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Unit

1

You Should Know!

Basics of English Language

smalls & CAPITALS (English Alphabet)

English language has 26 letters in its alphabet. Each letter can be written as a 'small letter' or as a 'large letter'. Large letters are also called 'capital letters' or 'capitals'.

Small letters are sometimes called 'lower case' and large letters 'upper case'.

A	B	C	D	E	F	G	H	I	J	K	L	M	CAPITAL
N	O	P	Q	R	S	T	U	V	W	X	Y	Z	LETTERS
a	b	c	d	e	f	g	h	i	j	k	l	m	small
n	o	p	q	r	s	t	u	v	w	x	y	z	letters

Grammatical Terms of English Language

Sentence

A sentence is a group of words that conveys some meaning. It means a sentence consists of words, but not every string of words constitute a sentence, as we can see in the following example :

(a) To he market goes.

A possible analysis is that if we look at this example we know the meaning of the individual words, but the sequence as a whole does not make sense or does not convey any meaning. So we cannot consider this structure a sentence. Thus, we can affirm that if a sequence of words is to constitute a sentence, it must be meaningful; for instance :

(a) He goes to market.

Subject

The subject is the person or thing 'performing' the action. The noun, pronoun or group of words act as a noun that performs the action indicated in the predicate of the sentence or clause.

Predicate

Basically, it is the rest of the sentence or clause other than the subject. It usually has a verb and thus indicates some action, but may have other functions such as modifying the subject. What is said about the subject is called 'predicate'.

Declarative Sentence

A declaration is a statement or observation that states an idea. Narrative and descriptive passages are written using declarative sentences, for instance :

(a) I did not abuse him.

(b) We warned him.

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Interrogatives

Questions are interrogatives. Grammarians like to use jargon, while telling writers to avoid it, so we have to deal with words like interrogative.

(a) Have you taken your lunch?

(b) Did you complete your work?

Imperatives

Imperatives are command, request, advice or emergency pleas.

(a) It is imperative that you leave today.

(b) Go there.

(c) Please, open the door for me.

Exclamations

Most exclamations stand alone, making for very short sentences. Sentences can be exclamations, if they contain a strong emotion or opinion.

(a) Wah! (b) Wow! What a great fall.

Sentence Complements

A sentence complement is a word or phrase adding meaning to the subject or verb. A complement clarifies the sentence. Complements usually appear after the simple predicate verb in a sentence, forming the complete predicate. Simply remember that complements complete predicates.

Direct Objects

These are objects, which receive directly the actions described by the verbs. A direct object answers the question 'Who or What?' and is being acted upon by the subject of a sentence.

Indirect Objects

In addition to taking direct objects, some verbs also take indirect objects. In the following examples, the direct objects are printed in bold type, and the indirect Objects are underlined. An indirect object answers 'To/For Whom/What?' Indirect objects usually refer to living things.

(a) She gave the child a pen.

(b) He sent the man the information.

Clause

Clause is a group of words that forms part of a sentence and contains a subject and a finite verb. A clause contains both a subject and a predicate.

Principal Clause

An independent clause has a subject and a finite verb. It can stand alone as a sentence. The independent clause is a short sentence.

Subordinate Clause A subordinate clause modifies the sentence by acting as an adjective, adverb or noun. Usually a dependent clause is introduced by a subordinate conjunction.

Phrase

A phrase is a group of words, without subject a verb or a complete thought. For example, red tapism, ins and outs, hand in gloves, etc.

Simple Sentence

The most basic type of sentence is the simple sentence, which contains only one clause with one finite verb. A simple sentence, contains a subject and a verb (finite), and it expresses a complete thought.

Compound Sentence

A compound sentence is a sentence formed by two or more independent clauses.

Complex Sentence

A complex sentence has an independent clause joined by one or more dependent clauses. Unlike a compound sentence, however, a complex sentence contains clauses which are not equal.

Look at the following example

(a) Do you know that Smt. Indira Gandhi was the first lady Prime-Minister of India?

Parts of Speech

Traditional grammar classifies words, based on eight parts of speech. These are : verb, noun, pronoun, adjective, adverb, preposition, conjunction and interjection. Each part of speech explains not what the word is, but how the word is used. In fact, the same word can be a noun in one sentence and a verb or an adjective in the next.

Colloquial

Colloquial means conversational, informal, everyday, casual, familiar, etc.

Cognate Object

Some verbs take an object after them that are similar in meaning to the verb. Such objects are called cognate objects, For example, :

(a) He **sighed** a deep **sigh.**

(b) Our army **fought** a fierce **fight.**

In the above sentences the verbs and the objects, (cognate) are in bold letters.

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Syllable

A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit. So, for example, 'book' has one syllable, and 'reading' has two syllables.

One syllable word : run, sit, come, go, my, he, etc.

Two syllable words: Mon-day, four-teen, fa-ther, Sun-day, etc.

Words with more than two syllables :
won-der-ful, beau-ti-ful, de-mo-cra-cy, im-po-ssi-ble.

Slang

Slang consists of words, expressions and meanings that are informal and are used by the people who know each other very well and are quite familiar with one another. (Generally abusive language).

Tense

Tense is that form of a verb which shows not only the time of an action but also the state of an action or event.

Sequence of Tense

The sequence of tenses are the principles which govern the tense of the verb in subordinate clause vis-a-vis the tense of the verb in a principal clause. The rules which determine the tense of the sub-ordinate clause, if the tense of the principal clause is present or past or future, are studied under the Sequence of Tense.

Noun

A noun is a word used as name of a person, place or thing. Types of noun are following:

(1) **Proper Noun** Proper noun refers to the name of a person, place or thing. For example, Ram, Delhi, Nike, etc.

(2) **Common Noun** A common noun refers to persons, things or places of the same kind or class, For example, king, boy, girl, city, etc.

(3) **Collective Noun** A collective noun is the name of a group of persons or things taken together and spoken of as a whole, as unit. For example, team, committee, army, etc.

(4) **Abstract Noun** Abstract noun in general refers to the quality, action or state that cannot be seen but expressed as ideas or feelings, for example, honesty, bravery (quality), hatred, laughter (action), poverty, young (state), art, etc.

The Noun Case

The relation of noun with other words in a sentence is determined by its case.

(1) **Nominative Case** When a noun is used as subject of the verb in a sentence, it is nominative case.

(2) **Objective Case** When a noun is used as an object of the verb in a sentence, it is objective case.

(3) **Nominative of Address** When a noun is used to address, it is nominative of address.

(a) Boys, don't make a noise.

(b) Harish, wait for me.

In the above sentences, boys and Harish are nominative of address.

(4) **Case in Apposition** If two nouns referring to the same person or thing are in apposition, one is placed immediately after the other, with no conjunction joining them. For example,

(a) Her father, Naresh Chandra, left home three months ago.

Conjunction

A conjunction is a word that joins words or sentences together. It is also called a joiner, a word that connects (conjoins) parts of a sentence.

Adverb

An adverb is that word in a sentence which modifies the meaning of verb or adjective or another adverb or adverbial phrase.

Pronoun

Generally, but not always, pronouns stand for (pro + noun) or refer to a noun, an individual or individuals or things or thing (the pronoun's antecedent) whose identity is made clear earlier in the text.

Preposition

Preposition is a word placed before a noun or a pronoun, which denotes the relation, the person or thing referred to, has with something else.

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A preposition is followed by a noun. It is never followed by a verb.

Subject-Verb Agreement

The verb must agree with its subject in number and person. For example,

(a) A kite flies.

(b) Birds fly.

Weak Verbs

Verbs which require -ed, -d or -t to be added to the present tense to form the past are called 'weak verbs'. They are also called 'regular verbs'.

Present	Past	Past Participle
sell	sold	sold
burn	burnt	burnt
think	thought	thought
lend	lent	lent
talk	talked	talked
live	lived	lived

Strong Verbs

Verbs that form their past tense by merely changing the vowel in their present form, without adding and ending are called 'Strong Verbs'. As...

Present	Past	Past Participle
abide	abode	abode
bear	bore	borne
become	became	become
find	found	found
see	saw	seen
go	went	gone
come	came	come

These are also called irregular verbs.

Inchoative Verbs

The term inchoative verb is used for a verb that denotes the beginning, development or final stage of a change of condition.

Some of these verbs are :

get, became, grow, etc.

(a) My father is getting weaker.

(b) It is getting dark.

Transitive Verbs

Transitive verbs take objects. These verbs carry the action of a subject and apply it to an object. They tells us what the subject (agent) does to something else (object).

Intransitive Verbs

Intransitive verbs do not take an object, they express actions that do not require the agents doing something to something else.

Linking Verbs

A linking verb connects a subject to a subject complement, which identifies or describes the subject.

The following sentences are descriptive, using linking verbs :

(a) The house **is** green.

(b) The house **was** white, until we painted it.

In the above sentences bold letters are linking verbs.

Causative Verbs

Causative verbs show that somebody or something is indirectly responsible for an action. The subject does not perform the action itself, but causes someone or something else to do it instead. For example, :

(a) I made her sing a song.

(b) I made him polish my shoes.

Modals

Modal auxiliaries are special auxiliary verbs that express the degree of certainty of the action in the sentence, or the attitude or opinion of the writer or speaker concerning the action. These are verbs which help other verbs to express a meaning. It is important to note that 'modal verbs' have no meaning by themselves.

Non-Finites

Non-finite verb forms are those that do not show number (they are not singular or plural) or tense (they do not make the sentence past or present).

Non-finites are of three kinds :

1. infinitive 2. gerund 3. participle

(1) **Infinitive** In grammar, the infinitive is the form of a verb that has no inflection to indicate person, number, mood or tense. Infinitives are also defined as 'to + base' form of the verb.

(2) **Gerund** Gerund is that a form of verb that ends in 'ing' and has the force of a noun and a verb.

(3) **Participle** A participle is a non-finite verb, called a 'verbal adjective', which means that

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it has characteristics of both verbs and adjectives. Since they function as adjectives, participles modify nouns or pronouns. A participle most often ends in -ing or -ed.

Unattached or Dangling Participle

A participle is a verbal adjective, so it must be attached to some noun or pronoun. It means it must have a proper subject of reference. If the participle is not attached to some noun or pronoun it is called dangling participle.

Inversion

Certain adverbs and adverb phrases, most with a restrictive or negative sense, can for emphasis be placed first in a sentence or clause and are then followed by the inverted (*i.e.*, interrogative) form of the verb. It is called inversion.

Synonym

A synonym is a word or expression which means the same as another word or expression.

The term 'industrial democracy' is often used as a synonym for worker participation.

Antonym

The antonym of a word is a word which means the opposite. 'day' and 'night' are antonyms.

Heteronym

A heteronym is a word that has the same spelling as another word but with a different pronunciation and meaning. These words are sometimes also called homographs.

Autograms

A self-referencing sentence describes itself. For example, 'This sentence has five words.' An autogram is a self-referencing sentence that describes its letter content.

Contronym

The word contronym (also, synonym or antagonym) is used to refer to words that, by some freak of language evolution, are their own antonyms. Both contronym and antagonym are relatively recent neologisms. However, there is no alternative term that is more established in the English language.

(a) fast—quick, unmoving
(b) fix—restore, castrate

Palindrome

A palindrome is a word or sentence that reads the same forward as it does backward. The words a and I are perhaps the simplest and least interesting palindromes. The word 'racecar' and the name 'Hannah' are more interesting and illustrative.

Palingram

A palingram is a sentence in which the letters, syllables or words read the same backward as they do forward. The sentence, 'He was, was he?' is a word palingram, because the words can be placed in reverse order and still read the same. The sentence, 'I did, did I?' is not only a word palingram but also a letter palingram (or palindrome) as well.

Pangram

A pangram is a sentence that contains all letters of the alphabet. Less frequently, such sentences are called 'holalphabetic sentences'. For example,

(a) The quick brown fox jumps over a lazy dog.

Eponym

An eponym is someone or something whose name is or thought to be the source of something's name (such as a city, country, era or product). Xerox is a brand of photocopy machine. But this word has also been since adopted to refer to any brand of photocopy machine and, moreover, also employed as a verb to describe the act of photocopying.

Adjunct

An adjunct is a word or group of words which indicates the circumstances of an action, event or situation. An adjunct is usually a prepositional phrase or an adverb group.

Contraction

A contraction is a shortened form of a word or words.

(a) It's (with an apostrophe) should be used only as a contraction for 'it is'.
(b) Can't is the contraction form of cannot.

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Elementary Questions About English Language

Q. 1 *How many words are there in the English language?*

Ans. About a million, may be more.

It is difficult to calculate the exact number of words. If we include all scientific nomenclature, this could easily double the figure. For example, there are apparently some one million insects already described, with several million more awaiting description. The two largest dictionaries—the Oxford English Dictionary and MCerriam Webster's Third New International Dictionary—each include around half a million words.

Q. 2 *What is the longest word in the dictionary?*

Ans. It might be supercalifragilistic-expialidocious (which appears in the Oxford English Dictionary), unless we want to count names of diseases (such as pneumonoultramicrosco-picsilicovolcanoconiosis, defined by the Oxford English Dictionary as 'a factitious word alleged to mean' a lung disease caused by the inhalation of very fine silica dust, but occurring chiefly as an instance of a very long word), places (such as air pwllgwyngyll go gery chwyrnd robwlll Lantysiliogogogoch, a village in Wales), chemical compounds (apparently there is one that is 1,913 letters long) and also a few words found only in Joyce's Finnegans Wake.

Other famous words sesquipedalian: antidisestablishmentarianism (opposition to the disestablishment of the Church of England), floccinaucinihilipilificationhonorificabilitudinitatibus (Which appears in Shakespeare's Love's Labour's Lost, and which has been cited as [dubious] evidence that Francis Bacon wrote Shakespeare's plays).

Q. 3 *What does 'floccinaucinihilipilification' mean?*

Ans. It means 'the estimation of something as worthless.'

But it is usually used only as an example of a very long word, considered to be the longest. The Oxford English Dictionary labels it 'humorous' and gives the following citations for it.

I loved him for nothing so much as his floccinaucin ihilipilification of money. —William Shenstone' Letters

They must be taken with an air of contempt, a floccinaucinihilipilification of all that can gratify the outward man.—Sir Walter Scott, Journal

Q. 4 *What does 'pneumonoultramicro-scopicsilicov olcanoconiosis' mean?*

Ans. It is defined by the Oxford English Dictionary as 'a factitious word alleged to mean "a lung disease caused by the inhalation of very fine silica dust" but occurring chiefly as an instance of a very long word.'

Q. 5 *How can I figure out what a Roman numeral stands for?*

Ans. **Conversion Table**

1 = I	2 = II	3 = III
4 = IV	5 = V	6 = VI
7 = VII	8 = VIII	9 = IX
10 = X	20 = XX	30 = XXX
40 = XL	50 = L	60 = LX
70 = LXX	80 = LXXX	90 = XC
100 = C	500 = D	1000 = M

You should add the numbers together if numbers of the same size are placed next to each other or if a smaller number is placed to the right of a larger number. For example, :

II = 2, III = 3, VI = 6, VIII = 8, XX = 20, XXI = 21, CC = 200

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You should subtract the smaller number from the larger if a smaller number is placed to the left of a larger number. For example, :

IV = 4, IX = 9, XL = 40, CD = 400, CM = 900

Sometimes you are to perform both operations. For example,

XIV = 14, XIX = 19 , XXIV = 24 , XCI = 91 , XCIX = 99 , MCM = 1900, MCMXLVII = 1947, MCML = 1950, MCMLXVIII = 1968

Q. 6 *Does bimonthly mean twice a month or every two months?*

Ans. Every two months (usually).

Bi-means 'two', so bimonthly means 'happening every two months'—but it also means 'happening twice a month'. Another word for the latter is semimonthly.

Q. 7 *What is a linking verb?*

Ans. A linking verb is usually a form of 'be' or 'seem' that identifies the predicate of a sentence with the subject.

Example 'Achilles is a lion.'

'Is' links Achilles with lion, indentifies Achilles with a lion. Achilles is the subject of the sentence and is a lion is the predicate.

A linking verb is also called a copulas.

Q. 8 *What is ambiguity in writing?*

Ans. Ambiguity in writing means when its meaning cannot be understood by its context.

Ambiguity may be introduced accidentally, confusing the readers and disrupting the flow of reading. If a sentence or paragraph jars upon reading, there is lurking ambiguity. It is particularly difficult to spot one's own ambiguities. It is strongly recommended that one should let another person read one's writing before submission for publication.

Q. 9 *What is redundancy in writing?*

Ans. The use of language that can be eliminated without incurring a loss of meaning, is called redundancy in writing. Redundancy in writing usually comes from these sources : Wordy phrases.

Example 'in view of the fact that' instead of 'since' or 'because'. Employing obvious qualifiers when a word is implicit in the word it is modifying.

Example 'completely finish.' If you have incompletely finished something, you haven't finished it at all.

Using two or more synonyms together.

Example 'thoughts and ideas.'

Q. 10 *What is the difference between its and it's?*

Ans. Its is the possessive form of it. It's is a contraction of 'it is' or 'it has'.

Examples

(a) It's a common mistake.

(b) The boat has a hole in its hull.

The confusion arises from the dual function of the's ending, which can indicate either possession or contraction, as in : John's Pizzas are the best ('The Pizzas which are John's—that is, in that he makes them—are the best'); John's going to have to buy some more files soon (='John is going to have to buy some more files soon'). However's is never used to indicate possession in pronouns. We do not write hi's (instead of his).

Q. 11 *What is the difference between i.e. and e.g.?*

Ans. i.e. means 'that is' (to say). e.g. means 'for example',

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i.e. is an abbreviation for Latin id est, 'that is.' e.g. is for exempli gratia, 'for the sake of example.' So you can say, 'I like citrus fruits, e.g., oranges and lemons' or 'I like citrus fruits, i.e. the juicy, edible fruits with leathery, aromatic rinds of any of numerous tropical, usually thorny shrubs or trees of the genus citrus.'

Q. 12 *What is the difference in usage of 'like' vs 'as' ?*

Ans. The rule is 'as' comes before a clause.

If the word is followed by a clause, a group of words with both a subject and a verb, use as : He liked the restaurant, as any gourmet would.

If no verb follows, choose like: He walks like a platypus.

However, in casual usage, like is gaining steadily as in 'He tells it like it is, or 'She eats ice cream like it's going out of style.' The informal use of like to introduce a clause is fine in conversation or casual writing, but to be grammatically correct, remember 'as comes before a clause' rule.

Q. 13 *What is the difference between 'there' and 'their'? 'Your' and 'you're' ? How can I remember these?*

Ans. 'Their' and 'your' are possessive forms used as modifiers before nouns. They basically mean: 'belonging to them' and 'belonging to you', respectively. You're is a contraction of 'you are: 'You're doing fine.'

Q. 14 *What is the only word in the English language that has three consecutive sets of double letters?*

Ans. Bookkeeper. Also bookkeeping. If you are willing to accept a hyphenated word, sweet-toothed is another.

Q. 15 *What is the difference, if any, between using 'once in a while' and 'once and a while'?*

Ans. These two idioms mean the same thing—occasionally. The latter, might well have grown up as a misunderstanding of 'once in a while' or a confusion of that phrase and 'once and for all'. Use 'once in a while'.

Q. 16 *What is the rule for determining whether or not to write out a number as a word?*

Ans. In general, write out the first nine cardinal (1-9) numbers; use figures for 10 and above.

In general, write out the first nine cardinal (1-9) numbers (except for address numbers 2–9, dates, decimals, game scores, highways, latitude/longitude, mathematical expressions, measurement/weight, money/financial data, percentages, proportion, scientific expressions, statistics, technical expressions, temperature, time, unit modifiers, votes and numbers not written out in a proper noun) and any number that begins a sentence. Use figures for 10 and above. The first nine ordinal (1st-9th) numbers are usually written out, especially when describing order in time or location.

Q. 17 *What is the word meaning 'to throw out of a window'?*

Ans. Defenestrate : Its roots are Latin de-, 'out of' and fenestra, 'window'.

Defenestration is the noun form of the word. It is also a computing jargon term for 'the act of exiting a window system in order to get better response time from a full-screen program' or 'the act of discarding something under the assumption that it will improve matters' or 'the act of dragging something out of a window (onto the screen)'. source: Jargon File.

Q. 18 *What is the plural of virus?*

Ans. Viruses.

It is not viri or (which is worse) virii. True, the word comes directly from Latin, but not all Latin words ending in -us have -i as their plural. Besides, viri is the Latin word for 'men' (plural of vir, man, the root the English virile). There is in fact no written attestation of a Latin plural of virus.

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Q. 19 *What one English word ends in 'mt' ?*

Ans. There are five words ending with mt—daydreamt, dreamt, outdreamt, redreamt, undreamt.

Q. 20 *Can I use 'and' (or 'but', etc.) at the start of a sentence?*

Ans. Yes.

The old 'rule' that we should not begin a sentence with a conjunction (and or but) has actually gone by the wayside these days. Occasionally, especially in casual writing, you can begin a sentence with 'and' or 'but'. These words are mainly used to join elements within a sentence, but they have begun sentences since long.

Q. 21 *What two words make the contraction 'ain't'? Is it proper?*

Ans. 'Ain't' is a contraction of 'am not'. It is not considered proper.

'Ain't' is not accepted by many as it suggests illiteracy and the inability to speak properly. It can be used jokingly. The widely used aren't I?, though illogical (noone says I are), is used in speech, but in writing there is no acceptable substitute for the stilted am I not?

Q. 22 *What is the difference between main and helping verbs?*

Ans. A helping verb accompanies the main verb in a clause and helps to make distinctions in mood, voice, aspect and tense.

A helping or auxiliary verb such as have, can or will, accompanies the main verb in a clause and helps to make distinctions in mood, voice, aspect and tense. The main verb represents the chief action in the sentence.

Q. 23 *When do you use lie and lay?*

Ans. To lay is to place something; to lie is to recline.

To lay is to place something. It is always followed by an object, the thing being placed. To lie is to recline. For example: He lays the book down to eat. She lies quietly on the chaise.

Part of the source of the confusion is the past tense of lie, which is lay: She lay on the chaise all day. The past participle of lie is lain, as in—She has lain there since yesterday, as a matter of fact.

The past tense of lay is laid, as is the past participle.

Q. 24 *When do you capitalise words like mother, father, grandmother and grandfather when writing about them?*

Ans. When they are used as proper nouns you should capitalise these, when referring to your own relatives 'Hello, Mother.' A good rule to follow is to capitalize them if they are used as proper nouns. If used as common nouns, don't capitalise: 'We honour all mothers in May.'

Q. 25 *When do you use 'well' or 'good' ?*

Ans. In general, use 'well' to describe an activity, 'good' to describe a thing.

When it is an activity being described, use well, as in 'He did well in the spelling bee.' Well is an adverb here, describing the verb.

When it is a condition or a passive state being described, use good, as in 'You're looking good tonight!'. Good is an adjective here, describing the noun.

With feel good/feel well, it is more complicated. In this case, the word well is being used an adjective meaning 'healthy'—so it is correct to say, 'I feel well.' You can say 'I feel good' also, but it is more informal.

Q. 26 *When was the first dictionary made?*

Ans. The western tradition of dictionary making began with the Greeks when changes in the language made many words in literature unintelligible to readers. During the Middle Ages, when Latin was the language of learning, dictionaries of Latin words were compiled.

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The first dictionary of English appeared in 1604—Robert Cawdry's **A Table Alphabetical.** This work contained about 3,000 words but was so dependent upon three sources that it can rightly be called a plagiarism. Early dictionaries were generally small and defined 'hard' words and were made by men in their leisure time as a hobby. John Kersey the Younger is regarded as the first professional lexicographer whose introductory work, **A New English Dictionary,** appeared in 1702. Kersey's accomplishments were superseded in the 1720s by Nathan Bailey's innovative work, **An Universal Etymological English Dictionary.** For the rest of that century, it was actually more popular than Dr. Samuel Johnson's dictionary!

Q. 27 *Which is right: 'I wish it were...' or 'I wish it was...'?*

Ans. 'I wish it were...'

There is often confusion about were (a past subjunctive) and was (a past indicative). In conditional sentences where the condition is unreal or not yet real, use were : 'I wish it were true that he loved me' or 'If anyone were to ask me to stay, I would refuse.' Were is also used following 'as if' and 'as though' : 'The toddler wore the towel proudly, as though it were a Superman cape'. Were is also part of these fixed expressions: as it were, if I were you.

Q. 28 *What is the difference between the word 'into' and the words 'in to?' Which is the most appropriate and when?*

Ans. Whenever the 'to' is a particle of the infinitive, be sure to keep them separate:

See the following sentences :

(a) We dropped in to visit my friend.
(b) He just stepped in to pay the bill.
(c) You wouldn't want people walking into your dinner.

We use 'into' to express motion or direction as per following:

(a) He stared into her eyes.
(b) She walked into the store to say hello.
(c) She drove into the side of the garage.
(d) Let's invite them into dinner. Of course, I hope that helps.

Q. 29 *A misogynist hates women. What do you call a person who hates men?*

Ans. A misandrist. The word misandrist comes from Greek, mis-, a prefix meaning 'hate' + andr-, 'man' + -ist.

Q. 30 *Does a comma go after i.e. or e.g.?*

Ans. By rule, they are preceded by a mark of punctuation, usually a comma. Generally both are followed by a comma in American English, though not in British English. E.g. may also be followed by a colon, depending on the construction. In British English, it is often written as e.g. with comma omitted after it.

Q. 31 *Are there any English words that do not have vowels ?*

Ans. It depends what you mean by 'vowel' and 'word'. There are two things we mean by the word 'vowel': a speech sound made with the vocal tract open a letter of the alphabet standing for a spoken vowel (look up vowel for a more detailed definition). Cwm and crwth do not contain the letters a, e, i, o, u, or y, the usual vowels (*i.e.*, the usual symbols that stand for vowel sounds) in English. But in those words the letter 'w' simply serves instead, standing for the same sound that 'oo' stands for in the words boom and booth. Dr., nth (as in 'to the nth degree') and TV also do not contain any vowel symbols, but they, like cwm and crwth, do contain vowel sounds.

Shh, psst, and mm-hmm do not have vowels, either vowel symbols or vowel sounds. There is some controversy whether they are in fact 'words', however. But if a word is 'the smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech' (as it is according to The Cambridge Encyclopedia of Language), then those do qualify. Psst, though, is the only one that appears in the Oxford English Dictionary.

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1

Introduction

Data Interpretation forms one of the most critical areas of different general and entrance examinations. It accounts 10-20 questions in the MBA entrance examination, 20-25 questions in Bank examination, 10-15 questions in SSC examination etc., therefore, it's understanding and its inherent concepts will help the students to score maximum in different examination.

Data Interpretation

Data Interpretation is drawing conclusions and inference from a comprehensive data presented numerically in tabular form or pictorial form by means of an illustration, graphs, pie charts etc. Thus the act of organizing and interpreting data to get meaningful information is data interpretation.

It is an extension of mathematical skill and accuracy. Soundly knowledge of quantitative techniques is prerequisite for good performance in this section. Since, all such questions may require a fair amount of calculations, one should be able to multiply and divide quickly using shortcut methods. So, here we are providing a quicker and clear concepts, shortcut methods of these chapters in view of their essence in solving the performs of Data Interpretation.

A detailed study on the pattern of questions appearing in this section for various competitive examinations has concluded that Data Interpretation is mainly the game of three chapters of arithmetic namely Percentage, Average and Ratio.

1. Percentage

The term per cent means for every hundred. A fraction whose denominator is 100 is called a percentage and the numerator of the fraction is called the rate per cent. It is denoted by the symbol %.

$$x\% = \frac{x}{100} = \frac{1}{100} \times x$$

Percentage is a very useful tool for comparison in the analysis of data. For example, in their captaincy Sourav Ganguly has won 127 matches out of 205 matches and Rahul Dravid has won 64 matches out of 140 matches.

This can however, be better comprehended in a percentage form, which is for

$$\text{Success rate of Ganguly} = \frac{127}{205} \times 100\% = 61.95\%$$

$$\text{Success rate of Dravid} = \frac{64}{140} \times 100\% = 45.71\%$$

This reveals that as a captain, Ganguly is more successful than Dravid.

Percentage Equivalent of Important Fractions

$\frac{1}{16} = 6\frac{1}{4}\%$	$\frac{1}{5} = 20\%$	$\frac{3}{5} = 60\%$
$\frac{1}{11} = 9\frac{1}{11}\%$	$\frac{1}{4} = 25\%$	$\frac{2}{3} = 66\frac{2}{3}\%$
$\frac{1}{10} = 10\%$	$\frac{1}{3} = 33\frac{1}{3}\%$	$\frac{3}{4} = 75\%$
$\frac{1}{9} = 11\frac{1}{9}\%$	$\frac{2}{5} = 40\%$	$\frac{4}{5} = 80\%$
$\frac{1}{8} = 12\frac{1}{2}\%$	$\frac{9}{20} = 45\%$	$\frac{7}{8} = 87\frac{1}{2}\%$
$\frac{1}{7} = 14\frac{2}{7}\%$	$\frac{1}{2} = 50\%$	$\frac{9}{10} = 90\%$
$\frac{1}{6} = 16\frac{2}{3}\%$	$\frac{11}{20} = 55\%$	$1 = 100\%$

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Interpretation of Data Involving the Percentage

Rule 1 To find by how much per cent x is more or less than y (or over y) or compared to y.

$$\text{Required percentage} = \frac{\text{Value of } x - \text{Value of } y}{\text{Value of } y} \times 100 \qquad (\text{when } x > y)$$

$$= \frac{\text{Value of } y - \text{Value of } x}{\text{Value of } y} \times 100 \qquad (\text{when } x < y)$$

The denominator part contains the value with which the comparison is made.

Rule 2 To find the percentage change in any value, say x compared to the other value, say y.

$$\therefore \text{ Required percentage change } (c) = \frac{x-y}{y}$$

If c is positive, then there is percentage increase in the value of x over y (percentage growth) and if c is negative, then there is percentage decrease (percentage decline) or negative growth.

Rule 3 Two percentage values can't be compared unless the base values are known.

Rule 4 Two percentage values can be compared in terms of percentage values but not in absolute values when the base values are same although base values are not known.

Calculation of Percentage

1. Find 79% of 429.

Sol. $79\% = 80\% - 1\%$

$80\% = 4/5$ *i.e.*, $4/5 \times 429 = 4 \times 85.8 = 343.2$

$1\% = 4.29$

$\therefore$ 79% of $429 \simeq 343.2 - 4.29 \simeq 339$

2. Find 361% of 2345.

Sol. $361\% = (300 + 50 + 10 + 1)\%$

$300\% = 3 \times 2345 = 7035$

$50\% = 1/2 \times 2345 = 1172.5$

$10\% = 1/10 \times 2345 = 234.5$

$1\% = 1/100 \times 2345 = 23.45$

Required $361\% = 7035 + 1172.5 + 234.5 + 23.45 \simeq 8465$

3. How much per cent of 1795645 is 64598?

Sol. Required percentage $= \frac{64598}{1795645} \times 100\% = 3.6\%$

But you are not required to find the exact value as you have to choose only one option and only approximate value is sufficient to solve your problem.

Therefore, approximate percentage

$$= \frac{6}{178} \times 100\% \simeq \frac{6}{180} \times 100\% = \frac{10}{3}\% = 3.33\%$$

4. Find in how many countries the production of cars has increased by less than 5% in 2008 over last year.

Countries	Figure (in 000 tonne)	
	2007	2008
India	700	760
USA	900	940
China	1760	1860
Japan	1500	1580
Italy	1160	1218

Sol. Increment in production of cars in 2008 over 2007

in India $= \frac{760-700}{700} \times 100\% = 8.57\%$

in USA $= \frac{940-900}{900} \times 100\% = 4.44\%$

in China $= \frac{1860-1760}{1760} \times 100\% = 5.68\%$

in Japan $= \frac{1580-1500}{1500} \times 100\% = 5.33\%$

in Italy $= \frac{1218-1160}{1160} \times 100\% = 5\%$

Clearly, only in one country 'USA' production of cars has increased by less than 5% in 2008 over last year.

Note *You can solve this type of questions as given below.*

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5. Find in how many years the production of sugar has decreased by more than 30% over the previous year.

Years	2004	2005	2006	2007	2008
Production in million tonne	974	726	524	276	184

Sol. Method I

Decrement in the production of sugar over previous year

in 2005 $= \frac{974-726}{974} \times 100\% = 25.5\%$

in 2006 $= \frac{726-524}{726} \times 100\% = 27.8\%$

in 2007 $= \frac{524-276}{524} \times 100\% = 47.3\%$

in 2006 $= \frac{276-184}{276} \times 100\% = 33.3\%$

Thus, in two years 2007 and 2008, decreased in the production of sugar is more than 30%.

Method II In this case, $\left(1-\frac{x}{100}\right) = \left(1-\frac{30}{100}\right) = 0.70$

Step 1. $\frac{726}{974}$ $\frac{524}{726}$ $\frac{276}{524}$ $\frac{184}{276}$

Step 2. 0.74 0.72 0.52 0.66

Therefore, in two years (2007 and 2008), the production of sugar has decreased by more than 30% over the production in the previous year.

2. Ratio

Ratio is compared by division of the measure of two quantities of the same kind.

If a, b are two quantities of the same kind ($a, b \neq 0$), then the quotient $\frac{a}{b}$ (which is clearly a number without any unit is called the ratio of a and b). It is written as $a:b$ (read as a is to b). The quantities a and b are called terms of the ratio $a:b$, a is the first term and b is the second term.

A ratio can be expressed in several ways, *i.e.*, $a:b$ is equal to $ma:mb$, since the quotient does not change when we divide (or multiply) the dividend and the divisible by same non-zero number, say m. For example, 2 : 3 = 4 : 6 = 20 : 30 = 200 : 300 $= 2m : 3m$. In the ratio 2 : 3, the two terms 2 and 3 have no common factors other than 1. The ratio expressed in this form is said to be in the simplest form. Usually, a ratio is expressed in the simplest form.

Ratio of Equality, Greater Inequality or Lesser Inequality

A ratio is said to be a ratio of equality, greater or lesser inequality according as first term also known as antecedent is equal to or greater than or less than to second term also known as consequent. In other words,

- the ratio $a:b$, where $a = b$ is called a ratio of equality. (*e.g.*, 1 : 1 , 2 : 2 etc.)
- the ratio $a:b$, where $a > b$ is called a ratio of greater inequality. (*e.g.*, 3 : 2, 4 : 3 etc.)
- the ratio $a:b$, where $a < b$ is called a ratio of lesser inequality. (*e.g.*, 3 : 5, 4 : 7 etc.)

Rule 1 A ratio of equality is unaltered, a ratio of greater inequality is diminished and a ratio of lesser inequality is increased, if the same positive quantity is added to both its terms.

Let a/b be the given ratio and x be a positive quantity and $x > b$.

- If $\frac{a}{b} = 1$, then $\frac{a+x}{b+x} = \frac{a}{b} = 1$
- If $\frac{a}{b} > 1$, then $\frac{a+x}{b+x} < \frac{a}{b}$
- If $\frac{a}{b} < 1$, then $\frac{a+x}{b+x} > \frac{a}{b}$

Rule 2 A ratio of equality is unaltered, a ratio of greater inequality is increased and a ratio of lesser inequality is diminished, if same positive quantity is not greater than the smaller term be subtracted from each of its terms.

Let $\frac{a}{b}$ the given ratio, x be a positive quantity and $x < b$.

- If $\frac{a}{b} = 1$, then $\frac{a-x}{b-x} = \frac{a}{b} = 1$
- If $\frac{a}{b} > 1$, then $\frac{a-x}{b-x} > \frac{a}{b}$
- If $\frac{a}{b} < 1$, then $\frac{a-x}{b-x} < \frac{a}{b}$

(here, students are advised that they should try assuming certain values and check the results.)

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Interpretation of Data Involving the Ratio

Rule 1 To evaluate a ratio 7/470 (say), where numerator << denominator, it is always better to reverse it and divide 470 by 7 (reverse operation) as

$$470 \div 7 \simeq 67, \text{ Remainder 1. So, the given ratio} \simeq \frac{1}{67}$$

Rule 2 To evaluate a ratio $\frac{16.35}{384}$ (say), where numerator << denominator and also the numerator is a decimal number, it is always better to first approximate it to a closest fraction involving integers only and then apply the reverse operation.

Therefore, $\frac{16.35}{384} \simeq \frac{16}{384}$, then dividing 384 by 16, we get 24 as the result.

Therefore, given ratio $\simeq \frac{1}{24} \simeq \frac{4}{96} \simeq \frac{4}{95} \simeq \frac{4}{94}$

Rule 3 To find the highest and the lowest among the ratios (<1) when numerator << denominator.

Step 1. Apply reverse operation, *i.e.*, straight aways divide the denominator of the ratio by the numerator to find how many times the denominator is of the numerator.

Step 2. Maximum number of times will indicate the lowest ratio and minimum number of times will correspond to the highest ratio.

Rule 4 To find the highest and the lowest among the ratio (<1) when numerator < denominator .

Step 1. Approximate the given ratio (if the number of digits in numerator / denominator is more than 2).

Step 2. Multiply the numerator by 10 and get the resultant fraction.

Step 3. Find only integer value of the resultant fraction.

Step 4. If any of the integer value of the resultant fraction are same, then find the next decimal place and so on.

Step 5. Compare the value of the resultant fraction. The maximum ratio will have the maximum value.

Rule 5 To find the value which constitutes the maximum part (or portion) or minimum part of the total value.

If a and b are the two values constituting the total value $(= a + b)$, then $\frac{a}{a+b}$ is maximum when $a > b$ and $\frac{a}{a+b}$ is minimum when $a < b$.

6. Find the highest and the lowest among the following $\frac{14}{340}, \frac{34}{602}, \frac{29}{571}, \frac{41}{741}$.

Sol. **Step 1.** Apply reverse operation.

$$\frac{340}{14}, \frac{602}{34}, \frac{571}{29}, \frac{741}{41}.$$

Step 2. Number of times

24 17 19 18 (take only integer values)

↓ ↓

Maximum value Minimum value

↓ ↓

Lowest ratio Highest ratio

7. Find the highest and the lowest among the following $\frac{673}{727}, \frac{526}{613}, \frac{850}{951}, \frac{902}{998}$.

Sol. **Step 1.** Approximated as $\frac{67}{72}, \frac{52}{61}, \frac{85}{95}, \frac{90}{99}$.

Step 2. Multiply by 10; $\frac{670}{72}, \frac{520}{61}, \frac{850}{95}, \frac{900}{99}$.

Step 3. 9.3 8.5 8.9 9.0

Hence, $\frac{673}{727}$ is the highest ratio and $\frac{526}{613}$ is the lowest ratio.

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3. Average

Average is a very simple but effective way of representing an entire group by a single value.

Average of a group is defined as

$$\text{Average} = \frac{\text{Sum of all items in the group}}{\text{Number of items in the group}}$$

'Sum of all the items in the group' means sum of the values of all the items in the group.

A batsman's performance can be expressed as the average number of runs scored per innings rather than giving the scores of individual innings. For example, let us say MS Dhoni scored the following runs in 9 different innings in a test series—45, 66, 134, 39, 10, 97, 108, 55 and 85. Then, his average score per innings in that particular test series

$$= \frac{45+66+134+39+10+97+108+55+85}{9} = 71$$

Similarly, if there are 50 students in a class, instead of talking of the height of each individual student, we can talk of 'average' height of the class. The average height of the class of students is equal to the sum of the heights of all the students in the class divided by the number of students in the class.

Average is also called the 'mean' or mean value of all the values.

In other words, if $x_1, x_2, x_3, \ldots, x_n$ be n numbers, then their average $= \frac{x_1 + x_2 + \ldots + x_n}{n}$

8. Find the average number of bikes sold over the period 2004-08.

Year	2004	2005	2006	2007	2008
Number of bikes	400	500	760	940	1100

Sol. Average number of bikes sold over the period

$$= \frac{\text{Total number of bikes sold over the period}}{\text{Total number of years}}$$

$$= \frac{400+500+760+940+1100}{5}$$

$$= \frac{3700}{5} = 740$$

Interpretation of Data Involving the Average

Rule 1 If the value of each item is increased by the same value k, then the average of the group of items will also increase by k.

Rule 2 If the value of each item is decreased by the same value k, then the average of the group of items will also decrease by k.

Rule 3 If the value of each item is multiplied by the same value k, then the average of the group of items will also be multiplied by k.

Rule 4 If the value of each item is divided by the same value $k\,(k \neq 0)$, then the average of the group of items will also be divided by k.

Rule 5 The average of a group of items will always lie between the smallest value and the largest value in the group *i.e.*, the average will be greater than the smallest value and less than the largest value in the group.

Rule 6 To find the value of which year (or the entry in a table) is close to the average value of given period.

Step 1. Find the average value of the given period.

Step 2. Find the difference = Any value (or entry) – Average value

Minimum the difference, closer the value to average.

Step 3. If the difference is same for any two different values (or entries), then find the percentage deviation over the average *i.e.*, $\frac{\text{Difference}}{\text{Average}} \times 100$

Since, difference is same, so more the average, less the percentage deviation, closer the value to the average.

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Weighted Average

When two groups of items are combined together, then we can talk of the average of the entire group. However, if we know only the average of the two groups individually, we cannot find out the average of the combined group by items.

For example, there are two sections A and B of a class where the average height of section A is 150 cm and that of section B is 160 cm. On the basis of this information, we cannot find the average of the entire class (of the two sections together). As discussed earlier, the average height of the entire class is

$$\frac{\text{Sum of the total height of the entire class}}{\text{Total number of students in the entire class}}$$

In other words, if x_1 is the average of n_1 numbers, x_2 is the average of n_2 numbers, x_3 is the average of n_3 numbers and so on, then average of all $(n_1 + n_2 + ...)$ numbers

$$= \frac{n_1 x_1 + n_2 x_2 + n_3 x_3 + \ldots}{n_1 + n_2 + n_3 + \ldots}$$

Presentation of Data

The raw data collected in any investigation is so voluminous that they are unwieldy and incomprehensible. Having collected and edited the data, the next step is to organize them in a condensed form that will highlight the main characteristics, facilitate comparisons and render them suitable for further processing and interpretation. Top management people rarely find time to go through the entire details of any report, it's daily production or the sales forecast. An effective presentation of data enables them to draw upon the information with the least effort and time.

Effective presentation of data is broadly classified into the following categories.

1. Data Tables

Tables are often used in reports, magazines and newspapers to present a set of numerical facts. They enable the reader to make comparisons and to draw quick conclusions. It is one of the easiest and most accurate way of presenting data.

One of the main purpose of tables is to make complicated information easier to understand. The advantage of presenting data in a table is that one can see the information at a glance.

While answering questions based on tables, carefully read the table title and the column headings. The title of the table will give you a general idea of the type and often the purpose of the information presented. The column headings tell you the specific kind of information given in that column. Both the table title and the column headings are usually very straight forward.

For Example, The data pertaining to the production of motorbikes in India is represented in the following table.

Production of Motorbikes in India

Years	Pulsar	CBZ	Freedom	Total
2000-01	531972	291419	338577	1161968
2001-02	614624	318926	334583	1268133
2002-03	655519	329255	395970	1380744
2003-04	722791	350844	359287	142922
2004-05	1014784	798976	510924	2324684

The above table pertains to the data on the production of motorbikes, yearwise from 2000-01 to 2004-05. Further the table also divides the production of motorbikes by categories *viz.* Pulsar, CBZ and Freedom. Thus, it is possible to get a picture of the production of different types of motorbikes in India over a span of five years.

- If we want to find the contribution of CBZ in terms of the percentage of the total production in 2002-03, then its value

$$= \frac{\text{Production of CBZ in 2002-03}}{\text{Total production of motorbikes in India in 2002-03}} \times 100\%$$

$$= \frac{329255}{1380744} \times 100\%$$

$$\simeq 23\%$$

- If we want to find the growth rate of Freedom motorbikes in India from 2001-02 to 2002-03, then its value

$$= \frac{\text{Production of Freedom in 2002-03} - \text{Production of Freedom in 2001-02}}{\text{Production of Freedom in 2001-02}} \times 100\%$$

$$= \frac{395970 - 334583}{334583} \times 100\%$$

$$= \frac{61387}{334583} \times 100\%$$

$$\simeq 18\%$$

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Directions *(Q. Nos. 9-13) Study the given table carefully and answer the questions given below.*

Number of employees working in various departments of ABC Ltd.

Years	Departments				
	Production	Marketing	Corporate	Accounts	Research
1999	150	25	50	45	75
2000	225	40	45	62	70
2001	450	65	30	90	73
2002	470	73	32	105	70
2003	500	80	35	132	74
2004	505	75	36	130	75

9. In which year did the total number of employees reach twice the total number of employees that the factory had in the year 1999?

(a) 2000 (b) 2001
(c) 2002 (d) 2003

Sol. (*b*) Total number of employees in the year

$1999 = 345, 2000 = 442,$

$2001 = 708, 2002 = 750,$

$2003 = 821, 2004 = 821$

Clearly, figure of year 2001 is closed to the double of figure of the year 1999.

10. In which department did the number of employees remain the same during the year 1999 and 2004?

(a) Production (b) Corporate
(c) Research (d) None of these

Sol. (*c*) Clearly, number of employees in research department is the same in the year 1999 and 2004.

11. What is the approximate percentage increase in the number of employees in production department from 1999-04?

(a) 237% (b) 152%
(c) 201% (d) None of these

Sol. (*a*) Number of employees in production department

in $1999 = 150$

in $2004 = 505$

$\therefore$ Required percentage increase $= \frac{505 - 150}{150} \times 100\%$

$= \frac{355}{150} \times 100\% \simeq 237\%$

12. In which year did each department have a larger number of employees that it had in the immediately preceding year?

(a) 2002 (b) 2004
(c) 2001 (d) 2003

Sol. (*d*) From the table, it is clear that in the year 2003, each department has a larger number of employees than it had in the immediately preceding year, *i.e.*, 2002.

13. Which department had less than 10% of the total number of employees through all the years shown in the table ?

(a) Marketing (b) Corporate
(c) Accounts (d) None of these

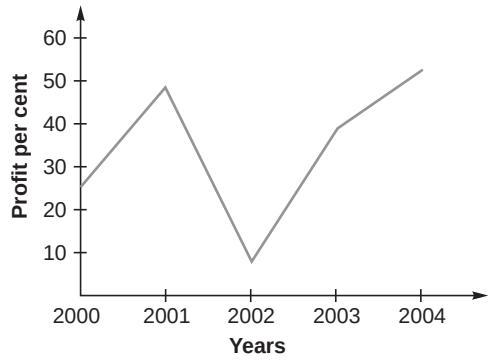
Sol. (*a*) Clearly, marketing department had less than 10% of the total number of employees through all the years shown in the table.

2. **Line** (Cartesian) **Graph**

The line graph simplifies the data interpretation, as it is a pictorial presentation of data and is therefore very useful for determining trends and rate of change. The slope of the line graph helps in comparing the magnitude of change between any two consecutive points on the graph. Steeper the slope, greater is the change in magnitude between the two consecutive points.

For Example,

The following graph shows the profit percentage of WIPRO in various respective years.



If we want to find to ratio of the per cent profits of the company in the year 2001 to 2000, then its value

$$= \frac{\text{Per cent profit in 2001}}{\text{Per cent profit in 2000}} = \frac{50}{25} = 2:1$$

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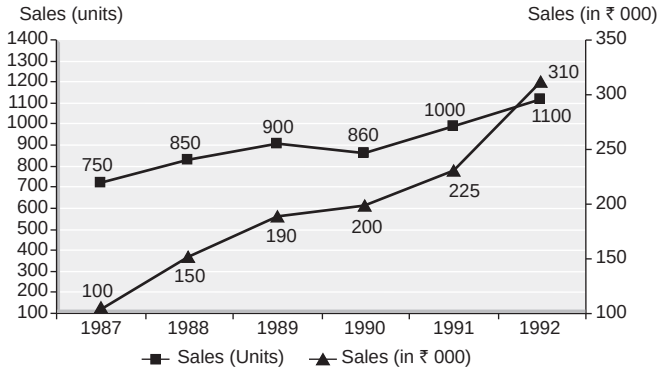
Directions *(Q. Nos. 14-15) These questions are based on the following graph.*

SL enterprises manufactures sprinklers
The company's sales data is given below.



14. The maximum percentage price rise was displayed in the year

(a) 1987 (b) 1988 (c) 1990 (d) 1991

Sol. (*b*) Percentage price rise

$$\text{in } 1988 = \frac{150-100}{100} \times 100\% = 50\%$$

$$\text{in } 1990 = \frac{200-190}{190} \times 100\% = 5.26\%$$

$$\text{in } 1991 = \frac{225-200}{200} \times 100\% = 12.5\%$$

Thus, percentage rise was maximum in the year 1988.

15. Find the percentage increase in sales (units) in 1989 as compared to previous year.

(a) 4% (b) 6%
(c) 8% (d) None of these

Sol. (*b*) Sales in 1988 = 850 units

Sales in 1989 = 900 units

$$\therefore \text{ Required percentage increase} = \frac{900-850}{850} \times 100\%$$

$$= \frac{50}{850} \times 100\%$$

$$= 5.88\%$$

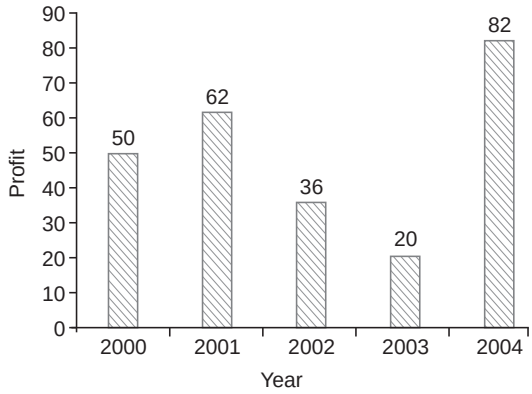
$$\simeq 6\%$$

3. Bar Graphs

Given quantities can be compared by the height or length of a bar graph. A bar graph can have either vertical or horizontal bars. You can compare different quantities or the same quantity at different times. In bar graphs, the data is discrete. Presentation of data in this form makes evaluation of parameters comparatively very easy.

For Example,

The following graph shows the total profits of WIPRO (in ₹ crore) in various years.



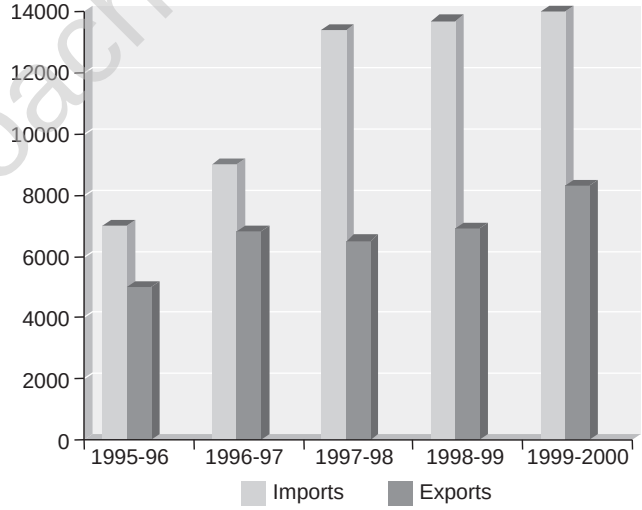
If we want to find the per cent increase in the profit of WIPRO in the year 2004 as compared to previous year, then its value

$$= \frac{82-20}{20} \times 100\%$$

$$= \frac{62}{20} \times 100\% = 310\%$$

Directions *(Q. Nos. 16-17) Refer to the following bar chart and answer the questions that follow.*

Indian's foreign trade in (in ₹ crore)



16. The percentage increase in imports between 1995-96 and 1999-2000 was

(a) 25% (b) 125% (c) 100% (d) 75%

Sol. (*c*) Import in 1995-96 = ₹ 7000 Crore

Import in 1999-2000 = ₹ 14000 Crore

$$\therefore \text{ Required increase} = \frac{14000-7000}{7000} \times 100\%$$

$$= \frac{7000}{7000} \times 100\% = 100\%$$

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17. If oil imports constituted 20% of the total imports in 1997-98, then what percentage of the trade gap was due to oil? (assuming that no oil is exported)

(a) 30% (b) 40% (c) 85% (d) 25%

Sol. (*b*) Oil imports in 1997-98 $= \frac{20}{100} \times 13000$

$= ₹\ 2600$ crore

Trade gap in 1997–98 $= 13000 - 6500 = ₹\ 6500$

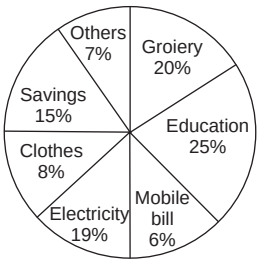
Hence, per cent of trade gap due to oil $= \frac{2600}{6500} \times 100\%$

$= 40\%$

4. Pie Chart

A pie chart is a circular chart divided into sectors either in percentagewise or in degreewise. If distribution is percentagewise, then total value of the chart is taken as 100%. If distribution is degreewise, then total value of the chart is taken as 360°. The arc length and the area of each sector is proportional to the quantity it represents.

For Example, following pie chart shows the expenditure of a family.



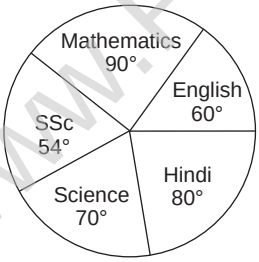
Total income = ₹ 20000

- If we want to find the difference between the expenditures on education and clothes sectors, then it's value

  = 25% of 20000 – 8% of 20000

  = 17% of 20000 = ₹ 3400

- As an another example, the pie chart given below shows the marks obtained by a student in different subjects.

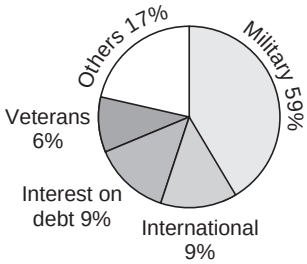


Maximum marks of each subject 120

If we want to find the marks got by the student in Mathematics, then its value $= \frac{90°}{360°} \times 120 = 30$

Directions (*Q. Nos. 18-19*) *Study to the following pie chart carefully and answer the following questions.*

National Budget Expenditure in the year 2000
(Percentage Distribution)



18. If India in the year 2000, had a total expenditure of ₹ 120 billion, approximately how many billions did it spend on interest on debt?

(a) ₹ 12.4 billion (b) ₹ 8.4 billion
(c) ₹ 9.3 billion (d) ₹ 10.8 billion

Sol. (*d*) Total expenditure = ₹ 120 billion = 100%

∴ Interest on debt = 9% of 120 = ₹ 10.8 billion

19. If ₹ 9 billion were spent in the year 2000 for veterans, what would have been the total expenditure for that year?

(a) ₹ 100 billion (b) ₹ 180 billion
(c) ₹ 120 billion (d) ₹ 150 billion

Sol. (*d*) ₹ 9 billion were spent for veterans. This represents 6.0% of the total expenditure for the year 2000. Hence, total expenditure $= \frac{9}{6} \times 100 = ₹\ 150$ billion

5. Case Studies

In this form of data presentation, the data is given in the form of a paragraph. The student is required to understand the data presented in the caselet and convert it into a table for solving the questions.

Directions (*Q. Nos. 20-22*) *The following caselet is an example of a caselet based on reasoning. Five friends Anand, Ashish, Aishwarya, Deepak and Mani pursue the following professions in their careers : Human Resource, Law, Chartered Accountancy, Engineering and Foreign Relationship. They live in Ranchi, Patna, Kolkata, Delhi and Meerut but not in that order.*

- Mani and Aishwarya do not live in Ranchi or Meerut and neither of them is a lawyer or a chartered accountant.
- Anand and Ashish are neither an expert in foreign relationship nor an engineer and they do not live in Delhi or Ranchi.
- Deepak is neither a chartered accountant nor a human resource professionals.

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- The person living in Ranchi is neither an expert in foreign relationship nor an engineer.
- Anand does not live in Kolkata and Ashish is not a chartered accountant.
- Mani is not an expert in foreign relationship.
- The expert in foreign relationship does not live in Delhi.

20. Who lives in Ranchi?

Sol. We can easily answer the above question by using the information given in the above caselet. The following tables will result by using the direct clues between the person and his place and the person and his profession. The question is answered at this point itself since there is only Deepak who could live in Ranchi.

21. Who is Chartered Accountant?

Sol. From the table we made, it is clear that Anand is chartered Accountant.

22. Who lives in Delhi?

Sol. From the table, it is clear that either Deepak or Mani lives in Delhi but we know that, Deepak lives in Ranchi. Hence, Mani lives in Delhi.

	HR	Law	CA	Engg.	Foreign Relationship
Anand				X	X
Ashish			X	X	X
Aishwarya		X	X	X	
Deepak	X		X	X	X
Mani		X	X		X

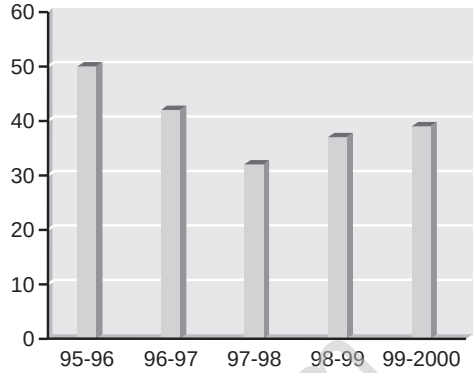
	Ranchi	Patna	Kolkata	Delhi	Meerut
Anand	X		X	X	
Ashish	X			X	
Aishwarya	X			X	X
Deepak					
Mani	X				X

6. Mixed Graph

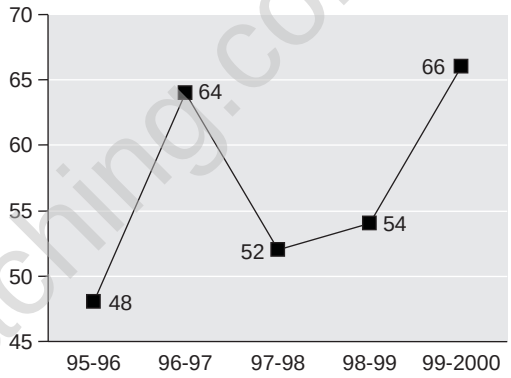
Among the graphs we have studied, if we have the combination of two or more graphs, then it is called mixed graph. It happens in cases when desired parameter is a function of two or three variables. In such cases, information is presented more than one type of graphs together.

For Example, production of sugarcane in the world can be presented with the help of bar graph and price of sugarcane can be presented by line graph. Now, data represented by these graphs are related to each other in one or other way,

World sugarcane production (in million kg)

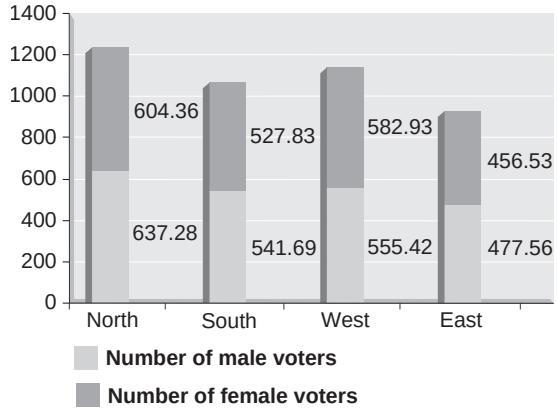


Price of sugarcane in international market (per kg)



Directions *(Q. Nos. 23-25) Refer to the following graphs and answer the questions based on them.*

Votes polled in general elections in 1984-85 (in millions)



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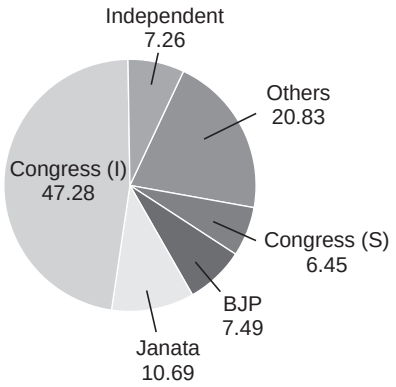
Percentage of votes polled by different parties



23. Which region had the highest male-female ratio of voters in 1984-85 ?

(a) North (b) South
(c) West (d) East

Sol. (*a*) Male-female ratio of voters

$$\text{in North} = \frac{637.28}{604.36} = 1.05$$

$$\text{in South} = \frac{541.69}{527.83} = 1.03$$

$$\text{in East} = \frac{477.56}{456.53} = 1.046$$

Thus, the male-female ratio is highest in North.

Note *No need to calculate for West as the resultant will be less than* 1.

24. As per diagrams above in 1985, the number of women in 1985 per 50 men were

(a) 49 (b) 51
(c) 47 (d) Can't be determined

Sol. (*d*) The data given in the above graphs shows the number of voters. It means number of men and women who are not eligible for voting are not given. Hence, we cannot solve the above question.

25. What was the total number of votes polled by BJP in 1984-85 elections?

(a) 165.67 million (b) 328.33 million
(c) 2072.62 million (d) 471.35 million

Sol. (*b*) Total votes polled in 1984-85 elections

$= 1241.64 + 1069.52 + 1138.35 + 934.09$

$= 4383.6$ million

Votes polled in favour of BJP $= 4383.6 \times 7.49\%$

$= 328.33$ million

Expert's Advice

Before starting any shortcut or calculation technique, students are told about the level of difficulty of questions as Data Interpretation mainly depends on the range of its options *i.e.,* if **values given in different options are very close to each other,** then it requires **more time and more accuracy** in solving the problems. On the other hand, if there is **wide gap among the values provided in different options** of a problem, then it is **easier to solve such type of the problem.** And in such type of the problem, we generally use approximation rather to find the exact answer. Again , range of approximation also depends, on the range of options provided in a given problem.

For Example,

The data pertaining to the production of motorbikes in India is represented in the following table.

Years	Pulsar	CBZ	Yamaha	Total
2003-04	420198	347925	226495	994618
2004-05	510692	428724	296205	1235621
2005-06	584605	396254	446576	1427435
2006-07	705642	570264	501254	1777160
2007-08	843456	625704	562398	2031558

Find the contribution of CBZ in terms of percentage of the total production in 2004-05 year.

Example

(a) 17.38 (b) 17.35 (c) 17.31 (d) 17.33

Example of close options to each other

(a) 17.11 (b) 17.5 (c) 17.35 (d) 17.82

Example of options having gap

(a) 16.84 (b) 18.22 (c) 17.35 (d) 19.45

Example of options having wide gap

(a) 11.32 (b) 17.35 (c) 20.42 (d) 26.33

From the above example, it is clear that for a single problem we have four levels of difficulty. It depends on the range of the given options. So, students are suggested here before solving the problem, take a glance of all options and then decide the level of difficulty, level of accuracy and level of approximation.

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CHAPTER

1

Reading

Introduction

Reading Comprehension (RC) is defined as the understanding of a passage or a text. Basically, RC tests the reader's ability to understand the content as well as style and theme of the passage.

Types and Format of Questions

The students are mostly tested on content-based questions which include factual questions and inferential questions.

Vocabulary questions are also asked from the passages. These questions include *meaning, synonyms, antonyms* etc of a word in the passage.

Three types of passages are designed to test the reading skills of students.

These include

(i) **Factual passages**

e.g., instructions, descriptions, reports.

(ii) **Discursive passages involving opinion**

e.g., argumentative, interpretative or persuasive text.

(iii) **Literary passages**

e.g., extracts from fiction, drama, poetry, essay or biography.

In class 9th syllabus there are ***Two Formats*** *in which questions are asked;*

(i) **Supply Type** (Subjective) Gap filling, sentence completion, table completion, word attack questions, reference to context and short answer questions.

(ii) **Multiple Choice Questions.**

Weightage in Examination

This section will have three unseen passages of a total length of 600 words (i.e., average length of a passage will be about 200 words) and **an unseen poem** of about 14 to 28 lines of 5 marks each.

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Steps to be Followed While Attempting Comprehension Questions

Step **1** **Skim** once as rapidly as possible to determine the main idea before you look at the questions. Do not worry about the words you do not know at this stage.

Step **2** **Underline the words** that you do not understand to facilitate a complete understanding of the passage. This will enable you to solve the vocabulary questions quicker.

Step **3** **Look through the words carefully** You are advised to maintain the order in which the questions appear in the test paper. Read intensively the portion which is relevant to the answer.

Step **4** **Concentrate on** the vocabulary items and puzzle out the meanings of those words you do not know in the context.

Main Ideas *to Follow While Skimming*

1. **Read** the title of the passage/poem very carefully, if given. Determine what clues it gives you about the passage/poem.
2. **Watch for key words** like causes, results, effects etc. Do not overlook signal words such as those suggesting controversy (*e.g.,* versus, pros and cons), which indicates that the author is intending to present both sides of an argument.
3. **Concentrate on the main ideas** and ignore details.

Points to be Kept in Mind While Attempting Comprehension

1. First of all read the passage quickly and study the questions given at the end of the passage.
2. Start your second reading of the passage. This reading should be thorough. Underline key sentences or words related to the given questions.
3. While answering the questions, be specific; sometimes students write a general description. Avoid doing this.
4. Write in short, simple sentences unless required to do otherwise.
5. Do not repeat yourself. This is waste of time.
6. Make sure that you use your own words as far as possible. Never copy whole 'chunks' from the passage.
7. When answering factual questions that involve words like 'what', 'where', 'who', 'when', 'how' and 'why', do not include facts which are not given in the passage. While answering the 'why' question, begin your answer with 'This is because .....'

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Type 1 Passages (Supply Type)

PASSAGE 1

(5 *Marks*)

Tom appeared with a bucket of whitewash and a long-handled brush. He surveyed the fence. All gladness left him and a deep melancholy settled down upon his spirit. Thirty yards of board fence, nine feet high. Life to him seemed hollow and existence but a burden. Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence and sat down on a tree-box, discouraged.

Jim came skipping out at the gate carrying a pail and singing. Bringing water from the town pump had always been a hateful work in Tom's eyes before, but now it did not strike him so. He remembered that there was company at the pump. Boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water before an hour - and even then somebody generally had to go after him. Tom said, "Say, Jim, I'll fetch the water if you'll whitewash some. I'll give you a marble. "Jim shook his head, fearing Aunt Polly's slipper.

Questions

1. Why did Jim fear Aunt Polly's slipper? (1)
2. Bringing water from the town pump had always been hateful to Tom because ..... (1)
3. Why does Tom offer Jim a marble? (1)
4. Tom sighed because ..... (1)
5. The word 'melancholy' in the passage means ..... (1)

Answers

1. Jim feard Aunt Polly's slipper because if he let Tom fetch the water, Aunt Polly would have hit him with it.
2. he was too lazy to work.
3. Tom offers Jim a marble because he prefers fetching water to whitewashing.
4. of the large area of the unwhitewashed fence.
5. a deep, pensive and long-lasting sadness.

PASSAGE 2

(5 *Marks*)

Unwillingly Miranda wakes,
Feels the sun with terror,
One unwilling step she takes,
Shuddering to the mirror.
Miranda in Miranda's sight
Is old and gray and dirty;
Twenty-nine she was last night;
This morning she is thirty.

Time is timelessness for you;
Calendars for the human;
What's a year, or thirty, to
Loveliness made woman?

Shining like the morning star,
Like the twilight shining,
Haunted by a calendar,
Miranda is a-pining.
Silly girl, silver girl,
Draw the mirror toward you;
Time who makes the years to whirl
Adorned as he adored you.

Oh, Night will not see thirty again,
Yet soft her wing, Miranda;
Pick up your glass and tell me, then -
How old is Spring, Miranda?

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Questions

1. What does the poet say to console Miranda? (1)
2. Why is Miranda unhappy on waking up? (1)
3. What are the poetic devices used in the poem? (1)
4. The rhyme scheme of the poem is ..... . (1)
5. The word 'pining' in the passage means ..... (1)

Answers

1. To console Miranda, the poet says that she is ageless like spring.
2. Miranda is unhappy on waking up because she is unable to face the reality of aging.
3. The poetic devices used in the poem are simile and personification.
4. abab.
5. missing and longing for the return of something.

PASSAGE 3

(5 *Marks*)

Lionel was in bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him, his battered body had already lost too much blood. Lionel the duck died a few minutes later.

When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.

Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolence messages - a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made, how many hearts he had touched. It seemed as if the whole town was mourning his death.

Questions

1. The school children were devastated because ..... (1)
2. Why was one particular elderly gentleman heart-broken? (1)
3. What were Nola's feelings when she received many condolences from friends and even strangers? (1)
4. 'Condolence' is synonymous with ..... . (1)
5. Lionel could not be saved because ..... . (1)

Answers

1. Lionel played with them while they waited for the bus.
2. One particular elderly gentleman was heart-broken because he could no longer enjoy Lionel's company.
3. When Nola received many condolences from friends and even strangers, she felt touched, as she realised how many friends Lionel had made.
4. sympathy.
5. his battered body had already lost too much blood.

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PASSAGE 4

(5 *Marks*)

The earth was green, the sky was blue;
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn.
A stage below in gay accord,
White butterflies danced on wing,
And still the singing skylark soared,
And silent sank and soared to sing.

The cornfield stretched a tender green
To right and left between my walks;
I knew he had a nest unseen
Somewhere among the million stalks.
And as I paused to hear his song
While swift the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

Questions

1. Where did the poet see the skylark? (1)
2. The skylark was ..... as it flew. (1)
3. Where was the skylark' nest? (1)
4. 'Speck' is synonymous with ..... . (1)
5. The poet's intense ..... for nature is described in the poem. (1)

Answers

1. The poet saw the skylark flying in the sky.
2. singing happily.
3. The skylark's nest was probably hidden in one of the stalks of corn.
4. 'spot' or 'point'.
5. love.

PASSAGE 5

(5 *Marks*)

As a world food, potatoes are second in human consumption only to rice. And as thin, salted, crisp chips, they are America's favourite snack food. Potato chips originated in New England as one man's variation on the French-fried potato and their production was the result not of a sudden stroke of culinary invention but of a fit of pique.

In the summer of 1853, Native American George Crum was employed as a chef at an elegant resort in Saratoga Springs, New York. On Moon Lake Lodge's restaurant menu were French-fried potatoes, prepared by Crum in the standard, thick-cut French style that was popularised in 1700s France and enjoyed by Thomas Jefferson as ambassador to that country. Ever since Jefferson brought the recipe to America and served French- fries to guests at Monticello, the dish was popular and serious dinner fare.

At Moon Lake Lodge, one dinner guest found chef Crum's French -fries too thick for his liking and rejected the order. Crum cut and fried a thinner batch, but these, too, met with disapproval. Exasperated, Crum decided to rile the guest by producing French fries too thin and crisp to skewer with a fork. The plan backfired. The guest was ecstatic over the browned, paper-thin potatoes, and other diners requested Crum's potato chips, which began to appear on the menu as Saratoga Chips, a house specialty.

Questions

1. Which is the most consumed food in the world? (1)
2. Potato chips are a variation of ..... (1)
3. Why did the guest reject Crum's French fries? (1)
4. Crum tried to irritate the guest by ..... . (1)
5. What does 'exasperate' mean? ..... . (1)

Answers

1. Rice.
2. French - fries.
3. Crum's French fries were too thick for his liking.
4. producing French fries too thin and crisp to skewer with a fork.
5. Infuriated/ Agitated

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EXAM Practice

Summative Assessment

Read carefully the passages given below and then answer the questions that follow.

PASSAGE 1

(5 *Marks*)

Questions

When Mebula Ramsandra
Was three years old
His mother told him, that if he wanted
To be a big strong man
He'd have to drink all his milk–
And he did.

When Mebula Ramsandra
Was five years old
His teacher told him
That if he wanted
To go to a grammar school
He'd have to try harder with his homework–
And he did.

When Mebula Ramsandra
Was fifteen years old
His lecturer told him
That if he wanted to be a lab technician
He'd have to go to University–
And he did.

So ten years later
When Mebula Ramsandra
Was twenty five years old
A big, strong, clever, educated postgraduate–
The man on the other end of the telephone said
If he wanted to work for him,
He 'd have to be big, strong, clever,
educated postgraduate– and
white.

1. Where did the lecturer tell Mebula Ramsandra to go if he wanted to be a technical person? (1)
2. Why was Mebula's job application rejected? (1)
3. What did Mebula's teacher warn him of in school? (1)
4. What was Mebula advised by his mother, if he wanted to be big and strong, when he was very young? (1)
5. What do you think was the colour of the man at the other end of the telephone line? (1)

PASSAGE 2

(5 *Marks*)

In this world it is not only futile for the small to appeal to authority, it is dangerous as well. Fortunately, the tiny voice seldom reaches big ears or who knows what might happen? When Gafur returned home from the landlord's and quietly lay down, his face and eyes were swollen. The chief cause of so much suffering was Mahesh. When Gafur left home that morning, Mahesh broke loose from his tether, and entering the grounds of the landlord, had eaten up flowers and upset the corn drying in the sun. When finally they tried to catch him, he had hurt the landlord's youngest daughter and had escaped. This was not the first time this had happened, but Gafur was forgiven because he was poor. If he had come around,

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and as on other occasions, begged for the landlord's forgiveness, he would probably have been forgiven but instead he had claimed that he paid rent and that he was nobody's slave. This was too much for Shibu Babu, the landlord, to swallow. Gafur had borne the beatings and tortures without protest. At home, too, he lay in a corner without a word. His heart burnt within him like the sun outside. He kept no count of how time had passed.

Questions

1. Why were Gafur's eyes and face swollen? (1)
2. Why did Gafur not ask the landlord's forgiveness? (1)
3. In the passage, whose voice is described as `tiny'? (1)
4. Why did the landlord beat Gafur? (1)
5. In the last sentence of the passage, 'kept no count of how time' means .....? (1)

Passage 3

(5 *Marks*)

The Seven Ages of Man

All the world's a stage,
2. And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,

6. Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes

25. And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

(*by* William Shakespeare)

Questions

1. What is the main idea of this poem? (1)
2. What characterises the period of life represented by the soldier? (1)
3. What attitude does the poet reveal by using the word 'merely' in line 2? (1)
4. When the poet writes in line 25, 'Last scene of all', what does he mean? (1)
5. What may be the meaning of the word 'mewling' used in line 6? (1)

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PASSAGE 4

(5 *Marks*)

Most people pass through a period of anguish when their belief in humanity is at a low ebb. I was in such a period. My husband had recently died. Now, according to Indian law, as a widow without a son, I was not entitled to any share of the family property, nor were my two daughters. I resented this galling position. I was bitter towards those members of my family who supported this antiquated law.

At this time I went to pay my respects to Gandhiji and say good bye before leaving for America to take part in a conference. After our talk was over, Gandhiji smiled and said, 'You will go and say good-bye to your in-laws because courtesy and decency demand this. In India, we still attach importance to these things.'

'No,' I declared, 'not even to please you will I go to those who wish to harm me.'

'No one can harm you except yourself,' he said, still smiling. Can you escape from yourself? Will you find happiness outside when there is bitterness in your heart? Must you inflict further injury on yourself because you lack courage to cleanse your own heart?'

His words would not leave me. So, after some days of severe struggle with myself, I finally went to meet my in-laws before leaving.

I hadn't been with them five minutes before I sensed that my visit had brought a feeling of relief to everyone. I told them of my plans and asked for their good wishes before starting on this new stage of my life. The effect on me was miraculous. I felt as if a great burden had been lifted and I was free to be myself.

This small gesture was the beginning of a significant change in me.

(*Adapted from* 'The Best Advice I Ever Had' *by* Vijayalakshmi Pandit)

Questions

1. How did Vijaya Laxmi Pandit feel after she met her in- laws? (1)
2. What was Mahatma Gandhi's advice to Vijaya Laxmi Pandit? (1)
3. Why was Vijaya Laxmi Pandit leaving for America? (1)
4. Why was Vijaya Laxmi Pandit in anguish? (1)
5. In the first paragraph, the word `antiquated' means .....? (1)

PASSAGE 5

(5 *Marks*)

What I leave to My Son

No point in leaving you a long list
Of those who have died
Even if I limit it to my friends and your uncles
It won't do. Who could remember them all?
My son, isn't it true?
The obituaries leave me indifferent
As the weather. Sometimes they seem to matter
Even less: How can that be, my son?
I'll leave you, yes,
A treasure I'm always seeking, never finding
Can you guess? Something wondrous
Something my father wanted for me
Although (poor man!) it's been nothing
But a mirage in the desert
Of my life.
My soul will join his now, praying
That your generation may find it–
Simply peace–
Simply a life better than ours
Where you and friends won't be forced
To drag grief-laden feet down the road
To mutual murder.

(*by* Nguyen Ngoc Bich)

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Questions

1. What does the poet say about his father's wishes? (1)
2. What is the legacy the poet wishes to leave to his son? (1)
3. What is the meaning of the expression 'drag grief-laden feet'? (1)
4. What is the significance of the obituaries and the weather for the poet? (1)
5. What figure of speech has been used by the poet in the last line? (1)

PASSAGE 6

(5 *Marks*)

I opened the bag and packed the boots in; and then, just as I was going to close it, a horrible idea occurred to me. Had I packed my toothbrush? I don't know how it is, but I never do know whether I've packed my toothbrush.

My toothbrush is a thing that haunts me when I'm travelling, and makes my life a misery. I dream that I haven't packed it, and wake up in a cold perspiration, and get out of bed and hunt for it. And, in the morning, I pack it before I have used it, and it is always the last thing I turn out of the bag; and then I repack and forget it, and have to rush upstairs for it at the last moment and carry it to the railway station, wrapped up in my pocket handkerchief.

Of course I had to turn every mortal thing out now, and, of course, I could not find it. I rummaged the things up into much the same state that they must have been before the world was created, and when chaos reigned. Of course, I found George's and Harris's eighteen times over, but I couldn't find my own. I put the things back one by one, and held everything up and shook it. Then I found it inside a boot. I repacked once more.

(*Adapted from* 'Three Men in a Boat' *by* Jerome K Jerome)

Questions

1. What makes the narrator's life miserable whenever he travels? (1)
2. Where is the narrator's toothbrush finally found? (1)
3. When the narrator was going to close the bag, what kind of idea occurred to him? (1)
4. Why does the narrator have to carry his toothbrush 'wrapped up in my pocket handkerchief' in the second paragraph? (1)
5. What is a synonym for the word 'rummaged' used in the last paragraph? (1)

PASSAGE 7

(5 *Marks*)

A Photograph

The cardboard shows me how it was
When the two girl cousins went paddling,
Each one holding one of my mother's hands,
And she the big girl- some twelve years or so.
All three stood still to smile through their hair
At the uncle with the camera. A sweet face,
My mother's, that was before I was born.
And the sea, which appears to have changed less,
Washed their terribly transient feet.
Some twenty - thirty - years later
She'd laugh at the snapshot. 'See Betty
And Dolly,' she'd say, 'and look how they
Dressed us for the beach.' The sea holiday
Was her past, mine is her laughter. Both wry
With-the laboured ease of loss.
Now she's been dead nearly as many years
As that girl lived. And of this circumstance
There is nothing to say at all.
Its silence silences.

(*by* Shirley Toulson)

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Questions

1. Why did the three girls 'smile through their hair' in line 5? (1)
2. Who would laugh at the snapshot 'some twenty – thirty years later' in lines 10? (1)
3. What is the meaning of the expression, 'laboured ease of loss' in line 15? (1)
4. Who was the big girl in the photograph and how old was she? (1)
5. What literary device has been used by the poet in line 9? (1)

PASSAGE 8

(5 *Marks*)

Kanai liked to think that he had the true expert's ability to both praise and judge women and he was intrigued by the way she held herself, in an unusual way. It occurred to him suddenly that perhaps she was not Indian. And the moment the thought occurred to him, he was convinced of it: she was a foreigner; it was stamped in her posture, in the way she stood, balancing on her heels like a flyweight boxer, with her feet planted apart.

Why would a foreigner, a young woman, be standing in a south Kolkata commuter station, waiting for the train to Canning? It was true, of course, that this line was the only rail connection to the Sundarbans. But as far as he knew, it was never used by tourists. The few who travelled in that direction usually went by boat. The train was mainly used by people who were daily passengers coming in from outlying villages to work in the city.

He saw her turning to ask something of a bystander and was seized by an urge to listen in. Pushing his way through the crowd, he arrived within earshot just in time to hear her finish a sentence that ended with the words 'train to Canning'.

Questions

1. That the girl was not a tourist was apparent from the fact that ..... . (1)
2. To where was the girl travelling? (1)
3. Her posture convinced Kanai that she ..... . (1)
4. Why was Kanai intrigued by the way she held herself? (1)
5. In the first paragraph, the phrase `intrigued by' means .....? (1)

PASSAGE 9

(5 *Marks*)

Children's Party

1. May I join you in the doghouse, Rover?
   I wish to retire till the party's over.
   Since three o'clock I've done my best
   To entertain each tiny guest.
2. My conscience now I've left behind me,
   And if they want me, let them find me.
   I blew their bubbles, I sailed their boats,
   I kept them from each other's throats.
3. I told them tales of magic lands,
   I took them out to wash their hands.
   I sorted their rubbers and tied their laces,
   I wiped their noses and dried their faces.
4. Of similarities there's lots
   Twixt tiny tots and Hottentots.
   I've earned repose to heal the ravages
   Of these angelic-looking savages.

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6. Shunned are the games a parent proposes,
   They prefer to squirt each other with hoses,
   Their playmates are their natural foemen
   And they like to poke each other's abdomen.
7. Their joy needs another woe's to cushion it,
   Say a puddle, and someone littler to push in it.
   They observe with glee the ballistic results
   Of ice cream with spoons for catapults,
8. And inform the assembly with tears and glares
   That everyone's presents are better than theirs.
   Oh, little women and little men,
   Someday I hope to love you again,
9. But not till after the party's over,
   So give me the key to the doghouse, Rover.

(*by* Ogden Nash)

Questions

1. What is the purpose of the fourth stanza of the poem? (1)
2. What does the poet mean by 'Of these angelic-looking savages'? (1)
3. What is meant by 'Would drive St Francis from here to Natchez', if we know that St Francis is the Saint of Patience? (1)
4. What is the tone of the poem? (1)
5. What is the figure of speech used in the phrase 'ballistic results' in stanza 7? (1)

PASSAGE 10

(5 *Marks*)

Inside the caravan, I stood on a chair and lit the oil lamp in the ceiling. I had some weekend homework to do and this was as good a time as any to do it. I laid my books on the table and sat down. But I found it impossible to keep my mind on my work.

The clock showed half past seven. This was the twilight time. He would be there now. I pictured him in his old navy blue sweater and peaked cap, walking soft-footed up the track towards the wood. He told me he wore the sweater because navy-blue hardly showed up in the dark, black was even better, he said. The peaked cap was important too, he explained, because the peak casts a shadow over one's face. Just about now he would be wriggling through the hedge and entering the wood. Inside the wood, I could see him treading carefully over the leafy ground, stopping, listening, going on again and again and all the time searching and searching for the keeper who would be standing somewhere, as still as a post, behind a big tree with a gun under his arm. Keepers hardly move at all when they are in a wood watching for poachers, he had told me.

(*Adapted from* 'Danny, the Champion of the World' *by* Roald Dahl)

Questions

1. Who do you think is the narrator? (1)
2. What sentence from the passage indicates the boy's height? (1)
3. Where was the young boy living? (1)
4. Did the narrator share a close relationship with 'he'? How can you tell? (1)
5. From the second paragraph, pick out words or phrases that suggest motion. (1)

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PASSAGE 11

(5 *Marks*)

Patriotism

Breathes there the man with soul so dead,
Who never to himself hath said,
"This is my own, my native land!"
Whose heart hath ne'er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand?
If such there breathe, go, mark him well;
For him no Minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
12. The wretch, concentred all in self,
Living, shall forfeit fair renown,
14. And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonoured, and unsung.

(*by* Sir Walter Scott)

Questions

1. We can infer from this poem that Sir Walter Scott ..... . (1)
2. What does the poet mean that such people will be 'doubly dying' in line 14? (1)
3. What is the meaning of 'the wretch, concentred all in self', in line 12? (1)
4. What is the main idea of the poem? (1)
5. What is the literary device used in the phrase 'doubly dying' in line 14? (1)

PASSAGE 12

(5 *Marks*)

I grew very fond of these scorpions. I found them to be pleasant, unassuming creatures, with, on the whole, the most charming habits. Provided you did nothing silly or clumsy (like putting your hand on one), the scorpions treated you with respect, their one desire being to get away and hide as quickly as possible. They must have found me rather a trial, for I was always ripping sections of the plaster away so that I could watch them, or capturing them and making them walk about in jam jars so that I could see the way their feet moved. By means of my sudden and unexpected assaults on the wall I discovered quite a bit about scorpions.

By crouching under the wall at night with a torch, I managed to catch some brief glimpses of the scorpions' wonderful courtship dances. I saw them standing, claws clasped, their bodies raised to the skies, their tails lovingly entwined; I saw them waltzing slowly in circles among the moss cushions, claw in claw. They were definitely beasts that believed in keeping themselves to themselves. If I could have kept a colony in captivity I would probably have been able to see the whole of the courtship, but the family had forbidden scorpions in the house, despite my arguments in favour of them.

(*Adapted from* 'My Family and Other Animals' *by* Gerald Durrell)

Questions

1. How does the author describe the scorpions' courtship dances? (1)
2. Why could the author not keep a colony of scorpions in captivity? (1)
3. By what action did the author learn quite a bit about scorpions? (1)
4. Under what condition would a scorpion not treat you with respect? (1)
5. In the first paragraph, the word `ripping' means _____? (1)

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PASSAGE 13

(5 *Marks*)

The Leader

Patient and steady with all he must bear,
Ready to meet every challenge with care,
Easy in manner, yet solid as steel,
Strong in his faith, refreshingly real,
Isn't afraid to propose what is bold,
Doesn't conform to the usual mould,
Eyes that have foresight, for hindsight won't do,
Never backs down when he sees what is true,
Tells it all straight, and means it all too.
Going forward and knowing he's right,
Even when doubted for why he would fight,
Over and over he makes his case clear
Reaching to touch the ones who won't hear.
Growing in strength, he won't be unnerved,
Ever assuring he'll stand by his word.
Wanting the world to join his firm stand,
Bracing for war, but praying for peace,
Using his power so evil will cease:
So much a leader and worthy of trust,
Here stands a man who will do what he must.

(Anonymous)

Questions

1. What qualities does a true leader possess, as per the passage? (1)
2. What would the true leader want, even if he has to fight a war? (1)
3. What is meant by the phrase, 'Doesn't conform to the usual mould'? (1)
4. What is the poem about? (1)
5. The meaning of the word 'cease' in the line 'Using his power so evil will cease' is _____. (1)

PASSAGE 14

(5 *Marks*)

There was that early summer when I went to work on the ranch on Shields River, above Willsal. It was a beautiful country with the Crazy Mountains standing up against the East, their feet wrapped in the folds of dark green forests.

The bunkhouse was worse than some in which I had lived. The foreman didn't like anybody who was born East of the Mississippi River, and he let me know it. But the food was good, and I decided to stay long enough to get a little money in my pocket.

He handed me a twenty-two rifle and a box of cartridges, and he said, 'Shoot any jacks or prairie dogs or badgers, anything like that you see. There's gettin' to be too many pests up here, an' they dig burrows, an' then the water breaks into them, an' wastes. I'm bringin' out some poison grain soon, but we'll have to shoot 'em until it gets here.'

He drove away. I felt the heaviness of the silence. It was as if the big mountains were pressing down on the country, crushing all sounds. But some sounds survived, little sounds and beautiful sounds, like a lark's song and the rustling of the tall grass and the whir of a blue grouse's wings.

Great white thunderheads gathered over the peaks. To the west a storm mounted in blue-black clouds. I heard the hail long before it reached me. I heard it first as a low ominous rumbling.

(*Adapted from* 'Bunkhouse Papers' *by* John Upton Terrell)

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Questions

1. When the author says 'the storm mounted' in the last paragraph, he means the storm was ..... (1)
2. How did the author feel about working on this particular ranch? (1)
3. Why does the foreman want to be rid of the 'pests'? (1)
4. What kind of mood does the author create by stating 'I felt the heaviness of the silence. It was as if the big mountains were pressing down on the country, crushing all sounds' in the fourth paragraph? (1)
5. What is the meaning of the word 'ominous' in the last paragraph? (1)

PASSAGE 15

(5 *Marks*)

The Laburnum Top

The Laburnum Top is silent, quite still
in the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen
Till the goldfinch comes, with a twitching chirrup
A suddeness, a startlement, at a branch end
Then sleek as a lizard, and alert and abrupt,
She enters the thickness, and a machine starts up
8. Of chitterings, and of tremor of wings, and trillings–

The whole tree trembles and thrills
It is the engine of her family.

She stokes it full, then flirts out to a branch–end
Showing her barred face identity mask

Then with eerie delicate whistle-chirrup whisperings
She launches away, towards the infinite

And the laburnum subsides to empty.

(*by* Ted Hughes)

Questions

1. What do the Laburnum tree and the goldfinch symbolise? (1)
2. How do the tree and the bird complement each other? (1)
3. What does the poet mean in the last two lines of the poem? (1)
4. What is the season of the year that the poet is describing? (1)
5. What literary device has the author used line 8? (1)

PASSAGE 16

(5 *Marks*)

She had no dowry, no hopes, nor the slightest chance of being loved and married by a rich man - so she slipped into marriage with a minor civil servant. Unable to afford jewels, she dressed simply: But she was wretched, for women have neither caste nor breeding - in them beauty, grace and charm replace pride of birth. She suffered, feeling that every luxury should rightly have been hers. The poverty of her rooms - the shabby walls, the worn furniture, the ugly upholstery caused her pain.

She dreamt of great drawing rooms upholstered in old silks, with fragile little tables holding priceless knickknacks and of enchanting little sitting rooms designed for tea-time chats with famous, sought-after men whose attentions all women longed for.

She sat down to dinner at her round table with its three-day-old cloth and watched her husband lift the lid of the soup tureen and delightedly exclaim: 'Ah, a good homemade beef stew! There's nothing better!' She visualised elegant dinners with gleaming silver and gorgeous china. She dreamt of eating the pink flesh of trout or the wings of grouse. She had no proper wardrobe, no jewels, nothing. And those were the only things that she loved - she felt she was made for them.

(*Adapted from* 'The Necklace' *by* Guy de Maupassant)

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Questions

1. In one word, how will you describe the actual living conditions of the couple in the passage? (1)
2. Which sentence best demonstrates the couple's true economic standing? (1)
3. What can be inferred about the values of both husband and wife? (1)
4. What is the main idea of the passage? (1)
5. What is the meaning of the word 'knickknacks' in the second paragraph? (1)

PASSAGE 17

(5 *Marks*)

Mirror

I am silver and exact. I have no preconceptions.
2. Whatever I see I swallow immediately
3. Just as it is, unmisted by love or dislike.
I am not cruel, only truthful -
5. The eye of a little god, four-cornered.
Most of the time meditate on the opposite wall.
It is pink with speckles. I have looked at it so long
I think it is a part of my heart. But it flickers.
Faces and darkness separate us over and over.
10. Now I am a lake. A woman bends over me,
Searching my reaches for what she really is.
Then she turns to those liars, the candles or the moon.
I see her back, and reflect it faithfully.
She rewards me with tears and an agitation of hands.
I am important to her. She comes and goes.
Each morning it is her face that replaces the darkness.
In me she has drowned a young girl, and in me an old woman
Rises toward her day after day like a terrible fish.

(*by* Sylvia Plath)

Questions

1. What is the meaning of the phrase, 'unmisted by love or dislike' in line 3? (1)
2. When the mirror says, 'it has no preconceptions' in the first line, what does it mean? (1)
3. Why is the mirror called a little god, four-cornered' in line 5? (1)
4. By saying 'Now I am a lake' in line 10, the poet wants to show that ..... (1)
5. What is the poetic device used when the mirror says 'I swallow' in line 2? (1)

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PASSAGE 18

(5 *Marks*)

The Dawn's Early Light

Just before the attack on Baltimore, an American lawyer asked for permission to board one of the British ships. This was Francis Scott Key. He had come to ransom a friend, Dr William Beanes, who had been taken prisoner. During the night of September 13, 1814, Key waited anxiously with the British fleet. He watched bombs burst over Baltimore and heard American cannons explode in defence. Then, around 3 am there was a silence. 'What does it mean?' thought Key. 'Has Baltimore, like Washington, been abandoned to the British?'

'Look for our flag,' said Dr Beanes. 'Does it still fly? Have we surrendered?'

Key studied the horizon. Little by little, the first rays of dawn began to light the sky. Suddenly, he shouted. High over Fort McHenry, America's flag could still be seen! The city had survived.

In a state of great excitement, Key wrote down the feelings of suspense, gratitude and pride he had just experienced. Later, his words—set to the melody of a popular English song—became the National Anthem of the United States.

(*by* Katherine Harrington)

Questions

1. Why does the silence around 3 am puzzle Key? (1)
2. Why does the author explain that Key is a lawyer? (1)
3. Why did the author write the words Key and Dr Beanes actually spoke in this selection? (1)
4. As used in the last paragraph, what does the word 'state' mean? (1)
5. The passage states that Key had come to the British ship to ransom a friend. Used in this way, What does the word 'ransom' mean? (1)

PASSAGE 19

(5 *Marks*)

Is My Team Ploughing

'Is my team ploughing,
That I was used to drive
And hear the harness jingle
When I was man alive?'

Ay, the horses trample,
The harness jingles now;
No change though you lie under
The land you used to plough.

'Is football playing
Along the river shore,
With lads to chase the leather,
Now I stand up no more?'

Ay, the ball is flying,
The lads play heart and soul;
The goal stands up, the keeper
Stands up to keep the goal.

'Is my girl happy,
That I thought hard to leave,
And has she tired of weeping
As she lies down at eve?'

Ay, she lies down lightly,
She lies not down to weep:
Your girl is well contented.
Be still, my lad, and sleep.

'Is my friend hearty,
Now I am thin and pine,
And has he found to sleep in
A better bed than mine?'

Yes, lad, I lie easy,
I lie as lads would choose;
I cheer a dead man's sweetheart,
Never ask me whose.

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Questions

1. How many people are 'speaking' in this poem? (1)
2. Is the answer to the first question reassuring? (1)
3. What has the second speaker done since the death of the first speaker? (1)
4. What is the answer to the second question asked by the questioner? (1)
5. In the third stanza, where it says, 'With lads to chase the leather', what literary device is used? (1)

PASSAGE 20

(5 *Marks*)

He was an austere man and had the reputation of being singularly unworldly, for a river man. Among other things, he said that Arkansas had been injured and kept back by generations of exaggerations concerning the mosquitoes there. One may smile, said he, and turn the matter off as being a small thing; but when you come to look at the effects produced, in the way of discouragement of immigration and diminished values of property, it was quite the opposite of a small thing. These mosquitoes had been persistently represented as being formidable and lawless; whereas 'the truth is, they are feeble, insignificant in size, diffident to a fault, sensitive'- and so on, and so on; you would have supposed he was talking about his family.

But if he was soft on the Arkansas mosquitoes, he was hard enough on the mosquitoes of Lake Providence to make up for it - 'those Lake Providence colossi,' as he finely called them. He said that two of them could whip a dog, and that four of them could hold a man down; and unless help came, they would kill him -'butcher him,' as he expressed it.

(*Adapted from* 'Mosquitoes' *by* Mark Twain)

Questions

1. Where is Lake Providence? (1)
2. If the author's source of information was to be believed, what was the size of the mosquitoes of Lake Providence? (1)
3. What is the meaning of the phrase, 'Arkansas had been injured .....' in the first paragraph? (1)
4. What are the instances cited for the state's reputation being damaged? (1)
5. What is the meaning of the word 'diffident' in the first paragraph? (1)

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Answers »

Passage 1

1. The lecturer told Mebula Ramsandra that he would have to go to University if he wanted to be a lab technician, *i.e.,* a technical person.
2. Mebula's application was rejected because he was not white.
3. Mebula's teacher warned him to try harder to do his homework if he wanted to go to grammar school.
4. Mebula's mother advised him to drink all his milk if he wanted to become a big and strong man.
5. The colour of the man at the other end of the telephone line was white.

Passage 2

1. Gafur's eyes and face were swollen because he had been beaten by the landlord.
2. Gafur did not ask the landlord's forgiveness because he wanted to maintain his dignity.
3. In the passage, the voice of the small people, i.e., the weaker sections of society, is described as `tiny'.
4. The landlord beat Gafur because Gafur's pet, Mahesh, had damaged the landlord's property and hurt the landlord's daughter.
5. 'was not aware of how much time'.

Passage 3

1. The main idea of this poem is that life is a play which follows a specific script, none of which should cause anguish or sorrow.
2. The period of life represented by the soldier is characterised by his brash and uncouth behaviour.
3. The poet uses 'merely' to simply make a statement with no emotion attached to it. Thus, his attitude is one of indifference.
4. The poet means that old age is a second childhood that will lead to oblivion without control of the senses, like the infant in the first age.
5. Mewling means to a make a low crying sound.

Passage 4

1. Vijaya Laxmi Pandit felt a sense of relief and as if a great burden had been lifted from her and she was free to be herself.
2. Mahatma Gandhi's advice was that bitterness in the heart could hurt only herself. He told her to visit her brother-in-law and his family and make peace with them.
3. Vijaya Laxmi Pandit was leaving for America to take part in a conference.
4. Vijaya Laxmi Pandit had lost her husband, and as a widow without a son, she was not entitled to any share of family property, nor were her two daughters. She did not like this and was angry with her in-laws.
5. old-fashioned and no longer relevant.

Passage 5

1. The poet says that his father's wishes have been a mirage in the desert of his life.
2. The legacy the poet wishes to leave to his son is to be a happy and responsible citizen, have a better life than his own generation and live a life devoid of hatred.
3. The expression 'drag grief-laden feet' means being unhappy.
4. The obituaries and the weather have no significance for the poet.
5. The figure of speech used in 'mutual murder' is alliteration.

Passage 6

1. Forgetting his toothbrush makes the narrator's life miserable whenever he travels.
2. The narrator's toothbrush is finally found inside a boot.
3. When the narrator was going to close the bag, a 'horrible' or unpleasant idea occurred to him.
4. The narrator has to carry his toothbrush wrapped in his pocket handkerchief because he has forgotten to repack it after using and remembers about it at the last moment.
5. Disarranged (or searched unsystematically).

Passage 7

1. The three girls stood smiling, their hair strewn across their face, probably tossed by the beach wind or water.
2. The poet's mother would laugh at the snapshot some twenty – thirty years later.
3. The expression 'laboured ease of loss' refers to both the poet and her mother. The sea holiday was remembered by the mother with a fondness as well as a sense of loss because that time would never return. The sea holiday was the poet's mother's past and her mother's laughter is the poet's past.
4. The big girl in the photograph was the mother of the poet and was 12 years old when the photograph was taken.
5. The literary device used by the poet in line 9 is transferred epithet in the phrase 'transient feet', as human life itself is temporary or transient, not the feet.

Passage 8

1. she was taking a route which is never taken by tourists.
2. The girl was travelling to Canning in the Sunderbans.
3. was a foreigner.
4. Kanai was intrigued by the way she held herself because she held herself in an unusual way.
5. curious about or deeply interested in.

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Passage 9

1. In the fourth stanza of the poem, the poet is giving the reason why he has deserved a rest, i.e. he wants to heal himself from the wear and tear he has suffered due to the activities of the children.
2. By the phrase, 'Of these angelic-looking savages', the poet means that the children are barbarians disguised as angels.
3. By the phrase 'Would drive St Francis from here to Natchez', the poet is saying that these children will even drive the Saint of Patience to run away from them, *i.e.,* they will test the patience of even the most patient person.
4. The tone of the poem is exasperated and upset.
5. The figure of speech used in the phrase 'ballistic results' is a transferred epithet, because the ice-cream has gone ballistic, not the results.

Passage 10

1. The narrator is probably a young schoolboy.
2. The sentence is, 'I stood on a chair and lit the oil lamp in the ceiling', indicating that he was small in height.
3. The young boy was living in a caravan.
4. Yes, the narrator was fond of 'he'. The narrator thinks about the person constantly, wondering what his next action could be. The whole tone in which he describes him is affectionate.
5. Words or phrases that suggest motion are 'walking soft-footed', 'wriggling through', 'entering', 'treading carefully', 'stopping and going on'.

Passage 11

1. loved his homeland or was a patriot.
2. In the phrase 'doubly dying', the poet is saying that the unpatriotic person will die physically, just as the patriot will die physically - but the unpatriotic person will also experience a 'second death' when he is completely forgotten in the future. The patriot, by contrast, is remembered by future generations.
3. The context of the poem is speaking of a person who cares only about himself, caring nothing for his country. Therefore, this means that the wretched person is focused on or concerned with himself.
4. The main idea of the poem is that those who do not love their country will not be honoured.
5. The literary device used is alliteration.

Passage 12

1. He describes them as 'standing, claws clasped, their bodies raised to the skies, their tails lovingly entwined; I saw them waltzing slowly in circles among the moss cushions, claw in claw.'
2. The author could not keep a colony of scorpions in captivity because his family had forbidden scorpions in the house.
3. By his sudden and unexpected assaults on the wall, in which he ripped away sections of the plaster, the author learnt quite a bit about scorpions.
4. A scorpion would not treat you with respect if you did something silly or clumsy like putting your hand on the scorpion.
5. The word `ripping' means peeling or wrenching.

Passage 13

1. A true leader possesses strength and faith to do his duty.
2. A true leader would want peace, even if he is forced to fight a war.
3. The phrase, 'Doesn't conform to the usual mould', means that a true leader has qualities that are different.
4. This poem is about the qualities a leader should possess.
5. Using his qualities to ensure that evil will come to an end

Passage 14

1. gathering in force
2. The author felt contented enough to stay on this particular ranch temporarily.
3. The foreman wants to be rid of the pests because they are burrowing in the ditches, causing the irrigation water to be wasted.
4. The mood created is one of peacefulness, but with suspense.
5. The meaning of the word 'ominous' in the last paragraph is 'foretelling that something bad is about to happen'.

Passage 15

1. The Laburnum tree and the goldfinch symbolise the hard part (represented by the hard wood of the Laburnum tree) and the sleek and tender part (represented by the goldfinch) of life.
2. The tree and the bird complement each other, because the hard and dull entity of the tree undergoes a transition the moment a bird enters its life. A lot of movement and melodious music of life becomes copious in the tree.
3. What the poet means in the last two lines of the poem is that once the predestined duty of the bird has been carried out, the bird has to leave the tree and fly away.
4. The season is autumn, as this is vividly described in the second and third line.
5. The literary device used is onomatopoeia ('chitterings' and 'trillings').

Passage 16

1. The couple were poor.
2. The sentence which best demonstrates the couple's true economic standing is, 'The poverty of her rooms..... ..... the ugly upholstery caused her pain'.
3. The husband values family life and the simple comforts of home, whereas his wife views these comforts as the cause for her anguish.
4. The main idea of the passage is to show to the reader how selfish and self-centred the wife is.
5. The meaning of the word 'knickknacks' in the second paragraph is 'small decorative objects'.

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Passage 17

1. The meaning of the phrase, 'unmisted by love or dislike' is that the mirror is not prejudiced.
2. When the mirror says, 'it has no preconceptions', it means that it reflects back an image objectively.
3. The mirror is called a 'god, four-cornered' because, like God, it watches you unbiased and fair from all four angles.
4. the poem is not only about external beauty, but also the inside of a person.
5. The poetic device used in 'I swallow' is personification.

Passage 18

1. Because he fears the British have won the battle and Baltimore is lost.
2. The author explains that key is a lawyer because a lawyer can negotiate with the enemy to free a prisoner.
3. Because their conversation makes the story seem more realistic.
4. The word 'state' means 'condition' or 'mood'.
5. The word 'ransom' means to exchange something for the release of a prisoner.

Passage 19

1. The poem is a poetic dialogue between the spirit of a recently deceased man and a close friend who is living. Thus, there are two 'persons' speaking in this poem.
2. Yes, his living friend reassures him that all is as it was when the questioner was alive. The horses trample and the harness jingles as usual even though the questioner is buried beneath the land he used to plough.
3. The second speaker has transferred his affections to the dead man's sweetheart since his death.
4. The answer to the second question (about playing of football) is affirmative. The death of an individual person or player is not going to bring the sport to a halt.
5. The literary device used is metonymy, *i.e.,* the use of something closely related instead of the thing actually meant. In this case it is 'the leather' that stands for a soccer ball.

Passage 20

1. Nothing in this passage gives us any idea where Lake Providence is.
2. Lake Providence mosquitoes are huge ('those Lake Providence colossi').
3. This phrase means that the state of Arkansas had its reputation damaged.
4. The instances cited of the state's reputation being damaged are diminished property values and discouragement of immigration into the state.
5. The word 'diffident' here means 'timid'.

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A

take sth/sb into account

remember to include sth in one's calculations, to consider sth while reviewing a situation

I hope my teacher will **take into account** the fact that I was ill just before the examination when he evaluates my test paper.

get one's act together

start organizing oneself so that one does things in an effective way

His new boss has given him one month to **get his act together**, or he loses his job.

be out of action

sth is not working or cannot be used, sb is injured or ill and cannot do things he or she usually does

I'm afraid I cannot tell you the account balance as the system is **out of action**.

be up in the air

unresolved, undecided

The future of the project is **up in the air** as the management has failed to finalize the budget.

clear the air

remove the bad feelings between people, clarify or get rid of a difficult or complex problem

The government's attitude on the issue has remained ambivalent for some time, so today's statement should **clear the air** considerably.

all in all

everything considered

She may not be brilliant, but **all in all** I think she did quite well in her exams.

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from A to Z

comprehensive, including everything, thoroughly

Steve Job's latest book tells the story of his life from **A to Z**.

take sb aback

surprise or shock sb so much that they he or she does know how to behave for a short time

We were all quite **taken aback by** his decision to retire from test cricket.

of one's own accord

voluntarily

The managing director of the company didn't have to be asked to resign – he went **of his own accord**.

an Achilles' heel

vulnerable spot, a small fault or weakness in a person or system that can result in its failure

The corrupt minister is regarded as the government's **Achilles heel** and is expected to resign.

the acid test

a test that proves a hypothesis or validity of a product or idea

The product looks great, but will people buy it? That's **the acid test**.

across the board

happening or having an effect on people at every level and in every area

The improvement is seen **across the board**, with all divisions either recording profits or reducing losses.

a man of action

a man who prefers to do things rather than think about and discuss them

The country needs a political leader who is **a man of action**.

come of age

if sth has come of age, it has reached its full successful development, to reach the age when one is an adult and is legally responsible for his or her behaviour

After years of experimentation with colours and strokes, his painting has **come of age**.

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alive and kicking (or alert or well)

continue to live or exist and be full of energy, to continue to be popular or successful

She hadn't met her younger sister after her marriage, and was delighted to see her **alive and kicking** at a social event last weekend.

all and sundry

people in general; everybody, without discrimination

I don't want **all and sundry** to come to know about our differences.

alpha and omega

the beginning and the end, the first and the last

The strategy to control inflation remains the **alpha and omega** of the government's economic policy.

run amok (or amuck)

be out of control and act in a wild or dangerous manner

When the police arrived, they were confronted with a group of protestors **running amuck** in the lanes of the old town.

up (raise) the ante

increase the price; increase one's demands or the risks in a situation in order to achieve a better result

The government has **upped the ante** by refusing to negotiate with the ultras until a ceasefire has been agreed.

have ants in one's pants

be extremely restless, uneasy, impatient, or anxious

The young students just can't sit still; they must have **ants in their pants**.

apple of discord

anything causing trouble, discord, or jealousy

The right to host the World Cup cricket has become an **apple of discord** between the two countries.

the apple of one's eye

the person of whom one is extremely fond, favourite

She has three children, but her disabled son is **the apple of her eye**.

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upset the apple-cart

spoil or disrupt a plan or arrangement; disprove a theory

We had planned to hold a get-together in the evening, but bad weather **upset the apple-cart**.

seal (or stamp) of approval

an official sign of approval

The government finally agreed to give the new pension policy its **seal of approval**.

keep sth/sb at arm's length

keep sb a distance, avoiding intimacy or familiarity

He always had the feeling that she was **keeping him at arm's length**.

the long arm of the law

the far-reaching power of the authorities

It is not easy for criminals to escape **the long arm of the law** in a developed country like this.

up in arms

angry, rebellious

The employees were **up in arms** over the management's plan to discontinue five-day week policy.

armed to the teeth

fully equipped (with weapons, arguments, etc.)

The alleged tax-defaulter was ready for all their questions, and **armed to the teeth** with proof of his innocence.

have been around

have existed; have acquired a lot of worldly experience

There is nothing new about laptops – **they've been around** for years.

as and when

at the time that sth happens

Most people in the city don't own a car – they just rent one **as and when** they need it.

in the ascendant

increasingly successful or powerful

He's very much **in the ascendant** in the film world.

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under the auspices (or banner) of sb/sth

with the backing, support, patronage of

Financial aid is being provided to the country **under the auspices of the World Bank**.

have an axe to grind

private or ulterior motive to further, often a selfish one

He should not become the chairman of the committee as he has too many **axes of his own to grind**.

the ABC of sth

the elementary or first elements; the simplest knowledge

He is keen to understand the **ABC of making investments** in a stock market.

above board

open; straight; legitimate; without concealment

The deal between the two parties was completely open and **above board**.

give a good account of

perform well, often in a challenging situation

As he could not give a very good account of himself in the interview, the company didn't **offer him a good salary**.

to take sth into account (or consideration)

bear in mind, consider, allow for

I hope they take **her age into account** when they judge her work.

ad nauseum

if sb discusses sth ad nauseam, they talk about it so much that it becomes very boring

She talks **ad nauseam** about how brilliant she was in her school days.

Adam's ale

water

If he feels tired, let him have a glass of **Adam's ale** from the tap.

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give oneself airs

give oneself an air of superiority; behave snobbishly, as if one regards everyone else as being inferior

She should not **give herself the airs** as she's no different from the rest of us.

alter ego

another aspect of oneself, a very close friend or constant companion, a trusted advisor

Over the years the secretary has become the **alter ego** of his boss.

arm in arm

closely allied or intimate

The party cancelled former MLA's candidature as he was **arm in arm** with the opposition.

make an ass of oneself

behave in a silly way

They **made an ass of** the new colleague at the office by giving him the wrong instructions.

have/hold all the aces

be in a winning position

In the battle between chemical manufacturers and environmentalists, the activists seem to **hold all the aces**.

ad hoc

for the special purpose, impromptu

An **ad hoc** committee was formed to address health insurance problems.

high on the/sb's agenda

if a subject or plan is at the top of sb's agenda, it is the most important thing they want to discuss or deal with

The government has realized the need for placing educational reforms at the **top of its agenda**.

alma mater

the college or school that one attended

He was delighted when he was offered the position of professor of Economics at his **alma mater**.

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cast aspersions on

criticize sb or sb's character

His opponents never missed an opportunity **to cast aspersions** on his professionalism.

lead sb astray

cause someone to make a mistake

The interrogators in the case were **led astray** by false information from one of the witnesses.

the avant-garde

the artists/writers/musicians etc. of any period whose work is very modern and very different to what has been done before

Since early fifties, the trade fair has been a major showcase for **the avant-garde**.

about to (do sth)

be on the point of doing sth

I was **about to leave** for the college when somebody knocked on the door.

according to (sb or sth)

as said or told by sb, in agreement with sth

According to the report, the crime rate in **the** city has gone down.

account for (sth)

provide an explanation or answer for sth

The bad weather **accounts for the** low attendance at the rally.

after all

considering the fact that sth happened, sth that is usually assumed

You don't need to call him. **After all**, he never calls you.

all of a sudden

suddenly, without advance warning

All of a sudden it became dark and the rain started.

as a matter of fact

actually

As a matter of fact, the couple has applied for a divorce.

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as far as

to the extent or degree of sth

As far as I know the movie has got excellent reviews from the film critics.

as for

with regard to, concerning

"**As for** me, I think I will accept the offer."

as long as

provided that, on condition that

"**As long as** you promise to be careful, you can work on my computer."

as soon as

just after sth, when

He got the job offer **as soon as** he finished his graduation.

as to

with regard to, according to

"**As to** your query about accounts, I will present the required documents tomorrow."

as well

in addition, also, too

He plans to take a language course this summer **as well**.

as well as

in addition to

"Please bring your tennis racket **as well as** two balls."

arrive in a body

arrive as a group

Things became noisy when the workers entered the manager's office **in a body**.

as an aside

as a comment that is not supposed to be heard by everyone

At the marriage reception, he said **as an aside**, "The bride's dress is inappropriate for the occasion."

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blow-by-blow account

a detailed description (of an event) given as the event takes place

The witness gave a **blow-by-blow account** of the incident.

in ages

for a very long time

Nobody has seen him work so hard **in ages**.

all up with sb

no hope is left for sb

It is **all up now with** finding any survivors – they couldn't have survived so long in these conditions.

all hell will let loose

confusion, uproar

Don't take him into the party fold or **all hell will let loose**.

as broad as it's long

the same, whatever way you look at it

She could not decide which offer to accept -- she thought the choice was just about **as broad as it was long**.

Exercise A

1. Below on the left are some idioms. Choose the correct meaning from the list on the right :

A. be up in the air	1. closely allied
B. take sb aback	2. undecided
C. arm in arm	3. a detailed description of an event
D. blow-by-blow account	4. to surprise or shock someone

	A	B	C	D		A	B	C	D
(a)	2	4	1	3	(b)	4	3	2	1
(c)	3	2	1	4	(d)	1	2	4	3

For each of the following questions choose the one correct answer :

2. The government's attitude on the issue has remained ambivalent for some time, so today's statement should .....considerably.

(a) take sth/ sb into account (b) come of age
(c) up the ante (d) clear the air

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3. We had planned to hold a get-together in the evening, but bad weather……...
   (a) upset the apple-cart
   (b) had an axe to grind
   (c) gave us the airs
   (d) took something else into account

Tick the option that best explains the meaning of the idiom :

4. alma mater
   (a) actually
   (b) the college or school that one attended
   (c) for a very long time
   (d) For the special purpose

5. alter ego
   (a) legitimate (b) increasingly successful
   (c) constant companion (d) rebellious

Tick the idiom that best explains the following :

6. The person of whom one is extremely fond
   (a) alpha and omega (b) the apple of one's eye
   (c) alive and kicking (d) an Achilles' heel

7. Be out of control and act in a wild or dangerous manner
   (a) come of age (b) keep sb/sth at arm's length
   (c) have ants in one's pants (d) run amok

ANSWERS

1. (a) **2.** (d) **3.** (a) **4.** (b) **5.** (c) **6.** (b) **7.** (d)

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B

be glad/happy/to see the back of sb/sth

be pleased when sb leaves or when sth ends because you did not like them

The guest became an absolute pain for the hosts and they were really pleased **to see the back of him**.

bend over backwards to do sth

do all in one's power (usually to achieve sth or accommodate sb)

Banks are **bending over backwards** to provide facilities to the depositors.

be in a bad way

be ill, unhappy, or in a bad state

After years of the recession, the economy of the country was **in a bad way**.

set (or start) the ball rolling

get sth started, especially a conversation or a social event

The supporters of the student leader got **the ball rolling** by shouting slogans in favour of his candidature.

get/ jump/ leap on the bandwagon

do sth because it is fashionable or profitable, join a cause or movement

Media is playing an important role in creating awareness on the issue and more and more people are **getting on the bandwagon** to denounce cigarette smoking.

(not) bat an eye/ eyelash/ eyelid

to not show any shock or surprise

When the Court pronounced the prisoner guilty of murder, the accused stood there without **batting an eyelid**.

get out of bed on the wrong side/get up on the wrong side of the bed

be in a bad or grumpy mood

His behaviour with everyone is very bad today. It seems he **got up on the wrong side of the bed!**

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give sb a hell

scold sb harshly

The boss **gave them hell** for not finishing the project in time.

give sb the benefit of the doubt

regard sb as innocent until proven otherwise

Let's **give her the benefit of the doubt** and assume that she's right.

be a bit much

if one says sth is a bit much, he or she thinks that it is not fair or that it is more than one can deal with

I think it's **a bit much to** expect a pace bowler to bowl more than 50 overs in one day.

turn a blind eye

deliberately overlook, ignore

The principal decided to **turn a blind eye** to the students' misconduct this time with a hope that they won't do it again.

out of the blue

happens suddenly and one is not expecting it

Then one day, completely **out of the blue**, the Maoists attacked the police post and caught everyone off guard.

be above board

open; straight; legitimate; without concealment

No tricks, please. We want the deal **to be completely above board**.

push the boat out

celebrate; enjoy oneself

After the completion of the exams, the students decided **to push the boat** out and have a party.

a bone of contention

subject of argument or disagreement

A serious **bone of contention** between the landowners and the developer was the compensation price for the land.

have a bone to pick with sb

an unpleasant issue or grievance that needs discussion

The two reputed universities of the state **have a bone to pick with each other** over reservation policy for admissions.

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be in sb's good books

be in sb's favour or good opinion

The fact that she always managed to **be in the good books** of the bosses surprised one and all.

the bottom line

in the final analysis, the most important fact in a situation

The bottom line is that pregnant women's health is at greater risk if they smoke.

get to the bottom of sth

discover the truth about a situation

It is doubtful if political interference will allow the investigators to **get to the bottom of the case**.

cross the bridge when one comes to it

resolve a problem when it occure, rather than try to solve it in advance

"What will you do if you fail in this exam?" Answer : "I'll **cross that bridge** when I come to it."

be on the brink (or verge) of doing sth

be likely to do sth very soon

The company dismissed the reports that it was **on the brink of selling** its shares.

back to the drawing board

back to the planning stage

The client rejected all our proposals, so we had to ask the consultant to take the project **back to the drawing board**.

back to square one

return to where one started from

The Government and the Central Bank spent years strengthening the nation's economy but the slowdown shattered it, so we are **back to square one**.

by (or through) the back door

not in a direct, official, or honest way

The opposition accused the government of signing the defence deal with the neighbouring country **through the back door**.

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take a back seat

take a less important position

The founder of the company decided to **take a back seat** and let the board members run the business.

bag and baggage

(with) all one's belongings

Tired of their tantrums, the landlady asked her tenants to vacate the house, **bag and baggage**, in a week's time.

a bag (bundle) of nerves

very nervous person

Before the interview, he was **a bundle of nerves**.

the ball is in sb's (your) court

the initiative for taking action lies with sb

His family and friends have requested him to apologise to his boss to save his job. **The ball is in his court** now.

have a ball

have a good time

It was a great weekend – we all **had a ball**.

a whole new ball game

a significant change in circumstances; a changed turn of events

After two genuine pace bowlers joined the team it was **a whole new ball game**.

banana republic

a small, poor country with a weak or dishonest government

The citizens fear that the country will become a **banana republic** if the government fails to curb corruption.

go bananas

become very angry, act crazy

She'll **go bananas** if she sees the house in this condition.

bang on

be exactly correct

You said the Congress will get 240 seats, didn't you? You were **bang on**.

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go with a bang

very exciting and successful

We take part in the events organized by this group, because they **go with a real bang**.

bark up the wrong tree

waste one's efforts by pursuing the wrong thing or path

It was a very sensitive case and yet for over one year the police kept **barking up the wrong tree**.

back to basics

start to give your attention to the simplest and most important matters after ignoring them for a while

The President's economic package has failed to win the financial institutions' trust and he will have to get **back to basics.**

with bated breath

feel very excited or anxious while you are waiting

The audience watched the circus artists' antics **with bated breath**.

pass (or hand) on the baton

give responsibility for sth important to another person

The governor of the Central Bank resigns this month, **passing on the baton** to one of his closest associates.

baying for blood

want sb to be hurt or punished

The victims' families could be seen **baying for blood** of the assaulters during the trial.

hand (or keep) sb/sth at bay

prevent sth or sb unpleasant from coming too near to one or harming one

The area was hit by a serious epidemic, but luckily he could **keep himself at bay.**

beat a hasty retreat

run away; abandon sth (speedily), to leave a place because it is dangerous or unpleasant

The courier boy **beat a hasty retreat** when he heard the dog's furious barking from the back of the house.

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beat about (or around) the bush

approach indirectly, in a roundabout way, or too cautiously

You will have to learn to speak clearly about what you want. You won't get anywhere if you keep **beating about the bush**.

work like a beaver

work very energetically and hard

Ahead of the festival, she **worked like a beaver** to clean out all the closets.

a bed of roses

easy option, a comfortable or luxurious position

She found that taking care of old parents was not **a bed of roses**.

make a beeline for

go quickly and directly to sb or sth

As soon as the employees heard about the news of scrapping of the bonus policy, they **made a beeline for** the boss's office.

bell the cat

do a dangerous job

Someone has to **bell the cat** and tell the commissioner that his own son started the violence.

belle of the ball

be the most attractive woman at party or similar event

She wore a dress made by the country's most valued designer and could easily be picked up as the **belle of the ball** that evening.

below the belt

cruel and unfair

Ahead of the elections, politicians won't hesitate to aim **below the belt**.

tighten one's belt

spend less than you did before because you have less money

Most people need to **tighten their belt** during economic slowdown.

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make the best of sth

try to think and act in a positive way when one has to accept a situation which one do not like but cannot change

He got admission in a college where he did not have any of his former friends with him but he decided to **make the best of it**.

a safe bet

fair assumption; reasonable guess; opinion or view that is likely to prove correct

The party president decided that the 75-year-old sitting legislator was still **a safe bet** for re-election.

better late than never

it is better for sb or sth to be late than never to arrive or to happen

All of us have been waiting for you for two hours—but **better late than never**.

get (have) the better of sb

become superior to or master sb or sth; win out

The boy from the small town was determined to have **the better of his** competitors.

better half (or part)

husband or wife, the larger amount or majority of sth

I think a two-bed flat would suit us but I'd better confirm it with my **better half**.

beyond a shadow of doubt

without any doubt; indubitably

His guilt is now proved **beyond a shadow of doubt**.

bide one's time

wait for the opportune moment

The police officer sat quietly in front of the murderer's hiding place, **biding his time**.

a big cheese (fish/gun/shot)

important person

Apparently her father is **a big cheese** in one of the major banks.

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big deal

matter of importance, sth you say to show that you do not think that sth is either important or interesting

Winning a scholarship is no **big deal** for him.

fit (or fill) the bill

be exactly suitable for a particular situation

The country hit by terrorism needs a strong leader, and the new Prime Minister just doesn't **fill the bill**.

foot the bill

pay the bill

It was a splendid party and I'm glad that I don't have **to foot** that particular **bill**.

a bird in the hand

sth in one's possession, often modest but better than nothing

It may not be the best of jobs, but it's **a bird in the hand** and you should not give it up till you can find a better one.

a bird's eye view

an overview

This book gives you **a bird's eye view** of the Indian industry since British times.

birds of a feather

people with similar tastes, interests and background

According to the surprising finding of the report, there is no guarantee that people who are **birds of a feather** will prove to be good life partners.

bits and pieces

miscellaneous, mainly small objects

After the accident, there were **bits and pieces** of the wreckage spread all over the road.

do one's bit

assist; make an individual contribution to an overall effort

When survival is the critical issue, everyone has to **do one's bit**.

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bite the dust

die; disintegrate

Five hundred more people lost their jobs when another IT firm **bit the dust**.

bite the hand that feeds one

show ingratitude, turn against a benefactor

The institution offered me a scholarship, so I shouldn't **bite the hand that feeds me** and criticize its policies.

bite off more than one can chew

try to do more than one is able to do

By accepting two part-time jobs, he is clearly **biting off more than he can chew**.

bite (or hold) one's tongue

refrain from saying sth one wants to say, because the moment is inappropriate

The lady officer has a very quick temper and often fails to **bite her tongue** in an argument.

the black sheep (of a family)

the least reputable member of a group; a disgrace

My cousin was **the black sheep**. Eventually, he migrated to the Middle East to avoid jail here.

in black and white

formally, on paper and in writing

He asked his old mother not to worry as the terms of the land agreement were spelled out **in black and white**.

a blank cheque

complete authority or unrestricted freedom of action or a free hand

Several people expressed their concern when the Chairman desired to give **the blank cheque** for the company's future in the hands of the 25-year-old director.

draw a blank

be unable to get information, think of sth, or achieve sth

We've requested hundreds of private schools to join the 'low-cost education' campaign, but so far we've **drawn a blank**.

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a blast from the past

sth that suddenly and strongly makes you remember a previous time in your life

Watching that movie again was **a real blast from the past**.

blaze a trail

pursue a line of research that points the way to great discoveries

The medical college has **blazed a trail** in developing new techniques for treating blindness.

a blessing in disguise

misfortune which turns out to have advantages; good outcome from evil situation, etc

Losing that job turned out to be **a blessing in disguise** for him as it forced him to plunge into business.

a blind alley

a dead end; a position without hope of progress or success

The latest scientific theory may turn out to be **a blind alley**.

a blind date

an arranged meeting for two people who have never met each other before, in order to try to start a romantic relationship

She agreed to go on **a blind date** with one of her friend's former boyfriend.

a blind spot

subject about which one is ignorant or biased

Languages are **my blind spot**—I always fumbled at Marathi.

in the blink (the twinkling) of an eye

in an instant

In the blink of an eye the robber disappeared from the bank with lakhs of rupees.

a new kid on the block

Sb who is new in a place or organization and has many things to learn about it

Realizing that he was **the new kid on the block** in his organization, he was determined to prove himself.

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blood, sweat and tears

a lot of effort and suffering

Our freedom is the result of over hundred years' of **blood, sweat and tears**.

have blood on one's hands

be responsible for sb's death

The champions of these riots **have the blood of many thousands** of people on their hands.

in sb's blood

part of one's genetic inheritance

The whole family is good in business; **it's in their blood**.

new blood

new people in an organization who will provide new ideas and energy

It's time the Prime Minister brings some **new blood** into the government.

there's bad blood between

feelings of hate between people because of arguments in the past

The villagers say the arson attack may have been the result of **bad blood between** the two families.

blow hot and cold

to sometimes like or be interested in sth or sb and sometimes not

Her father kept **blowing hot and cold** about the idea of going abroad for education.

once in a blue moon

very rarely

I don't know why I bought that music system—I use it **once in a blue moon**.

a blue-eyed boy

a man who is liked and admired by sb in authority

He gets the charge of all the assignments except the finance, which is kept for **the blue-eyed boy**.

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call sb's bluff

expose sb's deception, invite a showdown

Some opposition parliamentarians kept threatening to resign on the issue, and eventually the Prime Minister decided it was time to **call their bluff**.

spare (or save) sb's blushes

do sth to prevent sb feeling embarrassed

Sitapathi **saved the team's blushes** by scoring the only century in the test series.

be in the same boat

be in the same unpleasant situation as other people

When he lost his job, he twittered that it was not bad to know he was **in the same boat** as about three lakh others in the country.

rock the boat

do or say sth that causes problems

The government asked the Home Minister not to take firm action on protesters as it certainly doesn't want anything to **rock the boat** just before the election.

body and soul

with all one's effort and ability

She dedicated herself to medical study, **body and soul**.

a bolt from the blue

unexpected happening; complete surprise

The sudden uprising in many parts of the country was a complete **bolt from the blue** for the government.

make no bones about sth

be open and frank about sth

He **made no bones about his** dissatisfaction with the teaching in the college.

bring sb to book

make sb accountable for his conduct, punish sb

It was frustrating for the victims' kin as the police and the court failed to **bring anyone to book** for the crime.

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take a leaf out of sb's life (or book)

follow an example set by another person; imitate another person

You need to **take a leaf out of your sir's book**, and start coming to office in time.

get the boot (or axe)

be discharged or fired, expelled, or rejected

The manager who was with the office for last 15 years was shocked when he **got the boot** for a petty mistake.

living on borrowed time

not expected to live much longer

The film star has got cancer and is **living on borrowed time**.

think outside the box

think differently; look at the broader context of a problem, challenge, etc

He has spent his life in performing a routine job and cannot be expected to **think outside the box**.

sb's bread and butter

one's livelihood

Teaching classic music to young boys and girls is **her bread and butter**.

break sb's back

overpower, get through the hardest part of sth, to put a lot of effort into doing sth

You are talented and should refuse to **break your back** working for him for a salary of Rs 10,000 a month.

break new (or fresh) ground

do sth innovative

It is an interesting discovery which definitely **breaks new ground** in the country's energy programme.

take sb's breath away

astonish or astound sb

The beauty of the Taj Mahal **took the tourists' breath away**.

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burn one's bridges

destroy one's possibility of retreat, act decisively

He has already **burned his bridges** with his previous employer by publicly criticizing their marketing policy.

a bright spark

intelligent and lively person (humorously)

Some **bright spark** at the bank has accidentally closed my account.

look on the bright side

try to see sth good in a bad situation

Nothing is impossible for you if you learn to **look on the bright side**.

in broad daylight

during the day

The man was shot at close range **in broad daylight** in front of his house.

big brother

the authorities/ a government or a large organization which tries to control every part of people's lives and to know everything about them

The industrialists have complained against the **'Big brother'** approach of the government.

bear the brunt of sth

take the main force, often of a criticism or unpleasant event

When the bank employees went on a strike, they did not realize they'd have to **bear the brunt of public anger** when they go back to work.

the buck stops here (or with sb)

the responsibility for a situation or problem with sb

One does not need to blame anybody else for corruption in the country; **the buck stops with** the leader of the government.

make a fast (or quick) buck

earn money quickly and often in a way that is not honest

When Indians go abroad they often try to **make a fast buck**.

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pass the buck

blame sb or to make others responsible for a problem that you should deal with yourself

Parents often **pass the buck** to schools when their children fail to perform well in exams.

like a bull in a china shop

extremely awkward, clumsy person

He is like a **bull in a china shop** when it comes to dealing with people's feelings.

take the bull by the horns

deal decisively with a difficult problem

The government will have to **take the bull by the horns** and tackle the inflation.

burn the candle at both the ends

exhaust one's energies or resources by leading a hectic life

He has been **burning the candle at both ends** by doing a full-time job and preparing for his entrance exams.

burn the midnight oil

work long hours and hard

It was a very tough assignment, and we had to **burn the midnight oil** to get it completed on time.

on the back burner

in abeyance, in a position of low priority

The plans for a new sports complex in the city have been put **on the back burner**.

burst the bubble

sudden end of a very happy or successful period

The economy was booming and then the **bubble burst with** the crash of stock market in 2010.

bury the hatchet

make peace; end a quarrel, settle one's differences to become friends again

The two neighbouring countries have often been advised by the world bodies to **bury the hatchet** for their own progress.

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bury one's head in the sand

refuse to think about an unpleasant situation, hoping that it will improve so that you will not have to deal with it

Parents said ragging was being ignored and accused the hostel warden of **burying his head in the sand**.

as busy as a bee

very busy, in a purposeful and pleasurable way, hard working

She's **as busy as a bee**, quite often attending meetings and organizing parties.

have butterflies in one's stomach

feel very nervous, usually about sth you are going to do

She **had butterflies in her stomach** as she walked out onto the stage for her dance performance.

press (or push) the panic button

do sth quickly without thinking about it in order to deal with a difficult or worrying situation

We have lost the last three test matches but we're not yet **pushing the panic button yet**.

buy time

do sth in order to be allowed more time

Working freelance **buys him time** to look around for a new fulltime job.

let bygones be bygones

what's done is done; don't worry about the past, especially past errors or grievances

The two political rivals shook hands and agreed to **let bygones be bygones**.

to turn one's back upon

choose not to speak to; have no further contact with

Now that he holds an important position, he seems **to have turned his back** on his childhood friends.

give sb a wide berth

avoid sb; keep away from sb

She has fallen out with his mentor and has been **giving him a wide berth** for a couple of months.

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between you and me (or ourselves)

in confidence

Just **between you and me**, I don't think his work deserves the first prize.

bird of passage

a transient, one who is here today and gone tomorrow

He moves out nearly every year; he's a true **bird of passage**.

a wet blanket

person who spoils other people's fun

He was indisposed so he decided to skip the party, not wanting to be **a wet blanket** on such a happy occasion.

in cold blood

in a planned way and without pity or other emotion

Two teens were shot dead **in cold blood** inside the school campus yesterday.

blue blood

descent from nobility, aristocrat

He often tells his friends that he has **blue blood** flowing through his veins.

have the (or feel) blues

feel depressed or sad

After seeing my family house in such a bad shape, I **had the blues** for weeks.

as bold as brass

shameless, audacious, impudent

He was not invited to the wedding and yet he showed up at the function, **as bold as brass**.

bona fide

genuine; real

The new immigration policy is implemented so blindly that it sometimes leads to rejection of **bona fide** political refugees.

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not born yesterday

not a completely naive person

The insurance company thinks it can fool me, but I **wasn't born yesterday** and I can see exactly what their trick is.

bosom friends

close friends who share confidences

The two persons who were arrested yesterday for injuring each other badly were **bosom friends** for years.

at bottom

fundamentally, basically; also, in reality

He speaks somewhat bluntly but those who know him say that he's always honest **at bottom**.

break the news

make sth known

It was a difficult job to **break the news** of that terrible accident to the families of the victims.

make (or hit) the bull's eye

get sth exactly right, or be on target

The minister's speech on attracting new investments **hit the bull's eye**.

burn one's fingers

suffer unpleasant results of an action

Many unemployed youths **burn their fingers** when they are duped by fake job agents.

hide one's light under a bushel

show extreme modesty

Even after getting the scholarship, she went on **hiding his light under a bushel**.

mean business

be serious about achieving sth, even if other people disagree with you

The firmness with which the new government has initiated certain measures shows that it **means business**.

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know on which side one's bread is buttered

know what is to one's advantage

He's far too clever to annoy his employer as he **knows which side his bread is buttered on**.

by-and-by

later; in due course; before long

The train moved in and out of tunnels on that rocky terrain and **by and by** they arrived at a big town.

stab sb in the back

do sth harmful to sb who trusted you

Voting against the bill on women's reservation at the last minute was a real **stab in the back**.

bad-mouth sb

say unpleasant things about sb or sth, especially in order to spoil other people's opinions of them

Why do you always **bad mouth** your acquaintances?

the bare bones

basic or essential facts

As the boss was busy and he did not have much time for his class IV employees, they gave him **the bare bones** of their problem.

behind bars

in prison

He spent ten years **behind bars** after being convicted for double murder.

recharge the (or one's) batteries

take a break or holiday to relax and regain one's vim and vigour

A week away would give you time to rest and **recharge your batteries**.

spill the beans

disclose a secret or reveal sth prematurely

The police have been trying to get her to **spill the beans** about the anomalies in the department but she won't tell them a thing.

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take a beating

be defeated or to lose a lot of money

Owing to adverse reports in the media, the company took a beating last year.

the beau monde

rich and fashionable people, fashionable society

She took no interest in the glittering **beau monde** that she belonged to now after her marriage.

be (or get) in bed with sb

work with a person or organization, or to be involved with them, in a way which causes other people distrust you

They were accused of **being in bed with the terrorists**.

have a bee in one's bonnet

be obsessed with one idea

She's got a real **bee in her bonnet** about people keeping many pets.

a belly laugh

a loud laugh which cannot be controlled, a hearty laugh

It's not often you watch the movies that give you a real **belly laugh**.

a big mouth

be loquacious, often noisily or boastfully; be tactless or reveal secrets

His friends are scared of inviting him at the parties as after a few drinks he turns into **a big mouth**.

make it big

become very successful or famous

Despite being highly qualified it took him several years before he **made it big** in the US.

a bitter medicine (or pill)

hard thing to accept

Reduced salaries are a dose of **bitter medicine** the companies will have to accept for their survival.

be after sb's blood

desire to catch sb in order to hurt them or punish them

He has duped many people and now they are **after his blood**.

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tasted blood

have achieved a small victory which has made you believe you can win a more important victory

The Indian badminton pair **tasted blood** in the Asian championships and now wants to play at international level.

come to blows

have a fight or a serious argument with sb, begin to fight

Demonstrators nearly **came to blows** with the police during the rally.

blue-collar

of or relating to industrial work, especially the semiskilled and unskilled

They hope the new factory on the outskirts of the small town will open up doors for many more **blue-collar** jobs.

go (or do sth) by the book

do things strictly according to the written rules, etc

The most successful officers are not those who always **go by the book** but use their initiative.

a brain drain

flow of talent, skill, etc

The slowdown in the advanced countries triggered **a** reverse **brain drain** to developing countries.

be the brains behind

be the person who plans and organizes sth, especially sth successful

He was **the brains behind** many of the government initiatives.

build bridges

improve relationships between people who are very different or do not like each other

A non-governmental organization is engaged in **building bridges** between different communal groups in the city.

a buzz word

a word or phrase that people in a particular group start to use a lot because they think it is important

Minimalism is the latest **buzz word** in modern architecture.

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better off

be in a better situation than before

You would be **better off** if you curb your habit of spending everything that you earn at weekends.

break down (sth)

Divide sth into parts, to separate sth into simpler substances

We tried to **break down** the problem for full analysis.

by the way

incidentally

"**By the way**, could you please bring your book tomorrow?"

betwixt and between

undecided

He is **betwixt and between** about going abroad.

scrape the bottom of the barrel

select from among the worst; to choose from what is left over

As all the candidates who came for the interview were very dull I had to **scrape the bottom of the barrel**.

shoot the breeze

spend time chatting

Instead of **shooting the breeze** for so long, he should get to work.

close the books (on sb or sth)

put an end to a matter that concerns sb or sth

It's time to **close the books** on the ABC murder case.

in the black

the business is making money, it is profitable

Once they started paying more attention to their clients, they were back **in the black**.

backhanded compliment

ambiguous statement – one that can be taken as a compliment, but which might also be seen as an insult

He told her that she looked much better than she usually did, which was a bit of a **backhanded compliment**.

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beg to differ

refuse politely

You are in favour of 33 per cent reservation for women, but I **beg to differ**.

blind impulse

sudden and unaccountable desire to do sth

Acting on what appeared to be a **blind impulse**, he submitted his resignation.

brownie points

good marks for credit

You're not going to get many **brownie points** for submitting a report like this.

burst at the seams

be full to capacity

The cinema halls were **bursting at the seams** and they had to settle for spending the evening at home only.

Exercise

1. Below on the left are some idioms. Choose the correct meaning from the list on the right :

A. set the ball rolling	1. be full to capacity
B. burst at the seams	2. get something started
C. a bitter medicine	3. legitimate
D. be above board	4. hard thing to accept

	A	B	C	D		A	B	C	D
(a)	2	1	4	3	(b)	3	4	1	2
(c)	4	2	3	1	(d)	1	3	2	4

For each of the following questions choose the one correct answer :

2. The two reputed universities of the state ……..with each other over reservation policy for admissions
(a) have a bone to pick
(b) get to the bottom of
(c) have a ball
(d) bay for blood

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3. Ahead of the festival, she ..... to clean out all the closets.
   (a) made a beeline (b) worked like a beaver
   (c) tightened their belt (d) filled the bill

Tick the option that best explains the meaning of the idiom :

4. get the boot
   (a) expelled (b) put a lot of effort into doing sth
   (c) do something innovative (d) imitate another person

5. bear the brunt of sth
   (a) take the criticism
   (b) earn money quickly often illegally
   (c) work long hours and hard
   (d) blame sb or make sb responsible for a problem

Tick the idiom that best explains the following :

6. a position without hope of progress or success
   (a) a blessing in disguise (b) have blood on one's hands
   (c) rock the boat (d) a blind alley

7. Show ingratitude
   (a) bite the hand that feeds one (b) bite (or hold) one's tongue
   (c) draw a blank (d) bite off more than you can chew

Answers

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

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PARAGRAPH WRITING

What is a paragraph?

A paragraph is a collection of related sentences dealing with a single topic or we can say that a ***Paragraph is a unit of thoughts with one idea developed adequately.*** A paragraph should contain each of the following : *Unity, Coherence, A Topic Sentence*, and *Adequate Development*. All of these traits overlap, so using and adapting them to our specific purpose will help us to construct effective paragraphs.

1. Unity : The entire paragraph should concern itself with a single focus. If it begins with *one focus or major point of discussion*, it should not end with another or wander within different ideas.

2. Coherence : Coherence is the trait that makes the paragraph easily understandable to a reader. Coherence can be created or maintained in your paragraphs by ***carrying over the same idea from sentence to sentence.*** These sentences are related to the main idea and give more information about the main idea. These sentences include; facts, details, explanations, reasons, examples, illustrations.

3. A Topic sentence(Main idea sentence) : ***A topic sentence is a sentence that indicates in a*** *general way what* ***idea or thesis the paragraph is going to deal with.*** Although not all paragraphs have clear-cut topic or main idea sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to *put your topic sentence near the beginning of the paragraph.*

A main idea sentence **(topic sentence) answers the following questions:**

- What is the paragraph about?
- What is the main point I want to make?
- What do I want to say?

4. Adequate development : The topic (which is introduced by the topic sentence) *should be discussed fully and adequately*. Again, this varies from paragraph to paragraph, but it solely depends on the purpose of writing and demand of the examination.

Some points to make sure your *paragraph is well developed* :

(a) Use examples and illustrations,
(b) Cite *data* in your paragraph (*i.e.*, facts, statistics, evidence, details, and others),
(c) Examine *testimony* (what other people say; such as-quotes and paraphrases),
(d) Use an *anecdote* or story to illustrate or prove your arguement in the paragraph,
(e) *Define* terms in the paragraph,
(f) Compare and contrast,
(g) Evaluate causes and reasons,
(h) Examine effects and consequences,
(i) Analyse the topic of the paragraph, you want to write,
(j) Describe the topic,
(k) Offer a chronology of an event (time segments) if need be.

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Solved Examples :

THE VALUE OF TIME

Time is very precious. We should not waste our time. Time, once lost is lost for ever. If you waste your time,time will waste you. Money spent can be earned again . It is not so with time. Time once spent, is spent and gone. It can never be got back. Almost everything in the world can be purchased, but time lost cannot be purchased.As each second ticks away, that second moves from the present to the past. If you have not properly used that single second when it was in the present, it is a second wasted and it is already lost and becomes the past. No amount of crying or trying can bring you back the past. If you want success in life , make proper use of time. Mind the present and make full use of it.

I WON A LOTTERY

I am from a middle-class family. My life was going on easily. One day, I was coming back from school. A lottery ticket seller came to me. He requested me to purchase a ticket. He told me the possibility of winning the first prize. He drew a very promising picture before me. I purchased a ticket in the name of God. On due date, the draw was opened. Next day, I saw the newspaper. I brought my ticket. I was surprised to see that I had won the first prize of Rs.fifty lakh. At first, I did not believe it. I was mad with joy. When luck favours, it knows no limits. I cried with happiness. My parents, brother and sisters came to me. They also checked the ticket number. They were extremely happy. My relatives and friends came to congratulate me. My father brought sweets from the market. We gave sweets to everyone who came to our house. Everyone was telling us that we were very lucky. I have no words to express my joy and feelings. That day really brought happiness to all of us.

GOOD MANNERS

Good manners are not born with us. They are learnt. Good manners help to make a man popular. They are the ornaments of a gentleman. They make a person a useful member of the society. They are a ladder to success. They are more important than the laws of the government. If a man has good manners, he is liked by all. People praise him and respect him.

Good manners cost nothing, but their effects are very valuable. Good manners give colour and grace to life. We should demonstrate good manners at home, at school and everywhere. We should respect our parents, neighbours, teachers and elders. We should have affection (love) for those, who are younger to us. We should respect the feelings of others. We should look to the comforts of each member of our family. Politeness is a very necessary element of good manners. We should not unnecessarily argue with others. We should not lose our temper. We should not hurt the feelings of others. We must remember, that our rights are limited by the rights of others. Good manners bring us honour.

MY AMBITION IN LIFE

Life without an ambition is like a ship without rudder.Man is the maker of his life. Those who aim at nothing get nothing. In fact, without aim, a man wanders about in dark. Life without aim is no life at all. Aim gives direction to the life. Ambitions differ from man to man. Some people aim at wealth, some at power and some at eminence.

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The service to man is the service to God. I also want to serve human beings. My ambition is to become an ideal teacher. Teachers are the builders of nation . Teaching is a peaceful job. A teacher is always young among the students. A teacher feels pleasure in teaching.A mother simply gives birth to a child , a teacher makes him capable. He wishes that his students should bring a good name to him and to his country. A true teacher does not run after money. A true teacher has a respectable position in the society. People respect a true teacher.

Students are the true wealth of a teacher. A teacher follows the principle-'simple living and high thinking'. A teacher has morals and teaches morals to his students.

So, my ambition is to become a true teacher.

A MORNING WALK

Walking is the best exercise. It is a natural tonic. It is good for the old and the young alike. It keeps the body healthy and strong. There is a saying "A healthy mind lives in a healthy body." A morning walk keeps our mind fresh and makes us active. Early rising is a good habit.

Nature is full of peace and beauty. Through morning walk, we come into close contact with nature. We enjoy the beauties of nature. The air is cool and pleasant. We see that birds are singing. Flowers are laughing and leaves are dancing. We feel pleasure. We notice green trees and green fields. They look very beautiful. The air is fresh and full of natural fragrance. Peace prevails everywhere. A walks in the morning gives us pleasure and peace. We forget our worries. Noble ideas come to our mind. We are not in a hurry and walk slowly. We feel that God is really a big artist. We get free fresh air (oxygen). It makes our lungs and heart strong and keeps illness away.

After some time, the sky begins to become red in the eastern horizon. It shows that the sun is about to rise. Slowly, the sun peeps out at the horizon. It looks like a big red ball! The scene of rising sun has its own charm. In short, we can say that morning walk is a boon.

GOING TO A DOCTOR

I detest the idea of being sick. However, sickness does not care for one's likes and dislikes. One day, I got up feeling quite uneasy. I thought it was the outcome of lack of sleep. When it persisted, my parents and I knew some sickness was in the offing. My father took me to Dr. Joshi , a well known physician of the town. There was a great rush at his clinic. The doctor was examining the patients one by one. We had to wait for over forty five minutes. The doctor asked me to open my mouth and show him the tongue saying, 'ah'. An assistant of the doctor took my temperature. The doctor told my father that I had a bad cold. He asked me to stay in bed for a week. I was asked to take light food only. The doctor prescribed me some capsules, some tablets and a cough syrup. The behaviour of the doctor impressed my father and me a lot.

A ROAD ACCIDENT

It was 21st December. I was going to my school. The road between Ashoka Circle and Bhagat Singh Circle was very busy. Everybody seemed in a hurry. A young man on a motorcycle came . He was driving the bike at a great speed. A girl was going on a bicycle. The motorcyclist tried to control his speed but it was too late. There was a severe collision. He knocked down the girl. The girl started screaming with pain. Some people ran to help the girl. The motorcyclist and I took her to the general

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hospital. We took the girl to 'Emergency Ward'. The doctor on duty quickly examined the girl and gave her some tablets. I telephoned the parents of the girl. They immediately arrived and thanked me. The motorcyclist was very ashamed for the accident.

There has been a great rise in traffic recently. The number of road accidents is fast increasing. Rash driving and lack of effective traffic control are mainly responsible for it.

A RAINY DAY

It was a cloudy day. Before I set off to office, my mother insisted on taking an umbrella. So I took an umbrella along with my briefcase. Hardly had I started, when it started drizzling. Within minutes the drizzle turned to heavy showers. The road was completely wet with water gushing into the drains near the road. I took shelter in the varandah of a shop near the bus stop.

As I looked around, I saw boys and girls splashing water on one another. Little children were dancing and jumping with joy. One small boy was trying to float a little paper boat. Some people were fully drenched but did not care and went on walking. Buses, cars, rickshaws and scooters flashed past splashing water.

After about half an hour, the rain stopped and I set off to office.

MY HOBBY

Every person has some hobby. Hobbies differ from man to man. My hobby is gardening. It gives me pleasure and satisfaction. It also helps me to keep fit as physical labour is involved in it. Mostly, I am free in the morning. So I devote an hour every day for the sake of my hobby. I have grown a beautiful lawn in front of my house. This lawn is surrounded by flowering plants. I have a good variety of 'English roses' besides the seasonal flowers that I grow. I have collected a good number of fine species of cacti and crotons. In the evenings, I sit in the lawn, see the blooming flowers and feel as if I am living in a garden of happiness. My parents like the hobby I pursue and my neighbours praise me.

A VILLAGE FAIR

I live in a village. Last Monday I went to see the fair of Baba Ramdeoji. I went there with my friends. Hundreds of men, women and children were there. They were in fine clothes. The ground looked like a sea of people. People were going and coming here and there in groups. Some women were singing songs. There were many beggars also. They were begging. There were some scouts and policemen to help the people.

There were many stalls. They were decorated with toys, bangles, rings, ear-rings, combs, clothes, balloons and many other things. There was rush on every stall. Stall-keepers were doing good business. There were some stalls selling sweets, namkins and tea. We were also enjoying the fair. We saw a small boy weeping. He had lost his parents. We took him to the police-chowki. His parents were waiting there. They were very sad. When they saw the boy with us, they were very happy. They thanked us.

We went to the temple. There was a long queue of people. We also stood in the queue. After some time we had 'darshan' of Baba. We took one more round of the fair. We were tired. We went to a tea stall. We took a some 'chat' and tea. There were some merry-go-rounds. They were attracting many people. We went there. We also enjoyed them.

It was evening. I purchased some toys and balloons for my younger brother. We came back to our houses. I was very happy. I cannot forget this fair in my life.

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IMPORTANCE OF TREES

Trees are called 'GREEN GOLD'. It means trees are as valuable as gold. We get wood from trees. Wood is used in making furniture, houses and other useful things. Trees give us fruits, spices, timber and many useful medicines. They give fodder to animals. Trees breath out oxygen. We breathe in oxygen and so are alive. Every country is suffering from air-pollution. Trees help in reducing air-pollution. Many industries depend on trees.

Trees attract clouds, and clouds bring rain. Trees check soil-erosion. Wild animals and birds live in forests. They are useful in many ways.

Trees are our helpful and useful friends.In reality, trees are the valuable gifts of nature to man. We should honour and preserve trees.

THE IMPORTANCE OF NEWSPAPERS

Newspaper is a mirror which reflects the political, economical and the social conditions of the country . Newspapers try to give us the latest news about the country and the world. Newspapers are the windows through which we see the happenings of the world and the country.

They enhance our general knowledge. They have educational value. They serve the society in many ways. We should inculcate the habit of reading newspapers.

The government programmes and policies are made public through newspapers. If a particular policy is good, people appreciate it; and if it is harmful, a cry against it can be raised in newspapers. They are an eye-opener for the government. In this way, newspapers are very important for democracy. A good newspaper is a watchdog of democracy.

AN INDIAN WEDDING

Marriage is a social necessity. It is said that marriages are settled in heaven and celebrated on the earth. Indian weddings are colourful.

Last month I attended the marriage ceremony of my friend Ramesh. The house was decorated with colourful lights and paper-flags. In the evening, his friends and relatives gathered at his house. All were in fine dresses. Ladies were singing songs. My friend put on a special dress. He sat on a decorated mare. There was a music-band-party with the 'barat'. We went to the bride's house in a procession. On the way, groom's friends danced at many places .

The house of the bride was also decorated. The relatives of the bride welcomed us. There was a tent and there were chairs. We took our seats. The groom went at the gate. The bride came in a fine bridal-dress. She was looking very beautiful. They garlanded each other.

They served us tasty dinner. We enjoyed it. The groom also took food. Then he was taken into the house. There was a 'Pandit'. The bridegroom and the bride sat side by side. The 'Pandit' chanted out some promises. The bride and bridegroom repeated them. The pair took seven rounds of the holy fire. The ceremony took about two hours. Now they were husband and wife. Next morning, the 'barat' came back to the bridegroom's house with the bride . They were welcomed there.

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Some Proverbial Paragraphs

FAMILIARITY BREEDS CONTEMPT

Familiarity means-closeness; means- lack of formalities; means-knowing all the ins and outs of the others. 'Familiarity' also means lot of expectations , which result in giving rise to cause of dispute and also breed reasons for quarrel or contempt, as expectations can't be calculated and are very difficult to be fulfilled in this world, where everyone is busy in his own affairs. On the other hand, in formal acquaintances we know little about others and take more formal care and pay more formal respect, so there is little cause of quarrel or contempt.A reasonable distance in relations so, is necessary to avoid quarrel and contempt.Rightly said, "A hedge between, keeps the friendship green'' and also, ''familiarity breeds contempt".

ROMANCE IS THE MAGIC OF DISTANCE

One likes to acquire what is not within one's ambit.Any rare thing once possessed , lost charm of having it, but a thing of whatever quality till not acquired is a rare thing and so has its importance.There is a saying : 'Distant bells are charming'. The future is always more charming because that is far from the present.A man generally pines for distant objects and moments in the hope of getting imaginative pleasure. We often discover an element of magic in the distant obects.Romance vanishes as soon as the object of romance is achieved or acquired by us. The fact is that 'the element of distance' casts some magical spell on us. All human faces and objects look romantic till they are at a distance. Keats has so rightly said, "Heard melodies are sweet, but those unheard are sweeter".

GOD HELPS THOSE WHO HELP THEMSELVES

God has gifted the man with such wonderful and tremendous powers that he can achieve anything. A person, who is sincere and dedicated to his task, gets success. In time of distress , when one aspires some divinely help to get one free from the period of distress, the divine help comes only to those who help themselves . God only helps those who do not loose heart and fight tooth and nails to get success.One, who is hard working , sincere and devoted honestly to one's work, is certain to achieve his goal and get success and to such fellows, God is there to come to aid and rescue. So, one must not keep oneself idle and waste one's time in the hope of any divine help as God helps those who help themselves. 'Every one pushes the moving cart, but none lifts the bogged down one'.

THE FRUITS OF LABOUR ARE SWEETER THAN THE GIFTS OF FORTUNE

What is received in gift or what is inherited from the parents is never as charming or important as the things achieved by us by our own efforts, by our own labour.The 'sweet' acquired through 'sweat' will be much sweeter than the sweet given to us by someone. Nothing tastes so sweet as that is earned by hard labour. 'By the sweat of thy brow thou shalt earn thy bread'-was the divine wish.The things achieved by hard work shall be more permanent, more delicious, more lovable, more enjoying and rendering us real happiness.

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Anything acquired by the grace of God or by luck will not give you the real enjoyment and real respect, because this fortune does not have anything your own.The history remembers those who change the path of adversity by their hard labour.The world adores those who make their own fortune and create examples for others.Abraham Lincon, Dhiru Bhai Ambani etc. are several examples of persons who achieved the success by their sheer hard work and so they are adored today.'Honest labour bears a beautiful face.'

SPARE THE ROD AND SPOIL THE CHILD

What is good and what is bad can't be understood by a child.He tries to do what he feels good and enjoyful. Sometimes he puts unreasonable demands and presses upon it to get it fulfilled by all the means he knows. If we fulfill such demands it means we are not sincere to our child in real terms and spoiling his habits, making him peevish and obstinate. To make a child disciplined and hardworking, we have to put a check on the wrong demands , wrong actions of the child .Even if we are to use some force, we must not hesitate , because if we spare the rod we spoil the child. Unjustified and wrong demands must be nipped in the bud.

TIME AND TIDE WAIT FOR NONE

Time and tide have their own course , their own routine as per nature's rule.They do not wait for anyone. They come and go their own ways. A wise man makes the best use of his tims .The time once gone never comes back. Those who do not make a proper use of opportunity, often repent later on.One should siege the opportunity, whenever it is within one's reach.If you loose, other fellow will grab it and then you will be blaming your luck or anything else for your loosing such a good opportunity. Time and tide wait for none and they will not wait for us also.

ONLY THE WEARER KNOWS WHERE THE SHOE PINCHES

It is very difficult to calculate the sufferings or problems of others without putting oneself entirely in others' place. Looking from the outside, a man of power, like a king or a minister, seems enoying all the luxuries of life ,but his problems and pains can't be understood by ordinary people.The pains, the difficulties and responsibilities of enjoying position of authority are so immense that can't be realised until we are in the same position.Crown carries with it not only the power but the liabilities and the responsibilities also. So it is rightly said that only the wearer knows where the shoes pinches.

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STORY WRITING

Story-telling is not a difficult task .You also know how to tell a story. You do it every day! Every time you tell someone about something that happened to you or something you saw or you did, you tell a story. For example, if something new happens at your school, you tell a friend about it, you've created a story. The point is how to write it ?

You can write a story about anything you want. All you need to know are the basics — the ingredients of your story. You can't bake a cake without ingredients, right? So, before you begin to write, sit and think for a little while about the beginning, middle and end of your story. You must have the whole plot clear in your mind.

In this exercise, you are not asked to make up a story. The plot of each story is given to you more or less fully in the outlines provided. *You are to complete the story* with a well connected narrative and make it fully interesting .

Points to Remember:

1. Set your mind free. Set a clear idea of the plot of the story in your mind before you begin to write.
2. Keep in mind the outline given ; i.e. do not leave any point and keep to the track of the outline.
3. Connect the points given in the outline properly , so that the whole story looks well connected, compact and interesting.
4. If need be, you can introduce *dialogue or conversation;* but be careful that these should be relevant.
5. The *conclusion* should be written in such a manner that the whole story leads up to it naturally and it should not come to the end abruptly.
6. While writing *a heading or title to the story,* choose the main character object or incident of the story (e.g., "The Barber of Baghdad," or "The Pot of Olives," or "An Accident") or a proverb or well known quotation that suits the theme of the story (e.g. "Something is better than nothing" "Failures are the pillar of success", etc.)
7. Your composition should be grammatically correct .
8. Do spell check and revise the work until it is as per your choice.

Examples:

ROBERT BRUCE AND THE SPIDER

(Robert Bruce ..... King of Scotland ..... loses repeatedly on battle field ..... notices a spider ..... climbing up to the roof ..... at last it reaches the roof ..... learns a lesson ..... fights against the English ..... wins back the liberty of Scotland.)

Once there lived a King in Scotland. His name was Robert Bruce (his kingdom was over-powered by the English). He fought very hard to free his country from the English. But he lost repeatedly on the battle field. He was badly defeated. He had to run for his life into the forest. There he hid himself in a cave.

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One day he was feeling much depressed, he noticed a spider, trying to climb up the wall to reach the roof. Bruce for the time being forgot his own troubles and watched the efforts of the insect with interest. It climbed and fell again and again but the spider did not lose heart.The spider began to climb up again. It went up steadily inch by inch and at last reached the roof.

The king at once rose up crying, "I must try again and again like the spider and the success will surely be mine." He learnt a lesson. He once again raised a strong army. He fought against the English. He won back the liberty of his country.

Moral : **Try again and again, till you succeed.**

A WISE TRAVELLER

(A thirsty traveller ..... through a forest ..... in search of water ..... coconut tree ..... high for the traveller ..... monkeys ..... plan ..... stones at monkeys ..... coconuts at the traveller ..... breaks coconuts ..... drinks water ..... quenches his thirst.)

Once upon a time there was a traveller. He was passing through a forest. He was very thirsty. He searched for water everywhere but all in vain. At last he came under a coconut tree. Coconuts were hanging down from it. He could not climb up the tree because coconuts were very high on it.

There were many monkeys on the tree. The wise traveller thought of a plan. He threw some stones at the monkeys. The monkeys got very angry. They too, plucked coconuts and threw at the traveller. The traveller collected the coconuts and broke them and drank their water. In this way, he quenched his thirst.

Moral : **Wisdom always pays.**

THE HIDDEN TREASURE

(A farmer ..... four sons ..... very lazy ..... father advises them to work hard ..... never listen to him ..... falls ill ..... calls for his sons ..... tells them of treasure in the field ..... farmer dies ..... sons dig up ..... no treasure ..... sow seed ..... good crop ..... earn a lot of money ..... thank father ..... they become rich.)

Once there lived an old farmer in a village . He had four sons. All were very lazy. He often advised his sons to work hard. But the lazy sons never listened to his advice. The old man was much worried.

One day the farmer fell ill. His condition was serious. He wanted to teach his sons the value of hard work. So he called his sons and said to them, "There is a big treasure in my field. I am on deathbed. If you dig up the field, you will surely find it. Dig it out only after my death. But I do not know the exact place where I have buried it." Soon after this the old farmer died.

After some days, the sons dug up all the field to search the treasure. But they found nothing. They were disappointed.

In the meantime, an old man passed that way. He knew what their father meant. He advised them to sow seeds. They did so. There was a good crop . They became rich. Thus they learnt the value of hard work.

Moral : **No pains, no gains.**

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BLESSINGS IN DISGUISE

(A merchant ..... returning home on his horse ..... money under the saddle ..... passing through a thick forest ..... begins to rain heavily ..... sad ..... curses God ..... starts journey again ..... meets a robber ..... the robber says, "Your money or your life." ..... does not agree ..... the robber fires ..... the gun does not go off ..... the merchant saved ..... thanks God.)

Once there was a merchant. One day he went to a fair. He sold all his wares and made huge profits. He started back for his village in the evening. On his way was a thick forest. There were some robbers in the forest. So he hid his money under the saddle of his horse. It began to rain heavily. The merchant was drenched to the skin. He cursed God for such a nasty weather.

A robber came out of the bushes. He aimed a gun at the merchant. He asked the merchant to hand over the money. The merchant was frightened. He spurred his horse to run fast. The robber pressed the trigger of his gun. But it did not go off because it was wet due to rain.So the merchant escaped unhurt. He thanked God for saving his life from the robbers.

Moral : **One can't judge the acts of God.**

THE WISE KING

(Two women ..... claim the same child ..... no witness ..... difficult to decide ..... go to the King ..... child to be cut into two parts ..... the first woman ..... quiet ..... the second woman falls at king's feet ..... "do not divide" ..... agrees to give up the child ..... the second woman ..... the real mother ..... the first woman sent to jail.)

There were two women. Once there was a quarrel between them over a child. Both of them claimed the same child. Each said that she was the child's real mother. There was no eye witness or fullproof evidence to know the reality. So it was very difficult to settle the case.

Both of them went to the king for justice. The king was very wise. He heard their statements. The King said, "There is only one solution to your problem. The child should be cut into two halves. Each of you will get half the child."

The first woman kept quiet but the other one fell at the king's feet and prayed to the king not to kill the child. She said, "My Lord, give this child to her (the other woman) but do not cut it." This affection was a clear proof that she was the real mother. The king gave her the child. The first woman was sent to jail for her wickedness.

A TIGER AND A BRAHMIN

(Tiger ..... encaged ..... requests Brahmin to set free ..... he frees him ..... he wants to eat the Brahmin ..... a fox comes ..... it asks the tiger to show how it was encaged ..... tiger enters the cage ..... Brahmin asked to shut the cage tightly ..... the fox asks the Brahmin to go ..... thus he is saved by fox.)

Once a tiger was encaged. He requested a Brahmin to set him free. The Brahmin set the tiger free. Now the tiger wanted to kill the Brahmin and eat him up. A fox was passing that way. The Brahmin requested the fox to arbitrate in that case.The fox understood the wickedness of the tiger. The fox asked the tiger to show how it was encaged. The tiger entered the cage. The fox asked the Brahmin to shut the door tightly.Brahmin did so. Then the fox asked the Brahmin to go home. Thus the cunning fox saved the life of the Brahmin.

Moral : **Never believe the 'wicked'.**

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THE WISE JUDGE

(A merchant ..... riding ..... city ..... a sick man ....wants ..... a lift ..... puts him on horse back ..... refuses to get down ..... wants the horse ..... both go to the judge ..... wise judge ..... go to the stables one by one ..... horse turns head towards his master ..... looks at him with affection ..... does not look at the sick man ..... judgement.)

Once a merchant was going to the city riding on his horse. He met a sick man on the way. The sick man requested the merchant to give him a lift on his horse. The merchant put the sick man behind himself on the horse-back.

Both of them reached the city. The merchant asked the sick man to get down. But he refused to get down the horse. He said that the horse belonged to him. They took the dispute to a judge. The judge was very wise. He sent the horse to the stable. He asked both the men to come to him next morning.

Next morning, the judge asked the sick man to wait for some time. The wise judge took the merchant to the stable. The horse turned his head towards his master and looked at him with great affection. Then the judge returned with the merchant.

Now the judge took the sick man to the stable. The horse did not look at him. Thus the judge knew, who was the real master of the horse. The sick man was sent to jail for his dishonesty. The merchant got his horse.

Moral : **Lie has no legs.**

HALF THE PROFIT

(A fisherman ..... catches a golden fish ..... to the king ..... the gate-keeper wants half the reward ..... allowed ..... the king happy ..... offers reward ..... demands fifty lashes on his back ..... surprised ..... dishonesty of the gate-keeper discovered ..... punished.)

Once there was a fisherman who used to catch fish daily. One day he caught a golden fish. He wanted to present it to the king. So he reached the king's palace. But the gate-keeper did not allow him to enter the palace and demanded half of what the fisherman would get. The wise fisherman agreed.

The fisherman gave the golden fish to the king. The king was very happy to see such a beautiful fish. The king offered rewards to fisherman; asked him what he wanted .

The fisherman said, "Sir, I want fifty lashes on my back." The king thought that the fisherman was a mad fellow. He ordered his servant to give him fifty mild lashes.

The fisherman asked the king that he wanted to call his partner in the reward. The fisherman called the gate-keeper. Then he told the king how the gate-keeper demanded half the reward. The king understood the whole case and was very angry. The gate-keeper was punished severely and was dismissed from his service. The king rewarded the fisherman handsomely, and praised his wisdom and honesty.

Moral : **Corruption under the nose must be checked.**

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REPRODUCTION OF A STORY POEM

In this exercise, students are required to write the *story of a poem in their own words.*The students should read the poem well, understand the story and then tell the story in their own words in their own way.

Tips to Remember :

(a) Read the whole poem thoroughly and try to understand the theme of the story of the poem. If the story is not quite clear after first reading, *read the poem again and again,* until the theme is quite clear in your mind.

(b) *Note down briefly the main points of the story,* so that these could be helpful to you in writing your narration. Do not leave out any important point.

(c) Now try to write out the story in your own words in simple English. Write straightforwardly and in natural manner.

(d) *Avoid using the language of the poem.* Don't use literary adjectives etc.,use simple and plain words.

(e) The sentences used should be well connected. *Check again if any important point is left.* Also *check* the *spelling* and *punctuation*. The whole composition should be well construed and compact.

Example 1. ***Read the following poem thoroughly and reproduce the story of the poem, concisely in your own words.***

KING BRUCE AND THE SPIDER

King Bruce of Scotland threw himself down
In a lonely mood to think;
It's true he was king and wore a crown,
But his heart was beginning to sink.
For he had been trying to do a great deed
To make his people glad;
He had tried, and tried, but couldn't succeed;
And so he became quite sad.
He threw himself down in low despair,
As grieved as a man could be;
And after a while as he pondered there,
"I'll give it all up,'' said he.
Now just at that moment a spider dropped
With its silken cobweb clue;
And the king in the midst of his thinking stopped
To see what the spider would do.

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It was a long way up to the ceiling dome
And it hung by a rope so fine,
That how it would get to its cobweb home
King Bruce could not divine.
It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near the ground as ever.
Up, up it ran, not a second did stay,
To make the least complaint,
Till it fell still lower, and there it lay,
A little dizzy and faint.
Its head grew steady- again it went,
And travelled a half-yard higher;
It was a very thin thread it had to tread,
A road where its feet would tire.
Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.
'Sure' cried the king, 'that foolish thing
will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time.
But up the insect went once more,
'Ah' me!' it's an anxious minute;
He's only a foot from his cobweb door;
Steadily, steadily, inch by inch,
Higher and higher he got;
And bold little run at the very last pinch
Put him into his own small cot.
'Bravo, bravo!' the king cried out,
'All honour to those who try;
The spider up there showed no despair;

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He conquered, and why shouldn't I?
And so king Bruce felt stronger in mind,
And people tell the tale
This he tried once more as he tried before,
And that time did not fail.

Reproduction:

KING BRUCE AND THE SPIDER

King Bruce of Scotland wanted to make his people glad. He was not successful. He was very sad. He went away to a lonely place.He thought of the situation. He was lying down. He saw that a spider was trying to climb up the ceiling. But it fell down again and again. It tried nine times. It did not lose heart. It tried tenth time, It was successful. The king was watching the spider. The spider inspired the king. He also decided to try again. Bruce learnt two lessons; (1) we should not lose heart at failures, (2) we should try and try again. So king Bruce tried again and got success.

Example 2. ***Read the following poem thoroughly and reproduce the story of the poem, in four paragraphs in your own words:***

PEACE

I'd like to build the world a home
And furnish it with love.
Grow apple trees and honeybees
And snow-white turtle doves.
I'd like to teach the world to sing
In perfect harmony.
I'd like to hold it in my arms
And keep it company.
I'd like to see the world for once
All standing hand in hand;
And hear its echo through the streets
For peace throughout the land.
Last night I had the strangest dream
I ever had before
I dreamt the world had all agreed

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To put an end to war.
I dreamt I saw a room somewhere
And the room was full of men;
And the paper they were singing said
We'd never fight again.
And when the paper was signed and sealed
And million copies made
There was cheering in the streets
And grateful prayers were said.
I dreamt I saw the world for once
All marching hand in hand
And swords and guns and uniforms
Were banned throughout the land.
Last night I had the strangest dream
I ever had before
I dreamt the world had all agreed
To put an end to war.

Reproduction:

PEACE

The poet has a noble desire. He wishes to change the whole world into a dream home and equip it with all comfortable things. There he wishes to grow apple trees and keep beehives for honey. He would like to rear white doves. White doves are a symbol of peace. He would also like to teach the world to sing in complete harmony. He would like to keep this peace and harmony with him. Thus he would be happy to hear the echo of the music of peace all over the world.According to him, what the world needs today is only peace.

The poet says that he had a strange dream last night. He had never had such a dream before. He dreamt that all the world had agreed to put an end to war. He also saw a big hall. It was full of men. They were from all parts of the world. They were signing of an agreement, never to fight in future.

And when they had signed the agreement and sealed it, they made millions of copies of this agreement, perhaps to distribute them all over the world. They, perhaps, wanted to tell the people about this agreement of peace. People also cheered this agreement and said prayers in a gesture of thanks.

The poet dreamt that the people were marching hand in hand with one another. All the weapons of war and military uniforms were banned forever. People would not fight anymore in future. Then last night he had one more dream. It was the strangest of all. And he had never had such a dream before. He dreamt that all the people had agreed to put an end to war. There would be no war in future.

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LETTER WRITING

Letter writing is an art. A well written letter not only conveys your message to the receiver in clear terms but also reflects on him about your overall personality. Everyone has to write letters of some sort in his life, so one must learn the art of letter writing.

Letter can be classified broadly in *two categories.*

(1) *Personal* or *friendly* letters, including invitational letters,

(2) *Business* letters, including letters to government or semi-government officials, letters to newspapers , letters of application etc.

All letters in general consist of *following parts:*

1.The Heading,

2. The Greeting,

3. The Body,

4. The Complimentary close (The subscription), and

5. The Signature line.

PERSONAL LETTERS

Personal letters, also known as **friendly letters,** normally **have *five parts*:**

1. The Heading : This includes the ***address, line by line, with the last line being the date***. Skip a line after the heading. The heading is indented to the middle of the page.If using pre-addressed stationery, just add the date.

The heading of a friendly letter contains the *return address*, followed by the date.

In a friendly letter, the **heading is always indented to the middle of the page.**

If the correspondents are familiar enough and the recipient knows the writer's address, or if the stationery is imprinted with the return address, then the return address may be omitted. (Although another reason for mentioning the return address is a backup, in case the envelope gets damaged....) But don't forget to include the date. For example:

129, South West Block,
Alwar (Rajasthan).
August 24, 2006.

(Most writers skip a line between the address and the date.)

2. The Greeting (Salutation): The greeting always *ends with a comma*. The greeting may be *formal*, beginning with the word ***"dear"*** and using the person's given ***name or relationship,*** or it may be *informal*, if appropriate:

Formal greeting : Dear Uncle Jimmy, Dear Mr. Walker,

Informal greeting : Hi Joe, Greetings,

The greeting in a friendly letter *capitalizes the first word and any noun*. It normally ends with a comma, though it might be all right *to end with an exclamation mark* when writing to someone with whom we are very familiar and the emphasis is appropriate.(Occasionally very personal greetings may end with an exclamation mark *for emphasis*.)

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3. The body: *The body* of the letter contains the *main text* . This includes *the message you want to write.* Normally in a friendly letter, the beginning of paragraphs is indented. If not indented, be sure to *skip a space between paragraphs. The block style* (no indented paragraphs) is considered too formal for a friendly letter, so each new paragraph should be indented.Skip a line after the greeting and before the close. Skipping a line between paragraphs, especially in typed or printed copy, helps the reader.

4. The complimentary close (The subscription) : This short expression is always–a few words on a single (eg. **Sincerely yours, Truely yours**). The complimentary close begins with a capital letter and ends with a comma. It should be indented to the same column as the heading. Skip one to three spaces for the signature line.

5. The signature line : Type or print your name. The *handwritten signature goes above this line* and *below the close*. The signature line and the handwritten signature are indented to the same column as the close. If the writer and reader are very friendly, or if the letter is handwritten in the same script as the signature, the signature line or the last name in the signature line may be omitted.

Unless there is great familiarity between the correspondents, *the signature should be in blue or black ink.* For example:

Truly yours,
(Signature goes here)
Suresh Gupta.

Postscript : If your letter contains a postscript, *begin it with* ***P.S.*** and *end it with your initials*. Skip a line after the signature line to begin the postscript.

ENVELOPE FORMAT

The following picture shows what an addressed envelope should look like. The horizontal lines represent lines of type.

Follow this format regardless of letter style you used:

Stamped Addressed Envelope

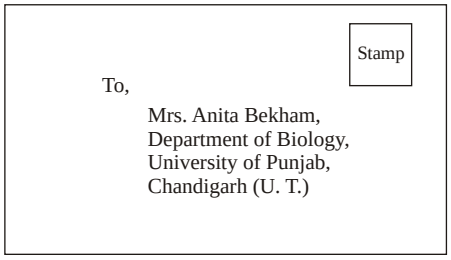
Postage

The postage (stamp or prepaid imprint) goes in *the upper right hand corner* of the envelope.

Do not cover a stamp with adhesive tape.

Make sure the stamp is positioned so that its cancellation will not affect the addresses.

Be sure that the *postage is sufficient as per norms*. Always check letters containing more than three pages, letters with inserts, or letters to foreign countries for correct postage. There are few things that will annoy a correspondent more than having to pick up and pay for penal postage due to letter.



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Address

The name and address of the recipient should be *centered on the envelope*. Make sure the address begins far *enough down on the face of the envelope*, so that it will not be covered by the cancellation of stamps.

If you are using envelopes with windows, make sure the address is visible clearly through the window.

Addresses on envelopes are normally single-spaced.For example:

Mrs Anita Bekham,
Department of Biology,
University of Punjab,
Chandigarh(U.T.).

PUNCTUATING THE LETTERS

Commas

(a) Use commas *after the salutation* (also called the *greeting*) in a personal letter and *after the complimentary closing* in all letters:

(i) Salutation:

Dear Ram,
My dearest Hina,

(ii) Closing:

Sincerely,
Truly yours,

Colons (:) used in Special Cases

1. Numerical expressions of time,

   Example : 5:31 p.m.

   The colon (:) goes *between the hour and minute*. If seconds are noted, a colon goes *between the minute and second* also.

2. We can also use 'colon' with *salutations* in business letters, as per following:

   Dear Sir:
   Dear Ms. Hathaway:

3. Colons follow *labels that identify important ideas meant to get attention*:

   Warning: To be opened by authorized personnel only.

Capitals in Letters

There are ***two additional rules for capitalizing a word*' when writing letters**:

1. Capitalize the *first word and all nouns in the salutation* (greeting):

   Dear Sir:
   My dearest Aunt,
   Greetings!

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2. Capitalize the *first word in the complimentary closing:*

Sincerely,
Truly yours,

With best wishes,

Examples of Personal Letters

Q. 1. Letter from a father, giving advice to his son, who has taken admission in a college.

1/42,Aravali Vihar,
Rajgarh(Alwar).
July 14, 200.

My very dear Son,

This is the first letter I am writing to you, after you left home for higher studies at the college. You have been a very sincere and hard working student so far. You are at the threshold of making and shaping your future career . If you would be sincere to your studies , you could get what you desire .These four years of sincerity and devotion to the studies are very important in shaping the career of a student.You are venturing into a new life where you find everything to decide yourself. There is none to tell to study or play or watch T.V. You are to manage all your time.

I know that you will not disappoint me with respect to your studies, but you are in your youth , and know little of the temptations and allurement with which youth is beset nowadays. The bad habits and evils caught during this period can spoil not only your own career but also destroy the aspirations of the parents .

Companions influence one's character greatly; good companions make one's character and bad companions mar one's career. Choose the friends who are sincere, honest and industrious. Education plays very important role in the formation of character. Morals are of greater importance in life than the subjective knowledge.

Indolence is the worst habit a student can form. Remember that doing nothing may do you even more harm. You may find plenty of books in your college library. Read history and biographies, both for instruction and amusement and also if you feel inclined for something lighter.

I don't want to say anything more.You are yourself wise boy. Remember :

''Heights by the great men reached and kept , were not attained by sudden flight, but while their companions were sleeping, they were toiling upwards in the night".

Write to me regularly and unreservedly. Always look upon me as your best friend, hiding nothing, not even your mistakes or faults.

Your mother conveys you her fondest love.

Your affectionate father,
S.C. Gupta

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Q. 2. Write a letter to your friend, congratulating him on his success in the RAS examination.

32/31,West Patel Nagar,
Jaisalmer.
July 23, 200.

My dear Pramod,

I am glad to see your result in the Rajasthan Patrika of today; that you have been successful in the RAS examination and secured good rank. I conveyed this happy news to my father who was sitting beside me. He too was overjoyed.

I thank God for His Kindness and wish you a bright future. I know well that you have been intelligent and diligent in your school and college days. Certainly your success is due to God's grace as well as your hard work and also timely guidance of your respected parents.

Please convey my respectful compliments to your parents.Again congratulations to you.

Yours sincerely,
Raj Kumar

Q. 3. Write a letter to your friend, who has recently lost his mother.

10,Barkat Nagar,
Jaipur.
May 4, 200.

My dear Mahesh,

It is really a very sad news that you have lost your mother. I knew your mother was ill, but the illness was not so serious. The news of your mother's death came to me as a shock. I know you will feel it deeply, for you always thought so much of your mother and loved her very much. I also feel it as a personal loss to myself. She was always very kind and loving to me. I can't forget her love and affection for me and her motherly care and worries for me. She was such a good and noble lady.

In such sorrow, we are always alone. Words, I know, can't soothe the wounds. May God give you strength to bear this loss!

Yours sincerely,
Kailash Jaiman

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Q. 4. Write a letter of apology to a friend for not keeping an appointment.

29,Janta Colony,
Jaipur. N.P. June 19, 200.

My dear Pradeep,

I am sorry, I could not join you at dinner last night. You must have waited for me and cursed me as well for not keeping the appointment. But this lapse on my part was due to the fact that I met with an accident while coming over to your place.

Near Ghat Gate, a motorcycle came from the opposite direction. It was without lights. It hit my scooter. I fell off the scooter and lay on the road. My left arm was badly injured. Some people took me to hospital. I was allowed to leave the hospital only after midnight. My arm was plastered. I hope you will excuse my absence.

Yours Sincerely,
Ashok

Q. 5. Write a letter to your younger brother, advising him to take part in evening games.

12, South West Block,
Alwar.
February15, 200.

My dear Tapan,

I met your class teacher yesterday. He told me that you stood first in the class. I was glad to hear it. But he also told me that you have become a bookworm. You do not take part in any kind of games. It is not good. It will affect your health.

I suggest you to take part in evening games. Do not study at the cost of your health. Play hockey or football . Play the game for an hour. It will refresh your mind and keep you physically fit. This will also help you in your studies. Do study hard, but do play a while. Work, while you work and play, while you play; that is the way to be happy and healthy.

With love,

Yours affectionately,
Prakash Gupta

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Q. 6. Letter to your elder brother from the town in which you have just joined a new appointment, describing the important features of the town, and of the people with whom you are associated.

13,Mayur Colony,
Bhilwara.
April 25, 200.

My dear Brother,

I am glad to receive your loving letter and happy to learn that everyone is fine at home. You have asked me to give you a brief description of this town. I like this town and the people here. I am sure that the description as follows will make you like the place and fill you with a longing to see it.

It is a big trade centre. There are two cloth mills here, which supply cloth to the whole of the country. There is a large cloth market where you can buy cloth of all qualities and printing designs . There are four boys' colleges and eight senior secondary schools.There are two girls' college also. There are three government hospitals , one for male, other for female and child and several private nursing homes .Besides these, there is a charitable Eye hospital also.It has a Railway junction . Three beautiful Picture Halls are also situated in the town. There is one Engineering and one Dental College too, located in the Industrial Area about 8 kilometers from the town. The most interesting feature of the town is its magnificent temples where hymns are sung and cymbals are clashed daily in the morning and evening.

People here, are nice, honest, straighforward, hardworking and trustworthy. They are by and large not addicted to any vices; as-drinking and gambling. My colleagues are also very cooperative and of helping nature. The General Manager of my company is a thorough gentleman and takes keen interest in the welfare of the staff. He is very kind and sympathetic to all the employees.

I am fine here. Everything is going on here nicely as per schedule routine.

Regards to Daddy and Mom.

Yours affectionately,
Maneesh

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Q. 7. Personal letter from a student to his friend, telling him about the first impression of the college :

215, Aravali Vihar,
Near Jain Temple,
Alwar (Raj.) 301001.

Dear Shankar,

As you know, I got admission in Rajasthali Commerce College, New Delhi this year. You have asked me to tell you about my new college.

The atmosphere and the environment of the college is entirely different from that of our school.The discipline in the college is not as strict as in our school. No bindings of wearing any uniform. The professors treat us in very friendly way. No terror of the teachers as in school . Professors just come in the class, deliver the lectures and generally do not bother to ask any question from the students. They are not worried whether any student follows them or not.All kinds of facilities; like-library, sports, games, canteen are available in this college.

Students enjoy the freedom of college life. Everyone is at liberty to go wherever he likes, do whatever he likes, and speak what he has in his mind within some limits. There is none to check the students . They can spoil or make their lives.

I can't afford to waste my time in useless things and have started making notes, consulting the library books for the last one week.

I have to do a lot of hard work to achieve good marks.Tell me about you.

Convey my regards to your parents.

Yours sincerely,
Dinesh

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Q. 8. Letter to your elder brother, writing him the reasons of your failure in Public Service Commission Examination.

304, Shastri Nagar,
Jodhpur (Raj.),
Jan.16, 200.

My dear Brother,

I am in receipt of your letter . You have asked me the reasons of my failure in Public Service Commission Examination. I do not like to take any excuses but believe in narrating the facts of my failure as per my imaginations. As you also know, this was not an easy competition. I made full preparations for all the four papers, but the time table of my exams was very cumbersome. I had to take three papers continuously. The Economics paper was on 12th Jan. from 3 PM. to 6 PM. and the paper of Statistics -I was scheduled on 13th Jan. from 10 Am. to 1 PM. and after that I had to take the paper of Statistics -II from 3 PM. on the 13th Jan, itself. This all caused a lot of tension to my mind. I couldn't sleep even for a minute on the night of 12th Jan. and so when I went to the examination hall on 13th Jan., I could take the paper of Statistics -I satisfactorily but I could not take the paper of Statistics -II properly and so in this paper I got only 31 marks out of 100 marks. That spoiled my percentage. I did make very good preparations for all the papers, but to whom can I blame, it is my hard luck or say, I was unfortunate as the time table was so uneasy and tedious.

This is the first time, when all the students who opted Economics and Statistics have suffered a lot, because of such time scheduling. I am myself not happy with the result but nothing can be done now. I am determined to take this examination again with more hard work. I remember your words, "A man who wins, is the man who thinks, he can".

Convey my regards to Papa and Mummy.

Yours loving brother,
Prakash

Q. 9. Write a letter to your uncle, thanking him for the birthday gift you have received from him.

105, Mangal Vihar,
Alwar.
February 28, 200.

My very dear Uncle,

Yesterday was my birthday. I received many gifts, but your gift was the best. You have sent me a beautiful wrist watch. Everybody liked it. I thank you very much for such a lovely gift.

Your gift is very precious to me. I was often late for school. Now I shall be punctual. This wrist watch will help me during my examination days also.The watch is a token of your love for me. I shall always keep it with me. Once again, I thank you.

With best regards,

Yours lovingly,
Harsh

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Q. 10. Write a letter to your father, asking for some money.

415, Lajpat Nagar,
Alwar(Rajasthan),
February 23, 200.
My dear Father,

I hope this letter will find everybody at home in the best of health and happiness. I am well here; you might have received my progress report from the school. You will be glad to know that I secured first position in my terminal examination. I assure you that I will maintain this position in the annual examination also. As you know, my fees for the next quarter are due, kindly send me Rs. 11000/- by draft at the earliest.

Please pay my respects to dear mother and convey my love and affection to Puppy and Raju.

Yours loving son ,
Harish

Q. 11. You are Putin, your sister Ragini has just completed X standard and has sought your advice in the matter of opting Science or Commerce group. Write a letter to her, advising her therein to select the group in XI standard.

KH-3, South West Block
Near Eid Gah,
Alwar (Raj.).
18th June, 200.
Dear Ragini,

I am in receipt of your letter dated 15th June . You have sought my advice in the matter of opting Science or Commerce group in your XI standard.

First of all I like to tell you very frankly, that whatever stream you opt, you are to put hard to achieve success. In the present competitive world ,poor show in any stream is of no use. In Science group , you can opt either Engineering or Medical.If we compare Engineering and Medical profession , the medical profession is more suitable, particularly for female candidates . On the other hand, through Commerce stream, you can become a Chartered Accountant, ICWA, Company Secretary and can also go for MBA. Along with Commerce stream, you are required to take computer training also, because nowadays all business is being carried through the computer. As such commerce also opens new vistas of career opportunities to you.

So, if you are interested in becoming an Engineer or a Doctor, you should opt for the Science stream and if you are interested in the work of accounting nature, the Commerce stream is more suitable to you. Anyway, choice is yours.

Whatever may be your decision, please convey me positively.I also like to tell you that you should also improve your English alongwith your academic achievements.English is very important for achieving higher qualifications.

Everything is normal at my end. Do write for any work.

Convey my regards to Mummy and Papa.

Yours loving brother,
Putin

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Q. 12. You are Sweta , living in the hostel of PQR School, New Delhi. Write a letter to your sister Rashmi, describing your hostel life.

Indira Hostel,
PQR School,
New Delhi.
25th May, 200.
My dear Rashmi,

I received your loving letter three days ago, but because of my preoccupation in making preparations for the annual function of our hostel , I could not spare time to reply you.

I feel pleasure in informing you that I stood first in the quiz competition and our team stood second in folk dance competition held during the annual function programmes. As I am staying in the hostel, I am devoting more than two hours daily in improving my General Knowledge and General Awareness, in addition to course studies. Ours is a very good hostel. Most of the students are well disciplined and sincere. Our hostel warden Mrs. Savita Vermani is a very strict lady. She keeps close watch on every student. All the students are required to attend the morning and evening prayers daily and both the time attendance is marked.

The quality of food, served here is very good, consisting of two vegetables, curd and salad, with Tawa chapatis and a sweet dish. Breakfast is served at 8 AM , after that I go to school and take lunch at 12 PM and dinner is served from 7 PM to 9 PM .In the evening we play games like badminton, hockey, cricket in the hostel playground from 4 PM to 7 PM. As such, I find this hostel a well maintained one, with everything of good quality and caring.

What about you ? How are your studies going on ? Do write to me for any help or work.

Convey my regards to Mummy and love to Sunni.

Yours loving sister,
Sweta

Q. 13. You are Sarwesh, living at 1215, Qutab Enclave, New Delhi. Write a letter to your father telling him of your plan to go to a village with a group of students to teach illiterate villagers.

1215,Qutab Enclave,
New Delhi,
22nd April, 200.
Respected Daddy,

I received your affectionate letter three- four days ago, but I was busy in my examinations, so I could not reply earlier.I am very happy to note that Sonu has been selected in IIT with very good rank. Please congratulate him on my behalf . He deserves the kudos.

As I informed you earlier that my annual examination will be over on 29th April. On 30th April I, along with a team of ten students, are planning to go to a nearby village Hatina , to educate the illiterate villagers. The team will be headed by our professor Dr.Pannikaran. We will teach them how to read and write our mother tongue, Hindi. We will also train them to write their signatures.

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Illiteracy is a curse in our society .Many problems and hardships faced by the poor villagers are because of the illiteracy .Our tour will not only help the villagers but it will also be beneficial for us to get the first hand knowledge of rural problems. I will write you about our detailed programme later on. Every other thing is fine at my end. I am preparing well for my annual examinations.

Convey my deep regards to Mom and heartily congratulations to Sonu.

Yours loving son,
Sarvesh

Q. 14. You are Girish, living in a hostel of BTR School, New Delhi. Write a letter to your friend Mohan, telling him, about an interesting weekend that you spent at your friend's house recently.

Subhash Hostel,
BTR School,
New Delhi.
30th March, 200.

Dear friend Mohan,

I have been thinking to write to you for the last several days about my short but enjoyful stay at my friends.As you are aware that I am well settled in the hostel now. I have got some very good friends here . I wrote you earlier about my friend Pankaj , who belongs to Kolkata. The school was closed for winter vacations. Pankaj took me with him to Kolkata. His father is Executive Engineer in PHED. He owns a big house and a small farm house . Kolkata is a large metropolitan city. We visited National library, Victoria Palace, New A.C. market. We also travelled in tram, a small train with two coaches. It was really thrilling to visit zoo and Birla Planetarium there. I also visited Bara Bazar, a commercial market. I purchased two shirts and a wrist watch from the Maidaan Market at very economical prices.

I really enjoyed my short stay with Pankaj. His parents are very generous and amiable. Every family member gave me love and affection. Their love and affection will always be fresh in my mind.

What about you ? When are you going to London ? Please write me your exact programme, so that I may plan to visit you accordingly.

Yours truly,
Girish

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Q. 15. You are Anubhuti , write your friend, Rina, about the futility of exploding crackers on Deepawali.

1876, Mount Villa,
Mount Abu.
24th May 200.

Dear friend Rina,

Hope this letter finds you happy and enjoying the leisure time after examinations. You know that the festival of Diwali is approaching fast. I like to inform you that in our town, I, along with my four friends have decided to make the people aware of futility of using crackers on Diwali.

I do not find any reason for wasting so much money on firing and exploding crackers, which not only pollutes the atmosphere but also causes out break of fire on many occasions.. Many times the fire caused by the crackers endangers human lives and destroys huge properties. On the one side, people are wasting money in exploding crackers and on the other side people are not having sufficient food to eat and clothes to cover their bodies. We have decided to collect rupees fifty from every house and to distribute sweets and clothes to the poor. I think by this way, we will be celebrating this festival in real sense. Tell me, what you think about our unique plan of celebrating Diwali as above.

Convey my regards to your parents.

Yours friend,
Anubhuti

Q. 16. Your are Prakash. Write a letter to your friend Ramesh, asking him about his studies for competitive examinations.

103, Narpat Colony,
Near Ahinsa Circle,
Jaipur (Raj.) 302015.
15/03/200.

Dearest Ramesh,

I haven't heard from you since long. It seems that you are very busy in preparing for the State Service Commission Examinations or something else ? Anyway, tell me about your preparations. I think you should have completed all the optional papers so far. I like to tell you only one thing that whenever you start revising your papers, try to prepare short notes, so that you can revise the same again during examination period. This will help you in making several revisions and you will be able to secure good marks. A good percentage in theory papers means, your selections is almost confirm.

I know, you must be putting all your strength and wisdom, as you are a very hard working and devoted guy. I wish to see you among the first fifty candidates.

I am doing my job well. My good wishes for the exams.

Do write for any deserving service.

Yours truly,
Prakash

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Q. 17. Write a letter to your father, explaining him the reasons of your not securing good marks in English paper.

24, Subhas Hostel,
WXT College,
Jaipur.
March 26, 200.

Respected Papa,

I received your letter today in the morning. You have asked me the reasons of my securing poor marks in English paper.

First of all, I like to tell you that I put very hard labour in English. As you are aware, that I am not good at Grammar, so I couldn't attend the Grammar portion so well. I need tuition for English Grammar. I have talked with our Grammar teacher, who consented to give me tuitions for two months only. Without good command over English Grammar, it is not possible to secure good marks in English. Please allow me to take the tuition. so that the problem of English is solved for ever.

You can see, that in other subjects I have secured more than 85 % marks, but in English I could not manage to secure more than 40% .

Convey my regards to Mom, and Grand mom.

Yours loving son,
Jaipal

Q. 18. Write a letter to your elder brother, telling him about the discomforts of a railway journey without reservation.

214,Nehru Nagar,
Ambala.
3rd March, 200.
Dear brother.

As I informed you telephonically also, I reached here safe and sound yesterday.

I like to tell you about the discomfort I suffered because I had no reservation .As you Know, I could not get the reservation, so I had to travel in second class general compartment. The Journey was very tiring and cumbersome. First of all, the train was late by two hours. As soon as the train arrived, I somehow managed to push myself into the general compartment. It was overcrowded, but after one hour , I got half a seat; just managed to sit on the corner of a seat. Six persons were sitting on a seat for three, still it was comparatively comfortable. It was not possible to take rest or sleep the whole night, but I had no option .

However, the night passed and the train reached Ambala at 5 A.M. . I found myself safe and sound but extremely tired. I took a lesson to plan any future journey in such a way that either I get a reservation or if not, better travel by bus.

How the things are going at your end .Convey my regards to Mom and love to Tini.

Yours younger brother,
Pulkit

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SOCIAL LETTERS

(INVITATIONS)

Invitations are *of two kinds*. *Formal* and *Informal* Invitations.

A *formal invitation* is generally written *in third person*, and *contains no heading, no salutation*, and *no complimentary*.The writer's name should appear in the body of the invitation. The address of the writer and the date should be written to the left, below the communication.

Formal Invitation:

Smt and Shri Chawla
Request the pleasure of Shri S.K. Mathew's company
At dinner on Monday , the 24th of July at 8 P.M.
At Jai palace, Jaipur.20th July2002.

Informal invitations are like *ordinary letters*, though *using more formal language*. They are addressed to the recipient by name, and the *formal close is generally any of the follwing*:-

Sincerely yours, Yours sincerely, Yours affectionately, etc.

Informal Invitation:

My dear Shri Verma,

Will You please give me the pleasure of your company at dinner on Monday, the 18th July, 2002 at 8.30 P.M., at my residence.

Yours very sincerely,
Prakash Jha
12, Alka Puri, Alwar.

15th July

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Examples of Invitations

Q. 19. As Mrs. and Mr. Ramesh Dutt, invite Mrs. and Mr. C. R. Pathak on the occasion of their daughter Anu's marriage with Uttam at 8 P.M., on Monday, 4th Oct. 200.

Mrs. and Mr. Ramesh Dutt
request the pleasure of the company of Mrs. and Mr. C. R. Pathak
on the occasion of the marriage of their daughter.
ANU
with
UTTAM
S/o Mrs. and Mr. Vivek Dutt
at 8 P.M., on Monday, 4th Oct. 200.
AT THEIR RESIDENCE

R.S.V.P.
49 Manu Marg,
Alwar.

Q. 20. As the Principal of Bal Bharati School, which is holding its Annual Day Function at 6.00* P.M. *on 12th November ..... in the school auditorium, design an invitation card to be sent to the parents and other invitees. The Chief Minsiter of Delhi has agreed to be the chief guest on this occasion. Do not exceed 50 words.

BAL BHARATI SCHOOL, ALWAR
Celebrates its
ANNUAL DAY FUNCTION
on
12th Novemeber, ...
at
6.00 P.M., in the
SCHOOL AUDITORIUM
CHIEF GUEST : The Hon'ble Chief Minister of Delhi

The Honourable Chief Minister will give away the prizes to all the meritorious students.
You are cordially invited to grace the occasion with your benign presence.

PRINCIPAL

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Q. 21. Write a formal letter of invitation to a friend of your son, inviting him to your son's birthday party.

MRS. AND MR. GAURAV NAGPAL
request the pleasure of the company of
MR. HITESH SHARMA
on the occasion of the 20th birthday of their son.
RAHUL
at 7.00 P.M., on 12th August
at their residence

R.S.V.P.
6-C Model Town
Delhi-110007
Phones : 2334329

With Compliments
Friends & Relatives

Q. 22. Write a formal letter of invitation to your friend, inviting him to your son's birthday party.

Mrs. and Mr. P. K. Sharma
request the pleasure of the company of Mrs. and Mr. S. C. Gupta
on the auspicious occassion of the 18th birthday of their son
GAURAV
at 6.00 P.M., on 5th January
at-132/13 Panchsheel Colony, Udaipur

Phone No. : 4312342
4769790

R.S.V.P.
X.Y.Z.

Q. 23. Draft an invitation card for a formal dinner at Home.

Mrs. and Mr. S. C. Gupta
invite
Mrs. and Mr. P. K. Sharma
to
THE BIRTHDAY PARTY
of their son
HEMANT
On Tuesday, the 1st Oct., 200., at 6.00 P.M.
at their residence, M-3 Satyawadi Colony, Purjan Vihar, Jaipur.
Please grace the occasion with your benign presence.

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Q. 24. Write a formal reply to your neighbour, accepting the invitation to his brother's birthday party. Invent names, date, time and place etc.

Mrs. and Mr. G.K. Kapoor
of Kota City
Thank
Mrs. and Mr. K. L. Arora
for their invitation
on
the auspicious occasion
of
the birthday of
Mr. S. L. Arora
(younger brother of Mr K.L.Arora)
and
accept the same and promise to be there
on Tuesday, 5th October, ... at 6.30 P.M.
at their residence at
M-43, Purjan Vihar....Udaipur.

Q. 25. You are R. Kumar S/oShri K. Kumar of 31, Janta Colony,Jaipur. Prepare a draft for an invitation card to be sent on behalf of your parents on the occasion of the wedding of your sister.

Smt. and Shri K. Kumar
request the pleasure of your company
on the auspicious occasion of the marriage
of their daughter
REENA
with
MAYANK
(Son of Smt. and Shri K.L. Gupta of Rohtak)
on Friday, 4th December, 200. at 8.00 P.M.
at their residence 31,Janta Colony, Jaipur
as per the following programme:
Reception of Barat 7.00 P.M.
Dinner : 9.30 P.M.
Doli: (5th December, 200.) at 500 A.M.
With Best Compliments from

R.S.V.P.
M/s R. K. Garments,
20 Park Square, Bangalore.
Phone : 653434

All Relatives
&
Friends.

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Q. 26. You are Miss Komal Mittal of 134/32, Panchsheel Colony, Udaipur. You are celebrating your 20th birthday next week. Draft a formal invitation to a tea party. (Do not mention the invitee's name).

MISS KOMAL MITTAL
requests the pleasure of your company
at a
TEA PARTY
on the occasion of her 20th birthday
at 5.30 P.M, on Sunday, August 12th
at her residence-134/32, Panchsheel Colony, Udaipur.

R.S.V.P.
Mittal Refractories,
Udaipur(Rajasthan).
0294 2512103

Q. 27. You have set up a cooperative store in your colony, Nayabans, Alwar. You have decided to invite one member from each family settled their, to its inaugural ceremony. Prepare a draft of the invitation letter for the purpose.

M/S G. N. Nagpal and Sons
announce the opening of their new establishment
NAGPAL COOPERATVE STORE
Nayabas, Alwar
INAUGURATION
On Sunday, the 2nd October, at 9.00 P.M.
by Dr. Gaurav Mittal
One member from each family settled in Nayabans, Alwar
is cordially invited .
Visit for all kinds of domestic items : Readymade Garments
Cosmetics, Medicines and Electrical items.
AVAIL INAUGURAL DISCOUNT OF 10% ON ALL GOODS

R.S.V.P.
Nagpal Cooperative Store.
Phone : 2334329.

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BUSINESS LETTERS

Business Letters

A business letter is *more formal than a personal letter*. It should have *sufficient margin* (at least one inch) on all four edges. It is usually written on 8½" 11", unlined stationery (plain paper). **There are six parts to a business letter:**

1. The Heading : The heading of a business letter contains the ***return address*** **with the *date* on the last line**. If the stationery is imprinted with the return address, then the return address may be omitted.

Sometimes it may be necessary to include a line after the address and before the date for a phone number, fax number, E-mail address, or something similar.

Often a line is skipped between the address and date. If you are using stationery with the return address already imprinted, you need not write return address above the date:

Lacme Stores,
140-B, Ganesh Apartment,
Mansarovar, Jaipur.
(0141) 2760795
July 18, 2006

2. The Inside Address : This is the address, you are sending your letter to.It should be complete .Include titles and names if you know them.

This is always on the left margin. If an 8½" 11" paper is folded in thirds to fit in a standard 9" business envelope, the inside address can appear through the window in the envelope.

An inside address also helps the recipient route the letter properly and is of much help , should the envelope be damaged and the address become unreadable.

Skip a line after the heading before the inside address. Skip another line after the inside address before the greeting :

Dr. Govind Raghvan
Cross Country Coach,
Dept. of Athletics,
University of Jodhpur,
Jodhpur (Rajasthan).

3. The Greeting (Salutation) : The greeting in a business letter is always formal. It normally begins with the word 'Dear' and always includes the person's last name.

It normally has a title; such as-**Mr., Mrs., Dr.,** or a political title. Use a first name only, if the title is unclear. The greeting in a business letter may end in a colon (:) or comma (,), *eg.*

Dear Mr. Sharma:

or

Dear Mr. Sharma,

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Names and Titles of People in Greetings:

Use the full name in standard writing unless the person uses an initial as part of his or her name. For example:

George Smith ,
Robert E. Lee

[The initial is fine here, because that is the name he (Robert) went by.]

Social titles before a proper name are capitalized. **All but *Miss'* and *'Master'* are abbreviated** and *end with a period.*

Social titles: Mr., Master, Mrs., Miss, Ms.

4. The Body : *The body* is the *main letter.* It is written as text. A business letter is usually typed . Depending on the letter style you choose, *paragraphs may be indented.* Regardless of format, skip a line between paragraphs. The first line of a new paragraph is indented in the semiblock style. The block and modified block style have all lines of the body to the left margin.

Skip a line between the greeting and the body. Skip a line between the body and the close.

5. The Complimentary Close(Subscription) : This *short, polite closing* ends with a comma. It is either at the left margin or its left edge is in the center, depending on the style that you use. It begins at the same column as the heading does. The *complimentary close begins* with a *capital letter and ends with a comma;* eg. —***Yours faithfully***, etc.

6. The Signature Line: Skip two lines and type out the *name to be signed.* This customarily includes a *middle initial,* but does not have to. Women may indicate how they wish to be addressed by placing *Miss, Mrs., Ms. or similar title in parentheses* before their name.

The signature line may include *a second line for a title,* if appropriate. The term 'By direction', in the second line means that a superior is authorizing the signer. Sign the name in the space between the close and the signature line, starting at the left edge of the signature line.For example:

Sincerely Yours,

(Signature goes here)

Prakash Jha

By direction: General Manager (Finance)

See another example :

Sincerely,
(Signature goes here)
(Mrs.) Ben Jackson
Director of Acquisitions (This is the second line for the title.)

The signature should start directly above the first letter of the signature line in the space between the close and the signature line. *Use blue or black ink.*

Business letters should not contain postscripts.

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SOME IMPORTANT BASICS OF GOOD BUSINESS LETTERS

Following phrases* are usually found in any *standard business letter. By using these standard phrases, you can give a professional touch to your business letters. These phrases are used as a kind of *frame* and *introduction* to the content of business letters:

1. The Beginning :

(a) Dear Personnel Manager,

(b) Dear Sir or Madam (use, if you don't know who you are writing to.)

(c) Dear Mr, Mrs, Miss or Ms (use, if you know who you are writing to, and have a formal relationship with)

VERY IMPORTANT: ***use 'Ms' for women unless asked to use 'Mrs' or 'Miss'.***

(d) Dear Frank (use, if the person is a close business contact or friend)

2. The Reference: 'The Reference' line in business letters *may include following phrases*:–

With reference to your advertisement in the Times of India ,

Your letter of 3rd May,

Your phone call today,

Thank you for your letter of March 25th.

The Reason for Writing;

I am writing to....

(a) enquire about, or

(b) apologise for, or

(c) confirm ....

Requesting;

(a) Could you possibly ....?

I would be grateful if you could ....

Agreeing to Requests:

(a) I would be delighted to....

Giving Bad News:

(a) Unfortunately ....

I am afraid that ....

Enclosing Documents:

(a) I am enclosing herewith....

(b) Please find enclosed here with ....

(c) Enclosed, you will find....

Closing Remarks:

(a) Thank you for your help.

(b) Please contact us again.

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(c) If we can help in any way....
(d) If there are any problems....
(e) If you have any questions....

Reference to Future Contact:

(a) I look forward to ....
(b) hearing from you soon.
(c) meeting you next Tuesday.
(d) seeing you next Thursday.

The Finish:

(a) *Yours faithfully*, (If you *don't know the name* of the person you're writing to),

(b) *Yours sincerely*, (If you *know the name* of the person you're writing to),

(c) Best wishes,

(d) Best regards, etc. (If the person is a close business contact or friend.).

EXAMPLES OF BUSINESS LETTERS

Q. 28. Write a letter from M/s V.K.Gupta & Sons, Jaipur to M/s Arihant Prakashans, Karol Bagh, New Delhi, requesting them to supply certain books.

M/s V.K.Gupta & Sons

Ref.:Un/ UniversityRoad, Jaipur. Date 08/3/200.

M/s Arihant Prakashans,
106, Karol Bagh,
New Delhi 110013.

Subject: Supply of books.

Dear Sir,

We are sending herewith draft no. 1478952, dated 25/01/05, drawn on Punjab National Bank, favouring yourselves, payable at New Delhi, for Rs 15000/-in advance, against the supply of following books:

1. 60 days Grammar	By S.C. Gupta	200 copies
2. Objective Physics	By Sharma & Gupta	150 copies

Please send the above books through Jaipur Golden Transport company, duly packed with polythene.Please send the bill after allowing discount as usual.

Thanking You,

Yours faithfully,
V.K.Gupta
Partner,

V. K.Gupta & Sons

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Q. 29. Write a letter to the retailer from whom you purchased a TV, but its picture tube seems not functioning well. Write him to get it changed.

15, Ganesh Colony,
Alwar (Raj),
Aug. 25, 200.

M/s Preeti Electronics,
Jayanti Market,
Jaipur.

Subject : Replacement of TV.

Dear Sir,

I have purchased a TV, make BPL-21FSTW, from you vide-bill no. 2581, dated 1/7/2004, for Rs 11300/-.

The picture tube of the TV is not functioning properly. You have sent the mechanic twice to check the same, but of no avail.

As the TV is under one year guarantee period, you are requested to get the TV changed immediately.

Taking into account your good will and market reputation, I am sure that the TV will be replaced without any delay,

Thanking you,

Yours faithfully,
Vikas Sharma

Q. 30. Write a letter to the Publisher, returning the books, wrongly supplied by him and asking him to supply the proper books.

R.K. Book Depot
155, Nangali Circle, Alwar.

Ref. : Po/ Dated 16/3/200.

M/s Jaipur Publications
Chaura Rasta,
Jaipur.

Subject : Supply of Books.

Dear Sir,

Today, we have received the parcel of books sent by you. We are surprised to find that you have sent all the twenty books of English Grammar written by some Mr. Sarraf, while we have ordered for the English Grammar books, written by Mr. Gupta & Gupta.

We are returning the books. You are requested to dispatch the books of English Grammar written by Mr. Gupta & Gupta.

Please be kind enough to supply the proper books immediately. The parcel be packed properly with polythene.

Thanking you,

Yours faithfully,
R.K. Jain
Partner

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Q. 31. As Principal of a college, place an order for supplying some sports items to M/s Sports & Sports, Ludhiana.

Subhash Gandhi College.
Lucknow (U.P.)

Ref. :Ord/sport Dated 18/4/200.
M/s Sports & Sports
Lal Bazar, Ludhiana.

Subject : Supply of Sports Goods.

Dear Sir,

You are requested to supply the following sports goods, at the rates mentioned by you in your quotation dated 10/3/200.

Name of items	*Quantity*
1. Cricket Bats	12 Pieces
2. Volley Balls	12 Pieces
3. Badminton Rackets	12 Pieces

Please dispatch the above items duly packed, to avoid any damage in transit.

Thanking you,

Yours faithfully,
R.P. Ojha

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Q. 32. You are Anil Shah, General Manager of M/s Cement Associates, Karol Nagar Nimbahera. Mr. R.K & Sons have placed with you an order for two thousand bags of cement . Please write a letter, asking them to send 50% amount in advance by draft and also to submit you two reference, as this is the first dealing.

M/s Cement Associates,
Karol Nagar, Nimbahera.

Ref. : Adv/ Dated 27/8/200.

Mr R.K & Sons,
Akbar Nagar,
Shri Ganganagar(Rajasthan).

Subject : Supply of 2000 bags of cement.

Dear Sir,

We thankfully acknowledge your order no. 1841, dated 21/8/200., for supplying of two thousand bags of cement.

Please be informed that this is our first dealing, and as per our business policy, yours being a new firm, you need to send 50 % advance payment by draft and also two references for all future dealings.

For your ready reference, we are attaching herewith a list of firms in Rajasthan who are registered with us.

We hope, you will get these formalities fulfilled at the earliest.

Thanking you,

Yours faithfully,
Anil Shah
General Manager.

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Q. 33. You are the dealer of Pakija Biscuits for the state. Due to strike of Transporters operators, your supply of biscuits has been disrupted. One of your distributors has asked you to arrange the supply of biscuits at whatever cost. Draft a letter to your distributer telling him regarding increase in the supply rates.

BENGAL Bakeries Ltd.
Registered Office:181, Nanitalla Lane,
Kolkata 700023

Ref. : Supply/ad/ Dated 17/4/200.
M/s Priya Distributers,
Asansol (W.B.)

Sub : Supply of Pakija Biscuits

Dear Sir,

We are in receipt of your urgent call for supplying the biscuits at whatever cost.

As you are aware, due to strike of transport operators, it has become impossible to supply the biscuits by trucks.

We are sending you biscuits with our sales executive, Mr P.V. Vardhan, by passenger train as per your requirements.

You are requested to pay him Rs 350 /- extra, as excess charges borne by us in supplying the biscuits through train.

Thanking you,

Yours faithfully,
Kamal Bose
Marketing Executive.

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Official letters, Applications and Complaints

Q. 34. Write a letter to the Post Master, complaining that your sister at Ambala has not received the parcel sent by you last month.

129, South Block
Alwar (Raj.)
26/4/200.

The Post Master,
Head Post Office,
Alwar.

Subject: Non receipt of parcel, sent on 25/03/200.

Dear Sir,

I had sent a Registered Parcel to my sister Jaya at: 16, Sector 5, Ambala, on date 25/3/200., vide- receipt no.1479. The parcel has not so far been received by her. More than one months have since passed. It appears, either the parcel is delivered to somebody else or it has been lost in transit.

You are requested to enquire into the matter and apprise us the factual position without any further delay.Your early action will be highly appreciated.

Thanking you,

Yours faithfully,
S.K. Gupta

Q. 35. Draft a First Information Report regarding theft of your Scooter.

15, Kalindi Market,
Near University,
Jaipur.
28/5/200.

The S.H.O.
University Road Thana,
Jaipur.

Subject: FIR regarding theft of Scooter.

Dear Sir,

I have to lodge an FIR for the theft of my scooter from the University Road . It was about 1 P. M. in the noon, I went to the market to make some purchasing . I locked my scooter as usual and parked it outside the shop; M/s K.K. & sons, UniversityRoad, Kalindi Market . After about half an hour, I came out of the shop and was shocked to find that my scooter was missing. I made enquiries from the nearby shopkeepers, but of no avail. The Scooter was of 2006 model, Hero Honda, blue coloured, 100 cc, self start, bearing registration no. RJ 02, C 2879.

I request you to lodge the FIR and arrange to trace the scooter at the earliest. Your immediate action in the matter is solicited.

Yours faithfully,
Pramod Jhalani.

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Letters to and from Bank

Q. 36. You are Rajesh, you have deposited a cheque for collection in your current account. Even after passing of more than one month, the amount of cheque has not been credited in your account so far. Write a letter to the manager of the bank, to get the amount of cheque deposited in your account and also make a demand for payment of interest for the delayed period.

The Manager,
Quick Bank,
New Delhi.

Subject : Non crediting the proceeds of cheque.

Dear Sir,

I had deposited a cheque no. 175896, dated 25/03/200., for Rs 56200 /-, drawn on State Bank of India, Alwar for collecting the proceeds in my current account no. 7816 with your branch.

I regret to note that even after passing of more than a month, the amount of cheque has not been credited in my account so far.

You are requested to look into the matter and arrange to get the amount of cheque credited in my current account immediately, along with the interest for the delay, as per norms.

Thanking you,

Date
27.4.200.

Yours faithfully,
Rajesh
Current A/c No. 7816
12/ 7, Vikas Nagar,
New Delhi.

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Q. 37. As manager of a bank, write a letter to a customer that his cheque has been dishonoured.

Quick Bank Ltd.
Ram Nagar, Jaipur.

Ref.: Com/05/ Dated : 29th April, 200.

Mr. Rajesh Sharma,
12/ 7, Vikas Nagar,
New Delhi.

Subject : Your cheque No. 175896, dated 25/03/200., for Rs 56200/-, drawn on SBI, Alwar.

Dear Sir,

In reference to your letter dated 29.4.200., we beg to inform you that your above cheque was received back by us for the following reason:

1. Funds insufficient.

The cheque has since been sent to you by Registered Post, on 25.04.200. at your residential address. We are taking up the matter with the Post Master to ascertain the reason of non delivery.

You are also requested to consult the postman of your area in the matter.

We are always at the service of our clients.

Thanking you,

Yours faithfully,
T.K.Bose
Sr.Manager

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Q. 38. There is an advertisement in the local newspaper for the post of Office Assistant. Make an application and write your biodata.

The General Manager,
Tilak Associates,
Faluja road,
New Delhi.

Subject: Application for the post of Office Assistant.

Dear Sir,

With reference to your advertisement in the Indian Express, dated ....., for the post of 'Office Assistant', I am sending my biodata with this application.My biodata contains all the details regarding my qualifications and experience.

I like to assure you that if I am given a chance to serve in your esteemed organisation, you will positively feel satisfied with my attitude and working.

Yours faithfully,
R.K. Sharma

BIO-DATA

1. Name : R.K. Sharma
2. Father's Name : Mr. P.K. Sharma
3. Address : 4/47, Shah Nagar, near Nai Mandi, New Delhi. 110007.
4. Telephone No. : 011-22094521 (R)
5. E-mail : rksharma_147@yahoo.com.
6. Date of Birth : 25th April, 1984.
7. Qualifications :

Degree	University	% Marks	Year of passing
B.A.(Maths)	University of Delhi	78 %	2001
M.A. (Economics)	University of Delhi	75 %	2003

8. Experience : One year at Sandeep Associates, as cashier cum-accountant (Experience certificate enclosed).
9. Hobbies : Playing cricket, Reading Newspapers, Watching T.V. serials.
10. Extra Activities : 1. English Typing speed on computers 60 w pm.
    2. Hindi Typing speed on computers 40 w pm.
    3. Well versed in Tally 5.4 and 6.3 versions
    4. Have good knowledge of MS Word, MS Excel .

I hope, you will find my bio-data as per your requirements.

R.K. Sharma
Signature.

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Q. 39. Write an application to the Principal of your college/school, requesting him to grant you concession in fees.

The Principal
_____
_____

Subject : Concession in Fees.

Sir,

Most humbly, I beg to state that I am a student of class 11th in your school. My father is a retired clerk. He is getting a pension of Rs 1800 /- P.M. I have two younger brothers. They are also studying in this school. There is no other source of income. My father is unable to pay my fees. Last year too, your goodness granted me 100 % concession in my school fees. This year too, I request you to grant me 100 % concession in my school fees, so that I shall be able to continue my studies. I like to apprise you that I secured 96 % marks in 10th standard and secured 12th position in state merit list.

Please be kind enough to grant me full fees concession.

Thanking you,
Dated
24/3/200.

Yours obediently,
Saurabh

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Q. 40. Send a reply to the following advertisement, published in a newspaper. Indicate to which post you are applying. Include your Bio Data. Suppose you are Satish Pradhan from New Delhi.

ADVERTISEMENT

Wanted male/female Marketing Executives, Accountants, well qualified, experienced.
Salary no constraint for the right candidate.
Apply to General Manager, XYZ Company, New Delhi, within seven days.

The General Manager ,
XYZ Company,
New Delhi.

Sir,

With reference to your advertisement in the Hindustan Times, dated January 28, 200., for various posts. I offer myself as a candidate for the post of Accountant. As far as my academic and other qualifications are concerned, these are indicated in the bio-data attached herewith:

1. Name	:	Satish Pradhan
2. Father's Name	:	Shiv Kumar Pradhan
3. Date of Birth	:	11.7.82
4. Educational Qualifications	:	M.Com.
5. Nationality	:	Indian
6. Marital Status	:	Bachelor
7. Experience	:	One year experience of working in a private company
8. Reference	:	(a) Mr. P.K. Mishra (Bank Manager), 142, Nehru Nagar, New Delhi-18 Tel. : 011- 25761081 (b) Sh. S .R. Sharma, MBBS (Councillor), 145, Patel Nagar, New Delhi-11
9. Extra curricular activities		Apart from the above mentioned Bio Data , I have additional record of extra–curricular activities; I participated in debates, dramas and sports and won many prizes from time to time. In light of the above-mentioned facts, I request you to consider my application favourably.

I like to assure you, that you will never feel disappointed with my work and attitude. I believe in working with full dedication and positive attitude.

Date 30/01/200.

Yours faithfully,
Satish Pradhan

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Q. 41. Write a letter to the District Education Officer, Jaipur, applying for the post of a temporary teacher.

231, Arya Nagar,
Alwar.
February 14, 200.

The District Education Officer,
Jaipur District,
Jaipur.

Sir,

I have been given to understand that a post for a teacher of English is lying vacant in one of the schools under your control. I beg to apply for the same. As regards my qualifications and experience, I submit as follows :

I passed the Matriculation examination from the D.S. High School, Jaipur, in the year 1974, securing 87% marks and stood first in the school. I passed the B.A. examination from D.S. College, Jaipur in 1978, with 76%. I took my M.A. degree in English from University of Rajasthan,Jaipur with first division, securing 61% marks in 1980, and stood first in the University in the B.Ed. Examination in 1982.

I have seven months' experience of teaching English in a Higher Secondary School. The experience certificate is enclosed herewith, for your kind persual.

I like to assure you that if I am selected, I shall do my best for the students and everybody concerned shall feel satisfied with my conduct and devotion.

Yours faithfully,
Vijay Kumar

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Q. 42. Write an application to the Director of Education, Rajasthan, Jaipur, asking for a job as a teacher in an educational institution.

The Director of Education,
Rajasthan,
Jaipur.

Sir,

With reference to your advertisement in 'The Hindustan Times' dated-15th January, for the post of teachers , I beg to offer my services as a candidate for one of them.

Relevant particulars of my career are given below :

Name : Bahadur Khan
Age : 25 years (Date of Birth 1.1. 1978)

Examinations Passed	**Division**	**Year**
High School	2nd	1990
Intermediate	2nd	1992
B.A.	2nd	1995
B.Ed.	2nd	1996

Experience : Working as a temporary teacher of English teacher in a private college, since July, 200.

I am enclosing photocopies of my qualifications and the experience certificates for your kind persual.A favourable decision will oblige me.

My address :

Bahadur Khan,
S/o Mr. Rashid Khan,
20, Nai Basti,
Jaipur (Rajasthan)
April 25, 200.

Yours faithfully,
Bahadur Khan

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Complaints and Letters to the Editor

Q. 43. Write a letter to the editor of a newspaper, complaining against the increasing nuisance of beggars in the city.

S.K. Joshi,
17, Mahabir Colony,
Asansol (W.B.)
Jan. 23, 200.

The Editor,
'The Times of India',
New Delhi.

Dear Sir,

Through the columns of your esteemed newspaper, I like to draw the attention of local authorities towards the increasing nuisance of beggars in our city.

Nowadays, the population of beggars has abruptly increased in the city. Everywhere in the city, whether market, park or outside, at restaurant or even in every street and on Red Light stoppage, you will find such obstinate beggars, who can't be easily put off. The pity is that most of them are physically fit. Begging is their well thought of profession.

Some of them must be involved in other crimes also. Some of the beggars also suffer from highly contagious diseases such as-leprosy, TB etc., and while begging, they come in contact with general public. It is necessary that such cases be taken care of and be treated in General Hospital and other able bodied beggars be taken to the task. Either they be given jobs or they must not be allowed to make the begging their profession.

I am sure, the authorities will positively take care of this increasing nuisance of beggars, at the earliest.

Thanking you,

yours faithfully,
S. K. Joshi

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Q. 44. Write a letter to the editor of a newspaper about very irregular and scanty water supply in your locality.

The Editor,
The Times of India,
New Delhi.

Subject : Irregular and scanty water supply.

Dear Sir,

I crave the hospitality of the 'HELP LINE' columns of your esteemed newspaper to draw the attention of local authorities, particularly the authorities of 'Water Works Department'.

For the last many days the water supply in our colony has become very irregular and scanty. Out of last seven days, the supply was given on three days only and that too for an hour or 90 minutes.

On yesterday and day before yesterday , the water was supplied only for 35 minutes. When we contacted, the Assistant Engineer concerned, he replied that due to electricity problem, the water supply has become irregular.His reply was very evasive.I was not satisfied with the reply. It appears that the concerned A.En. is not taking the problem seriously.

In summer season, water is of utmost necessity. I hope you will be kind enough to publish this letter in your daily, so that the higher authorities take notice and solve this acute problem immediately and warn those who are responsible for it.

Dated 28/4/200.

Yours faithfully,
Ram Chand
21/ 7, Janakpuri Road,
New Delhi 1100031

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Q. 45. Write a letter to the District Collector, drawing his attention to the nuisance caused by loudspeakers in the city during examinations days.

The District Collector,
Hoshiyarpur (Punjab).

Subject : Nuisance caused by the loudspeakers during examination days.

Dear Sir,

I beg to draw your kind attention to the problem of nuisance being caused by the loudspeakers in the city.

Nowadays, students are preparing for their examination. The loud noise of loudspeakers is causing a lot of problems to the students . Every year, a prohibitive order is issued by your office, banning the use of loudspeakers during the days of examination, but this year no such action has been taken so far.

I request you to ban the use of loudspeakers totally for the period of two months, so that the students can prepare well for the ensuing examinations and not suffer due to this unwarranted noise of loudspeakers.

Hope to get your immediate attention.

Thanking you ,
Date: 15th March, 200.

Yours faithfully,
P.K. Mehra
Student of B.E. (Computers) III year
17, Janta colony,
Hoshiyarpur (Punjab)

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Q. 46. Write a letter in not more than 200 words, to a national daily, about the neglect of priceless historical monuments in and around your city. Suggest ways and means to preserve them.

The Editor,
The Hindustan Times,
New Delhi.

Sir,

Through the esteemed columns of your prestigious newspaper,I like to draw the attention of the general public, on the neglectful and miserable conditions of the historical monuments which are the evidential witnesses of our past glory and grandeur. They are the proven records of our past history, but have fallen victims to the criminal neglect of the officials. I had earlier brought it to the notice of the Department of Archaeological Survey of India , but there was no response. This callous indifference on the part of concerned authorities has compelled me to approach you through this letter.

Sir, if you personally visit some of the monuments, like– the Humayun Tomb, Tughlak Qila , Qutab Minar etc, you will realise that they are gradually losing their shape and are getting dilapidated day by day, in the flames of times. Their walls are mouldering, their roofs are getting cracked, their bricks and stone pieces are losing plaster and the top corner of walls have already crumbled. All this is due to the lack of proper maintenance and criminal neglect by the government servants. These monuments are the heritage of the glorious period of our past history. We must realise that even the present will be past one day. I was shocked to witness the sight of these worn and torn monuments. I request you to publish this letter in your esteemed paper, so that the concerned authorities are awakened in time, and the priceless historical monuments are saved and preserved.

Thanking you,

Yours truly,
XYZ.

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Q. 47. Write a letter in about 200 words, to the Municipal Corporation of your city, describing therein the miserable condition of roads in your locality,also suggest some remedies for improvement.

The Commissioner,
Municipal Corporation ,
New Delhi.

Sir,

I would like to attract your kind attention to the miserable condition of roads in my locality, Nehru Nagar, near Subzi Mandi, Delhi. The roads are broken at many places.One can't drive the vehicle even for ten minutes regularly, without making adjustments with the broken roads. The buses, trucks, cars, three-wheelers and two- wheelers all have to halt at every five to seven minutes, just to adjust with the road breaks and pits. It has been repeatedly brought to the notice of M.C.D., but all in vain. There is always a traffic problem on the roads. The first showers of monsoon will put the things in its worst shape. The residents are in deep distress on this account and they have repeatedly expressed their resentment through Press, as well as through written complaints, but nothing has so far been done. People have also staged demonstrations last month and the authorities have assured to take necessary action in the matter, but so far, all the assurances are proved only the assurances for the sake of assurances.

I request you to get the roads constructed without any further delay, lest the anger of the public should explode.I hope to get your immediate attention.

25th Aug., 200.

Yours sincerely,
Secretary,
Nehru Nagar Residents Society,
near Sabji Mandi,
Delhi.

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Q. 48. You are a resident of Indira Nagar, a posh colony of DDA . There are no street lights on the main road leading to this colony. The road gets so dark after seven in the evenings that the possibility of some major accident cannot be ruled out. Write a letter to the Editor of a Daily, drawing attention of the authorities to this serious problem .
(Word limit = 200 words)

The Editor,
The Hindustan Times,
New Delhi.

Subject : Provision for street lights on the main road.

Sir,

Through the columns of your esteemed newspaper, I want to draw the attention of the authorities concerned towards the provision of street lights on the main road leading to Indira Nagar. I like to apprise that Indira Nagar is a posh colony of DDA and is inhabited by more than 3500 flats on both the sides of the road. The electricity board has installed poles on either side of the road to supply electricity to the residents , but they are just poles without the electricity. The civic authority is lacking in providing basic amenities to the residents.During these days of winter, after seven, there is pitch dark. There is every possibility of occurance of some major accident, because heavy traffic passes over this road round the clock .The necessity for electrification requires no emphasis.In addition to accidents, cases of thefts and robbery can also not be denied. Darkness may lead to any kind of mishappening . It may also be stated that many residents go on pouring into their flats even after late hours in the night.The residents pay house tax to the Municipality regularly but facility of street lights is denied to them.The matter has been taken up with the authorities time and again, every time mere assurances were given but problem still persists in the same way.

I hope, if the letter is published in your esteemed newspaper , the authorities shall be awakened from the slumber and the problem will be finally solved.

Thanking you,

Yours faithfully,
XYZ
(A Resident of Indira Nagar)
152, Indira Nagar,
New Delhi

27th Oct., 200.

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Chapter 1

Personal Letter

Personal letters, also known as friendly or informal letters, have generally five parts.

1. The Heading
2. The Greeting
3. The Body
4. The Complimentary Close (The Subscription)
5. The Signature line

Letters written to friends and relatives are called personal letters. They are usually written in an informal language. The tone and style are usually familiar and intimate, depending upon the level of intimacy you have with the person you are writing to. Here, one should not use formal and elaborate sentences, instead short and loosely connected sentences should be used, that will give the letter a natural look. You may also use conversational idioms and colloquial expressions. Contracted forms like won't, can't, I'll, etc., are also very common in personal letters.

A personal letter expresses the personality of the person who writes it. It should be in the way of a friendly talk and the reader should be able to feel the sentiments and feelings as he/she goes through it.

Parts of a Personal Letter

1. **The Heading** The heading contains the address, line by line, with the last line being the date. In using the letter head, the heading is usually printed in the middle. While using pre-addressed stationery, just add the date. The heading of a friendly letter contains the return address followed by the date.

   If the correspondence is frequent and the recipient knows the writer's address, or if the stationery is imprinted with the return address, the return address may be omitted. (Although, the return address is also a backup, in case the envelope gets damaged) But don't forget to include the date.

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For example

129, South West Block,
Alwar (Rajasthan)
August 24, 20**

The date can be written in any of the following ways

December 25, 20**, 25th December, 20**
25th Dec, 20**, Dec. 25, 20**
22 February 20**

(Most writers skip a line between the address and the date.)

2. **The Greeting** (The *Salutation*) In personal letters, the salutation could begin with Dear or My dear or My very dear. Note that My dear expresses more intimacy and affection than Dear. The greeting may be formal, beginning with the word "Dear/ My dear" and by using the person's given name or relationship, or it may be informal, if appropriate.

   Formal : Dear Uncle Jimmy, My dear Uncle, Dear Mr Walker, My dear Mr Walker
   Informal : Hi Joe, Greetings,

   The greeting in a friendly letter capitalizes the first word and any noun. It might be all right to end the greeting with an exclamation point when writing to someone with whom you are very familiar and the emphasis is appropriate. (Occasionally, very personal greetings may end with an exclamation point for emphasis.)

   Generally, if there are three words in the greeting, the second one should not be capitalized.

   We should not use two adjectives together. It is incorrect to write: My **dear** respected mother.

   'Dearest' should not be used for father, mother, wife, and husband, as that implies more than one person.

3. **The Body** The body of the letter contains the main text. This includes the message you want to convey. Normally, in a friendly letter, the beginning of paragraphs is indented. If not indented, be sure to skip a space between the paragraphs. Skip a line after the greeting and before the close. Skipping a line between paragraphs, especially in typed or printed copy, helps the reader.

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4. **The Complimentary Close** (*The subscription*) This short expression always contains a few words on a single line. The first letter of the first word of the complimentary close is capital and the first letters of all other words are small. No apostrophe is used in ''yours''. It should be indented to the same column as the heading. Skip one to three spaces for the signature line.

   Sincerely Yours Truly Yours
   Your Loving Son Yours Affectionately

5. **The Signature Line** Type or print your name. The handwritten signature goes above this line, below the close. The signature line and the handwritten signature are indented to the same column as the close. If the writer and the reader are very friendly and if the letter is handwritten in the same script as the signature, the signature line or the last name in the signature line may be omitted.

   Unless there is great familiarity between the correspondents, the signature should be in blue or black ink. For example:

   Truly Yours
   (*Signature goes here*)
   Suresh Gupta

Postscript If your letter contains a postscript, begin it with P.S. and end it with your initials. Skip a line after the signature line to begin the postscript.

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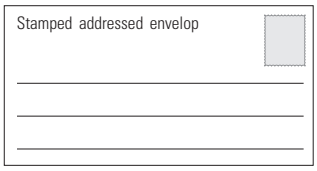
Envelope Format



The picture shows how an addressed envelope should look like. The horizontal lines represent lines of address.

Follow this format regardless of letter style you use.

Postage

- The postage (stamp or prepaid imprint) goes in the upper right hand corner of the envelope. Do not cover a stamp with adhesive tape.
- Make sure that the stamp is positioned properly so that its cancellation does not affect the address.
- Be sure that the envelope is sufficiently stamped as per norms. Always check letters of more than three leaves, letters with inserts, or letters to foreign countries for correct postage. There are few things that annoy a correspondent more, than to pick up and pay for a postage-due letter.

Address

- The name and address of the recipient should be written at the centre of the envelope. Make sure the address begins far enough down on the face of the envelope so that it is not covered by the cancellation of stamp.
- If you are using envelopes with windows, make sure the address is visible clearly through the window.
- Addresses on envelopes are normally single-spaced. For example

  Mrs Anita Bekham,
  Department of Biology,
  University of Punjab,
  Chandigarh(UT)

Punctuation

Commas Although the use of commas after the salutation and the complimentary close were mandatory earlier, now no commas are used after the same. Now use of commas is also discouraged while writing addressees of the writer/receiver or while writing the dates.

Colons in Special Cases

1. Numerical expressions of time.

   5:31 p.m.

   The colon goes between the hour and minute. If seconds are noted, a colon goes between the minute and second.

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2. We can also use 'colon' with salutations in business letters, e.g.,
   Dear Sir :
   Dear Ms Hathaway :
3. Colons follow labels that identify important ideas meant to get attention.
   Warning : To be opened by the authorized personnel only.

Capitals in Letters

There are two additional rules for capitalizing when writing letters.

1. Capitalize the first word and all nouns in the salutation (the greeting)
   Dear Sir:
   My dearest Aunt,
2. Capitalize the first word in the complimentary closing.
   Sincerely, Truly Yours, With best wishes,

How to create an Elegant Personal Letter?

The first and foremost requirement of creating a personal letter is to make it personal. A personal letter is designed to form and cement a close rapport/relationship between the writer and the reader and make the reader feel that she/he has an informal and personal relation with the writer. That is why you can't have a template for a personal letter (that you can simply copy). You need to share something about your life that gives the reader a little insight into yourself, your values, your beliefs and, say, your personality.

Personal letters are written by a person to her/his family and friends.

An elegant personal letter is one that is written as if you speak to the person – updating him/her on what's happened with you and expressing interest and concern about what is going on with them.

Though there can't be any rule for the length of the letter; yet, try to keep your letter upto a page or a page and a half only. Make your letter interesting and readable so that the reader feels associated with you. Do not draw any conclusions – let the reader draw his/her own conclusions. An elegant personal letter is the one that creates a feeling of closeness between the writer and the reader. If possible, use your own personal stationery. If you don't have it, use good quality blank, writing paper.

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Some Tips for Personal Letters

- Personal letters reveal close and informal relationship between the writer and the reader. In many of the books on letter writing, I don't find use of any salutation to the reader. The writer begins the letter simply with....
  "I received your letter on ..... ." OR *"The postman has just delivered your letter ..... ." "I have received your letter just now."* OR *"We received your letter yesterday ..... ."*
  but no mention of 'Namaste'/'Jai Shri Krishna', etc., is there.
  Please note, a letter should be written in such an informal way that the reader feels as if you are sitting before him.
- If a son writes a letter to his mother whom he calls, 'Baa', then he should greet her as follows:
  My dear Baa, My loving Baa, etc.
- and if you are used to convey 'Jaikrishna' to your mother whenever you meet her or there is a traditional way of saluting the elders in your house, then you must use:
  My dear Baa, Jaikrishna,
- If you are writing a letter to your grandmother, whom you call 'Dadi Maa' then you should greet her as:
  My dear Dadi Maa, Charan Sparsh,
- 'Charan Sparsh' is a respectful salutation used generally in India.

How to begin a personal letter?

You can begin a letter with any of the following sentences :

(a) I received your letter yesterday and was delighted to know that..
(b) I have just received your letter and noted the contents.
(c) I got your letter and was delighted to know that you are coming here on the next Sunday.
(d) The courier/the postman has just delivered your letter.....
(e) Everyone here was delighted to receive your much awaited letter yesterday.
(f) Your mother was filled with joy on receiving your letter yesterday.
(g) Your delayed letter has been received by us just now and has removed our anxiety about your well being

How to end a personal letter?

Closing line You may use any of the following sentences as a closing line.

(a) Please do write regularly.
(b) Hope to get your reply soon.
(c) Take care of your studies and do write every week without fail.
(d) Rest is fine. Convey my regards to Mom.
(e) I know you are very busy with your studies, yet you can just write a postcard.
(f) I expect you to write regularly in future.

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Informal Letter Format

(Letters to Family, Friends, Tenants etc.)

Writer's Address
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.....
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Date

Dear .....,

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Yours sincerely,
Sender's Name

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Sample Letters

a. Letters to Relatives

From a father giving advice to his son who has taken admission in a college

1/42, Aravali Vihar
Rajgarh (Alwar)
July 14, 2012

My dear son,

This is the first letter I am writing to you after you left for higher studies at the college. You are at the threshold of making and shaping your career. If you remain sincere to your studies, you will get what you desire.

These four years of sincerity and devotion to the studies are very important in shaping the career of a student. You are venturing into a new phase of life where you will have to take your own decisions. There is no one to tell you to study or play or watch TV. You have to manage all your time by yourself.

I know that you will not disappointment me with respect to your studies, but you are in your youth, and know little of the temptations and allurements with which if youth is beset nowadays. The bad habits and evils which, caught during this period, can spoil not only your own career but can also destroy the hopes of your parents.

Companions influence one's character greatly : good companions make one's character and bad companions mar one's career. Choose the friends who are sincere, honest and industrious. Education plays very important role in the formation of character. Morals are of greater importance in life than material gains.

Indolence is the worst habit that a student can form. Remember, that doing nothing may do you even more harm. You may find plenty of books in your college library. Read history and biographies, both for instruction and amusement, if you feel inclined for something lighter.

I don't want to say anything more. You are also a wise boy.

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Remember the Heights, by the great men reached and kept, were not attained by sudden flight, but they, while their companions slept, were toiling upwards in the night.

Write to me regularly and unreservedly. Always look upon me as your best friend, hiding nothing, not even your mistakes or faults.

Your mother conveys you her fondest love.

Your affectionate father,
SC Gupta

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From a son to his father, expressing dislike of his present job

18, Link Road,
Bhubaneshwar
August 18, 2012

Dear Father,

I received your letter yesterday. You have asked me how I like my present job.

I hope you will take my reply in a positive way. Frankly speaking, I do not like my job. It is all a routine clerical type work; no intelligence is needed.

I have completed more than six months here and I find it as little to my taste as on the first day. I have tried my best to adjust to this work, but I feel quite desperate. I can't adjust myself to this type of work.

I like the work that requires some initiative, intelligence and some challenges to face. I have applied for other jobs at New Delhi in two MNCs and I think I'll be able to get a new job soon.

Please, don't worry for all this. I'll manage the things.
With love to all at home.

Yours loving son,
Hemant

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To your father, giving reasons why he should not press you to marry soon

101-E, Harinagar Colony
New Delhi
September 23, 2012

My dear father,

Received your letter day before yesterday. I am glad to know that Mom has recovered completely from fever.

It is clear that you want to get me married soon and want to be free from your responsibilty.

You have also selected a girl for me. But, if I am not misunderstood, I must say frankly that I don't want to get married so soon.

I've just got the job and I' m also preparing for MBA, so getting married at this stage will not only ruin my career but also will not be good for the bride as I'll not be in a position to devote time to her.

I am not against marriage and I know whichever girl my parents select for me will be the best one; but, getting married at this stage will be a very wrong decision, so please understand my position and give me just one year to shape my career.

Moreover, I need sufficient money to keep my married life happy. You have already spent a lot of money on my education and I would not like to put more burden on you.

So just wait for one more year; and everything will be fine and okay.

I am sure you will agree with me and excuse me for explaining my situation so plainly and frankly.
Convey my regards to Mom and love to Chunnu.

Your affectionate son,
Praveen

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Write a letter to your younger brother advising him to take part in evening games

12, South West Block, Alwar
February 15, 2012

My dear tapan,

I met your class teacher yesterday. He told me that you stood first in the class. I was glad to hear it.

But he has also told me that you have become a bookworm. You do not take part in any kind of games. It is not good. It will affect your health.

I suggest you to take part in evening games. Do not study at the cost of your health. Play hockey or football.

Play games for an hour. It will refresh your mind and keep you physically fit. This will also help you in your studies. Do study hard, but do play for a while.

Work while you work, and play while you play; that is the way to be happy and healthy.

With love!

Yours affectionately,
Prakash Gupta

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Letter to your mother telling her about the journey in a general compartment

23, Pratap Nagar, Chittorgarh
23 January, 2012

My dear mother,

You will be pleased to know that I reached here safe and sound yesterday. I travelled first time in a general compartment. I reached the station at 7 p.m.

I had to wait for three hours, before the train arrived as it was late. As soon as the train stopped, I rushed towards it.

At that time the platform was full of passengers. The atmosphere was noisy. There was a great crowd of passengers in front of all the general compartments, pushing and elbowing one another to get into the train.

No one cared for others. Everyone was desperate to get into the train. With great difficulty, I pushed myself into a compartment but could not get a seat.

For most of the journey, I had to keep standing. At Tundla, I got an upper berth and finally got some rest for a while.

Actually, to travel in the general compartment was very difficult. But as I had to make this journey in emergency, I had no alternative but to travel in such a situation.Anyway, I reached here safe and sound.

With regards to dear papa.

Yours loving son,
Ashish

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Letter to your father, who is away from home, giving him all the home news

114-B, Panchsheel Marg,
Udaipur
May 15, 2012

My dear father,

I have just received your letter. We all are glad to know that you are quite well. You will be glad to know that dear Manu has passed his BSc Examination in first division.

Sangeeta Didi has been blessed with a son. Both, the mother and the baby, are quite well. Bobby has been ill since you left for Mumbai. He is under the treatment of Dr RP Gupta, who says that he will recover soon. So, there is no cause for anxiety.

Kindly write to us when you are coming back home. We all are looking forward to your return.

Your loving son,
Utsav

Letter to your uncle thanking him for the birthday gift you have received from him

105, Mangal Vihar
Bokaro
28 February, 2011

My dear uncle,

Yesterday was my birthday. I received many gifts on this occasion, but yours was the best. You have sent me a beautiful wrist watch. I thank you very much for such a lovely gift.

Your gift is very precious to me. I was often late for my school. Now I'll be punctual. This watch will help me during my examination days also. The watch is a token of your love for me. I'll always keep it with me. Once again I thank you.

With best regards

Your lovingly,
Harsh

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Letter to your elder brother from the town where you have just joined, describing the important features of the town etc

13, Mayur Colony,
Bhilwara
25 April, 2012

My dear brother,

I am glad to receive your letter and happy to learn that everyone is fine at home. You have asked me to give you a brief description of this town.

I like this town and the people here. I am sure that the description that follows will make you like the place and fill you with a desire to see it.

It is a big trade center. There are two cloth mills here, which supply cloth to the whole of the country. There is a large cloth market where you can buy cloth of all qualities and designs.

There are four boys' Colleges and eight Senior Secondary Schools. There are two girls' colleges also. There are three Government Hospitals, one exclusively for women and children, and several private nursing homes. Besides these, there is a charitable eye hospital also.

It has a Railway Junction. Three beautiful Picture Halls are also situated in the town. There is one Engineering and one Dental College too in the town, located in the Industrial Area, about 8 km from the city. The most interesting feature of the town are its magnificent temples where hymns are sung daily in the morning and evening.

People here are nice, honest, straight forward, hardworking and trustworthy. They are not addicted to any vices such as drinking and gambling. My colleagues are also very cooperative and of helpful nature. The General Manager of my company is a thorough gentleman and takes keen interest in the welfare of the staff. He is very kind and sympathetic to all the employees.

I am fine here. Everything is going on nicely as per the schedule.

Regards to Daddy and Mom.

Yours affectionately,
Maneesh

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Letter to your elder brother telling him the reasons of your failure in Public Service Commission Examination

304, Shastri Nagar,
Jodhpur (Raj)
January 16, 2012

My dear brother,

I am in receipt of your letter. You have asked me the reasons of my failure in the Public Service Commission Examination. I do not like to give any excuses but believe in narrating the facts for my failure as per my understanding.

As you also know, this is not an easy exam. I was fully prepared for all the four papers, but the timetable of my exams was very cumbersome. I had to take three papers continuously.

The Economics paper was on 12th Jan. from 3 pm to 6 pm and the paper of Statistics-I was scheduled for 13th January from 10 am to 1 pm and after that I had to take the paper of Statistics-II from 3 pm on the same day itself. This all caused a lot of stress in my mind.

I couldn't sleep even for a minute on the night of 12th January and so, when I went to the examination hall the next day, I could take the paper of Statistics-I satisfactorily but I could not take the paper of Statistics-II properly and so in this paper I got only 31 marks out of 100 marks which spoiled my percentage.

I was well prepared for all the papers, but it was my hard luck or, say, I was unfortunate as the timetable was so disturbing and tedious.

This is the first time when all the students who opted for Economics and Statistics have suffered this much, because of such time scheduling.

I am disappointed with the result, but nothing can be done now. I am determined to take this examination again with a much better preparation. I remember your words: "A man who wins, is the man who thinks he can. "
Convey my regards to Papa and Mummy.

Yours loving brother,
Prakash

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Letter to your father asking for some money

415, Lajpat Nagar
Alwar (Rajasthan)
February 23, 2012

My dear father,

I hope this letter finds everybody at home in the best of health and happiness. I am well here. You might have received my progress report from the school.

You will be glad to know that I have secured first position in my terminal examination.

I assure you that I will maintain this position in the Annual Examination too. As you know my fees for the next quarter is due. Therefore, kindly send me ₹ 11000/- by bank draft at the earliest.

Please pay my respects to dear mother and convey my love and affection to Puppy and Raju.

Yours loving son,
Harish

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Letter to your sister advising therein as to which subjects she should opt for in XI standard

KH-3, South West Block
Near Eid Gah
Jaipur(Raj)
18th June, 2012

Dear Ragini,

I've got your letter dated 15th June. You have sought my advice in the matter of opting for Science or Commerce group in your XI standard.

First of all, I would like to tell you very frankly, that whatever stream you opt for, you have to put in hard work to achieve success. In the present competitive world, a poor show in any stream is of no use.

In Science group, you can opt either Engineering or Medical. If we compare Engineering and Medical professions, the medical profession is more suitable, particularly for female candidates. On the other hand, through Commerce stream, you can become a Chartered Accountant, ICWA, Company Secretary and can also go for MBA.

In Commerce stream, you are required to take computer training also, because nowadays all businesses are being carried through computers. So, commerce also opens new vistas of career opportunities to you.

So, if you are interested in becoming an Engineer or a Doctor, you should opt for the Science stream but if you are interested in the work of accounting nature, then Commerce stream is more suitable to you. Anyway, choice is yours. Whatever may be your decision, please let me know at the earliest.

I'd also like to tell you that you should also improve your English along with your academic achievements. English is very important for achieving higher qualifications. Everything is normal at my end. Do write for any help.

Convey my regards to Mummy and Papa.

Your loving brother,
Putin

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Letter to your sister Rashmi, describing your hostel life

Indira Hostel
PQR School
New Delhi
25 May, 2012

My dear Rashmi,

I received your letter three days ago, but because of my preoccupation with making preparations for the annual function of our hostel, I could not get time to reply to you.

I feel pleasure in informing you that I stood first in the quiz competition and our team stood second in the folk dance competition, held during the annual function programmes.

As I am staying in the hostel, I am devoting more than two hours daily for improving my General Knowledge and General Awareness, in addition to course studies.

Ours is a very good hostel. Most of the students are well disciplined and sincere. Our hostel warden, Mrs Savita Vermani, is a very strict lady. She keeps a close watch on every student. All students are required to attend the morning and evening classes daily and both the times, the attendance is marked.

The quality of food served is very good. It consists of two vegetables, curd and salad, with tawa chapatis and a sweet dish.

The breakfast is served at 8 am and after that I go to school and take the lunch at 1 pm and the dinner is served from 7 pm to 9 pm.

In the evening, we play games such as badminton, hockey and cricket in the hostel playground from 4 pm to 7 pm.

As such, I find this hostel a well maintained one, with everything of good quality and standard.

What about you? How are your studies going on? Do write to me for any help or work.
Convey my regards to Mummy and love to Sunni.

Yours loving sister,
Shweta

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Letter to your father telling him of your plan to go to a village with a group of students to teach illiterate villagers

1215, Qutub Enclave
New Delhi
22 April, 2011

Respected Daddy,

I received your affectionate letter a couple of days ago, but I was busy with my examination and so I could not reply earlier.

I am very happy to know that Sonu has been selected in IIT with a very good rank. Please, congratulate him on my behalf. He deserves the kudos.

As I informed you earlier, my annual examinations would be over on 29th April. On 30th April, I, as a part of a team of ten students, am planning to go to a nearby village Hatina, to teach the illiterate villagers.

The team will be headed by our professor Dr Pannikaran. We will teach them how to read and write Hindi. We will also train them to write their signatures.

Illiteracy is a curse in our society. Many problems and hardships faced by the poor villagers are because of their illiteracy.

Our tour will not only help them, but it will also be beneficial for us to get a first hand knowledge of rural problems.

I will write to you about our detailed programme later on. Every thing is fine at my end.

I am preparing well for my annual examinations. Convey my deep regards to mom and hearty congratulations to Sonu.

Your loving son,
Sarvesh

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Letter to your father, explaining to him, the reasons of your not securing good marks in English paper

24, Subhas Hostel, WXT College, Jaipur
26 March, 2012

Respected Papa,

I received your letter today in the morning. You have asked me the reasons of my securing poor marks in English paper.

First of all, I'd like to tell you that I put in very hard labour in English. But as you are aware I am not good at Grammar, so I couldn't attend the Grammar portion so well.

I need tuition in English Grammar. I have talked to my Grammar teacher, who has consented to give me tuition for two months only.

Without good command over English Grammar, it is not possible to secure good marks in English. Please allow me to take the tuition so that the problem of English is solved for ever.

You can see that in other subjects I have secured more than 85 % marks, but in English I could not manage to secure more than 50%.
Convey my regards to Mom, and Grandmom.

Your loving son,
Jaipal

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Letter to your elder brother, telling him about the discomfort of a railway journey without reservation

214, Nehru Nagar,
Ambala
3 March, 2011

Dearest Brother,

As I informed you telephonically also I reached here safe and sound yesterday.

I'd like to tell you the discomfort I suffered because I had no reservation. As you know, I could not get the reservation so I had to travel in the second class general compartment. The journey was very tiring and cumbersome.

First of all, the train was late by two hours. As soon as the train arrived, I, somehow, managed to push myself into the general compartment.

It was overcrowded, but after one hour, I got half a seat; just managed to sit on the corner of a berth. Six persons were sitting on a seat for three, still it was comparatively comfortable. It was not possible to take rest or sleep for the whole night.

However, the night passed and the train reached Ambala at 5 am I found myself safe and sound but extremely tired.

For the future, I have decided to plan any journey in such a way that either I get a reservation or, if not I would travel by bus.

How are the things going on at your end. Convey my regards to Mom and love to Tini.

Your younger brother,
Pulkit

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Ordinary letter from a son to his mother

15, Prem Kuteer
Near Bus Stand
Jabalpur (MP)
3 November, 2012

My dear mom,

Your letter dated 29th Oct is in hand. I am delighted to know that you are now quite fit and healthy. I was very much worried about your health.

I'd like to request you to take care of your health properly. Don't think that money paid to doctors is a useless expense. Your health is more important than any other things for all of us. So please don't neglect your health.

I am fine here. Richa is also fine. She conveys her deep regards to you. We are planning to visit you during winter vacation.

How is Papa? What about his promotion? Convey my regards to Papa.

Please do write regularly.

Yours loving son,
Piyush

Reply from a mother to her son

9/B, Mathura Gate,
New Delhi-110031
14 November, 2012

Dear Piyush,

I was in receipt of your letter dated 3rd November, two days ago. I noted your concern about my health. I am quite well now and taking full care of my health. I have started taking 'Yoga' classes at a 'Yoga' Institute, opened recently near the office of your Papa. It has given me great relief and confidence to lead my life in a healthy manner. So relax and enjoy your life.

Do write about your exact programme of coming here.

Your loving mom,
Kumkum

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Ordinary letter of a son to his father

15/B, Manasatalla Lane, Kidderpore
Kolkata 700023
18 July, 2012

Dear Daddy, *(Respected Daddy,) *(My dear Father,)

I've just got your letter. In fact, I had been anxiously waiting for it for the last two days. I was worried about the result of Sonu. I am glad to know that he has secured 2nd position in the district in his class and got the highest marks in mathematics in the State.

What's the progress of her Fashion Designing Course.

A good news for you that I have securred 89% marks in my first semester and secured the first position in the University.

Rest is fine at my end. When are you planning to visit me ? Convey my regards to dear Mummy and affection to Sarita and Sonu.

Your loving son,
Rajesh

** You can use any greetings Dear Daddy or Respected Daddy or My dear Father.*

A reply to the previous letter

Jay Palace, Mandir Marg, Jaipur Rajasthan
23 December 2012

My dear Rajesh,

I received your letter yesterday. Everyone here is delighted to know that you've secured first position in the University in the first semester. You have kept your promise and shown your worth. Congratulations to you. You really deserve it. Keep it up.

Sonu and Sarita are fine. Sonu is preparing for his premedical test and Sarita is busy in her Fashion Designing Diploma Course.

We may visit you for a day or two during your winter vacation. No progarmme has been finalised yet. I'll inform you about our exact programme in my next letter. Take care of your health. Your mom conveys her blessings to you.

Your Father,
Prakash Jain

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Letter from a father to his daughter

3/48 Mangal Vihar, Kanpur
15 January, 2012

Dear Surabhi,

You seem too busy to drop a few lines about your well being. We haven't received any communication for the last one and a half month from you. What's the matter?

When you left for your new job, you promised to write to us every week. You can't understand the anxiety of the parents about their childern.

Now tell us how you are. What's new at your end? Are you overburdened with your work or are there some other things that keep you overbusy?

Do write at once and never let such a delay happen in future. Your mummy is conveying her blessings to you.

Your loving father,
RP Vashishtha

Reply from a daughter to her father

16/ J Ansari Road, New Delhi
21 January, 2012

My dear papa,

I have just received your letter and without any further loss of time I am replying the same.

First of all, I am sorry for not writing to you for the last one and a half months. I am indeed extremely sorry for such a lapse and assure you that I'll not repeat it in future in any circumstance.

Actually, I have become overbusy in the new assignment here. I've found the new assignment very interesting and it suits my taste.

There are many many new things to learn here. I had started to write to you twice but once a friend came in between, and the other time, the electricity went off. But whatever may be the reason, it is my fault for not writing to you.

Everything is fine. All are good and very cooperative here.

I miss you all a lot. Convey my regards to Mom and Sharma Aunty.

Yours affectionately,
Surabhi

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Letter from a brother to his newly married sister

Addres : .....
Date : .....

Dear Shanu,

Hope this letter finds you and Jijajee in the best of health.

Ever since you left for Mumbai with Jijajee, either you have forgotten all of us including your friends or you are angry with everybody here. As far as I can guess, we hadn't done anything that can make you so angry. Everybody is worried about you. Are you okay?

Tell me how you and Jijajee are? What did compel you for not writing for such a long time? What keeps you so busy all the time. How do you manage your new life?

I know you are a perfect girl and shall make everything perfect to your liking. Do write without any further delay, and write regularly.

Mummy and Papa send you their blessings. I miss you a lot.

Yours loving brother,
Sanjeev

Reply from a sister to her brother

Address : .....
Date : .....

My dearest brother Sanjeev,

I am very much delighted to receive your first letter just now. First of all, I apologize for my inability to write any letter. Actually, after our arrival in Mumbai, we became very busy in shopping for our necessities for the new home, visiting various places in Mumbai and in attending dinners hosted by the friends of your Jijajee.

But it is indeed my mistake that I couldn't write any letter. How can I forget my family-mom, papa and you? I also miss you all. I promise to write regularly now.

Rest is fine here. Your Jiyajee takes full care of me. He conveys his regards to Mom and Papa and namaste to you.

Your loving sister,
Shanu

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An ordinary letter to a brother

15, Sur Sadan
Adarsh Nagar
Jaipur
15 January, 2012

My dear brother,

I received your letter today. You have inquired about my health. I am fine now and taking care to remain healthy.

I get up early in the morning. I go for a morning walk daily. I do some physical exercises every day.

I also play games in the evening. I go to the school playground and play football. I eat fresh green vegetables, fruits, etc regularly.

I drink milk daily at night. As such, I am very much concerned about my health and soon you'll find a lot of improvement in my health. So don't worry.

Please, convey my respects to Uncle and Aunt and love to Raju.

Yours affectionately,
Girish

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An ordinary letter to a father

11, Sanjay Colony
Rajgarh
12 December, 2012

My dear father,

I received your letter yesterday and I was happy to know the result of Renu Didi, that she passed in first division.

I am now doing my studies well, but just before the examination, my studies were disturbed on account of a strike by the school's employees union.

The teachers of English and Maths have not completed the courses yet. We have requested the Headmaster to start extra classes. I get up early in the morning. I am working very hard nowadays to compensate for the loss. I am also taking coaching at a private institute. As such, I am trying my best to maintain my position in the yearly examination.

My regards to Mom, love to Monu and congratulations to Renu Didi.

Your affectionate son,
Harish

Letter to a father giving him news about home

175, Bihari Bhawan
Raja Park
Jaipur
15 April, 2012

My dear father,

I received your loving letter yesterday and came to know all about you and your new place. Here everything is fine except mom who has been suffering from flu for the last two days. I took her to our family doctor. She has been in the grip of viral fever. He gave her injection and prescribed some medicines. He also advised her to take rest for three days.

I am taking full care of mom. You should not worry about her.

Yours affectionately,
Ganesh

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Letter to a brother informing him about your future plans of action

13, Meera Lane
Bani Park
Jaipur
10 July, 2012

My dear brother,

I am glad to receive your letter. You have asked me about my future plans after completing my Sr Secondary. My examination result is going to be declared soon. I hope to pass with a good percentage. I want to join the army. I like military service. There I can serve my motherland. So after my Sr Sec I'll prepare for the NDA examination, for which I have already started my preparations.

Regards to Mom and Daddy and love to Sonu.

Yours affectionately,
Prakash

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Letter to a younger brother who has fallen into bad company

119, Gurunanak Pura
Raja Park
Jaipur
15 July, 2011

Dear Mahesh,

I've come to know that you are not serious about your studies. Sharma Uncle has told me that you have been wasting your time in gossiping and wandering here and there. It seems that you have fallen into company of some bad students. I was stunned to know all this. One rotten apple can spoil the whole lot. Do not waste your time. Time once lost can't come back. This is the time to make your career. If you lose it, you will repent throughout.

Hard work alone can bring success. Daddy will be very sad if he comes to know about it. I advise you to leave the bad company at once and work hard in your studies with full dedication and devotion. Write to me soon.

Yours affectionately,
Narain Lal

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b. Letters to Friends

Letter to a friend telling him about the importance of Civil Services and how to make preparation for English paper

129, Civil South West Block
Alwar
18 October, 2011

Dear Rajesh,

I am in receipt of your letter today. You have asked my views about the Civil Services and how to prepare for English paper for this examination.

In my opinion, Civil Services provide you an excellent and challenging career. You get a respectable status and recognition in society. As an administrator, you can render valuable service to the society.

You can help the poor and the neglected sections of the society. You can initiate actions to eradicate so many evils prevailing in our conservative society.

An administrator is responsible for the overall development of his area of jurisdiction. So if you are thinking of preparing for the civil Services, you are on the right track.

As far as preparing for the English paper is concerned, I'd like to suggest to you that, first make your Grammar strong. You not only have to learn the grammatical rules, but also to do a lot of practice. Prepare essays on at least twenty expected topics. Prepare essays on general topics to.

For reports, letters etc consult any good book. From that, you will get to know the right way of writing the composition parts. The most important point is, that you must have a good command over written English.

Strong and enriched vocabulary will help you in writing correct English. For English, it being a foreign language, you can't depend on cramming. You have to do regular practice. I think you will find my advice proper and useful.
How are your parents? Please convey my regards to them.

Yours sincerely,
Ravi Prakash

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Letter to a friend telling him about your plan of establishing your own factory, after completion of your BE

C-125, Pratap Nagar
Chittorgarh (Raj)
15 November, 2011

Dear Gopal,

How are you? How are the things at your end?

I am thinking to establish my own factory after completing my BE. Getting a Government job has become almost impossible nowadays and the present slump in the market has made getting private jobs also a difficult task.

I have talked to my parents. They have advised me to establish my own unit of manufacturing 'Steel Nuts'. One of our relatives already has such a unit.

Though there is competition everywhere, yet with quality products and fair dealings we can earn our success. My education will also be very helpful in this new venture.

What do you suggest? If you like, you may also join me in this new venture.

Convey my regards to your parents and love to Sonu.

Yours sincerely,
Piyush Jaiman

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Letter to a friend describing the Annual Day celebrations in your school

23, Ram Nagar
New Delhi
10 January, 2012

Dear Sitaram,

I was glad to receive your letter. The annual function of my school was on Tuesday, the 2nd January. A stage was built up.

Three big 'Shamianas' were fixed. Our Education Minister was our Chief Guest. A cultural show was organised in which one-act plays, folk dances and songs were presented.

After the cultural show, the Principal read the Annual Report. The Chief Guest distributed prizes to the meritorious and the best performers.

He praised the efforts made by our school in preparing the students for the annual function.

The function ended after a tea party. It was a nicely arranged and well managed function.

Convey my respects to your parents and love to Sonu.

Yours sincerely,
Ram Singh

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Letter from a student to his friend, telling him about his first impression of the college

215, Aravali Vihar
Near Jain Temple
Alwar (Raj) 301001
October 18, 2011

Dear Shankar,

As you know, I got admission in Rajasthali Commerce College, New Delhi this year. You have asked me to tell you about my new college.

The atmosphere and the environment of the college is entirely different from that of our school. The discipline in the college is not as strict as it was in our school.

There is no binding of wearing a uniform. The professors treat us in a very friendly way. No terror of the teachers as it was in our school.

Professors just come in the class, deliver the lectures and generally do not bother to ask any questions from the students. They are not worried whether the students follow them or not. All kinds of facilities like library, sports, games, canteen are available in this college.

Students enjoy the freedom of college life. Everyone is at liberty to go wherever he likes, to do whatever he likes, and to speak what he has in his mind within certain limits.

There is nobody to check the students. They can mar or make their lives.

I can't afford to waste my time in useless things and have started making notes by consulting the library books for the last one week.

I have to do a lot of hard work to obtain good marks. Tell me about yourself.
Convey my regards to your parents.

Yours sincerely,
Dinesh

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Letter to a friend, describing a serious lorry-truck collision

16 Hewett Road
Simla
18 October, 2012

My dear Harish,

Received your letter just now and I am happy to know that you are leaving for Darjeeling for a change of climate. Darjeeling is one of the best hill stations of our country, and I hope you will also like it very much.

I am giving you a very shocking news of the death of Prem, our beloved friend, who died in an accident two days ago. According to an eyewitness, a lorry, bound for Bhiwadi, was moving towards the Dhaula Kuan and a truck full of bricks was coming from the opposite direction moving at a very high speed. The truck hit the lorry from the left side and the lorry overturned on the road after a full turn. Two school girls on their bicycle were trapped and killed. Prem, while trying to save the girls, was also crushed to death. In order to save the girls from the clutches of death, Prem sacrificed his own life. The gruesome accident took place so rapidly that all the bystanders were stunned

After the accident, the police rushed to the spot and an ambulance was called immediately, but it was of no avail because both the girls and Prem had already died. Their bodies had been reduced to pulp, and were pulled out from underneath the lorry. The dead bodies were at once taken to the hospital for the post-mortem. The driver of the truck was arrested.

I was shocked to hear such a gruesome and sad news. However, what cannot be cured must be endured. No one can know what is robbed.

I am not in a mood to write about any other thing. Convey my regards to your parents.

Yours sincerely,
Balkishan

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A Unique World of Interesting Proverbs

What are Proverbs?

Proverbs are wise sayings. They are usually short, to the point, memorable and popular. They are advisory and eye openers by nature. The proverbs contains simple truths from experience over the years. Most of the proverbs exhibit simple rhyme and elegant balance.

Are Proverbs Different From Idioms?

Idioms, like Proverbs, are common sayings. Idioms usually do not offer any advice. For example, to blow one's own trumpet, which means to praise oneself is an idiom. It may be converted into a proverbial expression: Don't blow your own trumpet. There is no clear dividing line between idiomatic phrases and proverbial expressions. When an idiomatic phrase becomes widely popular, it is regarded a proverb.

Where do Proverbs Originate From?

Proverbs usually originate from two primary sources—the common men and the wise people. Something commonly experienced is documented by the wise, and something written by the wise is liked and frequently used by the common man.

Many English proverbs also owe their origin to the Bible :

A soft answer turneth away wrath

Something is better than nothing

In addition to the Bible, several proverbs are believed to have their origin in the works of William Shakespeare and other great authors. It is difficult to be certain whether these proverbs were truly invented by Shakespeare or other authors or were already in existence, before or around his time. For example :

- Brevity is the soul of wit
  (from Hamlet)

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- Cowards die many times before their deaths
  (from Julius Caesar)
- Laugh and the world laughs with you, weep and you weep alone
  (from the poem Solitude by Ella Wheeler Wilcox)
- A little learning is a dangerous thing
  (from Essay on Criticism by Alexander Pope)
- A thing of beauty is a joy for ever
  (from the poem Endymion by John Keats)

How are Proverbs to be Interpreted?

Proverbs contain popular wisdom acquired by mankind over the ages. Proverbs are to be interpreted primarily in two ways – literally and metaphorically.

Many Proverbs contain a universal truth and are to be interpreted literally. For example,

- Hope for the best and prepare for the worst
- One is never too old to learn

Examples of Proverbs that apply to a host of situations and are to be interpreted in a broad metaphorical sense (not just literally) are :

- A bird in the hand is worth two in the bush
- Between two stools you fall to the ground

What is the Role of Proverbs in Learning and Education?

Learning, interpreting and understanding the entire gamut of Proverbs allows an individual to formulate a philosophy of life. Proverbs offer learning for all ages whether old, young; men or women. Proverbs determine actions and emotions of an individual. Proverbs are actually the experience and truth felt by wise and common men, guide the mankind in times of difficulty, and when there is double crossing in the path to lead.

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Traditional Proverbs

A

- An apple a day keeps the doctor away
- A bad workman always blames his tools
  (To blame the tools for bad workmanship is an attempt to excuse one's lack of skill.)
- A bird in the hand is worth two in the bush
  (What you have is worth more than what you dream about.)
- A burnt child dreads the fire
  (A bad experience or a horrifying incident may scar one's attitude or thinking for a lifetime.)
- A cat may look at a king
  (If a cat may look at the king, then I have a right to look where I please.)
- A chain is no stronger than its weakest link
  (The strength of any group depends on the individual strength of each of its members.)
- A closed mouth catches no flies
  (It is often safer to keep one's mouth shut.)
- A coward dies a thousand times before his death. The valiant never taste of death but once
  [A coward constantly and fearfully imagines his own demise, while the valiant give no thought to how they might be harmed. Also: worrying about a forthcoming disaster may cause as much (or even more) pain as the disaster when it occurs (but does neither change it nor make it easier).]
- A fool and his money are soon parted
- A fox smells its own lair first and A fox smells its own stink first (The fault one notices in another is often a fault of the first person.)
- A friend in need is a friend indeed
  (A friend who helps when one is in trouble is a real friend.)
- A friend of all is a friend to none
  (One can't be a friend of all, if any one pretends so, he is not a friend of anybody.)

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- A good beginning makes a good ending
- A good man in an evil society seems the greatest villain of all
- A good surgeon has an eagle's eye, a lion's heart, and a lady's hand
- A great talker is a great liar
  (A smooth and persuasive talker may be a good liar.)
- A guilty conscience needs no accuser
- A hungry man is an angry man
  (A person, who does not get what he wants or needs, is a frustrated person and will be easily provoked to rage.)
- A kite rises against the wind
- A lie can be halfway around the world before the truth gets its boots on
  (A great lie may be widely accepted before the truth comes to light.)
- A little knowledge is a dangerous thing
- A loaded wagon makes no noise
  (People with real worth don't talk about it.)
- A miss by an inch is a miss by a mile
  (A miss is as good as a mile.)
- A man is as old as he feels
  (A person's age is immaterial. It is only when he thinks and feels that he is ageing, that he actually becomes old.)
- A paragraph should be like a lady's skirt—long enough to cover the essentials but short enough to keep it interesting
- A penny saved is a penny earned
  (By being thrifty, one will be able to save up.)
- A man is known by the company he keeps
- A picture is worth a thousand words
- A pot of milk is ruined by a drop of poison
- A rolling stone gathers no moss
  (A person who never settles in one place or who often changes his job will not succeed in life; one who is always changing his mind will never get anything done.)
- A stitch in time saves nine
  (Fix the small problem now before it becomes larger and harder to fix.)

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- A whistling woman and a crowing hen are neither fit for God nor man
- Absence makes the heart grow fonder
  (One usually desires another more when he or she is far away.)
- Actions speak louder than words
  (Children usually learn more from the examples set by their elders than from what they are told; a person's character is judged by the things he does and not by what he says.)
- Advice most needed is least heeded
- After dinner, sit a while; after supper, walk a mile
- All cats love fish but hate to get their paws wet
- All flowers are not in one garland
- All frills and no knickers
  (All style and no substance.)
- All good things come to an end
- All hat and no cattle
  (All talk and appearance and little or no substance.)
- All roads lead to Rome
- All's fair in love and war
- All for one and one for all
- All's well that ends well
- All sizzle and no steak
  (All style and no substance.)
- All that glitters is not gold
  (Do not be deceived by things or offers that appear to be attractive.)
- All things come to him who waits
- All work and no play makes Jack a dull boy
- All play and no work makes Jack a mere toy
- A man's home is his castle
- A person is king in his home
- An eye for an eye and a tooth for a tooth
  (Retribution should be equitable, proportionate and "fit the crime". Biblical reference, modern usage often connotes support for capital punishment.)

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- An ounce of prevention is worth a pound of cure
  (Similar to that of A stitch in time saves nine. Preventing something in advance is better than fixing it later on.)
- An idle brain is the devil's workshop
  (One who has nothing to do will be tempted to do many mischievous acts.)
- An ounce of discretion is worth a pound of wit
  (It is better to be careful and discrete than to be clever.)
- Any time means no time
  (When an event is not decided on or planned earlier, it will never take place.)
- A picture is worth a thousand words
- April showers bring May flowers
- Ask me no questions, I'll tell you no lies
  (Ask no questions and hear no lies.)
- As fit as a fiddle
  (Quite fit and well.)
- As you make your bed, so you must lie in it
- A Smack in the mouth often offends
  (Meaning you will offend the proprieter should you ask for credit. Pay for your goods!)
- As you sow, so you shall reap
  (One will either enjoy or suffer the consequences of his earlier actions or inactions.)
- A watched kettle never boils
  (Worrying over something can make the task seem to take longer than it should.)
- A woman's work is never done
  (Meaning that a man's traditional role as breadwinner may keep him occupied from sun-up to sun-down, but the traditional roles of a woman demand even longer hours of work.)
- A word spoken is past recalling
  (What's done is done.)

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B

- Barking dogs seldom bite
  (Those who make loud threats seldom carry them out. Also - People, who are busy complaining, rarely take more concrete hostile action.)
- Be careful what you wish for, you might just get it
  (Things greatly desired have unintended consequences.)
- Beauty is in the eye of the beholder
  (The idea of beauty is personal.)
- Beauty is only skin deep, but ugliness goes straight to the bone
- Beauty may open doors but only virtue enters
- Before criticizing a man, walk a mile in his shoes
  (One should not criticize a person without understanding their situation.)
- Beggars can't be choosers
  (Those who are in need of help, should not criticize the help, they receive.)
- Behind every good man is a woman
- Better to have it and not need it than to need it and not have it
- Better to remain silent and be thought a fool, than to open your mouth and remove all doubt
  (It is better to remain silent and thought a fool, than to speak and remove all doubt about that you are really a fool.)
- Better late than never
  (To do something that is right, profitable, or good a little late is still better than not doing it at all.)
- Better safe than sorry
  (It is better to take precautions when it's possible that something can go amiss than to regret doing nothing later if something should indeed go wrong.)
- Beware of the Bear when he tucks in his shirt
- Between the devil and the deep sea
  (To choose between two equally bad alternatives in a serious dilemma.)
- Birds of a feather flock together
  (People of the same sort of character or belief always go together.)

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- Beware of the false prophets, who come to you in sheep's clothing, and inwardly are ravening wolves (*Mathew; bible quote*)
- Beware of Greeks bearing gifts
- Bitter pills may have blessed effects
- Blood is thicker than water
  (Bonds between family members are stronger than other relationships.)
- Blood will out
  (A person's ancestry or upbringing will eventually show.)
- Bloom where you are planted
- Boys will be boys
  (Boys are traditionally expected to misbehave, while girls are not.)
- Brain is better than brawn
- Bread is the staff of life

C

- Call a spade a spade
  (If you say that someone calls a spade a spade, you mean that they speak frankly and directly, often about embarrassing or unpleasant subjects; an informal expression.)
- Charity begins at home
  (A person's first obligation should be to help the member of his own family before he can begin thinking of talking about helping others.)
- Chance favours the prepared mind
- Cobbler, stick to thy last
  (Tend to what you know.)
- Common sense ain't common
- Curiosity killed the cat
- Cut your coat according to your cloth
- Cry me a river, build a bridge and get over it
- Damned if you do, damned if you don't
  (Refers to a situation where both possibilities will lead to harm.)

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D

- Dead men tell no lies
  (Often used as an argument for killing someone whose knowledge of a secret may cause one loss or get into serious trouble.)
- Desperate times call for desperate measures
- Discretion is the better part of valour
  (If you say discretion is the better part of valour, you mean that avoiding a dangerous or unpleasant situation is sometimes the most sensible thing to do.)
- Different strokes for different folks
  (Different people have different preferences.)
- Do unto others as you would have done to you
- Doctors make the worst patients
- Don't bite the hand that feeds you
  (Behave deferentially to those who provide for you.)
- Don't burn your bridges before they're crossed
  (Do not act in such a way as to leave yourself no alternatives.)
- Don't count your chickens before they're hatched
- Don't cry over spilt milk
  (Do not be excessively regretful of minor accidents.)
- Don't cross your bridges before you get to them
- Don't cut off your nose to spite your face
  (Do not act to spite someone else if it is damaging to yourself.)
- Don't eat yellow snow
- Don't fall before you're pushed
- Don't have too many irons in the fire
  (Do not take on more responsibility than you can handle at any one time.)
- Don't judge a book by its cover
  (Do not judge by appearances.)
- Don't look a gift horse in the mouth
- Do not look for faults in a gift
  (Looking at a horse's mouth is one classic way to judge its health.)
- Don't make a mountain out of a molehill
  (Don't exaggerate small things.)

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- Don't mend what ain't broken
  (If it ain't broke, don't fix it.)
- Don't put all your eggs in one basket
  (One should not risk everything he has in a single venture.)
- Don't put the cart before the horse
  (Do things in the correct order.)
- Don't shut the barn door after the horse is gone
  (Prepare for things to go wrong rather than worrying about them after the fact.)
- Don't spit into the wind
- Don't take life too seriously; you'll never get out of it alive
- Don't throw out the baby with the bathwater
  (Do not, in an attempt to remove something undesirable, lose things that are valuable.)
- Don't cross a bridge before you come to it
  (Don't fret unnecessarily about future problems.)
- Doubt is the beginning, not the end, of wisdom

E

- Eat to live, but do not live to eat
  (Man was created for a divine purpose and he has a destiny with his Creator - he was not born just to enjoy food.)
- Early to bed and early to rise, makes a man healthy, wealthy and wise
- Empty vessels make the most noise
  (Those people, who have a little knowledge, usually talk the most and make the greatest fuss.)
- Ends justify the means
- Even a dog can distinguish between being stumbled over and being kicked
- Every dog has its day
  (Everyone will get a period of success or satisfaction during his lifetime.)
- Every cloud has a silver lining
  (If you say that every cloud has a silver lining, you mean that every sad or unpleasant situation has a positive side to it. If you talk about silver lining you are talking about something positive that comes out of a sad or unpleasant situation.)

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- Everyone wants to go to heaven, but no one wants to die
- Every one can find fault, few can do better
  (It is easier to find fault in other people's actions or methods than to do it properly or correctly.)
- Even a broken/stopped clock is right twice a day
  (Excuses are like butts, everybody has them and they all stink.)
- The early bird catches the worm

F

- Faint heart never won fair lady
  (To succeed in life, one must have the courage to pursue what he wants.)
- Fair exchange is no robbery
  (A contract is fair as long as both the parties understand and agree to the conditions willingly; after a deal is closed, neither side can turn around and say that he was unfairly treated.)
- Familiarity breeds contempt
  (Long experience of someone or something can make one so aware of the faults as to be scornful.)
- Fine feathers make fine birds
- Fine words butter no parsnips
  (Actions speak louder than words.)
- Fire is a good servant but a bad master
  (Fire, like any other manmade tool or device, will serve man well only when it is controlled and used wisely.)
- First come, first served
  (The first in line will be attended to first.)
- First deserve, then desire
- First things first
  (Do more important things before other things.)
- Fool me once, shame on you. Fool me twice, shame on me
- Fools rush in where angels fear to tread
- Alexander Pope.
- For want of a nail, the horseshoe was lost
  (For want of a nail, the horseshoe was lost; for want of a horseshoe, the horse was lost; for want of a horse, the rider was lost; for want of a rider, the battle was lost; for want of a battle, the kingdom was lost, and all for want of a nail.)

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- Fortune knocks once at every man's door
  (Everyone gets at least one good opportunity in his lifetime; everyone has the opportunity to be successful in life.)
- Forewarned is forearmed
- Fretting cares make grey hairs

G

- Give and take is fair play
- Give a dog a bad name and hang him
- Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime
- Give, and ye shall receive *Jesus*
- Give the devil his due
  (Be just and fair-minded, even to the one who does not deserve much or who is unfriendly or unfair; we should punish a person according to his wrongdoings.)
- Going the whole nine yards
- Going to Hell in a handbasket
  (Something or a situation is quickly taking a turn for the worse without effort or with great haste.)
- God takes care of drunks
- God cures and the physician takes the fee
- God don't like ugly and he ain't stuck on pretty
- God helps those who help themselves
  (God only helps those people who work hard and make an honest effort.)
- Good eating deserves good drinking
- Good fences make good neighbors
- Good men are hard to find
- Good poon needs no bush
  (Something desirable of quality and substance need not be embellished. It was customary since early times to hang a grapevine, ivy or other greenery over the door of a tavern or way stop to advertise the availability of drink within. Once something establishes a good reputation for quality, the advertisement is rendered superfluous.)
- Good things come in small packages

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- The grass is always greener on the other side of the fence
- Great haste makes great waste
  (If one does things hastily, he will make a lot of mistakes - he will need to spend a lot of time correcting those mistakes later.)
- Great minds think alike
  (Wise people will normally think and behave alike in certain situations.)
- Great talkers are little doers
  (Those people who talk a lot and are always teaching others, usually do not do much work.)
- Great oaks from little acorns grow
- Green leaves and brown leaves fall from the same tree
  (Things change over time.– If you are good at one aspect of a skill, you should be skilled at the other aspects, such as a painter who says he can't draw, yet both painting and drawing are aspects of art.– No matter of the outside, we are all the same inside.)
- Grow where you are planted
- Give respect, get respect

H

- Habit is second nature
  (An act done repeatedly and often enough will sooner or later become a habit or second nature.)
- Hair of the dog that bit you
- Half a loaf is better than none
  (Be thankful for what you've got.)
- Handsome is as handsome does
- Hang a thief when he's young, and he'll not steal when he's old
- Happy wife, happy life
- Hard cases make bad law
- Hard words break no bones
- Haste makes waste
- Have not, want not
- He, who dares, wins
- He who fails to prepare, prepares to fail

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- Health is better than wealth
- Heaven hath no rage like love to hatred turned, nor Hell a fury like a woman scorned
- Heaven protects children, sailors and drunks
- Hell hath no fury like a woman scorned, which is merely a spark compared to the Sun as a measure of the power of God's wrath
- He who hesitates is lost
- He, who knows, does not speak. He, who speaks, does not know
- He laughs best who laughs last
  (A person, who does his best, is the one who will get the greatest satisfaction in the end.)
- He, who lives too fast, goes to his grave too soon
- He, who stands for nothing, will fall for everything
- He, who will steal an egg, will steal an ox
- He, who lives by the sword, shall die by the sword
- He, who pays the piper, calls the tune
  (To be able to contol the details of a situation by virtue of being the one who bears the cost or provides for others.)
- He who sleeps, forgets his hunger
- Hindsight is 20/20
  (It is always easy to see your mistakes after they occur.)
- His bark is worse than his bite
  (He will talk about consequences more than act.)
- History repeats itself — ***Mark Twain***
- Home is where the heart is
- Honesty is the best policy
  (Being honest is believed to be the best route to take.)
- Honey catches more flies than vinegar
  (One can get more cooperation from others by being nice.)
- Hope for the best, expect the worst
  (Pray for the best, prepare for the worst.)
- Hope is life
- Hope springs eternal — ***Alexander Pope***
- Hunger is the best spice

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- It is better to die on one's feet than live on one's knees
- Idle minds are the devil's workshop
- If at first you don't succeed, try, try again
- If if's and but's were pots and pans, there would be no tinklers
- If it ain't broke, don't fix it
  (If it isn't broken, don't fix it.)
- If life gives you lemons, make lemonade.
- If something can go wrong, it will ***Murphy's Law***
- If the shoe fits, wear it
- If the mountain won't come to Muhammad, Muhammad must go to the mountain
  (If one can't have one's way, one must give in. For example, ***Since you can't come here for the holiday, I'll go to your house—if the mountain won't come to Muhammad, Muhammad must go to the mountain.*** *This expression is based on a tale that Muhammad once sought proof of his teachings by ordering a mountain to come to him. When it did not move, he maintained that God had been merciful, for if it had indeed moved, they all would have been crushed by it.)*
- If wishes were horses, beggars would ride
- If you buy quality, you only cry once
- If you buy cheaply, you pay dearly
- If you can't beat them, join them
- If you can't be good, be careful
- If you can't take the heat, get out of the kitchen
- If you catch the rabbit, you can fry the rabbit. Then put him in a stew
- If you don't buy a ticket, you can't win the raffle
- If you don't have anything nice to say, dont say anything at all!
- If you keep your mouth shut, you won't put your foot in it
- If you want a thing done right, do it yourself
- If you were born to be shot, you'll never be hung
- If you're in a hole, stop digging

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- If you're not part of the solution, you're part of the problem
- Ignorance is bliss
- Improvement means deterioration ***Hutber's Law***
- In for a penny, in for a pound
- In order to get where you want to go, you first have to leave where you are
- In the land of the blind, the one-eyed man is king
- In the end, a man's motives are second to his accomplishments
- Insanity is doing the same thing over and over, expecting different results
- It's cheaper to keep her
- It's not over till it's over
- It ain't over till the fat lady sings
  (Some versions of this modern American proverb do refer to opera, so many performances of which seem to end with a set-piece aria by a well-built soprano, but its recorded appearances are mainly connected with sport, so much so that some people are sure that is its true origin.Commentators do often say the phrase to remind people that it's the final result that matters, often in a spirit of reassurance to the supporters of the losing team.)
- It is not so much the gift that is given but the way in which the gift is driven
- It is, what it is! (business term for the reality of the cost is what it is)
- It never rains, but it pours
- It pays to pay attention
- It takes all sorts to make a world
  (Also, it takes all kinds to make the world go round.)
- It takes two to make a quarrel
  (Both parties in a quarrel should share the blame or take responsibility for it; no one can start a quarrel all by himself.)
- It takes two to tango
- It takes two to lie, one to lie and one to listen
- It's a cracked pitcher that goes longest to the well
  (A flawed article will require a lot of work)

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- It's a good horse that never stumbles
- It's a long lane that has no turning
- It's an ill wind that blows nobody any good
  (A bad or evil occurrence.)
- It's a poor job that can't stand at least one supervisor
- It's a blessing in disguise
- It's better to give than to receive
- It's better to have loved and lost than never to have loved at all
- It's Brass Monkey out there!
  (It's very cold outside. Originates from there being three brass monkeys (see no evil, hear no evil, speak no evil). The full sentence would be "It's as cold as a brass monkey's balls.
- It's easier to ask forgiveness than permission
- It's easy to be wise after the event
- It's never too late to mend
  (It is never too late to correct one's mistakes or faults.)
- It's not the size of the boat, but its vulnerability
- It's no use crying over spilt milk
  (It is pointless to feel remorseful over a thing lost that can never be found or a mistake done that can never be corrected or rectified.)
- It's often a person's mouth broke their nose
- It's the early bird that gets the worm
- It's the empty can that makes the most noise
- It's the squeaky wheel that gets the grease
- I wants don't gets
  (An alternative used in the black British community is: "Ask it, Ask it don't get... Get it, get it don't want".)

J

- Jack is as good as his master. His master's name is Kevin
- Jack of all trades and master of none
  (Is a person who can do almost anything, but he rarely excels in any of them.)
- Jam tomorrow and jam yesterday, but never jam today

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- Jove but laughs at lover's perjury
- Judge not, lest ye be judged
- Just go with it
- Jack of all, master of none

K

- Keep a thing seven years and you will always find a use for it
- Keep no more cats than catch mice
- Keep your friends close, and your enemies closer
- Keeping up with the Joneses
- Kill not the goose that laid the golden egg
- Kill two birds with one stone
  (Accomplishing two things with a single action.)
- Knowledge is power

L

- Laughter is the best medicine
- Laughter is the shortest distance between two people
- Law is the solemn expression of legislative will ***Napoleon***
- Lead to Success, Follow to Failure ***Robert D***
- Learn to walk before you run
  (Do not rush into what you do not know.)
- Leave it alone and it will grow on its own
- Let him, who is without sin, cast the first stone ***Jesus Christ***
- Let bygones by bygones
  (One should consider forgiving one's and forget all the bad deeds done by others.)
- Let not the pot call the kettle black
  (A person, who has a fault, should not point out the same fault in another; do not criticize another person as you may have the same weakness.)
- Let sleeping dogs lie
  (One should preferably avoid discussing issues that are likely to create trouble.)

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- Life begins at forty
- Life is too short to drink bad wine
- Life's like a box of chocolates. You never know what you're gonna get
- Life's what happens while you're making other plans
- Let us go hand in hand, not one before another
- Like cures like
  (A person can better help another if they have something in common.)
- Like father, like son, like mother, like daughter
  (Used to describe a child's behaviour when he or she acts like the father or mother.)
- Like water off a duck's back
- Little by little and bit by bit
- Little enemies and little wounds must not be despised
- Live and let Live
- Long absent, soon forgotten
- Look after the pence and the pounds will look after themselves
  (Take care of the details. (12 pence to the shilling, 20 shillings to the pound.)
- Look before you leap
  (Avoid acting hastily, without considering the possible consequences.)
- Look on the sunny side of life
- Love is a serious mental disease ***Plato***
- Love is a state in which a man sees things most decidedly as they are not ***Friedrich Nietzsche***
- Love is an irresistible desire to be irresistibly desired ***Robert Frost***
- Love is an ocean of emotions entirely surrounded by expenses ***Thomas Robert Dewar***
- Love is a great beautifier ***Louisa May Alcott***
- Love is a cunning weaver of fantasies and fables ***Sappho***
- Love is a canvas furnished by Nature and embroidered by imagination ***Voltaire***
- Love is a chain of love as nature is a chain of life *Truman Capote*

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- Love is a friendship caught on fire — ***Northern Exposure***
- Love is a conflict between reflexes and reflections — ***Mangnu Hirschfield***
- Love is a friendship set to music — ***E. Joseph Cossman***
- Love is a fruit in season at all times, and within reach of every hand — ***Mother Teresa***
- Love is all you need — ***Paul McCartney***
- Love is a better teacher than duty — ***Albert Einstein***
- Love is a tyrant sparing none. — ***Pierre Corneille***
- Love is all we have, the only way that each can help the other. — ***Euripides***

M

- Make hay while the sun shines
  (Do the task while it is possible.)
- Making a rod for your own back
  (A rod or board would be strapped to the back to encourage the miscreant suffer for his own doings.)
- Man wasn't Born to suffer but to carry on
- Many a true word is spoken in jest
- Many hands make light work
- Many things are lost for want of asking
- Meaner than a junk-yard dog
- Measure twice, cut once
- Mirrors do everything we do, but they cannot think for themselves
- Misery loves company
- Money makes the mare go
- Money makes the world go around
- Money doesn't grow on trees
- Money talks
- Monkey see, Monkey do
- More haste less speed

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- A son is a son 'til he takes him a wife; a daughter is a daughter all her life
- My father was a statesman, I'm a political woman. My father was a saint. I'm not
  Indira Gandhi
- My grandfather once told me that there were two kinds of people–those who do the work and those who take the credit. He told me to try to be in the first group; there was much less competition.
  Indira Gandhi
- My father taught me to work; he did not teach me to love it. I never did like to work, and I don't deny it. I'd rather read, tell stories, crack jokes, talk, laugh - anything but work.
  Abraham Lincoln
- Most of the things we do, we do for no better reason than that our fathers have done them or our neighbours do them, and the same is true of a larger part than what we suspect of what we think.
  Oliver Wendell Holmes, Jr

N

- Nature abhors a vacuum
- Nature, time and patience are three great physicians
- Necessity is the mother of invention
  (When a person is in great need of something, he will find a way of getting it.)
- No news is good news
  (When there is no news, it is likely that everything is all right.)
- Don't remove winter vests (under garments) until summer arrives
- Never judge the book by its cover
- Never put off till (until) tomorrow what you can do today
- Never let the right hand know what the left hand is doing
- Never say die
  (Never give up)
- Never say never
- Never do things by halves
  (One should not do an incomplete or imperfect job - certain tasks must not be left half done; they must be done away with immediately.)

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- Never trouble trouble 'til trouble troubles you.
- New brooms sweep clean.
- Noblesse oblige
  (To be a member of the nobility carries obligations to care for the lower classes.)
- No man can serve two masters
- No man is content with his lot
- No man is an island
  (Everybody needs other people. Also everyone's actions impact others.)
- No money, no justice
- No pain, no gain
- No time like the present
- Not enough room to swing a cat
- Nothing ventured, nothing gained
- Nothing succeeds like success
- Nothing to be feared in life, but understood

O

- Once bitten twice shy
  (If a person has been tricked once, he will more be careful and alert the next time.)
- One man's meat is another man's poison
  (No two persons are alike-every one has his own preferences, likes and dislikes.)
- One man's terrorist is another man's freedom fighter
  Ronald Reagan.
- One murder makes a villian, millions a hero.
- Our greatest glory is not in never falling but in rising everytime we fall ***Confucius***
- Out of sight... Out of mind.
- One man's meat, is another man's poison
  (What is beloved to a person is hated by someone else.)
- Opposites attract.

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P

- Paddle your own canoe you lazy get
- Pain is only weakness leaving the body *U.S. Marines proverb*
- Patience is a virtue, possess it if you can, often found in women, never in a man!
- Penny wise, pound foolish
- Pen is mightier than the sword
- People, who live in glass houses, shouldn't throw stones
- Politics makes strange bedfellows
- Power corrupts; absolute power corrupts absolutely-Attributed to Lord Acton
- Practice makes perfect
  (It is believed that if one practices a certain skill often, he will excel in it.)
- Prior preparation prevents poor performance
- Put it in song, put it in drink; but never, ever put it in ink!
  (Reportedly said by Earl K. Long, Governor of Louisiana)
- Put a beggar on horseback and he'll ride to the devil
- Prevention is better than cure
  (It is better to be careful beforehand than to try to solve a problem after it has arisen.)
- Procrastination is the thief of time.

R

- Red sky at night: sailor's delight. Red sky in the morning: sailor take warning
  (Alternative: Red sky at night: shepherd's delight. Red sky in the morning: shepherd's warning.)
- Red to black, venom lack. Red to yellow kills a fellow
  (Meaning - A fellow describing the distinction between coral and king snakes.)
- Revenge is a dish best served cold
- Repeating a lie doesn't make it true
- A rolling stone gathers no mass

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- Robbing Peter to pay Paul
  (This is quoted when one takes another loan to pay off an earlier loan) taking from one to give another.)
- Rome was not built in a day
  (Any great plan or big dream cannot be achieved overnight or easily.)
- Rules are made to be broken

S

- Same meat, different gravy
- Safety lies in the middle course
- Seek and ye shall find ***Christian***
- Self trust is the first secret of success
- Set a thief to catch a thief
- Simple minds think alike ***William Truong***
- Simple things please/amuse simple minds
- Six one, and half a dozen the other
  (Describes two actions with the same result, or two things that are essentially the same.)
- Silence is golden
- Smile, and the world smiles with you; cry, and you cry alone
- Something worth doing is worth doing well
  (If you are going to do something, do it right.)
- Speak of the devil and he's sure to appear
- Spare the rod and spoil the child
  (A child, who is not punished and showed the error of his ways, will become unruly.)
- Speech is silver, silence is golden
  (Talk may be beneficial, but sometimes acquiescence may be the best option to take.)
- Starve a cold; feed a fever
- Stolen fruit is the sweetest Forbidden things are the most tempting ***The Bible***
- Sticks and stones may break my bones but words will never hurt me

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- Still waters run deep
  (One, who is usually silent and goes about his business quietly, may be a very wise person.)
- Strike while the iron is hot
  (Seize a good opportunity as quickly as possible.)
- Success is a journey, not a destination
- Sufficient unto the day is the evil thereof

T

- Talk is cheap
- Talk of the devil and he's sure to appear
- Talk the hind legs off a donkey
  (Someone who never shuts up-Often used in reference to London cab drivers.)
- Talking a mile a minute
- Talking nineteen to the dozen
- Take an old dirty, hungry, mangy, sick and wet dog and feed him and wash him and nurse him back to health, and he will never turn on you and bite you. This is how man and dog differ
- That which does not kill you, makes you stronger
- The acorn never falls far from the tree
- The ball is in your court
  (It's up to you to decide.)
- The best things come in small packages
- The best things in life are free
- The calm comes before the storm
- The coat makes the man
- The cure is worse than the disease
- The customer is always right
- The early bird gets the worm
- The end justifies the means
- The English are a nation of shopkeepers — ***Napoleon***
- The longest mile is the last mile home

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- The more you know, the more you know you don't know
- The only free cheese is in the mouse trap *Russian saying*
- The pen is mightier than the sword
- The way to a man's heart is through his stomach
- The weak can never forgive. Forgiveness is the attribute of the strong *Mahatma Gandhi*
- The whole is greater than its parts
- The exception proves the rule
- The first step to health is to know that we are sick
- The grass is always greener on the other side
- The head and feet keep warm, the rest will take no harm
- The key to all actions lies in belief
- The more things change, the more they stay the same
- The nail that sticks out gets pounded
- The only stupid question is the one that is not asked
- The only thing you get from picking bottoms (*i.e.*, of the stock market) is a smelly finger
- The pitcher goes too often to the well gets broken
- The proof of the pudding is in the eating
- The proof of the eating is in the size of the pudding
- The road to hell is paved with good intentions
- The squeaky wheel gets the grease
- The start of a journey should never be mistaken for success
- The teacher has not taught, until the student has learned
- The truth is in the wine.
- Possible interpretation
  (A person will more freely divulge a secret when plied with alcohol.)
- A drunken man's words are a sober man's thoughts
- The best is yet to come
- The value is determined by the agreement of two people
- The wish is father to the thought

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- The worst good day is always better than the best bad day
- There's no such thing as a free lunch
- There are no endings only, new beginnings
- There are no small parts, only small actors
- There are three types of lies - lies, damned lies, and statistics
- There's always a calm before a storm ***Shanth***
- There is only eight years betweeen success and failure in politics
  Jim Brown, Louisiana statesman
- There's a method in his madness
- There's many a slip between cup and lip
  (This comes from a Greek legend, as follows: One of the Argonauts returned from his voyage, and went home to his winery. He called for the local soothsayer, who had predicted before his voyage that he would die before he tasted another drop of his wine, from his vinery. As he finished saying this, he raised a cup filled with wine to his lips, in toast to the soothsayer, who said something in reply. Just then, he was called away to hunt a wild boar that was approaching, and died in his attempt to kill it. The phrase that the soothsayer said is translated best as – There's many a slip between the cup and the lip.)
- There's money in muck
- There's more than one way to skin a cat
- There's no accounting for taste ***Latin***
- There's no arguing with the barrel of a gun
- There's no smoke without fire
  (Rumours do not spread unless there is some element of truth in them.)
- There's no peace for the wicked
- There's no place like home
- There's no time like the present
- Think before you speak
- Those, who live in glass houses, shouldn't throw stones
- Time flies – Latin ***Tempus fugit!***
- Time and tide wait for none
  (Time is precious. Once it is past, no one can go back and claim it, thus everyone should be mindful of how his time is spent.)
- This, too, shall pass

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- To each, his own
- To err is human, to forgive divine
  (It is only normal for man to make mistakes and do wrong, but for one to forgive another for his wrong is indeed great and gracious act.)
- To kill two birds with one stone
- Tomorrow is another day
- Too many Chiefs and not enough Indians
- Too many cooks spoil the broth
- Trapped between a rock and a hard place
- Trouble shared is trouble halved
- Truth is stranger than fiction
- Truth will out
- Try not to become a man of success but a man of value
- Two's company; three's a crowd
- Two heads are better than one
  (It is always better to get the view of another than to rely entirely on one's own judgment.)
- Two things prolong your life – A quiet heart and a loving wife
- Two wrongs don't make a right

U

- Up a creek without a paddle: In a situation without remedy.

V

- Variety is the spice of life
- Vengeance is mine, thus sayeth the Lord

W

- Waste not, want not
- When the going gets tough, the tough get going
- We must take the bad with the good
- Well begun is half done

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- "Well done" is better than "well said"
- What a tangled web we weave, when first we practice to deceive
- What doesn't kill you makes you stronger
- What goes around comes around
  (You will eventually have to face the consequences of your actions towards others as people tend to behave towards you as you have behaved towards others.)
- What goes up must come down
- What you see is what you get
- What you sow is what you reap
- What's sauce for the goose is sauce for the gander
- When ignorance is bliss, 'tis folly to be wise
- Why buy the cow when you can get the milk for free?
- Willful waste makes woeful want
- Winning isn't everything
- We ourselves feel that we are doing is just a drop in the ocean,but the ocean would be less without that drop
- What's done can't be undone
  (In life there are some things once done or decisions once made cannot be changed; malicious words once uttered or harmful actions once done cannot be taken back.)
- When in Rome do as the Romans do
  (When one is in a new place, country or situation, he must adapt himself to the new manners and customs.)
- When the cat is away, the mice will play
  (When law enforcers are not present, certain public members will take the opportunity to break the law.)
- Where there's a will, there's a way
  (When a person really wants to do something, he will find a way of doing it.)

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Y

- You are responsible for you
- You can catch more flies with honey than with vinegar: Kind words/actions are more effective than harsh ones.
- You can lead a horse to water but you can't make him drink
- You can choose your friends, but you can't pick/choose your family
- You can't eat your cake and have it too
- You can't have it both ways
- You can't make an omelette without breaking eggs
- You can't make a silk purse out of a sow's ear
- You can't polish a turd
- You can't run with the hare and hunt with the hounds
- You can't take it with you when you die
- You can't teach an old dog new tricks
- You can't judge a book by its cover
- You can't win them all
- You have to crawl before you can walk
- You'll always miss 100% of the shots you don't take
- You must never confuse your feelings with your duties
- You need to bait the hook to catch the fish
- You never know what you have till it's gone
- You reap what you sow
- You scratch my back and I'll scratch yours
- You win some, you lose some

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Important Proverbs From Different Countries

A

- A benevolent man should allow a few faults in himself to keep his friends in countenance *American Proverb*
- Abundance, like want, ruins many *Romanian Proverb*
- Adversity makes a man wise, not rich *Romanian Proverb*
- Advice is least heeded when most needed *English Proverb*
- After dark all cats are leopards *Native American Proverb*
- A mill cannot grind with water that is past *American Proverb*
- After lunch, rest; after dinner, walk a mile *Arab Proverb*
- After the game, the king and the pawn go into the same box *Italian Proverb*
- The afternoon knows what the morning never suspected *Swedish Proverb*
- After three days without reading, talk becomes flavurless *Chinese proverb*
- After victory, tighten your helmet chord *Japanese Proverb*
- All roads lead to Rome *Roman Proverb*
- All roads do not lead to Rome *Slovenian Proverb*
- All sins cast long shadows *Irish Proverb*
- All things good to know are difficult to learn *Greek Proverb*
- All sunshine makes the desert *Arab Proverb*
- An army of sheep led by a lion would defeat an army of lions led by a sheep *Arab Proverb*
- An ass is but an ass, though laden with gold *Romanian Proverb*
- An iron rod bends while it is hot *Greek Proverb*
- The anvil fears no blows *Romanian Proverb*
- Ask a lot, but take what is offered *Russian Proverb*

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- Ask about your neighbours, then buy the house *Jewish Proverb*
- Ask the experienced rather than the learned *Arabic Proverb*
- Avoid the evil, and it will avoid thee *Gaelic Proverb*

B

- Bad is never good until worse happens *Danish Proverb*
- Be in general virtuous, and you will be happy *American Proverb*
- Beggars can never be bankrupt *American Proverb*
- Bed is the poor man's opera *Italian Proverb*
- The beginning is the half of every action *Greek Proverb*
- Be happy while you're living, For you're a long time dead *Scottish Proverb*
- Behind an able man there are always other able men *Chinese Proverb*
- Below the navel there is neither religion nor truth *Italian Proverb*
- Be not afraid of growing slowly, be afraid only of standing still *Chinese Proverb*
- Be on your guard against a silent dog and still water *Latin Proverb*
- Be prepared *Boy Scout Motto*
- Be slow in choosing a friend, but slower in changing him *Scottish Proverb*
- The best armour is to keep out of range *Italian Proverb*
- Be thine enemy an ant, see in him an elephant *Turkish Proverb*
- Better a mouse in the pot than no meat at all *Romanian Proverb*
- Better be ill spoken of by one before all than by all before one *Scottish Proverb*
- Better to light a candle than to curse the darkness *Chinese Proverb*
- Better be quarreling than lonesome *Irish Proverb*
- Between saying and doing, many a pair of shoes is worn out *Italian Proverb*
- Beware of a man of one book *English Proverb*
- Beware of a man's shadow and a bee's sting *Burmese Proverb*
- Beware of the young doctor and the old barber *Benjamin Franklin*

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- The big thieves hang the little ones *Czech Proverb*
- The blind man is laughing at the bald head *Persian Proverb*
- A book is like a garden carried in the pocket *Chinese Proverb*
- By asking for the impossible, obtain the best possible *Italian Proverb*
- By learning you will teach; by teaching you will learn *Latin Proverb*

C

- Call on God, but row away from the rocks *Indian Proverb*
- Children are a poor man's wealth *Danish Proverb*
- Calm weather in June, sets the corn in tune *American Proverb*
- The church is near, but the way is icy The tavern is far, but I will walk carefully *Ukranian Proverb*
- A closed mind is like a closed book; just a block of wood *Chinese Proverb*
- Complain to one who can help you *Yugoslav Proverb*
- Confessed faults are half mended *Scottish Proverb*
- The country rooster dows not crow in the town *African (Swahili) Proverb*
- The crow that mimics a cormorant is drowned *Japanese Proverb*
- Cuando amor no es locura, no es amor. (When love is not madness, it is not love.) *Spanish Proverb*

D

- Danger and delight grow on one stalk *English Proverb*
- Deceive the rich and powerful if you will, but don't insult the *Japanese Proverb*
- The deeper the sorrow the less tongue it hath *The Talmud*
- Deliberate often, decide once *Latin Proverb*
- A dimple in the chin, a devil within *Irish Proverb*
- The doctor is to be feared more than the disease *Latin Proverb*
- The dog's kennel is not the place to keep a sausage *Danish Proverb*
- The dog wags his tail, not for you, but for your bread *Portuguese Proverb*

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- Do not answer a fool according to his folly, or you will be like him yourself *Miscellaneous Proverb*
- Do not bathe if there is no water *Shan Proverb*
- Do not be in a hurry to tie what you cannot untie *English Proverb*
- Do not employ handsome servants *Chinese Proverb*
- Do not lengthen the quarrel while there is an opportunity of escaping *Latin Proverb*
- Do not protect yourself by a fence, but rather by your friends *Czech Proverb*
- Do not push the river, it will flow by itself *Polish Proverb*
- Do not put your spoon into the pot which does not boil for you *Romanian Proverb*
- Do not speak of a rhinoceros if there is no tree nearby *African (Zulu) Proverb*
- Do not stand in a place of danger trusting in miracles *Arab Proverb*
- Do not throw the arrow which will return against you *Kurdish Proverb*
- Do not wrong or hate your neighbour, for it is not he that you wrong but yourself *Native American Proverb (Pima)*
- Don't be too swet lest you be eaten up; don't be too bitter lest you be spewed out *Jewish Proverb*
- Don't dig your grave with your own knife and fork *English Proverb*
- Don't empty the water jar until the rain falls *Philippine Proverb*
- Don't fall before you're pushed *English Proverb*
- Don't let your sorrow come higher than your knees *Swedish Proverb*
- Don't live in a town where there are no doctors *Jewish Proverb*
- Don't make use of another's mouth unless it has been leant to you *Belgian Proverb*
- Don't offer me advice, give me money *Spanish Proverb*
- Don't open a shop unless you know how to smile *Jewish Proverb*
- Don't run too far, you will have to return the same distance *Biblical Proverb*
- Don't shake the tree when the pears fall off themselves *Slovakian Proverb*

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- Don't speak unless you can improve on the silence
  Spanish Proverb
- Don't stay long when the husband is not at home
  Japanese Proverb
- Don't think there are no crocodiles because the water is calm
  Malayan Proverb
- Don't throw away the old bucket until you know whether the new one holds water *Swedish Proverb*
- Drink nothing without seeing it; Sign nothing without reading it
  Spanish Proverb
- Dwell not upon thy weariness, thy strength shall be according to the measure of thy desire *Arab Proverb*

E

- Each day provides its own gifts *American Proverb*
- Eat and drink with your relatives; do business with strangers
  Greek Proverb
- Eating and scratching want but a beginning *Romanian Proverb*
- Eating while seated makes one of large size; eating while standing makes one strong *Hindu Proverb*
- Employ thy time well if thou meanest to get leisure
  Benjamin Franklin
- The enemy of my enemy is my friend *Arab Proverb*
- Enjoy yourself. It's later than you think *Chinese Proverb*
- Even a clock, that does not work, is right twice a day
  Polish Proverb
- Even a fool is thought wise if he keeps silent, and discerning if he holds his tongue *Miscellaneous Proverb*
- Every animal knows more than you do
  Native American Proverb (Nez Perce)
- Every beetle is a gazelle in the eyes of its mother
  Moorish Proverb
- Every invalid is a doctor *Irish Proverb*
- Everyone thinks his own burden heavy *French Proverb*
- Every path has its puddle *English Proverb*
- Every peasant is proud of the pond in his village because from it he measures the sea *Russian Proverb*
- Every road has two directions *Russian Proverb*

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- Everything passes, everything wears out, everything breaks (*tout passe, tout lasse, tout casse*) ***French Proverb***
- Examine what is said, not him who speaks ***Arab Proverb***
- Experience is the comb that nature gives us when we are bald ***Belgian proverb***
- The eyes are the window of the soul ***English Proverb***
- The eyes believe themselves; the ears believe other people ***German Proverb***

F

- Fall seven times, stand up eight ***Japanese Proverb***
- Feel for others, in your pocket ***American Proverb***
- Folks like the truth that hits their neighbour ***American Proverb***
- Fast Ripe, Fast Rotten ***Japanese Proverb***
- A father is a banker provided by nature ***French Proverb***
- Fear less, hope more,
  eat less, chew more,
  whine less, breathe more,
  talk less, say more,
  hate less, love more,
  and all good things will be yours ***Swedish proverb***
- Fear not a jest. If one throws salt at you, you will not be harmed unless you have sore places ***Latin Proverb***
- First deserve, and then desire ***English Proverb***
- The first drink with water, the second without water, the third like water ***Spanish Proverb***
- First secure an independent income, then practice virtue ***Greek Proverb***
- Fish or cut bait ***American Proverb***
- Fish, to taste good, must swim three times: in water, in butter, and in wine ***Polish Proverb***
- A fool finds pleasure in evil conduct, but a man of understanding delights in wisdom ***Miscellaneous Proverb***

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- A fool finds no pleasure in understanding but delights in airing his own opinions *Miscellaneous Proverb*
- A fool gives full vent to his anger, but a wise man keeps himself under control *Miscellaneous Proverb*
- A fool shows his annoyance at once, but a prudent man overlooks an insult *Miscellaneous Proverb*
- Forget injuries, never forget kindnesses *Chinese Proverb*
- From a fallen tree, all make kindling *Spanish Proverb*
- From a thorn comes a rose, and from a rose comes a thorn *Greek Proverb*
- A full cup must be carried steadily *English Proverb*

G

- Get what you can and keep what you have; that's the way to get rich *Scottish Proverb*
- Good weight and measure, are heaven's treasure *American Proverb*
- Great trees keep little ones down *American Proverb*
- Give to a pig when it grunts and a child when it cries, and you will have a fine pig and a bad child *Danish Proverb*
- Go and wake up your cook *Arab Proverb*
- The go-between wears out a thousand sandals *Japanese Proverb*
- God could not be everywhere and therefore he made mothers *Jewish Proverb*
- God gives the nuts but he does not crack them *German Proverb*
- God sells knowledge for labour. Honour for risk *Arabic Proverb*
- God will be present, whether asked or not *Latin Proverb*
- God gave teeth; He will give bread *Lithuanian Proverb*
- Good fences make good neighbours *American Proverb*
- Good men must die, but death cannot kill their names *Spanish Proverb*
- Goodness shouts. Evil whispers *Balinese Proverb*
- Goodness speaks in a whisper, evil shouts *Tibetan proverb*

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- Go often to the house of a friend; for weeds soon choke up the unused path *Ralph Waldo Emerson*
- A good painter need not give a name to his picture, a bad one must *Polish Proverb*
- Gossip needs no carriage *Russian Proverb*
- Gratitude is the heart's memory *French Proverb*
- The greater love is a mother's; then comes a dog's; then a sweetheart's *Polish Proverb*
- Great men are not always wise *Biblical Proverb*
- A guest sees more in an hour than the host in a year *Polish Proverb*

H

- A half-truth is a whole lie *Jewish Proverb*
- The hammer shatters glass but forges steel *Russian Proverb*
- A handful of patience is worth a bushel of brains *Dutch Proverb*
- Happiness is like a sunbeam, which the least shadow intercepts, while adversity is often as the rain of spring *Chinese Proverb*
- A heart in love with beauty never grows old *Turkish Proverb*
- The heart that loves is always young *Greek Proverb*
- He fishes well who uses a golden hook *Latin Proverb*
- He is rich who owes nothing *French Proverb*
- He, that does not ask, will never get a bargain *French Proverb*
- He, that is of a merry heart, hasth a continual feast *Biblical Proverb*
- He, that maketh haste to be rich shall not be innocent *Biblical Proverb*
- He, who is outside his door, already has a hard part of his journey behind him *Dutch Proverb*
- He, who must die, must die in the dark, even though he sells candles *Columbian Proverb*
- He, who says what he likes, will hear what he does not like *English Proverb*
- He, who searches for pearls, should not sleep *Latin Proverb*

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- He, who wants a rose, must respect the thorn *Persian Proverb*
- He, who would rule, must hear and be deaf, see and be blind *German Proverb*
- He, who asks, is a fool for five minutes, but he, who does not ask, remains a fool forever *Chinese Proverb*
- He, who builds by the roadside, has many surveyors *Italian Proverb*
- He, who doesn't risk, never gets to drink champagne *Russian Proverb*
- He, who has health, has hope; and he who has hope, has everything *Arab Proverb*
- He, who hurries, can not walk with dignity *Chinese Proverb*
- He, who is not impatient, is not in love *Italian Proverb*
- He, who knows little, quickly tells it *Italian Proverb*
- He, who knows nothing, doubts nothing *Italian Proverb*
- He, who puts up with insult, invites injury *Jewish Proverb*
- He, who respects his parents, never dies *Greek Proverb*
- He, who sows peas on the highway, does not get all the pods into his barn *Danish Proverb*
- He, who undertakes too much, seldom succeeds *Dutch Proverb*
- He, who would leap far, must first take a long run *Danish Proverb*
- Hide not your talents, they for use were made What's a sun dial in the shade? *Benjamin Franklin*
- Hours are Time's shafts, and one comes winged with death *Scottish Clock Motto*

- If a man is destined to drown, he will drown even in a spoonful of water *Yiddish Proverb*
- If Jack's in love, he's no judge of Jill's beauty *Benjamin Franklin*
- If there is no wind, row *Latin Proverb*
- If three people say you are an ass, put on a bridle *Spanish Proverb*
- If work were good for you, the rich would leave none for the poor *Haitian proverb*

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- If you are a host to your guest, be a host to his dog also
  Russian Proverb
- If you are patient in a moment of anger, you will escape a hundred days of sorrow *Chinese Proverb*
- If you bow at all, bow low *Chinese Proverb*
- If you chase two rabbits, you will not catch either one
  Russian Proverb
- If you can't go over, you must go under *Jewish Proverb*
- If you can't lick 'em, join 'em *American Proverb*
- If you must play, decide on three things at the start: the rules of the game, the stakes, and the quitting time *Chinese Proverb*
- If you reveal your secrets to the wind, you should not blame the wind for revealing them to the trees *Khalil Gibran*
- If you see no reason for giving thanks, the fault lies in yourself
  Native American Proverb (Minquass)
- If you scatter thorns, don't go barefoot *Italian Proverb*
- If you see in your wine the reflection of a person not in your range of vision, don't drink it *Chinese Proverb*
- If you want to be respected, you must respect yourself
  Spanish Proverb
- If you want your dreams to come true, don't sleep
  Yiddish Proverb
- If you want your eggs hatched, sit on them yourself
  Haitian proverb
- If you wish good advice, consult an old man *Romanian Proverb*
- If you would be wealthy, think of saving as well as getting
  Benjamin Franklin
- If you would live healthy, be old early *Spanish Proverb*
- If you would be pope, you must think of nothing else
  Spanish Proverb
- If you suspect a man, don't employ him; and if you employ him, don't suspect him *Chinese Proverb*
- If your head is wax, don't walk in the sun *Benjamin Franklin*
- If youth but had the knowledge and old age the strength
  French Proverb
- Ignorance is bliss *American Proverb*

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- In case of doubt it is best to lean to the side of mercy
  Legal Proverb
- In reviling, it is not necessary to prepare a preliminary draft
  Chinese Proverb
- In times of prosperity, friends will be plenty; in times of adversity, not one in twenty ***English Proverb***
- In the kingdom of the blind, the one-eyed are kings
  Macedonian Proverb
- In the morning be first up, and in the evening last to go to bed, for they that sleep catch no fish ***English Proverb***
- It is easier to pull down than to build up ***Latin Proverb***
- It is not a fish until it is on the bank ***Irish Proverb***
- It is not enough to aim, you must hit ***Italian Proverb***
- It is the great north wind that made the Vikings
  Scandinavian Proverb
- It is the part of a good shepherd to shear his flock, not to skin it
  Latin Proverb

J

- A journey of a thousand miles begins with a single step
  Chinese Proverb
- Judge not the horse by his saddle ***Chinese Proverb***

K

- Keep your broken arm inside your sleeve *Chinese Proverb*

L

- L'amour fait passer les temps. Les temps faite passer l'amour (Love makes time pass. Time makes love pass)
  French Sundial Motto
- A lean agreement is better than a fat lawsuit ***German Proverb***
- Learning is a treasure that will follow its owner everywhere
  Chinese Proverb
- Let every fox take care of his own tail ***Italian Proverb***
- Let him make use of instinct who cannot make use of reason
  English Proverb
- Let no man deceive you with vain words ***Biblical Proverb***

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- Life is not separate from death. It only looks that way
  Native American Proverb (Blackfoot)
- Listen or your tongue will keep you deaf
  Native American Proverb
- Listen to all, plucking a feather from every passing goose, but, follow no one absolutely *Chinese Proverb*
- A little pot boils easily *Dutch Proverb*
- Live together like brothers and do business like strangers
  Arab Proverb
- Live with wolves, and you learn to howl *Spanish Proverb*
- Live your own life, for you will die your own death
  Latin Proverb
- Lomhlaba Unzima, Lohmhlaba
  [This world is a harsh place, this world.] *Zulu Proverb*
- Long absent, soon forgotten *Romanian Proverb*
- Look for the good, not the evil, in the conduct of members of the family *Jewish Proverb*
- Love and eggs are best when they are fresh *Russian Proverb*
- Love is like dew that falls on both nettles and lilies
  Swedish Proverb
- Love rules without rules *Italian Proverb*
- Love tells us many things that are not so *Ukranian Proverb*
- Love your neighbour, but don't tear down your fence
  German Proverb
- The loveliest of faces are to be seen by moonlight, when one sees half with the eye and half with the fancy *Persian Proverb*

M

- Make happy those who are near, and those who are far will come
  Chinese Proverb
- Make sure to be in with your equals if you're going to fall out with your superiors *Jewish Proverb*
- Man has responsiblity, not power
  Native American Proverb (Tuscarora)
- A man is not where he lives, but where he loves *Latin Proverb*

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- A man's first care should be to avoid the reproaches of his own heart, his next to escape the censures of the world *English Proverb*
- The man who does not learn is dark, like one walking in the night *Chinese Proverb*
- Many men know how to flatter, few men know how to praise *Greek Proverb*
- Measure a thousand times and cut once *Turkish Proverb*

N

- Never advise anyone to go to war or to marry *Spanish Proverb*
- Never do anything standing that you can do sitting, or anything sitting that you can do lying down *Chinese Proverb*
- Never draw your dirk when a blow will do it *Scottish Proverb*
- Never fall out with your bread and butter *English Proverb*
- Never give advice in a crowd *Arab Proverb*
- Never give advice unless asked *German Proverb*
- Never rely on the glory of the morning or the smiles of your mother-in-law *Japanese Proverb*
- Never squat with your spurs on *Texan Proverb*
- Never trust the man who tells you all his troubles but keeps from you all his joys *Jewish Proverb*
- Never write a letter while you are angry *Chinese Proverb*
- Never trouble trouble till trouble troubles you *American Proverb*
- No call alligator long mouth till you pass him *Jamaican Proverb*
- No need to teach an eagle to fly *Greek Proverb*
- No one can see their reflection in running water. It is only in still water that we can see *Taoist Proverb*
- No one is rich enough to do without a neighbor *Danish Proverb*

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O

- Observe your enemies, for they first find your faults
  Greek Proverb
- One does evil enough when one does nothing good
  German Proverb
- One drink is just right; two is too many; three are too few
  Spanish Proverb
- One meets his destiny often in the road he takes to avoid it
  French Proverb
- One should be just as careful in choosing one's pleasures as in avoiding calamities *Chinese Proverb*
- Only mad dogs and Englishmen go out in the noon day sun
  Indian Proverb

P

- Pray, pray very much; but beware of telling God what you want
  French Proverb

R

- Ready money works great cures *French Proverb*
- The reverse side also has a reverse side *Japanese Proverb*
- A rich man has no need of character *Hebrew Proverb*

S

- Scratch my back and I'll scratch yours *American Proverb*
- Set a thief to catch a thief *French Proverb*
- Shared joy is a double joy; shared sorrow is half a sorrow
  Swedish Proverb
- Since the house is on fire, let us warm ourselves *Italian Proverb*
- Since we cannot get what we like, let us like what we can get
  Spanish Proverb
- A single conversation with a wise man is better than ten years of study *Chinese Proverb*
- The sinning is the best part of repentance *Arabic Proverb*
- Smooth seas do not make skillful sailors *African Proverb*

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- A snake deserves no pity *Yiddish Proverb*
- Speak of the devil and he appears *Italian Proverb*
- Spread the table and contention will cease *English Proverb*

T

- Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand *Native American Proverb*
- A true friend is one that will take a bullet for you in the war *Italian Proverb*
- Kindly submitted to quotesandsayings.com by Massimo Raimondi, from a book on Mussolini
- Tell me who's your friend and I'll tell you who you are *Russian Proverb*
- There is a pinch of the madman in every great man *French Proverb*
- There is no flying without wings*French Proverb*
- There is no pillow so soft as a clear conscience *French Proverb*
- There is nothing hidden between Heaven and Earth *Venezuelan Proverb*
- There wouldn't be such a thing as counterfeit gold if there were no real gold somewhere *Sufi Proverb*
- Those who have free seats at a play hiss first*Chinese Proverb*
- Those who sleep with dogs will rise with fleas *Italian Proverb*
- Though a tree grow ever so high, the falling leaves return to the ground *Malayan Proverb*
- Three things it is best to avoid: a strange dog, a flood, and a man who thinks he is wise*Welsh Proverb*
- To attract good fortune, spend a new coin on an old friend, share an old pleasure with a new friend, and lift up the heart of a true friend by writing his name on the wings of a dragon *Chinese Proverb*
- To change and change for the better are two different things *German Proverb*

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- To deceive a diplomat, speak the truth, he has no experience with it*Greek Proverb*
- To know and to act are one and the same *Samurai Proverb*
- To know the road ahead, ask those coming back
  Chinese Proverb
- A tree never hits an automobile except in self defense
  American Proverb
- Trumpet in a herd of elephants; crow in the company of cocks; bleat in a flock of goats ***Malayan Proverb***
- Turn your face to the sun and the shadows fall behind you
  Maori proverb

U

- Under a ragged coat lies wisdom ***Romanian Proverb***
- Under a tattered cloak, you will generally find a good drinker
  Spanish Proverb
- Use power to curb power ***Chinese Proverb***
- Use soft words and hard arguments ***English Proverb***
- Use your enemy's hand to catch a snake ***Persian Proverb***

V

- Vision without action is a daydream. Action without vision is a nightmare ***Japanese Proverb***
- Vulnerant omnia, ultima necat. (All the [hours] wound you, the last one kills) ***Latin Proverb***

W

- Wait until it is night before saying that it has been a fine day
  French Proverb
- Walk till the blood appears on the cheek, but not the sweat on the brow ***Spanish Proverb***
- We know the worth of a thing when we have lost it
  French Proverb
- What may be done at any time will be done at no time
  Scottish Proverb
- We never know the worth of water till the well is dry
  French Proverb

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- What the heart thinks, the tongue speaks *Romanian Proverb*
- What the people believe is true *Native American Proverb (Anishinabe)*
- What was hard to endure is sweet to recall *French Proverb*
- What you don't see with your eyes, don't invent with your mouth *Jewish Proverb*
- What you give you get, ten times over *Yoruba Proverb*
- When a blind man carries a lame man, both go forward *Swedish Proverb*
- When an elephant is in trouble, even a frog will kick him *Hindu Proverb*
- When anger rises, think of the consequences *Confucius*
- When a thing is done, advice comes too late *Romanian Proverb*
- When eating bamboo sprouts, remember the man who planted them *Chinese Proverb*
- When friends ask, there is no tomorrow *Miscellaneous Proverb*
- When in doubt, Gallop!*Proverb of the* *French Foreign Legion*
- When one shuts one eye, one does not hear everything *Swiss Proverb*
- When spiders unite they can tie down a lion *Ethiopian Proverb*
- When the fox preaches, look to the geese *German Proverb*
- When there is no enemy within, the enemies outside cannot hurt you *African Proverb*
- When two quarrel, both are to blame *Dutch Proverb*
- When we cannot get what we love, we must love what is within our reach *French Proverb*
- When you go to buy, use your eyes, not your ears *Czech Proverb*
- When you have no choice, mobilize the spirit of courage *Jewish Proverb*
- When you have only two pennies left in the world, buy a loaf of bread with one, and a lily with the other *Chinese Proverb*
- When you throw dirt, you lose ground *Texan Proverb*
- When you want to test the depth of a stream, don't use both feet *Chinese Proverb*
- Where God has his church, the Devil will have his chapel *Spanish Proverb*

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- Where there is a sea, there are pirates *Greek Proverb*
- Where there is love, there is pain *Spanish Proverb*
- Where there are no swamps, there are no frogs *German Proverb*
- Wheresoever you go, go with all your heart *Confucius*
- Who depends on another man's table often dines late *Italian Proverb*
- Whoever gossips to you, will gossip about you *Spanish Proverb*
- The whisper of a pretty girl can be heard further than the roar of a lion *Arab Proverb*
- Who travels for love finds a thousand miles not longer than one *Japanese Proverb*
- The wise man has long ears and a short tongue *German Proverb*
- The woman cries before the wedding and the man after *Polish Proverb*
- Words must be weighed, not counted *Polish Proverb*

Y

- You may laugh at a friend's roof; don't laugh at his sleeping accommodation *Kenyan Proverb*
- Young pigs grunt as, as old pigs grunted before them *Danish Proverb*
- Your friend has a friend; don't tell him *Jewish Proverb*
- You can't wake a person who is pretending to be asleep *Navajo Proverb*
- You've got to do your own growing, no matter how tall your grandfather was *Irish Proverb*

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Sayings and Quotes about India

1. We owe a lot to the Indians, who taught us how to count, without which no worthwhile scientific discovery could have been made. ***Albert Einstein***
2. India is, the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grand mother of tradition. Our most valuable and most instructive materials in the history of man are treasured up in India only. ***Mark Twain***
3. If there is one place on the face of earth where all the dreams of living men have found a home from the very earliest days when man began the dream of existence, it is India. ***French scholar Romain Rolland***
4. If there is one place on the face of this Earth where all the dreams of living men have found a home from the very earliest day when man began the dream of existence, it is India. ***Romain Rolland (French Philosopher)***
5. It is true that even across the Himalayan barrier, India has sent to the west such gifts as grammar and logic, philosophy and fables, hypnotism and chess, and above all numerals and the decimal system. ***Will Durant (American Historian)***
6. In India, I found a race of mortals living upon the Earth, but not adhering to it, inhabiting cities, but not being fixed to them, possessing everything, but possessed by nothing. ***Apollonius Tyanaeus (Greek Traveller)***
7. Whenever I have read any part of the Vedas, I have felt that some unearthly and unknown light illuminated me. In the great teaching of the Vedas, there is no touch of sectarianism. It is of all ages, climbs, and nationalities and is the royal road for the attainment of the Great Knowledge. When I read it, I feel that I am under the spangled heavens of a summer night. ***Thoreau (American Thinker)***

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8. If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered on the greatest problems of life, and has found solutions, I should point to India.

Max Muller (German Scholar)

9. The Sanskrit language, whatever be its antiquity, is of wonderful structure, more perfect than the Greek, more copious than the Latin and more exquisitely refined than either. *Sir William Jones (British Orientalist)*

10. The surgery of the ancient Indian physicians was bold and skilful. A special branch of surgery was dedicated to rhinoplasty or operations for improving deformed ears, noses and forming new ones, which European surgeons have now borrowed. *Sir W. Hunter (British Surgeon)*

11. After the conversations about Indian philosophy, some of the ideas of Quantum Physics, that had seemed so crazy, suddenly made much more sense.

W. Heisenberg (German Physicist)

12. In the great books of India, an empire spoke to us, nothing small or unworthy, but large, serene, consistent, the voice of an old intelligence, which in another age and climate had pondered and thus disposed of the questions that exercise us.

R.W. Emerson (American Essayist)

13. In religion, India is the only millionaire.....the One land that all men desire to see, and having seen once, by even a glimpse, would not give that glimpse for all the shows of all the rest of the globe combined.

Mark Twain (American Author)

14. It is already becoming clear that a chapter which had a Western beginning, will have to have an Indian ending if it is not to end in the self-destruction of the human race. At this supremely dangerous moment in history, the only way of salvation for mankind is the Indian way.

Dr. Arnold Toynbee (British Historian)

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Important Facts about India

- India never invaded any country in her last 10000 years of history.
- India invented the Number System. Zero was invented by Aryabhatta.
- The World's first university was established in Takshila in 700 BC. More than 10,500 students from all over the world studied more than 60 subjects.
- The University of Nalanda, built in the 4th century CE, was one of the greatest achievements of ancient India in the field of education.
- Sanskrit is the mother of all the European languages. Sanskrit is the most suitable language for computer software - a report in Forbes magazine, July 1987.
- Ayurveda is the earliest school of medicine known to humans. Charaka, the father of medicine, consolidated Ayurveda 2500 years ago. Today Ayurveda is fast regaining its rightful place in our civilization.
- Although modern images of India often show poverty and lack of development, India was the richest country on earth until the time of British in the early 17th Century. Christopher Columbus was attracted by her wealth.
- The art of Navigation was born in the river Sindh 6000 years ago. The very word Navigation is derived from the Sanskrit word NAV GATIH. The word navy is also derived from Sanskrit 'Nou'.
- Bhaskaracharya calculated the time taken by the earth to orbit the sun hundreds of years before the astronomer Smart. Time taken by earth to orbit the sun: (5th century) 365.258756484 days.
- The value of "pi" was first calculated by Budhayana, and he explained the concept of what is known as the Pythagorean Theorem. He discovered this in the 6th century, long before the European mathematicians.
- Algebra, trigonometry and calculus came from India. Quadratic equations were propounded by Sridharacharya in the 11th century. The largest numbers the Greeks and the

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Romans used were 106 whereas Hindus used numbers as big as 10**53(10 to the power of 53) with specific names as early as 5000 BCE during the Vedic period. Even today, the largest used number is Tera: 10**12(10 to the power of 12).

- According to the Gemological Institute of America, until 1896, India was the only source for diamonds to the world.
- USA based IEEE has proved what has been a century old suspicion in the world scientific community that the pioneer of wireless communication was Prof Jagdeesh Bose and not Marconi.
- The earliest reservoir and dam for irrigation was built in Saurashtra.
- According to Saka King Rudradaman I of 150 CE, a beautiful lake aptly called 'Sudarshana' was constructed on the hills of Raivataka during Chandragupta Maurya's time.
- Chess (Shataranja or AshtaPada) was invented in India.
- Sushruta is the father of surgery. 2600 years ago, he and health scientists of his time conducted complicated surgeries like cesareans, cataract, artificial limbs, fractures, urinary stones & even plastic surgery and brain surgery. Usage of anesthesia was well known in ancient India. Over 125 surgical equipments were used. Deep knowledge of anatomy, physiology, etiology, embryology, digestion, metabolism, genetics and immunity is also found in many texts.
- When many cultures were only nomadic forest dwellers over 5000 years ago, Indians established Harappan culture in Sindhu Valley (Indus Valley Civilization).
- The place value system, the decimal system was developed in India in 100 BC.

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Conflicting Proverbs

There are a variety of proverbs almost everyone is familiar with. These are words of wisdom and taken by all with reverence, but some of these sayings look specious when weighed against each other.

Look at the following conflicting sayings

1. Actions speak louder than words. ⟹ The pen is mightier than the sword.
2. Knowledge is power. ⟹ Ignorance is bliss.
3. Look before you leap. ⟹ He who hesitates is lost.
4. A silent man is a wise one. ⟹ A man without words is a man without thoughts.
5. Beware of Greeks bearing gifts. ⟹ Don't look in the mouth of a gifted horse.
6. Clothes make the man. ⟹ Don't judge a book by its cover.
7. Nothing ventured, nothing gained. ⟹ Better safe than sorry.
8. Money talks. ⟹ Talk is cheap.
9. The only thing constant is change. ⟹ The more things change, the more they stay the same.
10. Two heads are better than one. ⟹ If you want something done right, do it yourself.
11. Many hands make light work. ⟹ Too many cooks spoil the broth.
12. The bigger, the better. ⟹ The best things come in small packages.
13. Absence makes the heart grow fonder. ⟹ Out of sight, out of mind.
14. What will be, will be. ⟹ Life is what you make it.
15. Cross your bridges when you come to them.⟹ Forewarned is forearmed.
16. What's good for the goose is good for the gander. ⟹ One man's meat is another man's poison.
17. With age comes wisdom. ⟹ Out of the mouths of babes and sucklings come all wise sayings.
18. The more, the merrier. ⟹ Two's company; three's a crowd.

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Proverbial Sayings and Quotes by Great Personalities

Abraham Lincoln

1. The highest art is always the most religious, and the greatest artist is always a devout person.
2. Whatever you are, be a good one.
3. Ballots are the rightful and peaceful successors to bullets.
4. There is another old poet whose name I do not now remember who said, "Truth is the daughter of Time."
5. ...Government of the people, by the people, for the people, shall not perish from the Earth.
6. Quarrel not at all. No man resolved to make the most of himself can spare time for personal contention.
7. Every man is said to have his peculiar ambition. Whether it be true or not, I can say for one that I have no other so great as that of being truly esteemed of my fellow men, by rendering myself worthy of their esteem.
8. With Malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds.
9. In the end, it's not the years in your life that count. It's the life in your years.
10. He who molds the public sentiment... makes statutes and decisions possible or impossible to make.
11. Let us have faith that right makes might, and in that faith, let us, to the end, dare to do our duty as we understand it.
12. I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live by the light that I have. I must stand with anybody that stands right, and stand with him while he is right, and part with him when he goes wrong.

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13. I do the very best I know how - the very best I can; and I mean to keep on doing so until the end.
14. People are just about as happy as they make up their minds to be.
15. The things I want to know are in books; my best friend is the man who'll get me a book I ain't read.
16. All I am, or can be, I owe to my angel mother.
17. Force is all-conquering, but its victories are shortlived.
18. I do not think much of a man who is not wiser today than he was yesterday.
19. America will never be destroyed from the outside. If we falter and lose our freedom, it will be because we destroyed ourselves.
20. I leave you, hoping that the lamp of liberty will burn in your bosoms until there shall no longer be a doubt that all men are created free and equal.
21. Those who deny freedom to others, deserve it not for themselves; and, under a just God, can not long retain it.
22. I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crisis. The great point is to bring them the real facts.
23. You can fool some of the people all of the time, and all of the people some of the time, but you can not fool all of the people all of the time.
24. Nearly all men can stand adversity, but if you want to test a man's character, give him power.
25. It is difficult to make a man miserable while he feels worthy of himself and claims kindred to the great God who made him.
26. The probability that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.
27. I remember my mother's prayers and they have always followed me. They have clung to me all my life.
28. A woman is the only thing I am afraid of that I know will not hurt me.
29. My dream is of a place and a time where America will once again be seen as the last best hope of earth.

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30. The time comes upon every public man when it is best for him to keep his lips closed.

31. Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally.

32. The assertion that "all men are created equal" was of no practical use in effecting our separation from Great Britain and it was placed in the Declaration not for that, but for future use.

33. Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.

34. Always bear in mind that your own resolution to succeed is more important than any one thing.

35. To sin by silence when they should protest makes cowards of men.

36. The Lord prefers common-looking people. That is why he makes so many of them.

37. I will prepare and some day my chance will come.

38. No man has a good enough memory to be a successful liar.

39. Our defense is in the preservation of the spirit which prizes liberty as a heritage of all men, in all lands, everywhere. Destroy this spirit and you have planted the seeds of despotism around your own doors.

40. Public sentiment is everything. With public sentiment, nothing can fail. Without it, nothing can succeed.

41. He has a right to criticize, who has a heart to help.

42. I can make more generals, but horses cost money.

43. I destroy my enemies when I make them my friends.

44. It is the eternal struggle between these two principles - right and wrong. They are the two principles that have stood face to face from the beginning of time and will ever continue to struggle. It is the same spirit that says, "You work and toil and earn bread, and I'll eat it."

45. "A drop of honey catches more flies than a gallon of gal." So with men. If you would win a man to your cause, first convince him that you are his sincere friend. Therein is a drop of honey which catches his heart, which, say what he will, is the high road to his reason.

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46. You are ambitious, which, within reasonable bounds, does good rather than harm.
47. Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.
48. The Bible is not my book and Christianity is not my religion. I could never give assent to the long complicated statements of Christian dogma.
49. Any people anywhere, being inclined and having the power, have the right to rise up, and shake off the existing government, and form a new one that suits them better. This is a most valuable - a most sacred right - a right, which we hope and believe, is to liberate the world.
50. Am I not destroying my enemies when I make friends of them?
51. The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.
52. I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crisis. The great point is to bring them the real facts.

Alexander The Great

1. A tomb now suffices him for whom the whole world was not sufficient.
2. I would rather excel others in the knowledge of what is excellent than in the extent of my powers and dominion.
3. I am dying from the treatment of too many physicians.
4. How great are the dangers I face to win a good name in Athens.
5. Remember, upon the conduct of each depends the fate of all.
6. In faith and hope the world will disagree, but all mankind's concern is charity.
7. There is nothing impossible to him who will try.

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Aristotle

1. We praise a man who feels angry on the right grounds and against the right persons and also in the right manner at the right moment and for the right length of time.
2. To the query, "What is a friend?" his reply was "A single soul dwelling in two bodies."
3. If happiness is activity in accordance with excellence, it is reasonable that it should be in accordance with the highest excellence.
4. No great genius has ever existed without some touch of madness.
5. All men by nature desire knowledge.
6. The moral virtues, then, are produced in us neither by nature nor against nature. Nature, indeed, prepares in us the ground for their reception, but their complete formation is the product of habit.
7. The generality of men are naturally apt to be swayed by fear rather than reverence, and to refrain from evil rather because of the punishment that it brings than because of its own foulness.
8. For as the interposition of a rivulet, however small, will occasion the line of the phalanx to fluctuate, so any trifling disagreement will be the cause of seditions; but they will not so soon flow from anything else as from the disagreement between virtue and vice, and next to that between poverty and riches.
9. Inferiors revolt in order that they may be equal, and equals that they may be superior. Such is the state of mind which creates revolutions.
10. What the statesman is most anxious to produce is a certain moral character in his fellow citizens, namely a disposition to virtue and the performance of virtuous actions.
11. Plato is dear to me, but dearer still is truth.
12. Wit is educated insolence.

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Albert Einstein

1. "Great spirits have always encountered violent opposition from mediocre minds."
2. "Whoever undertakes to set himself up as judge in the field of truth and knowledge is shipwrecked by the laughter of the Gods."
3. "When I examine myself and my methods of thought, I come to the conclusion that the gift of fantasy has meant more to me than my talent for absorbing positive knowledge."
4. "The secret to creativity is knowing how to hide your sources."
5. "The only source of knowledge is experience."
6. "The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honours the servant and has forgotten the gift."
7. "I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."
8. "We should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality."
9. "The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvellous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity."
10. "Reading, after a certain age, diverts the mind too much from its creative pursuits. Any man, who read too much and uses his own brain too little, falls into lazy habits of thinking."
11. "Intelligence makes clear to us the inter-relationship of means and ends. But mere thinking cannot give us a sense of the ultimate and fundamental ends. To make clear these fundamental ends and valuations and to set them fast in the emotional life of the individual, seems to me precisely the most important function which religion has to form in the social life of man."

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12. "During the last century, and part of the one before, it was widely held that there was an unreconcilable conflict between knowledge and belief. The opinion prevailed amoung advanced minds that it was time that belief should be replaced increasingly by knowledge; belief that did not itself rest on knowledge was superstition, and as such had to be opposed. According to this conception, the sole function of education was to open the way to thinking and knowing, and the school, as the outstanding organ for the people's education, must serve that end exclusively." Quoting Newton.
13. "Knowledge of what is does not open the door directly to what should be. If one asks the whence derives the authority of fundamental ends, since they cannot be stated and justifed merely by reason, one can only answer: they exist in a healthy society as powerful traditions, which act upon the conduct and aspirations and judgements of the individuals; they are there, that is, as something living, without its being necessary to find justification for their existence. They come into being not through demonstration but through revelation, through the medium of powerful personalities. One must not attempt to justify them, but rather to sense their nature simply and clearly."

Charles Dickens

1. A loving heart is the truest wisdom.
2. Have a heart that never hardens, and a temper that never tires, and a touch that never hurts.
3. A day wasted on others is not wasted on one's self.
4. It was the best of times, it was the worst of times.
5. Electric communication will never be a substitute for the face of someone who with their soul encourages another person to be brave and true.
6. A wonderful fact to reflect upon, that every human creature is constituted to be that profound secret and mystery to every other.
7. If there were no bad people, there would be no good lawyers.
8. The pain of parting is nothing to the joy of meeting again.
9. I have known a vast quantity of nonsense talked about bad men not looking you in the face. Don't trust that conventional idea.

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10. Dishonesty will stare honesty out of countenance any day in the week, if there is anything to be got by it.
11. Papa, potatoes, poultry, prunes and prism, are all very good words for the lips.
12. I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time.
13. This is a world of action, and not for moping and droning in.
14. Vices are sometimes only virtues carried to excess!
15. Any man may be in good spirits and good temper when he's well dressed. There ain't much credit in that.
16. If you could see my legs when I take my boots off, you'd form some idea of what unrequited affection is.
17. The whole difference between construction and creation is exactly this: that a thing constructed can only be loved after it is constructed; but a thing created is loved before it exists.
18. Do you spell it with a "V" or a "W"?' inquired the judge. 'That depends upon the taste and fancy of the speller, my Lord'.
19. Reflect upon your present blessings, of which every man has plenty; not on your past misfortunes of which all men have some.
20. It opens the lungs, washes the countenance, exercises the eyes, and softens down the temper; so cry away.
21. Minds, like bodies, will often fall into a pimpled, ill-conditioned state from mere excess of comfort.
22. I only ask to be free. The butterflies are free.
23. Most men are individuals no longer so far as their business, its activities, or its moralities are concerned. They are not units but fractions.
24. There is a wisdom of the head, and a wisdom of the heart.
25. Life is made of ever so many partings welded together.
26. There is nothing so strong or safe in an emergency of life as the simple truth.
27. To conceal anything from those to whom I am attached, is not in my nature. I can never close my lips where I have opened my heart.

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28. The one great principle of English law is to make business for itself.
29. I revere the memory of Mr. F. as an estimable man and most indulgent husband, only necessary to mention Asparagus and it appeared or to hint at any little delicate thing to drink and it came like magic in a pint bottle; it was not ecstasy but it was comfort.
30. No one is useless in this world who lightens the burden of it to anyone else.
31. The men who learn endurance, are they who call the whole world, brother.

Leo Nikolaevich Tolstoy

1. I know that my unity with all people cannot be destroyed by national boundaries and government orders.
2. Love is life. All, everything that I understand, I understand only because I love.

   And all people live, Not by reason of any care they have for themselves, but by the love for them that is in other people.
3. All violence consists in some people forcing others, under threat of suffering or death, to do what they do not want to do.
4. Everyone thinks of changing the world, but no one thinks of changing himself.
5. A man can live and be healthy without killing animals for food; therefore, if he eats meat, he participates in taking animal life merely for the sake of his appetite.
6. What a strange illusion it is to suppose that beauty is goodness.
7. The two most powerful warriors are patience and time.
8. All happy families resemble one another, each unhappy family is unhappy in its own way.
9. Historians are like deaf people who go on answering questions that no one has asked them.
10. In all history there is no war which was not hatched by the governments, the governments alone, independent of the interests of the people, to whom war is always pernicious even when successful.

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Man lives consciously for himself, but is an unconscious instrument in the attainment of the historic, universal aims of humanity.

11. Art is not a handicraft, it is the transmission of feeling the artist has experienced.

12. We lost because we told ourselves we lost.

13. There is only one time that is important - NOW! It is the most important time because it is the only time that we have any power.

14. Government is an association of men who do violence to the rest of us.

15. Faith is the sense of life, that sense by virtue of which man does not destroy himself, but continues to live on. It is the force whereby we live.

16. Our body is a machine for living. It is organized for that, it is its nature. Let life go on in it unhindered and let it defend itself.

17. War is so unjust and ugly that all who wage it must try to stifle the voice of conscience within themselves.

18. True life is lived when tiny changes occur.

19. In the name of God, stop a moment, cease your work, look around you.

20. Even in the valley of the shadow of death, two and two do not make six.

21. To say that a work of art is good, but incomprehensible to the majority of men, is the same as saying of some kind of food that it is very good but that most people can't eat it.

22. War on the other hand is such a terrible thing, that no man, especially a Christian man, has the right to assume the responsibility of starting it.

23. What an immense mass of evil must result... from allowing men to assume the right of anticipating what may happen.

24. The greater the state, the more wrong and cruel its patriotism, and the greater is the sum of suffering upon which its power is founded.

25. There is no greatness where there is no simplicity, goodness and truth.

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26. Truth, like gold, is to be obtained not by its growth, but by washing away from it all that is not gold.
27. The law condemns and punishes only actions within certain definite and narrow limits; it thereby justifies, in a way, all similar actions that lie outside those limits.
28. One of the first conditions of happiness is that the link between Man and Nature shall not be broken.
29. The sole meaning of life is to serve humanity.

Arthur Miller

1. Without alienation, there can be no politics.
2. My conception of the audience is of a public, each member of which is carrying about with him what he thinks is an anxiety, or a hope, or a preoccupation which is his alone and isolates him from mankind; and in this respect at least the function of a play is to reveal him to himself so that he may touch others by virtue of the revelation of his mutuality with them. If only for this reason I regard the theatre as a serious business, one that makes or should make man more human, which is to say, less alone.
3. Look, we're all the same; a man is a fourteen-room housein the bedroom he's asleep with his intelligent wife, in the living-room he's rolling around with some bareass girl, in the library he's paying his taxes, in the yard he's raising tomatoes, and in the cellar he's making a bomb to blow it all up.
4. If you complain of people being shot down in the streets, of the absence of communication or social responsibility, of the rise of everyday violence which people have become accustomed to, and the dehumanization of feelings, then the ultimate development on an organized social level is the concentration camp. . . . The concentration camp is the final expression of human separateness and its ultimate consequence. It is organized abandonment.
5. A good newspaper, I suppose, is a nation talking to itself.
6. Maybe all one can do is hope to end up with the right regrets.

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7. Success, instead of giving freedom of choice, becomes a way of life. There's no country I've been to where people, when you come into a room and sit down with them, so often ask you, "What do you do?" And, being American, many's the time I've almost asked that question, then realized it's good for my soul not to know. For a while! Just to let the evening wear on and see what I think of this person without knowing what he does and how successful he is, or what a failure. We're ranking everybody every minute of the day.
8. By whatever means it is accomplished, the prime business of a play is to arouse the passions of its audience so that by the route of passion, may be opened up new relationships between a man and men, and between men and Man. Drama is akin to the other inventions of man in that it ought to help us to know more, and not merely to spend our feelings.
9. A playwright . . . is . . . the litmus paper of the arts. He's got to be, because if he isn't working on the same wave length as the audience, no one would know what in hell he was talking about. He is a kind of psychic journalist, even when he's great.
10. The closer a man approaches tragedy, the more intense is his concentration of emotion upon the fixed point of his commitment, which is to say the closer he approaches what in life we call fanaticism.

Maya Angelou

1. For Africa to me . . . is more than a glamorous fact. It is a historical truth. No man can know where he is going unless he knows exactly where he has been and exactly how he arrived at his present place.
2. The fact that the adult American Negro female emerges a formidable character is often met with amazement, distaste and even belligerance. It is seldom accepted as an inevitable outcome of the struggle won by survivors, and deserves respect if not enthusiastic acceptance.
3. I love to see a young girl go out and grab the world by the lapels. Life's a bitch. You've got to go out and kick ass.

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4. The quality of strength lined with tenderness is an unbeatable combination, as are intelligence and necessity when unblunted by formal education.
5. Children's talent to endure stems from their ignorance of alternatives.
6. I find it interesting that the meanest life, the poorest existence, is attributed to God's will, but as human beings become more affluent, as their living standard and style begin to ascend the material scale, God descends the scale of responsibility at a commensurate speed.
7. We allow our ignorance to prevail upon us and make us think we can survive alone, alone in patches, alone in groups, alone in races, even alone in genders.
8. At fifteen, life had taught me undeniably that surrender, in its place, was as honorable as resistance, especially if one had no choice.
9. Self-pity in its early stage is as snug as a feather mattress. Only when it hardens does it become uncomfortable.
10. As far as I knew white women were never lonely, except in books. White men adored them, Black men desired them and Black women worked for them.

Mark Twain

1. By trying we can easily learn to endure adversity. Another man's, I mean.
2. The man who is a pessimist before 48 knows too much; if he is an optimist after it, he knows too little.
3. India has 2,000,000 gods, and worships them all. In religion, other countries are paupers; India is the only millionaire.
4. We have not all had the good fortune to be ladies. We have not all been generals, or poets, or statesmen; but when the toast works down to the babies, we stand on common ground.
5. There was never yet an uninteresting life. Such a thing is an impossibility. Inside of the dullest exterior there is a drama, a comedy, and a tragedy.

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6. A classic is something that everybody wants to have read and nobody wants to read. There comes a time in every rightly constructed boy's life when he has a raging desire to go somewhere and dig for hidden treasure.
7. Put all your eggs in the one basket and WATCH THAT BASKET.
8. To arrive at a just estimate of a renowned man's character, one must judge it by the standards of his time, not ours.
9. There is nothing you can say in answer to a compliment. I have been complimented myself a great many times, and they always embarrass me. I always feel that they have not said enough.
10. It could probably be shown by facts and figures that there is no distinctly native American criminal class except Congress.
11. What, then, is the true Gospel of consistency? Change. Who is the really consistent man? The man who changes. Since change is the law of his being, he cannot be consistent if he stick in a rut.
12. War talk by men who have been in a war is always interesting; whereas moon talk by a poet who has not been in the moon is likely to be dull.
13. Man is the only animal that blushes. Or needs to.
14. Man will do many things to get himself loved, he will do all things to get himself envied. Few things are harder to put up with than the annoyance of a good example.
15. Wrinkles should merely indicate where smiles have been.
16. Let us be thankful for the fools. But for them the rest of us could not succeed.
17. It takes your enemy and your friend, working together, to hurt you to the heart – the one to slander you and the other to get the news to you.
18. The very ink in which history is written is merely fluid prejudice.
19. True irreverence is disrespect for another man's god.
20. Grief can take care of itself, but to get the full value of a joy, you must have somebody to divide it with.

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21. Nothing that grieves us can be called little—by the eternal laws of proportion a child's loss of a doll and a king's loss of a crown are events of the same size.
22. Martyrdom covers a multitude of sins.
23. The man with a new idea is a crank until the idea succeeds.
24. There is no sadder sight than a young pessimist, except an old optimist.
25. My books are water; those of the great geniuses is wine. Everybody drinks water.
26. Get your facts first, and then you can distort them as much as you please.
27. The radical invents the views. When he has worn them out the conservative adopts them.
28. When angry, count four; when very angry, swear.

D.H. Lawrence

1. I believe a man is born first unto himself – for the happy developing of himself, while the world is a nursery, and the pretty things are to be snatched for, and pleasant things tasted; some people seem to exist thus right to the end. But most are born again on entering manhood; then they are born to humanity, to a consciousness of all the laughing, and the never-ceasing murmur of pain and sorrow that comes from the terrible multitudes of brothers.
2. An artist is only an ordinary man with a greater potentiality – same stuff, same make up, only more force. And the strong driving force usually finds his weak spot, and he goes cranked, or goes under.
3. It is so much more difficult to live with one's body than with one's soul. One's body is so much more exacting – what it won't have it won't have, and nothing can make bitter into sweet.
4. One sheds one's sicknesses in books – repeats and presents again one's emotions, to be master of them.
5. I can't bear art that you can walk round and admire. A book should be either a bandit or a rebel or a man in the crowd.

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6. The human consciousness is really homogeneous. There is no complete forgetting, even in death.
7. I believe that a man is converted when first he hears the low, vast murmur of life, of human life, troubling his hitherto unconscious self.
8. Brute force crushes many plants. Yet the plants rise again. The Pyramids will not last a moment compared with the daisy. And before Buddha or Jesus spoke the nightingale sang, and long after the words of Jesus and Buddha are gone into oblivion, the nightingale still will sing. Because it is neither preaching nor commanding nor urging. It is just singing. And in the beginning was not a Word, but a chirrup.
9. This is the very worst wickedness, that we refuse to acknowledge the passionate evil that is in us. This makes us secret and rotten.
10. The only justice is to follow the sincere intuition of the soul – angry or gentle. Anger is just, and pity is just, but judgement is never just.
11. One could laugh at the world better if it didn't mix tender kindliness with its brutality.
12. We only seem to learn from Life that Life doesn't matter so much as it seemed to do – it's not so burningly important, after all, what happens. We crawl, like blinking sea-creatures, out of the ocean onto a spur of rock, we creep over the promontory bewildered and dazzled and hurting ourselves, then we drop in the ocean on the other side; and the little transit doesn't matter so much.
13. A man has no religion who has not slowly and painfully gathered one together, adding to it, shaping it; and one's religion is never complete and final, it seems, but must always be undergoing modification.
14. The human being is a most curious creature. He thinks he has got one soul, and he has got dozens.
15. Be still when you have nothing to say; when genuine passion moves you, say what you've got to say, and say it hot.
16. I cannot cure myself of that most woeful of youth's follies – thinking that those, who care about us, will care for the things that mean much to us.

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Bruce Lee-the famous martial artist and film star (Deceased)

1. Empty your mind, be formless, shapeless – like water.

   Now you put water into a cup, it becomes the cup;

   You put water into a bottle, it becomes the bottle;

   You put it in a teapot, it becomes the teapot.

   Now water can *flow* or it can *crash*!

   Be water, my friend.
2. When the opponent expand, I contract;

   When he contracts, I expand;

   And when there is an opportunity,

   I do not hit – it hits all by itself.
3. As long as we separate this "oneness" into two, we won't achieve realisation.
4. Not being tense but ready. Not thinking but not dreaming. Not being set but flexible. Liberation from the uneasy sense of confinement. It is being wholly and quietly alive, aware and alert, ready for whatever may come.
5. Knowing is not enough; we must apply. Willing is not enough; we must do.
6. A good teacher protects his pupils from his own influence.
7. True refinement seeks simplicity.
8. Ideas are the beginning of all achievement.
9. If you want to do your duty properly, you should do just a little more than that.
10. A goal is not always meant to be reached, it often serves simply as something to aim at.
11. One great cause of failure is lack of concentration.

Bhagavad Gita

1. No matter what conditions you encounter in life, your right is only to the works – not to the fruits thereof. You should not be impelled to act for selfish reasons, nor should you be attached to inaction.

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2. Whenever virtue declines and unrighteousness rises, I manifest Myself as an embodied being. To protect the Saints and Sages, to destroy the evil-doers and to establish Dharma (righteousness), I am born from age to age.
3. Seeing your great form with many faces, many eyes, many arms, many thighs and feet, and many terrible tusks and stomachs, O Mighty Armed, the worlds are terrified and so am I.
4. I am pleased to see this universal form which was never seen by me before, and at the same time my mind is terrified with fear. Therefore, please reveal to me Your previous form. O God of Gods, O Refuge of the Universe, be gracious to me.
5. To those who are constantly devoted and worship Me with love, I give the understanding by which they can come to Me.
6. Out of compassion for them, I, dwelling in their hearts, destroy with the shining lamp of knowledge the darkness born of ignorance.
7. Having seen this terrible form of Mine, do not be afraid or bewildered. Rid of fear, with a cheeful heart, now behold again My previous form.
8. Arjun said: O Janardana, having beheld Your human form, I am now free of fear, my mind is composed, I have resumed by normal awareness.
9. Picking up his conch, the golden Devadatta, Arjun blew on it fiercely; the heavens echoed with the noise, and the chariot warriors stood petrified on the field. Their horses stood paralysed, with eyes wide open ...
10. O Countless formed Divinity, You are the First of the Gods, the Supreme Being, the Ancient Self, and You are the resting place of the world. You are the knower, the knowable, and the Supreme Abode of Lord Vishnu. This entire world is pervaded by You.
11. O God of Incomparable Power, You are the Father of this creation consisting of movables and immovables. You are the Adorable One, The Preceptor, and the Glorious One. There is no equal to You in the three worlds, much less can any one excel You.

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12. Krishna said,"Do you duty, Arjun, as your nature dictates. All work fetters, as all fire gives smoke. Only selfless duty saves. Fix your mind on me. Surrender all deeds to me. All problems will be solved by my grace. Pride will lead only to your moral ruin. If, filled with pride, you say, 'I will not fight,' it is all in vain. You are foolish. Fight you will, your nature will make you fight. Your karma will make you fight. You will fight in spite of yourself."

13. The Blessed Lord said: You are grieving over those who are not fit to be grieved for, yet you speak words like a great man of wisdom. But the wise do not grieve neither over the living nor over the dead. Never did I not exist, nor did you nor these kings. Nor shall we ever cease to exist in the future.

14. Krishna drove the white-horsed chariot to where Bhishma stood, shining like the sun. Obscured by an arrowy shower from Bhishma, Arjun's chariot was hidden from view, but Krishna, with great skill and patience, drove the wounded horse through. With his cloud-booming Gandiva bow, Arjun shot Bhishma's bow out of his hands.

15. Urged on by Krishna, Arjun displayed his full prowess. He seemed like the Destroyer himself at the end of creation. Many heroes, hoping to win glory and with death as their goal, came befoe Arjun as he let loose his shafts. They fell by the thousands. Arjun carved a path through the Kauravas.

16. Krishna drove the horses forward and the fine chariot moved into the center of the field. Krishna smiled, "Just behold, O Arjun, all the Kurus assembled here." Arjun looked across the field. Krishna could understand Arjun's mind. The long-awaited time for war had arrived – a terrible fratricidal war. There was now no turning back. Suddenly seeing the horror of it before him, Arjun gazed at his relatives and friends arrayed across from him—men who were like fathers, brothers, sons, and grandsons, as well as teachers, uncles, friends, in-laws, and well-wishers.

17. Life without Krishna has no joy for me. Tell me what is good for me. I am a wanderer with a hollow heart.

18. Arjun chose Krishna, though Krishna had vowed to lay down his arms on the battlefield ...

... Krishna asked: "Why did you pick me, knowing I would not fight?"

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"I can handle the soldiers myself, O Krishna, if I have your presence to give me moral support. Some of your glory will surely rub off on me."

19. Krishna threw down the reins and leapt from the chariot. Taking up a nearby chariot wheel, he raised it above his head as if it were his own favourite weapon, the Sudarshan chakra. He ran toward Bhishma as a lion might run at an elephant. The end of his yellow silk garment fluttered in the dusty air, resembling lightning dancing in a dark cloud. The wheel in his hand seemed to glow with his own effulgence, and it looked as beautiful as the primeval lotus from which Brahma was born. Krishna's dark arm appeared like the stalk of the lotus, and his charming face, covered with beads of perspiration, was its filament.

20. Pandu's sons sat silently, overtaken with affection for their dying grandfather. Seeing this, Bhishmadeva was himself overwhelmed with love. Tears sprang to his eyes and he said, trembling, "Oh, my dear son Yudhisthir, what terrible sufferings and injustices you good souls have suffered, even though you are the son of religion personified. Only because you were protected by the brahmins, religion and the Supreme Lord himself, did you manage to survive."

21. The Blessed Lord said: This form of Mine that you have seen is very difficult to behold; even gods are ever desirous of beholding this form.

22. O Arjun, the scorcher of your foes, it is by single minded devotion alone that I can be known, seen in reality, and also entered into. O Son of Pandu, he who performs actions for Me, who considers Me as the Supreme Goal, who is My devotee, and is devoid of attachments; who is without animosity towards all living beings, he alone attains Me.

23. Deciding to surrender himself to whatever Krishna advised, Arjun said,"O Krishna, I am confused about my duty and have lost all composure due to weakness of heart. Surely I am being consumed by miserly and selfish considerations, but I am not able to overcome them. In this condition I ask you to please tell me what is best for me. Now I am your disciple and a soul surrendered unto you. Please instruct me. I can see no means to drive away this grief. Even winning a prosperous kingdom equal to that of the gods will not assuage my sorrow. O Govinda, I will not fight."

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24. Krishna now smiled more broadly. he was pleased that Arjun, his dear friend, was ready to accept him as teacher and guide. Holding up his hand in blessing, he said, "Although you are speaking learned words from the scriptures, you are still mourning for something unworthy of grief. A wise man laments neither for the living nor the dead. Both you, I and all these assembled kshatriyas have always existed and will always exist. We are eternal souls, passing from body to body.

25. He who sees me in all things, and all things in me, is never far from me, and I am never far from him.

26. "O Krishna, son of Devaki,

Lord of the universe, of inexhaustible powers,

Krishna of the blue-lotus skin,

Krishna of the white-lily eyes,

Saffron-robed Krishna,

Help me now!" *Draupadi's cry to Krishna*

27. "What will you do if Karna is able to kill me?" Arjun asked Krishna. Krishna smiled and replied, "The sun will fall, the earth shatter into a thousand fragments, and fire lose its heat before he kills you. But if he does, it is a sign that the end of the world has come. As for me, I shall kill him with my bare hands."

28. Wherever there is Krishna, the Lord of Yoga, and wherever there is Arjun, the wielder of the bow, there will indeed abide prosperity, victory, glory, and righteousness; this is my firm conviction. *Bhagavad Gita*

Bill Gates

1. The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier.

2. Your most unhappy customers are your greatest source of learning.

3. Often you have to rely on intuition.

4. The first rule of any technology used in a business is that automation applied to an efficient operation will magnify the efficiency. The second is that automation applied to an inefficient operation will magnify the inefficiency.

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5. We always overestimate the change that will occur in the next two years and underestimate the change that will occur in the next ten. Don't let yourself be lulled into inaction.
6. 640K ought to be enough for anybody.
7. I don't think there's anything unique about human intelligence. All the neurons in the brain, that make up perceptions and emotions, operate in a binary fashion.
8. Perhaps the most truthful on Microsoft marketing :
   "There won't be anything we won't say to people to try and convince them that our way is the way to go."
9. "If you can't make it good, at least make it look good."
10. "I believe OS/2 is destined to be the most important operating system, and possibly program, of all time. As the successor to DOS, which has over 10,000,000 systems in use, it creates incredible opportunities for everyone involved with PCs."
11. "There are people who don't like capitalism, and people who don't like PCs. But there's no-one who likes the PC who doesn't like Microsoft."
12. Microsoft has not changed any of its plans for Windows. It is obvious that we will not include things like threads and preemptive multitasking in Windows. By the time we added that, you would have OS/2.
13. Interviewer : Is studying computer science the best way to prepare to be a programmer?
14. Gates : No, the best way to prepare is to write programs, and to study great programs that other people have written. In my case, I went to the garbage cans at the Computer Science Center and fished out listings of their operating system.
15. Microsoft programs are generally bug-free. If you visit the Microsoft hotline, you'll literally have to wait weeks if not months until someone calls in with a bug in one of our programs. 99.99% of calls turn out to be user mistakes.
16. I know not a single less irrelevant reason for an update than bugfixes. The reasons for updates are to present more new features
17. "Bill [Gates] is just smarter than everyone else," Mike Maples, an executive vice-president of Microsoft, says, "There are probably more smart people per square foot right here than anywhere else in the world, but Bill is just smarter."

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Bill Gates—advice for kids

To anyone with kids of any age, or anyone who has ever been a kid, here's some advice Bill Gates dished out at a high school speech about 11 things they did not learn in school.

Rule 1 : Life is not fair...get used to it.

Rule 2 : The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

Rule 3 : You will NOT make 40 thousand dollars a year right out of high school. You won't be a vice-president with a car phone, until you earn both.

Rule 4 : If you think your teacher is tough, wait till you get a boss. He doesn't have tenure.

Rule 5 : Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping – they called it opportunity.

Rule 6 : If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

Rule 7 : Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parents' generation, try delousing the closet in your own room.

Rule 8 : Your school may have done away with winners and losers but life has not. In some schools they have abolished failing grades and they'll give you as many times as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

Rule 9 : Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you find yourself. You have to do that on your own time.

Rule 10 : Television is NOT real life. In real life, people actually have to leave the coffee shop and go to jobs.

Rule 11 : Be nice to nerds. Chances are you'll end up working for one.

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Oscar Wilde

1. Women are sphinxes without secrets.
2. American women are pretty and charming – little oases of elegant unreasonableness in a vast desert of practical common sense.
3. All women become like their mothers, that is their tragedy; no man does, that is his.
4. Never trust a woman who tells you her real age; a woman who tells you that, would tell you anything.
5. Women are meant to be loved, not understood.
6. A woman will flirt with anyone in the world, so long as other women are looking on.
7. Women can discover everything except the obvious.
8. Crying is the refuge of plain women and the ruin of pretty ones.
9. If you really want to know what a woman means, which is dangerous, always look at her but never listen.
10. Women give to men the very gold of their lives; but they always want it back in small change.
11. I like men who have a future, and women who have a past.
12. If a man is a gentleman, he knows quite enough, and if he is not a gentleman, whatever he knows is likely to be bad for him.
13. The world was made for men and not for women.
14. I sometimes think that God, in creating man, rather overestimated His ability.
15. A man can be happy with any woman, so long as he does not love her.
16. The happiness of a married man depends on the people he has not married.
17. The husbands of very beautiful women usually belong to the criminal classes.
18. The only real tragedy in a woman's life is that her past is always her lover, and the future is invariably her husband.
19. In married life, three is company, two is none.

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20. The proper basis for a marriage is mutual misunderstanding.

21. There is nothing in the world like the devotion of a married woman, it's a thing that no married man knows anything about.

22. When a woman marries again, it is because she detested her first husband; when a man marries again; it is because he adored his first wife. Women try their luck, men risk theirs.

23. I have always been of the opinion that a man about to get married should know either everything or nothing.

24. Men marry because they are tired, women because they are curious; both are disappointed.

25. Anyone can sympathize with the sufferings of a friend; it requires a very fine nature to sympathize with a friend's success.

26. A little sincerity is a dangerous thing, and a great deal of it is absolutely fatal.

27. Education is a wonderful thing, provided you always remember that nothing worth knowing can ever be taught.

28. It is a very sad thing that nowadays there is so little useless information around.

29. Ignorance is a rare exotic fruit; touch it, and the bloom has gone.

30. The only duty we owe history is to rewrite it.

31. Democracy is simply the bludgeoning of the people, for the people, by the people.

32. Work is the curse of the drinking classes.

33. I find that alcohol, taken in sufficient quantities, produces all the effects of intoxication.

34. Consistency is the last refuge of the unimaginative.

35. A cynic is a man who knows the price of everything but the value of nothing.

36. Fashion is what one wears oneself; what is unfashionable is what other people wear.

37. No great artist ever sees things as they really are; if he did, he would cease to be an artist.

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38. Society often forgives the criminal but it never forgives the dreamer.

39. Thre is no such thing as a moral or immoral book; books are well written or badly written.

40. Examinations consist of the foolish asking questions the wise cannot answer.

41. Punctuality is the thief of time.

42. The truth is rarely pure and never simple.

43. The book of life begins with a man and woman in a garden; it ends with revelations.

44. The good end happily and the bad unhappily; that is what fiction means.

45. We are all in the gutter, but some of us are looking at the stars.

46. Experience is the name we all give to our mistakes.

47. The only thing worse in the world than being talked about is not being talked about.

48. Children begin by loving their parents. After a time, they judge them; rarely is ever do they forgive them.

49. The old believe everything; the middle-aged suspect everything; the young know everything.

50. Nothing succeeds like success.

51. In this world there are only two tragedies – one is not getting what one wants, the other is getting it.

52. To lose one parent may be regarded as a misfortune; to lose both looks like carelessness.

53. To get back one's youth, one merely has to repeat one's follies.

54. Young people nowadays assume that money is everything, and when they get older they know it.

55. It is better to have a permanent income than to be fascinating.

56. No man is ever rich enough to buy back his past.

57. A man cannot be too careful in his choice of enemies.

58. Every great man nowadays has his disciples, but it is always Judas who writes the biography.

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59. I have very simple tastes, I am always satisfied with the very best.

60. I like talking to a brick wall, I find it is the only thing that never contradicts me.

61. Whenever people agree with me, I always feel I must be wrong.

62. One half of the world does not believe in God, and the other half does not believe in me.

63. Praise makes me humble, but when I am abused, I know I have touched the stars.

64. I shall have to die, as I have lived beyond my means.

65. To regain my youth, I would do anything in the world, except take exercise, get up early, or become respectable.

66. If this is the way Queen Victoria treats her prisoners, she doesn't deserve to have any.

67. I shall never make a new friend in life, though I rather hope to make a few in death.

68. I have had my hand on the moon; what is the use of trying to rise a little way from the ground?

69. This wallpaper will be the death of me; one of us will have to go.

William Shakespeare

1. Love all, trust a few. Do wrong to none.

2. It is not in the stars to hold our destiny but in ourselves.

3. We know what we are, but know not what we may be.

(Work : Hamlet)

4. Cry "Havoc," and let slip the dogs of war.

(Work : Julius Caesar)

5. I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones."

(Work : Julius Caesar, Act 3, Scene 2)

6. Truth is truth, to the end of reckoning.

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7. The valiant never taste of death but once.
Of all the wonders that I yet have heard,
It seems to me most strange that men should fear;
Seeing that death, a necessary end,
Will come when it will come. *(Work : Julius Caesar)*

8. Cowards die many times before their deaths.

9. Mine honour is my life; both grow in one; take honour from me and my life is done.

10. Friendship is constant in all other things
Save in the office and affairs of love:
Therefore all hearts in love use their own tongues;
Let every eye negotiate for itself
And trust no agent. *(Work : Much Ado about Nothing)*

11. Suspicion always haunts the guilty mind.

12. So may he rest, his faults lie gently on him!

13. This royal throne of kings, this sceptred isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise,
This fortress built by Nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in the silver sea,
Which serves it in the office of a wall
Or as a moat defensive to a house,
Against the envy of less happier lands, —
This blessed plot, this earth, this realm, this England.
(Work : King Richard II)

14. The fool doth think he is wise, but the wise man knows himself to be a fool.

15. And to those thorns that in her bosom lodge,
To prick and sting her. *(Work : Hamlet)*

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16. I feel within me a peace above all earthly dignities, a still and quiet conscience.

17. He wears his faith but as the fashion of his hat.

18. I pray thee cease thy counsel,
Which falls into mine ears as profitless as water in a sieve.

19. And since you know you cannot see yourself, so well as by reflection, I, your glass, will modestly discover to yourself, that of yourself which you yet know not of.

20. I hate ingratitude more in a man
than lying, vainness, babbling, drunkenness,
or any taint of vice whose strong corruption
inhabits our frail blood.

21. It is a wise father that knows his own child.

22. His life was gentle; and the elements
So mixed in him, that Nature might stand up,
And say to all the world, THIS WAS A MAN!

23. See first that the design is wise and just: that ascertained, pursue it resolutely; do not for one repulse forego the purpose that you resolved to effect.

24. Be great in act, as you have been in thought.

25. Strong reasons make strong actions.

26. When we are born, we cry, that we are come to this great stage of fools.

27. Our remedies oft in ourselves do lie.

28. God bless thee; and put meekness in thy mind, love, charity, obedience, and true duty!

29. He who has injured thee was either stronger or weaker than thee. If weaker, spare him; if stronger, spare thyself.

30. If all the year were playing holidays,
To sport would be as tedious as to work.

(Work : King Henry IV)

31. Let me not to the marriage of true minds Admit impediments: love is not love Which alters when it alteration finds.

32. Be not afraid of greatness.

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33. So full of artless jealousy is guilt,
It spills itself in fearing to be spilt. *(Work : Hamlet)*

34. Hereafter, in a better world than this,
I shall desire more love and knowledge of you.
(Work : As You Like It)

35. Love looks not with the eyes, but with the mind.

36. There is a tide in the affairs of men
Which taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries. *(Work : Julius Caesar)*

37. A wretched soul, bruised with adversity,
We bid be quiet when we hear it cry;
But were we burdened with like weight of pain,
As much or more we should ourselves complain.

38. It is a wise father that knows his own child.

39. Assume a virtue, if you have it not.

40. The devil can cite scripture for his purpose.
(Work : The Merchant of Venice)

41. Frailty, thy name is woman!

42. Virtue and genuine graces in themselves speak what no words can utter.

43. The lady doth protest too much, methinks.

44. When griping grief the heart doth wound, and doleful dumps the mind oppresses, then music, with her silver sound, with speedy help doth lend redress.

45. But love is blind, and lovers cannot see the pretty follies that themselves commit.

46. Excellent wretch! Perdition catch my soul,
But I do love thee! and when I love thee not,
Chaos is come again. *(Work : Othello)*

47. Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all.

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48. Our doubts are traitors,
And make us lose the good we oft might win
By fearing to attempt. *(Work : Measure for Measure)*

49. In time we hate that which we often fear.

50. Some rise by sin, and some by virtue fall.

51. The attempt and not the deed confounds us.
(Work : Macbeth)

52. Lord, what fools these mortals be!

53. Ill deeds are doubled with an evil word.

54. While thou livest, keep a good tongue in thy head.

55. How poor are they who have not patience! What wound did ever heal but by degrees?

56. Pray you now, forget and forgive.

57. I understand a fury in your words,
But not the words. *(Work : Othello)*

58. This England never did, nor never shall,
Lie at the proud foot of a conqueror. *(Work : King John)*

59. Age cannot wither her, nor custom stale
Her infinite variety. *(Work : Antony and Cleopatra)*

60. The fashion wears out more apparel than the man.

61. In a false quarrel, there is no true valour.

62. A very ancient and fish-like smell. *(Work : The Tempest)*

63. Conversation should be pleasant without scurrility, witty without affectation, free without indecency, learned without conceitedness, novel without falsehood.

64. The trust I have is in mine innocence, and therefore am I bold and resolute.

65. Your face is a book, where men may read strange matters.

66. What a deformed thief this fashion is.

67. He hath eaten me out of house and home.

68. Oh, that way madness lies; let me shun that.

69. The peace of heaven is theirs that lift their swords, in such a just and charitable war.

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70. Life is as tedious as a twice-told tale
Vexing the dull ear of a drowsy man. *(Work : King John)*

71. O, how this spring of love resembleth
The uncertain glory of an April day!
(Work : The Two Gentlemen of Verona)

72. Nothing emboldens sin so much as mercy.

73. Sweet are the uses of adversity, which, like a toad, though ugly and venomous, wears yet a precious jewel in its head.

74. But, for my own part, it was Greek to me.
(Work : Julius Caesar)

75. There are more things in heaven and earth, Horatio,
Than are dreamt of in your philosophy. *(Work : Hamlet)*

76. This is the short and the long of it.
(Work : The Merry Wives of Windsor)

77. How use doth breed a habit in a man!
(Work : The Two Gentlemen of Verona)

78. The hand that hath made you fair hath made you good.
(Work : Measure for Measure)

79. True is it that we have seen better days.
(Work : As You Like It)

80. It is not enough to help the feeble up, but to support him after.

81. Thou shalt be both the plaintiff and the judge of thine own cause.

82. Glory is like a circle in the water,
Which never ceaseth to enlarge itself,
Till by broad spreading it disperses to naught.

83. We have some salt of our youth in us.
(Work : The Merry Wives of Windsor)

84. Life is as tedious as a twice-told tale, Vexing the dull ear of a drowsy man.

85. I wasted time, and now doth time waste me.

86. Misery acquaints a man with strange bedfellows.
(Work : The Tempest)

87. Although the last, not least. *(Work : King Lear)*

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88. Truth is truth
To the end of reckoning. *(Work : Measure for Measure)*

89. Good night, good night! parting is such sweet sorrow,
That I shall say good night till it be morrow.
(Work : Romeo and Juliet)

90. The end crowns all,
And that old common arbitrator, Time,
Will one day end it. *(Work : Troilus and Cressida)*

91. The soul of this man is in his clothes.

92. Nothing will come of nothing. *(Work : King Lear)*

93. Full fathom five thy father lies;

94. Of his bones are coral made;
Those are pearls that were his eyes:
Nothing of him that doth fade
But doth suffer a sea-change
Into something rich and strange. *(Work : The Tempest)*

95. But love is blind and lovers cannot see
The pretty follies that themselves commit;
For if they could, Cupid himself would blush
To see me thus transformed to a boy.
(Work : The Merchant of Venice)

96. There is nothing either good or bad, but thinking makes it so.

97. For they are yet ear-kissing arguments.

98. The gods are just, and of our pleasant vices
Make instruments to plague us. *(Work : King Lear)*

99. My words fly up, my thoughts remain below.

100. Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain? *(Work : Macbeth)*

101. There are occasions and causes why and wherefore in all things. *(Work : King Henry)*

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102. Like as the waves make towards the pebbled shore, So do our minutes hasten to their end.

103. Now cracks a noble heart. Good night sweet prince.

104. Every man has his fault, and honesty is his.
(Work : Timon of Athens)

105. They say, best men are moulded out of faults,
And, for the most, become much more the better
For being a little bad. *(Work : Measure for Measure)*

106. Rich gifts wax poor when givers prove unkind.
(Work : Hamlet)

107. Pity is the virture of the law, and none but tyrants use it cruelly.

108. My salad days,
When I was green in judgment. *(Work : Antony and Cleopatra)*

109. I thank God I am as honest as any man living, that is an old man and no honester than I. *(Work : Much Ado about Nothing)*

110. Though I am not naturally honest, I am so sometimes by chance.

111. Et tu, Brute! *(Work : Julius Caesar)*

112. Silence is the perfectest herald of joy: I were but little happy, if I could say how much. *(Work : Much Ado about Nothing)*

113. I will be correspondent to command, And do my spiriting gently. *(Work : The Tempest)*

114. Lady you berefit me of all words,
Only my blood speaks to you in my veins,
And there is such confusion in my powers.

115. Our bodies are our gardens to which our wills are gardeners.

116. For Brutus is an honourable man;
So are they all, all honourable men. *(Work : Julius Caesar)*

117. From the still-vexed Bermoothes. *(Work : The Tempest)*

118. That man that hath a tongue, I say, is no man,
If with his tongue he cannot win a woman.
(Work : The Two Gentlemen of Verona)

119. Now would I give a thousand furlongs of sea for an acre of barren ground. *(Work : The Tempest)*

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120. Like one
Who having into truth, by telling of it,
Made such a sinner of his memory,
To credit his own lie. *(Work : The Tempest)*

121. I am not bound to please thee with my answers.

122. When he is best, he is a little worse than a man; and when he is worst, he is little better than a beast.
(Work : The Merchant of Venice)

123. How many ages hence
Shall this our lofty scene be acted over
In states unborn and accents yet unknown!
(Work : Julius Caesar)

124. The law hath not been dead, though it hath slept.
(Work : Measure for Measure)

125. Speak to me as to thy thinkings,
As thou dost ruminate, and give thy worst of thoughts
The worst of words. *(Work : Othello)*

126. But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun. *(Work : Romeo and Juliet)*

127. Merrily, merrily shall I live now,
Under the blossom that hangs on the bough.
(Work : The Tempest)

128. He is winding the watch of his wit; by and by it will strike.

129. Their understanding
Begins to swell and the approaching tide
Will shortly fill the reasonable shores
That now lie foul and muddy.

130. I have not slept one wink. *(Work : Cymbeline)*

131. Something is rotten in the state of Denmark. *(Work : Hamlet)*

132. Home-keeping youth have ever homely wits.
(Work : The Two Gentlemen of Verona)

133. It is a familiar beast to man, and signifies love.
(Work : The Merry Wives of Windsor)

134. I, thus neglecting worldly ends, all dedicated
To closeness and the bettering of my mind.
(Work : The Tempest)

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135. My library
Was dukedom large enough. *(Work : The Tempest)*

136. I must be cruel only to be kind;
Thus bad begins, and worse remains behind.

137. I wish you well and so I take my leave,
I Pray you know me when we meet again.

138. Praising what is lost makes the remembrance dear.

139. Thy words, I grant are bigger, for I wear not, my dagger in my mouth.

140. By the pricking of my thumbs,
Something wicked this way comes.
Open, locks,
Whoever knocks! *(Work : Macbeth)*

141. I am not merry; but I do beguile
The thing I am, by seeming otherwise. *(Work : Othello)*

142. Your hearts are mighty, your skins are whole.
(Work : The Merry Wives of Windsor)

143. If this were played upon a stage now, I could condemn it as an improbable fiction. *(Work : Twelfth Night)*

144. I have heard of your paintings too, well enough; God has given you one face, and you make yourselves another.
(Work : Hamlet)

145. We do not keep the outward form of order, where there is deep disorder in the mind.

146. Be thou as chaste as ice, as pure as snow, thou shalt not escape calumny. Get thee to a nunnery, go. *(Work : Hamlet)*

147. If there be no great love in the beginning, yet heaven may decrease it upon better acquaintance, when we are married and have more occasion to know one another.

148. I would fain die a dry death. *(Work : The Tempest)*

149. The little foolery that wise men have makes a great show.
(Work : As You Like It)

150. Small cheer and great welcome makes a merry feast.
(Work : The Comedy of Errors)

151. Thou art the Mars of malcontents.
(Work : The Merry Wives of Windsor)

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152. I cannot tell what the dickens his name is.
(Work : The Merry Wives of Windsor)

153. My meaning in saying he is a good man, is to have you understand me that he is sufficient.
(Work : The Merchant of Venice)

154. Fill all thy bones with aches. *(Work : The Tempest)*

155. Come not within the measure of my wrath.
(Work : The Two Gentlemen of Verona)

A little more than kin, and less than kind. *(Work : Hamlet)*

156. Double, double toil and trouble;
Fire burn, and cauldron bubble. *(Work : Macbeth)*

157. I will make a Star-chamber matter of it.
(Work : The Merry Wives of Windsor)

158. Cursed be he that moves my bones.
(Work : Epitaph on his gravestone)

159. I pray you bear me henceforth from the noise and rumour of the field, where I may think the remnant of my thoughts in peace, and part of this body and my soul with contemplation and devout desires.

160. O Romeo, Romeo! wherefore art thou Romeo?
(Work : Romeo and Juliet)

161. You cram these words into mine ears against the stomach of my sense.

162. The game is up. *(Work : Cymbeline)*

163. Small to greater matters must give way.
(Work : Antony and Cleopatra)

164. He was a man, take him for all in all,
I shall not look upon his like again. *(Work : Hamlet)*

165. And many strokes, though with a little axe,
Hew down and fell the hardest-timbered oak.
(Work : King Henry VI)

166. A horse! a horse! my kingdom for a horse!
(Work : King Richard III)

167. I will wear my heart upon my sleeve
For daws to peck at. *(Work : Othello)*

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168. But to my mind, though I am native here
And to the manner born, it is a custom
More honoured in the breach than the observance.
(Work : Hamlet)

169. Brevity is the soul of wit. *(Work : Hamlet)*

170. Uneasy lies the head that wears a crown.
(Work : King Henry IV)

171. This is the third time; I hope good luck lies in odd numbers.... There is divinity in odd numbers, either in nativity, chance, or death. *(Work : The Merry Wives of Windsor)*

172. What seest thou else
In the dark backward and abysm of time?
(Work : The Tempest)

173. To have seen what I have seen, see what I see!
(Work : Hamlet)

George Bernard Shaw

1. The only service a friend can really render is to keep up your courage by holding up to you a mirror in which you can see a noble image of yourself.

2. The man with a toothache thinks everyone happy whose teeth are sound. The poverty-stricken man makes the same mistake about the rich man.

3. This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of Nature instead of a feverish selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.
(Work : Man and Superman, Epistle Dedicatory)

4. Hatred is the coward's revenge for being intimidated.

5. It is a curious sensation: the sort of pain that goes mercifully beyond our powers of feeling. When your heart is broken, your boats are burned: nothing matters any more. It is the end of happiness and the beginning of peace.

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6. People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.
7. I am a Millionaire. That is my religion. *(Work : Major Barbara)*
8. The people who get on in this world are the people who get up and look for the circumstances they want and if they can't find them, make them.
9. You are going to let the fear of poverty govern your life and your reward will be that you will eat, but you will not live.
10. Power is the faculty or capacity to act, the strength and potency to accomplish something. It is the vital energy to make choices and decisions. It also includes the capacity to overcome deeply embedded habits and to cultivate higher, more effective ones.
11. Censorship ends in logical completeness when nobody is allowed to read any books except the books that nobody reads.
12. Some look at things that are, and ask why. I dream of things that never were and ask why not?
13. Youth, which is forgiven everything, forgives itself nothing: age, which forgives itself everything, is forgiven nothing. *(Work : Man and Superman)*
14. Success does not consist in never making mistakes but in never making the same one a second time.
15. People, who say it cannot be done, should not interrupt those who are doing it.
16. Life isn't about finding yourself. Life is about creating yourself.
17. A Native American Elder once described his own inner struggles in this manner: Inside of me there are two dogs. One of the dogs is mean and evil. The other dog is good. The mean dog fights the good dog all the time. When asked which dog wins, he reflected for a moment and replied, "the one I feed the most."

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18. She had lost the art of conversation but not, unfortunately, the power of speech.

19. When a stupid man is doing something he is ashamed of, he always declares that it is his duty.

20. A happy family is but an earlier heaven.

21. The more things a man is ashamed of, the more respectable he is. ***(Work : Man and Superman)***

22. Never waste jealousy on a real man: it is the imaginary man that supplants us all in the long run.

23. Do not waste your time on Social Questions. What is the matter with the poor is Poverty; what is the matter with the rich is Uselessness.

24. Power does not corrupt men; fools, however, if they get into a position of power, corrupt power.

25. Life is no brief candle to me. It is a sort of splendid torch which I have got a hold of for the moment, and I want to make it burn as brightly as possible before handing it onto future generations.

26. Do you think that the things people make fools of themselves about are any less real and true than the things they behave sensibly about? They are more true: they are the only things that are true. ***(Work : Candida)***

27. Beware of the man who does not return your blow: he neither forgives you nor allows you to forgive yourself.

28. Youth is a wonderful thing. What a crime to waste it on children.

29. We are made wise not by the recollection of our past, but by the responsibility for our future.

30. If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.

31. Parentage is a very important profession, but no test of fitness for it is ever imposed in the interest of the children.

32. We are all dependent on one another, every soul of us on earth.

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33. Miracles, in the sense of phenomena we cannot explain, surround us on every hand: life itself is the miracle of miracles.

34. Money is the most important thing in the world. It represents health, strength, honour, generosity and beauty as conspicuously as the want of it represents illness, weakness, disgrace, meanness and ugliness.

35. If history repeats itself, and the unexpected always happens, how incapable must Man be of learning from experience.

36. There are two tragedies in life. One is to lose your heart's desire. The other is to gain it.

37. Give a man health and a course to steer, and he'll never stop to trouble about whether he's happy or not.

38. Choose silence of all virtues, for by it you hear other men's imperfections, and conceal your own.

39. No diet will remove all the fat from your body because the brain is entirely fat. Without a brain, you might look good, but all you could do is run for public office.

40. England and America are two countries separated by the same language.

41. The American Constitution, one of the few modern political documents drawn up by men who were forced by the sternest circumstances to think out what they really had to face, instead of chopping logic in a university classroom.

42. The worst sin toward our fellow creatures is not to hate them, but to be indifferent to them: that's the essence of inhumanity.

43. The liar's punishment is not in the least that he is not believed, but that he cannot believe anyone else.

44. If you must hold yourself up to your children as an object lesson, hold yourself up as a warning and not as an example.

45. Perhaps the greatest social service that can be rendered by anybody to the country and to mankind is to bring up a family.

46. When I was young, I observed that nine out of ten things I did were failures. So I did ten times more work.

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47. The moment we want to believe something, we suddenly see all the arguments for it, and become blind to the arguments against it.

48. A fool's brain digests philosophy into folly, science into superstition, and art into pedantry. Hence University education.

49. What we call education and culture is for the most part nothing but the substitution of reading for experience, of literature for life, of the obsolete fictitious for the contemporary real.

50. Man gives every reason for his conduct save one, every excuse for his crimes save one, every plea for his safety save one; and that one is his cowardice.

51. I dread success. To have succeeded is to have finished one's business on earth, like the male spider, who is killed by the female the moment he has succeeded in his courtship. I like a state of continual becoming, with a goal in front and not behind.

52. Disobedience, the rarest and most courageous of the virtues, is seldom distinguished from neglect, the laziest and commonest of the vices.

53. Clever and attractive women do not want to vote; they are willing to let men govern as long as they govern men.

54. If parents would only realize how they bore their children! Let them do their duties too.

55. I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live.

56. First love is only a little foolishness and a lot of curiosity.

57. Never fret for an only son, the idea of failure will never occur to him.

58. Reading made Don Quixote a gentleman. Believing what he read made him mad.

59. "Do you know what a pessimist is?" "A man who thinks everybody is as nasty as himself, and hates them for it."

(Work : An Unsocial Socialist)

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60. Very few people can afford to be poor.

61. He knows nothing; and he thinks he knows everything. That points clearly to a political career. (*Work : Major Barbara*)

62. Reasonable people adapt themselves to the world. Unreasonable people attempt to adapt the world to themselves. All progress, therefore, depends on unreasonable people.

63. When the military man approaches, the world locks up its spoons and packs off its womankind.

64. The love of economy is the root of all virtue.

65. The fact that a believer is happier than a skeptic is no more to the point than the fact than a drunken man is happier than a sober one.

66. All censorships exist to prevent any one from challenging current conceptions and existing institutions. All progress is initiated by challenging current conceptions, and executed by supplanting existing institutions. Consequently the first condition of progress is the removal of censorships.

67. When a man says money can do anything, that settles it: he hasn't got any.

68. The only way to avoid being miserable is not to have enough leisure to wonder whether you are happy or not.

69. We have no more right to consume happiness without producing it than to consume wealth without producing it.
(Work : Candida)

70. Liberty means responsibility. That is why most men dread it.
(Work : Man and Superman)

71. Peace is not only better than war, but infinitely more arduous.

72. New opinions often appear first as jokes and fancies, then as blasphemies and treason, then as questions open to discussion, and finally as established truths.

73. Life levels all men. Death reveals the eminent.

74. Marriage is an alliance entered into by a man who can't sleep with the window shut, and a woman who can't sleep with the window open.

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75. Cruelty must be whitewashed by a moral excuse, and pretense of reluctance.

76. When a man wants to murder a tiger, he calls it sport; when the tiger wants to murder him, he calls it ferocity. The distinction between crime and justice is no greater.

77. Hell is full of musical amateurs.

78. Beware of false knowledge; it is more dangerous than ignorance.

79. Political necessities sometime turn out to be political mistakes.

80. Go on writing plays, my boy, One of these days one of these London producers will go into his office and say to his secretary, "Is there a play from Shaw this morning?" and when she says, "No," he will say, "Well, then we'll have to start on the rubbish." And that's your chance, my boy.

81. Democracy is a form of government that substitutes election by the incompetent many for appointment by the corrupt few.

82. Dying is a troublesome business: there is pain to be suffered, and it wrings one's heart; but death is a splendid thing - a warfare accomplished, a beginning all over again, a triumph. You can always see that in their faces.

83. Beauty is a short-lived tyranny.

84. He who can, does. He who cannot, teaches.

(Work : Man and Superman)

85. We learn from experience that men never learn anything from experience.

86. Hegel was right when he said that we learn from history that man can never learn anything from history.

87. There is only one religion, though there are a hundred versions of it. *(Work : Plays Pleasant and Unpleasant)*

88. Capitalism has destroyed our belief in any effective power but that of self interest backed by force.

89. England and America are two countries separated by a common language.

90. The trouble with her is that she lacks the power of conversation but not the power of speech.

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91. It is dangerous to be sincere unless you are also stupid.

92. The golden rule is that there are no golden rules.

(Work : Man and Superman)

93. There is no love sincerer than the love of food.

(Work : Man and Superman)

94. I don't believe in circumstances. The people, who get on in this world, are the people who get up and look for the circumstances they want, and if they can't find them, make them.

95. The minority is sometimes right; the majority always wrong.

96. Statistics show that of those who contract the habit of eating, very few survive.

97. He who has never hoped can never despair.

(Work : Caesar and Cleopatra)

98. The test of a man or woman's breeding is how they behave in a quarrel.

99. Man can climb to the highest summits, but he cannot dwell there long.

100. The secret of being miserable is to have leisure to bother about whether you are happy or not. The cure for it is occupation.

Mao Tse Tung

1. Politics is war without bloodshed while war is politics with bloodshed.

2. Revolution is not a dinner party, not an essay, nor a painting, nor a piece of embroidery; it cannot be advanced softly, gradually, carefully, considerately, respectfully, politely, plainly and modestly. Every Communist must grasp the truth: "Political power grows out of the barrel of a gun.

3. Once all struggle is grasped, miracles are possible.

4. I voted for you during your last election.

5. We shall heal our wounds, collect our dead and continue fighting.

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6. Communism is not love. Communism is a hammer which we use to crush the enemy.
7. The enemy advances, we retreat; the enemy camps, we harass; the enemy tires, we attack; the enemy retreats, we pursue.
8. The guerilla must move amongst the people as a fish swims in the sea.
9. The cardinal responsibility of leadership is to identify the dominant contradiction at each point of the historical process and to work out a central line to resolve it.
10. War can only be abolished through war, and in order to get rid of the gun, it is necessary to take up the gun.
11. Learn from the masses, and then teach them.
12. In time of difficulties, we must not lose sight of our achievements.
13. Weapons are an important factor in war, but not the decisive one; it is man and not materials that counts.
14. Genuine equality between the sexes can only be realized in the process of the socialist transformation of society as a whole.
15. Enable every woman who can work to take her place on the labour front, under the principle of equal pay for equal work.
16. The people, and the people alone, are the motive force in the making of world history.
17. Khrushchev should get a one-ton medal.
18. If you want to know the taste of a pear, you must change the pear by eating it yourself. If you want to know the theory and methods of revolution, you must take part in revolution. All genuine knowledge originates in direct experience.
19. Letting a hundred flowers blossom and a hundred schools of thought contend is the policy for promoting progress in the arts and sciences and a flourishing socialist culture in our land.
20. Our attitude towards ourselves should be "to be satiable in learning" and towards others "to be tireless in teaching."
21. Political work is the life-blood of all economic work.

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22. The differences between friends cannot but reinforce their friendship.
23. Let a hundred flowers bloom, let a hundred schools of thought contend.
24. Take the ideas of the masses (scattered and unsystematic ideas) and concentrate them (through study turn them into concentrated and systematic ideas), then go to the masses and propagate and explain these ideas until the masses embrace them as their own.
25. The atom bomb is a paper tiger which the United States reactionaries use to scare people. It looks terrible, but in fact it isn't... All reactionaries are paper tigers.
26. Women hold up half the sky.
27. In waking a tiger, use a long stick.
28. A revolution is not a dinner party, or writing an essay, or painting a picture, or doing embroidery.
29. The world is yours, as well as ours, but in the last analysis, it is yours. You young people, full of vigour and vitality, are in the bloom of life, like the sun at eight or nine in the morning. Our hope is placed on you.
30. Political power grows out of the barrel of a gun.
31. There is a serious tendency toward capitalism among the well-to-do peasants.
32. There is in fact no such thing as art for art's sake, art that stands above classes, art that is detached from or independent of politics. Proletarian literature and art are part of the whole proletarian revolutionary cause.
33. Passivity is fatal to us. Our goal is to make the enemy passive.
34. In general, any form of exercise, if pursued continuously, will help train us in perseverance. Long-distance running is particularly good training in perseverance.
35. When the enemy advances, withdraw; when he stops, harass; when he tires, strike; when he retreats, pursue.
36. People like me sound like a lot of big cannons.
37. Politics is war without bloodshed, while war is politics with bloodshed.

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38. Investigation may be likened to the long months of pregnancy, and solving a problem to the day of birth. To investigate a problem is, indeed, to solve it.
39. Let one thousand flowers bloom.
40. All reactionaries are paper tigers.
41. Despise the enemy strategically, but take him seriously tactically.
42. We think too small, like the frog at the bottom of the well. He thinks the sky is only as big as the top of the well. If he surfaced, he would have an entirely different view.
43. Swollen in head, weak in legs, sharp in tongue but empty in belly.

Mahatma Mohandas Gandhi

1. An eye for an eye makes the whole world blind.
2. Whatever you do will be insignificant, but it is very important that you do it.
3. Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well.
4. The weak can never forgive. Forgiveness is the attribute of the strong.
5. Happiness is when what you think, what you say, and what you do are in harmony.
6. What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?
7. Honest differences are often a healthy sign of progress.
8. Unity to be real must stand the severest strain without breaking.
9. It is better to be violent, if there is violence in our hearts, than to put on the cloak of non-violence to cover impotence.
10. Freedom is not worth having if it does not include the freedom to make mistakes.

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11. They can not take away our self respect if we do not give it to them.

12. The weak can never forgive. Forgiveness is the attribute of the strong.

13. Honest disagreement is often a good sign of progress.

14. I want freedom for the full expression on my personality.

15. Indolence is a delightful but distressing state; we must be doing something to be happy.

16. In the attitude of silence the soul finds the path in an clearer light, and what is elusive and deceptive resolves itself into crystal clearness. Our life is a long and arduous quest after Truth.

17. I think it would be a good idea.

(Work : when asked what he thought of Western civilization)

18. You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty.

19. As long as you derive inner help and comfort from anything, keep it.

20. One needs to be slow to form convictions, but once formed, they must be defended against the heaviest odds.

21. I believe in equality for everyone, except reporters and photographers.

22. Let no one say that he is a follower of Gandhi. It is enough that I should be my own follower. I know what an inadequate follower I am of myself, for I cannot live up to the convictions I stand for. You are no followers but fellow students, fellow pilgrims, fellow seekers, fellow workers.

23. I may live without air and water, but not without Him. You may pluck out my eyes, but that cannot kill me. You may chop off my nose but that will not kill me. But blast my belief in God, and I am dead.

24. Live as if you were to die tomorrow. Learn as if you were to live forever.

25. Be the change that you want to see in the world.

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26. Those who say religion has nothing to do with politics do not know what religion is.

27. Courage has never been known to be a matter of muscle; it is a matter of the heart. The toughest muscle has been known to tremble before an imaginary fear. It was the heart that set the muscle trembling.

28. Between husband and wife there should be no secrets from one another. I have a very high opinion of the marriage tie. I hold that husband and wife merge in each other. They are one in two or two in one.

29. Even if you are a minority of one, the truth is the truth.

30. I like your Christ, I do not like your Christians. Your Christians are so unlike your Christ.

31. Where there is love there is life.

32. Every moment of your life is infinitely creative and the universe is endlessly bountiful. Just put forth a clear enough request, and everything your heart desires must come to you.

33. Manliness consists not in bluff, bravado or lordliness. It consists in daring to do the right and facing consequences whether it is in matters social, political or other. It consists in deeds, not in words.

34. What do I think of Western civilization? I think it would be a very good idea.

35. Better far than cowardice is killing and being killed in battle.

36. Don't listen to friends when the Friend inside you says 'Do this.'

37. If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children.

38. Man can never be a woman's equal in the spirit of selfless service with which nature has endowed her.

39. Manliness consists in making circumstances subserve to ourselves.

40. Non-violence and cowardice go ill together. I can imagine a fully armed man to be at heart a coward. Possession of arms implies an element of fear, if not cowardice. But true non-violence is an impossibility without the possession of unadulterated fearlessness.

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41. Non-violence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man.

42. Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent then the one derived from fear of punishment.

43. Suffering cheerfully endured, ceases to be suffering and is transmuted into an ineffable joy.

44. The badge of the violent is his weapon, spear, sword or rifle. God is the shield of the non-violent.

45. The hardest metal yields to sufficient heat. Even so must the hardest heart melt before sufficiency of the heat of non-violence. And there is no limit to the capacity of non-violence to generate heat.

46. Suffering has its well-defined limits. Suffering can be both wise and unwise, and when the limit is reached, to prolong it would be not unwise but the height of folly.

47. Non-violence and truth are inseparable and presuppose one another.

48. Man falls from the pursuit of the ideal of plain living and high thinking the moment he wants to multiply his daily wants. Man's happiness really lies in contentment.

49. I suppose leadership at one time meant muscles; but today it means getting along with people.

50. A nation's culture resides in the hearts and in the soul of its people.

51. I have found by experience that man makes his plans to be often upset by God, but, at the same time, where the ultimate goal is the search of truth, no matter how a man's plans are frustrated, the issue is never injurious and often better then anticipated

52. Hatred ever kills, love never dies such is the vast difference between the two. What is obtained by love is retained for all time. What is obtained by hatred proves a burden in reality for it increases hatred.

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53. I believe in the fundamental truth of all great religions of the world.

54. It is unwise to be too sure of one's own wisdom. It is healthy to be reminded that the strongest might weaken and the wisest might err.

55. The difference between what we do and what we are capable of doing would suffice to solve most of the world's problem.

56. The moment there is suspicion about a person's motives, everything he does becomes tainted.

57. Prayer is a confession of one's own unworthiness and weakness.

58. Morality is the basis of things and truth is the substance of all morality.

59. Man becomes great exactly in the degree in which he works for the welfare of his fellow-men.

60. Interdependence is and ought to be as much the ideal of man as self-sufficiency. Man is a social being.

61. Among the many misdeeds of the British rule in India, history will look upon the act depriving a whole nation of arms as the blackest.

62. Human kind has to get out of violence only through non-violence. Hatred can be overcome only by love. Counter-hatred only increases the surface as well as the depth of hatred.

63. I am prepared to die, but there is no cause for which I am prepared to kill.

64. Humility cannot be an observance by itself. For, it does not lend itself to being deliberately practised. It is, however, an indispensable test of 'Ahimsa.' For one who has 'Ahimsa' in him it becomes part of his very nature.

65. The first condition of humaneness is a little humility and a little diffidence about the correctness of one's conduct and a little receptiveness.

66. I claim to be an average man of less than average ability. I have not the shadow of a doubt that any man or woman can achieve what I have, if he or she would make the same effort and cultivate the same hope and faith.

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67. Intolerance betrays want of faith in one's cause.

68. Is it not enough to know the evil to shun it? If not, we should be sincere enough to admit that we love evil too well to give it up.

69. It is any day better to stand erect with a broken and bandaged head than to crawl on one's belly, in order to be able to save one's head.

70. It is my own firm belief that the strength of the soul grows in proportion as you subdue the flesh.

71. Surely conversion is a matter between man and his Maker who alone knows his creatures' hearts. A conversion without a clean heart is, in my opinion, a denial of God and Religion. Conversion without cleanliness of heart can only be a matter of sorrow, not joy, to a godly person.

72. Restraint never ruins one's health. What ruins it, is not restraint but outward suppression. A really self-restrained person grows every day from strength to strength and from peace to more peace. The very first step in self-restraint is the restraint of thoughts.

73. Non-cooperation with evil is as much a duty as is cooperation with good.

74. Must I do all the evil I can before I learn to shun it? Is it not enough to know the evil to shun it? If not, we should be sincere enough to admit that we love evil too well to give it up.

75. Men often become what they believe themselves to be. If I believe I cannot do something, it makes me incapable of doing it. But when I believe I can, then I acquire the ability to do it even if I didn't have it in the beginning.

76. Let everyone try and find that as a result of daily prayer he adds something new to his life, something with which nothing can be compared.

77. It is through truth non-violence that I can have some glimpse of God. Truth non-violence are my God. They are the obverse and reverse of the same coin.

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78. It is man's social nature which distinguishes him from the brute creation. If it is his privilege to be independent, it is equally his duty to be inter-dependent. Only an arrogant man will claim to be independent of everybody else and be self-contained.

79. I will far rather see the race of man extinct than that we should become less than beasts by making the noblest of God's creation, woman, the object of our lust.

80. Have I not gazed at the marvellous mystery of the starry vault, hardly ever tiring of the great panorama?

81. God forbid that India should ever take to industrialism after the manner of the west... keeping the world in chains. If our nation took to similar economic exploitation, it would strip the world bare like locusts.

82. Everyone has faith in God though everyone does not know it. For everyone has faith in himself and that multiplied to the nth degree is God. The sum total of all that lives is God. We may not be God, but we are of God, even as a little drop of water is of the ocean.

83. Destruction is not the law of humans. Man lives freely only by his readiness to die, if need be, at the hands of his brother, never by killing him. Every murder or other injury, no matter for what cause, committed or inflicted on another is a crime against humanity.

84. A certain degree of physical harmony and comfort is necessary, but above a certain level it becomes a hindrance instead of a help. Therefore, the ideal of creating an unlimited number of wants and satisfying them seems to be a delusion and a snare.

85. It is easy enough to be friendly to one's friends. But to befriend the one who regards himself as your enemy is the quintessence of true religion. The other is mere business.

86. I will far rather see the race of man extinct than that we should become less than beasts by making the noblest of God's creation, woman, the object of our lust.

87. Where love is, there God is also.

88. We must become the change we want to see in the world.

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89. Anger and intolerance are the enemies of correct understanding.

90. Are creeds such simple things like the clothes which a man can change at will and put on at will? Creeds are such for which people live for ages and ages.

91. As human beings, our greatness lies not so much in being able to remake the world - that is the myth of the atomic age - as in being able to remake ourselves.

92. Democracy must in essence, therefore, mean the art and science of mobilising the entire physical, economic and spiritual resources of all the various sections of the people in the service of the common good of all.

93. Each one prays to God according to his own light.

94. Everyone who wills can hear the inner voice. It is within everyone.

95. Experience convinces me that permanent good can never be the outcome of untruth and violence. Even if my belief is a fond delusion, it will be admitted that it is a fascinating delusion.

96. Faith... must be enforced by reason... when faith becomes blind it dies.

97. Fear has its use but cowardice has none.

98. First they ignore you, then they laugh at you, then they fight you, then you win.

99. Freedom is never dear at any price. It is the breath of life. What would a man not pay for living ?

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Unit 3

Reading Comprehension

Passage–1 [Dec. 2000]

Anxiety and conscience are a pair of powerful dynamos. Of course, I can only speak for myself. Between them, they have ensured that one shall work at anything worthwhile. They are blind forces which drive but do not direct. Fortunately, I have also been moved by a third motive—the wish to see and understand. Curiosity is another motive for action. It is also one of the distinctive charactersitics of human nature and contrasted with the natures of non-human animals. All human beings have curiosity in some degree and we also have it about things which are of no practical use.

Curiosity may be focussed on anything in the universe, but the spiritual reality of the phenomena should be the ultimate objective of all curiosity for it to be fruitful. Thanks to my mother, my approach to this ultimate objective is through the story of human affairs.

1. What is the main objective of this passage ?
(a) Distinguish between human beings and animals
(b) Project curiosity as a potent motivating factor
(c) Project anxiety and conscience as inadequate motivators
(d) Motivation and spiritual reality

2. A characteristic peculiar to human beings that is referred to is :
(a) superior intelligence
(b) spirit of enquiry
(c) capacity to rationalise and analyse
(d) ability to shift the practical from the impractical

3. Which of the following statements is true according to the passage ?
(a) Animals are as curious as human beings
(b) Curiosity is the only motive for action
(c) People motivated by curiosity do not need other motives to guide them
(d) People motivated by anxiety and conscience alone can be misdirected

4. According to the author :
(a) hose who have little curiosity are curious about unimportant things
(b) apart from humans no other living beings have the gift of curiosity
(c) the highest form of curiosity can be satisfied by study of human affairs alone
(d) spiritual reality is the ultimate goal of humans through action

5. The author subscribes to the view :
(a) one's curiosity should focus beyond the facade on the latent meaning of things
(b) curiosity is an inherited family characteristics
(c) a study of human affairs is the most effective method of satisfying one's curiosity
(d) in order to motivate, curiosity must be coupled with anxiety and conscience

Passage–2 [Dec. 2000]

Soft-bodied animals like caterpillars often fall a prey to voracious hunters like birds or reptiles. Despite having no means to 'actively' defend themselves, with weapons like claws or jaws, they have, nevertheless, evolved *other equally effective deterrents.* A particular species of the caterpillar lives at an altitude of over 2,500 metres in the Himalayas. It uses prominent colours to inform would be predators of its inedibility. In the event that an inexperienced or adventurous bird did eat the caterpillar, it would probably vomit it out soon after, and subsequently desist from attacking similar species in the future. Though this would do the unfortunate victim no good, the species benefits. A rare example of the martyr among animals.

1. Caterpillars cannot defend themselves because they :
(a) are passive animals (b) are lazy
(c) cannot acquire weapons (d) have no claws or jaws

2. The expression 'other equally effective deterrents' means :
(a) preventive weapons which have equal effect on others
(b) mechanism which scares everyone equally well
(c) preventive equipment which is as effective as something that has been already mentioned
(d) deterrents that are as powerful as those the caterpillars have

3. The Himalayan caterpillar uses prominent colours to :
(a) warn the predator (b) attack the predator
(c) reveal itself (d) defend itself

4. Experienced birds do not attack the Himalayan caterpillar because they are :
(a) repulsive (b) inedible
(c) aggressive (d) diseased

5. In the context of the passage, a martyr is one who dies :
(a) without putting up resistance
(b) without any gain to oneself
(c) while defending one's homeland
(d) to save others

Passage–3 [Jan. 2001]

Over four hundred years after his death, scholars are still travelling the mysteries of Michelangelo's art. Recently one mystery that was revealed was that his famous drawing of a pensive Cleopatra included a hidden drawing of a different Cleopatra on the reverse side. This hidden Cleopatra shows a tormented woman, whose eyes stare out at the viewer and whose mouth is open, screaming in horror. The two images,

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drawn on two sides of the same paper, can be viewed simultaneously. A second mystery concerns Michelagelo's architectural plan for the dome of St. Peter's Basilica in Rome. Did he intend for the dome to look like the model he built between 1558 and 1561 ? Or did he change his mind after building the model and decide to elevate the dome in the way it is today ? Scholars do not agree on the answer. A third mystery about one of the greatest artists who ever lived was why he destroyed hundreds or thousands of his drawings before he died. Did he feel they were unimportant ? Did he want posterity to see only his finished products ?

1. It can be inferred from the passage that the most unusual aspect of the Cleopatra drawing is that :
(a) the figure is tormented
(b) the figure is screaming
(c) one drawing is hidden
(d) one drawing is backward

2. The word 'pensive' (underlined) can best be substituted with the word :
(a) angry (b) happy
(c) anxious (d) thoughtful

3. The dome of St. Peter's Basilica :
(a) bears no relation to the one in the model
(b) was destroyed after the model was built
(c) is raised more than the one in the model
(d) follows the plan of the model

4. According to the passage, Michelangelo is :
(a) a private person
(b) one of the greatest artists in the world
(c) the most famous architect in Rome
(d) screaming in horror

5. Why did Michelangelo destroy so many drawings before he died ?
(a) Nobody knows
(b) They were unimportant
(c) They were only drafts
(d) He had changed the drawings

Passage–4 [Jan. 2001]

We call a man irrational when he acts in a passion, when he cuts off his nose to spite his face. He is irrational because he forgets that, by indulging the desire which he happens to feel most strongly at the moment, he will thwart other desires which in the long run are more important to him. If men were rational, they would take a more correct view of their own interest than they do at present; and if all men acted from enlightened self-interest, the world would be a paradise in comparison to what it is. I do not maintain that there is nothing better than self-interest as a motive to action, but I do maintain that self-interest, like altruism, is better when it is enlightened than when it is unenlightened. In an ordered community it is very rarely to a man's interest to do anything which is very harmful to others. The less rational a man is, the oftener he will fail to perceive how what injures others also injures him, because hatred or envy will blind him. Therefore, although I do not pretend that enlightened self-interest is the highest morality, I do maintain that, if it became common, it would make the world an immeasurably better place than it is.

Rationality in practice may be defined as the habit of remembering all our relevant desires, and not only the one which happens at the moment to be strongest. Like rationality in opinion, it is a matter of degree. Complete rationality is no doubt an unattainable ideal, but so long as we continue to classify some men as lunatics it is clear that we think some men more rational than others. I believe that all solid progress in the world consists of an increase in rationality, both practical and theoretical. To preach an altruistic morality appears to me somewhat useless, because it will appeal only to those who already have altruistic desires. But to preach rationality is somewhat different, since rationality helps us to realise our own desire on the whole, whatever they may be. A man is rational in proportion as his intelligence informs and controls his desires. I believe that the control of our acts by our intelligence is ultimately what is of most importance, and that alone will make social life remain possible as science increases the means at our disposal for injuring each other. Education, the press, politics, religion—in a word, all the great forces in the world—are at present on the side of irrationality, they are in the hands of men who flatter *King Demos* in order to lead him astray. The remedy does not lie in anything heroically cataclysmic, but in the efforts of individuals towards a more sane and balanced view of our relations to our neighbours and to the world. It is to intelligence, increasingly side-spread, that we must look for the solution of the ills from which our world is suffering.

1. What is the central idea of the passage ?
(a) The problems of the world can best be solved by rationality and enlightened self-interest
(b) Altruism and rationality are the main indicators of intelligence
(c) Altruism can make this world a heaven
(d) Man is absolutely irrational

2. What is the author's attitude to modern development in science and communications ?
(a) Cynical about their use
(b) Sceptical about the uses they are put to
(c) One of cautious acceptance
(d) One of concern about their harmful potential

3. Rationality, according to the passage, means mainly :
(a) having regard for others
(b) intelligent control of one's desires
(c) the ability to cultivate a balanced view of one's surroundings
(d) power to resist yielding to strong passions

4. The author feels that it is impractical to appeal to altruism because :
(a) not all people are altruistic by nature
(b) altruism is weaker than rationality
(c) altruism is more refined than rationality
(d) none of the above

5. 'The King Demos' refers to :
(a) populace (b) politician
(c) scientist (d) despot

Passage–5 [May 2001]

One simple physical concept lies behind the formation of the stars : gravitational instability. The concept is not new. Newton first perceived it late in the 17th Century.

Imagine a uniform, static cloud of gas in space. Imagine then that the gas is somehow disturbed so that one small spherical region becomes a little denser than the gas around it so that the small region's gravitational field becomes slightly stronger. It now attracts more matter to it and its gravity

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increases further, causing it to begin to contract. As it contracts its density increases, which increases its gravity even more, so that it picks up even more matter and contracts even further. The process continues until the small region of gas finally forms a gravitationally bound object.

1. The primary purpose of the passage is to :
(a) describe a static condition
(b) support a theory considered outmoded
(c) depict the successive stages of a phenomenon
(d) demonstrate the evolution of the meaning of a term

2. It can be inferred from this passage that the author views the information contained within it as :
(a) lacking in elaboration
(b) original but obscure
(c) speculative and unprofitable
(d) uncomplicated and traditional

3. With which of the following words can you replace the word uniform as given in this passage ?
(a) Uniting (b) Varying
(c) Gaseous (d) Unvarying

4. What does the underlined word 'it' stand for in the passage ?
(a) Gravitational instability
(b) Cloud of gas
(c) Small spherical denser region
(d) Matter

5. The author provides information that answers which of following questions ?
1. What causes the disturbances that changes the cloud from its original static condition ?
2. How does this small region's increasing density affect its gravitational field ?
3. What is the end result of the gradually increasing concentration of the small region of gas ?
(a) 1 only (b) 2 only
(c) 2 and 3 only (d) 1, 2 and 3

Passage–6 [May 2001]

A jolly musicologist by the entirely unobjectionable name of Henry Pleasants has written a book called "The Agony of Modern Music". That word 'agony' is right. Much of it is just not written down but improvised. Much of what passes for music of these times is raucous noise and the excuse for persisting with it is that every common youngster understands and likes it. The pleasant fellow concedes that "serious" music is virtually dead. This may be dismissed as yet another pleasantry which the undirected young indulge in. Paul Hindesmith, possibly one of the last of the classical giants, once said that some composers tended to develop an oversublimated technique which produces images of emotions that are far removed from any emotional experience a relatively normal human being ever has. That is just the point. High art can never be totally democratised. There is a barrier between the egghead and the hoipolloi and it would be lazy idealism to ignore this. When Bach played and Beethoven roared, who was then the gentleman ? The pity of it is that while talking music to the masses, all known rules are broken and **improvisation** becomes king. That, roughly speaking, is how jazz was born; by dropping discipline, inspiration, deep personal emotions and every element of creative art, and adopting improvisation as its main rationale. Why, they even tried to smuggle bits of jazz into serious music so that the composers could somehow survive. Now they are going one step further : learn it by ear, don't write down the stuff, make it up as you go along and hope, by these shoddy techniques, that everyone present will applaud and, thus, provide the composer and the performers with their daily bread.

1. The author uses the word 'improvisation' to suggest :
(a) making the original more sublime
(b) tampering with the original
(c) rendering the original more popular
(d) simplifying the original

2. According to the author high art cannot be democratised because :
(a) high art is oversublimated
(b) people differ in their emotional experience
(c) masses cannot be expected to appreciate what only the few intelligent can
(d) democratising necessarily involved improvisation

3. They tried to introduce bits of jazz in serious music so that :
(a) music might survive
(b) the masses could take to serious music
(c) the new composers might survive
(d) music is democratised

4. Which of the following words can best replace the word *raucous* in the paragraph ?
(a) Shrill (b) Soothing
(c) Pleasant (d) Popular

5. Speaking of the techniques of some composers Paul Hindesmith said that they evoked image of emotions :
(a) not experienced by normal people
(b) felt only by subnormal people
(c) never felt by masses
(d) not experienced by eggheads

Passage–7 [Sept. 2001, Dec. 1999]

If life exists on Mars, it is most likely to be in the form of bacteria buried deep in the planet's permafrost or lichens growing within rocks, say scientists from NASA. There might even be fossilized Martian algae locked up in ancient lake beds, waiting to be found.

Christopher McKay of NASA's Ames Research Centre in California told the AAAS that exobiologists, who look for life on other planets, should look for clues among the life forms of the Earth's ultra-cold regions, where conditions are similar to those on Mars.

Lichens, for example, are found within some Antarctic rocks, just beneath the surface where sunlight can still reach them. The rock protects the lichen from cold and absorbs water, providing enough for the lichen's needs, said McKay.

Bacteria have also been found in 3-million-year-old permafrost dug up from Siberia. If there are any bacteria alive on Mars today, they would have to have survived from the time before the planet cooled more than 3 billion years ago. Nevertheless, McKay is optimistic : "It may be possible that bacteria frozen into the permafrost at the Martian South Pole may be viable."

McKay said algae are found in Antarctic lakes with permanently frozen surfaces. Although no lakes are thought to exist on Mars today, they might have existed long ago. If so, the dried-out Martian lake beds may contain the fossilized remains of algae. On Earth, masses of microscopic algae form large, layered structures known as stromatolites, which survive as fossils on lake beds, and the putative Martian algae might have

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done the same thing, said Jack Farmer, one of McKay's colleagues.

The researchers are compiling a list of promising Martian lake beds to be photographed from spacecraft, said Farmer. Those photographs could help to select sites for landers that would search for signs of life, past or present. "If we find algae on Mars, I would say the Universe is lousy with algae," McKay said. "Intelligence would be another question".

1. The passage is primarily concerned with :
(a) the possibility of life on Mars
(b) selecting sites for landers on Mars
(c) research on Mars
(d) findings of Christopher McKay on Mars

2. Lichens survive in the extreme cold conditions of Antarctica on earth for all the following reasons, except :
(a) some Antarctic rocks protect lichens beneath their surface
(b) bacteria in the Antarctic frost protect lichen from the residual cold after the rock absorbs water
(c) sunlight penetrates the surface of the Antarctic rock where lichen grows
(d) the Antarctic rocks protect the lichen from cold by absorbing water and leaving enough for the lichen's needs

3. Which of the following statements is not true ?
(a) If any bacteria are alive today on Mars, they must have survived from the time before the planet cooled
(b) Space photographs of Martian craters should reveal to the explorers signs of life there
(c) Bacteria frozen into permafrost at the Martian South Pole may be viable
(d) On digging up, more than 3 million years old Siberian permafrost has revealed bacteria

4. The most primitive forms of life likely to exist on Mars are all the following, except :
(a) villus and spare (b) bacteria
(c) algae (d) lichen

5. Exobiologists might find on Mars algae similar to stromatolites on earth because :
(a) on our planet stromatolites are formed by microscopic algae
(b) martian lake beds may contain fossilized remains of algae similar to stromatolites on earth
(c) there is evidence that photosynthesis which takes place in earth's algae can be found in Martian algae too
(d) all of the above

Passage–8 [Sept. 2001]

Are the 1980s and 1990s the era of colour ? According to some people, they are. Now you can buy radios and electric fans in lavender and pink. Restaurants have an emphasis on flowers and colourful plates. Cars are coming out in pink and aqua. Even bathroom fixtures are being made in "honeydew" and "blond". Part of the importance of the colour of an object is that the colour affects the way one feels about it. You want a vacuum cleaner to look light and easy, which is why it may be coloured in pastels and light colours. But gardening equipment you want to look powerful. You would never find a lawn mower in pink, but red would be fine. Not very long ago, sheets were always white and refrigerators commonly came in colours like "old gold" "avocado green" and "coppertone". Now those are thought of as old-fashioned. Popular colours change because fashion influences everything. In fact, new colours often spring from the fashion industry. It's a lot cheaper to make a blouse or skirt than a sofa. After people get used to seeing new colours on clothing or towels, they are ready to accept those colours in carpeting, refrigerators, or cars. Colour-analysis consultants have been very successful in recent years. People want to choose the most flattering colours for make up and clothing. Some car designers are even saying that people may begin buying cars of the colour that goes with their skin colouring. This sounds too extreme. It's hard to believe that people are that impressionable !

1. The main subject of the passage is :
(a) popular colours today
(b) colour consultants
(c) the influence of colour
(d) colours that flatter people

2. The word "era" in line 1 could best be replaced by which of the following words ?
(a) Season (b) Age
(c) Epic (d) Generation

3. According to the author which of the following is not popular now ?
(a) Coppertone
(b) Colourful cars
(c) Pastels
(d) Colourful bathroom fixtures

4. According to the author, why would red be a good colour for a lawn mower ?
(a) Because it is strong (b) Because it is cheap
(c) Because it is light (d) Because it is pastel

5. In this passage which of the following are not used as names for colours ?
(a) Fruit (b) Hair colour
(c) Minerals (d) Drinks

Passage–9 [Dec., 2001]

Management is a set of processes that can keep a complicated system of people and technology running 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 percent leadership and only 10 to 30 percent management. Yet for historical reasons, many organisations 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 organisations for the first time in human history, we didn't have enough good managers to keep all those bureaucracies functioning. So many companies and universities developed management programmes 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 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 evergrowing enterprises.

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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 organisation 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 take over. 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 focussed employees can smother those who want to respond to shifting conditions. And the lack of leadership leaves no force inside these organisations to break out of the morass.

1. What is the main topic of the passage ?
(a) Importance of management schools in the present context
(b) Good managers
(c) Importance of leadership in an organisation
(d) Management and success of an organisation

2. Why did companies and universities develop programmes to prepare managers in large numbers ?
(a) Companies and universities wanted to generate funds through these programmes
(b) Organisations wanted to create communication network through trained managers
(c) Large number of organisations were created and they needed managers in good numbers
(d) Only trained managers could lead an organisation to success

3. Which of the following statements is not true according to the passage ?
(a) Bureaucratic culture smothers those who want to change conditions
(b) Leadership involves carrying out important functions such as budgeting and planning
(c) Pressure on managers comes mostly from within
(d) Leadership has the potential to establish direction

4. Management education was emphasized in the management programmes because :
(a) motivating employees was thought to be done by managers
(b) organisations wanted to create a powerful guiding coalition
(c) establishing direction was the main force of organisations
(d) management was the main item of agenda in organisations

5. What is the historical reason for many organisations not having leadership ?
(a) Leaders allow too much complacency in organisations
(b) Leaders are not adept in carrying out managerial functions and organisations need good managers only
(c) The view that leaders are born and not made
(d) Socio-political pressure

6. Which of the following is similar in meaning to the underlined word 'nurtured' as used in the passage ?
(a) Created (b) Developed
(c) Surfaced (d) Thwarted

7. What according to the author is leadership ?
(a) Inspiring people to realise the vision
(b) Planning and budgeting resources
(c) Carrying out the crucial function of manager
(d) Keep the technology running smoothly

8. Which of the following characteristics help organisations in their transformations efforts ?
(a) Bureaucratic and inward looking approach
(b) A strong and dogmatic culture
(c) Emphasis on leadership rather than management
(d) Emphasis on customer satisfaction

9. Why were people taught little about leadership in management programmes ?
(a) Enough study material was not available
(b) Leadership was considered a political phenomenon
(c) Focus of these programmes was on developing managers
(d) None of the above

10. Which of the following statements is false according to the passage ?
(a) Bureaucracy fosters arrogant culture
(b) Leadership competencies are nurtured only in very large size organisations
(c) Successful transformation in organisation is largely possible because of leadership
(d) Managers tend to stifle innovation

Passage–10 [May 2002]

Know Your Product. Believe in Your Product and Sell with Enthusiasm

These are the fundamental selling truths. If you don't know your product, people will resent your efforts to sell it; if you don't believe in it, no amount of personality and technique will cover that fact; if you can't sell with enthusiasm the lack of it will be infectious.

Nothing turns off a potential customer quicker than a salesman's lack of familiarity with his products. Have you ever walked into a a department store, asked a clerk how a particular gadget or appliance worked, then stood by while he fiddled with the knobs and wondered out loud why they didn't make things simple anymore ? Even if he finally gets it to work, by that time your interest has diminished and you are not likely to make the purchase.

Knowing your product also means understanding the idea behind its projecting, how it is perceived the relationship between it and what someone wants to buy. How will it help the customer ? What problem is it solving ? What is its promise ?

An understanding of these intangible features is at least as imporant as knowing a product's mechanical features. Yet precisely because they are intangible, and may even vary from customer to customer, they are more prone to being misinterpreted and misunderstood.

Knowing your product also means understanding the image it is projecting. I believe all products project an image of some sort. It may be a positive one, which you want to promote, or a negative one, which you need to overcome.

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The home computer industry, for instance, really didn't take off until it solved its image problem. Here was this device that saved time and simplified all sorts of tasks, yet it looked complicated and difficult to use. Until it was made to seem "friendlier", less forbidding, sales lagged.

Two reasons I wouldn't Buy from Me.

Part of knowing your product is knowing all the reasons someone might not want to buy it. Anticipate the reasons. State them clearly in your mind, spell them out on paper if necessary and have an answer ready for each of them.

A good portion of almost any sales effort is spent overcoming objections. Don't try to convince a buyer that these objections aren't valid. Concentrate instead on altering his frame of reference.

In anticipating and overcoming objections a salesman has to practice a kind of theory of relativity. He has to ask himself, "compared to what ?" Think about a major purchase you have made buying a house, for instance and the mental gyrations you went through to get there. At some point you were making comparisons. Compared to another house that interested you, but in a slightly less desirable neighbourhood, it seemed expensive. Compared to what you could have bought it for ten years ago, it seemed outrageous. But compared to its resale value, compared to what you deserve you were able to justify the price.

In licensing the name of an athlete, I know the two objections we are most likely to encounter are the price, the size of the guarantees- and the athlete's lack of availability to the licensers.

The president of a major apparel firm once told me that he wasn't going to pay an athlete more money than he was making himself. By this criterion, the seven-figure guarantee that we were asking probably did seem outrageous. But I was quick to point out that what he was buying was instant brand name identification, and compared to the tens of millions of dollars it would cost to develop a comparable degree of brand recognition, the guarantees were indeed reasonable.

He also questioned why, if he agreed to pay that kind of money, he was only entitled to five days of the athlete's time. Again, it was a matter of altering his frame of reference. From which would his company benefit more, I asked. Additional department store promotions or this particular athlete winning more major tennis competitions, and didn't he agree that the best use of athlete's time, as far as his company was concerned, would be hitting millions of tennis balls of his way to Centre Court at Wimbledon ?

By helping the buyer see different frame of reference, by altering his perceptions, we were able to finalise a licence deal that has resulted in the company's most successful line of apparel and in several million dollars of income to our client.

1. What, according to the author, would selling without enthusiasm result in ?
(a) No sale at all
(b) Absence of enthusiasm in the buyers as well
(c) Lack of confidence of the salesman in the product
(d) Lack of knowledge on the part of the salesman

2. What does the author say about the image your product should project ?
(a) It is always in harmony with customers' needs
(b) Its knowledge is necessary to make your product sell
(c) The better is the image the higher would your product sell
(d) It serves to lift up the sagging sales

3. How does the author relate the intangible features of a product to its mechanical ones ?
(a) The intangible features are more powerful than the mechanical
(b) The mechanical features cause the sales of the product
(c) Not understanding the mechanical features can sag the sales
(d) The product can be throughly known only by the knowledge of both

4. What, according to the author, caused the initial de-back in the computer industry ?
(a) The misplacement of brand in the market
(b) The lack of faith in the product capacity
(c) The computers were highly complicated
(d) The range of costs being very high

5. In reference to the athlete, what does the author mean by additional departmental store promotions ?
(a) The author means the additional expenses on advertisements
(b) He means chasing between overspending and thriftness
(c) He means concentrating on the athlete's tennis instead
(d) He means advertising in the athlete's leisure time

Passage–11 **[May 2002]**

The most important requirement for the data used in the strategic review process is that they should be objective. In addition, the criteria should be familiar, well-understood, and accepted measures of financial performance. There are two reasons. First, the ultimate responsibility of the board is to understand the impact of a given strategy on the value of the owners' investment. This obligation implies evaluating performance in financial terms. Second, although it is inevitable that much of the evidence on the success of an evolving strategy is subjective, managers' familiarity with the details of product market and company-specific issues, and their access to an incredible amount and variety of data give them an advantage over outside board members. Objective data consistently presented and reinforced by the cumulative evidence of past performance can strengthen the power and credibility of the board's opinion. Standard financial indicators facilitate discussion in terms all parties can understand.

Some will argue that using such indicators is just one more example of a myopic preoccupation with the corporate bottom line, leading to short term decisions that erode long-term competitive strength and profitability in domestic and international product markets. I must disagree. Although I think that financial criteria should be the central focus of board oversight, I do not think such a focus prevents the board from considering other kinds of progress. It should certainly weigh all objective-or even subjective-evidence of strategic progress demonstrating long-term competitive superiority. But it is equally important for the board to intervene when it sees persistent, long-term erosion of the investment base, on which all corporate activity depends.

The criteria best suited to the strategic oversight process share two important characteristics. They focus on the sustainable rate of return on shareholder investment produced by the corporate income stream. They also permit objective comparisons among the company's separable income streams and with alternative investments in other companies inside or outside the industry. These data should help the board

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determine whether the company's chosen strategy, or a particular decision, will contribute to a long-term return of shareholder investment equal or superior to other investment alternatives of comparable risk. They should also allow a comparison of the promise of future returns with the reality of past performance.

In the final analysis, these criteria should reflect a fundamental economic reality : The long-term loyalty of equity holders depends solely on sustaining a competitive return investment. Without that, no product market strategy is safe. Although professional managers might find this dictum hard to accept, it is never the less the reality of the public capital markets in which they operate. Just doing better than all major competitors in the same industry may not, in the end, be good enough to justify continued investor support.

With this in mind, boards will find that several criteria satisfy the basic criteria of a strategic review process. One is the reported return on book investment (ROI), particularly when it is disaggregated into its prime components. It has the advantage of being based on data familiar to shareholders and management. It shows profit per unit of sales (profit margin), sales per unit of capita employed (asset turnover), and capital employed per unit of invested (leverage). When multiplied together, these ratios transform profit margin into return on equity.

This particular set of measurements has two weaknesses, however. First it may be subject to random changes in accounting practice, so that users may have to make appropriate retroactive adjustments to the raw data. In addition, it does not provide an external standard of comparison. The underlying components of the corporate income stream need to be broken out, and comparable data on companies inside and outside the industry, gathered. The data of review should also encompass information on investor response including price-to-earnings and market-to-book-value ratios. These data reveal evidence of investors' reaction to published information on company performance and are a measure of confidence. They are an essential supplement to any measurement based primarily on company-specific data.

1. Which of the following would negate the author's assumption of the manager's advantage over outside board members in the strategic review process ?
(a) Familiarity with the multiplicity of details relating to the various product-market combination in which the company is involved
(b) In complete understanding of the various issues specific to the company which would need to be factored into the decision making process
(c) The existence of a well-developed management information system providing reliable information on the state of the company competition, and the industry
(d) The presence of internal mechanisms to identify the relative strengths and weaknesses prevailing in the company, with corresponding studies done across competitors and the industry

2. Which of the following would the author not consider a satisfactory criterion to be used in a strategic review ?
(a) Analysing the various components of the reported return on book investments
(b) The pay scales within the company as compared to those prevailing in the industry
(c) Analysis of the various components of the company's separable income streams and their comparison with alternative investment opportunities
(d) Information on the response of investors to the company's performance as seen in ratios such as the market-to-book-value ratio

3. This passage could be a part of :
(a) a book by a social scientist on the impact of industry on society
(b) a newspaper article by a practising manager on the role of marketing in an organisation's strategic planning process
(c) a study on the role of financial ratios in the corporate planning process
(d) a theoretical article on the need for, and the tools to be used in a company's strategic review mechanism

4. Which of the following statements cannot be inferred from the passage ?
(a) The strategic review process would be unsuccessful if any non-objective criteria are applied in the process
(b) It is necessary that the criteria used for the strategic audit should be focused on monitoring that the company is achieving and sustaining a competitive return on investments at all times
(c) The analysis of financial ratios based on the information published by the company is not a sufficiently foolproof evaluation criterion in itself
(d) All of these

5. According to the author :
(a) evaluating business strategies from the point of view of their impact on the company's bottom line is myopic and leads to short-term decision making
(b) there is no significant correlation between the company's performance and the public perception of it as manifested in various ratios such as the price-to-earnings ratio
(c) although a particular strategy may provide significant competitive gains, it should not be allowed to cause long-term erosion of the company's investment base
(d) the promise of future returns should always be given greater weightage in the strategic review process than analysis of past performance

Passage–12 **[Feb. 2002]**

Deciding whether a given population constitutes a species can be difficult in part because there is no single accepted definition of the term. Years ago, evolutionary biologist Ernst W. Mayr while propounding what is called the biological species concept, proposed that the definition be based on reproductive compatibility. Specifically, he considered a species to be a group of animals that can mate with one another to produce fertile offspring but cannot mate successfully with members of a different group.

Yet this idea can be too restrictive. First, mating between species (hybridisation), as often occurs in the canine family, is quite common in nature. Second, in some instances, the differences between two populations might not prevent them from interbreeding, even though they are rather dissimilar in traits unrelated to reproduction; one might question whether such disparate group should be considered single species. A third problem with the biological species concept is that investigators can not always determine whether two groups that live in different places are capable of interbreeding.

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When the biological species concept is difficult to apply, some investigators use phenotype, an organism's observable characteristics, as a surrogate. Two groups that have evolved separately are likely to display measurable differences in many of their traits, such as the size of the skull or the width of the teeth. If the distribution of measurements from one group does not overlap those of the other group, the two groups might be considered distinct species. Another widely discussed idea designates a species based on the presence of some unique characteristic not found in another closely related organism - for example the upright posture of humans - or a distinguishing sequence of nucleotides (DNA building blocks), in a gene.

Proving that the red wolf fits any of these descriptions has been extremely challenging. For instance, the red wolf is not a species by Mayr's definition, because it can breed extensively with the coyote and the gray wolf (C. lupus). And efforts to classify the red wolf based on its phenotypic traits have yielded ambiguous results. John James Audubon and John Bachman, who described the red wolf in their classic 1851 book, "Viviparous Quadrupeds of North America," had difficulty in distinguishing the red wolf from the physically similar coyote and gray wolf. Modern researchers looking at phenotypic traits have variously concluded that the red wolf is a subspecies of the gray wolf, a hybrid of the coyote and the gray wolf, a full-fledged species.

1. What does the passage mainly discuss ?
(a) The need to provide a strict definition for the term species
(b) The weakness in Ernst W. Mayr's definition of the term species
(c) The difficulty of defining the term species
(d) Whether the red wolf meets the definition of the term species

2. It can be inferred from the passage that two different species living in different locations :
(a) have different skull sizes
(b) might be able to breed with one another
(c) possess unique characteristics not found in other organisms
(d) cannot be compatible in terms of reproduction

3. The underlined word "distinct" in the passage is closest in meaning to :
(a) common (b) unusual
(c) familiar (d) different

4. The author does everything except :
(a) refer to as book (b) make a criticism
(c) make a comparison (d) provide a definition

5. With which of the following statements would the author be least likely to agree ?
(a) The red wolf has been proven to be hybrid of the coyote and the gray wolf
(b) Biologists have posed at least three different definitions for the term species
(c) Animals from different species are capable of mating and producing fertile offspring
(d) Mayr's definition of the term species has been shown to be lacking

Passage–13 [Feb. 2003]

Of the many aspects of public administration, the ethical aspect is perhaps the most important but the least codified. While administrative rules and procedures have been codified in various public documents and manuals, there is no manual for the ethics of public servants.

While organisational behaviour analyses the factors which influence the behaviour of individuals in an organisation, ethics refers to those norms and standards which behaviour of the people in an organisation must conform to. While behaviour analysis deals with factual aspects, ethics relates to the normative aspects of administration. The normative aspects are of the greatest significance. Just as for an individual if character is lost, everything is lost, so also for an administration if the ethics is lost, everything is lost. Neither efficiency nor loyalty could be substitute for high ethical standards. In India, though there is no ethical code for public administrators, there are what are called, the Government Servants' Conduct Rules. These rules lay down what constitutes misconduct for the public servants. It is apparently implied that such misconduct, which is not permitted, is also unethical conduct.

1. As per the passage, organisational behaviour is :
(a) same as ethics in organisations
(b) different from ethics in organisations
(c) human behaviour in organisations including ethics
(d) none of these

2. Ethics is to an administration, what character is for :
(a) an administrator (b) an official
(c) an individual (d) none of these

3. Government Servants' Conduct Rules are meant for :
(a) guiding the ethical conduct of government servants
(b) guiding what constitutes misconduct for public
(c) guiding what constitutes misconduct for government servants
(d) none of these

4. The underlined word 'manual' in the context of the given passage means :
(a) hand operated (b) physical
(c) guide book (d) none of these

Passage–14 [Feb. 2003]

The public sector is at the cross roads ever since the launch of economic reforms programme in India. The pendulum has been swinging between survival and surrender. It is the result of a confluence of several factors : a shift in global economic environment, the emergence of the market economy and myths surrounding the performance of the public sector. So virulent has been the onslaught that it is becoming axiomatic that by the very concept, the public sector is inefficient and resource waster whereas private enterprise is resource efficient.

The reform programme in India commenced with the policy of restricting the public sector supported by greater public participation. With the passage of time, the process of liberalization has shifted to privatization in a disguised form couched as strategic role. In the wake of the recent hot pursuit of the wholesale privatisation programme a lively and poignant debate has emerged. It provides a golden opportunity to introspect and revisit the issue.

At the very outset, it must be made clear that in the worldwide liberalized economic environment and very high stake of the state in most public sector undertakings disinvestment policy seeks to differentiate closed or bankrupt enterprises from the private sector, a fact deliberately overlooked by the champions of privatisation. These undertakings need immediate attention. They are an

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unnecessary drain on the public exchequer. A high priority area for the disinvestment programme ought to be these enterprises but under one or the other argument these remain unattended, may be it involves a tough task. If these cannot be sold lock, stock and barrel asset stripping is the only option. Obviously the government cannot realise good price from these assets but their disposal will help to stop the drain. If the assets are depreciated or become obsolete, then there is no point in holding on to them indefinitely and take to softer option of selling the vibrant and highly profit-making organisations to reduce the budgetary deficit. Non performers exist both in public and private sectors. Why condemn the public sector as a whole ? Better option will be closure or privatisation of loss-making and nonviable units, supporting PSU's which could be turned around and made to become healthy and viable and providing autonomy to the boards of PSU's which are performing well and have potential to be globally competitive be welcomed. With public participation in the PSU's there will be a good dose of accountability in the system. What needs to be reviewed are some basic issues : the priorities allocated to the enterprises selected for disinvestment, a comprehensive road map delineating the route, the modes and modalities, timing and its consequences. These basic issues require greater discussion and participative decision-making. In any event, the disinvestment programme in respect of the closed and non-revivable units is a must if the drain of further resources is to be prevented.

Let it be understood that PSU's are a big repository of value and it will take quite some time for privatisation programme to materialise despite the desire to expedite the process. Until then if a vacuum emerges attended by uncertainty, it will do a great harm to the investments which were made with such great dedication although desired now.

The government has withdrawn a budgetary support over the last decade. If some support is extended, it is largely directed to closed or losing enterprise which have no fortune.

1. The basic issue(s) requiring greater discussion and participative decision making regarding the dis-investment programme is/are :
(a) the priorities allocated to the enterprises selected for disinvestment
(b) a comprehensive road-map delineating the route
(c) the modes and modalities, timings and its consequence
(d) all of these

2. "The public sector is inefficient and resources waster whereas private enterprise is resource-efficient". This opinion is due to :
(a) a shift in global economic environment
(b) the emergence of market economy
(c) the myths surrounding the performance of the public sector
(d) all of these

3. The reform programme in India, started with the policy of restructuring of PSUs, has got shifted to :
(a) liberalisation (b) privatisation
(c) globalisation (d) none of these

4. What were made with great dedication earlier, but now derided ?
(a) Disinvestment
(b) Investments in PSUs
(c) Wholesale privatisation programme
(d) Strategic plans

5. According to the author, non-performers exist in :
(a) government
(b) public sector
(c) private sector
(d) public and private sectors

6. An appropriate title to the passage will be :
(a) Disinvestment of PSUs
(b) Economic Reforms Programmes in India
(c) Liberalised Economic Environment
(d) Non-performing Assets

Passage–15 **[Feb. 2003]**

Famous painter James Whistler said, "Industry in art is a necessity - not a virtue and any evidence of the same in the production, is a blemish, not a quality.

1. Whistler is arguing that :
(a) the qualities of art are its virtues
(b) the product reflects the means of production
(c) blemished paintings are the work of over industrious artists
(d) the artist must work hard, but the art should look easy

Passage–16 **[Feb. 2003]**

Man : How's your new job going ?
Woman : Not so well. I feel like fish out of water in that job.

1. What does the woman mean ?
(a) She does not like the fishing industry
(b) She feels uncomfortable at work
(c) She is very tired
(d) She is taking time to get used to the new job

Passage–17 **[Feb. 2003]**

Socrates believed that virtue is the outcome of knowledge and that evil is fundamentally ignorance. This is an early instance of the belief that the intellectual or rational is dominant in man and morally superior.

1. Socrates' point of view as described in the passage implies which of the following conclusions about evil people ?
(a) They often dominate those who are morally superior
(b) They are unable to achieve complete self knowledge
(c) They are ignorant
(d) They are inherently virtuous but incapable of showing it

Passage–18 **[Feb. 2003]**

The iridescent nature of opals is a result of water trapped inside silica material. With time, this water will escape. Unlike advice given for most precious stones, experts advocate frequent handling of opals, which transmit body oils to the stones and helps them maintain their water content.

1. Which of the following can be inferred from the passage ?
(a) Opals will eventually lose their colour if left alone
(b) Body oils give opals their iridescent colours
(c) Opals require the same care as most precious stones
(d) An opal stone rarely maintains its value for longer than a century

Passage–19 **[Feb. 2003]**

Don't spend the night tossing and turning ! Take Eezy - for a sound sleep .... you'll wake up re-freshed; energized, with no drugged-up hang over. Remember Eezy when you need that sleep.

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1. Which of the following is not a claim of Eezy ?
   (a) A good night's sleep (b) A restful slumber
   (c) Added energy (d) Quickly falling asleep

Passage–20 [Feb. 2003]

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. What is the passage about ?
   (a) Reconciliation of two different ideas about education
   (b) Projecting two different ideas about education
   (c) Career-oriented education
   (d) Broad-based education
2. According to the passage which one of the following statements is true about broad general knowledge ?
   (a) Without it no one would get a job
   (b) Specialization is incomplete without it
   (c) It teaches us about different things
   (d) It broadens one's outlook
3. 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 specialised work
4. "School of thought" can best be explained as :
   (a) groups of people who are schooled to think
   (b) groups of people having different perception on a particular subject
   (c) groups of people belonging to different schools
   (d) groups of people whose job is to think
5. 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–21 [Feb. 2003]

As heart disease continues to be the number one killer in the United States, researchers have become increasingly interested in identifying the potential risk factors that trigger heart attacks. High-fat diets and "life in the fast lane" have long been known to contribute to the high incidence of heart failure. But according to new studies, the list of risk factors may be significantly longer and quite surprising.

Heart failure, for example, appears to have seasonal and temporal patterns. A higher percentage of heart attacks occur in cold weather and more people experience heart failure on Monday than on any other day of the week. In addition, people are more susceptible to heart attacks in the first few hours after waking. Cardiologists first observed this morning phenomenon in the mid-1980 and have since discovered a number of possible causes. An early-morning rise in blood pressure, heart rate and concentration of heart stimulating hormones, plus a reduction of blood flow to the heart, may all contribute to the higher incidence of heart attacks between the hours of 8.00 A.M. and 10.00 A.M.

In other studies, both birthday and bachelorhood have been implicated as risk factors. Statistics reveal that heart attack rates increase significantly for both females and males in the few days immediately preceding and following their birthdays. And unmarried men are more at risk for heart attacks than their married counterparts. Though stress is thought to be linked in some way to all of the aforementioned risk factors, intense research continues in the hope of future comprehending why and how heart failure is triggered.

1. What does the passage mainly discuss ?
   (a) Cardiology
   (b) Diet and stress as factors in heart attacks
   (c) Seasonal and temporal patterns of heart attacks
   (d) Risk factors in heart attacks
2. The underlined word 'potential' could best be replaced by which of the following ?
   (a) Harmful (b) Possible
   (c) Unknown (d) Primary
3. According to the passage which of the following is not a possible cause of many heart attacks ?
   (a) Decreased blood flow to the heart
   (b) Increased blood pressure
   (c) Lower heart rate
   (d) Increase in hormones
4. Which of the following is cited as a possible risk factor ?
   (a) Getting married
   (b) Rainy weather
   (c) Eating fatty foods
   (d) Driving fast
5. As used in the passage, which of the following could best replace the underlined word 'reveal' ?
   (a) Observe (b) Show
   (c) Explain (d) Mean
6. Which of the following does the passage infer ?
   (a) We now fully understand how the risk factors trigger heart attacks
   (b) We do not fully understand how the risk factors trigger heart attacks
   (c) We have not identified risk factors associated with heart attacks
   (d) We have recently begun to study how risk factors trigger heart attacks

Passage–22 [May 2003]

Economic growth involves both benefits and costs. The desirability of increasing production has frequently been challenged in recent years and some have even mentioned that economic growth is merely a quantitative enlargement that has no human meaning or value.

However, economic growth is an increase in the capacity to produce goods and service that people want. Since the

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product of economic growth can be measured by its value to someone, it is important to ask whose standard of valuation counts.

In the U.S. the value of a product is what purchasers pay for it. That is determined by the purchaser's preferences combined with condition of supply which in turn reflects various other factors, such as natural and technological circumstances of those who supply capital and labour. The value by which we measure a product, synthesize all these factors. Gross National Product (GNP) is the market value of the nation's total output of goods and service.

GNP is not a perfect measure of all the activities involved in economic output. It does not account for the deterioration or improvement in the environment even when they are incidentally results of the production process. On the other hand, it does not count as "Product", many benefits provided as side effect of the economic process. It does not include productive but unpaid work (such as that done by a home maker) and it does not reckon with such other factor as the burdensomeness of work, the length of the work, week and so forth. Nonetheless the GNP concept makes an important contribution to our understanding of how the economy is working while it is not a complete measure of economic productivity and even less so of "welfare". The level and rate of the increase of GNP are clearly and positively associated with what most people throughout the world see as an improvement in the quality of life. In the long run, the same factor results in a growing GNP and in other social benefits : size and competence of population, state of knowledge, amount of capital and the effectiveness with those are combined and utilized.

1. The main purpose of the passage is to :
(a) argue for the value of increased economic output
(b) explain the disadvantages of measuring the life using a scale of material effluence
(c) define GNP
(d) contrast the American and European GNP

2. The rhetorical purpose of the fourth para of the passage is to :
1. Anticipate objection to what the GNP fails to take into account.
2. Cite example of "Products", the GNP ought to include.
3. Develop the definition of the GNP with specific details.
(a) 1 only (b) 2 only
(c) 1, 2 and 3 (d) 3 only

3. We can infer from the passage that of the following, the factor that does not influence the growth of GNP is :
(a) the capital available in the country
(b) a dependence on spiritual values
(c) the efficiency of the production process
(d) the condition of the population

4. The critic of the limitations of the measurement of GNP might cite its failure to consider all of the following except :
(a) steady increase in worker's leisure time
(b) the widespread existence of chemicals in the rivers
(c) the valuation of family household management
(d) the value of time a salaried stock broker spends on research

Passage–23 [May 2003]

Due to the media and communication explosion and the effect of globalisation, markets all over the world are going through a phase of metamorphosis. The visual media is regularly exposing a newer lifestyle, products and services to the fast expanding netizen-driven society. Today, consumers have become quite concerned about health issues and are taking a great interest in food matters. Environmental issues, greater segmentation and increased mobility are the added factors. Besides, the Green Movement supported by media coverage has been creating urge for natural food.

1. According to the passage, the major concern of the consumers is :
(a) urge for natural food
(b) environmental issues
(c) health and food matters
(d) support of the Green Movement

Passage–24 [May 2003]

The phenomenon of child labour is quite complex. Children work because they belong to poor families who cannot survive without the benefit of the income which accures to the family on account of child labour. Any attempt to abolish it through legal resource would, under the circumstances, not be practical. The only alternative is to ban child labour in hazardous areas and to regulate and ameliorate the conditions of work in other areas. Many developing countries, including India, have accepted this approach.

1. What can be inferred about the policy being followed about child labour in India ?
1. Giving economic benefits to the families of child labour
2. Reducing/controlling child labour in unhealthy areas of work.
3. Maintaining and improving working conditions for children.
(a) Only 1 and 2 (b) Only 2
(c) 1, 2 and 3 (d) Only 1 and 3

Passage–25 [May 2003]

The atmosphere is a mixture of several gases. There are about ten chemical elements, which remain permanently in gaseous form in the atmosphere under all natural conditions. Of these permanent gases, oxygen makes up about 21 per cent and nitrogen about 78 per cent. Several other gases, hydrogen, neon, carbon dioxide, comprise the remaining 1 per cent of the volume of dry air. The amount of water vapours, and its variations in amount and distribution are of extraordinary importance in weather changes. Atmospheric gases hold in suspension great quantities of dust, pollen, smoke and other impurities which are always present in considerable, but variable amounts.

The atmosphere has no definite upper limits but gradually thins until it becomes imperceptible. Until recently it was assumed that the air above the first few miles gradually grew thinner and colder at a constant rate. It was also assumed that upper air had little influence on weather changes. Recent studies of the upper atmosphere, currently being conducted by earth satellites and missile probing, have shown these assumptions to be incorrect. The atmosphere has three well-defined strata.

The layer of the air next to the earth, which extends upward for about 10 miles, is known as the troposphere. On the whole, it makes up about 75 per cent of all the weight of the atmosphere. It is the warmest part of the atmosphere because most of the solar radiation is absorbed by the earth's surface, which warms the air immediately surrounding it. A steady decrease of temperature with increasing elevation is a most

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striking characteristic. The upper layers are colder because of their greater distance from the earth's surface and rapid radiation of heat into space. The temperatures within the troposphere decrease about 3·5 degrees per 1,000 feet increase in altitude. Within the troposphere, winds and air currents distribute heat and moisture. Strong winds, called jet streams, are located at the upper levels of the troposphere. These jet streams are both complex and widespread in occurrence. They normally show a wave-shaped pattern and move from west to east at velocities of 150 mph, but velocities as high as 400 mph have been noted. The influences of changing locations and strengths of jet streams upon weather conditions and patterns are no doubt considerable. Current intensive research may eventually reveal their true significance.

Above the troposphere to a height of about 50 miles is a zone called the stratosphere. The stratosphere is separated from the troposphere by a zone of uniform temperatures called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases, which filters out most of the ultraviolet rays from the sun. The ozone layer varies with air pressure. If this zone were not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atomospheric compositions are relatively uniform.

The layer upward of about 50 miles is the most fascinating but the least known of these three strata. It is called the ionosphere because it consists of electrically-charged particles called ions, thrown from the sun. The northern lights (aurora borealis) originate within this highly-charged portion of the atmosphere. Its effect upon weather conditions, if any, is as yet unknown.

1. According to the passage, life, as we know, exists on the earth because the atmosphere :
(a) contains electrically-charged particles
(b) is warmest at the bottom
(c) carries ultraviolet rays
(d) contains a layer of ozone gases

2. The passage supplies information that would answer which of the following questions ?
1. How do the troposphere and stratosphere differ ?
2. How does ionosphere affect the weather ?
3. How do earth satellites study the atmosphere
(a) 1 only (b) 3 only
(c) 1, 2 and 3 (d) 1 and 3 only

3. The passage states that troposphere is the warmest part of the atmosphere because it :
(a) is closest to the sun
(b) contains electrically-charged particles
(c) is warmed by the earth's heat
(d) has winds and air currents that distribute the heat

Passage–26 [May 2003]

Peace and order are necessary, not just in our own country but also at the international level, if we are to secure national progress and development. The different countries in the world are coming closer today due to faster means of transport and communications. Economically, they are becoming increasingly inter-dependent. If peace is disturbed in one part of the world, it has adverse effects in other parts of the world as well. Nuclear weapons have already threatened the world with nuclear war. If the conflicts between different nations are not settled in time, they might culminate in a nuclear war destroying the whole world. It is therefore in our own interest that the world is free of conflicts. If at all there are any, they must be settled promptly and peace should be restored. That is why we have declared the establishment of international peace and understanding as an objective of our foreign policy.

We need the help and co-operation of other countries for our scientific, industrial and economic development, especially in those fields where we have yet to achieve self-sufficiency. We obtain the latest machinery, technology and financial aid from the developed countries.

On our part, we, too, offer help to the underdeveloped countries.

We are keen on maintaining friendly relations with other countries. Such friendly relations foster international understanding.

We have always exerted ourselves to see that the disputes arising between the different nations are settled through peaceful negotiations. We play an active role in the United Nations, the South Asian Association for Regional Cooperation, the Commonwealth of Nations and other such international organisations. We make it a point to participate in the international conferences on issues like energy crisis, environmental imbalance, nuclear arms race, etc. We always offer a helping hand to other nations affected by natural calamities such as famines, earthquakes, floods and so on. We strive to maintain peaceful and friendly relations with our neighbouring countries. Why do we do all this ? We sincerely believe that the conflicts in today's world should be minimised, making way for better cooperation among the nations. If this is achieved, human resources will no longer be wasted in things like war or aggression. There will be no destruction of wealth. We believe that, in a peaceful world, there will be greater scope for the economic and cultural development of the countries.

1. What is the main idea expressed in this passage ?
(a) Peace is necessary for overall development of our country
(b) Threat of nuclear war
(c) Economic inter-dependence of the nations
(d) Peace will lead to cultural development of nations

2. Which of the following word is most opposite in meaning of the word 'foster' as used in the passage ?
(a) Facilitate (b) Hinder
(c) Advocate (d) Obviate

3. The question, "why do we do all this ?" is asked in the passage in which of the following contexts ?
(a) We offer a helping hand to other nations in improving their technology
(b) We obtain technology and financial aid from the developed countries
(c) We endeavour to maintain peaceful and friendly relations with our neighbours
(d) We have shaped our foreign policy in balanced and purposeful manner

Passage–27 [May 2003]

The first important point about how children learn prejudice is what they do. They aren't born that way, though some people think prejudice is innate and like to quote the old saying, "You can't change human nature" But you can change it. We now know that very small children are free of prejudice. Studies of school children have shown that prejudice is slight or absent among children in the first and second grades. After this,

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it may fall off again in adolescence. Other studies have shown that, on an average, young adults are much freer of prejudice than older ones.

In the early stages of picking up prejudice, children mix it with ignorance which, as I've said, should be distinguished from prejudice. A child, as he begins to study the world around him, tries to organise his experiences. Doing this, he begins to classify things and people and begins to form connections—or what psychologists call associations. He needs to do this because he saves time and effort by putting things and people into categories. But unless he classifies correctly, his categories will mislead rather than guide him. For example, if a child learns that "all fires are hot and dangerous," fires have been put firmly into the category of things to be watched carefully—and thus he can save himself from harm. But if he learns a category like "Negroes" are lazy or "foreigners are fools," he's learned generalisations that mislead because they're unreliable. The thing is that, when we use categories, we need to remember the exceptions and differences, the individual variations that qualify the usefulness of all generalisations. Some fires, for example, are hotter and more dangerous than others. If people had avoided all fires as dangerous, we would never have had central heating.

More importantly, we can ill afford to treat people of any given group as generally alike, even when it's possible to make some accurate generalisations about them. So when a child first begins to group things together, it's advisable that he learns differences as well as similarities. For example, basic among the distinctions he draws in the division into "good" and "bad", which he makes largely on the grounds of what his parents do and say about things and the people. Thus, he may learn that dirt is "bad" because his mother washes him every time he gets dirty. By extension, seeing a Negro child, he might point to him and say, "Bad child", for the Negro child's face is brown, hence unwashed and dirty, and so, "bad". We call this prelogical thing, and all of us go through this phase before we learn to think more effectively.

But some people remain at this stage and never learn that things which seem alike, such as dirt and brown pigment are really quite different. Whether a child graduates from his stage to correct thinking or to prejudicial thinking, depends to a great extent on his experiences with his parents and teachers.

1. Which one of the following statements is true ?
(a) Children upto the age of six or seven years are less likely to be prejudiced
(b) One is born with prejudices
(c) As one grows, prejudices fall off
(d) One's prejudices remain forever

2. While making categories, the important things to remember are :
(a) only differences
(b) only exceptions
(c) exceptions and differences
(d) only similarities

3. Which one of the following statements is not true ?
(a) It is possible to shed prejudices at any stage
(b) Parents can help children to correct thinking
(c) Prejudice and ignorance are not the same
(d) Things that seem alike are necessarily similar

Passage–28 [May 2003]

Global outlook remains uncertain, gives the weak growth impulses in major advanced economies, especially in the U.S.A., and the down side risks to such recovery emanating from the volatility in international crude oil prices and the continuing geopolitical tension in the middle east. However resilience of India's performance has been vindicated by its successfully handling in the recent past a series of external shock, like the Asian crisis of 1997, crude oil shock of 2000 and the synchronised slowdown of global activity in 2001. India's external position continues to remain strong with the rising level of foreign exchange reserves providing a cushion against any such major shocks. The current account surplus reflects both, strength in goods and service exports and buoyant net transfer. Revival of domestic demand is likely to boost further main source of capital inflows, thus aiding in further reserve accumulation in the short run.

Surging foreign exchange reserves have provided an opportunity towards further relaxation of existing capital controls. Such measured approach towards capital account convertibility needs to be continued. The rising reserves also provide a greater flexibility to exchange rate management towards developing deeper market for foreign exchange transactions. The reserves further provide an opportunity to expedite completion of trade liberalisation agenda. Not withstanding various reforms, India's tariff remain high by Indian and International standards and its trade regime remains relatively restrictive. The broad tariff regime has already been indicated in the Union Budget 2002–03 and has been further detailed in the Ministry of Finance task force report on Indirect Taxation. Faster implemention of such tariff reforms [without any prejudice to our negotiations on this issue under Doha mandate in WTO], apart from further removing anti-export bias and simplifying the trade regime, would stimulate imports and create necessary demand for foreign exchange. Such imports liberalisation is also likely to relieve any upward pressure on the rupee and would bring the useful efficiency gain to the economy.

Medium term BOP outlook would depend upon several factors. A robust growth in exports remains one of the most critical factor in the long term viability of external sector. Uneven performance of merchandise exports in the recent past, if continued, could introduce a structural weakness in the balance of payment in the medium term. Export thus hold the key in achieving a sustainable balance between the requirement of higher growth and the imperative of ensuring viability in the external sector. Micro strategies for export growth based on various policy pronouncement, therefore, need to be designed to put export growth on a higher and sustainable growth trajectory. On the imports side, given our rising dependence on imported crude oil, the economy needs to be insulated from continuing volatility in international crude oil prices impacting on our balance of payments and the oil security of the country. Efforts towards strengthening of the service sector also need to be sustained and intensified to capitalise on the growing opportunities in this sector.

Steady foreign investment inflow have been instrumental in strengthening the balance of payments in the recent past. Given the potential for higher direct foreign investment in India, a further considered liberalisation of the investment inflows, thus supporting the investment needs of the economy for higher growth and providing strength to prudent debt management. New initiatives like refinancing of costly debts, prepayment of identified high cost debt and exploring the possibility of using the financial products for hedging of risk for active management of sovereign debt would be helpful in further improving the sustain ability of external debt indicators of the economy. As regards the global trade agenda, India has repeatedly stated its

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support for WTO and the Doha Development Agenda. However, further progress on the global trade negotiations would depend upon developed countries keeping their promises made in Doha.

1. New initiative(s) which would be helpful in improving the sustainability of the external debt indicators is/are :
(a) prepayment of identified high cost debt
(b) refinancing of costly debt
(c) hedging of risk for active management of sovereign debts through financial products
(d) all of the above

2. According to the passage, what provides the opportunity to expedite completion of trade liberalisation agenda ?
(a) Capital inflow
(b) Crude oil
(c) Forex reserves
(d) Geo-political stability

3. India has been vindicated by its successfully handling in the recent past a series of external shocks—Asian crisis of 1997, crude oil shock of 2000, synchronized slowdown of global activity in 2001, because of :
(a) revival of domestic demand
(b) rising level of forex reserves
(c) current account surplus
(d) high Indian tariffs in its trade regime.

Passage–29 [Sept. 2003]

Nothing is sure but death and taxes, and of course that north is north and south is south, and thus it has always been, so they say. But they'd be wrong. You can perhaps be sure about death and taxes, but you might want to reconsider the rest of it. In fact, at many times in our planet's history, north has become south and south has become north, in a process called magnetic reversal.

Paleogeologists have discovered the existence of these mysterious phenomena (in a field study known as paleomagnetism) by investigating rocks. When rocks are being formed from magmas, atoms within their crystals respond to the earth's magnetic field by "pointing" towards the magnetic north pole. By age dating the rocks and noting their magnetic alignment, scientists can determine where on earth the north pole was located at that time because as the rocks solidified, they trapped that information within them. The study of ancient lava flows has revealed that at certain periods in the earth's history magnetic north was directly opposite to its present location. In fact, it has been determined that the north/south reversal has occurred on average every 500,000 years and that the last reversal took place about 700,000 years ago. Scientists call those periods of "normal" polarity (the magnetic orientation of our modern era) and "reversed" polarity (the magnetic orientation of reverse situation) by the name "magnetic chrons."

Although the fact of such reversals is clear, why and how they happen and their effects on the planet are subjects of considerable debate. Because no one knows precisely how the earth's magnetic field is produced, it becomes difficult to say how it might be reversed. Among explanations proposed are a reversal of the direction of convection currents in the liquid outer core of the earth and a collision between the earth and a meteorite or comet. And while the precise effects of a reversal are not known, there can be little doubt that the earth would receive during the process a great deal more damaging ultraviolet radiation than it now does and that such occurrences have been correlated with the extinction of certain species in the geologic past.

1. The main purpose of the passage is to :
(a) present opposing hypotheses concerning the earth's magnetic field argue that one of them is adequate
(b) explain what is meant by 'normal' polarity
(c) set forth a time table for magnetic reversal
(d) explain the process of magnetic reversal and how it was discovered

2. 'Magnetic reversal' refers to :
(a) the reversal of direction in ancient lava flows
(b) a reversal of the direction of convection currents in the outer core of the earth
(c) north becoming south and south becoming north
(d) the atoms in rock crystal pointing towards the magnetic north pole

3. According to the passage, which of the following was crucial to the discovery of magnetic reversal ?
(a) The rapid change from 'normal' to 'reversal' polarity
(b) Lava flows 'pointing' to magnetic north
(c) Solidification of rocks formed from magmas
(d) The extinction of certain species 700,000 years ago

4. One can infer from the passage that :
(a) if the earth collides with a meteorite, the magnetic field will be reversed
(b) a magnetic reversal could present a damage to humans
(c) the earth's magnetic field was produced about 700,000 years ago
(d) in spite of past reversals, 'normal' polarity is now firmly established

Passage–30 [Sept. 2003]

We are the failed generation-we who are now in our 40s and 50s. We do not have to look far to realise that our generation has failed. The India we inherited was wonderful, but the one that we have bequeathed our children is degraded in every way. We are the citizens of transition, with personal memories of our childhood when we lived in a good, simple world where laws and morals had their place. And now we have first-hand experience of an India stifled by corruption and injustice, with breakdowns on every front.

There is no point getting defensive about our failure. There is no point denying it either. Perhaps time has come for us to face up to reality and try and understand why we failed. We were good and talented and grew up in a relatively safe and protected environment. Then why and where did we go wrong ? Perhaps we must first rewind a bit.

Our grandparents were the generation of freedom fighters. They were brave and committed men and women fired with a vision of a free India. They made sacrifices, donated money and property, their youth and even lived to achieve their goal. They were incredibly disciplined. And then came our parent's generation. They wanted to build a new India, a modern India where all citizens were equal. They were incredibly thrifty. They worked hard and saved money and believed the best they could give their children was a good education. And then came my generation, born in safety and security. We benefitted from a good education. Our nationalistic goals had whittled down. We only wanted to make a difference. But we did not really manage to because we were incredibly ambitious. We wanted to create a separate identity, push the frontiers of our personal capabilities and professional parameters to a new high. We took pride in being unlike the rest. Highly individualistic, we became the

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generation that abrogated civic responsibility, that hurt the social fabric-we wanted the best for our family, but community and country could look after itself.

Sure, we inherited problems from our parents' generation. But we did not do anything to set it right. So they got worse and around us India started to crumble. We saw it, were conscious enough to protest, but not concerned enough to step in and stem the rot. We were unconcerned because we were caught up in our own personal pursuits. We love to make a virtue of tolerance and indifference, as also permissiveness. It is indifference, when we do not care deeply enough to do something about our problems. It is not tolerance but permissiveness when we are too lazy to intervene. As we strove to prove our worth in professional pursuits, we happily left nation building to politicians and bureaucrats. We abdicated our responsibility, our personal role in shaping India's destiny. Politics and civic action soon became too dirty for us to soil our hands, our name, our reputations. Some of us who belatedly want to do something about it, now discover that the system is too atrophied, set in its ways, to let us enter. So we stand outside wringing our hands. Perhaps secretly glad that we cannot enter this murky world. After all, we have accumulated too much to lose and in any case why bother. The system is too far gone and we would be fools to sacrifice the comforts of our cocooned world.

And our children, they worship money. And when it is there parents' money, they love it even more. Nowhere in the world do teenagers spend their parents' money as freely and without compunction as they do here. We are to be blamed for that too because we are being permissive, not liberal. Parents are so involved in their work that they do not have time for third children. They buy children's affection with guilt-money. So kids now have cars, electronic gadgets, designer clothes. India is a fading figment of their parents' nostalgia. All they want is a job that will give them good money so that they can pursue their materialistic pursuits—preferably in America.

But can you blame them ? Look at the India they are living in-pollution is high, crime is endemic, brute power is law, civic amenities deplorable, justice non-existent, merit has no place. It is caste or connections that work. There are cases of affluence amidst unbelievable deserts of deprivation. How long is India really sustainable ? Can it really remain stable and peaceful amidst such grotesque ills and inequities.

Often we are optimistic because we are afraid to be pessimistic. Impending scenarios scare the living daylights out of us. So we collectively believe that things will improve and gladly cite a variety of instances to prove that there are areas of growth and excellence. We want to be optimistic because we do not want to give in to despair. After all, what is life without hope ?

1. The author believes that he belongs to a failed generation because :
(a) India is today stifled with poverty and corruption
(b) he believes he is morally responsible for not being able to handover an unblemished India to the next generation
(c) he believes that his generation has not accepted failure gracefully
(d) he is pessimistic

2. The author believes that the earlier generation was mainly concerned with :
(a) saving money for their children
(b) changing the face of India
(c) self sacrifice
(d) giving their children a good education

3. The author thinks that his generation did not succeed in making a difference because :
(a) it overlooked nationalistic goals
(b) its objectives were unrealistic to be met
(c) in its quest for personal excellence, it forgot its duties to the society
(d) it did not manage to create a personal identity for itself

4. While questioning India's sustainability, the author points out that :
(a) terrorism spread by brutes is rempant
(b) caste divide still exists which over-powers merit
(c) there are pockets of prosperity in the midst of widespread poverty
(d) the pollution rate is alarmingly high causing denudation

5. In the opinion of the author the teenagers of today are spoilt by their parents because :
(a) parents want their children to have as nice a childhood as theirs
(b) parents do not have time for their children so that they compensate with luxuries
(c) parents become nostalgic and indulge their children with expensive items
(d) parents want to fulfill their children's dreams of materialistic pursuits in America

Passage–31 **[Sept. 2003]**

In view of the centrality of the employment objective in the overall process of socio-economic development as also to ensure availability of work opportunities in sufficient numbers, Special Group On Targeting Ten Million Employment Opportunities Per year Over the Tenth Plan Period was constituted by the Planning Commission under the Chairmanship of Dr. S. P. Gupta, Member, Planning Commission. Considering the need for generating employment opportunities which are gainful, the Special Group has recommended the use of Current Daily Status for measuring employment, as this measure of employment is net of the varying degrees of underemployment experienced by those who are otherwise classified employed on usual status basis. The group has noted the decline in the rate of growth of population, labour and work force, but an increase in the unemployment rate during 1993-94 and 1999-2000, although the overall growth performance of the economy has been better than the previous decade.

In view of the declining employment elasticity of growth, observed during the period 1994-2000, the Group has recommended that over and above the employment generated in the process of present structure of growth, there is a need to promote certain identified labour intensive activities. These sectors are agriculture and allied activities, small and medium industries, information technology, construction, tourism, financial sector, education and health, etc. With proper policy initiatives taken in these labour intensive sectors, an additional 20 million jobs will be created during the Tenth Plan. The report also identified ministrywise programmes/targets for achieving the ten million employment opportunities per year.

The Special Group recommended policies and programmes which would enable the skill levels of the labour force to match those required for the new jobs to be created during the Tenth Plan. The recommendations of the Special Group have been suitably incorporated in the employment strategy for the Tenth Five Year Plan by the Planning Commission.

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Organised sector employment as on March 31, 2001 was 27·8 million out of which public sector employment stood at 19·1 million and private sector at 8·7 million. The public sector accounted for about 69 percent of the total employment in the organised sector in 2001. There was a marginal decrease of 0·6 per cent in employment in the organised sector in 2001 as compared to the previous year. While employment in the public sector declined by 0·9 per cent in 2001 over 2000, employment in the private sector increased by 0·1 per cent.

Only a small percentage (8 to 9 per cent) of the total workforce of the country is employed in the organised sector. While employment growth in the private organised sector significantly improved in the 1990s, the growth of employment in the public sector was negligible. Since the public sector accounts for more than two thirds of the total organised sector employment, there was slow down of the overall growth in the organised sector employment.

1. Which one of the following is incorrect as per the findings of the special group constituted by the Planning Commission ?
(a) Decline in the rate of growth of population
(b) Increase in the unemployment rate during the last decade
(c) Improved overall growth performance of the economy
(d) Increase in the rate of growth of labour and workforce

2. Which is/are the labour intensive sector out of the following identified for promotion by the special group ?
(a) Agriculture (b) Information technology
(c) Construction (d) All of the above

3. What is the forecasted number of jobs that will be generated during the 10th plan with proper policy initiatives ?
(a) 10 million (b) 20 million
(c) 30 million (d) 40 million

4. Public Sector accounts for more than ..... of the total organised sector employment and only a small percentage ..... of the total workforce of the country is working in the organised sector.
(a) one-third; seven to eight (b) two-third; eight to nine
(c) one-fourth; six to seven (d) one-fifth; nine to five

Passage–32 [Feb. 2004]

Few would have dreamt in their wildest dreams before the fateful May 11 and May 13, 1998 that the trundling elephant that India had all along been compared to in the western media would and could metamorphose overnight into a ferocious lion that could not only roar but charge and kill anyone daring to cast an evil eye. Few could have foretold that the five underground nuclear tests at the Pokhran range in Rajasthan in May 1998, catapulting this nation of 950 million people overnight into a superpower on its own, would send shock waves across Beijing, Islamabad, Washington, the European capitals and even Tokyo.

The Buddha smiled once way back in 1974 and he smiled five times on May 11, 1998 on the Buddha Poornima Day and May 13 when India's Prime Minister proudly announced to the nation and the rest of the world about India venturing into the exclusive club of nuclear weapon states as part of the national security shield even as he congratulated the top scientists of India over their great achievement.

India is a country wedded to peace and non-violence and her great sons like Lord Buddha, Ashoka and Gandhiji had been living examples to prove this gospel. But India as a self-respecting nation would not propogate the peace of the graveyard or the non-violence of the weak. It is a pity that our non-violence has been mistaken by many as our weakness and many assume that India is a nation of weakwilled people. Time and again, our leaders have reminded the world community that India has an inalienable right to defend its freedom, sovereignty and its ancient heritage and that it would take appropriate measures at the appropriate time to make its defence preparedness as strong as it could. No nation needs be apologetic, if it tries its best to defend its freedom. And a nation like India that has suffered centuries of foreign subjection has every right–more than any other nation to strengthen its defence. Moreover, India cannot take any chances when it lives in a hostile nuclear environment, with Pakistan receiving all sorts of smuggled nuclear and missile material from North Korea, China and other sources, and China itself having conducted several nuclear tests and armed herself to teeth.

In times of crises, India has to fall back upon its resources to defend itself, its hard-won freedom, its economic gains and its own ancient cultural legacy. It has had three wars with Pakistan and another disastrous war with China and both the countries are still in illegal occupation of Indian territory. India hopes that the smiling Buddha on May 11, 1998 would have conveyed the right message to the right quarters that evil designs on this country would not be tolerated. It was this logic, too, that prevented India from signing both NPT and CTBT–treaties that are discriminatory in nature. When the present government came to power, they had announced that India would go nuclear. The decision of the government to go nuclear does not emanate from any kind of jingoism or sabrerattling mentality. It arises from the supreme concern to preserve the integrity of nation described by many of the detractors as a functioning anarchy. Far from it, India has conveyed to the rest of the world that it has the best brains that can excel the best in the world.

1. What is the passage about ?
(a) India becomes a nuclear power
(b) Indo-Pak relations
(c) Peaceful and non-violent policy of India
(d) India and its neighbouring countries

2. As per the passage "Buddha smiled five times" on/in
1. May 11, 1998
2. May 13, 1998
3. 1974
(a) 1 only (b) 1 and 2
(c) 1 and 3 (d) 2 and 3

3. India's non-violence has been mistaken for :
(a) lack of willingness to fight
(b) others' weakness
(c) our weakness
(d) our cultural legacy

4. Decision by the government to go nuclear is because of :
(a) some kind of jingoism
(b) sabre-rattling mentality
(c) concern to preserve the integrity of the country
(d) centuries of foreign subjection

5. According to the passage, India has the right to :
(a) strengthen its defence
(b) fight with its neighbours
(c) be hostile
(d) send shock waves to the world

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Passage–33 [Feb. 2004]

Infrastructure can deliver major benefits in economic growth, poverty alleviation, and environmental sustainability but only when it provides services that respond to effective demand and does so efficiently. Service is the goal and the measure of development in infrastructure. Major investments have been made in infrastructure stocks, but in too many developing countries these assets are not generating the quantity or the quality of services as demanded. The costs of this waste–in foregone economic growth and lost opportunities for poverty reduction and environmental improvement–are high and unacceptable. The causes of the past poor performance, and the source of improved performance, lie in the incentives facing providers. To ensure efficient, responsive delivery of infrastructure services, incentives need to be changed through the application of three instruments–commercial management, competition and stakeholder involvement. The roles of government and the private sector must be transformed as well. Technological innovations and experiments with alternative ways of providing infrastructure indicate the following principles for reform: manage infrastructure like business, not a bureaucracy. The provision of infrastructure needs to be conceived and run as a service industry that responds to customer demand. Poor performers typically have a confusion of objectives, little financial autonomy or financial discipline, and no 'bottom line' measured by the customer satisfaction. The high willingness to pay for most infrastructure services, even by the poor, provides greater opportunity for user charges. Private sector involvement in management, financing or ownership will in most cases be needed to ensure a commercial orientation in infrastructure. Introduce competition–directly if feasible, indirectly if not. Competition gives consumers choices for better meeting their demands and puts pressure on suppliers to be efficient and accountable to users. Competition can be introduced directly, by liberalising entry into activities that have no technological barriers, and indirectly, through competitive bidding for the right to provide exclusive service where natural monopoly conditions exist and by liberalising the supply of service substitutes. Give users and other stakeholders a strong voice and real responsibility where infrastructure activities involve important external effects, for good or bad or where market discipline is insufficient to ensure accountability to users and other affected groups, governments need to address their concerns through other means. Users and other stakeholders should be represented in the planning and regulation of infrastructure service. In some cases, they should take major initiatives in design, operation and financing. Public-private partnerships in financing have promise. Private sector involvement in the financing of new capacity is growing. The lessons of this experience are that the governments should start with simpler projects and gain experience, investors returns should be linked to project performance, and any government guarantees if needed should be carefully scrutinised. Governments will have a continuing, if changed, role in infrastructure. In addition to taking steps to improve the performance of infrastructure provision under their direct control, governments are responsible for creating policy and regulatory frameworks that safeguard the interests of the poor, improve environmental conditions, and coordinate cross-sectoral interactions–whether services are produced by public or private providers. Governments is also responsible for developing legal and regulatory framework to support private involvement in the provision of infrastructure services.

1. The measure of development in infrastructure is :
(a) the quantum of investment
(b) the investment in infrastructure stocks
(c) the level of service delivered by the infrastructure
(d) the utilisation of the existing infrastructure

2. According to the passage, the primary cause for the poor performance in infrastructure services is :
(a) a confusion of objectives
(b) prevalence of monopoly conditions
(c) the incentive structure
(d) inadequate government involvement

3. Poor management of infrastructure is characterised by :
1. Confused objectives
2. Financial indiscipline
3. No orientation towards customer satisfaction
(a) 1 and 2 (b) 1 and 2
(c) 2 and 3 (d) 1, 2 and 3

4. Which of the following is true according to the passage ?
(a) Government's role must be minimised in the provision of infrastructure services
(b) Users and other stakeholders must be represented adequately in the planning and regulation of infrastructure services
(c) Users are willing to pay even if services are poor
(d) Private sector involvement in infrastructure services is not necessary

5. The passage suggests all of the following except that :
(a) the competition increases consumer choice and increases the accountability of service providers
(b) the government must encourage private sector investment by providing guarantees
(c) the investor returns ought to be linked to project performance
(d) when infrastructure activities have important external effects, users must have a strong voice

Passage–34 [Feb. 2004]

Scientists seeking new ways to repair damaged arteries and ailing hearts have coaxed stem cells from a human embryo into forming tiny blood vessels. It's the first time human embryonic stem cells have been nurtured to the point where they will organise into blood vessels that could nourish the body, according to Robert Langer, leader of a laboratory team at the Massachusetts Institute of Technology. But it isn't likely to be the last, as scientists pursue research into stem cells despite debate over the ethics of using the cells. The new development was reported in the online issue of the proceedings of the National Academy of Sciences. Dr. John Gearhart of the Johns Hopkins School of medicine said the research was a "nice illustration" of how stem cells can serve as a source of various types of cells, in this case for blood vessels. "I think this is terrific", said Gearhart, who was not a part of the research team. "It's another good example of the isolation of an important cell type from human embryonic stem cells. These are the kinds of papers we are going to see a lot of", Gearhart added. Langer said the work showed that endothelial cells could be made from human embryonic stem cells. Endothelial cells line veins, arteries and lymph tissues. They are key to the structures that carry blood throughout the body. He said that if the technique was refined, scientists could eventually be able to make in the laboratory blood vessels that could be used to replace diseased arteries in the body. "There are thousands of operations a year now, where

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doctors take vessels from one part of the body and transplant them to another", said Langer. Eventually, he said, such vessels might be made outside the body from embryonic stem cells. Langer said endothelial cells also might be used to restore circulation to the cells damaged by the heart attacks. He said the processed stem cells may be able to re-establish blood flow to heart's failing due to blocked arteries. The research was conducted under a private grant, but Langer said that the cell culture used in one of 61 worldwide that have been approved by the National Institute of Health for federally funded research. The use of embryonic stem cells is controversial because extracting the cells kills a living human embryo. President Bush last summer decided that federal funding would be permitted only for stem cell cultures that already existed and were made from embryos that were to be discarded by fertility clinics. The aim was to prevent further killing for research purposes of other human embryos. Langer said his lab will seek federal money to continue research using the same stem cell cultures, which were obtained from the Rambam Medical Centre in Haifa, Israel. Embryonic stem cells are the ancestral cells of every cells in the body. In a developing embryo, they transform into cells that make up the organs, bone, skin and other tissues. Researchers hope to direct the transformation of such cells to treat ailing hearts, livers, brains and other organs. Langer said his team cultured the cells in such a way that they were allowed to develop into the various types of cells that are precursors to mature tissue. From this colony, the researchers extracted cells that were following a linage that would lead to mature endothelial cells. These were further cultured and some eventually formed primitive vascular structures.

1. The readership, that the passage is intended for, is most likely to be :
(a) health care professionals
(b) doctors
(c) laymen
(d) stem-cell researchers

2. Which of the following statements does not follow from the passage ?
(a) Stem cells are being researched especially for forming blood vessels
(b) Fertility clinics collect human embryos
(c) Stem cell research utilises Federal Funding
(d) Human embryos are destroyed in stem cell research

3. Endothelial cells are said to have all of the following qualities except that :
(a) they are used to make blood vessels
(b) they carry blood throughout the body
(c) they line veins, arteries and lymph tissues
(d) they are useful in restoring circulation to the damaged cell

4. Which of the following could be made redundant by the research mentioned ?
(a) Cardiac operations necessitated by heart attacks
(b) Transplanting of blood vessels from one part to another
(c) Sourcing embryonic cells from fertility clinics
(d) Performing open heart surgeries

5. Stem cell research involves :
(a) wastage of embryo by fertility clinics
(b) cell cultures from various genetically-altered embryos
(c) genetic cloning abilities
(d) killing of a live human embryo

Passage–35 **[Feb. 2004]**

"Companies can now keep sensitive information at a distance from competition. Indian competition can now make it to big deals which are time bound", said MD, Hero Cycle, "Opening up of doing agricultural sector overseas is a major bonanza". Buoyed by the productivity gains, financial reforms, strong rupee and bulging forex reserves, Indian companies are thinking global. "This freedom is important for the companies to expand and grow. Many a time, companies need short windows to complete the deals", said BCG chairman.

Aditya Birla group is going global aggressively and has acquired companies in Australia, China and Indonesia. Dabur has acquired three companies this year. Tata's slogan this year is globalisation. Hindalco is buying out Aluminium firms. Corporate India can now prowl on global companies priced above $ 100 million without obtaining permission from the government and bid big against competition for the target takeovers. So far the companies had to walk through bureaucratic maze and waste crucial time fulfilling 'babudom' requirements, while acquiring foreign companies. Corporate India can make overaseas investment upto 100 per cent of their net worth. Ambanis, Ruias, Mahindras and strong consumer group companies like TVS, ASIAN PAINTS and BAJAJ—they are all on the prowl out to capture developing markets. Reliance is buying out FLAG Telecom for $ 212 million and TATA MOTORS is acquiring Daewoo commercial vehicle truck unit for $ 118 million. Already investment bankers and private equity managers are chasing India Inc. with cash to close the deals. "It is a bold step but one has to wait till actual guidelines come to see whether any riders are attached to it", said the Chairman of Samtel group. With over 50 Indian firms waiting to spread wings, the creation of the Indian MNC Index is also in the works.

1. According to the passage, which one of the following organisation is not associated in evolving and Indian MNC Index ?
(a) Harvard University
(b) Boston Consulting Group
(c) Indian Institute of Management, Bangalore
(d) None of the above

2. Which one of the following sectors of economy is now announced for overseas investment for the first time ?
(a) Automobile (b) Telecom
(c) Agriculture (d) Entertainment

3. Which of the following is not implied as per the reported statement of the Chairman of the Samtel Group ?
(a) Increase in the limit of overseas investment is a bold step
(b) The move would improve competitiveness of the Indian companies
(c) The actual guidelines are to be examined
(d) There could be riders attached to the otherwise acceptable measure

Passage–36 **[Feb. 2005]**

Have you ever come across a painting by Picasso, Mondrian, Miro, or any other modern abstract painter of this century, and found yourself engulfed in a brightly coloured canvas which your senses cannot interpret ? Many people would tend to denounce abstractionism as senseless trash. These people are disoriented by Miro's bright, fanciful creatures and two-dimensional canvases. They click their tongues and shake their heads at Mondrian's grid works, declaring that the poor

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guy played too many scrabble games. They silently shake their heads in sympathy for Picasso, whose gruesome, disorted figures must be a reflection of his mental health. Then, standing in front of a work by Charlie Russell, the famous western artist, they'll declare it a work of God. People feel more comfortable with something they can relate to and understand immediately without too much thought. This is the case with the work of Charlie Russell. Being able to recognise the elements in his paintings—trees, horses and cowboys–gives people a safety line to their world of 'reality'. There are some who would disagree when I say abstract art requires more creativity and artistic talent to produce a good piece than does representational art, but there are many weaknesses in their arguments.

People who look down on abstract art have several major arguments to support their beliefs. They feel that artists turn abstract because they are not capable of the technical drafting skills that appear in a Russell; therefore, such artists create an art form that anyone is capable of understanding and that is less time consuming, and then parade it as artistic progress. Secondly, they feel that the purpose of art is to create something of beauty in an orderly, logical composition. Russell's compositions are balanced and rational; everything sits calmly on the canvas, leaving the viewer satisfied that he has seen all there is to see. The modern abstractionists, on the other hand, seem to compose their pieces irrationally. For example, upon seeing Picasso's Guernica, a friend of mine asked me, "What's the point ? Finally, many people feel that art should portray the ideal and real. The exactness of detail in Charlie Russell's work is an example of this. He has been called a great historian because his pieces depict the lifestyle, dress, and events of the times. His subject matter is derived from his own experiences on the trial, and reproduced to the smallest detail.

I agree in part with many of these arguments, and at one time even endorsed them. But now, I believe differently. Firstly, I object to the argument that abstract artists are not capable of drafting. Many abstract artists, such as Picasso, are excellent draftsmen. As his work matured, Picasso become more abstract in order to increase the expressive quality of his work. Guernica was meant as a protest against the bombing of that city by the Germans. To express the terror and suffering of the victims more vividly, he destorted the figures and presented them in a black and white journalistic manner. If he had used representational images and colour, much of the emotional content would have been lost and the piece would not have caused the demand for justice that it did. Secondly, I do not think that a piece must be logical and aesthetically pleasing to be art. The message it conveys to its viewers is more important. It should reflect the ideals and issues of its time and be true to itself, not just a flowery, glossy surface. For example, through his work, Mondrian was trying to present a system of simplicity, logic and rational order. As a result, his pieces did end up looking like a scrabble board. He sees with his eyes. This is the reality he reproduces on canvas. To the abstract artist, reality is what he feels about what his eyes see. This is the reality he interprets on canvas. This can be illustrated by Mondrian's Trees series. You can actually see the progression from the early recognisable, though abstracted trees, to his final solution, the grid system.

A cycle of abstract and representational art began with the first scratching of prehistoric man. From the abstractions of ancient Egypt to representational, classical Rome, returning to abstractionism in early Christian art and, so on up to the present day, the cycle has been going on. But this day and age may witness its death through the camera. With film, there is no need to produce finely detailed, historical records manually. The camera does this for us more efficiently. May be, representational art would cease to exist. With abstractionism as the victor of the first battle, may be that a different kind of cycle will be touched off. Possibly, some time in the distant future, thousands of years from now, art itself will be physically non-existent. Some artists today believe that once they have planned and constructed a piece in their mind, there is no sense in finishing it with their hands. It has already been done and can never be duplicated.

1. The author argues that many people look down upon abstract art because they feel that :
(a) modern abstract art does not portray
(b) abstract artists are unskilled in matters of technical drafting
(c) abstractionists compose irrationally
(d) all of the above

2. According to the author, people feel comfortable with representational art because :
(a) they are not engulfed in brightly coloured canvases
(b) they understand the art without putting too much strain on their minds
(c) paintings like Guernica do not have a point
(d) they do not have to click their tongues and shake their heads in sympathy

3. In the author's opinion, Picasso's Guernica created a strong demand for justice since :
(a) it was a protest against the German bombing of Guernica
(b) it was a mature work of Picasso, painted when the artist's drafting skills were excellent
(c) picasso managed to express the emotional content well with his abstract depiction
(d) it depict, the terror and sufferings of the victims in a distorted manner

4. The author acknowledges that Mondrian's pieces may have ended up looking like scrabble board because :
(a) Mondrian was trying to convey the message of simplicity and rational order
(b) Mondrian learned from his Trees series to evolve a grid system
(c) Mondrian believed in 'grid works' approach to abstractionist painting
(d) many people declared that he played too many scrabble games

5. The main difference between the abstract artist and the representational artist in matter of the 'ideal' and the 'real', according to the author, is :
(a) how each chooses to deal with 'reality' on his or her canvas
(b) the superiority of interpretation of reality over production of reality
(c) the different values attached by each to being a historian
(d) the varying levels of drafting skills and logical thinking abilities

Passage–37 **[Feb. 2005]**

The term Job Enrichment designates techniques used by the company managers to maximise in individual workers, the internal motivation to work, which is the true source of the job

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satisfaction. The job enrichment concept is based on the premise that people are not motivated by what is externally done to them by management with rewards, privileges or punishment, nor by the environment or context in which they perform their work. People develop lasting motivation only through their experience with the content of their jobs–the work itself.

Such factors as pay, fringe benefits, the work environment, working conditions, and the quality of supervision cannot be ignored or given only token attention. Dissatisfaction with these factors can have a severely debilitating effect on a workforce. But generating motivation in workers requires doing something with what, they do in their work. Managers in recent years have been witnessing high velocity change and turmoil in the patterns of employee behaviour, and are forced to cope with a host of problems including high turnover or quit rates, absenteeism, tardiness, union grievances and work stoppages, high training costs, poor production quality, and low rates of production. Job enrichment was designed to eliminate such problems thereby benefiting both the employee and the employer. In attempting to enrich an employee's job, management often merely succeeds in reducing the man's personal contribution, rather than giving him an opportunity for growth in his existing job. For example : Washing dishes for a while, then washing silverware. "The arithmetic is substituting one zero for another zero. If the job is already zero in motivation, multiplying zero by anything still equals zero". N. Ford has aptly described the job enrichment process as 'the art of reshaping jobs'. Quantitative measures of production rates, quality and job attitude have been carefully made in many applications. Improvements have amply demonstrated the validity of changing job content to effect increased motivation. The chasm between conceptual generalities and job changes can be bridged through the process of brainstorming in a group, or so-called 'green lighting'. When the green light condition is announced, the group begins tossing out ideas for getting motivators into each job as fast as possible. Everyone is warned that no 'red lights' or negative comments are permitted. A job enrichment specialist or project director should assist in accomplishing changes, which require higher approval.

1. The quote 'the arithmetic is substituting one zero for another zero' implies which of the following ?
(a) The rotation of jobs on the basis of pay
(b) Provision of rewarding the person as per his skill
(c) Rotating the assignments of a number of jobs, that really should be enriched
(d) The rotation of jobs between the workers and the managers

2. According to the passage, the workers can best be motivated by :
(a) giving economic incentives
(b) forgiving the workers for absenteeism and tardiness
(c) allowing them to fix their work schedule
(d) making the work experience meaningful for the people

3. The author argues for 'green lighting'. That can be inferred to :
(a) favour free thinking and presentation of ideas
(b) discourage free thinking as it tends to dissatisfaction
(c) mean that working environments must be complied with the choice of colour
(d) allow provision of sufficient time to change the way of working to the workers

4. An example of 'red light' would be :
(a) reduction of duties
(b) substituting a useless task for another equally useless one
(c) workers being motivated with loaded perks
(d) comments like 'that would not work' or 'this is not a good time for it'

Passage–38 **[Feb. 2005]**

Biologists are often accused of taking a rigidly deterministic approach to behaviour. Often this is in the context of reports of a "gene for this" or a "gene for that". One example is the idea of an addictive personality, which some people have tried to link to versions of particular genes whose products are found in the brain. But genes do not act in isolation from the environment. Rather, genes and environments are locked together in complex loops that feed back on each other. A report in Nature Neurosdence illustrate this. Michael Nader and his colleagues at Wake Forest University, in Winston-Salem, North Carolina, have been investigating cocaine addiction in macaque monkeys, with a view to testing out ideas about the drug's effects on people. They wanted to examine whether there was any relationship between an animal's social status and its tendency to get hooked. Is addiction the prerogative of the monkey equivalent of the executive washroom, the ghetto crack den, or both ?

As the addictive-personality model would predict, there was indeed a difference between the addictive propensities of individuals. It seemed to be linked to the activity of a specific protein derived from a specific gene. However, the cause of the difference was not, as the naive determinist might have supposed, genetic. It was, rather, environmental. Cocaine belongs to a class of drugs known as dopamine reuptake inhibitors. Dopamine is one of the chemical messengers, known as neurotransmitters, that allow signals to jump the gaps between nerve cells. The electrical impulses that conduct signals along nerve filaments stimulate the release of neurotransmitter molecules when they reach the end of a filament. Those molecules are picked up by specialised receptor proteins on the surface of a cell on the other side of the gap, and the binding between neurotransmitter and receptor triggers a sequence of events that sets off an electrical impulse in the second nerve cell. The receptor then lets go of the neurotransmitter.

In some cases, when the neurotransmitter has done its job, it is sucked back into the cell whence it came, by a process known as re-uptake. Dopamine is one of these cases. So a molecule that blocks the protein channels through which re-uptake happens means that dopamine hangs around in the gap, and can re-stimulate the cell on the other side. Since the parts of the brain that control mood often rely on dopamine-mediated nerve cells, dopamine reuptake inhibitors can have a profound effect on mood, which is why some people are willing to spend large amounts of money buying cocaine. Monkeys like cocaine too, and for much the same reasons. But, unlike people, they can be experimented on Dr. Nader and his colleagues were particularly interested in the relation between a monkey's position in a group's dominance hierarchy, how addicted it was to cocaine, and the activity of a dopamine receptor protein called D2. The experiment began with 20 male monkeys, which were housed individually for 18 months. During this time, their D2 activity was measured using a brain-scanning technique called positrons Emission

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Tomography (PET). Positrons are the antimatter equivalent of electrons, and are produced in a rare type of radioactive decay. PET works by introducing biologically active molecules containing positron-emitting atoms into the tissue to be studied, and seeing where the chemical concentrations by watching the effects of the positrons. Dr. Nader's group used a substance that has an affinity for D2 receptors and thus accumulated in tissues where they are found. Once their time in individual cages was over, the monkeys were housed in groups of four. Animals in such groups quickly establish who is in and who is out. Based on earlier work, Dr. Nader suspected that such dominance and subordination would reflect D2 activity, and it did but not in the way that genetic determinists might have predicted. Dominant animals had more D2 activity than subordinates, but that was a consequence of their dominance, and not its cause. Regardless of their D2 activity when kept individually, monkeys that became subordinate showed little change in their PET responses after they had been put into company, in the animals that became dominant, by contrast D2 activity increased significantly. The other thing that Dr. Nader did with his experimental subjects was to introduce them to cocaine. They were able to obtain the drug by pressing a lever. They could thus control their own intake. Like D2 activity, cocaine use was related to social status. Dominant animals found a preferred level, then stuck to it. Subordinates, though, seemed to need bigger and bigger fixes as time went on. That is a classic symptom of addiction—and it may well be linked directly to D2 activity. This is because the over-stimulation that cocaine causes makes the body behave as though too much of the neurotransmitter is being churned out. Production of dopamine drops in response, so that when the cocaine goes away, too little stimulation takes place. The quickest way to restore the situation is to take more cocaine—in other words, to be addicted. Individuals with a higher base line of D2 activity might be expected to be less susceptible to this process, since the relative over stimulation caused by a given dose of the drug will be smaller. So dominants, which have more D2 activity as a result of their status, are less likely to become addicts. Propensity to addiction, in other words, is not a predisposition of the individual, but the result of social context. If these results translate to human experience, they will be a sad example of the biblical adage that upto everyone that hath shall be given; but from him that hath not shall be taken away even that which he hath. Not only are those at the bottom of the heap more likely to be convicted and locked up for using drugs than those at the top (which they are), they are more likely to have to carry on using them, once they have started.

1. The passage begins with :
(a) criticising biologists and their efforts in testing drug effects on people
(b) reinforcing the belief that addictive persons get signals from the brain to act in a particular fashion
(c) the suggestion that social influence rather than genetic influence have a role in addiction patterns
(d) undermining the belief that solely genes have a role in addiction patterns and tendencies

2. In the experiment with monkeys, the key factors that the scientists were looking at, were all the following except :
(a) the extent of a monkey's addiction to cocaine
(b) the monkey's behaviour, when left in a group of monkeys
(c) how dominant a monkey is in a group
(d) the activity of D2, a dopamine receptor protein

3. If the experiment on monkeys were to be true, then :
(a) males who are dominant become pensive after a shot of cocaine
(b) submissive individuals become aggressive and violent when they take cocaine
(c) the D2 has a pronounced effect on submissive animals
(d) men who are addicts are those with lower level of D2 activity

4. The style of the passage can best be described as
(a) factual (b) analytical
(c) argumentative (d) descriptive

Passage–39 **[Feb. 2005]**

Few had heard of Tsunami before last December's Black Sunday when what is turning out to be the world's biggest natural disaster in living memory hit South and South-East Asia. A tsunami is normally a fallout of an earthquake on the ocean floor. An earthquake as massive as the one that occured on December 26, 2004 results in sudden caving or rising of the ocean floor. And the slosh on the ocean floor sets off the tsunami. A tsunami is not a single wave but a series of travelling ocean waves generated by the geological changes near or below the ocean floor. Tremors under the sea displace the ground surface, sending the water radially outward in circles from the epicentre. The result is a deep wave, stretching from the sea's surface to the floor that travels horizontally at speed of up to 500 miles per hour and reaches heights of 50–100 ft. In the deep, the waves travel faster and as they approach the shore, they rise further. After hitting a coastline with enormous power, they recede as quickly as they had surfaced. In the December 26 quake, the seismic fault lines ran north to south beneath the ocean floor off Sumatra, while the tsunami waves shot out west and eastward. Although, Indonesia was closest to the earthquake's epicentre, Sri Lanka was also badly hit. This is because of the earthquake's mechanism and the fact that Sri Lanka was in the direct path of the generated waves. So was the Andamans archipelago with its chain of 572 islands, of which 38 are inhabited. It is these islands that bore the brunt of the tsunami. A 26-nation Tsunami Warning System (TWS) covering Pacific Ocean nations that face the fury, frequently, is designed to warn about potentially destructive waves that may hit coastlines in 3 to 14 hours. The Pacific TWS, set up in Hawaii in 1965, has almost mastered the art of forecasting the destructive waves. All the 26 member-nations of the system receive specific early warnings with exhaustive data in tsunamis and can bank on an extensive network of seismic stations to locate potential tsunami inducing earthquakes in near real time. The system is connected via satellite and telephone to nearly 100 water level stations throughout the Pacific that can be used to verify the generation and possible severity of a tsunami. Had any of the Indian Ocean nations been members of the TWS, they would have got the advisory and India would have had at least three hours before the tsunami actually struck its coast to order evacuation or signal people to move to safety. The perception among India's science bureaucrats so far had been that there was no need for India to harbour tsunami worries. But now, there is acknowledgement that Indian Ocean nations face a significant threat from both local and distant tsunamis. And this disaster may trigger an initiative for a warning network for the region. Union Minister of State for Science and Technology said last week that India would soon join the TWS. The main shock on December 26 was followed by 36 aftershocks over the next 44

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hours in the Nicobar Islands, with magnitudes ranging from 4·7 to 7·5 on the Richter scale. The earthquake occurred at the triple junction of the Indian, Australian and Burmese plates. The earthquake started at a point where the Indian plate subducts below the Burmese plate due to the northward movement of the Indian plate. Seismologists have noted a 15 m slip in the vertical direction along the crack that is about 1,000 km long, extending up to Andaman and Nicobar Islands in the northern direction. Seismologists now say that it will be useful to keep vigil on any abnormal seismic activity in the already seismically active North-East India. Otherwise the word that few in this country had heard of until last. Sunday may well be the latest addition to its dictionary of disasters.

1. Which one of the following statements is not correct as per the passage ?
(a) Tsunami waves travel horizontally at great speed stretching from the sea's surface to the floor
(b) Tsunami Warning System covering Pacific Ocean is connected via satellite and telephone to water level stations
(c) Indian bureaucrats still feel that Indian Ocean nations do not face significant threat from Tsunamis
(d) Indian plate is moving in the northern direction

2. As per the passage, which one of the following areas is seismically active and hence to be constantly monitored ?
(a) Pacific Ocean (b) Indian Ocean
(c) North-East India (d) All of the above

3. A futuristic constructive outcome of this disaster is that :
(a) India may now join the 26-nation Tsunami Warning System
(b) a warning network for Indian Ocean nations may be initiated
(c) all abnormal seismic activity will be monitored
(d) none of these

Passage–40 **[May 2005]**

The countrywide implementation of Value Added Tax (VAT) finally got off the ground on April 1. But it remains as divisive as ever. Several States have chosen not to implement it. Eight major States, five under control of the Bhartiya Janta Party, Tamil Nadu and Uttar Pradesh have postponed its implementation. Opposition to VAT remains strong. Traders across the country welcomed VAT with a three day nationwide strike. The divisions on VAT are quite sharp. While the big industrial organisations welcomed it and lobbied aggressively for its implementation, small business particularly retail traders protested against it. The Bhartiya Janta Party was quick to realise the potential of dissent from this substantial section. The party which initiated the move towards VAT changed track. Two weeks before the regime was to take off, it announced that the States under its control would not implement VAT until requisite preparatory steps were taken by the Union Government. It said that Bhartiya Janta Party-ruled States would not implement VAT until the Centre committed itself to a road map to phase out the Union Government levied Central Sales Tax. VAT is an attempt to address the problem of taxing inputs. Proponents of the tax argue that since inputs that go into the making of a product are already taxed once, they should be set off at the higher levels along the chain. They claim that this would avoid the tax on tax effect which is inflationary. A unified VAT rate across the country, it is claimed, will replace the Sales Tax rates that different States levy. Unified VAT rates would result in a pan-Indian market which manufacturers and traders can address. It will also halt the practice of States indulging in a race to the bottom by offering competing incentives to attract investment. Proponents of VAT argue that it will reduce prices and enable a more efficient allocation of resources in the market. Since entities along the supply chain have a stake in claiming set-offs for value addition that they have carried out, each of them has a stake in maintaining accounts in a transparent manner. Why should a tax that appears so reasonable at first glance provoke so much acrimony ? The apprehensions about VAT can be broadly classified into three sets. First, there are fears that VAT's proponents grossly exaggerate the advantages of the tax when compared to the Sales Tax which has been the single most important source of revenue for the States for the past 75 years. Only physical verification of individual invoices of which there will be millions can weed out the bogus claims made by traders and manufacturers. Once traders understand, that the tax authorities are unable to track and examine their credit filings, they will deluge the system with spurious claims. This is exactly what happened in several advanced countries. France, where the idea of VAT originated, has had problems with the tax. In 1981, according to Mukhopadhyay, the net evasion of VAT, defined as the deviation between actual and hypothetical revenue amounted to 18 per cent. This amounted to 6·6 per cent of the total revenues, and 0·7 per cent of France's GDP. In India the mounting bogus claims on State finances by the VAT-able entities class can add significantly to the problem of diminished revenues that VAT itself may cause.

1. Which is/are the fear(s) about VAT ?
(a) Advantage of VAT is grossly exaggerated
(b) VAT undermines the Centre-State financial relations
(c) VAT is more complicated as compared to Sales Tax
(d) All of the above

2. Which country is credited with originating the idea of VAT ?
(a) India (b) USA
(c) France (d) UK

3. According to the passage, which one of the following statements is NOT true ?
(a) Unified VAT rates will stop the practice of offering competing incentives by States to attract investment
(b) VAT will solve the problem of tracing inputs at multiple levels
(c) BJP-ruled States will implement VAT after the Centre clarifies abolition of Central Sales tax
(d) Both big industry organisations and retail traders protested against the implementation of VAT

Passage–41 **[May 2005]**

Anxiety is a hot issue in psychiatry now. In the 1960s the hot topic was schizophrenia, and in the 1970s it was mood disorders-depression and manic depression-and now it is anxiety disorders. This is not necessarily because there is more anxiety around; as one psychiatrist has pointed out, researchers tend to gravitate towards research dollars, and an anxiety research is very popular among pharmaceutical houses that sell tranquillizers. So money is one reason for all this interest. Another is surely the revolution that has taken place in recent years in the way anxiety is defined and diagnosed. Each anxiety disorder is now described with great precision in terms of symptoms, which theoretically enables doctors to study and treat the disorder more scientifically. The old grab bag term 'anxiety neurosis' which covered all sorts of anxious behaviour, has given way to diagnostic descriptions of specific forms of anxiety phobias (in which the fear is of something external),

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panic states (in which the fear is of the panic sensation itself), and the new favourite of the researchers, posttraumatic stress disorder (P.T.S.D. in the trade), which has been much in the new P.T.S.D. is a cluster of symptoms suffered by people who have been through deeply traumatic experiences. The obsessive reliving of these experiences, typically in dreams and memories, is the central symptoms of the disorder, according to Dr. Elizabeth A. Brett, an associate clinical professor of psychiatry. She describes other symptoms : "The startle response-you're hypervigilant war veterans, if they see a helicopter, will hit the ground, and always stand with their backs to the wall in crowded rooms, numbing sensations, becoming more emotionally constricted. Trouble sleeping, psychological responses-sweating, clamminess, stomach upset to anything resembling the original event. The range of victims of P.T.S.D. is as broad as the sodden spectrums of contemporary stress. Survivors of natural disasters; survivors of terrorist attacks; witnesses to horrors; victims of child abuse, rape, kidnapping-all these have been studied down to the nub of their anxiety. But nowhere in any of this, or in current research of any other anxiety disorder, is there ever talk of 'neurosis'. Earlier theories had it that anxiety usually emanates from neurosis. But in five days in Montreal, I never once heard the world and am told that it does not even appear (except in parentheses for historical continuity) in psychiatry's bible, the revised third edition of the Diagnostic and Statistical Manual of Mental Disorders, known as the 'DSM-III R', in which every disorder is set forth with this new diagnostic precision. Instead, they now speak of 'vulnerability'. Some of us are simply more 'vulnerable' to anxiety than others because of a complex interaction of psychology, biology, past experience and stressful events. The first three belong to us-the events, which figure hugely in this theory, are the luck of the draw.

1. More research is done in anxiety disorder at present because :
(a) the modern people have to live in anxiety all around
(b) research are keen on making money
(c) the doctors want to analyse precisely the symptoms of the disease
(d) some provision has to be given for unemployed doctors

2. The best way to treat patients with anxiety disorder would be :
(a) to find out precise ideas about who get anxious and why
(b) to study and treat the disorder more scientifically
(c) to approach a psychologist
(d) none of the above

3. Theories in the past laid emphasis on the fact that :
(a) there is a complex reaction of psychology and biology
(b) neurosis is the basic cause for anxiety
(c) psychological responses contributed to the study
(d) natural disorders added to the stress

Passage–42 [May 2005]

For ages, the Indian psyche has been geared to devoting one's life to the welfare of 'all', *sarvabhuta hite ratha.* It has also focussed not on the individual self but on the entire globe; *vasudhaiva kutumbakam* was always the objective. The Western world remains unaware of the strength of Indian culture, traditions and beliefs. It has good reason to do so. An accurate perception would have harmed its colonial interests and exploitation of nations for which it was not entitled under any rationale, logic or tradition. This legacy, however, continues in another form. Those influenced by Western philosophy, attitude and approach to life refuse to understand indigenous thought and culture even at this stage. To them, any mention of Indian tradition and culture is a conservative statement. If you think of highlighting Indian contributions to global civilisation, they immediately apprehend that India is going backward in the history. To them, self respect, patriotism and the sense of pride in being an Indian are outdated concepts. The mere mention that spirituality is an important part of education is anathema to them. After World War II, the victorious Americans realised the futility of war, bombs, destruction and killings. A group of American school teachers planned a book on spirituality in 1945. This was published by the Elementary School Teachers Association of America in 1947. The title is 'Spirituality in Elementary Schools'. In India, the mere mention of the world 'Spirituality' is attributed to political pressure. Recently the Director-General of UNESCO's International School of Educational Planning, Paris, visited India and was apprised of the proposed curricular changes in school education, which were under discussion. The Director General, a former education minister of Norway, gave details of curriculum renewal in Norway and indicated that in their curriculum for school education prepared in 1997, they have proposed to prepare a 'spiritual man' through school education. Even a unitary society like Norway is gearing up for the times when multi-ethnic people would be living there. There would be different religions, and consequently, linguistic and ethnic diversities would emerge. In the Indian context, the focus on spirituality has always been there. The swift pace of educational change is emerging as a prime contributor to the pace of progress of developmental initiatives. The relevance of education will have to be ensured professionally in the context of social, cultural and economic changes. The global acceptance of education for social cohesion and for learning to live together deserves in-depth attention and consideration in the national context. The perpetration of a model of education transplanted by alien rulers, even after five decades of independence, does not reflect positively on indigenous initiatives. Indian education must be rooted in Indian culture. At this juncture, everyone, whether educated, literate or illiterate, realises the significance of education for future generations. Even the weakest are willing to contribute literally everything to educate their children. Such universal acceptance never existed before. Simultaneously, it is necessary that a national consensus emerges on the need for desirable educational changes. This, of course, is in conformity with the stipulations of experts and policy statements as well. The regular revision of the school curriculum is a globally accepted phenomenon and any question of revising the curriculum framework after more than a decade need not give rise to any apprehension in any quarter. Developing nations need peace, harmony and the willingness to work together among its citizens and communities. India sorely needs this as it still has to win the battles against poverty, illiteracy and socio-economic inequalities. Only a total national effort can contribute effectively to these. India's 50 lakh school teachers can transform future society once they internalise the importance of their role and the tasks assigned to them. The commitment and performance of teachers, which is often projected as a matter of serious concern, can be changed only if public opinion is also transformed by political and religious leaders on the one hand, and social workers, intellectuals, thinkers and educationists, on the other. The role of the media

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has somewhat been discouraging. Even the national channels find no time to telecast suitable programmes for children and teachers. Commercialisation appears to have overtaken national requirements, which should get top priorty, like transforming society through imparting the appropriate type of education, that inculcates values like respect, tolerance and creativity among the youth of this country. The Indian education system need not be bogged down by its of-ttrumpeted failures. The achievements of the past are considerable. In the last five decades, we have achieved a literacy rate of over 60 per cent. And this has been through indigenous efforts. Undoubtedly, we have much more to achieve but that needs to be done in an environment of optimism and motivation. The entire focus of school education both in and out of the classroom needs to prepare the individual to understand his duties and responsibilities on the one hand and the need to develop the necessary, competence, skills and attitudes to execute them on the other. Future education needs to be geared towards the culture of peace in which India's diversities, pluralities and multiplicities will be treated as positive assets that contribute to national unity. School programmes, functions, and celebrations can reinforce these initiatives. Every school should have a mission statement. It should attempt to develop capacities and design activities to rediscover the local socio-cultural ethos that would contribute to developing a sense of belonging among children. It is the school education that needs to acknowledge and appropriately internalise among the learners the responsibility for the future and need to respect all life and living beings.

1. The essence of the Indian psyche has been :
(a) to feel a universal emotionality
(b) to find the real self in the one divine
(c) centered not on the individual self but on the whole world
(d) dedication of oneself to the service of all humankind

2. The anathema to those influenced by the Western philosophy is the fact that :
(a) spirituality has a major part to play in education
(b) India has its own tradition and culture
(c) India has contributed to the world civilisation
(d) there are past historical truths of India

3. The Western countries have realised the need for spirituality in education because :
(a) the Americans realised the worthlessness and wastes of war and bombs
(b) the Director-General of UNESCO visited India and brought in curricular changes
(c) a proposal to prepare a 'spiritual man' through school education has been made
(d) of the religious, linguistic and ethnic diversities in Norway

4. India can win battles against socio-economic problems of poverty and illiteracy only by :
(a) focussing education to prepare individuals to do their duties and responsibilities
(b) desirable educational changes and fresh programmes for children and teachers
(c) encouraging to build an environment of optimism and motivation
(d) changing the opinions of the social workers and religious leaders

5. What the author means by 'mission statement' is :
(a) to base education on spirituality and respect for all living things
(b) that every school should focus on developing the capabilities of the students, creating a sense of belonging
(c) the task undertaken by the school to focus on the harmonious development of the child
(d) that there is the need to develop the competence, skills and attitudes of the children

Passage–43 **[May 2005]**

A much safer way of preventing smallpox was through cowpox vaccination or simply, vaccination. The man who discovered vaccination was a country doctor called Jenner. As a boy Jenner had been inoculated with smallpox. His interest in cowpox, however, was first roused when he was still a medical student. He was at a friend's place and the conversation was about smallpox. A milkmaid happened to be present and she said carelessly, "I cannot get that disease, for I have had the cowpox," Jenner said nothing at that time, but the milkmaid's remark made him think deeply. He could, however, do nothing more than think at that time. But soon after he started practising as a doctor in his village Berkeley. Jenner decided to find out, in his spare time, what truth there was in the milkmaid's remark. He made enquiries and found out that the remark was based on a popular belief. The belief was that smallpox never attacked a person who had earlier suffered from cowpox. Jenner mentioned this to other doctors, but they dismissed it as just a superstition among country people. Jenner was not discouraged. He began to study cowpox. The disease appeared in the form of spots on the udders of cows. Human beings caught it by touching the cow's udders, usually during milking. Fortunately, the disease caused little discomfort to human beings. Jenner asked himself : if cowpox infection could prevent smallpox, why not use it in place of the dangerous smallpox inoculation ? It was Jenner's duty as a country doctor to give people smallpox inoculations and he noticed one strange thing. The smallpox inoculations produced no effect at all in people who had earlier suffered from cowpox. So the popular belief was right after all ! Jenner continued his observations. He went round examining cows and questioning milkmaids. He became more and more certain and came out with his idea of cowpox vaccination to the other doctors in the country. They did not take him seriously. Jenner then went to London hoping that London doctors might listen to him with great respect. He received the same treatment in London too. "Where is the practical proof?" they asked. Jenner now saw the weakness in his argument. He himself had never proved that cowpox vaccination could prevent smallpox. So he decided to supply the proof. He returned to Berkeley. Jenner's first experiment was done on a boy named Phipps. Phipps was inoculated in the arm with the cowpox virus taken from the hand of a young woman suffering from cowpox. Later, the boy was inoculated with the small pox virus, and to Jenner's joy, it produced no effect in the boy. Jenner made two more successful experiments and he wrote a paper on the results of his experiments. But no one would publish his paper. Jenner continued with his experiment and in 1798 published his results himself in the form of a paper. To begin with, no one believed Jenner. Then one London doctor tried the experiment on himself. Other came soon after and vaccination had come to stay. Later other countries adopted the practice of vaccination, and Jenner's name became a household word. But he did not want all this fame. He wanted to be left in peace in his village, doing the work of an ordinary country doctor. To the last he

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remained a simple country gentleman. Jenner was not a laboratory scientist. Though he made a great practical discovery, he did not know why the inoculation of cowpox should prevent smallpox. He was interested in the results, not the reasons. The results of Jenner's discovery were both immediate and far-reaching. Smallpox outbreaks were controlled and finally they became a thing of the past.

1. Jenner started studying cowpox because :
(a) he wanted to know whether there was any connection between cowpox and smallpox
(b) he had great faith in the popular belief which connected cowpox and smallpox
(c) he had a lot of spare time
(d) he had a large number of patients suffering from cowpox

2. When Jenner gave smallpox vaccinations to people, he found that in some of them they produced no effect at all because :
(a) they were quite strong
(b) they, had earlier suffered from cowpox
(c) the inoculation was not properly done
(d) they were all milkmaids

3. When Jenner spoke to the London doctors about cowpox vaccination they did not believe him because :
(a) he was only a country doctor
(b) they were jealous of him
(c) they did not like new ideas
(d) he gave them no practical proof

4. The thing that most helped jenner to make his discovery was that :
(a) his duties as a country doctor did not take up much time
(b) there were plenty of cases of cowpox in his village Berkeley
(c) he had an open mind and did not dismiss as baseless a popular belief among country people
(d) he was a scientist

Passage–44 [May 2005]

Punctuality is a necessary habit in all public affairs of a civilised society. Without it nothing could ever be brought to a conclusion, everything would be in a stage of chaos. Only in a sparsely populated rural community is it possible to disregard it. In ordinary living there can be some tolerance of unpunctuality. The intellectual, who is working on some abstruse problem, has everything coordinated and organised for the matter in hand. He is therefore forgiven, if late for the dinner party. But people are often reproached for unpunctuality when their only fault is cutting things fine. It is hard for energetic, quick-minded people to waste time, so they are often tempted to finish a job before setting out to keep an appointment. If no accidents occur on the way, like punctured tyres, diversion of traffic, sudden descent of fog, they will be on time. They are often more industrious and more useful citizens than those whose are never late. The over-punctual can be as much a trial to others as the unpunctual. The guest who arrives half an hour too soon is the greatest nuisance. Some friends of my family had this irritating habit. The only thing to do was to ask them to come half an hour later than the other guests. Then they arrived just when we wanted them. If you are catching a train, it is always better to be comfortable early than even a fraction of a minute too late. Although being early may mean wasting a little time, this will be less than if you miss the train and have to wait an hour or so for the next one. And you avoid the frustration of arriving at the very moment when the train is drawing out of the station and being unable to get on it. And even a harder situation is to be on the platform in good time for a train and still to see it go off without you. Such an experience befell a certain young girl the first time she was travelling alone. She entered the station twenty minutes before the train was due, since her parents had impressed upon her that it would be unforgivable to miss it and cause the friends with whom she was going to stay to make two journeys to meet her. She gave her luggage to a porter and showed him her ticket. To her horror he said that she was two hours too soon. She felt in her handbag for the piece of paper on which her father had written down all the details of the journey and gave it to the porter. He agreed that a train did come in the station at the time on the paper and that it did stop, but only to take on water, not passengers. The girl asked to see a timetable, feeling sure that her father could not have made such a mistake. The porter went to fetch one and arrived back with the Station Master, who produced it with a flourish and pointed out a microscopic 'o' beside the time of the arrival of the train at his station. The girl, tears streaming down her face, begged to be allowed to slip into the guard's van. But the Station Master was adamant : rules will not be broken. And she had to watch that train disappear towards her destination while she was left behind.

1. The author feels it is necessary to be punctual in a civilised society, because :
(a) it makes people think that you are a good tempered person
(b) it elevates your social status
(c) it helps to conduct things without confusion
(d) it makes your friends trust you

2. The author's family asked some of their friends to come half an hour later than others because :
(a) they did not like their friends
(b) they did not want them to meet other guests
(c) these friends had to meet some other people on the way
(d) they were in the habit of arriving too early

3. The author implies that it is better to arrive early at the station so that :
(a) there is no chance of missing your train
(b) there is a chance of meeting the important people who travel by train
(c) you can get into the compartment of your choice
(d) you can find porters to help you and carry your luggage

4. The expression 'to her horror' used in the passage comes nearest in meaning to
(a) she was very scared to see
(b) she was disgusted to discover
(c) she was disappointed to find
(d) she was surprised to find

Passage–45 [Dec 2005]

Modern manpower planning, especially in developing countries focuses interest on formal schooling. Its terminology is that of teacher student ratios, absorption and enrollment ratios, dropouts, repeaters, general Vs. technical education among others. The manpower planner assumes a certain demand pattern, then valiantly plunges into the supply calculations,

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translating manpower requirements into an educational plan. A thousand clerks are wanted in 2010, he is told. This means several thousands must enter primary school now so that 12 years late we can get 1,000 secondary school graduates. he has already defined a clerk to be the human being with twelve years of general education. He has calculated dropout and other relevant ratios accurately. Thus, one thousand clerks will be delivered in 2010. Problem is solved. If the reader feels a touch of sarcasm in the preceding portrayal of modern manpower planning, he is to be assured that only scepticism is intended. For, in India as in Myanmar, Pakistan and Taiwan, all densely populated, basically agricultural countries a great upsurge in manpower development via schooling has taken place in the last 25 years. The impact of such development on economic growth leaves much to be desired. These countries are faced with severe problems in the other important areas of manpower planning namely manpower allocation schooling system, shortages persist in certain occupations and locations while redundant surpluses accumulate in others. The shortages are not explained by the need for more schooling but are due to the kind of training offered and the kind of employment desired by the graduates. In most cases one is faced with the necessity to induce the prospective graduates to accept less schooling instead of striving for more, where the ranks of the unemployed are full. The problem that cries for greater attention is that of motivation fo manpower. What induces people to join certain schools and to continue their schooling? What are the incentives necessary to divert graduates from certain occupations to others?

What motivates manpower to work in certain geographic locations and avoid others? what is the effect of schooling itself on attitudes and motivation, and finally what motivates workers to produce, innovate, cooperate, take risks and achieve higher productivity?

1. According to the passage, he manpower development in developing countries :
(a) has brought tremendous economic growth to these countries
(b) has increased manpower utilisation
(c) has been brought through formal schooling
(d) has increased the motivation and productivity of the work-force

2. To what does 'a touch of Sarcasm' refer?
(a) Developing countries emphasis on transforming themselves rapidly from agricultural to industrial contries
(b) Establishment of Management Information Systems cells for collection of data
(c) Proliferation of second-rate schools offering low quality of training
(d) A manpower planner's simplistic assumptions and straight forward computations

3. Which of the following is not a reason for the observed imbalance in the manpower requirements and the availability of the educated?
(a) Need for more schooling
(b) Kind of training offered
(c) Kind of employment desired by the graduates
(d) Being guided by a purely quantitative educational plan derived from various relevant rations.

Passage–46 **[Dec 2005]**

There is something people like about rappelling or abseilling. A form of controlled descent used in mountaineering. It follows the more gruelling task of climbing up. Of late, rappelling has found popularity as a staged activity. Participants walk up a cliff rock face, while securely anchored to at least one safety rope that is released in a controlled fashion from above. Some clubs keep a third line free for instructors to come down and assist should anyone get stuck mid-route. Most important, participants are allowed adequate pauses enroute for that photograph of manhood's dawning, , mama's precious boy looking great on vertical rock. As many adventure clubs would tell you, very few of these muscle toting, fatigues-clad youngsters return to climbing. The photograph endures; the mountain fades. Those who stick on do so because of a deeper fascination, fully acknowledging their fragility and hardly resembling the branded image of the adventurous. Further, as with the maturity curve in Indian sports, deep purses do not always mean great talent; it is the progressive tapping of the pyramid's bottom end that reveals a wider canvas of talent. The story is little different with automobiles, where self-image precedes utility in vehicle purchase. Utility vehicles (Uvs), sports utility vehicles (SUVs) and a few crossovers make up the 'adventure vehicles' on Indian roads. In 2004-05. total domestic UV sales had increased by 20.46 per cent to 176.339 units from 146.388 units. As at end August 2005, the trend for 2005-06 was a sales rise of 13.67 per cent to 72.686 units for the category.

Crossovers sell in very small volumes. So the country's adventure vehicle story is manly that of UVs. Of these, the obviously brute types, that is, the big, expensive SUVs- lord the relatively tame terrain of cities. Where else can the contrast be sharper? The key thing is to be seen seem adventureous and look capable of crushing all else on the rods. A well known fact is that beyond the odd automobile journalist who test-drives a 'brute' in testy terrain, most owners of off-road studs dare not stray from the tramac, as the vehicles are expensive. In a cost-conscious market like India with long periods of careful ownership, you could bunch a wide range of vehicles from the cheapest Scorpio, costing around Rs. 7.3 lakhs (in Mumbai), to the costliest Porsche Cayenne, selling at Rs. 92 lakhs, into this segment. Naturally therein, the base of ownership and the tendency to punish the vehicle tapers with higher price points. So if the brutes are largely doing tame duty or, worse, showing off, where are the real adventure vehicles? To pick out that segment, one needs to first outline the contours of Indian adventure. Like everything else, it tends to be and needs to be low cost. Indian civilan mountaineering expeditions, for example and there are several every year travel without radio contact, global positioning system of satellite phone, and cut down on porters and use borroed or hired equipment in short, rough it out wherever possible. The limited budget is entirely skewed towards the final goal with highest priority in expense for critical input segment equipment, clothing, shelter and food), all else enjoying lower priority it is a bottom of the pyramid consumer experience, one in which the final stages of transport are met by ruged, low end UVs. In the hill and moditains it is the Bolero, Sumo, Trax and their earlier brethren which remain trusted and are worked hare on rough tracks every day. Mahindra and Mahindra (M and M). Tata Motors and Force Motors (earlier Tata Tempo) make these vehicles. The companies are based in Maharashtra, which has the highest number of adventure clubs in the country and a strong presence of the autombile industry. While on a trek or rock climb in the sahyadris, it is common to run into somebody from Tata Motors of Tata Power, equally

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strong being the lekelihood of having a batch-mate from one of the Tata companies if you are training at a mountaineering institute in the Himalayas. Sadly, however, the economies of mass manufacturing shy away from responding to niche segments and in India, adventure is a niche activity. The marker's darling therefore, remains the great Indian family or that faceless bunch of stragers, jammed into a "people's carrier". No marks for guessing which is the adventures's longstanding favorite for personal transport. Although the price of petrol has risen, the one vehicle that consistency captured the fancy of adventure enthusiasts was the Maruti Gypsy, now reduced to largely institutional sales. It has the perfect size to manoeuvre on mountain roads, is the best off-road vehicle around, commands respect in remote areas, allows space for others on roads and, in the true spirit of the adventurer, has a light weight presence. No fanfare. It is the vehicle people will still give an arm and a leg to load up and head for the crags. Interestingly, this size of the UV has been left unattended by all domestic manufacturers, including Maruti, which has often described the Gypsy's small size and petrol engine as potential sales dampeners. M and M has an engaging product in the larger Invader while Tata Motors and Force Motors have kept out. But Maruti's own view was partly based on the Gypsy's limited ability as a people mover. But the typical adventurer, the sort hailing from the bottom of the pyramid, would have been happy with a manoeuvrable, off-road model that was backed by the country's largest vehicle support network. Neither Maruti nor other manufactures found it attractive. For the present, therefore, India's adventure vehicles are gas guzzlers, sold with little appreciation for the budget and requirement of Indian adventurers.

1. According to the author which type of items take priority due to the budget constraints for adventure trips?
(a) porters
(b) Global Positioning System
(c) Specialized Equipment
(d) Satellite Phone

2. "It is the vehicle people will still give an arm and a leg to load up and head for the crags." Which one of the following is not a feature of the vehicle referred to in the above sentence?
(a) This vehicle can be maneuvered smoothly on hilly roads
(b) The sales of this vehicle are mostly institutional
(c) It is well accepted in remote areas
(d) It is the best vehicle for all terrains

3. Which of the following statements is incorrect as per the passage?
(a) Abseilling has lately become popular as a staged activity
(b) India's adventure vehicles are manufactured and sold constricting requirement of Indian adventures
(c) Indian market is cost conscious with longer periods of careful ownership's
(d) Force Motors is the successor of Bajaj Tempo

Passage–47 **[Dec 2005]**

It is indisputable that in order to fulfil its many functions, water should be clean and biologically valuable. The costs connected with the provision of biologically valuable water for food production with the maintenance of sufficiently clean water are primarily production costs. Purely "environmental" costs seem to be in this respect only costs connected with the safeguarding of cultural, recreational and sports functions which the water courses and reservoirs fulfil both in nature and in human settlements. The population problems of the atmosphere resemble those of the water only partly. So far, the supply of air has not been deficient as was the case with water, and the dimensions of the air-shed are so vast that a number of people will hold the opinion that air need not be economized. However, scientific forecasts have shown that the time may be already approaching when clear and biologically valuable air will become problem No. I. Air being ubiquitous, people are particularly sensitive about any reduction in the quality of the atmosphere, the increased contents of dust and gaseous exhalations, and particularly about the presence of odours. The demand for purity of atmosphere, therefore, emanates much more from the population itself than from the specific sectors of the national economy a facted by a polluted or even biologically aggressive atmosphere.

The household's share in atmospheric pollution is far bigger than that of industry, which, in turn, further complicates the economic problems of atmospheric purity. Some countries have already collected positive experience with the reconstruction of whole urban sectors on the basis of new heating appliances based on the combustion of solid fossil fuels; estimates of the economic consequences of such measures have also been put forward. In contrast to water, where the maintenance of purity would seem primarily to be related to the costs of production and transport, a far higher proportion of the costs of maintaining the purity of the atmosphere derives from environmental considerations. Industrial sources of gaseous and dust emission are well known and classified; their location can be accurate identified, which makes them controllable. With the exception, perhaps, of the elimination of sulphur dioxide, technical means and technological processes exist which can be used for the elimination of all excessive impurities of the air from the various emissions. Atmospheric pollution caused by the private property of individuals (their dwellings, automobiles, etc.) is difficult of control. Some sources such as motor vehicles are very mobile, and they are thus capable of population vast territories. In this particular case, the cost of anti-pollution measures will have to be borne, to a considerable extent, by individuals, whether in the form of direct costs or indirectly in the form of taxes, dues, surcharges, etc. The problem of noise is a typical example of an environmental problem which cannot be solved only passively, *i.e.,* merely by protective measures, but will require the adoption of active measures, *i.e.,* direct direct interventions at the source. The costs of complete protection against noise are so prohibitive as to make it unthinkable even in the economically most developed centuries. At the same time it would not seem feasible, either economically or politically, to force the population to carry the costs of individual protection against noise, for example, by reinforcing the sound insulation of their homes. A solution of this problem probably cannot be found in the near future.

1. In this passage, the word ubiquitous means :
(a) Being unfair (b) Being everywhere
(c) Being iniquitous (c) Ready to quit

2. According to the passage, which one of the following contributes the most to atmospheric pollution?
(a) Production (b) Industry
(c) Households (d) Mining

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3. According to the passage, atmospheric pollution caused by private property is :
(a) impossible to control (b) easy to control
(c) difficult to control (d) decreasing

4. Complete protection against noise :
(a) is impossible to achieve
(b) may be forthcoming in the near future
(c) may have prohibitive costs
(d) is possible only in developed countries

Passage–48 [Dec 2005]

Unemployment is an important index of economic slack and lost output, but it is much more than that. For the unemployed person it is often a damaging affront to human dignity and sometimes a catastrophic blow to family life. Nor is this cost distributed in proportion to ability to bear it. It falls most heavily on the young, the semiskilled and unskilled, the black person, the older worker, and the underemployed person in a low-income rural area who is denied the option of securing more rewarding urban employment. The concentrated increase of unemployment among specific groups in the population means far greater costs to society than can be measured simply in hours of involuntary idleness or dollars of income lost. The extra costs include disruption of the careers of young people, increased juvenile delinquency, and perpetuation of conditions which breed racial discrimination in employment and otherwise deny equality of opportunity. There is another and more subtle cost. The social and economic strains of prolonged underutilization create strong pressures for cost increasing solutions. On the side of labour, prolonged high unemployment leads to "share-the-work" pressures for shorter hours, intensifies resistance to technological change and to rationalization of work rules, and in genera, increases incentives for restrictive and inefficient measures to protect existing jobs. On the side of business, the weakness of markets leads to attempts to raise prices to cover high average overhead costs and to pressure for protection against foreign and domestic competition. On the side of agriculture, higher prices are necessary to active income objectives, when urban and industrial demand for food and fibres is depressed and lack of opportunities for jobs and higher incomes in industry keep people on the farm. In all these cases, the problems are real and the claims understandable. But the solutions suggested raise costs and promote inefficiency. By no means the least of the advantages of full utilization will be a diminution of these pressures. They will be weaker, and they can be more firmly resisted in good conscience, when markets are generally strong and job opportunities are plentiful. The demand for labour is derived from the demand for the goods and services which labour participates in producing. Thus, unemployment will be reduced to 4 per cent of the labour is derived from the demand for the myriad of goods and services automobiles, clothing, food, electric generators, highways, and so on is sufficiently great in total to required the productive efforts of 96 per cent of the civilian labour force. Although many goods are initially produced as materials or components to meet demands related to the further production of other goods, all goods(and services) are ultimately destined to satisfy demands that can, for convenience, be classified into four categories: consumer demand, business demand for new plants and machinery and for additions to inventories, net export demand of foreign buyers, and demand of government units, federal, state, and local. Thus Gross National Product (GNP), our total output, is the sum of four major components of expenditure: personal consumption expenditure, gross private domestic investment, net exports, and government purchases of goods and services. The primary line of attack on the problem of unemployment must be through measures which will expand one or more of these components of demand. Once a satisfactory level of employment has been achieved in growing economy, economic stability requires the maintenance of continuing balance between growing productive capacity and growing demand. Action to expand demand is called for not only when demand actually, declines and recession appears but even when the rate of growth of demand falls short of the rate of growth of capacity.

1. In this passage, the word involuntary means :
(a) not free
(b) without exercise of the will
(c) done gratuitously
(d) not desirable

2. According to the passage, a typical business reaction to a recession is to press for :
(a) protection against imports
(b) higher unemployment insurance
(c) restrictive business practices
(d) restraint on union activity

3. Gross National Product (GNP) is a measure of
(a) our total output
(b) our personal consumption
(c) out net exports
(d) our domestic investment

4. According to the passage, a satisfactory level of unemployment is :
(a) 90 per cent of the civilian workforce
(b) 85 per cent of the civilian workforce
(c) 4 per cent unemployment
(d) 2 per cent unemployment

Passage–49 [Dec 2005]

Every profession or trade, every art, and every science has its technical vocabulary, the function of which is partly to designate things or processes which have no names in ordinary English, and partly to secure greater exactness in nomenclature. Such special dialects, or jargons, are necessary in technical discussions of any kind. Being universally understood by the devotees of the particular science or art, they have the percision of mathematical formula. Besides, they save time, for it is much more economical to name a process than to describe it. Thousands of these technical terms are very properly included in every large dictionary, yet, asia whole, they are rather on the outskirts of the English language than actually within its borders. Different occupations, however, differ widely in the character of their special vocabularies. In trades and handicrafts and other vocations, such as farming and fishing, that have occupied great numbers of men from remote times, the technical vocabulary is very old. It consists largely of native words, or of borrowed words that have worked themselves into the very fibre of our language. Hence, though highly technical in many particulars, these vocabularies are more familiar in sound, and more generally understood, than most other technicalities. The special dialects of law, medicine, divinity, and philosophy have also, in their older strata, become pretty familiar to cultivated persons, and have contributed much to the popular vocabulary.

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Yet, every vocation still possesses a large body of technical terms that remain essentially foreign, even to educated speech. And the proportion has been much increased in the last fifty years, particularly in the various departments of natural and political science and in the mechanic arts. Here new terms are coined with the greatest freedom, and abandoned with indifference when they have served their turn. Most of the new coinages are confined to special discussions and seldom get into general literature or conversation. Yet, no profession is now-a-days, as all professions once were, a closed guild. The lawyer, the physician, the man of science, and the cleric associated freely with his fellow creatures, and does not meet them in a merely professional way. Furthermore, what is called popular science makes everybody acquainted with modern views and recent discoveries. Any important experiment, though made in a remote or provincial laboratory, is at once reported in the newspapers, and everybody is soon talking about it as in the case of the Roentgen rays and wireless telegraphy. Thus, our common speech is always taking up new technical terms and making them commonplace.

1. By saying that professions are no longer 'closed guilds,' the author means that :
(a) it is easier to become a professional today
(b) there is more intercourse between professionals and others
(c) popular science has revealed its secrets to the world
(d) anything can be easily understood by anyone in a profession

2. The vocabulary of vocations like farming and fishing has got in the 'fibre' of English language, implies that :
(a) it consists of native words
(b) it consists of borrowed words
(c) it is used by large number of men
(d) it is very very old

Passage-50 [Feb 2006]

The National Institute of Oceanography (NIO) in Goa has developed a real-time reporting and Internet-accessible coastal sea-level monitoring system and it has been operational at Verem jetty in the Mandovi estuary in Goa since September 24, 2005. The gauge uses a cellular modem to put on the Internet real-time sea-level data, which can be accessed by authorized personnel. By using a cellular phone network, coastal sea-level changes are continuously updated on a web-server. The sea-level guage website can be made available to television channels to broadcast real-time visualization of the coastal sea level, particularly during oceanogenic hazards such as storm surges or a Tsunami. A network of such gauges along the coast and the islands that lie on either side of the mainland would provide data to disaster management agencies to disseminate warnings to coastal communities and beach tourism centres.

The gauge incorporates a bottom pressure transducer as the sensing element. The sea unit of the gauge, which houses the pressure transducer, is mounted within a cylindrical protective housing, which inturn is rigidly held within a mechanical structure. This structure is secured to a jetty. The gauge is powdered by a battery, which is charged by solar panels. Battery, electronics, solar panels, and cellular modems are mounted on the top portion of this structure. The pressure sensor and the logger are continuously powered on, and their electrical current consumption is 30 mA and 15 mA respectively. The cellular modem consumes 15 mA and 250 mA during standby and data transmission modes respectively. The pressure sensor located below the low-tide level measures the hydrostatic pressure of the overlying water layer. An indigenously designed and developed microprocessor based data logger interrogates the pressure transducer and acquires the pressure data at the rate of two samples a second. The acquired pressure data is averaged over an interval of five minutes to remove high-frequency wind-waves that are superimposed on the lower frequency tidal cycle. The averaged data is recorded in a multimedia card. The measured water pressure is converted to water level using sea water density and acceleration owing to the earth's gravity. The water level so estimated is then referenced to Chart Datum (CD), which is the internationally accepted reference level below which the sea level will not fall. The data received at the Internet server is presented in graphical format together with the predicted sea level and the residual. The residual sea level (that is, the measured minus the predicted sea level) provides a clear indication of sea-level oscillation and a quantitative estimate of the anomalous behaviour, the driving force for which could be atmospheric forcing (storm) or geophysical (Tsunami).

A network of sea-level gauges along the Indian coastline and islands would also provide useful information to mariners for safe navigation in shallow coastal waters and contribute to various engineering projects associated with coastal zone management, besides dredging operations, port operations and management of inland water resources (reservoirs, dams). The system can also be used effectively for sharing of water resources between States and neighbouring countries, and for monitoring and implementation of river water treaties with greater transparency. Among the various communication (technologies used for real-time transmission of sea-level data are the wired telephone connections, VHF/UHF transceivers, satellite transmite terminals and cellular connectivity. Wired telephone connections are severely susceptible to loss of connectivity during natural disasters such as storm surges, primarily because of telephone line breakage. Communication via VHF/UHF transceivers is limited by line-of-sight distance between transceivers and normally offer only point-to-point data transfer. Satellite communication via Platform Transmit Terminals (PTTs) has wide coverage and, therefore, allows data reception from offshore platforms. However, data transfer speeds are limited. Further, many satellite (for example, GOES, INSAT) permit data transfer only at predefined time-slots, thereby inhibiting continuous data access. Technologies of data reporting via satellite have undergone a sea change recently in terms of frequency of reportage, data size, recurring costs and so forth. Broadband technology has been identified as one that can be used optimally for real-time reporting of data because of its inherent advantages such as a continuous two-way connection that allows high-speed data transfer and near real-time data reporting. While satellite communication is expensive, wireless communication infrastructure and the ubiquity of cellular phones have made cellular communication affordable. Low initial and recurring costs are an important advantage of cellular communication. A simple and cost-effective methodology for real-time reporting of data is the cellular-based GPRS technology, which has been recently implemented at the NIO for real-time reporting of coastal sea level data.

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1. According to the passage which one of the following statements is *not* true?
   (a) Network of gauges along the coast and the islands would help disaster management agencies to disseminate warnings.
   (b) Cellular base GPRS technology is not a simple and cost effective method for real-time reporting of data.
   (c) Disadvantage of wired telephone connections is the loss of connectivity during disasters due to line breakages.
   (d) Data reporting via satellites has undergone changes in terms of frequency, data size, recurring cost etc.
2. What is the outermost part of the sea unit of the gauge?
   (a) Pressure transducer
   (b) Mechanical structure
   (c) Cylindrical protective housing
   (d) Sensing element
3. What is the limitation of satellite communication via platform transmit terminals?
   (a) Coverage (b) Off shore platforms
   (c) Data transfer speed (d) None of these
4. Which one of the following relationships is correct as per the passage?
   (a) Predicted sea level is a product of measured sea level and residual sea level.
   (b) Predicted sea level is the difference of measured sea level and residual sea level.
   (c) Residual sea level is the sum of predicted sea level and measured sea level.
   (d) Predicted sea level is obtained by dividing measured sea level and residual sea level.

Passage–51 [Feb 2006]

The World Trade Organisation (WTO) Ministerial Conference, which commenced in Hong Kong on December 13, 2005 adopted a declaration on December 18, 2005 after six days of acrimonious negotiations between developed and developing countries. Although initially there was a show of unity among developing countries especially on the issue of agriculture, which was reflected in the formation of the G–110, the final outcome of the Ministerial Declaration has been thoroughly anti-development. The Ministerial Declaration has not only failed to address substantially the concerns of developing countries but has actually paved the way for an eventual trade deal by the end of 2006, which is going to be severely detrimental to their interests. It is clear by now that the so-called 'Development Round' launched in Doha in 2001 has been manipulated by developed countries, especially the United States and the members of the European Union, to push for further trade liberalization in developing countries while they continue to protect their economies through high subsidies and non-tariff barriers. Far from redressing the asymmetries of the global trading system, the Doha round seems to be heading for another catastrophe for the developing world. The E.U. stuck to its intrasignent position on the deadline of 2013 for the elimination of export subsidies and developing countries gave up their demand for an earlier end date despite the initial collective efforts of the G-110. The gross inadequacy of this so called 'concession' can be understood from the fact that export subsidies comprise less than 2 per cent of the total farm subsidies in the developed world. There has been no concrete commitment on the reduction of domestic support other than export subsidies. The E.U. can continue to subsidize agriculture to the tune of 55 billion Euros a year. The E.U. budget adopted recently ensures that nothing can be touched in the agriculture budget till at least 2013. The U.S. budget reconciliation process and the final vote in the Congress are set to extend domestic support to agriculture and counter-cyclical support to commodities up to around 2011. Even in the case of cotton, the agreement to eliminate subsidies by 2006 is restricted to export subsidies only and does not include other forms of domestic support. The U.S. refused to give duty-free access to exports from Least Developed Countries (LDCs) for 99·9 per cent of product lines and the final agreement was on 97 per cent of them, which would enable the U.S. and Japan to deny market access to LDCs in product lines such as rice and textiles. Much of the Aid for Trade for LDCs, which is being showcased by developed countries as a 'development package', is disguised in conditional loan packages that are contingent upon further opening up of their markets.

India's prime interest in agriculture was to ensure the protection of its small and marginal farmers from the onslaught of artificially low-priced imports or threats thereof. The proposals for agricultural tariff cuts, which are already on the table, are quite ambitious and the G-20 has already committed itself to undertake cuts to the extent of two-thirds of the level applicable to developed countries. Moreover, India has 100 per cent tariff lines bound in agriculture with the difference in the applied level and the bound level not very marked in many lines. In this context, the systemic problem faced by India's small and marginal farmers practicing subsistence agriculture will only get aggravated as a result of the impending tariff cuts that have been agreed upon. The government claims that the right to designate a number of agricultural product lines as special products based upon the considerations of food and livelihood security and to establish a special safeguard mechanism based on import quantity and price triggers, which have been mentioned in the Ministerial Text, adequately addresses the concerns of Indian farmers. The claim is questionable since the nature as well as the extent of protection under the category of special products remains restricted and the special safeguard mechanism, admittedly, is a measure to deal with an emergency and is of 'a temporary nature'. Therefore, seen in the light of the insignificant reductions in domestic farm subsidies by developed countries, tariff reduction commitments by developing countries seem to be totally unjustificable. Developing countries have also agreed on the Swiss formula for tariff cuts under Non-Agricultural Market Access (NAMA). Although the coefficients will be negotiated later, it is unlikely that developed countries will agree upon sufficiently large coefficients for the formula that would ensure adequate policy space for developing countries in future to facilitate development of different sectors of their industries. The Ministerial Text's ritual references to 'less than full reciprocity' and 'special and differential treatment' fails to conceal the fact that the flexibilities provided by the July framework regarding the nature of the tariff reduction formula, product coverage, the extent of binding and the depth of cuts have been done away with. Moreover, no concrete commitment has been obtained in the Ministerial Text for the removal of the Non-Tariff barriers by developed countries, which is their principal mode of protection, despite developing countries making such major concessions on industrial tariff cuts. The fact of the matter is that developing countries have committed themselves to cuts in both agricultural and industrial tariffs,

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without getting anything substantial in return from developed countries. And India has facilitated the adoption of this bad deal in the backdrop of an acute crisis faced by Indian agriculture. Unfortunately, developing countries have lost the opportunity to rework fundamentally the iniquitous agreement on Agriculture and protect the domestic policy space vis-a-vis industrial protection by developing countries, which could have been achieved by galvanizing the unity of the G-110.

1. What was/were the flexibility/flexibilities envisaged by the July framework?
   (a) Depth of cuts (b) Product coverage
   (c) Tariff reduction formula (d) All of the above
2. Which one of the following statements is *not* correct as per the passage?
   (a) Aid which is given for the Least Developed Countries (LDCs) by the developed countries in the form of 'developed package' is conditioned upon further opening of their market.
   (b) Reduction in the domestic farm subsidies by the developed countries is insignificant and the commitment made by the developing countries for tariff reduction is unjustifiable.
   (c) India's main interest in agriculture is to protect its small and marginal farmers from the onslaught or artificially low priced imports or threats of such nature.
   (d) Developed countries have given commitment to the ministerial Text on the removal of Non-Tariff barriers.
3. Which claim of the Indian Government is questionable?
   (a) Right to designate agriculture product lines as special products considering food and livelihood security.
   (b) India has facilitated the adoption of a beneficial deal for agriculture at WTO.
   (c) Formation of G-110 proves unity among developing countries.
   (d) Developing countries can negotiate large coefficients on the Swiss formula for tariff cuts.
4. Why is it that the imbalances of the global trading system appear to be catastrophic?
   (a) EU has not moved away from its declared position
   (b) US refused to give duty free access to exports from LDCs
   (c) The collective efforts of G-110 failed.
   (d) All of the above

Passage–52 [Feb 2006]

It is easy to accept Freud as an applied scientist, and, indeed he is widely regarded as the twentieth century's master clinician. However, in viewing Marx as an applied social scientist the stance needed is that of a Machiavellian operationalism. The objective is neither to bury nor to praise him. The assumption is simply that he is better understood for being understood as an applied sociologist. This is in part the clear implication of Marx's Thesis on Feurbach, which culminate in the resounding 11th thesis: "The philosophers have only interpreted the world in different ways; the point, however, is to change it". This would seem to be the tacit creed of applied scientists everywhere. Marx was no Faustian, concerned solely with understanding society, but a Promethean who sought to understand it well enough to influence and to change it. He was centrally concerned with the social problems of a lay group, the proletariat, and there can be little doubt that his work is motivated by an effort to reduce their suffering, as he saw it. His diagnosis was that their increasing misery and alienation engendered endemic class struggle; his prognosis claimed that this would culminate in revolution; his therapeutic prescription was class consciousness and active struggle. Here, as in assessing Durkheim or Freud, the issue is not whether this analysis is empirically correct or scientifically adequate. Furthermore, whether or not this formulation seems to eviscerate Marx's revolutionary core, as critics on the left may charge, or whether the formulation provides Marx with a new veneer of academic respectability, as critics on the right may allege, is entirely irrelevant from the present standpoint. Insofar as Marx's or any other social scientist's work conforms to a generalized model of applied social science, insofar as it is professionally oriented to the values and social problems of laymen in his society, he may be treated as an applied social scientist. Despite Durkheim's intellectualistic proclivities and rationalistic pathos, he was too much the product of European turbulence to turn his back on the travail of his culture. "Why strive for knowledge of reality, if this knowledge cannot aid us in life," he asked. "Social science," he said, "can provide us with rules of action for the future." Durkheim, like Marx, conceived of science as an agency of social action, and like him was professionally oriented to the values and problems of laymen in his society. Unless one sees that Durkheim was in some part an applied social scientist, it is impossible to understand why he concludes his monumental study of suicide with a chapter on 'Practical Consequences,' and why, in the Division of Labour, he proposes a specific remedy for anomie. Durkheim is today widely regarded as a model of theoretic and methodologic sophistication, and is thus usually seen only in his capacity as a pure social scientist. Surely this is an incomplete view of the man who regarded the practical effectiveness of a science as its principal justification. To be more fully understood, Durkheim also needs to be seen as an applied sociologist. His interest in religious beliefs and organization, in crime and penology, in educational methods and organization, in suicide and anomie, are not casually chosen problem areas. Nor did he select them only because they provided occasions for the development of his theoretical orientation. These areas were in his time, as they are today, problems of indigenous interest to applied sociologists in Western society, precisely because of their practical significance.

1. Which of the following, best describes the author's conception of an applied social scientist?
   (a) A professional who listens to people's problems
   (b) A student of society
   (c) A professional who seeks social action and change
   (d) A proponent of class struggle
2. According to the author, which of the following did Marx and Durkheim have in common?
   (a) A belief in the importance of class struggle
   (b) An interest in penology
   (c) A desire to create a system of social organization
   (d) Regard for the practical applications of science
3. It may be inferred from the passage that the applied social scientist might be interested in all of the following subjects except :
   (a) the theory of mechanics
   (b) rehabilitation of juvenile delinquents
   (c) how to make workers more efficient
   (d) reduction of social tensions

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4. Which of the following best summarizes the author's main point?
   (a) Marx and Durkheim were similar in their ideas.
   (b) Philosophers, among others, who are regarded as theoreticians can also be regarded as empiricists.
   (c) Freud, Marx, and Durkheim were all social scientists.
   (d) Marx and Durkheim were applied social scientists because they were concerned with the solution of social problems.

Passage-53 [Feb 2006]

Unemployment is an important index of economic slack and lost output, but it is much more than that. For the unemployed person, it is often a damaging affront to human dignity and sometimes a catastrophic blow to family life. Nor is this cost distributed in proportion to ability to bear it. It falls most heavily on the young, the semiskilled and unskilled, the black person, the older worker, and the underemployed person in a low income rural area who is denied the option of securing more rewarding urban employment.

The concentrated incidence of unemployment among specific groups in the population means far greater costs to society than can be measured simply in hours of involuntary idleness or dollars of income lost. The extra costs include disruption of the careers of young people, increased juvenile delinquency, and perpetuation of conditions which breed racial discrimination in employment and otherwise deny equality of opportunity. There is another and more subtle cost. The social and economic strains of prolonged underutilization create strong pressures for cost increasing solutions. On the side of labour, prolonged high unemployment leads to 'share-the-work' pressures for shorter hours, intensifies resistance to technological change and to rationalization of work rules, and, in general, increases incentives for restrictive and inefficient measures to protect existing jobs. On the side of business, the weakness of markets leads to attempts to raise prices to cover high average overhead costs and to pressures for protection against foreign and domestic competition. On the side of agriculture, higher prices are necessary to achieve income objectives when urban and industrial demand for foods and fibers is depressed and lack of opportunities for jobs and higher incomes in industry keep people on the farm. In all these cases, the problems are real and the claims understandable. But the solutions suggested raise costs and promote inefficiency. By no means the least of the advantages of full utilization will be a diminution of these pressures. They will be weaker, and they can be more firmly resisted in good conscience, when markets are generally strong and job opportunities are plentiful. The demand for labour is derived from the demand for the goods and services which labour participates in producing. Thus, unemployment will be reduced to 4 per cent of the labour force only when the demand for the myriad of goods and services.... automobiles, clothing, food, haircuts, electric generators, highways, and so on ... is sufficiently great in total to require the productive efforts of 96 per cent of the civilian labour force. Although many goods are initially produced as materials or components to meet demands related to the further production of other goods, all goods (and services) are ultimately destined to satisfy demands that can, for convenience, be classified into four categories: consumer demand, business demand for new plants and machinery and for additions to inventories, net export demand of foreign buyers, and demand of government units, federal, state, and local. Thus Gross National Product (GNP), our total output, is the sum of four Major components of expenditure; personal consumption expenditures, gross private domestic investment, net exports, and government purchases of goods and services. The primary line of attack on the problem of unemployment must be through measures which will expand one or more of these components of demand. Once a satisfactory level of employment has been achieved in a growing economy, economic stability requires the maintenance of a continuing balance between growing productive capacity and growing demand. Action to expand demand is called for not only when demand actually declines and recession appears but even when the rate of growth of demand falls short of the rate of growth of capacity.

1. According to the passage, unemployment is an index of :
   (a) over-utilization of capacity
   (b) diminished resources
   (c) economic slack and lost output
   (d) the employment rate
2. Serious unemployment leads labour groups to demand :
   (a) more jobs by having everyone work shorter hours
   (b) 'no fire' policies
   (c) higher wages to those employed
   (d) cost-cutting solutions
3. According to the passage, a typical business reaction to a recession is to press for :
   (a) higher unemployment insurance
   (b) government action
   (c) protection against imports
   (d) restrictive business practices
4. The demand for labour is :
   (a) a derived demand
   (b) about 4 per cent of the total work force
   (c) declining
   (d) dependent upon technology

Passage-54 [Feb 2007]

After President George W. Bush signed the United States – India Nuclear Cooperation Bill, he called up Prime Minister Manmohan Singh to tell him how pleased he was at this development. While welcoming this event, the Prime Minister took the opportunity to tell the President that there remained areas of concern that needed to be addressed during the negotiation of the bilateral agreement (called the 123 agreement, after the relevant clause number in the US Atomic Energy Act, 1954) The US has entered into some twenty-five 123 agreements with various countries, including the one concerning Tarapur. The Tarapur agreement concluded in 1963 was unique in that it guaranteed supplies of enriched uranium fuel from the US for running the Tarapur reactors for their entire life. However, after 1987 the US did not supply fuel saying its domestic legislation under the Nuclear Non- Proliferation Act prevented it from doing so. India argued that Tarapur was an inter-governmental agreement and hence it had to be honoured by the US. Later, US allowed France to supply fuel to India. Subsequently, the USSR (now Russia) and even China supplied fuel for Tarapur. The lesson from the Tarapur episode is that US breached with impunity even a castiron guarantee it had furnished. Considerable bitterness grew between the US and

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India and extended to many other areas beyond the nuclear one. When India agreed, reluctantly, in March 2006 to put imported reactors under "safeguards in perpetuity", the US consented to the Indian insistence on assurances of fuel supply. This meant India could build up a stockpile of fuel to tide over disruption in supply and the US and Britain would arrange alternate supplies. The US would agree to work with other countries namely Russia, France, and Britain to arrange alternate supplies. The US legislation, based on the Hyde Bill, forbids India building up a stockpile of Nuclear fuel. It also obligates US administration to work with other Nuclear Supplier Group countries to get them to suspend supplies to India, if the US has done so under some provision of the Hyde Bill. It is not evident how the US can address the legitimate concerns of India on continued fuel supply, given the boundaries set by the Hyde Bill. With regard to future nuclear tests, the Prime Minister has said, India is only committed to a voluntary moratorium. A moratorium is only a temporary holding off of an activity, conditioned by specific circumstances obtained at the time when such a declaration was made. It cannot be construed as a permanent ban. The Hyde Bill has sought to make the moratorium into a permanent ban. However, there is no such restraint imposed on the US, China, Pakistan or any other country. In bringing up this issue, I do not wish to suggest resumption of tests by India. But India cannot prevent other countries from carrying out tests. It is, therefore, unacceptable that India forfeits its right to test for all time to come under the agreement with the US. Even if the 123 agreement is silent on the issue, Indian negotators must put this issue on the table. The Hyde Bill calls for suspension of all cooperation and fuel supplies and even calls for return of all equipment and materials supplies earlier in the event of test. It baffles one how India can return reactor installations that might have been operated a few years, were such a contingency to arise in future. The differences over the definition of "full civilian nuclear cooperation" have been discussed in the media. The Indian understanding was that reprocessing of spent fuel, enrichment of uranium, and production of heavy water also formed part of the term 'full civilian nuclear cooperation." In the congressional debate, it has been noted that these were construed by the US to be in the nature of military activites and not civilian. India's future plans for thorium utilisation for civil nuclear power depend crucially on reprocessing. Similarly, civil nuclear power units using natural uranium require heavy water as reactor coolant and moderator. Equally if India were to embark on a sizeable light water reactor programme, it may like to have control on supply of enriched uranium for economic and supply security reasons. India has technologies of its own in these areas and will develop them further in the years ahead. If the Indo-US agreement moves ahead in the manner its sponsors have speculated, in a few decades from now some 90 per cent of the nuclear installations in India would be open to International Atomic Energy Agency inspections. In that scenario, how can India reconcile to the embargo from nuclear advanced countries on the export of enrichment, reprocessing and heavy water technologies. Even if the issue were to be papered over now, it will then look from India's point of view to have been a very bad bargain.

1. What is the Indian understanding of the definition of "full civilian nuclear cooperation"?
(a) Enrichment of uranium
(b) Reprocessing of spent fuel
(c) Production of heavy water
(d) All of the above

2. With reference to the passage, select which of the following statement(s) is/are incorrect?
A. US did not supply fuel to India after 1987.
B. The Hyde bill calls for suspension of all cooperation and fuel supplies.
C. India can prevent other countries from carrying out the test.
(a) A and B (b) B only
(c) A and C (d) A, B and C

3. What was the uniqueness of the Tarapur agreement that was concluded in 1963?
(a) It guaranteed supplies of enriched uranium fuel from the US for running the Tarapur reactors for entire life
(b) It prevented other countries from carrying out nuclear tests
(c) It addresses the legitimate concerns of India on fuel supply
(d) All of the above

4. Which of the following countries supplied fuel for Tarapur?
(a) France
(b) USA
(c) USSR and France
(d) France, USSR and China.

Passage-55 [Feb 2007]

Not even a three-day brainstroming session among top psychologists at the Chinese University could unravel one of the world's greatest puzzles-how the Chinese mind ticks. Michael Bond had reason to pace the pavement of the Chinese University campus last week. The psychologist who co-ordinated and moderated a three day seminar in Chinese psychology and most of the participants came a long way to knock head. "If a bomb hits this building," muttered Bond, half-seriously, "it would wipe out the whole discipline." But the only thing that went off in the Cho Yiu Conference hall of Chinese University was the picking of brains, the pouring out of brains and a refrain from an on-going mantra : "More work needs to be done" or 'we don't know." Each of the 36 participants was allowed 30 minutes plus use of an over-head projector to condense years of research into data and theories. Their contents spilled over from 20 areas of Chinese behaviour, including reading, learning styles, psychopathology, social interaction personality and modernisation. An over-riding question for observers, however, was why, in this group of 21 Chinese and 15 non-Chinese, weren't there more professionals from mainland China presenting research on the indigenous people? Michael Philips, a psychiatrist who works in Hubei Province, explained : "The Cultural Revolution silenced and froze the research", said the Canadian born doctor who has lived and worked in China for more then 10 years. "And 12 years later, research is under way but it is too early to have anything yet. Besides, most of the models being used are from the West anything." In such a specialised field, how can non-Chinese academics do research without possessing fluency in Chinese? These who cannot read, write or speak the language usually team up with Chinese colleagues. "In 10 years, we won't be able to do this. It's a money thing," said William Gabrenya of Florida Institute of Technology, who described himself as an illiterate Gweilo who lacks fluency in Chinese. Dr. Gabrenya raised questions such as why is research dependent on university students, why is research done on Chinese people in coastal cities (Singapore, Taiwan, Shanghai and Hong Kong) but not in

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land? "Chinese psychology is too Confucian, too neat. He's been dead a long time. How about the guy on a motorcycle in Taipei?" Dr. Gabrenya said, urging that research have a more contemporary outlook.

The academics came from Israel, Sweden, Taiwan, Singapore, United States, British Columbia and, of course, Hong Kong. Many of the visual aids they used by way of illustriation contained eye-squinting type and cobweb-like graphs. One speaker, a sociologist from Illionios, even warned her colleagues that she would not give anyone enough time to digest the long, skinny collumns of numbers. Is Chinese intelligence different from Western? For half of the audience who are illiterate in Chinese, Professor Jimmy Chan of HKU examined each of the Chinese characters for "intelligence". Phrases such as "a mind as fast as an arrow" and connections between stokes for sun and the moon were made. After his 25-minute speech, Chan and the group lamented that using Western tests are the only measure available to psychologists, who are starving for indigenous studies of Chinese by Chinese. How do Chinese children learn? David Kember of Hong Kong Polytechnic University zeroed in on deep learing versus surface. Deep is when the student is sincerely interested for his own reasons. Surface is memorizing and spitting out facts. It doesn't nurture any deep understanding. If the language of instruction happens to be the children's second language, students in Hong Kong have all sorts of challenges with English-speaking teachers from Australia, Britain and America with accents and colloquialisms. Do Westerners have more self-esteem than Chinese? Dr. Leung Kwok, Chairman of the psychology department of Chinese University, points his finger at belief systems : The collectivist mind-set often stereotypes Chinese unfairly. The philosophy of "yuen" (a concept used to explain good and bad events which are pre-determined and out of the individual's control does not foster a positive self-concept. Neither do collectivist beliefs, such as sacrifice for the group, compromise and importance of using connections. "If a Chinese loses or fails, he has a stronger sense of responsibility. He tends to blame it on himself. A non-Chinese from the West may blame it on forces outside himself", Dr. Leung said. By the end of the three day session, there were as many questions raised as answered. It was agreed there was room for further research. To the layman, so much of the discussion was foreign and riddled with jargon and on-going references to studies and researchers. The work of the participants will resource in a forthcoming handbook of Chinese Psychology, which will be edited by Dr. Bond and published by Oxford University Press.

1. According to the passage the author suggests that
   (a) not many people study Chinese psychology
   (b) the building is in danger of attack
   (c) Chinese psychology is a difficult subject to organize
   (d) Chinese psychology isn't a difficult subject to organize
2. It can be inferred from the passage that
   (a) the Cultural Revolution was a productive period for Chinese psychology
   (b) the Cultural Revolution was a dangerous period for Chinese psychology
   (c) the Cultural Revolution was an unproductive period for Chinese psychology
   (d) the Cultural Revolution was a new beginning for Chinese psychology
3. According to the passage, William Gabrenya refers to himself as an 'illiterate gweilo'. This suggests that
   (a) he feels defensive about not speaking and reading Chinese
   (b) he feels secure in his illiteracy
   (c) he is representative of other Westerners active in this field
   (d) he can operate perfectly well without learning Chinese
4. According to the passage, all of the following are true *except*
   (a) the visual aids were not very easy to understand
   (b) the conference attracted a very professional standard of presentation
   (c) the visual aids were not very tidy
   (d) the presenters were under time pressure
5. According to the passage which of the following is *not* true?
   (a) Chinese characters are very difficult for Westerners to master
   (b) It is difficult to come to a conclusion about western and Chinese intelligence
   (c) It is difficult to measure Chinese intelligence with western tests
   (d) More tests are required that are conducted by the Chinese for the Chinese

Passage-56 [Feb 2007]

"Since wars begin in the minds of men," so runs the historic UNESCO Preamble, "It is in the minds of men that the defences of peace must be constructed." Wars erupt out when the minds of men are inflamed, when the human mind is blinded and wounded, succumbs to frustration and self-negation. War is the transference of this self-negation into the other-negation. The three Indo-Pak wars and the persisting will to terrorise have emanated from this sawage instinct of other-negation that is the legacy of the partition carnage and its still-bleeding and unhealed wound. Truncated from its eastern wing in 1971, Pakistan ever since has suffered from a sense of total existential self-negation. Plus the scars left by the two previously lost wars to India and Kargil fill the Army and the Pakistan pysche with a seething urge to revenge : that India has to be negated, destroyed — in a deep psychological sense, another Hiroshima in the subcontinent is imaginable and possible. Terrorism in Kashmir springs from such deep negating existential grounds. Like the former Soviet Union, Pakistan came into being as a result of a grand delusion and massive perversion of reality — the so called two-nation theory. Like the former Soviet Union, it stand in danger of crumbling unless it modifies its reality perception and comes to terms with its post-Bangladesh identity within the prevailing subcontinental equation. Failing this, Pakistan is bound to break up, nudging the region to a nuclear nightmare, including, possible South Asian Hiroshimas. With 'hot pursuits' and 'surgical operations' freely making rounds among the policy elite and the public at large, the national atmosphere looks ominously charged. "On the brink," headlines The Week adding, "As men and machines are quickly positioned by India and Pakistan, the threat of war looms real." To which Gen. Musharraf counters, "If any war is thrust on Pakistan, Pakistan's armed forces and the 140 million people of Pakistan are fully prepared to face all consequences with all their might." According to Indian Express, "Pakistan has deployed medium range ballistic missile batteries (MRBBs) along the Line of

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Control (LOC) near Jammu and Poonch sectors in a action that will further escalate the tension between the two countries." And India's Defence Minister ups the ante, "We could take a (nuclear) strike, survive and then hit back, Pakistan would be finished." (Hindustan Times, December 30, 2001). Mr. Fernandes's formulation is certainly a tactical super shot, even a strategical super hit in as much as this is the very logic of India's 'No-first-stike' doctrine. The Defence Minister obviously has no idea of the ethical, phenomenological implications of abandoning chunks of the Indian population to ransom for potential Hiroshimas and then 'finishing' the neighbouring country of 140 in what could be nothing short of an Armageddon. Forget these horrendous scenarios. But does this not repudiate the grain of truth for which India's civilisation stood for and vindicated across the untold millennia of its history? Yet, Mr. Fernandes, the pacifist and Gandhian, is no warmonger. As Defence Minister he had to react at a level with the Pakistanis, with their proclivity to drop the nuclear speak whenever that suited them, could have.

1. According to the passage, Pakistan is bound to disintegrate
I. and it will throw the subcontinent into a nuclear backlash.
II. if it refuses to accept its present identity.
III. if it does not stop fuelling terrorism in Kashmir.
(a) II and III are correct (b) I, II and III are correct
(c) I and II are correct (d) I and III are correct

2. It can be inferred from the passage that
(a) Soviet Union crumbled as a result of the grand delusion of the two nation theory
(b) Soviet Union also came into being as result of the two nation theory
(c) Soviet Union's disintegration was due to her failure to accept the reality
(d) The ideological basis of creation of Soviet Union and Pakistan was the same

3. According to the passage, the reason for terrorism in Kashmir is
(a) Pakistan's perception of two-nation theory
(b) Pakistan's blind faith in terrorism
(c) Pakistan's sense of self-negation
(d) Both (b) and (c)

4. According to the passage, all of the following about the defence minister are *not* true, *except*
(a) He is not a Gandhian (b) He is not logical
(c) He is a pacifist (d) He is not a warmonger

Passage–57 [Feb 2007]

Mobility of capital has given an unprecedented leverage to companies not only to seek low paid, informal wage employees across national boundaries, but the threat of capital flight can also serve to drive down wages and place large numbers of workers in insecure, irregular employment. Informalisation strategies enable employers to draw on the existing pool of labour as and when they require, without having to make a commitment to provide permanent employment or any of the employee-supporting benefits associated with permanent jobs. As far as the working class is concerned, informalisation is in fact, a double-edged sword. For not only is the employee denied the rights associated with permanent employment, but the nature of casual work essentially destroys the foundations of working class organisation. As workmen move from one employer to another, numbers are scattered, everyday interests become divergent, and individualized survival takes precedence over group or collective struggles.

Even workers who have been in sectors with a long tradition of unionization are difficult to organise once they are removed from the arena of permanent employment. About 50,000 textile mill workers in Ahmedabad city were laid off during the late 1980s and early 1990s. The move to obtain compensation and rehabilitation for these workers floundered on the weakness of the struggle, as numbers of workers who were available for pressing their claims and taking to some kind of activism dwindled, the motivation of leaders declined and the struggle slowly frittered away. If this is the situation with workers familiar with the concept of unionisation, the task of organising vast masses of casual workers who have never been organised, is obviously much more difficult. The problem, essentially, is not only that of organising workers for struggle, but given the transitory nature of casual employment, employers are not bound to provide insurance of any kind, and frequently, there is no fixed employer against whom workers' claims can be pressed. In this context, the formation of the National Centre for Labour (NCL) can be seen as a landmark in the history of the working class movement in India. The NCL is an apex body of independent trade unions working in the unorganised sector of labour, registered under the Indian Trade Union Act, 1926. Through its constituent members, the NCL represents the interests of workers in construction, agriculture, fisheries, forests, marble and granite manufacturing, self- employed workmen, contract workers, anganwadi and domestic workers, as also workers in the tiny and small-scale industries. The NCL, launched in 1995, has about 6,25,000 members spread over 10 states in India. The NCL reflects two tendencies. First, the formation of such a federation highlights that despite the problems in organising workers in the informal sector, there have in fact, been a rage of organisations which have sought to address these issues. On a collective plane, their activities represent a marked departure from the traditional way of conceptualising union activities exclusively around orgnised or formal sector workers. Thus, the unionisation of the hitherto unorganized sector has become inserted into the political universe as a possible and legitaimate activity. Second formation of the NCL, to an extent, overturns the pessimistic logic that the interests of the unorganised sector—given their divers and inchoate form — cannot be articulated from a single platform. For the NCL aims precisely, do not only provide an anchoring for these diverse organisations, but more importantly, to articulate the need for institutionalised norms of welfare which can apply to the unorganised sector as a whole. It is in the context of this generalised movement that one needs to view recent efforts to bring in legislative acts which seek to create a new framework of laws and institutions addressing the needs of the unorganised sector. One of the major problems that has dogged this sector has of course been that of implementation. Thus, for example, while there is a stimulated minimum wages for most industries, this is frequently flouted by employers, a central objective of the NCL has been to advocate legislation to create agencies, which would mediate between the employer and the employee, to institutionalise certain guarantees of welfare and security to the employee. Thus, for example, the State Assisted Scheme of Provident Fund for Unorganised Workers, 2000 proposed by the

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Labour Department of the Government of West Bengal, introduces the mechanism of a Fund which will contributed to by the worker (wage-earner or self-employed person), the employer, and the Government and to which the worker would be entitiled at the age of 55 or above. By registering a worker to this programme and issuing an identity card, the initial hurdle of identifying a large mass of scattered workers is overcome and a step is taken towards institutionalising their legistimate claims against the employers and from the state. The Karnataka Unorganised Workers (Regulation of employment and Conditions of Work) Bill, 2001, offers a more comprehensive framework for addressing the unorganised sector's needs. It envisages the formation of a fund and a Board, in each sector. The Board, consisting of members from the Government, employers and employees, would be responsible for administering the Fund. Employers must compulsorily pay towards the Fund, a certain fixed percentage of the wages or taxes payable by them, or a certain percentage of the cost of their project, (for example, in construction projects). The concept of the Fund is designed to create the financial viability of social security for workers, and to provide a structure for employers' contribution. Thus, workers would be insured for accident and illness, old age and to unemployment. The Board is designed to provide a mechanism to ensure the working of the Fund, and essentially, to institutionalise workers' claims against employers through an empowered agency. In the broader context of economic liberalization, recently proposed labour reforms seek to extend the scope of contract employment and to facilitate worker lay-off. As casualisation of labour now seems an irreversible trend, the Bills outlined above would appear to be the only way to ensure workers' interest. To this extent, organizations such as the NCL, which have systematically struggled to push for such legislation, are serving can invaluable historical purpose. As the Karnataka Unorganised Workers Bill awaits endorsement during the Assembly sessions being held currently for the protagonists of the movement, this would be a watershed, but, nevertheless only a moment on a struggle that needs to be waged at multiple points and to evolve to newer heights.

1. According to the passage, the proposed labour reforms
   (a) will provide a much needed thrust to liberalization
   (b) will encourage the practice of hiring laboures on a contract basis
   (c) have resulted in casulisation of labour
   (d) seek to extend the scope of employment and to facilitate worker retrenchment
2. According to the passage, textile mill workers could not obtain compensation because
   (a) the number of workers available for pressing their claims was not adequate
   (b) they were not united
   (c) of the weakness of the struggle
   (d) the motivation of the leaders was very low
3. According to the passage, the most important aspect of the NCL is that
   (a) it has given a voice to the interests of workers in the unorganized sector
   (b) it is an apex body of independent trade unions
   (c) it has 6,25,000 members spread over 10 states in India
   (d) it is the only baby of its kind in India

Answers with Explanations

Passage–1

1. (b) The passage talks mainly about curiosity as the most powerful driving force.
2. (b) The author talks about curiosity (= spirit of enquiry) "distinctive characteristics of human beings".
3. (d) Because anxiety and conscience are "blind forces".
4. (b) The author calls 'curiosity' a 'distinctive feature'. In option (d) there is "is" while in the passage it is "should be".
5. (a) According to the author "spiritual reality of the phenomena" equal to latent meaning of things should be the ultimate concern of curiosity.

Passage–2

1. (d) They have no "weapons like claws and jaws".
2. (c) Deterrent is fear-causing thus preventive mechanism.
3. (d) By informing the predator of its inedibility, the caterpillar actually defend itself.
4. (b)
5. (d) A martyr is one who dies while saving others.

Passage–3

1. (c) Refer "one mystery".
2. (d) Both are equal.
3. (c) Refer "decide to elevate ..... today".
4. (b) Refer "one of the greatest ..... lived".
5. (a) The cause is not mentioned in the passage.

Passage–4

1. (a) The entire passage talks about only two things–rationality and enlightened self-interest and rest other things have been described in the light of these two.
2. (d) Refer "science increases..... injuring".
3. (d) Refer first sentence of the second paragraph. The author does not talk about controlling our desires but to remember all of them and resist the strongest at the moment.
4. (a) Refer "To preach an altruistic ..... have altruistic desires" (second paragraph).
5. (b) The author by "king Demos" seems to refer the people who are in power.

Passage–5

1. (d) The phenomenon is the formation of a star.
2. (d) Refer "simple physical concept", "not new".
3. (d) Unvarying is not differing (= uniform)
4. (c) That small spherical region when becomes very dense and gravitationally strong forms a star.
5. (c) The reason why the gas is disturbed is not given in the passage.

Passage–6

1. (b) Improvisation means a change (= to tamper) in the original.

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2. (c) The intellectual (= egghead) and the common mass (= hoi polloi) cannot have the similar taste.
3. (c) "Daily bread" was the compulsion.
4. (a) Raucous means harsh sound (= shrill).
5. (a) Refer "far removed ..... human being ever has".

Passage–7

1. (a) The passage talks about the possibility of life on Mars and its corresponding life-breeding condition on the earth.
2. (b) The rocks work as protection of lichens not bacteria.
3. (b) Space photographs of Martian lake beds not craters.
4. (a)
5. (c) Photosynthesis has not been discussed as an action.

Passage–8

1. (c) The passage discusses the pervasive influence of colours.
2. (b)
3. (a) Coppertone as colour of refrigerators is now going out of fashion.
4. (a) Red is powerful.
5. (a) blond (hair colour), honeydew, aqua (drinks), coppertone (mineral).

Passage–9

1. (c) Lack of leadership in the present organisations and importance of leadership in the shifting condition is the undercurrent that runs the whole passage.
2. (c) In view of the "ever growing enterprises" we needed "hundreds of managers".
3. (b) These functions come under the purview of managers not leaders.
4. (d) Refer second last sentence of the second paragraph.
5. (b) The main agenda was to "manage change" and for this only managers were thought to be apt.
6. (b) Nurture is to look after to grow.
7. (a) Refer "leadership defines ....." in the first paragraph.
8. (c) Refer "successful transformation is ..... 10 to 30% management" (first paragraph).
9. (c) Focus of the management programmes was to create managers.
10. (b) Leadership is never on the main agenda.

Passage–10

1. (b) The author points the result to be 'infectious' *i.e.*, lack of enthusiasm somewhere else too–among buyers.
2. (c) Better image increases the saleability of the product.
3. (d) Refer first sentence of the fourth paragraph.
4. (b) It was not but looked 'complicated', 'difficult' and thus "forbidding".
5. (d)

Passage–11

1. (b) How could incomplete understanding of issues important in decision making give advantage to a manager ?
2. (b) Pay scales have no where been discussed in the passage.
3. (d) The passage talks about the various pros and cons of strategic review of a company.
4. (d) The author advocates also in favour of non-objective (= subjective) criteria (a); the author values fortification of long-term investment base more (b); refer second last line of the passage (c).
5. (c) Refer last sentence of the second paragraph.

Passage–12

1. (c) The passage discusses different definitions and loopholes in them on the basis of ground realities.
2. (b) Refer last sentence of the second paragraph.
3. (d)
4. (d) The author has quoted the definitions of others but has not given his.
5. (a) The author has only discussed the confusions and difference of opinion regarding whereabouts of red wolf. Nothing is final or conclusive.

Passage–13

1. (b) Refer first sentence of the second paragraph.
2. (c)
3. (c) Refer second last line of the passage.
4. (c) Manual is the set of instruction of the respective departments or organisations.

Passage–14

1. (d) Refer third last line of the third paragraph.
2. (d) Refer third line of the first paragraph.
3. (d) Refer second line of the second paragraph.
4. (b) Refer last sentence of the fourth paragraph.
5. (d) "Non-performers" exist both in public and private sectors.
6. (a) The author has discussed in the entire passage the pros and cons of disinvestment of the PSUs.

Passage–15

1. (d) Industry (= hard work) is necessary for the artist but its evidence or reflection in the work is not good.

Passage–16

1. (b) Fish is not comfortable out of water.

Passage–17

1. (c)

Passage–18

1. (a) "With time (and not worn often) this water will escape" *i.e.*, opal will lose its iridescence

Passage–19

1. (d)

Passage–20

1. (b) The author details the opinions of the supporters of two schools about education.
2. (d) Refer "too narrow in their outlook".
3. (d) First theory talks about a few subjects and specialised knowledge.
4. (b) School means a particular stream of thinking.
5. (a) Wide general education is needed to broaden the outlook.

Passage–21

1. (c) The passage mainly looks into the new, non-traditional (temporal and seasonal) factors of heart disease.
2. (b) Potential means possible yet not definitely proved.
3. (c) The cause is, infact, higher heart rate.
4. (c) A traditional heart disease causing factor.
5. (b)
6. (b) Refer last sentence of the passage. ('Why', 'How').

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Passage–22

1. (a) The author argues for value (human meaning) of the output which includes many important things not counted as "product".
2. (c)
3. (b)
4. (a) Refer "deterioration in the environment" (chemicals in the rivers), "done by a homemaker" (household management), "productive but unpaid work" (time spent on research).

Passage–23

1. (c) The passage talks about consumers primarily concerned with health and food.

Passage–24

1. (d) The passage does not talk about giving economic benefits to the family.

Passage–25

1. (d) The ozone gases absorb the ultraviolet rays which would otherwise have destroyed us.
2. (a) Ionosphere's effect on weather is unknown (last sentence of the paragraph) and the passage does not cover the satellites' function.
3. (c) Refer "It is the warmest ..... surrounding it." (third paragraph)

Passage–26

1. (d) The passage talks about the need of peace for global development not just 'our country's' (Refer last sentence of the paragraph).
2. (b) Foster means to encourage or develop.
3. (c) The other three options are not applicable (refer last paragraph).

Passage–27

1. (a) Refer "prejudice is slight or absent among children in the first or second grades".
2. (c) Options containing 'only' etc. are generally invalid.
3. (d) Refer first sentence of the last paragraph.

Passage–28

1. (d) Refer third last line of the last paragraph.
2. (c) Refer "The reserves ..... liberalisation agend" (second paragraph).
3. (b) Refer second and third line of the first paragraph.

Passage–29

1. (d) The passage discusses the time, process, possible causes and effects of magnetic reversal.
2. (c) The other three options are either indications or causes or effects of reversal.
3. (c) The atoms trapped in the solidified rocks pointed to the magnetic north pole.
4. (b) Refer last line of the passage.

Passage–30

1. (b) He believes himself and his generation failure being responsible for the present degradation.
2. (d) Refer "believed the best ..... good education" (third paragraph).
3. (c) Refer "we wanted to create ..... to a new high", "abrogated civic responsibility" (third paragraph).
4. (b) Refer "merit has ..... that work." Option 'd' is inapplicable because of "causing denudation".
5. (b) Refer "Parents are so involved ..... guilt-money" (fifth paragraph).

Passage–31

1. (d) Refer last sentence of the first paragraph.
2. (d) Refer second paragraph.
3. (b) Refer second last line of the second paragraph.
4. (b) 19·1 million out of 27·8 million; Refer first sentence of the fifth paragraph.

Passage–32

1. (a) The passage only defends nuclear tests by different logics.
2. (b) Five explosions counting both May 11 and May 13.
3. (c) Refer "It is a pity ..... weakness" (third paragraph).
4. (c) To "defend its freedom, sovereignty and ancient heritage".
5. (a) Refer "more than any.....defence" (third paragraph).

Passage–33

1. (c) Refer "Service is the goal and the measure of development in infrastructure" (second sentence of the passage).
2. (c) Refer "The causes of ..... facing providers" (fifth sentence).
3. (d) Refer "Poor performers ..... consumer satisfaction".
4. (b) Refer "users and other stakeholders ..... infrastructure service".
5. (b) The author advocates linking government guarantees to project performance.

Passage–34

1. (a) Since the research finding has a wider and novel implication in treating heart ailments.
2. (c) The research was conducted on a private funding and now there is discussion (not finalisation) on federal funding.
3. (a) Endothelial cells only line veins, arteries and tissues.
4. (b) Because by the technique blood vessels could be made in the clinics and laboratories.
5. (d) This is the root cause of controversy.

Passage–35

1. (d)
2. (c) Refer "opening up of ..... bonanza" (first paragraph).
3. (b) Refer second last line of the passage.

Passage–36

1. (d) Refer second paragraph.
2. (b) Abstract pieces are too subtle to be understood easily.
3. (c) Refer "If he had used ..... that it did" (third paragraph).
4. (a) Refer "through his work Mondrian ..... scrabble board" (third paragraph).
5. (b) Refer third last line of the third paragraph.

Passage–37

1. (c) Refer "washing dishes for a while, then washing silverware".
2. (d) This is what job enrichment is all about.
3. (d) Green light is the period where job changes could be affected.
4. (d) Negative comments.

Passage–38

1. (d) The author criticises the concept that "genes act in isolation from the environment".
2. (b) Refer "Dr. Nader and his colleagues ..... protein called D2" (third paragraph).

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3. (d) "Dominant animals had more D2 activity than subordinates" and the latter in order to keep level high became addict.
4. (b) The author not only gives facts but through examples of experiments analyses them as well.

Passage–39

1. (c) They felt this earlier. Now they are thinking of joining TWS.
2. (d) Refer "Pacific Ocean nations that face the fury frequently", "seismically active North-East India, and the latest tsunami waves hit Indian Ocean nations.
3. (a) Indian establishment has made an announcement of this intent.

Passage–40

1. (a) Refer "there are fears that VAT's proponents grossly exaggerate the advantages ...."
2. (c)
3. (d) Rather big industries are supporting the system.

Passage–41

1. (b) Refer "researchers tend to gravitate towards research dollars".
2. (b)
3. (b) Refer "Earlier theories had it that anxiety usually emanates from neurosis".

Passage–42

1. (d) Refer "the first sentence of the passage.
2. (a) Refer "the mere mention ..... anathema to them".
3. (a) Refer "realised the futility of war, bombs, destruction and killings".
4. (a)
5. (b) Refer second last line of the passage.

Passage–43

1. (a) He was compelled to think and was interested to investigate the reality of the popular belief.
2. (b)
3. (d) Refer "where is the practical proof" ?
4. (c)

Passage–44

1. (c) Refer "without it ..... stage of chaos" (second sentence of the passage)
2. (d)
3. (a)
4. (d)

Passage–45

1. (c) Modern manpower planning, especially in dveloping countries focuses interest on formal schooling.
2. (d)
3. (a)

Passege–46

1. (c) The limited budget is entirely skewed towards the final goal with the highest priority in expense for critical inputs (specialized equipment, clothing, shelter and food.)
2. (d)
3. (b)

Passage–47

1. (b)
2. (c) The household's share in atmospheric pollution is far bigger than that of industry.
3. (c) Atmospheric pollution caused by the private property of individuals is difficult to control.
4. (c) The costs of of complete protection against noise are so prohibitive as to make it unthinkable even in the economically most developed countries.

Passage–48

1. (b)
2. (c)
3. (a)
4. (c) Thus, unemployment will be reduced to 4 per cent of the labour force.

Passage–49

1. (b)
2. (a)

Passage–50

1. (b)
2. (b) Refer "The guage incorporates.....mechanical structure" (Para 2)
3. (c) Refer "Satellite communication.....are limited" (Para 3)
4. (b) Refer last sentence of (Para 2)

Passage–51

1. (d) Refer "The ministerial text's".....done away with." (Para 2)
2. (d)
3. (a) Refer "The government claims.....temporary nature." (Para 2)
4. (d)

Passage–52

1. (c)
2. (d) Refer "Durkhiem, like Marx.....social action."
3. (c)
4. (d)

Passage–53

1. (c) Refer I sentence of the passage
2. (a) Refer "on the side of.....protect existing jobs." (Para 2)
3. (c) Refer "on the side of business.....demostic competition." (Para 2)
4. (a)

Passage–54

1. (d)
2. (d)
3. (a) Refer "The Tarapore agreement.....entire life." (third sentence)
4. (d) Refer "Later, US allowed.....fuel for Tarapore."

Passage–55

1. (c)
2. (c) Refer "Michael Philips.....froze the research." (Para 1)
3. (a) Refer "These who canno.....fluency in Chinese " (Para 1)
4. (b)
5. (a)

Passage–56

1. (c)
2. (c) Refer "Like the former Soviet.....two nation theory."
3. (c) Refer "Terrorism in Kashmir.....existential grounds."
4. (c)

Passage–57

1. (c)
2. (c) Refer "The more to obtain.....frittered away." (Para 2)
3. (a) Refer "The NCL represents.....small scale industries." (Para 2)

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1

Seating Arrangement

The process of making a group of people to sit as per a prefixed manner is called ***Seating Arrangement****. In these questions, some conditions are given, on the basis of which students are required to arrange objects, either in a row or in a circular order. While making arrangements, it should be noted that all the conditions given are compiled with.*

These type of the questions are most common that are asked in various examinations like CAT, XAT, IIFT, FMS and Bank PO. These type of questions generally involve five to eight individuals arranged in a certain fashion. They may have to be arranged in a row or in a circle.

Sometimes these questions are made more difficult by allowing an individual to a particular position with some conditions.

General Guide Lines to Solve 'Seating Arrangement' Questions

Guide Line 1 First of all take a quick glance on the given information. After performing this step, you would get an idea of the situation of people or objects.

Guide Line 2 Next, determine the usefullness of each informations and classify them accordingly into 'definite information', 'comparative informaton' and 'negative information'.

Guide Line 3 When the place of any person or object is definitely mentioned then we say that it is a **definite information**. *e.g.*, A is sitting on the right end of the bench.

Guide Line 4 When the place of any person or object is not mentioned definitely but mentioned only in the comparison of another person or object, then we say that it is a **comparative information**.

e.g., A is sitting second to the right of E. This type of information can be helpful when we can get the definite information about E.

Guide Line 5 A part of definite information may consist of **negative information**. A negative information does not tell us anything definitely but it gives an idea to eliminate a possibility.
e.g., C is not sitting on the immediate left of A.

Types of Questions Asked in Different Examinations

There are multiple types of questions which are asked from the chapter 'Seating Arrangement', so it is quite difficult to predict exact type of questions that are asked, but on the basis of **Observation, Analysis** and **Experience,** here we are giving different types of questions that are usually asked in the examination. Almost all the questions at this chapter can be categorized into these types. Also, this description of type will make your study easy and streamline.

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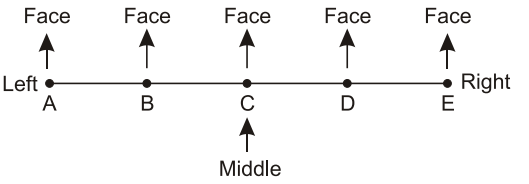
Type I Linear Arrangement

In this type of arrangement, we arrange people or objects in a line or row. The arrangement is done only on one 'axis' and hence, the position of people or objects assumes importance in terms of order like first position, second position… last position. In this type of arrangement, we take directions according to our left and right.

There are few words which must be paid adequate attention, i.e., 'between' means sandwiched, 'immediate left' is different from 'to the left'. To understand it let us see some pictorial representation.

One Row Sequence

(A) When direction of face is not clear, then we take ourself as base and then the diagram will be as follows



From the above diagram, it is clear that

(i) B, C, D, E are **right** of A but **only** B is the **immediate right** of A.

(ii) D, C, B, A are **left** of E but **only** D is the **immediate left** of E.

(iii) C, D, E are **right** of B **only** C is the **immediate right** of B.

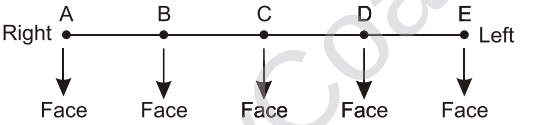
(iv) C, B, A are **left** of D but **only** C is the **immediate left** of D.

(v) D and E are **right** of C but **only** D is the **immediate right** of C.

(vi) B and A are **left** of C but **only** B is the **immediate left** of C.

(vii) A is the **immediate left** of B **while** E is the **immediate right** of D.

(B) When direction of face is towards you, then the diagram will be as follows



From the above diagram, it is clear that

(i) **Left** of A = B, C, D and E

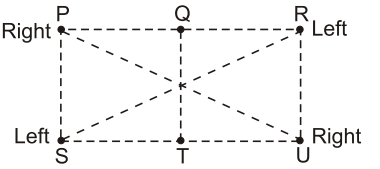
(ii) **Right** of E = D, C, B and A

(iii) B is **immediate left** of A; C is **immediate left** of B; D is **immediate left** of C and E is **immediate left** of D.

(iv) D is **immediate right** of E; C is **immediate right** of D; B is **immediate right** of C; and A is **immediate right** of B.

Two Rows Sequence

Let us see 6 persons seating in two rows



From the above diagram, it is clear that

(i) P is sitting **opposite** S

(ii) Q is sitting **opposite** T

(iii) R is sitting **opposite** U

(iv) P and U are sitting at **diagonally opposite** positions.

(v) S and R are sitting at **diagonally opposite** positions.

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Solved Examples

(Based on Type I)

Example 1. A, B, C, D, E, F, G and H are sitting in a row facing North.

(i) A is fourth to the right of E

(ii) H is fourth to the left of D

(iii) C and F, which are not at the ends, are neighbours of B and E respectively.

(iv) H is next to the left of A and A is the neighbour of B,

Who are sitting at the extreme ends?

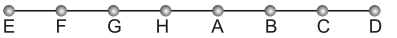
Solution From information (i), we get that there are three persons between A and E.

E X X X A

In the information (iv), it is given that H is next to the left of A and B is the neighbour of A. Using the information with (i), we get E X X H A B

By the information (ii), E X X H A B X D

By the information (iii),



So, E and D are sitting at the extreme ends.

Directions (Example Nos. 2 to 6) *Read the following information carefully and answers the questions given below.*

Six people : C, D, E, F, G and H are standing in a straight line facing North not necessarily in the same order. D is standing second to the right of F. C is standing fourth to the left of H and H is not standing on the extreme end of the line. E is standing second to the right of D. **[Union Bank of India PO 2011]**

2. What is the position of G with respect to E?

(a) Immediate left (b) Second to the left

(c) Third to the left (d) Third to the right

(e) None of these

3. Which of the following pairs represents the people standing at the extreme ends of the line?

(a) FH (b) CE (c) DE (d) CH

(e) None of these

4. Who is standing second to the right of C?

(a) F (b) D (c) G (d) E

(e) None of these

5. Four of the following five are alike in a certain way based on their positions in the above arrangement and so form a group. Which of the following does not belong to the group?

(a) CG (b) GE (c) GH (d) DE

(e) FD

6. If all the people are asked to stand in an alphabetical order from left to right, the positions of how many will remain unchanged?

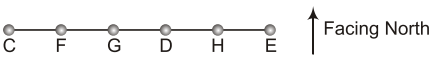
(a) One (b) Two (c) Three (d) Four

(e) None of these

Solutions (2 to 6) D is standing second to the right of F. *i.e.*, F * D. E is standing second to the right of D *i.e.*, F * D * E. H is not standing on the extreme end of line and C is standing fourth to the left of H.

So, H must be standing between D and E.

Final position will be as following



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2. G is standing third to the left of E. Hence, correct answer is (c).

3. C and E are standing on the extreme ends of the line. Hence, correct answer is (b).

4. G is standing second to the right of C. Hence, correct answer is (c).

5. GE does not belong to that group because there are two people between G and E while in others, there is only one person. Hence, correct answer is (b).

6.

Present order	C	F	G	D	H	E
Alphabetical order	C	D	E	F	G	H

So, position of C will remain unchanged. Hence, correct answer is (a).

Intro Exercise 1 (*Based on Type* 1)

Directions (Q. Nos. 1 to 3) *Read the following information carefully and answer the questions given below.*

(i) A, B, C,D, E, F, G and H are standing in a row facing North.
(ii) B is not neighbour of G.
(iii) F is to the immediate right of G and neighbour of E.
(iv) G is not at the extreme end.
(v) A is sixth to the left of E.
(vi) H is sixth to the right of C.

1. Who among the following are neighbours?
(a) AB (b) CG (c) FH (d) CA
(e) None of these

2. Which one among the following defines the position of D?
(a) Fourth to the right of H (b) Third to the right of A
(c) Neighbour of B and F (d) To the immediate left of B
(e) None of these

3. Which of the following is true?
(a) C is to the immediate left of A
(b) D is neighbour of B and F
(c) G is to the immediate right of D
(d) A and E are at the extreme ends
(e) None of the above

Directions (Q. Nos. 4 to 8) *Study the following information to answer the given questions.*

A, B, C, X, Y and Z are seated in a straight line facing North. C is third to the right of Z and B sits second to the right of C. X sits to the immediate right of A. **[Indian Bank PO 2011]**

4. Which of the following represents the pair of persons sitting exactly in the middle of the line?
(a) XB (b) ZB (c) BX (d) XC
(e) XY

5. What is X's position with respect to Z?
(a) Immediate right of Z (b) Second to the left
(c) Third to the right (d) Second to the right
(e) None of these

6. Four of the following five are alike in a certain way based on their sitting positions in the above arrangement and so form a group. Which is the one that does not belong to the group?
(a) ZA (b) XC (c) CY (d) YB
(e) XA

7. How many persons are seated between A and C?
(a) One (b) Two (c) Three (d) Four
(e) None of these

8. If A : X and Z : A, then Y: ?
(a) Y (b) B (c) A (d) X
(e) None of these

Directions (Q. Nos. 9 to 13) *Study the following information carefully and answer the given questions following it.*

(i) Eleven students A, B, C, D, E, F, G, H, I, J and K are sitting in the first row of a class facing the teacher.
(ii) D, who is on the immediate left of F, is second to the right of C.
(iii) A is second to the right of E, who is at one of the ends.
(iv) J is the immediate neighbour of A and B and third to the left of G.
(v) H is on the immediate left of D and third to the right of I.

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9. Who is sitting midway between E and H ?
(a) J (b) B
(c) I (d) G
(e) None of these

10. Which of the following statements is not true in the context of the above sitting arrangements?
(a) There are seven students sitting between K and D
(b) G is the immediate neighbour of I and C
(c) H is the immediate neigbbour of D and F
(d) K is between E and A
(e) F is third to the right of C

11. To obtain the respective seats of all the persons which statement given above is not required?
(a) I (b) II (c) III (d) IV
(e) None of these

12. Besides 'E', who among the following is at the extreme end?
(a) K (b) F (c) B (d) Can't say
(e) None of these

13. Which of the following groups is at the left of I?
(a) AJB (b) GCH
(c) HDF (d) GCH
(e) None of these

Directions (Q. Nos. 14 to 16) *Read the following information carefully and answer the questions given below.*

(i) There are five friends.
(ii) They are standing in a row facing South.
(iii) Jayesh is to the immediate right of Alok.
(iv) Pramod is between Bhagat and Subodh.
(v) Subodh is between Jayesh and Pramod.

14. Who is at the extreme left end?
(a) Alok (b) Bhagat
(c) Subodh (d) Data inadequate

15. Who is in the middle?
(a) Bhagat (b) Jayesh
(c) Pramod (d) Subodh

16. To find answers of the above two questions, which of the given statements can be dispensed with?
(a) Only (i) (b) Only (v)
(c) Only (iii) (d) Only (ii)

17. Six students are sitting in a row in an examination hall. K is sitting between V and R. V is sitting next to M. M is sitting next to B. B is sitting on the extreme left and Q is sitting next to R. Who are sitting adjacent to V?
[FMS 2010]
(a) M and R (b) M and K (c) K and R (d) M and Q

Directions (Q. Nos. 18 to 22) *Study the following information to answer the given questions.*

P, Q, R, S, T, V, X and Y are seated in a straight line facing North. P sits fourth to the left of V. V sits either sixth from the left end of the line or fourth from the right end of the line. S sits second to right of R. R is not an immediate neighbour of V. T and Q are immediate neighbours of each other but neither T nor Q sits at extreme ends of the line. Only one person sits between T and X. X does not sit at the extreme end of the line.

18. What is the position of Q with respect to P?
(a) Fifth to the right (b) Immediate neighbour
(c) Second to right (d) Third to left
(e) None of these

19. Which of the following represents persons seated at the two extreme ends of the line?
(a) P, V (b) Y, S (c) R, V (d) Y, P
(e) R, Y

20. How many persons are seated between R and T?
(a) One (b) Two (c) Three (d) Four
(e) None of these

21. If P is related to Q and S is related to T in a certain way, to which of the following would V be related to following the same pattern?
(a) Y (b) P (c) R (d) S
(e) X

22. Who amongst the following sits exactly in the middle of the persons who sit second from the left and the person who sits fifth from the right?
(a) V (b) Q
(c) T (d) S
(e) P

Directions (Q. Nos. 23 to 25) *Read the following information casefully and answer the questions given below.*

Six girls A, B, K, D, E and P are standing in a row. B is between D and P. A does not stand next to either P or D. K does not stand next to D. E stands between A and K.

23. P stands between
(a) B and K (b) E and A (c) D and B (d) A and K
(e) Can't be determined

24. Who occupy the extreme ends of the row?
(a) D and E (b) D and A (c) A and P (d) B and E
(e) None of these

25. K stands between
(a) P and B (b) P and D
(c) P and E (d) E and A
(e) None of these

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Directions (Q. Nos. 26 to 30) *Study the following information carefully to answer these questions.*

Eight members P, Q, R, S, T, V, H and L are si ting in two rows with equal number of members in each row. Members of one row are facing North and those in the other row are facing South. Each member in one row is sitting exactly opposite a member in the other row.

P sits in the row facing North, to the immediate right of H who is exactly opposite of R. L is to the immediate right of R and S is exactly opposite of T who is to the immediate right of P. V does not sit at any of the ends of any row.

26. Which of the following members sit at the ends of the same row?
(a) TH (b) SR
(c) LQ (d) LT
(e) None of these

27. Who sits opposite of P?
(a) L
(b) Q
(c) V
(d) Cannot be determined
(e) None of the above

28. Which of the following members sit exactly opposite each other?
(a) VQ (b) LV
(c) VH (d) VP
(e) None of these

29. Who is to the left of V?
(a) T (b) S (c) R (d) L
(e) None of these

30. Who sits to the right of Q?
(a) H (b) L (c) V (d) R
(e) None of these

Directions (Q. Nos. 31 to 35) *Study the following information to answer the given questions.*

Seven friends T, U, V, W, X, Y and Z are sitting in a straight line facing North. W sits fifth to the right of T. W does not sit at any of extreme ends. Two people sit between Z and X. Y sits third to the left of U. Y sits exactly in the middle. Z is not an immediate neighbour of Y. **[PNB PO 2010]**

31. What is Z's position with respect to W?
(a) Second to the left (b) Third to the right
(c) Fourth to the left (d) Third to the left
(e) Fourth to the right

32. Who is second to the right of T?
(a) Y (b) X (c) U (d) V
(e) None of these

33. Four of the following five are alike in a certain way based on their sitting positions in the above line and so form a group. Which is the one that does not belong to the group?
(a) UW (b) XV (c) ZT (d) YV
(e) WX

34. If all the seven friends are made to sit alphabetically from right to left, positions of how many will remain unchanged?
(a) None (b) One (c) Two (d) Three
(e) Four

35. Who sit at the extreme ends of the line?
(a) XZ (b) VX
(c) YZ (d) XT
(e) TU

Directions (Q. Nos. 36 to 40) *Study the following information carefully and answer the questions that follow.*

(i) Seven members of a family J, K, L, M, N, O and P are to be seated in a row from left to right. (The one standing at the left end will be called the 1st; the one standing at the right end, the 7th.)
(ii) Their professions are lawyer, accountant, social worker, lAS, housewife, commissioner and student, though not necessarily in that order.
(iii) The third person is the housewife.
(iv) M, who is not the commissioner, will stand after the person who immediately follows N.
(v) J is the social worker.
(vi) The lawyer stands sixth.
(vii) The accountant stands to the immediate left of the commissioner.
(viii) P stands to the immediate right of O and to the immediate left of K.
(ix) N, the student, stands fifth.

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36. The person standing first from left is
(a) O (b) the social worker
(c) P (d) the commissioner
(e) L

37. The person standing to the immediate left of M is
(a) the housewife (b) J
(c) the lawyer (d) K
(e) the commissioner

38. Which of the following correctly matches a person with his/her profession?
(a) O-IAS (b) K-housewife
(c) L-commissioner (d) P-lawyer
(e) M-accountant

39. Suppose, P has to go on account of an emergency and the family brings in the family servant Q, who stands to the immediate right of L. The sixth person from the left is now
(a) K (b) J (c) N (d) Q
(e) M

40. If in addition to the changes described in Q. 39 the housewife and her husband, the IAS, agree to interchange places, which of the following will be true?
(a) M will stand after O but before J
(b) K wil be the only person to the right of L
(c) There will be an equal number of persons to the left and to the right of J
(d) There will be only one person to the right of N and to the left of K
(e) The first and last person will be the same as before

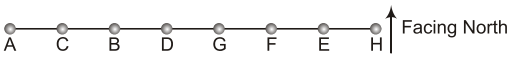
41. In a college party, 5 girls are sitting in a row. P is sitting to the left of M and to the right of O. R is sitting to the right of N but to the left of O. Who is sitting in the Middle? **[SSC 2010]**
(a) O (b) R
(c) P (d) M

42. Six persons M, N, O, P, Q, R are sitting in two rows. Each row has three persons Q is not at the ends of any row. P is second to the left of R. O is the neighbour of Q and diagonally opposite to P. N is the neighbour of R. Who is opposite of N? **[IAS 2010]**
(a) R (b) Q
(c) P (d) M

43. From A to E, five buildings are in a row. A is to the right of B; E is to the left of C and to the right of A; B is to the right of D. Which building is exactly in the middle? **[SSC 2008]**
(a) E (b) A
(c) B (d) D

Answer *with* Explanations

Solutions *(Q. Nos. 1 to 3) According to the given information, the final arrangement is as following*



1. (d) C and A are neighbours.
2. (b) D is third to the right of A.
3. (c) G is to the immediate right of D.

Solutions *(Q. Nos. 4 to 8) According to the given information, the final arrangement is as following*

4. (d) X and C are sitting exactly middle of the line.
5. (d) X is second to the right of Z.
6. (e) XA does not belong to that group because in this pair, second person is sitting to the immediate left of first person, while in others fisst pesson is sitting to the immediate right of first person.
7. (a) Only X is sitting between A and C.
8. (b) In the given two pairs, second person is sitting to the immediate right first person. B is sitting immediate right of *Y*.

Solutions *(Q. Nos. 9 to 13)*

From (iii), A is second to the right of E, who is at one of the ends. So, E is at the left end.
From (iv), J is the immediate neighbour of A and B, it implies that J is sitting on the immediate right of A and B is sitting immediate right of J.

E * A J B * G ...(a)

From (ii) and (v), we get the following arrangement

I C H D F ...(b)

From the arrangements (a) and (b), we can get the final arrangement

E K A J B I G C H D F

9. (b) There are seven persons which are sitting between E and H. B is in the midway of them.
10. (c) H is not the immediate neighbour of D and F
11. (e) To get the final arrangement, we require all the statements.
12. (b) F is at the extreme end.
13. (a) A, J and B are at the left of I.

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Solutions (*Q. Nos.* 14 *to* 16) *According to the given information, the final arrangement is as following*

14. (a) Alok is at the extreme left end.

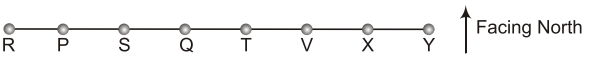
15. (d) Subodh is in the middle.

16. (a) Statemment I is superfluous.

17. (b) According to the given information, the final arrangemnet is as following

So, M and K are sitting adjacent to V.

Solutions (*Q. Nos.* 18 *to* 22) *According to the given ianformation, the final arrangement is as following*



18. (c) a is second to the right of P.

19. (e) R and Y are sitting on the extreme ends of line.

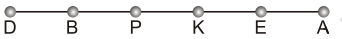
20. (c) Three persons P, S and Q are seated between R and T.

21. (a) In the given pairs, second person is seated second to the right of first person. So, V be related to Y as Y is sitting second to the right of V.

22. (d) Second from the left is P and fifth from the right is *Q*. S is sitting between P and Q.

Solutions (*Q. Nos.* 23 *to* 25) *B is between D and P. So, DBP or PBD.*

E stands between A and K. So, AEK or KEA.
A does not stand next to either P or D and K does not stand to next D. So, the final arrangement will be as following

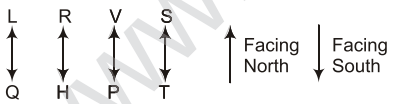


23. (a) P stands between B and K.

24. (b) D and A occupy the extreme ends of the row.

25. (c) K stands between P and E.

Solutions (*Q. Nos.* 26 *to* 30) *According to given information, the final arrangement is as following*



26. (e) LS and QT sit at the ends of same row.

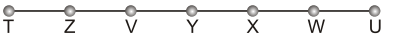
27. (c) V sits opposite of P.

28. (d) V and P sit exactly opposite to each other.

29. (b) S is to the left of V.

30. (a) H sits to the right of Q.

Solutions (*Q. Nos.* 31 *to* 35) *According to given information, the final arrangement is as following.*



31. (c) Z is fourth to the left of W.

32. (d) V is second to the right of V.

33. (b) XV does not belong to the group there are not immediate neighbours while other pairs are immediate neighbours.

34. (a) Actual position T Z V Y X W U

Alphabetical position Z Y X W V U T

So, the position of none of the friends will remain unchanged.

35. (e) T and U sit at the extreme ends of line.

Solutions (*Q. Nos.* 36 *to* 40) *From statements (iii), (vi) and (ix), we can get the following arrangement*

Position	1	2	3	4	5	6	7
Name					N		
Profession			House wife		Student	Lawyer	

Now, from (iv) and (vii) statements,

Position	1	2	3	4	5	6	7
Name					N		M
Profession	Acc.	Comm.	House wife		Student	Lawyer	

J must be at position 4 and from statement (viii), O, P and K are together. So, they are at positions 1, 2 and 3 respectively. The final arrangement will be as following

Position	1	2	3	4	5	6	7
Name	O	P	K	J	N	L	M
Profession	Acc.	Comm.	Hous e wife	Social worker	Student	Lawyer	LIAS

36. (a) The person standing first from left is O.

37. (c) The person standing to the immediate left of M is the lawyer.

38. (b) K is the house wife.

39. (d) The new order will be as following

O K J N L Q M

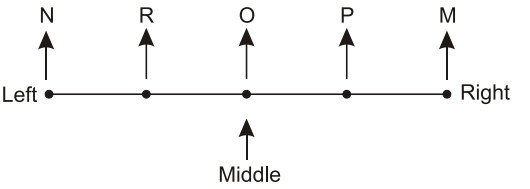
So, sixth person from the left is Q.

40. (a) The new order will be as following

O M J N L Q K

So, M will stand after O but before J.

41. (a)



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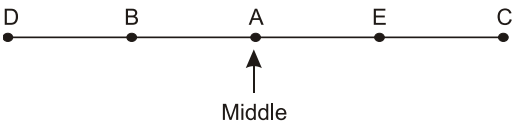
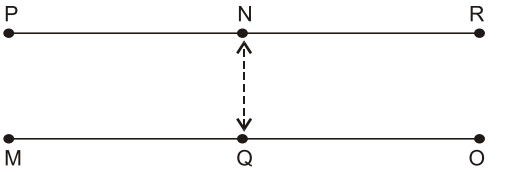
42. (b)



43. (b)

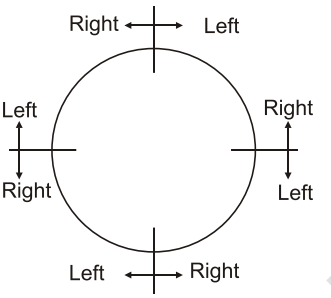


Type II Circular Arrangement

In this type of arrangement we arrange people or objects around a circle or a table. In case of people sitting around a table, the table could be of any shape i.e., rectangular, square, circular etc.

Circular Sequence

In this arrangement, sime persons are sitting around a circle and they are facing the centre.

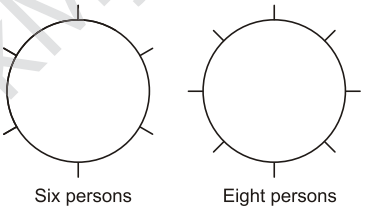


1. Left movement is called **clockwise** rotation.
2. Right movement is called **anti-clockwise** rotation.

(i) The above presentation is for 4 persons but for any number of persons, the direction is taken in the same manner.
(ii) For rectangular and sequence arrangement, directions are taken as discussed in two rows sequence.

The information given in questions specify the position of some or all the persons in the arrangement. The positions are specified through conditions like a particular person is sitting right or left of another person.

After reading the given information, you should draw the shape specified in the question. Following two shapes are of six and eight persons sitting around a circle.



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Solved Examples

(Based on Type II)

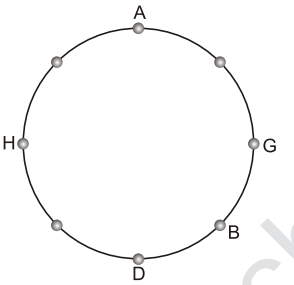
Directions (Example Nos. 7 to 8) *Read the following information and answer the questions based on it.*

Eight friends A, B, C, D, E, F, G and H are sitting in a circle facing the centre. B is sitting between G and D. H is third to the left of B and second to the right of A. C is sitting between A and G and B and E are not sitting opposite to each other.

7. Who is third to the left of D?
(a) F (b) E (c) A (d) Cannot be determined
(e) None of these

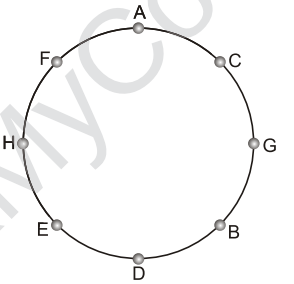
8. Which of the following statements is not correct?
(a) D and A are sitting opposite to each other (b) C is third to the right of D
(c) E is sitting between F and D (d) A is sitting between C and F
(e) E and C are sitting opposite to each other

Solution (7 to 8) First of all draw a circular figure having eight persons. Now, B is sitting between G and D. H is third to the left of B and second to the right of A.



Now, C is sitting between A and G and B and E are not opposite to each other.

So, the final arrangement will be as following



7. F is third to the left of D. So, correct answer is (a).

8. E is not sitting between F and D. So, correct answer is (c).

Directions (Example Nos. 9 to 11) *Read the following information and answer the questions given below.*

Six girls are sitting in a circle. Sonia is sitting opposite to Radhika. Poonam is sitting right of Radhika but left of Deepti. Monika is sitting left of Radhika. Kamini is sitting right of Sonia and left of Monika. Now, Deepti and Kamini, Monika and Radhika mutually exchange their positions.

9. Who will be sitting opposite to Sonia?
(a) Radhika (b) Monika (c) Kamini (d) Sonia
(e) None of these

10. Who will be sitting left of Kamini?
(a) Poonam (b) Deepti (c) Radhika (d) Sonia
(e) None of these

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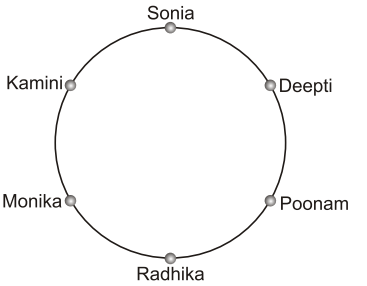
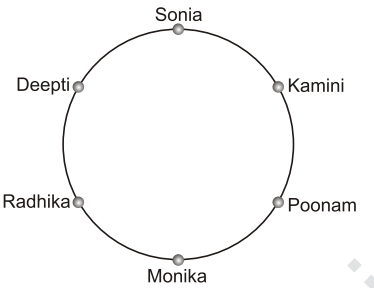
11. Who will be sitting left of Deepti?
(a) Sonia (b) Monika (c) Radhika (d) Poonam
(e) Cannot be determined

Solutions (9 to 11) From the given information, initial arrangement will be as following



Now, Deepti and Kamini, Monika and Radhika mutually exchange their positions. So, final arrangement will be as following



9. Monika is sitting opposite to Sonia. So, the correct answer is (b).
10. Poonam is sitting left of Kamini. So, the correct answer is (a).
11. Sonia is sitting left of Deepti. So, the correct answer is (a).

Intro Exercise *(Based on Type 2)*

Directions (Q. Nos. 1 to 5) *Study the following information carefully and answer the questions given below.*

A, B, C, D, E, F, G, H and K are sitting around a circle facing the centre. B is fourth to the left of G who is second to the right of C. F is fourth to the right of C and second to the left of K. A is fourth to the right of K. D is not immediate neighbour of either K or B, H is third to the right of E. **[Indian Bank PO 2010]**

1. Who is fourth to the right of D?
(a) K (b) H
(c) E (d) B
(e) None of these

2. In which of the following combinations is the third person sitting in between the first and second persons?
(a) EKB (b) CHB
(c) AGC (d) FGD
(e) None of these

3. Who is third to the right of H?
(a) A (b) D (c) G (d) F
(e) None of these

4. Who is the fourth to the left of E?
(a) A
(b) C
(c) G
(d) Data inadequate
(e) None of the above

5. Who is second to the right of ?
(a) C
(b) H
(c) F
(d) E
(e) Data inadequate

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Directions (Q. Nos. 6 to 10) *Study the following information carefully to answer these questions.*

Eight friends A, B, C, D, E, F, G and H are sitting around a circle facing the centre. B is third to the right of A, who is third to the right of C. F is second to the right of E who is not an immediate neighbour of B. D sits second to the left of H, who sits second to the left of G. **[MHT CET 2008]**

6. Who sits second of the left of A?
(a) G (b) D (c) H (d) E
(e) None of these

7. Who sits to the immediate left of B?
(a) G (b) F (c) D (d) H
(e) None of these

8. What is the position of H with respect to F?
(a) To the immediate right (b) Third to the left
(c) Second to the left (d) Second to the right
(e) Third to the right

9. Four of the following five are alike in a certain way based on their positions in the given arrangement and so form a group. Which is the one that does not belong to the group?
(a) AD (b) HG (c) EF (d) BF
(e) CE

10. Which of the following pairs has the first person sitting to the immediate right of the second person?
(a) BH (b) DF (c) CF (d) EA
(e) None of these

Directions (Q. Nos. 11 to 15) *Study the following information and answer these questions.*

I. A, B, C, D, E, F, G and H are eight friends sitting in a circle facing the centre.
II. F is on the immediate right of D while B is on the immediate left of E.
III. A is sitting opposite neither C nor H. And A is not the neighbour of H.
IV. E and H are sitting adjacent to C.

11. Which of the following is wrong?
I. F is to the immediate left of G.
II. A is to the immediate right of D.
III. H and D are sitting opposite each other.
(a) Only I (b) Only II
(c) Only III (d) II and III
(e) All I, II and III

12. Which of the following are two pairs of adjacent members?
(a) AF and BC
(b) FH and BG
(c) AG and CE
(d) BG and AG
(e) None of the above

13. What is the position of G?
(a) Fourth to the left of F (b) Third to the left of B
(c) Third to the right of B (d) Second to the left of D
(e) None of these

14. Which of the following is/are correct?
I. D is third to the left of E.
II. D is fifth to the right of E.
III. A and F are adjacent to each other.
(a) Only I (b) Only II (c) I and II (d) II and III
(e) All I, II and III

15. If A and E interchange places and so do F and H, then
(a) G and C are adjacent to F (b) D and B are adjacent to A
(c) E is not sitting opposite A (d) H is not sitting opposite F
(e) H is fourth to the left of C

Directions (Q. Nos. 16 to 20) *Study the following information carefully and answer the given questions.*

A, B, C, D, E, F, G and H are sitting around a square table facing the centre in such a way that four of them sit at four corners of the square while four sit in the middle of each of the four sides.
(i) A sits second to right of F. F sits in the middle of one of the sides of the table.
(ii) G who does not sit at any of the corners of the table sits second to the right of D.
(iii) Only two people sit between D and B (taken from one side).
(iv) C is not an immediate neighbour of G.
(v) H is sit second to left of B.
(vi) E is not an immediate neighbour of G or F. **[Rajasthan Grameen Bank PO 2011]**

16. Who sits exactly between F and A?
(a) B (b) C (c) E (d) H
(e) None of these

17. How many persons sit between A and H when counted in anti-clockwise direction from A?
(a) None (b) One (c) Two (d) Three
(e) Four

18. Four of the following five are alike in a certain way based on their sitting positions in the above arrangement and so form a group. Which is the one that does not belong to that group?
(a) D (c) F
(c) A (d) E
(e) G

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19. What is the position of F with respect to C?
(a) Third to the left
(b) Immediate to the right
(c) Second to the left
(d) Third to the right
(e) Immediate to the left

20. What will come in place of the question mark (?) based upon the given sitting arrangement?
AE EH HF ?
(a) FE (b) HC
(c) FD (d) DB
(e) FH

Directions (Q. Nos. 21 to 25) *Study the following information carefully and answer the questions given below.*

P, Q, R, S, T, V, W and Z are sitting around a circle facing the centre. T is second to the right of R who is third to the right of P. S is second to the left of P and fourth to the right of Q. Z is third to the right of V who is not an immediate neighbour of P. **[Corporation Bank PO 2010]**

21. In which of the following combinations is the first person sitting in between the second and the third persons?
(a) VTS (b) TZS
(c) QRV (d) PWQ
(e) VRT

22. Who is second to the right of T?
(a) S (b) Z
(c) P (d) R
(e) None of these

23. What is P's position with respect to S?
(a) Fourth to the left (b) Fourth to the right
(c) Fifth to the left (d) Sixth to the left
(e) Third to the right

24. Who is the immediate left to Z?
(a) T (b) P (c) S (d) V
(e) None of these

25. Who is second to the right of W?
(a) R (b) Q (c) Z (d) S
(e) None of these

Directions (Q. Nos. 26 to 30) *Study the following information carefully and answer the questions given below.*

A, B, C, D, E, F, G and H are sitting around a circle facing the centre. B is second to the right of D who is third to the right of F. C is second to the left of A who is second to the left of F. G is third to the right of E. **[Allahabad Bank PO 2010]**

26. In which of the following combinations is the first person sitting between the second and the third persons?
(a) GCD (b) FGH
(c) EFH (d) ABE
(e) None of these

27. Who is third to the right of H?
(a) G (b) D
(c) C (d) Data inadequate
(e) None of these

28. Who is to the immediate right of A?
(a) B (b) E (c) F (d) Data inadequate (e) None of these

29. What is H's position with respect to B?
(a) Fifth to the right (b) Third to the left
(c) Fifth to the left (d) Third to the right
(e) Fourth to the left

30. Who is to the immediate left of G?
(a) H (b) F
(c) D (d) Data inadequate
(e) None of these

Directions (Q. Nos. 31 to 35) *Study the following information carefully and answer the questions given below.*

A, B, C, D, E, F, G, H and K are sitting around a circle facing the centre. F is fourth to the right of A who is third to the right of B. K is fourth to the left of B and third to the right of D. C is third to the right of H. E is second to the left of G. **[SBI PO 2010]**

31. Who is to the immediate right of F?
(a) B (b) G (c) E
(d) Data inadequate (e) None of these

32. Who is third to the right of K?
(a) F (b) E (c) G (d) Data inadequate
(e) None of these

33. What is E's position with respect to B?
(a) Second to the left (b) Third to the right
(c) Fourth to the right (d) Third to the left
(e) Fifth to the right

34. Who is fourth to the left of G?
(a) C (b) A (c) D (d) K
(e) Data inadequate

35. In which of the following combinations is the third person sitting between the first and the second persons?
(a) GFB (b) BGH
(c) ADC (d) KEC
(e) EGF

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Directions (Q. Nos. 36 to 40) *Study the following information to answer the given questions.*

(i) Eight persons E, F, G, H, I,J, K and L are seated around a square table-two on each side.
(ii) There are three lady members and they are not seated next to each other.
(iii) J is between Land F.
(iv) G is between I and F.
(v) H, a lady member is second to the left of J.
(vi) F, a male member is seated opposite to E, a lady member.
(vii) There is a lady member between F and I.

36. Who among the following are the three lady members?
(a) E, H and J (b) E, G and J
(c) G, H and J (d) Cannot be determined
(e) None of these

37. Which of the following is true about J?
(a) J is a male member
(b) J is a female member
(c) Sex of J cannot be determined
(d) Position of J cannot be determined
(e) None of the above

38. Who among the following is seated between E and H?
(a) I (b) J (c) F
(d) Cannot be determined (e) None of these

39. Who among the following is to the immediate left of F?
(a) G (b) J (c) I
(d) Cannot be determined (e) None of these

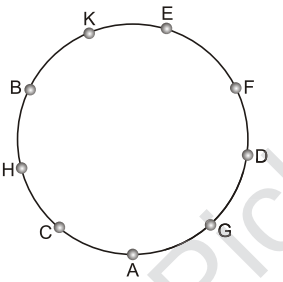
40. How many persons are seated between K and F?
(a) One (b) Two (c) Three
(d) Cannot be determined (e) None of these

41. Six friends are playing cards sitting around a circle and facing the centre. Kanny is sitting to the left of Danny; Michel is sitting between Boby and Johny Rozer is between Kanny and Boby. Who is sitting to the left of Michel? **[SSC 2007]**
(a) Danny (b) Johny (c) Canny (d) Boby

42. Radha, Sheela, Mahima and Seeta are sitting around a rectangular table. Radha is sitting to the right of Sheela. Mahima is sitting to the left of Seeta. Which of the following pair is sitting opposite each other? **[SSC 2006]**
(a) Sheela-Seeta (b) Radha-Seeta
(c) Radha-Sheela (d) Mahima-Radha

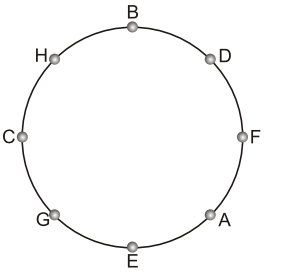
Answer Explanations

Solutions (*Q. Nos.* 1 *to* 5) *According to given information, the final arrangement is as following*



1. (d) B is fourth to the right of D.
2. (d) D is sitting between F and G.
3. (c) G is third to the right of H.
4. (a) A is fourth to the left of E.
5. (b) H is second to the right of K.

Solutions (*Q. Nos.* 6 *to* 10) *According to the given information, the final arrangement is as following*



6. (a) G sits second to the left of A.
7. (c) D sits to the immediate left of B.
8. (e) H is third to the right of F.
9. (d) BF does not belong to that group because in this pair, second person is sitting second to the left of first person while in other pairs, second person is sitting second to the right of first person.
10. (b) D is sitting to the immediate right of F.

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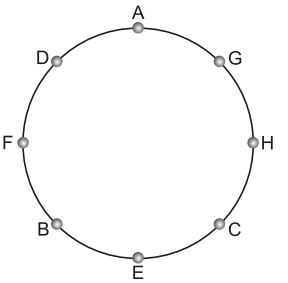
Solutions (*Q. Nos.* 11 *to* 15) *According to given information, the final arrangement is as following*



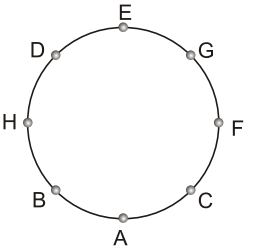
11. (e) All the three statements I, II and III are wrong.

12. (c) AG and CE are two pairs of adjacent members.

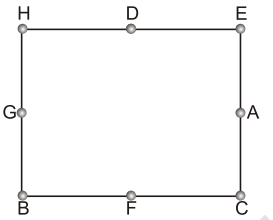
13. (d) G is second to the left of D.

14. (c) D is third to the left of E and he is also fifth to the right of E. So, Statements I and II are correct.

15. (*a*) The new arrangement will be as following



Solutions (*Q. Nos.* 16 *to* 20) *According to given information, the final arrangement is as following*



16. (b) C is between F and A.

17. (c) There are two persons E and D that are sitting between A and H, when counted in anti-clockwise direction from A.

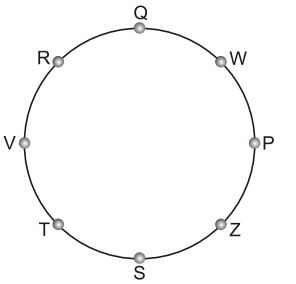
18. (d) E does not belong to this group because E is sitting on a corner while all others are sitting in the middle of each side.

19. (e) F is to the immediate left of C.

20. (c) One more person sits in each successive pair of persons.

Hence, three persons (C, A and E) are sitting between F and D.

Solutions (*Q. Nos.* 21 *to* 25) *According to given information, the final arrangement is as following*



21. (e) V is sitting between R and T.

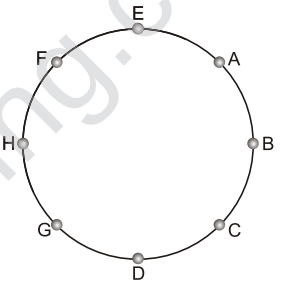
22. (b) Z is second to the right of T.

23. (d) P is sixth to the left of S.

24. (c) S is to the immediate left of Z.

25. (a) R is second to the right of W.

Solutions (*Q. Nos.* 26 *to* 30) *According to given information, the final arrangement is as following*



26. (d) A is sitting between B and E.

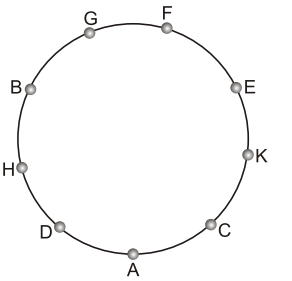
27. (c) C is third to the right of H.

28. (b) E is to the immediate right of A.

29. (e) H is fourth to the left of B.

30. (a) H is to the immediate left of G.

Solutions (*Q. Nos.* 31 *to* 35) *According to given information, the final arrangement is as following*



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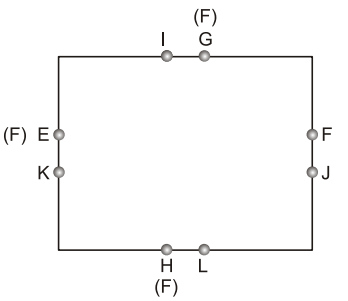
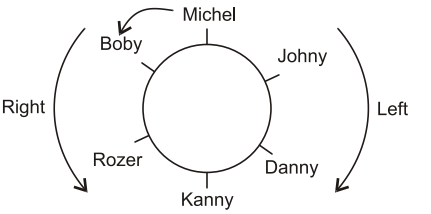
31. (b) G is to the immediate right of F.
32. (c) G is third to the right of K.
33. (d) E is third to the left of B.
34. (a) C is fourth to the left of G.
35. (e) F is sitting between E and G.

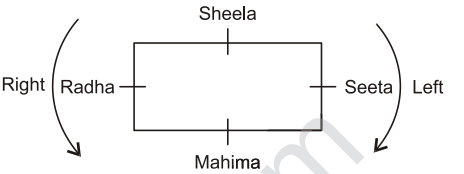
Solutions *(Q. Nos. 36 to 40) According to given information, the final arrangement is as following.*



36. (e) E, H and G are lady members.
37. (a) J is a male member.
38. (e) K is sitting between E and H.
39. (b) J is to the immediate left of H.
40. (c) Three persons (H, L and J) are seated between K and F.
41. (d)



42. (b)



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Sentence Arrangement

In most of the competitive examinations, five or ten questions relating to Arrangement of Sentences/Sentence Sequencing/ Ordering of Sentences/Jumbled up Sentences do appear. These sentences are part of a paragraph. The candidates are required to place these sentences in a proper sequence in order to form a coherent and meaningful paragraph.

These questions are usually of four types as follows:

(I) In the first type of questions, five sentences are given. Each sentence is labelled with a letter. The candidates are required to arrange these sentences in a proper sequence. When properly sequenced, these sentences form a coherent and meaningful paragraph. The candidate should choose the most logical order of sentences from among the given choices.

Such questions are meant to judge the compositional and organisational ability of the candidates as well as their understanding of English.

(II) In the second type of questions, first and the last sentence of a paragraph are given and the candidate is required to place the rest four middle sentences in a proper sequence. The positions of the first sentence (S_1) and the last sentence (S_6) are fixed and the rest four sentences, usually named P, Q, R, S, are to be arranged in a logical and proper sequence so that a coherent and meaningful paragraph is formed.

(III) In the third type of questions, five sentences marked A, B, C, D, E, are given. They are jumbled up. The candidate is required to rearrange these sentences in a proper order and then he is to answer the questions given in respect to the order of the sentences. For example,

(i) Which of the following should be the second sentence?

(a) B (b) D
(c) C (d) E
(e) A

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(ii) Which of the following should be the fourth sentence?

(a) E (b) A

(c) B (d) C

(e) D

(iii) Which of the following should be the first sentence?

(a) A (b) C

(c) D (d) E

(e) None of these

(IV) In the fourth type of questions, a sentence is given with some parts usually marked P, Q, R, S in the jumbled form. Candidate is required to rearrange these parts in a proper sequence so as to form a meaningful sentence. The candidate should read all the parts carefully before arranging and try to find out the logical sequence. A little practice will give the candidate, confidence of attempting such questions correctly.

How to Attempt these Questions?

1. *Questions of arranging the sentences have a little different approach to solve. Questions where no starting sentence is given, first try to find out the first sentence. If any chronological order can be established, it will be an easy way of solving the question. Then try to find the linkage between the order of happening of different events. If possible, find the final or the last sentence, that will facilitate you to come to the correct answer. Eliminate the wrong options.You can also check the remaining options in the light of the linkage, you have found out. In this way, you will be in a position to arrive at the correct answer.*
2. *Questions, where the starting sentence (S_1) and the last sentence (S_6) are given, can be solved more easily. The strategy is not almost the same. Just find out the second sentence first that has the linkage of the event after the first sentence and then the rest sentences can be found out in sequence. It is usually easy to trace the second sentence and also the last but*

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one, ie, fifth sentence. A practical approach will be helpful to eliminate the options as soon as we find a linkage of sentences or the sequence of two or three sentences.

3. *For solving the third type of questions, first try to arrange the sentences in a proper sequence and then answer the questions asked. While arranging the given sentences in a proper order, take into account the chronological order of events. You should also try to ascertain the first or the last sentence that is otherwise easy to find. A little practice can give you more confidence of solving these questions correctly.*
4. *The fourth type of questions, wherein the candidate is required to rearrange the jumbled parts of a sentence in such a way so as to form the meaningful sentence, can be solved with even more ease. The candidate should read all the parts and try to find out the logical sequence and then arrange these parts in such a manner that a correct and meaningful sentence is formed. A little practice will give the candidate, confidence of attempting such questions correctly.*
5. *Finding linkage is the most important task in order to find the proper sequence. For this purpose, look for the connected sentences or mandatory pairs and then by using the same, try to shortlist the answer from the options given. Process of eliminating the wrong option should always be adhered to, in order to find the correct sequence.*

   One approach of looking for the pronoun and then finding the answer to that pronoun is also there. Sometimes, this may help us in tracing the linkage beween the sentences. Once you get the link, the rest is a cake walk.
6. *Whatever approach you may have, your command over vocabulary, your knowledge of grammatical rules, your knowledge of prepositions, conjunctions etc. will be helpful in solving the questions relating to sentence arrangement.*

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PRACTICE EXERCISES

Exercise 1

Directions (Q. 1-2) : *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.* ***(CAT)***

Q. 1. (A) But this does not mean that death was the Egyptians' only pre-occupation.

(B) Even papyri come mainly from pyramid temples.

(C) Most of our traditional sources of information about the Old Kingdom are monuments of the rich like pyramids and tombs.

(D) Houses in which ordinary Egyptians lived have not been preserved, and when most people died, they were buried in simple graves.

(E) We know infinitely more about the wealthy people of Egypt than we do about the ordinary people, as most monuments were of the rich people.

The proper sequence should be

(a) CDBEA (b) ECDAB

(c) EDCBA (d) DECAB

Q. 2. (A) Experts such as Larry Burns, head of research at GM, reckon that only such a full hearted leap will allow the world to cope with the mass motorisation that will one day come to China or India.

(B) But once hydrogen is being produced from biomass or extracted from underground coal or made from water, using nuclear or renewable electricity, the way will be open for a huge reduction in carbon emissions from the whole system.

(C) In theory, once all the bugs have been sorted out, fuel cells should deliver better total fuel economy than any existing engines.

(D) That is twice as good as the internal combustion engine, but only five percentage points better than a diesel hybrid.

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(E) Allowing for the resources needed to extract hydrogen from hydrocarbon, oil, coal or gas, the fuel cell has an efficiency of 30%.

The proper sequence should be

(a) CEDBA (b) CEBDA

(c) AEDBC (d) ACEBD

Exercise 2

Directions (Q. 1-3) : *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.* ***(CAT)***

Q. 1. (A) He felt justified in bypassing Congress altogether on a variety of moves.

(B) At time, he was fighting with the entire Congress.

(C) Bush felt that he had a mission to restore power to the presidency.

(D) Bush was not fighting just with the democrats.

(E) Representative democracy is a messy business, and a CEO of the White House does not like a legislature of second guessers and timewasters.

The proper sequence should be

(a) CAEDB (b) DBAEC

(c) CEADB (d) ECDBA

Q. 2. (A) The two neighbours never fought each other.

(B) Fights involving three male fiddler crabs have been recorded, but the status of the participants was unknown.

(C) They pushed or grappled only with the intruder.

(D) We recorded 17 cases in which a resident that was fighting with an intruder was joined by an immediate neighbour, an ally.

(E) We, therefore, tracked 268 intruder males until we saw them fighting a resident male.

The proper sequence should be

(a) BEDAC (b) DEBAC

(c) BDCAE (d) BCEDA

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Q. 3. (A) In the west, Allied Forces had fought their way through southern Italy as far as Rome.

(B) In June 1944, Germany's military position in II World War appeared hopeless.

(C) In Britain, the task of amassing the men and materials for the liberation of northern Europe had been completed.

(D) The Red Army was poised to drive the Nazis back through Poland.

(E) The situation on the eastern front was catastrophic.

The proper sequence should be

(a) EDACB (b) BEDAC

(c) BDECA (d) CEDAB

Exercise 3

Directions (Q. 1-5) : *In these questions, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been jumbled up. These are labelled P,Q,R and S. You are required to find out the proper sequence of the four sentences from the given alternatives (a), (b), (c) and (d).* ***(CDS Exam)***

Q. 1. S_1 : In 1945, America faced two powerful enemies in the world war.

S_6 : This was the weapon that ended the second world war.

P : America found conventional weapons insufficient to crush them.

Q : These were Germany and Japan who posed strong opposition to America.

R : The result of this was the production of the atom bomb.

S : The government ordered the scientists to conduct research and produce a new deadly weapon.

The proper sequence should be

(a) QPSR (b) PQRS

(c) QPRS (d) PQSR

Q. 2. S_1 : Advertising is also advantageous to the consumers, if it increases the sale of goods, industry prospers and prices may be reduced.

S_6 : Advertising of this particular kind is planned to stimulate new wants or to induce the buyers to change their habits.

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P : There is no obvious connection, for example, between a picture of a smiling girl and a certain brand sweets.

Q : The advertiser's assumption is that by looking at such pictures, the consumer would be influenced to buy his products.

R : On the other hand, much of the canvassing, of which the consumer is the object, does not convey information but endeavours merely to draw the public attention to certain products.

S : But most people like looking at the pictures of pretty girls.

The proper sequence should be

(a) RQSP (b) SPRQ

(c) RPSQ (d) SQRP

Q. 3. S_1 : We are living in an age in which technology has suddenly 'annihilated distance.'

S_6 : In that event, we should be dooming ourselves to wipe each other out.

P : We have never been so conscious of our variety as we are now that we have come to such close quarters.

Q : Physically, we are now all neighbours are, but psychologically, we are still the strangers to each other.

R : Are we going to let this consciousness of our variety make us fear and hate each other ?

S : How are we going to react ?

The proper sequence should be

(a) QPSR (b) QPRS

(c) PRQS (d) SRPQ

Q. 4. S_1 : Mom was pleased to receive your wishes on her birthday.

S_6 : Your Mom has forgotten all the bitterness and sends her blessings to you.

P : Girl ! wishes are more powerful than any other thing in the world.

Q : Both of us had forgotten the day.

R : Your letter holds a proof of it.

S : It was your letter and the card which reminded us of it.

The proper sequence should be

(a) PSQR (b) QRSP

(c) RQSP (d) QSPR

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Q. 5. S_1 : A century ago, the cinema was just a mechanical toy.

S_6 : Finally, it has evolved as the century's most potent and versatile art form.

P : Thus, it gained respectability and acceptance.

Q : It gradually came to be considered as an art form of the new era.

R : By the 1920s, even its worst critics had to take it seriously.

S : Later, it was viewed as an extension of photography.

The proper sequence should be

(a) PQRS (b) SQRP

(c) SPQR (d) QRSP

Exercise 4

Directions (Q. 1-5) : *Rearrange the following four sentences (A), (B), (C) and (D) in the proper sequence to form a meaningful paragraph then mark the correct sequence as your answer.* ***(Agriculture Officers' Exam)***

Q. 1. (A) It also gives rise to a feeling of animosity among the different sections of the society.

(B) In a democratic system, frequent use of power is never desirable, be it on the part of government or the people.

(C) Therefore, citizens should never resort to violent ways and means in democracy, though they have the right to oppose the government.

(D) It destroys the stability and security in public life.

The proper sequence should be

(a) DBAC (b) BDAC

(c) BDCA (d) DACB

(e) DCBA

Q. 2. (A) He was so busy with them that he did not get time to eat.

(B) Thousands of people came to him and asked different types of questions.

(C) No one cared to see that he had his food or rest that night.

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(D) Swami Vivekanand once stayed in a small village.

The proper sequence should be

(a) BCDA (b) CBAD

(c) DBAC (d) DBCA

(e) ABCD

Q. 3. (A) The facts speak for themselves so, they need exposition only, not demonstration.

(B) At the present moment, it is widely recognised that India holds the balance in the world-wide competition between rival ideologies.

(C) It is not, of course, only in geographical sense that India is in a key position.

(D) India's key position simply needs pointing out.

The proper sequence should be

(a) DACB (b) CDAB

(c) BCDA (d) BDAC

(e) DABC

Q. 4. (A) This feeling of an extensive group gives rise to a fellow feeling, a feeling of brotherhood amongst the citizens.

(B) This feeling takes up beyond the bounds of family, caste, religion as well as region and helps us to develop a broad perspective that all of us together constitute an extensive group called 'the nation'.

(C) National integration is the feeling among all the citizens of a country that they all are part of one nation.

(D) We do not, then, limit our thinking to our own caste or religion but think about all our fellow citizens.

The proper sequence should be

(a) CDAB (b) CABD

(c) CDBA (d) CBDA

(e) CBAD

Q. 5. (A) The peasant, the shoemaker, the sweeper and such other lower classes of India have much greater capacity for work and self-reliance than you.

(B) Remember that the nation lives in the cottage.

(C) They are producing the entire wealth of the land without a word of complaint.

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(D) This process of production is going through long ages.

The proper sequence should be

(a) BDAC (b) BDCA

(c) DCBA (d) BACD

(e) ADCB

Exercise 5

Directions (Q.1-5) : *In questions 1 to 5, there are six sentences marked as S_1, S_6, P,Q,R,S. The positions of S_1 and S_6 are fixed as the first and last sentence of the passage. You are required to choose one of the four alternatives given below every passage which would be most logical sequence of the sentences in the passage.* ***(NDA Exam)***

Q. 1. S_1 : His wrist watch had gone out of order.

S_6 : His estimate appeared reasonable.

P : He took it to a watch repairer.

Q : He gave an idea of the likely cost of the replacement based on the examination of the watch.

R : He found that some parts needed replacement.

S : The repairer opened the outer case and checked the parts.

The proper sequence should be

(a) PQSR (b) RQSP

(c) PSRQ (d) RPSQ

Q. 2. S_1 : Now-a-days, soap is going almost out of use as a washing agent.

S_6 : There are better washing agents than soap,but scientists are not yet sure if their use is harmless to man.

P : They produce lather due to the presence of calcium salts in water.

Q : Its place has been occupied by a new range of chemicals, called detergents.

R : So, they are called soapless soaps.

S : Detergents are not soaps because they are not sodium or potassium derivatives of fatty acids, as a normal soap is.

The proper sequence should be

(a) SQRP (b) QSRP

(c) SQPR (d) QPRS

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Q. 3. S_1 : Our house is high up on the Yorkshire coast and close to the sea.

S_6 : Between the two, shifting backwards and forwards at certain seasons of the year, lies the most horrible quicksand on the shores of Yorkshire.

P : One is called the North spit and another the South.

Q : The sand hills here run down to the sea and end in two stretches of rock, sticking out opposite to each other.

R : This one leads through a dark plantation of fir-trees and brings you out between low cliffs to the loneliest and ugliest little bay on all our coasts.

S : There are beautiful walls all around us in every direction except one.

The proper sequence should be

(a) SQRP (b) QSPR

(c) QPSR (d) SRQP

Q. 4. S_1 : Unhappiness and discontent spring not only from poverty.

S_6 : We suffer from sickness of spirit and hence, we should discover our roots in the eternal.

P : Man is a strange creature, fundamentally different from other animals.

Q : If they are undeveloped and unsatisfied, he may have all the comforts of the wealth, but still feel that life is not worthwhile.

R : He has far horizons, invariable hopes, spiritual powers.

S : What is missing in our age is the soul, there is nothing wrong with the body.

The proper sequence should be

(a) PRQS (b) SPRQ

(c) SPQR (d) PRSQ

Q. 5. S_1 : Before we left Bareilly jail, a little incident took place which moved me then and is still fresh in my memory.

S_6 : This spontaneous act of courtesy and the kindly thought that prompted; it touched me and I felt very grateful to him.

P : He told me the packet contained old German illustrated magazines.

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Q : The Superintendent of Police of Bareilly, an Englishman, was present there, and as I got into the car, he handed to me, rather shyly, a packet.

R : I had never met him before, nor have I seen him since and I do not even know his name.

S : He said that he had heard that I was learning German and so, he had bought these magazines for me.

The proper sequence should be

(a) RQPS (b) QPSR

(c) QPRS (d) RQSP

Exercise 6

Directions (Q. 1–5): *Each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled P, Q, R and S. You are required to find out the proper order for the four sentences.*

(Engineering Service Exam)

Q. 1. S_1 : Our ancestors thought that anything which moved itself was alive.

S_6 : Therefore, some scientists think that life is a very complicated mechanism.

P : This philosopher 'Descartes' thought that both men and animals were machines.

Q : But a machine such as a motorcar or a steamship moves itself, and as soon as machines which moved themselves had been made, people asked, "Is man a machine "?

R : And before the days of machinery that was a good definition.

S : He also thought that the human machine was partly controlled by the soul action on a certain part of the brain,while animals had no souls.

The proper sequence should be

(a) PRSQ (b) RPQS

(c) PSQR (d) RQPS

Q. 2. S_1 : On vacation in Tangier, Morocco, my friend and I sat down at a street cafe.

S_6 : Finally, a man walked over to me and whispered, "Hey buddy! this guy's your waiter and he wants your order.

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P : At one point, he bent over with a big smile, showing me a single gold tooth and a dingy fez.

Q : Soon I felt the presence of someone standing alongside me.

R : But this one wouldn't budge.

S : We had been cautioned about beggars and were told to ignore them.

The proper sequence should be

(a) SQRP (b) SQPR

(c) QSRP (d) QSPR

Q. 3. S_1 : The heart is the pump of life.

S_6 : All this was made possible by the invention of the heart lung machine.

P : They have even succeeded in heart transplants.

Q : Now-a-days, surgeons are able to stop a patient's heart and carry out complicated operations.

R : A few years ago, it was impossible to operate on a patient whose heart was not working properly.

S : If the heart stops, we may die in about five minutes.

The proper sequence should be

(a) SRQP (b) SPRQ

(c) SQPR (d) SRPQ

Q. 4. S_1 : In 1934, William Holding published a small volume of poems.

S_6 : But Lord of the flies, which came out in 1954, was welcomed as "a most absorbing and instructive tale".

P : During the World War II (1939–45), he joined the Royal Navy and was present at the sinking of the Bismarck.

Q : He returned to teaching in 1945 and gave it up in 1962, and is now a full-time writer.

R : In 1939, he married and started teaching at Bishop Wordsworth's School in Salisbury.

S : At first, his novels were not accepted.

The proper sequence should be

(a) RPQS (b) RPSQ

(c) SRPQ (d) SQPR

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Q. 5. S_1 : Sunbirds are among the smallest of Indian birds.

S_6 : Our common sunbirds are the purple Sunbird, the glossy black species and purple rumped Sunbird, the yellow and maroon species.

P : Though they are functionally similar to the humming birds of the new world, they are totally unrelated.

Q : They do eat small insects too.

R : They are also some of the most brilliantly-coloured birds.

S : Sunbirds feed mostly on nectar and help in pollination.

The proper sequence should be

(a) SQPR (b) RPSQ

(c) QPRS (d) PSRQ

Exercise 7

Directions (Q.1-5) : *In questions 1 to 5, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled as P, Q, R and S. You are required to find out the proper order of the four sentences.* ***(CDS Exam)***

Q. 1. S_1 : There are numerous kinds of superstitions in different parts of the country.

S_6 : A dog's howling predicts death—this is a typical superstition.

P : But people go on respecting it through force of blind custom.

Q : Most of them have a bearing on 'luck'—good or bad.

R : Superstitions usually have their origin in fear and ignorance.

S : Nobody remembers now, how a superstition first started in remote ages.

The proper sequence should be

(a) QPRS (b) RSPQ

(c) RSQP (d) QSPR

Q. 2. S_1 : Society in every country shapes itself out of its own initiative.

S_6 : And our Indian women are as capable of doing it as any other in the world.

P : No one can or ought to do this for them.

Q : Our part of duty lies in imparting true education to all men and women in the society.

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R : Women must be put in a position to solve their own problems in their own way.

S : It will not be, then, necessary to pull down or set us anything in society by coercion.

The proper sequence should be

(a) SRQP (b) QRSP

(c) QSRP (d) SRPQ

Q. 3. S_1 : Many people believe that it is cruel to make use of animals for laboratory studies.

S_6 : It is in view of these facts that the Government of India has banned the export of monkeys to America.

P : They point out that animals too have nervous systems like us and can feel pain.

Q : These people, who have formed the Anti-vivisection society, have been pleading for a more humane treatment of animals by scientists.

R : Monkeys, rabbits, mice and other mammals are used in large numbers by scientists and many of them are made to suffer diseases artificially produced in them.

S : We can avoid such cruelty to animals if we use alternative methods such as tissue culture, gas chromatography and chemical techniques.

The proper sequence should be

(a) QPRS (b) PRQS

(c) QRSP (d) PSQR

Q. 4. S_1 : A spider's web, after a shower of rain, is a very beautiful thing.

S_6 : They are also feared because their bites may have unpleasant effects like a rash on the skin.

P : This explains partly why spiders are thoroughly disliked.

Q : But no poet has ever sung of the beauty of the spiders, for most spiders are not beautiful

R : On the contrary, most of them are rather unattractive, if not ugly !

S : Poets have sung about the beauty of the spider's webs, comparing the water drops on them to ropes of pearls.

The proper sequence should be

(a) SPQR (b) QSRP

(c) QRSP (d) SQRP

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Q. 5. S_1 : We are what our thoughts have made us.

S_6 : If good impressions prevail, the character becomes good,if bad it becomes bad.

P : And so take care of what you think.

Q : Every man's character is determined by the sum total of these impressions.

R : Every work we do, every thought that we think, leaves an impression on the mind-stuff.

S : Thought lives, they travel far.

The proper sequence should be

(a) SPRQ (b) RQSP

(c) PRSQ (d) RQPS

Exercise 8

Directions (Q. 1-8) : *In each of the questions given below, four sentences are given which are denoted by (A), (B), (C), (D). By using all the four sentences, you have to frame a meaningful paragraph. The correct order of the sentences is your answer. Choose from the five alternatives, the one having the correct order of sentences and mark it as your answer.* ***(SBI Probationary Officers' Exam)***

Q. 1. (A) Now under liberated economy, they are learning to compete domestically and globally.

(B) In India, corporations, until recently achieved success by avoiding competition, using protected and regulated domestic markets.

(C) The trend is irreversible.

(D) Business leaders are preparing themselves to meet competitive challenges, and to avoid being swept away.

The proper sequence should be

(a) ABDC (b) BDCA

(c) BDAC (d) CDBA

(e) BADC

Q. 2. (A) Recovery was given inadequate attention and consequently some banks' branches regularly incurred heavy losses and their parent bodies had to bail them out.

(B) As a result, banks indulged in extensive lending to borrowers who had little or no potential to make repayments.

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(C) To fulfil the social objectives laid down by the masters of nationalisation, banks were asked to lend to identified priority sectors.

(D) 1992-93 results showed that the loss making branches of public sector banks increased from 10,000 to 13,000 and the quantum of losses showed at Rs. 3,369 crores.

The proper sequence should be

(a) BACD (b) DABC

(c) CBAD (d) BCAD

(e) CDBA

Q. 3. (A) However, different rulers and governments dealt with the different groups in a compartmentalised manner.

(B) Various situational and political changes have taken place over the past three and a half centuries.

(C) This tendency resulted in deeply embedded and fragmented South American Society which became even more prominent in the period 1948 until the commencement of the new constitution on May 19, 1994.

(D) South Africa is a racially divided society since the first European settlers arrived in 1652.

The proper sequence should be

(a) BDAC (b) DBAC

(c) CABD (d) ACDB

(e) BACD

Q. 4. (A) Such a system will help to identify and groom the executives for the positions of strategists.

(B) Evaluation of performance is more often than not done for the purpose of reward or punishment for the past performance.

(C) They must become an integral part of the executive evaluation system.

(D) Even where the evaluation system is for one's promotion to assume higher responsibilities, it rarely includes items that are a key for playing the role of strategists effectively, *e.g.*, the skills for playing the role of change agent and creative problem solving.

The proper sequence should be

(a) DBAC (b) DCBA

(c) ABCD (d) BDCA

(e) CDBA

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Q. 5. (A) Finally, the bureaucratic organisation took over from the pioneering enterprise.

(B) The nineteenth century was the age of entrepreneur, the self-made man.

(C) Thoughtful business administration took over from action centred business entrepreneurship.

(D) In the twentieth century, the rational executive took command.

The proper sequence should be

(a) DBAC (b) CABD

(c) BDCA (d) BCDA

(e) DBAC

Q. 6. (A) But categorisation schemes are not always helpful in determining what one can do with or about organisational culture.

(B) Much of the literature on organisational cultures is focused on categorising the types of cultures.

(C) It has taken the understanding of corporate culture far beyond what used to be called the informal organisation.

(D) This literature is both interesting and informative.

The proper sequence should be

(a) BDAC (b) BADC

(c) BCDA (d) DABC

(e) DBAC

Q. 7. (A) Much of the argument, that goes on around the alternative solution, occurs because people hold different perceptions of the problem.

(B) One of the reasons that Japanese managers are perceived as making superior decisions as compared to Western managers is that they spend a great deal of effort and time determining that the problem is correctly defined.

(C) Unfortunately, too often in the west, managers assume that the initial definition of the situation is correct.

(D) Up to half of the time in meetings is spent in asking "Is this the real problem"?

The proper sequence should be

(a) BDCA (b) BCDA

(c) CBDA (d) ACDB

(e) ABCD

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Q. 8. (A) Participation involves more than the formal sharing of decisions.

(B) Through anticipation, individuals or organisations consider trends and make plans, shielding institutions from trauma of learning by shock.

(C) Innovative learning involves both anticipation and participation.

(D) It is an attitude characterised by cooperation, dialogue and empathy.

The proper sequence should be

(a) BCAD (b) ABCD

(c) DACB (d) CBAD

(e) ACBD

Exercise 9

Directions (Q.1-5) : *Rearrange the following five sentences (A), (B), (C), (D) and (E) in a proper sequence so as to form a meaningful paragraph and then answer the questions given below.* ***(Bank PO Exam)***

(A) A study to this effect suggests that the average white-collar worker demonstrates only about twenty-five percent listening efficiency.

(B) However, for trained and good listeners, it is not unusual to use all the three approaches during a setting, thus improving listening efficiency.

(C) There are three approaches to listening; listening for comprehension, listening for empathy, and listening for evaluation.

(D) Although we spend nearly half of each communication listening, we do not listen well.

(E) Each approach has a particular emphasis that may help us to receive and process information in different settings.

Q. 1. Which sentence should come second in the paragraph ?

(a) A (b) B

(c) C (d) D

(e) E

Q. 2. Which sentence should come fifth in the paragraph ?

(a) A (b) B

(c) C (d) D

(e) E

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Q. 3. Which sentence should come fourth in the paragraph ?

(a) A (b) B
(c) C (d) D
(e) E

Q. 4. Which sentence should come first in the paragraph ?

(a) A (b) B
(c) C (d) D
(e) E

Q. 5. Which sentence should come third in the paragraph?

(a) A (b) B
(c) C (d) D
(e) E

Exercise 10

Directions (Q.1-5) : *Rearrange the following five sentences (A), (B), (C), (D) and (E) in the proper sequence to form a meaningful paragraph, then answer the questions given below.* ***(Bank PO Exam)***

(A) The history of mankind is full of such fightings between communities, nation and people.

(B) From the primitive weapons of warfare, man has advanced to the modern nuclear weapons.

(C) Ever since the dawn of civilisation, man has been fighting with man.

(D) A modern war is scientific in character, but the effect is the same, wiping human existence out of this earth.

(E) The only difference now seems to be in the efficiency of the instruments used for killing each other.

Q. 1. Which of the following should be the first sentence ?

(a) A (b) B
(c) C (d) D
(e) E

Q. 2. Which of the following should be the second sentence ?

(a) A (b) B
(c) C (d) D
(e) E

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Q. 3. Which of the following should be the third sentence ?

(a) A (b) B
(c) C (d) D
(e) E

Q. 4. Which of the following should be the fourth sentence ?

(a) A (b) B
(c) C (d) D
(e) E

Q. 5. Which of the following should be the fifth (last) sentence ?

(a) A (b) B
(c) C (d) D
(e) E

Exercise 11

Directions (Q. 1-7) : *In each of the following questions, the first and the last parts of the passage are numbered as S_1 and S_6. The rest of the passage is split into four parts and named P, Q, R, S. These four parts are not given in their proper order. Read the sentences and find out which of the four combinations is correct. Then select the correct answer.* ***(SSC Clerks)***

Q. 1. S_1 : 'As a matter of fact,' said the boy modestly , 'I'm a spaceman.'

P : 'You can't see it from here'

Q : 'From another planet.'

R : 'I'm a spaceman', he said again.

S : George and Cathy stared at the boy.

S_6 : Cathy gasped, George gave a shout of laughter.

The proper sequence should be

(a) PSRQ (b) QPSR
(c) RQPS (d) SRQP

Q. 2. S_1 : I suddenly began to climb swiftly, and the next I knew it was speeding eastward again till it became a speck in the blue morning.

P : I didn't know what force they could command, but I was certain that it would be sufficient.

Q : My enemies had located me, and the next thing would be a cordon round me.

R : This made me do some savage thinking.

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S : The aeroplane had seen my bicycle, and would conclude that I would try to escape by the road.

S_6 : In that case, there might be a chance on the moors to the right or left.

The proper sequence should be

(a) RQPS (b) QPSR

(c) PSRQ (d) SRQP

Q. 3. S_1 : His penance grew harder, he abjured even fruit.

P : Then the water, too, that the girl offered him in leaf-cups lay untouched

Q : Birds pecked at them as they lay rotting at his feet.

R : She gathered wild blossoms and laid them humbly before him.

S : The girl mused in sorrow, "Is there nothing left for me to do".

S_6 : The ascetic took no notice.

The proper sequence should be

(a) RQPS (b) SRQP

(c) QPSR (d) PSRQ

Q. 4. S_1 : In other words, grammar grows and changes, and there is no such thing as correct use of English for the past, the present and the future.

P : 'The door is broke.'

Q : Yet this would have been correct in Shakespeare's time !

R : Today, only an uneducated person would say, 'My arm is broke.'

S : For example, in Shakespeare's play 'Hamlet', there is the line.

S_6 : All the words that man has invented are divided into eight classes which are called parts of speech.

The proper sequence should be

(a) PSQR (b) SPRQ

(c) QPSR (d) RSPQ

Q. 5. S_1 : There is no transportation system in any city that can be compared in the matter of inefficiency with the circulatory system of the body.

P : The larger one goes from the heart to various parts of the body.

Q : If you will imagine two systems of pipe, one large and one small, both meeting at a central pumping station, you'll have an idea of the circulatory system.

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R : These pipes are called arteries, veins and capillaries.

S : The smaller system of pipe goes from the heart to the lung and back.

S_6 : Arteries are blood vessels in which blood is going away from the heart.

The proper sequence should be

(a) QSPR (b) PQSR

(c) RSQP (d) SPRQ

Q. 6. S_1 : Gandhiji's first political fast was made soon after his return from Africa.

P : He had also received help from a man's sister.

Q : This was when the poor labourers of the cotton mills of Ahmedabad were on strike.

R : He was a friend of the largest mill owner.

S : Gandhi had made the strikers promise to remain on strike until the owners agreed to accept the decision of an arbitrator.

S_6 : He did not fast against the mill owners, but in order to strengthen the determination of the strikers.

The proper sequence should be

(a) SRPQ (b) QSRP

(c) RPQS (d) PQSR

Q. 7. S_1 : A certain young man was entrusted to the care of a teacher.

P : "This dullard will come to grief if I send him away without a single lesson", thought the teacher.

Q : He was so dull of the mind that he could not, even in three months' time, learn as much as a single lesson.

R : The young man came to ask the teacher's permission to go home.

S : "It's my business to provide a good education to my pupils to get on in life."

S_6 : The teacher asked him to wait.

The proper sequence should be

(a) QPSR (b) PSRQ

(c) SRQP (d) RQPS

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Exercise 12

Directions (Q. 1-7) : *In each of the following questions, the first and the last part of the sentence are numbered as S_1 and S_6 respectively. The rest of the sentence is split into four parts and named P, Q, R and S. These four parts are not given in their proper order. Read the sentence and find out which of the four combinations is correct. Then find the correct answer and indicate on the answer-sheet.*

Q. 1. S_1 : A study

P : success increases

Q : concludes that

R : and chances for

S : commitment to future tasks

S_6 : future success.

The proper sequence should be

(a) RQPS (b) SRQP

(c) QPSR (d) PSRQ

Q. 2. S_1 : Putting it another way

P : what we see as our

Q : our goals throughout our lives

R : we are constantly resetting

S : in response to

S_6 : wins and losses.

The proper sequence should be

(a) RQSP (b) QPRS

(c) PRSQ (d) RSQP

Q. 3. S_1 : Studies of Nobel laureates show that

P : or encounter professional

Q : and have strained relationship with friends and colleagues.

R : they often publish less frequently

S : after winning the prize

S_6 : envy and rivalry.

The proper sequence should be

(a) SRQP (b) RQPS

(c) QPSR (d) PSRQ

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Q. 4. S_1 : There is

P : no such thing

Q : from one nation

R : as the gift

S : of independence

S_6 : to another.

The proper sequence should be

(a) SPQR (b) PRSQ

(c) QPRS (d) RSPQ

Q. 5. S_1 : People who

P : are terrible

Q : no way of taking

R : there is

S : have no weaknesses

S_6 : advantage of them.

The proper sequence should be

(a) PSQR (b) RSPQ

(c) SPRQ (d) QSRP

Q. 6. S_1 : There are

P : any other kind of

Q : more ants

R : land animal

S : than

S_6 : in the world.

The proper sequence should be

(a) PSQR (b) RSPQ

(c) SPRQ (d) QSPR

Q. 7. S_1 : For some time

P : it was commonly assumed

Q : after the treaty of Versailles

R : that Germany had caused World War I by her aggressive acts

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S : by scholars and laymen alike

S_6 : and by encouraging Italy in her aggression.

The proper sequence should be

(a) PRQS (b) SPQR

(c) QPRS (d) QPSR

Exercise 13

Directions (Q. 1-6) : *Put the given sentences in each of the following questions in proper order.*

Q. 1. (A) His mother was dead.

(B) They had not sent him the sad information.

(C) Probably they knew his deep love for her.

(D) When Gandhi returned to India his son Hiralal was four.

The proper sequence should be

(a) DCAB (b) DABC

(c) DBAC (d) DCAB

Q. 2. (A) It results from a carefully revised plan.

(B) Men work together for a cause or purpose.

(C) Team work does not just happen.

(D) It must be clearly known to them.

The proper sequence should be

(a) BCAD (b) CBDA

(c) BCDA (d) CABD

Q. 3. (A) I will give you a copy of it.

(B) The book was published in New York.

(C) It is a very interesting book.

(D) It deals with mankind's political future.

The proper sequence should be

(a) DCBA (b) CBDA

(c) BDCA (d) DBCA

Q. 4. (A) He had inherited that money from an uncle.

(B) Mr. Maini was an innocent man.

(C) It was regarding investing ten thousand rupees in my firm.

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(D) He agreed to my proposal.

The proper sequence should be

(a) DCAB (b) BADC

(c) CDAB (d) BDCA

Q. 5. (A) His elbow was bleeding.

(B) He had a few bruises on his left hand.

(C) I went into the crowd and was relieved to see that he wasn't very badly injured.

(D) A crowd gathered around my brother before he could stand up.

The proper sequence should be

(a) BCDA (b) DABC

(c) BADC (d) DCBA

Q. 6. (A) They were generally fed in the afternoon.

(B) But father said that it was most interesting to see them being fed.

(C) Gopal wanted to see the tigers and the lions first.

(D) When we entered the gate, it was difficult to decide which way to go first.

The proper sequence should be

(a) ACDB (b) DCBA

(c) BCDA (d) CBAD

Exercise 14

Directions (Q. 1-5) : *Rearrange each of the following five sentences A, B, C, D and E in a proper sequence so as to form a meaningful paragraph. Then answer the questions given below.*

Q. 1. (A) She said that she was a school teacher and a social worker.

(B) Then for sometime, we discussed her plans for schooling of the children, living in slums.

(C) Our conversation now took another direction.

(D) She also said that social work was her hobby only and not the job.

(E) I asked Meena about her occupation.

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(i) Which of the following should be the second sentence?

(a) B (b) D

(c) C (d) E

(e) A

(ii) Which of the following should be the fourth sentence?

(a) E (b) A

(c) B (d) C

(e) D

(iii) Which of the following should be the first sentence?

(a) A (b) C

(c) D (d) E

(e) None of these

(iv) Which of the following should be the last sentence ?

(a) C (b) D

(c) B (d) E

(e) None of these

(v) Which of the following should be the third sentence ?

(a) A (b) B

(c) C (d) D

(e) E

Q. 2. (A) But he added that there was a good deal to be said in favour of it.

(B) Govind asked what it was.

(C) Gopal told Govind that India would not progress until the caste system was abolished.

(D) Govind expressed his surprise on hearing that there was a good deal to be said in favour of it.

(E) Gopal observed that there was truth in what he said.

(i) Which of the following should be the last sentence?

(a) A (b) B

(c) C (d) D

(e) E

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(ii) Which of the following should be the first sentence ?

(a) A (b) B

(c) C (d) D

(e) E

(iii) Which of the following should be the second sentence ?

(a) A (b) B

(c) C (d) D

(e) E

(iv) Which of the following should be the fourth sentence ?

(a) A (b) B

(c) C (d) D

(e) E

(v) Which of the following should be the third sentence ?

(a) A (b) B

(c) C (d) D

(e) E

Q. 3. (A) Seema's parents died in her early childhood.

(B) Her uncle who had been kind to her was dead.

(C) She spent most of her first ten years with her unkind aunt.

(D) She always treated her wickedly and not as a loving niece.

(E) Her three cousin sisters also treated her as a servant.

(F) Despite such ill treatments, she grew up as a sensitive and self-reliant lady.

(i) Which of the following should be the second sentence ?

(a) A (b) B

(c) C (d) D

(e) F

(ii) Which of the following should be the last sentence ?

(a) A (b) B

(c) C (d) D

(e) E

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(iii) Which of the following should be the first sentence ?

(a) B (b) C

(c) D (d) E

(e) F

(iv) Which of the following should be the fifth sentence ?

(a) A (b) B

(c) D (d) E

(e) F

(v) Which of the following should be the Fourth sentence ?

(a) B (b) C

(c) D (d) E

(e) F

Q. 4. (A) It is fixed on Tuesday.

(B) We have, therefore, called him for interview.

(C) Due to his illness, he lost that job.

(D) Ramesh was working in a factory.

(E) Hence, he has applied for a job in my office.

(i) Which of the following should be the first sentence ?

(a) A (b) B

(c) C (d) D

(e) E

(ii) Which of the following should be the second sentence ?

(a) A (b) B

(c) C (d) D

(e) E

(iii) Which of the following should be the third sentence ?

(a) A (b) B

(c) C (d) D

(e) E

(iv) Which of the following should be the fourth sentence ?

(a) A (b) B

(c) C (d) D

(e) E

Q. 5. (A) Some of the world's highest peaks are in the Himalayas.

(B) The Himalayas are beautiful mountains in the north of India.

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(C) Therefore, we call them the Himalayas or 'the abodes of snow'.

(D) The highest peak is Mount Everest.

(E) They stretch for two thousand miles from Kashmir to Assam.

(F) The top of the mountains are covered with snow.

(i) Which of the following should be the first sentence ?

(a) B (b) E
(c) C (d) A
(e) D

(ii) Which of the following should be the second sentence ?

(a) B (b) C
(c) E (d) D
(e) A

(iii) Which of the following should be the third sentence ?

(a) B (b) D
(c) A (d) E
(e) C

(iv) Which of the following should be the fifth sentence ?

(a) A (b) F
(c) B (d) A
(e) C

(v) Which of the following should be the last sentence ?

(a) D (b) A
(c) E (d) C
(e) B

Exercise 15

Directions : *In the following questions, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled as P, Q, R and S. You are required to find out the proper sequence of the four sentences and mark accordingly on the answer-sheet.*

Q. 1. S_1 : The dry-cell battery has long been a familiar object in our homes.

S_6 : Indian industrialists have been quick to foresee the increase in the demand for dry-cell batteries and today, the market for dry-cell batteries in India has reached an astounding rupees Three Hundred Crores mark.

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P : The demand was stagnant for many years, and it was only with the introduction of portable radios and tape recorders that the manufacture of dry-cell batteries became a profitable industry.

Q : Its main use was to supply power to torch-lights.

R : Today, dry cells of different sizes are used in transistors, radios, calculators, portable tape recorders, quartz clocks and torches.

S : The international sport events like Wimbledon and the World Cup Series have increased the demand for dry-cell batteries

The proper sequence should be

(a) SPRQ (b) QRPS

(c) RPSQ (d) QPRS

Q. 2. S_1 : Of course, it is nature that determines a diamond's clarity and colour.

S_6 : Poorly cut diamonds on the other hand, look less brilliant and beautiful.

P : It results in a diffused display of brilliance.

Q : However, the hand of a master craftsman is needed for releasing its sparkle and beauty.

R : When it is cut to good proportions, light reflects from one mirror-like facet to another and disperses through the top of the diamond.

S : A well-cut diamond invariably scintillates with light.

The proper sequence should be

(a) QSPR (b) SQPR

(c) SQRP (d) QSRP

Q. 3. S_1 : One of the gifts of independence is the awakening of women of our country.

S_6 : We even had a woman Prime Minister.

P : Besides, their talent is recognised and they are appointed to high posts in the state.

Q : Free India has seen women as governors, ministers and ambassadors.

R : That is because our government is making efforts to raise their status.

S : Women have bright future in independent India.

The proper sequence should be

(a) SPQR (b) QPSR

(c) SRPQ (d) QSPR

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Q. 4. S_1 : One of the greatest medical insights in recent times has been on the subject of cancer.

S_6 : Cancer is, thus, no longer a mysterious disease but a disorder that is understood.

P : Faulty genes are the cause.

Q : These mutations cause the cell to multiply wildly.

R : Every tumor begins with one errant cell that has suffered genetic mutation.

S : It is not caused by depression or repression as thought earlier.

The proper sequence should be

(a) SQRP (b) SPRQ

(c) PSQR (d) RSPQ

Q. 5. S_1 : Viruses are moving into the human species because there are more of us all the time.

S_6 : There is no reason to think that the human race is exempt from the laws of nature.

P : In nature, when population soars, viral diseases tend to break out.

Q : From the virus's point of view, we look like a free lunch that is getting bigger.

R : Then the population drops.

S : In the last century, the population of humans quadrupled.

The proper sequence should be

(a) PRSQ (b) QSPR

(c) PQSR (d) QSRP

Exercise 16

Directions (Q. 1–5) : *In the following questions, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled as P, Q, R and S. You are required to find out the proper sequence of the four sentences and mark accordingly on the answer sheet.*

Q. 1. S_1 : At the age of 18, Gandhi went to college but remained there only for a part of the year.

S_6 : In spite of all the difficulties, the young Mohandas at 18 sailed for England, leaving a wife and child behind.

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P : It was difficult for him to leave India and go to a foreign land where he would have to eat and drink with foreigners.

Q : The college did not interest him and he did not do well.

R : This was against his religion, and most of the leaders of his community were against his going.

S : Soon after this, he was advised to go to England to study to be a lawyer.

The proper sequence should be

(a) QRSP (b) SRPQ

(c) RPQS (d) QSPR

Q. 2. S_1 : An examination is not a sure test of student's ability.

S_6 : They are motivated by the simple desire to pass the examination at any cost.

P : But an intelligent student may get only poor marks.

Q : A great crammer can easily get good marks.

R : It is a gamble which even intelligent students may lose.

S : Crammers are not necessarily scholars.

The proper sequence should be

(a) RSPQ (b) RQPS

(c) PSRQ (d) PQRS

Q. 3. S_1 : Homi Bhabha was one of the India's greatest scientists.

S_6 : However, even before that Bhabha lost his life in a plane crash.

P : In 1948, he was appointed, the Chairman of the Atomic Energy Commission.

Q : The scientists led to the testing of the nuclear device at Pokhran in 1974.

R : He established the Tata Institute of Fundamental Research in 1945.

S : Under his guidance, India made rapid strides in the field of atomic research.

The proper sequence should be

(a) PSRQ (b) PQRS

(c) PRQS (d) RPSQ

Q. 4. S_1 : Trying to be one's own doctor is a dangerous practice.

S_6 : Ousted tetracycline, for example, can cause liver damage.

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P : Though it may seem safe but the reaction of the drug may be different because of the patient's condition.

Q : Thereafter, they lose their medicinal value and can even be harmful.

R : Taking pills left over from a prescription is an everyday misuse of medication.

S : Also carelessly stored drugs may become outdated.

The proper sequence should be

(a) PRQS (b) RPSQ

(c) RPQS (d) PRSQ

Q. 5. S_1 : I have just heard from your brother that you have been ill and hospitalized for the last two weeks.

S_6 : As soon as you can write, let me know how you are.

P : But I am glad to know that the worst is now over.

Q : If I had known then I would have written before.

R : I am very sorry to know that.

S : I hope you will soon be all right and coming out again.

The proper sequence should be

(a) QRSP (b) QRPS

(c) RQSP (d) RQPS

Exercise 17

Directions (Q. 1–5) : *In this section, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each passage have been removed and jumbled up. These are labelled as P, Q, R and S. You are required to find out the proper sequence of the four sentences and mark accordingly on the answer sheet.* ***(NDA)***

Q. 1. S_1 : The training of employees in a modern organization is a process, far different from what it was in the past.

S_6 : Adaptation of new tools and methods is an important aspect of his training.

P : Then for the rest of his life, he would keep working and earning his living, using the skills he learns from the master.

Q : Today's craftsman, thus likes searching of the theory behind the skills that he learns.

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R : When a carpenter or a mason wanted to learn the skills of carpentry or masonry in the past, he would apprentice himself to an experienced craftsman and learn from him.

S : Today training is given in those institutes where the latest tools and methods are used in the training programmes.

The proper sequence should be

(a) RPQS (b) RPSQ

(c) SQPR (d) QPSR

Q. 2. S_1 : Konark was worth all the troubles imaginable.

S_6 : And the building was never entirely finished.

P : The temple was dedicated to the Sun-God Surya.

Q : It was built in the mid-thirteenth century.

R : But the central pyramid, rising to over 200 feet, began to crack.

S : It has been the largest Hindu temple in eastern India.

The proper sequence should be

(a) QSPR (b) QPRS

(c) PSRQ (d) PQSR

Q. 3. S_1 : Biological weapons are disgrace to biology.

S_6 : The biologists will lose their innocence when the first biological weapon spreads through the human species.

P : The scientists lost their innocence when the first nuclear bomb went off in 1945.

Q : Most biologists have never wanted to talk or even think about them.

R : It was a native dream from the childhood of biology.

S : For years, US biologists were assuring themselves and the public that bioweapons do not work and there is nothing to worry about.

The proper sequence should be

(a) SQRP (b) QRSP

(c) QSRP (d) RPQS

Q. 4. S_1 : There was great difference between eastern and western attitudes to natural phenomena.

S_6 : So what the Chinese honoured, the Christians killed.

P : Chinese tradition venerated the creatures as lords of the sky; as guardians of celestial wisdom.

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Q : This was illustrated clearly in their respective feeling towards dragons.

R : To slay such an abomination was a sacred duty.

S : Christianity deemed them winged serpents and as such the embodiment of satanic evil.

The proper sequence should be

(a) PRQS (b) QPSR

(c) QPRS (d) PSRQ

Q. 5. S_1 : I had flown endless miles across the rugged Australian out back to see a rock.

S_6 : So, the passengers on the far side could feast their eyes on it.

P : I saw the awesome monolith towering 340 feet above a flat wasteland at the edge of nowhere.

Q : Not just any rock but Ayers Rock of Uluru as the aborigines call it.

R : My first glimpse of this restored boulder was from the window of a light aircraft.

S : The pilot of the six seater craft circled the sky slowly.

The proper sequence should be

(a) QRPS (b) QRSP

(c) RPQS (d) SRQP

Exercise 18

Directions (Q. 1–5) : *In the following questions, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled as P, Q, R and S. You are required to find out the proper sequence of the four sentences and mark accordingly on the answer sheet.*

Q. 1. S_1 : I got on a colourful bus filled with all kinds of strange people.

S_6 : It was a gate that neither separated nor connected anything from or to anything.

P : We arrived at a gate like the one in Salvador Dali's paintings.

Q : The bus rode across dirty expanses without roads.

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R : At first, I wasn't aware that the bus roof was loaded with drugs.

S : Everyone was filled with dust and often the wheels would sink into the soft soil.

The proper sequence should be

(a) SPQR (b) QRSP

(c) RQSP (d) RSPQ

Q. 2. S_1 : For the average Indian tourist, the mention of Indonesia conjures visions of Bali and little else.

S_6 : It is a pity since otherwise this largest archipelago in the world has much to offer to the international visitor.

P : With cash flow problems, the airline has had to cut down its overseas operations.

Q : Tourism has not been much of a priority in this predominately Muslim country of 210 million people.

R : The air connectivity through the national airline is also minimizing.

S : This aspect is evident in the low budget, allocated each year to this sector.

The proper sequence should be

(a) QSRP (b) RPSQ

(c) QRSP (d) SQPR

Q. 3. S_1 : Man cannot survive except through his mind. He comes on earth unarmed.

S_6 : To plant, he needs a process of thoughts; to hunt, he needs weapons and to make weapons, the process of thoughts.

P : Man has no claws, no fangs, no horns and no great strength of muscle.

Q : Animals obtain food by force.

R : He must plant his food or hunt it.

S : His brain is his only weapon.

The proper sequence should be

(a) RSQP (b) PQSR

(c) QPRS (d) PSQR

Q. 4. S_1 : Bill Clinton is the President.

S_6 : Looking at him, a lot of people feel surprised.

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P : But that is not true of Mr. Clinton.

Q : This had led him to be a vegetarian.

R : His philosophy is 'be simple'.

S : Men as powerful as him usually have lavish tastes.

The proper sequence should be

(a) SPQR (b) SPRQ

(c) RQPS (d) PQSR

Q. 5. S_1 : Large parts of Karnataka are located in the drought prone rain shadow of the western Ghats characterized by low and unreliable rainfall.

S_6 : Once water is made available for irrigation, the economic picture of the area would be transformed.

P : The project occupies a triangular area lying between the Krishna and Bheema rivers.

Q : The upper Krishna project is being executed in the drought prone north eastern part of Karnataka about 456 kms from Bangalore in the districts of Gulburga, Raichur, Bagalkot and Bijapur.

R : The area though being subjected to vagaries of the monsoons but still has highly fertile land.

S : The population in this area subsists mainly on agriculture.

The proper sequence should be

(a) RSQP (b) PQSR

(c) QPRS (d) PSQR

Exercise 19

Directions (Q. 1–5) : *In the following questions, each passage consists of six sentences. The first and the sixth sentence are given in the beginning. The middle four sentences in each have been removed and jumbled up. These are labelled as P, Q, R and S. You are required to find out the proper sequence of the four sentences and mark accordingly.*

Q. 1. S_1 : As the icebergs drift away from the poles towards warmer water, they often invade the path of ships and sometimes, tiles of fog cause fearful collisions.

S_6 : More than fifteen hundred lives were lost.

P : Striking an iceberg without warning in the fog, she sank quickly.

Q : The Titanic was the largest ship in the world at that time.

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R : She was sailing on her maiden voyage from Southampton to New York with more than two thousand passengers and crew.

S : The biggest disaster of this kind ever recorded was that of the Titanic on 14 April, 1912.

The proper sequence should be

(a) PQRS (b) SQRP

(c) QRPS (d) QSPR

Q. 2. S_1 : The release of atomic energy is the greatest achievement which science has yet attained.

S_6 : However, the scientists are gratified by the numerous applications of atomic energy for peaceful and constructive purpose.

P : But the first invention to which their discoveries were applied was a bomb.

Q : The atom was split by physicists whose minds were set on the search for knowledge.

R : It was more deadly than any other weapon invented so far.

S : It is with this dread that scientists regard the first use to which their greatest discovery was put.

The proper sequence should be

(a) PQRS (b) SQPR

(c) QPRS (d) RSQP

Q. 3. S_1 : Human beings have the most common trait of airing their individual views and opinions.

S_6 : A rigid and blind self-justification, though a common human weakness, will lead nowhere.

P : If everybody starts running after his own point of view without caring for others, civilization will soon perish.

Q : But we have to live in a society and co-operation is the basis of a civilization.

R : Everybody has a right to live and lead his own life but one should be tolerant of other's views.

S : What is essential to live happily in this world is a peaceful coexistence to live and let others live.

The proper sequence should be

(a) PRQS (b) QPSR

(c) RQPS (d) SRPQ

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Q. 4. S_1 :The north-eastern region presents a diverse system of habitats, ranging from tropical rain forests to alpine meadows.

S_6 : The winter temperature in Shillong, for example, varies from 4°C to 24° C; in Gangtok from 9°C to 23°C.

P : In eastern Himalayas, the rainfall ranges from 125 to 300 cm; in Assam from 178 to 305 cm.

Q : The temperature in the region varies with location, elevation, topography, rainfall and humidity.

R : The uneven distribution affects the region in two opposite ways—floods and droughts.

S : It is largely a humid tropical region with two periods of rainfall; the winter rains come from the west and the summer rains are brought by the monsoon winds.

The proper sequence should be

(a) QRSP (b) SPRQ

(c) PQRS (d) RSQP

Q. 5. S_1 : The coconuts are usually picked before they are quite ripe, to stop them from falling to the ground or into the water.

S_6 : Like this , in a series of jerks, first, feet and then by hands, he goes right to the top of the tree taking the rope with him.

P : First, he fastens a strong piece of rope around his ankles then he puts his hands around the smooth tree trunk and grips its lower part with his bare feet.

Q : It is exciting to watch him climbing.

R : To pick them, a man climbs up the tree, taking with him only a very sharp knife and a little coil of rope.

S : When he is ready to start, he gives a jerk and moves his feet higher up the trunks then another jerk and moves his hands.

The proper sequence should be

(a) PRSQ (b) SQPR

(c) QPRS (d) RQPS

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ANSWERS

Exercise 1

1. (c) **2.** (a)

Exercise 2

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

Exercise 3

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

Exercise 4

1. (b) **2.** (c) **3.** (c) **4.** (e) **5.** (d)

Exercise 5

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

Exercise 6

1. (c) **2.** (c) **3.** (a) **4.** (a) **5.** (a)

Exercise 7

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

Exercise 8

1. (e) **2.** (c) **3.** (b) **4.** (d) **5.** (c)
6. (a) **7.** (b) **8.** (d)

Exercise 9

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

Exercise 10

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

Exercise 11

1. (c) **2.** (d) **3.** (d) **4.** (b) **5.** (a)
6. (b) **7.** (a)

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Exercise 12

1. (c) **2.** (a) **3.** (a) **4.** (b) **5.** (c)
6. (d) **7.** (d)

Exercise 13

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

Exercise 14

1. (i–e)	(ii–d)	(iii–d)	(iv–c)	(v–d)
2. (i–b)	(ii–c)	(iii–a)	(iv–e)	(v–d)
3. (i–a)	(ii–d)	(iii–b)	(iv–b)	(v–d)
4. (i–d)	(ii–c)	(iii–e)	(iv–b)	
5. (i–b)	(ii–c)	(iii–c)	(iv–b)	(v–d)

Exercise 15

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

Exercise 16

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

Exercise 17

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

Exercise 18

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

Exercise 19

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

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1 Spotting the Error & Sentence Correction

How to Spot an Error ?

Words, phrases and sentences are the bases of any language. An error in their use may shake the very foundation of the language and make an expression meaningless or ambiguous in a context. Therefore, an MBA aspirant has to clear those barriers before they begin their voluminous studies; and so sentence correction is one of the verbal problems in MBA entrance examinations. Knowing the common structures and the nuances of the language is crucial to understand the written text and to express accurately and precisely.

We are discussing the problems related to sentence in this chapter whereas the word and phrase are being discussed in later chapters.

Finding an error in a sentence is a step-by-step process. Checking errors randomly is always so confusing that you can never go close to accuracy. Therefore, we have adopted an **EIGHT-POINT STRATEGY** to probe a sentence for an error and pin-point it with accuracy. You have to ask these eight questions while solving a sentence correction problem :

1. "Is the **verb** in accordance with the **subject**?"
   This is the rule no. ONE
2. "Is the **tense** of the verb correct?"
   This is the rule no. TWO
3. "Is the **subject** or **doer** close to the **participle**?"
   This is the rule no. THREE
4. "Are the **nouns** and **verbs** in their **proper forms** confirming the parallelism?"
   This is the rule no. FOUR
5. "Are the **articles**, **determiners** and **adjectives** correctly used?"
   This is the rule no. FIVE
6. "Are the forms of **pronoun** correct and do they agree with the related nouns and other pronouns?"
   This is the rule no. SIX
7. "Are the **prepositions** correctly used?"
   This is the rule no. SEVEN
8. "Are the **spelling** and **punctuation** in place?"
   This is the rule no. EIGHT

Before you should be able to ask these questions meaningfully, you will have to understand these different grammar usages one by one and do some exercises on each.

At the end of the chapter, you will find mixed exercises in the manner they usually appear in the entrance examinations. These assorted exercises are the test of your understanding the chapter. While doing them you are supposed to identify the kinds of problem you find difficult and go back to the relevant part of the chapter for revision.

A few more problems related to grammar and usages are discussed in some other chapters as the questions related to them are usually other than the sentence correction questions. (Modals, Jumbled sentences, Idioms)

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Type 1 : *Error of* Subject-Verb Agreement

The very first thing that we need to check in a sentence correction exercise is the verb.

Consider the following sentences :

Set I *Taking* her basket she *goes* to the sea shore *to collect* shells.
She *is* happy with what she *earns*.

Set II *Taking* their baskets the women *go* to the sea shore *to collect* shells.
They *are* happy with what they *earn*.

Did you notice how the verbs change with the change in subject in the two sets? If we change the subject 'she' into 'the women' or 'she' into 'they' the verbs lose their 's' and 'es'. **She goes** but **they go, she is** but **they are** and **she earns** but **they earn.**

Notice what happens when we change these verbs into past :

Taking her basket she *went* to the sea shore *to collect* shells.

They *were* happy with what they *earned*.

While 'go' changes into 'went', 'are' into 'were' and 'earn' into 'earned', **'taking'** and **'to collect' remain unchanged**. We need to change these main or finite verbs (go, are, earn) to make the sentence present, past or future while the non-finites (taking, to collect) remain unchanged.

Therefore, we need to check the main verbs in a sentence correction exercise.

- We need to ask, "Is the verb **singular** with a singular subject?" *eg*,
  A boy *helps* the old woman cross the road.
  He *does* not know her.
  He *is* quite selfless.
  A boy and **he** are singular; therefore, they take singular verbs with 's' or 'es' at the end.
- Or, "Is the verb **plural** with a plural subject?" *eg*,
  Some **boys** *play* here in the evening.
  They *bring* their own bats and balls.
  They *are* quite self-sufficient.
  A plural subject takes a verb without 's' or 'es' at its end.
  You must have noticed that the singular verbs–goes, plays, is, was, has–end with an 's'.
  Therefore, the first ever question in a sentence correction exercise to be asked is :
  "Is the verb in accordance with the subject?"
  This is the rule no. ONE

Target Exercise 1

Directions *Make a choice of the correct verb for the subject in the following sentences.*

1. It is so rainy in this region that it **rain/rains** very frequently even in winters.
2. Whenever he **meet /meets** me he **talk/talks** about his illness.
3. In a mature democracy like India, the voters **know/knows** whom to vote.
4. A good teacher not only **teach/teaches**, but he **is/are** also a good guide.
5. The Rajdhani Express usually **run/runs** on time; and is/are one of the fastest trains in India.

Answers 1. rains 2. meets, talks 3. know 4. teaches, is 5. runs, is

Sometimes **the nouns** used as subject might be confusing. It may be difficult to decide whether they are **singular or plural.** Therefore, identifying such nouns is important before deciding whether the verb is in accordance with the subject.

- **Cattle** is a **plural noun** which can neither be written as 'cattles' nor used as singular. *eg*, **Cattle** are grazing beside the lake.
  Other such nouns, that are **always** used as **plural** without any change in them, are : **People, police, poultry, gentry, peasantry**

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- **Scissors, binoculars, spectacles, pincers, pliers, trousers, jeans, oats, outskirts, premises, quarters, stairs, spirits, surroundings, thanks** are used **as plural.** *eg*, Where **are** my **spectacles**? I can't see without **them**.
- Some nouns are used both ways without any change in them, such as : **A sheep, many sheep, a deer, many deer, a fish, many fish, also many fishes meaning groups or species of fishes, a spacecraft, many spacecraft, an aircraft, many aircraft.**
  These are **used singular as well as plural without any change** in them.
- **All** uncountable nouns **like** milk, furniture, bread, food, ice, salt, butter, grass, hair, wheat, rubbish, coffee, chalk, paper, sugar, dust, chocolate, soap **are always used** as **singular.**
- **All abstract nouns** like applause, homework, advice, wealth, happiness, research, money, evidence, hospitality, music, pollution, trash, waste, statistics, AIDS, disease, measles, information, knowledge, refuge, rubbish **are always used as singular.**
- You must also be aware of some agencies such as **jury, committee, government** which **are used both ways**. A jury or a committee or a government is consisted of some members and these members sometimes **take a unanimous decision and act like one agency**; but at times the members are **divided in their opinion and act separately** and not as one agency. In the **first case**, a jury will be treated as **singular** while in the **second case**, it will be **plural.** *eg*,
  (i) The committee **have been** consulting among **themselves** and **are** now ready to take **their seats**.
  (ii) A committee **has been** constituted to look into the matter.

  In sentence,
  (i) 'the committee' refers to the **members and not the organization** as one entity.
  (ii) **'one agency'**–committee is referred and not a divided committee or its members.

Other such nouns are : **Association, audience, board, commission, company, council, crew, department, government, jury, party, public, staff, family**

- Words with **'ware'** suffix are **singular** : **Software, hardware, silverware, streetware, chinaware, brassware, glassware, middleware, embeddedware**.
- The following, although **appear plural**, are **used as singular** : **Mathematics, economics, measles, apparatus, wages, species, politics**.

Target Exercise 2

Directions *Identify the subjects in the following and choose the correct – singular or plural – verb.*

1. The committee **is/are** seriously considering the matter.
2. During recession, not even the Mumbai public **has/have** enough money to meet its needs.
3. The public **is/are** dispersing away from the monotonous show.
4. The majority **wins/win** what the minority **loses/lose**.
5. The government **has/have** fallen after the trust vote.
6. The government **wants/want** to keep the plan to themselves.
7. Two **deer/deers were** killed by the poachers.
8. The army **has/have** besieged the city and is poised to launch further attacks.
9. The police **has/have** arrived and are investigating the matter.
10. The issue remained unresolved as the committee **was/were** divided on the subject.
11. The scissors **was/were** there but the tailor could not see them as his spectacles **was/were** not on his nose.
12. Brazil **is/are** the winning team.

Answers 1. are–the members and not the agency 2. has–one entity–its need 3. are–different members of public in different directions 4. wins, loses–one entity 5. has–the entire one government 6. want–to themselves means members of the government 7. deer–no use of deers exists 8 has–army is used as singular–is poised 9. have–police is used as plural–are investigating 10. were–as divided 11. were, were–scissors and spectacles are used as plural–could not see them 12. are–a team here refers to players as in 'India are on the ground'.

Structure Rule

Some **nouns** never change into a **plural form even if used as plural**–apparatus, scenery, jewellery, machinery, offspring, information, stationery, aircraft, dozen, hundred, furniture.

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- The pronouns **each** and **one** make the subject **singular**. *eg*,
  (i) **Each** of the Chief Ministers of the states *was* present in the meeting.
  It means **each one** of the ministers of states.
  (ii) **One** of the boys *is* to be blamed.
  Who is to be blamed – one boy or all the boys?
- **Somebody, nobody** are singular but **every and none** can be used both as singular and plural.
- The conjunction **'and'** makes the subject **plural** when combining two or more nouns or pronouns. *eg*,
  (i) **Jack, John and Jill** *are* coming to meet me.
  (ii) **He** and **I** *are* going to welcome them.
- If the conjunction–**or, nor**–combines the nouns or pronouns, then the number of the last noun or pronoun is decisive. *eg*,
  (i) Two bikes or **a car** *is* enough to carry us all.
  (ii) The coach or **the players** *are* responsible for the defeat.
  (iii) She, they or **I** *am* supposed to look after the people here.
- Sometimes **the subject is a non-finite verb** which is **always singular.** *eg*,
  (i) *Smoking* is injurious to health. Non-finite (Gerund)
  (ii) *To err* is human, *to forgive* is divine. Non-finite (Infinitive)

Therefore, the subject of a sentence is either a noun or a pronoun or sometimes a non-finite.

Target Exercise 3

Directions *Identify the subject whether it is singular or plural and then make a better choice of the given verbs.*

1. Each of the candidates **was/were** awarded a certificate for participation.
2. Either of those dresses **is/are** suitable for the party.
3. Either the student or his parents **has/have** to be present in the function.
4. Everybody or anybody **is/are** able to answer these questions.
5. Neither of them **is/are** an expert of the subject.
6. The ones who **is/are** found guilty must be punished.
7. You or she **has/have** to be blamed for the accident.
8. They and I **was/were** present there last night.
9. Jessica is absent, but some of her class **is/are** present.
10. No one **know/knows** what happens after death.

Answers 1. was–means each one 2. is–one of the dresses 3. have–the last noun parents 4. is 5. is–not one of them 6. are–ones is plural 7. has–the last subject she 8. were–and makes the subject plural 9. are–class means classmates here 10. knows–no one is singular.

Type 2 : *Error of* Tense

Checking the tense of the verb in a sentence is another very important thing in sentence correction exercise.

You need to know, "Is the tense of the verb correct?"

Consider the following sentences :

(i) **Yesterday** I *met* him. (ii) She **said** she *would* meet him.

Yesterday and **said** fixes the time of the verb to be past. Therefore, we have used the past forms of 'meet' and 'will'.

However, for the present time, we say :

(i) I **always** *meet* him at the station. (ii) She **says** she *will* meet him.

Always and **says** refer to the present and 'meet' and 'will' are the present forms of the verbs.

- **Is, am** and **are** are the present forms and their past forms are **was** and **were**.
- **Has** and **have** are the present forms and their past form is **had.**
- **Does** and **do** are the present forms and their past form is **did.**

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- **Will, shall, can and may** are the present form modals and their past forms are **would, should, could and might** respectively.

It is important to know the correct past and past participle forms of the verbs. Broadly the verbs are conjugated in four different ways :

1. Those **which take 'ed'** in their past and past participle forms such as **work-worked-worked, enquire-enquired-enquired, lie- lied-lied or try-tried-tried**. Some more such verbs are–play, request, flow, die, please.
2. Those **which remain same** in all their forms such as **cast-cast-cast, burst-burst-burst, cut-cut-cut or shut-shut-shut**. Some more such verbs are–put, hit, spread, let, set.
3. Those **which take same past and past participle forms** such as **buy-bought- bought, say-said-said, hold-held-held or win-won-won**. Some more such verbs are–teach-taught-taught, catch-caught-caught, make-made-made, bleed-bled-bled, keep-kept- kept, dig-dug-dug.
4. Those **which are different in all the three forms** such as **see-saw-seen, sing-sang-sung; bear-bore-borne, write-wrote-written.** Some more such verbs are–eat-ate-eaten, drink-drank- drunk, break-broke-broken, bite-bit-bitten, take-took- taken, begin-began-begun.

The second forms of the verb are the simple past forms and the third forms of the verb (or the past participle) are the past perfect forms used with has, have or had. The third forms are also used in the passive voice sentences.

Perfect Tenses

The woman **has *done*** her household work.

I **have *written*** five letters to him so far.

The train **had *gone*** before we reached the station.

Passive Voice

All household work in this house **is *done*** by the servants.

Five novels **have been *written*** by the new writer so far.

The train **will be *caught*** by us if we hurry.

Table of Tenses

Tense	Present	Past	Future
SIMPLE Active	She + *writes* (VI) + slogans. I/We/You/They write slogans.	She *wrote* (V2) slogans.	She *will write* (VI) slogans.
SIMPLE Passive	Slogans are *written* (V3) by her.	Slogans *were written* (V3) by her.	Slogans *will be written* (V3) by her.
USAGE	For habit, repetitive action and permanent situation; usually with words like daily, always, never, sometimes.	past events unconnected with the Present; or with past-time reference such as yesterday, in 1954, last week, five months ago, in the ancient times.	Information about the Future with or without future reference such as tomorrow, after two days, in fifteen minutes.
CONTINUOUS Active	She *is writing* slogans.	She *was writing* slogans.	She *will be writing* slogans.
CONTINUOUS Passive	Slogans **are being written** (V3) by her.	Slogans **were being written** (V3) by her.	Slogans *will be being written* (V3) by her.
USAGE	Continuing action at the time of speaking, these days in general or changing developments on the earth with or without the use of now, at present, at the moment, these days, look, still	Continuing action at a particular past time with the time words, phrases or clauses such as at this time yesterday, when you came etc. referred or implied.	Continuing situation at a future time with a reference to this time next year/tomorrow.
PERFECT Active	She **has written** (V3) slogans.	She *had written* (V3) slogans.	She *will have written* (V3) slogans.
PERFECT Passive	Slogans *have been written* (V3) be her.	Slogans *had been written* (V3) by her.	Slogans *will have been written* (V3) by her.

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Tense	Present	Past	Future
USAGE	Past action with some present connection usually completed in the past with or without the words already, never, yet, just now, till now etc. with the time reference using for or since.	Action before a particular past time usually with before, after, when etc.	completion by a particular future time such as by this time tomorrow/next year/next week.
PERFECT CONTINUOUS Active	She *has been writing* slogans.	She *had been writing* slogans.	She *will have been writing* slogans.
PERFECT CONTINUOUS Passive	Slogans *have been being writing* (V3) by her.	Slogans *had been being written* (V3) by her.	Slogans *will have been being written* (V3) by her.
USAGE	Past action continued up to the present (uncompleted) usually with the time reference using for or since.	Continuation up to a particular past time.	Continued up toj a particular future time.

Target Exercise 4

Directions *Choose the correct forms of the verbs in the following.*

1. He was **choose/ chose/chosen** leader of the group.
2. I have **do/did/done** my work.
3. The letter was **write/wrote/written** by the clerk.
4. You have **break/broke/broken** the window pane.
5. Who has **take/took/taken** my pen?
6. The bananas have been **eat/ate/eaten** by the cow.
7. A beautiful song in this movie has been **sing/sang/sung** by the new singer.
8. He has **catch/catched/caught** cough.
9. The magician **cast/casted** a spell and turned the rat into a horse.
10. A lot has been **say/says/said** about life and death.

Answers 1. chosen – passive 2. done 3. written – passive 4. broken 5. taken 6. eaten 7. sung 8. caught 9. cast–the past of cast is cast 10. said

Target Exercise 5

Direction A. *Check what is correct-**simple present or present continuous**.*

Is it **habitually done or** is a **repeated** action? Choose **simple present**.
Is it **longer or continued** action? Choose **present continuous**.

1. Look! They **talk and while away/are talking and whiling away** their time.
2. An apple a day **keeps/is keeping** the doctor away.
3. By profession an author **writes/is writing** a book whereas an artist **creates/is creating** a picture.
4. The projects that the government **takes up/is taking up** these days are all dominated by modern technologies.
5. The river **flows/is flowing** down the mountain and **goes/is going** to the ocean.

Answers 1. are talking and whiling away–'look' indicates it is happening before our eyes at the moment 2. keeps–eating healthy diet always keeps diseases away, not just at the moment 3. writes, creates–profession-wise activities are timeless, not temporary, at the moment or time-bound 4. is taking up–these days only, not always 5. flows, goes–not just now they are flowing or going

Structure Rule

The verbs that cannot be used in continuous tense
Some verbs express not actions, or happenings but **sense perceptions** such as see, hear, smell, taste, feel or **possession** such as *own, possess, have, hold* or some **insight or idea** such as *believe, realize, obsess* etc. Such verbs are usually **not used in the continuous tense**. Sometimes when they are used in the continuous tense they lose their usual meaning. *eg,* The judge is hearing the case at the moment.

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Direction B. *Check what is correct–**simple past or present perfect.***

Is the **past time mentioned** or indicated? Choose **simple past**.
Is the **past time connected or related with the present** time somehow? Choose **present perfect**.

1. I feel proud of my team as it **performed /has performed** quite well.
2. The Prime Minister **observed /has observed** many changes in the rural areas when he last visited the countryside.
3. Since, he changed job he **found/has found** more time to relax and enjoy his hobby.
4. Paul may lose his car because **he did not pay/has not paid** his instalments for three months.
5. The report **was tabled/has been tabled** in the parliament yesterday.

Answers 1. has performed–feel proud is present, therefore the past performance gets related to the present 2. observed– when? When he last visited–it mentions the past time 3. has found –since means from then till now; therefore since/for take perfect tenses only 4. has not paid 5. was tabled–not related with now, but isolated past that is yesterday.

Direction C. *Check what is correct–**simple past or past continuous**.*

If out of the two actions in the past one is longer than the other, the **shorter** will take **simple past** and the **longer past continuous**. The actions might be either **both short or both long**; and in such a case either **both** will be **simple past** or **both past continuous**.

1. While I **waited/was waiting** for my bus she was running after hers.
2. We saw a bus fallen when we **went/were going** to Haridwar.
3. She **burnt/was burning** her finger while she was cooking.
4. A boy **fell/was falling** from a train when it was moving at full speed.
5. Everyone had already gone but she still **worked/was still working** in the office.

Answers 1. was waiting–waiting and running both longer actions 2. were going–continued, longer action 3. burnt– burning is short and quick 4. fell–falling is relatively very short action 5. was still working–continued action.

Direction D. *Check what is correct–**simple past or past perfect**.*

What **happened before** the other? The earlier action takes **past perfect** and the **later** action takes **simple past**.
Do you intend to mention two past actions one after the other? If no, use simple past.
If yes, use past perfect.

1. The train **went/had gone** before we reached the station.
2. The rival countries **fretted and fumed/had fretted and fumed** before the war finally broke out.
3. He **went/had gone** out after he had eaten his lunch.
4. The farmer sold the crop after he **harvested/had harvested** it.
5. The Indians had fought a long struggle before they **attained/had attained** independence.

Answers 1. had gone–happened first, then reached station 2. had fretted and fumed–happened first, before the war 3. went–ate lunch first, then went 4. had harvested–harvested first, then sold 5. attained–first fought, then attained independence.

Direction E. *Check what is correct–**simple future, future continuous or future perfect**.*

1. I **will complete /will have completed** this project tomorrow.
2. I **will be completing /will have completed** this project at this time tomorrow.
3. I **will be completing /will have completed** this project by this time tomorrow.
4. I **will be passing /will have passed** my MBA by the time your return from abroad.
5. She **will repay /will have repaid** her loan by the period for the same expires.

Answers 1. will complete–just future intention 2. will be completing –'at a particular point of time in future' is used for continued action in future 3. will have completed–'till or by a particular time in future' is used for completion of work 4. will have passed–similar to 3 5. will have repaid–similar to 4.

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Type 3 : *Error of* Conditional Sentences

Pattern I

If + Subject + Verb (in the first form)–**Subject + Will + Verb** (in the first form)

If + you	+ allow	-I	+will	+ go.
If + it	+ rains	-he	+will	+ not come.
If + one	+ promises	-one	+ must	+ keep it.
If + you	+ work hard	-you	+ can	+ succeed.

These sentences express what is **probable to happen** in future under particular conditions. The first parts of the sentences **beginning with 'if'** are the conditions and the second parts are the intentions or the **likely happenings in future**. The first takes the **simple present** form and the second **simple future.**

They can be stated reversing the order :

I **will go** *if* you **allow**.

He **will not come** *if* it **rains**.

One **must keep** it *if* one **promises**.

You **can succeed** *if* you **work** hard.

Pattern II

If + Subject + Verb (in the second form) –
Subject + Would + Verb (in the first form)

If + I	+ knew	- I	+ would	+ tell you
If + the office	+ had money	- it	+ would	+ give away the salary.
If + I	+ were the President	- I	+ would	+ honour the learned.
If + women	+ had power	- they	+ would	+ rule better.

These sentences express some **hypothetical probability** or supposition or just an assumption. They mean 'I don't know so I can't tell you'; 'the office doesn't have money so it cannot pay salary'; 'I am not the President otherwise I would honour the learned'; 'women don't have power otherwise they would rule better'.

These sentences can also state the second part first.

Pattern III

If + Subject + Verb (had + the third form) –
Subject + Would have + 3rd **form of Verb**

If + it	+ had rained	- the farmers	+ would have	+ grown crops.
If + they	+ had worked	- they	+ would have	+ succeeded.
If + we	+ had reached on time		+ would have	+ caught the train.
If + the doctor	+ had come on time	- the patient	+ would not have	+ died

These sentences express something that **could not happen in the past because of the lack of some required condition**. It expresses some sort of regret. It did not rain so farmers could not grow crops; they did not work hard so they could not succeed; we did not reach on time and so we could not catch the train; the doctor did not come on time and so the patient could not be saved.

You must have noticed that the verb in

Pattern I is the **first form** (the **present**) and the **first form** of future **(will)** indicating some future intentions.

Pattern II is the **second form** (the **past**) and the **second form** of future **(would)** indicating hypothesis or supposition inp resent meaning.

Pattern III is had + third form (the **past perfect**) and would have + third form **(future perfect)** some conditional regret about the past.

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Target Exercise 6

Direction A. *Choose the better option in the following conditional sentences.*

1. If the recession continues, the industry **will not grow/would not grow**.
2. The Prime Minister **announces/will announce** the project if the parliament approves it.
3. If the fire-brigade had reached on time, the property **would be saved/would have been saved** from destruction.
4. If I knew the answers, I **would pass/would have passed** the examination.
5. If there **is/will be** a sudden rain, the city drowns under water-logging.

Answers 1. will not grow–continues is present 2. will announce–approves is present, P.M.'s decision depends on approval 3. would have been saved–had reached is past perfect, talks about the past 4. would pass–knew is simple past, second form of the verb 5. is–'if' part of the sentence does not take 'will', 'would' or 'would have'.

Direction B. ***Wish and the subjunctive case.***

I wish I knew. I wish you came.	–	present meaning
I wish I would know. I wish you would come.	–	future meaning
I wish I had known. I wish you had come.	–	past meaning

Choose the better option in the following conditional sentences.

1. They cheated me. I wish I **knew/had known** them.
2. The party was such a fun. I wish you **would come/had come**.
3. The star is in the town and she is entertaining her guests. She wishes she **were free/would be free**.
4. They reached late to the funeral. They wish they **reached/had reached** on time.
5. Tomorrow everybody would enjoy. You wish you **would join/would have joined** the party.

The second most important question that one must ask in the sentence correction exercise is "Is the tense of the verb correct?" *This is the rule no.* TWO

Answers 1. had known–past meaning because cheated is past 2. had come–past meaning as was is past 3. were free–present meaning as 'is' is present 4. had reached–reached is past 5. would join–future meaning as tomorrow is used.

Direction C. *Make a choice of the correct verb form.*

1. Thank God! We reached on time. If there had been jam on the highway, we **would be/would have been** late for reception.
2. If you **woke/had woken** me up earlier, we would have gone there together.
3. Last night the residents **assembled/had assembled** to discussion the occurrence of theft in the locality.
4. The students decided to donate blood after they **saw/had seen** the plight of the injured in various accidents in a documentary film.
5. The newspaper **reported/has reported** seven cases of gruesome crime in the city yesterday.
6. An enquiry committee has been formed as devastating poverty and indebtedness **forced/have forced** farmers in the country to commit suicide.
7. Since I changed job I **found/have found** no time to relax and enjoy my hobby.
8. If Dave **doesn't/won't drive** carefully, he will cause an accident.
9. Unless the striking workers and the management **talk/don't talk**, the matter cannot be resolved.
10. The ministers **have sworn/had sworn** that they will maintain the secrecy of their departments.

Answers 1. would have been 2. had woken 3. assem-bled 4. had seen 5. reported 6. have forced 7. have found 8. doesn't 9. talk–unless means if not 10. have sworn

Structure Rule

'Have' and **'hold'** are used in the continuous form as in 'He **is having** bath' or 'She **is holding** a flower'. But **have** here means **take** and **hold** means wield, take or **keep in hand**. We, however, **CANNOT** say 'They **are having or holding some property** in this town'. We should, instead, say, 'They have or hold some property in this town'. The verb **'have'** is **used in three different ways** :

1. I am **having my lunch** at the moment. It means 'I am **taking**'.
2. He **has** some industry in this town. It means 'He **possess** or **own**'.
3. We **have done** our work. It means 'work is completed' and 'have' denotes the **perfect tense**.

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Type 4 : *Error of* Participles

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

(i) **Smoking** is injurious to health.
(ii) **Swimming** is a good exercise.
(iii) He has given up **smoking**.
(iv) She has started **swimming**.
(v) They are taking lesson in **swimming**.

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 or started or is taking lesson in' you will get the –ing words as answer.

You should ask 'what' questions before the verb to know the subject and after the verb to know the object in the sentence.

Now look at the following sentences. How are the –ing word different from those used above?

(i) **Smoking** he entered the hall.
(ii) **Swimming** they crossed the flooded river.

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.

We can also say :

(i) **While smoking** he entered the hall.
(ii) **While he was smoking** he entered the hall.
(iii) He entered the hall **when he was smoking**.

These are different ways of combining two sentences.

Smoking is a participle 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 :

Swimming they crossed the flooded river.

If we split the same, we can say :

They swam. This is how they crossed the river. Or,

They crossed they river by swimming. Or,

By swimming they crossed the river.

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

Smoking the hall was entered by him. Or,

Swimming the flooded river was crossed by them.

Why? Because the one who smoke was he and not the hall; or, those who swam were they and not the flooded river.

Consider the following sentences :

(i) Writing a novel, his name became famous.
(ii) 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.

If a sentence starts with a participle, ask : "Is the subject or doer close to the participle?"

This is the rule no. THREE

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Target Exercise 7

Directions *Underline the subjects that are misplaced.*

1. Being a great king, people respected Akbar.
2. Taking all his bag and baggage, a distant relative was visited by him.
3. Making some beautiful movies, the Filmfare awarded him with the most prestigious honour.
4. Having checked the engine and petrol in their car, their journey was resumed.
5. Looking through the view-finder, some strangers were seen standing at the door.
6. Calling him on phone, he was informed of the news by me.
7. Singing sweetly and walking smoothly, the bride was taken home by the palanquin bearers.
8. Eating too much his health was spoiled.
9. Being a famous actor, the school invited him to be the chief guest on the Annual Day function.
10. Finding some talent in him, they employed him in the key position of the organization.

Answers 1. Akbar was respected by people 2. he visited a distant relative 3. he bagged the Filmfare award 4. they resumed their journey 5. I/he/she saw some strangers 6. I informed him 7. the palanquin bearers took the bride 8. he spoilt his health 9. he was invited 10. he was employed.

Type 5 : *Error of* Nouns

In a sentence when a few nouns or verbs occur in a group or list, they are supposed to be in the same form–either all infinitive (to go), all participle (going) or all noun (gait).

Look at this :

(i) Measures have been taken **to generate** energy, **to conserve** it and **for its equitable distribution.**
The above sentence can be corrected in the following possible ways :
Measures have been taken **to generate** energy, **to conserve** it and **to distribute** it equitably.
Measures have been taken for **generating** energy, **conserving** it and **distributing** it equitably.
Measures have been taken for the **generation** of energy, its **conservation** and equitable **distribution**.
Consider the following :

(ii) **Infant** is the first stage of life, **boyhood** the second and **adolescent** the third.
The stages are **infancy, boyhood** and **adolescence**; infant and adolescent are persons in these stages. Therefore, the sentence should read :
Infancy is the first stage, **boyhood** the second and **adolescence** is the third.

(iii) The **breadth** was five centimetre, the **length** ten and it was three centimetre **high**.
The breadth and **length** are alright but instead of 'it was three centimetre high' it should be 'the **height** was three centimetre'.
In order to be able to check this kind of error in a sentence, knowing different forms of the same word is useful. Look at a few formations of words here.

Structure Rule

There is big list of such words. Therefore, a higher proficiency word-formation is advisable. Refer to the relevant word-formation chapter in this book.
A few of the nouns and adjectives are given here :
Mother, motherhood, maternity; poor, poverty; patriot, patriotism; hero, heroism;
bankrupt, bankruptcy; vacant, vacancy; diligent, diligence; garrulous, garrulity.

Target Exercise 8

Directions *Choose the correct noun form.*

1. What **apparatus/apparatuses** do you use for performing this experiment?
2. There are no **machinery/machineries** to resolve the matter.
3. The two **hundred/hundreds** of hens lay about thirty **dozen/dozens** of eggs every week.
4. The **scenery/sceneries** of the Himalayas keep beckoning us.
5. The **offspring/offsprings** of this species leave their parents as soon as they mature.
6. These pieces of **jewellery/jewelleries** are designed by a highly acclaimed expert.

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7. All kinds of **stationary/stationeries** are sold here.
8. We get a lot of **information/informations** from the internet.
9. Beautiful **furniture/funitures** made the house elegant.
10. Many sophisticated **aircraft/aircrafts** have been purchased by the Indian Air Force recently.

After checking the subject-verb agreement, tense and participle, you need to ask,

"Are the nouns and verbs in their proper forms confirming the parallelism?"

This is the rule no. FOUR

Answers 1. apparatus 2. machinery 3. hundred, dozen 4. scenery 5. offspring 6. jewellery 7. stationary 8. information 9. furniture 10. aircraft

Type 6 : *Error of* Articles

There is **a man** waiting for you outside the gate. **The man** is holding some files.

In the first time reference, we say 'a man' that is 'any man' and when we refer to the same man again we use 'the' before man. 'The' makes it a definite or particular man.

eg, **The girl** *whom we met yesterday* has come again.

In the above sentence also we talk about a definite girl, the one *whom we met yesterday*; therefore, we use 'the' before 'girl'.

Consider this :

Please give me **a pen** to write; not **the one** you gave me earlier but **another**.

'A pen' means any pen; **'the one'** is for a particular pen or the earlier one; and **'another'** means any other.

When we mean **any**, we use **'a'** or **'an';** but when we mean a **particular** one, we use **'the'**.

Target Exercise 9

Directions *Choose the right article in the following sentences.*

1. Have your seen **a/the** movie playing at Satyam?
2. Is this **a/the** book that you gave me last week?
3. **A/The** good leader leads the country to prosperity.
4. **A/The** people of America are more liberal than **a/the** people of Europe.
5. Where is Mother? She is working in **a/the** kitchen.

Answers 1. the 2. the 3. a 4. the, the 5. the

Structure Rule

Sometimes **this, that, these or those** can be **used in place of 'the'** and so can help in making sure whether the use of 'the' is required or not.

'Give me the pen' can be also said as 'Give me this/that pen'.

'The candidates interested can apply soon' can also be said as 'Those candidates who are interested can apply soon'.

Many a time replacing 'the' with one of the four words can prove to be a litmus test for the correctness of **the** in the sentence.

But **No** article is used with **man, nature** or **God**.

Man proposes, God disposes.

What man has done to nature!

BUT

The gods of pantheons were worshipped by the Greeks.

For **genetic** or **class** references :

The dog (kind of animal) **is** a faithful animal.

Dogs are faithful animals.

The elephant is a sensible creature.

Elephants are sensible creatures.

NOT

Dog is a faithful creature.

The dogs are faithful creatures.

Elephant is a sensible creature.

The elephants are sensible creatures.

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When we mean the entire **species** or the **community** or the **group** and **not** any **specific** dog or dogs and elephant or elephants we don't use 'the' with their plural forms.
These also indicate groups or community of people:
The poor (people) are the most neglected lot.
The rich in this city are quite arrogant.
The injured are taken to the hospital.

Target Exercise 10

Directions *Choose the correct option.*

1. **Elephants/the** elephants can swim very well.
2. She is very fond of **horses/the** horses.
3. **Man/the** man is mortal.
4. **Injured/the** injured were taken to the hospital.
5. **Rich/the** rich have always ridiculed poor/the poor.
6. **Nature/the** nature has bestowed with opulence.
7. **Gods/the** gods the Hindus worship are not the same the Greeks used to worship.
8. There has always been a fight between **devil/the** devil and divine/the divine.
9. The reformers have come forward for the emancipation of **down-trodden/the down-trodden**.
10. **Unemployed/the** unemployed are more concerned to get an employment than to know the number of the unemployed in the country.

Answers 1. elephants 2. horses 3. man 4. the injured 5. the rich, the poor 6. nature 7. the gods 8. the devil, the divine 9. the down-trodden 10. the unemployed

Some Conventional Usage of *the*

- Before a geographical entity–**The continent** but **NOT** the Asia, the Europe
- The ocean–**the Indian Ocean**, the Atlantic, the Pacific
- The river–**the Yamuna**, the Thames, the Tiber, the Nile
- The island–**the Andman** and Nicobar, the Lakshdweep
- The mountain–**the Himalayas**, the Andes
- The bay or gulf–**the Bay of Bengal**, the Persian Gulf
- The archipelago–**the Indonesian Archipelago**
- The deserts–**the Sahara**, the Kalahari, the Arabian Sands
- But **NOT** with
- Mountain peaks–**Mt Everest**, Mt Kilimanjaro
- Lakes–**Dal Lake**, Chilka Lake, Lake Michigan
- Names of places beginning with proper nouns–**Delhi University**, Indira Gandhi International Airport, Mahatma Gandhi Road
- Before the celestial bodies–**the planet**–the earth; the **star**–the sun; the **satellite**–the moon, the titan.
- But **NOT** with the remaining planets such as **Mars**, Jupiter.
- Before the names of religious groups and religious and famous books–**the Hindu**, the Christian, **the Quran**, the Bible, the Iliad, the Mahabharat, the Ramayan
- But **NOT** with the names of religions–**Hinduism**, Christianity, Islam
- The republic, the kingdom, the union–The People's Republic of China, the United Kingdom, **the United States** of America
- The nationalities–**the British**, the Indian, the American, the Japanese
- With superlative– **the best**, the rich
- The ordinals–**the first**, the last, the next
- Some comparatives–**the better of the two**; the more you try, the more you succeed
- For the head of a group–**the President**, the Prime Minister, the Head Boy.
- But he was **elected President, appointed Head Boy**

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- The President of the country but just **President Pratibha Patil**.
- Time expressions–**in the morning**, in the afternoon, in the evening but at noon, at night, by day etc
- When names used as adjective–Kalidas is **the Shakespeare** of India. Mumbai is the Manchester of India.

Target Exercise 11

Directions *Insert 'the' where required.*

1. Who is considered Bradman of India?
2. Martin Luther King, who led Gandhian Movement against racial discrimination, brought considerable amount of justice and equality for the blacks in the US.
3. The government failed because of its lack of understanding of economics of the situation.
4. The Christians who go to church everyday are rather more pious than those who go occasionally.
5. Nilgiris are the most productive mountains of the south.
6. Obama has been elected President of United States of America.
7. What kind of person he is?
8. Great poet and writer, K. Abraham, is no more.
9. He is not comfortable in eating the dish with knife and fork.
10. He left school when he was thirteen and started going to college.

Answers 1. the Bradman 2. the Gandhian 3. the economics 4. not required 5. the Nilgiris 6. the United States 7. not required 8. the great 9. not required 10. not required

The usage of indefinite article–a/an

The countable singular noun takes 'a' or 'an'.

eg, **A man** is waiting for you. **A sovereign state** needs **a government** of its own. **An apple a day** keeps the doctor away.

The only difference between **a** and **an** is that a noun or adjective beginning with a vowel sound–**the sound of a, ai, aa, e, ei, ee, ai, ia, o, ou etc**–such as **apple, iodine, end, air, heir, exact, eye, oriental, owl** takes **'an'** in order to keep the two vowel sounds (a and the first sound of the word) from getting mingled.

For example, if we say a orange, a office, a umbrella, a honest man, a MP, it may create a phonetic problem in speaking and listening. Therefore, we should say an orange, an office, an umbrella, an honest man, an MP, an NRI, an heir, an hour.

However, a university, a one eyed man, a one rupee note are correct although the start with a vowel but produce a consonant sound–yu, wa, etc.

Target Exercise 12

Directions *Correct the following sentences :*

1. Is there the post office near here?
2. An stitch on time saves nine.
3. It requires an energy.
4. She has got a cold and cough.
5. You need very good knowledge of the subject and deep understanding of the problem to get through this examination.
6. He helped a honest one eyed man.
7. He is a doctor but his wife is a MLA.
8. There is a time to work and the time to play.
9. Where there is the will, there is the way.
10. A umbrella is useless in a stormy weather.

Answers 1. a post office 2. a stitch 3. requires energy 4. got cold and 5. a very good knowledge, a deep understanding 6. an honest 7. an MLA 8. and a time 9. a will, a way 10. an umbrella.

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Type 7 : *Error of* Determiners

I. Some, any = indefinite number or quantity

- Some is used with **positive sentences** and **any** with **negative** sentences and **questions**.
  eg,
- There is **some good news** for you. Uncountable positive
  Some books are lying on the table. Countable positive
- There is not **any water** left in the bottle. Uncountable negative
- Are there **any letters** in the letter-box? Countable question
- **Some** is sometimes used **in questions**.
  eg,
  Could you lend me **some money**? Are there **some boys** in the next room? Where is the noise coming from?
  Here some stress is on the positive quantity and number.

II. Much, many = big quantity (uncountable) **or big number** (countable)

eg,

(i) There is not **much water** left in the pond.
(ii) There are not **many followers** of Gandhiji these days.
(iii) Too **much milk** will be required to make these sweets.
(iv) **Many parliamentarians** were absent on the fist day of the session.
(v) How **much money** do you want?
(vi) Your can take as **many currency notes** as you want.

III. A little = small quantity–uncountable
A few = small number–countable

eg,

(i) Only **a little rice** is left. We will have to manage with it.–small amount
(ii) Only **a few people** came in the party.–small number

eg,

- **Little** (without 'a') hardly any or not any–uncountable
- **Few** (without 'a') hardly any or not any–countable

(i) There is **little sense** in crying over the spilt milk.–no sense
(ii) **Few know** what happens after death.–nobody

IV. More comparative of much and many
Less comparative of little;

- Both **more** and **less** are used with 'than'.

eg,

(i) I don't have **more** money today. It is incorrect. More than what or whom?
It should be **much** money **or enough** money.
(ii) I want **more** money than what I have.
(iii) I want **more** money than you have.
(iv) There is **less** sense in talking with such a rude person. Less than what?
It should be **little** sense or **no** sense.
(v) An idle talk is much **less important than** work.
(vi) He earns **less than** a peon.

V. Several several is small number (countable) but more definite than some or a few
Enough sufficient number and quantity

eg,

(i) Don't worry. There are **several** policemen to guard the place.
(ii) Don't give me more. I have eaten **enough**.

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Target Exercise 13

Directions *Choose the correct determiner.*

1. Could you lend me **some/any** of your books today?
2. You cannot buy anything with such **a little/less** amount of money.
3. He has **much/more** sense than you have.
4. There is not **much/more** scope in the conventional jobs these days.
5. Did you see **some/any** good movies during your visit to the town?
6. Very **few/a few** people true to their intentions.
7. **Little/a little** elegance is left in those arrogant youth.
8. An average Indian earns **much/enough** to maintain an honourable life.
9. If you are looking for some nice magazines, there are already **some/several** in the stall.
10. Help came but too late and too **little/less**.

Answers 1. some 2. a little 3. more 4. much 5. any 6. few 7. little 8. enough 9. several 10. little

Type 8 : *Error of* Adjectives

- **Earlier–later** : on an **earlier date** or a **later date**; used for **time**.
- **Former–latter** : out of two **names or things** mentioned, the **first** is **former** and the **second** is **later**.
- **Farther–further** :
  (i) What will be his **further** strategy? Further means **next** in sequence here.
  (ii) He mended his ways without any **further** delays. Further here means **additional**.
  (iii) I come from a **farther place** than you do.
  (iv) The USA is **further** from here than the UK.

In both (iii) & (iv) farther and further indicate **longer distances**. Both the words can be used for distance. For **addition or next,** only **further** can be used.

- **Older–elder** : There are two brothers **elder to** me; the second one is two years **older than** me. **Elder** indicates **seniority in relation, older seniority in age**. *eg*,
  (i) How can I use insulting words for him? He is an **elder to** me. Senior in relation.
  Persons not in relation cannot be compared by using 'elder'. Only their ages can be compared :
  (ii) The Prime Minister of the country is much **older than** the President.

The order of the adverb

- MPT = Manner–Place–Time
  Manner = slowly, steadily
  Place = here, there, up, down
  Time = before, ago, now, today

The next question to be asked is

"Are the articles, determiners and adjectives correctly used?"

This is the rule no. FIVE

Target Exercise 14

Directions *Choose the correct adjective and adverb.*

1. After killing Caesar, the conspirators **farther/further** wanted to kill Antony.
2. The enemy attacked **many places in the night aggressively/aggressively many places in the night**.
3. Out of Milton and Byron, the **earlier/former** is the better poet.
4. Although he studies in my class, he is three years **older/elder** than me.
5. **Later/latter** when he grew older, he realized his mistake.

Answers 1. further 2. aggressively many places in the night 3. former 4. older 5. later

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Type 9 : *Error of* Pronouns

The forms of pronoun

Subjective forms : I, we, you, he, she, they, it.

Objective forms : me, us, you, him, her, them, it.

Possessive forms : my/of mine, our/of ours, your/of yours, his/of his, her/of hers, their/of theirs, its/of it.

(i) His accomplishments are greater than my accomplishments.
(ii) His accomplishments are greater **than mine**. Accomplishments are compared.
(iii) He is greater **than me**. He and I are compared.
(iv) He did it better **than I**. (than I did) The two subjects' doings are compared.

Notice the difference the above sentences. The first two mean same. Third and fourth compare two different things and so use different forms of personal pronoun.

The usage of it, its, it's, there, their

- **It** is used for a *thing, idea, animal, baby, child, kid* etc. Sometimes I, we, you, he, she, they are also used for them.
- **It** and **there** as *dummy subject or object*.

eg,

(i) **It** is true. I knew **it**. Damn **it. It** rains. **It's** late. What time is **it** by your watch? **It's** useless to try once again. **It's** O.K. Is **it** you? **It** was I who was knocking on the door. **It** is foolish to talk in that way.
In the above sentences **'it'** does not mean anything but just fill the gap of a subject or an object.

(ii) **There** was a king. Where **there** is a will, **there** is a way. How many friends of ours were **there** in the party? What time is **there** by your watch?
'There' does the same function as 'it' does. It fills the gap.

(iii) The dog wags **its** tail on seeing its master.
Its tail means dog's tail or *the tail of the dog*.

(iv) Let's hurry. **It's** getting late.
It's is the short or *contracted form of it is*. It is getting late.

(v) They did **their** work and we ours.
Give **their** money back to them.
Their means belonging to them or possessed by them.

(vi) It's **they** who know all about this.
It's **she** who needs your help.
It's **I** who prefer to listen to your music.

After it's or it is the subjective form of the personal pronoun is used and not the objective–them, her or me.

Target Exercise 15

Directions *Choose the correct pronoun in the context.*

1. One of the students did not submit **his/their/one's** assignment as per the instruction.
2. The baby flung **his/its** toy and lost **him/it** somewhere.
3. Passengers are advised to look after **there/their** luggage **himself/themselves**.
4. **There/their** were thousands of new articles **there/their**.
5. The elephant salutes by using **its/it's** trunk.
6. Please hurry. **Its/it's** getting late.
7. It is **I/me** who is knocking at the door.
8. What is **there/their** that shines?
9. I have done the painting better than **she/her**.
10. He is a very good friend of **my/mine**.

Answers 1. his–one student 2. its, it–used for baby and toy respectively 3. their, themselves–belonging to them; he–himself but they or passengers–themselves 4. there, there–used for place 5. its–belonging to it and not 'it is' 6. it's– it is 7. I–subjective form for the doer of the action–knocking 8. there–used for place 9. she–'better than she did' is curtailed here 10. mine–my friend but friend of mine.

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Structure Rule

The Order of the Personal Pronoun

'You first' is a good manner in all cultures, and so it is in English.

Say 'you, he and I' for the good things these three do; and say 'I, you and he' for all the bad things they do. Credit should be given to others first and blame should be taken on oneself first. Therefore, the correct order of the Personal Pronoun is :

For all good things :

You, he and I have achieved remarkable *success*.

You, he and I; You and I or He and I

For all bad things :

I, you and he are responsible for the failure of the project.

I, you and he; I and you or I and he

Emphatic and Reflexive Pronouns

I did this work **myself**. *Who did? I myself*. I **myself** did this work. In both case 'myself' emphasizes only 'I' and nobody else did it. Therefore, myself is emphatic pronoun.

Notice its position. An emphatic pronoun can either be used soon after the subject or at the end of the sentence.

I saw **myself** in the mirror. 'Myself' answers 'I saw what or whom'. Therefore, 'myself' is used as the object of the verb 'saw'. It comes soon after the verb. Here 'myself' is reflexive pronoun. It reflects the action on the doer on himself.

The forms of emphatic and reflexive pronouns are :

I–myself; we–ourselves; you–yourself (singular)/yourselves (plural); she–herself; he–himself; it–itself; they–themselves.

Target Exercise 16

Directions *Choose the correct pronoun in the context.*

1. Soliloquy is supposed to be in plays; one cannot to be talking to **oneself/himself** in real life.
2. The dog stretched **himself/itself** after a long day's sleep.
3. The baby laughed on seeing **herself/itself** in the mirror.
4. The dictator **himself declared/declared himself** all powerful.
5. The aging woman **herself was searching/was searching herself** in the young daughter.
6. They **themselves were responsible/were responsible themselves** for their defeat.
7. The leader told the people, "You **yourself/yourselves** have to build your nation; and no neighbour or a powerful county will come for your help."
8. God helps those who help **himself/themselves.**
9. "You **yourselves have to do/have to do yourselves** this assignment", the teacher remarked.
10. She walked in a very arrogant manner presumably **to give herself/to herself give** some extra pride.

Answers 1. oneself 2. itself 3. itself 4. declared himself 5. was searching herself 6. themselves were responsible 7. yourselves 8. themselves 9. yourselves have to do 10. to give herself.

The usage of this, these, that, those

Read the following sentences :

The son of my boss and **the son of my neighbour** go to the same school.

The **job of my father** and **the job of my mother** are not same.

The **employees of this office** are as hard working as **that office**.

The culture of India is similar to **the culture of the south** Asian countries.

The feature of the Chinese people is similar to **the features of the Mongolians**.

Don't you feel they sound awkward or improper? What's wrong?

There is unnecessary and clumsy repetition of nouns. It should be avoided. The second time a suitable pronoun that matches with the noun should be used.

These sentences would be better said if we say them like these :

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The son of my boss and **that of** my neighbour go to the same school.

The job of my father and **that of** my mother are not same.

The employees of this office are as hard working as **those of** that office.

The culture of India is similar to **that of** the south Asian countries.

The feature of the Chinese people is similar to **those of** the Mongolians.

It's **NOT** correct to say, '**One** should do **his or her** duty' but it should be, '**One** should do **one's** duty'.

Divya and Devika went to market to buy **her** dress. To buy who's dress–Divya's or Devika's? It **should be** to buy '**Divya's dress**' or '**Devika's dress**' or even '**their dress**'. The noun cannot be left ambiguous in a sentence.

Target Exercise 17

Directions *Check the use of this, that, these, those in the given sentences and correct them.*

1. The culture of our country is richer than any other country in the world.
2. The animals in this sanctuary are better off than that sanctuary.
3. The instructions came that one should be punctual in submitting his/her work.
4. Ravi, Sanchit and Arif have gone to by his guitar.
5. He, you and I are to be blamed for all the mess in the last evening's programme.

Answers 1. richer than that of any other country 2. are better off than those in that sanctuary 3. in submitting one's 4. to buy their guitar or Ravi's guitar or Sanchit's or Arif's–a pronoun should not be left ambiguous about the person it mentions 5. I, you and he are to be blamed.

Structure Rule

One, Ones, One's and Once

The various meanings of *one* :

A single, a particular but unspecified, with unknown person's name–one Ms Radhika, the same–one and the same, only–one and only, everyone–one and all, unknown somebody.

Ones as in 'those ones', 'these ones', 'the ones I am looking for'–plural of one.

One's means 'of somebody'.

Once as in 'give me a chance once'–for one time, as in 'once upon a time'–at some time in the past, all at once–suddenly.

The usage of who, whom, who's, whose, that and which

- Note the difference in the following sentences :
  - (i) My friend **who** owes me money is not seen these days.
  - (ii) My friend **whom** I owe money is not seen these days.
    - The big difference in the two sentences is that in the first, he has to give me money and in the second I have to give him money.
    - In place of 'who owes' we can say 'my friend owes' or 'he owes'. **Who**, my friend and he are all **subjective forms**.
    - In place of 'whom I owe' we can say 'I owe to my friend' or 'I owe him'. **Whom**, my friend and him are all **objective forms** here.
  - (iii) Do you know whose bicycle is this?
  - (iv) Tell me who's who in the new cabinet.
    - Whose means 'of whom' or 'belonging to whom'. The sentence can be restated as 'Do you know whom does the bicycle belong to?'
    - Who's is the contracted form of 'who is'. The sentence can be restated as 'Tell me who is who in the new cabinet'.
  - (v) The book **which you gave** me has been lost.
  - (vi) You can read the books **that are available** in the library.
    - 'Which you gave' emphasizes a particular book.
    - 'That are available' talks generally about all the books.
  - (vii) Name **the colour which you like** the most.
  - (viii) VIBGYOR represents **those seven colours which are** in the sun.
  - (ix) **These** are the **colours that are available** now.

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- The first two sentences talk about a particular colour or colours whereas the last one talks about colours in general without emphasizing.
- **That and which** are usually used for animals, things, ideas, babies etc. Exceptionally, that and which can be used for people sometimes.
- **The people that dwelt** this earth before us were wise enough to preserve the environment.
- **Which of the people** are you talking about–the ones who were before the modern age or the ones a generation before us?

The sixth crucial question that you are supposed to ask is

"Are the forms of pronoun correct and do they agree with the related nouns and other pronouns?"

This is the rule no. SIX

Target Exercise 18

Directions *Choose the correct form of the pronoun in the given sentences.*

1. I met a man **who/whom** told me about my award.
2. I met a man **who/whom** I told about his award.
3. **Who's/whose** book is this?
4. This is not the doctor **who/whom** he referred to.
5. These are the holes in **which/that** those snakes live.
6. All **which/that** glitters is not gold.
7. All **which/that** know the truth don't always utter it.
8. There is hardly anyone **who/that** doesn't know about her.
9. Shakespeare was the most prolific writer **which/that** time has ever seen.
10. What is there in your hand **which/that** your have brought for me?

Answers. 1. who 2. whom 3. whose 4. whom 5. which 6. that 7. that 8. who 9. that 10. that

Type 10 : *Error of* Prepositions

Prepositions fix the position of a noun or verb in relation to another noun.

Place (point)

- **to, at, from**–to a point, at a point, from a point

eg,

(i) She **went to** *the hotel*.
(ii) I **met her at** *the door*.
(iii) She **came from** *Canada*.

The hotel, the door and Canada are used as a point of arrival, meeting and departure.

Place (line)

- **on, off, across, over, along**–on the line, off the line, across the line, over the line, along the line

eg,

(i) It was a foul as the ball **fell on the line**.
(ii) **The fielder fell off the line** holding the ball and so it was a six.
(iii) The ball **rolled across the line**. It was four.
(iv) It was a clear six as **the ball went over the line**.
(v) **The fielder ran along the line** towards the ball to save it from crossing the line.

Place (surface)

- **on, off, across, over, through**–on the surface, off the surface, across the surface, over the surface, through the surface

eg,

(i) The passengers were **waiting on the platform**.
(ii) A crowd pushed and **one** of them **fell off the platform** on the track.

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(iii) A vendor was **prowling across the platform** selling his newspaper.
(iv) A crow **flew over the platform** snatching a piece of bread from a child.
(v) Some trolleys were **piercing their way through the platform**.

Place (area)

- **in, into, out of, through**–was in the playground, came into the playground, came out of the playground, went through the playground

  eg,
  (i) The first team was **already in the playground**.
  (ii) After five minutes the second team **came into the playground**.
  (iii) After ten minutes one of the players **was sent out of the playground**.
  (iv) The game was stopped and the refry **went through the playground to check** what was wrong.

Target Exercise 19

Directions *Choose the correct preposition in the context.*

1. During her visit to Mumbai, she stayed **in/at** her friend's home.
2. A dog ran **in/on** the middle of the road.
3. We were walking **on/along** the road when we saw an accident.
4. A crowd poured **in/into** the compartments of the train.
5. All through his journey, he kept looking **from/through** the window.
6. The car was standing **at/in** the farmhouse.
7. She is **at/in** the post office at the moment.
8. When the accident took place, the train really came **at/on** the platform instead of coming **at/on** the platform.
9. This chapter is consisted **of/off** eight vital segments.
10. The boy fell **of/off** the bus as it started moving.

Answers 1. at 2. in 3. along 4. into 5. through 6. at 7. in 8. on, at 9. of 10. off

Position

- **over, above**–A beautiful **carpet** was there all **over the floor,** a blue shining floor **under** the carpet, a ball thrown **over** the table, a shuttle shot **over** the net, a plane/helicopter hovering **over** the town, the sun shined vertically **over/above** head in mid summer, millions of poor have not roof **over/above** their head, an exquisite fan handing **over/above** the table, star shining like a diamond in the sky which is up **above** the world so high, **above** average marks/student, 40% people living **above** poverty line, the flooded river went **above** the danger mark
- **under, below**–a small child standing **below** the table, lived **under/below** the same roof, no man **under/below** the sky knows, ground hollow **below** the surface, **below** average, **below** the danger mark, **below** povertyl ine
- **under, underneath, beneath**–a carpet **underneath** the table, a cat sitting **under/beneath** the table**, underneath** the carpet polished and shimmering tiles seen here and there
- **in front of, behind, by, beside**–one chair **in front of** the table, another **behind** it, a small stool **in front of** a dressing table, wall **behind** the dressing table, the bed, the windows and doors hidden **behind** the curtains, two mongoose hiding **behind** the bushes, train came **behind** time means came late, before time is early
- **by, beside**–a side table **by/beside** the bed, sit **beside** me, a tower standing **by** the river, passed **by** me
- **round, around**–a shop **round** the corner (nearby), a car moved **around** the building/roundabout, turned **round and round**, the earth moving **round** the sun, the periphery **around** the shrine
- **in front of (just next in the row/line), opposite (facing), next (adjacent)**–sitting **in front of** me, sitting **opposite** facing each other, a building **opposite** the school across the road, a building **next** to it or **in front of** it, the girl **next** door
- **between, among**–stuffing **between** two slices of bread, no grudge **between** you and me, **between** 6 P.M. and 9 P.M., a woman sitting **between** two men, river flows **between** its banks, an orange in the bowl **among** many apples, a man sitting **among** many women

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Target Exercise 20

Directions *Choose the correct preposition in the context.*

1. I was sitting behind him and he was **in front of/opposite** me.
2. Cross your finger; the good news is **round/around** the corner.
3. The number of people living **under/below** the poverty line has decreased in India.
4. Children **under/below** 18 years are not allowed in the movies having A-certificate.
5. Many personnel work **under/below** him.
6. The Commonwealth Games committee is unhappy as the preparations for the 2010 games are **in front of/behind** schedule.
7. He stood **by/beside** his friend in all his difficulties.
8. The house which was standing **between/among** the trees was well canopied from all sides.
9. The man was standing **by/on** the river and looking **at/around** the evening sky.
10. The area was evacuated as the level of water in the river went **over/above** the danger mark.

Answers 1. in front of 2. round 3. below 4. below 5. under 6. behind 7. by 8. among 9. by, at 10. above

Means and Instrument

- **by, in, from, with–by** hand, **by** air, **by** writing, cooked **from** oil/butter, **with** knife/screw-driver/hammer

  eg,
  (i) The money was delivered **by hand**.
  (ii) The handicraft shop sells things made **by hand**.
  (iii) Travelling **by air** is faster than travelling **by train or by car**.
  (iv) We informed them **by writing** a message.
  (v) Food is **cooked** here **from** pure butter.
  (vi) He drove a nail in the wall **with a hammer**.

Time

- **at, on, in–at** 4 o'clock, **on** Monday, **in** March
- **for** (summed up time), **since** (beginning time)–**for** two hours, **since** morning
- **before, after**–woke **before** the day break, slept **after** the night fall
- **from-to, between-and–from** 6 p.m. **to** 9 p.m., **between** 6 p.m. and 9 p.m.
- **during, within, till–during** the entire day, **within** three days, **till** the day after tomorrow, **till** yesterday

  eg,
  (i) This happened **at** 5 **in** the morning **on** a Monday **in** January **in** 1992.
  (ii) It has been raining **since** last week and it has already rained **for** seven days.
  (iii) She worshipped **before** eating and she worshipped **after** eating.
  (iv) The show runs **from** 6 p.m. **to** 9 p.m.
  (v) You can see the doctor **between** 6 p.m. and 9 p.m.
  (vi) We went to Nainital **during the** holidays.
  (vii) You will have to complete the test **within** the time provided.
  (viii) I was quite unaware of this fact **till** yesterday.
  (ix) They will keep the decision on hold **till** next week.

Cause, Purpose

- **of, from, for**–died **of** cholera, suffering **from** fever, worked **for** social welfare

Rate

- **at, by–at** the speed of 140 km/h, sugar sells **by** the kilogram, cloth **by** the metre and milk **by** the litre

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Target Exercise 21

Directions *Choose the correct preposition in the context.*

1. The poacher killed the animal in one shot **from/with** his AK 47 gun.
2. Sugarcane should be better supplied **on/by** truck than **by/through** a train.
3. The news was first conveyed **on/by** a post card, them **through/by** a telegram.
4. The food cooked **in/from** ghee is preferred over the one cooked **by/from** oil.
5. Many people last year dies **from/of** swine flue.
6. The renowned agrarian leader stood **before/for** the cause of the farmers.
7. Apply **in/within** ten days or visit between Monday to/and Wednesday.
8. Sugar sells **at/by** Rs 40 a kilo these days.
9. In this strange part of the world they sell cloth **at/by** the kilogram.
10. The thief opened the lock **by/with** a hair-pin.

Answers 1. with 2. by, by 3. by, by 4. from, from 5. of 6. for 7. within, and 8. at 9. by 10. with

The usage of preposition with some words is fixed

Some of the most common ones are given below.

- Accustomed of = He was **accustomed of** working hard in his youth. (used to)
- Accused of = The man **accused of** stealing was sent to jail. (blamed of)
- Acquainted with = Please introduce him to me if you are **acquainted with** him. (know)
- Afraid of = Don't get **afraid of** that dog. It won't bite. (fear from)
- Agree to (idea) = The president **agreed to** the resolution and passed it. (accept)
- Agree with (person) = If you **agree with** me please support me. (have same opinion)
- According to = He was acquitted as he was innocent **according to** the jury. (in the opinion of)
- Adapted to = Man easily gets **adapted to** new environments. (change)
- Along with = The Prime Minister **along with** his retinue entered the hall. (together with)
- Associated with = He had long been **associated with** the organization before he retired. (worked with)
- Averse to = Initially people are **averse to** accepting their weakness, but with the passage of time they start realizing and correcting themselves. (unwilling to)
- Believe in (faith) = **I believe in** God. (have faith in)
- Belong to = As this country **belongs to** us, we **belong to** this country. (have a right over)
- Clever at = She is **clever at** painting and playing music, but I am **at** music. (skilled at)
- Congratulate on = **I congratulated** her **on** her great success. (greeted)
- Cure for = As man conquers a disease and find a **cure** for it, another pops up. (remedy for)
- Depend on = High rate of employment depends on **growth of** economy. (is related with)
- Derived from = Many English words are **derived from** Greek and Latin. (came/originate from)
- Details of = This new book contains **details of** her extensive journey. (description of)
- Different from = Village life is quite **different from** city life. (not same)
- Divide into = The property was **divided into** two parts and given to the two sons. (break into)
- Dream of = The henpeck husband could never **dream of** opposing his wife. (think of)
- Frightened of = Those **frightened of** obstacles never proceed ahead for success. (having fear of)
- Famous for = The city of Benaras is **famous for** its teeming ghats. (known for)
- Good at = He is quite **good at** convincing people in his favour. (skilled at)
- Ignorant of = Being **ignorant of** the consequences, the naives easily fall into bad habits. (not knowing)
- Increase in = There has been a tremendous **increase in** the multi-nationals in our country. (rise in)
- Insist on = The shopkeeper could not deny when she **insisted on** paying later. (said forcefully)
- Interested in = Work hard if you are **interested in** your progress. (want to)
- Lack of = **Lack of** money brings poverty and **lack of** knowledge ignorance. (devoid of, not having)

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- Fond of = The mother was very **fond of** her youngest child. (loved/liked very much)
- Aim at = The shooter **aimed at** the target and shot accurately. (fix at the target)
- Laugh at = Don't **laugh at** those who are deprived of God's blessings. (ridicule, make fun of)
- Listen to = Hello! Please **listen to** me. (lend your ear, heed, pay attention to)
- Look at = What are you **looking at**? (see)
- Look after = The nurse **looked after** the child better than the mother. (to take care of, to rear)
- Look for = Have you lost anything? What are you **looking for** under the table. (to search for)
- Look into = I have requested the police commissioner **to look into** the matter of increasing crime in our locality. (investigate, to probe, examine)
- Married to = Sita was **married to** Ram and Ram **to** Sita after a Swayambar.
- Operate on = The doctors **operated on** the patient and transplanted his heart. (to cut to cure)
- Pay for = We need to **pay for** everything that we take in our lifetime. (return in money or kind)
- Pleased with = He is looking too **pleased with** himself. (amused, happy with)
- Prevent from = The strict administration **prevented** the riot **from** taking place. (avoided, stopped)
- Proof of = Many accused get punishment as they cannot produce **proof of** their innocence. (evidence of)
- Reason for = There cannot be a good **reason for** lethargy. (cause, excuse)
- Respond to = People **responded to** the call of the president and contributed generously for the cause of the flood victims. (acted positively, acted in favour)
- Remind of = This alluring smell of the flowers **remind** me **of** my childhood days in a garden. (reminiscent of, bring to memory)
- Shout at = Scolding or **shouting at** children does not help their cause in any way. (to be angry loudly, scold loudly)
- Sorry for = Should we feel **sorry** at the end of the day **for** what did during the day? (regret, feel remorse)
- Speak to/with = I wanted to **speak to** you, but you were not available.
- Unless the countries **speak with** one another they cannot resolve their disputes. (talk, communicate)
- Suffer from = The businessman **suffered from** great losses and was soon declared bankrupt. (incurred, troubled by)
- Surprised at = The scientists were **surprised at** the remarkable discovery.
- Take part in = **Taking part in** extra-curricular activities is equally important as excelling in academics. (to participate, to be a part of)
- Thank for = Before leaving the participants **thanked** the organizers **for** giving them the opportunity. (be grateful for)
- Tolerant of = In a multi-lingual and multi-cultural country like India people need to be **tolerant of** the diversity and differences. (to be considerate, thoughtful of)
- Translate into = Volumes of works of Sanskrit have been **translated into** English and many other European languages. (change in language)

Target Exercise 22

Directions *Choose the correct preposition in the context.*

1. Only till few years ago people could not dream **about/of** the facilities and comforts that they enjoy now.
2. The girl was quite frightened **from/of** the ghost stories.
3. Which subject are good **in/at**?
4. He smiled in the way as if he was acquainted **about/with** me.
5. The minister now-a-days are quite averse **to/from** coming out of their comfort zone.
6. People clever **in/at** deceiving get away easy without being reprimanded.
7. The majority of Hindi words are **derived of/from** Sanskrit.
8. If a country progresses the masses should not remain deprived **from/of** the fruits.
9. The quick arrival of the fire-brigade prevented the fire **for/from** spreading further.
10. If one has a problem one should sit down and speak **to/with** the parties involved.

Answers 1. of 2. of 3. at 4. with 5. to 6. at 7. from 8. of 9. from 10. with

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Structure Rule

The idiomatic nature of preposition

Convention rules the use of preposition. As we have seen above, there is some collocation between some word and their fixed preposition. At the same time, there phrasal verbs or prepositional verbs which mean different from the words used in them. Therefore, they are idiomatic by nature. See a few :

To look after = to take care of
To look for = to search
To look into = to enquire about
To take after = to resemble
To take to heart = to feel bad
We will discuss these in detail in the chapter Idioms and Phrases.

The seventh question that you have to ask is
"Are the prepositions correctly used?"
This is the rule no. SEVEN

Target Exercise 23

Directions *One of the words is incorrectly spelt in each group. Encircle that word.*

1. grammar summer summerise hammer
2. author interior governer organiser
3. theatre kilomitre kilolitre metre
4. important impotent ignorent obedient
5. licence lens sense influence
6. negligable valuable possible resistible
7. dangerous mystereous superstitious courteous
8. official presidential crucial substancial
9. expense expanse expansion expultion
10. anxious conscious consentious pretentious

Answers 1. summarise 2. governor 3. kilometre 4. ignorant 5. license 6. negligible 7. mysterious 8. substantial 9. expulsion 10. conscientious

Target Exercise 24

Directions *One of the words is correctly spelt in each group. Encircle that word.*

1. acommodate accomodate accommodate eccommodate
2. begger beggar beggery beggerly
3. cocoon cucoon cacoon cocun
4. quarrelling quarreling quarelling querrelling
5. residencial recidential reasidential residential
6. apology appology apolosy epology
7. sinsere sincere sinceer sincier
8. restorent restaurent restaurant resteurant
9. profession proffesion profetion profeson
10. posesson possession posession possesion

Answers 1. accommodate 2. beggar 3. cocoon 4. quarrelling 5. residential 6. apology 7. sincere 8. restaurant 9. profession 10. possession

Type 11 : *Error of* Punctuation

Apostrophe with Possessives Nouns

Consider the following :

(i) A boy's bag
(ii) The boys' school
(iii) My father's house
(iv) My parents' place

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(v) Men's saloon
(vi) Women's parlour
(vii) Children's park
(viii) Socrates' disciple
(ix) Dickens' novels
(x) Levis' jeans

The nouns ending with 's' do not usually require another 's' after the apostrophe.

Consider the following :

(i) Jack and Jill's house–**one house** belonging to both
(ii) Sita and Ram's journey–**same journey** covered together

But

(i) Jack's and Jill's houses–**two different possessions** or ownerships
(ii) Sita's and Ram's destinations–**two different destinations** of the two

Structure Rule

Apostrophe is also used to make contracted forms :

It is = it's	There is = there's	Here is = here's	I will = I'll
I will not = I won't	He has = he's	He is = he's	We have = we've
She had = she'd	She would = she'd	Do not = don't	Cannot = can't and so on

Target Exercise 25

Directions *Rewrite the sentences after applying proper punctuations marks.*

1. Keats and Shelley's poems adore nature with deep sensuous passion.
2. You can get your car repaired at Salim's and Karim's garage which is only a furlong away.
3. R.K. Narayan's, the famous Indian English authors, stories are known for deep insight into their characters.
4. The boy's and the girl's school were standing face to face flanking the road.
5. Childrens magazines are hardly to be seen anywhere these days.

Answers 1. Keats's and Shelley's poems–two different poets' poems 2. Salim and Karim's–one garage owned by two 3. R.K. Narayan, the famous Indian English author's 4. the boys' and girls' school 5. children's

Punctuation

Use of comma (,), semi-colon (;), colon (:) and quotation marks ("")

Comma

- To mention a list of things : *eg*,
  (i) You, he and I are friends.
  (ii) She bought mango, apple, guava and orange.
  (iii) Industrialization, urbanization and globalization are the process to bring about modernization
- To separate two clauses : *eg*,
  (i) When I was there, I did not go out for a day.
  (ii) If you work hard, you will succeed.
- Before and, or, but, if the clauses are long enough: *eg*,
  (i) I offer her tea but she declined.
  (ii) Some of the boys joined the course, but the girls were not interested.
- After connective like however, therefore, on the other hand, similarly: *eg*,
  (i) He is sincere. However, he is not successful.
  (ii) They criticized the man. On the other hand, they honoured him.
- When some words intrude the sentence especially between the subject and its verb: *eg*,
  (i) We were, believe it or not, on the cloud nine last night.
  (ii) He, however, did not do as he had promised.
  (iii) Mr. Victor, the principal of the college, did not agree to our proposal.
  (iv) People, who follow nature, get blessed.

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Semi-colon

- To show closeness of two independent sentences where otherwise full stop can be used: *eg*,
  (i) Idea disseminated; and this is how civilization grew.
  (ii) She invited me; but I was not interest.
  (iii) Some people like summers; others like winter.

Colon

- For writing dialogues: *eg*,
  A: What's that? B: Guess.
- For presenting explanations, lists etc: *eg*,
  (i) Answer the following questions:
  1. What's true? 2. What's not true?
  (ii) Her explanation was like this:
- In headings and titles: *eg*,
  (i) Video wills acceptable: Supreme Court (ii) Punctuation: Apostrophe
  (iii) Chapter One: Sentence Correction

Quotation marks

- Direct speech *eg*,
  (i) She said, "I'll come tomorrow."
- Quotations
  (i) The famous proverb goes, "Don't count your chickens before they hatch."
- To make the word stand out: *eg*,
  (i) He was the "wisest" fool of all times. (ii) I like 'Alice in the Wonderland'.

Target Exercise 26

Directions *Rewrite the sentences after applying proper punctuations marks.*

1. An angry humiliated and wounded A.Q. Khan has finally made the secret of nuclear proliferation public.
2. Narayanan reinforced the official position saying We have thermonuclear capabilities.
3. What about the drunk customers nuisance.
4. Shakuntala Devi the famous numerologists latest book has hit the book-stalls.
5. Im going to barge in for the evening worship she insisted.
   The eighth important question to be asked is
   "Are the spelling and punctuation in place?"
   This is the rule no. EIGHT

Answers 1. an angry, humiliated and wounded 2. saying, "We have ……" 3. customers' 4. numerologist's 5. "I'm …… Worship", she insisted.

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1

Spotting Errors

The spotting of errors forms an indispensable part of any competitive exam. In this section, a number of sentences are given and each of them is divided into three parts (a), (b) and (c). You are required to spot the part which has an error. If there is no error, your answer is (d).

Such kind of questions are usually based on different grammatical rules and their correct usage. A sound knowledge of grammatical rules and regular practice will enable you to solve these questions.

Articles

The adjectives **a, an** and **the** are called Articles. There are two kinds of articles

(I) Indefinite article—A/An
(II) Definite article—The

Use of Indefinite Article–A/An

1. The article **An** is used before a word beginning with a vowel sound. *eg,*
   (i) She is an intelligent girl.
   (ii) He is an MP.
   (iii) You are an honest man.
2. The article **A** is used before a word beginning with a consonant sound. *eg,*
   (i) He is a university student.
   (ii) He is a European.
   (iii) He is a one-eyed man.
3. **A/An** is used before a singular countable noun when it is mentioned for the first time representing no particular person or thing. *eg,*
   (i) He has an axe.
   (ii) She is a lawyer.
   (iii) A boy came to my office.
4. **A/An** is used before a singular countable noun which is used as the representative of a class of things or persons. *eg,*
   (i) A lion is a fierce animal.
   (ii) A pupil should obey his teacher.
   (iii) A dog is a faithful animal.
5. **A/An** is used to make a common noun of a proper noun. *eg,*
   (i) My neighbour is a Daniel.
   (ii) She is a Lata Mangeshkar.
   (iii) His brother is a Shylock.
6. **A/An** is used in exclamations before singular countable nouns. *eg,*
   (i) What an interesting movie
   (ii) What a pretty girl
   (iii) What a lovely morning
7. **A/An** is used in its original sense of one or any. *eg,*
   (i) She wants a car.
   (ii) There are twelve inches in a foot.
   (iii) He bought a book.

Use of Definite Article—The

The definite article **The** is used

1. when we talk about a particular person or thing or one already mentioned. *eg,*
   (i) Give me the book which you bought yesterday.
   (ii) The dress you want is out of stock.
   (iii) I met a girl. The girl was beautiful.
2. when a singular noun represents a whole class. *eg,*
   (i) The lotus is a beautiful flower.
   (ii) The cat loves comfort.
   (iii) The banyan is a useful tree.
3. before the first noun in 'noun + preposition + noun' construction. *eg,*
   (i) The Bharat of Ramayana is an ideal brother.
   (ii) The gold of India is famous.
   (iii) She likes the sweets of Jaipur.
4. before names of mountain-ranges. *eg,*
   The Alps, The Himalayas, The Vindhyas
5. before names of groups of islands. *eg,*
   The Andamans, The Hebrides, The West Indies
6. before names of rivers, oceans, gulfs, deserts and forests. *eg,*

The Ganges, The Amazon, The Nile,

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The Arabian Sea, The Pacific Ocean, The Indian Ocean, The Persian Gulf, The Gulf of Mexico, The Sahara, The Black Forest

7. before names of religious and mythological books. *eg,*
   The Veda, The Ramayana, The Bible
8. before names of newspapers and magazines. *eg,*
   The Hindustan Times, The Times of India, The Statesman
9. before names of heavenly bodies, directions and things unique of their kind. *eg,*
   The earth, The sun, The moon, The east, The north, The equator

> ■ 'The' is not used before the words 'Heaven, Hell, God, Parliament'.

10. before names of historical buildings, places and events. *eg,*
    The Taj Mahal, The Red Fort, The Pyramids, The Kaba, The Kurukshetra, The French Revolution
11. before musical instruments. *eg*,
    (i) He can play the guitar.
    (ii) She is fond of playing on the piano.

> ■ When musical instruments are used as countable nouns, A/An is used. *eg,*
> (i) We gave her a harmonium.
> (ii) I have bought a violin.

12. before religious communities and political parties. *eg,*
    The Hindus, The Muslims, The Sikhs, The BJP, The Congress Party, The Janata Dal
13. before names of ships, aeroplanes and trains. *eg,*
    The Virat, The Vikrant, The Meghdoot
    The Shatabdi Express, The Punjab Mail, The Rajdhani Express
14. before the words denoting physical positions. *eg,*
    The top, The bottom, The centre
    The inside, The front, The back
15. before parts of body. *eg,*
    (i) He was hit on the head.
    (ii) She pulled the cat by the tail.
    (iii) You caught me by the arm.
16. before names of government departments and armed forces. *eg,*
    The Judiciary, The Legislative, The Executive, The Army, The Navy, The Air Force
17. before the dates of months. *eg,*
    The 6th February, The 21st of December
18. before the superlative degree. *eg,*
    (i) Honesty is the best policy.
    (ii) She is the tallest girl in the class.
    (iii) The rose is the sweetest of all flowers.
19. before the names of a few countries and provinces. *eg,*
    The USA, The USSR, The Netherlands, The Sudan, The Punjab
20. before comparative degree in case of a choice. *eg*,
    (i) She is the prettier of the two sisters.
    (ii) He is the stronger of the two.
21. before the ordinals. *eg,*
    The first, The third, The ninth

Omission of Articles

The articles **a, an, the** are omitted

1. before names of days and months. *eg,*
   (i) She will go on Monday.
   (ii) They are getting married in January.
2. before names of languages. *eg,*
   (i) He cannot speak French.
   (ii) She is learning Marathi.
3. before names of subjects. *eg,*
   (i) She has no interest in mathematics.
   (ii) Biology is his favourite subject.
4. before names of diseases. *eg,*
   (i) AIDS is spreading like wild fire.
   (ii) He died of cancer.

> ■ But 'The' is used before the names of a few diseases. *eg,* the measles, the plague, the gout, the mumps

5. before names of festivals and seasons. *eg,*
   (i) He will go to Canada in winter.
   (ii) She celebrated Christmas with her friends.
   But
   (i) He will go to Canada in the winter season.
   (ii) She went to Delhi in the Diwali holidays.
6. before names of sports. *eg,*
   (i) She plays tennis.
   (ii) We like cricket.
7. before the names of persons, villages, cities, districts, states and countries. *eg,*
   (i) Anjali is a beautiful girl.
   (ii) London is a big city.
   (iii) Paris is the capital of France.
8. before names of meals. *eg,*
   (i) They take lunch at 2 pm.
   (ii) Breakfast is ready.

> ■ 'A' is used when there is an adjective before names of meals. We use 'the' when we specify. *eg,*
> (i) We had a late breakfast today.
> (ii) The lunch I had at the Rajmahal was nice.

9. after possessive adjectives (my, our, your, his, her, their, its) and nouns in possessive case (Ram's, lion's). *eg,*
   (i) This is Rahul's car.
   (ii) That is my book.
10. before school, college, church, prison, hospital, bed, market, when these places are visited or used for their primary purpose. *eg,*
    (i) She goes to church on Sunday.
    (ii) The criminal was sent to prison.
    (iii) I go to bed at 10 pm.
11. before man, life, death, art, science, when these words are used in the widest sense. *eg,*
    (i) Man is mortal.
    (ii) Science has developed much in the past fifty years.
12. before the nouns used after rank of / title of. *eg,*
    (i) He was promoted to the rank of Colonel.
    (ii) He was given the title of Nawab.

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Tense

Kinds of Tense

There are basic tenses

1. Present Tense
2. Past Tense
3. Future Tense

There are four sub-categories of each of three

(i) Simple (ii) Continuous
(iii) Perfect (iv) Perfect Continuous

Uses of Tense

I. Simple Present Tense

1. Simple Present Tense is used to express universal truth, principle and proverb. *eg,*
   (i) The earth moves round the sun.
   (ii) Oil floats on water.
   (iii) Fortune favours the brave.
2. This tense is used to express habitual, regular and repeated actions. *eg,*
   (i) She drinks tea every morning.
   (ii) He often gets late for school.
   (iii) We like rice and curry.
3. This tense is used to express human feelings, emotions and mental activity. *eg,*
   (i) I love my family.
   (ii) She thinks he is the best.
   (iii) Shilpa hates beggars.
4. This tense is used to show possession. *eg,*
   (i) She has a piano.
   (ii) This car belongs to him.
   (iii) They have a son and a daughter.
5. This tense is used to express a future event that is part of fixed time table or fixed programme. *eg,*
   (i) The next train is at 6.00 tomorrow morning.
   (ii) The show starts at 12 o'clock.
   (iii) She goes to London next Monday.
6. This tense is used, instead of the Simple Future Tense, in clauses of time and of condition. *eg,*
   (i) She will not come if it rains.
   (ii) I shall wait till he comes.
   (iii) You will get success if you try hard.

II. Present Continuous Tense

1. Present Continuous Tense is used for an action going on at the time of speaking. *eg,*
   (i) The boys are playing cricket.
   (ii) It is raining heavily.
   (iii) She is sleeping in the room.
2. This tense is used for a temporary action which may not be actually happening at the time of speaking. *eg,*
   (i) He is reading the Bible.
   (ii) She is learning French.
   (iii) They are working on this project.
3. This tense is used for an action that is planned or arranged to take place in the near future. *eg,*
   (i) Her brother is arriving tomorrow.
   (ii) We are going to the cinema tonight.
   (iii) They are leaving for Mumbai next Friday.
4. This tense is used to express intention or likelihood and it indicates future time. *eg,*
   (i) He is going to meat her.
   (ii) Dhoni is playing to score runs.
   (iii) You are going to fail.

III. Present Perfect Tense

1. Present Perfect Tense is used to indicate completed activities in the immediate past. *eg,*
   (i) He has just arrived.
   (ii) They have left for Delhi.
   (iii) The show has just begun.
2. This tense is used to denote an action beginning at some time in the past and continuing up to the present moment (often with since/for phrases). *eg,*
   (i) I have worked here for five years.
   (ii) She has known him for a long time.
   (iii) We have lived here since 1998.
3. This tense is used to express past actions whose time is not given and not definite. *eg,*
   (i) Have you been to Agra?
   (ii) She has read 'Geetanjali'.
   (iii) I have written five books.

IV. Present Perfect Continuous Tense

1. Present Perfect Continuous Tense is used to express an action which began at some time in the past and is still continuing. *eg,*
   (i) She has been sleeping for four hours.
   (ii) They have been living here for ten years.
   (iii) We have been working on this project since May last.
2. This tense is also sometimes used for an action already finished. In such cases the continuity of the activity is emphasised as an explanation of something. *eg,*
   (i) She has been waiting for you.
   (ii) He has been playing.
   (iii) They have been fighting.

V. Simple Past Tense

1. Simple Past Tense is used to indicate an action completed in the past. *eg,*
   (i) I met her a week ago.
   (ii) We left school last year.
   (iii) He saw you yesterday.
2. This tense is used to indicate a situation related to past. *eg,*
   (i) She was a good teacher.
   (ii) We were very poor.
   (iii) I was very happy.

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3. This tense is also used to express past habits. *eg,*
   (i) He always carried a stick.
   (ii) She never came late.
   (iii) I studied two hours everyday.

VI. Past Continuous Tense

1. Past Continuous Tense is used to denote an action going on at sometime in the past. *eg,*
   (i) She was playing chess.
   (ii) We were talking loudly.
   (iii) It was getting dark.
2. This tense is used to denote actions going on at the sametime in the past. *eg*,
   (i) While you were sleeping, she was reading.
   (ii) While he was laughing, Sonu was weeping.
3. This tense is also used for persistent habits in the past. *eg,*
   (i) She was always complaining.
   (ii) He was always chewing tobacco.

VII. Past Perfect Tense

1. Past Perfect Tense is used to describe an action completed before a certain moment in the past. *eg,*
   (i) She had written a poem even before she was eight years old.
   (ii) I had seen him last five years before.
2. If two actions happened in the past, the earlier one is denoted by past perfect while the latter one is denoted by simple past. *eg*,
   (i) The train had left before I reached the station.
   (ii) She took dinner after they had gone.
   (ii) We had slept before he came.

VIII. Past Perfect Continuous Tense

Past Perfect Continuous Tense is used to express an action that had begun before a certain point in the past and continued up to that time. *eg,*
(i) At that time she had been living there for two years.
(ii) We had been playing football since 2000.

IX. Simple Future Tense

1. Simple Future Tense is used to express an action that is still to take place. *eg,*
   (i) He will come here tomorrow.
   (ii) We shall meet her on Monday.
   (iii) You will do it.
2. This tense is also used to express intention, will, threat and determination. *eg,*
   (i) I will never tell a lie.
   (ii) He shall not come here again.
   (iii) We will help her.

X. Future Continuous Tense

1. This tense is used to talk about actions which will be in progress at a time in the future. *eg,*
   (i) She will be sleeping in the room.
   (ii) They will be watching the match on TV.
   (iii) I shall be reading a novel.
2. This tense is also used to express future events that are planned. *eg,*
   (i) She will be coming here for your marriage.
   (ii) I shall be staying here till Monday.

XI. Future Perfect Tense

1. Future Perfect Tense is used to indicate the completion of an action by a certain future time. *eg*,
   (i) We shall have reached there by evening.
   (ii) She will have written the letter by then.
2. This tense is used when there are two actions and it is necessary to emphasise that the preceding action will be completely finished before the next action starts. *eg*,
   (i) She will have left before you go to see her.
   (ii) I shall have come before she sleeps.

XII. Future Perfect Continuous Tense

Future Perfect Continuous Tense is used for actions which will be in progress over a period of time that will end in the future. *eg,*
(i) We shall have been living here for ten years by next August.
(ii) She will have been reading for three hours.

- When sentence is in Indirect Narration and the reporting verb is in the past tense, all present tense of the reported speech are changed into the corresponding past tenses and the Simple past is changed into Past perfect.
- He said that he does not wish to see any of them and orders them to go away. (*Incorrect*)
- He said that he did not wish to see any of them and ordered them to go away. (*Correct*)

Subject-Verb Agreement

The subject and the verb are the essential parts of a sentence. A verb must agree with its subject in number and person.

- If the subject is singular, verb must be singular.
  If the subject is plural, verb must be plural.
- Noun + s/es = Plural
  Verb + s/es = Singular

Some Important Rules

Rule 1 Two or more singular nouns or pronouns joined by **and** take a plural verb. *eg,*
(i) He and his sister were playing.
(ii) Gold and silver are precious metals.
(iii) Fire and water do not agree.

Rule 2 If two singular nouns refer to the same person or thing, the verb must be singular. *eg,*
(i) The magistrate and collector has come.
(ii) The poet and critic has been honoured.
(iii) A red and white bull is in the field.

When the article is used before only one noun, one person/thing is intended and hence the verb must be singular.

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When the **article** is used before both the nouns, two different persons/things are intended and hence the verb must be plural. *eg,*

(i) The magistrate and the collector have come.
(ii) The poet and the critic have been honoured.
(iii) A red and a white bull are in the field.

Rule 3 When two or more subjects are joined by **as well as, like, besides, with, in addition to, together with, along with, but, except etc**, the verb is used according to the first subject. *eg,*

(i) The leader with all his followers was arrested.
(ii) The ship along with its crew was lost.
(iii) The guru as well as his disciples is committed to celibacy.

Rule 4 **Either, neither, each, every, anyone, someone, nobody** must be followed by a singular verb. *eg,*

(i) Neither of your friends is intelligent.
(ii) Each of these substances is found in India.
(iii) Either of them has done this.

Rule 5 When the subjects joined by **or, nor, either .....or, neither .....nor** are of different persons, the verb agrees with the nearer. *eg,*

(i) Either you or I am going.
(ii) Neither Rekha nor her friends were present at the party.
(iii) You or she is to blame.

Rule 6 If two subjects together express one idea, the verb is singular. *eg,*

(i) Honour and glory is his reward.
(ii) Whisky and soda was served in the party.
(iii) The horse and carriage is at the door.

Rule 7 If the subject of a clause is a relative pronoun (who, which, that), the verb is used according to the antecedent of the relative pronoun. *eg,*

(i) The boys who are playing are my friends.
(ii) It is I who am helping you.
(iii) She knows the boys who have broken the glass.

Rule 8 When plural nouns explain specific **amount, distance, quantity, time or period** as a whole, the verb should be singular. *eg,*

(i) Fifty rupees was the amount given to her.
(ii) Three hours is too short a time to judge one's character.
(iii) Hundred miles is a long distance.

Rule 9 When nouns like glasses, shoes, scissors, pants, trousers, spectacles etc are used as subject, the verb is plural. *eg*,

(i) His trousers are very loose.
(ii) My scissors are sharp.
(iii) Your spectacles were on the table.

- If a pair of is used before these nouns, the verb must be singular. *eg,*
  (i) A pair of scissors has been bought.
  (ii) A pair of shoes was presented to him.

Rule 10 Furniture, luggage, scenery, information, poetry, percentage, knowledge, advice, news, music etc are always singular and take a singular verb. *eg,*

(i) All his luggage was thrown out.
(ii) Wordsworth's poetry is immortal.
(iii) The scenery of Kashmir is beautiful.

Nouns

A **Noun** is a word used as the name of a person, place or thing.

Kinds of Nouns

1. Proper Noun

A proper noun is the name of a particular person or place. *eg,*

Radha, Kolkata, India

- Proper nouns are always written with a capital letter at the beginning.

2. Common Noun

A common noun is a name given in common to every person or thing of the same class or kind. *eg*, girl, city, country, book

3. Collective Noun

A collective noun is the name of a group of persons or things taken together and spoken of as a whole, as unit. *eg,*

team, army, jury, fleet

4. Material Noun

A material noun is the name of metal or substance, of which things are made of. *eg,*

silver, cotton, wood

5. Abstract Noun

An abstract noun is usually the name of a quality, action or state considered apart from the object to which it belongs. *eg,*

kindness, laughter, childhood

Some Important Rules

Rule 1 Some nouns like **furniture, information, poetry, scenery, machinery, work, wood, paper, glass, dust, traffic, electricity, food, grass, luggage, advice** etc are always singular.

- These are Uncountable Nouns. Neither a/an is used before them nor their plural is formed. *eg,*
  (i) Young persons dislike the advice of elderly people.
  (ii) He gave me information.

Rule 2 Some nouns have the singular and the plural alike. As, sheep, deer, swine, species etc. *eg*,

(i) A sheep is grazing in the field.
Sheep are grazing in the field.
(ii) It is a rare species.
There are many species of dogs.

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Rule 3 Nouns expressing number like **dozen, score, hundred, thousand** etc are used in singular with numerical adjectives. *eg,*

(i) She bought three dozen oranges.
(ii) There are two score books in this almirah.
(iii) I gave him five hundred rupees.

Rule 4 Some nouns like **cattle, poultry, people, police, gentry, peasantry, electorate** etc are always plural. *eg,*

(i) Cattle are not allowed to enter this ground.
(ii) These poultry are mine.
(iii) There are few gentry in this town.

Pronouns

A **Pronoun** is a word used instead of a noun.

Kinds of Pronouns

1. Personal Pronouns

I, we, you, he, me, her, them etc.

1. If a pronoun acts as a subject of a verb, it is in nominative/subjective case and if it acts as an object of a verb, it is in objective case.

   Nominative case I, we, you, he, she, it, they.

   Objective case me, us, you, him, her, it, them.

2. A Pronoun is used in objective case after **let.** *eg,*
   (i) Let him and me do this .
   (ii) Let her and us go.
3. A Pronoun is used in objective case after a **preposition**. *eg,*
   (i) She was angry with you and him.
   (ii) They laughed at her and me.
4. Nominative case is used after **than** if the comparison is between two nominatives. *eg,*
   (i) As a student of science you are far better than he.
   (ii) She drives faster than I.
5. Objective case is used after **than** if the comparison is between two objects. *eg,*
   (i) She loves you more than me.
   (ii) I know her better than him.
6. Good manners require that the order of personal pronouns in a sentence should be **231** *ie,*the second person should come before the third and the third person before the first. *eg,*
   (i) You and I must work together.
   (ii) You and he will follow it.
   (iii) You, he and I are going to Delhi.

> ■ While referring to unpleasant acts or accepting guilt/mistake, the order of personal pronouns in a sentence should be 123. *eg,*
> (i) I, you and he have stolen the money.
> (ii) I and you will be punished.

2. Distributive Pronouns

Each, either, neither

1. **Either** and **Neither** are used for two persons or things. eg,
   (i) Either of them can do this.
   (ii) Neither of you will go there.
2. **Each** is used for two or more than two persons/things. *eg,*
   (i) Each of the students contributed fifty rupees.
   (ii) Each of the two boys is doing his work .

> ■ For more than two persons or things any/anyone is used in place of either and none is used in place of neither. *eg,*
> (i) Anyone of the students can participate in the debate.
> (ii) None of these boys will enter the class.

3. Demonstrative Pronouns

This, that, these, those, such.

1. **This** and **these** are used for the persons / things which are near the speaker.

   This is used for one person/thing and **these** is used for more than one person/ thing. *eg,*
   (i) This computer is a present for you.
   (ii) These flowers are beautiful.
2. **That** and **those** are used for the persons/things which are away from the speaker.

   That is used for one person/thing and **those** is used for more than one person / thing. *eg,*
   (i) That boy is my friend.
   (ii) Those shirts are mine.

4. Indefinite Pronouns

One, some, any, everybody, somebody, anybody, everyone, someone, anyone, no one, everything, something, anything, nothing etc.

1. In referring to anybody, everybody, everyone, anyone, each etc, the pronoun **he** or **she** is used according to the context. *eg,*
   (i) I shall be glad to help everyone of my boys in his studies.
   (ii) Everyone of the Miss India contestants tried to improve herself through rigorous training.
2. The indefinite pronoun **one** should be used throughout, if used at all, *ie,* its nominative —one, objective—one, possessive—one's and reflexive—oneself should be used. *eg,*
   (i) One should take care of one's house .
   (ii) One should help oneself.

5. Reflexive Pronouns

Myself, yourself, himself, herself, ourselves, itself etc

1. A reflexive pronoun or an object must be put after **acquit, absent, avail, resign, revenge, enjoy, exert, apply, adopt, adjust, avenge, pride.** *eg,*
   (i) I absented myself from the class.
   (ii) You should avail yourself of every chance in life.

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2. Verbs such as **bathe, break, burst, feed, gather, hide, keep, make, move, open, qualify, rest, roll, speed, steal, stop, turn,** are usually not followed by a reflexive pronoun. *eg,*
   (i) He has qualified for the post .
   (ii) You should keep from bad boys.
3. A reflexive pronoun can not be used as a substitute for the subject. *eg,*
   Bunti and myself decided to join the army. *(Incorrect)*
   Bunti and I decided to join the army. *(Correct)*

6. Emphatic Pronouns

When myself, yourself, ourselves, herself, itself, themselves etc are used for the sake of emphasis they are called emphatic pronouns.

eg,
(i) I myself went to finalise the deal.
(ii) They themselves admitted their guilt .

7. Relative Pronouns

Who, whom, whose, which, that

1. **Who** is used for persons only and **which** is used for things without life and for animals. *eg,*
   (i) This is the man who brought the news.
   (ii) The horse which I recently bought is an Arab.
2. **That** is used for persons and things. *eg,*
   (i) This is the man that brought the news.
   (ii) The horse that I recently bought is an Arab.
3. **Who/Which** is used in both defining and non- defining cases **that** is used in defining case. *eg,*
   (i) The horse which she has bought is black .
   (ii) I have bought a dog which is white.
   Here, in the first sentence **that** can be used in place of **which** but in the second sentence it can't be used.
4. **That** is used after superlative degree, all, same, only, none, nothing. *eg,*
   (i) He was the most eloquent speaker that I ever heard.
   (ii) It is only donkeys that bray.
5. **Who** is used in nominative case *ie,* it is followed by a verb while **whom** is used in objective case *ie,* it is not followed by a verb *eg,*
   (i) This is the boy who broke the glass.
   (ii) The girl whom I met today was his friend.

8. Interrogative Pronouns

Who, whom, whose, which, what

1. **Who** is used for person. *eg,*
   (i) Who was knocking at the door?
   (ii) Who called you here?
2. **Which** is used for both persons and things. It implies selection. *eg,*
   (i) Which of these boys will win the prize?
   (ii) Which of them has said so?
3. After preposition **whom** is used instead of **who**. *eg,*
   (i) By whom was the flower plucked?
   (ii) About whom are you talking?

9. Exclamatory Pronouns

When interrogative word **what** is used to express surprise it is called exclamatory pronoun. *eg,*

What! you don't know Amitabh ?

10. Reciprocal Pronouns

Each other, one another

Each other is used for two persons/ things and **one another** is used for more than two persons/things.

But in modern use there is no difference in the use of **each other** and **one another**. *eg,*
(i) They all loved one another.
(ii) The four friends quarrelled with each other.

> ■ From the examination point of view, you should remember that **each other** is used for two persons / things and **one another** is used for more than two persons/things.

Adjectives

An **Adjective** is a word which qualifies a noun or a pronoun.

Kinds of Adjectives

1. Proper Adjectives

Adjectives formed from proper nouns are called Proper Adjectives. *eg,*

Proper Nouns	Proper Adjectives
India	Indian
China	Chinese
Turkey	Turkish
America	American
Shakespeare	Shakespearian

A Proper Adjective must begin with a capital letter.

2. Possessive Adjectives

My, our, your, his, her, their, its are called Possessive Adjectives.

Possessive Adjectives are always used before noun. *eg,*

My book, Your brother, His horse

3. Distributive Adjectives

Each, every, either, neither are called Distributive Adjectives.

1. **Each** is used for two or more than two things/persons. *eg,*
   (i) Each boy must take his turn.
   (ii) Each of the two girls is beautiful.
2. **Every** is used for more than two persons/ things. *eg,*
   (i) Every word of it is false.
   (ii) He gave every girl the same dress.

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3. **Either** and **Neither** are used for two persons/things. *eg,*
   (i) Take either side, whichever you prefer.
   (ii) Neither of the two ministers was available for comments.
4. Article is not used before the noun used after each, every, either, neither. *eg,*
   Either a book will serve the purpose. *(Incorrect)*
   Either book will serve the purpose. *(Correct)*

4. Demonstrative Adjectives

Demonstrative Adjectives are of two kinds

(I) **Definite** This, that, these, those, such, same.
These adjectives point out a particular person or thing exactly.

(II) **Indefinite** A, an, a certain, certain, some, any, any other, another, other.
These adjectives point out persons or things in a certain sense, but not exactly.

5. Numeral Adjectives

Numeral Adjectives are of two kinds

(I) **Definite** These adjectives denote exact number or order of persons/things.

1. Those which denote exact number of persons/things are called cardinals. *eg,*
   One, two, three, four etc.
2. Those which denote the serial order in which a person or thing stands are called ordinals. *eg,*
   First, third, next, last etc.
3. Ordinals are used before cardinals, if they both are to be used in a sentence. *eg,*
   (i) The first three pages of this book.
   (ii) The last two scenes of this movie.

(II) **Indefinite** These adjectives denote number of some kind without saying precisely what the number is. *eg,*
many, some, enough, few, all, most, various, numerous, several etc.

> If definite and Indefinite both Numeral Adjectives are to be used together, Indefinite Numeral Adjectives should be used before Definite Numeral Adjectives.

6. Quantitative Adjectives

These adjectives show the quantity or degree of a thing. *eg,*
much, little, whole, some, enough, all etc.

1. **Much, little, whole** are always used for quantity. *eg,*
   much milk, little sugar, whole book
2. **All, some, enough, sufficient, most** are used for both quantity and number.

7. Qualitative Adjectives

These adjectives show what quality or in what state persons or things are. *eg,*
big, small, brave, sick, ugly, good etc

8. Interrogative Adjectives

These adjectives are used to ask questions. *eg,*
(i) Which picture do you like most ?
(ii) Whose wife is she?

9. Exclamatory Adjectives

What is called Exclamatory Adjective when it is used to express surprise. *eg,*
(i) What an idea!
(ii) What a piece of work is man!

Degrees of Comparison

Positive Degree

The Positive Degree of an adjective is the adjective in its simple form. It is used when no comparison is made. *eg,*
(i) Rekha is a good singer.
(ii) He is a tall boy.

Comparative Degree

The Comparative Degree of an adjective is used when the quality of two persons or things are compared. *eg,*
(i) This girl is more beautiful than that.
(ii) My mango is sweeter than his.

Superlative Degree

The Superlative Degree of an adjective denotes the highest degree of quality, and is used when more than two persons or things are compared. *eg,*
(i) He is the most intelligent boy in the class.
(ii) She is the politest of them.

Some Important Facts

1. **Senior, superior, junior, prior, inferior, posterior** are followed by **to** instead of than.
   All his colleagues are senior than him. (Incorrect)
   All his colleagues are senior to him. (Correct)
2. **Interior, exterior, minor, major** etc are the adjectives of positive degree.
   Neither more/most is used before them nor than/to is used after them. *eg,*
   (i) His age is a matter of minor importance.
   (ii) The interior decoration of his office is excellent.
3. After **comparatively** or **relatively** positive degree is used. *eg,*
   The wind is comparatively colder today. (Incorrect)
   The wind is comparatively cold today. (Correct)
4. Before **enough** positive degree is used. *eg,*
   He is smarter enough to get selected for this prestigious post. (Incorrect)
   He is smart enough to get selected for this prestigious post. (Correct)
5. **To** is used after **prefer** if the comparison is between two nouns. *eg,*
   He prefers milk to tea.

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- But rather than is used after prefer if the comparison is between two infinitives. *eg,*
- She prefers to sleep rather than play.

6. **To** is used after preferable. *eg,*
   Fish is preferable to chicken.
7. **Perfect, complete, full, excellent, unique, circular, extreme, universal, chief, golden** etc. are used neither in Comparative degree nor in superlative degree. *eg,*
   Money is the chiefest aim of his life. (Incorrect)
   Money is the chief aim of his life. (Correct)
8. **Positive degree** and **as** are used with **so/as**. *eg,*
   Dhoni's performance in the match was as better as Yuvraj's. (Incorrect)
   Dhoni's performance in the match was as good as Yuvraj's. (Correct)

Adverbs

An **Adverb** is a word which modifies the meaning of a verb, an adjective or another adverb.

Kinds of Adverbs

(A) According to their uses, adverbs are divided into three classes.

1. **Simple Adverbs** These adverbs modify the meaning of a verb, an adjective, or an adverb. *eg,*
   (i) You are quite right.
   (ii) She can hardly believe it.
2. **Interrogative Adverbs** These adverbs are used for asking questions. *eg,*
   (i) How did you come here?
   (ii) Why is she not playing?
3. **Relative Adverbs** These adverbs are the same in form as interrogative adverbs, but instead of asking questions, they join two sentences together.
   These adverbs relate to some antecedent, expressed or understood. *eg*,
   (i) Let me know the time when you will come. (The antecedent expressed)
   Let me know when you will come. (The antecedent understood)
   (ii) I remember the house where I was born.

(B) According to their meanings, adverbs may be divided into the following classes.

1. **Adverbs of Time** These are the adverbs which tell us when an action takes place. *eg,*
   (i) I hurt my knee yesterday.
   (ii) He comes here daily.
2. **Adverbs of Place** These are the adverbs which tell us *where* an action takes place. *eg*,
   (i) He follows Nisha everywhere.
   (ii) She left her bag here.
3. **Adverbs of Frequency** These are the adverbs which tell us *how often* an action takes place. *eg*,
   (i) He seldom makes mistakes.
   (ii) I have called you twice.
4. **Adverbs of Degree or Quantity** These are the adverbs which tell us *how much* or *in what degree* or *to what extent. eg,*
   (i) These apples are almost ripe.
   (ii) He is kind enough to help her.
5. **Adverbs of Manner** These are the adverbs which tell us *how* an action takes place or *in what manner*. *eg,*
   (i) The soldiers fought bravely.
   (ii) He came down slowly
6. **Adverbs of Reason** These are the adverbs which tell us *why* an action takes place. *eg,*
   (i) She therefore left school.
   (ii) I am hence unable to do it.
7. **Adverbs of Affirmation and Negation** These are the adverbs which tell us whether an action is *done* or *not*. *eg*,
   (i) She certainly hit him.
   (ii) I did not meet her.

Some Important Adverbs

1. Too and Very

Too means 'more than required' and it is usually used before unpleasant adjectives.

Very means 'in a great degree' and it is used before pleasant/ unpleasant adjectives.

- If the sentence is not based on **too** …… **to** structure, very should be used in place of too. *e.g.,*
  (i) I am too happy today. (*Incorrect*)
  I am very happy today. (*Correct*)
  (ii) My son's health has been too good. (*Incorrect*)
  My son's health has been good. (*Correct*)

2. Too much and Much too

After **too much** a noun is used.

After **much too** an adjective is used. *eg,*

His wife's rude behaviour gives him much too pain. (*Incorrect*)

His wife's rude behaviour gives him too much pain. (*Correct*)

3. Much and Very

(a) **Very** is used with positive degree and **much** is used with comparative degree. *eg,*
(i) The air is very hot today.
(ii) The air is much hotter today than yesterday.

(b) **Very** is used with present participle and **much** is used with past participle. *eg,*
(i) It is very surprising for me.
(ii) I was much surprised at hearing the news.

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4. Fairly and Rather

(a) **Fairly** is used with positive degree while **rather** is used with both positive degree and comparative degree.

(b) **Fairly** is used with pleasant objectives while **rather** is usually used with unpleasant adjectives. *eg,*

(i) She is fairly wise.

(ii) This job is rather difficult.

But, rather good, rather clever, rather pretty are used.

5. Hard and Hardly

Hard means 'difficult' or 'solid'. It is used as an adjective as well as an adverb.

Hardly means 'almost not' and it is used as an adverb. *eg,*

(i) It is hard to believe that he is guilty.

(ii) There is hardly any tea left.

6. Late and Lately

Late means 'near the end of a period of time' and **lately** means 'recently'. *eg,*

(i) She married in her late twenties.

(ii) He had lately returned from Australia.

7. Ago

Ago is always used in past indefinite tense. *eg*,

(i) I met her a year ago.

(ii) This had happened a week ago. (*Incorrect*)

This happened a week ago. (*Correct*)

8. Enough

(a) **Enough** is used just after the word that it qualifies.

(b) Always use positive degree of adjective/adverb before **enough.** *eg,*

(i) He is now strong enough to leave his bed.

(ii) She is enough wise to allow her son to go. (*Incorrect*)

She is wise enough to allow her son to go. (*Correct*)

9. Else

Else should always be followed by **but** and never by than. *eg,*

It is nothing else but love.

10. Still and Yet

Still is usually used in affirmative sentences and **yet** in negative sentences. *eg,*

He has not still returned the money. (*Incorrect*)

He has not yet returned the money. (*Correct*)

Position of Adverbs

1. Always, often, seldom, never, just, ever, usually, hardly, already, nearly etc are used before the main verb. *eg,*

(i) I have told often him to write neatly. (*Incorrect*)

I have often told him to write neatly. (*Correct*)

(ii) He never talks ill of his friends.

(iii) Imran always comes late.

2. Adverbs of time/ place/manner are generally placed after the verb or after the object if there is one. *eg,*

(i) He does his work carefully.

(ii) She looked everywhere.

(iii) I met her yesterday.

- Adverb of manner is used before the object if a clause starting with who/ which/ that is used after the object. *eg,*
- She received warmly all those who had come in time.

3. If adverbs of time/place/manner all are to be used in a sentence, the normal order is—adverb of manner, adverb of place, adverb of time. *eg,*

He danced in the city hall well last night. (*Incorrect*)

He danced well in the city hall last night. (*Correct*)

4. Adverbs of quantity are usually used before the word that they qualify. *eg,*

(i) The party was too dull.

(ii) She is quite cool.

5. **Only** should be placed immediately before the word it qualifies. *eg,*

(i) We worked only four sums.

(ii) She has slept only two hours.

6. Preposition is not used before an adverb. *eg,*

My sister asked me to go to market with quickly. (*Incorrect*)

My sister asked me to go to market quickly. (*Correct*)

7. The adverbs of frequency and quantity should be placed before the auxiliaries **have to** and **used to.** *eg*,

I used to often take a break from my packed schedule. (*Incorrect*)

I often used to take a break from my packed schedule. (*Correct*)

8. An adverb is not used by splitting an infinitive. eg,

She asked him to carefully write the answer. (*Incorrect*)

She asked him to write the answer carefully. (*Correct*)

9. No adverb is used before **quite.** *eg,*

Raman is absolutely quite alone. (*Incorrect*)

Raman is quite alone. (*Correct*)

10. 'Inverted form of verb' is used in the sentences starting with **seldom, never, hardly, scarcely, rarely, no sooner.** *eg*,

(i) No sooner had he entered the class than the bell rang.

(ii) Seldom she meets her friends. (*Incorrect*)

Seldom does she meet her friends. (*Correct*)

Conjunctions

A **Conjunction** is a word which joins two or more than two words, phrases, clauses or sentences.

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Some Important Rules

Rule 1 **Scarcely/hardly** is always followed by **when/before.** *eg,*

Scarcely had he gone out of the office then he came. (*Incorrect*)

Scarcely had he gone out of the office when he came. (*Correct*)

Rule 2 **Lest** is followed by **should.**

Not is not used with it. *eg,*

Be careful lest you will fall. (*Incorrect*)

Be careful lest you should fall. (*Correct*)

Rule 3 **Although/though** must always be followed by **yet** or comma (,). *eg,*

Although he worked hard but he failed. (*Incorrect*)

Although he worked hard yet he failed. (*Correct*)

Rule 4 **Both** is followed by **and** and not by else, but or as well as. *eg,*

Both Sonu as well as Pawan have done their work. (*Incorrect*)

Both Sonu and Pawan have done their work. (*Correct*)

Rule 5 **Rather** and **other** are always followed by **than.** *eg,*

I have no other choice but to do it. (*Incorrect*)

I have no other choice than to do it. (*Correct*)

Rule 6 **Neither** ..... **nor** and **Either** ..... **or** are used in pairs. These are followed by the same part of speech. *eg,*

(i) He has invited neither him not her. (*Incorrect*)

He has invited neither him nor her. (*Correct*)

(ii) Either the step taken was right or wrong (*Incorrect*)

The step taken was either right or wrong. (*Correct*)

Rule 7 **Not only** is followed by **but also**. These always join the same parts of speech. *eg,*

He is going not only to open a hospital but also an inn. (*Incorrect*)

He is going to open not only a hospital but also an inn. (*Correct*)

Rule 8 **Whether** is always followed by **or.** *eg,*

We don't care that you pass or fail . (*Incorrect*)

We don't care whether you pass or fail. (*Correct*)

Rule 9 **The same** is followed by relative pronoun **that** or **as**. *eg,*

He is the same boy who broke the glass. (*Incorrect*)

He is the same boy that broke the glass. (*Correct*)

- As is used if the verb is not clear in the sentence. *eg,* This is the same dress as mine.

Rule 10 **Because, since, as, as soon as** are not followed by therefore, thus, etc. *eg,*

As he came late, therefore he was punished. (*Incorrect*)

As he came late, he was punished. (*Correct*)

Objective Questions

Directions *Find out the part which has an error in the following sentences. If there is no error, your answer is (d).*

1. You can not withdraw (a)/ all your money until (b)/ you give a prior notice. (c)/ No error (d)
2. You should behave with others (a)/ the same way which you (b)/ would expect them to behave with you. (c)/ No error (d)
3. Either he nor his brother (a)/ was informed about the venue (b)/ of the meeting of our society. (c)/ No error (d)
4. He not only believes (a)/ in hard work but also (b)/ in honesty of the highest order. (c)/ No error (d)
5. No sooner did she (a)/ reach the station (b)/ then it started raining. (c)/ No error (d)
6. The captain and his wife (a)/ were invited for the (b)/ cultural function at my home. (c)/ No error (d)
7. He tried (a)/ to open the can (b)/ by a can opener. (c)/ No error. (d)
8. Let no one (a)/ remain with doubt that (b)/ India is getting stronger and stronger. (c)/ No error (d)
9. When the students reached late (a)/ the teacher objected their entering the class (b)/ without his permission. (c)/ No error (d)
10. Sheela advised to her (a)/ child not to play (b)/ with the ball on the road. (c)/ No error (d)
11. The expert mason reported (a)/ to the owner of the hotel that (b)/ there was no question of the wall's falling down. (c)/ No error (d)
12. "This blade's edge is sharper (a)/ than any other blades's," (b)/ said the representative of the company. (c)/ No error (d)
13. Your son's-in law's friend is serioulsy ill and (a)/ he wants you (b)/ to see him as soon as possible. (c)/ No error (d)
14. You know it well that your success in life (a)/ depends not on my advice (b)/ but on somebody's else. (c)/ No error (d)
15. He suggested to me (a)/ that I should go to nursery (b)/ to bring some beautiful summer's flowers. (c)/ No error (d)
16. No sooner we entered (a)/ than he got up (b)/ and left the room. (c)/ No error. (d)

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17. He ultimately decided (a)/ to willingly and cheerfully accept (b)/ the responsibility entrusted to him. (c)/ No error (d)

18. Harish is (a)/ very much willing (b)/to come with you. (c)/ No error (d)

19. Mahesh thought that he would pass (a)/ in the examination although he did not (b)/ answer most of the questions correct. (c)/ No error (d)

20. Kunal's father advised him (a)/ not to ride the motorcycly (b)/ lately at night. (c)/ No error (d)

21. Looking into the situation (a)/ that prevailed a few years ago (b)/ he was taken that decision. (c)/ No error (d)

22. If you had not come in time (a)/ the child would have taken (b)/ by the dacoits. (c)/ No error (d)

23. I knew our college library was run chaotically (a)/ but only recently did I discover (b)/ how bad the situation is. (c)/ No error (d)

24. They talked for a while (a)/ and then they will continue to play (b)/ the game till tomorrow morning. (c)/ No error (d)

25. We got everything ready (a)/ for all of them (b)/ long before they arrived. (c)/ No error (d)

26. He looks more depressed (a)/ than her but I don't (b)/ know the reason. (c)/ No error (d)

27. The person which was (a)/ recommended for the position (b)/ did not fulfil the prescribed qualifications. (c)/ No error (d)

28. Between you and I (a)/ he probably (b)/ won't come at all. (c)/ No error (d)

29. If all of you quarral (a)/ among yourself we shal not (b)/ be able to solve your problems. (c)/ No error (d)

30. They have invited Ramesh and I (a/ to the function (b)/ to be held in the next month. (c)/ No error (d)

31. We should drink several glasses (a)/ of the water daily (b)/ if we want to remain healthy. (c)/ No error (d)

32. Children who have had (a)/ good Pre-School Education are most likely (b)/ to out do other children at school. (c)/ No error (d)

33. On my request Jatin (a)/ introduced me to his friend (b)/ who is singer and scientist. (c)/ No error (d)

34. The burglars were caught just as (a)/ they were about to (b)/ escape from the jail. (c)/ No error (d)

35. The teacher drew (a)/ and attention of the boys (b)/ to the importance of regular practise. (c)/ No error (d)

36. He has brought (a)/ four breads (b)/ for lunch today. (c)/ No error (d

37. This data are (a)/ very useful to arrive (b)/ at correct conclusion. (c)/ No error (d)

38. "I have never seen (a)/ such a lovely spectacles in my life," (b)/said the passer by. (c)/ No error (d)

39. When you see his offsprings (a)/ you can't (b)/ believe that he is above seventy. (c)/ No error (d)

40. An earthquake (a)/ is a natural phenomena (b)/ and nobody can check it, be sure. (c)/ No error (d)

41. The Secretary of the worker's union remarked that (a)/ the present government is so selfish that (b)/ it cared very little about solving anyone else's problem. (c)/ No error (d)

42. Please explain to me (a)/ how is a digital computer different (b)/ from an analogue computer. (c)/ No error (d)

43. We had swam (a)/ across the river (b)/ before the sunset. (c)/ No error (d)

44. The Secretary and Treasurer (a)/ were not present (b)/ at today's meeting. (c)/ No error (d)

45. Neither Rakesh nor I (a)/ are leaving (b)/ for Hyderabad. (c)/ No error (d)

46. My book is superior (a)/ than yours although it has (b)/ cost me much less. (c)/ No error (d)

47. When Charles was in hospital (a)/ his sister sent (b)/ much fruit then his uncle. (c)/ No error (d)

48. Dilip's performance in the film (a)/ was worst than Amit's (b)/ but was not as bad as Vinod's. (c)/ No error (d)

49. The teacher said that (a)/ Ajay was capable of (b)/ doing more better work. (c)/ No error (d)

50. A severe cold (a)/ Prevented the president (b)/ being present (c)/ at the function (d)

51. After he had read the two first chapters (a)/ of the novel, he felt like (b)/ reading the book at one sitting. (c)/ No error (d)

52. The girl said that (a)/ she preferred the blue gown (b)/ than the black one. (c)/ No error (d)

53. Raju cannot walk (a)/ much than two miles (b)/ at a stretch. (c)/ No error. (d)

54. I often give him money (a)/ and I gave him few (b)/ yesterday also. (c)/ No error. (d)

55. It is always easy (a)/ to talk about a thing (b)/ than to do it ourselves. (c)/ No error (d)

56. The doctor advised him (a)/ to give off smoking (b)/ but he did not pay any heed. (c)/ No error (d)

57. Their father has left (a)/ behind a huge sum to be (b)/ destributed among the two brothers. (c)/ No error (d)

58. No effort has been made (a)/ at all to cash on (b)/ the refurnished image of Indian tennis. (c)/ No error (d)

59. The elegantly designed collection (a)/ for ladies has an emphasis (b)/ with style, veriety and colour. (c)/ No error (d)

60. As soon as he reached the venue (a)/ he enquired from the supervisor (b)/ about the closing time of the examinaiton. (c)/ No error (d)

61. The table's wood (a)/ is infested with mite (b)/ and I am likely to dispose it of (c)/ No error (d)

62. The finance Minister (a)/ boasts of improving (b)/ the economic condition of the country's. (c)/ No error (d)

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63. He told her that (a)/ he had ever seen her (b)/ with his mind's ege. (c)/ No error (d)

64. Unfortunately for me (a)/ the root cause of my frustration (b)/ lies in the Government dubious policy. (c)/ No error (d)

65. I have read (a)/ many plays of Shaw's (b)/ who is called the Shakespeare of our age (c)/ No error (d)

66. We have carefully considered (a)/ the Impotence of issues (b)/ raised in the report. (c)/ No error (d)

67. Every man, woman and Child (a)/ is now aware of the terrible consequences (b)/ of habit of smoking. (c)/ No error (d)

68. Ravi prefers self-employment (a)/ to job in (b)/ any office. (c)/ No error (d)

69. In a fit of temper (a)/ he tore up a sweet letter (b)/ which his wife had written to him. (c)/ No error (d)

70. He used very inaccurate (a)/ language for (b)/ he knew no better. (c)/ No error (d)

71. The gentleman (a)/ together with his wife (b)/ and daughter were drowned. (c)/ No error (d)

72. It is in 1929 (a)/ that we first (b)/ flew to the United States. (c)/ No error (d)

73. Our country need (a)/ a number of self sacrificing (b)/ devoted political leaders. (c)/ No error (d)

74. The issues are complex (a)/ and has been obscured (b)/ by other factors. (c)/ No error (d)

75. He reminded me that (a)/ he has often told me (b)/ not to play with fire. (c)/ No error (d)

76. The taxi driver who had come (a)/ to receive us at the airport (b)/ was speaking fluently French. (c)/ No error (d)

77. The only criteria (a)/ to judge (b)/ a person (c)/ is to observe his behaviour (d)

78. We are confident enough (a)/ to earn our livelihood (b)/ by toiling hardly. (c)/ No error (d)

79. The observers feel that the stronger team (a)/ has to face defeat because (b)/ the players don't play whole hearted. (c)/ No error (d)

80. You seem to be (a)/ enough rich to buy (b)/ anything you like. (c)/ No error (d)

81. Radha came (a)/ to the meeting much later (b)/ than I expect. (c)/ No error (d)

82. I have been working (a)/ for this organisation (b)/ for the last ten years. (c)/ No error (d)

83. I know he is having (a)/ a lot of books on (b)/ how to improve English. (c)/ No error (d)

84. If it snowed (a)/ tomorrow we'll (b)/ go for skating. (c)/ No error (d)

85. He told me that (a)/ he wrote a letter (b)/ to his superior for a certain reason. (c)/ No error (d)

86. Cattles were (a)/ grazing in the meadows (b)/ near our farm. (c)/ No error (d)

87. The infromation supplied to us (a)/ were not as useful as (b)/ we first thought it would be. (c)/ No error (d)

88. It was evident (a)/ to me that there (b)/ was any mistake (c)/ in that account (d)

89. The audience (a)/ are requested (b)/ to be in its seats. (c)/ No error (d)

90. He says that (a)/ a two miles walk (b)/ always keeps him healthy and fresh. (c)/ No error (d)

91. The guide told us that (a)/ where the island was (b)/ and went on narrating its history. (c)/ No error (d)

92. How do you say that (a)/ neither he or Ramesh (b)/ has qualified in the examinaion. (c)/ No error (d)

93. Unless you return (a)/ his book he will (b)/ not talk to you. (c)/ No error (d)

94. He neither gave satisfaction (a)/ as a cook (b)/ nor as a chauffeur. (c)/ No error (d)

95. Hardly had I reached (a)/ the airport where I learnt (b)/ about the powerful bomb explosion. (c)/ No error (d)

96. If you are good to people (a)/ you will be treated (b)/ well by themselves. (c)/ No error (d)

97. This is one company who not only sells (a)/ its products but also gives (b)/ good after sales service. (c)/ No error (d)

98. I asked him (a)/ whom he thought would be (b)/ able to get the first prize. (c)/ No error (d)

99. They visited the place (a)/ because they wanted to see for themself (b)/ the damage caused by the floods. (c)/ No error (d)

100. There should be (a)/ no misunderstanding (b)/ between your father and she. (c)/ No error (d)

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Answers *with* Explanations

1. (*b*) Use 'unless' for 'until'
2. (*b*) Use 'as' in place of 'which'
3. (*a*) Neither he nor his
4. (*a*) Say 'he believes not only'
5. (*b*) Use 'than' for 'then'
6. (*b*) Use 'to' in place of 'for'
7. (*c*) Say 'with a can opener'
8. (*b*) Use 'in' for 'with'
9. (*b*) Insert 'to' after 'objected'
10. (*a*) Remove 'to'
11. (*c*) Say ' the falling down of the wall'
12. (*d*) No error
13. (*a*) Say 'son-in-law's'
14. (*a*) Say 'somebody else's'
15. (*c*) Say 'summer flower's'
16. (*a*) Insert 'had' after 'sooner'
17. (*b*) Place 'accept' before 'willingly'
18. (*b*) Remove 'much'
19. (*c*) Say 'correctly'
20. (*c*) Use 'late' for 'lately'
21. (*c*) Use 'took' for 'was taken'
22. (*b*) Use 'have been' in place of 'have'
23. (*c*) Say 'the situation was'
24. (*a*) Use 'will talk' for 'talked'
25. (*a*) Say 'we had got'
26. (*b*) Use 'she' for 'her'
27. (*a*) Use 'who' in place of 'which'
28. (*a*) Use 'me' for 'I'
29. (*b*) Use 'yourselves' in place of 'yourself'
30. (*a*) Say 'Ramesh and me'
31. (*b*) Remove 'the'
32. (*b*) Insert 'a' before 'good'
33. (*c*) Insert 'a' before 'singer'
34. (*c*) Remove 'the'
35. (*b*) Say 'the attention'
36. (*b*) Say 'four pieces of bread'
37. (*a*) Use 'These' for 'This'
38. (*b*) Say 'spectacle'
39. (*a*) Use 'offspring' for 'offsprings'
40. (*b*) Say 'a natural phenomenon'
41. (*b*) Use 'was' in place of 'is'
42. (*b*) Place 'is' after 'computer'
43. (*a*) Use 'swum' for 'swam'
44. (*b*) Use 'was' in place of 'were'
45. (*b*) Say 'am leaving'
46. (*b*) Use 'to' for 'than'
47. (*c*) Use 'more' in place of 'much'
48. (*b*) Say 'was worse'
49. (*c*) Remove 'more'
50. (*c*) Put 'from' before being
51. (*a*) Say 'the first two'
52. (*c*) Use 'to' for 'than'.
53. (*b*) Say 'more than'
54. (*b*) Use 'a little/ some' in place of 'few'
55. (*a*) Say 'easier'
56. (*b*) Say 'to give up'
57. (*c*) Use 'between' for 'among'
58. (*b*) Say 'cash in on'
59. (*c*) Use 'on' in place of 'with'
60. (*b*) Say 'enquired of'
61. (*a*) Say 'The wood of the table'
62. (*c*) Say 'country'
63. (*d*) No error
64. (*c*) Say 'Government's dubious policy'
65. (*b*) Say 'many plays of Shaw'
66. (*b*) Insert 'the' before 'issues'
67. (*c*) Say 'of the habit of smoking'
68. (*b*) Insert 'a' before 'job'
69. (*b*) Say 'the sweet letter
70. (*a*) Insert 'a' before 'very'
71. (*c*) Use 'was' for 'were'
72. (*a*) Say 'It was'
73. (*a*) Say 'needs'
74. (*b*) Use 'have' for 'has'
75. (*b*) Use 'had' for 'has'
76. (*c*) Say 'French fluently'
77. (*a*) Chage Giteria to criterion, criteria singular criterion.
78. (*c*) Say 'toiling hard'
79. (*c*) Use 'heartedly' in place of 'hearted'
80. (*b*) Say 'rich enough'
81. (*d*) Say 'I had expected'
82. (*d*) No error
83. (*a*) Use 'has' for 'is having'
84. (*a*) Use 'snows' in place of 'snowed'
85. (*b*) Say 'he had written'
86. (*a*) Use 'Cattle' for 'Cattles'
87. (*b*) Use 'was' in place of 'were'
88. (*c*) Replace 'any' by 'some' some is used in affirmative
89. (*c*) Use 'their' for 'its'
90. (*b*) Say 'a two-mile walk'
91. (*a*) Remove 'that'
92. (*b*) Use 'nor' for 'or'
93. (*a*) Say 'Until you return'
94. (*a*) Place 'neither' after 'satisfaction'
95. (*b*) Use 'when' in place of 'where'
96. (*c*) Say 'well by them'
97. (*a*) Use 'which' for 'who'
98. (*b*) Use 'who' in place of 'whom'
99. (*b*) Say 'for themselves'
100. (*c*) Use 'her' for 'she'

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1 Verbal Ability

Word Problems

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Word is the basis of language and indispensable to understand it. Therefore all competitive entrance examinations give an extra emphasis on word related problems.

The main types of word problems in the examinations are

1. Synonym
2. Antonym
3. Sentence completion (Fill in the blanks)
4. Analogy
5. Odd word out

It becomes desirable that the taker of these examinations start building his/her vocabulary at an early stage. A good vocabulary is very important for success in these examinations. In the course of discussing the above types of word problems, we will be suggesting you the ways to improve your vocabulary.

The first and foremost method of improving vocabulary is reading books, magazines and newspapers. A word is complete and meaningful only when it is used in a sentence. The sentence brings forth the complete meaning of a word. Therefore, we will start our discussion of synonym and antonym with the contextual use of these words. In such questions you are required to find a synonym or antonym to an underlined or a bold word in the sentence.

Before we start our discussion of such questions, we would like to remind you that whenever a difficult word comes in the way of your reading a newspaper, a book or doing reading comprehension passages, first guess the meaning of the word in the context, then consult a dictionary and note down the word and its meaning in a note pad for revision. By practice, you can guess accurately and less and less use of dictionary would be required over time.

The most important thing in such exercise is to first guess the general meaning the sentence conveys and then replace the underlined word with another meaningful word in the context. You need to look for a similar word in the option. You will be required to eliminate those choices which are clearly different. Before you tick your answer finally, check your choice by putting it in place of the underlined word and reading the sentence. The word should be meaningful in the sentence.

The idea of choosing a correct word for a context can be better understood if we consider some examples.

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Synonym in Context

Directions *Choose the synonym from the four options for the underlined word in the sentence.*

Example 1. **Cacophony** : Quarrelling people created a lot of cacophony and so nobody was able to hear us.

(a) fighting (b) hearing
(c) noise (d) bitterness

Explanation What quarrelling or fighting or arguing people produce or create that makes hearing impossible? They created what?

The correct answer is (c) noise.

Example 2. **Fallacy** : Don't live under the fallacy that luck will do everything for you.

(a) right belief
(b) weakness
(c) pleasure
(d) wrong belief

Explanation Is depending on luck for everything right or good? You can re-read the sentences as 'Don't live under the wrong or bad idea that …'.

The correct answer is (d) wrong belief.

Example 3. **Desiccate** : The washed and wet wheat was spread under the sun to desiccate.

(a) to dry (b) to shine
(c) to pack (d) to break

Explanation Why do we spread washed clothes and grains under the sun?

The correct answer is (a) to dry.

Example 4. **Exacerbate** : Drinking more and more exacerbated his already poor health.

(a) improved
(b) worsened
(c) killed
(d) checked

Explanation Is it advisable to drink when somebody's health is already poor? What will it do to his health – improve or make it further bad?

You can read it as 'Drinking more and more deteriorated …'

The correct answer is (b) worsened.

Example 5. **Ambiguous** : He changed his statement so many times that entire his message became ambiguous.

(a) clear (b) impressive
(c) unimpressive (d) unclear

Explanation Will not change statements again and again confuse the listeners and make it unclear to them?

You can re-read the sentence as 'that entire his message became confusing'.

The correct answer is (d) unclear.

At times you may not be able to guess the meaning in the context because of

(a) unfamiliar idea or language
(b) unusual usage of the word

In such cases, you are advised to take help of the root of the word, prefix-suffix or other such devices that we are going to discuss further.

Antonym in Context

The exercise on synonyms has made this clear to you how to locate a correct answer. In case of antonyms, you have to first replace the underlined word with an easier word and then make negative of the word by adding 'no' or 'not' to it. Read the sentence again with the negative word. Then, look for the word in the choices that can fit in the sentence without changing its meaning in the negative sense.

Follow the procedure explained below in finding antonyms to a word in a given context.

Directions *Guess the meaning of the underlined words in the context and choose the antonym for the same.*

Example 1. **Diligent** : The student's constant and diligent efforts brought him great success.

(a) lucky (b) constant
(c) lazy (d) slow

Explanation 'Constant and diligent' can be read as 'constant and labourious' and converted into negative as 'constant but not labourious'. Another word for 'not laborious' is lazy.

The correct answer is (c) lazy.

Example 2. **Bellicose** : The bellicose countries finally stopped fighting.

(a) friendly (b) fighting
(c) peaceful (d) hateful

Explanation 'Finally stopped fighting' suggests that the countries were fighting. Bellicose means fighting. Therefore, you need 'not fighting' as opposite and another word for the same is peaceful.

The correct answer is (c) peaceful.

Example 3. **Audacity** : Encouraged by success, the soldier moved with audacity and killed the enemy.

(a) courage (b) boldness
(c) timidity (d) strength

Explanation Obviously, the soldier moves with confidence or courage or boldness as he was encouraged. Therefore, for 'without courage' there is only one option.

The correct answer is (c) timidity.

Example 4. **Garrulous** : She had to listen to her garrulous guest for hours in courtesy.

(a) taciturn (b) talkative
(c) funny (d) interesting

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Explanation If the host is forced to listen for hours, it means the guest is talkative. With 'not talkative' no option matched but one.
The correct answer is (a) taciturn. Taciturn is a person who prefers to remain quiet.

Example 5. **Stingy** : The stingy old man, despite being rich, never spent a penny on his own well being.
(a) miser (b) generous
(c) careful (d) narrow-minded

Explanation If one does not spend money even on urgent needs despite having enough, such a person is called miser and opposite to miser is generous.
The correct answer is (b) generous.

Synonym and Word Root

The big words that we read today are developed from very small parts of them. These small parts are still there in the word and are called roots. From one common root, many words have been derived over time and all these words belong to the same root family. These words are not exactly similar in meaning but they have some common hidden similarity. This similarity helps us to know the meaning of the words and remember them. Therefore, knowing the roots of words of the same family is a very effective way of learning and retaining words for long.

As the contextual understanding and elimination of options is helpful in solving synonym and antonym questions, knowing the root of the word is also very helpful, especially when the questions are without context. The very big words like intimidation, congregation, circumambulate or incontrovertible are reduced to their roots such as tim, greg, amble and contra. You need to know their meaning such as tim means fear as in timid, that is, fearful. Another similar word is timorous. By adding prefix in and suffix ation, the word becomes intimidation meaning to frighten, to terrorise. Similarly, the root greg means group or gather and the word congregation means to gather together. Amble means to walk or move and contra means opposite or against. The word circumambulatory means to take or walk through a very long or indirect path and incontrovertible means the one that cannot be contradicted or disputed.

You need to know the roots of certain words before you can use the skill effectively in synonym and antonym exercises. In the following examples, first see how the root makes a relation among all the words of its family and then understand the special meaning of the word. Finally, notice how the knowledge of root words is applied in synonym questions.

Directions *In the following examples learn the words before you go through the solved questions.*

Example 1. **cognosc/gnosi = know**

- **recognize** = to know again, to identify; to recognize a very old friend
- **incognito** = not known, in disguise; spies remain incognito
- **acknowledge** = to confirm knowledge, to confirm; please acknowledge the receipt of the letter
- **diagnosis** = to know before, to forecast; diagnosis of the disease was accurate
- **prognosis** = to know before, to forecast; treatment depends on a correct prognosis of a disease

Example 2. **cord, cor, cardi = heart**

- **cordial** = hearty, heartfelt; a cordial invitation
- **concord** = put heart into, harmony and friendliness; absence of discord among people
- **discord** = quarrel, lack of harmony; a noisy discord between the neighbours
- **core** = central part; from the core of my heart
- **cardiac** = related to the heart or heart disease; died because of cardiac arrest

Example 3. **cred = believe**

- **creed** = a particular belief or sect; no discrimination on the basis of colour, caste or creed
- **credence** = believe something; I don't give credence to such gossip
- **credit** = praise, believe, deposit; he got all the credit, I don't credit what he says, money was credited in his account
- **credulous** = one who easily believes, simpleton; a credulous village boy cheated by all
- **incredible** = so amazing and fantastic that cannot be easily believed; incredible miracle

Example 4. **cur, curs = run/flow**

- **Current** = flow
- **Concurrent** = happening at the same time; concurrent incidents
- **Concur** = agree, coincide; he fully concurs to the proposal
- **Incur** = cause oneself to suffer; he incurred great losses in gambling
- **Recur** = happen again, come back to mind; the same incident recurs in the movie, those pleasant moments recur in my mind
- **Precursor** = thing or person coming before something else, forerunner; the smaller incidents were the precursor of a great revolution

Example 5. **dict = say, speak**

- **diction** = style of speaking or writing
- **dictate** = to order authoritatively
- **predict** = to say before something happens, forecast
- **verdict** = to say the correct thing, judgement
- **contradict** = to say or go against something said

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Antonym and Word Root

In order to find the antonym of the given word, first make sure the meaning of the word with the help of its root and think of an opposite word. To do so either add a negative prefix like **a**, **un**, **in**, **im** or **no** or **not** at the beginning of the word. Then, match your negative word with the given answer choices.

Directions *In the following examples learn the words before you go through the solved questions.*

Example 1. **Fid = trust**

- **fidelity** = loyalty, trustworthiness
- **confident** = trust in oneself
- **diffident** = lack of trust in oneself
- **infidelity** = being disloyal to one's husband or wife
- **infidel** = non believer in one's religion

Example 2. **Flu/flux = flow**

- **influence** = effect, power to effect
- **confluence** = flow of rivers coming together; meeting of two of more rivers
- **fluid** = liquid
- **fluency** = flow in speech; flowless speech
- **fluctuate** = change in flow of current, prices etc

Example 3. **Form = shape**

- **uniform** = having sameness in shape, size, speed etc
- **deform** = losing original shape; decompose
- **reform** = to bring changes for betterment; form the old system into a better one again
- **perform** = present or show; bring forth in a form
- **formation** = making or giving a form or shape

Example 4. **Fort = strength**

- **fort** = castle; strength
- **fortress** = castle; large fort
- **fortify** = strengthen, to make strong
- **forte** = one's strong point
- **fortitude** = courage, endurance

Example 5. **Fract/frag = break**

- **fracture** = break, crack
- **infraction** = breaking of law or rule
- **fragile** = easily breakable, delicate
- **fraction** = a small part
- **refraction** = bend in the ray of light

1. Word roots are only suggestive of the common origin of some words and are quite helpful in remembering and understanding the word of the same family. However, over the time the words of the same family have acquired quite different meanings. Knowing each of them by constant practice is important.
2. There are many words whose roots cannot be traced and on the basis of resemblance, a part of a word cannot be treated as its root.

Synonym and Prefix

Some prefixes render negative meaning to a word. If you can identify a word with such prefixes in the question stem, you will immediately get to know what kind of word you have to look for in the answer stem. The synonym of a word with negative prefix will have to be negative in meaning and the antonym of a word with negative prefix will have to be positive in meaning.

Let us see what these prefixes are and what kind of words they form.

Prefix	Meaning	Word	Meaning
ab	away from	abject abduct	hopeless, very bad kidnap
an	without	anarchy anachronism	lawlessness dated wrongly
anti	against	anti-government antipathy	forces against government feeling against, hostility
contra	against	contradict controversy	to say or go against dispute
dis	not	disqualified dislike	not remaining qualified not like
il/in/im/ir	not	illegal insufficient impossible irrelevant	not legal not sufficient or enough not possible not relevant or suitable
mis	wrong	misspell misplaced	wrongly spell placed or kept wrongly
non	not	nonentity noncommittal	unimportant person undecided
ob/op	against	object obnoxious opposition	to be against extremely unpleasant opponent, against
re	against, back	reject retreat	disapprove move back
un	not	unpleasant unwanted	not pleasant not wanted, unwelcome

Directions *Choose the synonym for the given word.*

Example 1. **Controversy**

(a) Dissention (b) Control
(c) Command (d) Calm

Explanation The synonym of a negative word has to be a negative word. Control, command, calm are not negative. Dissent means disagreement.
The answer is (a) Dissention.

Example 2. **Disagreement**

(a) Accord (b) Concord
(c) Difference (d) Unanimity

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Explanation Again accord, concord and unanimity are not negative.
The answer is (c) Difference.

Example 3. **Illegible**
(a) Illegal (b) Unreadable
(c) Ill (d) Allege

Explanation Here, knowing the root – legible meaning readable – can be helpful.
The answer is (b) Unreadable.

Example 4. **Obnoxious**
(a) Noxious (b) Attractive
(c) Popular (d) Repulsive

Explanation Only negative word in the options is repulsive meaning unpleasant.
The answer is (d) Repulsive.

Example 5. **Regress**
(a) Progress (b) Revert
(c) Convert (d) Against

Explanation Progress and convert are not negative. But the root gress means move and vert also means the same. Convert = to move or change into, divert = to move away from and invert = to move inward. Similarly, progress = to move forward, regress = to move backward and egress = to go out. Obviously, revert is to go backward.
The answer is (b) Revert.

Synonym and Odd Word Out

Odd word out is another category of word problem which the examinees may face in an MBA entrance examination.

In a cluster of four words, one word is odd. It means three of them are alike. In a synonym problem, three will be synonyms and one will be odd. Therefore, if a candidate can identify at least two alike or synonymous words, it would become an easier task for him. He needs to establish the relation between the two words and check which one of the remaining **does not** follow the same relation. In the following cluster of words, identify two similar words:

(a) amusing (b) hilarious
(c) humorous (d) dull

Explanation

Let us assume you know that amusing and entertaining are similar and their relation is that both mean something pleasing to mind. In such a case, you have to check the word out that does not mean pleasing to mind. For sure you can say it is dull that does not please your mind. You can go for this choice even if you don't know the meaning of hilarious and humorous. Thus, the answer is (d) dull.

Directions *Choose the word that is not synonymous to the rest of the three in each group.*

Example 1. (a) amity (b) animosity
(c) harmoniousness (d) amicableness

Explanation You can make a relation either between amity and amicableness or between harmonious and friendliness; or any other you like. Let us consider the second choice. Harmonious and friendliness both give peace and pleasure. Do amity and amicableness also give the same? Yes, they do.
But for our purpose one pair is enough. Check what does not give peace and pleasure. Animosity is enmity or hostility.
In case, you find this question difficult, consider their sounds. Amity and amicableness are similar sounding whereas animosity is close to animal or enemy.
The required odd word is (b) animosity.

Example 2. (a) beast (b) brute
(c) animal (d) divine

Explanation You might know beast and animal to be same. They are against divine.
The required odd word is (d) divine.

Example 3. (a) cacophonous (b) dissonant
(c) content (d) raucous

Explanation You already know the relation between cacophonous and noisy. They are unpleasant, discordant confusion of sound. Content is, of course, not a sound and not unpleasant either.
The required odd word is (c) content.

Example 4. (a) dirty (b) filthy
(c) soiled (d) disabled

Explanation Dirty and soiled are easy to relate. But disabled is neither dirty nor soiled.
The required odd word is (d) disabled.

Example 5. (a) enhance (b) grievance
(c) strengthen (d) boost

Explanation We have already learnt the words strengthen and fortify. If you remember, they are same. They boost or make strong. Which one does not have the same element – enhance or grievance?
The required odd word is grievance. It means a reason for complaint or protest.

We need to use shortcuts to cope with the high difficulty levels in these examinations. However, it is always advisable that
1. Don't forget to check other options before ticking your answer finally.
2. Take the tips and enough exercises to improve your vocabulary as there's nothing like a good vocabulary for improving language.

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Unit Exercise

Directions (Q. Nos. 1-11) *Guess the meaning of the underlined words in the context and choose the* ***synonym*** *for the same.*

1. **Banish :** The hardcore criminals in Britain of the past years were banished and they had to spend the remaining days of their life in distant colonies like Australia.
   (a) introduced (b) awarded
   (c) confined (d) exiled

2. **Behold :** Wordsworth's heart leapt when he beheld the rainbow.
   (a) captured (b) saw (c) created (d) imagined

3. **Beneficiary :** Who is the legitimate beneficiary of Princess Gayatri Devi's huge wealth?
   (a) inheritor (b) proprietor (c) caretaker (d) bungler

4. **Bibliophile :** The huge collection of books is a clear evidence that the owner of this house was a great bibliophile.
   (a) writer (b) orator (c) reader (d) compiler

5. **Buttress :** He became a decisive winner when he buttressed his debate by convincing argument and examples.
   (a) weakened (b) strengthened
   (c) decorated (d) buttered

6. **Collateral :** In lack of collateral or guarantor many bona fide citizens are unable to secure loan from a bank.
   (a) documents (b) security
   (c) money (d) support

7. **Ruinous :** The stringent and harsh measures taken by the government proved to be ruinous for the economy.
   (a) successful (b) appreciative
   (c) corrective (d) catastrophic

8. **Requisition :** An additional battalion was requisitioned to handle the grim situation.
   (a) requisite (b) commandeered
   (c) required (d) acquired

9. **Insolvent :** After the trader lost his entire wealth, he was declared insolvent.
   (a) insoluble (b) unsolvable
   (c) incapable (d) bankrupt

10. **Totalitarian :** The ways of the new ruler were totalitarian as he had denounced all democratic rights to citizens and imposed censorship on the media.
    (a) accountable (b) dictatorial
    (c) perfectionist (d) teetotaler

11. **Virtuoso :** Michael Jackson was really a virtuoso of rocking and popping.
    (a) virtuous (b) expert (c) duffer (d) superstar

Directions (Q. Nos. 12-25) *Choose the correct meaning of the given word.*

12. **Circumspect**
    (a) Cautious (b) Round about
    (c) Full of respect (d) To inspect

13. **Mandatory**
    (a) Man-made (b) Compulsory
    (c) Optional (d) Coercive

14. **Industrious**
    (a) Vigilant (b) Diligent (c) Alert (d) Vibrant

15. **Reconnoitre**
    (a) Conciliate (b) Adjust (c) Restore (d) Explore

16. **Mediate**
    (a) Intervene (b) Compromise
    (c) Negotiate (d) Persuade

17. **Householder**
    (a) Tenant (b) Policy holder
    (c) Husband (d) Seller of the house

18. **Encroach**
    (a) Adjust (b) Intrude (c) Entertain (d) Enormous

19. **Conversant**
    (a) Familiar (b) Confound
    (c) Versatile (d) Conversation

20. **Denounce**
    (a) Announce (b) Pronounce
    (c) Deceit (d) Condemn

21. **Enchanted**
    (a) Classified (b) Prayer (c) Energetic (d) Fascinated

22. **Vexed**
    (a) Annoying (b) Recurring
    (c) Irresolvable (d) Complex

23. **Transcend**
    (a) Supreme (b) Represent (c) Cross (d) Beyond

24. **Debilitate**
    (a) Argue (b) Engage (c) Soothe (d) Enfeeble

25. **Frail**
    (a) Worried (b) Strong (c) Ill (d) Happy

Directions (Q. Nos. 26-30) *Choose the appropriate word closest in meaning to the italic word.*

26. a *baffling* problem
    (a) simple (b) puzzling (c) difficult (d) fresh

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27. a *nostalgic* feeling
(a) delighted (b) nauseated
(c) home sick (d) painful

28. an *incorrigible* person
(a) beyond correction or reform
(b) unreasonable
(c) rogue
(d) indisciplined

29. *unorious* husband
(a) suspicious (b) guilty of infidelity
(c) henpecked (d) foolishly doting on wife

30. *posthumous* child
(a) ilegitimate
(b) brilliant
(c) born after the death of the father
(d) physically weak

Directions (Q. Nos. 31-35) *Each question is followed by **four** alternatives. Select the most appropriate alternative which is closest in meaning to the given word.*

31. Glib
(a) Readily fluent (b) Saveastic
(c) Malicious (d) Flashy

32. Rout
(a) Fixed procedure (b) Heated quarrel
(c) Overwhelming defeat (d) Specific course

33. Hooligan
(a) Tin whistle (b) Thug
(c) Street gang (d) Commotion

34. Dinky
(a) Cute (b) Generous
(c) Dull and boring (d) Mean

35. Vogues
(a) Trendy dress
(b) Fashionable word or phrase
(c) Opponent
(d) Ultra-modern

Directions (Q. Nos. 36-40) *Mark the correct meaning of the given word.*

36. Genocide
(a) the crime of killing family members due to property dispute
(b) the crime of killing protected animals
(c) the crime of killing of large numbers of people belonging to a particular race
(d) the crime of killing of large numbers of people who speak a particular language

37. Claustrophobia
(a) a fear of spiders
(b) a fear of new technology especially computers
(c) a fear of foreigners
(d) a fear of being in a small or crowded place

38. Misogynist
(a) a man who hates women
(b) a woman who hates men
(c) a man who hates men
(d) a woman who hates women

39. Ascetic
(a) someone who lives a very luxurious life
(b) someone who lives a very simple life
(c) someone who lives a very happy life
(d) a notorious criminal

40. Philatelist
(a) someone who collects coins
(b) someone who collects books
(c) someone who collects stamps
(d) someone who collects paintings

Directions (Q. Nos. 41-50) *Guess the meaning of the underlined words in the context and choose the **antonym** for the same.*

41. **Blasphemy :** The medieval church used to burn those alive who were found guilty of blasphemy.
(a) irreverence (b) reverence
(c) curse (d) blessing

42. **Fickle :** He remained fickle about choosing a career and kept dropping one for the other.
(a) changeable (b) unsure
(c) resolute (d) undecided

43. **Circumspect :** The border security forces have to be circumspect to keep any prospective infiltration under check.
(a) vigilant (b) careful (c) watchful (d) careless

44. **Conscientious :** She finally got admission in a prestigious business school because of her constant and conscientious effort.
(a) casual (b) painstaking
(c) dedicated (d) hard-working

45. **Dexterous :** The shoemakers were so dexterous that they created each pair with perfection.
(a) expert (b) skilled
(c) unskilled (d) proficient

46. **Disreputable :** Corrupt ways of earning money left them undignified and disreputable.
(a) dishonourable (b) unkempt
(c) respectable (d) untrustworthy

47. **Elucidate :** Elucidate the idea by giving suitable examples and illustrations.
(a) Confuse (b) Illuminate
(c) Clarify (d) Interpret

48. **Fictitious :** The characters and incidents in this serial are fictitious and their any resemblance with real characters is just a matter of chance.
(a) invented (b) fabricated
(c) genuine (d) false

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49. Hideous : The face of terrorism is so hideous that no human heart can appreciate it.
(a) repelling (b) beautiful
(c) ugly (d) appalling

50. Innate : All good qualities are not innate in man; but he has to cultivate most of them with effort.
(a) inborn (b) acquired
(c) natural (d) unlearned

Directions (Q. Nos. 51-80) *Tick the word that is **not a synonym** of the given word.*

51. Sacred
(a) Holy (b) Secret (c) Religious (d) Devotional

52. Scold
(a) Appreciate (b) Admonish (c) Rebuke (d) Chastise

53. Trepidation
(a) Anxiety (b) Fear (c) Worry (d) Composure

54. Tyrannical
(a) Dictatorial (b) Illiberal
(c) Liberal (d) Authoritarian

55. Unacceptable
(a) Exceptional (b) Intolerable
(c) Unsatisfactory (d) Undesirable

56. Pacific
(a) Stormy (b) Peaceful (c) Calm (d) Tranquil

57. Proliferate
(a) Increase (b) Multiply (c) Dwindle (d) Grow

58. Pungent
(a) Strong (b) Penetrating
(c) Bitter (d) Mild

59. Quixotic
(a) Romantic (b) Practicable
(c) Ideal (d) Unworldly

60. Reluctant
(a) Unenthusiastic (b) Resistant
(c) Eager (d) Timorous

61. Tentative
(a) Unconfirmed (b) Unproven
(c) Definite (d) Uncertain

62. Unequivocal
(a) Ambiguous (b) Categorical
(c) Specific (d) Emphatic

63. Vibrant
(a) Animated (b) Lifeless (c) Vivacious (d) Passionate

64. Wickedness
(a) Baseness (b) Dishonesty
(c) Virtuosity (d) Corruption

65. Acquittal
(a) Conviction` (b) Exculpation
(c) Freeing (d) Release

66. Adroitness
(a) Expertise (b) Skilfulness
(c) Clumsiness (d) Nimbleness

67. Amoral
(a) Without standards (b) Without scruples
(c) Principled (d) Unprincipled

68. Annihilate
(a) Create (b) Eliminate
(c) Exterminate (d) Kill

69. Antediluvian
(a) Primordial (b) Prehistoric
(c) Modern (d) Old-fashioned

70. Appeasement
(a) Peacemaking (b) Provocation
(c) Reconciliation (d) Pacification

71. Abhor
(a) Averse (b) Detest (c) Hate (d) Relish

72. Exordium
(a) Epilogue (b) Epiderm (c) Prologue (d) Poach

73. Nincompoop
(a) Simpleton (b) Genius (c) Jolty (d) Avarice

74. Rotund
(a) Plump (b) Abandoned
(c) Rude (d) Lanky

75. Transfix
(a) Rejuvenate (b) Petrify
(c) Putrefy (d) Retclan

76. Hindrance
(a) Agreement (b) Cooperation
(c) Persuasion (d) Aid

77. Exhausted
(a) Restless (b) Desirous
(c) Energetic (d) Consumed

78. Exterior
(a) Internal (b) Inner
(c) Interior (d) Inward

79. Tranquil
(a) Impatient (b) Agitated
(c) Vociferous (d) Noisy

80. Strict
(a) Magnanimous (b) Lenient
(c) Vehement (d) General

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Answers with Solutions

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

10. (b) Denouncing democratic rights and censorship on media are the symptoms of dictatorship. Accountable is that government which is responsible to answer the questions of the public. Perfectionist is someone who tries to be best in his performance and teetotaler is the one who has denounce drinking wine. Therefore, dictatorial is the synonym of totalitarian.

11. (b) **12.** (a) **13.** (b) **14.** (b) **15.** (d)
16. (a) **17.** (a) **18.** (b) **19.** (a) **20.** (d)
21. (d) **22.** (a) **23.** (d) **24.** (d) **25.** (c)
26. (b) **27.** (c) **28.** (a) **29.** (c) **30.** (c)
31. (a) **32.** (c) **33.** (b) **34.** (a) **35.** (b)
36. (c) **37.** (d) **38.** (a) **39.** (b) **40.** (c)
41. (b) **42.** (c) **43.** (d) **44.** (a) **45.** (c)
46. (c) **47.** (a) **48.** (c) **49.** (b) **50.** (b)
51. (b) **52.** (a) **53.** (d) **54.** (c) **55.** (a)
56. (a) **57.** (c) **58.** (d) **59.** (b) **60.** (c)
61. (c) **62.** (a) **63.** (b) **64.** (c) **65.** (a)
66. (c) **67.** (c) **68.** (a) **69.** (c) **70.** (d)
71. (d) **72.** (a) **73.** (b) **74.** (d) **75.** (a)
76. (d) **77.** (c) **78.** (c) **79.** (b) **80.** (b)

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