

PEV 106

**VERBAL
ABILITY**

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Topics

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UNIT I

SUBJECT-VERB AGREEMENT

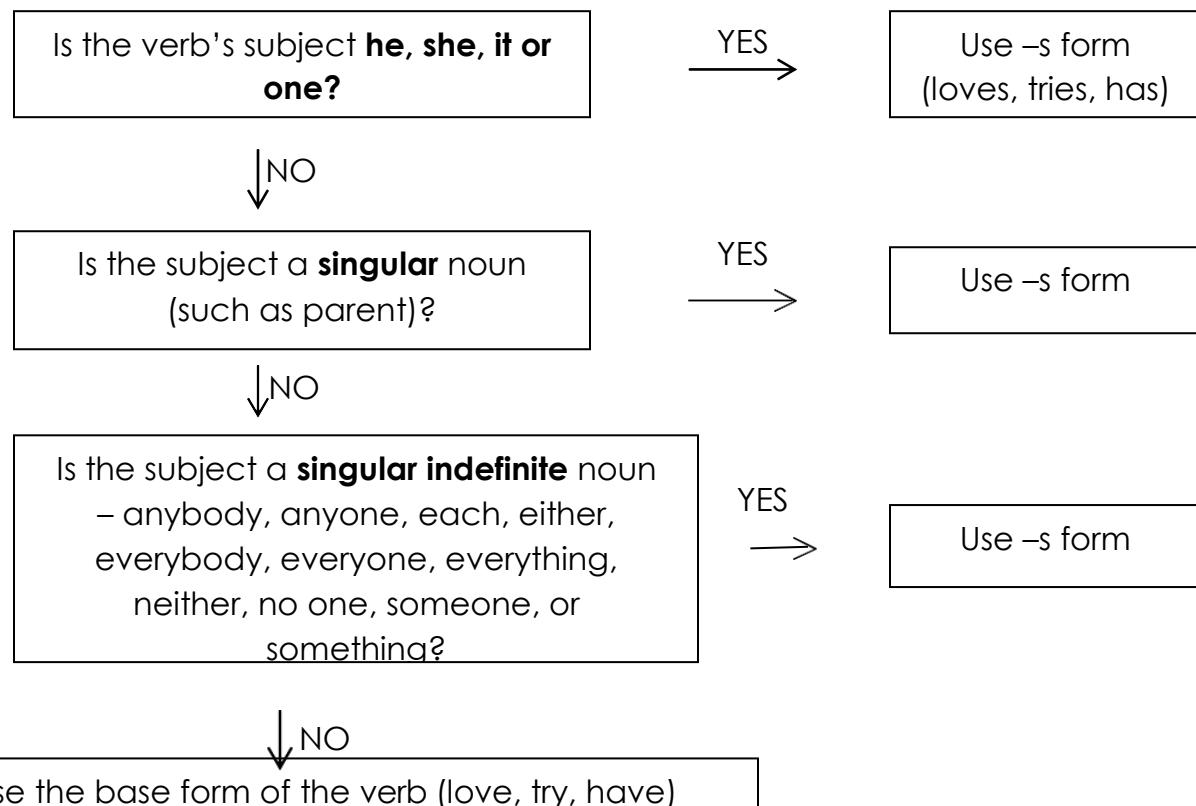
Most native English speakers know the standard verb-subject combinations by ear. Examples of these combinations are *he talks*, not *he talk* and *she has*, not *she have*.

However, if you don't trust your ear or you find simple sentence formations confusing, just follow these simple rules and you will be ready to write flawless sentences in no time!

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

| | SINGULAR | | PLURAL | |
|---------------|------------------|--------------|--------|------|
| First Person | I | love | We | love |
| Second Person | You | love | you | love |
| Third Person | He/she/it | loves | They | love |

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



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

1. Make the verb agree with its subject, not with the word in between High
levels of pollution **cause** damage to the respiratory tract The subject is
levels, NOT pollution

2. With subjects joined with or, nor, either...or, or neither... nor, make the verb agree with the part of the subject **NEARER** to the verb

A driver's license or credit card **is** required

See, the term "driver's license" was not used in making the verb agree the sentence. Instead it was the term "credit card"

Neither the lab assistant nor the students **were** able to download the information

3. Treat most indefinite pronouns as SINGULAR

| | | | | |
|----------|-----------|------------|---------|-----------|
| Anybody | Each | Everyone | Nobody | Somebody |
| Anyone | Either | Everything | No one | Someone |
| Anything | Everybody | Neither | Nothing | Something |

Everybody who signed up for the snowboarding trip **was** taking lessons

Everyone on the team **supports** the coach

4. However, a few indefinite nouns such as ALL, ANY, NONE and SOME may be singular or plural DEPENDING on the noun or pronoun they refer to.

Some of our luggage **was** lost None of

his advice **makes** sense

5. Make the verb agree with its subject even when the subject follows the verb

There **are** surprisingly few children in our neighborhood

There **were** a social worker and a crew of twenty volunteers at the scene of the accident

6. Words such as athletics, economics, measles and news are usually SINGULAR, despite their plural form

Statistics **is** among the most difficult courses in our program

7. Titles of works, company names, words mentioned as words, and gerund phrases are SINGULAR

Lost Cities **describes** the discoveries of many ancient civilizations

Delmonico Brothers **specializes** in organic produce and additive-free meats.

8. Treat collective nouns (e.g. team, audience, crowd, class, family) as SINGULAR unless the meaning is clearly plural

1. SINGULAR

Collective nouns nearly always emphasize a group as a UNIT The class **respects** the teacher

The board of trustees **meets** in Denver twice a year

2. PLURAL

Occasionally, a collective noun is treated as plural to draw attention to the INDIVIDUAL members of the group

The class **are** debating amongst

If that is the case, it is better to change it to:

The class members **are** debating amongst themselves

 **themselves**

Now try answering these exercises to measure how much you learned!

EXERCISE 1

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

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

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

EXERCISE 2

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

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

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

EXERCISE 3

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

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

EXERCISE 4

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

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

Exercise 5

When a verb agrees with its subject in number:-

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

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

Exercise 6

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

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

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

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

Exercise 7

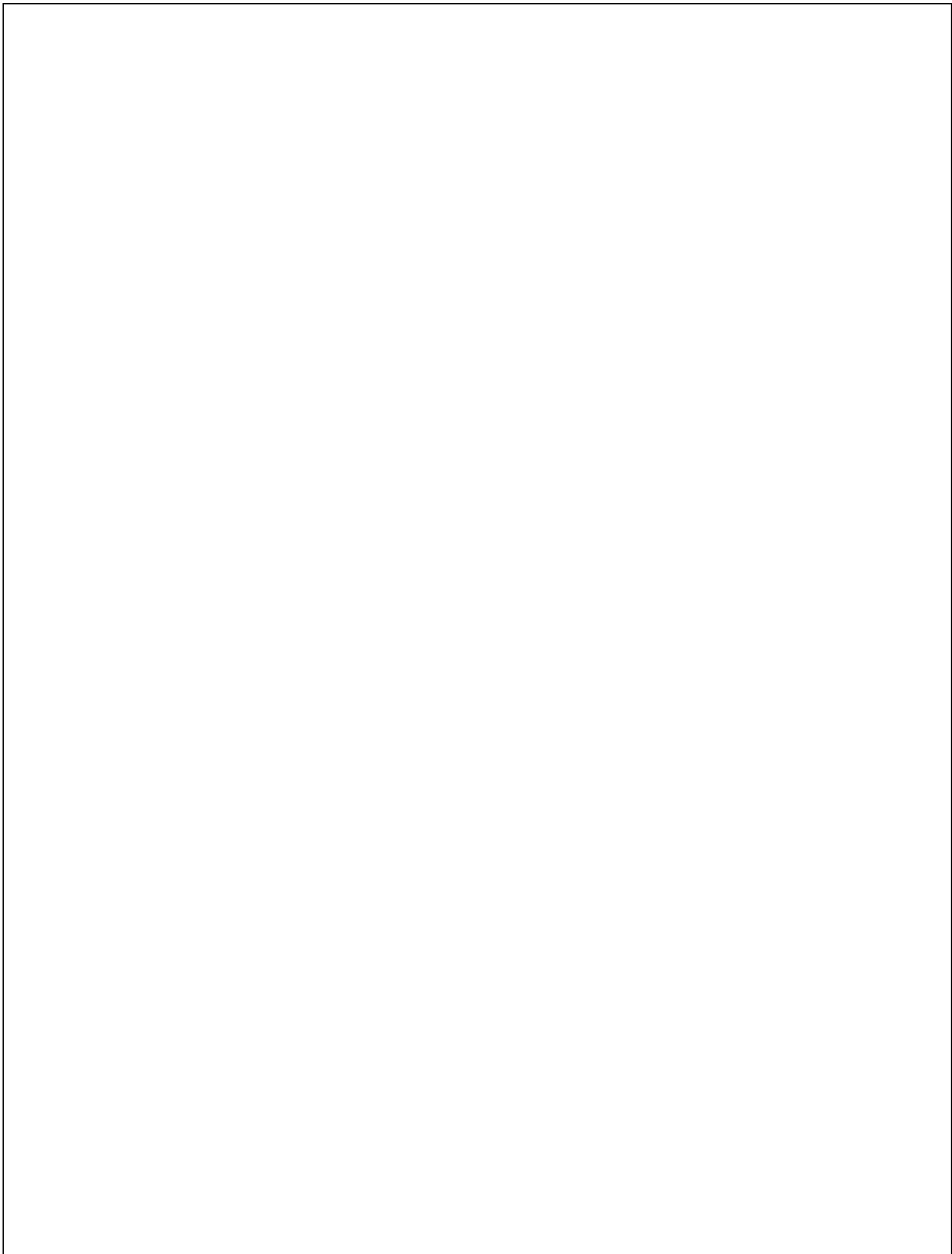
When a subject is a collective noun or joined by and, or, nor.

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

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

13. The United States (is-are) a country of contrast.
14. A magazine and a book (was-were) lying on the floor.
15. The family (is-are) occupied with their individual problems.
- Exercise 8**
- DIRECTION for the questions 1 to 20: In each of the following sentences supply a verb in agreement with its subject:**
1. To take pay and then not to do work_dishonest.
 2. The cost of all these articles____risen.
 3. The jury_____divided in their opinions
 4. That night every one of the boat's crew_down with fever.
 5. One or the other of those fellows____stolen the watch.
 6. The strain of all the difficulties and vexations and anxieties_____more than he could bear.
 7. No news_____good news.
 8. The accountant and the cashier_absconded.
 9. A good man and useful citizen_passed away.
 10. The famous juggler and conjurer____too unwell to perform.
 11. The Three Musketeers_____written by Dumas.
 12. Each of the suspected men_arrested.
 13. The ebb and flow of the tides_explained by Newton.
 14. Ninety rupees____too much for this bag.
 15. The cow as well as the horse____on grass.
 16. Neither his father nor his mother_____alive.
 17. There_____many objections to the plan.
 18. Two-thirds of the city_____in ruins
 19. The formation of paragraphs_____very important.

20. Man's happiness or misery _____ in a great measure in his own ha



UNIT 2

VOCABULARY

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

Tips and Tricks to Learn Vocabulary

- Read a Lot of Literature and Texts**

Reading literature will help you get to know new words. Every new word you will come across should be jotted down and its meaning should be checked out in a dictionary. Knowing the meaning of the word may help you become familiar with its usage. A habit of reading is an effective way to increase your vocabulary and so it should be incorporated daily by you.

- Find Context of New Words**

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

- Learn Synonyms and Antonyms**

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

- Learn Root-words Prefixes and Suffixes**

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

Example: malfunction

- **Learn Tricks and Memorization Techniques**

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

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

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

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

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

- **Practice Regularly**

To master any test, there is nothing better than practicing and preparing for it on a regular basis. There are many sample tests available both online and in a written format provided by various organizations. You may take part in these mock tests to be familiar

with both the structure of the test and the medium on which the test will probably be conducted. Regularly reading and writing the words and using them in conversation may help you increase your vocabulary and perform well in the test.

Synopsis of solving a Vocabulary question

Steps to enhance Vocabulary

STEP 1

Identify the word

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

STEP 2

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

STEP 3

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

STEP 4

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

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

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

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

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

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

ROOT WORDS

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

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

Root Words That Can Stand Alone

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

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

Root Words as Word Stems

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

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

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

Additional Root Word Examples

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

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

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

Prefixes and Suffixes

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

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

Prefixes – Change the Meaning of Words

Some of the most common prefixes are:

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

Suffixes – Change the Form of Words

Some of the most common suffixes are:

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

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

SYNONYMS AND ANTONYMS

The synonyms and antonyms form an integral part of the English Language. Acquaintance with vocabulary of English language is a necessity for effective expression either in written or in the oral form.

SYNONYMS

Synonyms are the words which have a similar meaning to that of a given word.

Eg. The synonyms of the word reside is 'abode', 'dwell', 'to live' etc.

Here all the underlined words have the same meaning its context.

Synonyms can be any part of speech (Eg. Nouns, verbs, adjectives, adverbs, or preposition), as long as both words of the pair are the same part of speech.

Examples:

NOUN

Convenience and comfort

VERB

“buy” and “purchase”

ADJECTIVE

“sick” and “ill”

ADVERB

“quickly” and “speedily”

PREPOSITION

“on” and “upon”

Generally two types of questions are asked in the competitive exams

1. DIRECT FORMAT

In this format a word is given and out of the given four options, a word is to be selected which is the correct meaning of the given word.

e.g. Which of the given words is closest to the word written in bold letters?

i) **Remote**

- | | |
|--------------|-----------|
| a) Automatic | c) Mean |
| b) Distant | d) Savage |

Ans: Remote means “located far away” and distant means far away in space or time. While ‘Automatic’ means done or occurring spontaneously, ‘Mean’ means intend to convey or refer to and ‘savage’ means cruel and vicious. So, the right synonym for Remote is ‘Distant’.

Hence, option (b) is the correct answer.

2. SENTENCE FORMAT

In this format one word of a sentence is highlighted and out of the given four options, a word is to be selected which is the correct meaning of the highlighted word.

e.g. Which of the given words have the same meaning to the words written in the capital letters?

i) A person gets **WEAK** mobile signal in remote area.

- | | |
|----------------|------------|
| a) Fluctuating | c) Falling |
| b) Low | d) Distant |

Ans (c) In this sentence ‘WEAK’ is used as ‘low’ mobile signal. While ‘Fluctuating’ (rise and fall), ‘Falling’ (drop down) and ‘Distant’ (far away) shows different nature in its meaning.

Hence option (c) is correct answer.

ANTONYMS

An antonym is a word that is directly opposite in meaning to a given word.

e.g.

The word ‘close’ has its antonym as ‘Open’

Here, both the words are opposite in meaning to each other.

Antonyms are also asked on Direct and Indirect format based

1. DIRECT FORMAT

In this format a word is given and out of the given four options, a word is to be selected which is opposite in meaning to the given word.

e.g. Which of the given words is opposite in meaning to the word written in bold letters?

- **Dead**
 - a) Moving c) Alive
 - b) Life d) Decease

Ans: Dead means **no longer alive**. To find antonym of dead. We have to consider its opposite meaning i.e. not dead or living. Alive means living or not dead. So, option (c) is the correct answer

2. SENTENCE FORMAT

In this format one word of a sentence is highlighted or underlined and out of the given four options a word is to be selected which is opposite in meaning to that of the highlighted word.

e.g. Which of the given words in the antonym of the word written in capital and bold letters?

- Police took away the DEAD bodies from here.
a) Decease c) Moving
b) Life d) Alive

Ans (d) Answer is D

Most Commonly Asked Synonyms Questions in Competitive Exams

Here are few most expected and most commonly asked Synonyms Questions and Answers.

| Words | Synonyms |
|------------|-------------------|
| Abandon | Leave, forsake. |
| Abettor | Accomplice |
| Abnegation | Denial |
| Abridge | Shorten, curtail. |
| Abundant | Plentiful. |
| Behaviour | Demeanour |
| Bereft | Deprived |
| Bias | Predilection |
| Brutal | Savage, cruel. |
| Callous | Hard, cruel. |
| Calm | Quiet, tranquil. |
| Carouse | Frolic |
| Casual | Uncertain |
| Crescendo | Escalation |
| Crusade | Campaign |

| | |
|-------------|--------------------------------|
| Cupidity | Greed |
| Damage | Loss, harm, injury. |
| Decorate | Adorn, embellish. |
| Deformity | Malformation, disfigurement. |
| Earnest | Serious, solemn. |
| Embargo | Barrier |
| Emergency | Exigency |
| Esoteric | Abstruse |
| Eternal | Forever |
| Exceptional | Unusual, rare. |
| Fascinate | Charm, enchant. |
| Ferocious | Fierce, savage. |
| Fiendish | Cruel |
| Genuine | Real. |
| Genre | Category |
| Gigantic | Colossal, great. |
| Guilt | Sin, crime. |
| Guzzle | Imbibe |
| Haughty | Arrogant, proud. |
| Hazardous | Dangerous, risky, perilous. |
| Humility | Modesty, politeness. |
| Illiterate | Unlearned, ignorant. |
| Impetuous | Authoritative, dictatorial. |
| Impudent | Impudent, insolent, shameless. |
| Incinerate | Ignite |
| Jaded | Tired |
| Jolly | Jovial, merry. |
| Judicious | Discreet, prudent. |
| Knavery | Fraud |
| Laborious | Assiduous, industrious. |
| Laconic | Concise |

| | |
|--------------|---------------------------|
| Lament | Grieve, mourn. |
| Lethargy | Sluggishness |
| Maestro | Genius |
| Magnificent | Splendid, grand. |
| Marvellous | Wonderful |
| Meagre | Small. |
| Multitude | Mass, Assembly, Gathering |
| Nauseous | Loathsome |
| Nice | Pleasant, agreeable. |
| Notable | Remarkable, memorable. |
| Notorious | Infamous. |
| Obliterate | Destroy, efface. |
| Obsolete | Antiquated. |
| Ominous | Threatening |
| Opportune | Timely |
| Oracular | Cryptic |
| Pal | Buddy |
| Pandemonium | Chaos |
| Pensive | Thoughtful. |
| Perennial | Permanent, perpetual. |
| Persuade | Induce, urge. |
| Profligate | Immoral |
| Quaint | Queer, odd, singular. |
| Queer | Strange, odd. |
| Questionable | Doubtful. |
| Radiant | Bright, brilliant. |
| Rational | Logical |
| Refined | Elegant. |
| Rejoice | Delight. |
| Revile | Abuse |
| Ruck | Mass, Pile, Heap |

| | |
|------------|---------------------------|
| Sacred | Holy, consecrated, pious. |
| Satiate | Satisfy. |
| Scanty | Slender, meagre. |
| Splayed | Spread |
| Synopsis | Summary |
| Talkative | Garrulous |
| Temerity | Boldness |
| Temperate | Moderate. |
| Thankful | Grateful, obliged. |
| Ugly | Repulsive |
| Urbane | Polite, courteous, suave. |
| Urge | Press, incite. |
| Vacillatge | Waver |
| Venerable | Respectable |
| Verbatim | Exactly |
| Vigilance | Watchfulness |
| Wealthy | Rich |
| Wickedness | Evil. |
| Wild | Savage. |
| Yield | Surrender. |
| Yielding | Submissive. |
| Zeal | Passion. |
| Zenith | Top, summit. |

Most Commonly Asked Antonyms Questions in Competitive Exams

Here are the most expected and commonly asked Antonyms Questions and Answers. Practice them and be exam ready.

| | |
|----------|----------------------|
| Word | Antonym |
| Acumen | Stupidity, Ignorance |
| Abash | Uphold, Discompose |
| Abortive | Productive |

| | |
|-------------|-----------------------------|
| Adjunct | Separated, Subtracted |
| Ascend | Climb Escalate |
| Axiom | Absurdity, Blunder |
| Bleak | Bright, Pleasant |
| Barrier | Link, Assistance |
| Bleak | Bright, Cheerful |
| Calamity | Fortune |
| Comprise | Reject, lack |
| Contradict | Approve, Confirm |
| Carnal | Spiritual |
| Clandestine | Open, Legal |
| Conceit | Modesty |
| Consolidate | Weaken |
| Deceit | Veracity, Sincerity |
| Deprive | Restore, Renew |
| Docile | Headstrong, obstinate |
| Eclipse | Shine, eclipse |
| Endeavour | Cease, quit |
| Fabricate | Destroy, Dismantle |
| Feud | Harmony, fraternity |
| Frivolous | Solemn, significant |
| Gracious | Rude, Unforgiving |
| Glory | Shame, Disgrace |
| Hideous | Attractive, alluring |
| Impenitent | Repentant |
| Infernal | Heavenly |
| Immunity | Blame, Censure |
| Infringe | Comply, Concur |
| Jaded | Renewed, recreated |
| Justify | Impute, arraign |
| Knell | Reconstruction, rediscovery |

| | |
|-------------|----------------------|
| Linger | Hasten, quicken |
| Mandatory | Optional |
| Molest | Console, soothe |
| Nimble | Sluggish, languid |
| Obstruct | Hasten, encourage |
| Ominous | Auspicious |
| Pacify | Irritate, worsen |
| Precarious | Assured |
| Restrain | Incite |
| Remonstrate | Agree, loud |
| Sacred | Ungodly, Profane |
| System | Chaos, Disorder |
| Solicit | Protest oppose |
| Throng | Dispersion, sparsity |
| Thrifty | Extravagant |
| Urchin | Creep, Knave |
| Veteran | Novice, tyro |
| Wan | Bright, healthy |
| Wile | Naivety, honour |
| Yearn | Content, satisfy |
| Zeal | Apathy, lethargy |
| Zest | Disgust, passive |

List of Most common Words (VOCABULARY)

Nudged (Verb) –

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

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

Antonyms: discourage, pull, repress

Usage: the canoe nudged a bank of reeds

2. Explicitly (Adverb) –

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

Synonyms: specially, decidedly, surprisingly.

Antonyms: normally, usually, commonly.

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

3. Supersede (Verb) –

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

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

Antonyms: keep, stay, accept.

Usage: the older models of car have now been superseded

4. Turbulence (Noun) –

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

Antonym: Peace, Serenity, Quenching

Synonym: Upheaval, turbulency, turbulences

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

5. Deployed (Verb) –

Meaning: move (troops or equipment) into position for military action.

Synonyms: position, station, post, place, install, locate

Antonyms: concentrate

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

6. Outrageous (Adjective) –

Meaning: shockingly bad or excessive.

Synonyms: shocking, disgraceful, scandalous

Antonyms: acceptable, mild, moderate

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

7. Dispensation (Noun)

Meaning: exemption from a rule or usual requirement.

Synonyms: exemption, immunity, exception

Antonyms: responsibility, liability, obligation

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

8. Reviled (Verb) –

Meaning: criticize in an abusive or angrily insulting manner.

Synonyms: criticize, censure, condemn

Antonyms: praise, extol, approve

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

9. Connivance (Noun) –

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

Synonyms: collusion, complicity, collaboration

Antonyms: assistance, abetment, aid

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

10. Rampage (Noun) –

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

Synonyms: berserk, out of control, wild, bonkers

Antonyms: calmness, delight, pleasure, amusement

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

11. Ransacked (Verb) –

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

Synonyms: plunder, pillage, steal from

Antonyms: cleaned, found, gave

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

12. Detained (Verb) –

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

Synonyms: delay, hold up, make late

Antonyms: freed, lost, released

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

13. Congregated (Verb) –

Meaning: gather into a crowd or mass.

Synonyms: assemble, gather, collect, accumulate, gather

Antonyms: disperse, scatter, dissolve, diffuse

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

14. Assertions (Noun) –

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

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

Antonyms: disavowals, denial, desertion, repudiations, renunciation, abandonment

Usage: “Imposing such a ban requires far more compelling logic than the assertion that we should not play God.”

15. Accorded (Verb) –

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

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

Antonyms: withhold, remove, refuse, confiscate

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

16. Creeping (Verb)

Meaning: move slowly and carefully in order to avoid being heard or noticed.

Synonyms: crawl, move on all fours, move on hands and knees, Crawling, Slithering, Scrambling

Antonyms: barrelling, bolting, breakneck, fastening, quick

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

17. Expertise (Noun)

Meaning: expert skill or knowledge in a particular field.

Synonyms: skill, skilfulness, expertness, ability, astuteness

Antonyms: incompetence, ineffectiveness, ineptitude, uselessness

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

18. Overdue (Adjective) –

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

Synonyms: late, not on time, behind, schedule

Antonyms: early, punctual, on time

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

19. Devastated (Verb) –

Meaning: destroy or ruin.

Synonyms: destroy, ruin, leave in ruins

Antonyms: fixed, repaired, sober

Usage: “the city was devastated by a huge earthquake”

20. Evacuation (Noun)

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

Synonyms: removal, clearance, shifting

Antonyms: retention, holding, preservation, withholding

Usage: “there were waves of evacuation during the blitz”

SOME MORE COMMONLY USED WORDS

aberration

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

abhor

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

acquiesce

(v.) to agree without protesting (Though Mr. Pospieszny wanted to stay outside and work in his garage, when his wife told him that he had better come in to dinner, he *acquiesced* to her demands.)

alacrity

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

amiable

(adj.) friendly (An *amiable* fellow, Neil got along with just about everyone.)

appease

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

arcane

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

avarice

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

brazen

(adj.) excessively bold, brash, clear and obvious (Critics condemned the writer's *brazen* attempt to plagiarise Frankow-Czerwonko's work.)

brusque

(adj.) short, abrupt, dismissive (Simon's *brusque* manner sometimes offends his colleagues.)

cajole

(v.) to urge, coax (Magda's friends *cajoled* her into drinking too much.)

callous

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

candor

(n.) honesty, frankness (We were surprised by the *candor* of the politician's speech because she is usually rather evasive.)

chide

(v.) to voice disapproval (Hania *chided* Gregory for his vulgar habits and sloppy appearance.)

circumspect

(adj.) cautious (Though I promised Marta's father I would bring her home promptly by midnight, it would have been more *circumspect* not to have specified a time.)

clandestine

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

coerce

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

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

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

complacency

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

confidant

(n.) a person entrusted with secrets (Shortly after we met, he became my chief *confidant*.)

connive

(v.) to plot, scheme (She *connived* to get me to give up my plans to start up a new business.)

cumulative

(adj.) increasing, building upon itself (The *cumulative* effect of hours spent using the World English website was a vast improvement in his vocabulary and general level of English.)

debase

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

decry

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

deferential

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

demure

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

deride

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

despot

(n.) one who has total power and rules brutally (The *despot* issued a death sentence for anyone who disobeyed his laws.)

diligent

(adj.) showing care in doing one's work (The *diligent* researcher made sure to double check her measurements.)

elated

(adj.) overjoyed, thrilled (When he found out he had won the lottery, the postman was *elated*.)

eloquent

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

embezzle

(v.) to steal money by falsifying records (The accountant was fired for *embezzling* €10,000 of the company's funds.)

empathy

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

enmity

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

erudite

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

the most difficult and abstruse Old English poetry.)

extol

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

fabricate

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

feral

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

flabbergasted

(adj.) astounded (Whenever I read an Agatha Christie mystery novel, I am always *flabbergasted* when I learn the identity of the murderer.)

forsake

(v.) to give up, renounce (I won't *forsake* my conservative principles.)

fractious

(adj.) troublesome or irritable (Although the child insisted he wasn't tired, his *fractious* behaviour - especially his decision to crush his jam sandwiches all over the floor - convinced everyone present that it was time to put him to bed.)

furtive

(adj.) secretive, sly (Claudia's placement of her drugs in her sock drawer was not as *furtive* as she thought, as the sock drawer is the first place most parents look.)

gluttony

(n.) overindulgence in food or drink (Helen's fried chicken tastes so divine, I don't know how anyone can call *gluttony* a sin.)

gratuitous

(adj.) uncalled for, unwarranted (Every evening the guy at the fish and chip shop gives me a *gratuitous* helping of vinegar.)

haughty

(adj.) disdainfully proud (The superstar's *haughty* dismissal of her co-stars will backfire on her someday.)

hypocrisy

(n.) pretending to believe what one does not (Once the politician began passing legislation that contradicted his campaign promises, his *hypocrisy* became apparent.)

impeccable

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

impertinent

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

implacable

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

impudent

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

incisive

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

indolent

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

inept

(adj.) not suitable or capable, unqualified (She proved how *inept* she was when she forgot two orders and spilled a pint of cider in a customer's lap.)

infamy

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

inhibit

(v.) to prevent, restrain, stop (When I told you I needed the car last night, I certainly never meant to *inhibit* you from going out.)

innate

(adj.) inborn, native, inherent (His incredible athletic talent is *innate*, he never trains, lifts weights, or practices.)

insatiable

(adj.) incapable of being satisfied (My *insatiable* appetite for blondes was a real problem on my recent holiday in Japan!)

insular

(adj.) separated and narrow-minded; tight-knit, closed off (Because of the sensitive nature of their jobs, those who work for MI5 must remain *insular* and generally only spend time with each other.)

intrepid

(adj.) brave in the face of danger (After scaling a live volcano prior to its eruption, the explorer was praised for his *intrepid* attitude.)

inveterate

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

jubilant

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

knell

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

lithe

(adj.) graceful, flexible, supple (Although the dancers were all outstanding, Joanna's control of her *lithe* body was particularly impressive.)

lurid

(adj.) ghastly, sensational (Barry's story, in which he described a character torturing his neighbour's tortoise, was judged too *lurid* to be published on the English Library's website.)

maverick

(n.) an independent, nonconformist person (John is a real *maverick* and always does things his own way.)

maxim

(n.) a common saying expressing a principle of conduct (Ms. Stone's etiquette *maxims* are both entertaining and instructional.)

meticulous

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

modicum

(n.) a small amount of something (Refusing to display even a *modicum* of sensitivity, Magda announced her boss's affair to the entire office.)

morose

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

myriad

(adj.) consisting of a very great number (It was difficult to decide what to do on Saturday night because the city presented us with *myriad* possibilities for fun.)

nadir

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

nominal

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

novice

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

nuance

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

oblivious

(adj.) lacking consciousness or awareness of something (*Oblivious* to the burning smell emanating from the kitchen, my father did not notice that the rolls in the oven were burned until much too late.)

obsequious

(adj.) excessively compliant or submissive (Donald acted like Susan's servant, obeying her every request in an *obsequious* manner.)

obtuse

(adj.) lacking quickness of sensibility or intellect (Political opponents warned that the prime minister's *obtuse* approach to foreign policy would embroil the nation in mindless war.)

panacea

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

parody

(n.) a satirical imitation (A hush fell over the classroom when the teacher returned to find Magdalena acting out a *parody* of his teaching style.)

penchant

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

perusal

(n.) a careful examination, review (The actor agreed to accept the role after a three-month *perusal* of the movie script.)

plethora

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

predilection

(n.) a preference or inclination for something (James has a *predilection* for eating toad in the hole with tomato ketchup.)

quaint

(adj.) charmingly old-fashioned (Mary was delighted by the *quaint* bonnets she saw in Romania.)

rash

(adj.) hasty, incautious (It's best to think things over calmly and thoroughly, rather than make *rash* decisions.)

refurbish

(v.) to restore, clean up (After being *refurbished* the old Triumph motorcycle commanded the handsome price of \$6000.)

repudiate

(v.) to reject, refuse to accept (Tom made a strong case for an extension of his curfew, but his mother *repudiated* it with a few biting words.)

rife

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

salient

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

serendipity

(n.) luck, finding good things without looking for them (In an amazing bit of *serendipity*, penniless Mark found a \$50 bill on the back seat of the bus.)

staid

(adj.) sedate, serious, self-restrained (The *staid* butler never changed his expression no matter what happened.)

superfluous

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

sycophant

(n.) one who flatters for self-gain (Some see the people in the cabinet as the Prime Minister's closest advisors, but others see them as *sycophants*.)

taciturn

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

truculent

(adj.) ready to fight, cruel (This club doesn't really attract the dangerous types, so why was that bouncer being so *truculent*?)

umbrage

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

venerable

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

vex

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

vociferous

(adj.) loud, boisterous (I'm tired of his *vociferous* whining so I'm breaking up with him.)

wanton

(adj.) undisciplined, lewd, lustful (Joanna's *wanton* demeanor often made the frat guys next door very excited.)

zenith

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

Exercise-1

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

1) dis- , non- , un-

i) honest

ii) stop

iii) ripe

iv) pleasant

ii) _____

ii) _____

iii) _____

iv) _____

ii) Add the correct suffix to make a new word

1) -Able, -ment, -ness

i) Depent

ii) amaze

iii) manage

iv) soft

EXERCISE 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXERCISE 3

Directions (1-4): In each of the following questions five options are given, of which one word is most nearly the same or opposite in meaning to the given word in the question. Find the correct option having either same or opposite meaning.

Q1. REPERCUSSION

- (a) Reliant
- (b) Consequence
- (c) Impertinence
- (d) Prompting
- (e) Callous

Q2. MASQUERADE

- (a) Contentious
- (b) Pretense
- (c) Belligerent
- (d) Arrogant
- (e) Reminiscent

Q3. Wither

- (a) Ingenious
- (b) Gnawed
- (c) Persistent
- (d) Thrive
- (e) Reverie

Q4. REPROBATE

- (a) Repudiate
- (b) Strident
- (c) Virtuous
- (d) Flagrant
- (e) Stoic

Directions (5 – 9): In the following questions, four words are given, choose the most suitable alternative reflecting the combination of the words which are either synonyms or antonyms of each other. If no such pair is formed, mark option (e) i.e., “none of these” as your answer choice.

Q5. (i) conclusion
(ii) paradox
(iii) discrepancy
(iv) pragmatic

- (a) only (i) – (iv)
- (b) only (i) – (iii)
- (c) only (ii) – (iii)
- (d) only (i) – (ii)
- (e) none of these

Q6. (i) declaration
(ii) modicum
(iii) laxity
(iv) surveillance

- (a) only (iii) – (iv)
- (b) only (i) – (iii)
- (c) only (ii) – (iii)
- (d) only (i) – (ii)
- (e) none of these

Q7. (i) historical
(ii) tussle
(iii) cumbrous
(iv) combat

- (a) only (iii) – (iv)
- (b) only (i) – (iii)
- (c) only (ii) – (iv)
- (d) only (i) – (ii)
- (e) none of these

Q8. (i) prudent
(ii) crucial
(iii) fluid
(iv) reckless

- (a) only (ii) – (iii)
- (b) only (i) – (iii)
- (c) only (ii) – (iv)
- (d) only (i) – (iv)
- (e) none of these

Q9. (i) itinerant

- (ii) nomads
 - (iii) eradication
 - (iv) penchant
-
- (a) only (i) – (ii)
 - (b) only (ii) – (iii)
 - (c) only (ii) – (iv)
 - (d) only (i) – (iv)
 - (e) none of these

Directions (10-11): In the following questions, five words are given, choose the most suitable alternative reflecting the combination of word(s) similar in meaning with each other.

Q10.

- (I) Guise
 - (II) Staple
 - (III) Wean
 - (IV) Affliction
 - (V) Torment
-
- (a) I and II
 - (b) II and III
 - (c) III and IV
 - (d) IV and V
 - (e) I, III and IV

Q11.

- (I) Abstention
 - (II) Reverence
 - (III) Travesty
 - (IV) Veneration
 - (V) homage
-
- (a) I and II
 - (b) II and III
 - (c) II, IV and V
 - (d) I, II and V
 - (e) I, III and IV

Directions (12-15): Choose the word/group of words which is most SIMILAR in meaning to the word/group of words printed in bold as used in passage.

Q12. Impromptu

- (a) extempore
- (b) enticing
- (c) rapturous
- (d) entralling
- (e) enamouring

Q13. Peculiar

- (a) intuitive
- (b) winsome
- (c) queer
- (d) imperious
- (e) inciting

Q14. Dire

- (a) devour
- (b) revoke
- (c) unprecedent
- (d) appalling
- (e) extraneous

Q15. Tapering off

- (a) tenable
- (b) Abate
- (c) ameliorate
- (d) repudiate
- (e) inundate

EXERCISE 4

I. Fill in the blanks with appropriate words.

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

A) Timely

B) Hasty

C) Leisurely

D) Rapid

E) Retarded

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A)** affluent
- B)** impoverished
- C)** imperfect
- D)** inferior
- E)** modest

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

- A)** tangible
- B)** industrious
- C)** exaggerated

D) talkative

E) feeble

10. Another development has been the scientific technological industrial revolution which has since World War II social and environmental so rapidly that many persons have lost their traditional role in society.

A) settlements

B) impressions

C) penetrations

D) prayers

E) conditions

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

A) occurrence

B) guaranties

C) existence

D) contentment

E) unwillingness

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

A) ancestral

B) insane

C) exhaustible

D) remote

E) hysterical

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

my view, be tragic.

A) fear

B) toil

- C)** sweat
- D)** joy
- E)** temper

14. Evolution, along with other theories and discoveries in biology, seems to the materialist position.

- A)** humiliate
- B)** accumulate
- C)** degrade
- D)** reinforce
- E)** suffocate

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

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

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

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

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

- A)** necessary

- B)** necessarily
- C)** needy
- D)** necessity
- E)** needless

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

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

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

- A)** negligible
- B)** conventional
- C)** impartial
- D)** dependent
- E)** near-sighted

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

- A)** conceived
- B)** concealed
- C)** met
- D)** trusted
- E)** convinced

EXERCISE 5

Match each word with its definition.

1. agitated _____

2. agile _____

3. recapitulation _____

4. precedent _____

5. unprecedented _____

6. recurrent _____

7. alienate _____

8. concise _____

9. decapitation _____

10. degradation _____

A. well-coordinated and quick movement or thought

B. to make indifferent, unfriendly, or withdrawn

C. happening again and again over a period of time

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

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

F. a brief repetition made in order to remind

G. a major reduction in social status or moral character

H. to be busy/inactive/nervous or upset

I. breaking old records

J. to cut off the head

UNIT III**LECTURE 5-PRÉCIS WRITING****Vocabulary of the Day:**

Mercurial: liable to change moods suddenly

Altercation: a heated dispute or quarrel.

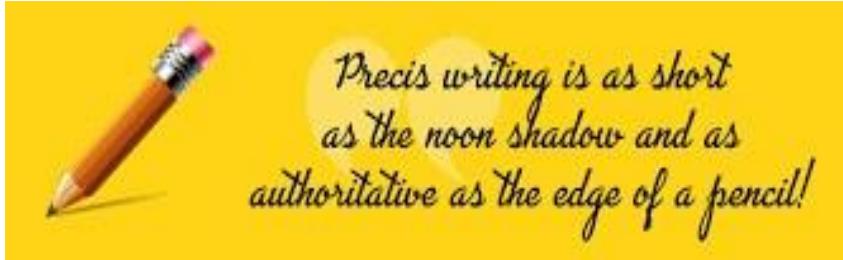
Belligerent: quarrelsome, eager to fight

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

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



Précis



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

Importance of Précis Writing

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

Qualities of a Good Précis

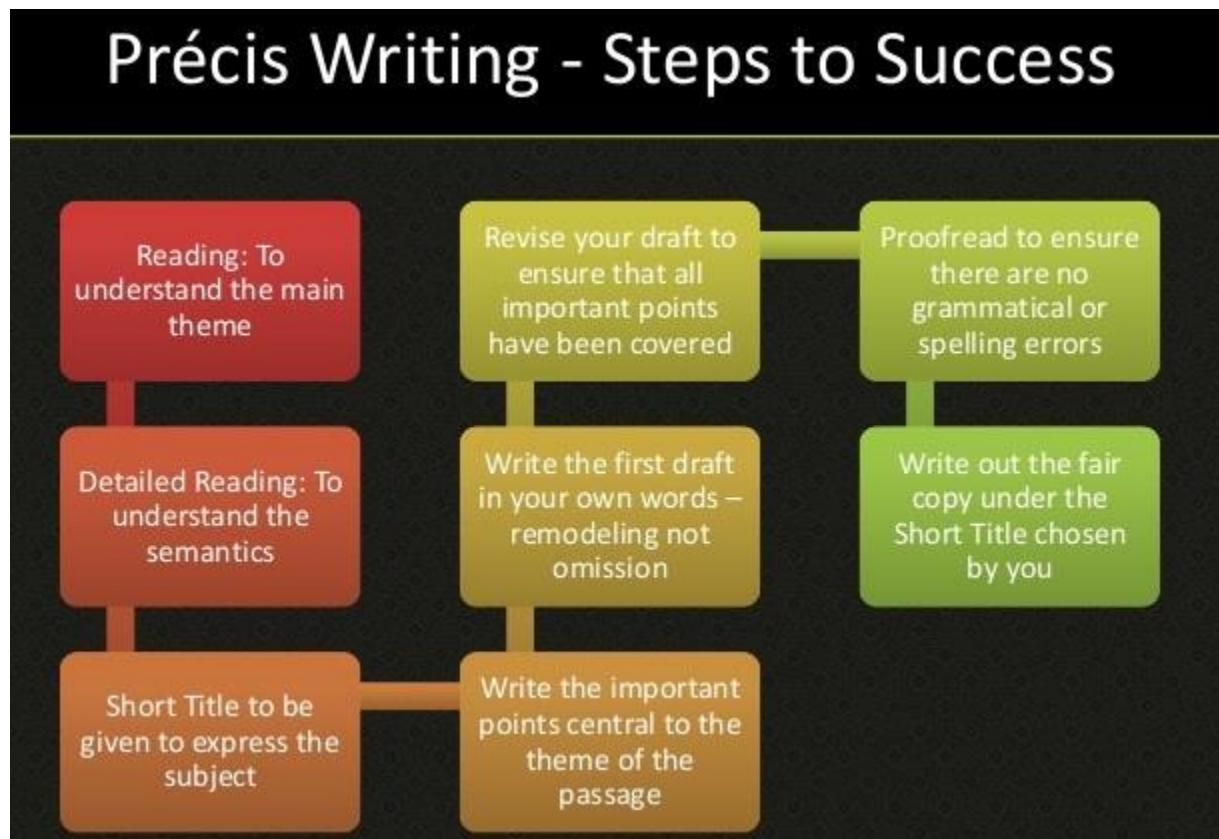
Qualities of a Good Précis Writing

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

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

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

Steps involved in Précis Writing



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

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

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

Sample Original Text:

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

Sample Précis:**Good men live for others**

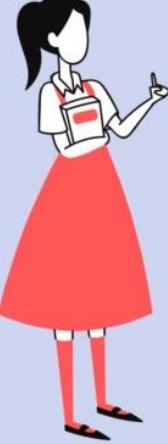
The character of good men is like that of trees. They live for others and do not lose their qualities even in losing their lives. They always follow the right path. Praise is immaterial to them. To live for one's own sake is to lead the life of beasts. Only those who lay down their lives for others will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

Dos of Good Précis Writing

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

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

TIPS FOR PRECIS WRITING





English
Medium
KVS - MEDIUM OF INSTRUCTION

Write it in third person, indirect form, and appropriate past tense.

Always provide an apt heading to your précis.

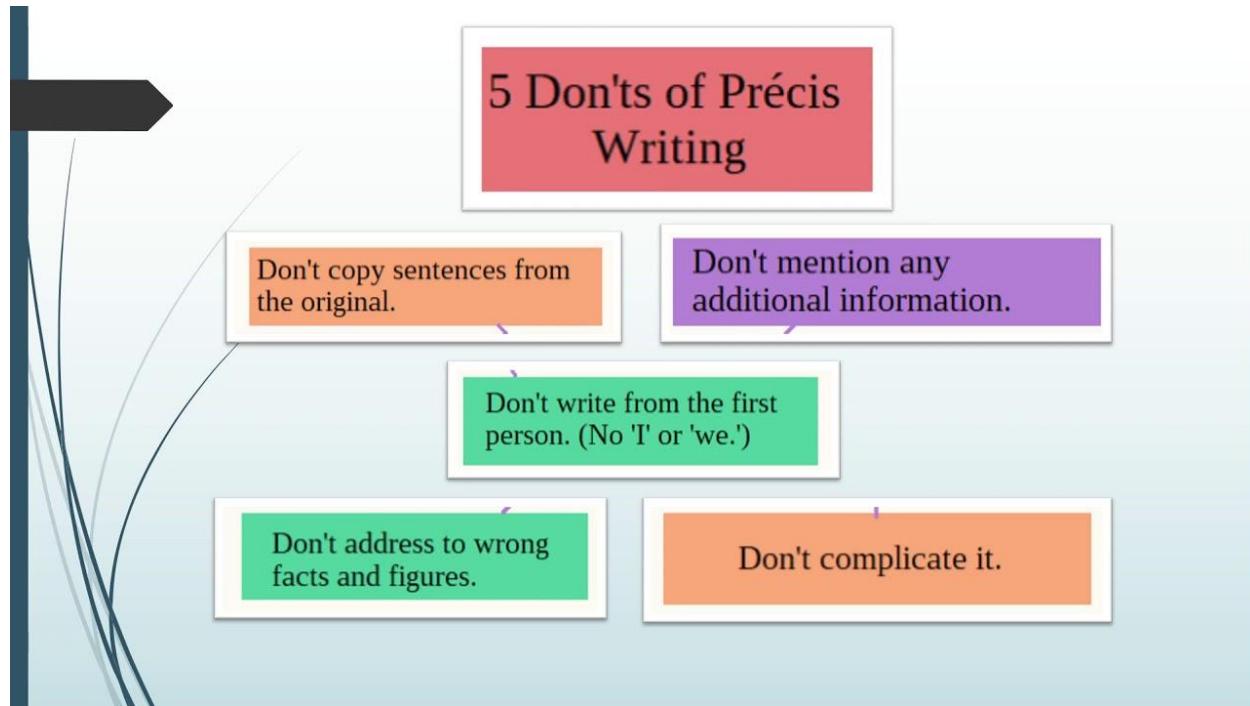


Highlight the most important points in the passage, and make notes.

Don'ts of Précis Writing

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

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



Practice 1:

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

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

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

The Main Points:

1. Money making is a common attraction in life.

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

Précis:

Practice 2:

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

Home is the young, who known "nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lies outside of it. It is the place of training of those who are not only ignorant, but have no yet learnt how to learn, and who have to be taught by careful individual trial, how to set about profiting by the lessons of teacher. And it is the school of elementary studies—not of advances, for such studies alone can make master minds.

Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at spell upon our after life, a stay for world weary mind and soul; wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

The Main Points:

- 1.
- 2.

Précis:

Practice 3:

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

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

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

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

The Main Points:

- 1.
- 2.

Précis:**Practice 4:****Rewrite the following passage precisely into 1/3rd of its size:**

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

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

The Main Points:

- 1.
- 2.

Précis:

Practice 5:

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

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

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

The Main Points:

- 1.
- 2.

Précis:

UNIT III**LECTURE 6- SENTENCE COMPLETION****Vocabulary of the Day:**

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

Sentence Completion



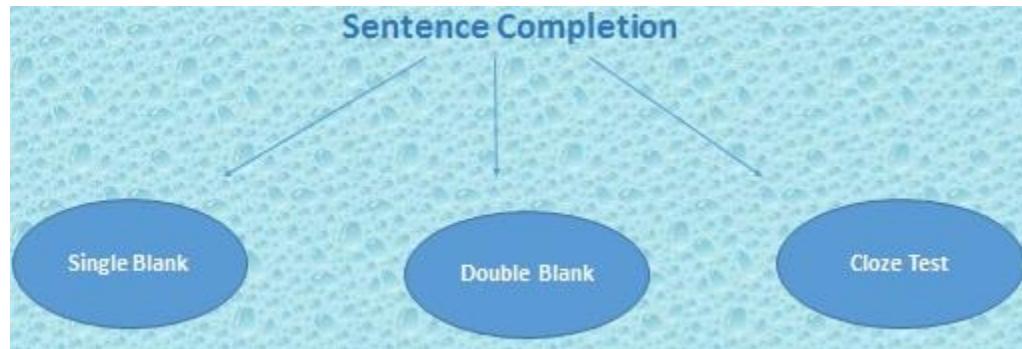
Sentence Completion question tests your ability to use your vocabulary and understanding of logical composition of the sentence. You need to know not only the dictionary meaning but

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

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

Question Types

We generally have these 3 types of questions for sentence completion



1. Single Blank

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

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

Explanation

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

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

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

2. Double Blank

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

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

Explanation

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

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

3. Cloze Test

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

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

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

Explanation

When we approach the first blank, we see “even the most _____ observer” would see that fish used to be “much more abundant.” **“Even” is an emphasis word here.** Looking at our choices for blank (i), we wouldn’t really need to emphasize that a “prescient” (prophetic or visionary) or a “clearheaded” observer would discover that fish used to be more abundant, because a prescient or clearheaded observer would definitely notice something like that.

However, **we would need to emphasize** that a “casual” observer would nonetheless notice the abundance of fish—the implication then being that the abundance of fish is that obvious.

The next sentence begins with “likewise.” **This is a signal** that this sentence will present similar ideas as the preceding one. The preceding sentence emphasized that there were large quantities of fish in the past ocean, so we can expect that this sentence will emphasize a similar abundance of “marine mammals.” Let’s look at our choices for blank (ii). Since we’re expecting this sentence to be about the previous abundance of marine mammals, “plentiful” sticks out as a good choice, while “threatened” seems nonsensical. And don’t be tempted by “unfamiliar”—while it’s true that you would probably see unfamiliar marine mammals in the ocean in the past, that’s not really relevant to the passage overall. So the best answer is “plentiful.”

Let’s check out the third blank. The presence of “but” in this sentence signals that we are about to get a counterpoint or caveat to the previous ideas about the dramatic differences between the past ocean and the present ocean. Since noticing the differences was all about using the special glasses, we can expect that without those glasses, the differences would be much less obvious. Are the differences hard to “ignore” or “dismiss” without the glasses? **Neither of these answer choices is compatible** with the idea that the differences are less obvious. What about the differences being hard to “discern”? That would make sense, since “discern” means notice. Without the glasses, it would be hard to notice the differences between the past and present ocean! This is the best answer choice.

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

Tips for Sentence Completion

Here are few tips for approaching the sentences:

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

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

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

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

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

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

Connectors and Signal words

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

(i) Cause and Effect:

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

Rizwana always wins the debate competition because she works _____ to prepare the topic.

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

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

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

Indicators for Cause and Effect

| | | |
|---------|--------------|-------------|
| because | accordingly | therefore |
| so | thus | in order to |
| so that | consequently | |
| causes | hence | |

(ii) Contrast:

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

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

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

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

Indicators for Contrast

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

(iii) Similarity:

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

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

- _____ it.
- a) change
 - b) vanish
 - c) accept
 - d) disapprove

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

Indicators for Similarity

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

(iv) Restatement:

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

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

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

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

Indicators for Restatement

| | |
|----------------|----------|
| that is | in short |
| just as ... as | in fact |

TRANSITION WORDS

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

Revision of Sentence Completion Strategies

Strategy 1

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

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

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

SOLUTION

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

Strategy 2

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

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

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

SOLUTION

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

Strategy 3

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

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

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

SOLUTION

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

Key Takeaways: Sentence Completion

Here are seven critical tips for approaching sentence completion questions:

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

PRACTICE

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

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

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

fallen from here.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

into _____ world.

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

10. Your noise, children, is not just _____; it is an absolute _____.

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

UNIT IV

PICTURE PERCEPTION

IDEA ELABORATION

WHEN YOU ARE WRITING, IDEAS COME TO YOUR MIND, BUT THEY ARE JUST IDEAS UNTIL THEY ARE DEVELOPED WITH DETAILS.

FOR EXAMPLE: THE IDEA OF A CALCULATOR TO USE WHILE DOING CALCULATION IS GOOD , BUT WHEN IT IS NOT WORKING AND YOU ARE DOING A DIFFICULT CALCULATION. THERE IS A PROBLEM.

YOUR IDEA OF USING A CALCULATOR IS EXTREMELY HELPFUL WHEN IT IS PROPERLY WORKING WHILE DOING A CALCULATION

Idea Elaboration enhances ideas and objects by providing nuance and detail.

How to elaborate an Idea

- THINK OF FRESH IDEAS!
- TAKE YOUR IDEAS AND DEVELOP WITH DETAILS!
- BALANCE YOUR WRITING BY DEVELOPING YOUR IDEAS EQUALLY IN YOUR PAPER!
- STAY ON YOUR IDEA MORE THAN ONE SENTENCE!
- MAKE YOUR IDEA CLEAR TO THE READER!
- DEVELOP AND ELABORATE EACH IDEA!

Let the world read about your ideas you develop with “**details**”, “**elaboration**”, “**anecdotes**”, “**examples**”, “**for instance**”!
Don’t be shy!

Tips on how to describe pictures successfully

- Scan the picture and identify the topic:
- Sometimes there is a title or sentence that helps you
- Talk about the topic.
- Develop your ideas.
- Use linking words to develop and connect your Ideas

Picture Perception and Discussion Test (PP&DT)

How to write a story

You need to include the following points in your story

1. Make a positive story with a leading character
2. Bring a problem in story
3. Include innovative ideas to solve that problem
4. End the story properly
5. If you are female, then make a female lead character in the picture (you would not find a picture where all are males in picture)
6. Also remember that story must represent you, how do you think, how do you react in that situations, include these things in your story.

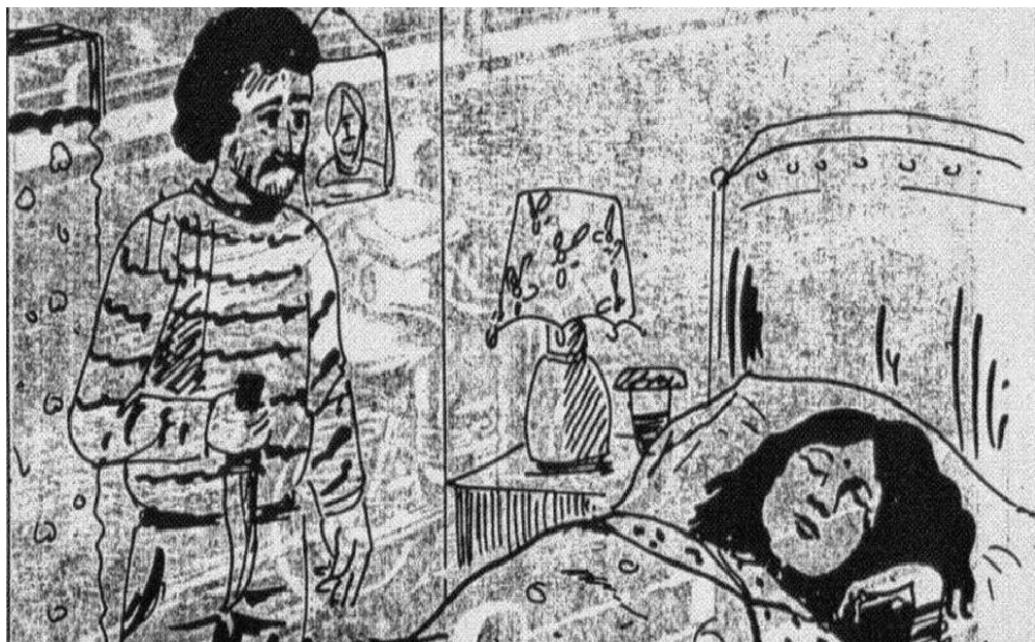
SAMPLE STORIES

1.



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

2.

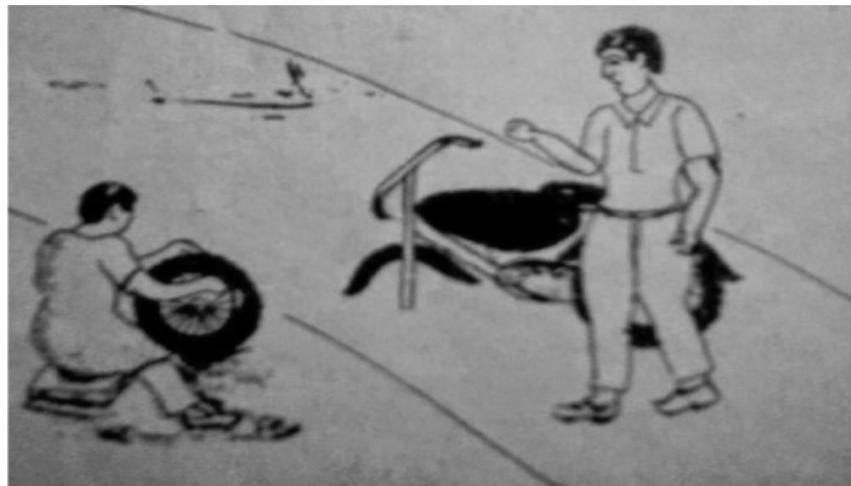


Ramesh has just come out from the prison after serving his sentence over theft attempt. He tried to snatch a lady's purse and run away but a woman hold his leg and fought with him till crowd captured him and hand him over to police. Now he seeks revenge from the lady. He bought a knife and went to her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

3.



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

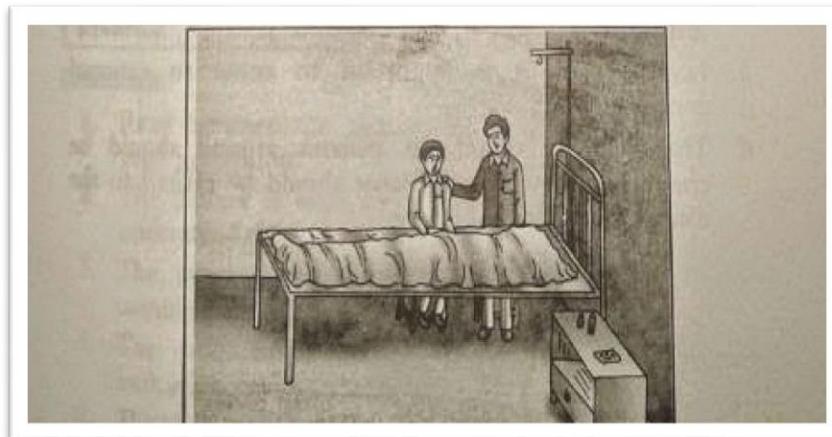


Ankur is studying in his final year of mechanical engineering. One day while he was going to his college his bike tire got punctured. He went to nearby bike mechanic and asked him to make tire good. Mechanic opened tire and saw the tube has been torn. He recommended Ankur to replace tube with new tube,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

PRACTICE SET

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

A.



B



C



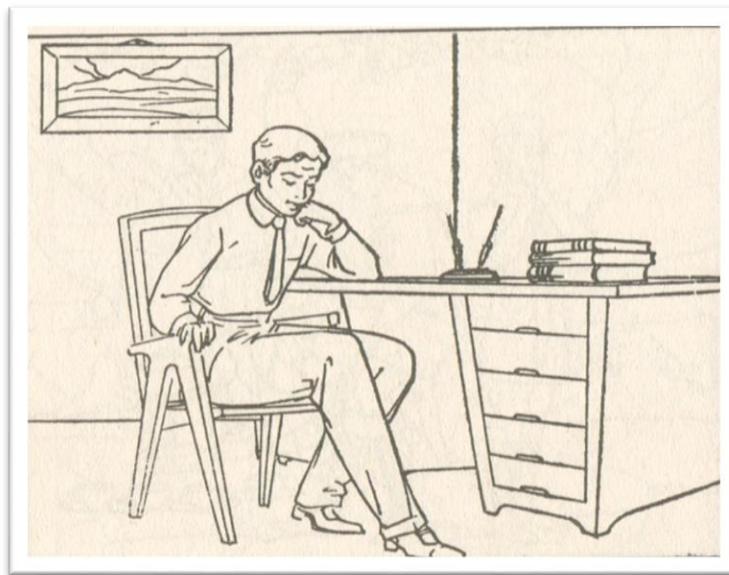
D



E



F



UNIT 1V

PARA JUMBLES

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

APPROACHES FOR PARAJUMBLES

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

1. Noun-Pronoun Relationship Approach

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

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

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

Read sentences C and D carefully. Sentence D contains the noun phrase “a salmonella bacterium” and Sentence C contains the noun phrase “salmonella infections”. What is the relationship between the two? Since the phrase “a salmonella bacterium” introduces the bacterium, it should logically precede the phrase “salmonella infections”. Therefore, the sentence that contains the phrase “a salmonella bacterium” should come before the sentence that contains the phrase “salmonella infections”. So, Sentence D should precede Sentence C! Once you have a link between two sentences, look at the answer choices to see if you are on the right track. If you are, then you have the right answer [(Option (d) BDCA)] and it is time to move on to the next exercise.

Example 1

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

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

2. Acronym Approach:

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

Example 1:

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

Example 2:

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

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

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

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

Solution

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

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

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

Example 3:

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

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

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

4. Structure Approach

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

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

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

Support Signal Words: Look for the words or phrases supporting a given sentence.

Sentences containing these words will generally not be the opening sentence. These sentences will follow immediately the sentence supported. Some **examples** of such words are:

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

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

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

Example 4:

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

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

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

Sentence B goes on to tell us "the reason for this", so the two sentences must be related. Similarly, Sentence C is related to Sentence B because both sentences contain the word "judgment", with Sentence C explaining what the word means. Once a link of this nature is established, go to the answer choices to see if you are on the right track. Does any of the answer choices offer our line of reasoning? Answer (d) does. In the above jumble, the word "however" in Sentence A suggests a contrast to something mentioned previously. In situations of this kind, it is always a good idea to separate the argument clearly. Sentences A and D, therefore, should come together.

5. Linking the Sentences

Let us look at the following statements:

Example 5:

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

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

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

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

Can IV be the opening statement – Very Unlikely.

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

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

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

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

So, statement II will come before statement IV.

As discussed earlier, statement IV furthers an idea, and that idea is present in statement I. Hence, I-IV should come together.

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

- A. I, II, III, IV – Ruled out and I-IV link is not present.
- B. II, I, IV, III – This is the only option left out. Hence, answer.
- C. III, I, IV, II – Ruled out as II comes after IV.
- D. IV, I, III, II – Ruled out as I-IV link is not present. Hence, option (b) is the answer.

Let us summarize

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

Identify keywords - linkages - try to put in order

1. He travelled to London for higher education in law.
2. Later he applied these techniques of styagrah against Britishers in india and encouraged masses to participate in freedom struggle.
3. On completion of degree in law he shifted to South Africa for legal practice.
4. As a result, Britishers face massive upsurge in India
5. Mahatma Gandhi was born and brought up in Gujarat
6. Therefore, Gandhi actively contributed to Indian freedom struggle
7. Along with legal practice he started experimenting techniques of Styagrah in South Africa.

1st step

Identify in each sentences

Pronouns

Qualifiers /connectors/ Transition words key-subjects

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

Example -

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

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

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

2nd step

Find linkages

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

4. Abbreviation hints

Cause -effect relationship

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

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

2 & 3 already explained

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

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

3rd step

Put into Order – IPS

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

Put Similar info together. Chronology order (PPF tense)

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

- ve sense (middle part)

Suggestion oriented sense (last part)

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

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

Specific words & usage

Specific words-

(To find initial & last statement)

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

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

Connectors

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

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

Cause effect connectors

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

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

then, after, before, previously

EXERCISE 1

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

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

Q1.

- (1) The traveller said, "Can you tell me the way to the nearest inn?"
(P) "Do you want one in which you can spend the night ?"
(Q) "Yes", said the peasant.
(R) "Go right down the road and turn to the left."
(S) "Yes", replied the traveller.
(6) "thank a lot".
(a) PSRQ
(b) QPSR
(c) SPQR
(d) QSRP

Q2.

- (1) Money Is not the root of all evils.
(P) Or, what about the desire for power driving people to horrible crimes ?
(Q) Even purposeless cruelty can be seen in many instances of evil behaviour.
(R) For example, neither teachers nor parents profit in any way by torturing children.
(S) The evils of sexual offenders are not motivated by financial gains.
(6) We can only Say that money is the root of some evil.
(a) QRPS
(b) SPQR
(c) RSPQ
(d) QPRS

Q3.

- (1) Even the smallest insect of the living world is made up of a large number of cells.
(P) Furthermore, the cells In these small creatures widely differ in their structure and function.
(Q) An ant, or a gnat, for example is composed of hundreds of thousands of cells.
(R) Even a mite has cells making up Its skeletal structure. (S)It also has cells dedicated to digestive and reproductive functions.
(6) The cell system of small organisms is microscopic but marvelous, isn't It ?
(a) SRQP

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

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

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

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

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

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

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

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

Q5.

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

(P)Snow lay thick on the ground.

(Q) It was the middle of winter.

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

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

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

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

Q6.

(1) The lead story

(P) at 4 AM

(Q) in tonight's news

(R) concerns the fire

(S) which engulfed the Columbia College

(6) this morning.

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

(d) RPSQ

Q7.

(1) In less than a week

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

(S)the telecommunication people

(6) a major disaster

(a) PRSQ

(b) SRPQ

(c) PQSR

(d) SQPR

Q8.

(1) As my Jogging enthusiast sister

(P) was often bothered by neighborhood dogs

(Q) with a stick in hand,

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

(S) on her daily run,

(6) to ward off any attackers.

(a) SPQR

(b) PSRQ

(c) RPQS

(d) PRSQ

Q9.

(1) An electrical circuit

(P) which is

(Q) of wires

(R) designed to

(S) is a circle

(6) carry electricity.

(a) SQPR

(b) QPRS

(c) RQSP

(d) PRSQ

Q10.

(1) We have pleasure

(P) a double room with bath

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

(R) that we have reserved

(S) in informing you

(6) both days inclusive

(a) RQPS

(b) SRPQ

(c) RPSQ

(d) PQSR

Q11.

1. A dictionary

P. arranged words

Q. about which information

R. containing alphabetically

S. is a book

6. is given.

(e) RPQS

(f) QRPS

(g) SRFQ

(h) SPRQ

Q12.

1. Agriculture

P. cotton for our clothes

Q. raw materials like jute

R. and sugarcane for our industries

S. gives us food

6. and food for cattle.

(a) SRQP

(b) RQPS

(c) QPRS

(d) SPQR

Q13.

1. Today political freedom

P. and the right

Q. however money and all that money

R. assures people equality before law

S. to elect their Government

6. can buy is not fairly distributed.

(a) SPRQ

(b) RPSQ

(c) QRSP

(d) PSRQ

Q14.

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

Q15.

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

Q16.

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

Q17.

1. The school has always been
p. tradition from one
q. the most important
r. the wealth of
s. means of transferring
6. generation to the next.

(a) PSRQ
(b) QSRP
(c) RSQP
(d) QRSP

Q18.

1. When she got to her house, there was nothing to retrieve.
p. All valuables were smashed or stolen
q. The curtains were burned books, were ripped to shreds
r. Her medals and trophies had been flung everywhere
s. The house had been completely ransacked
6. Mrs. M stood in the centre of her bedroom looking at a ruined copy of the Koran
forcing back her tears

(a) PQRS
(b) PRQS
(c) SPRQ
(d) RSQP

Q19.

1. The student came late to the school
p. He went home weeping.
q. The watchman didn't allow him inside the school
r. The boy was waiting outside for some time.
s. He then decided to go home
6. It was a bad day for him

(a) QSPR
(b) QSRP
(c) QRSP
(d) QPSR

Q20.

1. Oliver dozed off again and it has been bright day for hours when Oliver opened his eyes.
p. He belonged to the world again.
q. In three day's time, he was able to sit in any easy chair, well propped up with pillows,
and he was still too weak to walk
r. He felt cheerful and happy

- s. The crisis of the disease was safely past
6. Mrs. Beduin had him carried downstairs into the little housekeeper's room which belonged to her.
(a) PQRS
(b) RSPQ
(c) QRSP
(d) SPQR

Q21.

1. The fox and the crane remained friends for a long time. P. She served the dishes in a beaker to the fox. The fox could not eat It because the beaker was very high.
q. The crane could not eat the dishes because of Its long beak. The next day it was the turn of the crane to host the lunch for the fox.
r. But the fox wanted to show that he was cleverer than the crane.
s. So one day he invited the crane for dinner and served the dishes on a plate.
6. The fox put down its head in shame and went away.
(a) PQRS
(b) QSRP
(c) RSQP
(d) PSQR

Q22.

1. There are examinations at school which a pupil can pass by cramming the texts.
p. But for spiritual knowledge mere memory of holy texts will be of no use in passing the tests.
q. One can score in them by the power of memory.
R. A competent guru alone can provide the necessary guidance to an earnest disciple.
S. What the text says has to be reflected upon and experienced by the speaker.
6. Thus, reading, reflection and experience are the three stages in gaining spiritual knowledge.
(a) RSPQ
(b) RSQP
(c) SRPQ
(d) QPSR

Q23.

1. No one can deny that peasant forms the backbone of the nation.
P. Hence he is the most useful member of the society.
Q. Yet this fellow is exploited by the rich.
R. He grows food for the whole country.
s. It is our duty to improve his lot.
6. We should grant him the social status he deserves.

- (a) RPQS
- (b) RSPQ
- (c) SRPQ
- (d) SPQR

Q24.

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

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

Q25.

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

Q26.

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

Q27.

1. My friend went to live in a village.
P. But it was a very slow animal.
Q. So my friend bought a donkey for Rs. 500
R. One day his new neighbour told him that he must buy a donkey.
S. Every family there had a donkey.
6. It did not like to work.
(a) RSQP
(b) PQRS
(c) SRQP
(d) QRSP

Q28.

1. When Galileo went home, he began to experiment with the pendulum.
P. When he showed it to his teachers, they were delighted.
Q. It was not long before physicians were all using the instrument to count the heartbeats of their patients. R. Soon he had invented an instrument which marked the rate of pulse beats.
S. Then the clock makers began to use the pendulum to keep time.
6. Today it has many other uses.
(a) PQRS
(b) QRPS
(c) SPQR
(d) RPQS

Q29.

1. People have wrong calculations about Japan's population.
P. No, this is not true.
Q. And old people die more often than the young.
R. There are more old people in Japan.
S. The question is whether Japan has a lower death rate.
6. So it is very high in Japan.
(a) QRPS
(b) SPRQ
(c) PRQS
(d) RQSP

Q30.

1. Pollution is one of the evils brought about by the growth of science.
P. Air pollution has very harmful effects.
Q. They pollute the air and the atmosphere.
R. It is making the environment, water and air dirty. S. Factories and industries keep throwing out smoke which contains toxic gases,
6. People living in the surroundings breathe the impure air and are affected by diseases of the lungs and heart.

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

EXERCISE 2

Q1.

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

- (a) RPQS
- (b) QRPS
- (c) SPRQ
- (d) PRQS

Q2.

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

Q3.

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

Q4.

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

Q5.

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

Q6.

- 1.** One of the most widely spread bad habits
P. which is now smoked or chewed by men
Q. and even by children
R. often by women
s. is the use of tobacco
6. almost all over the world.
(a) SPRQ
(b) PQRS
(c) SRQP
(d) PQSR

Q7.

- 1.** The landscape
P.with Nature displaying
Q.here is awesome
R.that are seldom
S.a range of delights
6. seen together
(a) PSRQ
(b) QPSR
(c) RSPQ
(d) QRSP

Q8.

- 1.** Smoke billowed up between the plants.
P.Passengers were told to be, ready to quit the ship.
Q.The rising gale fanned the shouldering fire.
R.Everyone now knew there was a fire on board.
S.Flames broke out here and there.
6. Most people bore the shock bravely.
(a) SRQP
(b) QPSR
(c) RSPQ
(d) QSRP

Q9.

- 1.** It is far better to live for a short while
P.contribution to the world
Q.and make some significant
R.that is just idled away
S.than spend a long life
6. in gossiping and playing.
(a) RQSP
(b) SQPR
(c) QPSR
(d) RQPS

Q10.

- 1.** The salmon fish pushed themselves
P.to return to their spawning grounds
Q.and fertilised them

r. but once they laid their eggs

s. to their limits,

6. they died.

(a) SQPR

(b) RS QP

(c) S P RQ

(d) RPSQ

Q11.

1. After inventing dynamite, Alfred Nobel became a rich man.

p. He created a fund just two weeks before his death.

q. Alfred did not want to be remembered as the inventor of dynamite.

r. He apprehended its universally destructive power too late.

s. Prizes are given from this fund to people for their enormous contributions to humanity.

6. Nobel prizes for various disciplines are awarded each year on the anniversary of his death.

(a) PQRS

(b) RQPS

(c) QPSR

(d) SPQR

Q12.

1. Books have been present since the time the first scripts were formed about 5000 years ago.

p. The books of that time looked different from the ones available today.

q. Then an important invention, letter press printing, also known as 'black art' changed the world.

r. Later, the books came in the form of rollers, or texts were stapled together and covered with a wooden book cover.

s. Initially, people bound the small clay tablets together with leather bands.

6. There was no longer the need to write text by hand instead copies of text could be made with the help of a printing press.

(a) PRQS

(b) PSRQ

(c) SPRQ

(d) SRQP

Q13.

1. Other than Rome, Philadelphia has maximum number of murals.

p. Jane Golden started a programme pairing troubled youths with artists to paint murals.

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

Q14.

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

Q15.

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

Q16.

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

the water level in seas and rivers swells.

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

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

Q17.

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

B.I soon found it impossible to avoid it.

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

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

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

Q18.

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

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

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

found a number of tennis balls.

C.In doing so, they held up the minute hand and so
upset
the clock's timing.

D.They liked it so much up there that they went back
again
and spent their time carving their names on the top
of
every tower.

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

Q19.

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

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

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

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

Q20

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

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

UNIT V

Analogy

What is an analogy?

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

How do you read an analogy?

Analogy are usually written in the following form:

Annoy is to irritate as dusk is to twilight

Annoy : irritate :: dusk : twilight

ANALOGY vs. SIMILE, METAPHOR, AND PERSONIFICATION

| Simile, Metaphor, Personification | Analogy |
|--|--|
| A grandpa is like a tree (Simile) | My grandpa is like a tree because his tall stature shades me from harm's way. Although he has lost his hair as a tree loses its leaves, he is dignified and well rooted. |
| My favorite student is the Little Engine that Could. (Metaphor) | My favorite student is the Little Engine that Could. He is always telling himself "I think I can," and therefore, he is achieving his goals and climbing up the mountain of success. |
| The canoe was like an untamed stallion. | The canoe was like an untamed stallion, bucking and charging in any |

| | |
|---|--|
| <p>(Simile)</p> <p>My car is a toddler.</p> <p>(Personification)</p> | <p>direction it pleased. Galloping through uncharted territory, unwilling to be docked.</p> <p>My car is a toddler that always needs to be taken care of. Changing diapers, giving the baby a bottle, keeping it warm. When the car cries and asks for her mommy, I have to jump to answer to her call or the situation is bound to get worse. The responsibility is</p> <hr/> <hr/> |
|---|--|

TYPES OF RELATIONSHIPS

Type 1: Broadly : Synonyms and Antonyms

1. Antonyms – up : down

2. Synonyms – great : wonderful

Type 2: Broadly : Part and Whole

3. Part : whole – trunk : tree

4. whole : part – school : classroom

Type 3: Broadly : Functions and jobs

5. tool : its action – crayon : draw

6. tool user : tool – carpenter : hammer

7. tool: object it's used with – hammer : nails

8. action : thing acted upon – read : book

9. action: subject performing action – teach : teacher

10. object or place : its user – chalk : teacher

Type 4: Broadly : Specific to General

11. category : example – dog : Golden Retriever

Type 5: Broadly : Cause and Effect

12. effect : cause – flood : rain

13. cause: effect – practice : improve

Type 6: Broadly : Different Degrees

14. increasing intensity – unhappiness ; misery

15. decreasing intensity – hot : warm

Type 7: Broadly : Traits

16. noun: closely related adjective – elephant :

enormous

How to solve?

Choose the odd one out

Audi: Volkswagen

Retailer : FMCG

Tailor : Suit

Grocery : Grocer

Butcher : Venison

Step 1

Find the relationship between words that form the question pair

Audi : Volkswagen

Both are nouns

Relation

Product: Manufacturer

Step 2

Analyse the links between the given pairs of options

Retailer : FMCG -> Seller: product

Tailor : Suit -> Maker : Garment (product)

Grocery : Grocer -> Good (product): Seller

Butcher : Venison -> Meat retailer : Meat (product)

Step 3

Identify an opposite bridge if any for elimination

(b) and (d) form
the bridge of actor:
product So answer is
(c)

Let's get into the details

One way analogies are set up is using synonyms (words that mean the same thing) and antonyms (words that are opposites). An analogy using **SYNONYMS** might look like this:

TWELVE : DOZEN :: THREE : TRIO

Twelve means the same as a dozen, just like three means the same as a trio. Some analogies use antonyms. An analogy using **ANTONYMS** might look like this:

HOT : COLD :: DAY : NIGHT

Hot is the opposite of cold, just as day is the opposite of night. Make sense? Then you're ready to try the analogies below.

1. catch : capture :: docile : _____

mean

wild

obedient

ugly

2. system : method :: faith : _____

trust

mistrust

manner

courtesy

3. sympathy : pity :: awkward: _____

mourn

die

clumsy

puppy

4. yell : whisper :: tame : _____

docile

wild

animal

scream

5. empty : full :: awkward :

graceful

clumsy

helpful

hollow

6. main : primary :: labor :

play

first

hard

work

7. delay : stall :: allow :

restrict

strict

late

permit

8. prey : quarry :: strike :

animal

hunt

hit

stripe

9. first : last :: most :

least

more

biggest

late

10. polite : courteous :: style : _____

nice

pretty

ugly

fashion

11. narrow : thin :: boulder :

big

hard

shoulder

rock

12. cheap : expensive :: high : _____

tall

building

costly

low

Some analogies compare **PART** of something to its **WHOLE** (or they might compare something WHOLE to its PART). Here's an example of a **PART to WHOLE** analogy:

LEG : CHAIR :: SHADE : LAMP

You would read this analogy "leg is to chair as shade is to lamp". In your mind, you should be thinking "a leg is a part of a chair, just like a shade is part of a lamp." This same analogy could have been set up as a WHOLE to PART analogy:

CHAIR : LEG :: LAMP : SHADE

If that's all making sense to you, then try your hand at the analogies below.

1. car : tire :: tree : _____

rubber

limb

wheel

grow

2. roof : house :: wall : _____

room

straight

square

cracked

3. day : hour :: week : _____

minute

second

month

day

4. cactus : spines :: pig : _____

piglet

sow

bacon

bristles

5. book : chapter :: tractor : _____

plowed

read

track

motor

6. bicycle : pedal :: fireplace : _____

burn

mantel

ride

warm

7. month : week :: year : _____

time

month

decade

century

8. hide : cow :: wrapper : _

- a. Gum
- b. Unwrap
- c. Fresh
- d. Paper

9. foot : toe :: face : _____

- a. Finger
- b. Toenail
- c. Nose
- d. Arm

10. petal : flower : eye :: _____

cry
see
blink
potato

11. pride : lion :: band : _____

musician
music
rubber
brave

12. egg : shell :: onion : _____

tears
herb
scallion
skin

Another sort of relationship found in analogies makes use of things and their **FUNCTIONS** or things they do. The analogy creator will name an object, such as a knife, followed by something the object does, such as slice. Or they might name a thing, such as a duck, followed by something a duck does, such as quack. Here's a typical example of an analogy using objects and their **FUNCTIONS** or things they do:

KNIFE:SLICE::BALL:BOUNCE

To read this analogy, you would say "knife is to slice as ball is to bounce". You should think, "A knife slices and a ball bounces."

Sometimes analogy creators will focus on people and their **JOBS**. A kind of job will be paired with something that tells you about the job or something used in the job. For example, an ornithologist studies birds and an entomologist studies insects, so you might see an analogy that looks like this:

ORNITHOLOGIST:BIRDS::ENTOMOLOGIST:INSECTS

If you feel ready to give these a try, there are twelve analogies below that make use of **FUNCTIONS** and **JOBS**. Have fun!

1. chef : recipe :: cashier :

key

cash register

store

cook

2. key : lock :: spoon :

door

cook

fork

stir

3. ruler : measure :: calculator : _____

numbers

math

problem

multiply

4. cook : stove :: cut :

paper

finger

bandage

knife

5. hammer : pound :: wrench : _____

pinch

tool

bolt

turn

6. car : drive :: scissors : _____

ribbon

cut

tape

auto

7. author : write :: detective : _____

investigate

magnifying glass

typewriter

police officer

8. razor : shave :: pen :

ink

pencil

write

story

9. fireman : hose :: chemist :

laboratory

flames

test tube

scientist

10. doctor : heal :: mechanic :

nurse

wrench

car

fix

11. scissors : barber :: net :

catch

fisherman

string

butterfly

12. baker : bread :: sculptor :

statue

clay

carve

oven

Some analogies compare the **GENERAL** version of something to a **SPECIFIC** example of that thing. Here's an example of a **GENERAL to SPECIFIC** analogy:

I N S E C T : M O S Q U I T O :: C I T Y : N E W Y O R K

You would read this analogy "insect is to mosquito as city is to New York". In your mind, you should be thinking "There are lots of insects. A mosquito is a specific type of insect. There are also lots of cities. New York is a specific example of a city." There are also **SPECIFIC to GENERAL** analogies:

G R E E N : C O L O R :: F O R K : U T E N S I L

This analogy should be read "green is to color as fork is to utensil". In your mind, you should be thinking,

"Green is a specific example of a color, just like a fork is a specific example of a utensil." When you're ready, take a shot at the analogies below.

1. pie : dessert : : maple :

tree

eat

sweet

cut

2. duck : mallard : : flower :

smell

bright

sing

poppy

3. fairy tale : Cinderella : : fruit : _____

story

apple

vegetable

red

4. canine : wolf : : feline :

dog

purr

tiger

whiskers

5. state : Nevada : : evergreen :

pine

needles

Christmas

cougar

6. fish : trout :: insect :

fox

buzz

katydid

crawl

7. Elmo : Muppet :: baseball :

Glove

bat

Yankees

Sport

8. skirt : clothing :: chair : blouse
furniture

sofa

cushion

9. waltz : dance :: fox :

trot

fur

animal

trap

10. Honda : car :: Japan :

Toyota

Tokyo

city

country

11. ocean : Pacific :: metal :

zinc

oxygen

Atlantic

shiny

12. home : cottage :: bird :

nest

flamingo

fly

wings

Some analogies compare **CAUSE** of something to its **EFFECT** (or they might relate the **EFFECT** to its **CAUSE**).

Here's an example of a **CAUSE to EFFECT** analogy:

GIFT:JOY::INDIGESTION:SICK

You would read this analogy "Gift is to Joy as Indigestion is to Sick". In your mind, you should be thinking "getting cheerful is the effect of getting a gift, just like getting sick is the effect of indigestion." This same analogy could have

been set up as a **EFFECT to CAUSE** analogy:

JOY:GIFT::SICK:INDIGESTION

Try your hand at the analogies below.

- | | | |
|---|--|--|
| 1. Careless is to accident as careful is to _____ . A: mistake B: safety C: luck D: satisfaction | 2. Earthquake is to tsunami as heavy rain is to _____ . A: flood B: hurricane C: miserable D: river | 3. Spark is to fire as snowflake is to _____ . A: cold B: cinder C: blaze D: blizzard |
| 4. Overspend is to broke as save is to _____ . A: bankrupt B: debt C: prosperous D: keep | 5. Convict is to punishment as acquit is to _____ . A: acquire B: incarceration C: freedom D: jail | 6. Sunrise is to day as sunset is to _____. A: beautiful B: orange C: night D: dusk |
| 7. Heat is to cooked as cold is to _____ . | 8. Pinch is to pain as hug is to _____ . | 9. Heat is to _____ . |

is to _____ .

To _____ .

To _____ .

A: chilly

A: squeeze

A: frostbite

B: ice cream

B: comfort

B: steam

C: skating

C: massage

C: ice

D: frozen

D: hurt

D: ski

10. Sniff is to smell as lick is to

11. Tired is to sleep as hungry

12. Heat is to dry as water is

.

is to .

to .

A: eat

A: drink

A: mold

B: taste

B: exhausted

B: wet

C: stamp

C: starving

C: flood

D: stink

D: eat

D: flow

Some analogies compare similar things of **DIFFERENT DEGREES**. For example, if you're feeling just a little cold you might say you feel "cool", but if you've been hanging out in Iceland in the winter time, you might say you're "freezing". Here's an analogy highlighting DIFFERENT DEGREES of similar things might look like:

COOL:FREEZING::WARM:BURNING

You would read this analogy "cool is to freezing as warm is to burning". In your mind, you should be thinking "cool is a much milder version of cold than freezing. Likewise, warm is a much milder version of hot than burning." Does that make sense? Then try the twelve practice analogies below.

1. hill : mountain :: brook :

cave

river

ocean

mound

2. grove : forest :: pond :

tree

water

lake

tadpole

3. parched : dry : : starved :

desert

dinner

hungry

sandwich

4. chubby : obese : : trickle :

laugh

seep

water

pour

5. ditch : ravine : : crack :

cricket

crevice

break

cracker

6. fear : phobia : : upset :

hysterical

happiest

calm

lazy

7. mist : fog :: drizzle :

weather

cloud

storm

steam

8. irritate : angry :: earthquake : _____

mad

shake

disaster

tremor

9. pale : livid :: firm :

soft

white

dull

rigid

10. giggle : laugh :: cry :

sob

sniffle

tear

frown

11. tired : exhausted :: big :

tiny

enormous

large

size

12. inferno : fire :: tsunami : _____

ocean

burning

wave

deadly

Analogy often make use of things and their **TRAITS** or characteristics. The analogy creator will name an object, such as a knife, and then pair it with a word that describes it, such as sharp. Here's an example of an analogy using objects and their **TRAITS** or characteristics:

KNIFE:SHARP::ORANGE:ROUND

To read this analogy, you would say "knife is to sharp as orange is to round". You should think, "A knife is sharp. Sharp tells what a knife is like. An orange is round. Round describes an orange."

Sometimes analogy creators will flip the order and have the trait come first, followed by the object. Here's a look at what that would be like:

LIGHT:FEATHER::HEAVY:ELEPHANT

You would read this as "light is to feather as heavy is to elephant". What you should be thinking is, "Light describes a feather, heavy describes an elephant."

If you feel ready to give these a try, there are twelve analogies below that make use of objects and their **TRAITS** or characteristics. Have fun!

1. ant : tiny :: rabbit :

a. foot

b. carrots

c. soft

d. scratch

5. star : shiny :: skyscraper :

a. tall

b. building

c. concrete

d. city

9. fire : hot :: candy :

a. lick

b. mouth

c. sweet

d. cold

2. sharp : sword :: smooth :

a. cut

b. rough

c. clear

6. ice : cold :: pickle :

a. eat

b. barrel

c. sour

10. swift : deer :: slow :

a. turtle

b. sluggish

c. fast

| | | |
|-------------------------------|------------------------------|-------------------------------|
| d. glass | d. hamburger | d. crawl |
| 3. ball : round :: door : | 7. apple : red :: flower : | 11. sun : bright :: water : |
| — | — | — |
| a. house | a. fragrant | a. glass |
| b. lock | b. garden | b. ocean |
| c. knob | c. daffodil | c. wave |
| d. squeaky | d. bee | d. wet |
| 4. banana : yellow :: child : | 8. big : elephant :: small : | 12. scary : monster :: soft : |
| — | — | — |
| a. young | a. tiny | a. hard |
| b. school | b. mouse | b. pillow |
| c. kid | c. giraffe | c. table |
| d. adult | d. huge | d. gentle |

THINGS TO REMEMBER

1. PARTS OF SPEECH

If the words in the first pair express a “noun : adjective” or “verb : noun” or “adjective : adjective” relationship (for instance), the second pair should show the same relationship between parts of speech.

2. WORD ORDER

If the first pair expresses a “tool user : tool” relationship (for instance), the second pair must express the same relationship in the same order(tool user first, tool second).

3. EXACTNESS

Sometimes two or more of the given choices would make fairly good sense in the blank. When this happens, you should choose the word or pair of words that most exactly suits the relationship you’re expressing

GUIDELINES

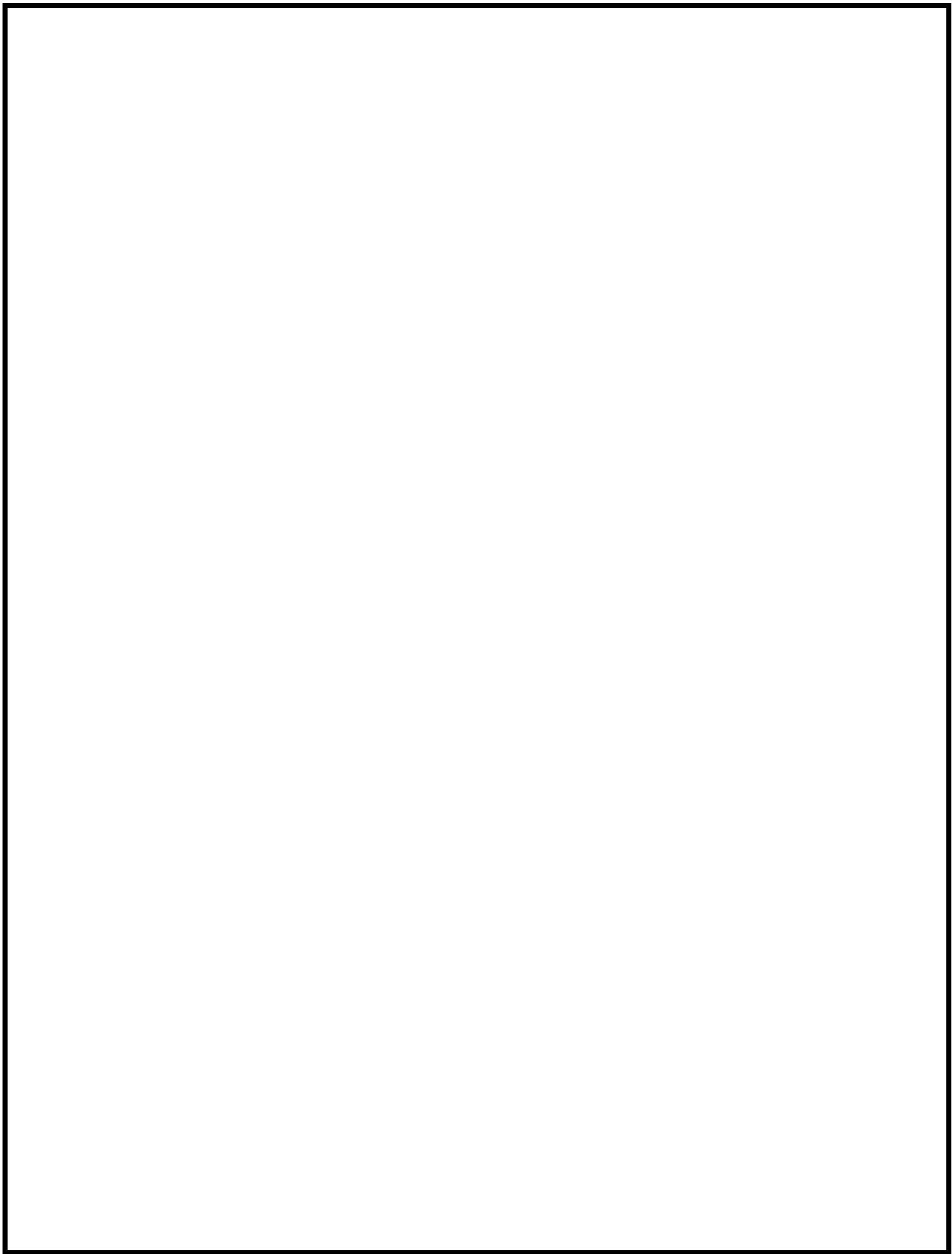
Decide upon the relationship between first 2 words

State the relationship - car is to tire because _____

Examine the third word – chair

Select a fourth word that will make the third-fourth word have the same relationship as the first-second word
Be ready to explain your fourth word selection

Solve!: Car is to tire as chair is to _____. _____



PRACTICE 1

- | | | |
|--------------------|-----------------------|-----------------------|
| 1. Shelf: Bookcase | c. herd : peacock | |
| a. arm : leg | d. raven : school | 4. Watermelon : Fruit |
| b. stage : curtain | e. dog : collie | a. collar : leash |
| c. bench : chair | | b. dog : companion |
| d. key : piano | 3. Scale : Weight | c. fish : bowl |
| e. lamp : bulb | a. yardstick : length | d. Dalmatian : canine |
| | b. width : depth | e. apple : orange |
| 2. Fish : School | c. length : width | |
| a. wolf : pack | d. size : area | |
| b. tiger : jungle | e. mileage : speed | |

5. Foot : Skateboard

 - a. tire : automobile
 - b. lace : shoe
 - c. ounce : scale
 - d. walk : jump
 - e. pedal : bicycle

6. Stretch: Extend

 - a. tremble : roll
 - b. thirsty : drink
 - c. shake : tremble
 - d. stroll : run
 - e. stitch : tear

7. Kangaroo: Marsupial
a. salmon : mollusk
b. zebra : horse

c. rhinoceros : pachyderm

d. beagle : feline

e. grasshopper : rodent

8.

Starving : Hungry

a. neat : thoughtful

b. towering : cringing

c. progressive : regressive

d. happy : crying

e. depressed : sad

9. Dermatologist : Acne

a. psychologist : neurosis

b. child : paediatrician

c. ophthalmologist :

Fracture

d. oncologist : measles

10. Frame : Picture

a. display : museum

b. shelf : refrigerator

c. mechanic : electrician

d. nail : hammer

e. fence : backyard

11. Search : Find

a. sleep : wake

c. parakeet : bird

d. rat : marsupial

e. fly : bee

12. Pharmacy : Drugs

a. mall : store

- b.** doctor : medicine
- c.** bakery : bread
- d.** supermarket : discount

Store

- e.** toys : games

13. Layer : Tier

- a. section : segment
- b. dais : speaker
- c. curtain : stage
- d. chapter : verse
- e. cotton : bale

14. Metropolitan : Urban

- a.** bucolic : rural
- b.** sleepy : nocturnal
- c.** agricultural : cow
- d.** autumn : harvest
- e.** agrarian : generous

15.Teacher : School

- a. actor : role
- b. mechanic : engine
- c. jockey : horse
- d. judge : courthouse
- e. author : book

16. Persian : Cat

- a.** alligator : crocodile
 - b.** zebra : reptile
 - c.** ophthalmologist :
- Fracture
- d.** oncologist : measles
 - e.** allergies : orthopedist

17. Run : Jog

- a. trot : race
- b. swim : dive
- c. dance : ballet
- d. juggle : bounce
- e. rain : drizzle

18. Skein : Yarn

- a. squeeze : lemon
- b. fire : coal
- c. ream : paper
- d. tree : lumber
- e. plow : acre

19. Tailor : Suit

- a.** scheme : agent
- b.** edit : manuscript
- c.** revise : writer
- d.** mention : opinion
- e.** implode : building

20. Conductor : Orchestra

- a.** jockey : mount
- b.** thrasher : hay
- c.** driver : tractor
- d.** skipper : crew
- e.** painter : house

PRACTICE 2

1. A shelf is _____ a bookcase; a key is _____ a piano.
2. _____ fish is called a school; _____ wolves is called a pack
3. A scale _____ weight; a yardstick _____ length.
4. Watermelon is _____ fruit; Dalmatian is _____ canine.
5. A foot _____ a skateboard; a pedal _____ a bicycle.

6. Stretch and extend _____ ; shake and tremble _____
 7. A kangaroo _____ marsupial; a rhinoceros _____ pachyderm.
 8. Starving is _____ hungry; depressed is _____ sad.
 9. A dermatologist _____ acne; a psychologist _____ a neurosis.
10. A frame _____ a picture; a fence _____ a backyard.
 11. One searches _____ find; one explores _____ discover.
 12. A pharmacy _____ drugs; a bakery _____ bread.
 13. Layer and tier _____ ; section and segment
urban areas; bucolic _____ rural areas.
 14. Metropolitan _____ in a school; a judge _____ in a courthouse
15. A teacher _____ cat; a parakeet is _____ bird.
 16. A Persian is _____
 17. To jog is to run _____ ; to drizzle is to rain _____.
 18. A skein is _____ yarn; a ream is _____ paper.
 19. To tailor a suit is _____ it; to edit a manuscript is _____ it.

PRACTICE 3

1. **Find** is to **lose** as **construct** is to _____.

Build _____ Demolish

2. **Find** is to **locate** as **feign** is to _____.

Pane _____ Pretend

3. **Pane** is to **pain** as **weigh** is to _____.

Scale _____ Pounds

4. **Bring** is to **brought** as **sing** is to _____.

Sang _____ Melody

5. **Dime** is to **tenth** as **quarter** is to _____.

twenty-five _____ Fourth

6. **Plates** is to **dishes** as **arms** is to _____.

Legs _____ Hands

7. **Act** is to **actor** as **steal** is to _____.

Steel _____ Rob

8. **Concede** is to **concession** as **announce** is to _____.

State _____ Secret

9. **Merciful** is to **merciless** as **patient** is to _____.

Hospital _____ Medicine

10. **Saw** is to **seen** as **drive** is to _____.

Ride _____ Drove

11. **Leaves** is to **goes** as **prepared** is to _____.

Unprepared _____ preparation

12. **Grape** is to **raisin** as **plum** is to _____.

Straight _____ Dried

PRACTICE 4

Complete using the given set of words

| | | | | |
|------------|------------|------------|------------|-------------|
| Concert | zoo | Water | maturity | school |
| Gigantic | jungle | Instructor | tariff | materialize |
| Television | proprietor | Infant | import | Hammer |
| Crop | Product | Individual | Commercial | cabinet |
| Agility | society | Pentagon | ridicule | square |

listen : radio :: watch :

1. fish : aquarium :: lion :
2. quadrilateral : four :: five
3. adolescence: adulthood :: youth :
4. disappear : vanish :: appear :
5. class: student :: faculty : _____
6. ice : solid :: water liquid

8. farmer: farm :: : shop

9. disgrace: scandalize:: mock: _____

10. pack: wolf:: : person

11. miniature: colossal :: minuscule: _____

12. domestic:foreign:: : export

13. plumber: sink:: carpenter: _____

14. anthology: story::

: sales pitch

15. strength: power::

:grace

Tutorial

Analogy

Beginner Level

Exercise .1

Fill in the blank with the suitable word:

1. Leaf is to tree as petal is to _____.
a) Stem b) Flower c) Garden d) Bike
2. City is to state as state is to _____.
a) Country b) Continent c) Town d) County
3. Child is to family as student is to _____.
a) Class b) teacher c) Parents d) Brother
4. Second is to minute as minute is to _____.
a) Week b) Season c) Hour d) Year
5. Nigeria is to Africa as France is to _____.
a) Asia b) North America c) Middle East d) Europe
6. Corn is to cob as pea is to _____.
a) Green b) Pod c) Can d) Bean
7. Classroom is to school as kitchen is to _____.
a)House b) Cook c) Garage d) Food
8. Dallas is to the United States as Paris is to _____.
a) Germany b) Chile c) Mexico d) France
9. Spoke is to wheel as wheel is to _____.
a)Transportation b)Ride c)Pavement d) Bike
10. Violinist is to orchestra as pitcher is to _____.
a)Band b)Baseball team c)Juice d) Bang
11. Letter is to word as word is to _____.
.

a) Envelope b) Sentence c) Mailbox d) Homework

12. Claw is to cat as tail is to .

- a) Wag b) Story c) Tooth d) Dog

Exercise 2

Fill in the blank with the suitable word:

Tree is to trunk as house is

1. to _____.
a) Room b) Colony c) Apartment d) Locality

2. Coat is to sleeve as head

is to _____.
a) Toe b) Finger c) Hair d) Here

3. Song is to lyric as jewelry

is to

a) Nail paint b) Necklace c) Comb d) Kohl

4. Mammal is to mouse as reptile
is to _____.
a) Camel b) Pigeon c) Butterfly d) Snake

5. Shoe is to sole as bike

is to _____.
a) Handle b) Car c) Road d) Travel

6. Book is to chapter as alphabet is to _____.
a) Words b) Letters c) Sentences d) Lessons

7. Face is to nose as arm is to _____.
a) Knee b) Ankle c) Elbow d) Shoulder

8. Bird is to parrot as vermin is to _____.
a) Poison b) Animal c) Snake d) Mouse

9. Ambulance is to tyre as door

is to _____.
a) Knob b) Wall c) Window d) Vehicle

10. Bread is to flour as
soup is to _____.

a) Salad b) Water c) Eat d) Drink

Exercise 3

. Find the relation between the given pair and on its basis fill in the blank:

1. Eye is to see as ear is to _____.

a) Here

b)

Hearing aid

c) Hear

d) Corn

2. Saw is to cut as hammer is to _____.

a) screwdriver b) Pound

c) Chainsaw d) Screw

Pencil is to write as spoon is to

3. to

a) Fork

b) _____

c) Moon

d) Stir

Clock is to time as thermometer is to

4. to

a) Temperature

b) Fever

c) Miles

d) Late

Scissors are to cut as pen is to

5. to

a) Cut

b)

Den

c) Corral

d) Write

Pilot is to fly as driver is to

6. to

a) Ride

b)

Plane

c) Drive

d) Insect

Conductor is to orchestra as police officer is to

7. .

a) Traffic

b)

Arrest

c) Crime

d) Jail

Scale is to weight as ruler is to

8. .

a) Kingdom

b)

Length

c) Long

d) Weigh

9. Chimney is to smoke as faucet is to

a) Water

b)

Burn

c) Flow

d) Cold

Car is to drive as boat is to

10. to

a) Captain

b)

Sail

c) Swim

d) Float

Tongue is to taste as nose is to

11. .

Wrinkl

e

c) Sniff

d) Smell

12. Stomach is to digest as muscles are to

a) Breathe

b) move

c) Run

d) Lift

Exercise 4

Choose the related pair:

1. Athlete : Sports

a) Actor : Acting b) Coach : Train c) Trainer : Help d) Gardener : Farming

2. Astronaut : Spaceship

a) Pilot : Ship b) Painter : Painting c) Artist : Modelling d) Dentist : Traffic

3. Musician : Music

a) Singer : Dance b) Vet : Plants c) Tailor : Dentistry d) Footballer : Football

4. Mason : Masonry

a) Preacher : Prayer b) Priest : Preach c) Teacher : Teach d) Doctor : Singing

5. Carpenter : Carpentry

- a) Lecturer : Studying b) Potter : Pottery c) Florist : Smithy d) Captain : Player

Exercise 5

Pick the right option:

Careless is to accident as careful

1. is to

a) Mistake

b)

c) Luck

d) Satisfaction

Earthquake is to tsunami as heavy rain

2. is to

a) Flood

b) Hurricane

c) Miserable

d) River

3. Spark is to wildfire as snowflake is to

a) Cold

b) Cinder

c) Blaze

d) Blizzard

4. Overspend is to broke as save is to

a) Bankrupt

b) Debt

c) Prosperous

d) Keep

Convict is to punishment as acquit

5. is to

a) Acquire

b) Incarceration

c) Freedom

d) Jail

6. Sunrise is to dawn as sunset is to

a) Beautiful

b) Orange

c) Night

d) Dusk

Heat is to cooked as cold is

7. to

a) Chilly

b) Ice cream

c) Skating

d) Frozen

Pinch is to pain as hug is

8. to

a) Squeeze

b) Comfort

c) Massage

d) Hurt

Heat is to scald as cold is

9. to

a) Frostbite

b) Steam

c) Ice

d) Ski

Sniff is to smell as lick is

10. to

a) Eat

b) Taste

c) Stamp

d) Stink

11. Tired is to sleep as hungry is to

Exhausted

a) Drink

b) d

c) Starving

d) Eat

12. Heat is to dry as water
is

to _____

a) Mold

b) Wet

c) Flood

d) Flow

Try your hand at these:

| | | | | |
|--------|-----------|------|--------|--------|
| Reduce | Competent | Fear | Thrive | Felony |
|--------|-----------|------|--------|--------|

1. Tan : Brown :: _____ : Expert

2. Hunger : Starvation :: Survive : _____

3. Decigram : Centigram : _____ : Eliminate

4. Sad : Tragic :: Misdemeanor : _____

5. Plump : Obese :: _____ : Terror

Intermediate Level

Exercise 6

Choose the word that best expresses a relationship similar to that of the original pair.

Goal : Aim :: Large :

a) Mammoth

b) Miniature

c) Tiny

Suitable : Appropriate :: Expand :

a) Diminish

b) Contract

c) Elaborate

Connect : Conjoin :: Relevant :

a) Irrelevant

b) Pertinent

c) Trivial

Normal : Everyday :: Irregular :

a) Disorderly

b) Ordinary

c) Habitual

Fluently : Dexterously :: Dubitably :

- a) Inconclusively b) Irrevocable c) Unambiguous

Complex : Complicated :: Abandon :

- a) Very well b) Desertion c) Restraint

Acknowledged : Recognized :: Appeal :

- a) Revocation b) Disavowal c) Adjuration

Augment : Increase :: Bargain :

- a) Negotiation b) Rip-off c) Disagreement

Bland : Uninteresting :: Blatant :

- a) Concealed b) Conspicuous c) Subtle

Bleak : Grim :: Commensurate :

- a) Inappropriate b) Unfitting c) Compatible

UNIT VI

READING COMPREHENSION

Reading comprehension is the process of understanding the meaning from a text written. Vocabulary and text together make up the process of reading comprehension. To understand the text written in the passage the reader must understand the vocabulary first. The reader can use their prior understanding of vocabulary, but they also have to learn new words.

There are two types of questions asked in reading comprehension:

Referential

In this type of comprehension, the understanding of information like the meaning of words, the context of writing, the sequence of events, characters in the story, and factual data are clearly stated. Readers can easily find the information and ideas which are explicitly stated in the text. If the answer to the question is directly spotted in the passage then it is a referential question.

Example

Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.

Question

Autumn occurs between summer and which another season? Here, the answer is directly given in the passage.

Inferential

In this type of comprehension, the reader has to determine the actual meaning of the text written. In inferential comprehension, readers require to combine ideas, interpret and evaluate information, identify tone and voice, and draw conclusions. If the answer is not directly spotted in the passage then it is an inferential question.

Example

Autumn is the season that falls between summer and winter. There are many changes that occur at the beginning of the season. Days become shorter, leaves turn red, yellow, and orange. Sunlight is very essential for trees to keep their leaves green. Animals start storing their food to last through the long winter months.

Question

What is the main purpose of the passage? Here, the reader has to draw a conclusion according to his understanding.

There are some repeated questions asked in almost every reading comprehension passage such as:

- What is the author's purpose for writing the passage?
- Summarize the main idea of the passage.
- Draw a conclusion

Therefore, readers should develop a habit of understanding these repeated questions thoroughly which will help them in understanding the entire passage quickly.

Tips and tricks to solve Reading Comprehension

What is WPM (Word per Minute)

It is a measure of words processed per minute, commonly used to measure typing speed and reading speed. Average adult readers read around 200 – 300 wpm. This is the most crucial factor while solving reading comprehension.

How to increase WPM

When the reader looks at a word or several words while reading a passage, it is called a “fixation”. When the reader moves his/her eyes to read the next word or group of words, it is called a “saccade”. Fixation is a point between two saccades. It is repeated once or twice, to comprehend the phrase. When all these fixations and saccades and comprehension pauses are added together one ends up reading between 200 and 300 words per minute.

- **Role of Eye Span using eye span for quick reading**

“Eye-span” is the number of letters or symbols the reader can read in a single fixation. The easiest way to widen your eye span is to stop looking at a single word at a time instead of look at chunks of words. Reading more words during a single fixation or pause increases the reading ability of the reader and allows readers to finish the reading material faster.

- **Side Effects of Lip Reading**

Lip reading means reading something with only lip movement and not make a sound while reading. Lip reading limits the speed of reading as your eye span is limited to the word you are reading. Good readers also twitch their lips subconsciously while reading which slows their speed of reading.

- **Side Effects of Underlining/ Using Fingers**

Underlining or using fingers while reading can get in the way of reading. Using fingers while reading draws false illusions that the reader is reading fast, but in reality, they are limiting their speed. It is because the reader’s eyes only see the word that the reader’s finger is pointing to and it may hamper the process of making connections and finding conclusions.

- **Sign Post Words**

At school students were taught to pay special attention to text features such as the importance of titles, character's names, and the opening lines. There are additional text features, sometimes referred to as "signposts," that can help students read literary texts with a more profound understanding. Words like "but" and "and" are called signposts, and these words set the direction in which the sentence should progress. These signposts act as an alarm for readers to pay attention to what they are reading and understand the significance of the alarm.

- **Segmenting with Sub- Headings (like – intro, background, causes, conclusion)**

The reader should identify the components of reading comprehension to understand the basic structure and organization of the passage. Almost every passage follows the same principle. Therefore, it is important to understand the structure, tone, and main idea behind the passage. Quickly identifying these basic components will help you answer the passage questions quickly.

Tips according to the length of the paragraph

Tips for Very Long Passages

- The reader should develop a habit of reading different types of articles which will help them to understand the tone, attitude, and style of writing of several writers.
- Use the "bottom-up" approach which means, read the questions first, so that the reader has an idea of what to look for, in the passage. It will save the reader's time.
- While reading the long passage make sure not to read the complete passage, try reading only the part that is related to the questions that are asked.
- While reading the passage don't try to memorize every part of the passage instead understanding the essence of the point being conveyed by the author.
- Increase the reading speed by solving different exam papers or online mock tests.
- Try to engage with the passage from the starting, do not read the passage similar to reading an article in the newspaper because, by the time the reader reaches the end of the passage, she/he has forgotten what was at the beginning of the passage. Therefore, try and actively engage with the contents of the passage.

Tips for Short Passages

The short reading comprehension passages are either one or two paragraphs long. Therefore, they can be read easily and quickly. The readers are advised to read the passage slowly but simultaneously look for the important details. Then, from the questions, retrace the lines that correspond to the questions.

Tips for Medium Length Passages

The tips given for long passages are also applicable for medium passages. The reader should first try to read two to three lines of each paragraph given. It will allow the reader to find the conclusion and essence of the paragraph quickly. Along with reading try to memorize some information given in the passage by recollecting the important words. Further, eliminating the words, phrases, and sentences from the passage that is not useful will help in answering questions which have almost similar options. Along with all these tips the reader should also improve vocabulary, read and solve comprehensions from different fields of knowledge, like Science, Arts, Literature, Politics, Economics, and Current Affairs, etc.

Example

Read the passage and answer the questions on the basis of the same:

A fact that draws our attention is that, according to his position in life, an extravagant man is either admired or loathed. A successful business man does nothing to increase his popularity by being prudent with his money. A person who is wealthy is expected to lead a luxurious life and to be lavish with his hospitality. If he is not so, he is considered mean, and his reputation in business may even suffer in consequence. The paradox remains that he had not been careful with his money in the first place; he would never have achieved his present wealth.

Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he has not paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles – so much for rent, for food, for the children's shoes, she is able to face the milkman with equanimity every month satisfied

with her economizing ways, and never knows the guilt of buying something she can't really afford.

As for myself, I fall neither of these categories. If I have money to spare I can be extravagant, but when, as is usually the case, I am hard up and then I am the meanest man imaginable.

Question 1:

Choose an appropriate title for the above passage:

1. Profligacy plays its part in the lives of both rich and poor
2. Miserable lives of the poor
3. Profligacy – A cause for poverty
4. Profligacy is appreciated

Correct Choice: A

Explanation:

It is the most appropriate title as the passage highlights the life of both rich and lower class people in the first and second paragraphs respectively.

Question 2:

As per the text, "A wealthy and successful businessman...

1. Has been into profligacy
2. Is popular by wasting time
3. Shall not worry about popularity
4. Is likely to have a lavish standard of living

Correct choice: D

Explanation:

The fourth line of the 1st paragraph gives us a hint about the same.

Question 3:

"Lavish with hospitality" – what is the meaning of this

The phrase in the context of the above passage:

1. Precise in spending merely on strangers as well as guests
2. Can't serve relatives and friends
3. Miserliness in dealing with relatives
4. A sense of profligacy in treating guests

Correct Answer: D

Explanation:

"Hospitality" in this phrase means to serve or treat guests or receive them with a warm and generous gesture and "lavish" denotes extravagance. The only match with the meaning is D.

Question 4.

"Equanimity" word in the concluding paragraph means:

1. Embarrassment
2. Composure
3. Ambiguous
4. Doubtful

Correct Answer: B

Explanation:

The meaning of the word itself is composure and stability when someone is stressed. As the sentence suggests, the milkman has to face equanimity every month.

EXERCISE 1

Exercise 1

Passage-1

Genealogy is fun. Just as a piece of furniture or a picture takes on much more interest if you know its history, so does an individual become more real once the ancestral elements that shaped him are known. An in-depth family history is a tapestry of all those to whom we owe our existence.

Which statement best conveys the theme of this paragraph?

- A: Finding out about our ancestors is more interesting than researching the history of objects.
- B: Genealogy is a study of people and their belongings in the past.
- C: Genealogy is a study of family history.
- D: Genealogical research can bring meaning and life to a family's history
- E. Most genealogies are a waste of effort.

Passage-2

Read the given facts/passage and answer the question that follows:

People are always less happy to accept scientific data they feel contradicts their preconceived beliefs. No surprise here; no human likes to be wrong. But science isn't supposed to care about preconceived notions. Science, at least good science, tells us about the world as it is, and not as some wish it to be. Sometimes what science finds is consistent with a particular religion's wishes. But usually it is not.

Question: What can be inferred about good science? Select from the given options.

1. A good science is well received by the educated people.
2. A good science is based on concrete results obtained through testing the hypothesis.
3. A good science and religion are same.
4. A good science will always prove the general populace wrong.

Passage-3

Directions (1-5): Read the following passage carefully and answer

Once upon a time, there was a Kingdom. The king there only had one leg and one eye, but he was very intelligent and kind. Everyone in his kingdom lived a happy and a healthy life because of their king. One day the king was walking through the palace hallway and saw the portraits of his ancestors. He thought that one day his children will walk in the same hallway and remember all the ancestors through these portraits.

But, the king did not have his portrait painted. Due to his physical disabilities, **he wasn't sure how his painting would turn out to be**. So he invited many famous painters from his and other kingdoms to the court. The king then announced that he wants a beautiful portrait made of himself to be placed in the palace. Any painter who can carry out this should come forward. He will be rewarded based on how the painting turns up.

All of the painters began to think that the king only has one leg and one eye. How can his picture be made very beautiful? It is not possible and if the picture does not turn out to look beautiful then the king will get angry and punish them. So one by one, all started to make excuses and politely declined to make a painting of the king.

But suddenly one painter raised his hand and said that I will make a very beautiful portrait of you which you will surely like. The king became happy hearing that and other painters got curious. The king gave him the permission and the painter started drawing the portrait. He then filled the drawing with paints. Finally, after taking a long time, he said that the portrait was ready!

All of the courtiers, other painters were curious and nervous thinking, "How can the painter make the king's portrait beautiful because the king is physically disabled? What if the king didn't like the painting and gets angry?" But when the painter presented the portrait, everyone in the court, including the king, was left stunned.

The painter made a portrait in which the king was sitting on the horse, on the one-leg side, holding his bow and aiming the arrow with his one eye closed. The king was very pleased to see that the painter has made a beautiful portrait by cleverly hiding the king's disabilities. The King gave him a great reward.

Q1. Why did the painters start making excuses and politely declining the offer to make a portrait of the King?

- (a) The painters were not happy with the reward offered by the King.
- (b) The painters knew that the King was one legged and one eyed and making a beautiful portrait would mean compromising on their art.
- (c) They were scared of the consequences in case the King did not like the portrait made by them.

- (d) They all believed making a beautiful portrait of a disabled person required a lot of time and thinking which was not given by the King.
- (e) None of these

Q2. Why were all the courtiers and other painters curious and nervous?

- (a) They all were desperate to see how the beautiful portrait of a disabled person looked.
- (b) They all wanted to see how the King punishes the painter who made his portrait..
- (c) They all were amazed at the masterful portrait made by the painter.
- (d) They all wanted to see what has the painter made and how would the King react if he doesn't like it.

Q3. According to the passage what is meant by the line given in BOLD in the above passage?

- (a) The King did not have a portrait of his in the hallway because he knew his portrait would not look good.
- (b) The King did not know how he would look in the portrait
- (c) The portraits of King's ancestors were very good and the King thought that his portrait will not be as good.
- (d) The King was too shy to pose for a portrait to be made by a painter.
- (e) None of these

Q4. Which of the following could be the most appropriate title for the above passage?

- (a) World is how we look at it
- (b) A beautiful portrait
- (c) A wonderful Painter
- (d) A disabled King
- (e) A disabled but clever King

Q5. Which of the following is incorrect in the context of the above passage?

- (a) No one was willing to make the portrait as they were worried about the punishment but then a novice painter raised his hand.
- (b) The painter made a stunning portrait of the King and everyone was amazed to see it.
- (c) The King invited many famous painters from his and other kingdoms to the court.
- (d) Everyone in the King's kingdom was a prosperous and healthy life because he was an intelligent King.
- (e) All of the above are true

Passage-4

Refer to the following passage and answer the questions.

First, be sure to keep the broken ends quiet. Keep the adjacent joints still. Should these joints bend, the muscles will act against the fractured bone and cause motion. Give the victim first aid for shock. Apply a sterile dressing to the fracture if it is compound. Do not try to push back

a protruding bone. When you are splinting the fractured area, the end will slip back when the limb is straightened. An ice bag should be used with all fractures, sprains, and dislocations. A simple method of preventing motion of the fragments is to place the limb on pillows. Splints may also be used to keep the limb from moving. Breaks of the ribs or skull bone need no splints as they are held fast by other bones and tissue.

1. This article will help you to...

- a. Make a splint.
- b. Care for broken bones.
- c. Care for bad burns.
- d. Make a sterile dressing.
- e. Inform you of the doctor's duties.

2. The first thing to do for a fracture is...

- a. Keep the broken ends quiet.
- b. Use an ice bag.
- c. Push back the protruding bone.
- d. Make a splint.
- e. Clean the area.

3. If the fracture is compound...

- a) Keep the broken ends quiet.
- b) Use an ice bag.
- c) Push back the protruding bone.
- d) Make a splint.
- e) Apply a sterile dressing.

4. A break which needs no splint is one in the...

- a) Arm.
- b) Foot.
- c) Leg.
- d) Ribs.
- e) Neck.

EXERCISE 2

Intermediate Level

Passage -1

The issue of road rage requires serious attention. Day by day, it is becoming a great concern. Call it the negligence of the government or the rashness of the drivers, the underlying fact is that at the end of the day, the common man is the one who suffers the most. The commoner driving a two-wheeler who is hit by a speeding SUV, even though the former was following the traffic rules, has nowhere to go in order to seek redressal for his grievances or his injury. A recent case in point is the accident caused by the speeding luxury car owned by Hema Malini. A family of four driving a modest Alto was hit by the over speeding car driven by the actress's driver. It resulted in the death of the youngest child of the family and several injuries to the other family members. To add insult to injury, Malini posted negative comments on a famous social networking website.

Part of the problem lies with the attitude and mentality of the driver behind the steering wheel. The car is a personal vehicle and one possesses the freedom to drive it independently and at one's own will. But one must understand that the road on which one drives is open to the public. This blurring of the dichotomy between the public and the private leads to reckless behaviour on the roads. Respect for the elderly and pedestrians, so common in countries abroad, is a thing of rarity to be found in our land. A little consideration to road rules and adoption of simple safety measures such as fastening of the seat belt, can go a long way in reducing this menace.

Questions:

Q 1 Suggest a suitable title to the passage.

Q 2 Why does the common man suffer grievously in instances of road rage?

Q 3 What should the driver understand?

Q 4 What is the solution to this problem of road rage?

Passage - 2

The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skilful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time-consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.

Before beginning to write, the writer must ask himself a few questions – Why am I writing? ■ What is it that I intend to share with others? What purpose will my writing serve? Have I read enough about the topic or theme about which I am going to write? If one is hesitant to answer even one of the aforementioned questions, one better not write at all!

Because academic writing is a serious activity – it makes one part of a shared community of readers and writers who wish to disseminate and learn from well-argued pieces of writing.

The structure of an argumentative essay should take the form of – Introduction (which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten per cent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re-state the argument and offer a substantial ending to the piece.

Questions:

Q 1 What is academic writing?

Q 2 Why is reading an important part of writing?

Q 3 Why should one ask oneself the questions mentioned in the second passage?

Q 4 What are the components of the structure of an argumentative essay?

Passage – 3

Today's world can truly be called a “society of the spectacle”, a phrase that the French sociologist and thinker Guy de Bord used decades earlier. Every act of lived experience has today become a spectacle. It would be a little incorrect to say that this craze for spectacle-izing everything that occurs around us is a recent phenomenon. If one had watched The Pirates of The Caribbean movies, one would realise that even in the late eighteenth century, executions were public events - a large portion of the populace would gather around the site of the hanging in the city square in order to see justice being meted out in front of their very own eyes. It was also a form of popular entertainment. It was a sort of a collective public blood-letting.

The spectacle that the contemporary society has become is an overwhelming experience. One enters into a restaurant, orders an exotic dish – but the proof of having eaten it doesn't exist until tons of photographs are clicked from varied angles and shared on social networking sites, one goes for a holiday to a calm and serene location, but is all the while busy telling the world about it. It as if one has to document every moment of one's existence. When does one live that moment then? Perhaps it is in the documentation that one survives these days!

Questions:

Q 1 What is the “Society of the spectacle”?

Q 2 Is it a recent occurrence?

Q 3 Do we really ‘live’ moments now?

Q 4 Besides documentation, what is the other function of the spectacle?

Passage – 4

Surveillance has increased manifold since the 9/11 terror attacks on the World Trade Centre

in the U.S. This increase in surveillance today shapes the relationship between the state and the individual. The state keeps an eye on its citizens, thereby positing each and every citizen as a potential wrong-doer. For instance, the proliferation of the CCTV cameras in streets, restaurants and in every imaginable public space. Infact, the camera need not even be functional in order to make the citizens behave themselves – its mere presence is enough to scare the citizens into submission. Such is the power of the mere potential of surveillance.

Surveillance studies have shown that these techniques might not be too effective at all times,citizens might feign decent behaviour in order to avoid themselves from getting into a tussle with the law of the land. But it does not assure the state of the reformation in the attitude of the citizens. It is a mere eye-wash. It works only when the citizen truly desires to transform his or her attitude and adopt decency in all walks of life.

The act of constant surveillance makes the state a voyeur – a person who derives pleasure from watching events unfold in a secretive manner. A recent case in point would be the raid on a hotel in the so-called cosmopolitan city of Mumbai where young couples were consensually residing. The state has today entered the bed-room. And this is an unhealthy proposition!

Questions:

Q 1 What is the effect of the state's surveillance on the individual?

Q 2 Does the CCTV need to be functional all the time?

Q 3 Why is surveillance not effective always?

Q 4 When is surveillance really effective?

Passage – 5

India is a secular, democratic nation. This implies that every religion is treated equally and at par with every other religion. No religion is accorded any preferential treatment of any kind. All citizens are also free to practice, preach or profess any religion of their choosing. The state does not have a unified or homogeneous religious following .This unique characteristic of India ensures its unity in diversity. India has been the birthplace of several religions and is the land where all these religions - such as Hinduism, Christianity, Buddhism, Sikhism, Zoroastrianism, Jainism and so on exist simultaneously, peacefully and harmoniously.

But, some anti-social elements have interpreted the sanctity of religions in a twisted way. No religion preaches violence or rioting. All the religions are but various ways to reach the Supreme Being, they are paths which lead to the ultimate truth and salvation, though we refer to the destination by various names such as Jesus, Krishna, Buddha, Allah and so on. It is important to realize that in order to ensure a peaceful mosaic of cultural distinctness, the path of non-violence or ahimsa, as given by the Father of the nation, must be followed unwaveringly.

God created man in his own image. Hence, it follows naturally that there is some divinity within all human beings.

Thus, to kill and murder in the name of religion is blasphemy. Only once the religious fanatics understand this, will there be perpetual peace in the land.

Questions

- Q 1 What is meant by the term "Secular"?
- Q 2 What is special about India's association with religion?
- Q 3 Why are human beings divine?
- Q 4 How can all religions co-exist peacefully?

EXERCISE 3

Practice Exercise

Read the following paragraphs and carefully determine what the main idea is for each. The best way to approach these questions is to first read the paragraph and then, in your own words, restate what you think the author is trying to say. From the five choices, select the one statement that best supports the author's point.

Critical reading is a demanding process. To read critically, you must slow down your reading and, with pencil in hand, perform specific operations on the text. Mark up the text with your reactions, conclusions, and questions. When you read, become an active participant.

1. This paragraph best supports the statement that

- a. critical reading is a slow, dull, but essential process.
- b. the best critical reading happens at critical times in a person's life.
- c. readers should get in the habit of questioning the truth of what they read.
- d. critical reading requires thoughtful and careful attention.
- e. critical reading should take place at the same time each day.

Mathematics allows us to expand our consciousness. Mathematics tells us about economic trends, patterns of disease, and the growth of populations. Math is good at exposing the truth, but it can also perpetuate misunderstandings and untruths. Figures have the power to mislead people.

2. This paragraph best supports the statement that

- a. the study of mathematics is dangerous.
- b. words are more truthful than figures.
- c. the study of mathematics is more important than other disciplines.
- d. the power of numbers is that they cannot lie.
- e. figures are sometimes used to deceive people.

If you're a fitness walker, there is no need for a commute to a health club. Your neighbourhood can be your health club. You don't need a lot of fancy equipment to get a good workout either. All you need is a well-designed pair of athletic shoes.

3. This paragraph best supports the statement that

- a. fitness walking is a better form of exercise than weight lifting.
- b. a membership in a health club is a poor investment.
- c. walking outdoors provides a better workout than walking indoors.
- d. fitness walking is a convenient and valuable form of exercise.
- e. poorly designed athletic shoes can cause major foot injuries.

There are no effective boundaries when it comes to pollutants. Studies have shown that toxic insecticides that have been banned in many countries are riding the wind from countries where they remain legal. Compounds such as DDT and toxaphene have been found in remote places like the Yukon and other Arctic regions.

4. This paragraph best supports the statement that

- a. toxic insecticides such as DDT have not been banned throughout the world.
- b. more pollutants find their way into polar climates than they do into warmer areas.

Human technology developed from the first stone tools about two and a half million years ago. In the beginning, the rate of development was slow. Hundreds of thousands of years passed without much change. Today, new technologies are reported daily on television and in newspapers.

5. This paragraph best supports the statement that

- a. stone tools were not really technology.
- b. stone tools were in use for two and a half million years.
- c. there is no way to know when stone tools first came into use.
- d. In today's world, new technologies are constantly being developed.
- e. none of the latest technologies are as significant as the development of stone tools.

Keeping busy at important tasks is much more motivating than having too little to do. Today's employees are not afraid of responsibility. Most people are willing to take on extra responsibility in order to have more variety in their positions. In addition, along with that responsibility should come more authority to independently carry out some important tasks.

6. The main idea of the paragraph is that

- a. variety and independence on the job increase employee motivation.
- b. to avoid boredom, many people do more work than their jobs require of them.
- c. today's employees are demanding more independence than ever before.
- d. office jobs in the past have carried less responsibility.

Whether you can accomplish a specific goal or meet a specific deadline depends first on how much time you need to get the job done. What should you do when the demands of the job exceed the time you have available? The best approach is to divide the project into smaller pieces. Different goals will have to be divided in different ways, but one seemingly unrealistic goal can often be accomplished by working on several smaller, more reasonable goals.

7. The main idea of the passage is that

- a. jobs often remain only partially completed because of lack of time.
- b. the best way to complete projects is to make sure your goals are achievable.
- c. the best way to tackle a large project is to separate it into smaller parts.
- d. the best approach to a demanding job is to delegate responsibility

Knitting has made a major comeback. People are knitting on college campuses, in coffee shops, and in small knitting groups throughout the United States. New knitting stores, many with cafes, are popping up all over, and there are more knitting books and magazines being published than ever before. And not all of these knitters are women: As knitting continues to surge in popularity, men are picking up knitting needles in record numbers.

8. The paragraph best supports the statement that

- a. joining a knitting group is a great way to make new friends.
- b. some people knit because it helps them relax and release stress.
- c. today's knitter is not the stereotypical grandmother in a rocking chair.
- d. as is the case with all fads, this new obsession with knitting will fade quickly.

Health clubs have undergone a major transformation that can be described in three words: mind, body, and spirit. Loud, fast, heart-thumping aerobics has been replaced by the hushed tones of yoga and the controlled movements of Pilates. The clubs are responding to the needs of their customers who are increasingly looking for a retreat from their hectic lifestyles and a way to find a healthy balance in their lives by nurturing their whole selves.

9. The main idea of the paragraph is that

- a. exercise is less important now than it once was.
- b. health clubs are much less popular now than they were ten years ago.
- c. many health clubs will go out of business because of the decline in traditional exercise.
- d. people's desire to nurture all aspects of themselves has contributed to big changes for health clubs.

Native American art often incorporates a language of abstract visual symbols. The artist gives a poetic message to the viewer, communicating the beauty of an idea, either by using religious symbols or a design from nature such as rain on leaves or sunshine on water. The idea communicated may even be purely whimsical, in which case the artist might start out with symbols developed from a bird's tracks or a child's toy.

10. The main idea of the passage is that Native American art

- a. is purely poetic and dreamlike.
- b. is usually abstract, although it can also be poetic and beautiful.
- c. communicates the beauty of ideas through the use of symbols.
- d. is sometimes purely whimsical.

Before you begin to compose a business letter, sit down and think about your purpose in writing the letter. Do you want to request information, order a product, register a complaint, or apply for something? Do some brainstorming and gather information before you begin writing. Always keep your objective in mind.

11. The main idea of the passage is that

- a. planning is an important part of writing a business letter.
- b. business letters are frequently complaint letters.
- c. brainstorming and writing take approximately equal amounts of time.
- d. many people fail to plan ahead when they are writing a business letter.

Ratatouille is a dish that has grown in popularity over the last few years. It features eggplant, zucchini, tomatoes, peppers, and garlic; chopped, mixed, sautéed, and finally, cooked slowly over low heat. As the vegetables cook slowly, they make their own broth, which may be extended with a little tomato paste. The name ratatouille comes from the French word touiller, meaning to stir or mix together.

12. Which of the following is the correct order of steps for making ratatouille?

- a. chop vegetables, add tomato paste, stir or mix together
- b. mix the vegetables together, sauté them, and add tomato paste
- c. cook the vegetables slowly, mix them together, add tomato paste
- d. add tomato paste to extend the broth and cook slowly over low heat

13. Ratatouille can best be described as a

- a. French pastry.
- b. sauce to put over vegetables.
- c. pasta dish extended with tomato paste.
- d. vegetable stew.

Daffodil bulbs require well-drained soil and a sunny planting location. They should be planted in holes that are 3–6 inches deep and there should be 2–4 inches between bulbs. The bulb should be placed in the hole, pointed side up, root side down. Once the bulb is planted, water the area thoroughly.

14. According to the above directions, when planting daffodil bulbs, which of the following conditions is not necessary?

- a. a sunny location
- b. well-drained soil
- c. proper placement of bulbs in soil
- d. proper fertilization

15. According to the above directions, which of the following is true?

- a. Daffodils do best in sandy soil.
- b. Daffodil bulbs should be planted in autumn for spring blooming.
- c. It is possible to plant daffodil bulbs upside down.
- d. Daffodil bulbs require daily watering.

For the following three questions, choose the topic sentence that best fits the paragraph.

16. Gary is a distinguished looking man with a touch of gray at the temples. Even in his early 50s, he still turns heads. He enjoys spending most of his time admiring his profile in the mirror. In fact, he considers his good looks to be his second-most important asset. The first, however, is money. He is lucky in this area, too,

having been born into a wealthy family. _____ . He loves the power his wealth has given him. He could buy whatever he desires, whether that be people, places, or things. Gary checks that mirror often and feels great delight with what he sees.

- a. Gary's grey hair is his worst characteristic.
- b. Conceit is the beginning and the end of Gary's character; conceit of person and situation.
- c. Gary feels blessed to be wealthy and the joy consumes his every thought.
- d. The only objects of Gary's respect are others who hold positions in society above him.

17. The term spices is a pleasant one, whether it connotes fine French cuisine or a down-home, cinnamon-flavoured apple pie. _____ . In the past, individuals travelled the world seeking exotic spices for profit and, in searching, have changed the course of history. Indeed, to gain control of lands harbouring new spices, nations have actually gone to war.

- a. The taste and aroma of spices are the main elements that make food such a source of fascination and pleasure.
- b. The term might equally bring to mind Indian curry made thousands of miles away and those delicious barbecued ribs sold on the corner.
- c. It is exciting to find a good cookbook and experiment with spices from other lands—indeed, it is one way to travel around the globe!
- d. The history of spices, however, is another matter altogether, and at times, it can be filled with danger and intrigue.

For the following questions, a topic sentence is given. Try choosing the sentence that best develops or supports it.

18. Cosmetic plastic surgery is one of the fastest growing segments of U.S. medicine.

- a. Cosmetic plastic surgery can have dangerous side effects, some of which can be fatal.
- b. Americans are eager to make their bodies as perfect as possible and to minimize the visible signs of aging.
- c. The price of cosmetic plastic surgery is also on the rise.
- d. This increase in cosmetic plastic surgery says something quite disturbing about our culture.

19. Life on Earth is ancient and, even at its first appearance, unimaginably complex.

- a. Scientists place its beginnings at some three billion years ago, when they hypothesize that the first molecule floated up out of the ooze with the unique ability to replicate itself.
- b. The most complex life form is, of course, the mammal—and the most complex mammal is humankind.
- c. It is unknown exactly where life started, where the first molecule was “born” that had the ability to replicate itself.
- d. Darwin’s theory of evolution was one attempt to explain what essentially remains a great mystery.

20. More and more people are eating organically grown fruits and vegetables.

- a. Organic food is usually more expensive than non-organic food.

- b. A wide variety of organic chocolate products are now available in stores.
- c. Raw foods are enjoying increasing popularity, now that people are discovering how a raw-foods diet leaves you feeling and looking great.
- d. Fresh organic produce contains more vitamins, minerals, and enzymes than nonorganic produce.

21. Parents play an important role in their children's academic success.

- a. Video games have a negative impact on children's academic success.
- b. Studies show that children of parents who regularly assist with homework and show an active interest in their child's studies bring home better grades.
- c. Studies show that watching less television and spending less time playing video games help children get better grades.
- d. Children who are avid readers get much better grades than their peers.

22. In Oklahoma, a girl is forbidden to take a bite from her date's hamburger.

- a. It's illegal for teenagers to take a bath during the winter in Clinton, Indiana.
- b. Youngsters may not spin Yo-Yos on Sunday in Memphis, Tennessee.
- c. It may be hard to believe, but these types of strange laws are still on the books!
- d. It is illegal to parade an elephant down Main Street in Austin, Texas.

23. In special cases, needy people who have nowhere else to go are permitted to enter the United States as refugees.

- a. Other people, however, enter the United States illegally.
- b. The total number of newcomers was over one million.
- c. United States immigration laws put limits on the number of people permitted to enter the United States.
- d. As many as 12 million people may be living in the United States illegally.

For the following two questions, choose the sentence that does NOT support the given topic sentence.

24. In ancient Greece, honor was not just the domain of the warrior.

- a. A great orator [speaker], who could sway the public with his logic and wit, was greatly respected.
- b. A revered poet's name lived on long after he died.
- c. Great wealth was characteristic of the truly great kings.
- d. A warrior's quest for the esteem of his peers would bring him great prizes, which would secure a long-lasting reputation.

25. In Moby Dick, Herman Melville wrote that the whale men were "enveloped in whale lines," that each man relied on the others during moments of danger.

- a. The small boats that pursued the whales left the whaling ship far behind; each man in a boat had to depend on the others to stay alive.
- b. Once the whale was harpooned, the whale line unravelled so fast that water had to be poured on it to keep it from smoking.
- c. The whale line was the rope, dozens of yards long, that attached to the harpoon; it was ravelled under the seats of all the men metaphorically connecting each man to the next.

d. One wrong move and the line would snap a man right out of the boat; thus, his life depended on whether the crew would cut the whale loose to save him, or leave him in the ocean during the heat of the hunt.

Some of the questions following the passages ask you to make inferences from the passages. To infer means to arrive at a conclusion by reasoning from evidence. Synonyms for infer are deduce, judge, or conclude. If you are told to infer something from a passage, you are basically being asked what conclusions can be drawn from the content of the story.

Tip: If you replace the word infer with conclude in a question, it may make more sense to you. The use of desktop computer equipment and software to create high-quality documents such as newsletters, business cards, letterhead, and brochures is called Desktop Publishing, or DTP. The most important part of any DTP project is planning. Before you begin, you should know your intended audience, the message you want to communicate, and what form your message will take.

26. The paragraph best supports the statement that

- a. Desktop Publishing is one way to become acquainted with a new business audience.
 - b. computer software is continually being refined to produce high-quality printing.
 - c. the first stage of any proposed DTP project should be organization and design.
 - d. the planning stage of any DTP project should include talking with the intended audience.
- One of the missions of the Peace Corps is to help the people of interested countries meet their need for trained men and women. People who work for the Peace Corps do so because they want to, but to keep the agency dynamic with fresh ideas, no staff member can work for the agency for more than five years.

27. The paragraph best supports the statement that Peace Corps employees

- a. are highly intelligent people.
- b. must train for about five years.
- c. are hired for a limited term of employment.
- d. have both academic and work experience.

Litigation is not always the only or best way to resolve conflicts. Mediation offers an alternative approach and it is one that can be quite efficient and successful. Mediation can be faster, less expensive, and can lead to creative solutions not always possible in a court of law. Additionally, mediation focuses on mutually acceptable solutions, rather than on winning or losing.

28. This paragraph best supports the idea that

- a. there is too much reliance on litigation in our society.
- b. litigation is expensive, slow, and limited by its reliance on following the letter of the law.
- c. mediation is the best way to resolve a crisis.
- d. mediation can be an effective way to resolve conflicts.

Many cities have distributed standardized recycling containers to all households with directions that read: "We would prefer that you use this new container as your primary recycling container as this will expedite pick-up of recyclables. Additional recycling containers may be purchased from the City."

29. According to the directions, each household

- a. may only use one recycling container.
- b. must use the new recycling container.
- c. should use the new recycling container.
- d. must buy a new recycling container.

The competitive civil-service system is designed to give candidates fair and equal treatment and to ensure that federal applicants are hired based on objective criteria. Hiring has to be based solely on a candidate's knowledge, skills, and abilities (which you'll sometimes see abbreviated as ksa), and not on external factors such as race, religion, sex, and so on. Whereas employers in the private sector can hire employees for subjective reasons, federal employers must be able to justify their decision with objective evidence that the candidate is qualified.

30. The paragraph best supports the statement that

- a. hiring in the private sector is inherently unfair.
- b. ksa is not as important as test scores to federal employers.
- c. federal hiring practices are simpler than those employed by the private sector.
- d. the civil service strives to hire on the basis of a candidate's abilities.

31. The federal government's practice of hiring on the basis of ksa frequently results in the hiring of employees

- a. based on race, religion, sex, and so forth.
- b. who are unqualified for the job.
- c. who are qualified for the job.
- d. on the basis of subjective judgment.

Everyone is sensitive to extreme weather conditions. But with age, the body may become less able to respond to long exposure to very hot or very cold temperatures. Some older people might develop hypothermia when exposed to cold weather. Hypothermia is a drop in internal body temperature, which can be fatal if not detected and treated.

32. The paragraph best supports the statement that

- a. cold weather is more dangerous for older people than warm weather.
- b. hypothermia is a condition that only affects older people.
- c. older people who live in warm climates are healthier than older people who live in cold climates.
- d. an older person is more susceptible to hypothermia than a younger person.

It is well known that the world urgently needs adequate distribution of food, so that everyone gets enough. Adequate distribution of medicine is just as urgent. Medical expertise and medical supplies need to be redistributed throughout the world so that people in emerging nations will have proper medical care.

33. This paragraph best supports the statement that

- a. the majority of the people in the world have no medical care.
- b. medical resources in emerging nations have diminished in the past few years.
- c. not enough doctors give time and money to those in need of medical care.
- d. many people who live in emerging nations are not receiving proper medical care.

Use of electronic mail (e-mail) has been widespread for more than a decade. E-mail simplifies the flow of ideas, connects people from distant offices, eliminates the need for meetings, and often boosts productivity. However, e-mail should be carefully managed to avoid unclear and inappropriate communication. E-mail messages should be concise and limited to one topic. When complex issues need to be addressed, phone calls are still best.

34. The main idea of the paragraph is that e-mail

- a. is not always the easiest way to connect people from distant offices.
- b. has changed considerably since it first began a decade ago.
- c. causes people to be unproductive when it is used incorrectly.
- d. is effective for certain kinds of messages but only if managed wisely.

35. Which of the following would be the most appropriate title for the passage?

- a. Appropriate Use of E-Mail
- b. E-Mail's Popularity
- c. E-Mail: The Ideal Form of Communication
- d. Why Phone Calls Are Better Than E-Mail

