

Chapter 13

Cloze Test

Direction: In the following passages 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.

Passage 1

Economic backwardness of a region is (1) by the co-existence of unutilized or underutilized (2) on the one hand, and (3) natural resources, on the other. Economic development essentially means a process of (4) change whereby the real per capita income of an economy (5) 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 (6) of scholars of socio-economic change for decades. Going through the (7) history of developed countries like America, Russia and Japan, man is essentially found as (8) in the process of economic development. Japan, whose economy was (9) damaged from the ravages of the Second World War, is the clearest example of our time to (10) kingpin role in economic development.

1. 1) developed 2) cured
3) improved 4) enhanced
5) characterised
2. 1) sources 2) finances
3) funds 4) manpower
5) industries
3. 1) exhaustive 2) unexploited
3) abundant 4) indefinite
5) unreliable
4. 1) upward 2) drastic
3) negligible 4) incredible
5) sudden
5. 1) diminishes 2) degenerates
3) increases 4) succumbs
5) stabilizes
6. 1) plans 2) attempts
3) attention 4) resources
5) strategy
7. 1) existing 2) glorious
3) ancient 4) economic
5) discouraging
8. 1) pivotal 2) neutral
3) insignificant 4) enchanted
5) vicious

9. 1) increasingly 2) always
3) gradually 4) deliberately
5) badly
10. 1) enlighten 2) validate
3) negate 4) underestimate
5) belittle

Absorb = to hold somebody's attention or interest completely

Ravage = to damage something badly; to destroy something

The ravages of something = the damaging effect of something; the destruction done by something

Kingpin = a person of thing essential for success

Enhance = to increase or improve further the good quality, value or status of something

Incredible = difficult to believe; extraordinary

Diminish = to decrease; to become or make something smaller or less

Degenerate = to pass into a worse physical, mental or moral state that one which is considered normal or desirable.

Succumb = to fail to resist an illness, an attack etc

Pivotal = central; of great importance because other things depend on it.

Vicious = acting or done with evil intentions; cruel and violent.

Enlighten = to give somebody greater knowledge or understanding

Validate = to show that something is reasonable or logical; to make something legally valid

Negate = to cancel the effect of something; to nullify something

Belittle = to make a person or an action seem unimportant or of little value.

Passage 2

Although John Wisdom's writings in philosophy show clearly the influence of Wittgenstein, they nevertheless also display a (1) originality. Despite the (2) and difficulty of his style, a careful reading of Wisdom is seldom (3). He is a unique kind of genius in philosophy.

This essay is an excellent example of Wisdom's repeated attempts to (4) the ultimate bases of philosophical perplexity. A great deal of the time Wisdom is (5) interested in finding out why metaphysicians feel (6) to utter such strange sentences (e.g. "Time is unreal", "There are no material

things", etc). According to Wisdom, such sentences are both false (and perhaps meaningless) and yet (7). Even more than Wittgenstein, Wisdom has stressed the "therapeutic" conception of philosophy, a view that comes out clearly in this essay where he emphasizes the analogy between philosophical and neurotic distress (8) them with other kinds of problems.

The reader who is interested in gaining a fuller (9) with Wisdom's thought is referred to his famous article "Gods in Philosophy and Psycho-analysis". *Other Minds* is Wisdom's most (10) discussion of a single topic and in many ways his finest work.

1. 1) concise 2) virtual 3) marked
4) limited 5) relative
2. 1) individuality 2) novelty
3) originality 4) complexity
5) creativity
3. 1) unprofitable 2) useful
3) advantageous 4) unreliable
5) durable
4. 1) jettison 2) delimit
3) augment 4) fortify
5) explore
5. 1) admirably 2) primarily
3) inadvertently 4) reluctantly
5) happily
6. 1) depressed 2) confined
3) alluded 4) compelled
5) adapted
7. 1) illuminating 2) damaging
3) confusing 4) critical
5) unreliable
8. 1) compelling 2) associating
3) contrasting 4) describing
5) advocating
9. 1) comparison 2) analysis
3) agreement 4) elaboration
5) acquaintance
10. 1) projected 2) sustained
3) prolonged 4) prolific
5) attributed

Perplexity = confusion; the state of being confused or worried

Metaphysics = the branch of philosophy dealing with the nature of existence, truth and knowledge

Utter = to say something; to express something in speech.

Therapeutic = of or connected with healing; having a good general effect on the body or the mind

Neurotic = having or showing an abnormal anxiety or obsession about something; caused by or suffering from a mental illness that causes depression or abnormal behaviour

Concise = brief

Virtual = almost or nearly the thing described, but not completely.

Jettison = to abandon or reject something that is not wanted.

Augment = to make something larger in number or size; to increase something

Fortify = to make somebody feed stronger, braver etc.

Explore = to examine something thoroughly in order to test it or found out about it.

Inadvertent = not done deliberately or intentionally

Reluctant = unwilling and therefore slow to act, agree etc.

Allude = to mention somebody/something briefly or indirectly.

Adapt = to make something suitable for a new use situation etc.

Acquaintance = slight knowledge of something

Prolong = to make something last longer; to extend something

Prolific = producing many works.

Passage 3

The latest stage of the continuing (1) 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 (2)". We in India know that these clouds have (3) 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 (4) trying to come to terms with the fact that the nuclear weapons are not the (5) 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 (6) to? India will not (7) by their de-recognising the nuclear tests. Both sides can happily close (8) eyes and agree to (9) what has happened. The fact that India is a sovereign nation, entitled to take decision beneficial for its own security, has not been altered by the tests. The US has come round to (10) that India has some say in this matter.

1. 1) adversaries 2) negotiations
3) strifes 4) strategies
5) disputes
2. 1) relationship 2) struggle
3) matter 4) talks
5) countries
3. 1) formed 2) eclipsed
3) reined 4) covered
5) floated
4. 1) spontaneously 2) generously
3) grudgingly 4) gracefully
5) willingly
5. 1) threats 2) creations
3) properties 4) monopoly
5) possessions
6. 1) prepared 2) objecting
3) pointing 4) clinging
5) planning

7. 1) gain 2) differ
3) flourish 4) suffer
5) develop
8. 1) their 2) our
3) naked 4) inward
5) both
9. 1) imitate 2) undo
3) cherish 4) reiterate
5) ignore
10. 1) expecting 2) suspecting
3) accepting 4) advocating
5) rejecting

Punctuate = to interrupt something at intervals.

Disperse = to go in different directions or make somebody/something do this

Adversary = an opponent in a contest, an argument or a battle

Strife = angry or violent disagreement; conflict

Eclipse = to outshine somebody/something; to make somebody/something appear dull or unimportant by comparison.

Rein = to restrain or control somebody/something

Spontaneous = done, happening, said etc because of a sudden impulse from within, not planned or caused or suggested by something/somebody outside.

Grudgingly = reluctantly

Grudge = to do or give something very unwillingly

Cling = to become attached to something; to stick to something

Imitate = to copy somebody/something; to take or follow somebody/something as an example.

Cherish = to keep a feeling or an idea in one's mind or heart and think of it with pleasure.

Reiterate = to repeat something that has already been said, especially for emphasis

2. 1) obvious 2) necessary
3) essential 4) recognised
5) prominent
3. 1) accept 2) participate
3) pronounce 4) inculcate
5) relate
4. 1) advocates 2) possessed
3) exponents 4) indifferent
5) themselves
5. 1) seriousness 2) beliefs
3) barriers 4) masks
5) chains
6. 1) snobbery 2) egoism
3) brashness 4) boasting
5) candour
7. 1) projective 2) spontaneous
3) pious 4) cavaliers
5) callous
8. 1) conflict 2) persuasiveness
3) dedication 4) propensity
5) jealousy
9. 1) pervasiveness 2) boundaries
3) sluggishness 4) blocking
5) enthusiasm
10. 1) unanimous 2) uncritical
3) uninhabited 4) uncanny
5) unusual

Interpersonal = existing or done between two people

Impulsive = noted for or involving sudden action without careful thought

Prominent = distinguished or important; easily seen

Pronounce = to declare or announce something especially formally, solemnly or officially

Inculcate = to fix ideas, principles etc firmly in somebody's mind especially by often repeating them

Exponent = a person who supports and promotes a theory, belief, cause etc

Snobbery = attitudes and behaviour that are characteristic of a snob.

Snob = a person who believes he or she has superior taste or knowledge

Brash = confident in a rude, noisy or aggressive way.

Candour = the quality of being frank and honest in one's behaviour or speech.

Pious = having or showing a deep respect for God and religion

Cavalier = showing a lack of proper concern

Callous = having or showing no sympathy for other people's feelings or suffering

Propensity = a tendency to do something especially something undesirable.

Pervasive = present and seen or felt everywhere

Sluggish = moving slowly; not alert or lively

Unanimous = agreed with by everybody in a group

Uncanny = not natural; mysterious and slightly frightening.

Passage 4

Trust is the basis of human relationship. As trust between people grows, (1) change and interpersonal dynamics are transformed. Diverse skills and abilities become (2) and appreciated as strengths. People begin to (3) one another's attitudes and feelings. They learn to be (4) instead of playing roles. As trust grows the (5) that prevent (6) and openness lessen. People become more expressive, impulsive, frank and (7). Their communication is efficient and clear. They risk (8) and confrontation, opening the doors to deeper communication, involvement and commitment. Congestion and (9) lessen. The flow of data is open and (10).

1. 1) motivations 2) behaviours
3) patterns 4) aspirations
5) commitments

Passage 5

A good percentage of the population of India is tribal. The tribals live in the hills and forests of the country and have been little (1) by the (2) currents of the plains. Practically all the states of India have their tribal population. The tribes are numerous, computed to be about 200, some living in (3) regions in dense forests, and others on the borders of villages. Some tribes are (4) to a few souls, while others like the Santhals, run into millions and are steadily (5) in numbers. During the British period some of them were known as 'criminal tribes' for they showed (6) respect for the Indian Penal Code. After independence they have been named Scheduled Tribes. Under modern conditions isolation, however, has become (7) and the hill tribes are getting (8). The cultural traffic is two-way. Social reformers are taking civilization to the hills, and the tribes, (9) their old occupations of hunting and (10) farming, are settling in villages, towns and cities as labourers and industrial workers.

1. 1) affected 2) domiciled
3) motivated 4) deprived
5) favoured
2. 1) financial 2) proud
3) cultural 4) unruly
5) swift
3. 1) comfortable 2) marshy
3) wild 4) unpopulated
5) inhospitable
4. 1) devoted 2) confined
3) susceptible 4) related
5) attached
5. 1) constant 2) deteriorated
3) developing 4) increasing
5) decreasing
6. 1) abundant 2) genuine
3) superficial 4) exorbitant
5) scant
7. 1) crucial 2) necessary
3) difficult 4) convenient
5) indispensable
8. 1) civilized 2) demoralised
3) wiped-out 4) entertained
5) reduced
9. 1) escaping 2) with
3) enhancing 4) leaving
5) continuing
10. 1) productive 2) primitive
3) profitable 4) cultivable
5) scientific

Unruly = not easy to control or manage

Marshy = wet and muddy

Inhospitable = not giving a friendly or polite welcome to guests

Susceptible = easily influenced or harmed by something; sensitive

Exorbitant = much too high or great; unreasonable

Scant
Primitive

= hardly enough; not very much
= of or at an early stage of social development

Passage 6

India's (1) over the past half century since independence has been unique and (2) in many ways. Yet the record is (3) in relation to what the country set out to achieve and could certainly have been (4). It is (5) to look at both sides; the alternative is to be (6) down by unrelieved gloom or unwarranted (7). The fact is that after eight 5-year plans, about 40 per cent of population is (8) below the poverty line. The human development indices are (9) low, placing India at the 126th position in the world table, far below many countries that came into (10) much later than it did.

1. 1) development 2) domination
3) predicament 4) history
5) excellence
2. 1) dubious 2) insignificant
3) desperate 4) special
5) commendable
3. 1) outshining 2) broken
3) disappointing 4) brighter
5) played
4. 1) underplayed 2) accomplished
3) tampered 4) noteworthy
5) exaggerated
5. 1) proposed 2) futile
3) impracticable 4) necessary
5) suggested
6. 1) laid 2) struck
3) cooled 4) weighed
5) brought
7. 1) progress 2) debating
3) meticulousness 4) haste
5) complacency
8. 1) much 2) still
3) obviously 4) found
5) far
9. 1) deplorably 2) admirably
3) surprisingly 4) not
5) amusingly
10. 1) world 2) being
3) independence 4) compete
5) India

Unrelieved = not changing; continuing

Gloom = partial darkness; a feeling of sadness and depression

Unwarranted = not justified or necessary

Dominate = to have control or power over or very strong influence on somebody/ something

Predicament = a difficult or unpleasant situation especially one in which it is difficult to know what to do.

Dubious = doubtful

Commendable = deserving praise

Accomplished = skilled

Tamper = to interfere with or alter something

- without authority*
Exaggerate = to make something seem larger, better, worse etc than it really is
Futile = producing no result; having no purpose
Meticulous = giving or showing great care and attention to detail.
Complacency = a calm feeling of satisfaction with oneself, one's work
Deplore = to be shocked or offended by something; to condemn
Amusing = causing laughter or smile; enjoyable
Weigh down = to make somebody/something bend by being heavy.

Passage 7

In the thirties and forties, geography was (1) subject in schools. Children spent hours tracing maps and (2) about strange places, peoples and customs. Harvard University (3) its geography department after World War II. A string of leading universities in the United States (4) suit. Geography has been tarred with the racist brush, and no one wants to be (5).

David S Landes, professor of history and economics at Harvard University, makes a forceful (6) for geography in his book, *The Wealth and Poverty of Nations*. Geography, he says, tells the unpleasant truth that nature is unfair, unequal in its (7) and that its unfairnesses are not easily (8). For Landes, there is nothing racist in a geography that links (9) and group behaviour to nature, no one can be praised or (10) for the temperature of the air, the volume or timing of rainfall, or the topography.

1. 1) full-fledged 2) resourceful
3) decent 4) boring
5) famous
2. 1) knowledge 2) drawings
3) ignored 4) learned
5) figures
3. 1) established 2) nurtured
3) intensified 4) developed
5) abolished
4. 1) followed 2) cleared
3) prepared 4) wore
5) filed
5. 1) learned 2) contaminated
3) neglected 4) prepared
5) knowledgeable
6. 1) decision 2) impeachment
3) lesson 4) plea
5) plan
7. 1) behaviour 2) favours
3) sources 4) deal
5) functions
8. 1) sensed 2) placated
3) remedied 4) over-ruled
5) understood
9. 1) expediency 2) sentiments
3) performance 4) acquisition
5) obedience

10. 1) credited 2) implored
3) admired 4) flattered
5) blamed
- Tarred with the same brush** = having or considered to have the same faults as somebody (as somebody)
Decent = proper, acceptable, satisfactory
Nurture = to help the development of something
Abolish = to end the existence of a law, a practice, an institution etc
Contaminate = to make something/somebody impure by adding substances that are dangerous or carry disease
Impeach = to raise doubts about something; to question something
Placate = to make somebody less angry; to calm or satisfy somebody.
Remedy = to correct, change or improve something undesirable
Implore = to ask or beg for something in a serious way
Flatter = to praise somebody too much or in an insincere way especially in order to gain favour for oneself.

Passage 8

Fourteen centuries ago when the world was much younger, the ruler of all India, Rajah Balhait, was (1) about his people. A new game of dice, called *nard*, had (2) the imagination of his subjects. Teaching them that chance alone - a roll of the dice - guided the (3) of men. All who played this game of fortune lost their (4) in the virtues of courage, prudence, wisdom and hope. It bred a fatalism that was (5) the spirit of the kingdom.

Rajah Balhait commissioned Sissa, an intelligent courtier, at his court, to find an answer to this (6). After much (7) the clever Sissa invented another game, *chaturanga*, the exact (8) of *nard*, in which the four elements of the Indian army were the key pieces. In the game these pieces - chariots, horses, elephants and foot soldiers - joined with a royal counsellor to defend their king and defeat the enemy. Forceful (9) was demanded of the players not luck. *Chaturanga* soon became more popular than *nard*, and the (10) to the kingdom was over.

1. 1) concerned 2) confident
3) ignorant 4) indifferent
5) partisan
2. 1) propelled 2) enshrined
3) captured 4) activated
5) enhanced
3. 1) communities 2) ways
3) abnormalities 4) destinies
5) groups
4. 1) bravado 2) interest
3) peace 4) wealth
5) faith

5. 1) appalling 2) crushing
3) moistening 4) promoting
5) overwhelming
6. 1) apprehension 2) risk
3) problem 4) game
5) destiny
7. 1) deliberation 2) absorption
3) insight 4) hesitation
5) reluctance
8. 1) nature 2) equivalent
3) picture 4) opposite
5) replica
9. 1) prediction 2) concentration
3) manipulation 4) attack
5) fortune
10. 1) devastation 2) anxiety
3) impeachment 4) nuisance
5) threat

Virtue = behaviour that shows high moral standards; goodness

Prudent = acting with or showing care and thought for the future; showing good judgement

Fatal = causing or ending in death
Counsellor = an adviser especially one who has professional training

Partisan = showing too much support for one person, group or cause; biased

Propel = to move, drive or push something/somebody forward

Enshrine = to preserve something in a place or from it will be remembered and respected.

Bravado = a display of bold talk or behaviour to impress other people.

Appalling = shocking; extremely bad

Moisten = to become or make something moist

Overwhelming = very great; very strong

Replica = a close or exact copy of something of a painting; a model of something made on a smaller scale

Anxiety = a nervous feeling caused by fear that something bad is going to happen; worry

Nuisance = a thing, a person or behaviour that is annoying or causes trouble

Passage 9

As the country embarks on planning (1) the 12th Plan (2012-17) period, a key question mark (2) hangs over the process is on the energy requirements.

Growth is energy-hungry and the aspirations of growing at 9-10% will (3) huge demands on the energy resources of the country. In this energy jigsaw, renewable energy will (4) like never before in the 12th Plan and the (5).

By the rule of the thumb, India will (6) about 100 gigawatts (Gw)-100,000 megawatts of capacity addition in the next five years. Encouraging trends on energy efficiency and sustained (7) by some parts of the government—the Bureau of Energy Efficiency, in

particular, needs to be complimented for this—have led to substantially lesser energy intensity of economic growth. However, even the tempered demand numbers are (8) to be below 80Gw. As against this need, the coal supply from domestic sources is unlikely to support more than 25 Gw equivalent capacity. Imported coal can add some more, but at a much (9) cost. Gas-based electricity generation is unlikely to contribute anything substantial in view of the unprecedented gas supply challenges. Nuclear will be (10) in the foreseeable future. Among imported coal, gas, large hydro and nuclear, no more than 15-20Gw equivalent can be (11) to be added in the five-year time block.

(12) (13) this, capacity addition in the renewable energy based power generation has touched about 3Gw a year. In the coming five years, the overall capacity addition in the electricity grid (14) renewable energy is likely to range between 20Gw and 25Gw. Additionally, over and above the grid-based capacity, off-grid electricity applications are reaching remote places and (15) lives where grid-based electricity supply has miserably failed.

1. 1) against 2) for
3) onwards 4) at
5) on
2. 1) that 2) inside
3) always 4) who
5) where
3. 1) forward 2) subject
3) place 4) demand
5) replace
4. 1) pass 2) publish
3) feature 4) find
5) light
5. 1) likewise 2) publicity
3) next 4) after
5) earlier
6. 1) waste 2) require
3) highlight 4) generate
5) consumed
7. 1) structures 2) efforts
3) projections 4) practices
5) developmental
8. 1) sure 2) unsure
3) unexpected 4) unlikely
5) likely
9. 1) nominal 2) excelled
3) higher 4) lower
5) expected
10. 1) failure 2) success
3) dangerous 4) maximum
5) marginal
11. 1) certain 2) linked
3) remarked 4) expected
5) sure
12. 1) When 2) But
3) However 4) If
5) As

13. 1) for 2) with
3) is 4) ever
5) against
14. 1) through 2) project
3) versus 4) against
5) capacity
15. 1) lightening 2) making
3) touching 4) saving
5) generating

Embark on = to start or engage in something new or difficult

Compliment = to express praise or admiration of somebody

Temper = to make the effects of something less severe by balancing it with the else

Unprecedented = never having happened, been done or been known before

Over and above = besides something; in addition to something

Marginal = having little importance; not central

Jigsaw = a picture printed on cardboard or wood cut into various different shapes that have to be fitted together again; jigsaw puzzle.

Passage 10

Bret Bonson loved animals (1) on a family owned Zoo. He had grown up caring for antelope, deer and wildcats. He was (2), at times stubbornly, protective. Once, when a tiger cub was born with a deformed leg, the local veterinarian and Bret's parents (3) the animal would never live a full life. Even so, the boy bottle-fed the cub and cared for it. (4) Bret's mothering, the cub died, but Bret's mothering (5) lived on.

He worked at a Safari park where, in 1980, he trained his first African elephant and found his true (6). From the beginning Bonson was (7) by elephants. They have the (8) force to uproot trees and can outrun the fastest human sprinter. But they also have (9) fine motor skills. The same trunk that could (10) the front end of an automobile or fracture a predator's skull could gently (11) a peanut from the fingers of a small child.

1. 1) created 2) constructed
3) built 4) erected
5) raised
2. 1) methodically 2) carefully
3) fiercely 4) suitably
5) actually
3. 1) believed 2) valued
3) expressed 4) imagined
5) exhibited
4. 1) Until 2) Unless
3) Instead 4) Despite
5) Although
5. 1) belief 2) instinct
3) love 4) passion
5) care

6. 1) companion 2) attitude
3) calling 4) friend
5) abode
7. 1) absorbed 2) alarmed
3) attacked 4) attached
5) awed
8. 1) empowered 2) brute
3) tall 4) high
5) exhibited
9. 1) domestic 2) durable
3) devastating 4) delicate
5) dubious
10. 1) hoist 2) puncture
3) disturb 4) attack
5) deflate
11. 1) protect 2) tender
3) abandon 4) pluck
5) touch

Stubborn = determined not to change one's attitude or position; having a strong will

Passion = a strong feeling eg of hate, love or anger

Awe = to fill somebody with a feeling of respect combined with fear or wonder

Brute = involving physical force only and not thought or reason

Outrun = to run faster or further than somebody/something

Instinct = a natural feeling that makes one act or respond in a particular way.

Hoist = to raise something to a higher position

Deflate = to make somebody feel less confident than they were or less important than they thought they were.

Tender = loving; gentle; easily moved to pity or sympathy

Pluck = to hold something with the fingers and pull it.

Passage 11

Gandhiji once said, "I would say that if the village perishes, India will perish too. India will be (1) more India. Her own mission in the world will get (2). The (3) of the village is possible only when it is no more (4). Industrialisation on a mass scale will (5) lead to passive or active exploitation of the villagers as the problem (6) competition and marketing come in. Therefore, we have to (7) on the village being self-contained, manufacturing mainly for use. Provided this character of the village industry is (8) there would be no objection to villagers using even the modern machines and tools that they can make and (9) to use. Only, they (10) not be used as a means of exploitation of others."

1. 1) certainly 2) scarcely
3) much 4) no
5) any

2. 1) lost 2) extension
3) elevated 4) flourished
5) jeopardy
3. 1) rehabilitation 2) pruning
3) revival 4) devastation
5) atonement
4. 1) denuded 2) exploited
3) contaminated 4) populated
5) ruined
5. 1) passionately 2) surprisingly
3) scarcely 4) never
5) necessarily
6. 1) forming 2) enhancing
3) between 4) of
5) with
7. 1) concentrate 2) ponder
3) imagine 4) ensure
5) decide
8. 1) regained 2) neglected
3) maintained 4) thwarted
5) abolished
9. 1) prepare 2) afford
3) hesitate 4) propose
5) plan
10. 1) can 2) could
3) need 4) would
5) should

Perish = to be destroyed; to die

Revival = a recovery; the process of bringing something back

Jeopardy = at risk

Rehabilitate = to restore somebody/something to their/its former higher status or position

Prune = to reduce the extent of something by cutting unnecessary parts.

Atonement = to act in a way that compensates for a previous wrong or error.

Denude = to make something bare

Ponder = to think about something carefully and for a long time especially in trying to reach a decision; to consider

Thwart = to prevent somebody doing what they intended to; to oppose a plan etc successfully.

Passionate = caused by or showing strong feelings

Passage 12

(1) stringent anti-pollution laws, mass awareness levels in India about the need to (2) the environment are low. Which is (3) many people insist that mere laws won't do; what we (4) need are "environment conscious" citizens. It is in this context that the University's (5) to introduce environment studies as a compulsory paper at the undergraduate level (6) significance. There was some (7) initially about who would teach the paper because financial (8) make it impossible for colleges to (9) approval for new teaching posts. In fact, in August 1999, the University Grants Commission (UGC) imposed a ban on the creation of

new teaching posts in colleges. (10) with this problem, authorities at the university have decided that serving teachers belonging to various disciplines will teach the paper.

1. 1) Despite 2) Having
3) Enacting 4) Adopting
5) Although
2. 1) contaminate 2) clean
3) filter 4) protect
5) pollute
3. 1) resulting 2) why
3) obvious 4) as
5) because
4. 1) seldom 2) don't
3) hardly 4) perfectly
5) actually
5. 1) inability 2) deferral
3) decision 4) failure
5) reluctance
6. 1) extracts 2) accord
3) expects 4) loses
5) assumes
7. 1) displeasure 2) antagonism
3) hurdles 4) confusion
5) priority
8. 1) losses 2) constraints
3) apathy 4) soundness
5) independence
9. 1) receive 2) establish
3) emphasize 4) expect
5) sanction
10. 1) Down 2) Familiarity
3) Faced 4) Convinced
5) Solution

Stringent = that must be obeyed; strict or severe
Assume = to accept something as true before there is proof

Deferral = delaying something until a later time

Antagonism = a feeling of hostility or opposition

Constraint = a thing that limits or restricts

Apathy = a lack of interest, enthusiasm or concern

Passage 13

A friend in need is a friend indeed. A man who stands (1) his friend in (2) is a true friend, Selfless love is the base of true friendship. True friends share each other's joy and sorrow, pain and pleasure. They do not fall (3) in adversity. They have full confidence in each other. They never (4) each other. (5) makes friends, adversity tries them. A selfless friend is (6); a selfish friend is a curse. The first is an angel and the second is a devil. One makes your career while the other (7) it.

True friendship means great self-sacrifice on the part of both. A true friend (8) pleasure and convenience. He goes cut of his way and faces difficulties in his way with joy and even with pride. Joy and sorrow, success and failure, good fortune and

misfortune, are equally (9) by a pair of true friends. They (10) the burden of life equally for they feel that they sail in the same boat and that they have to sink and swim together.

1. 1) to 2) with
3) for 4) by
5) of
2. 1) adversity 2) commotion
3) change 4) happiness
5) growth
3. 1) by 2) to
3) off 4) with
5) through
4. 1) postulate 2) commit
3) danger 4) deplete
5) betray
5. 1) Wealth 2) Prosperity
3) Man 4) Providence
5) Well-bring
6. 1) boon 2) force
3) blessing 4) calamity
5) message
7. 1) throws 2) develops
3) constructs 4) mars
5) lacks
8. 1) foregoes 2) mitigates
3) evolves 4) appraises
5) prospers
9. 1) built 2) pleased
3) admired 4) advocated
5) shared
10. 1) expect 2) shoulder
3) dislike 4) propose
5) project

Stand by = to support or help somebody
Adversity = difficulties; trouble; misfortune
Commotion = noisy confusion or excitement
Fall off = to decrease in quantity or quality
Postulate = to accept or suggest that something is true, especially as a basis for reasoning or discussion

Deplete = to reduce greatly the quantity size, power or value of something.

Betray = to show a lack of loyalty to somebody/something

Providence = the way in which God or nature cares for and protects all creatures

Blessing = God's favour and protection

Curse = a magical word or phrase spoken with the aim of punishing, injuring or destroying somebody/something

Mar = to damage or spoil something

Forego = to give up or do without something especially something pleasant

Mitigate = to make something less severe, violent or painful

Appraise = to assess the value quality or nature of somebody/something

Passage 14

The Government seems to be in right earnest to ensure more (1) in governance. The Prime Minister's announcement that his Government is (2) drafting legislation to (3) the citizen's right to information is indeed welcome. Though the talk on the right to information is not new, we may (4) the bill to be brought early this time. The previous Government had set up a high-level committee to (5) a draft bill. But nothing has been heard about the matter since, (6) the committee did quite some work. The issue, however, has come to such a pass that a solution cannot be (7) further. Sunlight is the best disinfectant, a foreign judge once said, while (8) the unwarranted secrecy in an administrative system. When those in authority know that people have the right to ask questions and the government is under the (9) to provide them with answers, (10) of authority, or of public finances, for personal or party ends is less likely to happen.

1. 1) strictness 2) rudeness
3) leniency 4) economy
5) transparency
2. 1) personally 2) busy
3) not 4) reluctantly
5) absolutely
3. 1) presumption 2) absolve
3) curb 4) question
5) establish
4. 1) expect 2) wait
3) try 4) frustrate
5) appeal
5. 1) level 2) regard
3) prepare 4) enact
5) unearth
6. 1) even 2) as
3) because 4) until
5) though
7. 1) found 2) expected
3) delayed 4) looked
5) longed
8. 1) nurturing 2) criticising
3) demanding 4) appreciating
5) upholding
9. 1) pretentious 2) affect
3) substance 4) obligation
5) property
10. 1) misuse 2) governance
3) dishonour 4) curbing
5) breach

In earnest = to a greater extent; with more determination and energy

Disinfectant = a substance that cleans something by destroying the bacteria that cause disease

Lenient = not severe, especially in punishing people.

Presumption = the action of supposing something to be true.

- Absolve** = to declare that somebody is free of guilt, blame etc.
Curb = to prevent something from getting out of control
Long = to wait something very much; to have a strong desire for something or to do something
Uphold = to support or confirm a decision, belief etc which has been questioned
Pretentious = claiming importance, value or style, especially without good cause.

Passage 15

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. 1) pursuit 2) view 3) conquest
4) victim 5) want
2. 1) foul 2) diluted
3) poor 4) precarious
5) critical
3. 1) disturbed 2) pure
3) counterproductive 4) suffocated
5) contaminated
4. 1) dubious 2) wanton
3) careful
4) planned
5) useless
5. 1) attacking 2) projecting
3) cutting 4) blasting
5) sizing
6. 1) reclamation 2) inhabitation
3) stabilisation 4) destruction
5) damage
7. 1) provocation 2) adventure
3) vandalism 4) abundance
5) evasion
8. 1) relocating 2) divulging
3) menacing 4) culminating
5) diverting
9. 1) evaporated 2) endangered
3) devalued 4) eliminated
5) forfeiting
10. 1) managing 2) developing

- 3) maintaining 4) doubling
5) minimising
11. 1) damage 2) variable
3) content 4) yield
5) refuge
12. 1) squandered 2) preserved
3) doubled
4) engulfed
5) coerced
13. 1) equilibrium 2) existence
3) failure 4) proportion
5) bankruptcy

Conquest = the action or an instance of conquering somebody

Foul = very unpleasant; very bad; terrible

Wanton = done deliberately for no good reason

Reclamation = the action of making land fit to cultivate, eg by draining it or bringing water to it

Grave = serious and important; giving cause for worry

Vandalism = behaviour character of a person who deliberately destroys or damages works of art, public and private property, the beauties of nature etc for no good reason.

Effluent = liquid waste matter, sewage etc that pours out of a factory into a river

Murky = dirty; not clear

Endangered = in danger of becoming extinct

Extinct = no longer in existence

Squander = to waste something foolishly or carelessly

Impunity = freedom from punishment or injury

Extinguish = to end the existence of a feeling, condition etc

Pursuit = the action of looking for or trying to find something

Precarious = not safe; dangerous

Provocation = the action of making somebody angry by deliberately doing something annoying or offensive.

Evasion = the act or process of avoiding something that is legally or morally required

Divulge = to make something known especially a secret

Menace = a thing or person that threatens to harm somebody/something

Culminate = to reach the highest point or specified conclusion or result.

Forfeit = to give up something or have something taken away as a consequence of or punishment for having done something wrong.

Refuge = shelter or protection from danger, trouble etc

Engulf = to surround somebody/something especially so that they are completely covered

Coerce = to make somebody do something by using force or threats

Bankruptcy = the state of being unable to pay one's debts

Passage 16

Once Gurudev Tagore asked Gandhiji: "Gandhiji, are you (1) unromantic? When in the early (2) the morning sun rises does it not (3) your heart with joy to see its reddish glow? When the birds (4) does not your heart thrill with its (5) music? When the rose opens its petals and blooms in the garden, does its sight not bring (6) to your heart?" The Mahatma replied, "Gurudev, I am not so dumb or (7) 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 (8), my one anxiety, my one ambition is: When shall I see the red tint of the rose on the cheeks of (9) (10) millions of my people? When shall I hear the sweet and melodious song of the birds in place of their (11) sighs - when will such music (12) out of their soul? And when will that (13) come, when the light of the morning sun will (14) the heart of the common man in India? When will I see its lustre and (15) on his face?"

1. 1) not 2) genuinely
3) seldom 4) so
5) fairly
2. 1) season 2) dawn
3) monsoon 4) climate
5) days
3. 1) involve 2) impeach
3) move 4) fill
5) penetrate
4. 1) fly 2) nestle
3) flock 4) cry
5) sing
5. 1) alarming 2) fearful
3) divine 4) irritating
5) loud
6. 1) aroma 2) cheer
3) fragrance 4) agony
5) fear
7. 1) insensitive 2) lethargic
3) ambitious 4) idle
5) romantic
8. 1) slogan 2) request
3) interpretation 4) desire
5) demand
9. 1) old 2) rich
3) happy 4) noble
5) hungry
10. 1) naked 2) fashioned
3) poor 4) fellow
5) playful
11. 1) encouraging 2) flourishing
3) prosperous 4) agonizing
5) cheerful
12. 1) play 2) bring
3) come 4) drop
5) sing

13. 1) light 2) day
3) authority 4) person
5) sun
14. 1) scorch 2) shine
3) bright 4) burn
5) illuminate
15. 1) brightness 2) shade
3) dullness 4) strength
5) stairs

Tint
Sigh

= a shade or variety of a colour
= an act or sound of taking long deep breath that can be heard, expressing sadness, relief, tiredness etc

Lustre

= the soft brightness of a smooth or shining surface; glory; distinction

Dawn

= the time of day when light first appears

Flock

= a group of sheep, goats or birds of the same type either kept together or feeding and travelling together

Divine

= wonderful; beautiful

Aroma

= a distinctive usually pleasant smell

Lethargic

= lazy

Scorch

= to burn and damage a surface by making it too hot.

Illuminate

= to shine light on something

Passage 17

Man has always considered himself to be the ruler of his planet. This (1) and the attendant superiority feeling has made him look down (2) other creatures who co-exist with human on this earth. The so-called civilized human race has (3) and ill-treated small and large animal species and birds in an attempt to prove his (4). It is common knowledge that (5) number of animals have been (6) for centuries under the (7) of conducting scientific experiments or for sports. Till recently, in the (8) of scientific experiments, monkeys and frogs have been (9) to dissection and (10) in the laboratory.

1. 1) pleasure 2) fact
3) achievement 4) force
5) arrogance
2. 1) in 2) upon
3) with 4) for
5) into
3. 1) criticised 2) devalued
3) protected 4) abused
5) enlarged
4. 1) supremacy 2) wisdom
3) cleverness 4) instinct
5) possession
5. 1) tall 2) plenty
3) countless 4) diverse
5) numerous
6. 1) tortured 2) exposed
3) treated 4) vanished
5) extinct

7. 1) projection 2) criticism
3) pretext 4) game
5) study
8. 1) matter 2) set
3) scheme 4) virtue
5) name
9. 1) confined 2) subjected
3) condemned 4) allied
5) performed
10. 1) cruelty 2) deformation
3) study 4) vivisection
5) proliferation

Look down upon = to consider somebody/ something inferior to oneself; to regard somebody/something with contempt

Under the pretext of = giving the specified reason as one's justification.

Dissection = the practice of cutting up dead body, a plant etc in order to study

Vivisection = the practice of performing operations etc on live animals for the purposes of scientific research.

Vanish = to disappear completely and suddenly

Extinct = no longer in existence

Condemn = to say that one disapproves strongly of somebody/something; to criticize somebody/something

Proliferation = a rapid growth or increase in numbers

Passage 18

In these days of economic liberalisation, globalisation, etc. materialistic values have assumed (1) importance. Money, physical comforts and luxuries are the most sought after aspects. There has been (2) competition. Such competition (3) undue stress. The stress leads to (4) of health of the people. Indian culture has (5) its striking uniqueness, as against the Western culture, in the fact that there is a (6) place for spiritualism in the value system in all walks of life. The spirituality is a very (7) force which helps us in maintaining our physical and mental health. It gives us (8) to cope with the stress. Westerners have now (9) the importance of spirituality and, therefore, they have started (10) us in the matter of spirituality.

1. 1) usual 2) little
3) tangible 4) least
5) greater
2. 1) critical 2) unhealthy
3) unequalled 4) no
5) absolute
3. 1) releases 2) deserves
3) generates 4) demonstrates
5) suppresses
4. 1) neglect 2) illness
3) generation 4) deterioration
5) encroachment

5. 1) maintained 2) illustrated
3) marginalised 4) bestowed
5) forsaken
6. 1) vast 2) brief
3) formal 4) clean
5) distinct
7. 1) dormant 2) dedicated
3) vital 4) common
5) dynamic
8. 1) strength 2) tips
3) clearance 4) sermons
5) ideals
9. 1) informed 2) narrated
3) intensified 4) realised
5) invented
10. 1) encouraging 2) imitating
3) blaming 4) preaching
5) assuming

Deteriorate = to become worse in quality or condition

Bestow = to present something as a gift to somebody

Vital = essential to the existence, success or operation of something.

Sermons = a talk on a moral or religious subject usually given by a priest during a religious service.

Passage 19

The social (1) of the Web lifestyle and work style are enormous. A lot of people (2) 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 (3) afraid that the telephone would reduce face-to-face contact and will (4) society to fall apart. But the (5) actually came true. Just as 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 (6) way to communicate. They do not take any away. In reality, the ability to use the Internet to redefine (7) in our communities is strengthening personal and cultural (8). The Web lifestyle is about broadening (9), 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 (10) groups of like-minded people independent of geography or time zones.

1. 1) groups 2) needs
3) factor 4) teaching
5) implications
2. 1) accept 2) dare
3) fear 4) propose
5) reject
3. 1) strongly 2) initially
3) always 4) never
5) possibly
4. 1) let 2) decay
3) develop 4) cause
5) destroy

5. 1) opposite 2) found
3) finding 4) different
5) negative
6. 1) cheaper 2) economical
3) another 4) second
5) many
7. 1) groups 2) ethics
3) culture 4) bonds
5) boundaries
8. 1) distances 2) connections
3) differences 4) implications
5) suggestions
9. 1) horizons 2) values
3) nations 4) means
5) status
10. 1) reduce 2) focus
3) prepare 4) connect
5) develop

Enormous = very large; huge; immense

Implication = the conclusion that can be drawn from something, although it is not explicitly stated.

Ethics = moral principles that govern or influence a person's behaviour.

Passage 20

The urgent need of the hour is to (1) up the moral (2) of our society in general and of our student community in particular, if we want to save ourselves and our society from the present (3) of mass indiscipline and (4) of basic human values, which has become a (5) phenomenon. We must, therefore, (6) and practise the most (7) basic human values like co-operation, tolerance, patriotism, generosity, truth, justice and excellence—the ideals which are universal in nature and which are (8) in themselves and which are worthy of (9) for their own sake. These ideals are both personally as well as socially (10).

1. 1) give 2) stand
3) jack 4) climb
5) tone
2. 1) fibre 2) enactment
3) reconstruction 4) situation
5) appreciation
3. 1) polarisation 2) degradation
3) chaos 4) provocation
5) sentiments
4. 1) calamity 2) focus
3) realisation 4) erosion
5) criticism
5. 1) durable 2) universal
3) perpetual 4) segmental
5) prolific
6. 1) incorporate 2) induce
3) implicate 4) inculcate
5) involve
7. 1) absorbing 2) cherished
3) introspective 4) famous
5) productive

8. 1) distinctive 2) appreciated
3) formative 4) helping
5) end
9. 1) evolving 2) spreading
3) esteem 4) wisdom
5) popularity
10. 1) desirable 2) manageable
3) redundant 4) vulnerable
5) possible

Tone up = to make one's body stronger, fitter etc

Chaos = Complete disorder or confusion

Calamity = an event that causes great harm or damage; a disaster

Perpetual = without interruption; continuous

Induce = to persuade or influence somebody to do something

Implicate = to show that somebody is involved in something, especially in crime.

Inculcate = to fix ideas, principles etc firmly in somebody's mind especially by often repeating them

Cherish = to keep a feeling or an idea in one's mind or heart and think of it with pleasure

Vulnerable = that can be hurt, harmed or attacked easily especially because of being small or weak.

Redundant = no longer needed; unnecessary

Passage 21

Studies (1) the impact of computer models to support policy-making processes in organisations have (2) that client involvement in the model-building process is often a (3) 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 (4) process about the problem. Most (5) about the characteristics of an ill-structured problem are gained during the (6) process of designing a computer model, rather than after the model is finished. Another important reason is that most information in an organisation (7) in the mental models of organisation members. To support policy-making in organisation it is this knowledge which needs to be (8) and represented in the model. An important topic in client-oriented or (9) model building thus becomes the (10) of relevant knowledge contained in the mental models of participants.

1. 1) evaluating 2) focussing
3) projecting 4) advocating
5) directing
2. 1) devised 2) exhibited
3) convinced 4) attributed
5) indicated
3. 1) support 2) valuation
3) prerequisite 4) material
5) blueprint
4. 1) valuable 2) durable
3) tedious 4) learning
5) critical

5. 1) thinking 2) insights
3) planning 4) appreciation
5) opinion
6. 1) elongated 2) concentrated
3) iterative 4) evolving
5) consummate
7. 1) resides 2) follows
3) settles 4) lies
5) committed
8. 1) extended 2) bisected
3) subjected 4) captured
5) attributed
9. 1) revolving 2) interactive
3) dogmatic 4) accentuated
5) formative
10. 1) demarcation 2) formation
3) proliferation 4) association
5) elicitation

Attributed = to regard something as belonging to, caused by or produced by somebody/something

Prerequisite = a thing required as a condition for something to happen or exist

Blueprint = a detailed plan or scheme

Elongate = to make something longer

Iterative = relating to or involving the repetition of a process or utterance especially of mathematical or computational process.

Consummate = highly skilled; perfect

Dogmatic = insisting that one's beliefs are right and that others should accept them, without paying attention to evidence or to other opinions

Accentuated = to make something very noticeable or prominent; to emphasize something.

Formative = having an important and lasting influence on the development of somebody's character

Elicit = to draw facts, a response etc from somebody, sometimes with difficulty.

Passage 22

In the decade since reforms were introduced, India has achieved substantial success in the sphere of macroeconomics. Overall growth rate has been (1) except for the last couple of years. It bears pointing out that we have now come to view a 6 per cent (2) 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 (3) both as measured by the WPI and CPI. India's (4) of payments position has been comfortable. Exports, while (5) some sluggishness this fiscal, have been growing. Imports, in spite of (6) liberalisation, have not gone out of hand. This is amply reflected in the comfortable current account deficits (CAD); the CAD-to-GDP ratio has remained way below the crisis (7) that it had achieved in 1991. The rupee has weathered external turbulence rather well even

when East Asia was experiencing (8) difficulties.

However, the one unambiguous Achilles' heel of the reforms has been the (9) state of government finances. One of the two crises that India faced in 1990-91 was the unsustainable imbalance between government revenues and (10).

1. 1) pulsating 2) shocked
3) commendable 4) promotable
5) dipped
2. 1) production 2) consumption
3) index 4) growth
5) progress
3. 1) moderate 2) lukewarm
3) shaky 4) considerate
5) obstinate
4. 1) ledger 2) balance
3) equilibrium 4) intention
5) idea
5. 1) demonstrated 2) exercising
3) rejecting 4) display
5) exhibiting
6. 1) substantial 2) exemplary
3) indicative 4) conservative
5) destructive
7. 1) rationalisation 2) handling
3) management 4) proportions
5) ration
8. 1) crisis 2) overcoming
3) severe 4) enjoyable
5) wailing
9. 1) critical 2) vulnerable
3) prone 4) attackable
5) easygoing
10. 1) surplus 2) measurement
3) thinking 4) incomes
5) expenditure

A far cry from something

= at or to a great distance

By and large

= in general; generally speaking

Ample

= enough or more than enough

Weather

= to come safely through a difficult period etc; to survive something.

Unambiguous

= clear in meaning; that cannot be interpreted in more than one way

Achilles' heel

= a weak point or small fault especially in somebody's character, which cannot be used or attacked by other people to their advantage

Pulsate

= to expand and contract with strong regular movements

Commendable

= deserving praise

Lukewarm

= only slightly warm

Considerate

= thoughtful; careful not to hurt or trouble others

Obstinate

= difficult to overcome, remove etc

Exemplary

= serving as a good example, suitable to be copied.

Wail

= to cry or complain about something in a loud, usually high pitched voice.

Prone = likely to suffer from, do or experience something unfortunate

Passage 23

The weaker sections of the rural population are mostly from the socially and economically backward and (1) sections of the village community. Because of their (2) and financial difficulty, they are not readily (3) to change their work habits and adopt modern technology. (4) sure about the traditional methods, they are (5) to take to (6) equipment and techniques which require some time to get accustomed for (7) work.

After holding a number of group meetings with rural people (8) to different vocations and spread over the entire country, we can safely say that persons in the villages are not (9) for training to improve upon their traditional and hereditary (10) of working.

1. 1) depressed 2) different
3) rich 4) privileged
5) forward
2. 1) ability 2) dependence
3) illiteracy 4) number
5) majority
3. 1) discarding 2) feeling
3) bending 4) undertaking
5) willing
4. 1) Making 2) Having
3) Quite 4) Being
5) Not
5. 1) forced 2) reluctant
3) bound 4) prepared
5) curious
6. 1) farming 2) traditional
3) improved 4) powerful
5) old
7. 1) routine 2) monotonous
3) excessive 4) wasteful
5) effective
8. 1) accruing 2) helping
3) enabling 4) belonging
5) referring
9. 1) eager 2) capable
3) indifferent 4) antagonistic
5) unwilling
10. 1) theories 2) techniques
3) desires 4) hours
5) policies

Vocation = a person's job or profession

Privileged = having a special right or advantage available only to a particular person or group of people

Reluctant = unwilling and therefore slow to act, agree etc

Accrue = to allow something to collect over a period of time; to accumulate

Eager = full of interest or desire; keen

Antagonistic = showing or feeling opposition; hostile; aggressive

Passage 24

Actually everyday we are engaged in this business of 'reading' people. We do it (1). We want to figure others out. So we (2) make guesses about what others think, value, want and feel and we do so based on our (3) beliefs and understandings about human nature. We do so because if we can figure out (4) and intentions of others the possibility of them (5) or hurting us (6) and this will help us to (7) a lot of unnecessary pain and trouble. We also make second-guesses about what they will do in future, how they will (8) if we make this or that response. We do all this second-guessing based upon our (9) of what we believe about the person's inner nature (10) his or her roles and manners. We mind-read their (11) motives.

Also, everyday we misguess and misread. Why? Because of the complexity, (12), and multidimensional functioning of people. After all, how well do you 'read' your own thoughts, aims, values, motives, beliefs, etc? How well do you know your own structuring process — your own thinking and (13) styles?

1. 1) vehemently 2) practically
3) actually 4) incessantly
5) virtually
2. 1) ably 2) constantly
3) partly 4) largely
5) positively
3. 1) futuristic 2) proactive
3) reactive 4) decorative
5) assumptive
4. 1) manifestations 2) expressions
3) motives 4) hopes
5) prospects
5. 1) tricking 2) blaming
3) furthering 4) alarming
5) criticizing
6. 1) lessens 2) happens
3) questions 4) deepens
5) laments
7. 1) approach 2) direct
3) avoid 4) implement
5) prepare
8. 1) solve 2) apply
3) plan 4) approach
5) respond
9. 1) projection 2) exhibition
3) situation 4) prediction
5) attribution
10. 1) organizing 2) underneath
3) appreciating 4) proposing
5) outside
11. 1) cunning 2) visible
3) deeper 4) obvious
5) proposed
12. 1) abnormality 2) angularity
3) focus 4) layeredness
5) contribution

13. 1) proposing 2) developing
3) upbringing 4) lamenting
5) emotive
- Vehement** = showing or caused by strong feeling; passionate
Incessant = not stopping; continual
Virtually = almost
Proactive = creating or controlling a situation by causing things to happen rather than reacting to events
- Manifestation** = an event, an action, an object or a statement that shows something clearly, eg illustrating or resulting from an abstract idea
- Lessen** = to become or make something less
Laments = to feel or express great sorrow or regret for somebody/something
Underneath = beneath something; below something
Cunning = clever at deceiving people
Angular = thin and having prominent bones; stiff and awkward
Emotive = arousing or able to arouse intense feeling; tending to affect the emotions

Passage 25

The study of accountancy is (1) in demand in the view of (2) of greater complexity in our business organisation. Formerly a (3) of day-to-day income and expenditure was more than (4). A business organisation today has to (5) a clear account of the (6) 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 (7) it employs. Without a scientific (8) of accounting no businessman can be fully (9) of his real (10) position and run his organisation.

1. 1) progressing 2) getting
3) powering 4) moving
5) growing
2. 1) demand 2) growth
3) status 4) position
5) slackness
3. 1) mixture 2) map
3) measure 4) record
5) transaction
4. 1) sufficient 2) anticipated
3) expected 4) required
5) necessary
5. 1) gather 2) observe
3) maintain 4) organise
5) assimilate
6. 1) manpower 2) infrastructure
3) money 4) resources
5) capabilities
7. 1) capital 2) strength
3) authority 4) strategies
5) principles
8. 1) way 2) plan
3) system 4) goal
5) purpose

9. 1) ignorant 2) alert
3) prepared 4) vigilant
5) aware
 10. 1) administrative 2) financial
3) capacity 4) business
5) hierarchical
- Slackness** = laziness
Anticipate = to expect something
Assimilate = to absorb ideas, information etc in the mind

Passage 26

The first proposal I submitted for my dissertation at UCLA was to write a theory of personality. My chairman, a kindly man, smiled (1) and told me that perhaps this was a bit ambitious for a young graduate student.

(2), I accepted his verdict and changed my topic, but not my desire. It (3) later, when I had a chance to begin to (4) a theory in my research on group dynamics for the Navy during the Korean War.

As I (5) on the reasons for the persistence of my interest in the overarching theory, I had an (6) memory. When I was around eight years old, I was a (7) baseball fan, as was my father. My hero was Lou Gehrig. I would approach my father in an attempt to prove to him how good Gehrig really was: "He hit 363, had 49 home runs, batted in 165 runs. He's terrific!" My father's response caught me off guard: "Yes, but he can't field." I wasn't prepared for that. From then on, my way of (8) with my father's responses was to make sure I knew everything about any topic I wanted to talk to him about. Partly as a (9), I became a holist. I had to make sure I had (10) for everything.

1. 1) usually 2) profusely
3) benignly 4) abruptly
5) decidedly
2. 1) Indolently 2) Skillfully
3) Enchanted 4) Constrained
5) Chagrined
3. 1) lamented 2) resurfaced
3) appreciated 4) provided
5) projected
4. 1) inject 2) involve
3) exhibit 4) formulate
5) establish
5. 1) pondered 2) evaluated
3) developed 4) perfected
5) appreciated
6. 1) interesting 2) obvious
3) engulfing 4) esteemed
5) evolving
7. 1) precarious 2) haunting
3) deliberate 4) pervasive
5) rabid
8. 1) patience 2) alliance
3) influence 4) coping
5) questioning

9. 1) custom 2) capacity
3) defence 4) preference
5) posterity
10. 1) consideration 2) accounted
3) longing 4) regard
5) established

Dissertation = a long essay on a particular subject especially one written for a higher university degree

Benignly = kindly; gently; mildly; pleasantly

Indolent = lazy

Persistence = continuing to do something in spite of difficulties

Overarching = Covering a wide range of topics, interests, activities etc

Rabid = violent or extreme

Off guard = not prepared for attack, a surprise or a mistake

Account for = to give a satisfactory record of money, etc in one's care.

Profuse = in large amounts; abundant

Enchanted = filled with delight

Chagrined = affected with a feeling of disappointed or annoyance at having failed, made a mistake etc.

Ponder = to think about something carefully and for a long time especially in trying to reach a decision; to consider

Engulf = to surround somebody/something especially so that they are completely covered.

Evolve = to develop naturally and usually gradually

Esteem = to have a high opinion of somebody/something; to respect somebody/something greatly

Precarious = not safe; dangerous

Haunting = beautiful and sad, making a strong impression and remaining in the thoughts.

Pervasive = present and seen or felt everywhere

Deliberate = done intentionally

Posterity = all future generations of people

Passage 27

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 (1) practical skills at work at the beginning of a career, and with a bit of luck, that (2) it. Now things have changed. Global competition is (3) the shelf-life of products and the knowledge and skills that (4) behind them. The pace of change can be (5). Knowledge that was leading edge at one minute can become (6) the next. Therefore, it is the (7) rather than knowledge that is the key. Successful organizations have to learn, adapt and change continuously as do the (8) within them. This is (9) in the rapid growth of knowledge workers. It is (10) all levels of organisations.

1. 1) fostering 2) projecting
3) acquiring 4) manipulating
5) culminating

2. 1) for 2) was
3) from 4) with
5) may
3. 1) replacing 2) retailing
3) rotating 4) re-regulating
5) reducing
4. 1) lie 2) profess
3) exhibit 4) manifest
5) express
5. 1) analytical 2) absorbing
3) interesting 4) frightening
5) valuable
6. 1) critical 2) obsolete
3) modern 4) devastating
5) lamentable
7. 1) durability 2) reactivity
3) activity 4) proactivity
5) capacity
8. 1) systems 2) managements
3) processes 4) individuals
5) units
9. 1) echoed 2) supported
3) adjusted 4) provided
5) developed
10. 1) directing 2) providing
3) affecting 4) questioning
5) projecting

Adapt = to make something suitable for a new use, situation etc.

Foster = to help the development of something; to encourage or promote something

Culminate = to reach the highest point or specified conclusion or result

Obsolete = no longer used; out of date

Shelf-life = the length of time for which a stored item, especially food, remains in good condition

Passage 28

In (1) of constitutional guarantees relating to equality of opportunity and various other guarantees of equality before the law, the social and economic (2) 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 (3) 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 (4) 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 (5) to men. Among the economically (6) sections of society, women's proper place is (7) to be the home. In rural areas, women of (8) status families, normally do not go out to work. In the (9) value system, there is a gradation of economic activities, which is (10) 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.

- | | | |
|-----|---|----------------------------------|
| 1. | 1) support
3) contrast
5) view | 2) spite
4) wake |
| 2. | 1) condition
3) progress
5) value | 2) prosperity
4) deprivation |
| 3. | 1) constitute
3) measure
5) exploit | 2) deploy
4) define |
| 4. | 1) status
3) indifference
5) discrimination | 2) service
4) ignorance |
| 5. | 1) dedicated
3) equal
5) antagonistic | 2) accountable
4) responsible |
| 6. | 1) marginal
3) well-off
5) dependable | 2) significant
4) affordable |
| 7. | 1) entitled
3) indicated
5) considered | 2) decided
4) debated |
| 8. | 1) economic
3) ample
5) social | 2) appropriate
4) higher |
| 9. | 1) unequal
3) appropriate
5) deplorable | 2) prevailing
4) commendable |
| 10. | 1) reflected
3) barred
5) neglected | 2) exempted
4) considered |

Deprivation = the state of not having the benefits that most people have, such as a home and enough food, money etc

Deploy = to use something effectively

Antagonistic = showing or feeling opposition; hostile; aggressive

Prevailing = most usual or widespread

Commendable = deserving praise

Deplorable = that is, or should be condemned

Exempt = to make somebody/something free from an obligation, duty or payment

Passage 29

After ten years of (1) inflation, prices have hiked 7.5% in the third week of July. This looks scary—after all, Indians had got used to prices crawling up by 2% in the last two years, and a 10-year average inflation rate of about 5%—but you shouldn't worry. This burst of inflation is the result of three factors that have come together unexpectedly, are unlikely to (2) for

long and are unlikely to (3) up together again: a(n) (4) rise in global oil prices, a monsoon that arrived late and a spike in global metal prices. North Sea crude has crossed \$42 per barrel, driven up by low petroleum (5) and soaring demand in the US as war production heats up. Oil markets are also spooked by the (6) of Russian oil supplies falling on the back of the Yukos-Sibneft probe. There's little that the government can do to (7) users from soaring oil prices—indeed, it shouldn't, if it wants to (8) efficiency. Higher transport costs have pushed up rates of vegetables and fruits. Farm produce could also get affected by rains that arrived too late for kharif sowing. China is (9) up steel and other metals from all over the world to (10) a construction boom ahead of the 2008 Olympics, making metal prices soar all over the world, and sparking inflation in India.

- | | | |
|-----|--|-----------------------------|
| 1. | 1) mere
3) retarding
5) dull | 2) moderate
4) vehement |
| 2. | 1) obstinate
3) persist
5) normalise | 2) constitute
4) repeat |
| 3. | 1) go
3) mount
5) crop | 2) scramble
4) yield |
| 4. | 1) sustained
3) horrific
5) favourable | 2) suspicious
4) erratic |
| 5. | 1) lists
3) services
5) details | 2) trades
4) inventories |
| 6. | 1) prospect
3) view
5) deposit | 2) progress
4) extent |
| 7. | 1) support
3) propel
5) insulate | 2) ignore
4) prolong |
| 8. | 1) position
3) process
5) form | 2) promote
4) pass |
| 9. | 1) hurrying
3) pairing
5) throwing | 2) passing
4) gobbling |
| 10. | 1) keep
3) feed
5) fight | 2) make
4) grow |

Scary = causing fear or alarm

Crop up = to appear or occur especially unexpectedly

Persist = to continue to do something especially with determination and in spite of difficulty, opposition, argument or failure

Soar = to rise quickly to a high level or standard

Spook = to become suddenly frightened by something

Probe = a thorough and careful investigation of something

- Gobble up** = to use up all of something very quickly.
Vehement = showing or caused by strong feeling; passionate
Obstinate = refusing to change one's opinion or decision, despite attempts to persuade one.
Horrific = causing horror
Inventory = a detailed list eg of goods, furniture or jobs to be done.
Propel = to move, drive or push something/somebody forward
Prolong = to make something last longer
Insulate = to protect somebody/something from the unpleasant effects of something.

Passage 30

In recent years, the banking industry has been undergoing rapid changes, reflecting a number of (1) developments. The most significant has been advances in communication and information technology. Which have (2) and broadened the (3) of financial information while lowering the costs of many financial activities. A second key (4) for change has been the increasing competition among a broad (5) of domestic and foreign institutions in providing banking and (6) financial services. Third, financial activity has become larger relative to overall economic activity in most economies. This has meant that any (7) of the financial markets or financial infrastructure has broader economic (8) than might have been the case (9). These developments have (10) consequences for the institutional and systemic structure of the financial sector in general and banking in particular.

1. 1) challenging 2) subjective
3) situated 4) underlying
5) principled
2. 1) measured 2) motioned
3) habituated 4) processed
5) accelerated
3. 1) concealment 2) disagreement
3) dissemination 4) sowing
5) differentiation
4. 1) force 2) impetus
3) pull 4) movement
5) energy
5. 1) group 2) rank
3) place 4) range
5) row
6. 1) personal 2) relegated
3) related 4) noticed
5) referenced
7. 1) disruption 2) dissociation
3) shattering 4) split
5) dissection
8. 1) branches 2) clusters
3) arrangement 4) ramifications
5) subdivisions

9. 1) closely 2) previously
3) timely 4) hastily
5) questioningly
10. 1) stately 2) manifold
3) shrinking 4) applicable
5) functioning
Underlying = existing in relation to a situation but not immediately obvious
Disseminate = to spread ideas, beliefs etc widely
Impetus = a force that encourages a process to develop more quickly
Ramification = any of a large number of complex or unexpected results that follow an action or a decision.
Disrupt = to make it difficult for something to proceed, eg by causing noise, problem, interruptions etc.
Systemic = done or acting according to a system or plan
Relegate = to give somebody/something a lower or less important rank, task or state.
Hastily = hurriedly
Stately = having dignity; impressive; grand

Passage 31

Tea prices in the domestic (1) continue to rule high in the (2) year despite the expectation of a (3) production as compared to the previous year. According to a preliminary assessment (4) on the weather (5) in recent months, tea output in the next year may reach 800 tons as (6) 780 tons last year. During the past three months tea prices have shown an (7). Unlike last year when tea prices were dramatically low, this year prices seem to have (8) at rather high level. In the subsequent four months, the (9) average price showed a downtrend, but in September the price has (10) hardened to a considerable extent.

1. 1) market 2) area
3) sector 4) profit
5) production
2. 1) last 2) first
3) current 4) second 4) earlier
3. 1) lower 2) large
3) higher 4) maximum
5) reasonable
4. 1) shared 2) based
3) carried 4) strategy
5) conducted
5. 1) pattern 2) forecast
3) condition 4) outbreak
5) out bursts
6. 1) to 2) per
3) above 4) against
5) compared
7. 1) upgrade 2) uptrend
3) increased 4) increment
5) incline
8. 1) stabilised 2) surfaced
3) increased 4) moderated
5) synchronised

9. 1) annual 2) weekly
3) daily 4) quarterly
5) monthly
10. 1) now 2) then
3) since 4) never
5) again
- Subsequent** = later; following
Incline = to lean or slope or cause something to lean or slope, in a certain direction
Synchronise = to operate, move, turn etc at the same time, speed etc.

Passage 32

A National Horticulture Mission is proposed to be launched with a goal to (1) horticulture production by 2011 -12. States have been (2) to join (3) with the Centre in launching this mission and establish a State Level Cooperative Society for promoting horticulture.

Farmers will be (4) to (5) into oilseeds through promotion of superior seed technology and through an (6) policy of price support.

A model law on (7) of agricultural produce has been circulated and, so far, ten States have (8) legal or (9) action for 'direct marketing' and 'contract farming' arrangements in line with the model law. The Budget urged all the States to (10) the model law at an early date.

1. 1) channelise 2) market
3) mobilise 4) double
5) sell off
2. 1) found 2) invited
3) reported 4) noticed
5) dedicated
3. 1) hands 2) themselves
3) them 4) along
5) products
4. 1) empowered 2) encouraged
3) paid 4) granted
5) authorised
5. 1) look 2) turn
3) diversify 4) involve
5) invest
6. 1) independent 2) encouraging
3) expensive 4) exact
5) appropriate
7. 1) distribution 2) storage
3) harvesting 4) marketing
5) investment
8. 1) precipitated 2) speculated
3) initiated 4) prohibited
5) enforced
9. 1) penal 2) conforming
3) legitimate 4) informal
5) administrative
10. 1) enact 2) explain
3) interpret 4) clarify
5) elaborate
- Speculate** = to guess; to buy and sell goods or stocks and shares in the hope of

making a profit through changes in their value, but with the risk of losing money.

- Conform** = to follow generally accepted rules, standards etc; to comply
Legitimate = in accordance with law or rules; legal
Enact = to make or pass a law

Passage 33

First aid experts stress that (1) what to do for an (2) victim until a doctor or other trained person gets to the accident scene can (3) a life, especially in cases of stoppage of breathing, severe bleeding, and shock.

People with special (4) problems, such as diabetes, cardiovascular disease, epilepsy, or allergy, are (5) to wear some sort of emblem identifying the problem, as a safeguard against administration of medication that might be injurious or even (6). When emergencies do occur, (7) first aid within the first few minutes often (8) life or death. (9) administering of first aid (10) medical professionals to provide better care.

1. 1) before 2) attempting
3) regarding 4) knowing
5) about
2. 1) injured 2) inquiring
3) efficient 4) important
5) accidental
3. 1) harm 2) comfort
3) take 4) soothe
5) save
4. 1) mental 2) ethical
3) medical 4) accident
5) moral
5. 1) prohibited 2) invited
3) compelled 4) allowed
5) urged
6. 1) appropriate 2) dangerous
3) beneficial 4) fatal
5) remedial
7. 1) expecting 2) providing
3) avoiding 4) ignoring
5) neglecting
8. 1) determines 2) offers
3) vanishes 4) reflects
5) begs
9. 1) Hasty 2) Careless
3) Proper 4) Probable
5) Reasonably
10. 1) resists 2) instigates
3) hinders 4) prevents
5) enables

Epilepsy = a disease of the nervous system that causes a person to fall unconscious, often with violent movements of the body.

Emblem = an object that represents something; a symbol

Fatal = causing or ending in death

Safeguard = a thing that serves as a protection from harm, risk, or danger

- Urge** = to recommend or advise something strongly
- Remedial** = providing or intended to provide a treatment, medicine etc that cures of disease or relieves pain.
- Instigate** = to make something begin or happen
- Hinder** = to prevent or delay the progress of somebody/something

Passage 34

New technology has led directly to (1) standards of living, yet science tends to follow market forces as well as to (2) them. It is not surprising that the rich get richer in a continuing cycle of (3) while the poorest are often left behind. A special (4) should be made by the powerhouses of world science to address the unmet challenges of the poor. Ending (5) poverty can relieve many of the pressures on the environment. When impoverished households are (6) (7) on their farms, for example, they face less pressure to cut down neighbouring forests in (8) of new farmland. Still, even as extreme poverty ends, we must not fuel prosperity with a lack of (9) for industrial pollution and the (10) burning of fossil fuels.

1. 1) visible 2) declining
3) improved 4) amicable
5) rigorous
2. 1) fail 2) claim
3) market 4) avoid
5) lead
3. 1) wealth 2) growth
3) poverty 4) improvement
5) economy
4. 1) effort 2) care
3) practice 4) occasion
5) sanction
5. 1) marginal 2) apparent
3) superficial 4) extreme
5) dismal
6. 1) abnormally 2) less
3) more 4) excessively
5) unreasonably
7. 1) efficient 2) meticulous
3) careful 4) dependent
5) productive
8. 1) view 2) search
3) expectation 4) lust
5) place
9. 1) attitude 2) mobility
3) initiative 4) concern
5) ease
10. 1) unchecked 2) repeated
3) periodical 4) occasional
5) limited

Unmet = not satisfied

Dismal = less good than expected; very poor; miserable; gloomy

Impoverish = to make somebody poor; to make somebody poorer or worse in quality

Amicable = based on or achieved through polite

Meticulous = discussion and without quarrelling
= giving or showing great care and attention to detail.

Passage 35

If an (1) is genius, he (2) the penalty of genius. If he has only talent, various cares and worries make life extremely (3). He takes great pains (4) compose. He meets with continuous (5) at his inability to reveal (6). Also he is often (7) with the difficulty of (8) the public ear. A literary life (9), therefore, mostly an unhappy (10).

1. 1) individual 2) ideal
3) invention 4) event
5) author
2. 1) tolerates 2) prevents
3) suffers 4) imposes
5) inflicts
3. 1) miserable 2) impatient
3) comfortable 4) happy
5) bearable
4. 1) about 2) with
3) in 4) to
5) and
5. 1) admiration 2) disappointment
3) disapproval 4) criticism
5) satisfaction
6. 1) public 2) them
3) himself 4) literature
5) others
7. 1) down 2) engaged
3) busy 4) leading
5) faced
8. 1) entering 2) sounding
3) awakening 4) gaining
5) listening
9. 1) is 2) governs
3) leads 4) begins
5) wishes
10. 1) thing 2) one
3) ending 4) event
5) incidence

Inflict = to make somebody/something suffer something; to make somebody expect something that is unpleasant or not welcome

Passage 36

The Indian Meteorological Department has sought permission to (1) a Doppler weather radar system - used for long-range weather forecasting. The Government had (2) the equipment in the wake of 26/7 and (3) to find a suitable location have been on (4) then. The key factor is that the radar's antenna is to be installed in an (5) area of a few square kilometres far from highrises, (6) at an altitude. The radar would also need to be (7) near the coast as it would be used to (8) high-intensity storms or cyclones. MHCC has hinted it is willing to (9) clearance for the Colaba site,

but only after (10) the location. It was after (11) around for locations across the city that the office proposed to locate the radar near the observatory. But the problem of finding a suitable site within the (12) still remains. The area is very congested. We will have to locate a site not only from the heritage (13) of view but also the radar needs to be at a height which is higher than all the buildings in the area. The naval residential buildings which are in the area are 13-14 storeys high. If at all it is to be set up at Colaba then it must be above the (14) structures so that signals reaching the antenna are not (15).

1. 1) detach 2) install
3) launch 4) fix
5) attach
2. 1) granted 2) realised
3) abstained 4) seen
5) sanctioned
3. 1) try 2) project
3) commission 4) efforts
5) worked
4. 1) since 2) until
3) already 4) at
5) for
5. 1) inseparable 2) encumbered
3) unencumbered 4) unpossessed
5) occupied
6. 1) hopelessly 2) hoping
3) enacting 4) preferably
5) undesirably
7. 1) erected 2) located
3) stalled 4) tied
5) build
8. 1) deduct 2) examine
3) feel 4) evaluate
5) detect
9. 1) advocate 2) launch
3) pass 4) grant
5) grand
10. 1) examining 2) study
3) scanning 4) combing
5) watching
11. 1) marching 2) chasing
3) scouting 4) pursuing
5) hunting
12. 1) campus 2) premises
3) area 4) perimeter
5) precinct
13. 1) site 2) point
3) angle 4) out
5) sight
14. 1) existing 2) enacted
3) demolished 4) planned
5) conceived
15. 1) stopped 2) hurdled
3) blocked 4) paused
5) halted

In the wake of = coming after or following something

- Encumber** = to prevent somebody/ something from moving or acting freely and easily
- Scout around** = to look in various places to find somebody/ something
- Abstain** = to keep oneself from doing or having something that one likes or enjoys.
- Precinct** = an area in a town for specific or restricted use, especially a shopping area where vehicles may not enter.

Passage 37

Several studies have (1) that folks who (2) engage in mentally challenging activities—like reading, doing crossword puzzles or playing chess—(3) less likely to (4) dementia later in life. The difficulty comes in figuring out (5) their good fortune is a direct (6) of their leisure activities or whether their continuing pursuit of these pleasures merely (7) good genes for cognitive function.

A 20-year survey of 469 elderly people living in the Bronx, New York, tried to get to the (8) of this chicken-or-egg question by following subjects who (9) no signs of dementia in the first seven years of the study. The results, which were published in 2003, showed that reading and playing board games or a musical instrument was (10) with a decreased risk of Alzheimer's disease or other forms of dementia. (11), those with the strongest habits (12) the greatest benefits. Participants who solved crossword puzzles four days a week, for instance, had a 47% (13) risk of dementia than those who do the puzzles once a week.

By the same (14), several studies have suggested that older folks who are socially active — (15), for example, do volunteer work or attend religious services — have a reduced risk of dementia.

1. 1) done 2) performed
3) found 4) led
5) ensured
2. 1) seldom 2) never
3) absently 4) reluctantly
5) regularly
3. 1) seem 2) have
3) were 4) refrain
5) ascertain
4. 1) cure 2) engage
3) embarrass 4) develop
5) form
5. 1) that 2) low
3) when 4) why
5) whether
6. 1) goal 2) result
3) measure 4) route
5) offer
7. 1) encourages 2) reflects
3) enhances 4) engenders
5) threats

8. 1) height 2) cause
3) bottom 4) dilemma
5) anxiety
9. 1) had 2) conceal
3) reserve 4) force
5) accumulate
10. 1) bereft 2) together
3) envisaged 4) associated
5) anticipated
11. 1) Luckily 2) Certainly
3) Intriguingly 4) Unfortunately
5) Obviously
12. 1) targeted 2) demonstrated
3) deserved 4) demanded
5) expected
13. 1) more 2) greatly
3) sharper 4) steeper
5) lower
14. 1) token 2) way
3) analogy 4) example
5) author
15. 1) they 2) always
3) same 4) who
5) many

Dementia = a serious disorder of mind caused by brain disease or injury

Figure out = to understand somebody/something by thinking about them/it.

Pursuit = the action of looking for or trying to find something.

Merely = only; simply

Cognitive = of or relating to the action or process of acquiring knowledge and understanding through thought, experience or the senses

By the same token = exactly the one or ones referred to or mentioned; not different; identical

Refrain = to stop oneself doing something, especially something that one would like to do.

Ascertain = to investigate something so that one knows and is certain; to find out something

Engender = to be the cause of a situation or condition

Dilemma = a situation in which one has to choose between two undesirable things or courses of action.

Conceal = to hide somebody/something

Bereft = without or having lost a particular power or quality; lacking hope, support or ideas

Envisage = to imagine something as a future possibility; to form a mental picture of something

Anticipate = to expect something; to see what is going to happen or what will need to be done and take action to prepare for it in advance.

Intriguing = interesting especially because unusual; fascinating or mysterious

Demonstrate = to show something clearly by giving proof or evidence

Passage 38

The growth story in any developing country cannot be (1) without (2) its impact on the poverty and employment situation. The Planning Commission has (3) that India should strive for 'more inclusive growth'. The number of people living below the poverty line has (4) from 36 per cent in 1993-94 to 22.0 per cent in 2004-05. Again, the issue is to bring more and more people out of poverty by (5) them productive employment opportunities. The Approach Paper to 11th Five Year Plan suggests that doubling the growth of agricultural GDP to 4 per cent per annum will (6) rural employment conditions, by raising real wages and reducing underemployment. However, even if this is attained, an overall growth of 9 per cent will further increase income (7) between agricultural and non-agricultural households, (8) around 10 million workers currently in agriculture find remunerative non-agricultural employment. This (9) a major challenge not only in terms of generating non-agricultural employment but also in (10) its required location and type.

1. 1) completed 2) retold
3) achieved 4) constructed
5) narrated
2. 1) generating 2) assessing
3) realising 4) counting
5) finding
3. 1) desired 2) estimated
3) focused 4) verified
5) stressed
4. 1) uplifted 2) degraded
3) vanished 4) decreased
5) enhanced
5. 1) absolving 2) providing
3) nurturing 4) ignoring
5) refusing
6. 1) impact 2) diversify
3) lay 4) aggravate
5) improve
7. 1) opportunity 2) assessment
3) disparity 4) parity
5) tax
8. 1) unless 2) for
3) in spite of 4) despite
5) by
9. 1) addresses 2) meets
3) poses 4) recognises
5) solves
10. 1) exploring 2) acquitting
3) reciprocating 4) matching
5) solving

Strive = to try very hard or for a long time to obtain or achieve something; to fight hard against somebody/something

Remunerative = for which one is well paid

- Absolve** = to declare that somebody is free of guilt blame etc
- Parity** = the state of being equal especially as regards status or pay
- Disparity** = a difference
- Explore** = to examine something thoroughly in order to test it or find out about it
- Acquit** = to declare somebody to be not guilty of a crime etc; to free or clear somebody of blame responsibility etc
- Reciprocate** = to give and receive something in return; to make a mutual exchange of something

Passage 39

Though I had hired cabins in Bandra and a house in Andheri, divinity would not let me settle down. (1) had I moved into my new house when my brother Balmukund, who had already been through an (2) attack of jaundice some years back, had a (3) attack of typhoid, (4) with pneumonia and signs of restlessness at night. The doctor was (5) in. He said medicine would have (6) effect, but eggs and chicken both might be given. Balmukund was only five years old. To confer with his wishes was out of the question. Being his (7) I had to (8). The doctor was very good. I told him that we were all vegetarians and that I could not possibly give either of the two things to my brother. Would he therefore (9) something else? 'Your brother's life is in danger,' said the (10) doctor. 'We could give him milk diluted (11) water, but that will not give him enough (12). As you know, I am called in by many vegetarian families, and they do not (13) to anything I (14). I think you will be well advised not to be so (15) on your brother.'

1. 1) Then 2) Hardly
3) Wherever 4) Quicker
5) Why
2. 1) heart 2) big
3) acute 4) hard
5) harsh
3. 1) unforgiving 2) hard
3) burly 4) severe
5) tough
4. 1) couple 2) felt
3) combined 4) joint
5) adjoining
5. 1) brought 2) called
3) invited 4) sent
5) commissioned
6. 1) negligent 2) soothed
3) rough 4) little
5) deep
7. 1) doctor 2) attendant
3) nurse 4) forefather
5) guardian
8. 1) plead 2) hide
3) pressurise 4) decide
5) proceed

9. 1) resolve 2) order
3) observe 4) diagnose
5) recommend
10. 1) casual 2) good
3) surgeon 4) handsome
5) insincere
11. 1) with 2) for
3) at 4) upon
5) in
12. 1) dose 2) drug
3) intake 4) nourishment
5) punishment
13. 1) oppose 2) protest
3) subject 4) care
5) object
14. 1) oppose 2) take
3) prescribe 4) describe
5) propose
15. 1) hard 2) unkind
3) easy 4) wise
5) careful

Divinity = the quality of being God or a god.

Confer with = to have discussions especially in order to exchange opinions or get advice

Nourishment = food that keeps somebody/ something alive and well.

Prescribe = to advise or order the use of a medicine or medical treatment.

Burly = big and strong; heavily built.

Passage 40

In our system, a vast gap (1) the life children lead at school and what they experience outside. The space where they are (2) to learn about life is so far removed from (3) that we might as well ask (4) to buy space-suits for their little ones, instead of school uniforms. (5) they read, listen to and copy from the blackboard is so meticulously deodorised and (6) that it carries no resonance of experienced reality and (7) in life.

The school day becomes a (8) of didactic songs and memorised information. Special (9) are marked by elaborate acts of sycophancy and preaching. School authorities (10) stop talking about values, but ignore the cynicism felt by the young over the high levels of chicanery and verbosity they find in adult talk.

1. 1) occurs 2) separates
3) bridges 4) escapes
5) finds
2. 1) about 2) worried
3) compelled 4) supposed
5) deprived
3. 1) reality 2) school
3) fantasy 4) imagination
5) existence
4. 1) teachers 2) principals
3) schools 4) coaching classes
5) parents

5. 1) When 2) How
3) What 4) Whether
5) Whenever
6. 1) sanctified 2) written
3) emphasised 4) memorised
5) imbibed
7. 1) demand 2) culture
3) miseries 4) joy
5) applicability
8. 1) programme 2) ritual
3) consult 4) tradition
5) store
9. 1) persons 2) leaders
3) locations 4) occasions
5) indications
10. 1) always 2) deliberately
3) seldom 4) relentlessly
5) invariably

Spacesuit

= a sealed suit covering the whole body and supplied with air, allowing somebody to survive and move about in space.

Sanctify

= the state of being holy or sacred; to make somebody/something holy; to justify something

Resonance

= the power to bring, images, feelings, memories etc into the mind of the reader, listener etc.

Deodorise

= to hide or remove unpleasant smells from something

Didactic

= designed for the purpose of teaching something

Sycophancy

= the action of gaining people's favour by insincere praise or always agreeing with them

Cynic

= a person who questions whether something will really happen, whether something is important etc

Chicanery

= the use of clever but misleading talk in order to trick somebody; false argument

Verbosity

= noun of the word 'verbose'

Verbose

= using or containing more words than are needed

Imbibe

= to absorb something

Misery

= great suffering or discomfort of mind or body.

Relentless

= never ending; constant

Invariably

= always

Passage 41

One of the most brutal features of gender inequality takes the form of physical violence against women. The (1) of such violence is remarkably high, not only in poorer and less developed economies but also in wealthy and modern societies. Indeed the (2) of battering women even in the richest and most developed economies is (3) high. Turning to India, it must be (4) first that the frequency of assaults on women is high in the country. To that (5) general recognition has to be added the special role of violence connected with particular (6) features, such as dowry

and economic settlements. Even though the numbers involved in violent deaths are (7) by the larger numbers that (8) from (9) of healthcare, the crude and brutal nature of this form of gender inequality makes it a particularly severe (10) of the deprivation of women.

1. 1) expectations 2) counting
3) incidence 4) acceptance
5) responses
2. 1) frequency 2) occurrence
3) event 4) chance
5) blocking
3. 1) relatively 2) clearly
3) surely 4) undoubtedly
5) astonishingly
4. 1) accomplished 2) acknowledged
3) cleared 4) understand
5) assured
5. 1) anxiety 2) terrible
3) surprise 4) power
5) form
6. 1) national 2) visible
3) social 4) category
5) personal
7. 1) fewer 2) outshine
3) lean 4) dwarfed
5) horrible
8. 1) perish 2) develop
3) spoil 4) incline
5) direct
9. 1) omission 2) attention
3) care 4) effort
5) neglect
10. 1) remark 2) indication
3) happening 4) manifestation
5) rise

Brutal Incidence

= cruel; savage; without mercy
= the extent to which something happens or has an effect.

Remarkable

= unusual or exceptional; worth noticing

Batter

= to hit somebody/something hard and repeatedly.

Astonishingly

= very surprisingly

Terrible

= very unpleasant and serious; causing one to feel very unhappy or upset

Dwarf

= to make somebody/something seem small by contrast or distance.

Perish

= to be destroyed; to die

Manifestation

= an event, an action, an object or a statement that shows something clearly eg illustrating and resulting from an abstract idea.

Accomplish

= to succeed in doing something; to complete something successfully.

Accomplished

= skilled; well trained or educated in social skills such as conversation, art, music etc.

Passage 42

With the US military tied down on two fronts and the rest of the world growing (1) to American power, the challenges for Rice are as (2) as they have been for any Secretary of State in the past three decades. After six years of tussling with others on Bush's national-security team, Rice has seen off her rivals and (3) as the principal spokesperson for Bush's foreign (4). Her reward has been to (5) responsibility for selling a failed policy in Iraq and (6) a legacy for Bush at a time when (7) in the world are in the mood to help her. "Bush is severely (8) and has very little (9) or support at home or abroad," says Leslie Gelb, former president of the Council on Foreign Relations. "That is (10) true for his Secretary of State. So they are (11) flailing around."

That's a grim assessment, since the (12) to international order are (13) today than at any other time since the end of the cold war. The most immediate source of (14) emanates from where the country civil war risks (15) a region-wide conflict.

1. 1) resistant 2) subservient
3) immune 4) cordial
5) indifference
2. 1) obvious 2) trivial
3) superfluous 4) daunting
5) rewarding
3. 1) renamed 2) emerged
3) appointed 4) entrusted
5) visited
4. 1) aid 2) recognition
3) policy 4) acceptability
5) minister
5. 1) shirk 2) avoid
3) transfer 4) visualize
5) inherit
6. 1) focusing 2) framing
3) escaping 4) salvage
5) demolishing
7. 1) people 2) few
3) diplomats 4) autocrats
5) most
8. 1) intensified 2) master-minded
3) weakened 4) projected
5) supported
9. 1) credibility 2) difficulty
3) majority 4) power
5) enthusiasm
10. 1) not 2) uniformly
3) remotely 4) partially
5) also
11. 1) effectively 2) inadvertently
3) basically 4) aimlessly
5) not
12. 1) admirations 2) threats
3) pleasantries 4) demands
5) accolades

13. 1) louder 2) fewer
3) magnificent 4) most
5) bigger
14. 1) instability 2) fuel
3) energy 4) peace
5) atrocity
15. 1) defusing 2) demolishing
3) terminating 4) igniting
5) extinguishing

Tie down = to restrict somebody/oneself to certain conditions or a fixed occupation or place.

Tussle = to struggle or fight to get something

See off = to force somebody to leave a place

Grim = very bad; of very low quality

Emanate = to come or flow from something/somebody or from a place.

Ignite = to start to burn or make something start to burn

Subservient = giving too much respect, obedience etc

Trivial = of little importance; concerned with unimportant thing

Daunt = to discourage or frighten somebody

Entrust = to give responsibility for somebody/something to somebody

Shirk = to avoid doing work, one's duty etc because one is lazy, cowardly, not interested etc.

Inherit = to have features or qualities similar to those of an ancestor.

Visualize = to form a mental picture of somebody/something

Salvage = to save something from harm, disaster, difficult circumstances etc.

Autocrat = a person who expects to be obeyed at all times and pays no attention to the opinions, feelings etc of others

Inadvertent = not done deliberately or intentionally

Pleasantry = a friendly casual remark usually made in order to appear polite

Accolade = an award of praise, approval or honour

Atrocity = a very wicked or cruel act.

Extinguish = to cause something to stop burning

Legacy = money or property left to a person when somebody dies.

Passage 43

Delinking of jobs from degrees is one of the (1) features of our education (2). There has been a (3) fall in (4) in the academic field in recent years. There is a (5) of degree holders in the country. As a result, university degrees have (6) their value and charm while the number of students in colleges and universities of the country has been (7) rising. Consequently, thousands of graduates and postgraduates come out of these institutions and stand in queues waiting to get some (8) jobs (9) in the country. Moreover, these degree holders do not have any technical or vocational knowledge needed for a particular job. As a result,

the number of educated unemployed has been rising (10). It has created a very serious problem.

1. 1) minor 2) trivial
3) unachievable 4) irrelevant
5) salient
2. 1) process 2) policy
3) development 4) guideline
5) procedures
3. 1) expected 2) sheer
3) rough 4) steep
5) gentle
4. 1) assessment 2) evaluation
3) competence 4) fees
5) value
5. 1) flood 2) class
3) party 4) mob
5) rabble
6. 1) mislaid 2) lost
3) increase 4) found
5) establish
7. 1) slowly 2) hastily
3) deeply 4) gradually
5) steadily
8. 1) prestigious 2) trivial
3) menial 4) academic
5) managerial
9. 1) occurring 2) posted
3) created 4) available
5) advertised
10. 1) exponentially 2) awfully
3) terribly 4) fast
5) incalculably

Salient = most noticeable or important; main
Consequently = as a result; therefore

Vocational = of or relating to the qualifications and preparation needed for a particular job

Sheer = complete; nothing more than
Rabble = a large disorderly group of people; a mob.

Menial = not requiring much skill and often boring

Awful = extremely bad or unpleasant; terrible

Passage 44

Mass migration has produced a huge worldwide economy of its own which has (1) so fast during the past few years that the figures have (2) experts. Last year remittances sent home by migrants were expected to (3) \$232 billion according to the World Bank which (4) these figures. (5) though the flow of remittances is to alleviate the plight of the migrant's family it cannot on its own lift entire nations out of poverty. Those who study the (6) of remittances argue that the money allows poor countries to put off basic decisions of economic management like (7) their tax collection systems and building schools. Remittances to poor countries can also (8) the fact that they do not produce much at home. The challenge is now to

find programmes that (9) the benefits of remitted cash while (10) some of its downside.

1. 1) accelerated 2) grew
3) expand 4) increase
5) escalating
2. 1) strike 2) encouraged
3) astonished 4) convinced
5) disturb
3. 1) rise 2) represent
3) project 4) exceed
5) recover
4. 1) record 2) tracks
3) estimate 4) report
5) surveys
5. 1) Detrimental 2) Minor
3) Profuse 4) Benefited
5) Vital
6. 1) circumstance 2) profit
3) impact 4) status
5) quality
7. 1) declaring 2) established
3) measuring 4) reforming
5) govern
8. 1) mask 2) hid
3) review 4) display
5) supported
9. 1) launch 2) predict
3) optimum 4) appreciate
5) maximize
10. 1) augmenting 2) avoiding
3) suspend 4) protects
5) detracting

Astonish = to surprise somebody greatly

Remittance = a sum of money sent in payment for something; the sending of money in payment for something

Alleviate = to make something less severe; to ease something

Plight = a serious and difficult situation or condition

Put off = put something to a later time or date; to delay something

Mask = to hide or disguise something

Remit = to send money etc to a person or place especially by post.

Escalate = to increase or develop by successive stages

Detrimental = harmful

Profuse = in large amounts; abundant

Optimum = best or most favourable

Augment = to make something larger in number or size; to increase something

Detract = to make something seem less good or of lower value

Passage 45

Some places are so beautiful that they (1) the viewer for all eternity. So it was for Emperor Muhammad Zahiruddin Babur, the 16th-century monarch who (2) away his time in the pleasure gardens of Kabul before heading south to India in 1525 to (3) the Mughal

Empire. Though Babur built a dynasty that was to last for 300 years, he never (4) his beloved Kabul, and (5) vast riches to recreate the gardens (6) the subcontinent. Those Mughal gardens, as they are now (7), grace ancient capitals from Delhi to Srinagar with their (8) vistas and strict architectural symmetry. But, Babur never really (9) at home in India and asked that (10) his death his body be returned to Kabul and laid to rest in his favourite garden.

1. 1) attracted 2) haunt
3) fascinated 4) accommodate
5) implore
2. 1) cast 2) fed
3) gave 4) whiled
5) deported
3. 1) establish 2) travelled
3) crown 4) situate
5) find
4. 1) reached 2) visited
3) saw 4) remembered
5) forgot
5. 1) accumulates 2) confiscated
3) exhausted 4) demanded
5) looted
6. 1) into 2) over
3) overlooking 4) throughout
5) encroaching
7. 1) destroyed 2) dilapidated
3) rebuilt 4) inhabited
5) known
8. 1) elegant 2) notorious
3) obnoxious 4) fragrant
5) infrequent
9. 1) went 2) dwelt
3) felt 4) rested
5) enjoyed
10. 1) before 2) upon
3) till 4) in
5) at

Haunt = to return repeatedly to somebody's mind; to be impossible for somebody to forget

Eternity = time without end; endless life after death

While away = to pass a period of time in a relaxed way

Grace = a quality of simple elegant beauty and smoothly controlled movement.

Elegant = graceful and attractive in appearance or manner

Vistas = a beautiful view eg of natural scenery, a city etc.

At home = in one's own country

Implore = to ask or beg for something in a serious way

Confiscate = to take somebody's property away from them by the use of one's authority usually as a punishment

Dilapidated = falling to pieces; in a bad state of repair

Obnoxious = very unpleasant; offensive

Fragrant = having a pleasant or sweet smell
Dwell = to live in or at a place

Passage 46

At just (1) midnight on July 1, 1997 in a glittering and poignant ceremony, Hong Kong passed from being a jewel of the British empire to a (2) of a new global power. Hong Kong people (3) their city's handover from the UK to China with (4) feelings: apprehension over the future, joy at a fresh start, sadness at seeing the British go, pride over returning to their motherland. On the eve of the handover, the stock market index, a key barometer of Hong Kong's wealth, (5) at a record 15,200 points and today it (6) near the 21,000 mark. Being a part of a booming China almost guarantees that Hong Kong will remain (7). But mainland China is a (8) as well as a partner. China's new ports, for example, will siphon trade (9) from Hong Kong and its lower labour costs will impact the jobs. However, there is little doubt that Hong Kong is fortunate to have become a part of China at a time when mainland China can provide (10) opportunity.

1. 1) recorded 2) near
3) close 4) past
5) quite
2. 1) component 2) premises
3) captive 4) merger
5) list
3. 1) encounter 2) decided
3) viewed 4) restrained
5) told
4. 1) flexible 2) emotional
3) mixed 4) changed
5) negative
5. 1) plunged 2) rose
3) valued 4) climbed
5) stood
6. 1) follows 2) pauses
3) fell 4) hovers
5) measure
7. 1) marginalised 2) prosperous
3) orderly 4) friendly
5) poor
8. 1) competitor 2) representative
3) adversary 4) colleague
5) member
9. 1) against 2) away
3) illegally 4) moving
5) through
10. 1) full 2) risky
3) lucky 4) unfair
5) immense

Glittering = magnificent, splendid or extremely successful

Poignant = affecting one's feelings deeply; making one sad or full of pity

Apprehension = anxiety about something in the future, fear that something will be unpleasant or that

	<i>something unpleasant will happen.</i>
On the eve of	= the day or evening before an event, especially a religious festival or holiday.
Hover	= to remain near something or in an uncertain state.
Siphon away	= to transfer something from one place to another often unfairly or illegally
Captive	= having little or no freedom to go elsewhere or to make choices
Adversary	= an opponent in a contest, an argument or a battle.

Passage 47

India's approach towards treatment of (1) banks is yet another interesting issue. Rather than closing them down, policymakers in India have shown a preference to (2) such banks with healthy public sector banks. It has been (3) in certain circles that such an approach may give rise to a moral hazard problem. However, two issues need (4) in this context. First, commercial banks are the most dominant and systemically important segment of the financial system. Second, over 70 per cent of the bank depositors in India are small depositors. Therefore, systemic concerns coupled with the necessity to (5) the interest of small depositors have been (6) in the minds of policy makers while (7) with insolvent banks. This issue had not (8) much attention in the context of a predominantly government-owned banking system. As the weight of private banks increases further thinking will need to be done on this subject, both in terms of (9) of insolvency through advance regulatory supervision and action, and post-insolvency measures that (10) moral hazard and eventual fiscal cost.

1. 1) insolvent 2) foreign
3) cooperative 4) small
5) private
2. 1) dissolve 2) relegate
3) anchor 4) merge
5) connect
3. 1) resolved 2) felt
3) promised 4) identified
5) done
4. 1) resolutions 2) decisions
3) approaches 4) priority
5) consideration
5. 1) enhance 2) increase
3) safeguard 4) rationalize
5) evolve
6. 1) paramount 2) superficial
3) extradited 4) vested
5) imbibing
7. 1) conniving 2) coping
3) absorbing 4) dealing
5) conversing

8. 1) paid 2) offered
3) deserved 4) distracted
5) received
 9. 1) enhancement 2) prevention
3) attachment 4) refurbishment
5) expedition
 10. 1) anticipate 2) provoke
3) discourage 4) envisage
5) create
- Insolvent** = unable to pay debt; bankrupt
Hazard = a thing that can be dangerous or cause damage; a danger or risk
Safeguard = a thing that serves as a protection from harm, risk or danger
Paramount = more important than anything else; supreme
Predominantly = mainly; for the most part
Eventual = happening at last as a result
Dissolve = to cause an organization or arrangement to end officially
Relegate = to give somebody/something less important rank, task or state
Anchor = a person or thing that gives security and confidence
Extradite = to send back somebody accused or found guilty of a crime to the country where the crime was committed.
Imbibe = to absorb something; to drink something especially alcohol
Connive = to work together with somebody in order to do something wrong or illegal
Cope = to deal successfully with something difficult; to manage
Converse = to talk to somebody especially in informal way.
Distracted = unable to concentrate because of being worried or thinking about something else
Refurbish = to restore and decorate a building etc; to develop and improve something
Expedition = an organized journey or voyage with a particular aim
Envisage = to imagine something as a future possibility; to form a mental picture of something

Passage 48

Although he is no longer alive, (1) his influence can be felt in the studio (2) he created cartoons and feature films which made him known and (3) around the world. (4) many people who work to create humour he took it very seriously. He would sit sadly (5) the funniest cartoon concentrating or some way to improve it. Walt Disney (6) the opinions of those working with him but the (7) judgement was always his. He demanded a lot (8) people but he gave a lot too. When the economy was not doing well he gave every one a (9) and though some (10) of this, it gave his employees' morale a boost.

1. 1) yet 2) even
3) and 4) till
5) besides
2. 1) from 2) where
3) which 4) while
5) that
3. 1) respect 2) seen
3) loved 4) entertained
5) laughed
4. 1) For 2) To
3) Without 4) Not
5) Like
5. 1) on 2) until
3) front 4) through
5) in
6. 1) saw 2) concluded
3) discussed 4) discouraged
5) valued
7. 1) final 2) ultimately
3) important 4) hasty
5) lasting
8. 1) by 2) from
3) with 4) to
5) many
9. 1) advance 2) share
3) fee 4) raise
5) profit
10. 1) credit 2) disapproved
3) criticized 4) offended
5) paid

Raise

= an increase in amount, number or intensity

Morale

= the amount of confidence, enthusiasm, determination etc that a person or group has at a particular time.

Passage 49

Traditional bank architecture is based on bank branches. These branches ensure the physical (1) of a customer's savings. A customer may go there to deposit and withdraw money, (2) loans and (3) in other financial transactions. In the past two decades banking architecture has changed- the Automated Teller Machine (ATM) has been a big (4) and credit and debit cards have created new financial spaces. (5) the bank branch has remained the bedrock of the banking system-after all a person needs a bank account in a branch before he can operate a debit or ATM card. This may be about to change as technocrats now (6) cell phones as the new architecture of virtual banks. This has the potential to make branches (7). Cell phone banking looks especially relevant for India since it can penetrate the countryside cheaply and (8). The world over cell phones are spreading at a (9) rate and in India alone new cell phone connections are growing at the rate of six million a month-a rate of customer (10) that no bank can dream of.

1. 1) knowledge 2) security
3) presence 4) confidentiality
5) guarantee
2. 1) negotiate 2) advance
3) credit 4) disburse
5) sanction
3. 1) pursue 2) interact
3) operate 4) enable
5) engage
4. 1) drawback 2) hurdle
3) consequence 4) luxury
5) innovation
5. 1) Despite 2) Although
3) Even 4) Yet
5) Until
6. 1) view 2) realise
3) display 4) engineer
5) assess
7. 1) essential 2) obsolete
3) extant 4) retreat
5) expired
8. 1) moderately 2) occasionally
3) compulsorily 4) indiscriminately
5) effectively
9. 1) phenomenal 2) gradual
3) proportionate 4) competitive
5) projected
10. 1) discount 2) base
3) expansion 4) satisfaction
5) relationship

Bedrock

= basic facts or principles

Virtual

= almost or nearly the thing described, but not completely

Obsolete

= no longer used; out of date

Phenomenal

= very remarkable; extraordinary

Disburse

= to pay out money especially from a fund collected for a purpose

Extant

= still in existence

Retreat

= to move back or withdraw when faced with danger or difficulty

Passage 50

Our company has set up a foundation which is (1) to spreading literacy. To (2) this cause the foundation has a project called 'A Library for Every School' through (3) the foundation donates books mainly to government school libraries so that children have easy (4) to books on a variety of subjects. In my (5) as Chairperson of the Foundation I travel (6) in rural areas. All this travelling has (7) me to understand what children want to read in different parts of the country. (8) my travels I frequently stay in the houses of people I meet as (9) there are no hotels in small towns and villages that I visit. In India a guest is always treated well; an old Sanskrit saying is Atithi Devo Bhava (10) that God comes in the form of a guest.

1. 1) dedicated 2) responsible
3) trying 4) catered
5) involved

2. 1) awaken 2) further
3) aim 4) contribute
5) perform
3. 1) those 2) which
3) whom 4) where
5) these
4. 1) opportunity 2) admission
3) purchase 4) access
5) contact
5. 1) feeling 2) decision
3) role 4) knowledge
5) order
6. 1) extensively 2) somehow
3) extremely 4) hastily
5) sometime
7. 1) ensured 2) provided
3) enabled 4) deprived
5) made
8. 1) During 2) Since
3) From 4) Through
5) Besides
9. 1) while 2) usual
3) neither 4) often
5) either
10. 1) threatens 2) meaning
3) fearing 4) imply
5) naturally

Cater = to provide what is needed or desired by somebody/something

Passage 51

Can an experiment conceived, carried out, and reported in kids-speak with pencil-coloured figures and hand-written tables by school children aged 8 to 10 years get published in a highly rated international journal following a peer-reviewing process? Twenty-seven schoolchildren from a primary school in UK have proved this is (1) — if a simple but novel scientific question raised is (2) in a scientific way. Their paper was published in the Royal Society's Biology Letters journal. Their (3) was that bumble-bees can use a "combination of colour and spatial relationships in deciding which colour of flower to forage from." Considering that our understanding of how bees perceive coloured patterns and scenes is inadequate, this inspiring outcome has shown that schoolchildren guided by gifted teachers can think and (4) out experiments like any hard-wired scientist. For these kids, doing science changed their (5) of the subject. Science also became "cool and fun." This refreshing approach turns the spotlight on the best methods of teaching science. The (6) learning system adopted by most schools in India, even classroom study combined with some laboratory work with pre-defined outcomes, does very little to (7) curiosity and interest in science. Is that one of the (8) why out-of-the-box thinking that produces path-breaking science rarely comes out of Indian laboratories? The children at the UK school had their gifted teacher to guide them.

Scientists from India's space and atomic energy departments and in some other places where serious science is done can take (a/an) (9) out of the school's book and (10) the way in engaging with school pupils and getting them to do real science.

1. 1) done 2) unlikely
3) potential 4) promising
5) possible
2. 1) questioned 2) said
3) retorted 4) answered
5) address
3. 1) question 2) finding
3) methodology 4) result
5) studies
4. 1) wage 2) create
3) execute 4) carry
5) attempt
5. 1) option 2) lives
3) visual 4) demands
5) perception
6. 1) revolutionary 2) radical
3) rote 4) adequate
5) bore
7. 1) stimulate 2) simulate
3) make 4) peek
5) judge
8. 1) cause 2) root
3) reasons 4) issues
5) sources
9. 1) thread 2) leaf
3) example 4) look
5) pages
10. 1) lead 2) start
3) deliver 4) paved
5) ahead

Peer = to look closely or carefully at something especially when unable to see it well

Bumble-bee = a large hairy bee that makes a loud noise as it flies

Forage = to search or hunt for something especially food and supplies

Spatial = related to space as a physical dimension

Carry out = to do something as required or specified; to fulfil something

Rote learning = learning something in order to be able to repeat it from memory, rather than in order to understand it.

Retort = to make a quick, especially angry, reply to an accusation or a challenge

Stimulate = to pretend to have or feel an emotion; to create certain conditions by means of model etc; to take the appearance of something/somebody

Passage 52

Does Indian industry need democracy? The Indian economy's sustained growth today is (1) by incomplete democracy. While millions of Indians endure poverty,

only a tiny majority (2) prosperity. On the other hand, many Latin American countries have registered (3) growth rates under military dictators and today one of the fastest growing economies in the world — China — has an (4) rather than a democratic government. So why does India need democracy for sustained growth? To many, democracy (5) slower decision-making with corrupt politicians and red-tapeism etc. Industry should therefore be (6) with less, not more, democracy. However, while China (7) consumption in order to save and invest more than half its output to produce 10% growth, India (8) almost two-thirds of its output and manages to achieve 9% growth from one-third of its output. (9) India's democracy is not inefficient when it comes to making (10) use of resources.

- | | | |
|-----|--|---------------------------------|
| 1. | 1) deprived
3) eliminated
5) threaten | 2) hampered
4) faced |
| 2. | 1) pursuit
3) benefit
5) value | 2) acquisition
4) enjoy |
| 3. | 1) acceptable
3) variable
5) affordable | 2) insignificant
4) inflated |
| 4. | 1) autonomous
3) authoritarian
5) orthodox | 2) economical
4) egalitarian |
| 5. | 1) imply
3) attracts
5) means | 2) mentions
4) features |
| 6. | 1) gracious
3) fascinated
5) urged | 2) adapted
4) pleased |
| 7. | 1) bans
3) regulate
5) discourage | 2) curtails
4) ceases |
| 8. | 1) consumes
3) indulges
5) hoard | 2) selects
4) disperse |
| 9. | 1) Accordingly
3) Thus
5) Likely | 2) Totally
4) Even |
| 10. | 1) ultimately
3) modest
5) effective | 2) capably
4) secure |

Hamper = to prevent somebody's free movement or activity; to restrict or hinder somebody/something

Endure = to suffer patiently something that is painful or uncomfortable

Authoritarian = favouring complete obedience to authority especially that of the state at the expense of personal freedom

Acquisition = the action or process of acquiring something

Inflate = to make something more important, impressive etc than it really is; to exaggerate something

Egalitarian = showing or holding a belief in equal rights, benefits and opportunities for everybody

Orthodox = following strictly the older, more traditional practices.

Imply = to suggest something indirectly rather than stating it directly

Gracious = kind, polite and generous especially to somebody of a lower social position

Indulge = to become involved in an activity especially one that is illegal or disapproved of.

Disperse = to go in different directions or make somebody/something do this

Passage 53

A factor that air passengers give little thought to but which is a serious threat to air safety is (1) maintenance. In the current global airline boom competition is (2). Which compels airlines to (3) costs and (4) output. In India with a seat capacity considerably (5) of the demand all airlines practise severe cost-cutting to (6). Faced with having to cut costs to the bone and maximise aircraft utilisation, a surprising number of airlines may cut (7) on aircraft maintenance, even at the (8) of compromising safety. While commercial aircraft are (9) to take much punishment, for example, in the event of pilots flying into thunderstorms there is a limit to the punishment that even the toughest aircraft can take when profitability takes (10) over safety.

- | | | |
|----|---|-------------------------------|
| 1. | 1) expedient
3) routine
5) poor | 2) incessant
4) laborious |
| 2. | 1) optimise
3) destined
5) profitable | 2) intense
4) guarantee |
| 3. | 1) falsify
3) minimise
5) ration | 2) lavish
4) incline |
| 4. | 1) depress
3) curb
5) maximise | 2) productive
4) available |
| 5. | 1) ahead
3) more
5) above | 2) less
4) saturated |
| 6. | 1) invest
3) live
5) reinforce | 2) survive
4) appraise |
| 7. | 1) out
3) across
5) short | 2) taxes
4) corners |
| 8. | 1) claim
3) reminder
5) risk | 2) formality
4) strain |
| 9. | 1) designed
3) rotated
5) standard | 2) unable
4) originally |

10. 1) encouragement 2) influence
3) precedence 4) cover
5) guard
- To cut to the bone** = to reduce something greatly
- To cut corners** = to do something in the easiest, quickest or cheapest way, often by ignoring rules or omitting something
- Precedence** = the right or requirement to come before somebody/something else in time, order etc; priority
- Expedient** = useful or convenient for a particular purpose, though not necessarily fair or moral
- Incessant** = not stopping; continual
- Lavish** = giving or doing something generously or excessively; great in extent, rich in quality and usually costing a lot of money
- Ration** = to limit the amount of something that somebody is allowed to have
- Curb** = to prevent something from getting out of control; to restrain something
- Appraise** = to assess the value, quality or nature of somebody/something
- Reinforce** = to strengthen or emphasize a feeling, an idea, a habit etc

Passage 54

Mobile banking (M banking) involves the use of a mobile phone or any other mobile device to (1) financial transactions linked to a client's account. M banking is new in most countries and most mobile payment models even in developed countries to date operate on a (2) scale. A mobile network offers a (3) available technology platform onto which other services can be provided at low cost with effective results. For example, M banking services which use (4) such as SMS can be carried at a cost of less than one US cent per message. The low cost of using existing infrastructure makes such services more (5) to use by customers with lower purchasing power and opens up access to services which did not reach them earlier due to (6) cost of service delivery. Although M banking is one aspect in the wider (7) of e-banking there are reasons to single it out for focus—especially because there are a lot more people with mobile phones than bank accounts in India.

M banking could provide a (8) solution to bring more "unbanked" people to the financial mainstream. Without traditional credit, individuals are (9) to exploitation by abusive lenders offering very high interest rates on short term loans. Also of considerable importance are public safety implications for the unbanked—they are often victims of crime because many operate on a cash-only basis and end up carrying significant amounts of cash on their (10) or store cash in their homes.

1. 1) disburse 2) undertake
3) subscribe 4) lure
5) amass

2. 1) full 2) voluminous
3) substantial 4) limited
5) rapid
3. 1) readily 2) tangible
3) routinely 4) securely
5) unique
4. 1) process 2) waves
3) deliveries 4) connection
5) channels
5. 1) valuable 2) answerable
3) amenable 4) exposed
5) responsible
6. 1) waning 2) stable
3) proportionate 4) marginal
5) high
7. 1) archive 2) domain
3) purpose 4) component
5) aspect
8. 1) law-abiding 2) tried
3) reassuring 4) cost-effective
5) stop-gap
9. 1) inclined 2) immune
3) vulnerable 4) surrendered
5) pressured
10. 1) person 2) own
3) relatives 4) purses
5) self

Readily = without hesitating; willingly

Amenable = that can be treated in a particular way

Domain = a field of knowledge or activity

Single out = to choose somebody/something from a group for special attention

Vulnerable = that can be hurt, harmed or attacked easily especially because of being small or weak.

Implication = a thing that is not openly stated; a thing that is suggested or implied.

Disburse = to pay out money especially from a fund collected for a purpose

Lure = a thing that attracts or is used to attract people or animal

Tangible = clear and definite; real; that can be perceived by touch

Waning = becoming gradually smaller, weaker, less powerful or less important

Law-abiding = obeying the law

Immune = not affected or influenced by something

Passage 55

In July 2008, one of the most inspiring leaders of our times, will (1) his ninetieth birthday. Nelson Mandela retired from politics in 1999, but he has remained (2), continuing his work through the Nelson Mandela Foundation. The foundation has launched an Aids awareness campaign, 46664, named (3) Mandela's prison number. He has also set up a scholarship programme whose (4) was to promote leadership among young Africans.

During the 1990s, (5) I worked with Mr Mandela on his autobiography *Long Walk to Freedom*, I (6) his leadership firsthand. During his election campaign we were on board a plane discussing his book. Twenty minutes (7) to landing the engine failed. Many began to panic. The only thing that (8) them was looking at Mandela, who was reading his paper as if he was a passenger on a morning train to work. The plane landed safely and when we got into the car taking us to the hotel he (9) to me, "I was terrified on the plane!" As a leader he realised he was a model for others and this gave him the strength to (10) over his own fear.

1. 1) tribute 2) remember
3) honour 4) celebrate
5) rejoice
2. 1) resigned 2) active
3) influenced 4) participant
5) reserved
3. 1) by 2) with
3) after 4) as
5) thereafter
4. 1) wish 2) pursuit
3) result 4) plot
5) aim
5. 1) when 2) that
3) period 4) later
5) alongside
6. 1) felt 2) acquainted
3) experienced 4) underwent
5) learned
7. 1) before 2) sooner
3) close 4) prior
5) advance
8. 1) calmed 2) soothing
3) composed 4) restraint
5) discipline
9. 1) speaks 2) confided
3) confidentially 4) entrusted
5) assured
10. 1) success 2) overcame
3) dominate 4) victory
5) triumph

Name after = to give a name to somebody or something

On board = on or in a ship or an aircraft

Confide = to tell a secret to somebody which trusting them not to tell others

Terrified = very frightened; filled with terror

Triumph over = to be successful; to gain a victory

Rejoice = to feel or show great joy

Acquainted = familiar with something

efficiency by Japan. Mass production and production for the masses became the bases of new business strategies. Large-scale consumption by all with the social benefit of (3) poverty, became the dominant economic strategy. The advent of electricity and its large-scale application to lighting, heating and operating machines added a fresh dimension to manufacturing. By the 1950s came (4) in electronics and transistor devices to be followed by innovations in microelectronics, computers and various forms of sensors all of which (5) altered the manufacturing scene. It is now no longer necessary to make prototypes in a factory or a laboratory to study a new product. Many new products can be (6) on computers and their behaviour simulated on them. By choosing an optimum design through such simulations, computer programmes can directly (7) the manufacturing processes. These processes are generally called Computer Aided Design (CAD) and Computer Assisted Manufacturing (CAM). These capabilities are leading to newer forms of (8) by customers. Each customer can be offered several special options. Customised product design or (9) manufacturing are other popular techniques currently in (10) in many developed countries.

1. 1) havoc 2) transformation
3) destruction 4) violence
5) deforestation
2. 1) discarded 2) resorted
3) indulged 4) perfected
5) designated
3. 1) removing 2) nurturing
3) appeasing 4) cajoling
5) mastering
4. 1) additions 2) gadgets
3) modifications 4) variety
5) inventions
5. 1) immediately 2) precisely
3) irreversibly 4) indefinitely
5) measurably
6. 1) designed 2) produced
3) manufactured 4) sold
5) purchased
7. 1) inspire 2) cultivate 3) visualise
4) drive 5) curtail
8. 1) uses 2) demands
3) advertisements 4) consumption
5) goods
9. 1) visible 2) secure
3) fundamental 4) overt
5) flexible
10. 1) view 2) wings
3) vogue 4) isolation
5) order

Advent = the approach or arrival of an important person, event etc

Prototype = the first model or design of something from which other forms are copied or developed.

Passage 56

Mankind has seen rapid (1) in the last 150 years because of the mass manufacturing techniques (2) in western nations and later taken to new levels of

Simulated	= artificial, but made to look, feel etc like the real thing
Vogue	= a current fashion
Discard	= to throw something out or away; to stop using, wearing, etc something that is no longer useful
Resort	= to make use of something especially bad or unpleasant as a means of achieving something, often because no other course of action is possible
Indulge	= to become involved in an activity especially one that is illegal or disapproved of
Designate	= to mark or indicate something clearly; to specify something
Nurture	= to care for and encourage the growth of somebody/something
Appease	= to reduce the intensity of somebody's feelings usually by satisfying their needs or demands partly or in full
Cajole	= to make somebody do something by cleverly persuading, deceiving or flattering them.
Visualise	= to form a mental picture of somebody/something
Curtail	= to make something shorter or less; to reduce something
Overt	= done or shown openly or publicly; not secret or hidden

Passage 57

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which came (1) effect in April this year, is meant to transform the education sector and take India closer to the goal of universal schooling. But with admissions to the new academic session just (2) the corner, it is fast becoming clear that (3) well-intentioned ideas into (4) will take some doing. For a start, the guidelines for admissions under the RTE prohibit schools from conducting any sort of student profiling. The stress on a random yet justifiable admission process means that schools will have to resort to something as quirky as a lottery system. However, leaving admission to a good school to pure (5) will only incentivise manipulations, defeating the very essence of RTE.

The main problem facing the education sector is that of a resource crunch. The provisions for ensuring universal access to education are all very well, (6) we have the infrastructure in place first. Brick-and-mortar schools need to precede open admission and not the (7) way around. In that sense, legislators' assessment of ground realities is (8) target when they endorse the closure of tens of thousands of low-cost private schools for not meeting the minimum standards of land plot, building specifications and playground area as laid out in the RTE Act. Instead of bearing down (9) on private schools for failing to conform to abstract bureaucratic criteria, efforts to bring about universal education should focus on upgrading and expanding the existing government school infrastructure to

accommodate all. Only then can we ensure the much-needed supply-demand (10) in the education sector.

- 1) with 2) for
3) on 4) into
5) in
- 1) around 2) near
3) into 4) about
5) reaching
- 1) forming 2) translating
3) having 4) taking
5) framing
- 1) affect 2) ideas
3) practice 4) concept
5) procedure
- 1) benefit 2) merit
3) chance 4) basis
5) method
- 1) unless 2) until
3) executed 4) provided
5) exercised
- 1) other 2) any
3) two 4) differ
5) after
- 1) on 2) of
3) often 4) taken
5) off
- 1) soft 2) more
3) less 4) only
5) hard
- 1) need 2) equilibrium
3) expectation 4) attempt
5) aspects

Just around the corner = very near

Translate into = to express something or to be expressed in a different especially a more practical form

Random = done, chosen etc without method or conscious choice; haphazard

Quirk = a strange thing that happens especially accidentally

The crunch = an important and often unpleasant point, situation or piece of information

Mortar = a mixture of lime with cement sand and water, used in building to hold bricks, stones etc together.

Precede = to happen before something

The other way around = in the opposite position or direction

Endorse = to give one's approval or support to a claim, statement, course of action etc

Specification = a description of what is required

Bear down on = to move quickly towards somebody/something in a determined or threatening way

Conform = to comply; to agree or be consistent with something

Abstract = general; not based on any particular person, situation etc.

Passage 58

(1) a country needs money for a development project, what can it do? It can (2) to the World Bank or Asian Development Bank for aid. A country with a foreign currency problem can ask the International Monetary Fund for (3). However, (4) there is no way out for a country which has shortage of food. The country cannot (5) import the food if it is rare like pulses which are grown only by a few countries. In such cases the problem is more (6).

This situation has led experts to suggest the (7) of establishing a World Agricultural Bank. The food situation today is serious since production is not keeping (8) with demand. The World Agricultural Bank can therefore be established by member-countries who have to (9) both capital as well as surplus food to the Bank. The stocks would form a corpus which would be used to assist members in (10) of distress.

1. 1) Though 2) Supposed
3) Unless 4) That
5) When
2. 1) appeals 2) go
3) approach 4) solicit
5) requests
3. 1) backing 2) helping
3) solution 4) assistants
5) relieve
4. 1) simply 2) during
3) fact 4) presently
5) while
5. 1) attempt 2) yet
3) even 4) try
5) start
6. 1) address 2) acute
3) declined 4) achievable
5) prohibited
7. 1) object 2) implementation
3) knowledge 4) advice
5) idea
8. 1) up 2) ahead
3) paced 4) line
5) tune
9. 1) demand 2) share
3) benefit 4) contribute
5) fund
10. 1) controls 2) combats
3) times 4) needs
5) areas

Backing = help; support

Acute = very great; severe

Keep up = to continue without stopping

Corpus = a collection of written and/or spoken texts

Distress = the state of being in danger or difficulty and needing help

Solicit = to ask somebody eagerly or firmly for something; to try to obtain something

Combat = to fight or struggle against somebody/something

Passage 59

Recently the World Bank and the Asian Development Bank (ADB) (1) separate reports on poverty. The World Bank report (2) its benchmark of extreme poverty by 25 cents from \$1 per person per day to \$1.25 per person a day. The ADB announced an even (3) benchmark of \$ 1.35 per person a day. These new benchmarks are (4) on surveys in the world's poorest countries.

Experts often like to (5) that poverty has declined because of economic growth in India and China. This is wrong and (6). In the past twenty-five years the poverty rate in India has (7) by less than one percentage point a year. (8) we use a poverty line of \$1 per person per day or \$1.25 per person per day makes little (9). The number of poor in India is large. The purpose of these statistics is not to dispute them but to (10) whether the benefits of economic growth are being shared with the poor.

1. 1) declared 2) released
3) print 4) issue
5) publish
2. 1) heightened 2) announced
3) raised 4) maintained
5) notified
3. 1) better 2) significant
3) plausible 4) higher
5) lower
4. 1) based 2) collected
3) inferred 4) derived
5) gathered
5. 1) realise 2) claim
3) discover 4) recommend
5) criticize
6. 1) adverse 2) opposing
3) corrupt 4) rejected
5) misleading
7. 1) deplete 2) plunge
3) declined 4) weaken
5) fell
8. 1) Unless 2) Despite
3) Instead 4) Whether
5) Regardless
9. 1) difference 2) effect
3) contrast 4) question
5) option
10. 1) acknowledge 2) suggest
3) care 4) inspire
5) study

Plausible = seeming to be right or reasonable that can be believed

Deplete = to reduce greatly the quantity, size, power or value of something

Plunge = to jump or fall into something quickly and with force.

Passage 60

Technology (1) lives. But (2) if people want it to. This qualification is important, and (3) to understanding progress. Akio Morita, the founder of Sony, used to make inventions not by writing code but by making minute, detailed studies of (4) people lived their lives. It is observable that when he relinquished direct involvement in product development at the company in the 1980s, Sony seemed to lose its (5) of developing a truly radical invention like the Walkman that the world takes to *en masse*.

However much it seems that machines are in (6), they are not. Yet the belief that technology alone holds the key to (7) the way people work, buy, and do business is strong. The rise of dotcoms in the late 1990s was (8) by a belief that technology was changing the rules of marketing and employee relationships. This is not to say there have been no changes in the new economy; but that they (9) to appear where technology makes it (10) for people to communicate with each other, or have been unrelated to the technology. The dynamic is still a human one.

1. 1) ruins 2) changes 3) makes
4) explains 5) shakes
2. 1) not 2) occasionally
3) seldom 4) only
5) never
3. 1) key 2) primarily
3) encouraging 4) supported
5) disastrous
4. 1) why 2) where
3) when 4) whether
5) how
5. 1) share 2) profit
3) knack 4) business
5) plant
6. 1) progress 2) control
3) action 4) operation
5) transition
7. 1) encroaching 2) accomplishing
3) determining 4) highlighting
5) informing
8. 1) govern 2) successful
3) underlying 4) disputed
5) accompanied
9. 1) tend 2) cease
3) fail 4) refuse
5) avoid
10. 1) essential 2) laborious
3) tough 4) easier
5) awkward

Relinquish = to stop having, doing or claiming something; to give something up

Knack = a skill at performing some special task; an ability

Radical = fundamental; of or from the root or base

en masse = in a mass or crowd; all together

Passage 61

The US is in the (1) of a cleanup of toxic financial waste that will (2) taxpayers hundreds of billions of dollars, at the very least. The primary manufacturers of these hazardous products (3) multimillion-dollar paychecks for their efforts. So why shouldn't they (4) to pay for their mop-up? This is, after all, what the US Congress (5) in 1980 for (6) of actual toxic waste. Under the Superfund law (7) that year, polluters (8) for the mess they make. Environmental lawyer E Michael Thomas sees no (9) lawmakers couldn't demand the same of financial polluters and (10) them to ante up some of the bank bailout money.

1. 1) range 2) depth
3) midst 4) essence
5) debate
2. 1) benefit 2) cost
3) earn 4) facilitate
5) save
3. 1) donated 2) demanded
3) dwindled 4) spent
5) pocketed
4. 1) hesitate 2) come
3) defy 4) have
5) admit
5. 1) decreed 2) refrained
3) commented 4) admonished
5) visualised
6. 1) consumers 2) advocates
3) exponents 4) producers
5) users
7. 1) revoked 2) forced
3) squashed 4) abandoned
5) enacted
8. 1) regain 2) claim
3) pay 4) demand
5) consider
9. 1) practice 2) reason
3) compensation 4) issue
5) wonder
10. 1) force 2) plead 3) appeal
4) dupe 5) follow

In the midst of = while something is happening or being done.

Cleanup = the removal of criminals, harmful influences etc; the removal of dirt etc from a person or place

Toxic = poisonous

At the very least = and probably more than that

Hazardous = dangerous; risky

Pocket = to keep or take something for oneself especially dishonestly

After all = in spite of what has been said, done or expected.

Decree = to order something by a judgement or decision made by certain lawcourts

Mess = a dirty or untidy state.

Ante	= money etc risked or gambled on the unknown result of a future event eg a race or a card game
Facilitate	= to make something especially an action or a process, easy or easier
Dwindle	= to become gradually less or smaller
Refrain	= to stop oneself doing something especially something that one would like to do
Admonish	= to give a mild but firm warning to somebody; to advise urge somebody seriously
Revoke	= to withdraw or cancel a law, licence, etc
Squash	= to press or crush something so that it changes shape, becomes very soft etc
Dupe	= to deceive or trick somebody in doing something
Plead	= to make repeated urgent requests to somebody for something
Defy	= to refuse to obey or show respect for somebody/ something

Passage 62

It is a pity that we do not have good books on insurance written by Indian authors (1) to the steady growth of literature on the subject in other countries, especially the USA, whose insurance laws and (2) are very much similar to those of our country. And students studying in our colleges and the millions of insurance employees appearing for various insurance examinations have to depend (3) on books written by foreign authors. As these books mainly deal with the problems of insurance industry of foreign countries, the (4) of the insurance scene in India and the various legal (5) and insurance procedures remains very weak. To (6) the insurance employees and the college students who have opted for (7) courses in insurance with different aspects of theory and practice of insurance, we should have good and (8) textbooks. The book under review written by VMR Nair himself, an experienced and (9) expert on insurance law based on leading Indian cases, will be found very useful by students of insurance sector as a (10) guide to the principles of insurance.

- 1) paving
3) following
5) correcting
- 1) process
3) notes
5) procedures
- 1) slightly
3) still
5) until
- 2) corresponding
4) emphasize
- 2) product
4) currency
- 2) upon
4) at

- 1) prove
3) application
5) acknowledge
- 1) law
3) experts
5) loop
- 1) equip
3) decorate
5) load
- 1) optional
3) tough
5) specialized
- 1) authentic
3) many
5) shining
- 1) consulting
3) rich
5) tired
- 1) learned
3) ready
5) prescribed
- 2) search
4) understanding
- 2) aspects
4) books
- 2) arm
4) promote
- 2) expensive
4) deep
- 2) voluminous
4) prompt
- 2) qualified
4) merchant
- 2) powerful
4) comprehensive

Pave the way = to create a situation in which somebody will be able to do something or something can happen.

Loop = a set of instructions that is repeated again and again until a particular condition is satisfied

Passage 63

On October 2, 1983 the Grameen Bank Project (1) the Grameen Bank. We invited the Finance Minister to be the Chief Guest at our (2) ceremony. But when the Ministry came to (3) that the ceremony would take place in a remote district, they said it would not be an (4) place to launch a Bank and that the ceremony should be (5) in Dhaka so that all the top Government Officials could (6). We stood firm and (7) to them that we did not work in urban areas so it made no (8) to have the ceremony in a city (9) we had no borrowers. We had the ceremony in a big open field with the Finance Minister present as Chief Guest. For all of us who had worked so hard to (10) this it was a dream come true.

- 1) reorganised
3) named
5) became
- 1) opening
3) dedicated
5) induction
- 1) reveal
3) aware
5) acquaint
- 1) excellent
3) inauspicious
5) obvious
- 1) invited
3) done
5) held
- 2) merged
4) converted
- 2) closing
4) inaugurate
- 2) know
4) inform
- 2) available
4) appropriate
- 2) assembled
4) shifted

6. 1) present 2) accompany
3) attend 4) involve
5) entertain
7. 1) apologised 2) told
3) explained 4) denied
5) refused
8. 1) difference 2) sense
3) difficulty 4) meaning
5) point
9. 1) where 2) while
3) that 4) however
5) which
10. 1) obey 2) achieve
3) discover 4) built
5) perform

Induction = the action or process of admitting somebody or of being admitted to an office or organization

Reveal = to make facts etc known

Acquaint = to make somebody/oneself familiar with or aware of something

Passage 64

Twenty years (1) now, nearly 60% of the world's population will live in urban areas. The impact of urbanization might not all be positive on India as urban expansion is happening at a much (2) rate than infrastructure expansion.

Sustainability issues need to be (3) so that economic development is not at the (4) of public health. Some urban services that ought to be in (5) in a city like water, electricity, transport etc need special consideration.

TERI has put together a detailed report that (6) Sustainability in the provision of basic urban services in Indian cities.

(7) public transport is a major reason for the proliferation of private vehicles on the road. Respiratory illness in children living in urban areas is on the (8) with more cases of Asthma being (9) because of pollution. The future of cities of Indian dreams depends on (10) we can build better cities today.

1. 1) on 2) till
3) since 4) from
5) after
2. 1) quick 2) faster
3) slower 4) changed
5) speed
3. 1) understand 2) speculated
3) believed 4) imagined
5) considered
4. 1) expense 2) payment
3) rate 4) costs
5) charge
5. 1) location 2) abundance
3) large 4) functional
5) vicinity

6. 1) requests 2) bring
3) emphasises 4) speculates
5) postulates
7. 1) Sufficient 2) Good
3) Competent 4) Absence
5) Inadequate
8. 1) grow 2) multiplication
3) expansion 4) rise
5) inflation
9. 1) reported 2) produced
3) develop 4) composed
5) resulted
10. 1) weather 2) if
3) whether 4) unless
5) provided

At the expense of something = with loss or damage to something

Believe = to feel sure of the truth of something

Consider = to think about somebody/something especially in order to make a decision

Speculate = to guess; to form opinions without having definite or complete knowledge or evidence

Vicinity = the area round a place

Passage 65

Today, it is (1) recognized that the 21st century will be driven by knowledge. To (2) the challenges of this century, India needs to usher in a knowledge revolution that (3) to bring about systemic changes in education.

While our economy has made significant strides, the education system has not kept (4) with the aspirations of the youth. The vast disparity in the country today is a result of skewed (5) to knowledge. To address this, we need a substantial expansion in educational opportunities, with a special (6) on inclusion of the underprivileged.

At the bottom of the pyramid, steps must be taken to (7) access to quality education. While the government has taken steps to ensure education to all, where it lacks in its efforts in the quality perspective. Being a spirally upward drive, education can not be (8) to improve at the higher level unless it improves at the very grassroots level. The top of the pyramid, ie higher education, is also uneven. Students struggle to compete in the exams which (9) a sound knowledge of English. While candidates are expected to travel several kilometres to reach school to obtain any education, the higher education organisations often (10) candidates from vernacular media through State-sponsored exams and proudly affirm them as 'unbiased'.

1. 1) thickly 2) widely 3) ample
4) partly 5) considered

- | | | |
|-----|--|-----------------------------------|
| 2. | 1) adhere to
3) cover
5) meet | 2) gather
4) contact |
| 3. | 1) sought
3) seeks
5) determined | 2) wanted
4) attempt |
| 4. | 1) adequate
3) influence
5) ahead | 2) sufficient
4) pace |
| 5. | 1) access
3) rights
5) excess | 2) approaching
4) infiltration |
| 6. | 1) aspiration
3) important
5) emphasis | 2) intensity
4) place |
| 7. | 1) enjoy
3) provide
5) deepen | 2) help
4) diminish |
| 8. | 1) awaited
3) thought
5) said | 2) judged
4) expected |
| 9. | 1) demand
3) consume
5) wants | 2) has
4) expects |
| 10. | 1) discourages
3) contest
5) reject | 2) disobey
4) assume |

To usher in = to mark the start of something;
to cause something to begin

To bring about = to make something happen
Stride = one long step; the distance
covered by one long step

Disparity = a difference
Skewed = not normal or usual; distorted;
not straight; crooked

Spiral = to increase rapidly and
continuously

Vernacular = a language or form of a language
spoken in particular country or
region or by a particular group
as compared with a formal or
written language

Ample = enough or more than enough
Adhere to = to obey something; to remain
attached to something

Diminish = to become or make something
smaller or less; to decrease

Passage 66

In economics, the term *recession* generally describes the reduction of a country's Gross Domestic Product (GDP) for at least two quarters. A recession is (1) by rising unemployment, increase in government borrowing, (2) of share and stock prices, and falling investment. All of these characteristics have effects on people. Some recessions have been anticipated by stock market declines. The real-estate market also usually (3) before a recession. However, real-estate declines can last much longer than recessions. During an economic decline, high-(4) stocks such as financial services, pharmaceuticals and tobacco (5) to hold up

better. However, when the economy starts to recover growth, stocks tend to recover faster. There is significant disagreement about how health care and utilities tend to (6).

In 2008, an economic recession was suggested by several important indicators of economic downturn. These (7) high oil prices, which led to (8) high food prices due to a dependence of food production on petroleum, as well as using food crop products such as ethanol and biodiesel as an (9) to petroleum; and global inflation; a substantial credit crisis leading to the drastic bankruptcy of large and well (10) investment banks as well as commercial banks in various, diverse nations around the world; increased unemployment; and signs of contemporaneous economic downturns in major economies of the world, a global recession.

- | | | |
|-----|--|---|
| 1. | 1) imagined
3) shown
5) characterized | 2) depict
4) visualized |
| 2. | 1) increase
3) more
5) abundance | 2) variance
4) decrease |
| 3. | 1) weakens
3) awakens
5) volatile | 2) initiates
4) strengthens |
| 4. | 1) maintained
3) heavy
5) payment | 2) yield
4) result |
| 5. | 1) are
3) tend
5) made | 2) want
4) yearn |
| 6. | 1) distribute
3) wait
5) fight | 2) recover
4) increased |
| 7. | 1) meant
3) numbered
5) encompass | 2) show
4) included |
| 8. | 1) fearful
3) abnormally
5) nutritious | 2) dangerous
4) healthy |
| 9. | 1) alternative
3) substitute
5) integral | 2) variant
4) element |
| 10. | 1) wealthy
4) created | 2) costly
3) stand
5) established |

To hold up = to delay or block the movement or
progress of somebody/something;
to use or present somebody/
something as an example

Downturn = a reduction in economic or business
activity

Contemporaneous = existing or happening at the
same time

Variance = the extent to which something
varies or differs from something else

Encompass = to include something; to surround
or cover something completely

Passage 67

Without doubt, there is one thing (1) to all of us. We have played a game at some time in our lives. Most of us play to relax or have fun, but for many playing a game or a sport is a way to (2) poverty behind. In fact, in many African countries, playing a sport professionally can (3) the lives of a person's entire family.

For example, in the small town of Bekoji, in Ethiopia (4) than a hundred boys and girls can be seen running at dawn everyday. Each of these youth is (5) and serious and their coach is (6) that one of them will be a world champion. This seems like an idle (7) but it is virtually a guarantee in this small community (8) mainly farmers. Many of the fastest male and female distance runners in the world hail from this small town. A small handpainted sign which greets visitors outside Bekoji (9) "Welcome to the Village of Athletes". Children here start running at an early age, (10) great distances to fetch water and firewood or to reach school. At the Olympics, runners from this small town are likely to win more medals than those from developed countries. It will give their families a way out of poverty.

1. 1) accepted 2) common
3) alike 4) similar
5) popular
2. 1) alleviate 2) forgot
3) prevent 4) reduce
5) leave
3. 1) changes 2) arrange
3) control 4) transform
5) shift
4. 1) further 2) more
3) greater 4) over
5) larger
5. 1) concentrated 2) rival
3) focused 4) playful
5) performed
6. 1) convince 2) optimist
3) intended 4) privilege
5) confident
7. 1) boast 2) suspicion
3) risk 4) worship
5) precaution
8. 1) existing 2) that
3) comprising 4) consisting
5) for
9. 1) warn 2) inform
3) notices 4) reads
5) wish
10. 1) covering 2) driving
3) measuring 4) following
5) competing

Dawn = the time of day when light first appears

Boast = a statement showing too much pride and satisfaction

Virtually = almost

Hail from = to originate from a place
Fetch = to go and find and bring back somebody/something
Alleviate = to make something less severe

Passage 68

The barter system for getting goods and services (1) back many centuries. In most cultures the barter system was used before money was (2). People who had specific items or services would (3) these with others for the things they needed. Good negotiation was the (4) to making good trades. While the barter system (5) based on basic needs, today the barter system continues to thrive. The barter system transcends the monetary system. The barter system is making a (6) today. What makes the barter system even better today than ever before is that it can now be done globally. In the past, bartering was simply done with those that were located nearby. Today, the barter system can be used in a much more (7) way than ever before yet it carries with it the same basic motivation - the need for something that you don't have and the excess of something that someone else wants.

The barter system is enjoying (8) interest today. Bartering allows you to get the things you need without having to (9) additional money. Instead, you can use the things you no longer need or want to get the things you do need. There are swap markets and online auctions that (10) you to sell or trade your items or to purchase items that you want. Negotiation takes place just like it did hundreds of years ago.

1. 1) discovered 2) dates
3) began 4) started
5) initiated
2. 1) bought 2) imagined
3) began 4) emerged
5) invented
3. 1) buy 2) sell
3) exchange 4) give
5) return
4. 1) important 2) essential
3) result 4) key
5) intention
5. 1) originated 2) stood
3) generated 4) created
5) produced
6. 1) issue 2) comeback
3) withdrawal 4) recall
5) fading
7. 1) primitive 2) appreciated
3) promoted 4) sophisticated
5) better
8. 1) diminishing 2) revival
3) perishing 4) declining
5) renewed
9. 1) expend 2) exchanging
3) expand 4) consume
5) cost

10. 1) insist 2) force
3) allow 4) lure
5) constraint
- Barter** = to exchange goods, property etc for other goods etc without using money
- Thrive** = to live, continue, grow or develop well and vigorously
- Transcend** = to be or go beyond the normal limits of something
- Swap** = to exchange something for something else
- Expend** = to use or spend resources in doing something
- Perish** = to be destroyed; to die
- Cure** = to attract or tempt a person or an animal
- Constraint** = a thing that limits or restricts

Passage 69

The (1) of India as an economic superpower is not reflected in the (2) of life enjoyed by its 1.2 billion citizens, according to the Human Development Index, which (3) India very low among 182 countries. In our performance-oriented world, measurement issues have taken on (4) importance as what we measure affects what we do. In fact, the French President has established an international commission on the Measurement of Economic Performance and Social Progress, owing to his (5) and that of others with the current state of statistical information about the economy and society.

The big question concerns (6) Gross Domestic Product (GDP) provides a good measure of living standards. In many cases, GDP statistics seem to (7) that the economy is doing far better than most citizens feel it is. Moreover, the focus on GDP creates conflicts—while political leaders are told to maximise it, citizens also demand that (8), be paid to enhancing security, reducing air, water and noise pollution all of which actually (9) GDP growth. Statistics are (10) to summarise what is going on in our complex society, it is therefore obvious that we can't reduce everything to a single number —GDP.

1. 1) pursuit 2) perception
3) conversion
4) title
5) tribute
2. 1) quality 2) spirit
3) span 4) joy
5) loss
3. 1) scored 2) qualified
3) regard 4) ranked
5) counted
4. 1) great 2) unduly
3) trivial 4) considerably
5) negligible
5. 1) confidence 2) belief
3) dissatisfaction 4) compliance
5) obedience

6. 1) unless 2) because
3) against 4) whether
5) that
7. 1) recommend 2) think
3) point 4) refer
5) suggest
8. 1) respect 2) debt
3) attention 4) expense
5) compensation
9. 1) lower 2) attain
3) decline 4) shrunk
5) recover
10. 1) difficult 2) interpret
3) reveal 4) intended
5) inferred

To take on something = to assume something; to begin to have a particular characteristic, quality or appearance.

Owing to = because of or on account of something

Enhance = to increase or improve further for good quality, value or status of somebody

Pursuit = the action of looking for or trying to find something

Compliance = the tendency to agree to do what others want

Intend = to have a particular purpose or plan in mind

Passage 70

Asteroids are rocks and debris which are the leftovers of the construction of our solar system. Most are in a belt, which (1) between Mars and Jupiter. However, the gravitational influence of the giant planets, like Jupiter, or an impact by a comet can knock these large rocks out of their orbit, thus hurling them (2) the Earth. Many bodies have struck Earth in the (3), and a widely accepted theory blames the impact of an asteroid for the extinction of dinosaurs about 65 million years ago. The scale of such a disaster can be understood by the example of a relatively small-size asteroid strike in Siberia in early 20th century which (4) more than half a million acres of forest.

However, what relieves the common man of the (5) regarding asteroid impact is the fact that many scientific groups are dedicated towards tracking the asteroid paths and orbit all around the year. With advanced equipment and technology, they can predict any upcoming danger much in (6). According to them the chances of finding such an asteroid crossing Earth in this or the next five generations' lifetime is only one in thousands. Even if such an asteroid is found out, there will be (7) of time to track it, measure its orbit precisely, and plan a system for (8) it from its orbit away from that of the Earth's. There will be no great hurry, and no great panic. It would be a project for all the world's nations to take part in. It could be a globally unifying event. Because it will be (9) long before it actually hits the Earth, it probably would

take only a small measure such as chemical rockets, or perhaps an atomic explosion to divert it from a threatening path.

Thus, in short, it can be said that though the impact would pose enormous risk to all living forms on Earth, the odds of it occurring within our lifetimes is very (10) and it is unnecessary to run around believing that the sky is falling.

- | | | |
|-----|---|---------------------------------|
| 1. | 1) rotates
3) strikes
5) exists | 2) appears
4) encircles |
| 2. | 1) past
3) towards
5) inside | 2) around
4) against |
| 3. | 1) future
3) earliest
5) history | 2) centuries
4) past |
| 4. | 1) extinct
3) wasted
5) fell | 2) devastated
4) shrivelled |
| 5. | 1) apprehension
3) distrust
5) hesitation | 2) expectation
4) sufferings |
| 6. | 1) sooner
3) advance
5) distance | 2) accuracy
4) time |
| 7. | 1) dearth
3) most
5) plenty | 2) loss
4) lack |
| 8. | 1) blocking
3) avoiding
5) changing | 2) deflecting
4) destroying |
| 9. | 1) experienced
3) perceived
5) devastating. | 2) harmful
4) noticed |
| 10. | 1) low
3) narrow
5) few | 2) large
4) high |

Leftovers = food remaining at the end of a meal; something that belongs to a past period and surprisingly still exists although most other things of that period no longer do.

Hurl = to throw somebody/something violently in a particular direction

Extinct = no longer in existence

Apprehension = anxiety about something in the future; fear that something will be unpleasant or that something unpleasant will happen.

Plenty = a number or an amount that is sufficient for somebody or more than they need.

Deflect = to change or make something change direction especially after hitting something

Devastated = to ruin something; to destroy something completely.

Shrivel = to shrink or wrinkle from heat or cold or because of being dry

Dearth = a lack or shortage of things or people

Passage 71

The World Diabetes Congress has determined that India has the largest number of diabetics in the world. Apart from the loss of productivity, the (1) burden is alarming - \$ 2.8 billion annually. Sedentary jobs, (2) of electronic entertainment, changing diet patterns and (3) dependence on automobiles have driven the activity (4) of Indians' lives, especially in cities.

The (5) is, therefore, to make people physically (6) and requires interventions which impact a large (7) of the population. Admittedly, physical activity is a (8) of choice and is strongly driven by (9) preferences. But policy making needs to shift to (10) moderate levels of physical activity in the daily lives of people. One way to accomplish this is to create walkable communities that give residents a variety of destinations within walking distance.

- | | | |
|-----|--|--------------------------------|
| 1. | 1) health
3) finance
5) physical | 2) economic
4) subsidy |
| 2. | 1) widespread
3) spread
5) expand | 2) broadcast
4) prevalent |
| 3. | 1) increasing
3) entirely
5) mutual | 2) totally
4) grown |
| 4. | 1) outside
3) out
5) through | 2) most
4) from |
| 5. | 1) dispute
3) hazard
5) challenge | 2) ultimatum
4) sensitivity |
| 6. | 1) qualified
3) built
5) trained | 2) equip
4) active |
| 7. | 1) piece
3) scale
5) per cent | 2) section
4) degree |
| 8. | 1) lack
3) matter
5) right | 2) want
4) scarcity |
| 9. | 1) individually
3) given
5) personal | 2) showing
4) special |
| 10. | 1) attract
3) indulge
5) insist | 2) pursuit
4) introduce |

Sedentary = done sitting down; spending a lot of time sitting down

Drive somebody/ something out = to force somebody/something to leave or disappear

Intervene = to come or be between

Accomplish = to succeed in doing something; to complete something successfully; to achieve something

Prevalent = existing or happening generally; widespread

Passage 72

Economic growth figures for the first quarter of this financial year seem to support the claim that the worst may be over for the Indian economy. The gradual revival is also an indication that the government's economic stimulus package is (1). What could, however, upset the positive outlook is the drought which (2) large parts of the country and its impact on overall growth. Even though the monsoon had picked up (3), the rains received were grossly (4). There are clear (5) that farm output, particularly cereals, will fall drastically. Insufficient rain is bound to shoot up the (6) of agricultural commodities and that would impact the economy as a whole. The drought would also (7) a drastic reduction in rural employment and consumption besides inflation in the prices of food articles.

Food prices have been (8) since the past few months, and lower agricultural production is likely to (9) the situation. The government has said that food grain from the buffer stocks will be used to keep prices (10). Subsidised food grain is necessary in these times, but its effectiveness will depend a lot on the distribution system.

1. 1) impractical 2) ambiguous
3) failing 4) working
5) weakening
2. 1) strike 2) affected
3) exposed 4) reverted
5) altered
3. 1) unseasonably 2) unfavourably
3) presently 4) meagrely
5) later
4. 1) inadequate 2) enough
3) missing 4) ample
5) atrocious
5. 1) contradictions 2) advices
3) reasons 4) results
5) indications
6. 1) production 2) requirement
3) prices 4) yield
5) labour
7. 1) trigger 2) lead
3) result 4) contribute
5) dampen
8. 1) improving 2) balanced
3) stable 4) increasing
5) decreasing
9. 1) aggravate 2) amend
3) smoothen 4) improve
5) challenge
10. 1) unprofitable 2) futile
3) maximum 4) growing
5) down

Stimulus = a thing that encourages or excites somebody/something to activity, greater effort etc

Aggravate = to make a disease, a situation, an offence etc worse or more serious

- Ambiguous** = not clearly stated or defined
Revert = to return to a former state or condition
Atrocious = very wicked; cruel or shocking
Contradict = to say that something a person has said or written is wrong, and that the opposition is true
Futile = producing no result; having no purpose

Passage 73

There is a considerable amount of research about the factors that make a company innovate. So is it possible to create an environment (1) to innovation? This is a particularly pertinent (2) for India today. Massive problems in health, education, etc (3) be solved using a conventional approach but (4) creative and innovative solutions that can ensure radical change and (5). There are several factors in India's (6). Few countries have the rich diversity that India or its large, young population (7). While these (8) innovation policy interventions, certain additional steps are also required. These include (9) investment in research and development by (10) the government and the private sector, easy transfer of technology from the academic world etc. To fulfil its promise of being prosperous and to be at the forefront, India must be innovative.

1. 1) stimuli 2) conducive
3) incentive 4) facilitated
5) impetus
2. 1) objective 2) controversy
3) doubt 4) question
5) inference
3. 1) cannot 2) possibly
3) should 4) never
5) must
4. 1) necessary 2) apply
3) need 4) consider
5) requires
5. 1) quantity 2) advantages
3) increase 4) chaos
5) growth
6. 1) challenges 2) praises
3) favour 4) leverage
5) esteem
7. 1) blessed 2) enjoys
3) endows 4) prevails 5) occurs
8. 1) aid 2) jeopardise
3) promotes 4) endure
5) cater
9. 1) acute 2) utilising
3) restricting 4) inspiring
5) increased
10. 1) both 2) besides
3) combining 4) participating
5) also

Conducive = helping something to happen or making it likely

Pertinent = relevant to something

Radical	= fundamental
Forefront	= the most forward or important position or place
Stimuli	= plural of 'stimulus'.
Facilitate	= to make something especially an action or a process easy or easier
Impetus	= a force that encourages a process to develop more quickly
Leverage	= power or influence
Esteem	= high regard; a favourable opinion
Endow	= to provide somebody/something with a good quality, ability, feature etc.
Jeopardise	= to cause something to be harmed, lost or destroyed; to put something in danger of this happening
Endure	= to tolerate a person, an event etc

Passage 74

Seed quality is an (1) aspect of crop production. For ages, farmers have traditionally been selecting and (2) good quality seed, since it was in their interest to do so. They knew and understood the importance of quality seed in production.

However, with the advent of green revolution technology, based (3) on the high-yielding dwarf varieties of wheat and rice, mainstream thinking changed. Agricultural scientists, for reasons that remain (4), began to doubt the ability of farmers to maintain seed quality (5). Aided by the World Bank, the Ministry of Agriculture launched a National Seeds Project in 1967. Under the project, spread into three phases, seed processing plants were (6) up in nine states. Six states were covered under phase three. All that the huge processing plants were (7) to do was to provide 'certified' seeds of food crops, mainly self-pollinating crops, to farmers. In mid-1980s, the International Rice Research Institute (IRRI) in the Philippines concluded a study which (8) that there was hardly any difference in the crop yields from transplanted rice and from the crop sown by broadcasted seeds. One would wonder why, in the first instance, were the farmers asked to (9) over to transplanting paddy? The answer is simple — probably, to help the mechanical industries grow. Since rice is the staple food in Asia, tractor sales could only grow if there was a way to move the machine in the rice fields. No wonder, the sales of tractors, puddlers, reapers and other associated (10) soared in rice-growing areas.

- 1) irrational
3) brilliant
5) empathetic
- 1) maintaining
3) selling
5) creating
- 1) necessarily
3) primarily
5) truly
- 2) main
4) important
- 2) trusting
4) processing
- 2) exceptionally
4) regularly

- 1) unexplained
3) some
5) sad
- 1) himself
3) proper
5) themselves
- 1) established
3) set
5) thought
- 1) tried
3) meaning
5) expect
- 1) renounced
3) passed
5) directed
- 1) shift
3) turn
5) switch
- 1) sell
3) people
5) creatures
- 2) doubt
4) true
- 2) sometimes
4) improve
- 2) created
4) wound
- 2) mattered
4) supposed
- 2) showed
4) negated
- 2) make
4) mull
- 2) equipments
4) techniques

Advent	= the approach or arrival of an important person, event etc
Set something up	= to place or build something; to establish or create something
Staple	= main or principal
Soar	= to rise quickly to a high level or standard
Empathy	= the ability to imagine and share another person's experience, feelings etc
Renounce	= to give up a habit; abandon something
Mull over	= to think about or consider something long and carefully

Passage 75

The world's climate has always changed and species have evolved accordingly to survive it. The surprising fact about the (1) between evolution and global warming (2) that it is not linear. (3) temperatures alone are not (4) of evolution. Evolution is also the (5) of seasonal changes. As the environment (6) those species which don't adapt (7) to exist. But the sheer (8) of manmade climate change today is (9). 'Bad things are happening' and by one (10) global warming could threaten upto one-third of the world's species if left unchecked. In fact, a lot of the species which will be able to survive are the ones we consider pests like insects and weeds.

- 1) difference
3) argument
5) alliance
- 1) being
3) mainly
5) is
- 1) However
3) Rising
5) Inclining
- 2) similarity
4) relationship
- 2) seems
4) besides
- 2) Mounted
4) Elevating

4. 1) means 2) triggers
3) responses 4) threats
5) stimulus
5. 1) result 2) precursor
3) resistance 4) cause
5) provocation
6. 1) conserves 2) stifles
3) predicts 4) changes
5) emerges
7. 1) continue 2) halt
3) cease 4) terminate
5) discontinue
8. 1) luck 2) value
3) collapse 4) pace
5) attention
9. 1) threatened 2) pursued
3) unprecedented 4) record
5) debated
10. 1) forecast 2) chance
3) pattern 4) occasion
5) imagination

Adapt = to make something suitable for a new use, situation etc

Cease = to come to or bring something to an end; to stop

Sheer = complete; nothing more than
Unprecedented = never having happened; been done or been known before

Weed = a wild plant growing where it is not wanted especially among crops or garden plants

Precursor = a person or thing that comes before somebody/something more important, larger or more highly developed.

Stifle = to suppress or control something; to feel or make somebody feel unable to breathe properly because of lack of fresh air.

Passage 76

The world is going (1) a deep recession. At such a time, one thing we need in abundance is jobs for the semi-skilled and unskilled. This is the only way in which equal (2) of wealth can take place. The healthcare industry is (3) poised to occupy this position. The IT industry hires people from the upper-middle strata and rich families, usually engineers, (4) the health care industry hires nurses, to the tune of eighty per cent of the jobs created, from the lower economic strata.

Global health care is a \$ 4.5-trillion industry, (5) only to the agro industry. Even then health care (6) only eight per cent of world's population. Policymakers should (7) at health care industry as not only an industry which addresses pain but also as one which can (8) the economy. The last century was driven by machines that addressed human toil and it is strongly (9) that this century will be driven by health care. This, however, will only happen if policymakers make

a conscious effort to (10) the right policies in place soon.

1. 1) past 2) against
3) through 4) across
5) on
2. 1) earning 2) share
3) venture 4) delivery
5) distribution
3. 1) commonly 2) ideally
3) indefinitely 4) preferably
5) invariably
4. 1) whereas 2) unlike
3) besides 4) although
5) despite
5. 1) encouraging 2) second
3) lesser 4) beating
5) greater
6. 1) affords 2) cures
3) visits 4) reaches
5) provides
7. 1) look 2) plan
3) weigh 4) admire
5) consider
8. 1) persuade 2) ascertain
3) influence 4) impede
5) estimate
9. 1) thought 2) credited
3) identified 4) believed
5) supposed
10. 1) derive 2) frame
3) figure 4) consider
5) put

Poise = to be or keep something balanced or suspended

Toil = work that is hard and makes one very tired

Invariably = always
Impede = to delay or stop the progress or movement of something/somebody

Passage 77

The large number of natural disasters within a few days in late September has led to two assumptions. First, we are experiencing more natural calamities today (1) ever before, and second, the distribution of disasters (2) unequal. A UN report studied natural disasters (3) 1975 and 2007 found that not only is the (4) of catastrophes increasing because of climate change and environmental (5) but also that the brunt of tragedies is borne (6) poor countries least equipped to deal with such (7). It is true that some countries are disaster-prone but some (8) Japan for example have managed to overcome their geographical disadvantages. (9) to UN estimates, equivalent populations in the Philippines and Japan (10) the same number of cyclones each year but 17 times more people perish in the Philippines than in Japan. In same ways natural disasters give developed economies an excuse for technological improvement

while in poorer ones it feeds a vicious cycle —since they are constantly struggling to recover from natural calamities they cannot afford the disaster prevention measures needed.

1. 1) as 2) than
3) not 4) of
5) since
2. 1) being 2) are
3) often 4) is
5) seem
3. 1) after 2) prior
3) between 4) separating
5) affecting
4. 1) response 2) dances
3) occurring 4) damage
5) frequency
5. 1) degradation 2) protection
3) detriment 4) audit
5) summit
6. 1) of 2) by
3) with 4) for
5) on
7. 1) calm 2) misbelieve
3) misfortunes 4) faith
5) mistake
8. 1) inspite 2) even
3) since 4) how
5) like
9. 1) Thanks 2) Comparing
3) Similar 4) According
5) Linked
10. 1) endure 2) incite
3) enjoys 4) trigger
5) encountersor

Calamity = an event that causes great harm or damage; a disaster

Catastrophe = a sudden great disaster

Bear the brunt of something = to receive the main force, shock or impact of something

Endure = to tolerate an event

Perish = to be destroyed; to die

Detriment = causing harm to somebody/ something

Incite = to urge or persuade somebody to do something by making them very angry or excited; to create or cause something especially conflict or violence

Passage 78

Hundreds of plants and animals are (1) every day due to deforestation and urbanization. What might happen if this continues in the future? The last mass extinction of plant and animal species occurred 65 million years ago with the dinosaurs. In all, five mass extinctions have occurred and scientists (2) earth is in the sixth mass extinction. The world as it is now is threatened, including people, who are responsible for earth's (3). Pesticides contaminating water; overharvesting of animals and plants; air pollution;

illegal fishing and the clearing of land are direct results of urbanization and deforestation. People have (4) and damaged almost half of earth's land, at a very unsustainable rate.

Global warming is having a serious impact as well. A six-degree Celsius increase in global temperature killed 95% of all species on Earth 251 million years ago. An increase of six-degree Celsius is forecast this century if a change is not made to (5) the damage done to earth. Humans will be one of the 95% of species lost. Noticeable, changes of global warming include migration (6) and the change in season timings. Migrating birds are migrating earlier which in turn is causing them to hatch eggs and (7) young earlier than they did at the beginning of this century. While this is just the tip of the iceberg many other (8) regarding the extinction of plant and animal species need addressing. It is more important now than ever before to pull our heads out of the sand and make changes for the (9) of the earth. Future generations are (10), as they are a species as well.

1. 1) killing 2) alive
3) born 4) left
5) lost
2. 1) speak 2) told
3) estimation 4) believe
5) consider
3. 1) shape 2) development
3) deterioration 4) warmth
5) expansion
4. 1) altered 2) created
3) produced 4) made
5) brought
5. 1) void 2) dissipate
3) augment 4) reverse
5) increase
6. 1) delay 2) birds
3) slowdown 4) hasten
5) acceleration
7. 1) spare 2) bear
3) destroy 4) amend
5) generation
8. 1) animals 2) difficulty
3) issues 4) humans
5) problem
9. 1) extinction 2) better
3) wealth 4) stigma
5) demand
10. 1) endangered 2) threaten
3) evaluated 4) living
5) compared

Extinct = no longer in existence

Deterioration = the action of becoming worse in quality or condition

Contaminate = to make something/somebody impure by adding substances that are dangerous or carry disease

Hatch = to come out of an egg.

Bear = to give birth to somebody

Endanger = to cause danger to somebody/ something; to put somebody/ something in danger.

Hide one's head in the sand = to pretend that an obvious problem or danger does not exist

Passage 79

India has become, in purchasing power parity terms, the fourth largest economy in the world. India's economic (1) since 1980 has been among the (2) rapid. Although India managed its one incipient crisis in the early 1990s, it avoided the catastrophic losses (3). While many (4) that exposing India's economy to global competition would reveal India's economic (5) it has rather revealed strengths and often unexpected strengths in new areas no planner would have (6) of. India is increasingly taking its (7) on the global stage and in international forums as a 21st-century superpower. The generations of politicians and policy makers who have been (8) of leading India to where it is today can be justifiably (9) of the transformation. But achievements create new (10), two of which are improving service delivery, particularly to the poor, through greater accountability and expanding the benefits of rapid growth—across sectors, regions, and people.

- | | | |
|-----|---|---------------------------------|
| 1. | 1) decline
3) crisis
5) growth | 2) policy
4) treaty |
| 2. | 1) several
3) most
5) so | 2) very
4) much |
| 3. | 1) end
3) thus
5) elsewhere | 2) deterioration
4) together |
| 4. | 1) asked
3) think
5) believe | 2) feared
4) spoke |
| 5. | 1) growth
3) gain
5) void | 2) space
4) weakness |
| 6. | 1) questioned
3) arranged
5) wanted | 2) dreamed
4) plan |
| 7. | 1) matter
3) life
5) mark | 2) place
4) generation |
| 8. | 1) part
3) humans
5) thought | 2) issues
4) figment |
| 9. | 1) worried
3) honoured
5) proud | 2) angry
4) distinguished |
| 10. | 1) impossibilities
3) challenges
5) dangers | 2) evaluations
4) comparison |

Incipient = in its early stages; beginning to happen

Catastrophe = a sudden great disaster
Void = empty; without something; lacking something

A figment of somebody's imagination = a thing that is not real but only imagined

Passage 80

The world is witnessing food price turbulence again. A bad drought in Russia, rising demand in the US and developing countries, and Pakistan's blighted crop prospects after its floods are keeping prices of commodities such as cereals, sugar, oil and meat high. The Food and Agriculture Organization's monthly food price (1) is heading north.

India is not (2) from this problem even at the best of times. For the week that ended on 11 September, food prices (as (3) by the Wholesale Price Index) rose by 15.86%.

Given the robust demand for foodstuffs, a time of price volatility calls for a careful look at the "design" issues surrounding food supply management. At times, even huge food stocks are not able to (4) rising food prices. The fault lies in how food is released to traders by government agencies such as the Food Corporation of India (FCI). This problem is apart from FCI's high carrying cost of foodgrains. But this is not the problem at (5).

For example, under the open market sales scheme (OMSS) a fixed quantity of grain, usually in multiples of 10 metric tonnes, is sold to traders, flour mills and other buyers when supplies are (6) or there is price volatility. But a combination of price rigidity, terms of sale and the quantity sold under OMSS defeats its purpose. One reason for this is the large volume in the hands of very few individual buyers. This (7) to perverse economic incentives.

Often, the grain sold under this scheme winds up back with food (8) agencies because of price differentials (the price at which it is sold and the prevailing market price). This has been observed many times in states as diverse as Punjab and Uttar Pradesh. If the number of buyers is (9) and the quantity sold to each buyer reduced, or the price fixed but the amount of grain that can be bought kept flexible, these problems can be (10).

This makes for a sensible menu of options. But it needs careful implementation. And if, for some reason, changes are required to suit (11) conditions in different states, the economic logic behind these ideas should not be lost (12) of.

- | | | |
|----|---|-----------------------------|
| 1. | 1) index
3) scheme
5) value | 2) state
4) rate |
| 2. | 1) affected
3) immune
5) separate | 2) above
4) away |
| 3. | 1) developed
3) reported
5) handled | 2) increased
4) measured |

4. 1) arrest 2) identify
3) find 4) slow
5) stop
5. 1) this 2) juncture
3) all 4) best
5) hand
6. 1) nil 2) short
3) plenty 4) enough
5) least
7. 1) rises 2) leads
3) gives 4) is
5) jumps
8. 1) hoarding 2) storing
3) supply 4) producing
5) procurement
9. 1) controlled 2) promoted
3) constant 4) increased
5) decreased
10. 1) neglected 2) solve
3) overcome 4) indicated
5) highlighted
11. 1) good 2) local
3) all 4) similar
5) bad
12. 1) weight 2) look
3) value 4) sight
5) significant

- Turbulence** = disturbance, confusion or conflict
- Blight** = to affect the plant with a disease; to spoil or ruin something
- Immune** = not affected or influenced by something
- Robust** = strong and able to survive rough treatment
- Call for** = to require, demand or need something
- Volatile** = likely to change suddenly or sharply; not stable
- At hand** = near in place or time
- Perverse** = showing a deliberate and stubborn desire to behave in a way that is wrong, unreasonable or unacceptable
- Wind up** = to end up; to arrive finally in a place
- Overcome** = to succeed in dealing with or controlling something
- To lose sight of somebody/something** = to fail to consider something; to forget something
- At this Juncture** = at a particular especially important, stage in a series of events
- Procurement** = the process of obtaining something

Answers

- | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Passage 1
1. 5 2. 4 3. 2 4. 2 5. 3
6. 3 7. 4 8. 1 9. 5 10. 2 | | | | | Passage 8
1. 5 2. 4 3. 1 4. 3 5. 3
6. 5 7. 2 8. 1 9. 2 10. 2 | | | | |
| Passage 2
1. 3 2. 4 3. 1 4. 5 5. 2
6. 4 7. 1 8. 2 9. 5 10. 3 | | | | | Passage 9
1. 2 2. 1 3. 3 4. 3 5. 3
6. 2 7. 2 8. 4 9. 3 10. 5
11. 4 12. 5 13. 5 14. 1 15. 3 | | | | |
| Passage 3
1. 2 2. 1 3. 5 4. 3 5. 4
6. 3 7. 4 8. 1 9. 5 10. 3 | | | | | Passage 10
1. 5 2. 5 3. 1 4. 4 5. 4
6. 3 7. 5 8. 2 9. 4 10. 1
11. 4 | | | | |
| Passage 4
1. 2 2. 5 3. 1 4. 5 5. 3
6. 5 7. 2 8. 1 9. 4 10. 2 | | | | | Passage 11
1. 4 2. 1 3. 3 4. 2 5. 5
6. 4 7. 1 8. 3 9. 2 10. 5 | | | | |
| Passage 5
1. 1 2. 3 3. 2 4. 2 5. 4
6. 5 7. 3 8. 5 9. 4 10. 2 | | | | | Passage 12
1. 1 2. 4 3. 2 4. 5 5. 3
6. 5 7. 4 8. 2 9. 1 10. 3 | | | | |
| Passage 6
1. 4 2. 5 3. 3 4. 2 5. 4
6. 4 7. 5 8. 2 9. 1 10. 2 | | | | | Passage 13
1. 4 2. 1 3. 3 4. 5 5. 2
6. 3 7. 4 8. 1 9. 5 10. 2 | | | | |
| Passage 7
1. 3 2. 4 3. 5 4. 1 5. 2
6. 4 7. 1 8. 3 9. 2 10. 5 | | | | | Passage 14
1. 5 2. 2 3. 5 4. 1 5. 3
6. 5 7. 3 8. 2 9. 4 10. 1 | | | | |

Passage 15					Passage 30				
1. 3	2. 1	3. 5	4. 2	5. 3	1. 4	2. 5	3. 3	4. 2	5. 4
6. 1	7. 3	8. 5	9. 2	10. 2	6. 3	7. 1	8. 4	9. 2	10. 2
11. 3	12. 1	13. 5							
Passage 16					Passage 31				
1. 4	2. 2	3. 3	4. 5	5. 3	1. 1	2. 3	3. 3	4. 2	5. 2
6. 2	7. 1	8. 4	9. 5	10. 1	6. 4	7. 2	8. 1	9. 5	10. 5
11. 4	12. 3	13. 2	14. 5	15. 1					
Passage 17					Passage 32				
1. 5	2. 2	3. 4	4. 1	5. 3	1. 4	2. 2	3. 1	4. 2	5. 3
6. 1	7. 3	8. 5	9. 2	10. 4	6. 5	7. 4	8. 3	9. 5	10. 1
Passage 18					Passage 33				
1. 5	2. 2	3. 3	4. 4	5. 2	1. 4	2. 1	3. 5	4. 3	5. 5
6. 5	7. 3	8. 1	9. 4	10. 2	6. 4	7. 2	8. 1	9. 3	10. 5
Passage 19					Passage 34				
1. 5	2. 3	3. 2	4. 4	5. 1	1. 3	2. 5	3. 2	4. 1	5. 5
6. 3	7. 4	8. 2	9. 1	10. 5	6. 3	7. 5	8. 2	9. 4	10. 1
Passage 20					Passage 35				
1. 5	2. 1	3. 3	4. 4	5. 2	1. 5	2. 3	3. 1	4. 4	5. 2
6. 4	7. 2	8. 1	9. 3	10. 1	6. 3	7. 5	8. 4	9. 1	10. 2
Passage 21					Passage 36				
1. 1	2. 5	3. 3	4. 4	5. 2	1. 2	2. 5	3. 4	4. 1	5. 3
6. 3	7. 4	8. 4	9. 2	10. 5	6. 4	7. 2	8. 5	9. 4	10. 1
Passage 22					11. 3	12. 3	13. 2	14. 1	15. 3
1. 3	2. 4	3. 1	4. 2	5. 5	Passage 37				
6. 1	7. 4	8. 3	9. 2	10. 5	1. 3	2. 5	3. 1	4. 4	5. 5
Passage 23					6. 2	7. 1	8. 3	9. 1	10. 4
1. 1	2. 3	3. 5	4. 4	5. 2	11. 3	12. 2	13. 5	14. 1	15. 4
6. 3	7. 5	8. 4	9. 1	10. 2	Passage 38				
Passage 24					1. 1	2. 2	3. 5	4. 4	5. 2
1. 4	2. 2	3. 5	4. 3	5. 1	6. 5	7. 3	8. 1	9. 3	10. 1
6. 1	7. 3	8. 5	9. 1	10. 2	Passage 39				
11. 3	12. 4	13. 5			1. 2	2. 3	3. 4	4. 3	5. 2
Passage 25					6. 4	7. 5	8. 1	9. 5	10. 2
1. 5	2. 1	3. 4	4. 1	5. 3	11. 1	12. 4	13. 5	14. 3	15. 1
6. 3	7. 1	8. 3	9. 5	10. 2	Passage 40				
Passage 26					1. 2	2. 4	3. 1	4. 5	5. 3
1. 3	2. 1	3. 2	4. 4	5. 1	6. 1	7. 5	8. 1	9. 4	10. 3
6. 1	7. 5	8. 4	9. 1	10. 2	Passage 41				
Passage 27					1. 3	2. 1	3. 5	4. 2	5. 2
1. 3	2. 2	3. 5	4. 1	5. 4	6. 5	7. 4	8. 1	9. 5	10. 4
6. 2	7. 4	8. 4	9. 1	10. 3	Passage 42				
Passage 28					1. 1	2. 4	3. 2	4. 3	5. 2
1. 2	2. 1	3. 1	4. 5	5. 3	6. 4	7. 2	8. 3	9. 1	10. 5
6. 3	7. 5	8. 4	9. 2	10. 1	11. 4	12. 2	13. 5	14. 1	15. 4
Passage 29					Passage 43				
1. 2	2. 3	3. 5	4. 4	5. 2	1. 5	2. 2	3. 4	4. 3	5. 1
6. 1	7. 5	8. 2	9. 4	10. 3	6. 2	7. 5	8. 1	9. 4	10. 4
					Passage 44				
					1. 1	2. 3	3. 4	4. 2	5. 5
					6. 3	7. 4	8. 1	9. 5	10. 2

Passage 45

1. 2 2. 4 3. 1 4. 5 5. 3
6. 4 7. 5 8. 1 9. 3 10. 2

Passage 46

1. 4 2. 1 3. 3 4. 3 5. 5
6. 4 7. 2 8. 1 9. 2 10. 5

Passage 47

1. 1 2. 4 3. 2 4. 5 5. 3
6. 1 7. 4 8. 5 9. 2 10. 3

Passage 48

1. 1 2. 2 3. 3 4. 5 5. 1
6. 5 7. 1 8. 2 9. 4 10. 2

Passage 49

1. 3 2. 1 3. 5 4. 5 5. 4
6. 1 7. 2 8. 5 9. 1 10. 3

Passage 50

1. 1 2. 2 3. 2 4. 4 5. 3
6. 1 7. 3 8. 1 9. 4 10. 2

Passage 51

1. 5 2. 4 3. 2 4. 4 5. 5
6. 3 7. 1 8. 3 9. 5 10. 4

Passage 52

1. 2 2. 4 3. 1 4. 3 5. 5
6. 4 7. 2 8. 1 9. 3 10. 5

Passage 53

1. 5 2. 2 3. 3 4. 5 5. 1
6. 2 7. 4 8. 5 9. 1 10. 3

Passage 54

1. 2 2. 4 3. 1 4. 5 5. 3
6. 5 7. 2 8. 4 9. 3 10. 1

Passage 55

1. 4 2. 2 3. 3 4. 5 5. 1
6. 3 7. 4 8. 1 9. 2 10. 5

Passage 56

1. 2 2. 4 3. 1 4. 5 5. 3
6. 1 7. 3 8. 2 9. 5 10. 3

Passage 57

1. 4 2. 1 3. 2 4. 3 5. 3
6. 4 7. 1 8. 5 9. 4 10. 2

Passage 58

1. 5 2. 2 3. 1 4. 4 5. 3
6. 2 7. 5 8. 1 9. 4 10. 3

Passage 59

1. 2 2. 3 3. 4 4. 1 5. 2
6. 5 7. 3 8. 4 9. 1 10. 5

Passage 60

1. 2 2. 4 3. 1 4. 5 5. 3
6. 2 7. 3 8. 5 9. 1 51. 4

Passage 61

1. 3 2. 2 3. 5 4. 4 5. 1
6. 4 7. 5 8. 3 9. 2 10. 1

Passage 62

1. 2 2. 5 3. 3 4. 4 5. 2
6. 1 7. 5 8. 1 9. 2 10. 4

Passage 63

1. 5 2. 1 3. 2 4. 4 5. 5
6. 3 7. 3 8. 2 9. 1 10. 2

Passage 64

1. 4 2. 2 3. 3 4. 1 5. 2
6. 3 7. 5 8. 4 9. 1 10. 3

Passage 65

1. 2 2. 5 3. 3 4. 4 5. 1
6. 5 7. 3 8. 4 9. 1 10. 5

Passage 66

1. 5 2. 4 3. 1 4. 2 5. 3
6. 2 7. 4 8. 3 9. 1 10. 5

Passage 67

1. 2 2. 5 3. 4 4. 2 5. 3
6. 5 7. 1 8. 3 9. 4 10. 1

Passage 68

1. 2 2. 5 3. 3 4. 4 5. 1
6. 2 7. 4 8. 5 9. 1 10. 3

Passage 69

1. 2 2. 1 3. 4 4. 1 5. 3
6. 4 7. 5 8. 3 9. 1 10. 4

Passage 70

1. 5 2. 3 3. 4 4. 2 5. 1
6. 3 7. 5 8. 2 9. 4 10. 1

Passage 71

1. 2 2. 3 3. 1 4. 3 5. 5
6. 4 7. 2 8. 3 9. 5 10. 4

Passage 72

1. 4 2. 2 3. 5 4. 1 5. 5
6. 3 7. 1 8. 4 9. 1 10. 5

Passage 73

1. 2 2. 4 3. 1 4. 3 5. 5
6. 3 7. 2 8. 1 9. 5 10. 1

Passage 74

1. 4 2. 1 3. 3 4. 1 5. 5
6. 3 7. 4 8. 2 9. 5 10. 2

Passage 75

1. 4 2. 5 3. 3 4. 2 5. 1
6. 4 7. 3 8. 4 9. 3 10. 1

Passage 76

1. 3 2. 5 3. 2 4. 1 5. 2
6. 4 7. 1 8. 3 9. 4 10. 5

Passage 77

1. 2	2. 4	3. 3	4. 5	5. 1
6. 2	7. 3	8. 5	9. 4	10. 1

Passage 78

1. 5	2. 4	3. 3	4. 1	5. 4
6. 5	7. 2	8. 3	9. 2	10. 1

Passage 79

1. 5	2. 3	3. 5	4. 2	5. 4
6. 2	7. 2	8. 1	9. 5	10. 3

Passage 80

1. 1	2. 3	3. 4	4. 1	5. 5
6. 2	7. 2	8. 3	9. 3	10. 3
11. 2	12. 4			

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Chapter 22

Error Detection

Introduction

We are prone to commit mistakes. It is because of our ignorance of the fundamental rules of grammar and current usage. On occasions even the knowledgeable, in their weaker moments. It is in fact slippery spot which demands of us a cautious approach.

The following are some of the mistakes commonly made in the use of English language. You will do well to study them together with the clear explanations of how to correct these errors.

1. One of my friends **are** a doctor. (**Incorrect**)
One of my friends **is** a doctor. (**Correct**)

Explanation

'One of' is followed by a plural noun phrase. It means 'one of them'. It takes a singular verb because the subject is 'one'.

2. (a) I don't know **nothing** about him. (**Incorrect**)
I don't know **anything** about him. (**Correct**)
(b) I couldn't find him **nowhere**. (**Incorrect**)
I couldn't find him **anywhere**. (**Correct**)
(c) He does not want **none** of that cake. (**Incorrect**)
He does not want **any** of that cake. (**Correct**)

Explanation:

The use of two negatives to express a single negative idea is wrong. Two negatives lead to a positive meaning. One negative word should, therefore, be used for the expression of a negative idea.

3. (a) I always like to **closely examine** every proposal. (**Incorrect**)
I always like to **examine closely** every proposal. (**Correct**)
(b) He plans to **hurriedly** complete this work. (**Incorrect**)
He plans to **complete** this work **hurriedly**. (**Correct**)

Explanation:

Both the sentences are examples of split infinitive. The infinitive is the "to" form of the verb, for example, "to sing", "to dance", "to finish". If a word is placed between the two words (eg, "to closely examine"), the infinitive is said to be "split". Such splittings are to be avoided.

4. (a) I wish I **was** as tall as my father. (**Incorrect**)
I wish I **were** as tall as my father. (**Correct**)
(b) If he **was** alive he would help me. (**Incorrect**)
If he **were** alive he would help me. (**Correct**)

Explanation:

The subjunctive mood is used in English specifically in two situations: (i) with the expression of a wish and (ii) to express a condition contrary to actual fact. The present subjunctive is conjugated as follows: I *were*; We *were*; You *were*; He *were*; They *were*.

5. (a) He is working hard **with a view to win this match**. (**Incorrect**)
He is working hard **with a view to winning this match**. (**Correct**)
(b) I **look forward to meet** my old friend next month. (**Incorrect**)
I **look forward to meeting** my old friend next month. (**Correct**)

Explanation:

The verb that follows the phrase 'with a view to' or 'look forward to' is to be always in the 'ing' form.
with a view to V₁ (ing) +
look forward to + V₁ (ing) +

6. (a) He **prides on** his wealth. (**Incorrect**)
He **prides himself** on his wealth. (**Correct**)
(b) She **absented** from her class. (**Incorrect**)
She **absented herself** from her class. (**Correct**)
(c) I **availed** of this opportunity. (**Incorrect**)
I **availed myself** of this opportunity. (**Correct**)
(d) I **enjoyed** during the holidays. (**Incorrect**)
I **enjoyed myself** during the holidays. (**Correct**)
Or, I **enjoyed** the holidays. (**Correct**)
(e) He **resigned** to the will of God. (**Incorrect**)
He **resigned himself** to the will of God. (**Correct**)

Explanation:

When verbs like *absent*, *apply*, *acquit*, *enjoy*, *overreach*, *resign*, and *pride* are used reflectively (that is, when the subject of the verb is also the receiver of the action, the action is 'reflected') a reflexive pronoun (I—*myself*; you—*yourself*; We—*ourselves*; They—*themselves*; He—*himself*; She—*herself*; One—*oneself*) is used after it.

7. (a) I cut **me** shaving this morning. (**Incorrect**)
I cut **myself** shaving this morning. (**Correct**)
(b) We got out of the swimming pool and dried **us**. (**Incorrect**)
We got out of the swimming pool and dried **ourselves**. (**Correct**)

Explanation:

When the same person is the subject and the object, it is necessary to use the reflexive pronouns: *myself, yourself, herself, himself, itself, ourselves, themselves, oneself*.

8. (a) **I, you and he** are neighbours. (Incorrect)
You, he and I are neighbours. (Correct)
 (b) **You, they and we** must work together. (Incorrect)
We, you and they must work together. (Correct)

Explanation:

When first, second and third person singular pronouns (*I, You and He*) are used together, they are placed in this order: *Second person (You), third person (he)* and then *first person (I)*. In the case of plural pronouns '*we*' comes first, then '*you*' and then '*they*'.

9. (a) I have read **Shakespeare's works who** was a great dramatist. (Incorrect)
 I have read **the works of shakespeare who** was a great dramatist. (Correct)
 (b) Ravi's **dog who** was my friend has died. (Incorrect)
 The dog of **Ravi, who** is my friend, has died. (Correct)

Explanation:

Relative pronoun should be placed as close to its antecedent as possible.

10. (a) Let **he** do whatever he likes to do. (Incorrect)
 Let him do whatever he likes to do. (Correct)
 (b) Let **you and I** solve this riddle. (Incorrect)
 Let **you and me** solve this riddle. (Correct)

Explanation:

Pronouns following 'Let' must be in the objective case, and not in the nominative case.

Always keep in mind these forms of *Personal Pronouns*:

Nominative case/Subject pronoun	Objective case/Object pronoun	Possessive case/Possessive pronoun	Reflexive pronoun	Possessive adjective
I	me	mine	myself	my
you	you	yours	yourself	your
we	us	ours	ourselves	our
they	them	theirs	themselves	their
he	him	his	himself	his
she	her	hers	herself	her
it	it	its	itself	its

When the pronoun is the subject of a sentence, the nominative case is used. When the pronoun is the object of a sentence, the objective case is used. And when the pronoun shows possession, the possessive case is used.

11. (a) These books are for you and **I**. (Incorrect)
 These books are for you and **me**. (Correct)
 (b) Between **he and I** there is an understanding. (Incorrect)
 Between **him and me** there is an understanding. (Correct)

Explanation:

When a pronoun is the object of a verb or a preposition it should be in objective case.

12. (a) He is taller than **me**. (Incorrect)
 He is taller than I (am). (Correct)
 (b) I love you more than **him**. (Incorrect)
 I love you more than **he** (loves you). (Correct)
 (c) I love you more than **he** (Incorrect)
 I love you more than (I love) **him**. (Correct)

Explanation:

The case of the pronoun following '*than*' and '*as*' is decided by mentally supplying the verb and completing the sentence.

13. (a) The Climate of Patna is better **than** Delhi. (Incorrect)
 The Climate of Patna is better **than that of** Delhi. (Correct)
 (b) The roads of Delhi are wider **than** Mumbai. (Incorrect)
 The roads of Delhi are wider **than those of** Mumbai. (Correct)

Explanation:

The objects of comparison are '*the climate of Patna*' and '*the climate of Delhi*'; '*the roads of Delhi*' and '*the roads of Patna*'. To avoid the repetition of a noun in a sentence we use '*that*' for singular noun and '*those*' for plural noun.

14. (a) One of them has already given up **one's** studies. (Incorrect)
 One of them has already given up **his** studies. (Correct)
 (b) One should not waste **his** time. (Incorrect)
 One should not waste **one's** time. (Correct)

Explanation:

When '*one*' means '*one in number*', the pronoun for it is third person singular pronoun (*he, she, it*). The possessive formed from them can be *his* or *her* or *its*. In the first sentence the meaning is *one taken out of them*. Hence the possessive should be '*his*'. In the second sentence '*One*' is an indefinite pronoun, meaning '*anyone*'. The possessive of '*one*' is '*one's*'. Hence the use of '*one's*' in place of '*his*'.

15. (a) Either the Chief Minister or his Cabinet colleagues have submitted **his** resignation. (Incorrect)
 Either the Chief Minister or his cabinet colleagues have submitted **their** resignation. (Correct)
 (b) Neither the officer nor the clerks could get **his** salary. (Incorrect)
 Neither the officer nor the clerks could get **their** salary. (Correct)

Explanation:

When two nouns joined by '*Either....or*' or '*Neither....nor*' differ in number, the pronoun must agree with the plural noun which comes after '*or*'/'*nor*'.

16. (a) The mother and the daughter love **one another**. (Incorrect)
The mother and the daughter love **each other**. (Correct)
- (b) Those three boys love **each other**. (Incorrect)
Those three boys love **one another**. (Correct)

Explanation:

'Each other' is used in speaking of two persons or things, 'one another' in speaking of more than two.

17. (a) **Neither** of the three boys came. (Incorrect)
None of the three boys came. (Correct)
- (b) **None** of the two boys came. (Incorrect)
Neither of the two boys came. (Correct)
- (c) **Either** of the four boys has done this work. (Incorrect)
Anyone of the four boys has done this work. (Correct)
- (d) **Anyone** of the two candidates is fit for this post. (Incorrect)
Either of the two candidates is fit for this post. (Correct)

Explanation:

'Either' or 'Neither' is used in reference to two only. 'Anyone' or 'None' is used for more than two.

18. (a) **Each** boy and **each** girl was in **their** best dress. (Incorrect)
Each boy and **each** girl was in **her** best dress. (Correct)
- (b) **Every** soldier and **every** sailor is in **their** place. (Incorrect)
Every soldier and **every** sailor is in **his** place. (Correct)
- (c) **Every** night and **every** day brings **their** own responsibility. (Incorrect)
Every night and **every** day brings **its** own responsibility. (Correct)

Explanation:

When two singular nouns are joined by 'and' and preceded by 'each' or 'every', the pronoun is always singular.

19. (a) It is not **such** a good book **which** I expected. (Incorrect)
It is not **such** a good book **as** I expected. (Correct)
- (b) This is the **same** beggar **who** came yesterday. (Incorrect)
This the **same** beggar **that** came yesterday. (Correct)
- (c) My problem is the **same** **which** yours. (Incorrect)
My problem is the **same** **as** yours. (Correct)

Explanation:

The relative pronoun 'as' or 'that' should be used after 'same' or 'such'. Never use 'who' or 'which' after 'same' or 'such'.

20. (a) He is **more wiser** than his brother. (Incorrect)
He is **wiser** than his brother. (Correct)

- (b) He is the **most wisest** of all. (Incorrect)
He is the **wisest** of all. (Correct)

Explanation:

Double comparatives and double superlatives must not be used.

21. (a) He is **more wiser** than brave. (Incorrect)
He is **more wise** than brave. (Correct)
- (b) He is the **more intelligent** and wiser than his brother. (Incorrect)
He is **wiser** and **more intelligent** than his brother. (Correct)

Explanation:

When two adjectives in the comparative or the superlative degree are used together, the one formed by adding 'more' or 'most' must follow the other adjective.

22. (a) You are **wiser** than old. (Incorrect)
You are **more wise** than old. (Correct)
- (b) He is **braver** than wise. (Incorrect)
He is **more brave** than wise. (Correct)

Explanation:

When we compare two qualities in the same person or thing, the comparative ending 'er' is not used. In all such cases we should use 'more' before the adjective.

23. (a) He is **as wise**, if not wiser than his brother. (Incorrect)
He is **as wise as**, if not wiser than his brother. (Correct)
- (b) This book is **as good**, if not better than that book. (Incorrect)
This book is **as good as**, if not better than that book. (Correct)

Explanation:

When two adjectives with differing degrees of comparison are used they should be complete in themselves. We should complete the first comparison before taking up the second.

24. (a) It is **the best** of the two books. (Incorrect)
It is **the better** of the two books. (Correct)
- (b) He is **the better** of the three boys. (Incorrect)
He is **the best** of the three boys. (Correct)
- (c) Which is **the best**; bread or butter? (Incorrect)
Which is **better**; bread or butter? (Correct)
- (d) Which is **better**-bread, butter or fruit? (Incorrect)
Which is **the best**-bread, butter or fruit? (Correct)
- (e) Out of these two watches this is **the best**. (Incorrect)
Out of these two watches this is **better**. (Correct)

Explanation:

We should use comparative degree in comparing two things or persons and the superlative degree in comparing more than two things or persons.

25. (a) There are no **less** than twenty boys in this class. (**Incorrect**)
There are no **fewer** than twenty boys in this class. (**Correct**)
- (b) He takes no **fewer** than one kilo of milk. (**Incorrect**)
He takes no **less** than one kilo of milk. (**Correct**)

Explanation:

'Less' refers to quantity only, whereas 'fewer' denotes number. One is used in the case of uncountable things and the other in the case of countable things; as—*fewer people, fewer houses, fewer boxes* but *less milk, less sunshine, less rice*.

26. (a) It is a **ten-miles** walk. (**Incorrect**)
It is a **ten-mile** walk. (**Correct**)
- (b) It is a **four-men** committee. (**Incorrect**)
It is a **four-man** committee. (**Correct**)
- (c) It is a **two-hours** journey. (**Incorrect**)
It is a **two-hour** journey. (**Correct**)

Explanation:

When expressions of measurement, amount and quantity are used as adjectives, they are usually singular. The noun occurring after the hyphen is always singular notwithstanding the fact that the preceding word indicates plurality.

27. (a) It took us one and a half **hour**. (**Incorrect**)
It took us one and a half **hours**. (**Correct**)
- (b) This box weighs one and a half **pound**. (**Incorrect**)
This box weighs one and a half **pounds**. (**Correct**)
- (c) It is 1.5 **millimetre** in length. (**Incorrect**)
It is 1.5 **millimetres** in length. (**Correct**)

Explanation:

Plural nouns are used with fraction and decimal over 1.

28. (a) Kapil is better than **any** bowler. (**Incorrect**)
Kapil is better than **any other** bowler. (**Correct**)
- (b) He is better than **any** student. (**Incorrect**)
He is better than **any other** student. (**Correct**)

Explanation:

When comparative degree is used in the superlative sense it is followed by 'any other' and not by 'any'.

29. (a) He is senior **than** me. (**Incorrect**)
He is senior **to** me. (**Correct**)
- (b) I am junior **than** him. (**Incorrect**)
I am junior **to** him. (**Correct**)
- (c) This book is superior **than** that book. (**Incorrect**)
This book is superior **to** that book. (**Correct**)
- (d) That book is inferior **than** this book. (**Incorrect**)
That book is inferior **to** this book. (**Correct**)

Explanation:

The comparative adjectives, *senior, junior, superior, inferior, posterior, anterior, prior* are followed by 'to' instead of 'than'.

30. (a) It is **the most** unique book. (**Incorrect**)
It is a **unique** book. (**Correct**)
- (b) It is **the most** ideal place. (**Incorrect**)
It is an **ideal** place. (**Correct**)
- (c) It is **the most** perfect answer. (**Incorrect**)
It is a **perfect** answer. (**Correct**)

Explanation:

Some adjectives are not compared because they denote meanings which do not admit of variation of degree or qualities already possessed by them to the utmost possible extent. Such adjectives are: *unique, ideal, perfect, extreme, chief, complete, round, square, universal, impossible, golden, infinite, perpetual*.

31. (a) **The higher** you go, **the cool** you feel. (**Incorrect**)
The higher you go **the cooler** you feel. (**Correct**)
- The older** you get, **the wise** you grow. (**Incorrect**)
The older you get, **the wiser** you grow. (**Correct**)

Explanation:

When two changes happen together, that is, there is parallel increase, it is expressed by: *the + comparative degree + the + comparative degree*.

32. (a) Her house is better than **my one**. (**Incorrect**)
Her house is better than **mine**. (**Correct**)
- (b) His motor car is more expensive than Ravi's **one**. (**Incorrect**)
His motor car is more expensive than **Ravi's**. (**Correct**)

Explanation:

We cannot use 'one' or 'ones' immediately after a genitive or possessive adjective. If these words are preceded by an adjective, however, they can come after a genitive or a possessive adjective. For example,
Her new house is better than my old one.
My old watch, is in better condition than his new one.

33. (a) The Victoria Memorial is a **worth seeing building**. (**Incorrect**)
The Victoria Memorial is a **building worth seeing**. (**Correct**)
- (b) This is a **worth seeing sight**. (**Incorrect**)
That is a **sight worth seeing**. (**Correct**)

Explanation:

A compound adjective is sometimes formed by the combination of 'worth' with some participle. It is placed after the noun it qualifies.

34. (a) Have they heard the **last** news? (**Incorrect**)
Have they heard the **latest** news? (**Correct**)
- (b) His **last** novel is being published next month. (**Incorrect**)

His **latest** novel is being published next month. (Correct)

- (c) 'Edward II' was Marlowe's **latest** play. (Incorrect)
'Edward II' was Marlowe's **last** play. (Correct)

Explanation:

We use '*latest*' for things which are new. But *last* means either '*before this one*' or '*at the end of a series*'.

35. (a) I am looking forward to his **nearest** visit. (Incorrect)
I am looking forward to his **next** visit. (Correct)
(b) Excuse me. Where's the **next** railway station? (Incorrect)
Excuse me. Where's the **nearest** railway station? (Correct)

Explanation:

We usually use '*next*' for time. It means '*nearest in the future*'. It is generally used when we think of things coming one after another in a series. '*Nearest*' is used for '*place*'. It means '*most near*' or '*closest*'.

36. (a) There are not **some** books on the table. (Incorrect)
There are not **any** books on the table. (Correct)
(b) Has he brought **some** books? (Incorrect)
Has he brought **any** books? (Correct)

Explanation:

'*Some*' is usually used in affirmative clauses whereas '*any*' is used in questions and negative. We can use *some* in questions if we expect an affirmative answer, or when we want to encourage people to say 'yes'. For example,

*Would you like **some** more potato chips?*
*Could I have **some** ripe mangoes, please?*

37. (a) He is not as tall as his brother. (Incorrect)
He is not as tall as his brother is. (Correct)
(b) She is richer than you are. (Incorrect)
She is richer than you. (Correct)

Explanation:

When '*than*' or '*as*' is followed by third person pronoun, the verb is repeated. But the verb is omitted if '*than*' or '*as*' is followed by first and second person.

38. (a) He is my **older** brother. (Incorrect)
He is my **elder** brother. (Correct)
(b) She is my **oldest** sister. (Incorrect)
She is my **eldest** sister. (Correct)
(c) He is the **eldest** man of this place. (Incorrect)
He is the **oldest** man of this place. (Correct)

Explanation:

The words '*elder*' and '*eldest*' are used for comparing the members of the family. They are often used before words *brother*, *sister*, *son*, *daughter*, *grandson*, *granddaughter*. '*Older*' and '*oldest*' are used with regard to age and in connection with human family relationship.

39. (a) **Few** politician can be relied on. (Incorrect)
A few politicians can be relied on. (Correct)
(b) **Little** learning is a dangerous thing. (Incorrect)
A little learning is a dangerous thing. (Correct)
(c) He has **few** interest in politics. (Incorrect)
He has **little** interest in politics. (Correct)

Explanation:

We usually use '*few*' with plural nouns and '*little*' with uncountable nouns. '*Little*' means '*not much/many*'. It is rather negative. '*A little*' is more positive. It means '*some*'.

40. (a) He is **enough** bold to take up this challenge. (Incorrect)
He is **bold enough** to take up this challenge. (Correct)
(b) He hasn't got **enough** good voice. (Incorrect)
He hasn't got a **good enough** voice. (Correct)
(c) He is not driving **enough** fast. (Incorrect)
He is not driving **fast enough**. (Correct)

Explanation:

'*Enough*' can qualify an adjective or adverb. It usually comes after adjectives and adverbs.

41. (a) **His** all books were burnt. (Incorrect)
All his books were burnt. (Correct)
(b) **His** both hands are skinny. (Incorrect)
Both his hands are skinny. (Correct)
(c) **Raju's** all hopes were gone. (Incorrect)
All Raju's hopes were gone. (Correct)

Explanation:

The noun of the possessive case (*Raju's Sheela's*) or the pronoun of the possessive case (*mine, ours, theirs, his, her* etc.) comes just before that noun for which it is used.

42. (a) This is a **best** book. (Incorrect)
This is **good** book. (Correct)
(b) He is a **worst** scholar. (Incorrect)
He is a **very bad** scholar. (Correct)

Explanation:

An adjective of superlative degree is used when the noun it qualifies shows the possession of a quality to a higher degree than any other member of the same class.

43. (a) He came **latter** than you. (Incorrect)
He came **later** than you. (Correct)
(b) If offered red or white shirt I'd choose the **later**. (Incorrect)
If offered red or white shirt, I would choose the **latter**. (Correct)
(c) I will see you **latter**. (Incorrect)
I will see you **later**. (Correct)

Explanation:

'*Later*' is the comparative of '*late*'. It means '*more late in time*', '*after wards*'. But '*latter*' is the opposite of '*former*'. It means '*the second of two people or things*'.

just mentioned'. 'Later' denotes time whereas 'latter' denotes position.

44. (a) Have you any **farther** questions to ask? (Incorrect)
Have you any **further** questions to ask? (Correct)
- (b) He made no **farther** remarks. (Incorrect)
He made no **further** remarks. (Correct)
- (c) Delhi is **further** from Gaya than Allahabad. (Incorrect)
Delhi is **farther** from Gaya than Allahabad. (Correct)
- (d) Let's not walk any **further**. (Incorrect)
Let's not walk any **farther**. (Correct)

Explanation:

Farther means 'at or to a great distance or more distant point'. *Further* means 'more', 'additional'.

45. (a) She sings **beautiful**. (Incorrect)
She sings **beautifully**. (Correct)
- (b) This flower smells **sweetly**. (Incorrect)
This flower smells **sweet**. (Correct)

Explanation:

To give more information about the action - to say *how*, *where* or *when* it is done - we use adverbs with verbs. When the quality of the subject rather than the action of the verb is to be expressed, we use adjective with a verb. It is the smell of the flower that has been described in the second sentence. Hence the use of the adjective 'sweet', not the adverb 'sweetly'.

46. (a) He hit the ball **hardly**. (Incorrect)
He hit the ball **hard**. (Correct)
- (b) You have to work **hardly**. (Incorrect)
You have to work **hard**. (Correct)
- (c) He has got **hard** any money. (Incorrect)
He has got **hardly** any money. (Correct)
- (d) He is **hardly** pressed for time. (Incorrect)
He is **hard** pressed for time. (Correct)

Explanation:

'Hard' is both an adjective and adverb. Its meaning is quite different from 'hardly' which is also an adverb. 'Hardly' means 'almost no' or 'almost not'. The correct expression is 'be hard pressed' which means 'be under pressure strained'.

47. (a) The **two first** pages of this book are torn. (Incorrect)
The **first two** pages of this book are torn. (Correct)
- (b) The **two first** chapters of this book are good. (Incorrect)
The **first two** chapters of this book are good. (Correct)

Explanation:

The 'two first' is a meaningless expression. It implies that two things may be first. It makes no sense. The correct expression is 'the first two'.

48. (a) He speaks **well** English. (Incorrect)
He speaks English **well**. (Correct)

- (b) I like **very much** skating. (Incorrect)
I like skating **very much**.
Or, I **very much** like skating. (Correct)

Explanation:

We should not put adverbs between the verb and its object. These are not generally separated.

49. (a) I **yesterday** met him. (Incorrect)
I met him **yesterday**. (Correct)
- (b) They're **tomorrow** leaving for Paris. (Incorrect)
Tomorrow they're leaving for Paris. (Correct)

Explanation:

Adverbs of definite time are put at the beginning or end of a clause. They do not go in mid-position.

50. (a) You **well** organised that function. (Incorrect)
You organised that function **well**. (Correct)
- (b) She **badly** dances. (Incorrect)
She dances **badly**. (Correct)

Explanation:

When we use an adverb to evaluate, it generally goes in end-position, not in mid-position.

51. (a) She is **very** slower than Reena. (Incorrect)
She is **much** slower than Reena. (Correct)
- (b) You are **very** older than me. (Incorrect)
You are **much** older than me. (Correct)
- (c) She was walking **much** slowly. (Incorrect)
She was walking **very** slowly. (Correct)

Explanation:

'Very' is used with adjectives and adverbs in the positive degree and with present participle whereas 'much' is used with adjectives and adverbs in the comparative degree, and with past participle.

52. (a) It is nothing **else than** pride. (Incorrect)
It is nothing **else but** pride. (Correct)
- (b) Call me anything **else than** a thief. (Incorrect)
Call me anything **else but** a thief. (Correct)

Explanation:

We usually use the adverb 'but' (not, *than*) after 'else'.

53. (a) He **seldom or ever** goes to his village home. (Incorrect)
He **seldom or never** goes to his village home. (Correct)
- (b) He **seldom or ever** plays cricket. (Incorrect)
He **seldom if ever** (*seldom or never*) plays cricket. (Correct)

Explanation:

'Ever' usually means 'at any time'. It cannot go with 'seldom' which means 'not often, rarely'. The correct expression is 'seldom or never', or 'seldom if ever'.

54. (a) **It is no use to ask** her — she is not interested in it. (Incorrect)
It is no use asking her — she is not interested in it. (Correct)

- (b) Is it any use to try to talk to him?
(Incorrect)
Is it any use trying to talk to him?
(Correct)

Explanation:

In expressions like these, 'use' is followed by an '-ing' form. The correct expression is, *it or there is no use + -ing form of verb.*

55. (a) His mother **kept on to encourage** him to study. (Incorrect)
His mother **kept on encouraging** him to study. (Correct)
(b) Whatever happens, **keep on to try**. (Incorrect)
Whatever happens, **keep on trying**. (Correct)

Explanation:

'Keep on' is never followed by an infinitive. It is always followed by the '-ing' form of verb.

56. (a) She **knows to** sing and dance. (Incorrect)
She **knows how** to sing and dance. (Correct)
(b) He **knows to** prepare French toast. (Incorrect)
He **knows how** to prepare French toast. (Correct)

Explanation:

'Know' is never followed directly by an infinitive. We generally use the expression 'know how to'.

57. (a) He has finished **to mend** the puncture. (Incorrect)
He has finished **mending** the puncture. (Correct)
(b) I enjoy **to travel**. (Incorrect)
I enjoy **travelling**. (Correct)

Explanation:

After some verbs we use an '-ing' form, and not an infinitive. Here is the list of verbs which are followed by an '-ing' form.

avoid	forgive	miss
consider	give up	practise
delay	go	put off
dislike	(can't) help	risk
enjoy	imagine	spend money/time
excuse	keep	suggest
feel like	mind	understand
finish		

58. (a) Why is she **appearing** so sad? (Incorrect)
Why does she **appear** so sad? (Correct)
(b) I am **owing** a great deal to my parents. (Incorrect)
I **owe** a great deal to my parents. (Correct)
(c) I am not **feeling** well today. (Incorrect)
I am not **well** today. (Correct)
(d) He is **adoring** that political leader. (Incorrect)
He **adores** that political leader. (Correct)

Explanation:

Some verbs are never used in progressive forms. Here is the list of some of the most important 'non-progressive' verbs:

1. Relational Verbs : *appear, belong to, consist of, contain, equal, fit, include, owe, require, resemble, seem, suffice*
2. Verbs of Emotion : *adore, abhor, care, detest, dislike, hate, like, love, wish*
3. Verbs of Perception : *hear, see, smell, taste*
4. Verbs of Possession : *have, own, possess*
5. Verbs of Cognition : *believe, feel, forget, know, mean, mind, realise, recall, recollect, remember, suppose, think, trust, understand*

Note: Some of the verbs noted above are used in progressive form in special cases, as for example,

Appear : (be published) When is your next article on his subject *appearing*?

Hear : (receive information) I have been *hearing* good news about him.

(receive a letter) I have been *hearing* from him fairly regularly. : (try specially in a legal sense) The judge has been *hearing* this case for the last five years.

See : (imagine, have hallucinations) She is *seeing* things; there is nothing there.

(meet) I will be *seeing* the Managing Director tomorrow.

Smell : (inhale the odour of) He was *smelling* the mango to find out whether it was fresh or stale.

Feel : (go forward carefully) The blind beggar is *feeling* his way.

Think : (reflect upon, recall) he was *thinking* about days long gone by.

: (examine the possibility of) Now I am *thinking* of leaving this place.

59. (a) I have not and shall not **bear** this trouble. (Incorrect)

I have not **borne** and shall not bear this trouble. (Correct)

- (b) I have never and will **never do** such a thing. (Incorrect)

I have **never done** and shall **never do** such a thing. (Correct)

Explanation:

The present form of a verb cannot be used for both the present perfect tense and the future indefinite tense. The present perfect tense takes the past participle form of the verb (*bear; bore; borne; do; did; done*) and the future indefinite takes the present form of the verb.

60. (a) He **hanged** the lamp on the wall. (Incorrect)
He **hung** the lamp on the wall. (Correct)
(b) He was **hung** for murder. (Incorrect)
He was **hanged** for murder. (Correct)

Explanation:

The word 'hang' has two different meanings: (i) to kill a person by hanging; (ii) to suspend from or attach loosely to some other object. The two different forms of the verb 'hang' are:

V ₁	V ₂	V ₃	
Hang	: Hanged	: Hanged	(for persons)
Hang	: hung	: hung	(for things)

61. (a) This book **costed me half past twelve rupees**. (Incorrect)
This book cost me rupees **twelve and fifty paise**. (Correct)
(b) The hens have **lain** no eggs today. (Incorrect)
The hens have **laid** no eggs today. (Correct)
(c) Let me **lay** on the bed. (Incorrect)
Let me **lie** on the bed. (Correct)

Explanation:

'Half past twelve' is a time expression. We say, 'It is half past twelve by my watch'. It is never used for denoting the price of something. We usually say, 'rupees twelve and fifty paise'. The use of the verbs in the sentences above is wrong.

The correct past and perfect forms of certain verbs are as given below:

Present	Past	Perfect
lie = rest, be down	lay	lain
lay = place, arrange, deposit, put down flat	laid	laid
lie = to tell a lie	lied	lied
leave = go away	left	left
live = be alive, be at home	lived	lived
hang = to put up	hung	hung
hang = to execute the order of death sentence	hanged	hanged
flow (water)	flowed	flowed
fly (bird)	flew	flown
flee = run away (person)	fled	fled
bore = put up with	bore	borne
bore = to make a hole; to make tired or uninterested	bored	bored
find = to discover	found	found
found = to establish	founded	founded
fall	fell	fallen
fell = to cut down (a tree); to knock down (a person)	felled	felled
feel	felt	felt
fill	filled	filled
awake (intransitive)	awoke	awoke
awake (transitive)	awaked	awaked

62. (a) He has **returned back** from Delhi. (Incorrect)
He has **returned (come back)** from Delhi.

(Correct)

- (b) I **awaited for** his arrival. (Incorrect)
I **awaited (waited for)** his arrival. (Correct)
(c) He has **repaid back** his loan. (Incorrect)
He has **repaid (paid back)** his loan. (Correct)

Explanation:

To avoid such silly mistakes, it is well to remember that:

return = come back; *await* = wait for; *repay* = pay back; *resume* = start again

63. (a) The boat was **drowned** in the river. (Incorrect)
The boat was **sunk** in the river. (Correct)
(b) A boy has been **sunk** in the river. (Incorrect)
A boy has been **drowned** in the river. (Correct)

Explanation:

A boat *capsizes* or *sinks*; a ship *sinks*; a person is *drowned*. 'To be drowned' is used only of living things.

64. (a) Who **invented** America? (Incorrect)
Who **discovered** America? (Correct)
(b) Marconi **discovered** the wireless. (Incorrect)
Marconi **invented** the wireless. (Correct)

Explanation:

'To invent' is to make something that did not exist before. 'To discover' is to find something that existed before but was unknown.

65. (a) **If I was** you I would not have done so. (Incorrect)
If I were you I would not have done so. (Correct)
(b) He walks **as if he is** a king. (Incorrect)
He walks **as if he were** a king. (Correct)

Explanation:

When we talk about events which are not certain to happen – which we hope will happen, or imagine might happen or want to happen – we use a special group of verb-forms called the subjunctive (e.g., *I were*, *She be*, etc.) The subjunctive form 'were' is used instead of 'was' after 'if', 'as if', and 'I wish'.

66. (a) **Neither** his action was just **nor** unjust. (Incorrect)
His action was **neither** just **nor** unjust. (Correct)
(b) I **neither** saw him **nor** her. (Incorrect)
I saw **neither** him **nor** her. (Correct)
(c) **Neither** it is good **nor** it is bad. (Incorrect)
It is **neither** good **nor** bad. (Correct)

Explanation:

Neither...nor is used to join together two negative ideas. This structure is balanced, so that the same kind of words follow *neither* and *nor*.

67. (a) Ten students have passed and one failed. (Incorrect)
Ten students **have** passed and one **has** failed. (Correct)

- (b) One of the thieves escaped and two caught. (Incorrect)
One of the thieves escaped and two **were** caught. (Correct)

Explanation:

The auxiliary verb is usually repeated if the voice or number of one principal verb is not the same as the voice or number of the other.

68. (a) Tell me where **are you going**. (Incorrect)
Tell me where **you are going**. (Correct)
(b) He asked me **what was your name**. (Incorrect)
He asked me **what my name was**. (Correct)
(c) Tell me when **are you leaving** for New York. (Incorrect)
Tell me when **you are leaving** for New York. (Correct)

Explanation:

Indirect questions normally have the word-order of affirmative sentences. The auxiliary verb is never put before the subject.

69. (a) She **finished** her work when I met her. (Incorrect)
She **had finished** her work when I met her. (Correct)
(b) The train **started** before he reached the station. (Incorrect)
The train **had started** before he reached the station. (Correct)

Explanation:

When two actions take place in the past, the one earlier in time is expressed by a verb in the past perfect tense, while the one later in time by that in the past simple tense.

70. (a) They will be delighted if **you will welcome** them. (Incorrect)
They will be delighted **if you welcome** them. (Correct)
(b) I will tell you as soon as I **will know** about it. (Incorrect)
I will tell you as soon as I **know** about it. (Correct)
(c) When I **shall go** to Paris, I shall inform you. (Incorrect)
When I go **to** Paris, I shall inform you. (Correct)

Explanation:

We generally use the present instead of the future after *if* and conjunction of time such as *when*, *as soon as*, *after*, *while*, *until*, and *before*.

71. (a) It is time you **go** to bed. (Incorrect)
It is time you **went** to bed. (Correct)
(b) It is time you **wash** your face. (Incorrect)
It is time you **washed** your face. (Correct)

Explanation:

When we want to say that '*it's time*' for somebody else to do something, we generally use the structure: *It's time + subject + past tense verb*.

72. (a) She **knew** that I **am** coming. (Incorrect)
She **knew** that I **was** coming. (Correct)
(b) He **said** that he **wants** to go home. (Incorrect)
He **said** that he **wanted** to go home. (Correct)

Explanation:

If there is a past tense in the principal clause, the dependent clause must also be in the past tense.

73. (a) **Both Raju as well as** his brother were present. (Incorrect)
Both Raju and his brother were present. (Correct)
(b) Tigers are **both** found in Asia **and** in Africa. (Incorrect)
Tigers are found **both** in Asia **and** in Africa. (Correct)

Explanation:

The correlative of '*Both*' is '*and*' (*Both ...and*) and not '*as well as*'. The same kind of words generally follow '*Both*' and '*and*'.

74. (a) **Will** I turn the light on? (Incorrect)
Shall I turn the light on? (Correct)
(b) **Shall** he come tomorrow? (Incorrect)
Will he come tomorrow? (Correct)
(c) **Shall** you do me a favour? (Incorrect)
Will you do me a favour? (Correct)
(d) **Will** we attend the party? (Incorrect)
Shall we attend the party? (Correct)

Explanation:

In interrogative sentences '*shall*' is used in the first person and '*will*' in the third person. In the second person '*shall*' and '*will*' are used in accordance with the answer expected.

75. (a) Please excuse **me** being late. (Incorrect)
Please excuse **my** being late. (Correct)
(b) She disliked **me** coming late. (Incorrect)
She disliked **my** coming late. (Correct)

Explanation:

When a noun or pronoun is placed before a gerund, it should be put in the possessive case.

76. (a) **Unless** you do not work hard, you will cut a sorry figure. (Incorrect)
Unless you work hard, you will cut a sorry figure. (Correct)
(b) Walk slowly **lest** you should **not** fall down. (Incorrect)
Walk slowly **lest** you should fall down. (Correct)

Explanation:

'*Unless*' means '*if not*'. It should, therefore, be not used in a sentence or clause which is already negative. '*Lest*' is here a subordinating conjunction expressing a negative purpose. It should not be followed by '*not*'.

77. (a) I **thought of** attending the party, but could not. (Incorrect)
I **had thought of** attending the party but could not. (Correct)

- (b) We **hoped** that you would solve this problem. (**Incorrect**)
We **had hoped** that you would solve this problem. (**Correct**)
- (c) I **expected** not such a turn of events. (**Incorrect**)
I **had not expected** such a turn of events. (**Correct**)

Explanation:

The past perfect tense is used with such verbs as *hope, expect, think, intend, mean (=intend), suppose* and *want* to indicate that a past hope, expectation, intention, desire, etc., was not realized.

78. (a) I **had gone** to Chandigarh. (**Incorrect**)
I **went to** Chandigarh. (**Correct**)
Or, I **had been** to Chandigarh. (**Correct**)
- (b) I **had slept** for hours. (**Incorrect**)
I **slept** for hours. (**Correct**)

Explanation:

We do not usually use past perfect tense singly in a sentence. We can use simple past tense instead. When the verb '*go*' is used in the sense of '*go and come back from*', '*been*' is used in place of '*gone*'.

79. (a) He **needs not** seek my help. (**Incorrect**)
He **need not** seek my help. (**Correct**)
- (b) She **dares not** walk in the dark. (**Incorrect**)
She **dare not** walk in the dark. (**Correct**)

Explanation:

In affirmative sentence the singular form of *dare/need* (that is, *dares/needs*) is used with singular subject. But *need not* and *dare not* admit of no change even if the subject is third person singular.

80. (a) There is **a** HE school in my village. (**Incorrect**)
There is **an** HE school in my village. (**Correct**)
- (b) We have filed **a** FIR. (**Incorrect**)
We have filed **an** FIR. (**Correct**)
- (c) He is **a** NCC officer. (**Incorrect**)
He is **an** NCC officer. (**Correct**)
- (d) He has set up **a** X-ray plant. (**Incorrect**)
He has set up **an** X-ray plant. (**Correct**)

Explanation:

Whether '*a*' or '*an*' is used before initials depends on how the initial is pronounced. A, E, F, H, I, L, M, N, O, R, S and X all begin with a vowel sound; hence an LEA School, an MA, an MP but a BBC production, a BA, a PhD, etc.

81. (a) He is **an** university professor. (**Incorrect**)
He is **a** university professor. (**Correct**)
- (b) It is **an** unit of measurement. (**Incorrect**)
It is **a** unit of measurement. (**Correct**)
- (c) It is **an** universal truth. (**Incorrect**)
It is **a** universal truth. (**Correct**)

Explanation:

We use '*a*' before a consonant sound, even if it is written with a vowel. When a word begins with '*U*' and is pronounced as '*yu*', or when a word begins with '*EU*'

and is pronounced as '*yu*', or when a word begins with '*o*' and is pronounced as '*wa*', it is preceded by the article '*a*' and not '*an*'. Such words are: *unique, united, usual, European, useful, unit, universal, university, useless, one-eyed man, one-rupee note, unilateral*, etc.

82. (a) He plays violin. (**Incorrect**)
He plays **the** violin. (**Correct**)
- (b) Can you play tabla? (**Incorrect**)
Can you play **the** tabla? (**Correct**)

Explanation:

The definite article '*the*' is used before musical instruments. When '*play*' means '*produce music*', its object is always preceded by an article.

83. (a) He has no knowledge and interest in music. (**Incorrect**)
He has no knowledge **of** and interest **in** music. (**Correct**)
- (b) He did not agree but differed from my opinion. (**Incorrect**)
He did not agree **to** but differed **from** my opinion. (**Correct**)

Explanation:

Sometimes a single preposition can't be used for two words that take two different prepositions. In such a situation both the prepositions should be used.

84. (a) There is **no end of** troubles. (**Incorrect**)
There is **no end to** troubles. (**Correct**)
- (b) I am busy **in** my work. (**Incorrect**)
I am busy **with** my work. (**Correct**)
- (c) Send this letter **on** my address. (**Incorrect**)
Send this letter **to** my address. (**Correct**)

Explanation:

We usually say, end **to** one's troubles, busy **with** some work, send something **to** someone's address.

85. (a) **Entering** the room, the boys were found quarrelling. (**Incorrect**)
Entering the room, **he** found the boys quarrelling. (**Correct**)
- (b) **Walking** in the garden, a snake bit him. (**Incorrect**)
While **he** was walking in the garden, a snake bit him. (**Correct**)
- (c) **Barking** furiously I led the dog out of the compound. (**Incorrect**)
I led the dog, barking furiously, out of the compound. (**Correct**)
- (d) **Going** out of the room, the door was left open by her. (**Incorrect**)
Going out of the room, **she** left open the door. (**Correct**)
- (e) **On examining** the answer books, many silly mistakes were detected. (**Incorrect**)
On examining the answer books, **we** detected many silly mistakes. (**Correct**)

Explanation:

These sentences are examples of unattached participles. When the first word of a sentence is a participle, it must refer to some noun or pronoun it

qualifies. That noun or pronoun should be the subject of the main clause.

86. (a) I saw her **to go**. (Incorrect)
I saw her **go**. (Correct)
(b) I observed him **to limp**. (Incorrect)
I observed him **limp**. (Correct)

Explanation:

We usually leave out *to*, the sign of infinitive, after sensory verbs like *feel, hear, see, observe, perceive, mark, behold, survey, view, watch*.

87. (a) He insisted **to go**. (Incorrect)
He insisted **on going**. (Correct)
(b) I am tired **to sing and dance**. (Incorrect)
I am tired **of singing and dancing**. (Correct)
(c) He succeeded **to win the match**. (Incorrect)
He succeeded **in winning the match**. (Correct)

Explanation:

An infinitive is generally not used after words which take a preposition after them. Such words are:

Verbs: *insist, object, prevent, succeed, think*

Nouns: *insistence, objection, intention, habit, resistance, view*

Adjectives: *equal, fond, tired, used*

The infinitives should be changed into the corresponding gerunds.

88. (a) Avoid **to go** there. (Incorrect)
Avoid **going** there. (Correct)
(b) Stop **to worry**. (Incorrect)
Stop **worrying**. (Correct)
(c) Keep on **to try**. (Incorrect)
Keep on **trying**. (Correct)
(d) He **is busy to write** letters. (Incorrect)
He is busy **writing** letters. (Correct)

Explanation:

The infinitives are changed into the corresponding gerunds after certain words which do not take prepositions after them. Such words are:

Verbs: *avoid, enjoy, finish, go on, keep on, mind, remember, can't help, stop, give up*

Adjectives: *busy, no harm*

89. (a) **It is no good to cry** over spilt milk. (Incorrect)
It is no good crying over spilt milk. (Correct)
(b) **There is no harm to do** this work. (Incorrect)
There is no harm in doing this work. (Correct)

Explanation:

The infinitive is changed into the corresponding gerund after such phrases as these: *It is no use, It is no good, Have the pleasure of, There is no harm in*.

90. (a) Death is **more preferable than** dishonour. (Incorrect)
Death is **preferable to** dishonour. (Correct)
(b) I prefer swimming **than** walking. (Incorrect)
I prefer swimming **to** walking. (Correct)

Explanation:

Though *preferable* is not a comparative yet it has a comparative force. It is, therefore, wrong to write '*more preferable*'. *Prefer* takes *to*, not *than*.

91. (a) He regards me his guardian. (Incorrect)
He regards me **as** his guardian. (Correct)
(b) They portrayed Nehru a dictator. (Incorrect)
They portrayed Nehru **as** a dictator. (Correct)

Explanation:

Certain verbs are always followed by '*as*'. Such verbs are: *describe, depict, define, mention, portray, regard, represent, treat*.

92. (a) She called me **as** a dullard. (Incorrect)
She called me a dullard. (Correct)
(b) He was appointed **as** principal. (Incorrect)
He was appointed principal. (Correct)

Explanation:

Certain verbs are not followed by '*as*' or '*to be*'. Such verbs are: *appoint, choose, elect, call, consider, make, name, think*.

93. (a) She looks **as if** she **suspects** foul play. (Incorrect)
She looks **as if** she **suspected** foul play. (Correct)
(b) You act **as though** everything is in your hands. (Incorrect)
You act **as though** everything **was** in your hands. (Correct)

Explanation:

We usually avoid the use of present tense after '*as if*' and '*as though*'.

94. (a) He did nothing but **to play**. (Incorrect)
He did **nothing but play**. (Correct)
(b) She did nothing but **to sing**. (Incorrect)
She did **nothing but sing**. (Correct)
(c) She did no more than **to cry**. (Incorrect)
She did **no more than cry**. (Correct)

Explanation:

We usually use the infinitive without '*to*' after the preposition '*but*' and '*than*'.

95. (a) She will wash up before she **will go** to bed. (Incorrect)
She will wash up before she **goes** to bed. (Correct)
(b) You won't know how good pudding is till you **will have tasted** it. (Incorrect)
You won't know how good pudding is till you **have tasted** it. (Correct)

Explanation:

The future simple is not used in time clauses. The simple present tense is used instead. Nor is future perfect tense used in time clauses. The present perfect is used instead.

96. (a) **It is I** who **is** responsible for this mistake. (Incorrect)
It is I who **am** responsible for this mistake. (Correct)

- (b) It is you who **is** responsible for this mistake. (Incorrect)
It is **you** who **are** responsible for this mistake. (Correct)

Explanation:

The verb governed by 'who' should follow its antecedent. In the first sentence the antecedent is 'I'. Hence the verb 'am'. In the second sentence the antecedent is 'you'. Hence the verb 'are'.

97. (a) I want an armchair for an old man with sliding back. (Incorrect)
I want, for an old man, an armchair with sliding back. (Correct)
- (b) He shot himself dead after bidding his wife goodbye with a pistol. (Incorrect)
He shot himself dead with a pistol after bidding his wife goodbye. (Correct)

Explanation:

Both the sentences are examples of wrong word-order impeding clarity of expression. It is well to remember that an adjective, adjective-substitute or adjective phrase should be put as near its antecedent as possible. This applies to relative clauses, too.

98. (a) No body has over helped you, **has he?** (Incorrect)
Nobody has ever helped you, **have they?** (Correct)
- (b) Don't do that any more, **do you?** (Incorrect)
Don't do that any more, **will you?** (Correct)
- (c) I am taller than him, **isn't I?** (Incorrect)
I am taller than him, **aren't I?** (Correct)

Explanation:

If *anybody, anyone, everybody, everyone, somebody, someone, nobody* or *no one* is the subject of the main clause, the subject of the question tag is normally 'they'. If the main clause is in the form of a negative request or command, the question tag normally begins with 'will'. The question tag after 'I am' is 'aren't I'.

99. (a) Bring a **cold glass** of water. (Incorrect)
Bring a glass of **cold water**. (Correct)
- (b) He has purchased a **fresh basket** of apples. (Incorrect)
He has purchased a basket of **fresh apples**. (Correct)
- (c) I'd love to have a **hot cup** of tea. (Incorrect)
I'd love to have a cup of **hot tea**. (Correct)

Explanation:

In the present context the expression, 'cold glass', 'fresh basket' and 'hot cup' are meaningless. The adjectives *cold, fresh* and *hot* qualify the noun 'water', 'apples' and 'tea' respectively. Hence the correct expressions will be *cold water, fresh apples* and *hot tea*.

100. (a) He **already** left for Delhi. (Incorrect)
He **has** already left for Delhi. (Correct)
- (b) He did not speak to me **since** that incident. (Incorrect)
He **has** not spoken to me **since** that incident. (Correct)

- (c) He did not receive any message **up till** now. (Incorrect)
He has not **received** any message **up till** now. (Correct)
- (d) **So far** he did not reach the station. (Incorrect)
So far he has not **reached** the station. (Correct)

Explanation:

The present perfect tense can alone be used with adverbials such as these: *already, since, yet, so far, up till now*.

101. (a) This tragic incident **has taken** place last year. (Incorrect)
This tragic incident **took** place last year. (Correct)
- (b) She **has gone** to bed at 9 o' clock. (Incorrect)
She **went** to bed at 9 o' clock. (Correct)
- (c) I **have met** him yesterday. (Incorrect)
I **met** him yesterday. (Correct)

Explanation:

Only the simple past can be used with adverbials mentioning a definite time in the past.

102. (a) Reeta was married by Rakesh. (Incorrect)
Rakesh married Reeta. (Correct)
- (b) He married his youngest daughter **with** an engineer. (Incorrect)
He married his youngest daughter **to** an engineer. (Correct)
- (c) His youngest daughter was married **with** an engineer. (Incorrect)
His youngest daughter was married **to** an engineer. (Correct)

Explanation:

When 'marry' is used in the sense of 'take as husband or wife', it can never be used in the passive form. It can be used both in the active and passive forms in the sense of 'give in marriage'. It is to be followed by 'to', not 'with'.

103. (a) She comes to college **by a bicycle**. (Incorrect)
She comes to college **by bicycle**.
Or, She comes to college **on a bicycle**. (Correct)
- (b) He came back **by my car**. (Incorrect)
He came back **in my car**. (Correct)

Explanation:

When the name of a vehicle is used in a general sense, the preposition 'by' is used. In all such cases no article is used before the name of the vehicle. If the reference is to a particular vehicle, 'by' is not used. We use 'in' or 'on' instead.

104. (a) **Supposing if** he does not come, what will you do? (Incorrect)
Supposing he does not come, what will you do? OR,
If he does not come, what will you do? (Correct)

Explanation:

'*Supposing*' and '*If*' are not used together. Either of the two should be used.

105. (a) He **informed** that everybody had gone against him. (**Incorrect**)
He **informed me** (*us, him, them, etc.*) that everybody had gone against him. (**Correct**)
(b) She **told** that she was interested in chess. (**Incorrect**)
She **told me** (*us, him, them etc.*) that she was interested in chess. (**Correct**)
(c) He **assured** that every help would be given. (**Incorrect**)
He **assured me** (*us, him, them, etc.*) that every help would be given. (**Correct**)

Explanation:

The verbs *assure, inform, remind* and *tell* are not immediately followed by that-clause as their object. There has to be an indirect object between the verb and the clause.

106. (a) Flour is made **of** wheat. (**Incorrect**)
Flour is made **from** wheat. (**Correct**)
(b) Your chair is not made **from** wood. (**Incorrect**)
Your chair is not made **of** wood. (**Correct**)

Explanation:

When reference is made to the material of which something is made, we use '*of*'. The original material of which something is made can still be recognised. But we use '*from*' when something is changed beyond recognition.

107. (a) I **think** you **haven't** met my father. (**Incorrect**)
I **do not think** you have met my father. (**Correct**)
(b) I **believe** you **haven't** seen the Taj Mahal. (**Incorrect**)
I **don't believe** you have seen the Taj Mahal. (**Correct**)

Explanation:

When negative ideas are introduced with *think*,

believe, suppose and *imagine*, we make the first verb (*think, believe, etc.*) negative, not the second.

108. (a) Do sit down, **will you?** (**Incorrect**)
Do sit down, **won't you?** (**Correct**)
(b) Give me sufficient time, **won't you?** (**Incorrect**)
Give sufficient time, **will you?** (**Correct**)
(c) Shut up, **can you?** (**Incorrect**)
Shut up, **can't you?** (**Correct**)

Explanation:

After imperative we use (i) *won't you?* — to invite people to do things. (ii) *will you?/would you?/could you?/can't you?* — to tell people to do things.

109. (a) He pays more attention to films than books. (**Incorrect**)
He pays more attention **to** films than **to** books. (**Correct**)
(b) I can rely more on you than her. (**Incorrect**)
I can rely more **on** you than **on** her. (**Correct**)

Explanation:

When there is comparison between two objects, the preposition is placed before each of the two objects.

110. (a) He is **declared to pass** in the first division. (**Incorrect**)
He is **declared to have passed** in the first division. (**Correct**)
(b) She is **supposed to commit** this murder. (**Incorrect**)
She is **supposed to have committed** this murder. (**Correct**)

Explanation:

Perfect infinitive is used if it refers to a time prior to that which is expressed by the finite verb.

111. (a) How do you do? Fine, thanks. (**Incorrect**)
How do you do? How do you do? (**Correct**)

Explanation:

Don't confuse *How do you do?* with *How are you?* It is a formula used when people are formally introduced. The reply is exactly the same: *How do you do?*

Correct Usage

Here are two lists of such words and expressions as are commonly misused. Their correct forms will help you avoid mistakes you occasionally commit.

Incorrect

advices
arm (Weapon)
auspice
blotting
boarding
bowel
breads
cattles

Correct

advice/pieces of advice
arms
auspices
blotting paper
boarding house, hostel
bowels
pieces/slices/loaves of bread
cattle

earning
equipments
furnitures
gentries
lecturership
machineries
offsprings
outskirt
poetries
sceneries
scissor
stationeries

earnings
equipment
furniture/pieces of furniture
gentry
lectureship
machinery/machines
offspring
outskirts
poems
scenery/scenes
scissors
stationery

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Error Detection

traffics	traffic	<i>with</i> black and blue	black and blue
trouser	trousers	<i>with</i> heart and soul	heart and soul
a coward man	a cowardly man/a coward	<i>with</i> tooth and nail	tooth and nail
a miser person	a miserly person/a miser	good <i>in</i> studies	good <i>at</i> studies
a man of his words	a man of his word	clever <i>in</i> figure works	clever <i>at</i> figure works
a flight of stair	a flight of stairs	bad <i>in</i> studies	bad <i>at</i> studies
a man of letter	a man of letters	in trice	in <i>a</i> trice
Arrear Bill	Arrears Bill	in hurry	in <i>a</i> hurry
a serial of lectures	a <i>series</i> of lectures	What to speak of	Not to speak of
birth date	date of birth	abstain <i>to speak</i> ill of..	abstain <i>from speaking</i> ill of...
cousin brother/ sister	cousin	aim <i>to do</i> good	aim <i>at doing</i> good
custom duty	customs duty	bent <i>to do</i>	bent <i>upon doing</i>
family members	members of his family	desirous <i>to go</i>	desirous <i>of going</i>
famous criminal	notorious criminal	do the needful	do whatever is necessary
head pain	headache	(have) passion <i>to read</i>	(have) passion <i>for reading</i>
stomach pain/ tooth pain	stomachache/toothache	persist <i>to say</i>	persist <i>in saying</i>
(He has <i>a</i> headache/toothache/stomachache.)		refrain <i>to go</i>	refrain <i>from going</i>
in class tenth	in class ten or in the tenth class	repent <i>to do</i>	repent <i>of doing</i>
in the campus	on the campus	succeed <i>to win</i>	succeed <i>in winning</i>
in the committee	on the committee	take pride <i>to do</i>	take pride <i>in doing</i>
in leave	on leave	think <i>to do</i>	think <i>of doing</i>
mutual friend	common friend	build a home	build a house
no place (in a bus, train etc.)	no room (in a bus, train etc)	<i>cut</i> jokes	<i>crack</i> jokes
passing marks	pass marks	<i>cut</i> the pencil	<i>sharpen</i> the pencil
Tennis field	Tennis court	<i>cook</i> bread	<i>bake</i> bread
cheque of Rs. 200	cheque for Rs 200	describe <i>about</i>	describe
The back side	The back of a building	discuss <i>about</i>	discuss
of a building		<i>drink</i> tea	<i>take</i> tea
The front side	The front of a building	excel <i>to speak</i>	excel <i>in speaking</i>
of a building		give a speech	<i>deliver</i> a speech
today morning	this morning	give goodbye	<i>bid</i> goodbye
today afternoon	this afternoon	give <i>the examination</i>	<i>take</i> the examination; <i>appear at</i> the examination; <i>sit for</i> the examination
today evening	this evening	<i>eat</i> the poor	<i>feed</i> the poor
today night	tonight	give order	give <i>orders</i>
two dozens pens	two dozen pens	<i>make</i> a lecture	<i>deliver</i> a lecture
three thousands people	three thousand people	<i>make</i> a goal	<i>score</i> a goal
(But we say, <i>dozens</i> of pens, <i>thousands</i> of people to denote unspecified number).		make noise	make <i>a</i> noise
Saving Bank	Savings Bank	<i>open</i> the knot	<i>untie</i> the knot
sworn enemies	avowed enemies	pray God	pray to God
vacant vessels	empty vessels	<i>rise</i> the lid	<i>raise</i> the lid
white hair	grey hair	<i>see</i> the pulse	<i>feel</i> the pulse
worth seeing sight	a sight worth seeing	<i>speak</i> a lie	<i>tell</i> a lie
9.30 o'clock train	9.30 train	<i>stick</i> the button	<i>sew</i> the button
details upon details	detail upon detail	<i>take out</i> one's shoes	<i>take off</i> one's shoes
miles after miles	mile after mile	to have headache	to have a headache
<i>with</i> bag and baggage	bag and baggage	to have temperature	to have a temperature
		to steal in the examination	to use unfair means in the examination

Chapter 3

Error Detection in Specific Words

Directions: In each sentence below four words that the printed in bold have been lettered (1), (2), (3), (4) and (5). One of them may be wrongly spelt or inappropriate in the context of the sentence. Find out the word, which is wrongly spelt or inappropriate if there is any. The letter of that word is the answer. If all the words, which are printed in bold, are correctly spelt and appropriate in the context of the sentence, mark (5) as the answer ie All correct.

1. Gandhiji is **known** 1)/ for his **successful** 2)/ **afforts** 3)/ to **liberate** 4)/ India. All correct 5)
2. The **cruelties** 1)/ of **history** 2)/ are **perpetrated** 3)/ in the name of **nobal** 4)/ causes. All correct 5)
3. The fear of **universal** 1)/ **destruction** 2)/ **hangs** 3)/ over us like a dark **cloud** 4)/. All correct 5)
4. The environment has a **profounde** 1)/ **influence** 2)/ on the way a **Society** 3)/ **develops** 4)/. All correct 5)
5. The **atmosphere** 1)/ was **fragrent** 2)/ with the scent 3)/ of rose flowers 4)/. All correct 5)
6. Shareholders used to be **liabel** 1)/ for the **debts** 2)/ of the company in **proportion** 3)/ to the **size** 4)/of their holdings. All correct 5)
7. The **popular** 1)/ **understanding** of the 2)/ **incidence** 3)/ was that he had **resigned** 4)/. All correct 5)
8. He was **felicitated** 1)/ for his **roll** 2)/ in **resolving** 3)/ the **coniflict** 4)/ in the region. All correct 5)
9. He **firmlly** 1)/ **denied** 2)/ that the **document** 3)/ **existed** 4)/. All Correct 5)
10. Today banks **offer** 1)/ the **facility** 2)/ of **instint** 3)/ **transfer** 4)/ of funds to their customers. All correct 5).
11. Their **sole** 1)/ **concern** 2)/ was how they could **assisst** 3)/ their colleague in his hour of **crisis**. 4)/ All correct 5)
12. We shall be **disabled** 1)/ to **justify** 2)/ this **excess** 3)/ **expenditure**. 4)/ All correct 5)
13. The lease on these **premises** 1)/ has **expired** 2)/ and we have **incured** 3)/ significant **debt**. 4)/ All correct 5)
14. Your **statement** 1)/ that you **received** 2)/ no **prier** 3)/ **intimation** 4)/ is not plausible. All correct 5)
15. Mr Sharma refused to **acknowledge** 1)/ that he had **committed** 2)/ an **error** 3)/ while taking that **desicion**. 4)/ All correct 5)
16. The importanse 1)/ given to **content-oriented** 2)/ approach has affected the **methodology** 3)/ of this **project** 4)/. All correct 5)
17. Almost all **risk-taking** 1)/ work **involve** 2)/ **decision** 3)/ making under **uncertainty**. 4)/ All correct 5)
18. In **developing** 1)/ countries there is **increasing** 2)/ concern for **fostering** 3)/ human **potential**. 4)/ All correct 5)
19. I want to **express** 1)/ my **appreciation** 2)/ of the help **offered** 3)/ by my former **colleages**. 4)/ All correct 5)
20. The **research** 1)/ **reported** 2)/ in this **valume** 3)/ assumes **importance**. 4)/ All correct 5)
21. **Almost** 1)/ two hours have **elapsed** 2)/ since he **fell** 3)/ **asleep**. 4) All correct 5)
22. Have you **noticed** 1)/ that the country is on the **brink** 2)/ of a **serious** 3)/ **dissaster**? 4)/ All correct 5)
23. The **messanger's** 1)/ story that **appreared** 2)/ **incredible** 3)/ has turned **out** 4)/ to be grue-some. All correct 5).
24. She **shade** 1)/ tears as if to display her **grief**, 2)/ but they were not a **genuine** 3)/ **expression** of sorrow. 4) / All correct 5)
25. As a **consequence** 1)/ **of** 2)/ that **earthquack** 3)/ many families have been, **ruined**. 4)/ All correct 5)
26. **Rising** 1)/ **prices** 2)/ of foodgrains will have an adverse 3)/ **impac** on **developing** 4)/countries. All correct 5)
27. To deal **effectively** 1)/ with a **crisis** 2)/ quick **decisions** 3)/ are **requited** 4)/. All correct 5)
28. The IT Company has **succeeded** 1)/ in achieving high growth rate **despite** 2)/ **facing** 3)/ **several** 4)/problems. All correct 5) .
29. On an **average** 1)/ there are very few persons **willingly** 2)/ to take **on** 3)/ such **responsibility**. 4)/ All correct 5)
30. More than **halve** 1)/ of the **budget** 2)/ has been **spent** 3)/ on **modernising** 4)/ the factory. All correct. 5)
31. My **gole** 1)/ is to **acquire** 2)/ a **position** 3)/ of **authority** 4)/ and respect within the organization. All correct 5)
32. The **refusal** 1)/ of the Ministry to clear **pending** 2)/ dues is a **couse** 3)/ for **concern** 4)/. All correct 5)

33. He was **convinced** 1)/ that **discipline** 2)/ and hard work would **result** 3)/ in **dividends** 4)/ in the long run. All correct 5)
34. This is a company which **believes** 1)/ in **transparency** 2)/ and appointment is done **strictly** 3)/ on **merit** 4)/. All correct 5)
35. There will be a **decline** 1)/ in the **probability** 2)/ of oil companies because of the **hike** 3)/ in oil **prices** 4)/. All correct 5)
36. **Private** 1)/ companies offer more **competitive** 2)/ salaries and **opportunities** 3)/ for **carrier** 4)/ growth. All correct 5)
37. The company is **trying** 1)/ to **raise** 2)/ its **revenu** 3)/ by offering more products and **services** 4)/. All correct 5)
38. He has **proved** 1)/ his **reliability** 2)/ and **integrity** 3)/ in **accomplishing** 4)/ a task. All correct 5)
39. Many farmers still **relie** 1)/ on **credit** 2)/ from moneylenders, which is **risky** 3)/ and **inconvenient** 4)/. All correct 5)
40. There is a **possibly** 1)/ that the merger will have a **negative** 2)/ **impact** 3)/ on **consumers** 4)/. All correct 5)
41. China **attracts** 1)/ **plenty** 2)/ of foreign **investors** 3)/ and has huge forex **reserves** 4)/ All correct 5)
42. India should **adopt** 1)/ these **strategies** 2)/ to handle the **threat** 3)/ of global warming **successively** 4)/ All correct 5)
43. The **shortage** 1)/ of rice has **led** 2)/ to a severe food **crises** 3)/ in the **region** 4)/ All correct 5)
44. You should **delay** 1)/ your plan to **acquier** 2)/ that company **owing** 3)/ to the risk **involved**. 4)/ All correct 5)
45. The **panal** 1)/ is of the **view** 2)/ that the **restrictions** 3)/ should be **implemented** 4)/ immediately. All correct 5)
46. The **site** 1)/ of the **accident** 2)/ was **surrounded** 3)/ by a lot of **spectators** 4)/ but none helped the victims. All Correct 5)
47. **Forecasts** 1)/ of oil **consumption** 2)/ are **controvercial** 3)/ because of **excessive** 4)/ use of vehicles. All correct 5)
48. The **flour** 1)/ was cleaned using **detergents** 2)/ and all the **stains** 3)/ were **removed** 4)/. All correct 5)
49. The thief who was in the **possession** 1)/ of the police **escaped** 2)/ but the police **refrained** 3)/ from **chassing** 4)/ him. All correct 5)
50. We **figured** 1)/ that no one would **dear** 2)/ to come **close** 3)/ to us because of our **weapons** 4)/. All correct 5)
51. In the **latest** 1)/ few months the number of **contracts** 2)/ we have **secured** 3)/ has **declined** 4)/ sharply. All correct 5)
52. No **amount** 1)/ of money can **compensate** 2)/ you for the **losses** 3)/ you have **experienced** 4)/. All correct 5)
53. Our **firm** 1)/ **manages** 2)/ the investment of **several** 3)/ **foreigner** 4)/ companies in India. All correct 5)
54. The **panel** 1)/ is **suppose** 2)/ to meet tomorrow to **sanction** 3)/ the **purchase** 4)/ of new premises. All correct 5)
55. It is our **intention** 1)/ to keep a **check** 2)/ on the **expences** 3)/ **ncurred** 4)/ by them. All correct 5)
56. Since petroleum products are **taxed** 1)/ heavily they are a **majar** 2)/ **source** 3)/ of **revenue** 4)/ for the government. All correct 5)
57. Even though the proposal **appearrs** 1)/ **practical** 2)/ the committee should **discuss** 3)/ it at **length** 4)/. All correct 5)
58. The Indian stock market has been one of the **well** 1)/ **performing** 2)/ markets **globally** 3)/ during the **current** 4)/ year. All correct 5)
59. Had the scheme been **allowed** 1)/ to **continue** 2)/ it would have **generated** 3)/ **attracted** 4)/ returns. All correct 5)
60. People should **constantly** 1)/ upgrade their **skills** 2)/ in order to be **effective** 3)/ and **efficient** 4)/. All correct 5)
61. Every **single** 1)/ decision will be **reveiwd** 2)/ at the **regular** 3)/ **monthly** 4)/ meeting. All correct 5)
62. We **often** 1)/ ask our customers to give us their **opinions** 2)/ and **suggestions** 3)/ for **improvement** 4)/. All correct 5)
63. I tried to **convince** 1)/ him that the **situation** 2)/ was not as **worse** 3)/ as it **appeared** 4)/. All correct 5)
64. **Underneath** 1)/ the new **law** 2)/ the managing director will no **longer** 3)/ be **appointed** 4)/ by the government. All correct 5)
65. After the meeting I **discussed** 1)/ the **issue** 2)/ with my **colleagues** 3)/ who were very **helpfull** 4)/. All correct 5)
66. Inspite of my **attempts** 1)/ to **encourage** 2)/ him to **continue** 3)/ **studying** 4)/ he decided to take up a job. All correct 5)
67. This is the first time that he has been **selected** 1)/ to give a **speech** 2)/ at the **anual** 3)/ **conference** 4)/. All correct 5)
68. To find a **solution** 1)/ to the problem, we **met** 2)/ daily after work and **contributed** 3)/ our **ideals** 4)/. All correct 5)
69. In my opinion it will be **difficullt** 1)/ to **persuade** 2)/ the employees to **accept** 3)/ these **changes** 4)/ in the rules. All correct 5)
70. After the **presentation** 1)/ it was **clearly** 2)/ that they were not **interested** 3)/ in **financing** 4)/ the project. All correct 5)
71. We are now facing **stiff** 1)/ **competing** 2)/ from foreign companies **manufacturing** 3)/ **similar** 4)/ products. All correct 5)
72. I have **mentioned** 1)/ this case to **indicate**

- 2)/ how **deliberate** 3)/ it will be to achieve our **goal** 4)/. All correct 5)
73. Today, **thank** 1)/ to our **support** 2)/she has **managed** 3)/ to **purchase** 4)/ her own house. All correct 5)
74. As per your **request** 1)/ this is a **detail** 2)/ list of our **basic** 3)/ **requirements** 4)/. All correct 5)
75. The final **decision** 1)/ of **whether** 2)/to go **ahead** 3)/ or not does not **rest** 4)/ with the manager. All correct 5)
76. It is **true** 1)/ that credit card companies cannot **import** 2)/ **such** 3)/ high **charges** 4)/ on customers. All correct 5)
77. In our opinion these **norms** 1)/ are not **applicant** 2)/ in this **kind** 3)/ of **situation** 4)/ All correct 5)
78. The government is **trying** 1)/ to **control** 2)/ the price **raise** 3)/ but this is not the method it should **adopt** 4)/. All correct 5)
79. **To ensure** 1)/ there has been no **fraud** 2)/ the accounts of the **previous** 3)/ year need to be **carelessly** 4)/ examined. All correct 5)
80. In this time of recession you should **consider** 1)/ the **possibility** 2)/ of **reducing** 3)/ your **expenditure** 4)/. All correct 5)
81. It is **impossible** 1)/ to **complete** 2)/ the **entire** 3)/ project within the **specified** 4)/ time frame. All correct 5)
82. The Government is **certain** 1)/ to **amend** 2)/ the law to **prevail** 3)/ the **crisis** 4)/. All correct 5)
83. **Except** 1)/ for a few, the **majority** 2)/ of our staff has been **recruited** 3)/ **locally** 4)/. All correct 5)
84. They **patiently** 1)/ **explained** 2)/ the **procedure** 3)/ for **appling** 4)/ for a loan to the villagers. All correct 5)
85. One can **succeed** 1)/ in business **unless** 2)/ one is **prepared** 3)/ to take **risks** 4)/. All correct 5)
86. **Explain** 1)/ why you **believe** 2)/ these **practices** 3)/ should be **discontinued**. 4)/ All correct 5)
87. If you **employ** 1)/ more **systematic** 2)/ **methods** 3)/ you **can lesser** your costs. 4)/ All correct 5)
88. On the **basics** 1)/ of this **data** 2)/ it is **worthwhile** 3)/ to take this **risk** 4)/ All correct 5)
89. Our **present** 1)/ projects are **running** 2)/ on **schedule** 3)/ and will be **completely** on time, 4)/ All correct 5)
90. We have **noticed** 1)/ you in **advance** 2)/ **regarding** 3)/ the **regional** 4)/ manager's conference. All correct 5)
91. A **good** 1)/ leader is of **prime** 2)/ importance for **develop** 3)/ of any **organisation** 4)/. All correct 5)
92. Rajan **would** 1)/ **pick** 2)/ up his children **from** 3)/ the school and **superwise** 4)/ their homework. All correct 5)
93. The milk **vendor** 1)/ studied **hard** 2)/ for four years before **topped** 3)/the national **level** 4)/ exam. All correct 5)
94. The **issues** 1)/ of hunger and **poorty** 2)/ are left **behind** 3)/ as we have **progressed** 4)/ in technology. All correct 5)
95. Indian **peoples** 1)/ **invest** 2)/ as **much** 3)/ in gold as in bank savings **accounts** 4)/. All correct 5)
96. **Opportunities** 1)/ **multiply** 2)/ when they are **seized** 3)/ and **die** 4)/ when they are not. All correct 5)
97. He **realized** 1)/ he was **alone** 2)/ in the house and **rushed** 3)/ to **bolt** 4)/all the doors and windows. All correct 5)
98. The **information** 1)/ **provided** 2)/ to the staff was not **adecuate** 3)/ and everyone **retaliated**. 4)/ All correct 5)
99. **Worried** 1)/ that he will fail in the exams, Satish **stayed** 2)/ up the whole **knight** 3)/ and **studied**. 4)/ All correct 5)
100. Thomas could not **cook** 1)/very well and thus had to **stay** 2)/ food **from** 3)/ a **restaurant**. 4)/ All correct 5)
101. As it was the **tenth** 1)/ day of the **festival** 2)/ the **constables** 3)/ on duty were **tried** 4)/ of patrolling. All correct 5)
102. Rita was **tending** 1)/ to her **flower** 2)/ beds with **joy** 3)/ and **pride**. 4)/ All correct 5)
103. The most **wonderfullest** 1)/ thing about **miracles** 2)/ is that they **sometimes** 3)/ **happen**. 4)/All correct 5)
104. It is **better** 1)/ to **die** 2)/ on your feet **then** 3)/ **live** 4)/ on your knees. All correct 5)
105. He **glanced** 1)/ around the room **suspisiously**, 2)/ sure they **were** 3)/ hiding **somewhere**. 4)/ All correct 5)
106. They failed to **adhear** 1)/ to the terms of the **agreement** 2)/ on which **they** 3)/ had agreed **upon** 4)/ earlier. All correct 5)
107. The main **problem** 1)/ of education is **that** 2)/ it is not **excessible** 3)/ to all the people **conveniently**. 4)/ All correct 5)
108. Last night the **ambassador** 1)/ was **summoned** 2)/ to the foreign office to **discuss** 3)/ the **cricis**. 4)/ All correct 5)
109. He was an **amature** 1)/ singer **till** 2)/ the age of forty, **when** 3)/ he turned a **professional**. 4)/ All correct 5)
110. It never **ceases** 1)/ to **amazing** 2)/ me how he can talk for so long without **ever** 3)/ saying **anything** interesting. 4)/ All correct 5)
111. **Although** 1)/ it was the first time the King had **lead** 2)/ his troupes to the battle, he **showed** 3)/ **remarkable** 4)/ courage. All correct 5)
112. As the dinner was **ready** 1)/ the hosts

- requested 2)/ everyone to **precede** 3)/ to the **dining** 4)/ hall. All correct 5)
113. The police **stopped** 1)/ him and asked for the **lisence** 2)/ which he **unfortunately** 3)/ did not carry while **going** 4)/ for the drive. All correct 5)
114. His father **thought** 1)/ that he had more **potential** 2)/ to **become** 3)/ an engineer **then** 4)/ a doctor. All correct 5)
115. The doctors at the hospital **says** 1)/ that he will be **absolutely** 2)/ fine within a week's time, **given** 3)/ that he follows their **advice**. 4)/ All correct 5)
116. He was **unable** 1)/ to give a **satisfactory** 2)/ explanation for his **absense** 3)/ from the **meeting**. 4)/ All correct 5)
117. **Much** 1)/ countries are starting to **turn** 2)/ their **attention** 3)/ to new **sources** 4)/ of energy. All correct 5)
118. As the ship was **sinking** 1)/ fast, the **captain** 2)/ gave orders to **abandon** 3)/ it **immediately**. 4)/ All correct 5)
119. The **council** 1)/ denied having any **hand** 2)/ in the **recently** 3)/ unearthed **scandle**. 4)/ All correct 5)
120. **Their** 1)/ has been a series of **abductions** 2)/ of young **children** 3)/ of the schools in the **area** 4)/ All correct 5)
121. In such **circumstanses** 1)/ do not take **unnecessary** 2)/ **risks** 3)/ with your **savings** 4)/ All correct 5)
122. RBI is **unwilling** 1)/ to **enforce** 2)/ these regulations as these will **discourage** 3)/ **investment** 4)/. All correct 5)
123. Many Indian firms have **entry** 1)/ into **partnership** 2)/ with **foreign** 3)/ ones of **late** 4)/. All correct 5)
124. This is a **prime** 1)/ **example** 2)/ of what the government can **achieve** 3)/ if it is **determine** 4)/. All correct 5)
125. They **managed** 1)/ to **accomplice** 2)/ this by **coming** 3)/ up with **unique** 4)/ schemes. All correct 5)
126. He was a **member** 1)/ of the **orignal** 2)/ committee which **drafted** 3)/ these **recommendations** 4)/. All correct 5)
127. Do not **precede** 1)/ with the **transfer** 2)/ of funds until you receive **further** 3)/ **instructions** 4)/. All correct 5)
128. Our branch is **located** 1)/ in a **remote** 2)/ area where water is **scarcity** 3)/ **available** 4)/. All correct 5)
129. To **gain** 1)/ their **support**, 2)/ you must **convenience** 3)/ them of the **benefits** 4)/ of the proposal. All correct 5)
130. The deal we **negotiated** 1)/ has not been **approved** 2)/ by RBI and **needs** 3)/ to be **revized** 4)/. All correct 5)
131. He **found** 1)/ the company in 1980 to **provide** 2)/ electricity to people **living** 3)/ in rural areas 4)/. All correct 5)
132. **Salaries** 1)/ of bank **employees** 2)/ are **likely** 3)/ to go **above** 4)/ by ten per cent. All correct 5)
133. The Chairman has **promissed** 1)/ to **look** 2)/ into the **matter** 3)/ and take **necessary** 4)/ action. All correct 5)
134. **Since** 1)/ the interest rate on bank deposits is **low** 2)/ at present, people **prefer** 3)/ to deposit their **savings** 4)/ in post office schemes. All correct 5)
135. **Most** 1)/ projects are **delayed** 2)/ because of the **absents** 3)/ of proper **planning** 4)/. All correct 5)
136. A large number of **celebrities** 1)/ have joined an NGO **involved** 2)/ in the movement for **protection** 3)/ of animal **writes** 4)/. All correct 5)
137. The teacher liked the **poem** 1)/ so much that she **requested** 2)/ Saba to read it **allowed** 3)/ to the **whole** 4)/ class. All correct 5)
138. As the wind **blue** 1)/ harder every **minute**, 2)/ people got a **fairly** 3)/ good idea that a storm was **approaching** 4)/ the town. All correct 5)
139. The family had to **bear** 1)/ a leaky **sealing** 2)/ throughout the rainy **season** 3)/ as they could not **afford** 4)/ to get it repaired. All correct 5)
140. **Breathe** 1)/ deeply and inhale the **sents** 2)/ of roses and daisies in the landscaped **gardens** 3)/ **surrounding** 4)/ my house. All correct 5)
141. **Drivers** 1)/ who **exceed** 2)/ the speed **limit** 3)/ are duly **find** 4)/ by the traffic police personnel. All correct 5)
142. This **project** 1)/ is in its final **faze** 2)/ of completion and is **expected** 3)/ to be **ready** 4)/ by the end of this year. All correct 5)
143. The **bored** 1)/ of governors **meets** 2)/ once every month to **discuss** 3)/ the organisation's **policy** 4)/. All correct 5)
144. There was a **slight** 1)/ **reduction** 2)/ in his **wait** 3)/ after almost a **week** 4)/ of strict dieting. All correct 5)
145. He has not been able to **attend** 1)/ the **office** 2)/ for last **four** 3)/ days because he is **suffering** 4)/ from fever. All correct 5)
146. Ways and Means Advances is a **facility** 1)/ under which the government can **borrow** 2)/ from RBI to meet its **revenue** 3)/ **requirments** 4)/. All correct 5)
147. We are **finding** 1)/ it difficult to meet our **targets** 2)/ because of **short** 3)/ of **funds** 4)/. All correct 5)
148. The company has **received** 1)/ a good **responds** 2)/ from people who have **started** 3)/ using its new **services** 4)/. All correct 5)
149. The government has **ready** 1)/ **adopted** 2)/ many **recommendations** 3)/ of the Narsimhan Committee on banking sector **reforms** 4)/. All correct 5)

150. Statistics are **crucial** 1)/ for the government to **frame** 2)/ **effective** 3)/ **policies** 4)/. All correct 5)
151. **Besides** 1)/ the duties of **compassion** 2)/ **harmlessness** and 3)/ **forgiveness** there are still duties that we owe to others 4)/. All correct 5)
152. There was once a Brahmana who had made a **vow** 1)/ that he would only eat food that he **could** 2)/ **gather** 3)/ in the **feilds** 4)/. All correct 5)
153. By far the most **urgent** 1)/ need of industry in **journal** 2)/ and of IT industry in **particular** 3)/ is the need for **skilled** 4) / manpower. All correct 5)
154. The King gave **away** 1)/ all that he had, and he and his **family** 2)/ went without food so that they **might** 3)/ feed the **hungry**. 4)/ All correct 5)
155. We must **feal** 1)/ love for all, no **matter** 2)/ **whether** 3)/ they are of our own family or **strangers** or whether they are rich or **poor** 4)/ All correct 5)
156. **Quality** 1)/ is never an **accident** 2)/ and is always the result of **intelligent** 3)/ **effort** 4)/. All correct 5)
157. Sharad **consoled** 1)/ Vijay and **asured** 2)/ him that his son would **return** 3)/ home by **sunset** 4)/. All correct 5)
158. One of the monkeys was **keeping** 1)/ a **track** 2)/ of the **things** 3)/ done by the king's men from a **distance** 4)/. All correct 5)
159. The Swan lived in a **pawnd** 1)/and had **striking** 2)/ **golden** 3)/ **feathers** 4)/. All correct 5)
160. The mother and her **daughter** 1)/ were happily selling milk which got them **enough** 2)/ money to **leed** 3)/ a **comfortable** 4)/ life. All correct 5)
161. **Information** 1)/ about the **exam** 2)/ was **displaid** 3)/ on the **notice** 4)/ board. All correct 5)
162. Richa **promised** 1)/ to **kleen** 2)/ her **room** 3)/ on **Sunday** 4)/. All correct 5)
163. The **robbers** 1)/ tried to **get** 2)/ into the **house** 3)/ through the **balcony** 4)/. All correct 5)
164. The **strike** 1)/ continued for three days, **because** 2)/of which the **company** 3)/ underwent a **huge** 4)/ loss. All correct 5)
165. **There** 1)/ were **many** 2)/ **seagulls** 3)/ on the **beach** 4)/. All correct 5)
166. The **completion** 1)/ of the **tunnel** 2)/ has been **held** 3)/ up **owning** 4)/ to a strike. All correct 5)
167. The **Directr** 1)/ spoke clearly and **distinctly**,2)/ therefore the **audience** 3)/ could **understand** 4)/every word he spoke. All correct 5)
168. Shall I **write** 1)/ a **lettr** 2)/ to him or would you **prefer** 3)/ to **call** 4)/ him? All correct 5).
169. It has always been the **policy** 1)/ of the **company** 2)/ to promote **existing** 3)/ staff to senior **positions** 4)/. All correct 5)
170. The **tennis** 1)/ and cricket **matches** 2)/were **interpted** 3)/as it **began** 4)/to rain. All correct 5)
171. The **car** 1)/ was **praked** 2)/ **near** 3)/ her **building** 4)/. All correct 5)
172. A **vaccination** 1)/drive was **held** 2)/to prevent the **outbreak** 3)/of an **epidemic** 4)/. All correct 5)
173. Lina **was** 1)/the **first** 2)/one to **reech** 3)/ the **venue** 4)/. All correct 5)
174. She **could** 1)/ not **attend** 2)/ the **function** 3)/ as her flight got **canselled** 4)/. All correct 5)
175. Mohan **trried** 1)/to **help** 2)/but his **friend** 3)/ refused to take his **help** 4)/. All correct 5)
176. The organization **preferred** 1)/ to hire **locale** 2)/ population as they understood the **language** 3)/ and customer **preferences**. 4)/All correct 5)
177. In our opinion the **exicting** 1)/ **assessment** 2)/ system required **immediate** 3)/ **revision**. 4)/ All correct 5)
178. In **responds** 1)/ to the advertisement a **sizeable** 2)/ number of candidates have **submitted** 3)/ their **applications**. 4)/ All correct 5)
179. There is no **guarantee** 1)/ that if this model is **adopted** 2)/ the **entire** 3)/ **sector** will prosper. 4)/ All correct 5)
180. With this **unique** 1)/ **initiative** 2)/ the company hopes to **sustain** 3)/ its **currant** 4)/ growth rate. All correct 5)
181. The **income** 1)/ of many people in **rural** 2)/ India is not **adequate** 3)/ to **satisfy** 4)/ their basic needs. All correct 5)
182. He is **always** 1)/ **prompt** 2)/ in **caring** 3)/ out **instructions** 4)/. All correct 5)
183. The **revized** 1)/ **rates** 2)/ of interest will be **effective** 3)/ **immediately** 4)/. All correct 5)
184. Such **transactions** 1)/ are **quiet** 2)/ **expensive** 3)/ and time **consuming** 4)/ for customers. All correct 5)
185. The **guidelines** 1)/ of the new **scheme** 2)/ are **expected** 3)/ to be **finally** 4)/soon. All correct 5)
186. We have **incurred** 1)/ an **expense** 2)/ of over fifty **thousands** 3)/ this year **alone** 4)/. All correct 5)
187. World Earth Day is **celeberated** 1)/ as a **means** 2)/ to make people **aware** 3)/ about the **environment** 4)/. All correct 5)
188. The key **issue** 1)/ **discused** 2)/ at the meeting was how to **resolve** 3)/ the food **crisis** 4)/. All correct 5)
189. He **deserves** 1)/ some **recognition** 2)/ for working **diligently** 3)/ for the **passed** 4)/ five years. All correct 5)
190. There are many **employment** 1)/ **opportunities** 2)/ for fresh **graduates** 3)/ in the **market** 4)/ today. All correct 5)
191. There were many **objectives** 1)/ from employees to the **proposal** 2)/ to **amend** 3)/ the **regulations** 4)/. All correct 5)
192. Since he has **provided** 1)/ over **halve** 2)/ the finance for the **infrastructure** 3)/ he should

- be in **charge** 4)/. All correct 5)
193. The scheme **permits** 1)/ **investors** 2)/ to buy the shares from **foreign** 3)/ companies at a **fixed** 4)/ price. All correct 5)
194. A leader who **relies** 1)/ on his team **members** 2)/ for **advice** 3)/ is **respected** 4)/. All correct 5)
195. He is in **complete** 1)/ **agreement** 2)/ with your **analyze** 3)/ of the **situation** 4)/. All correct 5)
196. RBI has **attempted** 1)/ to **spend** 2)/ **financial** 3)/ **awareness** 4)/ through this programme. All correct 5)
197. In order to **succeed** 1)/ it is **crucial** 2)/ for an organisation to **constantly** 3)/ **improve** 4)/. All correct 5)
198. With some **assistance** 1)/ from her son she was **enable** 2)/ to **settle** 3)/ her **debts** 4)/ on time. All correct 5)
199. Though the government **initiated** 1)/ a large **sum** 2)/ of money in the **scheme** 3)/ it was a **failure** 4)/. All correct 5)
200. We have prepared a **detailed** 1)/ report giving **various** 2)/ **solutions** 3)/ to **resort** 4)/ the problem. All correct 5)
201. Under **existing** 1)/ regulations we are not **permitted** 2)/ to **owe** 3)/ more than a forty per cent **share** 4)/ of the family business. All correct 5)
202. In case of any land **dispute** 1)/ panchayat **officials** 2)/ will **determine** 3)/ how the property is to be **dividend** 4)/. All correct 5)
203. The World Bank has **consented** 1)/ to **sanction** 2)/ the **necessary** 3)/ **finance** 4)/ for the project. All correct 5)
204. To **obtain** 1)/ a refund you will have to **fill** 2)/ a **claim** 3)/ with the **appropriate** 4)/ authority. All correct 5)
205. Experts **predict** 1)/ there will be **shortage** 2)/ of **investment** 3)/ in the **infrastructure** 4)/ sector. All correct 5)
206. When the young artist **returned** 1)/ to his village, his family held a **festive** 2)/ dinner on its lawn to celebrate his **triumphant** 3)/ **homecoming** 4)/. All correct 5)
207. She trusted Mira with all her **heart** 1)/ and thus **handled** 2)/ over her **life's** 3)/ savings to her **instantly** 4)/. All correct 5)
208. It is **difficult** 1)/ to see the **picture** 2)/ when you are **inside** 3)/ the **frame** 4)/. All correct 5)
209. Had she not **suppressed** 1)/ all the details of her Company's **project** 2)/ her Company would have **bagged** 3)/ the **contract** 4)/. All correct 5)
210. The **whole** 1)/ time she walked with her child in her arms the only **thing** 2)/ that **worried** 3)/ her was her son's **feature** 4)/. All correct 5)
211. It is not **unusual** 1)/ for guests of the hotel to **carry** 2)/ **souvenirs** 3)/ back with them when they **return** 4)/ to their homes. All correct 5)
212. She **vested** 1)/ her time in **chatting** 2)/ over the phone and **ultimately** 3)/ ended up not **finishing** 4)/ her work. All correct 5)
213. She had not **eaten** 1)/ **anything** 2)/ for a very long time now and her **stomach** 3)/ was **groling** 4)/. All correct 5)
214. Half of the **harm** 1)/ that is done in this **world** 2)/ is due to **people** 3)/ who want to feel **important** 4)/. All correct 5)
215. Life is like a **mirror**; 1)/ smile at it, and it's **charmeng**; 2)/ **frown** 3)/ at it, and it becomes **sinister** 4)/. All correct 5)
216. The designer will **showcash** 1)/ her **collection** 2)/ at an **upcoming** 3)/ **fashion** 4)/ event in the city. All correct 5)
217. Our mind is like a **garden** 1)/ which can either be **intelligently** 2)/ **cultivated** 3)/ or be allowed to run **wilde** 4)/. All correct 5)
218. **Researchers** 1)/ have **identified** 2)/ the early master cells make up the human heart could be used to make **patches** 3)/ to fix **damaged** 4)/ hearts. All correct 5)
219. The girl **spends** 1)/ every **knight** 2)/ studying, as she wants to **graduate** 3)/ from a well known **college** 4)/ with good marks. All correct 5)
220. The next time your gym **instructor** 1)/ tells you to do some **stretching** 2)/ **exersises** 3)/ before starting the **workout**, 4)/ say no. All correct 5)
221. **Discussion** 1)/ is an exchange of **knowledge** 2)/ whereas **argument** 3)/ is a **depiction** 4)/ of ignorance. All correct 5)
222. He was **arrested** 1)/ for the **crime** 2)/ and was **charged** 3)/ with **attempt** 4)/ to murder. All correct 5)
223. **Commit** 1)/ yourself to lifelong **learning** 2)/ as the most **valuable** 3)/ **aset** 4)/ you will have is your mind. All correct 5)
224. **Belive** 1)/ that life is **worth** 2)/ living and your belief will **create** 3)/ the **fact** 4)/. All correct 5)
225. The best **educated** 1)/ human **bing** 2)/ is the one who **understands** 3)/ most about the life in **which** 4)/ he is placed. All correct 5)
226. The city's fashion-conscious **ladies** 1)/ came together at a city hotel to check out an **exhibition** 2)/ by **various** 3)/ **designers** 4)/ and labels. All correct 5)
227. The ministry's **proposal** 1)/ for an **autonomous** 2)/ overarching **authority** 3)/ for higher education and research was finally **approval** 4)/. All correct 5)
228. **Silense** 1)/ is to **retreat** 2)/ in wordless prayer, **gazing** 3)/ out the window of your heart, and going for slow **meandering** 4)/ walks in a garden. All correct 5)
229. A majority of Army tanks continue to **grope** 1)/ in the dark, **stricken** 2)/ as they are with an **ecute** 3)/ case of night **blindness** 4)/. All correct 5)
230. Back home, the ever **affable** 1)/ Bollywood singer

- shares the **excitement** 2)/ of **having** 3)/ **performed** 4)/ at the Royal Hall in London. All correct 5)
231. Even though the state has been **witnessing** 1)/ deaths on a daily **basis**, 2)/ it has not **hindered** 3)/ the **festivity** 4)/ spirit of the people. All correct 5)
232. The player was **arrested** 1)/ for **kicking** 2)/ and **punching** 3)/ a driver outside a fast-food **outlet** 4)/ in the city. All correct 5)
233. The clever **disciple** 1)/ had decided to **proved** 2)/ his skills by **reciting** 3)/ the holy **verse** 3)/ from the book. All correct 5)
234. In just one year Beena has **gained** 1)/ around eight **kilograms** 2)/ and doctors fear she might be **prune** 3)/ to heart-related **ailments** 4)/. All correct 5)
235. On being **threatened** 1)/ by the king's servants, the poor **gardener** 2)/ **blurted** 3)/ out that he had stolen the **jewels** 4)/. All correct 5)
236. It is indeed **recommendable** 1)/ that the apex court has **deemed** 2)/ it necessary to remind the government of its duties in **promoting** 3)/ education and **investing** 4)/ in it. All correct 5)
237. The **perception** 1)/ of animal life was even more **ambiguous** 2)/ because of **anthropomorphic** 3)/ **characterisations** of animal behaviour 4)/ All correct 5)
238. Policy of **permitting** 1)/ **legal** 2)/ import of gold has **stimulated** 3)/ its **consumation** 4)/. All correct 5)
239. His **continually** 1)/ **defending** 2)/ his stand on the issue has **risen** 3)/ **doubts** in the mind of the jury 4)/. All correct 5)
240. The government's strategy to **encourage** 1)/ **entrepreneurship** 2)/ gathers **momentum** 3)/ with **unenviaged** 4)/ response. All correct 5)
241. The **roll** 1)/ of the institute is to provide technical support to other institutions and to constantly **monitor** 2)/ their **facilities** 3)/ and **performance**. 4)/ All correct 5)
242. The **competitive** 1)/ edge for **survival** 2)/ **lays** 3)/ in the **effective** 4)/ use of information technology. All correct 5)
243. The most **popular** 1)/ method **adopted** 2)/ by an organisation to **communicate** 3)/ job vacancies to the public is through **advertisement**. 4)/ All correct 5)
244. The act of **extending** 1)/ **preferential** 2)/ treatment to service providers was **high** 3)/ **appreciated**. 4)/ All correct 5)
245. The **significant** 1)/ **future** 2)/ is that none of the ancient Indian scientists **claimed** 3)/ **originality** 4)/ of their theories. All correct 5)
246. **Owing** 1)/ to **scarsity** 2)/ of water, the **metropolitan** 3)/ city of Mumbai is passing **through** 4)/ a hard time. All correct 5)
247. I **repriminded** 1)/ him for using **humiliating** 2)/ language while **addressing** 3)/ the **audience**. 4)/ All correct 5)
248. I appealed 1)/ to her to look after my children 2)/ during my absence 3)/ and she acceded to my request. 4)/ All correct 5)
249. You have **absolutely** 1)/ no **authority** 2)/ to **interphere** 3)/ in my **affairs**. 4)/ All correct 5)
250. This time I was **compelled** 1)/ to leave him **unpunished** 2)/ although he deserved **severe** 3)/ punishment for **breech** of rules. 4)/ All correct 5)
251. The cinema **transforms** 1)/ **abstract** 2)/ **themes** 3)/ into **concret** stories. 4)/ All correct 5)
252. He **adviced** 1)/ me not to **pick** 2)/ up **quarrel** 3)/ with neighbours on **trivial** matters. 4)/ All correct 5)
253. Imported items are **costlier** 1)/ than **there** 2)/ **domestic** 3)/ **counterparts** 4)/. All correct 5)
254. **Although** 1)/ I was paid **significantly** 2)/ low, I found my salary to be **insufficient** 3)/ or rather **adequate**. 4)/ All correct 5)
255. An **exhorbitantly** 1)/ rigid attitude may **prove** 2)/ very **dangerous**, 3)/ even **fatal** 4)/. All correct 5)
256. There is hardly any **resemblance** 1)/ between the **faces** 2)/ of the so-called **identical** 3)/ **twins** 4)/. All correct 5)
257. India has **progressed** 1)/ **remarkbly** 2)/ in **exercising** 3)/ our commitments in international **affair** 4)/. All correct 5)
258. They **vouched** 1)/ to **lunch** 2)/ the **programme** 3)/ without much **fanfare** 4)/. All correct 5)
259. The Government officials appear to be **committed** 1)/ to **implement** 2)/ the poverty **elevation** 3)/ project with due **sincerity** 4)/. All correct 5)
260. Preventive **majors** 1)/ have **controlled** 2)/ the **enormous** 3)/ growth rate of **terrorist** 4)/ activities. All correct 5)
261. **Tackling** 1)/ **potentially** 2)/ **violent** 3)/ **creaminals** 4)/ is not free from risk. All correct 5)
262. With the **unusually** 1)/ heavy rainfall, the **prediction** 2)/ made by **meteorological** 3)/ department was **proved** 4)/ wrong. All correct 5)
263. The economic **imperatives** 1)/ for **acquiring** 2)/ technological strengths do not **warrant** 3)/ **repeatition** 4)/ here. All correct 5)
264. The combination of a base of imported technology and **capabilities** 1)/ built up **indigenous** 2)/ led **initially** 3)/ to product and process **involvement** 4)/. All correct 5)
265. If a country does not learn to **master** 1)/ these new realities of life, our **aspirations** 2)/ to ensure the **prosperity** 3)/ of our people may come to **not** 4)/. All correct 5)
266. Since vegetable and fruit **consumtion** 1)/ will increase in future, an **appropriate** 2)/ choice

- considering **agro-climate** 3)/ input needs and economic **returns** 4)/ should be arrived at for every region. All correct 5)
267. An **environmental** 1)/ **concern** 2)/ that is likely to have **implications** 3)/ for Indian agriculture is the **emission** 4)/ of gases like methane and carbon dioxide. All correct 5)
268. The **turgid** 1)/ **article** 2)/ on liberalization is very **complicated** 3)/ to **following** 4)/. All correct 5)
269. The **suspicion** 1)/ was **paralysed** 2)/ due to the impact of the **tortuous** 3)/ **interrogation** 4)/. All correct 5)
270. While **convincing** 1)/ others about false claims, he **maintains** 2)/ a **strait** 3)/ **face** 4)/. All correct 5)
271. Due to **financial** 1)/ **constreints**, 2)/ I can't help you **solve** 3)/ your **problems** 4)/. All correct 5)
272. **Meditation** 1)/ **enables** 2)/ us to acquire **piece** 3)/ and **tranquility** 4)/. All correct 5)
273. Sania **competed** 1)/ with the **excellent** 2)/ players from each state in our **country** 3)/ and won the first **prize** 4)/. All correct 5)
274. The **approach** 1)/ of parents' **participation** 2)/ in education **acknowledges** 3)/ the social **dimensions** 4)/ of this issue. All correct 5)
275. Vinayak is a **shrewd** 1)/ person, any **moment** 2)/ he may **create** 3)/ a **truoble** 4)/ for you. All correct 5)
276. An **exclucive** 1)/ proposal will be **presented** 2)/ for discussion and **favourable** 3)/ **consideration** 4)/. All correct 5)
277. After **several** 1)/ rounds of **negotiations** 2)/ the flat owner **axceeded** 3)/ to our **request** 4)/. All correct 5)
278. Mr Banerjee is a **popular** 1)/ leader since he **deligates** 2)/ **authority** 3)/ to his **subordinates** 4)/. All correct 5)
279. The manager was **accompanied** 1)/ by **several** 2)/ experts when he **surveyed** 3)/ the **devastation** 4)/ caused by the fire. All correct 5)
280. He **failed** 1)/ to **secure** 2)/ that **crucial** 3)/ contract so he **loss** 4)/ his job. All correct 5)
281. The **presents** 1)/ of all **parties** 2)/ **involved** 3)/ in the dispute is **essential** 4)/. All correct 5)
282. Mahesh has taken a **momentous** 1)/ decision to sell his very **profitible** 2)/ **business** 3)/ to his biggest **rival** 4)/. All correct 5)
283. The **entire** 1)/ **process** 2)/ of **assiging** 3)/ projects has **undergone** 4)/ a change. All correct 5)
284. In his speech Mr Leeladhar **revealed** 1)/ that banks have to **comply** 2)/ with Basel **norms** 3)/ **last** by March next year. All correct 5)
285. The **scheme** 1)/ was **launched** to **allow** 3)/ a customer to know the **states** 4)/ of his loan application. All correct 5)
286. The **objective** 1)/ of the seminar was to **raise** 2)/ **awareness** 3)/ about the **consequenses** 4)/ of corruption. All correct 5)
287. The government is **commited** 1)/ to providing world-class infrastructure to **sustain** 2)/ **extensive** 3)/ **growth** 4)/ of industries. All correct 5)
288. **Non-communicable** 1)/ **diseases** 2)/ are a **major** 3)/ **concerned** 4)/ for people in this region. All correct 5)
289. The industry is **poised** 1)/ for a **quantum** 2)/ jump as it has ventured into Indian markets which have **excellent** 3)/ growth **opportunities** 4)/. All correct 5)
290. The Government administration is required to **undergo** 1)/ a **radicle** 2)/ **transformation** for better service **orientation** 4)/. All correct 5)
291. The **squwad** 1)/ that was entrusted with the task of **detection** 2)/ of explosives and their **neutralization** 3)/ has completed the **assignment** 4)/. All correct 5)
292. The **equipments** 1)/ used for **surveillance** 2)/ must be **reliability** 3)/ and of **appropriate** 4)/ quality. All correct 5)
293. We are **aware** 1)/ that the funds have been utilised to meet **working** 2)/ **capitel** 3)/ **expenditure** 4)/. All correct 5)
294. The slowdown of the global economy should be **considired** 1)/ an **opportunity** 2)/ **rather** than a **challenge** 4)/. All correct 5)
295. The **conversion** 1)/ of large investment banks into **commercial** 2)/ banks meant that there were **fewer** 3)/ employers in the **sector** 4)/. All correct 5)
296. Employees **frequently** 1)/ avail of loan **facilites** 2)/ **provided** 3)/ by their employers at **reduced** 4)/ rates of interest. All correct 5)
297. This **outlet** 1)/ of the multinational company is **expected** 2)/ to employ **additional** 3)/ **personal** 4)/. All correct 5)
298. We plan to complete the **exhaustive** 1)/ **performance** 2)/ **review** 3)/ **undertook** 4)/ by us by next week. All correct 5)
299. Home loan **borrowers** 1)/ will be **definitely** 2)/ **affected** 3)/ since banks have raised their **lending** 4)/ rates of interest. All correct 5)
300. The Finance Minister has **impressed** 1)/ **satisfaction** 2)/ over the **progress** 3)/ made by **regional** 4)/ rural banks. All correct 5)
301. If they want to **maintain** 1)/ their current rate of **expansion** 2)/ they have to **consider** 3)/ these **parametres** 4)/. All correct 5)
302. India's **overall** 1)/ trade **defecit** 2)/ **continues** 3)/ to be a major source of concern for **analysts** 4)/. All correct 5)
303. After **several** 1)/ rounds of **discussions** 2)/ the Manager **assented** 3)/ to our **proposal** 4)/. All correct 5)
304. The **indafatigable** 1)/ zeal and **fearlessness**

- 2)/ with which the youth worked **rejoiced** 3)/ me beyond **measure** 4)/. All correct 5)
305. He **sliped** 1)/ away in the **night** 2)/ and **reached** 3)/ there in the **morning** 4)/. All correct
306. He let the **laugher** 1)/ wash **away** 2)/ the **tension** 3)/ and then **held** 4)/ up her hand. All correct 5)
307. The author also **advocated** 1)/ fresh **vegetable** 2)/ and **fruits** 3)/ as **naturel** 4)/ diet of aged peoples. All correct 5)
308. The **document** 1)/ he gave me was long and **complicated** 2)/ and I **struggled** 3)/ to **understand** 4)/ it. All correct 5)
309. We shall have to **await** 1)/ and see if these **measures** 2)/ are **sufficient** 3)/ to **address** 4)/ the problem. All correct 5)
310. They are **negotiating** 1)/ to try and **reach** 2)/ an agreement which will **beneficial** 3)/ everyone **concerned** 4)/. All correct 5)
311. The company has **decided** 1)/ to **allott** 2)/ a **substantial** 3)/ **portion** 4)/ of its profits to research and development. All correct 5)
312. It **remains** 1)/ to be seen **whether** 2)/ these **reforms** 2)/ will be **acceptable** 4)/ by the Board. All correct 5)
313. His main **reasoning** 1)/ for **applying** 2)/ for this promotion is the **possibility** 3)/ of an overseas **posting** 4)/. All correct 5)
314. Since our financial **resources** 1)/ are **limitless** 2)/ we cannot **afford** 3)/ this **alternative**. All correct 5)
315. Your marketing **strategy** 1)/ should be **devised** 2)/ **dependent** 3)/ on the kind of business you **own**. All correct 5)
316. To better understand the **challenges** 1)/ of starting a new **venture** 2)/ he **read** up **extensively** 4)/. All correct 5)
317. The file **contents** 1)/ a **revised** 2)/ **estimate** 3)/ of the banking industry's manpower **requirements** 4)/ for the next year. All correct 5)
318. Though these programmes have **proved** 1)/ to be **extremely** 2)/ **effective** 3)/ they do have certain **drawbacks** 4)/. All correct 5)
319. Any **failure** 1)/ to **complicit** 2)/ with these **fundamental** 3)/ regulations will result in a **fine** 4)/. All correct 5)
320. Every organisation needs to be **proactive** 1)/ in **devising** 2)/ **stratergies** 3)/ to ensure the **retention** 4)/ of staff. All correct 5)
321. According to these **estimates** 1)/ our **profitable** 2)/ **margin** 3)/ will be higher if we **adopt** 4)/ this approach. All correct 5)
322. In order to **confront** 1)/ the **threat** 2)/ of global warming it is **imperative** 3)/ that we work **altogether** 4)/. All correct 5)
323. This firm which is **based** 1)/ in France is **prepared** 2)/ to **finance** 3)/ small Indian businesses which **produce** 4)/ environment-friendly products. All correct 5)
324. Despite **intense** 1)/ **pressure** 2)/ from his superiors he refused to **discloze** 3)/ the **findings** 4)/ of the report. All correct 5)
325. Corporates have benefited **tremendously** 1)/ from the government's **timely** 2)/ decision to **waive** 3)/ various **tax** 4)/. All correct 5)
326. Since you are **unable** 1)/ to repay the loan you have no **alternate** 2)/ but to **seek** 3)/ an **extension** 4)/. All correct 5)
327. A **major** 1)/ **disadvantage** 2)/ of this deal is that we shall have to **bear** 3)/ the **cost** 4)/ of training. All correct 5)
328. The bank's **fluctuating** 1)/ performance over the **prior** 2)/ year has been a **major** 3)/ **cause** 4)/ for concern. All correct 5)
329. An economy **relies** 1)/ on its **access** 2)/ to **dependable** 3)/ and **affordable** 4)/ sources of energy. All correct 5)
330. Researches have used data **prevalent** 1)/ to manufacturing companies to **illustrate** 2)/ the **harmful** 3)/ **impacts** 4)/ of technology on the environment. All correct 5)
331. Such a **situation** 1)/ is neither **feasible** 2)/ nor **desirable** 3)/ in a democratic country like **ours** 4)/. All correct 5)
332. The **gradual** 1)/ **withdrawal** 2)/ of such **safety** 3)/ **mechanisims** 4)/ will affect small and medium industries the most. All correct 5)
333. In order to **curtale** 1)/ the **substantial** 2)/ export of iron ore **recently** 3)/ the government has **imposed** 4)/ an export tax All correct 5)
334. **Several** 1)/ **mediam** 2)/ and small **sized** 3)/ companies successfully **survived** 4)/ the global financial crisis of 2008. All correct 5)
335. One of the **tangible** 1)/ **benefits** 2)/ of **appearing** 3)/ for a loan under this scheme is the interest rate **concessions** 4)/ All correct 5)
336. With **effect** 1)/ from April, non-banking finance companies with good **performances** 2)/ may be **granted** 3)/ licences to **convert** 4)/ into banks. All correct 5)
337. In 2009, the **largest** 1)/ **remittances** 2)/ sent to India were from **oversees** 3)/ Indians **living** 4)/ in North America. All correct 5)

Answers and explanations

1. 3; The correct spelling is 'efforts'.
2. 4; The correct spelling is 'noble'.
3. 5; All correct.
4. 1; The correct spelling is 'profound'.
5. 2; The correct spelling is 'fragrant'.
6. 1; The correct spelling is 'liable'.
7. 2; The word 'outcome' should be used in place of 'understanding'.
8. 2; The correct spelling is 'role'.
9. 5; All correct.
10. 3; The correct spelling is 'instant'.
11. 2; The correct spelling is 'assist'.
12. 1; Replace 'disabled' with 'capable'.
13. 3; The correct spelling is 'incurred'.
14. 3; The correct spelling is 'prior'.
15. 4; The correct spelling is 'decision'.
16. 1; The correct spelling is 'importance'.
17. 1; The appropriate word should be 'risky'.
18. 2; The correct spelling is 'increasing'.
19. 4; The correct spelling is 'colleagues'.
20. 3; The correct spelling is 'volume'.
21. 5; All correct.
22. 4; The correct spelling is 'disaster'.
23. 1; The correct spelling is 'messengers'.
24. 1; The appropriate word is 'shed'.
25. 3; The correct spelling is 'earthquake'.
26. 3; The correct spelling is 'impact'.
27. 4; The correct spelling is 'required'.
28. 5; All correct.
29. 2; The appropriate word is 'willing'.
30. 1; The appropriate word is 'half'.
31. 1; The correct spelling is 'goal'.
32. 3; The correct spelling is 'cause'.
33. 4; The correct spelling is 'dividends'.
34. 5; All correct.
35. 2; The appropriate word should be 'profitability'.
36. 4; The appropriate word is 'career'.
37. 3; The correct spelling is 'revenue'.
38. 5; All correct.
39. 1; The correct spelling is 'rely'.
40. 1; The appropriate word is 'possibility'.
41. 4; Replace the word 'reserves' with 'reserve'.
42. 4; Replace the word 'successively' with 'successfully'.
43. 3; The correct spelling is 'crisis'.
44. 2; The correct spelling is 'acquire'.
45. 1; The correct spelling is 'panel'.
46. 5; All correct.
47. 3; The correct spelling is 'controversial'.
48. 1; The appropriate word should be 'floor'.
49. 4; The correct spelling is 'chasing'.
50. 2; The appropriate word should be 'dare'.
51. 1; Replace 'latest' with 'last'.
52. 5; All correct.
53. 4; Replace 'foreigner' with 'foreign'.
54. 2; Replace 'suppose' with 'supposed'.
55. 3; The correct spelling is 'expenses'.
56. 2; The correct spelling is 'major'.
57. 1; The correct spelling is 'appears'.
58. 5; All correct.
59. 4; Replace 'attracted' with 'attractive'.
60. 5; All correct.
61. 2; The correct spelling is 'reviewed'.
62. 5; All correct.
63. 3; Change 'worse' to 'bad'.
64. 1; Change 'underneath' to 'under' or 'As per' or 'According to'.
65. 4; Change 'helpfull' to 'helpful'.
66. 4; Replace 'studying' with 'study'.
67. 3; The correct spelling is 'annual'.
68. 4; Replace 'ideals' with 'ideas'.
69. 5; All correct.
70. 2; Replace 'clearly' with 'clear'.
71. 2; The word 'competing' is inappropriately used. The correct word is 'competition'.
72. 3; The correct spelling is 'deliberate'.
73. 5; All correct.
74. 2; Replace 'detail' with 'detailed'.
75. 5; All correct.
76. 2; Replace the word 'import' with 'impose'.
77. 2; Replace 'applicant' with 'applicable'.
78. 3; Replace 'raise' with 'rise'.
79. 4; Replace 'carelessly' with 'carefully'.
80. 5; All correct.
81. 5; All correct.
82. 3; Replace 'prevail' with 'solve'.
83. 5; All correct.
84. 4; The correct spelling is 'applying'.
85. 5; All correct.
86. 4; It is proper to use 'prohibited'.
87. 4; It is proper to use 'lessen'.
88. 1; It is appropriate to use 'basis'.
89. 4; It is proper to use 'completed'.
90. 3; It is proper to use 'during'.
91. 3; Replace the word 'develop' with 'development'.
92. 4; The correct spelling is 'supervise'.
93. 5; All correct.
94. 2; The appropriate word should be 'poverty'.
95. 1; The appropriate word should be 'people'.
96. 1; The correct spelling is 'opportunities'.
97. 5; All correct.
98. 3; The correct spelling is 'adequate'.
99. 3; The appropriate word should be 'night'.
100. 2; The appropriate word should be 'buy'.
101. 4; Replace 'tried' with 'tired'.
102. 1; Replace 'tending' with 'attending'.
103. 1; Replace 'wonderfullest' with 'wonderful'.
104. 3; Replace 'than' with 'then'.
105. 2; The correct spelling is 'suspiciously'.
106. 1; The correct spelling is 'adhere'.
107. 3; The correct spelling is 'accessible'.
108. 4; The correct spelling is 'crisis'.

109. 1; The correct spelling is 'amateur'.
110. 2; Replace 'amazing' with 'amaze'.
111. 2; The appropriate word is 'led'.
112. 3; The appropriate word is 'proceed'.
113. 2; The correct spelling is 'licence'.
114. 4; The appropriate word is 'than'.
115. 1; Replace 'says' with 'say'.
116. 3; The correct spelling is 'absence'.
117. 1; Replace 'Much' with 'Many'.
118. 5; All correct.
119. 4; The correct spelling is 'scandal'.
120. 1; Replace 'Their' with 'There'.
121. 1; The correct spelling is 'circumstances'.
122. 5; All correct.
123. 1; Replace 'entry' with 'entered'.
124. 4; Replace 'determine' with 'determined'.
125. 2; The appropriate word is 'accomplish'.
126. 2; The correct spelling is 'original'.
127. 1; The appropriate word should be 'proceed'.
128. 3; Replace 'scarcity' with 'scarcely'.
129. 3; Replace 'convenience' with 'convince'.
130. 4; The correct spelling is 'revised'.
131. 1; The appropriate word is 'founded'.
132. 4; The appropriate word is 'up'.
133. 1; The correct spelling is 'promised'.
134. 5; All correct.
135. 3; The appropriate word is 'absence'.
136. 4; The appropriate word is 'rights'.
137. 3; The appropriate word is 'aloud'.
138. 1; The appropriate word is 'blew'.
139. 2; The appropriate word is 'ceiling'.
140. 2; The appropriate word is 'scent'.
141. 4; The appropriate word is 'fined'.
142. 2; The correct spelling is 'phase'.
143. 1; The appropriate word is 'bord'.
144. 3; The appropriate word is 'weight'.
145. 5; All correct.
146. 4; The correct spelling is 'requirements'.
147. 3; The appropriate word is 'shortage'.
148. 2; The appropriate word is 'response'.
149. 1; The appropriate word is 'readily'.
150. 5; All correct.
151. 5; All correct.
152. 4; The correct spelling is 'field'.
153. 2; The appropriate word is 'general'.
154. 4; The correct spelling is 'family'.
155. 1; The correct spelling is 'feel'.
156. 5; All correct.
157. 2; The correct spelling is 'assured'.
158. 5; All correct.
159. 1; The appropriate word is 'pond'.
160. 3; The correct spelling is 'lead'.
161. 3; The correct spelling is 'displayed'.
162. 2; The correct spelling is 'clean'.
163. 1; The correct spelling is 'robbers'.
164. 5; All correct.
165. 5; All correct.
166. 4; The appropriate word is 'owing'.
167. 1; The correct spelling is 'Director'.
168. 2; The correct spelling is 'letter'.
169. 5; All correct.
170. 3; The correct spelling is 'interrupted'.
171. 2; The correct spelling is 'parked'.
172. 5; All correct.
173. 3; The correct spelling is 'reach'.
174. 4; The correct spelling is 'cancelled'.
175. 1; The correct spelling is 'tried'.
176. 2; The correct spelling is 'local'.
177. 1; The correct spelling is 'existing'.
178. 1; The appropriate word should be 'response'.
179. 5; All correct.
180. 4; The correct spelling is 'current'.
181. 5; All correct.
182. 3; Replace 'caring' by 'carring'.
183. 1; The correct spelling is 'revised'.
184. 2; 'quiet' should be replaced by 'quite'.
185. 4; 'finally' should be replaced by 'final'.
186. 3; The correct use is 'thousand'.
187. 1; The correct spelling is 'celebrate'.
188. 2; The correct spelling is 'discussed'.
189. 4; Use 'past' in place of 'passed'.
190. 5; All correct.
191. 1; The appropriate word should be 'objections'.
192. 2; Replace 'halve' with 'half'.
193. 4; Replace 'ficsed' with 'fixed'.
194. 5; All correct.
195. 3; Replace 'analyze' with 'analysis'.
196. 2; Change 'spend' to 'awaken'.
197. 5; All correct.
198. 2; Change 'enable' to 'able'.
199. 1; Change 'initiated' to 'spent'.
200. 4; Change 'resort' to 'resolve'.
201. 5; All correct.
202. 4; The appropriate word should be 'divided'.
203. 5; All correct.
204. 4; All correct.
205. 2; The correct spelling is 'shortage'.
206. 2; The correct spelling is 'triumphant'.
207. 2; Replace 'handed' with 'handle'.
208. 5; All correct.
209. 5; All correct.
210. 4; The appropriate word is 'future'.
211. 3; The correct spelling is 'souvenirs'.
212. 1; The appropriate word should be 'wasted'.
213. 4; The correct spelling is 'growing'.
214. 5; All correct.
215. 2; The correct spelling is 'charming'.
216. 1; The correct spelling is 'showcase'.
217. 4; The correct spelling is 'wild'.
218. 5; All correct.
219. 2; The correct spelling is 'night'.
220. 3; The correct spelling is 'exercises'.
221. 3; The correct spelling is 'argument'.
222. 5; All correct.
223. 4; The correct spelling is 'asset'.
224. 1; The correct spelling is 'Believe'.
225. 2; The correct spelling is 'being'.
226. 2; The correct spelling is 'exhibition'.

227. 4; Replace 'approval' with 'approved'.
 228. 1; The correct spelling is 'silence'.
 229. 3; The correct spelling is 'acute'.
 230. 5; All correct.
 231. 4; Replace 'festivity' with 'festive'.
 232. 1; The correct spelling is 'arrested'.
 233. 2; Replace 'proved' with 'prove'.
 234. 4; Replace 'prune' with 'prone'.
 235. 5; All correct.
 236. 5; All correct.
 237. 2; The correct spelling is 'ambiguous'.
 238. 4; The correct spelling is 'consumption'.
 239. 3; It should be 'raised' in place of 'risen'.
 240. 2; The correct spelling is 'entrepreneurship'.
 241. 1; The word 'roll' makes no sense here. So replace it with 'role', which means 'function'.
 242. 3; Replace 'lays' with 'lies'.
 243. 5; All correct.
 244. 3; Replace 'high' with 'highly'.
 245. 2; It should be 'feature' instead of 'future' to make the sentence meaningful.
 246. 2; The correct spelling is 'scarcity'.
 247. 1; The correct word will be 'reprimand'. The meaning of 'reprimand' is 'to express severe disapproval of somebody or their actions especially officially'.
 248. 5; All correct.
 249. 3; The correct spelling is 'interfere'.
 250. 4; The correct spelling is 'breach'.
 251. 4; The correct spelling is 'concrete'.
 252. 1; The correct usage will be 'advised'.
 253. 2; The appropriate word is 'their'.
 254. 3; The appropriate word is 'sufficient'.
 255. 1; The correct spelling is 'exorbitantly'.
 256. 1; The correct spelling is 'resemblance'.
 257. 5; All correct.
 258. 2; The appropriate word is 'launch'.
 259. 3; The correct spelling is 'alleviation'.
 260. 1; The appropriate word is 'measures'.
 261. 4; The correct spelling is 'criminals'.
 262. 5; All correct.
 263. 4; The correct spelling is 'repetition'.
 264. 2; The appropriate word is 'indigenously'.
 265. 4; The appropriate word is 'nought'.
 266. 1; The correct spelling is 'consumption'.
 267. 5; All correct.
 268. 4; The appropriate word is 'follow'.
 269. 1; The appropriate word is 'suspect'.
 270. 3; The appropriate word is 'straight'.
 271. 2; The correct spelling is 'constraints'.
 272. 3; The appropriate word is 'peace'.
 273. 4; The appropriate word is 'prize'.
 274. 3; The correct spelling is 'acknowledges'.
 275. 4; The correct spelling is 'trouble'.
 276. 1; The correct spelling is 'exclusive'.
 277. 3; The correct spelling is 'acceded'.
 278. 2; The correct spelling is 'delegates'.
 279. 5; All correct.
 280. 4; The appropriate word is 'lost'.
 281. 1; The appropriate word is 'presence'.
 282. 2; The correct spelling is 'profitable'.
 283. 3; The correct spelling is 'assigning'.
 284. 4; The appropriate word is 'latest'.
 285. 4; The appropriate word is 'status'.
 286. 4; The correct spelling is 'consequences'.
 287. 1; The correct spelling is 'committed'.
 288. 4; The appropriate word is 'concern'.
 289. 5; All correct.
 290. 2; The correct spelling is 'radical'.
 291. 1; The correct spelling is 'squad'.
 292. 3; The appropriate word is 'reliable'.
 293. 3; The correct spelling is 'capital'.
 294. 1; The correct spelling is 'considered'.
 295. 5; All correct.
 296. 2; The correct spelling is 'facilities'.
 297. 4; The appropriate word is 'personnel'.
 298. 4; The appropriate word is 'undertaken'.
 299. 5; All correct.
 300. 1; The appropriate word is 'expressed'.
 301. 4; The correct spelling is 'parameters'.
 302. 2; The correct spelling is 'deficit'.
 303. 1; The correct spelling is 'several'.
 304. 1; The correct spelling is 'indefatigable'.
 305. 1; The correct spelling is 'slipped'.
 306. 1; The correct spelling is 'laughter'.
 307. 4; The correct spelling is 'natural'.
 308. 5; All correct.
 309. 1; The appropriate word is 'wait'.
 310. 3; The appropriate word is 'benefit'.
 311. 2; The correct spelling is 'allot'.
 312. 4; The appropriate word is 'accepted'.
 313. 1; The appropriate word is 'reason'.
 314. 2; The appropriate word is 'limited'.
 315. 3; The appropriate word is 'depending'.
 316. 5; All correct.
 317. 1; The appropriate word is 'contains'.
 318. 5; All correct.
 319. 2; The appropriate word is 'comply'.
 320. 3; The correct spelling is 'strategies'.
 321. 2; The appropriate word is 'profit'.
 322. 4; The appropriate word is 'together'.
 323. 2; The correct spelling is 'prepared'.
 324. 3; The correct spelling is 'disclose'.
 325. 4; The appropriate word is 'taxes'.
 326. 2; The appropriate word is 'alternative'.
 327. 5; All correct.
 328. 2; The appropriate word is 'previous'.
 329. 5; All correct.
 330. 1; The appropriate word is 'relevant'.
 331. 5; All correct.
 332. 4; The correct spelling is 'mechanisms'.
 333. 1; The correct spelling is 'curtail'.
 334. 2; The correct spelling is 'medium'.
 335. 3; The correct spelling is 'applying'.
 336. 2; The appropriate word is 'performance'.
 337. 3; The correct spelling is 'overseas'.

Appropriate Prepositions

ABOUT

(i) Here are some verbs which are followed by **about**:

agree	care	forget
moan	talk	argue
chat	fret	muse
tell	ask	complain
fuss	protest	think
boast	consult	groan
rave	warn	brag
disagree	grumble	read
wonder	brood	dream
inquire	speak	worry

(ii) Here are some nouns which are followed by **about**:

advice	decision	misgivings
row	agreement	fuss
news	anxiety	idea
opinion	book	information
phobia	chat	joke
concern	judgement	prediction
consultation	lecture	quarrel
debate	letter	question

(iii) Here are some adjectives which are followed by **about**:

adamant	embarrassed	optimistic
unclear	angry	enthusiastic
passionate	unconcerned	annoyed
fussy	pleased	undecided
anxious	guilty	positive
uneasy	apprehensive	happy
sceptical	unhappy	bothered
ignorant	sensitive	unsure
certain	indignant	sentimental
upset	complacent	miserable
serious	vague	concerned
mistaken	sorry	wary
crazy	nervous	uncertain
worried		

AGAINST

(i) Here are some verbs which are followed by **against**:

agitate	compete	play
align	conspire	plot
ally	fight	side
advise	guard	insure
vaccinate	counsel	immunize
insulate	protect	fight
inoculate	militate	warn

(ii) Here are some nouns which are followed by **against**:

aggression	boycott	crime
victory	ally	fight

match
war
legislation
fight
insurance

battle
blow
war
safeguard
shield

conspiracy
defence
bulwark
campaign

AS

(i) Here are some transitive verbs which are followed by **as**:

acknowledge	class	designate
name	address	classify
diagnose	nominate	adopt
conceive	disguise	perceive
brand	condemn	elect
project	cast	consider
employ	regard	categorise
construe	establish	stamp
certify	count	hail
use	characterise	denounce
interpret	choose	depict
label	cite	describe
mark		

(ii) Here are some intransitive verbs which are followed by **as**:

act	double	pose
begin	function	serve
come	pass	work

AT

(i) Here are some verbs which are followed by **at**:

gape	glance	look
gaze	glare	stare
bark	shout	swear
scream	snap	yell
beam	grin	smile
wave	frown	scowl
sneer	wink	aim
grasp	snatch	clutch
guess	strike	grab
shoot	throw	dab
hack	pick	tear
gnaw	nibble	poke
work	exclaim	marvel
shudder	frown	rail
smile	jeer	rave
sneer	laugh	scoff
wander		

(ii) Here are some adjectives which are followed by **at**:

aghast	annoyed	embarrassed
pleased	alarmed	appalled
furious	surprised	amazed
astonished	impatient	unhappy
amused	bewildered	indignant
upset	angry	disappointed
irritated		

BETWEEN

(i) Here are some nouns which are followed by **between**:

agreement	consultation	link
alliance	contact	merger
antagonism	co-ordination	misunderstanding
balance	correspondence	partnership
battle	encounter	rapprochement
band	feud	relationship
breach	fight	split
collision	friendship	truce
connection	interplay	understanding
contrast	disparity	gulf
similarity	difference	distinction
inequality	discrepancy	gap
parity		

(ii) Here are some verbs which are followed by **between**:

advertise	bargain	grope
search	aim	fight
hunt	send	apply
fish	look	wait
appeal	call	hope
lust	press	ask
clamour	hunger	pine
wish	beg	hanker
long	pray	yearn

BY

Here are some verbs which are followed by **by**:

abide	live	stick
go	stand	swear

FOR

Here are some nouns which are followed by **for**:

admiration	disdain	enthusiasm
nostalgia	affection	dislike
hatred	partiality	affinity
disregard	love	passion
appreciation	disrespect	lust
predilection	contempt	distaste
mania	weakness	

FROM

Here are some verbs which are followed by **from**:

ban	detach	graduate
remove	beg	deter
guard	separate	borrow
disconnect	hide	shelter
buy	discourage	inherit
shield	change	dissuade
insulate	stop	come
disqualify	keep	switch
conceal	elicit	obtain
translate	convert	fall

prevent
get
deflect
withhold

transform
protect
glean

cut
turn
receive

IN

(i) Here are some verbs which are followed by **in**:

assist	fail	intervene
mediate	believe	gain
invest	revel	collaborate
glory	involve	share
dabble	implicate	join
specialise	deal	indulge
luxuriate	wallow (to enjoy)	
engage	interfere	meddle

(ii) Here are some nouns which are followed by **in**:

belief	decrease	fluctuation
skill	breach	delight
improvement	slump	catch
development	increase	stake
change	exercise	interest
upsurge	confidence	experiment
part	voice	cut
faith	pride	decline
fall	say	difference
equality	similarity	disparity
inequality	variation	

INTO

Here are some verbs which are followed by **into**:

bully	deceive	galvanize
seduce	coax	delude
pressurize	shame	coerce
frighten	push	trick
blossom	develop	make
change	divide	transform
convert	evolve	translate
degenerate	grow	turn

OF

(i) Here are some intransitive verbs which are followed by **of**:

approve	conceive	dispose
learn	smell	beware
consist	dream	partake
speak	boast	despair
hear	savour	think
complain	disapprove	know
smack	weary	

(ii) Here are some transitive verbs which are followed by **of**:

absolve	avail	cure
make	accuse	cheat
denude	notify	acquit
cleanse	deprive	purge
advise	convict	divest

warn
inform

assure

convince

(iii) Here are some adjectives which are followed by **of**:

afraid
expressive
critical
capable
ashamed
free
enamoured
conscious
ignorant
uncertain
sceptical
nervous
independent
unworthy
unafraid
proud

beloved
appreciative
fond
devoid
certain
aware
full
envious
intolerant
impatient
unconscious
scornful
oblivious
indicative
wary
unware

contemptuous
bereft
apprehensive
forgetful
empty
characteristic
bare
guilty
scared
jealous
incapable
unsure
short
possessed
insensible
worthy

ON

(i) Here are some transitive verbs which are followed by **on**:

base	confer	impose
lavish	spend	blame
force	inflict	model

(ii) Here are some intransitive verbs which are followed by **on**:

bet	count	gamble
intrude	build	depend
impinge	lean	capitalise
embark	impose	plan
check	encroach	improve
prevail	choke	focus
infringe	rely	concentrate
frown	insist	settle
verge		

(iii) Here are some nouns which are followed by **on**:

assault	boycott	embargo
limitation	attack	burden
emphasis	onslaught	attempt
claim	focus	restriction
ban	effect	limit

(iv) Here are some nouns which are followed by **on**:

advice	debate	lecture
remark	agreement	decision
legislation	report	book
ideas	outlook	verdict
commit	judgment	

(v) Here are some verbs which are followed by **on**:

adamant	dependent	fair
hooked	intent	bent
easy	hard	incumbent
keen		

(vi) Here are some verbs which are followed by **on**:

advise	elaborate	muse
remark	agree	expand
ponder	report	comment
lecture	pronounce	speculate
decide	meditate	reflect
vote	dwell	

OVER

(i) Here are some verbs which are followed by **over**:

argue	fight	muse
brood	fret	quarrel
clash	fuss	quibble
disagree	gloat	row
enthuse	grieve	wrangle

(ii) Here are some nouns which are followed by **over**:

anxiety	debate	outcry
battle	fuss	quarrel
concern	misunderstanding	row

THROUGH

Here are some verbs which are followed by **through**:

browse	glance	look
thumb	flick	go
run	wade	flip
leaf	skim	work

TO

(i) Here are some verbs which are followed by **to**:

beckon	give	point
signal	demonstrate	offer
show	wave	announce
explain	say	apologize
mention	speak	complain
mutter	talk	confide
report	write	change
full	return	convert
promote	turn	

(ii) Here are some adjectives which are followed by **to**:

courteous	fair	kind
sympathetic	cruel	faithful
loyal	unfair	devoted
friendly	nice	unfaithful
disloyal	indifferent	partial
unkind	accustomed	identical
proportional	vulnerable	adjacent
immune	sensitive	allergic
impervious	similar	central
indebted	subordinate	comparable
inferior	superior	equal
irrelevant	susceptible	equivalent
married	unaccustomed	essential
paralleled	useful	fundamental
preferable	vital	

WITH

(i) Here are some verbs that are followed by **with**:

ally	confer	merge
amalgamate	conspire	negotiate
associate	dance	share
chat	debate	speak
coexist	discuss	trade
collide	interact	work
argue	disagree	row
bargain	feud	struggle
clash	fight	vie
compete	haggle	wrangle

(ii) Here are some adjectives which are followed by **with**:

alarmed	furnished	overloaded
suffused	cluttered	heavy
painted	swamped	crawling
infested	patterned	teeming
crowded	inlaid	peopled
thick	draped	inaden
piled	tinged	embellished
littered	riddled	filled
overgrown	studded	angry
displeased	happy	satisfied
annoyed	dissatisfied	impressed
unhappy	bored	fascinated
infatuated	unimpressed	content
fed up	obsessed	unsatisfied
disappointed	furious	pleased
acquainted	conversant	impatient
occupied	afflicted	engaged
incompatible	parallel	comparable
faced	inconsistent	patient
compatible	familiar	infected
popular	confronted	frank
intoxicated	unacquainted	conneted
free	level	unconnected
consistent	friendly	mixed up
unfamiliar		

Summary

Look at the charts given below:

1. Break

Break	<i>down</i> <i>into</i> <i>off</i> <i>up</i> <i>with</i>	of taxi, car, bus a house relation a meeting, class, etc someone
-------	--	--

2. Bring

Bring	<i>down</i> <i>forth</i> <i>forward</i> <i>out</i>	cause to fall produce produce, supply publish
-------	---	--

3. Call

Call	<i>at</i> <i>for</i> <i>in</i> <i>on</i> <i>off</i> <i>over</i> <i>up</i> <i>upon</i>	to visit somebody's place to demand to send for to go to somebody's house to meet him to postpone to call out out the rolls to remember to plead
------	--	--

4. Die

Die	<i>of</i> <i>from</i> <i>for</i> <i>in</i> <i>by</i> <i>through</i>	disease, illness, hunger, thirst, grief a wound, over-eating one's ideals, one's country an accident, battle violence, one's own hands (ie, commit suicide) neglect
-----	--	---

5. Go

Go	<i>after</i> <i>against</i> <i>for</i> <i>into</i> <i>off</i>	to chase to oppose to chase to look into to explode
----	---	---

6. Fall

Fall	<i>out</i> <i>back on</i> <i>into</i> <i>in with</i> <i>on</i> <i>upon</i> <i>through</i> <i>off</i>	to quarrel use as a last resort if the main thing fails to come into close contact meet by chance pounce upon come to pass become unsuccessful to be shed
------	---	---

7. Get

Get	<i>at</i> <i>along</i> <i>away</i> <i>back</i> <i>down</i> <i>on with</i> <i>over</i>	to know to enjoy the company to escape to return to leave the train, bus or taxi to maintain good relation to surmount
-----	---	--

8. Look

Look	<i>after</i> <i>at</i> <i>back upon</i> <i>down upon</i> <i>into</i> <i>on</i> <i>through</i>	someone see intently recall dislike examine, investigate consider study
------	---	---

9. Put

Put	<i>at</i> <i>across</i> <i>aside</i> <i>forward</i> <i>in</i> <i>off</i> <i>on</i> <i>out</i>	lodge and entertain convey save advance submit delay, postpone wear extinguish
-----	--	---

10. Run

Run	<i>away</i> <i>back over</i> <i>down</i> <i>after</i> <i>off</i> <i>out</i> <i>over</i> <i>up against</i>	steal and disappear reconsider become weak or exhausted try to catch make copies of come to an end knock down and pass over face, encounter
-----	--	--

11. Take

Take	<i>back</i> <i>down</i> <i>off</i> <i>up</i>	withdraw write down deduct absorb, soak
------	---	--

12. Turn

Turn	<i>down</i> <i>on</i> <i>out</i> <i>up</i>	reject switch on come out for special purposes arrive
------	---	--

Look at these charts, too:

(1)

She is sitting	<i>in</i> <i>at</i> <i>on</i>	an armchair, the car a table, a desk the chair, the ground, the floor, a horse, that seat
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(2)

come go travel	<i>by</i>	car bus train boat plane bicycle
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KUNDAN

Chapter 18

Sentence Arrangement

Exercise-1

Directions: In each of the questions below four sentences are given which are denoted by A, B, C and D. By using all the four sentences you have to frame a meaningful para. The correct order of the sentences is your answer. Choose from the five alternatives the one having the correct order of the sentences.

1. (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.
 1) BCDA 2) BCAD 3) CBAD
 4) DCBA 5) CBDA
***Invincible** = too strong to be overcome or defeated*
***Dampen** = to make something less strong*
2. (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.
 1) DCAB 2) BCDA 3) BACD
 4) DBCA 5) CBAD
***Strenuous** = requiring great effort or energy*
***Concrete** = definite; positive*
3. (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.
 1) ADBC 2) ADCB 3) CBAD
 4) CBDA 5) BCDA

***To start something from scratch** = to begin something from the very beginning without advantage or preparation, especially when building or developing something*

***Spectacular** = impressive or extraordinary*

4. (A) They think that India will disintegrate like the Soviet Union or Yugoslavia.
 (B) What will be the exact shape of India in 2000 AD 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.
 1) BCDA 2) BDAC 3) DABC
 4) DBAC 5) BCAD

***Surmise** = a guess; guessing*

***Foresee** = to predict something*

***Doom** = to cause somebody/something to suffer inevitable death destruction, failure etc*

5. (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.
 1) DCBA 2) DBCA 3) ADBC
 4) CDBA 5) CBAD

***Every nook and corner** = every part of a place; everywhere*

***A great deal** = much; a lot*

6. (A) By increasing these connections the intelligence is also increased.
 (B) Classical music has been proved to be very helpful in child development.
 (C) Many doctors now a days use it for therapeutic purposes which are based upon the findings of this research.
 (D) The research has demonstrated that listening to classical music increases the rate of nervous connections in brain.
 1) BDCA 2) DBAC 3) ACBD
 4) BDAC 5) BCAD

Nowadays = at the present time, in contrast with the past

Therapeutic = of or connected with healing; having a good general effect on the body or the mind

Demonstrate = to show something clearly by giving proof or evidence

7. (A) This right, however, comes along with the responsibility which the press is forced to work with.
 (B) It means that the pressmen have every right to expose matters related to public and national interest.
 (C) Such responsibilities include not broadcasting matters related to national security and other sensitive issues.
 (D) Freedom of press is symbolic of democracy.
 1) DBCA 2) DBAC 3) ABCD
 4) BDAC 5) BCDA
8. (A) A popular example of this damage is the Taj Mahal, whose marble has been corroded due to acid rain.
 (B) It changes the acidic content of water bodies, thus affecting the lives of the living organisms of this habitat.
 (C) Acid rain has been a major factor responsible for the degradation of the environment.
 (D) Along with affecting the living beings, it is also responsible for the corrosion of several heritage buildings, thus causing irreparable damages to them.
 1) CBAD 2) CDBA 3) BADC
 4) BDAC 5) CBDA

Corrode = to destroy something slowly, especially by chemical action

Habitat = the natural environment of an animal or a plant

Corrosion = the action of destroying something slowly, especially by chemical action

Heritage = things such as works of art, cultural achievements and customs that have been passed on from earlier generations

9. (A) Along with missing their education, these children also face life-threatening dangers by working in hazardous chemical factories.
 (B) Child labour has been interfering with the education of millions of children across India.
 (C) However, there is a dire need to reinforce these laws strictly throughout the country.
 (D) Many laws have been framed in order to curb this evil.
 1) BADC 2) CBAD 3) DBAC
 4) BDAC 5) BACD
- Vitally** = extremely
Hazardous = dangerous; risky
In dire need = extreme
Reinforce = to cause a process to continue or increase in intensity
Curb = to restrain something; to prevent something from getting out of control
Dire = terrible; very serious or urgent

10. (A) Their invention has been proved to be a boon to the society since many diseases caused by the microbes could be cured by these antibiotics.
 (B) The scientists, therefore, face a continuous challenge to keep inventing newer drugs to counter this problem.
 (C) A major hurdle in the use of antibiotics, however, is that the microbes develop resistance to the antibiotics, thus rendering these ineffective.
 (D) Antibiotics are chemical substances produced by microbes which are capable of inhibiting the growth of other microbes.

1) BACD 2) CBAD 3) DABC

4) DACB 5) ABDC

Boon = a thing that is good or helpful for somebody; a benefit; an advantage

Microbe = a tiny living thing that can only be seen under a microscope

Render = to cause somebody/something to be in a specific condition

Inhibit = to restrict or prevent a process or an action

11. (A) Goa is no exception.
 (B) Nevertheless, what has just transpired in the state, leading to the dissolution of the assembly when its term was less than halfway done, borders on the bizarre.
 (C) The country is used to receiving unusual political reports from states with small legislatures, mainly concerning defections that make it easy to change the colour of governments.
 (D) Sensing that his game might be up, the chief minister hurried to the governor and recommended the dissolution of the House.

1) ABCD 2) DCBA 3) CABD

4) BDCA 5) DABC

Transpire = to become known; to prove to be so; to happen

Nevertheless = In spite of this; however; still

Bizarre = very strange; not at all logical

12. (A) It has intensified patrolling in key areas and is keeping a close watch on rowdy elements.
 (B) The communally sensitive city has been largely peaceful, barring stray incidents.
 (C) Amid the frenzy that has gripped Gujarat, Surat is an island of sanity.
 (D) However, the police does not want to take any chances.
 1) ADBC 2) DACB 3) BCDA
 4) CBAD 5) CBDA
- Patrol** = to go round an area to check that it is secure or safe and that there is no trouble
Rowdy = creating a lot of noise and disorder
Stray = separated from a group; not in the right place
Amid = in the middle of something; during something, especially something that causes excitement, alarm etc

Frenzy = a state of extreme excitement; extreme and wild activity or behaviour

Sanity = the state of having a normal healthy mind; the state of being sensible or reasonable; good sound judgement

13. (A) Those who conduct the poll surveys defend their predictions saying there is a 'slight permissible' error up to two per cent.
 (B) They only mislead the already confused voters.
 (C) But in the present era of close results, this is a big deviation which can tilt the whole predictions for some party.
 (D) The results of the recent assembly elections have once again proved that poll surveys and exit polls are highly unreliable.

- 1) DBAC 2) ACDB 3) ADBC
 4) DCBA 5) BCAD

Tilt = to move or make something move into a sloping position

14. (A) There is a need for reformation in Muslim education and in the thought process of the community.
 (B) Prophet Mohammed said that if in acquiring knowledge one had to travel to the distant land of 'Chin', one should do so.
 (C) The basic teachings of Islam, as emphasised in the Quran, state that knowledge wherever found should be acquired by the Muslims.
 (D) What he intended was that Muslims should acquire modern knowledge.

- 1) ABCD 2) DCBA 3) ACDB
 4) CDAB 5) ACBD

15. (A) They epitomise a people's civilisation that goes back to the dawn of history.
 (B) The Himalayas have nurtured this land with life-sustaining water and enabled a civilisation to blossom.
 (C) If these majestic mountains were not there, the rain clouds sweeping up from the Indian Ocean would have passed over our sub-continent into Central Asia, leaving it a burning desert.
 (D) The Himalayas are not merely a geographical feature, a mere chain of mountain ranges.

- 1) ABCD 2) DCBA 3) CDBA
 4) ACBD 5) DACB

Epitomise = to be a perfect example of something

Dawn of something = the beginning or first sign of something

Nurture = to help the development of something

16. (A) Albeit slowly, but things have started to move.
 (B) The last decade has been a landmark of our economy in more ways than one.
 (C) New perspectives have emerged — the New Agricultural Policy and the Disinvestment formula, being the cases in point.

- (D) For the first time in so many years a broad consensus has been achieved, across the political spectrum, on the direction and pace of economic reforms.

- 1) CBAD 2) ABCD 3) BDAC

- 4) ADDB 5) CBDA

Albeit = although

17. (A) A person living a totally worldly life is like a line which is not a tangent.

- (B) The world we live in is like a limited size curve.

- (C) He has no rules of living and follows a path which suits him at a particular point of time.

- (D) In other words, he lives a directionless life.

- 1) ABCD 2) BACD 3) DCBA

- 4) CDAB 5) DABC

18. (A) Be it floods, cyclones, drought or deaths due to starvation, this state has witnessed them all.

- (B) Ironically, whenever a calamity befalls the state, things are given a political colour.

- (C) People of Orissa have a bizarre fate.

- (D) The state is prone to all kinds of natural disasters.

- 1) CDAB 2) DCBA 3) ABCD

- 4) CADB 5) BADC

Starvation = suffering or death caused by lack of food.

Calamity = an event that causes great harm or damage; a disaster

Befall = to happen

Bizarre = very strange; not at all logical

Prone = likely to suffer from, do or get something

19. (A) But for a poor country like India, corruption is a matter which vitally touches the developmental process.

- (B) Existence of rampant corruption in carrying out the works of development is widely acknowledged.

- (C) In a wealthy country, corruption may be only a moral issue.

- (D) So, there is an urgent need to root out this evil from the system if we need to see a developed India.

- 1) ABCD 2) DCBA 3) BCAD

- 4) BADC 5) CABD

Rampant = existing or spreading everywhere in a way that cannot be controlled

Carry out = to do something as required or specified; to fulfil something; to perform or conduct an experiment

Root out = to find and destroy or remove something completely

20. (A) If some step is not taken to check this trend, only God knows what will be the fate of this country in coming years.

- (B) Every political party is responsible for playing with the spirit of democracy by giving tickets to law-breakers in elections.

- (C) People with criminal records are finding easy

- to win elections and enter into the power circle.
- (D) Criminalisation of politics has become a grave concern for our democracy today.
- 1) ABCD 2) DCBA 3) ADBC
4) CBAD 5) BDAC
- Grave** = *serious and important*
21. (A) Jesus wanted his followers to live like light.
(B) It is not meant to change a situation or a person.
(C) Light is that which when given, enables that which is already present to be recognised.
(D) Light has no content.
- 1) ADBC 2) DCBA 3) ABCD
4) CBAD 5) BCDA
- Enable** = *to make somebody able to do something by giving them the necessary authority or means*
22. (A) The techniques and theories are many but the aim is one — to lead us to a non-dualistic state of mind where we feel one with our Creator.
(B) Meditation is done to quieten the mind, to control thoughts and to move on a path of higher consciousness.
(C) It generates tolerance, stillness in mind and a general feeling of well-being.
(D) It brings about an intimate feeling of oneness with everyone and with the entire universe.
- 1) ABDC 2) DABC 3) CADB
4) BCAD 5) CBAD
- Quieten** = *to become or make somebody/ something less disturbed, noisy etc*
- Bring about** = *to make something happen*
23. (A) One group of emotions makes us feel restless and uneasy, the other brings about balance and harmony.
(B) We label the two as positive and negative.
(C) All emotions flow from two basic emotions — love and fear.
(D) It also encourages us to accept the happy ones and reject the others.
- 1) ABCD 2) DCBA 3) BCAD
4) CABD 5) BCDA
24. (A) Also, the police needs to be more cooperative and encourage people to come forward with information.
(B) We must remember that a predominant section of the minority community has nothing to do with nefarious activities, but unfortunately keeps quiet out of fear or a false sense of brotherhood.
(C) Bomb blasts can only be controlled by a vigilant public which notices and reports suspicious activities.
(D) The people in the largely minority localities need to be extra-vigilant.
- 1) ABCD 2) DACB 3) CBDA
4) ADBC 5) BADC
- Nefarious** = *wicked; morally bad; evil*
25. (A) Although the Constitution provides for the removal of a judge through impeachment, it is silent on deviant behaviour not amounting to proven misbehaviour.
(B) It has been left to Parliament to decide on a case-to-case basis.
(C) The issue of disciplining the judges is, of course, a tougher one.
(D) But no laws have been enacted by the Parliament for investigating misconduct of judges.
- 1) ABCD 2) DCBA 3) CDAB
4) BCAD 5) CABD
- Impeach** = *to accuse a public official or politician of committing a serious crime.*
Deviant = *different in moral or social standards from what is considered normal or acceptable*
26. (A) A comparison with China is also irrelevant.
(B) The apprehension of a slowdown is perhaps exaggerated.
(C) It is too early to say what impact the latest judgement will have on economic reforms.
(D) A democracy proceeds at its own pace, through the process of checks and balances.
- 1) ABCD 2) DCBA 3) ACDB
4) CDAB 5) CBAD
- Apprehension** = *anxiety about something in the future; fear that something will be unpleasant or that something unpleasant will happen.*
27. (A) For the poor, the sick, the hungry, the homeless and the unemployed, peace is release from poverty, is healthcare, is a meal, is a roof, is a job.
(B) It is now generally understood that peace is much more than the absence of war.
(C) What is not as universally acknowledged is how much more, and how the essence of peace beyond war varies critically from person to person.
(D) There is no peace, it is true, without freedom from fear, but there is no peace without freedom from want.
- 1) BCAD 2) ABCD 3) CBDA
4) DBAC 5) ADBC
28. (A) It is human to find fault with others.
(B) The prejudices thus acquired blunt our power to reason and we become less receptive to new thoughts and ideas.
(C) We get conditioned unconsciously through subtle environmental influence.
(D) We also tend to give our own interpretation to doctrines.
- 1) DCBA 2) CBAD 3) BADC
4) ADCB 5) BCAD
- Prejudice** = *dislike or distrust of a person, group, custom etc that is based on fear or false information rather than on*

reason or experience and that influences ones attitude and behaviour towards them.

Blunt = to cause something to have less power or effect

Subtle = difficult to detect or describe; fine; organised in a clever and complex way

Doctrine = a belief or set of beliefs held and taught by a church, a political party, a group of scientists etc

29. (A) This is evident from the fact that there are parties which favour disinvestment in the states under their control while opposing it at the Central level.

(B) It is pity, though, that there is an element of dishonesty behind this rupture.

(C) However, the earlier agreements on the reforms process seem to have broken down because of political compulsions.

(D) It would obviously have been easier for the government if a consensus existed among the political parties on the matter of disinvestment.

- 1) ABCD 2) DCBA 3) CDAB
4) BCAD 5) ACBD

Rupture = An ending of friendly relations

30. (A) In an ugly throwback to the dark decade of the 1980s, Assam is once more in the grip of an intense anti-immigrant frenzy.

(B) With elements from the extremist outfits actively aiding and abetting the mass violence, the situation on the ground has rapidly spiralled out of control.

(C) Across large parts of the state, armed mobs have taken to the streets, targeting the life and property of the Hindi-speaking community.

(D) While the state government can legitimately accuse the Centre of not sending in enough forces to put down the violence, it has only itself to blame for not heeding the danger signals early enough.

- 1) DCBA 2) ACBD 3) CDAB
4) DBCA 5) BDAC

Throwback = a person or thing that shows the characteristics of somebody/ something in the past.

Frenzy = a state of extreme excitement; extreme and wild activity or behaviour

Outfit = a group of people working together; an organisation

Abet = to help or encourage somebody to commit an offence or do something wrong

Spiral = to increase rapidly and continuously
Legitimate = that can be defended; reasonable; in accordance with the law or rule; legal

Put down = to stop or suppress something by force

Heed = to pay attention to something/ somebody

31. (A) However, the maxim does not apply to politics.
(B) This is the only way others with political ambitions will learn a lesson about what they may or may not do after they have achieved their targets.

(C) One must not hit a man when he is down.

(D) One has every justification to hit a politician who has been toppled off his ministerial chair for his misdeeds and cripple him till he can never rise again.

- 1) ABCD 2) DCBA 3) CADB
4) ACBD 5) DABC

Maxim = a well-known saying that expresses a general truth or rule of conduct

Topple = to cause somebody to lose their position of power or authority

Misdid = a wicked act; crime

Cripple = to damage or harm somebody/ something seriously

32. (A) Nor was there a banner proclaiming 'mission accomplished' in the background.

(B) Only then did the world know that a US President had paid the first-ever visit to Iraq.

(C) Instead, he arrived unannounced in a darkened Air Force One at Baghdad airport in the midst of utmost secrecy and left two- and-a-half hours later.

(D) President George W Bush wasn't wearing a flight suit this time.

- 1) CABD 2) BDCA 3) ACDB
4) CDAB 5) DACB

Proclaim = to announce something

Accomplish = to succeed in doing something; to complete something successfully; to achieve something

In the midst of = while something is happening or being done.

Utmost = greatest; most extreme

33. (A) Thus democratic elections do not remedy the criminalisation of politics since all parties now are replete with criminals.

(B) There was a time when voters used to vote out politicians suspected of crimes, but not any more.

(C) People vote on the basis of caste and religion regardless of the criminal record of the candidates.

(D) Since politicians remain out of jail regardless of how much they embezzle or even murder.

- 1) ADBC 2) DABC 3) BDCA
4) ADCB 5) DCBA

Replete = well provided or supplied with something; filled with something; very full of food

Embezzle = to use money placed in one's care wrongly, especially so as to benefit oneself.

34. (A) So it needn't cause any moral outrage that cricket superstar Sachin should ask the government to waive the roadworthiness test for his new Ferrari.
 (B) Fearing that the state-of-the-art car is not compatible to Indian road conditions, he has sought to avoid the Indian road test.
 (C) Earlier, a hue and cry was raised over his asking for a duty waiver for the same car, gifted to him by auto giant, Fiat.
 (D) Excellence must be rewarded, only then will more people be inspired to excel.

1) ABCD 2) DABC 3) BCAD
 4) CDAB 5) CABD

Outrage = a strong feeling of anger and shock

Waive = to choose not to insist on something in a particular case, even though one has a legal or official right to do so.

Roadworthy = fit to be driven on a public road
State-of-the-art = using the most modern or advanced techniques or methods

Compatible = suited; that can exist together without problems or conflict; that can be used together

Hue and cry = a general alarm or loud public protest

Waiver = a document that records the waiving of a legal right, etc.

35. (A) The women's reservation Bill continues to be stalled by almost all political parties.
 (B) And even when women have made it to the top in politics, little is done to help other women.
 (C) Though the overt reasons for doing so may differ from party to party, the net result remains the same: keeping women out of power.
 (D) Indian politics has yet again paid just lip-service to the cause of women's emancipation.

1) CDAB 2) BCAD 3) CABD
 4) DACB 5) DBCA

Stall = to avoid giving a definite answer or taking action, in order to get more time; to delay

Overt = done or shown openly or publicly; not secret or hidden

Emancipate = to set somebody free especially from political, legal or social restrictions

Lip-service (or give/pay lip-service to something) = to say that one approves of or supports something while not doing so in practice

36. (A) That politics and morality are not compatible is a canard propagated deliberately by a few who have come to dominate public life.
 (B) As a result, the entire social system and the environment is vitiated—resulting in widespread corruption and unethical behaviour.

- (C) Just as bad money drives out good money, bad politicians have very nearly cleared the political arena of good politicians committed to moral principles and values.
 (D) Through their dubious ways, they are distorting and redefining morality.

1) DCBA 2) CDAB 3) BACD
 4) ABCD 5) CABD

Compatible = that can exist together without problems or conflict

Canard = false report or rumour

Propagate = to spread an idea, a belief, a knowledge etc more widely

Vitiate = to spoil the quality or reduce the force of something

Arena = a place or scene of activity or conflict

Dubious = not certain and slightly suspicious about something; doubtful

Distort = to give a false account of something

37. (A) A freedom that is limitless has no meaning — there can be no right without a corresponding duty.
 (B) Also, a distinction needs to be made between freedom and licence.
 (C) However, we have not evolved a corresponding awareness about the value of restraint and self-control.
 (D) We are all acutely conscious of our right to freedom.

1) DCAB 2) ABCD 3) CABD
 4) BACD 5) BCDA

38. (A) What is evidently needed is some criterion, some test for determining the authenticity of a claim that any given political system is a democratic one.
 (B) The very word 'democracy' has acquired universal prestige, something it did not possess a hundred years ago.
 (C) Nearly every country in the world either claims to be democratic or to be on the way to democracy.
 (D) But despite this general attachment to the idea of democracy, there is clearly no general agreement as to which political societies deserve to bear the name.

1) DABC 2) CBAD 3) BACD
 4) CBDA 5) ABCD

39. (A) By contrast, our homes are often scenes of strife and rivalry.
 (B) So, it would be better for the sake of humanity if peace, harmony and divinity prevails on earth.
 (C) It is easier to visualise God in the starry heavens than in our own homes.
 (D) The stars, so remote from our humdrum earthly existence, suggest to our minds infinite stillness, harmony and wisdom.

1) ABCD 2) DCBA 3) CDAB
 4) BCAD 5) ADCB

Strife = angry or violent disagreement; conflict

Rivalry = competition between people wanting the same thing

For the sake of = in order to help somebody/ something or because one likes somebody/something

Humdrum = lacking excitement or variety

40. (A) Globalisation has led to openness in trade, investment and financial flows.
 (B) This asymmetry is neither an accident nor a coincidence.
 (C) It also extends to flows of services, technology, information and ideas across national boundaries.
 (D) But the cross-border movement of people is highly restricted.
- 1) DCAB 2) ACDB 3) CDBA
 4) BCAD 5) CABD

41. (A) One major issue is the debate around foreigners, especially whether we can have someone of foreign origin as leader of our country.
 (B) But as it shines across middle class, diasporic culture, claiming that opportunity has found a new geography, one must look at its shadows.
 (C) Packaged as an election issue, it hides more fundamental problems of citizenship, hospitality and history.
 (D) Shining India is now a fact of life.
- 1) ABCD 2) DCBA 3) BCDA
 4) CBAD 5) DBAC

Diaspora = the process by which people of a particular nation become scattered and settled in other countries

42. (A) At best, it has had one or two dangerous bowlers in an attack of four.
 (B) Except for a brief spell in the 1970s, India has never had a match-winning bowling combination.
 (C) But this comes as no surprise to those who have followed Indian cricket over the last 50 years.
 (D) India has one of the worst bowling attacks in the world.
- 1) ABCD 2) DCBA 3) CDAB
 4) BCAD 5) CBAD

43. (A) Language, it was once said, is a dialect backed by an army.
 (B) Despite more than 50 years of state sponsorship, neither Urdu nor Hindi, at least in its official incarnation, has gained the allegiance of the people at large.
 (C) Yet, the history of 'national' languages in the region tells a very different story.
 (D) On the face of it, this is perhaps more true of the Indian subcontinent than any other part of the world.

- 1) ADCB 2) BDCA 3) DCBA
 4) CDBA 5) CABD

Dialect = the form of a language used in a part of a country or by a class of people with grammar, words and pronunciation that may be different from other forms of the same language

Incarnation = a person or thing that strongly displays a particular quality

Allegiance = support of or loyalty to government, ruler etc

At large = as a whole; in general

44. (A) We should judge and determine if our acts are correct, whether they are appropriate before the Lord who has granted us life.
 (B) We should live in a manner that material considerations and personal benefits don't matter.
 (C) Every one of us should find the time for meditation and communion with the Almighty.
 (D) If we find we have acted properly, we should fear no one.
- 1) DCBA 2) ABCD 3) CADB
 4) ACBD 5) DACB

Communion = a group of people with the same religious beliefs

45. (A) Therefore, all this breast-beating about the few knocking advertisements that are being aired, taking potshots at our political leaders, is needless.
 (B) The right to information is the bedrock of a true democracy.
 (C) By the very fact that these politicians are in the public space and are seeking our mandate to represent us and rule this country for the next five years, we have the right to know both their pluses and minuses.
 (D) What is not spelt out but is implicit in this right is that the information can be both negative as well as positive.

- 1) ABCD 2) DCBA 3) CDAB
 4) DABC 5) BDAC

Bedrock = basic facts or principles

Mandate = the authority to do something, given to a government or other organization by the people who support it.

Implicit = implied, but not expressed directly

46. (A) An individual's decline begins with desire and ends in misery.
 (B) Animals take life as it comes, but when man fails to do a certain thing or to possess certain things, he gets angry and slips into mental depression.
 (C) To keep the mind happy, we have to learn to be content with minimum wants.
 (D) Human beings are the only species in God's creation who make an issue out of nothing.
- 1) BACD 2) DCBA 3) ABCD
 4) DBAC 5) ACBD

47. (A) There are times in history when political formations need to look beyond ideological strait-jackets.
 (B) Such junctures demand imaginative reading of the present political moment and a break from rehearsed responses.
 (C) It now needs to decide whether to be part of a ruling dispensation in New Delhi or not.
 (D) Poll 2004 has placed before the Left a challenge that it had once refused to take on.

- 1) BDCA 2) DABC 3) CDAB
 4) ABDC 5) BCDA

Straitjacket = a thing that stops or restricts growth or development

Juncture = at a particular, especially important, stage in a series of events

Rehearse = to give a list of things, especially things that have been mentioned many times before

Dispensation = permission to do something that is not normally allowed

Take on = to accept

48. (A) The best option then is to engage constructively with the regimes and promote democratic institutions.
 (B) Democracy cannot be foisted on any society from the outside.
 (C) Neither can such states be wished away.
 (D) No amount of external pressure can force regimes to turn democratic, as is evident in the case of China and Myanmar.

- 1) CABD 2) ABCD 3) BDCA
 4) DACB 5) CDAB

Regime = a method or system of government

Foist (foist something on/upon somebody) = to force somebody into accepting something that is not wanted

49. (A) It has been seen that illiterate people are basically guided by emotions.
 (B) Emotions are the main motivating factor for most people.
 (C) Hence it is important to counter this with a broad-based education system that is both scientific and spiritual.
 (D) This is especially so when illiteracy is high.

- 1) ABCD 2) BDAC 3) BCDA
 4) CABD 5) CDAB

50. (A) Independent statehood is touted as a remedy for such lopsided development.
 (B) With state governments according unequal priority to different regions within a state, some parts are inevitably neglected.
 (C) The principal argument in favour of smaller states is that of regional imbalance.
 (D) But there is little evidence to suggest that the creation of smaller states has actually resolved the issue.

- 1) CBAD 2) DABC 3) BDAC
 4) DBCA 5) ADBC

Tout = to offer or propose somebody/ something in the hope that people will believe or accept them/it

Lopsided = with one side lower, smaller etc than the other; not evenly balanced.

51. (A) On the contrary, the new states have been successful in containing socially divisive tendencies by taking on board the interests of hitherto marginalised sections of the population.

(B) The process needs to be encouraged.

(C) This has led to a more equitable distribution of political power as well as economic resources.

(D) There is no empirical evidence to suggest that creation of new states has led to any increase in social tensions.

- 1) BACD 2) ACBD 3) CDAB
 4) BCDA 5) DACB

On the contrary = (used at the beginning of a clause or sentence to emphasise) that what follows is true, and it is opposite of what was said previously

Contain = to prevent something from spreading in a harmful way and becoming more serious

Take something on board = to accept a responsibility, etc; to understand and appreciate something fully.

Hitherto = until now; until a particular time

Equitable = fair and just; reasonable

Empirical = based on observation or experiment, not on theory

52. (A) Children in most schools are packed like sardines into dingy classrooms and spend most of their time jostling for space instead of learning.

(B) Education is not just about imparting literacy; it is about developing a well-rounded personality in the child.

(C) This has contributed to stress, lack of interest in learning and other physical and psychological disorders.

(D) This is difficult to achieve in today's crowded classrooms which have made learning a joyless experience.

- 1) DABC 2) CDAB 3) BDAC
 4) ADBC 5) ADCB

like sardine = pressed tightly together in a way that is uncomfortable or unpleasant

Dingy = dirty and dark; not cheerful or bright

Jostle = to compete with other people in a forceful manner in order to gain something; to push roughly against somebody usually in a crowd

Impart = to give a quality to something

53. (A) If it were so, the one billion-plus and still growing population, overcrowded metros and schools would have by now led to a crisis, triggering regression.

- (B) That hasn't happened.
 (C) We continue to grow — in numbers as well as in terms of income per head and literacy levels.

(D) In India, lack of space has never majorly deterred achievers.

- 1) CABD 2) BCAD 3) ABCD
 4) BADC 5) DABC

Regression = the process of returning to an earlier or less advanced form or state

Deter = to make somebody decide not to do something

54. (A) There are still two weeks to go for the American presidential election.
 (B) Our newspapers and TV channels are full of Kerry-Bush debate.
 (C) But the kind of media attention it is attracting in India, makes it appear as if India is America's 51st state.
 (D) Every statement and its implication has been discussed threadbare.

- 1) ACBD 2) BACD 3) DACB
 4) CBAD 5) DBCA

Threadbare = not adequate or effective; old and worn thin

55. (A) It is only a means giving a fair chance to those who have been discriminated against for centuries.
 (B) The myth that reservations will bring doom to the private sector is being deliberately propagated.
 (C) Instead of lowering the cut-off percentage for the reserved categories, a large number of scholarships should be made available to them.
 (D) Reservation does not mean employing the incompetent.

- 1) CDAB 2) BDAC 3) ADCB
 4) DCAB 5) CBAD

Discrimination = treating a person or group differently (usually worse) than others.

Myth = a thing or person that is imaginary or not true

Doom = death or ruin; any terrible fate

Propagate = to spread an idea, a belief, knowledge, etc more widely

56. (A) That is because all vaccines lose their ability to provide protection against disease over a period of time.
 (B) Vaccines have saved millions of lives and vast sums of money have gone into preserving the inoculations at low temperatures.
 (C) The loss of potency becomes quicker when they are exposed to high temperatures.
 (D) In order to maintain their quality, they must be stored at the appropriate temperature from the time they are manufactured right up to the moment of use.

- 1) DBCA 2) CDAB 3) ACDB
 4) BACD 5) CBDA

Inoculate = to inject a person or an animal with a mild form of a disease as a way of preventing them/it catching the disease itself.

57. (A) In a TV set an echo within the crystal is used to set the timing for the electron beam that scans the screen.
 (B) Toshio Higuchi and his colleagues at the Department of Precision Engineering at the University of Tokyo built their motor using a sliver of lithium niobate 60 millimetres long and 15 millimetres wide.
 (C) But when these waves bounce along the surface of a crystal small objects on top will 'surf' along with them.
 (D) Applying a small voltage to a piezoelectric crystal flexes and stretches its atomic lattice, creating a surface acoustic wave.

- 1) ABCD 2) DBCA 3) ADCB
 4) CDAB 5) DACB

58. (A) The name malaria itself has its origin from 'mal air' conveying 'foul air'.
 (B) In those days malaria was considered a mysterious scourge on mankind causing untold havoc over centuries.
 (C) No one knew its cause and how it spread.
 (D) Rather, it was widely believed, the disease was transmitted through a foul, poisonous gas known as Marsh Miasma.

- 1) ADCB 2) BCDA 3) CDBA
 4) ABDC 5) BACD

Scourge = a person or thing that causes trouble or suffering

Untold = too many or too much to be counted, measured etc

Foul = an act or a piece of play that is against the rules of game; dirty and smelling bad.

59. (A) If there is a large problem that fits ESSs, then perhaps this is the approach to be followed.
 (B) Many companies choose to build large systems which usually must be run on mainframe computers.
 (C) The benefits of large systems are that the savings can be large.
 (D) The downside to building large systems is that they require special programmers to build.

- 1) ADCB 2) BDAC 3) CABD
 4) BCAD 5) ADBC

Downside = a negative aspect; a disadvantage or set of disadvantages

60. (A) Chemical reactions are about to become easier to control, as German researchers have built a laser that 'learns' to direct them.
 (B) But chemists seldom know the energies of bonds well enough to tailor the laser for the task.
 (C) Now the team has built the first working system that relies on the feedback to find the right laser pulse for the job.

(D) By exciting specific bonds, precisely shaped laser pulses can split large molecules into desired products.

- 1) ADBC 2) BCDA 3) DBAC
4) DABC 5) BDAC

Tailor = to make or adapt something for a particular purpose, person or type of person.

61. (A) A carbon crystal that might eventually be used to make optical circuits (which use light beams instead of electric currents) has been developed by an American electronic company.
(B) They then chemically removed the gemstone, leaving the carbon in a form they dub 'inverse opal'.
(C) The resulting crystal can strongly diffract visible light, a quality the researchers have exploited to build an optical switch.
(D) Researchers took a synthetic version of the gemstone opal and filled the spaces in its lattice with carbon.
1) BCDA 2) ABCD 3) ADBC
4) CDBA 5) DACB
62. (A) Dobson's conclusions, they contend, are a stretch based on highly circumstantial evidence and at odds with evolutionary biology.
(B) "We sometimes have to rock the boat," said Dr Karl W Butzer, a geographer at the University of Texas at Austin.
(C) Paleontologists who specialise in Neanderthal research have raised sharp objections.
(D) But some anthropologists and other geographers said that the data seemed impressive and that the interpretations should be taken seriously.
1) ABCD 2) ABDC 3) CADB
4) BDCA 5) CABD
63. (A) Call monitoring features are useful in terms of security, but also enable tracking of call volume and logging of all connections so that administrators can optimise the number of ISDN lines ordered.
(B) Call monitoring is also an important element of any ISDN data communications solution.
(C) Given that ISDN costs are often usage-related, this checking and recording also serves to prevent any nasty surprises that user might receive with the monthly phone bill.
(D) At the same time, usage logs can provide managers with the justification required to add ISDN lines as the need for additional bandwidth arises.
1) ABDC 2) BACD 3) DABC
4) DACB 5) ACDB

Log = to enter information in an official written record.

Optimise = to make something as good or as favourable as possible

Nasty = painful; severe

64. (A) And if one has more products one will have to forecast which market, which city, which shop and when they will need a particular brand and a particular size.
(B) The focus of most CPG companies used to be first to get the manufacturing right.
(C) There are lots of issues around the supply chain management side.
(D) Once they achieve this they go for the distribution right.
1) CABD 2) CDBA 3) CBAD
4) ADBC 5) BDCA
65. (A) Moreover, the anti-venom contains a mixture of foreign proteins and causes allergic reactions in many patients.
(B) Antibodies are then harvested from the animals' blood.
(C) Until now, anti-venom for neutralising snakebite toxins has been made by injecting horses or sheep with small quantities of venom to produce an immune reaction.
(D) However, a single dose of anti-venom costs around \$ 15 and several may be needed to treat each patient.
1) ABCD 2) DCBA 3) BADC
4) CDAB 5) CBDA
66. (A) This result is reported in the October 16th issue of *Science*.
(B) Antarctica is not shrinking according to a report from the European Space Agency (ESA).
(C) The same investigation provides evidence that one part of West Antarctica may be rapidly losing its ice to the ocean.
(D) A team of British, Dutch and American scientists, led by Prof Duncan Wingham at the University College, London, based the findings on ERS (European Remote Sensing) satellites' data collected over five years.
1) CABD 2) BDAC 3) ACDB
4) DBCA 5) CDBA
67. (A) Storage of cadaver organs for transplant remains a perennial problem and is influenced by legal, ethical and other issues.
(B) The function of the organs must be protected before and during procurement from the donor.
(C) Organ transplant for end-stage disease is well accepted worldwide.
(D) The supply of organs from heart-beating dead donors is inadequate to meet the total demand.
1) CADB 2) CBAD 3) BACD
4) CDAB 5) ADCB
- Cadaver** = a person's dead body
Perennial = constantly occurring

68. (A) The remarkable point has been made in this context that language owes its origin to art.
 (B) Both art and language involve symbols that have some kind of "socially shared meaning".
 (C) Dr Ian Tattersall of the American Museum of Natural History in New York is quoted as saying: "Empathy, intuitive reasoning, and future planning are impossible without language."
 (D) Art is symbolic representation, and a society that indulged in art must have had a language.

- 1) BDCA 2) CDAB 3) BADC
 4) BCAD 5) ADBC

Empathy = the ability to imagine and share another person's feelings, experience etc

Intuitive = of or coming from intuition

Indulge = to allow oneself to enjoy the pleasure of something

69. (A) And for good reason: Experts cannot seem to agree, either.
 (B) For example, the biomechanics laboratory at Centinela Hospital Medical Centre in Inglewood, Calif., completed a study this year comparing the effectiveness and safety of eight popular abdominal movements.
 (C) Even the research is not definitive.
 (D) Exercisers are often confused about the best way to strengthen and tone up the midriff.

- 1) ACBD 2) DACB 3) BCDA
 4) DBCA 5) DABC

Midriff = the middle part of the human body, between the waist and the chest.

Tone up = to make one's body stronger, fitter etc

70. (A) There is significant variability in seedlings raised through seeds.
 (B) Small cardamom, the queen of spices, enjoys a unique position in the spices market.
 (C) Clonal multiplication and tissue culture method of propagation are advantageous for true-to-type and uniform crop.
 (D) It is propagated through seeds and rhizomes.

- 1) ACDB 2) CDBA 3) BDCA
 4) CADB 5) ADBC

Seedling = a young plant newly grown from a seed

True to something = being or acting as one would expect from something

71. (A) Bananas cultivated in the Cauvery delta have begun to develop severe salt injury.
 (B) The wetland tracts hitherto considered as devoid of such problem have now shown signs of salt injury by way of marginal scorching characterised by yellow lining.
 (C) The lower leaves get dried up at a faster rate and the number as well as the size of the leaves showed a decline.
 (D) The scorching is so severe that the leaf area gets reduced to even 50 per cent.

- 1) CADB 2) CABD 3) ADBC
 4) DCBA 5) ABDC

Hitherto = until now; until a particular time

Devoid of something = without something; completely lacking in something

Scorching = very hot

72. (A) Fallow condition of the land favours the loss of valuable top soil by water erosion during monsoon by run-off and loss of soil moisture by evaporation during dry periods.
 (B) This makes inter-culture operations difficult.
 (C) This favours weeds and harbours pests and diseases.
 (D) Most of the farmers keep the land fallow up to the bearing period.

- 1) ABDC 2) CDBA 3) DCBA
 4) ACBD 5) CDAB

Fallow = that has been dug but then left without crops being planted on it, in order to allow essential chemical elements, etc to increase in it.

Harbour = to contain and allow something to develop

73. (A) The lesions are small, smooth, later enlarge and become slightly depressed.
 (B) Phytophthora blight produces different symptoms on affected plants, depending on the age and the plant part affected.
 (C) Initially, purple to dark necrotic lesions girdle the basal portion of the stem and later occur on the aerial parts of the seedlings.
 (D) The seedling infection commences with the onset of heavy rains during July-August.

- 1) BDCA 2) DCBA 3) ADCB
 4) ABCA 5) CDBA

Lesion = a wound; an injury

Blight = any plant disease

Necrotic = adjective of 'Necrosis'.

Necrosis = the death of most or all of the cells in an organ or tissue due to disease, injury, or failure of the blood supply.

Girdle = to surround something

Aerial = existing or suspended in the air

Onset = a beginning, especially of something unpleasant.

74. (A) It is desirable that political parties themselves develop a code of conduct that will sustain the level playing field.
 (B) Any code should evolve more as a healthy convention having the force of a statute.
 (C) It is said that conduct cannot always be laid down by the law.
 (D) As regards giving statutory status to the model code, some have opposed it.

- 1) ABCD 2) DCBA 3) BDCA
 4) CADB 5) ACBD

75. (A) Social attitudes sometimes lag behind social realities in a period of transition.
 (B) Perhaps it is time for a few determined pushes to begin the first step of

reconstructing social structures so that they address modern needs.

- (C) The roles of the primary care-giver in a family needs to be redefined to include male members.

- (D) If the social superstructure does not reflect the current needs then it has to be changed.

- 1) ADCB 2) ACDB 3) BDCA
4) BCDA 5) ABDC

Lag behind = to go too slowly; to fail to go as fast as others

76. (A) A close integration in the working of nations to achieve political and economic goals is only to be welcomed.
(B) It is as if a movement towards securing a world vision is gradually gaining force.
(C) The interaction between nations is greater than it ever was.
(D) Today, the world is taking on the form of a global community.

- 1) DACB 2) ABDC 3) DCBA
4) CDAB 5) ABCD

Take on something = to begin to have a particular characteristic, quality or appearance; to assume something

77. (A) The imagination paints many of these as unknown terrors.
(B) Outside this circle is a vast darkness that holds many mysteries.
(C) The earliest maps were rough sketches of an unknown world made by the wisest of our ancestors.
(D) The geographer of those days was like a traveller who stands at night in an unknown place holding a flickering lantern that casts a little circle of light near his feet.

- 1) ABCD 2) DCBA 3) CDAB
4) CDBA 5) DCBA

Flicker = to move backwards and forwards lightly and quickly

78. (A) One of the great delusions of modern times is the prevailing belief that we are more civilised than our ancestors.
(B) At no other period in the history of mankind has the word 'civilisation' been so often misused and misunderstood.
(C) It is not in the abundance of material goods alone that civilisation lies.
(D) Neither does it consist in the advance of scientific knowledge, however amazing it may be.

- 1) BACD 2) CBAD 3) ACDB
4) BADC 5) ABCD

Delusion = a false opinion or belief, especially one that may be a symptom of madness

79. (A) It has been prone to systemic failures.
(B) If it has retained substantial strength in the tactical field, it is in spite of the slow moving

system.

- (C) This could be tolerated in the past but can be catastrophic in a nuclear weapons environment.

- (D) The Indian security system with its colonial structures is quite unsuited to manage the demands of defence in strategic and operational terms.

- 1) ACBD 2) DBAC 3) CBAD
4) BCAD 5) CDBA

Prone = likely to suffer from

Systemic = of or affecting the whole of the body

Catastrophic = a sudden great disaster

Strategic = that gives an advantage in a war; forming part of a plan or an aim to achieve a specific purpose or to gain an advantage

80. (A) Women had played a very active role in Iran's Islamic revolution from the beginning.

- (B) It was more an imitation of western culture than true freedom for women.

- (C) However, these reforms were quite superficial as women had no freedom to participate in political activities.

- (D) The Shah had imposed modern secular reforms and had abolished the veil and western dress was encouraged.

- 1) DCBA 2) CBAD 3) BADC
4) ADCB 5) CBDA

Abolish = to end the existence of a law, a practice, an institution etc

Veil = a covering of fine net or other usual transparent material worn, especially by women, to protect or hide the face, or as a part of hat, etc.

81. (A) Perhaps this will take a long time as it is very difficult to get together equals and to decide who is *primus inter pares*.

- (B) In this, China and India have to play major roles not to mention Japan and the ASEAN.

- (C) But as a first step, we can have a cooperative community structure embracing certain parts of China adjacent to India, north Myanmar, Bangladesh and the Seven sisters of the Northeast.

- (D) In the coming years, India should pave the way for an Asian Common Market like its Europe counterpart.

- 1) DBAC 2) BCAD 3) CABD
4) ACDB 5) BDCA

To pave the way = to create a situation in which somebody will be able to do something or something can happen

82. (A) But it has always been the other way round for Indian participants who either lost their cool or are subjected to a sudden illness.

- (B) Besides all these shortcomings, what is glaringly missing is the genuine government efforts.

(C) The Government of India should concentrate more on developing the necessary infrastructure for Indian sportspersons to acquire skills to compete in international events.

(D) It is important that any sports participant in big events like Olympics should have a poised mind besides being physically fit at least during the days of his or her stay in the sports venue.

- 1) BCAD 2) CDBA 3) ACDB
4) CBAD 5) DABC

The other way round = in the opposite position or direction; the opposite of what is expected or supposed

Shortcoming = a fault, eg in somebody's character, a plan or a system; a defect

Glaring = bright in an unpleasant way; angry; fierce; that cannot or should not be ignored; shocking

Poised = in a state of balance; showing calm self-control; in a state of physical tension, ready for action.

Glaringly = shockingly

83. (A) That is what health is all about — not illness and hospitals.
(B) On the contrary, it is concerned with the well-being and ability to perform tasks in a vibrant society.
(C) The word 'health' is often misunderstood and linked with hospitals and treatment by medical doctors.
(D) After all, staying healthy is the most important thing.

- 1) BACD 2) ACDB 3) DBAC
4) CBDA 5) CADB

Vibrant = full of life and energy; exciting

84. (A) In India, banking is the largest national instrument for socio-economic development.
(B) The surest way to ensure that is to strengthen banks and professionalise their managements.
(C) When banks fail, taking with them the money of depositors, confidence in the banking sector slips and damages the investment climate.
(D) We need focussed and well-directed lending to agriculture and industry; banks can and should play a crucial role in a growing economy.

- 1) ABCD 2) DCBA 3) CABD
4) DABC 5) ADBC

85. (A) Today it is arguably the most backward and under-developed state.
(B) It gave the country leaders like Rajendra Prasad and Jayaprakash Narayan.
(C) In the early years of independence, Bihar was one of the best-administered states.
(D) Consistent neglect by the Centre in allocation of funds and policies skewed against the state

have been major reasons for its backwardness.

- 1) BCAD 2) ACBD 3) CBAD
4) DACB 5) CDAB

Skew = to change something from its usual position or direction

86. (A) The number of HIV-positive is increasing at an alarming rate.
(B) Even with crores being spent on AIDS awareness programmes, we seem to be making little headway.
(C) It is obvious that prevention and control strategies have been ineffective.
(D) According to reports, there are around 50 million HIV-positive in the world.

- 1) DBAC 2) BACD 3) DCBA
4) BADC 5) CABD

Headway = progress, especially in difficult circumstances

87. (A) It is the result of a long-drawn campaign by disabled rights activists.
(B) It is only because of a sustained campaign and the judiciary's pressure that the executive has finally given in.
(C) The move to open up non-technical A and B category posts in the civil service to the disabled is commendable.
(D) The judiciary's stand in this regard has also been encouraging.

- 1) DABC 2) CADB 3) BCAD
4) ABCD 5) CDBA

Commendable = deserving praise

88. (A) The Indian government's response to post-election Iraq shows a new flexibility and vibrancy in our foreign policy.
(B) The way India deals with Iraq can be used as a benchmark for future foreign policy.
(C) An ability to react quickly is required today.
(D) As the geopolitical situation changes rapidly, India cannot afford to have a rigid foreign policy.

- 1) ADCB 2) BCDA 3) CDAB
4) DABC 5) CABD

89. (A) What we should be worried about is the mismatch between the two.
(B) Internal reforms are crucial to the long-term health of the Indian economy.
(C) If the pace of internal reforms does not keep up with that of globalisation, it can ruin the kind of vibrancy that the Indian economy has built for itself.
(D) The quicker the speed of reforms at home, the better chance we will have of integrating with the global economy.

- 1) DCBA 2) ADBC 3) BDAC
4) ABCD 5) CBDA

90. (A) The fact that India is thinking of asking the US for frontline weapons is a positive development.

- (B) But the sum and substance of this relationship has changed considerably over the years.
 (C) This is a major foreign policy shift and a welcome change from the country's overdependence.
 (D) The former Soviet Union and its successor have been India's principal armaments supplier for over 30 years.
- 1) CBAD 2) DCAB 3) BCAD
 4) CADB 5) ACDB

Armament = weapons, especially large guns, tanks etc.

91. (A) It was America which made Saddam Hussein, once its blue-eyed boy, fight eight-year proxy war against Iran.
 (B) But once its interests were served, the US saw him as a threat to the region.
 (C) It is ironical that the US is now training its gun on Iran.
 (D) It finally hounded him out of office on the pretext of WMD.
- 1) ABCD 2) CABD 3) CDBA
 4) BACD 5) DACB

Somebody's blue-eyed boy = a person treated with special favour by somebody

Proxy = a person who is given the authority to act on behalf of another.

To hound somebody out (of something/....) = to force somebody to leave something/a place, especially by making their life there very difficult.

Pretext = an excuse; a reason given for doing something that is not the real reason

92. (A) For democracy to succeed, the urge has to come from the people.
 (B) But despite democratic elections, peace will be elusive in Iraq as it is in J&K.
 (C) The American leadership urged people to appreciate the great task the US has undertaken to introduce democracy in Iraq.
 (D) The Iraq elections are being touted as a great democratic success.
- 1) ACBD 2) CDAB 3) ABCD
 4) DCBA 5) BADC

Urge = strong desire or impulse

Elusive = tending to escape or disappear; difficult to find or capture; difficult to remember

To urge = to try hard to persuade somebody to do something

Tout = to offer or propose somebody/something in the hope that people will believe or accept them/it.

93. (A) For arguably the first time ever, India's economy looks both buoyant and stable.
 (B) In earlier decades, the occasional high-growth year meant very little, as it was invariably preceded by a year of very low or negative growth.

- (C) Only once after Independence did India grow at above 7% in consecutive years — in 1994-95, 1995-96 and 1996-97, when industrial delicensing spurred an increase in capacity.
 (D) We are expected to round off the current fiscal with 6.9% growth in GDP, despite a mere 1.1% growth in agriculture.

1) ADCB 2) BCDA 3) CABD

4) DBCA 5) BACD

Invariably

= always

Spur

= to stimulate somebody/something; to encourage or be a reason for somebody to act or make an effort

94. (A) Drugs are big business after all.
 (B) This is because pharmaceutical companies do not actively promote generic drugs.
 (C) Several generic drugs are better than brand name drugs.
 (D) Yet doctors largely prescribe brand name drugs.
- 1) BACD 2) CABD 3) DBAC
 4) CDBA 5) ADCB

Generic

= shared by or including a whole group or class of things; not specific

95. (A) But as long as advertising achieves its objective it is effective.
 (B) People classify advertising as good or bad depending on how it appeals to them.
 (C) In the ultimate analysis there is only effective and ineffective advertising.
 (D) There is no such thing as good or bad advertising.

1) ACBD 2) DBAC 3) ABCD

4) CABD 5) BCDA

96. (A) Private property rights alone enable the freedom of expression.
 (B) However, in reality, this is a completely meaningless right.
 (C) Where these rights are non-existent, or flouted by the authorities, the freedom of expression disappears.
 (D) Journalists are the first to defend the 'freedom of expression'.

1) BACD 2) CABD 3) ABCD

4) BDCA 5) DBAC

Flout

= to show that one has no respect for something by openly refusing to obey it.

97. (A) The system of nature set up by God already rests on the basis of peace.
 (B) Peace is no external factor to be artificially imposed upon man.
 (C) Peace is inherent in nature itself.
 (D) If this system is not disrupted, it will continue to stay the course set for it by the Almighty.

1) DACB 2) ACBD 3) BCAD

4) DBAC 5) ADCB

Impose

= to try forcefully to make somebody accept an opinion, a belief etc

Inherent = existing as a natural or permanent feature or quality of something/somebody

Disrupt = to make it difficult for something to proceed eg by causing noise, problems, interruptions etc

98. (A) Which is why we need to promptly stop the ring-fencing of petro-product sales, and thoroughly open up retailing.
 (B) In a liberalising economy it is sheer folly to provide sky-high protection for oil refining.

(C) Besides, we do need proper price signals for everyday consumption, and fast.

(D) It would summarily distort investment decisions.

1) BDCA 2) DCAB 3) ADCB

4) CABD 5) ABCD

Sheer = complete; nothing more than

Folly = a foolish or unwise act, idea or practice

Exercise-2

Directions (Q. 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) 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.

- Which of the following should be the **FOURTH** statement after rearrangement?
 1) E 2) D 3) C 4) B 5) A
- Which of the following should be the **SIXTH (LAST)** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
- Which of the following should be the **SECOND** statement after rearrangement?
 1) F 2) E 3) D 4) C 5) B
- Which of the following should be the **THIRD** statement after rearrangement?
 1) B 2) C 3) D 4) E 5) F
- Which of the following should be the **FIRST** statement after rearrangement?
 1) F 2) E 3) D 4) C 5) B

Distort = to give a false account of something

Discern = to perceive, know or find out something

Introspect = to examine one's own thoughts, feelings and motives

Directions (Q. 6-11): 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.

- Which of the following will be the **FIRST** sentence in the passage?
 1) C 2) E 3) F 4) G 5) B
- Which of the following will be the **FIFTH** sentence in the passage?
 1) F 2) G 3) D 4) C 5) H
- Which of the following will be the **SECOND** sentence in the passage?
 1) C 2) A 3) F 4) G 5) E
- Which of the following will be the **LAST** sentence in the passage?
 1) A 2) D 3) F 4) B 5) H
- Which of the following will be the **FOURTH** sentence in the passage?
 1) F 2) C 3) E 4) D 5) A
- Which of the following will be the **SEVENTH** sentence in the passage?
 1) D 2) B 3) H 4) A 5) C

Prevail = to exist or happen generally; to be widespread

Divulge = to make something known, especially a secret

Mouthpiece = a person, newspaper etc that expresses the opinions of others

Directions (Q. 12-16): 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.

12. Which sentence should be the **FOURTH** in the paragraph?

- 1) A 2) B 3) C 4) D 5) E

13. Which sentence should be the **LAST** in the paragraph?

- 1) A 2) B 3) C 4) D 5) E

14. Which sentence should be the **FIRST** in the paragraph?

- 1) G 2) F 3) E 4) D 5) C

15. Which sentence should be the **SECOND** in the paragraph?

- 1) G 2) F 3) E 4) D 5) C

16. Which sentence should be the **THIRD** in the paragraph?

- 1) A 2) B 3) C 4) D 5) E

Stipulate = to state something clearly and firmly as a requirement

Deprive of = to take something away from somebody/something; to prevent somebody/something from enjoying or using something

Accrue = to increase over a period of time; to allow something to collect over a period of time; to accumulate something

Directions (Q. 17-21): 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.

17. Which sentence should be the **FOURTH** in the paragraph?

- 1) A 2) B 3) C 4) D 5) E

18. Which sentence should be the **SIXTH** in the paragraph?

- 1) A 2) B 3) C 4) D 5) E

19. Which sentence should be the **FIRST** in the paragraph?

- 1) A 2) B 3) C 4) D 5) E

20. Which sentence should be the **SEVENTH (LAST)** in the paragraph?

- 1) A 2) B 3) F 4) D 5) E

21. Which sentence should be the **SECOND** in the paragraph?

- 1) A 2) B 3) G 4) D 5) E

Allegiance = support of or loyalty to a government, ruler, cause etc

Fellowship = a group or society of people sharing a common interest or aim

Contemporary = belonging to the same time; a person who lives or lived at the same time as another, usually being roughly the same age

Trustee = a country given responsibilities for governing a particular territory by the United Nations Organisation

Directions (Q. 22-26): 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.

22. Which sentence should be the **FOURTH** in the paragraph?

- 1) B 2) C 3) D 4) E 5) F

23. Which sentence should be the THIRD in the paragraph?
1) A 2) B 3) C 4) D 5) E
24. Which sentence should be the FIRST in the paragraph?
1) A 2) B 3) C 4) D 5) E
25. Which sentence should be the LAST (SIXTH) in the paragraph?
1) A 2) B 3) C 4) D 5) E
26. Which sentence should be the SECOND in the paragraph?
1) B 2) C 3) D 4) E 5) F

Splendid = magnificent; very impressive
Triumph = the state of feeling great satisfaction or joy as the result of success or victory

Conquest = the action or an instance of defeating somebody/something

Philanthropist = a person who is concerned for the welfare or benefit of others and who supports good causes especially by giving money

Directions (Q. 27-31): 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.
27. Which of the following should be the FIFTH in the paragraph?
1) A 2) B 3) C 4) D 5) E
28. Which of the following should be the FIRST in the paragraph?
1) A 2) B 3) C 4) D 5) E
29. Which of the following should be the LAST in the paragraph?
1) A 2) B 3) C 4) D 5) E
30. Which of the following should be the SECOND in the paragraph?
1) F 2) E 3) D 4) C 5) B
31. Which of the following should be the FOURTH in the paragraph?
1) F 2) E 3) D 4) C 5) B

Terrain = a stretch of land with regard to its natural features

Fauna = all the animals of an area or a period of time

Expedition = an organised journey or voyage with a particular aim

Ornithology = the scientific study of birds

Directions (Q. 32-35): 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 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.

32. Which of the following will be the SIXTH sentence?
1) C 2) F 3) B 4) D 5) A

33. Which of the following will be the FOURTH sentence?
1) F 2) C 3) D 4) B 5) A

34. Which of the following will be the SECOND sentence?
1) D 2) E 3) B 4) F 5) C

35. Which of the following will be the FIRST sentence?
1) D 2) E 3) F 4) B 5) C

Congruent = suitable or fitting for something

Directions (Q. 36-40): 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) The application of economic, environmental and consumer pressures have been on an increase in recent years.
- (B) As a result, our agro-food production and technology are amongst the most advanced in the world.
- (C) They are thus able to provide expertise and technology to satisfy the needs of agro-food production.
- (D) In turn, the support industries have developed to an equally advanced state.
- (E) They have also equipped themselves with the necessary expertise to satisfy the most exacting requirements of the overseas markets.

(F) These have greatly influenced the development of the agriculture and food industries in our country.

36. Which of the following should be the **SECOND** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
37. Which of the following should be the **THIRD** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
38. Which of the following should be the **FOURTH** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
39. Which of the following should be the **FIFTH** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
40. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B

Expertise = expert knowledge or skill, especially in a particular field

Directions (Q. 41-45): 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 question given below them.

- (A) In other words, floods and droughts are built into the countries monsoonal ecology.
(B) "It pours cats and dogs" they said.
(C) In the remaining 8,660 hours there is hardly any precipitation.
(D) If the rain is not caught and stored, it will be impossible to live in this country.
(E) But most of it pours down in a mere hundred hours.
(F) India gets more rain annually 1,100 mm, on an average than any other part of the world.
(G) When the British came to India, they were struck by the amount it rained here.

41. Which of the following will be the **FIRST** sentence?
1) G 2) A 3) C 4) D 5) F
42. Which of the following will be the **SECOND** sentence?
1) C 2) D 3) F 4) G 5) B
43. Which of the following will be the **FOURTH** sentence?
1) B 2) C 3) E 4) F 5) D
44. Which of the following will be the **FIFTH** sentence?
1) A 2) C 3) D 4) F 5) G
45. Which of the following will be the **LAST** sentence?
1) D 2) E 3) F 4) A 5) C

To rain cats and dogs = to rain very heavily

To be struck by = to be favourably impressed by somebody/something; to like somebody/something very much

Directions (Q. 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) 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 are not data.
(C) One of the commonest risks which agricultural life is exposed to in this country is famine or failure of crops.
(D) There are, 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.

46. Which of the following should be the **fourth** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
47. Which of the following should be the **sixth** sentence in the paragraph?
1) E 2) D 3) B 4) C 5) A
48. Which of the following should be there in the **third** position in the paragraph?
1) B 2) C 3) D 4) E 5) F
49. Which of the following should be the **first** sentence after rearrangement?
1) A 2) B 3) D 4) C 5) E
50. Which of the following should be the **second** sentence after rearrangement?
1) B 2) G 3) D 4) E 5) F

Stimulus = a thing that encourages or excite somebody/something to activity, greater effort etc

Undermine = to make something/somebody gradually weaker or less effective

Starvation = suffering or death caused by lack of food

Directions (Q. 51-55): 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.

51. Which of the following should be the **FIRST** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
52. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
53. Which of the following should be the **FIFTH** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
54. Which of the following should be the **THIRD** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B
55. Which of the following should be the **SECOND** sentence after rearrangement?
1) F 2) E 3) D 4) C 5) B

Obsolete = no longer used; out of date

Directions (Q. 56-60): 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.
56. Which of the following will be the **SECOND** sentence?
1) A 2) B 3) C 4) D 5) E
57. Which of the following will be the **THIRD** sentence?
1) A 2) B 3) C 4) D 5) E
58. Which of the following will be the **FIRST** sentence?
1) A 2) B 3) C 4) D 5) E
59. Which of the following will be the **FOURTH** sentence?
1) A 2) B 3) C 4) D 5) E
60. Which of the following will be the **LAST** sentence?
1) A 2) B 3) C 4) D 5) E

Nullify = to make something lose its effect; to act against something

Hasty = acting or deciding too quickly, without enough thought.

Dizzy = unable to balance; confused

Prophecy = the power of saying what will happen in the future

Directions (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) 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.
61. Which of the following will be the second sentence?
1) A 2) B 3) F 4) C 5) D
62. Which of the following will be the first sentence?
1) E 2) A 3) B 4) C 5) D
63. Which of the following will be the third sentence?
1) E 2) C 3) B 4) F 5) D
64. Which of the following will be the fifth sentence?
1) C 2) D 3) B 4) F 5) A
65. Which of the following will be the last sentence?
1) C 2) D 3) E 4) F 5) B

Persuade = to make somebody believe something; to convince somebody

Directions (Q. 66-70): 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.

66. Which of the following will be the **Fourth** sentence in the paragraph?
1) A 2) B 3) C 4) D 5) E
67. Which of the following will be the **Second** sentence in the paragraph?
1) A 2) B 3) C 4) D 5) E
68. Which of the following will be the **Last** sentence in the paragraph?
1) A 2) B 3) C 4) D 5) E
69. Which of the following will be the **First** sentence in the paragraph?
1) A 2) B 3) C 4) D 5) E
70. Which of the following will be the **Third** sentence in the paragraph?
1) A 2) B 3) C 4) D 5) E

Innovation = the process of making changes or in-troducing new ideas methods etc

Chunk = a fairly large amount of something

Arena = a place or scene of activity or conflict

Endowment = money, property etc given to provide an income.

Emerge = to develop or become noticeable

Directions (Q. 71-75): 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.

71. Which of the following will be the **THIRD** sentence?
1) C 2) B 3) D 4) E 5) G
72. Which of the following will be the **LAST** sentence?
1) C 2) D 3) B 4) E 5) G
73. Which of the following will be the **FIRST** sentence?
1) E 2) G 3) A 4) F 5) B
74. Which of the following will be the **FOURTH** sentence?
1) C 2) E 3) B 4) G 5) D
75. Which of the following will be the **SIXTH** sentence?
1) F 2) E 3) C 4) D 5) A

Child's play = a thing that is very easy to do

Directions (Q. 76-80): Rearrange the following five sentences (A), (B), (C), (D) and (E) in the proper sequence to form a meaningful paragraph and then answer the questions given below them.

- (A) The north is bordered by mountain ranges while the remaining sides of Greece are enclosed by the Mediterranean sea.
(B) The people there were called the Greeks.
(C) Greeks, therefore, became good navigators.
(D) The typical character of Greek civilisation is due to the geographic conditions prevailing there.
(E) The name Greece comes from one of the islands to the south-east of Europe known as Graecia.

76. Which of the following will be the **THIRD** sentence?
1) C 2) D 3) A 4) B 5) E
77. Which of the following will be the **FOURTH** sentence?
1) B 2) E 3) A 4) D 5) C
78. Which of the following will be the **SECOND** sentence?
1) A 2) E 3) D 4) C 5) B
79. Which of the following will be the **LAST** sentence?
1) C 2) D 3) B 4) E 5) A
80. Which of the following will be the **FIRST** sentence?
1) B 2) C 3) A 4) E 5) D

Directions (Q. 81-85): 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.

81. Which of the following is the **fourth** sentence in the paragraph?
1) A 2) D 3) E 4) G 5) F
82. Which of the following is **fifth** sentence in the paragraph?
1) G 2) A 3) D 4) C 5) E
83. Which of the following is the **third** sentence in the paragraph?
1) F 2) A 3) G 4) D 5) E
84. Which of the following is the **last** sentence in the paragraph?
1) F 2) C 3) D 4) B 5) G
85. Which of the following is the **second** sentence in the paragraph?
1) B 2) E 3) C 4) G 5) F

Explore = to examine something thoroughly in order to test it or find out about it

Carry on = to continue doing something

Directions (Q. 86-90): 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.

- 86. Which of the following will be the **SECOND** sentence?
1) F 2) E 3) D 4) B 5) G
- 87. Which of the following will be the **FOURTH** sentence?
1) B 2) A 3) D 4) F 5) C
- 88. Which of the following will be the **LAST** sentence?
1) C 2) A 3) D 4) B 5) E
- 89. Which of the following will be the **FIRST** sentence?
1) C 2) B 3) D 4) F 5) A
- 90. Which of the following will be the **SIXTH** sentence?
1) C 2) F 3) A 4) G 5) D

Recourse = a source of help in a difficult situation, or the use of this

Essence = the most important quality, feature or characteristic of something

Enlightened = free from prejudice, false belief etc

Directions (Q. 91-95): Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence so as to form a meaningful paragraph, then answer the questions given below them.

- (A) It was further revived by a Boston publishing firm, and from that time Mother Goose continued and grew in fame and interest till date.
- (B) The first collection of verses under her name was published in London in book form by John Newberry.
- (C) These were known long before they were designated as Mother Goose rhymes.

(D) Some rhymes can be traced to popular ballads, folk songs and games, political satire, ancient proverbs, cries of street vendors, real or legendary events.

(E) About twenty-five years later the book was reprinted in the United States in Worcester, Massachusetts.

(F) In fact, until the eighteenth century Mother Goose did not have a name in print in English literature.

- 91. Which of the following will be the last sentence?
1) A 2) B 3) C 4) D 5) E
- 92. Which of the following will be the fourth sentence?
1) F 2) E 3) D 4) C 5) B
- 93. Which of the following will be the fifth sentence?
1) F 2) E 3) D 4) C 5) B
- 94. Which of the following will be the first sentence?
1) A 2) B 3) C 4) D 5) E
- 95. Which of the following will be the second sentence?
1) A 2) B 3) C 4) D 5) E

To grow in something = to gain a larger amount of a particular quality or feeling

Verse = a group of lines forming a unit in a poem or song

Ballad = a simple song or poem especially one that tells a story

Satire = the art or practice of mocking people, institutions etc and making them appear ridiculous in order to show how foolish, wicked or incompetent they are.

Legendary = very well-known; famous and inspiring admiration

Directions (Q. 96-100): Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in a proper sequence so as to form a meaningful paragraph. Then answer the questions given below them.

- (A) The child will be taught that hard work is necessary to bring about academic success, which is the forerunner to occupational success.
- (B) In the case of the city family educated to professional standards, the process is likely to take a different form.
- (C) The rural family will transmit these values to the child in order to prepare it for its future role as an adult.
- (D) In the rural community emphasis will be placed upon values such as group solidarity and the belief in the natural superiority of the male.
- (E) The child is more likely to be taught the values necessary for success in a world dominated by individual achievement.
- (F) Thus the child will grow up placing greater value upon the family as a unit than upon himself as an individual : more emphasis upon a segregation of the roles of husband and wife than upon equality, and so on.

96. Which of the following will be **FOURTH** sentence?
1) F 2) E 3) D 4) C 5) B
97. Which of the following will be the **FIRST** sentence?
1) A 2) B 3) C 4) D 5) E
98. Which of the following will be the **SECOND** sentence?
1) A 2) B 3) C 4) D 5) E
99. Which of the following will be the **FIFTH** sentence?
1) F 2) E 3) D 4) C 5) B
100. Which of the following will be the **LAST** sentence?
1) A 2) B 3) C 4) D 5) E

To bring something about = to make something happen

Forerunner = a sign of what is to follow

Solidarity = unity agreement and support resulting from shared interests, feelings, actions, sympathies etc

Segregation = the action of isolating people or things or the state of being isolated

Directions (Q. 101-105): 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 socialisation function of the family is a generalised one and is aimed at preparing us for membership of kinship group and the community.
- (B) The family is only one of the varieties of agencies of socialisation.
- (C) In other words, through the socialisation process we learn the basic facts necessary for the performance of a variety of social roles in the society in which we grow up.
- (D) Socialisation is the process by which cultural, social and moral values and beliefs are transmitted from one generation to the next.
- (E) The way in which the process operates will depend largely upon the views taken by the parents of what their children ought to be like when they are grown up.
101. Which of the following should be the **SECOND** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
102. Which of the following should be the **FOURTH** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
103. Which of the following should be the **FIRST** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
104. Which of the following should be the **THIRD** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
105. Which of the following will be the **FIFTH** (LAST) sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E

Kinship = a family relationship; a close feeling between people that develops as a result of common origins, attitudes etc

Direction (Q. 106-110): 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 at Infoquicktech thus make sure that our clients receive the best and the quickest services in the field of IT.
- (B) Information Technology has transformed a lot in this decade and this metamorphosis is exceedingly quick.
- (C) The user can now get the desired information in a fraction of a second.
- (D) Our newer packages now perform in a far better way than our clients used to get in the past.
- (E) Our search engines have been astoundingly powerful to process and fetch the required information to the user.
- (F) These improvements perform a real magic, in the true sense of the term, to facilitate quicker access.

106. Which of the following will be the **FIFTH** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
107. Which of the following will be the **SIXTH (LAST)** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
108. Which of the following will be the **FIRST** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
109. Which of the following will be the **SECOND** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
110. Which of the following will be the **FOURTH** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) F

Metamorphosis = a change of form or nature

Astounding = extremely surprising

Fetch = to go and find and bring back somebody/something

Directions (Q. 111-115): 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) For other wishes, it enlists the help of those who make or own what the child desires.
- (B) It grants some wishes with its own funds depending upon the availability of funds.
- (C) I was deeply moved when I learnt about the activity of "Make-a-Wish Foundation".
- (D) From parents, friends, or hospital attendants, the foundation learns about the child's wish for anything from a special toy to a visit to Disneyland.

- (E) I am sure you also now must have been moved by the noble act of the foundation.
 (F) It grants the wishes of children who are terminally ill.

111. Which of the following should be the **FOURTH** sentence after rearrangement?
 1) F 2) E 3) D 4) C 5) B
112. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
 1) F 2) E 3) D 4) C 5) B
113. Which of the following should be the **SECOND** sentence after rearrangement?
 1) F 2) E 3) D 4) C 5) B
114. Which of the following should be the **THIRD** sentence after rearrangement?
 1) F 2) E 3) D 4) C 5) B
115. Which of the following should be the **FIRST** sentence after rearrangement?
 1) F 2) E 3) D 4) C 5) B

Directions (Q. 116-120): 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) It is a general term used to describe over 200 individual diseases.
 (B) The abnormal cells grow without any control, invade through normal tissue barriers and reproduce indefinitely.
 (C) The word "cancer" comes from Latin, meaning a crab.
 (D) These characteristics include development within any tissue of a malignant growth.
 (E) A tumour was called cancer because of swollen veins around the area resembling a crab's limbs.
 (F) These diseases progress differently over a period of time and share certain characteristics.

116. Which of the following should be the **SECOND** sentence after rearrangement?
 1) A 2) B 3) C
 4) D 5) E
117. Which of the following should be the **THIRD** sentence after rearrangement?
 1) A 2) B 3) C
 4) D 5) E
118. Which of the following should be the **FOURTH** sentence after rearrangement?
 1) A 2) B 3) C
 4) D 5) None of these
119. Which of the following should be the **FIFTH** sentence after rearrangement?
 1) A 2) B 3) C
 4) D 5) None of these
120. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
 1) A 2) B 3) C
 4) D 5) None of these

- Invalidate** = to enter a place in large numbers, especially so as to cause damage; to crowd into something
- Crab** = a sea creature that has a hard shell and ten legs two of which are pincers
- Malignant** = that cannot be controlled and is likely to prove fatal

Directions (Q. 121-125): 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) Happiness, if at all found, is accompanied with sorrow.
 (B) This attitude helps us to cope up with our unhappiness.
 (C) The world is full of miseries, problems, risks and discomfiture.
 (D) It also helps us to be sympathetic to others who are more unhappy.
 (E) Therefore, it seems to be wise to compare our lot with the lot of those who are less fortunate.
 (F) None can find here perfect happiness.

121. Which of the following should be the **FIRST** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F
122. Which of the following should be the **FIFTH** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F
123. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F
124. Which of the following should be the **SECOND** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F
125. Which of the following should be the **FOURTH** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F

- Cope up with** = to have the capacity to deal with something successfully
- Discomfiture** = noun of the verb 'discomfit'
- Discomfit** = to confuse or embarrass somebody

Directions (Q. 126-130): 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) Equally, if you show disloyalty to your company or colleagues, your manners will be seen as unacceptable.
 (B) Much of this book is concerned with this golden rule.
 (C) The other half is good manners invoke taking positive action to make the other person feel good about your relationship with him.
 (D) They indicate to the person you are dealing with whether you can be relied on to act correctly and fairly when he does business with you.

(E) Avoiding these negatives is only half the story.

(F) Manners are the patterns of behaviour.

(G) If he thinks that you are boorish, selfish or undisciplined your relationship is unlikely to be proper.

126. Which of the following will be the **SEVENTH** sentence?

- 1) C 2) D 3) E 4) B 5) A

127. Which of the following will be the **FIRST** sentence?

- 1) G 2) F 3) A 4) B 5) C

128. Which of the following will be the **THIRD** sentence?

- 1) G 2) E 3) F 4) B 5) A

129. Which of the following will be the **FIFTH** sentence?

- 1) A 2) G 3) E 4) F 5) D

130. Which of the following will be the **SIXTH** sentence?

- 1) B 2) D 3) F 4) A 5) C

Invoke = to ask, call, beg or pray for something

Boorish = of or like a rough or rude person

Directions (Q. 131-135): 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) To propose the idea of becoming perfected is not the same as saying that we human beings can be perfect.

(B) It only means that we are capable of learning, changing and growing throughout the span of our earthly life.

(C) Learning is a process that begins at birth and lasts till death.

(D) This development through understanding new things, transforming and developing throughout may be considered as the perfection of soul.

(E) Given that we are here to continually learn on the journey of life, it seems that the ultimate goal of learning is the perfection of our souls.

(F) Nor that we should be perfect in everything.

131. Which of the following should be the **FIRST** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

132. Which of the following should be the **SECOND** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

133. Which of the following should be the **THIRD** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) F

134. Which of the following should be **FOURTH** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) F

135. Which of the following should be the **LAST** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Earthly = of this world; not spiritual

Directions (Q. 136-140): Rearrange the following sentences into a meaningful paragraph and then answer the questions given below it.

(A) Development of drought resistance could benefit large numbers of farmers.

(B) Hence the human race has no choice but to adapt to these impacts.

(C) India has to be concerned about climatic changes.

(D) This impact can run into decades and centuries.

(E) Environment day is thus an important occasion to assess the past and our future.

(F) Since there is a possibility of adverse impact on agriculture which could deter growth.

136. Which is the **THIRD** sentence of the paragraph?

- 1) A 2) D 3) B 4) C 5) E

137. Which is the **LAST (SIXTH)** sentence of the paragraph?

- 1) C 2) B 3) F 4) D 5) E

138. Which is the **FIRST** sentence of the paragraph?

- 1) A 2) D 3) C 4) B 5) E

139. Which is the **FIFTH** sentence of the passage?

- 1) F 2) D 3) E 4) A 5) C

140. Which is the **SECOND** sentence of the paragraph?

- 1) B 2) D 3) F 4) C 5) E

Adapt

= to become adjusted to new condition; to make something suitable for a new use, situation, etc.

Deter

= to make somebody decide not to do something

Directions (Q. 141-145): 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) Basic human needs also include a sense of belongingness, a feeling of control over one's life.

(B) Motivation and inspiration energise people into action.

(C) Ability to live up to one's ideals besides all these is also a fundamental need.

(D) This is done not by pushing them in the right direction as control mechanisms.

(E) Such feelings touch us deeply and elicit powerful response.

(F) But it is done by satisfying basic human needs for achievement.

141. Which of the following should be the **FIRST** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

142. Which of the following should be the **SECOND** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

143. Which of the following should be the **FOURTH** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

144. Which of the following should be the **FIFTH** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

145. Which of the following should be the **SIXTH (LAST)** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Elicit = to draw facts, a response, etc from somebody, sometimes with difficulty

To live up to something = to behave as well as or be as good as expected

Directions (Q. 146-150): 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) There are a number of items in the atomic energy programme which are being made indigenously.
- (B) Given the overall energy situation in India, the use of nuclear power in some measure is inescapable even while thermal and hydro power continue to be the dominant elements.
- (C) However, commercial aspects of exploiting nuclear capabilities, especially for power-generation programmes, have been recently given high priority.
- (D) Atomic energy programmes have been subject to severe restrictions for very obvious reasons as the Department of Atomic Energy is becoming self-reliant in areas in which only a few countries have such capability.
- (E) Even to meet these nuclear power requirements, India critically requires a commercial-level power-generation capability, with its commensurate safety and nuclear waste management arrangements.
- (F) Thus, in the Indian context energy security is also crucial, perhaps much more than it is for the USA, because India imports a good part of its crude oil requirements, paying for it with precious foreign exchange.

146. Which of the following will be the **FIFTH** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

147. Which of the following will be the **THIRD** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

148. Which of the following will be the **SECOND** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

149. Which of the following will be the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

150. Which of the following will be the **FOURTH** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Commensurate = in the right proportion; appropriate

Directions (Q. 151-155): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph and then answer the questions given below it.

- (A) Strict obedience to these rules is called discipline.
- (B) In the same way, a society where rules are not followed cannot survive for long.
- (C) Only then a society can be run in an orderly fashion.
- (D) A society can exist properly only when men living in it agree upon certain rules of conduct.
- (E) For example, if the people on the road do not obey traffic rules there will be complete disorder and confusion.
- (F) Students must obey their teachers, children their parents, citizens the laws and so on and so forth.

151. Which of the following is the **FIFTH** sentence?

- 1) A 2) B 3) C 4) E 5) F

152. Which of the following is the **SIXTH (LAST)** sentence?

- 1) A 2) B 3) C 4) D 5) E

153. Which of the following is the **SECOND** sentence?

- 1) A 2) B 3) C 4) D 5) E

154. Which of the following is the **FIRST** sentence?

- 1) A 2) B 3) C 4) D 5) E

155. Which of the following is the **THIRD** sentence?

- 1) A 2) B 3) C 4) E 5) F

And so forth; And so on (and so forth) = used for indicating things additional to or similar to those already mentioned

Directions (Q. 156-160): 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) To address these issues Indian corporates are increasingly turning eco-friendly.
- (B) At present, however, there are only a dozen green buildings in the private sector.
- (C) However, though an eco-friendly building may cost more upfront, it is cost-effective because of lower operating costs in the long run.
- (D) Today there is growing concern about global warming, energy and water crises.
- (E) The reason is the construction cost of an eco-friendly building is 15% to 20% more than putting up a conventional building.
- (F) Planting trees, using energy-saving lighting systems and constructing eco-friendly green buildings are some of the measures they are taking.

156. Which of the following will be the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

157. Which of the following will be the **SECOND** sentence after rearrangement?

- 1) A 2) C 3) D 4) E 5) F

158. Which of the following will be the **THIRD** sentence after rearrangement?

- 1) B 2) D 3) C 4) E 5) F

159. Which of the following will be the **FIFTH** sentence after rearrangement?

- 1) C 2) D 3) E 4) F 5) A

160. Which of the following will be the **SIXTH (LAST)** sentence after rearrangement?

- 1) B 2) C 3) D 4) E 5) F

Upfront = in advance; honest; open; frank

Directions (Q. 161-165): 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) There is ample justification for the phenomenon of the description.
 (B) In the present era also, efforts are being made to rejuvenate Pali.
 (C) A curious researcher can study them provided he has mastery over Pali language.
 (D) The Indian tradition describes Buddha as an advocate of analytical method.
 (E) Pali was perhaps the most commonly used language in those days.
 (F) This justification is found in several discourses.

161. Which of the following should be the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

162. Which of the following should be the **SECOND** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

163. Which of the following should be the **FOURTH** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

164. Which of the following should be the **FIFTH** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

165. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Discourse = spoken or written language

Rejuvenate = to make somebody/something look or feel younger or more lively

Advocate = a person who supports or speaks in favour of a cause, policy etc

Directions (Q. 166-170): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) into a meaningful paragraph and then answer the questions given below it.

- (A) According to conventional wisdom, no amount can suffice.
 (B) In the process of seeking it is money which unfortunately gets a bad name.
 (C) How much money is enough?
 (D) The modern reasoning is that money coming in should cover our basic needs.
 (E) The real culprit, however, is a living thing called desire, which although it is difficult to, can be controlled.

(F) However, from the basics of food, clothing and shelter we gradually seek luxury cars and holidays.

166. Which of the following is the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

167. Which of the following is the **SIXTH (LAST)** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

168. Which of the following is the **FIFTH** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) (F)

169. Which of the following is the **SECOND** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

170. Which of the following is the **THIRD** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Directions (Q. 171-175): 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) Securitization Act provides teeth to banks to deal well with such defaulters.
 (B) Therefore, the banks should first examine thoroughly the genuineness of the clients and prevent them from turning into defaulters.
 (C) Recovery of loans from the borrowers is one of the biggest problems of almost all of them.
 (D) It is because most of them have a tendency to misutilize the funds.
 (E) Most banks these days have been facing a lot of different problems.
 (F) Most of the borrowers don't have money to repay.

171. Which of the following should be the **FOURTH** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

172. Which of the following should be the **FIFTH** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

173. Which of the following should be the **SIXTH (LAST)** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

174. Which of the following should be the **SECOND** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

175. Which of the following should be the **FIRST** statement after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Defaulter = a person who fails to do what he or she supposed to do, eg to appear in a law-court; a person who fails to pay a debt etc

Directions (Q. 176-180): 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) Thus rapid development is still unable to meet demand.
 (B) Surplus funds from hikes in passenger fares and cuts in staff have made this possible.
 (C) This demonstrates that it has been transformed into a modern high-standard design and high-service reliable system.
 (D) However, China's railways are not problem-free.
 (E) China's railways have been able to generate the funds needed for the construction of new railway lines internally.
 (F) For example, at present about 2,80,000 cars are requested daily to transport goods but only half the requests can be met.

176. Which of the following is the **FIFTH** sentence after rearrangement?
 1) A 2) C 3) D 4) E 5) F
 177. Which of the following is the **SIXTH (LAST)** sentence after rearrangement?
 1) A 2) C 3) D 4) E 5) F
 178. Which of the following is the **SECOND** sentence after rearrangement?
 1) A 2) C 3) D 4) E 5) F
 179. Which of the following is the **THIRD** sentence after rearrangement?
 1) A 2) C 3) D 4) E 5) F
 180. Which of the following is the **FIRST** sentence after rearrangement?
 1) A 2) C 3) D 4) E 5) F

Demonstrate = to show something clearly by giving proof or evidence

Directions (Q. 181-185): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) into a meaningful paragraph and then answer the questions given below it.

- (A) Moreover salaries in public sector enterprises are not as competitive as those offered by private or foreign corporates.
 (B) This trend should be a wake-up call for stakeholders to examine why employees are seeking better opportunities with private companies in India and abroad.
 (C) Public Sector Enterprises (PSEs) have been experiencing severe challenges in attracting, motivating and retaining their key staff.
 (D) Having identified these as the reasons employees leave PSEs, it is important to empower stakeholders to find ways to remedy the situation.
 (E) One reason is that young employees lured away by private firms are more willing to undertake professional risks.
 (F) Employees in specialist roles especially have become increasingly difficult to retain.

181. Which of the following should be the **FIRST** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E

182. Which of the following should be the **SECOND** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) (F)
 183. Which of the following should be the **THIRD** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 184. Which of the following should be the **FIFTH** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) (F)
 185. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E

Lure = to attract or tempt a person or an animal

Directions (Q. 186-190): 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) He then hid nearby to watch and see who would remove it.
 (B) He saw a purse full of gold lying in the middle of the road. It was the king's reward to the person who did something about the problem.
 (C) The king was tired of his subjects only complaining but doing nothing to solve their problems.
 (D) A youth on his way to market saw the stone, put down his produce and rolled the stone to the side of the road.
 (E) Many people passed by but dodged their duty of moving the stone instead of blaming the king for not keeping the highways clear.
 (F) One day he placed a heavy stone in the middle of the road.

186. Which of the following is the **SECOND** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F
 187. Which of the following is the **SIXTH (LAST)** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 188. Which of the following is the **FIRST** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) F
 189. Which of the following is the **THIRD** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 190. Which of the following is the **FIFTH** sentence after rearrangement?
 1) B 2) C 3) D 4) E 5) F

Nearby = near in position; not far away; at a short distance from somebody/something

Dodge = to move quickly and suddenly to one side or out of the way in order to avoid somebody/something

Directions (Q. 191-195): 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) One of them said, "I never buy imported goods."
 (B) Patriotism was the topic of discussion.
 (C) "Well," said the third, "I haven't passed the foreign language ie English, since I started my schooling."
 (D) Some students were discussing among themselves.
 (E) "I never see foreign films," said another.
 (F) In the discussion, everyone was trying to prove how he was more patriotic than the rest of them.

191. Which of the following will be the **SECOND** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 192. Which of the following will be the **FOURTH** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 193. Which of the following will be the **SIXTH (LAST)** statement after rearrangement ?
 1) A 2) B 3) C 4) D 5) E
 194. Which of the following will be the **FIRST** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 195. Which of the following will be the **FIFTH** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E

Directions (Q. 196-200): 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) In fact, today, social entrepreneurship is no different from starting a profit-motivated company.
 (B) The major challenge they face is employee selection and retention.
 (C) For decades social development in India meant charity.
 (D) However, the challenges social organisations experience are tougher.
 (E) This is because while volunteering for social work is not new, attracting talented people and tapping their potential at lower costs is difficult.
 (F) In recent years, however, economic changes have brought business sense and professionalism to the sector.

196. Which of the following should be the **FIFTH** sentence in the paraaraph?
 1) A 2) B 3) C 4) D 5) E
 197. Which of the following should be the **SIXTH (LAST)** sentence in the paragraph?
 1) B 2) C 3) D 4) E 5) F
 198. Which of the following should be the **SECOND** sentence in the paragraph?
 1) B 2) C 3) D 4) E 5) F
 199. Which of the following should be the **FIRST** sentence in the paragraph?
 1) A 2) B 3) C 4) D 5) E

200. Which of the following should be the **THIRD** sentence in the paragraph?

1) A 2) B 3) C 4) D 5) E

Tap = to extract or obtain a supply of something from a source

Directions (Q. 201-205): Rearrange the following six statements (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below them.

- (A) Other factors are important in determining whether a stock market decline causes an economic setback.
 (B) We tend to associate a stock market crash with an economic slump.
 (C) The two most important factors are the impact on the banking sector and policy response to the crash.
 (D) That is because we have seen such a link several times in the past.
 (E) But there is no automatic link between the stock market crash and the economic downturn, say experts.
 (F) For example, the Great Depression followed the Great Crash of 1929 in the US.

201. Which of the following should be the **FIRST** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 202. Which of the following should be the **SECOND** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 203. Which of the following should be the **THIRD** statement after rearrangement?
 1) B 2) C 3) D 4) E 5) F
 204. Which of the following should be the **FIFTH** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 205. Which of the following should be the **SIXTH (LAST)** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E

Slump = a period when business is bad, sales are few etc

Downturn = a reduction in economic or business activity

Directions (Q. 206-210): 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) In this early period a good memory was a prerequisite for success and poets like Homer memorised their work before it was ever written down.
 (B) If we have to remember everything will it not increase the feeling of stress?
 (C) Today memory is widely regarded as a useful aid to survival.
 (D) However, it is not what we grasp but what we fail to—forgetting a file, key points at an interview— which causes stress.
 (E) Some people, however, are of the view that

having an exceptional memory in a world of high pressure working is a disadvantage.

(F) To our ancestors, though, in the absence of the printing press it was much more—it was the slate on which history was recorded.

206. Which of the following will be the **THIRD** sentence after rearrangement ?

1) A 2) B 3) C 4) D 5) E

207. Which of the following will be the **FIRST** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

208. Which of the following will be the **SECOND** sentence after rearrangement?

1) B 2) C 3) D 4) E 5) F

209. Which of the following will be the **SIXTH (LAST)** sentence after rearrangement?

1) B 2) C 3) D 4) E 5) F

210. Which of the following will be the **FIFTH** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

Prerequisite = a thing required as a condition for something to happen or exist

Directions (Q. 211-215): 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) It was a cycling race launched in 153, by Henri Desgrange, a magazine editor in Paris.

(B) The Tour de France is a test of human endurance.

(C) His idea worked and the magazine boomed.

(D) His aim was to boost the circulation of his magazine.

(E) He wanted to achieve this by covering every stage of the three-week-long, 3,500 kilometre-long cycling race.

(F) Till today the race remains more popular than he could ever have dreamed.

211. Which of the following should be the **FIRST** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

212. Which of the following should be the **SECOND** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

213. Which of the following should be the **THIRD** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

214. Which of the following should be the **FIFTH** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) F

215. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?

1) B 2) C 3) D 4) E 5) F

Endurance = the ability or willingness to suffer patiently and without complaining or to tolerate a difficult situation for a long time

Directions (Q. 216-220): 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) Assuming that all these reasons are true, the fact remains that there is an urgent need to check the accelerated costs and initiate suitable measures.

(B) Some people attribute it to the increasing greediness among the medicos.

(C) The impact of these measures will be visible only after a considerable passage of time.

(D) Healthcare costs have been sky-rocketing in our country.

(E) The measures include yoga classes with emphasis on physical and mental exercises and also change in food habits.

(F) Certain others feel that it is because of drastic changes in people's lifestyle and eating habits.

216. Which of the following would be the **FIRST** statement after rearrangement?

1) A 2) B 3) C 4) D 5) E

217. Which of the following would be the **SECOND** statement after rearrangement?

1) A 2) B 3) C 4) D 5) E

218. Which of the following would be the **FOURTH** statement after rearrangement?

1) A 2) B 3) C 4) D 5) E

219. Which of the following would be the **FIFTH** statement after rearrangement?

1) A 2) B 3) C 4) D 5) E

220. Which of the following would be the **SIXTH (LAST)** statement after rearrangement?

1) A 2) B 3) C 4) D 5) E

Attribute = to regard something as belonging to, caused by or produced by somebody/something

Medico = a medical student or doctor

Sky-rocket = to rise to a very high level

Directions (Q. 221-225): 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) If China is the world's factory, India has become the world's outsourcing centre—keeping in line with this image.

(B) But India's future depends crucially on its ability to compete fully in the Creative Economy—not just in tech and software, but across design and entrepreneurship; arts, culture and entertainment; and the knowledge-based professions of medicine, finance and law.

(C) While its creative assets outstrip those of other emerging competitors, India must address several challenges to increase its international competitiveness as the world is in the midst of a sweeping transformation.

(D) This transformation is evident in the fact that the world is moving from an industrial

economy to a Creative Economy that generates wealth by harnessing intellectual labour, intangible goods and human creative capabilities.

- (E) Its software industry is the world's second-largest, its tech outsourcing accounts for more than half of the \$300 billion global industry, according to a technology expert.
- (F) If the meeting of world leaders at Davos is any indication, India is rapidly becoming an economic 'rock star'.
216. Which of the following should be the **SIXTH (LAST)** sentence after the rearrangement?
1) A 2) B 3) C 4) D 5) E
217. Which of the following should be the **THIRD** sentence after the rearrangement?
1) A 2) B 3) C 4) D 5) E
218. Which of the following should be the **FIFTH** sentence after the rearrangement?
1) A 2) B 3) C 4) F 5) E
219. Which of the following should be the **FIRST** sentence after the rearrangement?
1) F 2) B 3) C 4) A 5) E
220. Which of the following should be the **SECOND** sentence after the rearrangement?
1) A 2) B 3) C 4) D 5) F

Outstrip = to be faster, better or more successful than somebody you are competing against; to become larger, more important, etc than somebody/something

In the midst of something = while something is happening or being done; while you are doing something

Sweeping = having an important effect on a larger part of it

Harness = to control and use the force or strength of something to produce power or to achieve something

Intangible = that does not exist as a physical thing but is still valuable to a company

To account for something = to be the explanation or cause of something

Directions (Q. 226-230): 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) Settlement in 'real time' means the transaction is not subjected to any waiting period.
- (B) It is a funds transfer mechanism.
- (C) Moreover, as the money transfer takes place in the books of RBI it is final and irrevocable.
- (D) The acronym RTGS stands for Real Time Gross Settlement.
- (E) While 'gross settlement' means the transaction is settled without bunching it with any other transaction.
- (F) The transfer of funds takes place on a real time and gross basis.

226. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) F

227. Which of the following should be the **THIRD** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) F

228. Which of the following should be the **FOURTH** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

229. Which of the following should be the **SECOND** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

230. Which of the following should be the **FIRST** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

Irrevocable = that cannot be changed or altered; final

Directions (Q. 231-235): 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) As a result the non-stop tensions and anxieties at work often result in health-related problems.

(B) The truth is we cannot change the world of work.

(C) We spend at least half our waking hours at work.

(D) We have therefore to take charge and transform the way in which we respond to our work environment.

(E) So how can we control these problems and perform at work?

(F) However, we can change the way we feel and deal with various situations.

231. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?

1) B 2) C 3) D 4) E 5) F

232. Which of the following should be the **FIFTH** sentence after rearrangement?

1) B 2) C 3) D 4) E 5) F

233. Which of the following should be the **SECOND** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

234. Which of the following should be the **FIRST** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

235. Which of the following should be the **FOURTH** sentence after rearrangement?

1) A 2) B 3) C 4) D 5) E

Waking = the state of not being asleep

Directions (Q. 236-240): 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) Nobody likes to practise it, no matter how easy and how beneficial it is.

(B) An ounce of patience is worth, or at times even better than, a pound of brains.

- (C) Patience, a virtue, is considered to be even better than wisdom.
 (D) This is the worst drawback in us, in our national character.
 (E) Every one of us agrees with this fact in principle, without reservation.
 (F) But, unfortunately, when it comes to practising patience, there is a problem.

236. Which of the following should be the **FIRST** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 237. Which of the following should be the **SECOND** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 238. Which of the following should be the **THIRD** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 239. Which of the following should be the **FIFTH** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 240. Which of the following should be the **SIXTH (LAST)** statement after rearrangement?
 1) A 2) B 3) C 4) D 5) E

Ounce of something = a very small quantity of something

At times = sometimes

Virtue = behaviour that shows high moral standards; goodness

Directions (Q. 241-245): 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) In all varieties of humour, especially the subtle ones, it is therefore what the reader thinks which gives extra meaning to these verses.
 (B) But such a verse may also be enjoyed at the surface level.
 (C) Nonsense verse is one of the most sophisticated forms of literature.
 (D) This fulfils the author's main intention in such a verse which is to give pleasure.
 (E) However, the reader who understands the broad implications of the content and allusion finds greater pleasure.
 (F) The reason being it requires the reader to supply a meaning beyond the surface meaning.
241. Which of the following is the **FIFTH** sentence?
 1) D 2) E 3) B 4) C 5) A
 242. Which of the following is the **SIXTH (LAST)** sentence?
 1) F 2) E 3) D 4) A 5) C
 243. Which of the following is the **FIRST** sentence?
 1) E 2) A 3) F 4) D 5) C
 244. Which of the following is the **SECOND** sentence?
 1) A 2) E 3) F 4) B 5) C
 245. Which of the following is the **THIRD** sentence?
 1) A 2) B 3) F 4) C 5) D

Subtle

= difficult to detect or describe

Verse

= a group of lines forming a unit in a poem or song

Allusion

= a brief or indirect reference

Directions (Q. 246-450): 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) For instance, if we measure the room temperature continuously and plot its graph with time on the X-axis and temperature on the Y-axis, we get a continuous waveform, which is an analog signal. Analog is always continuous.
 (B) The absence or presence of something can be used to plot a digital signal.
 (C) An analog signal is a continuously varying signal, similar to a sinusoidal waveform.
 (D) Any signal can be classified into one of the two types: analog and digital.
 (E) In contrast, a digital signal takes the form of pulses, where we have something or nothing.
246. Which of the following should be the **FIRST** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 247. Which of the following should be the **FIFTH** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 248. Which of the following should be the **FOURTH** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 249. Which of the following should be the **THIRD** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 250. Which of the following should be the **SECOND** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E

Directions (Q. 251-255): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow :

- (A) However while reading they would not know when to pause and what to emphasise.
 (B) Since then their use has been regularised and the punctuation rules have been followed by all.
 (C) In earlier days, people learnt by reading out loud.
 (D) But not everybody used the same punctuations for the same thing.
 (E) To address this problem, various signs depicting various punctuations were introduced.
 (F) Thus firmer guidelines regarding punctuations were framed so that everyone used them in similar way.
251. Which of the following sentence should be the **FIRST** after rearrangement?
 1) A 2) B 3) C 4) D 5) E

252. Which of the following sentence should be the **SECOND** after rearrangement?

- 1) A 2) B 3) D 4) E 5) F

253. Which of the following sentence should be the **THIRD** after rearrangement?

- 1) A 2) E 3) D 4) F 5) C

254. Which of the following sentence should be the **FIFTH** after rearrangement?

- 1) B 2) C 3) A 4) E 5) F

255. Which of the following sentence should be the **SIXTH (LAST)** after rearrangement?

- 1) C 2) E 3) D 4) B 5) F

Directions (Q. 256-260): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow:

- (A) Had it been not for them, Indian banks would have had their hands tied down.
 (B) Today, almost all the countries are facing the heat of recession.
 (C) One of these is the strict RBI and SEBI rules which regulated banking sector very efficiently.
 (D) This could have led to massive losses to them, which could have percolated to other sectors as well.
 (E) However, there are a few things which help India in bouncing back from the state of recession.
 (F) Like others, India too has not remained immune to the epidemic.

256. Which of the following sentences should be the **THIRD** after rearrangement?

- 1) A 2) E 3) D 4) F 5) C

257. Which of the following sentences should be the **FIRST** after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

258. Which of the following sentences should be the **SECOND** after rearrangement?

- 1) A 2) B 3) D 4) E 5) F

259. Which of the following sentences should be the **SIXTH (LAST)** after rearrangement?

- 1) A 2) E 3) D 4) B 5) F

260. Which of the following sentences should be the **FIFTH** after rearrangement?

- 1) B 2) C 3) A 4) E 5) F

Percolate = to move gradually through a surface containing tiny holes or spaces

Bounce back = to recover well after trouble, illness, hardship etc

Epidemic = the rapid spread of a disease among many people in the same place

Directions (Q. 261-265): 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) In turn, the buyer is called the franchisee.
 (B) These two parties are called the franchisor and franchisee.

(C) This means that it gives permission for the buyer to use its name and sell its products.

(D) He pays money to the franchisor, and agrees to obey the rules the franchisor makes.

(E) A franchising agreement includes two parties.

(F) The franchisor is the business house/entity which grants the franchisee license.

261. Which of the following should be the **FOURTH** sentence after rearrangement?

- 1) B 2) C 3) D 4) E 5) F

262. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?

- 1) B 2) C 3) D 4) E 5) F

263. Which of the following should be the **SECOND** sentence after rearrangement?

- 1) B 2) C 3) D 4) E 5) F

264. Which of the following should be the **THIRD** sentence after rearrangement?

- 1) E 2) F 3) A 4) D 5) B

265. Which of the following should be the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

Directions (Q. 266-270): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow:

(A) The only way in which this problem can be solved is by making artificial blood, which has remained a distant dream for science.

(B) Donation of blood is considered to be the most noble of all the charities.

(C) If they succeed, it would be noted as one of the most important inventions in the history of mankind.

(D) This is because this donated magic potion can give life to another person in an emergency.

(E) A group of scientists, however, has dedicated itself towards making this a reality.

(F) A growing problem, however, is that the requirement for safe blood is increasing whereas the number of donors is decreasing.

266. Which of the following sentences should be the **FIRST** after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

267. Which of the following sentences should be the **SECOND** after rearrangement?

- 1) A 2) B 3) C 4) D 5) F

268. Which of the following sentence should be the **THIRD** after rearrangement?

- 1) A 2) D 3) C 4) E 5) F

269. Which of the following sentences should be the **FIFTH** after rearrangement?

- 1) A 2) B 3) C 4) E 5) F

270. Which of the following sentences should be the **SIXTH (LAST)** after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

- Noble** = *having or showing very fine personal qualities, eg honour and honesty*
- Potion** = *a drink of medicine or poison, or a liquid used in magic*

Directions (Q. 271-275): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow:

- (A) This decision on which force is to be maximised lies with every individual.
- (B) This belief comes from the fact that science reflects the social forces prevailing at a particular time.
- (C) We must maximise the constructive forces of science and the destructive ones should be minimised.
- (D) Contrary to popular belief, the greatest enemy of mankind is not science but war.
- (E) She/he must understand that science can only help in providing ways to reach at either war or peace and is actually not responsible for causing these.
- (F) During peaceful times science is constructive and during war, science is perverted to destructive ends.
271. Which of the following sentences should be the **SIXTH** (LAST) after rearrangement?
1) A 2) B 3) C 4) D 5) E
272. Which of the following sentences should be the **THIRD** after rearrangement?
1) A 2) E 3) F 4) D 5) C
273. Which of the following sentences should be the **FIFTH** after rearrangement?
1) A 2) B 3) C 4) E 5) F
274. Which of the following sentences should be the **FIRST** after rearrangement?
1) A 2) B 3) C 4) D 5) E
275. Which of the following sentences should be the **SECOND** after rearrangement?
1) A 2) B 3) D 4) E 5) F

Pervert = *to make somebody, their mind, etc turn away from what is considered right or natural*

Directions (Q. 276-280): 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) However, if this happens it will cause problems for the elderly who mainly use cheques.
- (B) The use of cheques has fallen dramatically in the past few years.
- (C) Thus, cheques may be phased out gradually, making sure that the needs of all consumers, including the elderly, are met.
- (D) This is because more and more consumers are transferring money electronically by direct debit or credit cards.

- (E) Without cheques, they are likely to keep large amounts of cash in their homes, making themselves vulnerable to theft.
- (F) British banks have thus voted to phase cheques out in favour of these more modern payment methods.

276. Which of the following should be the **LAST** (SIXTH) sentence after rearrangement?
1) B 2) C 3) D 4) E 5) F
277. Which of the following should be the **THIRD** sentence after rearrangement?
1) B 2) C 3) D 4) E 5) F
278. Which of the following should be the **FIFTH** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
279. Which of the following should be the **FIRST** sentence after rearrangement?
1) B 2) C 3) D 4) E 5) F
280. Which of the following should be the **SECOND** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) F

Elderly = *rather old; past middle age*

Vulnerable = *that can be hurt, harmed or attacked easily especially because of being small or weak*

Phase something out = *to withdraw or stop using something gradually or in stages.*

Directions (Q. 281-285): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow:

- (A) According to it, organised retail stores are not wolves at the doors of friendly neighbourhood grocery stores as there is room for expansion of both.
- (B) Many have been crying foul over the entry of organised retail stores expressing concern over their impact on small store owners.
- (C) The final winner in the competition, however, is the common man who gets to choose between the most suitable options and in turn fights with the runaway inflation in prices of essential commodities.
- (D) In spite of this potential for expansion, it is doubtless that the small store owners face a decline in profit in initial years if organised retailers set up stores in the vicinity.
- (E) But a study conducted over a period of two years goes a long way towards allaying these fears.
- (F) This impact, however, wears off once they learn to take on the competition which in turn enhances efficiency all around.
281. Which of the following sentences should be the **FIRST** after rearrangement?
1) A 2) B 3) C 4) D 5) E
282. Which of the following sentences should be the **THIRD** after rearrangement?
1) A 2) E 3) D 4) F 5) C

283. Which of the following sentences should be the **SIXTH (LAST)** after rearrangement?

- 1) A 2) B 3) C 4) E 5) F

284. Which of the following sentences should be the **SECOND** after rearrangement?

- 1) A 2) B 3) C 4) E 5) F

285. Which of the following sentences should be the **FIFTH** after rearrangement?

- 1) D 2) B 3) C 4) E 5) F

Keep the wolf from the door = to have enough money to avoid hunger and need

Foul = very unpleasant; very bad; terrible

Runaway = happening very rapidly or easily

Vicinity = the area round a place

Allay = to make something less; to relieve something

Wear something off = to disappear or remove something gradually.

Take on = to assume something; to begin to have a particular characteristic, quality or appearance

Enhance = to increase or improve further the good quality, value or status of somebody/ something

Directions (Q. 286-290): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow :

- (A) While these disadvantages of biofuels are serious, they are the only alternate energy source of the future and the sooner we find solutions to these problems the faster we will be able to solve the problems we are now facing with gasoline.
- (B) This fuel can also help to stimulate jobs locally since they are also much safer to handle than gasoline and can thus have the potential to turn around a global economy.
- (C) These include dependence on fossil fuels for the machinery required to produce biofuel which ends up polluting as much as the burning of fossil fuels on roads and exorbitant cost of biofuels which makes it very difficult for the common man to switch to this option.
- (D) This turnaround can potentially help to bring world peace and end the need to depend on foreign countries for energy requirements.
- (E) Biofuels are made from plant sources and since these sources are available in abundance and can be reproduced on a massive scale, they form an energy source that is potentially unlimited.
- (F) However everything is not as green with the biofuels as it seems as there are numerous disadvantages involved, which at times overshadow their positive impact.

286. Which of the following sentences should be the **FIFTH** after rearrangement?

- 1) A 2) B 3) C 4) E 5) F

287. Which of the following sentences should be the **THIRD** after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

288. Which of the following sentences should be the **FIRST** after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

289. Which of the following sentences should be the **SIXTH (LAST)** after rearrangement?

- 1) A 2) C 3) D 4) E 5) F

290. Which of the following sentences should be the **SECOND** after rearrangement?

- 1) A 2) B 3) D 4) E 5) F

Stimulate = to make somebody/something more active or alert; to encourage somebody/something

Turn-around = a complete change in a situation or a trend, especially from bad to good

Exorbitant = much too high or great; unreasonable

Abundance = a quantity that is more than enough; a very large amount

Overshadow = to dominate somebody/something; to make somebody something seem less important or noticeable

Directions (Q. 291-295): 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.

- (A) With all the bid information being available and tracked online, corruption has considerably reduced.
- (B) Today, most, ie over ninety-five per cent, households, in the city enjoy broadband connection.
- (C) All city contracts are now bid for online.
- (D) Over twenty years ago the city government, Central Government and the private sector made a concerted effort to shift the economy to include IT.
- (E) As our cities do expand and become more complex, such a system will make governance more manageable.
- (F) This level of connectedness has changed not only the city's economy but also how it is governed and how business is conducted.
291. Which of the following should be the **FIRST** sentence after rearrangement?
- 1) A 2) B 3) C 4) D 5) E
292. Which of the following should be the **SECOND** sentence after rearrangement?
- 1) A 2) B 3) C 4) D 5) F
293. Which of the following should be the **THIRD** sentence after rearrangement?
- 1) A 2) C 3) D 4) E 5) F
294. Which of the following should be the **FIFTH** sentence after rearrangement?
- 1) A 2) B 3) C 4) D 5) E

295. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?

- 1) B 2) C 3) D 4) E 5) F

Bid = to offer a price in order to buy something especially at an auction; a price offered in order to buy something at an auction or in business

Concerted = arranged or done together with somebody

Directions (Q. 296-300): Rearrange the following sentences (A), (B), (C), (D), (E) and (F) to make a meaningful paragraph and then answer the questions which follow:

- (A) In fact, according to mainstream economists, it is inevitable and a necessary evil in any economy.
 (B) It is thus important for every nation to maintain this reserve of labour force to maintain an optimal level of unemployment.
 (C) Unemployment is popularly believed to be an index which measures the economic condition of a nation.
 (D) This is because it helps avert inflation by providing a reserve army of labour which keeps wages in check.
 (E) The problem, however, only emerges when governments indirectly facilitate unemployment in order to curb inflation through various policies and frameworks, depriving a large population of its fundamental rights.
 (F) But contrary to popular belief unemployment is not always disadvantageous to the economy of a state.

296. Which of the following sentences should be the **SIXTH (LAST)** after rearrangement?

- 1) A 2) B 3) C 4) E 5) F

297. Which of the following sentences should be the **FIRST** after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

298. Which of the following sentences should be the **FIFTH** after rearrangement?

- 1) A 2) B 3) C 4) E 5) F

299. Which of the following sentences should be the **SECOND** after rearrangement?

- 1) A 2) B 3) D 4) E 5) F

300. Which of the following sentences should be the **THIRD** after rearrangement?

- 1) A 2) E 3) D 4) F 5) C

Inevitable = certain to happen

Optimal = best or most favourable

Avert = to turn something away; to prevent something; to avoid something

Emerge = to develop and become noticeable, important or prominent

Facilitate = to make something especially an action or a process, easy or easier

Curb = to restrain something; to prevent something from getting out of control

Deprive somebody/something of something = to take something away from somebody/something; to prevent somebody/something from enjoying or using something

Directions (Q. 301-305): Rearrange the following sentences (A), (B), (C), (D), (E) & (F) to make a meaningful paragraph and then answer the questions which follow:

- (A) If tomorrow's children meet these two crucial criteria they are likely to have the opportunity both to pursue work to fulfil their dreams and make an impact on the world around.
 (B) In the 21st century, however, this no longer holds true as the expectations of organisations have changed.
 (C) The concept of job in the 20th century was often equated with toil.
 (D) In order to meet these changed expectations, employees need commitment and access to continuous learning.
 (E) Jobs were acquired, learned and performed until retirement and did not have to be rewarding.
 (F) They demand more creativity and expertise and want employees to be responsible for both outputs and outcomes.

301. Which of the following should be the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

302. Which of the following should be the **SECOND** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

303. Which of the following should be the **THIRD** sentence after rearrangement?

- 1) B 2) C 3) D 4) E 5) F

304. Which of the following should be the **FIFTH** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) F

305. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) F

Toil = work that is hard and makes one very tired

Outcome = the effect or result of an action or event

Output = the amount of something that a person, a machine or an organisation produces

Directions (Q. 306-310): 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) It is therefore a contributing factor to the growth of landfills and waterway pollution, both of which are costly and energy-intensive to solve.
 (B) Making an effort to use those resources and avoid polystyrene ones can help to decrease your environmental impact.

- (C) Non-biodegradable essentially means that any polystyrene that makes its way into a landfill will stay there indefinitely, never breaking down and returning to the earth.
- (D) Polystyrene, as a product, is very convenient to use, but it has some important effects we should consider when making choices as consumers,
- (E) While recycling polystyrene material can cushion the environmental blow of its use, alternatives are available that are created from renewable resources and biodegrade more readily.
- (F) For example, while polystyrene has some excellent uses and is technically recyclable, it is not a substance that biodegrades.

306. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
307. Which of the following should be the **FOURTH** sentence after rearrangement?
1) E 2) F 3) A 4) D 5) B
308. Which of the following should be the **FIRST** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E
309. Which of the following should be the **SECOND** sentence after rearrangement?
1) B 2) C 3) D 4) E 5) F
310. Which of the following should be the **FIFTH** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E

Landfill = an area of land where waste material is buried under layers of earth

Cushion = to soften the effect of an impact; to protect somebody/something from something harmful, sometimes excessively.

Directions (Q. 311-315): 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) During this ageing process, you had first heard statements such as: "You can't ride your bicycle until you are seven" and, "You can't drive a car until you're 18."
- (B) But, you need to remember that part of you has an ageless mind and is quite oblivious to the physical ageing process — you just need to encourage it to overcome this excuse of being old.
- (C) The age excuse of being too old comes from an inclination to identify yourself with the number of trips you have made around the sun.
- (D) The age of your body can seem to be quite an obstacle on the road to changing long-held thinking habits.
- (E) Then at some point you discovered that you went from being not old enough to being too old.

311. Which of the following will be the **THIRD** sentence?
1) A 2) B 3) C 4) D 5) E

312. Which of the following will be the **SECOND** sentence?
1) A 2) B 3) C 4) D 5) E

313. Which of the following will be the **FOURTH** sentence?
1) A 2) B 3) C 4) D 5) E

314. Which of the following will be the **FIRST** sentence?
1) A 2) B 3) C 4) D 5) E

315. Which of the following will be the **FIFTH (LAST)** sentence?
1) A 2) B 3) C 4) D 5) E

Ageing = the process of growing old

Oblivious = not aware of or not noticing something

Directions (Q. 316-320): 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) A legal framework is thus now available for promoting energy efficiency in all sectors of the economy.
- (B) The increasing preference for commercial energy has led to a sharp increase in the demand for electricity and fossil fuels.
- (C) There is still a considerable potential for repairing such damage and reducing energy consumption by adopting energy-efficiency measures at various sectors of our country.
- (D) This framework is nothing but the Energy Conservation Act, 2001, the success of which greatly depends on the people who take the lead in supporting this programme.
- (E) This use of fossil fuels has resulted in emission of a huge quantity of carbon dioxide causing serious environmental damage.
- (F) These adopted measures will not only reduce the need to create new capacity requiring high investment, but also result in substantial environmental benefits.

316. Which of the following should be the **FIRST** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E

317. Which of the following should be the **FOURTH** sentence after rearrangement?
1) E 2) F 3) A 4) D 5) B

318. Which of the following should be the **SECOND** sentence after rearrangement?
1) B 2) C 3) D 4) E 5) F

319. Which of the following should be the **LAST (SIXTH)** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E

320. Which of the following should be the **FIFTH** sentence after rearrangement?
1) A 2) B 3) C 4) D 5) E

Directions (Q. 321-325): 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) The Reserve Bank of India (RBI), which had last intervened in the foreign exchange market in June 2009, was seen buying dollars to stem the rupee's runaway appreciation.
 (B) The bank had for so long resisted a rate increase, but finally toed the line of other banks as its cost of funds has gone up.
 (C) The local currency recently rose to a 25-month high against the dollar on sustained capital inflows.
 (D) Some interesting things have happened in the Indian financial system in the past few weeks.
 (E) The RBI also announced a ₹12,000 crore buy-back of government bonds from the market to infuse money into a liquidity-starved banking system.
 (F) Finally, the State Bank of India, the nation's largest lender, has raised its minimum lending rate, or base rate, by 10 basis points. (One basis point is one-hundredth of a percentage point)

321. Which of the following would be the **THIRD** sentence?
 1) B 2) A 3) D 4) E 5) F
 322. Which of the following would be the **SIXTH (LAST)** sentence?
 1) B 2) C 3) D 4) E 5) A
 323. Which of the following would be the **SECOND** sentence?
 1) A 2) C 3) D 4) E 5) F
 324. Which of the following would be the **FOURTH** sentence?
 1) B 2) C 3) D 4) A 5) E
 325. Which of the following would be the **FIRST** sentence?
 1) B 2) C 3) D 4) E 5) F

Intervene = to come or be between
To stem = to stop something which is flowing, spreading or increasing
Runaway = happening very rapidly and easily
To toe the line = to obey the orders and express the opinions of one's group or party; to conform
Infuse = to put a quality into somebody/ something; to fill somebody/ something with a quality

Directions (Q. 326-330): 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.

- (A) "What a waste of my tax money," I thought, walking past the people having free Californian Chardonnay.

- (B) "Speak to her," he said, "She's into books".
 (C) The friend who had brought me there noticed my noticing her.
 (D) In late 2003, I was still paying taxes in America, so it horrified me that the US Consulate was hosting a "Gallo drinking appreciation event".
 (E) Behind them, a pianist was playing old film tunes, and a slim short woman was dancing around him.

326. Which of the following would be the **FOURTH** sentence?
 1) A 2) B 3) C 4) D 5) E
 327. Which of the following would be the **FIRST** sentence?
 1) A 2) B 3) C 4) D 5) E
 328. Which of the following would be the **FIFTH (LAST)** sentence?
 1) A 2) B 3) C 4) D 5) E
 329. Which of the following would be the **SECOND** sentence?
 1) A 2) B 3) C 4) D 5) E
 330. Which of the following would be the **THIRD** sentence?
 1) A 2) B 3) C 4) D 5) E

Directions (Q. 331-335): 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.

- (A) Ironically the same parents who are considered to be ignorant are thought to be very enlightened in choosing private schools over state-run ones.
 (B) This is all the more reason why we should include them during the planning and implementation of the system.
 (C) This is apparent at every stage from policy making to implementation as critical decisions are made without the participation of the stakeholders, an attitude that can only be described as either arrogance or indifference.
 (D) In reality, every parent decides which school is a good one, based on his/her own set of values, perceptions and aspirations.
 (E) The root cause of most of the ills that plague our education system is the enormous distance that separates the power centres within the system and the schools where the action takes place.
 (F) It is often said in defense of such an approach that poor parents are too ignorant to be partners in a meaningful dialogue.

331. Which of the following should be the **SIXTH (LAST)** sentence after rearrangement?
 1) A 2) B 3) C 4) D 5) E
 332. Which of the following should be the **THIRD** sentence after rearrangement?
 1) A 2) B 2) C 3) D 5) F

333. Which of the following should be the **SECOND** sentence after rearrangement?

- 1) F 2) D 3) C 4) E 5) A

334. Which of the following should be the **FIRST** sentence after rearrangement?

- 1) A 2) B 3) C 4) D 5) E

335. Which of the following should be the **FOURTH** sentence after rearrangement?

- 1) E 2) D 3) C 4) B 5) A

Ironically = it seems ironic that
Ironically = happening in the opposite way to what is expected, and often causing amusement because of this

Ignorant = rude through lack of knowledge of or respect for good manners

Enlightened = having or showing an understanding of what the current situation requires, rather than following conventional thought

Apparent = clearly seen or understood; obvious

Arrogant = behaving in a proud and superior manner; showing too much pride in oneself and too little **considerations** for others

Indifference = a lack of interest, feeling or reaction towards somebody/something

Plague = to cause trouble or difficulty to somebody/something especially continually or repeatedly

Answers and explanations

Exercise-1

1. 5	2. 1	3. 3	4. 2	5. 4	51. 5	52. 3	53. 5	54. 1	55. 2
6. 4	7. 2	8. 5	9. 1	10. 4	56. 4	57. 5	58. 2	59. 4	60. 1
11. 3	12. 4	13. 3	14. 5	15. 2	61. 3	62. 3	63. 2	64. 5	65. 5
16. 3	17. 2	18. 1	19. 5	20. 2	66. 2	67. 1	68. 5	69. 2	70. 3
21. 1	22. 4	23. 4	24. 3	25. 5	71. 5	72. 3	73. 1	74. 2	75. 2
26. 5	27. 1	28. 4	29. 2	30. 2	76. 3	77. 4	78. 5	79. 2	80. 4
31. 3	32. 5	33. 3	34. 2	35. 4	81. 1	82. 5	83. 4	84. 5	85. 3
36. 4	37. 1	38. 4	39. 3	40. 2	86. 4	87. 2	88. 1	89. 3	90. 5
41. 5	42. 2	43. 1	44. 3	45. 5	91. 2	92. 4	93. 1	94. 4	95. 2
46. 4	47. 4	48. 3	49. 2	50. 1	96. 5	97. 3	98. 1		

Exercise-2

(1-5): C comes first because it is the only independent sentence. We then place the sentences having "it is a time", the phrase that refers to C. Among three such sentences — D, E and F —, F comes first because of its plain structure. *Also* in D makes it the subsequent sentence. While *most of all* in E makes it the last among these three. Thus, our sentences are CFDE.

Now, look at the words "visualise them" in B. These words are a clear reference to the words in E: "opportunities ... challenges ... ahead." Thus, E is followed by B. The remaining sentence, i.e. A, comes at the end. Thus, we have **C F D E B A**

(6-11): The order of the sentences will be **EGCAFDHB**.

1. 1 2. 1 3. 1 4. 3 5. 4
 6. 2 7. 1 8. 4
 9. 4 10. 5 11. 3

(12-16):
 12. 1 13. 4 14. 3 15. 1 16. 3

(17-21):
 17. 3 18. 2 19. 1 20. 3 21. 3

(22-26):
 22. 5 23. 1 24. 3 25. 2 26. 4

(27-31):
 27. 1 28. 2 29. 5 30. 3 31. 1

(32-35): The sequence of the sentences: **ECADBF**

32. 2 33. 3 34. 5 35. 2

(36-40):
 36. 1 37. 3 38. 2 39. 4 40. 5

(41-45):
 41. 5 42. 4 43. 3 44. 2 45. 1

(46-50): The right sequence will be **CGEAFDB**.

46. 1 47. 2 48. 4 49. 4 50. 2

(51-55):
 51. 3 52. 1 53. 4 54. 2 55. 5

(56-60): Order of the sentences of the passage is **BEDAC**.

56. 5 57. 4 58. 2 59. 1 60. 3

(61-65):
 61. 4 62. 1 63. 3 64. 5 65. 2

(66-70): The right order of the sentences will be **ECADB**.

66. 4 67. 3 68. 2 69. 5 70. 1

(71-75):
 71. 1 72. 2 73. 4 74. 3 75. 5

(76-80):
76. 2 77. 3 78. 5 79. 1 80. 4
(81-85):
81. 1 82. 4 83. 3 84. 1 85. 2
(86-90):
86. 5 87. 2 88. 4 89. 3 90. 1
(91-95): Correct order of the sentence will be DCFBEA.
91. 1 92. 5 93. 2 94. 4 95. 3
(96-100): Correct order of the sentence will be DCFBEA
96. 5 97. 4 98. 3 99. 2 100. 1
(101-105): The arrangement should be DBACE.
101. 2 102. 3 103. 4 104. 1 105. 5
(106-110): Correct order of the sentence will be BDEFCA.
106. 3 107. 1 108. 2 109. 4 110. 5
(111-115): Correct order of the sentence will be CFDBAE.
111. 5 112. 2 113. 1 114. 3 115. 4
(116-120): Correct order of the sentence will be CEAADB.
116. 5 117. 1 118. 5 119. 4 120. 2
(121-125): Correct order of the sentence will be CFAEBD.
121. 2 122. 1 123. 3 124. 5 125. 4
(126-130): Correct order of the sentence will be FDGAECB.
126. 4 127. 2 128. 1 129. 3 130. 5
(131-135): The correct sequence of sentences will be CEAADB.
131. 3 132. 5 133. 1 134. 5 135. 4
(136-140): Correct sequence of the sentences will be CFDBAE.
136. 2 137. 5 138. 3 139. 4 140. 3
(141-145): Correct sequence of the sentences will be BDFAEC.
141. 2 142. 4 143. 1 144. 5 145. 3
(146-150): The correct sequence of the sentences will be BDACEF.
146. 5 147. 1 148. 4 149. 2 150. 3
(151-155): The correct sequence of the sentences will be DEBAFC
151. 5 152. 3 153. 5 154. 4 155. 2
(156-160): Correct sequence of the sentences will be DAFBEC.
156. 4 157. 1 158. 5 159. 3 160. 2
(161-165): Correct sequence of the sentences will be DAFCEB.
161. 4 162. 1 163. 3 164. 5 165. 2
(166-170): Correct sequence of the sentences will be CADFBE.
166. 3 167. 5 168. 2 169. 1 170. 4
(171-175): The correct sequence of sentences will be ECFDBA.
171. 4 172. 2 173. 1 174. 3 175. 5
(176-180): The correct sequence of sentences will be EBCDFA.
176. 5 177. 1 178. 2 179. 3 180. 5

(181-185): The correct sequence of sentences will be CFBEAD.
181. 3 182. 5 183. 2 184. 1 185. 4
(186-190): The correct sequence of sentences will be CFAEDB.
186. 5 187. 2 188. 3 189. 1 190. 3
(191-195): The correct sequence of sentences will be DBFAEC.
191. 2 192. 1 193. 3 194. 4 195. 5
(196-200): The correct sequence of sentences will be CFADBE.
196. 2 197. 4 198. 5 199. 3 200. 1
(201-205): The correct sequence of sentences will be BDFAEC.
201. 2 202. 4 203. 5 204. 1 205. 3
(206-210): The correct sequence of sentences will be CFAEBD.
206. 1 207. 3 208. 5 209. 3 210. 2
(211-215): The correct sequence of sentences will be BADECF.
211. 2 212. 1 213. 4 214. 3 215. 5
(216-220): The correct sequence of sentences will be DBFAEC
216. 4 217. 2 218. 1 219. 5 220. 3
(221-225): The correct sequence of sentences will be FAEBDC
221. 4 222. 5 223. 3 224. 1 225. 1
(226-230): The correct sequence of sentences will be DBFAEC.
226. 3 227. 5 228. 1 229. 2 230. 4
(231-235): The correct sequence of sentences will be CAEBFD.
231. 3 232. 5 233. 1 234. 3 235. 2
(236-240): The correct sequence of sentences will be CBEFAD.
236. 3 237. 2 238. 5 239. 1 240. 4
(241-245): The correct sequence of sentences will be CFBDEA.
241. 2 242. 4 243. 5 244. 3 245. 2
(246-250): The correct sequence of sentences will be DCAEB.
246. 4 247. 2 248. 5 249. 1 250. 3
(251-255): The correct sequence of sentences will be CAEDFB.
251. 3 252. 1 253. 2 254. 5 255. 4
256-260: The correct sequence of sentences will be BFECAD.
256. 2 257. 2 258. 5 259. 3 260. 3
(261-265): The correct sequence of sentences will be EBFCAD.
261. 2 262. 3 263. 1 264. 2 265. 5
(266-270): The correct sequence of the sentence will be BDFAEC.
266. 2 267. 4 268. 5 269. 4 270. 3
(271-275): The correct sequence of sentences will be DBFCAE.
271. 5 272. 3 273. 1 274. 4 275. 2

(276-280): The correct sequence of sentences will be BDFCAE.

276. 4 277. 5 278. 1 279. 1 280. 4

(281-285): The correct sequence of sentences will be BEADFC.

281. 2 282. 1 283. 3 284. 4 285. 5

(286-290): The correct sequence of sentences will be EBDPCA.

286. 3 287. 4 288. 5 289. 1 290. 2

(291-295): The correct sequence of sentences will be DBFCAE.

291. 4 292. 2 293. 5 294. 1 295. 4

(296-300): The correct sequence of sentences will be CFADBE.

296. 4 297. 3 298. 2 299. 5 300. 1

(301-305): The correct sequence of sentences will be CEBFDA.

301. 3 302. 5 303. 1 304. 4 305. 1

(306-310): The correct sequence of sentences will be DFCAEB.

306. 2 307. 3 308. 4 309. 5 310. 5

(311-315): The correct sequence of sentences will be DAECB.

311. 5 312. 1 313. 3 314. 4 315. 2

(316-320): The correct sequence of sentences will be BECFAD.

316. 2 317. 2 318. 4 319. 4 320. 1

(321-325): The correct sequence of sentences will be DCAEFB.

321. 2 322. 1 323. 2 324. 5 325. 3

(326-330): "he" in sentence (B) is used for "The friend" in sentence (C). Hence (B) must follow (C). Playing piano and a dancing woman, as mentioned in sentence (E), is what the author thinks as a waste of his money stated in sentence (A). Sentence (D) is giving the introduction of the topic. Hence the correct sequence is DAECB.

326. 3 327. 4 328. 2 329. 1 330. 5

(331-335): Every other sentence except (E) has a key connector in it, suggesting that (E) indeed is the opening sentence. 'This' in sentence (C) is used for the situation described in (E). Hence, (C) follows (E). Sentence (C) supports the sentence (B). Hence, (B) follows (C). (A) follows (F) because (A) is contradicting the condition mentioned in (F) using 'ironically'. Hence, the correct sequence is ECDBFA

331. 2 332. 5 333. 3 334. 5 335. 5

KUNDAN

Chapter 8

Vocabulary Test

Directions: In each of the following questions four words are given of which two are most nearly the same or opposite in meaning. Find the two words which are most nearly the same or opposite in meaning and find the number of the correct letter combination.

1. (A) Enthralling (B) Respecting
(C) Projecting (D) Alluring
1) A-B 2) B-C 3) C-D
4) A-D 5) B-D
Enthrall = to capture the whole of somebody's attention; to interest or entertain somebody greatly
Allure = the quality of being attractive or charming
2. (A) Swoop (B) Perturb
(C) Plump (D) Boil
1) A-D 2) B-C 3) A-C
4) B-D 5) C-D
Swoop = to come down suddenly with a rushing movement
Plump down = to fall or drop something suddenly and heavily
Perturb = to make somebody very worried; to disturb somebody
3. (A) Concise (B) Elegant
(C) Indifferent (D) Indecorous
1) B-C 2) A-C 3) A-B
4) C-D 5) B-D
Concise = brief; giving a lot of information in few words
Elegant = graceful and attractive in appearance or manner
Indifferent = having no interest in somebody/something; not caring about somebody/something
Indecorous = showing a lack of dignity, good manners or good taste
4. (A) Acquit (B) Defend
(C) Forbid (D) Condemn
1) B-C 2) A-C 3) C-D
4) B-D 5) A-D
Acquit = to declare somebody to be not guilty of crime etc.
Defend = to act, speak or write in support of somebody/something; to protect somebody/something from harm; to guard somebody/something
Forbid = to order somebody not to do something
Condemn = to say that one disapproves strongly of somebody/something; to criticize somebody/something

5. (A) Fallacy (B) Adage
(C) Dictum (D) Endorse
1) B-D 2) C-D 3) B-C
4) A-D 5) A-B
Fallacy = a false or mistaken belief.
Adage = a traditional phrases expressing a general truth.
Dictum = a short, often well-known, statement; a saying.
Endorse = to give one's approval or support to a claim, statement, course of action.
6. (A) Elevate (B) Frugal
(C) Exult (D) Lament
1) C-D 2) A-B 3) B-C
4) B-D 5) A-D
Elevate = to raise somebody/something to a higher place or rank.
Frugal = using as little as possible of something especially money or food.
Exult = to show or feel great joy because of something that has happened.
Lament = to feel or express great sorrow or regret for somebody/something.
7. (A) Surreptitious (B) Taciturn
(C) Exaggerate (D) Covert
1) A-D 2) A-B 3) A-C
4) B-D 5) C-D
Surreptitious = done or acting secretly or in a way that one does not want others to notice.
Taciturn = saying very little; not communicating a lot.
Exaggerate = to make something seem larger, better, worse etc than it really is.
Covert = concealed or secret; not open.
8. (A) Handy (B) Sparse
(C) Redundant (D) Exhausted
1) A-C 2) B-C 3) B-D
4) C-D 5) A-B
Handy = useful; convenient
Sparse = in small amounts; thin and scattered
Redundant = no longer needed
Exhausted = very tired
9. (A) Timid (B) Conceited
(C) Humane (D) Modest
1) A-C 2) B-D 3) B-C
4) A-D 5) C-D
Timid = easily frightened; shy
Conceit = excessive pride in oneself or in one's powers; abilities etc.
Humane = having or showing sympathy, kindness and understanding.

- Modest** = not taking much or boasting about one's abilities.
10. (A) Conversion (B) Desistance
(C) Substitution (D) Cessation
1) A-B 2) C-D 3) A-D
4) B-D 5) A-C
Desist = to stop something/doing something
Cessation = the action or act of stopping; a pause
11. (A) Desecrate (B) Describe
(C) Damage (D) Descent
1) B-C 2) C-D 3) A-C
4) A-D 5) A-B
Desecrate = to treat a sacred thing or place badly or without respect
Descent = a coming or going down
12. (A) Asinine (B) Profound
(C) Intelligent (D) Cruel
1) B-C 2) B-D 3) A-C
4) A-B 5) A-D
Asinine = very stupid or foolish
Profound = having or showing great knowledge or understanding of a subject; deep; intense; very great
13. (A) Vivacious (B) Weird
(C) Rabid (D) Fanatical
1) A-B 2) B-C 3) B-D
4) C-D 5) A-C
Vivacious = having or showing a lively attractive personality.
Weird = odd; not usual or conventional.
Rabid = (of feeling or opinions) violent or extreme.
Fanatic = a person who is too enthusiastic about something.
14. (A) Feed (B) Avoid
(C) Hoick (D) Eschew
1) B-D 2) A-B 3) A-C
4) A-D 5) C-D
Hoick = to lift or pool something in a specified direction especially with quick sudden movement
Eschew = to keep away from something deliberately; to avoid something.
15. (A) Stupendous (B) Calm
(C) Livid (D) Pretentious
1) B-D 2) A-D 3) A-B
4) A-C 5) B-C
Stupendous = extremely great or large
Livid = extremely angry
Pretentious = claiming importance, value or style, especially without good cause.
16. (A) Shambles (B) Flexible
(C) Periodic (D) Organised
1) A-D 2) B-C 3) A-C
4) C-D 5) A-B
Shambles = a scene of complete disorder
17. (A) Prophetic (B) Strange
(C) Poor (D) Sterling
1) A-B 2) C-D 3) B-D
4) A-D 5) B-C
Sterling = of excellent quality; reliable; genuine
18. (A) Plunge (B) Grouch
(C) Grumble (D) Despise
1) A-B 2) A-C 3) A-D
4) B-C 5) B-D
Plunge = a sudden violent move.
Grouchy = bad-tempered or complaining.
Grumble = to complain or protest in a bad-tempered way, usually not loudly; a complaint or protest.
Despise = to feel contempt for somebody/something.
19. (A) Prosaic (B) Interesting
(C) Stupid (D) Marathon
1) A-C 2) B-C 3) B-D
4) C-D 5) A-B
Prosaic = dull; not romantic
Marathon = a task, event etc that lasts a long time and requires a lot of effort or patience.
20. (A) Debility (B) Strength
(C) Prosperity (D) Sociability
1) A-C 2) A-B 3) B-D
4) B-C 5) A-D
Debility = physical weakness especially as a result of illness.
21. (A) Audacious (B) Venturous
(C) Abstruse (D) Silent
1) A-C 2) B-C 3) C-D
4) A-B 5) B-D
Audacious = showing a willingness to take risks.
Venture = to take the risk of losing or failing in something.
Abstruse = difficult to understand.
22. (A) Encomium (B) Extol
(C) Eulogise (D) Euphemism
1) A-B 2) B-C 3) B-D
4) A-D 5) C-D
Encomium = a speech or piece of writing that praises someone or something highly.
Extol = praise enthusiastically.
Eulogise = to praise somebody/something highly in speech or writing.
Euphemism = an expression that is gentler or less direct than the one normally used to refer to something unpleasant or embarrassing.
23. (A) Recluse (B) Pandemic
(C) Transparent (D) Opaque
1) A-B 2) C-D 3) A-C
4) A-D 5) B-D
Recluse = a person who lives alone and likes to avoid other people
Pandemic = (of a disease) occurring over a whole country or the whole world.
24. (A) Diminutive (B) Intelligent
(C) Large (D) Prolific
1) B-D 2) C-D 3) A-C
4) A-B 5) C-B
Diminutive = extremely or unusually small
Prolific = producing many work

25. (A) Enormous (B) Malign
(C) Absorb (D) Slander
1) A-C 2) B-C 3) C-D
4) B-D 5) A-D
Enormous = very large, huge
Malign = harmful
Slander = a false spoken statement intended to damage somebody's reputation.
26. (A) Concentration (B) Dissociation
(C) Distraction (D) Deliberation
1) A-D 2) B-C 3) A-C
4) C-D 5) D-B
Dissociate = to say that one does not agree with or support somebody/something; to separate people or things in one's thought or feelings
Distraction = a thing that prevents somebody from concentrating on what they are doing or thinking about.
Deliberation = careful consideration or discussion
27. (A) Exaggeration (B) Reiteration
(C) Imagination (D) Repetition
1) A-D 2) B-D 3) C-D
4) B-C 5) A-B
Reiterate = to repeat something that has already been said especially for emphasis.
Exaggeration = the action of making something seem larger, better, worse etc than it really is.
28. (A) Implies (B) Leads
(C) Confirms (D) Connotes
1) C-B 2) A-D 3) B-A
4) D-C 5) D-B
Imply = to suggest something indirectly rather than stating it indirectly
Connote = to suggest something in addition to the main meaning.
29. (A) Surfaced (B) Nurtured
(C) Created (D) Developed
1) B-A 2) B-C 3) C-A
4) C-D 5) B-D
Nurture = to help the development of something
30. (A) Expanded (B) Proclaimed
(C) Shrunk (D) Facilitated
1) A-D 2) B-D 3) C-D
4) B-C 5) A-C
Facilitate = to make something especially an action or a process easy or easier
Proclaim = to announce something
31. (A) Indelible (B) Erasable
(C) Insignificant (D) Temporary
1) A-C 2) C-B 3) A-B
4) B-D 5) C-D
Indelible = that cannot be rubbed out or removed
32. (A) Intangible (B) Restless
(C) Vast (D) Meagre
1) C-A 2) C-D 3) C-B
4) B-A 5) B-D
Intangible = difficult to define; that has no physical existence

33. **Meagre** = small in quantity and poor in quality
(A) Cutting (B) Establishing
(C) Transferring (D) Pruning
1) A-B 2) C-D 3) B-C
4) A-C 5) A-D
Prune = to trim the shape of a tree, bush etc by cutting away some of the branches etc especially to encourage new shoots to grow.
34. (A) Fixed (B) Stiff
(C) Indelible (D) Soapy
1) A-B 2) A-D 3) A-C
4) B-C 5) C-D
Stiff = not easily bent, folded, moved, changed in shape etc
Indelible = that cannot be rubbed out or removed
35. (A) Interminable (B) Long
(C) Endless (D) Interfering
1) A-C 2) B-C 3) C-D
4) A-B 5) B-D
36. (A) Wobbly (B) Steady
(C) Slight (D) Outlandish
1) A-B 2) B-D 3) C-D
4) B-C 5) A-C
Wobbly = tending to move in an unsteady way from side to side
Outlandish = looking or sounding strange
37. (A) Withstand (B) Climate
(C) Hot (D) Surrender
1) A-B 2) B-C 3) A-D
4) B-D 5) C-D
Withstand = to resist something
38. (A) Perky (B) Lively
(C) Honest (D) Kind
1) A-B 2) B-C 3) C-D
4) B-D 5) A-C
Perky = lively and cheerful
39. (A) Reverie (B) Stirring
(C) Serene (D) Fascination
1) A-D 2) B-D
3) C-D 5) B-C
Serene = calm and peaceful
Stirring = very exciting
Reverie = a state in which one ignores what is happening around one and has pleasant thoughts.
Fascination = a very strong attraction
40. (A) Pandemonium (B) Scramble
(C) Wriggle (D) Order
1) A-B 2) B-C 3) C-D
4) A-D 5) A-C
Pandemonium = wild and noisy disorder or confusion.
Scramble = an act of walking or climbing with difficulty or over rough ground.
Wriggle = to twist and turn with quick short movements.
41. (A) Stimulate (B) Apprehend
(C) Facilitate (D) Understand

- 1) A-B 2) B-C 3) A-C
4) B-D 5) C-D
- Stimulate** = to make somebody/something more active or alert
- Facilitate** = to make something especially an action or a process easy or easier
- Apprehend** = to understand somebody/something
42. (A) Dense (B) Graze
(C) Pristine (D) Fresh
1) B-C 2) C-D 3) B-A
4) A-C 5) B-D
- Pristine** = Fresh and clean
43. (A) Prolixity (B) Brevity
(C) Agreement (D) Proposition
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D
- Prolix** = using too many words and therefore boring.
- Brevity** = the quality of using few words when speaking or writing
- Proposition** = an idea or a plan of action that is suggested, especially in business.
44. (A) Suffuse (B) Deplete
(C) Fight (D) Delay
1) B-C 2) C-D 3) A-C
4) A-D 5) A-B
- Suffuse** = to spread all over or through somebody/something
- Deplete** = to reduce something by a large amount so that there is not enough left.
45. (A) Forensic (B) Delectable
(C) Leaflike (D) Charming
1) A-C 2) B-D 3) A-D
4) B-C 5) A-B
- Forensic** = connected with the scientific tests used by the police when trying to solve a crime.
- Delectable** = extremely pleasant to taste, smell or look at.
46. (A) Benevolent (B) Alarming
(C) Charitable (D) Stupendous
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Benevolent** = kind, helpful and generous
- Stupendous** = extremely large or impressive, especially greater or better than you expect.
47. (A) Convenient (B) Intolerant
(C) Enduring (D) Protestant
1) A-B 2) A-C 3) B-C
4) B-D 5) C-D
- Enduring** = lasting for a long time
48. (A) Eject (B) Spread
(C) Mark (D) Spout
1) B-D 2) A-C 3) B-C
4) A-B 5) A-D
- Spout** = a stream of liquid coming out of somewhere with great force.
- Eject** = to push something out suddenly and with a lot of force.
49. (A) Push (B) Thrive
(C) Flourish (D) Arrange
1) A-C 2) A-D 3) C-D
4) B-C 5) B-D
- Thrive** = to become and continue to be successful, strong, healthy etc.
- Flourish** = to be successful, active or widespread; to prosper
50. (A) Refuse (B) Discourage
(C) Lurk (D) Hide
1) A-C 2) C-D 3) B-D
4) B-C 5) A-D
- Lurk** = to be or stay hidden especially when waiting to attack or appear.
51. (A) Delirious (B) Confluent
(C) Curt (D) Gracious
1) A-B 2) B-C 3) C-D
4) B-D 5) A-D
- Delirious** = extremely excited and happy
- Confluence** = the place where two rivers flow together and become one
- Curt** = (of a person's manner or behaviour) appearing rude because very few words are used, or because something is done in a very quick way
- Gracious** = (of people or behaviour) kind, polite and generous, especially to somebody of a lower social position
52. (A) Punishment (B) Divergence
(C) Confluence (D) Confidence
1) B-C 2) B-D 3) C-D
4) A-B 5) A-C
- Diverge** = to separate and go in different directions
53. (A) Doleful (B) Slothful
(C) Laughable (D) Terrible
1) A-C 2) B-C 3) B-D
4) C-D 5) A-D
- Doleful** = sad; miserable
- Slothful** = lazy
- Terrible** = very unpleasant or serious causing one to feel very unhappy or upset
- Laughable** = causing people to laugh; ridiculous
54. (A) Dormant (B) Active
(C) Inconsequential (D) Antiquated
1) A-B 2) A-C 3) A-D
4) B-C 5) C-D
- Inconsequential** = unimportant or irrelevant; trivial
- Antiquated** = old-fashioned and no longer appropriate
55. (A) Ailing (B) Pessimist
(C) Indispensed (D) Stylish
1) C-D 2) B-C 3) A-B
4) A-C 5) B-D
- Ailing** = ill and not improving
- Pessimist** = a person who expects the worst to happen
56. (A) Transferable (B) Unimpressive
(C) Estimable (D) Equitable
1) A-B 2) B-D 3) B-C
4) A-D 5) C-D

- Estimable** = worthy of great respect
Equitable = fair and just; reasonable
57. (A) Prompt (B) Doubtful
 (C) Finery (D) Doctrinaire
 1) A-B 2) B-D 3) C-D
 4) A-D 5) B-C
- Finery** = colourful and elegant clothes or decoration
Doctrinaire = strictly applying or insisting on a theory in all circumstances, regardless of practical problems or disagreement
58. (A) Census (B) Censure
 (C) Reprimand (D) Universe
 1) A-B 2) A-D 3) A-C
 4) B-C 5) C-D
- Censure** = strong criticism; disapproval
Reprimand = a spoken or written statement officially expressing severe disapproval of somebody or their actions.
59. (A) Reason (B) Discernible
 (C) Valid (D) Perceptible
 1) A-D 2) B-C 3) A-C
 4) C-D 5) B-D
- Discernible** = that can be seen, tasted, noticed etc something but not without effort
Perceptible = that can be felt or noticed with the senses; great enough to be noticed.
60. (A) Critical (B) Space
 (C) Concourse (D) Courtyard
 1) A-D 2) B-D 3) C-D
 4) B-C 5) A-B
- Concourse** = an open area forming part of a building or large group of buildings, where people can walk about.
61. (A) Mitigation (B) Risking
 (C) Appreciation (D) Alleviation
 1) C-A 2) C-D 3) A-D
 4) A-B 5) B-D
- Mitigate** = to make something less severe, violent or painful
Alleviate = to make something less severe; to ease something
62. (A) Reiteration (B) Honouring
 (C) Reverberation (D) Hollow
 1) A-C 2) B-C 3) C-D
 4) A-B 5) B-D
- Reiterate** = to repeat something that has already been said especially for emphasis
Reverberate = to be repeated several times as an echo.
63. (A) Refurbish (B) Furnish
 (C) Innovate (D) Renovate
 1) C-A 2) C-D 3) C-B
 4) B-A 5) A-D
- Refurbish** = to restore and decorate a building etc; to develop and improve something
Innovate = to make changes; to introduce new ideas, methods etc.
Renovate = to get old buildings back into good condition
64. (A) Articulate (B) Decipher
 (C) Senseless (D) Decode
 1) C-B 2) A-D 3) B-A
 4) D-C 5) D-B
- Decipher** = to succeed in understanding something such as a code, an old document, somebody's writing etc
Articulate = able to express one's ideas clearly in words
65. (A) Moderate (B) Easy
 (C) Significant (D) Strenuous
 1) B-D 2) A-B 3) A-C
 4) B-C 5) C-D
- Strenuous** = requiring great effort or energy; making great efforts; energetic
66. (A) Focus (B) Trivial
 (C) Vital (D) Site
 1) A-B 2) B-D 3) A-C
 4) C-D 5) B-C
- Trivial** = of little importance; concerned with unimportant things.
Vital = essential to the existence, success or operation of something
67. (A) Defer (B) Dispute
 (C) Prefer (D) Challenge
 1) B-C 2) A-C 3) B-A
 4) B-D 5) C-D
- Defer** = to delay something until a later time; to postpone something
Dispute = to question whether something is true or valid
68. (A) Consequence (B) Potential
 (C) Influence (D) Ability
 1) D-C 2) B-D 3) B-C
 4) A-C 5) D-A
69. (A) Rebuke (B) Oppose
 (C) Praise (D) Distrust
 1) A-B 2) B-C 3) C-A
 4) C-D 5) B-D
- Rebuke** = to express sharp or severe disapproval to somebody especially officially.
70. (A) Waive (B) Speculate
 (C) Pursue (D) Revise
 1) A-B 2) C-B 3) D-C
 4) C-A 5) D-B
- Waive** = to choose not to insist on something in a particular case even though one has a legal or official right to do so.
Speculate = to guess
Pursue = to do, have or take part in something
71. (A) Contrary (B) Compatible
 (C) Incomparable (D) Ambiguous
 1) A-B 2) B-C 3) C-D
 4) A-C 5) B-D
- Contrary** = opposite in nature, tendency or direction; the opposite
Compatible = that can exist together without problems or conflict; that can be used together
Ambiguous = not clearly stated or defined; that can be interpreted in more than one way

72. (A) Pliable (B) Dependable
(C) Flexible (D) Viable
1) A-D 2) B-C 3) B-D
4) C-D 5) A-C
Pliable = easily bent, shaped or twisted; flexible
Viable = that can be done; that will work; possible.
73. (A) Contingent (B) Permissive
(C) Confirmed (D) Endorsed
1) B-A 2) C-A 3) C-B
4) B-D 5) D-C
Contingent = dependent on something that may or may not happen
Endorse = to give one's approval or support to a claim, statement, course of action etc
74. (A) Repeat (B) Reverberate
(C) Retaliate (D) Reciprocate
1) B-D 2) C-D 3) A-C
4) A-B 5) B-C
Reverberate = to be repeated several times as an echo.
Retaliate = to harm, injure etc somebody because they have upset one or caused one harm or injury
Reciprocate = to give and receive something in return; to make a mutual exchange of something
75. (A) Ecstasy (B) Depression
(C) Intoxication (D) Compression
1) A-B 2) B-D 3) B-C
4) C-D 5) None of these
Ecstasy = a feeling or state of great joy or happiness.
Intoxicate = drunk or under the influence of drugs
Compress = to press or squeeze something into a smaller space
76. (A) Tranquillity (B) Loyalty
(C) Calamity (D) Uproar
1) A-C 2) B-D 3) B-C
4) C-D 5) A-D
Tranquillity = quietness and peacefulness
Calamity = an event that causes great harm or damage; a disaster
Uproar = a lot of noise made by people shouting, especially because they are angry.
77. (A) Vilification (B) Nullification
(C) Denigration (D) Falsification
1) A-B 2) B-C 3) A-C
4) B-D 5) A-D
Vilify = to say unpleasant or insulting things about somebody
Nullify = to make something lose its effect; to act against something
Denigrate = to criticize somebody/something unfairly; to claim that somebody something is inferior, worthless etc.
Falsify = to alter a document etc falsely; to present something falsely
78. (A) Opaque (B) Translucent
(C) Transverse (D) Transvestite
1) A-D 2) B-D 3) C-A
4) B-A 5) None of these
Opaque = not allowing light to pass through; not transparent
Translucent = allowing light to pass through but not transparent
Transverse = lying or acting across something
Transvestite = a person who dresses in the clothes of the opposite sex especially for sexual pleasure
79. (A) Exorbitant (B) Expeditious
(C) Quick (D) Quest
1) C-D 2) A-B 3) A-D
4) C-B 5) None of these
Exorbitant = much too high or great; unreasonable
Expeditious = done with speed and efficiency
Quest = the act of seeking something; a long search for something
80. (A) Explicit (B) Cautious
(C) Introvert (D) Clear
1) A-B 2) B-D 3) A-C
4) A-D 5) C-D
Explicit = clear and easy to understand
Cautious = careful
Introvert = a person who is more interested in her or his own thoughts and feelings than in things outside herself or himself, and is often shy and unwilling to take part in activities with others
81. (A) Fearful (B) Beautiful
(C) Hostile (D) Amicable
1) B-D 2) C-D 3) A-B
4) B-C 5) A-D
Hostile = very unfriendly or aggressive and ready to fight and argue
Amicable = done or achieved in a polite or friendly way and without arguing
82. (A) Unite (B) Association
(C) Separate (D) Distant
1) A-C 2) A-B 3) B-C
4) B-D 5) A-D
83. (A) Loud (B) Prominent
(C) Salient (D) Legible
1) A-C 2) B-D 3) C-D
4) A-D 5) B-C
Prominent = important and well-known
Salient = most important and noticeable
Legible = clear enough to be read easily
84. (A) Fraud (B) Barbarian
(C) Guilty (D) Civilized
1) A-C 2) A-B 3) B-D
4) A-D 5) C-D
Barbarian = uncivilized; showing a lack of education and good manners.
85. (A) Instigate (B) Enquire
(C) Construe (D) Interpret
1) A-C 2) A-B 3) C-D
4) B-D 5) A-D

- Instigate** = to make something begin or happen
Enquire = to ask to be told something by somebody
Construe = to understand or interpret the meaning of words, sentences, actions etc in a particular way.
86. (A) Superficial (B) Superfluous
 (C) Enlightened (D) Surplus
 1) A-C 2) A-B 3) B-C
 4) B-D 5) A-D
Superficial = not thorough, deep or complete
Superfluous = more than is needed or wanted
Enlightened = free from prejudice, false beliefs etc; having or showing an understanding of what the current situation requires, rather than following conventional thought.
87. (A) Appalling (B) Sinister
 (C) Perturbed (D) Threatening
 1) A-B 2) B-D 3) A-C
 4) A-D 5) D-C
Appalling = shocking; extremely bad
Sinister = suggesting evil, or that something bad may happen
Perturb = to make somebody very worried; to disturb somebody
88. (A) Imprison (B) Torture
 (C) Excruciating (D) Extract
 1) B-D 2) B-C 3) A-B
 4) C-D 5) A-C
Imprison = to put or keep somebody in prison
Excruciating = intensely painful; mentally agonising; very embarrassing
Extract = to take or get something out usually with effort or by force
89. (A) Pertinent (B) Impolite
 (C) Irrelevant (D) Insecure
 1) A-C 2) B-D 3) C-D
 4) A-D 5) B-C
Pertinent = relevant to something
90. (A) Consent (B) Nascent
 (C) Emerging (D) Insecure
 1) A-C 2) B-D 3) B-C
 4) A-D 5) A-B
Consent = agreement; permission
Nascent = beginning to exist; not yet fully developed
Emerging = developing and becoming noticeable, important or prominent
91. (A) Elated (B) Eccentric
 (C) Explicit (D) Abnormal
 1) A-B 2) B-D 3) A-C
 4) A-D 5) D-C
Elated = very happy, excited or proud
Eccentric = unusual; not conventional or normal
Explicit = clearly and fully expressed
92. (A) Abundance (B) Incomparable
 (C) Projection (D) Plethora
 1) A-C 2) A-B 3) C-D
 4) B-D 5) A-D
Plethora = a quantity greater than what is needed or can be used; an excess
93. (A) Purposefully (B) Inaccurately
 (C) Inadvertently (D) Unchangeably
 1) A-C 2) A-B 3) B-C
 4) B-D 5) A-D
Inadvertent = not done deliberately or intentionally
94. (A) Germane (B) Generate
 (C) Reliable (D) Irrelevant
 1) B-D 2) B-C 3) A-B
 4) C-D 5) A-D
Germane = connected with something; relevant
95. (A) Disciple (B) Student
 (C) Academy (D) Martyr
 1) A-C 2) C-D 3) B-C
 4) B-D 5) A-B
Disciple = a follower of a religious, political, artistic etc leader or teacher
Martyr = a person who is killed or made to suffer greatly because of her or his religious or other beliefs
96. (A) Magnetic (B) Cherished
 (C) Valued (D) Forlorn
 1) C-D 2) A-B 3) B-D
 4) B-C 5) A-D
Cherish = to keep a feeling or an idea in one's mind or heart and think of it with pleasure.
Forlorn = unhappy and lonely or abandoned
97. (A) Ordinary (B) Vague
 (C) Custom (D) Exceptional
 1) A-B 2) B-C 3) C-D
 4) A-D 5) B-D
Vague = not clearly expressed or perceived
98. (A) Damaged (B) Hurried
 (C) Condemned (D) Measured
 1) A-B 2) C-D 3) B-D
 4) B-C 5) A-D
Measured = slow and with a regular rhythm
99. (A) Remote (B) Troubled
 (C) Secluded (D) Apparent
 1) B-C 2) A-D 3) B-D
 4) C-D 5) A-C
Secluded = not visited or seen by many people; away from the company of others
Apparent = clearly seen or understood; obvious
100. (A) Preposterous (B) Illuminating
 (C) Absurd (D) Striking
 1) A-D 2) C-D 3) B-C
 4) A-C 5) B-D
Preposterous = contrary to reason or common sense; utterly absurd or ridiculous.
Illuminating = helping to make something clear or easier to understand; revealing
Absurd = not reasonable or sensible; foolish and ridiculous
101. (A) Jeopardise (B) Repudiate
 (C) Confuse (D) Disown
 1) A-B 2) B-C 3) C-D
 4) A-C 5) B-D
Jeopardise = to cause something to be harmed, lost or destroyed.

- Repudiate** = to refuse to deal with or be connected with somebody any longer; disown
102. (A) Virtuous (B) Conservative
(C) Effeminate (D) Virile
1) A-D 2) C-D 3) B-C
4) A-B 5) B-D
- Effeminate** = having characteristics considered to be typical of a woman
- Virile** = having or showing typically male strength or energy
- Virtuous** = having or showing high moral standards or goodness
103. (A) Capricious (B) Firm
(C) Nostalgic (D) Drastic
1) A-B 2) A-D 3) A-C
4) B-C 5) B-D
- Capricious** = showing sudden changes in attitude or behaviour.
- Nostalgia** = the feeling of sadness mixed with pleasure when one thinks of a happy period, event etc earlier in one's life
104. (A) Rare (B) Deliberate
(C) Perennial (D) Occasional
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Perennial** = constantly occurring
105. (A) Morbid (B) Chaotic
(C) Thunder (D) Diseased
1) A-B 2) B-C 3) C-D
4) A-D 5) A-B
- Morbid** = having or showing an interest in sad or unpleasant things, especially disease or death.
106. (A) Frail (B) Enormous
(C) Pseudo (D) Imitation
1) C-D 2) A-B 3) B-C
4) A-C 5) B-D
- Frail** = physically weak or delicate; easily damaged or broken; morally weak
- Pseudo** = not genuine; pretended or insincere
107. (A) Hectic (B) Terse
(C) Concise (D) Immense
1) A-B 2) B-C 3) C-D
4) A-D 5) B-D
- Hectic** = very busy; full of activity and excitement
- Terse** = using few words and perhaps not friendly or polite
- Immense** = extremely large or great
108. (A) Insignificant (B) Innocuous
(C) Wholesome (D) Deleterious
1) B-C 2) C-D 3) B-D
4) A-D 5) A-C
- Innocuous** = not intended to offend
- Wholesome** = good for one's health
- Deleterious** = harmful
- Insignificant** = having little or no value usually meaning or importance
109. (A) Ominous (B) Pious
(C) Threatening (D) Livid
- 1) A-B 2) A-C 3) A-D
4) B-C 5) B-D
- Ominous** = suggesting that something bad is going to happen; threatening
- Pious** = having or showing a deep respect for God and religion
- Livid** = extremely angry
110. (A) Jagged (B) Smooth
(C) Ignoramus (D) Igneous
1) B-C 2) A-D 3) C-D
4) B-D 5) A-B
- Jagged** = with rough, pointed, often sharp edges
- Ignoramus** = an ignorant person
111. (A) Infuriate (B) Iniquitous
(C) Idiocy (D) Stupidity
1) C-D 2) B-C 3) A-B
4) B-D 5) A-C
- Infuriate** = to make somebody extremely angry and annoyed
- Iniquitous** = very unfair or wicked
112. (A) Penetrate (B) Penitence
(C) Jovial (D) Regret
1) A-B 2) B-C 3) B-D
4) A-C 5) A-D
- Penetrate** = to make a way into or through something
- Penitence** = sorrow or regret for having done something wrong
- Jovial** = very cheerful and friendly
113. (A) Savage (B) Spiritual
(C) Stupor (D) Gentle
1) B-C 2) B-D 3) C-D
4) A-D 5) A-C
- Savage** = wild or fierce; cruel or very violent
- Stupor** = the state of being nearly unconscious or not fully aware of what is happening, caused by shock, drugs, alcohol etc.
114. (A) Chaos (B) Contradictory
(C) Order (D) Vigilant
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D
115. (A) Contrive (B) Design
(C) Implement (D) Intervene
1) A-B 2) B-C 3) C-D
4) B-C 5) A-C
- Contrive** = to design or make a plan, machine etc in a clever or elaborate way or in order to deceive somebody
- Intervene** = to come or be between
116. (A) Project (B) Decipher
(C) Entail (D) Involve
1) A-B 2) B-C 3) C-D
4) B-D 5) A-D
- Entail** = to involve something as a necessary or inevitable part or consequences
117. (A) Tangible (B) Stewed
(C) Unkempt (D) Tidy
1) A-C 2) B-D 3) A-B
4) B-C 5) C-D

- Tangible** = clear and definite; real; that can be perceived by touch
- Stewed** = tasting too strong and bitter because it has been left in the pot too long
- Unkempt** = not kept tidy
- Tidy** = arranged neatly and in order
118. (A) Trice (B) Whet
(C) Syncope (D) Stimulate
1) A-C 2) B-D 3) A-B
4) A-D 5) B-C
- Trice (in a trice)** = very quickly and suddenly
- Whet** = to excite or stimulate somebody's desire, interest etc
- Syncope** = temporary loss of consciousness caused by a fall in blood pressure
119. (A) Confusing (B) Irritating
(C) Bewildering (D) Dictating
1) A-B 2) A-C 3) A-D
4) B-C 5) B-D
- Bewildering** = confusing
120. (A) Melodious (B) Witty
(C) Loony (D) Eccentric
1) A-B 2) B-C 3) C-D
4) A-D 5) B-D
- Witty** = full of clever humour.
- Loony** = crazy or odd; mad
121. (A) Robust (B) Pesky
(C) Annoying (D) Abhorring
1) A-B 2) C-D 3) A-C
4) B-D 5) B-C
- Robust** = vigorous, healthy and strong
- Pesky** = causing trouble; annoying
- Abhorre** = to feel hatred and disgust for somebody/something especially for moral reasons
122. (A) Bridled (B) Hurl
(C) Abusive (D) Unchecked
1) A-B 2) B-C 3) C-D
4) A-D 5) B-D
- Bridle** = to keep one's feelings etc under control; to restrain something
- Hurl** = to throw something/somebody violently in a particular direction
123. (A) Awesome (B) Nomadic
(C) Blushing (D) Shameless
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Nomadic** = a person who does not stay long in one place
- Blush** = to become red in the face because of shame, embarrassment etc.
124. (A) Curb (B) Courage
(C) Control (D) Identity
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Curb** = to prevent something from getting out of control; to restrain something
125. (A) Components (B) Ornamentation
(C) Accessories (D) Attachments
- 1) A-D 2) B-D 3) C-D
4) A-C 5) B-C
126. (A) Eagerly (B) Radically
(C) Vigorously (D) Severely
1) A-C 2) B-D 3) B-C
4) A-B 5) C-D
127. (A) Spurious (B) Authorised
(C) Attested (D) Genuine
1) A-D 2) A-C 3) A-B
4) B-D 5) B-C
- Spurious** = not genuine; false or fake
128. (A) Sensitive (B) Immune
(C) Vulnerable (D) Covered
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D
- Immune** = not affected or influenced by something
- Vulnerable** = that can be hurt, harmed or attacked easily especially because of being small or weak
129. (A) Inspiration (B) Intuition
(C) Influence (D) Innovation
1) A-B 2) A-C 3) A-D
4) B-C 5) B-D
130. (A) Laudably (B) Gigantic
(C) Immense (D) Munificent
1) A-B 2) A-C 3) A-D
4) B-C 5) B-D
- Gigantic** = of very great size or extent; huge
- Immense** = extremely large or great
- Munificent** = extremely generous; large in amount or splendid in quality.
131. (A) Mendacious (B) Truthful
(C) Accurate (D) Disgruntled
1) A-B 2) B-C 3) C-D
4) B-D 5) A-D
- Mendacious** = not telling the truth; lying
- Disgruntle** = feeling rather bitter or angry because something has happened to upset one
132. (A) Penetrate (B) Stimulate
(C) Exasperate (D) Please
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Exasperate** = to irritate or annoy somebody greatly
133. (A) Mutilated (B) Disgorged
(C) Duplicity (D) Deception
1) A-D 2) A-C 3) A-B
4) B-C 5) C-D
- Mutilate** = to injure or damage somebody/something very severely by breaking or tearing off a necessary part
- Disgorge** = to pour people or things out in a great mass.
- Deception** = the action of making somebody believe something is not true.
134. (A) Flamboyant (B) Extravagant
(C) Cunning (D) Concomitant
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Flamboyant = tending to attract attention; very confident and noticeable

Extravagant = willing to use more of something especially money, than is necessary or appropriate

Cunning = clever at deceiving people

Concomitant = accompanying; happening at the same time as something else

135. (A) Lyrical (B) Lewd
(C) Liaison (D) Dull
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Lyrical = expressing strong emotion or enthusiasm especially in poetry, art music etc.

Lewd = treating or referring to sex in a crude or offensive way.

Liaison = a close working relationship involving communication between groups of people, units of an organisation etc.

136. (A) Pong (B) Odour
(C) Mordant (D) Sarcastic
1) B-D 2) B-C 3) C-D
4) A-C 5) A-D

Pong = a strong, usually unpleasant, smell
Odour = a distinctive, usually unpleasant, smell.

Mordant = sharply critical; very sarcastic
Sarcastic = using or expressing remarks that imply the opposite of what they appear to mean and are intended to upset or mock somebody.

137. (A) Lucrative (B) Vague
(C) Distinct (D) Denudation
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Lucrative = producing much money; profitable

Vague = not specific or exact

Distinct = easily heard, seen, felt or understood; definite

Denude = to make something bare; to take the covering off something

138. (A) Effeminacy (B) Effrontery
(C) Effervescence (D) Impertinence
1) A-B 2) B-C 3) C-D
4) B-D 5) A-D

Effeminate = having characteristics considered to be typical of a woman.

Effrontery = bold or rude behaviour without any feeling or shame

Effervescent = lively, excited and enthusiastic.

Impertinent = not showing respect; rude

139. (A) Exquisite (B) Delicate
(C) Tempting (D) Berserk
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Exquisite = extremely beautiful or delicate; finely or skilfully made or done

Delicate = very carefully made or formed; fine

Tempting = attractive; inviting

Berserk = out of control with anger

140. (A) Spiritual (B) Immoral
(C) Temporal (D) Agonising
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Spiritual = of the human spirit or soul; not of physical things

Agonising = causing great suffering or anxiety

Temporal = of this life, not spiritual

Spirit = a person's mind of feelings as distinct from her or his body

141. (A) Fraud (B) Amuse
(C) Befuddled (D) Confuse
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Amuse = to make somebody laugh or smile

Befuddled = made stupid; confused

142. (A) Yield (B) Clamour
(C) Protest (D) Penalise
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Clamour = a loud demand or protest

143. (A) Scatty (B) Sceptic
(C) Sturdy (D) Sane
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Scatty = slightly mad; crazy

Sceptic = a person who doubts that a claim, statements etc is true

Sturdy = strong and firm

Sane = having a normal healthy mind; not mad

144. (A) Bizarre (B) Offensive
(C) Usual (D) Brisk
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D

Bizarre = very strange; not at all logical

Brisk = quick; active; busy

145. (A) Diminishing (B) Infernal
(C) Pleasing (D) Vehement
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Diminish = to become or make something smaller or less; to decrease

Infernal = used to express annoyance; of or like a hell.

Vehement = showing or caused by strong feeling; passionate

146. (A) Soaked (B) Folded
(C) Grubby (D) Washed
1) A-B 2) B-C 3) C-D
4) B-D 5) A-D

Grubby = dirty

147. (A) Bracing (B) Invigorating
(C) Dwindling (D) Depicting
1) A-B 2) C-D 3) B-D
4) A-C 5) B-C

Bracing = cool and fresh; invigorating

Depict = to show or represent somebody/ something as a picture

Invigorate = to make somebody feel more lively and healthy

Dwindle = to become gradually less or smaller

148. (A) Charming (B) Placid
(C) Adventurous (D) Calm
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D

Placid = calm and peaceful

149. (A) Assertion (B) Beatitude
(C) Repulsive (D) Insistence
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Assertion = the action of claiming or stating something forcefully

Beatitude = great happiness; blessedness

Repulsive = causing a feeling of strong dislike or disgust

Insistent = not allowing refusal or opposition; tending to demand something forcefully, not accepting a refusal

150. (A) Vocal (B) Benign
(C) Unpleasant (D) Drastic
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D

Benign = kind; gentle; mild; pleasant

151. (A) Abysmal (B) Diligence
(C) Zenith (D) Nadir
1) A-B 2) B-D 3) C-D
4) B-C 5) A-C

Abysmal = extremely bad; extreme; very great

Diligence = steady effort; careful hard work

152. (A) Elude (B) Avoid
(C) Harness (D) Hatch
1) A-B 2) A-C 3) A-D
4) B-C 5) B-D

Elude = to escape somebody/something especially by a clever trick; to avoid somebody/something

Harness = to control and use a natural force to produce electrical power etc.

Hatch = to come out of an egg.

153. (A) Languid (B) Gorgeous
(C) Knack (D) Ability
1) A-B 2) A-D 3) B-C
4) C-D 5) B-D

Languid = moving slowly and involving very little physical effort

Gorgeous = giving pleasure and satisfaction; wonderful

Knack = an ability; a skill at performing some special task

154. (A) Gregarious (B) Quixotic
(C) Sociable (D) Discernible
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D

Gregarious = liking to be with other people

Quixotic = having fine romantic ideals and good intentions that are not at all practical or realistic

Discern = to perceive, know or find out something; to see, taste, notice etc something but not without effort.

155. (A) Testimony (B) Aura
(C) Augment (D) Decrease

- 1) A-B 2) B-C 3) C-D
4) A-D 5) B-D

Testimony = a thing that is evidence of or demonstrates something

Aura = a distinctive atmosphere that seems to surround and be caused by a person or thing

Augment = to increase something

156. (A) Discomfit (B) Baffle
(C) Epicure (D) Enumerate
1) A-B 2) A-C 3) A-D
4) B-C 5) B-D

Discomfit = to confuse or embarrass somebody

Baffle = to be too difficult or strange for somebody to understand, solve or explain

Epicure = a person who takes a special interest in and gets great pleasure from food and drink

Enumerate = to name things on a list one by one.

157. (A) Unkempt (B) Unremitting
(C) Slackening (D) Distasteful
1) A-B 2) B-C 3) C-D
4) A-D 5) B-D

Unkempt = not kept tidy

Unremitting = never stopping

Slacken = to become or make something slower, less active

Distasteful = a feeling that somebody/something is unpleasant or unacceptable; dislike

Tidy = arranged neatly and in order

158. (A) Apathetic (B) Wrath
(C) Whirl (D) Twirl
1) A-B 2) A-C 3) A-D
4) B-C 5) C-D

Apathetic = showing or feeling a lack of interest, enthusiasm or concern

Wrath = great concern

Whirl = to move or make somebody/something move quickly round and round

Twirl = to spin something

159. (A) Onus (B) Testimony
(C) Burden (D) Recitation
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D

Onus = a duty or responsibility for doing something

Testimony = a thing that is evidence of or demonstrates something

Recitation = an act of saying a series of things aloud.

160. (A) Blushing (B) Unconscionable
(C) Reasonable (D) Whiff
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D

Blush = to become red in the face because of shame; embarrassment

Unconscionable = excessive; greater or longer than is reasonable

- Whiff** = a trace or hint; a smell especially one that is only smelt for a short period of time
161. (A) Traduce (B) Harass
(C) Oblige (D) Defame
1) A-B 2) B-C 3) C-D
4) A-C 5) A-D
- Traduce** = to say damaging false things about somebody/something especially to make people think badly about them.
162. (A) Visionary (B) Glorious
(C) Uncanny (D) Natural
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Uncanny** = not natural; mysterious and slightly frightening.
163. (A) Whimsical (B) Traverse
(C) Squalid (D) Sordid
1) C-D 2) B-C 3) A-B
4) B-D 5) A-C
- Whimsical** = unusual and rather playful; capricious but charming
- Traverse** = to travel or extend across an area
- Squalid** = very dirty and unpleasant, especially because of poverty or lack of care.
- Sordid** = dirty and unpleasant
164. (A) Stout (B) Impotent
(C) Fragile (D) Eloquent
1) A-C 2) B-D 3) C-D
4) A-D 5) A-B
- Stout** = strong and thick; rather fat; built in a solid way
- Fragile** = easily damaged or broken; delicate
- Eloquent** = having or showing expressive language especially to impress or persuade an audience
165. (A) Equivocal (B) Effeminate
(C) Enumerate (D) Manly
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Equivocal** = not clear or definite in meaning or intention; that can be interpreted in more than one way; ambiguous
- Effeminate** = having characteristics considered to be typical of a woman
166. (A) Fervour (B) Flimsy
(C) Dissipate (D) Waste
1) A-B 2) B-C 3) C-D
4) A-C 5) B-D
- Fervour** = strength or intensity of feeling; enthusiasm
- Flimsy** = light and thin; weak; not convincing
- Dissipate** = to waste something foolishly

Answers

- | | | |
|-----------------|-----------------|-----------------|
| 1. 4; same | 29. 5; same | 57. 1; opposite |
| 2. 3; same | 30. 5; opposite | 58. 4; same |
| 3. 5; opposite | 31. 3; opposite | 59. 5; same |
| 4. 4; opposite | 32. 2; opposite | 60. 3; same |
| 5. 3; same | 33. 5; same | 61. 3; same |
| 6. 1; opposite | 34. 1; same | 62. 1; same |
| 7. 1; same | 35. 1; same | 63. 5; same |
| 8. 1; opposite | 36. 1; opposite | 64. 5; same |
| 9. 2; opposite | 37. 3; opposite | 65. 1; opposite |
| 10. 4; same | 38. 1; same | 66. 5; opposite |
| 11. 3; same | 39. 5; opposite | 67. 4; same |
| 12. 3; opposite | 40. 4; opposite | 68. 2; same |
| 13. 4; same | 41. 4; same | 69. 3; opposite |
| 14. 1; same | 42. 2; same | 70. 4; opposite |
| 15. 5; opposite | 43. 1; same | 71. 1; opposite |
| 16. 1; opposite | 44. 5; opposite | 72. 5; same |
| 17. 2; opposite | 45. 2; same | 73. 5; same |
| 18. 4; same | 46. 4; same | 74. 4; same |
| 19. 5; opposite | 47. 3; opposite | 75. 1; opposite |
| 20. 2; opposite | 48. 5; same | 76. 5; opposite |
| 21. 4; same | 49. 4; same | 77. 3; same |
| 22. 2; same | 50. 2; same | 78. 4; opposite |
| 23. 2; opposite | 51. 3; opposite | 79. 4; same |
| 24. 3; opposite | 52. 1; opposite | 80. 4; same |
| 25. 4; same | 53. 5; opposite | 81. 2; opposite |
| 26. 3; opposite | 54. 1; opposite | 82. 1; opposite |
| 27. 2; same | 55. 3; same | 83. 3; same |
| 28. 2; same | 56. 3; opposite | 84. 3; opposite |

85. 3; same
86. 4; same
87. 4; same
88. 2; same
89. 1; opposite
90. 3; same
91. 2; same
92. 5; same
93. 1; opposite
94. 5; opposite
95. 5; same
96. 4; same
97. 4; opposite
98. 3; opposite
99. 5; same
100. 4; same
101. 5; same
102. 2; opposite
103. 2; same
104. 3; opposite
105. 4; same
106. 1; same
107. 3; opposite
108. 4; opposite
109. 2; same
110. 5; opposite
111. 1; same
112. 3; same

113. 4; opposite
114. 4; opposite
115. 1; same
116. 3; same
117. 5; opposite
118. 2; same
119. 2; same
120. 3; same
121. 5; same
122. 4; opposite
123. 3; opposite
124. 4; same
125. 3; same
126. 2; same
127. 1; opposite
128. 2; opposite
129. 2; same
130. 4; same
131. 1; opposite
132. 3; opposite
133. 5; same
134. 1; same
135. 5; opposite
136. 3; same
137. 2; opposite
138. 4; same
139. 1; same

140. 4; opposite
141. 3; same
142. 2; same
143. 5; opposite
144. 4; opposite
145. 2; opposite
146. 3; opposite
147. 1; same
148. 5; same
149. 5; same
150. 2; opposite
151. 3; opposite
152. 1; same
153. 4; same
154. 4; same
155. 3; opposite
156. 1; same
157. 2; opposite
158. 5; same
159. 4; same
160. 2; opposite
161. 5; same
162. 3; opposite
163. 1; same
164. 1; opposite
165. 5; opposite
166. 3; same

Chapter 22

Diction

(Words Often Mistaken For One Another)

Introduction

'**Diction**' is the choice of words. In English there are many words which are usually confused. Some words have similar meaning, but cannot be used interchangeably; that is, a choice must be made according to the grammatical situation.

1. Abbreviations, Acronyms

An '*abbreviation*' is a short way of writing a word or phrase which could also be written out in full, using only letters of the alphabet and possibly full stops. For example,

<i>Dr</i>	for	<i>Doctor</i>
<i>lb</i>	for	<i>Pound (s)</i>
<i>e.g.</i>	for	<i>for example</i>

An abbreviation does not normally have a distinct pronunciation of its own. These properties distinguish abbreviations from '*acronyms*' and '*initialisms*' like NATO and BBC, from '*clipped forms*' like *gym* and *phone*, and from '*symbols*' like * and 5.

2. Ability, Capacity, Capability

Applied to a person, the first two (Ability, Capacity) mean about the same, but they don't behave grammatically in the same way. For example,

You have an **ability to do something**,
but a **capacity for doing something**.

As for the third (capability), this is best used in the plural and with no material following: your '*capabilities*' are your abilities and your talents as a whole.

3. Abolition, Abolishment

In most contexts, the noun derived from the verb '*abolish*' is '*abolition*', but '*abolishment*' is sometimes preferred in legal and financial contexts. Therefore, we write *of the abolition of slavery* but possibly *of the abolishment of mortgage relief*. But '*abolition*' is usually possible in any context.

4. Abuse, Misuse, Disabuse

To '*misuse*' something is to use it wrongly. To '*abuse*' it is to misuse it so badly that you damage it. To '*disabuse*' somebody of an idea is to show her that idea is wrong. For example,

They will be quickly disabused of the notion that linguistics is an easy subject.

5. Abortion, Miscarriage

Both these words refer to a premature expulsion of the foetus from the womb. The difference lies in the following:

'*Abortion*' can refer to a premature coming out of the foetus on account of some biochemical or harmonic disturbance. It can also refer to a deliberate expulsion of the foetus by a physician in the interest of the mother's health and life or for some other reason. The use of '*miscarriage*' on the other hand is confined to a natural coming out of the foetus on account of some biochemical or harmonic disturbance. '*Miscarriage*' cannot be used in the case of a deliberate expulsion of the foetus.

6. Accord, Accordance

When you do something of your '*own accord*', you do it voluntarily, without being asked instructed to do it. Note the preposition '*of*' here '*on your own accord*' is not standard English. However, when you do something in obedience to instructions, you do it '*in accordance with*' those instructions.

7. Accurate, Precise

These words are not interchangeable. Something which is '*accurate*' is correct; the opposite is '*inaccurate*', which means '*wrong to some extent*'. But '*precise*' means '*correct to a very high degree of detail*', and its opposite '*imprecise*' means '*lacking a sufficient degree of detail*'. For example,

Accurate records must be kept.

Can you give more **precise** definition of the word?

If I try to explain the word '*loris*' as denoting a '*nocturnal primate*', then I am accurate, since a loris is indeed a nocturnal primate, but I am rather imprecise, since there are several other kinds of nocturnal primates besides lorises, and my account fails to distinguish lorises from lemures, bushbabies and aye-ayes.

8. Adapt, Adopt

'*To adapt*' something is '*to modify*' it, often especially to make it suitable for a particular purpose. '*To adopt*' something is '*to take it up*'. For example,

Austin's *Pride and Prejudice* has been **adapted** for television.

We are **adopting** a new procedure for budget control.

The derived nouns are '*adaptation*' for the first '*adoption*'

for the second. Some people now use '*adoption*' in place of '*adaptation*', but this is not recommended.

9. Adjacent, Adjoining

Things are '*adjacent*' when they are side by side. But things are '*adjoining*' when they share a common boundary. For example,

We were sitting in **adjacent** seats.
We had **adjoining** rooms in the hotel.

In many circumstances either word can be used. But note that '*adjacent*' does not mean 'near' or 'close', and wordings like *very adjacent* are therefore frowned on by careful writers. Write '*very close*' or '*very near*' instead. Note also the following difference in grammar: *Their land is adjacent to ours*, but *their land adjoins ours*.

10. Affect, Effect

These two are often confused. Apart from one or two technical uses, the word '*affect*' is strictly a verb. In contrast '*effect*' is primarily a noun. For example,

This won't **affect** our chances.
This will have no **effect** on our chances.

There is, however, a verb spelled '*effect*' and meaning 'bring about'. For example,

General Raman managed **to effect** the withdrawal of his troops.

But this last verb is rare, except perhaps in the expression '*effect a change*'.

11. All, Whole

'*All*' and '*whole*' have almost similar meaning. '*Whole*' means '*complete*', '*entire*' etc. '*All*' means '*everything*' or '*everyone of*'. But there is much difference in their uses.

(a) When the article '**the**' or a possessive adjective (*my, your, his, our*, etc) is to be used with '*all*', it (*the* or possessive adjective) is put after the word '*all*', but before the word '*whole*'. For example,

All the members were present.
The whole world knows it.
He lost **all his** money.
They got **their whole** share.

Note: It is wrong to write - **the all boys**.

(b) '*All*' may be followed by *of*+*personal pronoun* in the objective case, provided such a pronoun has no noun in apposition. If there is a noun in apposition to pronoun (not after '*of*') after '*all*', it (pronoun) will be put in the nominative case. For example,

all of us
all of them
all you students etc

Note: In expressions like '*all day*', '*all night*', '*all morning*', '*all afternoon*', the article '*the*' should not be put after '*all*'.

12. Almost, Nearly, Practically

All these words can be used before '*all*', '*always*' and '*every*'. For example,

Almost (nearly, practically) all the boys had left before the bell rang.
She is **almost (nearly, practically)** always grumbling like this.

Almost (nearly, practically) always grumbling like this.

Now, look at the sentences given below:

The speaker said nearly nothing. (**Incorrect**)
The speaker said almost (practically) nothing. (**Correct**)
Nearly any boy in the class would answer this question correctly. (**Incorrect**)
Almost (practically) any boy in the class would answer this question. (**Correct**)
Nearly no one ever believed that he was honest. (**Incorrect**)
Practically (**almost**) no one ever believed that he was honest. (**Correct**)
I nearly never found him working in the library. (**Incorrect**)
I almost (practically) never found him working in the library. (**Correct**)

13. Alphabet(s), Letter(s)

An '*alphabet*' is a whole set of '*letters*' used for writing words. For example, the Roman alphabet (the one we are using at the moment), which has 26 letters, from A to Z, or the Devanagari alphabet which we use for writing Hindi, Marathi and Nepali.

The plural form '*alphabets*', is used in the sense illustrated below:

Tamil, Telugu, Bengali and Punjabi have all their own **alphabets** which differ from one another.

14. Already, Yet, All ready

'*Already*' expresses that something has happened early or earlier than it might have happened. '*Yet*' is generally used in negative and interrogative sentences. '*Already*' and '*Yet*' are commonly used with present perfect tense. '*All ready*' are two different words that express their separate meaning. For example,

Has the postman come **yet**? (Not, already)
These mangoes are not ripe **yet**? (Not, already)
The mangoes are not **yet** ripe. (Not, already)
He has **already** finished his task.
Are you **all ready**? (Here 'ready' means 'prepared')
Have you met the Police Inspector **yet**. (suggests enquiry)
Have you **already** met the Police Inspector? (answer 'yes' is expected)

15. Also, Even

'*Also*' and '*even*' are almost similar as regards their meaning. But there is some difference in their usage.

(i) '*Also*' is generally used in the middle of a clause or sentence. '*Also*' modifies the word after which it is put. For example,

I **also** beat my servant.
(=other persons also beat him)
I beat **also** my servant.
(=I beat him and punished him in other ways also.)
I beat my servant **also**.
(=I beat other persons as well.)

(ii) 'Even' is generally used after the auxiliary verb or the intransitive forms of be (*is/am/are/was/were*). It should not be used before a subject. For example,

1. He has lost his bag.
He has **even** lost his watch. (not, Even he has lost....)
2. This lady is rude to everybody.
She is **even** rude to her husband. (not, Even she is rude....)

(iii) 'Also' can be used at the beginning of a sentence, provided it refers to the whole sentence. In such a case it becomes necessary to put a comma (,) after the word 'also'. For example,

This is a good book, but is not voluminous. Also, it costs much. (not, It also costs much.)

(iv) 'Even+if' can begin a sentence or clause. For example,

I shall go out, **even if** it rains today.
Even if I become a rich man, I shall never be proud of wealth or power

16. Alter, Change

The difference between these two words lies in the following:

'Alter' refers to changes in matters of detail. For example,

Customer says tailor, "Please alter this shirt; it is too large for me".

'Change' is preferred when the reference is to a significant change, a loss of identity, a thing being replaced by another. For example,

He seems to have **changed** quite a lot since his marriage.
Can the Ethiopian **change** his skin, or the leopard his spots?
Women take a long time to **change** their dress.
He has been **changing** places quite often.

17. Alumnus, Alumna

Each of these words denotes a graduate of an educational institution, but there is a sex difference. A man is an 'alumnus' (plural 'alumni'), while a woman is an 'alumna' (plural 'alumnae'). A group of mixed sex are 'alumni'. And there is no such word as 'alumnis'.

18. Amiable, Amicable

An 'amiable' person is good-natured and easy to get along with. The word is commonly applied only to people, though occasionally we find it extended to occasions, as in an *amiable conversation*.

But 'amicable' is not applied to people at all; instead, it is applied to human interactions and their outcomes, as in an *amicable settlement* (of a dispute) and an *amicable relationship*. The meaning here is 'friendly' and 'good natured'.

19. Amoral, Immoral

An 'amoral' person is one who does not understand the difference between right and wrong. An 'immoral' person understands the difference but does wrong any way.

20. Amount, Number

'Amount' refers to a quantity of something (a singular noun) that cannot be counted — a large *amount* of money. 'Number' refers to countable items (a plural noun). With most plurals it is better to use *number* — a large *number* of mistakes. For example,

The **amount** of money paid is none of my concern.
A large **number** of teachers have gone on strike.

Note: A number of (many) is plural in sense and takes a plural verb. (A number of people **were** shot dead.) The number of (= a mathematical or numerical figure) is singular. It takes a singular verb. (The number of boys present *is* very small.)

21. Ancestors, Forefathers

Both these words refer to persons from whom one is descended. Similarly both these words refer to persons more remote than grandparents. The difference lies in the following:

'Ancestor' has 'ancestress' as its feminine form. There is no feminine word for 'forefathers'. Unlike 'forefathers', 'ancestor' can freely be used in the case of a woman ancestor as well. One can, for example, describe a great-grandmother as 'one of my ancestors' but not as, 'one of my forefathers'

22. Ancient, Old

'Ancient' is the opposite of 'modern' whereas 'old' is the opposite of 'young'. Moreover 'ancient' refers to very old things. And 'old' can at times be used in the case of a very young child as well. As for example,

The **ancient** Rome was the cradle of civilization.
The **ancient** Mariner narrated his story of adventure.
Death overtakes all alike, the young and the **old**.
My baby is only two months **old**.

23. Annex, Annexe

The verb is 'annex', a country can *annex* territory, but it cannot 'annexe' it. The noun meaning 'extension to a building' is 'annexe' in a British English.

24. Anticipate, Expect

To 'anticipate' is to guess or imagine in advance what will happen, and take the necessary action to face it. For example,

I tried to **anticipate** the kind of questions they were likely to ask me.

To 'expect' is to believe or think that something will happen or come. For example,

We are **expecting** a letter from our Boss.

25. Anxious, Eager

'Anxious' means 'nervous' or 'worried' and is usually followed by 'about'. 'Eager' means 'looking forward'. It is usually followed by *to*. For example,

I am terribly **anxious** about these children.
Our company is **eager** to expand into new markets.

26. Anyway, Any way

This is one word when it means 'regardless', but two words when it means 'in any manner'. Therefore, we write,

*Do it **anyway**.* (=Do it regardless.) but, *Do it **any way** you like.*

27. Apparently, Evidently

The second of these is stronger than the first. For example,

Apparently she is a good worker.

(=I gather that she is a good worker or I am told that she is a good worker.)

Evidently she is a good worker.

(=It is clear that she is a good worker.)

28. Appendix, Supplement

An 'appendix' is that material which is related to the main work, but is not, strictly speaking, an integral part of the main work. 'Appendix' in other words, refers to that material, which, if included in the body of the main work, would make the main work less compact and thereby reduce its quality.

A 'supplement', on the other hand, is that additional material which is thought necessary for completing the main work.

A 'supplement' adds new material to a book etc and thereby makes it up-to-date.

29. Appraise, Apprise

To 'appraise' something is to estimate its value, whereas 'to apprise' is 'to inform'. For example,

I am having an art dealer in to **appraise** these paintings.
We have **apprised** him of the facts.

The common error is to use *appraise* where *apprise* is required. But who needs *apprise* anyway. Just write 'inform' or 'tell'.

30. Assist, Help

A person who 'assists' has a much more subsidiary role to play than a person who 'helps'. For example, a person who is drowning will cry 'help, help' and persons in the neighbourhood would rush to *help* him. A carpenter who is making a boat will ask his children to 'assist' him in doing that. An Assistant Registrar **assists** the registrar in performing his duties. A shop-assistant assists the shopkeeper in performing in his duty.

31. Assume, Presume

Both of these mean 'suppose' and their meanings often overlap. But there is a subtle distinction. To 'assume' something is to take it for granted as the basis of discussion or an argument, without offering any evidence for it. This may be done purely in order to explore the consequences of the assumption. To 'presume' something is to suppose it is so because we have no good reason to suppose otherwise.

Of course, *presume* alone has a second sense of 'be

overly bold', 'take something upon oneself without permission', as in *we are presuming upon his hospitality*.

32. Attend, Attend to

Here, to avoid confusion, it is best to regard 'attend' and 'attend to' as two distinct items in respect of meaning: 'attend' means 'to be present' and 'attend to' means 'to provide help of some kind' or 'to deal with somebody or something' as illustrated below:

We would like all of you to **attend** this meeting.

In a serious road accident, the most important thing is to **attend to** the injured.

Salesman in a shop : Are you being **attended to**, Sir?

I have some urgent business to **attend to**.

Note: Occasionally, however, another phrase, 'attend on', is used to convey the meaning of 'to look after' or 'serve'. For example,

Our President has a team of doctors to **attend on** him.

But here, the preposition 'on' is optional and most British speakers do not use it.

33. Avenge, Revenge

Both these words indicate a sense of desire for doing some harm to the wrong-doer. The difference lies in the following:

'Avenge' may indicate that the person has the ends of justice in mind. It tells us, in other words, that he wants the wrong-doer to be subjected to his just and merited punishment. For example,

Mehmet **avenge**d the destruction of his family by killing the evil Aga who had caused it.

'Revenge' often suggests that a person is being guided by malice and unwillingness to forgive. For example,

Chelsea **revenge**d their earlier defeat a 3-1 win in the second leg.

The derived noun is 'vengeance' in both the cases.

34. Await, Wait

The words 'await' and 'wait' are similar in meaning but they differ in use.

'Await' is used as a transitive verb. Hence it should never be followed by 'for+noun/pronoun'. For example,

I am **awaiting** your reply. (Not, awaiting for your reply.)

'Wait' is always used as an intransitive verb. Hence it should be followed by 'for+noun/pronoun'. For example,

I am **waiting** for your reply.

35. Balance, Change

Customer : What is the price of this toy, please?

Shopkeeper : Twenty-five rupees, sir.

Customer : Please pack it for me. Oh, I'm sorry, I don't have any small notes. If I give you a thousand rupees note, can you give me the **balance**?

In the above dialogue, standard English speaker would use the word 'change' in place of the word 'balance'. Another somewhat related meaning of the word

'change' is 'coins rather than notes'. For example,

Can you please give me **change** for this ten-rupee coin?
This meaning of the word 'change' seems to be well known in India.

36. Bank, Shore, Coast, Beach

The place where the land meets the water can be either the 'bank' or the 'shore' or the 'coast' or the 'beach'. The edge of a river is called its 'bank' whereas the edge of a sea is its 'shore'. The land bordering the sea is 'coast'. We use it when we think of places on maps, of weather, or naval defence. A 'beach' is part of the 'shore' that is smooth, without rocks or cliffs: The only word that can be used for lakes is 'shore'. For example,

Calcutta is situated on the **bank** of the river Hoogly.
He has a house on the **shore** of lake Mansarowar.
Our ship is fast heading towards the **shore**.
Our ship sailed from port to port along the **coast**.

37. Be, Become

'Be' and 'become' are two different verbs. The one is not generally used in place of the other, as they differ in meaning.

'Be' means 'to exist', 'to remain', 'to live', 'to happen', 'to take place'. 'Be' has three forms in the present tense. They are (a) *is* (b) *am* (c) *are*. It has two forms in the past tense (a) *was* (b) *were*. In future tense 'shall/will' is put before 'be'. For example,

God is (=exists) everywhere.
Let them be (=remain) where they are.
He is (=lives) at Patna these days.
When is the wedding going to be? (=take place)

'Become' means 'to change from one state or position to another'. For example,

He became king.
(=Formerly he was not a king, there came a change in his power or position.)
Mango becomes yellow when it ripens.
(=There is a change in colour or state.)

'Become' has another meaning also. It means 'to be suitable to'. For example,

This hat becomes (=suits) his.
Modesty becomes a woman.

38. Beautiful, Handsome

'Beautiful' and 'pretty' are generally used for women, children and things, but not usually for men. We use 'handsome' for men. For example,

Look at that *beautiful* girl.
How *pretty* the Chinese doll is!
Lo ! There comes a *pretty* child.
He is a *handsome* young man.

We can use *handsome* for women having a fine figure, vigour and dignity. For example,

Jane Austen was a *handsome* lady with chiselled face and a fine figure.

39. Bear, Endure, Stand, Tolerate

All these words refer to one's response to something distressing, irksome or painful.

'Bear' is the most general of these words. For example,

I could not **bear** to see the goat being slaughtered.
I could not **bear** the sight of that old and sickly man being crushed to death by a lorry.

'Stand' is its colloquial equivalent. For example,

I cannot **stand** this kind of nonsense.
I cannot **stand** that ugly woman.

'Endure' is normally used in the case of great bodily hardship. For example,

He alone can **endure** that kind of physical torture.

'Tolerate' is used in the case of human beings and their behaviour. For example,

He cannot **tolerate** that rude fellow.
I cannot **tolerate** this insult.

40. Begin, Commence, Start

In many cases 'begin' and 'start' can replace each other. For example,

After eight o'clock in the morning the water level **started** (**began**) rising.
I **began** (**started**) learning French at the age of ten.
The meeting **began** (**started**) at 10 o'clock.

Some of the differences between these two words are the following: The opposite of 'start' is 'stop', whereas the opposite of 'begin' is 'end'. For example,

He **began** the day with hope but **ended** it in disappointment.
The conversation **stopped**, and it refused to **start** again.

'Begin' and 'start' tend to be preferred in ordinary use. 'Commence' is more formal than these two verbs and is often preferred in legal proceedings and official use and also on ceremonial occasion. For example,

The **proceedings** will commence in July.

In certain cases the use of 'commence' may suggest a prolonged and elaborate beginning. For example,

He **commenced** being a severe and ardent student.

41. Beside, Besides

Both of these words can be prepositions, but their meanings are different. The word 'beside' means 'next to', while 'besides' means 'also', 'in addition to'. For example,

He came in and seated himself **beside** me.
He has two other cars **besides** this one.

42. Biennial, Semi-annual, Bi-annual

The word 'biennial' means 'happening every two years', while 'semi-annual' means 'happening twice a year', 'happening every six months'. The common mistake is writing 'biennial' where 'semi-annual' is intended.

There is also the somewhat unusual word 'bi-

annual' which means '*happening twice a year*', but you are advised to avoid this.

43. Bona fide, Bona fides

Of these two, '*bona fide*' is an adjective meaning '*genuine*', while '*bona fides*' is a noun meaning '*good faith*', '*honest intentions*'. So, we write *a bona fide offer* but *there are doubts about his bona fides*. The noun is singular: write *His bona fides is not in doubt*, not.....*are in doubt*. However, like most latin expressions, these two are hardly necessary: it is preferable to write *a genuine offer* and *there are doubts about his honesty*.

44. Both

It is possible to use '*both*' alone. For example,

Both are acceptable.

Both of them have been found guilty.

Note the '*both*' always takes plural agreement. It is also possible to combine '*both*' with '*and*'. For example,

Both the Egyptians **and** the Israelis will attend the talks.

But it is wrong to combine '**both**' with '**as well as**'. For example,

Both the Egyptians **as well as** the Israelis will attend the talks. (**Incorrect**)

A wrong use of '*both*' is illustrated by the following example:

Both these words are synonymous. (**Incorrect**)

Being synonymous is not a property that a single object can have in isolation, and the correct form is as given below:

These words are synonymous. (**Correct**)

Another error occurs, if '*both*' is followed by preposition, that preposition must be repeated after '*and*': write *both in Britain and in America*, and not *both in Britain and America* or *in both Britain and America*.

45. Buy, Purchase

'*Buy*' is more general word than '*purchase*'. It is the word of choice in the case of small, casual and day-to-day transactions. For example,

I **bought** two small books for my children yesterday.

I **bought** three spoons last week.

'*Purchase*' on the other hand, refers to a transaction of some importance. '*Buy*' can replace '*purchase*' in nearly all cases. But in the case of small day-to-day transactions, the use of '*purchase*' makes the sentence sound odd. For example,

Go and **purchase** three eggs from that shop. (Jarring)

Go and **buy** three eggs from that shop. (much more likely)

46. Callous, Callus

A '*callus*' is a hard patch of skin. But '*callous*' is an adjective meaning '*indifferent to suffering*', as in *his callous behaviour*.

47. Canvas, Canvass

The '*canvas*' is a noun denoting a kind of coarse cloth, used, for example, by oil painters. In contrast, '*canvass*' is usually a verb, and it occurs most often in the expression *canvassing for votes*. The verb gives rise to the uncommon derived noun '*canvass*' meaning '*a search for votes*'.

48. Catch, Hold

Please **catch** the bag while I am locking the car.

This use of '*catch*' is not acceptable in standard English. We catch a ball, for instance, by arresting its movement in the air. This, however, is obviously not the meaning implied in the above example. The right word here would be '*hold*' not '*catch*'.

The word '*catch*' suggests an instantaneous action; the word '*hold*', on the other hand, denotes a continuous state, and it is latter meaning that the speaker intends to convey in the above example.

49. Cause, Reason

'*Cause*' is something that produces a result or an effect whereas '*reason*' is something that justifies or explains a result. For example,

She is the **cause** of all my unhappiness.

The **reason** of my silence is my illness.

50. Ceiling, Roof

'*Ceiling*' is the under surface or the overhead interior lining of a room. '*Roof*' is the top covering of a building, bus, car or tent. For example,

The **ceiling** of my drawing-room is being painted.

The **roof** of his house is leaking.

Even the **roof** of this bus is crowded with passengers.

51. Centenary, Centennial

Both are correct for '*hundredth anniversary*'. But British English prefers '*centenary*' while American English prefers '*Centennial*'.

52. Chaste, Pure

I often find the **chaste** Hindi of the AIR news bulletins difficult to understand.

The word '*chaste*' has two possible connotations: one, sexual and the other, simplicity in style. Surely neither of these is intended by the speaker of the above sentence. What he intends to say instead is '*pure Hindi*', not that mixed with say, Urdu and English words in common use. The right word here is '*pure*', not '*chaste*'.

53. Childish, Childlike

Both these adjectives are now applicable to children and also to adults. '*Childish*' refers to the unpleasant features of childhood, for example, triviality, greed, tendency to quarrel about petty things and lack of manners. For example,

This is my **childish** effort at using a fork.

Don't be so childish!

'*Childlike*', on the other hand, refers to the admirable qualities of childhood, for example, simplicity, innocence and lack of inhibitions.

54. Citizen, Inhabitant

The '*citizens*' of a country are those inhabitants who have all the civil rights and privileges of a full member of that country. The '*citizens*' of a country can be the native people of that country; they may also be foreigners who have been naturalized. For example,

Many of the Indians in Britain have become British Citizens.

The '*inhabitants*' of a country are all the people who live in that country.

55. Clean, Clear

'*Clean*' refers to something which is free from dirt. For example,

Keep your hands **clean**.

It may also refer to something pure and innocent. For example,

He lives a very **clean** life.

'*Clear*', on the other hand, refers to an object which is easy to see through. For example,

A piece of **clear** glass.

The **clear** water of the swimming pool.

It can also refer to something which can be easily heard and understood. For example,

His voice was very **clear**.

Now, look at the sentences given below:

You must keep the utensils **clear**. (Incorrect)

You must keep the utensils **clean**. (Correct)

56. Client, Customer

A person who goes to a solicitor or an architect and pays for his help or advice is a '*client*'. People who buy goods from shopkeepers and tradesmen are '*customers*'. For example,

A successful solicitor has a large number of **clients**.

This shopkeeper has all attention to his **customers**.

57. Close, Shut

In expressions like the following, either of the two words is considered suitable. For example,

Close (shut) the door, please, will you?

She **closed (shut)** her eyes to all his faults.

Only 'close' can be used in the following contexts:

(i) In the case of an institution not functioning normally. For example,

The schools are open but the colleges are all **closed**.

The shops **closed** at 6 pm.

This theatre will remain closed until the end of the month.

(ii) Conclude

I would now request the chairman **to close** the discussion.

(iii) Bring to an end

I have decided **to close** the accounts.

58. Cloth, Clothes

A '*cloth*' is a piece of fabric used for a specialised purpose, such as a dishcloth or a table-cloth. The plural is '*cloths*'. But '*clothes*' are garments and this word has no singular form other than *item of clothing*. Do not write '*cloths*' when you mean '*clothes*'.

59. Cold and Cool, Hot and Warm

'*Cold*' suggests a lower temperature than '*cool*'. Temperature is uncomfortably low. '*Cool*' suggests a pleasantly low temperature. For example,

I can't stand this **cold** wave.

A nice **cool** breeze is blowing.

'*Hot*', likewise, suggests a higher temperature than '*warm*'. It is often uncomfortable. But '*warm*' is a pleasantly high temperature. For example,

You can't work long hours on a **hot** day.

It was **warm**, but not **hot**, day before yesterday.

60. Comic, Comical

Something is '*comic*' if it is intended to be funny. The word is mainly applied to skits (=a short piece of humorous writing or a performance that makes of fun of somebody/something by copying them), songs, plays and the like. For example,

Tom Lehrer is famous for his **comic** songs.

But something is '*comical*' if it is funny unintentionally. For example,

Her portrayal of Ophelia was **comical**.

61. Compare to, Compare with

Careful users of English make a useful distinction between these. To *compare X to Y* is to say that X is similar to Y. But to *compare X with Y* is to note the similarity and differences between X and Y. For example,

A shop assistant must **compare** your signature **with** the signature on your credit card.

The critics **compared** his work **to** that of Martin Amis.

62. Compatible, Comparable

Things are '*compatible*' if they can work together or be used together successfully. For example,

I can't mail her this attachment because her PC is not **compatible** with my Mac.

But '*comparable*' means '*of roughly the same kind or size*'. For example,

House prices in Delhi are now **comparable** to those in Mumbai.

The common error is to write '*compatible*' where '*comparable*' is intended. Avoid errors like *Prices are now compatible with those in Mumbai*. And note the difference in preposition: '*Compatible with*', but '*Comparable to*', not '*Comparable with*'.

63. Complement, Compliment

A '*complement*' is something which is necessary or suitable for completeness or harmony. For example,

- a ship's **complement** (the officers and crew required to sail it)
- our full **complement** (all that we need or are entitled to)
- the **complement** of a verb (a phrase whose presence is required by the verb)

The related verb meaning '*go well with*' is also spelled '*complement*'. For example,

This necklace will **complement** your outfit.

A '*compliment*' is an expression of admiration. For example,

He paid her a number of flowery **compliments**.

The related verb is spelled identically. For example,

He **complimented** her on her outfit.

The common mistake here is to write '*compliment*' where '*complement*' is intended. This error is easy to avoid if you recall the similarity in spelling between '*complement*' and '*complete*'.

64. Complex, Complicated

These near-synonyms are not quite interchangeable. The more formal word is '*complex*', which in technical use means '*having an elaborate structure*', '*not easily treatable*'. The more informal '*complicated*' means '*hard to understand or to resolve*'. Therefore, a difficult problem in Mathematics is **complex**, while somebody's messy personal life is **complicated**.

65. Comply, Conform

These verbs mean about the same, ie '*to obey a rule, an order etc*', but they take different prepositions. For example,

We **comply with** our instructions, but we **conform to** the required standards.

66. Comprise, Consist, Compose, Constitute

These four verbs are very frequently confused, producing awful things like, *The NATO forces are comprised of soldiers from eight countries*, and *Thirty-two pieces comprise a chess set*.

A whole comprises its parts : *The NATO forces comprise soldiers from eight countries*. This verb can never be passivized or followed by 'of' : hence '*comprises of*' and '*is comprised of*' are always wrong. The bad example above should be written as follows : *A chess set comprises thirty-two pieces*.

Note also that '*comprise*' does not mean 'contain'; 'include', unless what follows it is an exhaustive list. So, example is wrong: *Not a single television news programme comprises a majority of tabloid content*.

Now, look at the following sentences carefully, that will illustrate the use of '*consist*', '*compose*' and '*constitute*' :

A whole *consists of* its parts : *The NATO forces consist of soldiers from eight countries*.

A whole is *composed of* its parts : *The NATO forces are composed of soldiers from eight countries*.

Its part *constitute* a whole : *Soldiers from eight countries constitute the NATO forces*.

67. Contagious, Infectious

'*Contagious*' is used for a disease spreading by contact. '*Infectious*' is used for a disease that can be spread by means of germs carried in the atmosphere or in water. For example,

Measles is highly *contagious*.

Cold is *infectious*.

68. Continuous, Continual

'*Continual*' shows that an action or an event has been taking place repeatedly. For example,

Our computing system is suffering **continual** crashes.

Her work was disturbed by **continual** interruptions.

'*Continuous*', on the other hand, shows the unbroken continuity of an action or an event. For example,

England's canals once provided a **continuous** waterway from the Thames Estuary to the Irish Sea.

The nerve centre in our brain need a **continuous** supply of blood.

69. Conveyance, Transport

Conveyance will be provided to the delegates from the railway station to the university.

You can claim **conveyance** allowance.

One of the meanings of the word '*conveyance*' is indeed a vehicle, but in the situations exemplified above, standard English uses '*transport*' instead. And I see no danger of your not being understood if you use the '*transport*' in place of '*conveyance*' in the above contexts.

70. Convince, Persuade

To '*convince*' someone means to change his or her opinion; to '*persuade*' someone means to move him or her to action. '*Convince*' is properly followed by '*of*' or '*that*', whereas, '*persuade*' is followed by '*to*'. For example,

We could not **convince** him **of** our innocence.

We **persuaded** him **to** concede our demands.

71. Correspond to, Correspond with

To say *X corresponds to Y* is to say that X and Y match up in some systematic way, that X and Y occupy comparable places in two different systems, or simply that X and Y are in agreement. For example, we can write *These findings correspond to the predictions of the theory*. In contrast, *X corresponds with Y* means only that X and Y are exchanging letters, as in *I am corresponding with a scholar in England*.

72. Custom, Habit

'*Customs*' are social and '*habits*' are personal. A '*habit*' is something a person has been doing for a long time. '*Custom*' is something that belongs to a large number of people of the same sort: all Christians or all Hindus. For example,

Don't let yourself get into bad **habits**.
Social **customs** vary from country to country.

73. Delusion, Illusion

'*Delusion*' is false opinion or belief which is sincerely believed to be true. '*Illusion*' is false idea or belief which appears to be true. For example,

He is under the **delusion** that he is the wealthiest man of this place.
Macbeth felt that the Birnam wood was moving. It was an optical illusion.

74. Despite, In spite of

These are equivalent in meaning, but note the difference in usage. For example,

The match went ahead **despite** the bad weather. (Incorrect)
The match went ahead **in spite of** the bad weather. (Correct)

75. Die, Dice

Traditionally, 'die' is singular and 'dice' is plural. For example, we throw *a die* but we throw *the dice* if we are throwing two or more of them. This usage is still almost universal in American English. In Britain, however, *dice* is now commonly used also as the singular. For example, *throw a dice*. This usage is now recognised by most British dictionaries. If you are writing for a British readership only, you can use *dice* as a singular, but, if you have a wider readership in mind, you should use 'die' as the singular. In any case, avoid the confused phrases illustrated by *throw two die* and *throw two dices*.

76. Dirty, Filthy

'*Dirty*' is a general word indicating dirt of any kind: *dirty hands*, *dirty clothes*. It can also refer to moral dirt: *dirty jokes*, *dirty stories*. '*Filthy*' means 'extremely dirty; covered with filth.' It is a much stronger term than *dirty*.

He put the **dirty** dishes in the sink.
Let me take my **filthy** boots off.
Nobody relishes your **filthy** jokes.

77. Discover, Invent

'*Discover*' means 'to find out; get knowledge of; bring to view something existing but not yet known'. '*Invent*' means 'to create or design something not existing before'. For example,

It was Columbus who **discovered** America. Marconi **invented** the wireless.

78. Distinterested, Uninterested

'*Disinterested*' means 'impartial'. '*Uninterested*' means 'bored' or 'lacking interest'.

As a **disinterested** observer, who do you think is right?
I am completely **uninterested** in cricket. (I do not find cricket at all interesting)

79. Dissatisfied, Unsatisfied

When you are '*dissatisfied*' you are disappointed, frustrated, unhappy. When you are '*unsatisfied*', you feel that you need more of something. Only a person can be dissatisfied, while an abstract thing like hunger or a demand for goods can be unsatisfied.

80. Distrust, Mistrust

There is a subtle distinction here which should be maintained. '*To distrust*' somebody is to suspect that he is dishonest, while '*to mistrust*' him is merely to lack confidence in him. If you consider your deputy to be wholly honest but somewhat incompetent, then you may *mistrust* him but you don't *distrust* him.

81. Drier, Dryer

There is great variation here, and neither spelling can be called wrong in any sense. But most authorities prefer '*drier*' for '*more dry*' and '*dryer*' for any machine that dries such as a '*hair dryer*' or a '*spin dryer*'.

82. Earthy, Earthly, Earthen

These adjectives are all different. Something which is '*earthy*' is either similar to earth (as in *an earthy texture* or *an earthy smell*) or coarse and vulgar (as in *earthy language*) But '*earthly*' means '*pertaining to our human existence on earth*' as opposed to '*heavenly*' or '*celestial*': *our earthly existence*, *earthly powers*. It also occurs as a meaningless modifier in fixed expressions like *no earthly use*. Finally '*earthen*' means '*made of earth or of clay*', as in *an earthen floor* or *earthenware*.

83. Eastward, Eastwards

'*Eastward*' is an adjective but '*eastwards*' is an adverb. For example,

The strong **eastward** wind (or east wind) helped the boat going from the western to the eastern Bank of the river.
The wind was blowing **eastwards**.

84. East, Eastern

'*East*' would normally indicate clearly marked divisions to be understood in terms of political boundaries. For example,

East Germany

'*Eastern*' would indicate divisions which are not sharply defined. For example,

Eastern Europe; Eastern India

Similarly, '*north*', '*south*' and '*west*' would indicate sharply defined divisions whereas '*northern*', '*southern*' and '*western*' would indicate divisions which are not sharply defined. For example,

- (a) North Pole, North America, North Carolina, South Australia, but Southern England
- (b) South Africa, South America, South Carolina, South Australia, but Southern England.
- (c) West Bengal, West Indies, West German, West Columbia, but Western Europe

Note: Western Australia, Northern Hemisphere, Southern Hemisphere etc are exceptions.

85. Eatable, Edible

It is possible to find contexts in which the two words might replace each other, but in most cases they convey two different shades of meaning. '*Eatable*' means '*likeable*', '*enjoyable*', '*tasty and fresh enough to be eaten with some pleasure*'. For example,

The food the patients are required to eat in that hospital is hardly **eatable**.

These bananas are over-ripe but yet they are **eatable**.

An '*edible*' substance is '*a substance which can be used as food or for making food*'. For example,

The price of **edible** oil is likely to come down next month.

Mostly, '*edible*' is used in an attributive position and '*eatable*' in a predicative position.

86. Economic, Economical

The adjective '*economic*' means 'pertaining to economics or to the economy', as in *an economic advisor* or *current economic conditions*. But '*economical*' means 'using a minimum of money or resources', as in *an economical meal* or *an economical manufacturing process*. Hence an *economic* solution to a problem is a solution which involves economics, while an *economical* solution is one which saves money. The common error here is to write '*economic*' where '*economical*' is intended: *an economic meal*.

87. Effective, In effect

The adjective '*effective*' means 'producing a satisfactory result': an *effective* solution is one that works. Accordingly, the adverb *effectively* means 'with a satisfactory outcome': *The salmonella outbreak has been effectively contained* means that salmonella poisoning is no longer spreading. The phrase '*in effect*' means 'in practice', and it is usually applied to something which is officially or notionally not done but which gets done anyway. For example,

The government's new measures in effect prevent refugees from entering the country legally at all.

Here '*in effect*' indicates that no such outcome was intended or sought, but that this outcome has arisen in practice regardless.

88. Effeminate, Womanly, Womanish

'*Effeminate*' and '*womanish*' are derogatory terms used for a man having qualities that are regarded as typical of women. Both the words mean 'unmanly'. '*Womanly*' refers to qualities that are regarded as typical of or suitable to woman. For example,

A henpecked husband is generally **effeminate**.
Art thou a man? Thy form cries out thou art: thy tears are **womanish**. SHAKESPEARE
She showed a **womanly** concern for the aggrieved family.

89. Egoist, Egotist

'*Egoist*' means 'a selfish person, one who puts his interest first'. '*Egotist*' means 'a self-centred person, one who is continuously speaking of himself or trying to attract attention to himself.'

An **egoist** is all too eager to serve his own end.

He is an **egotist** for he always blows his own trumpet.

90. Elder, Older

Normally, '*elder*' is used in the case of the members of a family. '*Older*' can be used in the case of persons having no family relationship. For example,

1. He married his **older** daughter to a doctor and the younger one to an engineer. (**Incorrect**)
He married his **elder** daughter to a doctor and the younger one to an engineer (**Correct**)
2. Jaggu is **elder** than all other students in his class. (**Incorrect**)
Jaggu is older than all other students in his class. (**Correct**)

'*Elder*' is sometimes used in the case of a person older than another person (especially son) of the same name. For example,

Some people say that Sam, **the elder**, was more successful as a politician than sam, the younger.

Normally, '*older*' but not '*elder*', can be used in the predicative position in a sentence. For example,

Rajesh is **elder** than I am. (**Incorrect**)

Rajesh is **older** than I am. (**Correct**)

Note: The 'elder' in the phrase 'elder statesman' refers to those senior statesman (generally those who have retired from office) who exerts a great deal of influence and whose advice and guidance are valued because of their age and experience.

91. Elicit, Illicit

The verb '*elicit*' means 'call forth', as in *My complaint elicited only a pompous reply*. The adjective '*illicit*' means 'illegal' or 'contrary to prevailing mores (=the customs or conventions considered typical of or essential to a group or community)', as in *illicit trading*. Do not write '*illicit*' when you mean '*elicit*'.

92. Emigrant, Immigrant

'*To emigrate*' is to go away from one country to another with the purpose to settling their. '*To immigrate*' is to come to a country as a settler. For example,

The **immigrants** in England have not been able to integrate themselves with the native people.

The British **emigrants** to Canada and Australia are mostly teachers, doctors and engineers

93. Emotional, Emotive

These words overlap somewhat in their meanings. But '*emotional*' is usually preferred in the sense of 'displaying emotion', as in '*an emotional outburst*', and also in the sense of 'calling forth emotions', 'as in *an emotional moment*'. In contrast, '*emotive*' is a rather dry

and abstract word, encountered most commonly in the expression *emotive language*, meaning language which is carefully crafted to induce emotions, such as the language of some poems and of some political speeches. If it's spontaneously and artlessly affecting, it's emotional; if it's coldly calculated to produce an emotional response, it's emotive. When in doubt, prefer '*emotional*'.

94. Empathy, Sympathy

The word '*sympathy*' means 'pity', while '*empathy*' means 'more specifically identification with the other person'. You can sympathize with anybody who is in a bad position, but you can only empathize with her if you can readily see yourself in her shoes. For example,

She showed no **sympathy** when I told her I was in trouble.

There is a natural love and **empathy** between them.

95. Empty, Vacant

'*Empty*' means 'containing nothing'. It refers to an object; an *empty* box, an *empty* room. '*Vacant*' also means 'empty'. It is used for a place or space, especially one that is usually filled or intended to be filled. There is a **vacant** place over there. It is also used of a job not at present filled. I have applied for the **vacant** post. It also means lack of interest or serious thought. A **vacant** mind breeds depression. For example,

An **empty** vessel sounds much.
Is this seat **vacant**?

96. Endemic, Epidemic, Pandemic

An '*endemic*' disease is one that persists for a long time in a particular area: *Malaria is endemic in tropical Africa*. An endemic disease does not necessarily affect large numbers of people at one time. An '*epidemic*' disease is one that affects very many people at one time in one place: *There is an epidemic of flu in California*. A '*pandemic*' disease is an epidemic that affects a vast area, such as the Black Death in the fourteenth century or the flu outbreak of 1919.

97. Enervate, Invigorate, Energize

The first two words have almost opposite meanings. When you are '*invigorated*', you become filled with energy and enthusiasm. But, when you are '*enervated*', you are drained of energy, for example, by a gruelling ordeal or by a serious illness. Do not write *enervate* when you mean *invigorate*. The word '*energize*' means the same as 'invigorate', but many people dislike it. Prefer *invigorate*.

98. Enhance, Increase

(a) The education allowance of the state employees will be **enhanced** soon.

The meaning is clear to all who know English, but the use of the word '*enhance*' is not appropriate here. '*Enhance*' does mean '*increase*', or rather '*improve*', but

not in size or numbers; it means '*improve the quality or status*' of something, as in the following sentences:

(b) It is time now to consider how to **enhance** the quality of our education.

Therefore, in sentence (a) above, we should use '*increased*' or '*raised*' instead of '*enhanced*'.

99. Envious, Jealous

Both these words refer to a person who wants to have what someone else has. He is, in fact, unhappy about another person's possession of something that he himself would like to possess. For example,

He is **jealous** of their success.

He is **envious** of their success.

'*Jealous*', however, refers to a stronger and more unpleasant feeling. In some cases, it means unhappy and angry because someone who should like you, likes someone else more. When I kiss the baby, it makes the older child **jealous**.

100. Environment, Surroundings

'*Environment*' may sometimes refer to the aggregate of physical surroundings and climatic, social, and cultural conditions which affect not only the physical but also the intellectual, emotional and spiritual growth of a person. For example,

It is so satisfying to work in an academic **environment** like this.

'*Surroundings*' generally refers to physical objects like buildings, trees, flowers which may be pleasing or depressing. For example,

He lives in very beautiful **surroundings**.

Wild animal do not live long in the artificial **surroundings** of a zoo.

Now, look at the sentence given below:

The **surroundings** of the university are very beautiful but the **environment** of the university campus is not at all conducive to academic work.

101. Epigram, Epigraph, Epitaph, Epithet

An '*epigram*' is a pithy statement, especially a witty one. An '*epigraph*' is an inscription on a building or a monument, or a quotation at the beginning of a book or a chapter suggesting its theme. An '*epitaph*' is an inscription on a tombstone, or any remark commemorating a dead person. An '*epithet*' is a descriptive word or phrase added to somebody's name, or used in place of his name, as when King Richard I of England is called *the Lionheart*.

102. Equity, Equality

Quite apart from its several legal and financial senses, *equity* means 'impartiality', 'fairness', 'lack of favouritism'. It is an error to use this word when you mean '*equality*' that means 'the state of being equal'.

103. Error, Mistake, Slip

An '*error*' is a deviation from an expected standard. For example,

This book is full of printing **errors**.
His essay is full of grammatical **errors**.

This word may also refer to a deviation from a moral standard. For example,

May God pardon him for the **errors** of his misguided life.

'*Mistake*' can replace '*error*' in such cases. But only '*mistake*' and not '*error*', can be used if the intended meaning is either of the following:

(i) something done because of carelessness or forgetfulness:

He took my pen by **mistake**.

(ii) wrong decision:

It was a **mistake** to appoint him.

In mathematics '*error*' can refer to the difference between the observed value and the true value of a quantity. For example,

These **errors** are of a very small magnitude.

Only '*error*' and not '*mistake*' can be used in this context. A '*slip*' refers to a minor mistake in speech or writing, a mistake on account of carelessness or absentmindedness. For example,

That **slip** of the tongue in the middle of his speech made everybody laugh.
This is not a genuine **mistake**; it is only a **slip** of the pen.

104. Especially, Specially

'*Especially*' means 'particularly' or 'more than other things'; '*specially*' means 'for a specific reason'. For example,

I **especially** treasure the memory of days long gone by.
These boots were made **specially** for me.

105. Everybody, Everyone, Every One

The words '*everybody*' and '*everyone*' mean the same thing, though '*everyone*' is sometimes considered slightly more formal than '*everybody*'. These words can only be applied to people. But '*every one*' is different. This means 'each one', 'every single one of them', and it can be applied to things as well as to people. For example,

He left several dozen notebooks, but his widow burned **every one**.

106. Every day, Everyday

The adverbial phrase is '*every day*': write *This happens every day*, not *This happens everyday*. But the adjective is '*everyday*', as in an *everyday occurrence*.

107. Evoke, Invoke

To '*invoke*' something is to call upon it, or to appeal to it, for help or inspiration. For example, we can invoke

a clause in our contract, or we can invoke a legal precedent, or we can invoke the assistance of a powerful patron. Invoking is done deliberately, and only a human being can invoke anything.

In contrast, to '*evoke*' something is to call it up in somebody's mind. For example, a song, a play or a story may evoke memories of your childhood, or an unpleasant act may evoke an angry response. Evoking is not usually deliberate, and it is not usually done by human beings.

108. Explicit, Implicit

'*Explicit*' means 'stated outright', 'clear and fully expressed'. It refers to a statement, rule, etc. '*Implicit*' means 'implied or understood though not directly expressed'. For example,

I gave you **explicit** instructions not to tamper with the records.
Your request for information contains an **implicit** threat.

109. Famous, Notorious

'*Famous*' means 'widely and favourably known'. '*Notorious*', on the other hand, is widely but only unfavourably known to the people in general. For example,

Naushad is a **famous** music director.
Phulan Devi is a **notorious** dacoit.

110. Farther, Further

'*Farther*' refers to additional distance (How much *farther* is it to the Juhu beach?), and '*further*' refers to additional time or amount, or other abstract matter (I don't want to discuss this matter any *further*). You are to use *further* (i) when the sense is 'additional' (*further evidence, further information*), or 'in addition' (Have you anything *further to say?*), and (ii) when it is a verb meaning '*advance*', '*promote*' (to *further* one's own interests). As adjective or adverb denoting distance, *farther* is the correct word.

111. Fast, Soon

Come **fast**, child. You are getting late for school. '*Fast*' means 'quick', 'quickly', 'swiftly', and in some context, even '*soon*'. Therefore, all the following expressions are all right in standard English.
a **fast** car; a **fast** learner; to run **fast**;
leave this place as **fast** as you can.

But — and there lies the problem — '*fast*' is not used together with '*come*'. In the given example, therefore, we had better use either '*run fast*' or '*come soon*' or '*come at once*'.

112. Fatal, Lethal

Though both pertain to death, these words are not equivalent. We apply '*fatal*' to something which has caused someone's death: a *fatal accident* is an accident which has killed someone involved in it, and a *fatal disease* is a disease which has killed the person contracting it. In contrast, we apply '*lethal*' to something

which is capable of killing someone: *a lethal weapon* is a weapon which can kill, regardless of whether it has yet killed anybody, and a *lethal disease* is a disease which is capable of killing those who suffer from it.

There is, however, a complication with diseases. A disease which invariably kills its victims may be described as *fatal*.

113. Few, A Few

These two have quite different senses: '*few*' means 'hardly any', while '*a few*' means 'some, but not many'. The first implies that the total is not far from zero, while the second implies that the total is greater than zero. So, **Few** of my students speak French means 'Hardly any of my students speak French', while **A few** of my students speak French means 'I have some students who speak French'.

114. Fewer, Less

Though colloquial English is often different, standard written English uses '*fewer*' with things that can be counted and '*less*' with things that cannot be counted: *fewer people but less money*. Do not write *less students* or *less players*.

However, do not write *fewer than six weeks*. Here the expression *six weeks* denotes only a single period of time, and not a collection of six individual objects, and so the required wording is *less than six weeks*.

115. Fictitious, Fictional

Both of these words mean 'made up', 'invented'. But they are not quite interchangeable. The word '*fictional*' means 'pertaining to fiction', 'found in fiction', as in *Shangri-La is a fictional country* and *Macbeth was a historical King of Scotland, not a fictional one*. In contrast, '*fictitious*' means 'false', 'fraudulent', 'non-existent', as in *Cyril Burt's supposed collaborator was found to be fictitious*.

116. Farther, Further

'*Further*' means '*some more or additional*'. For example,
Don't make **further** delay.

'*Farther*' means '*more far or more distant*'. For example,
Delhi is **farther** than Varanasi from Patna.

117. Foreword, Preface

A '*foreword*' is a short write-up appearing at the beginning of a book. It does not form part of the main body of the book. Generally, a '*foreword*' says something about the value of the book or something about its author and is intended thereby to put the reader in the right frame of mind. A '*foreword*' can be written by the author of the book but very often it is written by someone other than the author of the book.

A '*preface*', too, is a brief write-up appearing at the beginning of a book. It does not form part of the main body of the book and in this respect it is similar to a '*foreword*'. Normally, the function of a '*preface*' is to state the circumstances in which the book was

produced or to say for whom the book is meant or to say something else which would not appear relevant inside the main body of the book. Unlike a '*foreword*', a '*preface*' is normally written by author of the book. '*Preface*' can be used with '*edition*'. Therefore, phrases like 'preface to the first edition', 'preface to the second edition' and 'preface to the third edition' are common and readily acceptable. '*Foreword*', on the other hand, refers normally to the book and not to one of its editions.

118. Foot, Leg

The '*foot*' is the lower end of the leg beginning at the ankle. It includes the arch, the heel and the toes. The '*leg*' is the part of the body from the hip to the ankle without foot.

'*Leg*' can be used in idioms like the following:

- (i) pull somebody's leg
- (ii) not have a leg to stand on = have nothing in support of one's opinion

'*Foot*' is used in idioms like the following:

- (i) put one's foot down = protest firmly
- (ii) have one foot in the grave = be near death

119. Gambit, Gamut

In chess, a '*gambit*' is the deliberate sacrifice of material for the sake of gaining a superior position. The term may be extended to any kind of calculated manoeuvre made by someone who hopes to gain an advantage, as in *a conversational gambit*, but it should not be used more broadly to label any kind of manoeuvre at all.

And do not confuse this word with '*gamut*'. This word means 'the whole range', as in the example *She ran the gamut of emotions*, meaning that she exhibited every possible emotion.

120. Gender, Sex

Strictly speaking, '*gender*' is a grammatical phenomenon found in certain languages in which nouns are classified into two or more classes requiring different agreement. In contrast, '*sex*' is a matter of biology: you are born into one sex or the other. You should not use *gender* when you mean sex: write *She was discriminated against because of her sex*, not ... *because of her gender*. Using *gender* for sex sounds prissy: it suggests that you are too embarrassed to use the word *sex* in any sense at all.

121. Gather, Collect, Accumulate, Amass

You can '*gather*' things which are irregularly distributed, or not clearly separated from one another: to *gather* information/flowers/crops. '*Collect*' is like *gather*. It suggests that the things you are gathering are separate, or can be dealt with one at a time: *Collect* the magazines and put them on the shelf/I am *collecting* data for my research project. It (*collect*) is used especially when you want to keep things together to form a collection. He *collects* coins/stamps. If you '*accumulate*' things, you collect more and more of them

over a period of time (often without having a strong intention to do this): I've *accumulated* quite a lot of rare paintings over the years. 'Amass', however, is rather formal. It is used especially of money, goods or power collected gradually, but in very large amounts. Harshad Mehta has *amassed* a fortune through share-market.

122. Glance, Glimpse

'Glance' means 'to look at something quickly' whereas 'glimpse' means to see by chance, just for a moment'. For example,

I can tell at a **glance** what ails this man.
I caught a **glimpse** of the Rashtrapati Bhawan as I drove quickly past.

123. Give, Take (an exam)

My grandson, who is in class IX now, will **give** school-final exam next year.

This sentence will be all right only if 'my grandson' (who is just studying in class IX now) becomes an examiner of class X next year; otherwise not.

It is the examiner (or the teacher) who gives an exam; the student mere **takes** it.

Isn't this just the opposite of what happens in many Indian languages? And that, incidentally, explains the source of this incorrect use.

124. Guest, Visitor

A 'guest' is a person who is staying with you, or a person whom you have invited to a social occasion, such as a party or a meal or a person that you have invited to your house or to a particular event that you are paying for.

(Note that there are some other meanings of 'guest' too, but our concern is with the above meaning)

A person, on the other hand, who just pays a courtesy call on you and then goes away (after having a cup of tea, if you like) is, in standard English, generally not regarded as a guest; he/she is a 'visitor'.

125. Hang, Hanged, Hung

Standard English makes a curious distinction here. In most circumstances, the verb 'hang' is irregular and has the parts *hang, hung, hung*; *The picture was hung in the living room*. However, when 'hang' means 'put to death with a rope', it is regular, and has the parts *hang, hanged, hanged*: *They hanged him; He was hanged*. It is not recommended to write *They hung him* or *He was hung*.

126. Hangar, Hanger

You put your coat on **hanger**, but you keep a plane in a **hangar**.

127. Hear, Listen

'Hear' means 'to perceive sound, etc, with the ears.' 'Listen' means 'try to hear, pay attention to.' For example,

The deaf can't **hear**.
Please **listen** to what I am saying.
We **listened** but heard nothing.

128. Hide, Skin

The raw and undressed skin of large animals (like horses, elephants, etc) used for commercial purpose is called 'hide'. The thin outer covering on the body of a man or an animal or a fruit is 'skin'. For example,

This leather factory gets two hundred tonnes of **hide** as its raw material.
He has specialized in **skin** diseases.
Let me peel the **skin** of this orange.

129. Historic, Historical

A 'historical' event is one which really happened, which is not fictitious or mythical. In contrast, 'historic' event is one which is so memorable that it will live in people's memories for a long time. For example,

Neil Armstrong's landing on the moon was a **historic** event.
He described that event in **historical** perspective.

130. Homogeneous, Homogenous

The adjective 'homogeneous' (five syllables) means 'having a uniform composition': *Stir the mixture until it appears homogeneous*. But the adjective 'homogenous' (four syllables) is only a technical term in comparative anatomy: homogenous structures are structures in different creatures having a common evolutionary origin, like the forelegs of dogs and the wings of bats. The second should not be used when the first is intended.

131. Hope, Expect

If you 'hope' for something, you want something to happen and usually have some reason to expect that it will happen. On the other hand, if you 'expect' something, you think or believe something will happen or someone will arrive.

The central point of difference between the two words, then, is the following:

In hoping you 'want' something to happen; in expecting, on the other hand, you 'think' or 'believe' that it will happen. Obviously, the difference between 'want' and 'think' or 'believe' is large enough to perceive.

132. House, Home

A 'house' is a building for people to live in. And the place where you live in is your 'home', whatever type of house it is. Your home is the place to which you belong and where you feel comfortable. It also means the place where one is born and habitually lives. For example,

He has shifted to a newly built **house**.
Bilaspur is my **home** but I'm living in Delhi just now.

133. Hurt, Injured, Wounded

'Injured' and 'hurt' both mean physical damage caused by an accident. But 'wounded' implies physical damage caused in an attack. For example,

In a train accident twenty passengers were **injured**.
She was badly **hurt** in a bus and a truck collision.
The enemy attacked our outpost and **wounded** five soldiers.

134. Hyperbola, Hyperbole

A 'hyperbola' is a certain mathematical curve. But 'hyperbole' is overstatement, exaggeration, as in *She is infinitely more talented than her boss*.

135. If ... was/were

When the subordinator 'if' introduces a counterfactual clause—that is, a clause representing something which is not true—then, in formal writing, the verb-form 'were' is required, not 'was'. Examples, *If I were dictator, I would ban men from wearing shorts; If Susie were not so plain-spoken, she might be a cabinet minister by now*. Spoken English commonly uses *was* here, but writers should learn this formal and possibly unnatural use of *were*.

136. Illegal, Illicit

The word 'illegal' means 'prohibited by law'. The word 'illicit' can also have this meaning, but more commonly it means 'contrary to prevailing social mores (conventions)', as in an *illicit love affair*.

137. Illegible, Unreadable

An 'illegible' text is one in which the letters and the words cannot be made out, and hence one which cannot be interpreted. An 'unreadable' text is one which is so poorly written that a reader cannot be expected to struggle through it.

138. Imbue, Inculcate

You 'imbue' a person *with* ideas. The meaning the word 'imbue' 'to fill somebody or something with strong feelings, opinions or values'. But you 'inculcate' ideas *in* a person. 'Inculcate' means 'to cause somebody to learn and remember ideas, moral principles etc especially by repeating them often'. For example,

My teachers **imbued** me with a strong sense of professionalism.
My teachers **inculcated** a strong sense of professionalism in me.

139. Imminent, Immanent

The common word 'imminent' means 'about to happen', as in *A storm is imminent*. The rare word 'immanent' means 'inherent', 'permanently present throughout the universe', and is chiefly confined to religion and metaphysics.

140. Impractical, Impracticable

If something is 'impractical', it can be done, but doing it would require more time, money or effort than it's

worth. If something is 'impracticable', it can't be done at all.

141. Imply, Infer, Insinuate

'Imply' means 'to give or make a suggestion; to express, show, or mean indirectly'. But 'infer' means 'conclude, reach an opinion from facts or reasoning.' Writers or speakers *imply* something whereas the listener or the reader *infers* it. For example,

Ravi's letters **imply** that he is doing brisk business.
Am I to **infer** from your remarks that you think I am a liar?

To 'insinuate' something is to suggest it indirectly, by means of hints or innuendo (an indirect remark about somebody/something usually suggesting something bad or rude). Only a human being can insinuate anything. It is wrong to write the following:

These results **insinuate** that our current model needs revision

Use 'imply' instead of 'insinuate'.

142. Incident, Accident

'Incident' refers to event, especially of less importance than others; happening that attracts general attention. But 'accident' means 'an unexpected, unpleasant occurrence'. For example,

Tell me about the strongest **incident** of your life.
Drive slowly lest you should meet with an **accident**.

143. Index, Indexes, Indices

When an 'index' is an alphabetical listing at the back of a book, its plural is 'indexes'. In all other uses, and particularly in mathematical senses, the plural is 'indices'.

144. Infamous, Notorious

'Infamous' means 'disgraceful', 'worthy of hatred'. It is not directly related to 'famous', and something which is *infamous* is not necessarily well known. The Serbian atrocities in Kosovo were infamous even before anyone outside had heard of them. The word does not mean 'famous' or 'celebrated', and it certainly does not mean 'quaint' (=attractive because of being unusual or old-fashioned).

Something which is 'notorious' is not only bad but well-known. So, a notorious torturer is someone who is widely known as a torturer.

145. Ingenious, Ingenuous, Disingenuous

The word 'ingenious' means 'extremely clever', and it may be applied either to a person or to a plan or a device constructed by such a person. But 'ingenuous' means 'naive', 'easily deceived' when applied to a person and 'naive, foolish' when applied to a plan or an action. The opposite of the second, 'disingenuous', means 'calculating', 'deceptive', 'slightly dishonest'.

146. Inimitable, Inimical

The word 'inimitable' means 'unique', 'not capable of

being imitated'. It has been so vastly overused in show business that it is now best avoided. The word '*inimical*' means 'hostile'. The second should not be used when the first is intended.

147. Intimate, Notify

Please **intimate** me the court's judgement in the matter.

There are two problems here:

- (a) the grammar of the verb 'intimate'.
- (b) its meaning

As for grammar '*intimate*', like '*explain*', '*appeal*' and '*listen*', is followed by the preposition '*to*' before the Indirect object (like 'me', 'you', 'him', 'Mohan', 'Sita'). Therefore, we have to say '*intimate to me*'.

Next its meaning. Broadly it means the same thing as '*inform*' but with a difference. When we say '*intimate*', we mean 'inform in an indirect way, by hints, for example. Furthermore, the word is rather formal, so not appropriate in an informal situation.

Now, '*notify*'. This too means '*inform*', but with a difference. If you *notify* me of something, you inform me about it officially. Further, notice that between 'notify' and 'me' there is no preposition. So it patterns like the verb '*inform*'.

148. Issue, Child

How many issues do you have?

The word 'issue' meaning child is nowadays used only in the legal language, especially in such sentences as:

My uncle died without an **issue**. So I inherited his property.

In other than legal use, the word is so rare that some modern dictionaries do not list this meaning of the word at all.

149. Judicial, Judicious

The word '*judicial*' means 'pertaining to judges or to the courts', as in a *judicial review* or a *judicial separation*. In contrast, '*judicious*' has nothing to do with the law: it means 'prudent', 'carefully considered', 'showing good judgement', as in a *judicious choice* and *judicious advice*.

150. Jurist, Juror

A '*jurist*' is a person who is knowledgeable about the law, especially one who writes about legal matters. The word is not a fancy equivalent for '*judge*'. A *juror* (note the spelling) is a member of a jury.

151. Just, Justly, Just Now

'*Just*' means '*a moment ago*'. '*Justly*' means '*in accordance with justice or the law*'. For example,

He was **justly** punished for his crimes.
He has **just** gone out.

Note that normally, only a present perfect tense is used with '**just**'.

'*Just now*' also means '*a moment ago*' but it is used

only with a past simple tense. For example,

I felt a sudden pain in my chest **just now**.

It is wrong to write '*I have/had felt...just now*'.

152. Keep, Put

'*Keep*' denotes the continuity of an activity. It indicates that a thing is going to be in a certain condition for sometime. '*Put*' on the other hand, denotes a momentary action. Now, look at the sentence given below:

- (a) Will you please **keep** this letter on my desk?

In the use of the verb '*keep*' in this sentence, the speaker is clearly referring to 'the *act of placing* the letter'. But this is not the function of the verb '*keep*'. This verb refers to 'the *state of retention* at a particular place' as in the following sentence:

- (b) **Keep** your passport in a safe place.

And for just the act of placing something somewhere, as implied in sentence (a), the right word is '*put*'.

153. Lady, Woman, Female

My neighbour has appointed a new **lady** for dishwashing and mopping the floor.

Even if times have changed a lot, and in this democratic age we no longer restrict the use of the word '*lady*' to refer only to a woman from upper classes, they have not changed so drastically as to legitimise the use of this word for domestic helper or servant – except perhaps in jokes. In the above sentence, therefore, the right word is '*woman*', which is general service word to refer to any '*adult female human being*'.

Now, the word '*female*'. Yes, I have heard it used as a noun in contexts similar to the one exemplified above, but there is a small problem. Since this word is more often used as an adjective (as in 'female employees', 'female singer', 'female issues') than as a noun, if you use it in the given example, you unwittingly emphasise the gender of the person you are referring to. Therefore, where no such emphasis is required, I would suggest the use of the word '*woman*'.

154. Later, Latter

'*Later*' is the opposite of '*earlier*'. For example,

The meeting was to begin at 10 o'clock; Rajesh came much **earlier** than 10 o'clock and Ramesh came much **later**.

'*Latter*' means 'the second of the two mentioned'. This word is the opposite of '*former*'. For example,

Of these two Nobel Prize winners in India – Raman and Tagore – the **former** was a physicist, the **latter** a poet.

155. Lazy, Idle

'*Lazy*' means 'unwilling to work', 'doing little work'. '*Idle*' means 'not working' or 'not being used'. The two words are not synonymous.

Rajo is a very **lazy** boy. (doesn't like working)
 He is sitting **idle**. (not working)
 He spent many **idle** hours (did nothing) during the holidays.
 That machine is lying **idle**. (not being used)

156. Legend, Legendary

A '*legend*' is a largely fanciful story, or series of stories, about the past which may have some basis in fact. King Arthur is a good example of a legendary figure: there may well have been a historical Arthur who did something or other fairly important, but the tales of King Arthur and the Knights of the Round Table are entirely medieval fabrications.

The adjective '*legendary*' may safely be extended to a real person who has achieved such outstanding success in some field as to appear almost larger than life. Good examples are the cricketer Don Bradman, the baseball player Babe Ruth, and Napoleon Bonaparte. But it is out of order to apply the label *legendary* to a real person who is merely well known, or who is known only to a small group of specialists. The Egyptian Pharaoh Peribsen is a well-documented historical figure. Nobody apart from Egyptologists has ever heard of him, but this fact does not make him legendary.

157. Lie, Lay

(a) When '*lie*' is used as a noun it means '**a false statement made with the intention of deceiving**'. For example,

Don't tell a **lie**.

(b) When '*lie*' is used as an intransitive verb it means '*to utter falsehood with an intention to deceive*'. In this meaning the past and past participle of '*lie*' is '*lied*' only.

(c) As an intransitive verb '*lie*' has other meanings also. It means '*to be in a horizontal or nearly horizontal position*', '*to be situated*', '*to be or remain passively*'.

In these meanings '*lay*' is the past form and '*lain*' is the past participle form of the verb '**to lie**'.

(d) '*Lay*' is used as a transitive verb. It takes an object. It means '*to cause to lie*', '*to place or set down*', '*to spread something on*', '*to deposit*', '*Laid*' is its past and past participle form.

Note carefully that '*lay*' is the present form of the verb '**to lay**' and past form of the verb '**to lie**'.

158. Like, As

In formal English, '*like*' cannot be used as a conjunction. Though common in speech, the usage illustrated by *We should proceed like we did last time must be avoided*: write *We should proceed as we did last time*. Similarly, write *He batted as though he were possessed*, not *He batted like he was possessed*. But do write *He batted like a man possessed*, not *He batted as a man possessed*.

However, it is not true that '*as*' cannot be a preposition. It can be, but its meaning is different

from that of *like*. If I write *Like your teacher, I advise you to learn algebra*, then I am not your teacher, and I am merely comparing myself to your teacher. However, if I write *As your teacher, I advise you to learn algebra*, then I am indeed your teacher, and I am speaking in my capacity as your teacher.

159. Likeness, Resemblance, Similarity

'*Like*' and '*similar*' may refer to a similarity in appearance or in any other feature. '*Resemblance*', on the other hand refers mostly to similarity in physical appearance. For example,

These two girls **resemble** each other very much. I think they are twins.

'*Like*' is a general word. It may indicate any degree of similarity ranging from virtual identity in all respects to a chance similarity in only respect.

'*Similar*' emphasises the likeness between different things, the implication being that the difference may be ignored or overlooked for a time.

160. Look, Watch

'*Look*' is often used as an intransitive verb. It means to direct the sight with attention; to give attention; to seem; to appear. It is generally followed by a *preposition* + *noun*. For example,

Look at the map of India on the wall.

(Here '*Look at*' means 'direct your sight with attention to')

He **looks** sad.

(Here '*looks*' means 'seems or appears')

She **looks** (=appears) like her mother.

'*Watch*' is often used as transitive verb. It means 'to keep in view, to observe attentively'. For example,

We **watch** things that change, move or develop.

Watch that man; just see what he is going to do.

'*Watch*' is sometimes used as an intransitive verb. Then it means 'to keep vigil, to be on the alert'. For example,

The police **watched** all night for the thieves.

161. Luxuriant, Luxurious

The word '*luxuriant*' means 'lush, rich', as in *luxuriant vegetation*. But '*luxurious*' means 'sumptuous', as in a *luxurious apartment*. Misuse is common in both directions, but is as yet tolerated by no commentator. In any case, *luxurious* is increasingly replaced as a proposed modifier by *luxury*, as in a *luxury apartment*. This new form has a small advantage in brevity, but no other advantage I can think of. Stick to *luxurious* in careful writing.

162. Male, Masculine, Female, Feminine

The words '*male*' and '*female*' denote the biological sexes: *a male lion*, *a female engineer*. The words '*masculine*' and '*feminine*' are applied to characteristics perceived as

typical of each sex, or to individual people seen as exhibiting these characteristics: a *masculine man* is a man perceived as having manly characteristics, and a *feminine style* is a style perceived as appropriate to women. You should not use *masculine* and *feminine* to mean merely *male* and *female*: it is wrong to write a *masculine name* for a male name (like Henry) or the *feminine gender* for the female sex.

The adjective 'effeminate' is a contemptuous label applied to a man perceived as exhibiting stereotypical female characteristics. The nearest counterpart for a woman perceived as exhibiting the characteristics of a man is 'mannish'.

163. Mannequin, Manikin, Mannikin

A 'mannequin' is a plastic human figure displayed in the window of a clothing store. Occasionally the word is also applied to a human model on the catwalk. A 'manikin' is a tiny man, either a boy or a dwarf, and it is also a model of the human body used in teaching medicine or art. For the second, a variant spelling 'mannikin' is recognised by some dictionaries, but this is widely disliked and should be avoided.

164. Marketing, Shopping

We have run out of groceries. Can we go out marketing this evening?

The intended meaning of the word 'marketing' here is 'buying'. But this is almost the opposite of what the word 'marketing' actually means, viz, "the activity of presenting, advertising, and selling a company's products in the best possible way". Thus, marketing is even broader than selling and has nothing to do with buying.

Actually the word the speaker needs to use in place of 'marketing' is 'shopping', which means "the activity of going to shops or stores and buying things".

165. Marriage, Wedding

Under the word 'marriage', you will find three concepts dealt with in any good dictionary. These are given below:

(a) A legal relationship between a husband and wife. For example,

In any happy **marriage**, both husband and wife have to exercise a good deal of tolerance.

Obviously, there is no reference here to the 'marriage ceremony'. Also, when you say that somebody's marriage is on the rocks, you certainly do not mean that their marriage ceremony, which took place sometime in the past, is on the rocks.

(b) The state of being married. For example,

Last month a senior citizen couple celebrated fifty five years of their **marriage**.

Here again there is no reference to the 'marriage ceremony'.

(c) The ceremony in which two people get married. For example,

My nehpew's marriage takes place next month.

Only this definition of 'marriage' refers to the 'marriage ceremony'. And for this definition, we have another word, 'wedding', which is unambiguous because, unlike the word 'marriage', it does not have any other meaning. It is for this reason that the anniversary you celebrate in honour of the ceremony of your marriage are called 'wedding anniversaries' not 'marriage anniversaries'.

166. Masterful, Masterly

The adjective 'masterful' means 'dominating', 'exercising authority very effectively'. We may write, for example, of King Alfred's *masterful leadership*. But 'masterly' means 'very skilful': we may write of a *masterly analysis of the problem*.

167. Maternal, Motherly

'Maternal' means 'related on the mother's side' or 'inherited from the mother's side'. For example,

He is my **maternal** uncle.

He is going to sell all his **maternal** property.

'Motherly' means 'mother-like'. For example,

I was overwhelmed by her **motherly** treatment.

I cannot ignore her motherly advice.

168. May, Might

In the present tense, either of these is acceptable, though the first perhaps suggests a somewhat greater degree of confidence than the second: 'We may have a peace treaty this month' and 'We might have a peace treaty this month' are both permissible.

The difficulties begin in the past tense. A past-tense verb-form can normally only be followed by might, and not by may. So, the required form is 'Susie said that she might be here', and not 'Susie said that she may be here'. Likewise, write *We believed that we might have a chance*, and not *We believed that we may have a chance*. The use of *may* in such sentences is decidedly non-standard, and it will cause many readers to grind their teeth.

An even greater problem arises with the pair *may have* and *might have*. In standard English, these two are very sharply distinguished, as follows. If I write 'We may have won', this means 'Maybe we won, and maybe we didn't: I don't know what the facts are.' But, if I write *We might have won*, this carries the very different meaning 'We didn't win, but, in slightly different circumstances, our winning was possible.'

In other words, *might have* is counterfactual: it is always followed by something which is not true. But *may have* is not counterfactual: it is followed by something which is not known to be false. This contrast is of central importance in standard English, and mastery of it is essential. So, ignore all those football coaches who routinely intone *If it hadn't been for that dodgy call, we may have won*. Standard English absolutely requires *might have won here*, and, if you find this unnatural, you will simply have to grit your

teeth and learn it. You can't imagine how awful that non-standard may have sounds to careful writers.

169. Maybe, May be

These two are often confused. But there is a simple way to tell them apart: the single word '*maybe*' can always be replaced by '*perhaps*' without changing the meaning, while the two words '*may be*' cannot. So, write *Two decisions may be more important than others* but *Two decisions, maybe more, will be more important than others*. Note that '*perhaps*' can replace *maybe* in the second example, but not *may be* in the first.

170. Meet, See

I think I must **meet** my boss to settle this issue.

'*Meet*' is not the right word here; the right word is '*see*'. You meet someone somewhere either by sheer chance or by arrangement when both you and the other person come to the same place especially for such meeting.

171. Meteor, Meteorite

A '*meteor*' is a bright streak of light in the sky produced by a small body from space travelling through the atmosphere at enormous speed, what is informally called a *shooting star*. The word is also applied to the small body producing the light. A '*meteorite*' is a lump of stone or metal on the earth's surface, the remains of a '*meteor*' which was big enough to survive passage through the atmosphere without being burned up.

172. Migrate, Emigrate, Immigrate

To '*migrate*' is to move from one place to another. This movement may be more or less permanent, as when persistent drought forces people to leave their homes and migrate to a new area, or it may be temporary or cyclical, as when nomadic hunter-gatherers migrate from place to place according to the seasons. To '*emigrate*' is to leave one's homeland: The potato blight forced many Irish people to emigrate. To '*immigrate*' is to travel to a new home: During the nineteenth century, millions of Europeans immigrated to the USA. Of course, a migrant always travels from one place to another place, and your choice of word depends on whether you want to emphasise the leaving or the arrival. So, we speak of emigrants from the Ireland of the famine, but immigrants from elsewhere to the USA.

173. Militate, Mitigate

These similar-looking but unrelated verbs are often confused. The verb '*militate*' normally only occurs in the expression *militate against*, which means 'disfavour', 'work against'. For example,

Her punk hairstyle and pierced face militate against her chances of getting a teaching job.
It is not possible for a person to militate against anything, or for anything to militate against a person.

The verb '*mitigate*' means 'soften', 'reduce the severity of':

The seriousness of her crime was mitigated by the appalling treatment she had endured.

It is not possible to follow mitigate with against.

You are probably familiar with the phrase *mitigating circumstances*, which means 'circumstances that reduce the seriousness of an offence'.

174. Moguls, Mogul, Mughal

The Muslim rulers of India were formerly called '*Moguls*' in English, but today the spelling '*Mughals*' is increasingly preferred and is recommended here. But our informal word for a powerful person, often especially in the entertainment industry, is always written '*mogul*', as is the unrelated word '*mogul*' for a mound of hard snow on a ski slope or a snowboard course.

175. Moneys, Monies

Though the plural of '*money*' is hardly ever required in ordinary contexts, that plural is the regular '*moneys*'. But an exception occurs in legal language, in which the irregular plural '*monies*' is usual in the sense of '*sum(s) of money*'.

176. Moral, Morale

As a noun, '*moral*' means 'ethical conclusion' or 'lesson'. '*Morale*' means 'spirit' or 'state of mind', or 'the condition of courage, determination and pride in the mind of a person, team, army, etc.' For example,

The **moral** of this story is that death is inevitable.

The **morale** of our soldiers is high.

177. No More, No Longer

'*No more*' is used to express '*quantity*' or '*degree*'. '*No longer*' is used to express '*time*'. For example,

There is **no more** bread in my house.

The people of this village **no longer** support the congress party. (Never write.....no more support...)

178. Offer, Opt for

In this university, if you enrol yourself for MA in English, you can offer as many as three Courses in English language.

I don't know of a university where students offer courses. The fact is that they can only choose or 'opt for' the courses of their liking out of those the university 'offers' them. This mistake is similar to the one discussed under 'give, take (an exam)'

179. Ophthalmologist, Oculist, Optometrist, Optician

An '*ophthalmologist*' is a medical practitioner specialising in diseases of the eye. Another word with the same meaning is '*oculist*', which is now rarely used. An '*optometrist*' is a person who is qualified to examine the eyes and to prescribe spectacle lenses. An optician is not qualified to prescribe lenses, but merely sells spectacle frames. In practice, a high-street shop usually contains both '*optometrists*' and '*opticians*'. In Britain, an '*optometrist*' is often called an '*ophthalmic optician*', while an *optician* is called a *dispensing optician*.

180. Oral, Verbal

Something which is 'oral' is spoken: for example, an oral agreement is one which is made by speaking, with nothing written down. In contrast, anything which is 'verbal' is expressed in words, whether spoken or written. Hence a verbal agreement may be either spoken or written down. It is an error to write *verbal* if what you mean is *oral*. It may help to remember that non-verbal communication is communication by means of postures, gestures and expressions, without the use of words.

181. Ordinance, Ordnance

An 'ordinance' is a bylaw or a decree. In contrast, 'ordnance' is munitions—that is, ammunition, shells or artillery. Curiously, the official map-making body of the British or Irish government is the Ordnance Survey.

182. Ostensible, Ostensive, Ostentatious

The word '*ostensible*' means 'apparent', 'seeming', 'professed': so, for example, an ostensibly independent assessment is an assessment which is apparently independent, which is publicly presented as independent. As this example may indicate, today the word almost always carries a suggestion of deception: the writer of this phrase is delicately implying that, even though somebody has called the assessment 'independent', it is not really independent. In other words, the assessment has been rigged. Therefore, you should not use *ostensible* if you do not mean to imply any such thing: use 'apparent' or 'seeming' instead.

The rare word '*ostensive*' is primarily a technical term in philosophy. You should avoid it unless you are sure of its technical sense.

An '*ostentatious*' action is one which is pretentiously flamboyant, which is intended to impress gullible people: Her ostentatious clothes struck me as vulgar.

Do not use *ostensive* or *ostentatious* when you mean *ostensible*, and do not use *ostensible* if you mean only 'seeming'.

183. Output, Outcome

The word '*output*' means 'the amount of something that a person, a machine or an organisation produces'. Whereas '*outcome*' means 'the result or effect of an action or event'. For example,

We are waiting to hear the final **outcome** of the negotiations.

Manufacturing **output** has increased by 10 per cent.

184. Pain, Ache

When used as nouns, I don't see much difference between these two words. Both stands for the feeling of great discomfort in your body. May be '*ache*' refers to a steady and fairly strong pain in some part of your body, but more than that it is by convention that we use '*ache*' (not, '*pain*') for pain in certain parts of the

body. Thus, we say 'headache', 'heartache' 'toothache', 'stomach ache', but not 'legache'.

185. Pair, Couple

A '*pair*' means (i) two things of the same kind to be used together: a *pair* of shoes/gloves; (ii) single article with two parts always joined: a *pair* of scissors/trousers/tongs; (iii) two persons closely associated, eg, an engaged or married couple: the happy *pair* (=two newly married persons).

Any two things of the same kind can be spoken of as a '*couple*': I saw a *couple* of rats in the garden. It also means (i) two people who live or spend time together, especially a husband and a wife: look at the newly married *couple*; (ii) a few; several; small number: She'll be back in a *couple* of minutes.

186. Per cent, Percent

The preferred British form is '*per cent*', while the preferred American form is '*percent*'. However, the American form is gaining ground in Britain and is now acceptable in some quarters, though not in all.

Note also the following. If interest rates rise from 10% to 11%, then they have not risen by one per cent, but by ten per cent. (If you were paying £100 a month before, you are paying £110 a month now - an increase of ten per cent.) But you can write that rates have gone up by one percentage point.

187. Perquisite, Prerequisite

A '*perquisite*' is a privilege attached to a certain job, such as a company car or free use of a gym. The word is informally shortened to *perk*. But a '*prerequisite*' is a condition you must satisfy in order to qualify for something: A good degree in French is a prerequisite for this job.

188. Persecute, Prosecute

To '*persecute*' somebody is to deliberately make him suffer, usually because of his race, religion, social group or political beliefs: Queen Mary persecuted the Protestants. To '*prosecute*' somebody is to bring legal charges against him: Shoplifters will be prosecuted. There is also a much rarer sense of *prosecute*, 'continue with', now largely confined to war, as in *Beyazit prosecuted his war against the Europeans until Tamerlane's invasion forced him to desist*.

189. Persons, People

The word '*person*' has two plural forms – '*people*' and '*persons*', the commoner one being '*people*'. The form '*persons*' is used in very formal or legal language. The difference is easily seen in the following examples:

In yesterday's rail accident two (or three/twenty/many) **people** were killed.

('*Persons*' would be inappropriate here)

Persons who wish to file a petition should do so before the end of this month

('*People*' would be inappropriate here.)

190. Perspicacious, Perspicuous

A '*perspicacious*' person is one who is shrewd, perceptive or discerning. Only a person can be perspicacious. A '*perspicuous*' thing is a thing which is clear, lucid and easy to understand, such as a *perspicuous explanation*. A person cannot be perspicuous. The derived nouns are *perspicacity* and *perspicuity*, respectively. As so often, you can avoid tangling these words up by simply avoiding them in favour of simpler synonyms like *perceptive* and *lucid*.

191. Pick, Choose

'*Pick*' suggests merely selection, sometimes in a rather perfunctory manner. '*Choose*' suggests careful thought and deliberation, and the weighing of one thing against another. *We pick* a winner *and pick* a football team, but *choose* a birthday or wedding present, *choose* a site for a new building, *choose* a name for a child, and *choose* one of the several things that are offered. For example,

He has *been picked* for the Indian Cricket Team.
She *chose* her words carefully hoping to avoid a quarrel.

192. Play, Game

'*Play*' is often used to express a drama or a dramatic performance. Thus '*play*' is also a piece of literature written for the theatre or television. For example,

Julius Caesar is one of Shakespeare's early **plays**.

'*Game*' means 'a sport of any kind; a contest for recreation'. Carrom, chess, football, volley ball, badminton etc are games. (They are not plays.) For example,

Chess is a very slow **game**.

193. Pleonasm

A '*pleonasm*' is the use of a word which merely repeats a bit of meaning which is already present in another word. Here is an example: The *two armies combined together*. Things which combine are necessarily together as a result, and so that *together* is pleonastic. Write instead *The two armies combined*. And here is another example: *There might be potential commercial developments*. Here *might* carries the same meaning as *potential*: write either *There might be commercial developments* or *There are potential commercial developments*.

Below is a list of some of the most frequent pleonasm, with corrected forms.

Pleonastic

adequate enough
an added bonus
3 a.m. in the morning
a total of 200 people
basic essentials
close proximity
close scrutiny
completely exhausted

Improved

adequate
a bonus
3 a.m.
200 people
essentials
proximity
scrutiny
exhausted

consensus of opinion
each and every
effective demonstration
end result
exactly the same
final completion
free gift
future plans
in the field of linguistics
minute detail
a new innovation
one and the same
particular interest
period of two weeks
personal opinion
prior experience
razed to the ground
rectangular in shape
red in colour
refer back
repeat again
revert back
shorter in length
small in size
summarize briefly
surrounded on all sides
temporary respite
track record
true facts
usual custom
very widespread

consensus
each
demonstration
result
the same
completion
gift
plans
in linguistics
detail
an innovation
the same
interest
two weeks
opinion
experience
razed
rectangular
red
refer
repeat
revert
shorter
small
summarize
surrounded
respite
record
facts
custom
widespread

194. Practical, Practicable, Pragmatic

A '*practical*' person or thing is effective and down-to-earth, not concerned with or involving empty flamboyance. The label is a compliment. But something which is '*practicable*' is merely something which can be done, regardless of whether doing it would be valuable. This word cannot be applied to a person. Except in linguistics and philosophy, in which it has special technical senses, '*pragmatic*' means 'concerned only with results in the real world, and not with theoretical or moral stances', and the word can be applied to both people and policies.

So, if you have a task to perform, a *practicable* approach is one which can be done, a *practical* approach is a sensible one, and a *pragmatic* approach is one which is meant to be effective.

195. Price, Cost

'*Price*' means the amount of money for which a thing is offered: What *price* did you pay for the house? *Cost* (n) is like *price*, but is used less for objects, and more (i) for services: the cost of having the car painted (ii) for general things: the cost of living. The amount of money we pay for something is what it *costs* (v) us.

The **price** of gold has risen sky-high.
How much did this motorbike **cost** you?

196. Premiss, Premise, Premises

In logic, a statement upon which a following statement is based is usually a *'premiss'* (plural *premisses*) in British English, but the spelling *'premise'* (plural *premises*) is also acceptable in Britain, and is universal in American English. In all varieties of English, the plural form spelled *'premises'* is a formal or legal term for a property.

197. Prescribe, Proscribe

To *'prescribe'* something is to lay it down as a rule or a procedure to be followed (or, in the case of medicine, of course, to give instructions to the patient for its use). In contrast, to *'proscribe'* something is to prohibit it or condemn it. So, a *prescribed* book is a set book, a book which students following a particular syllabus must read or study, while a *proscribed* book is a banned book.

198. Proceed, Precede

The verb *'proceed'* means 'to move on; to continue in a course of action or set of actions.' But the verb *'precede'* means 'to come before; to happen just before'. For example,

We can now **proceed** to the visiting room.
My work is **proceeding** according to plan.
My name **precedes** yours in the alphabet.
The flash of lightning **preceded** the sound of thunder.

199. Program, Programme

In American usage, the spelling is *'program'* in all circumstances. In British usage, the spelling *'programme'* is preferred for most purposes: *a theatre programme, a radio programme*. But even in Britain *a computer program* is always so spelled. In all senses, and in all varieties, the derived adjective is *programmatic*.

200. Prophecy, Prophecy

The noun is *prophecy*; the verb is *prophesy*. *'Prophecy'* means 'a statement that tells what will happen in the future'; whereas *'prophesy'* means 'to say what will happen in the future'. If you **prophesy** a fall in share prices, then this outcome constitutes your **prophecy**. And there is no such word as *prophesize*.

201. Protagonist, Antagonist

The word *'protagonist'* means 'first actor', and it originally denoted the single most important character in a Greek drama. Some people therefore object to recognising more than one protagonist in a single matter, but all authorities on English usage now agree that this extended sense is perfectly acceptable: you may safely write *He is one of the protagonists in this affair*, meaning 'He is one of the principal actors'.

But it is a serious error to write *protagonist* to mean 'supporter'. Even though an *'antagonist'* is an opponent or adversary, the word *protagonist* has nothing much to do with *antagonist*, and it does not contain the element *pro-*, meaning 'in favour of'. Write *He is a*

supporter (or *proponent*) of legalized abortion, not *He is a protagonist of*

202. Proved, Proven

The participle of *'prove'* is usually *'proved'* in standard English. Examples: *We have proved it; This hypothesis has never been proved*. In such cases, the variant *'proven'* is much less acceptable, especially in British English, though it cannot quite be called wrong there, and it is in fact rather common in American English, where both forms are accepted as standard. However, the adjective is almost always *proven*: *her proven competence; a proven remedy*. Note also the special case of *not proven* in Scottish law.

203. Quantum Jump, Quantum Leap

In physics, when a particle makes a *'quantum jump'*, it moves from position A to position B without ever being anywhere in between - that is, the jump is discontinuous (and also very small by everyday standards). Journalistic prose commonly uses *quantum jump* or *quantum leap* to mean 'a sudden and dramatic change, especially an increase', as in *a quantum leap in house prices*. Not only is this expression now a cliché, it results from a bad misunderstanding of the physical sense of the term. You should avoid the expression in formal writing, unless you are using it in its physical sense.

204. Race, Nation, State, Tribe

All these words stand for large groups into which human beings may be divided. The largest of these groups is a *'race'*. It means 'a group of people of the same class or physical type'. A *'nation'* is 'a group of people who share a common history and usually a language, and usually but not always live in the same area'. A *'state'* is either a politically independent country, or one of the *states* making up a country, such as Bengal, Bihar, Uttar Pradesh, etc. A *'tribe'* is 'a social group smaller than a *nation*, sharing the common customs and usually the same language, and often following an ancient way of life.' For example,

We all belong to the Aryan **race**.
Do you know anything about the Indian **nations** of America?
The President spoke on radio to the **nation**.
Most former colonies have now become self-governing **states**.
He is a member of the Zulu **tribe**.

205. Rare, Scarce

Things that are uncommon, and perhaps valuable, are *'rare'*; a *rare* bird/coin/disease. Ordinary useful things that we have not got enough of, are *'scarce'*. It means 'not much or many compared with what is wanted'. Apples are **scarce** this season.

We can use **rare**, but not **scarce**, about time: One of my **rare** (=not happening often) visits to New York.

It is a **rare** bird (hard to come by). Mango is **scarce** in winter, and costs a lot.

206. Ravage, Ravish

To '*ravage*' a territory is to wreak destruction on it. As for '*ravish*', this has had several sense, but most commonly it is a quaint or delicate word for *rape*. The common error is writing '*ravish*' where '*ravage*' is required, as in this example: *The fighting has ravished Lebanon.*

207. Raze, Rase

The spelling is '*raze*' in all varieties of English; the older '*rase*' is now obsolete. Note that to *raze* a building is to demolish it, to level it, so that nothing remains of it except perhaps the foundation. It is therefore a pleonasm to write *The buildings were razed to the ground.* Prefer instead *The buildings were razed.* There is no partial razing.

208. Rebut, Refute

These words are frequently confused and frequently used wrongly. To '*rebut*' a statement is to offer clear evidence or a reasoned argument against it. To '*refute*' a statement is to prove it wrong. Neither word means *deny* or *contradict*, and this is where most of the trouble arises.

Suppose I say to you 'All swans are white.' If you simply reply 'No, they're not', then you have *denied* my statement (and *contradicted* me), but you have neither rebutted nor refuted anything. If you produce an encyclopaedia article on black swans or an ornithologist who can report on his experience with black swans, then you have *rebutted* my assertion - that is, you have assembled good evidence against it. If you show me a black swan, then you have *refuted* my assertion - that is, you have proved it wrong.

Do not make the common error of writing *refute*, or even *rebut*, when all you mean is *deny*. It is usually very difficult to prove that a statement is wrong, and *refute* should accordingly be used with great care.

209. Refer, Allude

When you '*refer*' to something, you do so explicitly, citing it by name. However, when you '*allude*' to something, you do so inexplicitly, without naming it. I can refer to my wife by writing *Jan* or *my wife*, but, if I write *somebody I know*, with Jan in mind, I am only alluding to her.

210. Referee, Umpire

A person who controls and regulates a basketball, or billiards or football or hockey or rugby or a boxing match is known as a '*referee*'. But an '*umpire*' is a person who regulates and controls the matches of either badminton or baseball or cricket or tennis or wrestling.

Raman was the **referee** of the Durand Cup Final.

The **umpire** Dicky Bird gave the batsman the benefit of doubt.

211. Regard, Regards

The noun '*regards*' is only appropriate in the construction illustrated by *Give your wife my regards*

and in the phrase *as regards*. In all other circumstances, the required word is '*regard*'. In particular, write *with regard to this issue*, not *with regards to this issue*.

212. Regretful, Regrettable

The word '*regretful*' means 'full of remorse', and only a person can be regretful. But '*regrettable*' means 'unfortunate', and it is applied to circumstances or to behaviour. Write *Her behaviour at the party was regrettable, and she is now suitably regretful.*

213. Release Launch

It will be a good idea to have the book **released** by a VIP at a special ceremony.

Now, it is a curious fact of standard English that, while, CDs, videos, and films are released, books are only '*launched*'. If you ask me for the reason, I won't be able to give you one.

214. Release, Relieve

Your request for transfer has been granted, but I can't say when they are going to **relieve** you.

When we free someone from his or her duty, responsibility, or contract, we '*release*' them. So when a worker is officially freed to go on transfer, for example, he is '*released*' not '*relieved*'.

It is all right, however, to use the word '*relieve*' in the following context:

I know you are tired, but please do carry on for a while. Seema will come soon to **relieve** you.

Here, '*relieve*' means 'to remove or reduce an unpleasant feeling or pain'.

215. Repel, Repulse

Often confused. To '*repulse*' is to drive back, usually in war: *The Chechens repulsed the Russian attack.* To '*repel*' is to excite disgust in: *Susie is repelled by the smell of raw fish.*

216. Repellent, Repugnant, Repulsive

All three of these adjectives mean 'loathesome', 'disgusting', 'offensive to the senses or to sensibilities'. But *repulsive* is the strongest word of the three: while you merely keep away from something which is repellent or repugnant, you recoil from something repulsive.

The word *repellent* also means 'resistant' (for example, to water), as in *water-repellent fabric*. And note the spelling, with *-ent*, not *-ant*.

217. Residence, House

(a) You can come to my **residence** in Sector 14.

'Residence' is a house, especially large or impressive one. For example,

10, Race course is the Indian PM's official **residence**.

218. Respective, Respectively

These somewhat formal words show that two sequences should be interpreted as consisting of paired items. For example, *Jan and Larry drank whisky and brandy, respectively* means that Jan drank whisky while Larry drank brandy.

It is, of course, necessary to have the same number of items in each list. Consider the following mess: *Alice, Susan and Brenda are respectively divorced and separated*. This is gibberish, since a list of three is linked to a list of two, and the reader has no chance of figuring out what the writer is trying to say. These words are very frequently used pointlessly, when no ambiguity is possible, as in the example *Henman and Kafelnikov won their respective matches*. It is inconceivable that the two players could win each other's matches, or win somebody else's matches, and so that *respective* should not be there: write *Hemnan and Kafelnikov won their matches*.

In the same vein, it is hardly necessary to write the following: *After the meeting broke up, the delegates returned to their respective homes*. Just write ... *returned to their homes*, or, better still, ... *returned home*. Who will suspect the delegates of returning to one another's homes?

219. Rob, Steal

Things are '*stolen*' and people are '*robbed*'. The verb '*steal*' has, as its object, what is taken by the thief. For example,

Somebody has **stolen** my scooter.

He **stole** a few antique coins from the museum.

The verb '*rob*' has, as its object, either the *person* whose things are taken, or the '*place*' from where things are taken. The object of the verb *rob* is never the things that are taken. For example,

The bank was **robbed** last week.

He has been **robbed** of all his belongings.

220. Sceptic, Skeptic, Septic

A person who is not inclined to believe things readily is a '*sceptic*' in British English but a '*skeptic*' in American English; these two spellings represent the same pronunciation. The derived adjectives are likewise *sceptical* and *skeptical*. But '*septic*' is a medical term meaning 'infected', as in *a septic toe*. The common error here is writing '*sceptic*' where '*septic*' is intended.

221. Sensual, Sensuous

A person addicted to bodily pleasures derived out of food, drink and sex is termed '*sensual*'. A person fond of beautiful sights and sounds and of objects which are pleasant to smell, taste and touch is a '*sensuous*' person. For example,

He is all for purely **sensual** pleasures.

Keats's poetry is remarkably **sensuous**.

222. Shade, Shadow

'*Shade*' is any place sheltered from the sun. And the dark shape made by the *shade* of something is '*shadow*'. For example,

dThe tree gives us pleasant **shade** in summer.

The tree cast its **shadow** on the wall.

223. Shall, Will

Over the years, these two words have called forth torrents of ink, not all of which has been well spilled. But the only rule you need is a simple one: if one word or the other feels completely natural, then use it without hesitation. Just forget what you think you may have read in some usage manual. What that manual said was very likely wrong anyway, or else it was painstakingly describing the sort of English spoken fifty years ago in another country.

In speech, both words are very often replaced by '*ll*' anyway, as in *This'll do the trick*. Like all contractions, this one should be used sparingly in careful writing, and not at all in very formal writing.

In American English, *shall* has almost completely disappeared, except in the kind of question illustrated by *Shall I open the window?* ('Would you like me to open the window?'). Some (not all) Americans also retain the word in one or two fossilized expressions: *A certain writer, who shall remain nameless...* The negative form *shan't* is entirely dead in the US.

British English seems to be going the same way, though *shall* is still vigorous in some circles, and *shan't* still finds some use.

There is a traditional textbook ruling that runs as follows. For simple futurity, you use *shall* after *I* or *we* but *will* after everything else, while, to express determination or command, you use *will* after *I* or *we* but *shall* after everything else. By these rules, the required forms are *We shall finish tonight* (simple statement) versus *We will finish tonight* (expressing determination), but *They will finish tonight* (simple statement) versus *They shall finish tonight* (an order).

As grammarians never tire of pointing out, these bizarre rules do not accurately describe the real usage of careful speakers at any time or in any place in the history of English, and they are little more than a fantastic invention. If you are one of that handful of speakers for whom these rules now seem completely natural, then by all means go ahead and follow them. But, if you are not, just forget about them, and use your natural forms.

224. Sick, Ill

The adjective '*sick*' formerly meant 'ill', 'in bad health', and it still does in American English. In British English, however, *sick* is now commonly restricted to the senses of 'experiencing nausea' and 'mentally disturbed', and 'ill' is preferred as the everyday word. However, the older sense of *sick* survives in Britain in such expressions as *sick pay* and *sick leave*, and also in the locution *He's a sick man*.

225. Silken, Silky

A *silken* cord is a cord made of silk, while a *silky* cord is a cord which looks like silk, but very likely is not. A cat may have a *silky coat*, but not a *silken coat*. However, the word *silken* is now somewhat old-fashioned, and today we normally use *silk* to label something made of silk: *a silk tie*, not a *silken tie*.

226. Smell, Stink

A '*smell*' can be good or bad but a '*stink*' is always bad, offensive smell, especially a very strong one. For example,

The **smell** of these roses is sweet.
I can't stand the pungent **smell** of this acid.
The **stink** of burning rubber is unbearable.

227. Smile, Grin

A '*smile*' is 'an expression of the face showing amusement or happiness'. A '*grin*' is 'a very wide smile which usually shows the teeth'. For example,

He **smiled** and then accepted the proposal.
She stood there with an embarrassed **grin** on her face.

228. Sometime, Some time, Sometimes

Of these three, '*sometimes*' is easy. It means 'now and again', and it is always written as one word: *My wife and I sometimes play Scrabble*. The other two are more difficult, and usage varies. When *some* is unstressed, the form is '*some time*': *We'll need some time to consider this*. When the sense is 'an indefinite length of time', it is usual to write *some time*: *She arrived some time after dinner*. But some people write '*sometime*' here, and this style cannot be considered wrong. When the sense is 'at an indefinite time in the future', *sometime* is usual: *We'll talk about this sometime next week*. But the adjective meaning 'occasional' or 'former' is always *sometime*: *his sometime colleague*.

229. Sped, Speeded

The past tense and past participle of the verb *speed* are '*sped*' when the verb means 'hurry': *She sped to the scene*. But it is '*speeded*' when the meaning is 'drive too fast': *She got a ticket because she had speeded*.

230. Stalactite, Stalagmite

In a cave, '*stalagmites*' stick up while '*stalactites*' hang down. If you have trouble with this, think of ants in the pants: the mites go up, and the tights go down.

231. Stationary, Stationery

The adjective '*stationary*' means 'not moving': *a stationary van* is a van which is not moving. The noun '*stationery*' means 'writing materials', such as paper and ink: *a stationery van* is a van which delivers stationery. Do not confuse the two.

232. Stimulant, Stimulus

A '*stimulant*' is a drug which (technically) increases physiological activity or (informally) makes you more alert. Caffeine is a good example. But a '*stimulus*' is

anything—though hardly ever a drug—which encourages you to undertake or to pursue an action. The plural of *stimulus* is *stimuli*.

233. Storm, Cyclone, Typhoon, Hurricane

The general word for rough and especially windy weather conditions is '*storm*'. A large, violent storm with a circular wind is called a '*cyclone*' in the tropics, a '*typhoon*' in the western pacific, and a '*hurricane*' in the western Atlantic ocean.

A fierce **storm** is raging.
This year a **cyclone** took a heavy toll of life in Bangla Desh.
The Western Pacific region, was lashed by **typhoon**.
The coastal region of the Western Atlantic ocean was laid waste by a **hurricane**.

234. Struck, Stricken

The past participle of *strike* is normally '*struck*'. *This has often struck me as curious; He was struck by her beauty*. The form '*stricken*' is now normally an adjective: *a stricken look, a stricken cry*. However, *stricken* can be used with names of diseases: *He was stricken with polio*.

235. Substitute, Replace

Suppose the football player Shearer is forced to leave the match with an injury, and Owen comes off the bench to take his place. Clearly a substitution has occurred, but who has been substituted?

In standard English, the player who has been substituted is Owen, not Shearer: Shearer has *been replaced* (by Owen), while Owen has *been substituted* (for Shearer).

236. Suppress, Depress, Oppress

I recently read this account of a cricketer: His *recent loss of form has suppressed his average*. (Baseball fans may read this as *His recent slump...*) What the writer intended, of course, was *depressed*. These three verbs all have quite different meanings, but they are sometimes confused.

To '*suppress*' something is to stop it, to prohibit it, to prevent it from becoming public or widespread. You can suppress a smile, a political movement or a book, for example. To '*depress*' something is to make it lower: you can depress a batting average, the share price of a stock, or a person's spirits. To '*oppress*' people is to treat them harshly when you have power over them: only people can be oppressed.

237. Suspicious, Suspect

If you have a dark feeling that some stranger is up to no good, then you are '*suspicious*' (of the stranger, and of his behaviour), while his behaviour may be described either as *suspicious* or as *suspect*. All these represent standard use, but you might do well to remember *suspect* and to use it when you can, since an expression like *a suspicious visitor* is potentially ambiguous: is it the visitor who suspects something, or is it someone else who suspects the visitor?

238. Systematic, Systemic

The word '*systematic*' means 'orderly and thorough', as in a *systematic search*. But '*systemic*' means 'pertaining to a system', as in *systemic poison*, a poison which affects the entire body.

239. Tall, High

'*Tall*' refers to heights from base to top, in proportion to breadth: a *tall* tree, a *tall* person. '*High*' refers to distance above—usually though not always, above the ground or the floor: a *high* hill, a *high* window, etc.

We use *high* (opposite *low*) for measurement of most things (not people), especially when we are thinking of distance above the ground. We use *tall* (opposite *short*) for people, and also for things that are high and narrow.

He is rather **tall** for his age.
How **high** is that mountain?

240. Tell, Say, Speak

Our teacher **told** that we must do five sums every day. The given sentence is incorrect because the grammar of English requires an indirect object (like *me*, *him*, *her*, *John*, *Mary* etc) after the verb '*tell*' in sentences like the one above. And when there is no indirect object in the situation, we use '*say*' instead of '*tell*'. The verb '*say*' does not necessitate the use of an indirect object after it.

As for the verb '*speak*', all that is necessary for remediation purposes is to remember that language we '*speak*', but a word or a sentence, we '*say*'.

Thus, a sentence like 'He **speaks** English fluently' is correct, but a sentence like 'He **spoke** only two sentences, is not. In the second sentence, we must use the verb '*said*' instead of '*spoke*'.

241. That, Which, Who

A relative clause may often be introduced either with '*that*' or with '*which*' (for things) or '*who*' (for people). So, you may write either *the topic that I want to consider* or *the topic which I want to consider* (or, in a more informal style, *the topic I want to consider*). However, it is impossible to use *that* if the relative clause is non-restrictive - that is, if it does not serve to identify the thing under discussion, but only serves to provide more information about that thing. So, you must write *the Suez Canal, which was opened in 1869*, and you cannot write *the Suez Canal, that was opened in 1869*.

Note in particular that a noun denoting a group of people takes *which*, not *who*. You cannot write *the battalion who had captured the fortress* because a battalion, though composed of people, is not itself a person: write *the battalion which had captured the fortress*.

It is possible to use *that* with people, but the result is often rather clumsy. While *the linguists that are working on this problem* is not quite wrong, it doesn't sound as good as *the linguists who are working on this problem*. Prefer *who* with people.

242. Timings, Hours (of work), Opening hours, office hours

At the entrance to an office or at clinics, etc you may find a notice headed as '*Timings*'. What follow this heading are the hours during which that office or clinic is open. To convey such information 'timing' is not the right word. You can convey the desired meaning by using any of the following words or phrases:

hours, hours of work, opening hours, or (in the case of an office) office hours.

'*Timing*' means 'the act of choosing when something happens' or 'a particular point or period of time when something happens or is planned'. For example,

The **timing** of the decision was a complete surprise.
Please check your flight **timings** carefully.

243. Travel, Journey, Voyage

'*Travel*' means 'moving from place to place.' If a person moves from place to place over a period of time, we speak of his or her *travels*. A '*journey*' is the time spent and the distance covered in going from one particular place to another. A '*voyage*' has the same meaning but is only by sea. For example,

He returned home after years of **travel** abroad.
It was a long **journey** across the desert.
The **voyage** from Bombay to England takes a lot of time.

244. Troop, Troupe

A '*troop*' is a group of soldiers or Scouts; a '*troupe*' is a group of actors, dancers or other performers.

245. Vacations, Vacation

Where are you planning to go during the next **vacations**?

The right word there is '*vacation*' (singular), not 'vacations' (plural). In its singular form itself, the word conveys the desired meaning, ie, a period of the year during which educational institutions and higher courts are officially closed.

Of course, the plural form, '*vacations*' also exists, and its use is illustrated below:

We have three '**vacations**' in a year - summer vacation, autumn vacation and winter vacation.

246. Vicious, Viscous

The adjective '*vicious*' means 'very nasty, violent', while '*viscous*' means 'very thick and slow-running'. For example,

Thugs are vicious, but honey is viscous.

247. Volcano, Vulcanism

A mountain which explodes is a '*volcano*', and the derived adjective is '*volcanic*'. However, volcanic activity is '*vulcanism*', and a scientist who studies volcanoes is a '*vulcanologist*'. Why the difference? The forms with 'O' are derived from Italian, while those with 'U' are derived from Latin.

248. Waste, Wastage

The word '*wastage*' is not a fancy equivalent for '*waste*', and you should not write things like this: *Low-flow toilets reduce wastage of water.* *Waste* is failure to use something which could easily be used. But *wastage* is loss resulting from unavoidable natural causes, such as evaporation.

249. Wear, Put on

The verb '*wear*' indicates a continuous state (eg, wear clothes = have clothes on your body), the verb '*put on*' denotes the action involved. To further clarify this difference, I cannot do better than quote this explanation from *Cobuild Dictionary*:

"When you **put on** clothing, you place it on your body in order to **wear** it".

Thus, 'Which shoes are you going to wear today?' is all right, but not: 'Wear your shoes now'. Instead we say 'Put on your shoes now'.

We will have noticed by now that the verbs 'keep', 'hold' and 'wear' belong to one category (the category denoting a continuous state), while the verbs 'put', 'catch' and 'put on' belong to another (the category denoting an action).

250. Weather, Season

After a long winter, there is a change of **weather** in February.

'*Weather*' is the condition of the atmosphere at any particular place and time (for example, rainy, hot, sultry, cloudy), and it may even change from hour to hour. '*Seasons*', on the other hand, represent the periods into which a year is usually divided (for

example, summer, autumn, winter). So, in the above sentence, you should use '*season*' in place of '*weather*'.

251. Wind, Breeze, Gust, Gale

'*Wind*' means 'a moving current of air'. A '*breeze*' is usually 'a pleasant gentle wind'. A '*gust*' is 'a strong, sudden rush of air', whereas a '*gale*' is 'a very strong wind'. For example,

Cold **wind** is blowing.

The morning **breeze** is good for health.

A **gust** of wind blew his hat away.

Our chimney was blown down in a **gale**.

252. Wordiness

A very common failing is the writing of three or six words where one or two will do. It is impossible to list all the examples, but here are a few of the most frequent cases, with suggested replacements:

Avoid

as to whether
at the present time
at this moment in time
because of the fact that
by virtue of the fact that
due to the fact that
has a tendency to
in the absence of
in the event that
in the near future
in the not too distant future
prior to
subsequent to
the question as to whether

Write

whether
now
at present or now
because
because
because
tends to
without
if
soon
eventually
before
after
whether

Word Power

1. MANIAS

<i>Bibliomania</i>	an obsession with rare books
<i>Demonomania</i>	a morbid delusion of being under the influence of an evil spirit
<i>Dipsomania</i>	a morbid compulsion to drink
<i>Dromomania</i>	a morbid compulsion for travel
<i>Egomania</i>	a morbid obsession with oneself
<i>Graphomania</i>	a morbid mania for writing
<i>Hypomania</i>	a mild manic excitement
<i>Kleptomania</i>	a morbid compulsion to steal
<i>Logomania</i>	a mania for talking
<i>Macromania</i>	a delusion that one's body has become very big
<i>Micromania</i>	a delusion that one's body has become very small
<i>Megalomania</i>	a morbid delusion of one's grandeur
<i>Monomania</i>	single fixed obsession
<i>Nymphomania</i>	excessive sexual desire in a female
<i>Pseudomania</i>	a mania for making false and exaggerated statements
<i>Pyromania</i>	compulsion to set fire for thrill
<i>Scribblomania</i>	a mania for making meaningless marks on paper
<i>Theomania</i>	a delusion that one has become a god

2. PHOBIAS

<i>Acrophobia</i>	Morbid fear of high places or heights
<i>Agoraphobia</i>	Morbid fear of wide open places
<i>Algophobia</i>	Morbid fear of pain
<i>Anglophobia</i>	Morbid fear of England and English things
<i>Anthropophobia</i>	Morbid fear of mankind
<i>Astraphobia</i>	Morbid fear of lightning, thunder and storms
<i>Astrophobia</i>	Morbid fear of celestial space
<i>Ballistophobia</i>	Morbid fear of missiles
<i>Bibliophobia</i>	Morbid fear of books
<i>Chirophobia</i>	Morbid fear of hands
<i>Claustrophobia</i>	Morbid fear of closed, confined places
<i>Demophobia</i>	Morbid fear of crowds
<i>Dendrophobia</i>	Morbid fear of trees
<i>Ergophobia</i>	Morbid fear of work
<i>Francophobia</i>	Morbid fear of the French
<i>Gynaephobia</i>	Morbid fear of women
<i>Hematophobia or hemophobia or hemeratophobia</i>	Morbid fear of blood
<i>Hippophobia</i>	Morbid fear of horses
<i>Hydrophobia</i>	Morbid fear of water
<i>Monophobia</i>	Morbid fear of being alone
<i>Mysophobia</i>	Morbid fear of contamination or germs
<i>Nyctophobia</i>	Morbid fear of darkness
<i>Ochlophobia</i>	Morbid fear of crowd
<i>Panophobia</i>	Morbid fear of everything in general
<i>Pathophobia</i>	Morbid fear of disease

Peccatophobia
Pedophobia
Phonophobia
Photophobia
Podophobia
Pyrophobia
Russophobia
Sitophobia
Syphilophobia
Thanatophobia
Toxophobia
Trichophobia
Triskaidekaphobia
Xenophobia
Zoophobia

Morbid fear of sinning or having sinned
 Morbid fear of children
 Morbid fear of speaking aloud
 Morbid fear of light
 Morbid fear of feet
 Morbid fear of fire
 Morbid fear of Russians
 Morbid fear of food
 Morbid fear of syphilis
 Morbid fear of death
 Morbid fear of being poisoned
 Morbid fear of hair
 Morbid fear of the number 13
 Morbid fear of foreigners
 Morbid fear of animals or some particular animal

3. KILLER-WORDS

(A)

1. *apicide*
2. *avicide*
3. *canicide*
4. *germicide*
5. *herpeticide*
6. *insecticide*
7. *pesticide*

the killing of bees
 the killing of birds
 the killing of dogs
 the killing of germs
 the killing of snakes
 the killing of insects
 the killing of pests

(B)

1. *filicide*
2. *fratricide*
3. *genocide*
4. *homicide*
5. *infanticide*
6. *matricide*
7. *parricide*
8. *patricide*
9. *populicide*
10. *regicide*
11. *sororicide*
12. *suicide*
13. *uxoricide*

the killing of one's children
 the killing of one's brother
 the killing of a race of people
 the killing of human beings
 the killing of one's infant
 the killing of one's mother
 the killing of one's parents
 the killing of one's father
 the killing of populations
 the killing of king
 the killing of one's sister
 the killing of oneself
 the killing of one's wife

4. THE ANGRY MAN

You have, in English language, very many words to express anger in its myriad forms.

1. *acrimony*
2. *altercation*
3. *animosity*
4. *antagonism*
5. *antipathy*
6. *contentiousness*
7. *diatribe*

bitterness of temper
 quarrel
 active enmity
 active opposition
 constitutional aversion
 quarrelsomeness
 piece of bitter criticism

Word Power

- | | |
|------------------------|----------------------------|
| 8. <i>indignation</i> | feeling of surprised anger |
| 9. <i>irascibility</i> | angry behaviour |
| 10. <i>tantrum</i> | a fit of ill-temper |
| 11. <i>virulence</i> | full of hatred |
| 12. <i>wrath</i> | indignation; great anger |

5. RULES AND FORMS OF GOVERNMENT

You know *cracy* is an element meaning *rule*. You find it in the word *democracy* which means *the rule of the people*.

There have been many other types of rules such as these:

- | | |
|------------------------|--------------------------------------|
| 1. <i>Aristocracy</i> | rule by the nobility |
| 2. <i>Autocracy</i> | rule by absolute monarch |
| 3. <i>Bureaucracy</i> | rule by desk officials |
| 4. <i>Gerontocracy</i> | rule by old men |
| 5. <i>Gynocracy</i> | rule by women |
| 6. <i>Kakistocracy</i> | rule by the worst citizens |
| 7. <i>Mobocracy</i> | rule by mob |
| 8. <i>Neocracy</i> | rule by new, inexperienced officials |
| 9. <i>Pantisocracy</i> | rule (government) by all |
| 10. <i>Plutocracy</i> | rule by wealthy people |
| 11. <i>Theocracy</i> | rule by church authorities |

And look at these, too:

- | | |
|---------------------|--|
| 1. <i>Anarchy</i> | a state without government |
| 2. <i>Autarchy</i> | government of a country by one person with unlimited power |
| 3. <i>Biarchy</i> | government by two people |
| 4. <i>Endarchy</i> | government from an inner centre of control |
| 5. <i>Monarchy</i> | government by a monarch (king) |
| 6. <i>Oligarchy</i> | government in the hands of a few |
| 7. <i>Panarchy</i> | government by all; universal rule |
| 8. <i>Pentarchy</i> | government by five rulers or powers |
| 9. <i>Polyarchy</i> | government by many persons |
| 10. <i>Thearchy</i> | government by the gods |

6. KNOW YOUR DOCTORS

In the field of medicine *-ologist* denotes a specialist in a specific type of disease. Let us introduce to you ten of these specialists with the diseases they specialize in.

- | | |
|---------------------------|--|
| 1. <i>Cardiologist</i> | specializes in heart diseases |
| 2. <i>Dermatologist</i> | specializes in skin diseases |
| 3. <i>Endocrinologist</i> | specializes in diseases of glands of internal secretion |
| 4. <i>Gerontologist</i> | specializes in diseases of old age |
| 5. <i>Gynaecologist</i> | specializes in female diseases |
| 6. <i>Neurologist</i> | specializes in nerve diseases |
| 7. <i>Ophthalmologist</i> | specializes in eye diseases |
| 8. <i>Otologist</i> | specializes in ear diseases |
| 9. <i>Pathologist</i> | specializes in detecting the nature and origin of diseases |
| 10. <i>Rhinologist</i> | specializes in nose diseases |

And these, too:

- | | |
|-------------------------|--|
| 1. <i>Orthodontist</i> | specializes in treating persons with crooked teeth |
| 2. <i>Osteopath</i> | specializes in treating persons with bone displacement |
| 3. <i>Paediatrician</i> | specializes in children's diseases |

4. *Podiatrist*
5. *Psychiatrist*

specializes in feet ailments
specializes in treating persons with mental aberrations

7. BRANCHES OF SCIENCE AND LEARNING

Science	Scientist	Subject
<i>Archaeology</i>	<i>Archaeologist</i>	prehistoric remains
<i>Astronomy</i>	<i>Astronomer</i>	heavenly bodies
<i>Anthropology</i>	<i>Anthropologist</i>	mankind
<i>Entomology</i>	<i>Entomologist</i>	insects
<i>Etymology</i>	<i>Etymologist</i>	derivation of words
<i>Botany</i>	<i>Botanist</i>	plant life
<i>Biology</i>	<i>Biologist</i>	physical life
<i>Chromatology</i>	<i>Chromatologist</i>	colours
<i>Geology</i>	<i>Geologist</i>	rocks
<i>Graphology</i>	<i>Graphologist</i>	handwriting
<i>Ecology</i>	<i>Ecologist</i>	environment
<i>Embryology</i>	<i>Embryologist</i>	beginning of life
<i>Ethnology</i>	<i>Ethnologist</i>	racess of mankind
<i>Lexicography</i>	<i>Lexicographer</i>	dictionary compiling
<i>Meteorology</i>	<i>Meteorologist</i>	weather forecast
<i>Numismatics</i>	<i>Numismatist</i>	coins and medals
<i>Ornithology</i>	<i>Ornithologist</i>	lives and habits of birds
<i>Phrenology</i>	<i>Phrenologist</i>	skull and brain
<i>Philology</i>	<i>Philologist</i>	languages
<i>Pomology</i>	<i>Pomologist</i>	fruits
<i>Psychology</i>	<i>Psychologist</i>	the human mind
<i>Radiology</i>	<i>Radiologist</i>	radioactivity
<i>Paleontology</i>	<i>Paleontologist</i>	fossils and other forms of early life
<i>Seismology</i>	<i>Seismologist</i>	earthquakes
<i>Speleology</i>	<i>Speleologist</i>	caves
<i>Sociology</i>	<i>Sociologist</i>	societies and human behaviour in groups
<i>Zoology</i>	<i>Zoologist</i>	different kinds of animals
<i>Phonology</i>	<i>Phonologist</i>	speech sound of a language or languages
<i>Philately</i>	<i>Philatelist</i>	stamp collecting
<i>Cartography</i>	<i>Cartographer</i>	map drawing
<i>Choreography</i>	<i>Choreographer</i>	ballet designing
<i>Lithography</i>	<i>Lithographer</i>	stone engraving
<i>Topography</i>	<i>Topographer</i>	physical features of a place through map or chart
<i>Demography</i>	<i>Demographer</i>	statistics of human population

8. PROFESSIONS

(1)

1. *Architect* He draws plans for a building.
2. *Astronaut* A space-traveller
3. *Bookmaker* He takes bets, especially on horse races, and writes down in his notebook.
4. *Balloonist* He ascends in a balloon.
5. *Chemist* He sells medicines.
6. *Chauffeur* He drives a motorcar.
7. *Collier* He works in a coal mine.

Word Power

- | | |
|----------------------|--|
| 8. <i>Compositor</i> | He sets type in a printing press. |
| 9. <i>Curator</i> | An official in charge of a museum or art gallery |
| 10. <i>Custodian</i> | Caretaker of a public building |

(2)

- | | |
|----------------------|--|
| 1. <i>Cobbler</i> | Mender or maker of shoes |
| 2. <i>Dietician</i> | An expert in food and nutrition |
| 3. <i>Draper</i> | He sells cloth, fabric. |
| 4. <i>Druggist</i> | He sells medicines. |
| 5. <i>Farrier</i> | He shoes horses. |
| 6. <i>Fishmonger</i> | He deals in fish. |
| 7. <i>Flautist</i> | A flute player |
| 8. <i>Florist</i> | A person who grows or sells flowers |
| 9. <i>Fruiterer</i> | A person who deals in fruit |
| 10. <i>Glazier</i> | A person who sets glass in windows, doors, etc |

(3)

- | | |
|-----------------------|--|
| 1. <i>Grazier</i> | A person who pastures cattle for the market |
| 2. <i>Hawker</i> | He travels from place to place selling miscellaneous articles. |
| 3. <i>Invigilator</i> | A person who watches over students taking an examination |
| 4. <i>Ironmonger</i> | A person who deals in iron or hardware |
| 5. <i>Jockey</i> | A professional horse rider in a race |
| 6. <i>Lapidist</i> | He cuts precious stones. |
| 7. <i>Librarian</i> | A person in charge of a library |
| 8. <i>Milliner</i> | A person who makes and sells ladies' hats, etc |
| 9. <i>Oculist</i> | He is an eye-doctor. |
| 10. <i>Optician</i> | A specialist in making eyeglasses |

And look at these, too:

- | | |
|------------------------|---|
| 1. <i>Optometrist</i> | He prescribes corrective lenses. |
| 2. <i>Pawnbroker</i> | He lends money and keeps goods as security. |
| 3. <i>Physician</i> | He attends to sick people and prescribes medicines. |
| 4. <i>Playwright</i> | He writes plays. |
| 5. <i>Plumber</i> | He repairs water-pipes and cisterns. |
| 6. <i>Potter</i> | He makes pots, cups, etc. |
| 7. <i>Scavenger</i> | He is a refuse-collector. |
| 8. <i>Sculptor</i> | He carves marble or stone. |
| 9. <i>Surveyor</i> | He measures land. |
| 10. <i>Technician</i> | He is a technical expert. |
| 11. <i>Tinker</i> | He goes from place to place, mending pots, pans, etc. |
| 12. <i>Tobacconist</i> | He sells tobacco and cigarettes. |
| 13. <i>Usurer</i> | He lends money at an exorbitant rate of interest. |
| 14. <i>Violinist</i> | He plays the violin. |

9. TRAITS

(1)

- | | |
|------------------------|--|
| 1. <i>Supercilious</i> | a person who is overbearing, proud and haughty |
| 2. <i>Misanthrope</i> | a person who hates mankind |
| 3. <i>Libertine</i> | a person without a moral |
| 4. <i>Impetuous</i> | a person who acts suddenly and without thought |
| 5. <i>Pugnacious</i> | a person having an inclination to fight |

- | | |
|----------------------|---|
| 6. <i>Rapacious</i> | a person having a grasping nature; greedy |
| 7. <i>Malicious</i> | a person who is full of malice and ill will |
| 8. <i>Insidious</i> | a person who does harm secretly and craftily |
| 9. <i>Petulant</i> | a person unreasonably impatient or irritable |
| 10. <i>Hypocrite</i> | a person who is feigning to be what he is not |

(2)

- | | |
|------------------------|---|
| 1. <i>Extrovert</i> | a person more interested in what goes on around him than in his own thoughts and feelings |
| 2. <i>Introvert</i> | a person more interested in his own thoughts and feelings than in things outside himself |
| 3. <i>Egoist</i> | a person who always thinks of himself |
| 4. <i>Egocentric</i> | a person who is self-centred |
| 5. <i>Gregarious</i> | a person who likes the company of others |
| 6. <i>Judicious</i> | a person who possesses a sound judgment |
| 7. <i>Boisterous</i> | a person who is noisy and cheerful |
| 8. <i>Taciturn</i> | a person who is habitually silent or reserved |
| 9. <i>Erudite</i> | a person who is scholarly and learned |
| 10. <i>Punctilious</i> | a person who is precise in the observance of forms or ceremonies |

(3)

- | | |
|-----------------------|---|
| 1. <i>Epicurean</i> | a person who loves the refinements of pleasure and believes that pleasure is the chief good |
| 2. <i>Stoic</i> | a person who is unmoved by joy or grief |
| 3. <i>Atheist</i> | a person who denies the existence of God |
| 4. <i>Catholic</i> | a person who is broad in outlook |
| 5. <i>Philistine</i> | a person of materialistic taste indifferent to art and literature |
| 6. <i>Fastidious</i> | a person difficult to please |
| 7. <i>Connoisseur</i> | a person who is a critical judge in matters of taste |
| 8. <i>Antiquarian</i> | a person interested in the study of ancient things |
| 9. <i>Ascetic</i> | a person who practises self-denial and leads an austere life |
| 10. <i>Gourmet</i> | a person who has a good taste for food |

(4)

- | | |
|---------------------------|--|
| 1. <i>Optimist</i> | He looks at the bright side of life. |
| 2. <i>Pessimist</i> | He looks at the dark side of life. |
| 3. <i>Martinet</i> | He is a stickler for discipline. |
| 4. <i>Aesthete</i> | He has a highly developed sense of beauty. |
| 5. <i>Pedant</i> | He makes a display of his learning. |
| 6. <i>Sycophant</i> | He is a servile flatterer of the rich and powerful. |
| 7. <i>Hedonist</i> | He leads his life purely for pleasure, especially physical pleasure. |
| 8. <i>Infidel</i> | He has no belief in a specific religion. |
| 9. <i>Suave</i> | He is polished in manner. |
| 10. <i>Docile</i> | He is quiet and easily controlled managed or influenced. |
| 11. <i>Conservative</i> | He is opposed to great or sudden change. |
| 12. <i>Misogynist</i> | He hates women. |
| 13. <i>Philanthropist</i> | He is kind and helpful to those who are poor or in trouble. |
| 14. <i>Pornographer</i> | He treats of sexual subjects in pictures or writing in a way that is meant to cause sexual excitement. |
| 15. <i>Eccentric</i> | He is a person who is peculiar, not normal in behaviour. |
| 16. <i>Misogamist</i> | He hates the institution of marriage. |
| 17. <i>Misologist</i> | He hates learning and knowledge. |
| 18. <i>Gullible</i> | He is easily tricked and persuaded to believe something. |
| 19. <i>Recluse</i> | He lives in complete seclusion. |

Word Power

20. Termagant

She is a noisy, quarrelsome woman.

(5)

1. *Imperious*
2. *Impertinent*
3. *Henpecked*
4. *Garrulous*
5. *Egalitarian*
6. *Plagiarist*
7. *Chauvinist*
8. *Debonair*
9. *Amiable*
10. *Dilettante*

He is commanding, haughty and arrogant.

He is impudent, saucy and he does not show respect.

He is ruled by his wife.

He talks too much about unimportant things.

He favours the doctrine of equal rights and opportunities for all citizens.

He takes and uses somebody else's ideas, words, etc as if they were his own.

He is a person with unreasoning partiality to his place or group.

He is suave and light-hearted.

He is easy and pleasant to talk to.

He studies something but not seriously and not with real understanding: a dabbler in art, science or literature.

10. ANIMAL TRAITS

Adjectives

aquiline
asinine
bovine
canine
elephantine
equine
feline
leonine
ovine
porcine
serpentine
ursine
vulpine

Description

eaglelike
asslike
oxlike or cowlike
doglike
elephantlike
horselike
catlike
lionlike
sheeplike
piglike
serpentlike
bearlike
wolflike

11. MAN'S ATTITUDE TO GOD

1. *Atheism*
2. *Agnosticism*
3. *Deism*
4. *Henotheism*
5. *Monotheism*
6. *Pantheism*
7. *Polytheism*
8. *Theism*

disbelief in God

skepticism about God

belief in the existence of a Divine Being, but without acceptance of revelation or religious dogma

belief in one of a group of gods, without asserting that he is the only God

belief in one God

belief that God is nature

belief in many gods

belief in the existence of one God, Creator and Ruler of the universe, but without the denial of revelation

12. APPROPRIATE VERBS

to *foment* trouble
to *explode* crackers
to *apprehend* danger
to *scotch* the rumour (*put an end to*)
to *vitiate* the atmosphere (*spoil*)
to *sling* mud at someone
to *fling* remarks
to *tarnish* somebody's image

to *grab* the land
to *comb* the whole area
to *waste* time
to *squander* money
to *fritter* away one's energy
to *exact* an exorbitant rate of interest
to *flex* the muscle (*bend and move*)

to *pry* into somebody's affairs
to *nab* the criminal (*arrest*)
to *remand* one to jail custody
to *amass* wealth
to *hoard* grains
to *pool* one's resources
to *court* danger
to *ascertain* the fact
to *curry* somebody's favour (*win*)
to *lull* a baby to sleep
to *sing* a lullaby
to *refurbish* the image (*to make
bright and fresh again*)
to *tilt* the balance
to *nurse* a grudge
to *harbour* ill will
to *rectify* a mistake (*put right*)
to *strike* terror
to *defy* authority (*disobey*)
to *struggle* against odds
to *climb* stairs
to *scale* the wall
to *mop* the floor
to *dust* the books
to *twirl* the moustache
to *cast* aspersion on someone
to *lob* the ball
to *spoon* a catch
to *assign* reason
to *cite* precedent
to *concoct* a story
to *offer* pleas
to *confirm* an appointment
to *ratify* a treaty
to *inflict* a wound
to *dress* the wound
to *feel* the pulse
to *administer* oxygen
to *transfuse* blood
to *graft* the skin
to *transplant* the heart
to *draw* an inference
to *play* the host
to *lay* the table
to *roast* meat
to *fry* fish
to *bake* bread
to *cook* rice
to *whet* one's appetite

to *mollify* one's anger
to stoop low
to *foil* an attempt
to *pacify* the angry mob
to *gnash* one's teeth
to *apportion* blame (*to divide and share out*)

to *set* the bones
to *amputate* an arm (*cut off*)
to *extract* the tooth
to *convene* a meeting
to *deliver* a fiery speech
to *stage* a demonstration
to *take out* a procession
to *break* the police cordon
to *pelt* stones
to *fast* unto death
to *go on* strike
to *call off* the strike
to *control* the unruly mob
to *cast* vote
to *unfurl* or *hoist* the flag
to *bare* one's bosom
to *expunge* an objectionable remark
to *box* the ears
to *acknowledge* someone's claim
to *concede* the demand (*admit as true*)
to *choose* a career
to *embark* on an adventure
to *draw up* a plan
to *execute* a plan
to *toss* the coin
to *spill* every ounce of one's energy
to *flash* a news
to *leap* with joy
to *bask* in the sunshine
to *commit* a crime
to *commit* to memory
to *stitch* clothes
to *sew on* the buttons
to *play* the violin
to *invoke* the gods
to *address* the chair
to *set* fire to something
to *set* something *on fire*
to *kindle* a fire
to *propound* a theory
to *promulgate* an ordinance
to *communicate* news

Word Power

to <i>satiate</i> one's hunger	to <i>channelize</i> one's energy
to <i>quench</i> one's thirst	to <i>wring</i> wet clothes
to <i>deploy</i> troops	to <i>distort</i> facts
to <i>demolish</i> an unauthorised structure	to <i>disfigure</i> one's face
to <i>desecrate</i> a place of worship (to use in an unworthy way)	to <i>sever</i> connections
to <i>extort</i> money	to <i>disrupt</i> a meeting
to <i>grease</i> somebody's palm	to <i>lynch</i> a rapist
to <i>flaunt</i> one's riches (<i>show off</i>)	to <i>launch</i> a rocket
to <i>eradicate</i> crime, poverty	to <i>torment</i> a person
to <i>walk</i> the distance	to <i>oppress</i> the poor
to <i>discard</i> a worn garment	to <i>malign</i> an innocent person
to <i>revoke</i> a will	to <i>respond</i> to kindness
to <i>abjure</i> one's religion	to <i>rivet</i> one's attention (to attract and hold strongly)
to <i>suppress</i> a rebellion	to <i>extort</i> a confession from someone
to <i>restrain</i> an action	to <i>generate</i> heat, electricity
to <i>fulfil</i> a promise	to <i>unfold</i> a plan
to <i>oppose</i> a measure	to <i>air</i> one's grievances
to <i>resist</i> an attack	to <i>peel off</i> an orange
to <i>forged</i> new friendship	to <i>weave</i> threads together
to <i>renew</i> old contact	to <i>foretell</i> the future events
to <i>bury</i> the dead	to <i>propitiate</i> the gods (<i>win the favour of</i>)
to <i>spit</i> blood, venom	to <i>encourage</i> the timid
to <i>delineate</i> a character	to <i>succour</i> the endangered
to <i>brag</i> about something	to <i>support</i> the weak
	to <i>repulse</i> an attack

13. COMMONLY USED VERBS

A particular noun needs a particular verb to express what is done to it. As for example
do research, *take* an exam, *give* a talk, *play* a game, *make* an effort, *perform* a task, *have* a rest.

The verbs commonly used with particular nouns are plentiful. You will do well to know them in their right combinations. Here are a few common expressions:

You can *have*

breakfast	a walk	a good time
lunch	a ride	a nice evening
tea	a game of cards	a bad day
dinner	a rest	a thought
coffee	a lie-down	an idea
a meal	a sleep	a talk
a drink	a dream	a chat
a glass of juice	a headache	a conversation
a party	an illness	a row
a shave	a fit	a quarrel
a bath	an accident	a fight
a wash	an operation	a word with somebody
a shower	a holiday	a baby (<i>give birth</i>)
a swim	a day off	a nervous breakdown
a try	a go	a setback

You can *make*

an accusation
an arrangement
an attempt
a boat
a cake
a change
a comment
a decision
a demand
an effort
an estimation
an exception
an excuse
a fuss
a gesture
a guess
an impression (on someone)

a journey
love
a meal (*prepare a meal*)
a mistake
money
a movement
a noise
an offer
peace
a plan
progress
a profit
a promise
a recommendation
a request
a statement
war

You can *take*

action
advantage (of something or someone)
a bath
care
charge (of)
a chance (on something)
courage
a deep breath
a degree (*obtain*)
driving lessons
an exception to
a fancy to
fright (at something)
heart
hold (of something)
a holiday
liberties with

a liking to
a look
medical/legal advice
my word for it (*believe me*)
notice (of something)
an objection to
offence (at something)
(great) pains over something
a pill
a quick look round
responsibility (for)
risks
a seat
something to heart
a taxi
things easy
your time over something (*not hurry*)

You can *do*

your best
business (with someone)
a course (of study)
some damage
a dance
the washing-up
your duty
(someone) a favour
the gardening

(someone) a good turn/harm
your homework
the housework
a job
research
the shopping
(some) work
your hair

Word Power

good

us the honour

You can give

(someone) a chance
a chase to
a command
details
evidence
a groan
information
a party

a performance
permission
an opinion
an order
(somebody) a ring (*telephone him*)
a talk/lecture
way

You can play

cards
fair (fairly)
a game
the game (*observe the rules of the game*)
the man (*act like a man*)
a musical instrument
(some) music
a part
prank (on someone)
a record (cassette, tape, etc)
a role
a trick (on somebody)
a tune

You can perform

a duty
a function
an operation
a piece of music
a play
tricks

A person or something can go

bald
blind
crazy
grey
mad
rusty (iron)
sour (milk)
stale (bread)

wrong (machine)

Different Verbs for Different Actions

A train *moves off from* the platform.
A tree *sheds* its leaves.
You *scrub* the floor.
You *shake* your head.
You *waste* time.
You *sharpen* the knife.
You *unravel* a secret.
You *cook* rice.
You *sit for/take* an exam
(if you're a student).
You *pare* the nails.
Trains *rumble*.

BUT

A boat *puts off from* the shore.
A bird *casts off* its feathers.
You *polish* the car.
You *shrug* your shoulders.
You *squander* money.
You *quicken* your steps.
You *unearth* a buried treasure.
You *bake* bread.
You *mark/set* an exam
(if you're a teacher)
You *clip* the moustache.
Wheels *rattle*.

14. IDIOMATIC NOUN PHRASES

(a) Collection of people

an *army* of soldiers
an *assembly* of representatives
a *contingent* of army personnels, boy scouts
a *corporation* of people
a *corps* of volunteers, soldiers

a *congress* of representatives, delegates
a *band* of musicians, followers
a *batch* of pupils, candidates
a *battalion* of soldiers
a *bench* of judges

a *council* of ministers, advisers
 a *crew* of sailors
 a *crowd* of people
 a *flurry* of attentive callers
 a *brigade* of cavalry, infantry, artillery
 a *caravan* of pilgrims, merchants
 a *choir* of singers
 a *circle* of friends, acquaintances
 a *class* of persons, students
 a *clique* of schemers
 a *colony* of people
 a *company* of actors, merchants
 a *concourse* of people
 a *conference* of preachers, delegates
 a *congregation* of pilgrims, worshippers
 a *posse* of policemen
 a *school* of thinkers, learned men
 a *syndicate* of merchants, businessmen
 a *senate* of councillors, university members
 a *throng* of people
 a *train* of followers
 a *tribe* of aborigines
 a *troop* of soldiers
 a *troupe* of dancers, artistes
 a *union* of workers, tradesmen

a *bevy* of girls, ladies
 a *board* of directors, trustees, examiners
 a *body* of men, soldiers, police, laws, etc
 a *gang* of robbers, thieves, convicts, prisoners
 a *gathering* of people
 a *guild* of tradesmen, artisans
 a *horde* of barbarians, savages
 a *host* of people
 a *mob* of rioters
 a *multitude* of people
 a *muster* of troops
 a *panel* of judges, jurymen
 a *pack* of fools, knaves
 a *party* of musicians, people
 a *platoon* of soldiers, musketeers
 a *procession* of people
 a *queue* of people
 a *regiment* of soldiers
 a *team* of payers
 a *squad* of soldiers drilling
 a *squadron* of soldiers, ships
 a *staff* of teachers, officials, servants
 a *stream* of people, visitors
 a *string* of coolies

(b) Collection of animals, birds and insects

an *army* of ants
 a *bevy* of swans
 a *brood* of chickens
 a *colony* of termites
 a *column* of ants
 a *covey* of partridges (flying together)
 a *school* of whales, porpoises
 a *shoal* of herrings, fishes
 a *string* of camels
 a *stud* of ponies, horses
 a *swarm* of flies, ants, bees, locusts
 a *team* of horses, oxen
 a *train* of donkeys
 a *hive* of bees

a *leash* of hares, hounds
 a *litter* of puppies, kittens, piglings
 (brought forth at one birth)
 a *muster* of peacocks
 a *nest* of ants
 a *pack* of asses, hounds, wolves
 a *drove* of cattle (when driven)
 a *flight* of birds, locusts, insects
 a *flock* of sheep, geese, chickens
 a *gaggle* of geese
 a *haul* of fishes (taken in a net)
 a *herd* of deer, swine, cattle (when pasturing or driven together)
 a *troop* of lions, monkeys

(c) Collection of things

an *album* of photos, snapshots,
 stamps
 an *alliance* of states, powers, etc
 an *anthology* of poems
 an *archive* of public records
 an *assortment* of jobs
 a *bale* of cotton, wool

a *barrage* of questions
 a *basket* of fruits
 a *batch* of loaves (baked together)
 a *battery* of guns, lights, cameras
 a *beam* of rays
 a *block* of flats, houses
 a *bouquet* of flowers

Word Power

a <i>bout</i> of illness	a <i>forest</i> of trees
a <i>budget</i> of letters, news	a <i>galaxy</i> of stars
a <i>bunch</i> of flowers, grapes, plants, keys	a <i>gallery</i> of pictures
a <i>cache</i> of arms	a <i>garland</i> of flowers
a <i>catalogue</i> of books (ie their names)	a <i>glut</i> of injuries
a <i>grove</i> of trees	a <i>group</i> of islands
a <i>heap</i> of stones, ruins, sand	a <i>cargo</i> of wheat
a <i>hoard</i> of jewels, gold	a <i>carillon</i> of bells
a <i>host</i> of subjects	a <i>catch</i> of fishes (taken in a net)
a <i>jumble</i> of things (put together without any order)	a <i>cavalcade</i> of memories
a <i>chain</i> of mountains, events	a <i>cellar</i> of wine
a <i>chest</i> of drawers	a <i>league</i> of powers, states, nations
a <i>cloud</i> of dust	a <i>library</i> of books
a <i>clump</i> of trees	a <i>lump</i> of mud, coal, lead
a <i>cluster</i> of stars, islands, nuts	a <i>mass</i> of cloud, ruins
a <i>clutch</i> of eggs	a <i>maze</i> of tanglewood, worldly affairs
a <i>miscellany</i> of composition (on various subjects)	a <i>code</i> of laws
a <i>commission</i> of enquiry	a <i>column</i> of smoke
a <i>commonwealth</i> of nations	a <i>mop</i> of grey hair
a <i>confederation</i> of states, powers	a <i>mine</i> of information
a <i>consignment</i> of goods	a <i>museum</i> of art
a <i>constellation</i> of stars	a <i>nosegay</i> of flowers
a <i>convoy</i> of helicopters, lorries	an <i>outfit</i> of clothes
a <i>course</i> of lectures, events	a <i>pack</i> of playing-cards
a <i>crop</i> of weeds, hair	a <i>packet</i> of cigarettes
a <i>curriculum</i> of studies	a <i>peal</i> of thunder, bells
a <i>faggot</i> of twigs, sticks	a <i>pencil</i> of rays
a <i>fall</i> of leaves, snow, rain	a <i>pile</i> of arms, woods, books
a <i>family</i> of plants, languages	a <i>pool</i> of blood
a <i>fleet</i> of cars, ships	a <i>quiver</i> of arrows
a <i>flight</i> of steps, stairs	a <i>range</i> of mountains, hills
a <i>flotilla</i> of boats, ships	a <i>riot</i> of colours
a <i>rosary</i> of beads	a <i>roll</i> of names
a <i>round</i> of shots, duties, applause	a <i>stockpile</i> of nuclear arms, gunpowder
a <i>storm</i> of protest	a <i>row</i> of chairs, trees
a <i>stretch</i> of wheat field	a <i>sea</i> of troubles
a <i>string</i> of Pearls, beads	a <i>series</i> of events, lectures
a <i>suite</i> of rooms, apartments, furniture	a <i>set</i> of rules, tools
a <i>shock</i> of hair	a <i>sheaf</i> of arrows, cornstalks
a <i>shower</i> of arrows, abuses, rains, bullets	a <i>syllabus</i> of studies
a <i>train</i> of wagons	a <i>tissue</i> of lies
a <i>treasure trove</i> of sunken ships	a <i>species</i> of animals, plants
a <i>tuft</i> of grass, hair, feathers	a <i>stack</i> of arms, hay, wood (piled together)
a <i>stock</i> of goods	a <i>volley</i> of questions, abuses, shots
	a <i>whirlpool</i> of misery

15. MASCULINE AND FEMININE

1. People

Masculine

Feminine

Masculine

Feminine

actor	actress	king	queen
author	authoress	landlord	landlady
bachelor	spinster	lord	lady
boy	girl	male	female
bridegroom	bride	man	woman
brother	sister	manservant	maidservant
brother-in-law	sister-in-law	master	mistress
conductor	conductress	monk	nun
count	countess	negro	negress
duke	duchess	nephew	niece
earl	countess	poet	poetess
emperor	empress	priest	priestess
father	mother	prince	princess
father-in-law	mother-in-law	proprietor	proprietress
fiancee	fiancee	salesman	salesgirl
friar	nun	shepherd	shepherdess
gentleman	lady	sir	madam
god	goddess	son	daughter
godfather	godmother	son-in-law	daughter-in-law
grandfather	grandmother	stepfather	stepmother
headmaster	headmistress	steward	stewardess
heir	heiress	tutor	governess
hero	heroine	waitor	waitress
host	hostess	widower	widow
husband	wife	wizard	witch
instructor	instructress		

2. Animals

bear	she-bear	bullock	heifer
billy-goat	nanny-goat	cock	hen
boar	sow	cock-sparrow	hen-sparrow
buck	doe	colt	filly
bull	cow	dog	bitch
drake	duck	peacock	peahen
fox	vixen	ram	ewe
gander	goose	stallion	mare
he-goat	she-goat	steer	heifer
leopard	leopardess	tiger	tigress
lion	lioness	tom-cat	tabby-cat

16. YOUNG ONES

1. Animals

Adult	Young one	Adult	Young one
bear	cub	hen	chicken, chick
cat	kitten	horse	colt, filly, foal
cow	calf	leopard	cub
deer	fawn	lion	whelp
dog	puppy	ram	lamb
fox	cub	sheep	lamb
frog	tadpole	stag	fawn

Word Power

goat
hare

kid
leveret

tiger
wolf

cub
cub

2. Birds, Fish and Insects

ant
bee
butterfly
cockroach
duck
eagle
goose

grub
grub
caterpillar
nymph
duckling
eaglet
gosling

housefly
mosquito
moth
owl
salmon
swan
trout

maggot
wiggler, larva
caterpillar
owlet
parr
cygnet
fry

17. WORDS DENOTING MOVEMENT, PLACES AND HOMES

1. Movement

(a) *Birds*

A bird *flies*.
A cock *struts*.
A crow *flies*.
A duck *waddles*.
An eagle *swoops*.
A lark soars.
An owl *flits*.
A sparrow *flits*.
A turkey *struts*.
A vulture *flaps, rises or hobbles*.

(b) *Animals*

A bear *lumbers*.
A deer *bounds*.
A donkey *trots*.
An elephant *ambles*.
A horse *gallops, trots*.
A hound *bounds*.
A lamb *frisks*.
A lion *prowls*.
A mouse *scampers*.
A rabbit *leaps*.
A wolf *lopes*.

(c) *Persons*

A person
hobbles, dawdles, limps, lumbers, meanders,
marches, plods, shuffles, paces, slouches,
staggers, strides, strolls, waddles, walks.

(d) *Walking Verbs*

We are not tagged to the calendar, tethered to the post, stuck up at just one place. Every single moment, all the time, we rather step out of our house to see what the world is like. We do move from place to place. In search of job. In pursuit of an ideal. In quest of peace.

We walk at varying paces and in a variety of ways. As for example, a baby *toddles*, an idler *slouches*, a soldier *marches*, and a farmer, after the day's toil, *plods* his weary way home. And so on.

You will find here two sets of verbs: walking verbs and verbs of movement.

Walking Verb

1. To *toddle*
2. To *limp*
3. To *strut*
4. To *stride*
5. To *stroll*
6. To *slouch*
7. To *stagger*
8. To *plod*
9. To *dawdle*

Definition

- to walk with short tottering steps (as does a baby)
to walk as if lame
to walk in an affected manner/proudly
to walk with long steps
to walk in a quiet, unhurried way
to walk in a lazy, tired way
to walk or move unsteadily (from weakness, a heavy burden, drunkenness, etc)
to walk slowly and wearily
to walk slowly, wasting time

10. To *lumber*
11. To *march*
12. To *meander*

to move in a heavy, clumsy, noisy way
to walk smartly in steps
to follow a winding path, moving slowly and gently (eg *meandering* river)

Now look at these verbs of movement.

1. *Swoop*
2. *Skim*
3. *Scamper*
4. *Sprint*
5. *Bolt*
6. *Bound*
7. *Flash*
8. *Flit*
9. *Hasten*
10. *Run*
11. *Rush*

come down with a rush (like the bird of prey)
glide over with an occasional touch
run quickly like a frightened animal
run a short distance with speed
run away quickly, dart off
move or run in jumping movements
move so swiftly as to be visible for a short time
fly or move lightly and quickly (Bees *flit* from flower to flower.)
move with speed
move with quick steps (faster than walking)
go with speed

Look at these, too.

1. *Tremor*
2. *Shiver*
3. *Vibrate*
4. *Oscillate*
5. *Flicker*

shaking movement of the ground
movement of body due to cold
regular movement backwards and forwards
regular movement of a suspended thing from one point to another
movement of the flame

(e) Specific movement words

A baby *toddles*.
A king *strides* on.
A drunkard *staggers*.

A tired traveller *plods*.
A lame person *limps* or *hobbles*.
A conceited fellow *struts*.

(f) Miscellaneous

The nose *blows*.
The earth *rotates*.
The watch *ticks*.
The wound *bleeds*.
The train *runs*.

The wind *blows*.
Water *flows*.
The fan *whirls*.
Arrows *shoot*.
The machine *works*.

2. Places

(a) Where things are made

Beer in a *brewery*
Films in a *studio*
Goods of all kinds in a *factory*
Leather in a *tannery*
Money (coins) in a *mint*
Alcoholic drinks in a *distillery*

Bread, cakes in a *bakery*
Flour or paper in a *mill*
Iron implements in a *smithy*
Milk products in a *dairy*
Ships in a *dockyard*

(b) Where games are played

Badminton on a *court*
Billiards on a cloth-covered table (a *billiard table*)
Cricket on a *pitch*
Football on a *ground, field*
Running on a *track, course*

Boxing in a *ring*
Chess on a *chessboard*
Hockey on a *ground, field, astroturf*
Skating in a *rink*

Word Power

Tennis on a *court*

Water polo in a *swimming pool*

Wrestling in an *arena*

(c) *Where persons, things, animals, etc are kept, grown, exhibited, stored*

Aeroplanes are kept in a *hangar*.

Athletic competitions are held in a *stadium*.

Athletic exercises are performed in a *gymnasium*.

Astronomical observations are made in an *observatory*.

Bees are kept in an *apiary*.

Birds are kept in a *cage*, an *aviary*.

Birds and animals are exhibited in a *zoo*.

Clothes are kept in a *wardrobe*.

Clothes or linen are washed and ironed in a *laundry*.

Dead bodies are buried in a *cemetery*.

Dead bodies are cremated in a *crematorium*.

Fishes are kept in an *aquarium*.

Fruit trees are grown in an *orchard*.

Gas is stored in a *cylinder*.

Goods are stored in a *depot*.

Grains are stored in a *granary*.

Grapes are grown in a *vineyard*.

Guns are kept in an *armoury*.

Historical relics or curios are kept in a *museum*.

Luggage at a railway station is kept in a *cloakroom*.

Medicines are compounded in a *dispensary*.

Motorcars are kept in a *garage*.

Plates, dishes, pots and other cooking utensils are washed in a *scullery*.

Scientific experiments are conducted in a *laboratory*.

Sick people are treated in a *hospital*.

Ships are built or repaired in a *dock*.

Ships are loaded or unloaded in a *quay*.

Water is collected and stored in a *reservoir*.

Wild animals are kept in a *menagerie*, *zoo*.

Wine and other provisions are stored (underground) in a *cellar*.

Young plants grow in a *nursery*.

3. Homes

(a) *Persons*

An Arab in a *dowar*

A convict in a *prison*

An Eskimo in an *igloo*

A gypsy in a *caravan*

A hermit in a *hermitage*

A king or a queen in a *palace*

A knight in a *mansion*

A lumberman in a *log cabin*

A lunatic in an *asylum*

A monk in a *monastery*

A nobleman in a *castle*

A nun in a *convent*, *nunnery*

A parson in a *parsonage*

(b) *Creatures*

Bees in a *hive*

A bird in a *nest*

A cow in a *byre*, *pen*

A dog in a *kennel*

An eagle in an *eyrie*

A fox in a *hole*

A fowl in a *coop*

A hare in a *burrow*

A horse in a *stable*

A lion in a *den*

A mouse in a *hole*

An owl in a *barn*, on a tree

A pig in a *sty*

A peasant in a *cottage*
A priest in a *presbytery*
A prisoner in a *cell, jail*
A Red Indian in a *wigwam, tepee*
A soldier in *barracks, camp*
A Swiss in a *chalet*
A vagrant on the *pavement*
A Zulu in a *kraal*

A pigeon in a *dovecote*
A rabbit (tame) in a *hutch*
A rabbit (wild) in a *burrow, warren*
A sheep in a *pen, fold*
A spider in a *web*
A squirrel in a *drey*
A tiger in a *lair*
A wasp in a *nest*
Wild animals in *den, lair*

18. WORDS DENOTING VARIOUS SOUNDS

1. Cries of Animals, Birds and Insects

(a) **Animals**

Apes *gibber*

Dogs *bark* (at somebody)
yelp or *whine* (in pain)
snarl or *growl*
(in anger) *bay* (at the moon)
howl (in distress)

Asses *bray*
Bulls (Oxen) *bellow*
Calves *low*
Camels *grunt*
Cats *mew, purr, caterwaul* (when they quarrel)
Cattle *low*
Cows *low, moo*
Crocodiles *grunt*
Horses *neigh, snort, whinny*
Hounds *bay*
Hyenas *laugh*
Jackals *howl*
Kittens *mew*
Lambs *bleat*
Lions *roar*
Mice *squeak*
Monkeys *chatter, gibber*

Donkeys *bray*
Elephants *trumpet*
Foxes *yelp, bark*
Frogs *croak*
Goats *bleat*
Hogs *grunt*
Oxen *low, bellow*
Pigs *grunt, squeak*
Puppies *yelp*
Rabbits *squeak*
Serpents *hiss*
Sheep *bleat*
Snakes *hiss*
Tigers *growl, roar*
Wolves *howl, yelp*

(b) **Birds**

Birds *twitter, chirp, carol, sing, warble, chirrup*
Cocks *crow*
Crows *caw*
Cuckoos *coo*
Doves *coo*
Ducks *quack*
Eagles *scream*
Geese *cackle, gobble, hiss* (in anger)
Hawks *scream*
Hens *cackle, cluck, chuckle*

Owls *hoot, screech, scream*
Parrots *screech, chatter, talk*
Pea-fowls *scream*
Pigeons *coo*
Ravens *croak*
Rooks *caw*
Sea-gulls *scream*
Sparrows *chirp, twitter*
Squirrels *squeak*
Swallows *twitter*
Swans *cry*

Word Power

Kites *scream*
Larks *sing, warble*
Magpies *chatter*
Nightingales *sing, warble*

Thrushes *whistle*
Turkeys *gobble*
Vultures *scream*

(c) *Insects*

Bees *hum, buzz, murmur*
Beetles *drone*

Crickets *chirp*
Flies *buzz*

2. Miscellaneous Sounds

(A)

the *babbling* of a brook
the *beat* of a drum
the *blaring* of loudspeaker, trumpet
the *booming* of cannons, guns
the *buzz* of a telephone, conversation
the *chiming* of bells, clock
the *clinking* of coins, sword
the *crack* of a whip
the *rustling* of leaves, clothes, wind, paper
the *shuffling* of feet
the *sighing* of breeze
the *slam* of a door
the *splashing* of water, oars
the *swishing* of cane, ladies' skirts
the *tapping* at the bolted door
the *thudding* of cannons, coconuts
the *thundering* of clouds
the *tick* of a clock
the *tinkling* of bracelets, glasses
the *tolling* of bells
the *popping* of corks
the *prattling* of a brook
the *purring* of motor cars
the *whistling* of wind
the *rippling* of water, rain
the *roaring* of thunder, cannon,
waves, laughter

the *churning* of sea water
the *clanging* of arms
the *clangour* of a bell, a hammer, a trumpet
the *clanking* of chains
the *clatter* of hoofs, plates, spoons, knives
the *clicking* of knitting needles
the *rumbling* of heavy vehicles, cloud
the *crackling* of fire, dry leaves, wood
the *crash* of shells
the *crinkling* of paper
the *gnashing* of teeth
the *gong* of bells
the *grating* of machines
the *gurgling* of water
the *hissing* of steam
the *jingling* of coins
the *lapping* of water, waves
the *pattering* of rain
the *peal* of church bells, thunder, laughter
the *tooting* of a horn
the *twanging* of bowstrings
the *whirring* of an aeroplane, wings, computers
the *rattling* of wheels, cart, carriage
the *whizzing* of arrows, motorcars
the *zooming* of aeroplanes

(B)

Arms *clang*
Babies *lisp*
Bells *ring, chime, peal, jingle, tinkle, toll*

Keys *jingle*
Leaves *rustle*
Railway engines *hoot, whistle, roar*
Rain *patters*

Brakes *screech, rasp*
Bugles *blow*
Bullets *whizz*
Chains *clank*
Coins *jingle, tinkle*
Doors *creak*

Reeds *whisper*
Shoes *creak*
Silk *rustles*
Steel *clinks*
Streams *babble*
Teeth *chatter*

Drums beat
Footsteps *sound*
Guns *boom, explode, roar*
Hoofs *clatter*

Thunder *roars, rumbles, rolls*
Trumpets *blare*
Water *ripples*
Wind *whistles, sighs*

19. NATION AND NATIONALITY

(Nationality Words)

(1)

Country	Person	Nation	Adjective
Belgium	a Belgian	the Belgians	Belgian
Bulgaria	a Bulgarian	the Bulgarians	Bulgarian
Germany	a German	the Germans	German
Italy	an Italian	the Italians	Italian
Mexico	a Mexican	the Mexicans	Mexican
Morocco	a Moroccan	the Moroccans	Moroccan
Nigeria	a Nigerian	the Nigerians	Nigerian
Norway	a Norwegian	the Norwegians	Norwegian
Russia	a Russian	the Russians	Russian
USA	an American	the Americans	American
Czechoslovakia	a Czech	the Czechs	Czech
Greece	a Greek	the Greeks	Greek
Thailand	a Thai	the Thais	Thai
Burma	a Burmese	the Burmese	Burmese
China	a Chinese	the Chinese	Chinese
Guyana	a Guyanese	the Guyanese	Guyanese
Japan	a Japanese	the Japanese	Japanese
Lebanon	a Lebanese	the Lebanese	Lebanese
Portugal	a Portuguese	the Portuguese	Portuguese
Switzerland	a Swiss	the Swiss	Swiss

(2)

Britain	a Briton/Britisher	the British	British
Denmark	a Dane	the Danes	Danish
England	an Englishman/ Englishwoman	the English	English
Finland	a Finn	the Finns	Finnish
France	a Frenchman/ Frenchwoman	the French	French
Holland/the Netherlands	a Dutchman/ Dutchwoman	the Dutch	Dutch
Ireland	an Irishman/ Irishwoman	the Irish	Irish
Poland	a Pole	the Poles	Polish
Scotland	a Scot	the Scots	Scottish
Spain	a Spaniard	the Spanish	Spanish
Sweden	a Swede	the Swede	Swedish
Turkey	a Turk	the Turks	Turkish
Wales	a Welshman/Welshwoman	the Welsh	Welsh

20. PLURAL FORMS OF CERTAIN NOUNS

When you speak of one thing, the noun is singular. And when you refer to *two* or more things, the noun is plural.

Most nouns form their plural by adding -s.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
boy	boys	chair	chairs
hand	hands	face	faces
packet	packets		

If the singular noun ends in *s, ch, sh, x, or z*, add -es.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
bus	buses	box	boxes
torch	torches	buzz	buzzes
brush	brushes		

Some singular nouns ending in *y* make plurals by changing the *y* into -ies.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
baby	babies	party	parties
lady	ladies	story	stories

If the singular noun ends in *f* or *fe*, we generally change the *f* or *fe* into *ves*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
calf	calves	life	lives
leaf	leaves	self	selves
loaf	loaves	shelf	shelves
thief	thieves	sheaf	sheaves
wife	wives	wolf	wolves

But we say roof—roofs; chief—chiefs; safe—safes; belief—beliefs, handkerchief—handkerchiefs, cliff—cliffs.

Some nouns ending in *o* have plurals in -es.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
echo	echoes	potato	potatoes
hero	heroes	tomato	tomatoes
mosquito	mosquitoes		

Some plurals are irregular.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
foot	feet	goose	geese
child	children	tooth	teeth
mouse	mice		

Some nouns do not change in the plural.

deer, grouse, sheep, swine, shad

The following is the list of the plural form of some of the problem words:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
addendum	addenda	forum	forums, fora
alga	algae	fresco	frescoes
alumnus	alumni	fulcrum	fulcrums, fulcra
analysis	analyses	fungus	fungi
antenna	antennae	genesis	geneses
apex	apexes, apices	genius	geniuses
appendix	appendices (books, theses, etc.)	genus	genera
	appendixes (in anatomy)	half	halves
aquarium	aquaria, aquariums	hoof	hooves, hoofs
		hypothesis	hypotheses
		impetus	impetuses

axis	axes	index	indexes (to books, theses, etc)
bacillus	bacilli		indices (in Maths)
bacterium	bacteria	kilo	kilos
bamboo	bamboos	knife	knives
basis	bases	lacuna	lacunae, lacunas
beau	beaux	larva	larvae
bonus	bonuses	maestro	maestros, maestri
cactus	cacti	matrix	matrices
corps	corps	maximum	maxima
corrigendum	corrigenda	medium	media
crematorium	crematoria	memorandum	memoranda
crisis	crises	menu	menus
criterion	criteria	minimum	minima
crux	cruces	momentum	momenta, momentums
curio	curios		
datum	data		
desideratum	desiderata	mother-in-law	mothers-in-law
dictum	dicta	narcissus	narcissi, narcissuses
dynamo	dynamos		
emporium	emporia	nebula	nebulae
erratum	errata	nucleus	nuclei
facsimile	facsimiles	oasis	oases
focus	focuses, foci (in scientific context)	phenomenon	phenomena
		plateau	plateaux, plateaus
formula	formulae, formulas	prospectus	prospectuses
quiz	quizzes	syllabus	syllabuses, syllabi
quorum	quorums	symposium	symposia
quota	quotas	tableau	tableaux
radio	radios	terminus	termini, terminuses
radius	radii	thesis	theses
sanatorium	sanatoria, sanatoriums	tornado	tornadoes
		torpedo	torpedoes
serf	serfs	trauma	traumata, traumas
series	series	ultimatum	ultimatums, ultimata
serum	sera		
sheaf	sheaves	vacuum	vacuums, vacua (in scientific context)
solo	solos		
species	species	vertebra	vertebrae
spectrum	spectra	veto	veto
sphinx	sphinxes	virtuoso	virtuosi
stadium	stadiums, stadia	virus	viruses
stimulus	stimuli	vista	vistas
stratum	strata	volcano	volcanoes
substratum	substrata	vortex	vortices, vortexes

21. THEY GO IN PAIRS

In idiomatic phrases there are certain words that always go in pairs, as for example, *kith and kin*, *root and branch*. The right words are to be placed in the right order. You just can't alter the order of words. It will be silly of you if you say, *kin and kith*, or *branch and root*.

Word Power

Here is a list of words that generally go in pairs:

bag and baggage	friends and foes	loaves and fishes
black and white	gods and goddesses	lock and key
black and blue	gold and silver	men and women
boys and girls	hale and hearty	part and parcel
bread and butter	heart and soul	prince and princess
carrots and radishes	hearth and home	questions and answers
cats and dogs	here and there	root and branch
cups and saucers	high and low	rack and ruin
dark and dreary	horse and carriage	slow and steady
doctors and nurses	hot and cold	sons and daughters
doors and windows	hue and cry	spick and span
duke and duchess	ins and outs	stout and strong
dull and drab	joys and sorrows	sum and substance
East and West	knives and forks	tooth and nail
fair and square	ladies and gentlemen	up and down
far and wide	law and order	ups and downs
fat and flabby	lean and thin	weal and woe

22. BITS AND PIECES OF THINGS

In English there are many words to talk about a piece of something. The substance may be solid (*a piece* of wood), may not be solid (*a drop* of wine), may be solid but quite thin (*a slice* of bread), or solid but small (*a grain* of salt), or solid but not so small (*a block* of stone).

Here is a list of such words. It will let you know what substances these words refer to.

<i>a bar</i> of chocolate/soap	<i>a lump</i> of coal/earth/clay
<i>a bit</i> of bread/paper/clay/wood	<i>a patch</i> of cloud/grass
<i>a block</i> of stone/wood	<i>a piece</i> of bread/paper/wood/clay
<i>a chip/flake/splinter/sliver</i> of stone/wood	<i>a puff/wisp</i> of smoke
<i>a rasher</i> of bacon	<i>a chunk/hunk</i> of bread/meat
<i>a ray</i> of light	<i>a clod</i> of earth
<i>a scrap</i> of cloth/paper	<i>a clot</i> of blood
<i>a scrap/shred</i> of paper/cloth	<i>a crumb</i> of bread/cake
<i>a segment</i> of orange	<i>a dash/squirt/squeeze</i> of lemon juice/oil
<i>a shred</i> of cloth/paper	<i>a slab</i> of stone/cheese
<i>a drip</i> of water	<i>a slice</i> of bread/cake
<i>a drop</i> of water/wine/oil	<i>a splinter/sliver</i> of glass
<i>an ear</i> of corn	<i>a square</i> of chocolate
<i>a flake</i> of snow	<i>a strip</i> of land/lawn/sandy beach
<i>a fragment</i> of matter	<i>a tablet</i> of stone
<i>a grain/pinch</i> of salt	<i>a tract</i> of land
<i>a grain</i> of sand	<i>a wad</i> of cotton

23. DIMINUTIVES

Diminutives are such words that denote small specimen of big things. They are ‘nouns that express smallness, either actual or imputed, in token of affection or contempt’. The chief suffixes forming *diminutives* are: *et* (coronet), *let* (streamlet) *en* (chicken), *ock* (hillock), *ling* (sapling).

The list of commonly used *diminutives* given below will be of immense help to you in the choice of right words.

Word	Diminutives	Word	Diminutives
animal	<i>animalcule</i>	dear	<i>darling</i>
ankle	<i>anklet</i>	drop	<i>droplet</i>

ball	<i>ballot</i>	eye	<i>eyelet</i>
bird	<i>birdie</i>	flower	<i>floweret, floret</i>
book	<i>booklet</i>	globe	<i>globule</i>
brook	<i>brooklet</i>	hill	<i>hillock</i>
car	<i>chariot</i>	home	<i>hamlet</i>
cigar	<i>cigarette</i>	lance	<i>lancet</i>
city	<i>citadel</i>	lock	<i>locket</i>
corn	<i>kernel</i>	man	<i>manikin</i>
crown	<i>coronet</i>	mouth	<i>muzzle</i>
dame	<i>damsel</i>	nave	<i>navel</i>
nest	<i>nestling</i>	seed	<i>seedling</i>
nose	<i>nozzle</i>	shade	<i>shadow</i>
part	<i>particle</i>	star	<i>asterisk</i>
pill	<i>pillow</i>	statue	<i>statuette</i>
poet	<i>poetaster</i>	stream	<i>streamlet</i>
puss	<i>pussy</i>	table	<i>tablet</i>
ring	<i>ringlet</i>	top	<i>tip</i>
river	<i>rivulet</i>	tower	<i>turret</i>
room	<i>roomette</i>	umbrella	<i>parasol</i>
rose	<i>rosette</i>	village	<i>hamlet</i>
sack	<i>satchel</i>	wagon	<i>wagonette</i>
scythe	<i>sickle</i>	weak	<i>weakling</i>

Look at these words, too:

<i>reticule</i>	a small net hand bag
<i>ridicule</i>	small, mocking laughter
<i>molecule</i>	a tiny particle of matter
<i>funicle</i>	a small cord
<i>fledgling</i>	a baby bird; an inexperienced person
<i>gosling</i>	a baby goose
<i>princeling</i>	a prince of a small country
<i>sapling</i>	a very young tree; youth
<i>morsel</i>	a very small piece of food
<i>globule</i>	a small drop of a liquid or melted solid
<i>infinitesimal</i>	so small that it cannot be measured

24. ANNIVERSARY

<i>semicentennial</i>	50th anniversary
<i>centennial</i>	100th anniversary
<i>sesquicentennial</i>	150th anniversary
<i>bicentennial</i>	200th anniversary
<i>tricentennial</i>	300th anniversary
<i>tetracentennial</i>	400th anniversary
<i>pentacentennial</i>	500th anniversary
<i>hexacentennial</i>	600th anniversary

Look at these words, too.

They denote the varying periodic occurrence of an event.

<i>biennial</i>	occurring once in two years
<i>triennial</i>	occurring once in three years

Word Power

quadrennial
quinquennial
sexennial
septennial
octennial
decennial

occurring once in four years
occurring once in five years
occurring once in six years
occurring once in seven years
occurring once in eight years
occurring once in ten years

25. HOW OLD ARE YOU?

I'm 15 years old.

I'm an *adolescent*.

I'm 60 to 69 years old.

I'm a *sexagenarian*.

I'm 70 to 79 years old.

I'm a *septuagenarian*.

I'm 80 to 89 years old.

I'm an *octogenarian*.

I'm 90 to 99 years old.

I'm a *nonagenarian*.

I'm 100 years old.

I'm a *centenarian*.

26. COMMONPLACE COMPARISONS

The English language abounds in striking similes in which one thing is likened to another in such a way as to clarify and enhance an image. As for example, *as dead as a doornail*, *as blind as a bat*, and *as cool as cucumber*. The apt use of such comparative phrases imparts clarity and vividness to our expressions.

Here is a comprehensive list of comparative phrases of *as.....as* pattern:

(A)

As active as quicksilver

As crisp as new bank notes

As ageless as the sun

As crooked as a corkscrew

As agile as a monkey, as a cat

As cross as two sticks

As alike as two beans, as two peas

As cruel as death, as winter

As ambitious as the devil, as Lady Macbeth

As cunning as a fox

As arid as the sands of the Sahara

As dark as midnight, as a dungeon, as pitch

As bald as a billiard ball, as a coot, as an egg, as a badger

As dead as a doornail, as a herring, as mutton, as a dodo

As bashful as a schoolgirl

As deaf as an adder, as a beetle, as a post

As beautiful as a rainbow, as the sunset

As dear as life

As big as an elephant, as a whale

As deep as the ocean, as a well

As black as a crow, as coal, as ebony, as jet, as pitch, as

As desolate as a tomb

midnight, as a raven, as soot, as ink

As devoted as a faithful dog

As blind as a bat, as a mole, as a beetle

As different as chalk from cheese

As blue as the indigo, as the sky

As dirty as ditch-water

As boundless as the ocean

As distant as the horizon

As bounteous as nature

As dry as a bone, as dust, as a mummy, as a stick

As brave as Achilles, as a lion

As dumb as a statue

As brief as a dream, as time, as a candle

As easy as ABC, as lying

As bright as a button, as day, as light, as a new pin, as silver

As eloquent as Cicero

As brittle as glass

As elusive as quicksilver

As busy as a bee

As empty as space

As cheap as dirt

As faithful as a dog

As cheerful as a lark

As fast as a hare, as light

As clear as crystal, as daylight, as noonday

As fickle as the weather

As cold as charity, as a frog, as stone, as marble, as ice

As ferocious as a lion

As cool as a cucumber

As fierce as a tiger

As cosy as a bird's nest

As firm as a rock, as steel, as faith

As countless as the desert sands, as the stars

As fit as a fiddle

As flat as a billiard table, as a board, as a pancake
 As free as the air, as a bird
 As fresh as a daisy, as a rose, as dew
 As gay as a lark
 As gentle as a dove, as a lamb, as a fawn
 As gloomy as night
 As glorious as the sun
 As good as gold
 As graceful as a swan
 As greedy as a dog, as a hog, as a wolf
 As green as grass
 As grey as smoke
 As grim as death, as hell
 As hard as flint, as marble, as granite, as nails
 As harmless as a babe, as a dove
 As heavy as lead, as sand
 As helpless as a babe
 As high as heaven, as the stars
 As honest as the day
 As hungry as a church mouse, as a wolf
 As impatient as a lover
 As industrious as an ant
 As inevitable as death
 As innocent as a babe, as a dove
 As large as life
 As light as a feather, as a butterfly, as air
 As lively as a cricket
 As mad as a hatter, as a March hare
 As mean as a miser
 As meek as a dove, as lamb
 As mischievous as a kitten, as a monkey
 As natural as life
 As new as day
 As obstinate as a mule
 As old as the hills
 As pale as death, as a ghost
 As peaceful as sleep
 As piercing as light
 As plain as a pikestaff
 As pretty as a picture
 As progressive as time
 As proud as a peacock
 As punctual as clockwork

As pure as a lily
 As red as blood, as crimson, as a rose, as fire, as scarlet
 As regular as clockwork
 As sacred as a shrine
 As sharp as a needle, as a razor
 As simple as ABC
 As slippery as an eel, as a serpent
 As slow as a snail
 As sly as a fox
 As smooth as butter, as oil, as velvet
 As snug as a bug in a rug
 As soft as butter, as fur, as silk, as wax, as wool
 As solid as a rock
 As solitary as a tomb
 As sound as a bell
 As spineless as a jelly fish
 As spotless as snow
 As steadfast as the sun
 As steady as a rock
 As stealthy as a cat
 As straight as an arrow, as a lance
 As stubborn as a mule
 As superstitious as sailors
 As sure as death, as fate
 As sweet as honey, as sugar
 As swift as an arrow, as thought, as lightning, as the wind
 As talkative as a magpie
 As tall as a maypole, as a steeple
 As tender as a bud, as a lamb, as a chicken
 As tough as leather, as nails
 As transparent as glass
 As ugly as a scarecrow
 As uncertain as the weather
 As unchangeable as the past
 As vain as a peacock
 As variable as the weather
 As venomous as a snake
 As wary as a fox
 As watchful as a hawk, as a sentinel
 As white as snow, as wool
 As wily as a fox
 As wise as Solomon

27. LOVER WORDS

1. Lover of books
2. Lover of children
3. Lover of animals
4. Lover of trees

Bibliophile

Paedophile

Zoophile /Zoophilist

Dendrophile

Word Power

5. Lover of hands	<i>Cheirophile</i>
6. Lover of feet	<i>Podophile</i>
7. Lover of horses	<i>Hippophile</i>
8. Lover of knowledge	<i>Bibliologist</i>
9. Lover of words	<i>Philologist</i>
10. Lover of nomadic life	<i>Nomads</i>
11. Lover of vegetables	<i>Vegetarian</i>
12. Lover of meat	<i>Carnivore</i>
13. Lover of human flesh	<i>Cannibal</i>
14. Lover of grandeur	<i>Megalomaniac</i>
15. Lover of war	<i>Warmonger</i>
16. Lover of peace	<i>Pacifist, Peace-loving</i>
17. Lover of democracy	<i>Democrat</i>
18. Lover of dictatorship	<i>Dictator</i>
19. Lover of mobocracy	<i>Mobocrat</i>
20. Lover of one's country	<i>Patriot</i>
21. Lover of good food	<i>Gourmet</i>
22. Lover of good taste in art, painting, etc	<i>Connoisseur</i>
23. Lover of travelling round the world	<i>Globetrotter</i>
24. Lover of God and religion	<i>Theist</i>
25. Lover of alcoholic drink	<i>Drunkard</i>
26. Lover of society	<i>Sociable</i>
27. Lover of money	<i>Mercenary</i>
28. Lover of sports and games	<i>Sports fan, Sportsman</i>
29. Lover of mankind	<i>Humanitarian, Philanthropist</i>
30. Lover of material things	<i>Materialist</i>
31. Lover of self	<i>Narcissist</i>

28. HATER WORDS

1. Hater of women	<i>Misogynist</i>
2. Hater of mankind	<i>Misanthrope</i>
3. Hater of knowledge	<i>Misologist</i>
4. Hater of alcoholic drinks	<i>Teetotaller</i>
5. Hater of war	<i>Pacifist</i>
6. Hater of idol worship	<i>Iconoclast</i>
7. Hater of pomp and show	<i>Austere</i>
8. Hater of marriage	<i>Celebate, Misogamist</i>
9. Hater of worldly life	<i>Recluse</i>

29. GRAPHY WORDS

<i>Autobiography</i>	story of a person's life written by himself
<i>Biography</i>	story of a person's life written by someone else
<i>Calligraphy</i>	elegant handwriting
<i>Chronography</i>	a record of past time; history
<i>Demography</i>	study of births, deaths, diseases, etc to show the condition of a community
<i>Epistolography</i>	the art of letter-writing
<i>Geography</i>	science of the earth's surface, physical features, divisions, climate, products, population, etc
<i>Homography</i>	method of spelling a word which is like another but with a different meaning
<i>Lithography</i>	process of printing from parts of a flat stone or sheet of zinc or aluminium that

Microcosmography

Orthography

Polygraphy

Seismography

Photography

Topography

Telegraphy

Videography

Xeroxography

are prepared to receive a greasy ink

a description of man as a microcosm

writing with correct penmanship and spelling

literary productiveness; writing on a variety of subjects

the study of earthquakes

art or process of taking photographs

description of the features, eg rivers, valleys, roads, of a place or district

the technique of sending message by electrical signals

the recording of sound and vision, eg of television programmes by magnetic tape

a scientific method of photostating

K KUNDAN

K KUNDAN

Chapter 19

Reading Comprehension

Directions: Read the following passages carefully and answer the questions given below them. Certain words are given in bold to help you to locate them while answering some of the questions.

Passage 1

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-centered 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.

Potent	= convincing; having great power
Bestow	= to present something as a gift to somebody
Encase	= to surround or cover something closely, especially in order to protect it.
Simulated	= artificial, but made to look, feel etc like the real thing.
Merely	= only; simply
Nevertheless	= in spite of something; however; still
Persuade	= to convince somebody
Conviction	= a firm opinion or belief; the appearance of being sincere, firmly believed or truly meant
Dispell	= to make something go away
Immemorial	= of or from a time so long ago that no one can remember it; ancient
Prolong	= to make something last longer; to extend something
Flinching	= making a sudden automatic movement because of pain, fear or shock

1. According to the passage, calculated affection
 - 1) appears to be false and fabricated
 - 2) makes other person to love you
 - 3) turns into permanent affection over a period of time
 - 4) leads to self-pity
 - 5) gives a feeling of courage
2. Who according to the passage is the happy man?
 - 1) Who is encased in self
 - 2) Who has free affection and wide interests
 - 3) Who is free from worldly passions
 - 4) Who has externally centred passions
 - 5) None of these
3. Which of the following statements is **NOT TRUE** in the context of the passage?
 - 1) The happy man has wide interests.
 - 2) Courage has been recognised as an important virtue.
 - 3) Unhappy man is encased in self.
 - 4) A man who suffers from the sense of sin must tell himself that he has no reason to be sinful.

- 5) Issue of intellectual courage has been extensively studied.
4. Which of the following virtues, according to the passage, has been recognised for long as an important virtue?
- 1) Patriotism 2) Sacrifice
 - 3) Courage 4) Self-consciousness
 - 5) None of these
5. Which of the following words is **SIMILAR** in meaning of the word '**bestowed**' as used in the passage?
- 1) Conferred 2) Accommodated
 - 3) Trusted 4) Withdrawn
 - 5) Directed
6. Which of the following, according to the passage, has not been studied much?
- 1) Feeling of guilt and self-pity
 - 2) The state of mind of an unhappy man
 - 3) How to get absorbed in other interests
 - 4) Moral and intellectual courage
 - 5) None of these
7. What should a man do who is suffering from the feeling of self-pity?
- 1) He should control his passions and emotions.
 - 2) He should persuade himself that everything is alright in his circumstances.
 - 3) He should seek affection from others.
 - 4) He should develop a feeling of fearlessness.
 - 5) He should consult an expert to diagnose his trouble.
8. What happens to a man who demands affection?
- 1) His feelings are reciprocated by others.
 - 2) He tends to take a calculated risk.
 - 3) He becomes a victim of a vicious circle.
 - 4) He takes affection for granted from others.
 - 5) None of these
- Reciprocate** = to give and receive something in return; to make a mutual exchange of something
- Vicious circle** = a continuing situation in which one problem or need leads to another and the new problem makes the first problem worse.
9. If a man is suffering from a sense of sin,
- 1) he should invite opinion of others
 - 2) he should admit his sin at once
 - 3) he should consciously realize that he has no reason to feel sinful
 - 4) he should develop a fearless character
 - 5) he should develop an internal focus of control
10. Which of the following statements is **TRUE** in the context of the passage?
- 1) All passions stem from unhappiness.
 - 2) The happy man lives subjectively.
 - 3) Any virtue has a dark side also.
 - 4) One feels happy if one receives affection.
 - 5) Any affection is always genuine.
- To stem from** = to have something as its origin or cause
11. Which of the following statements is **SIMILAR** in meaning to the word '**flinching**' as used in the passage?
- 1) wincing 2) convincing 3) explaining
 - 4) providing 5) debating
- Wincing** = showing pain, distress or embarrassment by a slight movement of the muscles in the face.
12. How can one get out of the vicious circle mentioned in the passage?
- 1) By practising skills of concentration
 - 2) By inculcating the habit of self-absorption
 - 3) Being true to others and one's internal circumstances
 - 4) Admitting to oneself that others could be right
 - 5) None of these
- To inculcate** = to fix ideas, principles, etc firmly in somebody's mind especially by often repeating them
13. Which of the following words is **OPPOSITE** in meaning of the word '**dispelling**' as used in the passage?
- 1) giving 2) accumulating
 - 3) projecting 4) scattering
 - 5) receiving
14. What according to the passage is the real cause of happiness?
- 1) Material rewards and incentives received
 - 2) Critical analysis of the happy state of mind
 - 3) Affection received from others
 - 4) Calculated risk taken
 - 5) None of these
15. What happens when you think about the cause of your unhappiness?
- 1) You try to introspect and look critically at yourself.
 - 2) You realize that life can be lived in different ways.
 - 3) You try to practice exercise designed to give coverage.
 - 4) You remain a self-centered person.
 - 5) None of these

Passage 2

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 morass.

Adapt = to become adjusted to new conditions, etc.

Syndrome = any set of opinions, events, actions etc that are characteristic of a particular condition

Nurture = to help the development of something

Smother = to prevent something from development or being noticed; to suppress

Morass = a situation that is confusing and complicated or prevents progress

Respond = to do something as a reaction of something

1. Why, according to the author, is a distinction between management and leadership crucial?

- 1) Leaders are reactive whereas managers are proactive.
- 2) Organisations are facing problems of not getting good managers.
- 3) Organisations are pursuing the strategy of *status quo*.
- 4) In today's context, organisations need leaders much more than managers in transforming them.
- 5) None of these

Proactive = creating or controlling a situation by causing things to happen rather than reacting to events.

Stauts quo = the situation or state of affairs as it is now, or as it was before a recent change

2. Why did companies and universities develop programmes to prepare managers in such a large number?

- 1) Companies and universities wanted to generate funds through these programmes.
- 2) A large number of organisations were created and they needed managers in good number.
- 3) Organisations did not want spend their scarce resources in training managers.
- 4) Organisations wanted to create communication network through trained managers.
- 5) None of these

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

- 1) Bureaucratic culture can smother those who want to respond to changing conditions.
- 2) Leadership produces change and has the potential to establish direction.
- 3) Pressure on managers comes mostly from within.
- 4) Leadership centres on carrying out important functions such as planning and problem-solving.
- 5) Managers believe that they are the best and that their idiosyncratic traditions are superior.

Idiosyncratic = adjective of '**Idiosyncrasy**'.

Idiosyncrasy = a person's particular way of thinking, behaving etc that is clearly different from that of others.

4. Which of the following is not the characteristic of bureaucratic culture?

- 1) Managers listen poorly and learn slowly.
- 2) Managerial competencies are nurtured.
- 3) Employees clearly see the forces that present threats and opportunities.
- 4) Prevalence of unhealthy arrogance.
- 5) Managers tend to stifle initiative and innovation.

Stifle = to suppress or control something

5. Which of the following is SIMILAR in meaning to the word SMOTHER as used in the passage?

- 1) suppress
- 2) encourage
- 3) instigate
- 4) criticise
- 5) attack

6. How has the author defined management?
- 1) It is the process of adapting organisations to changing circumstances.
 - 2) It is the system of aligning people with the direction it has taken.
 - 3) It refers to creating a vision to help direct the change effort.
 - 4) Creating better performance through customer orientation.
 - 5) None of these
7. Management education was emphasized in the management programmes because
- 1) establishing direction was the main focus of organisations
 - 2) motivating employees was thought to be done by managers
 - 3) strategies for producing change was the main focus of organisations
 - 4) organisations wanted to create powerful guiding coalition
 - 5) management was the main item of agenda in organisations
8. What is the historical reason for many organisations not having leadership?
- 1) A view that leaders are born, they are not made
 - 2) Leaders lack managerial skills and organisations need managers
 - 3) Leaders are weak in carrying out traditional functions of management
 - 4) Leaders allow too much complacency in organisations
 - 5) None of these
- Complacency** = a calm feeling of satisfaction with oneself, one's work, etc
9. In the passage, management is equated with
- 1) Organisation
 - 2) Leadership
 - 3) Organisational vision
 - 4) Bureaucracy
 - 5) Managerial training
10. Why does the attention of large organisations turn inward?
- 1) Their managers become arrogant.
 - 2) They have to keep themselves under control.
 - 3) Their success creates market dominance.
 - 4) They want to project their predictability.
 - 5) None of these
11. Which of the following is SIMILAR in meaning of the word NURTURED as used in the passage?
- 1) created
 - 2) developed
 - 3) thwarted
 - 4) surfaced
 - 5) halted
- Thwart** = to prevent somebody doing what they intend to; to oppose a plan, etc successfully
12. What, according to the author, is leadership?
- 1) Process which keeps the system of people and technology running smoothly
 - 2) Planning the future and budgeting resources of the organisation
 - 3) Inspiring people to realise the vision
 - 4) Carrying out the crucial functions of management
 - 5) None of these
13. Which of the following characteristics helps organisations in their transformation efforts?
- 1) Emphasis on leadership but not on management
 - 2) A strong and dogmatic culture
 - 3) Bureaucratic and inward-looking approach
 - 4) Failing to acknowledge the value of customers and shareholders
 - 5) None of these
- Dogmatic** = insisting that one's beliefs are right and that others should accept them, without paying attention to evidence or to other opinions
14. Why were people taught little about leadership in management programmes?
- 1) Teachers were busy in understanding the phenomenon of leadership.
 - 2) Enough study material was not available to facilitate teaching of leadership.
 - 3) Focus of these programmes was on developing managers.
 - 4) Leadership was considered only a political phenomenon.
 - 5) None of these
15. Which of the following statements is/are **definitely true** in the context of the passage?
- (A) Bureaucracy fosters strong and arrogant culture.
 - (B) Leadership competencies are nurtured in large-size organisations.
 - (C) Successful transformation in organisations is 70 to 90 per cent leadership.
- 1) Only A and B
 - 2) Only A and C
 - 3) Only B and C
 - 4) Only B
 - 5) Only C
- Foster** = to help the development of something; to encourage or promote something

Passage 3

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-fashion 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 opponent of a government and see no reason to show restraint. They are simply intent on **inflicting** the maximum amount of pain on the victim."

Chemical warfare = the use of poisonous gases and other harmful chemicals as weapons in war

Gloomy = making somebody feel sad and depressed

Recede = to move backward from a previous position or away from an observer, or to appear to do this

Contagious = spreading by contact; spreading easily from one person to another

Epidemic = the rapid spread of a disease among many people in the same place

Dire = very serious or urgent

Elusive = difficult to find or capture

Gelignite = a powerful explosive

Overthrow = to remove somebody/something from a position of power using force

Beyond redemption = too bad to be improved or saved

Ruthless = having or showing no pity or feeling for others; hard and cruel

Cacophony = a mixture of loud unpleasant sound

Perpetrator = a person who commits a crime and does something considered wrong

Fanatic = a person who is too enthusiastic about something

Diehard = a person who strongly opposes change and new ideas

Inflict somebody/something on somebody = to make somebody accept something that is unpleasant or not welcome

Intent on doing something

= having the specified firm intention; determined to do something

1. In the context of the passage, the culprit's act of emptying a test tube containing some fluid can be classified as
 - 1) a terrorist attack
 - 2) an epidemic of a dreaded disease
 - 3) a natural calamity
 - 4) panic created by an imaginary event
 - 5) None of these

Dreaded = greatly feared

Calamity = an event that causes great harm or damage; a disaster

2. In what way would the new terrorism be different from that of the earlier years?
 - (A) More dangerous and less baffling
 - (B) More hazardous for victims
 - (C) Less complicated for terrorists
 - 1) A and C only
 - 2) B and C only
 - 3) A and B only
 - 4) All the three
 - 5) None of these

Baffle = to be too difficult or strange for somebody to understand, solve or explain

Hazardous = dangerous; risky

3. What was the immediate provocation for the meeting held in August 1998?
 - 1) the insistence of America's leading
 - 2) the horrors of possible bio-attacks
 - 3) a culprit's heinous act of spreading germs
 - 4) people's lack of trust in the government
 - 5) None of these

Provocation = the action of making somebody angry by deliberately doing something annoying or offensive

Heinous = very wicked

4. What could be the probable consequences of bio-attacks, as mentioned in the passage?

- (A) several deaths
(B) political turmoil
(C) social unrest

- 1) A only 2) B only
3) C only 4) A and B only
5) All the three

Turmoil = a state of great disturbance, confusion or uncertainty

Unrest = a state of disturbance in which people are angry or dissatisfied and likely to protest or fight

5. The author's purpose of writing the above passage seems to explain

- 1) the methods of containing terrorism
2) the socio-political turmoil in African countries
3) the deadly strategies adopted by modern terrorists
4) reasons for killing innocent people
5) the salient features of terrorism of yesteryear

Salient = main; most noticeable or important

Yesteryear = the recent past

6. According to the author of the passage, the root cause of terrorism is

- (A) religious fanaticism
(B) socio-political changes in countries
(C) the enormous population growth

- 1) A only 2) B only
3) C only 4) A and B only
5) All the three

Enormous = very large; huge

7. The phrase "**such attacks**", as mentioned in the last sentence of the second paragraph, refers to

- 1) the onslaught of an epidemic as a natural calamity
2) bio-attack on political people in the government
3) attack aimed at damaging the reputation of the government
4) bio-attack manoeuvred by unscrupulous elements
5) None of these

Onslaught = a violent attack

Manoeuvre = to control or influence somebody/something skillfully

Unscrupulous = without moral principles; not honest or fair

8. The sole objective of the old terrorism, according to Hoffman, was to

- 1) plant bombs to kill innocent people
2) remove colonial power or capitalist system
3) make people realise the incompetence of the government
4) give a setback to socio-political order
5) None of these

9. Which of the following statements is **true** about new terrorism?

- 1) Its immediate objectives are quite tragic.
2) It has far-sighted goals to achieve.

- 3) It can differentiate between the innocent people and the guilty.

- 4) It is free from any political ideology.

- 5) It advocates people in changing the socio-political order

Directions (Q. 10-12): Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage

10. **gloomy**

- 1) discouraging 2) disgusting
3) bright 4) tragic
5) versatile

Versatile = having many uses; turning easily or readily from one subject, skill or occupation to another

11. **cacophonous**

- 1) loud 2) melodious 3) sonorous
4) harsh 5) distant

Sonorous = having a full deep sound; sounding impressive and important

12. **intolerance**

- 1) forbearance 2) permissiveness
3) adaptability 4) acceptance
5) faithfulness

Forbearance = patience; restraint; tolerance

Directions (Q. 13-15): Choose the word which is most nearly the SAME in meaning of the word printed in bold as used in the passage.

13. **perpetrators**

- 1) opponents 2) followers
3) sympathisers 4) leaders
5) manoeuvrers

14. **elusive**

- 1) harmful 2) fatal 3) destructive
4) baffling 5) obstructing

15. **inflicting**

- 1) elevating 2) imposing 3) alleviating
4) reflecting 5) soothing

Passage 4

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 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 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.

Upright = placed in a vertical position
Hallmark = a feature or quality that is typical of somebody/something

Minimal = very small in size or amount; as small as possible

Lest = in case; in order to prevent something from happening; to avoid the risk of; because of the possibility of

From/out of the frying-pan into the fire = from a bad situation to one that is worse

Affiliate = to link a group, a company or an organization very closely with another, larger one

Jettison = to get rid of something/somebody that you no longer need or want; to discard; to abandon

1. What, according to the passage should go a long way in judicial appointments?
 - 1) Decision that all sections of the society are represented.
 - 2) Candidate's qualifications and seniority are considered.
 - 3) Candidate must know the charge of professional misconduct levelled against him.
 - 4) There should be strong reason for discrimination.
 - 5) None of these
2. According to the passage, there has been a demand for a National Judicial Commission to
 - 1) clear the backing of court cases.
 - 2) make judiciary see eye to eye with executive.
 - 3) wipe out corruption at the highest places.
 - 4) make the appointment process of judges more broad-based and clear.
 - 5) safeguard the interest of natural justice and fair play in judicial pronouncement.
3. Which of the following could be in the author's mind when he says 'in the light of our previous experience'?

- 1) Not having enough judges from backward communities.
- 2) Interference of the executive in the appointment of judges.
- 3) Professional misconduct of judges.
- 4) Delay that occurred in the judicial appointments.
- 5) None of these

In the light of something = in view of something; considering something

4. The role and procedure of the National Commission must be spelt out clearly
 - 1) because executive wing will depend on it heavily.
 - 2) because judges will take judicial decisions on the basis of it.
 - 3) it will be represented by a cross-section of the society.
 - 4) it will bring a qualitative change in the interpretation of law.
 - 5) None of these
5. What has been the subject of lively debate in England?
 - 1) Role of judiciary in free and democratic nations
 - 2) Appointment of judicial commission
 - 3) Seniority as the basis of appointment of judges
 - 4) Appointment of judicial posts
 - 5) None of these
6. What, according to the author, is the typical characteristic of an independent democratic country?
 - 1) Objective process of judicial appointments.
 - 2) Supreme Court's advisory opinion on legal matters.
 - 3) Responsible, free and fair judiciary.
 - 4) Lively and frank debate in the society on the role of judiciary.
 - 5) None of these
7. Which, according to the passage, is not an uncommon phenomenon?
 - 1) An independent and upright judiciary
 - 2) Delays taking place in legal pronouncements
 - 3) Justice being denied to poor people
 - 4) Partiality and subjectivity in judicial appointments
 - 5) None of these
- Pronouncement** = a formal public statement
8. Which of the following words is SIMILAR in meaning as the word **jettison** as used in the passage?
 - 1) sacrifice 2) accept 3) modify
 - 4) destroy 5) advocate
9. Which of the following forms part of what the Lord Chancellor has said?
 - 1) Appointments to judicial posts must take into consideration the aspirations of the weaker sections of the society.

- 2) Vacancies in the judiciary must not remain unfilled.
 - 3) Merit should be the sole criterion for judicial appointments.
 - 4) Selective discrimination may be preached and also practised.
 - 5) None of these
10. Which of the following according to the author is the most welcome thing?
- 1) The negligible role to be played by the executive in the appointment of judges.
 - 2) Coordinating role played by the executive in the appointment of judges
 - 3) The appointment of judges from the ethnic minority classes
 - 4) Appointment of judges purely on the basis of merit
 - 5) None of these
11. Which of the following groups of words is SIMILAR in meaning as the word **lest** as used in the passage?
- 1) in spite of 2) for fear that
 - 3) for want of 4) in order to
 - 5) with regard to
12. What does the expression "from the frying-pan into the fire" mean?
- 1) Seeing one dream after the other
 - 2) Making plan after plan
 - 3) Crossing one hurdle after the other
 - 4) Jumping from one high place to another
 - 5) None of these

Passage 5

After the "Liberal" a new catch-phrase 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 "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

health-care 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 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.

Catch-phrase = a popular phrase that is connected with the politician or entertainer who used it and made it famous.

Swear by something

/somebody = (not used in the progressive tenses) to be certain that something is good or useful

Entrench = to establish something very firmly so that it is very difficult to change

Radical = thorough and complete

Accomplish = to succeed in doing or completing something; to achieve

Muster = to find as much support, courage etc as you can

Carry out = to do something that you have said you will do or have been asked to do

Geared = designed or organized to achieve a particular purpose, or to be suitable for a particular group of people

Apathetic = showing no interest or enthusiasm

Rely on = to need or depend on somebody/something

Healer = a person who cures people of illness and disease using natural powers rather than medicine

Turn out = to be present at an event

Sanitation = the equipments and systems that keep places clean, especially by removing human waste

Crucial = extremely important because it will affect other things; critical; essential

Ailment = an illness that is not very serious

Elaborate = carefully prepared and organized

Quackery = the methods or behaviour of somebody who pretends to have medical knowledge

Condense = to put a lot of information into a small space

Licentiate = a person with an official permission to work in a particular profession

Scrap = to cancel or get rid of something that is no longer practical or useful

Indigenous = native; belonging to a particular place rather than coming to it from somewhere else

Preventive = intended to try to stop something that causes problems or difficulties from happening

Curative = able to cure illness; healing

1. The author is doubtful whether
 - 1) an individual country can set up a new health order.
 - 2) the Milan conference would pass radical resolutions.
 - 3) under-developed countries have the capacity to organize their resources.
 - 4) traditional healers could be trained as intermediate health personnel.
 - 5) the problem has been understood at all.
2. The author has reservations about the utility of the Milan Conference because
 - 1) it is expected only to discuss but not decide upon anything.
 - 2) earlier conferences had failed to reach any decisions.
 - 3) the medical profession is opposed to a new health order.
 - 4) while "new orders" are talked and written about, not much is actually done.
 - 5) None of these
3. The contents of the passage indicate that the author is opposed to
 - 1) traditional healers.
 - 2) licentiate practitioners.
 - 3) allopathic system of medicines.
 - 4) hospitals.
 - 5) None of these
4. It can be inferred from the contents of the passage that the author's approach is ...
 - 1) sarcastic
 - 2) constructive
 - 3) indifferent
 - 4) fault-finding
 - 5) hostile

Sarcastic = showing or expressing a way of using words that are the opposite of what you mean in order to be unpleasant to somebody or to make fun of them.

Indifferent = having or showing no interest in somebody/something

Hostile = very unfriendly or aggressive and ready to argue or fight

5. The author thinks that the solution to the problem of medical/health care lies in
 - 1) opening hospitals in rural areas.
 - 2) conducting inexpensive medical courses.

3) improving the economic condition of the masses.

4) expediting the setting up of a new health order.

5) making cheap drugs available.

6. To make the conference really useful, the author suggests

1) resolving the international conflicts involved.

2) that it should address itself to specific issues.

3) it should give importance to indigenous system of medicine.

4) that it should not pass radical resolutions.

5) None of these

7. What does the author suggest for the cure of the cases involving complications?

1) Treating such cases at well-equipped hospitals in district places

2) Training such victims in preliminary hygiene

3) Training semi-skilled doctors to treat such cases

4) Issuing licences to semi-skilled doctors to treat such cases

5) None of these

8. The medical establishment seems to be reluctant to trust the

1) allopathic medical practitioners.

2) traditional healers.

3) urban-based medical practitioners.

4) expensively trained allopathic doctors.

5) None of these

Reluctant = hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do

9. For a new health order, the author recommends all of the following EXCEPT

1) motivating villagers to pay attention to cleanliness

2) setting up well equipped centres in district towns

3) discontinuing the present expensive medical courses

4) training traditional healers to function as medical health personnel

5) striking a balance between preventive healthcare and curative medical attention

Directions (Q. 10-12): Choose the word which is most nearly the SAME in meaning as the word printed in bold as used in the passage.

10. **LAUNCHED**

1) participated

2) accomplished

3) elevated

4) planned

5) started

Accomplished = very good at a particular thing; having a lot of skills

11. **MUSTER**

1) enlist

2) summon

3) manifest

4) extend

5) enrich

- Enlist** = to persuade somebody to help you or to join you in doing something
Summon = to arrange an official meeting
Manifest = to show something clearly, especially a feeling, an attitude or a quality
Enrich = to improve the quality of something, often by adding something to it

12. ENTRENCH

- 1) being deteriorating
- 2) surround completely
- 3) establish firmly
- 4) enclose carefully
- 5) finish radically

Directions (Q. 13-15): Choose the word which is most nearly OPPOSITE in meaning of the word printed in bold as used in the passage.

13. CONDENSED

- 1) concentrated
- 2) envigoured
- 3) expanded
- 4) lengthened
- 5) inexplicable

Inexplicable = that cannot be understood or explained

14. CRUCIAL

- 1) trivial
- 2) critical
- 3) significant
- 4) marvellous
- 5) conspicuous

Trivial = not important or serious; not worth considering

Critical = extremely important because a future situation will be affected by it; crucial

Conspicuous = easy to see or notice; likely to attract attention

15. RESISTANCE

- 1) opposition
- 2) agreement
- 3) repulsion
- 4) acceptance
- 5) compliance

Repulsion = a feeling of very strong dislike to something that you find extremely unpleasant

Compliance = the practice of obeying rules or requests made by people in authority

Passage 6

There is no field of human endeavour that has been so misunderstood as health. While health which **connotes** well-being and the absence of illness has a low profile, it is illness representing the failure of health which virtually monopolizes attention because of the fear of pain, disability and death. Even Sushruta has warned that this provides the medical practitioner power over the patient which could be misused.

Till recently, patients had implicit faith in their physician whom they loved and respected, not only for his knowledge but also in the total belief that practitioners of this noble profession, guided by ethics, always placed the patient's interest above all other

considerations. This rich interpersonal relationship between the physician, patient and family has, barring a few exceptions, prevailed till the recent past, for caring was considered as important as curing. Our indigenous systems of medicine like *ayurveda* and *yoga* have been more **concerned** with the promotion of the health of both the body and mind and with maintaining a harmonious relationship not just with fellow-beings but with nature itself, of which man is an integral part. Healthy practices like cleanliness, proper diet, exercise and meditation are part of our culture which sustains people even in the prevailing conditions of poverty in rural India and in the unhygienic urban slums.

These systems consider disease as an **aberration** resulting from disturbance of the equilibrium of health, which must be corrected by gentle restoration of this balance through proper diet, medicines and the establishment of mental peace. They also teach the graceful acceptance of old age with its infirmities resulting from the normal **degenerative** process as well as of death which is **inevitable**.

This is in marked contrast to the western concept of life as a constant struggle against disease, ageing and death which must be fought and conquered with the knowledge and technology **derived** from their science: a science which, with its narrow dissection and quantifying approach, has provided us the understanding of the microbial causes of communicable diseases and provided highly effective technology for their prevention, treatment and control. This can rightly be claimed as the greatest contribution of western medicine and justifiably termed as 'high' technology. And yet the contribution of this science in the field of non-communicable diseases is remarkably poor despite the far greater inputs in research and treatment for the problems of ageing like cancer, heart diseases, paralytic strokes and arthritis which are the major problems of affluent societies today.

Endeavour = an attempt to do something new or difficult

Connote = to suggest a feeling, an idea, etc as well as the main meaning

Virtually = almost or very nearly, so that any slight difference is not important

Interpersonal = connected with relationships between people

Barring = except for; unless there is/are

Prevail = to exist or be very common at a particular time or in a particular place

Indigenous = native; belonging to a particular place rather than coming to it from somewhere else

Aberration = a fact, an action or a way of behaving that is not usual, and that may be unacceptable

Restoration = the act of returning something to its correct place, condition or owner

Infirmity = weakness or illness over a long period

Degenerative = (of an illness) getting or likely to get worse as time passes

Inevitable = that you cannot avoid or prevent

Dissect = to study something closely and/or discuss it in great detail

Affluent = having a lot of money and a good standard of living

Proponent = a person who supports an idea or course of action

1. Which of the following has been described as the most outstanding benefits of modern medicine?
 - (A) The real cause and ways of control of communicable diseases
 - (B) Evolution of the concept of harmony between man and nature
 - (C) Special techniques for fighting ageing
 - 1) Only B and C 2) Only A and B
 - 3) Only A 4) Only B
 - 5) Only C
2. In India traditionally the doctors were being guided mainly by which of the following?
 - 1) High technology
 - 2) Good knowledge
 - 3) Professional ethics
 - 4) Power over patient
 - 5) Western concept of life
3. What caution have proponents of indigenous systems sounded against medical practitioners?
 - 1) Their undue concern for the health of the person.
 - 2) Their emphasis on research on non-communicable diseases.
 - 3) Their emphasis on curing illness rather than preventive health measures.
 - 4) Their emphasis on restoring health for affluent members of the society.
 - 5) None of these
4. Why has the field of health not been understood properly?
 - 1) Difficulty in understanding distinction between health and illness.
 - 2) Confusion between views of indigenous and western system.
 - 3) Highly advanced technology being used by the professionals.
 - 4) Not given in the passage.
 - 5) None of these
5. Why, according to the author, have people in India survived in spite of poverty?
 - 1) Their natural resistance to communicable diseases is very high.
 - 2) They have easy access to western technology.
 - 3) Their will to conquer diseases
 - 4) Their harmonious relationship with the physician
 - 5) None of these
6. Which of the following pairs are mentioned as 'contrast' in the passage?
 - 1) Western concept of life and science.

2) Technology and science.

3) Western physician and western-educated Indian physician.

4) Indian and western concepts of life.

5) Knowledge and technology.

7. Why does the author describe the contributions of science as remarkably poor?

1) It concentrates more on health than on illness.

2) It suggests remedies for the poor people.

3) It demands more inputs in terms of research and technology.

4) The cost of treatment is low.

5) None of these

8. Which of the following can be inferred about the position of the author in writing the passage?

(A) Ardent supporter of western system in present context.

(B) Supremacy of ancient Indian system in today's world.

(C) Critical and objective assessment of the present situation.

1) Only A

2) Only B

3) Only C

4) Neither B nor C

5) None of these

Ardent = very enthusiastic and showing strong feelings about something/somebody; passionate

9. The author seems to suggest that

1) we should give importance to improving the health rather than curing of illness.

2) we should move towards becoming an affluent society.

3) ayurveda is superior to yoga.

4) good interpersonal relationship between the doctor and the patient is necessary but not sufficient.

5) ayurvedic medicines can be improved by following western approaches and methods of sciences.

Interpersonal = connected with relationships between people

Directions (Q. 10-12): Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage.

10. **INEVITABLE**

1) Undesirable

2) Unsuitable

3) Detestable

4) Avoidable

5) Available

11. **CONCERNED**

1) Diluted

2) Liberated

3) Indifferent

4) Divested

5) Relaxed

12. **DEGENERATIVE**

1) Recuperative

2) Revolving

3) Productive

4) Innovative

5) Integrative

Recuperate = to get back your health, strength or energy after being sick, tired injured etc; to recover

Directions (Q. 13-15): Choose the word which is most nearly the SAME in meaning as the word printed in bold as used in the passage.

13. CONNOTES

- 1) Helps 2) Cures 3) Follows
4) Confirms 5) Implies

14. ABERRATION

- 1) Observation 2) Alternative 3) Deviation
4) Outcome 5) Stimulate

Stimulate = to make somebody interested and excited about something

15. DERIVED

- 1) Constructed 2) Sprung 3) Directed
4) Processed 5) Continued

Passage 7

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.

Inherit = to receive money, property, etc from somebody when they die

Eminent = famous and respected especially in a particular profession

Implication = a possible effect or result of an action or a decision

Flourish = to develop quickly and be successful or common; thrive

Cartload = a large amount of something

In black and white = in writing or in print

Myriad = an extremely large number of something

Tint = a shade or small amount of a particular colour

Scourge = a person or thing that causes trouble or suffering

- 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.
 - advocates of not disclosing in advance the budget contents.
 - None of these

Indifferent = having or showing no interest in somebody/something
- 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
- 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
- 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
- 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

Religiously = very carefully or regularly

6. Sir Richard Clarke seems to deserve the credit for
- 1) transformation in the British budgetary techniques.
 - 2) maintenance of secrecy of the British budget.
 - 3) detection of abuse of transparency in budget.
 - 4) bringing down the tax load on British people.
 - 5) None of these
7. From the contents of the passage, it can be inferred that the author is
- 1) authoritarian in his approach.
 - 2) a democratic person.
 - 3) unaware of India's recent economic developments.
 - 4) a conservative person.
 - 5) None of these
8. Which of the following statement(s) is/are definitely **False** in the context of the passage?
- (A) Transparency helps unscrupulous elements to resort to corrupt practices.
- (B) Open approach of Government is a sign of healthy democracy.
- (C) People's acceptance of their moral duties can best be achieved through openness and public consultations.
- 1) Only A 2) Only B 3) Only C
 - 4) A and B 5) B and C

Unscrupulous = without moral principles; not honest or fair; unprincipled

To resort to something = to make use of something especially something bad, as means of achieving something often because there is no other possible solution

9. For making the budget realistic, the Government should
- 1) refrain from making public the proposed provisions before finalisation.
 - 2) discuss it secretly within themselves.
 - 3) encourage the public to send in their suggestions.
 - 4) consult the public, defend their own plans and accept public suggestions.
 - 5) None of these

To refrain from = to stop yourself from doing something especially something that you want to do

Directions (Q. 10-12): Choose the word which is most nearly the SAME in meaning to the word printed in bold as used in the passage.

10. **SCOURGE**

- 1) ritual 2) presentation
- 3) whip 4) compromise
- 5) remedy

Whip = a written instructions telling members of a political party how to vote on a particular issue

11. **MYRIAD**

- 1) adequate 2) functional 3) incompatible
- 4) abundant 5) excellent

Incompatible = the two actions, ideas, etc that are **incompatible** are not acceptable or possible together because of basic differences

12. **DUTY**

- 1) obligation 2) imposition 3) tax-liability
- 4) function 5) job

Directions (Q. 13-15): Choose the word which is most OPPOSITE in meaning to the word printed in bold as used in the passage.

13. **FLOURISHES**

- 1) disappears 2) degenerates 3) vanishes
- 4) blooms 5) opens

Degenerate = to become worse, for example by becoming lower in quality or weaker; deteriorate

Bloom = to become healthy, happy or confident

14. **DEBATED**

- 1) questioned severely
- 2) opposed strongly
- 3) accepted unconditionally
- 4) discussed frankly
- 5) implemented forcibly

15. **IMPORTANT**

- 1) major 2) uncountable
- 3) significant 4) unscheduled
- 5) trivial

Trivial = not important or serious; not worth considering

Passage 8

In a disarmingly frank talk at the Indian Merchants Chamber in Mumbai, the Japanese Ambassador in India dwelt at length on issues that exercise the minds of Japanese investors when they consider investment proposals in India.

Raising the question "What comparative advantages does India offer as an investment market?", he said though labour in India is inexpensive, wage levels are offset by productivity level to a large extent.

Acknowledging that the vastness of the Indian market is a great **inducement** for investment in manufacturing industry, he wondered if it was **justifiable** to provide that overseas remittance of profit in foreign exchange be fully covered by exchange earnings as had been done. Significantly, on the eve of the Prime Minister's visit to Japan, the government delinked profits repatriation from exports, meeting this demand.

The Ambassador said foreign investors needed to be assured of the continuity and consistency of the liberalisation policy and the fact that new measures had been put into force by means of administrative notifications without amending government laws acted as a damper.

The Ambassador pleaded for speedy formulation of the exit policy and pointed to the highly restrictive control by the government on disinvestment by foreign partners in joint ventures in India.

While it is all too easy to dismiss critical comment on conditions in India **contemptuously**, there can be little doubt that if foreign investment is to be wooed **assiduously**, we will have to meet exacting international standards and cater at least partially to what we may consider the **idiosyncrasies** of our foreign collaborators. The Japanese too have passed through a stage in the fifties when their products were derided as sub-standard and **shoddy**. That they have come out of that ordeal of fire to emerge as an economic superpower speaks as much of their doggedness to pursue goals against all odds as of their ability to improvise and adapt to internationally acceptable standards.

There is no gainsaying that the past record of Japanese investment is a poor benchmark for future expectations.

Disarming = making people feel less angry or suspicious than they were before

To dwell on/upon something = to think or talk a lot about something, especially something it would be better to forget; to look at something for a long time

Offset = to use one cost, payment, or situation in order to cancel or reduce the effect of another

Inducement = something that is given to somebody to persuade them to do something; incentive

Remittance = a sum of money that is sent to somebody in order to pay for something

Repatriate = to send money or profits back to your own country

Damper = a piece of metal that can be moved to allow more or less air into a fire so that the fire burns more or less strongly

Contemptuous = feeling or showing that you have no respect for somebody/something; scornful

Assiduous = working very hard and taking great care that everything is done as well as it can be; diligent

Woo = to try to get the support of somebody

Exacting = needing or demanding a lot of effort and care about details.

Cater to somebody/something = to provide the things that a particular type or person wants, especially things that you do not approve of

Idiosyncrasy = a person's particular way of behaving, things, etc especially when it is unusual; an unusual feature

Shoddy = made or done badly and with not enough care; second-rate

Ordeal = a difficult or unpleasant experience

Dogged = showing determination; not giving up easily

Improvise = to make or do something using whatever is available, usually because you do not have what you really need

Gainsay = to say that something is not true; to disagree with or deny something

Benchmark = something that can be measured and used as a standard that other things can be compared with

- The author has appreciated the Japanese for their
 - 1) quality of products manufactured in the fifties.
 - 2) passing through an ordeal.
 - 3) perseverance in raising quality of products.
 - 4) future expectations.
 - 5) None of these

Perseverance = the quality of continuing to try to achieve a particular aim despite difficulties

- According to the Japanese Ambassador, which of the following motivates the foreign investors to invest in Indian manufacturing industry?
 - 1) very large scope of Indian market
 - 2) overseas remittance of profit in foreign exchange
 - 3) assurance of continuity of the liberalisation policy
 - 4) high productivity levels
 - 5) None of these

- The purpose of the author in writing this passage seems to be to
 - 1) discourage foreign investment in India.
 - 2) critically examine Indian investment environment.
 - 3) paint a rosy picture of India's trade and commerce.
 - 4) criticize government's liberalization policy.
 - 5) raise the expectations of foreign investors.

- Which of the following suggestions were expected by the Japanese Ambassador?
 - (A) speedy formulation of the exit policy
 - (B) imposing restrictions of disinvestment by foreign partners in joint ventures in India
 - (C) continuity and consistency of the liberalisation policy

- 1) All the three
 - 2) A and B only
 - 3) B and C only
 - 4) A and C only
 - 5) None of these

- According to the Japanese Ambassador, India offers a comparative advantage to foreign investors in terms of
 - 1) inexpensive labour
 - 2) abysmally low wage levels
 - 3) higher productivity
 - 4) skilled workforce
 - 5) None of these

Abysmal = extremely bad or of a very low standard

6. For seeking more and more foreign investment, the author suggests that we should
- 1) satisfy fully the whims of our foreign collaborators.
 - 2) dismiss all critical comments on Indian conditions.
 - 3) link profit repatriations to exports.
 - 4) raise the quality of product to match international standards.
 - 5) None of these

Whim = a sudden wish to do or have something, especially when it is something unusual or unnecessary.

7. From the passage it can be inferred that the author is
- 1) a political commentator.
 - 2) a secretary of the Japanese Ambassador.
 - 3) a Japanese investor.
 - 4) an Indian investor.
 - 5) None of these
8. The author attributes Japan's emergence as an economic superpower to
- (A) their ability to overcome any ordeal.
 - (B) their tenacity and perseverance despite unfavourable circumstances.
 - (C) their ability to improvise and adapt to globally acceptable quality levels.

- 1) A and B only
- 2) B and C only
- 3) A and C only
- 4) All the three
- 5) None of these

Tenacious = determined

9. Which of the following statement(s) is/are true about the critical comments on investment conditions in India?
- (A) These comments are difficult to be countered.
 - (B) These comments are received from various international quarters.
 - (C) These comments are based more on biases than on facts.
- 1) Only C
 - 2) Only B
 - 3) Only A
 - 4) A and B only
 - 5) A and C only

Directions (Q. 10-12): Choose the word which is most nearly the SAME in meaning to the word printed in capital as used in the passage.

10. **ASSIDUOUSLY**

- 1) persistently
- 2) hastily
- 3) feebly
- 4) deliberately
- 5) innocently

Feeble = very weak; not effective

11. **IDIOSYNCRASIES**

- 1) demands
- 2) needs
- 3) deviations
- 4) ideologies
- 5) identity

12. **SHODDY**

- 1) extraordinary
- 2) shabby
- 3) cheap
- 4) disadvantageous
- 5) unprofitable

Shoddy = in a poor condition because they have been used a lot

Directions (Q. 13-15): Choose the word which is most OPPOSITE in meaning of the word printed in capital as used in the passage.

13. **INDUCEMENT**

- 1) incentive
- 2) motive
- 3) breach
- 4) temptation
- 5) impediment

Impediment = something that delays or stops the progress of something; obstacle

14. **JUSTIFIABLE**

- 1) unreasonable
- 2) formidable
- 3) irrevocable
- 4) unscrupulous
- 5) inevitable

Formidable = if people, things or situations are formidable, you feel fear and/or respect for them because they are impressive or powerful, or because they seem very difficult

Irrevocable = that cannot be changed

15. **CONTEMPTUOUSLY**

- 1) amicably
- 2) reasonably
- 3) respectfully
- 4) methodically
- 5) indecisively

Amicable = done or achieved in a polite or friendly way and without arguing

Passage 9

Since July 1991, the government of India has effectively put the liberalisation policy into practice. The drastic steps even include some administrative reforms for **pruning** the government agencies. Last year the Japanese business circles represented by the Ishikawa Mission called attention of their Indian counterparts to what they considered to be the major impediments in India. However, thanks to the almost revolutionary reforms put into effect by the Indian government, those **impediments** either have been removed or now are on their way out. This development gives a new hope for the future of economic co-operation between the two countries. At the same time, it should be borne in mind that there is a **stiff** competition with other countries, notably China and South-East Asian countries, in this regard. The success stories of ASEAN countries welcoming Japanese investments with adequate infrastructure are already known in India but it may be useful if further studies of Japanese joint ventures in ASEAN countries be made by Indian business circles. The coastal areas of China have initiated a very active campaign to welcome foreign economic participation.

Beyond our bilateral relationship, India's more active participation in global economy is needed. India certainly deserves a far bigger share of world trade considering its **vast** resources. It is strongly hoped that the Indian government's recently initiated effort of enlarging its export market would bear fruit.

India has **steadfastly** maintained its parliamentary democracy since independence. Considering its size,

its population and its internal complexity, the overall maintenance of national integrity and political stability under parliamentary democracy is remarkable and admirable indeed. Here lies the base for the status of India in the world. By effectively implementing its economic reform with the support of public opinion, this democratic polity of India has again demonstrated its viability and **resilience**. At the same time, it gives hope and inspiration to the whole world which faces the difficult problem of North-South confrontation.

Drastic = extreme in a way that has a sudden, serious or violent effect on something

Prune = to cut out parts of something

Impediment = something that delays or stops the progress of something

Stiff = more difficult or severe than usual

Steadfast = not changing in your attitudes or aims

Viability = that can be done; that will be successful; feasible

Resilience = the ability of people or things to feel better quickly after something unpleasant, such as shock, injury etc.

1. The Ishikawa Mission during its visit to India emphasized on
 - 1) future economic co-operation between Japan and India.
 - 2) need for removing policy and/or implementation hurdles.
 - 3) need for a stiff competition.
 - 4) striking down revolutionary reforms.
 - 5) None of these
2. How did the Indian government react to the hurdles in the way of bilateral trade between India and Japan?
 - 1) The government, in principle, agreed for removal of these hurdles.
 - 2) Bureaucracy succeeded in maintaining a *status quo*.
 - 3) Government thought it was against liberalisation policy.
 - 4) The Japanese delegation could not forcefully argue their case.
 - 5) It failed to remove these hurdles.
3. What is the result of Japanese investments in ASEAN nations?
 - 1) It could not gather momentum for want of infrastructure.
 - 2) The experiment failed because of stiff competition from other countries.
 - 3) China and South-East Asian countries objected to Japanese investments.
 - 4) The passage does not provide complete information.
 - 5) None of these

For want of something = because of lack of something; because something is not available

4. Which of the following is TRUE about the author's view regarding India's participation in world trade?
 - 1) India should actively contribute in a big way as it had tremendous resources.
 - 2) India's sharing in global economy has already been very fast and beyond its resources.
 - 3) India should refrain from making efforts in enlarging its export market.
 - 4) India needs to first strengthen its democracy.
 - 5) None of these

Tremendous = very great; huge
Refrain from = to stop yourself from doing something, especially something that you want to do
5. On India's implementing liberalisation policy, the author seems to be
 - 1) unreasonably critical.
 - 2) sarcastic.
 - 3) appreciative.
 - 4) unconvinced about its effectiveness.
 - 5) None of these

Sarcastic = showing or expressing a way of using words that are the opposite of what you mean in order to be unpleasant to somebody or to make fun of them
6. It can be inferred from the content of the passage that the author is a/an
 - 1) political analyser
 - 2) Japanese bureaucrat
 - 3) economist
 - 4) Japanese politician
 - 5) Indian Prime Minister
7. The author seems to appreciate India's national integrity and political stability particularly in view of which of the following?
 - (A) the size of the country
 - (B) India's population
 - (C) its internal complexity
 - 1) None of the three
 - 2) All the three
 - 3) A and B only
 - 4) B and C only
 - 5) A and C only
8. The author feels that India has a better status in the world market because of its
 - 1) success in political stability and national integration in democratic set-up.
 - 2) vast population.
 - 3) giant size.
 - 4) effective bilateral relationship with other countries.
 - 5) foreign economic participation.
9. Which of the following statements is TRUE in the context of the passage?
 - (A) India's successful experiment of economic reform has become an inspiration to the world.
 - (B) Size, population and internal complexity of

our country are the barriers in the way of attaining national integrity and political stability.

(C) A few government agencies were not in favour of liberalisation policy at the beginning.

- 1) A only 2) B only
3) C only 4) All the three
5) None of these

Directions (Q. 10-12): Choose the word which is most nearly the SAME in meaning as the word printed in bold as used in the passage.

10. STEADFASTLY

- 1) quickly 2) violently 3) adversely
4) religiously 5) faithfully

Religiously = very carefully or regularly

11. RESILIENCE

- 1) quietening 2) amplifying 3) existence
4) adaptability 5) rejuvenation

Quieten = to become calmer or less noisy; to make somebody/something calmer or less noisy

Amplify = to increase something in strength, especially sound

Rejuvenate = to make somebody/something look or feel younger or more lively

12. PRUNING

- 1) activating 2) trimming 3) punishing
4) encouraging 5) empowering

Directions (Q. 13-15): Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage.

13. STIFF

- 1) stubborn 2) indelible 3) tense
4) yielding 5) soapy

Stubborn = determined not to change your opinion or attitude

Indelible = impossible to forget or remove; permanent

14. VAST

- 1) minute 2) meagre 3) minor
4) innumerable 5) intangible

Intangible = that exists but that is difficult to describe, understand or measure

15. IMPEDIMENTS

- 1) exaggeration 2) compendium
3) obstacle 4) aggravation
5) furtherance

Compendium = a collection of facts, drawings and photographs on a particular subject, especially in a book

Aggravate = to make an illness or a bad or unpleasant situation worse; to worsen

Furtherance = the process of helping something to develop or to be successful; advancement

Passage 10

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.

Impart = to pass information, knowledge, etc to other people

Hand-maid = a female servant; something that supports and helps something else

Ecclesiastic = a priest or minister in the Christian Church

Gospel = one of the four books in the Bible about the life and teaching of Jesus

Meek = quiet gentle and always ready to do what other people want without expressing your own opinion

By the sweat of someone brow = by working very hard

Duel = a competition or struggle between two people or groups

Infallible = never wrong; never making mistakes; that ever fails; always doing what it is supposed to do

With the advent of = the coming of an important event, person, invention etc

Devise = to invent something new or a new way of doing something

Privilege = a special right or advantage that a particular person or group of people has

Baron = a nobleman of the lowest rank

Vogue = a fashion for something

Laissez-faire = the policy of allowing private business to develop without government control

1. Who controlled education during the era after the industrial revolution?
 - 1) The baron class
 - 2) The priests
 - 3) The prince
 - 4) The monarch
 - 5) None of these
2. What does the theory of Divine Right of king stipulate?
 - 1) That kings are gods.
 - 2) They have the right to be worshipped like gods by their subjects.
 - 3) That the right of governing is conferred upon kings by god.
 - 4) That the rights of kings are divine and therefore sacred.
 - 5) None of these

Stipulate = to state clearly and firmly that something must be done or how it must be done; to specify
3. What does the expression 'hand-maid of the ruling class' mean?
 - 1) Private mistress of the prince
 - 2) Something fully under the control of the ruling class
 - 3) Private maid-servants of the prince
 - 4) The symbol of authority of the prince
 - 5) None of these
4. Who controlled education during the Renaissance?
 - 1) The common people
 - 2) The prince
 - 3) The church and the priests
 - 4) The secular leaders of the society
 - 5) None of these
5. What does the word "infallibility" mean?
 - 1) That every man is open to error
 - 2) That some divine power is responsible for determining the fate of men
 - 3) The virtue of not making any mistake
 - 4) Sensitivity
 - 5) None of these

Virtue = an attractive or useful quality
6. What did the ruling class in the Christian era think of the poor man?
 - 1) That he is the beloved of god
 - 2) That he deserves all sympathy of the rich
 - 3) That he should be strong
 - 4) That he is meant for serving the rich
 - 5) None of these
7. Who controlled the institution of education during the Christian era?
 - 1) The church and the priests
 - 2) The monarchs
 - 3) The secular leaders of society
 - 4) The common people
 - 5) None of these
8. What do you mean by the 'sweat of his brow'?
 - 1) Very hard work
 - 2) The tiny droplets of sweat on the forehead
 - 3) The wrinkles visible on the face
 - 4) The sign of innocence
 - 5) None of these
9. Why have persons in power always tried to supervise or control education?
 - 1) Because they wanted to educate the whole public.
 - 2) Because they wanted to deprive the common man of the benefits of education.
 - 3) Because it involved a huge expenditure on the state exchequer.
 - 4) Because it is an instrument of knowledge and therefore power.
 - 5) None of these

Exchequer = the government department that controls public money
10. What does the philosophy of Laissez-Faire stand for?
 - 1) Joint control of the means of production by the state and private enterprise
 - 2) Individual freedom in the economic field
 - 3) State control of the means of production
 - 4) Full development of the individual's personality
 - 5) None of these

Passage 11

The development of nationalism in the third world countries, as is well known, followed a very different **trajectory** from that in the advanced capitalist countries. In the latter it was a part of the process of the **emergence** of the bourgeois order in opposition to feudalism, while in the former it was a part of the anti-colonial struggle. The impact of colonialism, though it differed across countries, had on the whole been in the direction of **transcending** localism and unifying supra-local economic structures through the introduction of market relations. The struggle against colonialism, consequently, took the form of a national struggle in each instance in which people belonging to different tribes or linguistic communities participated. And the colonial power in each instance attempted to break this emerging national unity by **splitting** people.

The modus operandi of this splitting was not just through political manipulation as happened for instance in Angola, South Africa and a host of other countries; an important part of this modus operandi was through the **nurturing** of a historiography that just denied the existence of any overarching national consciousness. The national struggle, the national movement were given a tribal or religious character, they were portrayed as being no more than the movement of the dominant tribe or the dominant religious group for the achievement of narrow sectional ends. But the important point in this colonialism, while, on the one hand, it objectively created the condition for the coming into being of a national

consciousness at a supra-tribal, supra-local and supra-religious level, on the other hand it sought deliberately to **subvert** this very consciousness by using the same forces which it had objectively undermined.

Trajectory = the curved path of something that has been fired, hit or thrown into the air

Emerge = to become known

Bourgeois = belonging to the middle class

Transcend = to be or go beyond the usual limits of something

Modus operandi = a particular method of working

Nurture = to have a feeling, an idea, a plan, etc for a long time and encourage it to develop

Overarching = very important, because it includes or influences many things

Subvert = to try to destroy the authority of a political, religious etc system by attacking it secretly or indirectly

Undermine = to make something especially somebody's confidence or authority, gradually weaker or less effective.

Historiography = the study of writing about history

1. Which of the following was the advantage of struggle against colonialism?

- 1) Tribal groups held their separate identity throughout the struggle.
- 2) Communities got divided on the basis of religion and language.
- 3) Backwardness of tribals was eradicated.
- 4) Awareness beyond linguistic and religious identity was generated.
- 5) None of these

2. How did colonial power react to topple the anti-colonial structure?

- 1) by splitting people on the basis of their financial positions
- 2) by using tempting economic strategies
- 3) by creating linguistic, tribal and religious divides
- 4) by instigating tribals against anti-communal forces
- 5) None of these

Topple = to become unsteady and fall down; to make somebody lose their position of power or authority

Instigate = to make something start or happen, usually something official

3. The author has given the example of Angola, South Africa, etc in order to

- 1) bring out the similarity of tactics used by the rulers of colonies to divide the natives
- 2) emphasise how nationalism has become almost extinct and capitalism has borne roots
- 3) support the argument that feudalism was opposed by people in underdeveloped countries also
- 4) lay stress on the fact that tribals in those countries were divided on account of language
- 5) None of these

Extinct = no longer active

4. What was the role of introduction of market relations in the process of economic integration?

- 1) It had different impacts in all colonial exercises.
- 2) It overthrew the capitalistic approach in the third world countries.
- 3) It advocated importance of localism and restricted economic growth.
- 4) It broke the shackles of localism and helped unify the economic structures.
- 5) None of these

Shackles = a particular state, set of conditions or circumstances, etc that prevent you from saying or doing what you want

5. How did nationalism originate in the third world countries?

- 1) as a struggle against feudalism
- 2) as vehement opposition to colonialism
- 3) to advocate capitalistic movement
- 4) to strengthen localism
- 5) None of these

Vehement = showing very strong feelings, especially anger

6. What was the motive of colonial powers in writing a distorted history?

- 1) to emphasise the existence of domination by one tribe over other weaker tribes
- 2) to make people aware of and to integrate on the basis of their rich cultural heritage
- 3) to make people aware of their glorious religion and widely used language
- 4) to give an impression to general people that there was no national consciousness and to prevent them from being united
- 5) None of these

7. Which of the following statements is **definitely true** in the context of the passage?

- (A) Colonialism internally helped awakening nationalism among people of different tribes, religions, etc.
- (B) Advanced capitalist countries had nurtured nationalism as an opposition to feudalism.
- (C) The national struggle was not successful because the colonial powers succeeded in dividing the people.

- 1) A and B only
- 2) B and C only
- 3) A only
- 4) B only
- 5) C only

8. From the content of the passage it appears that the author is

- 1) a vehement critic of anti-feudalism
- 2) a staunch follower of capitalistic pattern
- 3) an impartial commentator of historical and political events
- 4) a person holding colonialism in high esteem
- 5) a historian with view coloured in favour of nationalism

Staunch = strong and loyal in your opinions and attitude

9. The colonial powers tried to camouflage national movement and to show it as only
- 1) a historical fact having ancient roots
 - 2) skirmish led by a dominating tribe or a religious group with selfish motive
 - 3) dominance of narrow sectional ends over national goals
 - 4) survival of the fittest in the struggle against colonialism
 - 5) None of these

Camouflage = to hide somebody/something by making them or it like the things around, or like something else

Skirmish = a short fight between small group of soldiers etc, especially one that is not planned

Directions (Q. 10-12): Choose the word which is most nearly the SAME in meaning as the word given in bold as used in the passage.

10. TRAJECTORY

- 1) result
- 2) tradition
- 3) path
- 4) consequence
- 5) precedence

Precedence = the condition of being more important than somebody else and therefore coming or being dealt with first

11. TRANSCENDING

- 1) widening
- 2) reviving
- 3) encompassing
- 4) surpassing
- 5) piloting

Encompass = to include a large number or range of things

12. EMERGENCE

- 1) renaissance
- 2) onslaught
- 3) imposition
- 4) development
- 5) rise

Onslaught = a strong or violent attack

Directions (Q. 13-15): Choose the word which is most OPPOSITE in meaning of the word given in bold as used in the passage.

13. SPLITTING

- 1) severing
- 2) uniting
- 3) adding
- 4) collecting
- 5) assembling

14. NURTURING

- 1) weakening
- 2) cultivating
- 3) demolishing
- 4) fostering
- 5) poisoning

15. SUBVERT

- 1) conquer
- 2) escalate
- 3) create
- 4) emanate
- 5) strengthen

Conquer = to take control of a country or city and its people by force

Escalate = to become or make something greater worse, more serious etc

Emanate = to produce or show something

Passage 12

India is a country of villages. Rural population still dominates the urban population as far as the number is considered. This is despite the fact that there is **rampant** migration of rural families to urban centres. Generally, the gains of being a unit of the urban population are less than the disadvantages and risks that are in-built in the urban life. Crime, riots, etc are some of the examples of such risks of urban life. The forces that generate conditions **conducive** to crime and riots are stronger in urban communities than in rural areas. Urban living is more anonymous living. It often **releases** the individual from community restraints more common in tradition-oriented societies. But more freedom from constraints and controls also provides greater freedom to **deviate**. And living in the more impersonalized, formally controlled urban society means that regulatory orders of conduct are often directed by distant bureaucrats. The police are strangers executing these prescriptions on an anonymous set of **subjects**. Minor offences in small town or village are often **handled** without resort to official police action. As disputable as such action may seem to be, it results in fewer recorded violations of the law compared to those in the big cities. Although perhaps causing some decision difficulties for the police in small town, formal and objective law enforcement is not always acceptable to the villagers.

Urban area with mass population, greater wealth, more commercial establishments and more products of our technology also provide more frequent opportunities for theft. Victims are impersonalized, property is insured, consumer goods in more abundance are **vividly displayed** and are more portable. The crime rate increases despite formal moral education given in schools.

Rampant = unchecked; existing or spreading everywhere in a way that cannot be controlled

Conducive = making it easy, possible or likely for something to happen

Anonymous = without any unusual or interesting features

Restraint = a rule, a fact, an idea etc that limits on controls what people can do

Abundance = a large quantity that is more than enough

Vivid = producing very clear pictures in your mind

1. Which of the following would be the best title for the above passage?

- 1) Crime and Punishment
- 2) Hazards of Urban Life
- 3) Lure of Village Life
- 4) Rural-Urban Rift
- 5) Urban Crimes and their Reasons

Lure = to persuade or trick somebody to go somewhere or to do something by promising them a reward

2. The passage mainly emphasises the
- 1) comparative account of wealth in rural and urban areas
 - 2) increasing crime rate in rural areas
 - 3) need for formal moral education to be given in schools
 - 4) reasons for growing crime rate in urban centres as compared to that in rural areas
 - 5) None of these
3. The author thinks that risks and disadvantages are
- 1) more than the gains in urban life
 - 2) almost negligible in rural life
 - 3) outweigh the gains of rural life
 - 4) surpassed by the gains of urban life
 - 5) None of these

Outweigh = to be greater or more important than something

Surpass = to do or be better than somebody/something

4. Which of the following is a characteristic of an urban setting?
- 1) Unreported minor crimes
 - 2) Deviation from freedom
 - 3) Less forceful social control
 - 4) Minimal opportunities of crime due to better law enforcement
 - 5) Fewer recorded violations of the law

Minimal = very small in size or amount; as small as possible

5. Which of the following statements is **TRUE** in the context of the passage?
- 1) The display of consumer goods is the main cause of crime.
 - 2) Lack of personal contacts increases crimes in urban areas.
 - 3) Small communities have more minor crimes than in urban centres.
 - 4) Urban crimes cannot be prevented.
 - 5) Police in urban areas settle minor disputes without official action.
6. Which of the following inference(s) can be drawn from the contents of the passage?
- (A) Migration of people from rural areas to urban centres is almost negligible.
 - (B) Strangers can enforce laws in more impartial manner than known people can.
 - (C) Wealth has concentrated more in urban centres than in the rural areas.
- 1) A and B only
 - 2) B and C only
 - 3) A and C only
 - 4) All the three
 - 5) None of these
7. The behaviour of people is generally moulded because of social control in
- 1) formally controlled urban societies
 - 2) the presence of the police authorities
 - 3) an anonymous form of living
 - 4) non-traditional societies
 - 5) None of these

Mould = to strongly influence the way somebody's character, opinions, etc develop.

8. It can be inferred from the passage that urban crime can be controlled by
- 1) greater emphasis on moral education
 - 2) enforcement of law by distant bureaucrats
 - 3) vivid display of expensive consumer goods
 - 4) making expensive consumer goods less portable
 - 5) None of these
9. The author's view of 'Traditional Societies' is best expressed by which of the following?
- 1) They provide less freedom for the individual in many circumstances.
 - 2) They have lower crime rates because of the moral teachings in schools.
 - 3) They provide inadequate freedom for personal movements and travel.
 - 4) They do not have adequate modern technology.
 - 5) They are ruled and controlled by distant bureaucrats.
10. According to the passage, the crime in small towns
- 1) is less frequently reported or dealt with officially
 - 2) is brought well under control by distant bureaucrats
 - 3) leads to an impersonalized style of living
 - 4) is often dealt with objective law enforcement
 - 5) always causes difficulties for the police authorities
11. Which of the following statements is **NOT TRUE** in the context of the passage?
- 1) Moral education imparted in schools is ineffective in checking crime rate.
 - 2) There is less freedom in the current society than in a traditional society.
 - 3) Urban areas are thickly populated and commercialized.
 - 4) Anonymous living in urban areas may lead to a freedom to deviate from rules.
 - 5) Urban areas provide more opportunities for crime than rural areas do.
12. According to the passage, all of the following contribute to higher crime rates in urban areas **EXCEPT**.
- 1) vivid display of consumer goods
 - 2) higher standard of living
 - 3) urban impersonalized living
 - 4) increasing population
 - 5) inadequate police force

Directions (Q. 13-16): Choose the word which is most nearly the SAME in meaning to the word given in bold as used in the passage.

13. SUBJECTS

- 1) topics
- 2) people
- 3) crimes
- 4) rules
- 5) provinces

14. **HANDLED**

- 1) reported 2) settled 3) dispensed
4) punished 5) judged

15. **DISPLAYED**

- 1) exhibited 2) kept 3) rested
4) removed 5) sold

16. **CONDUCTIVE**

- 1) prohibitive against 2) helping to reduce
3) prone to minimize 4) tending to promote
5) helping to deteriorate

Prone = likely to suffer from something or to do something bad; liable

Directions (Q. 17-20): Choose the word which is most OPPOSITE in meaning to the word given in bold as used in the passage.

17. **DEVIATE**

- 1) obviates 2) break 3) locate
4) follow 5) concentrate

Obviate = to remove a problem or the need for something

18. **VIVIDLY**

- 1) unintentionally 2) unimpressively
3) unscrupulously 4) unwillingly
5) unpopularly

Unscrupulous = without moral principles; not honest or fair; unprincipled

19. **RELEASES**

- 1) liberates 2) closes 3) confines
4) provides 5) strengthens

20. **RAMPANT**

- 1) reluctant 2) enforced 3) uninhibited
4) unrestricted 5) controlled

Reluctant = hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do.

Passage 13

We all seek happiness but few, very-few, indeed, get it. We are unhappy partly because we desire much more than what we can hope to attain. Our countless desires are hard to be satisfied. And that is what makes us so sad in life.

The secret of happiness lies in the simplification of life. Simple living encourages high thinking. It leads to contentment. Contentment gives us inner wealth, the wealth of the mind and of the soul. A contented man devotes himself to virtues like truth, beauty, love, goodness, kindness and charity. By pursuing and inculcating these virtues, a man can feel true happiness.

I do not mean that for simplification of life, a man should become an ascetic. The happiness of a sadhu is of a negative kind. I want positive kind of happiness. For this I must live in the midst of life and faithfully carry out my responsibilities to my home and my country. But all this should be done in the spirit of selfless service. A man who wants to lead a happy life, should also make others happy. In making others happy he will taste real and lasting happiness. There

is a kind of joy in serving others with virtuous motives, in sacrificing what one has for the good of others. An act of goodness is of itself an act of happiness.

The secret of perfect happiness lies in renunciation. Wealth may give us joy for a while and fame may provide us with **fleeting** excitement. But they cannot give us permanent happiness. Kings have everything to make them happy and yet they feel unhappy. It is because they do not practise renunciation.

There is a sense of joy in doing one's work honestly and efficiently. A research-worker feels joy in research and a journalist in writing. In doing one's duty sincerely, one feels peace of mind which is an important essence of happiness.

It is only by cultivating spirit of renunciation, self-sacrifice, contentment and sincere work that one can really be happy. The strings of misfortune spare none but they will not **cow** such a person.

Contentment = a feeling of happiness or satisfaction

Virtue = an attractive or useful quality

Inculcate = to cause somebody to learn and remember ideas, moral principles, etc., especially by repeating them often

Ascetic = related to a simple and strict way of living

Renunciation = self-denial; the act of rejecting physical pleasures, especially for religious reasons

Fleeting = lasting only a short time; brief

Cow = to frighten somebody in order to make them obey you; intimidate

1. What does a contented man do?

- 1) He pursues and assimilates the basic virtues of life
- 2) He faces boldly the adversities of life
- 3) He encounters the strings of misfortunes
- 4) He gives up bad habits effortlessly
- 5) None of these

Pursue = to do something or try to achieve something over a period of time

Assimilate = to fully understand an idea or some information so that you are able to use it yourself.

2. Which of the following is the correct chain of things, as mentioned in the passage, leading to happiness?

- 1) Contentment, high thinking, simple living, inner wealth
- 2) Simple living, high thinking, inner wealth, contentment
- 3) High thinking, simple living, inner wealth, contentment
- 4) Inner wealth, simple living, contentment, high thinking
- 5) Simple living, high thinking, contentment, inner wealth

3. According to the passage, the essence of happiness lies in _____

- 1) worldly desires

- 2) matching one's abilities with the work undertaken
- 3) avoiding all unfortunate events
- 4) adopting a simple life style
- 5) following the dictates of nature

Dictate = an order or a rule that you must obey

4. We are unhappy partly because _____.
 - 1) We have no inner strength
 - 2) We have lost moral and spiritual values
 - 3) We have countless, unfulfilled desires
 - 4) Our lives have become extremely complicated
 - 5) We carry several stresses and strains
5. Which of the following statements is NOT TRUE in the context of the passage?
 - 1) One feels peace of mind in doing one's duty sincerely
 - 2) Renunciation is the result of perfect happiness.
 - 3) Multiplicity of desires make us unhappy.
 - 4) Making others happy makes one happy.
 - 5) An act of goodness is an act of happiness
6. Which of the following is OPPOSITE in meaning to the word '**fleeting**' as used in the passage?
 - 1) permanent
 - 2) passing
 - 3) fast
 - 4) momentary
 - 5) pleasing
7. **Momentary** = *tasting for a very short time; brief*
 A man who wants to live a permanent happy life should _____.
 - 1) make others happy
 - 2) master the art of renunciation
 - 3) pursue wealth and fame
 - 4) inculcate the virtues of life
 - 5) keep a tight control on his desires
8. Which of the following is SIMILAR in meaning as the word '**cow**' as used in the passage?

1) spare	3) discard
2) conquer	5) mould
4) provoke	

Discard = to get rid of something that you no longer want or need

Provoke = to cause a particular reaction or have a particular effect
9. Which of the following statements is TRUE in the context of the passage?
 - 1) Human beings seldom seek happiness
 - 2) Doing one's work sincerely hardly makes one happy
 - 3) Peace of mind is tangent to happiness
 - 4) Simple life is like a life of an ascetic
 - 5) A happy man is also not spared by the misfortunes
10. What according to the passage, is a positive kind of happiness?
 - 1) Keeping ones motives and feelings under control
 - 2) Love for life and a country

- 3) Leading a simple life of an ascetic
- 4) Carrying out all worldly activities in the spirit of selfless service
- 5) None of these

Passage 14

Agriculture dominates change in India through its **causal** links with factor and product markets. It employs 60 per cent of the labour force and contributes 26 per cent of the gross domestic product. In the poorer states, its contribution to the domestic product is close to 40 per cent. Low productivity in agriculture has led to the concentration of the poor in this sector. Due to the **sheer** size of the agricultural economy and the importance of its major products (cereals) in the diets of the poor, gains in agricultural productivity have significant potential impact on poverty. Theoretically, it is possible to reduce poverty as well as expand the domestic market for industry by raising labour productivity in agriculture and spreading its gains among the low-income groups. Modelling of the linkages between agricultural and industrial growth has shown that a 10 per cent increase in agricultural output would increase industrial output by 5 per cent and urban workers would benefit by both increased industrial employment and price **deflation**. However, there is an asymmetry of adjustments in the demand and supply of agricultural goods. An increase in non-agricultural production would lead to an immediate increase in demand for intermediate and final agricultural goods, whereas supply-side adjustments involving reallocation of resources and net additional investment for capacity expansion take a much longer period. There is a widely held view that in a large country like India, the demand stimulus for industrialisation would come mainly from agriculture with less social and economic costs.

Interdependencies in food and labour market are important for the development process. An upward shift in the food supply curve would simultaneously result in an upward shift in the labour demand curve. The magnitude of the **interdependence** depends on the technique of production causing the shifts in the food supply curve. Similarly, an upward shift in the labour supply curve shifts up the food demand curve. The extent of interdependence between the forces of labour supply and food demand depends on the employment-output **elasticity** and the income elasticity of demand for food. The recent estimate of the employment output elasticity in agriculture is around 0.5, income elasticity of food is in the range of 0.55-0.50 and that for cereals is 0.25-0.30. The other important interdependency which plays a crucial role in inducing indirect employment, is that between food and other sectors through demand linkages. Since food accounts for a major share in the budget of the poor and any reduction in the food price leaves a significant proportion of income for other items, a lower food price

stimulates employment in industrial and service sectors. On the other hand, an increase in the food price would increase the wage costs of industrial products and hence the prices of industrial products. In the absence of adjustments through exports, it would result in demand deficiency. Clearly, the most favourable situation in India is one in which labour demand outpaces its supply and food supply outpaces its demand.

Wage rates cannot fall below a certain minimum determined by the costs of subsistence living and the labour supply curve turns elastic at the subsistence wage rate. Demographic pressure cannot push the wage rate below the subsistence level. People would be willing to starve rather than work unless the energy expended in physical work is compensated by the energy provided by food. Foodgrain price usually determines the subsistence wage rate in agricultural as well as in the urban informal sector since foodgrains account for about four-fifths of the calorie intake of the poor.

Causal = connected with the relationship between two things, where one causes the other to happen

Stimulus = something that helps somebody/ something to develop better or more quickly

Interdependent = that depends on each other

Induce = to persuade or influence somebody to do something

Stimulate = to make something develop or become more active; to encourage something

Outpace = to go, rise, improve, etc faster than somebody/something

Starve = to suffer or die because you do not have enough food to eat

Expend = to use or spend a lot of time, money, energy, etc

Sheer = used to emphasise the size, degree or amount of something

Deflation = a reduction in the amount of money in a country's economy so that prices fall or remain the same

- Which of the following, according to the passage, signifies influence of agricultural products on poverty?
 - Higher labour productivity in agriculture reduces poverty.
 - Agricultural products is the main constituent of the food of the poor.
 - Agriculture output spurs industrial growth which ultimately helps the poor.

- 1) A and B only
- 2) B and C only
- 3) A and C only
- 4) All A, B and C
- 5) None of these

Spur = to make something happen faster or sooner

- Which of the following, according to the passage, benefits do the urban workers get from increased agricultural production?

- Urban workers get agricultural products at a cheaper rate.
- Urban workers get more job offers in the agricultural sector.
- Urban workers get more job offers in the industrial sector.

- 1) None
- 2) A and B only
- 3) B and C only
- 4) A and C only
- 5) All A, B and C

- Which of the following has the **same** meaning as the word '**sheer**' as used in the passage?

- 1) simple
- 2) undiluted
- 3) mere
- 4) outright
- 5) unassisted

- Which of the following has the **same** meaning as the word '**deflation**' as used in the passage?

- 1) reduction
- 2) index
- 3) inflation
- 4) improvement
- 5) diffusion

- Which of the following is meant by "the labour supply curve turns elastic at the subsistence wage rate" as used in the passage?

- 1) People refuse to work at the minimum wage rate.
- 2) People still work at the minimum wage rate.
- 3) People are eager to work at the minimum wage rate.
- 4) People have no option but to work at the minimum wage rate.
- 5) None of these

Eager = very interested and excited by something that is going to happen or about something that you want to do. keen

- Which of the following statements is **not true** in the context of the passage?

- 1) Increase in labour productivity in agriculture can reduce poverty.
- 2) Agricultural sector can provide the impetus for greater industrialisation at lower cost.
- 3) Increase in food supply will increase the demand for labour forces.
- 4) Concentration of low-income group people is relatively higher in the non-agricultural sector.
- 5) All are true

Impetus = something that encourages a process or activity to develop more quickly

- Which of the following in addition to employment-output elasticity, according to the passage, creates indirect employment?

- 1) Interlinkage of demand of food and other sectors
- 2) Interdependence of forces of labour supply and food demand
- 3) Income elasticity of demand for food
- 4) All of these
- 5) None of these

8. Which of the following, according to the passage, can lead to demand deficiency in India?
- 1) Widespread import of foodgrains
 - 2) Oversupply of agricultural products
 - 3) Increase in prices of industrial products
 - 4) Foresight in gauging the demand-supply of labour
 - 5) None of these

Foresight = the ability to predict what is likely to happen and to use this to prepare for the future

Gauge = to calculate something approximately

9. Which of the following, according to the passage, will be the result of increase in non-agricultural production?
- (A) Increase in demand for non-agricultural products
 - (B) Increase in demand for intermediate agricultural products
 - (C) Increase in demand for final agricultural products
 - 1) Only A and B 2) Only B and C
 - 3) Only A and C 4) Only B
 - 5) All A, B and C
10. Which of the following is **most opposite** in meaning of the word '**interdependence**' as used in the passage?
- 1) correlated 2) dependence
 - 3) independence 4) relativity
 - 5) interrelated
11. Which of the following is **most opposite** in meaning of the word '**elasticity**' as used in the passage?
- 1) flexibility 2) brittleness 3) rigidity
 - 4) adamancy 5) peculiarity
12. Which of the following, according to the passage, is the cause for increase in food supply?
- 1) Less demand by the industrial sector
 - 2) Bumper food production due to adequate monsoon
 - 3) Change in technique of food production
 - 4) Not mentioned in the passage
 - 5) None of these
13. The wage rate of which of the following sectors is dependent on the foodgrains price?
- (A) Agriculture sector
 - (B) Informal urban sector
 - (C) Organised urban sector
 - 1) A only 2) B only
 - 3) C only 4) A and B only
 - 5) All A, B and C
14. Why, according to the passage, lower food price stimulates employment in industrial and service sectors?
- 1) Poorer people cannot afford to buy non-food products.
 - 2) Low price of food items provides the poor with extra funds to buy other products and service.

- 3) The production cost of non-agricultural products and services reduces.
- 4) Industrial sector can afford to employ more people at lower cost.
- 5) None of these

15. Which of the following has the **same** meaning as the word '**causal**' as used in the passage?

- 1) casual 2) precursor 3) effective
- 4) causing 5) experiencing

Precursor = a person or thing that comes before somebody/something similar and that leads to or influences its development

Passage 15

A few weeks ago I ran into an old friend who is currently one of the mandarins deciding India's economic and financial policies. He asked, "And so, how is IIT doing?" As one can only indulge in friendly banter at such gatherings, I responded with, "Not so well actually. Your market-friendly policies have forced us to raise the fee, so we have 50% fewer PhD applicants this year. Not batting an eyelid, he shot back: "Obviously. Your PhD students don't have any market value." Taken aback, I shifted to a more serious tone and tried to start a discussion on the need for research in these **globalised** times. But he had already walked away. The last word on the imperatives of the 'market' had been spoken.

Actually, this view of higher education should not have surprised me. Worthies who look at everything as consumer products classify higher education as a 'non-merit' good. Non-merit goods are those where only the individual benefits from acquiring them and not the society as a whole. Multilateral agencies like The World Bank have too been pushing countries like India to stop subsidies to higher education.

When Ron Brown, former US commerce secretary visited India, a public meeting was organized at IIT Delhi. At that meeting I asked him : "I understand that since the 19th century all the way up to the 1970s, most land grant and state universities in the US virtually provided free education to state citizens. Was that good for the economy, or should they have charged high fees in the early 20th century?" He replied, "It was great for the economy. It was one of the best things that the US government did at that particular time in American history - building institutions of higher education which were accessible to the **masses** of the people. I think it is one of the reasons why our economy grew and **prospered**, one of the ways in which the US was able to close some of its social gaps. So people who lived in rural areas would have the same kind of access to higher education as people living in other parts of the country. It was one of the reasons for making America strong."

Our policy-makers seem **unaware** that their mentors in the US did not follow policies at home which they now prescribe for other countries. Ron

Brown's remarks summarise the importance of policy-makers in the US place on higher education as a vehicle for upward mobility, for the poorer sectors of their population. Even today, a majority of Americans study in state-run institutions. Some of these institutions, like Berkeley and the Universities of Michigan, Illinois, Ohio, Wisconsin and Texas, are among the best in world. The annual tuition charged from state residents (about \$ 5000 a year) is about a month's salary paid to a lecturer. Even this fee is **waived** for most students. In addition, students receive stipends for books, food and hostel charges. The basic principle is that *no* student who gets admission to a university should have to depend on parental support if it is not available.

Ron Brown's remarks went unnoticed in India. Every other day some luminary or the other opines that universities and technical education institutions should increase their charges and that such education should not be subsidized. Most editorials echo these sentiments. Eminent industrialists pontificate that we should run educational institutions like business houses. Visiting experts from the Bank and the IMF, in their newly emerging **concern** for the poor, advise us to divert funds from higher education to primary education.

To run into somebody = to meet somebody by chance

Mandarin = a powerful official of high rank, especially in the civil service; bureaucrat

Indulge = to allow yourself to have or do something that you like, especially something that is considered bad for you

Banter = friendly remarks and jokes

Not bat an eyelid = to show no surprise or embarrassment when something unusual happens

Shoot = to move suddenly or quickly in one direction; to make somebody/ something move in this way

Take aback = to shock or surprise somebody very much

Globalised = if something, for example a business company, **globalises** or is **globalised**, it operates all round the world

Imperative = a thing that is very important and needs immediate attention or action

Worthy = an important person

Prosper = to develop in a successful way; to be successful, especially in making money

Mentor = an experienced person who advises and helps somebody with less experience over a period of time

Waive = to choose not to demand something in a particular case, even though you have a legal or official right to do so; forgo.

Luminary = a person who is an expert or a great influence in a special area or activity

Opine = to express a particular opinion

Echo = to be full of a sound; to send back and repeat a sound

Eminent = famous and respected, especially in a particular profession

Pontificate = to give your opinions about something in a way that shows that you think you are right

- The author of the passage seems to be a/an
 - official working in economic affairs department
 - financial advisor to Government or a bureaucrat in finance department
 - social activist devoted to illiteracy eradication programme
 - educationist in IIT or some such educational institution
 - industrialist employing highly qualified technocrats
- What was the net tangible impact of raising fees on the higher level of technological research?
 - The number of prospective researchers was reduced to almost a half.
 - The market value of PhD students was almost lost.
 - Research studies attained a higher market value.
 - Research became more and more relevant to market demands.
 - In the current globalised times, the need for research was less than ever.
- According to the author, the US policy-makers consider education as a
 - hindrance in the way to economic growth and prosperity
 - means for achieving upward mobility for the poor
 - wastage of resources and a totally futile exercise
 - matter of concern only for the parents of the students
 - None of these

Hindrance = the act of making it more difficult for somebody to do something or for something to happen

Futile = having no purpose because there is no chance of success
- Who among the following support the view that higher education should be free to everyone aspiring for it?
 - Editors and Journalists
 - Industrialists
 - Visiting Experts from the Bank and the IMF
 - A only
 - B only
 - C only
 - All the three
 - None of these
- Which of following makes the policy-makers classify education as "non-merit" commodity?
 - The tendency of people to seek any individual benefits

- 2) The attitude of giving unreasonably more weightage to society
 3) The tendency of viewing everything as mere consumer product
 4) Undue pressure from International Agencies like the World Bank, etc
 5) None of these
6. What was Ron Brown's reaction to the author's question on free education provided by US universities to their citizens? Ron Brown
 1) criticized the US govt for its action.
 2) appreciated the author but remained non-committed.
 3) ignored the fact and gave an ambiguous reaction.
 4) mentioned that the author's information was not correct.
 5) None of these
Ambiguous = not clearly stated or defined
7. The basic principle adopted by the renowned State-run Universities in the US is that the students
 1) must pay the lecturer's salary from their own resources
 2) should earn while they learn and pay higher education fees
 3) must seek the necessary help from their parents on whom they depend
 4) need not be required to depend upon their parents for acquiring higher education
 5) None of these
8. What was the outcome of the US strategy of imparting free university education to US citizens?
 1) Education was easily accessible to the vast majority.
 2) US citizens found it unaffordable and expensive.
 3) US economy suffered due to such a lop-sided decision.
 4) US Govt could not plug the loopholes in their economic policies.
 5) None of these
Impart = to pass information, knowledge, etc to other people; to convey
9. Multilateral agencies like The World Bank have

been

- 1) pressurising India and other countries to stop substantial higher education
 2) insisting on discontinuance of subsidies to higher education
 3) analyzing the possibilities of increasing subsidies to higher learning
 4) emphasising on the needs of lowering fees for higher education
 5) forcing countries like India to strengthen only industrial development

Directions (Q. 10-12): Which of the following is MOST NEARLY THE SAME in meaning as the word printed in bold as used in the passage?

10. **UNAWARE**

- 1) Famous 2) Ignorant 3) Familiar
 4) Unworthy 5) Negligent

11. **WAIVED**

- 1) Moved 2) Charged 3) Condoned
 4) Overlooked 5) Paid

Condone = to accept behaviour that is morally wrong or to treat it as if it were not serious

12. **MASSES**

- 1) Institutions 2) Groups
 3) Students 4) Officers
 5) Parents

Directions (Q. 13-15): Which of the following is MOST OPPOSITE in meaning of the word printed in bold as used in the passage?

13. **GLOBALISED**

- 1) Universalised 2) Liberalised
 3) Earthly 4) Prospering
 5) Decentralised

14. **PROSPERED**

- 1) Declined 2) Progressed
 3) Improved 4) Decomposed
 5) Enlightened

15. **CONCERN**

- 1) Worry 2) Anxiety
 3) Sympathy 4) Indifference
 5) Nullification

Indifference = a lack of interest, feeling or reaction towards somebody/something

Nullification = invalidation; negation

Answers and explanations

Passage 1

1. 1 2. 2 3. 5 4. 3
5. 1; The meaning of the word 'bestow' as mentioned in the passage is 'to present something as a gift to somebody'. Hence the words 'bestowed' and 'conferred' are synonymous.
6. 4 7. 2 8. 3
9. 3 10. 4
11. 1; The meaning of the word 'flinch' as mentioned in the passage is 'to make a sudden automatic movement because of pain, fear or shock'. Out of the given words, meaning of the word 'wince' is 'to show pain, distress or embarrassment by a slight movement of the muscles in the face'. Hence the word 'flinching' and 'wincing' are synonymous.
12. 3
13. 2; The meaning of the word 'dispel' as mentioned in the passage is 'to make something go away'. Hence the word 'dispelling' and 'accumulating' are antonymous.
14. 3 15. 4
- Passage 2**
1. 4 2. 2
3. 4; As given in the passage, planning and problem-solving are the most important aspects of the management, and not of the leadership.
4. 3; "Inwardly focussed employees can have difficulty seeing the very forces that present threat and opportunities." This sentence of the last paragraph makes option (3) wrong.
5. 1; Bureaucratic culture is against any transformation; so it suppresses those who want to bring any change in organisations.
Note: The meaning of the word 'smother' as mentioned in the passage is 'to prevent something from developing or being noticed'; 'to suppress or stifle something'. Hence the words 'smother' and 'suppress' are synonymous.
6. 3; Planning can be defined as 'creating a vision', which is an important aspect of management.
7. 5
8. 5; For most of this century, as a large number of organisations were created for the first time in human history, emphasis was given on management and leadership was overlooked.
9. 4; Managers are also bureaucrats.
10. 2
11. 2; The meaning of the word 'nurtured' as mentioned in the passage is 'to help the development of something'. Hence the words

'nurtured' and 'developed' are synonymous.

12. 3 13. 5 14. 3 15. 2

Passage 3

1. 1; Ascertain the hidden meaning of the sentence: "but no one would be able to realise that a *terrorist attack* has occurred". So, undoubtedly the culprit's act can be classified as a terrorist attack.
2. 2; "New terrorism has no long-term agenda but its ruthless in its short-term intentions". This statement from the passage supports (B). While, in the light of passage, (C) also seems suitable.
3. 5; The immediate provocation for the meeting held in August 1998 has not been given among the options. It was the incidents of bombing the US embassies in Nairobi and Dar-es-Salaam.
4. 5; Bio-attack will result in several deaths which will lead to political turmoil creating social unrest.
5. 3
6. 1; 'Religious intolerance', as cited in the last paragraph, stands behind terrorism.
7. 4 8. 4 9. 1
10. 3; The meaning of the word 'gloomy' as mentioned in the passage is 'nearly dark'; 'not well lit'. Hence the word 'gloomy' and 'bright' are antonymous.
11. 2; The meaning of the word 'cacophony' as mentioned in the passage is 'a mixture of loud unpleasant sounds'. Hence the words 'cacophonous' and 'melodious' are antonymous.
12. 1; The meaning of the word 'intolerant' is 'not willing to accept ideas, opinions behaviour etc. different from one's own. Out of the given words, 'forbearance' means patience, restraint, tolerance etc. Hence the words 'intolerance' and 'forbearance' are antonymous.
13. 2; The meaning of the word 'perpetrator' as mentioned in the passage is 'a person who commits a crime and does something considered wrong'. Hence the words 'perpetrators' and 'followers' are nearly similar in meaning.
14. 4; The meaning of the word 'elusive' is 'tending to escape or disappear'; 'difficult to find or capture'. Out of the given choices, 'baffle' means 'to be too difficult or strange for somebody to understand, solve or explain'.

something in addition to the main meaning'. Out of the given words, 'imply' means 'to suggest something indirectly rather than stating it directly'. Hence the words 'connotes' and 'implies' are synonymous.

14. 3; The meaning of the word 'aberration' as mentioned in the passage is 'departure from what is normal, usual or expected, typically one that is unwelcome'. Hence the words 'aberration' and 'deviation' are synonymous.
15. 2

Passage 7

1. 3; Eminent British economists and political scientists have strongly attacked the tradition of budget secrecy.
2. 5; It leads to the control of public expenditure in order to set realistic taxation implications.
3. 2; He has presented the example of both, the open budget system and the secret budget system, practised by various countries and has looked into all their aspects.
4. 4 5. 5
6. 1; Sir Richard Clarke was the originating genius of nearly every important development in the British budgeting techniques during the last two decades.
7. 2
8. 1; The statement goes against the idea of the passage.
9. 4; An open public debate on budget proposals should be held before introducing the appropriate bill.
10. 3; The meaning of the word 'scourge' as mentioned in the passage is 'a whip used especially formerly for punishing people'. Hence the words 'scourge' and 'whip' are synonymous.
11. 4; The meaning of the word 'myriad' as mentioned in the passage is 'an extremely large number'. Hence the words 'myriad' and 'abundant' are synonymous.
12. 1
13. 2; The meaning of the word 'flourish' as mentioned in the passage is 'to grow in a healthy way'. Out of the given words 'degenerate' means 'to pass into a worse physical, mental or moral state than one which is considered normal or desirable'. Hence the words 'flourish' and 'degenerate' are antonymous.
14. 3 15. 5

Passage 8

1. 3; The meaning is implied in the last sentence.
2. 1; The Japanese ambassador acknowledges that the vastness of the Indian market is a great inducement for investment in the manufacturing industry.
3. 2; The author describes the Indian investment scenario in toto. He presents a comparative

analysis regarding foreign investment in India.

4. 1
5. 5; Comparatively though labour is inexpensive in India, but at the same time productivity is not high. Therefore, it cannot be cited as an advantage here.
6. 4; If foreign investment is to be wooed assiduously, we will have to meet exacting international standards.
7. 1; The author is a political commentator because he talks about the government policy and makes various proposals regarding foreign investment in India.
8. 4
9. 2; The passage reflects the views of the Japanese ambassador who also talks about the problems faced by foreign investors in India.
10. 4; The meaning of the word 'assiduous' is 'working hard and the showing careful attention to detail'. Meaning of the word 'persistent' is 'refusing to give up'. Hence the words 'assiduously' and 'persistently' are synonymous.
11. 4; The meaning of the word 'idiosyncrasy' is 'a person's particular way of thinking, behaving etc that is clearly different from that of others'. Hence the words 'idiosyncrasies' and 'ideologies' are synonymous.
12. 3; The meaning of the word 'shoddy' as mentioned in the passage is 'of poor quantity'; 'done or made badly'. Out of the given words, 'shabby' means 'in poor condition through much use of being badly cared for'. Hence the words 'shoddy' and 'shabby' are synonymous.
13. 5; The meaning of the word 'inducement' as mentioned in the passage is 'a thing that persuades somebody to do something'; 'an incentive'. Out of the given words, 'impediment' means 'a person or thing that delays or stops the progress or movement of something'. Hence the words 'inducement' and 'impediment' are antonymous.
14. 4; The words 'justifiable' and 'unreasonable' are antonymous. The meaning of the word 'unscrupulous' is 'without moral principles'; 'not honest or fair'.
15. 3; The root word of 'contemptuously' is 'contempt'. Meaning of 'contempt' is 'the feeling that somebody/something is completely worthless and cannot be respected'. Hence the words 'contemptuously' and 'respectfully' are antonymous. The meaning of the word 'amicable' is 'based on or achieved through polite discussion and without quarreling'.

Passage 9

1. 2; Japanese business circles represented by the Ishikawa Mission called attention of their Indian counterparts to what they considered to be the major *impediments* in India.

2. 1; The Indian government put into effect revolutionary reforms to remove the hurdles.
3. 4
4. 1; India deserves a far bigger share of world trade considering its vast resources.
5. 3 6. 3 7. 2 8. 1 9. 1
10. 5; The meaning of the word 'steadfast' as mentioned in the passage is 'firm and not changing'; 'constant'. Hence the words 'steadfastly' and 'faithfully' are synonymous.
11. 4; The meaning of the word 'resilience' as mentioned in the passage is 'the ability of people to recover quickly from shock, injury etc'. Hence the words 'resilience' and 'adaptability' are synonymous.
12. 2; The meaning of the word 'prune' is 'to reduce the extent of something by cutting unnecessary parts'. Out of the given words, 'trim' means 'to make something neat or smooth by cutting away untidy parts'. Hence the words 'pruning' and 'trimming' are synonymous.
13. 4; The meaning of the word 'stiff' as mentioned in the passage is 'to an extreme degree'; 'very much'. Out of the given words, 'yielding' means '(of a substance) that can bend or move when pressed'; 'soft rather than stiff'. Hence the words 'stiff' and 'yielding' are antonymous.
14. 2
15. 5; The meaning of the word 'impediment' as mentioned in the passage is 'a person or thing that delays or stops the progress or movement of something'. Out of the given words, 'furtherance' means 'the process of helping the progress or development of something'. Hence the words 'impediment' and 'furtherance' are antonymous. Meaning of the given word 'compendium' is 'a collection of detailed items of information especially in a book'.

Passage 10

1. 5 2. 3 3. 2
4. 2; During the Renaissance, education passed more from the clutches of the priest into the hand of the prince.
5. 3 6. 4
7. 1; During the Christian era, the ecclesiastics controlled the institution of education.
8. 1 9. 4
10. 5; Go through the last sentence of the passage.

Passage 11

1. 4
2. 3; The colonial powers tried to divide people on linguistic and religious lines.
3. 1
4. 4; The impact of colonialism had on the whole been in the direction of transcending localism and unifying supra-local economic structures

- through the introduction of market relations.
5. 2; It originated as anti-colonial struggle.
6. 4; It was meant to deny the existence of any overarching national consciousness.
7. 1; Colonialism was the cause behind the awakening of the spirit of nationalism among the masses of a country.
8. 3 9. 2
10. 3; The meaning of the word 'trajectory' as mentioned in the passage is 'the curved path of something that has been fired, hit, thrown into the air, eg a missile'. Hence the words 'trajectory' and 'path' are synonymous.
11. 4; The meaning of the word 'transcend' is 'to be or go beyond the normal limits of something'. Hence the words 'transcending' and 'surpassing' are synonymous.
12. 5 13. 2 14. 3
15. 5; The meaning of the word 'subvert' as mentioned in the passage is 'to destroy the authority of a political system, religion etc'. Hence the words 'subvert' and 'strengthen' are antonymous. Meaning of the given word 'emanate' is 'to come or flow from something/somebody or from a place'.

Passage 12

1. 2; The passage presents a comparative sketch of rural and urban life focussing on the risks associated with the urban life.
2. 4
3. 1; Generally, the gains of living in urban areas are less than the disadvantages and risks that are in-built in urban life.
4. 3; Urban living often releases the individual from community restraints.
5. 2; Life in urban society is more impersonalized.
6. 2
7. 5; Traditional societies, i.e. villages.
8. 4
9. 1; In 'traditional societies' there is always community restraint over the individuals.
10. 1; Minor offences in small town or village are often handled without resort to official police action.
11. 2
12. 5; All the others contribute to higher crime rates in urban areas.
13. 2 14. 2 15. 1 16. 4 17. 4
18. 2 19. 3
20. 5; Meaning of the word 'rampant' is 'existing or spreading everywhere in a way that cannot be controlled'.

Passage 13

1. 1; A contented man devotes himself to virtues like truth, beauty, love goodness, kindness and charity.
2. 5; Go through the second para.
3. 4

4. 3; Our countless desires which are hard to be satisfied make us sad in life.
5. 2; Perfect happiness is the result of renunciation.
6. 4; 'Fleeting' means 'passing quickly, lasting only a short time'. 'Momentary' means 'lasting for a very short time'.
7. 2; It is only by cultivating the spirit of renunciation, self-sacrifice, contentment and sincere work that one can really be happy.
8. 5; **Cow** when used as verb means make somebody do as one wants by frightening him; intimidate somebody. **Mould** (Verb) means guide or control the development of somebody/ something; shape or influence.
9. 2 10. 4

Passage 14

1. 2; (b) The worth of agricultural products like cereals in the diets of the poor have significant potential impact on poverty.
(c) Poverty can be reduced by expanding agriculture which will also result in industrial growth.
2. 4; With increase in agricultural output, the urban workers would benefit by both increased industrial employment and price deflation.
3. 3
4. 1; Here the word 'deflation' has been used with price, and means lowering or 'reducing' price.
5. 5; The supply of labour can be affected at the subsistence wage rate.
6. 4; Low productivity in agriculture has led to the concentration of the poor in this sector.
7. 4; All the points are mentioned in the second para.

8. 3; Increase in the prices of industrial products, in the absence of adjustments through exports, would result in demand deficiency.
9. 2; An increase in non-agricultural production would lead to an immediate increase in demand for *intermediate and final* agricultural goods.

10. 3

11. 3

12. 4

13. 4; Foodgrain price usually determines the subsistence wage rate in *agricultural* as well as in the *urban informal sector*.
14. 2; Since food accounts for a major share in the budget of the poor and any reduction in the food price leaves a significant proportion of income for other items, a lower food price stimulates employment in industrial and service sectors.

15. 4

Passage 15

1. 4; Clear from the way he is linked with IIT.
2. 1; The author clearly said to his old friend, "Your market-friendly policies hve forced us to raise the fee, so we have 50% fewer PhD applicants this year."
3. 2; This is what the author deduces from what "Ron Brown's remarks summarise".
4. 5; Read the last para.
5. 3; Read the second sentence of the second para.
6. 2
7. 4; Read the last sentence of the third para.
8. 5; 1 is more of a restatement. The real outcome was the prospering of the US economy.

9. 2

10. 2

11. 4

12. 2

13. 5

14. 1

15. 4