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# GENERAL APTITUDE

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# **ENGLISH**



# Idioms & Phrases

Q. Identify the meaning of **the idiom/phrase** from the given options-

To be successful in today's world, we require the '**gift of the gab**'.

- A. Ability to speak well
- B. Good interpersonal skills
- C. Divine help and guidance
- D. A fierce competitive spirit

**Ans : A**

(the ability to speak easily and confidently in a way that makes people want to listen to you and believe you)



# Idioms & Phrases

Q. Identify the meaning of the idiom/phrase from the given options-

We planned for the dinner at the eleventh hour, so we decided to have a '**pot-luck dinner**'.

- a. dinner where every-body brings something to eat
- b. dinner where everybody pays for his food
- c. dinner where only soup is served
- d. dinner where people eat and play games at the same time

**Ans: a**

(**Potluck dinners** are events where the attendees bring a dish to a **meal**.)



# Idioms & Phrases(Assignment)

Q. Identify the meaning of **the idiom/phrase** from the given options-

His arguments '**cut no ice with me**'.

A. had no influence on me

B. did not hurt me

C. did not benefit me

D. did not make me proud

**Ans : A**

(to have no influence on someone/ to fail to convince someone / I don't care who you are)



# Idioms & Phrases(Assignment)

Q. Identify the meaning of the idiom/phrase from the given options-

There was a job for me to '**cut my teeth on**'.

- a. to gain experience
- b. to try
- c. to sharpen my wits
- d. to earn a decent salary

**Ans: a**

(acquire initial practice or experience of a particular sphere of activity)



# Idioms & Phrases(Assignment)

Q. Identify the meaning of the idiom/phrase from the given options-

**“A black sheep”**

- A. An unlucky person      B. A lucky person      C. An ugly person  
D. A partner who takes no share of the profits      E. None of these

• **Ans: E**

- In the English language, 'Black sheep' is an idiom used to describe an odd or disreputable member of a group, especially within a family



# Idioms & Phrases(Assignment)

Q. Identify the meaning of the idiom/phrase from the given options-

**“To end in smoke”**

A. To make completely understand

B. To ruin oneself

C. To excite great applause

D. To overcome someone E. None of these

**Ans: B**

- To end in smoke means to be destroyed or ruined.





# Subject and Predicate

- Every complete sentence contains two parts: a **subject** and a **predicate**. The **subject** is what (or whom) the sentence is about, while the **predicate** tells us something about the **subject**.
- Example –
- The **subject** of the **sentence** is what (or whom) the **sentence** is about. In the **sentence** “The cat is sleeping in the sun,” the word cat is the **subject**. A **predicate** is the part of a **sentence**, or a clause, that tells what the **subject** is doing or what the **subject** is.



# Articles

- For vowels prefix it with AN article
- For consonants prefix it with A
- The **U** in **university** is pronounced with a long 'u' sound which sounds like 'yew', So, although the letter is a vowel, it is not pronounced like one in 'university' because it does not have a vowel sound. We therefore say '**a university**'.
- The **U** in **umbrella** is pronounced as a vowel and so we use 'an'. We therefore say '**an umbrella**'.
- This rule also applies to the use of consonants.
- The word hour has a soft 'h' which is weakly pronounced and therefore we say 'an hour'.
- If the word has a hard 'h', like house, we use 'a' (a house).



# Articles

- **CASE 1**

- The article *A* is used before singular, [countable nouns](#) which begin with [consonant](#) sounds.
- Examples:
- He is **a** teacher.
- She doesn't own **a** car.
- I saw **a** bear at the zoo.

- **CASE 2**

- The article *AN* is used before singular, [countable nouns](#) which begin with [vowel](#) sounds.
- Examples:
- He is **an** actor.
- She didn't get **an** invitation.
- I saw **an** eagle at the zoo.

- **CASE 3**

- Remember that *A(AN)* means "one" or "a single". You cannot use *A(AN)* with plural nouns.
- Examples:
- I saw **a** bears in Yellowstone National Park. *Not Correct*
- I saw bears in Yellowstone National Park. *Correct*



# Articles

- CASE 4
- **The** is used to refer to specific or particular nouns;
- **a/an** is used to modify non-specific or non-particular nouns.
- We call **the** the definite article and a/an the indefinite article.
- For example, if I say, "Let's read the book," I mean a specific book.



# Articles

Q. Choose the alternative which has correct sequence of articles-

Rama entered \_\_\_\_\_ shop. \_\_\_\_\_ owner received him. He looked at \_\_\_\_\_ things in the shop. Finally he purchased \_\_\_\_\_ umbrella.

- a. the /a /a /an
- b. a /the /the /an
- c. a /an /the /an
- d. the /a /an /the

**Ans: b**



# Articles

Q. \_\_\_\_\_ Mettur dam is \_\_\_\_\_ old multipurpose project of \_\_\_\_\_ South Indian state of Tamil Nadu across \_\_\_\_\_ Cauvery river.

- a. a /an /no article/the
- b. the /an /the /the
- c. an /a /the /no article
- d. no article /a /the /an

**Ans: b**



# Articles(Assignment)

Q. Choose the alternative which has correct sequence of **articles**-

In the evening \_\_\_\_\_ stranger walked towards \_\_\_\_\_ sea. \_\_\_\_\_ roaring sea was with big waves and \_\_\_\_\_ old man was seen there.

A. the, a, the, a

B. the, a, the, an

C. a, the, the, an

D. a, a, a, an

**Ans : C**



# Articles(Assignment)

Q. Choose the alternative which has correct sequence of articles-

We saw \_\_\_\_ lions in \_\_\_\_ Safari

A. The, the

B. The, A

C. The, no article

D. No article, the

**Answer: D**





# Correct Sequence of Sentences

It is the responsibility of parents to teach the young moral values in life.

P. Many children take advantage of their parents' busy schedule.

Q. This results in children's ignorance of social values.

R. The reason behind it is that parents are quite busy nowadays.

S. Nowadays parents spend very meagre time with children

Which one of the following is the correct sequence?

A. SRPQ

B. PQRS

C. SQRP

D. SPQR

**Ans:A**



# Correct Sequence of Sentences(Assignment)

I am sure

P: and will be happy

Q: sooner or later

R: a day will come

S: when all will be equal

**The correct sequence should be**

A. QPRS      B. QSRP      C. RQSP      D. RSQP

**Ans : C**



# Correct Sequence of Sentences(Assignment)

1. Maya fills the form to the dance show.
2. A talent hunt show is looking for Classical dancers like Maya.
3. Maya is called for auditions.
4. Maya is a trained Bharatnatyam dancer.
5. Maya gets selected.

A. 12543

B. 42135

C. 34521

D. 32145

**Answer: B**



# Preposition

- A preposition is a word (usually a short word) that shows the relationship between two other nearby words.(Prepositions indicate relationships between other words in a sentence)
- It is used to show a relationship between the noun and pronoun in a sentence.
- The word *preposition* means *positioned before*. A preposition will sit before a word (a noun or a pronoun) to show that word's relationship to another nearby word.



# Preposition Examples

- Types of Prepositions
- Prepositions indicate direction, time, location, and abstract types of relationships.
- **Direction:** Look **to** the left and you'll see our destination.
- **Time:** We've been working **since** this morning.
- **Location:** We saw a movie **at** the theater.
- **Space:** The dog hid **under** the table.
  
- I should rewrite the introduction **of** my essay.
- Sam left his jacket **in** the car.
- Did you send that letter **to** your mother?
- We're cooking **for** ten guests tonight.
- Dan ate lunch **with** his boss.



# Preposition

- List of Common Prepositions -

above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, since, to, toward, through, under, until, up, upon, with, within



# Preposition

Q. Complete the sentence with appropriate word (preposition)-

We should arrive \_\_\_\_\_ their place \_\_\_\_\_ time \_\_\_\_\_ lunch.

A. at, in, for

B. at, for, in

C. in, to, at

D. at, by, for

**Ans: A**



# Preposition

Q. Complete the sentence with appropriate word (preposition)-

They live \_\_\_\_\_ a small one bedroom flat \_\_\_\_\_ the third floor.

A. in, on

B. on, on

C. in, in

D. on, in

**Ans: A**





# Preposition(Assignment)

Q. Complete the sentence with appropriate word (preposition)-

The most popular therapy \_\_\_\_\_ getting rid \_\_\_\_\_ hiccups is to have someone to scare you when you least expect it.

a. to, away

b. of , of

c. for, of

d. on, to

**Ans: c**



# Prepositions(Assignment)

Q. Complete the sentence with appropriate word (preposition)-

Manu distributed the sweets ..... Ram and Shyam.

- a. of
- b. no preposition
- c. to
- d. between

**Ans: d**



# Prepositions(Assignment)

Q. Complete the sentence with appropriate word (preposition)-

Granny is arriving \_\_\_\_\_ the 3.30 train.

- A. on
- B. in
- C. by
- D. upon

**Ans: C**

Last year, there were a large number of mangoes \_\_\_\_\_ the tree.

- A. on
- B. in
- C. for
- D. upon

**Ans: A**



# Prepositions(Assignment)

Q. Complete the sentence with appropriate word (preposition)-

His house is \_\_\_\_\_ the way from Mumbai to Thane.

- A. on
- B. in
- C. for
- D. upon

Ans: A



# Preposition(Assignment)

Q. Complete the sentence with appropriate word (preposition)-

\_\_\_\_\_ a friend's house \_\_\_\_\_ a village suddenly I was awakened \_\_\_\_\_ a rumbling and thumping \_\_\_\_\_ the roof.

A. in , by , on , at

B. on , in , at , by

C. at , in , by , on

D. by , at , on , in

**Ans: C**



# Spotting Errors

Q. Identify the part of the sentence with error-

A. The journalist along with

B. the camera crew were

C. kidnapped by the

D. militants last night.

E. No error

**Ans: B**



# Active & Passive Voice

Q. Select the one which best expresses the given sentence in Passive/Active voice-

***Before festivals the shops are thronged with men, women and children making various purchases.***

- A. During festivals people throng the shops.
- B. Men, women and children throng the shops before festivals making various purchases.
- C. Men, women and children make purchases during festivals.
- D. The shops are thronged by people making purchases.

**Ans: B**



# Passive/Active voice(Assignment)

Q. Select the one which best expresses the given sentence in Passive/Active voice-

Who gave you permission to enter?

- a. By whom were you given permission to enter?
- b. By whom was you given permission to enter?
- c. By whom you were given permission to enter?
- d. By whom given you permission to enter?

Answer: a





# Passive/Active voice(Assignment)

Q. Select the one which best expresses the given sentence in Passive/Active voice-

The Principal has granted him a scholarship.

- A. A scholarship has granted to him by the Principal
- B. He has been granted a scholarship by the Principal
- C. He has granted a scholarship by the Principal
- D. A scholarship was granted to him by the Principal

Answer: B



# Passive/Active voice(Assignment)

Q. Select the one which best expresses the given sentence in Passive/Active voice-  
I have to do it.

- A. It is be done by me.
- B. It should to be done by me.
- C. It has to be done by me.
- D. It would to be done by me.

**Ans: C**



# Passive/Active voice(Assignment)

Q. Select the one which best expresses the given sentence in Passive/Active voice-

Who stole your bike?

- A. Your bike was stolen by him?
- B. By whom was your bike stolen?
- C. Your bike was stolen by whom?
- D. By whom your bike stolen?

**Ans: B**



# Nouns

- A noun is a word for a person, place, or thing. Everything we can see or talk about is represented by a word that names it. That "naming" word is called a *noun*.

Often a noun will be the name for something we can touch (e.g., *lion, cake, computer*), but sometimes a noun will be the name for something we cannot touch (e.g., *bravery, mile, joy*).

Everything is represented by a word that lets us talk about it. This includes people (e.g., *man, scientist*), animals (e.g., *dog, lizard*), places (e.g., *town, street*), objects (e.g., *vase, pencil*), substances (e.g., *copper, glass*), qualities (e.g., *heroism, sorrow*), actions (e.g., *swimming, dancing*), and measures (e.g., *inch, ounce*).

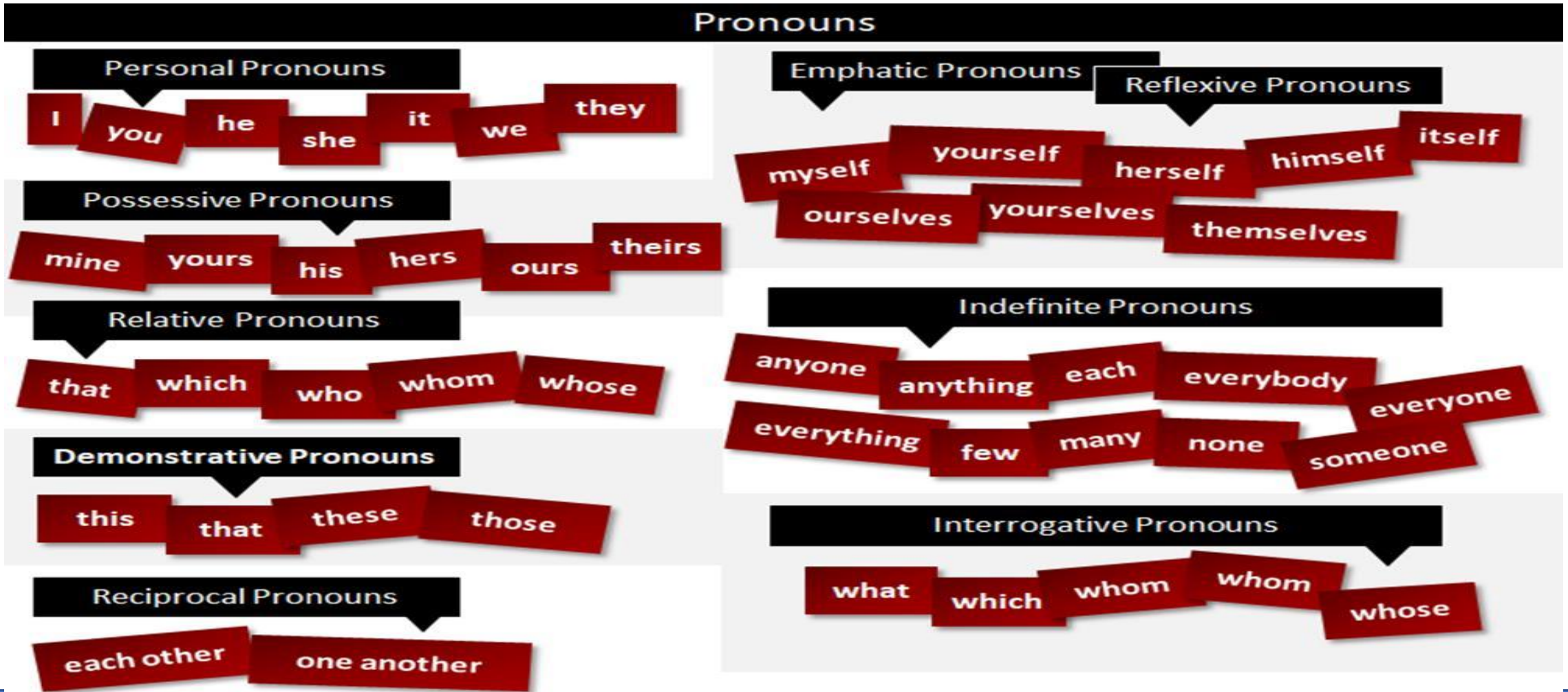
- **Examples of Nouns-**

- **People:** soldier, Alan, cousin, lawyer
- **Animals:** aardvark, rat, shark, Mickey
- **Places:** house, London, factory, shelter
- **Things:** table, London Bridge, chisel, nitrogen, month, inch, cooking
- **Ideas:** confusion, kindness, faith, Theory of Relativity, joy



# Pronouns

- Pronouns replace nouns. If we didn't have pronouns, we'd have to keep repeating our nouns and that would make our sentences cumbersome and repetitive. Pronouns are usually short words.



# Verb

- A **verb** is a word for an action or a state of being.

## **Explanation:**

- VERB

Examples of action [verbs](#) are: walk, talk, think, see, eat, find, believe, sit.

Examples of verbs that relate a state of being are: am, are, is, will, was, were.

Verbs can work together, this function is called an *auxiliary* or *helping* verb, for example:

- I *am* walking.
- We *were* talking.
- I *will* see.



# Adverb

- An **adverb** is a word used to modify a verb, an adjective, or another adverb.
- **Explanation:**
- **ADVERB**  
An adverb is used to show degree, manner, place, or time of the verb, adjective, or another adverb that it modifies.  
Examples of adverbs are: very, slowly, nearly, often, never, strangely, not.  
Example use of adverbs:
  - We were *not* talking. (modifies the verb 'were talking')
  - Today is *very* hot. (modifies the adjective 'hot')
  - I was walking *very* slowly. (modifies the adverb 'slowly')



# Adjective

- An **adjective** is a word used to describe a noun.

- **Explanation:**

- ADJECTIVE

Most adjectives used to describe nouns have degrees:

- Positive degree = hot, small, strange, heavy, pretty.
- Comparative degree = hotter, smaller, stranger, heavier, prettier.
- Superlative degree = hottest, smallest, strangest, heaviest, prettiest.

Example use of adjectives.

- She wore a *pretty* dress. (describes the noun 'dress')
- The *smaller* children ride a school bus. (describes the noun 'children')
- We saw the *strangest* sight. (describes the noun 'sight')





# Tenses

- Verbs come in three tenses:
- 1) past tense
  - The past is used to describe things that have already happened (e.g., *earlier in the day, yesterday, last week, three years ago*)
- 2) present tense
  - The present tense is used to describe things that are happening right now, or things that are continuous.
- 3) future tense.
  - The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now*).



The following table illustrates the proper use of verb tenses:

## **Simple Present**

*I read* nearly every day.

## **Present Continuous**

*I am reading* Shakespeare at the moment.

## **Present Perfect**

*I have read* so many books I can't keep count.

## **Present Perfect Continuous**

*I have been reading* since I was four years old.

## **Simple Past**

Last night, I *read* an entire novel.

## **Past Continuous**

I *was reading* Edgar Allan Poe last night.

## **Past Perfect**

*I had read* at least 100 books by the time I was twelve.

## **Past Perfect Continuous**

*I had been reading* for at least a year before my sister learned to read.

## **Simple Future**

I *will read* as much as I can this year.

## **Future Continuous**

I *will be reading* Nathaniel Hawthorne soon.

## **Future Perfect**

I *will have read* at least 500 books by the end of the year.

## **Future Perfect Continuous**

I *will have been reading* for at least two hours before dinner tonight.



# Summary

## Summary

### NOUN

*Name of a person, place, thing or idea.*

Examples: Daniel, London, table, hope  
- *Mary* uses a blue *pen* for her *notes*.

### PRONOUN

*A pronoun is used in place of a noun or noun phrase to avoid repetition.*

Examples: I, you, it, we, us, them, those  
- I want *her* to dance with *me*.

### ADJECTIVE

*Describes, modifies or gives more information about a noun or pronoun.*

Examples: cold, happy, young, two, fun  
- The *little* girl has a *pink* hat.

### VERB

*Shows an action or a state of being.*

Examples: go, speak, eat, live, are, is  
- I *listen* to the word and then *repeat* it.

### ADVERB

*Modifies a verb, an adjective or another adverb. It tells how (often), where, when.*

Examples: slowly, very, always, well, too  
- *Yesterday*, I ate my lunch *quickly*.

### PREPOSITION

*Shows the relationship of a noun or pronoun to another word.*

Examples: at, on, in, from, with, about  
- I left my keys *on* the table *for* you.



# Reading Comprehension

There are various forms in which the questions can be asked. These include:

- A. A suitable title to the passage
- B. Giving antonyms or synonyms for a word from the passage
- C. Determining the tone of the passage
- D. Assumptions or conclusions based on the passage
- E. Fill in the blanks with respect to the passage
- F. Vocabulary-based questions



# Reading Comprehension

- **1. Main Idea Question:**

- This relates to the central idea/theme of the passage. Eg.
- Which of the following most accurately states the main idea of the passage?
- Which of the following best states the central idea of the passage?
- The gist(general meaning of a text) of the passage is:
- Which of the following is the principal topic of the passage?
- Summarize the passage in one line.

- **2. Primary Purpose Question:**

- This refers to the most important and emphasised point of the passage. Eg.
- The primary purpose of this passage is to:
- The primary focus of this passage is on which of the following?
- The main concern of the passage is to:
- In the passage, the author is primarily interested in:
- The passage is mainly concerned with:



# Reading Comprehension

- **3. Title Question:**

- By title, we mean the heading that would be most suitable for the passage. The title should be built around the central idea of the passage. Eg.
- The most apt title for the passage is:
- Select the most suitable title for the passage from the following:
- 

## **4. Structure & Organization**

- Structure/Organization is the pattern that the author follows to convey his notions about the given subject. Eg.
- Which of the following best describes the organization of the passage?
- The structure of the passage can be outlined as:
- The questions may also refer to a particular paragraph of the passage:
- Which of the following best describes the organization of the first paragraph of the passage?
- One function of the third paragraph is to:



# Reading Comprehension

- **Specific Questions:**
- **5. Fact-based/Specific Detail/Target Question:**
- These questions intend to ask you to identify the correct/incorrect facts. Eg.
- According to the passage,....
- The passage states that:
- Which, out of the following, is true/false?
- Which \_\_\_\_\_ has not been cited as \_\_\_\_\_?
- According to the author, what is \_\_\_\_\_?
- By a \_\_\_\_\_, the author means.....
- "According to the passage, \_\_\_\_\_?"
- Which factor has not been cited \_\_\_\_\_?



# Reading Comprehension

- **6. Inference Question:**

- Inferences are the indirect conclusions of the passage. They are not directly stated in the passage. Eg.
- It can be inferred from the passage:
- It cannot be inferred from the passage:
- The passage uses \_\_\_\_\_ to imply that \_\_\_\_\_"
- What can be inferred when the author states \_\_\_\_\_?"
- The sentence, '\_\_\_\_\_', implies that

- **7. 'Must be true' Question:**

- These refer to the direct and logical conclusions that follow from the passage. Eg.
- According to the passage, which one of the must be true?
- According to the passage, which one of the must be false?
- According to the passage, which one of the following would the author agree with?
- According to the passage, which one of the following would the author disagree with?





# Reading Comprehension

- **8. Paraphrase Question:**

- These questions essentially ask you to explain the meaning of a particular statement in other words or in different words than that given in the passage. Eg.
- The following extract , "....." , can be paraphrased as:
- "....." can be rewritten as:
- Paraphrase refers to 'Express the same message in different words/ Rewording for the purpose of clarification'.

- **9. Vocabulary Question:**

- These questions test your vocabulary- ask you the meaning of a word/phrase/synonym or the opposite of the word/antonym. The contextual meaning of the word holds more importance here. Eg.
- Identify the meaning of the word, ".....", in the given context.
- In the passage, the phrase \_\_\_\_\_ refers to
- In the sentence, \_\_\_\_\_, what is the meaning of ' \_\_\_\_\_ '?



# Reading Comprehension

“The beauty of the Japanese landscape is that it conveys philosophical messages through each feature. The use of curving pathways rather than straight lines, for instance.

This feature springs from the belief that only evil travels in straight lines, good forces tend to wander. Then, odd numbers of plants or trees are used in these gardens because these numbers are considered auspicious.

Even the plants used are symbolic. For example, the Cypress represents “longevity and the bamboo symbolizes abundance.” says Sadhana Roy Choudhary.

In Japan, nature is said to be so closely intertwined with human life that parents actually plant a sapling in their garden when a child is born in the family, letting the growth of the child coincide with the growth of the plant.



# Reading Comprehension

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Q1. They prefer curving pathways because

- A. They are inauspicious
- B. They can walk easily
- C. They stumble over straight ones
- D. Good spirits walk on them

**Ans: D**



# Reading Comprehension

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Q2. 'Abundance' means

- A. Long life
- B. Happiness
- C. Plenty
- D. Permanent

**Ans: C**



# Reading Comprehension

Q3. The Japanese parents plant a sapling at the time of birth of a child because

- A. It is auspicious to plant a sapling
- B. It is closely associated with the growth of the child
- C. It gives longevity to the child
- D. It gives happiness to the child

**Ans: B**



# Reading Comprehension

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Q4. According to the passage the Japanese are

- A. Superstitious
- B. Believers of Evil Spirit
- C. Lovers of nature
- D. Lovers of numerology

**Ans: C**



# Reading Comprehension

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Q5. The Japanese pathways tend to be

A. Symbolic

B. Beautiful

C. Curved

D. Straight

**Ans: C**



# Reading Comprehension

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Q6. Intertwined means

A. Round

B. Absurd

C. Twisted together

D. Happy

**Ans: C**





# Reading Comprehension(Assignment)

Q. The passage below is accompanied by a set of questions. Choose the best answer to each question.

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a note book, and a bundle of Palmyra writing.

His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted.

The power of his eyes was considerably enhanced by their position placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting.

To crown the effect, he wound a saffron-coloured turban around his head.

This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks.



# Reading Comprehension

Q. From the description of this passage one can make out the person to be a

- a. snake charmer
- b. footpath vendor
- c. astrologer
- d. priest

Answer: c

Q. The eyes of the person described sparkled because

- a. he was sitting under midday sun
- b. he was always looking for possible clients
- c. his forehead was bright with ash and vermilion
- d. he was full of joy

Answer: b



# Reading Comprehension

- Q. The person opened his bag
- a. to search for something he needed
  - b. to indicate the start of his work
  - c. to take out things for display
  - d. both (b) and (c)

Answer: d

- Q. The tone of the description is
- a. sad
  - b. neutral
  - c. ironic
  - d. sympathetic

Answer: b



# Reading Comprehension

Q. What does the word 'whisker' mean in context of the passage?

- a. A faint noise
- b. A very small distance or space
- c. A long projecting hair or bristle growing from the face/snout of many mammals.
- d. None of the above

Answer: c



# Reading Comprehension(Assignment)

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics.

By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role.

The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting.

However, the words of the opera, or libretto, are sung rather than spoken.

The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.



# Reading Comprehension

**1. It is pointed out in the passage that opera -**

- A) has developed under the influence of musical theater
- B) is a drama sung with the accompaniment of an orchestra
- C) is not a high-budget production
- D) is often performed in Europe
- E) is the most complex of all the performing arts

**Ans: B**

**2. We can understand from the passage that -**

- A) people are captivated more by opera than musical theater
- B) drama in opera is more important than the music
- C) orchestras in operas can vary considerably in size
- D) musical theater relies above all on music
- E) there is argument over whether the music is important or the words in opera

**Ans: C**

**3. It is stated in the passage that -**

- A) acting and costumes are secondary to music in musical theater
- B) many people find musical theater more captivating than opera
- C) music in musical theater is not as important as it is in opera
- D) an opera requires a huge orchestra as well as a large choir
- E) opera doesn't have any properties in common with musical theater

**Ans: C**



# Reading Comprehension(Assignment)

- Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times.
- The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined.
- They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do.
- Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man?
- Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory.
- On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.



# Reading Comprehension

**1. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us ----.**

- A) means that they are better adapted to their environment than we are
- B) shows that dolphins have a very sophisticated form of communication
- C) proves that dolphins are not the most intelligent species at sea
- D) does not mean that we are superior to them
- E) proves that Dolphins have linguistic skills far beyond then what we previously thought

**Ans: D**

**2. It is clear from the passage that dolphins ----.**

- A) don't want to be with us as much as we want to be with them
- B) are proven to be less intelligent than once thought
- C) have a reputation for being friendly to humans
- D) are the most powerful creatures that live in the oceans
- E) are capable of learning a language and communicating with humans

**Ans: C**

**3. One can infer from the reading that ----.**

- A) dolphins are quite abundant in some areas of the world
- B) communication is the most fascinating aspect of the dolphins
- C) dolphins have skills that no other living creatures have such as the ability to think
- D) it is not usual for dolphins to communicate with each other
- E) dolphins have some social traits that are similar to those of humans

**Ans: E**





# Reading Comprehension(Assignment)

- Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never have happened.
- It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night.
- It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived.
- The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls.
- However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.



# Reading Comprehension

**1. One can understand from the reading that ----.**

- A) the lifesaving equipment did not work well and lifeboats could not be lowered
- B) design faults and incompetent crew contributed to the sinking of the Estonia ferry
- C) 139 people managed to leave the vessel but died in freezing water
- D) naval architects claimed that the Estonia was unsinkable
- E) most victims were trapped inside the boat as they were in their cabins

**Ans: E**

**2. It is clear from the passage that the survivors of the accident ----.**

- A) helped one another to overcome the tragedy that had affected them all
- B) were mostly young men but women, children and the elderly stood little chance
- C) helped save hundreds of lives
- D) are still suffering from severe post-traumatic stress disorder
- E) told the investigators nothing about the accident

**Ans: B**

**3. According to the passage, when the Estonia sank-**

- A) there were only 139 passengers on board
- B) few of the passengers were asleep
- C) there were enough lifeboats for the number of people on board
- D) faster reaction by the crew could have increased the Estonia's chances of survival
- E) all the passengers had already moved out into the open decks

**Ans: C**



# Reading Comprehension(Assignment)

- Erosion of America's farmland by wind and water has been a problem since settlers first put the prairies and grasslands under the plow in the nineteenth century.
- By the 1930s, more than 282 million acres of farmland were damaged by erosion.
- After 40 years of conservation efforts, soil erosion has accelerated due to new demands placed on the land by heavy crop production.
- In the years ahead, soil erosion and the pollution problems it causes are likely to replace petroleum scarcity as the nation's most critical natural resource problem.



# Reading Comprehension

**1. As we understand from the reading, today, soil erosion in America -**

- A) causes humans to place new demands on the land
- B) is worse than it was in the nineteenth century
- C) happens so slowly that it is hardly noticed
- D) is the most critical problem that the nation faces
- E) is worse in areas which have a lot of petroleum production

**Ans: B**

**2. The author points out in the passage that erosion in America -**

- A) has damaged 282 million acres ever since settlers first put the prairies and grasslands under the plow
- B) has been so severe that it has forced people to abandon their settlements
- C) occurs only in areas with no vegetation
- D) can become a more serious problem in the future
- E) was on the decline before 1930s

**Ans: D**

**3. It is pointed out in the reading that in America ----.**

- A) petroleum is causing heavy soil erosion and pollution problems
- B) heavy crop production is necessary to meet the demands and to prevent a disaster
- C) soil erosion has been hastened due to the overuse of farming lands
- D) water is undoubtedly the largest cause of erosion
- E) there are many ways to reduce erosion

**Ans: C**



# Fill in the blanks with suitable words

1. The Union Budget is likely to be presented on February 26, two days ahead of the \_\_\_\_\_ date.

- A. Critical                      B. conventional                      C. suitable                      D. convenient

**Ans: B**

2. I am sorry \_\_\_\_ the mistake.

- A. From                      B. with                      C. for                      D. at

**Ans: C**

3. He \_\_\_\_\_ her that she would pass.

- A. Insured                      B. ensured                      C. assumed                      D. assured

**Ans: D**



# Fill in the blanks with suitable words

4. Your father \_\_\_\_\_ worry. I'm a very careful driver.

- A. needn't                      B. none                      C. can't                      D. doesn't

**Ans : A**

5. The \_\_\_\_\_ chosen for construction of the building is in the heart of the city.

- A. Cite                      B. slight                      C. sight                      D. site

**Ans: D**

6. \_\_\_\_\_ pollution control measures are expensive, many industries hesitate to adopt them.

- A. Although                      B. However                      C. Because                      D. Despite

**Ans: C**



# Fill in the blanks with suitable words

7. It is not \_\_\_\_\_ for a man to be confined to the pursuit of wealth.

- A. Healthy      B. easy      C. possible      D. common

**Ans: A**

8. \_\_\_\_\_ his being innocent of the crime, the judge sentenced him to one year imprisonment.

- A. In spite of      B. In case of      C. On account of      D. In the event of

**Ans: A**

9. It is a story of two men and a batch of \_\_\_\_\_ armored cars.

- A. Deceased      B. diseased      C. decrepit      D. defeated

**Ans: C**

10. Although there is \_\_\_\_\_ gunfire, there is no stiff resistance to the revolutionary army.

- Bitter      meagre      continuous      sporadic

**Ans: D**

(sporadic = occurring at irregular intervals or only in a few places; scattered or isolated.)



# Complete the following passage by filling in the blanks with an appropriate word or phrase.

- Imagine what it ..... (is / was / might) be like if you ..... (are / were / had been) in your bedroom during an earthquake. Your bed ..... (shake / shook / shakes). Books and stuffed animals tumble ..... (of / in / from) shelves. Your computer monitor skitters ..... (on / across / over) your desk and crashes to the floor. The walls creak and groan as they flex. In a very big earthquake, your whole house could ..... (collapse / collapsed / collapsing).
- To get a better idea of what might happen ..... (for / with / to) an ordinary house during an earthquake, engineers ..... (do / did / had) an experiment—a big one. In one corner of a lot the size of an airplane hangar, they ..... (build / built / have built) a townhouse. Then, they shook the house ..... (on / at / with) the force of a large earthquake.
- This wooden townhouse, which is similar ..... (of / to / with) many homes in California, was specially built to see how it would survive the sort of shaking ..... (that / what) it could suffer in an earthquake.





# Complete the following passage by filling in the blanks with an appropriate word or phrase.

- Imagine what it **might** be like if you **were** in your bedroom during an earthquake. Your bed **shakes**. Books and stuffed animals tumble **from** shelves. Your computer monitor skitters **across** your desk and crashes to the floor. The walls creak and groan as they flex. In a very big earthquake, your whole house could **collapse**.
- To get a better idea of what might happen **to** an ordinary house during an earthquake, engineers **did** an experiment—a big one. In one corner of a lot the size of an airplane hangar, they **built** a townhouse. Then, they shook the house **with** the force of a large earthquake.
- This wooden townhouse, which is similar **to** many homes in California, was specially built to see how it would survive the sort of shaking **that** it could suffer in an earthquake.



# Complete the following passage by filling in the blanks with an appropriate word or phrase.

According to a report in yesterday's newspaper 1.\_\_\_\_\_ (once / a / new) police dog was taken to Raj Bhavan 2.\_\_\_\_\_ (at / next / on) Monday. This was to trace the 3.\_\_\_\_\_ (killers / dogs / police) of the "very important horse" which 4.\_\_\_\_\_ (has / were / was) reported missing on Sunday. The dog picked 5.\_\_\_\_\_ (on / at / up) the scent on some traces of 6.\_\_\_\_\_ (those / blood / report) and ran a few yards before losing the 7.\_\_\_\_\_ (bet / track / game). The police have launched a vigorous 8.\_\_\_\_\_ (search / investigation / campaign) into the whole affair. They have 9.\_\_\_\_\_ (given up / requisitioned / report) the services of a forensic expert, 10.\_\_\_\_\_ (a / an / two) fingerprint expert and a photographer. 11.\_\_\_\_\_ (There / We / So) are now fourteen horses at Raj Bhavan 12.\_\_\_\_\_ (who / were / which) are kept in a large shed near the gate.

## Soln :

According to a report in yesterday's newspaper 1.a police dog was taken to Raj Bhavan 2.on Monday. This was to trace the 3.killers of the "very important horse" which 4.was reported missing on Sunday. The dog picked 5.up the scent on some traces of 6.blood and ran a few yards before losing the 7.track. The police have launched a vigorous 8.investigation into the whole affair. They have 9.requisitioned the services of a forensic expert, 10.a fingerprint expert and a photographer. 11.There are now fourteen horses at Raj Bhavan 12.which are kept in a large shed near the gate.



# Complete the following passage by filling in the blanks with an appropriate word or phrase.

Childhood is a time when there are 1.\_\_\_\_\_ (many / little / few / more) responsibilities to make life difficult. If a child 2.\_\_\_\_\_ (had / have / has / will have) good parents, he is fed, looked 3.\_\_\_\_\_ (up / at / after / around) and loved, whatever he may do, it is improbable that he will ever again in his life 4.\_\_\_\_\_ (is / has / are / be) given so much without having to do anything 5.\_\_\_\_\_ (for / in / as / of) return. In addition, life is always 6.\_\_\_\_\_ (donating / displaying / granting / presenting) new things to the child. A child finds 7.\_\_\_\_\_ (pain / progress / pressure / pleasure) in playing in the rain or in the snow. His first visit 8.\_\_\_\_\_ (on / to / in / for) the seaside is marvelous adventure. But a child has his pains; he is not free to do as he wishes; he is continually being 9.\_\_\_\_\_ (ordered / told / forbidden / restricted) not to do things or is being 10.\_\_\_\_\_ (beaten / penalized / disturbed / punished) . His life is therefore not perfectly happy.

## **Soln:-**

Childhood is a time when there are 1.few responsibilities to make life difficult. If a child 2.has good parents, he is fed, looked 3.after and loved, whatever he may do, it is improbable that he will ever again in his life 4.be given so much without having to do anything 5.in return. In addition, life is always 6.presenting new things to the child. A child finds 7.pleasure in playing in the rain or in the snow. His first visit 8.to the seaside is marvellous adventure. But a child has his pains; he is not free to do as he wishes; he is continually being 9.told not to do things or is being 10.punished. His life is therefore not perfectly happy.



