

PEV 107

Verbal Ability II



A word cloud featuring various terms related to verbal ability. The words are arranged in a dense, overlapping cluster. The terms include: vocabulary, verbal reasoning, comprehension, meaning, words, and reasoning. The words are presented in different sizes, colors (black and red), and orientations (horizontal and vertical). The word 'vocabulary' is prominent at the top left, while 'reasoning' is at the bottom right. 'comprehension' and 'meaning' are also large and central. 'words' appears in multiple sizes and orientations. The words are set against a white background with a blue border.

vocabulary VERBAL REASONING
VERBAL REASONING VOCABULARY
MEANING Comprehension
comprehension VERBAL REASONING
COMPREHENSION
meaning Vocabulary
WORDS Meaning
Words
words VERBAL REASONING

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SENTENCE CORRECTION

Introduction

- ☐ Words, phrases and sentences are the bases of any language.
- ☐ Knowing the common structures and the nuances of the language is crucial
- ☐ Sentence correction is a type of question
- ☐ Two variants - spotting error and improving the sentence
- ☐ Involve errors based on grammar concepts of the language being tested

Eight Types of Errors in Sentence Correction

- ☐ Subject-Verb Agreement
- ☐ Pronoun Agreement
- ☐ Modifiers
- ☐ Parallelism
- ☐ Comparisons
- ☐ Redundancy
- ☐ Error of Participles
- ☐ Verb Tenses

Subject - Verb Agreement

In the present tense, a verb must agree in number with its subject. That's the basic principle of **subject-verb agreement**. It's a simple enough rule, but on certain occasions even experienced writers can slip up on it.

Let's have a look at three of the trickier cases of subject-verb agreement:

CASE #1: Making Subject and Verb Agree When Words Come Between Them

In determining subject-verb agreement, don't let yourself be confused by words that come between the subject and the verb.

The country having the most lakes is Canada. [The true subject is country, not lakes. Therefore, a singular verb is needed.]

- The dog that has all the cuts was in a fight. [The true subject is dog, not cuts. Therefore, a singular verb is needed.]
- . The little girl, along with all her friends, plays the violin. [The true subject is girl, not friends. Therefore, a singular verb is needed.]
- Skating, in addition to hockey and curling, is offered at the local arena. [The true subject is skating, not hockey and curling. Therefore, a singular verb is needed.]
- The manager, together with his employees, works late on Thursdays. [The true subject is manager, not employees. Therefore, a singular verb is needed.]

CASE #2: Reaching Agreement When the Subject Is an Indefinite Pronoun

Remember to add an -s to the end of the verb in the present tense if the subject is one of the indefinite pronouns listed below:

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

In the following sentences, each subject is an indefinite pronoun and each verb ends in -s:

- Nobody claims to be perfect.
- Everybody plays the fool sometimes.
- Each of the divers has an oxygen tank.

In that last sentence, note that “has” agrees with the subject “each”, not with “divers” (the object of the preposition).

CASE #3: Making *Have*, *Do*, and *Be* Agree With Their Subjects

In particular, many agreement errors result from the misuse of the common verbs “have, do, and be.”

We need to remember that the verb “have” appears as “has” if the subject is a singular noun or a third-person singular pronoun (he, she, it):

- Dana Barrett has ghosts in her bedroom.

If the subject is a plural noun or the pronoun “I, you, we, or they”, use “have”:

- The Ghostbusters have a new client.

In a nutshell, "She has," but "They have."

Similarly, the verb “do” appears as “does” if the subject is a singular noun or, once again, a third-person singular pronoun (he, she, it):

- Gus does the housework.

If the subject is a plural noun or the pronoun “I, you, we, or they”, use “do”:

- Gus and Martha do the chores together.

The verb “be” has three forms in the present tense: is, am, are. Use “is” if the subject is a singular noun or a third-person singular pronoun (he, she, it):

- Dr. Venkman is unhappy.

Use “am” if the subject is the first-person singular pronoun (I):

- I am not the person you think I am.

Finally, if the subject is a plural noun or the pronoun “you, we, or they”, use “are”:

- The fans are in the stands, and we are ready to play.

Now, let's take one more look at these three verbs—but from a different angle.

Sometimes a subject may follow (rather than precede) a form of the verb “have, do, and be”. As shown in the sentences below, this reversal of the usual order occurs in questions that require a helping verb:

- Where has Egon parked the car?
- What do you do in your free time?
- Are we having a test today?

In all of these sentences, the present forms of “have, do, and be” serve as helping verbs and appear in front of their subjects. Another case in which a form of the verb comes before the subject is in sentences beginning with the words “there or here”:

- There is a unicorn in the garden.
- Here are the photocopies.

Let's Practice 1: *The article on the subject of Colombian drug lords published in The Economist this morning neither allude to nor specifically describe the methods that the police employs in the fight against crime.*

- A) *neither alludes nor specifically describes the methods that the police employ in the fight against crime.*
B) *neither allude to nor specifically describe the methods that the police employ in the fight against crime.*
C) *neither alludes to nor specifically describes the methods that the police employs in the fight against crime.*

- D) *neither alludes nor specifically describes the methods that the police employs in the fight against crime.*
E) *neither alludes to nor specifically describes the methods that the police employ in the fight against crime.*

Pronoun Agreement

Correct pronouns match their antecedent (the word they stand in for). For example, in the sentence, “Sara took off her hat,” “Sara” is the antecedent for “her.” **Plural pronouns (we, they, them, us) match with plural antecedents, and singular pronouns (I, he, she, her, him, it) match with singular antecedents.**

Let’s look at one example: **I never go to that restaurant because they have moldy cheese.**

Who has moldy cheese? We can’t tell from the sentence. “They” is a plural pronoun, and its possible antecedents (“I” and “restaurant”) are both singular. We would rewrite it like this:

I never go to that restaurant because it has moldy cheese.

Let’s Practice 2: *While the Senate of the Roman Republic did not have the power to enact laws, their decrees generally were obeyed like law, and through them they exercised considerable influence.*

- (A) *their decrees generally were obeyed like law, and through them they*
(B) *its decrees generally were obeyed as if to be law, and through these it*
(C) *their decrees, generally obeyed as law, through it they*
(D) *its decrees generally were obeyed like law, and through them it*
(E) *their decrees were generally obeyed as was the law, and through it they*

Modifiers

Consider the following example: ***Looking out the window, the trees were seen by her.***

Look at the part of the sentence before the comma. This is the modifier. It modifies or changes the rest of the sentence in some way.

- What is the verb in the modifier? The verb is “looking out”.
- What is the subject of the verb? You may notice that in the modifier there is no subject for this verb. This makes the modifier a dangling modifier. It is not connected to the rest of the sentence properly. The rule is that the correct subject of the verb must come immediately after the comma.
- To determine what the subject is, you can ask yourself the question: Who or what performed the action? The answer to that question gives you the subject. The answer is that “she” did the looking. It cannot be the trees looking out the window. Therefore, “she” must come directly after the comma.

The correctly written sentence would become: ***Looking out the window, she saw the trees.***

In a dangling modifier, the modifying phrase is misplaced, describing the incorrect word or phrase so that the sentence is illogical. Take a look at the following sentence:

A beautiful red-haired mermaid, the president thought Ariel was highly intelligent.

This sentence contains a dangling modifier: The president is likely not a beautiful red-haired mermaid (though that would be cool). The modifier “A beautiful red-haired mermaid” belongs next to the noun it modifies, which is Ariel. Let’s rewrite it to remove the dangling modifier:

The president thought Ariel, a beautiful red-haired mermaid, was highly intelligent.

Let’s Practice 3: *Between 1892 and 1893, Claude Monet produced a series of paintings of the Rouen Cathedral, revised in his studio in 1894, and with the French public receiving it as an emblem of all that was noble about their history and customs.*

(A) *produced a series of paintings of the Rouen Cathedral, revised in his studio in 1894, and with the French public receiving it*

(B) *produced a series of paintings of the Rouen Cathedral, which he revised in his studio in 1894 and which the French public received*

(C) *produced a series of paintings of the Rouen Cathedral, which he revised in his studio in 1894, and that the French public received it*

(D) *painted the Rouen Cathedral, which he revised in his studio in 1894, and that the French public received it*

(E) *painted the Rouen Cathedral, revised in his studio in 1894, and the French public received it*

Parallelism

While forming a sentence, the structure of the sentence should be kept parallel. If an infinitive is used, then all the phrases should have an infinitive.

Example: *She likes to cook, dance and play.*

Similar rule is used for a gerund.

Example: *She likes cooking, dancing and playing.*

Let’s Practice 4: *With companies spending large parts of their advertising budgets online, the market for content such as feature articles and opinion essays created by a professional writer, a blogger, and by individual users, are expanding rapidly.*

A. *the market for content such as feature articles and opinion essays created by a professional writer, a blogger, and by individual users, are expanding*

B. the market for content such as feature articles and opinion essays created by professional writers, bloggers, and by individual users, are expanding

C. the market for content such as feature articles and opinion essays created by a professional writer, a blogger, and individual users, is expanding

D. the market for content such as feature articles and opinion essays created by professional writers, bloggers, and individual users, are expanding

E. the market for content such as feature articles and opinion essays created by professional writers, bloggers, and individual users, is expanding

Comparisons

The comparisons made should be between two similar things. If we say: - ***The population of London is greater than any other city in India.***

We are comparing: - (a) The population of London

(b) Any other city in India.

While comparison had to be made between the populations of both. So, the correct expression should be:-

The population of London is greater than that of any other city in India.

(a) When comparative degree is used with than, make sure that we exclude the thing compared from the rest of class of things by using the

Example: ***He is stronger than any man living.(incorrect).***

He is stronger than any other man living.(correct).

Similarly, ***Solomon was wiser than all other men.***

In superlative degree, we must include the thing compared.

Solomon was the wisest of all men.

He is the strongest of all men.

Let's Practice 5:*Like humans, who can recognize another's knowledge and beliefs—*

an ability that may not be unique to mankind—reading others' intentions and displaying awareness of what others see seem within the capabilities of some non-human primates.

A. reading others' intentions and displaying awareness of what others see seem within the capabilities of some non-human primates.

B. the capabilities of some non-human primates include reading others' intentions and displaying awareness of what others see.

C. some non-human primates seem capable of reading others' intentions and displaying awareness of what others see.

D. some non-human primates' ability to read others' intentions and displaying awareness of what others see.

E. non-human primates, reading others' intentions, seem to have some abilities of displaying awareness of what others see.

Redundancy

This is the error of writing the same thing twice.

Example: *a. He returned back from Delhi.*

B. I hardly have any money to give you.

The correct constructions should be;

a. He came back from Delhi.

B. I have no money to give you.

Let's Practice 6: *Many house builders offer rent-to-buy programs that enable a family with insufficient savings for a conventional down payment to be able to move into new housing and to apply part of the rent to a purchase later.*

(A) programs that enable a family with insufficient savings for a conventional down payment to be able to move into new housing and to apply

(B) programs that enable a family with insufficient savings for a conventional down payment to move into new housing and to apply

(C) programs, which enable a family with insufficient savings for a conventional down payment to be able to move into new housing, applying

Error of Participles

(Is the subject or doer close to the participle?)

Function of –ing verbs

What function do the –ing verbs do in the following sentences?

-Smoking is injurious to health. -Swimming is a good exercise. - He has given up smoking.

- They function as the subject or object in the sentence. If you ask the question 'what is injurious or a good exercise' or 'what has he given up' you will get the –ing words as answer. You should ask 'what' questions before the verb to know the subject.
- **While he was smoking he entered the hall.**
- **He entered the hall when he was smoking.**

In the sentences above the words smoking and swimming don't answer the question 'what entered or who crossed' but tell how he entered or how they crossed.

These are different ways of combining two sentences.

Smoking is a participle here and the main function of a participle is to combine two sentences.

- The two sentences, in this case, are : **He was smoking. At that very same time he entered the hall. Or,**

He entered the hall. At that very same time he was smoking.

- Consider the other sentence: **While swimming, they crossed the flooded river.**
- If we split the same, we can say: **They swam. This is how they crossed the river.**

However, we can't say the above sentences in the following manner:

Smoking the hall was entered by him. Or, (Incorrect)

Swimming the flooded river was crossed by them. (Incorrect)

Consider the following sentences:

Writing a novel, his name became famous.

Having been a very good scientist, they made him the president.

- Ask 'who wrote the novel his name or some person?' It was some person. The sentence, therefore, should be 'Writing a novel, he became famous'.
- In the second sentence, who was a scientist—they or the president? It was the president. Therefore, the sentence should be 'Having been a very good scientist, he was made president by them'.
- It is clear from the above discussion that the doer of the participle verb should not be distanced from it or interrupted by any other subject, noun or verb.

Let's Practice 7:*After she attended the career fair, many more resources were at Ankita's disposal, including job boards, new contacts, and numerous books and pamphlets to help her improve her resume and cover letter.*

- A) *many more resources were at Ankita's disposal*
- B) *at Ankita's disposal were many more resources*
- C) *there were many more resources at Ankita's disposal*
- D) *Ankita, at her disposal, had many more resources*
- E) *Ankita had many more resources at her disposal*

Verb Tenses

Sequence of Tenses Is the principle in accordance with which the tense of the verb in a subordinate clause follows the tense of the verb in the Principal clause.

1. When verb in Principal clause is in Present or Future tense, the verb in the dependent clause may be in any tense (according to sense).

- 1. He says that he likes music. Or He will say that he likes music.
- 2. He says that he liked music. Or He will say that he liked music.
- 3. He says that he will work hard. Or He will say that he will work hard.

2. When the verb in the Principal clause is in the Past Tense, the verb in the Dependent clause must also be in one or other of the four forms of the past Tense.

1. He said that he was late.
2. You said that you would help him.
3. He worked hard so that he might pass.
4. He said that you were working hard.

EXCEPTIONS:

3. If the Dependent clause states a universal truth or a habitual truth, a Past Tense in the Principal clause is followed by Present Tense in the Dependent clause.

1. He said that the sun rises in the east.
2. You said that you are a vegetarian.

4. A Past Tense in the Principal Clause is followed by any tense in the Adverbial clause beginning with 'than' as

- I valued your friendship more than (I value) his.
- He liked you more than I did (like you).
- He liked you more than I do (like you).
- I then saw him oftener than I see him now.

5. A Past tense in the Principal Clause may be followed by any tense in the adjectival clause as:

- I visited the place where he lives.
- I visited the place where he lived.

- I visited the place where he will live

Let's Practice 8: *Shortly after their first expeditions to the region, the Spanish initiated a number of attempts to subjugate the Maya, but it takes some 170 years before the Spanish established substantive control over all Maya lands.*

- a) *but it takes some 170 years*
- b) *but they would take some 170 years*
- c) *but it took some 170 years*
- d) *but it was going to take some 170 years*

Correlative conjunction

When you use correlative pairs of conjunctions in a sentence, make sure that the words or groups of words immediately following each conjunction are in the same form.

- ☐ Incorrect: Either I will attend the show, or they will be attending.
- ☐ Correct: Either I will attend the show, or they will. (or)
- ☐ Either I will be attending the show, or they will be attending.

Order of personal pronoun

For all good things: You, he and I have achieved remarkable success.
For all bad things: I, you and he are responsible for the failure of the project.

ORDER OF ADVERB

The order of the adverb: MPT = Manner–Place–Time
Manner = slowly, steadily
Place = here, there, up, down
Time = before, ago, now, today



EXERCISE

Beginner

Q1. ,The loss of a parent at a young age can traumatize a person for the rest of your life.

- a. for the rest of yourself's life.
- b. for the rest of his or her life.
- c. for the rest of your life.
- d. for the rest of your living.
- e. on the rest of your life.

Q2. Although the basketball team used their star players, the match was lost.

- a. Although the basketball team used their star players
- b. Although the star players were used by the basketball team
- c. The basketball team used its star players, although
- d. Although the basketball team used its star players
- e. The basketball team used their star players

Q3 John and Susan runs to the finish line as fast as possible.

- a. are run
- b. runs to the finish line
- c. run to the finish line
- d. having run to the finish line
- e. running to the finish line

Q4. The boy, among many friends, celebrate his birthday in lavish style.

- a. having been celebrated
- b. is celebrated
- c. celebrates
- d. celebrate
- e. is celebrant

Q5. Autocratic styles of leadership frequently annoys the people who must work under such leaders.

- a. frequented annoying
- b. frequent annoy
- c. frequently annoy
- d. frequent annoys
- e. frequently annoys

Q6. Coming back to the farm, the gruesome scene was seen by everyone in the car.

- a. everyone in the car saw the gruesome scene.

- b. the gruesome scene being seen by everyone in the car.
- c. the gruesome scene was seen by everyone at the car.
- d. the gruesome scene was seen by everyone in the car.
- e. the gruesome scene saw by everyone in the car.

Q7. Waiting for the crucial trial to begin, the anxiety Neil felt was almost overwhelming.

- a. the anxiety almost overwhelmed Neil.
- b. the anxiety being felt by Neil was almost overwhelming.
- c. the anxiety Neil felt was almost overwhelming.
- d. Neil felt almost overwhelmed with anxiety.
- e. Neil's anxiety felt almost overwhelming

Q8. The vineyards of Napa Valley are at once breathlessly vibrant, symmetrical, and the green is profound.

- a. and profoundly green.
- b. and the green is profound.
- c. and so profound green.
- d. and it is profoundly green.
- e. and its green is quite profound.

Q9. The teacher sought new ways of teaching, believing her students would get more from lessons featuring playing, acting, and creativity.

- a. featuring playing, acting, and creativity.
- b. featuring playing, acting, and creating.
- c. featuring playing, acting, and creative things.
- d. featuring play, act, and creativity.
- e. featuring the playing, acting, and creativity.

Q10. Stretching before physical workouts is important to improve flexibility and avoiding injury.

- a. is important to improve flexibility and being injured less.
- b. is important to both improve flexibility and also avoid injury.
- c. is important to improve flexibility and avoid injury.

d. is important to improve flexibility and in the avoidance of injury.

e. are important to improve flexibility and avoiding injury.

Q11. Darren spent most of the day sulking alone in his room, but however he came out once to eat dinner with his parents. No error

a. No error

b. to eat

c. most of the day

d. but however

e. spent

Q12. In addition to providing lunch for the children, the camp counselors also gave them dessert and played educational games with them. No error:

a. them

b. No error

c. also

d. the children, the

e. played

Q13. Intelligence is a trait that is actually quite difficult to measure, despite much different attempts to do so.

a. despite the much different attempts to do so.

b. despite much different attempts to do it.

c. despite much different attempts to do so.

d. despite many different attempts to do so.

e. despite much different attempting to do so.

Q14. Under normal circumstances, the family would have never driven up to the frighteningly looking motel.

a. for the frighteningly looking motel.

b. to a frighteningly looking motel.

c. to the frighteningly looking motel.

- d. to the frightening looking motel.
- e. to the frighteningly looked motel.

Q15. Questions abounded in the inquiry into illegal payments alleged made by the college to student athletes.

- a. alleged made
- b. alleged making
- c. allegedly made
- d. allegedly making
- e. made alleged

Intermediate

Q1. If seriously mentally ill people do not receive medication, they can grow unable to support themselves, become irrational, and perhaps even threatening the safety of themselves or others.

- a. and perhaps even threatening
- b. and may even threaten
- c. and even a possible threat to
- d. as well as possibly threatening
- e. as well as a possible threat to

Q2. Two disabled children, one with crutches and the other one with a wheelchair, enters the class on Monday.

- a. the other one with a wheelchair, enters
- b. the other one a wheelchair, enter
- c. the other with a wheelchair, enters
- d. the other with a wheelchair, enter
- e. one with a wheelchair, enters

Q3. In Pomona College, a rule has been passed that permits students to cook and serve their food, as well as to buy it.

- a. permits students to cook and serve their food, as well as to buy it

- b. permits students to cook, serve, and to buy their food
- c. permits students to cook, to serve, and buy food
- d. will permit the student to cook, serve, as well as to buy food
- e. will permit food to be cooked, served, as well as bought by students

Q4. Some of them burned out eons ago, the night sky is spotted with thousands of stars.

- a. Some of them burned out eons ago, the night sky is spotted with thousands of stars.
- b. Burned out eons ago, the night sky is spotted with many thousands of stars.
- c. Thousands of stars, some of them burned out eons ago, are spotting the night sky.
- d. The night sky is spotted with thousands of stars, some of which are burnt out eons ago.
- e. The night sky is spotted with thousands of stars, some of them burned out eons ago.

Q5. The humidity, air pollution, and noise have affected the children of Maria less drastically than those of her neighbor.

- a. affected the children of Maria less drastically than those of
- b. affected the children of Maria less drastically than
- c. affected the children of Maria less dramatically than they have
- d. dramatically affected the children of Maria less than
- e. dramatically affected the children of Maria and

Q6. Factories can mass-produce beautiful glass vessels that are valued almost as much as that of the old-fashioned glass-blower that remain.

- a. that are valued almost as much as that of the old-fashioned glass-blowers that remain
- b. of a value that is almost as much as that of the old-fashioned glass-blowers that remain
- c. almost as much in value as those of the remaining old-fashioned glassblowers
- d. almost as much in value as that of the remaining old-fashioned glass-blowers
- e. valued almost as much as those of the remaining old-fashioned glassblowers

Q7. Unlike that of the French, who linger when they eat meals, Americans are so enamored of eating quickly that they have a type of meal called “fast food”.

- a. Unlike that of the French, who linger when they eat
- b. Unlike the French, who linger when they eat
- c. Unlike the French, lingering when eating
- d. Dissimilar to the French, lingering during
- e. Lacking similarity to the French, who linger during

Q8. Certain painkilling drugs such as Oxycotin have recently been shown to be addictive to patients, which may limit their potential to reduce pain.

- a. which may limit their potential to reduce
- b. which may limit their potential for reducing
- c. which may limit such drugs' potential to reduce
- d. an effect that may limit their potential to reduce
- e. an effect that may limit the potential of such drugs to reduce

Q9. Books to be added to the high school curriculum should be educational and should have no profanity in them or be lewd.

- a. and should have no profanity in them or be lewd
- b. and should not have profanity in them or not be lewd
- c. and contain no profanity or lewdness
- d. without containing profanity nor be lewd
- e. without having any profanity or no lewdness in them

Q10. After Georgio's Caf' O got a favorable review in a travel guidebook, the number of tourists eating there were in excess of the number of local customers going regularly.

- a. were in excess of the number of local customers
- b. had an excess over the local customers who were
- c. exceeded the local customers who were
- d. numbered more than the local customers
- e. exceeded the number of local customers

Q11. Wretched and increasing mendicants are requesting money on the streets, money that seems to be hard to come by in the deteriorating economy.

- a. Wretched and increasing prevalent mendicants are requesting money on the streets, money that seems
- b. Wretched and increasing prevalent mendicants request money on the streets, money seeming
- c. On the streets wretched and increasingly prevalent mendicants are requesting money that seems
- d. Wretchedly and increasingly prevalent mendicants request money on the streets seeming
- e. Wretchedly and increasingly prevalent mendicants are requesting money on the streets that seems

Q12. Montreal, where the tourist industry is larger than any other Canadian city, has neighborhoods entirely composed of souvenir shops and cafes.

- a. where the tourist industry is larger than any other Canadian city
- b. which has a tourist industry larger than that of other Canadian cities
- c. which had a tourist industry larger than any other Canadian city
- d. whose tourist industry is larger than any other Canadian city
- e. whose tourist industry is larger than that of any other Canadian city

Q13. Because Albert is the most experienced and he is therefore the best ballet dancer in the company, he is being increasingly viewed by the director as the best candidate for the role of the Nutcracker.

- a. and he is therefore the best ballet dancer in the company, he is being increasingly viewed
- b. he is therefore the best of ballet dancers, and it has increased the view
- c. and therefore the best ballet dancer, he is being increasingly viewed
- d. and therefore he is the best of ballet dancers, there is an increasing view
- e. therefore being the best of ballet dancers, it is increasingly viewed

Q14. Golf games often turn out to be more tiring than they originally seemed.

- a. they originally seemed
- b. they originally seem to
- c. they seemingly would tire originally
- d. it would have seemed originally
- e. it originally seemed they would

Q15. Although the music superstar agreed to a new contract, she says that it must be posted on her public website so that both her new listeners and her old fans will know what is going on behind the scenes.

- a. she says that it must be posted on her public website so that both her new listeners and her old fans will know what is
- b. she says it had to be posted on her public website so that both her new listeners and her old fans knows what is
- c. she says that they would have to post the contract on her public website so that her new listeners and her old fans knew what was
- d. she says that the contract would have to be posted on her public website so that both her new listeners and her old fans would know what was
- e. saying that the contract had to be posted on her public website so that both new listeners and old fans would know what had been

Advance

Q1. As a building's structure rises from the ground with a rudimentary level of earthquake resistance, it would be rated about 70%, or "substandard" if it were a finished structure with that level of earthquake resistance.

- a. As a building's structure rises from the ground with a rudimentary level of earthquake resistance, it would be rated about 70%, or "substandard" if it were a finished structure with that level of earthquake resistance.
- b. A building's structure rises from the ground with a rudimentary level of earthquake resistance that would be rated about 70%, or "substandard" as a finished structure.
- c. As a building's structure rises from the ground, its rudimentary level of earthquake resistance that would be rated about 70%; qualifying it to be "substandard" if a finished structure.
- d. A building's structure rises from the ground with a rudimentary level of earthquake resistance that would be rated about 70%; a finished structure with such earthquake resistance would be deemed "substandard."
- e. As a building's structure rises from the ground, its rudimentary level of earthquake resistance, which would deemed "substandard" for a finished structure, would be rated about 70%.

Q2. In the German occupation of Eastern Europe in 1941-42, Hitler invaded Russia in the winter months of his campaign, which was a singular strategic error and that ultimately cost him the entire Eastern Front.

- a. In the German occupation of Eastern Europe in 1941-42, Hitler invaded Russia in the winter months of his campaign, which was a singular strategic error and that ultimately cost
- b. In the winter months of his campaign, Hitler invaded Russia in the German occupation of Eastern Europe in 1941-42, which was a singular strategic error that ultimately cost
- c. With the 1941-42 German occupation of Eastern Europe, Hitler invaded Russia in the winter months of his campaign, making a singular strategic error that ultimately cost
- d. During the 1941-42 German occupation of Eastern Europe, Hitler invaded Russia in the winter months of the campaign, making a singular strategic error that ultimately cost
- e. Invading Russia in the winter months of his campaign, in the German occupation of Eastern Europe in 1941-42, Hitler made a singular strategic error, ultimately costing

Q3. Remains of the tomb of the Ottoman sultan who died in 1566 while his troops were besieging the fortress of Szigetvar in Hungary, Suleiman the Magnificent, is believed to be found recently.

- a. the Ottoman sultan Suleiman the Magnificent, who died in 1566 while his troops were besieging the fortress of Szigetvar in Hungary, is believed to be found recently.
- b. the Ottoman sultan Suleiman the Magnificent, who died in 1566 while his troops were besieging the fortress of Szigetvar in Hungary, is believed as being found recently.
- c. Suleiman the Magnificent, the Ottoman sultan who died in 1566 while his troops were besieging the fortress of Szigetvar in Hungary, is believed to have been found recently.
- d. Suleiman the Magnificent, the Ottoman sultan who died in 1566 while his troops were besieging the fortress of Szigetvar in Hungary, are believed to have been found recently.

Q4. By the year 2000, A Tale of Two Cities, Charles Dickens' gripping book portraying the suffering of the proletariat under the brutal subjugation of the French aristocracy had around 200 million copies in print, making it more than that of almost any other English book ever written.

- a. book portraying the suffering of the proletariat under the brutal subjugation of the French aristocracy had around 200 million copies in print, making it more than
- b. book portraying the suffering of the proletariat under the brutal subjugation of the French aristocracy had around 200 million copies in print, which is more than
- c. book portraying the suffering of the proletariat under the brutal subjugation of the French aristocracy, had around 200 million copies in print, more than
- d. book portraying the suffering of the proletariat under the brutal subjugation of the French aristocracy, had around 200 million copies in print, making it more than
- e. book portraying the suffering of the proletariat under the brutal subjugation of the French aristocracy had around 200 million copies in print and is more than

Q5. The publishers, unwilling to shoulder the entire risk, insisted that the author should pay half the cost of the initial print run of his controversial new book.

- a. The publishers, unwilling to shoulder the entire risk, insisted that the author should pay half the cost of the initial print run of his controversial new book.
- b. the publishers, unwilling to shoulder the entire risk, insisted that the author should be paying half the cost of the initial print run of the author's controversial new book.
- c. The publishers, unwilling to shoulder the entire risk, insisted that the author pay half the cost of the initial print run of his controversial new book.
- d. Unwilling to shoulder the entire risk, the publishers insisted the author should pay half the cost of the initial print run of his controversial new book..
- e. Unwilling to shoulder the entire risk, the author was required by the publisher to pay half the cost of the initial print run of his controversial new book.

Q6. Those watching the libel suit might speculate if the company, swift to take offense might have been as responsible for the perceived slander as the newspaper was.

- a) speculate if the company, swift to take offense might have been
- b) speculate if the company, swift to take offense had been
- c) speculate if, in its swiftness to take offense the company was
- d) wonder as to whether, in its swiftness to take offense, the company was
- e) wonder whether the company, swift to take offense, was

Q7. Added to the increase in monthly wages discussed last spring, the dining hall employees are currently seeking improved insurance coverage.

- a) Added to the increase in monthly wages discussed last spring, the dining hall employees are currently seeking improved insurance coverage.
- b) Added to the increase in monthly wages which had been discussed last spring, the employees of the dining hall are currently seeking an improved insurance coverage.
- c) The dining hall employees are currently seeking improved insurance cover- age added to the increase in monthly wages that were discussed last spring.
- d) In addition to the increase in monthly wages that were discussed last spring, the dining hall employees are currently seeking improved insurance cover- age.
- e) In addition to the increase in monthly wages discussed last spring, the em- ployees of the dining hall are currently seeking improved insurance coverage

Q8. The sharp contrast in sales of sports memorabilia seen in sports in which most of the participants are male and such sales in sports in which most of the partic- ipants are female have demonstrated that women's sports are still lacking dedicated fans.

- a) seen in sports in which most of the participants are male and such sales in sports in which most of the participants are female have
- b) seen in sports in which most of the participants are predominately male over those that are predominately female have
- c) that favors sports in which most of the participants are male over sports in which most of the participants are female have
- d) that favors sports in which most of the participants are male over sports in which most of the participants are female has
- e) seen is sports in which most of the participants are male and such sales in sports in which most of the participants are female has

Q9. According to the editor of Elle magazine, wearing the same clothes as are worn on undersized models will lead to a fashion failure for the plus-size woman, who should shop at stores such as Lane Bryant that have clothing that will flatter her shape.

- a) wearing the same clothes as are worn on undersized models will lead to a fashion failure for the plus-size woman, who
- b) it will lead to a fashion failure for the plus-size woman to wear the same clothes as on the undersized models; they
- c) fashion failure will result from wearing the same clothes as undersized models to the plus-size woman, who
- d) fashion failure for the plus-size woman will result from wearing the same clothes as on the undersized models; they
- e) the plus-size woman wearing the same clothes as are worn on undersized models will lead to fashion failure; they

Q10. If additional sources of deuterium are found, it will expand the amount that can be used as heavy water for nuclear reactors and reduce the cost of energy, even if the sources are not immediately mined.

- a) it will expand the amount that can be used as heavy water for nuclear reactors and reduce the cost of energy
- b) that amount that is able to be used as heavy water for nuclear reactors will expand and the cost of energy will be reduced
- c) it will cause an increase in the amount that is able to be used as heavy water for nuclear reactors and a reduction in the cost of energy
- d) the amount that can be used as heavy water for nuclear reactors will increase and the cost of energy will drop
- e) it will increase the amount of deuterium that can be used as heavy water for nuclear reactors and cause a drop in the cost of energy

Q11. It is common in Helen Hayes Theatre, as in almost every local theatre, the opinion of administrators has played at least as large a part in deciding what to perform as has the desires of the public.

- a) in almost every local theatre, the opinion of administrators has played at least as large a part in deciding what to perform as has
- b) in almost every local theatre, that the opinion of administrators has played at least as large a part in deciding what to perform as has
- c) it is in almost every local theatre, that the opinion of administrators has played at least as large a part in deciding what to perform as have
- d) is in almost every local theatre, that the opinion of administrators have played at least as large a part in deciding what to perform as have
- e) it is in almost every local theatre, the opinion of administrators has played at least as large a part in deciding what to perform as has.

Q12. In disagreeing with the findings of the Warren Commission, the American public must take care to avoid moving the target of criticism from government agencies collaborating in a coup d'état to collaborating to overthrow foreign governments.

- a) government agencies collaborating in a coup d'état to collaborating to overthrow foreign governments
- b) government agencies collaborating in a coup d'état to foreign governments being overthrown with collaboration

- c) the collaboration of government agencies in a coup d'état to the collaboration of the agencies in overthrowing foreign governments
- d) collaboration of government agencies by coup d'état with foreign governments, that are overthrown
- e) a coup d'état that government agencies collaborate in to collaboration that overthrows foreign governments

Q13. Despite Britain's obvious interest in using oil to power the Royal Navy, the creation of a national oil company lagged behind the Dutch and the Americans and developed only after when oil well construction was supported by foreign speculators.

- a) developed only after when oil well construction was supported by foreign speculators
- b) developed only after foreign speculators supported oil well construction
- c) developed only after foreign speculators' support of oil well construction by foreign speculators
- d) develops only at the time after the supporting of oil well construction by foreign speculators
- e) developed only after there being foreign speculators' support of oil well construction

Q14. The weather predictions delivered on television are usually reliable, but winds, storms that could not be foreseen, and ocean currents often cause much more extreme weather conditions than they had expected.

- a) storms that could not be foreseen, and ocean currents often cause much more extreme weather conditions than they had
- b) storms that cannot be foreseen, and ocean currents often cause much more extreme weather conditions than
- c) unforeseeable storms, and ocean currents are the cause of much more extreme weather conditions than they had
- d) storms that are not foreseeable, and ocean currents often cause much more extreme weather conditions than they had
- e) unforeseeable storms, and ocean currents often cause much more extreme weather conditions than they had

Q15. A male musician can find a career as a solo performer, an orchestra member, or a music teacher after he graduates from college with a degree in music, depending on his talent.

- a) A male musician can find a career as a solo performer, an orchestra member, or a music teacher after he graduates from college with a degree in music, depending on his talent.
- b) After graduating from college with a degree in music, depending on his talent, a male musician can find a career as a solo performer, an orchestra member, or a music teacher.
- c) After graduating from college with a degree in music, a male musician's talent will determine if he can find a career as a solo performer, an orchestra member, or a music teacher.
- d) Talent determines whether a male musician, after graduating from college with a degree in music, can find a career as a solo performer, an orchestra member, or a music teacher.
- e) The talent of a male musician, after graduating from college with a degree in music, will determine whether he can find a career as a solo performer, an orchestra member, or a music teacher

VOICE & ACCENT

What is Accent?

The term *accent* has various meanings, but in speaking, an accent is an identifiable style of pronunciation, often varying regionally or even socioeconomically. But, our aim is to neutralize & globalize your accent.

An **accent** is a particular way of pronouncing a language. 'Warsh' for wash in Cajun Louisiana, 'New Yawk' for New York among native New Yorkers, 'about' for about in Canada. The appeal of dialects and accents comes from our appreciation of their musical intonations, imaginative word choices, and emotive speech rhythms.

Components of Accent

There are 2 main parts to an accent:

1. **Intonation**
2. **Pronunciation**

Some important points to know about English pronunciation:

There are **44** sounds in English
Language

➤ **24 Consonants**

➤ **12 Vowels**

□ **07 short vowels**

□ **05 long vowels**

◆ **08 diphthongs (a sound made by gliding
from one vowel sound to another)**

When we talk, we use our vocal organs – parts of our mouth and throat, such as our lips, teeth, tongue and larynx (voice box). This whole area of the body is called the vocal tract.

- To make a consonant sound, we position some of our vocal organs together or close to each other. For example, our lips come together when we make the first sound in the word pie.

- To make a vowel sound, we position the vocal organs further apart. The vocal tract is more open. For example, the word I is pronounced as a vowel sound (the same one as the second sound in pie).

What are VOWELS?

Speech sounds are broadly categorized as Vowels & Consonants. Vowels are those sounds during the utterance of which the air escapes freely, without any obstruction. In written English there are 5 vowels i.e. a, e, i, o, u.

But, in spoken English there are 20 distinctive vowel sounds, made up of 12 pure vowels or monophthongs and 8 vowel glides or diphthongs.

Definition: Vowel sounds are sounds that are produced by the un-interrupted flow of air.

Diphthongs : Diphthongs are 'gliding vowels', where one vowel sound glides into another one, as a result of the lips or tongue moving. A diphthong is a change in vowel quality, whose sound changes within the same syllable.

Monophthong : A vowel with a single sound quality, such as the middle sound in "rat" or "bit". These sounds are made with one tongue position.

monophthongs				DIPHTHONGS	
i:	ɪ	ʊ	u:	/eɪ/ as in 'take'	
sheep	ship	good	shoot	/aɪ/ as in 'buy'	
e	ə	ɜ:	ɔ:	/ɔɪ/ as in 'boy'	
bed	teacher	bird	door	/ɪə/ as in 'fear'	
æ	ʌ	ɑ:	ɒ	/eə/ as in 'care'	
cat	up	far	on	/əʊ/ as in 'go'	
				/ʊə/ as in 'poor'	
				/aʊ/ as in 'cow'	

EXAMPLES OF SHORT AND LONG VOWEL SOUNDS

A: short

back

snack

fad

mad

Sam

A: long

bake

snake

fade

made/maid

same

A: short

can

plan

tap

at

cat

A: long

cane

plain/plane

tape

ate

Kate

E: short

E: long

E: short

E: long

bed	bead	bet	beat/beet
Ben	bean	met	mete/meat/meet
men	mean	pet	Pete
ten	teen	set	seat
I: short	I: long	I: short	I: long
lick	like	fin	fine
hid	hide	shin	shine
slid	slide	bit	bite
dim	dime	lit	light/lite
Tim	time	sit	sight/site
O: short	O: long	O: short	O: long
rob	robe	cot	coat
hop	hope	not	note
mop	mope	rot	rote/wrote
U: short	U: long	U: short	U: long
cub	cube	cut	cute
tub	tube	flutter	flute
hug	huge	mutter	mute

What are CONSONANTS?

Consonant sounds are produced by partial or full interruption of the breath flow. Consonants give clarity and sharpness to the words. They do the work of making our speech crisp and clear, just like the function of treble in a music system. When you whisper it is consonants that carry forward the sound and the meaning.

- They also convey logic

A-Z is the Alphabet

B C D are called letters of the alphabet

The English Consonant sounds are divided into two broad buckets, which are

- Voiced Consonants-Plosive

- Unvoiced Consonants- Non Plosive

Consonant sounds can be produced either with or without a vibration of the vocal cords.

Skills Review

Voiced (☺)

- Vocal chords vibrate in the throat, causing a vibration.
- Put your fingers on your throat to feel the vibration.
- Voiced consonants are: *b, d, g, j, l, m, n, r, v, w, x* (at the beginning or in the middle of a word), *y, z*.
- All vowels are voiced: *a, e, o, u, i*.

Voiceless (☹)

- Vocal chords do not vibrate as air passes through them.
- There is no vibration felt in the throat.
- Voiceless consonants are: *c, f, h, k, p, s, t, x* (at the end of a word).

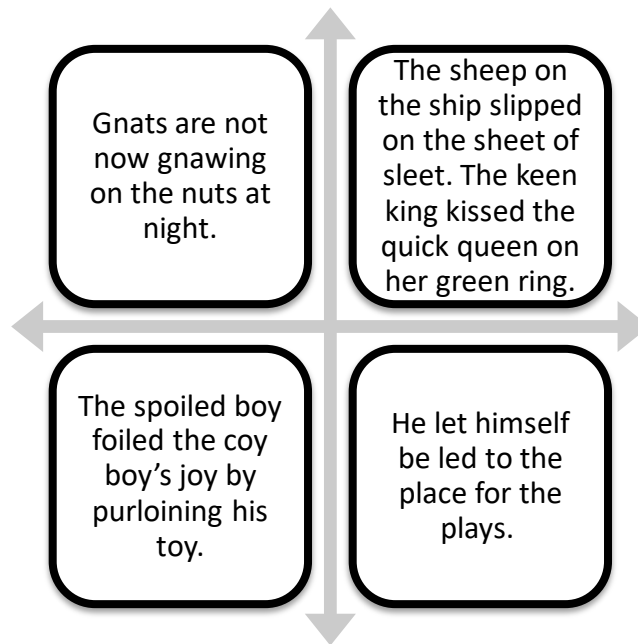
Unvoiced

- /p/ path
- /t/ time
- /k/ came
- /f/ fan
- /th/ think
- /s/ price
- /sh/shoe
- /ch/chin

Voiced

- /b/ bath
- /d/ dime
- /g/game
- /v/ van
- /th/them
- z/prize
- /zh/usual
- /dj/gin

Activity : Try speaking these tongue twisters and differentiate amongst the vowel sounds.



Syllables

Syllables are sound units that build up the structure of every word. They are a very important part of speech. They give a word its pronunciation. Without them speech would sound dull, boring and meaningless.

Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno.

Syllable Stress is very important to understand as using stress on the wrong syllable can affect our pronunciation.

Example: Develop Photographer Industry Technology

1. Two-Syllable nouns and adjectives

In most two syllable nouns and adjectives, the first syllable takes on the stress.

Examples:

SAMples CARton PURple RAIny CHIna HAPpy

2. Two-Syllable verbs and prepositions

In most two syllable verbs and prepositions, the stress is on the second syllable.

Examples:

reLAX diRECT aMONG aSIDE betWEEN deCIDE

More about word stress on two-syllable words

- About 80% of two-syllable words get their stress on the first syllable.
- There are, of course, exceptions to this rule, but very few nouns and adjectives get stress on their second syllable.
- Verbs and prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

Note: There are many two-syllable words in English that can be pronounced in two different ways. The stress change also changes the part of speech of the word.

Examples:

- PREsent = a gift (noun); non past or future (adjective)
- preSENT = to give something to someone (verb)
- OBject = something you can see and touch (noun)
- obJECT = to disagree with something (verb)

3. Three-Syllable words

For three-syllable words, word stress is on 2nd syllable most of the times. However, exceptions are always there.

adEquate *amAzement* *attEntion* *attrActive* *banAna*

4. Words ending in er, ly

For three-syllable words ending with the suffixes **er** or **ly**, the stress is placed on the first syllable.

ORderlySIlently LOvinglyMANagerGARdenerEAsier

5. Words ending in consonants and in y

If there is a word that ends in a **consonant** or in a **y**, then the first syllable usually gets the stress.

RARity OPTimal GRAdient GENorous

6. Words with various endings

Take a good look at the list of suffixes below (suffixes are word endings).

The stress is going to be on the syllable right before the suffix. This applies to words of all syllable lengths.

Examples:

1. **able:** ADDable, DURable, LAUGHable
2. **ial:** differENTial, SOcial, fiNANcial
3. **cian:** muSIcian, phySIcian, cliNIcian
4. **ery:** BAkery, SCEnery
5. **ian:** coMEDian, ciVILian, techNIcian
6. **ible:** reSIstible, imPOSSible, TERRible
7. **ic:** arCHAic, plaTONic, characteRIStic
8. **ics:** diaBETics, paediAtrics, TOPics
9. **ion:** classifiCAtion, repoSItion, vegeTAtion
10. **ia:** MEdia, bacTERia, vicTORia
11. **ient:** inGREdient, PATient, ANcient
12. **ious:** mySTERious, reLIgious, VARious
13. **ish:** SELfish, ENglish, PUnish
14. **osis:** hypNOsis, diagNOsis, osMOsis

7. Words ending in ade, ee, ese, que, ette, oon

Words that use the suffix **ade**, **ee**, **ese**, **eer**, **que**, **ette**, or **oon** have the primary stress actually placed on the suffix.

1. **ade:** lemoNADE, cruSADE, arCADE
2. **ee:** aGREE, jamborEE, guaranTEE
3. **eer:** sightSEER, puppeTEER
4. **ese:** SiamESE, JapanESE, chEESE
5. **ette:** cassETTE, CorvETTE, toweLETTE
6. **que:** unIQUE, physIQUE
7. **oon:** baLOON, afterNOON, carTOON

8. Stress on the second from the end syllable

You put stress on the second syllable from the end of the word with words ending in **ic**, **sion**, and **tion**.

iCONic

GRAPHic

hyperTENsion

teleVIsion

nuTRItion

9. Stress on the third from end syllable

You put stress on the third from end syllable with words that end in **cy**, **ty**, **phy**, **gy** and **al**.

deMOcracy

geOGRAPHy

ALLergy

CLArity

CRItical

10. Word stress for compound words

A. Compound noun

A compound noun is a noun made out of two nouns that form one word. In a compound noun, the most stress is on the stressed syllable of the first word.

- SEAfood (sea + food)
- ICEland (ice + land)
- TOOTHpaste (tooth + paste)
- FOOTball (foot + ball)
- BAsketball (basket + ball)

B. Compound adjectives

A compound adjective is an adjective made of at least two words.

Often, hyphens are used in compound adjectives. In compound adjectives, the most stress is placed in the stressed syllable of the second word.

- ten-MEter
- rock-SOLid
- fifteen-MINute
- old-FASHioned

C. Compound verbs

A compound verb is when a subject has two or more verbs. The stress is on the second or on the last part.

- Matilda loves bread but deTESTS butter.
- Sarah baked cookies and ATE them up.
- Dogs love to eat bones and love to DRINK water.

D. Noun + compound nouns

Noun + compound Nouns are two word compound nouns. In noun + compound noun, the stress is on the first word.

- AIRplane mechanic
- PROject manager
- BOARD member

11. Reflexive pronouns

Reflexive pronouns show that the action affects the person who performs the action. For example: I hit mySELF.

The second syllable usually takes the stress.

- mySELF
- themSELVES
- ourSELVES

What is Sentence Stress?

Words in a sentence are not all given the same salience (importance) in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning.

I did not say you stole my red hat.

At the moment, nothing is particularly stressed. The meaning seems fairly obvious. But what if some stress is placed on the first word - I:

I did not say you stole my red hat.

Then the meaning contains the idea that someone else said it, not me. Stress the second and third word and you get another shade of meaning:

I **did** not say you stole my red hat. (Strong anger and denial of the fact.)
 I did **not** say you stole my red hat. (Strong anger and denial of the fact.)
 I did not **say** you stole my red hat. (But I implied it that you did. Did you?)
 I did not say **you** stole my red hat (I wasn't accusing you. I know it was someone else)
 I did not say you **stole** my red hat. (I said you did something else with it, or maybe borrowed it.)
 I did not say you stole **my** red hat. (I meant that you stole someone else's red hat)
 I did not say you stole my **red** hat. (I said that you stole my blue hat.)
 I did not say that you stole my red **hat**. (I said that you stole my red bat. You misunderstood my pronunciation)

Analyzing this way, you can see how important stress is in English. Now, you need to understand which words we generally stress and which we do not stress.

Most sentences have two basic types of word:

- **Content words**

Content words are the key words of a sentence. They are the important words that carry the meaning or sense—the real content.

- **Structure words**

Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form—its structure.

If you remove the structure words from a sentence, you will probably still understand the sentence. If you remove the content words from a sentence, you will **not** understand the sentence. The sentence has no sense or meaning.

Imagine that you receive this telegram message:

SELL CAR GONE FRANCE

This sentence is not complete. It is not a "grammatically correct" sentence. But you probably understand it. These 4 words communicate very well. Somebody wants you to **sell** their **car** for them because they have **gone** to **France**. We can add a few words:

But the information is basically the same:

content words

Will you **SELL** my **CAR** because I've **GONE** to **FRANCE**.

structure words

VOICE MODULATION (INTONATION)

Intonation

Intonation is the music of the language. In English, we use tone to signal emotion, questioning, and parts of the sentence among many other things. It's important to recognize the meaning behind the tones used in everyday speech, and to be able to use them so that there are no misunderstandings between the speaker and the listener. It is generally true that mistakes in pronunciation of sounds can be overlooked, but mistakes in intonation make a lasting impression.

In other words we can say that, the intonation of a language refers to the patterns of pitch variation, or the tones, its uses in its utterance.

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

- **Statements**

- Nice to meet you. ↘
- I'll be back in a minute. ↘
- She doesn't live here anymore. ↘
- Dad wants to change his car. ↘
- Here is the weather forecast. ↘
- Cloudy weather is expected at the end of the week. ↘

- **Commands**

- Write your name here. ↘
- Show me what you've written. ↘
- Leave it on the desk. ↘
- Take that picture down. ↘
- Throw that out. ↘
- Put your books on the table. ↘
- Take your hands out of your pockets. ↘

- **Wh- questions** (requesting information.)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

- What country do you come from? ↘

- Where do you ↘ work?
- Which of them do you ↘ prefer?
- When does the shop ↘ open?
- How many books ↘ have you bought?
- Which coat is ↘ yours?
- Whose bag is this?

- **Questions Tags that are statements requesting confirmation rather than questions.**

Not all tag questions are really questions.

Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- He thinks he's so clever, doesn't he? ↘
- She's such a nuisance, isn't she? ↘
- I failed the test because I didn't revise, did I? ↘
- It doesn't seem to bother him much, does it? ↘

- **Exclamations**

- How nice of you! ↘
- That's just what I need! ↘
- You don't say! ↘
- What a beautiful voice! ↘
- That's a surprise! ↘

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking.

It is normally used with yes/no questions, and question tags that are real questions.

- **Yes/no Questions**

(Questions that can be answered by 'yes' or 'no'.)

- Do you like your new ↗ teacher?
- Have you finished ↗ already?
- May I borrow your ↗ dictionary?

- Do you have any ↗ magazines?
- **Questions tags that show uncertainty and require an answer** (real questions).
 - We've met already, ↗ haven't we?
 - You like fish, ↗ don't you?
 - You're a new student ↗ aren't you?
 - The view is beautiful, ↗ isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called Rise-Fall or Fall-Rise intonation.

Rise-Fall Intonation (↗ ↘)

(The intonation rises and then falls.)

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

- **Choices** (alternative questions.)
 - Are you having ↗ soup or ↘ salad?
 - Is John leaving on ↗ Thursday or ↘ Friday?
 - Does he speak ↗ German or ↘ French?
 - Is your name ↗ Ava or ↘ Eva?
- **Lists** (rising, rising, rising, falling)

Intonation falls on the last item to show that the list is finished.

 - We've got ↗ apples, pears, bananas and ↘ oranges
 - The sweater comes in ↗ blue, white pink and ↘ black
 - I like ↗ football, tennis, basketball and ↘ volleyball.

- **Unfinished thoughts (partial statements)**

In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.

- Do you like my new handbag? Well the ↗ leather is ↘ nice... (but I don't like it.)
- What was the meal like? Hmm, the ↗ fish was ↘ good... (but the rest wasn't great).

- **Conditional sentences**

(The tone rises in the first clause and falls gradually in the second clause.)

- If he ↗ calls, ask him to leave a ↘ message.
- Unless he ↗ insists, I'm not going to ↘ go.

Exercises:

1. Insert the correct word(s) in the sentences below.

- a) If we go _____ the beach, would you like to come _____? (**to/ too/ two**)
- b) I am going _____ you like it or not. (**whether/ weather**)
- c) I shall put _____ parcels over _____. (**there / their/ they're**)
- d) I like to come _____ because I always _____ the latest gossip. (**hear/here**)
- e) There is _____ paper left in the printer, or did you _____ that already?(**no/ know**)
- f) _____ you like to come to the party with me? (**would/ wood**)
- g) You need to go _____ the door at the end of the corridor to get to the exit.(**through/ threw**)
- h) I must _____ a letter to the bank. (**write / right**)
- i) I need to see if he has cashed the _____. (**check/ cheque**)
- j) He _____ his motorbike along the _____. (**road/ rode/ rowed**)

2. Fill in the blanks using 'aw' sound.

- a. Niagara _ _ _ls is the highest falls in the world.
- b. The children are playing with the basket _ _ _.
- c. He got a _ _ _ _ _ship from his school.
- d. _ _ _ _ _ walk to your left on the road.
- e. Roses have _ _ _ _ _.

3. Unscramble the jumbled words

- | | |
|------------|------------|
| a) Liob - | e) Inoc - |
| b) Jyeon - | f) Sybo - |
| c) Snioe - | g) Ayorl - |
| d) Oyj - | |

4. Choose the Correct Response.

- a. I went to the barber to get a (hair/ hare)cut.
- b. Sheena is a (fare/ fair) girl.
- c. On Ridhima's birthday her father gifted her a teddy(bare/ bear).
- d. Please don't (stare/ stair) at the stranger.
- e. I bought a (pear/ pair) of scissors for the craft classes.
- f. I will (ware/ wear) a red dress for the party.

5. Use 'wear', 'where' or 'we're' correctly:

- a) Make sure you _____ a life jacket on the boat.

- b) Please put the art supplies back _____ they belong.
- c) _____ going on a road trip next Friday.
- d) Mom told me to _____ a coat, but I didn't listen.
- e) I don't know _____ I put those moving boxes.
- f) This weekend, _____ going to the park to play baseball.
- g) _____ will you hide the gifts?
- h) My sister wants to _____ the sweater she got for her birthday.
- i) John invited us to breakfast, but _____ not going to make it on time.
- j) 10.I will _____ my red hat to school tomorrow.

6. In English, many written words contain consonant letters that are not pronounced. These letters are referred to as 'silent' letters. Match each word with the appropriate meaning below.

Rhyme	often	listen	island	calm	column	talk
foreign	hour	exhausted	bark			

- a) 1.sixty minutes _____
- b) 2land surrounded by water _____
- c) 3 peaceful and quiet _____
- d) 4 words containing the same sounds _____
- e) 5 to hear and give attention when someone speaks _____
- f) 6 to speak _____
- g) 7 to be very tired and without energy _____
- h) 8 from another country or another place _____
- i) 9 a strong, tall piece of stone or wood _____
- j) 10 used to support a building _____

7. Read the sentence. Write the correct word on the line.

- a. The _____ going around the mountain is very scary. (rode, road)
- b. _____ not going to believe what I saw today. (your, you're)
- c. I don't know if I would like _____ soup or not. (beet, beat)
- d. Stanley ran around two _____ before they threw him out. (bases, basis)
- e. The huge _____ sat dangerously close to the edge. (bolder, boulder)
- f. The _____ in our new house will be ten feet tall. (ceiling, sealing)
- g. The _____ ripped on the curtain when the cat climbed it. (seem, seam)
- h. My neighbor delivers the _____ on your _____. (mail, male) (rode, road)
- i. He said the dog was _____ but _____ not. (theirs, there's) (its, it's)
- j. My mom bought us four different kinds of _____ to eat. (cereal, serial)
- k. An independent _____ is a sentence. (clause, claws)
- l. We rented a hotel _____ when we went on vacation. (suite, sweet)

8. Write sentences for 2 pairs of words, demonstrating the different word class:

1. Conduct

Noun

.....

.....

Verb

.....

.....

2. Digest

Noun

.....

.....

Verb

.....

.....

3. Escort

Noun

.....

.....

Verb

.....

.....

4. Insult

Noun

.....

.....

Verb

.....

.....

5. Produce

Noun

.....

.....

Verb

.....

.....

6. Record

Noun

.....

.....

Verb

.....

.....

7. Access

Noun

.....

.....

Verb

.....

.....

8. Address

Noun

.....

.....

Verb

.....

.....

9. Auction

Noun

.....

.....

Verb

.....

.....

10. Balance

Noun

.....

.....

Verb

.....

.....

11. Bargain

Noun

.....

.....

Verb

.....

.....

12. Blame

Noun

.....

.....

Verb

.....

.....

13. Blast

Noun

.....

.....

Verb

.....

.....

14. Catch

Noun

.....

.....

Verb

.....

.....

15. Cause

Noun

.....

.....

Verb

.....

.....

16. Convict

Noun

.....

.....

Verb

.....

.....

17. Complex

Noun

.....

.....

Verb

.....

.....

18. Desert

Noun

.....

.....

Verb

.....

.....

19. Segment

Noun

.....

.....

Verb

.....

.....

20. Content

Noun

.....

.....

Verb

.....

.....

9. . Read the sentence. Write the correct word on the line:

- a. _____ going to be the first to recite _____ poem? (Whose, Who's) (their, there, they're)
- b. The window _____ needs to be painted white. (pain, pane)
- c. The yellow part of an egg is called the _____, (yoke, yolk)
- d. Cindy makes _____ salad every time I eat at her house. (pare, pair, pear)
- e. Grandma taught me how to _____ bread _____. (need, knead) (doe, dough)
- f. I love going to the county _____ each year. (fare, fair)
- g. My dad always says, "I love you _____" to my mom. (deer, dear)
- h. You need to make up your _____ before _____ too late. (mined, mind) (its, it's)
- i. They are going to _____ Tuesday with _____ friends. (meat, meet) (there, their, they're)
- j. The dress looks much better with a belt around the _____. (waist, waste)
- k. Martha Steward showed us how she _____ her turkey. (trust, trussed)
- l. Melvin _____ make that mistake again. (want, won't)

10. How many syllables are there in each word? Choose the correct answer.

1. monkey
a) 1 b) 2 c) 3 d) 4
2. relocation
a) 1 b) 2 c) 3 d) 4
3. magnet
a) 1 b) 2 c) 3 d) 4
4. slob
a) 1 b) 2 c) 3 d) 4
5. characterise
a) 1 b) 2 c) 3 d) 4
6. travelling
a) 1 b) 2 c) 3 d) 4
7. rocket
a) 1 b) 2 c) 3 d) 4
8. trying
a) 1 b) 2 c) 3 d) 4
9. garden
a) 1 b) 2 c) 3 d) 4

10. caterpillar

- a) 1 b) 2 c) 3 d) 4

11. Where is the stress in each of these words? Decide which syllable:

1. reception

- a) 1st b) 2nd c) 3rd

2. comparison

- a) 1st b) 2nd c) 3rd d) 4th

3. potato

- a) 1st b) 2nd c) 3rd

4. bedroom

- a) 1st b) 2nd

5. fourteen

- a) 1st b) 2nd

6. forty

- a) 1st b) 2nd

7. delicious

- a) 1st b) 2nd c) 3rd

8. playful

- a) 1st b) 2nd

12. Use underlining to show the correct stress on these compound words which have been given in a sentence to make the word class obvious:

- a. I heard a blackbird singing.
- b. Put the seedlings in the greenhouse until they are taller.
- c. He is a bad-tempered old man.
- d. My grandparents are a little old-fashioned. (2 words)
- e. I don't understand what you mean.
- f. The water will overflow and come out through this overflow pipe. (2 words)
- g. I need to go to the supermarket before I leave for the airport. (2 words)
- h. He is waiting at the bus-stop on the main highway. (2 words)
- i. He came straight out of the swimming-pool and into the living-room to answer the telephone. (3 words)
- j. This raincoat isn't waterproof. (2 words)
- k. Traffic-lights are confusing because I'm colour-blind. (2 words)
- l. What's he like? Well he's easy-going, and good-looking, very self-confident and always well-dressed. (4 words)

13. For each question, the correct choice is the one in which the stressed syllable is capitalized, as in vocabulary:

1. Can you pass me a plastic knife?
 - a) PLAS-tic
 - b) plas-TIC
2. I want to be a photographer.
 - a) PHO-to-graph-er
 - b) pho-TO-graph-er
3. Which photograph do you like best?
 - a) PHO-to-graph
 - b) pho-TO-graph
4. He was born in China.
 - a) CHI-na
 - b) Chi-NA
5. Whose computer is this?
 - a) com-PU-ter
 - b) com-pu-TER
6. I can't decide which book to borrow.
 - a) DE-cide
 - b) de-CIDE
7. Couldn't you understand what she was saying?
 - a) un-DER-stand
 - b) un-der-STAND
8. Voting in elections is your most important duty.
 - a) im-POR-tant
 - b) im-por-TANT
9. We had a really interesting conversation.
 - a) con-VER-sa-tion
 - b) con-ver-SA-tion
10. How do you pronounce this word?
 - a) PRO-nounce
 - b) pro-NOUNCE

14. Match the following conversations with the correct sentence stress:

<p>A. Where did you get these flowers from? The cemetery?</p> <p>B. Yes....</p> <p>A. You weren't supposed to steal them!</p> <p>_____</p>	<p>1. <u>I</u> asked you to buy me a bunch of white roses.</p>
<p>A. Here are the flowers Bob asked me to get.</p> <p>B. Eh? Bob didn't say anything, _____</p>	<p>2. I <u>asked</u> you to buy me a bunch of white roses.</p>
<p>A. Why do these roses have your mother's name on them?</p> <p>B. I got them for my mother, just like you asked.</p> <p>A. In what world would I ask you to buy your mother flowers on our anniversary? _____</p>	<p>3. I asked <u>you</u> to buy me a bunch of white roses.</p>
<p>A. John, why are there yellow roses on the table?</p> <p>_____</p>	<p>4. I asked you <u>to buy</u> me a bunch of white roses.</p>
<p>A. Oh, lilies, they're beautiful, but _____</p>	<p>5. I asked you to buy <u>me</u> a bunch of white roses.</p>
<p>A. I was kind of busy today, so my secretary did me the favour of ordering you the flowers you wanted.</p> <p>B. What?! _____ Why do I want roses from your secretary?</p>	<p>6. I asked you to buy me <u>a bunch</u> of white roses.</p>
<p>A. Listen, I know a single rose is supposed to be very romantic, but _____</p>	<p>7. I asked you to buy me a bunch of <u>white</u> roses.</p>
<p>A. Susie, you're always bossing me around. Ordering me to buy you flowers is the last straw.</p> <p>B. Fred, honestly, I don't understand what you're talking about. _____, not order!</p>	<p>8. I asked you to buy me a bunch of white <u>roses.</u></p>

15. Look at each of these words. Decide on which syllable the stress falls?

1. personal

a. 1st

b. 2nd

c. 3rd

2. personnel
a. 1st b. 2nd c. 3rd
3. adjective
a. 1st b. 2nd c. 3rd
4. enhance
a. 1st b. 2nd
5. Canadian
a. 1st b. 2nd c. 3rd d. 4th
6. Japanese
a. 1st b. 2nd c. 3rd
7. psychology
a. 1st b. 2nd c. 3rd d. 4th
8. politician
a. 1st b. 2nd c. 3rd d. 4th

Direct Indirect Speech

What is Direct & Indirect Speech?

Direct Speech: the message of the speaker is conveyed or reported in his own actual words without any change. It is also called as **REPORTED SPEECH**.

Indirect Speech: the message of the speaker is conveyed or reported in our own words.

Example on Process of Conversion from Direct to Indirect Speech

- a) **Direct:** Radha said, “I am very busy now.”
- b) **Indirect:** Radha said that she was very busy then.

Key Terminology

During the process, you will come across many important terms that you need to know better so that you can convert any direct speech into indirect speech easily and without any hassle. Consider the following sentences:

- **Direct Speech:** She says, “I am a little bit nervous.”
- **Indirect Speech:** She says that she is a little bit nervous.

Now consider the different grammatical aspects of both.

- **Reporting Speech:** The first part in the direct speech is called reporting speech.
- **Reporting Verb:** The verb of the reporting speech is called the reporting verb.

Direct speech	Indirect speech
Direct speech reports or quotes the exact words spoken.	Indirect speech is also known as reported speech.
Its purpose is to report exactly that was said by someone by using quotation marks.	Its purpose is to report on what someone said in past.
It is accompanied by a reporting verb, signal phrase, or quotative frame.	It uses reporting verbs such as “say,” “tell,” “said,” “talk,” and “speak.”
You will keep the verb tense the same in the quotations.	Normally, you will change the verb tense when using indirect speech

- ✓ All inverted commas or quotation marks are omitted and the sentence ends with a full stop.
- ✓ Conjunction 'that' is added before the indirect statement.
- ✓ The Pronoun is changed in Person.
- ✓ Present Tense is changed to Past.
- ✓ The adverb 'now' is changed to 'then'.

Tips on Direct and Indirect Speech

Tip 1: Conversion Rules as per the Reporting Verb

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

- a) **Direct:** He **said**, "I am unwell."
- b) **Indirect:** He **said** (that) he **was** unwell.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

- a) **Direct:** He **says/will say**, "I am unwell."
- b) **Indirect:** He **says/will say** he **is** unwell.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

- a) **Direct:** They said, "We **cannot live** without water."
- b) **Indirect:** They said that we **cannot live** without water.

Tip 2: Conversion Rules of Present Tense in Direct Speech

Simple Present Changes to Simple Past

- a) **Direct:** "I **am** happy", she said.
- b) **Indirect:** She said that she **was** happy.

Present Continuous Changes to Past Continuous

- a) **Direct:** "I **am reading** a book", he explained.
- b) **Indirect:** He explained that he **was reading** a book.



Present Perfect Changes to Past Perfect

- a) **Direct:** She said, "He **has finished** his food".
- b) **Indirect:** She said that he **had finished** his food.

Present Perfect Continuous Changes to Past Perfect Continuous

- a) **Direct:** "I **have been to** Gujarat", he told me.
- b) **Indirect:** He told me that he **had been to** Gujarat.

Tip 3: Conversion Rules of Past & Future Tense

Simple Past Changes to Past Perfect

- a) **Direct:** He said, "Ira **arrived** on Monday."
- b) **Indirect:** He said that Ira **had arrived** on Monday.

Past Continuous Changes to Past Perfect Continuous

- a) **Direct:** "We **were living** in Goa", they told me.
- b) **Indirect:** They told me that they **had been living** in Goa.

Past Perfect remains Past Perfect

- a) **Direct:** David said, "I have not met her".
- b) **Indirect:** David said that he had not met her.

Past Perfect Continuous remains Past Perfect Continuous

- a) **Direct:** Jill said "I had been cooking".
- b) **Indirect:** Jill said that she had been cooking.

Future Simple Changes to Present Conditional

- a) **Direct:** He said, "I **will be** in Kolkata tomorrow."
- b) **Indirect:** He said that he **would be** in Kolkata the next day.

Future Continuous Changes to Conditional Continuous

- a) **Direct:** She said, "I'll **be using** the car next Friday."
- b) **Indirect:** She said that she **would be using** the car next Friday.

Future Perfect, will have changes to would have

- a) **Direct:** He said, "I will have cleaned the room".

b) **Indirect:** He said that he would have cleaned the room.

Future Perfect Continuous remains Future Perfect Continuous (Will changes to would)

a) **Direct:** She said, "**We will have been watching a movie.**"

b) **Indirect:** She said that they would have been watching a movie.

Tip 4: Changes in Modals

CAN changes into COULD

a) **Direct:** He said, "I **can** swim."

b) **Indirect:** He said that he **could** swim.

MAY changes into MIGHT

a) **Direct:** He said, "I **may** buy a house."

b) **Indirect:** He said that he **might** buy a house.

MUST changes into HAD TO

a) **Direct:** He said, "I **must** work hard."

b) **Indirect:** He said that he **had to** work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

a) **Direct:** He said, "I **should** face the challenge."

b) **Indirect:** He said that he **should** face the challenge.

Tip 5: Conversion of Interrogative

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

a) **Direct:** He **said to** me, "What are you doing?"

b) **Indirect:** He **asked** me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

a) **Direct:** He said, "**Will** you come for the meeting?"

b) **Indirect:** He asked them **whether they would** come for the meeting.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as joining clause.

a) **Direct:** "**Where** do you live?" asked the girl.

- b) **Indirect:** The girl **enquired where** I lived.

Interrogative sentence in indirect speech ends with a FULL STOP and not a QUESTION MARK.

Tip 6: Command, Request, Exclamation, Wish

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

- a) **Direct:** Rafique said to Ahmed, "Go away."
- b) **Indirect:** Rafique **ordered** Ahmed **to go** away.
- c) **Direct:** He said to her, "Please wait."
- d) **Indirect:** He **requested** her **to wait**.

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

- a) **Direct:** He said, "**Alas!** I am undone."
- b) **Indirect:** He **exclaimed sadly** that he was broke.

Tip 7: Change of Pronouns

The first person of the reported speech changes according to the subject of reporting speech.

- a) **Direct:** **She** said, "**I am** in ninth class."
- b) **Indirect:** She says that **she** was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

- a) **Direct:** He says to **them**, "**You** have completed **your** job."
- b) **Indirect:** He tells **them** that **they** have completed **their** job.

The third person of the reported speech doesn't change.

- a) **Direct:** **He** says, "**She** is in tenth class."
- b) **Indirect:** **He** says that **she** is in tenth class.

Tip 8: Change of Place and Time

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither-- thither

Come -- go

Hence -- thence

Next week/month -- following week/month

- a) **Direct:** She said, “My father came **yesterday.**”
- b) **Indirect:** She said that her father had come **the day before.**
- c) **Direct:** She **says/will say**, “My father came **yesterday.**”

Indirect: She **says/will say** that her father had come **yesterday.** (*Here the reporting verb ‘says’ is in the present tense OR ‘will say’ is in future tense; hence the time expression ‘yesterday’ won’t change.*)

Tip 9: Punctuation

The words that are actually spoken should be enclosed in quotes and begin with a capital letter

Example: **He said, “You are right.”**

Comma, full stop, question mark, or exclamation mark must be present at the end of reported sentences and are placed inside the closing inverted comma or commas.

Example: **He asked, “Can I come with you?”**

If direct speech comes after the information about who is speaking, comma is used to introduce the piece of speech, placed before the first inverted comma.

Example: **She shouted, “Stop talking!”**

Example: **“Thinking back,” she said, “he didn’t expect to win.”** (*Comma is used to separate the two reported speech and no capital letter to begin the second sentence*).

Tip 10: Conversion of Indirect to Direct Speech

1. Use the reporting verb, "say" or "said to" in its correct tense.
2. Remove the conjunctions "that, to, if or whether etc" wherever necessary.
3. Insert quotation marks, question mark, exclamation and full stop, as per the mood of the sentence.
4. Write the first word of the statement with capital letter.
5. Change the past tense into present tense wherever the reporting verb is in the past tense.

Example

- a) **Indirect:** He asked **whether** he is coming.
- b) **Direct:** He **said** to him, **“Are you coming?”**

EXERCISE

Beginner

Change the following into indirect speech

Simple sentence

1. The girl said, ‘It gives me great pleasure to be here this evening.’
2. The man said, ‘I must go as soon as possible.’
3. The teacher says, ‘If you work hard, you will pass.’
4. He said, ‘I have won.’
5. She said, “I work in an office”.

Interrogative

1. She said to me, ‘Are you coming with us?’
2. She said to me, ‘Are you unwell?’
3. She said to him, ‘Am I to wait for you till eternity?’
4. I said to him, ‘Were you present at the meeting yesterday?’
5. The woman asked the stranger, ‘Should I help you?’

Imperative sentence

1. The said to me, "Please help me"
2. She said to him, "You should find a job"
3. They said to him, "Do not go there"
4. He said, "Open the door"
5. The teacher said to student, "Do not make a noise"

Exclamatory sentences

1. He said, "Hurrah! I got a reward"
2. She said, "Alas! I failed in exam"
3. John said, "Wow! What a nice car it is"
4. She said, "Hurrah! I am selected for the job"
5. He said, "Oh no! I missed the bus"

Choose the correct

Q1. I said to him, "Will you go to Delhi?"

- (1) I asked him will he go to Delhi.
- (2) I said to him would he go to Delhi.
- (3) I asked him if he would go to Delhi.
- (4) I said to him would you go to Delhi.

Q2. He said, 'I have read this novel.'

- (1) He said that he has read this novel.
- (2) He said that he had read that novel.
- (3) He said that he read that novel.
- (4) He said that he had read this novel.

Q3. Tania said to her friend, 'Can you lend me an umbrella?'

- (1) Please give me an umbrella Tania requested her friend.
- (2) Will you lend me your umbrella, Tania asked her friend.
- (3) Tania requested her friend to lend her an umbrella
- (4) Tania asked her friend to give her an umbrella.

Q4. Sita said, 'I may go there.'

- (1) Sita says that she may go there.

(2) Sita says that she is going there.

(3) Sita said that she will go there.

(4) Sita said that she might go there.

Q5. My friend requested me to bring him a sandwich.

(1) He said, 'My friend, please bring me a sandwich.'

(2) My friend said, 'Will you bring me a sandwich.'

(3) 'Please bring me a sandwich', said my friend.

(4) 'Please bring my friend a sandwich', said he.

Intermediate

Choose the correct

Q1. Kiran asked me, "Did you see the Cricket match on television last night?"

A. Kiran asked me whether I saw the Cricket match on television the earlier night.

B. Kiran asked me whether I had seen the Cricket match on television the earlier night.

C. Kiran asked me did I see the Cricket match on television the last night.

D. Kiran asked me whether I had seen the Cricket match on television the last night..

Q2. David said to Anna, "Mona will leave for her native place tomorrow."

A. David told Anna that Mona will leave for her native place tomorrow.

B. David told Anna that Mona left for her native place the next day.

C. David told Anna that Mona would be leaving for her native place tomorrow.

D. David told Anna that Mona would leave for her native place the next day.

Q3. The tailor said to him, "Will you have the suit ready by tomorrow evening?"

A. The tailor asked him that he will have the suit ready by the next evening.

B. The tailor asked him that he would have the suit ready by the next evening.

C. The tailor asked him if he would have the suit ready by the next evening.

D. The tailor asked him if he will like to the suit ready by the next evening.

Q4. He said to interviewer, "Could you please repeat the question?"

- A. He requested the interviewer if he could please repeat the question.
- B. He requested the interviewer to please repeat the question.
- C. He requested the interviewer to repeat the question.
- D. He requested the interviewer if he could repeat the question.

Q5. He said. "Be quite and listen to my words.

- A. He urged them to be quite and listen to his words.
- B. He urged them and said be quite and listen to his words.
- C. He urged they should be quite and listen to his words.
- D. He said you should be quite and listen to his words.

Q6. He said to me, I have often told you not to play with fire.

- A. He said that he has often been telling me not to play with fire.
- B. He told me that he had often told me not to play with fire.
- C. He reminded me that he often said to me not to play with fire.
- D. He said to me that he often told me not to play with fire.

Q7. Pawan said to me, "If I hear any news, I'll phone you."

- A. Pawan told me that if he heard any news, he will phone me.
- B. Pawan told me that if he will hear my news, he will phone me.
- C. Pawan told me that if he had heard any news, he would phone me.
- D. Pawan told me that if he heard any news, he would phone me.

Q8. Mohan said, "We shall go to see the Taj in the moonlit night":

- A. Mohan said that we shall go to see the Taj in the moonlit night.
- B. Mohan told that we shall go to see the Taj in moonlit night.
- C. Mohan told that we should go to see the Taj in the moonlit night.
- D. Mohan said that they should go to see the Taj in moonlit night.

Q9. The teacher said to Ram, "Congratulations ! Wish you success in life."

- A. The teacher congratulated Ram and said wish you success in life.
- B. The teacher wished congratulations and success in life to Ram.

C. The teacher wished congratulations to Ram and wished him success in life.

D. The teacher congratulated Ram and wished him success in life.

Q10. The poor examine said, "O God, take pity on me."

A. The poor examine prayed God to take pity on him.

B. The poor examine, involving God, implored him to take pity on him.

C. The poor examine exclaimed that God take pity on him.

D. The poor examine asked God to take pity on him.

Q11. "Where will you be tomorrow," I said, "in case I have to ring you ?"

A. I asked where you will be the next day in case I will ring him.

B. I asked where he would be the next day in case I had to ring him.

C. I said to him where he will be in case I have to ring him.

D. I enquired about his where about the next day in case I would have to ring up.

Q12. The father warned his son that he should be beware of him.

A. The father warned his son, "beware of him !"

B. The father warned his son, "Watch that chap !"

C. The father warned his son, "Be careful about him."

D. The father warned his son, "Don't fall into the trap."

Q13. Farhan asked Geeta, "Could you lend me a hundred rupees until tomorrow ?"

A. Farhan asked Geeta whether she could lend him a hundred rupees until tomorrow.

B. Farhan asked Geeta whether she could lend him a hundred rupees until the next day.

C. Farhan asked Geeta whether she could lend me a hundred rupees until the next day.

D. Farhan asked whether Geeta could lend me a hundred rupees until the next day.

Q14. "What about going for swim," he said, "It's quite fine now."

A. He asked me what about going for a swim as it was quite fine then.

B. He proposed going for swim as it was quite fine.

C. He suggested going for a swim as it was quite fine.

D. He advised me to go for a swim as it was quite fine.

Q15. "You can't bathe in this sea," he said to me, "it's very rough."

- A. He said that I can't bathe in this sea because it's very rough.
- B. He said that you couldn't bathe in the sea if it was very rough.
- C. He said that I couldn't bathe in that sea as it was very rough.
- D. He said that you can't bathe in this sea since it was very rough.

Advance

1, Read the dialogue given below and then complete the report that follows. Write the answers in your answer sheet against the correct blank numbers.

Anne : I want to order a big pineapple cake for my birthday.

Confectioner : When is your birthday?

Anne : It is tomorrow.

Confectioner : You can collect it by noon.

Anne told a confectioner (a)..... a big birthday cake for her birthday. The confectioner asked (b)..... Anne replied it was the following day. The confectioner told her (c)..... by noon.

2, Read the following conversation and complete the passage. Write your answers in the space provided.

Mother : Why are you late from school, Amit ?

Amit : While coming from school to bus stop, slipped by stepping on a banana peel.

Mother : O, my son! Did you hurt yourself ?

Amit : I got a bad bruise on my left knee.

Mother asked Amit (a)..... Amit replied that while coming f̄rom school to bus stop(b).....peel. Mother was shocked to hear this. She further asked (c)..... . Amit answered that (d)..... .

3, Complete the following conversation in indirect speech.

Shilpa: Can I borrow your English textbook?

Jaya: Sure you can. But when will you return it?

Shilpa: I will return it to you after two days from today.

Jaya: Please do as I have to prepare for the exams.

Shilpa asked Jaya (a) _____. Jaya replied that (b) _____ and asked her (c) _____. Shilpa said she (d) _____. Jaya urged her (e) _____ since she (f) _____.

Exercise

In each of the following questions, a sentence has been given in Direct/ Indirect Speech. Out of the suggested alternatives select the one which best expresses the same sentence in Direct/ Indirect Speech.

1. "If you don't keep quiet I shall shoot you," she said to her in a calm voice.
 - a. She warned her calmly that she would shoot her if she didn't keep quiet.
 - b. She said calmly that I shall shoot you if you don't keep quiet.
 - c. She warned her to shoot if she didn't keep quiet calmly.
 - d. Calmly she warned her that be quiet or else she will have to shoot her
- 2) The spectators said, "Bravo! Well played Virat."
 - a. The spectators called Virat bravo because he played well.
 - b. The spectators said that Virat played well and applauded him.
 - c. The spectators encouraged Virat saying he played well.
 - d. The spectators applauded Virat, saying that he played well.
- 3) The traveller enquired of the potter if he could tell him the way to the nearest inn.
 - a. The traveller said to the potter, "Where is the nearest inn?"
 - b. The traveller said to the potter, "Can you tell me the way to the nearest inn?"
 - c. The traveller said to the potter, "Which is the way to nearest inn?"
 - d. The traveller said to the potter, "Can you tell me where is the nearest inn?"
- 4) I said to my father, "Let us go to some restaurant for a change."
 - a. I asked my father to go to some restaurant for a change.
 - b. I asked my father if he would go to some restaurant for a change.
 - c. I permitted my father to go to some restaurant for a change.
 - d. I suggested to my father that we should go to some restaurant for a change.
- 5) Sonya said, "Oh that I were a child again!"
 - a. Sonya exclaimed with wonder that were she a child again.

- b. Sonya wondered that were she a child again.
 - c. Sonya strongly wished that she had been a child again.
 - d. Sonya prayed that she were a child again.
- 6) She said, "I have often told you not to waste your time."
- a. She said that she had often told not waste your time
 - b. She said that she had often told her not waste her time.
 - c. She said that she had often suggested to her not to waste her time.
 - d. She told that she had often told her not to waste his time.
- 7) Soni said to Dhiraj, "Let him come, then we shall see."
- a. Soni told Dhiraj that they would see him if he might come.
 - b. Soni told Dhiraj that they shall see him if he came.
 - c. Soni told Dhiraj that once he came, they would see him.
 - d. Soni said to Dhiraj that if he came, they would see him
- 8) "I don't know the way. Do you?" She asked.
- a. She said that she didn't know the way and did I know it.
 - b. She said that she didn't know the way and asked me if I did.
 - c. She told that she was not knowing the way, but wondered if I knew.
 - d. She asked me if I knew the way which she didn't.
- 9) She said to her, "Don't read so loud."
- a. She told her not to read so loud.
 - b. She advised her not to read so loud.
 - c. She requested her not to read so loud.
 - d. She ordered her not to red so loud.
- 10) She said, "I must go next month."
- a. She said that she must go next month.
 - b. She said that she must go the following month.
 - c. She said that she would have to go the following month.

d. She said that she was to go following month

11) “Are you alone, my son?” asked a soft voice close behind me.

a. A soft voice from my back asked if I was alone.

b. A soft voice said to me are you alone son.

c. A soft voice asked that what I was doing there alone.

d. A soft voice behind me asked if I was alone.

12) He said to me, “Where is the head office?”

a. He asked me where the head office was.

b. He asked me that where the head office was.

c. He wanted to know where the head office was.

d. He asked me where was the head office.

13) She said to her, “Why don’t you go today?”

a. She said to her that why she don’t go today.

b. She asked her if she was going that day.

c. She asked her why she did not go today.

d. She asked her why she did not go that day.

14) He said, “I saw a coin here.”

a. He said that he saw a coin here.

b. He said that he had seen a coin there.

c. He said that he saw a coin there.

d. He said that he had seen a coin here

15) She said, “What a beautiful scene!”

a. She said that what a beautiful scene it was.

b. She exclaimed that it was a very beautiful scene.

c. She exclaimed what a beautiful scene it was.

d. She wondered that it was a beautiful scene

Email Writing

Why there is need to learn email writing?

As your career progresses the importance of communication skills increases. Email is how we spend most of our time communicating, so it's your greatest opportunity. ... The email is often the first impression the receiver gains of the sender. A poorly written email results in a poor first impression.

Although email is a valuable tool, it creates some challenges for writers. Miscommunication can easily occur when people have different expectations about the messages that they send and receive. Email is used for many different purposes, including contacting friends, communicating with professors and supervisors, requesting information, and applying for jobs, internships, and scholarships. Depending on your purposes, the messages you send will differ in their formality, intended audience, and desired outcomes.

When is email the appropriate form of communication to use?

Email is a good way to get your message across when:

- You need to get in touch with a person who is hard to reach via telephone, does not come to campus regularly, or is not located in the same part of the country or world (for instance, someone who lives in a different time zone).
- The information you want to share is not time-sensitive. The act of sending an email is instantaneous, but that does not mean the writer can expect an instantaneous response. For many people, keeping up with their email correspondence is a part of their job, and they only do it during regular business hours. Unless your reader has promised otherwise, assume that it may take a few days for them to respond to your message.
- You need to send someone an electronic file, such as a document for a course, a spread sheet full of data, or a rough draft of your paper.
- You need to distribute information to a large number of people quickly (for example, a memo that needs to be sent to the entire office staff).
- You need a written record of the communication. Saving important emails can be helpful if you need to refer back to what someone said in an earlier message, provide some kind of proof (for example, proof that you have paid for a service or product), or review the content of an important meeting or memo.

When is email NOT an appropriate form of communication to use?

Email is not an effective means of communication when:

- Your message is long and complicated or requires additional discussion that would best be accomplished face-to-face. For example, if you want feedback from your supervisor on your work or if you are asking your professor a question that requires more than a yes/no answer or simple explanation, you should schedule a meeting instead.

- The information is highly confidential. Email is NEVER private! Keep in mind that your message could be forwarded on to other people without your knowledge. A backup copy of your email is always stored on a server where it can be easily retrieved by interested parties, even when you have deleted the message and think it is gone forever.
- Your message is emotionally charged or the tone of the message could be easily misconstrued. If you would hesitate to say something to someone's face, do not write it in an email.

Important components of an effective email:

Cc: and Bcc: ('carbon copy' and 'blind carbon copy')

Copying individuals on an email is a good way to send your message to the main recipient while also sending someone else a copy at the same time. This can be useful if you want to convey the same exact message to more than one person. In professional settings, copying someone else on an email can help get things done, especially if the person receiving the copy is in a supervisory role. For example, copying your boss on an email to a non-responsive co-worker might prompt the co-worker to respond. Be aware, however, that when you send a message to more than one address using the Cc: field, both the original recipient and all the recipients of the carbon copies can see all the addresses in the To: and Cc: fields. Each person who receives the message will be able to see the addresses of everyone else who received it.

Blind copying emails to a group of people can be useful when you don't want everyone on the list to have each other's addresses. The only recipient address that will be visible to all recipients is the one in the To: field. If you don't want any of the recipients to see the email addresses in the list, you can put your own address in the To: field and use Bcc: exclusively to address your message to others. However, do not assume that blind copying will always keep recipients from knowing who else was copied—someone who is blind copied may hit "reply all" and send a reply to everyone, revealing that they were included in the original message.

Subject Lines

Email subject lines are like newspaper headlines. They should convey the main point of your message or the idea that you want the reader to take away. Therefore, be as specific as possible. One-word subjects such as "Hi," "Question," or "FYI" are not informative and don't give the reader an idea of how important your message is. If your message is time sensitive, you might want to include a date in your subject line, like "Meeting on Thurs, Dec 2". Think about the subject lines on the email messages you receive. Which ones do you think are most effective? Why?

Subject needs to be brief and concise. Remember to make it a practice. It must have the following needs: 1) Urgency 2) Curiosity 3) Offers

- Write the subject line after drafting your message
- Use action verbs so the reader knows what you want done
- Appeal to the reader's needs: ask yourself what will make the reader care about
- your email

- Keep your subject line under 50 characters or 6 to 8 words, so the whole line will
- show in the inbox preview
- Keep in mind that some smart phones show only 33 to 44 characters for the
- subject line

Salutation (Greetings and Sign-offs)

Use some kind of greeting and some kind of sign-off. Don't just start with your text, and don't just stop at the end without a polite signature. If you don't know the person well, you may be confused about how to address them ("What do I call my TA/professor?") or how to sign off (Best? Sincerely?). Nonetheless, it is always better to make some kind of effort.

When in doubt, address someone more formally to avoid offending them. Some common ways to address your reader are:

- Dear Professor Smith
- Hello, Ms. McMahon
- Hi, Mary Jane

If you don't know the name of the person you are addressing, or if the email addresses a diverse group, try something generic, yet polite:

- To whom it may concern
- Dear members of the selection committee
- Hello, everyone

Your closing is extremely important because it lets the reader know who is contacting them. Always sign off with your name at the end of your message. If you don't know the reader well, you might also consider including your title and the organization you belong to; for example:

Mary Watkins
Senior Research Associate
Bain and Company

Joseph Smith
UNC-CH, Class of 2009

For your closing, something brief but friendly, or perhaps just your name, will do for most correspondence:

- Thank you
- Best wishes

- See you tomorrow
- Regards

For a very formal message, such as a job application, use the kind of closing that you might see in a business letter:

- Sincerely
- Respectfully yours

Opening Sentence

- Needs to be concise.
- Best to get straight to the point
- Include maximum of four paragraphs and each paragraph should contain a single point.
- The first sentence can be a greeting if the situation allows it.
 - I hope all is well with you.
 - Thank you for your prompt response.

Starting Your Email

Replying to a previous email	Giving brief updates
• “Thanks for the information.”	• “Just a quick note to tell you...”
• “Thanks for your phone call.”	• “Just a quick note to let you know...”
• “Thanks for getting me the figures.”	• “Just to update you on...”

Referring to an attachment

- “Take a look at the attached file.”
- “Have a quick look at the file I’ve attached about...”
- “Thought you might find the attached interesting.”

Middle Paragraphs

Content

- Give further useful details
- Try to discuss one idea per paragraph
- Or, if you’re offering services or assistance, make sure it’s clear what you can provide.
- Organize the rest of the information from most to least important

Language

- Keep your emails short.

- Keep a professional tone: avoid slang, exclamation marks, and smiley faces
- Write briefly and stick to the point: try to keep to 150 words or less
- Use short, everyday words instead of jargon and difficult words
- Keep sentences short

Middle Paragraph [sample]

At the feedback sessions on September 15 (www.badmanconference/sessions/feedback), our company will be discussing ideas about using and hiding “Really Big Lasers.” While we expect a lot of feedback from the general audience, we would like your expertise on two points:

1. Your opinion of the project and the issues raised from the audience
2. Overseeing the quality of the refreshments provided by World Takeover

The above paragraph gives details about the conference and what the company wants James to do. The useful details such as the date, topics and the conference website are all present in this email. James has everything he needs to take action.

Closing (Expressions for thanking)

- Thank you for your help. / time / assistance / support
- I really appreciate the help. / time / assistance / support you’ve given me.
- Thank you once more for your help in this matter

Expressions with a future focus Closing

- I look forward to hearing from you soon / meeting you next Tuesday.
- I look forward to seeing you soon.
- I’m looking forward to your reply.
- We hope that we may continue to rely on your valued custom.
- We look forward to a successful working relationship in the future.
- Please advise as necessary.
- I would appreciate your immediate attention to this matter.

Expressions for showing them you want to help

- If I can be of assistance, please do not hesitate to contact me.
- If you require any further information, feel free to contact me.
- If you require any further information, let me know.
- Please feel free to contact me if you need any further information.
- Please let me know if you have any questions.
- I hope the above is useful to you.
- Should you need any further information, please do not hesitate to contact me.
- Please contact me if there are any problems.
- Let me know if you need anything else
- Drop me a line if I can do anything else for you.

Signature

- Limit your signature to three or four lines of text

- Don't over think it. All you really need is:

Your Name

Title (optional) Company (linked to website)

Phone number

Don'ts

1. Never substitute email for necessary face-to-face meetings
2. Don't assume that everyone reads email immediately
3. Never send an email message written in capital letters, LIKE THIS
4. Never forward jokes, spam, chain letters, or advertisements
5. Do not reply all who received an email unless it's relevant to them
6. Do not use email for any illegal or unethical purpose – goes without saying!

Sample Email

Dear Contact Name

Thank you for your offer of the position of Regional Manager of Product Development for the Witten Company. I am impressed with the depth of knowledge of your development team and believe that my experience will help to maximize the profitability of the department.

I would like to meet with you regarding the salary and benefits you have offered, before I make a final decision. I feel that with the skills, experience, and contacts in the industry that I would bring to Witten, further discussion of my compensation would be appropriate.

Thank you very much for your consideration.

Sincerely

Your Name

Email: youremail@gmail.com

Phone: 555-555-1234

EXERCISE

1. As a former student, write an email to your professor, Mrs Suzanne, thanking her for teaching and guidance that contributed to your overall development. Sign the email as Sameer.
2. As a supplier, write an email to the manager of RD Wheel Company, Mr.Malhotra, intimating of their payment that is due for the products delivered to them three months ago. Sign the email as Sameer.
3. You are a part of the corporate communication team in your company. The working time period is revised as 8:30 am to 5:00 pm. Using the following phrases, write an email with a minimum of 70 words and a maximum of 100 words to the employees in your company informing the same.
4. As a resident, write an email to the Municipal Commissioner of your city, Mr.Kumar, reporting nuisance of a building under construction beside your place. Sign the email as Arvind.
5. As a student representative of your college, write an email to the Principal of Professional Engineering College, Prof.SanjibChatterjee, inviting his institute to participate in the Technical symposium being organized in your college. Sign the email as Arun.
6. As your company is doing good business and expanding, your company is relocating its office to a new address. Using the following phrases, write an email with a minimum of 70 words and a maximum of 100 words to your customer informing the change in address.
7. As a student representative of your department, write an email to your batch mates, suggesting a party for Head of Department Prof.Mandy who is retiring next month. Sign the email as Shruti.
8. As an intern at XYZ consulting Pvt.Ltd, write an email to your internship Project Manager, Mr.Karunesh, informing about the progress that you are making and some difficulties that you are encountering. Sign the email as Max.
9. You are a project manager for a team of 20 resources. Write an email to your team, enquiring about the irregularity in submitting their weekly timesheets and stressing the importance of the same.
10. As a supplier, write an email to the manager of M/S Big wheel Manufacturing Company, Mr. Chopra, intimating of their payment that is due for the products delivered to them three months ago. Sign the email as Ramesh

ESSAY WRITING

What is Essay writing?

Essays are shorter pieces of writing that often require the student to hone a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. As is evidenced by this list of attributes, there is much to be gained by the student who strives to succeed at essay writing.

The purpose of an essay is to encourage students to develop ideas and concepts in their writing with the direction of little more than their own thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) concise and require clarity in purpose and direction. This means that there is no room for the student's thoughts to wander or stray from his or her purpose; the writing must be deliberate and interesting.

The major types of essays:

- 1) **Narrative Essays:** Telling a Story
- 2) **Descriptive Essays:** Painting a Picture
- 3) **Expository Essays:** Just the Facts
- 4) **Persuasive Essays:** Convince Me
- 5) **Argumentative Essays:** Logic/ Argument

Narrative Essays: Telling a Story

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

Descriptive Essays: Painting a Picture

A descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description's sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful

words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

Expository Essays: Just the Facts

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay.

Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

Persuasive Essays: Convince Me

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and

without equivocation why a certain position is correct.

Argumentative Essays: Logic/ Argument

This is the type of essay where you prove that your opinion, theory or hypothesis about an issue is correct or more truthful than those of others. In short, it is very similar to the persuasive essay (see above), but the difference is that you are arguing for your opinion as opposed to others, rather than directly trying to persuade someone to adopt your point of view.

- Formal Writing Style
- Complex – Longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each topic when you are using a formal style. Each main point needs to be introduced, elaborated and concluded.
- Objective – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., unless they are being cited from another source.
- Full Words – No contractions should be used to simplify words (in other words use "It is" rather than "It's"). Abbreviations must be spelt out in full when first used, the only exceptions being when the acronym is better known than the full name (BBC, ITV or NATO for example).
- Third Person – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).



Do's of Essay Writing:

Descriptive Elements:

1. Think about the dominant impression you want to give; don't attempt to describe every single thing.
2. Use imagery to put your reader right there with you.
3. Order events in time and space in such a way that the reader can imagine the location and time easily.
4. USE ADJECTIVES AND ADVERBS! **Instead of:** It was hot. In the afternoon, we rested on a log before hiking further into the woods.

Try: Once the afternoon sun began to blaze down upon us, exhaustion set in, and we collapsed on a nearby moss-covered log, groaning under the weight of its ancient branches. Our hike into the heart of the forest would soon resume.

5. USE A THESAURUS! **Instead of:** old, **Try:** elderly, aged, long in the tooth clean try: spotless, hygienic, sterile

Instead of good, **Try:** marvelous, wonderful, incomparable, unrivaled

Instead of bad, **Try:** dreadful, horrific, appalling, ghastly.

Don'ts of Essay Writing:

1. **Using contractions** (for example 'I don't think' or 'We can't say') instead of the full form ('I do not think' or 'we cannot say.') ever use contractions in academic writing.
2. **Writing too many words.** The examiner is paid to mark on an 'essay per hour basis,' and so will not read the end of an essay if it exceeds the minimum word count by more than about 100 words. This means he or she will not see the end of your argument, and your score will reduce considerably.
3. **Using informal words** (for example 'a nice idea' or 'a silly thing to do') instead of academic words (for example 'a positive idea' or 'a regrettable thing to do.') Remember that academic vocabulary is different from the language you would use in English when talking to friends.

4. **Giving personal opinion in an IDEAS type Task.** Check if the Task is asking for your opinion or not. The first question you should ask yourself is ‘Is this an OPINION or an IDEAS Task?’
5. **Telling stories about your personal history, friends or family.** The Task tells you to use ‘examples from your own experience,’ but this does not mean describing stories from your life or people you know! It means describing examples of things in the world that you know about, have studied or have learned about in the media.
6. **Giving evidence which is too detailed or specific to a subject.** You may be an expert in a particular social or scientific field, but the examiner probably has a different specialty. You need to make your ideas and examples accessible to a general reader. For example, if the Task topic is about money and you are an accountant, do not use specialized accounting terms.
7. **Being emotional or too dramatic when giving your opinion in an OPINION Task.** You may feel strongly about issues such as animals or crime, but academic writing must be unemotional. So avoid phrases such as ‘a disgusting idea’ or ‘I detest this concept.’ It is much better to say ‘an unacceptable idea’ or ‘I disapprove of this concept,’ which is more impersonal and
8. **Academic;** similar to the type of writing that people use in business reports or university essays. Not following the basic structures presented in this book. The examiners want to see a clear, well-structured essay that is easy to read. They are accustomed to seeing the structures we have presented in this book, and they will feel more positive about your essay if they can recognize these structures in what you write.
9. **Avoid ‘lazy’** expressions (“and so on”, “etc”).
10. **Avoid SMS Language:** We all are typing SMS messages, chatting on Skype and the like, and there is a bunch of shorter ways to write longer words. We type “u” instead of “you”, “c” instead of “see”, “IMHO” instead of “in my humble opinion”. None of these can appear in your IELTS exam, unless you are specifically trying to mess up and get a lower score than you deserve. You need to write the full word and spell it correctly, period.

The essay has the following standardized format:

- 1) Introduction
- 2) Elaboration
- 3) Conclusion

STRUCTURE:

- **Introduction**
- Sentence 1 – Paraphrase Question
- Sentence 2 – Thesis Statement
- **Main Body Paragraph 1**
- Sentence 1 – Topic Sentence
- Sentence 2 – Explain Topic Sentence
- Sentence 3 – Example
- Sentence 4 – Result of the mentioned point
- **Main Body Paragraph 2**
- --Same as Para 1--
- **Conclusion**
- Sentence 1 – Summary
- Sentence 2 – Recommendation or Prediction

Something more about writing Introduction:

An attention-grabbing "hook"(To introduce topic. Example: write down mobile and its usage. instead of directly starting from usage of mobile phones, start it with Technology and scenario.)

A thesis statement(demand of the essay, what should be written in body paragraphs and your opinion too if required.) Something more about Thesis statement: A very basic thesis statement is one or two sentences at the end of the first paragraph that tells the reader the main idea of your essay.

The Functions of a Thesis Statement:

- To announce the topic to the reader
- To reflect a judgment about the topic
- To provide the reader with a blueprint
- of what is to come in the paper

Sample:

As people live longer and longer, the idea of cloning human beings in order to provide spare parts is becoming a reality. The idea horrifies most people, yet it is no longer mere science fiction.

Model Introduction for Human Cloning Essay

The cloning of animals has been occurring for a number of years now, and this has now opened up the possibility of cloning humans too. Although there are clear benefits to humankind of cloning to provide spare body parts, I believe it raises a number of worrying ethical issues.

Topic or rephrasing

Thesis

Body Paragraph 1: Topic Sentence:

Main Points:

- 1.
- 2.
- 3.

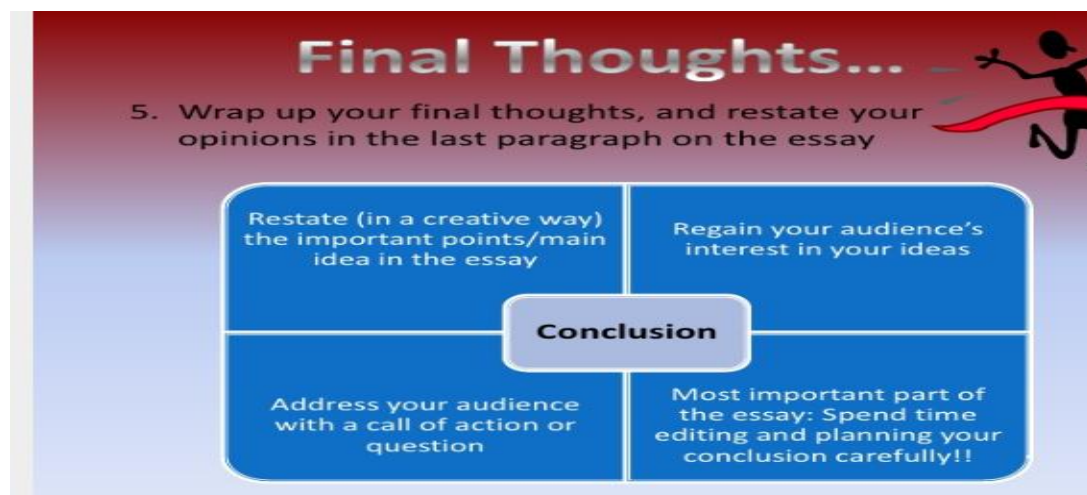
Body Paragraph 2: Topic Sentence:

Main Points:

- 1.
- 2.
- 3.

Sample Body Paragraphs: Due to breakthroughs in medical science and improved diets, people are living much longer than in the past. This, though, has brought with it problems. As people age, their organs can fail so they need replacing. If humans were cloned, their organs could then be used to replace those of sick people. It is currently the case that there are often not enough organ donors around to fulfil this need, so cloning humans would overcome the issue as there would then be a ready supply.

However, for good reasons, many people view this as a worrying development. Firstly, there are religious arguments against it. It would involve creating another human and then eventually killing it in order to use its organs, which it could be argued is murder. This is obviously a sin according to religious texts. Also, dilemmas would arise over what rights these people have, as surely they would be humans just like the rest of us. Furthermore, if we have the ability to clone humans, it has to be questioned where this cloning will end. Is it then acceptable for people to start cloning relatives or family members who have died?



Conclusion: To conclude, I do not agree with this procedure due to the ethical issues and dilemmas it would create. Cloning animals has been a positive development, but this is where it should end.

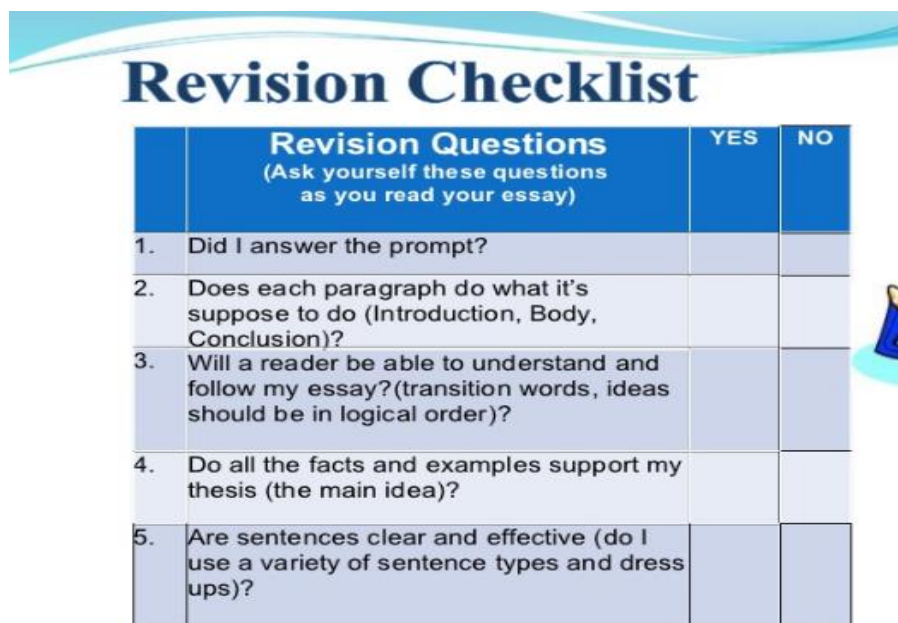
Another Sample: Popular events like the Football World Cup and other international sporting occasions are essential in easing international tension and releasing patriotic emotions in a safe way.

Every four years, the whole world stops to watch international sporting events such as the Olympics and the Football World Cup in which athletes show their best performance to make their country proud. These sporting occasions have proved to be helpful in easing international tension in difficult times when powerful leaders were trying to control the world's economy and other governments were fighting over the land.

The Olympic Games are one of the best examples which prove how sporting events can bring nations together, at least temporarily. From the ancient History, when Greeks and Romans would interrupt battles to participate in the games, to the more recent international disputes, when athletes from Palestine and Israel would forget their differences, compete peacefully and even embrace each other after an event. Moreover, these popular events have called the world's attention to the terrible consequences of wars; thus some leaders have tried to reach agreements to end their disputes and live peacefully.

Similarly, international sporting events show benefits in some developing countries which live in a daily internal civil war. For example, Brazil has a high rate of unemployment, lack of education, hunger, crime, poverty and corruption which leads to an immense embarrassment of being Brazilian and a low self-esteem. However, when the Football World Cup starts, the Brazilian squad, which is considered the best team in the world, provokes an amazing feeling of pride in their country. Most people seem to forget all their problems and even the criminal activity decreases. They paint roads with the national colors, wear the Brazilian team shirts and buy national flags. Moreover, the competition brings families and neighbors together and even rival gangs watch the games and celebrate peacefully.

In conclusion, popular sporting events play an important role in decreasing international tensions and liberating patriotic feelings as history has shown.



Revision Checklist

	Revision Questions (Ask yourself these questions as you read your essay)	YES	NO
1.	Did I answer the prompt?		
2.	Does each paragraph do what it's suppose to do (Introduction, Body, Conclusion)?		
3.	Will a reader be able to understand and follow my essay?(transition words, ideas should be in logical order)?		
4.	Do all the facts and examples support my thesis (the main idea)?		
5.	Are sentences clear and effective (do I use a variety of sentence types and dress ups)?		

Useful Phrases for essay writing:

➤ **Introducing the topic**

- Currently / These days ...
- These days, ...
- Over the few past decades...
- Issues related to ... are frequently discussed these days

- This essay will discuss ... / will examine the arguments for and against / will examine the reasons why people ... / will consider the positive and negative impacts of this and discuss ways to...
- In my opinion, the potential dangers from this are greater than the benefits we receive.
- However, ... is a contentious issue
- Although many people believe that..., others think that
- Although there are arguments on both sides, I strongly agree that...
- *While early technologies certainly changed the lives of normal people, I believe that ...*

➤ **Stating an opinion (thesis statement), general phrases**

- I believe that... / It is evident that / It has been claimed that... / It is widely believed that... / It is certainly true to say that... / It is accepted that... / Many people consider that...
- There is no doubt that...
- Not only ... but it could also...
- First and foremost, ...
- The principal reason that people ... is because
- Something has increasingly ... / people are increasingly using
- Something take advantage of (natural light)
- There are many advantages (benefits)to (using the Internet)
- Something may be endangered
- Something aim to (teach young people moral values)
- Government should introduce ...
- Something is at risk of ...
- ... a responsibility towards (the older people)

➤ **Giving reasons**

- One reason for this is that...
- This can be explained by...
- This can be attributed to the fact that...
- It should also be stated that...

➤ **Refuting opinions**

- I would dispute this, however.
- However, this is not necessarily the case.
- There are some faults with this reasoning, however.
- On the other hand, ...

➤ **Concluding and summarizing**

- In conclusion, To conclude...
- To sum up...
- Overall, ... / On the whole, ...
- I strongly believe that...
- In conclusion, it is clear that
- The advantages (benefits) of ... outweigh the disadvantages (drawbacks).

➤ **Linking phrases**

Nevertheless, however, although, in addition, therefore, furthermore, moreover, also, despite this, finally, in fact, indeed, consequently, eventually, thereafter ... (see speaking brief file)

Templates for Essay:

Introduction

Trend description

- It is certainly true that / There is no doubt that X is increasingly being used to Y nowadays.
- It is certainly true that [populations in developed countries] are increasingly [overweight nowadays].
- Nowadays more and more [specialists] are Z to Y
- Over the past few decades, Z has improved dramatically, [allowing Y to X] [introducing innovative X], which has changed many aspects of our everyday life
- Over the decades/centuries, [generations of] scientists have been struggling to find answers to the most complicated questions about X. However, some of them have not been resolved yet. **OR** been struggling to understand the nature of X
- Nowadays many people increasingly prefer X rather than Y
- Nowadays parents/people can choose whether to Z or X

Problem

- It is certainly true that people are increasingly [producing more garbage], which has had a significant negative effect on the environment.
- While many people believe that the situation may be improved by Y, I do not consider this as an effective measure and think that other approaches can be more useful.

People think

- It is certainly true that issues/questions related to Z, [such as Y], are frequently discussed these days/nowadays since/due to the fact that... In particular, many people complain that...
- It is often argued that ...
- It is currently a contentious argument over whether...
- It is certainly true that X is a contentious topic for many adults/people.
- It is certainly true that the attitude towards [higher education] is different all over the world.
- It is certainly true that X is a contentious topic which raises many ethical questions.
- There are different opinions in regard to the question of [who should teach X about Z]
- It is certainly true to say that such phenomenon as X is frequently discussed nowadays.
- This still remains a controversial topic for many people.
- These factors have led to a phenomenon known as Z, which is criticized by many people.
- Some people consider this phenomenon as negative, whereas others believe that they benefit from Z / whereas I believe that society can benefit from Z.
- A commonly held belief is that...

Body

Body paragraph opinion essay starting

- The main reason why I am convinced that Z is because Y.
- Another reason why I support the idea that Y is that X.

Estimation of good / bad

- Z can be beneficial in many ways / have a positive (favourable) effect
- Z increases the quality of everyday life.
- Z can have an adverse effect on [youths] / can affect [youths] adversely.
- These factors can have a negative effect on Z
- X can pose a threat to [healthy relationships]
- The benefits / the potential positive effects [of X] are outweighed by a number of drawbacks.
- There are several obvious shortcomings related to X.
- The downside (singular!) of ... is that

Agree/disagree

- Somebody subscribe to the view that...
- Somebody concur that (agree without hesitation)

Arguing

- Although Y, this is not necessarily the case nowadays.
- Another significant reason why X is ...
- Something can produce noticeable increase in the quality of life.
- Many factors may be more important than X
- Thus, it has subsequently become apparent that ...
- From this it becomes evident that ...
- Thus, it is clear that ...

Problems

- [The increase in X] has been caused by a variety of factors
- Something stems from (there is a direct link)
- The effects of this are extremely serious.
- Y may not be the best way to tackle the issue for several reasons.
- Alternatively, a number of comprehensive measures can be taken to solve X problems.
- The best way to solve the problem would be to ...

- By doing this, they would [feel better generally]
- It is important that ...

Info and data support

- Z is a key part of modern business.
- From my knowledge, some recent stories in the media support this belief/point of view.
- Some recent stories in the media support the belief that ... (stories – better not use in opinion essay)
- This is yet another example of how ...
- This is/was true of somebody, who ...

Conclusion

Restating estimation of good / bad

- There are a number of advantages and disadvantages in regard to both approaches.
- The benefits of Z are outweighed by a number of disadvantages / by several drawbacks.
- This may have either a positive or a negative effect, depending on X

Stating approaches

- I think that Z should supplement Y with the use/means of N.
- Otherwise, potential dangers may overweight possible benefits.
- People should be aware of risks related to X and [use modern means of communication] wisely.
- [Every adult] should think thoroughly/deliberately [prior to encouraging their children to do so].
- There is no reason why [x and y] cannot exist together.

Problems

- I am convinced that problems related to X should be tackled not only by Y, but by the implementation of other measures as well. This can include...
- In conclusion, X is clearly alarming, and Z should tackle the issue by the implementation of a set of comprehensive measures.
- As a result, ... which will have a significant positive effect on [the environment].
- I am convinced that such a comprehensive approach is the best way to eliminate the root cause of many [social] problems.

- Unless these actions are taken, the devastating effect on [the environment] may be irreversible.

EXERCISE: Identify the type of essay in each statement and write 300-350 words.

1. According to some people, elderly drivers should be required to reapply for their driving licenses because with age comes diminished vision, hearing, and reaction time. How do you feel about this issue? Explain what you think should be done and why.
2. Have you ever travelled to a place that you found very meaningful and rewarding? Write an essay that persuades others to visit this important place.
3. If it were up to you to choose one item from the twenty-first century to place in a time capsule for future generations, what would you choose? Use specific reasons and examples to support your choice, explaining both the item's significance and the reasons why it embodies the culture of the early twenty first century.
4. Explain the causes and effects of not voting in elections.
5. Many people spend a great deal of time with animals. Write about the relationships that people have with animals.
6. People often say "Don't judge a book by its cover." Describe a time when you misjudged someone based on his or her appearance or when someone misjudged you.
7. Carpooling, recycling, and planting trees are all activities that are good for the environment. Write an Essay convincing readers to actively participate in one of these activities.

EXERCISE

Write an essay in 300-350 words

- With the latest technological advancements, dating is now possible online. Would you recommend online dating for your single friends? What are the advantages and disadvantages of online dating? Site some examples to support your answer.
- In the developed world, technological progress is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of radical technological advancements.
- In today's very competitive world, a worker has to possess multiple skills to succeed. Among the skills that a worker should possess, which skill do you think is more important, social skills or good qualifications? Explain the reasons and provide specific examples to support your answer.
- Do you think businesses should hire employees who will spend their entire lives working for the company? Explain why do you agree or disagree. Use specific reasons and details to support your answer.
- Some people think women should be given equal chances to work and excel in their careers. Others believe that a woman's role should be limited to taking care of the house and children. Which opinion do you agree with and why? Include specific details and examples to support your choice.

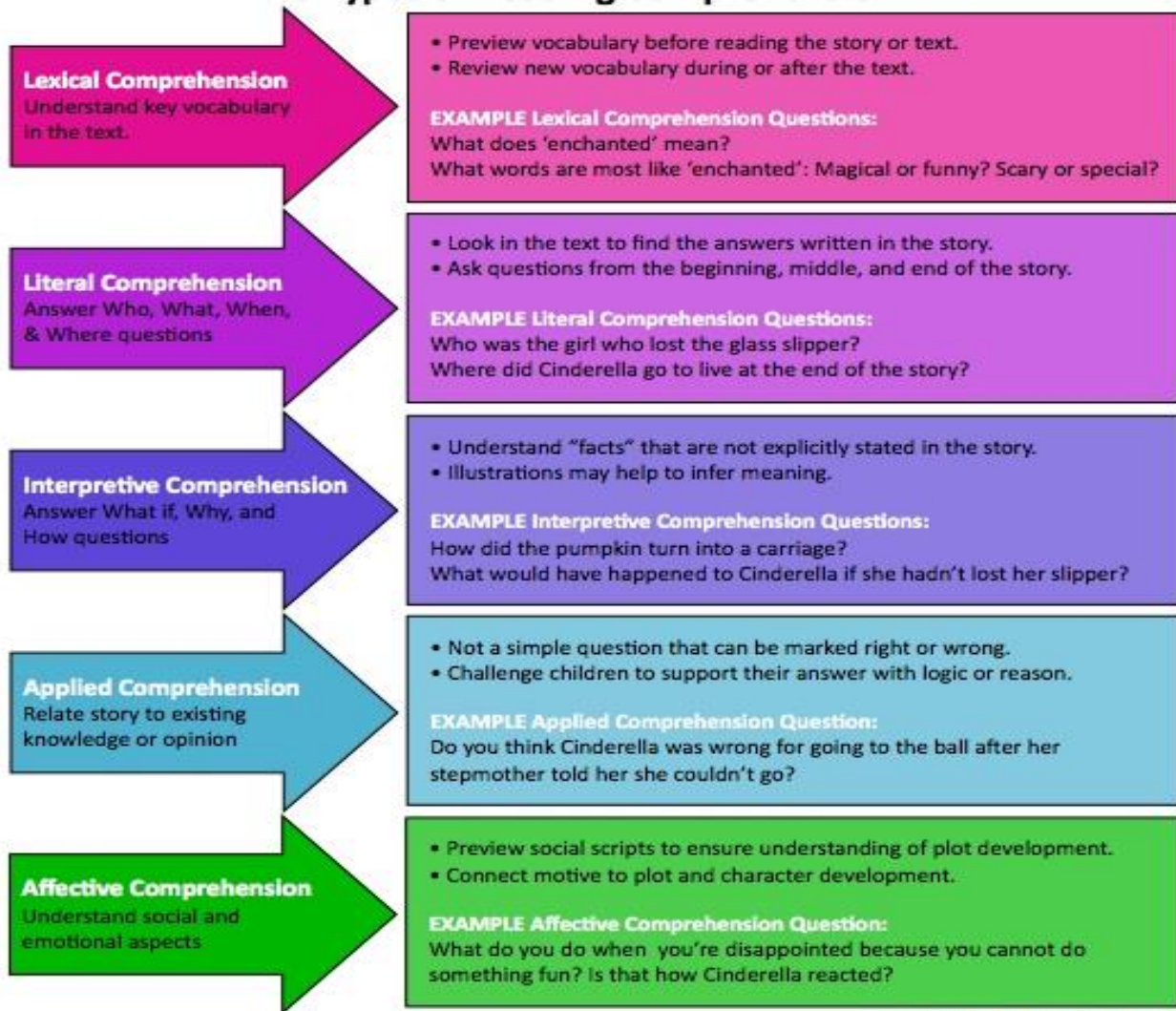
Exercise

- Climatic Changes in India
- National Action Plan on Climatic Change
- Can fake news affect voting pattern in India
- What is the cause for decrease in the forest cover in India?
- What are the positive and negative impacts of GST?
- Do privacy issues outweigh the important benefits of Aadhaar Card?
- Demonetisation and its Impact on Indian Economy
- Blue Whale Game and social media's impact on younger generation
- Global Terrorism- The fight against terrorism
- Cashless Economy

Reading Comprehension

Reading comprehension is the act of understanding what you are reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either.

5 Types of Reading Comprehension



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General Strategies for Reading Comprehension

There are six main types of comprehension strategies (Harvey and Goudvis; 2000):

1. **Make Connections**—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.

2. **Ask Questions**—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
3. **Visualize**—Readers make the printed word real and concrete by creating a “movie” of the text in their minds.
4. **Determine Text Importance**—Readers (a) distinguish between what's essential versus what's interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.
5. **Make Inferences**—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
6. **Synthesize**—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

8 Types of Reading Comprehension Questions

1. Universal or Main Idea Questions – This question-type asks about the big picture, the passage as a whole. _

- “Which of the following best summarizes the passage?”
- “What is the author attempting to illustrate through this passage?”
- “What is the thematic highlight of this passage?”
- Which of the following best states the central idea of the passage?
- The gist of the passage is:
- Which of the following is the principal topic of the passage?
- “Which of the following best describes one of the main ideas ____?”

2. Specific –This type asks about details from the passage. The correct answer is often a paraphrase of something directly stated in the passage.

- “Which ____ has not been cited as ____?”
- “According to the author, what is ____?”
- “By a ____, the author means...”
- “According to the passage, ____?”
- “Which factor has not been cited ____?”

3. Vocab-in-Context – This is a type of Specific question which asks about the use of a particular word or phrase.

- “In the passage, the phrase _____ refers to”
- “In the sentence, _____, what is the meaning of ‘____’?”

4. Function – This type of question asks about the logical structure of a passage.

- “The author cites _____, in order to”
- “The _____ in the passage has been used by the author to”
- “Which of the following best describes the reason the author _____?”

5. Inference – Inference questions require you to understand what is implied by but not necessarily stated in the passage. The correct answer may rely on subtle phrases from the passage and be hard to find/less obvious than Specific questions.

- “The passage uses _____ to imply that _____”
- “Which of the following cannot be inferred from the passage?”
- “What does the author mean by _____?”
- “What can be inferred when the author states _____?”
- The sentence, ‘_____’, implies that”

6. Application – This is a slightly more specific type of inference question, where you’re asking to choose an answer which mimics a process or exemplifies a situation described in the passage.

- Which of the following could be used to replace _____?
- “A _____, as conceptualized in the passage, can best be described as _____”
- “Which of the following best illustrates the situation _____”

7. Tone – This question type is also a specific type of inference, requiring you to infer the author’s point of view and position on certain statements.

- “The author of the passage is most likely to agree with _____?”
- “Which of the following views does the author most likely support__?”

8. Context outside passage -Like inference questions, applying information questions deal with topics that are not mentioned explicitly in the passage. This type of question asks you to take the information given in the passage and apply it logically to a context outside of the passage. An applying information question could look like:

- Which of the following situations is most similar to the situation described in the paragraph?

- Identify a hypothetical situation that is comparable to a situation presented in the passage?
- Select an example that is similar to an example provided in the passage?

Main idea 1

Rock, Paper, Scissors is sometimes used to reach a decision. Two players count to three as they pound one fist into the other, and then each extends a hand in the shape of one of three symbols: scissor (two-finger “V”), paper (flat hand), or rock (closed fist). These rules determine the winner: 1) scissor cuts paper; 2) paper covers rock; 3) rock breaks scissor.

- A. To explain how to play Rock, Paper, Scissors
- B. To tell people how to reach a decision
- C. To entertain the reader with an exciting way to reach a decision
- D. To describe the hand symbols in Rock, Paper, Scissors

Main Idea 2

George Washington is best known for being our first president. He laid the foundation for the great country we live in today. Before he took on this important role, he was a leader in many other ways. He was an officer in the French and Indian war, in 1775 he became the commander-in-chief of the Continental Army, and he presided over the Constitutional Convention. All of these important experiences helped mold Washington into the man he became as our president.

- A. Washington was a president, leader of the army, and organizer for the Constitutional Convention
- B. Washington was more than just our president
- C. The United States would not be what it is today without George Washington
- D. Washington led our country in many different roles

Main Idea 3

The attitudes of Americans toward gambling are amazingly contradictory. You may find, for example, that horse racing is legal in your state, but that you cannot legally play poker for money on your front porch; bookies may be prosecuted by state law, but they are supposed to purchase a federal license nonetheless; one church condemns gambling, while another raises money by sponsoring Bingo games. Gambling laws are inconsistent from state to state or even from town to town and are very difficult to enforce.

- A. Americans have negative attitudes toward gambling.
- B. Gambling laws are difficult to enforce
- C. Gambling laws are inconsistent from community to community.
- D. Churches do not have uniform ideas about gambling.

Specific - 1

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never have happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them

from the cold sea. The final death toll amounted to 912 souls. However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

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

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

Vocab in context - 1

Her paintings are now very famous and, although the dark colours may not be attractive to some people, they **evoke** the beauty and mystery of the deep woods and the skill of a great artist.

The word "Evoke" in the passage means:

- a) reason
- b) discover
- c) make you feel
- d) disclose

Function – 1

Seeking a competitive advantage, some professional service firms (for example, firms providing advertising, accounting, or health care services) have considered offering unconditional guarantees of satisfaction. Such guarantees specify what clients can expect and what the firm will do if it fails to fulfill these expectations. Particularly with first-time clients, an unconditional guarantee can be an effective marketing tool if the client is very cautious, the firm's fees are high, the negative consequences of bad service are grave, or business is difficult to obtain through referrals and word-of-mouth.

However, an unconditional guarantee can sometimes hinder marketing efforts. With its implication that failure is possible, the guarantee may, paradoxically, cause clients to doubt the service firm's ability to deliver the promised level of service. It may conflict with a firm's desire to appear sophisticated, or may even suggest that a firm is begging for business. In legal and health care services, it may mislead clients by suggesting that lawsuits or medical procedures will have guaranteed outcomes. Indeed, professional service firms with outstanding reputations and performance to match have little to gain from offering unconditional guarantees. And any firm that implements an unconditional guarantee without undertaking a commensurate commitment to quality of service is merely employing a potentially costly marketing gimmick.

Which of the following is cited in the passage as a goal of some professional service firms in offering unconditional guarantees of satisfaction?

- A A limit on the firm's liability

- B Successful competition against other firms
- C Ability to justify fee increases
- D Attainment of an outstanding reputation in a field

Inference – 1

Jessie Street is sometimes called the Australian Eleanor Roosevelt. Like Roosevelt, Street lived a life of privilege, but she devoted her efforts to working for the rights of the disenfranchised, including workers, women, refugees, and Aborigines. In addition, she gained international fame when she was the only woman on the Australian delegation to the conference that founded the United Nations, just as Eleanor Roosevelt was for the United States.

Which of the following inferences may be drawn from the information presented in the passage?

- a. Eleanor Roosevelt and Jessie Street worked together to include women in the United Nations Charter.
- b. Usually, people who live lives of privilege do not spend much time participating in political activities.
- c. Discrimination in Australia is much worse than it ever was in the United States.
- d. At the time of the formation of the United Nations, few women were involved in international affairs.

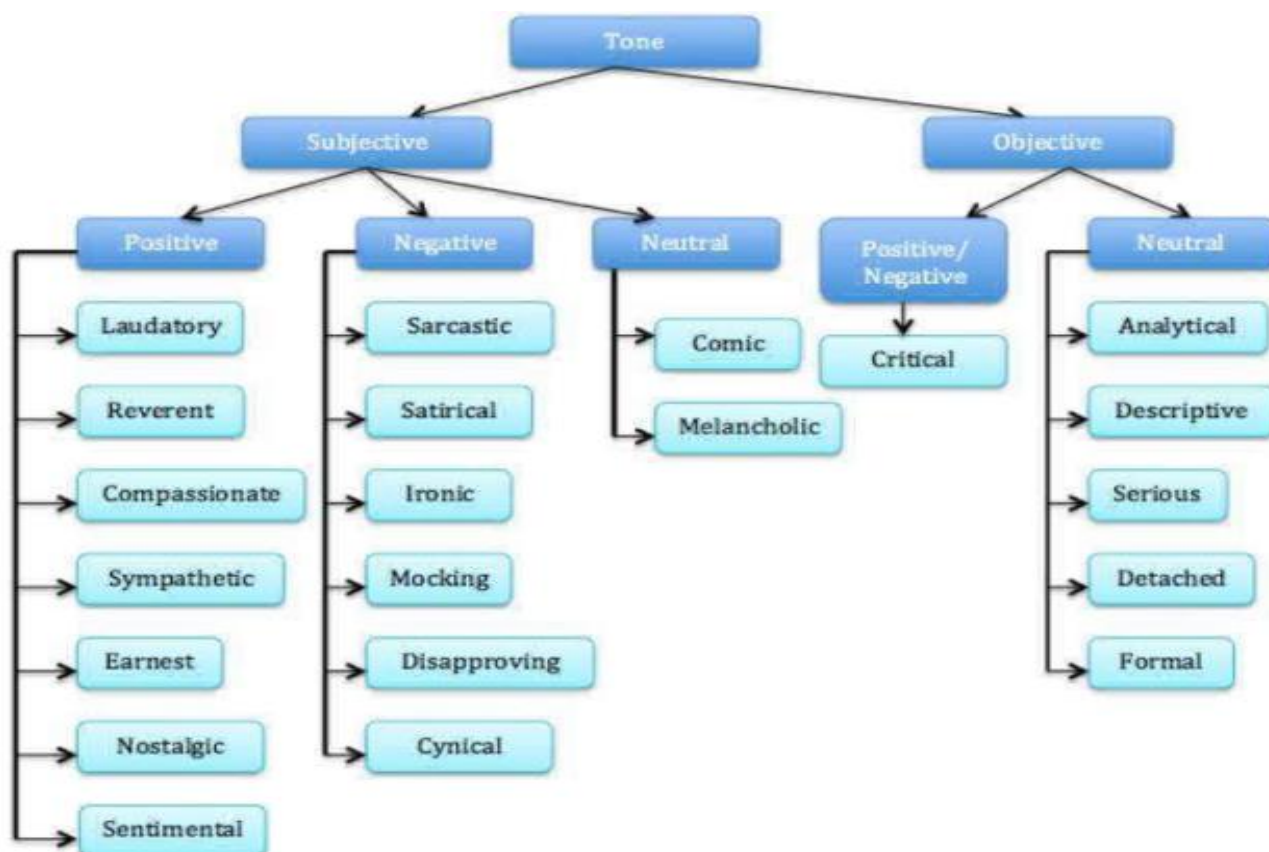
Application – 1

The piranha is a much-maligned fish. Most people think that this is a deadly creature that swarms through rivers and creeks of the Amazon rainforest looking for victims to tear apart. And woe betide anyone unlucky enough to be in the same water as a shoal of piranhas. It takes only a few minutes for the vicious piranhas to reduce someone to a mere skeleton. The truth is that the piranha is really a much more nuanced animal than the mindless killer depicted in the media. In fact, piranhas are a group made up of approximately twelve different species. Each piranha species occupies its own ecological niche. One type of piranha takes chunks out of the fins of other fish. Another type eats fruit falling from trees into the river. Each piranha species plays a unique role in the ecology of the rainforest floodplains. So what should you do next time you hear someone talking about the “deadly piranha”? You can remind them that the piranha is not always the notorious killer fish that the tough, muscular heroes of popular nature television shows would have us believe.

In paragraph 1, the author uses hyperbole—characterized by the use of exaggeration for effect—to describe the piranha. The author most likely uses hyperbole to

- A. frame an argument that is supported in a later paragraph
- B. create ambiguity so the reader cannot be sure which position the writer supports
- C. juxtapose the myth of the piranha with the truth about the fish
- D. evoke vivid images of nature television shows in the reader’s mind

Tone :



Some of the common tones used by author are listed below:

- ✓ **Critical** : denotes negative or fault finding attitude of the author. Sometimes, the word critical is also used to denote deep analysis of the issue with a neutral outlook.
- ✓ **Laudatory/Eulogistic** : To shower high praise on something or somebody.
- ✓ **Cynical** : A higher degree of pessimism coupled with a sense of skepticism and helplessness.
- ✓ **Satirical** : To use humour as a tool for healthy criticism.
- ✓ **Sarcastic** : To use the words opposite to what you mean to taunt or make fun of somebody.
- ✓ **Didactic** : When the author tries to teach or instruct through his writing.
- ✓ **Nostalgic** : Conveys a sense of longing for the past.

Solutions:

Main Idea 1 - <u>A</u>	Main Idea 2 - <u>D</u>	Main Idea 3 - <u>C</u>	Specific 1 - <u>C</u>
Vocab in Context 1 – <u>C</u>	Function 1 - <u>B</u>	Inference 1 - <u>D</u>	Application 1 – <u>C</u>

TIPS

- **Don't rush yourself.** It is natural that you will start a little slowly and then build up speed as you gain familiarity with the passage.

- **Read all the questions first** (if the exam format permits this). This will help you zero in on the relevant portions when you start reading the passage.
- **Read actively.** This means, *try to anticipate the next sentence*. Reading this way will help you engage with the passage more closely.
- **Make notes** to capture the essence of *each paragraph* within the passage. The first sentence of the paragraph usually conveys the main idea or theme of the paragraph.
- **Don't try to memorize anything.** Memorizing consumes time and is not very useful.
- **Get the overview.** After you have read the passage, ask yourself the following questions:
 (1) *what is the passage as a whole trying to say?*
 (2) *How does each paragraph contribute to the broad message of the passage?*

EXERCISE

Beginner

PASSAGE 1. It is difficult to reconcile the ideas of different schools of thought on the question of education. Some people maintain that pupils of school should concentrate on a narrow range of subjects which will benefit them directly in their subsequent careers. Others contend that they should study a wide range of subjects so that they not only have the specialized knowledge necessary for their chosen careers but also sound general knowledge about the world they will have to work and live in. Supporters of the first theory state that the greatest contributions to civilization are made by those who are expert in their trade or profession. Those on the other side say that, unless they have a broad general education, the experts will be too narrow in their outlook to have sympathy with their fellows or a proper sense of responsibility towards humanity as a whole.

(1) Supporters of the first theory would not agree with

- A. experts have contributed most to the progress in the modern world
- B. students should study a few subjects that will help them in their profession
- C. people with broad general education have not contributed much to civilization
- D. students should not undertake any specialized work

(2) According to the second school of thought education will not be very effective, if students

- A. do not have a wide general education
- B. have inadequate knowledge of their own work
- C. ignore the study of fine arts
- D. concentrate on only a few subjects

PASSAGE 2 The classical realist theory of international relations has long dominated both academic institutions and the American government. Even at the birth of the nation, early political thinkers, such as

Alexander Hamilton, promoted a realist view of international relations and sought to influence the actions of the government based on this perspective. While the classical realist school of international relations is not entirely homogeneous in nature, there are certain premises that all classical realists share.

The primary principle underlying classical realism is a concern with issues of war and peace. Specifically, classical realists ask, what are the causes of war and what are the conditions of peace? The members of the classical realist school mainly attribute war and conflict to what is termed the security dilemma. In the absence of any prevailing global authority, each nation is required to address its own security needs. However, each nation's quest for security—through military buildups, alliances, or territorial defenses—necessarily unsettles other nations. These nations react to feelings of insecurity by engaging in their own aggressive actions, which leads other nations to react similarly, perpetuating the cycle.

It is important to note that for realists, unlike idealists or liberal internationalists, international conflict is a necessary consequence of the structural anarchy that nations find themselves in. Whereas other schools may see international conflict as the result of evil dictators, historical chance, flawed socio political systems, or ignorance of world affairs, classical realists see war as the logical result of a system that by its nature lacks a true central authority.

Hand in hand with this view of conflict as an inevitable condition of the global power structure is the realists' view of the nation as a unitary actor. Because classical realists see international relations as a continuing struggle for dominance, the nation can not be viewed as a collection of individuals with disparate wants, goals, and ideologies. The realist view requires the formulation of a national interest, which in its simplest terms refers to the nation's ability to survive, maintain its security, and achieve some level of power relative to its competitors.

Realism is not without its critics, many of whom challenge the premise that war is the natural condition of international relations or that there can be a truly national interest. However, the realist school of international relations continues to shape foreign policy because of the successes it has had in describing real world interactions between nations.

(3) It can be inferred from the passage that members of the classical realist school would be LEAST likely to support.

- A. an international policy based on building a strong military force to deter threats
- B. an international policy that seeks to reduce threats of war by providing humanitarian aid to potential aggressor countries
- C. a domestic policy that attempts to unify the nation's citizens behind a common cause
- D. a domestic policy that allocates a majority of the country's budget for defense spending
- E. an international policy based on joining a common defense contract with other nations

(4) The author most likely regards the classical realist theory of international relations with

- A. general apathy
- B. skeptical dismissal

- C. veiled disapproval
- D. glowing approval
- E. qualified acceptance

PASSAGE 3 Newton's surprising success at developing the laws of motion, as well as the development and refinement of other physical laws, led to the idea of scientific determinism. The first expression of this principle was in the beginning of the nineteenth century by Laplace, a French scientist. Laplace argued that if one knew the position and velocity of all the particles in the universe at a given time, the laws of physics would be able to predict the future state of the universe.

Scientific determinism held sway over a great many scientists until the early twentieth century, when the quantum mechanics revolution occurred. Quantum mechanics introduced the world to the idea of the uncertainty principle, which stated that it was impossible to accurately measure both the position and the velocity of a particle at one time. Because Laplace's omniscience could never occur, even in theory, the principle of scientific determinism was thrown into doubt. However, quantum mechanics does allow for a reduced form of scientific determinism. Even though physicists are unable to know precisely where a particle is and what its velocity is, they can determine certain probabilities about its position and velocity. These probabilities are called wave functions. By use of a formula known as the Schrodinger equation, a scientist with the wave function of a particle at a given time can calculate the particle's future wave function. These calculations can give the particle's position or velocity, but not both. Thus, the physicist is in possession of exactly half of the information needed to satisfy Laplace's view of determinism. Unfortunately, under modern physics theories, that is far as any researcher can go in predicting the future.

(5) Which of the following, if true, would most strengthen the author's conclusion in the passage's final sentence?

- A. Some physicists believe quantum mechanics will eventually be discarded in favour of a new theory.
- B. Physicists still use Newton's laws of motion to calculate the velocities and positions of planets and stars.
- C. Even if the position and velocity of a particle were known, predicting the future would be impossible because there are too many other variables to calculate.
- D. There is little to no chance that the modern theory of quantum mechanics will be overturned by another theory.
- E. No scientists are pursuing studies in the field of determinism.

(6) The author is most probably leading up to a discussion of some suggestions about how to:

- A. centralize authority for drug surveillance in the United States
- B. centralize authority for drug surveillance among international agencies
- C. coordinate better the sharing of information among the drug surveillance agencies
- D. eliminate the availability and sale of certain drugs now on the market
- E. improve drug testing procedures to detect dangerous effects before drugs are approved

PASSAGE 4 Western analytical philosophy has contributed two major elements to the theory of the political good. It is unfortunate that the value of the first element, personalism, has been diluted by its close association with the second element, valuational solipsism.

Personalism was developed in response to the belief that nations, states, religions, or any other corporate entity have interests that transcend the interests of the individuals that comprise them. The central tenet of personalism, therefore, is that institutions are good or bad insofar as they are good or bad for the individuals that are affected by them. Institutions are not good, for example, because they preserve the nation's culture or because they protect the natural world, unless preserving the nation's culture or protecting the natural world is good for the individual. As a philosophical assumption, personalism is most useful in countering arguments for practices that harm individuals in the name of "the greater good," or the "society at large." The personalist credo basically states that when it comes to interests, there are no interests but human interests.

However, an excessive devotion to the theory of personalism may lead one to fall into the trap of valuational solipsism. The word solipsism derives from the Latin for "lone self" and the theory of valuational solipsism takes the isolated individual as the sole judge of value. The problem with this viewpoint is obvious. By using the individual as the measure of the good, valuational solipsism neglects to consider the whole range of social values that are part of the political experience. These values include citizenship, status, and community, none of which can exist without reference to other individuals.

Instead, political theories are based entirely on non-social values such as happiness, material welfare, and utility, which are not dependent on interactions with others. Such a view obscures a fundamental quality of the political good.

(7) The primary purpose of the passage is to:

- A. compare and contrast two important theories of the good in political philosophy
- B. defend a theory of the political good based on personalism from the attacks of valuational solipsists
- C. argue that an acceptance of personalism necessarily leads to an endorsement of valuational solipsism as well
- D. evaluate the impact that two major ideas have on the theory of good in political philosophy
- E. reject the theory of valuational solipsism as an appropriate way to arrive at the definition of the political good

(8) According to the passage, the author objects to which aspect of valuational solipsism?

- A. Adherents of it are less likely to recognize the contributions of personalism.
- B. It includes values such as happiness, material welfare, and utility.
- C. It fails to consider essential elements of the political good.
- D. It places too much value on the individual at the expense of the institution.
- E. It justifies policies that cause harm to individuals for the sake of the greater good.

INTERMEDIATE

PASSAGE 1 Choose the word or word set which best completes the following sentence.

A routine visit to the doctor revealed a _____ tumor in Johnny's lungs, but fortunately the doctor determined that it was _____.

- A. spurious . . . clinical
- B. large . . . benign
- C. obtrusive . . . indicative
- D. hidden . . . incorrigible
- E. fatal . . . incurable

PASSAGE 2 It hath lately been asserted in parliament, that the colonies have no relation to each other but through the parent country, i. e. that Pennsylvania and the Jerseys, and so on for the rest, are sister colonies by the way of England; this is certainly a very round-about way of proving relationship, but it is the nearest and only true way of proving enemyship, if I may so call it. France and Spain never were, nor perhaps ever will be our enemies as Americans, but as our being the subjects of Great-Britain.

But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so, and the phrase parent or mother country hath been jesuitically adopted by the king and his parasites, with a low papistical design of gaining an unfair bias on the credulous weakness of our minds. Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.

Q. What does the word "credulous" mean in this context?

- A. Unnoticed
- B. Rampant
- C. Uncritical
- D. Selfish
- E. Useful

PASSAGE3. Any modern musical performance is almost impossible to countenance without the presence of an electric guitar. Most of the time it is a solid-body electric guitar, and while they seem ubiquitous and obvious now, that was not always the case. First invented in the early 1930s, the first electric guitar simply amplified existing guitars. No one thought of it as a new instrument, but merely a way to put a microphone inside of the guitar. Through the use of electronic pickups that went straight to an amplifier, the sound of the guitar could be broadcast over loud jazz bands with drums and horns. At the time, most everyone believed an electric guitar still had to look like an acoustic guitar, and all models featured a hollow body acoustic shape that would resonate with the sound of the guitar strings. In all actuality, the only necessity for an electric guitar is an electric pickup to capture their small vibrations. An electric guitar does not, and never did, need a space to resonate the sound of the strings. Instead, it could be a simple block, with the fret-board, strings, and

a pick up attached to a piece of lumber. This method is exactly what the famous guitar player and maker Les Paul did with his “Log,” but Les Paul's “Log” revealed some of the biases against a solid-body guitar. While the guitar was just one solid piece of wood, Paul would attach two wings to it that made the guitar look like a hollow body.

Despite Les Paul’s innovations, few manufacturers made a marketable solid-body guitar. Rickenbacker and Bigsby were both companies that made limited productions of solid-body electric guitars. Leo Fender was the first luthier to make a popular, mass-market electric solid-body guitar. Leo Fender started his career by working on radios and other small electronic devices, but developed an interest in building guitars. Immediately after World War II, big bands were considered antiquated, and small honky-tonk and boogie-woogie combos wanted cheaper, sturdier, and better intonated guitars, that they could play faster and louder. Leo Fender obliged with his Esquire guitar. Looking completely unlike any guitar made before, and being extremely thin, with no resonating panels, Fender’s guitar was revolutionary. While Fender continued to tweak it through the years, one thing remains the same: the general shape of the guitar. Renamed first the Broadcaster, then the more famous Telecaster, the silhouette of Fender’s Esquire is still a popular choice among musicians today.

Q. It can be inferred from the passage that the Bigsby and Rickenbacker companies _____.

- A. were not highly innovative guitar manufacturers
- B. took many of their ideas from Leo Fender's innovations
- C. helped inspire the creation of Les Paul's "Log" guitar
- D. never had any success in manufacturing guitars
- F. were never as successful as Fender in marketing their guitars

Explanation:

The Bigsby and Rickenbacker companies are only mentioned in one sentence in the entire passage, where it is noted they too made a small run of electric solid-body guitars. From this, it can be inferred that they had some success, but never achieved anywhere near the level of Leo Fender's company.

PASSAGE 4 When winding an old clock, it is important not to overwind it. Overwinding occurs when the mainspring is almost fully wound, but the operator continues to turn the winding key. This causes the main spring to coil too tightly, and might even break it.

Q. what is the main idea of this paragraph

- a. clocks have changed over the years.
- b. old-fashioned clocks become fragile with age.
- c. old-fashioned clocks were operated by an internal spring.
- d. overwinding clocks used to be a common mistake.
- e. time flies when you're having fun.

PASSAGE 5 Identify the tone of the passage

All registered cyclists have passed an examination covering traffic rules and safety. Those interested in the new BikeShare Program must register their bicycles and provide a major credit card to ensure payment. Call 555-1212 for more information.

- (A) argumentative
- (B) sentimental
- (C) idealistic
- (D) informative
- (E) caustic

PASSAGE 6 Identify the tone of the passage

On hot summer nights his family drove to the local ice cream stand, where, for just a few minutes, nothing mattered but the cold, sweet treat. No dessert, before or since, was as delicious as a double-dip cone eaten while he balanced on a log behind the parking lot.

- (A) nostalgic
- (B) biting
- (C) irreverent
- (D) cynical
- (E) satirical

ADVANCE

PASSAGE 1 Although European decisions during the 16th and 17th centuries to explore, trade with, and colonize large portions of the world brought tremendous economic wealth and vast geographic influence, the enormous success of European maritime ventures during the age of exploration also engendered a litany of unintended consequences for most of the nations with which Europe interacted. Due to their incredible military force, religious zeal, and uncompromising goal of profit, Europeans often imposed their traditions, values, and customs on the people with whom they traded. They frequently acted without regard to the long-term welfare of others as their principal concern was short-term economic gain. Since many nations that traded with Europe placed high value on their historical customs, some natives became deeply disconcerted by the changes that occurred as a result of European power. These factors, coupled with perennial domestic political instability, caused numerous countries to grow increasingly resistant to European influence.

One potent example of this ideological shift can be seen in the actions of the Tokugawa government of Japan. In its Seclusion Edict of 1636, the government attempted to extricate cultural interactions with Europe from the intimate fabric of Japanese society. The Edict attempted to accomplish this by focusing on three areas. First, it sought to curb cultural exchange by eliminating people bringing European ideas into Japan. The Edict stated, "Japanese ships shall by no means be sent abroad....All Japanese residing abroad shall be put to death when they return home." Second, the Edict focused on limiting trade. Articles 11 through 17 of the Edict imposed stringent regulations on trade and commerce. Third, the government banned Christianity, which it saw as an import from Europe that challenged the long-established and well-enshrined religious traditions of

Japan. The government went to considerable lengths to protect its culture. Article eight of the Edict stated, "Even ships shall not be left untouched in the matter of exterminating Christians."

With the example of Japan and the examples of other countries that chose a different response to European influence, it is perhaps not too far of a stretch to conclude that Japan made the right decision in pursuing a path of relative isolationism. As history unfolded during the next 400 years, in general, countries that embraced European hegemony, whether by choice or by force, tended to suffer from pernicious wealth inequality, perennial political instability, and protracted underdevelopment.

Q1. It can best be inferred from the passage that in 1636, the Japanese government:

- A. Saw its citizens living abroad as potential threats
- B. Considered all foreign religions a danger
- C. Disagreed with the European philosophy that trade brought wealth
- D. Foresaw the economic dangers of European trade and imperialism
- E. Believed that ideas coming into Japan via foreign interactions provided no positive impact to Japanese society

Q2. Which of the following best characterizes the most significant motivation for Europe's behaviour with Japan during the 17th century?

- A. Religious zeal
- B. Long-term political concerns
- C. Short-term economic self-interest
- D. Cultural imperialism
- E. Territorial aggrandizement

Q3. The author most likely included the quotation from Article Eight of the Edict at the end of the second paragraph to:

- A. Highlight the venomous anger many Japanese leaders felt toward the importation of foreign religions
- B. Emphasize the determination of the Japanese government to protect itself from foreign influences it saw as damaging
- C. Illustrate how pervasive foreign religious influence had become in Japanese society
- D. Emphasize that European economic influence offered no justification for the Edict and the government relied instead on foreign religious influence to justify the Edict
- E. Provide an example of Japan's effort to curb cultural and economic exchange

Q4. Based upon the passage, the author would likely agree most strongly with which of the following statements:

- A. European decisions made during the 16th and 17th centuries in dealing with Japan represent an aberration from the typical pattern of European decisions

- B. Japanese rulers who responded with ferocity to European influence bear part of the responsibility for the caustic European-Japanese relationship that ensued
- C. With the hindsight of history, Japan likely made the appropriate decision in extricating itself from European influence
- D. European religious and cultural values conflicted with European economic behaviour toward Japan
- E. The width and breadth of Japan's cultural fabric suffered from its seclusionist policies

PASSAGE 2 The trouble started on May 4, 2004, only days after Google's celebrated coming-out party. Geico, the giant automobile insurer, filed a lawsuit against the search engine for trademark infringement. The insurer claimed the Google's advertising system unlawfully profited from trademarks that Geico owned. Since all of Google's revenue and growth was from advertising, the disclosure of the lawsuit appeared ominous. "We are, and may be in the future, subject to intellectual property right claims, which are costly to defend, could require us to pay damages, and could limit our ability to use certain technologies," Google disclosed in public filing outlining potential risks. Abroad, where Google had promising growth prospects, similar court challenges also arose. "A court in France held us liable for allowing advertisers to select certain trademarked terms as keywords," the company declared. "We have appealed this decision. We were also subject to two lawsuits in Germany on similar matters.

To make matters worse, it turned out that prior to its IPO filing, Google had eased its trademark policy in the U.S., allowing companies to place ads even if they were pegged to terms trademarked and owned by others. That was a significant shift, and one, Google warned could increase the risk of lawsuits against the company. It was also a practice that Yahoo, its search engine rival, did not permit. Google claimed it made the policy change to serve users, but some financial analysts said it appeared designed to pump profits before the IPO.

And there was more. Competition from Yahoo and Microsoft posed a greater challenger to Google following the disclosure about its mammoth profitability. With so much money at stake, the intensity of the competition would heat up. Such competition might be good for computer users searching the Internet, but Google said it posed additional risk for potential shareholders. "If Microsoft or Yahoo are successful in providing similar or better Web search results compared to ours or leverage their platforms to make their Web search services easier to access than ours, we could experience a significant decline in user traffic," the company disclosed. In addition, Google warned that its momentum seemed unsustainable due to competition and "the inevitable decline in growth rates as our revenues increase to a higher level."

Then there was the question of Google's exclusive reliance on advertising, and one particular type of advertising, for all of its revenue. That was potentially quite one particular type of advertising, for all of its revenue. That was potentially quite problematic. If Yahoo or Microsoft gained ground on search, users could flock to their Web sites, and advertisers could follow, "The reduction in spending by; or loss of, advertisers could seriously harm our business," the company disclosed in its SEC filing.

In the beginning, the firm, earned all of its money from ads triggered by searches on Google.com. But now, most of its growth and half of its sales were coming primarily from the growing network of Web sites that displayed ads Google provided. This self-reinforcing network had a major stake in Google's successful future. It gave the search engine, operating in the manner of a television network providing ads and programming to network affiliates, a sustainable competitive advantage. But there was a dark side there too, because of the substantial revenue from a handful of Google partners, notably America Online and the search engine Ask

Jeeves. If at any point they left Google and cut a deal with Microsoft or Yahoo, the lost revenue would be immense and difficult to replace. "If one or more of these key relationships is terminated or not renewed, and is not replaced with a comparable relationship, our business would be adversely affected," the company stated.

Google's small, nonintrusive text ads were a big hit. But like major television and cable networks, which were hurt by innovations that enabled users to tune out commercials, the company faced the risk that users could simply turn ads off if new technologies emerged.

Going public also posed a potentially grave risk to Google's culture. Life at the Googleplex was informal. Larry and Sergey knew many people by their first names and still signed off on many hires. With rapid growth and an initial public offering, more traditional management and systems would have to be implemented. No more off-the-shelf software to track revenue on the cheap. Now it was time for audits by major accounting firms. As Google's head count and sales increased, keeping it running without destroying its culture was CEO Eric Schmidt's biggest worry.

Google, the NOUN that became a verb, had built a franchise and a strong brand name with global recognition based entirely on word of mouth. Nothing like it had been done before on this scale. The Internet certainly helped. But Google's profitability would erode if the company were forced to begin spending the customary sums of money on advertising and marketing to maintain the strength of its brand awareness. Marketing guru Peter Sealey said privately that the advice he gave Google to study consumer perception of the Google brand was rejected by the company and that they were unwilling to spend money on marketing.

Q1. Which of the following Statement is false?

- A. Google has been potentially vulnerable to external competition owing to its exclusive reliance on advertising for resource generation.
- B. By writing the "the noun that became a verb", the author indicates the growing popularity of the search engine.
- C. "Non-intrusive" in the current passage refers to the advertisement format that does not directly hamper or distract the flow of operation of the person working in the computer.
- D. The legal dispute between Google and the automobile giant Geico during May 2004 centred on the advertising system and the trademark policy adopted by the latter.

Q2. What conclusion can you form about 'Altavista' from the passage?

- A. It has been a partner of Google.
- B. It has been a Competitor of Google.
- C. It cannot be concluded from the passage.
- D. It was a partner of Google initially, but later emerged as a major competitor.

Q3. Which of the following sentence is false?

- A. Google has not been keen to undertake any major analysis on the popular impression about the Google brand.
- B. Google's resolution to provide the search engine and programming to collaborators like America Online ensured significant revenue for both sides involved.
- C. Google's perceived concern over Intellectual Property issues in the passage has been quoted from a confidential company report.
- D. With increase in the volume of Google's total annual revenue, it was anticipated by the management that the annual growth rate of their business may decline.

PASSAGE 3 Management is a set of processes that can keep a complicated system of people and technology to run smoothly. The most important aspects of management include planning, budgeting, organizing, staffing, controlling and problem-solving. Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision and inspires them to make it happen despite the obstacles. This distinction is absolutely crucial for our purposes here: Successful transformation is 70 to 90 per cent leadership and only 10 to 30 percent management. Yet for historical reasons, many organizations today don't have much leadership. And almost everyone thinks about the problem here as one of managing change. For most of this century, as we created thousands and thousands of large organizations for the first time in human history, we didn't have enough good managers to keep all those bureaucracies functioning. Many companies and universities developed management programs, and hundreds and thousands of people were encouraged to learn management on the job. And they did. But, people were taught little about leadership. To some degree, management was emphasized because it's easier to preach than leadership. But even more so, management was the main item on the twentieth century agenda because that's what was needed. For every entrepreneur or business builder who was a leader, we needed hundreds of managers to run their ever-growing enterprises. Unfortunately for us today, this emphasis on management has often been institutionalized in corporate cultures that discourage employees from learning how to lead. Ironically, past success is usually the key ingredient in producing this outcome. The syndrome, as I have observed it on many occasions, goes like this: Success creates some degree of marked dominance which in turn produces much growth. After a while, keeping the ever-larger organization under control becomes the primary challenge. So, attention turns inward and managerial competencies are nurtured. With a strong emphasis on management, but not leadership, bureaucracy and an inward focus takeover. But with continued success, the result mostly of market dominance, the problem often goes unaddressed and an unhealthy arrogance begins to evolve. All of these characteristics then make any transformation effort much more difficult. Arrogant managers can over-evaluate their current performance and competitive position, listen poorly and learn slowly. Inwardly focused employees can have difficulty seeing the very forces that present threats and opportunities. Bureaucratic cultures can smother those who want to respond to shifting conditions. And the lack of leadership leaves no force inside these organizations to break out of the morass.

1. Why did companies and universities develop programs to prepare managers in such large numbers?

- A. Companies and universities wanted to generate funds through these programs.
- B. The large number of organizations were created as they needed managers in good number.
- C. Organizations did not want to spend their scarce resources in training managers.

D. Organizations wanted to create communication network through trained managers.

2. Which of the following characteristics helps an organization in its efforts to transform?

A. Emphasis on leadership and not management

B. Strong and dogmatic culture

C. Bureaucratic and inward-looking approach

D. Failing to acknowledge the value of customers and shareholders

E. none of the above

3. Find the word that most closely means the same as the word 'smother'.

A. Suppress

B. Encourage

C. Instigate

D. Soft

PASSAGE 4 The economic transformation of India is one of the great business stories of our time. As stifling government regulations have been lifted, entrepreneurship has flourished, and the country has become a high-powered center for information technology and pharmaceuticals. Indian companies like Infosys and Wipro are powerful global players, while Western firms like G.E. and I.B.M. now have major research facilities in India employing thousands. India's seemingly endless flow of young, motivated engineers, scientists, and managers offering developed-world skills at developing-world wages is held to be putting American jobs at risk, and the country is frequently heralded as "the next economic superpower"

But India has run into a surprising hitch on its way to superpower status: its inexhaustible supply of workers is becoming exhausted. Although India has one of the youngest workforces on the planet, the head of Infosys said recently that there was an "acute shortage of skilled manpower and a study projects that this year salaries for skilled workers will rise fourteen and a half per cent, a sure sign that demand for skilled labor is outstripping supply.

How is this possible in a country that every year produces two and a half million college graduates and four hundred thousand engineers? Start with the fact that just ten per cent of Indians get any kind of post-secondary education, compared with some fifty per cent who do in the U.S. Moreover, of that ten per cent, the vast majority go to one of India's seventeen thousand colleges, many of which are closer to community colleges than to four-year institutions. India does have more than three hundred universities, but a recent survey by the London Times Higher Education Supplement put only two of them among the top hundred in the world. Many Indian graduates therefore enter the workforce with a low level of skills. A current study led by Vivek Wadhwa, of Duke University, has found that if you define "engineer" by U.S. standards, India produces just a hundred and seventy thousand engineers a year, not four hundred thousand. Infosys says that, of 1.3 million applicants for jobs last year, it found only two per cent acceptable.

India has taken tentative steps to remedy its skills famine-the current government has made noises about doubling spending on education, and a host of new colleges and universities have sprung up since the mid-nineties. But India's impressive economic performance has made the problem seem less urgent than it actually is, and allowed the government to defer difficult choices. (In a country where more than three hundred million people live on a dollar a day, producing college graduates can seem like a low priority.) Ultimately, the Indian government has to pull off a very tough trick, making serious changes at a time when things seem to be going

very well. It needs, in other words, a clear sense of everything that can still go wrong. The paradox of the Indian economy today is that the more certain it's glowing future seems to be, the less likely that future becomes.

1. Which of these could you infer according to the passage?

- a. Wages in the developing countries are less as compared to wages in the developed countries
- b. Wages in the developing countries are more as compared to wages in the developed countries
- c. Wages in the developing countries are same as wages in the developed countries
- d. None of these

2. What can you infer as the meaning of stifling from the passage ?

- a. Democratic
- b. Liberal
- c. Impacting
- d. Undemocratic

3. Why India has extra skilled labour ?

- a. The total amount of young population is low
- b. The total number of colleges are insufficient
- c. Students do not want study
- d. Maximum universities and colleges do not match global standards

PASSAGE 5 When it came to promoting its new video-game console, the Wii, in America, Nintendo recruited a handful of carefully chosen suburban mothers in the hope that they would spread the word among their friends that the Wii was a gaming console the whole family could enjoy together. Nintendo thus became the latest company to use "word-of-mouth" marketing. Nestle, Sony and Philips have all launched similar campaigns in recent months to promote everything from bottled water to electric toothbrushes. As the power of traditional advertising declines, what was once an experimental marketing approach is becoming more popular.

After all, no form of advertising carries as much weight as an endorsement from a friend. "Amway and Tupperware know you can blend the social and economic to business advantage," says Walter Carl, a marketing guru at Northeastern University. The difference now, he says, is that the internet can magnify the effect of such endorsements.

The difficulty for marketers is creating the right kind of buzz and learning to control it. Negative views spread just as quickly as positive ones, so if a product has flaws, people will soon find out. And Peter Kim of Forrester, a consultancy, points out that when Microsoft sent laptops loaded with its new Windows Vista software to influential bloggers in an effort to get them to write about it, the resulting online discussion ignored Vista and focused instead on the morality of accepting gifts and the ethics of word-of-mouth marketing. Bad buzz, in short.

Demand for all kinds of consumer products is about to surge, in short. And although restrictions on foreign investment prevent retail giants such as Wal-Mart and Tesco from entering India directly, different rules apply to companies that sell their own products under a single brand, as luxury-goods firms tend to. Since January 2006 they have been allowed to take up to 51% in Indian joint ventures. India is also an attractive market for

luxury goods because, unlike China, it does not have a flourishing counterfeit industry. Credit is becoming more easily available.

1. What is the experimental approach being discussed in the first paragraph ?

- a. Word of mouth marketing
- b. Selling of video game consoles , bottled water and electric toothbrushes
- c. Traditional advertising
- d. None of these

2. What is the tone of passage?

- a. Neutral
- b. Biased
- c. Celebratory
- d. Critical

3. What can we infer from Walter Carls statement ?

- A. Amway and Tupperware are products where word of mouth marketing could be used
- B. Amway and Tupperware are the consumers who appreciated word of mouth marketing
- C. Amway and Tupperware are companies who use wor of marketing
- D. none of these

Directions (1 to 5): Read the passage given below and then answer the questions given below the passage.

The new financial secretary Donald Tsang has said he is committed to the principle and philosophy of financial management enshrined by his predecessor Sir Hamish Macleod. It was really not surprising to hear such a message as our Government has consistently reiterated its noninterventionist policy. Our Government is proud of the low taxation policy, free market operations and the enterprising nature of the economy, as it believes that all these lay the strong financial foundations that make possible the economic boom in Hong Kong. Hence, the role of the Government is to interfere, as little as possible, in the public sector, for fear of damaging the "normal" operation of the market. Government spending in money terms had never exceeded 20 per cent of the Gross Domestic Product (GDP), since 1945. Many people in Hong Kong are scared by the spectre of unemployment and yet the Government has done nothing to solve the problem, because administration officials do not want to spoil the miraculous market mechanism. There is talk of "self-help" by entrepreneurs involved in the market. Meanwhile, the unemployment rate is rocketing; I believe the Government should act to combat this problem. Owing to the lack of a comprehensive unemployment security scheme and unemployment insurance which exist in western industrial countries (for example, the US and Germany), Hong Kong's jobless suffer more psychological and social pressure than their Western Counterparts. The

unemployed have a heavy psychological burden to bear. This can lead to them having feeling of low self-esteem and a feeling that they are worthless. Those who seek help from the Social Welfare Department (SWD) have to endure the complicated application procedure and the inhuman and harsh means test. The procedure to apply for assistance is not as easy as one would imagine. It puts the unemployed under great pressure. I do not believe that maintaining the policy of minimal government intervention will stem rising unemployment. The Government should make its "invisible" hand in the market become visible by, for example, creating more job opportunities for the unemployed; ensuring age and sex discrimination do not exist in the workplace, restraining employers from exploiting employees, in the way that some employers do by taking on casual staff and making them work long hours and, finally,. Bringing under control the "crazy" property speculation of capitalists

1. What is the writer's attitude to the new financial secretary Donald Tsang?

- (A) Encouraging (B) Critical (C) Supportive (D) Committed (E) None of these

2. What is the main point of paragraph?

- (A) To analyze then problem
(B) To give reasons for the call for action
(C) To describe the pattern of government spending
(D) To describe the operation of the free market.
(E) None of these

3. What is the writer's attitude to the role of government in the Hong Kong economy?

- (A) Critical of the new initiatives taken
(B) Agreeing that the less intervention, the better
(C) Arguing that more intervention is required
(D) Arguing that in the past the wrong type of intervention has taken place in Hong Kong.
(E) None of these

4. In passage 'endure' could be replaced by which of the following?

- (A) Enjoy (B) Wait for (C) Demanding (D) Put up with (E) None of these

5. In passage ' reiterated ' could be replaced by which of the following?

- (A) Take back (B) Frequent (C) Restate (D) Rearrange (E) None of these

Directions (1-5): Read the passage given below and then answer the questions given below the passage

More than a century later, the Earth seems to be literally falling to pieces — recent environmental setbacks include billions of tones of ice shelves breaking off in the Antarctic and unusually warm temperatures in different parts of the world. Panic reactions range from predictions of sinking islands to lamenting the ill-effects of global warming induced by release of greenhouse gases into the atmosphere. The trouble is that we are too obsessed with the climate change problem to even acknowledge the fact that the state of the planet hinges on much more. Climate change is at best a symptom of a far more complex malaise, just as a fever is most often only an indicator of something that's gone awry in our body. It's time for a complete and comprehensive planetary health check, that will examine the impacts of change in land use, loss of biodiversity, use of fertilizers and pesticides and consistent pollution of water bodies. This would overcome the limitations of evaluating how ecosystems work by reacting to just one major environmental concern as is happening in the case of global warming. These considerations have been responsible for the setting up of an international panel, the Millennium Ecosystem Assessment. Financed by four major international bodies, including the UN and the World Bank, the eco-panel was set up without much fuss last June, and is expected to determine, over a period of four years and at a cost of \$21 million, the state of the Earth's-ecosystems. The eco-panel will source inputs from more than 2,000 natural and social scientists the world over. Put simply, the Earth will go through the equivalent of a thorough physical, so that biological, economic and social information can be collated to help scientists arrive at a final diagnosis. The newly-constituted eco -panel will have to ensure that data collection is more representative of the regions of the world. Today, we have the advantage of sourcing data from remote sensing satellites as well. The information thus gathered would have to be sorted out and analyzed by specialists and also by generalists.

1. What will be the task of the newly constituted eco-panel?

- (A) To collect appropriate data for different regions of the world
- (B) To manage the finances of the whole collection activity
- (C) To sort out the information gathered
- (D) To stop making panic reactions regarding climatic change
- (E) None of these

2. What is the primary concern of the passage?

- (A) The passage aims to convince the government to provide adequate funds to the Millennium Ecosystem Assessment
- (B) It shows the harmful effects of fertilizers and pesticides
- (C) It mentions the environmental challenges being faced by our planet and the need to face them
- (D) The passage shows concern towards the lack of proper social information to save the Earth
- (E) None of these

3. What is the comparison made between fever in our body and climate changes?
- (A) Like fever increases the body temperature, climate changes are making the Earth hot
- (B) The comparison is made just to intensify the problems being discussed about our planet
- (C) Like fever is a symptom showing the body has some problems, climate changes show that the Earth has some problems
- (D) The fever comparison shows how ecosystems work
- (E) None of these
4. Which of the following word is similar to the word “lamenting”?
- (A) Applauding (B) Rejoicing (C) Contended (D) Grieving
- (E) None of these
5. Which of the following word is similar to the word “obsessed”?
- (A) Unconcerned (B) Possessed (C) Uncontrolled (D) Unenthusiastic
- (E) None of these

Directions (1 to 5): Read the following passage carefully and answer the questions given below it. Certain words are given in bold to help you locate them while answering some of the questions.

India is likely to overtake Japan and Germany to become the third largest economy in the next 10 years but needs to be consistent in reforms and focus more on the social sector, British brokerage HSBC has said. Social capital is “insufficient” in the country and spending on aspects like health and education “is not just desirable for its [India’s] own sake, but is also central to economic growth and political stability,” it said. India also needs a lot of focus on ease of doing business and related aspects like contract enforcements. “In over the next ten years, India will likely surpass Germany and Japan to become the world’s third largest economy in nominal USD and the transition will happen even more quickly on a PPP [purchasing power parity] basis,” its economists said in a note. Demographics and macro stability were pointed out as key strengths for the country by the brokerage. Its estimates show India will be a \$7 trillion economy in 2028, as compared to less than \$ 6 trillion and \$5 trillion for Germany and Japan, respectively. Presently, India’s GDP is around \$2.3 trillion (fiscal 2016-17). It stands at the fifth spot in global rankings. The brokerage said the growth rate, which will be lower in FY18 as compared to the year-ago’s 7.1% due to the introduction of Goods and Services Tax (GST), will recover from next year in a sustainable fashion. It also made a case against “stray reforms,” terming them as “harmful.” “There are limits to one-off reforms. India needs to create an ecosystem of continuous change,” it said. Citing the case of GST, it said the informal enterprises that create a bulk of jobs in the country may respond to higher taxation by shutting shop or laying off workmen. With concerns being raised about jobless growth, it said the e-commerce sector will create 12 million jobs over the next decade, which is half of the 24 million shortfall. Another avenue of job creation can be the social sector, where a lot of work needs to be done on health and education fronts, it said. India will

continue to be a services oriented economy but needs to pay extra attention on manufacturing and farm sectors as well, it said, adding that it would be desirable to maintain the contribution of manufacturing, agriculture and services at the current levels. Apart from services, other hallmarks of the India story over the next decade will be higher investment and capital goods flows as its focus on manufacturing increases, Indian consumers forcing foreign brands to turn 'glocal' and a two-way human capital footprint that will see many skilled people travelling overseas, it said. "It [India] needs to broaden its specialization [beyond just IT in business and cricket in sports] if it wants to run harder and fly higher," it said.

1. Why according to the author the Indian economy may overshadow the economies of Japan and Germany?

- (I) Due to increased job opportunities in the social sector.
- (II) Due to bulk of IT professionals revolutionizing the world.
- (III) Due to higher investment in manufacturing, agriculture, health, education etc. over the years.
- (IV) Due to demographic establishment leading to economic stability.
- (A) Both (I) and (II) are correct
- (B) Both (II) and (III) are correct
- (C) Only (IV) is correct
- (D) Only (II), (III) and (IV) are correct
- (E) All are correct

2. What is the tone of the author in the context of the passage?

- (A) Acerbic (B) Vindictive
- (C) Evasive (D) Caustic
- (E) Assertive

3. Why does the author feel that Demographics and macro stability are the key strengths for the country?

- (I) It will minimize the repercussions of demonetization which have slowed down the GDP.
- (II) It will give a boost to the current economy.
- (III) It will increase the purchasing power of the consumers drastically, which will result in a steep increase in the manufacturing sector.
- (A) Only (I) is true
- (B) Only (III) is true

- (C) Both (I) and (II) are true
- (D) Both (II) and (III) are true
- (E) All are true

4. Which of the following statements is true according to the paragraph?

- (A) In FY17, 70% of overall retail advances sourcing was through bank branches.
- (B) India is likely to be the third largest economy by 2027 as reported by HSBC.
- (C) The Indian story will be different from the export-oriented one of China's, pointing out that domestic consumption with over 550 million consumers will be the standout factor.
- (D) India is likely to overtake Japan and Germany to become the fifth largest economy in the next 10 years
- (E) It is believed that financial illiteracy and financial inclusion are closely linked. Answer:
- (C) The Indian story will be different from the export-oriented one of China's, pointing out that domestic consumption with over 550 million consumers will be the standout factor.

5. How Indian consumers are changing the marketing strategies of international brands now-a-days?

- (I) They are making the international brands to dive deep into the needs of Indians.
 - (II) They are putting the Indian cuisine at the international front.
 - (III) They are allowing the commodities to be of Indo-western touch and hence fulfilling the needs of consumers globally.
- (A) Only (I) is correct
 - (B) Only (II) is correct
 - (C) Both (I) and (II) are correct
 - (D) Both (I) and (III) are correct
 - (E) All are correct

Directions (1 to 5): Read the following passage carefully and answer the questions given below it. Certain words are given in bold to help you locate them while answering some of the questions.

In theory, overnight air travel should be wonderfully convenient. Instead of booking a hotel for the night and losing a day, travellers simply sleep while they fly. In reality, sleeping on a plane is hard, and at an airport tougher still. The chairs in terminals, nobody's idea of comfort to begin with, tend to have armrests that make splaying out unfeasible. Even in business-class lounges, travellers contort themselves

into impossible shapes to pretend that workspace desks are actually beds. But soon there may be less need for such acrobatics. Sleep pods are coming to more and more airports. Last month, Washington Dulles International put out a call for proposals for a company to provide “a quiet and comfortable place within the airport to sleep, relax, or work while waiting to board a flight”. Mexico City’s airport has just added sleep pods with a space-age design for \$30 a night. YotelAir, which offers pods in Amsterdam, London and Paris, is a touch more expensive at \$42 for four hours. Dearest still is Minute Suites, which has operations in three American airports with a fourth coming later this year. Its prices start at \$32 an hour. NapCity, which is yet to sign its first lease, will charge \$45 for the first hour and a slightly lower rate after that. The concept is not new. Japan opened its first capsule hotels in the late 1970s. But today sleep pods seem to be on the verge of conquering Western airports. And they have taken on a distinctly Western style, leaving behind the Asian model—often little more than a mattress and the minimum requisite space for a human body. They have televisions and charging stations and sell items such as toothbrushes. That is great news for flyers. But the bigger question for the future of sleep pods is whether they make sense for airports. One concern may be revenue. Airports generally take a cut of the money that retailers in the terminal make. That is by no means pocket change. The founder of one capsule hotel company told Bloomberg that a single seat in a restaurant can generate \$20,000 a year. It is unclear whether sleeping pods, even the most-compact of which take up the space of a couple of restaurant seats, will generate returns that big. And so airports may think twice before giving up room to them. Airports also may be wary of creating new competition for nearby hotels. They enjoy a good relationship with these hotels, which offer lodging for airline crews and stranded passengers, and send shuttles to and from the airports. Hoteliers would surely balk if airports cosied up to their cheaper and more-convenient rivals. But travellers are willing to do a lot for a good night’s sleep. Take, for example, the new bus service that runs from Los Angeles to San Francisco, which Gulliver recently reported on. It goes out of its way to take longer so that passengers can get eight hours of rest. Whether airports will be equally willing to let its customers get some shut-eye remains to be seen.

1. Why “sleeping pods” can reduce the need for the “acrobatics”?

- (A) As sleeping pods have astounding state-of-the-art technology.
- (B) As sleeping pods are equipped with a bed rest and sleep.
- (C) It provides efficient space and integrated technology.
- (D) As it provides moments of quiet sleep and rest.
- (E) All of the above.

2. What can be inferred about the needs of travellers now-a-days?

- (A) They want a place where they can see ancient Greek paintings.
- (B) They want to waste time in searching for a hotel.
- (C) They want a place where they can involve themselves in Sales and marketing .
- (D) They want a place where they can look for better jobs.

(E) The passengers don't want to waste their precious time and involve themselves in the cumbersome process of booking hotel rooms in the city.

3.What are the future prospects of Sleeping pods?

- (A) It ensures we do not overstay
- (B) Sleeping pods can give a tough challenge to capsule hotels.
- (C) Sleeping pods come with facility of payment by credit card at arrival.
- (D) Upon checking out, the pods are automatically locked until cleaned by airport staff.
- (E) Sleeping pod also is equipped with an alarm clock and up-to-date flight information.

4.Why do travelers prefer an overnight air travel ?

- (A) Because they want to save their precious time.
- (B) Because eight hours of sleep is a luxury which generally people can afford.
- (C) Because these pods are slowly cropping up in airports worldwide.
- (D) Because it's time to catch a Snooze.
- (E) Because the minimum time people spend in one place is the airport sitting area.

5.How sleeping pods is an architectural delight and just the right stop for air passengers in transit/ departure area to relax and work in their own comfort zone?

- (A) Sleeping pods is an exorbitant option with unkempt design.
- (B) As sleeping pods have a working charging stations and have sufficient space.
- (C) As it doesn't saves lots of time being wasted in commuting and searching for a hotel
- (D) As this (sleeping pods) comes at a convenient price on weekly basis.
- (E) All the pods are located after security check (security hold area).

Directions (1 to 5): Read the following passage carefully and answer the questions given below it. Certain words are given in bold to help you locate them while answering some of the questions.

The study of history traditionally has had fixed boundaries and focal points—periods, countries, dramatic events, and great leaders. It also has had clear and firm notions of scholarly procedure: how one inquires into a historical problem, how one presents and documents one's findings, what constitutes admissible and adequate proof. Anyone who has followed recent historical literature can testify to the

revolution that is taking place in historical studies. The currently fashionable subjects come directly from the sociology catalog: childhood, work, leisure. The new subjects are accompanied by new methods. Where history once was primarily narrative, it is now entirely analytic. The old questions “What happened?” and “How did it happen?” have given way to the question “Why did it happen?” Prominent among the methods used to answer the question “Why” is psychoanalysis, and its use has given rise to psychohistory. Psychohistory does not merely use psychological explanations in historical contexts. Historians have always used such explanations when they were appropriate and when there was sufficient evidence for them. But this pragmatic use of psychology is not what psychohistorians intend. They are committed, not just to psychology in general, but to Freudian psychoanalysis. This commitment precludes a commitment to history as historians have always understood it. Psychohistory derives its “facts” not from history, the detailed records of events and their consequences, but from psychoanalysis of the individuals who made history, and deduces its theories not from this or that instance in their lives, but from a view of human nature that transcends history. It denies the basic criterion of historical evidence: that evidence be publicly accessible to, and therefore assessable by, all historians. And it violates the basic tenet of historical method: that historians be alert to the negative instances that would refute their theses. Psychohistorians, convinced of the absolute rightness of their own theories, are also convinced that theirs is the “deepest” explanation of any event that other explanations fall short of the truth. Psychohistory is not content to violate the discipline of history (in the sense of the proper mode of studying and writing about the past); it also violates the past itself. It denies to the past an integrity and will of its own, in which people acted out of a variety of motives and in which events had a multiplicity of causes and effects. It imposes upon the past the same determinism that it imposes upon the present, thus robbing people and events of their individuality and of their complexity. Instead of respecting the particularity of the past, it assimilates all events, past and present, into a single deterministic schema that is presumed to be true at all times and in all circumstances.

1. Which of the following best states the main point of the passage?

- (A) The approach of psychohistorians to historical study is currently in vogue even though it lacks the rigor and verifiability of traditional historical method.
- (B) Areas of sociological study such as childhood and work are of little interest to traditional historians.
- (C) The psychological assessment of an individual’s behavior and attitude is more informative than the details of his or her daily life.
- (D) History is composed of unique and non repeating events that must be individually analyzed on the basis of publicly verifiable evidence.
- (E) None of the above.

2. It can be inferred from the passage that the methods used by psychohistorians probably prevent them from _____

- (A) presenting their material in chronological order
- (B) producing a one-sided picture of an individual’s personality and motivations
- (C) uncovering alternative explanations that might cause them to question their own conclusions

- (D) offering a consistent interpretation of the impact of personality on historical events
- (E) recognizing connections between a government's political actions and the aspirations of government leaders

3. The passage supplies information for answering which of the following questions?

- (A) What are some specific examples of the use of psychohistory in historical interpretation?
- (B) When were the conventions governing the practice of traditional history first established?
- (C) When do traditional historians consider psychological explanations of historical developments appropriate?
- (D) What sort of historical figure is best suited for psychohistorical analysis?
- (E) What is the basic criterion of historical evidence required by traditional historians?

4. The author of the passage suggests that psychohistorians view history primarily as

- (A) A report of events, causes, and effects that is generally accepted by historians but which is, for the most part, unverifiable.
- (B) An episodic account that lacks cohesion because records of the role of childhood, work, and leisure in the lives of historical figures are rare.
- (C) An uncharted sea of seemingly unexplainable events that have meaning only when examined as discrete units.
- (D) A record of the way in which a closed set of immutable psychological laws seems to have shaped events.
- (E) A proof of the existence of intricate causal interrelationships between past and present events.

5. From the passage it can be inferred that one way in which traditional history can be distinguished from psychohistory is that traditional history usually

- (I) views past events as complex and having their own individuality
 - (II) relies on a single interpretation of human behavior to explain historical events
 - (III) interprets historical events in such a way that their specific nature is transcended
- (A) Only I is correct
 - (B) Only II is correct
 - (C) Only III is correct

(D) Both I and III are correct

(E) All are correct

COVER LETTER

The purpose of a cover letter, which should always accompany your resume, is to introduce yourself and compel an employer to learn more about you through your resume.

PERSONALIZE

The statement “To Whom it May Concern” is concerning! Always address your letter to a specific person. If you do not know who should receive your letter, research the organization’s Web site or call the main number and ask for the appropriate person’s name and title.

RESEARCH

In addition to determining the recipient’s name and title, research the organization so that you can convey an appreciation for its mission and an understanding of the duties and qualifications of the position for which you are applying.

CONVINCE

Articulate how your skills and experiences uniquely qualify you for the position and demonstrate why you are a good fit for the organization. Be clear and concise and limit your cover letter to one page. Additionally, maintain a professional tone while providing insight into your personality so that your letter leaves an employer with a sense of wanting to learn more about you.

PROOFREAD

A poorly written or error-laden letter is a surefire way to end your candidacy. If you want an employer to spend additional time reviewing your resume, you must make time to proofread your letter and ensure that your grammar and spelling are perfect.

COVER LETTER FORMAT

Date

Ms./Mr./Dr. recipient’s first and last name

Title

Organization name

Street address

City, state, zip code

Dear Ms./Mr./Dr. Last Name

Paragraph 1: State why you are writing, how you learned of the organization or position, and basic information about yourself. If you are writing at the suggestion of someone who knows the recipient, say so.

Paragraph 2: Demonstrate your knowledge and interest in the organization, and use specific examples to show how your background and skills qualify you for the position.

Paragraph 3: This paragraph is optional and is recommended for elaborating on particularly relevant or impressive details included in your resume.

Paragraph 4: Indicate that your resume and other supporting materials are enclosed. Reiterate your interest in the position and your desire to meet for an interview. State your plans to follow up via e-mail or phone within a certain period of time and invite the employer to contact you to request additional information. Lastly, thank the employer for his/her consideration.

Sincerely

Your name

SAMPLE 1: Computer science cover letter

October 4, 2018

Ms. Lori Hopkins
VP of Information Technology
ABC Corporation
245 Maple St.
Sometown, NJ 55555

Dear Ms. Hopkins

I found your posting on Shine.com for a network administrator and I wanted to apply immediately. ABC Corporation's reputation for responsive service and proactive support differentiates your company from the rest, and I would like to be part of your dynamic team.

Since graduating from Lovely Professional University with a BS in computer science, I have worked for three years as a network administrator for DEF Company. In this role, I am valued as a solutions-focused manager of networks, IT systems, user support functions and technology projects. I have experience in all areas covered in your job ad, including:

- Network and Server Design and Administration
- LAN, WAN, VPN, SAN and VoIP Infrastructure
- Network Analysis and Optimization
- System Security, Disaster Recovery and Business Continuity Plans

- Cloud Computing and Data Storage
- Enterprise System and Software Implementations

Known as a keen technical trouble-shooter, I am dedicated to providing cost-effective and expedient solutions optimizing network stability and security; improving performance of systems and equipment; and resolving issues such as network crashes, system slowdowns and virus outbreaks.

At DEF Company, I provide world-class service technical support in an enterprise environment, and I am confident I would quickly become a productive network administrator at ABC Corporation. If you agree, please call me at (555) 555-5555 to set up an interview.

I look forward to your response.

Sincerely

Barbara Holt

SAMPLE 2 : Computer science cover letter

5TH May,2019

Ms. Elisa Thompson
XYZ Company
Hartford, CT 56789

Dear Ms. Thompson

When I discovered the software engineering internship with XYZ Company on shine.com, I was excited by the opportunity to develop test cases, open bug reports, and triage test case failures. As a sophomore majoring in Computer Science at University College, I enjoy developing and improving testing technologies. My coursework, employment, and campus involvement have prepared me well for this position.

- Coursework. After completing courses in software development methods, programming languages, network systems, and embedded system design, my Major GPA is 3.8.
- IT Help Desk employment. As a student employee with IT services, I troubleshoot a wide variety of computing issues and communicate technical information to non-technical customers.
- Campus involvement. As a member of the Association for Women in Computing, I attend Tech Talks and conferences to expand my industry knowledge and network with full-time professionals.

I have experience with Java, Python, JavaScript, and SQL. This knowledge will be an asset to this position. I would be thrilled to learn more alongside your cross-functional team of engineers and developers.

My enclosed resume expands on my coursework, employment, and campus involvement. As I prepare for a career in computer science, I am dedicated to gaining practical experience to complement my coursework. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely

Peyton Java

SAMPLE 3: ELECTRICAL ENGINEERING

[Application Date]

Mr. Justin Shaw
Robotics Startup
Chicago, IL 56789

Dear Mr. Shaw

When I discovered the electrical engineering internship with Robotics Startup on internships.com, I was excited by the opportunity to develop electrical and electronic design for autonomous robots and mobility platforms. As a junior majoring in Electrical Engineering at University College, I enjoy designing circuits and experimenting with new technologies. My academics, campus involvement, and volunteer work have prepared me well for this position.

- Academics. After completing courses in Computer Aided Measurement and Controls, Circuit Analysis, Calculus, Physics, and Electronics, my Major GPA is 3.9.
- Campus involvement. As a member of the Robotics Club, I have gained experience with hardware, data processing, sensors, microcontroller programming, and communication protocols.
- Volunteer work. For the past two years, I have mentored a high school robotics team. In preparation for a Robotics Competition, the students build and program an industrial robot.

I have experience creating circuit schematics and PCB layouts. These skills will be an asset to this position and I would be thrilled to learn alongside your interdisciplinary team of innovators.

My enclosed resume expands on my academics, campus involvement, and volunteer work. As I prepare for a career in electrical engineering, I am dedicated to gaining practical experience to complement my coursework. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely

Adrian Ware

SAMPLE 4: COVER LETTER FOR MECHANICAL ENGINEERING BRANCH

[Date]

[Name of HR Manager]

[Position Title]

[Company Name]

[Company Address]

[City, State, Zip]

Dear Mr./Ms. [...]

Please accept this letter and the accompanying resume as an expression of my interest in a position with your organization.

As my resume indicates, in June 2006, I expect to receive a Bachelor of Science degree in mechanical engineering from California Polytechnic State University. I would then like to begin employment with an organization in which my effective performance will be met with recognition and growth.

I have acquired a sound overall knowledge of leading edge engineering principles, tools, and practices, with emphasis on designing, building and testing of mechanical systems. I am proficient in the use of various automated solutions including current releases of AutoCAD and SolidWorks.

I have applied classroom learning to innovative and successful projects in which I served as sole or principal designer. Additionally, I have been a responsible leader in a family owned small business.

My personal attributes include leadership and sound judgment as well as creativity, analytical and troubleshooting skills. I interact productively with people from diverse backgrounds. I have a career history of achieving employment goals. I have a history of quality work carried to timely completion.

I am certain I could make significant contributions to your organization, and I would welcome the opportunity to meet with you to discuss how my education and abilities might best be employed by your organization.

Thank you for your consideration. I look forward to your response.

Sincerely

Mark Gunlogson

SAMPLE LETTER 5: MECHANICAL ENGINEERING

5TH May,2019

Ms. Elisa Thompson
XYZ Company
Hartford, CT 56789

Dear Ms. Thompson

Please accept this letter and the accompanying resume as an expression of my interest for the Mechanical Engineer position offered by your organization.

I Graduated as a masters in mechanical engineering from university of Alabama in Huntsville. As a mechanical engineer, I have a strong background in the basic principles of engineering, methods and practices in mechanical system design, testing and troubleshooting mechanical equipment. In addition, I am proficient in using FEA software's & advanced CAD designing tools.

My professional work experience as graduate trainee engineer at manufacturing industry and my years of academic background have given me not only a strong technical foundation but also domain knowledge and exposure to Work environment. My key strengths include effective communication, strong troubleshooting skills, Quick problem solving ability and passionate to learn and adopt new technologies and skills.

As my years of education and experience make me feel confident that I can excel and live up to the expectations in performing the duties assigned. My enclosed resume provides more details on my qualifications, skills and work experience.

I would welcome the opportunity to meet with you to discuss how my education and experience might best be employed to your organization. Please feel free to contact me if you have any further questions. I will be available as soon as possible to take up the responsibilities if you find me as a potential fit for this position.

Sincerely

Mark Federick

SAMPLE 6: CIVIL ENGINEERING

January 8, 2019

Ms. Diane Smith
HR Manager
ABC Company
55 Circle Point
Sometown, AZ 55555

Dear Ms. Smith

Your civil engineer trainee position is an exciting opportunity. ABC Company's stellar reputation for providing quality service and project support to your clients is well-known, and I am motivated to join your team.

Highlights of my credentials:

- BS in civil engineering and Engineer in Training (EIT) certification from NCEES.
- Two years of experience as a civil engineer trainee and intern for premier design firms.
- Hands-on experience providing project design and site civil engineering leadership for water, wastewater, roadway and other municipal infrastructure projects in Sometown, AZ.
- Delivery of on-schedule, on-budget and high-quality completion of infrastructure projects with varying degrees of complexity and budgets ranging from \$500K to \$6.8M.
- Proficient in preparing drawings and technical specs using AutoCAD Civil 3D and MicroStation.

In addition, I have worked closely with licensed PEs to save our clients and employers tens of thousands of dollars while maintaining compliance with regulatory requirements. I have provided creative, cost-effective design solutions to issues including erosion, corrosive groundwater, insufficient water inflow/drainage, soil instability, steep-slope grading and other engineering challenges.

If my credentials and strong understanding of municipal water and wastewater infrastructure systems are well matched to your needs, please contact me at (555) 555-5555 or email lm@somedomain.com to schedule an interview. Thanks very much.

Sincerely

Lena Marks, EIT

SAMPLE : CIVIL ENGINEERING

Date: 22 October 2018

Mr Philip Smith
Hiring Manager
Richmond Engineering Services
London
E12 5DD

Dear Mr Smith

I wish to apply for the post of Civil Engineer as advertised on the Dayjob.com web site. The position seems an ideal opportunity for me as it matches my experience, knowledge and career aspirations.

As you can see from my CV, I have amassed over 7 years of significant, progressive experience in civil engineering projects within the construction and gas industries. During my career I have participated in more than 20 civil engineering projects, all of them were successful.

My progressive engineering experience has provided me with the opportunity to develop strong client relation building skills and an ability to lead multi-disciplinary teams. I am experienced at applying the principles of civil engineering when planning, designing, and overseeing the construction and maintenance of structures and facilities.

I enclose my resume for your review and look forward to meeting with you in the near future. Should you have any questions or require clarification on any information please contact me at the above telephone number.

I would welcome the opportunity to talk to you and I hope that you will invite me for an interview. I thank you for your time and I look forward to hearing from you.

Yours sincerely

Richard Daniels
444 Hanley Road

Birmingham
B18 6NF
Mobile: 0121 638 0026
Email: richad.d@dayjob.com

COVER LETTER FOR SCIENCE GRADUATES

[date]

Mr. Rover Turlin
HR Manager
Nestle Ghana Limited
Tema, Greater Accra

Dear Mr.Turlin

Please accept my application for the position of Food Scientist as advertised in the Daily Graphic.

I am a first degree holder in Agricultural Science from the Kwame Nkrumah University of Science and Technology. During my National Service at Accra Brewery, I worked as an Assistant Food Production Scientist. My job experience is in the area of molecular manufacturing technology and the use of nanotechnology in food sensor development.

I possess top research skills with the ability to liaise effectively in a team.

My attention to detail and excellent problem-solving skills ensure that every project I work on is done accurately and to the highest possible standard. My verbal communication skills and positive attitude make me an effective communicator with all clients I work with.

I look forward to the opportunity of discussing my application with you further and how I can significantly contribute to the ongoing success of your company.

Yours sincerely

Michael Lemodo

SAMPLE LETTER FOR SCIENCE:

Date

Ms. Joy Franklin

California State University

1442 Dark Hollow Road

Camden, NJ 8102

Dear Ms. Joy Franklin,

Highly motivated individual seeking employment in the Agriculture industry where I can put my skills and training to good use by helping to solve some of the problems the world faces today.

I have a real desire to learn more about wildlife and a concern for the health and well-being of the different species located all over the globe. The animals and plants play a major role in our future. It is my hope to help find ways for humans and wildlife to exist together without major consequences by reducing the impact humans have on the animals as our habitats and technology continues to grow.

I earned a bachelor's degree in wildlife management from California State University and completed an internship to gain hands-on experience in this profession. My training focused on conservation, environmental management and wildlife ecology and management.

I have the ability to conduct research to identify problems associated with the fisheries and wildlife and to find suitable solutions for these problems. My abilities include excellent verbal and written skills that help me to convey the need for concern and to explain why changes are needed to protect our future. I also have the ability to compile reports that show the results of my research, along with possible solutions that can help solve some of these problems.

Other skills that make me suitable for a position in this industry includes having lots of patience along with excellent time management and multitasking skills and a real desire to make a difference.

Please call (111)-494-6970 if you have a position available.

Respectfully

Signature

William Mitchell

Exercises:

QUESTIONS FOR COMPUTER SCIENCE

1. Write a cover letter for applying to a job in Tata Consultancy service, considering yourself as a fresher.
2. Write a cover letter for the post of Software Engineer, giving the details of the past experience and achievements.
3. Write a cover letter for the post of Data Analyst in Adobe in Bangalore. Inform Ms. Lori Hopkins ,VP of Information Technology ,Adobe,245 Maple St.,Banglore.
4. Write a cover letter for the post of Hardware Engineer, giving the details of the past experience and achievements.
5. Write a cover letter to the Robotics Pvt Ltd ,to apply for the internship in the Artificial intelligence and neurological networks. Also, mention your achievements and subjects of interest.

QUESTIONS FOR MECHANICAL ENGINEERING

1. Write a cover letter for the post of Design Engineer in XYZ Pvt Ltd, Bangalore. Write the letter to Mr.PR Rattan who is the Manager of the company . Also, mention about the software you have worked on for designing.
2. Write a cover letter to the Robotics Pvt Ltd ,to apply for the internship in the field of Industrial engineering and testing. Also, mention about the project which you were handling for testing the machines and various projects.
3. Write a cover letter to Ms. Elisa Thompson from XYZ Company at **Hartford**, regarding the vacancy for Automobile engineer. Also, mention about your research work , achievements and projects done till yet.

COVER LETTER FOR CIVIL ENGINEERING

1. Write a cover letter to Ms. Anna Thompson from XYZ Company at **Hartford**, regarding the vacancy for civil engineer. Also, mention about your research work , achievements and projects done till yet.
2. Write a cover letter for the post of Design Engineer in XYZ Pvt Ltd, Bangalore. Write the letter to Mr.PR Rattan who is the Manager of the company . Also, mention about the softwares and tools you have knowledge and use for designing.
3. Write a cover letter for applying to a job in AnandConstruction company, considering yourself as a fresher.

COVER LETTER FOR ELECTRONICS ENGINEERING.

1. Write a cover letter for the post of Junior embedded software engineer in the ABC Pvt ltd, Pune. Write about the experience, achievements you have attained and also about the projects done till yet.
2. Write a cover letter to the Robotics Pvt Ltd ,to apply for the internship in the Artificial intelligence and neurological networks. Also, mention your achievements and subjects of interest.

3. Write a cover letter to HBL Power Systems Limited, for the post of electronic engineer. Write this letter as a fresher and do mention the projects you did in your bachelor degree.

COVER LETTER FOR AGRICULTURE

1. Write a cover letter for the post of Farm manager in the Imagine People Solutions Pvt Ltd in Gwalior. Mention your experience ,projects and internship.
2. Write a cover letter for the post of Soil Scientist in the Reeracoen India Pvt Ltd, Bangalore. Write this letter as a fresher and do mention about the projects and research papers.
3. Write to the Dharitri Rural Agrotech Pvt Ltd for the post of Plant breeder . Write your previous experience , reason behind leaving the previous industry.

Active and passive voice

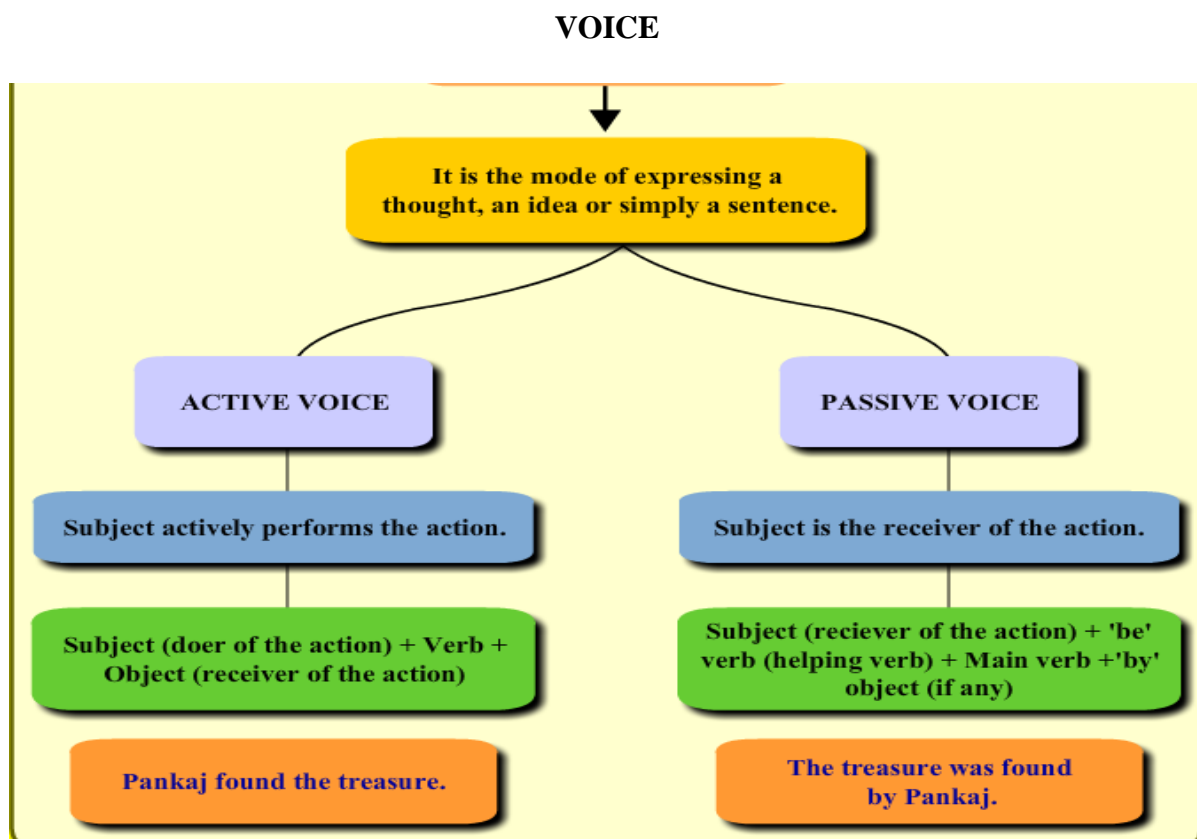
What is Voice ?

In traditional grammar, voice is the quality of a verb that indicates whether its subject acts (active voice) or is acted upon (passive voice).

The distinction between active and passive voice applies only to transitive verbs.

Types of Voice

If the subject is the person performing the action, we use the active voice. When we're not bothered about who or what carried out the action of the verb, we use the passive voice. In other words, the subject of the sentence refers to someone or something that does not perform the action but is affected by the action of the verb.



Reasons to use Active voice

- Most people prefer to use active voice because it is more direct.
For instance - *Active*- The waiter dropped the tray of food.
Passive – The tray of food was dropped by the waiter.
- The active voice is less awkward and clearly states relationship between subject and action.
For instance – *Active*- Your request for funding has been denied by the review committee.
Passive – The review committee denied your request for funding.
- The active voice sentence pattern propels the reader forward through your writing thus avoiding weak prose.

Reasons to use Passive voice

- In general, the passive voice is less direct, less forceful, and less concise than active voice.
- Use the passive voice when you do not know or do not want to reveal the performer of an action.
- Use passive voice when you want to emphasize the receiver of an action.

Active Voice

The active voice is the "normal" voice of an English sentence. Intransitive verbs (verbs with no direct object) are always in the active voice. Transitive verbs are usually in the active voice.

Subject	Verb	
Johnny	laughed	
Antony	got up	late
People	Eat	Pizza

In the active voice, the subject is the person or thing responsible for the action of the verb.

Passive Voice:

The basic structure of a passive clause is very simple:

subject	+	auxiliary verb be	+	main verb past participle	+	by	+	Agent
					Optional			

- The auxiliary be is conjugated in all tenses.
- The main verb is always the past participle.
- The agent is the original "doer" of the action.

Look at some examples:

subject	auxiliary verb be	main verb <i>past participle</i>	by	
I	am	employed	by	Apple

You	Will be	woken		at 6.
It	will have been	finished		by then
We	have been	notified	by	head Office
You	are being	transferred		next week
They	Will be	paid		

- auxiliary be can be conjugated for all persons and tenses
- main verb is invariable: past participle
- if there is an agent (Apple, Head Office), it is introduced by **by**

Agentless Passive :

The subject of an active sentence "does" the action. In a passive sentence, we express the doer (or agent) through a by phrase (the long passive) or, very often, we remove it completely (the short passive). In the following example, the agent is "the Allies":

Active - The Allies firebombed Dresden.

Passive –long- Dresden was firebombed by the Allies.

-short- Dresden was firebombed.

The short passive is also known as the "agentless passive".

Impersonal Passive:

Compare these two sentences

1. Last year, the Green-India scheme was announced by the Government.
2. Rare plants are found in Silent Valley.

In the first sentence, the doer/agent is explicitly mentioned because the doer is important in that sentence. But in the second sentence it is not so, because either the agent or doer of the action is too obvious or unknown.

The passive construction is quite common in scientific / technical / business writing. In these types of objective writing the emphasis is usually on the action or process or thing that is described. So the 'by phrase' is generally omitted in these writings. It is called Impersonal Passive

Active	Passive
--------	---------

They say that might is right.	It is said that might is right.
One finds mosquitoes everywhere	Mosquitoes are found everywhere.
He gave us a cheque	A cheque was given to us

Passive with two objects:

If a sentence contains two objects namely Indirect Object and Direct Object in the Active Voice, two forms of Passive Voice can be formed

Active	Passive form 1	Passive form 2
She brought me a cup of coffee.	I was brought a cup of coffee by her.	A cup of coffee was brought [to] me by her.
The teacher teaches us grammar.	We are taught grammar by the teacher.	Grammar is taught [to] us by the teacher.
They made him king.	He was made king by them.	

Rules for Converting Active into Passive and Vice Versa:

Only sentences containing transitive verbs can be changed from the active voice to the passive voice. A subject—that is, a doer of the action—is required to change a sentence from the passive to the active voice. Examples: My mother cut the fruit. The fruit was cut by my mother. Here, the object 'fruit' is acted upon by the mother.

Active: Mary sings a song.

Passive: A song is sung by Mary

Active to passive (steps)

1. Identify the subject, the verb and the object: SVO
2. Change the object into subject
3. Put the suitable helping verb or auxiliary verb. In case helping verb is given, use the same. But note that the helping verb given agrees with the object
4. Change the verb into past participle of the verb
5. Add the preposition "by"
6. Change the subject into object

Passive: Coffee is made by Sam.

Active: Sam makes coffee

Passive to active (steps)

1. The object of the passive becomes the subject of the active

2. The subject of the passive becomes the object of the active
3. The auxiliary verb and “by” are omitted
4. The verb in the past participle form is changed to the tense/form of the auxiliary verb. Here, “made” changes to “make” which takes the simple present tense form of the auxiliary “is”

Compare and Study the Changes in the Verb form in both Active and Passive Voices in the Example Sentences in Active and Passive Voice for all the Verb Tenses, Infinitives and Participles.

Simple Present Tense

is,am,are+3rd verb

Active Voice	Passive Voice
He lights the candle.	The candle is lighted by him.
He does not light the candle.	The candle is not lighted by him.
Do you eat meat?	Is meat eaten by you?

Present Continuous Tense

is,am,are+being+3rd verb

Active Voice	Passive Voice
I am driving a car.	A car is being driven by me.
I am not driving a car.	A car is not being driven by me.
Am I driving a car?	Is a car being driven by me?

Present Perfect Tense

has,have+been+3rd verb

Active Voice	Passive Voice
She has stolen my book.	My book has been stolen by her.
She has not stolen my book.	My book has not been stolen by her.

Has she **stolen** my book?

Has my book **been stolen** by her?

Simple Past Tense

was, were + 3rd verb

Active Voice

Passive Voice

She **finished** work.

Work **was finished** by her.

She did not **finish** work.

Work **was not finished** by her.

Did she **finish** work?

Was work **finished** by her?

Past Continuous Tense

was, were + being + 3rd verb

Active Voice

Passive Voice

He **was revising** his books.

His books **were being revised** by him.

He **was not revising** his books.

His books **were not being revised** by him.

Was he **revising** his books?

Were his books **being revised** by him?

Past Perfect Tense

had + been + 3rd verb

Active Voice

Passive Voice

I **had completed** the assignment.

The assignment **had been completed** by me.

I **had not completed** the assignment.

The assignment **had not been completed** by me.

Had I **completed** the assignment?

Had the assignment **been completed** by me?

Simple Future Tense

will,shall+be+3rd verb

Active Voice	Passive Voice
My uncle will pay my tuition fee.	My tuition fee will be paid by my uncle.
My uncle will not pay my tuition fee.	My tuition fee will not be paid by my uncle.
Will my uncle pay my tuition fee?	Will my tuition fee be paid by my uncle?

Future Perfect Tense**will, shall+ have been+3rd verb**

Active Voice	Passive Voice
We shall have done our home-work.	Our home -work shall have been done by us.
We shall not have done our home-work.	Our home -work shall not have been done by us.
Shall We have done our home –work?	Shall our home -work have been done by us?

Note: In Present perfect continuous tense, Past perfect continuous tense, Future perfect continuous tense, Future perfect tense, we use the same sentence in passive voice. It means these tense cannot be changed in passive form.

Active and passive voice with modals

Modals	Auxiliary Verb in Passive Voice	Active Voice	Passive Voice
Can/ Could	Can/Could+ be+ 3 rd verb	I can solve these sums.	These sums can be solved by me.
		I cannot solve these sums.	These sums cannot be solved by me.
		Can I solve these sums?	Can these sums be solved by me?

Has to/ Have to	Has to/ Have to+3 rd verb	He has to complete his assignment.	His assignment has to be completed by him?
Must	Must+3 rd verb	You must learn this book.	This book must be learnt by you.
May	may+be+3 rd verb	I may buy the book.	The book may be bought by me.
Might	might+ be+ 3 rd Verb	They might play chess.	Chess might be played by them.
Should	should+ be+3 rd verb	Students should learn all lessons.	All lessons should be learnt by students.

Active and passive voice with Imperative Sentences

These are the sentences in which we express our feeling and emotions like command, order, advice, and request.

Rules

1. Lets + new object + be/Not be +past participle or 3rd form.
2. For sentences containing, Request, advice and order, we will use **you are Requested to, advised to** and **ordered to** .

Note: Always remove please and kind if they are given in the sentence.

Active Voice	Passive Voice
Shut the door.	Let the door be shut .
Post the letter at once.	Let the letter be posted at once.
Always speak the truth.	Let the truth always be spoken .
Do not starve the cow.	Let the cow not be starved .
Let him help his brother.	Let his brother be helped by him.

Clean your room.	Let your room be cleaned .
Learn your lesson.	Let your lesson be learnt .
Please do me a favor tonight	You are requested to do me a favor tonight.
Get out of my house.	You are ordered to get out of mu house.
Kindly do not smoke in public place.	You are requested not to smoke in public place

To make passive voice, first of all you have to use following rules.

1.Change the object into subject. If in object, we have a pronoun of object case convert that by following rules.

me	I
You	You
her	She
them	They
us	We
him	He
it	It
whom	Who

2. Change the subject into object. And use by before the object. If in subject, we have a pronoun of nominative case convert that by the following rules.

I	by me
You	by you
She	by her

They	by them
We	by us
He	by him
It	by it
Who	by whom

EXERCISE 1

Beginner

Q1. The boy laughed at beggar.

- A. The beggar was laughed by the boy.
- B. The beggar was being laughed by the boy.
- C. The beggar was being laughed at by the boy.
- D. The beggar was laughed at by the boy

Q2. The boys were playing Cricket.

- A. Cricket had been played by the boys.
- B. Cricket has been played by the boys.
- C. Cricket was played by the boys.
- D. Cricket was being played by the boy

Q3. Rahul will pass the message.

- A. The message will passed by Rahul.
- B. The message would be passed by Rahul.
- C. The message will pass by Rahul.
- D. The message will be passed by Rahul.

Q4. His hard work satisfied me.

- A. I was satisfied for his hard work.
- B. I was satisfied by his hard work.
- C. I was satisfied with his hard work.
- D. I was satisfied at his hard work

Q5. I remember my sister taking me to the museum.

- A. I remember I was taken to the museum by my sister.
- B. I remember being taken to the museum by my sister.
- C. I remember myself being taken to the museum by my sister.
- D. I remember taken to the museum by my sister.

Q6. He is writing the book.

- A. The book has been written by him.

- B. The book is being written by him.
- C. The book is written by him.
- D. The book was written by him.

Q7. I was determined to mortgage the car.

- A. I was determined that the car should be mortgaged.
- B. The car was determined to be mortgaged.
- C. I was determined that car will be mortgaged.
- D. I am determined that car will be mortgaged.

Q8. They drew a circle in the morning.

- A. A circle was being drawn by them in the morning.
- B. A circle was drawn by them in the morning.
- C. In the morning a circle have been drawn by them.
- D. A circle has been drawing since morning.

Q9. They will demolish the entire block.

- A. The entire block is being demolished.
- B. The block may be demolished entirely.
- C. The entire block will have to be demolished by the
- D. The entire block will be demolished.

Q10. Who is creating this mess?

- A. Who has been created this mess?
- B. By whom has this mess been created?
- C. By whom this mess is being created?
- D. By whom is this mess being created?

Intermediate

Q1. They have built a perfect dam across the river..

- A. Across the river a perfect dam was built.
- B. A perfect dam has been built by them across the river.
- C. A perfect dam should have been built by them.
- D. Across the river was a perfect dam.

Q2. Do you imitate others?

- A. Are others being imitated by you?
- B. Are others imitated by you?
- C. Have others being imitated by you?
- D. Were others being imitated by you?

Q3. You need to clean your shoes properly.

- A. Your shoes are needed to clean properly.
- B. You are needed to clean your shoes properly.
- C. Your shoes need to be cleaned properly.
- D. Your shoes are needed by you to clean properly.

Q4. The invigilator was reading out the instructions.

- A. The instructions were read by the invigilator.
- B. The instructions were being read out by the invigilator.
- C. The instructions had been read out by the invigilator.
- D. The instructions had been read by the invigilator.

Q5. You can play with these kittens quite safely.

- A. These kittens can played with quite safely.
- B. These kittens can play with you quite safely.
- C. These kittens can be played with you quite safely.
- D. These kittens can be played with quite safely

Q6. James Watt discovered the energy of steam.

- A. The energy of steam discovered James Watt.
- B. The energy of steam was discovered by James Watt.
- C. James Watt was discovered by the energy of steam.
- D. James Watt had discovered energy by the steam.

Q7. The doctor advised the patient not to eat rice.

- A. The patient was advised by the doctor not to eat rice.
- B. The patient was advised by the doctor that he should not eat rice.
- C. The patient was being advised by the doctor that he should not rice by the doctor.
- D. The patient has been advised not to eat rice by the doctor.

Q8. I cannot accept your offer.

- A. Your offer cannot be accepted by me.
- B. I cannot be accepted by your offer.
- C. The offer cannot be accepted by me.
- D. Your offer cannot be accepted.

Q9. You should open the wine about three hours before you use it.

- A. Wine should be opened about three hours before use.
- B. Wine should be opened by you three hours before use.
- C. Wine should be opened about three hours before you use it.
- D. Wine should be opened about three hours before it is used.

Exercise 2

1. Will she tell us the truth?

- A Is the truth told to us by her?
- B The truth will be told to us by her.
- C Will the truth be told to us by her?
- D Will the truth be told us by her?

2. The telegraph wires have been cut.

- A Someone has been cut the telegraph wires
- B No one has cut he telegraph wires.

- C The telegraph wires have cut someone.
D Someone has cut the telegraph wires.

3. We added up the money and found that it was correct.

- A The money was added up and found to be correct.
B Correct it was found and the money was added up.
C The money added up by us and it was correctly found.
D The money added up by us found it was correct.

4. He likes people to call him Sir.

- A He likes to be called Sir by people.
B He likes to be call Sir by people.
C He likes people who call him Sir.
D To call him Sir is liked by people.

5. The boy has rung the bell

- A The bell has been rung by the boy.
B The bell was being rung by the boy.
C The bell was rung by the boy.
D The bell has been being rung by the boy.

6. Why did you not agree to my proposal?

- A Why was my proposal not agreed to?
B Why was my proposal not agreed by you?
C Why my proposal was not agreed to by you?
D Why was my proposal not agreed to by you?

7. He was obliged to resign.

- A He was made to resign
B To resign was his obligation
C Circumstances obliged him to resign
D Resignation obliged him

8. Someone saw him picking up a gun.

- A He was seen pick up a gun by someone
B He was seen picking up a gun by someone
C he was seen when he was picking up a gun
D He was seen by someone pick a gun

9. A lion does not eat grass, however hungry he may be.

- A Grass is not eaten by a lion, however hungry he may be
B Grass is not being eaten by a lion, however hungry he may be
C Grass is eaten not by a lion, however hungry he may be
D Grass is being not eaten by a lion, however hungry he may be

10. This shirt cannot be worn by me any longer.

- A I cannot wear this shirt any longer.
- B Wearing of this shirt any longer is not possible.
- C This shirt is too worn out to be worn any longer.
- D This worn out shirt cannot be worn any longer.

11. Someone pulled the bull violently.

- A The bull had been pulled violently by someone.
- B The bull was to be pulled violently by someone.
- C The bull had been pulled violently.
- D The bull was pulled violently.

12. I saw him leaving the house.

- A Leaving the house he was seen by me.
- B He was seen leaving the house by me.
- C He had been seen leaving the house.
- D He was seen to be leaving the house.

13. Dontlaugh at me.

- A Let me be laughed at.
- B Let me be not laughed at.
- C I am laughed at.
- D Let me be not laughed.

14. The people elected him Mayor.

- A Him was elected Mayor the people.
- B He was elected Mayor by the people.
- C Mayor is elected by the people.
- D He is elected by the people Mayor.

15. We all know that there is only one God.

- A We are all known that there is only one God.
- B It is known to us all that there is only one God.
- C We have all known that there is only one God.
- D Only one God is known by us all.

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

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

17. The Principal has granted him a scholarship.

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

D A scholarship was granted to him by the Principal.

18. Who gave you permission to enter?

A By whom were you given permission to enter?

B By whom was you given permission to enter?

C By whom you were given permission to enter?

D By whom given you permission to enter?

19. People speak English all over the word.

A English is spoken all over the world.

B English was spoken all over the world.

C English was spoken by people.

D English is spoken by people.

20. He was congratulated by his teacher on his brilliant success in the recent examination.

A His teacher congratulated him on his brillant success in the recent examination.

B His teacher congratulated him for his success in the examination.

C His teacher congraulated him on his success.

D His teacher congratulated him.

Exercise 3

1. We need new tools.
2. Everyone in the country knows her name.
3. The price includes tax.
4. This job involves manual labor.
5. People love/hate the band's music.
6. People often see birds in the forest.
7. Someone will announce the winner of the contest tomorrow.
8. People report that the damage from the earthquake is extensive.
9. Hopefully, scientists will have cured cancer by the year 2050.
10. I was surprised when I heard that they had approved my scholarship application.
11. People are debating this issue around the world.
12. Journalists were bombarding the actor with questions.
13. Nobody has painted these walls yet.
14. Somebody finally took down the office Christmas decorations in February.
15. The government has passed a new law.

Exercise 4

1. Paul and Peter watched the football match.
2. Shakespeare wrote Hamlet.
3. Columbus discovered America in 1492.

4. Anna painted the Wilsons' house.
5. The American team won the cup.
6. Philip took a picture of the sea.
7. My mother saw Mike.
8. Freddy Mercury sang 'We Will Rock You'.
9. My parents read 'Da Vinci Code'.
10. My brother found a purse.
11. A dog bit my sister.
12. Alan broke a vase.
13. Mary and Alice brought a cake.
14. My uncle drew a beautiful landscape.
15. My father ate a big pizza
16. The children heard a noise yesterday.

Critical Reasoning

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following:

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Example of a Critical Reasoning Text

A CEO of a major company noted a serious decline in worker productivity during the previous five years. According to a report done by an outside consultant, productivity dropped by 35% by the end of that period. The CEO has therefore initiated a plan to boost productivity by giving employees shares of the company as part of their pay package.

Conclusion

Most problems have a central idea or thesis. This is almost always located in the sentence at the beginning of the text or in the sentence at the very end. In this case, it is at the end of the passage: ***The CEO has therefore initiated a plan to boost productivity by giving employees shares of the company as part of their pay package.*** Words like therefore, thus, hence, and so usually tell us that this is the conclusion.

Premise

Premises are the facts or evidence that support or lead to the conclusion. Unlike assumptions, they are explicit. Here is an example from the text: ***A CEO of a major company noted a serious decline in worker productivity during the previous five years.*** This premise helps the author lead to the conclusion or main idea of the text.

Assumption

Assumptions are the facts that support the conclusion, like the premise does, but unlike the conclusion and premises they are not stated in the text, they are implicit. Here is what would be an example of an assumption for this particular Critical Reasoning problem: ***Owning something or part of something obliges you work harder to make it succeed.***

Supporting Information

Like a premise, this is stated and explicit information embedded in the text, but unlike a premise, it does not support the conclusion. At best, it supports a premise or provides further detail or information regarding a premise. From the text: ***According to a report done by an outside consultant, productivity dropped by 35% by the end of that period.***

Arguments in real life can take a number of forms, but arguments on Critical Reasoning questions are relatively formulaic. The typical argument has three parts:

- 1) **Premise**: the starting point of deductions; often, agreement to this is assumed.
- 2) **Conclusion**: what the author wants you to believe by the end of the argument
- 3) **Assumption**: the *unstated* link between premise and conclusion. Although unstated, the assumption is the nerve center of the argument, the linchpin holding the whole thing together.

Premise (s) + Assumption (s) = Conclusion

Argument: Every hockey fan I know is nice. I do not know Judy, but since she is wearing a hockey jersey, she must be nice.

Premise: Every hockey fan I know is nice. I don't know Judy. Judy is wearing a hockey jersey.

Assumption: Since Judy is wearing hockey jersey, she is a fan.

Conclusion: Judy is nice

Types of Critical Reasoning Questions

Critical Reasoning Questions can be categorized into five major types.

1. *Weaken the Argument*
2. *Strengthen the Argument*
3. *Find the Assumption*
4. *Find the Conclusion / Draw Inference*
5. *Paradox Questions*

Premise vs. Conclusion

A premise includes the reasons and evidence behind a conclusion. A conclusion is the statement that the premise supports and is a way of promoting a certain belief or point of view. To help us better identify the premise and conclusion of an argument, we can take a look at indicator words.

Consider the following argument: *Since carrots are full of vitamins, it follows that your body will benefit if you eat them.*

In this argument, how do we know which part is considered the premise and which part is the conclusion? The premise here is the fact that carrots are full of vitamins. The conclusion is that your body will benefit from you eating carrots.

This statement about carrots includes indicator words. **Indicator words** provide assistance to you when you are trying to identify an argument and its parts. The phrase *Since carrots are full of vitamins* uses the indicator word 'since' which is often associated with premises. The last part of the sentence uses the phrase, 'it follows that' to show that it is a conclusion.

Examples of words or phrases that are typically included in premises:

Because	since	given that	seeing that	as shown by	assuming that
considering that	for the reason that				

Examples of words or phrases that are typically included in conclusions:

Therefore	thus	it follows that	which proves/implies that	which means that	as a result
so	we may conclude				

If the passage contains no indicator words, try these two strategies:

- Ask yourself, "What claim is the writer or speaker trying to prove?" That claim will be the conclusion.
- Try putting the word "therefore" before each of the statements in turn. The statement it fits best will be the conclusion.

Practice: Identify premise and conclusion in the following arguments and label them as (p) and (c) respectively.

- No brass instruments use reeds, and flutes don't use reeds, so flutes must be brass instruments.
- Betty will be angry unless someone else brings the music stands. But if Ann doesn't bring them, no one will. So either Ann will bring the music stands or Betty will be angry.
- If we don't consolidate city and county school systems, the city school system will continue to deteriorate, producing a large number of young adults who are not equipped to find work that will keep them out of poverty. We must not allow this disastrous social situation to occur, so we must consolidate city and county schools.
- Many herbs are known to have medicinal properties. So it is not a waste of taxpayer dollars to finance trials of herbal treatments that appear implausible. Open-mindedness is a friend of scientific investigation, and since herbal treatments are widely used, it is important to determine whether they work and whether they have any harmful effects.
- A steady movement of people from the city to suburban and rural areas has decreased the city's population, increased the percentage of its population that are poor, and increased the percentage of its population that are African-American and Hispanic. If the tax base continues to shrink, then the resulting poor support for education and services, combined with racial and ethnic polarization, will lead to increasing tension between city and suburban populations. We must stop this trend. The only way to stop it is by

consolidating city and county governments, so that there is a single tax base in support of a unified, high quality system of education and a uniform level of municipal services.

Answers:

1. [P1]No brass instruments use reeds, and [P2]flutes don't use reeds, so [C1]flutes must be brass instruments.
2. [P1]Betty will be angry unless someone else brings the music stands. But [P2]if Ann doesn't bring them, no one will. [C1]So either Ann will bring the music stands or Betty will be angry.
3. [P1] If we don't consolidate city and county school systems, the city school system will continue to deteriorate, producing a large number of young adults who are not equipped to find work that will keep them out of poverty. [P2]We must not allow this disastrous social situation to occur, so [C1] we must consolidate city and county schools.
4. [P1]Many herbs are known to have medicinal properties. So [C1]it is not a waste of taxpayer dollars to finance trials of herbal treatments that appear implausible. Open-mindedness is a friend of scientific investigation, and since [P2] herbal treatments are widely used, [C2] it is important to determine whether they work and whether they have any harmful effects.
5. [P1] A steady movement of people from the city to suburban and rural areas has decreased the city's population, increased the percentage of its population that are poor, and increased the percentage of its population that are African-American and Hispanic. [P2]If the tax base continues to shrink, then the resulting poor support for education and services, combined with racial and ethnic polarization, will lead to increasing tension between city and suburban populations. [P3]We must stop this trend. [P4]The only way to stop it is by consolidating city and county governments, so that there is a single tax base in support of a unified, high quality system of education and a uniform level of municipal services.

Weaken the Argument/Find the Flaw

There are two ways in which you can weaken an argument:

I. An answer that weakens the argument can directly disprove the assumption. Any choice that states that the assumption is wrong will weaken the argument.

II. If different evidence can strengthen the argument; different evidence can weaken the argument as well. Any new information given in an answer choice that makes the assumption less likely to be correct will weaken the argument as a whole.

A Weaken the Argument question may be worded as:

- Which of the following, if true, most seriously weakens the argument?
- Which of the following, if true, would cast the most doubt on...?
- The objection implied above...is based on doubts about...?
- Which of the following points to the most serious logical flaw in the author's argument?

Read the sample question given below to get more clarity:

The cellular service quality has dropped significantly in India. Ten years ago, there were no instances of call drop or no connectivity. There is also a decrease in the speed and reliability of service.

All of the following would tend to strengthen the conclusion of the argument above except:

- A. The volume of connections handled by the Mobile operators has increased dramatically over the last ten years.
- B. Unprecedented increases in the cost as well as scarce availability of spectrum for mobile services have put severe pressures on the Mobile companies.
- C. Mobile services have diversified from carrying mere voice data to a whole range of internet data such as downloading, video-calling, data sharing, etc.
- D. The opposition to negative externality of cellular radiation has obstructed increase of network services in response to the increasing subscriber base.

Understand the question carefully. The question is asking you look for an option that will weaken our conclusion. For that you need to find the conclusion. The conclusion in the given argument is 'The cellular service quality has dropped significantly in India.'

Now if we look at the option A, it is uprightly giving us a reason as why there is a decline in the services. If the volume of the mobile connection subscriber increase in a dramatic way, and the service provider is not in a capacity to handle it perfectly, it will surely lead to mismanagement.

And similar is the case with option B, as- if there is scarcity of spectrum it will be difficult to give good services.

We are now left with option C and D. Option C says that as compared to the older times when the cellular companies were catering to only one kind of service whereas, now they have diversified their services. This option is weakening the main argument, which makes it the correct answer option.

Option D is also strengthening the conclusion as it says that due to the negative externality of the radiation, people are opposing it but they are not opposing the use of mobile phones, which means there may be less mobile towers in comparison to the increasing subscriber base.

Strengthen the Argument

If you are asked to look for an answer choice that strengthens the argument; then find the answer choice that corroborates that the central assumption is correct.

There are two ways of strengthening an argument:

- I. If you come across an answer choice that would be correct according to an assumption question, it would also be correct for a strengthen question. The correct answer can simply be a paraphrasing of the assumption itself.
- II. If the correct answer can confirm the assumption by mentioning an experiment, survey or any other proof and helps the assumption appear to be true, then it will support our main argument.

A Strengthen the Argument question may be worded as:

- Which of the following, if true, most strongly supports...?
- Which of the following, if true, would most strengthen...?
- The statements above, if true, best support which of the following assertions?

Read the sample question given below to get more clarity:

Beasley & Halpert Law Firm has instituted an Employee Wellness Program that will provide attorneys and support staff with free access to Smokers Anonymous programs, diabetes monitoring, and discounted memberships to a local gym. Similar programs at other firm have been shown to improve workplace attendance and performance, and reduce the employer's costs for employee health insurance. Thus, the Employee Wellness Program will be good for both the employees and the firm.

If true, which of the following would best support the conclusion of the argument above?

- a) Many employees take advantage of free diabetes monitoring when it is offered by employers.
- b) Smokers Anonymous programs are only effective for 20% of those smokers who use them.
- c) Discounted memberships at a local gym will make it easier for employees to improve their cardiovascular health and reduce the incidence of serious illness.
- d) Exercising without the help of a personal trainer can often lead to injury due to incorrect use of weight-training equipment.
- e) Beasley & Halpert will give employees taking part in the Smokers Anonymous program one paid hour off each Friday afternoon to attend the group meetings.

Choice A - The monitoring's popularity might indicate that it is beneficial to the employees, but it might not. This choice doesn't clearly demonstrate that the Employee Wellness Program benefits the employees, and is a good example of a wrong answer.

Choice B makes it LESS likely that the programs will benefit either the employees or the firm. This answer choice may catch your eye if you didn't read the question closely enough, and are mistakenly looking for a weakener instead of a strengthener.

Choice C is the correct answer. The argument seems to imply that the increased attendance and performance and reduced health insurance costs are due to improved employee health, which would naturally benefit the employees. This choice makes that unstated implication clear, and fills the gap in the argument.

Choice D might be tempting, but again, it requires too many assumptions to tie it into the argument as a strengthener. In order for this to strengthen the argument, one must assume that employees would still exercise without the personal training services, and that they would incorrectly use the weight-training equipment.

Choice E might benefit the employees, but it would be a burden to Company X. Therefore, it's not the best choice.

Find the Assumption

Assumption questions will ask you to select the answer choice with the information that must be true (the ‘assumption’) in order for the given argument to be accurate. To figure out the answer, you’ll first need to figure out the main thrust of the given argument. The correct answer choice, again, will *have* to be true in order for that argument to be logical. Incorrect answer choices will often be *possibly* true, but won’t be absolutely necessary to the argument’s validity.

A Find the Assumption question may be worded as:

- Which of the following is an assumption made in drawing the conclusion above?
- Which of the following is an assumption on which the argument relies?

Read the sample question given below to get more clarity:

Last year, support for the social and behavioural sciences represented only about three percent of the government’s total budget for research funds in the United States. Thus the particularly sharp reductions imposed on such programmes this year seem to be dictated not by financial constraints but by social philosophy.

Which of the following is an assumption on which the conclusion of the above passage is based?

- A. Government funding is the primary source for research money in the United States.
- B. The social and behavioural sciences are as valuable as physical and biological sciences.
- C. Three per cent is an insignificant portion of the government’s total budget for research funds.
- D. The government funds allocated for research in the social and behavioural sciences are not sufficient for the work that needs to be done.

It’s a simple assumption question. The conclusion, quite clearly, is that the reduction is dictated not by financial concerns, but by social philosophy. The reasoning here is that since these fields are a mere three percent of the total money spent on research, it would be foolish to make drastic reductions purely for financial reasons. The basis of the reasoning is obviously that three percent of the money spent on research isn’t really a significant sum – which is what option C states. C is the correct answer.

While answering a question, you often find that many options seem extremely relevant to the given situation. Remember then, your job is not to find what is relevant, but to deduce the basis of the argument.

The Negation Test

This test always works, and it always a good way to verify an assumption. Here’s the rule:

If you negate a statement, and it’s still possible to imagine that the conclusion is still true even with this negated statement, then that original statement is definitely not an assumption of the argument.

If you negate a statement, and this negated statement is a devastating objection which shatters the argument and makes the conclusion untenable, then that original statement is an assumption of the argument.

Here's a super-simple argument, with only three answer choices:

3) *Alex likes this movie. Therefore, Betty will like it.*

Find the assumption of the argument

A. *Both Alex & Betty liked the same movie last year*

B. *Carla didn't like this movie, and last year, she & Betty liked the same movie.*

C. *Betty likes the movies that Alex 😊es.*

Find the Conclusion/Draw Inference

Inference questions ask you to make inferences—draw logical conclusions—based on the evidence in the given passage. Key words you might see are *imply* or *infer*.

An Inference question may be worded as:

- Which of the following can properly be inferred from the statements above?
- Which of the following, if true, best supports as a conclusion??

For inference questions, you must draw conclusions only from the information you're directly given in the passage. Beware of answer choices that contain words like 'any,' 'best,' 'worst,' 'only,' 'all,' or 'none,' as they are often overly general and can't be verified by the limited information in the passage. Incorrect answer choices will often be overly extreme; make leaps in logic that can't be verified based on the given info, or contain tangential/unrelated information.

Read the sample question given below to get more clarity:

Randall: Many of the productions of my plays by amateur theater groups are poorly done, and such interpretations do not provide a true measure of my skills as a dramatist.

Which one of the following can be properly inferred from Randall's statement?

- (A) Some amateur theater groups' productions of Randall's plays provide a true measure of his skills as a dramatist.
- (B) All amateur theater group productions of Randall's plays that are not poorly done provide a true measure of his skills as a dramatist.
- (C) All of the productions of Randall's plays by amateur theater groups that do not provide a true measure of his skills as a dramatist are poorly done.
- (D) If a production of a dramatist's play is well done, then it provides a true measure of his or her skills as a dramatist.
- (E) At least some amateur theatrical groups' productions of Randall's plays fail to provide a true measure of his skills as a dramatist.

(A) seriously distorts Randall's statement. Just because some amateur productions don't do him justice doesn't mean that there are other productions that do. If the GMAT tells you that some marbles are red, you can't automatically infer that some are not red.

(B) is another sort of distortion. Randall's statement about certain poorly done productions in no way guarantees anything about productions that aren't poorly done.

(C) is far too extreme. Randall does establish a correlation between poor production quality and failure to provide a true measure of his skills, but that correlation has only been established for a certain set of productions and can't be extended to all productions.

(D) attempts to extract a broad principle from Randall's statement, but his statement is too particular to allow this kind of extrapolation.

The answer is (E).

Paradox Questions

Paradox/Discrepancy questions will ask you to choose the answer choice that explains the paradox in the given argument. A paradox refers to the coexistence of two seemingly contradictory pieces of information. The correct answer choice will logically explain why those pieces of information are *not* actually contradictory. Key words you might see are explain, paradox, or discrepancy.

A Paradox question may be worded as:

- Which of the statements below provides the most likely explanation for the two seemingly contradictory statements above?
- Which of the following, if true, most helps to resolve the paradox outlined above?
- Which of the following, if true, best explains the reason for the apparent discrepancy described above?

Read the sample question below to get the clarity:

French cuisine is famous for its frequent and liberal use of cream and cheese, both high in saturated fat. For years, medical studies have shown the strong correlation between diets high in saturated fat and coronary heart disease, and yet, France has a much lower incidence of such disease than found in comparable countries like the United States. This is the so-called French Paradox.

Which of the following, if true, helps to explain the French Paradox?

- (A) Certain kinds of cheese can have as much as five times the amount of saturated fat that cream has.
- (B) People in the United States, per capita, eat almost the same amount of saturated fat on average as do people in France.

(C) The United States imports more cheese from France than from any other country.

(D) Red wine, typically served with French food, helps to clean the buildup of fats in the arteries, reducing the risk of heart disease.

(E) It is typically for a French person to have either cream or cheese at each of the three meals in a day.

Both (B) and (E) do the opposite: they make the paradox harder to explain. With (B), if folks in the US and France eat about the same amount of saturated fat, then why do Americans get heart disease but not the French? With (E), if French are eating high fat foods all the time, why aren't they getting heart disease? In other words, neither of these answers the question, and in fact, both of them simply would make it even harder to understand.

Answers (A) and (C) are off-the-wall irrelevant. Choice (A) says that cheese has more fat than cream, but the French are eating both of those, so it doesn't matter: either way, the French are eating high fat food. (C) changes the topic to imports, which is completely unrelated to the direct relationship of diet and epidemiology.

Only (D) resolves the paradox. Since the French drink red wine, which in moderation cleans the arteries, this explains how they could eat high fat foods and have a much lower risk of heart disease.

EXERCISE

Beginner

Q1. Thousands of people contract tonsillitis every year, and yet all go on to live normal lives after the operation. We can conclude, from this observation, that the tonsils have no function in the body.

The argument would be most weakened by which of the following, if it were true?

- a) People live normal lives after appendectomies, but the appendix is known to be part of the digestive system.
- b) The tonsils have been shown to have a vital role to play in the physiology of laboratory rabbits and mice.
- c) The human tonsil develops as part of the immune system, a system of vital importance in defense against disease.
- d) Another part of the body can take over the function of the tonsils if they are removed.
- e) Tonsillectomies are performed only when the tonsils become seriously infected.

Q2. According to an article in a nutritional magazine, eating beets significantly lowers the risk of cancer. The article refers to a study that found that people who consumed one or more beets per day were half as likely to be diagnosed with cancer as people who did not.

Which of the following, if true, most weakens the argument in the magazine article?

- a) The study was only conducted in one city.

- b) The participants in the study who ate beets were more likely to exercise regularly than those who did not eat beets.
- c) In another experiment, cancer patients who ate one or more beets per day were no more likely to recover than those who ate no beets.
- d) Participants in the study reported consuming no vegetables other than beets.
- e) Another study found that people who consumed one tablespoon of fish oil per day were more than four times less likely to be diagnosed with cancer as those who did not.

Q3. Students from outside the province of Merryweather, who in any given academic year pay twice as much tuition each as do students from within Merryweather, had traditionally accounted for at least two-thirds of the enrolment at Central Merryweather College. Over the past 10 years academic standards at the college have risen, and the proportion of students who are not from Merryweather has dropped to around 40%.

Which one of the following reasonably be inferred from the statements above?

- a) Over the past 10 years academic standards at Central Merryweather College have risen more than academic standards at any other college in Merryweather.
- b) If it had not been for the high tuition paid by students from outside Merryweather, the college could not have improved its academic standards over the past 10 years.
- c) If the college's per capita revenue from tuition has remained the same, tuition fees have increased over the past 10 years.
- d) Over the past 10 years the number of students from Merryweather increased and the number of students from outside Merryweather decreased.
- e) If academic standards had not risen over the past 10 years, students who are not from Merryweather would still account for at least two-thirds of the college's enrollment.

Q4. A medical degree is necessary for appointment to the hospital's board of directors. Further, no one having more than a five-percent equity stake in a pharmaceutical company can be appointed to the board of directors. Consequently, Dell, a practicing physician with a PhD in bioethics, cannot be appointed the hospital's treasurer, since he owns fifteen percent of PillCo, a pharmaceutical company.

The argument's conclusion follows logically if which one of the following is assumed?

- a) A PhD is not necessary for appointment to the position of treasurer.
- b) PillCo is one of the hospital's pharmaceutical vendors.
- c) If Dell sold his stake in PillCo, he would be appointed treasurer.
- d) Only those eligible for appointment to the hospital's board of directors can be appointed as the hospital's treasurer.

- e) Anyone with a medical degree who does not hold more than a five-percent stake in any pharmaceutical company is eligible for appointment to the hospital's board of directors.

Q5. Mike: We have too many people using each of the fax machines in our office. The high frequency of breakdowns is due to too many people handling the same hardware.

Lisa: We have just as many people working in our office, yet we hardly need any repairs to our machines. Our machines must be more robust than yours.

Lisa's argument would be most strengthened by providing data on the _____.

- a) actual number of people in the two offices
- b) number of fax machine's in Mike's office
- c) type of fax machines that are in both offices
- d) number of visits by fax machine engineers to service the computers in Mike's office
- e) ratio of fax machines to users in her office

Q6. Research has shown that there is a direct correlation between increased gas prices and use of public transportation in large American cities. A council of American mayors plans to discuss a national campaign to promote the use of public transportation.

The author assumes which of the following about public transportation in American cities?

- a) Many potential users of public transportation are unaware of its benefits
- b) All users of public transportation are poor and are thus more heavily impacted by higher gas prices
- c) Public transportation systems are an economic drain on large American cities
- d) Most large American cities do not have effective public transportation systems
- e) The cost of operating public transportation systems is directly tied to gas prices

Q7. The current crisis involving student-loan debt has forced many recent college graduates to work multiple jobs, fall behind in paying other debts, or continue living with their parents for many years. This reality, combined with rising tuition and other costs associated with college, are making higher-education a less attractive option for many high school graduates. America is facing the possibility of having its first generation that is less educated than the previous one.

Of the following, what can be most properly inferred from the passage above?

- a) Many college graduates are unable to find jobs that enable them to afford to pay their student-loan debts immediately after they graduate
- b) Student loan debt only applies to those students who have graduated
- c) Current American high school students are largely unaware of the potential drawbacks of student loans

- d) American high school students of today are less prepared for college than their parents were
- e) Interest rates for student loans have risen dramatically in recent years

Q8. It is strange that in Portland there are so many corner shops selling food items. After all there are many supermarkets in the city which sell food at cheaper prices, and many of these supermarkets are open 24-hours.

Which of the following, if true, would be of the least help in explaining the paradoxical observation?

- a) The corner shops offer home deliveries.
- b) The corner shops are selling specialist food items not available in the supermarkets.
- c) The corner shops are mainly family-owned businesses that have been there for much longer than the supermarkets and are thus perceived as an important feature of the community.
- d) The main business of the local shops is newspaper distribution and food items are only a small part of their turnover.
- e) The supermarkets are mostly located on the outskirts of the city and residents require cars or public transport to reach them.

Q9. 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.

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

- a) A good science is well received by the educated people.
- b) A good science is based on concrete results obtained through testing the hypothesis.
- c) A good science and religion are same.
- d) A good science will always prove the general populace wrong.

Q10. Between 1960 and 1970, ivory poachers in the African nation of Zimbabue killed over 6,500 elephants. During that period, the total elephant population in Zimbabue fell from about 35,000 to just under 30,000. In 1970, new anti-poaching measures were implemented in Zimbabue, and between 1970 and 1980 over 800 poachers were arrested and expelled from the country. Nevertheless, by 1980, the elephant population in Zimbabue had fallen to about 21,000.

Which of the following, if true, would best help to explain the apparent paradox presented above?

- a) The poachers arrested in Zimbabue between 1970 and 1980 were rarely sentenced to long prison terms
- b) Because of highly publicized campaigns against the slaughter of elephants, demand for ivory fell between 1970 and 1980

- c) The elephant population in neighbouring Mombasa rose slightly between 1970 and 1980
- d) In Zimbabue, between 1970 and 1980, thousands of acres of forest, the elephant's natural habitat, were cleared for farming

Intermediate

Q1. A survey conducted recently in the city indicated that most college welfare-aid applicants understate the number of luxury items - such as cars and TVs – that their family owned, in an effort to maximize the amount of aid they can claim from the city. Paradoxically, the same study also found that many applicants claimed that they had running water and a gas connection even when they did not.

Which of the following best explains the apparent paradox?

- a) The city does not pay welfare unless the applicants have at least some things working for them.
- b) Claiming that they do not have a car or a TV ensures that the city looks at the applicant more favorably.
- c) While the applicants may be willing to accept that they don't have certain things, they felt embarrassed having to accept that they don't have most things.
- d) Historically, at least 30% of the claims have had people understating what they have while only 22% overstated what they had.
- e) The people who understated what they had were not the same people who overstated what they had.

Q2. At an enormous research cost, a leading chemical company has developed a manufacturing process for converting wood fibers into a plastic. According to the company, this new plastic can be used for, among other things, the hulls of small sailboats. But what does the company think sailboat hulls used to be made of? Surely the mania for high technology can scarcely go further than this.

Which of the following, if true, would most seriously weaken the author's conclusion?

- a) The wood used in producing the plastic is itself in increasingly short supply.
- b) The plastic produced by the process is considerably lighter, stronger, and more watertight than wood.
- c) The cost of the manufacturing process of the plastic increases the cost of producing a sailboat hull by 10 to 15 percent.
- d) Much of the cost of the research that developed the new process will be written off for tax purposes by the chemical company.

Q3. A law requiring companies to offer employees unpaid time off to care for their children will harm the economic competitiveness of our nation's businesses. Companies must be free to set their own employment policies without mandated parental-leave regulations.

Which of the following, if true, would most seriously weaken the conclusion of the argument above?

- a) Many businesses in this country already offer employees some form of parental leave.

- b) A parental-leave law will serve to strengthen the family as a social institution in this country.
- c) In most polls, a majority of citizens say they favor passage of a parental-leave law.
- d) Some of the countries with the most economically competitive businesses have strong parental-leave regulations.

Q4. Dear Applicant,

Thank you for your application. Unfortunately, we are unable to offer you a position in our local government office for the summer. As you know, funding for summer jobs is limited, and it is impossible for us to offer jobs to all those who want them. Consequently, we are forced to reject many highly qualified applicants.

Which of the following can be inferred from the letter?

- a) The application of the person who received the letter was considered carefully before being rejected.
- b) The applicant who received the letter was considered highly qualified.
- c) The number of applicants for summer jobs in the government office exceeded the number of summer jobs available.
- d) Very little funding was available for summer jobs in the government office

Q5. Studies of fatal automobile accidents reveal that, in the majority of cases in which one occupant of an automobile is killed while another survives, it is the passenger, not the driver, who is killed. It is ironic that the innocent passenger should suffer for the driver's carelessness, while the driver often suffers only minor injuries or none at all.

Which of the following is an assumption underlying the reasoning in the passage above?

- a) In most fatal automobile accidents, the driver of a car in which an occupant is killed is at fault.
- b) Drivers of automobiles are rarely killed in auto accidents.
- c) Auto safety experts should increase their efforts to provide protection for those in the passenger seats of automobiles.
- d) Most deaths in fatal automobile accidents are suffered by occupants of cars rather than by pedestrians.

Q6. Drastic shifts in climate always result in migrations, and migrations bring about the intermingling of ideas necessary for rapid advances in civilization.

The anthropologist's statements, if true, most strongly support which one of the following?

- a) Climate is the primary cause of migration
- b) All shifts in climate produce a net gain in human progress.
- c) A population remains settled only where the climate is fairly stable.

- d) Populations settle in every place where human industry can be established.

Q7. Below is an excerpt from a letter that was sent by the chairman of a corporation to the stockholders.

A number of charges have been raised against me, some serious, some trivial. Individuals seeking to control the corporation for their own purposes have demanded my resignation. Remember that no court of law in any state has found me guilty of any criminal offense whatsoever. In the Indian tradition, as you know, an individual is considered innocent until proven guilty. Furthermore, as the corporation's unbroken six-year record of growth will show, my conduct of my official duties as chairman has only helped enhance the success of the corporation, and so benefited every stockholder.

Which of the following can be properly inferred from the excerpt?

- a) Any misdeeds that the chairman may have committed were motivated by his desire to enhance the success of the corporation.
- b) The chairman is innocent of any criminal offense.
- c) The corporation has expanded steadily over the past six years.
- d) Any legal proceedings against the chairman have resulted in his acquittal.

Q8. The ancient city of Cephessa was not buried by an eruption of Mt. Amnos in A.D. 310, as some believe. The eruption in the year 310 damaged the city, but it did not destroy it. Cephessa survived for another century before it finally met its destruction in another eruption around A.D. 415.

Which of the following, if true, would most strengthen the author's claim that the city of Cephessa was not buried by the eruption of Mt. Amnos in A.D. 310?

- a) The city of Cephessa is mentioned in a historical work known to have been written in A.D. 400.
- b) Coins bearing the image of an emperor who lived there around A.D. 410 have been discovered in the ruins of Cephessa, which were preserved by the cinders and ashes that buried the city.
- c) Geological evidence shows that the eruption of Mt. Amnos in A.D. 415 deposited a 10-foot-thick layer of lava on the city of Cephessa.
- d) A historical work written in A.D. 430 refers to the eruption of Mt. Amnos in A.D. 415.

Q9. Reva: Using extraneous incentives to get teenagers to change their attitude toward school and schoolwork won't work. Take the program in West Virginia, for instance, where they tried to reduce their dropout rate by revoking the driving licenses of kids who left school. The program failed miserably.

Anne: It's true that the West Virginia program failed, but many schools have devised incentive programs that have been very successful in improving attendance and reducing discipline problems.

According to Anne, the weak point in Reva's claim is that it

- a) fails to consider the possibility that the majority of potential dropouts in West Virginia do not have driving licenses

- b) doesn't provide any exact figures for the dropout rate in West Virginia before and during the program
- c) ignores a substantial body of evidence showing that parents and employers have been using extrinsic incentives with positive results for years
- d) is based on a single example, the incentive program in West Virginia, which may not be typical

Q10. The upcoming presidential election in the West African republic of Ganelon is of grave concern to the U.S. State Department. Ganelon presently has strong political and military ties to the United States. However, the Socialist party is widely expected to win the election, leading to fears that Ganelon will soon break away from the pro-American bloc and adopt a nonaligned or openly anti-American stance.

Which of the following is an assumption made in the passage above?

- a) A Socialist party government in Ganelon is more likely to oppose the United States than is a non-Socialist party government.
- b) The people of the United States recognize their nation's interest in the political stability of West Africa.
- c) A weakening of U.S. political ties with Ganelon could have serious consequences for U.S. relations with other African nations.
- d) The Socialist party leaders in Ganelon believe that their nation's interests would best be served by an alliance with anti-American forces.

Advance

Q1. For a trade embargo against a particular country to succeed, a high degree of both international accord and ability to prevent goods from entering or leaving that country must be sustained. A total blockade of Patria's ports is necessary to an embargo, but such an action would be likely to cause international discord over the embargo.

The claims above, if true, most strongly support which of the following conclusions?

- A. The balance of opinion is likely to favor Patria in the event of a blockade.
- B. As long as international opinion is unanimously against Patria, a trade embargo is likely to succeed.
- C. A naval blockade of Patria's ports would ensure that no goods enter or leave Patria.
- D. Any trade embargo against Patria would be likely to fail at some time.
- E. For a blockade of Patria's ports to be successful, international opinion must be unanimous

Q2. One way to judge the performance of a company is to compare it with other companies. This technique, commonly called "benchmarking," permits the manager of a company to discover better industrial practices and can provide a justification for the adoption of good practices.

Any of the following, if true, is a valid reason for benchmarking the performance of a company against companies with which it is not in competition rather than against competitors EXCEPT:

- A. Comparisons with competitors are most likely to focus on practices that the manager making the comparisons already employs.
- B. Getting "inside" information about the unique practices of competitors is particularly difficult.
- C. Since companies that compete with each other are likely to have comparable levels of efficiency, only benchmarking against non competitors is likely to reveal practices that would aid in beating competitors.
- D. Managers are generally more receptive to new ideas that they find outside their own industry.
- E. Much of the success of good companies is due to their adoption of practices that take advantage of the special circumstances of their products or markets.

Q3. Columnist: The winner of this year's national spelling bee won by correctly spelling the spoken word Ursprache, which means "fame" in German. Given the richness of our language, why must we resort to words taken from modern foreign languages to challenge our best spellers? Ursprache is listed in our dictionary, as are words from many other foreign languages, but future spelling bees should limit themselves to words in our dictionary that have been anglicized in all aspects because spelling English words, not knowledge of linguistics and international phonetics, is the point of these contests.

Which of the following can most reasonably be inferred from the argument above?

- A. The spelling contest winner knew how to spell most of the anglicized words in the dictionary.
- B. Foreign words are more difficult than anglicized words for all contestants to spell.
- C. Spelling contestant winners should be determined by their facility with all aspects of language.
- D. To spell foreign words, contestants must recognize the language and know its pronunciation.
- E. The English language contains more borrowed words than most other languages.

Q4. Left-handed persons suffer more frequently than do right-handed persons from certain immune disorders, such as allergies. Left-handers tend to have an advantage over the right-handed majority, however, on tasks controlled by the right hemisphere of the brain, and mathematical reasoning is strongly under the influence of the right hemisphere in most people.

If the information above is true, it best supports which of the following hypotheses?

- A. Most people who suffer from allergies or other such immune disorders are left-handed rather than right-handed.
- B. Most left-handed mathematicians suffer from some kind of allergy.
- C. There are proportionally more left-handers among people whose ability to reason mathematically is above average than there are among people with poor mathematical reasoning ability.

- D. If a left-handed person suffers from an allergy, that person will probably be good at mathematics.
- E. There are proportionally more people who suffer from immune disorders such as allergies than there are people who are left-handed or people whose mathematical reasoning ability is unusually good.

Q5. A survey recently revealed a high correlation between a household's level of education and its library. Specifically, the more years of college and graduate school education received by the household's members, the more books in the household's library. The survey also indicated that the higher the education level of the household, the greater the percentage of books that are not works of fiction in its library.

Which of the following can be properly inferred from the survey results cited above?

- A. People with a higher level of education prefer reading nonfiction to works of fiction.
- B. Households with low education levels generally own more works of fiction than do households with high education levels.
- C. Households with lower levels of education generally own more works of fiction than nonfiction.
- D. The higher the education level of a household, the fewer works of fiction owned by the household.
- E. Households with high education levels generally own more nonfiction books than do households with low education levels.

Q6. The Maxilux car company's design for its new luxury model, the Max 100, included a special design for the tires. That was intended to complement the model's image. The winning bid for supplying these tires was submitted by Rubco. Analysts concluded that the bid would only just cover Rubco's costs on the tires, but Rubco executives claim that winning the bid will actually make a profit for the company.

Which of the following, if true, most strongly justifies the claim made by Rubco's executives?

- A. In any Maxilux model, the spare tire is exactly the same make and model as the tires that are mounted on the wheels
- B. Rubco holds exclusive contracts to supply Maxilux with the tires for a number of other models made by Maxilux.
- C. The production facilities for the Max 100 and those for the tires to be supplied by Rubco are located very near each other.
- D. When people who have purchased a carefully designed luxury automobile need to replace a worn part of it, they almost invariably replace it with a part of exactly the same make and type

Q7. In order to reduce the number of items damaged while in transit to customers, packaging consultants recommended that the TrueSave mail-order company increase the amount of packing material so as to fill any empty spaces in its cartons. Accordingly, TrueSave officials instructed the company's packers to use more packing material than before, and the packers zealously acted on these instructions and used as much as they could. Nevertheless, customer reports of damaged items rose somewhat.

Which of the following, if true, most helps to explain why acting on the consultants' recommendation failed to achieve its goal?

- A. The change in packing policy led to an increase in expenditure on packing material and labor.
- B. When packing material is compressed too densely, it loses some of its capacity to absorb shock.
- C. The amount of packing material used in a carton does not significantly influence the ease with which a customer can unpack the package.
- D. Most of the goods that TrueSave ships are electronic products that are highly vulnerable to being damaged in transit.

Q8. Hollywood restaurant is replacing some of its standard tables with tall tables and stool's. The restaurant already fills every available seat during its operating hours, and the change in seating arrangements will not result in increase in the restaurant's seating capacity. Nonetheless, the restaurant's management expects revenue to increase as a result of the seating change without any concurrent change in menu, prices, or operating hours.

Which of the following, if true, provides the best reason for the expectation?

- A. One of the taller tables takes up less floor space than one of the standard tables
- B. Diners seated on stools typically do not linger over dinner as long as diners seated at standard tables.
- C. Since the restaurant will replace only some of its standard tables, it can continue to accommodate customers who do not care for the taller tables.
- D. Few diners are likely to avoid the restaurant because of the new seating arrangement.

Q9. Physician: The hormone melatonin has shown promise as a medication for sleep disorders when taken in synthesized form. Because the long-term side effects of synthetic melatonin are unknown, however, I cannot recommend its use at this time.

Patient: Your position is inconsistent with your usual practice. You prescribe many medications that you know have serious side effects, so concern about side effects cannot be the real reason you will not prescribe melatonin.

The patient's argument is flawed because it fails to consider that

- A. the side effects of synthetic melatonin might be different from those of naturally produced melatonin
- B. it is possible that the physician does not believe that melatonin has been conclusively shown to be effective
- C. sleep disorders, if left untreated, might lead to serious medical complications

D. known risks can be weighed against known benefits, but unknown risks cannot

Q10. A certain automaker aims to increase its market share by deeply discounting its vehicles' prices for the next several months. The discounts will cut into profits, but because they will be heavily advertised the manufacturer hopes that they will attract buyers away from rival manufacturers' cars. In the longer term, the automaker envisions that customers initially attracted by the discounts may become loyal customers.

In assessing the plan's chances of achieving its aim, it would be most useful to know which of the following?

- A. Whether the automaker's competitors are likely to respond by offering deep discounts on their own products
- B. Whether the advertisements will be created by the manufacturer's current advertising agency
- C. Whether some of the automaker's models will be more deeply discounted than others
- D. Whether the automaker will be able to cut costs sufficiently to maintain profit margins even when the discounts are in effect

Q11. The amount of time it takes for most of a worker's occupational knowledge and skills to become obsolete has been declining because of the introduction of advanced manufacturing technology (AMT). Given the rate at which AMT is currently being introduced in manufacturing, the average worker's old skills become obsolete and new skills are required within as little as five years.

Which of the following plans, if feasible, would allow a company to prepare most effectively for the rapid obsolescence of skills described above?

- A. The company will develop a program to offer selected employees the opportunity to receive training six years after they were originally hired.
- B. The company will increase its investment in AMT every year for a period of at least five years.
- C. The company will periodically survey its employees to determine how the introduction of AMT has affected them.
- D. The company will ensure that it can offer its employees any training necessary for meeting their job requirements.

Q12. In Washington County, attendance at the movies is just large enough for the cinema operators to make modest profits. The size of the county's population is stable and is not expected to increase much. Yet there are investors ready to double the number of movie screens in the county within five years, and they are predicting solid profits both for themselves and for the established cinema operators.

Which of the following, if true about Washington County, most helps to provide a justification for the investors' prediction?

- A. Over the next ten years, people in their teenage years, the prime moviegoing age, will be a rapidly growing proportion of the county's population.
- B. As distinct from the existing cinemas, most of the cinemas being planned would be located in downtown areas, in hopes of stimulating an economic revitalization of those areas.
- C. Spending on video purchases, as well as spending on video rentals, has been increasing modestly each year for the past ten years.
- D. The average number of screens per cinema is lower among existing cinemas than it is among cinemas still in the planning stages.

Q13. Thyrian lawmaker: Thyria's Cheese Importation Board inspects all cheese shipments to Thyria and rejects shipments not meeting specified standards. Yet only 1 percent is ever rejected. Therefore, since the health consequences and associated economic costs of not rejecting that 1 percent are negligible, whereas the board's operating costs are considerable, for economic reasons alone the board should be disbanded.

Consultant: I disagree. The threat of having their shipments rejected deters many cheese exporters from shipping substandard product.

The consultant responds to the lawmaker's argument by

- A. rejecting the lawmaker's argument while proposing that the standards according to which the board inspects imported cheese should be raised
- B. providing evidence that the lawmaker's argument has significantly overestimated the cost of maintaining the board
- C. objecting to the lawmaker's introducing into the discussion factors that are not strictly economic
- D. pointing out a benefit of maintaining the board, which the lawmaker's argument has failed to consider

Q14. In the country of Russia, the past two years' broad economic recession has included a business downturn in clothing trade, where sales are down by about 7 percent as compared to two years ago. Clothing wholesalers have found, however, that the proportion of credit extended to retailers that was paid off on time fell sharply in the first year of the recession but returned to its prerecession level in the second year.

Which of the following, if true, most helps to explain the change between the first and the second year of recession in the proportion of credit not paid off on time?

- A. The total amount of credit extended to retailers by clothing wholesalers increased between the first year of the recession and the second year.
- B. Between the first and second years of the recession, clothing retailers in Russia saw many of their costs, rent and utilities in particular, increase.

- C. Of the considerable number of clothing retailers in Russia who were having financial difficulties before the start of the recession, virtually all were forced to go out of business during its first year.
- D. Clothing retailers in Russia attempted to stimulate sales in the second year of the recession by discounting merchandise.

Q15. *One way to judge the performance of a company is to compare it with other companies. This technique, commonly called "benchmarking," permits the manager of a company to discover better industrial practices and can provide a justification for the adoption of good practices.*

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