>S: Humble</i>
	<i>A: Honour, Revere</i>
259. demur	<i>to hesitate; raise objections</i>
260. demure	<i>decorous, modest</i>
	<i>S: Coy, Shy</i>
	<i>A: Brazen, Impudent, Shameless</i>
261. denizen	<i>an inhabitant or frequenter of a particular place</i>
	<i>S: Citizen</i>
	<i>A: Alien, Foreigner</i>
262. denounce	<i>condemn publicly</i>
263. deplete	<i>use until none remains</i>
264. depreciate	<i>to lessen in value</i>
	<i>S: Undervalue, Lower, Decry</i>
	<i>A: Boost, Raise, Praise</i>
265. derivative	<i>unoriginal; obtained from another source</i>
266. derogatory	<i>insulting; tending to damage</i>
267. desiccant	<i>substance used to absorb moisture</i>
268. despicable	<i>deserving scorn</i>
	<i>S: Low, Mean, Cowardly</i>

	<i>A: High, Noble, Exalted</i>
269. despot	<i>An absolute ruler</i>
	<i>S: Tyrant</i>
	<i>A: Democrat</i>
270. deter	<i>discourage; hinder</i>
271. detraction	<i>slandering; verbal attack; aspersion</i>
272. detriment	<i>damage</i>
	<i>S: Harm, Hurt, Injury</i>
	<i>A: Advantage, Gain, Interest</i>
273. deviance	<i>being different in moral standards (from normal)</i>
274. devious	<i>not direct, roundabout, Not honest</i>
	<i>S: cunning, Underhand</i>
	<i>A: Straightforward, Honest</i>
275. dexterity	<i>skill (esp. in handling)</i>
276. diffidence	<i>shyness</i>
277. dilapidated	<i>falling to pieces (due to a severe earthquake)</i>
278. dilate	<i>speak comprehensively; become wider, large</i>
279. dilatory	<i>intended to delay</i>
280. disabuse	<i>to free from error</i>
281. disallow	<i>refuse to allow or accept as correct</i>
282. discern	<i>see with an effort but clearly</i>
283. discomfit	<i>confuse; embarrass</i>
284. discompose	<i>to destroy the composure of</i>
285. discord	<i>disagreement, quarrel, lack of harmony between musical notes</i>
286. discourse	<i>speech; lecture</i>
287. discredit	<i>refuse to believe</i>

288. discreet	<i>careful, prudent</i>
289. discrete	<i>individually distinct</i>
290. discretion	<i>the freedom to make decisions</i>
291. disdain	<i>look on with contempt</i>
292. disinter	<i>dig up from the earth; reveal</i>
293. dislodge	<i>remove from the place occupied</i>
294. dismal	<i>sad; gloomy; miserable</i>
295. disparate	<i>essentially different</i>
296. disproof	<i>proof to the contrary</i>
297. dissemble	<i>speak or behave so as to hide something (in mind)</i>
298. dissent	<i>have a different opinion; refuse to assent</i>
299. dissipate	<i>waste or squander</i>
300. dissolute	<i>marked by indulgence in vices</i>
301. dissolution	<i>disintegration; looseness in morals</i>
302. distraught	<i>distracted violently; upset in mind</i>
303. divergence	<i>getting farther apart from a point</i>
304. divulge	<i>make known something secret</i>
305. dogmatic	<i>positive; certain; arbitrary; without room for discussion</i>
306. dolt	<i>stupid fellow</i>
307. dormant	<i>in a state of inactivity but awaiting development</i>
308. dote	<i>show much fondness; center one's attention</i>
309. drawl	<i>slow way of speaking</i>
310. drone	<i>male bee; person who isn't self-employed</i>
311. drowsiness	<i>feeling sleepy; half asleep</i>
312. drudge	<i>to do hard, menial or monotonous work</i>

313. **dubious** *feeling doubt or causing doubt*
 314. **dud** *useless person; something that fails*
 315. **dupe** *cheat; make a fool of*
 316. **duplicity** *deliberate deception*
 317. **dwarf** *person or somebody much below the usual size*
 318. **dynamo** *a generator; something that produces electric current*

E

319. **earthenware** *dishes made of baked clay*
 320. **earthy** *coarse, unrefined behaviour, of the earth*
A: Cultured, Refined
 321. **eddy** *circular or spiral movement (e.g., of wind), a current*
 322. **edible** *fit to be eaten; not poisonous*
 323. **efficacy** *production of a desired result*
 324. **egoism** *selfishness*
A: Asceticism
 325. **egotism** *excessive reference to oneself in speaking or writing*
S: Egoism, Conceit
A: Humility
 326. **egress** *way out; exit*
 327. **elaborate** *worked out with much care, in great detail*
 328. **elan** *spirited self-assurance*
S: Vivacity, Enthusiasm, Exuberance
A: Sobriety, Depression
 329. **elegiac** *Sad, Mournful*

A: Happy

330. **elegy** *a lament; a melancholy composition*

331. **elicit** *draw out*

332. **eloquence** *fluent speaking; skillful use of language*

333. **emaciate** *make thin and weak*

334. **emanate** *to come forth, Issue, as from a source*

S: Emerge, Originate

A: Stop

335. **embark** *Begin a journey or endeavor*

336. **embellish** *make beautiful*

337. **embezzle** *use in a wrong way for one's own benefit*

338. **emend** *To make scholarly corrections in a text*

S: Correct, Revise, Rectify

A: Corrupt, Debase, Spoil

339. **emote** *stir up; excite*

340. **emulate** *to try to equal or surpass; copy*

341. **encapsulate** *enclose in capsule*

342. **encumbrance** *burden, things that get in the way of*

343. **endearing** *making dear or liked*

344. **endorse** *write one's name on the back of*

345. **enduring** *lasting*

346. **engrave** *impress deeply, carve*

347. **engrossing** *taken up all the time or attention; writing in large or formal way*

348. **engulf** *swallow up*

349. **enmity** *hatred; being an enemy*

350. **ennui** *boredom*

351. enormity	<i>of great size, number, etc. huge; a serious crime</i> <i>S: Vast, Immense</i> <i>A: Smallness, Insignificance</i>
352. ensign	<i>flag; badge</i>
353. entangle	<i>put into difficulties; involve as in a tangle</i>
354. enthrall	<i>please greatly; enslave (fig.)</i>
355. entice	<i>tempt or persuade</i>
356. entreat	<i>ask earnestly</i>
357. enunciate	<i>pronounce (words); express a theory</i>
358. enzyme	<i>catalyst</i>
359. eon	<i>an extremely long, indefinite period of time</i>
360. epitome	<i>representative example; a typical model</i>
361. equable	<i>steady; regular</i>
362. equilibrium	<i>state of being balanced</i>
363. eradicate	<i>get rid of; pull up by the roots</i>
364. erratic	<i>irregular in behaviour or opinion</i>
365. erudite	<i>learned; scholarly</i>
366. espouse	<i>marry; give one's support to</i>
367. etiquette	<i>the forms, manners, etc. conventionally acceptable or required in society, profession, etc.</i>
368. eulogy	<i>formal praise; panegyric</i>
369. euphoria	<i>elation; state of pleasant excitement</i>
370. euthanasia	<i>easy and painless death</i>
371. evasive	<i>tending to evade</i>
372. evoke	<i>call up; bring out</i>
373. exasperate	<i>to irritate</i> <i>S: Exacerbate, Provoke</i>

A: Mollify, Placate, Conciliate

374. **excerpt** *a passage or extract from a book, film or piece of music*
375. **exhaustive** *complete; thorough*
376. **exigency** *emergency; an urgent situation*
377. **exorbitant** *much too high or great*
378. **expedient** *likely to be useful for a purpose*
379. **exploit** *brilliant achievement; develop, use selfishly*
380. **extempore** *without previous thought or preparation*
381. **extinct** *no longer active*
382. **extinguish** *end the existence of; wipe or put out*
383. **extol** *praise highly*
384. **extort** *obtain by threats, violence*
385. **extrovert** *cheerful person*

F

386. **fallacious** *based on error*
387. **falter** *waver; move in an uncertain manner*
388. **fanciful** *imaginary*
389. **fawn** *young deer; try to win some-body's favor*
390. **feign** *to pretend*
- S: sham, dissemble, simulate, counterfeit*
391. **felon** *person guilty of murder*
392. **femur** *thighbone, longleg bone extending from the pelvis to the knee*
393. **ferment** *undergo fermentation; become excited, commotion*
394. **ferocity** *savage cruelty*

395. fervor	<i>warmth of feelings; earnestness</i>
396. feud	<i>bitter quarrel over a long period of time</i>
397. fidelity	<i>loyalty; accuracy</i>
398. fidget	<i>move restlessly; make nervous</i>
399. figurehead	<i>carved image on the brow of a ship; nominal leader</i>
400. finesse	<i>delicate way of dealing with a situation</i>
401. finical	<i>too fussy about food, clothing, etc.</i>
402. finicky	<i>finical</i>
403. fission	<i>splitting or division (esp. of cells)</i>
404. fixate	<i>stare at</i>
405. flak	<i>criticism; anti-aircraft guns</i>
406. flamboyant	<i>brightly colored; florid</i>
407. flaunting	<i>show off complacently</i>
408. flax	<i>pale; yellow (hair); a plant</i>
409. fleet	<i>number of ships; quick-moving</i>
410. flop	<i>fail; move; fall clumsily</i>
411. florid	<i>very much ornamented; naturally red (e.g., of face)</i>
412. flout	<i>reject, mock; to go against (as in going against tradition)</i>
413. fluke	<i>lucky stroke</i>
414. fluster	<i>make nervous or confused</i>
415. foil	<i>prevent from carrying out; contrast</i>
416. foment	<i>put something warm (to lessen the pain)</i>
417. foolproof	<i>incapable of failure or error</i>
418. forbear	<i>refrain from; be patient; ancestor</i>

419. forbearance	<i>patience; willingness to wait</i>
420. forensic	<i>belonging to courts of judicature</i>
421. forerunner	<i>a sign that tells or warns of something to follow</i> <i>S: Herald, Harbinger, Predecessor</i> <i>A: Successor, Offspring</i>
422. forfeit	<i>suffer the loss of something</i>
423. forge	<i>workshop for the shaping of metal; to shape metal lead</i>
424. forgery	<i>counterfeit</i>
425. forte	<i>that which one does particularly well</i>
426. forthright	<i>direct and frank</i> <i>S: Outspoken, Straightforward</i> <i>A: Obscure, Veiled</i>
427. foster	<i>nurture; care for</i>
428. fragile	<i>easily injured, broken or destroyed</i>
429. frantic	<i>wildly excited with joy; anxiety</i>
430. fraternal	<i>brotherly</i>
431. fraudulent	<i>based on or using fraud</i> <i>S: Cheating, Deceitful</i> <i>A: Honest</i>
432. fray	<i>to wear out by use, cloth etc.</i> <i>S: frazzle, tatter</i>
433. frenzied	<i>wildly, insanely, excited</i> <i>S: wild, frantic, hysterical</i>
434. fret	<i>worry; irritation; wear away</i>
435. fringe	<i>edge; ornamental border; part of hair over the forehead</i>

436. **frolicsome** *light-hearted, gay*
S: playful, pranks
437. **frugal** *careful; economical*
438. **futile** *useless*
S: Trifling, Trivial, Vain
A: Effective, Satisfactory, Fruitful

G

439. **gala** *a festivity, celebration, commemoration*
440. **gale** *cyclone, hurricane, storm, tempest*
441. **gallant** *brave, noble, attentive to ladies, amorous*
442. **gallivant** *(derogatory) to go about from one place to another in search of pleasure*
443. **galvanise** *to stimulate*
444. **gambol** *frolic, play*
445. **gamut** *the entire range or extent*
S: Range, Scope, Purview
446. **gape** *to stare with open mouth, to be wide open*
S: Gawk, ogle, peer
447. **garish** *gaudy*
S: Ostentatious
A: Sober, Modest
448. **garment** *article of clothing*
449. **garnish** *to decorate*
S: Embellish, Adorn, Beautify
A: Spoil, Disfigure, Impair
450. **gasket** *a layer of packing material like a sheet of asbestos, etc. used for making gas-tight joints*

451. **gasp** *to gape for breath*
452. **gawk** *to stare stupidly*
453. **gawky** *clumsy*
S: Awkward, Ungainly
A: Elegant
454. **generic** *of a whole class, kind or group*
S: Typical, Characteristic, Common
A: Individual, Particular
455. **genteel** *polite or well bred*
S: Polished, Refined, Cultured
A: Rough, Coarse, Ill-bred
456. **gentry** *people of the upper class*
457. **gesticulate** *to make lively gestures*
S: Signal, Pantomime
458. **gibe** *An insulting remark*
S: Scoff, Sneer, Mock
A: Praise, Exalt, Applaud
459. **gild** *to cover with gold or gold-like substance; gift*
460. **girth** *circumferential measure of thickness*
461. **gist** *the point; general sense*
462. **gleam** *to glow or shine, to flash*
463. **glib** *ready and smooth but not sincere*
464. **glimmer** *weak, unsteady light, twinkle*
465. **gloss** *brightness, polish, radiance, luster, shine*
466. **gnarled** *contorted, twisted, weather-beaten, knotty*
467. **gnaw** *waste away; bite steadily*
468. **goad** *something urging a person to action*

469. **gorge** *eat greedily; narrow opening with a stream*
 470. **gouge** *tool for cutting grooves in wood; scoopout*
 471. **grave** *serious; requiring consideration*
 472. **gravel** *an assemblage of stones*
 473. **graze** *touch or scrape lightly in passing, feed on grass*
 474. **grievous** *causing grief or pain; serious*
 475. **grimace** *make a distorted face*
 476. **grit** *persistence, stamina, pluck, determination*
 477. **grovel** *crawl; humble oneself*
 478. **grueling** *exhausting*
 479. **grumpy** *peevish*

S: Morose, Irritable, Surly

A: Amicable, Gentle

480. **guild** *an association for mutual aid/ help*
 481. **guise** *external appearance, manner, behaviour, dress*
 482. **gullible** *easily tricked*
 483. **gush** *burst out suddenly; talk ardently*
 484. **gust** *outburst of feeling; sudden rain, wind, fire, etc.*
 485. **gyrate** *To move in a circular or spiral path*

S: Spin, Whirl, Rotate

H

486. **hack** *cut roughly; hired horse*
 487. **hardihood** *resolute; courage and fortitude*
 488. **harmonious** *having parts arranged in an orderly, pleasing way*

S: Agreeable, Concordant, Congruous

A: Dissonant, Opposed, Incompatible

489. haughty	<i>arrogant; conceited</i>
490. heady	<i>intoxicating</i>
491. heed	<i>attention; give notice to</i>
492. heinous	<i>odious (of crime)</i>
493. hematology	<i>the study of blood and its diseases</i>
494. hereditary	<i>of, or passed down by inheritance from an ancestor</i> <i>S: Inherited, Congenital</i>
495. heresy	<i>belief contrary to what is generally accepted</i>
496. hermaphrodite	<i>a person, animal or plant with sexual organs of both male and female</i>
497. heterogeneous	<i>made up of different kinds</i>
498. heyday	<i>the time of greater vigor, prosperity etc.</i>
499. hibernate	<i>to spend the winter in a dormant state (of animals), to be inactive</i>
500. highbrow	<i>(person) with superior tastes</i>
501. hinder	<i>to keep back, stop</i> <i>S: Impede, Obstruct, Prevent</i> <i>A: Help, Assist, Further</i>
502. hinterland	<i>The land away from a river</i>
503. hirsute	<i>hairy; shaggy</i>
504. hoax	<i>mischievous trick played on somebody for a joke</i>
505. hobnob	<i>To be on close terms (with the government)</i> <i>A: Alienate, Estrange</i>
506. homicide	<i>the killing of one person by another</i>
507. hone	<i>stone used for sharpening tools, sharpen</i>
508. hoodwink	<i>trick; mislead</i>

509. **hospitable** *to give hospitality, welcoming to guests*
510. **hush** *make or become silent*
511. **husk** *worthless outside part of anything (seed, fruit, etc.)*
512. **hypocrisy** *falsely making oneself appear to be good*

I

513. **icon** *an image, figure, statue*
514. **idealism** *behaviour or thought based on a conception of things as one thinks they should be*
515. **ignoramus** *an ignorant person*
S: Dunce, Dolt, Dope
A: Genius, Prodigy, Scholar
516. **illegible** *hard or impossible to read because badly written or printed*
S: Unreadable, Indecipherable
A: Legible, Readable, Decipherable
517. **illicit** *unlawful; forbidden*
518. **illusion** *an unreal or misleading appearance or image*
S: Fantasy, Image
A: Reality, Fact
519. **immaculate** *pure; faultless*
520. **imminent** *likely to come or happen soon*
521. **immune** *exempt from or protected against something harmful*
S: Exculpate, Reprieve
A: Condemn, Convict, Blame
522. **impair** *worsen; diminish in value*

523. impassioned	<i>filled with passion or zeal</i>
524. impassive	<i>unmoved feeling; no sign of passion</i>
525. impeach	<i>to accuse; to charge with a crime</i>
526. impede	<i>hinder; get in the way of</i>
527. impending	<i>imminent; being about to happen; expected</i>
528. imperative	<i>urgent; essential</i>
529. impermeable	<i>that cannot be permeated</i>
530. impertinent	<i>given to insolent rudeness</i>
531. imperturbable	<i>calm; not capable of being excited</i>
532. impervious	<i>not allowing to pass through (of materials)</i>
533. implacable	<i>incapable of being placated; unpleasable</i>
534. implicit	<i>implied though not plainly expressed</i>
535. improvise	<i>to compose and perform without preparation</i> <i>S: Extemporise, Invent, Compose</i>
536. impudent	<i>rash; indiscreet</i>
537. inane	<i>silly; senseless</i>
538. inasmuch	<i>since; because</i>
539. incandescent	<i>white, glowing or luminous with intense heat</i>
540. incarcerate	<i>to put in prison; to confine</i>
541. incense	<i>make angry</i>
542. inception	<i>Act of beginning, Start</i> <i>S: inauguration, Beginning, Origin</i> <i>A: Termination, End, Finish</i>
543. incessant	<i>often repeated; continual</i>
544. incise	<i>engrave; make a cut in</i>
545. incite	<i>stir up; rouse</i>
546. incoherent	<i>Not logically connected, Disjointed</i>

	<i>S: Confused</i>
	<i>A: Clear, Vivid</i>
547. incongruous	<i>out of place; not in harmony or agreement</i>
548. incredible	<i>seeming too unusual to be possible</i>
549. inculcate	<i>fix firmly by repetition</i>
550. indeterminate	<i>indefinite</i>
	<i>A: Definite, Clear</i>
551. indignant	<i>feeling or expressing anger especially at unjust or mean action</i>
	<i>S: Anger, Wrath, Scorn</i>
	<i>A: Calm Cool, Patient</i>
552. indiscreet	<i>to open in what one says or does</i>
	<i>S: Brash, Rash, Reckless</i>
	<i>A: Wise</i>
553. indistinct	<i>not easily heard, seen</i>
554. indolence	<i>laziness</i>
555. indomitable	<i>not easily discouraged or subdued</i>
556. induct	<i>to place formally in an office, a society, etc.</i>
	<i>S: Install, Initiate</i>
557. indulge	<i>gratify; give way to; satisfy; allow oneself</i>
558. indulgent	<i>inclined to indulge</i>
559. inebriated	<i>intoxicated</i>
	<i>S: Drunk, Tipsy</i>
	<i>A: Sober, Teetotal</i>
560. inept	<i>unskillful; said or done at the wrong time</i>
561. ineptitude	<i>quality of being unskillful</i>
562. infirm	<i>Weak from age</i>

	<i>S: Weak, Languid, Feeble</i>
	<i>A: Strong, Powerful, Tough</i>
563. inflammatory	<i>rousing excitement, anger, etc.</i>
	<i>S: Incendiary, Infuriating</i>
	<i>A: Reconciling. Mitigating</i>
564. inflict	<i>to cause (wounds, pain etc.) suffering</i>
565. infringe	<i>To break (a law or pact)</i>
	<i>S: Transgress, Violate, Trespass</i>
566. infuriate	<i>fill with fury or rage</i>
567. infuse	<i>put; pour; fill</i>
568. ingenious	<i>clever, resourceful</i>
	<i>S: Skillful, Inventive</i>
	<i>A: Unskilled, Awkward, Dull</i>
569. ingest	<i>take in by swallowing</i>
570. ingress	<i>the act of entering; entrance</i>
571. inhibition	<i>restraint, reserve</i>
	<i>S: Repression, Ban, Opposition</i>
	<i>A: Approval, Permission, Accordance</i>
572. inimitable	<i>defying imitation; unmatched</i>
573. insane	<i>mentally ill or deranged, Not sane</i>
	<i>S: Mad, Delirious, Frenzied</i>
	<i>A: Sound, Sane, Normal</i>
574. insensible	<i>unconscious; unresponsive; unaffected</i>
575. insignia	<i>distinguishing marks as emblems of rank</i>
	<i>S: Sign</i>
576. insipid	<i>without taste or flavor</i>
577. insolent	<i>boldly disrespectful, rude</i>

	<i>S: Impudent, Impertinent, Offensive</i>
578. insolvent	<i>unable to pay debts; impoverished</i>
579. interim	<i>as an installment, provisional</i>
580. intimate	<i>to announce; to suggest or hint, close to (as in relations)</i>
581. intractable	<i>not easily managed or controlled; unruly</i>
582. inundate	<i>flood; cover by overflowing</i>
583. irate	<i>angry</i>
584. ire	<i>anger</i>
585. irksome	<i>tiresome</i>
586. irresolute	<i>hesitating; undecided</i>

J

587. jab	<i>sneer, taunt, belittle</i>
588. jabber	<i>To talk quickly and incoherently</i>
589. jabber	<i>talk excitedly; utter rapidly</i>
590. jacuzzi	<i>a special type of bath mechanism where water is agitated to give extra invigoration</i>
591. jaded	<i>bored, satiated, dulled</i> <i>S: inferior, wearied, listless, exhausted</i> <i>A: refreshed, strengthened</i>
592. jagged	<i>uneven, rough edged, notched</i>
593. jeer	<i>to make fun of, deride; scoff; mock</i>
594. jerk	<i>a spasmodic muscle movement;</i>
595. jester	<i>clown; buffoon</i>
596. jibe	<i>gibe; make fun of</i>
597. jittery	<i>jumpy; nervous; shaky; anxious</i>

598. jockey	<i>to manoeuvre, to position of advantage; horse rider</i>
599. jocular	<i>meant as a joke</i>
600. jolt	<i>to shake with a sudden jerk; startle</i>
601. jostle	<i>to hustle; to elbow</i>
602. jovial	<i>joyous; full of geniality</i>
603. joyful	<i>shouting with joy; rejoicing</i>
604. jubilation	<i>celebration; elation; euphoria; exultation</i>
605. judicious	<i>sound in judgment; wise</i>
606. junk	<i>rubbish; garbage; trivia; trash</i>
607. junta	<i>a group of men united for some secret intrigue</i>
608. jurisdiction	<i>legal authority; extent of power</i>
609. juvenile	<i>young; childish; youthful; immature</i>

K

610. keen	<i>intense, sharp, vivid, acute</i>
611. keep-sake	<i>gift, usually small and often not very costly, that is kept in memory of the giver</i>
612. kennel	<i>house for dogs, a pack of hounds</i>
613. keynote	<i>(i) The basic idea or Ruling principle S: Theme, Nub (ii) Musical Note</i>
614. killjoy	<i>One who destroys or lessens other people's enjoyment</i>
615. kiln	<i>a furnace or oven for drying, burning or baking bricks, pottery, etc.</i>
616. kimono	<i>a traditional dress of Japan</i>
617. kin	<i>relative, family related as by blood</i>
618. kindergarten	<i>school for infants</i>

619. **kindle** *to set fire to*
S: light, inflame, ignite
A: extinguish, discourage, snuff-out
620. **kingpin** *chief, don, boss*
621. **kiosk** *a small stall for the sale of newspapers, etc.*
622. **kit** *apparatus, gear, outfit*
623. **kith** *kith and kin; friends and relations*
624. **kitty** *pool of money to be played for*
625. **knack** *dexterity, talent, proficiency, ability*
626. **knit** *draw together; unite firmly*
627. **kudos** *credit for achievement, glory, fame*

L

628. **lacklustre** *(of eyes) dull*
629. **lag** *(i) To fall behind, Not keep pace, Move slowly*
(ii) Imprison, Arrest (iii) A piece of non-conductive cover of a boiler to prevent heat transfer
630. **lament** *show, feel great sorrow*
631. **languish** *To become weak, Droop, Be unhappy*
632. **languid** *without vigour or vitality*
S: Pensive, Drooping, Lethargic
A: Brisk, Lively, Vivacious
633. **languor** *Lack of vigour or vitality*
634. **latent** *present but not visible or active; the latent force of an atomic bomb*
S: dormant, potential
635. **lavish** *giving or producing freely, liberally or generously*

636. legacy	<i>something handed down from ancestors</i>
637. lethal	<i>causing death</i> <i>S: Deadly, Fatal</i> <i>A: Harmless</i>
638. lewd	<i>pertaining to lust, indecent</i> <i>S: Obscene, Lustful, Licentious</i> <i>A: Pure, Chaste</i>
639. liberality	<i>free giving; generosity</i>
640. limp	<i>lacking strength; walking unevenly</i>
641. limpid	<i>transparent; absolutely serene and untroubled</i>
642. lingo	<i>a dialect, jargon etc., that one is not familiar with</i>
643. listless	<i>characterised by lack of interest, energy or spirit</i>
644. lithe	<i>bending, twisting</i>
645. litigate	<i>to contest in a lawsuit</i>
646. livid	<i>(i) Discoloured by a bruise, Black and blue (ii) Furiously angry</i> <i>S: Discoloured, Angry</i>
647. loathe	<i>To feel intense dislike or disgust for</i> <i>S: Detest, Abhor, Abominate</i>
648. loll	<i>rest; to sit or stand in a lazy way; hang (dog's tongue)</i>
649. lucid	<i>clear, readily understood</i> <i>S: Clear, Intelligible</i> <i>A: incomprehensible, irrational, Illegible</i>
650. lull	<i>become quiet or less active</i>
651. lumber	<i>move in a clumsy, noisy way</i>

652. **luminary** *star; light-giving body*
 653. **lurk** *be out of view, ready to attack*
 654. **lustrous** *being bright, polished*

M

655. **machination** *plot; scheme (esp. evil)*
 656. **maestro** *a master in an art, especially a great conductor or composer of music*
 657. **magnanimous** *generous*
A: Selfish, Mean, Miserly
 658. **magnate** *important person in any field*
 659. **malady** *disease, Illness*
S: Illness, Disorder, Ailment
 660. **malice** *active ill will, desire to harm another*
S: Spite, Grudge, Hatred
A: Benevolence, Goodwill
 661. **malign** *injurious; speak ill of somebody; tell lie*
 662. **malinger** *to fake illness or injury in order to shirk a duty*
 663. **malleable** *yielding easily; can be moulded; adapting*
 664. **malodorous** *producing a bad odour, stinking*
S: foul, Noxious
A: fragrant
 665. **mandatory** *authoritatively commanded*
S: Compulsory
 666. **massacre** *cruel killing of a large number of people*
 667. **matriculation** *be admitted, enter a university as a student*
 668. **maul** *hurt by rough handling*
 669. **mediocre** *ordinary, Average*

670. melancholy	<i>very sad and depressed state</i> <i>S: Dispirited, Sorrowful</i> <i>A: Happy, Merry</i>
671. mendacity	<i>dishonesty</i>
672. mendicant	<i>a beggar</i>
673. mercurial	<i>quick, changeable in character; fleeting</i>
674. mesmerise	<i>hypnotise</i>
675. metamorphosis	<i>transformation</i> <i>S: Conversion, Change</i>
676. meticulous	<i>giving great attention to details</i>
677. mettle	<i>quality of endurance or courage</i>
678. mettlesome	<i>courageous; high-spirited</i>
679. mince	<i>pronounce or speak affectedly; euphemise;</i> <i>pound to a pulp</i>
680. mischievous	<i>harmful; causing mischief</i>
681. miscreant	<i>heretical; villainous</i>
682. miser	<i>person who loves wealth and spends little; frugal</i>
683. missive	<i>letter</i>
684. moderation	<i>quality of being limited; not extreme</i>
685. mollify	<i>make calmer or quieter</i>
686. molt	<i>moult; lose hair, feathers before new growing</i>
687. morbid	<i>diseased; unhealthy (e.g., about ideas)</i>
688. mordant	<i>biting and caustic; incisive</i>
689. morose	<i>ill-tempered, unsocial</i>
690. muffler	<i>cloth worn round the neck; silencer</i>
691. multifarious	<i>varied; motley; greatly diversified</i>

692. **mundane** *worldly as opposed to spiritual; commonplace; everyday*

693. **myriad** *very great number*

N

694. **nadir** *lowest, weakest point*

695. **nag** *to find fault with*

696. **naive** *Unaffectedly simple*

S: Artless, Innocent, Unsophisticated,

A: Cunning, Shrewd, Sly

697. **narcotic** *a drug such as morphine, used to relieve pain and induce sleep*

S: Dope, Opiate, Drug

A: Stimulant

698. **nascent** *coming into existence; emerging*

699. **natal** *of or relating to one's birth*

A: Mortal

700. **nautical** *of sailors, ships or navigation*

701. **negligent** *taking too little care*

702. **nervy** *bold or brash; nervous*

703. **neurotic** *having neurosis (a functional derangement caused by disorder of the nervous system)*

A: Sane, Poised, Rational

704. **nexus** *a connection, tie or link*

705. **nibble** *take little bites*

706. **nocturnal** *of or in the night*

707. **nomenclature** *the system of naming used in a science, etc.*

S: Terminology

708. nonentity	<i>a person or thing of little or no importance</i>
709. notorious	<i>widely known especially unfavourably</i> <i>S: ill-famed, Infamous, Dis-honourable</i> <i>A: Good, Virtuous, Honest</i>
710. noxious	<i>harmful</i>
711. nuptial	<i>of marriage or wedding</i>
O	
712. obese	<i>corpulent, fat</i>
713. oblivious	<i>unaware; having no memory</i>
714. obnoxious	<i>odiously or disgustingly objectionable</i>
715. obstinate	<i>determined to have one's own way, Stubborn</i> <i>S: Head-Strong</i> <i>A: Obliging, Yielding, Flexible</i>
716. obtain	<i>to be established; accepted or customary</i>
717. obtrusive	<i>projecting; prominent; undesirably noticeable</i>
718. obtuse	<i>blunt; stupid</i>
719. occluded	<i>blocked up</i>
720. octogenarian	<i>a person between the ages of eighty and ninety</i>
721. odious	<i>repulsive; hateful</i>
722. odium	<i>contempt; dislike; aversion</i>
723. odor	<i>smell; favor; reputation</i>
724. offal	<i>waste or by-product of a process; rubbish</i>
725. ogle	<i>to keep looking at flirtatiously</i>
726. ominous	<i>threatening</i>
727. onus	<i>a burden, unpleasant duty etc.</i>
728. opaqueness	<i>dullness; not allowing light to pass through</i>

729. **opinionated** *holding obstinately to one's opinions*
S: Obstinate, Dogmatic
A: Open-minded
730. **opportune** *suitable, said of time*
S: Appropriate
A: Untimely, Unsuitable, Inappropriate
731. **opulent** *Having much wealth. rich*
S: Affluence, Wealth
A: Poverty, Penury, Frugality
732. **outlandish** *very odd or strange*
S: Strange, Odd, Peculiar
A: Normal, Well mannered
733. **overhaul** *examine thoroughly; to learn about the condition*

P

734. **palate** *roof of the mouth; sense of taste*
735. **palatial** *magnificent*
736. **palliate** *lessen the severity of*
737. **palpability** *can be felt, touched, understood*
738. **paradigm** *a model; example or pattern*
739. **paraphrase** *express meaning in different words*
740. **parasol** *umbrella used as a sunshade, especially by women*
741. **pariah** *an outcast; a rejected and despised person*
742. **partisan** *one-sided; committed to a party; biased or prejudiced*
743. **pathos** *emotion of sympathetic pity*
744. **patron** *regular customer; person who gives support*

745. paucity	<i>scarcity; a lacking of</i>
746. pedestrian	<i>commonplace; trite; unremarkable, person who walks</i>
747. peevish	<i>bad-tempered; irritable</i>
748. penchant	<i>strong inclination; a liking</i>
749. penitent	<i>feeling or showing regret</i>
750. penurious	<i>poor; stingy</i>
751. penury	<i>extreme poverty</i>
752. perilous	<i>dangerous</i>
753. perish	<i>be destroyed; decay</i>
754. perky	<i>cheerful and lively</i>
755. permeate	<i>spread into every part of</i>
756. pernicious	<i>harmful; injurious</i>
757. perpetrate	<i>be guilty; commit (a crime)</i>
758. perquisite	<i>gratuity or tip</i>
759. personable	<i>pleasing in appearance; attractive</i>
760. pertain	<i>belong as a part; have reference</i>
761. pervade	<i>diffuse</i>
762. pest	<i>destructive thing or a person who is a nuisance</i>
763. petrified	<i>power (to think, feel, act) taken away, scared</i>
764. petrify	<i>to make hard, rocklike; frighten</i>
765. phoney	<i>not genuine</i>
766. piety	<i>the quality of being religious</i>
767. pinch	<i>be too tight; take between the thumb and finger</i>
768. pine	<i>waste away through sorrow or illness</i>
769. pious	<i>dutiful to parents; devoted to religion</i>
770. pitfall	<i>covered hole as a trap; unsuspected danger</i>

771. pith	<i>essential part; soft liquid substance; inner core of stems in plants.</i>
772. pivotal	<i>of great importance (others depend on it)</i>
773. placate	<i>soothe; pacify; calm</i>
774. placid	<i>serenely free of interruption or disturbance</i>
775. plaintive	<i>mournful melancholy; sorrowful</i>
776. plaque	<i>flat metal on a wall as a memorial</i>
777. plea	<i>request</i>
778. plead	<i>address a court of law as an advocate</i>
779. plethora	<i>excess</i>
780. pliant	<i>pliable; easily bent, shaped or twisted</i>
781. plod	<i>continue doing something without resting</i>
782. pluck	<i>pull the feathers off; pick (e.g., flowers)</i>
783. plunge	<i>move quickly, suddenly and with force</i>
784. poncho	<i>large piece of cloth</i>
785. portent	<i>omen; marvellous; threatening</i>
786. postulate	<i>to claim; to assume as true, existent or necessary</i>
787. prattle	<i>chatter; to utter or make meaningless sounds</i>
788. precarious	<i>uncertain; risky; dangerous</i>
789. precipitous	<i>steep</i>
790. précis	<i>concise summary</i>
791. precursory	<i>preliminary; anticipating</i>
792. predominate	<i>have more power than others</i>
793. preen	<i>tidy; show self-satisfaction</i>
794. premature	<i>doing or happening of something before the right time</i>
795. preponderance	<i>greatness in number, strength, weight</i>

796. prevalent	<i>common</i>
797. prim	<i>neat; formal</i>
798. pristine	<i>primitive; unspoiled; pure as in earlier times</i>
799. procrastination	<i>to keep putting off</i>
800. prodigal	<i>wasteful; reckless with money</i>
801. prodigy	<i>a person with a special talent</i>
802. profuse	<i>abundant; lavish</i>
803. progeny/ progenitor	<i>descendants; children</i>
804. prone	<i>prostrate; inclined to (undesirable things)</i>
805. propagation	<i>increasing the number; spreading; extending</i>
806. provident	<i>frugal; looking to the future</i>
807. provisional	<i>of the present time only</i>
808. provoke	<i>make angry</i>
809. prudence	<i>careful; forethought</i>
810. prudish	<i>easily shocked; excessively modest</i>
811. prune	<i>dried plum; silly person, shorten</i>
812. pry	<i>inquire too curiously</i>
813. pseudonym	<i>a false name</i>
814. pummel	<i>to pound or beat</i>
815. pungency	<i>sharpness; stinging quality</i>
816. pungent	<i>marked by a sharp incisive quality; caustic</i>
817. punitive	<i>inflicting, involving or aiming at punishment</i>
818. pyre	<i>large pile of wood for burning</i>

Q

819. quack	<i>person dishonestly claiming</i>
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820. quaff	<i>drink deeply</i>
821. qualm	<i>feeling of doubt; temporary feeling of sickness</i>
822. quash	<i>to annul, cancel, smother</i>
823. queer	<i>odd, strange, bizarre, erratic</i>
824. quell	<i>suppress; subdue</i>
825. quench	<i>satisfy, satiate, allay</i>
826. quilt	<i>banquet cover, warmer</i>
827. quip	<i>A witty or sarcastic remark</i> <i>S: Sally, Retort, Jest</i>
828. quirk	<i>habit or action peculiar to somebody or something</i>
829. quorum	<i>minimum number of people who have to be present to make the vote valid</i>

R

830. rabble	<i>mob; crowd; the lower classes of populace</i>
831. racket	<i>a noisy confusion</i> <i>S: Noise, Clamour, Commotion</i> <i>A: Peace, Quietude, Harmony</i>
832. racy	<i>full of zest or vigor; piquant</i>
833. rake	<i>dissolute person; libertine, sweep, an instrument to gather leaves, etc.</i>
834. rally	<i>(i) To come together to support (ii) Give new strength (iii) Gathering or assembly (iv) A contest of motor vehicle endurance</i>
835. ramble	<i>to move aimlessly from place to place</i>
836. rampant	<i>widespread, raging</i>
837. rancid	<i>having the bad smell or taste of stale fats or oils, Spoiled</i>

	<i>S: Stinking, Offensive, Decaying</i>
	<i>A: Sweet, Fresh, Fragrant</i>
838. ransack	<i>to plunder, Pillage</i>
	<i>S: Rummage</i>
	<i>A: Restore, Compensate, Redress</i>
839. rant	<i>use extravagant language</i>
840. rapport	<i>sympathetic relationship, Harmony</i>
	<i>S: Accord</i>
	<i>A: Hatred, Enmity, Animosity</i>
841. rarefy	<i>to make thin, less dense; to purify or refine</i>
842. ratify	<i>to approve and sanction formally</i>
843. rave	<i>act with excessive enthusiasm</i>
844. reactionary	<i>opposing progress</i>
845. rebuff	<i>snub</i>
846. recast	<i>cast or fashion anew</i>
847. reciprocity	<i>granting of privileges in return for similar</i>
848. recitals	<i>a number or performance of music</i>
849. recluse	<i>person who lives alone and avoids people</i>
850. reconcile	<i>settle a quarrel; restore peace</i>
851. recourse	<i>turning to someone or something for help</i>
852. redeem	<i>get back by payment; compensate</i>
853. refine	<i>make or become pure, cultured</i>
854. regale	<i>to delight or entertain; to feast</i>
855. rehabilitate	<i>to put back to useful life</i>
	<i>S: Restore, Cure</i>
	<i>A: Ruin, Destroy</i>
856. rejoinder	<i>An answer especially to a reply,</i>

	<i>S: Answer, Retort, Reply</i>
857. rejuvenation	<i>becoming young in nature or appearance</i>
858. relapse	<i>fall back again</i>
859. reluctant	<i>unwilling, disinclined</i>
	<i>S: Unenthusiastic, Opposed</i>
	<i>A: Willing, Eager, Ready</i>
860. render	<i>deliver; provide; represent</i>
861. renovate	<i>restore something to better condition</i>
862. renowned	<i>celebrated; famous</i>
863. repast	<i>meal</i>
864. repel	<i>refuse to accept; cause dislike</i>
865. reproach	<i>scold; upbraid</i>
866. repulsive	<i>causing a feeling of disgust</i>
867. resigned	<i>unresisting; submissive</i>
868. resort	<i>to frequently visit</i>
869. retard	<i>check; hinder</i>
870. revere	<i>have deep respect for</i>
871. reverent	<i>feeling or showing deep respect</i>
872. riddle	<i>puzzling person or thing</i>
873. rift	<i>split; crack; dissension</i>
874. roll	<i>call; calling of names</i>
875. ruffian	<i>violent, cruel man</i>

S

876. sadism	<i>Seeking pleasure from hurting others</i>
877. salient	<i>Conspicuous, Prominent</i>
	<i>S: Outstanding</i>

A: Hidden

878. **sallow** *of a grayish greenish yellow color*
879. **salutary** *remedial; causing improvement*
880. **sanction** *approval (by authority); penalty*
881. **sanctuary** *a holy place or a place of refuge or protection*
882. **sanity** *health of mind; soundness of judgement*
883. **sardonic** *disdainfully or skeptically humorous; sarcastic*
884. **sash** *long strip worn round the waist*
885. **satiate** *satisfy fully*
886. **saucy** *rude, impudent*

S: Insolent

A: Modest, Humble

887. **savor** *taste, flavor something*
888. **sawdust** *tiny bits of wood*
889. **scent** *smell (esp. pleasant)*
890. **scorch** *become discolored; dry up; go at high speed; to burn*
891. **scribble** *write hastily*
892. **scurvy** *disease due to deficiency of vitamic C*
893. **secede/
secession** *to withdraw from an organisation*

894. **secular** *material (not spiritual); living outside monasteries; worldly*

895. **sedate** *sober, serious and unemotional; calm and composed*

S: Serene

A: Mercurial, Frivolous

896. **sedentary** *marked by much sitting*

A: Peripatetic

897. **sediment** *matter that settles to the bottom of liquid*

898. **seduce** *to tempt into wrong-doing*

S: Allure, Inveigle, Entice

A: Protect, Guide, Discourage

899. **self-contained** *complete within itself*

900. **semblance** *outward appearance*

S: Likeness, Form

901. **sequence** *succession; connected line of*

902. **sermon** *reproving a person for his faults*

903. **serrated** *having a toothed edge*

904. **servile** *like a slave; lacking independence*

905. **sever** *break off*

906. **severance** *severing*

907. **shallow** *little depth; not earnest*

908. **shambles** *a scene of great destruction or disorder*

S: Mess, Muddle

A: Order

909. **sheath** *cover for the blade of a weapon or a tool*

910. **shrewd** *astute; showing sound judgement*

911. **shrill** *sharp; piercing*

912. **shun** *keep away from; avoid*

913. **shunt** *send from one track to another; lay aside*

914. **sidestep** *step to one side, dodge*

915. **silt** *a fine-grained sandy sediment carried or deposited by water*

916. skeptic	<i>one who habitually questions matters generally accepted</i>
917. sketchy	<i>Rough or rapid</i>
918. skit	<i>short piece of humorous writing</i>
919. slack	<i>sluggish; dull; not tight</i>
920. slate	<i>kind of blue-grey stone; propose; criticize</i>
921. slither	<i>to sleep, slide or glide along</i>
922. sluggard	<i>lazy, slow-moving person</i>
923. slur	<i>join sounds, words (indistinct)</i>
924. smirk	<i>to smile in a conceited and complacent way</i>
925. smoulder	<i>burn slowly without flame</i>
926. smug	<i>annoyingly self-satisfied or complacent, S: Self-satisfied</i>
927. snare	<i>trap</i>
928. snide	<i>slyly malicious or derisive S: Sneer, Slyness A: Praising, Eulogising</i>
929. snub	<i>treat with contempt</i>
930. soar	<i>rise; fly high</i>
931. sober	<i>self-controlled</i>
932. sobriety	<i>quality or condition of being sober</i>
933. soggy	<i>heavy with water</i>
934. solitude	<i>being solitary or alone, seclusion S: Loneliness A: Society</i>
935. solvent	<i>of the power of forming a solution</i>
936. somatic	<i>of the body, physical</i>

937. soot	<i>black powder in smoke</i>
938. sophisticated	<i>complex; subtle; refined</i>
939. spartan	<i>hardy, warlike, disciplined</i>
940. spleen	<i>feelings of anger or ill will; often suppressed</i>
941. sponge	<i>porous rubber for washing; live at other's expense</i>
942. sporadic	<i>happening or appearing in isolated instances</i> <i>S: Infrequent</i> <i>A: Constant, Prevalent, Continue</i>
943. spruce	<i>neat and in a smart way</i> <i>S: Neat</i> <i>A: Untidy, Slovenly</i>
944. spurious	<i>counterfeit</i>
945. spurn	<i>have nothing to do; reject or refuse</i>
946. squabble	<i>to quarrel noisily over a small matter</i> <i>S: Wrangle, Dispute, Quarrel</i>
947. squander	<i>spend wastefully</i>
948. squat	<i>crouch; settle without permission</i>
949. staid	<i>sober, sedate</i> <i>S: Serious</i> <i>A: Excited</i>
950. standing	<i>status or reputation (figurative)</i>
951. stationary	<i>still, motionless</i>
952. stationery	<i>writing material</i>
953. steeply	<i>rising or falling sharply</i>
954. stigma	<i>mark of shame or disgrace</i>
955. stigmatise	<i>describe somebody scornfully</i>

956. stilted	<i>artificially formal or dignified</i> <i>S: Stiff, Unnatural</i> <i>A: Casual, Informal</i>
957. sting	<i>something sharp</i>
958. stingy	<i>spending, using unwillingly</i>
959. stint	<i>to be thrifty; to set limits</i>
960. stray	<i>wander; lose one's way</i>
961. streak	<i>long; thin; move very fast</i>
962. stride	<i>walk with long steps</i>
963. strut	<i>a supporting bar; swagger</i>
964. subdue	<i>overcome; bring under control</i>
965. subjugate	<i>to conquer; to subdue</i>
966. sublime	<i>extreme; astounding</i>
967. submerge	<i>put under water, liquid; sink out of sight</i>
968. suffice	<i>be enough</i>
969. suffocate	<i>cause or have difficulty in breathing</i>
970. suffrage	<i>short prayer usually in a series; right of voting</i>
971. sullied	<i>to be stained or discredited</i>
972. summarily	<i>briefly; without delay</i>
973. summary	<i>done without delay or formality</i>
974. sundry	<i>various; miscellaneous; separate</i>
975. superannuate	<i>to become retired; to become obsolete</i>
976. supercilious	<i>disdainful; characterised by haughty scorn</i>
977. superfluous	<i>more than is needed or wanted</i>
978. superimpose	<i>put something on the top</i>
979. supersede	<i>take the place of</i>
980. suppress	<i>prevent from being known; put an end to</i>

981. surcharge	<i>additional load; charge</i>
982. surveillance	<i>watch kept over a person, especially a suspect</i> <i>S: Supervision, Invigilation</i>
983. sustenance	<i>nourishment, support</i>
984. swagger	<i>To walk with a bold, arrogant stride</i>
985. swerve	<i>change direction suddenly</i>
986. symbiosis	<i>the living together of two kinds of organisms to their mutual advantage</i>
987. syndrome	<i>a set of symptoms characterising a disease or condition</i>
988. synopsis	<i>summary or outline</i>

T

989. taboo	<i>any social restriction</i> <i>S: Forbidden</i> <i>A: Permit, Allow, license</i>
990. tacit	<i>unspoken, silently understood</i> <i>A: Explicit, Verbal</i>
991. tactile	<i>perceptible by touch</i>
992. tadpole	<i>form of a frog when it leaves the egg</i>
993. talisman	<i>a ring, stone, etc. bearing engraved figures supposed to bring good luck, avert evil, etc.</i>
994. tamper	<i>interfere with</i>
995. tangential	<i>suddenly changeable</i>
996. tantrum	<i>a violent outburst of rage etc.</i>
997. tarnished	<i>lost brightness</i>
998. tassel	<i>bunch of threads</i>
999. taunt	<i>contemptuous reproach; hurtful remark</i>

1000. taut	<i>tightly stretched</i>
1001. tawdry	<i>cheap; gaudy; showy; tacky</i>
1002. tawny	<i>brownish-yellow, tan</i>
1003. tedious	<i>Long and dull</i> <i>S: Slow, Wearisome, Fatiguing</i> <i>A: Light, Hearty, Cheerful</i>
1004. teem	<i>to be prolific, abound, swarm</i>
1005. teetotal	<i>opposed to alcohol</i>
1006. temperate	<i>showing self-control</i>
1007. tentative	<i>done as a test, not final</i> <i>A: Established, Certain</i>
1008. tepid	<i>lukewarm</i>
1009. theatrical	<i>designed for effect, Show, Unnatural</i> <i>S: Dramatic</i>
1010. therapeutic	<i>serving to cure or heal or to preserve health</i>
1011. thesaurus	<i>a book of synonyms and antonyms</i>
1012. thespian	<i>(i) Having to do with drama (ii) An actor</i>
1013. thickset	<i>Thick in body, stocky</i>
1014. threshold	<i>the beginning point</i> <i>S: Beginning, Start</i> <i>A: End</i>
1015. thrift	<i>care; economy; thriving; prosperous</i>
1016. thwart	<i>obstruct; frustrate</i>
1017. timid	<i>shy; easily frightened</i>
1018. titanic	<i>of great size, strength or power</i> <i>S: Gigantic, Immense</i> <i>A: Tiny, Small</i>

1019. tonic	<i>something giving strength or energy</i>
1020. topple	<i>be unsteady and overturn</i>
1021. torment	<i>severe pain or suffering</i>
1022. tortuous	<i>devious; not straightforward</i>
1023. totalitarian	<i>designating or of a government in which one political group maintains complete control, especially under a dictator</i>
1024. tout	<i>person who worries others to buy something, to use his service</i>
1025. traumatic	<i>an emotional shock having a lasting psychic effect</i> <i>S: Unpleasant, Agonising</i> <i>A: Titillating</i>
1026. tremor	<i>trembling</i> <i>S: Shaking, Fearful</i> <i>A: Brave</i>
1027. trickle	<i>flow in drops</i>
1028. trifling	<i>unimportant</i>
1029. troupe	<i>a group especially of actors, singers etc.</i>
1030. truant	<i>one who shirks his duties</i> <i>S: Vagrant, idler, Shirker</i>
1031. trustworthy	<i>Worthy of trust, Reliable</i> <i>S: Dependable, Honest</i> <i>A: Vacillating, Undependable</i>
1032. turbulence	<i>being uncontrolled; violent</i>
1033. turgid	<i>excessively ornate; swollen or bloated</i>
1034. turmoil	<i>state of extreme confusion, agitation or commotion</i>

1035. **turmoil** *trouble; disturbance*
 1036. **turquoise** *greenish-blue precious stone*

U

1037. **ulterior** *situated beyond*
 1038. **ultimatum** *a final offer or demand as in negotiations*
 1039. **uncanny** *mysterious, astonishing, strange, bizarre*
 1040. **uncouth** *rough; awkward*
 1041. **underbid** *make a lower bid than somebody else*
 1042. **undermine** *weaken gradually at the base*
 1043. **undertone** *quiet voice, murmur, whisper*
 1044. **undo** *loosen, open, unfasten*
 1045. **unearth** *discover and bring to light*
 1046. **unexceptionable** *not open to objection or criticism*
 1047. **unexceptional** *dull, commonplace, typical, ordinary*
 A: Exceptional
 1048. **unfeigned** *not pretended; sincere*
 1049. **unilateral** *of occurring on, or affecting one side only*
 1050. **unison** *agreement, Harmony*
 S: Accord
 A: Discord, Enmity
 1051. **unprecedented** *never having happened, not known before*
 1052. **unrivalled** *With no equal, unmatched*
 1053. **unruffled** *Calm, not anxious*
 1054. **unruly** *wild, with no discipline, defiant, indomitable*
 1055. **unscathed** *unharmd; unhurt*
 1056. **unseemly** *inappropriate; indecorous*

1057. untoward	<i>unfortunate; inconvenient</i>
1058. upheaval	<i>A sudden, violent change</i>
1059. uphill	<i>(i) Up a slope (ii) Laborious, Tiring</i> <i>S: Arduous, Difficult</i> <i>A: Easy</i>
1060. uprising	<i>a revolt against the rulers,</i> <i>S: Insurrection</i> <i>A: Submission</i>
1061. uproar	<i>Violent</i> <i>S: Confusing, Chaos</i> <i>A: Peace, Calm, Tranquility</i>
1062. upsurge	<i>an increase, rise</i>
1063. urbane	<i>elegant; refined in manners</i>
1064. urchin	<i>a mischievous child</i>
1065. usurp	<i>to take possession by force</i>
1066. utopia	<i>an imaginary ideal place</i>

V

1067. vacillation	<i>being uncertain; hesitating</i>
1068. vain	<i>without use, result; conceited</i>
1069. valiant	<i>brave</i>
1070. vamp	<i>Flirtatious woman, coquette, seductress, temptress</i>
1071. vandal	<i>person who destroys property for the pleasure of destruction</i>
1072. vanity	<i>pride, disdain, narcissism</i>
1073. varnish	<i>Adornment, decoration, polish, display</i>
1074. vat	<i>a large vessel</i>

1075. veer	<i>change direction</i>
1076. vendetta	<i>private quarrel between families</i>
1077. venom	<i>poison, toxin, bane, acrimony, ill will, malice</i>
1078. veracity	<i>truth</i>
1079. verdant	<i>fresh and green</i>
1080. verdict	<i>judgement, decision, ruling</i>
1081. verve	<i>spirit; vigor; enthusiasm</i>
1082. vestige	<i>trace or sign</i>
1083. veterinary	<i>Referring to treatment of sick animals</i>
1084. vex	<i>annoy; distress; trouble</i>
1085. vice	<i>evil, iniquity, sin, wickedness, depravity</i> <i>S: foible, dishonesty</i>
1086. vicious	<i>evil, wild, violent, fierce</i>
1087. vigilance	<i>watchfulness; self-appointed group that maintains order</i>
1088. vigilant	<i>member of a vigilance committee, alert, watchful</i>
1089. vigorous	<i>strong; energetic</i>
1090. vile	<i>extremely unpleasant, wicked, wretched</i>
1091. vilify	<i>slander; say evil things</i>
1092. vindicate	<i>to free from allegation or blame; to justify</i>
1093. vindictive	<i>having a desire to revenge</i>
1094. vintage	<i>old, ancient, antique, Collecting of grapes to make wine</i>
1095. virile	<i>manly, masculine, stalwart</i>
1096. visceral	<i>of the internal organs of the body</i>
1097. viscous	<i>sticky; semi-fluid</i>
1098. vitiate	<i>lower the quality; weaken the strength</i>

1099. **vivacious** *lively; high-spirited*
 1100. **volatile** *changeable; inconstant*
 1101. **volition** *power of choosing or determining*
 1102. **voluptuous** *full of pleasure to the senses*

W

1103. **wag** *merry person*
 1104. **warmonger** *person who stirs up war*
 1105. **warrant** *authority; written order; guarantee*
 1106. **wean** *to turn away (from a habit)*
 1107. **whimsical** *full of odd and fanciful ideas*
 1108. **wince** *show bodily or mental pain*
 1109. **woo** *try to win*
 1110. **wrangle** *to dispute angrily or peevishly*
 1111. **writ** *written order*

Y

1112. **Yarn** *tale, story, fibers for knitting*

Z

1113. **zeal** *intense enthusiasm, ardour, fervour*
S: Easements
A: Apathy, Indifference
 1114. **zenith** *the highest point*
S: Pinnacle, Summit
A: Base, Nadir
 1115. **zest** *(i) keen enjoyment (ii) stimulating quality*
S: Gusto
A: Depression, Despondency

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Word List II—Medium Frequency Words

Two chapter

In this chapter, words that have a medium frequency (to be clear, words that are regularly appearing in CAT examinations, but not as frequent as those in Chapter 1) are being discussed. Here even, the treatment has been done in such a manner, that the meaning is given first, followed by the synonym (denoted by the letter S), and antonym (denoted by the letter A).

No.	Word	Definition
A		
1.	abashed	<i>embarrassed</i>
2.	abeyance	<i>suspended action, not being used</i>
3.	abject	<i>miserable</i> <i>S: Pitiful, Despicable</i> <i>A: Noble, Lofty</i>
4.	abnegation	<i>self-denial</i>
5.	abominate	<i>to detest, to dislike strongly</i>
6.	abrogate	<i>repeal or annul by authority</i>
7.	absolve	<i>to free from guilt or duty</i>

	<i>S: Pardon, Exonerate</i>
	<i>A: Accuse, Inculcate</i>
8. abstemious	<i>restraint, especially of food and alcohol</i>
9. abstinence	<i>keeping away from all food, liquor, etc.</i>
	<i>S: Moderation, Temperance</i>
	<i>A: Excess, Wantonness</i>
10. abut	<i>border on, next to</i>
11. acarpous	<i>effete; no longer fertile; worn out</i>
12. accentuate	<i>emphasise</i>
	<i>S: Stress, Highlight, Underline</i>
	<i>A: De-emphasise, Hide</i>
13. acclimate	<i>to adapt, get used to</i>
14. accretion	<i>growing of different things into one</i>
15. acoustics	<i>branch of physics dealing with sound</i>
16. acrophobia	<i>an abnormal fear of being in high places</i>
17. ad infinitum	<i>forever, endlessly</i>
18. addendum	<i>something added as a supplement</i>
19. ad hoc	<i>for a specific purpose, Specially arranged for a purpose</i>
20. adjunct	<i>something added; assistant</i>
21. ad-lib	<i>(i) Improvise</i>
	<i>S: Spontaneous, Extemporised</i>
	<i>A: Rehearsed, Deliberate</i>
	<i>(ii) Do as one pleases</i>
22. adumbrate	<i>to suggest or hint; overshadow</i>
23. ad-valorem	<i>in proportion to the estimated value of goods</i>
24. aegis	<i>Shield, Protection</i>

25. **aestival** *appearing in summer*
26. **affectation** *artificial, behaviour*
S: Pretence, Artificiality, Unnaturalness
A: Simplicity, Naivete
27. **afforest** *convert into forest*
A: Deforest, Denude
28. **affray** *fight in a public place, battle*
S: Conflict, fight
A: Tranquillity, Peace
29. **affront** *insult openly*
S: Provoke, Humiliate
A: Placate, Please
30. **aggrandise** *to make greater, more powerful, richer*
S: Exalt, Advance
A: Degrade, Debase
31. **agnostic** *one who believes that it is impossible to know if God exists*
A: Theist
32. **agnostic** *non-committal*
33. **akimbo** *with hands on hips and elbows bent outwards*
34. **albeit** *although*
35. **alchemy** *chemistry of the middle ages with the chief aim of changing base metals to Gold*
36. **algorithm** *a special way of solving a mathematical problem*
37. **allegory** *a story in which people, things, events have a symbolic meaning*
38. **allude** *to refer indirectly*

39. **alter ego** *one's other self, a constant companion*
A: Enemy
40. **altercate** *to dispute angrily or noisily*
41. **ambidextrous** *able to use the left hand or the right equally well*
42. **ambivalent** *having both of two contrary meanings*
43. **ameliorate** *improve; to make or become better*
S: Improve
A: Worsen
44. **amnesty** *a general pardon (especially for political offences)*
A: Punishment
45. **amortise** *end (a debt) by setting aside money*
46. **anachronism** *anything out of its proper historical time*
47. **anagram** *a word made by rearranging letters*
48. **anamnesis** *recollection (especially of previous existence)*
49. **anathema** *something loathed; curse*
50. **anchorite** *a religious recluse, hermit*
51. **androgynous** *hermaphrodite, having characteristics of both sexes*
52. **anecdote** *a short entertaining account of a real event or person*
53. **anodyne** *dull, Unlikely to cause offence, that relieves pain (Drug)*
54. **antagonism** *opposition or hostility*
S: Antipathy, Enmity
A: Harmony, Accord, Agreement
55. **antecedent** *that which goes before something else*
56. **anthology** *collection of literary works*

57. **antipathy** *strong dislike*
S: Hatred, Repugnance, Abhorrence
A: Honour, Admiration, Love, Esteem
58. **antithesis** *a contrast of position (especially of ideas)*
59. **antithetical** *direct opposing*
60. **apartheid** *brutal racial discrimination*
61. **apathy** *lack of emotion*
S: Indifference, Passiveness
A: Care, Sympathy
62. **aphasia** *loss of the power to use or comprehend words*
63. **aplomb** *self-confidence*
64. **apogee** *a point farthest from a heavenly body, the earth, powerfull position*
65. **apologue** *moral fable especially one in which animals speak*
66. **apparition** *a ghost*
67. **appendage** *thing added to something larger or a natural part of a large thing*
S: Adjunct, Addition
68. **approbation** *approval*
69. **appurtenance** *a minor possession or piece of property*
70. **apropos** *appropriate to the situation; apt*
71. **archetype** *an original model, Prototype, ideal model which is not changed*
72. **ardour** *enthusiasm*
73. **arduous** *steep; difficult; ascent; laborious*
74. **argot** *jargon; slang*
75. **arrant** *in the highest degree, total*

76. **artifice** *skill or ingenuity, Trickery*
S: Wile, Guile, Fraud, Cunning
A: Innocence, Candour, Honesty
77. **ascribe** *consider to be the origin of or belonging to*
78. **aseptic** *surgically clean*
79. **asinine** *stupid, foolish*
S: Silly
A: Learned, Knowledgeable
80. **askance** *to look with suspicion*
81. **askew** *not in a straight or level position*
S: Awry, Crooked
82. **asperity** *roughness; harshness; ill temper; irritability*
83. **asseverate** *to state positively, Assert*
84. **assuage** *make something (pain, desire) less*
85. **astute** *clever, quick at seeing to get an advantage*
86. **asunder** *into pieces*
S: Apart
A: United, Harmonious
87. **athwart** *lying across, side-wise*
S: Across, Against, Crosswise
88. **atrophy** *wasting away or failure to grow (especially of body tissue)*
89. **attenuate** *make thin; weaken; enervate*
90. **attrition** *wearing away by or as by friction*
91. **atypical** *not typical*
S: Abnormal
A: Typical, Normal

92. **augury** *omen; sign*

B

93. **babel** *a scene of confusion of noises, sounds, etc.*

S: Confusion

A: Distinctness

94. **badinage** *Playful talk*

S: Banter

A: Discourse

95. **bagatelle** *thing of little value, trifle, game*

96. **bauble** *a trinket, worthless thing*

97. **balderdash** *odd mixture, nonsense*

S: Drivel, Gibberish

A: Wisdom, Logic

98. **baneful** *causing harm or ruin; pernicious; destructive*

99. **banter** *playful teasing*

100. **baritone** *the range of a male voice between tenor and bass*

101. **bastion** *any strong defence*

102. **bathos** *anticlimax*

A: Decent

103. **baulk** *stumbling block (N), To hinder (V)*

S: Hindrance

A: Gratify, Fulfil

104. **bawdy** *indecent, obscene*

A: Decent

105. **beatify** *to bless; make happy or ascribe a virtue to*

106. **beatitude** *perfect blessedness or happiness*

	<i>A: Curse, Condemnation</i>
107. bedlam	<i>any place or situation with noise and confusion</i>
108. bedraggle	<i>to make wet, limp or dirty</i>
	<i>S: Wet, Dirty</i>
	<i>A: Clean, spotless</i>
109. befuddle	<i>to confuse, Perplex</i>
110. begrudge	<i>to resent another's success</i>
111. beguile	<i>to mislead or deprive of; to delight</i>
112. behest	<i>a command or earnest request</i>
113. belabor	<i>beat hard</i>
114. beleaguer	<i>to besiege by encircling, to harass</i>
115. bellicose	<i>belligerent; pugnacious; warlike</i>
116. belligerent	<i>(person, nation) waging war</i>
117. benison	<i>blessing</i>
	<i>A: Curse</i>
118. bequeath	<i>to leave to another by one's will</i>
119. bequest	<i>arrangement to give something at death</i>
120. besmirch	<i>to soil, to damage the reputation</i>
	<i>S: Defile, Sully</i>
121. bibliography	<i>a list of writings on a given subject</i>
122. bibliophile	<i>one who loves or collects books</i>
123. bilious	<i>bad-tempered</i>
	<i>S: Peevish, Pessimistic</i>
	<i>A: Optimistic, Lively</i>
124. bilk	<i>to cheat</i>
125. blasphemy	<i>profane, abuse of god or sacred things</i>
126. bleary	<i>Dim or blurred</i>

127.	blithe	<i>cheerful; casual; carefree</i>
128.	bluster	<i>to talk or act with noisy swaggering threats</i>
129.	bounteous	<i>generous, abundant</i> <i>S: Benevolent, Liberal, Generous</i> <i>A: Miserly</i>
130.	bourgeois	<i>middle class</i>
131.	bovine	<i>Of an ox or cow, Slow and stupid</i> <i>A: Sharp, Intelligent, Sprightly</i>
132.	braggart	<i>An offensively boastful person</i>
133.	brevity	<i>Brief</i> <i>S: Brief, Short, Terse, Concise</i> <i>A: Lengthy, Elaborate</i>
134.	broach	<i>To start a discussion of</i>
135.	brook	<i>not allow; a small stream</i>
136.	browbeat	<i>to intimidate</i> <i>S: Force</i> <i>A: Coax, Cajole</i>
137.	brusque	<i>rough and abrupt in manner of speech</i> <i>S: Curt, Blunt</i> <i>A: Rambling</i>
138.	bucolic	<i>rural, rustic</i> <i>A: Urban</i>
139.	bulbous	<i>swollen, shaped like a bulb</i>
140.	bulwark	<i>a defence</i>
141.	buoyant	<i>able to float; light-hearted</i>
142.	burnish	<i>to polish, rub to a shine</i>
143.	buttress	<i>a strong Support</i>

S: Bolster, Prop-up

C

144. **cabal** *a scheme or plot; a group of plotters*
145. **cadaverous** *of or like a cadaver (Corpse)*
S: Pale, Ghastly
A: Cheerful, Youthful
146. **cadence** *rhythmic modulation of sound*
147. **cadge** *to beg or get by begging*
148. **calligraphy** *art of producing beautiful handwriting*
149. **callow** *immature, inexperienced*
S: Raw, Unfledged, Inexperienced
A: Mature, Wise, Sagacious
150. **calumny** *slander; aspersion*
151. **canard** *a false especially malicious report*
S: Hide/Hoax
A: Expose
152. **canker** *a spreading sore*
153. **canonise** *to glorify, to declare (a dead person) a saint*
154. **canorous** *melodious, Resonant*
S: Melodious
A: Harsh, Discordant
155. **capacious** *Roomy*
S: Spacious
A: Narrow, Limited, Confined
156. **capitulate** *surrender*
157. **capricious** *subject to caprices (Eccentricities), erratic*

	<i>S: Fanciful, Odd, Whimsical</i>
	<i>A: Staid, Steadfast</i>
158. captious	<i>Critical</i>
159. carmine	<i>a red or purplish red colour</i>
160. carnage	<i>extensive slaughter, Massacre</i>
	<i>S: Butchery, Destruction</i>
161. carnal	<i>of the flesh</i>
	<i>S: Sensual, Lustful, Concupiscent</i>
	<i>A: Spiritual, Ethereal</i>
162. carp	<i>to find fault or complain querulously</i>
163. carriion	<i>decaying flesh of a dead body</i>
164. cartel	<i>an association of business firms etc. establishing a national or international monopoly</i>
165. catastrophe	<i>any sudden, great disaster</i>
	<i>S: Calamity, Cataclysm</i>
	<i>A: Blessing</i>
166. catatonic	<i>immobile</i>
167. catechise	<i>to question searchingly</i>
168. caucus	<i>a meeting of a party or faction (Usually derogatory)</i>
169. cavalcade	<i>A procession, Sequence of events</i>
170. cavil	<i>to raise trivial and frivolous objection</i>
171. centurion	<i>leader of a unit of 100 soldiers</i>
172. cerebrate	<i>to think</i>
173. charlatan	<i>quack or fraud</i>
174. chary	<i>cautious; wary</i>
175. chastisement	<i>punishment</i>

176.	chauvinist	<i>a blindly devoted patriot</i>
177.	chequered	<i>Marked by vicissitudes</i>
178.	chivy	<i>to tease or annoy with persistent petty attacks</i>
179.	choleric	<i>irritable; bad-tempered</i>
180.	churl	<i>bad-tempered person</i>
181.	closure	<i>closing device (in Parliament) to end a debate by voting</i>
182.	coagulation	<i>change to a thick and solid state</i>
183.	coalescing	<i>coming together and uniting into one substance</i>
184.	coddle	<i>treat with care and tenderness</i>
185.	coeval	<i>of the same period; coexisting</i>
186.	cogent	<i>strong; convincing</i>
187.	cognomen	<i>surname, last name</i>
188.	coherent	<i>sticking together, logically connected</i> <i>S: Unity,</i> <i>A: Separation</i>
189.	collateral	<i>a) Parallel or corresponding</i> <i>S: Secondary, Parallel, Concurrent</i> <i>b) Security towards a loan</i>
190.	comity	<i>courtesy</i> <i>S: Friendly</i> <i>A: Hostility</i>
191.	commemorate	<i>keep the memory of</i>
192.	commodious	<i>having plenty of space for what is needed</i>
193.	complaisance	<i>tending to comply; obliging willingness to please</i>
194.	complement	<i>the amount needed to fill or complete</i>
195.	compliment	<i>a formal act of courtesy, praise</i>

		<i>S: Flatter, Felicitate</i>
		<i>A: Disparage, Censure, Blame</i>
196.	conciliatory	<i>reconciling; soothing; comforting; mollifying</i>
197.	concomitant	<i>accompanying</i>
198.	condescend	<i>to deal with others patronisingly, do something below one's dignity; comedown</i>
199.	congeal	<i>make or become stiff and solid</i>
200.	congenital	<i>existing from birth; inherent</i>
201.	conjecture	<i>inferring or predicting from incomplete evidence</i>
		<i>S: Guesswork</i>
		<i>A: Affirmation</i>
202.	connoisseur	<i>a person with good judgement (e.g., in art)</i>
203.	connotation	<i>suggestion in addition to</i>
204.	connubial	<i>Of marriage, Conjugal</i>
		<i>S: Matrimonial</i>
205.	conscientious	<i>governed by one's conscience</i>
		<i>S: Scrupulous, Painstaking</i>
206.	console	<i>give comfort or sympathy to</i>
207.	conspectus	<i>a general view</i>
		<i>S: Summary</i>
208.	consternation	<i>surprise and fear; dismay</i>
209.	consummate	<i>perfect; make perfect, complete</i>
210.	condemn	<i>to scorn or despise</i>
211.	contemptible	<i>deserving contempt, scorn</i>
		<i>S: Despicable, Mean, Cowardly</i>
		<i>A: Good, Worthy, Brave</i>
212.	contemptuous	<i>full of contempt, scornful</i>

213. contentious	<i>argumentative; pugnacious; combative; quarrelsome</i>
214. contiguous	<i>touching; neighboring</i>
215. contingent	<i>a) a group of people sharing particular characteristics b) dependent c) troops part of a larger force</i>
216. convivial	<i>fond of feasting, drinking and good company</i>
217. convoluted	<i>complicated; coiled; twisted</i>
218. cordon	<i>line (of police acting as a guard)</i>
219. corporeal	<i>physical of or for the body</i>
220. corpulent	<i>having a large bulky body</i>
221. countervail	<i>counterbalance</i>
222. covert	<i>disguised</i>
223. cozen	<i>to cheat</i>
224. cravat	<i>piece of linen worn as a necktie</i>
225. craven	<i>cowardly</i>
226. credulous	<i>ready to believe things</i>
227. crotchet	<i>highly individual and usually eccentric opinion</i>

D

228. dank	<i>disagreeably damp</i> <i>S: Moist, Soggy, Wet</i>
229. dapper	<i>small and active</i> <i>S: trim, Neat</i> <i>A: Awkward, Untidy</i>
230. dastard	<i>coward</i>
231. daunt	<i>intimidate; make fearful</i>
232. dawdler	<i>person who is slow; waste of time</i>

233.	debauch	<i>to corrupt</i> <i>S: Corrupt, Debase, Defile</i>
234.	debilitate	<i>to make weak</i> <i>S: Enervate</i> <i>A: Strengthen, Invigorate</i>
235.	debonair	<i>dashing, Courteous</i>
236.	decadence	<i>A process, condition or period of decline as in morals, art, etc.</i>
237.	decant	<i>Pour off</i>
238.	decimate	<i>To destroy or kill a large part of</i>
239.	defalcate	<i>to steal or misuse funds entrusted to one</i> <i>S: Embezzle</i>
240.	deferential	<i>showing respect</i>
241.	defray	<i>to pay</i> <i>S: Settle, Adjust</i> <i>A: Decamp, Repudiate, Disown</i>
242.	defunct	<i>no longer existing</i> <i>S: Extinct, Dead</i> <i>A: Alive, Fashionable</i>
243.	deify	<i>to look upon as a God</i>
244.	deign	<i>to condescend; to give</i>
245.	delineate	<i>to portray, depict, sketch out</i>
246.	deluge	<i>great flood; heavy rush of water</i>
247.	delusion	<i>a false belief, the act of deluding</i> <i>S: Hallucination, Illusion, Error</i> <i>A: Certainty, Reality, Fact</i>
248.	demeanour	<i>outward Behaviour</i>

S: Behaviour, Manner, Conduct

249. **denigrate** *blacken; belittle; defame*
250. **deposition** *dethronement; depositing*
251. **deprave** *make morally bad, corrupt*
252. **deprecate** *protest against; express disapproval of*
253. **depredation** *damage caused by an attack or an accident*
254. **deride** *to ridicule*

S: Taunt, Mock, Scorn

A: Encourage, Cheer, Incite

255. **derision** *ridicule; mockery; deriding*
256. **descry** *catch sight of; see something in the distance*
257. **desecrate** *to violate the sacredness of*

S: Profane, Misuse, Pollute

A: Sanctify, Purify, cleanse

258. **desperado** *dangerous criminal*
259. **despondency** *dejection*

S: Melancholy, Depression

A: Buoyancy, Elation

260. **desultory** *aimless; haphazard; digressing at random*
261. **detention** *detaining*
262. **devolve** *to pass on to another, said of duties, responsibilities etc.*

263. **diacritic** *distinguishing*

264. **diaphanous** *transparent; gauzy*

265. **diatribe** *bitter and violent attack in words*

266. **dichotomy** *division into two parts*

267. **diligent** *hardworking*

S: Perseverance, Earnest

A: Lazy, Careless, Lethargic

268. **dirge** *A song, poem, etc., of grief or mourning*
269. **disconcert** *upset the self-possession of*
270. **disconsolate** *cheerless; dejected*
271. **discursive** *wandering from one topic to another*
272. **disenchanted** *disillusioned; Having lost one's good opinion of something*
273. **disencumber** *free from encumbrance*
274. **disgorge** *to pour or let out people or things in a mass*
275. **disheveled** *untidy*
276. **disingenuous** *sophisticated; artful; trying to deceive; cunning*
277. **disparage** *to Discredit*
- A: Praise, Eulogise*
278. **disport** *to play*
279. **disquiet** *to take away the peace or tranquility*
280. **disquisition** *a long or elaborate spoken or written report*
281. **disseminate** *distribute (esp. ideas)*
282. **distend** *to swell, to expand*
283. **divestiture** *taking off; getting rid of; giving up*
284. **doggerel** *trivial, poorly constructed verse*
285. **dolorous** *marked by misery or grief*
286. **droll** *jesting*
287. **dulcet** *melodious; harmonious*
288. **duress** *threats to compel somebody*

E

289. **ebullience** *exuberance; outburst of feeling*

290. **ebullient** *overflowing with enthusiasm; showing excitement*
291. **eclat** *brilliant success*
292. **efface** *to make indistinct*
293. **effeminate** *show qualities attributed to a woman such as delicacy, weakness, etc.*
S: Womanly, Feminine, Unmanly
A: Manly, Masculine, Virile
294. **effervesce** *to be lively*
S: Buoyant, Gleeful
A: Staid, Sober, Sedate
295. **effete** *infertile; worn out; weak*
296. **effrontery** *boldness; impudence; arrogance*
297. **effusion** *unrestrained expression in speaking or writing; Heavy flow*
A: Reticence
298. **egalitarian** *advocating full political and social equality for all people*
A: Fanatic
299. **egregious** *flagrant*
300. **elision** *leaving out a sound or part of a word in pronunciation as in Don't, Let's*
301. **elucidate** *to make something clear*
S: Explain, Illustrate, Clarify
A: Obscure, Confuse, Disorder
302. **emancipate** *to set free (a slave etc.)*
S: Liberate, Release
A: Suppress, Hold, Restrain

303.	emasculate	<i>to weaken</i>
304.	embargo	<i>any legal restriction of commerce</i>
305.	emollient	<i>soothing to the skin; mollifying</i>
306.	empathy	<i>intellectual or emotional identification with another</i> <i>S: Understanding, Sensitivity</i> <i>A: Insensitivity</i>
307.	empirical	<i>relying on experiment</i>
308.	encomium	<i>warm or glowing praise; eulogy; panegyric</i>
309.	endemic	<i>prevalent in or restricted to a particular locality</i> <i>A: Pandemic</i>
310.	enervate	<i>to deprive of strength, vigour etc.</i> <i>S: Weaken, Enfeeble, Devitalise</i> <i>A: Strengthen, Energise</i>
311.	enfeeble	<i>weaken; deprive of strength; attenuate</i>
312.	enigma	<i>something that is puzzling</i>
313.	ensconce	<i>to place or settle snugly or securely</i> <i>A: Estrange, Alienate</i>
314.	entourage	<i>A group of personal attendants</i>
315.	epicurean	<i>devoted to pleasure (sensuous enjoyment)</i>
316.	epigram	<i>terse or witty and often paradoxical saying</i>
317.	epistle	<i>letter</i>
318.	equanimity	<i>calmness of temperament</i>
319.	equestrian	<i>of horses or horsemanship</i>
320.	equipoise	<i>equal distribution of weight; equilibrium</i>
321.	equitable	<i>Fair</i> <i>S: Impartial, Fair, Just</i>

	<i>A: Prejudiced, Partial</i>
322. equivocal	<i>having a double or doubtful meaning; suspicious</i>
323. equivocate	<i>try to deceive by equivocal language</i>
324. erroneous	<i>containing an error</i>
	<i>S: False, Inaccurate, Erring</i>
	<i>A: Accurate, Genuine, Factual</i>
325. escapade	<i>Reckless adventure</i>
326. eschew	<i>avoid</i>
327. esoteric	<i>abstruse; intended only for a small circle of people</i>
328. estrangle	<i>to turn from an affectionate attitude to an indifferent or unfriendly one</i>
	<i>S: Alienate, Withdraw, Disagree</i>
	<i>A: Unite, Conjoin, Harmonise</i>
329. ethos	<i>the characteristic attitude, habits etc. of an individual or group</i>
330. euphemism	<i>the use of a less direct word or phrase instead of an unpleasant one</i>
331. evince	<i>to show clearly; to indicate</i>
332. exacerbate	<i>to make more violent, bitter or severe</i>
333. exacting	<i>making severe demands, Strict</i>
334. exactitude	<i>The quality of being exact</i>
335. exalt	<i>to praise, glorify, to raise in rank</i>
	<i>A: Degrade, Condemn, Despise</i>
336. excision	<i>pruning</i>
337. excruciating	<i>intensely painful</i>
	<i>S: Agonising, Intense, Severe</i>
	<i>A: Soothing</i>

338.	exegesis	<i>interpretation of a word, passage, etc. in the Bible</i>
339.	exemplary	<i>serving as a model or example</i> <i>S: Model, Pattern</i>
340.	exhort	<i>to urge earnestly</i> <i>S: Urge, Advise</i> <i>A: Deter, Prevent, Oppose</i>
341.	exiguous	<i>scanty</i> <i>S: Meagre, Small</i> <i>A: Huge, Enormous</i>
342.	exoneration	<i>set somebody clear, free (e.g., from blame)</i>
343.	exorcise	<i>to expel (an evil spirit) by incantations, etc.</i> <i>A: Bedevil</i>
344.	expansive	<i>effusive, open</i> <i>S: Unreserved, Broad, Demonstrative</i> <i>A: Laconic, Cantankerous</i>
345.	expatiate	<i>to roam; wander freely</i>
346.	expiation	<i>ending; expiring</i>
347.	expostulate	<i>argue earnestly; to dissuade, correct or protest</i>
348.	expurgate	<i>to remove obscenity, purify, censor</i>
349.	extant	<i>still in existence</i>
350.	extenuate	<i>reduce the strength; lessen seriousness; partially excuse</i>
351.	extirpate	<i>to destroy; exterminate</i>
352.	extralegal	<i>outside the law</i>
353.	extraneous	<i>extrinsic; not forming an essential part</i>
354.	extricable	<i>that can be freed</i>

355. **exuberance** *state of growing vigorously; being full of life*

F

356. **facetious** *humorous; funny; jocular*

357. **facile** *easily done*

358. **fait accompli** *foreign phrase, thing done beyond recall, accomplished fact*

359. **fallow** *left without seeding after being ploughed to make fertile*

360. **fatuous** *without sense; foolish self-satisfaction*

361. **feckless** *lacking purpose or vitality; ineffective*

362. **fecund** *fertile*

363. **feint** *pretend*

364. **ferret** *discover by searching; search*

365. **fervid** *showing earnest feeling*

366. **fervour** *enthusiasm*

S: zeal, ardour, passion, fervent

A: coolness, indifference, impassiveness

367. **fetid** *stinking*

368. **fetter** *to shackle; put in chains*

369. **filch** *steal slyly in small amounts*

S: Snitch, swipe, pilfer, purloin

370. **filial** *befitting a son or daughter*

371. **firmament** *sky*

372. **flay** *to skin; to excoriate*

373. **fledged** *able to fly; trained, experienced*

374. **flinch** *draw; move back; wince*

375. **flippancy** *lack of seriousness*

	<i>S: levity, pertness, impudence</i>
376. flounder	<i>to struggle to move; to proceed clumsily</i>
377. foible	<i>defect of character (a person is wrongly proud)</i>
378. foppish	<i>like a man who pays too much attention to his clothes</i>
379. forage	<i>food for horses and cattle</i>
380. ford	<i>shallow place in a river (to cross)</i>
381. forebode	<i>to foretell or predict</i>
382. forestall	<i>prevent by taking action in advance, preempt</i>
383. foretoken	<i>premonitory sign</i>
384. forswear	<i>renounce; disallow; repudiate</i>
385. fortitude	<i>courage</i>
	<i>S: Heroism, Spirited</i>
	<i>A: Cowardice, Shyness</i>
386. fortuitous	<i>happening by chance</i>
	<i>S: Incidental, Adventitious, Accidental</i>
	<i>A: Deliberate, planned</i>
387. fragrant	<i>sweet-smelling</i>
388. frenetic	<i>frantic, frenzied</i>
389. fresco	<i>art of painting on a plaster surface especially when the surface is moist</i>
390. fritter	<i>to waste (money, time, etc.)</i>
391. frivolous	<i>of little value, Trivial, Silly</i>
	<i>S: Petty, Worthless, Futile</i>
	<i>A: Serious, Important</i>
392. fulsome	<i>disgusting; offensive due to excessiveness, insincere praise</i>

393. **furor** *a widespread commotion or uproar*
394. **furtive** *done secretly*
S: stealthy, clandestine
A: open, apparent
395. **fusillade** *simultaneous discharge of many firearms*
S: volley, salvo, broadside
396. **fusty** *musty; rigidly old-fashioned or reactionary*

G

397. **gabble** *to talk or utter rapidly, or incoherently*
S: Chatter, Babble, Jabber
398. **gaff** *a large hook on a pole for landing fish*
399. **gaffe** *a blunder*
400. **gainsay** *to deny; to oppose*
401. **galore** *in abundance, plentiful*
S: ample, bounteous, prodigal
A: Scarce, deficient
402. **gambit** *an action intended to gain an advantage*
403. **garner** *to gather and save to store up*
404. **garrulity** *talkativeness*
405. **garrulous** *too talkative*
406. **gastronomy** *the art of cooking and eating good food*
407. **gazebo** *An open structure with an enjoyable view*
408. **genealogy** *recorded history of one's ancestry*
409. **genesis** *origin*
410. **genitor** *a father/parent*
411. **genuflect** *to bend the knee as in worship*

412.	gibber	<i>to speak rapidly and incoherently</i> <i>A: Enunciate</i>
413.	gizmo	<i>a gadget, device, mechanism</i>
414.	glean	<i>gather facts in small quantities</i>
415.	glitch	<i>a small hurdle or problem</i>
416.	gloat	<i>look at with selfish delight</i>
417.	glut	<i>supply too much; fill to excess</i>
418.	glutino	<i>sticky</i> <i>S: Viscous</i> <i>A: Dry</i>
419.	gnome	<i>A dwarf (like an old man) living in a cave</i>
420.	gnomic	<i>characterised by aphorism</i>
421.	graffiti	<i>a crude inscription or drawing on a wall or other public surface</i>
422.	grandiose	<i>impressive, Showy</i>
423.	grapple	<i>to seize, to hold tightly</i>
424.	gravid	<i>pregnant</i>
425.	gregarious	<i>living in societies; liking the company</i>
426.	grisly	<i>terrifying</i> <i>S: Horrible, Terrible, Ghastly</i> <i>A: Attractive, Charming, Dainty</i>
427.	grizzle	<i>of a grey colour</i>
428.	grouch	<i>to grumble, grouse</i>
429.	guffaw	<i>to laugh loudly</i>
430.	guile	<i>deceit, wile, cunning, jugglery</i>
431.	gumption	<i>initiative and courage</i> <i>S: Commonsense, Sagacity, Acumen</i>

432. **gustatory** *A: Apathy, Indifference
of the sense of taste*
433. **gusto** *zest, enjoyment
S: Relish, Pleasure, Enthusiasm
A: Apathy*
434. **guttural** *pertaining to the throat, formed in the throat*

H

435. **habitué** *one who frequents a certain place*
436. **hackneyed** *made trite by overuse
S: stereotyped Commonplace,*
437. **haggard** *having a wild, wasted, worn look,
S: Gaunt, Tired, weary
A: strong, Robust, Exuberant*
438. **hallow** *to make holy; consecrate*
439. **hapless** *unfortunate
S: Luckless, Unlucky
A: Fortunate, Successful, Happy*
440. **harangue** *a long passionate speech*
441. **harbinger** *something or somebody that foretells the coming of*
442. **harrow** *to distress; create stress or torment*
443. **harrowing** *upsetting*
444. **heckle** *to harass, (a speaker) with questions or taunts*
445. **heckle** *to harass with questions, challenges or gibes*
446. **hedonism** *the doctrine that pleasure is the principal good
S: Epicureanism, Sensualism, debauchery
A: Slavery, Servility*

447. **herculean** *calling for great strength, size and courage*
S: Rugged, Enduring, Steadfast
448. **hermetic** *sealed by fusion, a closed group*
449. **heterodox** *opposed to the usual beliefs especially in religion*
S: Unorthodox
A: Orthodox
450. **hew** *make by hard work cut (by striking)*
451. **hiatus** *a gap or break as where a part is missing*
452. **histrionic** *of acting*
453. **hoary** *Very old and well known; Grey or white (of hair) with age*
454. **hobgoblin** *Something that causes fear, A frightening apparition*
455. **hogwash** *insincere talk, writing, etc.*
456. **holster** *leather case for a pistol*
457. **homonym** *a word with the same pronunciation and spelling as another but with a different meaning, origin*
458. **honorific** *conferring or conveying honor*
459. **horology** *the science of measuring time or making time pieces*
460. **horrendous** *horrible*
S: Frightful, Horrifying, Fearful
A: Appealing, Pleasant, Charming
461. **hubbub** *noise; confusion*
462. **hyperbole** *extravagant exaggeration*
- I**
463. **iconoclast** *person who attacks popular beliefs*

464. ides	<i>in ancient Roman calendar, 15th day of May, March, July or October or 13th of the other months</i>
465. idiosyncrasy	<i>personal mannerism</i>
466. idolatry	<i>excessive admiration of</i>
467. idyll	<i>a carefree episode or experience</i>
468. igneous	<i>of fire, fiery, type of rock</i>
469. ignoble	<i>dishonorable; common; undignified</i>
470. imbecile	<i>a person with abnormally low intelligence</i> <i>S: Weak-minded, Deranged, Childish</i> <i>A: Strong-minded, Intellectual, Genius</i>
471. imbroglio	<i>complicated and embarrassing situation</i>
472. imbue	<i>to permeate with ideas, feelings etc.</i> <i>S: Pervade, Suffuse, Inspire</i> <i>A: Discourage, Condemn</i>
473. immanent	<i>operating within, Inherent</i> <i>S: Indwelling</i> <i>A: Transcendent</i>
474. immutable	<i>that cannot be changed</i>
475. impale	<i>to pierce with a sharp stake through the body</i>
476. impalpable	<i>not perceptible to touch</i> <i>S: Intangible, Vague</i> <i>A: Material, Solid, Definite</i>
477. impeccable	<i>Flawless</i> <i>S: Immaculate, Faultless, Perfect</i> <i>A: Defective, Rowdy</i>
478. imperil	<i>To put in danger</i>

	<i>S: Endanger, Hazard, Jeopardise</i>
	<i>A: Safeguard, Protect, Preserve</i>
479. imperious	<i>commanding; haughty; arrogant</i>
480. imperviousness	<i>not permeable; not moved easily</i>
481. impetuous	<i>having sudden energy; impulsive</i>
482. impiety	<i>lack of reverence or dutifulness</i>
483. impinge	<i>to strike, hit, etc. (on or upon)</i>
	<i>S: Strike, Hit</i>
484. implicate	<i>show that somebody has a share</i>
485. implosion	<i>collapse; bursting inward</i>
486. impromptu	<i>without preparation</i>
487. impropriety	<i>being improper</i>
488. impugned	<i>challenged; to be doubted</i>
489. impunity	<i>exemption from punishment, harm or loss</i>
490. impute	<i>to attribute; to a cause or source; ascribe</i>
491. inchoate	<i>not yet fully formed; rudimentary; elementary</i>
492. incipient	<i>beginning</i>
493. incognito	<i>disguised under an assumed name, rank, etc.</i>
	<i>S: Unidentified</i>
494. incorrigibility	<i>cannot be cured or corrected</i>
495. incredulous	<i>skeptical; unwilling to believe</i>
496. incubus	<i>A nightmare</i>
497. incumbents	<i>official duties</i>
498. incursion	<i>a raid; a sudden attack</i>
499. indict	<i>to charge with a crime</i>
	<i>S: Accuse, Incriminate</i>
500. indigenous	<i>native</i>

501. indite	<i>to compose and write</i> <i>S: Compose</i>
502. indubitable	<i>too evident to be doubted</i>
503. ineffable	<i>too great to be described in words</i>
504. inferno	<i>hell, large fire</i>
505. infinitesimal	<i>Too small to be measured</i>
506. infraction	<i>a violating of a law or pact</i> <i>S: Violation, Infringement</i> <i>A: Compliance, Submission</i>
507. ingenuous	<i>naïve; young; artless; frank</i>
508. inimical	<i>harmful</i>
509. inkling	<i>a hint</i> <i>S: Intimation, Idea</i>
510. innate	<i>Inborn, Natural (an innate sense of style)</i> <i>S: Intrinsic</i> <i>A: Extrinsic, Alien</i>
511. innocuous	<i>causing no harm</i>
512. inordinate	<i>exceeding reasonable limits</i>
513. insatiable	<i>that cannot be satisfied</i> <i>S: Unquenchable, Greedy, Un-appeasable</i> <i>A: Appeasable, Quenchable</i>
514. inscrutable	<i>not easily understood</i> <i>S: Incomprehensible, Baffling, Mysterious</i> <i>A: Obvious, Plain, Evident</i>
515. inscrutable	<i>incapable of being discovered or understood</i>
516. insouciant	<i>unconcerned; carefree</i>
517. insularity	<i>narrow-mindedness; isolated</i>

518. insurrection	<i>rising of people to open resistance to</i>
519. interpose	<i>to come between</i>
520. intersperse	<i>place here and there</i>
521. intransigence	<i>unwillingness to compromise; stubbornness; intractability</i>
522. intransigent	<i>uncompromising</i>
523. intrepid	<i>fearless; brave; undaunted</i>
524. introspection	<i>examining one's own thoughts and feelings</i>
525. inured	<i>accustomed to, adapted</i>
526. inveigh	<i>to attack verbally; denounce; deprecate</i>
527. invincible	<i>too strong to be defeated</i>
528. involute	<i>complex</i>
529. irascible	<i>irritable; easily angered</i>
530. irrevocable	<i>final and unalterable</i>
531. itinerate	<i>to travel from place to place; to peregrinate</i>

J

532. jackass	<i>a fool, a blockhead</i>
533. jalopy	<i>a battered old car</i>
534. janitor	<i>Attendant, caretaker, doorkeeper</i>
535. jargon	<i>The terminology of a specific group or profession</i> <i>A: confused talk, chatter</i>
536. jaunt	<i>an excursion, jaunt, to make a short journey</i>
537. jaunty	<i>Having a sprightly manner</i> <i>S: cheerful, Confident, vivacious</i> <i>A: gloomy, listless, dull</i>
538. jeopardy	<i>danger, insecurity, peril, hazard</i>
539. jettison	<i>to get rid of as superfluous or encumbering</i>

540. **jinx** *a person or thing supposed to bring bad luck*
541. **jocose** *full of jokes, merry, playful, jocular*
542. **jocund** *playful, pleasant, cheerful, merry, jovial*
543. **john bull** *a person who brings bad luck; a typical Englishman*
544. **jovian** *of the planet Jupiter*
545. **judas** *a traitor*
546. **judicature** *jurisdiction, power of dispensing justice by legal trial*
547. **jugular** *Pertaining to the neck veins*
548. **junket** *a picnic, an outing, a spree, a feast, a paid excursion*
549. **jurassic** *the Jurassic period, very old period*
550. **jurisprudence** *science of laws*

K

551. **Kaiser** *a German emperor*
552. **kaleidoscope** *an optical toy showing a changing variety of forms*
553. **kaleidoscopic** *constantly changing*
554. **kaput** *Rendered useless; unable to function*
555. **kickback** *percentage given back to a person who has enabled one to make money*
556. **kilt** *pleated knee-length skirt of tartan wool, worn by men as part of Scottish costume*
557. **kindred** *related, congruous, akin*
558. **kinetic** *related to motion, not static*
559. **kink** *a whim, a mental twist, imperfection*
560. **kleptomania** *an abnormal, persistent impulse to steal*

561. **knap-sack** *a rucksack, a case / bag strapped onto the shoulders*
562. **knave (nave)** *A false / deceitful fellow, a serving boy*
563. **knead** *press and stretch with the hands to form a firm smooth paste; knead the dough*
564. **knell** *to ring slowly, toll (omen of death, failure, etc.)*
565. **knick-knack** *a small trifling toy, plaything, amusement, trinket*
566. **kurd** *one of the people of Kurdistan*

L

567. **labyrinthine** *to entangle; the state of affairs*
568. **lacuna** *a blank space, especially a missing portion in a text, etc.*
S: Gap
569. **laggard** *A slow person, especially one who falls behind*
S: Slowpoke, Dawdler
570. **lapidary** *(i) Concerned with stone, Engravings on stone
(ii) A cutter or polisher of precious stones*
571. **lascivious** *characterised by or expressing lust*
S: Immoral, Lustful, Lecherous
A: Pure, Chaste, virtuous
572. **lassitude** *weariness; tiredness*
573. **laudatory** *expressing or giving praise*
574. **leer** *A sly, sidelong look showing lust, malicious triumph*
575. **levee** *formal reception; embankment*
576. **levitation** *the power of raising a body in the air (against gravity) with no support*
577. **levity** *lack of seriousness*

578. **libertine** *immoral person*
579. **licentious** *morally unrestrained.*
S: Wanton, Lustful
A: Continent, Chaste
580. **lien** *legal claim until a debt on it is repaid*
581. **limber** *easily bent, flexible, to exercise in preparation for a sport*
582. **limbo** *in an uncertain state*
583. **lionise** *treat as a famous person*
584. **logistics** *the military science of procuring, maintaining and transporting material and personnel*
585. **lope** *move along with long strides*
586. **loquacious** *talkative; garrulous*
587. **lucre** *riches, money, used chiefly in a derogatory sense*
588. **ludicrous** *causing laughter because it is absurd or ridiculous*
S: Absurd, Laughable, Preposterous
589. **lurid** *shocking, Sensational, Violent*
A: Bright, Pleasant, highly coloured

M

590. **macabre** *gruesome; suggesting death*
591. **maladroit** *tactless; clumsy*
592. **malaise** *A vague feeling of physical discomfort or of uneasiness*
593. **malediction** *curse; execration*
594. **malefaction** *evil deed; crime*
595. **malefactor** *An evil doer or criminal*

	<i>S: Wrong doer</i>
596. maleficent	<i>baleful</i>
597. malevolence	<i>wishing to do evil</i>
598. mammoth	<i>Huge, Enormous</i>
599. maraud	<i>To raid, Plunder</i>
600. martinet	<i>Strict disciplinarian</i>
601. masquerade	<i>disguise</i>
602. maudlin	<i>sentimental in a silly or tearful way</i>
603. maunder	<i>To talk or move in a confused, aimless way</i>
604. maverick	<i>rebel; nonconformist</i>
605. mawkish	<i>sickly or puerilely sentimental</i>
606. mayhem	<i>Any violent destruction or disorder.</i>
	<i>S: Havoc, Chaos</i>
	<i>A: Peace, Tranquility</i>
607. megalomania	<i>A mental disorder characterised by delusions of power, grandeur etc.</i>
608. melee	<i>A confused fight, Confused crowd of people</i>
	<i>S: Scuffle, Brawl, Affray</i>
	<i>A: Order</i>
609. mellifluous	<i>sweetly flowing, sweet sounding</i>
610. menage	<i>a household</i>
611. mercenary	<i>working or done for payment only</i>
	<i>S: Venal, Pecuniary, Avaricious</i>
	<i>A: Altruistic</i>
612. meretricious	<i>attractive on the surface but of little value</i>
613. mete	<i>distribute in portions</i>
614. meteoric	<i>momentarily brilliant</i>

S: Rapid, Transient

A: Gradual, Dull, Slow

615. **miasma** *vaporous exhalation causing disease*

616. **microcosm** *a miniature representation of a whole*

S: Portion

A: Macrocosm

617. **middling** *fairly good but not very good*

618. **milieu** *environment, especially a social setting,*

S: Background, Atmosphere

619. **minatory** *menacing; threatening*

620. **misogynist** *one who hates women, females*

621. **monomania** *excessive concentration on a single object or idea*

622. **mottle** *surface having colored spots or blotches*

623. **munificent** *characterised by great liberality or generosity*

N

624. **narcissistic** *conceited, vain*

625. **natation** *act or art of swimming*

626. **nebulous** *cloud-like; hazy; vague*

627. **necromancy** *magic, especially that practiced by a witch*

628. **nefarious** *very wicked*

S: Unlawful, Villainous

A: Virtuous, Innocent

629. **nemesis** *(i) Just punishment, Deserved fate (ii) Goddess of vengeance*

630. **neologism** *new use of a word*

631. **neophyte** *person who has been converted to a belief*

632.	nepotism	<i>favouritism shown by a person in high position to relatives especially in securing jobs,</i> <i>A: Impartiality</i>
633.	nescient	<i>ignorant</i> <i>A: Knowledgeable</i>
634.	nettle	<i>to sting, annoy, bother, exasperate</i>
635.	niggard	<i>a stingy person, miser</i> <i>S: Stingy</i> <i>A: Generous, Spendthrift, Bounteous</i>
636.	nimbus	<i>a halo, aura, cloud</i>
637.	nincompoop	<i>a stupid, silly person, Fool</i> <i>S: Simpleton, Stupid, Fool</i> <i>A: Genius</i>
638.	nit-picking	<i>carping, fault-finding</i>
639.	noisome	<i>injurious to health</i>
640.	noisome	<i>offensive; disgusting (smell)</i>
641.	nonchalant	<i>not having interest</i>
642.	nondescript	<i>belonging to no definite class or type</i>
643.	nonpareil	<i>unequaled</i> <i>S: Unrivalled, Peerless</i> <i>A: Commonplace</i>
644.	nonplus	<i>confuse</i>
645.	nonplussed	<i>greatly surprised</i>
646.	nostalgia	<i>a longing for something far away or long ago</i>
647.	nouveau riche	<i>a newly rich person of poor tastes</i>
648.	novitiate	<i>period of being a novice; house where novices are trained</i>

649. **nuance** *A slight variation in tone, colour, meaning etc.*
 650. **nugatory** *trifling; worthless*
 651. **numskull** *stupid, fool*

O

652. **obdurate** *hardened and unrepenting; stubborn; inflexible*
 653. **obeisance** *a gesture of respect*
S: deep bow, Homage, Rever-
A: Irreverence, Impudence, Deference
 654. **oblation** *An offering or sacrifice to God*
 655. **obliterate** *to blot out, to erase,*
S: Delete, Raze
A: Preserve, Build
 656. **oblivion** *Forgetfulness*
S: Obscurity
 657. **obloquy** *abusively detractive language; sharp criticism*
 658. **obviate** *to make unnecessary; get rid of*
 659. **occult** *(i) Hidden, mysterious (ii) Supernatural, Magical*
 660. **ocular** *of, for, or like the eye*
 661. **odoriferous** *giving off an odour, especially a fragrant one*
S: Fragrant, Sweet-smelling
A: Malodorous
 662. **officious** *too eager or ready to help; offer advice*
 663. **ogre** *in fairy tales and folklore, a man-eating giant*
S: Monster, Demon
 664. **olfactory** *of the sense of smell*
 665. **oligarchy** *a government in which a few persons have the ruling power*

666. **omnipotent** *having unlimited power or authority,
S: All-powerful
A: Weak, Powerless*
667. **omnipresent** *present at all places at all times*
668. **onerous** *needing effort; burdensome*
669. **opiate** *anything quieting*
670. **oracle** *the revelation by a medium or priest*
671. **ornithology** *the branch of zoology dealing with the study of birds*
672. **ossify** *to turn to bone; to settle rigidly into an idea*
673. **ostensible** *seeming; appearing as such; professed*
674. **ostracism** *shut out from society; refuse to meet, talk*
675. **overweening** *presumptuously arrogant; being a jerk*

P

676. **palpitate** *tremble; beat rapidly and irregularly*
677. **paltry** *very small*
678. **panegyric** *formal praise; eulogy*
679. **panorama** *perspective, land*
680. **paper tiger** *a person or thing that is threatening but is actually weak*
681. **parry** *block*
682. **parsimonious** *too economical; miserly*
683. **pedantic** *bookish; showing off learning*
684. **pellucid** *transparent; easy to understand*
685. **per se** *by itself*
686. **perambulate** *to travel over or through (esp. on foot)*
687. **percipient** *capable of perception; discerning*

688.	peripatetic	<i>wandering</i>
689.	perspicacity	<i>quick judging and understanding</i>
690.	pestilent	<i>deadly</i>
691.	petrous	<i>like a rock, hard, stony</i>
692.	phalanx	<i>a group of similar things standing close</i>
693.	pied	<i>of mixed colors</i>
694.	piffle	<i>nonsense</i>
695.	pillage	<i>rob or steal with violence</i>
696.	piquant	<i>agreeably pungent; stimulating</i>
697.	plaintiff	<i>a person who brings a case against another in the court</i>
698.	platitude	<i>a trite or banal statement; unoriginality</i>
699.	plumb	<i>get to the root of</i>
700.	plummet	<i>fall; plunge steeply</i>
701.	poignant	<i>deeply moving; keen</i>
702.	pollster	<i>a person who takes opinion polls</i>
703.	ponderous	<i>heavy; bulky; dull</i>
704.	posit	<i>to postulate; to suggest</i>
705.	potentate	<i>ruler; one who wields great power or sway</i>
706.	prate	<i>to talk long and idly</i>
707.	precepts	<i>rules establishing standards of conduct</i>
708.	preclude	<i>prevent; make impossible</i>
709.	predilection	<i>special liking; mental preference</i>
710.	premonition	<i>a feeling that something bad is about to happen</i>
711.	presage	<i>warning sign</i>
712.	presumption	<i>arrogance</i>
713.	preternatural	<i>not normal or usual</i>

714.	primp	<i>to dress or arrange in a careful or finicky manner</i>
715.	probity	<i>uprightness; incorruptibility</i>
716.	prodigious	<i>enormous; wonderful</i>
717.	profane	<i>worldly; having contempt for God</i>
718.	profligacy	<i>shameless immorality</i>
719.	profligate	<i>wasteful; prodigal; extravagant</i>
720.	prognosticate	<i>to foretell from signs or symptoms; presage</i>
721.	prolix	<i>tiring because too long</i>
722.	promiscuous	<i>having many brief sexual relationships</i>
723.	prosaic	<i>everyday; mundane; commonplace</i>
724.	proscribe	<i>denounce as dangerous</i>
725.	protracted	<i>prolonged</i>
726.	pucker	<i>wrinkle</i>
727.	pugnacious	<i>fond of, in the habit of fighting</i>
728.	puissance	<i>strength</i>
729.	pundit	<i>pedant; authority on a subject</i>
730.	purvey	<i>provide supply</i>

Q

731.	quadruped	<i>an animal with four legs</i>
732.	quadruple	<i>multiply four times</i>
733.	quail	<i>lose courage; turn frightened</i>
734.	quaintness	<i>Pleasing, odd and old fashioned</i> <i>S: Freakish</i> <i>A: Modern</i>
735.	quandary	<i>state of doubt or perplexity</i>

736. quarry	(i) An animal etc. being hunted down (ii) To extract laboriously from books (iii) Excavation made by removing stone
737. quart	measure of capacity for liquids
738. quartz	any of various types of hard metals
739. quaver	To shake or tremble (of voice or sound)
740. quay	landing place
741. queasy	Squeamish, Easily nauseated
742. querulous	habitually complaining
743. quick-silver	very quickly, like lightning, mercury
744. quintuple	multiply five times
745. quittance	Discharge from a debt
746. quiver	shake slightly, holder for arrows
747. quixotic	generous; unselfish
748. quizzical	amused

R

749. rabid	Violent, Intense S: Frantic, Fanatical A: Sober, Sane, Rational
750. raffish	low; vulgar
751. ragamuffin	ragged; often disreputable person
752. rakish	(i) Gay and dashing, Carefree(ii) Looking smart and as if built for speed
753. ramify	to be divided or subdivided; to branch out
754. ramshackle	loose and rickety, Likely to fall to pieces S: Shaky
755. rancorous	feeling bitterness; spitefulness

756.	rapacious	<i>greedy (esp. for money)</i>
757.	raucous	<i>hoarse, Irritating</i>
758.	ravenous	<i>greedy, very hungry</i> <i>S: Voracious</i> <i>A: Assuaged, Full</i>
759.	recant	<i>take back as being false; give up</i>
760.	recapitulate	<i>To repeat, To summarise</i>
761.	recompense	<i>make payment to reward; punish</i>
762.	recondite	<i>little known; abstruse</i>
763.	recumbent	<i>lying down, reclining</i>
764.	recuperate	<i>become strong after illness, loss, exhaustion</i>
765.	redoubtable	<i>formidable; causing fear</i>
766.	refractory	<i>stubborn; unmanageable; untractable</i>
767.	refurbish	<i>to freshen or polish again</i>
768.	regression	<i>The act of going back,</i> <i>S: Reversion, Retrogression</i> <i>A: Progress, Advancement</i>
769.	reiterate	<i>say or do again several times</i>
770.	relegate	<i>to consign or assign especially to an inferior position</i>
771.	reminiscence	<i>remembrance</i>
772.	remiss	<i>careless</i> <i>S: Negligent, Unmindful</i> <i>A: Careful, Scrupulous, Mindful</i>
773.	remonstrate	<i>to protest, object</i>
774.	renaissance	<i>rebirth or revival</i>
775.	reprisal	<i>recurrence, renewal or resumption of an action</i>

776. reprobate	<i>person hardened in sin; one devoid of decency</i>
777. repudiate	<i>disown; refuse to accept or pay</i>
778. resilience	<i>quality of quickly recovering the original shape</i>
779. restive	<i>refusing to move; reluctant to be controlled</i>
780. resuscitation	<i>coming back to consciousness</i>
781. reticent	<i>reserved; untalkative</i>
782. ribald	<i>crude; characterised by coarse indecent humor</i>
783. rivet	<i>fix; take up; secure metal pin</i>
784. rotund	<i>rich and deep; plump and round</i>
785. rumple	<i>make rough</i>

S: Latent, Mysterious, Secretive

A: Plain, Clear, Evident, Worldly

S

786. sacrosanct	<i>most sacred or holy; immune from criticism or violation</i>
787. sagacious	<i>having sound judgment; perceptive; wise like a sage</i>
788. sally	<i>(i) Sudden breaking out by soldiers surrounded by enemy</i> <i>(ii) lively, witty remark</i>
789. salubrious	<i>healthful</i>
790. sanguine	<i>cheerful; confident; optimistic</i>
791. scruple	<i>minute part or quantity; qualm</i>
792. scrupulous	<i>having moral integrity; punctiliously exact</i>
793. seamy	<i>Unpleasant or sordid</i>
	<i>A: Pleasant, Decent</i>
794. sedulous	<i>persevering</i>

795.	seminal	<i>like a seed; constituting a source; originative</i>
796.	sere	<i>make hard and without feeling</i>
797.	shard	<i>piece of broken earthenware</i>
798.	shibboleth	<i>any phrase, custom etc., peculiar to a certain class, faction etc., a slogan</i>
799.	shiftless	<i>lacking in resourcefulness; lacking in ambition</i>
800.	shrew	<i>ill-tempered, scolding woman</i>
801.	sidereal	<i>of or expressed in reference to the stars</i> <i>S: Starry, Astral</i>
802.	simper	<i>(give a) silly, self-conscious smile</i>
803.	simulate	<i>to give a false appearance, Feign</i> <i>S: Pretend, Imitate, Feign</i>
804.	sinew	<i>power; chief supporting force</i>
805.	sinuous	<i>winding, undulating, serpentine</i>
806.	sire	<i>a father or forefather</i>
807.	skiff	<i>small boat</i>
808.	skinflint	<i>miser</i> <i>S: Niggard</i> <i>A: Spendthrift</i>
809.	skittish	<i>Lively, Playful</i>
810.	slake	<i>to assuage</i>
811.	sleight	<i>skill with the hands, especially in deceiving onlookers as in magic</i>
812.	sobriquet	<i>a nickname</i>
813.	sodden	<i>soaked; saturated</i>
814.	solicitude	<i>being solicitous, care, concern</i> <i>S: Anxiety</i>

	<i>A: Apathy, Indifference</i>
815. sop	<i>something given to appease</i>
816. soporific	<i>producing sleep</i>
817. sordid	<i>wretched; comfortless</i>
818. sot	<i>A habitual drunkard</i>
	<i>A: Teetotaler</i>
819. sphinx	<i>enigmatic or mysterious person</i>
820. squalid	<i>foul; filthy</i>
821. squeamish	<i>easily upset; having strong moral views, Stale</i>
	<i>A: Original, Fresh, Novel</i>
822. stentorian	<i>extremely loud and powerful</i>
823. sterling	<i>excellent</i>
	<i>S: Genuine, Valuable</i>
	<i>A: Spurious, Trivial</i>
824. stickler	<i>person who insists on importance of something</i>
825. stipulate	<i>state or put forward as a necessary condition</i>
826. stodgy	<i>dull, Uninteresting</i>
	<i>A: Interesting, Attractive, Magnetic</i>
827. stoical	<i>showing indifference to joy, grief pain, etc.</i>
	<i>S: Insensitive</i>
	<i>A: Sensitive</i>
828. stolid	<i>showing no emotion; impassive</i>
829. strait-laced	<i>narrowly strict in behaviour or moral views</i>
830. striated	<i>striped; grooved or banded</i>
831. stricture	<i>something that limits; adverse criticism</i>
832. stupefy	<i>to amaze, stun</i>
833. stupendous	<i>astonishing</i>

	<i>S: Amazing, Prodigious</i>
	<i>A: Minuscule, Meager</i>
834. suborn	<i>induce by bribery; to commit perjury</i>
835. subpoena	<i>written order requiring a person to appear in a law court</i>
836. succinct	<i>clear and brief, terse</i>
	<i>S: Concise</i>
	<i>A: Circumlocutory</i>
837. succor	<i>assistance, relief in time of distress</i>
838. sumptuous	<i>magnificent</i>
839. supernal	<i>Celestial, Heavenly</i>
	<i>S: Divine</i>
	<i>A: Earthy</i>
840. supernumerary	<i>an extra person or thing</i>
841. supervene	<i>to come or happen, a something additional or unexpected</i>
842. supine	<i>lying on the back; slow to act; passive</i>
843. suppliant	<i>asking humbly; beseeching</i>
844. supplicate	<i>make a humble petition to</i>
845. surcease	<i>an end or cessation</i>
	<i>S: Ceasing</i>
846. surfeit	<i>satiate; feed to fulness or to excess</i>
847. surmise	<i>to guess</i>
	<i>S: Assume</i>
	<i>A: Certainty</i>
848. surrogate	<i>a substitute or deputy</i>
849. susceptibility	<i>sensitiveness</i>

850. **swill** *to drink greedily*
 851. **sylvan** *Rural, Rustic*
 852. **synchronism** *to cause to happen at the same time or rate*

T

853. **taciturn** *untalkative, silent*
 854. **talon** *claw of a bird of prey*
 855. **tamp** *tap or drive down by repeated light blows*
 856. **tantamount** *equal in value, effect etc.*
 857. **tardy** *(i) Late, Delayed, Dilatory (ii) Slow moving*
A: Prompt, Punctual, Ready
 858. **tautology** *a repetition, redundancy*
 859. **taxidermy** *the art of preparing, stuffing, etc. the skins of animals to make them appear lifelike*
 860. **teeny-bopper** *a faddish young teenager, especially a girl of the 1960s*
 861. **temerity** *boldness; brashness; intrepidity*
 862. **temperance** *abstinence from alcohol; self-control; moderation*
 863. **tempestuous** *of or like a tempest, violent*
S: Stormy
A: Sedate, Calm, Peaceful
 864. **temporal** *of time*
 865. **temporise** *to give temporary compliance, evade decision*
 866. **tenacity** *firmness; persistency*
 867. **tendentious** *biased*
 868. **terse** *brief and to the point*
 869. **tete-a-tete** *a private conversation between two people*

870.	thrall	<i>enslave</i>
871.	timorous	<i>fearful; timid</i>
872.	tincture	<i>a light colour, tinge</i>
873.	tinsel	<i>superficial adornment</i>
874.	titillate	<i>to excite pleasurably</i> <i>S: Stimulate, Excite</i> <i>A: Repulse, Disgust, Annoy</i>
875.	toady	<i>obsequious flatterer</i>
876.	topography	<i>description of surface features of a region on maps and charts</i>
877.	torpid	<i>sleeping; sluggish; lethargic; dormant</i>
878.	torpor	<i>dullness, lack of energy</i> <i>S: Inactivity</i> <i>A: Enthusiasm, Involvement</i>
879.	torque	<i>twisting force causing rotation</i>
880.	tractable	<i>easily controlled or guided</i>
881.	transfigure	<i>to transform so as to glorify.</i> <i>A: Mutilate, Destroy</i>
882.	transfix	<i>to make motionless as if impaled</i> <i>S: Petrify, Paralyse</i> <i>A: Animate, Rejuvenate</i>
883.	transient	<i>temporary; fleeting</i>
884.	transitory	<i>brief</i>
885.	transvestite	<i>a person who gets sexual pleasure from dressing in clothes of the opposite sex</i>
886.	travail	<i>(i) very hard work, laborious effort (ii) Pains of child birth</i>

887. traverse	<i>A farcical imitation in ridicule</i>
888. travesty	<i>parody; imitation, bad representation</i>
889. trite	<i>not new, much used</i>
890. truce	<i>(agreement) stop of fighting for a time</i>
891. trudge	<i>walk heavily</i>
892. truism	<i>a statement, the truth of which is obvious</i>
893. truncate	<i>to cut off a part or top</i>
894. tryst	<i>a secret meeting</i>
895. tumid	<i>swollen, bulging,</i> <i>S: Distended,</i> <i>A: Shrunken, Reduced, Concise</i>
896. turbid	<i>muddy; having the sediment stirred up</i>
897. tutelage	<i>guardianship, care, instruction</i>
898. tyro	<i>tiro; beginner</i>

U

899. ubiquitous	<i>present everywhere</i>
900. ululate	<i>to howl, hoot or wail loudly</i>
901. umbra	<i>A shadow from a planet or satellite on the side opposite the sun</i>
902. umbrage	<i>offense; resentment</i>
903. undulate	<i>to move in wavelike fashion; fluctuate</i>
904. unencumbered	<i>easy-going; trifle</i>
905. unequivocal	<i>having one meaning, Clear</i> <i>S: Plain, Clear</i> <i>A: Ambiguous, Confusing, Vague</i>
906. unfounded	<i>without any basis in truth</i>
907. unhinge	<i>mentally unstable</i>

S: Unsettled

A: Sane, Rational, Calm

908. **unmitigated**

absolute

S: Complete

909. **unpalatable**

not pleasant to the taste, sickening

910. **unsavoury**

disgusting, unpleasant, disagreeable, notorious

911. **unscrupulous**

not restrained by moral scruples

S: unprincipled

A: Scrupulous, Conscientious

912. **unversed**

with no experience

913. **unwary**

who does not take care, careless person

914. **unwieldy**

large and awkward

915. **upbraid**

to scold, censure, rebuke

916. **upbraid**

scold; reproach

917. **upheaval**

great change, cataclysm

918. **usurer**

a person who lends money at high interest

919. **utilitarian**

practical, accessible, within reach

920. **uxorious**

submissively fond of a wife

V

921. **vacuous**

with no meaning, silly, vacant

922. **vagary**

strange act or idea

923. **vagrant**

wandering, gypsy, nomadic

924. **valorous**

brave

925. **vanquish**

conquer

926. **vantage point**

place from where you can see well

927. **vapid**

dull, absentminded, silly

928.	vasectomy	<i>operation on a man to cut the tube through which sperms flow to make him sterile</i>
929.	vaunt	<i>to boast</i>
930.	vehemence	<i>forceful way (adj.: vehement = fierce, furious)</i>
931.	venal	<i>ready to do something dishonest</i>
932.	veneer	<i>surface appearance covering the true nature</i>
933.	veneration	<i>regard with deep respect</i>
934.	venial	<i>excusable</i>
935.	verbatim	<i>word for word, exactly same words</i>
936.	verbiage	<i>lot of useless words</i>
937.	verbose	<i>using more words than necessary</i>
938.	veritable	<i>real; rightly named</i>
939.	vertigo	<i>dizziness caused by heights</i>
940.	vestibule	<i>entrance hall, doorway, approach</i>
941.	viaduct	<i>bridge, overpass</i>
942.	vibes	<i>sensation</i>
943.	vicarious	<i>felt through imagining what other person feels, indirectly felt</i>
944.	viraginous	<i>of a virago</i>
945.	virago	<i>a loud domineering woman; a scold or nag</i>
946.	virology	<i>study of viruses</i>
947.	virtuoso	<i>person skilled in an art, expert, master</i>
948.	virulence	<i>great strength (adj.: virulent)</i>
949.	volubility	<i>fluency; verbosity; easy use of spoken language</i>
950.	voluble	<i>fluent</i>
951.	vouchsafe	<i>to grant (often in a gracious manner)</i>

952. **waffle** *talk vaguely and without much result*
953. **waft** *scent; waving movement; carry lightly through*
954. **wallop** *to beat or defeat soundly*
S: Thrash
955. **wallow** *to indulge oneself fully in something sensual*
956. **warlock** *male equivalent of a witch*
957. **waspish** *bad-tempered, Snappish*
S: Irritable
A: Affectionate
958. **waylay** *to wait for and attack by surprise*
S: Accost
959. **welter** *turmoil; a bewildering jumble*
960. **wend** *to go, proceed*

Y

961. **yahoo** *a rude or violent person*
962. **yokel** *a person from the country, bumpkin*
963. **yule** *Christmas*

Z

964. **zany** *a clown or buffoon, half-witted person*
965. **zephyr** *a gentle breeze*

Word List III—Low Frequency Words

Three chapter

In this chapter, we will discuss “low-frequency” words—in other words, words that are not regularly appearing in the vocabulary part of the CAT. Here even, the treatment has been done in such a manner, the meaning is given first, followed by the synonym (noted by the letter *S*) and antonym (noted by the letter *A*).

No.	Word	Definition
A		
1.	accolade	<i>honor, award</i>
2.	accoutrement	<i>equipment</i>
3.	acephalous	<i>headless, having no leader</i>
4.	acolyte	<i>assistant, beginner</i>
5.	adscittious	<i>supplemental, adopted form</i>
6.	afflatus	<i>inspiration, divine revelation</i>
7.	affusion	<i>pouring on (Particularly of water)</i>
8.	aficionado	<i>devotee or fanatic of any sport / past time</i>

9. agnate	<i>(One who is) descended by male links from same male ancestor</i>
10. ala-mode	<i>Fashionable (of clothes and ideas)</i>
11. allegro	<i>rapid, Quick</i>
12. altruism	<i>unselfish concern for the welfare of others</i> <i>S: Unselfishness</i> <i>A: Egocentricity, Selfishness</i>
13. amanuensis	<i>A secretary, Literary assistant</i>
14. amazon	<i>A female warrior, tall, strong or athletic women</i>
15. anagnorisis	<i>recognition</i>
16. animadvert	<i>to comment adversely</i> <i>S: Criticise, Censure</i> <i>A: Praise, Eulogise, Approbate</i>
17. antebellum	<i>existing before a war</i>
18. antediluvian	<i>made a long time ago</i>
19. anthropomorphic	<i>having human characteristics</i>
20. antiquary	<i>student or collector of antiques</i>
21. aperitif	<i>an alcoholic drink taken before a meal</i>
22. aphorism	<i>concise statement of a principle</i>
23. apocalypse	<i>revelation of the future</i>
24. apocryphal	<i>of doubtful authenticity</i> <i>S: Spurious, counterfeit,</i> <i>A: Authentic, Original</i>
25. apologist	<i>one who defends or attempts to justify a doctrine, faith, action, etc.</i>
26. apostasy	<i>Abandoning of what one believed in</i>

27. apostasy	<i>renunciation of a religion</i>
28. apothecary	<i>A person who prepares and sells medicines</i>
29. apotheosis	<i>most perfect development of something, A declaration that a person has become a god S: Consecration, Glorification, Deification A: Desecration</i>
30. apotheosis	<i>deification; glorification to godliness</i>
31. appellation	<i>identifying name or title</i>
32. apposite	<i>appropriate, fitting A: Irrelevant</i>
33. arabesque	<i>a complex ornate design</i>
34. arboreal	<i>of or connected with trees</i>
35. arraign	<i>to bring before a law court to answer charges, to call to account S: Accuse, Charge A: Excuse, Condone, Acquit</i>
36. arrogate	<i>to clinch or seize without right A: Abdicate, Surrender</i>
37. arroyo	<i>a gully</i>
38. aspersion	<i>slander</i>
39. assiduous	<i>diligent; hard-working; sedulous</i>
40. atavism	<i>resemblance to remote ancestors</i>
41. atelier	<i>artist's workroom</i>
42. atrabilious	<i>ill-tempered A: Happy, Good-tempered</i>
43. atticism	<i>extreme elegance of speech</i>

B

44. bacchanalian	<i>drunken revelry</i>
45. bailiff	<i>A law officer who collects property of those who cannot pay debts; A person employed as the manager of an estate, An official who keeps order in a court</i>
46. bairn	<i>a child</i>
47. banns	<i>Proclamation made in church of an intended marriage</i>
48. barmecide	<i>giver of benefits that are imaginary, Illusory</i>
49. baroque	<i>having elaborate style, fashionable in architecture</i>
50. behemoth	<i>any huge or powerful animal</i>
51. betrothed	<i>engaged, Pledged to marry</i>
52. bibulous	<i>addicted to or fond of alcoholic liquor</i>
53. billingsgate	<i>foul, vulgar, abusive talk</i>
54. bionic	<i>very strong, skilful</i> <i>A: Weak, imbecile</i>
55. bivouac	<i>a temporary encampment in the open</i>
56. blandishment	<i>flattery, coaxing</i>
57. bludgeon	<i>(N) A short club with a heavy end (V) To bully or coerce</i>
58. bluestocking	<i>a woman pretending to have literary taste</i>
59. bodkin	<i>a thick, blunt needle</i>
60. bonmot	<i>a clever or witty remark</i>
61. buccaneer	<i>Pirate</i>
62. bugbear	<i>Source of annoyance or fear</i> <i>S: Bugaboo</i>
63. bumptious	<i>disagreeably conceited</i>

A: Humble, Polite, Modest

64. **burgeon** *grow forth; send out buds*

65. **burgess** *citizen broadly comic*

66. **burlesque** *any satirical invitation*

S: Parody

C

67. **caboodle** *whole group*

68. **cachet** *respect or admiration, prestige, Seat of approval, complete acceptance*

69. **cadge** *to beg; to get by begging*

70. **callisthenics** *athletic exercises*

71. **canaille** *mob, Multitude*

72. **cantankerous** *bad-tempered; quarrelsome*

73. **carapace** *Protective covering*

74. **carousal** *A noisy drinking party*

S: Revelry, Saturnalia, Debauchery

A: Austerity, Sobriety

75. **carouse** *to drink alcohol freely*

76. **carteblanche** *full discretionary power*

77. **castigation** *severe punishment*

78. **casuistry** *Subtle but false reasoning especially, about moral issues*

S: Evasion, Sophistry

79. **cataclysm** *Any sudden, violent, change*

S: Catastrophe, Upheaval, Calamity

A: Blessing

80. **caveat** *Warning, Proviso*

81. certitude	<i>Sureness</i> <i>S: Certainty, Inevitability</i> <i>A: Uncertain, Unsure</i>
82. chagrin	<i>Embarrassment due to disappointment</i> <i>S: Failure, Annoyance, Shame</i> <i>A: Delight, Glorification</i>
83. chicanery	<i>legal trickery; false argument</i>
84. chimera	<i>illusion or fabrication of the mind</i>
85. chutzpah	<i>nerve; gall</i>
86. coda	<i>passage that completes a piece of music</i>
87. cogitate	<i>think deeply; mediate</i>
88. comestibles	<i>food</i>
89. commiserate	<i>to feel or show pity for</i> <i>S: Condole, Sympathise</i>
90. compunction	<i>feeling of regret for one's action</i>
91. concatenate	<i>Link together</i>
92. concussion	<i>Impaired functioning especially of brain caused by a violent blow</i>
93. conjoin	<i>to join together</i>
94. conscript	<i>to enroll for compulsory service in armed forces</i>
95. consecrate	<i>to bring something into religious use by a special ceremony</i>
96. contretemps	<i>Confusing, Embarrassing or awkward occurrence</i> <i>A: Good fortune, Good luck</i>
97. contrite	<i>filled with deep sorrow for wrongdoing</i>
98. contumacious	<i>insubordinate; rebellious</i>

99. **conundrum** *a riddle; dilemma; enigma*
 100. **convalesce** *to recover health gradually after sickness*
 101. **convoke** *call together; summon*
 102. **cornucopia** *abundant supply*
 103. **curmudgeon** *bad-tempered person*

D

104. **dastardly** *mean, cowardly*
 105. **decapitate** *to behead*
 106. **declivity** *downward inclination*
 107. **decrepit** *Broken down or worn out by old age or long use*
 S: Weak, Aged
 A: Robust, Agile
 108. **delectation** *delight, enjoyment*
 109. **deleterious** *harmful*
 110. **delinquent** *said of young people showing a tendency to commit crimes*
 111. **delirium** *A temporary mental disturbance as during a fever, marked by confused speech and hallucination*
 S: Mania, Frenzy, Insanity
 A: Sanity, Normality
 112. **demagogue** *person appealing not to reasons*
 113. **denouement** *an outcome or solution; the unraveling of a plot*
 114. **dereliction** *deserting and leaving; to fall into ruins*
 115. **dereliction** *forsaking of*
 S: Neglect (of duty)

A: Restoration

116. **descant** *a tune usually sung or played at the same time as the main tune*
117. **desideratum** *something needed and wanted*
118. **desuetude** *cessation of use; disuse*
119. **détente** *lessening of tension, especially between nations*
120. **detumescence** *diminishing or lessening of swelling*
121. **didactic** *intended to teach; preachy*
122. **dilettante** *one who is not an expert*
123. **discountenance** *refuse to approve of*
124. **dissimulate** *to hide one's feelings*
125. **dissonance** *discord*
126. **ecclesiastical** *of the church or the clergy*
127. **echelon** *a level of authority or responsibility; A formation of troops or ships*

E

128. **ecumenical** *representing the whole Christian world*
129. **edacious** *voracious; devouring*
130. **effluvia** *outflow in a stream of particles; a noxious odor or vapor*
131. **egocentric** *selfish*
- S: Self centred*
- A: Altruistic*
132. **elysian** *Blissful, Heavenly*
133. **emeritus** *having retired but keeping title as an honour*
134. **emetic** *causing Vomiting*

135. **empyrean** *the highest heaven*
136. **encomium** *high praise*
S: Praise, Laudatory, Glorification
A: Denunciation, Blame, Censure
137. **entente** *an understanding or agreement as between nations*
S: Cordiality, Amiability
A: Enmity, Hatred
138. **entree** *right to enter*
139. **ephemeral** *short-lived*
S: Fleeting, Momentary
A: Lasting
140. **epithet** *adjective*
141. **ersatz** *substitute or synthetic and inferior*
142. **escutcheon** *a shield on which a coat of arms is displayed; reputation*
143. **ethereal** *spiritual*
144. **etymology** *study of the origin and development of words*
145. **eugenics** *the movement devoted to improving the human species by controlling heredity*
146. **evanescent** *tending to fade from sight*
S: Transient, Fleeting, Ephemeral
A: Immortal, Eternal
147. **eviscerate** *to remove the internal organs of a body*
148. **excoriate** *to take out harshly*
S: Flay, Abrade, Chafe
A: Laud, Eulogise

149. **excoriation** *severe criticism*
150. **exculpate** *to clear from a charge of guilt*
151. **excursive** *digressive*
S: Rambling, Diverse
A: Similar, Uniform
152. **execrate** *to denounce; to detest utterly*
153. **exordium** *introductory part*
S: Beginning, Preface, Prologue
A: Epilogue
154. **exscind** *to cut out; cut away*

F

155. **felicitous** *apt; suitably expressed; well chosen*
156. **filibuster** *time consuming legislative tactics, long speeches*
157. **fracas** *noisy quarrel*
158. **fractious** *quarrelsome; irritable*
159. **froward** *intractable; not willing to yield or comply; stubborn*
160. **frowzy** *Dirty and Untidy*
S: Ill-smelling, Musty, Dingy
A: Natty, Sweet-smelling, pleasant
161. **fulmination** *bitter protest*
162. **furbish** *To renovate*

G

163. **gamin** *a homeless child who roams the streets*
164. **gangling** *tall and awkward*

165.	garble	<i>make unfair selection from facts</i>
166.	gargantuan	<i>Colossal, huge, very big, enormous, prodigious</i>
167.	gasconade	<i>boastful behaviour</i> <i>A: Reticence, Taciturnity</i>
168.	gastalt	<i>Pattern, form, shape</i>
169.	gauche	<i>lacking social grace</i> <i>S: Inept, Awkward, Clumsy</i> <i>A: Adroit, Skillful, Dexterous</i>
170.	gaucherie	<i>socially awkward, tactless behavior</i>
171.	gauntlet	<i>a knight's arm glove (A challenge)</i>
172.	gelid	<i>extremely cold</i>
173.	gendarme	<i>A policeman</i> <i>S: police, authorities, bobbies, cops, troopers</i>
174.	geodesy	<i>Earth measurement on a large scale</i>
175.	germane	<i>relevant, pertinent to</i>
176.	gerrymander	<i>To rearrange voting districts to suit the interests of a party; to manipulate facts</i>
177.	gewgaw	<i>a toy, a bauble, knickknack</i>
178.	ghetto	<i>Residential area inhabited by a poor, racial group</i>
179.	gormandize	<i>To eat like a glutton</i> <i>S: Devour</i> <i>A: Starve</i>
180.	gossamer	<i>soft light; delicate material</i>
181.	gourmand	<i>One who likes good food and drink, often to excess</i>
182.	grandiloquent	<i>using pompous words</i>

183. **gratis** *Free of charge*
184. **gratuitous** *given free of charge, of no use and given in excess, not necessary*
185. **grotesque** *distorted in appearance, shape etc.*
S: Bizarre
A: Normal, Usual, Customary
186. **gubernatorial** *pertaining to the governor*
187. **gung-ho** *enthusiastic, eager, zealous*

H

188. **habiliment** *clothing, attire*
S: Garb, Dress, Apparel
189. **halcyon** *calm and peaceful*
190. **hallucination** *the apparent perception of sights, sounds etc. that are not actually, present*
S: Delusion, Illusion, Mirage
191. **harlequin** *A clown*
192. **harridan** *A disreputable able shrewish old woman*
193. **hauteur** *disdainful pride*
S: Snobbishness, Haughtiness
A: Meekness, Modesty
194. **hebdomadal** *weekly*
195. **hector** *to bully*
196. **hieroglyphic** *a picture or symbol representing a word sound, etc.*
197. **highfalutin** *Pompous*
198. **hoi polloi** *the common people*
S: Masses, Crowd, Riffraff

199. **holocaust** *A: Elite, Society*
great destruction of life, especially by fire
S: Conflagration, Devastation, Ruin
200. **homiletics** *act of preaching*
201. **hors d'oeuvre** *an appetizer, as Olives, canapes etc. served before a meal*
202. **hors-de-combat** *unable to take part in activity sport due to injury*
203. **hortatory** *Exhorting, Advising*
S: Inciting, Urging
204. **hubris** *arrogant pride*

I

205. **ignominious** *shameful; dishonorable; undignified; disgraceful*
206. **immure** *To shut oneself in a place alone*
S: Imprison
A: Wander, Loiter
207. **impecunious** *having little or no money*
208. **importune** *beg urgently; solicit (of a prostitute)*
209. **imprecation** *an invocation of evil; a curse*
210. **inadvertent** *not paying proper attention*
211. **incertitude** *Doubt*
S: Uncertainty
A: Certainty
212. **inchoate** *Just begun, Rudimentary*
S: Elementary, Incipient, Undeveloped
A: Mature

213.	incinerate	<i>to burn to ashes</i>
214.	inclement	<i>Stormy, Unfavourable</i> <i>A: Mild. Fair</i>
215.	indefatigability	<i>not easily exhaustible; tirelessness</i>
216.	indelible	<i>that cannot be erased, blotted out, etc.</i> <i>A: Erasable</i>
217.	indelible	<i>that cannot be rubbed out</i>
218.	indemnify	<i>To insure against damage etc.</i> <i>S: Recompense, Repay, Compensate</i>
219.	indigence	<i>poverty</i>
220.	ineluctable	<i>certain; inevitable</i>
221.	ingrate	<i>an ungrateful person</i>
222.	innuendo	<i>a hint or indirect reference, usually derogatory</i> <i>S: Insinuation, Intimation, Allusion</i>
223.	insidious	<i>characterized by treachery or slyness</i> <i>S: Crafty, Treacherous, Tricky</i> <i>A: Open, Fair, Candid</i>
224.	insinuate	<i>suggest unpleasantly; make a way for something gently</i>
225.	insuperable	<i>incapable of being surmounted or solved</i>
226.	inter	<i>to entomb or bury</i>
227.	interdict	<i>prohibit; forbid</i>
228.	interloper	<i>to encroach; to intrude</i>
229.	interregnum	<i>lapse in a continuous series</i>
230.	invective	<i>abusive language; curses</i>
231.	inveterate	<i>deep-rooted; long-established</i>
232.	invidious	<i>of an unpleasant or objectionable nature</i>

J

233. **jackanapes** *impertinent fellow, mischievous child*
234. **jamboree** *A boisterous frolic, a spree*
235. **janus faced** *Deceitful*
236. **jape** *Joke played on somebody*
237. **jejune** *lacking nutritive value; dull; juvenile*
238. **jeremiad** *A tale of woe: in allusions to the lamentations of Jeremiad*
S: Grief
A: Happiness
239. **jingoist** *a person boasting and demanding an aggressive foreign policy*
240. **joie de vivre** *the joy of living*
241. **juggernaut** *a massive object, a belief*
242. **jung** *Swiss psychologist Kari Gustav Jung*
243. **juxtaposition** *placing close together*

K

244. **kangaroo court** *An improperly constituted court with no legal standing*
245. **ken** *(i) (Out of or beyond) Range of sight or knowledge*
(ii) Recognise at sight, Know -
S: Knowledge, Range, Purview
246. **kerfuffle** *fuss; noise; excitement*
247. **ketch** *small sailing-boat with two masts*
248. **keystone** *Essential Part*
249. **khmer** *a member of a people inhabiting Cambodia*

250. **kitsch** *Pretentious (especially in art, design etc.)*
251. **knoll** *A small hillock, top of a hill*
252. **kow-tow** *To act in an obsequious way, bow, kneel, genuflect*

L

253. **lacerate** *to tear roughly*
S: Mangle
A: Restore, Placate, Sympathize
254. **lachrymose** *causing tears; tearful*
255. **lackadaisical** *showing lack of interest or spirit*
S: Languishing, Indolent, Apathetic
A: Energetic, Lively
256. **laconic** *terse in expression, using few words, concise*
S: Brief, Pithy
A: Profuse, Wordy, Discursive
257. **lagniappe** *a present given to a customer with a purchase*
S: Gratuity, Bonus, Tip
258. **laissez-faire** *Policy of non interference, absence of government control over industry and business*
259. **lambent** *playing lightly over a surface; often said of aflame*
S: Radiant, Brilliant
A: Dull, lackluster
260. **larceny** *the unlawful taking of another's property*
S: Theft, Robbery, Plunder
A: Restoration, Compensation, Atonement
261. **largess** *generous giving*

262. lenitive	<i>lessening pain or distress, Merciful</i>
263. leviathan	<i>a sea monster; Any huge thing</i>
264. lexicon	<i>Dictionary (Esp. of Greek, Latin or Hebrew)</i>
265. libel	<i>statement that damages reputation</i>
266. libidinous	<i>lascivious, lustful</i> <i>S: Lewd</i> <i>A: Pure, Chaste</i>
267. licentious	<i>lacking legal or moral restraints</i>
268. limn	<i>paint; portray</i>
269. lucubrate	<i>write in scholarly fashion</i>
270. luculent	<i>easily understood; lucid; clear</i>
271. lugubrious	<i>mournful; excessively sad</i>
272. lummox	<i>a clumsy, stupid person</i>

M

273. ma'jor-do'mo	<i>a man in charge of a great household</i>
274. macerate	<i>make or become soft by soaking in water</i>
275. machiavellian	<i>crafty, deceitful</i> <i>S: intriguing, Cunning, Unscrupulous</i> <i>A: Honest, Straightforward, Open</i>
276. macrocosm	<i>the universe</i>
277. maelstrom	<i>powerful, violent whirlpool</i>
278. malapropism	<i>misuse of a word (for one that resembles it)</i>
279. manacle	<i>chains for the hands or feet</i>
280. mandarin	<i>An influential person</i>
281. misanthrope	<i>person who hates mankind</i>
282. mulish	<i>unreasonably and inflexibly obstinate</i>

N

- 283. **nabob** *a wealthy and powerful person*
- 284. **nacrolepsy** *short attacks of drowsiness*
- 285. **namby-pamby** *sentimentally childish in behaviour*
- 286. **napalm** *Highly inflammable material*
- 287. **neurasthenia** *debility or weakness of the nerves*
- 288. **nihilism** *The general rejection of customary beliefs in morality religion, etc.*
- 289. **nom de plume** *A writer's assumed name, pseudonym*
- 290. **non sequitur** *An irrelevant conclusion*
- 291. **nostrum** *a quack, remedy; an untested cure*
- 292. **nota bene** *Take notice*
- 293. **numismatics** *The study or collection of coins, medals, paper money, etc.*

O

- 294. **obfuscate** *to darken; make obscure; muddle*
- 295. **obsequious** *too eager to obey or serve*
- 296. **obstreperous** *noisy; loud*
- 297. **occident** *West-Europe and countries of the American Continents*
S: West
A: Orient, East
- 298. **oenophile** *connoisseur of wines*
- 299. **opprobrious** *showing scorn or reproach*
- 300. **orotund** *sonorous; bombastic*
- 301. **osculate** *to kiss*
- 302. **ostentation** *display to obtain admiration or envy*

Q

303.	paean	<i>song of praise or triumph</i>
304.	panoply	<i>Something forming a protective covering; impressive array</i>
305.	paroxysm	<i>sudden outburst</i>
306.	peccadillo	<i>small sin; small weakness in one's character</i>
307.	pedagogue	<i>a teacher</i>
308.	pedant	<i>a person concerned with minor detail</i>
309.	pejorative	<i>expressing contempt</i>
310.	penitentiary	<i>a prison</i>
311.	peregrination	<i>traveling about; wandering</i>
312.	peremptory	<i>urgent; imperative</i>
313.	perfidious	<i>treacherous; faithless</i>
314.	perfunctory	<i>done as a duty, without care</i>
315.	persona non grata	<i>a person who is not acceptable</i>
316.	pertinacious	<i>stubbornly unyielding or tenacious</i>
317.	petulant	<i>unreasonably impatient</i>
318.	philistine	<i>a smug, ignorant person; one who lacks knowledge</i>
319.	phlegmatic	<i>calm sluggish temperament; unemotional</i>
320.	picaresque	<i>involving clever rogues or adventurers</i>
321.	piccaninny	<i>a small black child</i>
322.	pince-nez	<i>a pair of glasses with nose clips</i>
323.	pique	<i>hurt the pride or self-respect; stir (curiosity)</i>
324.	pluperfect	<i>referring to an action that was completed in the past</i>

325. **poisoned chalice** *something which seems attractive but may be harmful to the person receiving it*
326. **polemic** *aggressive attack on opinions of another; disputant*
327. **prevaricate** *to equivocate; to stray from the truth*
328. **prima donna** *the chief female singer in an opera*
329. **pro tem** *for the time being*
330. **proclivity** *inclination*
331. **profundity** *depth*
332. **proliferate** *grow, reproduce by rapid multiplication*
333. **propinquity** *nearness in time or place; affinity of nature*
334. **propitiatory** *conciliatory; appeasing; mitigating*
335. **propitious** *auspicious; presenting favorable circumstances*
336. **protean** *displaying great diversity or variety; versatile*
337. **pulchritude** *physical beauty*
338. **punctilious** *precise; paying attention to trivialities*
339. **pusillanimous** *cowardly; craven*
340. **putative** *commonly accepted or supposed*
341. **putrefaction** *becoming rotten*

Q

342. **quadrasonic** *sound which is reproduced through four loudspeakers*
343. **quadrennial** *happening every four years*
344. **quagmire** *Swamp, area of dangerous marsh*
345. **quandary** *Dilemma, enigma, puzzle, predicament*

346. quarantine	<i>period of time when patients are kept secluded to prevent spread of infection</i> <i>S: exile, isolation</i>
347. quatrain	<i>Stanza of poetry with four lines</i>
348. quibble	<i>try to avoid by sophistication</i>
349. quid pro quo	<i>Thing given in return for something else</i>
350. quiescence	<i>state of being passive, motionless</i>
351. quiescent	<i>at rest; dormant; torpid</i>
352. quietude	<i>a state of being quiet</i> <i>S: Repose, tranquility</i>
353. quietus	<i>Finishing strike, Any thing that ends an activity</i>
354. quinquennial	<i>happening every five years</i>
355. quinsy	<i>inflammation of the throat due to abscess on the tonsils</i>
356. quintessence	<i>the pure essence or perfect</i>
357. quisling	<i>person who betrays his country</i>
358. quivive	<i>Watching for something to happen, alert, watchful</i>
359. quod	<i>prison</i>
360. quoit	<i>ring made of metal, rubber that is thrown on an upright peg as a game</i>
361. quotidian	<i>banal; everyday</i>

R

362. raconteur	<i>a person skilled at telling stories or anecdotes</i>
363. ragamuffin	<i>a dirty, ragged person especially a child</i>
364. rambunctious	<i>disorderly, boisterous, unruly</i>
365. ramification	<i>A result, Consequence</i>

A: branch

S: Subdivisions

366. **rankle** *To fester, To cause irritation*
367. **recalcitrant** *disobedient*
368. **recension** *a revision of the text based on a study of sources*
369. **rechercht** *too unusual or obscure to be easily understood*
370. **recidivism** *relapse into antisocial or criminal behavior*
371. **reconnoiter** *to survey a region especially for obtaining military information of the enemy*
- S: Survey*
372. **recreancy** *cowardice; cowardly giving up*
373. **recreant** *coward; apostate or deserter*
374. **recrimination** *to answer an accuser by accusing him in return, counter charge*
375. **recrudescence** *the appearance of something unpleasant*
376. **rectitude** *the quality of being straight; righteousness*
377. **redact** *to edit*
378. **redound** *to contribute to somebody's reputation*
- S: Promote*
379. **refection** *A light meal*
380. **refectory** *dining hall as in a monastery*
381. **refulgent** *shining; brilliant*
382. **regicide** *crime of killing a king*
383. **regnant** *Ruling, Predominant, Prevalent*
- S: Reigning*

384. renascent	<i>rising again into being or vigor</i>
385. renegade	<i>deserter; unconventional or unlawful person</i>
386. renege	<i>to deny; to renounce; to go back on a promise</i>
387. requiem	<i>mass for the dead; solemn chant for the dead</i>
388. requite	<i>repay; give in return</i>
389. rescind	<i>repeal; annul; cancel</i>
390. retrograde	<i>tending toward a worse or previous state</i>

S

391. sable	<i>(i) Small animal valued for its black fur (ii) Dark, African antelope (iii) Black, Gloomy</i>
392. sacerdotal	<i>(i) Of priests or office of priest, S: Priestly (ii) System of government in which priests dominate</i>
393. salacious	<i>obscene</i>
394. sanctimony	<i>self-righteousness; hypocritical</i>
395. sanguinary	<i>bloody</i>
396. sartorial	<i>concerned with clothes and tailoring</i>
397. saturnine	<i>gloomy; dark; morose</i>
398. savant	<i>person of great learning</i>
399. scabbard	<i>sheath for the blade</i>
400. scepter	<i>a staff held by a ruler as a symbol of sovereignty</i>
401. schism	<i>A split (esp. in a church) because of difference of opinion, doctrine, etc.</i>
402. scintilla	<i>a speck, a tiny amount</i>
403. sclerosis	<i>an abnormal hardening of soft body tissues</i>
404. scrimmage	<i>a confused struggle</i>

	<i>S: Tussle</i>
405. scurrilous	<i>given to coarse language</i>
406. sententious	<i>short and pithy; full of maxims, proverbs</i>
407. sentient	<i>of or capable of feeling, conscious</i>
408. serendipity	<i>phenomenon of finding valuable things not sought for</i>
409. serried	<i>placed close together</i>
410. sesquicentennial	<i>a period of 150 years</i>
411. shilly-shally	<i>to be irresolute, vacillate especially over trifles</i> <i>S: Vacillation, Irresolution, Indecision</i> <i>A: Determination. Obstinacy</i>
412. sibylline	<i>a prophetess of ancient Greece or Rome</i>
413. sinecure	<i>any position that brings profit without involving much work</i>
414. slattern	<i>a slovenly or sluttish women</i>
415. smithereens	<i>fragments</i> <i>S: Pieces</i> <i>A: Whole</i>
416. sodality	<i>a society of Roman Catholic church numbers for religious or charitable purposes</i>
417. solecism	<i>a violation in the conventional usage, grammar, etc. of a language</i>
418. somnolent	<i>likely to induce sleep; inclined to sleep</i>
419. sophistry	<i>fallacious reasoning; faulty logic</i>
420. sophomoric	<i>self-assured though immature</i>
421. specious	<i>illogical or questionable truth or merit</i>
422. splenetic	<i>bad-tempered; irritable</i>

423.	splice	<i>join (two ends)</i>
424.	spoonerism	<i>the accidental interchange of the initial sound of words</i>
425.	staccato	<i>Music with distinct breaks between successive tones</i>
426.	stanch	<i>to stop the flow of a fluid</i>
427.	stertorous	<i>characterised by raspy, laboured breathing</i>
428.	stevedore	<i>A person employed for loading and unloading ships</i>
429.	stipple	<i>paint with dots</i>
430.	strident	<i>characterised by harsh and discordant sound</i>
431.	stultify	<i>to cause to appear or be foolish</i>
432.	stygian	<i>dark, gloomy</i>
433.	stymie	<i>to hinder, obstruct or block</i>
434.	subliminal	<i>below the threshold of conscious awareness</i>
435.	subrosa	<i>secretly, privately</i>
436.	substantiation	<i>giving facts to support (statement)</i>
437.	subsume	<i>include under a rule</i>
438.	subterfuge	<i>deception</i>
439.	supererogation	<i>doing more than is needed</i>
440.	surrealism	<i>modern movement in arts trying to depict the workings of the subconscious mind</i>
441.	surreptitious	<i>done, got, acting, etc. in a stealthy way</i> <i>S: Clandestine</i> <i>A: Open, Frank</i>
442.	suture	<i>the stitching together of the two edges of a wound</i>

S: Stitch

443. **suzerain** *A state in relation to another over which it has some political control*
444. **sybarite** *voluptuary*
445. **sycophant** *person who flatters the rich and powerful*
446. **syncopated** *abbreviated; stressing the weak beat*

T

447. **tatterdemalion** *a person in ragged clothing*
448. **tautology** *needless repetition of an idea, using a redundant word, phrase, etc.*

S: Redundancy

449. **tenterhooks** *anxious suspense*
450. **tenuous** *insubstantial, flimsy, weak*
451. **termagant** *shrew*
452. **testiness** *witness; evidence*
453. **theocracy** *a government by priests claiming to rule with divine authority*
454. **threadbare** *exhausted of interest or freshness; trite*
455. **threnody** *a song of lamentation, Dirge*
456. **tintinnabulation** *the ringing sound of bells*

S: Tinkling

457. **tracery** *ornamental work of interlacing or branching lines*
458. **traduce** *to malign; to violate*
459. **trammel** *something that confines or restrains*

S: Hinder, Hamper

A: Encourage, Help

460. transcendental	<i>(i) Supernatural, Not based on human experience or reason A: Natural (ii) Vague, Not clear to ordinary minds</i>
461. transgress	<i>break; go beyond (a limit)</i>
462. tremulous	<i>characterised by trembling; affected with timidity</i>
463. trenchant	<i>forceful; effective; vigorous</i>
464. trepidation	<i>alarm; excited state of mind</i>
465. tribulation	<i>Great misery or distress S: Trouble, Grief, Trail</i>
466. troglodyte	<i>any of the prehistoric people who lived in caves</i>
467. trojan	<i>a strong, hard-working, determined person S: Brave A: Coward</i>
468. trollop	<i>A prostitute</i>
469. truckle	<i>to act in a subservient manner</i>
470. truculence	<i>aggressiveness; ferocity</i>
471. trumpery	<i>Something which is showy but worthless</i>
472. turpitude	<i>wickedness; shamefulness</i>
473. twaddle	<i>foolish empty talk or writing, nonsense</i>
474. tyrannicide	<i>slaying of a tyrant</i>

U

475. ukase	<i>an official decree, Arbitrary order</i>
476. unbosom	<i>to tell or reveal (feelings or secrets)</i>
477. unconscionable	<i>not guided or restrained by conscience; excessive</i>

S: Inordinate, Unreasonable

A: Conscientious

478. **unction** *flattery, Pretended and insincere smoothness in speech, Insincerity*

S: Flattery

479. **unctuous** *Characterised by smooth pretence of fervour or earnestness, Too suave or oily*

S: Flattering

A: Blunt, Straightforward, Frank

480. **unflappable** *imperturbable, never upset in a crisis*

S: Calm, Composed

A: Agitated, Excited

481. **unguent** *A salve or ointment*

S: Ointment, Lubricant

V

482. **vagabond** *who has no home and wanders about*

483. **valedictory** *of an act of bidding farewell*

484. **valetudinarian** *person who likes to feel he is an invalid*

485. **ventriloquist** *person who can make his voice appear to come from a different source*

486. **verisimilitude** *appearing true or real*

487. **vicissitude** *variation in luck*

488. **vignette** *Small sketch, headline, article, story*

489. **vituperate** *curse; abuse in words*

W

490. **wangle** *to get or cause by persuasion, manipulation*

491. **warren** *any crowded building or buildings*

492. **wassail** *festive occasion of drinking and merry making*
493. **welter** *a confused mixture of things or people*
494. **wharf** *a structure on a shore, at which ships are moored for loading or unloading*
495. **wheedle** *to influence or entice by soft words or flattery*

X

496. **xanthippe** *shrewish woman*

Y

497. **zymurgy** *the chemistry of fermentation as applied in brewing.*

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Roots, Prefixes, Suffixes and Foreign Words

Four chapter

Every word in the English language has a history. In this section, you will find that words can be understood in a better manner if you can break them down to their roots and relate them to their core meanings. Therefore, when you come across words using the same roots/prefixes or suffixes, you can relate them, thus understanding the words and the text in a more structured manner.

Besides, knowing the origins of important words often gives us clues to interpret the meaning of an entire family of words derived from them.

For example, in Latin, the word for “other” is “alter”, and a number of important words in English are built on its Latin root.

We will begin with a list of root words and their meanings and go on to the words derived from these roots.

Many a time, knowing root words helps us in guessing the probable meaning of a word. This chapter lists out root words in detail to help you hone this skill further.

GREEK ROOTS

I. Root = ‘chron’.

The Greek root “Chron” means or denotes “time”. Some of the words derived from this root are:–

Word	Meaning
1. Chronology	<i>arrangement of events in order of occurrence</i>
2. Chronicle	<i>historical record</i>
3. Chronograph	<i>a stop watch, that records time with great accuracy</i>
4. Chronic	<i>lasting a long time (of illness)</i>
5. Chronometer	<i>time piece</i>
6. Asynchronous	<i>occurrence of two or more processes at different times</i>

II. Root = ‘macro, mega’.

Greek root “macro/mega”, which means “large” or “big”. Some of the words derived from this root are:

Word	Meaning
1. Macroscopic	<i>Visible to the naked eye</i>
2. Megalith	<i>huge stone</i>
3. Mega star	<i>very great</i>
4. Mega hertz	<i>one million hertz</i>
5. Mega phone	<i>instrument needed to amplify voice</i>
6. Megalopolis	<i>universe, very large city containing many cities.</i>

III. Root = ‘micro’.

Greek root “micro” means “small”.

Word	Meaning
1. Microbe	<i>tiny organism</i>
2. Microcosm	<i>miniature representation of something</i>
3. Microfilm	<i>miniature record of documents or a film</i>

4. **Microlight** *very small, light aircraft with large wings*
-

IV. Root = ‘morph’.

The Greek root “morph” means “form”.

Word	Meaning
1. Morphology	<i>form and structure of an organism; study of the form</i>
2. Metamorphosis	<i>change of form</i>
3. Morphogenesis	<i>development of species of an organism</i>

V. Root = ‘poly’.

Greek root “poly” means “many”.

Word	Meaning
1. Polyglot	<i>competent in many languages</i>
2. Polygon	<i>a geometrical plane figure with three or more straight lines</i>
3. Polynomial	<i>used to describe a mathematical expression with more than two terms</i>
4. Polymath	<i>knowledgeable in a variety of subjects.</i>

VI. Root = ‘pan’.

Greek root “pan” means “all”.

Word	Meaning
1. Panhuman	<i>for all humanity</i>
2. Pantheism	<i>belief that God is everything</i>
3. Panorama	<i>an all round view</i>
4. Pantropic	<i>found throughout the tropics.</i>

VII. Root = ‘meter’.

Greek root “meter” means “measure”.

Word	Meaning
1. Ammeter	<i>device used to measure current</i>
2. Voltmeter	<i>device used to measure voltage</i>
3. Altimeter	<i>device that measures altitude</i>
4. Pedometer	<i>instrument used to measure distance covered by walking</i>
5. Meteorology	<i>scientific study of earth’s atmosphere</i>

VIII. Root = ‘Neo’.

Greek root “neo” means “new”.

Word	Meaning
1. Neophyte	<i>beginner, recent convert</i>
2. Neologism	<i>new word or meaning, newly coined word</i>
3. Neonate	<i>a new born child.</i>

IX. Root = ‘andr/gyn’.

Greek root “andr” means “man”.

Greek root ‘gyn’ means woman.

Word	Meaning
1. Androgen	<i>male hormone</i>
2. Gynecoid	<i>characteristic of a woman</i>
3. Polyandry	<i>having multiple husbands</i>

X. Root = ‘pyr’.

Greek root “pyr” means “fire”.

Word	Meaning
1. Pyre	<i>pile of burning material</i>

2.	Pyrogenic	<i>producing heat</i>
3.	Pyromaniac	<i>person who sets fire to things</i>
4.	Pyrotechnics	<i>relating to fireworks.</i>

XI. Root = ‘astro’.

Greek root “astro” means “star”.

	Word	Meaning
1.	Astronomy	<i>science of stars</i>
2.	Astrologer	<i>person who practices and studies Astrology</i>
3.	Astronaut	<i>space traveler</i>

XII. Root = ‘ped’.

Greek root “ped” means “child”.

	Word	Meaning
1.	Pediatrician	<i>Doctor who treats children</i>
2.	Pedodontics	<i>concerned with dental care and treatment of children</i>
3.	Pedology	<i>study of physical and mental development of children</i>

XIII. Root = ‘soma’.

Greek root “soma” means “body”.

	Word	Meaning
1.	Somato type	<i>body type</i>
2.	Somatic	<i>of body</i>
3.	Psychosomatic	<i>physical illness which is mentally induced</i>
4.	Somatology	<i>study of physiology and anatomy of body</i>

XIV. Root = ‘ideo’.

Greek root “ideo” means “idea”.

	Word	Meaning
1.	Ideology	<i>system of social beliefs</i>
2.	Ideologue	<i>an ideologist</i>
3.	Ideography	<i>use of graphical symbols to convey ideas.</i>

XV. Root = ‘gam’.

Greek root “gam” means “marriage”.

	Word	Meaning
1.	Monogamy	<i>married to one person</i>
2.	Bigamy	<i>married to two people</i>
3.	Polygamy	<i>married to many</i>
4.	Gamete	<i>a specialised male or female cell</i>

XVI. Root = ‘theo’.

Greek root “theo” means “God”.

	Word	Meaning
1.	Theology	<i>study of God or religion</i>
2.	Theocracy	<i>government by Gods</i>
3.	Theomacy	<i>battle among Gods</i>

XVII. Root = ‘onym’.

Greek root “onym” means “name”.

	Word	Meaning
1.	Pseudonym	<i>pen name</i>
2.	Antonym	<i>word opposite in meaning</i>
3.	Synonym	<i>word similar in meaning</i>
4.	Toponym	<i>word derived from name of place</i>

5. **Homonym** *word with same spelling or sound*
-

XVIII. Root = 'path'.

Greek root "path" means "feeling".

Word	Meaning
1. Sympathy	<i>compassion for someone else's pain</i>
2. Empathy	<i>feel someone else's pain and sympathise</i>
3. Apathy	<i>indifference, lack of interest or enthusiasm</i>

XIX. Root = 'bibli'.

Greek root "bibli" means "book".

Word	Meaning
1. Bibliopole	<i>book seller</i>
2. Bibliophile	<i>lover of books or collector of books</i>
3. Bibliography	<i>a list of books and articles consulted, book sources</i>
4. Bibliomania	<i>extreme fondness or obsession for books</i>

XX. Root = 'soph'.

Greek root "soph" means "wisdom".

Word	Meaning
1. Philosophy	<i>love of wisdom</i>
2. Sophist	<i>ancient Greek philosopher</i>
3. Sophisticated	<i>urbane, classy, complex</i>

XXI. Root = 'Misein'.

The root "misein" is a Greek root which means "to hate".

Word	Meaning
1. Misanthropist	<i>one who hates mankind</i>

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|----|-------------------|-------------------------------|
| 2. | Misogynist | <i>one who hates women</i> |
| 3. | Misogamist | <i>one who hates marriage</i> |
-

XXII. Root = ‘Anthropos’.

The root “anthropos” is a Greek word meaning “mankind”.

	Word	Meaning
1.	Anthropology	<i>study of development of human race</i>
2.	Philanthropist	<i>one who loves mankind</i>

XXIII. Root = ‘Phil’.

The Greek root “phil” means “to love”.

	Word	Meaning
1.	Philology	<i>love of language /words</i>
2.	Philosophy	<i>love of wisdom</i>
3.	Philanthropy	<i>love of mankind</i>
4.	Philadelphia	<i>city of brotherly love</i>
5.	Philharmonic	<i>love of music/harmony</i>
6.	Bibliophile	<i>lover of books</i>
7.	Anglophile	<i>admirer of British culture, people, etc.</i>
8.	Philatelist	<i>one who collects or studies stamps</i>

XXIV. Root = ‘logy’.

The Greek root “logy” means “study of”.

	Word	Meaning
1.	Anthropology	<i>study of human race</i>
2.	Biology	<i>study of living things</i>
3.	Astrology	<i>study of the sun, moon and other planets</i>

4. Archaeology	<i>study of the buildings, graves, etc. of the past</i>
5. Climatology	<i>study of general weather conditions</i>
6. Psychology	<i>study of human mind and behaviour</i>
7. Graphology	<i>study of handwriting</i>
8. Gerontology	<i>study of problems of the elderly</i>

XXV. Root = ‘Psyche’.

The Greek root “psyche” means “mind, spirit, soul”.

Word	Meaning
1. Psychosis	<i>a mental disorder</i>
2. Psychiatrist	<i>a mind-healer</i>
3. Psychotic	<i>one who loses touch with reality</i>
4. Psychedelic	<i>that which causes effect on mind</i>
5. Psychic	<i>having special mental (knowing) ability</i>
6. Psycho kinesis	<i>change the physical state or position of a physical object by the power of the mind</i>

XXVI. Root = ‘archy’/’cracy’.

The Greek root “archy/cracy” means “rule by”.

Some of the words derived from this root, depicting different types of rules by people, are as follows:

Word	Meaning
1. Monarchy	<i>rule by one king /queen</i>
2. Autocracy	<i>government by a single person/ single group</i>
3. Democracy	<i>where power is held by elected representatives</i>
4. Aristocracy	<i>rule by people of high social class, e.g., royalty</i>
5. Theocracy	<i>rule of gods</i>
6. Plutocracy	<i>rule by the rich</i>

- | | | |
|-----|-------------------|---|
| 7. | Anarchy | <i>state of nature where there is no government</i> |
| 8. | Diarchy | <i>dual rule</i> |
| 9. | Oligarchy | <i>rule by few powerful people</i> |
| 10. | Patriarchy | <i>oldest male of a family is the head</i> |
-

LATIN ROOTS

I. Root = 'cede', 'ceed' and 'cess'.

All the three Latin roots mean “go” or “movement”.

	<i>Word</i>	<i>Meaning</i>
1.	Precede	<i>come before</i>
2.	Proceeding	<i>course of action</i>
3.	Process	<i>method of doing something</i>
4.	Succeed	<i>go ahead, be successful</i>
5.	Proceed	<i>go before</i>
6.	Exceed	<i>go ahead of</i>
7.	Recede	<i>go back</i>
8.	Recession	<i>depression in economic activity</i>

II. Root = 'scribe'.

Latin root “scribe” means “to write”.

	<i>Word</i>	<i>Meaning</i>
1.	Prescribe	<i>order the use of, esp. used in the context of medication</i>
2.	Inscribe	<i>to write or engrave words on a surface</i>
3.	Scribble	<i>write illegibly</i>
4.	Describe	<i>write in detail</i>
5.	Proscribe	<i>to prohibit or ban something</i>

III. Root = ‘brev’.

Latin root “brev” means “short”.

	Word	Meaning
1.	Abbreviation	<i>short end form</i>
2.	Brevity	<i>briefness</i>
3.	Breviary	<i>summary, abridgement</i>

IV. Root = ‘centr’.

Latin root “centr” means “center”.

	Word	Meaning
1.	Centrist	<i>one with moderate views</i>
2.	Centrifugal	<i>away from center</i>
3.	Centripetal	<i>towards center</i>
4.	Egocentric	<i>selfish</i>
5.	Eccentric	<i>unconventional in a whimsical way.</i>
6.	Heliocentric	<i>with the sun at the centre</i>

V. Root = ‘later’.

Latin root “later” means “side”.

	Word	Meaning
1.	Bilateral	<i>two-sided</i>
2.	Unilateral	<i>one-sided</i>
3.	Multilateral	<i>many-sided</i>
4.	Lateralisation	<i>the localisation of a control centre for a particular function.</i>
5.	Lateral	<i>at the side</i>

VI. Root = ‘magni’.

Latin root “magni” means “Large”.

Word	Meaning
1. Magnify	<i>make larger</i>
2. Magnitude	<i>greatness of size</i>
3. Magniloquent	<i>employing impressive words while speaking</i>
4. Magnificent	<i>impressive, splendid</i>
5. Magnanimous	<i>very generous, large hearted</i>

VII. Root = ‘nihil’.

Latin root “nihil” means “nothing”.

Word	Meaning
1. Annihilate	<i>kill, reduce to nothing</i>
2. Nihilism	<i>rejection or opposition to all authority</i>

VIII. Root = ‘omni’.

Latin root “omni” means “all”.

Word	Meaning
1. Omniscient	<i>all knowing</i>
2. Omnipotent	<i>all powerful</i>
3. Omnipresent	<i>present everywhere</i>
4. Omnibus	<i>a single book containing separate works as a collection</i>
5. Omnificent	<i>with unlimited power to create</i>

IX. Root = ‘rect’.

Latin root “rect” means “straight”.

Word	Meaning
1. Rectify	<i>straighten or to correct</i>

2.	Rectitude	<i>righteousness</i>
3.	Rectilinear	<i>straight line</i>

X. Root = ‘cide’.

The Latin root “cide” means “to kill” or “cut”.

	Word	Meaning
1.	Ceticide	<i>killing of whales</i>
2.	Mariticide	<i>killing of husband</i>
3.	Parricide	<i>killing of parent (either father or mother)</i>
4.	Filicide	<i>killing of children</i>
5.	Fratricide	<i>killing of brother</i>
6.	Patricide	<i>killing of father</i>
7.	Fungicide	<i>killing of fungi</i>
8.	Insecticide	<i>killing of insects</i>
9.	Uxoricide	<i>killing of wife</i>
10.	Tyrannicide	<i>killing of tyrants</i>
11.	Suicide	<i>killing of oneself</i>
12.	Sororocide	<i>killing of sister</i>
13.	Genocide	<i>killing of races</i>
14.	Homicide	<i>killing of people</i>
15.	Infanticide	<i>killing of babies</i>
16.	Lapicide	<i>killing of pets</i>

XI. Root = ‘mort’, ‘nec’.

Latin root, which means “death”.

	Word	Meaning
1.	Mortal	<i>subject of death</i>

2.	Mortuary	<i>place for dead bodies</i>
3.	Necrology	<i>list of the dead, obituary</i>
4.	Necromancy	<i>prediction using spirits</i>
5.	Necropolis	<i>city of dead, cemetery</i>
6.	Necropsy	<i>autopsy</i>
7.	Mortification	<i>deep shame and humiliation</i>

XII. Root = ‘dorm’, ‘somn’.

Latin roots which mean “to sleep”.

	Word	Meaning
1.	Dormant	<i>asleep</i>
2.	Insomnia	<i>inability to sleep</i>
3.	Somnambulist	<i>walks in his sleep</i>
4.	Somnambulism	<i>sleep walking</i>
5.	Somnolent	<i>feeling sleepy</i>

XIII. Root = ‘aqu’.

Latin root “aqu” means “water”.

	Word	Meaning
1.	Aquatic	<i>of the water</i>
2.	Aquarium	<i>container for fish</i>
3.	Aquaculture	<i>farming of fish and aquatic plants</i>

XIV. Root = ‘mar’.

Latin root “mar” means “sea”.

	Word	Meaning
1.	Marine	<i>of sea</i>

2.	Marina	<i>small harbor</i>
3.	Maritime	<i>of the sea</i>
4.	Mariner	<i>one who sails or navigates vessels at sea</i>

XV. Root = ‘doc’.

Latin root “doc” means “to teach”.

	Word	Meaning
1.	Indoctrinate	<i>instruct one in basics</i>
2.	Doctrine	<i>rule or principle</i>
3.	Doctor	<i>medically qualified</i>
4.	Doctrinaire	<i>determined to use a theory</i>

XVI. Root = ‘luc’.

Latin root “luc” means “light”.

	Word	Meaning
1.	Elucidate	<i>make clear</i>
2.	Lucid	<i>clear/ transparent</i>
3.	Pellucid	<i>transparent</i>

XVII. Root = ‘flect/flex’.

Latin root “flect/flex” means “to bend”.

	Word	Meaning
1.	Inflect	<i>turn</i>
2.	Influx	<i>inward flow</i>
3.	Flexible	<i>adaptable</i>
4.	Flexography	<i>printing using a flexible plate</i>
5.	Genuflect	<i>bend in a gesture of respect</i>

XVIII. Root = ‘fract’/’frag’.

Latin root means “break”.

	Word	Meaning
1.	Fracture	<i>break</i>
2.	Fragile	<i>easily broken</i>
3.	Fragment	<i>break into small pieces</i>
4.	Infraction	<i>failure to obey a law or contract</i>

XIX. Root = ‘tract/tang’.

Latin root means “touch”.

	Word	Meaning
1.	Intact	<i>untouched</i>
2.	Tangible	<i>real/ can be touched</i>
3.	Intangible	<i>cannot be seen or touched</i>
4.	Tactile	<i>of touch</i>

XX. Root = ‘Loqu/locut’.

Latin root meaning “to speak”.

	Word	Meaning
1.	Circumlocution	<i>evasive speech</i>
2.	Soliloquy	<i>speaking alone</i>
3.	Eloquence	<i>persuasive speech</i>
4.	Interlocution	<i>conversation</i>
5.	Somniloquy	<i>speak in sleep</i>
6.	Elocution	<i>public speaking</i>
7.	Grandiloquence	<i>speech</i>
8.	Colloquiality	<i>informal speaking</i>

9.	Allocution	<i>formal speaking</i>
10.	Magniloquence	<i>bombastic speech</i>
11.	Colloquium	<i>scholarly conference</i>

XXI. Root = ‘bene, bone’.

Latin root meaning “good”.

	Word	Meaning
1.	Beneficial	<i>good for</i>
2.	Bonus	<i>premium</i>
3.	Benefit	<i>advantage</i>
4.	Benevolent	<i>kind</i>
5.	Benefactor	<i>somebody who helps or aids a cause</i>
6.	Benediction	<i>blessing, expression of approval</i>
7.	Benign	<i>harmless</i>

XXII. Root = ‘mal’.

Latin root means “bad”.

	Word	Meaning
1.	Malevolent	<i>harmful, wanting to cause harm</i>
2.	Malnutrition	<i>lack of healthy food in a diet</i>
3.	Malignant	<i>evil, full of evil</i>
4.	Malady	<i>illness, disease</i>
5.	Malingering	<i>to pretend illness especially to avoid work</i>
6.	Malediction	<i>curse, to utter a curse</i>

XXIII. Root = ‘cred’.

Latin root means “believe”.

	Word	Meaning
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1.	Credible	<i>believable</i>
2.	Incredulous	<i>skeptical</i>
3.	Incredible	<i>astonishing, hard to believe</i>
4.	Credential	<i>proof to ability or trust worthiness, a certificate</i>
5.	Credulous	<i>ready to believe</i>

XXIV. Root = ‘sens’, ‘sent’.

Latin root means “feeling”.

	Word	Meaning
1.	Sensible	<i>reasonable</i>
2.	Sentiment	<i>emotion</i>
3.	Sensory	<i>relating to sensation or sense organs</i>
4.	Sensitive	<i>acutely perceptive</i>
5.	Sentient	<i>conscious, capable of feeling</i>
6.	Sensibilia	<i>things that can be felt or sensed</i>
7.	Sensitise	<i>make sensitive</i>

XXV. Root = ‘bel’.

Latin root means “war”.

	Word	Meaning
1.	Belligerent	<i>warring</i>
2.	Bellicose	<i>warlike</i>
3.	Antebellum	<i>preceding a war</i>

XXVI. Root = ‘cogn’, ‘sci’.

Latin roots meaning “know able to understand”.

	Word	Meaning
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1.	Recognize	<i>understand</i>
2.	Science	<i>factual knowledge</i>
3.	Unconscionable	<i>morally unacceptable</i>
4.	Conscious	<i>able to understand</i>
5.	Unconscious	<i>experiencing loss of senses</i>

XXVII. Root = ‘vor’.

Latin root “vor” means “eat”.

	Word	Meaning
1.	Carnivore	<i>flesh eater</i>
2.	Herbivore	<i>plant eater</i>
3.	Frugivore	<i>fruit eater</i>
4.	Omnivore	<i>who eats everything</i>
5.	Nectarivore	<i>nectar eater</i>
6.	Insectivore	<i>insect eater</i>
7.	Graminivore	<i>grass eater</i>
8.	Granivore	<i>grain eater</i>

XXVIII. Quasi.

The combining form “Quasi” of Latin origin, is used to combine words. It means ‘resembling’ ‘or very similar to but not the real thing’. Some words of this form are—

	Word	Meaning
1.	Quasi-judicial	<i>semi-judicial powers resembling to those of judges or courts</i>
2.	Quasi-dictatorship	<i>a dictatorship hiding under another form</i>
3.	Quasi-scientific	<i>supposedly scientific but not backed by fact</i>

4. **Quasi-periodic** *something that is almost predictable*
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XXIX. Root = ‘Alter’.

The root “alter” in Latin means “other”.

	Word	Meaning
1.	Altruism	<i>the philosophy practiced by altruists</i>
2.	Alternate	<i>skip one and take the other</i>
3.	Alternative	<i>the other choice</i>
4.	Alteration	<i>change</i>
5.	Altercation	<i>a verbal dispute</i>
6.	Alter ego	<i>other self</i>
7.	Altruistic	<i>interested in the welfare of others</i>

XXX. Root = ‘Ego’.

The root word “ego” is a Latin root, which means “I”.

	Word	Meaning
1.	Egoist	<i>excessively high opinion of oneself</i>
2.	Egocentric	<i>one who is excessively fixated upon his own needs, desires, etc.</i>
3.	Egomaniac	<i>morbidly, excessively wrapped up in oneself.</i>

XXXI. Root = ‘Verto’.

The root “verto” is a Latin verb which means “to turn”.

	Word	Meaning
1.	Introvert	<i>to turn your thoughts inwards</i>
2.	Extrovert	<i>to turn your thoughts outward</i>
3.	Ambivert	<i>to turn your thoughts in both directions</i>

MANIAS AND PHOBIAS

The Greek root “Phobia” means “fear” and the Greek root “mania” means a “compulsion” or “preoccupation for”. Some of the manias and phobias as follows—

	Word (<i>mania</i>)	Meaning (<i>Preoccupation with</i>)
1.	Philopatridomania	<i>extreme home sickness</i>
2.	Mythomania	<i>lies</i>
3.	Oinomania	<i>wine</i>
4.	Gamo mania	<i>marriage</i>
5.	Klepto mania	<i>stealing</i>
6.	Megalomania	<i>self-greatness</i>
7.	Gynecomania	<i>woman</i>
8.	Zoo mania	<i>animals</i>
9.	Xenomania	<i>foreigners</i>
10.	Phagomania	<i>eating</i>
11.	Pyromania	<i>fire</i>
12.	Pluto mania	<i>wealth</i>

	Word (<i>Phobia</i>)	Meaning (<i>Fear of _____</i>)
1.	Thermophobia	<i>heat</i>
2.	Pedophobia	<i>children</i>
3.	Acrophobia	<i>heights</i>
4.	Chronophobia	<i>time</i>
5.	Nyctophobia	<i>night</i>
6.	Theophobia	<i>God</i>
7.	Arachibutryphobia	<i>peanut butter</i>

8.	Demophobia	<i>people</i>
9.	Entomophobia	<i>insects</i>
10.	Egrophobia	<i>work</i>
11.	Gerontophobia	<i>old people</i>
12.	Necrophobia	<i>corpses</i>
13.	Hematophobia	<i>blood</i>
14.	Arachnophobia	<i>spiders</i>
15.	Triskaidekaphobia	<i>fear of the number thirteen</i>

We now move on to Prefixes and Suffixes.

PREFIXES

Prefixes are fixed before a word or a root to convey a modified version of the word or the root.

Some important Greek and Latin prefixes with a set of illustrative words are as follows:—

(1) Prefix = ‘ante’.

Latin prefix which means “before”.

	Word	Meaning
1.	Antecedent	<i>preceding</i>
2.	Antediluvian	<i>before the flood; ancient</i>
3.	Antenatal	<i>of care before birth (during pregnancy)</i>
4.	Anterior	<i>to the front; before</i>
5.	Ante-meridien	<i>before noon</i>

(2) Prefix = ‘dia’.

Greek prefix which means “across”.

	Word	Meaning
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1. Diagonal	<i>connecting line</i>
2. Diaspora	<i>the breaking up and scattering of a people; people settled far from their ancestral homelands</i>
3. Dialectic	<i>art of arguing</i>
4. Dialect	<i>local variety of language</i>
5. Diameter	<i>straight line from side to side of figure</i>

(3) Prefix = ‘ultra’.

Latin prefix “ultra” means “beyond”.

Word	Meaning
1. Ultramarine	<i>very deep in blue</i>
2. Ultra modern	<i>very modern</i>
3. Ultra violet	<i>beyond violet; at the violet end of spectrum</i>
4. Ultra sonic	<i>sound waves beyond the range of human ear</i>

(4) Prefix = ‘trans’.

Latin prefix which means “over, across”.

Word	Meaning
1. Transcend	<i>go beyond</i>
2. Transverse	<i>eyeing across; at right angles</i>
3. Transgress	<i>break (law)</i>
4. Transient	<i>fleeting, not permanent</i>

(5) Prefix = ‘super’.

Latin prefix which means “over, beyond”.

Word	Meaning
1. Superior	<i>of greater rank</i>
2. Supercilious	<i>displaying arrogant pride</i>

3.	Supernumerary	<i>in excess of normal number</i>
4.	Supersede	<i>take the place of; set aside</i>
5.	Supervise	<i>oversee; direct; inspect</i>
6.	Superlative	<i>in/of highest degree or quantity</i>

(6) Prefix = ‘Epi’.

Greek prefix, which means “over, on, of”.

	Word	Meaning
1.	Epiderm	<i>outer skin layer</i>
2.	Epiphany	<i>festival of the announcement of Christ’s coming.</i>
3.	Epigraph	<i>inscription</i>
4.	Epicentre	<i>focus of earthquake</i>

(7) Prefix = ‘Hypo’.

Greek prefix, which means “under, below”.

	Word	Meaning
1.	Hypocrisy	<i>false virtue</i>
2.	Hypodermic	<i>below the skin</i>
3.	Hypothesis	<i>suggested explanation of something</i>
4.	Hypogastric	<i>of or related to lower median region of the abdomen</i>
5.	Hypochondria	<i>morbid depression without reason about one’s own health, extreme depression of mind or spirits often centered on imaginary physical ailments</i>

(8) Prefix = ‘Hyper’.

Greek prefix, which means “over/above/excessive/abnormally high”.

	Word	Meaning
1.	Hyperactivity	<i>too much activity</i>

2.	Hyperesthesia	<i>excessive sensory feeling</i>
3.	Hyperbole	<i>person prone to exaggerated speaking</i>
4.	Hyper kinesia	<i>excessive amount of spasms</i>
5.	Hyperventilation	<i>excessive breathing</i>
6.	Hyper baric	<i>greater than normal pressure</i>
7.	Hyperacid	<i>the condition of containing more than the normal amount of acid</i>

(9) Prefix = ‘ab’.

Latin prefix, which means “from/away”.

	Word	Meaning
1.	Absent	<i>not present</i>
2.	Abstemious	<i>sparing in food and drink</i>
3.	Abstraction	<i>preoccupation</i>
4.	Abnegate	<i>give up, renounce</i>
5.	Abolish	<i>do away with</i>
6.	Abrade	<i>scrape away</i>

(10) Prefix = ‘ad’.

Latin prefix, which means “to towards”.

	Word	Meaning
1.	Adhere	<i>stick to</i>
2.	Adumbration	<i>to suggest or disclose partially, give a vague indication</i>
3.	Ad hoc	<i>for a particular purpose only</i>
4.	Ad infinitum	<i>endlessly</i>
5.	Ad interim	<i>for the mean time</i>
6.	Adjunct	<i>added, joined</i>

7.	Adjudge	<i>decide, declare</i>
8.	Adlib	<i>improvise and speak spontaneously</i>
9.	Adjourn	<i>postpone temporarily</i>
10.	Ad rem	<i>to the point</i>
11.	Ad valorem	<i>according to the value</i>
12.	Advert	<i>turn the mind or attention towards</i>
13.	Adulterate	<i>make impasse by adding</i>
14.	Adumbrate	<i>give outline of, indicate</i>

(11) Prefix = ‘Ambi’.

Latin prefix, which means “both sides”.

	Word	Meaning
1.	Ambient	<i>on all sides</i>
2.	Ambiguity	<i>obscure</i>
3.	Ambivalent	<i>simultaneous existence of two different opinions</i>
4.	Ambidextrous	<i>able to use both sides</i>

(12) Prefix = ‘Peri’.

Greek prefix, which means “around, about”.

	Word	Meaning
1.	Peripatetic	<i>walking around</i>
2.	Periphery	<i>circumference</i>
3.	Perimeter	<i>outer boundary</i>
4.	Perihelion	<i>point in orbit of planet or comet nearest to sun.</i>

(13) Prefix = ‘re’/’retro’.

Latin prefix, which means “back”.

	Word	Meaning
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1.	Return	<i>go back</i>
2.	Retrospect	<i>look back</i>
3.	Retroflex	<i>curved backwards</i>
4.	Retrograde	<i>going backwards, reverting</i>
5.	Retard	<i>make slow</i>
6.	Retort	<i>retaliate, reply</i>

(14) Prefix = ‘circum’.

Latin prefix, which means a “path” or “orbit”.

	Word	Meaning
1.	Circumpolar	<i>circles around the polar region</i>
2.	Circumsolar	<i>circles around the Sun.</i>
3.	Circumspect	<i>circles around the fences</i>
4.	Circumlocation	<i>round about or evasive speech</i>

(15) Prefix = ‘a’/’an’.

Greek prefix, which means “without”.

	Word	Meaning
1.	Anemia	<i>blood deficiency</i>
2.	Amoral	<i>not moral</i>
3.	Anaesthetic	<i>causing loss of sensation</i>
4.	Achromatic	<i>without colour</i>
5.	Anachronism	<i>mistake of time</i>

(16) Prefix = ‘anti’.

Greek prefix, which means “against”.

	Word	Meaning
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1. Antidote	<i>remedy</i>
2. Antipathy	<i>dislike, aversion</i>
3. Antipyretic	<i>effective against fever</i>
4. Antiseptic	<i>preventing infection</i>
5. Antigen	<i>substance stimulating production of antibodies in the world</i>

(17) Prefix = ‘counter’, ‘contra’.

Latin prefix, which means “against”.

	Word	Meaning
1.	Counterfeiter	<i>forgery</i>
2.	Contrary	<i>opposite</i>
3.	Constrain	<i>force, compel</i>
4.	Contraband	<i>illegal, smuggled goods</i>

(18) Prefix = ‘dys’.

Greek prefix, which means “bad”.

	Word	Meaning
1.	Dysfunctional	<i>badly functioning</i>
2.	Dyspepsia	<i>indigestion</i>
3.	Dyslexia	<i>impaired ability to read</i>

(19) Prefix = ‘eu’.

Greek prefix, which means “good, well”.

	Word	Meaning
1.	Euphony	<i>sweet sounding</i>
2.	Eulogy	<i>speech or writing in praise of</i>
3.	Euphoria	<i>sense of well being or elation</i>

(20) Prefix = ‘inter’.

Latin prefix, which means “between”.

	Word	Meaning
1.	Interloper	<i>intruder</i>
2.	Interlude	<i>interval</i>
3.	Intermediate	<i>coming between</i>

(21) Prefix = ‘meta’.

Greek prefix, means “besides/ with”.

	Word	Meaning
1.	Metamorphose	<i>transform</i>
2.	Metathesis	<i>transposition</i>
3.	Metaphorical	<i>figurative</i>

(22) Prefix = ‘Sym/syn’

Greek prefix, which means “together”.

	Word	Meaning
1.	Synergy	<i>unified action</i>
2.	Symmetrical	<i>balanced</i>
3.	Synchronise	<i>happen at the same time</i>
4.	Symbiotic	<i>living together for mutual benefit</i>
5.	Symphony	<i>harmony of sounds</i>

(23) Prefix = ‘be’.

Germanic prefix, which means “around/on”.

	Word	Meaning
1.	Beside	<i>by side of</i>

- | | | |
|----|------------------|---------------------------------|
| 2. | Bespatter | <i>to splash with</i> |
| 3. | Besiege | <i>to surround on all sides</i> |
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(24) Prefix = ‘for’.

Germanic prefix, which means “apart/away”.

	Word	Meaning
1.	Forbid	<i>prohibit</i>
2.	Forbear	<i>cease, refrain</i>
3.	Forlorn	<i>forsaken, desperate</i>

(25) Prefix = ‘mis’.

Germanic prefix, means “bad/wrong”.

	Word	Meaning
1.	Mistake	<i>error</i>
2.	Misnomer	<i>wrong name</i>
3.	Mishap	<i>minor accident</i>
4.	Misfit	<i>not a suitable person</i>

(26) Prefix = ‘fore’.

Germanic prefix, which means “before”

	Word	Meaning
1.	Foresee	<i>indication in advance, predict</i>
2.	Forestall	<i>prevent</i>

SUFFIXES

Suffixes are added to the end of a word or a root and can sometimes lead to a difference in the meaning of the original word or root. Some of the common suffixes of Greek, Latin and German origin are discussed below:

A. Latin Suffixes

(1) Suffix = 'age'.

Latin suffix, which means "place/collection".

	Word	Meaning
1.	Personage	<i>minister's house</i>
2.	Steerage	<i>cheapest accommodation on a ship</i>
3.	Peerage	<i>bodies or group of peers</i>

(2) Suffix = 'arium'/'ary'.

Latin Suffix, which means "place".

	Word	Meaning
1.	Aquarium	<i>place for keeping live fish</i>
2.	Library	<i>place for storing books</i>
3.	Sanatorium	<i>hospital for chronically ill</i>
4.	Seminary	<i>college for priests</i>
5.	Apiary	<i>place where bees are kept</i>

Some Important Words derived from common Suffixes:–

(1) Suffix = 'ist'.

It is a Greek Suffix, which denotes people who perform certain actions, are experts in certain fields or are adherents to specific beliefs.

	Word	Specialist in
1.	Verbalist	<i>words</i>
2.	Purist	<i>traditions</i>
3.	Geneticist	<i>heredity</i>
4.	Arborist	<i>Tree care</i>
5.	Agronomist	<i>crop production</i>

6.	Entomologist	<i>insects</i>
7.	Numismatist	<i>coins</i>
8.	Philatelist	<i>stamps</i>
9.	Toxicologist	<i>poison</i>
10.	Semanticist	<i>word meanings</i>
11.	Meteorologist	<i>weather</i>

(2) Suffix = ‘Sis’.

It is a Greek Suffix, which means a “state of”/“process”.

	Word	Meaning
1.	Synthesis	<i>formation of whole from different parts</i>
2.	Osmosis	<i>diffusion of fluids through a membrane</i>
3.	Prognosis	<i>forecasted recovery from illness</i>
4.	Necrosis	<i>death of live tissue</i>
5.	Dialysis	<i>separation of substances in a solution</i>
6.	Hypnosis	<i>physically induced sleeplike condition</i>
7.	Metastasis	<i>spread of disease in the body</i>

(3) Suffix = ‘ancy’.

Latin Suffix, which means “state, action or process”, and is frequently used in words which describe ways to foretell the future.

	Word	Meaning
1.	Bibliomancy	<i>forecasting future through biblical books</i>
2.	Anthropomancy	<i>forecasting through studying human entrails</i>
3.	Cubomancy	<i>forecasting through use of dice</i>
4.	Osteomancy	<i>forecasting through observing bones.</i>
5.	Cheirumancy	<i>forecasting by reading the palms.</i>

6. **Graphomancy** *forecasting through observing handwriting*

(4) Suffix = ‘oid’.

Greek Suffix, which means “like/ shape of”.

	<i>Word</i>	<i>Meaning</i>
1.	Hypsiloid	<i>letter ‘v’</i>
2.	Xiphoid	<i>sword</i>
3.	Scaphoid	<i>boat</i>
4.	Sigmoid	<i>letter ‘c’</i>
5.	Schizoid	<i>split</i>
6.	Cuboid	<i>cube</i>
7.	Actinoid	<i>star</i>
8.	Belonoid	<i>needle</i>
9.	Pemphigoid	<i>bubble</i>
10.	Ovoid	<i>egg</i>
11.	Helicoid	<i>screw</i>
12.	Beloid	<i>arrow</i>

(5) Suffix = ‘ent’.

Latin Suffix, which means “being/manifesting/possessing”.

	<i>Word</i>	<i>Meaning</i>
1.	Truculent	<i>aggression</i>
2.	Imminent	<i>pending danger</i>
3.	Flocculent	<i>woolliness</i>
4.	Innocent	<i>purity</i>
5.	Indigent	<i>need/poverty</i>
6.	Intransigent	<i>stubbornness</i>

7.	Diligent	<i>earnestness</i>
8.	Effulgent	<i>radiance</i>
9.	Plangent	<i>expressive sound</i>
10.	Nocent	<i>harm</i>
11.	Continent	<i>restraint</i>
12.	Ambivalent	<i>uncertainty</i>
13.	Prudent	<i>Wisdom/ judiciousness</i>

B. Germanic Suffixes

Some important Germanic suffixes illustrated with examples, are as follows:–

(1) Suffix = ‘dom’.

Germanic Suffix, which means “state/quality”.

	Word	Meaning
1.	Freedom	<i>liberty</i>
2.	Kingdom	<i>state ruled by king</i>
3.	Officialdom	<i>state ruled by officials</i>
4.	Dukedom	<i>state ruled by duke</i>

(2) Suffix = ‘ard’.

Germanic Suffix, which means “one who/characteristic of”.

	Word	Meaning
1.	Dullard	<i>stupid person</i>
2.	Pollard	<i>horn less animal</i>

(3) Suffix = ‘hood’.

Germanic Suffix, which means “state/quality”.

	Word	Meaning
1.	Brotherhood	<i>alliance</i>
2.	Widowhood	<i>state of being a widow</i>

(4) Suffix = 'ling'.

Germanic Suffix, which means “having the characteristic of/minor”.

	Word	Meaning
1.	Yearling	<i>year old animal</i>
2.	Fingerling	<i>baby fish</i>

(5) Suffix = 'ness'.

Germanic Suffix, which means “condition/state”.

	Word	Meaning
1.	Goodness	<i>decency</i>
2.	Populousness	<i>state of large population</i>
3.	Business	<i>occupation</i>
4.	Wickedness	<i>being bad</i>

(6) Suffix = 'ship'.

Germanic Suffix, which means “state /rank/skill”.

	Word	Meaning
1.	Penmanship	<i>art of writing</i>
2.	Craftsmanship	<i>art of making crafts</i>
3.	Township	<i>unit of local government</i>
4.	Musicianship	<i>skill of a musician</i>

(7) Suffix = 'ful'.

Germanic Suffix, which means “full of/providing”.

	Word	Meaning
1.	Healthful	<i>promoting health</i>
2.	Plentiful	<i>having plenty</i>
3.	Earful	<i>lot of information</i>

(8) Suffix = ‘fold’.

Germanic Suffix, which means “increased by”.

	Word	Meaning
1.	Tenfold	<i>multiplied by ten</i>
2.	Manifold	<i>many times</i>

(9) Suffix = ‘ish’.

Germanic Suffix, which means “somewhat like”.

	Word	Meaning
1.	Childish	<i>child like</i>
2.	Churlish	<i>ill-bred, rustic</i>
3.	Impish	<i>imp-like, naughty</i>

(10) Suffix = ‘wise’.

Germanic Suffix, which means “in the manner of/with regard to”.

	Word	Meaning
1.	Dollarwise	<i>with respect to dollars</i>
2.	Weatherwise	<i>with regard to weather</i>
3.	Moneywise	<i>with regard to money</i>
4.	Healthwise	<i>with respect to health</i>

Let us now move on to words with foreign origins.

ENGLISH WORDS OF FOREIGN ORIGIN

In addition to the study of word components and roots, the diversity and complexity of English can be seen by the thousands of borrowed and intended words used today. Some of the important words borrowed from different languages are listed in this chapter.

German Words

Some important English words, which have been taken from German, are as follows:

Word	Meaning
1. Pumpernickel	<i>a dark, dense, sour bread.</i>
2. Kindergarten	<i>a school or class for young children.</i>
3. Hoodlum	<i>a petty criminal</i>
4. Delicatessen	<i>prepared food sold in a shop serving</i>
5. Loafers	<i>casual leather slip-on shoe;/ imported or unusual foods; such a shop</i>
6. Glitch	<i>minor hitch, lazy person</i>
7. Glisten	<i>to shine</i>

Dutch Words

Some important English words, which have been taken from Dutch are as follows:

Word	Meaning
1. Landscape	<i>scenery</i>
2. Holster	<i>leather case for firearm</i>
3. Sleigh	<i>sledge</i>
4. Caboose	<i>rail guard's van</i>
5. Coleslaw	<i>salad made with mayonnaise dressing.</i>
6. Boss	<i>senior or person in charge of</i>
7. Cookie	<i>biscuit</i>

8.	Freight	<i>commercial transport esp. railways or ship</i>
9.	Snoop	<i>meddle, spy on</i>
10.	Skipper	<i>captain of ship or team</i>
11.	Bumpkin	<i>rustic</i>
12.	Bed spread	<i>bed cover, decorative covering on bed</i>

Japanese Words

Some important English words, which have been taken from Japanese are as follows:

	Word	Meaning
1.	Tsunami	<i>large destructive ocean wave</i>
2.	Hibachi	<i>a portable barbeque</i>
3.	Tycoon	<i>powerful and wealthy businessman</i>
4.	Bonsai	<i>art of growing miniature trees</i>
5.	Bonzai	<i>a patriotic battle cry or shout</i>
6.	Origami	<i>Japanese art of paper folding</i>
7.	Samurai	<i>former Japanese warrior class</i>
8.	Karate	<i>traditional Japanese form of unarmed combat</i>
9.	Shogun	<i>any hereditary military commands in feudal Japan</i>
10.	Kimono	<i>traditional Japanese garment</i>

African languages

Some important English words, which have been taken from African languages are as follows:

	Word	Meaning
1.	Banana	<i>tropical plant and its fruit</i>
2.	Daishiki	<i>clothes</i>
3.	Chimpanzee	<i>an ape</i>

4.	Samba	<i>a Brazilian dance of African origin</i>
5.	Yam	<i>a root vegetable</i>
6.	Okra	<i>lady finger plant, a vegetable</i>
7.	Tse-tse	<i>two-winged biting fly</i>

Spanish Words

Some important English words, which have been taken from Spanish are as follows:

	Word	Meaning
1.	Bolero	<i>Spanish dance</i>
2.	Fiesta	<i>religious festival or celebration</i>
3.	Primero	<i>card game played in 16th and 17th century</i>
4.	Tango	<i>Latin-American or Spanish dance</i>
5.	Ombre	<i>card game popular in 18th century</i>
6.	Domino	<i>board game</i>
7.	Quadrille	<i>card game for four players; a French dance</i>
8.	Spade	<i>digging tool</i>
9.	Monte	<i>betting game played with cards</i>
10.	Castanets	<i>wooden or plastic device that makes a clicking sound when pressed by palm of hand</i>
11.	Embargo	<i>restricting commerce</i>
12.	Pronto	<i>fast</i>
13.	Galleon	<i>large sailing vessel</i>
14.	Grenade	<i>small bomb</i>
15.	Guerrilla	<i>independent soldiers</i>
16.	Flotilla	<i>group of ships</i>
17.	Garrote	<i>strangulation</i>

18. **Junta** *ruling group*
19. **Intransigent** *inflexible*
20. **Machete** *large, heavy knife*
21. **Parade** *large public procession*
22. **Anchory** *small savoury fish*
23. **Sherry** *fortified wine*
24. **Tortilla** *thin Mexican pan cake or chips*
25. **Marinade** *seasoned, flavoured liquid used to soak meat*
26. **Sarsaparilla** *drink made from root of plant*
27. **Bravado** *bluster*
28. **Barbecue** *an open grill or fire place*
29. **Sassafras** *aromatic tree whose bark has medicinal value*
30. **Adobe** *sun dried brick*
31. **Canyon** *deep valley with steep sides*
32. **Arroyo** *gulch*
33. **Toreador** *bull fighter*
34. **Senorita** *Miss.*
35. **Senora** *Mrs.*
36. **Senor** *Mr.*
37. **Matador** *Bull fighter*
38. **Renegade** *deserter*
39. **Don** *lord or gentleman*
40. **Dona** *title of respect for a married woman*
41. **Desperado** *bold, reckless criminal*
42. **Albino** *person deficient in pigmentation*
43. **Patio** *courtyard*
44. **Pueblo** *adobe house*

45.	Hacienda	<i>landed estate</i>
46.	Sierra	<i>chain of hills or mountains</i>
47.	Vega	<i>grassy plain</i>
48.	Plaza	<i>open space or square; complex of shops</i>
49.	Esplanade	<i>level space</i>
50.	El Dorado	<i>fictitious country rich in gold</i>
51.	Rodeo	<i>showing of cowboy skills</i>
52.	Lariat	<i>long, noosed rope for catching horses</i>
53.	Bronco	<i>untamed horse</i>
54.	Lasso	<i>long, noosed rope, lariat</i>
55.	Gaucha	<i>cowboy of South American Pampas.</i>

Celtic words

Some important English words, which have been taken from Celtic are as follows:

	Word	Meaning
1.	Banshee	<i>Irish fairy with a wail portending death</i>
2.	Plaid	<i>long cloak or shawl</i>
3.	Shamrock	<i>lover leaf, esp. an Irish emblem</i>
4.	Vassal	<i>dependant</i>
5.	Gravel	<i>small stones; coarse sand</i>
6.	Truant	<i>one absent without a leave</i>
7.	Galore	<i>in plenty</i>
8.	Colleen	<i>young Irish girl</i>
9.	Blarney	<i>flattering talk</i>
10.	Bog	<i>soft, wet ground</i>
11.	Brogue	<i>stout shoe; Irish accent</i>

12.	Lawn	<i>stretch of grass in garden; fine linen</i>
13.	Crag	<i>steep, rugged rock</i>
14.	Quay	<i>dock</i>
15.	Loch	<i>lake</i>
16.	Gull	<i>aquatic bird</i>
17.	Javelin	<i>light spear</i>
18.	Tory	<i>member of conservative party in England</i>
19.	Clan	<i>group of families</i>
20.	Glengarry	<i>a small brimless hat</i>

Arabic words

Some important English words, which have been taken from Arabic are as follows:

	Word	Meaning
1.	Camphor	<i>strong smelling ketone</i>
2.	Alchemy	<i>magic, art of converting metal into gold</i>
3.	Garble	<i>mix-up</i>
4.	Henna	<i>dye</i>
5.	Tarragon	<i>spice</i>
6.	Saffron	<i>orange/ yellow spice</i>
7.	Lute	<i>stringed instrument</i>
8.	Bedouin	<i>member of nomadic Arab race</i>
9.	Fakir	<i>member of Islamic religious order, ascetic</i>
10.	Sequin	<i>small ornamental stars to be stitched on clothes</i>
11.	Sherbet	<i>flavoured drink</i>
12.	Sultan	<i>ruler of Muslim kingdom</i>

13.	Zenith	<i>highest point</i>
14.	Nadir	<i>lowest point</i>
15.	Muezzin	<i>crier, who summons Muslims to prayer</i>
16.	Minaret	<i>tall, slender tower of Mosque</i>
17.	Almanac	<i>yearly calendar</i>
18.	Amber	<i>yellowish, translucent fossil resin</i>
19.	Alcove	<i>recess</i>
20.	Algebra	<i>method of calculating</i>
21.	Carafe	<i>decanter</i>
22.	Harem	<i>women's dwelling, one man's wives</i>
23.	Carat	<i>small weight used to measure gold, etc.</i>
24.	Cipher	<i>secret writing</i>
25.	Civet	<i>strong, musky perfume</i>
26.	Emir	<i>an independent Islamic ruler</i>
27.	Cotton	<i>thread or cloth made from this plant's seed</i>
28.	Elixir	<i>medicine or remedy, used by alchemists</i>
29.	Monsoon	<i>heavy rainfall season, rainy season</i>
30.	Ream	<i>large bundles of paper</i>

Indian words

Some important English words, which have been taken from India are as follows:

	Word	Meaning
1.	Yoga	<i>Hindu system of physical and mental exercise</i>
2.	Tantra	<i>religious writing</i>
3.	Tonga	<i>horse-drawn carriage</i>
4.	Wallah	<i>somebody in-charge of a certain thing</i>

5.	Dhoti	<i>Indian male unstitched garment wrapped on waist</i>
6.	Avatar	<i>incarnation</i>
7.	Gunny	<i>jute bag, sack</i>
8.	Nawab	<i>Indian nobleman in Mughal Empire</i>
9.	Sahib	<i>respectful form of address for men</i>
10.	Pundit	<i>Expert, authority, priest</i>
11.	Guru	<i>teacher, wise leader</i>
12.	Sandal	<i>type of wood</i>
13.	Chutney	<i>sweet and sour sauce</i>
14.	Pachisi	<i>board game</i>
15.	Nirvana	<i>heaven, freedom</i>
16.	Myna	<i>bird</i>
17.	Karma	<i>fate</i>
18.	Dharma	<i>code of conduct of Hindus</i>
19.	Ginger	<i>spice</i>
20.	Stupa	<i>dome-shaped structure where ashes are kept</i>

French words

Some important English words, which have been taken from French are as follows:

	Word	Meaning
1.	Bouillon	<i>Thin soup</i>
2.	Praline	<i>nut candy</i>
3.	Potage	<i>thick soup</i>
4.	Absinthe	<i>green, flavoured liqueur</i>
5.	Cuisine	<i>style of cooking</i>
6.	Casserole	<i>covered baking dish</i>

7.	Nougat	<i>type of candy</i>
8.	Croquette	<i>patty of cooked meat or fish</i>
9.	Flambe	<i>pour alcoholic drink on food and ignite</i>
10.	Liqueur	<i>flavoured alcoholic liquid</i>
11.	Tureen	<i>serving dish for soup</i>
12.	Gourmet	<i>connoisseur of wine, food, etc.</i>
13.	Gourmand	<i>glutton</i>
14.	Blancmange	<i>jelly-like dessert made with milk</i>
15.	Serviette	<i>table-napkin</i>
16.	Burlesque	<i>ludicrous parody</i>
17.	Marquee	<i>Sign used in a theater</i>
18.	Roulette	<i>game of chance</i>
19.	Pirouette	<i>to whirl on one foot</i>
20.	Silhouette	<i>outline of object against light</i>
21.	Nuance	<i>delicate shade of differences</i>
22.	Precis	<i>abstract, summary</i>
23.	Vignette	<i>design on a book page</i>
24.	Critique	<i>critical essay</i>
25.	Coterie	<i>social clique, exclusive group</i>
26.	Connoisseur	<i>critical expert of matters of art</i>
27.	Belles-letters	<i>aesthetic writings</i>
28.	Memories	<i>reward of events, autobiography</i>
29.	Bon mot	<i>clever saying</i>
30.	Repartee	<i>witty talk</i>
31.	rapport	<i>harmony</i>
32.	Idee fixe	<i>obsession</i>
33.	Bourgeois	<i>middle class</i>

34.	Charlatan	<i>faker, quack</i>
35.	Faux pas	<i>social blunder</i>
36.	Genteel	<i>element refined</i>
37.	Largesse	<i>generosity</i>
38.	Gauche	<i>socially inept</i>
39.	Nonchalance	<i>indifferent</i>
40.	Raconteur	<i>expert storyteller</i>
41.	Avant-garde	<i>in advance</i>
42.	Milieu	<i>environment</i>
43.	Tete-a-tete	<i>private conversation</i>
44.	Vis-à-vis	<i>regarding, in relation to</i>
45.	Outre	<i>bizarre</i>
46.	Passe	<i>out of date</i>
47.	Liaison	<i>connection</i>
48.	Rendezvous	<i>meeting place, appointment</i>
49.	Joie-de vivre	<i>enjoyment of life</i>
50.	Eclat	<i>success</i>
51.	Savoir	<i>fair</i>
52.	Boulevard	<i>broad avenue in a city</i>
53.	Salon	<i>a shop of fashion, drawing room</i>
54.	Chateau	<i>castle</i>
55.	Façade	<i>front of a building</i>
56.	Chaise	<i>light, open carriage</i>
57.	Bureau	<i>office desk</i>
58.	Concierge	<i>doorman</i>
59.	Melee	<i>a mixed fight or crowd</i>
60.	Terrain	<i>area of ground</i>

61.	Saboteur	<i>damage closer (esp. secretly)</i>
62.	Aide-de-camp	<i>military officer personality assisting superior</i>
63.	Chausseur	<i>driver</i>
64.	Espionage	<i>use of spice</i>
65.	Ricochet	<i>rebound (of bullet)</i>
66.	Envoy	<i>official representative</i>
67.	Bivouac	<i>temporary camp of soldiers</i>
68.	Espirit de corps	<i>feelings of pride in belonging to a group</i>
69.	Despot	<i>a tyrant or absolute ruler</i>
70.	Commandant	<i>officer in command</i>

Italian words

Some important English words, which have been taken from Italian are as follows:

	Word	Meaning
1.	Prima donna	<i>principle female singer in an opera</i>
2.	Soprano	<i>highest singing voice</i>
3.	Crescendo	<i>gradual increase in volume or force</i>
4.	Bravo	<i>well done</i>
5.	Quartet	<i>group of four musicians</i>
6.	Maestro	<i>famous conductor</i>
7.	Mandolin	<i>stringed musical instrument</i>
8.	Finale	<i>the last piece</i>
9.	Duet	<i>a composition for two singers</i>
10.	Forte	<i>to play loudly</i>
11.	Libretts	<i>text of long musical piece</i>

12. Allegro	<i>at a quick and lively tempo; quickly</i>
13. Presto	<i>to be played very fast</i>
14. Falsetto	<i>high pitched singing method</i>
15. Virtuoso	<i>exceptional performer</i>
16. Diva	<i>women opera singer, famous lady</i>
17. Dilettante	<i>dabbler in art or knowledge</i>
18. Bravura	<i>great skill</i>
19. Tempo	<i>music's speed</i>
20. Opera	<i>musical drama</i>
21. Piccolo	<i>a very small flute-like musical instrument</i>
22. Coda	<i>final section of musical piece</i>
23. Concerto	<i>musical composition for soloist and orchestra</i>
24. Madrigal	<i>a song with parts</i>
25. Balcony	<i>a gallery</i>
26. Villa	<i>country, estate</i>
27. Arcade	<i>arched passageway, shops</i>
28. Catacomb	<i>tomb</i>
29. mezzanine	<i>lowest balcony</i>
30. Portico	<i>porch</i>
31. Piazza	<i>plaza</i>
32. Grotto	<i>cave</i>
33. Corridor	<i>hallway</i>
34. Pedestal	<i>a base or support</i>
35. Alfresco	<i>in the open air</i>
36. Lotto	<i>game of chance</i>
37. Tarot	<i>fortune telling cards</i>
38. Valise	<i>small piece of luggage</i>

39.	Garb	<i>dress</i>
40.	Gondola	<i>venetian canal boat</i>
41.	Lagoon	<i>area which is sand banked, saltwater lake</i>
42.	Gala	<i>festive occasion, show</i>
43.	Casino	<i>place for gambling</i>
44.	Cascade	<i>waterfall, anything like a waterfall</i>
45.	Gazette	<i>official newspaper for announcements</i>
46.	Incognito	<i>assumed identity</i>
47.	Parasol	<i>sunshade, umbrella</i>
48.	Regatta	<i>meeting for yacht or boat races</i>
49.	Battalion	<i>an army group</i>
50.	Fracas	<i>uproar</i>
51.	Citadel	<i>fortress</i>
52.	Bandit	<i>robber</i>
53.	Salvo	<i>a round of artillery</i>
54.	Vendetta	<i>a private feud</i>
55.	Stiletto	<i>a small dagger with a thin blade, a heel of female shoe</i>
56.	Cartel	<i>alliance of political parties or business houses</i>
57.	Tirade	<i>long angry speech</i>
58.	Partisan	<i>prejudiced, adherent of a party, biased</i>
59.	Cavalcade	<i>procession of riders, fleet of cars</i>
60.	Panache	<i>dashing style</i>
61.	Manifesto	<i>declaration of policy by a political party</i>
62.	Squadron	<i>an army, navy or air force unit</i>
63.	Ducat	<i>a gold coin</i>
64.	Mercantile	<i>trade</i>


65.	Parmesan	<i>cheese</i>
66.	Contra band	<i>smuggled goods</i>
67.	Porcelain	<i>fine china, earthenware</i>
68.	Frigate	<i>old warship, corresponding to modern cruiser</i>
69.	Skiff	<i>small flat-bottomed boat</i>
70.	Milliner	<i>maker or dealer in women's hat</i>
71.	Settee	<i>comfortable seat for two people</i>
72.	Bankrupt	<i>financially insolvent</i>

Yiddish words

Some important English words, which have been taken from Yiddish are as follows:

	Word	Meaning
1.	Schnapps	<i>brandy, alcoholic drink</i>
2.	Challah	<i>soft egg bread</i>
3.	Bagel	<i>chewy roll with a hole in the middle</i>
4.	Matzoth	<i>unleavened bread</i>
5.	Nosh	<i>food, eat</i>
6.	Kosher	<i>permitted, clean, good (as of food)</i>
7.	Yenta	<i>gossip</i>
8.	Boychik	<i>little boy</i>
9.	Shmo	<i>butt of a joke</i>
10.	Nudnick	<i>bore</i>
11.	noodge	<i>nag</i>
12.	Shiksa	<i>non-jewish woman</i>
13.	Maven	<i>expert</i>
14.	Klutz	<i>clumsy person</i>

15.	Chai	<i>life</i>
16.	Broche	<i>blessing</i>
17.	Mazeltov	<i>congratulations</i>
18.	Gesundneit	<i>Good health</i>
19.	Chutzpah	<i>boldness, self confidence</i>
20.	Bummer	<i>annoying thing</i>
21.	Kvetch	<i>to grumble or complain</i>
22.	Kibitzer	<i>one who interferes</i>
23.	Golem	<i>creature of clay brought to life by magic as in legend</i>
24.	Naches	<i>proud pleasure</i>
25.	Mitzva	<i>a good deed</i>
26.	Kine-abhora	<i>Magical phrase to ward off evil</i>
27.	Fen	<i>expression of disgust</i>
28.	Boo-boo	<i>mistake</i>
29.	plotz	<i>explode</i>
30.	Gehenna	<i>hell</i>
31.	Mish-mosh	<i>confusion</i>
32.	Bupkes	<i>nothing</i>
33.	Mishegoss	<i>nonsense</i>
34.	Phooey!	<i>expression of disgust, contempt</i>



Words and Phrases often Confused

Five chapter

INTRODUCTION

In this chapter, we will discuss words that are often confused with each other because they are:

1. similar in spelling and different in usage; or
2. similar in spelling and different in pronunciation; or
3. similar in pronunciation but different in usage and spelling; or
4. similar in spelling but different in meaning; or
5. slightly different in spelling but might have similar usage; or
6. words whose usage is commonly mistaken by the non native speaker.

If we analyse the CAT examination questions of 2007 and 2008, we find that these confusing words have found a place in the CAT in the two consecutive years. Although most of the words which had come in CAT 2007 and 2008 have been covered in the vocabulary section of this book, the recurrence of this question type makes it obligatory to devote a full chapter to it. This question type is some times appearing in the exam since CAT went online in 2009 and thus still remains an important chapter.

In linguistics, a homonym is one or a group of words that share the same spelling and the same pronunciation but have different meanings, usually

as a result of the two words having different origins.

Some books only require that homonyms share the same spelling or pronunciation (in addition to having different meanings), but these are the definitions most other sources give for *homographs* and *homophones* respectively.

Examples of homonyms are:

- stalk (which as a noun can mean part of a plant, and as a verb to follow/harass a person),
- *bear* (animal), and *bear* (carry), *leaf* (part of a plant or the page of a book).

Some sources state that homonym meanings must be unrelated in origin (rather than just different). Thus *right* (correct) and *right* (opposed to left) would be polysemous (see below) and not homonyms.

Capitonyms are words that share the same spelling but have different meanings when capitalised (and may or may not have different pronunciations). Such words include polish (to make shiny) and Polish (from Poland).

The word “homonym” comes from the conjunction of the Greek prefix homo- (ὁμο-), meaning “same”, and suffix-ό_nimus (-wvuiuo), meaning “name”. Thus, it refers to two or more distinct concepts sharing the “same name” or signifier.

Several similar linguistic concepts are related to homonymy. The terms *homograph* and *homophone* are, however, usually defined the same way as meaning “same spelling” and “same sound” respectively, and **heteronym** and **homonym** can be seen as respective subclasses of these.

- **Homographs** are words that share the same spelling regardless of how they are pronounced. Homographs may be pronounced the same, in which case they are also homophones – for example, *ball* (toy) and *ball* (form of dance). Alternatively they may be pronounced differently, in which case they are also heteronyms – for example, *bow* (the front of a ship) and *bow* (a type of knot).
- **Homophone** can be called as words that share the same pronunciation regardless of how they are spelled. Homophones may

be spelled the same (in which case they are also homographs) or spelled differently.

- **Polysemes** are words with the same spelling and distinct but *related* meanings. The distinction between polysemy and homonymy is often subtle and subjective, and not all sources consider polysemous words to be homonyms. So they can be treated differently also. Words such as “mouth”, meaning either the orifice on one’s face, or the opening of a cave or river, are polysemous and may or may not be considered homonyms.

Examples below illustrate the above given concept:

- bough—a branch on a tree.
- bow—to bend forward at the waist in respect
- bow—the front of the ship
- bow—the weapon which shoots arrows
- bow—a kind of tied ribbon
- bow—to bend outward at the sides
- bo—a long staff, usually made of tapered hard wood or bamboo
- beau—a male paramour

In derivation, **homograph** means “same writing”, **homophone** means “same sound”, **heteronym** means “different name”, and **heterophone** means “different sound”.

A

1. **Abdicate/Abrogate**

- We *abandon* things when *abdicating*.
- We *abrogate* things when we abolish them.

2. **Accede/Exceed**

- *Accede* means “to agree” or “to allow
- *Exceed* means “to go beyond” or “to surpass” as in
- “Drivers who exceed the speed limit are asking for hefty fines.”

3. **Accept (receive)/Except (leave out)**

- To *accept* is “to agree to something or to receive something willingly

- To *except* is “to exclude or omit.”
- 4. **Access** (approach)/**Excess** (too much)
- 5. **Adapt** (change)/**Adept** (skill)/**Adopt** (choose)
 - *Adapt* means “to adjust”
 - *adept* means “skilled” and
 - *adopt* means “to take as your own”
- 6. **Adverse/Averse**
 - *Adverse* means “inauspicious” or “hostile”
 - *averse* means “disinclined” or “repelled”
- 7. **Advice** (suggestion)/**Advise** (to recommend)

Advice is the noun and *advise* the verb.

 - You advise someone.
 - What you give that person is advice.
- 8. **Affluence/Effluence**
 - *Affluence* is wealth;
 - *Effluence* is waste or useless product
- 9. **Aisle/Isle**
 - An *aisle* is a narrow passageway, especially in a church or store;
 - An *isle* is an island
- 10. **Aisle** (space,between rows)/**Advise** (to recommend)
- 11. **All right/Alright**
 - *All right* is the correct form;
 - *alright* is grammatically incorrect.

The misspelling “alright” is nonstandard usage. The two words are separate.
- 12. **Allot** (assign, distribute)/**A lot** (a large amount)
- 13. **Allude** (suggest)/**Elude** (escape)
- 14. **Allusion** (suggestion)/**Illusion** (deception, fantasy)
 - *Allusion* is a reference to something literary or historical with which the reader is presumably familiar.
 - An *illusion* is a false, misleading, idea.

15. Aloud/Allowed

- *Aloud* means “out loud” or “speaking so that someone else can hear you”.
- *Allowed* means “permitted”.

16. Already (previously)/All ready (completely prepared)

- *Already* means “by this time”
- *all ready* means “prepared”

17. Altar (church table)/Alter (change)

- *Altar*: I was married at the altar of my church.

18. Altogether (entirely)/All together (complete group)

- *Altogether* means “wholly”.
- *All together* means “everybody in a group”

19. Always (at all times)/All ways (all methods)

- *All ways* means “by every way or method”.
- *Always* means “all the time, forever.”

20. Among/Between

- *Between* expresses the joining or separation of two people or things.
- *Among* refers to a group of three or more.

21. Amoral/Immoral

- “Amoral” is a rather technical word meaning “unrelated to morality.”
- When you mean to denounce someone’s behavior, call it “immoral.”

22. Amount/Number

- Write “number” when things can be counted.
- When things are lumped together write “amount”.

23. Annual/Annul

- *Annual* means “yearly”
- *Annul* means to “make void or invalid”

24. Anxious/Eager

- “Anxiety” is unpleasant.
- “Eagerness” is joyous. They are not synonyms.

25. Anyone/Any one

This is quite tricky.

- *Anyone* means “anybody, any person at all”
- *Any one* means “any one person” and is followed by “of”.

26. Appraise/Apprise

- *Appraise* is “to assess or estimate”.
- *Apprise* is “to inform or notify”.

27. Ascent (climb)/Assent (agree)

- *Ascent* is an upward movement;
- *Assent* means “agreement”.

28. Ascribe/Subscribe

- If you agree with a theory or belief, you *ascribe* to it, just as you
- subscribe to a magazine.

29. Assistance/Assistants

- *Assistance* means “help” or “aid”
- *Assistants* is the plural of assistant which means “one who gives help”

30. Assume/Presume

- We “assume” things in the absence of evidence.
- We “presume” things when it is reasonable to do so and there is no evidence to the contrary.

31. Assure/Ensure/Insure

- *Assure* means “to guarantee”
- *Ensure* means “to make sure”
- *Insure* means “to protect against loss or damage”.

32. Attain/Obtain

- *Attain* means “reach”;
- *Obtain* means “get.”

33. Auger/Augur

- *Auger* is a tool;
- *augur* means “to predict” “or “a sort of an omen.”

34. Affect (influence)/Effect (result)

- *Affect* is a verb meaning either “to influence” or “to pretend.”
- *Effect* as a verb means “to accomplish or to produce as a result” as a noun, *effect* means “result.”
- *Affect* is a verb; effect is more usually a noun.
- When used as a verb it means “to achieve” or “fulfil” or “realise”

35. Aid/Aide

- We *aid* people when we help them.
- An *aide* is a special assistant.

B

1. Bail/Bale

- You *bail* the boat and *bale* the hay.
- The expression “bail out” meanings “to abandon a position or situation”, and *bale* is a bundle.

2. Baited/Bated

- *Baited* usually refers to traps or snares.
- When the reference is to someone who is hardly daring to breathe, the correct word is always “*bated*”.

3. Ball/Bawl

- To “bawl” is to cry out loudly;
- *ball* is a toy or a plaything.

4. Bare (uncovered)/Bear (carry; the animal)

5. Bazaar (market)/Bizarre (weird)

6. Been/Gone

- *Been* is the past participle of “*be*,” gone is the past participle of “*go*”.
- *Been* is used to describe completed visits, gone does not specify the return or completion of the visit.

7. Bemuse/Amuse

When you *bemuse* someone, you confuse them, and not necessarily in an entertaining way. Don’t confuse this word with “amuse.”

8. Benefactor/Beneficiary

- *Benefactors* give benefits;
- *beneficiaries* receive them

9. Beside/Besides

- *Beside* means “at the side of”.
- *Besides* means “in addition to.”

10. Biannual/Biennial

These two are really tricky!

- *Biannual* means happening twice a year;
- *Biennial* means every two years.

11. Birth (childbearing)/Berth (place of rest)

- *Berth* is a place to sleep on a boat or ship or train;
- *Birth* is the beginning (usually of life).

12. Blonde/Blond

Because these are borrowed from French, there is a feminine and masculine form. *Blonde* is feminine and *blond* is masculine.

13. Blunt/Brunt

- Some people mistakenly substitute the adjective “blunt” for the noun “brunt” in standard expressions like “bear the brunt.”
- *Brunt* means “main force.”

14. Board (plank; food)/Bored (drilled; uninterested)

- *Board* is a long sheet of wood, also a group of people as in “Board of Directors”, and as a verb means to go onto a ship, plane or other form of public transport;
- *Bored* means “not interested.”

15. Bore/Boar/Boor

- *Bore* as a noun is a boring or tiresome person, or something that you don’t like doing;
- *Bore* as a verb is “to drill”.
- *Boar* is a male pig;
- *Boor* is a vulgar person.

16. **Born** (given birth to, beginning of life)/**Borne** (carried)

17. **Bought/Brought**

Bought is the past tense of “buy”, *brought* is the past tense of “bring”. So, I *bought* (paid for) a load of topsoil, and a truck driver *brought* (delivered) it to my home.

18. **Braise/Braze**

- *Braise* means “to cook slowly in liquid (usually meat)”.
- *braze* most commonly means “to solder with an alloy of copper and zinc”.

19. **Breach/Breech**

Breach is to break and *breeches* are worn by horse riders on their legs.

20. **Break** (smash, split)/**Brake** (stopping device)

21. **Breath/Breathe**

- When you need to *breathe*, you take a *breath*.
- “Breathe” is the verb, “breath” the noun.

22. **Bridal/Bridle**

- *Bridal* has to do with brides and weddings;
- *bridle* as a noun means a halter or restraint and as a verb it means to restrain or to draw oneself up in anger.

23. **Broach/Brooch**

- A decorative pin is a “brooch” even though it sounds like “broach”—a quite different word.
- To broach means “to touch upon or start especially a topic”.

24. **By/Buy/Bye**

- *By* is a preposition meaning “next to”;
- *buy* means “purchase”; *bye* means “farewell” or “goodbye”.

C

1. **Cache/Cachet**

- “Cache” comes from the French verb “*cache*,” meaning “to hide,” and in English is pronounced exactly like the word “cash.”

- But speaking of a *cache* (hidden hoard of weapons, drugs, etc.)
- Often mispronounced to sound like *cachet* is a word with a very different meaning: it was originally a seal affixed to a document but now it refers to the quality attributed to anything with authority or prestige.

2. **Callous/Callused**

Calling someone *callous* is a way of metaphorically suggesting a lack of feeling similar to that caused by calluses on the skin; but if you are speaking literally of the tough build-up on a person's hand or feet, the word you need is "callused."

3. **Can/May**

- *Can* refers to one's ability.
- *May* concerns whether one has permission.

4. **Canon/Cannon**

"Canon" is used for principles or rules and "cannon" refers to a large piece of artillery.

5. **Canvas (fabric)/Canvass (examine, campaign for election)**

6. **Capital (city; wealth)/Capitol (building)**

7. **Carat/Caret/Carrot/Karat**

"Carrots" are those crunchy orange vegetables, but this spelling gets misused for the less familiar words which are pronounced the same but have very different meanings.

- Precious stones like diamonds are weighed in *carats*. The same word is used to express the proportion of pure gold in an alloy, though in this usage it is sometimes spelled "karat" (hence the abbreviation "20K gold").
- A *caret* is a proofreader's mark showing where something needs to be inserted, shaped like a tiny pitched roof. It looks rather like a French circumflex, but is usually distinct from it on modern computer keyboards.
- *Carets* are extensively used in computer programming.

8. **Career/Careen**

Careening down the road is swerving from side to side, whereas *career* relates to your future, job, etc.

9. Censor (prohibit)/Sensor (measuring device)

- To *censure* someone, however, is to officially denounce an offender

10. Cereal/Serial

- *Cereal* is something you might eat for breakfast, such as porridge.
- *Serial* is something in a series; something that continues one after another.

11. Choose (to select)/Chose (past tense of choose)

12. Chunk/Chuck

- *Chunk* is a big piece, whereas *chuck* means “to throw”.

13. Cite/Site/Sight

- *Cite* means “to indicate”.
- A *site* is a place.
- *Sight* is vision.

14. Click/Clique

- To *click* is to push a button, or switch; to emit or make a slight, sharp sound, or series of such sounds; and *clique* is a small exclusive group of friends or associates.

15. Coarse (rough)/Course (way, path)

16. Collaborate/Corroborate

- *Collaborate* means “to work with someone”;
- *Corroborate* means “to establish the truth of something”.

17. Collage/College

You can paste together bits of paper to make a *collage*, but the institution of higher education is a *college*.

18. Come over/Overcome

- *Come over* is a phrasal verb, that can mean several things. It can mean “to move from one place to another” or “move towards someone”.
- *Overcome* is a verb, which means “to defeat or succeed in controlling or dealing with something”.

19. Compare/Contrast

- You *compare* like objects for both similarities and differences.
- You *contrast* any two things (like or unlike) by identifying dissimilarities.

20. Complement (make complete, to supplement)/**Compliment** (praise)

21. Concentrate/Concentrated

- When you *concentrate* (verb) you direct all your efforts towards a particular activity, subject or problem. If something is *concentrated* (adjective) it means it has had some liquid removed.

Note: The simple past of “to concentrate” is “concentrated” and this is where the confusion may arise.

22. Connote/Denote

The literal meaning of a word is its *denotation*; the broader associations we have with a word are its *connotations*.

23. Conscience (moral sense)/**Conscious** (aware)

24. Conscience/Conscious/Consciousness

- Your *conscience* makes you feel guilty when you do bad things.
- *Consciousness* is your awareness.
- If you are awake, you are *conscious*.

25. Consul/Council/Councilor/Counsel/Counselor

- *Consul* is a diplomat to a foreign country.
- *Council* refers to a group to discuss and take action on official matters.
- A *councilor* is a member of such a group.
- *Counsel* is advice or to advise.
- A *counselor* is an adviser.

26. Continual/Continuous

Continual means “something that happens” frequently, with breaks between the occurrences. *Continuous* means “something that happens without stopping”.

27. Convince/Persuade

- We *persuade* people to act.
- We *convince* when using proof to accept a belief. Hence, we usually are “*convinced*” something is true, but others try to “*persuade*” us to do something.

28. Cooperation/Corporation

- *Cooperation* “(usually spelt without the hyphen in US English)” means working together;
- *Corporation* is a business organisation.

29. Copyright/Copywrite

- *Copyright* is the legal ownership of a book, film, play, piece of artwork, musical composition, etc. or the right to print, publish, film, record or perform them.
- *Copywrite* is something you do if you are creating advertising or publicity material.

30. Core/Corps/Corpse

- Apples have *cores*.
- A *corps* is an organisation, like the Peace *Corps*. A *corpse* is a dead body, a carcass.

31. Correspondence/Correspondents

Correspondence is written communication; *correspondents* are those who write it.

32. Creak/Creek

- *Creak* is both a noun and a verb and means “squeak or groan” (for instance, rusty hinges and loose floorboards creak);
- *Creek* is a noun and means a “waterway” or “stream”.

33. Credible/Creditable

- *Credible* means “believable”;
- *Creditable* means “praiseworthy” or “deserving credit.”

34. Credible/ Credulous

- “Credible” means “believable or trustworthy.” It is also used in a more abstract sense, meaning something like “worthy”.

- Don't confuse "credible" with "credulous," a much rarer word which means "gullible."

35. **Crevice/Crevasse**

- *Crevices* are by definition tiny, like that little
- *crevice* between your teeth where the popcorn hulls always get caught.
- A huge crack in a glacier is given the French spelling, *crevasse*.

36. **Criteria/Criterion**

Criterion is singular; *criteria* is plural.

Criterion is in the case of a single specification.

Criteria is in the case of more than one specification.

37. **Cue/Queue**

"Cue" has a variety of meanings like a clue or a play instrument as in a game of billiard, but all uses of "queue" relate to its original French meaning of "tail," which becomes a metaphor for a line.

38. **Curb/Kerb**

Curb means "to control" as in "curb your temper", while *kerb* is the edge of a footpath or sidewalk.

39. **Currant/Current**

Currant is a fruit, usually dried.

- *Current* as an adjective which means "contemporary", or "fashionable"; as a noun it means "stream," or "flow".

40. **Cursor** (computer marker)/**Curser** (swearer)

D

1. **Dairy** (milk-producing farm)/**Diary** (daily book)

2. **Data/Datum**

- The dictionaries treat *data* as a group noun meaning information, especially facts or numbers, collected for examination and consideration.
- Strictly speaking *datum* is the singular form of *data* which is the plural form.

3. **Dateline/Deadline**

The word “dateline” is used today mainly to label the bit of text at the top of a printed news story that indicates where and—often, but not always—when it was written.

- *Deadline* is most often the date by which something must be accomplished.

4. **Decent/Descent**

- *Decent* is an adjective meaning “socially acceptable” or “good.”
- *Descent* is a noun which means a “movement downwards” or “your ancestry.”

5. **Definite/Definitive**

- “Definite” means “certain (a word you can do without since it adds redundant stress).”
- “Definitive” means “conclusive and unamendable.”

6. **Defuse/Diffuse**

You *defuse* a dangerous situation by treating it like a bomb and removing its fuse.

- To *diffuse*, in contrast, is to spread something out.

7. **Depreciate/Deprecate**

To *depreciate* something is to actually make it worse, whereas to *deprecate* something is simply to speak or think of it in a manner that demonstrates your low opinion of it.

8. **Dessert (sweet food)/Desert (dry land) Dessert**

- A *desert* (pronounced des $\text{\textcircled{C}}$ ert) is a dry region.
- To *desert* (pronounced desert $\text{\textcircled{C}}$) is to leave.
- The *dessert* is the last part of a meal.

9. **Device (a mechanism)/Devise (to arrange)**

- *Device* is a noun, meaning a “gadget” or (particularly in writing terms) an “invention;
- *devise* is a verb, meaning to “invent” or “plot”.

10. **Different from/Different than**

- Although both *different from* and *different than* are common American usages, the preferred idiom is *different from*.

11. Dilemma/Difficulty

A *dilemma* is a difficult choice, not just any *difficulty* or problem.

12. Disburse/Disperse

You *disburse* money by taking it out of your purse (French “*bourse*”) and distributing it.

- *Disperse* means “to scatter.”

13. Discreet, discrete

- *Discreet* means “respectful,” or “prudent;”
- *Discrete* means “separate” or “detached from others.”

14. Disinterested/Uninterested

- *Uninteresting* people are bored, but *disinterested* people are impartial. We are tried by “a *disinterested* jury of our peers.”

15. Don’t have to/Mustn’t

- We have to use
- (*or do not have to*) to say that there is no obligation or necessity to do something.
- *Mustn’t/must not* is a modal verb used to show that something is not allowed. When you use *mustn’t* you are telling people not to do things.

16. Downside/Underside

- *Downside* is a noun that means “the disadvantage of a situation”.
- *Underside* is a noun that means “the side of something that is usually nearest the ground”.

17. Draft/Draught

- *Draft* refers to the first writing of your novel or story (or any other document). You can also be *drafted* (enlisted or recruited) into the army, navy, etc.
- *Draught* is an air movement, a drink (as in “draught of ale”)

18. Dredge/Drudge/Trudge

- You use machinery to scoop stuff up from underwater called a *dredge*, to *dredge* up junk or debris from the bottom of a river or lake.
- To *drudge* is to do hard, annoying work; and a person who does such work can also be called a *drudge*.
- When you slog laboriously up a hill, you *trudge* up it.

19. **Dribble/Drivel**

- *Dribble* means “to drool.”
- When you mean to criticise someone else’s speech as stupid or pointless, the word you want is *drivel*.

20. **Dual** (having two parts)/**Duel** (fight between two people)

21. **Dye** (color)/**Die** (perish)

E

1. **Ecology/Environment**

Ecology is the study of living things in relationship to their *environment*.

2. **Elicit** (draw forth)/**Illicit** (improper)

3. **Emigrant/Immigrant**

- An *emigrant* is a person who moves out of a country;
- An *immigrant* is one who moves into a country.
- A similar distinction holds for the verbs *emigrate* and *immigrate*.

4. **Eminent** (noteworthy)/**Immanent** (inherent)/**Imminent** (impending)

- *Eminent* means “distinguished;” or “famous;”
- *Imminent* means “near”, or “close at hand”.
- The rarest of the three is *immanent*, used by philosophers to mean “inherent” and by theologians to mean “present throughout the universe.”

5. **Empathy/Sympathy**

- If you think you feel just like another person, you are feeling *empathy*.

- If you just feel sorry for another person, you're feeling *sympathy*.

6. **Endemic/Epidemic**

- An *endemic* condition is one characteristic of a particular region, population, or environment: a condition need not affect a majority or even a very large number of people in a population to be *endemic*. In biology, an endemic disease is one that is maintained locally without the need for outside influence.
- An *epidemic* condition is widespread, or rampant.

7. **Enormous/Enormity**

- Big things are *enormous*.
- A heinous or atrocious thing has *enormity*.

8. **Ensure (make certain)/Insure (indemnify)**

9. **Envelop/Envelope**

- To wrap something up in a covering is to *envelop* it.
- The specific wrapping you put around a letter is an *envelope*.

10. **Envious/Jealous**

Although these are often treated as synonyms, there is a difference.

- You are *envious* of what others have that you lack.
- *Jealousy*, on the other hand, involves wanting to hold on to what you do have

11. **Epic/Epochs**

- An *epoch* is a long period of time, like the Pleistocene Epoch.
- An *epic* is a lengthy narrative poem, ordinarily concerning a serious subject containing details of heroic deeds and events

12. **Epigram/Epigraph/Epithet**

- An *epigram* is a pithy saying, usually humorous.
- An *epigraph* is a brief quotation used to introduce a piece of writing or the inscription on a statue or building.
- An *epitaph* is the inscription on a tombstone or some other tribute to a dead person.
- In literature, an *epithet* is a term that replaces or is added to the name of a person. You are more likely to encounter the term in its

negative sense, as a term of insult or abuse: “the people hurled *epithets* at the police who had arrested her.”

13. Etymology/Entomology

- “Etymology” is the study of the origins of words. “Entomology” is the study of insects.

14. Everyday (ordinary)/Every day (each day)

15. Everyone/Every one

- *Everyone* means “every person in a group”.
- *Every one* means “each person” and is always followed by “of”.

16. Evoke/Invoke

- The action of “invoking” is usually more direct and active. It originally involved calling upon or summoning up a god or spirit. An invocation calls upon whatever is invoked to do something or serve a function. *Invoke* now can also be used to mean “to appeal to,” or “to cite”.
- *Evoke* is usually less purposefully active, more indirect, often used to mean “suggest.”

17. Exalt/Exult

- When you celebrate joyfully, you *exult*.
- When you raise something high (even if only in your opinion), you *exalt* it.

18. Exasperate/Exacerbate

People get *exasperated* (irritated); situations get *exacerbated* (made worse).

19. Exercise (activity)/Exorcise (drive out)

F

1. Fair (just)/Fare (food; fee)

- *Fair* means “average”, “good-looking”, “pale”, “unbiased” (what a lot of meanings for one little word!);
- *fare* is the money you pay to go somewhere by bus, train, plane, etc.

2. Fatal/Fateful

- A *fatal* event is a deadly one;

- A *fateful* one is determined by fate.

3. Faze (disturb)/Phase (stage)

To *faze* someone is to fluster or confuse them, whereas *phase* is mostly used in reference to a stage in someone's life—though it can be a stage in almost anything else.

4. Fearful/Fearsome

- To be *fearful* is to be afraid.
- To be *fearsome* is to cause fear in others.
- Remember that someone who is fierce is fearsome rather than fearful.

5. Feel/Believe

You can *feel* tired, *feel* happy, or *feel* angry, but a belief describes your assessment of a proposition. One way to tell if you are dealing with true feelings is this test: Restate the sentence and substitute the word “am” for the word “feel.” If the sentence makes sense, you have isolated a feeling. If not, substitute the word “belief”.

6. Feint/Faint

- A *feint*, whether in chess or on the battlefield, is a maneuver designed to divert the opponent's attention from the real center of attack.
- A *feint* is a daring move. It might also mean to make a false show of; simulate.
- While “faint of heart” (or “faint at heart”), implies timidity or to *faint* means “to lose consciousness”.

7. Fewer/Less

- *Fewer* is used to describe things that can be counted.
- *Less* refers to quantity or degree.

8. Fiance/Fiancee

- Your *fiance* is the man you plan to marry;
- your *fiancee* is the woman you plan to marry.

9. Flammable/Inflammable

The prefix “in” does not indicate negation here; it comes from the word “inflamm.” *Flammable* and *inflammable* both mean “easy to catch on fire”.

10. Flare/Flair

- *Flare* means “to flash” or “blaze” and “(as a noun) is a pyrotechnic device; it also means to spread gradually outward, as the end of a trumpet, the bottom of a wide skirt, or the sides of a ship.;
- *Flair* means “ability” or “skill.”

11. Flaunt/Flout

- When you show off something or boast about it, you *flaunt* it.
- When you *flout* something you show your contempt for it.
- In passing, it might be noted that a flautist also is one who plays the flute and in Middle English “to *flout*” meant to play the flute.

12. Flounder/Founder

- When something thrashes about, it *flounders*. When it fails completely, it *founders*.

13. For/Since

- The prepositions *for* and *since* are often used with time expressions.
- *For* indicates a period of time.
- *Since* indicates a point in time.

14. Forbear/Forebear

- *Forbear* means “to refrain from”;
- *Forebear* is an ancestor or forefather.

15. Forego/Forgo

- The ‘e’ in “forego” tells you it has to do with going before. It occurs mainly in the expression “foregone conclusion,” a conclusion arrived at in advance.
- *Forgo* means “to abstain from or do without”.

16. Foreword/Forward

- *Foreword* is the preface in a book, usually written by someone who is not the author.
- *Forward* means “ahead, near the front.”

17. **Formerly** (at an earlier time)/**Formally** (according to a pattern, formal)
18. **Forth/Fourth**
- *Forth* means “forward”;
 - *Fourth* is after “third”.
19. **Fortunate/Fortuitous**
- If something *fortunate* happens, we got lucky.
 - If it happened by chance, it is *fortuitous*.
20. **Foul/Fowl**
- *Foul* can mean “dishonourable” (by foul means), “disgusting” (a foul smell), “entangle” (rubbish dumped in the river can foul fishing lines);
 - *Fowl* is a bird.
21. **Found/Founded**
- *Found* is the past tense of find;
 - *founded* means “started”.
22. **Full/Fulsome**
- When things are *full* they contain abundant supplies of something.
 - When things are *fulsome* they are fat, excessive, and offensive to good taste.
23. **Furthest/Farthest**
- Generally, in good usage, *farther* is used for comparisons of distance and *further* for anything else. *Farther* is used for physical distance; *further* for non-physical.

G

1. **Gaff/Gaffe**
- Gaffe* is a French word meaning “embarrassing mistake,” and should not be mixed up with *gaff*: a large hook.
2. **Gamut/Gantlet/Gauntlet**
- A *gamut* is a full range or scope of things.

- A *gantlet* is a form of punishment in which people run between rows of people who attempt to beat them.
- A *gauntlet* is a glove thrown down when a person is challenged to a duel.

3. **Gender/Sex**

- Do not substitute the word “gender” to avoid embarrassment. People and animals differ by sex. Words differ by gender. Thus, unless a study involves gender classifications of words, it is a study of *sex* differences.

4. **Gibe/Jibe**

- *Gibe* means “to taunt”;
- *jibe* means “to agree, correspond or tally”; in boating it means to shift the sails.

5. **Gig/Jig**

- To *jig* is to move with a quick, jerky motion or hop; or bob. “The jig is up” is an old slang expression meaning “the game is over—we’re caught.”
- A musician’s job is a *gig*; also, a gig is a light, two-wheeled one-horse carriage.

6. **Gild/Guild**

- You *gild* an object by covering it with gold;
- a *guild* is a group or an organisation of people doing similar things.

7. **Good/Well**

- *Good* is an adjective. Do not use it to modify a verb.
- *Well* is an adverb except in three uses:
 - (i) when used to mean “healthy,”
 - (ii) when used to mean “neatly groomed” or “attractively dressed,” and
 - (iii) when used to mean “satisfactory.”

8. **Gorilla (ape)/Guerilla (fighter)**

9. **Grisly/Grizzly**

- *Grisly* means “horrible”;

- A *grizzly* is a bear.

H

1. **Hail/Hale**

- *Hail* means “to greet or to come from”; and as a noun it is frozen raindrops;
- *hale* means “healthy or (as a verb) to haul.”

2. **Hanged/Hung**

- A criminal is always *hanged*;
- A picture is *hung*.

3. **Hard/Hardly**

- *Hard* is an adjective. It can mean “solid”, “industrious”, or “difficult”.
- *Hardly* is an adverb and means only just or certainly not.

4. **Hardy/Hearty**

- *Hardy* is durable, whereas *hearty* is healthy or happy as in “*hale and hearty*.”

5. **Hear** (perceive)/**Here** (in this place)

6. **Hear/Listen**

- *Hear* is a verb that means “to receive or become aware of a sound using your ears, so you don’t have to make an effort in order to just hear something.”
- *Listen* is a verb that means “to give attention to someone or something in order to hear them, so you make an make an effort in order to hear something properly.”

7. **Heard** (perceived)/**Herd** (group of animals)

8. **Heel** (part of foot)/**Heal** (to make better)

9. **Heroin** (drug)/**Heroine** (principle female character)

10. **He’s/His**

- *He’s* is the short form of “he is” or “he has”.
- *His* is a possessive pronoun, it is used to show something belonging to or connected with a man, boy or male animal that has just been

mentioned.

11. Historic/Historical

An event is *historic*, whereas a place is *historical*.

12. Hoard/Horde

- *Hoard* means “to stockpile” and as a noun it is a cache of stockpiled stuff;
- *Horde* is a large group.

13. Hole (opening)/Whole (entire)

14. Holiday/Weekend

- A *holiday* (noun), refers to time, often one or two weeks, when someone does not go to work or school but is free to do what he/she wants, such as travel or relax. You usually have to book your holiday with your boss.
- The *weekend* (noun) refers to the time from Saturday and Sunday, or Friday evening until Sunday night. It’s the part of the week in which most paid workers living in the West do not go to work. It is a time for leisure and recreation, and/or for religious activities.

15. Holy (sacred)/Wholly (entirely)

16. Home/Hone

- *Home* is your house or abode.
- *Hone* means to sharpen.

17. Homework/Housework

- *Homework* (noun) refers to tasks assigned to students by teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home.
- *Housework* (noun) refers to domestic household chores such as cleaning and cooking.

18. “How do you do?”/“How are you?”/“How do you do?”

This is not a question. It is another, very formal way of saying “Hello”. It is also very British. We only really use it the first time we meet someone.

How are you? This is a question.

19. **Human** (of people)/**Humane** (merciful)

I

1. **I/me**

Usually we choose the correct form by instinct.

- *I* like tea.
- Give *me* my tea.

There are other times when people make mistakes with these two pronouns. *I/me* is difficult when it is coupled with another pronoun or with a noun. This is when you have to think about the subject/object in a sentence.

2. **Idea/Ideal**

Any thought can be an *idea*, but only the best ideas worth pursuing are *ideals*.

3. **If/Whether**

- Use *whether* when alternatives are involved (“I do not know whether I should complain or remain silent”).
- Otherwise *if* is acceptable (“I do not know if I should reconsider my decision”).

4. **Illude/Elude**

Illude is a very rare word, most of whose former meanings are obsolete, but which can mean “to deceive” or “lead astray.” But *elude* means to “escape” or “evade”.

5. **Illusion/Delusion**

- *Illusions* are images of nonexistent things.
- *Delusions* are misguided beliefs people hold despite evidence to the contrary. Thus, “Daydreams can be enjoyable *illusions*, but *delusions* of grandeur come from self deceit or mental imbalance.”

6. **Immemorial/Immortal**

- *Immemorial* means ancient beyond memory (as in the cliché “since time immemorial”);
- *immortal* means “deathless” or “eternal.”

7. **Immigrate** (come in)/**Emigrate** (leave)

8. **Imply/Infer**

- *Imply* means “to suggest something”.
- *Infer* means “to derive a certain meaning from a remark or an action”. We *imply* things when we suggest them without actually saying so.
- We *infer* conclusions from evidence by reasoning from data to claims.

9. **In/Into**

- *In* means “inside something.”
- *Into* tells of motion from the outside to the inside of something.

10. **Incredulous/Incredible**

Use *incredible* in the casual sense of “unbelievably good” and use *incredulous* to mean “unbelieving” or “skeptical”, which is the only standard usage for this word.

11. **Inside of/Outside of**

- *Inside of* and *outside of* generally should not be used as Compound prepositions.
- *Inside of* is acceptable in most formal writing when it means “in less than”. The more formal term is *within*.
- Both *inside of* and *outside of* are appropriate when *inside* or *outside* is a noun followed by a phrase.

12. **Insight/Incite**

- An *insight* is something you have: an understanding of something, a bright idea about something.
- To *incite* is to do something: to stimulate some action or other to be taken.

13. **Install/Instill**

You *install* equipment and you *instill* feelings or attitudes.

14. **Interested/Interesting**

- *Interested* is a past participle. When used as an adjective it says how someone feels.

- *Interesting* is a present participle. When used as an adjective it describes the people or things that cause the feelings.

15. Intolerable/Intolerant

- *Intolerable* means “tiring, onerous, crushing.” Someone cannot be intolerable of another’s beliefs.
- *Intolerant* means “biased” or “prejudiced.”

16. Intricate/Integral

- An *integral* part of a machine, organisation, or idea is a necessary, inseparable part of it.
- Whereas *intricate* means small or complex.

17. Irregardless/Regardless

There is no such word as *irregardless*; the correct word is *regardless*.

18. Its (possessive of it)/It’s (contraction of it is)

This is confusing because possessives normally have an apostrophe, but in this case *it’s* is short for it is and *its* is possessive—*always*.

K

1. Knew/New

- *Knew* is the past tense of know;
- *new* is the opposite of old.

2. Know (be aware)/No (negative, not yet)

L

1. Later (subsequently)/Latter (last thing mentioned)

- *Later* means “afterwards”;
- *latter* is the second of two things.

2. Laudable/Laudatory

- Something *laudable* is worth praising.
- *Laudatory* activity is the expression of such praise.

3. Lay down/Lie down

- *Lay down* has several different meanings.

- If you *lay* something *down*, it can mean you officially establish a rule, or officially state the way in which something should be done.
- If you *lay down* your weapons, it means you stop fighting.
- If you *lay wine down*, it means you are storing it for drinking in the future.
- *Lie down* means to move into a position in which your body is flat, usually in order to sleep or rest.

4. **Lay/Lie**

- *Lay* is an irregular transitive verb (lay/laid/laid – laying). It needs a direct object. It means “to put something or someone down” (often in a horizontal position).
- *Lie* is an irregular intransitive verb (lie/lay/lain – lying). It does not take a direct object. It means “to rest in a horizontal position” or “to be located somewhere.”
- *Lie* also means “to say something that isn’t true”; it takes the following form (lie/lied/lying).

5. **Leach/Leech**

Water *leaches* chemicals out of soil or colour out of cloth, while *leech* is a bloodsucking creature.

6. **Lead/Led/Lead**

- *Lead* (pronounced leed) means “to go first”.
- *Led* is the past tense of *lead*.
- *Lead* is a heavy metal; also the graphite in a pencil.

7. **Least/Lest**

There are uses of old word *lest* in phrases like “*lest* we forget,” referring to something to be avoided or prevented.

- *Least* means something that is very less; it is the opposite of most.

8. **Legend/Myth**

Myths are generally considered to be traditional stories whose importance lies in their significance, whereas *legends* can be merely famous deeds.

9. **Lend/Loan**

- *Lend* is a verb meaning “to give something temporarily to someone”.
- *Loan* is a noun, meaning the temporary transfer of something to someone else. So, “Dad, can you loan me a few dollars until pay day?”

10. Lesson (instruction)/Lessen (reduce)

- *Lessen* means “to make less”.
- *Lesson* is something you learn.

11. Liable/Libel

- *Liable* means “subject to” or “answerable for” or “likely”;
- *Libel* is written (as opposed to spoken) untruths about someone, for which you may be taken to court.

12. Licence/License

In British usage, *licence* is always the noun and *license* the verb.

13. Lie/Lay

- *Lie* means “to recline”. When you recline, you **lie** down. If you tell someone you will **lay** down, you may risk embarrassment. For reclining, the past tense is *lay* and the past participle is “*lain*.”
- *Lay* means “to put or place something”.
- Thus, you may say “I have lain on my bed for half an hour,” but you cannot write “I have laid on the lounge chair for half an hour.” On the other hand, you may “lay the plate on the table,” in which case all past tense forms are the word “laid.” By the way, once you “lay” the plate on the table, it **lies** there until moved.

14. Lightening/Lightning

- *Lightening* means making “lighter” or “brighter”;
- *Lightning* (which is always a noun) is what comes out of the sky, usually followed by a crack of thunder.

15. Like/As/As if

While the use of *like* as a conjunction is common in speaking, its use *as* a conjunction is not fully established in writing. *Like* is better used as a preposition.

16. Look at/Watch

- In this context, *look* is usually followed by the preposition *at*. When you *look at* someone or something you are interested in the appearance. Generally we *look at* things that are static.
- *Watch* is a verb. When you *watch* someone or something you are interested in what happens. Generally we *watch* things that move or change state.

17. Like/As

- Do not confuse them. *Like* means that one is drawing a similarity from dissimilar groups. The error is created when one uses “like” as a conjunction. The person should substitute “as” for “like”.

18. Literally/Figuratively

- Do not confuse these words.
- *Literally* means that one’s words describe what actually occurred. Most of the time, the word is tossed into sentences in which it is unnecessary.
- The word “figuratively” means that one is using language metaphorically.

19. Look after/Look for

- To *look after* means “to take care of” or “be in charge of something or someone.”
- To *look for* means “to try to find something or someone.”

20. Look over/Overlook

- *Look over* is a phrasal verb. When you *look over* something or someone you quickly examine it or them.
- *Overlook* is a verb. When you *overlook* someone or something, you fail to notice or consider it or them.

Note:

If you *look forward/forwards*, it simply means you are looking ahead of you. *Look forward to* is a phrasal verb. When you *look forward to* something, you feel happy and excited about something that is going to happen.

21. Loose (not snug)/Lose (to misplace, fail to win)

- *Loose* means “to be free, not close together”.
- To *lose* means “to suffer loss.”
- *Lose* always means “mislaying or dropping something and not being able to find it”, while *loose* means “slack” or “free”.
- *Loose* is an adjective. If something isn’t fixed properly or it doesn’t fit, because it’s too large, or because it’s not tight enough, it’s loose.
- *Lose* is a verb that means “to no longer possess something because you do not know where it is, or because it has been taken away from you.”

22. **Luxurious/Luxuriant**

- *Luxurious* living means that you enjoy luxuries.
- *Luxuriant* means that something (such as a plant) is growing abundantly.

M

1. **Madding/Maddening**

- “A *madding* crowd” is a group of people who can drive you insane.
- “A *maddening* crowd” is a group of people who make you angry.
Hardy’s novel is *Far from the Madding Crowd*.

2. **Mantel/Mantle**

- *Mantel* is the shelf above a fireplace, or the fireplace surrounding;
- *Mantle* is a cloak or blanket.

3. **Manufacture/Manufacturer**

When your company makes stuff, it *manufactures* it; but the company itself is a *manufacturer*.

4. **Marshal/Marshall**

- *Marshal* is a military officer or a sheriff;
- *marshall* is a verb, as in marshalling yard.

5. **Maybe (perhaps)/May be (could be)**

6. **Me/My**

- As between *I* and *me* we usually choose the correct form by instinct.

- *Me* is used as the object of a verb or preposition. You use *me* to refer to yourself.

In short answers, we usually use this form.

- *My* is a possessive adjective.
7. **Meat** (food)/**meet** (encounter)

8. **Medal/Metal/Meddle/Mettle**

- A person who proves his or her *mettle* displays courage or stamina.
- The word *mettle* is seldom used outside of this expression. *Metals* are nouns like silver, gold, etc.
- *Medal* is a prize given and *meddle* means “to interfere”.

9. **Media/Medium/Median**

- “Media” is a plural word. One mass *media* form is a medium.
- *Medium* is also a size between large and small;
- *median* is the mid point.

10. **Meet/Mete/Meat**

The two more often confused are *meet* and *mete*.

- *Meet* means “to encounter” (and can also mean fit or suitable); *mete* means “to allot, apportion or distribute”; *meat* refers to flesh as food.

11. **Militate/Mitigate**

- *Militate* is usually followed by “against” in a phrase that means “works against”.
- *Mitigate* means almost the opposite: “to make easier” or “to moderate”. It should not be followed by “against.”

12. **Miner** (excavator)/**Minor** (person under a given age)

Children are *minors* (unless they are violating child-labour laws, and) those who work in mines are *miners*.

13. **Minimal/Minimum**

- A *minimal* amount is the minimum in a data set.
- “*Minimal*” is an adjective and “*minimum*” may be used either as a noun or an adjective.

14. **Moral/Morale**

- *Moral* means good ; it is also a lesson on conduct.
- *Morale* is a mental condition, spirit (“The team’s morale was low?”).

15. **Most/Almost**

- *Almost* is an adverb meaning “nearly.”
- *Most* is an adjective meaning “the greater part.”

16. **Mucus/Mucous**

- *Mucous* membranes secrete *mucus*.
- *Mucus* is the noun and *mucous* is the adjective.

17. **Mute/Moot**

- *Mute* as a verb means “to silence or quieten down”; as a noun it’s a little gadget used by string players to soften the sound from their instruments; as an adjective, it means dumb or making no sound (as in “He looked at me in mute appeal”).
- *Moot* means “debatable”. So, it’s a “moot point”.

18. **Most/the Most**

- *Most* without an article is usually used as an adjective, which means “almost all”.
- *The most* is usually used to form the superlative of many adjectives and adverbs.

19. **Mutual/Common**

- *Mutual* refers to two people who share the same emotion, as in “My friend and I have *mutual respect*”.
- *Common* refers to something shared by at least two people, such as “a *common goal*” or “a common point of departure”.

N

1. **Naïve/Knave**

- A *knave* is an unprincipled, untrustworthy, or dishonest person, whereas *naïve* means “having or showing unaffected simplicity of nature or absence of artificiality” or “unsophisticated or ingenuous”.

2. **Naval/Navel**

- Your belly button is your *navel*, and “navel oranges” look like they have one;
- all terms having to do with ships and sailing require *naval*.

3. **No/Know**

Strange that these two should get confused, but they do.

- *No* is always the opposite of “yes”;
- to *Know* is to be certain.

O

1. **Once/Ones**

- *Once* always has to do with time and answers the questions, “how many times?” or “when?”
- In contrast, *ones* have to do with things.

2. **Oppress/Repress**

Dictators commonly *oppress* their citizens and *repress* dissent, but these words don’t mean exactly the same thing.

- *Repress* just means “keep under control.” Sometimes *repression* is a good thing.
- *Oppression* is always bad, and implies serious persecution.

3. **Oral/Verbal**

- Some people insist that *verbal* refers to anything expressed in words, whether written or spoken, while *oral* refers exclusively to speech; but in common usage *verbal* has become widely accepted for the latter meaning.
- However, in case of a legal context, an unwritten agreement is still an “*oral contract*,” not a “*verbal contract*.”

4. **Oriental/Asian**

- *Oriental* is generally considered old-fashioned now, and many find it offensive.
 - *Asian* is preferred for telling about Asia.
- It baffles me that people get these mixed up, but they do.

5. **Overdo/Overdue**

- *Overdo* means “to exaggerate” or “carry to something too far”;
- *overdue* is what your bills are, when you forget to pay them!

6. **Overtake vs Takeover/Take over**

- *Overtake* is a verb. It can mean to go beyond something by being better, or if you’re driving to come from behind another vehicle or a person and move in front of it.
- *Takeover* as a noun is used when one organisation gains control of a company by buying most of its shares.

P

1. **Pair (two)/Pare (peel; reduce)**

2. **Palate/Palette/Pallet/Pellet**

- Your *palate* is the roof of your mouth, and by extension, your sense of taste.
- A *palette* is the flat board an artist mixes paint on (or by extension, a range of colours).
- A *pallet* is either a bed (now rare) or a flat platform onto which goods are loaded.
- A *pellet* is a bullet.

3. **Parameter/Perimeter**

- A *parameter* is a number that describes a population or, metaphorically, a distinctive characteristic of a population of events.
- A *perimeter* is a boundary.

4. **Paramount/Tantamount**

- *Paramount* means “best” or “top.”
- *Tantamount* means “equivalent”.

5. **Partake/Participate**

- *Participate* means “take part”.
- The main modern meaning of *partake* is “consume,” especially in relation to food.

6. **Past (an earlier time)/Passed (went by)**

7. **Patience/Patients**

- *Patience* means “forbearance”;
- *patients* are people under medical care.

8. **Peasant/Pheasant**

pheasant is a favorite game bird whereas *peasants* are rural people or farm workers.

9. **Pedalled/Peddled**

- *Pedalled* is the past tense of “pedal”, which as a *verb* means to use your feet to turn the pedals on something, such as a bicycle, to make it move; or to operate the pedals on a piano, or the lower keys on an organ;
- *peddled* is the past tense of “peddle”, which means “to sell”.

10. **Peek/Pique/Peak**

- *Pique* means “to excite or irritate”;
- *peek* means “to peep or snoop”;
- *peak* as a *noun* means the summit or tip, and as a *verb* means “to climax”.

11. **Peer/Pier**

- *Peer* as a *noun* means “a person who is your equal” and as a *verb* it means to squint or look obliquely at something;
- *pier* is a type of wharf or dock.
- Two other words that sound similar are pear (a fruit) and pare (to peel).

12. **Percent/Percentage**

- Use *percent* when identifying a particular number.
- Use *percentage* when there is no definite figure.

13. **Perfect/perfectly**

- *Perfect* is as singular as it gets.
- *Perfectly* is an adverb used to emphasize another concept.

14. **Precedence/Precedents**

- Things have *precedence* over others if they are given preference.
- *Precedents* are events that serve as standards.

15. **Persecute/Prosecute**

- When you *persecute* someone, you're treating them badly, whether they deserve it or not;
- but only legal officers can *prosecute* someone for a crime.

16. Personal (private)/Personnel (staff)

- *Personal* means “of a person”: “a personal opinion,” “a personal matter.”
- *Personnel* refers to the people in an organisation, especially employees.

17. Persons/People

Use “*people*” if you can. *Persons* usually involves a collection of *people* who are counted or numbered. *People* can refer to a large group of *people*, usually unnumbered. Thus, *people* often can be substituted for *persons*, but *persons* cannot be substituted for *people*.

18. Perspective (angle of view)/Prospective (in the future)

19. Phenomenon/Phenomena

One *phenomenon* or many *phenomena* may exist.

20. Piece (part, portion)/Peace (absence of war)

21. Plain (simple; flat land)/Plane (flat surface; smooth off)

22. Podium/Lectern

- Strictly speaking, a *podium* is a raised platform on which you stand to give a speech;
- the piece of furniture on which you place your notes and behind which you stand is a *lectern*.

23. Pole/Poll

- A *pole* is a long stick.
- You could take a *poll* (survey or ballot).

24. Pour/Pore

You *pour* sauces, gravies, etc., over your dinner, while *pore* means to study something—so, “*pore* over the book”, not “*pour* over the book”.

25. Practice/Practise

In usage, *practice* is always the *noun* and *practise*, the *verb*.

26. Pray (ask, implore)/**Prey** (hunt down; what is hunted)

27. Perpetuate/Perpetrate

- *Perpetrate* is something criminals do —they *perpetrate* a crime.
- When you seek to continue something, you are trying to *perpetuate* it.

28. Premiere/Premier/Debut

- An actor makes a *debut*, whereas a movie has a *premiere*.
The prime minister of a parliamentary government is known as a *premier*.
- The opening night of a film or play is its *premiere*.

29. Premise/Premises

Premise usually means “assumption” or “supposition” while *premises* means “an apartment, house or building and its grounds”.

30. Presence/Presents

- *Presence* means “being near at hand”;
- *Presents* are gifts.

31. Pretty/Very

- Do not use *pretty* as a synonym for *very*.

32. Principle (rule)/**Principal** (chief, chief person; sum of money)

33. Proceed/Precede

- To *proceed* is to “go forward”;
- to *precede* means “to go ahead of”.

34. Prodigy/Progeny/Protege

- Your *progeny* are your kids.
- If your child is a brilliantly outstanding person he or she may be a child *prodigy*. In fact, anything amazingly admirable can be a *prodigy*.
- But a person that you take under your wing in order to help promote his or her career is your *protégé*.

35. Profit/Prophet

- *Profit* means “gain”, “earnings”, “advantage”, and is usually associated with business.

- A *prophet* is a seer, a diviner.

36. Prophecy (noun)/Prophecy (verb)

37. Purposely/Purposefully

- Actions are done *purposely* if they are intended.
- Actions are done *purposefully* if the person doing them is very determined.

Q

1. Quiet (silent)/Quite (really, positively, very much)

2. Quotation/Quote

- *Quote* is a verb;
- *Quotation* is a noun.
- You *quote* people, but you read *quotations*.

R

1. Rain/Reign/Rein

- *Rain* is the water that comes down from clouds;
- *Reign* means “to rule”;
- *Rein* is a strap, usually leather, for controlling an animal, especially a horse.

2. Raise/Raze

These two are exact opposites. *Raise* means “to lift” or “build up” and *raze* means “to pull down”.

3. Rapt/Rapped/Wrapped

- *Rapt* means “enchanted” or “engrossed”;
- *rapped* is the past tense of “rap”, which means “to hit” or “criticise”;
- *wrapped* is the past tense of wrap, to coat or enfold.

4. Rational/Rationale

- *Rational* is an adjective meaning “reasonable” or “logical”.
- *Rationale* is a noun which most often means underlying reason.

5. Reality/Realty

- *Reality* is real life.

- *Realty* is real estate.

6. Rebut/Refute

- When you *rebut* someone's argument you argue against it.
- To *refute* someone's argument is to prove it incorrect.

7. Refer back/Look back

- A confusion between "look back" and "refer". This usage is objected to in formal writing on the ground that since the re- of refer means "back," "refer back" is redundant. *Refer back* is acceptable when it means "refer again" .

8. Reference/Reverence

Reference is something referred to, *reverence* means "respect".

9. Refute/Reject

- To *refute* someone's argument is to prove it incorrect.
- If you attempt no such proof but simply disagree with an argument, the word you want is *reject*.

10. Regimen/Regiment

- *Regimen* is a *noun* and is mostly used to refer to a prescribed way of life, or diet or exercise. It is also the action of governing.
- *Regiment* as a *verb* means "to direct" or "to command"; as a *noun* it refers to a military unit.

11. Remember/Remind

- To *remember* means "to be able to bring back a piece of information into your mind", or "to keep a piece of information in your memory."
- To *remind* means "to make someone aware of something they have forgotten or might have forgotten".

12. Replete/Complete

- *Replete* usually means "stuffed," "full to overflowing."
- *Complete* means "finished or total."

13. Residence/Residents

- *Residence* is a house;
- *Residents* are the people who live there.

14. Respectfully/Respectively

- *Respectfully* means “politely”;
- *Respectively* means “in the order stated.”

15. Retch/Wretch

- *Retch* means “to gag” or “try to vomit”;
- *Wretch* is a grovelling person, a creep.

16. Rifle/Riffle

- *Rifle* (apart from being a firearm) means “to steal”;
- *Riffle* means “to leaf through or browse.”

17. Right (proper, entitlement)/Rite (ceremony)

18. Right/Rite/Write

- *Right* means “correct”;
- *Rite* is a ceremony, usually religious;
- *Write* means “to make words”.

19. Risky/Risque

French-derived word “*risque*” means “slightly indecent” whereas *risky* is dangerous.

20. Road (path)/Rode (past of ride)

- *Road* is a long surface for cars and other vehicles;
- *rode* is the past tense of ride.

21. Role/Roll

- *Role* is a part in a play or film.
- *Roll* as a *noun* is a document or something that is cylindrical in shape and as a *verb*, it means to make something into a cylindrical shape, to turn or spin.

22. Root/Rout/Route

You can “root” for your team (cheer them on) and hope that they utterly smash their opponents—*rout*, then come back in triumph on the straight *Route* (a road).

23. Rye/Wry

- *Wry* means “bent” or “twisted.” Even if you don’t have a wry sense of humor you may crack a wry smile.
- *A rye* is the seed or grain of this plant.

S

1. **Sacred/Scared**

- Gods are *sacred*.
- The damned in Hell are *scared* (afraid).

2. **Sail/Sale/Sell**

- You *sail* a boat which has a *sail* of canvas. (*Sail* is part of a ship or boat.)
- You *sell* your old pot at a yard sale.
- *Sale* is either offering something for purchase (“for sale”) or offering it at a special price (“on sale”).

3. **Salsa Sauce/Salsa**

- *Salsa* is Spanish for “sauce,” so “salsa sauce” is redundant.
- *Salsa* is also a type of dance.

4. **Sarcastic/Ironic**

- Not all ironic comments are *sarcastic*. Sarcasm is meant to mock or wound.
- *Irony* has an element of sadness.

5. **say/said vs tell/told**

- *Said* (verb) is the past simple and past participle of “to say”. It can be used in direct speech: It can be used in indirect (reported) speech (followed by *that*).
- *Said* (adjective) is used before the name of a person or thing you have already mentioned
- *Told* (verb) is the past simple and past participle of “to tell”. It is normally used in reported speech, i.e. it is used to talk about what people say (followed by an object + “that”). When *told* has the meaning of “instruct”, it can be followed by an object and an infinitive.

6. **Scene(setting, stage setting)/Seen (perceived)**

- *Scene* is the place where something happens.
- *Seen* is the past participle of “see”.

7. Scone/Sconce

- A jam or cream filled biscuit is a *scone*.
- If you are describing a wall-mounted light fixture, the word is “sconce”.

8. Seam/Seem

- *Seam* is most often used to refer to the joining of two pieces of fabric with thread, but it can refer to other types of joints.
- *Seem* means “appear”.

9. Sell/Cell

- *Sell* means “to exchange for money”.
- *Cell* is a small room (invariably lacking in comfort). *Cell* is also an organism (as in “stem cells”). *Cell* is also used to refer to the small divisions in something large such as a container or a table in a web page or word-processed document.

10. Sense (perception)/Since (from that time)

11. Sensual/Sensuous

- *Sensual* usually relates to physical desires and experiences, and often means “sexy.”
- *Sensuous* is more often used for aesthetic pleasures, like “sensuous music.”

12. Serf/Surf

- *Serf* means slave or servant.
- *Surf* is a wave and as a verb is also the action of riding the waves on a board or using a computer to find something on the Internet.

13. Set (to put)/Sit (to be seated)

14. Sever/Severe

- *Sever* means “to separate” or “detach”.
- *Severe* means “grim” or “stern”.

15. Shear/Sheer

- *Shear* means “to cut or clip”.

- *Sheer* means “transparent” (as in “sheer nylon hosiery”) or “steep” (as in “a sheer drop”) or “total” or “absolute” (as in “sheer stupidity”).

16. Sheath/Sheaf

- If you take your knife out of its *sheath* (case) you can use it to cut a *sheaf* (bundle) of paper.

17. Shone (past of shine)/Shown (displayed)

18. Shore/Sure

- *Shore* as verb means “to brace or support” and as a noun, it is usually a beach but can also be “a support” or “a brace”.
- *Sure* means “certain” or “confident”.
- So you do not *sure up* a company by borrowing more capital; you *shore it up*.

19. Shortage/Shortness

- *Shortage* is a noun meaning when there is not enough of something.
- *Shortness* is also a noun meaning the condition of being short spatially (in length).

20. Sick/Ill

- Use “sick” when you mean a person is nauseated.
- Use “ill” when the person is not well but not necessarily nauseated.

21. Silicon/Silicone

- *Silicon* is a chemical element, the basic stuff of which microchips are made. Sand is largely silicon.
- *Silicones* are plastics and other materials containing silicon.

22. Singly/Singularly

- *Singly* means “individually” or “one-by-one”.
- *Singularly* means “strangely” or “uniquely”.

23. Site/Sight/Cite

- *Site* always refers to location or place—building site, archaeology site, etc.
- *Sight* always refers to vision, as in the cliché “a sight for sore eyes”.
- *Cite* means “to summon” or “to refer to a source”.

24. Slither/Sliver

- *Slither* means “to slip” or “to slide”.
- *Sliver* is a noun, meaning a thin piece, such as a flake, paring or chip.

25. So/Such

- *So* when used as in front of an adjective or an adverb means “very”.
- *Such* when used as a determiner can be used in front of a noun or an adjective and a noun to show extremes, you can’t use it in front of adverbs.
- Remember that without the noun you need to use “so”.

26. Soar/Sore

- *Sore* refers to aches, pains and wounds - sore feet, sore backs, and sores on your skin.
- The more unusual word used to describe the act of gliding through the air or swooping up in the sky is *soar*.

27. Sojourn/Journey

- A *sojourn* is actually a temporary stay in one place.
- If you’re constantly on the move, then it is a *journey*.

28. Sole/Soul

- *Sole* as an adjective means “single” and as a noun it is a type of fish and the under part of a foot or a shoe.
- *Soul* generally refers to the invisible part of you that lives on after you die; it also refers to heart or mind or a human being.

29. Some time/Sometime

- This is a common confusion. *Some time* is a period of time and *sometime* means at some time which is not specified.

30. Specially/Especially

- When something is *special*, it is not ordinary.
- *Especially* refers to things that are pre-eminent or primary.

31. Stand/Stance

- When you courageously resist opposing forces, you take a *stand*.

- Your *stance*, on the other hand, is just your position—literal or figurative—which may not be particularly militant.

32. **Stationary/Stationery**

- *Stationary* means “standing still”.
- *Stationery* refers to writing paper.

33. **statue/statute/stature**

- *Statue* is a carved or moulded likeness.
- *Statute* is law.
- *Stature* means “height” or “status”.

34. **Stint/Stent**

- When the time to work comes, you’ve got to do your “stint”.
- The medical device installed to keep an artery open is a “stent”.

35. **Straight** (not curved)/**Strait** (narrow place)

- *Straight* means “without bends”.
- *Strait* is a passage of water.

36. **Suit/Suite**

- Your bedroom *suite* consists of the bed, the nightstand, and whatever other furniture goes with it.
- *Suit* is your formal dress.

37. **Sulking/Skulking**

- That guy sneaking furtively around the neighborhood is *skulking* around.
- *Sulking* is related to your not being in a good mood.

38. **To see/To watch**

- *To see* means to be aware of what is around you by using your eyes.
- *To watch* means to look at something for a period of time, especially something that is changing or moving. We *watch* things that move, such as TV, a film, sport, etc. while we *look* at static things, such as a photograph, a painting, the stars, etc.

T

1. **Tack** (angle of approach)/**Tact** (sensitivity, diplomacy)

2. Taken Back / Taken Aback

- When you're startled by something, you're *taken aback* by it.
- When you're reminded of something from your past, you're *taken back* to that time.

3. Taut/Taught/Taunt

- *Taut* means "tight" or "firm".
- *Taught* is the past tense of teach.
- *Taunt* means "jeer" or "insult".

4. Tenant/Tenet

- *Tenant* is one who rents a property.
- *Tenet* is a principle or belief.

5. Than (word of comparison)/Then (at that time)

6. That/Which/Who

- *That* refers to persons or things,
- *which* refers to things, and
- *who* refers to persons.

7. There/Their/They're

- *There* is a location.
- *Their* is the possessive form of "they".
- *They're* the short form of "they are".

8. Threw (past of throw)/Through (by way of)

9. Throes/Throws

- *Throes* are violent spasms or painful struggles, though not always physical. *Throes* can also mean the "midst of".
- *Throws* means "to hurl" or "to toss". As a noun, it means blankets or other types of covering.

10. Throne/Thrown

- A *throne* is a chair for a king to sit on.
- *Thrown* is the past participle of "throw".

11. Tic/Tick

- The word for a spasmodic twitch or habitual quirk of speech or behaviour is spelled the French way: “tic.”
- Tick, as a noun, is a parasitic insect and, as a verb, it is “a mark”.

12. **Timber/Timbre**

- *Timber* is a type of wood.
- The quality which distinguishes the sound produced by one instrument or voice from others is *timbre*.

13. **To(in the direction of)/Too(also)/Two(the number)**

- *To* is a preposition meaning “towards”.
- *Too* means “also” or “extremely” (as in “You are walking too fast for me”).
- *Two* is the number after one.

14. **Trainee/Trainer**

- A *trainee* is a person who is learning and practising the skills of a particular job.
- A *trainer* is a person who teaches skills for a particular job, activity or sport.

15. **Troop/Troupe**

- A group of performers is a *troupe*.
- Any other group of people, military or otherwise, is a *troop*.

16. **Tussle/Tousled**

- *Tussle* is a struggle, fight or scuffle
- *Tousled* means “messed up”.

U

1. **Unchartered/Uncharted**

- *Unchartered* means “lacking a charter” whereas
- *uncharted* means “unmapped” or “unexplored.”

2. **Undo/Undue**

- The verb “undo” is the opposite of “do.” *Undo* means “to erase or remove something that was done”.

- The adjective “undue” is the opposite of “due” and means “unwarranted” or “improper.” It is used in phrases like “undue advantage”.

3. **Unique/Uncommon**

- The formal meaning of unique is “sole” or “only” or “being the only one of its kind”.
- The meaning of “uncommon” is “rare” or “unusual”.

4. **Upmost/Utmost**

- *Upmost* means “uppermost” referring to something on top.
- *Utmost* means “extreme or greatest or maximum”.

5. **Used to/Used to do**

- *Used to* can be used as an adjective and we use it to talk about things that have become familiar, and are no longer strange or new. You can also be used to doing something.
- *Used to do*—If we say something *used to* happen we are talking about repeated events and actions in the past, usually things that happened a long time ago and are now finished.

V

1. **Vane/Vain/Vein**

- *Vane* is an instrument that shows from which direction the wind is blowing; it also means the sail of a windmill, the flat part on either side of the *shaft of a feather, a revolving fan or flywheel*.
- *Vain* means too concerned about how one looks or being too conceited and also means useless as in “a vain attempt”.
- *Vein* is a blood vessel, a channel.

2. **Vary/Very**

- *Vary* means “to change”.
- *Very* describes an extreme form of anything like “very nice,” “very bad”, etc.

3. **Venal/Venial**

- *Venal* means “dishonest” or “dishonourable”.
- *Venial* means “forgivable” or “unimportant” (as in “venial sins”).

4. **Veracious/Voracious**

- *Veracious* means “truthful, honest”. A truthful person has “veracity”.
- *Voracity* means “extreme appetite” and *voracious* means “insatiable” or “ravenous”.

5. **Verses/Versus**

- *Verses* are the plural of verse, something a poet writes.
- *Versus* means “against” or “in comparison with”.

6. **Viable/Vie/Workable**

- Something that is *viable* is capable of living (from the Latin *vita* or “life”).
- *Vie* means “compete for”.
- *Workable* means “feasible”.

7. **Vicious/Viscous**

- *Vicious* means “savage” or “cruel”.
- *Viscous* means “thick and gummy”.

W

1. **Wail/Whale**

- One informal meaning of “whale” is “to beat.” Whale also is a large mammal (fish-like).
- To “wail” means “to cry loudly”.

2. **Waist (middle of torso)/Waste (squander)**

- *Waist* is that part of your body around which you fasten your belt.
- *Waste* as a noun mostly refers to stuff that’s thrown away and as a verb it usually means “to squander”.

3. **Wander/Wonder**

- *Wander* (verb) means “to travel aimlessly”.
- *Wonder* (verb) means “to consider or question or think about some issue”. *Wonder* (noun) means “the feeling aroused by something strange and surprising”.

4. **Wary/Weary**

- *Wary* means “careful”.

- *Weary* means “tired”.
- 5. **Wave/Waive**
 - *Wave* means “to flap your hand in farewell” as a verb. As a noun, it is also a breaker on the beach.
 - *Waive* means “to give up one’s rights or claim”.
- 6. **Waver/Waiver**
 - *Waver* means “to be undecided”.
 - *Waiver* means “the giving up of rights or claims”.
- 7. **Ways/Way**
 - Use “way” when referring to distance.
 - Use “ways” when referring to methods
- 8. **Weak** (feeble)/**week** (seven days)
- 9. **Wear** (carry on the body)/**where** (in what place)
- 10. **Weather** (atmospheric conditions)/**Whether** (if, in case)
 - Use *whether* as in the phrase “whether or not”.
 - Use *weather* when referring to atmospheric or climatic conditions.
- 11. **Wet/Whet**
 - *Wet* as a verb means strictly to pour liquid on something.
 - *Whet* means “to sharpen or stimulate”.
- 12. **Which** (what one, one of a group)/**Witch** (sorceress)
- 13. **Who/Whom**
 - *Who* is the nominative case (“He is the one who will be elected”), while
 - *whom* is the objective case (“He is the one whom you have been seeking”).
- 14. **Whole/Hole**
 - *Whole* means “entire” (“He ate the whole pie”), while
 - a *hole* is an empty hollow (“My dog dug a hole in my yard”).
- 15. **Whose** (possessive of who)/**Who’s** (contraction of who is)
- 16. **Wont/Won’t**
 - *Wont* means “accustomed”.

- *Won't* is short form for “will not”.

17. **Write/Right/Rite**

- *Write* means “to scrawl” or “to pen” or “to put thoughts into readable format”.
- *Right* means “correct”.
- *A rite* is a “ceremony”.

Y

1. **Yoke/Yolk**

- The yellow center of an egg is its *yolk*.
- The link that holds two oxen together is a *yoke*; they are yoked.

2. **Your** (possessive of you)/**You're** (contraction of you are)

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2

Vocabulary-Based Questions

SECTION

LIST OF CHAPTERS

6. Synonyms
7. Antonyms
8. Odd Man Out
9. Analogies

This section will help you in the following ways:

- In the chapter on Synonyms, you would get to tackle question types related to words with similar meanings.
- In the chapter on Antonyms, you would get to tackle question types related to words that are opposite in meanings.
- In the chapter on Odd Man Out, you would get to tackle questions which are situation based and which require you to choose out of a group of words one which does not belong to the group.
- In the chapter on Analogies, you would get to tackle questions which are relationship based and are very commonly used in exams like MAT, IRMA, CET Maharashtra, etc. In this chapter you would learn to identify the various types of relationships that are used in Analogies.

Synonyms

Six

chapter

Directions for Exercise 1 and 2: *Choose the option closest in meaning to the word given.*

Exercise 1

1. **Low-Key**

- | | |
|--------------|-----------------|
| (a) official | (b) secret |
| (c) subdued | (d) complicated |

2. **Stipulation**

- | | |
|----------------|-----------------|
| (a) imitation | (b) signal |
| (c) excitement | (d) requirement |

3. **Antithesis**

- | | |
|---------------------|---------------------|
| (a) fixed dislike | (b) musical reponse |
| (c) lack of feeling | (d) direct opposite |

4. **Transitory**

- | | |
|-----------------|-----------|
| (a) short-lived | (b) idle |
| (c) unexpected | (d) clear |

5. **Entrenched**

- (a) filled up
- (c) followed by

- (b) fortified
- (d) kept down

6. **Lot**

- (a) right
- (c) fate

- (b) folly
- (d) oath

7. **Apprehension**

- (a) gratitude
- (c) dread

- (b) apology
- (d) punishment

8. **Amenable**

- (a) religious
- (c) proud

- (b) masculine
- (d) agreeable

9. **Affluent**

- (a) neutral
- (c) wealthy

- (b) sentimental
- (d) handsome

10. **Counterpart**

- (a) hindrance
- (c) password

- (b) peace offering
- (d) complimentary

11. **Superficial**

- (a) shallow
- (c) proud

- (b) unusually fine
- (d) aged

12. **Disparage**

- (a) separate
- (c) refuse

- (b) compare
- (d) belittle

13. **Protagonist**

- (a) prophet
- (c) talented child

- (b) explorer
- (d) leading character

14. **Ludicrous**

- | | |
|---------------------|-----------------------|
| (a) profitable | (b) excessive |
| (c) disordered | (d) ridiculous |
| 15. Intrepid | |
| (a) middle | (b) tolerant |
| (c) fearless | (d) rude |
| 16. Sage | |
| (a) wise man | (b) tale |
| (c) era | (d) fool |
| 17. Admonish | |
| (a) warn | (b) escape |
| (c) worship | (d) distribute |
| 18. Beset | |
| (a) plead | (b) assail |
| (c) pertain to | (d) deny |
| 19. Figment | |
| (a) perfume | (b) undeveloped fruit |
| (c) statuette | (d) invention |
| 20. Glib | |
| (a) dull | (b) thin |
| (c) weak | (d) fluent |

Exercise 2

- | | |
|---------------------|-------------------|
| 1. Grandiose | |
| (a) imposing | (b) unpretentious |
| (c) boring | (d) lanky |
| 2. Parley | |
| (a) fraud | (b) paraphrase |

- | | |
|----------------------|-------------------|
| (c) conclave | (d) spectacle |
| 3. Lassitude | |
| (a) lethargy | (b) puritan |
| (c) energy | (d) meeting |
| 4. Ruse | |
| (a) break | (b) stratagem |
| (c) maudlin | (d) guru |
| 5. Aphorism | |
| (a) prune | (b) wither |
| (c) aphid | (d) proverb |
| 6. Hybrid | |
| (a) pure | (b) benefactor |
| (c) partisan | (d) crossbreed |
| 7. Passe' | |
| (a) rude | (b) old-fashioned |
| (c) modern | (d) chic |
| 8. Louse | |
| (a) lukewarm | (b) beast |
| (c) parasitic insect | (d) infant |
| 9. Scuttle | |
| (a) rumor | (b) priority |
| (c) run hurriedly | (d) solemn |
| 10. Utopia | |
| (a) holiday home | (b) music |
| (c) vacant | (d) perfect state |
| 11. Idiocy | |
| (a) brilliancy | (b) privilege |

- | | | |
|----------------------|-------------------|---------------|
| | (c) dogma | (d) absurdity |
| 12. Spry | (a) doubtful | (b) nimble |
| | (c) prognosticate | (d) leave |
| 13. Harbinger | (a) forerunner | (b) reel |
| | (c) epic | (d) footstool |
| 14. Simpleton | (a) dunce | (b) tattler |
| | (c) genius | (d) quack |
| 15. Brevity | (a) corporal | (b) shortness |
| | (c) moisture | (d) valour |

Directions for Exercise 3: *Select the word having the same meaning as the given word.*

Exercise 3

- | | | |
|------------------------|-----------------|----------------|
| 1. Vituperation | (a) moisture | (b) parallel |
| | (c) malediction | (d) recover |
| 2. Repeal | (a) sharp | (b) applaud |
| | (c) acceptance | (d) abrogation |
| 3. Foreclose | (a) shut out | (b) nearby |
| | (c) liberty | (d) indicate |
| 4. Qualm | | |

(a) concavity

(b) amplitude

(c) misgiving

(d) repute

5. **Controversial**

(a) pulse

(b) polemic

(c) record

(d) integrity

6. **Elation**

(a) happiness

(b) naturalize

(c) poverty

(d) parsimony

7. **Apportionment**

(a) coexist

(b) period

(c) appoint

(d) dispensation

8. **Vaunt**

(a) lack

(b) sufferance

(c) resign

(d) boast

9. **Equivocal**

(a) questionable

(b) resistance

(c) actual

(d) fall apart

10. **Fetid**

(a) comical

(b) ornament

(c) stinking

(d) regular

Directions for Exercises 4 and 5: Choose the word which is ***not*** a synonym for the given word.

Exercise 4

1. **Stingy**

(a) amicable

(b) penurious

(c) parsimonious

(d) frugal

2. **Persistence**
(a) perilous (b) sedulity
(c) pertinacity (d) plodding
3. **Untrue**
(a) spurious (b) false
(c) meretricious (d) chaste
4. **Relax**
(a) rest (b) unwind
(c) ease (d) relegate
5. **Accumulation**
(a) collection (b) conglomeration
(c) assemblage (d) collagen
6. **Sleep Inducing**
(a) soporific (b) sedative
(c) somnolent (d) hygroscopic
7. **Swelling**
(a) turgidity (b) distention
(c) inflammation (d) flaccidity
8. **Incline**
(a) trenchant (b) slope
(c) acclivity (d) gradient
9. **Shining**
(a) indolent (b) dazzling
(c) gleaming (d) glistening
10. **Loafer**
(a) vagrant (b) lounge
(c) bantam (d) idler

Exercise 5

1. **Emigrate**

- | | |
|--------------|--------------|
| (a) depart | (b) elude |
| (c) relocate | (d) resettle |

2. **Eloquent**

- | | |
|-------------|----------------|
| (a) elusive | (b) articulate |
| (c) fluent | (d) expressive |

3. **Defendant**

- | | |
|--------------|---------------|
| (a) accused | (b) appellant |
| (c) offender | (d) defoliant |

4. **Abase**

- | | |
|---------------|-------------|
| (a) adjourn | (b) degrade |
| (c) humiliate | (d) mortify |

5. **Aplomb**

- | | |
|------------|--------------|
| (a) ease | (b) ribald |
| (c) repose | (d) serenity |

6. **Porcelain**

- | | |
|-----------------|-------------|
| (a) ceramics | (b) pottery |
| (c) earthenware | (d) mirror |

7. **Eccentric**

- | | |
|--------------|--------------|
| (a) aberrant | (b) atypical |
| (c) facile | (d) bizarre |

8. **Quagmire**

- | | |
|-----------|--------------|
| (a) fen | (b) morass |
| (c) swamp | (d) palisade |

9. **Stockade**

- | | |
|-------------|-----------|
| (a) rampart | (b) fence |
|-------------|-----------|

- | | | |
|--------------------|------------------|---------------|
| | (c) paling | (d) shuttle |
| 10. Bestial | (a) feral | (b) feminine |
| | (c) fiendish | (d) savage |
| 11. Revelry | (a) jollity | (b) slough |
| | (c) conviviality | (d) feasting |
| 12. Fester | (a) putrefy | (b) ulcerate |
| | (c) rot | (d) retrieve |
| 13. Jiggle | (a) squirm | (b) fret |
| | (c) flighty | (d) twitch |
| 14. Paddock | (a) filament | (b) glebe |
| | (c) pasture | (d) mead |
| 15. Flake | (a) scurf | (b) sliver |
| | (c) chip | (d) bunting |
| 16. Canyon | (a) ravine | (b) gorge |
| | (c) pass | (d) kayak |
| 17. Capsule | (a) lozenge | (b) mantle |
| | (c) pill | (d) tablet |
| 18. Heresy | (a) parole | (b) blasphemy |

- | | | |
|----------------------|-----------------|--------------------|
| | (c) dissent | (d) non conformity |
| 19. Anchorite | (a) eremite | (b) recluse |
| | (c) infirm | (d) hermit |
| 20. Dither | (a) dilly-dally | (b) falter |
| | (c) hum and haw | (d) doughty |
| 21. Abandon | (a) cast away | (b) forsake |
| | (c) butch | (d) maroon |
| 22. Negotiate | (a) mediate | (b) milliner |
| | (c) intercede | (d) liaise |
| 23. Itinerant | (a) peripatetic | (b) nomadic |
| | (c) wayfaring | (d) sprightly |
| 24. Nimble | (a) adroit | (b) patrician |
| | (c) nippy | (d) dexterous |
| 25. Clamorous | (a) raucous | (b) blaring |
| | (c) dissonant | (d) stately |
| 26. Oracular | (a) clairvoyant | (b) soothsayer |
| | (c) lineage | (d) sibyl |
| 27. Clannish | (a) cliquish | (b) close-knit |

- (c) insular (d) clanger
28. **Hook**
- (a) brooch (b) claque
(c) hasp (d) buckle
29. **Masterpiece**
- (a) classic (b) archetypal
(c) urbane (d) copybook
30. **Escort**
- (a) convoy (b) chattel
(c) entourage (d) retinue
31. **Opening**
- (a) ingress (b) turnstile
(c) vestibule (d) wheedle
32. **Entrails**
- (a) viscera (b) Eocene
(c) Guts (d) Bowels
33. **Tawdry**
- (a) Gimmick (b) Gimcrack
(c) Shoddy (d) Worthless
34. **Introverted**
- (a) reserved (b) contemplative
(c) introspective (d) intrusive
35. **Jailer**
- (a) warder (b) jalousie
(c) gaoler (d) guard
36. **Jargon**
- (a) argot (b) patois

- (c) cant (d) screw
37. **Container**
- (a) amphora (b) carafe
(c) chaff (d) jar
38. **Clown**
- (a) comedian (b) jester
(c) buffoon (d) Creole
39. **Quay**
- (a) jetty (b) lurch
(c) wharf (d) breakwater
40. **Spray**
- (a) squirt (b) spurt
(c) gush (d) jewry
41. **Election**
- (a) poll (b) plebiscite
(c) bandwagon (d) referendum
42. **Bandage**
- (a) gauze (b) plaster
(c) lint (d) bandy
43. **Highwayman**
- (a) bandit (b) marauder
(c) bandanna (d) brigand
44. **Symbol**
- (a) design (b) pattern
(c) motif (d) scrap
45. **Morose**
- (a) churlish (b) sullen

- (c) humble (d) taciturn
46. **Motionless**
(a) morel (b) inanimate
(c) immobile (d) paralysed
47. **Temporal**
(a) transient (b) ephemeral
(c) mortal (d) melancholy
48. **Speckled**
(a) blotchy (b) rocky
(c) flecked (d) mottled
49. **Motto**
(a) maxim (b) sculpt
(c) aphorism (d) precept
50. **Hilly**
(a) craggy (b) rocky
(c) mountainous (d) mounted
51. **Mouthful**
(a) gobbet (b) morsel
(c) bite (d) muzzle
52. **Portable**
(a) movable (b) immovable
(c) mobile (d) transferable
53. **Dirt**
(a) mire (b) muck
(c) mud (d) muff
54. **Hush**
(a) stifle (b) mugger

- | | |
|-----------------------|---------------------|
| (c) muffle | (d) quieten |
| 55. Pageant | |
| (a) spectacle | (b) ceremony |
| (c) show | (d) verso |
| 56. Essential | |
| (a) requisite | (b) mandatory |
| (c) imperative | (d) repugnant |
| 57. Rescue | |
| (a) liberation | (b) reredos |
| (c) salvage | (d) emancipate |
| 58. Optimistic | |
| (a) sanguine | (b) vitriolic |
| (c) buoyant | (d) hopeful |
| 59. Sarcasm | |
| (a) contumely | (b) acerbity |
| (c) derision | (d) sapphic |
| 60. Satanic | |
| (a) diabolical | (b) mephistophelean |
| (c) burlesque | (d) demonic |
| 61. Pan | |
| (a) skillet | (b) cauldron |
| (c) saucepan | (d) souse |
| 62. Compact | |
| (a) brief | (b) succinct |
| (c) indict | (d) condensed |
| 63. Stones | |
| (a) pebbles | (b) yokel |

- | | | |
|-----------------------|-----------------|-----------------|
| | (c) gravel | (d) cobbles |
| 64. Graft | (a) join | (b) gram |
| | (c) splice | (d) implant |
| 65. Framework | (a) grid | (b) mesh |
| | (c) lattice | (d) leeway |
| 66. Larva | (a) maggot | (b) grub |
| | (c) lard | (d) caterpillar |
| 67. Flail | (a) whip | (b) lash |
| | (c) flog | (d) trellis |
| 68. Knock | (a) rap | (b) tap |
| | (c) thump | (d) stud |
| 69. Mindful | (a) heedful | (b) attentive |
| | (c) frantic | (d) observant |
| 70. Neglectful | (a) oblivious | (b) temperate |
| | (c) reckless | (d) heedless |
| 71. Hallowed | (a) blessed | (b) phlegmatic |
| | (c) consecrated | (d) holy |
| 72. Enchant | (a) raze | (b) bewitch |

- (c) ravish (d) entrance
73. **Titular**
(a) nominal (b) official
(c) putative (d) causative
74. **Vicarious**
(a) surrogate (b) second-hand
(c) atrocious (d) indirect
75. **Wordy**
(a) loquacious (b) phrasing
(c) pleonastic (d) garrulous
76. **Lament**
(a) dirge (b) elegy
(c) lackey (d) monody
77. **Fuzzy**
(a) frizzy (b) fuffy
(c) furry (d) fleecy
78. **Hinder**
(a) stoke (b) inhibit
(c) foil (d) impede
79. **Jittery**
(a) fretful (b) petulant
(c) anxious (d) testy
80. **Freight**
(a) cargo (b) consignment
(c) chafing (d) shipment
81. **Astern**
(a) aft (b) abaft

- (c) behind (d) apt
82. **Ashamed**
(a) bashful (b) venerable
(c) sheepish (d) shy
83. **Attire**
(a) array (b) raiment
(c) apparel (d) assail
84. **Assert**
(a) engross (b) vindicate
(c) aver (d) insist
85. **Asperse**
(a) calumniate (b) traduce
(c) slander (d) disconcert
86. **Diligent**
(a) assiduous (b) appendage
(c) industrious (d) persevering
87. **Asylum**
(a) shelter (b) refuge
(c) sanctuary (d) presage
88. **Majestic**
(a) august (b) heinous
(c) stately (d) grand
89. **Aureate**
(a) brilliant (b) gilded
(c) resplendent (d) archaic
90. **Greed**
(a) avarice (b) expiation

- | | | |
|----------------------|-------------------|-----------------|
| | (c) rapacity | (d) cupidity |
| 91. Bamboozle | (a) hoax | (b) mystify |
| | (c) cheat | (d) gabble |
| 92. Bastille | (a) fortress | (b) prison |
| | (c) jail | (d) fop |
| 93. Blench | (a) flinch | (b) prate |
| | (c) wince | (d) quail |
| 94. Deprive | (a) rob | (b) bereave |
| | (c) reprove | (d) dispossess |
| 95. Cabal | (a) plot | (b) machination |
| | (c) conspiracy | (d) portend |
| 96. Melodious | (a) musical | (b) canorous |
| | (c) sprightly | (d) resonant |
| 97. Raw | (a) unfledged | (b) callous |
| | (c) inexperienced | (d) callow |
| 98. Caprice | (a) whim | (b) fancy |
| | (c) quirk | (d) brace |
| 99. Critical | (a) carping | (b) censorious |

- (c) cardinal (d) captious
100. **Gallant**
- (a) quixotic (b) chivalrous
- (c) prudent (d) honorable
101. **Cherish**
- (a) tend (b) foster
- (c) nurture (d) vouch

Directions for Exercise 6: *Choose the option which is a synonym or closest in meaning to the word in capitals:*

Exercise 6

1. **PANDEMONIUM**
(a) lock (b) instrumental
(c) garment (d) uproar
2. **MANOEUVRE**
(a) upset (b) inflict
(c) scheme (d) slow
3. **RELINQUISH**
(a) abandon (b) relish
(c) proceed (d) defeat
4. **TUMID**
(a) humid (b) revolting
(c) mean (d) inflated
5. **VERITABLE**
(a) obedient (b) approval
(c) genuine (d) false
6. **CANARD**

- (a) a bird
- (c) offensive

- (b) spare
- (d) hoax

7. **IDOLATRY**

- (a) admiration
- (c) corruption

- (b) sadness
- (d) faithless

8. **GRATUITOUS**

- (a) correct
- (c) absurd

- (b) unkind
- (d) given freely

9. **SAGACIOUS**

- (a) appealing
- (c) wise

- (b) placid
- (d) shaky

10. **LETHAL**

- (a) conventional
- (c) averse

- (b) deadly
- (d) demonstrative

11. **FEINT**

- (a) religious
- (c) pretense

- (b) digress
- (d) swoon

12. **PERAMBULATE**

- (a) withdraw
- (c) retail

- (b) obstruct
- (d) walk

13. **ADMONISH**

- (a) give
- (c) accustom

- (b) warn
- (d) forgive

14. **JETTISON**

- (a) throw
- (c) collect

- (b) travel
- (d) sympathize

15. **EXPURGATE**

- | | |
|----------------------|----------------|
| (a) enjoy | (b) clear |
| (c) display | (d) harbour |
| 16. SURMOUNT | |
| (a) climb | (b) dwindle |
| (c) conquer | (d) repair |
| 17. NETTLE | |
| (a) knit | (b) vessel |
| (c) irritate | (d) restore |
| 18. INTERCEPT | |
| (a) display | (b) arrest |
| (c) allot | (d) amaze |
| 19. DESULTORY | |
| (a) changeable | (b) result |
| (c) hazardous | (d) rivalry |
| 20. SALIENT | |
| (a) skillful | (b) seasonal |
| (c) prominent | (d) solitary |
| 21. FESTER | |
| (a) irritate | (b) illuminate |
| (c) challenge | (d) choice |
| 22. SALUTARY | |
| (a) honest | (b) obedient |
| (c) dishonest | (d) beneficial |
| 23. TURBULENT | |
| (a) unbiased | (b) agitated |
| (c) orderly | (d) shiny |
| 24. CREDENCE | |

- | | | |
|---------------------|----------------|----------------|
| | (a) corrupt | (b) incredible |
| | (c) virtue | (d) belief |
| 25. IMBIBE | | |
| | (a) emit | (b) absorb |
| | (c) imitate | (d) convince |
| 26. BANEFUL | | |
| | (a) fever | (b) quiet |
| | (c) harmful | (d) over |
| 27. ELOQUENT | | |
| | (a) rhetoric | (b) legal |
| | (c) edible | (d) feeble |
| 28. EXPLICIT | | |
| | (a) clear | (b) obvious |
| | (c) cautious | (d) exorbitant |
| 29. PUTRID | | |
| | (a) pure | (b) decayed |
| | (c) shallow | (d) sweet |
| 30. FLAGRANT | | |
| | (a) aroma | (b) fuming |
| | (c) scandalous | (d) spreading |
| 31. RECTIFY | | |
| | (a) tip | (b) release |
| | (c) compromise | (d) remedy |
| 32. GRAPHIC | | |
| | (a) vivid | (b) fancy |
| | (c) vague | (d) great |
| 33. CADENCE | | |

- | | | |
|----------------------|---------------|----------------|
| | (a) rhythm | (b) retreat |
| | (c) fix | (d) final |
| 34. DURESS | | |
| | (a) step | (b) constraint |
| | (c) relapse | (d) credit |
| 35. FUMIGATE | | |
| | (a) upset | (b) submit |
| | (c) disinfect | (d) rankle |
| 36. BEDRAGGLE | | |
| | (a) reduce | (b) soiled |
| | (c) hypnotize | (d) sell |
| 37. PENCHANT | | |
| | (a) liking | (b) hatred |
| | (c) naughty | (d) good |
| 38. SCATHING | | |
| | (a) tossing | (b) damaging |
| | (c) hating | (d) fat |
| 39. HILARIOUS | | |
| | (a) hopeless | (b) comic |
| | (c) hideous | (d) gloomy |
| 40. TAINT | | |
| | (a) corrupt | (b) paint |
| | (c) polish | (d) publish |
| 41. ABSOLVE | | |
| | (a) accuse | (b) acquit |
| | (c) bind | (d) colour |
| 42. COALESCE | | |

- | | |
|------------------------|-----------------|
| (a) fuel | (b) fiery |
| (c) amalgamate | (d) relate |
| 43. SWITCH | |
| (a) current | (b) swap |
| (c) circuit | (d) egress |
| 44. RAPIER | |
| (a) svelte | (b) sabre |
| (c) wood | (d) wound |
| 45. SYCOPHANTIC | |
| (a) circular | (b) symmetrical |
| (c) servile | (d) fertile |
| 46. SYLLABUS | |
| (a) cutlass | (b) curriculum |
| (c) arboreal | (d) sylvan |

◇ Answer Key

Exercise 1

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (c) | 2. (d) | 3. (d) | 4. (a) | 5. (b) |
| 6. (c) | 7. (c) | 8. (d) | 9. (c) | 10. (d) |
| 11. (a) | 12. (d) | 13. (d) | 14. (d) | 15. (c) |
| 16. (a) | 17. (a) | 18. (b) | 19. (d) | 20. (d) |

Exercise 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (a) | 2. (c) | 3. (d) | 4. (b) | 5. (d) |
| 6. (d) | 7. (b) | 8. (c) | 9. (c) | 10. (d) |
| 11. (d) | 12. (b) | 13. (d) | 14. (a) | 15. (b) |

Exercise 3

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (c) | 2. (d) | 3. (a) | 4. (c) | 5. (b) |
| 6. (a) | 7. (d) | 8. (d) | 9. (a) | 10. (c) |

Exercise 4

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (a) | 2. (a) | 3. (d) | 4. (d) | 5. (d) |
| 6. (d) | 7. (d) | 8. (a) | 9. (a) | 10. (c) |

Exercise 5

- | | | | | |
|---------|---------|---------|---------|----------|
| 1. (b) | 2. (a) | 3. (d) | 4. (a) | 5. (b) |
| 6. (d) | 7. (c) | 8. (d) | 9. (d) | 10. (b) |
| 11. (b) | 12. (d) | 13. (c) | 14. (a) | 15. (d) |
| 16. (d) | 17. (b) | 18. (a) | 19. (c) | 20. (d) |
| 21. (c) | 22. (b) | 23. (d) | 24. (b) | 25. (d) |
| 26. (c) | 27. (d) | 28. (b) | 29. (c) | 30. (b) |
| 31. (d) | 32. (b) | 33. (a) | 34. (d) | 35. (b) |
| 36. (d) | 37. (c) | 38. (d) | 39. (b) | 40. (d) |
| 41. (c) | 42. (d) | 43. (c) | 44. (d) | 45. (c) |
| 46. (a) | 47. (d) | 48. (b) | 49. (b) | 50. (d) |
| 51. (d) | 52. (b) | 53. (d) | 54. (a) | 55. (c) |
| 56. (d) | 57. (b) | 58. (b) | 59. (d) | 60. (c) |
| 61. (d) | 62. (c) | 63. (b) | 64. (b) | 65. (d) |
| 66. (c) | 67. (d) | 68. (d) | 69. (c) | 70. (b) |
| 71. (b) | 72. (a) | 73. (d) | 74. (c) | 75. (b) |
| 76. (c) | 77. (b) | 78. (a) | 79. (d) | 80. (c) |
| 81. (d) | 82. (b) | 83. (d) | 84. (a) | 85. (d) |
| 86. (b) | 87. (d) | 88. (b) | 89. (d) | 90. (b) |
| 91. (d) | 92. (d) | 93. (b) | 94. (c) | 95. (d) |
| 96. (c) | 97. (b) | 98. (a) | 99. (c) | 100. (c) |

100. (d)

Exercise 6

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (d) | 2. (c) | 3. (a) | 4. (d) | 5. (c) |
| 6. (d) | 7. (a) | 8. (d) | 9. (c) | 10. (b) |
| 11. (c) | 12. (d) | 13. (b) | 14. (a) | 15. (b) |
| 16. (c) | 17. (c) | 18. (b) | 19. (a) | 20. (c) |
| 21. (a) | 22. (d) | 23. (b) | 24. (d) | 25. (b) |
| 26. (c) | 27. (a) | 28. (a) | 29. (b) | 30. (c) |
| 31. (d) | 32. (a) | 33. (a) | 34. (b) | 35. (c) |
| 36. (b) | 37. (a) | 38. (b) | 39. (b) | 40. (a) |
| 41. (b) | 42. (c) | 43. (b) | 44. (b) | 45. (c) |
| 46. (b) | | | | |
-

Antonyms

Seven

chapter

Directions for Exercise 1: *Choose the option which is the antonym of the word mentioned.*

Exercise 1

1. **Amusing**

(a) silent

(b) later

(c) boring

(d) nice

2. **Egoism**

(a) familial

(b) altruism

(c) fabianism

(d) Marxism

3. **Separate**

(a) amalgamate

(b) lonely

(c) operate

(d) none of these

4. **Professional**

(a) conservative

(b) liberal

(c) amateur

(d) legal

5. **Ambiguity**

(a) lucidity

(c) lovable

(b) basal

(d) necessity

6. **Ancestor**

(a) peer

(c) descendant

(b) seer

(d) genetic

7. **Omega**

(a) beta

(c) delta

(b) gamma

(d) alpha

8. **Amass**

(a) demote

(c) scatter

(b) remote

(d) better

9. **Amplification**

(a) abbreviation

(c) observation

(b) operation

(d) application

10. **Hurry**

(a) worry

(c) sorry

(b) amble

(d) enable

11. **Hostile**

(a) alluvial

(c) amicable

(b) able

(d) alterable

12. **Ameliorate**

(a) mar

(c) stuff

(b) west

(d) fade

13. **Amnesty**

(a) loyalty

(c) depth

(b) punishment

(d) dearth

14. **Scanty**

- | | |
|------------------------|-------------------|
| (a) ample | (b) sample |
| (c) adore | (d) afore |
| 15. Anabolism | |
| (a) metabolism | (b) catabolism |
| (c) quantity | (d) autism |
| 16. Order | |
| (a) anarchy | (b) endarch |
| (c) mesarch | (d) none of these |
| 17. Angelical | |
| (a) magnanimous | (b) diabolical |
| (c) benevolent | (d) critical |
| 18. Ecstasy | |
| (a) anguish | (b) appeal |
| (c) amenable | (d) lucidity |
| 19. Antidote | |
| (a) medicine | (b) poison |
| (c) anodyne | (d) amity |
| 20. Apex | |
| (a) base | (b) zenith |
| (c) meridian | (d) median |
| 21. Haughtiness | |
| (a) unskilled | (b) affability |
| (c) adduce | (d) abject |
| 22. Ally | |
| (a) aide | (b) opponent |
| (c) amor | (d) rely |
| 23. Alcoholic | |

- | | |
|-----------------------|-------------------|
| (a) drunk | (b) addict |
| (c) teetotaler | (d) venom |
| 24. Apocryphal | |
| (a) apocalypse | (b) authentic |
| (c) amusing | (d) disgusting |
| 25. Hidden | |
| (a) appealing | (b) apparent |
| (c) apparel | (d) none of these |
| 26. Appeasable | |
| (a) antecedent | (b) incident |
| (c) unrelenting | (d) unloved |
| 27. Applaud | |
| (a) placate | (b) denounce |
| (c) order | (d) conserve |
| 28. Stinking | |
| (a) smelly | (b) apathy |
| (c) aromatic | (d) acrobatic |
| 29. Mislead | |
| (a) alter | (b) separate |
| (c) malady | (d) apprise |
| 30. Aristocrat | |
| (a) plutarchy | (b) commoner |
| (c) royalty | (d) none of these |
| 31. Coloured | |
| (a) troubled | (b) anfractuous |
| (c) ashen | (d) complexion |
| 32. Disarray | |

- | | |
|-----------------------|----------------|
| (a) disorder | (b) order |
| (c) bore | (d) store |
| 33. Assumption | |
| (a) aspertion | (b) aspiration |
| (c) proof | (d) prediction |
| 34. Denial | |
| (a) disturb | (b) avowal |
| (c) astern | (d) atonement |
| 35. Democrat | |
| (a) royalty | (b) anarchy |
| (c) autocrat | (d) plutocrat |
| 36. Awry | |
| (a) austere | (b) offend |
| (c) asthenia | (d) straight |
| 37. Silence | |
| (a) attune | (b) babble |
| (c) achromatic | (d) aurora |
| 38. Badger | |
| (a) bad | (b) sober |
| (c) pacify | (d) assure |
| 39. Bane | |
| (a) ban | (b) band |
| (c) boon | (d) bloom |
| 40. Civilised | |
| (a) palpable | (b) civic |
| (c) incongruent | (d) barbarian |
| 41. Audacious | |

- | | |
|------------------------|-----------------|
| (a) silent | (b) polite |
| (c) astute | (d) avarice |
| 42. Barefaced | |
| (a) babel | (b) baffle |
| (c) concealed | (d) chaste |
| 43. Befoul | |
| (a) flounder | (b) cleanse |
| (c) buoyant | (d) flambé |
| 44. Unsuitable | |
| (a) sudorific | (b) soporific |
| (c) befitting | (d) bawdy |
| 45. Benign | |
| (a) benevolent | (b) malevolent |
| (c) blessing | (d) curse |
| 46. Peaceful | |
| (a) beatific | (b) belligerent |
| (c) belie | (d) belle |
| 47. Bellow | |
| (a) whisper | (b) tout |
| (c) stupor | (d) above |
| 48. Usual | |
| (a) bigotry | (b) bizarre |
| (c) bewail | (d) biased |
| 49. Blasphemous | |
| (a) irreligious | (b) inferior |
| (c) reverent | (d) blarney |
| 50. Darken | |

- | | |
|------------------------|-------------------|
| (a) rejoice | (b) bleach |
| (c) inculcate | (d) corolla |
| 51. Lengthen | |
| (a) elongate | (b) evacuate |
| (c) abbreviate | (d) encompass |
| 52. Abhorrent | |
| (a) obnoxious | (b) attractive |
| (c) abeyance | (d) ablution |
| 53. Abrupt | |
| (a) brusque | (b) precipitous |
| (c) terse | (d) gradual |
| 54. Abstruse | |
| (a) esoteric | (b) obvious |
| (c) complex | (d) enigmatic |
| 55. Paradoxical | |
| (a) rational | (b) crazy |
| (c) daft | (d) zany |
| 56. Accepted | |
| (a) indisputable | (b) controversial |
| (c) accede | (d) axiomatic |
| 57. Proletariat | |
| (a) rationalist | (b) evangelist |
| (c) bourgeoisie | (d) Marxist |
| 58. Boundless | |
| (a) further | (b) astute |
| (c) abutting | (d) finite |
| 59. Braggart | |

- | | |
|------------|---------------|
| (a) modest | (b) harangue |
| (c) adept | (d) competent |
60. **Brevity**
- | | |
|--------------------|----------------|
| (a) prolixity | (b) niggardly |
| (c) reconciliation | (d) smoldering |
61. **Bury**
- | | |
|-------------|-------------|
| (a) bristle | (b) exhume |
| (c) consume | (d) bombast |
62. **Callow**
- | | |
|------------|------------|
| (a) mature | (b) oppose |
| (c) bustle | (d) burly |
63. **Euphony**
- | | |
|---------------|--------------|
| (a) concord | (b) symphony |
| (c) cacophony | (d) sync |
64. **Fortune**
- | | |
|--------------|---------------|
| (a) blessing | (b) calamity |
| (c) cabal | (d) blasphemy |
65. **Calumniate**
- | | |
|--------------|---------------|
| (a) eulogise | (b) callous |
| (c) enervate | (d) temperate |
66. **Truth**
- | | |
|-------------|--------------|
| (a) carnage | (b) canaille |
| (c) canard | (d) candid |
67. **Candour**
- | | |
|---------------|-------------|
| (a) frankness | (b) cunning |
| (c) ingenuous | (d) sincere |
68. **Capricious**

- | | |
|-----------------------|------------------|
| (a) lozenge | (b) acquiesce |
| (c) erratic | (d) steady |
| 69. Disgust | |
| (a) duress | (b) captivate |
| (c) repel | (d) rebel |
| 70. Anxious | |
| (a) crafty | (b) métier |
| (c) carefree | (d) slapdash |
| 71. Manikin | |
| (a) dwarf | (b) giant |
| (c) figure | (d) statue |
| 72. Retreat | |
| (a) haven | (b) shelter |
| (c) advance | (d) egress |
| 73. Affluence | |
| (a) poverty | (b) influence |
| (c) affinity | (d) prosperity |
| 74. Diffidence | |
| (a) ascent | (b) confidence |
| (c) penchant | (d) prescription |
| 75. Detraction | |
| (a) contraction | (b) flattery |
| (c) cannery | (d) deacon |
| 76. Inequity | |
| (a) law | (b) illegal |
| (c) slander | (d) libel |
| 77. Hope | |

- | | |
|------------------------|----------------|
| (a) beatitude | (b) platitude |
| (c) despair | (d) deign |
| 78. Oblivion | |
| (a) memory | (b) comely |
| (c) comfrey | (d) bijou |
| 79. Plaintiff | |
| (a) bigot | (b) defendant |
| (c) decoy | (d) frond |
| 80. Folly | |
| (a) wisdom | (b) antidote |
| (c) humility | (d) blame |
| 81. Affirmative | |
| (a) positive | (b) negative |
| (c) derogatory | (d) affiliate |
| 82. Carnal | |
| (a) infernal | (b) internal |
| (c) spiritual | (d) egoist |
| 83. Diffuse | |
| (a) concise | (b) incise |
| (c) temporal | (d) opulent |
| 84. Flaccid | |
| (a) exotic | (b) turgid |
| (c) insipid | (d) fresco |
| 85. Industrious | |
| (a) idle | (b) compatible |
| (c) buoyant | (d) adversity |
| 86. Immanent | |

- (a) impatient
- (c) transcendent

- (b) amiable
- (d) diffident

87. **Profane**

- (a) sacred
- (c) announce

- (b) denounce
- (d) penance

88. **Figurative**

- (a) literal
- (c) perennial

- (b) liberal
- (d) annual

89. **Sprightly**

- (a) bright
- (c) indulgent

- (b) effulgent
- (d) dull

90. **Vigorous**

- (a) feeble
- (c) frugal

- (b) regal
- (d) immortal

91. **Condemn**

- (a) convict
- (c) accuse

- (b) acquit
- (d) enervate

92. **Repudiate**

- (a) discharge
- (c) admit

- (b) disagree
- (d) reject

93. **Expedite**

- (a) extract
- (c) delay

- (b) distract
- (d) defend

94. **Lament**

- (a) languish
- (c) rejoice

- (b) anguish
- (d) languor

95. **Absurd**

- | | |
|------------------------|----------------|
| (a) funny | (b) expedient |
| (c) sensible | (d) gallant |
| 96. Augment | |
| (a) increase | (b) argument |
| (c) diminish | (d) delay |
| 97. Censure | |
| (a) appreciate | (b) reprimand |
| (c) apprehend | (d) comprehend |
| 98. Impertinent | |
| (a) blunder | (b) excuse |
| (c) polite | (d) insolent |
| 99. Commend | |
| (a) criticize | (b) comment |
| (c) forsake | (d) dexterity |
| 100. Obligatory | |
| (a) derogatory | (b) optional |
| (c) compulsion | (d) repulsion |
| 101. Ignore | |
| (a) adjudicate | (b) infallible |
| (c) anarchy | (d) infidel |
| 102. Agnostic | |
| (a) euphoric | (b) putrid |
| (c) evangelical | (d) abhor |
| 103. Blessing | |
| (a) malediction | (b) catholic |
| (c) engaging | (d) incredible |
| 104. Cleave | |

- | | |
|--------------------------|----------------|
| (a) disjunction | (b) separate |
| (c) adjunct | (d) revoke |
| 105. Loose | |
| (a) lax | (b) vitiate |
| (c) astringent | (d) frigid |
| 106. Erase | |
| (a) arcane | (b) inscribe |
| (c) infallible | (d) invalidate |
| 107. Customary | |
| (a) aberrant | (b) harsh |
| (c) common | (d) ratify |
| 108. Gratuitous | |
| (a) unwarranted | (b) restrained |
| (c) anomalous | (d) viable |
| 109. Tremulous | |
| (a) fearful | (b) intrepid |
| (c) supplant | (d) whimsical |
| 110. Feeble | |
| (a) omniscient | (b) omnipotent |
| (c) heathen | (d) corporate |
| 111. Prevaricate | |
| (a) truth | (b) abate |
| (c) restrained | (d) tactful |
| 112. Multifarious | |
| (a) nonentity | (b) singular |
| (c) gallant | (d) invidious |
| 113. Circuitous | |

- | | |
|----------------------------|-------------------|
| (a) roundabout | (b) manifold |
| (c) rectilinear | (d) mechanical |
| 114. Overrule | |
| (a) ratify | (b) countermand |
| (c) sedge | (d) anomalies |
| 115. Humane | |
| (a) charitable | (b) philanthropic |
| (c) perturb | (d) callous |
| 116. Consanguinity | |
| (a) affinity | (b) corpulent |
| (c) estrangement | (d) anarchy |
| 117. Volatile | |
| (a) explosive | (b) immutable |
| (c) sedulous | (d) secretive |
| 118. Naive | |
| (a) sanctimonious | (b) ingenuous |
| (c) artless | (d) affable |
| 119. Impenetrable | |
| (a) translucent | (b) sinister |
| (c) queasy | (d) impede |
| 120. Glorification | |
| (a) exaltation | (b) aspersion |
| (c) vitreous | (d) sententious |
| 121. Dishearten | |
| (a) construe | (b) solace |
| (c) absolve | (d) attribute |
| 122. Unquestionable | |

- | | |
|--------------------------|-------------------|
| (a) veritable | (b) spurious |
| (c) temporal | (d) penultimate |
| 123. Revitalize | |
| (a) debilitate | (b) animate |
| (c) quicken | (d) feign |
| 124. Vapid | |
| (a) insipid | (b) prosaic |
| (c) pithy | (d) relieve |
| 125. Ally | |
| (a) epitome | (b) cleanse |
| (c) split | (d) comely |
| 126. Foster | |
| (a) interrogate | (b) satiate |
| (c) travesty | (d) impede |
| 127. Persevere | |
| (a) tenacity | (b) capitulate |
| (c) tawdry | (d) ululate |
| 128. Cosmopolitan | |
| (a) worldly | (b) sophisticated |
| (c) insular | (d) chic |
| 129. Master | |
| (a) tyrant | (b) tyro |
| (c) rodeo | (d) toreador |
| 130. Antagonistic | |
| (a) congenial | (b) neophyte |
| (c) vex | (d) menacing |
| 131. Preclude | |

- | | |
|--------------------------|-----------------|
| (a) obviate | (b) prevent |
| (c) augment | (d) segment |
| 132. Contemptible | |
| (a) venerable | (b) barbarous |
| (c) jocose | (d) sickening |
| 133. Inclination | |
| (a) propensity | (b) aversion |
| (c) liking | (d) attenuated |
| 134. Uninspired | |
| (a) pedestrian | (b) common |
| (c) stellar | (d) approbation |
| 135. Atrocious | |
| (a) grievous | (b) serious |
| (c) trivial | (d) tirade |
| 136. Garrulous | |
| (a) loquacious | (b) talkative |
| (c) quiet | (d) weary |
| 137. Kindly | |
| (a) comely | (b) homely |
| (c) sparse | (d) harsh |
| 138. Vital | |
| (a) inanimate | (b) alive |
| (c) strength | (d) excite |
| 139. Gluttonous | |
| (a) estrange | (b) abstemious |
| (c) sanctimonious | (d) contingency |
| 140. Impetuous | |

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|-----------------------|----------------|
| (a) rash | (b) harsh |
| (c) cautious | (d) flighty |
| 141. Anathema | |
| (a) contravene | (b) blessing |
| (c) masquerade | (d) identify |
| 142. Admonish | |
| (a) censure | (b) censor |
| (c) approve | (d) prudent |
| 143. Diligent | |
| (a) indolent | (b) assiduous |
| (c) assimilate | (d) apprehend |
| 144. Indigent | |
| (a) opulent | (b) poor |
| (c) indomitable | (d) abatement |
| 145. Lampoon | |
| (a) mock | (b) satirize |
| (c) exalt | (d) energize |
| 146. Ennoble | |
| (a) eulogize | (b) dishonor |
| (c) salutary | (d) morbid |
| 147. Impromptu | |
| (a) intuitive | (b) deliberate |
| (c) portent | (d) bucolic |
| 148. Ephemeral | |
| (a) eternal | (b) internal |
| (c) inanimate | (d) sedate |
| 149. Familiar | |

- | | |
|-------------------------|-----------------|
| (a) nostalgic | (b) noxious |
| (c) foreign | (d) native |
| 150. Sullen | |
| (a) cynical | (b) blissful |
| (c) hopeless | (d) genuine |
| 151. Delay | |
| (a) curb | (b) advancement |
| (c) waylay | (d) warren |
| 152. Deride | |
| (a) scoff | (b) sedate |
| (c) laud | (d) deluge |
| 153. Sanguine | |
| (a) pessimistic | (b) mitigate |
| (c) exhibitionist | (d) modest |
| 154. Servile | |
| (a) accommodating | (b) indomitable |
| (c) demoralized | (d) hail |
| 155. Reticent | |
| (a) brazen | (b) reserved |
| (c) apathetic | (d) dull |
| 156. Perfunctory | |
| (a) careless | (b) thorough |
| (c) bold | (d) lazy |
| 157. Tranquilise | |
| (a) anesthetic | (b) energise |
| (c) atoll | (d) guzzle |
| 158. Inveigh | |

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|---------------------------|-------------------|
| (a) insinuate | (b) embezzle |
| (c) retreat | (d) mitigate |
| 159. Necessary | |
| (a) exacerbate | (b) burgeon |
| (c) raconteur | (d) superfluous |
| 160. Guileless | |
| (a) hermit | (b) deceitful |
| (c) nebulous | (d) amorphous |
| 161. Tarnish | |
| (a) inchoate | (b) squander |
| (c) deride | (d) polish |
| 162. Subordination | |
| (a) stipulation | (b) cimmerician |
| (c) autonomy | (d) desalinize |
| 163. Contumacious | |
| (a) willful | (b) pliable |
| (c) mercurial | (d) temperamental |
| 164. Pernicious | |
| (a) drone | (b) travesty |
| (c) benign | (d) false |
| 165. Rampant | |
| (a) raging | (b) wanton |
| (c) quiescent | (d) apocryphal |
| 166. Bellicose | |
| (a) militant | (b) demagogue |
| (c) champion | (d) congenial |
| 167. Cantankerous | |

- | | |
|-------------------------|-------------------|
| (a) belligerent | (b) thimble |
| (c) gregarious | (d) cathartic |
| 168. Quixotic | |
| (a) exotic | (b) ruse |
| (c) pragmatic | (d) romantic |
| 169. Jingoistic | |
| (a) satisfied | (b) contemplative |
| (c) noncommittal | (d) zealous |
| 170. Strutting | |
| (a) cowering | (b) smocking |
| (c) confident | (d) dissipating |
| 171. Histrionic | |
| (a) dramatic | (b) sincere |
| (c) hermetic | (d) optic |
| 172. Deference | |
| (a) sequester | (b) deadpan |
| (c) sauciness | (d) entreaty |
| 173. Sardonic | |
| (a) cheeky | (b) pleasing |
| (c) impetuous | (d) ironic |
| 174. Pandemonium | |
| (a) confusion | (b) uproar |
| (c) laxity | (d) equanimity |
| 175. Hermetic | |
| (a) opulent | (b) airy |
| (c) confined | (d) refined |
| 176. Evanescent | |

- | | |
|---------------------------|-----------------|
| (a) convoluted | (b) fleeting |
| (c) enigma | (d) perpetual |
| 177. Blithe | |
| (a) puzzling | (b) uniform |
| (c) disconsolate | (d) vivacious |
| 178. Comity | |
| (a) argot | (b) dialect |
| (c) gracious | (d) curt |
| 179. Commend | |
| (a) please | (b) chastise |
| (c) discern | (d) famish |
| 180. Jaded | |
| (a) excited | (b) deployed |
| (c) employed | (d) exploit |
| 181. Repine | |
| (a) master | (b) delight |
| (c) innocent | (d) simplify |
| 182. Quell | |
| (a) subdue | (b) allay |
| (c) inflame | (d) deflate |
| 183. Enshroud | |
| (a) apprise | (b) incense |
| (c) wallow | (d) camp |
| 184. Odium | |
| (a) abhorrence | (b) approbation |
| (c) induce | (d) assimilate |
| 185. Dispassionate | |

- | | |
|------------------------|--------------------|
| (a) essence | (b) innocent |
| (c) encoded | (d) torrid |
| 186. Fearless | |
| (a) intrepid | (b) craven |
| (c) vacillate | (d) oscillate |
| 187. Refractory | |
| (a) obstinate | (b) averse |
| (c) assess | (d) impressionable |
| 188. Listless | |
| (a) phlegmatic | (b) discredit |
| (c) spirited | (d) inanimate |
| 189. Garrote | |
| (a) strangle | (b) emancipate |
| (c) industrious | (d) impudent |
| 190. Minatory | |
| (a) inspiring | (b) menacing |
| (c) infuriated | (d) opaque |
| 191. Creative | |
| (a) seminal | (b) far-reaching |
| (c) stifling | (d) flinging |
| 192. Desiccated | |
| (a) flaccid | (b) sodden |
| (c) arid | (d) crushed |
| 193. Facile | |
| (a) burdensome | (b) effortless |
| (c) worthless | (d) opulent |
| 194. Nullify | |

- | | |
|------------------------|-------------------|
| (a) void | (b) legitimize |
| (c) repose | (d) indomitable |
| 195. Fierce | |
| (a) pitiless | (b) generous |
| (c) augment | (d) cleanse |
| 196. Indenture | |
| (a) manumit | (b) enslave |
| (c) affix | (d) pungent |
| 197. Pursue | |
| (a) foster | (b) eschew |
| (c) judgmental | (d) debate |
| 198. Dark | |
| (a) vitreous | (b) obscure |
| (c) scarce | (d) devout |
| 199. Conclusive | |
| (a) definitive | (b) wanting |
| (c) singular | (d) distinguished |
| 200. Defamation | |
| (a) apotheosis | (b) obloquy |
| (c) limpid | (d) parochial |

◇ Answer Key

Exercise 1

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (c) | 2. (b) | 3. (a) | 4. (c) | 5. (a) |
| 6. (c) | 7. (d) | 8. (c) | 9. (a) | 10. (b) |
| 11. (c) | 12. (a) | 13. (b) | 14. (a) | 15. (b) |

16. (a)	17. (b)	18. (a)	19. (b)	20. (a)
21. (b)	22. (b)	23. (c)	24. (b)	25. (b)
26. (c)	27. (b)	28. (c)	29. (d)	30. (b)
31. (c)	32. (b)	33. (c)	34. (b)	35. (c)
36. (d)	37. (b)	38. (c)	39. (c)	40. (d)
41. (b)	42. (c)	43. (b)	44. (c)	45. (b)
46. (b)	47. (a)	48. (b)	49. (c)	50. (b)
51. (c)	52. (b)	53. (d)	54. (b)	55. (a)
56. (b)	57. (c)	58. (d)	59. (a)	60. (a)
61. (b)	62. (a)	63. (c)	64. (b)	65. (a)
66. (c)	67. (b)	68. (d)	69. (b)	70. (c)
71. (b)	72. (c)	73. (a)	74. (b)	75. (b)
76. (a)	77. (c)	78. (a)	79. (b)	80. (a)
81. (b)	82. (c)	83. (a)	84. (b)	85. (a)
86. (c)	87. (a)	88. (a)	89. (d)	90. (a)
91. (b)	92. (c)	93. (c)	94. (c)	95. (c)
96. (c)	97. (a)	98. (c)	99. (a)	100. (b)
101. (a)	102. (c)	103. (a)	104. (c)	105. (c)
106. (b)	107. (a)	108. (b)	109. (b)	110. (b)
111. (a)	112. (b)	113. (c)	114. (a)	115. (d)
116. (c)	117. (b)	118. (a)	119. (a)	120. (b)
121. (b)	122. (b)	123. (a)	124. (c)	125. (c)
126. (d)	127. (b)	128. (c)	129. (b)	130. (a)
131. (c)	132. (a)	133. (b)	134. (c)	135. (c)
136. (c)	137. (d)	138. (a)	139. (b)	140. (c)
141. (b)	142. (c)	143. (a)	144. (a)	145. (c)
146. (b)	147. (b)	148. (a)	149. (c)	150. (b)

151. (b)	152. (c)	153. (a)	154. (b)	155. (a)
156. (b)	157. (b)	158. (c)	159. (d)	160. (b)
161. (d)	162. (c)	163. (b)	164. (c)	165. (c)
166. (d)	167. (c)	168. (c)	169. (c)	170. (a)
171. (b)	172. (c)	173. (b)	174. (d)	175. (b)
176. (d)	177. (c)	178. (d)	179. (b)	180. (a)
181. (b)	182. (c)	183. (a)	184. (b)	185. (d)
186. (b)	187. (d)	188. (c)	189. (b)	190. (a)
191. (c)	192. (b)	193. (a)	194. (b)	195. (b)
196. (a)	197. (b)	198. (a)	199. (b)	200. (a)



Odd Man Out

Eight

chapter

Directions for Exercise 1–5: *Pick the odd man out from the options.*

Exercise 1

- | | |
|--------------------|---------------|
| 1. (a) Haughty | (b) Reticent |
| (c) Sociable | (d) Aloof |
| 2. (a) Mitigate | (b) Aggravate |
| (c) Ameliorate | (d) Assuage |
| 3. (a) Consortium | (b) Guild |
| (c) Bloc | (d) Dole out |
| 4. (a) Flabbergast | (b) Stupefy |
| (c) Dumbfound | (d) Zeal |
| 5. (a) Disconcert | (b) Equivocal |
| (c) Ambivalent | (d) Ambiguous |
| 6. (a) Amorous | (b) Carnal |
| (c) Ardent | (d) Loathe |
| 7. (a) Ampersand | (b) Amperage |

- | | |
|----------------------|-------------------|
| (c) Ammeter | (d) Current |
| 8. (a) Beguile | (b) Gladden |
| (c) Anemic | (d) Mirth |
| 9. (a) Pollard | (b) Truncate |
| (c) Amputate | (d) Capacious |
| 10. (a) Munificent | (b) Amuletum |
| (c) Copious | (d) Voluminous |
| 11. (a) Engross | (b) Pasty |
| (c) Sallow | (d) Wan |
| 12. (a) Vexation | (b) Rancour |
| (c) Choler | (d) Metaphor |
| 13. (a) Bedlam | (b) Anarchy |
| (c) Anatomize | (d) Insurrection |
| 14. (a) Archangel | (b) Genealogy |
| (c) Progenitor | (d) Ancestry |
| 15. (a) Antediluvian | (b) Superannuated |
| (c) Venerable | (d) Beatific |
| 16. (a) Grate | (b) Badger |
| (c) Pique | (d) Elucidate |
| 17. (a) Embrocate | (b) Anoint |
| (c) Umbrage | (d) Smear |
| 18. (a) Colt | (b) Filly |
| (c) Steed | (d) Bull |
| 19. (a) Aviator | (b) Bull |
| (c) Matador | (d) Toreador |
| 20. (a) Purloin | (b) Usurp |
| (c) Appropriate | (d) Anodyne |

Exercise 2

- | | |
|-------------------|----------------|
| 1. (a) Augury | (b) Aural |
| (c) Portent | (d) Omen |
| 2. (a) Propitious | (b) Abstemious |
| (c) Parsimonious | (d) Exacting |
| 3. (a) Avocado | (b) Papaya |
| (c) Mulberry | (d) Eucalyptus |
| 4. (a) Awning | (b) Tarpaulin |
| (c) Canopy | (d) Endow |
| 5. (a) Hatchet | (b) Cleaver |
| (c) Axe | (d) Spindle |
| 6. (a) Eliminate | (b) Animate |
| (c) Stimulate | (d) Kindle |
| 7. (a) Truss | (b) Bale |
| (c) Bundle | (d) Stark |
| 8. (a) Balaclava | (b) Bonnet |
| (c) Beret | (d) Bagatelle |
| 9. (a) Pushpin | (b) Tetris |
| (c) Blocks | (d) Cushions |
| 10. (a) Chevron | (b) Bagpipes |
| (c) Crest | (d) Emblem |
| 11. (a) Haversack | (b) Reticule |
| (c) Racquet | (d) Holdall |
| 12. (a) Banshee | (b) Churl |
| (c) Heathen | (d) Vandal |
| 13. (a) Putt | (b) Birdie |

- | | | |
|-----|------------------|-----------------|
| | (c) Eagle | (d) Puck |
| 14. | (a) Halloween | (b) Mistletoe |
| | (c) Bunting | (d) Santa Claus |
| 15. | (a) Incandescent | (b) Smouldering |
| | (c) Ablaze | (d) Bursting |
| 16. | (a) Burrow | (b) Nest |
| | (c) Rodent | (d) Rat |
| 17. | (a) Parody | (b) Satire |
| | (c) Burdock | (d) Burlesque |
| 18. | (a) Play | (b) Pantomime |
| | (c) Opera | (d) Banquet |
| 19. | (a) Abbey | (b) Chasm |
| | (c) Abyss | (d) Crater |
| 20. | (a) Tornado | (b) Twister |
| | (c) Cyclone | (d) Volcano |

Exercise 3

- | | | |
|----|-------------------|---------------|
| 1. | (a) Breach | (b) Canny |
| | (c) Fissure | (d) Cranny |
| 2. | (a) Astute | (b) Guileful |
| | (c) Machiavellian | (d) Atavistic |
| 3. | (a) Fiend | (b) Fecund |
| | (c) Ingenious | (d) Fertile |
| 4. | (a) Cube | (b) Cubicle |
| | (c) Cuboid | (d) Cubic |
| 5. | (a) Cryptic | (b) Esoteric |
| | (c) Recondite | (d) Crust |

- | | |
|----------------------|--------------------|
| 6. (a) Limousine | (b) Sedan |
| (c) Concorde | (d) Hatchback |
| 7. (a) Masticate | (b) Scrunch |
| (c) Pulverize | (d) Sepulchre |
| 8. (a) Cuirass | (b) Cudgel |
| (c) Bludgeon | (d) Cosh |
| 9. (a) Ford | (b) Boeing |
| (c) Toyota | (d) General Motors |
| 10. (a) Lufthansa | (b) Cathay-Pacific |
| (c) Eurail | (d) Biman |
| 11. (a) Bolster | (b) Hassock |
| (c) Duvet | (d) Pillow |
| 12. (a) Pierce | (b) Precis |
| (c) Bowdlerize | (d) Censor |
| 13. (a) Misanthropic | (b) Cynosure |
| (c) Incredulous | (d) Cynical |
| 14. (a) Cymbal | (b) Harp |
| (c) Bonito | (d) Bongo |
| 15. (a) Tuna | (b) Octopus |
| (c) Electric Ray | (d) Salmon |
| 16. (a) Phantom | (b) Diana |
| (c) Rex | (d) Mandrake |
| 17. (a) Crown | (b) Enamel |
| (c) Dentine | (d) Dendrite |
| 18. (a) Downgrade | (b) Abnegation |
| (c) Repudiation | (d) Contradiction |
| 19. (a) Plummet | (b) Plunge |

- | | |
|----------------|-----------|
| (c) Plume | (d) Sink |
| 20. (a) Cradle | (b) Crib |
| (c) Cot | (d) Croft |

Exercise 4

- | | |
|----------------------|-----------------|
| 1. (a) Frugivore | (b) Carnivore |
| (c) Herbivore | (d) Graminivore |
| 2. (a) Miscreant | (b) Defendant |
| (c) Accused | (d) Plaintiff |
| 3. (a) Assault | (b) Extortion |
| (c) Attorney | (d) Battery |
| 4. (a) Accelerometer | (b) Ammeter |
| (c) Galvanometer | (d) Voltmeter |
| 5. (a) Cobol | (b) DOS |
| (c) C+ | (d) Fortran |
| 6. (a) Armada | (b) Corvette |
| (c) Flotilla | (d) Machete |
| 7. (a) Lasso | (b) Rodeo |
| (c) Desperado | (d) Lariat |
| 8. (a) Constable | (b) Bobby |
| (c) Policeman | (d) Major |
| 9. (a) Barrister | (b) Attorney |
| (c) Juror | (d) Advocate |
| 10. (a) Azure | (b) Turquoise |
| (c) Indigo | (d) Magenta |
| 11. (a) Leotard | (b) Boots |
| (c) Galoshes | (d) Wellingtons |

- | | |
|-------------------|---------------|
| 12. (a) Cardigan | (b) Pullover |
| (c) Tuxedo | (d) Sweater |
| 13. (a) Croissant | (b) Croquet |
| (c) Crouton | (d) Croquette |
| 14. (a) Cower | (b) Crouch |
| (c) Cringe | (d) Croup |
| 15. (a) Dactyl | (b) Potter |
| (c) Paddle | (d) Dabble |
| 16. (a) Stiletto | (b) Bayonet |
| (c) Blade | (d) Dacha |
| 17. (a) Curdle | (b) Coagulate |
| (c) Clot | (d) Clout |
| 18. (a) Flecked | (b) Blotchy |
| (c) Dingy | (d) Dotted |
| 19. (a) Squalid | (b) Gauze |
| (c) Membrane | (d) Mesh |
| 20. (a) Flavour | (b) Carrion |
| (c) Savour | (d) Taste |

Exercise 5

- | | |
|-------------------|--------------|
| 1. (a) Circumvent | (b) Thwart |
| (c) Foil | (d) Foist |
| 2. (a) Wary | (b) Gullible |
| (c) Credulous | (d) Naive |
| 3. (a) Gusto | (b) Verve |
| (c) Burst | (d) Zest |
| 4. (a) Diatribe | (b) Beatific |

- | | |
|-------------------|------------------|
| (c) Blithe | (d) Ecstatic |
| 5. (a) Assonance | (b) Euphony |
| (c) Cacophonous | (d) Consonance |
| 6. (a) Quirk | (b) Idiosyncrasy |
| (c) Malingerer | (d) Peculiarity |
| 7. (a) Plasma | (b) Pixel |
| (c) Flat | (d) Projection |
| 8. (a) Fetish | (b) Phobia |
| (c) Mania | (d) Moribund |
| 9. (a) Trappings | (b) Orifice |
| (c) Egress | (d) Vent |
| 10. (a) Cache | (b) Reservoir |
| (c) Stockpile | (d) House-in |
| 11. (a) Sleet | (b) Brook |
| (c) Rivulet | (d) Stream |
| 12. (a) Smog | (b) Marsh |
| (c) Haze | (d) Mist |
| 13. (a) Blackjack | (b) Flash |
| (c) Roulette | (d) Bridge |
| 14. (a) Cloak | (b) Robe |
| (c) Shawl | (d) Jacket |
| 15. (a) Coal | (b) Humus |
| (c) Loam | (d) Clay |
| 16. (a) Spectre | (b) Apparition |
| (c) Hoodlum | (d) Phantom |
| 17. (a) Ruminant | (b) Chew |
| (c) Ponder | (d) Wager |

- | | |
|---------------------|--------------|
| 18. (a) Swim | (b) Swill |
| (c) Ablution | (d) Bathe |
| 19. (a) Quack | (b) Imposter |
| (c) Knave | (d) Naïve |
| 20. (a) Coalescence | (b) Fission |
| (c) Amalgamation | (d) Fusion |

◇ Answer Key

Exercise 1

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (c) | 2. (d) | 3. (d) | 4. (a) | 5. (b) |
| 6. (c) | 7. (c) | 8. (d) | 9. (c) | 10. (d) |
| 11. (a) | 12. (d) | 13. (c) | 14. (a) | 15. (d) |
| 16. (d) | 17. (c) | 18. (d) | 19. (a) | 20. (d) |

Exercise 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (b) | 2. (a) | 3. (d) | 4. (d) | 5. (d) |
| 6. (a) | 7. (d) | 8. (d) | 9. (d) | 10. (b) |
| 11. (c) | 12. (a) | 13. (d) | 14. (a) | 15. (d) |
| 16. (b) | 17. (c) | 18. (d) | 19. (a) | 20. (d) |

Exercise 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (b) | 2. (d) | 3. (a) | 4. (b) | 5. (d) |
| 6. (c) | 7. (d) | 8. (a) | 9. (b) | 10. (c) |
| 11. (c) | 12. (a) | 13. (b) | 14. (c) | 15. (b) |
| 16. (d) | 17. (d) | 18. (a) | 19. (c) | 20. (d) |

Exercise 4

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (b) | 2. (d) | 3. (c) | 4. (a) | 5. (b) |
| 6. (d) | 7. (c) | 8. (d) | 9. (c) | 10. (d) |

11. (a)	12. (c)	13. (b)	14. (d)	15. (a)
16. (d)	17. (d)	18. (c)	19. (a)	20. (b)

Exercise 5

1. (d)	2. (a)	3. (c)	4. (a)	5. (c)
6. (c)	7. (b)	8. (d)	9. (a)	10. (d)
11. (a)	12. (b)	13. (c)	14. (d)	15. (a)
16. (c)	17. (d)	18. (a)	19. (d)	20. (b)



INTRODUCTION AND BASIC STRATEGY


The analogy question type is one of the common types of questions that appears in all exams of this nature. Normally, there would be around 5 questions on this in the CAT (although there have been years when analogies were missing from the CAT paper altogether.)

In this question type you are asked to identify and assess the logical relationship between a given pair of words (in the question). You then must choose a pair of words from the options given that exhibit the same logical relationship as the original pair in the question. Thus it can be said that the analogy question tests not only your vocabulary skills, but also your ability to identify the relationship between words. You are given four pairs of words from which to choose. Let's start off by looking at an extremely simple example.




ARTIST : PAINTING ::


- A) driver : car
- B) composer : symphony
- C) surgeon : operation
- D) novel : author

 What are we asked to do? To tackle analogy questions, first read the initial pair of words, substituting words for the colons. The first colon (:) is translated “is to” and the two colons (::) are translated “as”. So for this example, we read the question as “artist is to painting as...” Next, we need to define the relationship between this pair of words. What is the relationship between an artist and a painting? An artist creates a painting. So, the relationship between the words is that the second word of the pair is created by the first. Because analogy problems require us to look for a pair of words that have the same relationship that the initial two words had, we are looking for a pair in which the second word of the pair is the creation of the first. Once you have determined the relationship between the given pair of words and stated it in your mind in sentence form (an artist creates a painting OR a painting is created by an artist), read through the answer choices substituting the possible pairs into the same sentence you have created to describe the initial pair. Let’s work through the answer choices. Is a car created by a driver? No, this does not make sense. The relationship for this pair is a driver drives a car. Is a symphony created by a composer? Yes, this makes sense, but let’s still look at the remaining choices to be sure. Is an operation created by a surgeon? No, a surgeon performs an operation, but is not the creator of an operation. Is an author created by a novel? No, but the reverse is true, i.e., a novel is created by an author. However, you need to be careful here as this is not the correct answer since it does not fit into the original sentence we created.

Hence, the correct answer is (B). Just as an artist creates a painting, a composer, creates a symphony.

Let’s look at another example:

 PUPPY : DOG ::
A) sheep : flock
B) mare : goose
C) kitten : cat
D) child : adult

 Again, read the initial pair of words, substituting words for the colons. So for this example, we read the question as “Puppy is to dog as...” Next, we need to define the relationship between this pair of words. What is the relationship between a puppy and a dog? A puppy is a young dog. So, the relationship between the words is that the first word of the pair is the name for the young of the second word. Because we are looking for a pair of words that have the same relationship as the initial pair, we are looking for a pair in which the first word of the pair is the name for the young of the second word. Once you have determined the relationship, between the given pair of words and stated it in your mind in a sentence form (a puppy is a young dog), read through the answer choices substituting the possible pairs into the same sentence you have created to describe the initial pair. Let’s work through the answer choices. Is a sheep a young flock? No, this does not make sense. The relationship for this pair is that a group of sheep is called a flock. Is a mare a young goose? No, these are different animals. Is a kitten a young cat? Yes, this makes sense, but let’s still look at the remaining choice to be sure. Is a child a young adult? Now this one may seem a little tricky, because a child will eventually age to become an adult, but we are not looking for the relationship of young to old, we are instead looking for the relationship of young of some kind of animal to that animal. If instead, the answer choice was child: human, then this relationship would be similar to that of kitten: cat, since child is the young of humans, and we would need to consider this choice further. In this

case, however, the pair of words that exhibits the most similar logical relationship is choice C, giving us the completed analogy, puppy is to dog as kitten is to cat.

Note: It is extremely important to substitute the pairs of words into your sentence in the same order in which they are given. For example, if the answer choice was cat: kitten, we would substitute this into our original sentence as: a cat is a young kitten, and this would not make sense. Maintaining the same order for the two words in a pair when substituting into your sentence for checking an option's relationship is a very critical point. You need to remember this when solving analogies.

Critical Points

There are seven critical points that the reader should keep in mind while solving analogy questions.

- 1) The study of analogy falls into nice neat patterns. Hence, it is one of the most learnable areas of the test. Once you gain familiarity with these patterns and learn to identify the traps, you will be able to increasingly develop your ability to solve analogy questions.
- 2) Always make it a point to create a short sentence that expresses the relationship between the two words of the question. This should be done before looking at the answer choices.
- 3) While defining the logical relationship between the component parts of a question, remember that analogies involve an exactness and precision to their solving.

In order to avoid errors you need to specify as exact a relationship as possible between the words in the question. The logical relationship between the given pair of words is sometimes obvious, but at other times, it may be more obscure, requiring you to be able to discern subtleties of meaning. The best sentence will explain the logical relationship explicitly and precisely. The more precise your sentence, the easier it will be to select the correct option that has the most similar logical relationship. On the other hand, if your sentence is too general, it is possible that more than one of the options would fit into that sentence.

In such a case, go back to the original pair of words again and make your sentence more specific. Let's look at an example.



CARPENTER : HAMMER

- A) painter : paint
- B) pilot : airplane
- C) philosopher : books
- D) plumber : wrench



We are trying to create a sentence that describes a relationship between the words carpenter and hammer. Let's say, we use the sentence, "A carpenter uses a hammer." Now let's look at the answer choices. Does a painter use paint? Yes. Does a pilot use an airplane? Well, a pilot flies an airplane, so maybe this could be thought of as a type of use. Does a philosopher use books? Well, a philosopher might read books, so this might be a use. Does a plumber use a wrench? Yes. You see that by using an imprecise sentence to describe our original pair of words, we have not been very successful in eliminating incorrect word pairs. If we go back to the original word pair, we can make our sentence more precise as, "A carpenter uses a hammer as a tool." Now if we work through the answer choices, substituting each word pair into our new sentence, we see that the only pair that can be substituted is choice D, a plumber uses a wrench as a tool. Thus, our analogy becomes carpenter is to hammer as plumber is to wrench.

This is especially important in case more than one answer choice fits in the logical relationship you may have defined. In such cases, you need to become more specific in your logical relationship defining sentence.

Let us look at an example:



RACKET : TENNIS

- A) ball : football
- B) glove : cricket
- C) board : chess
- D) bat : Cricket



If you define the logical relationship here as: A racket is used to play tennis, it will not eliminate any of the four answer choices. However, if you say that a racket is used to strike a ball in the game of tennis, then D becomes the obvious answer, since a bat is used to strike a ball in the game of cricket.

- 4) For analogies involving verbs, use the infinitive form of the verb to define the logical relationship. The structure you use in such analogies would be:

To _____ is to _____.

For example, sprint: run → To sprint is to run quickly.

Or skim: read → to skim is to read fast.

- 5) Often, you might need to reverse the order of the words while stating the logical relationship. Be extra cautious about options that might have the same relationship as the original pair of words—but in the opposite order.
- 6) In all problems of analogies, the parts of speech are consistent between the question and the correct answer. Hence, if the given pair is a noun and an adjective, the answer pair will also be a noun and an adjective in that order.
- 7) Often, questions are formed in such a manner, that they contain an option that might remind you of the original pair, but might have a totally different relationship. For instance:



DEMOCRACY : MONARCHY

- A) anarchy : government
- B) Laptop : Desktop



The second word in the option A (government) reminds one of the capitalized pair. However, what you need to be mindful of is that Democracy and Monarchy are different forms of government and hence, the relationship is not maintained in this option. However, option B here is correct since the logical relationship is maintained (laptop and desktop are both types of computers.)

Such distracting options can be termed as eye washers, since they have a tendency to confuse the student.

However, as a thumb rule, remember that normally, eye washers will almost never be the correct option (especially in tough problems).

The Cream of the Piece

Summary of general strategy for solving analogy problems

1. Read the initial pair of words, substituting words for the colons. The first colon (:) is translated as “is to” and the two colons (::) are translated as “as”.
2. Define the logical relationship between the pair of words in the form of a sentence.
3. Go through the options, substituting the possible pairs into the sentence you created to describe the initial pair in the question.
4. In case the answer is unclear after looking at the options, and you are confused between two or more options, since more than one option fits into the sentence you have created, make

your sentence describing the logical relationship between the initial pair of words more precise and work through the options again.

STRATEGIES FOR SOLVING THE PROBLEM WHEN THE MEANING OF THE WORDS ARE NOT KNOWN¹

This does not mean the end of the problem. There are a few strategies elucidated below, which you could try to use in case you are unsure of the meanings of some of the words in the problem. The broad strategies are:

Strategy 1: Put the Unknown Word/s into a Context

In normal circumstances, we always come across words in some context. Hence, most of the times, we fill in the meaning of the word on the basis of the overall context and the context of the specific sentence in which the word is used. Due to this, many a time, we are unable to understand standalone words (even though we might be able to understand the same word in case it comes in some context.) Hence, in case you are not able to understand the word in isolation, it might not be a bad idea to try to put it into a natural sentence to try to guess the meaning.

This will be clear from the following examples:



1. Whet



This word will be better understood in the context of ‘whetting one’s appetite’.

2. Gumption

This will be better understood in the context of ‘grit and gumption’.

3. Gormandize

This will be better understood in the context of ‘gormandizing one’s food’.

4. Eerie

This will be better understood in the context of ‘an eerie feeling’.

5. Gruesome

This will be better understood in the context of ‘a gruesome murder’.

6. Obeisance

This will be better understood in the context of ‘Paying obeisance’.

7. Gory

This will be better understood in the context of ‘a gory battle’.

8. Prudent

This will be better understood in the context of ‘a prudent decision’.

9. Agog

This will be better understood in the context of ‘agog with expectations’.

10. Retrograde

This will be better understood in the context of ‘a retrograde step’.

11. Hackneyed

This will be better understood in the context of ‘a hackneyed plot or a hackneyed path’.

12. Kick Start

This will be better understood in the context of ‘Kick starting an event’.

13. Choc-a-Bloc

This will be better understood in the context of ‘choc-a-bloc with vehicles’.

14. Hunky dory

This will be better understood in the context of ‘a hunky dory situation’.

As you can clearly see in the above examples, words that you might have read in some context somewhere in your normal reading tasks and which you fail to recollect in isolation can be understood more clearly if you are able to recollect even vaguely, some of the contexts in which you have come across the word. This is a very important strategy to be used in the case of familiar words whose meaning you might not remember exactly.

Strategy 2: Change the Word into a More Common Form

Some words are by nature, more used in one form and hence, more familiar in that form. However, its appearance in another form results in the creation of confusion in the mind of the student solving the question. In such cases, it is often a good idea to try to change the form in which the word appears into a more common and used form. This has an effect of reducing the difficulty level of the word since we have converted it from an uncommon word to a common word. This might help us in deducing the meaning of the uncommon word. Let us look at a few uncommon words.



1. Tyranny



This can be understood through the more common word **Tyrant**.

2. Perturbation

This can be understood through the more common word **Perturbed**.

3. Tempestuous

This can be understood through the more common word **Tempest** or even through the very common **Temper**.

4. Voluminous

This can be understood through the very common word **Volume**.

5. Abstemious

This can be understood through the more common word **abstain**.

6. Virulent

This can be understood through the more common word **Virus**.

7. Ornate

This can be understood through the more common word **Ornament**.

8. Bejeweled

This can be understood through the very common words **Jewel or Jewelry**.

9. Applicatory

This can be understood through the very common word **apply**.

Strategy 3: Use the Roots (both Prefixes and Suffixes within the Word.)

A lot of times, the meaning of a word can be guessed through the roots in the form of prefixes and suffixes. Common roots and their meanings are given in detail in the section of vocabulary in this book. You are advised to look up these roots and consign them to your memory.

Strategy 4: Test Words for Positive and Negative Connotations

Many a time, words having negative or positive connotations can be identified. This will help in understanding the meaning of the word better. This strategy is an extension of the third strategy of looking for roots of the words — since negative or positive connotations in a word normally emerge out of prefixes and/or suffixes that are attached to a word.

Hence, for example, you would normally (but not always) associate negative connotations with words having the following prefixes:

(a) Mal (e.g., malevolence, meaning bad intent or malice, maladroit: meaning clumsy, malicious: meaning spiteful, malediction: meaning a

curse, malapropism: meaning the comical misuse of a word, malaise: meaning a feeling of uneasiness or illness, malady: meaning illness, malign: meaning to defame etc.)

(b) De (e.g., Delimitation: meaning removal of limits, devastate: meaning to lay waste, demerit: meaning a flaw, depletion: meaning exhaustion, decry: meaning to castigate, despot: meaning tyrant, deprivation: meaning scarcity, demean: meaning to degrade, demoralize: meaning to dishearten, denigrate: meaning to defame, denounce: meaning to condemn, derogatory: meaning degrading, deplore: meaning to condemn, depravity: meaning immorality, depredation: meaning plunder or preying on, deracinate: meaning to uproot, derelict: meaning negligent, etc.)

(c) Dis (e.g., disarray: meaning disorder, disdain: meaning contempt, disfigure: meaning mar or ruin, disheveled: meaning disordered or untidy, disparage: meaning to belittle, dismal: meaning gloomy, etc.)

(d) Anti (e.g., antediluvian: meaning ancient or obsolete, antiquity: meaning ancient times, antithesis: meaning the opposite point of view, antibody: meaning proteins which destroy bacteria, anticlimax: meaning a disappointing conclusion to a series of events, antipathy: meaning dislike or hostility, antipyretic: meaning a drug that reduces fever, etc.)

(e) A (e.g., achromatic: meaning the removal of colour, atypical: meaning not typical, etc.)

(f) Re (e.g., repudiate: meaning to disavow, repugnant: meaning distasteful, reprove: meaning to rebuke or to scold sternly, restive: meaning nervous or uneasy, reproach: meaning to blame, repress: meaning to suppress, reprobate: meaning a miscreant, etc.)

Other negative prefixes and suffixes include dys, hypo, less, un, non, etc.² Similarly, you should associate positive connotations with words containing the following prefixes:

(a) Bene (e.g., Benevolent: meaning kind, benediction: meaning blessing, benefactor: meaning a patron, etc.)

(b) **Sym** (e.g., Symbiotic: meaning mutually beneficial, symmetrical: meaning harmonious, etc.)

(c) **Omni** (e.g., omnipotent: meaning having unlimited power, omniscient: meaning all knowing, omnipresent: meaning present everywhere, omnivorous: meaning eating all kinds of food, etc.)³

Strategy 5: Be Alert to Secondary (Often rarer) Meanings of the Original Word

Many a times, a word in the problem might have more than one meaning. In some cases, the problem might be framed on the basis of a rare meaning of the word than the more commonly understood and used meaning. In case, you are not being able to get a hold on the question by interpreting the words in the problem in their most common form, it might pay off to think of the more uncommon meaning of the word/s. Sometimes, this might give us the solution.

The following examples will make the above point clear:

The word **Champion** might be used in the context of ‘Championing a cause’, which is not as common as its normal usage.

The word **twilight** might be used in the context of ‘twilight of one’s career’ where it means the fag end of one’s career. This usage of the word is not as common as its normal usage.

The word **Air** might be used in the context of ‘airing one’s feelings’ where it means to discuss publicly, which is not as common as its normal usage.

The word **Engage** might be used in the context of ‘engaging an employee’ where it means to hire someone as an employee, which is not as common as its normal usage of engagement or being busy.

The word **Franchise** might be used in the context of ‘exercising one’s franchise’ where it means to vote. This meaning of the word is not as common as its normal usage.

The word **Admission** might be used in the context of ‘admission of one’s guilt’ where it means to own up to one’s guilt, which is different and less common than its normal usage of admission meaning entry.

COMMON RELATIONSHIPS

One of the advantages of questions on analogies is that the logical relationships between words are all clear-cut, common sense relationships that can be easily deduced (given, of course, that you know the definitions of the words contained in the question.) We now go ahead and look at some of the typical and common logical relationships that appear often in the analogy section of the CAT and other multiple choice tests. Detailed examples are given for the important types of relationships, while others are mentioned in brief.

Type 1: Synonyms

Synonyms, as you are already aware, are words that have same or similar meanings. When you recognise the capitalised pair as a pair of synonyms, you will then look for a pair of words that also have the same or similar meanings. For example, polite: courteous are synonyms and so are engagement: betrothal.



EXTEMPORANEOUS : IMPROMPTU

- A) reputable : elusive
- B) antiquated : modern
- C) depressed : ecstatic
- D) morose : saturnine



Extemporaneous and impromptu are synonyms. Option A does not have any obvious relationship between its two words, while options B and C are both in the form of antonyms. Option D has to be the answer since morose describes someone who is gloomy or melancholy and saturnine is synonymous with morose.

Type 2: Antonyms

Antonyms as we have already seen earlier in the chapter dedicated to the same, are words that have opposite meanings. In the context of an analogy question, if the two words in the initial pair are antonyms, you are looking for an option that contains a pair of words that are opposite in meaning to each other. Consider the following example:



ZEALOUS : INDIFFERENT

- A) diligent : hard working
- B) perplexing : explicable
- C) incorrigible : instantaneous
- D) mysterious : exclusive



A zealous person is one who cares very strongly about something, while someone who is indifferent does not care about things. Option B contains an antonym since something that is perplexing is difficult to explain or inexplicable, while explicable describes something that can be explained. Thus, these two words are antonyms. The words in option A are synonyms while those in options C and D are irrelevant.

Type 3: Degree of Intensity

In this type of problem, the question contains a pair of words that are similar in meaning (similar to synonyms), however the two words vary in their intensity as one is more intense than the other. For example, in the pair jog: sprint, both words describe running, but a jog is a very slow run, while a sprint is a full-speed, extremely fast run. A similar relationship exists between sip and gulp, eat and hog, good and fantastic, etc.



ENTHUSIASTIC : FANATICAL

- A) frugal : miserly
- B) faithful : kind
- C) admonish : warn
- D) virtuous : wholesome



Fanatical is an extreme form of being enthusiastic while miserly describes a person who is extremely frugal. Options C and D are synonyms; while the relationship between the words in option B is unclear.

Type 4: Part to Whole

In this type of analogy, the first word is part of the second word (or vice versa). For example, in the word pair star: constellation, a group of stars makes up a constellation. Similarly, a toe is a part of a foot.

Consider the following example:



PARAGRAPH : ESSAY

- A) scene : play
- B) cast : actor
- C) symphony : orchestra
- D) dictator : oppressed



An essay (whole) is composed of a series of paragraphs(part). Likewise, a series of scenes (part) makes up a dramatic play (whole). Option B is close but the relationship is in the reverse direction. The relationship between cast and actor is one of part to whole, but a cast is composed of actors (this is whole : part). The other word pairs in options choices C and D are not related by the part to whole structure.

Type 5: Actor to Action

The relationship used in this kind of problem is that of a person or object with the action they commonly perform. In most cases, this includes professions, and the jobs that people in those professions perform. For example, in the word pair teacher : educate, a teacher's job is to educate, while in the word pair tailor : sew, the tailor's job is to sew. Remember when working analogies of this type that you are looking for the word pair in which the action most explicitly describes the major activity of the actor. This point will be amply illustrated through the example below:



ARBITRATOR : JUDGE

- A) mechanic : repair
- B) direction : orient
- C) lawyer : legislate
- D) musician : orchestra



An arbitrator judges or decides when there is a dispute while a mechanic works to repair things that are broken. If we consider option C, although you could envision circumstances in which a lawyer might work to legislate, but this would not be the primary action of a lawyer.

Type 6: Cause and Effect

In this type of problems, one of the words describes a condition or action (which is a cause), while the other word describes a response to that action or condition (which is the effect). For instance, the following word pairs

describe cause and effect relationships (bacteria: infection, accident: injury, cold: fever, etc.) Remember to be careful of the direction of the relationship in such word pairs. Thus, if the original pair of words has the cause first and the effect later, the correct answer will also follow the same order. Consider the following example:



TREMBLE : FEAR

- A) shiver : cold
- B) stifle : sneeze
- C) itch : scratch
- D) irritate : nettle



While a tremble is a response to fear, a shiver is a response to cold. Option C is also a cause and effect but in the reverse order.

Type 7: Member and Class

In this type of problem on analogy, one of the words in the pair is an element of a class that the other word in the pair describes. For example, frog : amphibian means that frog is a kind of amphibian. An appropriate matching pair might be tuna : fish, since tuna is a kind of fish. (tragedy : drama and cow : mammal are other examples of the same.)



BALLET : DANCE

- A) book : novel
- B) theater : play
- C) sonnet : poem
- D) artist : sculptor



Ballet is one form of dance while sonnet is a kind of poem.

Type 8: Definition

In this type of problem, one of the words in the pair can be used to define the other word. For instance, someone who is frivolous is silly, someone who is careless is casual. Consider, the following example:



PHILANTHROPIST : ALTRUISM

- A) nationalist : orthodoxy
- B) ascetic : self-denial
- C) writer : publication
- D) general : soldier



A philanthropist practices altruism while an ascetic is one who practices self-denial. The other options do not fit into this structure and hence the answer is B.

Type 9: Function

In this type of analogy, the relationship between the two words is a functional one. For example, in the word pair gloves : hands, the gloves serve to protect the hands. Similarly in the word pair feet: walk, the two words are connected to each other through the relationship of function.



TRAINING : SKILL

- A) neurological : brain
- B) auspicious : event
- C) speech : lesson
- D) mnemonic : memory



Training can be used to improve skill just as a mnemonic is something that can be used to improve memory.

Type 10: Symbol and Representation

In this type of problem structure, one of the words in the pair is the representation of the concept or thing denoted by the other. Common symbols include punctuation marks. For example, comma : pause :: period : stop. Other examples are objects that now represent actions or events, such as a white flag indicating surrender or hawk indicating warlike or a dove representing peace.



LAUREL WREATH : VICTORY ::

- A) honor : pride
- B) olive branch : peace
- C) parentheses : continuous
- D) light : darkness



An olive branch is a symbol of peace while a laurel wreath is a symbol of victory.

Type 11: Defining Characteristic



Stable : Horse :: Fire Station : Fire Engine



The defining characteristic of a stable is a horse while that of a fire station is a fire engine.

Type 12: Manner



Strut : Walk :: Yodel : Sing.



Strut is a type or manner of walking just as yodel is a type of singing.

Type 13: Articles Made by a Worker



Artist : Painting :: Carpenter : Table.



Just as an artist creates a painting, a carpenter makes a table.

Type 14: The Worker and his Tools



Artist : Paintbrush :: Programmer : Computer.



An artist uses a paintbrush while a programmer uses a computer.

Type 15: The Worker and his Task



Teacher : Teaches :: Driver : Drives.



A teacher teaches while a driver drives.

Type 16: The Worker and the Work Place



Teller : Bank :: Sergeant : Post.



A teller works in the bank while a sergeant works on his post.

Type 17: The Tool and the Object



Scissors : Paper :: Hammer : Nail.



Scissors are used on paper just as a hammer is used on a nail.

Type 18: The Tool and the Action



Scissors : Cut :: Screwdriver : Screw.



Scissors cut while a screwdriver screws.

Type 19: Actions and their Significance



Smile : Pleasure :: Frown : Displeasure.



A smile conveys pleasure while a frown conveys displeasure.

Type 20: Sequence of Time



Beginning : End :: Opening : Closing

Type 21: Gender



Duke : Duchess :: Prince : Princess

Type 22: Age



Calf : Cow :: Tadpole : Frog.



The calf is the young of the cow, while the tadpole is the young of a frog.

Practice Exercises

Exercise 1

1. SATURATED : WET ::

- (a) acrid : acidic
 - (b) distant : faraway
 - (c) damp : drenched
 - (d) arid : dry
2. CACOPHONOUS : HARMONIOUS ::
- (a) bellicose : pacific
 - (b) beauty : peace
 - (c) tempestuous : stormy
 - (d) considerate : sympathetic
3. KANGAROO : JOEY ::
- (a) lion : pride
 - (b) goose : gosling
 - (c) bevy : beauties
 - (d) foal : horse
4. CAPRICIOUS : FIXED ::
- (a) laughter : joy
 - (b) agitated : uneasy
 - (c) fickle : decisive
 - (d) biased : judgmental
5. UNHAPPY : MISERABLE ::
- (a) vocal : quiet
 - (b) mournful : oblivious
 - (c) passionate : appreciative
 - (d) content : euphoric
6. EAST : ORIENTAL ::
- (a) west : occidental
 - (b) global : universal

(c) forest : jungle

(d) west : east

7. YEAST : LEAVENING ::

(a) antibiotic : microorganisms

(b) water : valve

(c) illness : cure

(d) fertilizer : growth

8. BOTANY : PLANTS ::

(a) geology : earth

(b) stars: astronomy

(c) teacher : class

(d) disease : etiology

9. SNAKE : REPTILE ::

(a) snake : cobra

(b) bird : mammal

(c) wasp : insect

(d) lion : amphibian

10. ILLITERATE : EDUCATION ::

(a) naïve : experience

(b) well-mannered : rude

(c) miserly : money

(d) pristine : elegance

11. EAT : GORGE ::

(a) drink : guzzle

(b) saunter : walk

(c) expel : admit

(d) advanced : primitive

12. LONELINESS : PRIVACY ::

- (a) passion : apathy
- (b) composure : equanimity
- (c) destiny : fateful
- (d) illusory : unpredictable

13. FAKE : GENUINENESS ::

- (a) flawless : perfection
- (b) nebulous : definition
- (c) deceitful : intent
- (d) amoral : wicked

14. OPAQUE : LIGHT ::

- (a) absorbent : liquid
- (b) desert : sand
- (c) autoclave : germ-free
- (d) hermetic : air

15. RUDE : BOORISH ::

- (a) deadly : pernicious
- (b) suspicious : pernicious
- (c) patronise : support
- (d) daring : daredevilry

16. MOSAIC : TILE ::

- (a) fabric : tapestry
- (b) portrait : paint
- (c) document : author
- (d) coverlet : cloth

17. GLASS : SHARD ::

- (a) wood : splinter

- (b) rock : stone
 - (c) soil : earth
 - (d) wood : tree
18. SCALE : TONE ::
- (a) dark : light
 - (b) wave : amplitude
 - (c) spectrum : colour
 - (d) rainbow : shower
19. SKIN : DERMATOLOGIST ::
- (a) physician : medicine
 - (b) conductor : orchestra
 - (c) bone : osteopath
 - (d) ventriloquist : throat
20. SAUNTER : STROLL ::
- (a) perambulate : walk
 - (b) gyrate : twist
 - (c) amble : path
 - (d) baby carriage : walk
21. NIGHTLY : DAILY ::
- (a) nocturnal : diurnal
 - (b) black : white
 - (c) sunset : sunrise
 - (d) opalescent : iridescent
22. PHYSICIAN : SURGEON ::
- (a) nurse : doctor
 - (b) optometrist : ophthalmologist
 - (c) urologist : gynecologist

- (d) optician : obstetrician
- 23. BULL : BUYS ::
 - (a) Wolf : Defrauds
 - (b) Lion : Brokers
 - (c) Tiger : Speculates
 - (d) Bear : Sells
- 24. CACOPHONY : EUPHONY ::
 - (a) belligerent : soothing
 - (b) loveliness : peace
 - (c) tempestuous : Atlantic
 - (d) horrific : sympathetic
- 25. FEATHER : BIRD ::
 - (a) snake : scale
 - (b) bark : tree
 - (c) human: epidermis
 - (d) hump : camel
- 26. REBELLIOUS : CONFORMIST ::
 - (a) accepting : taking
 - (b) courteous : rude
 - (c) acquiescent : rebel
 - (d) darkness : lamp
- 27. AUTHOR : MANUSCRIPT ::
 - (a) architect : blueprint
 - (d) engineer : bridge
 - (c) optician : spectacles
 - (d) doctor : stethoscope
- 28. PENCIL : GRAPHITE ::

- (a) pen : refill
- (b) house : bricks
- (c) car : steel
- (d) dress : wool

29. FICKLE : STABLE ::

- (a) laughter : barn
- (b) equine : horse
- (c) impulsive : considered
- (d) fundamental : elemental

30. FEEBLE : POTENT ::

- (a) borrow : give
- (b) file : classify
- (c) stroke : feel
- (d) fertile : barren

31. MANIPULATE : CONTROL ::

- (a) exacerbate : cure
- (b) inanimate : dead
- (c) distinguish : change
- (d) articulate : speak

32. SOUND : DECIBEL ::

- (a) earthquake : tremors
- (b) noise : intensity
- (c) light : radiance
- (d) length : meters

33. WORD : DICTIONARY ::

- (a) roe : fish
- (b) cell : body

- (c) teeth : mouth
- (d) hair : scalp
- 34. VERTIGO : HEIGHT ::
 - (a) xenophobia : fear
 - (b) triskaidekaphobia : spiders
 - (c) agoraphobia : space
 - (d) claustrophobia : darkness
- 35. PUPIL : EYE ::
 - (a) elbow : wrist
 - (b) teeth : mouth
 - (c) arm : leg
 - (d) fist : hand
- 36. MATRIARCHAL : WOMEN ::
 - (a) patriarchal : men
 - (b) virago : female
 - (c) oligarchy : dictator
 - (d) patriotic : country
- 37. ASCETIC : LUXURY ::
 - (a) teacher : classroom
 - (b) capitalist : communist
 - (c) misogynist : women
 - (d) musician : composition
- 38. SLANDER : REPUTATION ::
 - (a) deceit : hope
 - (b) indiscretion : secrecy
 - (c) hypocrite : praise
 - (d) vandalism : property

39. CHRISTMAS : CHRISTIANITY ::

- (a) Holi : Jews
- (b) Sabbath : Hindus
- (c) Eid : Parsis
- (d) Diwali: Hindus

40. SUAVE : BLUNT ::

- (a) refined : cultured
- (b) pure : adulterated
- (c) severe : intense
- (d) eligible : qualify

41. UNRIDDLE : MYSTERY ::

- (a) deactivate : bomb
- (b) fish : anemone
- (c) strike : harder
- (d) crack : glass

42. ARTIST : CANVAS ::

- (a) driver : car
- (b) pedestrian : road
- (c) composer : symphony
- (d) surgeon : operation

43. STABLE : HORSE ::

- (a) hotel : guest
- (b) sty : pig
- (c) teacher : school
- (d) kennel : cat

44. ROCK : MARBLE ::

- (a) ebony : ivory

(b) woods : mahogany

(c) scissors : glue

(d) tusk : elephant

45. MAMMAL : COW ::

(a) woods : tree

(b) school : fish

(c) reptile : snake

(d) wings : bird

46. CHANGE : IMMUTABLE ::

(a) constancy : unsteady

(b) mobile : movement

(c) implicit : notions

(d) impossible : plausible

47. LIBERTINE : IMMORALITY ::

(a) altruist : selflessness

(b) miser : selfishness

(c) victim : depravation

(d) policeman : law

48. AUTHORISATION : WARRANT ::

(a) warrant : arrest

(b) subpoena : summons

(c) permission : license

(d) indignation : protest

49. SCABBARD : SWORD ::

(a) gamble : cards

(b) cup : beverage

(c) wish : intuition

(d) foot : shoe

50. UNCLE : AVUNCULAR ::

(a) mother : maternity

(b) father : patricide

(c) brother : fraternal

(d) sister : sorority

Exercise 2

1. NECROMANCER : WITCHCRAFT ::

(a) puritan : excellence

(b) gourmand : starvation

(c) swindler : knavery

(d) lawyer : graft

2. EXTRACT : TOOTH ::

(a) cut : nail

(b) uproot : stump

(c) pull out : pin

(d) cut : wood

3. HUG : AFFECTION ::

(a) dour : humorous

(b) nod : assent

(c) virus : influenza

(d) feet : walk

4. ISLAND : ARCHIPELAGO ::

(a) shoulder : arm

(b) stomach : intestine

(c) shoe : laces

- (d) toe : foot
5. CODICIL : WILL ::
- (a) book : chapter
 - (b) outhouse : premises
 - (c) annexure : book
 - (d) limb : extremity
6. GETS ON : BUS ::
- (a) hopes : fear
 - (b) enters : account book
 - (c) disembarks : airplane
 - (d) boards : rowboat
7. MUMBLE : INDISTINCT ::
- (a) scribble : illegible
 - (b) screech : gentle
 - (c) swagger : timid
 - (d) sneeze : deliberate
8. FOOTBALL : SPORT ::
- (a) rhythm : poetry
 - (b) verse : literature
 - (c) dancing : ballet
 - (d) research : biology
9. SAILOR : LIGHTHOUSE ::
- (a) snake : hiss
 - (b) air raid : siren
 - (c) car horn : driver
 - (d) sleeper : smoke alarm
10. SIMMER : BOIL ::

- (a) glide : drift
- (b) gambol : play
- (c) drizzle : downpour
- (d) stagnate : flow

11. MITIGATE : PUNISHMENT ::

- (a) change : order
- (b) place : placement
- (c) monotonous : change
- (d) alleviate : pain

12. SAPLING : TREE ::

- (a) puppy : dog
- (b) canine : feline
- (c) cat : lion
- (d) poodle : terrier

13. TYRE : RUBBER ::

- (a) oasis : desert
- (b) house : roof
- (c) paper : wood
- (d) pebble : boulder

14. ANGLER : BAIT ::

- (a) mouse : mousetrap
- (b) hunter : decoy
- (c) language : code
- (d) treasure : map

15. BACTERIUM : COLONY ::

- (a) microbe : disease
- (b) whale : school

- (c) shoal : fish
- (d) virus : immunization
- 16. CHILDISH : MATURITY ::
 - (a) pungent : poignancy
 - (b) profuse : extravagance
 - (c) obscure : clarity
 - (d) poised : serenity
- 17. TINY : HUGE ::
 - (a) chaotic : confuse
 - (b) sad : gloomy
 - (c) great : grand
 - (d) weak : strong
- 18. OPTIMISTIC : HOPE ::
 - (a) indecisive : idea
 - (b) impulsive : whim
 - (c) parsimonious : poverty
 - (d) garrulous : talk
- 19. WARDROBE : CLOTHES ::
 - (a) newspaper : headlines
 - (b) record : label
 - (c) album : stamps
 - (d) almanac : dates
- 20. DELUGE : WATER ::
 - (a) igloo : ice
 - (b) landslide : earth
 - (c) sleet : hail
 - (d) dew : rain

21. COBBLER : BOOT ::
(a) potter : kiln
(b) banker : deposit
(c) carpenter : cabinet
(d) musician : clarinet
22. SEETHE : ANGER ::
(a) chortle : distress
(b) fidget : uneasiness
(c) snarl : confusion
(d) waddle : embarrassment
23. MERCILESS : SYMPATHY ::
(a) needless : intelligence
(b) belligerent : detachment
(c) pathetic : pity
(d) frank : reticence
24. DISAGREEMENT : HARMONY ::
(a) predictability : routine
(b) predicament : dilemma
(c) advantage : agreement
(d) impartiality : prejudice
25. KEY : IGNITION ::
(a) helmet : motorcycle
(b) switch : light
(c) boot : saddle
(d) pad : helicopter
26. BUCKET : WATER ::
(a) milk : quart

- (b) eggs : dozen
 - (c) shaker : salt
 - (d) river : ocean
27. HUMANS : SOCIETY ::
- (a) kinsfolk : family
 - (b) spectators : game
 - (c) animals : jungle
 - (d) rivals : team
28. CATERPILLAR : LEAVES ::
- (a) moth : wool
 - (b) silkworm : silk
 - (c) oyster : shell
 - (d) anthracite : coal
29. TALLY : VOTES ::
- (a) census : population
 - (b) taxation : revenue
 - (c) government : laws
 - (d) team : athletes
30. LULL : STORM ::
- (a) marriage : divorce
 - (b) battery : missiles
 - (c) recess : business
 - (d) bonfire : kindling
31. GRAPE : RAISIN ::
- (a) corn : flake
 - (b) flesh : bone
 - (c) cane : sugar

(d) jaggery : cane

32. LIBRARY : BOOKS ::

(a) hotel : children

(b) zoo : animals

(c) office : sales

(d) park : car

33. SMELL : NOSE ::

(a) calligraphy : eye

(b) piquancy : taste

(c) noise : ear

(d) tracheotomy : throat

34. SLANDER : DISPARAGEMENT ::

(a) sorrow : death

(b) commendation : praise

(c) paeon : anger

(d) reproof : confirmation

35. OUTPACE : SPEED ::

(a) outwit : cunning

(b) outline : thought

(c) outrage : wrath

(d) outreach : charity

36. SEE : LOOK ::

(a) feel : touch

(b) giggle : laugh

(c) sprint : lift

(d) drive : do

37. IMPERIL : DANGER ::

- (a) emulate : model
 - (b) entangle : conflict
 - (c) chafe : restriction
 - (d) embarrass : pride
38. MOTEL : LODGING ::
- (a) godown : storage
 - (b) closet : linen
 - (c) hangar : plane
 - (d) desk : typing
39. BRACELET : WRIST ::
- (a) frame : picture
 - (b) bat : glove
 - (c) hat : head
 - (d) foot : shoes
40. WOODEN : RIGID ::
- (a) fractious : whole
 - (b) mild : strident
 - (c) illegal : inconsiderate
 - (d) obstinate : stubborn
41. SATIN : SOFT ::
- (a) polyester : expensive
 - (b) iron : hard
 - (c) soft : cotton
 - (d) wood : colored
42. CENTURY : YEARS ::
- (a) rupees : paise
 - (b) yard : inches

- (c) week : days
- (d) centimeter : millimeters

43. AXLE : STEER ::

- (a) tire : ride
- (b) awl : puncture
- (c) plane : soar
- (d) knife : slice

44. INFERTILE : DESERT ::

- (a) delicious : fruit
- (b) diligent : worker
- (c) verdant : jungle
- (d) hot : weather

45. FOOT : SORE ::

- (a) tree : cut
- (b) skin : wrinkle
- (c) toe : crushed
- (d) hand : gnarled

46. TOP : SPINS ::

- (a) earth : rotates
- (b) car: accelerates
- (c) moon : glows
- (d) toy : plays

47. MILK : SPOIL ::

- (a) metal : bend
- (b) water : filter
- (c) flower : wilt
- (d) fish : swim

48. MUNIFICENT : GENEROSITY ::

- (a) vivacious : happiness
- (b) domineering : timidity
- (c) indisputable : doubt
- (d) fortunate : haplessness

49. SHIP : DISEMBARK ::

- (a) train : board
- (b) fail : arrest
- (c) discharge : job
- (d) horse : dismount

50. RETREATING : ADVANCING ::

- (a) oblique : indirect
- (b) red : crimson
- (c) dorsal : ventral
- (d) snowy : windy

Exercise 3

1. TEACHER : INSTRUCTION ::

- (a) police : law
- (b) army : soldier
- (c) nurse : medicine
- (d) sentinel : protection

2. USHER : THEATER ::

- (a) anchor : show
- (b) driver : truck
- (c) conductor : train
- (d) fiancée : girl

3. EXERCISE : STRENGTH ::

- (a) business : resource
- (b) practice : skill
- (c) defeat : gain
- (d) games : contest

4. PIPE : WATER ::

- (a) sofa : furniture
- (b) fan : air
- (c) door : look
- (d) chimney : smoke

5. DAMAGE : DEMOLISH ::

- (a) construct : make
- (b) yap : howl
- (c) alleged : punished
- (d) action : plan

6. STAMMER : TALK ::

- (a) anxious : analyze
- (b) stagger : walk
- (c) trip : fall
- (d) walk : run

7. FRET : RELAX ::

- (a) sad : avoid
- (b) sob : cry
- (c) resist : surrender
- (d) giggle : laugh

8. JOEY : KANGAROO ::

- (a) fern : plant

(b) grain : wheat

(c) kitten : cat

(d) seed : fruit

9. SKATE : RINK ::

(a) park : bench

(b) play : stadium

(c) paint : picture

(d) build : column

10. LORD : SERF ::

(a) police : officer

(b) slave : misery

(c) capital : punishment

(d) ruler : subject

11. WHEEL : SPOKE ::

(a) tea : sugar

(b) pen : cap

(c) ladder : rung

(d) lever : balance

12. GAGGLE : GEESE ::

(a) tail : dog

(b) goat : bleat

(c) lion : roar

(d) bevy : bees

13. SCALES : FISH ::

(a) paws : tiger

(b) wings : butterfly

(c) feathers : bird

(d) tail : monkey

14. SHOVEL : TOOL ::

(a) cargo : hold

(b) brake : automobile

(c) car : means of transportation

(d) squadron : plane

15. GODOWN : GOODS ::

(a) penitentiary : guards

(b) arsenal : weapons

(c) courthouse : laws

(d) bank : mortgages

16. MUTINEER : REBELLION ::

(a) sluggard : haste

(b) hypocrite : condemnation

(c) renegade : accusation

(d) terrorist : terror

17. DEFERENTIAL : OBSEQUIOUS ::

(a) strong : sturdy

(b) loyal : optimistic

(c) reckless : daring

(d) astute : perceptive

18. TRIANGLE : PRISM ::

(a) circle : cylinder

(b) square : rhomboid

(c) sphere : earth

(d) polygon : diamond

19. HAND : ARM ::

- (a) nose : head
- (b) foot : toe
- (c) eye : lid
- (d) wrist : finger

20. PARROT : CROW ::

- (a) eagle : ant
- (b) goldfish : trout
- (c) goat : butterfly
- (d) sheep : mouse

21. TROUGH : ANIMALS ::

- (a) carton : eggs
- (b) den : bears
- (c) manger : cattle
- (d) flock : sheep

22. SUGAR : SWEETEN ::

- (a) cinnamon : prepare
- (b) pepper : season
- (c) celery : plant
- (d) accent : cook

23. MURMUR : SHRIEK ::

- (a) merge : break
- (b) run : hover
- (c) crack : smash
- (d) play : work

24. BALDNESS : HAIR ::

- (a) curly : wig
- (b) aridity : rain

- (c) cooked : egg
- (d) skin : rough
- 25. RUFFLE : EQUANIMITY ::
 - (a) flounce : turmoil
 - (b) flourish : prosperity
 - (c) provoke : discussion
 - (d) disturb : balance
- 26. UNVEILING : STATUE ::
 - (a) premiere : movie
 - (b) rookie : football
 - (c) debutante : teenager
 - (d) ruler : subject
- 27. DECREPITUDE : RENOVATION ::
 - (a) doctor : consultation
 - (b) estrangement : reconciliation
 - (c) credulity : fury
 - (d) reproof : confirmation
- 28. BRAGGART : MODEST ::
 - (a) dilettante : amateurish
 - (b) visionary : practical
 - (c) insurgent : revolutionary
 - (d) expert : refined
- 29. DOGGEREL : POET ::
 - (a) symphony : composer
 - (b) easel : painter
 - (c) caption : cartoonist
 - (d) potboiler : novelist

30. BONE : LIGAMENT ::
(a) knee : joint
(b) nails : finger
(c) fat : tissues
(d) muscle : sinew
31. GYMNAST : AGILE ::
(a) craftsman : dexterous
(b) actress : beautiful
(c) athlete : tall
(d) clown : fat
32. RECIPE : CHEF ::
(a) jury : trial
(b) novel : novelist
(c) soloist : music
(d) pattern : dressmaker
33. SOUND : HOMONYM ::
(a) ideas : acronym
(b) fake : pseudonym
(c) meaning : synonym
(d) confusion : antonym
34. WHALE : FISH ::
(a) hound : dog
(b) bat : bird
(c) alligator : crocodile
(d) fly : worm
35. DANCER : SPECTATORS ::
(a) king : country

- (b) yardstick : dimension
 - (c) barometer : weather
 - (d) singer : audience
36. GLOVES : HANDS ::
- (a) tyre : wheel
 - (b) hood : vehicle
 - (c) nail : screw
 - (d) socks : legs
37. PROTEIN : MEAT ::
- (a) cream : calories
 - (b) salt : salty
 - (c) starch : potatoes
 - (d) diet : cyclamates
38. PRAISE : EXTOL ::
- (a) hurry : run
 - (b) stuff : cram
 - (c) insure : rely
 - (d) dislike : loathe
39. GLASS : WATER
- (a) ship : fuel
 - (b) car : petrol
 - (c) plate : food
 - (d) cup : sugar
40. SMELL : OLFACTORY ::
- (a) touch : tactile
 - (b) feel : sense
 - (c) misnomer : word

- (d) pleasant : jovial
41. SUAVE : SOPHISTICATED ::
- (a) attitude : conduct
 - (b) adage : language
 - (c) calmness : placidity
 - (d) ally : foe
42. VIXEN : FOX ::
- (a) mare : horse
 - (b) kitten : cat
 - (c) mouse : rat
 - (d) puma : cheetah
43. SLUGGISH : INERT ::
- (a) axis : pivot
 - (b) fission : fusion
 - (c) bad : evil
 - (d) affect : effect
44. BOVINE : HERBIVOROUS ::
- (a) ovine : omnivorous
 - (b) simian : monkey
 - (c) leonine : carnivorous
 - (d) masculine : portentous
45. BUZZ : HUM ::
- (a) whisper : noise
 - (b) echo : sound
 - (c) crack : whip
 - (d) chime : ring
46. DEER : VENISON ::

- (a) pig : hog
 - (b) sheep : mutton
 - (c) pig : pork
 - (d) steer : steak
47. SYNAGOGUE : RELIGION ::
- (a) court : law
 - (b) hospital : illness
 - (c) asylum : lunacy
 - (d) prison : crime
48. INSIPID : PIQUANT ::
- (a) tasty : bland
 - (b) relish : spice
 - (c) sweet : dessert
 - (d) flat : spicy
49. TIPSY : DRUNKEN ::
- (a) intelligent : dumb
 - (b) generous : cheerful
 - (c) sensible : lively
 - (d) pleased : thrilled
50. SPASM : PAIN ::
- (a) touch : delicate
 - (b) flash : light
 - (c) hurt : agony
 - (d) love : hate

Exercise 4

From the choices given below, select the pair of words which exhibits the same relationship between each other as the given capitalised pair of words:

1. WRITING : PLAGIARISM ::
 - (a) confidence : deception
 - (b) money : misappropriation
 - (c) gold : theft
 - (d) germ : disease
2. LORRY : TRUCK ::
 - (a) torch : light
 - (b) motor : car
 - (c) coal : coke
 - (d) petrol : gasoline
3. WAITER : TIP ::
 - (a) professor : tenure
 - (b) pharmacist : prescription
 - (c) bank teller : interest
 - (d) sales person : commission
4. WHELP : DOG ::
 - (a) child : teenager
 - (b) herd : ship
 - (c) pup : seal
 - (d) student : teacher
5. CONDENSATION : REFRIGERATE ::
 - (a) evaporation : heat
 - (b) consumption : cook
 - (c) oration : listen
 - (d) exhaustion : buy

6. EYE : SOCKET ::
(a) heart : aorta
(b) chest : ribs
(c) bone : joint
(d) tooth : gum
7. MAN : HANDCUFF ::
(a) cat : mousetrap
(b) dog : kennel
(c) monkey : trick
(d) cow : tether
8. ILLNESS : HEALTH ::
(a) minotaur : nose
(b) sequela : heart
(c) halitosis : breath
(d) aphasia : memory
9. DRABBLE : DIRTY ::
(a) goof : wise
(b) cuesta : valley
(c) dirigible : direct
(d) furphy : freebooter
10. ONSET: EXPIRATION ::
(a) desires : aspirations
(b) drama : scene
(c) proposal : final
(d) tempo : time
11. SHOWER : INUNDATION ::
(a) inception : perception

- (b) history : portent
- (c) imagine : sight
- (d) criticism : vilification

12. BEWILDERMENT : CONFUSION ::

- (a) bursa : sack
- (b) bewitched : alliteration
- (c) fantod : nervousness
- (d) coracle : lodestar

13. JINGOISM : WAR ::

- (a) antagonism : support
- (b) puritanism : austerity
- (c) arianism : doctrine
- (d) schism : unity

14. AGNOSTIC : ATHEIST ::

- (a) philanderer : misogynist
- (b) agglomerate : accumulate
- (c) philanthropic : patronizing
- (d) agrophobia : agnosia

15. RIDICULE : LAMPOON ::

- (a) knell : death
- (b) canard : rumour
- (c) jibe : remark
- (d) derision : fact

16. JOG : FATIGUE ::

- (a) sing : voice
- (b) fast : hunger
- (c) tight : choke

- (d) camp : fire
17. LUMEN : LIGHT ::
- (a) weight : mineral
 - (b) decibel : sound
 - (c) gallon : water
 - (d) band : signal
18. TAKE : STEAL ::
- (a) leave : abscond
 - (b) interest : astound
 - (c) build : renovate
 - (d) evacuate : flee
19. LAMPOON : SATIRIZE ::
- (a) ode : criticize
 - (b) tirade : entertain
 - (c) panegyric : eulogize
 - (d) ballad : stigmatize
20. JESTER : CLOWNING ::
- (a) coquette : flirtation
 - (b) neophyte : mentoring
 - (c) termagant : encomium
 - (d) precocious : innocuous
21. PREAMBLE : STATUTE ::
- (a) prologue : novel
 - (b) movement : sympathy
 - (c) sketch : drawing
 - (d) index : book
22. FARMER : FIELD ::

- (a) ring : finger
- (b) cricket : pitch
- (c) wrestler : arena
- (d) workshop : carpenter

23. MURAL : PAINTING ::

- (a) symphony : music
- (b) editorial : journal
- (c) preface : book
- (d) ode : prose

24. HAMMER : IRONSMITH ::

- (a) car : driver
- (b) seeds : farmer
- (c) axe : woodcutter
- (d) medicine : doctor

25. BEAUTIFUL : UGLY ::

- (a) morose : dull
- (b) priest : gangster
- (c) good : bad
- (d) criminal : padre

26. CHILD : FIRE ::

- (a) child : work
- (b) misogynist : women
- (c) child : homework
- (d) vegetarian : meat

27. HOST : GRACIOUS ::

- (a) car : flies
- (b) cheat : cunning

- (c) doctor : handy
- (d) blade : barber
- 28. PRUDE : MODESTY ::
 - (a) enemy : friendly
 - (b) blunt : politician
 - (c) pedant : erudition
 - (d) diplomat : tactless
- 29. PERFOR : ENTERTAIN ::
 - (a) virus : prevent
 - (b) heuristic : teach
 - (c) pedant : construct
 - (d) parable : obfuscate
- 30. HYPHEN : JOIN ::
 - (a) dash : shorten
 - (b) colon : introduce
 - (c) comma : possess
 - (d) semicolon : transfer
- 31. EXTORTION : INTIMIDATING ::
 - (a) in extremis : early
 - (b) non sequitur : vital
 - (c) redundant : useless
 - (d) caveat emptor : trivial
- 32. TREE : MAPLE ::
 - (a) barter : quid pro quo
 - (b) medicine : profession
 - (c) building : construction
 - (d) vehicle : passenger car

33. CHIMERA : AUTHENTICITY ::
(a) melodrama : subtlety
(b) parody : wit
(c) brief : abstract
(d) war : strategy
34. AIR CRAFT: JET ::
(a) climate : rain
(b) instrument : calibration
(c) atmosphere : stratosphere
(d) nimbus : cloud
35. NITTY : GRITTY ::
(a) nuts : bolts
(b) naked : clothed
(c) hard : soft
(d) bare : feet
36. FROSTING : CAKE ::
(a) lace: gown
(b) tie : shoe
(c) zipper : coat
(d) paint : enamel
37. SQUANDER : MONEY ::
(a) shirk : task
(b) dally : time
(c) achieve : victory
(d) trespass : land
38. ADMONISHMENT : CASTIGATION ::
(a) anxiety : fear

- (b) perjury : corruption
 - (c) provocation : instigation
 - (d) peccadillo : sin
39. DEFORESTATION : TREES ::
- (a) inoculation : vaccine
 - (b) defamation : enemies
 - (c) amnesty : deserters
 - (d) sterilization : microorganism
40. INTERPRET : EXAMINE ::
- (a) foresee : predict
 - (b) plan : scheme
 - (c) interest : inveigle
 - (d) evaluate : suggest
41. TERMINATION : CLOTURE ::
- (a) hospitalization : sickness
 - (b) majority : concession
 - (c) amendment : constitution
 - (d) quorum : filibuster
42. RESISTANCE : ADVERSARY ::
- (a) dilettantism : connoisseur
 - (b) dogmatism : scholar
 - (c) espionage : felon
 - (d) humility : suppliant
43. FURNITURE : CHAIR ::
- (a) landscape : tree
 - (b) apple : pear
 - (c) animal : cat

(d) club : player

44. PRATTLE : SUCCINCT ::

(a) tirade : critical

(b) circumlocution : patient

(c) bombast : pompous

(d) prose : economical

45. PRODIGAL : SPEND ::

(a) treacherous : trust

(b) querulous : complain

(c) laconic : talk

(d) humble : fawn

46. BILE : LIVER ::

(a) insulin : pancreas

(b) oxygen : heart

(c) honey : bee

(d) menthol : eucalyptus

47. HINT : SUGGESTION ::

(a) shade : spectrum

(b) trace : existence

(c) nuance : distinction

(d) remnant : preservation

48. ANAESTHETIC : INSENSIBILITY ::

(a) astringent : insensibility

(b) coagulant : euphoria

(c) stimulant : drowsiness

(d) analgesic : pain

For the following question, mark as your answer the option that represents a relationship with the third word that is opposite to the first pair of words:

49. PHILISTINE : UNCULTURED :: PRECOCIOUS :

- (a) clever
- (b) mature
- (c) doltish
- (d) intelligent

For the following question, mark your answer as the option that represents a relationship not similar to the one exhibited by the given capitalized question pair of word.

50. LUGUBRIOUS : LACHRYMOSE :: SALUTARY:

- (a) remedial
- (b) consistent
- (c) wholesome
- (d) curative

Answer Key

Exercise 1

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (d) | 2. (a) | 3. (b) | 4. (c) | 5. (d) |
| 6. (a) | 7. (d) | 8. (a) | 9. (c) | 10. (a) |
| 11. (a) | 12. (b) | 13. (b) | 14. (d) | 15. (a) |
| 16. (d) | 17. (a) | 18. (c) | 19. (c) | 20. (a) |
| 21. (a) | 22. (b) | 23. (d) | 24. (a) | 25. (b) |
| 26. (c) | 27. (a) | 28. (a) | 29. (c) | 30. (d) |
| 31. (d) | 32. (d) | 33. (b) | 34. (c) | 35. (b) |
| 36. (a) | 37. (c) | 38. (d) | 39. (d) | 40. (b) |
| 41. (a) | 42. (c) | 43. (b) | 44. (b) | 45. (c) |

46. (a)	47. (a)	48. (c)	49. (b)	50. (c)
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Exercise 2

1. (c)	2. (b)	3. (b)	4. (d)	5. (c)
6. (d)	7. (a)	8. (b)	9. (d)	10. (c)
11. (d)	12. (a)	13. (c)	14. (b)	15. (b)
16. (c)	17. (d)	18. (b)	19. (c)	20. (b)
21. (c)	22. (b)	23. (d)	24. (d)	25. (b)
26. (c)	27. (c)	28. (a)	29. (a)	30. (c)
31. (c)	32. (b)	33. (c)	34. (b)	35. (a)
36. (a)	37. (b)	38. (a)	39. (c)	40. (d)
41. (b)	42. (a)	43. (d)	44. (c)	45. (b)
46. (a)	47. (c)	48. (a)	49. (d)	50. (c)

Exercise 3

1. (d)	2. (c)	3. (b)	4. (d)	5. (b)
6. (b)	7. (c)	8. (c)	9. (b)	10. (d)
11. (c)	12. (d)	13. (c)	14. (c)	15. (b)
16. (d)	17. (c)	18. (a)	19. (a)	20. (b)
21. (c)	22. (b)	23. (c)	24. (b)	25. (d)
26. (a)	27. (b)	28. (b)	29. (d)	30. (d)
31. (a)	32. (d)	33. (c)	34. (b)	35. (d)
36. (d)	37. (c)	38. (d)	39. (c)	40. (a)
41. (d)	42. (a)	43. (c)	44. (c)	45. (d)
46. (c)	47. (a)	48. (a)	49. (d)	50. (c)

Exercise 4

1. (b)	2. (d)	3. (d)	4. (b)	5. (a)
6. (d)	7. (d)	8. (c)	9. (c)	10. (c)

11. (d)	12. (c)	13. (b)	14. (a)	15. (b)
16. (b)	17. (b)	18. (a)	19. (c)	20. (a)
21. (a)	22. (c)	23. (a)	24. (c)	25. (c)
26. (b)	27. (b)	28. (b)	29. (b)	30. (b)
31. (c)	32. (d)	33. (a)	34. (c)	35. (a)
36. (a)	37. (b)	38. (d)	39. (d)	40. (c)
41. (a)	42. (d)	43. (c)	44. (c)	45. (b)
46. (a)	47. (c)	48. (a)	49. (c)	50. (b)

Explanatory Note

Exercise 1

1. The relationship between arid and dry is one of degree of intensity. Aridity is an intense form of dryness, and saturated is an intense form of wetness. The correct choice is (d).
2. The relationship here is one of antonyms. Cacophonous and harmonious are opposites of each other, which is also the relationship between bellicose which means war-like, and pacific which means peace-loving.
3. The correct answer is (b). The relationship here is one of parent to offspring—a kangaroo's baby is a joey. While option (d) also contains two words that have the parent-offspring relationship, the words are reversed. A foal is the offspring of a horse rather than the other way around (as in the original pair).
4. Something or someone who is fickle is not decisive, which is the relationship between something that is capricious and fixed.
5. This problem is based on degree of intensity. Someone who is miserable is extremely unhappy while someone who is euphoric is extremely content.
6. This is an analogy based on definition since oriental describes the east, just as occidental describes the west.

7. Fertilizer is used to stimulate growth, just as yeast is used for stimulating leavening (rising).
8. Botany is the study of plants, just as geology is the study of the earth. In option B and D, the same relationship holds but in the reverse order. Etiology is the study of disease and astronomy is the study of stars.
9. The relationship here is of member and class. A wasp is a kind of insect, as a snake is a kind of reptile.
10. This is a definitional type of analogy. Someone who is illiterate lacks an education, while someone who is naïve lacks experience.
11. This is a degree of intensity analogy. To guzzle is to drink a lot, rapidly. Likewise, to gorge is to eat intensely.
12. Just as loneliness and privacy are synonyms, describing the state of being alone or separate from others, composure and equanimity are synonyms describing a calm or peaceful state of mind.
13. Something that is fake is lacking in genuineness. Similarly, something that is nebulous is hazy or vague, lacking in definition.
14. Something that is opaque blocks light completely. Likewise, something that is hermetic is completely sealed against the escape or entry of air. (d) is the answer.
15. Deadly and pernicious are synonyms as are rude and boorish.
16. A coverlet is made up of many pieces of cloth, just as mosaic is made up of many pieces of tile.
17. A splinter is a sharp piece of wood, while a shard is a sharp piece of glass.
18. This problem contains a part to whole analogy. A musical scale is a series of tones in a particular arrangement; similarly a spectrum is made up of a series of colours in a particular order.
19. The relationship here is person to tool (specialist to body part treated); the correct choice is (c) since a dermatologist treats the skin and an osteopath treats the bones.
20. The relationship between the two words here is that of intensity. A saunter is a leisurely stroll and a perambulate is a leisurely walk.

Thus, the correct choice is (a).

21. The relationship here is that of opposite portions of the day. Nocturnal means nightly; diurnal means daily. Thus, (a) is the answer.
22. While the physician can diagnose and treat a patient with drugs, the surgeon treats a patient through an operation. The same relationship works in the case of an optometrist and an ophthalmologist.
23. The relationship here is one of action. A bull is a person who buys on the stock market, while a bear is one who sells on the stock market.
24. This is a problem based on antonyms. Just as cacophony (sound) is the opposite of euphony (pleasant sound), so also belligerent is the opposite of soothing.
25. This is a part to whole problem. The bird is covered by its feathers completely, just as a tree is covered completely by its bark. Neither (a) nor (c) can be correct since the order is reverse.
26. A conformist is one who is not rebellious, while a rebel is one who is not acquiescent.
27. The relationship is that just as an author creates a manuscript, an architect creates a blueprint.
28. The relationship here is one of tool to the product that makes it work. Thus, the answer is (a). A house does not work with bricks, and a car does not work with steel in order to run.
29. The answer is (c). The relationship here is one of opposites. Although the word pair fundamental : elemental is also opposite, it does not also show the idea of something that changes and something that is fixed.
30. Another question based on opposites. Feeble and potent are opposites, just as fertile and barren are opposites of each other.
31. The answer is (d). The relationship here is one of degree.
32. Sound is measured in decibels just as length is measured in meters.
33. The relationship here is one of part to whole.

34. The answer is (c). The relationship here is that of 'Fear of'. So, Vertigo is the fear of heights while agoraphobia is the fear of spaces. The other options are using inaccurate definitions.
35. Just as the pupil is a part of the eye, so also the teeth are part of the mouth.
36. The obvious answer is (a).
37. An ascetic is defined as one who denounces luxury just as a misogynist is one who denounces women. Option (b) is incorrect since it is too broad. A capitalist might not like a communist, but that is in no way a defining characteristic.
38. Vandalism is the desecration of property just as slander is the desecration of a reputation.
39. Based on opposites. Option (b) expresses a relationship of opposites just as the capitalized pair.
40. The answer is (a). One unriddles a mystery in the same way that one deactivates a bomb.
41. An artist creates a canvas just as a composer creates a symphony.
42. The relationship here can be described as: Horses stay in a stable, just as pigs stay in a sty.

Exercise 2

1. A necromancer is one who practices witchcraft, while a swindler practices knavery.
2. Just as you extract a tooth, you uproot a stump.
4. Islands are parts of an archipelago, just as a toe is a part of a foot. (A part to whole analogy)
5. A codicil is an addition to a will, just like an annexure is an addition to a book.
6. We get on a bus, just as we board a rowboat.
7. A mumble is indistinct, while a scribble is illegible.
8. Football is a type of sport, just as verse is a type of literature.
9. A sailor is warned by a light house, just as a person who is sleeping is warned by a smoke alarm.

10. This is a degree of intensity analogy. Simmer is a milder form of boiling just as a drizzle is a milder form of a downpour.
11. Just as we mitigate (lessen) punishment, we alleviate (lessen) pain.
12. A sapling is a baby tree, just as a puppy is a baby dog.
13. A tyre is made from rubber, while paper is made out of wood. In other words, rubber is a raw material for tyre as wood is a raw material for paper.
14. An angler uses a bait to attract fish, as a hunter uses a decoy.
15. A colony of bacterium, as a school of whales.
16. Opposites. Both the capitalized pair and option (c) represent opposite meanings.
17. Opposites. Both the capitalized pair and option (d) represent opposite meanings.
18. An optimistic person operates on hope, while an impulsive person operates on his will.
19. An album is a book designed to keep a collection of stamps just as a wardrobe is a locker designed to keep a collection of clothes.
20. A deluge is a sudden great or overwhelming rush of water just as a landslide is a sudden great or overwhelming rush of earth.
21. A carpenter constructs a cabinet just as a cobbler constructs a boot.
22. To fidget is to show uneasiness (mental or physical uneasiness). To seethe is to show anger.
23. Someone frank and candid lacks reticence just as someone merciless lacks sympathy.
24. Disagreement is characterized by a lack of harmony. Similarly, impartiality is characterized by a lack of prejudice.
25. A key turns on an ignition. A switch turns on a light.
26. A bucket holds water and water can be poured from a bucket. A shaker holds salt and salt can be poured from a shaker.
27. Humans live in a society as animals live in a jungle.
28. A caterpillar feeds on leaves, while a moth feeds on wool.

29. A tally is a recorded account of votes. A census is a recorded account of population.
30. A lull is a temporary halt in storm. A recess is a temporary halt in business.
31. Raisins are made from grapes, just as sugar is made out of cane.
32. Just as a library is a place for books, a zoo is a place for animals.
33. Noise is heard through the ear just as one smells through the nose.
34. A commendation is an expression of praise. A slander is an expression of disparagement.
35. To outpace someone is to surpass that person in speed, to outwit someone is to surpass that person in cunning.
36. When you look at something, you see it. Similarly, when you touch something, you feel it.
37. To imperil someone is to involve him in danger. To entangle someone is to involve him in conflict.
38. The purpose of a godown is storage of goods. The purpose of a motel is lodging people.

Answer (b) is incorrect. It is a trap; although linen is stored in a closet, you cannot say that “the purpose of a closet is linen”.

Answer (c) is also incorrect. It is also a trap; although a hangar is where you store a plane, you can’t say, “the purpose of a hangar is a plane”.
39. A bracelet is worn on the wrist just as a hat is worn on the head.
40. Wooden is used as a synonym of rigid here. Similarly, obstinate is the synonym of stubborn.
41. The feel of satin is soft, while the feel of iron is hard.
42. One-hundred paise make a rupee, just as a hundred years make a century.
43. An axle is used to steer a vehicle, just as a knife is used to slice things.
44. A desert is infertile, just as a jungle is verdant (green).
45. Sores represent damage to feet, just as wrinkles represent damage to skin.

46. Just as a top spins, the earth rotates.
47. Milk gets destroyed when it gets spoilt and a flower gets destroyed when it wilts.
48. Munificence represents generosity, just as vivaciousness represents happiness.
49. To get off a ship one disembarks. To get off a horse, one dismounts from it.
50. Retreating and advancing are opposite actions. Similarly, dorsal and ventral are adjectives which refer to the back and front of an animal's body. All other choices are synonyms in nature.

Exercise 3

1. A teacher gives instruction and a sentinel gives protection.
2. An usher shows people to their seats in a theater. A conductor shows people to their seats on a train.
3. Practice builds skill just as exercise builds strength.
4. This is a functional analogy. A chimney is used to conduct smoke, just as a pipe is used to conduct water.
5. This is a degree of intensity based analogy. Damage is a less intense degree of destruction than demolish. Similarly, yapping is much less intense than howling.
6. To stammer impedes talking, to stagger impedes walking.
7. The analogy is based on the relationship of opposites. Just as fret is the opposite of relax, resist is the opposite of surrender.
8. A joey is a young kangaroo, just as a kitten is a young cat.
9. A rink is a place to skate, just as a stadium is a place to play. Alternately, we skate in a rink, just as we play in a stadium.
10. A serf is bound to the bidding of his or her lord just as a subject is bound to the bidding of his or her ruler.
11. There are several spokes in a wheel just as there are several rungs in a ladder.
12. A gaggle is a group of geese. A bevy is a group of bees.

13. Scales cover the body of fish, just as feathers cover the body of birds. (a), (b), (d)—don't make sense when the relation is applied. Each is a filler.
14. A car is a kind of means of transportation just as a shovel is a kind of tool.
15. One stores goods in a godown just as one stores weapons in an arsenal.
16. A terrorist is someone who spreads terror just as a mutineer is someone who spreads a mutiny.
17. Reckless is the negative extreme of daring just as obsequious is the negative extreme of being deferential.
18. Just as a prism is a solid figure which is triangular, a cylinder is a solid figure that is circular.
19. The nose is a part of the head just as the hand is a part of the arm.
20. A goldfish and a trout are two different sorts of fish just as a parrot and a sparrow are two different sorts of birds.
21. A manger is a feeding bin for cattle just as a trough is a feeding bin for animals.
22. Sugar is added to food to sweeten it, while pepper is added to food to season it.
23. The relationship here is one of degree of intensity. To smash something is to do much greater damage than merely to crack it, just as shrieking has a much greater intensity than murmuring.
24. Baldness is the lack of hair, just as aridity is the lack of rain.
25. Equanimity is ruffled (when it is affected negatively) just as balance is disturbed.
26. A statue is unveiled just as a movie is premiered.
27. Renovation removes decrepitude, just as reconciliation removes estrangement.
28. A braggart (boaster) is not modest just as a visionary (dreamer) is not practical.
29. A potboiler is a trivial or inferior literary work produced by a novelist just as a doggerel is a trivial verse produced by a poet.

30. Ligaments connect bones just as sinews connect muscles.
31. It is necessary for a craftsman to be dexterous just as it is essential for a gymnast to be agile.
32. Just as a chef uses a recipe to make a particular meal, a dressmaker uses a pattern to enable the making of an article of clothing.
33. Meaning determines whether two words are synonyms. Sound determines whether two words are homonyms.
34. A bat is a mammal that is mistakenly thought to be a bird. A whale is a mammal that is mistakenly thought to be a fish.
35. A dancer performs to spectators just as a singer performs to an audience.
36. Gloves are worn in the hands, just as socks are worn on the legs.
37. Meat contains protein just as potatoes contain starch.
38. An analogy based on degree of intensity. Both praise and extol mean the same thing, however extol means praise very greatly. Similar is the case with dislike and loathe, since loathe is to dislike intensely.
40. Olfactory relates to the sense of smell, as tactile relates to the sense of touch.
41. Suave and sophisticated are opposites of each other, just as ally and foe are opposites.
42. The vixen is the female of a fox, just as the mare is the female of the horse.
43. Sluggish and inert are synonyms of each other. So are bad and evil.
44. Something that is bovine (cow like) is herbivorous, just as something that is leonine (lion like) is carnivorous.
45. Buzz and hum are synonyms, just as chime and ring.
46. Venison is deer meat, while pork is pig meat.
47. A synagogue is a place of religion, just as a court is a place of law.
48. Relation of opposites.
49. A degree of intensity based analogy. Tipsy means slightly drunk, as pleased means slightly thrilled.

50. A cause and effect based analogy. Just as a spasm causes pain, hurt causes agony.

-
- ¹ The strategies explained here will also apply in the questions of antonyms, synonyms, odd man out as well as other vocabulary based questions.
 - ² For more negative prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.
 - ³ For more positive prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.

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3

Fill in the Blanks

SECTION

This section will help you in the following ways:

- In the chapter on Sentence Completion (fill in the blanks), you would get exposed to questions having single blanks, double blanks and multiple blanks in a paragraph.

Single and double blank questions are a constant nowadays in the CAT, XAT and all other MBA entrance examinations.

- Besides the exercises at various levels of difficulty as also original CAT questions of this type would give you an opportunity to practise and benchmark your skills in Sentence Completion.

LIST OF BLOCKS

1. Theory
2. LODs and CAT Questions

1

Theory

BLOCK

CHAPTER 10: Sentence Completion

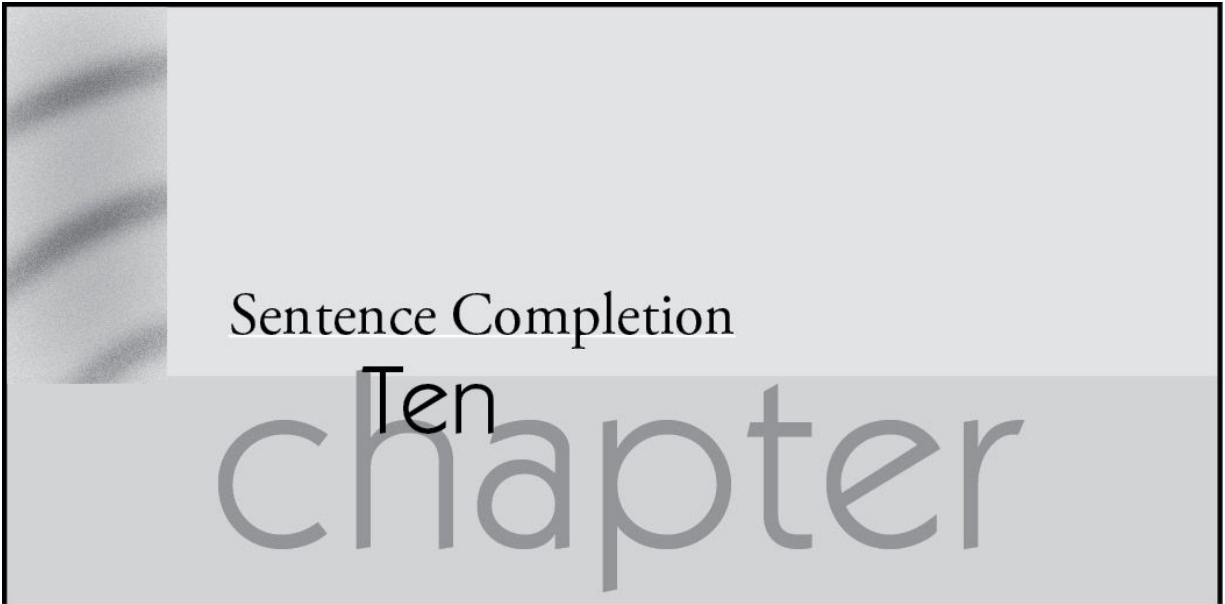
In this block, through the theory of sentence completion you will learn:

1. The difference between reactive and proactive solving of sentence completion questions.
2. The various steps you should go through when you are reading the sentence completion questions for the first time.
3. To identify the types of sentence structures and the process of identification of the key words.

Sentence structures you would learn to recognise and anticipate include:

- (a) Cause and Effect
- (b) Parallelism and Reiteration
- (c) Similarity of Support
- (d) Contrast

You are advised to go through the theory closely and use it to extend your basic understanding of language in all your reading activity.



WHAT ARE SENTENCE COMPLETION QUESTIONS?

Sentence completion questions test your vocabulary skills as well as your reading ability. These problems contain a single sentence expressing a complete idea that can be understood without any additional information. This is quite unlike the reading comprehension questions, which require you to read long passages. Each sentence contains one, two or three blanks, which need to be filled up appropriately. These questions typically contain four options to fill in the blanks in the sentence. From these choices, you need to select the words or phrases that fit into the blanks to best complete the sentence.

This question type tests the student's ability to understand the main idea of the sentence and the logical structure of the sentence. It also tests the ability of the student to anticipate what idea conveyed by a particular word will most aptly fit into the blank provided. Besides, your vocabulary is also tested because there is not much you can do if you are unaware of the word/s contained in the question or in the options. Your knowledge of roots, prefixes and suffixes will come in handy.

In order to successfully solve the sentence completion section, the student should have a strong understanding of the relationships within the sentence. These relationships might include the use of equivalents, analogies, parallel

sets, contrasts and word clusters. Solving the sentence completion section will draw on your adeptness and facility with antonyms and synonyms, your understanding of parallel sets, and the breadth and depth of your general vocabulary.

The Cream of the Piece

Needless to say, having a good vocabulary helps in doing better at this question type. The student is hence advised to work on his/her vocabulary simultaneously in order to improve his/her ability at this type of question. However, even if you are caught short in your vocabulary by a particular question, you can still try to solve it by following a few rules which are enumerated below.

REACTIVE SOLVING *VERSUS* PROACTIVE SOLVING

In our observation, a critical mistake that students end up committing while solving questions of sentence completion is trying to solve these questions by going through the options and trying to fit the options in the sentence.

We call this reactive solving and this process leads to students committing avoidable errors. Instead, the student should consciously follow proactive solving, which is explained below.

Proactive Solving

As a conscious strategy, the student is advised to use his/her anticipation by following the following three-step process while solving sentence completion exercises:

Step 1. Understand the Message and the Tone of the Author In simple language this implies understanding what he is trying to say (message) and how he is trying to say it (tone).

(a) Understanding the Message While doing this, the student should focus on identifying the principal subject/idea of the sentence—about what or whom the sentence is trying to talk. Note here that many a time, there might be more than one idea in the sentence. In such cases, the key is to understand how the two ideas are connected to each other.

While doing this, one should also try to identify the key words which the author has used to convey his message. Briefly, key words include words

such as therefore, because, similarly, although, in contrast, etc.

(b) Identify the Logical Structure of the Sentence While doing this, look for whether the sentence has one or more parts, i.e., whether it is a simple sentence or it is a complex sentence having more than one part/s, which are connected to each other through a sentence connector.

(c) Understanding the Tone Ask yourself questions like whether the author is talking about the subject in a positive, neutral or negative way. Also, try to identify the degree to which the author is positive or negative about the subject.

Step 2. Anticipating Words This implies anticipating the meaning of the word/s that will fill in the blanks appropriately and in particular, that it should be in sync with what the author's message and tone are.

Step 3. Scanning Scan the choices to see if the word/s you have thought of figure(s) in these choices. If not, look for a synonym/s of the word/s. However, do look through all the choices before you actually select one. Try each answer choice in the blank to see which one suits the best.

Step 4. The Final Answer Reread the sentence with your answer choice and make your assessments about the smoothness of the flow of the idea. If you find that everything matches, then you have got the correct answer to the question.

Let's look at an example of how to apply this process to reach the correct answer.



Because scientific research and the consequential assessments of whether or not global warming is occurring have been _____, it has been difficult to convince the public that this phenomenon is a critical problem that needs to be addressed.



Step 1) What are the ideas in this sentence?

The *first idea* in the sentence describes the “research and the consequential assessments of the occurrence of global warming.”

From this part of the sentence, we are getting no clue about the nature of these assessments. Hence, we get no clue about the nature of the word to be used in the blank in the sentence (i.e., whether it is a positive word, a negative word or a neutral word.)

The *second part* of the sentence talks about the difficulty in convincing the public about the importance of global warming. How are these two parts of the sentence connected? Essentially, both the parts of the sentence are dealing with the issue of global warming. The kind of connecting/ key words used in the sentence will help us further determine the nature of the connection between the ideas contained in the two parts of the sentence.

The first word is “because.” What does this tell us? It tells us that the information in the second part of the sentence in some way, is caused by the first part of the sentence. (As we will see later on in this chapter, this is one of the four common structures of sentence completion problems: cause-effect.)



Step 2) Think of a word that would make sense in the blank

Without even looking at the answer choices, use the information you have learned from the ideas and key words in the sentence, to guess at a possible choice of word to fill the blank. While doing this, just allow your instincts to run freely and simply react to the sentence—assuming you were the author of the same and try to fit in word/s with the most appropriate meanings into the blank/s.

If there are two blanks, think of a set of two words that would make sense for each one.

In our example, the presence of the word “because” tells us that the second idea is caused by the first idea. We know that some factor about the scientific research and the consequential assessments of global warming has made it difficult to convince the public that it is a problem.

What type of scientific research and assessments must these be?

They must not be convincing/believable or in some way, must be lacking in credibility, otherwise the public would know that this issue was important. Therefore, some appropriate words that might make sense in the blank would be words that describe the scientific studies as lacking in some way: unpersuasive, not credible, deficient, or unbelievable. If we again read the sentence with one of these words substituted into the blank, the sentence makes sense.



Step 3) Scan the Choices

Let us suppose that the options given to us were:

- | | |
|-------------------|-----------------|
| (A) well-designed | (C) substantial |
| (B) inconclusive | (D) irrefutable |

We are looking for an answer choice that is similar in meaning to not credible, deficient, or unbelievable. Something that will make the public unconvinced about the gravity of the problem.

Well-designed is opposite to the idea we need; if the assessments were well-designed, it would be easy to convince the public.

Inconclusive seems to be similar to the idea we were looking for, so we can hold onto that one. The last two choices, substantial and irrefutable are again more opposite in meaning to our guess word, so we can eliminate these two.

Note

Even though inconclusive fits our idea in the first place, make it a habit to check out all the options. Very often, more than one word will have the same general meaning as your guess word, and you will need to narrow it down and then choose the best-fitting word.

It is quite common in these problem types to find words opposite in meaning to your guess word among the answer choices.



Step 4) The Final Answers

If you have narrowed down to a particular answer choice that reflects the idea of your guess word, reread the sentence to see if the logic follows when you substitute that word into the blank. If you have only narrowed down your choices to a few, read the sentence with each of the possible choices. For problems with two blanks, it is often the case that you will be able to eliminate some of the choices because the first word does not fit well into the blank and others because the second word doesn't fit. Together, you can eliminate more of the incorrect answer choices and narrow it down to the correct choice.

TYPES OF SENTENCE STRUCTURES AND KEY WORDS

Having seen the process applied to one particular problem, let us now look at the four common types of sentence structures and some key words, which are the basis of the basic problem types, viz: Cause & Effect, Reiteration, Similarities/Parallelisms & Contrast.

Type I. Cause and Effect

As seen in the solved example above, a common sentence structure seen in the CAT is one that contains two ideas, where one causes the other. In other words, one is the cause of the other (which then becomes the effect). Needless to say, the two ideas have to be related to the same principal topic. Key words that may indicate cause and effect include: because, as a result, thus, resulting from, hence, therefore, consequently, causes, leading to, due to.

The Cream of the Piece

The typical sentence structures of cause and effect are as follows. In the following notations, imagine two ideas related to the same principal topic. Let A be the effect of B, which is the cause of A i.e. $B \rightarrow A$.

- (i) A **Because** B,
- (ii) **Because** B, **Hence** A
- (iii) A **as a result of** B,
- (iv) B **thus** A,
- (v) B **therefore** A,
- (vi) B **causes** A,
- (vii) A **due to** B,
- (viii) B **consequently** A

Let's look at an example:



Because of Jim Carrey's reputation as a comic actor, suited best for playing hilarious roles, the director was _____ considering him for the more serious role of the solemn monk.

- (A) discouraged from (B) encouraged to
(C) irrelevant to (D) ambivalent of



The sentence structure here is:

Because A, Hence B.

Note here that the 'hence' is silent in this sentence and its meaning is implied.

The key word 'because' should indicate to you that this is a cause and effect sentence. The first part of the sentence gives us the cause—Jim Carrey's reputation as an actor playing comic roles. What impact would this history have on the suitability of the actor to play a more serious role? It is most likely, to cause some doubts in the director's mind, and he might be unwilling or reluctant to cast him in this new role. Looking through the answer choices, the correct answer is A, **discouraged from**.

Many a times, the effect is a chronological follow up of the cause, i.e., the effect comes later in time to the cause. Here's an example:



The mass *release* of green house gases causes a detrimental effect on the environment of the whole world.



Today, advanced computer technology can _____ information from a number of sources, then automatically _____ the data and draw conclusions from the same.

- (A) collate...analyse
(B) extrapolate...assemble
(C) adjudicate...assemble
(D) research...expand

The first part of the sentence deals with something that computer technology can do; the second part deals with the next part of a two-part process. First, guess at a word that would fill the first blank and look through the answer choices.

One possible guess would be that computers "collect" or "compare" information. Choice A, collate, means to compare or examine, so this is a reasonable choice. Choice B—extrapolate—means to use existing data to make predictions. Although this does not fit with our guess word, this seems a reasonable thing to do with information, so let's keep this choice for now. Choice C—adjudicate—means to settle a dispute; this can be eliminated since it does not make sense in this situation. Choice D—research—can also be eliminated since computers are tools of research and cannot do research themselves.

Now move on to the second blank. Remember, the first part of the sentence describes something that must be done before what is done in the second part of the sentence (we know this because of the 'then'). Can we select between choices A and B now? Choice A makes sense: information is collated and then analysed to draw conclusions. Choice B does not make sense in terms of cause and effect. Extrapolation is done from existing information, and an assembly would not be a consequence. Hence, choice A is the correct answer.

Type II. Reiteration or Restatement/Parallelisms

Sentences of this type again, will usually have two ideas, one of which clarifies or further supports the other. The ideas will have the same general meaning, but will be restated in a slightly more explanatory way. Sometimes, such sentences will also have the reiteration in the form of an explanatory example.

The Cream of the Piece

Key words to identify reiteration type sentences are: in fact, in other words, surely, to be sure, and, namely, that is, furthermore and likewise.

The typical sentence structure is (A and B are ideas):

- (i) A **in fact** B,
 - (ii) A **in other words** B,
 - (iii) A **and** B,
 - (iv) A **likewise** B,
 - (v) A **that is** B,
 - (vi) A **namely** B,
 - (vii) A **surely** B
-

Here is an example:



He was the most _____ person he had ever met; in fact, his magnanimity knew no limits.

- (A) charitable
- (B) miserly
- (C) reclusive
- (D) prolific



Looking for the key words in the sentence, we notice the **in fact** connecting the two ideas contained in the two parts of the sentence. Hence, you should be able to identify the sentence as one wherein the two ideas are reiterations of one another. Hence, the second idea reiterates or supports the first idea. In this case, the second idea is complete in itself, describing the magnanimity of the person. The first part of the sentence has to be parallel to this part. Hence, the blank has to be filled in

with a synonym for magnanimity. When we read the answer choices, we can see that the best match to our requirement is Option A.

Let's look at another example:



The Age of Enlightenment, acknowledged as one of the greatest periods of history for intellectual activity, exhibited a proclivity for literalism and _____ argumentation.

(A) credible

(B) specious

(C) pensive

(D) congruous



The key word here is **and**, which shows that this sentence has a reiteration element in it. The two ideas should be parallel to each other and hence, should be reiterations of each other. The first part of the sentence describes that the kind of intellectual activity that occurred during the age of Enlightenment showed a proclivity for literalism. Now, if you don't know what literalism means, you will have difficulty in determining which of the choices is synonymous with it and will successfully complete the sentence. **Literalism describes an argument that sounds plausible, but is actually misleading or fallacious.** Since this is a negative comment, the second part of the sentence must also be negative. Option A and D are basically positive and can be eliminated. Choice B is negative; this turns out to be the correct answer as specious argumentation is synonymous with literalism. Choice C can be eliminated as it has no relevance in the current sentence (we are looking for an adjective to describe argumentation and there is nothing called pensive argumentation).

Type III. Similarity or Support

Sentences of this type compare distinct but similar ideas. When choosing a word to fill the blank, you must look for a word that allows the two ideas of the sentence to be similar in meaning.

The Cream of the Piece

Key words for similarity sentence completions are: likewise, in the same way, for instance, similarly, furthermore, as, same, just as, specifically, such as, as an example, resembles, like and also.

Examples of sentence structures used for similarities are (A and B are ideas):

(i) A **likewise** B,

(ii) **Just as** A, **similarly** B,

(iii) A **like** B




Just as television surpassed radio as the major source of entertainment and information for the world, it seems destined that the Internet will eventually _____ television.


(A) invigorate


(B) alter

(C) eliminate

(D) supplant

 The key words here are ‘just as,’ and they suggest that this is a sentence based on the similarity of the argument. Hence, we should look for a word that will allow the two ideas of the sentence to be similar. The defining word in the first idea is surpassed. Since we need a word that will convey the same meaning as the first idea, we are looking for a word similar to **surpass**. If we work through the options, we can eliminate all but C and D. Both might make sense in the context of the sentence, but D, supplant, is more similar to the original idea of surpassing, rather than eliminating, which is too drastic in the context of the question.

 It is characteristic of old age to sap a man’s ebullience and rob him of his natural_____.
(A) senility (B) vigor
(C) maturity (D) insensibility

 The key connector here is ‘and’ which hints at the similarity of the ideas. The first part of the sentence describes a negative fact about old age, namely, that a man starts to lose his ebullience. Since the two parts of the sentence are joined by ‘and’, the second idea contained in the sentence must also state something negative related to aging. Just as a man’s ebullience is lost with old age, we are looking for a positive attribute that is lost with aging. Option A and D can be directly eliminated in this context since senility and insensibility are both negative attributes (in fact, senility generally arrives with old age and not the other way round.) Option C, maturity can also be eliminated since it is a positive that arrives with old age and does not go away. That leaves us with option B, vigor, which is a positive attribute that goes away with old age. As a further insurance of the answer, always make it a habit to reread the complete sentence with the selected option. Here, it makes complete sense.

Type IV. Contrast

Contrast sentences contain ideas that are opposite to one another or are dissimilar to each other.

The Cream of the Piece

Key words indicating a contrast in the ideas of the sentence include:

Although, but, despite, inspite of, however, as against, as opposed to, whereas, on the contrary, yet, on the other hand, On the one hand.... On the other, surprisingly, unlike, in contrast, rather, and Even though.

Examples of sentence structures used for contrast (A and B are ideas).

- (i) A **although** B,
- (ii) A **yet** B,
- (iii) A **on the contrary** B,
- (iv) **On the one hand** A,
- (v) **On the other** B
- (vi) A **unlike** B

(vii) A in contrast to B



In a large group of people consisting of strangers, Aishwarya often seemed _____ and aloof, although among her friends and family she was quite _____.

- (A) reticent...convivial
- (B) gregarious...outgoing
- (C) detrimental...multifarious
- (D) unattainable.... taciturn



The “although” tells us that this is a sentence that contains a contrast in its ideas, so the two parts of the sentence should contain opposite ideas. Since both the parts describe Aishwarya’s behavior, the two words should logically describe opposite behaviors. Hence, the description of Aishwarya’s behavior in a large group of people should be different from her behavior when she is with her friends and family. (If we look through our answer choices, choices B and D can be removed immediately since they contain synonyms, not antonyms.)

What else do we know about the words that will best fit the blanks? Notice the use of the conjunction ‘and’ used to connect the word in the first blank and aloof. The use of and between two descriptive adjectives describing behaviors can only mean that the two should be similar to each other and should mean the same thing. Of our answer choices, which of the first words in the pair is most similar to aloof? Both reticent and unattainable are reasonable choices. Gregarious and detrimental don’t seem to make a lot of sense, so we can exclude those. Once you have narrowed down your options as much as possible on the basis of the first word, look at the second word, which has to be opposite in meaning to the first word. Between A and D, option A is the best choice.

The Cream of the Piece

Summary of basic strategy for sentence completion problems

Read the sentence and determine the principal idea/s to which the sentence is related. Learn the four main types of sentence completion problems and look for these problems in the exam.

Look for key words. Again, knowing the key words for each of the four major types of sentence completion problems will enable you to recognize the type of sentence and quickly know what kind of word you need to complete the logic of the sentence.

Think of a word that would make sense in the blank. Do this before even looking at the answer choices.

Look at the option choices that give you the closest fit to your guess word. Re-read the sentence with the filled in option to see the coherence of the sentence with the word before marking the answer.

2

LODs and CAT Questions

BLOCK

CHAPTER 11: Level of Difficulty—I

CHAPTER 12: Level of Difficulty—II

CHAPTER 13: Previous Years' Questions from CAT

Having seen and understood the theory and process of solving sentence completion questions, it is now time for you to work on applying what you have learnt.

The following chapters (13 to 15) contain Exercises on Sentence Completion on varying Levels of Difficulty (LOD).

- Chapter 13 contains LOD I questions
- Chapter 14 contains LOD II questions
- Chapter 15 contains Previous Years' Questions on Sentence

Completion that have been asked in the CAT

You are required to solve each level of difficulty and try to find out the major sources of error for you—

Is it due to your lack of Vocabulary

Or

Due to your inability to understand the language and the relationships within the sentence?

Based on this analysis, you would need to get back to the drawing board and work on improving your ability to solve such questions—either by working on your vocabulary or by working towards improving your ability to comprehend sentences.

Level of Difficulty—I

Eleven

chapter

Exercise 1

Directions: Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice.

Options: abolished, abated, abdicated, abandoned, able, rebates, capable, abridged, banished, capacious, abbreviation, about, bear, exile, bared, sale, war, barter, battle, above)

1. Lord Buddhahis kingship and became a hermit.
2. The Indian governmentslavery.
3. The residentsthe haunted house.
4. The rainafter some time.
5. The shops offerin the off season.
6. Our government isto confront any type of situation.
7. He isof solving this problem.
8. Confucius possessed amind.
9. B.A. is anof 'Bachelor of Arts'.
10.versions of classics are easier to read than the original versions.
11. It wasten in the night when we reached home.

12. The painting was hungthe window.
13. The Shah of Iraq wasfrom his country.
14. Prospero, a character of Shakespeare's play 'The Tempest', was living in.....
15. The patienthis chest when the doctor examined him.
16. We have toour own burdens.
17. Napoleon was killed in theof Waterloo.
18. The world is on the verge of a third world.....
19.is an economic transaction involving exchange of articles.
20. This premises is for.....

Exercise 2

Directions: Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice:

Options: bend, calamity, bow, captivated, dainty, elect, captured, careful, deduced, select, catastrophe, tragedy, cautious, character, conduct, decimated, delicate, delicious, destroy, fascinating.

1. I canmy head till my toes.
2. Lord Rama had to break Shiva'sin order to marry Sita.
3. Alexander the Greatmany kingdoms.
4. The movie Sholaywhosoever saw it.
5. The Niagara Falls is aplace to visit.
6. Sita had to give a test of herafter coming back from the clutches of Ravana.
7. The codes ofare specified in every job.
8. Weour clothes from the choices that we have.
9. Weour own representatives.
10. The floods are a natural
11. The movie Titanic was a
12. The atom bomb dropped on Hiroshima and Nagasaki resulted in a

13. We should beof wild animals when we are walking through a forest.
14. We should beto speak the right thing at the right time.
15. The daisy is aflower.
16. Porcelain statues are very
17. Lucknow is very famous for itskebabs.
18. The Tsunami incidenta large number of people.
19. Some times one has toto recreate.
20. This theory has beenfrom the observed data.

Exercise 3

Options: absolute, efficacious, anxious, ballad, curious, ballet, decrease, differs, reduce, diminishes, eagerly, effective, bail, effectual, elder, guarantee, older, deferred, efficient.

1. We should try toour wants.
2. The payment was
3. Cokefrom coffee in taste and flavour.
4. There is ain the sale of geysers in the summer.
5. With age, the physical beauty of every person
6. The studentswait for the exams to end.
7. Children by nature, are alot.
8. Akhil isabout the results of his examinations.
9. Lord Krishna's advice to Arjuna proved
10. Rajeev usedmethods to convince his students.
11. Sunil is anworker.
12. The treatment given by the doctor to the patient was
13. Ram was Lakshman'sbrother.
14. Balram was muchthan Krishna.
15. Ais necessary to get the accused released from custody.
16. Nowadays, all companies give aof their products.
17. Ais a type of traditional song, conveying a story.

18. Thedancers have to get initiated.
19. Thepower in a democracy is in the hands of the common people.

Exercise 4

Options: accepted, quiet, accomplished, achievement, gathers, acquaintances, acquitted, incident, agreed, amassing, applauded, attaining, discharged, accident, factual, acclaimed, familiarity, obsolete, quite, accumulate,

1. The usage of a word like thou isin common conversation.
2. The coffee isgood.
3. It was veryin the church.
4. Rahulthe offer given to him.
5. The teacherto arrange for extra classes for weak students.
6. The boy was injured when he met with an
7. The tsunamileft a great impact on anyone who even remotely heard about it.
8. Amitabh is widelyas a great actor.
9. The mayorthe efforts of the citizens to protect the environment.
10. If dusting is not done regularly, wooden furniture has a tendency todust.
11. The politicians are only concerned withwealth.
12. It has been truly said that a rolling stoneno moss.
13. For India, to get a permanent place in the U.N Security Council will be a great
14. For management students,the position of the C.E.O of a big company is the final goal.
15. Our first President, Dr. Rajendra Prasad was anscholar.
16. All ourcannot become our friends.
17. The proverb thatbreeds contempt holds true for all relationships.