

Vocabulary

A set of all the words that exist in a particular language or subject is vocabulary. The word vocabulary can have at least three different meanings: 1) all of the words in a language; 2) the words used in a particular context and 3) the words an individual knows.

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to speak or write.

Every student at some time or the other faces the question "How do I increase my vocabulary?" This is because, people who might otherwise be very fluent in spoken English do not really take care to use new words for the purpose of communication; the current register of words is deemed enough.

An unfortunate fallout of this nonchalant complacency is that when these people actually face questions examining their vocabulary and its extent, they fall flat. An easy example will bear this out. Everyone knows that when we are asked to name the tip of a mountain or the highest point of something, we use the word 'peak'. But not everyone would know that words like zenith, apogee, crest and summit may be replacements for the same word. So the same meaning used in the form of another word might leave the student totally flummoxed. Therefore, it is important to start working on one's vocabulary as soon as possible for success in any competitive exam.

Given below are a few tips on the accepted methods and practices used to improve one's vocabulary:

(a) The practice of reading:

This is, sadly, lacking in most aspirants. With the advent of Television, reading has almost become passé. Reading is important not just because it increases general knowledge. That it definitely does; in addition what it does is help a student get into the habit of reading. It is also important to read a variety of subjects, because each subject has its own register of language and words are used with differing connotations in each register. So, for success in competitive exams, perusal of a few different sources of reading material is mandatory. The sources are:

- (1) A general magazine e.g. India Today, Frontline, Outlook, Reader's Digest, Time, etc.
- (2) A business magazine e.g. Business Today, Business India, Business World, etc.
- (3) The daily newspaper e.g. The Times of India, The Hindu, The Indian Express, etc.

(b) Using a dictionary - the almost-extinct habit:

Even though the idea of using a dictionary does nothing to enthuse the common student, every one owns a dictionary but treats it like a sacred cow, not to be touched and defiled; of course, not that they are to be blamed too much for it; it is almost a habit now; but should be considered a necessary evil. A dictionary should be kept with the student while reading anything, so that an incomprehensible word can be looked up immediately. Procrastination invariably leads to the words remaining incomprehensible due to forgetfulness in looking up the word in the dictionary.

(c) Self-help books:

Quite a few self-help books claiming to improve Verbal Ability are to be found in the open market, and one or two are actually

helpful in this regard. Students are welcome to consult these books but are advised to do so after consulting discriminating people who have experience in this regard e.g. experienced English teachers or the English faculty, since they have better idea of the relative efficacy of these books.

(d) Thesaurus-the viable alternative:

If using a dictionary seems to be too boring to be considered for any length of time, using a thesaurus may be a more interesting alternative. In theory, it is the reverse of a dictionary, and basically gives the various synonyms and the types of usage of a word e.g. as a verb, adjective, noun etc. So it gives a lot of information about each word. If the student can remember even some of it, it will be a great advantage. The most commonly available thesaurus in the market is the Roget's Thesaurus, usually now used as a generic name by most publishers.

(e) The Word List:

The Word List is a comprehensive compendium of the words most commonly asked or used in the Management Examination question papers. Studying the Word List will also give the student a lot of information about the origin of various words, their roots etc. This is a particularly useful method of studying because knowledge of etymology helps the student gauge the meaning and usage of other words having the same roots, regardless of whether the student has come across the word earlier or not.

(f) Flip-Cards:

We strongly advocate this technique which is another tool to memorize words from the list. These are blank cards approximately double the size of your standard visiting card. After isolation of the exceptionally difficult words from the Word List, the student should write approximately five words on one side of the card and the corresponding meanings on the other. The advantages of using this type of tool are that (1) Cards are portable and the student can carry a card around with him/her anywhere and glance at it anytime. (2) The embarrassment factor which carrying a Word List around entails is absent here, and (3) At the time of the final run-up to the examination, the student, instead of revising the whole Word List, can just go through the set of Flip Cards that he or she has collected. The only problem is getting started and, to mix metaphors, once that initial hurdle is overcome the rest is smooth sailing!

(g) Gauging meanings:

This logically follows from the earlier method. It is advisable for the student to try and gauge the meaning of a word from the context of the sentence. This is an extremely effective method and very frequently, it is possible to find out the meaning of a newly seen word just by reading the whole sentence and getting the meaning of the sentence as a whole. e.g. in the sentence 'All of us tried our best to persuade him but he remained adamant'. Even if a student does not know the meaning of the word adamant per se, it is still possible to gauge the meaning from the context of the sentence i.e. unmoved, firm, intractable, etc. It should be kept in mind by the students that none of the above methods are absolute in themselves. It is a combination of all these, or at least some of these, which will give one the best results.

ONE WORD - A SMALL COLLECTION

Abdicate	- Renounce a throne or high office	Armistice	- (or cease-fire or truce) An agreement to stop fighting
Abolish	- Do away with	Ascetic	- One who avoids physical pleasures and comforts
Accelerate	- Move faster	Astrology	- The art of understanding the influence of heavenly bodies on human affairs
Accomplish	- One associated with another especially in wrong-doing	Astronomy	- Scientific study of heavenly bodies
Acoustics	- Science of the production, transmission, reception and effects of sound	Aviary	- A place for keeping birds
Acrobat	- An athlete who performs acts requiring skill and agility and coordination	Backlog	- It means an accumulation of arrears. Example: I must clear my heavy backlog of work.
Adolescence	- The period of life from puberty to maturity	Backwater	- A part of a river out of the main stream, where the water does not move
Actuary	- One who calculates insurance and annuity premium etc.	Barbarian	- An uncivilised person
Adulterate	- Make impure by the addition of inferior substance	Barbecue	- A metal flame on which meat etc. is cooked over an open fire
Aggression	- Unprovoked attack of one country or person by another	Barometer	- An instrument for measuring the air pressure
Amnesty	- General pardon	Beverage	- A liquid for drinking
Abattoir	- A building where animals are killed for meat (or slaughterhouse)	Bibliography	- A list of writings on a subject
Ad hoc	- arranged or happening when necessary and not planned in advance	Biennial	- Happening once every two years
Aeronautics	- The science of the operation and flight of aircraft	Bigamy	- System of two marriages
Aesthete	- A person with a highly developed sense of beauty aesthetics	Biodata	- (or Resume or Curriculum Vitae) A short written account of one's education and past employment
Agnostic	- One who believes that nothing can be known about God	Black Hole	- An area in outer space into which everything near it, including light, is pulled
Agoraphobia	- Fear of open spaces in public places	Bleach	- Make white or pale by means of chemicals or sunlight
Alibi	- It is Latin for elsewhere. It is actually a plea of having been elsewhere at the time of commission of an act. But it is now used in the sense of an excuse. Example: He offered no alibi for his absence from duty.	Blue Blood	- The quality of being a noble person by birth
Alimony	- Compensatory allowance given to wife after divorce	Blueprint	- The word originated in the engineering industry where it means the final stage of paper design. So it may mean the final plan or layout. Example: The blueprint of the Five-Year Plan is ready.
Allergic	- Allergy means, a heightened sensitivity to a substance as food, medicine etc. Allergic means having an aversion to. Example: He is allergic to hard work.	Bonsai	- The art of growing a plant in a pot that is prevented from reaching its natural size
Altruist	- One who is habitually kind to others	Bon Vivant	- One who likes good wine and food and cheerful companions
Alumnus	- A former student of a school or college	Bookworm	- (or nerd) One who is too fond of reading and study
Ambivalent	- A simultaneous attraction towards and repulsion from an object, person or action; Example: The attitude of educated Indians to love-marriages is ambivalent	Botany	- The scientific study of plants
Anachronism	- That which appears to be old fashioned and does not belong to the present time	Bottleneck	- It is a narrow passage, a place, stage or condition that checks progress. Example: We must remove all bottlenecks in the swift implementation of policies.
Anarchy	- Lawlessness and disorder caused by absence of control	Boulevard	- A broad street having trees on each side
Anecdote	- A short interesting or amusing story	Bourgeois	- Belonging to the middle class
Anthology	- A collection of poems or writings	Bric-a-brac	- Small objects kept for decoration
Aphorism	- (or maxim) A wise saying in a few words	Bullion	- Bars of gold or silver
Aphrodisiac	- A medicine drug causing sexual excitement	Bust	- A piece of sculpture showing a person's head, shoulders, and upper chest
Apiary	- A place where bees are kept	Cabal	- A small group of people who make secret plans for political action
Apprentice	- A person who works under someone to learn that person's skill	Calligraphy	- The art of beautiful writing by hand
Arboreal	- Those who live in trees	Canine	- Of a dog
		Cannibal	- One who eats human flesh
		Cardiac	- Connected with the heart

Catch-22	- A situation from which one is prevented from escaping by something that is part of the situation itself	Debate	- A sudden complete failure
Celestial	- Of the sky or heaven	Decanter	- A container for holding alcoholic drinks, especially wine
Cerebral	- Connected with the brain	Defeatism	- The practice of thinking in a way that shows an expectation of being unsuccessful
Chalet	- A wooden house with a steeply sloping roof	Deficit	- The amount by which something is less than what is needed
Charlatan	- One who deceives others by falsely claiming to have a skill	Déjà vu	- The feeling of remembering something that in fact one is experiencing for the first time
Celibacy	- One who does not indulge in carnal pleasure	Depression	- A long period of seriously reduced business activity and high unemployment; A mental state characterized by a pessimistic sense of inadequacy and a despondent lack of activity
Clean sweep	- A complete victory	Designate	- Chosen for an office but not yet officially placed in it
Cloak-and-Dagger	- Stories that deal with adventure and exciting mystery	Disarmament	- Reduction of weapons by a government
Clot	- A half-solid mass or lump formed from a liquid, especially blood	Dissection	- Cutting up the body of a plant or animal for studying
Clubfoot	- A badly-shaped foot twisted out of position from birth	Dividend	- The money which is divided among shareholders
Coagulate	- Change from a liquid into a solid by chemical action	Dome	- A rounded roof on a building
Cold war	- Severe political struggle between countries, without actual fighting	Dormitory	- A large room containing a number of beds
Colloquial	- Suitable for ordinary, informal, or familiar conversation	Down-and-out	- One who is suffering from lack of money, work, etc, and is unable to change the situation
Colonnade	- A row of pillars supporting a roof or arches	Dragnet	- A system of connected actions and methods for catching criminals
Coma	- A state of long unnatural deep or unconsciousness	Dregs	- Sediment in a liquid that sinks to the bottom and is thrown away
Combustible	- (or Inflammable) that can catch fire and burn easily	Drudgery	- Hard uninteresting work
Comrade	- A close companion who shares difficult work	Dutch	- Of the Netherlands (Holland)
Congenital	- Existing at or from one's birth	Eagle-eyed	- Looking with very keen attention and noticing small details
Connotation	- The feeling or ideas that are suggested by a word	Eaves	- The edges of a roof which come out beyond the walls
Consortium	- A combination of several companies, banks, etc. for a common purpose	Eddy	- A circular movement of water, wind, dust etc.
Consul	- A person appointed by a government to protect and help its citizens and its interests in trade in a foreign city	Elastic	- Able to spring back into shape after being stretched
Contemporary	- A person living at the same time as another	Electrocute	- To kill by passing electricity through the body
Contretemps	- An unlucky and unexpected event, socially uncomfortable position with someone	Embargo	- An official order forbidding trade with another country
Corinthian	- Typical of the most richly decorated style of ancient Greek buildings	Empirical	- Based on practical experience of the world we see and feel
Corrigendum	- Something (to be) made correct in a printed book	Enigmatic	- That which is mysterious and very hard to understand
Counterfeit	- Made exactly like something real in order to deceive	Entomology	- The scientific study of insects
Countervailing	- Acting with equal force but opposite effect	Epic	- A long narrative poem
Couture	- The business of making and selling fashionable women's clothes	Epicurean	- Lover of physical/material
Cradle	- A small bed for a baby	Ergonomics	- The study of the conditions in which people work most effectively with machines
Creativity	- The ability to produce new and original ideas	Estuary	- The wide lower part or mouth of a river
Criminology	- The scientific study of crime and criminals	Evaporate	- To change into steam and disappear
Crossroads	- A point at which an important decision must be taken	Evolution	- Gradual development from simpler forms
Cruise	- A sea voyage for pleasure	Excise	- Tax on goods produced and used inside a country
Cuisine	- A style of cooking	Expletive	- An often meaningless word used for swearing
Daredevil	- One who is prepared to take dangerous risks		
D-day	- A day on which an important operation is to begin		

Expressionism	- A style of painting which expresses feelings rather than describing objects and experiences	Grunt	- Short deep rough sound of a pig
Extrovert	- One who likes to spend time with others	Gubernatorial	- Of a governor
Facet	- Any of the many flat sides of a cut jewel	Guinea pig	- A person who is subject of some kind of test
Faeces	- The solid waste material passed from the bowels	Halitosis	- A condition in which one has bad breath
Fallacy	- A false idea or belief	Handbook	- A short book giving all the most important information about a subject
Farce	- A light humorous play full of silly things happening	Hangar	- A big building where aircraft are kept between flights
Farrier	- One who makes and fits shoes for horses	Harpoon	- A spear with a long rope, used for hunting large sea animals
Febrile	- Of or caused by fever	Haven	- A place of calm and safety
Felony	- A serious crime such as murder or armed robbery	Headgear	- A covering for the head
Fiancé	- (feminine fiancée) the person one is going to marry	Headstrong	- Determined to do what one wants in spite of all advice
Filament	- A thin thread	Heat-stroke	- Fever and weakness caused by too much heat
Flogging	- Severe beating with a whip or stick	Heirloom	- A valuable object passed on for generations
Flora	- All the plants of a particular place, country, or period	Herbivore	- A plant-eating animal
Fluvial	- Of, found in, or produced by rivers	Hide	- An animal's skin, when removed, to be used, for leather
Foible	- A small rather strange and stupid personal habit	Hinterland	- The inner part of a country
Foolscap	- A large size of paper, especially writing paper	Histrionics	- Behaviour resembling a theatrical performance
Foray	- A sudden rush into enemy country	Holocaust	- Great destruction and the loss of many lives
Foreman	- A skilled and experienced worker in charge of other workers	Holster	- A leather holder for a pistol
Fortnight	- Two weeks	Hooligan	- A noisy rough person who causes trouble
Fourth Estate	- Newspapers and their writers, considered with regard to their political influence	Hothead	- One who does things too quickly, without thinking
Freckle	- A small flat brown spot on the skin	Hub	- The central part of a wheel
Freight	- Goods carried by ship, train, plane, etc.	Hump	- A lump on the back of a camel
Frill	- A decorative edge to a piece of material	Ideology	- A set of ideas on which a political or economic system is based
Frontispiece	- A picture or photograph at the beginning of a book	Idolatry	- The worship of idols
Fumigate	- To clear of disease, bacteria etc. by means of chemical smoke	Illegible	- Difficult or impossible to read
Furrow	- A long narrow track cut by a plough	Immortal	- That which will never die
Galaxy	- A large group of stars	Implacable	- Impossible to satisfy, change, or make less angry
Gastronomy	- The art and science of cooking and eating good food	Improvident	- One who does not save for future
Gelatine	- A clear substance used for making jellies	Incarnate	- In physical form rather than in the form of a spirit or idea
Geocentric	- Having the Earth as the central point	Incorporeal	- Without a body or form
Gigolo	- A man who is paid to be a woman's lover	Inedible	- Not suitable for eating
Glacier	- A mass of ice moving very slowly down a mountain valley	Inflate	- To fill with air or gas until swelled
Glut	- A larger supply than is necessary	Ingest	- To take into the stomach
Goatee	- A little pointed beard on the bottom of the chin	Innate	- Being talented through inherited qualities
Go-Getter	- One who is forceful, determined, and likely to succeed in getting what one wants	Inseminate	- To put male seed into a female
Good Samaritan	- One who helps others in trouble, without thinking of oneself	Intelligentsia	- Those who are highly educated and often concern themselves with ideas and new developments
Gorge	- A deep narrow valley with steep sides	Intestate	- Not having made a will
Graffiti	- Drawings or writing on a wall	Investive	- A forceful attacking speech used for blaming someone
Grange	- A large country house with Farm buildings	Invoice	- A list of goods supplied, stating quantity and price
Green Belt	- A stretch of land, around a town or city, where buildings are not allowed, so that fields, woods, etc. remain	Irreproachable	- So good that no blame at all could be given
		Journal	- A serious magazine produced by a specialist society
		Junta	- A council or assembly that deliberates in secret upon the affairs of government

Juxtapose	- To place side by side or close together	Mercantile	- Of trade and business
Kennel	- A small hut for a dog	Meteorology	- The scientific study of weather conditions
Kimono	- A long loose garment made of silk	Midriff	- The part of the human body between the chest and the waist
Knuckle	- The joint between the finger and the hand	Militia	- Those trained as soldiers but not belonging to a regular army
Lackey	- One who behaves like a servant by always obeying	Miniature	- A very small painting
Lead Time	- The time taken in planning and producing a new product	Mirage	- The appearing of objects which are not really there
Lecher	- One who continually looks for sexual pleasure	Misnomer	- A name wrongly or mistakenly applied
Leonine	- Of or like a lion	Moccasin	- A simple shoe made of leather
Levee	- An embankment beside a river or stream or an arm of the sea, to prevent floods	Modus Operandi	- A method of doing something typical of someone
Levy	- An official demand and collection, especially of a tax	Mogul	- A person of very great power, wealth and importance
Libertarian	- One who believes that people should have freedom of expression	Monarchy	- Rule by a king or queen
Lien	- A legal claim or hold on employment or property, as security for a debt or charge.	Monomaniac	- One who keeps thinking of one particular idea only
Limerick	- A humorous short poem with five lines	Moralistic	- Having unchanging narrow ideas about right and wrong
Linchpin/	- An important member which keeps the	Morbid	- Having or expressing a strong interest in sad or unpleasant things
Lynchpin	whole group together	Motto	- A few words taken as the guiding principle
Literati	- People with great knowledge of literature	Multinational	- A company having operations in many different countries
Livery	- Uniform of a special type for servants	Mundane	- Dull / Ordinary
Locale	- A place where something particular happens	Mycology	- The scientific study of fungi (plural of fungus)
Logger	- One whose job is to cut down trees	Namesake	- A person with the same name as yours is your namesake
Loom	- A machine on which thread is woven into cloth	Nautical	- Of sailors, ships, or sailing
Lore	- Old beliefs, not written down, about a particular subject	Necromancy	- The practice which claims to learn about the future by talking with the dead
Lowbrow	- One who has no interest in literature, art etc.	Nemesis	- Just and unavoidable punishment
Lullaby	- A pleasant song used for causing children to sleep	Newfangled	- New (idea, machine etc) but neither necessary nor better
Machete	- A knife with a broad heavy blade	Nihilism	- The belief that nothing has meaning or value
Magnum Opus	- A great work of art, theatre, film etc.	Nodding	- A very slight familiarity
Malady	- That which is wrong with a system	Acquaintance	
Malaise	- A feeling of pain without any particular pain or appearance of disease	Nosegay	- A small bunch of flowers, to be carried or worn on a dress
Malcontent	- One who is dissatisfied with the existing state of affairs	Notary	- A public official who makes written statements official
Male Chauvinist	- A man who believes that men are better than women	No-win Situation	- That which will end badly whichever choice one makes
Malign	- To speak evil of, especially to do so falsely and severely	Nursery	- A place where small children are taken care of or where young plants are grown for sale
Mane	- The long hair on the back of a horse's neck	Oar	- A long pole used for rowing a boat
Manual	- A book giving information about how to do something	Obstetrics	- The branch of medicine concerned with childbirth
Market Forces	- The free operation of business and trade without govt. controls	Obtrude	- To be pushed or to push oneself into undue prominence.
Mascot	- Chosen as a symbol or thought to bring good luck	Obtrusive	- Tending to be pushed or to push oneself into undue prominence
Massacre	- The unnecessary and indiscriminate killing of human beings	Obviate	- To clear away or provide for, as an objection or difficulty
Materialism	- Too great interest in money & material, etc, rather than spiritual matters	Odoriferous	- Having a smell
Mechanics	- The science of the action of forces on objects	Off-White	- White with some grey or yellow
Megalomania	- The belief that one is more important or powerful than one really is	Oligarchy	- A collective government formed by a few persons

One-Upmanship	- The art of getting an advantage over others without actually cheating	Poker Face	- A face that shows nothing of what one is thinking or feeling
Ontology	- The branch of philosophy concerned with the nature of existence	Porcine	- Of or like a pig
Operational Research	- Being in effect or operation organised in order to make them more efficient	Pork	- Meat from pigs
Opprobrium	- The state of being scornfully reproached or censured	Portend	- To indicate as being about to happen, especially by previous signs
Orderly	- A soldier who attends an officer	Post-Haste	- In a great hurry
Ornithology	- The scientific study of birds	Pot-Boiler	- A book of low quality produced quickly to make money
Ostentation	- A display dictated by vanity and intended to invite applause or flattery.	Powder Keg	- Something dangerous that might explode
Ostracism	- The state of not being included in a group	Précis	- A shortened form of a piece of writing
Outcast	- A person who is rejected (from society or home)	Prescient	- Able to imagine or guess what will probably happen
Overhaul	- Thorough examination and repair if necessary	Prevaricate	- To use ambiguous or evasive language for the purpose of deceiving or diverting attention.
Pacemaker	- A small machine that regularises heartbeats	Prey	- An animal that is hunted and eaten by another
Palaeography	- The study of ancient writing systems	Prima Donna	- The main woman singer in an opera company
Panacea	- A remedy or medicine proposed for or professing to cure all diseases.	Prodigal	- One who is wasteful or extravagant, especially in the use of money or property.
Panache	- Being able to do things in a confident and elegant way.	Profile	- A side view of someone's head /face
Panegyric	- A speeds or a piece of writing praising somebody or something	Projection	- Something that sticks out from a surface
Pariah	- One who is not accepted by society	Propellant	- An explosive for firing a bullet or a rocket
Parricide	- Act of murdering one's father, mother or other close relative	Protagonist	- First actor in a play; it means one who takes the leading part in a drama, novel or any other sphere.
Parting Shot	- A last remark made at the moment of leaving	Proscribe	- To reject, as a teaching or a practice, with condemnation or denunciation.
Passive Smoking	- The breathing in of smoke from the cigarettes that others are smoking	Prosody	- The rules by which the patterns of sounds and rhythms are arranged in poetry
Patent	- The right to make or sell a new invention	Postscript (or P.S.)	- A note added at the end of a letter
Paunch	- A man's fat stomach	Pulmonary	- Of or having an effect on the lungs
Peanuts	- Too small a sum of money	Punctilious	- Strictly observant of the rules or forms prescribed by law or custom
Peeping Tom	- One who secretly looks at others when they are undressing	Punter	- One who makes a bet on horse race
Penance	- Making oneself willingly suffer for one's wrongs	Pus	- A thick yellowish liquid produced in an infected wound
Perdition	- Everlasting punishment after death	Putsch	- A sudden secretly planned attempt to remove a government by force
Perjury	- A lie told on purpose in court	Palmistry	- The art of telling one's character or future by examining one's hands and palms
Persona non Grata	- One who is not acceptable or welcome	Quartet	- Four singers or musicians performing together
Petrology	- The scientific study of rocks	Quixotic	- Trying to do the impossible, often so as to help others, while getting oneself into danger
Phonetics	- The study and science of speech sounds	Raconteur	- One who is good at telling stories in an interesting way
Phylum	- A main division of animals or plants	Raillery	- Friendly joking at someone's weaknesses
Pigment	- The natural colouring matter of plants and animals	Realpolitik	- Politics based on practical facts rather than on moral or ideological aims
Pillion	- A seat for a second person on a motorcycle	Rebuff	- Reject outright and bluntly
Pithead	- The entrance to a coalmine	Recant	- To withdraw formally one's belief (in something previously believed or maintained)
Placate	- To bring from a state of angry or hostile feeling to one of patience or friendliness.	Recumbent	- Lying down on the back or side
Plaintiff	- One who brings a charge against someone in a court	Red-Handed	- In the act of doing something wrong
Platitude	- A written or spoken statement that has been made often before and is not interesting		
Platonic	- A friendly, not sexual, relationship between a man and a woman		
Plebeian	- Of the lower social classes		
Poetaster	- A writer of inferior quality poems		

Redundant	- Exceeding what is natural, usual or necessary.	Shaman	- A priest believed to have magical powers and able to cure people
Reflation	- A govt. policy of increasing the amount of money used to increase the demand for goods or services	Shibboleth	- A once-important custom which no longer has much meaning
Relic	- Something old that reminds us of the past	Shoot	- A new growth from a plant
Renaissance	- A renewal of interest in some particular kind of art, literature, etc, a period of revival during 15th and 16th centuries in Europe	Short-change	- To give back less than what actually should be given back
Renal	- Of the kidneys	Siamese twins	- Those joined together from birth at some part of their bodies
Rescind	- To make void, as an act, by the enacting authority or by a superior authority.	Side Effect	- An unwanted effect happening in addition to the intended one
Resonance	- Sound produced in one object by sound waves from another	Sill	- The flat piece at the base of a window
Retribution	- A justly deserved penalty	Singsong	- A repeated rising and falling of the voice in speaking
Revisionism	- The questioning of the main beliefs of an already existing political system	Skyscraper	- A very tall modern city building
Rhyme	- To end with the same sound, including a vowel	Sleeping Partner	- A partner in a business who takes no active part
Ringleader	- One who leads others to do wrong or make trouble	Slip-up	- A slight unintentional mistake
Riviera	- A warm stretch of coast on the Mediterranean sea; popular with holiday makers	Small Fry	- A young or unimportant person
Rodent	- A small herbivore with strong sharp long front teeth	Smokestack	- The tall chimney of a factory or a ship
Rolling Stone	- One who travels around a lot and has no fixed address or responsibilities	Snippet	- A short piece from something spoken or written
Rosary	- A string of beads used for counting prayers	Socialite	- A person well known for going to fashionable parties
Roving eye	- Sexual interests that pass quickly from one person to another	Sociology	- The scientific study of societies and human behaviour in groups
Rubber Stamp	- One who acts only to make official the decisions already made by another	Solidarity	- Loyal agreement of interests, aims, or principles among a group
Ruling	- An official decision of a court	Somnambulism	- The habit of walking about while asleep
Rung	- Any of the cross-bars that form the steps of a ladder	SOS	- An urgent message from someone in trouble
Saboteur	- One who practices sabotage	Souvenir	- An object kept as a reminder of something
Salve	- (or Ointment) An oily substance for putting on a cut, wound, etc.	Spatial	- Connected with space
Sapient	- Wise and full of deep knowledge	Spectacle	- A grand public show or scene
Scaffolding	- A structure built from poles and boards for workmen to stand on	Spindle	- A machine part round which something turns
Scalp	- The skin on the top of the human head	Splinter	- A small sharp-pointed piece of wood, glass or metal broken off
Sceptical	- Unwilling to believe a claim or promise	Sportsmanship	- A spirit of honest fair play
Scraps	- Pieces of food not eaten at a meal and thrown away	Sprig	- A small end of a stem or branch with leaves
Scuba	- An instrument used for breathing while swimming underwater	Stallion	- A fully-grown male horse kept for breeding
Seam	- A line of stitches joining two pieces of cloth, leather, etc.	Standard-bearer	- An important leader in a moral argument or movement
Sedentary	- Anything done while sitting down	Statesman	- A political leader who is respected as being wise, honourable, and fair-minded
Seer	- A person with unusual powers of foresight	Stellar	- Of the stars
Seismic	- Of or caused by earthquakes	Sticking Point	- Something that prevents an agreement
Seller's Market	- Where there are not many goods for sale	Stock Broker	- One whose job is buying and selling shares and debentures for others
Sensationalism	- The intentional producing of excitement or shock	Stoic	- One who is indifferent to joys or sorrows
Septic	- Infected with disease bacteria	Stooge	- One who habitually does what another person wants
Sexagenarian	- One who is between 60 and 69 years old	Stratagem	- A trick to deceive an enemy
Sexism	- The belief that one sex is not as good as the other	Strategist	- A person skilled in planning, especially of military movements
		Stride	- A long step in walking; significant progress (especially in the phrase "make strides")
		Strobe Light	- A light which goes on and off very quickly
		Subcutaneous	- Beneath the skin
		Sub-Judice	- A legal case being considered in court

Subsidy	- Money paid by the government to reduce prices	Tyrant	- A ruler with complete power, who rules cruelly and unjustly
Superannuated	- Too old for work	Tyro	- One slightly skilled in or acquainted with any trade or profession
Surety	- One who takes responsibility for the behaviour of someone	Underling	- A person of low rank in relation to another
Surreal	- Having a strange dreamlike unreal quality	Undermanned	- Not having enough workers
Swarm	- A large group of insects moving in a mass	Unguent	- A thick oily substance used on the skin to heal it
Sweet Tooth	- A liking for sweet and sugary things	Unisex	- Of one type used by both male and female
Sword of Damocles	- Something bad that may happen at any time	Upholstery	- A comfortable covering and filling for a seat
Tactile	- Of the sense of touch	Valise	- A small bag used while travelling
Take-home Pay	- Wages left after all taxes, deductions, etc, have been made	Vase	- A decorative container used to put flowers in
Tannery	- A Place where animal skin is made into leather	Vendor	- A seller of small articles that can be carried about
Tarot	- A set of 22 cards used for telling the future	Vertebrate	- A living creature which has a backbone
Tautology	- Needless repetition of meaning in other words; example: audible to the ear, return back, One after another in succession, etc.	Vicissitude	- A variation in circumstances or fortune at different times in your life or in the development of something
Taxonomy	- The system of putting plants and animals into various classes	Vinous	- Of or pertaining to wine
Technocrat	- A highly skilled specialist in charge of an organisation	Voluntary	- Done willingly, without being forced
Teller	- One who is employed to receive and pay out money in a bank	Wade	- To walk through water
Tenure	- The act, right, or period of holding land or a job	Walkout	- Leaving a meeting as an expression of disapproval
Territorial waters	- The sea near a country's coast over which it has legal control	Wardrobe	- A large cupboard in which one hangs up clothes
Testamentary	- Of or done according to a will	Wasteland	- Empty, unproductive, usually barren land
Thatch	- Roof covering of straw, reeds, etc.	Waterloo	- A severe defeat after a time of unusual success
Thermal	- Of heat	Weakling	- One who lacks physical strength or strength of character
Thorax	- The part between the neck and the abdomen	Wean	- To transfer (the young) from dependence on mother's milk to another form of nourishment
Thrombosis	- Having a clot in a blood vessel or the heart	Weather-beaten	- Marked or damaged by the force of wind, sun, rain etc.
Topiary	- The art of cutting trees and bushes into decorative shapes of animals and birds	Wheeler-dealer	- One who is skilled at making profitable or successful deals
Touchstone	- Something used as a test or standard	Whirlpool	- A place with circular currents of water which can pull objects down into it
Tract	- A short piece dealing with a religious or moral subject	Wholesale	- The business of selling goods to shopkeepers
Traitor	- One who is disloyal to one's country	Wit	- The ability to say clever and amusing things
Transient	- Lasting a very short time	Wizard	- One who has magic powers
Transmogrify	- To change completely as if by magic	Word Blindness	- (or dyslexia) Difficulty in seeing the difference between shapes of letters
Transpire	- To happen or occur or become known. Example: It transpired at the meeting that he was going to be our next President.	Workaholic	- One who likes to work too hard
Treatise	- A serious book or article that examines a particular subject	Working	- Enough practical knowledge to do something
Tribunal	- A court of people officially appointed to deal with special matters.	Knowledge	
Troglodyte	- One who lives in a cave	Wreckage	- The broken parts of a destroyed thing
Trousseau	- The personal outfit of a bride; clothes and accessories and linens	Wretch	- An unfortunate or unhappy person
Tunnel Vision	- A condition in which one can see only straight ahead	Xenophobia	- Fear of strange or foreign people, customs, etc.
Turf	- A surface made up of earth and a thick covering of grass	Yeoman Service	- Great and loyal service, help, or support
Tutelage	- The act of training or the state of being under instruction	Yuppie	- A young person in a professional job with a high income
		Zeitgeist	- The intellectual and moral tendencies that characterize any age or epoch
		Zoology	- The scientific study of animals

FOREIGN WORD AND PHRASES

Foreign words and phrases are generally not asked directly. But the knowledge of foreign words and phrases will help you in reading comprehension and other types of common questions. So, make yourself familiar with the common foreign words and phrases.

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| <ul style="list-style-type: none"> • Ab initio : from the beginning. • Addenda : 'list of additions'. (addenda to a book) • Ad valorem : according to value. • Ad hoc : a body elected or appointed for a definite work. (ad hoc committee). • Ad infinitum : to infinity. • Alma mater : a school which one has attended. • A la carte : according to the bill of fare. (a la carte dishes are available) • A la mode : according to the custom (fashion). (a la mode silk) • Alter ego : the other self, intimate friend, (Kissinger was the alter ego of Nixon) • Amende honorable : satisfactory apology, reparation. • Amour propre : self love • Ancien regime : a political or social system that has been displaced by another. • A posteriori : empirical • A priori : from cause to effect, presumptive. (every science cannot be taught a priori) • Apropos : in respect of • An couran : fully acquainted with matters. • Au fait : completely familiar with • Au revoir : until we meet again (to say au revoir at parting) • Avant propos : preliminary matter, preface • Beau ideal : the ideal of perfection. • Beaumonde : the world of fashion. • Beaux esprits : men of wit. • Bete noire : a special aversion (Uncle Symond was my father's bête noire) • Bona fide : good faith (His bona fide in the matter cannot be doubted) • Bizarre : odd, fantastic. • Bon voyage : a good voyage or journey to you • Casus belli : that which causes or justifies war. • Cause celebre : a celebrated or notorious case in law • Charge d' affaires : diplomat inferior in rank to an Ambassador but acting on his behalf in his absence. • Chef d' oeuvre : masterpiece (Mona Lisa is Vinci's Chef-d' oeuvre) • Circa : about ('circa 1930') • Contretemps : an unexpected or untoward event; a hitch | <ul style="list-style-type: none"> • Corrigenda : a list of errors (in a book) • Coup d'etat : violent change in government. • Coup de grace : a finishing stroke. (The coup de grace of the Russian Revolution was the total annihilation of the Czar family) • Cul-de-sac : a blind alley (The failure of the Policy of non-alignment in 1962 saw our foreign policy reach a cul-de-sac) • Debacle : complete tout (debacle of opposition in the election) • De facto : actual or actually (de facto recognition to a state) • Dejure : from the law, by law. • Denovo : anew, again (trial of a case) • Denouement : the end of a plot (in play) • De profundis : out of the depths • Dernier resort : last resort • Detente : easing of strained relations especially between states / countries • Dramatis personae : characters of a drama or play • Elite : the best part; the pick. (The elite of town) • Enfant terrible : a terrible child; one who makes disconcerting remarks • Entrepreneur : person in effective control of a business organization. • En masse : in a body. (They took leave en masse) • En rapport : in harmony • Entourage : friends, group of people accompanying a dignitary. • Errata : list of errors • Esprit de corps : the animating spirit of a collective body, as a regiment. • Etcetera : and the rest. • Eureka : a cry of joy or satisfaction when one finds or discovers something. • Ex-officio : in virtue of his office. • Expose : a statement • Expost facto : acting retrospectively • Fait accompli : a thing already done. • Faux pas : a false step; slip in behaviour • Hoi polloi : the rabble, ordinary people • Impasse : a deadlock. (Talks reached an impasse) • Inextenso : unextended small in extension • In memoriam : in memory of • In toto : entirely. (The committee's recommendations were accepted in toto) • Ipsso facto : by that very fact. • Laissez faire : non interference |
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- **Mala Fide** : In bad faith; with intent to deceive
- **Mal-a-propos** : ill-timed
- **Modus operandi** : manner of working. (of a gang, group etc.)
- **Mutatis mutandis** : with the necessary changes (rules will come into force mutatis mutandis)
- **Noblesse oblige** : rank imposes obligation.
- **Nota bene** : note well
- **Par excellence** : pre-eminently.
- **Pari passu** : side by side.
- **Per se** : by itself.
- **Piece de resistance** : the main dish of a meal.
- **Poste restante** : to remain in the post office till called for. (said of letters)
- **Post mortem** : (examination) made after death.
- **Prima facie** : at first view or consideration. (prima facie a good case)
- **Pro bone publico** : for the good of the public
- **Proforma** : for the sake of the form.
- **Pro rata** : according to rate or proportion.
- **Protégé** : one under the protection of another. (S.Vietnam is US's protegee).
- **Quid pro quo** : an equivalent, something in return.
- **Raisond'etre** : the reason for a thing's existence.
- **Resume** : a summary or abstract (of a discussion Etc.)
- **Sanctum sanctorum** : holy of holies. (temple, church etc.)
- **Seiratim** : in a series
- **Sine die** : without a day being appointed.
- **Status quo** : the existing condition. (status quo on border should be maintained)
- **Stet** : let it stand.
- **Sub judice** : before a court, not yet decided. (The case is sub judice)
- **Sub rosa** : under the rose; confidentially
- **Sui generis** : in a class by itself
- **Summon bonum** : the chief good.
- **Terra incognita** : an unknown country
- **Tour deforce** : a notable feat or strength of skill.
- **Ultra vires** : beyond one's authority
- **Verbatim** : word for word
- **Vice versa** : conversely
- **Vis-à-vis** : opposite; face to face
- **Viva voce** : an examination conducted orally
- **Vox populi, vox die** : The voice of the people is The voice of God.
- **Zeitgeist** : spirit of the age

WORD LIST

Given below is a list of words placed in alphabetical order. Each word is followed by a few of its synonyms. Note these words whenever you come across them. You should be familiar with most of the words for which synonyms are given if you have done all the exercises till this point thoroughly. So, this list will give you synonyms for the words which you know. Thus learning will be easier.

- **Abandon** : Leave, desert, forsake
- **Abase** : Degrade, disgrace, humiliate
- **Abhor** : Hate, loathe, detest
- **Abridge** : Shorten, abbreviate
- **Absolute** : Unalterable, unrestricted, unconditional
- **Absurd** : Ridiculous, silly, foolish
- **Abundant** : Ample, plentiful
- **Accessory** : Additional, auxiliary, subsidiary
- **Adept** : Proficient, skilled, expert
- **Adherent** : Follower, stickler
- **Adhesive** : Sticky, glue, gum
- **Admire** : Praise, adore, esteem
- **Adore** : Respect, idolise, worship, admire
- **Adversity** : Misery, misfortune
- **Affliction** : Distress, sorrow, sadness
- **Alien** : Foreign, stranger, unknown
- **Alive** : Lively, vivacious, living
- **Alleviate** : Relieve, lighten, ease
- **Alms** : Gratuities, donation, grant
- **Amend** : Improve, change, emend
- **Amicable** : Suitable, friendly, lovable, amiable
- **Anxiety** : Eagerness, misgiving, worry
- **Apathy** : Indifference, neutrality
- **Appalling** : Terrific, terrifying, dreadful, horrible
- **Apposite** : Apt, suitable, well chosen
- **Appraise** : Evaluate, estimate
- **Apprehend** : Seize, fear, arrest
- **Arbitrary** : Despotism, wayward
- **Assent** : Agree, consent, acquiesce
- **Astonish** : Astound, surprise, amaze, bewilder
- **Audacious** : Bold, courageous, daring
- **Aversion** : Dislike, detestation, hostility, hatred
- **Base** : Mean, low, ignoble
- **Beg** : Implore, ask, beseech, solicit
- **Behaviour** : Conduct, deportment, way, demeanour
- **Brave** : Courageous, intrepid, bold, daring, valiant
- **Brisk** : Active, fast, quick, busy, alert
- **Brittle** : Frail, fragile
- **Brutal** : Animal, savage, beastly, cruel
- **Burglar** : Thief, bandit, brigand, stealer
- **Bystander** : Spectator, onlooker, beholder
- **Calculate** : Estimate, count, reckon, compute
- **Callous** : Hard, indifferent, cold-blooded
- **Calm** : Cool, confident, quiet, serene, tranquil
- **Cancel** : Annual, withdraw, revoke, delete
- **Candid** : Sincere, straightforward, frank
- **Captive** : Prisoner, confined, jailed, bonded
- **Cause** : Make, originate, induce, generate, create

- **Censor** : Cut off, prohibit, ban
- **Censure** : Blame, condemn, reprove, reprimand
- **Character** : Letter, emblem, type, nature, disposition, quality
- **Charity** : Philanthropy, benevolence
- **Chaste** : Pure, immaculate, virgin, refined
- **Chatter** : Babble, ramble, talk, discourse
- **Cheat** : Defraud, gull, outwit, dupe
- **Cite** : Quote, mention, name, adduce
- **Clothes** : Apparel, attire, dress, garb
- **Colossal** : Huge, gigantic, enormous, big
- **Commence** : Begin, start
- **Commensurate** : Equivalent, suitable, applicable, proportionate
- **Conceal** : Hide, cover, shelter, disguise
- **Confess** : Admit, acknowledge, reveal, agree
- **Confuse or confound** : Mix, perplex, astonish, Amaze, bewilder
- **Consequent** : Following, resultant, outcome
- **Conspiracy** : Plot, intrigue, treason
- **Convict** : Felon, culprit, criminal, guilty
- **Cowardly** : Craven, dastardly, fearful, poltroon
- **Coy** : Modest, shy, reserved
- **Crafty** : Artful, adroit, dexterous, cunning, deceitful
- **Crazy** : Mad, insane, silly
- **Credence** : Belief, faith, trust, confidence
- **Crisis** : Turning point, emergency, decisive moment
- **Criterion** : Test, touchstone, standard, yardstick
- **Criticism** : Analysis, review, stricture
- **Cruel** : Brutal, unmerciful, beastly, savage
- **Cynical** : Captious, incredulous, sarcastic, morose
- **Danger** : Hazard, risk, peril
- **Dash** : Run, rush, fly
- **Dawn** : Daybreak, appear, (sunrise), begin
- **Deadly** : Fatal, lethal, destructive
- **Dearth** : Scarcity, lack, want
- **Debase** : Degrade, defame, disparage, humiliate
- **Decay** : Decompose, rot, decline in power, wealth, waste, wither, fade
- **Decease** : Death, demise, end
- **Deceit** : Fraud, cheating, forgery
- **Decipher** : Translate, interpret, solve, explain
- **Decorum** : Decency, etiquette, propriety, gravity
- **Decree** : Law, edict, ordinance, mandate, judgement
- **Defamation** : Calumny, disparagement, debasement
- **Defection** : Abandonment, desertion
- **Defer** : Postpone, delay
- **Deference** : Respect, reverence, honour
- **Deformity** : Disfigurement, malformation, ugliness
- **Dejected** : Depressed, distressed, downhearted, downcast
- **Delectable** : Charming, delightful, pleasant
- **Delegate** : Commission, depute, authorise
- **Deliberate** : Knowingly done, intentional, forcible
- **Delicacy** : Softness, nicety, slenderness, refinement, purity
- **Delusion** : Illusion, fancy, error, false belief
- **Demeanour** : Behaviour, conduct, bearing
- **Demise** : Death, decease
- **Demolish** : Break, destroy, annihilate
- **Demure** : Modest, coy, humane
- **Denomination** : Name, appellation, designation
- **Denounce** : Accuse, malign, criticise, defame, condemn
- **Deny** : Contradict, refuse, disavow, withhold
- **Deride** : Ridicule, mock, taunt
- **Descant** : Discourse, expatiate, enlarge
- **Desire** : Wish, long for, crave, covet
- **Desolate** : Lonely, deserted, solitary, devastated
- **Despise** : Condemn, dislike
- **Despondency** : Despair, dejection, hopelessness
- **Despotic** : Arbitrary, tyrannical, illegal
- **Destitute** : Needy, poor, miserable, indigent
- **Destruction** : Ruin, demolition, ravage
- **Detain** : Lock in, arrest, hold, custody
- **Detest** : Despise, abhor, dislike
- **Dethrone** : Depose, remove (from office)
- **Devastate** : Ruin, demolition, ravage
- **Devoid** : Lacking, empty, vacant
- **Devout** : Religious, reverent
- **Dexterity** : Adroitness, cleverness, skill
- **Diabolical** : Fiendish, devilish, wicked
- **Diatribes** : Tirade, denunciation
- **Dictatorial** : Tyrannical, arbitrary, despotic
- **Diffident** : Hesitating, doubtful, distrusting
- **Digression** : Excursion, deviation, misguidance
- **Diligence** : Care, industry, effort
- **Dire** : Terrible, awful, horrible; miserable
- **Disapprove** : Condemn, reject, disallow
- **Disavow** : Deny, refuse
- **Disciple** : Follower, learner, student
- **Disclose** : Reveal, tell, uncover, divulge
- **Disconsolate** : Sad, cheerless, miserable
- **Discredit** : Disbelieve, doubt, disgrace
- **Disgust** : Abhorrence, dislike, detestation
- **Dismay** : Disappointment, discouragement
- **Disorder** : Disease, illness, untidiness, uncleanness
- **Disown** : Disclaim, deny, renounce
- **Disparage** : Debase, decry, defame
- **Dispose** : Adjust, arrange, incline
- **Dispute** : Argument, controversy, altercation
- **Disregard** : Neglect, overlook, disrespect
- **Dissolute** : Corrupt, mean, lax, licentious
- **Distaste** : Abhorrence, dislike, detestation
- **Distorted** : Blurred, maligned, changed, disguised, deformed, misrepresented
- **Distress** : Affliction, depression, misery
- **Divert** : Turn aside, deflect, deviate
- **Divine** : Heavenly, metaphysical, godlike
- **Divulge** : Reveal, uncover, disclose
- **Docile** : Amenable, tractable, submissive
- **Doctrine** : Precept, principle, teaching

• Dogmatic	: Categorical, authoritative, firm, preachy	• Erroneous	: Wrong, false
• Dolt	: Blockhead, stupid, fool, idiot, dullard	• Erudite	: Learned, scholarly, lettered
• Domicile	: Dwelling, home, residence	• Esteem	: Admire, appreciate, adore, respect
• Dotage	: Senility, imbecility	• Eulogy	: Laudation, praise, extolling, felicitation
• Downright	: Simple, unquestionable, blunt, frank	• Evidence	: Testimony, proof, witness
• Dread	: Apprehend, fear	• Evince	: Show, manifest, demonstrate
• Drench	: Soak, wet	• Exact	: Extort, oppress, loot
• Drowsy	: Sleepy, comatose, lazy, lethargic	• Exaggerate	: Amplify, overstate
• Dubious	: Suspicious, doubtful, unreliable	• Excerpt	: Extract, quotations
• Ductile	: Pliant, yielding, flexible	• Exile	: Expulsion, banishment, expatriation
• Dupe	: Cheat, befool, steal	• Exonerate	: Acquit, absolve, release
• Dwindle	: Shrink, diminish, decrease	• Exorbitant	: Excessive, too much, very high
• Earnest	: Eager, ardent, intent, anxious, sincere	• Extinguish	: Quench, terminate, destroy, put out
• Eccentric	: Irregular, anomalous, abnormal, odd	• Extravagant	: Excessive, lavish, stylish
• Economise	: Save, retrench	• Exuberant	: Abundant, plentiful
• Ecstasy	: Trance, enchantment, rapture	• Exult	: Triumph, rejoice, delight
• Efface	: Blot out, obliterate, destroy	• Fable	: Story, legend, myth, fiction
• Effeminate	: Womanly, weak, unmanly	• Fabricate	: Construct, forge, invent
• Efficacy	: Energy, virtue, potency	• Fabulous	: Fictitious, mythical, exaggerated
• Egotistic	: Self-centred, egoist, self-conceited	• Facile	: Fluent, ready, glib (of writing), pliable, docile, tractable
• Egregious	: Conspicuously bad, sinful, monstrous, shocking	• Faction	: Clique, cabal, discord, section
• Elaborate	: Explain, discuss, elucidate	• Fallacy	: Deception, illusion, mistake
• Elevated	: Elated, promoted, upgraded, risen	• Falter	: Waver, hesitate, delay, flounder
• Eliminate	: Remove, replace, dismiss, discard	• Famine	: Hunger, starvation, scarcity of food
• Eloquence	: Oratory, rhetoric, finery (of speech) fluency of expression	• Fanatical	: Bigoted, enthusiastic
• Emanate	: Originate, proceed, spring, issue	• Fancy	: Liking, conception, craving, whim
• Emancipate	: Free, deliver, liberate	• Farcical	: Droll, comic, extravagant
• Embarrass	: Vex, confuse, entangle	• Fascinate	: Charm, bewitch, attract
• Embezzle	: Steal, peculate, cheat	• Fastidious	: Particular, over-nice, squeamish
• Embody	: Incorporate, include, comprise	• Fatal	: Deadly, lethal, mortal
• Emolument	: Salary, wage, remuneration	• Fatigue	: Weakness, exhaustion, tiredness
• Emulate	: Compete, rival, vie against, copy	• Feeble	: Weak, frail, dim
• Enchant	: Charm, bewitch, hypnotise	• Felicitate	: Congratulate, compliment
• Encompass	: Surround, encircle	• Felicity	: Joy, happiness, good luck
• Encounter	: Come across, combat, fight	• Felon	: Criminal, sinner, guilty, bandit
• Encroach	: Trespass, intrude, invade	• Ferment	: Excite, agitate
• Endeavour	: Attempt, effort, aspiration	• Ferocity	: Fierceness, vehemence, fanaticism
• Endorse	: Back, approve, ratify	• Fervent	: Glowing, heated, impassioned
• Endurance	: Patience, continuance, fortitude	• Fervour	: Warmth, glow, vehemence
• Enfranchise	: Liberate, free, (also: give right to vote)	• Festivity	: Gaiety, merry-making
• Enlighten	: Illuminate, edify, elaborate	• Fetter	: Shackle, bind, imprison
• Enmity	: Hostility, hatred, animosity	• Feud	: Dispute, broil, strife
• Enormous	: Big, huge, colossal, gigantic	• Fickle	: Changeable, vacillating, varying
• Enrage	: Infuriate, madden, incense, irritate	• Fiendish	: Devilish, diabolical, malignant
• Ensure	: Succeed, follow, result	• Figurative	: Typical, imaginative, emblematic, metaphorical
• Entangle	: Ravel, involve, perplex	• Filthy	: Dirty, foul, nasty
• Enterprise	: Undertaking, venture, endeavour	• Fissure	: Crevice, rift, narrow opening
• Enthusiasm	: Zeal, ardour, interest	• Flaccid	: Soft, loose, weak
• Entice	: Allure, tempt, seduce, attract	• Flatter	: Adore, please, praise
• Entreat	: Beseech, implore, beg	• Fleece	: Rob, despoil, cheat
• Entwine	: Encircle, surround, encompass	• Flexible	: Variable, pliable, changeable
• Enumerate	: Count, number one by one	• Flimsy	: Transparent, thin, trivial, tenuous
• Enunciate	: Declare, publish, propound, reveal	• Flounder	: Stumble, falter, wallow, struggle
• Envoy	: Legate, messenger, ambassador	• Fluctuate	: Undulate, waver, vacillate
• Epoch	: Era, time, age	• Flutter	: Flip, quiver, ruffle, agitate
• Equivocal	: Doubtful, Ambiguous, uncertain	• Folly	: Absurdity, silliness, imprudence, foolishness
• Eradicate	: Root out, extirpate, annihilate		

• Fondle	: Caress, touch, rub	• Heinous	: Atrocious, odious, wicked
• Foray	: Incursion, inroad, venture	• Hem	: Border, edge, fringe, outskirt
• Forbearance	: Abstaining, refraining	• Herculean	: Colossal, laborious, excessive
• Forbid	: Prohibit, disallow, debar	• Heterogeneous	: Dissimilar, unlike, different, diverse, varied
• Forebode	: Betoken, indicate, augur	• Hideous	: Terrific, horrible, filthy
• Forlorn	: Disconsolate, cheerless, distressed, abandoned, lonely	• Hilarious	: Exceedingly, funny, boisterously merry, amusing, joyous
• Formidable	: Dreadful, difficult, hard to overcome	• Hindrance	: Impediment, hampering, obstruction, obstacle
• Fragile	: Weak, feeble, slender, delicate	• Histrionic	: Theatrical, dramatic
• Fragrant	: Odorous, balmy, soothing	• Hoax or Humbug	: Dupe, cheat, befool
• Frailty	: Weakness, delicacy, fragileness	• Homage	: Deference, salute, worshipping
• Frantic	: Frenzied, mad, distracted	• Horizon	: Verge, limit, skyline
• Fraudulent	: Dishonest, cheating, deceitful	• Hostile	: Adverse, opposing, inimical
• Fray	: Battlefield, combat, brawl	• Hover	: remain in one place in the air, remain suspended, linger
• Frisk	: Skip, dance, caper, frolic	• Humane	: Compassionate, caring, benevolent
• Frivolous	: Vain, foolish, trivial	• Humiliate	: Abase, insult, mock, defy
• Frugal	: Economical, thrifty	• Humorous	: Amusing, laughable, comical
• Futile	: Useless, hopeless, in vain	• Hypocrisy	: Pretence, imposture, deceit
• Gaiety	: Hilarity, jollity, festivity	• Idolise	: Adore, worship, admire
• Gainsay	: Contradict, dispute, controvert, deny	• Illegal or Illicit	: Unlawful, prohibited
• Gallantry	: Courage, bravery, heroism	• Illogical	: Inconsequent, irrational
• Garbage	: Filth, waste, useless, throwaway, trash	• Imitate	: Copy, follow, mimic, emulate
• Garner	: Accumulate, collect, gather	• Immaculate	: Spotless, stainless, perfect
• Garrulous	: Prattling, chattering	• Immature	: Crude, childish, unseasoned
• Gawky	: Awkward, clumsy	• Imminent	: Impending, near, due, threatening
• Gay	: Happy, merry, joyous	• Immodest	: Indecent, indelicate, unchaste
• Generous	: Noble, magnanimous, kind, liberal	• Immortal	: Everlasting, undying, endless
• Gentle	: Well-bred, well-cultured, polite, refined	• Impassioned	: Fervent, frenzied, fanatical
• Genuine	: True, authentic, real	• Impeachment	: Imputation, accusation
• Ghastly	: Horrible, horrifying, horrific	• Implicit	: Implied, assumed, inferred
• Ghost	: Phantom, spirit, spectre	• Impostor	: Cheat, conman, charlatan
• Glimmer	: Shine, flash, gleam	• Impracticable	: Impossible, (merely) theoretical
• Glimpse	: Glance, (quick) look, (brief) view	• Impressive	: Striking, affecting, extraordinary
• Glisten	: Shine, beam, glow	• Impunity	: Exemption (from punishment)
• Gloom	: Depression, melancholy, loneliness	• Inane	: Empty, silly, idiotic
• Glutinous	: Sticky, viscous	• Inarticulate	: Voiceless, indistinct, inexpressive
• Gluttonous	: Greedy, gorging, voracious	• Incense	: Infuriate, enrage, anger
• Grandeur	: Splendour, magnificence, glory	• Incessant	: Unceasing, continual
• Grapple	: Grasp, clutch, seize	• Incognito	: (Identity) Concealed, secretly, stealthily
• Gratification	: Satisfaction, enjoyment	• Inculcate	: Instil, enforce, pass on, generate
• Gravity	: Seriousness, importance, calmness	• Inculpate	: Blame, incriminate
• Greed	: Avarice, ravenous, envious, covetous	• Incumbent	: Compulsory, obligatory, binding
• Grievance	: Hardship, complaint, trouble	• Incursion	: Inroad, foray, venture
• Grotesque	: Horrifying, contorted, bizzare, whimsical	• Indefatigable	: Tireless, assiduous
• Grudge	: Grievance, begrudge, resent	• Indict	: Accuse, charge
• Gullible	: Simple, easy, pliable, credulous	• Indiscriminate	: Mixed, undistinguished, confused, wanton
• Hallucination	: Delusion, illusion, nightmare	• Indolence	: Apathy, inactivity, laziness, sluggishness, lethargy
• Hamper	: Impede, block, fetter, bind	• Industrious	: Busy, active, tireless
• Hapless	: Unfortunate, unlucky	• Inevitable	: Unavoidable, certain, sure
• Harangue	: a lengthy speech, oration	• Inexorable	: Relentless, indefatigable
• Hardship	: Trouble, adversity, difficulty	• Infallible	: Unfailing, unerring, certain
• Haughty	: Arrogant, overbearing, imperious	• Infectious	: Catching, contaminating, corrupting, transmittable
• Havoc	: Devastation, destruction, ruin		
• Hearty	: Sincere, warm, ardent		
• Heave	: Raise, lift		
• Hedge	: Fence, hem		
• Heed	: Advise, note, consider, mind		

- **Infer** : Gather, conclude, deduce
- **Influence** : Authority, effect, power
- **Infringe** : Break, violate, transgress, encroach
- **Ingredient** : Constituent, component, element
- **Inherent** : Inborn, innate, built-in
- **Inhibition** : Restraint, check
- **Iniquitous** : Unjust, wrong, unfair
- **Initiate** : Start, begin, inchoate
- **Innocuous** : Harmless, mild, innocent
- **Insanity** : Madness, lunacy, mania
- **Insidious** : Deceitful, treacherous
- **Instantaneous** : Immediate, Sudden, quick
- **Instigate** : Arouse, misguide, provoke
- **Intact** : Untouched, unscathed, whole, unbroken, undamaged, unimpaired, entire
- **Integrity** : Oneness, entirety, completeness, honesty, wholeness, soundness
- **Intellectual** : Intelligent, rational, learned
- **Intentional** : Deliberate, intended,
- **Intercourse** : Intimacy, association, communication
- **Intermission** : Suspension, stoppage, pause, cessation, interval
- **Intervene** : Interpose, mediate
- **Intimate** : Close, tender, friendly or informal, advertise, inform
- **Intolerable** : Unendurable, unbearable
- **Intransigent** : Uncompromising, inflexible
- **Intrepid** : Brave, fearless
- **Intricate** : Complex, difficult, complicated
- **Intuition** : Insight, premonition, instinct
- **Inveterate** : Habitual, deep-rooted
- **Involuntary** : Compulsory, unwilling, reflex
- **Irksome** : Annoying, disagreeable, tedious
- **Irresolute** : Wavering, confused, vacillating
- **Itinerant** : Travelling (on a circuit), wandering, nomadic
- **Jaded** : Tired, weary
- **Jargon** : cant, technical language, gibberish
- **Jocose** : Jocular, humorous
- **Jocular** : Inclined to joke
- **Jovial** : Merry
- **Judicious** : Prudent.
- **Juxtaposition** : Closeness, nearness
- **Kiosk** : Stand (open on one side), booth
- **Knead** : Work up (into dough), press, squeeze
- **Lacerate** : Tear (tissue toughly), mangle
- **Lachrymose** : Given to shedding tears.
- **Lackadaisical** : Listless.
- **Laconic** : (Briskly) Short, concise, pithy
- **Languid** : Listless, spiritless
- **Languish** : Die (with hunger or desire), weaken, droop
- **Lascivious** : Lustful.
- **Lassitude** : Weariness, tiredness
- **Latent** : Hidden, concealed
- **Laudable** : Praiseworthy.
- **Legacy** : A bequest.
- **Legitimate** : Genuine, lawful
- **Levity** : Frivolity.
- **Libel** : Defamation.
- **Licentious** : Wanton.
- **Lithe** : Supple.
- **Loquacious** : Talkative.
- **Lustrous** : Shining.
- **Malaise** : A condition of uneasiness or ill-being.
- **Malevolence** : Ill-will.
- **Malleable** : Pliant.
- **Mawkish** : Sickening or insipid.
- **Mellifluous** : Sweetly or smoothly flowing.
- **Mendacious** : Untrue
- **Mendicant** : A beggar.
- **Mesmerize** : To hypnotize.
- **Meticulous** : Over-cautious.
- **Mettle** : Courage.
- **Mien** : The external appearance or manner of a person.
- **Moderation** : Temperance.
- **Modicum** : A small or token amount.
- **Mollify** : To soothe.
- **Mordant** : Biting.
- **Moribund** : On the point of dying.
- **Morose** : Gloomy.
- **Multifarious** : Having great diversity or variety.
- **Mundane** : Worldly, as opposed to spiritual or celestial.
- **Munificent** : Extraordinarily generous.
- **Myriad** : A vast indefinite number.
- **Nadir** : The lowest point.
- **Nefarious** : Wicked in the extreme.
- **Negligent** : Apt to omit what ought to be done.
- **Neophyte** : Having the character of a beginner.
- **Noxious** : Hurtful.
- **Nugatory** : Having no power or force.
- **Obdurate** : Impassive to feelings of humanity or pity.
- **Obfuscate** : To darken; to obscure.
- **Oblique** : Slanting; said of lines.
- **Obstreperous** : Boisterous.
- **Odious** : Hateful.
- **Odium** : A feeling of extreme repugnance, or of dislike and disgust.
- **Ominous** : Portentous.
- **Onerous** : Burdensome or oppressive.
- **Onus** : A burden or responsibility.
- **Palate** : The roof of the mouth.
- **Palatial** : Magnificent.
- **Palliate** : To cause to appear less guilty.
- **Palpable** : Perceptible by feeling or touch.
- **Panoply** : A full set of armour.
- **Paragon** : A model of excellence.
- **Pariah** : A member of a degraded class; a social outcast.
- **Paroxysm** : A sudden outburst (of any kind of activity).
- **Paucity** : Fewness.
- **Pellucid** : Translucent.
- **Penchant** : A bias in favour of something.

- **Penurious** : Excessively sparing in the use of money.
- **Penury** : Indigence.
- **Peremptory** : Precluding question or appeal.
- **Perfidy** : Treachery.
- **Perfunctory** : Half-hearted.
- **Peripatetic** : Walking about.
- **Perjury** : A solemn assertion of a falsity.
- **Permeate** : To pervade.
- **Pernicious** : Tending to kill or hurt.
- **Persiflage** : Banter.
- **Perspicacity** : Acuteness or discernment.
- **Perturbation** : Mental excitement or confusion.
- **Petulant** : Displaying impatience.
- **Phlegmatic** : Not easily roused to feeling or action.
- **Pique** : To excite a slight degree of anger in.
- **Plea** : An argument (to obtain some desired action).
- **Plenary** : Entire.
- **Plethora** : Excess; superabundance.
- **Poignant** : Severely painful or acute to the spirit.
- **Polyglot** : Speaking several tongues.
- **Ponderous** : Unusually weighty or forcible.
- **Portent** : Anything that indicates what is to happen.
- **Pragmatic** : Practical(values), empirical
- **Precarious** : Critical, dangerous
- **Preclude** : To prevent.
- **Precocious** : Advanced (in development), over-forward, premature
- **Predilection** : Preference, partiality, inclination
- **Predominate** : To be chief in importance, quantity, or degree.
- **Preposterous** : (Very) Absurd, ridiculous
- **Prerogative** : (Special) Right, privilege
- **Presage** : To foretell.
- **Prescience** : Knowledge of events before they take place.
- **Preternatural** : Extraordinary.
- **Prim** : Stiffly proper.
- **Pristine** : Primitive.
- **Probity** : Virtue or integrity tested and confirmed.
- **Proclivity** : A natural inclination.
- **Procrastination** : Delay.
- **Prodigious** : Large, immense
- **Profligate** : Immoral, wanton, reckless, dissolute, licentious
- **Profuse** : Produced or displayed in overabundance.
- **Prolix** : Verbose.
- **Promiscuous** : Indiscriminate, impure, casual
- **Propinquity** : Nearness, proximity
- **Propitious** : Kindly disposed.
- **Prosaic** : Unimaginative.
- **Protagonist** : Leading character), hero(ine)
- **Providential** : Fortunate, lucky
- **Prudence** : Caution.
- **Puerile** : Childish.
- **Pugnacious** : Quarrelsome
- **Puissant** : Powerful, influential, mighty
- **Punctilious** : Exact (in formalities), ceremonious, conscientious
- **Pungency** : The quality of affecting the sense of smell.
- **Pusillanimous** : Without spirit or bravery.
- **Putrefy** : Decay, rot, decompose
- **Pyre** : A heap of combustibles arranged for burning a dead body.
- **Qualm** : A fit of nausea.
- **Quandary** : Doubt, dilemma, plight
- **Quibble** : An utterly trivial distinction or objection.
- **Quiescence** : Being quiet, still, or at rest; inactive
- **Quirk** : Twist, quibble, deviation
- **Quixotic** : (Foolishly) Chivalrous, unrealistic, whimsical
- **Rabble** : Throng (of the vulgar), crowd, proletariat
- **Rabid** : Furious, mad, fanatical
- **Raconteur** : A person skilled in telling stories.
- **Raillery** : Jestng (language), banter, ridicule
- **Ramify** : To divide or subdivide into branches or subdivisions.
- **Rampant** : Rife, widespread
- **Ramshackle** : Dilapidated, tumbledown, rickety
- **Rapacious** : Seize by force, avaricious
- **Raucous** : Harsh.
- **Recalcitrant** : Stubborn, refractory
- **Recluse** : One who lives in retirement or seclusion.
- **Recondite** : Incomprehensible to one of ordinary understanding.
- **Recuperate** : To recover.
- **Redoubtable** : Formidable.
- **Redundant** : Wordy, repetitious, superfluous, needless
- **Refractory** : Not amenable to control.
- **Regale** : To give unusual pleasure.
- **Regicide** : The killing of a king or sovereign.
- **Reiterate** : To say or do again and again.
- **Relapse** : To suffer a return of a disease after partial recovery.
- **Relegate** : Assign a lower position, banish, demote
- **Repast** : A meal; figuratively, any refreshment.
- **Repine** : To indulge in fretfulness and faultfinding.
- **Reprisal** : (Injury in) Return, retaliation, revenge
- **Reprobate** : One abandoned to depravity and sin.
- **Repudiate** : Disavow, disclaim
- **Resilience** : The power of springing back to a former position
- **Resonance** : Able to reinforce sound by sympathetic vibrations.
- **Respite** : Interval of rest.
- **Restive** : Resisting control.
- **Revere** : To regard with worshipful veneration.
- **Reverent** : Humble.
- **Rotund** : Round from fullness or plumpness.
- **Ruffian** : A lawless or recklessly brutal fellow.
- **Ruminate** : To chew over again, as food previously swallowed and regurgitated.

• Sagacious	: Wise, shrewd, astute	• Torrid	: Excessively hot.
• Salacious	: Obscene, foul, indecent, lecherous	• Tortuous	: Abounding in irregular bends or turns.
• Salubrious	: Healthful; promoting health.	• Tractable	: Easily led or controlled.
• Salutary	: (Morally) Healthy, salubrious, beneficial	• Transgress	: To break a law.
• Sanguine	: Ardent, confident, optimistic	• Transitory	: Existing for a short time only.
• Sardonic	: Ironical, scornful, derisive	• Travail	: Hard or agonizing labour.
• Satiate	: Gratify (fully), surfeit, saturate	• Travesty	: A grotesque imitation.
• Satyr	: A very lascivious person.	• Trenchant	: Cutting deeply and quickly.
• Savour	: To perceive by taste or smell.	• Trepidation	: Nervous uncertainty of feeling.
• Schism	: Disjunction, split	• Trite	: Made commonplace by frequent repetition.
• Scribble	: Hasty, careless writing.	• Truculence	: Ferocity.
• Sedition	: Plotting (against government), incitement, insurgence	• Truculent	: Having the character or the spirit of a savage.
• Sedulous	: Persevering in effort or endeavour.	• Turbid	: In a state of turmoil; muddled
• Severance	: Separation.	• Turgid	: Swollen.
• Sinecure	: Any position (having emoluments with few or no duties).	• Turpitude	: Depravity.
• Sinuous	: Curving in and out.	• Ubiquitous	: Being present everywhere.
• Sluggard	: A person habitually lazy or idle.	• Umbrage	: A sense of injury.
• Solace	: Comfort in grief, trouble, or calamity.	• Unctuous	: Oily.
• Solvent	: Having sufficient funds to pay all debts.	• Undulate	: To move like a wave or in waves.
• Somniferous	: Tending to produce sleep.	• Untoward	: Causing annoyance or hindrance.
• Somnolent	: Sleepy.	• Upbraid	: To reproach as deserving blame.
• Soporific	: Causing sleep; also, something that causes sleep.	• Vagary	: A sudden desire or action
• Sordid	: Filthy, morally degraded	• Vainglory	: Excessive, pretentious, and demonstrative vanity.
• Specious	: Plausible.	• Valorous	: Courageous.
• Spurious	: Not genuine.	• Vapid	: Having lost sparkling quality and flavour.
• Squalid	: Having a dirty, mean, poverty-stricken appearance.	• Variegated	: Having marks or patches of different colours; also, varied.
• Stanch	: To stop the flowing of; to check.	• Vehement	: Very eager or urgent.
• Stingy	: Cheap, unwilling to spend money.	• Venal	: Mercenary, corrupt.
• Stolid	: Having or revealing little emotion or sensibility; not easily aroused or excited	• Veneer	: Outside show or elegance.
• Submerge	: To place or plunge under water.	• Venial	: That may be pardoned or forgiven, a forgivable sin.
• Subterfuge	: Evasion.	• Veracious	: Habitually disposed to speak the truth.
• Succinct	: Concise.	• Veracity	: Truthfulness.
• Sumptuous	: Rich and costly.	• Verbiage	: Use of many words without necessity
• Supercilious	: Exhibiting haughty and careless contempt.	• Verbose	: Wordy
• Superfluous	: Being more than is needed.	• Verdant	: Green with vegetation.
• Supernumerary	: Superfluous.	• Veritable	: Real, true, genuine
• Supersede	: To displace.	• Vestige	: (A visible) trace, mark, or impression (of something absent, lost, or gone).
• Supine	: Lying on the back.	• Virago	: Loud talkative women, strong statured women
• Supplicate	: To beg.	• Virtue	: Rare, curious, or beautiful quality.
• Suppress	: To prevent from being disclosed or punished.	• Visage	: The face, countenance, or look of a person.
• Surcharge	: An additional amount charged.	• Vitiate	: To contaminate
• Surfeit	: To feed to fullness or to satiety.	• Vituperate	: To overwhelm with wordy abuse.
• Susceptibility	: A specific capability of feeling or emotion.	• Vivify	: To endue with life.
• Taciturn	: Disinclined to conversation.	• Vociferous	: Making a loud outcry
• Taut	: Stretched tight.	• Volatile	: Changeable.
• Temerity	: Foolhardy disregard of danger; recklessness.	• Voluble	: Having great fluency in speaking.
• Terse	: Pithy.	• Whimsical	: Capricious.
• Timorous	: Lacking courage.	• Winsome	: Attractive.
• Torpid	: Dull; sluggish; inactive.		

SYNONYMS AND ANTONYMS

This is the other very important area of the vocabulary section. This section tests widely and exhaustively one's knowledge of the language and word power, but goes beyond that to test your ability to remember words with similar meanings or opposite meanings. Or, alternately, to discover the similarity or proximity between the meaning of the given word with one of those in the options.

These exercises can get confusing sometimes because more than one option may appear as the right answer or none of them may look like the right answer. For such questions a student may consider the following strategies:

STRATEGY 1

If you do not know the meaning of the given word, think of a context in which you might have used it, that may help you to figure out the meaning, for example, in the question below find the word nearest in meaning to

MAGNIFY

(a) Forgive (b) diminish (c) swell (d) extract

Now if you do not know what magnify means think of a magnifying glass and what it does. It expands or makes a thing look bigger. So the right answer will be (c).

STRATEGY 2

If you cannot find a correct antonym in the given option think of the antonyms you know of and subsequently check if there is any word in the given options which is synonymous to the antonyms in your mind. For example

INDUSTRIOUS

(a) stupid (b) harsh (c) indolent (d) complex

If you don't know any of the words given as options think of antonyms you could think of, like lazy, idle. Now think of synonyms of lazy and you will know indolent is a synonym of lazy. So it will be the antonym to industrious. Formula → SYNONYM of ANTONYM is another ANTONYM.

STRATEGY 3

Look at the part of speech of the given word. A word may exist in various parts of speech. For example precipitate exists as a verb which means send rapidly into a certain state and also as a noun, precipitate, which means a substance deposited from a solution.

POLISH

(a) ruthlessness (b) honesty (c) indolence (d) gaucheness

Now is this the verb polish or noun polish? Since all options are nouns, this cannot be the verb polish related to shoes but noun polish which means culture and sophistication and the antonym to this would be gaucheness.

ANALOGIES

Analogy literally means a comparison or a comparable similarity. A student has to find a pair of words in the same relation or a similar relation as that of the given pair of words. Analogy is, in a sense, a test of vocabulary since you need to know the meaning of the words given, but in a broader sense it is a test of reasoning ability. To know the meaning of the words will not be enough if one is not able to understand clearly what the relation between the pairs of words is. Therefore, there are two things that are important to attempt a question on analogy:

- (i) meaning of all given words
- (ii) relationship between the given pairs of words

It is more convenient and time saving to first figure out the relation between the given pair and then compare it with the relations between the pairs in the options given for choice. Consider the following example

Pen : Write :: Book :

Now first determine the relation between the first two words, it is that of purpose, pen is used to write. Then determine the other word which will be in the same relation to the third word. Book is used to read, then

Pen : Write :: Book : read

There are different kinds of relationships that could be drawn from daily usage but some common relationships are given below:

1. CAUSE : EFFECT

Liquor : Intoxication → Liquor causes intoxication
Wound : pain → wound causes pain.

In this relation the first word is the cause for the second and the second is the result of the first

2. PURPOSE

Bottle : Cork → a cork is used to close a bottle

Dress : cloth → cloth is used to make a dress

In this relation, one word is used for another, there is a purpose between the two

3. OBJECT : ACTION

Gun : Fire → you fire a gun

Violin : play → you play a violin

In this, one term is an object and the other one is action undertaken with the help of that object.

4. ACTION : OBJECT

foment : Riot → you foment a riot

Wear : clothes → you wear clothes

This is opposite to the previous relation, here the first word is the action and the second the object with which that action is done.

5. PART : WHOLE

Book : Literature → a book is a part of the larger body of literature

Ship : fleet → ship is a part of the collection called fleet

In this relation, the first word will in the same way be a constituent of a bigger body represented by the second word.

6. **SYNONYMS**
 Abundant : ample → ample means the same as abundant
 Skilled : adroit → the two words are synonymous, i.e., they mean the same
 This relation is when both the words are synonyms.
7. **ANTONYMS :**
 Abstinence : indulgence → indulgence means the opposite of Abstinence
 Legitimate : Unlawful → Legitimate means legal which is the opposite of unlawful.
 In this relation, the two words are opposite to each other in meaning.
8. **SECONDARY SYNONYMS :**
 Callous : Indifference → The synonym of callous will be indifferent, since both words are adjectives but rather the noun form, indifference, has been given in the relation
 Brainwave: Inspired → The synonym of Brainwave is inspiration, but instead the second word in this relation is Inspired - the one who has inspiration.
 In this relation, the two words are not directly synonymous but a slight change of the part of speech has been made in the second word.
9. **WORKER: ARTICLE CREATED**
 Carpenter : furniture → carpenter makes wooden furniture
 Compose : music → a composer composes or creates music
 In this relation, the first word is the doer and the second is the professional work done by the first.
10. **SYMBOL : QUALITY**
 Olive leaf : Peace → an olive leaf is a symbol of peace.
 Red : passion → the colour red symbolises passion.
 In this relation the first word is a symbol, and the second is the meaning represented by the symbol.
11. **CLASS : MEMBER**
 mammal : man → man belongs to the class of mammals.
 Doggerel : Poem → Doggerel is a class of poem which is bad in quality.
 In this relation the first word is a member belonging to the class denoted by the second word.
12. **ACTION : SIGNIFICANCE**
 Blush : embarrassment → if one blushes, that signifies that the person is embarrassed.
 Spasm : pain → a spasm indicates that the person is in pain.
 In this relation the first word is an action and the second is what that action signifies.

Although most of the questions asked in a competitive exam can be solved with the help of the given relationships, for subtle questions a student should apply reasoning to figure out the relation between the given words. Following are certain tips that would help a student to attempt analogy questions.

TIP 1

The first and foremost step while attempting an analogy question should be to DEFINE THE RELATIONSHIP. To avoid any errors, first define the relationship on paper or in your mind before searching for options. Once you have defined the relationship analyse the given pairs in the light of the relationship.

- (1) **ANXIOUS : REASSURANCE**
 → resentful : gratitude
 → perplexed : classification
 → insured : imagination
 → vociferous : suppression
 First, the relationship can be defined as 'need' i.e. an anxious person needs reassurance and then you can check the given pairs to find out that 'a perplexed person needs classification'. Thus this will be the right analogy.
- (2) **SIMMER : BOIL**
 → Cook : Fry
 → Chill : Freeze
 → Roast : Stew
 → Slice : Cut
 Now, establish the relation between the two given words. It is that of degree. Simmer is the lower degree of boil. Just as chill is the lower degree of freeze.

TIP 2

Always be careful about apparent and easy similarity. These are only to deceive the student as you would be attracted by these options. Always confirm all the options and be highly careful while considering an obvious answer.

e.g. **STUTTER : SPEECH**

- Blare : hearing
- Aroma : smelling
- Astigmatism : sight
- Novocaine : Touch

Stutter is a defect of speech, so the relation between the two is that of defect. But Blare and hearing are closely related since blare means a harsh sound. This may attract the student, but this is not a relation of defect. This relation is in the third option, astigmatism is a defect of sight. So always avoid giving into the temptation of obviously correct answers.

TIP 3

Sometimes a word has two meanings, while what may first come to your mind will be the more frequent use of that word, if you cannot find a logical relation between the two words. Go beyond the obvious meaning and link the word with the other meaning of the second word.

MAROON : SAILOR

- Red : Ship
- Crimson : flower
- Stranded : Tourist
- Colour : Dress

Maroon also has two meanings the colour 'maroon' and the verb maroon which means being left alone or abandoned. Obviously the second meaning will make a logical relation with sailor, a sailor is marooned just as a tourist is stranded.

WORD USAGE

FILL IN THE BLANKS OR SENTENCE COMPLETION

Sentence completion questions test your ability to use your vocabulary and recognise logical consistency among the elements in a sentence. You need to know more than the dictionary definitions of the words involved. You need to know how the words fit together to make logical and stylistic sense.

Sentence completion questions actually measure one part of reading comprehension. If you can recognise how the different parts of a sentence affect one another, you should do well at choosing the answer that best completes the meaning of the sentence or provides a clear, logical statement of fact. The ability to recognise irony and humour will also stand you in good stead, as will the ability to recognise figurative language and to distinguish between formal and informal levels of speech.

Since the sentence completion questions contain many clues that help you to answer them correctly (far more clues than the antonyms provide, for example), and analysing them helps you warm up for the reading passages later on in the test, on the paper-and-pencil test, answer them first. Then go on to tackle the analogies, the antonyms, and, finally, the time-consuming reading comprehension section.

Sentence completion questions may come from any of a number of different fields - art, literature, history, philosophy, botany, astronomy, geology, and so on. You cannot predict what subject matter the sentences on your test will involve.

WHAT MAKES THE HARD QUESTIONS HARD?

- Vocabulary Level** :Sentences contain words like intransigence, nonplussed, harbingers. Answer choices include words like penchant, abeyance, and eclectic.
- Grammatical Complexity**: Sentences combine the entire range of grammatical possibilities : adverbial clauses, relative clauses, prepositional phrases, gerunds, infinitives, and so on in convoluted ways. The more complex the sentence, the more difficult it is for you to spot the key words that can unlock its meaning.
- Tone**: Sentences reflect the writer's attitude towards the subject matter. It is simple to comprehend material that is presented neutrally. It is far more difficult to comprehend material that is ironic, condescending, playful, sombre, or otherwise complex in tone.
- Style**: Ideas may be expressed in different manners ornately or sparsely, poetically or prosaically, formally or informally, journalistically or academically, originally or imitatively. An author's style depends on such details as word choice, imagery, repetition, rhythm, sentence structure and length. Work through the following fundas and learn techniques that will help you with vocabulary, grammatical complexity, tone, and style.

FUNDA 1

BEFORE YOU LOOK AT THE CHOICES, READ THE SENTENCE AND THINK OF A WORD THAT MAKES SENSE

Your problem is to find the word that best completes the sentence in both thought and style. Before you look at the answer choices, see if you can come up with a word that makes logical sense in the context. Then look at all five choices. If the word you thought of is one of your five choices, select that as your answer. If the word you thought of is not one of your five choices, look for a synonym of that word. Select the synonym as your answer.

This technique is helpful because it enables you to get a sense of the sentence as a whole without being distracted by any misleading answers among the answer choices. You are free to concentrate on spotting key words or phrases in the body of the sentence and to call on your own "writer's intuition" in arriving at a stylistically apt choice of word.

See how the process works in a typical model question.

- Because experience had convinced her that he was both self-seeking and avaricious, she rejected the likelihood that his donation had been.....
 (A) redundant (B) frivolous
 (C) inexpensive (D) ephemeral
 (E) altruistic

This sentence presents a simple case of cause and effect. The key phrase here is self-seeking and avaricious. The woman has found the man to be selfish and greedy. Therefore, she refuses to believe he can do something..... What words immediately come to mind? Selfless, generous, charitable? The missing word is, of course, altruistic. The woman expects selfishness (self-seeking) and greediness (avaricious), not altruism (magnanimity). The correct answer is Choice E.

Practice of Funda 1 extensively develops your intuitive sense of just the exactly right word. However, do not rely on Funda 1 alone. On the test, always follow up Funda 1 with Funda 2.

FUNDA 2

LOOK AT ALL THE POSSIBLE ANSWERS BEFORE YOU MAKE YOUR FINAL CHOICE

Never decide on an answer before you have read all the choices. You are looking for the word that best fits the meaning of the sentence as a whole. In order to be sure you have not been hasty in making your decision, substitute all the answer choices for the missing word. Do not spend a lot of time doing so, but do try them all. That way you can satisfy yourself that you have come up with the best answer.

See how this Funda helps you deal with another question.

1. The evil of class and race hatred must be eliminated while it is still in anstate; otherwise it may grow to dangerous proportions.
- (A) Amorphous (B) overt
(C) uncultivated (D) embryonic
(E) independent

On the basis of a loose sense of this sentence's meaning, you might be tempted to select Choice A. After all, this sentence basically tells you that you should wipe out hatred before it gets too dangerous. Clearly, if hatred is vague or amorphous, it is less formidable than if it is well defined. However, this reading of the sentence is inadequate: it fails to take into account the sentence's key phrase.

The key phrase here is 'grow to dangerous proportions'. The writer fears that class and race hatred may grow large enough to endanger society. He wants us to wipe out this hatred before it is fully-grown. Examine each answer choice, eliminating those answers that carry no suggestion that something lacks its full growth. Does overt suggest that something isn't fully-grown? No, it suggests that something is obvious or evident. Does uncultivated suggest that something isn't fully grown? No, it suggests that something is unrefined or growing without proper care or training. Does independent suggest that something isn't fully-grown? No, it suggests that something is free and unconstrained. Only one word suggests a lack of full growth: embryonic (at a rudimentary, early stage of development). The correct answer is Choice D.

FUNDA 3

IN DOUBLE-BLANK SENTENCES, GO THROUGH THE ANSWERS, TESTING THE FIRST WORD IN EACH CHOICE (AND ELIMINATING THOSE THAT DON'T FIT)

In a sentence completion question with two blanks, read through the entire sentence to get a sense of it as a whole. Then insert the first word of each answer pair in the sentence's first blank. Ask yourself whether this particular word makes sense in this blank. If the initial word of an answer pair makes no sense in the sentence, you can eliminate that answer pair.

(Note: Occasionally this Funda will not work. In some questions, for example, the first words of all five answer pairs may be near-synonyms. However, the Funda frequently pays off, as it does in the following example.)

1. Critics of the movie version of *The Colour Purple* its saccharine, overoptimistic mood at odds with the novel's moretone.
- (A) applauded, sombre
(B) condemned, hopeful
(C) acclaimed, positive
(D) denounced, sanguine
(E) decried, acerbic

For a quick, general sense of the opening clause, break it up. What does it say? Critics.....the movie's sugary sweet mood.

How would critics react to something sugary sweet and over-hopeful? They would disapprove. Your first missing word must be a synonym for disapprove.

Now eliminate the misfits. Choices A and C fail to meet the test: applauded and acclaimed signify approval, not disapproval. Choice B, condemned, Choice D, denounced and Choice E, decried, however, all disapprobation; they require a second look.

To decide among Choices B, D, and E, consider the second blank. The movie's sugary, overly hopeful mood is at odds with the novel's tone: the two moods disagree. Therefore, the novel's tone is not hopeful or sugary sweet. It is instead on the bitter or sour side; in a word, acerbic, the correct answer is clearly Choice E.

Remember that, in double-blank sentences, the right answer must correctly fill both blanks. A wrong answer choice often includes one correct and one incorrect answer. ALWAYS test both words.

FUNDA 4

WATCH FOR SIGNAL WORDS THAT LINK ONE PART OF THE SENTENCE TO ANOTHER

Writers use transitions to link their ideas logically. These transitions or signal words are clues that can help you figure out what the sentence actually means. Sentences often contain several signal words, combining them in complex ways.

1. Cause and Effect Signals

Look for words or phrases explicitly indicating that one thing causes another or logically determines another.

Cause and Effect Signal Words

Accordingly in order to Because
so...that Consequently Therefore
Given thus Hence when...then If...then

Look for words or phrases explicitly indicating that the omitted portion of the sentence supports or continues a thought developed elsewhere in the sentence. In such cases, a synonym or near-synonym for another word in the sentence may provide the correct answer.

Support	Signal	Words
Additionally	furthermore	Also
indeed	And	Likewise
as well	moreover	besides
too		

2. Contrast Signals (Explicit)

Look for functional words or phrases (conjunctions, adverbs, etc.) that explicitly indicate a contrast between one idea and another, setting up a reversal of a thought. In such cases, an antonym or near-antonym for another word in the sentence may provide the correct answer.

Explicit Contrast Signal Words

Albeit	nevertheless	Although
nonetheless	But	
Notwithstanding	despite	
on the contrary	even though	
on the other hand		however
rather than	in contrast	still
in spite of	while	instead of yet

3. Contrast Signals (Implicit)

Look for content words whose meanings inherently indicate a contrast. These words can **turn a situation on its head**. They indicate that something unexpected, possibly even unwanted, has occurred.

Implicit Contrast Signal Words

anomaly	Anomalous	anomalously	illogically illogical
incongruity	incongruous	incongruously	
irony	ironic	ironically	
paradox	paradoxical	paradoxically	
surprise	surprising	surprisingly	
unexpected	unexpectedly		

Note the function of such a contrast signal word in the following question.

- Paradoxically, the more.....the details this artist chooses, the better able she is to depict her fantastic, otherworldly landscapes.
 (A) ethereal (B) realistic
 (C) fanciful (D) extravagant
 (E) sublime

The artist creates imaginary landscapes that do not seem to belong to this world. We normally would expect the details comprising these landscapes to be as fantastic and supernatural as the landscapes themselves. But the truth of the matter, however, is paradoxical: it contradicts what we expect. The details she chooses are realistic, and the more realistic they are, the more fantastic the paintings become. The correct answer is Choice B.

FUNDA 5

USE YOUR KNOWLEDGE OF WORD PARTS AND PARTS OF SPEECH TO FIGURE OUT THE MEANINGS OF UNFAMILIAR WORDS

If a word used by the author is unfamiliar, or if an answer choice is unknown to you, two approaches are helpful.

- Break up the word into its component parts - prefixes, suffixes, and roots - to see whether they provide a clue to its meaning. For example, in the preceding list of Implicit Contrast Signal Words, the word *incongruous* contains three major word parts, *in-* here means not; *con-* means together; *gru-* means to move or conic. *Incongruous* behaviour, therefore, is behaviour that does not go together or agree with someone's usual behaviour; it is unexpected.
- Change the unfamiliar word from one part of speech to another. If the adjective *embryonic* is unfamiliar to you, cut off its adjective suffix *-nic* and recognise the familiar word *embryo*. If the noun *precocity* is unfamiliar to you cut off its noun suffix *-ity* and visualise it with different endings. You may think of the adjective *precocious* (maturing early). If the verb appropriate is unfamiliar to you, by adding a word part or two, you may come up with the common noun *appropriation* or the still more common noun *misappropriation* (as in the misappropriation of funds).

Note the application of this funda in the following typical example.

- This island is a colony; however, in most matters, it is and receives no orders from the mother country.

- | | |
|-------------------|----------------|
| (A) dichotomous | (B) methodical |
| (C) heretical | (D) autonomous |
| (E) disinterested | |

First, eliminate any answer choices that are obviously incorrect. If a colony receives no orders from its mother country, it is essentially self-governing. It is not necessarily methodical or systematic nor is it by definition heretical (unorthodox) or disinterested (impartial). Thus, you may rule out Choices B, C, and E.

The two answer choices remaining may be unfamiliar to you. Analyse them, using what you know of related words. Choice A, *dichotomous*, is related to the noun *dichotomy*, a division into two parts, as in the dichotomy between good and evil. Though the island colony may be separated from the mother country by distance that has nothing to do with how the colony governs itself. Choice D, *autonomous*, comes from the prefix *auto-*(self) and the root *nom-*(law). An autonomous nation is independent; it rules itself. Thus, the correct answer is *autonomous*, Choice D.

FUNDA 6

BREAK UP COMPLEX SENTENCES INTO SIMPLER COMPONENTS

In analysing long, complex sentence completion items, you may find it useful to simplify the sentences by breaking them up. Rephrase dependent clauses and long participle phrases, turning them into simple sentences.

See how this funda helps you to analyse the following sentence.

- Museum director Hoving refers to the smuggled Greek urn as the "hot pot," not because there are doubts about its authenticity or even great reservations as to its price, but because its of acquisition is open to question.
 (A) informally, costliness
 (B) characteristically, date
 (C) colloquially, manner
 (D) repeatedly, swiftness
 (E) cheerfully, mode

What do we know?

- The urn has been smuggled.
- Hoving calls it a "hot pot."
- It is genuine. (There are no doubts about its authenticity.)
- It did not cost too much. (There are no great reservations as to its price.)

In calling the smuggled urn a "hot pot", Hoving is not necessarily speaking characteristically or redundantly or cheerfully. He is speaking either informally or colloquially. (Hot here is a slang term meaning stolen or illegally obtained.) Its costliness is not being questioned. However, because the urn has been smuggled into the country, there clearly are unresolved questions about how it got here, in other words, about its manner of acquisition. The correct answer is Choice C.

Note that in sentence completion questions a choice may be complicated by an unusual word order, such as:

- placing the subject after the verb: To the complaints window strode the angry customer.

2. placing the subject after an auxiliary of the verb: Only by unending search could some few Havana cigars be found.
 3. inverting the subject and verb to give the sense of "if": Were defeat to befall him today's dear friends would be tomorrow's acquaintances, and next week's strangers.
 4. placing a negative word or phrase first, which usually requires at least part of the verb to follow: Never have I encountered so demanding a test!
1. The angry customer strode to the complaints window.
 2. Some few Havana cigars could be found only by unending search.
 3. If defeat were to befall him, today's dear friends would be tomorrow's acquaintances, and next week's strangers.
 4. I have never encountered so demanding a test!

IDIOMS AND PHRASES

- *Beat back* (to compel to retire) : The firemen were *beaten back* by angry flames and the building was reduced to ashes.
- *Boil down to* (to amount to) : His entire argument *boiled down* to this that he would not join the movement unless he saw some monetary gain in it.
- *Cast aside* (to reject, to throw aside) : Men will *cast aside* truth and honesty for immediate gains.
- *Cry down* (to deprecate) : Some of the Western powers did their best to *cry down* India's success in the war.
- *To cut off with a shilling* (to give someone a mere trifle in the will) : The father was so angry with the son over his marriage that *he cut him off with a shilling*.
- *Egg on* (to urge on) : Who *egged* you on to fight a professional boxer and get your nose knocked off?
- *Gloss over* (to ignore or avoid unpleasant fact) : Even if you are an important person your faults cannot be *glossed over*.
- *To laugh in one's sleeves* (to be secretly amused) : While I was solemnly reading my research paper to the audience, my friends were *laughing in their sleeves* for they knew what it was worth.
- *Play off* (to set one party against another for one's own advantage) : It best serves the interests of the super powers to *play off* one poor nation against another.
- *Pull one through* (to recover, to help one recover) : Armed with the latest medicines, the doctor *will pull him through*.
- *Cast a slur upon* (by word or act to cast a slight reproach on someone) : Many a man casts a *slur* on his own good name with some mean act.
- *To catch a Tartar* (to encounter a strong adversary) : When Hitler marched in to Russia he little knew that he would *catch a Tartar* in the tough people of that country.
- *To come off with flying colours* (to come out of a conflict with brilliant success) : The 2014 election outcome was uncertain but finally the BJP *came off with flying colours*.
- *To come off second best* (to be defeated in every contest) : Be it an election or a tambola, I have always come off the second best.
- *To cut the Gordian knot* (to remove a difficulty by bold or unusual measures) : The Parliament threw out the Bill for Abolition of Privy Purses. The Government cut the Gordian knot by abolishing the privy purses through an ordinance.
- *To fall to one's lot* (to become one's fate): It fell to the lot of Sheikh Hasina and her colleagues to reconstruct the shattered economy of their nation.
- *To get into hot water* (to get into difficulty): The businessman *got into hot water* with the Income-tax authorities for concealing his income from ancestral property.
- *To give someone the slip* (to dodge someone who is looking for you): The police had nearly got the dacoits when the *latter gave them the slip* in the Chambal ravines.
- *To go on a fool's errand* (to go on an expedition which leads to a foolish end): Many people earlier believed that going to the moon was like *going on a fool's errand*.
- *To go to the wall* (to get the worst in a competition): In the struggle of life, the weakest *goes to the wall*.
- *To go to rack and ruin, to go to the dogs* (to be ruined): If a big war comes, our economy will *go to the dogs*.
- *To have one's hands full* (to be very busy): Pakistan could hardly expect active help from the USA *as its hands were already full with* domestic problems.
- *To have a bone to pick with one* (to have a difference with a person which has not yet been fully expressed). The extreme leftists *have a bone to pick* with the police and if ever they come to power there may be unpleasantness between the two.
- *To have the whip hand of* (to have mastery over): During the last decade, the *right wing* of the *party* has *held the whip hand*.
- *To have too many irons in the fire* (to have so much work in hand that some part of it is left undone or is done very badly): Let the Government not go in for privatization so fast. If they *have too many irons in the fire* they are bound to fare badly.
- *To have the tree or right ring* (To be genuine): Nixon's pronouncements on world peace do not *have the right ring*.
- *To have two strings to one's bow* (to have an alternative means of achieving one's purpose): A wife always has *two strings to her bow* if coaxing fails to achieve the desired end, tears succeed.
- *To have an axe to grind* (have personal interests to serve): Bigger nations supply arms to the smaller ones primarily because they (the bigger nations) *have their own axe to grind*.

- *To keep the wolf from the door* (to keep away extreme poverty and hunger): Lakhs in India have to struggle everyday to *keep the wolf from the door*.
- *To make short work of* (to bring to sudden end): The locusts *made short work of* the ripe standing corn.
- *To make amends for* (to compensate for damage): By his kindness, today he has *made amends for* his past insolence.
- *To make common cause with* (to unite, to co-operate with): During the last elections the princess *made a common cause with* the rightist parties. Both went down.
- *To make a virtue of necessity* (to do a very disagreeable thing as though from duty but really because you must do it): When a minister knows that he is going to be booted out of the cabinet he *makes a virtue of necessity* and resigns on health grounds.
- *To make much ado about nothing* (make a great fuss about a trifle): Demonstrations and protests over the change in the timing of news bulletins over AIR was *making much ado about nothing*.
- *To make a cat's paw or a tool of someone* (to use someone as a means of attaining your object): The super-powers have *made a cat's paw* of the smaller nations of Asia in their game of power politics.
- *To play into the hands of someone* (to act as to be of advantage to another) If this information is made public, it will play into the hands of people who are demanding an investigation of the police.
- *To play second fiddle* (to take a subordinate part): With Mr. Phillip as the undisputed leader of the party, everyone else is content to *play second fiddle to him*.
- *To put the cart before the horse* (to begin at the wrong end to do a thing): Preparing the blue print of a project without the provision of funds is like *putting the cart before the horse*.
- *To put one's shoulder to the wheel* (to make great efforts ourselves): No amount of foreign aid will pull us out of the economic morass; we have to *put our own shoulders to the wheel*.
- *To set store by* (to value highly): India, *surely sets much store by* the Indo Soviet Treaty of Friendship.
- *To set the Thames on fire* (to do something extraordinary): He is a steady worker but never likely to *set the Thames on fire*.
- *To set one's house in order* (to arrange one's affairs): Let Pakistan *set its own house in order* before talking of the welfare of the Kashmiris.
- *To take into one's head* (to occur to someone): The Manager *took it into his head* that by shutting off the electricity for a few hours daily he could save on refrigeration costs.
- *To take the bull by the horns* (to grapple with a problem courageously instead of avoiding it): There is no short cut to prosperity. We have to *take the bull by the horns* and make people work like slaves.
- *To take a leap in the dark* (to do a hazardous thing without any idea of what it may result in): You *took a leap in the dark* in going into partnership with that man.
- *To throw cold water upon* (to discourage something): The doctor *threw cold water upon* my plans for a world tour by declaring that I could never stand the strain of it.
- *To throw up the sponge* (to give up a contest): Faced with stiff competition from big companies, many a small company will *throw up the sponge*.
- *To turn over a new leaf* (to change one's course of action completely): After a long career of crime the convict suddenly *turned over a new leaf* and became a model citizen.
- *To turn tail* (to retreat ignominiously): The enemy *turned tail* in the face of heavy onslaughts on its key positions.
- *To turn the tables* (to reverse someone's success or superiority): Pakistan started war with a blitz on our positions but the superior tactics of our Armed Forces soon *turned the tables* on them.
- *To cook or doctor an account* (to tamper with or falsify the account): From the balance sheet presented to the shareholders, the company seemed to be flourishing, but it afterwards turned out that the Secretary had *cooked the accounts*.
- *To bear the brunt of* (to endure the main force or shock of): The infantry has to *bear the brunt of* a battle.
- *To beard the lion in his den* (to oppose someone, in his stronghold): The Indian Army broke through strong Pakistani fortifications, and in the Kargil *bearded the lion in his own den*.
- *To bid fair to* (to give fair prospect of): His health is so good that he *bids fair to* live till he is sixty.
- *To blow one's own trumpet* (to parade one's own good deeds): Modesty always pays. If you *blow your own trumpet*, you cannot succeed.
- *To blunt the edge of* (to make something less effective): Time *blunts the edge of* grief.
- *To build castles in the air* (to indulge in reveries or visionary schemes): There is nothing wrong if you *build castles in the air*; now put foundations under them.
- *To burn the candle at both ends* (to use too much energy): Our resources are limited. Let us use them judiciously and not *burn the candle at both ends*.
- *To buy a pig in a poke* (to purchase a thing without previously examining it): Buying shares in a new Company started by unknown entrepreneurs is like buying a *pig in a poke*.
- *To cross or pass the Rubicon* (to take a decisive step forward): The Government will have to think of many things before nationalising the textile industry for once they *cross the Rubicon* there will be no going back.
- *To cry over spilt milk* (to nurse unnecessary regrets): We have failed to build up a sizeable total against England's meagre first innings total. It is no use crying *over spilt milk* now.

- *To err on the safe side* (to choose a course which may in fact be inaccurate, but which will keep you safe from risk or harm): In going *in* for mixed economy rather than wholesale nationalisation the Government were *erring on the safe side*.
- *To flog a dead horse* (waste one's energies): We are *flogging a dead horse* if we are trying to make Sanskrit the national language of India.
- *To feather one's nest* (to provide for oneself through dishonest means): Many tax collectors make a point of *feathering their own nests* well while they have opportunity.
- *To eat one's heart out* (to brood over one's sorrows or disappointments): Don't *eat your heart out* over failure in this competition.
- *To eat humble pie* (to have to humiliate oneself): Since none came to his support he had to *eat humble pie* and give in to their demands.
- *To eat one's words* (to retract one's assertions under compulsion): It is hard for a haughty man to have to *eat his words*.
- *To throw down the gauntlet, to take up the gauntlet* (to offer or give a challenge, to accept a challenge): It is not for a small country to throw down the gauntlet to the right and the left.
- *To run the gauntlet* (to undergo severe criticism or ill-treatment): Most trend-setting books have to *run the gauntlet* of the literary critics.
- *To burn one's fingers* (to get oneself into unexpected trouble): They were happily placed in the woollen industry. But they went in for cosmetics and *burnt their fingers*.
- *To force one's hands* (to compel one to do something unwillingly or earlier than he wished to do it): The Government wanted to do all that they could to meet the workers' demands. But the violence by the strikers *forced their hands* to declare a lockout.
- *To haul over the coals* (to scold a man, reprove him): If your bad habits become known, you will get *hauled over the coals* and richly deserve it.
- *To let the grass grow under your feet* (to be inert and passive to things around): The authorities should listen to students' grievances. By being indifferent they would only *let the grass grow under their feet* till it will be too late to turn these young people away from the path of violence.
- *To put in a nutshell* (this is said of a thing which is capable of, or presented in brief expression): His conduct is weird. To *put in a nutshell*, he is insane. The explanation of his conduct can be *put in a nutshell* - he is insane.
- *To let loose the dogs of war* (to set in motion the destructive forces of war): Pakistan has *let loose the dogs of war* in Kashmir, through organized terrorism.
- *To lord it over someone* (to domineer over someone, to act as a lord): The love of power is so strong in human nature, that when a man becomes popular he seeks to *lord it over* his fellows.
- *To mind one's Ps and Qs* (to be punctilious): The manager suspects his chief clerk of dishonesty, and if the clerk does not *mind his Ps and Qs*, he will soon find himself without a job.
- *To muster in force* (to assemble in large numbers): The citizens *mustered in force* to welcome their beloved leader.
- *To pay one back in one's own coin* (to give tit for tat, to retaliate): Howsoever revengeful you may be, unless you are strong enough you cannot *pay him back in his own coin*.
- *To plough a lonely furrow* (to work without help or support): In the organised society of today no individual or nation can *plough a lonely furrow*.
- *To poison the ears or mind* (to prejudice another person): A judge must not allow anyone to *poison his mind* against either the plaintiff or the defendant.
- *To rest on one's laurels* (to rest satisfied with honours already won, and to make no attempt to gain further distinction): Even if he wins the biggest award, a film star will never *rest on his laurels*. He will try to rise higher and higher.
- *To rest on one's oars* (to suspend efforts after something has been attained): The agitators have been vigorously at work during the winter, but at present they seem to be *resting on their oars*.
- *To harp on the same string* (to keep repeating the same sentiment over and again): This gentleman *keeps harping on the same string*: he is from Oxford and deserves this and deserves that etc.
- *To rise like a phoenix from its ashes* (the phoenix was a fabulous Arabian bird. It had no mate but when about to die, made a funeral pile of wood and aromatic gums and on it burned itself to ashes. From the ashes a *young phoenix* was believed to rise): Germany was completely decimated in the Second World War. But it has *risen like a phoenix from its ashes*.
- *To rule the roast or roost* (to lord it over others in a party or group): In almost every party there is some overbearing person who tries to *rule the roost*.
- *To run in the same groove* (to move forward on the same path, to advance in harmony): It is clear that the ideas of both reformers *run in the same groove*.
- *To run in the blood* (a peculiarity which clings to certain families): Snobbery *runs in the blood* of the Englishmen.
- *To scatter to the winds* (to waste, to scatter abroad): We have *scattered to the winds* what we had gained by our independence.
- *To be on the right scent* (to be on the right track): The customs have decided to patrol the Kerala seas to nab smugglers from Dubai. They are *on the right scent* (Its opposite is to be on the wrong scent or wrong track)
- *To see how the wind blows* (to observe what influence, favourable or adverse, is likely to affect the existing state of things): In party-politics people sitting on the fence keep on watching *how the wind is blowing* before deciding on their options.

- *To see a thing through coloured glasses* (to regard something favourably because of one's prejudice): Pakistan has for long *looked at India through coloured glasses* and never trusted even the most genuine gestures for peace. (The world is a place of strife and one should not see it through coloured glasses.)
- *To show the white feather* (to show signs of cowardice): The agitators shouted and gesticulated but the moment the police appeared on the scene they seemed to *show the white feather*.
- *To sow broadcast* (to scatter widely or without stint): The emissaries of the banished king were *sowing sedition broadcast*.
- *To split hairs* (to make subtle and useless distinctions): Our rival company managed to steal a march on us by bringing out their software ahead of ours.
- *To steer clear of* (to avoid): India decided on non-alignment to *steer clear of* the hazards of alignment with one block or the other.
- *To stick at nothing* (the phrase implies readiness to stoop to baseness or deception to reach one's end): An ambitious politician will *stick at nothing* if he can only serve himself.
- *To strain every nerve* (to use one's utmost efforts): We have *to strain every nerve* to get over the poverty line.
- *To strike while the iron is hot* (to take advantage of the opportunity when it arises): If you want to succeed in life, you must *strike the iron while it is hot*. In going in for general elections immediately after the war, the Congress *struck while the iron was hot*.
- *To swallow the bait* (to catch others by guile, by offering them large promises): The candidate offered the people everything on earth and in the heavens if selected. The people *swallowed the bait* and elected him.
- *To talk shop* (to use the phrases peculiar to one's circumstances): Except for the undertakers, people of the same professions always *talk shop* at parties.
- *To tie one's hands* (to restrain one from action): I can't help you this time; my hands are tied by the club's rules.
- *To tread on the heels of* (follow close behind): Famine *treads on the heels of* drought.
- *To fish in troubled waters* (to make personal profit out of a disturbance): The super powers are *there* in West Asia *to fish in troubled waters*.
- *To pour oil on troubled waters* (to say or do anything which soothes and calms angry passions): The government *poured oil on troubled waters* by announcing a judicial enquiry into the firing
- *To win or gain laurels or to bear away palm* (to achieve success in a contest): The Indian Cricket Team *won* laurels on winning the World 20-20 Cup.
- *To worship the rising sun* (to pay respect to the man who is rising in power the influence): The newly appointed manager has taken over and his clerks *worship the rising sun*.
- *Argus-eyed* (jealously watchful): The husband of a pretty wife has got to be *Argus-eyed*.
- *Aegean stables*: (*to clean Aegean stables*, To correct a great abuse, from the stables of king Agues of Greece, whose stables had not been cleaned for thirty years): The law against prostitution has cleaned no Aegean stables; it has merely pushed it underground.
- *Backstairs influence* (influence exerted secretly and in a fashion not legitimate): The moneyed people do exercise *backstairs influence* on Parliament.
- *Bad blood*: (active enmity): There has been *bad blood* between India and Pakistan since 1947.
- *A bone of contention* : (subject of dispute): The question of a fence between the houses has become quite a bone of contention.
- *A bosom friend* (*A* very intimate and trusted friend): Bosom friends never betray one another.
- *A bull in a China shop*: (Someone who destroys everything at the same time he happens to be in): The plainsmen proved to be a *bull in a China shop* in the hills, ruining the hill people in all ways.
- *A close shave*: (a narrow escape from collision accident): The bus had a close shave as its driver swerved to the right a split second before the oncoming truck could run into it.
- *A cold comfort*: (something calculated to cause pain or irritation): The promise of a better future is only *cold comfort* to the frustrated youth of today.
- *A dog in the manger policy*: (said of a person who cannot himself use what another wants, and yet will not let that other have it): Stop being such a dog in the manger and let him ride your bike if you're not using it.
- *Elbow room*: (opportunity for freedom of action): Only give him *elbowroom* and he will succeed.
- *A fair-weather Friend*: (one who deserts you in difficulties): *A fair-weather* friend disappears the moment your money disappears.
- *French leave*: (*absence* without permission) He went on a *French leave* and was summoned by the direction the next day he went to office.
- *Good offices*: (recommendation): One can get a good job only through the *good offices* of someone in power.
- *A good Samaritan*: (one who befriends a stranger or a friendless person): Centuries ago, India played a *good Samaritan* to the hapless Parsees fleeing their native land.
- *The green-eyed monster*: (jealousy): The green-eyed *monster* strikes a woman the moment she sees her husband talking to a pretty woman.
- *A Herculean task* (a job requiring great efforts): Eradication of poverty is a *Herculean task* requiring the collective efforts of the entire country.
- *Lynch Law*: (the practice of punishing people where the punishment is inflicted by unauthorised persons and without judicial trial) Mob law denotes the same thing when carried out by a mob. In African countries they often resort to *lynch laws*.

- *A maiden speech* (the first speech of a new member in a public body as in Town Hall or in Parliament): Donald Trump's *maiden speech* was very impressive.
- *A nine day's wonder* (a fascinating but temporary phenomenon): *Beauty is, proverbially, a nine day's wonder.*
- *An open question*: (a matter for discussion and not yet decided): As far as India is concerned, Kashmir is no longer *an open question*.
- *A red-letter day*: (an auspicious, fortunate or important day): The 26th January, 1950 is *a red-letter day* in India's history.
- *Scot-free*: (exempt from payment, unhurt, safe): Because he had influential connections, the culprit went *scot-free*.
- *A sheet anchor*: (the chief safety, the last refuge for safety): One's faith in God is one's *sheet anchor* in times of stress and strain.
- *Tall Talk*: (boastful language): If we have no real accomplishments, we indulge in *tall talk* to delude ourselves and others too.
- *A white elephant* (an unprofitable possession): The upper Houses are *white elephants* and should be abolished.
- *A white lie*: (an evasion, a harmless and non-malicious untruth): Professional members often indulge in *white lies*.
- *A wild goose chase* (a foolish, *wild, unprofitable adventure*): Attempts towards stabilisation of prices in a developing economy, is *a wild goose chase*.
- *An apple of discord*: (a subject of envy and strife): Kashmir continues to be the *apple of discord* between India and Pakistan.
- *Cock and bull story* (a silly improbable story): I asked for an explanation, and all I got was your ridiculous cock-and-bull story!
- *A fish out of water*: (a person in uncomfortable surroundings): An Indian may earn tons of money in the Western countries, but he will always feel like *a fish out of water* there.
- *The gift of the gab*: (fluency of speech): The *gift of the gab* combined with a slight cunning makes for a successful politician.
- *Lion's share*: (an unfairly large share): The big nations continue to have the *lion's share* of world trade.
- *A mare's nest*: (a discovery that turns out to be false or worthless): There was much fanfare about the solar car. Later *it* turned out to be a *mare's nest*.
- *The milk of human kindness*: (kindly feelings a phrase used by Shakespeare.): With all their poverty, Indians do not lack *the milk of human kindness*.
- *Penelope's web*: (a work which seems to be going on and yet never comes to an end.): A housewife's chores are *a penelope's web*.
- *The pros and cons of a question*: (arguments for and against a thing) They discussed the *pros and cons* of the matter before taking a decision.
- *The skin of one's teeth*: (a phrase used when one escapes losing everything except life.): The storm broke up the ship but the sailors escaped by *the skin of their teeth*.
- *A snake in the grass*: (a secret foe.): How could I ever have trusted that snake in the grass?
- *A stone's throw*: (very near.): The Taj Hotel is *at a stone's throw* from the Gateway of India.
- *All moonshine*: (foolish, idle, untrue statement.): The talk about welfare of the poor is all *moonshine*.
- *Behind the scenes*: (of a person having secret or private information and influence): The dismissed Secretary, having been *behind the scenes*, has made some strange revelations as to the way in which the business is managed.
- *Between two fires*: (assailed or shot at from two sides): A man, arbitrating between the mother and wife, is to be *between the two fires*, for his decisions can rarely please both.
- *In a body*: (together) The striking workers went *in a body* to the Manager to present their demands.
- *Wide off the mark or beside the mark*: (irrelevant): '*Beside the mark* reasoning or argument'.
- *Cheek by jowl*: (in the same position): There was a lawyer who never had a client *cheek by jowl* with a doctor who never had a patient.
- *Out at elbows*: (destitute): The rising prices and the new taxes may soon see most of us *out at elbows*.
- *Part and Parcel*: (integral part of a society, community etc.) Some customs and traditions are a part and parcel of Indian culture.
- *A storm in a tea cup*: (a great fuss about a trifle): The crackers fired by Diwali revellers caused *a storm in the tea cup* when people thought it to be an explosion.
- *A fly in the ointment*: (a trifling circumstance which mars enjoyment): It was a wonderful picnic, the only *a fly in the ointment* being the absence of shady trees at the picnic spot.
- *Not worth his salt*: (good for nothing): A soldier who shivers at the boom of guns is not worth his salt.
- *With a pinch of salt*: (to take a statement with a grain of salt is to feel some doubt whether it is altogether true): Shaw's claim of having remained a celibate even after marriage has to be taken with a pinch of salt.
- *Null and void*: (Invalid, valueless, no longer in force): The court declared the appointment to be null and void
- *To be posted up*: (well acquainted with): I want to be posted up in Indian History.
- *To be worth its weight in gold*: (extremely valuable): In the desert a bottle of water is often worth its weight in gold.
- *To be Greek or double Dutch to one*: (unintelligible): He spoke so fast that all he said was double Dutch to the audience.
- *To be within an ace of* (to be very nearly): He was within an ace of being shot.
- *To be at the beck and call*: (to be always ready to serve): You must not expect me to be at your beck and call, I have my own business to attend to.

- *To be at daggers drawn* : (in bitter enmity): With every passing year the hostility between the Arabs and the Israelis has grown more bitter. They have always been at daggers drawn.
- *To be at sea*: (confused, uncertain of mind): I am quite at sea in Mathematics.
- *To be at one's wits end*: (perplexed): With the master shouting from the bathroom and the mistress from the kitchen the servant was at his *wits end* as to whom to attend first.
- *To be in one's element*: (*to be in agreeable company or work*): Shaw is in his element when he is writing about the social ills of his time.
- *To be on wane*: (*to be on the decline*): (After the second World War, the British Empire was on the wane.)
- *To be on the carpet*: (*to be summoned to one's employer's room for reprimand*): (The unpunctual clerk was repeatedly on the carpet).
- *To be on the last legs*: (*about to collapse*): (With science dominating life more and more, religion seems to be on its last legs).
- *Chip of the old block* (*a son who is much like his father*): (The younger Nawab of Pataudi has proved to be a chip of the old block. He is as good a batsman as his father).
- *To bring under the hammer*: *to sell it by auction*. (If a person goes insolvent, his creditors will bring everything that he owns under the hammer to recover their money).
- *To pay one's way*: (*not get into debt*): (While at college, he paid his way by working as a newspaper vendor).
- *To strike one's flag or colours or to show the white flag* : *to surrender*
- *To weather the storm*: (*to come out of a crisis successfully*): (In a crisis it is unity which helps a nation to weather the storm).
- *To sail before the wind*: (*to go in the direction towards which the wind is blowing*): *An opportunist is he who sails before the wind (Its opposite is to sail close to the wind i.e. to break a law or principle)*
- *To be in the same boat* (*To be equally exposed with a person to risk or misfortune*): In a nuclear war, the rich and the poor nations will be in the same boat. None will be able to protect themselves.
- *To sail under false colours*: (To pretend to be what one is not, to try to deceive): Phillips was sailing under false colours - he never told her he was a car mechanic.
- *To take the wind out of one's sails*: (Frustrating him by anticipating his arguments, take away his advantage suddenly): I was all ?ready to ?tell her that the ?relationship was over when she ?greeted me - that took the wind out of my ?sails.
- *Game is not worth the candle*: (The advantage or enjoyment to be gained is not worth the time spent in gaining it) Journey to the moon is an elaborate and costly affair and some people with a pragmatic approach feel the game is not worth the candle.
- *Not fit to hold a candle to*: (One is inferior): For all his pious platitudes and political stunts, Mr. Nixon is not fit to hold a candle to Lincoln or Roosevelt.
- Hope springs eternal in the human breast: *one never loses hope*.
- *Fools rush in where angels fear to tread* : said of reckless persons.
- *He who pays the piper calls the tune*: One has to act according to the wishes of one's master
- *You cannot make a silk purse out of a sow's ear*: said of something impossible.
- *A bird in hand is worth two in the bush*: right use of the present opportunity.
- *One man's meat is another man's poison* : what is good for one may be harmful for another person.
- *Out of the frying pan into the fire* : From one trouble to another.
- *The last straw breaks the camel's back*: The smallest addition to an already heavy task makes it intolerable.
- *Distance lends enchantment to the old* : Things look nice and beautiful when they are not within reach.
- *Render unto Caesar what is Caesar's* : To be wise.
- *Look before you leap* : Don't be reckless and impulsive.
- *Make hay while the sun shines*: To make use of the given opportunity
- *Never look a gift horse in the mouth*: There can be no choice about things given in charity
- *Beggars can't be choosers*: No choice in scarcity.
- *Nearer the Church, farther from heaven*: The more opportunity you have, the less you benefit from it.
- *Every cock fights best on his own dung hill*: One is very brave and confident in one's own place.
- *A rolling stone gathers no moss*: An aimless person cannot succeed.
- *Rome was not built in a day* : things take time to complete and to mature.
- *One swallow does not make a summer*: a single fortunate event doesn't mean that what follows will also be good.
- *Apparel proclaims the man*: You judge a man's worth by his clothes.
- *To run with the hare, to hunt with the hound*: To be insincere to someone
- *Sweet are the uses of adversity*: Sufferings are to be welcomed
- *Uneasy lies the head that wears the crown*: With power and authority come worries and responsibilities.

CONTEXTUAL MEANING

Contextual meaning or Contextual usage is another important word-based question. Contextual usage basically involves identifying the synonym/antonym of a word when it is used in a particular context so that the context provides you a clue to the meaning, even if the word is unfamiliar to you.

Example 1

MORIBUND : By the fourth century AD, the Roman Civilization was already moribund.

- (1) extinct (2) forgotten
(3) flourishing (4) stagnant

In the context of the given sentence the meaning of the word will be stagnant, hence [4].

There may be sentences where most or even all of the options are synonymous to the highlighted word, but only one of them fits the particular context. This means that you have to be aware of the very subtle nuances of the words, making contextual usage more of a challenge to your command over words.

More Examples

GELID : It is hard to believe that any life could ever arise in the gelid environment of Titan.

- (1) Frigid (2) Suffocation
(3) gelatinous (4) hostile

Gelid means icy cold or frozen. In the context also we can see that gelid can refer to a cold environment where no life can arise.

The answer is [1].

Strategies for contextual usage :

The following steps and strategies will be useful while attempting contextual usage questions:

- (1) Read the highlighted word first; if it is familiar to you try to think of a synonym for it before going on to read the sentence or the option.
- (2) If it is not a familiar word, simply read the sentence and try to understand its meaning from the context. Think of a word that could suitably take its place.
- (3) Read the options if one of them is the word you thought of in step 1 or 2, or its close synonym, then choose that as an answer not before at least glancing at the other options and trying to see if one of them might be more suitable.
- (4) If none of the options is similar to the word you thought of in step 1 or 2, then read all the options and see if any of them suit the context of the sentence.
- (5) If you cannot understand the word from the context of the sentence or if you have trouble understanding the sentence itself, then look at the options. Sometimes the options can give you a clue, if you know where to look. For example, if all the options, except one, have a negative / positive connotation then the exception is likely to be the answer. Also sometimes the words in the options are much more familiar ones than the question word, so using them in the sentence instead of the question word should help you eliminate the wrong options.

HOMOPHONES

A **homophone** is a word which is pronounced the same as another word but differs in meaning, for example: carat, caret, and carrot. Homophones may be spelled differently, but the term also applies to different words that sound the same and are also spelled identically, such as "rose" (flower) and "rose" (past tense of "rise").

1	air, heir	26	foul, fowl
2	all, awl	27	gait, gate
3	allowed, aloud	28	hail, hale
4	ate, eight	29	genes, jeans
5	bail, bale	30	grate, great
6	bait, bate	31	hew, hue
7	band, banned	32	higher, hire
8	bard, barred	33	hoard, horde
9	berth, birth	34	idle, idol
10	bight, bite, byte	35	knew, new
11	billed, build	36	knight, night
12	board, bored	37	raise, rays, raze
13	brake, break	38	lessen, lesson
14	bridal, bridle	39	made, maid
15	ceiling, sealing	40	marshal, martial
16	censor, sensor	41	maize, maze
17	cereal, serial	42	medal, meddle
18	coarse, course	43	pail, pale
19	desert, dessert	44	pain, pane
20	dew, due	45	ode, owed
21	discreet, discrete	46	pause, paws
22	dual, duel	47	steal, steel
23	find, fined	48	peace, piece
24	flour, flower	49	praise, prays, preys
25	fore, four	50	lead, led

EXERCISE

Directions (Qs. 1-150): Pick out the most effective pair of words from the given pair of words to make the sentence(s) meaningfully complete.

1. The teacher must.....the unique style of a learner in order to it to the desired knowledge.
(a) advocate, direct (b) perpetuate, develop
(c) appreciate, focus (d) absorb, maintain
(e) discover, harness
2. Not all countries benefit from liberalisation. The benefits tend to first to the advantaged and to those with the right education to be able to benefit from the opportunities presented.
(a) equally, generate (b) richly, downgrade
(c) suitably, ascribe (d) uniformly, percolate
(e) judiciously, facilitate
3. He has a.....sense of words. Therefore, the sentences he constructs are always with rich meaning.
(a) profound, pregnant (b) distinguished, loaded
(c) terrific, tempted (d) meaningful, full
(e) outstanding, consistent
4. He was anmusician, had been awarded the George Medal during the Second World War and with the title of Rai Bahadur.
(a) outstanding, popularised
(b) underestimated, declared
(c) accomplished, honoured
(d) impressive, assigned
(e) obdurate, proclaimed
5. Whether it be shallow or not, commitment is the , the bedrock of any loving relationship.
(a) expression, perfunctory
(b) foundation, genuinely
(c) manifestation, deep
(d) key, alarmingly
(e) basis, absorbing
6. Many people take spirituality very seriously and about those who don't, worrying about them and them to believe.
(a) think, criticizing (b) pride, appraising
(c) rationalize, enabling (d) wonder, pressing
(e) ponder, venturing
7. Unless new reserves are found soon, the world's supply of coal is being in such a way that with demand continuing to grow at present rates, reserves will be by the year 2050.
(a) consumed, completed (b) depleted, exhausted
(c) reduced, argument (d) burnt, destroyed
(e) utilized, perished
8. If you are you tend to respond to stressful situations in a calm, secure, steady and way.
(a) resilient, rational (b) obdurate, manageable
(c) propitious, stable (d) delectable, flexible
(e) supportive, positive.
9. Management can be defined as a process of..... organizational goals by working with and through human and non-human resources to improve value added to the world.
(a) getting, deliberately (b) managing, purposefully
(c) targeting, critically (d) realizing, dialectically
(e) reaching, continuously
10. If you are an introvert, you to prefer working alone and, if possible, will towards projects where you can work by yourself or with as few people as possible.
(a) like, depart (b) advocate, move
(c) tend, gravitate (d) express, attract
(e) feel, follow
11. The.....violence that our town is witnessing has turned it into the most town of our country.
(a) huge, offensive
(b) unrestrained, devalued
(c) perplexing, repulsive
(d) unprecedented, degenerate
(e) mammoth, wanted
12. Although religion does notthe acquisition of wealth, the tenor of its teaching is to.....an attitude of indifference to worldly things.
(a) proclaim, prohibit (b) inhibit, induce
(c) manifest, proud (d) delink, develop
(e) allow, criticise
13. Students should be to realise that the real goods of life are spiritual, love of things of the spirit and of their fellowmen.
(a) made, service (b) allowed, needs
(c) believed, service (d) made, devotion
(e) professed, involvement
14. Extreme poverty is as..... to stagnation and impoverishment aswealth.
(a) dangerous, restrained (b) provocative, permissible
(c) supportive, foul (d) stupendous, corrupt
(e) liable, excessive
15. It is accurate to refer to poets as dreamers but it is not..... to infer that the dreams of poets have no practical value beyond the.....of literary diversion.
(a) possible, shadow (b) sensible, object
(c) discerning, realm (d) valuable, field
(e) comparable, circle
16. Everystep man takes in any field of life, is first taken along the dreamyof imagination.
(a) calculated, vision (b) outward, base
(c) forward, path (d) initial, thought
(e) parallel, extent
17. At the dawn of history Indiaon her unending quest and trackless centuries arewith her striving and the grandeur of her success and her failures.
(a) started, filled (b) marched, evolved
(c) proceeded, pulled (d) started, vanished
(e) marched, filled

18. It is heart offor men who fully appreciate in their own case the great advantages of a good education but.....these advantages to women.
 (a) arrogance, abstain (b) propensity, bestow
 (c) proliferation, advance (d) selfishness, deny
 (e) stupidity, prohibit
19. As everybody is attached to his motherland it is difficult to find a man who isof love for his motherland.
 (a) constantly, disposed (b) courageously, suspect
 (c) profoundly, deprived (d) greatly, connected
 (e) deeply, devoid
20. If we study the lives of great men we are..... that we too can achieve greatness and when we die, we leave behind our
 (a) convinced, children (b) reminded, footmarks
 (c) conveyed, followers (d) commended, belongings
 (e) proclaimed, memories
21. Handicrafts constitute an importantof the decentralised sector of India's economy and employment to over six million artisans.
 (a) factors, aims (b) extension, plans
 (c) segment, provides (d) supplier, gives
 (e) period, projects
22. Among a number of hobbies that one can, hobby of reading is the most useful and
 (a) develops, accumulative
 (b) cultivates, enlightened
 (c) nourish, cumulative
 (d) absorbs, durable
 (e) considers, appreciative
23. The quality of between individuals and the organisation for which they work can be to the benefit of both the parties.
 (a) services, evaluated
 (b) interaction, improved
 (c) sophistication, developed
 (d) work, appreciated
 (e) life, conceptualised
24. Part of the confusion in our societies..... from our pursuit of efficiency and economic growth, in the that these are the necessary ingredients of progress.
 (a) stems, conviction
 (b) derives, evaluation
 (c) emerges, consideration
 (d) obtains, exploration
 (e) extends, planning
25. The problem of housing shortage with the population explosion has also been by this policy.
 (a) coped, highlighted
 (b) dispensed, acknowledged
 (c) compounded, addressed
 (d) threatened, manifested
 (e) projected, discussed
26. When interpersonal problems..... but are not dealt with, the organisation's productivity inevitably.....
 (a) surface, develops (b) focus, increases
 (c) establish, projects (d) develop, exhibits
 (e) exist, diminishes
27. Participative management, in which everyone has a in a decision that a leader then makes, is a mechanism for employees.
 (a) share, protecting (b) value, thwarting
 (c) motivation, involving (d) reward, stimulating
 (e) input, empowering
28. Lack of..... is basic to good teamwork but our ability to work with others depends on our.....
 (a) rigidity, compatibility
 (b) dogmatism, motivation
 (c) professionalism, vulnerability
 (d) positivism, flexibility
 (e) consideration, acumen
29. Complete and constant openness is a notion that can be..... to absurdity. Am I..... to stop everyone on the street and tell them my reaction to their appearance?
 (a) consigned, communicated
 (b) reduced, required
 (c) attributed, requested
 (d) projected, destined
 (e) subjected, confined
30. When organizations..... creativity and risk-taking, the usual method of maintaining order and.....are indeed shaken.
 (a) encourage, decorum (b) exhibit, durability
 (c) propose, humility (d) enhance, supply
 (e) propagate, production
31. When I am an autocrat, I am..... in the extreme. My direct method is to..... power and control.
 (a) perfectionist, explore (b) autocratic, engulf
 (c) dominating, seek (d) possessive, reject
 (e) elaborate, develop
32. The fear..... with feeling incompetent is the fear of being humiliated, embarrassed and.....
 (a) endowed, criticized (b) afflicted, downtrodden
 (c) consistent, damaged (d) associated, vulnerable
 (e) imbued, exposed
33. Gopal was frustrated with Sundar, who would not..... himself to a deadline. Sundar claimed he was working well without a deadline, but Gopal and finally prevailed.
 (a) encourage, enforced (b) inculcate, ordered
 (c) cooperate, stipulated (d) commit, persisted
 (e) declared, pressurised
34. I am not easily..... by pressure that would interfere with accomplishing the goals of my unit. I stick to my.....
 (a) pessimistic, views
 (b) swayed, convictions
 (c) discouraged, achievements
 (d) empowered, organization
 (e) demurred, projections
35. Coercion sometimes leads to the..... of short-term goals, but its drawbacks far..... its advantages.
 (a) realization, damage
 (b) appreciation, percolate
 (c) accomplishment, outweigh
 (d) achievement, crumble
 (e) destination, magnify

36. In our country, the use of radio as an instrument of man's education has not yet been.....
 (a) fullest, exploited (b) ultimate, used
 (c) meaningful, explored (d) resultant, tried
 (e) present, demonstrated
37. The modern world is fast..... itself into rival camps, armed to the teeth with the sophisticated and deadly..... of destruction.
 (a) making, sources (b) changing, factors
 (c) developing, procedures (d) parting, way
 (e) resolving, weapons
38. The great writer.....art out of facts of life, the significant..... with which the pattern of life has been woven.
 (a) decides, factor (b) selects, element
 (c) practises, boundary (d) creating, disposition
 (e) chooses, part
39. We mean by civilization a way of life in which the wilder.....of humanity are restrained, the nobler instincts and inclinations are..... and allowed to prevail.
 (a) dimensions, created (b) qualities, discouraged
 (c) passions, developed (d) desires, inhibited
 (e) aspects, encouraged
40. We are said to be superstitious when we..... ourselves to fanciful causes for happenings that seem to be.....
 (a) bind, unwarranted (b) project, heavenly
 (c) torture, harmful (d) subject, inexplicable
 (e) treat, harrowing
41. Despite.....knowledgeable, he remained.....all through.
 (a) having, ignorant (b) of, doubtful
 (c) owing, through (d) having, enriched
 (e) being, poor
42. He used to..... the point that victory in any field needs.....courage.
 (a) emphasise, little (b) stress, exemplary
 (c) refute, no (d) dismiss, formidable
 (e) distract, enormous
43. We will call back the agitation if the Chairman gives an.....that there will be no.....of workers.
 (a) inkling, harassment (b) assurance, need
 (c) explanation, demand (d) opportunity, place
 (e) undertaking, retrenchment
44. It is a noble quality to..... the good and.....the bad.
 (a) retain, preserve (b) imitate, pretend
 (c) appreciate, condemn (d) criticize, ape
 (e) ignore, eliminate
45. Using.....designs to.....the importance of others is not a healthy act.
 (a) nefarious, undermine (b) architectural, elevate
 (c) fictitious, enhance (d) brittle, activate
 (e) proper, shrink
46. Professionals focus theiron fulfilling their responsibilities and achieving results, not on.....a particular image.
 (a) planning, devising (b) leadership, attributing
 (c) abilities, contributing (d) energies, portraying
 (e) skills, obtaining
47. "Patriotism is the last refuge of the scoundrel," says Johnson. In the modern world where the cunning selfish people.....and the hardworking conscientious peoplethe quotation holds good.
 (a) dominate, suppress (b) thrive, suffer
 (c) enjoy, mutilate (d) empower, subjected
 (e) harass, abdicate
48. We must rest assured that our sorrows, if any, are short-lived and a period of joy.....us. Such thinking will always maintain ourand peace of mind.
 (a) begets, dream (b) befits, body
 (c) bemoans, skills (d) merits, life
 (e) awaits, equipoise
49. When you are living with your.....values and principles, you can be straightforward, honest and
 (a) core, upfront (b) inherited, distinct
 (c) innate, durable (d) cultural, perceptive
 (e) inborn, vehement
50. In the role of a counsellor, you are an authority figure whose objective is toattentively and sensitively to employees who.....you with their feelings.
 (a) project, focus (b) manage, direct
 (c) listen, trust (d) concentrate, believe
 (e) consider, explain
51. If a junior executive neglects his professional development andeducation, he can easily and quickly become obsolete in a world changing at.....rates.
 (a) management, voluminous
 (b) higher, vulnerable
 (c) better, supreme
 (d) continuing, dizzying
 (e) value, profound
52. Harassment is just plain..... There is never a valid reason or a goodfor it.
 (a) wrong, excuse (b) murder, command
 (d) falsehood, remedy (d) killing, magic
 (e) offence, strategy
53. Man is He likes to know how things work. The search for understanding isin its own right.
 (a) evolving, prophetic
 (b) inquisitive, legitimate
 (d) appreciative, fundamental
 (d) curious, philosophical
 (e) social, judgmental
54. Leadership is one of the world's oldest..... The understanding of leadership has figured strongly in thefor knowledge.
 (a) cultures, desire (b) institutions, passion
 (c) pre-occupations, quest (d) subjects, preference
 (e) undertakings, conviction
55. Our.....to understand the process of learning underlying behaviour change are.....by the fact that any given behaviour is determined jointly by many processes.
 (a) nature, determined (b) scope, preceded
 (c) implications, followed (d) limitations, moderated
 (e) attempts, complicated

56. This book is readable, clear and.....researched withdetailed references.
 (a) fabulously, intricate (b) meticulously, extensive
 (c) leisurely, complete (d) hardly, notional
 (e) closely, scattered
57. The interest has ... innovation related to several sectors of the... pharmaceutical business and industry.
 (a) accepted, skeletal (b) insured, fateful
 (c) affected, plummeting (d) restricted, grown
 (e) accelerated, burgeoning
58. The Indian hospitality industry, which has been.....a prolonged slump, is now entering a new.....phase ready to enhance profitability.
 (a) witnessing, ambitious (b) observing, listless
 (c) demonstrating, efficient (d) recovering, debt
 (e) succumbing, lean
59. The new policy seeks to.....a process of widespread participation of people.....the way for more effective implementation.
 (a) amend, opening (b) halt, propelling
 (c) generate, paving (d) diagnose, resulting
 (e) identify, dithering
60. Journalism is afor truth, a crusade to..... injustice and wrong-doing.
 (a) product, limit (b) boon, justify
 (c) travesty, attack (d) quest, expose
 (e) search, optimise
61. The society provides the individual security of life,of thought and sustenance for action. Every individual who.....from society is indebted to the society.
 (a) serenity, gains (b) prosperity, benefits
 (c) objectivity, profits (d) seriousness, derives
 (e) semblance, evolves
62. A hobby is an activity of interestfor pleasure. It helps to break the monotony and tedium of our routine.
 (a) developed, interesting (b) pursued, humdrum
 (c) cultivated, developed (d) regularized, cultivated
 (e) arranged, pursued
63. The growth of Indian agriculture in the last three decades has earned from other countries.
 (a) pervasive, reputation (b) significant, deliverance
 (c) superior, regard (d) dynamic, accolades
 (e) distinctive, encouragement
64. College-going students should the spirit of service from the great men of.....
 (a) inculcate, power (b) develop, possession
 (c) invent, wisdom (d) analyze, distinction
 (e) imbibe, yore
65. The planting of trees on the of towns and villages helps theof a country.
 (a) surface, beautification (b) periphery, output
 (c) joints, production (d) vicinity, cultivation
 (e) outskirts, afforestation
66. The human infant is a lifelong bundle of energy with aarray of potentialities, and many.....
 (a) marvellous, vulnerabilities
 (b) peculiar, opportunities
 (c) critical, competencies
 (d) vocational, strengths
 (e) perfect, peculiarities
67. His presentation was so lengthy andthat it was difficult for us to find out the real in it.
 (a) boring, planning (b) tedious, skill
 (c) verbose, content (d) laborious, coverage
 (e) simple, meaning
68. There is nothe fact that a man of knowledgegreat power.
 (a) justifying, acknowledges
 (b) clarifying, exhibits
 (c) advocating, projects
 (d) denying, wields
 (e) proclaiming, develops
69. The.....of opinion which emerged at a recently concluded seminar was that the problem of dowry cannot be unless the law against it is made more stringent.
 (a) divergence, managed
 (b) sympathy, projected
 (c) consensus, tackled
 (d) similarity, curbed
 (e) convergence appreciated
70. Leisure must be spent carefully andonly, otherwise the devil will get theof you.
 (a) positively, care (b) constructively, better
 (c) proactively, though (d) objectively, energy
 (e) purposefully, measure
71. The manner of the officerall his fears.
 (a) haughty, aggravated (b) officious, levelled
 (c) amiable, concentrated (d) fickle, reduced
 (e) genial, dispelled
72. To his arguments, heseveral references.
 (a) vindicate, refer (b) press, announced
 (c) substantiate, cited (d) reveal, declared
 (e) clarify, averted
73. As censorship waspeople werethe furious battle being fought.
 (a) clammed, oblivious of
 (b) revoked, indifferent to
 (c) imposed, unaware of
 (d) dispelled, ignorant of
 (e) levelled, unmindful of
74. He was.....by letter that he had selected.
 (a) informed, been (b) told, not
 (c) stated, finally (d) offered, been
 (e) communicated, not
75. Giving unfair to one's relatives in the matter of appointments and such other benefits is
 (a) punishments, parochialism
 (b) advantage, nepotism
 (c) benefits, pragmatism
 (d) preferences, chauvinism
 (e) leverage, communalism
76. The Vidhan Sabha voted tothe ban drinking.
 (a) invoke, for (b) revoke, of
 (c) prohibit, prevented (d) repeal, on
 (e) refrain, from

77. Our army isthe border of the neighbouring country.
 (a) posted, with (b) accumulated, for
 (c) assembled, at (d) deployed, along
 (e) fighting, on
78. The teacherhis students being late to school.
 (a) shouted, at (b) reprimanded, for
 (c) reminded, with (d) narrated, of
 (e) taught, for
79. The dimensions of the are known and the solution is on.
 (a) problem, agreed (b) theory, dealt
 (c) measures, decided (d) risks, tempered
 (e) danger, looked
80. There is so much between the two sisters that it is to know one from the other.
 (a) resemblance, difficult (b) identity, impossible
 (c) equality, easy (d) disparity, undesirable
 (e) similarity, obvious
81. How people would.....in a particular situation cannot be.....with perfect accuracy.
 (a) think, observed (b) act, expected
 (c) behave, predicted (d) react, analyzed
 (e) feel, resolved
82. When the mob turnedthe police opened fire to control thesituation.
 (a) away, burning (b) up, untoward
 (c) around, devastating (d) quietly, aggravate
 (e) hostile, riotous
83. The Governmentdown the oppositionfor a joint parliamentary committee probe.
 (a) boiled, proposal (b) shot, demand
 (c) put, leaders (d) whipped, portfolio
 (e) struck, party
84. The handwriting on the letter was highly.....and none could..... it.
 (a) legible, write (b) illegible, read
 (c) original, recognize (d) faint, notice
 (e) shabby, identify
85. The delay in completing the taskcan be attributed to their
 (a) expeditiously, lethargy (b) fully, punctuality
 (c) economically, rigidity (d) religiously, strictness
 (e) carefully, perfectionism
86. Hefor having caused.....to the residents.
 (a) questioned, authenticity
 (b) apologized, impatience
 (c) regretted, inconvenience
 (d) wondered, disappointment
 (e) pressurised, discomfort
87. The newin the defence field are quiteand hence appreciable.
 (a) ideas, novel (b) studies, substandard
 (c) incentives, diplomatic (d) appointments, sensitive
 (e) inventions, admirable
88. He admitted havingabout theof the documents.
 (a) questioned, authenticity
 (b) regard, truth
 (c) aware, possession
 (d) predicted, correctness
 (e) enquired, preparation
89. Despiteof resources, the financially underprivileged students in their endeavour.
 (a) plenty, failed (b) availability, gave
 (c) want, surrendered (d) lack, succeeded
 (e) extremity, excelled
90. The work assigned to me is not.....though it is very.....
 (a) voluminous, careful (b) challenging, easy
 (c) impossible, stupendous (d) exceptional, ordinary
 (e) meagre, difficult
91. Nothing is impossible in the world of politics. States which werefoes and had their deadly missiles pointed at each other find themselvesin military alliances.
 (a) implacable, partners (b) intense, joining
 (c) deadly, approaching (d) known, soliciting
 (e) enviable, grouping
92.of whether leaders are born or made, it isclear that leaders are not like other people.
 (a) Pursuant, manifestly
 (b) Sequel, amply
 (c) Regardless, unequivocally
 (d) Instead, purely
 (e) In spite, normally
93. There is a common talk today that women have made the..... in many professions; that they have total freedom of opportunity. But the majority of women are still left at the unbreakable glass ceiling.
 (a) entry, inward (b) grade, gazing
 (c) progress, trying (d) mark, projecting
 (e) achievement, wondering
94. Inferring attitudes from expressed opinion has many.....People may.....their attitude and express socially acceptable opinions.
 (a) limitations, conceal (b) advantages, show
 (c) drawbacks, support (d) benefits, avoid
 (e) reasons, acknowledge
95. We should move towards a system where the banks cancapital in the market with.....safeguards so that they continue to be public sector banks.
 (a) improve, proper (b) strengthen, durable
 (c) raise, adequate (d) stimulate, effective
 (e) provide, delicate
96. Human Resource Management is an.....of mind rather than a..... of techniques.
 (a) organisation, quality (b) attempt, mix
 (c) evolution, measure (d) attitude, set
 (e) expertise, collection
97. Statistics in an..... tool for researchers that.....them to make inferences or generalisations about populations from their observations of the characteristics of samples.
 (a) outstanding, proposes (b) invaluable, proceeds
 (c) invaluable, enables (d) important, proclaims
 (e) indispensable, enables

98. The Dalits have never had a..... of freedom in the suffocating society. They are a wounded people..... and broken.
 (a) glimpse, mitigated (b) sigh, rejected
 (c) moment, criticised (d) satisfaction, prohibited
 (e) breath, battered
99. His vision could be the..... that the policy-makers use to..... the banking sector.
 (a) roadmap, restructure (b) manner, shape
 (c) blueprint, plan (d) remedy, revise
 (e) approach, represent
100. A person's formal educational background may..... rich but complex information. To some degree education..... a person's knowledge and skill base.
 (a) reveal, advocates (b) yield, indicates
 (c) exhibit, develops (d) cover, evolves
 (e) surmount, shows
101. The RBI in consultation with Government of India has..... a working group to suggest measures for..... of weak public sector banks.
 (a) commissioned, appreciating
 (b) established, accommodation
 (c) reshaped, merger
 (d) constituted, revival
 (e) organised, development
102. The textile industry in India has..... rough weather in recent times. The textile mill is one of the few companies to have..... this storm.
 (a) overcome, empowered (b) managed, absorbed
 (c) protested, fought (d) withstood, survived
 (e) ventured, managed
103. With large classes, it is difficult for teachers to..... regular essay-type questions for homework because..... long answers would take too much time.
 (a) consider, writing (b) revalue, concise
 (c) pursue, feeling (d) handle, weighing
 (e) give, marking
104. Ours is a democracy and any..... or use of force is out of question. Methods of..... and education are best suited to a democratic regime.
 (a) attempt, coercion (b) compulsion, persuasion
 (c) judgement, prayer (d) inhuman, apprehension
 (e) implied, technology
105. Despite being the..... partner in the relationship, the franchiser doesn't always have all the.....
 (a) sincere limitations (b) vulnerable..... powers
 (c) active losses (d) dominant..... advantages
 (e) authoritative legalities
106. India's over the past half century since independence has been unique and in many ways.
 (a) thinking feeling
 (b) development commendable
 (c) victory..... celebrating
 (d) crash overbearing
 (e) regress praiseworthy
107. The so-called civilised human race has and ill-treated small and large animals in an attempt to prove his
 (a) abused supremacy
 (b) misuse power
 (c) cruelty altruism
 (d) advocated worthlessness
 (e) beaten generosity
108. He objected to the proposal because it was founded on a principle and also was at times.
 (a) faulty - desirable
 (b) imperative - reasonable
 (c) wrong - inconvenient
 (d) sound - acceptable
 (e) conforming - deplorable
109. The criterion for a player should be based on his recent performance; but unfortunately, the journalists are to be carried away by earlier successes.
 (a) condemning - satisfying
 (b) judging - prone
 (c) revealing - reluctant
 (d) eager - acclaiming
 (e) criticising - clean
110. For the last half century he himself to public affairs taking a holiday.
 (a) by - committed (b) after - offered
 (c) devoted - without (d) sacrificed - after
 (e) prepared - before
111. You will see signs of everywhere, which speak well for the of these people.
 (a) decoration - senses (b) clear - debris
 (c) beauty - careful (d) industry - prosperity
 (e) repairs - extravaganza
112. The police arrested Ramesh on a of theft but for lack of evidence him.
 (a) crime - imprisoned (b) punished - complaint
 (c) left - condition (d) tip - absconding
 (e) charge - released
113. People to work fast if you certain conditions on them.
 (a) decide, negotiate (b) try, thrust
 (c) plan, invoke (d) hesitate, impose
 (e) volunteer, place
114. The recent in oil prices has given an unexpected additional to the cost-spiral.
 (a) slump, drawback (b) cut, blow
 (c) rise, twist (d) development, out
 (e) deterioration, impetus
115. your colleagues for important decision-making activities ensures their cooperation.
 (a) Counselling, whole-hearted
 (b) Helping, occasional
 (c) Guiding, meagre
 (d) Neglecting, enthusiastic
 (e) Dominating, unstinted
116. The only way to ensure best output from your vehicle is to provide it a and maintenance.
 (a) nurturing, expensive (b) proper, timely
 (c) careful, costly (d) trouble-free, everlasting
 (e) precious, healthy

117. The issues could be _____ amicably only because of his _____ handling of the situation.
 (a) dropped, haphazard (b) raised, careful
 (c) discussed, enthusiastic (d) suppressed, emphatic
 (e) resolved, tactful
118. Punishment isanda lot of wrong doings.
 (a) a deterrent, prevents (b) inevitable, encourages
 (c) mandatory, ensures (d) an evil, prohibits
 (e) essential, nullifies
119. The account of the crime given by the accused wasand was
 (a) dependable, non-cognizable
 (b) fictitious, unreliable
 (c) false, appreciable
 (d) complete, imaginary
 (e) exaggerated, unpardonable
120. Problems of the country can only be aggravated byand citizens.
 (a) careful, unscrupulous
 (b) extraordinary, uncompromising
 (c) dedicated, patriotic
 (d) selfish, irresponsible
 (e) independent, practical
121. Thewith which he is able to wield the paintbrush is really
 (a) practice, good (b) majesty, royal
 (c) sweep, fine (d) energy, unnecessary
 (e) ease, remarkable
122. If you kindly bear me for some time, I shallthe whole issue.
 (a) out, understand (b) on, solve
 (c) for, know (d) with, clarify
 (e) at, inform
123. The feeling of the people is not entirely.....or
 (a) sound, unfounded (b) unreasonable, imaginary
 (c) baseless, unjustified (d) cohesive, irrational
 (e) unpardonable, unimaginative
124. People who arecan their things in an orderly manner.
 (a) upright, keep (b) thrifty, perform
 (c) punctual, manage (d) indecisive, do
 (e) dependable, accumulate
125. The WHO hasthe government for taking prompt action.
 (a) lauded, preventive (b) criticised, obligatory
 (c) blamed, ineffective (d) appreciated, hectic
 (e) admired, unreasonable
126. Though the hospital is extremely rich, the conditions there are
 (a) equally, rich (b) appallingly, poor
 (c) admirably, comfortable (d) extremely, conducive
 (e) frequently, tolerable
127. Nine members have about the decision, but the tenth one views it
 (a) solution, critically
 (b) consensus, similarly
 (c) disagreement, collectively
 (d) grievance, grudgingly
 (e) agreement, differently
128. Man needs food not for the body but for the soul also. The satisfaction of his physical wants does not imply his.....
 (a) merely, contentment (b) properly, superiority
 (c) only, spirituality (d) necessarily, commitment
 (e) certainly, entitlement
129. It is said that knowledge is power. The hunger for power isand therefore most difficult to
 (a) accumulative, subsume (b) enormous, apply
 (c) empowering, delegate (d) insatiable, contain
 (e) evolutionary, rationalize
130. Nothing undermines the communication of a changed vision more than on the part of key..... that seems inconsistent with the vision.
 (a) anything, issues (b) behaviour, players
 (c) advocacy, managers (d) something, personnel
 (e) philosophy, problems
131. Mountains and hills are a sight. I have always to see them.
 (a) extraordinary, advocated
 (b) stupendous, encouraged
 (c) loving, prepared
 (d) joyful, imagined
 (e) fascinating, longed
132. Poetry is the language of the imagination and the It relates to whatever gives pleasure or pain to the human mind.
 (a) thinking, permanent (b) analysis, temporary
 (c) passions, immediate (d) circumspection, sporadic
 (e) visualization, constant
133. Success in business requires two things: a winning competitiveand superb organizational
 (a) advantage, satisfaction (b) planning, advantage
 (c) strategy, execution (d) philosophy, motivation
 (e) marketing, strategy
134. To in today's rapidly changing environment corporations need to their learning capability.
 (a) develop, enlarge (b) surpass, align
 (c) project, assimilate (d) service, mitigate
 (e) compete, strengthen
135. Areader gets much greater pleasure from reading books than a miser gets inmoney.
 (a) powerful-accumulating (b) voracious-hoarding
 (c) desirous-stocking (d) proverbial-spending
 (e) profound-lavishing
136. Vision is usuallymost effectively when many differentare used.
 (a) developed, manifestations
 (b) adapted, organisations
 (c) communicated, vehicles
 (d) exhibited, forms
 (e) described, thought
137. People who have been through difficult, painful and not very change efforts often end upboth pessimistic and angry conclusions.
 (a) successful, drawing (b) meaningful, projecting
 (c) reliable, evolving (d) strong, following
 (e) challenging, lamenting

138. The human mind is never; it advances or it
 (a) absolute, diminishes (b) dynamic, stops
 (c) perfect, disintegrates (d) stationary, retrogrades
 (e) happy, decomposes
139. If misery is the effect of ill fortune, it ought to be pitied, if of to be
 (a) virtue, criticised (b) calamity, revered
 (c) virtue, protected (d) vice, revered
 (e) virtue, revered
140. It would be impossible for us to continue living in this world if each of us exactly what fate had in for him.
 (a) follow, plan (b) appreciate, strategy
 (c) design, anticipation (d) visualize, hidden
 (e) knew, store
141. It is the of selfishness for men, who fully in their own case the great advantages of good education, to deny these advantages to women.
 (a) parody, demand (b) height, appreciate
 (c) height, assimilate (d) degree, appreciate
 (e) level, advance
142. The learner should be to take a small first step one that will provide immediate success and the learning.
 (a) encouraged, reinforce (b) forced, organise
 (c) directed, reorganise (d) cautioned, reinforce
 (e) encouraged, acknowledge
143. His death more tributes than have been paid at the of any other human being in history.
 (a) brought, passing (b) directed, helm
 (c) delivered, description (d) invited, living
 (e) acknowledged, perpetuation
144. Only with executive can the organisation concentrate its energies on competitive advantage over time.
 (a) position, embarking (b) deployment, directing
 (c) contingent, fabricating (d) commitment, sustaining
 (e) satisfaction, moulding
145. All the performances of human art, at which we look with praise or wonder, are of the restless of perseverance.
 (a) manifestations, pronouncement
 (b) projections, component
 (c) instances, force
 (d) proofs, humanity
 (e) visions, future
146. He found the jewellery box empty. All the ornaments, jewels, etc, were
 (a) protected (b) seized
 (c) sold (d) melted
 (e) stolen
147. Ill health cannot dampen his spirits. He was found quite at the ceremony.
 (a) spiritual (b) effervescent
 (c) subdued (d) uncomfortable
 (e) nervous
148. There is a growing indifference among the villagers. of them bothered to extinguish the fire which broke out in the hutments.

- (a) Most (b) Many
 (c) Few (d) None
 (e) Everyone
149. We spared no efforts to win, but the opposite side did better. The result was obviously us.
 (a) in favour of (b) rejoicing
 (c) against (d) grudging
 (e) introspecting
150. The musician had a sore throat. Despite that, performance at the concert was
 (a) outstanding (b) sub-standard
 (c) undesirable (d) excellence
 (e) happy

Directions (Qs. 151 -191): In each of the following questions four words are given of which two words are most nearly the same or opposite in meaning. Find the two words which are most nearly the same or opposite in meaning.

151. (A) Prolixity (B) Brevity
 (C) Agreement (D) Proposition
 (a) A - B (b) B - C
 (c) C - D (d) A - C
 (e) A - D
152. (A) Suffuse (B) Deplete
 (C) Fight (D) Delay
 (a) B - C (b) C - D
 (c) A - C (d) A - D
 (e) A - B
153. (A) Forensic (B) Delectable
 (C) Leaf like (D) Charming
 (a) A - C (b) B - D
 (c) A - D (d) A - C
 (e) A - B
154. (A) Benevolent (B) Alarming
 (C) Charitable (D) Stupendous
 (a) A - B (b) B - C
 (c) C - D (d) A - C
 (e) B - D
155. (A) Convenient (B) Intolerant
 (C) Enduring (D) Protestant
 (a) A - B (b) A - C
 (c) B - C (d) B - D
 (e) C - D
156. (A) Eject (B) Spread
 (C) Mark (D) Spout
 (a) B - D (b) A - C
 (c) B - C (d) A - B
 (e) A - D
157. (A) Push (B) Thrive
 (C) Flourish (D) Arrange
 (a) A - C (b) A - D
 (c) C - D (d) B - C
 (e) B - D
158. (A) Refuse (B) Discourage
 (C) Lurk (D) Hide
 (a) A - C (b) C - D
 (c) B - D (d) B - C
 (e) B - D

- | | | | |
|--|--|--|--|
| 159. (A) Delirious
(C) Curt
(a) A - B
(c) C - D
(e) A - D | (B) Confluent
(D) Gracious
(b) B - C
(d) B - D | 171. (A) Dense
(C) Pristine
(a) B - C
(c) B - A
(e) B - D | (B) Graze
(D) Fresh
(b) C - D
(d) A - C |
| 160. (A) Punishment
(C) Confluence
(a) B - C
(c) C - D
(e) A - C | (B) Divergence
(D) Confidence
(b) B - D
(d) A - B | 172. (A) Enthralling
(C) Projecting
(a) A - B
(c) C - D
(e) B - D | (B) Respecting
(D) Alluring
(b) B - C
(d) A - D |
| 161. (A) Audacious
(C) Abstruse
(a) A - C
(c) C - D
(e) B - D | (B) Venturous
(D) Silent
(b) B - C
(d) A - B | 173. (A) Swoop
(C) Plunge
(a) A - D
(c) A - C
(e) C - D | (B) Perturb
(D) Boil
(b) B - C
(d) B - D |
| 162. (A) Encomium
(C) Eulogise
(a) A - B
(c) B - D
(e) C - D | (B) Extol
(D) Euphemise
(b) B - C
(d) A - D | 174. (A) Concise
(C) Indifferent
(a) B - C
(c) A - B
(e) B - D | (B) Elegant
(D) Indecorous
(b) A - C
(d) C - D |
| 163. (A) Recluse
(C) Transparent
(a) A - B
(c) A - C
(e) B - D | (B) Pandemic
(D) Opaque
(b) C - D
(d) A - D | 175. (A) Acquit
(C) Forbid
(a) B - C
(c) C - D
(e) A - D | (B) Defend
(D) Condemn
(b) A - C
(d) B - D |
| 164. (A) Diminutive
(C) Large
(a) B - D
(c) A - C
(e) C - D | (B) Intelligent
(D) Prolific
(b) C - D
(d) A - B | 176. (A) Fallacy
(C) Dictum
(a) B - D
(c) B - C
(e) A - B | (B) Adage
(D) Endorse
(b) C - D
(d) A - D |
| 165. (A) Enormous
(C) Absorb
(a) A - C
(c) C - D
(e) A - D | (B) Malign
(D) Slander
(b) B - C
(d) B - D | 177. (A) Elevate
(C) Exult
(a) C - D
(c) B - C
(e) A - D | (B) Frugal
(D) Lament
(b) A - B
(d) B - D |
| 166. (A) Withstand
(C) Hot
(a) A - B
(c) A - D
(e) C - D | (B) Climate
(D) Surrender
(b) B - C
(d) B - D | 178. (A) Surreptitious
(C) Exaggerate
(a) A - D
(c) A - C
(e) C - D | (B) Taciturn
(D) Covert
(b) A - B
(d) B - D |
| 167. (A) Perky
(C) Honest
(a) A - B
(c) C - D
(e) A - C | (B) Lively
(D) Kind
(b) B - C
(d) B - D | 179. (A) Handy
(C) Redundant
(a) A - C
(c) B - D
(e) A - B | (B) Sparse
(D) Exhausted
(b) B - C
(d) C - D |
| 168. (A) Reverie
(C) Serene
(a) A - D
(c) C - D
(e) B - C | (B) Stirring
(D) Fascination
(b) B - D
(d) A - B | 180. (A) Timid
(C) Humane
(a) A - C
(c) B - C
(e) C - D | (B) Conceited
(D) Modest
(b) B - D
(d) A - D |
| 169. (A) Pandemonium
(C) Wriggle
(a) A - B
(c) C - D
(e) A - C | (B) Scramble
(D) Order
(b) B - C
(d) A - D | 181. (A) Conversion
(C) Substitution
(a) A - B
(c) A - D
(e) A - C | (B) Desistance
(D) Cessation
(b) C - D
(d) B - D |
| 170. (A) Stimulate
(C) Facilitate
(a) A - B
(c) A - C
(e) C - D | (B) Comprehend
(D) Understand
(b) B - C
(d) B - D | 182. (A) Concentration
(C) Distraction
(a) A - D
(c) A - C
(e) D - B | (B) Dissociation
(D) Deliberation
(b) B - C
(d) C - D |

183. (A) Exaggeration (B) Reiteration
(C) Imagination (D) Repetition
(a) A - D (b) B - D
(c) C - D (d) B - C
(e) A - B
184. (A) Implies (B) Leads
(C) Confirms (D) Connotes
(a) C - B (b) A - D
(c) B - A (d) D - C
(e) D - B
185. (A) Surfaced (B) Nurtured
(C) Created (D) Developed
(a) B - A (b) B - C
(c) C - A (d) C - D
(e) B - D
186. (A) Expanded (B) Proclaimed
(C) Shrunk (D) Facilitated
(a) A - D (b) B - D
(c) C - D (d) B - C
(e) A - C
187. (A) Indelible (B) Erasable
(C) Insignificant (D) Temporary
(a) A - C (b) C - B
(c) A - B (d) B - D
(e) C - D
188. (A) Intangible (B) Restless
(C) Vast (D) Meagre
(a) C - A (b) C - D
(c) C - B (d) B - A
(e) B - D
189. (A) Cutting (B) Establishing
(C) Transferring (D) Pruning
(a) A - B (b) C - D
(c) B - C (d) A - C
(e) A - D
190. (A) Fixed (B) Stiff
(C) Indelible (D) Soapy
(a) A - B (b) A - D
(c) A - C (d) B - C
(e) C - D
191. (A) Interminable (B) Long
(C) Endless (D) Interfering
(a) A - C (b) B - C
(c) C - D (d) A - B
(e) B - D
- Directions (Qs. 192-206):** In each of the following questions an idiomatic expression and its four possible meanings are given. Find out the correct meaning of the idiomatic expression and mark the letter of that meaning as your answer on the answer sheet.
192. To cry wolf
(a) To come to what is most important
(b) To give false alarm
(c) To turn pale
(d) To be astonished
(e) To run away
193. To eat humble pie
(a) To go to ruins
(b) To be earnest
(c) To spread rapidly
(d) To refuse after consenting
(e) To apologise
194. To take to one's heels
(a) To act against one's own interest
(b) To assault
(c) To run away
(d) To have concern
(e) To ruin one-self
195. To be hard up
(a) To look depressed (b) To keep starvation away
(c) To act excitedly (d) To be short of money
(e) To behave like a fool
196. A wild goose chase
(a) An absurdly hopeless enterprise
(b) A fuss over a trifling matter
(c) To be insensitive to criticism
(d) To speak boastfully of one-self
(e) To protect one-self from wild animals
197. To catch a Tartar
(a) To catch a dangerous person
(b) To deal with a person who is more than one's match
(c) To trap a wanted criminal with greater difficulty
(d) To live carefully and cautiously
(e) None of these
198. In the blues
(a) Having many blue things
(b) Being colourful
(c) Behave like a lord
(d) Melancholy and low-spirited
(e) None of these
199. To show the white feather
(a) To try to be beautiful
(b) To perform a good deed
(c) To show courage before the enemy
(d) To be calm and quiet
(e) None of these
200. To play fast and loose
(a) To be narrow-minded
(b) To play a good game
(c) To act in an unreliable way
(d) To defeat a person
(e) None of these
201. Wear one's heart on one's sleeve
(a) To show one's feelings
(b) To be most intimate
(c) To love passionately
(d) To do the right thing
(e) None of these
202. The green-eyed monster —
(a) The creature of the sea
(b) An animal with green eyes
(c) Personal jealousy
(d) To get into trouble
(e) None of these
203. To burn one's fingers —
(a) To have a burning sensation at the tips of one's fingers
(b) To undergo suffering heroically for one's principles
(c) To behave as if one is very great and important
(d) To be lucky
(e) None of these

204. To end in smoke—
 (a) To die of cancer caused by smoking
 (b) To end without providing any practical result
 (c) Die in a burning house choked with smoke
 (d) To risk everything in a single venture
 (e) None of these
205. To catch a tartar—
 (a) To deal with a person who is more than one's match
 (b) To catch a dangerous person
 (c) To trap a wanted criminal with great difficulty
 (d) To meet with disaster
 (e) None of these
206. A wet blanket—
 (a) A man who is always drunk
 (b) A wife who is cold to her husband
 (c) To wear black and white clothes
 (d) A person who ends enjoyable activity
 (e) None of these

Directions (Qs. 207-211): In each sentence below four words lettered as (a), (b), (c) and (d) have been printed, one of which may be either inappropriate in the context or wrongly spelt. The letter of that word is the answer. If all the four words are correctly spelt and are appropriate in the context, mark (e), i.e. 'All correct', as the answer.

207. Kindly **note**
 (a) / our **address** (b) / and use it **in**
 (c) / all **farther** (d) / communication
 (e) All correct
208. We are
 (a) / **already** (b) / to **fight**
 (c) / the **battle**; (d) / let the **enemy** come
 (e) All correct
209. Many people in India **cherish**
 (a) / a desire to **immigrate**
 (b) / to **developed**
 (c) / countries to **make**
 (d) / a fortune
 (e) All correct
210. He took great **pains**
 (a) / to **save**
 (b) / many **dyeing**
 (c) / folk arts and helped the artists to live **an honourable**
 (d) / life.
 (e) All correct
211. Arun did his MBA from a **prestigious**
 (a) / **institute**
 (b) / by **securing**
 (c) / first class in this **calendar**
 (d) / year.
 (e) All correct

Directions (Qs. 212-216): In each question below, there are two or three sentences. Those are to be synthesised into one sentence. Such synthesised sentences are denoted by (A), (B) & (C). You have to find out which one or more of these three are most similar in meaning of the original two or three sentences.

212. Petroleum industry is going to face certain challenges. These challenges would be imminent in the next two decades. For success, it must predict these challenges now.

- A In the next two decades, petroleum industry must face the challenges which it has now predicted.
 B If petroleum industry determines to succeed in facing the challenges which are likely to be posed in the next two decades, it must be able to predict them now.
 C If petroleum industry wants to predict the challenges it is likely to face in the next two decades, it must successfully face them.
- (a) Only A or B (b) Only B or C
 (c) Only A or C (d) Only A
 (e) Only B
213. Two men can now do this job. Previously it required sixteen men.
 A Two men can now do a job formerly requiring sixteen.
 B Two men, instead of the previously sixteen, can now do this job.
 C In place of two men who can do this job now, there is a requirement of sixteen men in the past.
- (a) Only A (b) Only B
 (c) Only C (d) Only A or C
 (e) Only B or C
214. They were curious. They asked us a question. They wanted to know why we had left the comfortable hotel and gone to the desert.
 A Out of curiosity they inquired why we had gone to the desert leaving the comfortable hotel.
 B They asked us why we were curious to leave the comfortable hotel and go to the desert.
 C They were curious to know the reason for our leaving the comfortable hotel and going to the desert.
- (a) Only A or B (b) Only B or C
 (c) Only A or C (d) All the three
 (e) None of these
215. They could play exceedingly well. They were defeated in the last round. The captain motivated them to overcome the defeat.
 A The captain's motivation helped them to overcome the earlier defeat and play exceedingly well.
 B Despite earlier defeat they played exceedingly well due to the captain's efforts to motivate them.
 C Despite the captain's motivation, they were defeated earlier but could play exceedingly well now.
- (a) Only A (b) Only B
 (c) Only C (d) Only A or B
 (e) None of these
216. His marriage is at a far-off place. I do not want to undertake such a long journey to attend it. In fact, there is no earthly reason to justify such a long journey.
 A There is no reason to justify such a distant place for his marriage as it would take me a long time to reach it.
 B There is no earthly reason for me to undertake a long journey to attend his marriage.
 C Because his marriage is at a far-off place, I would not be able to undertake such a long journey as it is not justifiable.
- (a) Only A or B (b) Only B or C
 (c) Only A or C (d) Only C
 (e) Only B

Grammar

We can communicate well verbally but when it comes to answering grammar-based questions, we commit mistakes. Grammar is not a set of rules but in reality a mere description of the language used by all of us. Grammar forms an important part in the English section of any competitive examination. The typical kind of questions can be categorized as follows: (a) Fill in the blanks (b) Identifying errors in sentences and (c) Correcting the sentences. The questions can be handled easily and you can score well if your basics are clear.

HOW THIS CHAPTER WILL HELP YOU

This chapter will help you to understand how language and components of language work. It is oriented towards making you more confident user of English by giving you an insight into correct usage. The material provided is user-friendly with adequate examples and 'practice exercises'.

If you make a concentrated effort, it will not only prepare you for the forthcoming competitive exams but also fine-tune your communication skills.

READING: To supplement your efforts, you should build up reading habits. This can be of any kind - magazines, newspapers or novels. But, one should consciously look at the usage. Good reading habits will definitely build up your understanding of grammatical usage and help you in being successful in competitive exams.

NOUNS

A Noun is a word used as a name of a person, place or thing.

There are five kinds of Noun –

- | | |
|---------------------|-------------------|
| (a) Proper Noun | (b) Common Noun |
| (c) Collective Noun | (d) Abstract Noun |
| (e) Material Noun. | |

FOLLOWING ARE CERTAIN RULES OF GRAMMAR REGARDING NOUNS THAT WOULD BE USEFUL IN A COMPETITIVE EXAM:

- Proper nouns are sometimes used as common nouns.

For example :

- Amitabh is **Gandhiji** of our class. (Incorrect)
- Amitabh is the **Gandhiji** of our class, (Correct)

Here Gandhiji does not mean Mahatma Gandhi. The word here stands for the possessor of the qualities that Gandhiji is most known for - truth and non-violence. Thus Gandhiji is being used as a metaphorical common noun.

FOLLOWING ARE RULES REGARDING THE NUMBER OF THE NOUN :

- Some nouns have the same form both in singular as well as in plural.

For example :

- A deer **was** caught.
- Deer **were** caught.

Here, the singular and plural form of the noun Deer is the same. Like Deer there are other nouns that have the same form **in singular as well as plural form**. *For example:* sheep, apparatus, species, series, hundred, dozen, hair etc. Preceding adjectives and articles decide whether the word is used in the singular form or plural form.

For example :

- He paid eight **hundred** rupees for this pair of shoes.
- India again won the **series**.

- Nouns denoting large numbers are used both in singular and plural form

For example :

- Three **hundred** people attended the function.
- Hundreds** of people attended the party.

In sentence (a), 'hundred' is preceded by number 'three'. So 'hundred' will take no plural form. Word 'three hundred' indicates plurality. But in sentence (b), 'hundred' is not preceded by any number. So to indicate plurality, we will write 'hundreds'. **So, rule is that when words like hundred, dozen, thousand, pair, score are not preceded by any word denoting number then they take the plural form, otherwise not.**

Consider some more *examples :*

- Coca-Cola paid **lakhs** of rupees to Aamir Khan for promoting their product.
- I brought two **dozen** bananas.

- Tell which sentence is correct:

- Since long no news **has** been heard.
- Since long no news **have** been heard.

Sentence a is correct. The reason is that **some nouns are always used as singular though they look like plural nouns**.

That's why we should never use the plural verb with these words. Other similar words are politics, mathematics, physics, gallows, means, billiards, ethics, summons, innings.

For example :

- Politics** is not my cup of tea.
- I received **summons**.
- Sachin once again played a superb **innings**

5. Tell which sentence is correct:
 (a) The spectacles that you are wearing **are** really nice.
 (b) The spectacles that you are wearing **is** really nice.
 Sentence a) is correct. The reason being that **some noun words are always used in the plural form**.

For example : trousers, arms, drawers, assets, scales, alms, thanks, cards; ashes, riches, premises, scissors, credentials, proceeds.

6. Tell which sentence is correct:
 (a) The cattle **was** grazing in the field.
 (b) The cattle **were** grazing in the field.
 Sentence (b) is correct. The reason being that **some nouns are always used as plurals though they look like singular**. Other nouns like this are public, people, folk, mankind, poultry, sheep, police, gentry, peasantry, bulk, majority, etc.

For example :

- (a) The majority **are** with the leader.
 (b) Police, though late, **have** come.
 (c) Public **wants** results.
7. Tell which sentence is correct.
 (a) This project will lead to lots of **expenditures**
 (b) This project will lead to lots of **expenditure**.
 Sentence (b) is correct. The reason is that **some nouns are always used as singular. Preceding adjectives or the verb form indicates the singularity or plurality**. Other nouns are expenditure, furniture, information, machinery, issue, offspring, alphabet, scenery, poetry.

For example :

- (a) All the **furniture** was bought last year.
 (b) All the **Information** was given to him.
8. Meaning of some nouns in plural form is very **different** from the meaning of nouns in singular form. Hence, that form should be used which will convey the right meaning.

For example :

- (a) I opened the letter and read its **contents**.
 (b) Her mouth was fixed in a smile of pure **content**.
 (c) The conflict between **good** and evil is age-old.
 (d) We must produce **goods** at competitive prices.
 (e) Delhiites breathe the most polluted **air** in the world.
 (f) She was just putting on **airs** when she came to visit me.
 (g) We should renounce the use of **force** to settle our dispute.
 (h) Families of people who died as a result of services in the **forces** should not be ignored.
 (i) I was very excited on my **return** to my home village.
 (j) Early **returns** in the ballot indicate majority for opposition.

Other nouns having different meanings in the singular and plural form are:

Singular with meaning	Plural with meaning
Advice - counsel	Advises - information
Respect - regard	Respects - compliments
Compass - extent or range	Compasses - instrument

Custom - habit	Customs - duties levied on
Ground - Earth	Grounds - reasons
Iron - metal	Irons - fetters made of iron
Mean - average	Means - way or method
Respect - regard	Respects - polite greetings

Colour - hue	Colours - appearance
Physic - medicine	Physics - natural science

9. Please go through the following singulars and plurals as plural forms are commonly known but their **singular forms are not commonly known**.

Singular Form	Plural form
Agendum	Agenda
Alumnus	Alumni
Index	Indices
Phenomenon	Phenomena
Criterion	Criteria
Radius	Radii
Formula	Formulae
Memorandum	Memoranda

10. Some noun words have **two plurals with different meanings**. So, that plural form should be selected which will convey the right meaning.

For example :

- (a) I have one **brother** and one sister (meaning- children of the same parents).
 (b) Why should only select **brethren** be allowed to attend the meeting? (meaning - members of the same society, organisation)
 (c) I took off my shoes and **clothes** (meaning- things that people wear).
 (d) Cotton, Nylon, Silk are different kinds of **cloths** (meaning- kinds or pieces of cloth).

Other nouns having two plurals with different meanings are:

Singular	Plural with different meaning
Die	Dies - stamps Dice - small cubes used in games
Genius	Geniuses - persons of great talent Genie - spirit
Quarter	Quarter - fourth part Quarter(s) - lodging
Manner	Manner - Method Manners - Correct behaviour
Pain	Pain - Suffering Pains - Careful efforts
Spectacle	Spectacle - sight Spectacles - eye-glasses
Penny	Pence - indicate amount of money Pennies - number of coins

FOLLOWING ARE RULES REGARDING GENDER OF THE NOUN:

11. Collective nouns, even when they denote living beings, are considered to be of the **neuter gender**.

For example :

- (a) Mr. Smith had a herd of cows. He kept a herdsman to look after **her**.

- (b) Mr. Smith had a herd of cows. He kept a herdsman to look after **it**.

Sentence b) is correct. Though herd consists of cows (females), herd is not a feminine noun as it a collective noun.

12. Young children and the lower animals are also referred to as of the **neuter gender**.

For example :

- (a) The baby loves **his** toys. (Incorrect)
 (b) The baby loves **its** toys. (correct)
 (c) The mouse lost **his** tail when the cat pounced on him. (Incorrect)
 (d) The mouse lost its tail when the cat pounced on it. (correct)

We are often uncertain regarding the gender of the animals. The mouse here may be a male or a female. So, English language prefers the easy way out: treat it as of the neuter gender.

13. When objects without life are personified they are considered of

- (i) The masculine gender if the object is remarkable for strength and violence. Ex. Sun, Summer, Winter, Time, Death etc.
 (ii) The feminine gender if the object is remarkable for beauty, gentleness and gracefulness. Ex: Earth, Moon, Spring, Nature, Mercy etc.

For example:

- (a) The Sun came from behind the clouds and with **her** brilliance tore the veil of darkness. (Incorrect)
 (b) The Sun came from behind the clouds and with **his** brilliance tore the veil of darkness. (Correct)

Convention does not see brilliance as a womanly quality, but a manly one.

- (a) Nature offers **his** lap to him that **seeks** it. (Incorrect)
 (b) Nature offers **her** lap to him that **seeks** it. (Correct)

The offering of a lap is usually the mother's role. Hence, Nature here should be treated as a feminine noun.

Tell which sentence is correct.

- (a) The earth goes round the sun in 365 days. Can you **calculate her speed**?
 (b) The earth goes round the sun in 365 days. Can you **calculate its speed**?

Sentence b is correct. The error being made here is that personification is being brought where it does not exist. In the above statement the earth is being treated as a body (a thing), not a person. The scientist here is not concerned with the womanly qualities of the planet. So, neuter gender should be applied.

FOLLOWING ARE RULES REGARDING APOSTROPHE :

14. Rules regarding apostrophe S ('s):

- (a) Singular noun: 's is added after the word.

- (b) Singular noun: Only an apostrophe is added when there are too many hissing sounds. *For example:* Moses' laws, for goodness' sake, For justice' sake.
 (c) Plural nouns ending in s like boys, cows: only (') is added after the word
 (d) Plural nouns not ending in s like men, children: ('s) is added after the word.
 (e) 'S is added primarily after the living things and personified objects. *For example:* Governor's bodyguard, horse's head, Nature's law, Fortune's favourite.
 (f) 'S is not used with inanimate or non-living things. *For example:* leg of the table, cover of the book.
 (g) But in nouns that denote time, distance or weight, ('s) is used. *For example:* a stone's throw, in a year's time, the earth's surface.
 (h) Some other common phrases where ('s) is used are to his heart's content, at his wit's end, out of harm's way.
 (i) When a noun consists of several words, the possessive sign is attached only to the last word.

For example:

- (a) The Queen's **of England** reaction is important in the Diana episode. (Incorrect)
 (b) The Queen **of England's** reaction is important in the Diana episode. (Correct)

Do not be mistaken that since it is the Queen's reaction, the ('s) should come after queen. You might think that putting it after England would make the reaction England's and not the Queen's. This is short-sightedness. Do not see Queen and England in isolation, Queen of England is one whole unit and the apostrophe should come at its end.

- (j) When two nouns are in apposition, the possessive sign is put to the latter only.

For example :

- (a) I am going to Stephen **Hawking's the scientist's country**. (Incorrect)
 (b) I am going to Stephen **Hawking the scientist's country**. (Correct)

- (k) When two or more nouns show joint possession, the possessive sign is put to the latter only.

For example:

- (a) Amitabh and Ajitabh are Bachchanji's sons. So Bachchanji **is Amitabh's and Ajitabh's father**. (Incorrect)
 (b) Amitabh and Ajitabh are Bachchanji's sons. So Bachchanji **is Amitabh and Ajitabh's father**. (Correct)

- (l) When two or more nouns show separate possession, the possessive sign is put with both.

For example.

- (a) The audience listened to Javed and Vajpayee's poems. (Incorrect)
 (b) The audience listened to Javed's and Vajpayee's poems. (Correct)

PRONOUNS

A pronoun is a word used instead of a noun.

Now consider the following cases :

1. Since a pronoun is used **instead of a Noun**, it must be of the same number, gender and person as the noun for which it stands. *For example:* Those **beggers** are idle. **They** refuse to work for their living.
2. Consider the following two sentences.
 - (a) After a few hearings the jury gave its verdict. (Pronoun 'its' is used in place of noun 'jury').
 - (b) The **jury** were divided in **their** opinions. (Pronoun 'their' is used in place of noun 'jury')

You must be wondering why different pronoun 'its' and 'their' is used in place of the same noun 'jury' The reason is when a pronoun stands for a **collective noun** it must be in the singular number and neutral gender. (Sentence a). But when collective noun conveys the idea of separate individuals comprising the whole, the pronoun standing for it must be of the plural number. In sentence b, it is clear that members of the jury are not behaving as whole.

For example :

 - (a) The **committee** is reconsidering its decision.
 - (b) The **committee** decided the matter without leaving their seats.

PRONOUNS IN SENTENCES FOUND BY CONJUNCTION :

3. When two or more singular nouns are joined by '**and**', the pronoun used for them must be **plural**.
For example : Rama and Hari work hard. **Their** teachers praise **them**.
But when two Singular nouns joined by '**and**' refer to the same person or thing, the pronoun should be singular.
For example : The Secretary and Treasurer is negligent of **his** duty.
Here the same person is acting as Secretary and Treasurer. That's why singular pronoun is used.
4. When two singular nouns joined by '**and**' are preceded by 'each' or 'every', then the pronoun must be singular
For example : Every soldier and every sailor was in **his** place.
5. When two or more singular nouns are joined by '**or**', '**either...or**', '**neither...nor**', the pronoun is generally singular.
For example :
 - (a) Neither Abdul nor Rehman has done his lessons.
 - (b) Either Rama or Hari must help **his** friend.
6. When a plural and a singular noun are joined by '**or**' or '**nor**', the pronoun must be in the plural
For example : Either the manager or his assistants failed in **their** duty.
7. When two things which have been **already mentioned** are referred to, 'this' refers to the thing last mentioned and 'that' to the thing first mentioned.
For example : Alcohol and Tobacco are both injurious: **this** perhaps less than **that**.

RULES REGARDING PERSONAL PRONOUNS :

8. Tell which sentence is correct-
 - (a) The presents are for you and **me**.
 - (b) The presents are for you and **I**.

Sentence a is correct. Pronoun has to agree with the case. Here it is the **objective case**. So, 'me' should be used instead of 'I'. *For example :* My uncle asked my brother and me to dinner.
9. Tell which sentence is correct
 - (a) He loves you more than **I**.
 - (b) He loves you more than **me**.

Sentence a is correct 'Than' is a conjunction joining clauses. And the case of the pronoun to be used may be found by writing the clauses in full. So, in sentence a.) two clauses joined by 'than' are 'He loves you more' and 'I love you'. Being a subjective case, 'I' should be used.
For example :

 - (a) He is taller than **I** (am).
 - (b) He loves you more than (he loves) **me**.
10. When a pronoun refers to more than one noun or pronouns of different persons, it must be of the first person plural in preference to the second and of the second person plural in preference to the third.
For example :
 - (a) You and I, husband and wife, have to look after **your** home. (Incorrect)
 - (b) You and I, husband and wife, have to look after **our** home. (Correct)

Now, common sense tells us that if we are a couple, wife and husband, the feeling of togetherness is expressed by our home, not your home. And so does grammar.

Rule: 123. I stands for first person, 2 for second person and 3 for third person. The order of precedence is: 1 before 2 and 2 before 3. In the given example, we have 2 and 1. So I will apply; that is, first person. The number, of course, will be plural.

Let us take another *example*.

 - (a) You and Hari have done **their** duty. (Incorrect)
 - (b) You and Hari have done **your** duty. (Correct)

Applying 123 rule. You = 2 and Hari = 3. So, 2. Second person plural gives 'your'.

Similarly, when all the three persons are taken into account, it has to be I; that is, first person plural.

 - (a) You, he and I have not forgotten your roots. (Incorrect)
 - (b) You, he and I have not forgotten **our** roots. (Correct)
11. **Each, either and neither** are always singular and are followed by the verb in the singular.
For example :
 - (a) Neither of the accusations **is** true.
 - (b) Each boy took **his** turn.
 - (c) Each of the ladies performs **her** duty well.
12. (A) Please consider the following sentences.
 - (a) This is the boy. **He** works hard. (**He** subjective case)

- (b) This is the boy. **His** exercise is done well. (**His** is possessive case)
- (c) This is the boy. All praise **him**. (**Him** is objective case)
13. An apostrophe is never used in 'its', 'yours' and 'theirs'.
14. The complement of the verb **be**, when it is expressed by a pronoun, should be in the nominative form.
For example:
(a) It was **he** (not **him**),
(b) It is **I** (not **me**) that gave the prizes away.
(c) It might have been **he** (not **him**).
15. The case of a pronoun following **than** or **as** is determined by mentally supplying the verb.
For example:
(a) He is taller than **I** (**am**).
(b) I like you better than **he** (**likes you**).
(c) They gave him as much as (**they gave**) **me**.
16. A pronoun must agree with its Antecedent in **person, number and gender**.
For example:
(a) All passengers must show **their** (not **his**) tickets.
(b) I am not one of those who believe everything **they** (not **I**) hear

RULES REGARDING DEMONSTRATIVE PRONOUNS :

17. **That** is used-
- A. **After adjectives in the superlative degree.**
For example-
(a) This is the best **that** we can do.
(b) He is the best speaker **that** we ever heard.
- B. **After the words all, same, any, none, nothing, only.**
For example:
(a) Man is the only animal **that** can talk.
(b) He is the same man **that** he has been.
- C. **After two antecedents**, one denoting a person and the other denoting an animal or a thing.
For example: The man and his pet **that** met with an accident yesterday died today.
18. **What** and **That** refer to persons as well as things.

RULES REGARDING RELATIVE PRONOUNS :

19. On combining each of the above pairs into one sentence
(a) This is the boy **who** works hard (Who in place of He)
(b) This is the boy **whose** exercise is done well. (**whose** in place of His)
(c) This is the boy **whom** all praise. (**Whom** in place of Him)

The above sentences show when to use who, whose and whom. Who is the subjective case, Whose the possessive case and Whom the objective case.

20. Who is used for persons only. It may refer to a singular or plural noun.
For example:
(a) He **who** hesitates is lost.
(b) Blessed is he **who** has found his work.
21. Whose can be used for persons as well as things without life also.
For example:
(a) This is the hotel **whose** owner is a criminal.
(b) This is the person **whose** will power is extraordinary.

22. Which is used for inanimate things and animals. 'Which' is used for both singular and plural nouns.
For example:
(a) I have found the book **which** I had lost last week.
(b) The horse, **which** won the race yesterday, is my favourite.
23. When 'which' is used for selection, it may refer to a person as well as things.
For example:
(a) Which of the packets is yours?
(b) Which of the boys has not done his homework?
24. **Who, Which, Whom, That, Whose** should be placed as near to the antecedent as possible.
For example:
(a) I with my family reside in Delhi, which consists of my wife and parents.
This sentence is wrong as **which** relates to 'my' family'. So 'which' should be placed as near to family' as possible. So, the correct sentence is
(b) I with my family which, consists of my wife and parents, reside in Delhi.
25. **Who** is used In the **nominative** cases and **whom** in the **objective** cases.
For example:
(a) There is Mr. Dutt, **who** (not **whom**) they say is the best painter in the town.
(b) The Student, whom (not who) you thought so highly of, has failed to win the first prize.
26. When the **subject** of a verb is a **relative pronoun**, the verb should agree in number and person with the antecedent of the **relative**.
For example:
(a) This is **one** of the most interesting **novels that have** (not **has**) appeared this year. (Here, antecedent of **relative pronoun that** is **novels** and not **one**)
(b) This is the only **one** of his **poems that is** (not **are**) worth reading. (Here the antecedent of **that** is **one** and not **poems**. Kindly note the difference between sentence **a** and **b**)

OTHER USEFUL RULES :

27. None is used in the singular or plural as the sense may require.
For example:
(a) Each boy was accompanied by an adult but there were none, with the orphan (Incorrect)
(b) Each boy was accompanied by an adult but there **was** none with the orphan. (Correct)
(c) I am used to many guests everyday but there **was** none today. (Incorrect)
(d) I am used to many guests everyday but there **were** none today. (Correct)
28. When 'one' is used as **pronoun**, its possessive form 'one's' should follow instead of his, her etc.
For example: One must put **one's best** efforts if one wishes to succeed.
29. With **let** objective case of the pronoun is used.
For example: let **you** and **me** do it.

30. If a pronoun has two antecedents, it should agree with the **nearer one**.
For example :
 (a) I hold in high esteem everything and **everybody who** reminds me of my failures.
 (b) I hold in high esteem everybody and **everything, which** reminds me of my failures.
31. In referring to **anybody, everybody, anyone, each** etc., the pronoun of the masculine or the feminine gender is used according to the context.
For example.
 (a) I shall be glad to help **everyone** of my **boys** in **his** studies.
 (b) I shall be glad to help **everyone** of my **girls** in **her** studies.
- (c) I shall be glad to help everyone of my **students** in **his** studies.
 But when gender is not determined, the pronoun of the **masculine gender** is used as in sentence c.
32. (A) The pronoun **one** should be used throughout, if used at all.
For example:
 (a) **One** must use **one's** best efforts if one wishes to succeed.
 (b) **One** should be careful about what one says.
 (B) **Plural** is commonly used with **none**.
For example.
 (a) **None** of his poems are well known.
 (b) **None** of these words are now current.
33. **Anyone** should be used when **more than two** persons or things are spoken of.
For example : She was taller than **anyone** of her five sisters.

TENSES

1. Tense is the form taken by a verb to indicate time and **continuance** or **completeness** of action. The continuance or completeness of action is denoted by four subcategories.
(a) Simple Tense : It is used for habitual or routine actions in the Present Tense, action which is over in the Past Tense & action to happen in the Future Tense.
(b) Continuous Tense : The action is incomplete or continuous or going on.
(c) Perfect Tense : The action is complete, finished or perfect with respect to a certain point of time.
(d) Perfect Continuous Tense : The action is going on continuously over a long period of time and is yet to be finished.
2. The different tenses and the verb forms used in each tense are given below :
- | Singular with meaning | Plural with meaning |
|---------------------------------|-------------------------------------|
| Name of Tenses | Verb form used in Tenses |
| Present simple / indefinite | Verb / verb + s/es |
| Present continuous/Progressive | Is/am/are + verb + ing |
| Present perfect | Has / have + third form of verb |
| Present perfect continuous | Has/have + been + verb + ing |
| Past simple / indefinite | Second form of verb only |
| Past continuous / Progressive | Was/were + verb + ing |
| Past perfect | Had + third form of verb |
| Past perfect continuous | Had been + verb + ing |
| Future simple / indefinite | Shall / will + verb |
| Future continuous / Progressive | Shall / will + be + verb + ing |
| Future perfect | Shall/will + Have + past participle |
| Future perfect continuous | Shall/will + have been + verb + ing |
3. The **simple Present tense** is used
 A. To express a **habitual action**.
For example : I **get** up every day at five o'clock.
- B. To express **general truths**.
For example : Fortune **favours** the brave.
- C. In **vivid narrative**, as substitute for the simple past.
For example : Immediately the Sultan **hurries** to his capital.
- D. To indicate a **future event that is part of a fixed programme or time table**.
For example : The train **leaves** at 5:20 am.
Note: We can also use **will leave** in place of **leaves**.
- E. It is used to introduce **quotations**.
For example : Keats **says**, 'A thing of beauty is a joy forever'.
- F. In exclamatory sentences beginning with **here** and **there** to express what is actually taking place in the present.
For example : Here comes the bus!
- G. When two actions of the **future** are being talked about, one dependent on the other, the former action is represented by present simple and the latter by future simple.
For example : We shall go when the child comes back home.
4. The **present continuous tense** is used
 (I) For an action **going on at the time of speaking**.
For example : The boys are **playing** cricket in the ground.
 (II) For a temporary action that may not be actually happening at the time of speaking but was happening in the recent past and is still happening in recent future.
For example : I **am reading** Sidney Sheldon now a days.
 (III) To express **changing or developing situations**.
For example : India is **progressing** day by day.
 (IV) For an action that is planned or arranged to take place in the **near future**.
For example : I **am going** to cinema tonight.
Note: But it is not good to use the present continuous for slightly distant future. So, don't say

- (a) I am **going** to cinema next week.
Rather, use the future simple. So, it is better if you say
- (b) I **will go** to cinema next week.
- (V) When the reference is to a particularly obstinate habit, the present continuous is used instead of present simple. An adverb like always, continually, constantly is also used.
For example : It is no use scolding him; he always **does** what is forbidden. (Incorrect)
Note: that his doing what is forbidden has become a die-hard habit. The habit persists in spite of advice or warning. So, we should use the present continuous.
For example : It is no use scolding him; he **is always doing** what is forbidden. (Correct)
5. The **present perfect tense** is used
- (I) To indicate the completed activities in the **immediate past**.
For example : He has just gone out.
- (II) Action completed in the immediate past or an action of the past whose effect lingers in the present.
For example : **I wrote** three books. (Incorrect)
The given sentence appears to be incomplete. The reader of the sentence immediately queries. 'When did you write three books?' It would be a different case if you said
For example : **I wrote books**.
Then the reader would infer that you wrote books in the past as a profession or hobby. But when you are being so specific as to say "three books", we immediately feel the need of a time frame. Since no time frame is mentioned, we assume it to be 'by now'. So, we have something to the effect.
For example : I have **written** three books by now.
This 'by now' is implied and need not be written. So,
For example : I have **written** three books. (Correct)
- (III) The present perfect is never used with adverbs of the past time. In such cases the past simple should be used.
For example : India **has** won the match last week (Incorrect)
"Last week" is not immediate past. You may therefore be tempted to use the present perfect. But remember that the immediate past here does not go unindicated. Last week is being used as an adverb of past time. So,
For example : India **won** the match last week. (Correct)
- (IV) To express past actions whose time is not given and not definite - actions with their effect continuing in the present.
For example :
a) I **have** never **known** him to be angry.
b) **Have** you **read** 'Gulliver's Travels'?
- (V) To describe the past events when we think more of their effect in the present than of the action itself.
For example : I **have** cut my finger.
- (VI) For long actions and situations which started in the near past and went on until very recently.
For example : I **have read** three chapters since this morning.
6. The **present perfect continuous** tense is used for an action, which began at some time in the past and is still continuing. With the present perfect continuous tense an adverb or phrase that expresses time is used.
For example :
(a) I **have been reading** this book since morning.
(b) They **have been building** the bridge for several months.
7. The **simple past tense** is used
- (I) To indicate an action **completed in the past**. Generally, adverbs or adverb phrases of past time are used in the past simple tense.
For example :
(a) The steamer **sailed** yesterday.
(b) He **went** home some time back.
- (II) To express imaginary present situations or imaginary future events that may not happen.
For example :
(a) If I **had** longer holidays, I would be very happy.
(b) If I **got** rich, I would travel all over the world.
- (III) When this tense is used without an adverb of time, then time may be either implied or indicated by the context.
For example : I **didn't** sleep well. (i.e., last night)
- (IV) For past habits 'used to' is added to the verb.
For example : She used to **carry** an umbrella.
8. The **past continuous** tense is used
- (I) To denote an action going on at some time in the past. The time of the action may or may not be indicated.
For example :
(a) It **was getting** darker.
(b) We **were listening** to the radio all evening.
- (II) When a new action happened in the middle of a longer action. In this case Past simple and Past continuous are used together. Past simple is used for the new action.
For example : The Light **went** out while I **was reading**.
- (III) For persistent habits in the past.
For example : She **was always chewing** gum.
9. The **past perfect tense** is used when **two actions happened in the past**. In this case it is necessary to show which action happened earlier than the other. Here **past perfect is used for the action, which happened earlier**.
For example :
(a) When I reached the station the train **had started**.
(b) I **had done** my exercise when Hari **came** to see me.
10. **Past perfect continuous tense** is used when an action that began before a certain point of time in the past & was continuing at the given point of time in the sentence. A time expression like **since last year, for the last few days** is generally put after perfect continuous tense.
For example : At that time he **had been writing** a novel for **two months**.
Here, **At that time** is the given point of time and **for two months** is the point of time in the past.
11. The **simple future** is used for an action that has **still to take place**.
For example :
(a) I **shall** see him tomorrow.
(b) Tomorrow **will** be Sunday.

12. The **future continuous** tense
 - (I) Represents an action as going on at **sometime in the future**.
For example : I **shall be reading** the paper then.
 - (II) Represents the future events that are planned.
For example : He **will be meeting** us next week.
13. The **future perfect tense** is used to indicate the **completion of an event by a certain future time**.
For example : I **shall have written** my exercise by that time.
14. The **future perfect continuous tense** indicates an action represented as being in progress over a period of time that will end in the future. Generally time period is mentioned along with it.
For example : By next July we shall have been living here for four years.
15. Other rules to be followed : Events occurring at the same time must be given in the same tense.
For example : When he fainted his brother was with him.
16. Will or Shall cannot be used twice in the same sentence even if both the actions refer to the future tense.
For example :
 - (a) I shall come if he will call me. (Wrong)
 - (b) I shall come if he calls me. (Right)
17. With the phrases as if and as though the past tense and plural form of the verb should be used.
For example :
 - (a) He behaves as if he is a king. (Wrong)
 - (b) He behaves as if he were a king. (Right)
18. With the word 'wish' four verbs are used namely were, had, could, would. 'Were' is used when the wish seems to be unrealisable.
For example : I wish I were a king.
 'Had' is used when our wish is a lament over the past happening. *For example* : I wish I had accepted that job.
 'Would' is used when we refer to the future. *For example* : I wish I would get a ticket.
 'Could' is used when we wish that something that has happened already should have happened otherwise.
For example : He did not go because he was busy yesterday. I wish he could go with you.
19. 'For' is used for a period of time. *For example* : He has been working for two hours.
 'Since' is used with a point of time. *For example* : He has been working since morning.
20. In case of conditional sentences 'had' and 'would have' are used.
For example : If I had met him I would have invited him.

ARTICLES

1. **A** or **an** does not refer to a particular person or thing. It leaves indefinite the person or thing spoken of.
For example : I saw a doctor. (means I saw any doctor)
2. **An** is used before a word beginning with vowel sound (please note a word beginning with vowel sound and not necessarily a vowel itself).
For example : an ass, an enemy, an inkstand, an orange, an umbrella, an hour.
3. **An** is placed before an abbreviation if the first letter of an abbreviation is F, H, L, M, N, R, S or X.
For example :
 - (a) An MBA was required for the post.
 - (b) An SAO is an officer of high rank
4. **A** is used before a word beginning with a consonant sound.
For example : a boy, a woman a horse, a one-rupee note, a university, a European (both university and European begin with a consonant sound of 'yu')
5. **A** and **an** are used with words 'few' and 'little' if they refer to a small number or a small amount. Words 'few' and 'little' without the articles means almost none.
For example :
 - (a) We have little time to spare. (means almost no time)
 - (b) We have a little time to spare. (means some time)
 - (c) Few persons were present at the meeting. (means almost no one was present)
 - (d) A few persons were present at the meeting. (means some were present)
6. **A** is used in the following senses :
 - A) In its original numerical sense of one.
For example :
 - (a) Not a word was said.
 - (b) A word to the wise is sufficient.
 - B) In the vague sense of a **certain time**.
 - C) In the sense of any, to single out an individual as the representative of a class.
For example : A pupil should obey his teacher.
 - D) To make a common noun of a proper noun.
For example : A Daniel came to judgement. (A Daniel = A very wise man)
7. **The** points out a particular person or thing or someone or something already referred to.
For example :
 - (a) I saw the doctor. (means I saw some particular doctor)
 - (b) The book you want is out of print.
8. **The** is used with names of gulfs, rivers, seas, oceans, groups of islands and mountain ranges.
For example :
 The Persian Gulf, The Red Sea, The Indian Ocean, The British Isles, The Alps.
9. **The** is used before the name of certain books.
For example : The Vedas, The Puranas, The Ramayana.
 But we never say 'The Valmiki's Ramayana'. The is not used when the name of a book is mentioned along with the author's name. So, 'Valmiki's Ramayana' is correct.
10. **The** is used before the names of things unique of their kind.
For example : the sun, the sky, the ocean, the sea.
11. **The** is used before a plural common noun if it refers to a particular group among the class and not the whole class.
For example : Drive away the cows from the field.
12. **The** is used before a proper noun only when it is qualified by an adjective.
For example : The great Rani of Jhansi, the immortal Kalidas.

13. **The** is used before superlatives.
For example :
(a) Sachin was the best batsman in the world.
(b) The best person should win.
14. **The** noun if emphasis is laid on the use of such a noun. Here, noun can be proper or abstract noun
(a) the time for doing it.
(b) occasion to help the distressed.
15. **The** is used with ordinals.
For example :
(a) He was the first student to finish his homework.
(b) The second chapter of the book is very interesting.
16. **The** is used before an adjective when the noun is understood.
For example :
(a) The poor are always with us. (Here poor means poor people which is understood.)
(b) The weak and the strong. (Here weak means weak people and strong means strong people.)
17. No article is used before a common noun when it refers to all the members of the class.
For example :
(a) Man is mortal.
(b) Fish has high protein content.
(c) What kind of flower is it?
18. The is used before a common noun to give it the meaning of an abstract noun.
For example : The devil in him begins its misdeeds now and then.
19. No article is used before the names of materials such as gold, stone, wine, iron, wheat, wood, cloth.
For example :
(a) Gold is a precious metal.
(b) Wheat grows in Uttar Pradesh, Haryana and Madhya Pradesh.
(c) Iron is a useful metal.
Note: But it is correct to say
For example : An iron is a useful gadget.
Because here we are not talking about material iron, but the object which is used to make clothes smooth.
20. No article is used before proper nouns.
For example :
(a) Delhi is the capital of India.
(b) Newton was a great philosopher.
But consider the following examples where an article is used before a proper noun.
(a) This man is a second Newton.
(b) Bombay is the Manchester of India.
Here Newton and Manchester are not used as proper nouns but as common nouns. The first sentence means that this man is as great as Newton and the second sentence means that Bombay is a great manufacturing city like Manchester.
21. No articles are used before a common noun used in its widest sense.
For example :
(a) The science has developed much in the past hundred years. (Incorrect)
(b) Science has developed much in the past hundred years. (Correct).
22. No article is used before the noun following 'Kind of':
For example :
(a) What kind of a hobby is this? (Incorrect)
(b) What kind of hobby is this? (Correct)
23. No article is used before abstract nouns.
For example :
(a) Wisdom is the gift of heaven.
(b) Honesty is the best policy.
But consider the following examples where an article is used before an abstract noun.
(a) The wisdom of Solomon is famous.
(b) I cannot forget the kindness with which he treated me.
Here the article is used before the abstract noun as the abstract noun has been qualified by an adjective or adjectival clause.
24. No article is used before languages, subject of arts and science.
For example :
(a) We are studying English.
(b) Geometry is the toughest subject I have ever studied.
25. No article is used before words such as school, college, church, bed, table, hospital, market, prison.
For example :
(a) I went to school till last year.
(b) I have never been to hospital.
But an article is used before these words when reference is made to a definite place.
26. No article is used before the name of relations like father, mother, aunt, uncle.
For example : Mother would like to see you.
But if someone else's mother is being talked about then **the** should be used.
For example : The mother would like to see you.
27. Article should not be used before positions that are held at one time by one person only.
For example :
(a) S D Sharma was elected the president of the country. (Incorrect)
(b) S D Sharma was elected president of the country. (Correct)
28. Please consider this sentence
(a) I have a black and white cat.
Here I mean that I have one cat that is partly black and partly white.
Now, consider this sentence
For example : I have a black and a white cat.
Here I mean that I have two cats one is black and the other white. Hence the rule is that when two or more adjectives qualify the same noun, the article is used before the first adjective only. But when they qualify different nouns, the article is used before each adjective separately.
Consider one more *example*.
(a) The President and Chairman is absent.
(b) The President and the Chairman are present.
Sentence a means that only one person is acting as president as well as chairman. Sentence b means that two different persons are acting as the President and the Chairman and both the persons are present.

ADJECTIVES

Adjectives are the words that describe the qualities of a noun or pronoun in a given sentence.

CONSIDER THE FOLLOWING :

1. Tell which sentence is correct
 - (a) Flowers are plucked freshly.
 - (b) Flowers are plucked fresh.
 Sentence b is correct as, adjective is correctly used with a verb when some quality of the subject rather than verb is to be expressed. Here, fresh describes the word Flowers (a noun) and not plucked (a verb).

RULES REGARDING DEMONSTRATIVE ADJECTIVE :

2. **This** and **that** are used with the singular nouns and these and those are used with plural nouns
For example :
 - (a) This mango is sour.
 - (b) These mangoes are sour.
 - (c) That boy is industrious
 - (d) Those boys are industrious.
3. **This** and **these** indicate something near to the speaker while that and those indicate something distant to the speaker.
For example :
 - (a) This girl sings.
 - (b) These girls sing.
 - (c) That girl sings.
 - (d) Those girls sing.

RULES REGARDING DISTRIBUTIVE ADJECTIVES:

4. **Each** is used when reference is made to the individuals forming any group. Each is also used when the number of the group is limited and definite.
For example :
 - (a) I was in Shimla for five days and it rained each day.**Every** is used when reference is made to total group or when the number is indefinite.
For example :
 - (a) Every seat was taken.
 - (b) I go for a movie every week.
 - (c) Leap year falls in every fourth year.
5. Each, either, neither and every are always followed by the singular noun.
For example :
 - (a) Each boy must take his turn.
 - (b) Every word of it is false.
 - (c) Neither accusation is true.

RULES REGARDING ADJECTIVES OF QUANTITY:

6. **Some** is used in affirmative sentences to express quantity or degree.
For example : I shall buy some bananas.
Any is used in the negative or interrogative sentences to express quantity or degree.
For example :

(a) I shall not buy any bananas.

(b) Have you bought any bananas?

But some is an exception to the above rule. Some is used in interrogative sentences, which are commands or requests.

For example : Will you please lend me some money?

7. **Few** is used for countable objects and **little** is used for non-countable objects.
8. Little means not much. So use of the word little has a negative meaning.

For example :

(a) There is little hope of his recovery.

(b) He has little appreciation of hard work.

A little means some though not much. So, use of a little has a positive meaning.

For example :

(a) There is a little hope of his recovery.

(b) He has a little appreciation of hard work.

The little means not much but all there is.

For example :

(a) The little information he had was quite reliable.

(b) The little knowledge of management he possessed was not sufficient to stand him in good stead.

9. Few means not many. So use of the word few has a negative meaning.

For example : Few men are free from faults.

A few means some. So use of 'a few' has a positive meaning.

For example : A few men are free from faults.

The few means not many, but all there are.

For example : The few remarks that he made were very good.

10. Only uncountable nouns follow much, little, some, enough, sufficient and whole.

For example :

(a) I ate some rice.

(b) There are not enough spoons.

RULES REGARDING INTERROGATIVE ADJECTIVES :

11. **What** is used in the general sense and **which** is used in a selective sense.

For example :

(a) Which of you haven't brought your book?

(b) What sort of man is he?

RULES REGARDING DEGREES OF COMPARISON OF ADJECTIVES :

12. The comparative form ending in 'er' is used when we are comparing one quality in two persons.

For example : Anjali is wiser than Rahul.

But if we wish to compare two qualities in the same person then the comparative form ending in 'er' is not used.

For example : Anjali is wise than brave.

13. When two objects are compared with each other, the latter term of comparison must exclude the former.

For example :

- (a) Delhi is bigger than any other city in India.

If we say

- (b) Delhi is bigger than any city in India.

Then we are saying Delhi is bigger than Delhi, as any city in India includes Delhi also. And this is obviously wrong.

14. In a comparison by means of a superlative the latter term should include the former.

For example :

- (a) Delhi is the biggest of all cities in India.

- (b) Of all men he is the strongest.

Kindly note the difference in this and the previous rule.

15. **Later** and **latest** refer to time.

For example :

- (a) He came later than I expected.

- (b) This is the latest news.

Latter and **last** refer to position.

For example :

- (a) The last player could not bat as he was injured.

- (b) The latter chapters are very interesting.

Latter is used when there are two only, last when there are more than two.

For example :

- (a) Of Manohar, Syam and Joshi, the latter is a driver. (Incorrect)

- (b) Of Manohar, Syam and Joshi, the last is a driver. (Correct)

16. **Elder** and **eldest** are used only of persons (usually members of the same family).

For example :

- (a) My elder sister is doing MBA from IIM, Ahmedabad.

- (b) My eldest brother is getting married today.

Older and **oldest** are used of both persons and things.

For example :

- (a) This is the oldest building in the city.

- (b) Anthony is the oldest boy in the class.

17. Further means more distant or advanced whereas farther is a variation of further and means at a distance – both the words can be used to indicate physical distance.

For example :

- (a) No one discussed the topic further.

- (b) Calcutta is farther from the equator than Colombo.

18. The comparative degree is generally followed by 'than', but comparative adjectives ending in 'is' or 'are' are followed by the preposition 'to'.

For example :

- (a) Raj is inferior to Aman in intelligence.

- (b) Aman is superior to Raj in intelligence.

- (c) He is junior to me.

- (d) Who was captain prior to Dhoni?

19. Adjectives such as square, round, perfect, eternal, universal, unique do not admit of different degrees. So they cannot be compared. Thus strictly speaking we cannot say that a thing is more square more round or more perfect. But sometimes we do make exceptions to this rule.

For example : This is the most perfect specimen I have seen.

20. When the comparative form is used to express selection from two of the same kind or class, it is followed by 'of' and preceded by 'the'.

For example :

- (a) Raj is stronger of the two boys.

21. When 'than' or 'as' is followed by the third person pronoun, the verb is to be repeated.

For example : Raj is not as clever as his brother is.

22. When 'than' or 'as' is followed by first or second person pronoun, the verb can be omitted.

For example : He is more intelligent than you.

23. In comparing two things or classes of things the comparative should be used.

For example :

- (a) Of two evils choose the lesser (not least).

- (b) Which is the better (not best) of the two?

24. A very common form of error is exemplified in the following sentence.

- (a) The population of London is greater than any town in India.

- (b) The population of London is greater than that of any town in India.

Sentence b is correct as the comparison is between the population of London and the population of any town in India.

25. Double comparatives and superlatives should be avoided.

For example :

- (a) Seldom had the little town seen a more costlier funeral. (Wrong)

- (b) Seldom had the little town seen a costlier funeral. (Right)

- (c) Seldom had the little town seen a more costly funeral. (Right)

26. Preferable has the force of comparative and is followed by to. Phrase 'more preferable' should not be used.

For example :

- (a) Coffee is more preferable to tea. (Wrong)

- (b) Coffee is preferable to tea. (Right)

27. Less refers to quantity whereas fewer refers to number.

For example :

- (a) No fewer than fifty miners were killed in the explosion.

- (b) We do not sell less than ten kg of tea.

28. Certain adjectives do not really admit of comparison because their meaning is already superlative. Such words are unique, ideal, perfect, complete, universal, entire, extreme, chief, full, square, round. Therefore phrases like most unique, more round, fullest etc. are wrong.

29. If there is a gradual increase it is generally expressed with two comparatives and not with positives.

For example :

- (a) It grew hot and hot. (Incorrect)

- (b) It grew hotter and hotter. (Correct)

OTHER COMMON RULES :

30. 'Verbal' means 'of or pertaining to words' whereas 'oral' means 'delivered by word of mouth or not written'. Hence the opposite of written is oral, not verbal.

For example :

- (a) His written statement differs in several important respects from his oral (not verbal) statement.

- (b) The boy was sent with a verbal message to the doctor.

31. 'Common' means shared by all concerned. If a fact is a common Knowledge, it means the knowledge of the fact is shared by all. Everyone knows about it. 'Mutual' means in relation to each other. If you and I are mutual admirers, it means I admire you and you admire me. We might also have a common admirer who admires both of us.
- We stopped smoking on the advice of a mutual friend. (Incorrect)
 - We stopped smoking on the advice of a common friend (Correct)
- It is apparent that there are two or more than two of us. Apart from us, there is a person (friend). Since he is a friend to all of us, this friend is being shared by all of us. So, he is a common friend. Now, look at this sentence.

For example : We stopped smoking on mutual advice.
It means I advised you not to smoke and you advised me not to smoke.

OTHER COMMON ERRORS:

32. Other common errors.
- These kind of questions is often asked in the examinations. (Incorrect)
 - This kind of question is often asked in the examinations. (Correct)
 - He is as good if not better than his brother. (Incorrect)
 - He is as good as if not better than his brother. (Correct)
 - The future do not hold much for you. (Incorrect)
 - The future does not hold much for you. (Correct)

VERBS

- Two or more singular subjects connected by 'and' usually take a verb in the plural.
For example : Hari and Rama are there.
- If two singular nouns refer to the same person or thing, the verb must be singular.
For example : My friend and benefactor has come.
- If two subjects together express one idea, the verb may be in the singular.
For example : The horse and carriage is at the door.
- Two or more singular subjects connected by 'or', 'nor', either... or, neither...nor take a verb in the singular.
For example : Neither he nor I was there.
But when subjects joined by 'or', 'nor' are of different numbers, the verb must be plural, and the plural subject must be placed next to the verb.
For example : Rama and his brothers have done this.
When the subjects joined by 'or', 'nor' are of different persons, the verb agrees in person with the nearest one.
For example :
 - Either he or I am mistaken.
 - Neither you nor he is to blame.
- When words are joined to a singular subject by 'with', 'together with', 'in addition to', 'as well as', then also number of the verb remains singular.
For example : The Chief with all his men, was massacred.
- Following examples exemplify the common mistakes committed:
 - His diet was abstemious, his prayers long and fervent. (Wrong as subjects are not in the same number.)
 - His diet was abstemious, his prayers were long and fervent. (Right)
 - He never has and never will take such strong measures. (Wrong)
 - He never has taken, and never will take such strong measures. (Right)
 - Ten new members have been enrolled and seven resigned (Wrong)
 - Ten new members have been enrolled and seven have resigned. (Right)

- Being a very hot day, I remained in my tent. (Wrong as participle being is referring to none)
 - It being a very hot day, I remained in my tent. (Right)
 - Sitting on the gate, a scorpion stung him. (Wrong as participle sitting is not referring to any word)
 - While he was sitting on the gate, a scorpion stung him (Right)
7. The verb lay (lay, laid, laid) is transitive and is always followed by an object. The verb lie (lie, lay, lain) is intransitive and cannot have an object.
For example :
- Lay the child to sleep.
 - Let me lie here.
 - I laid the book on the table.

AGREEMENT OF THE SUBJECT WITH THE VERB:

- A verb must agree with its subject in number and person. Often due to "Error of Proximity" the verb is made to agree in number with a noun near it instead of with its proper subject.
For example :
 - The quality of the mangoes were not good. (Wrong since subject is quality, a singular and not mangoes.)
 - The quality of the mangoes was not good (Right).
 - His knowledge of Indian vernaculars are far beyond the common. (Wrong)
 - His knowledge of Indian vernaculars is far beyond the common. (Right)
- Verb should be singular even when some words are joined to a singular subject by 'with', 'as well as' etc,
For example :
 - The chairman, with the directors, is to be present.
 - Silver, as well as cotton, has fallen in prices.
- Two or more singular subjects connected by 'or', 'nor' require singular verb.
For example :
 - No nook or corner was left unexplored.
 - Our happiness or our sorrow is largely due to our own actions.

4. If two singular nouns express one idea, the verb is in the singular.

For example :

- (a) Bread and Butter are essential for one's life. (Incorrect)
 (b) Bread and Butter is essential for one's life. (Correct)
5. **Either, neither, each, everyone, many a** must be followed by a singular verb.

For example :

- (a) Neither of the two men was very strong.
 (b) Every one of the prisons is full.
 (c) Many a man has done so.
 (d) He asked whether either of the applicants was suitable.
6. When the subjects joined by 'or', 'nor' are of different numbers, the verb *must* be plural, and the plural must be placed next to the verb.

For example :

- (a) Neither Rekha nor her friends was present at the party. (Incorrect)
 (b) Neither Rekha nor her friends were present at the party. (Correct)
7. When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.
- For example :*
- (a) Five hours are too short a time to judge one's character. (Incorrect)

- (b) Five hours is too short a time to judge one's character. (Correct)

This is so because five hours is considered as one chunk.

8. **Two nouns** qualified by each or every, even though connected by 'and' require a singular verb.

For example : **Every boy and every girl was given a packet of sweets.**

9. 'None' though singular commonly takes a plural verb.
For example : None are so deaf as those who will not hear.
10. Tell which sentence is correct.
 (a) Put in to bat first, a huge total was expected from India.
 (b) Put in to bat first, India was expected to pile up a huge total.

Now: who has been put in to bat first? A huge total of India? Common sense tells us it must be India. But the sentence a, as it stands, appears otherwise. So, sentence b is correct.

- (a) Being a rainy day, I decided to take my umbrella.
 (b) It being a rainy day, I decided to take my umbrella.
 The sentence a, as it stands, gives us the impression that being a rainy day qualifies I. This is simply not true. I am not a rainy day. So sentence b is correct.
11. **When** a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.
- For example :*
- (a) One hundred paise is equal to one rupee.
 (b) Six miles is a long distance.
 (c) Fifty thousand rupees is a large sum.

ADVERBS

A word that modifies the meaning of a verb is called an Adverb.

SOME IMPORTANT RULES :

1. Adverbs of manner such as well, fast, quickly, carefully, calmly etc. are placed after the verb if there is no object and after the object if there is one.

For example :

- (a) It is raining heavily.
 (b) She speaks English well.
2. Adverbs of time such as always, often, sometimes, never, generally, ever, merely, seldom etc. are placed before the verb they qualify.

For example :

- (a) I seldom meet him. (Right)
 (b) I meet him seldom. (Wrong)

Adverbs of degree refer to words which show "how much", "in what degree" or "to what extent" does the action takes place.

CONSIDER THE FOLLOWING :

3. Meaning of too is more than enough. Too denotes some kind of excess.

For example :

- (a) He is too weak to walk.
 (b) It is never too late.
 Hence, use of very in place of too is wrong.

For example : Instead of saying that

- (a) Cow's milk is too nutritious
 We should say that
 (b) Cow's milk is very nutritious.
4. Enough is placed after the word it qualifies.
For example : Everyone should be strong enough to support one's family.

It will be wrong if we write 'Everyone should be enough strong to support one's family'.

5. Much is used with past participles.

For example :

- (a) He was much disgusted with his life.
 (b) The news was much surprising.
 Very is used with present participles.
For example :
- (a) He is very disgusted with his life.
 (b) The news is very surprising.
6. Very and much are also used to emphasise superlative form of adjectives/adverbs-

For example :

- (a) Rishi is the very best boy in his class.
 (b) Rishi is much the best boy in his class.
 Adverbs of Affirmation or Negation refer to words that assert the action emphatically.

Consider these *examples* :

- (a) He certainly was a winner among them.
- (b) Luckily he survived the crash.

CONSIDER THE FOLLOWING :

7. No sooner should always be followed by than.

For example :

- (a) No sooner I saw him I trembled with fear. (Wrong)
- (b) No sooner did I see him than I trembled with fear. (Right)

8. 'Not' should not be used with the words which have negative meaning if we want the sentence to be negative.

For example :

- (a) I received no letter neither from him nor from her. (Wrong)
- (b) I received letter neither from him nor from her. (Right)

9. 'Of course' is used to denote a natural consequence. It should not be used in place of certainly, undoubtedly.

For example :

- (a) Of course he is the best player. (Wrong)
- (b) He is certainly the best player. (Right)

FOLLOWING ARE COMMON RULES OF ADVERBS IN GENERAL:

10. Only is used before the word it qualifies.

For example :

- (a) Only I spoke to him.
- (b) I only spoke to him.
- (c) I spoke to him only.

11. Else is followed by but and not by than.

For example : It is nothing else but hypocrisy.

12. 'As' is often used in a sentence though there is no need for it. *For example :*

- (a) He is elected as the President. (Wrong)
- (b) He is elected President. (Right)

13. 'Perhaps' means possibly whereas 'probably' means most likely. *For example :*

- (a) Where is Govinda? Perhaps he is not here. (Wrong)
- (b) Where is Govinda? Probably he is not here. (Right)

PREPOSITIONS

1. **In** is used with the names of countries and large towns; **at** is used when speaking of small towns and villages.

For example :

- (a) I live in Delhi.
- (b) I live at Rohini in Delhi.

2. **In** and **at** are used in speaking of things at rest; **to** and **into** are used in speaking of things in motion.

For example :

- (a) He is in bed.
- (b) He is at the top of the class.
- (c) He ran to school
- (d) He jumped into the river.
- (e) The snake crawled into its hole.

3. **On** is often used in speaking of things at rest; and **upon** for the things in motion. *For example :*

- (a) He sat on a chair.
- (b) The cat sprang upon the table.

4. **Till** is used for time and **to** is used for place.

For example :

- (a) He slept till eight o'clock.
- (b) He walked to the end of the street.

5. **With** often denotes the instrument and **by** the agent.

For example :

- (a) He killed two birds with one shot.
- (b) He was stabbed by a lunatic with a dagger.

6. **Since** is used before a noun or phrase denoting some point of time and is preceded by a verb in the perfect tense.

For example :

- (a) I have eaten nothing since yesterday.
- (b) He has been ill since Monday last.

From is also used before a noun or phrase denoting some point of time but is used with non-perfect tense.

For example :

- (a) I commenced work from 1st January.
- (b) He will join school from tomorrow.

For is used with a period of time.

For example :

- (a) He has been ill for five days.
- (b) He lived in Bombay for five years.

7. Use of **in** before a period of time means at the end of period, but use of **within** before a period of time means before the end of the period.

For example :

- (a) I shall return in an hour. (means I shall return at the end of an hour).
- (b) I shall return within an hour. (means I shall return before the end of an hour).

8. **Scarcely** should be followed by **when** and not by **but**.

For example : Scarcely had he gone, when (**not** than) a policeman knocked at the door.

9. The phrase 'seldom or ever' is wrong 'Seldom or never' is right.

For example : Such goods are made for export, and are **seldom or never** used in this country.

10. Examine the following sentence

- (a) This is as good, if not better than that. (Wrong)
- (b) This is as good as, if not better than, that. (Right)
- (c) This is as good as that, if not better. (Right)

11. **Beside** means at the side of while **besides** means in addition to. *For example :*

- (a) Beside the ungathered rice he lay.
- (b) Besides being fined, he was sentenced to a term of imprisonment.

12. **Above** and **Below** merely denote position While **over** and **under** also carry a sense of covering or movement.

- (a) The bird flew above the lake. (Wrong)
- (b) The bird flew over the lake. (Correct)

Here over is used to denote upward position and movement also.

13. **During** is used when reference is made to the time within which something happens. **For** is used when we are talking about how long something lasts.
- (a) There are few incidents of irregularity **for** the emergency years. (Wrong)
- (b) There are few incidents of irregularity **during** the emergency years. (Correct)
14. **Compare** is followed by **to** when it shows that two things are alike. It is followed by **with** when we look at the ways in which two things are like and unlike each other. *For example :*
- (a) Sanath Jayasuria's batting may be compared to the sales of a useful book, they score right from the beginning. (Right)
- (b) Sanath Jayasuria's batting may be compared with the sales of a useful book; they score right from the beginning. (Wrong)
- (c) If we compare Delhi University with the regional ones, we find the former to be much more efficient. (Right)
- (d) If we compare Delhi University to the regional ones, we find the former to be much more efficient. (Wrong)

CONJUNCTIONS

- Since** as conjunction means

(A) From and after the time when.
For example :

(a) Many things have happened since I left the school.

(b) I have never seen him since that unfortunate event happened.

(B) Seeing that,
For example :

(a) Since you wish it, it shall be done.

(b) Since that is the case, I shall excuse you.
- Or** is used

(A) To introduce an alternative.
For example :

(a) You must work or starve.

(b) You may take this book or that one.

(c) He may study law **or** medicine **or** engineering **or** he may enter into trade.

(B) To introduce an alternative name or synonym.
For example : The violin **or** fiddle has become the leading instrument of the modern orchestra.

(C) To mean otherwise.
For example : We must hasten or night will overtake us.
- If is used to mean

(A) On the condition or supposition that.
For example :

(a) If he is here, I shall see him.

(b) If that is so, I am content.

(B) Admitting that.
For example : If I am blunt, I am at least honest.

(C) Whether
For example : I asked him if he would help me.

(D) Whenever.
For example : If I feel any doubt I enquire.
- That** is used

(A) To express a reason or cause.
For example :

(a) Not that I loved Caesar less but that I loved Rome more.

(b) He was annoyed that he was contradicted.

(B) To express a purpose and is equivalent to in order that.
For example : He kept quiet that the dispute might cease.

(C) To express a consequence, result or effect.
For example : He bled so profusely that he died.
- Lest** is used to express a negative purpose and is equivalent to 'in order that... not', 'for fear that'.
For example :

(a) He lied lest he should be killed.

(b) I was alarmed lest we should be wrecked.
- While** is used to mean

(A) During that time, as long as.
For example : while there is life there is hope.

(B) At the same time that.
For example : While he found fault, he also praised.
- Only** means except that, but, were it not that.
For example :

(a) A very pretty woman, only she squints a little.

(b) The day is pleasant, only rather cold.
- The conjunctions **after, before, as soon as, until** are not followed by clause in the future tense. Present simple or present perfect tense is used to express a future event.
For example :

(a) I will phone you after I arrive here.

(b) I will phone you after I have arrived here.
- As if** used in the sense of as it would be is generally followed by a subject + were + complement.
For example :

(a) He loves you as if you were his own child.

(b) Sometimes she weeps and sometimes she laughs as if she were mad.
- The clause that begins with **as if** should be put into the simple past tense, if the preceding clause expresses a past action. But if it expresses a past action it should be followed by the past perfect tense.
For example :

(a) He behaves as if he were a lord.

(b) He behaved as if he had been a lord

11. While **as long as** is used to express time in sense of how long, **Until** is used to express time in sense of before.
For example :
- Until you work hard you will improve. (Wrong)
 - As long as you work hard you will improve. (Right)
 - He learnt little as long as he was 15 years old. (Wrong)
 - He learnt little until he was 15 years old. (Right)
12. **No sooner** should be followed by verb + subject and than should begin another clause.
For example :
- No sooner had I reached the station than the train left.
 - No sooner did the bell ring than all the students rushed in.
13. When **as well as** is used, finite verb should agree in number and person with the first subject.
For example : He as well as us is innocent.
14. **As well as** should never be used in place of **and** if the first subject is preceded by the word 'both'.
For example :
- Both Rani as well as Kajol came. (Wrong)
 - Both Rani and Kajol came. (Right)
15. **Because** is generally used when the reason is the most important part of a sentence.
For example : Some people like him because he is honest and hard working.
Since is used when the reason is already known or is less important than the chief statement.
For example : Since you refuse to cooperate, I shall have to take legal steps.
For is used when reason is given is an afterthought.
For example : The servant must have opened the box, for no one else had the key. For never comes at the beginning of the sentence and for is always preceded by a comma.
16. **Scarcely** should be followed by when and not by than.
- Scarcely had he arrived than he had to leave again. (Wrong)
 - Scarcely had he arrived when he had to leave again. (Right)
17. Conjunctions such as either..or, neither.. nor, not only..but also, both..and, whether, or etc. always join two words or phrases belonging to the same parts of speech.
For example :
- Either he will ask me or you. (Wrong)
 - He will ask either me or you. (Right)
 - Neither he reads nor write English (Wrong)
 - He neither reads nor writes English. (Right)
 - Either you shall have to go home or stay here. (Wrong)
 - You shall have either to go home or stay here. (Right)
18. Conjunctions like neither...nor, either..or, should be followed by the same part of speech.
For example :
- He neither agreed to my proposal nor to his. (Wrong)
 - He agreed neither to my proposal nor to his. (Right)
19. Conjunction is not used before an interrogative adverb or interrogative pronoun in the indirect narration.
For example :
- He asked me that where I stayed. (Wrong)
 - He asked me where I stayed. (right)
20. **Although** goes with yet or a comma in the other clause.
For example :
- Although Manohar is hardworking but he does not get a job. (Wrong)
 - Although Manohar is hard working, yet he does not get a job. (Right)
21. **Nothing else** should be followed by 'but' not by 'than',
For example :
- Mr. Bureaucrat! This is nothing else than red-tapism. (Wrong)
 - Mr. Bureaucrat! This is nothing else but red-tapism. (Right)
22. The correlative conjunctions **indeed... but** are used to emphasise the contrast between the first and the second parts of the statement.
For example :
- I am indeed happy with my school but it produces famous men. (Wrong)
 - I am indeed happy with my school but it does not produce famous men. (Right)
 - I am indeed happy with my school that it produces famous men. (Right)
23. In a "**not only ... but also...**" sentence, the verb should agree with the noun or pronoun mentioned second, that is; the one after 'but also', because this is the part being emphasised.
For example :
- Not only the students but also the teacher were responsible for what happened in the class. (Wrong)
 - Not only the students but also the teacher was responsible for what happened in the class. (Right)
24. **Such ... as** is used to denote a category whereas **such ...that** emphasises the degree of something by mentioning its consequence.
For example :
- Each member of the alliance agrees to take such action that it deems necessary. (Wrong)
 - Each member of the alliance agrees to take such action as it deems necessary. (Right)
- Here "it seems necessary" is not a consequence of "such action". The sentence wants to imply that the action belongs to the category "as it deems necessary" In other words, what kind of action? Such action as it deems necessary.
- She looked at him in such distress as he had to look away. (Wrong)
 - She looked at him in such distress that he had to look away. (Right)
- Here, "he had to look away" is a consequence of "she looked at him in such distress." In other words, the degree of the distress of looking at him was such that (not as) he had to look away.

PHRASAL VERBS

Phrasal Verbs are a particular kind of expression, wherein the verb is made of two or more components. Mostly the combining components are verbs and prepositions. When divided these components will have a meaning of their own but would not suggest anything about the meaning of the phrasal verb. Consider the following sentences.

- (a) This sword has been **handed down** from father to son in the family for many generations.
- (b) I have been **looking forward** to meeting you since long now.
- (c) The patient **came out** of the delirium only when given tranquilizers.
- (d) We had almost decided to **give up** on the search when we made the discovery.

Phrasal verbs are idiomatic expressions and have a particular meaning different from that of the combining verbs and prepositions. Following are some phrasal verbs with their meanings.

- (a) sit in – to attend or take part as a visitor
- (b) sit out – to stay till the end of
- (c) come round – to accept circumstances and adjust yourself to them
- (d) get on – to manage one's life
- (e) turn out – to have a particular result
- (f) turn up – to arrive unexpectedly
- (g) show off – to brag or boast
- (h) sort out – to successfully deal with a problem
- (i) hand in – to give something to someone in authority
- (j) sit down – to take a seat
- (k) sit up – to rise from a supine position
- (l) give in – to yield to some pressure

- (m) come forth – to find something
- (o) switch on – to start something
- (p) turn down – to refuse or reject an offer
- (q) turn in – to expose
- (r) look into – probe, or investigate a matter
- (s) look after – take care of
- (t) take off – to remove something
- (u) put out – to extinguish
- (v) try on – to wear some clothes for first time
- (w) turn down – lower the volume
- (x) turn on – to start a machine
- (y) put in – to invest something (matter or abstract)
- (z) look out – be careful of some danger

Following are some sentences using Phrasal Verbs

- Don't **throw away** your opportunity to enter this University.
- Many people **believe in** astrology and tarot cards now-a-days.
- Quickly **get in** the car, we're getting late.
- You can **put forward** your point in today's meeting.
- To **sit through** his speech was very difficult.
- I don't understand why you **put up** with his insolent behaviour.
- I could **see through** his intentions the first time I met, but kept quiet to give him a chance to reform.
- Please, **fill in** all the necessary information in this form.
- I am sure you will not **let me down**; I've full faith in your capacities.
- Why are you **taking it out** on me? I'm not the one responsible for the mishap.

QUESTION TAGS

Consider the following examples

- (1) You wanted that, didn't you?
- (2) He is coming tonight, isn't he?
- (3) You wouldn't report me, would you?

Now, look at the last part of all the above sentences preceded by the comma. These are very small questions added to the sentence and are called question Tags. Remember only the question tag is a question and not the entire sentence. So, one can say that a Question Tag is an added brief question to a statement. Usually a question tag consists of two words- an auxiliary verb in the positive or negative form and a pronoun.

How to form question tags?

Three things are to be kept in mind while making a question tag :

- (a) The right auxiliary Verb to be used in the question.
- (b) The right pronouns to be used in the tag.
Both (a) and (b) should be in agreement with the verb and noun in the main statement.
- (c) Whether the verb in the question tag should be positive or negative.

Rules to form Question Tags

- I. If the main statement is positive, the auxiliary verb will be negative and vice versa e.g.
 - He saw that, didn't he?
 - But he isn't going to England, is he?

- II. If there is a single subject/noun/pronoun in the main sentence, the corresponding pronoun/the same pronoun will be used in the question tag. e.g.,
- **You** are coming with us, aren't **you**?
 - **Reena** is leaving tonight, isn't **she**?
- III. If there is more than one noun/pronoun in the main sentence then the corresponding pronoun to the active subject will be used in the Question tag. e.g.
- After all this time **you'd** think he'd have forgotten, wouldn't **you**?
 - **You** wouldn't refuse me, would **you**?
- IV. If the verb in the main sentence is an active verb without any auxiliary verb, then the verb used in the Question tag will be the form of verb 'do' that corresponds with the tense in the main sentence.
- He knows it's true, **doesn't** he?
 - You wanted to come with me, **didn't** you?
 - I told you so, didn't I?
 - She never informed us, did she?
 - If the main sentence has an auxiliary then it is used in the question tag, but with opposite affirmation, i.e., a positive auxiliary in the main sentence transforms to a negative auxiliary in the question tag and vice versa e.g.
 - He **will** be coming, **won't** he?
 - You **were** there at the party, **weren't** you?
 - You would appear for this exam, **wouldn't** you?
 - He **didn't** call us, **did** he?
 - She **doesn't** live here anymore, **does** she?

MODALS

The verbs like can, could, may, might, would, shall, should and ought are called modal verbs or modals. They are used with ordinary verbs to express meanings such as possibility, permission, certainly, etc.

- (1) **Can** usually expresses ability or capacity
I can swim across the river.
Can you lift this table?
- (2) **Can** is also used to express permission
You can go now.
- (3) **May** is a more formal modal used to express permission
You may come in.
May I leave the room now?
- (4) **May** is also used to suggest possibility in an affirmative sentence.
He may be at home
It may rain tomorrow.
- (5) **Can** is used to suggest possibility in negative/interrogative sentence.
Can this be true?
It cannot be so.
- (6) **May** when used in a negative sentence suggests an improbability whereas can suggests impossibility.
He may not come today.
She cannot sing.
- (7) **Could** and **might** are used as past tense forms of can and 'may'.
I could swim across the river when I was young.
I thought he might be at home.
- (8) **Might** suggests less possibility or probability than may.
I might go to Bangalore next week suggests the probability of going is less than a sentence with 'may' will suggest.
- (9) **Could** is used as a polite form of seeking permission or making a request.
Could you pass me the plate?
Could I please talk to Mr. Grover?
- (10) **Shall** is used with first person and will in all the persons to denote future action.
I shall need the money tomorrow.
When will you come next?
- (11) **Shall** is used with the second and third person to express command, promise or threat.
You shall never come near my child.
You shall be punished for this.
We shall go for a picnic this Sunday.
- (12) Will You? indicates an invitation or request.
Will you dine with us tonight?
Will you lend me your car for a week?
- (13) **Should** and **would** are used as past forms of shall and will.
I expected that I would get a first class.
She would sit for hours listening to the radio.
- (14) **Should** is used to express duty or obligation.
We should obey the laws.
You should keep your promise.
- (15) **Should** is used to express a supposition
If it should rain, they will not come.
- (16) **Should** can also be used to express probability.
He should be in the library.
- (17) **Must** is used to express necessity.
You must improve your spelling.
- (18) **Must** is also need to express obligation, and is a stronger word than should.
We must follow the law.
- (19) **Must** is also used to express logical certainty.
Living alone in such a big city must be difficult.
- (20) **Ought** is used to express moral obligation and is stronger than both should and must.
We ought to love our parents.
- (21) **Ought** is also used to express probability sometimes when the probability is very strong.
The book ought to be very useful.

POINTS TO REMEMBER

1. **Abstract Noun** : Abstract noun refers to quality, action or state of a thing that can only be felt by us.
For example : Laughter, greatness, faith, poverty, courage, kindness, fear, bravery, childhood etc. Abstract noun is always uncountable and has no plural form.
2. **Accusative Case** : See Objective case.
3. **Active Voice** : A verb is in the active voice when its form shows that the person or thing denoted by the subject does something or, in other words, is doer of the action.
4. **Adjectives** : Adjective is a word used with a noun to add something to its meaning. Adjective is used with the noun to describe or point out the person, animal, place or thing the noun names, or to tell the number or quantity.
5. **Adverbs** : Adverb is a word that modifies the meaning of a verb, an adjective or another adverb.
For example :
(a) P T Usha runs fast.
(b) Govinda reads quite clearly.
6. **Antecedent** : Antecedent is a noun or noun-equivalent to which a relative pronoun refers.
For example : 'Cloud' is antecedent in the sentence. The cloud that thunders does not rain.
7. **Apposition** : When one noun follows another to describe it, the noun which follows is said to be in apposition to the noun which comes before it. Both the nouns are in the same case.
For example : In the sentence, Stephen Hawking, the scientist, has written A Brief History of Time. The noun scientist is in apposition to the noun Stephen Hawking.
8. **Case** : The use of different forms of a noun or pronoun to show its relation to the remaining sentence is called case. Three different types of cases are Nominative case, Objective or Accusative case and Possessive or Genitive case.
9. **Collective Noun** : Collective noun refers to a group of similar persons or things. Though collective noun refers to more than one thing, it is always singular in form.
For example : Army, Family, Herd, and Committee.
10. **Common Noun** : Common noun is a name that can be applied to all the members of a class. In other words it refers to all the persons and things of the same kind. Like proper noun it does not refer to a particular person or thing.
For example : man, woman, elephant, village, crowd, army, family, nation.
11. **Complement** : Complement of the verb is the word or words which are used to make the sense of, the sentence complete.
For example :
(a) They made him.
(b) They made him king.
Sentence a carries no complete sense or meaning. But when the word king is added to it, the sentence carries full sense. So, here king is the complement.
12. **Concrete Noun** : Concrete noun is the opposite of abstract noun. Concrete noun refers to a thing that can be identified or sensed by our senses.
For example : House, Brick, Telephone, Rose.
13. **Countable Noun** : As the name suggests, a countable noun is one that can be counted.
For example : ten Girls, 25 rupees. Depending upon how the plural form of a countable noun is obtained, countable noun can be categorised as Regular countable noun and Irregular countable noun.
14. **First Person** : First person denotes the person or persons speaking.
First Person (Masculine or Feminine)

Case	Singular	Plural
Nominative	I	We
Possessive	My, mine	Our, ours
Objective	Me	Us
15. **Intransitive Verb** : When a verb is so used in a sentence that its effect is limited to its subject or the doer of the action only, it is called intransitive.
For example : Compare these two sentences.
a) This boy is eating.
b) This boy is eating mango.
In sentence a), effect of eating mango is limited to subject, (boy) only. But in sentence b), the effect of eating mango passes from subject (boy) to an object (mango). It is intransitive verb if we get answer to; 'who eats it?' Hence, sentence a uses intransitive verb but sentence b is not using intransitive verb. It is called transitive verb.
16. **Irregular Countable Noun** : Plural form of these countable nouns is not obtained by adding 's', 'es' or 'ies' after the word.
For example : plural of person is people, tooth is teeth.
17. **Nominative Case** : Here noun or pronoun is used as the subject of a verb. To find the nominative put "who or what" before the verb.
18. **Noun** : A noun is a word used as the name of a person, place, thing or idea. A noun can be a Common noun or a Proper noun, an Abstract noun or a concrete noun, a countable noun or non-countable noun and a collective noun.
19. **Object** : Also called Predicate. The part which tells something about the subject is called object.
20. **Objective Case** : Also called Accusative Case. Here noun or pronoun is used as the object of the verb. To find the objective case put 'whom' or 'what' before the verb and its **subject**.
21. **Passive Voice** : A verb is in the passive form when its form shows that something is done to the person or thing denoted by the subject.
22. **Personal Pronoun** : Personal pronoun refers to an individual or Individuals. Personal pronouns are of three different types - First person, Second person and Third person.
23. **Possessive Case** : In this form of the noun, ownership or possession is shown. Possessive case is also used to denote authorship, origin, kind etc. The possessive case answers the question 'whose.'
24. **Predicate** : Please see Object.

25. **Preposition** : A preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else.
26. **Pronoun** : A pronoun is a word used instead of a noun. Pronouns are classified as personal, relative, reflexive, demonstrative, indefinite, interrogative, reciprocal pronoun.
27. **Proper Noun** : Unlike common noun, proper noun refers to a particular member of a class. Proper noun is the name of some particular person or thing. Proper nouns are always written with a capital letter at the beginning. *For example* : names of all people, places.
28. **Regular Countable Noun** : Plural form of these words is obtained by adding 's', 'es' or converting 'y' to 'ies' after the word. *For example* : plural form of Book is books, city is cities.
29. **Relative Pronoun** : Relative pronoun refers or relates two clauses. Relative pronoun refers to some noun which is called its antecedent.
For example : I met Hari who has just returned.
30. **Second Person** : Second person denotes the person or persons spoken to.
- | Second Person (Masculine or Feminine) | | |
|--|-------------|-------------|
| Case | Singular | Plural |
| Nominative | You | You |
| Possessive | Your, yours | Your, yours |
| Objective | You | You |
31. **Sentence** : Sentence is a group of words which makes completes sense. In a sentence we name some person or thing and say something about that person or thing.
32. **Subject** : The part which names the person or thing we are speaking about is called subject of the sentence.

33. **Third Person** : Third person denotes the person or persons spoken of,

Third Person				
Singular/ Plural				
Case	Masculine	Feminine	Neuter	All Genders
Nominative	He	She	It	They
Possessive	His	Her, hers	Its	They, their
Objective	Him	Her	It	Them

34. **Transitive Verb** : When an action/word or verb is so used in a sentence that its effect is not limited to its subject only but passes to another person or thing, it is called Transitive verb.
For example : A boy is eating a mango. For details kindly see definition of Intransitive Verb.
35. **Uncountable Noun** : Unlike countable nouns it cannot be counted. *For example* : Water, Milk, Sand, News, information. But if an uncountable thing is placed in a thing that can be counted, then the uncountable noun can be counted.
For example : one bottle of milk. Uncountable nouns can never be plural, though some uncountable nouns may appear to be plurals. *For example* : News.
36. **Voice** : Voice is that form of a verb which shows whether what is denoted by the subject does something or has something done to it. *For example* :
(a) Rama helps Hari.
(b) Hari is helped by Rama.
In sentence a, the form of the verb denotes that the person denoted by the subject, Rama, does something. In sentence b, the form of the verb shows that something is done to the person denoted by the subject, Hari.

EXERCISE

Directions (Qs. 1-61): Read each sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is (e). (Ignore errors of punctuation, if any).

1. (a) The driver of that car / (b) is sounding horn for / (c) the last ten minutes / (d) but nobody tells him to stop. / (e) No error
2. (a) If you go on letting / (b) your dog chase cars / (c) he will end by being / (d) run down one day. / (e) No error
3. (a) He heard the guard / (b) blowing the whistle and knew / (c) it is time for him / (d) to enter the train. / (e) No error
4. (a) He telephoned from a public call-box / (b) so that the call / (c) would not be traced / (d) to his own address. / (e) No error
5. (a) It has been better / (b) to put your money in a bank / (c) than to keep it under / (d) your bed in a suitcase. / (e) No error
6. (a) If you would have read / (b) the instructions carefully / (c) you would not have / (d) answered the questions wrongly. / (e) No error
7. (a) I can see through / (b) her sudden friendliness; / (c) she wants me to look over / (d) her dog while she is away. / (e) No error
8. You may not know it (a)/ but this engine is (b)/ claimed to have twice (c)/ as powerful as the previous one. (d)/ No error (e)
9. Nothing ever becomes real (a)/ till it is experienced. (b)/ Even a proverb is no proverb to you (c)/ till your life has illustrated with it. (d)/ No error (e).
10. I remember my childhood days (a)/ when I was used to go (b) to the farm with my father (c) and help him in his work. (d)/ No error (e).
11. I missed the last train (a)/ which I usually catch (b)/ and have to stay at the station (c)/ on my way back home yesterday. (d)/ No error (e).
12. Sureshbabu, who has been living (a)/ in this town since 1955, (b)/ is a well-known scholar of history (c)/ and a distinguished musician. (d)/ No error (e).
13. If you had read (a)/ the relevant literature carefully (b)/ You would have answered (c)/ most of the questions correctly. (d) No error (e).
14. The house where the dead man was found (a)/ is being guarded by police (b)/ to prevent it from being entered (c)/ and the evidence interfered with (d)/ No error (e).
15. We were happy that (a)/ the audience responded well (b)/ and gave all the speakers (c)/ a patiently listening. (d)/ No error (e).
16. He received timely support (a)/ from his elder brother (b)/ who is working abroad (c)/ for the last six years. (d)/ No error (e).
17. The notorious gang opened (a)/ the door quietly and (b)/ escaped in the dark with (c)/ whatever they would collect. (d)/ No error (e).
18. One of the security men (a)/ rushed forward and asked (b)/ me whether (c)/ had anything objectionable. (d)/ No error (e).
19. We could not (a)/ believe that one (b)/ of us was (c)/ responsible with the act. (d)/ No error (e).
20. We are now (a)/ reliably learnt that (b)/ he was involved (c)/ in the bank robbery. (d) No error (e).
21. I do not know (a)/ what most people feel (b)/ depressed and dejected (c)/ even with the slightest provocation. (d)/ No error (e).
22. She had such pretty (a)/ that she thinks (b)/ she can afford to be (c)/ careless about her clothes. (d)/ No error (e).
23. After carefully examining (a)/ all the medicine bottles (b)/ he submitted a detailed report (c) to the higher authorities. (d)/ No error (e).
24. All of you have the liberty (a)/ to come home (b)/ as per the convenient (c)/ and discuss the problems. (d)/ No error (e).
25. He was persuaded (a)/ by his friends (b)/ to end his fast (c)/ because of his condition deteriorated. (d) No error (e).
26. I know who (a)/ this job should be (b)/ entrusted to (c)/ for smooth handling. (d)/ No error (e).
27. They have the nasty habit of (a)/ looking down upon people (b)/ and criticised them (c)/ for no reason. (d)/ No error (e).
28. Nowadays, the cost of living (a)/ is so high that (b)/ people find it difficult (c)/ to make both ends meeting. (d)/ No error (e).
29. Karnavati is (a)/ one of the leading (b)/ business centres (c)/ in our state. (d)/ No error (e).
30. As I reached the hospital (a)/ I had found, a great rush of visitors (b)/ whose relatives had been admitted there (c)/ for one or the other ailment. (d)/ No error (e)
31. One should study the history (a)/ of his country because it alone can satisfy (b)/ one's natural curiosity to know (c)/ what happened in the past. (d)/ No error (e)
32. It is interesting to note (a)/ that the greatest lines in poetry are simple (b)/ and yet there is with them some quality (c)/ which makes them outstandingly great. (d)/ No error (e)
33. In order to make human life happy, (a)/ man should live (b)/ as far as possible (c)/ in perfect harmony with nature. (d)/ No error (e)
34. You have heard (a)/ of Socrates, I suppose. (b)/ Undoubtedly he was one (c)/ of the greatest man of the world. (d)/ No error (e)
35. My daughter never (a)/ would write to me (b)/ so I never know (c)/ what she is doing. (d)/ No error (e).
36. Whenever we have a puncture (a)/ she just sits in the car (b)/ and reads a book (c)/ while I changed the wheel. (d)/ No error (e).
37. He walked to the market (a)/ with both his servants (b)/ on either side of his (c)/ to help him buy things. (d)/ No error (e).
38. Ganesh, who has been (a) driving all day (b)/ was extremely tired (c)/ and wanted to stop. (d)/ No error (e).
39. Everyone was reading quietly (a)/ when suddenly the door (b)/ burst open and a (c)/ complete stranger rushed in. (d)/ No error (e).

40. My secretary is so (a)/careful of her work that (b)/none has so far found (c)/any error in her work. (d)/ No error (e)
41. Our conclusion is that (a)/ between Vinayak and (b)/ Lobo, Vinayak is (c)/ the most honest. (d)/ No error (e)
42. The new project group (a)/ would first look into the tender conditions (b)/ of both basic and value-added (c)/ services before submit its bid. (d)/ No error (e)
43. I would have committed (a)/the same mistake of signing (b)/ the sale deed if my agent (c)/ would not have forewarned me. (d)/ No error (e)
44. The team leaders encourages (a)/ the participants who have (b)/ difficulty in performing (c)/ the assigned task. (d)/ No error (e)
45. We are happy that (a)/ our prime minister (b)/ with the members (c)/ of his cabinet are to be present at the function. (d)/No error (e)
46. Neither the size nor the colour (a)/ of clothes which (b)/ I purchased for him (c)/ yesterday were right. (d)/ No error (e)
47. I heard to my surprise (a)/ that the present (b)/ I send him was not (c)/ to his taste. (d)/ No error (e)
48. Let us refer (a)/ this matter to the principal. (b)/ We shall abide (c)/ with his decision. (d)/ No error (e)
49. If I would have come (a)/ a little earlier, I would have (b)/got a glimpse (c)/ of my beloved leader. (d)I No error (e)
50. Whey you buy something (a)/ on the instalment system (b)/ you are not required to pay (c)/ the whole price at once. (d)/No error (e)
51. I am waiting for you (a)/ for the last two hours (b)/ but you did not bother (c)/ to turn up in time (d)/ No error (e)
52. He is certainly a man (a) / whom I know very well (b) / is trustworthy beyond doubt (c) / and meticulous in his habits. (d) / No error (e) /
53. No sooner did (a) / we reach the station (b) / than the train had (c) / started moving out of the station. (d) / No error (e) /.
54. I am sure about it, (a)/ nobody has lived (b) / in that house (c) / for a hundred years. (d) / No error (e) /
55. There were no less (a) / than forty boys (b) / in the class (c) / when this happened. (d) / No error (e) /
56. I am glad to hear (a) / that you narrowly escaped (b) / being run over by (c) / a speeding car yesterday. (d) / No error (e) /
57. This laboratory of physics is (a)/ not only equipped with (b)/ all state-of-the-art instruments (c)/ but also with outstanding physicists. (d)/ No error (e)
58. No method of making (a)/ other people agree to (b)/ your view-point is (c)/ as effective as this method. (d)/ No error (e)
59. I was pretty sure that (a)/ he would support my views (b)/ for changing the age-old (c)/ and static structure of our organisation. (d)/No error (e)
60. I did not like his (a)/ comments on my paper (b)/ but I had no alternative (c)/ as I had agreed to keep quiet. (d)/No error (e)
61. The report is candid in admitting (a)/ that the investment by the government (b)/ in health and family planning (c)/ have been eroded considerably. (d)/ No error (e)

Directions (Qs.62 -68): Read each sentence(s) to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is (e), i.e., No error'. (Ignore the errors of punctuation, if any).

62. (a) The judge asked the man
(b) if the bag he had lost
(c) contain five thousands rupees.
(d) The man replied that it did
(e) No error
63. (a) I trust you will
(b) show forbearance to me
(c) a few minutes more
(d) so that I can finish this work.
(e) No error
64. (a) The ground outside the village
(b) abounding with frogs and snakes
(c) the enemies of mankind
(d) is soft and marshy.
(e) No error
65. (a) We are all short-sighted
(b) and very often see but one side of the matter
(c) our views are not extended
(d) to all that has a connection with it.
(e) No error
66. (a) Just laws are no restraint on
(b) the freedom of the good,
(c) for the good man desires nothing
(d) which a just law interfere with.
(e) No error
67. (a) Had he done
(b) his home work well
(c) he would not have
(d) suffered this embarrassment.
(e) No error
68. (a) He was angry with me
(b) because he thought my
(c) remark was
(d) aimed before him.
(e) No error

Directions (Qs.69-178): Which of the phrases (a), (b), (c) or (d) given below should replace the phrase given in bold in the following sentence to make the sentence meaningful and grammatically correct? If the sentence is correct as it is and no correction is required mark (e) as the answer.

69. He admitted admiringly that he had never come across a painting which **did not please him more**.
(a) pleased him more
(b) would have pleased him
(c) had not pleased him more
(d) had been pleased him any more
(e) No correction required
70. It **has always been** better to use preventive measures than to cure illness
(a) had always been
(b) is always
(c) was always
(d) would have always been
(e) No correction required
71. He had deliberately kept the matter pending so that people **should be bribed** him.
(a) could be bribed
(b) should bribe
(c) could be bribing
(d) should have bribed
(e) No correction required

72. Because of a shortage the government had appealed to the people **to be extravagant** with water.
 (a) for being extravagant
 (b) to be saving
 (c) to be economical
 (d) to be economic
 (e) No correction required
73. He **was found absorbing** in his studies when I reached there.
 (a) was to find absorbed
 (b) was found absorbed
 (c) had been found absorbing
 (d) had to be found absorbing
 (e) No correction required
74. The guide warned us that we **had better be prepared** for a long, hard day.
 (a) had been better prepared
 (b) should better be prepared
 (c) should be prepared with
 (d) had been better preparing
 (e) No correction required
75. Income tax rates are usually **associated to one's** annual income.
 (a) related to one's
 (b) dependent to one's
 (c) depended on one's
 (d) associated with one's
 (e) No correction required
76. All that I have described **have been taken** place in the last four decades.
 (a) have taken
 (b) has been taken
 (c) has taken
 (d) was taken
 (e) No correction required
77. The fees charged by the architect for the plans of the new building **were unreasonable high**.
 (a) were unreasonably high
 (b) were unreasonably higher
 (c) had been unreasonably higher
 (d) had been unreasonable high
 (e) No correction required
78. There are many **new emerging** fields in information technology and electronics.
 (a) newly emerging
 (b) new emergent
 (c) new emergency
 (d) newly emergent
 (e) No correction required
79. People in underdeveloped countries **are distressing because of** the antagonistic attitude of developed countries.
 (a) have been distressing with
 (b) are distressed because
 (c) are distressed at
 (d) were distressing by
 (e) No correction required
80. He **had been behaved** impolitely and suffered owing to that.
 (a) was behaved
 (b) had behaved
 (c) have been behaved
 (d) would have behaved
 (e) No correction required
81. It has become a **commonly practise to talk about** women's liberation.
 (a) commonly practised talk about
 (b) common practice to talk about
 (c) common practice of talking with
 (d) commonly practising to talk about
 (e) No correction required
82. He is so brisk himself that he cannot **tolerate any efficiency**.
 (a) tolerate hardly any inefficiency
 (b) hardly tolerates lethargy
 (c) tolerate any haste
 (d) tolerate any delay
 (e) No correction required
83. No person with a **reasonably self-esteem** would ever like to succumb to any pressure.
 (a) reasonable self-esteem
 (b) reasonable self-esteemed
 (c) reasonably self-esteemed
 (d) reasonably a self-esteem
 (e) No correction required
84. It is the temple where religious rites are celebrated **as they were for** centuries.
 (a) as they have been for
 (b) so were they for
 (c) as they are for
 (d) as they were before
 (e) No correction required
85. By the time he had won his commission, the senior officer **had to start seeking** employment elsewhere.
 (a) had started seeking
 (b) were started seeking
 (c) had been started to seek
 (d) were to have started seeking
 (e) No correction required
86. The congestion on the streets must **be seen to believe**.
 (a) have been to believe
 (b) have been seen for believing
 (c) have seen for belief
 (d) be seen to be believed
 (e) No correction required
87. He had begun to develop the qualities that he **was going to need** in later years.
 (a) was going to be needed
 (b) had gone to need
 (c) was later to need
 (d) had been gone to need
 (e) No correction required
88. All **round is emptiness and silence**, the silence, it seems, of a land that man has not yet set foot upon.
 (a) around is emptiness and silence
 (b) round is empty and silent
 (c) round are emptiness and silence
 (d) around are empty and silence
 (e) No correction required

89. He was quite sure that none of them **were aware of** the truth.
 (a) were aware from
 (b) was aware of
 (c) were beware of
 (d) had aware of
 (e) No correction required
90. I was **too overwhelmed to** make any decision.
 (a) too much overwhelm to
 (b) so overwhelmed to
 (c) extremely overwhelmed about
 (d) quite overwhelming to
 (e) No correction required
91. **Shocked of finding** an unknown person, the army officer briskly caught hold of him.
 (a) Shockingly found
 (b) Shocked at finding
 (c) Shocked by finding
 (d) Finding as a shock
 (e) No correction required
92. No sooner did he reach the station than the train **had started moving**.
 (a) had started movement
 (b) had been moving
 (c) had been started movement
 (d) started moving
 (e) No correction required
93. He **has even venturing into** areas which he had shunned.
 (a) had even venturing into
 (b) even is being venture into
 (c) has even been venturing into
 (d) has even been ventured in
 (e) No correction required
94. **When the boy regain** consciousness he wanted to eat something.
 (a) If the boy regain
 (b) When the boy regained
 (c) Despite the boy regain
 (d) On the boy regaining
 (e) No correction required
95. The social worker wanted **to bring about** little changes in the lives of the people of that village.
 (a) to bring back
 (b) to bring up
 (c) to bring forth
 (d) bringing about
 (e) No correction required
96. Raghunath proposes to **lay claim for** the insurance company as soon as he recovers from the accident.
 (a) lay claim to
 (b) lay claim on
 (c) laying claim towards
 (d) lay claim against
 (e) No correction required
97. The new concession announced by the Government will have only a **marginalised effect on** the lives of the people.
 (a) marginal effect off
 (b) margin of effect on
 (c) marginal effect on
 (d) marginalising effect in
 (e) No correction required
98. The Charitable Hospital works **under the auspices from** the Welfare Trust of an Industry.
 (a) under the auspices by
 (b) by the auspices from
 (c) through the auspices from
 (d) under the auspices of
 (e) No correction required
99. Government **should not stop to spending** money on arms and ammunition in the wake of the present strained relations.
 (a) should not stop spending
 (b) shall not be stopped to spend
 (c) will not stop to spend
 (d) should not be stopping to spend
 (e) No Correction Required
100. The one-act play was so humorous that it **was hardly impossible** to keep a straight face.
 (a) is hardly impossible
 (b) was almost impossible
 (c) is hardly possible
 (d) was barely impossible
 (e) No Correction Required
101. One of the politicians **have open admittance** that he had resorted to corrupt practices.
 (a) have opened admittance
 (b) has opened admittance
 (c) has openly admitted
 (d) have been open admittances
 (e) No Correction required
102. The unkind **comments passed by** her superiors made her resign.
 (a) unkindly comments passing by
 (b) unkind comments passing on
 (c) unkind comments posed by
 (d) unkindly comments passed on
 (e) No correction Required
103. The ban on public meetings **have been lifted temporarily** in view of the auspicious occasion.
 (a) have been temporarily lifted
 (b) have been lifting temporarily
 (c) had been lifting temporary
 (d) has been lifted temporarily
 (e) No Correction Required
104. **Finishing his breakfast**, he started working on the problem that had been awaiting disposal for a long time.
 (a) His breakfast finished
 (b) His breakfast having finished
 (c) Having finished his breakfast
 (d) Finished his breakfast
 (e) No correction required
105. **One of the function of** a teacher is to spot cases of maladjustment.
 (a) One of the functions of
 (b) Most of the functions of
 (c) Some of the functions
 (d) One of the functions by
 (e) No correction required

106. In our friends' circle it is customary for each of the members **to buy their own tickets**.
 (a) buying their own tickets
 (b) are buying their own tickets
 (c) buying his own tickets
 (d) to buy his own ticket
 (e) No correction required
107. Where the distance is not too much I prefer walking on foot **than waiting for a bus**.
 (a) than wait for the
 (b) than no waiting for
 (c) to waiting for a
 (d) rather than waiting for a
 (e) No correction required
108. **Being a pleasant morning**, he went out for a walk along the seashore.
 (a) With a pleasant morning
 (b) It being a pleasant morning
 (c) Being a pleasing morning
 (d) As a pleasant morning
 (e) No correction required
109. We are happy to recommend that his son **to be considered for** the post.
 (a) considers for
 (b) be considered with
 (c) be considered for
 (d) may consider for
 (e) No correction required
110. A majority of the students believe that the examinations **are unnecessary**.
 (a) have been not necessary
 (b) have unnecessary
 (c) are being unnecessary
 (d) were being unnecessary
 (e) No correction required
111. **No sooner the advertisement appeared** in the newspapers than there was a rush on the booking window.
 (a) No sooner had the advertisement appear
 (b) The advertisement appear no sooner
 (c) The advertisement no sooner having appeared
 (d) No sooner did the advertisement appear
 (e) No correction required
112. May I know **whom I am talking to**?
 (a) who I am talking
 (b) to whom I am talking
 (c) whom I talk
 (d) who I have talked
 (e) No correction required
113. I **am working** on this job since last Monday.
 (a) was working
 (b) have been working
 (c) being worked
 (d) were to have worked
 (e) No correction required
114. The modifications made by them in the draft were so drastic that the entire emphasis **had been shifted**.
 (a) shall have been shifted
 (c) had shifted
 (b) was being shifted
 (d) had been shifting
 (e) No correction required
115. It **is reliable to learn** that there is not substantial evidence to prove his innocence.
 (a) is reliably learnt
 (b) reliably to learn
 (c) was reliable to learn
 (d) has been reliable learning
 (e) No correction required
116. He has now **succeeded in overwhelming the** grief.
 (a) successful in overwhelming
 (b) successful to overwhelm
 (c) succeeded to overwhelm
 (d) succeeded in overcoming
 (e) No correction required
117. Despite their best efforts, they could not convince the members **by changing their** decision.
 (a) and changed their
 (b) to change their
 (c) with changing their
 (d) in changing his
 (e) No correction required
118. The novel ideas suggested by the employee **were appreciated by** the management.
 (a) have appreciated by
 (b) have been appreciated for
 (c) were appreciative of
 (d) had appreciated by
 (e) No correction required
119. The two brothers were **so much similar in** appearance that nobody believed that they were twins.
 (a) very much similar in
 (b) so much similar at
 (c) so different in
 (d) so different from
 (e) No correction required
120. The sight of the accident was **so frightened that** the bystanders could not utter a single word.
 (a) so very frightening because
 (b) so frightening that
 (c) extremely frightening as
 (d) extremely frightened
 (e) No correction required
121. The police **break-up** the trunk and found the looted jewellery.
 (a) broke opened
 (b) broke open
 (c) break opened
 (d) breakingly opened
 (e) No correction required
122. The advertisement offered a reward for information **relating to the** activities of the terrorists.
 (a) relative to the
 (b) as related to the
 (c) which relate to
 (d) regarding to the
 (e) No correction required
123. He travelled by bus but **would have travelled** by train to save time.
 (a) must have travelled
 (b) should be travelling
 (c) could be travelling
 (d) should have travelled
 (e) No correction required

124. He claims that his proposal is **preferable than that of** any other employee.
 (a) preferable than for
 (b) preferable for than
 (c) preferably more than that of
 (d) preferable to that of
 (e) No correction required
125. The social worker **has championed the cause from** the weak and oppressed for the last four decades.
 (a) has been championing the cause of
 (b) had championed the cause for
 (c) has been championing the cause for
 (d) had been championed the cause for
 (e) No correction required
126. Initially the hijackers seemed determined not to submit but ultimately they **were given in**.
 (a) were given up
 (b) gave in
 (c) had been given up
 (d) had been given in
 (e) No correction required
127. Every one of us must have experienced how people **have to put up with a good deal of** discomfort while travelling.
 (a) have to be put with a good deal of
 (b) have been putting up a good deal with
 (c) have to put up a good deal with
 (d) are putting up with a good deal with
 (e) No correction required
128. Disputes are mainly maintained by those who **are nothing else to do**.
 (a) have nothing else to do
 (b) are nothing to do else where
 (c) had nothing to be done
 (d) do not have nothing else to do
 (e) No correction required
129. The judge noticed that the two statements made by the accused **were not consistent from** each other.
 (a) were not being in consistence for
 (b) were being inconsistent at
 (c) had not been consistent for
 (d) were not consistent with
 (e) No correction required
130. The economic reforms initiated in 1991 **have borne fruit**.
 (a) has born fruit
 (b) have burnt fruit
 (c) have been borne fruits
 (d) have been bearing the fruits
 (e) No correction required
131. Our business firms **were full aware of** the problems they were going to face on the threshold of the year 2000.
 (a) have been full aware of
 (b) were fully aware of
 (c) had been fully aware at
 (d) were fully aware into
 (e) No correction required
132. The habit of smoking **has been grow upon** the youngsters.
 (a) is growing up
 (b) has been grown up
 (c) has been growing upon
 (d) has grown up
 (e) No correction required
133. To succeed in a difficult task, **persistent is needed**.
 (a) persistent is what one needs
 (b) persistence should have needed
 (c) one needs to be persisted
 (d) persistence is needed
 (e) No correction required
134. **Despite being tried his best to** persuade people to give up smoking, he could not attain success.
 (a) Despite his best trying
 (b) Despite of his best
 (c) In spite of being tried his best
 (d) Despite trying his best
 (e) No correction required
135. His suggestions **were so trivial and hence** nobody took any cognizance of them.
 (a) so trivial that and have (b) very trivial and hence so
 (c) too trivial to and hence (d) very trivial and hence
 (e) No correction required
136. **But for your time of helping**, we could not have accomplished our goal in such a small time span.
 (a) But for your timely help
 (b) Because of your timely helping
 (c) Despite your time of helping
 (d) But your time for helping
 (e) No correction required
137. He failed in his attempt to disperse the mob before the miscreants **sets the fire on the bus**.
 (a) set the bus on fire (b) setting fire on the bus
 (c) set fire to the bus (d) set the fire on to the bus
 (e) No correction required
138. Even on most critical moments, he is calm, but today he **appears very much disturbed**.
 (a) appeared very much disturb
 (b) appears very much to disturb
 (c) appeared to be very much disturbing
 (d) is appearing very much disturbing
 (e) No correction required
139. Their attempt of rioting was foiled because **of the police squad arrived** on time.
 (a) of the police squad being arrived
 (b) of the arrival of the police squad
 (c) the police squad arrival
 (d) of the police squad had arrived
 (e) No correction required
140. How can one mobilise support from colleagues without **being cordially to** them?
 (a) being cordially for (b) been cordially to
 (c) being cordial to (d) cordially being to
 (e) No correction required
141. For every citizen it is mandatory to help the civic administration **for keep up the city clean**.
 (a) for upkeep clean the city
 (b) for clean and keep the city
 (c) for keeping of the city cleanliness
 (d) to keep the city clean
 (e) No correction required

142. Anyone **who known to India's villages knows** the meaning of scarcity.
 (a) knowing India's villages knows
 (b) is known to India's villages knows
 (c) knows India's villages knows
 (d) knew India's villages knowing
 (e) No correction required
143. In our country women **have opportunities to rise** to the top in every walk of life.
 (a) have been having opportunities
 (b) have had opportunities for a raise
 (c) have opportunities to raise
 (d) having opportunities to rise
 (e) No correction required
144. If Indian people are united, this nation **can become a source** of strength for the entire world.
 (a) could become a resource of
 (b) can become resourceful for
 (c) would be a source in
 (d) can became a source with
 (e) No correction required
145. All their efforts **were direct to** promote harmony among various groups of people.
 (a) were directing to (b) were directed at
 (c) have directed for (d) were directed to
 (e) No correction required
146. **What did happen** there in the first place is not a matter of our concern.
 (a) What happens
 (b) What would have happened
 (c) What happened
 (d) What should have happened
 (e) No correction required
147. The speaker highlighted the contribution of women **for bringing about** social changes.
 (a) for bringing in (b) in bringing of
 (c) for the brought over (d) in bringing about
 (e) No correction required
148. Such inequalities **can be founded** enshrined in the constitutions of other countries also.
 (a) could have been founded
 (b) can be found
 (c) could be founded
 (d) could have found
 (e) No correction required
149. The local authorities **were never bothering to** care about the unfortunate happenings.
 (a) were never bothered to (b) never bothered to
 (c) never were bothering to (d) were never bothering to
 (e) No correction required
150. India's outlook on the world **is composing of** these various elements.
 (a) is composed of (b) is composed by
 (c) is composed with (d) has been composing at
 (e) No correction required
151. How religious intolerance can blight social peace and harmony can be gauged from events **take place around** the globe.
 (a) taken place over (b) taking place around
 (c) took place around (d) taken place in
 (e) No correction required
152. This exploitation of the helpless tribals **needs to the condemned**.
 (a) need to be condemned (b) needs condemnation
 (c) needs to be condemned (d) need to condemnation
 (e) No correction required
153. The fact-finding team **which had been at** the area found villagers giving information to the police.
 (a) which had been for (b) that led to
 (c) which led to (d) that had been to
 (e) No correction required
154. The new facts he has discovered **could not change** my opinion.
 (a) has not changed (b) could not be changed
 (c) cannot be changed (d) may be not changed
 (e) No correction required
155. On firm ground the tent **had held in** place by pegs driven into the ground.
 (a) has been held at (b) was held in
 (c) was being held with (d) should be held at
 (e) No correction required
156. In the midst of his laborious work, **came a stroke of** good fortune.
 (a) comes a strike of (b) came a strike of
 (c) a strike comes of (d) came a stroke for
 (e) No correction required
157. Tourists **have still come** to Egypt and are probably still inscribing their names on the old stones.
 (a) are still coming (b) have come still
 (c) still have come (d) will have still come
 (e) No correction required
158. There was a pause when we had finished and then a **strangely subdued** voice broke the silence.
 (a) the strange subdueing
 (b) a strange subdueing
 (c) the strange subdued
 (d) a stranded and subdueing
 (e) No correction required
159. I overheard him saying something to me when I **was quit**.
 (a) was almost quit (b) was about to quit
 (c) had about to quit (d) had been quitting
 (e) No correction required
160. We had **not only helped them with** money but also with new machinery and raw material.
 (a) not only helped them by
 (b) helped them not only with
 (c) helped not only to them with
 (d) not only been helped them by
 (e) No correction required
161. I was shocked to learn that no one **was knowing** where the files were kept.
 (a) had been knowing (b) had been known
 (c) knew (d) was known
 (e) No correction required

162. All **you really need is** a mask, a tube, flippers and a spear gun.
 (a) you really need are (b) your real need are
 (c) you real need is (d) you really needed is
 (e) No correction required
163. By contrast the construction of great temples which **had seemingly have presented** great engineering difficulties, was relatively easy.
 (a) had seemingly been presented
 (b) had been seemed present
 (c) was seemingly presented
 (d) would seemingly have presented
 (e) No correction required
164. I am glad to hear that you narrowly escaped **being run over by** a speeding car yesterday.
 (a) by being run over by (b) to run over by
 (c) run over down by (d) to being over run by
 (e) No correction required
165. It is with a heavy heart that I pen these few lines to **condole for you on** the death of your beloved mother.
 (a) condole with you in (b) condole upon you on
 (c) condole with you on (d) condole for you with
 (e) No correction required
166. You should visit France when you **had been to England**.
 (a) had gone to England
 (b) go to England
 (c) were going to England
 (d) should have gone to England
 (e) No correction required
167. He is one of the best players **that has ever lived**.
 (a) that would have ever lived
 (b) that have ever lived
 (c) that would have been ever lived
 (d) that would ever live
 (e) No correction required
168. He asked me if he **did shut the window**.
 (a) will shut the window
 (b) can shut the window
 (c) may shut the window
 (d) should shut the window
 (e) No correction required
169. The teacher told us that the prize **would be presented the next day**.
 (a) will be presented tomorrow
 (b) would have been presented the next day
 (c) shall be presented tomorrow
 (d) should be presented tomorrow
 (e) No correction required
170. His speech was optimistic, but at the end of it he **stroke a note of caution**.
 (a) strike a note of caution
 (b) strut for a note of caution
 (c) striked a note of caution
 (d) struck a note of caution
 (e) No correction required
171. **Men have been known** how important the sun is to them
 (a) Men have long known
 (b) Men have to know long
 (c) Men had long known
 (d) Men have long know
 (e) No correction required
172. I did not like his comments on my paper but I had no alternative as **I have agreed to keep quiet**.
 (a) I have to agree to keep quit
 (b) I had agreed to keep quiet
 (c) I had agreed for keeping quiet
 (d) I have to agree for keeping quiet
 (e) No correction required
173. Please do not give him any food **if his temperature will rise**.
 (a) if his temperature rises
 (b) if his temperature would rise
 (c) if his temperature shall rise
 (d) unless his temperature rises
 (e) No correction required
174. It is only in the 1980s that **a new kind of unity appeared among** the capitalist powers.
 (a) a kind of new unity appeared among
 (b) the kind of new unity appeared among
 (c) a new kind of unity appeared with
 (d) a new kind of unity was appeared among
 (e) No correction required
175. Change in agricultural growth and rural prices are **determinations of important change** in rural poverty.
 (a) important changes of determinations
 (b) changes of important determinations
 (c) important for determining of change
 (d) important determinants of changes
 (e) No correction required
176. It is easy to prove the **guilt but not innocent** of a person.
 (a) guilty but not innocent
 (b) guilt but not innocence
 (c) guilty and not innocent
 (d) guilt and not innocent
 (e) No correction required
177. As a professional economist he **had throughout pre-occupied with** the basic problems of Indian society.
 (a) was throughout pre-occupied by
 (b) is pre-occupied throughout by
 (c) was throughout pre-occupied with
 (d) had been pre-occupied throughout
 (e) No correction required
178. Census reports in India have **voice concerned over the declining** trends in the sex ratio.
 (a) voiced concern over the declining
 (b) voiced concerned over the declining
 (c) voice concerned by the declined
 (d) voiced concern by the declined
 (e) No correction required

Directions (Qs. 179 -184): In each of the following questions two/three sentences are given. These sentences are combined into a single sentence and given as four alternatives below each question. You have to select one sentence which is grammatically correct and conveys the same meaning as conveyed by the two/three sentences and mark the letter of that sentence as your answer. If none of the four sentences given as alternatives below each question is correct, mark 'e', None of the above sentences is correct, as the answer.

179. Her father was listening keenly. Rupa noticed this.
 (a) Rupa noticed that her father had listened keenly.
 (b) Rupa had noticed that her father was listening keenly.
 (c) Rupa noticed that her father is listening keenly.
 (d) Rupa noticed that her father was listening keenly.
 (e) None of the above sentences is correct.
180. The sun is very important to men. Men have long known this.
 (a) Men have long known how important the sun is to them.
 (b) The sun is very important to them is known to men.
 (c) The sun has been very important for men is known to them.
 (d) The men know the sun is very important to them.
 (e) None of the above sentences is correct.
181. He got up. He wound the cloth around his head.
 (a) Having got up, he had wound the cloth around his head.
 (b) Getting up he did wound the cloth around his head.
 (c) Getting up, he wound the cloth around his head.
 (d) Having getting up, he wound the cloth around his head.
 (e) None of the above sentences is correct.
182. They watched. They wondered. They were unable to find the reason.
 (a) They watched and wondered till they were unable to find the reason.
 (b) They watched and wondered but were unable to find the reason.
 (c) They had watched and wondered but were unable to find the reason.
 (d) They watched and wondered despite being unable to find the reason.
 (e) None of the above sentences is correct.
183. I was very much overwhelmed. I did not make any decision.
 (a) I was so overwhelmed to make any decision.
 (b) I could not make any decision as I was very much overwhelmed.
 (c) I was too overwhelmed to make any decision.
 (d) Being very much overwhelmed, I did not make any decision.
 (e) None of the above sentences is correct.
184. He is sure to receive his pay. It is due to him. Why then does he worry?
 (a) Why does he worry, till he is sure to receive his pay due to him?
 (b) Why should he worry as the pay due to him is sure to be received?
 (c) Why does he worry as he should be sure to receive the pay due to him?
 (d) Why does he worry, since the pay due to him is sure to be received?
 (e) None of the above sentences is correct.
185. Should you need a duplicate licence you must submit an application along with a copy of your ration card.
 (a) Unless you submit an application along with a copy of your ration card you will not get a duplicate licence.
 (b) You should require a duplicate license if you submit an application along with a copy of your ration card.
 (c) If you submit your application along with your ration card you do not need duplicate license.
 (d) If you submit an application along with your ration card you will get only a license.
 (e) None of these
186. Although the strike of transporters continues, I shall come.
 (a) I shall come if the strike of transporters continues.
 (b) I shall not be able to come if the strike of transporters continues.
 (c) Even though I come, the strike of transporters is going to continue.
 (d) Whether or not the transporters strike continues I shall come.
 (e) None of these
187. The Manager would like you to help him locate the default.
 (a) If you help him locate the default, the Manager would like you.
 (b) The Manager desires that you should provide him the necessary assistance to locate the default.
 (c) The Manager feels that if you do not help him the fault will not be located.
 (d) The Manager expects that the default should be located only with your help.
 (e) None of these
188. The judge remarked that not all the accused were really guilty.
 (a) The judge remarked that some of the accused were guilty while others were not.
 (b) The judge remarked that all the accused were not innocent.
 (c) The judge remarked that all those accused cannot be necessarily guilty.
 (d) The judge remarked that all those who are accused may contain some who are really guilty.
 (e) None of these
189. Unlike the tribals who are very hardworking, the urban communities cannot withstand physical strain.
 (a) The tribals do not like to withstand physical strain as the urban communities do.
 (b) The urban communities are hardworking but they do not like to undertake physical strain.
 (c) The tribals can withstand physical strain whereas urban communities cannot.
 (d) Because the tribals are hardworking they can tolerate physical strain.
 (e) None of these

Directions (Qs. 185 - 189): For each statement there are four different sentences given below it. Pick out the one that most appropriately conveys the meaning of the statement. The number of that sentence is the answer. If none of them conveys the meaning of the statement the answer is (e), i.e., 'None of these'.

Directions (Qs. 190-194): In each of the following questions there is a sentence with a phrase/idiom printed in bold, followed by five options. Find out the option which expresses the meaning of the phrase/idiom correctly.

190. To speak of one language for the world as leading to one purpose is to **put the cart before the horse**.
 (a) reverse the proper order of events
 (b) invite dictatorship
 (c) accelerate a backward movement
 (d) indulge an unrealistic proposition
 (e) None of these
191. He was somewhat **taken aback** by the news that the police intended to prosecute him.
 (a) strike (b) terror-stricken
 (c) surprised and upset (d) fainted
 (e) enchanted
192. I have got enough money in my pocket to last me the rest of my life provided **I drop dead** this afternoon.
 (a) save (b) rescue
 (c) commit suicide (d) die suddenly
 (e) None of these
193. Not one of his insulting remarks **caused a ripple** on the surface of her composure.
 (a) caused anger (b) had noticeable effect
 (c) caused injury (d) evoked attention
 (e) None of these
194. Suresh knows that the good times are over, but he says, "we still feel **footloose and fancy-free**."
 (a) a comeback (b) easy
 (c) original condition (d) the presence
 (e) boundless
- Directions (Qs. 195-209):** In each question below, two sentences are given. These two sentences are to be combined into a single sentence without changing their meaning. Three probable starters of the so combined sentence are given which are denoted by (A), (B) and (C). Any one or more or none of them may be correct. Find out the correct starter(s), if any, and accordingly select your answer from among the given five answer choices.
195. He has lost his immunity. Therefore, he is vulnerable to any disease.
 (A) His loss of immunity....
 (B) Because of his vulnerability to his...
 (C) His vulnerability to any disease...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) Only (A) and (C)
 (e) Only (A) and (B)
196. You must sign your railway ticket, write your name and age on it. It becomes valid only after that.
 (A) To make your railway ticket valid, the railway authorities should sign...
 (B) Without validating your railway ticket, you cannot...
 (C) To validate your railway ticket, you must...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) (A) and (B) only
 (e) (B) and (C) only
197. Are you satisfied with this information? Please contact me for any further clarification.
 (A) If you need... (B) In case you need...
 (C) Should you need...
 (a) None (b) All the three
 (c) (A) and (C) only (d) (A) and (B) only
 (e) (B) and (C) only
198. How much you earn is less important. What is more important is how you earn, i.e., your methods of earning?
 (A) How you earn is as important
 (B) How much you earn is as important
 (C) How you earn is not as important
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) All the three
 (e) None of these
199. You must submit the proof of your being a US citizen. Only then your NRI account will be made operative.
 (A) Unless you prove...
 (B) Unless your NRI account is made operative...
 (C) Without your NRI account, you must...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) All the three
 (e) None of these
200. The hijackers' real identity will always remain a secret.
 (A) No one will ever know the hijackers'...
 (B) The secret identity of the really...
 (C) The real identity of the hijackers would have remained...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) Either (A) or (C)
 (e) Any one of the three
201. "I'm extremely sorry. I'm late," said Sushma.
 (A) Sushma apologized for my being...
 (B) Sushma tendered apology for her...
 (C) Sushma apologized for her being...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) Either (A) or (C)
 (e) Either (B) or (C)
202. They have displayed arrogant behaviour; they will therefore be punished.
 (A) As a result of their arrogance, they...
 (B) They will be punished because...
 (C) They will punish because they have...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) Either (A) or (B)
 (e) Any one of the three
203. Not everyone among them was able to perform the act flawlessly.
 (A) None among them could...
 (B) Few of them could not perform...
 (C) Some of them could perform...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) Either (A) or (B)
 (e) Either (B) or (C)
204. Most US citizens have made generous donations for rehabilitation of the victims of war.
 (A) These generous donations...
 (B) The generous donations made by the victims of...
 (C) The rehabilitation of victims of war was generous...
 (a) Only (A) (b) Only (B)
 (c) Only (C) (d) Either (A) or (B)
 (e) None of these

205. This judgement has been given by the highest court in the land. It therefore assumes finality from legal point of view.
 (A) Being the judgement of...
 (B) In spite of the judgement...
 (C) As it is the judgement of...
 (a) Only A (b) Only B
 (c) Only C (d) Only A and B
 (e) Only A and C
206. On this special occasion the Chief Minister of the state would be welcomed first. After that the Prime Minister would be extended a warm welcome.
 (A) Although the Prime Minister would ...
 (B) As per the prevalent practice the Prime Minister...
 (C) In spite of the Chief Minister...
 (a) Only A (b) Only B
 (c) Only C (d) Only A and B
 (e) Only A and C
207. India is rich in bio-resources. It has no clear legislative framework to regulate access to and use of these resources.
 (A) As India is rich...
 (B) But India is rich...
 (C) Although India is rich...
 (a) Only A (b) Only B
 (c) Only C (d) Only A and B
 (e) Only A and C
208. I did not receive any packet from Dipti. I also did not receive any phone call from her.
 (A) Neither did I receive...
 (B) Clearly I did not...
 (C) Because I did not ...
 (a) Only A (b) Only B
 (c) Only C (d) Only A and B
 (e) Only A and C
209. I was to reach home a little early but I got delayed. On reaching home I found that guests had left a little while ago.
 (A) Hardly had I reached...
 (B) As long as I reached...
 (C) Besides few minutes...
 (a) Only A (b) Only B
 (c) Only C (d) Only A and B
 (e) Only A and C

Directions (Qs. 210-214): In each question below, an incomplete sentence is given which is followed by three possible fillers denoted by (A), (B) and (C). Find out which one, two or three of these fillers can make the sentence meaningfully complete and grammatically correct.

210. ____ when the audience started throwing rotten eggs towards him.
 A No sooner did he stand up to address
 B No much before he stood up
 C He had hardly stood up
 (a) Only C (b) Only B
 (c) Only A or B (d) Only B or C
 (e) Any one of the three
211. ____ sacrifice their own self for the welfare of the common man.
 A Not all men devoted to social service
 B Only dedicated men
 C In exceptional cases certain anti-social elements

- (a) Only C (b) Only A or C
 (c) Only B or C (d) Only A or B
 (e) Any one of the three
212. Natural calamities such as floods, earthquakes, etc occur so suddenly and unexpectedly that ____
 A people get hardly any time to save themselves
 B man realises his limitations and supremacy of nature
 C devastation cannot be prevented
 (a) Only A (b) Only B
 (c) Only A or B (d) Only A or C
 (e) Any one of the three
213. ____ the poor students had managed to come out successfully with flying colours.
 A Despite lack of resources
 B Owing to adverse circumstances
 C It was a mere coincidence that
 (a) Only A (b) Only A or C
 (c) Only B or C (d) Only A or B
 (e) Any one of the three
214. They appreciated my act of bravado because the life I saved was ____.
 A insignificant for them
 B extremely precious
 C reverent to them
 (a) Only B (b) Only C
 (c) Only A or B (d) Only B or C
 (e) Any one of the three

Directions (Qs. 215 - 219): In each question below, two sentences are given. These two sentences are to be combined into a single sentence without changing their meaning. Three probable starters of the combined sentence are given which are denoted by (A), (B) and (C). Any one or more or none of them may be correct. Find out the correct starter(s) and accordingly select your answer from among the given five answer choices.

215. He always delays in taking any action. It makes others suffer a lot.
 A His taking action on time makes...
 B Others suffer a lot because of ...
 C On account of his procrastination ...
 (a) A, B and C (b) A and B only
 (c) B and C only (d) A and C only
 (e) None of these
216. Don't add so much chilli powder to the soup. Consumers are only small children.
 A Because small children do not allow chilli powder ...
 B Since, small children do not consume more soup...
 C Adding more chilli powder to soup makes the small children like ...
 (a) None (b) A only
 (c) B only (d) C only
 (e) A and C only
217. The quality of the fabric was not impressive. We changed our plan of purchasing.
 A The quality of the fabric being ...
 B We changed our ...
 C In spite of the unimpressive ...
 (a) Only A (b) Only B
 (c) Only C (d) A and B only
 (e) All the three A, B and C

218. Madhuri has been consistent in her studies. Her performance in the examination was nothing else but excellent.
 A. Despite being consistent in her studies ...
 B. Madhuri's performance in the examination was not excellent because...
 C. Because Madhuri was only consistent and not intelligent, her performance...
 (a) Only A (b) Only B and C
 (c) Only A and C (d) All the three A, B and C
 (e) None of these
219. It is very cold here. You must bring warm clothes with you.
 A. Since, you must ...
 B. As it is very ...
 C. If it is very ...
 (a) Only A (b) Only B
 (c) Only C (d) A and C only
 (e) B and C only
- Directions (Qs. 220-234):** In each of these sentences, parts of the sentence are numbered (a), (b), (c), (d) and (e). One of these parts has some error in it. The error may be either of spelling or grammar or wrong word or unnecessary word etc. The letter of the part that contains the error is the answer.
220. **It was** (a)/ **natural that** (b)/ some difficulties **crop up** (c)/ in his life, **while** (d)/ **he was** (e)/ studying.
221. **Chatting on** (a)/ the Internet with **people only not** (b)/ **makes us** (c)/ feel friendly **but also** (d)/ **increases our** (e)/ knowledge.
222. Knowledge will not **attract money** (a)/ **unless it is** (b)/ organised and **intelligently directed** (c)/ **through practical plans** (d)/ of action, to the definite end **of accumulation** (e)/ of money.
223. **As the experiences** (a)/ of other **countries have shown**, (b)/ an ailing (c)/ financial sector **can very quickly** (d)/ **render wreck** (e)/ the entire economy.
224. **If you are** (a)/ **one of the** (b)/ who have **often wondered how** (c)/ **great fortunes are** (d)/ made, this story **will be enlightening**. (e)
225. **My only concern** (a)/ **is that** (b) **at this juncture** (c)/ communal **sentiments are rather** (d)/ heightened **up-wardly**. (e)
226. **However**, (a)/ this **division** (b)/ of power is not **quiet** (c)/ as neat **as it may** (d)/ appear **at first**. (e)
227. He strongly felt **that** (a)/ that **explanation** (b)/ which **was given** (c)/ **during the meeting** (d)/ was not at all **truth**. (e)
228. **We decided to** (a)/ dedicate this article **on the women** (b)/ who have been **instrumental in** (c)/ training **generations of** (d)/ young girls to **create a healthy** (e)/ atmosphere.
229. When the **opportunity came** (a)/ **it appeared** (b)/ in a **different form** (c)/ and **from a different** (d)/ direction **then he had** (e)/ expected.
230. The **roll** (a)/ of the institute is to provide technical support to other institutions and to constantly **monitor** (b)/ their **facilities** (c)/ and **performance**. (d)/ No error. (e)
231. The **competitive** (a)/ edge for **survival** (b)/ **lays** (c)/ in the **effective** (d)/ use of information technology. No error. (e)
232. The most **popular** (a)/ method **adopted** (b)/ by an organisation to **communicate** (c)/ job vacancies to the public is through **advertisement**. (d)/ No error. (e)
233. The act of **extending** (a)/ **preferential** (b)/ treatment to service providers was **high** (c)/ **appreciated**. (d)/ No error. (e)
234. The **significant** (a)/ **future** (b)/ is that none of the ancient Indian scientists **claimed** (c)/ **originality** (d)/ of their theories. No error. (e)

Reading Comprehension

INTRODUCTION

If one wants to find a success mantra in today's highly competitive world with ever expanding boundaries of knowledge, then it has to be – “know the right thing at the right time, make right use of it in just the right words” – we all have our own bank of knowledge, some have more than others, but what is the point of knowing if you don't know how to use your knowledge well. It is just like owning a guitar without knowing how to play it. But the good thing is you can easily learn to play it if you are committed and have the right guidance.

It is also true about reading comprehension which is all about knowing the right thing, making the right use of it, in the right words. It is the magical guitar on which you can play your success tune. But to learn to play this guitar you need constant effort and a right direction. So, why not begin now?

Why do you think reading comprehension questions are asked from the primary level in school examinations to a level as high as competitive examinations for management or administrative work? Very simply put, in the present era which has a plethora of information, facts, knowledge, it is important for any officer, most of all, for a manager to be able to extract out relevant information from the given draft in minimum possible time and use it for the execution of the assigned project in the best possible way. Remember, as a Manager, you will be required to know details of your company, your staff, your client, your projects, your rivals. But it does not stop here for this you can find out and store on your desktop easily, the real managerial task is to use the available information cleverly to achieve maximum profit target. And this is what reading comprehension exercises give you a practice in. Therefore, a student must approach this section not only as a preparation exercise but as skill that he/she will use for the rest of his/her life. Having said how important Reading comprehension is, I would like the students to know that the reading comprehension section checks not your IQ rather your ability to analyse data and produce conclusions most useful and tangible for positive results. Every student should therefore, keep in mind that this section demands Aptitude more than Intelligence. So, with right direction and determined practice even an average student can excel in this area. Remember you can play guitar if you want to, hard enough.

Let's proceed with understanding reading comprehension.

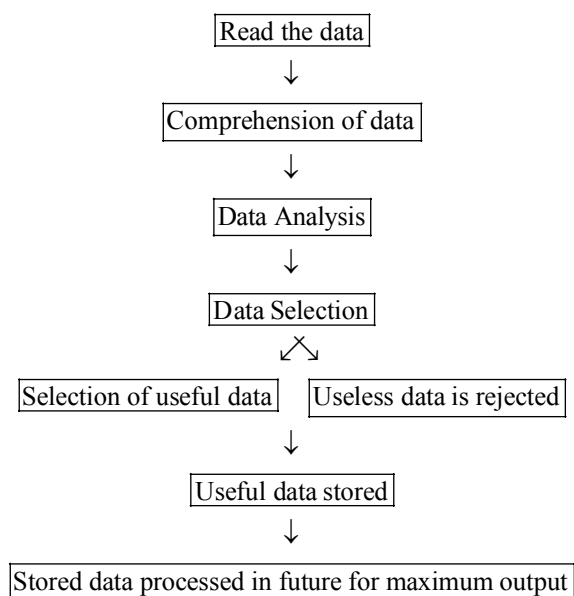
WHAT IS READING COMPREHENSION?

Interestingly, Reading Comprehension is an activity your brain is constantly engaged in. Whatever you do is reading Comprehension for brain. e.g. Reading newspaper, watching billboards on roadside, watching TV, talking with a person, listening to music etc. Reading a newspaper is obviously reading comprehension you would have understood. We read the news

printed on the paper, we understand what it means, we analyse the news for ourselves, by which I mean, sometimes we agree or disagree with the opinion expressed in the newspaper article. If it is a report we select the useful portion of news and store it in our memory to be used later. We like or dislike the subject chosen by the writer, sometimes we are made to think or question our beliefs or mindset by some articles, this is data analysis, then we remember what seems important or useful to us in the newspaper and forget much of the news in the paper everyday.

The same procedure happens even when you are watching hoarding on the roadside. The advertisements are the data for your brain. It is raw information that your brain understands and processes. Remember how many times you say after watching an Ad, “Oh, this is not real”, “Oh! Does it happen this way, I didn't know that”, “This is a good Ad”. All of the above reactions when studied closely are a judgment, fact-collection, opinion formation.

You don't remember everything about every Ad, only the part appealing to you finds a place in your memory. This is Data Selection. Same for watching TV and listening to music, your mind reads information, comprehends it, processes it, selects the useful section and stores it for future, rejects the useless part. So, to make Reading Comprehension easy we can draw a flow chart of the entire process.



The entire process of Reading Comprehension could be divided into 7 simple steps. But here is a need for a reckoner. Though reading comprehension is what our brain practices all the time, yet we do not always perform very well when attempting a reading comprehension question, why?

Because what the brain does is at an ordinary simplistic level and we are unaware of even that. But what is required of an aspiring student is a conscious, skilful, determined effort to master the art of reading comprehension.

Let's illustrate all the seven steps involved in Reading Comprehension describing what we ordinarily do and what are the special concepts a student should keep in mind while attempting the Reading Comprehension section with some useful tips.

STEP 1 : Reading is the obvious important pre-requisite of the RC section. How well you read, in what manner do you read a given passage, would determine the level of your comprehension and consequently the analysis of information. Reading in the right way is very important.

WHAT is the RIGHT way of READING ?

As I have mentioned before that we are constantly engaged in the process of reading information from our surroundings. Only we do not do it skilfully in the right direction. This is what a student has to practice doing to read everything rightly. **HOW?** Even an apparently simple process of reading involves many factors that affect the output of reading. How intelligently can you mould these factors will, in turn, improve the quality of reading. These factors are :

- Subject of data
- Interest areas of the reader
- Concentration span of the reader
- Reading speed
- Retaining capacity
- Reading Aptitude

I. SUBJECT OF DATA

It is proven by research that our brains or brains of different people do not respond to different kinds of data in a similar manner or to a similar extent. Just like we all have our area of expertise, I might know a lot about space science while your knowledge of Automobile may be vast. On the other hand, my idea of latest cars, engines and their power may be meagre and you may find yourself fumbling if questioned about planetary movements, composition of stars etc. This is a reflection of reading habits. Ordinarily, we do selective reading, e.g; while reading a newspaper many students are used to skipping the Business news and jumping straight to sports page while many others simply refuse to look at the editorial page and drool all over the page 3 or entertainment section. Whereas reading has many advantages, it is neither feasible nor advisable for a student to read everything available on all topics under the sun. But it is important, nevertheless, for you to have some basic knowledge about most subjects. This will

- (1) **improve your general awareness,**
- (2) **boost your confidence,**
- (3) **sharpen your analytical skills** because you would be able to use information from different sections and even do a comparative study, if needed, it will also.
- (4) **improve your thinking skills** because as the quantity of facts will increase, you will be pushed to think about all of them. In this manner you will improve many of your skills, not just one. Also, one should not forget

that as a manager one needs to know about not just one field but many. Marketing requires more than just the knowledge of specific sector.

So, to begin with a student should open oneself to reading about varied subjects and not just a selected few. Then it becomes important to decide how much to read and from where to read. The best and age-old golden option is Newspaper. A good student MUST develop a habit of reading a newspaper properly everyday. You would say that you do already. In that case, answer the following questions and check yourself?

- * What is the most influential political news of the last week ?
- * What important discovery or research has been made in the field of science, technology or medicine in the gone month?
- * Which book was released by an Indian or American author in the gone week ?
- * Who is the Chief Minister of Gujarat ?
- * When did Einstein die ?
- * What is article 377 of the Indian constitution?
- * What was Rowlatt Act ? Which year was it passed?
- * Who is rated the best Badminton player in the world ?
- * Who is playing Danial Pearl's wife in the Hollywood film being made on the Journalist's life and murder by terrorists ?
- * Which film received the National Award this year?

Check your calibre as a reader now on the basis of the following result card.

Correct Answers	Result
0 – 3	Poor Reader
4 – 7	Average Reader
8 – 10	Good Reader

Now, you know yourself and what are your weaknesses. You would have noticed for yourself while answering the questions.

That despite reading the newspaper everyday you are not updated about the goings-on in every field. This is the first step towards becoming a good reader. You should choose wisely what newspaper or magazines you read. Most advisable would be The Hindu, Indian Express, The Times of India. You can choose from the following magazines India Today, Frontline, Outlook, The Economist. You should also read some books on History, Philosophy and literature as and when you have the time. Though reading must be done selectively so as not to waste time, don't read all articles and reports in the newspaper but intelligently choose after having read all headlines.

TIP

Use this reading habit to improve your vocabulary. Each day list the new words you come across. Classify them under subjects, e.g. Science, Sports, Politics, Literature. Learn their meanings and use them frequently. This will help you understand the jargon of different fields.

Now, let us quickly recall all that we have stated and discussed in this section and list the

MUST DOs FOR A GOOD READER

- * Read about different fields, don't restrict yourself to one.
- * Do intelligent reading, don't waste time reading junk information.
- * Read only from good newspapers and magazines
- * Utilise maximum time, read while travelling, waiting etc.
- * Try to indulge in a discussion everyday about what you read that day
- * Improve your vocabulary alongside reading

II. INTEREST OF READER

This factor is closely connected to the first factor. In fact, it is this factor that chiefly decides the subjects we choose to read about. Just like all fingers in a hand are not of the same size, our interest in every field cannot be of the same level. This is why we choose certain fields and eliminate others. e.g. while walking on the road, if there is a large poster of a bike newly launched in market, it is more likely that a teenage or a young boy would stop by to read the details about the bike rather than a girl who would probably stop by to read information on Jewellery or garments ranges. This is just difference of interests. This is the difference that decides the store of one's knowledge. Ordinarily, it is alright for a person to seek information about one feels drawn to the area of his/her interest. But a student should develop a habit of arousing an interest in different kind of fields equally.

Why is this important ?

Let us suppose that you have interest in fields A, B, D and F but you do not find fields C and E appealing at all. In that case, if you get a passage for Reading Comprehension from areas A, C and E, then you would attempt the first comprehension well because it is an area of your interest, therefore, you will be eager to know more about it, you will, therefore, read it with more concentration and finish reading in less time. Since you have some previous knowledge about the subject, the matter will not be completely new to you and therefore, you will be able to deal with it better. But for the other two passages, because of lack of interest in the topic, your engagement with the data will be half hearted. Owing to this, the comprehension process will slow down and the analysis will not be of the same quality as the first. It is, therefore, clear that the interest of the student in given passage greatly affects his/her performance in attempting the exercise. This is why it becomes important for an aspiring student to develop some interest at least in various fields whether it be science, politics, history, medicine, space, diplomacy, technology, literature, business, economy or world affairs etc.

This is where the first factor also comes into play. If a student reads from different topics, expands his/her reading to various field, he/she will automatically develop some interest in all the fields and also attain some knowledge about each sector. Combining the two, the efficiency of a student in attempting the RC section will be greatly improved.

TIP

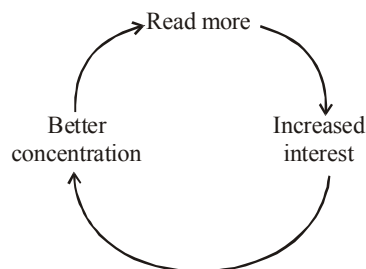
For maximum utility of time, you can depend on News Channels. You can select certain talk shows aired on some good English news channels like NDTV, CNN IBN or TIMES NOW and watch them regularly. This will improve your general awareness, give you an analytical perspective, keep you updated with news from different sectors, and also improve your English.

An Inquisitive mind is a gift for student. Always maintain a desire to know more, keep yourself curious about every subject. Do not hesitate in discussing your opinions, asking questions, expressing your views with friends, teachers or experts. This kind of interaction and communication will greatly increase your interest and knowledge and you will be drawn towards reading automatically. Always keep in mind that developing these habits will help you reap long term benefits.

III. CONCENTRATION SPAN OF READER

Not only in reading but any task to be executed requires concentration. But reading requires it more. So, most students from primary to senior level are heard complaining about lack of concentration as the reason for their poor performance. It has become a popular belief that concentration is naturally endowed on people and so some students have great concentration while others remain restless and cannot concentrate properly. Contrary to the popular belief, the truth is that even concentration can be achieved through effort.

Scientifically a human brain is not tuned to keep itself associated with a particular object for long time and that is why many of us face concentration problems. But these problems are easy to handle also. From usual experience you would know that while reading data of your interest, your mind exhibits more concentration. Why can you sit through a movie with complete concentration but not your maths book or even a newspaper for that matter? Because, things that you find entertaining stimulate your brain in a manner which is positive and, hence, you achieve higher level of concentration. Here again we see the first two factors affecting the third. If you develop interest in many subjects, your concentration will automatically increase. But there is a hitch, you can improve concentration by increasing interest and you can increase interest by reading more. But if you have poor concentration then you cannot read more. It is, therefore, a vicious circle.



It, therefore, becomes important to improve your concentration first, to be able to then work on other factors. There are certain tricks that a student may follow to improve his/her concentration.

TIP 1

Always start with shorter, simpler pieces with subject of your interest and gradually move to heavier, more difficult passage. Through this you will first strengthen your confidence, build up your momentum and will be more prepared to deal with longer passages.

TIP 2

Always supervise your reading. Mark every time you get distraction or lose concentration. In this manner you will find out how many times you lost concentration in an hour, with every passing hour make a stronger effort to be more concentrated. You will find out that with each hour number of the marks will decrease.

IV. READING SPEED

From a competitive point of view, 'Time is money,' the faster you read, the more time you will have for comprehension and analysis. If you have followed the first three factors carefully then you will realise that your reading speed will improve greatly itself. But you must keep in mind certain points while trying to read fast. Often what students do is, in their attempt to read fast, they increase the speed of reading words without trying to either understand or retain the information. Remember-

Reading Comprehension = Reading + Comprehension. You must read at a fast speed but not at the cost of comprehension because in that case you'll have to read the passage again and, therefore, the time you saved by reading fast will be consumed in re-reading.

TIP 1

Your Reading speed is the number of words you can read and understand per minute. Remember if you don't understand because you're reading very fast, it is of no use.

TIP 2

Calculate your reading speed. In this manner you will be able to supervise your improvement.

V. RETAINING CAPACITY

This is the most important part of Reading. If a student is able to read well, read with concentration, read fast and if not able to retain useful information of the data then all is lost. A good reader need not come back to the passage again and again to look for answers. The first reading of this passage should, therefore, be done with much care and attention so that the reader retains most of the matter.

You can follow some simple steps to improve your retaining capability. Every time you read a passage, make a mental note of the following :

- (a) title of the passage
- (b) basic theme of the passage
- (c) the positions that the passage takes or the points that the passage makes
- (d) conclusion of the passage.

VI. READING APTITUDE

Reading Aptitude is different from reading skills. The points and factors discussed up till now, constitute reading skill and are regarding the manner you read. Reading Aptitude is what gives an upper edge to a student in the RC section or even otherwise if developed properly.

What is Reading Aptitude?

By reading aptitude, we mean the approach that you take while reading a passage or reading anything. The mindset with which you read it and what is your motive or expectation from the passage. Simply put, Reading aptitude is what you want from reading. If your approach is a reading piece only for the purpose of reading to collect facts to add to your existing store of knowledge or only as a practice to improve your reading speed or merely as an examination exercise you would not receive the same results as you will if you read the passage with a different attitude.

Consider every piece of written information as a prospective useful draft.

Begin with the rule of WIIFM - what's in it for me. Once you have used your wisdom to decide if the passage is worth reading. Approach the passage as a mystery novel. There are hidden clues you must look for. From the beginning stay a careful, clever reader. Remember the first reading itself should give you all you may need to have from a passage.

If there are facts in the passage, quickly decide, as you read, which of these are important enough to be memorized and memorize them.

If there is an argument in the passage, keep trail of how the argument proceeds and what are the different evidences offered.

In such a passage, as you read, involve your mind with the passage and form an opinion about the argument.

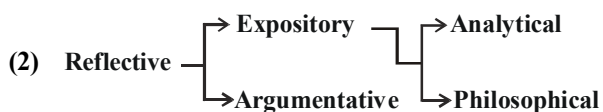
If a passage is about philosophy offering a philosophical perspective as you read, form a short summary of the philosophical theory in simple words.

If the essay describes a process or an event, then as you read on, form a chain of events in your mind.

Keeping these points in mind, will improve your reading and retaining efficiency greatly. What we have to target and achieve is not GOOD READING rather what we must try and attain is EFFECTIVE READING. A good reader may or may not be just as good at comprehension and analysis but an Effective Reader would definitely perform in comprehension and Analysis of data just as well. So, try and be an EFFECTIVE READER.

STEP 2 : Comprehension follows reading and simply put means understanding the passage. But there are different categories of compositions and the time of comprehension for each would principally vary. Nevertheless, there are some basic principles one must keep in mind while attempting to comprehend a passage.

- (1) Narrative.**



Let us now consider each type of passage and how should one deal with it.

- * theme of narration
- * basic exposition, i.e. the chief idea being narrated
- * statements that the narrator supports
- * idea or statements author does not agree with
- * certain factual descriptions in the passage
- * train of thought as the narrative moves

(a)

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meant nothing to the Aztecs—and vice versa. If, to some extent, a few intellectuals can appreciate them both today it is because their culture is an historical one: its inspirations is history and therefore it can include within itself, in principle if not in every particular, all known developments to date.

As you can read yourself an expository essay in itself gives you a serial line of thought. What you have to do, in this case, is understand critically the exposition being made. Pay attention to the following when attempting an exposition essay.

- * main subject of the exposition
- * illustrations made about its different aspects
- * analysis done by the writer on the various definitions & statements
- * Agreements or disagreements made by the writer with some views.

Let's take the following questions as an example—

Which of the following is not necessarily among the attributes needed for a painter to succeed?

- (1) The painter and his public agree on what is significant
- (2) The painter is able to communicate and justify the significance of its subject selection.
- (3) The subject has a personal meaning for the painter
- (4) The painting of subject is inspired by historical developments.

The first option is clearly stated as a reason for the success of a painter and, thus, can be eliminated. The second option, if one thinks intelligently, is linked to the first. If only the painter is able to communicate or justify the significance of its subject selection, can there be any agreement between the painter and the public? This too, thus, gets eliminated. The third and the fourth options offer an ambiguity because both appear in the passage. A close study of the language of the statement and the question is required here. The question asks for a reason which is not necessarily required for the success of a painting, which means it may cause the success of a painting but not necessarily. The third option appears with a 'may' in the passage and can, therefore, be a possible answer. The fourth option is not the answer because the passage states that a painting can earn the appreciation of intellectuals if its inspiration is history and there is no 'may' or chance involved here. Thus, the fourth option can also be eliminated and we have our correct answer as option (3).

- (b) **Argumentative Passage :** An argumentative passage includes an argument and an argument is possible only about a subject that invites argument, conflicting opinions. Such an essay admits difference of opinions and, therefore, the purpose of an argumentative essay is to persuade the readers to adopt a certain idea, attitude or course of action and if possible to resolve the conflict implicit in the subject. The following is an example of a argumentative passage : The detective story, the adult analogue of juvenile adventure tale has at times been described as a glorification of intellectualized conflict. However, a great deal of the interest in the plots of these stories is sustained by withholding the unravelling of a solution to a problem.

The effort of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature whose secrets the scientist supposedly unravels by deduction. If the adversary actively puts obstacles in the detectives' path towards the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains irrational components such as a tactical error on the criminal's part or the detectives' insight into some psychological quirk of the criminal or something of the Art. Conflict conducted in a perfectly rational manner is psychologically no more interesting than western standard e.g. Tie-tac-toe, played perfectly by both players, is completely devoid of psychological interest. Chess may be psychologically interesting but only to the extent that it is played not quite rationally. Played completely rationally, chess would be no different from tic-tac-toe.

Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies stem in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict. While dealing with an argumentative passage the reader should follow the following method to deal any question—

Narrow down the argument to its basis

Track the history of the question/conflict in the passage

Take a stand yourself or be clear as to what is author's stand

Analyse the necessary idea expressed in the passage

Keep track of the evidence or examples offered by the author in support of his/her argument

Make note of the counter argument

Following this method the students should find out the right answer to the above mentioned question from the following option:

- (a) Internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
- (b) Only juveniles or very few adults actually experience external conflict while internal conflict is more widely prevalent in society
- (c) In situations of internal conflict, individuals experience a dilemma in solving their own preferences for different outcomes
- (d) There are no threats to the reader in case of external conflicts

Examples of **Analytical** and **Philosophical passages** are given below. A student should follow the same method as for the expository passage and keep similar factors in mind. Spare a moment to take stock of what's been happening in the past *few* months. Let's start with the oil price, which has rocketed to more than \$65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there *for* business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to \$25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as "you're fired." Finally, take a squint at the United States. Just like Britain a century ago, a period of unquestioned superiority is drawing to a close. China is still a long way from matching America's wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble *for* Africa as Washington and Beijing compete *for* oil stocks.

- (c) **Philosophical passage** : In response to logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition. Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, *for* Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism *difference*. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term to the other (in the positing of rationality over irrationality, for instance). It is this latter point which is perhaps the key to understanding Derrida's approach to deconstruction.

STEP 3 : Data Analysis is the most important step of Reading Comprehension. It is the stage where you analyse the read and comprehended data to find the answers for questions asked in the exercise to Reading Comprehension.

STEP 4 : By Data Selection we mean choosing the important sections of a given passage. As you read a draft, you realise that not every word of it is just as useful. You have to, therefore, choose and retain only those part of the passage that are useful to you. The fillers (information added to fill the gaps in the themes

– examples, illustrations etc.) can be ignored. A similar process is done while attempting comprehension when the students were advised to mark the important sections of the passage while reading so that the student can revisit the passage without wasting any time.

Also, in future, or while reading anything, you should always select the useful information and store it in your memory so that you can use it later on whenever the need arises.

I. THE MAIN IDEA OR THEME BASED QUESTIONS

In this type of questions the passage will be followed by a question with certain statements which may or may not be the central idea of the given passage, you have to choose the statement that will best qualify as the central idea discussed in the passage.

The question can also ask for the most suitable title for the passage which will also correspond to the central theme in the passage. Another form in which this type of question can be asked is 'which of the following statements is best supported by the passage'. In this question, you may be given statements more than one of which can be inferred from the passage but only one statement will be best supported by the passage, which will be the central theme of the passage.

Following are some example of Theme based questions:

PASSAGE - I

But the realists have something to say too. They say that in the battle called life, what we need is not sportsmanship, but strength, not humility but self confidence, not altruism but resolute intelligence; that not justice or sportsmanship but power is that arbiter of all differences and destinies. This was expressed bluntly by Bismarck, who said, "There was no altruism among nations," and that modern issues are not decided by votes and rhetoric but by blood and iron. If life is a struggle for existence in which the fittest survive then strength is the ultimate virtue and weakness, the only fault. 'Good' is that which survives, which wins and 'bad' is that which gives way and fails. There is no room to the sporting spirit in this world.

1. The passage is mainly concerned with –
 - (a) Bismarck's opinions about nations
 - (b) Definition of 'Good' and 'bad'
 - (c) Musings on how life should be lived
 - (d) What the realists have to say.

PASSAGE - II

There is this ambiguity about force. We are never sure that it can be used for purpose of justice. Voltair said quite rightly "War is the greatest of all crimes; yet there is no aggressor who does not perform his crime with the pretext of justice". It is true that on occasions force may be employed by the oppressed against the aggressors who exploit them. Thus, history records the success of the grid against the Persian invaders or the Italians against the Austrians or the Afghans against the British. But the record of the triumph of Right over Might is meagre. We must not forget that might has won many more victories over right during untold centuries.

1. Which is the most appropriate title for the passage based on its content?
 - (a) The Right or the Might
 - (b) War – the greatest of Crime
 - (c) Force and Justice – An ambiguous relations
 - (d) The battle of British and Afghans.

PASSAGE - III

Too much power given to any organized body is harmful to the government. This is true in the case of press also. It is always desirable that the press of a country should be controlled by its government. It may happen that the press may be captured by any one party and the country plunged into Civil War. A powerful press can create a revolution against the government at any time it likes. The press sometimes embattles international relations. An example of this can be seen in the Italian press. It was published in the Italian press some years ago that the Great Britain was supplying arms and ammunitions to Abyssinia. This rumour spread a great deal of hatred in Italians against Englishmen and a special guard had to be placed upon the British Ambassador at Rome.

1. Which of the following statements is best supported by the given passage?
 - (a) Italians hate Englishmen
 - (b) If the press has too much power, it can become harmful
 - (c) Press is a powerful medium and has a capacity to influence masses to a large extent.
 - (d) Press can cause Civil War in a country

PASSAGE - IV

It is very interesting to study the mind of the advertiser and the motives of the human mind upon which he wants to play. The most advertised goods are women's toilet accessories or things that women use for preserving their youthful looks. Fat women are anxious to grow slim, so, advertisers play upon women's fear of growing fat. "Her joints squeak like new shoes, Swollen with Rheumatism at thirty." So, begins the advertisement of Krusheen salts. Here is the beginning of the advertisement of 'Aldiflue' "Obesity, it's said, is the beginning of the end, an oversize embarrasses and endangers. For it puts blood, heart, liver and muscles out of battle. Starve oneself thin? No use, dissolve adipose tissue? Yes, but the consequence?" The semi-medical form of this advertisement gives it great advantage over others. When we look underneath we find that Aldefluid is a French Preparation. Trust a Frenchman to know a woman's mind. If we take up any newspaper we find scores of advertisements. "I detest a shiny nose that is why I use perfect nose Powder". "Girl be sure of Beauty" soap Jean Harlow, "And use Vame Toilet, the beauty soap of film stars". "Gone and forever, ugly and unwanted hair". "Fascinating curves, that are height of fashion – the essence of feminine appear can be quickly yours through the safe, painters, tasted, Bustophese".

1. Which is the main objective of the passage?
 - (a) To study the mind of an Advertiser
 - (b) To list examples of advertisements common in newspapers

- (c) To understand the consequence of dissolving adipose tissue
- (d) To state that women worry too much about their Beauty.

Key :

- I. (c) II. (c) III. (c) IV. (a)

HOW TO DEAL THE THEME BASED QUESTIONS :

As would be clear from the example the theme based questions test your understanding of the most important idea or conception of the passage. You can call it the essence of the passage.

To facilitate answering theme based questions follow the following steps :

1. When reading a passage always keep in mind the questions – what is the passage trying to do? It is only making a statement? Is it making a criticism? Is it doing an analysis? Is it supporting a particular belief?
In this manner you will be able to find the **MOTIVE** of the passage. This step will help you answer questions like 'what is the primary purpose of the passage 'OR' what is the main objective of the passage. Consider Passage IV as an example. The passage makes a statement in the beginning "It is interesting to study the mind of an advertiser" and throughout the passage tries to study the mind of advertiser by citing several examples of advertisements – what fears of human minds are they targeted at, what do advertisers do to make advantage of these fears. Thus, the objective of the passage remains to study the mind of an advertiser.
2. As you read the passage, select the most important paragraph which generally contains the theme of the passage. You can then keep in mind the central idea of the passage. This will help you attempt questions of the form, 'what is the main concern of the passage? In questions such as these, the options given in the question are sometimes true statements but not the central idea. You can compare the theme with the options and eliminate the wrong options. For example in Passage I.

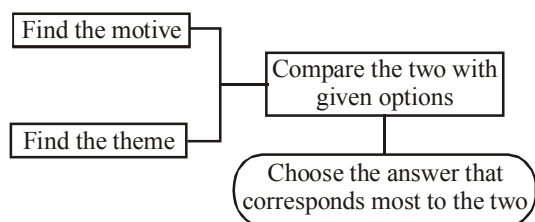
On reading the passage, we can easily make out that the central idea is "Life and different way it can be lived in"

Now consider the different options :

- (a) Bismarck's opinion about nations — This is an idea in the passage but not our theme.
- (b) Definition of 'good' and 'bad' — This is also an idea in the passage but not the theme.
- (c) Musings on how life should be lived — This corresponds to the theme idea and is therefore the answer.
- (d) What the realists have to say — This is an idea in the passage but not the central idea.

Even for choosing a title as in Passage, one must compare all the given options with the theme and the option that corresponds best with the theme can be chosen as the title.

This way we reach the **MT - method** i.e. the motive, theme method.



II. The second type of questions are the **View Of The Author type of questions** regarding the main point discussed in the passage.

In this type of questions, the questions will test your understanding of the author's view and opinion stated in passage about the central and even subordinate issue. The question may be about a specific point that author makes or a general stand that author takes. It can question you about writer's attitude towards the central idea whether or not he agrees with it, the question can also be about more than one opinion of the author. The following are the examples of this type of questions.

PASSAGE - I

The best utopia to me is Plato's Republic', a fascinating mixture of poetry, philosophy and myth.

Plato understands that before we study the states that men make, we must study men first. The human being is made of appetite, emotions and intellect, among which a constant conflict is going on. The best man is he in whom appetite, warmed by emotions, is guided by knowledge. Ruin comes when the trader becomes ruler, or the general establishes a military dictatorship. Only philosopher king is fit to guide a nation. "Until philosophers are kings and kings and princes of this world have the power of philosophy and wisdom and political leadership meet in the same man, cities will never cease from ill nor the human race."

1. According to the Author
 - (a) Human being is made of appetite, emotion and intellect
 - (b) Republic is a mixture of poetry, philosophy and myth
 - (c) Plato was the greatest poet of all times
 - (d) Philosophy is the best virtue.

PASSAGE - II

Very few men have analytical spirit. They cannot reach the bottom of things. They run away with views supplied to them by newspapers not caring to enquire if they are right or wrong. For instance, a man living in Europe or America derives his information about a country like India only through newspapers. It is not possible for him to come here and see things for himself. Not only do people lack analytical spirit they have no time to probe deeply into the real state of affairs. We live in an age of hurry. We have not time to waste : people always have more important thing to do.

1. Which of the following statements is the author least likely to agree with ?
 - (a) Very few men have analytical spirit
 - (b) We live in a busy world
 - (c) The views supplied to men by newspaper are always wrong
 - (d) People hardly ever try to get to the bottom of any news.

PASSAGE - III

There is no true sportsmanship without a new world order. We must reconstruct the world so as to eliminate competition from it. The individual cries out. I must be happy at all costs for there is no time to be lost. The nation cries out. I must be prosperous at all costs or I shall go under. So, civilization has entered into an era of callous competition. No peace treaty can end this. The world must be reorganised as a federal and essentially as one. Until that is done the noble shall always be at the merry of the ignoble and there will be neither peace nor sportsmanship in the world.

1. The author makes at least two of the following claims in the given passage which are these
 1. True sportsmanship cannot happen in the present world.
 2. There can be peace in the world only if it becomes one federal.
 3. Individuals and nations are happy and prosperous.

(a) 1 and 2 (b) 1 and 3
(c) 2 and 3 (d) none of these

PASSAGE - IV

The law of the land needs a very important factor to be effective land. That's why various wings of the Indian government have cut a sorry figure when they have tried to regulate the intangible world of the internet. The latest in the battle between the old world and the new world of the web unfolded when the Aurangabad bench of Bombay High Court asked the Maharashtra government to issue notice to Google in response to a PIL filed against the company's popular social networking site – Orkut.com.

1. According to the author, the government has not been able to regulate the internet world because:
 - (a) It is very popular among the people
 - (b) Google owns Orkut.com
 - (c) There is no land in internet
 - (d) Internet is an abstract, intangible world with no explicit figureheads

Key :

- I. (b) II. (c) III. (a) IV. (d)

HOW TO ANSWER QUESTIONS ABOUT AUTHOR'S VIEWS

To answer questions about Author's opinions, one should follow the inference technique.

By inference one means understanding the passage and deriving a logical conclusion from it. The questions can be about opinions of author mentioned directly in the passage or views that are indirectly expressed in the passage.

For the views directly mentioned in the passage the reader should locate the relevant part of the passage and choose the right answer.

For example in the passage

- (a) a quote said by Plato and not by the author
 - (b) what is said by the author in the very first sentence
 - (c) what is not meant by in the passage at all
 - (d) what is not suggested by the passage directly or clearly.
- Therefore, one can locate the sentence directly mentioned by the author and choose the right answer.

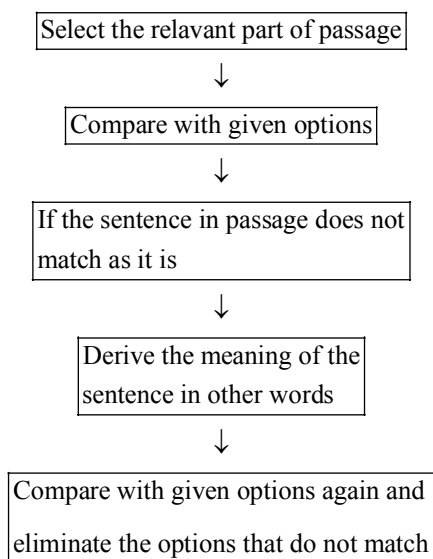
On the other hand in some questions the opinion of the author may not be directly displayed in the passage and will have to be inferred from some sentences in the passage.

Consider **passage III**

The author says "There is no true sportsmanship without a new world order" which means in the present world order true sportsmanship cannot exist. Further he says "the world must be reorganised as a federal and essentially as one. Unless that is done, there can be no peace or sportsmanship in the world." By this we can understand that there can be peace only if the world is one federal.

Thus the right answer is (a) because 1 and 2 can be inferred as the opinion or claim of the author.

Inference Method



III. CHOOSING THE CORRECT OR WRONG STATEMENT ON THE BASIS OF THE GIVEN PASSAGE

This type of question requires the students to derive conclusions and inferences from the given passage. This type of question will have four statements and of the four options you are asked to choose the correct or the incorrect statement in the context of the passage.

Following is the example of this type of questions.

PASSAGE

The Highest point on the earth's surface is Mt. Everest, 5 miles in height and the lowest near Philippine Island, seven miles in depth. The stress difference between these two points is equal to the weight of ten miles of normal rock. In other words, between these points the earth's surface is burdened with such a great weight that the outer crust of the earth is unable to support all this terrible weight and adjustments occur which we call earthquakes. As a result of the above theory, the earthquakes should have occurred only once in a recorded time and then everything should have been normal but we know this is not so and there must be a reason.

The reason is not far to seek. It is rainfall. A rainfall of thirty inches a year amounts to one mile in 2,000 yrs. During the whole of the age of the earth 1,000,000 miles of rain must have fallen. Rain falls and makes tips way again to the ocean. But it does not go alone. It carries vast quantity of earth along with it with the result some parts of earth are overloaded and some made light. The change in strain during geological time must have been enormous and every change of strain must produce an attempt at an equilibrium and an adjustment. The adjustments are earthquakes.

1. Which of the following is correct in context of the passage?
 - (a) The difference between the highest and the lowest point on earth is equal to 10 miles.
 - (b) Earthquakes occur only once in a recorded time and then every time becomes normal.
 - (c) Rainfall is the reason why earthquakes keep occurring time and again.
 - (d) There is strain on earth's surface which has to be adjusted by rainfall.

DISCUSSION :

- (a) is incorrect because the difference b/w the highest and lowest point on earth is not 10 miles but it is equal to weight of 10 miles of normal rock.
- (b) The passage says that this is how it should have been but it is not so, thus, this is not the answer.
- (c) This is the right answer and can be inferred from the given passage. Earthquakes occur because there is strain b/w the highest and lowest points on earth, the adjustments made to support this are earthquakes, but according to this theory, once the adjustment is made there need not be any more earthquakes but it is not so because rainfall keeps changing the geological realities and, hence, the strain is maintained; which is why earthquakes keep occurring because of rainfall.

IV. SUPPORTING IDEA QUESTION

These types of questions are aimed at measuring a student's capacity to distinguish the main idea from the supporting idea. Also, this type of a question will test your ability to differentiate ideas. That is implicitly stated in a passage from the ideas that are implied by the author.

These types of questions usually focus on a specific paragraph and their meaning as a contribution to the whole passage.

The question may ask you about facts mentioned in the passage or ideas stated or implied in the passage. It may even demand you to draw conclusion from a specific passage.

Key :

- I. (c) II. (c)

Following are the examples of Supportive Idea questions:

PASSAGE - I

The New Mercantilism (as the Multinational corporate system of special alliances and privileges aid and tariff concessions is sometimes called) faces similar problems of external and internal

division. The centre is troubled; excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat presented by the middle classes and the excluded groups of the underdeveloped countries. The national middle classes in the underdeveloped country came to power when the centre weakened but could not through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They, now, face a foreign exchange crisis and an unemployment (or population) crises. The first indicating their inability to work in an international economy and second indicates their alienation from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of spaces created by rivalry between American and non-American oligopolist striving to establish global market positions.

Now Answer the following questions :

1. The underdeveloped countries are facing a foreign exchange crisis because :
 - (a) They rely on alliances with an inefficient class of landlords.
 - (b) Of the Nationalistic rivalry between major capitalist countries.
 - (c) Of their inability to function in an international economy.
 - (d) Problem of internal and external division.
2. Which section benefits most from the rivalry between American and non-American Oligopolists.
 - (a) National middle classes
 - (b) Group excluded by the centre
 - (c) Underdeveloped countries
 - (d) Major capitalist countries

Key :

1. (c) 2. (a)

HOW TO DEAL WITH SUPPORTING IDEA QUESTIONS

Since supporting idea questions mostly focus on a particular paragraph or a specific section of the passage, the first step of the answering should be locating the relevant section in the passage. Following this, the answer could either be supplied by the passage directly or will have to be picked up through inference.

Now consider passage I as example, Question I can be answered by pinning down the relevant sentence in the passage which is "Now they face a foreign exchange crisis and an Unemployment crisis the first indicating their inability to function in an international economy". From this line, it can be inferred that a foreign exchange crisis is being faced by underdeveloped countries because they failed to function in an international economy.

So for Question II, the relevant line of the passage is the last line which states clearly that the national middle classes take advantage of the rivalry between American and non-American Olegopolists.

Lets take another example.

PASSAGE - II

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

There is now considerable evidence that type B malnutrition is a major cause of chronic degeneration diseases. If this is the case, then it is logical to treat such diseases not with drugs but with multiple micronutrients repletion, or "pharmace-nutrition" This can take the form of pills and capsules-nutraceuticals, or food formats known as 'functional foods'. This approach has been neglected hitherto because it is relatively unprofitable for drug companies; the products are hard to patent and it is a strategy which does not fit easily with modern medical interventionism. Over the last 100 years, the drug industry has invested huge sums in developing a range of subtle and powerful drugs to treat many diseases we are subjected to. Medical training is couched in pharmaceutical terms and this approach has provided us with an exceptional range of therapeutic tools in the treatment of disease and in acute medical emergencies. However, the pharmaceutical model has also created an unhealthy dependency culture in which relatively few of us accept responsibility to health professionals who know very little about health maintenance or disease prevention.

Now answer the following questions :

1. Type-B malnutrition is a serious concern in developed countries because
 - (a) Developing countries mainly suffer from Type-A malnutrition.
 - (b) It is a major contributor to illness and death.
 - (c) Pharmaceutical companies are not producing drugs to treat this condition.
 - (d) National surveys on malnutrition do not include newer micronutrient groups.
2. The author recommends micronutrients—repletion for large-scale treatment of chronic deteriorative disease because
 - (a) It is relatively easy to manage
 - (b) Micronutrient deficiency is the cause of diseases
 - (c) It can overcome genetic risk factor
 - (d) It can compensate for other life-style factors.

Discussion :

1. Refer to line "The incidents and severity of ... included in the surveys." One can infer from these lines that the surveys do not include the micronutrients but if they did, the results will show that the problem increases two fold because of lack of knowledge about this type of malnutrition in the developed countries.
2. Refer to the first line of the second paragraph. The paragraph clearly states that because Type B malnutrition is the cause of degeneration diseases; that is why it is logical to treat these diseases with micronutrient repletion rather than drugs.

Key :

1. (d) 2. (b)

V. INFERENCE BASED QUESTION

By inference, it is meant reaching a logical conclusion after analysis. In questions such as these, the answer would not be available directly in the passage.

VI. STYLE AND TONE QUESTIONS

These questions are about the language of the passage and mostly aimed at testing your language skills. The different types of style and tone questions are-

A. Synonym and Antonym questions

In these you may be given a word from the passage and asked for a synonym or antonym of the given word.

B. Meanings of words and phrases

In this type of question, you can be given a word or phrase from the passage and asked to replace them with most suitable word.

C. Tone of the passage

This type of question asks about the tone of the passage, i.e. what is the style of writing of the passage. The following can be some examples of different tones and style of writing a passage.

STYLE:

1. Descriptive – When the passage is only describing a situation or process.
2. Illustrative – When the passage gives several examples to explain a particular idea it is describing.
3. Argumentative – When the passage is in form of an argument giving more than one point of view which may differ.
4. Analytical – When the passage, besides giving information or idea, also studies the effects and causes of the idea it is explaining.

TONE:

1. Pleading – When the language of the passage is that of request.
2. Prescribing – If the passage is trying to give an advice to the reader.
3. Dogmatic – When the passage takes a strong stand and preaches to the reader that, it is the right stand.
4. Consoling – When the passage tries to give explanations for, and pacify the result if an event or proceed or idea that has caused some harm or grief.

Consider the following example :

PASSAGE - I

Independence itself came to us as what Gandhi famously called a 'wooden leaf' – a national freedom tainted by the blood of the

thousands who died during partition. For more than half a century now, the hatred and mutual distrust have been exacerbated, tried with and never allowed to heal by politician, led from the front by Mrs Indira Gandhi. Every political party has tilled the marrow of one secular parliamentary democracy mining it for electoral advantage. Like termites excavating a mound, they've made tunnels and underground passages, undermining the meaning of 'secular', until it has just become an empty shell that's about to implode. These telling have weakened the foundations of the structure that connects the constitution, parliament and the courts of law the configuration of checks and balances that forms the backbone of a parliamentary democracy. Under the circumstances, it's futile to go on blaming the politicians and demanding from them a morality they are incapable of. There's something pitiable about a people that constantly bemoans its leaders. If they've let us down, it's only because we've allowed them to. It could be argued that civil society has failed its leaders as much as leaders have failed the civil society. We have to accept that there is a systematic flow in our parliamentary democracy and politicians well exploit it. We have to address this issue and come up with a systematic solution.

Now answer the following :

1. Which of the following words can be used to replace the word excavating in the passage?
 (a) Exploding (b) Extracting
 (c) Hollowing (d) Preparing
2. What is the tone of the author in this passage?
 (a) dogmatic (b) prescribing
 (c) critical (d) analytical

Key :

1. (c) 2. (b)

In question 1, excavating means to dig a hole, of the given options the nearest to the meaning of the word will be hollowing.

In question 2, the passage is critical about the current political state of affairs of the country and makes unmask about political scenario and systemic failure.

TIP 2

To make finding answers easy and quick you can first read the question before reading the passage, Retain true false, short, straight and date based questions in mind.

As you read the passage mark the answers for these questions

For the longer questions you can use inference.

EXERCISE

Directions (Qs. 1-238): Read the following passages carefully and answer the questions that follow:

Passage 1

The University Grants Commission's directive to college and university lecturers to spend a minimum of **10** hours a week in direct teaching is the product of budgetary cutbacks rather than pedagogic wisdom. It may seem odd, at first blush, that teachers should protest about teaching a mere **22** hours. However, if one considers the amount of time academics require to prepare lectures of good quality as well as the time they need to spend doing research, it is clear that most conscientious teachers work more than **40** hours a week. In university systems around the world lecturers rarely spend more than **12 to 15** hours in direct teaching activities a week. The average college lecturer in India does not have any office space. If computers are available, internet connectivity is unlikely. Libraries are poorly stocked. Now, the UGC says universities must implement a complete **freeze** on all permanent recruitment, abolish all posts which have been vacant for more than a year, and cut staff strength by **10** per cent. And it is in order to ensure that these cutbacks do not affect the quantum of teaching that existing lecturers are being asked to work longer. Obviously, the quality of teaching and academic work in general will decline. While it is true that some college teachers do not take their classes regularly, the UGC and the institutions concerned must find a proper way to hold them accountable. An absentee teacher will continue to play truant even if the number of hours he is required to teach goes up.

All of us are well aware of the unsound state that the Indian higher education system is in today. Thanks to years of **sustained** financial neglect, most Indian universities and colleges do not carry out only research worth the name. Even as the number of students entering colleges has increased dramatically, public investment in higher education has actually declined in relative terms. Between **1985** and **1997**, when public expenditure on higher education as a percentage of outlays on all levels of education grew by more than **60** per cent in Malaysia and **20** per cent in Thailand, India showed a decline of more than **10** per cent. Throughout the world, the number of teachers in higher education per million population grew by more than **10** per cent in the same period; in India it fell by one per cent. Instead of transferring the burden of government apathy on to the backs of teachers, the UGC should insist that the needs of the country's university system be adequately catered to.

1. Why does the UGC want to increase the direct teaching hours of university teachers?
 - (a) UGC feels that the duration of contact between the teacher and the taught should be more.
 - (b) UGC wants teachers to spend more time in their departments.
 - (c) UGC wants teachers to devote some time to improve university administration.
 - (d) UGC does not have money to appoint additional teachers.
 - (e) None of these
2. Which of the following is the reason for the sorry state of affairs of the Indian Universities as mentioned in the passage?
 - (a) The poor quality of teachers
 - (b) Involvement of teachers in extra-curricular activities
 - (c) Politics within and outside the departments
 - (d) Heavy burden of teaching hours on the teachers
 - (e) Not getting enough financial assistance
3. Which of the following statements is/are **TRUE** in the context of the passage?
 - (A) Most colleges do not carry out research worth the name.
 - (B) UGC wants lecturers to spend minimum 22 hours a week in direct teaching.
 - (C) Indian higher education system is in unsound state.
 - (a) Only A and C
 - (b) All A, B and C
 - (c) Only C
 - (d) Only B
 - (e) Only B and C
4. Besides direct teaching, university teachers spend considerable time in/on
 - (a) administrative activities such as admissions
 - (b) supervising examinations and corrections of answer papers
 - (c) carrying out research in the area of their interest
 - (d) maintaining research equipment and libraries
 - (e) developing liaison with the user organizations.
5. Which of the following statements is **NOT TRUE** in the context of the passage ?
 - (a) UGC wants teachers to spend minimum **40** hours in a week in teaching
 - (b) Some college teachers do not engage their classes regularly.
 - (c) The average college teacher in India does not have any office space.
 - (d) UGC wants universities to abolish all posts which have been vacant for more than a year.
 - (e) All are true
6. Between 1985 and 1997, the number of teachers in higher education per million population, in India
 - (a) increased by 60%
 - (b) increased by 20%
 - (c) decreased by 22%
 - (d) decreased by 10%
 - (e) decreased by 1%
7. Which of the following statements is **NOT TRUE** in the context of the passage?
 - (a) Indian universities are financially neglected.
 - (b) All over the world, the university lecturers hardly spend more than 12 to 15 hours a week in direct teaching
 - (c) Indian universities are being asked to reduce staff strength by 10%.
 - (d) Public investment in higher education has increased in India.
 - (e) Malaysia spends more money on education than Thailand.

8. Choose the word which is **SIMILAR** in meaning to the word '**freeze**' as used in the passage.
 - (a) cold
 - (b) halt
 - (c) decay
 - (d) control
 - (e) power
9. What is the UGC directive to universities?
 - (a) Improve the quality of teaching
 - (b) Spend time on research activities
 - (c) Do not appoint any permanent teacher
 - (d) Provide computer and internet facilities
 - (e) Do not spend money on counselling services to the students.
10. Choose the word which is **SIMILAR** in meaning to the word '**sustained**' as used in the passage.
 - (a) continuous
 - (b) frequent
 - (c) careless
 - (d) deliberate
 - (e) sporadic

Passage 2

If man began with speech and civilisation with agriculture, industry began with fire. Man did not invent it; probably nature produced a marvel for him by the friction of leaves or twigs, a stroke of lightning or a chance union of chemicals; man merely had a **saving wit to imitate Nature** and to improve upon her. He put fire to a thousand uses. First, perhaps he made it serve as a torch to conquer his fearsome enemy, darkness; then he used it for warmth and moved about freely from his native tropics to less enervating zones, slowly making the planet human. Then, he applied, it to metals, softening them, **tempering** them and combining them into forms stronger and more **supple** than those in which they had come to his hand. It was fire that created the old and honourable art of cooking, extending the diet of man to a thousand foods that could not be eaten before. So beneficent and strange was it that fire always remained a miracle to primitive man, fit to be worshipped as God. He offered it countless ceremonies of devotion and made it a centre or focus of his life. He carried it carefully with him as he moved from place to place in his wanderings and would not willingly let it die. The Romans even punished with death the careless virgins of the Temple of Vesta who allowed the sacred fire to be extinguished.

11. Why is fire called a wonder?
 - (a) Civilisation has given man this fascinating thing.
 - (b) Industry could utilise it very effectively.
 - (c) Man did not invent it nor could understand it.
 - (d) It could be put to several uses.
 - (e) It has played the role of shaping the destiny of human beings.
12. Which other single word or pair of words in the passage conveys/convey the idea that fire is a wonder?
 - (a) imitate
 - (b) marvel
 - (c) civilisation
 - (d) twig
 - (e) saving wit
13. Mention the thing which the primitive man feared the most.
 - (a) the fury of nature
 - (b) wild animals
 - (c) dangerous chemicals
 - (d) darkness
 - (e) insecurity
14. What was the result of the application of fire to metals?
 - (a) The metals became soft and tempered.
 - (b) They became weak and more supple.
 - (c) They disintegrated into separate elements.
 - (d) They could be preserved for a longer period.
 - (e) None of these

15. What is the meaning of "saving wit to imitate Nature"?
 - (a) blindly following the dictates of nature
 - (b) abject surrender to the forces of nature
 - (c) rational and objective analysis of nature's laws
 - (d) intelligent use of God's gift
 - (e) wisdom that carried out of difficult situation
16. What was the duty of the virgins in the Temple of Vesta?
 - (a) to light the fire everyday exactly at a designated time
 - (b) to light several other fires from the fire of the Temple of Vesta
 - (c) to see to it that the sacred fire in the temple did not go out
 - (d) to carry the fire from place to place wherever the Roman's went
 - (e) None of these
17. Choose the word which is **SIMILAR** in meaning to the word '**supple**' as used in the passage.
 - (a) flexible
 - (b) hard
 - (c) powerful
 - (d) weak
 - (e) useful
18. Choose the word which is **MOST OPPOSITE** in meaning to the word '**tempering**' as used in the passage.
 - (a) bending
 - (b) hardening
 - (c) elongating
 - (d) shortening
 - (e) softening
19. Which of the following statements is **TRUE** in the context of the passage?
 - (a) Man invented fire
 - (b) Civilization began with fire
 - (c) Man applied fire first to metals
 - (d) Man's native place was very cold
 - (e) Nature produced fire
20. Which of the following statements is **NOT TRUE** in the context of the passage?
 - (a) Industry began with fire.
 - (b) Fire taught man the art of cooking.
 - (c) Fire always remained a miracle to primitive man.
 - (d) Man invented fire.
 - (e) Man worshipped fire as God.

Passage 3

We are tempted to assume that technological progress is the real progress and that material success is the criterion of civilisation. If the eastern people become fascinated by machines and techniques and use them as Western nations do, to build industrial organisations and large military establishments, they will get involved in power politics and drift into the danger of death. Scientific and technological civilisation brings opportunities and great rewards but also great risks and temptations. If machines get into the saddle all our progress will have been in vain. The problem facing us is a universal one. Both east and west are threatened with the same danger and face the same destiny. Science and technology are neither good nor bad. They are not to be tabooed but tamed and assigned their proper place. They become dangers only if they become idols.

21. What is man tempted to assume?
 - (a) Western nations are superior to eastern nations.
 - (b) Science and technology pose no danger to humanity.
 - (c) Technological progress is the real progress.
 - (d) As such there is nothing wrong with machines.
 - (e) None of these

22. When do science and technology become dangerous?
 (a) When they become idols
 (b) When they are used with temptation
 (c) When their advantages are not used judiciously
 (d) When it is assumed that material success is the criterion of civilisation
 (e) None of these
23. What will happen if eastern people use machines?
 (a) It will bring great opportunities and rewards to them.
 (b) It will show the victory of mind over matter.
 (c) They will realise that it is not an end in itself.
 (d) They will get involved in power politics and drift into the danger of death.
 (e) None of these
24. Which of the following statements is/are **true** in the context of the passage?
 (A) Science and technology are neither good nor bad.
 (B) Through machines man can achieve all progress.
 (C) Science and technology bring great risks and temptations.
 (a) A and B (b) A and C
 (c) B and C (d) A, B and C
 (e) None of these
25. Choose the word which is **SIMILAR** in meaning to the word 'tabooed' as used in the passage.
 (a) Confined (b) Accepted
 (c) Damaged (d) Criticised
 (e) Forbidden

Passage 4

Radically changing monsoon patterns, reduction in the winter rice harvest and a quantum increase in respiratory diseases—all part of the environmental doomsday scenario which is reportedly playing out in South Asia. According to a United Nations Environment Programme report, a deadly three-km-deep blanket of pollution comprising a fearsome cocktail of ash, acids, aerosols and other particles has enveloped this region. For India, already struggling to cope with a drought, the implications of this are devastating and further crop failure will amount to a life-and-death question for many Indians. The increase in premature deaths will have adverse social and economic consequences and a rise in **morbidity** will place an unbearable burden on our crumbling health system. And there is no one to blame but ourselves. Both official and corporate India have always been **allergic** to any mention of clean technology. Most mechanical two-wheelers roll off the assembly line without a proper pollution control system. Little effort is made for R&D on simple technologies, which could make a vital difference to people's lives and the environment.

However, while there is no denying that South Asia must clean up its act, sceptics might question the timing of the haze report. The Johannesburg meet on Rio+10 is just two weeks away and the stage is set for the usual battle between the developing world and the West, particularly the US President. Mr Bush has adamantly refused to sign any protocol which would mean a change in American consumption level. UN environment report is likely to find a place in the US arsenal as it points an accusing finger towards countries like India and China. Yet the US can hardly deny its own **dubious** role in the matter of erasing trading

quotas. Richer countries can simply buy up excess credits from poorer countries and continue to pollute. Rather than trying to get the better of developing countries, who undoubtedly have taken up environmental shortcuts in their bid to catch up with the West, the US should take a look at the environmental **profligacy** which is going on within. From opening up virgin territories for oil exploration to relaxing the standards for drinking water, Mr Bush's policies are not exactly beneficial — not even to American interests. We realise that we are all in this together and that pollution anywhere should be a global concern. Otherwise there will only be more tunnels at the end of the tunnel.

26. Both official and corporate India are allergic to
 (a) failure of monsoon
 (b) poverty and inequality
 (c) slowdown in industrial production
 (d) mention of clean technology
 (e) crop failure
27. Which, according to the passage, is a life-and-death question for many Indians?
 (a) Increase in respiratory diseases
 (b) Use of clean technology
 (c) Thick blanket of pollution over the region
 (d) Failure in crops
 (e) Dwindling agricultural yield
28. If the rate of premature deaths increases it will
 (a) exert an added burden on our crumbling economy.
 (b) have adverse social and economic consequences.
 (c) make a positive effect on our efforts to control population.
 (d) have less job aspirants in the society.
 (e) have a healthy effect on our economy.
29. Choose the word which is **similar** in meaning to the word '**profligacy**' as used in the passage.
 (a) wastefulness (b) conservation
 (c) upliftment (d) criticalness
 (e) denouncement
30. According to the passage, India cannot tolerate any further
 (a) crop failure
 (b) deterioration of health care system
 (c) increase in respiratory diseases
 (d) proliferation of nuclear devices
 (e) social and economic consequences
31. According to the passage, the two-wheeler industry is not adequately concerned about
 (a) passenger safety on the roads
 (b) life cover insurance of the vehicle owners
 (c) pollution control system in the vehicles
 (d) rising cost of the two-wheeler
 (e) rising cost of petrol in the country
32. What could be the reason behind the timing of the haze report just before the Johannesburg meet as indicated in the passage?
 (a) The United Nations is working hand in glove with the US.
 (b) Organisers of the forthcoming meet want to teach a lesson to the US.
 (c) Drawing attention of the world towards devastating effects of environmental degradation
 (d) The US wants to use it as a handle against the developing countries in the forthcoming meet
 (e) The meet is a part of political agenda of the UN.

33. Choose the word which is **similar** in meaning to the word 'allergic' as used in the passage.
- (a) Liking (b) Passionate
(c) Possessive (d) Crumbling
(e) Repugnant
34. Which of the following is the indication of environmental degradation in South Asia?
- (a) Social and economic inequality
(b) Crumbling health care system
(c) Inadequate pollution control system
(d) Overemphasis on technology
(e) Radically changing monsoon pattern
35. What must we realise, according to the passage?
- (a) No country should show superiority over other countries.
(b) The UN is putting in hard efforts in the direction of pollution control.
(c) All countries must join hands in fighting pollution.
(d) Nobody should travel through a tunnel to avoid health hazards.
(e) We all must strive hard to increase agricultural production.
36. Which of the following finds place in the United Nations Environment Programme Report?
- (a) Changing monsoon patterns
(b) Substantial increase in respiratory diseases
(c) A serious cover of pollution over the region
(d) Reduction in winter rice harvest
(e) None of these
37. Which of the following statements is **not true** in the context of the passage?
- (a) UN environment report blames countries like India and China.
(b) Developing countries have taken environment short-cuts in their bid to catch up with the west.
(c) US is also to be blamed for environmental degradation and pollution.
(d) Indians cannot afford to have any further crop failure.
(e) US has tightened safety standards for drinking water.
38. According to the passage, Johannesburg meet is going to witness
- (a) calm and dispassionate thinking on the issue of pollution control.
(b) a blame game between developed and developing countries.
(c) refusal of UN to work as the arbitrator.
(d) the US agreeing to look at the issue of lowering its consumption.
(e) countries agreeing for higher monetary allocation to R & D.
39. Choose the word which is **most opposite** in meaning of the word 'dubious' as used in the passage?
- (a) Unquestionable (b) Dissimilar
(c) Illegal (d) Anti-social
(e) Innovative
40. Choose the word which is the **most opposite** in meaning to the word 'morbidity' as used in the passage?
- (a) Powerfulness (b) Healthiness
(c) Softness (d) Acuteness
(e) Purposeful

Passage 5

Child psychology is certainly not a strong point with most Indian schools. Why else would it inflict a double trauma on a student faring badly in the pre-boards by banning her from taking the exams? Often with fatal results as evidenced by reports of student suicides in the run-up to the board. Now, the Central Board of Secondary Education (CBSE) has stepped in and put the brakes on. This is good news for parents and students, many of whom have had to live with the threat of the performance-linked department. While the schools' logic is that in order to attract talented students they need to maintain their performance records at high levels, the assumption that a student faring poorly in the pre-boards will **replicate** this at the boards is faulty. Chances are that the student will be **spurred** to work doubly hard. On the other hand, the threat of the department will almost certainly impact her performance adversely. Of course, linking pre-boards to the boards is only one of the problems with our school system.

41. Choose the word which is **MOST OPPOSITE** in meaning of the word 'spur' as used in the passage.
- (a) depress (b) enlarge
(c) explicate (d) sustain
(e) activate
42. Which is the good news for parents, according to the passage?
- (a) Schools will take the responsibility of preparing students for the board.
(b) Schools will provide study facilities to the poor students.
(c) Schools will enforce discipline to ensure higher attendances of students.
(d) No student can be barred from the boards without prior clearance from the CBSE.
(e) Teachers will be able to handle students well if they know child psychology.
43. What is the ruling of the CBSE?
- (a) Students must pass the pre-board exam before appearing for the board exam.
(b) Schools should follow the practice of performance linked department.
(c) Schools should maintain the performance record of students at high level.
(d) Schools must motivate students to work hard.
(e) Before barring any student for the board schools must take prior permission of the CBSE.
44. What is the faulty assumption of schools, according to the passage?
- (a) Students who do not do well at pre-boards will be motivated to work hard.
(b) Pre-boards are generally easy and therefore students take them lightly.
(c) Students who fare poorly at the pre-board will fail at the boards.
(d) Learning by rote is a better method of learning.
(e) Students perform well in languages than in science subjects.

45. Which of the following, according to the passage, is the problem with our school system?
- Providing study facilities to the students
 - Linking pre-board performance of students to the boards
 - Teachers' lack of knowledge of child psychology
 - Attracting talented students
 - Low percentage of students passing the board exam
46. According to the passage, parents had to live with the threat of
- falling grades of their wards.
 - not getting their wards admitted in quality schools.
 - schools not treating their wards with the attitude of counsellor.
 - linking performance of their wards in pre-boards to the boards.
 - schools creating traumatic situations for their wards.
47. Schools wanted to enforce performance-linked department in order to
- get regular grant-in-aid from the education department.
 - improve their public image as a social institution.
 - attract better quality students.
 - make students aware that they would aspire for their all-round development.
 - provide better study material to the students.
48. Choose the word which is **SIMILAR** in meaning to the word '**replicate**' as used in the passage.
- enhance
 - repeat
 - perform
 - achieve
 - plunder

Passage 6

We find that today the unity and integrity of the nation is threatened by the divisive forces of regionalism, linguism and communal loyalties which are gaining ascendancy in national life and seeking to tear apart and destroy national integrity. We tend to forget that India is one nation and we are all Indians first and Indians last. It is time we remind ourselves what the great visionary and builder of modern India Jawaharlal Nehru said, "Who dies if India lives, who lives if India dies?" We must realise, and this is unfortunately what many in public life tend to overlook, sometimes out of ignorance of the forces of history and sometimes **deliberately** with a view to promoting their self-interest, that national interest must inevitably and forever prevail over any other considerations **proceeding** from regional, linguistic or communal **attachments**. The history of India over the past centuries bears witness to the fact that India was at no time a single political unit. Even during the reign of the Maurya dynasty, though a large part of the country was under the sovereignty of the Mauryan kings, there were **considerable** portions of the territory which were under the rule of independent kingdoms. So also during the Mughal rule which extended over large parts of the territory of India, there were independent rulers who enjoyed political sovereignty over the territories of their respective kingdoms. It is an interesting fact of history that India was forged into a nation, neither on account of a common language nor on account of the continued existence of a single political regime over its territories but on account of a common culture evolved over the centuries. It is cultural unity—something more

fundamental and enduring than any other bond which may unite the people of a country together which has **welded** this country into a nation. But until the advent of the British rule, it was not constituted into a single political unit. There were, throughout the period of history for which we have fairly **authenticated** accounts, various kingdoms and principalities which were occasionally engaged in conflict with one another. During the British rule, India became a compact political unit having one single political regime over its entire territories and this led to the evolution of the concept of a nation. This concept of one nation took firm roots in the minds and hearts of the people during the struggle for independence under the leadership of Mahatma Gandhi. He has rightly been called the Father of the Nation because it was he who **awakened** in the people of this country a sense of national consciousness and instilled in them a high sense of patriotism without which it is not possible to build a country into nationhood. By the time the Constitution of India came to be enacted, insurgent India, breaking a new path of non-violent revolution and fighting to free itself from the shackles of foreign domination, had emerged into nationhood and "the people of India" were inspired by a new enthusiasm, a high and noble spirit of sacrifice and above all, a strong sense of nationalism and in the Constitution which they framed. They set about the task of a strong nation based on certain **cherished** values for which they had fought.

49. The author has quoted Jawaharlal Nehru to emphasise the point that
- national interest must enjoy supreme importance
 - India is going to survive even if the world is under the spell of destruction
 - the world will be destroyed if India is on the threshold of destruction
 - the survival of the world depends only upon the well being of India
 - None of these
50. What, according to the author, is the impact of the divisive forces on our nation?
- They promote a sense of regional pride.
 - They help people to form linguistic groups.
 - They separate groups of people and create enmity among them.
 - They encourage among people the sense of loyalty to their community.
 - They remind us of our national pride.
51. "Communal loyalties" have been considered by the author as
- a good quality to be cherished
 - of no consequence to the nation
 - a very important aspect for nation-building
 - a threat to the solidarity of the nation
 - None of these
52. Which of the following was instrumental in holding the different people of India together?
- A common national language
 - A common cultural heritage
 - The endurance level of the people
 - Fundamentalist bent of mind of the people
 - None of these

53. The passage appears to have been written with the purpose of
 (a) giving a piece of advice to politicians of free India
 (b) assessing the patriotic values and sacrifices made by people for India's freedom
 (c) justifying the teaching of Mahatma Gandhi and its impact on the people
 (d) giving a historical account of how India evolved as a nation
 (e) None of these
54. History shows that India, which was not a political unit earlier, became so
 (a) during the reign of Maurya dynasty
 (b) during the Mughal rule
 (c) after one-national-language policy was adopted
 (d) during the regime of independent rulers
 (e) during the British rule
55. Which of the following statements is/are **definitely true** in the context of the passage?
 (A) The people of India had fought for certain values.
 (B) The fight of the Indian people was for one common culture.
 (C) The Indian people lacked sense of nationalism until they gained freedom.
 (a) Only A (b) Only B
 (c) Only C (d) A and B only
 (e) A and C only
56. Which of the following, according to the passage, was commonly applicable to both: the Maurya dynasty rule and Mughal rule?
 (A) A vast territory under governance
 (B) Various independent sovereign rulers under one major ruler
 (C) Lack of political unity under the common governance
 (a) A and B only (b) B and C only
 (c) A and C Only (d) All the three
 (e) None of these
57. Why do people tend to overlook the paramount importance of national interest?
 A) Because they are unaware of the imperative need of the day
 B) Because they give undue importance to their selfish motives
 C) Because historical events force them to do so
 (a) Only A (b) Only B
 (c) Only C (d) A and B only
 (e) B and C only
58. The "people of India", as highlighted by the author in the last sentence of the passage, refers to
 (a) the people of one unified nation
 (b) the subjects of several independent rulers
 (c) the patriots who sacrificed themselves in the freedom struggle
 (d) the people who were instrumental in writing the Constitution
 (e) None of these
59. India's insurgence was for
 (a) breaking the path of non-violence
 (b) having one common national language
 (c) insisting on a unique cultural identity
 (d) several independent sovereign rulers
 (e) None of these
60. Transformation of our country into nationhood was possible because of
 (A) People spontaneously referring to Mahatma Gandhi as the Father of the Nation
 (B) People's sense of national consciousness
 (C) Generation of a high sense of dedication to the nation among the people
 (a) A and B only (b) A and C only
 (c) B and C only (d) All the three
 (e) None of these
- Directions (Qs. 61-64):** Choose the word/group of words which is most nearly the SAME in meaning as the word given in bold as used in the passage.
61. **awakened**
 (a) moved (b) segregated
 (c) extracted (d) kindled
 (e) supported
62. **cherished**
 (a) maintained carefully
 (b) available abundantly
 (c) managed tactfully
 (d) accepted happily
 (e) protected lovingly
63. **authenticated**
 (a) established (b) documented
 (c) hearsay (d) audited
 (e) maintained
64. **proceeding**
 (a) escaping (b) ranging
 (c) emanating (d) deviating
 (e) freeing
- Directions (Qs. 65-68):** Choose the word which is most **OPPOSITE** in meaning of the word given in bold as used in the passage.
65. **considerable**
 (a) inconsiderate (b) uncountable
 (c) unfathomable (d) irresolute
 (e) negligible
66. **welded**
 (a) disjointed (b) installed
 (c) disembarked (d) dislocated
 (e) thwarted
67. **attachments**
 (a) predicaments (b) hatred
 (c) harmony (d) mistrust
 (e) loyalty
68. **deliberately**
 (a) reluctantly (b) unintentionally
 (c) unauthorisedly (d) wrongly
 (e) notoriously

Passage 7

The **stubborn** persistence of child malnutrition in India is one of the tragedies of our time. Many of us have long agonised over this preventable problem, and we continue to ask: why do half of our children not get enough or the right food or adequate care? Even in sub-Saharan Africa, only 30 per cent of the children are

malnourished, versus 50 per cent in South Asia. And this gap exists despite our much higher levels of per capita income, education and even safer water access. One-third of the babies in India are born with low birth weight compared to one-sixth in sub-Saharan Africa. This is heartbreaking given the **dramatic** improvements in our agriculture, advances in literacy, and great strides in economic growth. For more than 20 years India has even sustained the greatest effort in history to improve nutritional standards, according to UNICEF, through its Integrated Child Development Services (ICDS) Programme. So it is not for lack of effort. Nor is it due to poverty, which has been steadily declining by one per cent a year for two decades. What accounts for this puzzle? In 1996, India's famous physician nutritionist wrote a ground-breaking article on this called 'The Asian Enigma'. After considering different factors, including access to food and income and our vegetarianism, he concluded that the lower status of women might be the reason. The link between women's status and child nutrition seems **plausible**. In many Indian homes, men eat first; women have to make do with leftovers. This is perhaps why 83 per cent of women in India suffer from iron deficiency-anaemia versus 40 per cent in sub-Saharan Africa. A malnourished mother will give birth to a baby with low birth weight. Moreover, domestic work often forces a mother to delegate the chore of feeding solid food to her baby to older siblings. If women had more control over family income and decisions, they would devote them to better pre and post-natal care and to their children.

So far this was the theory. But now a study by the International Food Policy Research Institute and Emory University seems to confirm this hypothesis. It brought together data from 36 developing countries, **spanning** over one hundred thousand children under the age of three and an equal number of women. It measured a woman's position in the home—whether she works for cash, her age at marriage, and the difference in age and education between spouses. The study concludes that the lowly position of women in the family is the single most important reason for the gap in children's nutrition between South Asia and sub-Saharan Africa, followed by sanitation (lack of latrines) and urbanisation (slum living).

I wonder why the position of women in India is worse than that of women in other societies. The report seemed to suggest that South Asian women were not so far behind African women as their inferior status too limited their ability to nurture children. I also wonder whether children's well being is only a woman's issue or a family concern where men play a crucial role. I suspect there are no easy answers. Women everywhere suffer from lower status, but in India it appears to have devastating consequences. The policy implications are clear: if we want to reduce child malnutrition, we must combine our child programmes with efforts to improve the situation of women. To succeed, we need healthy children who'll become tomorrow's innovative adults. If we ignore gender inequality, we will continue to produce stunted children, wasted lives, and untold misery.

69. A hypothesis related to low birth weight has now been confirmed. According to this, the major reason for this state is
- | | |
|-------------------------|---------------------|
| (a) Vegetarianism | (b) Illiteracy |
| (c) Illiteracy of women | (d) Status of women |
| (e) Slum living | |

70. Which type of scheme indicates that there was no lack of efforts in India for the last two decades to improve the situation?
- | | |
|-----------------------|-------------------------|
| (a) Literacy | (b) Rural Development |
| (c) Child Development | |
| (d) Family Planning | (e) Poverty Alleviation |
71. According to the author,
- | |
|---|
| (a) child malnutrition can be reduced with the help of child nutrition schemes. |
| (b) increased family income would result in better pre and post-natal care. |
| (c) men should play more involved role in children's well being. |
| (d) India has not put sustained efforts to improve nutritional standards. |
| (e) 30% of our children still do not get enough food. |
72. Which of the following is the major reason for a large number of women in India suffering from iron deficiency?
- | |
|--|
| (a) Women are not getting sufficient food |
| (b) More women eating only vegetarian food |
| (c) Women not eating balanced food |
| (d) Lack of proper medical check-up |
| (e) None of these |
73. According to the passage, the problem of child malnutrition
- | |
|---|
| (a) cannot be prevented |
| (b) is not so severe now |
| (c) is the same in all the developing nations |
| (d) is linked with poverty |
| (e) None of these |
74. Choose the word that is **SIMILAR** in meaning to the word '**plausible**' as used in the passage.
- | | |
|---------------|-------------|
| (a) deceptive | (b) certain |
| (c) feeble | (d) likely |
| (e) uncertain | |
75. Choose the word that is **SIMILAR** in meaning to the word '**stubborn**' as used in the passage.
- | | |
|---------------|----------------|
| (a) incurable | (b) determined |
| (c) unduly | (d) regular |
| (e) different | |
76. Choose the word that is **SIMILAR** in meaning to the word '**spanning**' as used in the passage.
- | | |
|--------------|---------------|
| (a) covering | (b) pointing |
| (c) bringing | (d) improving |
| (e) duration | |
77. In which of the following areas is South Asia's performance better than that of sub-Saharan Africa?
- | |
|-------------------------------------|
| (a) Safer drinking water |
| (b) Lower infant mortality rate |
| (c) Higher status of women |
| (d) Higher birth weight of children |
| (e) None of these |
78. According to the author, the crux is
- | |
|--|
| (a) women have lower status everywhere as compared to men. |
| (b) improvement of sanitation and slum conditions. |
| (c) that in India, the per capita income and education level of women is very low. |
| (d) low status of women has a horrifying result on child malnutrition. |
| (e) None of these |

79. Which of the following was one of the measures of women's position in the home?
- Number of children
 - Difference in husband's and wife's income.
 - Weights of child at birth
 - Age of marriage
 - None of these
80. What according to the passage is heartbreaking?
- India's performance lower than Africa
 - Failure of ICDS programme
 - Sub-Saharan Africa's every one-sixth child being born with low weight
 - The puzzle of poverty declining only by one per cent a year
 - Higher status of women in Asia
81. Choose the word that is **SIMILAR** in meaning to the word '**dramatic**' as used in the passage.
- Literary
 - Striking
 - Insignificant
 - Exaggerated
 - Doctored

Passage 8

Job performance is affected by a number of factors. Motivation alone does not lead to increase in performance. Ability and technology **moderates** the relationship between motivation and performance. The higher the levels of ability and motivation, the higher the level of performance will be. However, increasing motivation beyond an optimal level tends to produce a dysfunctional result because it is accompanied by an increasing level of anxiety. A high level of anxiety often disrupts performances.

The relationship between satisfaction and performance is not clear. Satisfaction may or may not lead to high performance depending on the perceived availability of valued outcomes and the perceived expectancy that a person's effort and performance will lead to receiving the valued rewards. If the person expects that his performance will lead to increased rewards which he values, the level of his motivational effort will increase, if he anticipates less, his motivational effort will be lower.

The relationship between job dissatisfaction and poor performance seems to be clearer than that between satisfaction and performance. Dissatisfaction leads to poor performance by means of **apathy**, absenteeism, turnover, sabotage, and strike. In addition, high performers are more vulnerable to job dissatisfaction because they tend to expect more from their jobs than low performers.

Job satisfaction is more closely related to the decision to join and remain in an organisation than to the motivation to produce. The motivation to produce largely depends on the availability of valued outcomes (valence), the perceived instrumentality of performance for receiving incentive rewards, and the perceived expectancy that effort leads to performance. The task of satisfying employees is much easier than the task of motivating them because the former can be achieved by rewarding them while the latter requires such additional constraints as establishing performance-reward contingencies and designing motivating work systems.

82. Choose the word that is **SIMILAR** in meaning to the word '**moderate**' as used in the passage.
- produce
 - increase
 - affect
 - reduce
 - explain
83. The individual's decision to remain in the organisation depends on
- relationship between satisfaction and performance
 - the level of anxiety induced by the job
 - his level of motivation
 - the level of job satisfaction
 - None of these
84. Which of the following tasks is easier according to the passage?
- Satisfying employees
 - Motivating the employees
 - Increasing the ability level of employees
 - Reducing the anxiety level of employees
 - None of these
85. Which of the following statement/s is/are **true** in the context of the passage?
- Ability leads to performance.
 - Job satisfaction certainly leads to higher performance.
 - High anxiety adversely affects performance.
- (A) and (B) only
 - (B) and (C) only
 - (A) and (C) only
 - (A) only
 - (B) only
86. Which of the following combination of factors affects job performance?
- Job satisfaction and Motivation
 - Motivation and Ability
 - Job Satisfaction and Ability
 - Job Satisfaction, Motivation and Ability
 - None of these
87. High level of anxiety
- produces higher motivation
 - increases the level of ability
 - strengthens the relationship between motivation and performance
 - decreases job satisfaction
 - None of these
88. The task of motivating employees is difficult due to
- apathy and lack of enthusiasm of employees
 - difficulty in establishing relationship between satisfaction and performance
 - difficulty in monitoring ability level of employees
 - unavailability of attractive rewards in organisations
 - difficulty in designing a motivating work system
89. Choose the word that is **MOST OPPOSITE** in meaning of the word '**apathy**' as used in the passage.
- Satisfaction
 - Health
 - Enthusiasm
 - Discipline
 - Reward

Passage 9

Now, the question arises: what is the secret of the longevity and imperishability of Indian culture? Why is it that such great empires and nations as **Babylon, Assyria, Greece, Rome and Persia** could not **last** more than the footprints of a camel on the shifting sands

of the deserts, while India, which faces the same ups and downs, the same mighty and cruel hand of time, is still alive and with the same halo of glory and splendour? The answer is given by Prof JB Pratt of America. According to him, Hindu religion is “**self-perpetuating and self-renewing**.” Unlike other religions, “not death, but development” has been the fate of Hinduism. Not only Hindu religion but the whole culture of the Hindus has been growing, changing, and developing in accordance with the needs of the times and circumstances without losing its essentially imperishable spirit. The culture of the Vedic ages, of the ages of the Upanishads, the various philosophical systems, the Mahabharata, the Smritis, the Puranas, various scholarly commentators, the medieval saints, and the age of modern reformers is the same in spirit and yet very different in form. Its basic principles are so broad-based that they can be adapted to almost any environment of development.

90. In what respect is India implied to be superior to all other nations and empires?
- Democratic traditions
 - Territorial expansion
 - Cultural development
 - Archaeological reserves
 - Diverse wild life
91. Which of the following combinations of periods of Indian culture is **incorrect** as mentioned in the passage?
- The Puranas, the Mahabharata, the medieval saints
 - The Smritis, the modern reformers, the Vedas
 - The Upanishads, the philosophical system, the Smritis
 - The Puranas, the Ramayana, the Mahabharata
 - The modern reformers, the Vedas, the medieval saints
92. What changes has the spirit of Indian culture undergone during the long period of history right from the Vedic age down to the present time?
- The prevalence of moral values was eclipsed at certain periods of time.
 - The spirit of Indian culture has remained unchanged from the ancient times down to the present.
 - Materialism was the hallmark of Indian culture during certain periods of time
 - There is no such thing as any spirit of Indian culture
 - During certain periods authoritarian values dominated over democratic values.
93. Choose the word which is **SIMILAR** in meaning as the word **perpetuating** as used in the passage.
- Continuing
 - Appreciating
 - Enjoying
 - Languishing
 - Confirming
94. Which of the following statements is **NOT TRUE** in the context of the passage?
- Mighty and cruel hand of time spares none.
 - Assyria was a great empire and nation.
 - The culture of the Vedic ages and the ages of the Upanishads is different in form.
 - Hindu religion is growing and changing.
 - Indian culture is transient and ephemeral.
95. “... could not last more than the footprints of a camel on the shifting sands of the deserts”. What does this expression mean as used in the passage?

- It lost itself in desert.
- It was transient.
- It lacked solidity.
- It was limited only to desert area.
- It lacked cohesion.

96. What is the characteristic quality of the basic principles of Indian culture?
- They are static.
 - They derive their strength from the genius of people.
 - They believe in the purity of Indian culture.
 - They can be adapted to almost any environment.
 - They project the glimpses of ancient civilization.
97. What, according to the author, has always characterized the Hindu religion?
- Spirituality and reactivity
 - Proactivity and individual dignity
 - Dynamism and growth
 - Morality and stagnation
 - Collective wisdom and democracy
98. Choose the word which is **MOST OPPOSITE** in meaning of the word ‘**last**’ as used in the passage.
- Grow
 - Diminish
 - Force
 - Respond
 - End
99. What, according to JB Pratt, is the secret of the longevity and imperishability of Indian culture?
- It has its origin in the remote past.
 - It stems from the minds and hearts of its sages.
 - It is founded on religion.
 - It is founded on universal moral values.
 - It is self-perpetuating and self-renewing.

Passage 10

Comfort is now one of the causes of its own spread. It has now become a physical habit, a fashion, an ideal to be pursued for its own sake. The more comfort is brought into the world, the more it is likely to be valued. To those who have known comfort, discomfort is a real torture. The fashion which now **decrees** the worship of comfort is quite as imperious as any other fashion. Moreover, enormous material interests are bound up with the supply of the means of comfort. The manufacturers of furniture, of heating apparatus, of plumbing fixtures cannot afford to let the love of comfort die. In modern advertisements they have found a means for compelling it to live and grow. A man of means today, who builds a house, is in general concerned primarily with the comfort of his future residence. He will spend a great deal of money on bathrooms, heating apparatus, padded furnishings, and having spent he will regard his house as perfect. His counterpart in an earlier age would have been primarily concerned with the impressiveness and magnificence of his dwelling with beauty, in a word, rather than comfort. The money our contemporary would spend on baths and central heating would have been spent on marble staircases, frescoes, pictures and statues. I am inclined to think that our present passion for comfort is a little exaggerated. Though I personally enjoy comfort, I have lived most happily in houses **devoid of** everything that Anglo-Saxons deem **indispensable**. Orientals and even South Europeans who know not comfort and live very much as our ancestors did centuries ago seem to go on very well without our elaborate apparatus and padded luxuries. However, comfort for me has a

justification; it facilitates mental life. Discomfort handicaps thought; it is difficult to use the mind when the body is cold and aching.

100. Choose the word that is **SIMILAR** in meaning to the phrase **devoid of** as used in the passage.
- (a) available (b) lacking
(c) empty (d) false
(e) deficient
101. How do people manage to keep the love of comfort alive?
- (a) By pumping in more comfort goods in the market
(b) By sacrificing high profit on comfort goods
(c) By targeting youths in the sales campaign
(d) By appealing to the emotionality of people
(e) None of these
102. What is the author's prediction about comfort?
- (a) The value of comfort will increase.
(b) People will value more spirituality thus reducing the value of comfort.
(c) People will desire simple lifestyle.
(d) The advertisements will play down the comfort aspect of goods.
(e) None of these
103. What was the characteristic of affluent men of an earlier age?
- (a) He used to put higher premium on comfort.
(b) He was relying much on advertisements.
(c) He believed more in simple and cheaper things.
(d) He was more qualitative in his emphasis rather than being quantitative.
(e) His emphasis was on beauty.
104. What change according to the author has taken place in the attitude towards comfort?
- (a) It is taken for granted in the modern way of living.
(b) It has become now an ideal to be pursued for its own sake.
(c) It is now believed that discomfort handicaps thought.
(d) It is thought that comfort helps body and mind to function effectively.
(e) None of these
105. Choose the word which is **SIMILAR** in meaning to the word 'decree' as used in the passage.
- (a) order (b) spread
(c) project (d) attract
(e) exhibit
106. Why does the author value comfort?
- (a) It helps to project one's image.
(b) It helps to protect your values.
(c) It facilitates mental life.
(d) It encourages a blend of materialistic and spiritual thinking.
(e) None of these
107. Why would manufacturers of various devices not permit comfort to die?
- (a) They want to manufacture more and more comfort goods.
(b) Manufacturers are mainly interested in creating new things.
(c) Manufacturers' emphasis is on producing beautiful things.

(d) Their prosperity is closely linked with the people's desire for comfort.

(e) None of these

108. Choose the word which is **MOST OPPOSITE** in meaning of the word '**indispensable**' as used in the passage.

(a) unattractive (b) avoidable

(c) favourable (d) inelegant

(e) comfortable

109. Which of the following statements is **NOT TRUE** in the context of the passage?

(a) Discomfort is not liked by those who live in comfort.

(b) The affluent man of an earlier age was interested more in beauty than in comfort.

(c) Discomfort handicaps thought.

(d) Orientals and South Europeans love comfort immensely.

(e) The author of the passage enjoys comfort.

Passage 11

We tend to be harsh on our bureaucracy, but nowhere do citizens enjoy dealing with their government. They do it because they have to. But that doesn't mean that the experience has to be **dismal**. Now there is a new wind blowing through government departments around the world, which could take some of this pain away. In the next five years it may well transform not only the way public services are delivered but also the fundamental relationship between governments and citizens. Not surprisingly, it is the Internet that is behind it. After e-commerce and e-business, the next revolution may be e-governance.

Examples **abound**. The municipality of Phoenix, Arizona, allows its citizens to renew their car registrations, pay traffic fines, replace lost identity cards, etc. online without having to stand in endless queues in a grubby municipal office. The municipality is happy because it saves \$5 a transaction. It costs only \$1.60 to process an online transaction versus \$ 6.60 to do it across the counter. In Chile, people routinely submit their income tax returns over the Internet, which has increased transparency, and drastically reduced the time taken and the number of errors and litigation with the tax department. Both tax payers and the revenue department are happier.

The furthest ahead, not surprisingly, is the small, rich and entrepreneurial civil service of Singapore, which allows citizens to do more functions online than any other. As in many private companies, the purchasing and buying of Singapore's government departments is now on the Web, and cost benefits come through more competitive bidding, easy access to global suppliers and time saved by online processing of orders. They can **post** their catalogues on their site, bid for contracts, submit invoices and check their payment status over the Net.

The most useful idea for Indian municipalities is GovWorks, a private sector-run site that collects local taxes, fines and utility bills for 3600 municipalities across the United States. It is a citizen's site, which also provides information on government jobs, tenders, etc. The most ambitious is the British government, which has targeted to convert 100 per cent of its transactions with its citizens to the Internet by 2005.

Cynics in India will say, 'Oh e-governance will never work in India. We are so poor and we don't have computers.' But they are wrong! There are many experiments afoot in India as well. Citizens in Andhra Pradesh can download government forms and

submit applications on the Net without having to bribe clerks. In many districts, land records are online and this has created transparency. Similarly, in Dhar district of Madhya Pradesh, villagers have begun to file applications for land transfers and follow their progress on the Net. In seventy villages in the Kolhapur and Sangli districts in Maharashtra, Internet booths have come up where farmers can daily check the market rates of agricultural commodities in Marathi, along with data on agricultural schemes, information on crop technology, when to spray and plant their crops and bus and railway time tables. They also find vocational guidance on jobs, applications for ration cards, kerosene/gas burners and land record extracts with details of land ownership.

Sam Pitroda's WorldTel, Reliance Industries and the Tamil Nadu government are jointly laying 3000 km of optic fibre cables to create a Tamil Network which will offer ration cards, school, college and hospital admission forms, land records, and pension records. If successful, WorldTel will expand the network to Gujarat, Karnataka and West Bengal. In Kerala, all the villages are getting linked online to the district headquarters, allowing citizens to compare the development priorities of their villages with other villages in the State.

Many are still sceptical of the real impact because so few Indians have computers. The answer lies in interactive cable TV and in Internet kiosks. Although India has only five million computers and thirty-eight million telephones, it has thirty-four million homes with cable TV and these are growing eight per cent a year. By 2005 most cable homes will have access to the Internet from many of the 700000 local STD/PCO booths. Internet usage may be low today, but it is bound to grow rapidly in the future, and e-governance in India may not be a dream.

110. According to the passage, which country has the most ambitious plan for e-governance?
(a) USA (b) Chile
(c) Singapore (d) India
(e) UK
111. GovWorks is working in which of the following countries?
(a) India (b) UK
(c) Chile (d) Singapore
(e) None of these
112. Choose the word that is opposite in meaning of the word "dismal" as used in the passage.
(a) grim (b) approve
(c) pleasing (d) better
(e) enrich
113. How can India overcome low penetration of computers for e-governance?
(a) By manufacturing more computers
(b) Through cable TV and Internet Kiosks
(c) By opening more STD/PCO booths
(d) By making the Internet free
(e) By putting more services on the Internet
114. Which of the following has not been one of the effects of submitting income tax returns over the Internet in Chile?
(a) Reduction of legal cases
(b) Reduction in errors
(c) Increase in transparency
(d) Increase in number of returns
(e) Reduction in time taken

115. Choose the word that is the **same** in meaning as the word "abound" as used in the passage.
(a) around (b) proliferate
(c) flourish (d) plentiful
(e) few
116. Choose the word that is the **same** in meaning as the word "post" as used in the passage.
(a) deliver (b) send
(c) put up (d) drop out
(e) later
117. According to the passage, which country is at present the most advanced in e-governance?
(a) Singapore (b) Chile
(c) India (d) USA
(e) UK
118. In which direction is the new wind blowing?
(a) More and more interaction of citizens with government through Internet
(b) Outsourcing the work of infrastructure creation for Internet
(c) Increasing the penetration of computers in rural areas
(d) Integrating e-commerce, e-business and e-governance
(e) Introducing e-governance programmes in schools and colleges
119. According to the passage, what is the annual growth rate of computers in India?
(a) 8% (b) 5%
(c) 0.5% (d) Not mentioned
(e) None of these
120. Compared to across-the-counter, the cost of online transaction is
(a) little less
(b) substantially less
(c) more or less the same
(d) little more
(e) ' 4/- less per transaction
121. According to the author, e-governance in India
(a) is a dream and may not succeed
(b) will not succeed unless more computers are owned by citizens
(c) has witnessed successful attempts and plans
(d) will not work because the model is suited for developed countries
(e) though will bring transparency, will increase corruption

Passage 12

Employment exchanges — one of the surviving bastions of babudom — face the prospect of becoming irrelevant in an era of reform. Even in the heart of the nation's capital, the premises are often dilapidated structures with dirty passages and manned by surly staff. Not surprisingly, job-seekers hardly throng these exchanges. Paradoxically, when jobs are getting scarce due to pressure of liberalisation, job-seekers are **spurning** an institution intended to help them **secure** placements. The reasons are simple enough. Employment exchanges still concentrate on government and public sector placements, which are fast losing ground in the labour market. For most government jobs, the eligibility criterion is still registration with the employment exchanges. But what is the use of going through the formalities of registration when

government jobs themselves are dwindling? The placement effected by all the 939-odd exchanges in the country in 2001 was of the order of 1.69 lakh against annual registration levels of 60 lakh. As there are too few jobs when compared to the number of job-seekers, the accumulated backlog of registrations is close to 4.16 crore. The latter of course doesn't indicate unemployment levels as those registered with the employment exchanges are not necessarily unemployed.

How can the employment exchanges be revamped? The thinking in the Union labour ministry is to transform them into employment promotion and guidance centres. The plan includes modernisation, changing the mindset of the staff and making them into an effective instrument for monitoring and coordinating various employment generation schemes. This objective calls for developing a better database on the fast changing employment situation with a comprehensive coverage of new economic establishments. For instance, the various economic censuses are an important source of information on the changing employment profile of, say, the nation's capital. Far from being a bureaucrat-dominated city, Delhi over the years has become more of an industrial metropolis. According to the fourth economic census, manufacturing accounted for 40 per cent of jobs in the capital. The employment exchanges in the capital thus have their work cut out notably, to shift the focus away from government and public sector jobs more towards placements in the private sector, especially in manufacturing and services, including the **burgeoning** retail trade sector. By doing so, they will better reflect the **imperatives** of economic reform and remain relevant in today's times.

122. Choose the word that is **opposite** in meaning of the word "**spurning**" as used in the passage.
- thronging
 - evaluating
 - criticising
 - following
 - rejecting
123. Which of the following revamped role can be entrusted to employment exchanges?
- Conducting economic surveys
 - To conduct vocational training programme for the unemployed
 - To modernise registration process through the Internet
 - To reduce the number of exchanges
 - None of these
124. What can be inferred about the employment exchanges outside Delhi?
- The registration in them would be much less.
 - Their condition will be worse.
 - Their condition will be better.
 - They focus more on manufacturing sector.
 - None of these
125. Choose the word that is **same** in meaning as "**imperatives**" as used in the passage.
- importance
 - implication
 - urgency
 - indication
 - authority
126. Choose the word that is **same** in meaning as the word "**secure**" as used in the passage.
- fasten
 - safe
 - obtain
 - reassure
 - lock
127. Choose the word that is **opposite** in meaning of the word "**burgeoning**" as used in the passage.
- flourishing
 - loss-making
 - expanding
 - distressing
 - declining
128. In order to remain relevant, which of the following should be the focus of employment exchanges?
- To make efforts to increase their registration
 - To shift attention to jobs in private sector
 - To shift focus on jobs in manufacturing in public sector organisations
 - To reform exchanges by recruiting trained staff
 - To obtain more grants from government
129. Which of the following is not true in the context of the passage?
- Those who register with the employment exchanges inform them if they are able to get the job on their own.
 - The annual placement arranged by employment exchanges is less than 3% of the registration.
 - For government jobs, registration with employment exchanges is required.
 - In Delhi, over the years more industries have started.
 - All the above are true

Passage 13

We have inherited the tradition of secrecy about the budget from Britain where also the system has been strongly attacked by eminent economists and political scientists including Peter Jay. Sir Richard Clarke, who was the originating genius of nearly every **important** development in the British budgeting techniques during the last two decades, has spoken out about the abuse of budget secrecy: "The problems of long-term tax policy should surely be **debated** openly with the facts on the table. In my opinion, all governments should have just the same **duty** to publish their expenditure policy. Indeed, this obligation to publish taxation policy is really essential for the control of public expenditure in order to get realistic taxation implications." Realising that democracy **flourishes** best on the principles of open government, more and more democracies are having an open public debate on budget proposals before introducing the appropriate Bill in the legislature. In the United States the budget is conveyed in a message by the President to the Congress, which comes well in advance of the — date when the Bill is introduced in the Congress. In Finland the Parliament and the people are already discussing in June the tentative budget proposals which are to be introduced in the Finnish Parliament in September. Every budget contains a cartload of figures in black and white - but the dark figures represent the **myriad** lights and shades of India's life, the contrasting tones of poverty and wealth, and of bread so dear and flesh and blood so cheap, the deep tints of adventure and enterprise and man's ageless struggle for a brighter morning. The Union budget should not be an annual **scourge** but a part of presentation of annual accounts of a partnership between the Government and the people. That partnership would work much better when the nonsensical secrecy is replaced by openness and public consultations, resulting in fair laws and the people's acceptance of their moral duty to pay.

130. How do the British economists and political scientists react to budget secrecy? They are
- in favour of having a mix of secrecy and openness.
 - indifferent to the budgeting techniques and taxation policies.
 - very critical about maintenance of budget secrecy.
 - advocating not disclosing in advance the budget contents.
 - None of these
131. The author thinks that openness in budget is essential as it leads to
- prevention of tax implications
 - people's reluctance to accept their moral duties
 - exaggerated revelation of the strengths and weaknesses of economy
 - making our country on par with Finland
 - None of these
132. The author seems to be in favour of
- maintaining secrecy of budget
 - judicious blend of secrecy and openness
 - transparency in budget proposals
 - replacement of public constitution by secrecy
 - None of these
133. The secrecy of the budget is maintained by all of the following countries **except**
- Finland
 - India
 - United States
- Only A
 - Only B
 - Only C
 - A and C
 - B and C
134. Which of the following statements is definitely TRUE in the context of the passage?
- The British Government has been religiously maintaining budget secrecy.
 - Budget secrecy is likely to lead to corrupt practices.
 - Consulting unjustifiable taxes with public helps make them accept those taxes.
 - There should be no control on public expenditure in democratic condition.
 - None of these
135. Sir Richard Clarke seems to deserve the credit for
- transformation in the British budgetary techniques.
 - maintenance of secrecy of the British budget.
 - detection of abuse of transparency in budget.
 - bringing down the tax load on British people.
 - None of these
136. From the contents of the passage, it can be inferred that the author is
- authoritarian in his approach.
 - a democratic person.
 - unaware of India's recent economic developments.
 - a conservative person.
 - None of these
137. Which of the following statement(s) is/are definitely False in the context of the passage?
- Transparency helps unscrupulous elements to resort to corrupt practices.
 - Open approach of Government is a sign of healthy democracy.
 - People's acceptance of their moral duties can best be achieved through openness and public consultations.
- Only A
 - Only B
 - Only C
 - A and B
 - B and C
138. For making the budget realistic, the Government should
- refrain from making public the proposed provisions before finalisation.
 - discuss it secretly within themselves.
 - encourage the public to send in their suggestions.
 - consult the public, defend their own plans and accept public suggestions.
 - None of these
- Directions (Qs. 139-144) :** Choose the word which is most nearly the SAME in meaning to the word printed in bold as used in the passage.
139. **SCOURGE**
- ritual
 - presentation
 - whip
 - compromise
 - remedy
140. **MYRIAD**
- adequate
 - functional
 - incompatible
 - abundant
 - excellent
141. **DUTY**
- obligation
 - imposition
 - tax-liability
 - function
 - job
- Directions (Qs. 142-144) :** Choose the word/phrase which is most **OPPOSITE** in meaning to the word printed in bold as used in the passage.
142. **FLOURISHES**
- disappears
 - degenerates
 - vanishes
 - blooms
 - opens
143. **DEBATED**
- questioned severely
 - opposed strongly
 - accepted unconditionally
 - discussed frankly
 - implemented forcibly
144. **IMPORTANT**
- major
 - uncountable
 - significant
 - unscheduled
 - trivial

Passage 14

The happy man is the man who lives objectively, who has free affections and wide interests, who secures his happiness through these interests and affections and through the fact that they in turn make him an object of interest and affection to many others. To be the recipient of affection is a potent cause of happiness, but the man who demands affection is not the man upon whom it is **bestowed**. The man who receives affection is, speaking broadly, the man who gives it. But it is useless to attempt to give it as a calculation, in the way in which one might lend money at interest, for a calculated affection is not genuine and is not felt to be so by the recipient.

What then can a man do who is unhappy because he is encased in self ? So long as he continues to think about the causes of his unhappiness, he continues to be self-cantered and therefore does not get outside it. It must be by genuine interest, not by simulated interests adopted merely as a medicine. Although this difficulty is real, there is nevertheless much that he can do if he has rightly diagnosed his trouble. If for example, his trouble is due to a sense of sin, conscious or unconscious, he can first persuade his conscious mind that he has no reason to feel sinful, and then proceed, to plant this rational conviction in his unconscious mind, concerning himself meanwhile with some more or less neutral activity. If he succeeds in **dispelling** the sense of sin, it is possible that genuine objective interests will arise spontaneously. If his trouble is self-pity, he can deal with it in the same manner after first persuading himself that there is nothing extraordinarily unfortunate in his circumstances.

If fear is his trouble, let him practise exercises designed to give courage. Courage has been recognized from time immemorial as an important virtue, and a great part of the training of boys and young men has been devoted to producing a type of character capable of fearlessness in battle. But moral courage and intellectual courage have been much less studied. They also, however, have their technique. Admit to yourself every day at least one painful truth, you will find it quite useful. Teach yourself to feel that life would still be worth living even if you were not, as of course you are, immeasurably superior to all your friends in virtue and in intelligence. Exercises of this sort prolonged through several years will at last enable you to admit facts without **flinching** and will, in so doing, free you from the empire of fear over a very large field.

145. According to the passage, calculated affection

- (a) appears to be false and fabricated
- (b) makes other person to love you
- (c) turns into permanent affection over a period of time
- (d) leads to self-pity
- (e) gives a feeling of courage

146. Who according to the passage is the happy man?

- (a) Who is encased in self
- (b) Who has free affection and wide interests
- (c) Who is free from worldly passions
- (d) Who has externally centred passions
- (e) None of these

147. Which of the following statements is **NOT TRUE** in the context of the passage ?

- (a) The happy man has wide interests.
- (b) Courage has been recognised as an important virtue.
- (c) Unhappy man is encased in self.
- (d) A man who suffers from the sense of sin must tell himself that he has no reason to be sinful.
- (e) Issue of intellectual courage has been extensively studied.

148. Which of the following virtues, according to the passage, has been recognised for long as an important virtue?

- (a) Patriotism
- (b) Sacrifice
- (c) Courage
- (d) Self-consciousness
- (e) None of these

149. Which of the following words is **SIMILAR** in meaning of the word '**bestowed**' as used in the passage ?

- (a) Conferred
- (b) Accommodated
- (c) Trusted
- (d) Withdrawn
- (e) Directed

150. Which of the following, according to the passage, has not been studied much ?

- (a) Feeling of guilt and self-pity
- (b) The state of mind of an unhappy man
- (c) How to get absorbed in other interests
- (d) Moral and intellectual courage
- (e) None of these

151. What should a man do who is suffering from the feeling of self-pity ?

- (a) He should control his passions and emotions.
- (b) He should persuade himself that everything is alright in his circumstances.
- (c) He should seek affection from others.
- (d) He should develop a feeling of fearlessness.
- (e) He should consult an expert to diagnose his trouble.

152. What happens to a man who demands affection ?

- (a) His feelings are reciprocated by others.
- (b) He tends to take a calculated risk.
- (c) He becomes a victim of a vicious circle.
- (d) He takes affection for granted from others.
- (e) None of these

153. If a man is suffering from a sense of sin

- (a) he should invite opinion of others
- (b) he should admit his sin at once
- (c) he should consciously realize that he has no reason to feel sinful
- (d) he should develop a fearless character
- (e) he should develop an internal focus of control

154. Which of the following statements is **TRUE** in the context of the passage?

- (a) All passions stem from unhappiness.
- (b) The happy man lives subjectively.
- (c) Any virtue has a dark side also.
- (d) One feels happy if one receives affection.
- (e) Any affection is always genuine.

155. Which of the following statements is **SIMILAR** in meaning to the word '**flinching**' as used in the passage ?

- (a) Wincing
- (b) Convincing
- (c) Explaining
- (d) Providing
- (e) Debating

156. How can one get out of the vicious circle mentioned in the passage?

- (a) By practising skills of concentration
- (b) By inculcating the habit of self-absorption
- (c) Being true to others and one's internal circumstances
- (d) Admitting to oneself that others could be right
- (e) None of these

157. Which of the following words is **OPPOSITE** in meaning of the word '**dispelling**' as used in the passage ?

- (a) Giving
- (b) Accumulating
- (c) Projecting
- (d) Scattering
- (e) Receiving

158. What according to the passage is the real cause of happiness?
- Material rewards and incentives received
 - Critical analysis of the happy state of mind
 - Affection received from others
 - Calculated risk taken
 - None of these
159. What happens when you think about the cause of your unhappiness?
- You try to introspect and look critically at yourself.
 - You realize that life can be lived in different ways.
 - You try to practice exercise designed to give coverage.
 - You remain a self-centred person.
 - None of these

Passage 15

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, organising, staffing, controlling, and problem solving. Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. This distinction is absolutely crucial for our purposes here: Successful transformation is 70 to 90 per cent leadership and only 10 to 30 per cent management. Yet for historical reasons, many organizations today don't have much leadership. And almost everyone thinks about the problems here as one of managing change.

For most of this century, as we created thousands and thousands of large organizations for the first time in human history, we didn't have enough good managers to keep all those bureaucracies functioning. 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 emphasized because it's easier to teach than leadership. But even more so, management was the main item on the twentieth-century agenda because that's what was needed. For every entrepreneur or business builder who was a leader, we needed hundreds of managers to run their ever growing enterprises.

Unfortunately for us today, this emphasis on management has often been institutionalized in corporate cultures that discourage employees from learning how to lead. Ironically, past success is usually the key ingredient in producing this outcome. The syndrome, as I have observed it on many occasions, goes like this: success creates some degree of market dominance, which in turn produces much growth. After a while keeping the ever larger organization under control becomes the primary challenge. So attention turns inward, and managerial competencies are **nurtured**. With a strong emphasis on management but not on 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 focused employees can have difficulty seeing the very forces that present threats and opportunities. Bureaucratic cultures can **smother** those who want to respond to shifting conditions. And the lack of leadership leaves no force inside these organisations to break out of the morals.
160. Why, according to the author, is a distinction between management and leadership crucial?
- Leaders are reactive whereas managers are proactive.
 - Organisations are facing problems of not getting good managers.
 - Organisations are pursuing the strategy of *status quo*.
 - In today's context, organisations need leaders much more than managers in transforming them.
 - None of these
161. Why did companies and universities develop programmes to prepare managers in such a large number?
- Companies and universities wanted to generate funds through these programmes.
 - A large number of organisations were created and they needed managers in good number.
 - Organisations did not want spend their scarce resources in training managers.
 - Organisations wanted to create communication network through trained managers.
 - None of these
162. Which of the following statements is NOT TRUE in the context of the passage?
- Bureaucratic culture can smother those who want to respond to changing conditions.
 - Leadership produces change and has the potential to establish direction.
 - Pressure on managers comes mostly from within.
 - Leadership centres on carrying out important functions such as planning and problem-solving.
 - Managers believe that they are the best and that their idiosyncratic traditions are superior.
163. Which of the following is not the characteristic of bureaucratic culture?
- Managers listen poorly and learn slowly.
 - Managerial competencies are nurtured.
 - Employees clearly see the forces that present threats and opportunities.
 - Prevalence of unhealthy arrogance.
 - Managers tend to stifle initiative and innovation.
164. Which of the following is SIMILAR in meaning to the word SMOTHER as used in the passage?
- Suppress
 - Encourage
 - Instigate
 - Criticise
 - Attack
165. How has the author defined management?
- It is the process of adapting organisations to changing circumstances.
 - It is the system of aligning people with the direction it has taken.
 - It refers to creating a vision to help direct the change effort.
 - Creating better performance through customer orientation.
 - None of these

166. Management education was emphasized in the management programmes because
- establishing direction was the main focus of organisations
 - motivating employees was thought to be done by managers
 - strategies for producing change was the main focus of organisations
 - organisations wanted to create powerful guiding coalition
 - management was the main item of agenda in organisations
167. What is the historical reason for many organisations not having leadership?
- A view that leaders are born, they are not made
 - Leaders lack managerial skills and organisations need managers
 - Leaders are weak in carrying out traditional functions of management
 - Leaders allow too much complacency in organisations
 - None of these
168. In the passage, management is equated with
- organisation
 - leadership
 - organisational vision
 - bureaucracy
 - managerial training
169. Why does the attention of large organisations turn inward?
- Their managers become arrogant
 - They have to keep themselves under control
 - Their success creates market dominance
 - They want to project their predictability
 - None of these
170. Which of the following is SIMILAR in meaning of the word NURTURED as used in the passage?
- Created
 - Developed
 - Thwarted
 - Surfaced
 - Halted
171. What, according to the author, is leadership?
- Process which keeps the system of people and technology running smoothly
 - Planning the future and budgeting resources of the organisation
 - Inspiring people to realise the vision
 - Carrying out the crucial functions of management
 - None of these
172. Which of the following characteristics helps organisations in their transformation efforts?
- Emphasis on leadership but not on management
 - A strong and dogmatic culture
 - Bureaucratic and inward-looking approach
 - Failing to acknowledge the value of customers and shareholders
 - None of these
173. Why were people taught little about leadership in management programmes?
- Teachers were busy in understanding the phenomenon of leadership
 - Enough study material was not available to facilitate teaching of leadership
 - Focus of these programmes was on developing managers
 - Leadership was considered only a political phenomenon
 - None of these
174. Which of the following statements is/are **definitely** true in the context of the passage?
- Bureaucracy fosters strong and arrogant culture.
 - Leadership competencies are nurtured in large-size organisations.
 - Successful transformation in organisations is 70 to 90 per cent leadership.
- Only A and B
 - Only A and C
 - Only B and C
 - Only B
 - Only C

Passage 16

In the second week of August 1998, just a few days after the incidents of bombing the US embassies in Nairobi and Dar-es-Salaam, a high-powered, brain-storming session was held near Washington D.C. to discuss various aspects of terrorism. The meeting was attended by ten of America's leading experts in various fields such as germ and chemical warfare, public health, disease control and also by the doctors and the law-enforcing officers. Being asked to describe the horror of possible bio-attack, one of the experts narrated the following **gloomy** scenario.

A culprit in a crowded business centre or in a busy shopping mall of a town empties a test tube containing some fluid, which in turn creates an unseen cloud of germ of a dreaded disease like anthrax capable of inflicting a horrible death within 5 days on any one who inhales it. At first 500 or so victims feel that they have mild influenza which may recede after a day or two. Then the symptoms return again and their lungs start filling with fluid. They rush to local hospitals for treatment, but the panic-stricken people may find that the medicare services run quickly out of drugs due to excessive demand. But no one would be able to realise that a terrorist attack has occurred. One cannot deny the possibility that the germ involved would be of contagious variety capable of causing an epidemic. The meeting concluded that **such attacks**, apart from causing immediate human tragedy, would have dire long-term effects on the political and social fabric of a country by way of ending people's trust on the competence of the government.

The experts also said that the bombs used in Kenya and Tanzania were of the old-fashioned variety and involved quantities of high explosives, but new terrorism will prove to be more deadly and probably more **elusive** than hijacking an aeroplane or a gelignite of previous decades. According to Bruce Hoffman, an American specialist on political violence, old terrorism generally had a specific manifesto - to overthrow a colonial power or the capitalist system and so on. These terrorists were not shy about planting a bomb or hijacking an aircraft and they set some limit to their brutality. Killing so many innocent people might turn their natural supporters off. Political terrorists want a lot of people watching but not a lot of people dead. "Old terrorism sought to change the world while the new sort is often practised by those who believe that the world has gone beyond redemption", he added.

Hoffman says, "New terrorism has no long-term agenda but is ruthless in its short-term intentions. It is often just a **cacophonous** cry of protest or an outburst of religious **intolerance** or a protest against the West in general and the US in particular. Its **perpetrators** may be religious fanatics or diehard opponents of a government and see no reason to show restraint. They are simply intent on **inflicting** the maximum amount of pain on the victim."

175. In the context of the passage, the culprit's act of emptying a test tube containing some fluid can be classified as
- a terrorist attack
 - an epidemic of a dreaded disease
 - a natural calamity
 - panic created by an imaginary event
 - None of these
176. In what way would the new terrorism be different from that of the earlier years?
- More dangerous and less baffling
 - More hazardous for victims
 - Less complicated for terrorists
- A and C only
 - B and C only
 - A and B only
 - All the three
 - None of these
177. What was the immediate provocation for the meeting held in August 1998?
- The insistence of America's leaders
 - The horrors of possible bio-attacks
 - A culprit's heinous act of spreading germs
 - People's lack of trust in the government
 - None of these
178. What could be the probable consequences of bio-attacks, as mentioned in the passage?
- Several deaths
 - Political turmoil
 - Social unrest
- A only
 - B only
 - C only
 - A and B only
 - All the three
179. The author's purpose of writing the above passage seems to explain
- the methods of containing terrorism
 - the socio-political turmoil in African countries
 - the deadly strategies adopted by modern terrorists
 - reasons for killing innocent people
 - the salient features of terrorism of yester years
180. According to the author of the passage, the root cause of terrorism is
- Religious fanaticism
 - Socio-political changes in countries
 - The enormous population growth
- A only
 - B only
 - C only
 - A and B only
 - All the three
181. The phrase "**such attacks**", as mentioned in the last sentence of the second paragraph, refers to
- the onslaught of an epidemic as a natural calamity
 - bio-attack on political people in the government

- attack aimed at damaging the reputation of the government
 - bio-attack manoeuvred by unscrupulous elements
 - None of these
182. The sole objective of the old terrorism, according to Hoffman, was to
- plant bombs to kill innocent people
 - remove colonial power or capitalist system
 - make people realise the incompetence of the government
 - give a setback to socio-political order
 - None of these
183. Which of the following statements is **true** about new terrorism?
- Its immediate objectives are quite tragic.
 - It has farsighted goals to achieve.
 - It can differentiate between the innocent people and the guilty.
 - It is free from any political ideology.
 - It advocates people in changing the socio-political order.

Directions (Qs. 184-186): Choose the word which is most **OPPOSITE** in meaning of the word printed in bold as used in the passage

184. **gloomy**
- discouraging
 - disgusting
 - bright
 - tragic
 - versatile
185. **cacophonous**
- loud
 - melodious
 - sonorous
 - harsh
 - distant
186. **intolerance**
- forbearance
 - permissiveness
 - adaptability
 - acceptance
 - faithfulness

Directions (Qs. 187-189): Choose the word which is most nearly the **SAME** in meaning of the word printed in bold as used in the passage.

187. **perpetrators**
- opponents
 - followers
 - sympathisers
 - leaders
 - manoeuvres
188. **elusive**
- harmful
 - fatal
 - destructive
 - baffling
 - obstructing
189. **inflicting**
- elevating
 - imposing
 - alleviating
 - reflecting
 - soothing

Passage 17

After "Liberalization", "Globalization" and the consequent change in the new international economic order as well as new information technology order, a new catchphrase is being coined: 'A New Health Order'. Talking about setting it up is the theme of the WHO-sponsored international conference on primary health and medical care, currently being held at Milan in Italy. While

much has been said and written on establishing the “new order”, little has actually been done. Will the conference at Milan too swear by the “new health order”, go home and then forget about it, while the present medical and healthcare set-up in poor countries further **entrenches** itself? This does not have to be the fate of the radical resolutions that will undoubtedly be passed at Milan. Unlike creating a new world economic or information order, establishing a new health set-up is essentially a matter for individual countries to accomplish. No conflict of international interests is involved. But this advantage is, at least until it begins to take concrete shape, only theoretical. The million-dollar question is whether individual third-world governments are able and willing to **muster** the will, the resources, the administrative and other infrastructure to carry out what it is entirely within their power to attain and implement.

The dimensions of the problem are known and the solutions broadly agreed on. The present medical and healthcare system is urban-based, closely geared to drugs, hospitals and expensively trained apathetic doctors. The bulk of the population in poor countries, who live in rural areas, are left untouched by all this and must rely on traditional healers. The answer is to turn out medical health personnel sufficiently, but not expensively, trained to handle routine complaints and to get villagers to pay adequate attention to cleanliness, hygienic sanitation, garbage disposal and other elementary but **crucial** matters. More complicated ailments can be referred to properly equipped centres in district towns, cities and metropolises. Traditional healers, whom villagers trust, can be among these intermediate personnel. Some third-world countries, including India, have **launched** or are preparing elaborate schemes of this nature. But the experience is not quite happy. There is **resistance** from the medical establishment which sees them as little more than licensed quackery but is not prepared either to offer **condensed** medical courses such as the former licentiate course available in this country and now unwisely scrapped. There is the question of how much importance to give to indigenous system of medicine. And there is the difficult matter of striking the right balance between preventive healthcare and curative medical attention. These are complex issues and the Milan conference would perhaps be more fruitful if it were to discuss such specific subjects.

190. The author is doubtful whether.....
- an individual country can set up a new health order.
 - the Milan conference would pass radical resolutions.
 - under-developed countries have the capacity to organize their resources.
 - traditional healers could be trained as intermediate health personnel.
 - the problem has been understood at all.
191. The author has reservations about the utility of the Milan Conference because
- it is expected only to discuss but not decide upon anything.
 - earlier conferences had failed to reach any decisions.
 - the medical profession is opposed to a new health order.
 - while “new orders” are talked and written about, not much is actually done.
 - None of these

192. The contents of the passage indicate that the author is opposed to
- traditional healers.
 - licentiate practitioners.
 - allopathic system of medicines.
 - hospitals.
 - None of these
193. It can be inferred from the contents of the passage that the author’s approach is
- sarcastic
 - constructive
 - indifferent
 - fault-finding
 - hostile
194. The author thinks that the solution to the problem of medical/health care lies in
- opening hospitals in rural areas.
 - conducting inexpensive medical courses.
 - improving the economic condition of the masses.
 - expediting the setting up of a new health order.
 - making cheap drugs available.
195. To make the conference really useful, the author suggests
- resolving the international conflicts involved.
 - that it should address itself to specific issues.
 - it should give importance to indigenous system of medicine.
 - that it should not pass radical resolutions.
 - None of these
196. What does the author suggest for the cure of the cases involving complications?
- Treating such cases at well-equipped hospitals in district places
 - Training such victims in preliminary hygiene
 - Training semi-skilled doctors to treat such cases
 - Issuing licenses to semi-skilled doctors to treat such cases
 - None of these
197. The medical establishment seems to be reluctant to trust the
- allopathic medical practitioners.
 - traditional healers.
 - urban-based medical practitioners.
 - expensively trained allopathic doctors.
 - None of these
198. For a new health order, the author recommends all of the following EXCEPT
- motivating villagers to pay attention to cleanliness
 - setting up well equipped centres in district towns
 - discontinuing the present expensive medical courses
 - training traditional healers to function as medical health personnel
 - striking a balance between preventive healthcare and curative medical attention

Directions (Qs. 199-201): Choose the word which is most nearly the SAME in meaning as the word printed in bold as used in the passage.

199. LAUNCHED
- participated
 - accomplished
 - elevated
 - planned
 - started

200. MUSTER
 (a) enlist (b) summon
 (c) manifest (d) extend
 (e) enrich
201. ENTRENCH
 (a) being deteriorating
 (b) surround completely
 (c) establish firmly
 (d) enclose carefully
 (e) finish radically
- Directions (Qs. 202-204):** Choose the word which is most nearly OPPOSITE in meaning of the word printed in bold as used in the passage.
202. CONDENSED
 (a) concentrated (b) invigoured
 (c) expanded (d) lengthened
 (e) inexplicable
203. CRUCIAL
 (a) trivial (b) critical
 (c) significant (d) marvellous
 (e) conspicuous
204. RESISTANCE
 (a) opposition (b) agreement
 (c) repulsion (d) acceptance
 (e) compliance

Passage 18

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and, therefore, indirectly controls power. Therefore, ever since the dawn of civilization persons in power have always tried to supervise or control education. It has been the **hand-maid of the ruling class**. During the Christian era, the ecclesiastics controlled the institution of education and diffused among the people the gospel of the Bible and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the **sweat of his brow**, while the priests and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance, education passed more from the clutches of the priest into the hand of the prince. In other words it became more secular. It was also due to the growth of the nation-state and powerful monarchs who united the country under their rule. Thus, under the control of the monarch, education began to devise and preach the **infallibility** of its masters, the monarch or king. It also invented and supported fantastic theories like the Divine Right Theory and that the king can do no wrong etc. With the advent of the industrial revolution education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class but was thrown open to the new rich merchant class of society. Yet education was still confined to the few elite. The philosophy which was in vogue during this period was that of '**Laissez Faire**' restricting the function of the State to a mere keeping of law and order while, on the other hand, in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest.

205. Who controlled education during the era after the industrial revolution?
 (a) The baron class (b) The priests
 (c) The prince (d) The monarch
 (e) None of these

206. What does the theory of Divine Right of king stipulate?
 (a) That kings are gods.
 (b) They have the right to be worshipped like gods by their subjects.
 (c) That the right of governing is conferred upon kings by god.
 (d) That the rights of kings are divine and therefore sacred.
 (e) None of these
207. What does the expression 'hand-maid of the ruling class' mean?
 (a) Private mistress of the prince
 (b) Something fully under the control of the ruling class
 (c) Private maid-servants of the prince
 (d) The symbol of authority of the prince
 (e) None of these
208. Who controlled education during the Renaissance?
 (a) The common people
 (b) The prince
 (c) The church and the priests
 (d) The secular leaders of the society
 (e) None of these
209. What does the word "infallibility" mean?
 (a) That every man is open to error
 (b) That some divine power is responsible for determining the fate of men
 (c) The virtue of not making any mistake
 (d) Sensitivity
 (e) None of these
210. What did the ruling class in the Christian era think of the poor man?
 (a) That he is the beloved of god
 (b) That he deserves all sympathy of the rich
 (c) That he should be strong
 (d) That he is meant for serving the rich
 (e) None of these
211. Who controlled the institution of education during the Christian era?
 (a) The church and the priests
 (b) The monarchs
 (c) The secular leaders of society
 (d) The common people
 (e) None of these
212. What do you mean by the 'sweat of his brow'?
 (a) Very hard work
 (b) The tiny droplets of sweat on the forehead
 (c) The wrinkles visible on the face
 (d) The sign of innocence
 (e) None of these
213. Why have persons in power always tried to supervise or control education?
 (a) Because they wanted to educate the whole public.
 (b) Because they wanted to deprive the common man of the benefits of education.
 (c) Because it involved a huge expenditure on the state exchequer.
 (d) Because it is an instrument of knowledge and therefore power.
 (e) None of these

214. What does the philosophy of Laissez-Faire stand for?
- Joint control of the means of production by the state and private enterprise
 - Individual freedom in the economic field
 - State control of the means of production
 - Full development of the individual's personality
 - None of these

Passage 19

An independent, able and upright judiciary is the hallmark of a free democratic country. Therefore, the process of judicial appointments is of vital importance. At present, on account of the Supreme Court's last advisory opinion, the role of the executive and its interference in the appointment of judges is minimal, which, **in the light of our previous experience**, is most welcome. However, there is a strong demand for a National Judicial Commission on the ground of wider participation in the appointment process and for greater transparency. The composition, the role and the procedures of the proposed National Judicial Commission, must be clearly spelt out, **lest** it be a case of jumping **from the frying pan into the fire**.

Recently, there has been a lively debate in England on the subject. A judicial commission has been proposed but there are not many takers for that proposal. In the paper issued this month by the Lord Chancellor's Department on judicial appointments, the Lord Chancellor has said, "I want every vacancy on the Bench to be filled by the best person available. Appointments must and will be made on merit, irrespective of ethnic origin, gender, marital status, political affiliation, sexual orientation, religion or disability. These are not mere words. They are firm principles. I will not tolerate any form of discrimination."

At present, there are hardly any persons from the ethnic minorities manning the higher judiciary and so far not a single woman has made it to the House of Lords. The most significant part of the Lord Chancellor's paper is the requirement that "allegations of professional misconduct made in the course of consultations about a candidate for judicial office must be specific and subject to disclosure to the candidate". This should go a long way in ensuring that principles of natural justice and fair play are not **jettisoned** in the appointment process, which is not an uncommon phenomenon.

215. What, according to the passage, should go a long way in judicial appointments?
- Decision that all sections of the society are represented.
 - Candidate's qualifications and seniority are considered.
 - Candidate must know the charge of professional misconduct levelled against him.
 - There should be strong reason for discrimination.
 - None of these
216. According to the passage, there has been a demand for a National Judicial Commission to
- clear the backlog of court cases.
 - make judiciary see eye to eye with executive.
 - wipe out corruption at the highest places.
 - make the appointment process of judges more broad based and clear.
 - safeguard the interest of natural justice and fair play in judicial pronouncement.

217. Which of the following could be in the author's mind when he says 'in the light of our previous experience'?
- Not having enough judges from backward communities.
 - Interference of the executive in the appointment of judges.
 - Professional misconduct of judges.
 - Delay that occurred in the judicial appointments.
 - None of these
218. The role and procedure of the National Commission must be spelt out clearly
- because executive wing will depend on it heavily.
 - because judges will take judicial decisions on the basis of it.
 - it will be represented by a cross-section of the society.
 - it will bring a qualitative change in the interpretation of law.
 - None of these
219. What has been the subject of lively debate in England?
- Role of judiciary in free and democratic nations
 - Appointment of judicial commission
 - Seniority as the basis of appointment of judges
 - Appointment of judicial posts
 - None of these
220. What, according to the author, is the typical characteristic of an independent democratic country?
- Objective process of judicial appointments.
 - Supreme Court's advisory opinion on legal matters.
 - Responsible, free and fair judiciary.
 - Lively and frank debate in the society on the role of judiciary.
 - None of these
221. Which, according to the passage, is not an uncommon phenomenon?
- An independent and upright judiciary
 - Delays taking place in legal pronouncements
 - Justice being denied to poor people
 - Partiality and subjectivity in judicial appointments
 - None of these
222. Which of the following words is SIMILAR in meaning as the word '**jettison**' as used in the passage?
- Sacrifice
 - Accept
 - Modify
 - Destroy
 - Advocate
223. Which of the following forms part of what the Lord Chancellor has said?
- Appointments to judicial posts must take into consideration the aspirations of the weaker sections of the society.
 - Vacancies in the judiciary must not remain unfilled.
 - Merit should be the sole criterion for judicial appointments.
 - Selective discrimination may be preached and also practised.
 - None of these

224. Which of the following according to the author is the most welcome thing?
- The negligible role to be played by the executive in the appointment of judges.
 - Coordinating role played by the executive in the appointment of judges.
 - The appointment of judges from the ethnic minority classes.
 - Appointment of judges purely on the basis of merit.
 - None of these
225. Which of the following groups of words is SIMILAR in meaning as the word 'lest' as used in the passage?
- In spite of
 - For fear that
 - For want of
 - In order to
 - With regard to
226. What does the expression "from the frying pan into the fire" mean?
- Seeing one dream after the other
 - Making plan after plan
 - Crossing one hurdle after the other
 - Jumping from one bad situation to another which is worse
 - None of these

Passage 20

As airlines **battle** for the skies, it is the traveller who can take wing. It is market compulsion that has driven the three major players in Indian civil aviation to slash their fares by almost half under the newly-introduced apex or advance purchase fare scheme, but for arguably the first time since the privatisation of the industry it is the travelling public that stands to gain the most. The potential spin-offs of this are tremendous and go beyond bringing some much needed buoyancy back to a sector that has been performing sluggishly since the effects of 9/11 and the travel advisories issued by various western embassies and high commissions kicked in. The move will certainly change the **traditional** profile of the air passenger, expand business and travel opportunities for those who could not afford to fly earlier and increase, in some measure, connectivity throughout the country.

Such attempts at restructuring fares are, of course, not new. In the West, fierce competition and the unrelenting drive to push up passenger volumes have led to remarkable ticketing innovations. The apex fare scheme, for instance, works for both the consumer and the airline. While it makes travel affordable for one, it helps the other rationalise its operations and ensure that its seats go full. There have been other interesting variations on this theme too, as for instance the idea of the budget airline. It was reported recently that no-frills airlines like Easy Jet and Go-Fly are transforming the aviation industry in the UK by increasing passenger volumes drastically. Well, we have not quite got to that stage as yet, but India—given its size and requirements—would certainly benefit from the expansion of this vital link industry because flying is no longer a luxury, it has become a necessity.

There are questions, of course, of the impact this price war will have on the industry and whether predatory pricing practices could end up clipping the wings of one player or the other. In many ways these are early days yet and it will take some time

before a clearer picture of the efficacy of such measures emerges. For the moment, however, it is celebration time for the consumer. Of course, **as we tighten our seatbelts and take off**, we also hope that such cost-cutting is not at the expense of factors like adequate facilities and, most important, safety.

227. Which of the following will not be the effect of the recent scheme?
- New types of travellers will start flying.
 - It will increase the connectivity in the country.
 - It will have ripple effect on the international airlines to reduce fare.
 - Air travel among business people would increase.
 - Earlier, those who could not afford high fare would now consider flying.
228. Which of the following is one of the reasons for aviation sector performing sluggishly recently?
- Stiff competition among the players
 - Warning against travel issued by some embassies
 - High price of travel
 - Lack of adequate facilities
 - Non-introduction of flexible fare schemes
229. "... as we tighten our seat-belts and take off ..." What does this signify in the context of the passage?
- When we start using aviation services.
 - As we stretch our pockets to avail air services.
 - There would be a decline in the facilities.
 - When we board the plane, we have to tighten seatbelt before take-off.
 - None of these
230. Which of the following is not true in the context of the passage?
- The reduction in price has been triggered by sluggish performance and competition.
 - In the west, competition had led to evolving new and effective schemes of fare.
 - The customer had so far not enjoyed the major benefits of privatisation ever since, it was done in this sector.
 - More modern type of passengers will avail these travel opportunities.
 - It is too early to assess the complete impact of fare reduction scheme.
231. Which of the following can be the major picture of the apex fare as inferred from the passage?
- Air tickets on some sectors where the seats go vacant will be lower.
 - The fare on tickets purchased in advance should have benefits.
 - Those who have not travelled by air prefer travelling at cheaper rates.
 - During the sluggish period travelling by aeroplane is cheaper.
 - None of these
232. Which of the following is most **nearly similar** in meaning as the word 'traditional' in the context of the passage?
- old-fashioned
 - practically
 - existing
 - ritualistic
 - None of these

233. Which of the following may be the result of price-cutting?
- Some players would start operating in this scheme.
 - Airlines will provide better facilities to the customer.
 - Some existing players may have to stop operations.
 - Even if the volumes pick, the profit declines.
 - None of these

Directions (Qs. 234-238): Each of the following questions contains a small paragraph followed by a question on it. Read each paragraph carefully and answer the question given below it.

234. The function of business is to increase the wealth of the country and the value and happiness of life. It does this by supplying the material needs of men and women. When the nation's business is successfully carried on, it renders public service of the highest value.

The paragraph best supports the statement that

- all businesses which render public service are successful.
 - human happiness is enhanced only by the increase of material wants.
 - the value of life is increased only by the increase of wealth.
 - the material needs of men and women are supplied by well-conducted business.
 - business is the only field of activity which increases happiness.
235. Education should not stop when the individual has been prepared to make a livelihood and to live in modern society. Living would be mere existence were there not appreciation and enjoyment of the riches of art, literature and science. The paragraph best supports the statement that true education
- is focused on the routine problems of life.
 - prepares one for a full enjoyment of life.
 - deals chiefly with art, literature and science.
 - is not possible for one who does not enjoy scientific literature.
 - disregards practical ends.
236. Through advertising manufacturers exercise a high degree of control over consumers' desires. However, the manufacturer assumes enormous risks in attempting to predict what consumers will want and in producing goods in quantity and distributing them in advance of final selection by the consumers. The paragraph best supports the statement that manufacturers
- can eliminate the risk of over-production by advertising.
 - completely control buyers' needs and desires.
 - must depend upon the final consumers for the success of their undertakings.
 - distribute goods directly to the consumers.
 - can predict with great accuracy the success of any product they put on the market.

237. It is often the case that our friends share beliefs and attitudes similar to ours. Indeed, this may have been one reason for becoming friends in the first place. For example, non-smokers tend, by and large, to have non-smoking friends and supporters of the same football team may have this common feature as one basis for their liking of each other. The paragraph best supports the statement that

- most of the people live in similar conditions.
- adversity brings the people of differing views together.
- liking others is the inherent characteristic of people.
- people always try to rest on their laurels.
- birds of a feather flock together.

238. Honest people in one nation find it difficult to understand the viewpoints of honest people in another. Foreign ministries and their ministers exist for the purpose of explaining the viewpoints of one nation in terms understood by the ministries of another. Some of their most important work lies in this direction.

The paragraph best supports the statement that

- people of different nations may not consider matters in the same light.
- it is unusual for many people to share similar ideas.
- suspicion prevents understanding between nations.
- the chief work of foreign ministries is to guide relations between nations united by a common cause.
- the people of one nation must sympathise with the viewpoints of the people of other nations.

Directions (Qs. 239-265): Read each paragraph carefully and answer the question(s) given below them. Certain words are given in bold to help you to locate them while answering some questions.

Paragraph-1

Rationalism has been defined as the mental attitude which **unreservedly** accepts the supremacy of reason and aims at establishing a system of philosophy and ethics verifiable by experience and independent of all arbitrary assumptions or authority. This definition of rationalism was framed at the inauguration of the Rationalist Press Association (RPA) in London in the year 1899.

239. This paragraph best supports the statement that
- Ethics do not constitute a part of philosophy.
 - One has to accept certain beliefs to find the final truth.
 - Rationalism is not a set of beliefs which is devoid of verification.
 - Mental attitude is independent of all assumptions.
 - Only RPA can establish philosophy of Rationalism.
240. Which of the following words is most nearly the **SAME** in meaning as the word **unreservedly** as used in the paragraph?
- Conditionally
 - Fully
 - Partially
 - Collectively
 - Unilaterally

Paragraph-2

In today's world where teachers have a busy schedule, it is noticed that only a few teachers have time for the student's learning experiences. One thing which is lacking in almost all classrooms is teachers motivating students to do better. What happens is that teachers would like to give attention to the students who have high intelligence and who are academically good. A larger portion of the student population is neglected. Teachers blame them for not trying to do their best.

241. The author would like the teachers to
- motivate bright students to enhance their academic achievements.
 - improve their own academic standards to motivate students.
 - keep their schedule busy by carrying out various duties.

- (d) encourage and give planned learning experiences to all students.
- (e) encourage good students to help poor students.
242. According to the author, why are teachers not in a position to perform their expected role?
- (a) Majority of the students neglect classroom teaching.
- (b) The students are very busy and have less time to learn.
- (c) Intelligent students are after the teacher, seeking their help in studies.
- (d) They are forced to spend more time in motivating good students.
- (e) None of these

Paragraph-3

Due to the development of individualism and permissiveness, social norms have become slack and parents and teachers are unable to play their traditional role of shaping the character of their children and people. The growing complexity of society due to technological development and the **slackness** of social norms as a result of the growth of individualism and permissiveness are the two causes of the moral crisis of our time.

243. According to the author, which of the following is one of the outcomes of the present crisis of our time?
- (a) Inability of parents and teachers to develop value base of children
- (b) More than expected growth of science and technology
- (c) Increasing social cohesiveness IN SPITE OF violence and disturbances
- (d) Emergence of new social norms which obstruct growth of individualism
- (e) None of these
244. Which of the following words is most **OPPOSITE** in meaning of the word **slackness** as used in the paragraph?
- (a) Rigidity (b) Vigorous
- (c) Sluggishness (d) Business
- (e) Tightness

Paragraph-4

Marx, the founder of communism, had predicted the failure and eventual overthrow of capitalism because of what he **regarded** as its inherent contradiction. He visualised that capitalism would maintain the wages of labour at a low subsistence level, while progressively increasing its productivity by the employment of technologically advanced means of production. During the last many decades the real wages of workers in advanced capitalist countries have gradually and progressively increased. The prediction of Marx has not been borne out by history.

245. Which of the following supports the statement “the prediction ... borne out by history”?
- (a) Capitalism has just survived but not taken firm roots.
- (b) The salaries of the employees have gone up in advanced countries.
- (c) Technological development has not taken place in capitalist countries.
- (d) The salaries of all the employees have gone down in all the countries.
- (e) There is no increase in the productivity of workers.
246. Which of the following words is most nearly the **SAME** in meaning to the word **regarded** as used in the paragraph?
- (a) Respected (b) Valued
- (c) Related (d) Thought
- (e) Estimated

Paragraph-5

Literature is a medium through which a person can convey his ideas towards or protest against different norms of society. Those works that deal with a moral issue are of particular importance in literature. They are written with a particular purpose in mind. A literary work with a moral issue will live on to be reinterpreted by different generations. These works involve the reader for he forms his own moral judgement towards the issue.

247. Why does the author consider write-ups ‘that deal with a moral issue’ more important in literature?
- (A) They are open for rethinking by coming generations.
- (B) They are written with a specific approach.
- (C) They help the reader in forming or consolidating his values and approaches.
- (a) Only A (b) Both A and B
- (c) Both A and C (d) Only C
- (e) None of these
248. The first sentence of the paragraph implies...
- (a) literature is not one of the best media of expression for a society.
- (b) society does not observe the same standard for all its members.
- (c) only literature allows individuals to express their different views.
- (d) society can change its value system after it reinterprets literature.
- (e) None of these

Paragraph-6

The phenomena of child labour is quite complex. Children work because they belong to poor families who cannot survive without the benefit of the income which accrues to the family on account of child labour. Any attempt to abolish it through legal recourse 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.

249. According to the paragraph, abolishing child labour through legal means is most likely to result into...
- (a) dragging/pushing the family of the child in acute economic stress.
- (b) shortage of labour in other areas of work.
- (c) regulation of services of adult workers.
- (d) betterment of working conditions of adult labourers.
- (e) better understanding of reality.
250. What can be inferred about the policy being followed about child labour in India?
- (A) Giving economic benefits to the families of child labourers.
- (B) Reducing/controlling child labour in unhealthy areas of work.
- (C) Monitoring and improving working conditions for children.
- (a) Only A and B (b) Only B and C
- (c) Only A and B (d) Only B
- (e) None of these
251. Which of the following words is most nearly the **SAME** in meaning to the word **ameliorate** as used in the paragraph?
- (a) Cover (b) Adjust
- (c) Remove (d) Mitigate
- (e) Fix

Paragraph-7

In recent years our society has shown readiness to **address** the educational and developmental needs of adolescents. Be it the Government or people in the community, there is a realisation that something needs to be done to build on the energy and enthusiasm of this crucial section of the population. Growing social unrest, violence, crime and increasing visibility of the young has contributed to this readiness.

252. Which of the following words is most **OPPOSITE** in meaning of the word **address** as used in the paragraph?
- (a) Discourage (b) Diffuse
(c) Locate (d) Disorganise
(e) Ignore
253. Which of the following is not a likely cause of readiness shown by people towards adolescents?
- (a) Increase in crime
(b) Growing violence
(c) Equality of opportunity
(d) Physical presence of youth
(e) Increased social unrest

Paragraph-8

Recently a study was made on the popularity of TV programmes and viewers' perception about their quality. The study of attitudes towards prime-time television programmes showed that programmes with identical ratings in terms of numbers of people watching them received highly **divergent** marks for quality from their viewers. This additional piece of information could prove valuable for advertisers who might be well advised to spend their advertising money for programmes that viewers **feel** are of high quality.

254. Which of the following is most nearly the same in meaning as the word **feel** as used in the passage?
- (a) Pour (b) Sympathise
(c) Perceive (d) Evolve
(e) Sensitise
255. Which of the following is most nearly opposite in meaning of the word **divergent** as used in the passage?
- (a) Pointed (b) Similar
(c) Heterogeneous (d) Synonymous
(e) Focussed
256. Which of the following inferences can best be drawn from the above paragraph?
- (a) The number of viewers decided the quality of the programmes.
(b) The viewers' perception about the quality of programmes is significant for advertisers.
(c) The poor quality programmes have very few viewers.
(d) Advertisers can derive benefit from the information about viewers' perception of quality of programmes.
(e) None of these
257. Which of the following is/are the finding(s) of the study?
- A. The viewers decide the prime-time television programmes.
B. The attitudes of viewers cannot be reliably assessed.
C. The advertisers were benefitted from good quality programmes.
- (a) A only (b) B only
(c) C only (d) All the three
(e) None of these

258. Which of the following can be inferred from the contents of the paragraph?

- A. Advertisement can have some effect on the viewers' buying habits.
B. Money spent on advertising with high quality programmes yields more profits.
C. Different programmes with equal number of viewers can be rated differently as far as quality is concerned.
- (a) Only A (b) Only B
(c) Only A and B (d) Only B and C
(e) None of these

Paragraph-9

Econometric models like the computable general equilibrium model are mostly valuable in policy formulation as they give some insight into how trade policy changes will affect the sectoral composition of output and employment. They are not in themselves designed to provide direct inputs but really to serve as background as to the sectors that will be most favourably or most unfavourably affected by policy. Besides, they render valuable help in policy matters regarding free trade. Free trade has distinct benefits. These benefits are well accepted all over. However, there is a growing opposition to free trade. There is an increasing perception among certain groups of how international trading systems impact, especially how they affect low-wage workers and also have a degrading environmental impact. Yet it is difficult to accept that is the reason for any kind of protectionist move in the most advanced countries.

259. Most advanced countries are cautious about free trade because
- A. They prefer to have a protectionist approach.
B. They feel degraded in international trading community.
C. Their vested interests are thwarted.
- (a) A and B only (b) B and C only
(c) A and C only (d) All of them
(e) None of these
260. The author of the passage seems to be
- (a) in favour of use of econometric models but against free trade.
(b) in favour of free trade but neutral regarding econometric models.
(c) against both free trade as well as econometric models.
(d) indifferent about both free trade and econometric models.
(e) in favour of both econometric models and free trade.
261. Which of the following statements is definitely true in the context of the passage?
- A. Despite the advantages of free trade, it is not wholeheartedly acclaimed by most advanced countries.
B. Policy formulation should be solely dependent on econometric models.
C. Reasons for model protectionist approach by advanced countries are not given in the passage.
- (a) Only A (b) Only B
(c) Only C (d) A and B only
(e) B and C only
262. What is the contribution of econometric models?
- (a) They help develop insight into increasing output through less manpower.

- (b) They help in implementing new policies regarding free trade.
- (c) They help develop insight into how changes in policies influence certain sectors.
- (d) They ensure that policy changes have only positive impact on the economy.
- (e) None of these
263. Which of the following is the characteristic of econometric models?
- (a) They serve as a backdrop.
- (b) They are unfavourable to free trade.
- (c) Their design is not conducive to increase employment.
- (d) They do not serve direct inputs.
- (e) Both (a) and (d)
264. The changes in economic policy are most likely to have
- (a) only desirable effect on all the sectors involved.
- (b) a mixed influence on all the sectors involved.
- (c) negative impact unless all the sectors are involved.
- (d) unfavourable effect on employment opportunities.
- (e) None of these
265. Free trade has been receiving escalating disapproval because
- (a) it has a very distinct range of benefits.
- (b) it unduly favours low-wage workers.
- (c) it leads to protectionist approach among advanced countries.
- (d) it affects international trading systems adversely.
- (e) None of these

Para Jumbles

SENTENCE OR WORD REARRANGEMENT

In this type of questions, basically, you are given a paragraph or sentence - but the sentences (in case of paragraph) or words (in case of sentence) are not in the right order. It's up to you to untie this knot and rearrange the sentences or words so that they logically make sense.

Sentences or words rearrangement questions are included in BANK exams as they

- ❖ Help students relate events in a logical manner
- ❖ Sequence sentences based on English usage skills

HOW TO TACKLE THESE TYPES OF QUESTIONS?

To tackle these types of questions, you have to know three things-

- ❖ Theme of the paragraph that might be created on un-jumbling the sentences
- ❖ Initiating sentence, which starts the paragraph
- ❖ Links have to be found between two sentences. Once a link of this type is created, it becomes easy to eliminate irrelevant choices.

HOW TO SAVE TIME WHILE SOLVING THESE QUESTIONS?

It is very important to read selectively and search for transition words or other keywords.

The best way is to establish a link between any two (or more) statements. Once a link is found, you get to know which statements will come together. Then, look in the options. Select the option with those statements together.

EXAMPLE 1.

- A. 1971 war changed the political geography of the subcontinent
 B. Despite the significance of the event there has been no serious book about the conflict
 C. Surrender at Dacca aims to fill this gap
 D. It also profoundly altered the geo-strategic situation in South-East Asia
- (a) ACBD (b) CADB
 (c) BADC (d) ADBC

Explanation : We can see that sentence A is most likely the starting sentence. Now that we know A is the starting sentence we can eliminate choice (b) and (c) as they start with C and B respectively.

This narrows down our possibilities to option (a) and option (d).

Now we can see in option (a), C follows sentence A but the gap spoken of in sentence C has no correlation with political geography of the subcontinent spoken of in sentence A, so we can rule out Option (a).

Therefore answer has to be option (d), as we can also see it elaborates on the change mentioned in sentence A.

EXAMPLE 2.

- A. Thus begins the search for relief: painkillers, ice, yoga, herbs, even surgery
 B. Most computer users develop disorders because they ignore warnings like tingling fingers, a numb hand or a sore shoulder
 C. They keep pointing and dragging until tendons chafe and scar tissue forms, along with bad habits that are almost impossible to change
 D. But cures are elusive because repetitive stress injuries present a bag of ills that often defy easy diagnosis.
- (a) BDAC (b) BADC
 (c) BCAD (d) ABCD

Explanation : Here we can make out that sentence B will be the starting sentence as it introduces the subject matter which is 'computer users and related problems'.

Option (d) automatically gets eliminated as it starts with sentence A.

Option (a) can be rule out as there is no correlation between sentence B and sentence D. Sentence B talks of warnings whereas sentence D talks of cures for illness and hence no correlation exists. This narrows down possibilities to options (b) and (c). In option (b), sentence C follows sentence B which doesn't make much sense. So, option (b) can also be ruled out. We are left with option (c) which is the correct answer.

EXAMPLE 3.

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

Explanation: Sentence B has Marx (short form) and sentence C has Karl Marx (Full form). So C will come before B. Now in given options (a), (b) and (c) we can clearly see, B is placed before C and hence we reject option (a), (b) and (c) which leaves us with only option (d) which is the correct option.

EXAMPLE 4.

- A. Then two astronomers-the German, Johannes Kepler, and the Italian, Galileo Galilei-started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
- B. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.

- C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.
 - D. Nearly a century passed before this idea was taken seriously.
- (a) CDBA (b) CBDA
(c) BCAD (d) CADB

Explanation: Answer is option (b) as we can see that in sentence D it says ‘ nearly a century has passed ‘ so we have to keep the timeline in consideration here also while sequencing the sentences and only in option (b) the timeline fits correctly.

EXERCISE

Directions (Qs. 1-5): Rearrange the following six sentences A, B, C, D, E and F in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) We were interested by contrast in understanding what lessons actual teams and non-teams had for others to choose to struggle with change and performance.
 (B) Still, we suspected that most of these focussed on persuading readers that "teams are important".
 (C) After all we thought teams are a well known subject and there must be a thousand books on the subject already.
 (D) By going down this path we hoped to discover something to say that was different from most books on the subject.
 (E) We approached the idea of a book on teams cautiously.
 (F) Alternatively they focussed on providing you advice on building teams as an objective in itself.

- Which of the following will be the **SECOND** sentence?
 (a) A (b) B
 (c) F (d) C
 (e) D
- Which of the following will be the **FIRST** sentence?
 (a) E (b) A
 (c) B (d) C
 (e) D
- Which of the following will be the **THIRD** sentence?
 (a) E (b) C
 (c) B (d) F
 (e) D
- Which of the following will be the **FIFTH** sentence?
 (a) C (b) D
 (c) B (d) F
 (e) A
- Which of the following will be the **LAST** sentence?
 (a) C (b) D
 (c) E (d) F
 (e) B

Directions (Qs. 6-10): Rearrange the following six sentences A, B, C, D, E and F in the proper sequence to form a meaningful paragraph, then answer the questions given below them.

- (A) Some people believe that at present its importance is decreasing because of rapid economic and social changes.
 (B) The extent of its importance may be slightly less in cities as compared to rural communities.
 (C) Some even go to the extreme and say that it will soon become obsolete because of these changes.
 (D) The family is an important socialisation agency both in rural and city communities.
 (E) The difference in the degree of importance does not matter much and therefore has no significance.
 (F) There are others who believe that the family has survived such storms in the past and it will do so in the future also.

- Which of the following should be the **FIRST** sentence after rearrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B
- Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B
- Which of the following should be the **FIFTH** sentence after rearrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B
- Which of the following should be the **THIRD** sentence after rearrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B
- Which of the following should be the **SECOND** sentence after rearrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B

Directions (Qs. 11-15): 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 them.

- (A) The reasons for formal education getting nullified are that we teachers have limited vision, our judgements about students are hasty and we are more knowledge-centred than student-centred.
 (B) Life educates as nothing else does.
 (C) Churchill rose to dizzy heights despite his teachers' prophecies to the contrary. And there are many more such examples.
 (D) Life's teachings sometimes supplement the education received in the classroom and at other times nullify it.
 (E) Education received in the classroom is insignificant as compared to what life teaches us.
- Which of the following will be the **SECOND** sentence?
 (a) A (b) B
 (c) C (d) D
 (e) E
 - Which of the following will be the **THIRD** sentence?
 (a) A (b) B
 (c) C (d) D
 (e) E
 - Which of the following will be the **FIRST** sentence?
 (a) A (b) B
 (c) C (d) D
 (e) E

14. Which of the following will be the **FOURTH** sentence?
 (a) A (b) B
 (c) C (d) D
 (e) E
15. Which of the following will be the **LAST** sentence?
 (a) A (b) B
 (c) C (d) D
 (e) E

Directions (Qs. 16-20): Rearrange the following sentences to form a meaningful paragraph and answer the questions given below:

- (A) We must explore new methods of boosting agricultural development and grow more food.
 (B) The scientists should be encouraged to contribute.
 (C) Food can also be had by import.
 (D) The most important factor in any planning for India's development and economic uplift is that of turning a hungry, discontented people into a happy well-fed one.
 (E) Whatever be the way and means, India must feed its hungry millions.
 (F) They should be given due scope for carrying on experiments and researches.
 (G) The problem, therefore, reduces itself to one of agricultural development.
16. Which of the following is the **FOURTH** sentence in the paragraph?
 (a) A (b) D
 (c) E (d) G
 (e) F
17. Which of the following is **FIFTH** sentence in the paragraph?
 (a) G (b) A
 (c) D (d) C
 (e) E
18. Which of the following is the **THIRD** sentence in the paragraph?
 (a) F (b) A
 (c) G (d) D
 (e) E
19. Which of the following is the **LAST** sentence in the paragraph?
 (a) F (b) C
 (c) D (d) B
 (e) G
20. Which of the following is the **SECOND** sentence in the paragraph?
 (a) B (b) E
 (c) C (d) G
 (e) F

Directions (Qs. 21-25): Rearrange the following seven sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) Japanese toys, for instance, are in great demand despite the heavy import duty.
 (B) The toys that they produce are, almost without exception, of inferior quality.
 (C) Their manufacturers here need to be reminded of this.

- (D) The two toy libraries in Mumbai also rely largely on foreign-made toys.
 (E) But making them is no child's play.
 (F) Toys are meant for children.
 (G) Not surprisingly, many parents prefer to buy the imported variety even though these are usually much more expensive.
21. Which of the following will be the **THIRD** sentence?
 (a) C (b) B
 (c) D (d) E
 (e) G
22. Which of the following will be the **LAST** sentence?
 (a) C (b) D
 (c) B (d) E
 (e) G
23. Which of the following will be the **FIRST** sentence?
 (a) E (b) G
 (c) A (d) F
 (e) B
24. Which of the following will be the **FOURTH** sentence?
 (a) C (b) E
 (c) B (d) G
 (e) D
25. Which of the following will be the **SIXTH** sentence?
 (a) F (b) E
 (c) C (d) D
 (e) A

Directions (Qs. 26-30): Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) They collected plants, counted birds and photographed the terrain and the fauna and made their recommendations.
 (B) In spring of 1963, an alarmed King Hussain invited a group of British scholars, scientists and naturalists.
 (C) He also wanted them to cover the deserts to the east of the mountains.
 (D) He wanted them to conduct an extensive survey of the mountains on the eastern side of the Dead Sea.
 (E) The problem of conservation of forests and forest birds and nature in general was thus set rolling.
 (F) Accordingly, an expedition of internationally known experts in conservation, botany, ornithology, etc. went to Jordan.
26. Which of the following should be the **FIFTH** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
27. Which of the following should be the **FIRST** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
28. Which of the following should be the **LAST** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E

29. Which of the following should be the **SECOND** in the paragraph?
 (a) F (b) E
 (c) D (d) C
 (e) B
30. Which of the following should be the **FOURTH** in the paragraph?
 (a) F (b) E
 (c) D (d) C
 (e) B

Directions (Qs. 31-35): Rearrange the following seven sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) It takes its recourse to progressive march towards perfection.
 (B) But, one may conclude, while science is inclined towards reason, spiritualism is the essence of religion.
 (C) In religion deviation from the set course is permissible, though some more rationalistic religious leaders also allow questioning and their satisfactory answers.
 (D) Many people believe that science and religion are contrary to each other.
 (E) The tools of religion, on the other hand, are faith, intuition, and the spoken word of the enlightened.
 (F) The method of science is observation, experiment and experience.
 (G) There is no doubt that the methods of science and religion are different.
31. Which of the following will be the **SECOND** sentence?
 (a) F (b) E
 (c) D (d) B
 (e) G
32. Which of the following will be the **FOURTH** sentence?
 (a) B (b) A
 (c) D (d) F
 (e) C
33. Which of the following will be the **LAST** sentence?
 (a) C (b) A
 (c) D (d) B
 (e) E
34. Which of the following will be the **FIRST** sentence?
 (a) C (b) B
 (c) D (d) F
 (e) A
35. Which of the following will be the **SIXTH** sentence?
 (a) C (b) F
 (c) A (d) G
 (e) D

Directions (Qs. 36-40): Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence so as to make a meaningful paragraph, then answer the questions given below them.

- A. We feel these things are glorious because of the splendid triumphs.
 B. Because of these sacrifices we realise the victories of peace are even more glorious than victories of war.
 C. The word **victory** is associated in our minds with war.
 D. We are impressed by their sacrifices.

- E. It calls up visions of battles, bloodshed and conquests by force.
 F. But when we think of the philosophy of great men, scholars, social reformers, scientists and philanthropists we start thinking in a different way.
36. Which sentence should be the **FOURTH** in the paragraph?
 (a) B (b) C
 (c) D (d) E
 (e) F
37. Which sentence should be the **THIRD** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
38. Which sentence should be the **FIRST** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
39. Which sentence should be the **LAST (SIXTH)** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
40. Which sentence should be the **SECOND** in the paragraph?
 (a) B (b) C
 (c) D (d) E
 (e) F

Directions (Qs. 41-45): Rearrange the following seven sentences A, B, C, D, E, F and G in the proper sequence so as to make a meaningful paragraph; then answer the questions given below them.

- A The individual owes allegiance and obedience to the state.
 B It is its organ for the present action, the custodian of its tradition.
 C For, the nation is not only a fellowship of contemporaries.
 D The state exists for the citizens, not the citizens for the state.
 E But it is a partnership of present with past and future.
 F It is also the trustee for its future.
 G This is mainly because it is the representative and effective organ of the largest and most inclusive community to which he belongs.
41. Which sentence should be the **FOURTH** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
42. Which sentence should be the **SIXTH** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
43. Which sentence should be the **FIRST** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
44. Which sentence should be the **SEVENTH (LAST)** in the paragraph?
 (a) A (b) B
 (c) F (d) D
 (e) E

45. Which sentence should be the **SECOND** in the paragraph?
- (a) A (b) B
(c) G (d) D
(e) E

Directions (Qs. 46-50) : Rearrange the following seven sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph then answer the questions given below them.

- (A) It is obvious from the above that the Commission has accorded highest priority to securing speedy justice to women.
- (B) These members continue to pursue their mandated activities, namely review of legislation, intervention in specific individual complaints of atrocities and denial or rights.
- (C) The functions assigned to the Commission, as per the Act, are wide and varied covering almost all the facets of issues relating to safeguarding women's rights and promotion.
- (D) The National Commission for Women was set up on 31st January, 1992 in pursuance of the National Commission for Women Act, 1990.
- (E) Towards this end of speedy justice to women, the Commission is organising Parivarik Mahila Lok Adalats, offering counselling in family disputes and conducting training programmes for creating legal awareness among women.
- (F) They also suggest remedial action to safeguard the interest of women to the appropriate authorities.
- (G) To carry out these functions the Commission has a chairman, five members and a Member-Secretary, all nominated by the Central Government.
46. Which of the following will be the **FOURTH** sentence?
- (a) A (b) C
(c) D (d) B
(e) E
47. Which of the following will be the **FIRST** sentence?
- (a) C (b) D
(c) E (d) F
(e) A
48. Which of the following will be the **LAST** sentence?
- (a) G (b) F
(c) D (d) C
(e) E
49. Which of the following will be the **THIRD** sentence?
- (a) G (b) B
(c) F (d) D
(e) C
50. Which of the following will be the **FIFTH** sentence?
- (a) C (b) D
(c) F (d) E
(e) B

Directions (Qs. 51-55): Rearrange the following five sentences into a meaningful paragraph and answer the questions given below:

- (A) However, with innovation coming into play unit-linked/market-linked products have also found a place in insurance business after privatisation.
- (B) It is also worth mentioning here that world over unit-linked products constitute quite a substantial chunk of the total portfolio of insurance companies.
- (C) There was a time when only traditional insurance products used to dominate the arena.

- (D) The emergence of these products of various insurance companies combines the characteristics of both endowment insurance policies and mutual funds.
- (E) The insurance industry in India is evolving and assuming different proportion since it was privatised.
51. Which of the following will be the **Fourth** sentence in the paragraph?
- (a) A (b) B
(c) C (d) D
(e) E
52. Which of the following will be the **Second** sentence in the paragraph?
- (a) A (b) B
(c) C (d) D
(e) E
53. Which of the following will be the **Last** sentence in the paragraph?
- (a) A (b) B
(c) C (d) D
(e) E
54. Which of the following will be the **First** sentence in the paragraph?
- (a) A (b) B
(c) C (d) D
(e) E
55. Which of the following will be the **Third** sentence in the paragraph?
- (a) A (b) B
(c) C (d) D
(e) E

Directions (Qs. 56-60): Rearrange the following seven sentences A, B, C, D, E, F and G in the proper sequence to form a meaningful paragraph, then answer the questions given below them.

- A. The history of that system is, however, a warning than a stimulus to reorganise a similar scheme.
- B. However, we can't resign ourselves merely because there is no data.
- C. One of the commonest risks which agricultural life is exposed to in this country is famine or failure of crops.
- D. There is, however, no reliable data on which such a scheme of insurance can be based.
- E. A kind of Famine Insurance System was attempted by the British Government of India in the last century.
- F. Still, the need for such a scheme to cover the losses due to famine, cattle plague, crop pests, etc. can't be undermined.
- G. It is obviously because of failure of rain and the consequence is starvation.
56. Which of the following should be the **FOURTH** sentence after rearrangement?
- (a) A (b) B
(c) C (d) D
(e) E
57. Which of the following should be the **SIXTH** sentence in the paragraph?
- (a) E (b) D
(c) B (d) C
(e) A

58. Which of the following should be there in the **THIRD** position in the paragraph?
 (a) B (b) C
 (c) D (d) E
 (e) F
59. Which of the following should be the **FIRST** sentence after rearrangement?
 (a) A (b) B
 (c) D (d) C
 (e) E
60. Which of the following should be the **SECOND** sentence after rearrangement?
 (a) B (b) G
 (c) D (d) E
 (e) F

Directions (Qs. 61-65): Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph. Then answer the questions given below them.

- A. While doing so, we may also correct any distortions that we may discern.
 B. With all our experience and insight, we should be able to visualize them well in advance.
 C. The celebration of the 50th anniversary of the country's independence is a historic moment.
 D. Also, it is a time to consolidate on the gains that we have made.
 E. But, most of all, it is a time to gear up for the opportunities and challenges that lie ahead.
 F. It is a time to introspect and evaluate what we have achieved in the last five decades.
61. Which of the following should be the **FOURTH** statement after re-arrangement?
 (a) E (b) D
 (c) C (d) B
 (e) A
62. Which of the following should be the **SIXTH (LAST)** statement after re-arrangement?
 (a) A (b) B
 (c) C (d) D
 (e) E
63. Which of the following should be the **SECOND** statement after re-arrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B
64. Which of the following should be the **THIRD** statement after re-arrangement?
 (a) B (b) C
 (c) D (d) E
 (e) F
65. Which of the following should be the **FIRST** statement after re-arrangement?
 (a) F (b) E
 (c) D (d) C
 (e) B

Directions (Qs. 66-70): Rearrange the following seven sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph then answer the questions given below them.

- A. People thoroughly dedicated to social service but not fulfilling the eligibility requirements would not be able to contest elections.
 B. Those who fulfil the stipulated criteria of age and formal education may not be necessarily devoted to social service.
 C. This system has both advantages and disadvantages.
 D. Therefore, imposing such eligibility requirements is likely to be counter-productive.
 E. In certain democratic countries, elections can be contested by anybody.
 F. People would be deprived of the probable benefit accrued from services of such people.
 G. There are no eligibility requirements of formal education and upper age limit stipulated in their Constitution.
66. Which sentence should be the **FOURTH** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
67. Which sentence should be the **LAST** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E
68. Which sentence should be the **FIRST** in the paragraph?
 (a) G (b) F
 (c) E (d) D
 (e) C
69. Which sentence should be the **SECOND** in the paragraph?
 (a) G (b) F
 (c) E (d) D
 (e) C
70. Which sentence should be the **THIRD** in the paragraph?
 (a) A (b) B
 (c) C (d) D
 (e) E

Directions (Qs. 71-74) : Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- A. But all three have one focus-individual performance improvement.
 B. The importance of each component will vary from organization to organization according to the complexity of the operations.
 C. They are individual development, career development and organizational development.
 D. Since individual performance improvement is the heart of the HRD programme, HRD can be described as the area of congruence among the three components.
 E. There are three fundamental component areas of human resource development.
 F. It will also vary according to the criticality of human resources to organizational efficiency and organization's commitment to improve human resources.
71. Which of the following will be the **SIXTH** sentence?
 (a) C (b) F
 (c) B (d) D
 (e) A

72. Which of the following will be the **FOURTH** sentence?
 (a) F (b) C
 (c) D (d) B
 (e) A
73. Which of the following will be the **SECOND** sentence?
 (a) D (b) E
 (c) B (d) F
 (e) C
74. Which of the following will be the **FIRST** sentence?
 (a) D (b) E
 (c) F (d) B
 (e) C

Directions (Qs. 75-80): Rearrange the following eight sentences A, B, C, D, E, F, G and H in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- A Therefore, the duty of the advocate is to do his best for his client.
 B That rests with the judge, and it is ultimately for the judge to decide which side is right, and how justice should prevail.
 C When he was asked what he thought of an advocate supporting a cause which he knew to be bad, Johnson's answer was that the advocate did not know it to be good or bad till the judge determined it for him and for others.
 D But, he must do so fairly, and without concealing from it anything that it is his duty to divulge.
 E There is a belief that an advocate's function consists, for the most part, of showing white as black and black as white.
 F He is, after all, the client's mouthpiece, and he must put before the court all aspects of the case which are favourable to his client.
 G The only answer that one can give to this popular misconception is the famous answer that Johnson gave to Boswell.
 H But he is not concerned with the final result.
75. Which of the following will be the **FIRST** sentence in the passage?
 (a) C (b) E
 (c) F (d) G
 (e) B
76. Which of the following will be the **FIFTH** sentence in the passage?
 (a) F (b) G
 (c) D (d) C
 (e) H
77. Which of the following will be the **SECOND** sentence in the passage?
 (a) C (b) A
 (c) F (d) G
 (e) E
78. Which of the following will be the **LAST** sentence in the passage?
 (a) A (b) D
 (c) F (d) B
 (e) H
79. Which of the following will be the **FOURTH** sentence in the passage?
 (a) F (b) C
 (c) E (d) D
 (e) A

80. Which of the following will be the **SEVENTH** sentence in the passage?
 (a) D (b) B
 (c) H (d) A
 (e) C

Directions (Qs. 81-85): In each of the questions 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 the sentences.

81. A. It was with this invincible spirit that Netaji opposed Wavell's offer.
 B. "Japan's surrender is not India's surrender," he said.
 C. The revolutionary spirit of Netaji was never dampened even after the surrender of Japan.
 D. He knew that a war of liberation demanded great spirit, great sacrifice, courage and patience.
 (a) BCDA (b) BCAD
 (c) CBAD (d) DCBA
 (e) CBDA
82. A. But all work is not education.
 B. In India, a majority of our people do hard work, strenuous physical work, but all are not educated.
 C. It aims at concrete and objective realization of the ideas and is of great educative value.
 D. "Work" is that activity of man which has a definite objective.
 (a) DCAB (b) BCDA
 (c) BACD (d) DBCA
 (e) CBAD
83. A. Hari Prasad Nanda is one such person who worked his way to the top from the scratch.
 B. A few of them had a spark of proved adventure and their initiative, dedication and sincerity brought them spectacular success.
 C. The partition of India into India and Pakistan made a number of migrants to India penniless.
 D. He rose to become a first-generation entrepreneur with the second largest complex to his credit.
 (a) ADBC (b) ADCB
 (c) CBAD (d) CBDA
 (e) BCDA
84. A. They think that India will disintegrate like the Soviet Union or Yugoslavia.
 B. What will be the exact shape of India in 2000 A.D. can only be a matter of surmise.
 C. On the contrary, the blind patriots foresee a very bright future for India.
 D. The prophets of doom say that the future of India is doomed.
 (a) BCDA (b) BDAC
 (c) DABC (d) DBAC
 (e) BCAD
85. A. I wish I had more time, so that I could visit the odd nooks and corners of India.
 B. And yet I have not seen many parts of the country we love so much and seek to serve.

- C. Our own country is a little world by itself with an infinite variety and places for us to discover.
 D. I have travelled a great deal in this country and I have grown in years.
- (a) DCBA (b) DBCA
 (c) ADBC (d) CDBA
 (e) CBAD.

Directions (Qs. 86-90): In each of the following questions five phrases denoted by (A), (B), (C), (D) and (E) are given. By using all the five phrases, each only once, you have to frame a meaningful and grammatically correct sentence. The correct order of the phrases is your answer. Choose from the five alternatives the one having the correct order of the phrases and mark it as your answer.

86. (A) The case goes to highlight
 (B) Ruin the honour and prestige
 (C) How rogue bureaucrats can
 (D) Of a citizen
 (E) On the slightest of pretexts
 (a) ACBDE (b) CDAEB
 (c) BEDCA (d) DCAEB
 (e) None of these
87. (A) On the pull-out deadline,
 (B) Any intruder spotted on its territory beyond Friday
 (C) Refusing to entertain the enemy request
 (D) India reiterated that
 (E) Would be forcibly evicted
 (a) ACDBE (b) BADCE
 (c) CADBE (d) ADCBE
 (e) None of these
88. (A) Nasty way and
 (B) Quite miserable
 (C) It is difficult to understand
 (D) Why people behave in such a
 (E) Make the life of everyone
 (a) AEBDC (b) DCAEB
 (c) EBADC (d) DACEB
 (e) None of these
89. (A) Everyone had left the office premises
 (B) The smoke formed a dense screen
 (C) Anything about the missing file as
 (D) As soon as the fire broke out and
 (E) Nobody could say
 (a) CEDBA (b) AEBCD
 (c) BECDA (d) DCAEB
 (e) None of these
90. (A) He found the ring
 (B) His statement that
 (C) Everyone knows he is a liar
 (D) Cannot be trusted because
 (E) Inside the wallet
 (a) CDAEB (b) BACDE
 (c) DCBAE (d) BAEDC
 (e) None of these

Directions (Qs. 91-98): In each question, one of the five parts of the sentence is shown with an asterisk (*). The other four parts of the same sentence are denoted by (A), (B), (C) & (D). Find out

the correct sequence of these letter parts which when read together with the asterisked part in its proper position, makes the sentence meaningfully complete. Please note that more than one sequence may also be correct. Therefore, indicate your answer only after judging all the answer choices provided.

91. * are not keeping
 A. good health lately
 B. you should know
 C. why you
 D. the reason
 (a) Only BDC*A (b) Only DBCA*
 (c) Only BADC* (d) Only C*DBA
 (e) Only BD*AC
92. * thieves
 A. to guard his house
 B. and keep away
 C. some fierce dogs
 D. he keeps
 (a) Only *CBAD (b) Only DCAB*
 (c) Only D*ABC (d) Only AD*BC
 (e) None of these
93. * his business
 A. was a heavy blow to
 B. his crime
 C. the discovery of
 D. his reputation and
 (a) Only C*ADB
 (b) Only BADC*
 (c) Only CBAD*
 (d) Either *ACDB or C*ABD
 (e) None of these
94. * the book
 A. in his own words
 B. he had read
 C. the entire story
 D. carefully and could tell
 (a) Only B*DCA (b) Only BACD*
 (c) Only ABD*C (d) Only AB*DC
 (e) None of these
95. * have been
 A. he is
 B. one of the greatest
 C. of novelists
 D. universally acknowledged to
 (a) Only A*BCD
 (b) Only BC*AD
 (c) Either A*BCD or AD*BC
 (d) Only AD*BC
 (e) None of these
96. * to visit me
 A. he never came
 B. in spite of
 C. inviting him
 D. my continually
 (a) Only AC*BD (b) Only BCD*A
 (c) Only A*BCD (d) Only C*BDA
 (e) None of these

97. * believed it
 A. with my own eyes
 B. I would
 C. had I not seen this
 D. not have
 (a) Only B*DAC (b) Only BD*CA
 (c) Only CABD*
 (d) Both BD*CA and CABD*
 (e) None of these
98. * it is
 A. understand why
 B. his own sons
 C. he distrusts
 D. difficult to
 (a) Only *DACB (b) Only A*BDC
 (c) Only BA*DC (d) Only CB*AD
 (e) None of these
- Directions (Qs. 99-103):** In each question, an incomplete statement followed by two fillers is given. From among the fillers, pick up the one which can meaningfully complete the sentence.
99. Last night some people had their dinner in a good hotel. (_____). But there were many people who suffered from food poisoning.
 A. The host paid lavish tips to the waiters.
 B. The hotel management, however, was careless about the hygienic conditions in the hotel.
 (a) Only A (b) Only B
 (c) Either A or B (d) Both A & B
 (e) None of these
100. Certain mammals live in the ocean.(_____). Their giant size is a matter of curiosity for all of us.
 A. Whale is an example of such mammals.
 B. They look like fish and some of them like whales are of enormous size.

- (a) Only A (b) Only B
 (c) Either A or B (d) Both A & B
 (e) None of these
101. She is very much fond of children.(_____). The fact that she enjoys teaching them can be attributed to this factor.
 A. Though she doesn't get opportunity to interact with them, she observes them carefully.
 B. She glows with happiness while teaching them and some emotional bond is generated between her and the children.
 (a) Only A (b) Only B
 (c) Either A or B (d) Both A & B
 (e) None of these
102. Eradication of illiteracy has been one of the primary objectives of planning in India.(_____). Unless we have strong will-power for taking such a vital step, the realization of the objective is not possible.
 A. Every student should come forward on his own for educating at least twelve illiterate persons in a year.
 B. Non-availability of funds and lack of manpower are the major problems.
 (a) Only A (b) Only B
 (c) Either A or B (d) Both A & B
 (e) None of these
103. India has made rapid strides in promoting cultivation of potato (_____). Development of 26 high-yielding varieties in the last one decade has changed the scenario of potato production considerably.
 A. During the last three decades, use of nine hybrid varieties has increased the yield.
 B. Besides, use of pesticides has reduced the loss in yield.
 (a) Only A (b) Only B
 (c) Either A or B (d) Both A & B
 (e) None of these

Cloze Test

CLOZE TEST

Cloze tests are common on all bank exams. They usually require you to choose the correct choice out of four possibilities.

A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.

Example ► 1 : A language teacher may give the following passage to students:

Today, I went to the _____ and bought some milk and eggs. I knew it was going to rain, but I forgot to take my _____, and ended up getting wet on the way _____.

Explanation : Students would then be required to fill in the blanks with words that would best complete the passage. Context in language and content terms is essential in most, if not all, cloze tests. The first blank is preceded by “the”; therefore, a noun, an adjective or an adverb must follow. However, a conjunction follows the blank; the sentence would not be grammatically correct if anything other than a noun were in the blank. The words “milk and eggs” are important for deciding which noun to put in the blank; “market” is a possible answer; depending on the student, however, the first blank could either be store, supermarket, shop or market while umbrella or raincoat fit the second.

Example ► 2 : I saw a man lay his jacket on a puddle for a woman crossing the street. I thought that was very _____.

Explanation : Given the above passage, students’ answers may then vary depending on their vocabulary skills and their personal opinions. However, the placement of the blank at the end of the sentence restricts the possible words that may complete the sentence; following an adverb and finishing the sentence, the word is most likely an adjective. Romantic, chivalrous or gallant may, for example, occupy the blank, as well as foolish or cheesy.

HOW TO TACKLE A CLOZE TEST

- Read the text through trying to understanding the general meaning.
- Look at each missing word gap and try to imagine what the correct word should be.
- Decide which part of speech (adjective, noun, gerund, etc.) needs to be used to fill each gap.
- Read the text again, trying to fill a gap as you come to it by imagining what the correct answer should be.
- Read the text another time, this time choose the correct answer from the five answers given.
- If you are unsure of any given answer, try reading the sentence with each of the possibilities.
- Try to eliminate the obvious false choices.
- Always think about the overall meaning of the text (i.e., whether the text is negative, positive, etc.) to make sure that your answer choice fits the context.
- Trust your intuition. If you feel a word is right instinctively, it probably is correct.

EXERCISE

Directions (Qs. 1-13): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Man in his **1** of nature and universe has made the world **2**, polluted. The air we breathe is polluted, the water we drink is **3**. There is **4** felling of trees, clearing of jungles, **5** natural barriers like the mountains and drying up the oceans by way of **6**. This **7** of nature by man is a grave mistake for which mankind has to pay the price. Rapid industrialisation means **8** the industrial effluents into the rivers and seas. The river water has turned murky. Marine life has been **9**. The toxic chemicals have made the air that we breathe polluted. Pesticides and insecticides sprayed on plants and the chemicals and fertilizers used for **10** plant yield have poisoned our food. Hence what we eat today has high toxic **11**. Nature's plentifulness is a heritage not to be **12** with impunity. It must be conserved for future generations or its **13** will extinguish all.

- | | | |
|-----|-----------------------|------------------|
| 1. | (a) pursuit | (b) view |
| | (c) conquest | (d) victim |
| | (e) want | |
| 2. | (a) foul | (b) diluted |
| | (c) poor | (d) precarious |
| | (e) critical | |
| 3. | (a) disturbed | (b) pure |
| | (c) counterproductive | (d) suffocated |
| | (e) contaminated | |
| 4. | (a) dubious | (b) wanton |
| | (c) careful | (d) planned |
| | (e) useless | |
| 5. | (a) attacking | (b) projecting |
| | (c) cutting | (d) blasting |
| | (e) sizing | |
| 6. | (a) reclamation | (b) inhabitation |
| | (c) stabilisation | (d) destruction |
| | (e) damage | |
| 7. | (a) provocation | (b) adventure |
| | (c) vandalism | (d) abundance |
| | (e) evasion | |
| 8. | (a) relocating | (b) divulging |
| | (c) menacing | (d) culminating |
| | (e) diverting | |
| 9. | (a) evaporated | (b) endangered |
| | (c) devalued | (d) eliminated |
| | (e) forfeiting | |
| 10. | (a) managing | (b) developing |
| | (c) maintaining | (d) doubling |
| | (e) minimising | |
| 11. | (a) damage | (b) variable |
| | (c) content | (d) yield |
| | (e) refuge | |

- | | | |
|-----|-----------------|----------------|
| 12. | (a) squandered | (b) preserved |
| | (c) doubled | (d) engulfed |
| | (e) coerced | |
| 13. | (a) equilibrium | (b) existence |
| | (c) failure | (d) proportion |
| | (e) bankruptcy | |

Directions (Qs. 14-23): In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Studies **14** the impact of computer models to support policy-making processes in organisations have **15** that client involvement in the model-building process is often a **16** for effective model-building. One important reason is that the process of model-building is frequently more important than the resulting model. Model-building itself is largely a **17** process about the problem. Most **18** about the characteristics of an ill-structured problem are gained during the **19** process of designing a computer model, rather than after the model is finished. Another important reason is that most information in an organisation **20** in the mental models of organisation members. To support policy-making in an organisation, it is this knowledge which needs to be **21** and represented in the model. An important topic in client-oriented or **22** model building thus becomes the **23** of relevant knowledge contained in the mental models of participants.

- | | | |
|-----|------------------|------------------|
| 14. | (a) evaluating | (b) focussing |
| | (c) projecting | (d) advocating |
| | (e) directing | |
| 15. | (a) devised | (b) exhibited |
| | (c) convinced | (d) attributed |
| | (e) indicated | |
| 16. | (a) support | (b) valuation |
| | (c) prerequisite | (d) material |
| | (e) blueprint | |
| 17. | (a) valuable | (b) durable |
| | (c) tedious | (d) learning |
| | (e) critical | |
| 18. | (a) thinking | (b) insights |
| | (c) planning | (d) appreciation |
| | (e) opinion | |
| 19. | (a) elongated | (b) concentrated |
| | (c) iterative | (d) evolving |
| | (e) consummate | |
| 20. | (a) resides | (b) follows |
| | (c) settles | (d) lies |
| | (e) committed | |
| 21. | (a) extended | (b) bisected |
| | (c) subjected | (d) captured |
| | (e) attributed | |
| 22. | (a) revolving | (b) interactive |
| | (c) dogmatic | (d) accentuated |
| | (e) formative | |

23. (a) demarcation (b) formation
(c) proliferation (d) association
(e) elicitation

Directions (Qs. 24-38): In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Once Gurudev Tagore asked Gandhiji: "Gandhiji, are you **24** unromantic? When in the early **25** the morning sun rises does it not **26** your heart with joy to see its reddish glow? When the birds **27**, does not your heart thrill with its **28** music? When the rose opens its petals and blooms in the garden, does its sight not bring **29** to your heart?" The Mahatma replied, "Gurudev, I am not so dumb or **30** as not to be moved by the beauty of the rose or the morning rays of the sun or the music of the birds. But what can I do? My one **31**, my one anxiety, my one ambition is: When shall I see the red tint of the rose on the cheeks of **32 33** millions of my people? When shall I hear the sweet and melodious song of the birds in place of their **34** sighs - when will such music **35** out of their soul? And when will that **36** come. when the light of the morning sun will **37** the heart of the common man in India? When will I see its lustre and **38** on his face?"

24. (a) not (b) genuinely
(c) seldom (d) so
(e) fairly
25. (a) season (b) dawn
(c) monsoon (d) climate
(e) days
26. (a) involve (b) impeach
(c) move (d) fill
(e) penetrate
27. (a) fly (b) nestle
(c) flock (d) cry
(e) sing
28. (a) alarming (b) fearful
(c) divine (d) irritating
(e) loud
29. (a) aroma (b) cheer
(c) fragrance (d) agony
(e) fear
30. (a) insensitive (b) lethargic
(c) ambitious (d) idle
(e) romantic
31. (a) slogan (b) request
(c) interpretation (d) desire
(e) demand
32. (a) old (b) rich
(c) happy (d) noble
(e) hungry
33. (a) naked (b) fashioned
(c) poor (d) fellow
(e) playful
34. (a) encouraging (b) flourishing
(c) prosperous (d) agonizing
(e) cheerful

35. (a) play (b) bring
(c) come (d) drop
(e) sing
36. (a) light (b) day
(c) authority (d) person
(e) sun
37. (a) scorch (b) shine
(c) bright (d) burn
(e) illumine
38. (a) brightness (b) shade
(c) dullness (d) strength
(e) stairs

Directions (Qs. 39-48): In the following passage there are blanks; each of which has been numbered. These numbers are printed below the passage and against each five words are suggested, one of which fits the blank appropriately in the context of the passage. Find out the appropriate word in each case.

The social **39** of the Web lifestyle and work style are enormous. A lot of people **40** that computers and the Internet will depersonalize experience, creating a world that is less warm. But these are unfounded as we know that some people were **41** afraid that the telephone would reduce face-to-face contact and will **42** society to fall apart. But the **43** actually came true. Just as the phone and e-mail have increased contact between people living in different communities and between people on the go, the PC and the Internet give us **44** way to communicate. They do not take any away. In reality, the ability to use the Internet to redefine **45** in our communities is strengthening personal and cultural **46**. The Web lifestyle is about broadening **47**, not narrowing them. Community building is going to be one of the biggest growth areas on the Web. It dramatically increases the number of communities you can bond to because of its ability to **48** groups of like-minded people independent of geography or time zones.

39. (a) groups (b) needs
(c) factor (d) teaching
(e) implications
40. (a) accept (b) dare
(c) fear (d) propose
(e) reject
41. (a) strongly (b) initially
(c) always (d) never
(e) possibly
42. (a) let (b) decay
(c) develop (d) cause
(e) destroy
43. (a) opposite (b) found
(c) finding (d) different
(e) negative
44. (a) cheaper (b) economical
(c) another (d) second
(e) many
45. (a) groups (b) ethics
(c) culture (d) bonds
(e) boundaries
46. (a) distances (b) connections
(c) differences (d) implications
(e) suggestion

47. (a) horizons (b) values
(c) nations (d) means
(e) status
48. (a) reduce (b) focus
(c) prepare (d) connect
(e) develop

Directions (Qs. 49-58): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

The study of accountancy is **49** in demand in the view of **50** of greater complexity in our business organisation. Formerly a **51** of day-to-day income and expenditure was more than **52**. A business organisation today has to **53** a clear account of the **54** it uses, the amounts that are owing to it, the amount that it owes to others, the profit or loss it has made and the **55** it employs. Without a scientific **56** of accounting no businessman can be fully **57** of his real **58** position and run his organisation.

49. (a) progressing (b) getting
(c) powering (d) moving
(e) growing
50. (a) demand (b) growth
(c) status (d) position
(e) slackness
51. (a) mixture (b) map
(c) measure (d) record
(e) transaction
52. (a) sufficient (b) anticipated
(c) expected (d) required
(e) necessary
53. (a) gather (b) observe
(c) maintain (d) organize
(e) assimilate
54. (a) manpower (b) infrastructure
(c) money (d) resources
(e) capabilities
55. (a) capital (b) strength
(c) authority (d) strategies
(e) principles
56. (a) way (b) plan
(c) system (d) goal
(e) purpose
57. (a) ignorant (b) alert
(c) prepared (d) vigilant
(e) aware
58. (a) administrative (b) financial
(c) capacity (d) business
(e) hierarchical

Directions (Qs. 59-68): In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

The weaker sections of the rural population are mostly from the socially and economically backward and **59** sections of the village community. Because of their **60** and financial

difficulty, they are not readily **61** to change their work habits and adopt modern technology. **62** sure about the traditional methods, they are **63** to take to **64** equipment and techniques which require some time to get accustomed for **65** work. After holding a number of group meetings with rural people **66** to different vocations and spread over the entire country, we can safely say that persons in the villages are not **67** for training to improve upon their traditional and hereditary **68** of working.

59. (a) depressed (b) different
(c) rich (d) privileged
(e) forward
60. (a) ability (b) dependence
(c) illiteracy (d) number
(e) majority
61. (a) discarding (b) feeling
(c) bending (d) undertaking
(e) willing
62. (a) Making (b) Having
(c) Quite (d) Being
(e) Not
63. (a) forced (b) reluctant
(c) bound (d) prepared
(e) curious
64. (a) farming (b) traditional
(c) improved (d) powerful
(e) old
65. (a) routine (b) monotonous
(c) excessive (d) wasteful
(e) effective
66. (a) accruing (b) helping
(c) enabling (d) belonging
(e) referring
67. (a) eager (b) capable
(c) indifferent (d) antagonistic
(e) unwilling
68. (a) theories (b) techniques
(c) desires (d) hours
(e) policies

Directions (Qs. 69-78): In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

In the past, it was thought learning knowledge took place in school and for some also in further education. Then, it was a matter of **69** practical skills at work at the beginning of a career, and with a bit of luck, that **70** it. Now, things have changed. Global competition is **71** the shelf life of products and the knowledge and skills that **72** behind them. The pace of change can be **73**. Knowledge that was at the leading edge one minute can become **74** the next. Therefore, it is **75** rather than knowledge that is the key. Successful organizations have to learn, adapt and change continuously as do the **76** within them. This is **77** in the rapid growth of knowledge workers. It is **78** all levels of organizations.

69. (a) fostering (b) projecting
(c) acquiring (d) manipulating
(e) culminating

70. (a) for (b) was
(c) from (d) with
(e) may
71. (a) replacing (b) retailing
(c) rotating (d) re-regulating
(e) reducing
72. (a) lie (b) profess
(c) exhibit (d) manifest
(e) express
73. (a) analytical (b) absorbing
(c) interesting (d) frightening
(e) valuable
74. (a) critical (b) obsolete
(c) modern (d) devastating
(e) lamentable
75. (a) durability (b) reactivity
(c) activity (d) Proactivity
(e) capacity
76. (a) systems (b) managements
(c) processes (d) individuals
(e) units
77. (a) echoed (b) supported
(c) adjusted (d) provided
(e) developed
78. (a) directing (b) providing
(c) affecting (d) questioning
(e) projecting

Directions (Qs. 79-88): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blanks appropriately. Find out the appropriate words.

The tea plant, a native of Southern China, was known **79** very early times in Chinese botany and medicine. It is **80** in the classics **81** the various names of Tou, Tseh, Chung, Kha and Ming and was **82** praised for possessing the virtues of **83** fatigue, delighting the soul, strengthening the will and repairing the eyesight. It was not only administered as an internal dose, but often **84** externally in the form of paste to **85** rheumatic pains. The Taoists claimed it **86** an important **87** of the elixir of immortality. The Buddhists used it extensively to prevent drowsiness during **88** long hours of meditation.

79. (a) to (b) after
(c) from (d) beyond
(e) behind
80. (a) taken (b) resorted
(c) awarded (d) alluded
(e) introduced
81. (a) under (b) between
(c) among (d) besides
(e) like
82. (a) rarely (b) loosely
(c) under (d) severely
(e) highly
83. (a) absorbing (b) relieving
(c) avoiding (d) resolving
(e) recognising

84. (a) inserted (b) developed
(c) conceived (d) controlled
(e) applied
85. (a) recuperate (b) alleviate
(c) conceal (d) indicate
(e) slow
86. (a) to (b) also
(c) although (d) as
(e) hardly
87. (a) ingredient (b) aspect
(c) offshoot (d) outcome
(e) discovery
88. (a) that (b) these
(c) their (d) our
(e) remote

Directions (Qs. 89-98): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Man has always considered himself to be the ruler of his planet. This **89** and the attendant superiority feeling has made him look down **90** other creatures who co-exist with human on this earth. The so-called civilized human race has **91** and ill-treated small and large animal species and birds in an attempt to prove his **92**. It is common knowledge that **93** number of animals have been **94** for centuries under the **95** of conducting scientific experiments or for sports. Till recently, in the **96** of scientific experiments, monkeys and frogs have been **97** to dissection and **98** in the laboratory.

89. (a) pleasure (b) fact
(c) achievement (d) force
(e) arrogance
90. (a) in (b) upon
(c) with (d) for
(e) into
91. (a) criticised (b) devalued
(c) protected (d) abused
(e) enlarged
92. (a) supremacy (b) wisdom
(c) cleverness (d) instinct
(e) possession
93. (a) tall (b) plenty
(c) countless (d) diverse
(e) numerous
94. (a) tortured (b) exposed
(c) treated (d) vanished
(e) extinct
95. (a) projection (b) criticism
(c) pretext (d) game
(e) study
96. (a) matter (b) set
(c) scheme (d) virtue
(e) name
97. (a) confined (b) subjected
(c) condemned (d) allied
(e) performed
98. (a) cruelty (b) deformation
(c) study (d) vivisection
(e) proliferation

Directions (Qs. 99-108) : In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

In 99 of constitutional guarantees relating to equality of opportunity and various other guarantees of equality before the law, the social and economic 100 of women, especially of poor women in India, is well-known. We are referring mainly to the poor rural women who have little or no assets and who 101 the bulk of the female population in rural areas. It is not as if only poor rural women get less wages or suffer from social 102 because they belong to a particular community. Even at higher levels of the socio-economic hierarchy among the well-to-do groups, women are not 103 to men. Among the economically 104 sections of society, women's proper place is 105 to be the home. In rural areas, women of 106 status families normally do not go out to work. In the 107 value system, there is a gradation of economic activities, which is 108 in the socio-economic status of the family.

Thus, if the women of the family do manual labour in the fields, it denotes low status. Women earning a living, or supplementing their family income through economic activities like stitching, garment-making, or some handicraft work, are also considered low because it clearly shows that their family is poor and they are forced to make ends meet. It is considered right and proper for a woman to cook, sew and take up activities like pickle-making for her own family. But, if she were to earn a wage through these same activities, it denotes poverty and also, often, low socio-economic status.

- | | |
|---------------------|-----------------|
| 99. (a) support | (b) spite |
| (c) contrast | (d) wake |
| (e) view | |
| 100. (a) condition | (b) prosperity |
| (c) progress | (d) deprivation |
| (e) value | |
| 101. (a) constitute | (b) deploy |
| (c) measure | (d) define |
| (e) exploit | |
| 102. (a) status | (b) service |
| (c) indifference | (d) ignorance |
| (e) discrimination | |
| 103. (a) dedicated | (b) accountable |
| (c) equal (d) | responsible |
| (e) antagonistic | |
| 104. (a) marginal | (b) significant |
| (c) well-off | (d) affordable |
| (e) dependable | |
| 105. (a) entitled | (b) decided |
| (c) indicated | (d) debated |
| (e) considered | |
| 106. (a) economic | (b) appropriate |
| (c) ample | (d) higher |
| (e) social | |
| 107. (a) unequal | (b) prevailing |
| (c) appropriate | (d) commendable |
| (e) deplorable | |

- | | |
|--------------------|----------------|
| 108. (a) reflected | (b) exempted |
| (c) barred | (d) considered |
| (e) neglected | |

Directions (Qs. 109-118): In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

The urgent need of the hour is to 109 up the moral 110 of our society in general and of our student community in particular, if we want to save ourselves and our society from the present 111 of mass indiscipline and 112 of basic human values, which has become a 113 phenomenon. We must, therefore, 114 and practise the most 115 basic human values like cooperation, tolerance, patriotism, generosity, truth, justice and excellence — the ideals which are universal in nature and which are 116 in themselves and which are worthy of 117 for their own sake. These ideals are both personally as well as socially 118.

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|-----------------------|-----------------|
| 109. (a) give | (b) stand |
| (c) jack | (d) climb |
| (e) tone | |
| 110. (a) fibre | (b) enactment |
| (c) reconstruction | (d) situation |
| (e) appreciation | |
| 111. (a) polarisation | (b) degradation |
| (c) chaos | (d) provocation |
| (e) sentiments | |
| 112. (a) calamity | (b) focus |
| (c) realisation | (d) erosion |
| (e) criticism | |
| 113. (a) durable | (b) universal |
| (c) perpetual | (d) segmental |
| (e) prolific | |
| 114. (a) incorporate | (b) induce |
| (c) implicate | (d) inculcate |
| (e) involve | |
| 115. (a) absorbing | (b) cherished |
| (c) introspective | (d) famous |
| (e) productive | |
| 116. (a) distinctive | (b) appreciated |
| (c) formative | (d) helping |
| (e) end | |
| 117. (a) evolving | (b) spreading |
| (c) esteem | (d) wisdom |
| (e) popularity | |
| 118. (a) desirable | (b) manageable |
| (c) redundant | (d) valnerable |
| (e) possible | |

Directions (Qs. 119-128): In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fills the blank appropriately in the context of the passage. Find out the appropriate word in each case.

In the decade since reforms were introduced, India has achieved substantial success in the sphere of macroeconomics. Overall growth rate has been 119 except for the last couple of years. It bears pointing out that we have now come to view a 6 per cent 120 rate as a slowdown! This is a

far cry from pre-reforms rate of growth of 3 per cent. The price level has by and large remained **121** both as measured by the WPI and CPI. India's **122** of payments position has been comfortable, Exports, while **123** some sluggishness this fiscal, have been growing. Imports, in spite of **124** liberalisation, have not gone out of hand. The is amply reflected in the comfortable current account deficits (CAD); the CAD-to-GDP ratio has remained way below the crisis **125** that it had achieved in 1991. The rupee has weathered external turbulence rather well even when East Asia was experiencing **126** difficulties.

However, the one unambiguous Achilles' heel of the reforms has been the **127** state of government finances. One of the two crises that India faced in 1990-91 was the unsustainable imbalance between government revenues and **128**.

119. (a) pulsating (b) shocked
(c) commendable (d) promotable
(e) dipped
120. (a) production (b) consumption
(c) index (d) growth
(e) progress
121. (a) moderate (b) lukewarm
(c) shaky (d) considerate
(e) obstinate
122. (a) ledger (b) balance
(c) equilibrium (d) intention
(e) idea
123. (a) demonstrated (b) exercising
(c) rejecting (d) display
(e) exhibiting
124. (a) substantial (b) exemplary
(c) indicative (d) conservative
(e) destructive
125. (a) rationalisation (b) handling
(c) management (d) proportions
(e) ration
126. (a) crisis (b) overcoming
(c) severe (d) enjoyable
(e) wailing
127. (a) critical (b) vulnerable
(c) prone (d) attackable
(e) easygoing
128. (a) surplus (b) measurement
(c) thinking (d) incomes
(e) expenditure

Directions (Qs. 129-138) : In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Economic backwardness of a region is **129** by the co-existence of unutilized or underutilized **130** on the one hand, and **131** natural resources on the other. Economic development essentially means a process of **132** change whereby the real per capita income of an economy **133** over a period of time. Then, a simple but meaningful question arises: what causes economic development? Or what makes a country developed? This question has absorbed the **134** of scholars of socio-economic change for decades. Going

through the **135** history of developed countries like America, Russia and Japan, man is essentially found as **136** in the process of economic development. Japan, whose economy was **137** damaged from the ravages of the Second World War, is the clearest example of our time to **138** its kingpin role in economic development.

129. (a) developed (b) cured
(c) improved (d) enhanced
(e) characterised
130. (a) sources (b) finances
(c) funds (d) manpower
(e) industries
131. (a) exhaustive (b) unexploited
(c) abundant (d) indefinite
(e) unreliable
132. (a) upward (b) drastic
(c) negligible (d) incredible
(e) sudden
133. (a) diminishes (b) degenerates
(c) increases (d) succumbs
(e) stabilizes
134. (a) plans (b) attempts
(c) attention (d) resources
(e) strategy
135. (a) existing (b) glorious
(c) ancient (d) economic
(e) discouraging
136. (a) pivotal (b) neutral
(c) insignificant (d) enchanted
(e) vicious
137. (a) increasingly (b) always
(c) gradually (d) deliberately
(e) badly
138. (a) enlighten (b) validate
(c) negate (d) underestimate
(e) belittle

Directions (Qs. 139-148) : In the following passage there are blanks, each of which has been numbered. These numbers are also printed below the passage and against each five words are suggested, one of which fits the blank appropriately. Find out the appropriate words in each case.

The latest stage of the continuing **139** between India and the United States on the nuclear issue is now punctuated with pleasing diplomatic observations. Our latest round of talks with the American Deputy Secretary of State is "positive and encouraging". The US Deputy Secretary of State remarked that "none of us are pleased to have any clouds over the **140**". We in India know that these clouds have **141** towards the subcontinent from the West. The US can easily disperse the clouds if it wants. But the economic sanctions are still in place. The US is only **142** trying to come to terms with the fact that the nuclear weapons are not the **143** of the Permanent Members of the Security Council. If they do not recognize India as a nuclear power, then what is it that they are **144** to? India will not **145** by their de-recognising the nuclear tests. Both sides can happily close **146** eyes and agree to **147** what has happened. The fact that India is a sovereign nation, entitled

to take decisions beneficial for its own security, has not been altered by the tests. The US has come round to **148** that India has some say in this matter.

139. (a) adversaries (b) negotiations
(c) strifes (d) strategies
(e) disputes
140. (a) relationship (b) struggle
(c) matter (d) talks
(e) countries
141. (a) formed (b) eclipsed
(c) reined (d) covered
(e) floated
142. (a) spontaneously (b) generously
(c) grudgingly (d) gracefully
(e) willingly
143. (a) threats (b) creations
(c) properties (d) monopoly
(e) possessions
144. (a) prepared (b) objecting
(c) pointing (d) clinging
(e) planning
145. (a) gain (b) differ
(c) flourish (d) suffer
(e) develop
146. (a) their (b) our
(c) naked (d) inward
(e) both
147. (a) imitate (b) undo
(c) cherish (d) reiterate
(e) ignore
148. (a) expecting (b) suspecting
(c) accepting (d) advocating
(e) rejecting

Directions (Qs. 149-159) : In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Bret Bonson loved animals **149** on a family owned Zoo. He had grown up caring for antelope, deer and wildcats. He was **150** at times stubbornly protective. Once, when a tiger cub was born with a deformed leg, the local veterinarian and Bret's parents **151** the animal would never live a full life. Even so, the boy bottle-fed the cub and cared for it. **152** Bret's mothering, the cub died, but Bret's mothering **153** lived on.

He worked at a Safari park where, in 1980, he trained his first African elephant and found his true **154**. From the beginning Bonson was **155** by elephants. They have the **156** force to uproot trees and can outrun the fastest human sprinter. But they also have **157** fine motor skills. The same trunk that could **158** the front end of an automobile or fracture a predator's skull could gently **159** a peanut from the fingers of a small child.

149. (a) created (b) constructed
(c) built (d) erected
(e) raised
150. (a) methodically (b) carefully
(c) fiercely (d) suitably
(e) actually

151. (a) believed (b) valued
(c) expressed (d) imagined
(e) exhibited
152. (a) Until (b) Unless
(c) Instead (d) Despite
(e) Although
153. (a) belief (b) instinct
(c) love (d) passion
(e) care
154. (a) companion (b) attitude
(c) calling (d) friend
(e) abode
155. (a) absorbed (b) alarmed
(c) attacked (d) attached
(e) awed
156. (a) empowered (b) brute
(c) tall (d) high
(e) exhibited
157. (a) domestic (b) durable
(c) devastating (d) delicately
(e) dubious
158. (a) hoist (b) puncture
(c) disturb (d) attack
(e) deflate
159. (a) protect (b) tender
(c) abandon (d) pluck
(e) touch

Directions (Qs. 160-169): In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Gandhiji once said, "I would say that if the village perishes, India will perish too. India will be **160** more India. Her own mission in the world will get **161**. The **162** of the village is possible only when it is no more **163**. Industrialisation on a mass scale will **164** lead to passive or active exploitation of the villagers as the problem **165** competition and marketing come in. Therefore, we have to **166** on the village being self-contained, manufacturing mainly, for use. Provided this character of the village industry is **167** there would be no objection to villagers using even the modern machines and tools that they can make and **168** to use. Only, they **169** not be used as a means of exploitation of others."

160. (a) certainly (b) scarcely
(c) much (d) no
(e) any
161. (a) lost (b) extension
(c) elevated (d) flourished
(e) jeopardy
162. (a) rehabilitation (b) pruning
(c) revival (d) devastation
(e) atonement
163. (a) denuded (b) exploited
(c) contaminated (d) populated
(e) ruined

Cloze Test

- | | | | |
|-----------------------|------------------|-------------------|---------------|
| 164. (a) passionately | (b) surprisingly | 167. (a) regained | (b) neglected |
| (c) scarcely | (d) never | (c) maintained | (d) thwarted |
| (e) necessarily | | (e) abolished | |
| 165. (a) forming | (b) enhancing | 168. (a) prepare | (b) afford |
| (c) between | (d) of | (c) hesitate | (d) propose |
| (e) with | | (e) plan | |
| 166. (a) concentrate | (b) ponder | 169. (a) can | (b) could |
| (c) imagine | (d) ensure | (c) need | (d) would |
| (e) decide | | (e) should | |

One Word with Different Meanings

Multiple meaning words are those which we use for different meanings in different contexts. The same word can be used as a noun, adjective or verb. English has adopted thousands of words from other languages like Spanish, French, Arabic and even Hindi. The same word but with different meaning can be found in its changed context.

In a similar way, words from different fields of professions e.g. medical, engineering, astronomy, law, business have become part of English Language to enrich it. Over the years, language has changed and more context based usage, (may be not having a direct linkage with the linguistic meaning of the word) has come in practice even by the connoisseurs of language.

Languages with such diversity use nuances of the words to convey the meaning. Sometimes due to this broader sense of words, language becomes ambiguous. But it is expected from the average learner like a Bank Officer that he should avoid this ambiguity related to these more often used words with wide scope of usage. Words that one would see in the Bank Officer's exam shall be from the daily use.

To score more in this particular section of exam -

One Key word - PRACTICE -can only help. Practice will increase your familiarity with the words.

- Read as much as you can particularly good weekly magazines and daily newspapers having columns from different fields like Engineering, Medicine, Law, Sports, and Politics etc.
- Note down the different meanings of the word from the dictionary or thesaurus.
- Make your own sentences using these words.

- Make a collection of these words and see them at least once in a day.

While attempting these questions, think at least one meaningful sentence you remember with that word or where you have seen that particular word and in which context.

In absence of familiarity a simple word can confuse and would lead to marking a wrong answer in the exam.

Let us take the example of the word **Hit**-

You can find this word on every page of a daily newspaper.

Sports - What a magnificent hit it was from the bat of Chris Gayle? (a stroke)

Business- Poor Monsoon to hit the growth rate of Agriculture Sector. (take a beating)

Politics- A US missile hit the Terrorist camp in Northern Pakistan. (an assault)

Entertainment - Jackie Chan has given another hit movie this year. (successful)

City- Power demand in Delhi hit a new high in this summer season. (reach)

Story- It suddenly hit his mind to not follow the monster blindly. (strike)

So in every example the same word is used in different contexts. Only practice can make one more familiar with the nuances of the usage of the same word.

In this section such words are selected which have a high probability of appearing in exam. Practising these will definitely enrich your understanding of the newly introduced section in the any exam.

EXERCISE

Directions (Qs. 1 to 50): Below is given a single word with options to its meaning in different contexts. You have to select all those options which are synonyms of the word when the context is changed. Select the correct alternative from (a), (b), (c), (d) and (e) which represents all those synonyms.

1. TOSS

- | | |
|-------------|------------------------|
| (1) Throw | (2) Mix |
| (3) Decide | (4) Impatient Movement |
| (5) Silly | |
| (a) 1, 2 | (b) 1, 2, 4 |
| (c) 3, 5, 2 | (d) 1, 4 |
| (e) 4, 5 | |

2. TREAT

- | | |
|-----------------|-----------|
| (1) Deal | (2) Party |
| (3) Medical aid | (4) Pay |
| (5) Food | |
| (a) 1, 2, 3 | (b) 5, 3 |
| (c) 3, 4 | (d) 4, 2 |
| (e) 1, 5 | |

3. EYE

- | | |
|----------------|--------------|
| (1) Vision | (2) Judgment |
| (3) An opening | (4) Focus |
| (5) A bud | |
| (a) 1, 2 | (b) 2, 4 |
| (c) 1, 2, 5 | (d) 1, 4, 3 |
| (e) 4, 5, 2 | |

4. SPRING

- | | |
|---------------|----------------|
| (1) Quick | (2) Develop |
| (3) Leap | (4) Resilience |
| (5) A Climate | |
| (a) 1, 2 | (b) 2, 4 |
| (c) 3, 5, 1 | (d) 1, 3, 5, 4 |
| (e) 4, 5, 3 | |

5. MOCK

- | | |
|-----------------|----------------|
| (1) Counterfeit | (2) Fake |
| (3) Imitate | (4) Simulate |
| (5) Ridicule | |
| (a) 1, 2 | (b) 2, 3, 4, 5 |
| (c) 1, 3, 4, 5 | (d) 1, 4 |
| (e) 4, 5, 3 | |

6. SIFT

- | | |
|--------------|-------------|
| (1) Separate | (2) Examine |
| (3) Change | (4) Improve |
| (a) 1, 2 | (b) 2, 4 |
| (c) 3, 5 | (d) 1, 4 |
| (e) 4, 5 | |

7. CUT

- | | |
|--------------|----------------|
| (1) Separate | (2) Reduce |
| (3) Harm | (4) Hair Style |
| (a) 1, 2 | (b) 2, 4 |
| (c) 3, 5 | (d) 1, 4 |
| (e) 4, 5 | |

8. LIFT

- | | |
|---------------|-----------------------|
| (1) Pick | (2) Steal |
| (3) A machine | (4) Raise in position |
| (a) 1, 2 | (b) 2, 4 |
| (c) 3, 5 | (d) All of the above |
| (e) 4, 5 | |

9. TEMPER

- | | |
|-------------|---------------|
| (1) Modify | (2) Composure |
| (3) Tone | (4) Hot |
| (a) 1, 2 | (b) 2, 4 |
| (c) 1, 3, 5 | (d) 1, 4 |
| (e) 1, 2, 3 | |

10. PRACTICE

- | | |
|-----------------------|----------------|
| (1) Habit | (2) Profession |
| (3) Procedures of Law | (4) Repeat |
| (a) 1, 2, 3 | (b) 2, 4, 1 |
| (c) 3, 5 | (d) 1, 4 |
| (e) 4, 3 | |

11. CRAFT

- | | |
|----------------|---------------|
| (1) Handmade | (2) Skill |
| (3) Deception | (4) Transport |
| (a) 1, 2, 3, 4 | (b) 2, 4, 1 |
| (c) 3, 4, 2 | (d) 1, 4 |
| (e) 4, 3, 1 | |

12. HEARING

- | | |
|------------------|--------------------|
| (1) A sense | (2) A Trail |
| (3) A perception | (4) An opportunity |
| (a) 1, 2, 4 | (b) 2, 4 |
| (c) 3, 5 | (d) 1, 4 |
| (e) 4, 3, 1 | |

13. FLOCK

- | | |
|-------------|----------------|
| (1) Group | (2) Congregate |
| (3) Throng | (4) A species |
| (a) 1, 2, 4 | (b) 1, 2, 3 |
| (c) 3, 5 | (d) 1, 4, 3 |
| (e) 4, 3 | |

14. IMPRESSION

- | | |
|-------------------------------|-------------|
| (1) An effect | |
| (2) A mark | |
| (3) An initial color of paint | |
| (4) An imprint of teeth | |
| (a) 1, 2 | (b) 2, 4 |
| (c) 3, 5 | (d) 1, 2, 3 |
| (e) 4, 3 | |

15. PRESS

- | | |
|--------------------|----------------|
| (1) Racket Gripper | (2) Impel |
| (3) Iron | (4) Media |
| (a) 1, 2 | (b) 1, 2, 3, 4 |
| (c) 3, 5 | (d) 1, 4, 3 |
| (e) 4, 3 | |

16. PUNCH

- | | |
|----------------|-------------------|
| (1) Fist | (2) A Beverage |
| (3) Blow | (4) Piercing Tool |
| (a) 1, 2, 3, 4 | (b) 2, 4, 1 |
| (c) 3, 2, 1 | (d) 1, 4 |
| (e) 4, 3 | |

17. TORT
 (1) Damage (2) Liability
 (3) Change (4) Pass through
 (a) 2, 3 (b) 2, 4
 (c) 1, 2 (d) 1, 4
 (e) 4, 3
18. MASTER
 (1) Employer
 (2) Skilled Man
 (3) Possessor of Masters degree
 (4) Season
 (a) 1, 2 (b) 2, 4
 (c) 1, 2, 3, (d) 1, 4
 (e) 4, 3
19. NOTICE
 (1) Attention (2) Document
 (3) Report (4) Comment
 (a) 1, 2 (b) 2, 4
 (c) 3, 5 (d) 1, 4
 (e) 4, 3
20. JERK
 (1) Thrust (2) Push
 (3) Rude person (4) Deceive
 (a) 1, 3, 4 (b) 2, 4
 (c) 3, 1, 4 (d) 1, 4
 (e) 4, 3, 2
21. MATTER
 (1) Concern (2) Mass
 (3) Reading material (4) Waste disposal
 (a) 1, 2 (b) 2, 4
 (c) 3, 1, 2 (d) 1, 4
 (e) 4, 3
22. PRESENT
 (1) Now (2) Gift
 (3) Formal Introduction (4) Immediately
 (a) 1, 2 (b) 2, 4
 (c) 3, 1 (d) 1, 2, 3
 (e) 4, 3
23. HAMPER
 (1) Prevent (2) A large basket
 (3) A gift (4) A laundry
 (a) 1, 2 (b) 2, 4
 (c) 3, 1 (d) 1, 4
 (e) 4, 3
24. PLACE
 (1) Space (2) Put
 (3) Circumstance (4) Rank
 (a) 1, 2 (b) 2, 4
 (c) 3, 1 (d) 1, 4
 (e) 1, 2, 4
25. DENT
 (1) Tooth of Gearwheel (2) Sleaze
 (3) Depression (4) Penetration
 (a) 1, 4 (b) 2, 4
 (c) 3, 1 (d) 1, 2
 (e) 4, 3
26. STRIKE
 (1) Military Attack (2) Discover
 (3) Lockout (4) Snap
 (a) 1, 2, 4 (b) 2, 4
 (c) 3, 1 (d) 1, 4
 (e) 4, 3
27. WILL
 (1) Determination (2) Mental Faculty
 (3) Future possibility (4) Bequeath
 (a) 1, 2 (b) 2, 4, 3
 (c) 3, 1 (d) 1, 2, 4
 (e) 4, 3
28. DEEP
 (1) Intense (2) Large
 (3) Serious (4) Extend
 (a) 1, 2, 4
 (b) 2, 3
 (c) Only 1
 (d) Only 4
 (e) All of (1), (2) (3) and (4)
29. STEP
 (1) Distance (2) level
 (3) Movement (4) Foot print
 (a) 2, 4 (b) 3, 5
 (c) 4, 6 (d) All of (1), (2), (3) , (4)
 (e) 2, 6, 5
30. TURN
 (1) Revolve (2) Change
 (3) Convert (4) Twist
 (a) 4, 3 (b) 1, 2
 (c) Only 2 (d) All (1), (2) (3), (4)
 (e) No one
31. FLAT
 (1) Smooth (2) Dull
 (3) Apartment (4) Dead
 (a) 3, 1 (b) 4, 5
 (c) 2, 3 (d) 3, 5
 (e) 1, 3, 4
32. BOOK
 (1) Literature (2) Engage
 (3) Record (4) Hire
 (a) 4, 5 (b) 1, 2, 4
 (c) 1, 2, 3 (d) 2, 4
 (e) 1, 4
33. FIT
 (1) Proper (2) Emotional Outburst
 (3) Confusion (4) A Section of story
 (a) 1, 2 (b) 1, 4
 (c) 2, 3 (d) 2, 4
 (e) 3, 1
34. COOL
 (1) Low temperature (2) Unenthusiastic
 (3) Chill (4) Happy
 (5) Joyful (6) Unfriendly
 (a) 2, 3, 4 (b) 1, 4, 3
 (c) 1, 2, 5 (d) 1, 2, 3, 6
 (e) 1, 3, 4

35. CAN
 (1) Ability (2) Container
 (3) Desire (4) Strength
 (5) Preserve (6) Cold drink
 (a) 1, 2, 4 (b) 1, 3
 (c) 1, 4, 6 (d) 2, 5, 1
 (e) All (1), (2), (3), (5)
36. HANDLE
 (1) Manipulate (2) Conduct
 (3) Lever (4) Opportunity
 (5) Mediate (6) Adjust
 (a) 2, 3, 4 (b) 4, 5, 1
 (c) 6, 3, 2 (d) 1, 3, 4
 (e) 2, 3, 6
37. INJECT
 (1) Place in orbit (2) Drive in
 (3) Pierce (4) Fill
 (5) Medicine
 (a) 1, 2 (b) 3, 6
 (c) 3, 4, 5 (d) 1, 2, 3
 (e) 2, 3, 1
38. TENT
 (1) Portable Shelter (2) To give attention
 (3) Camp (4) Wait on
 (5) Straight (6) School
 (a) 1, 2, 3, 4 (b) 5, 3, 4, 1
 (c) 6, 3, 4, 2 (d) 1, 2, 3
 (e) 1, 2, 4
39. CROP
 (1) Cut short (2) A group
 (3) A ground (4) Cultivate
 (a) 1, 2 (b) 2, 3
 (c) 1, 3, 4 (d) 1, 2, 4
 (e) All (1), (2), (3), (4)
40. GLANCE
 (1) A quick look (2) Scan
 (3) Review (4) Reflect
 (a) 1, 2, 3 (b) 1, 2
 (c) 2, 1, 4 (d) 2, 3, 4
 (e) All of (1), (2), (3), (4)
41. EXPLOSIVE
 (1) Violent (2) Sudden
 (3) Volatile (4) Destroying
 (a) 1, 2 (b) 2, 3
 (c) 1, 2, 3 (d) 1, 2, 3, 4
42. CARRIAGE
 (1) Bearing
 (2) Transportation
 (3) A fee charged for transportation
 (4) A machine part
 (a) 1, 2, 3, 4 (b) 2, 3
 (c) 3, 4 (d) 1, 2, 3
43. TYPE
 (1) Leaving impression (2) Logic
 (3) Personality (4) Variety
 (a) Only 2 (b) Only 1
 (c) Only 1, 4 (d) Only 4
 (e) 3, 4
44. ADDRESS
 (1) A destination (2) A speech
 (3) To move (4) Deal with
 (a) 1, 2, 4 (b) 2, 3
 (c) 3, 4 (d) 1, 2, 3
 (e) All of the above
45. PLAY
 (1) Recreation (2) Operate
 (3) A drama (4) Conduct
 (a) 1, 3, 4 (b) 1, 2, 3
 (c) 2, 3, 4 (d) 1, 2, 3
46. RUN
 (1) Pierce
 (2) A score
 (3) Manage
 (4) A continuous period of operation
 (a) 2, 3, 4 (b) 2, 1
 (c) 3, 4 (d) 1, 3, 4
 (e) All of the above
47. FITTING
 (1) Appropriate (2) Accessories
 (3) A size (4) Unseemly
 (a) Only 1 (b) 1, 2
 (c) 1, 2, 4 (d) 2, 3, 4
 (e) 1, 2, 3
48. OBJECTIVE
 (1) Purpose (2) Biased
 (3) Uninfluenced (4) Ultimate
 (a) 1, 2 (b) 2, 3
 (c) 1, 3 (d) 2, 3, 4
 (e) All (1), (2), (3), (4)
49. CLASS
 (1) A group (2) Timid
 (3) Range (4) Alumni
 (a) 1, 3, 4 (b) 1, 2
 (c) 2, 3 (d) 3, 4
 (e) 1, 3, 4
50. FREE
 (1) Liberty (2) Without cost
 (3) Loose (4) Uncontrolled
 (a) 1, 2 (b) 2, 4
 (c) 3, 1 (d) All of 1, 2, 3, 4
 (e) 4, 3

Sentence Completion

In this section, a sentence is given with a blank space that can be filled with multiple options while giving same sense and intended meaning to the situation described in sentence. Student has to mark the option which has correct pair of words to suit the sentence out of five choices. Six option words are given for the blank.

Main requisite for doing well in this particular section requires a rich vocabulary. This knowledge of words should be more from the usage point of view. A student shall be able to recognize how some words, although not synonymous yet highly replaceable.

While reading a book, newspaper or magazine one should always try to find out certain combinations of words. Sometimes a particular word can be attached with only other specific verbs or adjectives.

See the word conclusion it can be used in a certain way with certain verbs only.

Conclusion- Reach a conclusion, draw a conclusion

One will find word 'conclusion' used in this way more often than not in all reading materials used by all.

Some logic also goes in for solving these questions.

See the other word License-

License can be allotted or sanctioned. There are no other verbs that fit so well with process of obtaining a license.

Now have a look at following examples of adjectives which you will find interesting and helpful to solve questions. Have a stock of these and it would work like a support system for you. A list of the combinations has to be formed and revised daily to strengthen the usage based vocabulary application.

See some of the combinations that are usually seen in reading materials.

Technology-current, existing, latest, obsolete, emerging, unmatchable, unbeatable, state of art.

Warning-dire, grim, ominous, stark.

Withdrawal-sudden, imminent, strategic, ignominious.

Slope- Precipitous, steep, gradual.

Recollection -Vivid, faint, hazy.

Shout- muffled, raucous, triumphant.

Suggestion-Constructive, Practical, Outrageous, Preposterous, tentative.

Proof -Conclusive, incontrovertible, irrefutable, tangible

Students should try to locate more of such combinations while reading and note them down in their diaries.

In this section of book such questions of exam level have been given for your practice. These are more or less daily usage words used in day today writings by bank officers, clerks and other professionals and similar words are expected to appear in exam.

EXERCISE

Directions (Qs. 1-50): The following questions consist of a single sentence with one blank only. You are given five or six words as answer choices you have to pick up correct pair in option, which will make the sentence meaningfully complete.

1. Despite slowing loan growth and Central Bank is taking steps to ensure liquidity, banks are borrowing record amounts of money from the central bank.

(1) Sufficient	(2) Abundant
(3) Unprecedented	(4) Enough
(5) Mandatory	(6) Redundant
(a) 1&4	(b) 1&2
(c) 5&3	(d) 5&4
(e) 1&3	
2. Many banks have decided not to mobilize high cost deposits and have therefore increased theiron borrowings from the Central Bank.

(1) Dependency	(2) Reliance
(3) Faith	(4) Independence
(5) Future	(6) Trust
(a) 2 & 1	(b) 2&6
(c) 3&5	(d) 6&1
(e) 3&5	
3. Experts said Indian debt yields were high and could attract investors in developed Western markets, many of whom could borrow funds at low single digit rates.

(1) Unprecedentedly	(2) Illogically
(3) Irrationally	(4) Alluringly
(5) Fearfully	(6) Falsely
(a) 2 & 1	(b) 1&4
(c) 3&5	(d) 6&1
(e) 3&5	
4. IIM Calcutta, whichits final placements on Monday, expects consulting to be strong.

(1) Kick starts	(2) Kicks off
(3) Announces	(4) Hosts
(5) Offers	(6) Pushes
(a) 2 & 1	(b) 1&4
(c) 3&5	(d) 2&3
(e) 3&5	
5. Supreme Court has cancelled many licenses by the previous Telecom Minister.

(1) Distributed	(2) Sanctioned
(3) Divided	(4) Granted
(5) Awarded	(6) Utilized
(a) 2 & 4	(b) 1&4
(c) 3&5	(d) 6&1
(e) 3&5	
6. The investigators are also notthe possibility of a local, most likely a Shia trained terrorist group.

(1) Ruling out	(2) Pulling out
(3) Doubting	(4) Putting out
5. Leaving

(a) 2 & 1	(6) Kicking out
(c) 1&4	(b) 3&4
(e) 3&5	(d) 6&1
7. Our understanding is that elections would be held as early as consideredby all concerned.

(1) unavoidable	(2) Needed
(3) Feasible	(4) Demanded
(5) Grilled	(6) Loathed
(a) 3 & 1	(b) 1&4
(c) 3&5	(d) 6&1
(e) 3&5	
8. The new management came out with athat could put back on growth trajectory.

(1) Plan	(2) Road map
(3) Strategy	(4) Formula
(5) Logic	(6) Tool
(a) 2 & 3	(b) 1&2
(c) 3&5	(d) 6&1
(e) 3&5	
9. Timely delivery is a givenin a courier company.

(1) Vice	(2) Specialty
(3) System	(4) Faith
(5) Virtue	(6) Feature
(a) 2 & 1	(b) 1&5
(c) 3&5	(d) 6&1
(e) 3&5	
10. Tata has urged the Supreme Court to order ainvestigation by an independent agency.

(1) New	(2) Fresh
(3) Vital	(4) Re
(5) Fulsome	(6) Secondary
(a) 2 & 1	(b) 1&4
(c) 3&5	(d) 2&1
(e) 3&5	
11. The two parties released apress statement in the evening.

(1) Combined	(2) Compromised
(3) Joint	(4) Single
(5) Fabricated	(6) Handpicked
(a) 2 & 1	(b) 1&4
(c) 3&5	(d) 6&1
(e) 3&1	
12. When the stock marketis negative .Funding, a critical element for scale, becomes a prized commodity.

(1) Emotion	(2) Trend
(3) Sentiment	(4) Feeling
(5) Curve	(6) Figure
(a) 2 & 3	(b) 1&4
(c) 3&5	(d) 6&4
(e) 3&5	

13. The powers of Centre appear to be a/an on the powers of State Government.
 (1) Crouching (2) Infringement
 (3) Invading (4) Cutting
 (5) Brushing (6) Extension
 (a) 2 & 3 (b) 1 & 4
 (c) 1 & 2 (d) 6 & 1
 (e) 3 & 5
14. The economy has been roughly for about two years.
 (1) Inclined (2) Flat
 (3) Curved (4) Sphere
 (5) Round (6) Down
 (a) 2 & 1 (b) 1 & 4
 (c) 2 & 6 (d) 6 & 1
 (e) 3 & 5
15. The before the board is that if it accepts his demand or not.
 (1) Confusion (2) Dilemma
 (3) Fear (4) Threat
 (5) Opportunity (6) Interest
 (a) 2 & 6 (b) 1 & 2
 (c) 3 & 5 (d) 6 & 1
 (e) 3 & 5
16. Building reputation in market should be seen as a agenda for growth.
 (1) Persistent (2) Continuous
 (3) Consistent (4) Urgent
 (5) Jaded (6) Final
 (a) 3 & 1 (b) 1 & 4
 (c) 3 & 5 (d) 6 & 1
 (e) 3 & 5
17. We seek a/an for our daughter who is a divorcee and 34 years of age.
 (1) Match (2) Interest
 (3) Alliance (4) Partner
 (5) Permanence (6) Joint
 (a) 3 & 1 (b) 2 & 4
 (c) 3 & 5 (d) 6 & 5
 (e) 3 & 2
18. India has moved a step to lifting the ban investments from Pakistan.
 (1) Away (2) Closer
 (3) Near (4) Further
 (5) Back (6) Positive
 (a) 2 & 3 (b) 1 & 4
 (c) 3 & 5 (d) 6 & 1
 (e) 3 & 5
19. As Finance Minister steps in, will the Economy?
 (1) Step in (2) Step up
 (3) Step ahead (4) Step down
 (5) Step off (6) Step on
 (a) 2 & 1 (b) 1 & 4
 (c) 3 & 5 (d) 2 & 3
 (e) 3 & 5
20. Lifting the ban from the investment from the long time enemy Pakistan will be a goodwill
 (1) Step (2) Virtue
 (3) Gesture (4) Offer
 (5) Move (6) Threat
- (a) 1 & 3 (b) 1 & 4
 (c) 3 & 5 (d) 6 & 1
 (e) 3 & 5
21. It will take at least five years for the electronic media sector to
 (1) Complete (2) Grow
 (3) Flourish (4) Propagate
 (5) Survive (6) Die
 (a) 2 & 3 (b) 1 & 4
 (c) 3 & 5 (d) 6 & 1
 (e) 3 & 5
22. Supreme Court took serious note of the on the protesters in Janpath ground done by police.
 (1) Tortures (2) Excesses
 (3) Beatings (4) Charges
 (5) Researches
 (a) 2 & 3 (b) 1 & 2
 (c) 3 & 5 (d) 2 & 5
 (e) 2 & 4
23. Indian Army is a well army.
 (1) Equipped (2) Trained
 (3) Guided (4) Supported
 (5) Provided (6) Reached
 (a) 2 & 5 (b) 1 & 2
 (c) 3 & 1 (d) 2 & 3
 (e) 2 & 4
24. Culprit Officers will the action after the decision of High Court.
 (1) See (2) Face
 (3) Read (4) Smell
 (5) Follow (6) Reap
 (a) 1 & 3 (b) 3 & 4
 (c) 4 & 5 (d) 1 & 2
 (e) 2 & 4
25. Manoj Tiwari with this century has his place in the Indian team for next tour.
 (1) Cemented (2) Stabilized
 (3) Plastered (4) Fixed
 (5) Approved
 (a) 1 & 2 (b) 1 & 3
 (c) 1 & 4 (d) 1 & 5
 (e) 2 & 4
26. Rare blue Eagle was after 90 years in Indian zoo.
 (1) Spotted (2) Discovered
 (3) Flown (4) Seen
 (5) Brought
 (a) 2 & 3 (b) 3 & 4
 (c) 1 & 2 (d) 1 & 5
 (e) 4 & 3
27. The bird is found between northeast Pakistan along the base of the Himalayas from Himachal to Bhutan.
 (1) Commonly (2) Usually
 (3) Rarely (4) Seldom
 (5) Often
 (a) 1 & 4 (b) 2 & 3
 (c) 3 & 4 (d) 2 & 1
 (e) 4 & 5

28. Centre an alert about a plan by leader of an outlawed fundamentalist outfit.
 (1) Issued (2) Declared
 (3) Sounded (4) Cautioned
 (5) Doubted
 (a) Only (1) (b) 1&2
 (c) 1&2&3 (d) 1&3&4
 (e) All the options
29. Nina Gupta is a familiarin the fashion circles of city.
 (1) Personality (2) Leader
 (3) Figure (4) Protagonist
 (5) Name
 (a) 1&5 (b) 1&2
 (c) 1&2&3 (d) 1&3&4
30. Company has demandedmeasures to tackle the problem.
 (1) Adequate (2) Substantial
 (3) Rational (4) Enough
 (5) Sure
 (a) Only (1) (b) 1&2
 (c) 2&3 (d) 1&3
 (e) 1&4
31. BBC representative said that their December episodethe country's charm, beauty and wealth along with its idiosyncrasies.
 (1) Announced (2) Portrayed
 (3) Depicted (4) Pictured
 (5) Confirmed
 (a) 2&5 (b) 1&2
 (c) 2&3 (d) 3&4
 (e) 1&4
32. Wikipedia access to its widely used, user generated, free source content. No one was able to use it.
 (1) allowed (2) Blocked
 (3) Blacked out (4) Increased
 (5) Stopped
 (a) 3&4 (b) 2&5
 (c) 2&3 (d) 1&3
 (e) 3&5
33. Out of the 6.5 million abortionsin 2010, 68% were performed by an unqualified person or in unsafe environment.
 (1) Recorded (2) Registered
 (3) Counted (4) Performed
 (5) Conducted
 (a) 4&5 (b) 1&2
 (c) 1&2 (d) 1&3
 (e) 3&4
34. Mr. John has beenfor the top job at the ADB bank.
 (1) Shortlisted (2) Selected
 (3) Appointed (4) Questioned
 (5) Approved
 (a) 2&3 (b) 1&2
 (c) 1&4 (d) 3&5
 (e) 1&2
35. The procedure adopted by the bank authorities was totallyas they did not follow the principles of natural justice.
 (1) Miscalculated (2) Flawed
 (3) Irrational (4) Accurate
 (5) In place
 (a) Only (1) (b) 1&4
 (c) 2&3 (d) 1&2
 (e) 3&5
36. Delhi High Court directed RBI to respond to the plea ofcommissioner of Income tax.
 (1) Appointed (2) Sacked
 (3) Removed (4) Selected
 (5) Responsible
 (a) 5&1 (b) 1&2
 (c) 2&3 (d) 3&4
37. The High Court withdrew aapproval that allowed him to make numerous trips to hospitals in last 4 years.
 (1) Ordered (2) Pending
 (3) Blanket (4) Prior
 (5) False
 (a) 3&4 (b) 1&2
 (c) 2&3 (d) 1&3
 (e) 3&5
38. You may beto see that many people sleep on the footpaths of Delhi in the bone chilling nights as well.
 (1) Astonished (2) Surprised
 (3) Annoyed (4) Angry
 (5) Speech less
 (a) Only (1) (b) 1&2
 (c) 2&3 (d) 1&3
 (e) 2&5
39. The guard showedcourage and helped police to nab the robbers.
 (1) Defending (2) Exemplary
 (3) Highest (4) Extreme
 (5) Collected (6) Unprecedented
 (a) 3&5 (b) 2&4
 (c) 2&3 (d) 1&6
 (e) All of the options
40. Imy felicitations to all officers and ranks of the National Disaster Relief Force and their families on the occasion of its Raising Day.
 (1) Show (2) Offer
 (3) Extend (4) Sign
 (5) Pay (6) Move
 (a) 2 & 5 (b) 1&2
 (c) 2&3 (d) 5&6
 (e) 4&5
41. Our Company reserves the right to accept/reject any tender withoutany reason thereof.
 (1) Claiming (2) Assigning
 (3) Notifying (4) Validating
 (5) Giving (6) Disclosing
 (a) 5&6 (b) 3&4
 (c) 2&5 (d) 2&4
 (e) 2&6

42. Hence you are requested to appearin court on the desired date.
- (1) Physically (2) In person
(3) In self (4) As yourself
(5) In front (6) In Proxy
(a) 3&5 (b) 2&4
(c) 1&2 (d) 3&4
(e) 5&6
43. The Passengers are advised to not to try toenter/exit/obstruct the doors of metro trains.
- (1) Forcefully (2) Intentionally
(3) Vehemently (4) Trespass
(5) Unintentionally (6) Thrust fully
(a) 1&6 (b) 2 &5
(c) 1&4 (d) 6&3
(e) 2&3
44. Railways has made itfor all passengers travelling in AC classes to carry an identity proof during journey to stop misuse of tickets.
- (1) Mandatory (2) Optional
(3) Compulsory (4) Advisable
(5) Urgent (6) Implied
(a) 3 &4 (b) 1&3
(c) 2&3 (d) 4 &6
(e) 5&4
45. A competitive environment isfor growth.
- (1) Desired (2) Necessary
(3) Mandatory (4) Must
(5) Requisite (6) Required
(a) 2 &1 (b) 2&6
(c) 3&5 (d) 6&1
(e) 3&5
46. Growth in the second quarter willto announcement in the Budget regarding the subsidies, tax cuts and new initiatives.
- (1) Subject (2) Amount
(3) Revolve around (4) Yield
(5) Prosper (6) Reliable
(a) 2 &1 (b) 1&4
(c) 3&5 (d) 6&1
(e) 3&1
47. To achieve this, one of thepolicy measures would be to reduce our tariff barriers.
- (1) Major (2) Preeminent
(3) Prominent (4) Foremost
(5) Leading (6) Serious
(a) 2 &1 (b) 1&4
(c) 3&5 (d) 3&1
(e) 3&5
48.of competition in product markets would enable India reap both static efficiency gains and dynamic efficiency gains.
- (1) Promotion (2) Enhancement
(3) Increment (4) Stimulation
(5) Simulation (6) Prevention
(a) 2 &1 (b) 1&4
(c) 1&4 (d) 6&1
(e) 3&5
49. All these conclusionsfrom the unit level data in National Statistical Surveys done in last year.
- (1) Draw (2) Emerge
(3) Arise (4) Follow
(5) Inject (6) Reach
(a) 2 &3 (b) 1&4
(c) 3&5 (d) 6&1
(e) 3&5
50. Most of this increase has come due toin corporate and public savings.
- (1) Change (2) Improvement
(3) Amalgamation (4) Turnaround
(5) Circumspection (6) Speculation
(a) 2 &4 (b) 6&4
(c) 3&5 (d) 4&1
(e) 3&6

Passage Completion

In this type of questions, a small paragraph will be given with a deleted sentence. This sentence can be at last or at the beginning or in between the passage. A student needs to identify the best sentence which completes the paragraph from the answer options. Even though there are several general principles and some ideas about answering these questions, most of the times a student finds the so called rules may not apply to these questions. In several instances, besides, identifying the author's style, way of thinking, tone will be difficult with just one paragraph. So it requires a lot of concentration to answer the paragraph completion questions.

In a test of English language in Bank Exams for PO, this question type is a new introduction; passage completion plays a very important role as it has a significant role in the verbal section of the test with 5 questions. Once you have spent crucial exam time on these, there is no logic to answer it incorrect. Hence a lot of practice should be done to attempt these questions with accuracy and speed.

It tests the ability of a student to logically connect the different parts of a passage. It also tests certain reasoning skills

of the student. Para-completion is nothing else but a test of your comprehension skills. All it asks of you is to complete a missing line from a paragraph. Following tips can be followed while solving these questions-

- Identify the theme of the passage.
- Identify the continuing flow of thought.
- Continue the thread of thought keeping in mind the already discussed matter.
- Try to connect the thoughts of passage.
- Judge your option on location of blank space.
- Relate the missing part with preceding and following sentences.
- Do not introduce new things.
- Do not deviate from the real issue of the passage.
- Judge the passage tone and compare it with the tone of the option.

Sufficient number of good questions is given with detailed solutions to increase your proficiency in this section.

EXERCISE

Directions (Qs. 1-49): In each of the following questions a short passage is given with one of the lines in the passage missing and represented by a blank. Select the best out of the five answer choices given, to make the passage complete and coherent.

1. There are many industries where India has an advantage because of relatively lower Costs of all forms of manpower-whether it is professional or factory labour. However, while this can give initial advantage, it should not be taken for an enduring advantage due to the following reasons. One as products become more sophisticated, labour as cost factor becomes less and less important. Two, the differences in costs are narrowed down through higher level of automation. There, in processes that require large number of cheap labour, the industry is bound to shift its operation along; the line of the ever-declining scale of poorer countries. So a poorer country than India can eventually overtake us with yet cheaper labour. Therefore, when one has established an export market on the basis of cheaper manpower
 - (a) One has to be vigilant to make sure that one builds up other advantages to compensate for the inevitable loss of this temporary advantage.
 - (b) One has to be vigilant to make sure that this advantage should not be given away
 - (c) One need not be vigilant as there is no competition in near future
 - (d) There is need of caution to see the variations in labour charges of other countries
 - (e) There is need to build this cheap labour on regular basis
2. Standards and standardization, quality systems, certification and inspections, measurement systems, testing laboratories, their accreditation and calibration service, production and supply of standard reference materials etc, are all important building blocks. Quality control through the agency of the Export Inspection Agency leaves much to be desired. It is often alleged that EIA is actually playing a retrograde role, although inadvertently.
 - (I) The list of items subject to compulsory export inspection need to be reviewed and shortened. A trimmer EIA list essential for a modicum of efficiency. (II) EIA should use international agencies to train people and update the equipment available for those limited items. (III) The quality development process need to be professionalized by making use of quality development skills and managerial methods available around the world. Overall, per-export inspection needs to be greatly simplified, both in the interests of speedier clearance and less harassment for the exporters as well as better administration.
 - (a) EIA is to be scrapped and new council should be made with following improvements.
 - (b) This is happening in absence from a guiding international agency which can suggest a number of measures.
 - (c) This needs to be corrected.
 - (d) EIA is short of experience and therefore such a negative effect.
 - (e) Why was EIA formed in the first place ...?
3. The International Monetary Fund (IMF), the World Bank and the International Trade Organization were conceived at the Breton woods Conference in July, 1944 as institutions to strengthen international economic cooperation and to help create a more stable and prosperous global economy. While the IMF and the World Bank come into existence and started functioning from 1946, the International Trade Organization could not be set up. Instead, the General Agreement on Tariffs and Trade (GATT) was set up in 1947. Through successive round of negotiations, the GATT got transformed into what has come to be known as the World Trade Organization (WTO) that started functioning from January 1, 1995. The various institutions have set up to govern international economic relations. While all the institutions work in close coordination with each other.....
 - (a) Each of the institutions is independent
 - (b) Each of these institutions works with different focus in different direction
 - (c) Each of these institutions has its own specific area of responsibilities
 - (d) Each of these institutions has major role to play in each other's work
 - (e) Each of these institutions has imprint of its work on other's performance
4. ADB finances principally specific projects in the region. It may make loans to or invest in the projects concerned. It may also guarantee loans granted to the projects. Most of the loans granted are hard loans or tied loans. However, loans form special funds set aside by the ADB up to 10 per cent of its paid-up capital are granted under soft loan term for which purpose it has set up a separate window known as the Asian Development Fund (ADF). Soft loans are normally granted to projects of high development priority requiring longer periods of repayment with lower rates of interest. ADB normally finances foreign exchange cost of the project and the loan is repayable in the currency in which it is made. India has been eligible for assistance both under the ADB and its soft loan window, ADF..... However, it has been getting large assistance under the ADB.
 - (a) But India does not need any assistance from ADB.
 - (b) But India is not a member of ADB
 - (c) But India is not interested in ADB aids.
 - (d) But India has stayed away from the ADB
 - (e) But India is against ADB.

5. In the planned economy of India, foreign capital has been assigned a significant role, although it has been changing over time. In the earlier phase of planning, foreign capital was looked upon as a means to supplement domestic investment. Many concession and incentives were given to foreign investors. Later on, however, the emphasis shifted to encouraging technological collaboration between India entrepreneurs and foreign entrepreneurs. In more recent times, efforts are on to invite free flow of foreign capital
- It would be instructive in this background to examine the Government's policy towards foreign capital.
 - It would be instructive in this background to examine the World Bank's policy towards foreign capital in India
 - Let us keep our fingers crossed and look for the next parliamentary session for debate on the issue
 - Issue of Foreign capital is fragile and can be discussed only with relevant statistical figures in hand
 - New changes are waiting in the line.
6. FDI may actually be harmful to the recipient country if the economy is highly protected and foreign investment takes place behind high tariff walls. This type of investment is generally referred to as the tariff-jumping' variety of foreign investment, whose primary objective is to take advantage of the protected markets in the host country. The longer the Government shields its home market with tariffs..... and more acute will be the conflict between it and the domestic entrepreneur. In view of this, an appropriate policy framework must respond to two conflicting objectives: the need to liberalize rules governing such investment in view of the growing integration of the world economy, and the need to ensure that such investment has positive effects on the country's economy and does not lead to negative welfare effects.
- The more the foreign countries to apply pressure on India
 - The more the foreign money to come in India
 - The more the foreigner will come to exploit that protected market
 - The more the foreigner to protest against that government
 - The more the foreigner will raise the issue on international platform
7. The Indian constitution provides for demarcation of functional responsibilities and finances between the Centre and the States. The provision of public services has been largely entrusted to the States. These mainly relate to law and order, public health, sanitation, water supply and agriculture. The States have to concurrently take certain functions in areas such as education, infrastructure. Their share in combined expenditure (Centre and States) on social services is about 85 per cent, while in the case of economic services; it is about 60 per cent. Thus, the States have the primary responsibility to undertake tasks pertaining to developing social and economic infrastructure. However, their ability to undertake such development functions is critically determined by their financial position. The growing importance of state finances in the macro-economy is evident from the fact..... The size of overall development expenditures of the states has always been higher than that of the Centre and the difference has got widened rather significantly in the 1990s.
- That the States have overrun their planned expenditures and lacking freedom of further development
 - That the States have reached at the peak of their finances and overtaken Centres in revenues
 - That Centre borrows money from the states for its expenditures on educational and social welfare programmes
 - That the total expenditures of State governments has even undertaken those of the Centre
 - That the total expenditures of State and Center has widened unprecedentedly in 1990s.
8. A budget is a statement containing a forecast of revenues and expenditures for a period of time, usually a year. It is a comprehensive plan of action designed to achieve the policy objectives set by the Government for the coming year. A budget is plan and a budget document is reflection or what Government expects to do in future. While any plan need not be a budget, a budget has to be necessarily a pan. It shows detailed allocation to resources and proposed taxation or other measures for their realization. A budget is, however, not a balanced sheet (exhibiting total assets and liabilities) of the Government on a particular date- is a financial blueprint for action and is, therefore, of great advantage to Government departments, legislatures and citizens. The budget of government expresses its total activity in figures.....
- A budget reflects what the Government is doing or intends to do.
 - A budget is a legal document
 - A budget is a promise of Government to its people
 - A budget is a guideline for State Governments
 - A budget is only a plan on papers that have never been achieved
9. For a federal country like India, the budget of the Government of India is the most important instrument for implementing various economic and social objectives. The budgets of state government affect local activities. The Government of India budget influences the whole economy. The latter tries to bring about growth with social justice through its budget; it influences regional, functional and overall distribution of income and wealth through its expenditure (transfer) payments, investments and tax policies. The provisions of grants and loans to State governments and Union Territories and to the private sector and various subsidies (such as for export promotion, food grains distribution, etc.) are some of the elements of Central government budget policy for promoting growth and income distribution. Its significance lies in its ability to promote the various objectives of a modern state which has assumed the role of a welfare state and of a catalytic agent for promoting growth with social justice.
- A budget in modern times should, therefore not be judged sound or otherwise merely on the basis of its 'deficit' or 'surplus' or 'balanced' position

- (b) A budget is therefore not only instrument of implementing the economic and social objectives but it is also about growth with social justice
- (c) A budget is a reflection of success or failure of a government
- (d) A budget in modern times should, therefore not be judged on its face value
- (e) A budget in this turbulence time cannot be judged on basis of monetary indices of 'surplus' or 'deficits'
10. After the East Asia crisis, the World Bank conducted a study on the underlying reasons for the crisis. It was found that at least a major part of the fundamental responsibility was on banks, which had understated their non-performing accounts by as much as 47%. Since this was a study and not an investigation..... Nevertheless, the Basel committee on supervision did take cognizance, and issued circulars and directives not only on supervision, but also on Internal Functional Management. It will be remembered by those interested that Basel committee had also acted expeditiously after the Barring Bank's failure, to separate treasury and lending operations from the decision making processes. Bank failures are nothing new in the world, although we in India have been insulated from such traumas for more than two decades.
- (a) The findings were not taken note of
- (b) The findings were not taken seriously
- (c) The findings were not legally binding on any one
- (d) The fallout from this revelation was only taken note of
- (e) The fallout from this revelation was seriously taken
11. Whether the Government is right in bailing out a private sector bank is an issue that is decided more than by the long term social security policy of the Government, than by economic reasons alone..... Nevertheless, in a situation of scarcity of resources, bailing out somebody means the denial of resources to others. The irony of it is that in performing its duties of proper governance to the larger society through the process of bailing out, Government excuses the lack of corporate governance in banks.
- (a) Economists world over learnt it hard way during the Great depression
- (b) This is elementary principle of economics taught in schools
- (c) Reasons are not limited to these two but extend to debts, liquidity & credit ratings issues
- (d) It was unexpected and came like a bolt from the blue
- (e) Particularly true for the Asian countries like India and China
12. But no depreciation is allowed on Live Stock i.e. Horses. Although the horses are in the nature of fixed assets in the hands of the owner, no depreciation is allowed under Income Tax Act. Instead when the animal dies or becomes permanently useless the entire value of the horse can be written off as revenue loss in the year in which it dies or becomes permanently useless. When the gross income exceeds the total expenditure, it results in net profit which will be taxable at usual rates of tax applicable to the person. Although the live stock is in the nature of fixed assets of the owners, buy them, maintain them, train them, and participate in races and Sell them or send them away to studs when they are useless.
- (a) But when the gross income is less than the expenditure, then results in loss
- (b) But when the gross income is higher than the expenditure, then results in loss
- (c) But when the gross income is equal to expenditure then result is loss
- (d) But when the gross income is there loss is the result
- (e) But when the gross income is increasing then result is becoming evident
13. Aggregation of risks is somewhat quite new to banks in India. While some banks have started thinking in that line by trying to put integrated limits framework and integrated risk policies as well as using CBS solutions for technological integration, the effort required is beyond such requirement. Risk aggregation would mean aggregating the individual risk measures to decide most appropriate assets class that would contain the risk to the desired level dictated by the risk appetite .Capital allocation (about how much) would be based on such strategies.....
- (a) Most banks are yet to conceptualize the same in their processes
- (b) Most banks have already integrated it in their functioning; it is working over the years satisfactorily.
- (c) Which would in long run prove to be the growth impeding
- (d) Of risk aggregation which is really a new concept to Indian banks
- (e) On expected lines of the regulation conditions laid down in the manual of the bank
14. However, it is possible that the non-resident entity may have a business connection with the resident Indian entity. In such a case, the resident Indian entity could be treated as Permanent Establishment of the non-resident entity. During the last decade or so, India has seen a steady growth of outsourcing of business processes by non residents or foreign companies to IT-enabled entities in India. Such entities are either branches or associated enterprises of the foreign enterprise or an independent India enterprise. The non-resident entity or foreign company will be liable to tax in India only if the IT -enabled BPO unit in India constitutes its Permanent Establishment.
- (a) The tax treatment of the Permanent Establishment in such a case is under consideration
- (b) How would the profit would be shared is not decided yet?
- (c) A lengthy and cumbersome process requiring a lot of application of mind and revenue principles is ahead for the tax department of India
- (d) A new trend is seen in last decade.
- (e) Indian companies have a lot on stake as competition increases.
15. The Finance Commission is entrusted with periodic review and resolution of Central- State fiscal problems. It was the clear intention of the father of the India Constitution that all matters pertaining to normal Central-State financial adjustment should be scrutinized by the Finance commission..... An incidental and by no means

insignificant advantage of the appointment of a Finance Commission has generally been to rekindle interest in issues pertaining to financial relations between the Centre and the States and to promote an enlightened national debate on the several facets of India's federal fiscal set-up. The role of the Indian Finance Commission is unique in many ways. It is one of few commissions provided in the constitution.

- (a) which was given a pre-eminent role in the resolution of problems in fiscal federalism
 - (b) Which was constituted with the vision of a modern India with modern facilities
 - (c) Which was a dream of Father of Nation also
 - (d) Which was to be unique in its ways and a constitutional body
 - (e) Which was introduced as a backbone for Indian Economy
16. The art of medicine is the art of healing, not just treating, and not even just curing. Yet it is only when the art and science join hands that healing is best accomplished. The author then adds, remember that the practice of medicine is an art, not a trade, a calling, not a business, a calling in which your heart will be exercised equally with your head. This book is rare work of the art of medicine, from a very rare practitioner of the science of medicine.
- (a) "mankind depends on science as equally on the art"
 - (b) "for the mercy's sake let us have little less science and a little more art"
 - (c) "let us consider science at par with art"
 - (d) "let us forget what is art and what is science"
 - (e) "do not blame medicine for it"
17. The thirteen Finance commissions cover a span of more than 60 years during which many conditions have changed. Correspondingly, the approach of the later commissions may be expected to be different in several respects from the earlier ones. Nevertheless, it is possible to discern certain common elements in the thinking of the successive Finance Commissions. Which have come to evolve gradually what may be called 'the Indian Finance Commission's approach to federal finance..... According to this approach, States' share of Central taxes is not allocated strictly on the basis of need. These problems and shortcomings come later in light but have caused what was not accounted at that time.
- (a) And it happened to be in that way
 - (b) There are several inadequacies in the approach of the Finance Commissions
 - (c) Evolution is a long process and it is a same story for commissions
 - (d) But they differ completely from them and each time new approach was looked for
 - (e) This was based on the tax sharing basis principle of commissions
18. The Parihar is, for all practical purposes, a functional, fully fitted out submarine. After this brief ceremony, the submarine is to be towed out for the first time across the naval dockyard and moored in an enclosed pier called Site BravoOver the next few months, it will commence a series of harbour trials. The primary system, a nuclear reactor, generates the heat which drives the secondary system, a steam turbine which spins the submarine's propeller, is to

be tested separately. First, the steam turbine is to be jumpstarted with shore based supply. The next significant step will be starting up the submarine's nuclear reactor where Zirconium rods in the core of the submarine's pressurized water reactor will be slowly raised.

- (a) It is the advent of new technology in India
 - (b) It has entered in chain reaction chamber
 - (c) It is like coming out from maternity ward to nursery
 - (d) It is unprecedented step to start such a sequence of processes
 - (e) It is very critical for a nuclear submarine
19. For all those women who perpetually complained about how all cars are designed for men, company is out with a car especially suited for them. The Your Concept Car..... is a dream come true. It has a keyless entry, additional storage space, a lower hood and the back seat screen going all the way till the rear end so that you know exactly where the car ends. Add to this a parking aid for parallel parking and their most advanced technology, Ergo vision that scans the body at the dealership, stores the data and every time you hop into the car, automatically adjusts the height of the seat, the steering wheel, the distance between them and everything else to your specifications. Even though it is a concept car that will not hit the roads, its women-friendly features have been incorporated in some of the other cars.
- (a) The first to be designed by experts
 - (b) The first to be launched by company
 - (c) The first to be the concept car
 - (d) The first to be designed by all women team
 - (e) The first to with so many features
20. The growing importance of Union excise amongst the shared taxes and the ascendancy of population as the principal basis of distribution are the two salient features of tax-sharing determined by the Finance Commissions. The finance Commission is called upon to determine the State that would be in need of grant-assistance of the quinquennium under reference and the amount of such assistance in each case. The first Finance Commission laid down some important principles governing the determination of grants -in-aid for States.
- (a) These principles have been generally, endorsed by all the subsequent Commissions.
 - (b) These principles have been discarded by subsequent commissions
 - (c) These principles were taken from the Finance commissions of the other countries
 - (d) These principles were derivations from the elementary formulas of text books
 - (e) These principles cannot be changed and are fixed
21. The biggest attraction of the public sector is that, for women with the same qualifications and skills it almost always pays better than does private industry. For men the differences are much less pronounced..... Figures are hard to come by, but in rich countries women typically hold 30-40% of senior managerial posts in central government. Hours and conditions too are usually more congenial and maternity arrangements more generous. So with better pay, conditions and promotion prospects, it is no wonder that the public sector is the employer of the choice for so many women.

- (a) The public sector is also more likely to promote women to senior jobs
- (b) The public sector provide safe working environment for the women.
- (c) Women are paid more than men in public sector
- (d) Public sector is better pay master than private banks for women
- (e) There is no issue in making a choice for women
22. The fiscal position of the Indian Governments - both Centre and States -has been under stress since the mid -1980s. The stress stems from the inadequacy of receipts in meeting the growing expenditure requirements. Reflecting the fiscal stress, the expenditure for development activities, which are directly related to growth, has suffered. On the other hand, expenditure on non-developmental purposes, largely committed, has witnessed a steady rise.in favour of developmental expenditure in order to enable higher growth. That the state of finances of States is in disarray is beyond dispute. The state finances have not been properly managed not only by the states but also by the planning commission and the central Government, which include economists who do not see states as autonomous responsible organizations.
- (a) The crucial issue, therefore, is to bring about improvement in the finances with a view to restructuring expenditure
- (b) The crucial issue, therefore, is to analyze the finances with a view to see what can be done to expenditure
- (c) Hence, it can be said that management of finances is important vis-à-vis management of expenditures
- (d) Therefore, Governments have to mend their way and balance the finances and the expenditures
- (e) What is expected in this scenario is a policy shift
23. Under taxation is at the roots of the Indian fiscal problems. The available evidence shows that the tax -GDP ratio in India is lower than the level it should have for its per capita GDP by at least 2.5 percent. It is, therefore important to focus reform efforts to increase the tax ratio. Of course, this does not mean that strategy to increase the tax ratio lies in increasing the tax rates. The strategy is to reiterate that tax administration is tax policy. All exemptions will not go. Politically, it is not possible. The world over, there was a time when we thought that equity in tax policy meant reducing the incomes of the rich. But today's tax philosophy is that equity in tax policy is increasing the incomes of the poor. The incomes of the poor cannot be increased by reducing those of the rich.....
- (a) As they are the central point of any economy their importance is preeminent
- (b) As they have the real remote control in their hands and poor cannot see that
- (c) As they have the capital for investment and give employment to the poor
- (d) As they have lobbying power to decide the fate of the poor
- (e) As they are capital rich and cannot be compared with poor
24.Enterprises worldwide are therefore, now putting in place an integrated framework for risk management, which is proactive, systematic and covers the entire organization.

Banks in India are also moving from the individual silo system to an enterprise -wide risk management system. This is placing greater demands on the risk management skills in banks and has brought to the fore the need for capacity building. While the first mile-stone would be risk integration across the entity, banks would do well to aggregate risk across the group both in the specific risk areas as also across the risks.

- (a) Banks are most risk prone of all the financial institutions.
- (b) Banks were managing each risk independently, in isolation, which is no longer inadequate
- (c) It is about risk level at which an enterprise is operating to have or not have risk management system
- (d) Risk management in India is lagging for banks in comparison with other parts of world
- (e) What if risk becomes unmanageable and looks right in your face?
25. One of the most stubborn fallacies about inflation is the assumption that it is caused, not by an increase in the quantity of money, but by a "shortage of goods." It is true that a rise in prices (which, as we have seen, should not be identified with inflation) can be caused either by an increase in the quantity of money or by a shortage of goods or partly by both. Wheat, for example, may rise in price either because there is an increase in the supply of money or a failure of the wheat crop. But we seldom find, even in conditions of total war, a general rise of prices caused by a general shortage of goods." that even in the Germany of 1923, after prices had soared hundreds of billions of times, high officials and millions of Germans were blaming the whole thing on a general "shortage of goods"- at the very moment when foreigners were coming in and buying German goods with gold or their own currencies at prices lower than those of equivalent goods at home.
- (a) Yet so stubborn is the fallacy that inflation is caused by a "shortage of goods"
- (b) Yet people believe on such fallacy to unimagined level
- (c) Yet so wide is acceptance
- (d) Yet so timely and abrupt is response to fallacy
- (e) Yet more and more people started to believe on 'shortage of goods' fallacy
26. The cure for inflation, like most cures, consists chiefly in removal of the cause. The cause of inflation is the increase of money and credit. It is as simple as that. Although simple in principle; this cure often involves complex and disagreeable decisions on detail. Let us begin with the Federal budget. It is next to impossible to avoid inflation with a continuing heavy deficit. That deficit is almost certain to be financed by inflationary means-i.e., by directly or indirectly printing more money. Huge government expenditures are not in themselves inflationary-provided they are made wholly out of tax receipts, or out of borrowing paid for wholly out of real savings. But the difficulties in either of these methods of payment, once expenditures have passed a certain point, are so great that there is almost inevitably a resort to the printing press.

- (a) The cure for inflation, in brief, is to stop inflating
 (b) The cure for inflation, in brief, is to think positively
 (c) The cure for inflation is planning small things with little thoughts
 (d) The cure of inflation lies in inflation itself
 (e) The cure of inflation is hidden in understanding the cause of inflation.
27. The India Union has had more than 55 years of experience with fiscal federalism operating within the framework of the parliamentary democracy and planned economic development. A comprehensive review of fiscal federalism in independent India is, therefore, overdue. There have been feeble protests in form to time about the sprawling powers of the Central government eroding the foundations of fiscal federalism.....Now that single party has been dislodged from power in some of the States and parties of different hues and colours are holding office, a candid and comprehensive review of all the aspects of Centre- State relations and the working of fiscal federalism in particular is important and necessary.
- (a) But these voices were curbed by all parties.
 (b) But democracy does not allow a mechanism to redress this problem
 (c) But fiscal federalism is all about ignoring and moving on with protests
 (d) But these voices were drowned by the overwhelming influence of the same party at the centre and the States
 (e) But these protests died in with time for their feebleness
28. Do firms need banks, or can they make do with stock markets? Do firms need stock markets, or can they make do with banks? Alexander Gerschenkron long ago argued that economically "backward" countries could not trust decentralized capital markets to provide their largest firms sufficient funds..... More recently, finance theorists have reasoned from agency theory and the economics of information to much the same result. And the transition in Eastern Europe has given the issue a programmatic touch: what should scholars tell the new finance ministers to do about banks and stock markets?
- (a) Instead, they needed banks
 (b) Instead, they needed centralization mechanisms only
 (c) Hence banks and Stock markets are not needed
 (d) Therefore Banks score over Stock Markets for them
 (e) Banks or Stock markets both are not needed simultaneously
29. The Japanese economy is one of the third largest in the world The Japanese currency is the Yen. Japan's main export goods are cars, electronic devices and computers. Most important trade partners are China and the USA, followed by South Korea, Taiwan, Hong Kong, Singapore, Thailand and Germany. Imports: Japan has a surplus in its export/import balance. The most important import goods are raw materials such as oil, foodstuffs and wood. Major supplier is China, followed by the USA, Australia, Saudi Arabia, South Korea, Indonesia and the United Arab Emirates. Industries: Manufacturing, construction, distribution, real estate, services, and communication are Japan's major industries today. Agriculture makes up only about two percent of the GNP.
- Most important agricultural product is rice. Resources of raw materials are very limited and the mining industry rather small.
- (a) And it is going to achieve number one status sooner
 (b) It is eyeing for number one spot in world economy riding on its recent technological developments
 (c) Japanese Economy is going through recession and is bound to slip to lower stands in world economy
 (d) Only USA and China have a higher GNP.
 (e) It is only in terms of growth rate not in terms of GDP.
30. The prospect of renewed war between India and China is, for now, something that disturbs the sleep only of virulent nationalists in the Chinese press and retired colonels in Indian think-tanks. Optimists prefer to hail the \$60 billion in trade the two are expected to do with each other this year. But the 20th century taught the world that blatantly foreseeable conflicts of interest can become increasingly foreseeable wars with unforeseeably dreadful consequences. Relying on prosperity and more democracy in China to sort things out thus seems unwise. Two things need to be done. First, the slow progress towards a border settlement needs to resume. The main onus here is on China. It has the territory it really wants and has maintained its claim to Arunachal Pradesh only as a bargaining chip. It has, after all, solved intractable boundary quarrels with Russia, Mongolia, Myanmar and Vietnam
- (a) Surely it cannot be so difficult to treat with India?
 (b) Surely it will be more difficult with India?
 (c) Can it solve dispute with India with its non democratic values?
 (d) With India intentions are not clear.
 (e) In Indian markets, Chinese presence is increasing.
31.and the proponents of market reforms have no plans for those who do not have the resources and income to buy even two meals a day. The signals are clear that those who cannot pay for their food have no right to survive. These poorer sections of society are reduced to mere victims, beneficiaries, clients and recipients. In this dichotomous relationship, the state is seen as the 'dole giver' and the people the 'dole receiver'. It must be recognized that irrespective of market-governed politics, people remain bound to survival, livelihood and identity issues.
- (a) The governments have ceased to govern.
 (b) When the market is allowed to govern, the government becomes powerless to effect any radical social changes.
 (c) Elections have failed to make democracy distributive and justice oriented.
 (d) It is about market reforms and absence of plans for the poorest of the poor.
 (e) A patron-client relationship defines modern governments and the masses.
32. To succeed in today's crowded marketplace where most of the products and advertising look exactly the same, a small business owner must stand out, shouting above the din with a message so clear and compelling that prospects stop and take notice. It's a matter of business survival. Unfortunately, most entrepreneurs quickly retreat to the supposed security of sameness, soon to be lost in a sea of anonymity and a tidal wave of frustration. In effect, albeit at a subconscious level, they are saying, "I don't want to be different".

- In back room offices and store fronts everywhere, salespeople are telling business owners they should do this or that kind of ad because it worked so great for their competitor. The owners nod and sign on. It's already proven to be a winner, right? WRONG.
- (a) To make your advertising work, follow the principle if your competition is doing it, don't.
- (b) Following your competitor is a sure recipe for disaster.
- (c) Win the battle without a fight.
- (d) It will fill people with a sense of déjà vu.
- (e) You will do it at your own peril.
33. Google, the internet powerhouse, seeks to organize the entire world's information. The company has told publishers it will delay until November its work on copyrighted texts and will not scan any items that the copyright owner does not want included. The Assn. of American Publishers was outraged by this offer, saying Google is trying to turn copyright law inside out. Google should have to ask permission to copy a book for its database, they say, it shouldn't be up to publishers to object. Google argues that it is making a fair use of the books. The dispute could easily wind up in the courts. Building a guide to the contents of books is hardly the same as making bootlegged copies or plagiarizing. It's a monumental and costly task, and publishers have given no reason to believe they can do it for themselves. Unless their works are as well integrated with the Net as other forms of information and entertainment, they may be left waiting on the shelves for an audience that no longer bothers to walk through the stacks.
- (a) This has put both the internet search engine and the publishers on an unwarranted collision course
- (b) Since the case might drag on for years to the detriment of both the parties, an out of court settlement is well advised
- (c) Isn't it rather difficult, or even in fructuous to protect copyright on published text in this internet age?
- (d) Perhaps both the parties ought to try and appreciate the other's viewpoint, as well as legitimate apprehensions, but with the overall goal of the public good in mind.
- (e) Meanwhile, Google should show more respect for publishers' rights - and publishers should not make the mistake of using the strictures of copyright law to tie their own hands
34. Relations between the factory and the dealer are distant and usually strained as the factory tries to force cars on the dealers to smooth out production. Relations between the dealer and the customer are equally strained because dealers continuously adjust prices - make deals - to adjust demand with supply while maximizing profits. This becomes a system marked by a lack of long-term commitment on either side, which maximize feelings of mistrust. In order to maximize their bargaining positions, everyone holds back information - the dealer about the product and the consumer about his true desires.
- (a) As a result, 'deal making' becomes rampant, without concern for customer satisfaction.
- (b) As a result, inefficiencies creep into the supply chain.
- (c) As a result, everyone treats the other as an adversary, rather than as an ally
- (d) As a result, fundamental innovations are becoming scarce in the automobile industry.
- (e) As a result, everyone loses in the long run.
35. The tax system of India encourages borrowing by granting its taxpayers tax relief for interest paid on loans. The system also discourages saving by taxing any interest earned on savings. Nevertheless, it is clear that India's tax system does not consistently favour borrowing over saving, for if it did, there would be no _____
- (a) tax relief in India for those portions of a taxpayer's income, if any, that are set aside to increase that taxpayer's total savings
- (b) tax relief in India for the processing fees that taxpayers pay to lending institutions when obtaining certain kinds of loans
- (c) tax relief in India for interest that taxpayers are charged on the unpaid balance in credit card accounts
- (d) taxes due in India on the cash value of gifts received by taxpayers from banks trying to encourage people to open savings accounts
- (e) taxes due in India on the amount that a taxpayer has invested in interest-bearing savings accounts
36. Unemployment typically continues to rise even after GDP starts to increase, so pain for workers is far from over. Already 9.5% of the workforce is unemployed, and all of country's metropolitan areas reported unemployment rates of at least 10% in June. More jobless will probably mean less shopping and a slower recovery. The latest consumer-confidence numbers show that people are jittery. The quarterly GDP report also makes it clear that consumer spending, which rose slightly in the first quarter, dropped again in the second, by 1.2%. The good news, therefore, was more a result of government stimulus than evidence of a real, sustainable recovery in private demand.
- (a) A greater worry is the bleeding in country's labour market.
- (b) The Finance Department has revised its estimates of just how bad 2008 really was.
- (c) Figures released by Commerce Department confirmed what most had been expected
- (d) New GDP figures suggest some hope for country's economy. But the pain is far from over.
- (e) House prices still have a long way to go before they return to the level of a year ago
37. Everything in New Delhi is extreme. It is a city of the incredibly rich and the miserably poor. For the rich, there are expensive private schools and hospitals, concert halls and theatres - although fewer of those than formerly - and restaurants. The poor are on a hiding to nowhere: all public facilities, schools and hospitals and housing, are deteriorating. But then there are some world known social workers in it. There are thousands of heroin addicts, and an equal number of carriers of the Aids virus. This is Delhi for you.
- (a) But then there are thousands of people who are social workers
- (b) But then some of rarest examples of humanity come from this city

- (c) But then there is a faith in the City
(d) But then there are people addict to charity and altruism also.
(e) But then there are people who are totally against the drugs and faithful to their partners
38. Computers are used in banks for a variety of reasons. They help bank personnel operate more efficiently and effectively. Computers are used to track certain transactions and they help process other customer information as well. Without computers, it would be very hard for a bank to offer good customer service day in and day out. Computers help a bank save time and money, and can be used as an aid to generate profits. In nutshell they have become indispensable part of the banks. Bank personnel become so helpless in absence of their machine that nervousness is evident on their faces while technical glitch renders the computer systems dysfunctional for a small period of time. once again queues starts to move and crowd starts to thin with fingers starting to work on keyboards; nervousness has made way for confidence of knowing everything at just a click of mouse.
(a) Crowd starts to swell and nervousness starts to turn in fear of failure.
(b) A sense of relief spreads as the problem gets rectified.
(c) There is a condition of traffic jam in banks and everything comes to a halt.
(d) It is not their fault and they are excused for it.
(e) Technology comes with its own disadvantages.
39. Some of the world's most expensive land can be found in central Mumbai. However, housing costs are distinctly lower in Mumbai's suburbs, surrounding prefectures and in other regions and cities of India. Additional commuting costs are often more than compensated by the savings on the rent, especially as many companies pay part or all of their employees' commuting expenses. If you prefer to live close to city centers, rented houses are an inexpensive option to consider. Utilities such as gas, water and especially electricity are expensive, and phone rates are high. For international calls, consider internet phones, callback services and other offers for the expat community.
(a) Consequently, even tiny apartments in the city center are very expensive
(b) This land is unauthorized land usurped by Land Mafia in the city
(c) A new bubble - Reality bubble similar to housing bubble of West is waiting to burst
(d) City is breathing on its seams
(e) The prices will continue to rise till Government comes out with an effective policy for reality prices in coming months
40. Now digest the main historical event of this week: China has officially become the world's second-biggest economy, overtaking Japan. In the West this has prompted concerns about China overtaking the United States sooner than previously thought. But stand back a little farther, apply a more Asian perspective. These two Asian giants, which until 1800 used to make up half the world economy, are not, like Japan and Germany, mere nation states. In terms of size and population, each is a continent-and for all the glittering growth rates, a poor one.
(a) China's longer-term contest is with that other recovering economic behemoth: India
(b) China's longer term contest with USA is going to end in near future
(c) China is now focusing on Asian Market space more than other markets
(d) China is going in tandem with other Asian economy - India
(e) China's long term border dispute with India affects Asian economy's growth rate
41. North India lies in the Indo-Gangetic plain. Towards the North is the Himalayas, which separates the country from Central Asia. The Vindhya ranges separate the North from the South. South India is situated in the Peninsular Deccan Plateau. This region has the Arabian Sea in the west, Bay of Bengal in the east and Indian Ocean in the south. When talking about the racial differences, the North Indians are termed as Aryans, and the South Indians as Dravidians. In physique as well, there are many differences between the people of the South and North. The North Indians are taller, and more strongly built than the South Indians. The South Indians are a bit darker than the North Indians. Salwar Kamiz is the widely used dress by North Indian women. On the other hand, women in the South wear saris. While men in the North wear Salwar, the men in South prefer dhotis. Another difference that can be seen between North and South India is their food. When compared to the North Indian food, the South Indian food is spicier. The South Indians use more tamarind and coconut when compared to North Indians. The North Indians use more milk products when compared to the people of South India. When talking about the culture, there is vast difference between North and South India. One can come across differences in their music (Northern Hindustani and Southern Carnatic), dance forms and folks.
(a) A big difference is in their style of living
(b) A big difference is in their fashion statements
(c) A big difference can be seen in their dressing styles
(d) A big difference arises in their taste for clothes based on their earnings
(e) A big difference can be seen in their climate that demands different dressing styles
42. An open economy is an economy in which there are economic activities between domestic community and outside, e.g. people, including businesses, can trade in goods and services with other people and businesses in the international community, and flow of funds as investment across the border. Trade can be in the form of managerial exchange, technology transfers, all kinds of goods and services. Although, there are certain exceptions that cannot be exchanged, like, railway services of a country cannot be traded with another. To avail this service, a country has to produce its own. This contrasts with a closed economy in which international trade and finance cannot take place. The act of selling goods or services to a foreign country is called exporting. The act of buying goods or services from a foreign country is called importing.

- There are a number of advantages for citizens of a country with an open economy. One primary advantage is that the citizen consumers have a much larger variety of goods and services from which to choose. Additionally, consumers have an opportunity to invest their savings outside of the country. In an open economy, a country's spending in any given year need not to equal its output of goods and services. A country can spend more money than it produces by borrowing from abroad, or it can spend less than it produces and lend the difference to foreigners. There is no closed economy in today's world.
- (a) Together exporting and importing are collectively called trade
 - (b) Exporting and Importing are exclusive classes of trade
 - (c) Both are independent of each other and do not constitute the term 'trade'.
 - (d) Together they make GDP of a country
 - (e) Together they are indicators of influence of a country on world map
43. A no budget film is a produced film made with very little, or no money. Young directors starting out in filmmaking commonly use this method because there are few other options available to them at that point. All the actors and technicians are employed without remuneration, and the films are largely non-profit,..... or uses a very minimum "crew" of volunteers to assist him/her on such projects where no money or financing is available, not including the cost of film. No-budget films are made every day with video tapes and consumer cameras.
 - (a) Usually the director works alone on such films
 - (b) These films are huge employers in entertainment industry
 - (c) A team of experts two or three in number starts without any significant infrastructure
 - (d) Director is the cameraman, lightman, scriptwriter, screen player and sometimes even act himself in the film
 - (e) It is difficult task to find suitable people with desired skills, hence director works alone on such films
 44. In finance, the term 'yield' describes the amount in cash that returns to the owners of a security. Normally it does not include the price variations, at the difference of the total return. Yield applies to various stated rates of return on stocks (common and preferred, and convertible), fixed income instruments (bonds, notes, bills, strips, zero coupon), and some other investment type insurance products (e.g. annuities)..... It can be calculated as a ratio or as an internal rate of return (IRR). It may be used to state the owner's total return, or just a portion of income, or exceed the income. It may be used for production output in other industries. Because of these differences, the yields from different uses should never be compared as if they were equal.
 - (a) The term is a misnomer
 - (b) The term is understood differently by different people
 - (c) The term has no definite meaning
 - (d) The term is used in different situations to mean different things
 - (e) The term slightly differs in meaning from the textbook definitions
 45. Market trends are fluctuated on the demographics and technology. In a macro economical view, the current state of consumer trust in spending will vary the circulation of currency. In a micro economical view, demographics within a market will change the advancement of businesses and companies. With the introduction of the internet, consumers have access to different vendors as well as substitute products and services changing the direction of which a market will go. Despite that, it is believed that market trends follow one direction over a matter of time, there are many different factors that can change this idea. Technology s-curves as is explained in the book The Innovator's Dilemma. It states that technology will start slow then increase in users once better understood, eventually levelling off once another technology replaces it.....
 - (a) This proves that change in the market is actually consistent
 - (b) Change is inevitable
 - (c) Fluctuations with these changes do not last long
 - (d) Be prepared for the change
 - (e) Changing changes the fortunes
 46. The financial year 2015-16 witnessed a slew of acquisitions across diverse sectors of the economy in India..... Of all sectors, steel was the most dominant in terms of stake sales as deals valuing \$ 3.862 billion took place in Q1 of 2015-16 by the Indian companies in the global arena. Energy ranked second, with automotive and auto components close on its heels. In the domestic segment, iron ore, aviation and steel were the most prolific in terms of mergers and acquisitions. With Indian corporate houses showing sustained growth over the last decade, many have shown an interest in growing globally by choosing to acquire or merge with other companies outside India. One such example would be the acquisition of Britain's Corus by Tata an Indian conglomerate by way of a leveraged buy-out. The Tata's also acquired Jaguar and Land Rover in a significant cross border transaction. Whereas both transactions involved the acquisition of assets in a foreign jurisdiction, both transactions were also governed by Indian domestic law.
 - (a) These acquisitions are purely Indian but covering diverse sectors ranging from automobiles to Steel
 - (b) Acquisitions are like a big shark swelling a small fish without noticeable fight put up by the latter
 - (c) Unlike in the past, such activity was not limited to acquisitions within India or of Indian companies
 - (d) Globalization has brought this trend to India and Indian companies are no longer isolated from its effects
 - (e) International law of acquisitions holds true for all the countries and binding on each member
 47. But there is, in fact, a vast difference. Merger generally refers to a circumstance in which the assets and liabilities of a company (merging company) are vested in another company (the merged company). The merging entity loses its identity and its shareholders become shareholders of the merged company. On the other hand, an amalgamation is an arrangement, whereby the assets and liabilities of two or more companies (amalgamating companies) become vested in another company (the amalgamated company).

The amalgamating companies all lose their identity and emerge as the amalgamated company; though in certain transaction structures the amalgamated company may or may not be one of the original companies.

- (a) Very often, the two expressions “merger” and “amalgamation” are used synonymously
 - (b) ‘Merger’ and ‘amalgamation’ are terms that can be used interchangeably but up to a limit
 - (c) ‘Merger’ and ‘amalgamation’ are synonymous to each other
 - (d) ‘Merger’ and ‘amalgamation’ are not synonymous to each other
 - (e) Words ‘merger’ and ‘amalgamation’ should be used cautiously
48. Being one of the central banks which was involved in the exercise of drawing up the Core Principles, the Reserve Bank of India had assessed its own position with respect to these Principles in 1998. The assessment had shown that most of the Core Principles were already enshrined in our existing legislation or current regulations. Gaps had been identified between existing practice and principle mainly in the areas of risk management in banks, inter-agency cooperation with other domestic/international regulators and consolidated supervision. Internal working groups were set up to suggest measures to bridge these gaps and their recommendations have been accepted by the Board for Financial Supervision and are now in the process of being implemented. Given the spread and reach of the Indian banking system, with over 60,000 branches of more than 100 banks..... However, the Reserve Bank of India is committed to the full implementation

of the Core Principles. The Bank also serves on the Core Principles Liaison Group of the BCBS, which has been formed “to promote the timely and complete implementation of these principles worldwide”.

- (a) implementation is a challenge for the supervisors
 - (b) implementation is impossible
 - (c) implementation should be done on trail basis
 - (d) implementation is a problem for supervisors
 - (e) implementation is a long process to take years
49. Indian banks having overseas operations are required to lay down internal guidelines on country risk management and fix limits based on risk rating of the country. Limits should also be fixed for a group of countries in a particular risk category subject to a maximum ceiling fixed by RBI. In the normal course, prudential exposure norms apply to all loans and investments overseas including loans to sovereign entities Adequacy of the bank’s policy on identification, measurement and control of country risk is assessed during onsite inspection by host country representatives. It is also monitored through a quarterly return on country-wise counter party exposure.
- (a) The overseas branches are governed by the host country regulations also
 - (b) Host country is speculative for the success of these branches
 - (c) Banks and host countries conduct joint audits in branches in that country
 - (d) Host country regulations do not bind on these overseas branches
 - (e) Success of overseas branches depend on only the policies of host countries

Odd Sentence

'Sentence Exclusion' or 'Odd Sentence'

'Sentence Exclusion' or 'Odd Sentence' is a recent addition to banking competitive exams. Many aspirants are not well acquainted with these types of questions. In fact, odd sentence is nothing but a new way of presenting the old concept of Parajumbles. Aspirants are advised not to attempt questions without understanding the concept properly as it could be counter-productive.

In these types of questions, four sentences are given; out of which three of them when arranged in a logical sequence form a coherent paragraph, but one of them does not fit into the sequence. You have to choose the sentence which does not fit into the sequence.

Hence, to deal with the odd sentence, the aspirants should strategize in the following way -

1. Spot the sentence that is most likely to start a paragraph, that sentence which introduces an idea, or a concept, and which is not abrupt often starts a paragraph.
2. Now you have to establish a connecting link; here the parajumbles come into the picture. The sentence that is taking the idea forward on similar lines will come next in the sequence. Also, check whether the subjects in the sentences are linked or not.
3. Now repeat the step 2, see if there is some coherence to the paragraph that is formed after the logical arrangement of the sentences.
4. The sentence that is left from fitting into the sequence is your answer.

Keep in mind that the subject matter of odd sentence may be very similar to that of the other sentences but you have to see if it is logically related. Aspirants are advised not to make any haste while attempting this question because a little haste may cost you a question. So, if you are not convinced of the logical connectivity, you should not mark the answer. For this, develop your reading habit and practise a lot.

Here we give some examples which will make things clear:

Example 1: (d). The computer took 45 hours of non-stop computation.

- (c) Charles Babbage proposed the first general mechanical computer, the Analytical Engine in 1837.
- (a) This is not really surprising, because with eleven items of clothing the number of possible combinations is given by multiplying 11,10,9,8 and so on, which gives over 39 million combinations.
- (b) Someone once used the IBM computer to work out the number of ways of getting dressed with eleven items of clothing.

Answer : (c) b is the opening sentence, since it introduces the narrative. d will follow b, as it tells the chronology of the event. That is what happened next. This will be followed by a. Since a begins with the reflective pronoun, that indicates the action that happened in d. Anyways, the statement in 'c' does not relate to the passage, hence, an odd sentence.

Example 2 : (d) When briefing Kennedy, Eisenhower emphasized that the communist threat in Southeast Asia required priority.

- (a) John F. Kennedy, Democratic victor in the election of 1960, was at 43, the youngest man ever to win the presidency.
- (b) On television, in a series of debates with opponent Richard Nixon, he appeared able, articulate and energetic.
- (c) In the campaign, he spoke of moving aggressively into the new decade, for "the New Frontier is here whether we seek it or not".

Answer: (d) The statement 'd' just looks odd as it does not make a coherent paragraph with the other three sentences.

Example 3: (c) One day, a 17-year old shepherd boy came to visit his brothers and asked, "Why don't you stand up and fight the giant?"

- (d) We all know the story of David and Goliath, in which there was a giant who was bullying and harassing the children in the village.
- (b) But David said, "Okay! Let's go to the town and buy some eatables".
- (a) The brothers were terrified and they replied, "Don't you see he is too big to hit?"

Answer : (b) The sentence beginning with David saying that they should go to the town and buy some eatables does not fit into the above paragraph, hence, may be excluded.

EXERCISE

Directions: Four sentences are given below a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/ passage. From the given options, choose the option that does not fit into the sequence.

1. (a) The list of horrors goes on.
(c) And one in every five is malnourished.
(d) Nobody has been able to figure out a way to reduce the speed that is at the root of India's over-population problems: a baby born every second.
(b) Foods with a high content of absorbable micronutrients are considered the best means for preventing micronutrient deficiencies.
2. (b) In fact, it suites the purpose of the politicians, they can drag the people into submission by appealing to them in the name of religion.
(a) In order to inculcate, the unquestioning belief, they condemn the other states which do not follow their religion.
(d) The emergence of the theocratic states, where all types of crimes are committed in the name of religion of the Middle Ages is dangerous.
(c) Monarchy thus entails not only a political-administrative organization but also a "court society".
3. (d) It was something I knew that it would give me a chance to be my own boss.
(b) Today I have 800 on my staff, office and members.
(c) Although if you work for an ad agency in the 1960s, evidently it isn't there either.
(a) I was sick of working for others.
4. (d) Fire ripped through another pipeline in southern Nigeria, killing at least 40 people.
(b) Fuel is supplied not only to homes, but also to a variety of businesses and commercial establishments without any difficulty.
(a) The explosion was the third in two weeks.
(c) Police were deployed to stop villagers from stealing fuel from other pipelines.
5. (d) You would be very surprised indeed to find it hot.
(b) Cold, of course.
(c) Rivers are the most obvious and significant feature of the landscape.
(a) When you go bathing in a river or a pond, do you expect the water to be hot or cold?
6. (b) In a number of cases, the drivers have refused to carry passengers according to the meter reading despite it being in working condition.
(a) Refusal to carry commuters to their respective destinations is another common complaint which has been lodged with the call centres.
(d) The most shocking is the complaints about misbehaviour by the rickshaw drivers with the passengers.
(c) It's hard to reconcile the image of the paan-chewing driver greeting you with 'Good morning'.
7. (b) Finish specialists recommended a chewing gum containing xylitol - a natural sweetener present in birch, maple, corn and straw - to be used several times a day by young children.
(c) Chewing gum is a new solution that "may work for parents whose children suffer from chronic ear infections.
(a) Sugared gums can with heavy use cause tooth decay, gum disease and cavities.
(d) After Finish studies showed that xylitol is effective in preventing cavities, a team of researchers decided to investigate its effects on a very similar type of bacteria which causes ear infections.
8. (d) The CEO's leadership role also entails being ultimately responsible for all day-to-day management decisions.
(a) The chief executive had done an excellent job in welding a group of motley and successful companies into one profitable company.
(b) It is not surprising that company had been sitting on a cash hoard of about \$24 billion year after year without any attempt to use it for growth or development.
(c) The chief executive of the General Electric Company in England once told me that he was very happy when there were no problems in any of his many divisions.
9. (d) Businesses often feel that since they have a lot of market muscle and in such a dominant position, maintenance will be enough.
(b) IBM fell behind on the concept of "connectivity" and has suffered as a result.
(a) In recent years, however, even mighty IBM found that market domination was not enough if you fall behind on concept.
(c) IBM has been well known through most of its recent history as one of the world's largest computer companies.
10. (b) In the past, the customised tailoring units were localised to the township or city and catered exclusively to domestic demand.

- (a) Traditionally, Indians preferred custom-made clothing and the concept of ready-to-wear is a relatively recent one.
- (d) This is contrary to the popular notion that Indian men do not spend as much as women on clothing.
- (c) The customised tailoring outfits have always been a major source of clothing for domestic market.
11. (a) Michael Hofman, a poet and translator, accepts this sorry fact without approval.
- (c) He acknowledges too - in fact, he returns to the point often - the best translators of poetry always fail at some level.
- (b) Poetry typically follows some type of pattern while prose does not follow any formal patterns of verse.
- (d) In terms of the gap between worth and rewards, translators come somewhere near nurses and street cleaners.
12. (b) Reservation should not exceed 50% for the civil services for want of balance and efficiency.
- (a) A common form of caste discrimination in India has been the practice of untouchability.
- (c) The number of aspirants to the civil services in India is very large and they come from various socio-economic backgrounds.
- (d) These aspirants come from both reserved and unreserved category.
13. (d) Almost a century ago, when the father of the modern automobile industry, Henry Ford, sold the first Model T car, he decided that only the best would do for his customers.
- (a) In October 2012, Toyota announced a recall of 7.43 million vehicles worldwide to fix malfunctioning power window switches, the largest recall since that of Ford Motor Company in 1996.
- (b) And for over 90 years, this philosophy has endured in the Ford Motor company.
- (c) Thus a vehicle is ready for the customers only, if it passes the Ford 'Zero Defect Programme'.
14. (a) Because, if the manager's subordinates are inefficient and ineffective and are not helped to increase their efficiency and effectiveness, the task may not be achieved.
- (b) This must be just as true as the responsibility for achieving his prescribed tasks.
- (c) Dealing with employees who don't respect you or your authority can eventually make your job unbearable.
- (d) It is often and that one of the prime responsibilities of a manager is the training and development of his staff.
15. (b) Over the last decade, Australia and India have set up Test cricket's most absorbing rivalry.
- (d) Every champion needs a counterpoint; legacies, defined referentially, draw from the dynamic between world-beater and contender.
- (c) It was tough but India outperformed most of the teams in all three departments of the game in the last two years.
- (a) India, thanks to its natural style of calm aggressive cricket, its distinctive ability to play at the level of the opposition, and the confluence of some of the finest cricketers in the contemporary game, fulfilled this role of contender.
16. (c) Early in August, as his jeep wound its way through the piles of burning tyres that angry protestors had used to barricade the road from Srinagar airport into the city, former Chief Minister Farooq Abdullah, turned to a journalist sitting next to him with a smile on his face.
- (b) "So," he said, "Are you here to write another article about how I don't know how to run a government?"
- (a) More likely than not, Dr. Abdullah's leadership - or that of Jammu and Kashmir National Conference President, his son Omar Abdullah - will soon be put to the test.
- (d) The three time chief minister of Jammu & Kashmir asserted that only dialogue can bring peace in the valley.
17. (a) A nation has gone against its historical record.
- (d) The single undeniable aspect of Obama's legacy is that he demonstrated that a black man can become president of the United States.
- (b) Risen above its worst prejudices in one, emotional incandescent moment.
- (c) Well, at least partly, and for a while Americans have voted in larger numbers than they have in decades, perhaps ever.
18. (d) This is the time of the year when people go out and shop for their winter wear.
- (b) But it seems economic recession has hit the fashion industry as well.
- (a) We haven't seen exclusive fashion shows from big designers this winter.
- (c) Winters for the past two years have been among the warmest, during December to March, in north India that heavily impacted sales of winter clothing by almost 30%.
19. (b) After all, a story told on the large screen inevitably differs from that told on the small screen.
- (c) This critical difference has an impact on viewership in terms of age, income and occupation.
- (a) In this, the age of multimedia, we have to train ourselves to understand that as a rule, the medium is the message.
- (d) In any play you've got to know what's going on around you so you can hear your cue to give a line or move in the scene.

20. (d) The size of the carbon footprint of nations in the developing world has again come in for serious international discussion.
 (c) The failed mission of Copenhagen is the immediate cause of the resumption of this debate.
 (b) While the main triggers of the debate are economic, social and cultural factors also have a major role to play.
 (a) There are both natural and human sources of carbon dioxide emissions.
21. (b) For pure vegetarians India is a heaven.
 (a) These are also prepared using different methods of cooking like baking, boiling, frying etc.
 (c) Indians like their vegetable curries real hot 'n' spicy and so add a number of spices to make them really exotic.
 (d) In factory farms around the world, animals are very often treated as commodities just to be exploited for profit.
22. (a) But it's true that Chinese people were well aware about green tea from ancient time.
 (d) We came to know about this green tea very late.
 (b) If I had said that tea is a healthy drink some years before the introduction of green tea, I might have been ridiculed.
 (c) Plain tea doesn't contain any sugar or calories, but many bottled iced teas on the market are loaded with both.
23. (c) Environment Education Unit of Centre for Science and Environment has always been working towards providing easy-to-understand reading material.
 (d) Their new publication on this subject is an attempt to lend teachers a helping hand.
 (a) It unfolds in two sections: Climate Change: how to make sense of it all, and Natural Resources: how to share and care.
 (b) During the past century, human activities have released large amounts of carbon dioxide and other greenhouse gases into the atmosphere.
24. (d) A famous Japanese rock garden is at Ryoan-ji in North West Kyoto, Japan.
 (c) A rock garden can also turn an otherwise awkward spot, like a hard-to-mow slope, into a showcase for your more delicate plants.
 (b) The garden is 30 meters long from East to West and 10 meters from North to South.
 (a) There are no trees, just 15 irregularly shaped rocks of varying sizes, some surrounded by moss, arranged in a bed of white gravel/sand that is raked every day.
25. (a) When they gathered together, the Buddha was completely silent and some speculated that perhaps the Buddha was tired or ill.
 (b) It is said that Gautama Buddha gathered his disciples one day for a Dharma talk.
 (d) The Buddha silently held up and twirled a flower and twinkled his eyes; several of his disciples tried to interpret what this meant, though none of them was correct.
 (c) Emperor Ashoka built the first temple near Bodhi tree during the 3rd Century BCE, almost 300 years after Buddha's period (566-486 B.C.E).
26. (a) The band has gone through several drummers over the years, though Travis has held the position since 1989 and is the longest-serving.
 (b) 'Judas Priest' are an English heavy metal band from Birmingham, England, formed in 1969.
 (d) The core line-up consists of lead vocalist Rob Halford, guitarist Glenn Tipton, bassist Ian Hill, and drummer Scott Travis.
 (c) Pop music is a slow and melodious form of music, where you can relax while listening to the refreshing songs sung by mega pop stars.
27. (a) In the past year, CBI has registered 170 cases but most of these relate to middlemen.
 (c) Overall, it is proposed to train nearly 550 investigators and prosecutors in these eminent national institutions over the next three years.
 (d) This is the job only half done as the agency has not been able to find any incriminating documents against the political class so far.
 (b) CBI has made some headway by identifying 121 impersonators after scanning details of over 9.5 lakh medical students.
28. (a) In urban-poor households, it is used for both lighting and cooking.
 (c) A recent report by the CEEW shows how shifting from kerosene to alternatives such as solar-assisted solutions for lighting and LPG for cooking could be economically beneficial for both the government as well as households.
 (d) The CEEW's analysis of National Sample Survey Office data highlights that kerosene is predominantly used as a lighting fuel in rural India.
 (b) LPG is used for cooking in many countries for economic reasons, for convenience or because it is the preferred fuel source.
29. (a) The income-tax department is reportedly on an overdrive to nab tax evaders.
 (d) This is extremely unfortunate and will result in harassment of the middle class.
 (b) It occurs whenever there is a change of national currency.
 (c) Punitive action against non-disclosure should be in consonance with the existing income tax law.

30. (a) Trading or investment ideas come in many ways -from stock brokers, investment advisors, media and in most cases from the man next door who just got rich by following a friend's 'tip.'
- (b) Numerous canteens across the country may soon turn quiet at the lunch hour if the Securities and Exchange Board of India (Sebi) has its way in regulating the flow of stock tips on social media.
- (d) Sebi, which wants to protect your wellbeing, may unintentionally be preventing you from getting rich.
- (c) The BSE is the world's 11th largest stock exchange with an overall market capitalization of \$1.43 Trillion as of March, 2016.
31. (c) There is no bottle of ink waiting to be typed over on to my writing pad.
- (d) I always read storybooks, newspapers, magazines, and any other material that I find interesting in my free time.
- (b) While it is true that I do most of my writing by hand, this does not mean that I will use any pencil or pen that comes to hand.
- (a) Being one of the clumsiest humans on earth, I am unable to fill or refill or empty a fountain pen of its ink without getting the said ink, black, blue or blue-black, all over my hands or onto my coat-sleeves or shirt front.
32. (a) This message was primarily aimed at China, a country with which India has had differences on the issue of Pakistan-sponsored terrorism against India.
- (c) China portrays itself as a Third World country that pursues "an independent foreign policy of peace."
- (d) China had recently put a technical hold once again at the United Nations and prevented Azhar from being designated a global terrorist, despite JeM being a UN-proscribed terror group.
- (b) The Prime Minister's focus, by and large, remained on the issue of terrorism.
33. (a) Many Indian MNCs with global footprints need linguists to help them in foreign land.
- (b) As the global marketplace expands, the need of personnel who can communicate in foreign language will increase.
- (d) But learning a foreign language is fast becoming a necessary job skill in its own right.
- (c) According to the American Community Survey, more than one in 5 individuals over the age of 5 (21%) speak a language other than English at home.
34. (d) It must be appreciated that there is an imperative need for such special legislations as the normal laws are not adequate to deal with the situation.
- (a) An important issue which has come up in this context relates to the need for special legislation to cope with the situation.
- (b) Any discussion on human rights is incomplete without reference to the security and terrorist threats facing the country.
- (c) But it remains to be seen if the demonetisation really reduced corruption and whether black money hoarders were truly affected by the policy.
35. (c) Else India will continue to be placed in no-win situations, on the outside looking in, as at present.
- (b) Asean's decision to tighten its integration should serve as a wake-up call to India's policy makers.
- (a) The success of regional trade agreements where India is not a party should prod the Centre to quickly move forward with domestic economic reforms.
- (d) The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations.
36. (a) In this particular case FBI has asked Apple to help them crack into one particular phone, not develop a generic backdoor into Apple's encryption.
- (b) This could help authorities unearth terror plots and save lives.
- (c) In these exceptional circumstances, a channel must be available for security agencies to access data on devices used by terrorists.
- (d) Even if it is argued that terrorism is employed by revolutionaries as a 'tactic', such means cannot justify the end.
37. (a) Ambedkar became part of the Constituent Assembly, was assigned the task of preparing the first draft of the Constitution.
- (b) He then joined Nehru's Cabinet as India's first law minister, but quit later over the question of the Hindu Code Bill.
- (d) At that point of time Ambedkar wasn't sure he would be part of the Constitution making body.
- (c) The Constitution applies to the State of Jammu and Kashmir with certain exceptions and modifications as provided in article 370 and the Constitution (Application to Jammu and Kashmir) Order, 1954.
38. (c) Most heartening is that India is now the 26th easiest place to get an electricity connection, up 25 places from last year.
- (d) That the Bank in its Doing Business 2017 report now ranks India 130 among 190 countries, just one notch higher than last year, is therefore likely to be taken as a signal of the snail's pace of economic reform.
- (a) As proof of its commitment to economic renewal, the Narendra Modi government had set itself the target of breaking into the top 50 in the World Bank's annual ranking of countries on ease of starting and operating a for-profit enterprise.

- (b) After the Modi government came the inflation had come down to around 5% while revised gross domestic product (GDP) data was pointing to a growth at 7.4% and will help India better even China.
39. (d) However, it is vulnerable to deliberate abuse, accidental bungling, and occasional failures.
- (b) Stories of such anomalies are not rare in the criminal justice system of the United States.
- (c) In every nation the justice system strives to be perfect.
- (a) The United States joins other nations in sending a clear message: we will not allow Iran to have a nuclear weapon.
40. (a) The recent announcement of Rs 11,300 crore for the Swachh Bharat Mission (SBM) in the 2016-17 budget reiterates this.
- (c) There is an urgent need to build greater momentum around a broader understanding of what will make India truly Swachh.
- (d) Nearly 17 months have passed since Prime Minister Narendra Modi launched the Swachh Bharat Abhiyan on October 2, 2014.
- (b) The effects of poor environmental sanitation are numerous and they include human disease, poor overall human health and economic disadvantages as well as social disadvantages.