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CUET-UG

Common University Entrance Test for Under Graduate Courses/Programmes

CUET-UG Books Series 1

English Language

Section-IA

Conducted by

National Testing Agency (NTA)

Key Features:

- According to New Pattern of Exam
- Topics Arranged in a Lucid Manner
- Multiple Choice Questions (MCQs)

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SECTION-IA

English Language

by
RPH Editorial Board

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EXAMINATION STRUCTURE

SECTION-IA: ENGLISH LANGUAGE

There will be one Question Paper which will have 50 questions out of which 40 questions need to be attempted.

Pattern of Exam

Questions from the Language Section will be from the following topics but are not limited to:

1. **Reading Comprehension:**

   There will be three types of passages (maximum 300-350 words):

   (i) Factual
   (ii) Narrative
   (iii) Literary

2. **Verbal Ability**
3. **Rearranging the Parts**
4. **Choosing the Correct Word**
5. **Synonyms and Antonyms**
6. **Vocabulary**

- **Mode of the Test** : Computer Based Test (CBT)
- **Test Pattern** : Objective type with Multiple Choice Questions based on NCERT Class XII syllabus only.

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SAMPLE PAPER-1 (SOLVED)

CUET-UG

(Common University Entrance Test for UG Programmes)

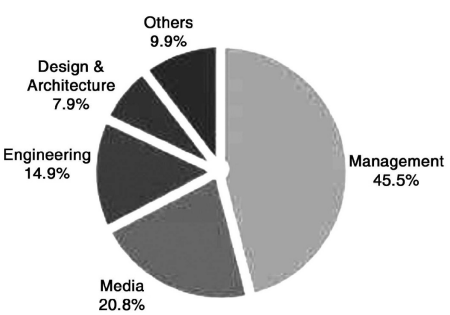
Section-IA : English Language*

Directions (Qs. No. 1-5): *Read the passage given below and answer these questions.*

I. Over the last five years, more companies have been actively looking for intern profiles, according to a 2018-19 survey by an online internship and training platform. This survey reveals that India had 80% more internship applications—with 2.2 million applications received in 2018 compared to 1.27 million in the year before. The trend was partly due to more industries looking to have fresh minds and ideas on existing projects for better productivity. What was originally seen as a western concept, getting an internship before plunging into the job market, is fast gaining momentum at Indian workplaces.

II. According to the survey data, India's National Capital Region has been the top provider of internships, with a total of 35% internship opportunities, followed by Mumbai and Bengaluru at 20% and 15%, respectively. This includes opportunities in startups, MNCs and even government entities. The survey also revealed popular fields to find internships in (Fig.). There has been growing awareness among the students about the intern profiles sought by hiring companies that often look for people with real-time experience in management than B-school masters.

Internship Trends 2018
Popular fields to find internships in



III. The stipend has been an important factor influencing the choice of internships. The survey data reveals that the average stipend offered to interns was recorded as ₹ 7000 while the maximum stipend went up to ₹ 85,000. According to statistics, a greater number of people considered virtual internships than in office internships. Virtual internships got three times more applications than in office, since a large chunk of students were the ones already enrolled in various courses, or preferred working from home.

IV. Internship portals have sprung up in the last three to four years and many of them already report healthy traffic per month. Reports suggest that on an average, an internship portal company has around 200,000-plus students and some 8,000 companies registered on it. It gets around two lakh visits online every month. The Managing Director of a leading executive search firm says that though these web platforms are working as an effective bridge between the industry and students, most established companies are still reluctant to take too many interns on board for obvious reasons.

1. Select the correct inference with reference to the following:

Over the last five years, more companies have been actively looking for intern profiles.

A. The past five years have seen active applications by interns to several companies.
B. The activity for intern profiling by the companies has reached a gradual downslide over the past five years.
C. There were lesser companies searching for intern profiles earlier, as compared to those in the recent five years.
D. Several companies have initiated intern profiling five times a year in the recent past.

*40 Questions to be attempted out of 50

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2. Select the central idea of the paragraph likely to precede paragraph-I.
A. Process of registering for internships
B. Knowing more about internships
C. Dos and Don'ts for an internship interview
D. Startups and internships

3. Select the option that displays the true statement with reference to Fig.
A. Internships for Engineering and Management are the top two favourites.
B. Design & Architecture internships are significantly more popular than Others.
C. Internships for Media and Others have nearly equal popularity percentage.
D. Management internships' popularity is more than twice that for Media.

4. Based on your reading of paragraphs II-III, select the appropriate counter-argument to the given argument.

Argument: I don't think you'll be considered for an internship just because you've been the student editor and Head of Student Council.
A. I think I have a fair chance because I'm applying for a virtual position than an in-office one.
B. I have real-time experience in managing a team and many companies consider it more meritorious than a degree in Management.
C. I know that my stipend might be on the lower side but I think that it's a good 'earn while you learn' opportunity.
D. Lot of metro-cities have a good percentage of positions open and I think I should definitely take a chance.

5. Select the option that displays the correct cause-effect relationship.

	Cause		Effect
A.	Several students had academic courses to complete	—	Students applied for online internship
B.	A large chunk of students preferred in-office internships	—	Applications were three times more than for virtual internships
C.	A greater number of students wanted to work from home	—	Several students had courses to complete
D.	Students applied for online internship	—	An equal number of students applied for work-from-home

6. The survey statistics mention the average stipend, indicating that:
A. 50% interns were offered ₹ 85,000.
B. ₹ 7,000 was the lowest and ₹ 85,000 was the highest.
C. Most interns were offered around ₹ 7,000.
D. No intern was offered more than ₹ 7,000.

7. The phrase 'healthy traffic' refers to the:
A. updates from portals about health and road safety.
B. statistics about adherence to traffic rules by the portals.
C. sizeable number of visitors to the portal per month.
D. monthly data about the health of internship applicants.

8. Read the two statements given below and select the option that suitably explains them.
(1) Established companies are reluctant to take too many interns on board.
(2) Probability of interns leaving the company for a variety of reasons, is high.
A. (1) is the problem and (2) is the solution for (1).
B. (1) is false but (2) correctly explains (1).
C. (1) summarises (2).
D. (1) is true and (2) is the reason for (1).

Directions (Qs. No. 9-13): *Answer any four out of the five questions given, with reference to the context below.*

The President of R.W.A. Chelavoor Heights, Kozhikode, has to put up a notice to inform residents about a power-cut for their residential area.

9. Select the appropriate title for the notice.
A. Choosing Own Power Cuts
B. Scheduled Power Cut
C. The Need to Save Power
D. Power and Resident Safety

10. Select the option that lists the most accurate opening for this notice.
A. Greetings and attention please, to one and all in Chelavoor Heights.
B. This notice is written to share some news with you all about…
C. This is to inform all the residents of Chelavoor Heights about…
D. I wish to share with all officials of R.W.A. Chelavoor Heights that…

11. Select the option with the information points to be included in the body of the notice.
(1) Opinion about regular power cuts
(2) Resolution for power cuts
(3) Reason for the power cut
(4) Timings of the power cut
(5) Complaint against regular power cuts
(6) Date of the power cut
A. (1) and (4) B. (2), (3) and (5)
C. (2) and (6) D. (3), (4) and (6)

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12. Would this notice reflect the name of the R.W.A?
A. Yes, because it is the issuing body.
B. No, because it is understood through the signature.
C. Yes, because it makes it informal.
D. No, because the title makes it clear.

13. Select the appropriate conclusion for this notice.
A. Stay informed
B. Collaboration solicited
C. Stay prepared
D. Inconvenience regretted

Directions (Qs. No. 14-16): *Read the given extract to attempt questions that follow:*

"I have nothing else to do," he mutters, looking away. "Go to school," I say glibly, realising immediately how hollow the advice must sound.

"There is no school in my neighbourhood. When they build one, I will go."

"If I start a school, will you come?" I ask, half-joking. "Yes," he says, smiling broadly.

A few days later I see him running up to me. "Is your school ready?"

"It takes longer to build a school," I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

14. Saheb's muttering and 'looking away' suggests his:
A. anger B. shyness
C. embarrassment D. anxiety

15. Of the four meanings of 'glibly', select the option that matches in meaning with its usage in the extract.
A. showing a degree of informality
B. lacking depth and substance
C. being in sincere and deceitful
D. speaking with fluency

16. Who do you think Saheb is referring to as 'they', in the given sentence?

"When they build one, I will go"
A. The officials B. The inhabitants
C. The teachers D. The journalists

Directions (Qs. No. 17-21): *Read the given extract to attempt questions that follow:*

Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool. This went on until July. But I was still not satisfied. I was not sure that all the terror had left. So, I went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island, and swam two miles across the lake to Stamp Act Island. I swam the crawl, breast stroke, side stroke, and back stroke. Only once did the terror return. When I was in the middle of the lake, I put my face under and saw nothing but bottomless water. The old sensation returned in miniature.

17. Why did Douglas go to swim at Lake Wentworth?
A. To showcase his skills for all who had doubted him.
B. To honour the efforts of his swimming instructor.
C. To build on his ability of swimming in a natural water body.
D. To know for sure that he had overcome his fear of drowning in water.

18. Select the option that lists the correct inference based on the information in the extract.
A. Triggs Island and Stamp Act Island are both located in Lake Wentworth.
B. Lake Wentworth is a part of Triggs Island.
C. Stamp Act Island is two miles away from New Hampshire.
D. Lake Wentworth is connected via docks to New Hampshire.

19. What was the reason for the 'return' of terror?
A. Superstitions about the dock at Triggs Islands
B. Recent reports about drowning incidents
C. Prior drowning experiences
D. Warnings by experienced swimmers

20. Douglas mentions that the *old sensation returned in miniature.*

He means that he felt the familiar feeling of fear _____
A. at irregular intervals B. on a small scale
C. repeatedly D. without notice

21. How did Douglas handle the 'old sensation'?
A. Addressed it
B. Avoided it
C. Submitted to it
D. Stayed indifferent to it

Directions (Qs. No. 22-26): *Read the given extract to attempt questions that follow:*

The tall girl with her weighed-down head.
The paper-seeming boy, with rat's eyes.
The stunted, unlucky heir of twisted bones,
reciting a father's gnarled disease,
His lesson, from his desk. At back of the dim class
One unnoted, sweet and young.
His eyes live in a dream…

22. The poet draws attention to the problem of _____ while describing the boy as *paper-seeming.*
A. malnutrition B. untidiness
C. isolation D. abandonment

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23. Which option has the underlined phrase that applies the poetic device used for 'rat's eyes'?
A. He shut up like a clam when interrogated.
B. She runs as swift as a gazelle.
C. He is considered the black sheep of the family.
D. She ran away chattering with fear.

24. Select the correct option to fill the blank.
The tall girl's head is weighed down due to the _____.
A. effect of diseases
B. need for concentration
C. desire to remain unnoticed
D. burdens of poverty

25. The literal meaning of 'reciting' refers to delivering the lesson aloud. What does its figurative meaning refer to?
A. Showing extra interest in the lesson
B. Carrying his father's disease
C. Resigning to his disease and condition
D. Voicing the poor conditions, he lives in

26. How does the 'unnoted' pupil present a contrast to others?
A. He appears to be in a world of dreams.
B. He struggles with the fulfilment of dreams.
C. He seems taller than most.
D. He sits in the dimmest part of the classroom.

27. On his way to school, Franz says that he had the *strength to resist* and chose to hurry off to school.
The underlined phrase suggests that Franz was:
A. hesitant B. threatened
C. tempted D. repentant

28. Select the suitable option for the given statements, based on your reading of *Lost Spring*.
(1) The writer notices that Saheb has lost his carefree look.
(2) Saheb has had to surrender his freedom for ₹ 800 per month.
A. (1) is false but (2) is true
B. Both (1) and (2) are true
C. (2) is a fact but unrelated to (1)
D. (1) is the cause for (2)

29. Select the option that lists the qualities of Douglas' trainer.
(1) adventurous
(2) generous
(3) patient
(4) methodical
(5) encouraging
(6) courageous
A. (1) and (6) B. (3), (4) and (5)
C. (2) and (5) D. (1), (4) and (6)

30. The metaphor 'lead sky', is used by Stephen Spender to bring out:
A. the image of sky-high constructions in the slum.
B. a response to death and destruction.
C. the strong dreams and aspirations of the children.
D. a sense of hopelessness and despair

31. Change the voice of the sentence:
This alligator is fed by the main zoo keeper every day.
A. The main zookeeper fed this alligator every day.
B. The main zookeeper had fed this alligator every day.
C. The main zookeeper is feeding this alligator every day.
D. The main zookeeper feeds this alligator every day.

32. Identify the part of speech of the underlined word.
This singer is little known outside his state.
A. Adjective B. Noun
C. Verb D. Adverb

33. A sentence is divided in four parts, given as options below. Identify the option that indicates the erroneous part of the sentence.
I can't believe that you have never seen elephant in Kerala.
A. I can't believe
B. elephant
C. that you have never seen
D. in Kerala

34. From the given options, choose the meaning of the underlined phrase in the given sentence:
The South African captain was able to stave off defeat with the help of a patient century.
A. Accept B. Prevent
C. Finish D. Aim at

35. Transform the sentence into indirect speech:
The artist said to Sally, "What shall I draw for you?"
A. The artist asked Sally what he should draw for her.
B. The artist asked Sally what should I draw for her.
C. The artist asked Sally what shall I draw for you.
D. The artist asked Sally what should he draw for her.

36. Identify the part of speech of the underlined word.
Devi's office is above the new book shop.
A. Verb B. Preposition
C. Conjunction D. Adverb

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37. Identify the part of speech of the underlined word.

It was a boring film. We left before the end.
A. Adverb B. Conjunction
C. Adjective D. Preposition

38. From the given options, choose the correct meaning of the below word.

Felicity
A. Felony B. Minor
C. Happiness D. Grief

39. From the given options, choose the meaning of the underlined phrase in the given sentence:

You cannot always go by appearances at an interview.
A. Finalise B. See
C. Ask for D. Judge from

40. Identify the part of speech of the underlined word.

I was annoyed, still I kept quiet.
A. Preposition B. Adjective
C. Conjunction D. Adverb

Directions (Q. Nos. 41-45): *Choose the word that is nearest in meaning to the underlined word.*

41. Being a big businessman, Gita's father is very affluent.
A. Prosperous
B. Poor
C. Talkative
D. Intelligent

42. The massacre of Kashmiri Pandits in 1990 was tragic.
A. Stabbing B. Slaughter
C. Murder D. Genocide

43. The young boys were reprimanded for watching obscene videos.
A. Objectionable B. Vulgar
C. Displeasing D. Condemnable

44. He pilfered many precious things from the palace.
A. Destroyed B. Damaged
C. Stole D. Snatched

45. Resilience is a desirable human trait.
A. Flexibility B. Pride
C. Rigidity D. Joyfulness

Directions (Q. Nos. 46-50): *In each of the following group of words, only one of them is correctly spelt. Select the one with the correct spelling.*

46. A. acomodate B. accomodate
C. accommodate D. acommodate

47. A. purtinacious B. pertinacious
C. purtenacious D. pertenecious

48. A. perilous B. parilous
C. perilus D. parilus

49. A. bleeth B. blith
C. blithe D. bleethe

50. A. invidous B. invidious
C. envidous D. envidious

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
C	B	D	B	A	C	C	D	B	C
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
D	A	D	C	B	A	D	A	C	B
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
A	A	C	D	B	A	C	B	B	D
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
D	D	B	B	A	B	D	C	D	C
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
A	D	B	C	A	C	B	A	C	B

SAMPLE PAPER-2 (SOLVED)

CUET-UG

(Common University Entrance Test for UG Programmes)

Section-IA : English Language*

Directions (Qs. No. 1-10): *Read the passage carefully and answer these questions.*

I. Food is an important part of our identity and culture. We are known by what we eat. It reflects the geography to which we belong and the locally available resources used in our cuisine. Adivasi food systems are deeply embedded in local culture and traditions, given that the way of life of these indigenous peoples is so closely linked to nature and its resources.

II. Jharkhand is a natural abode and home to numerous Adivasi communities constituting a little over 25% of the total population. These communities, in addition to their rich social and cultural traditions, practice immensely diverse food practices which are based on locally available resources and techniques. Such Adivasi food systems have been instrumental in maintaining the sovereignty and self-reliance of these communities. They have taken many varieties of vegetables and tubers, wild or grown, to enrich their diet and also to meet their requirements of calcium, iron, minerals and vitamins.

III. The realm of medicinal plants and herbal products is even vaster. According to the All India Coordinated Research Project on Ethnobiology, tribal communities are acquainted with the use of over 9,000 species of plants including food plants, while specifically for the purpose of healing they know the use of around 7,500 species of plants.

IV. The Adivasi food of Jharkhand may be defined in terms of a few characteristic features: food is influenced by physiological needs and geographical conditions and the habit is closely associated with habitat. This means food habits are guided by locally available resources. Adivasis consume boiled food like rice, pulses, herbs or 'saag' and on some occasions, animal or bird meat is roasted on a fire. Because of these consistent food habits that are based on locally available resources, instances of serious diseases are considerably lower among Adivasis.

V. Nutrition Value: Ingredients used in Adivasi food are a great source of nutrition in addition to taste. Studies have revealed that Adivasi food provides high immunity to diseases and protection from deformities. Food like tubers, shoots, berries, nuts, etc. are a good source of protein and fat. The consumption of meat, fish, egg, shellfish, etc., provides good quality protein apart from important vitamins and minerals. Widely consumed wild or grown tubers enrich their dietary requirement of calcium, iron, mineral elements and vitamins.

1. The mention of medicinal plants and herbal products makes the writer seem.

A. Commend B. Thankless
C. Appreciative D. Critical

2. Alliteration refers to the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Select the option that contains a word from the passage that will form an alliteration with 'Adivasi food of Jharkhand'.

A. Sovereignty B. Ingredients
C. Features D. Medicinal

3. Select the option that suitably completes the given dialogue as per the context on the passage.

Jaya : That seminar about the Adivasis was very informative but I don't think I can ever eat what they eat.

Rishi : Why are you saying that? Their food ____ .

A. is so different from ours
B. is so rich in nutrition
C. is made up raw materials
D. is obtained from medicinal plants

*40 Questions to be attempted out of 50

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4. What is the relationship between (1) and (2)?
(1) Such Adivasi food systems have been instrumental in maintaining the sovereignty and self-reliance of these communities.
(2) This means food habits are guided by locally available resources.
A. (1) is the reason for (2).
B. (2) elaborates the problem described in (1).
C. (1) gives the motive behind (2)
D. (2) explains the problem discussed in (1)

5. The sentence "We are known by what we eat" means that:
A. It's important to eat good food in order to be healthy and fit.
B. We become famous by the kind of food we eat.
C. Healthful and nutritious food is the reason behind our fame.
D. People remember us because of our eating habits.

6. Select the option that states the reason behind the statement—"Adivasi food provides high immunity to diseases and protection from deformities".
A. The food of Adivasis have more protein and fibre.
B. The food of Adivasis have a rich balance of protein, vitamins and minerals.
C. Adivasis grow their own food themselves.
D. Adivasis know the use of around 7,500 species of plants.

7. Which of the following statements is/are true in the context of the passage?
1. Studies have revealed that as the Adivasi food is rich in nutrients, it provides high immunity to disease and protection from deformities.
2. Most of the Adivasis have frequent cases of serious diseases due to their consistent eating habits.
3. Adivasi food provides ample amount of proteins, vitamins and minerals to boost the immune system of the eater.
4. Adivasi communities cover more than 34% of Jharkhand - which is their natural house.
A. Only 1
B. Both 1 and 2
C. Both 1 and 3
C. Only 4

8. Which quote summarises the writer's feelings about the Adivasi's food and culture as described in the passage?
A. If you keep good food in your fridge, you will eat good food. *–Errick Mc Adams*
B. It's health that is real wealth and not pieces of Gold and Silver. *–Mahatma Gandhi*
C. Eating healthy food fills your body with energy and nutrients. Imagine your cells smiling back at you and saying: 'Thank You!'
–Karen Salmansohn
D. A Journey of thousand miles begins with a single step. *–Lao Tzu*

9. Select the option that lists what we can conclude from the passage.
(1) Adivasis are self-reliant and have a good immune system as they eat nutritious food that is available as per their natural resources.
(2) Adivasis are self-reliant and have good immune system as they eat every kind of food that is given to them by their governing agencies.
(3) Adivasis are self-reliant, modern and have good knowledge of healing properties.
(4) Adivasis are not self-reliant but have good immune system as they eat nutritious food that is available as per their natural resources.
A. Only (1) is true
B. Both (1) and (3) are true
C. Both (2) and (3) are true
D. Only (4) is true

10. The writer mentions that 'food is an important part of our identity and culture'.

Pick the option that closely gives the meaning of the statement.
A. Culture is what makes everyone different from who they are and where they originate.
B. Food is family treasure in a way that the recipes are passed on from one generation to another.
C. As the world becomes more globalised, it is easier to access cuisines from different cultures.
D. How we eat and talk about food is a different key part of our identities.

11. Identify the part of speech of the underlined word.

I felt sick <u>during</u> the match.
A. Adverb
B. Conjunction
C. Preposition
D. Verb

12. From the given options, choose the appropriate antonym of the given word:

Individual
A. General
B. Severe
C. Personal
D. Special

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13. A sentence is divided in four parts, given as options below. Identify the option that indicates the erroneous part of the sentence.

I don't know nothing whatever of your relationship with that merchant.
A. with that
B. of your relationship
C. Merchant.
D. I don't know nothing whatever

14. A sentence is divided in four parts, given as options below. Identify the option that indicates the erroneous part of the sentence.

No sooner had the Director returned but he was summoned again.
A. summoned again
B. the Director returned
C. but he was
D. No sooner had

15. A sentence is divided in four parts, given as options below. Identify the option that indicates the erroneous part of the sentence.

It was a drawn game; neither of the teams were able to score a goal.
A. It was
B. able to score a goal.
C. neither of the teams were
D. a drawn game

16. Identify the part of speech of the underlined word.

Let us go for a walk <u>along</u> the beach.
A. Adverb
B. Conjunction
C. Adjective
D. Preposition

17. A sentence is divided in four parts, given as options below. Identify the option that indicates the erroneous part of the sentence.

Our dog is still remembering you after so many years.
A. is still remembering
B. Our dog
C. after so many years.
D. you

18. Identify the part of speech of the underlined word.

You may borrow the cycle <u>provided that</u> you return it before 7 pm.
A. Preposition
B. Conjunction
C. Adverb
D. Pronoun

19. A sentence is divided in four parts, given as options below. Identify the option that indicates the erroneous part of the sentence.

Neither Sunil nor you seem to understand the seriousness of this matter.
A. the seriousness
B. to understand
C. of this matter.
D. Neither Sunil nor you seem

20. Change the voice of the sentence.

The tsunami destroyed the entire beachfront.
A. The entire beachfront had been destroyed by the tsunami.
B. The entire beachfront has been destroyed by the tsunami.
C. The entire beachfront was destroyed by the tsunami.
D. The entire beachfront is destroyed by the tsunami.

21. "Left to his own meditations", one day the peddler fell into "a line of thought, which really seemed to him entertaining".

What does the peddler's conception of the world as a rattrap, signify about him?
A. The peddler had a lot of time on his hands, with nothing much to do.
B. The peddler was a reflective man whose wisdom did not depend on his status.
C. The peddler was a lonely vagrant trying to make sense of his fortunes.
D. The peddler was a rattrap seller, and his work deeply inspired him.

22. Why was the old crofter so talkative and friendly with the peddler?
A. Because he trusted the peddler.
B. Because the peddler was his old friend.
C. Because he lived there all alone and was happy to get someone to talk to
D. Because he thought that he peddler was a gold guy.

23. The Rattrap seller says that when he reached the cottage, "instead of the sour faces which ordinarily met him", he received a different treatment.

What kind of treatment did the seller get?
A. Hostile
B. Incredulous
C. Generous
D. Suspicious

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24. Select the suitable option for the given statements, based on your reading of 'The Rattrap'.
1. The vagabond enjoyed the company of the crofter and wanted to help him out.
2. The vagabond stole the money so that he could find a living for himself.

A. 1 can be inferred but 2 cannot be.
B. 1 is cannot be inferred 2 can be.
C. Both 1 and 2 can be inferred.
D. Both 1 and 2 cannot be inferred.

25. What according to Mahatma Gandhi would be a real solution for peasants of Champaran?
A. To free them from fear
B. To file cases in law courts
C. To talk to British officials
D. To hire thugs

26. Gandhi signed a receipt for the notice and wrote on it that he would disobey the order.

What characteristics would you attach to Gandhiji based on the given sentence?
A. Daring
B. Revolutionary
C. Strong-willed
D. Determined

27. "Apparently, the authorities wished to consult their superiors." The word 'apparently' here indicates
A. Reason B. Excuse
C. Disbelief D. Strategy

28. Complete the statement about the form of the chapter, 'Indigo'.

The chapter 'Indigo' is ..... a Louis Fischer book.
A. a preface to
B. the blurb for
C. the foreword of
D. an excerpt from

29. Keats celebrates the grandeur of the mighty dead in the poem 'A Thing of Beauty'. With reference to the given line, which of the following is not true?
A. Grandeur is associated to our lives.
B. Grandeur is related to big sculptures and statues.
C. Grandeur comes from myths.
D. Grandeur comes from stories.

30. 'An endless fountain of immortal drink, Pouring unto us from the heaven's brink.' In the given lines, the poet indicates that
A. beautiful things are a unique gift by God to Humanity
B. Beautiful things have the power to heal anyone.
C. Beautiful things are formed with rain
D. All of the above

31. William Wordsworth says "One Daffodil is worth a thousand pleasures, then one is too few." Choose the option that correctly comments on the relationship between Wordsworth's words and the line from the poem 'A thing of beauty is a joy forever'.
A. Wordsworth endorses Keats belief in nature.
B. Wordsworth justifies Keats statements about beautiful things.
C. Wordsworth undermines Keats intent of justifying the healing qualities of nature
D. Wordsworth surrenders to Keats desire to enjoy nature

32. Select the suitable option for the given statements, based on your reading of 'A Thing of Beauty'.
I. Keats believes that beauty can only be found in natural things.
II. For him Beauty can never be created by man.

A. I is true, but II is false.
B. I is false, but II is true.
C. Both I and II cannot be inferred
D. Both I and II can be inferred

33. Read the statements given below. Choose the option that accurately describes the given statements.
I. The poem is a manifesto against the institution of marriage.
II. Aunt Jennifer represents all women artists.
III. The poem embodies an alternative for women to express their repressed desires through art.

A. I is true, II is false, III cannot be inferred.
B. I and III are false, II cannot be inferred.
C. I and II are true, III cannot be inferred.
D. I is false, II cannot be inferred, III is true.

34. Select the suitable option for the given statements, based on your reading of 'Aunt Jennifer's Tigers'.
(*i*) The uncle in the poem is representative of the all the oppressive forces in the society.
(*ii*) The Uncle and his family expectation has suppressed the Aunt.

A. (*i*) is true but (*ii*) is false.
B. (*i*) is false but (*ii*) is true.
C. Both (*i*) and (*ii*) are true.
D. Both (*i*) and (*ii*) are false.

35. What is the poet suggesting through the different nature of characters present in the poem?
A. Diverse attitude regarding women
B. Each and every individual is different and unique.
C. Simultaneous nature of fears and strengths of aunt.
D. Universal struggles of people.

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36. Select the suitable option for the given statements based on your reading of 'Aunt Jennifer's Tigers.'

1. Aunt Jennifer knows that even after her death, her struggles will never be over.
2. The suppression faced by Aunt Jennifer will continue as other women will be oppressed.

A. 1 is true but 2 is false.
B. 1 is false but 2 is true.
C. Both 1 and 2 can be inferred.
D. Both 1 and 2 cannot be inferred.

37. "Jack didn't like women when they took anything for granted; he liked them apprehensive, hanging on his words."

Choose the option with the correct reference to the textual statement given above.

A. The way Jo was looking out of the window as if she was not interested annoyed Jack
B. The way Clare was shifting the furniture downstairs was irksome to Jack.
C. The way Jack was not able to make Jo sleep on time was making him restless.
D. The way the Skunk's mommy in the story didn't listen to his son, irritated Jack.

38. "You come with me and we're going right back to that very awful wizard."

This shows that _____ .

A. the Mother Skunk hated the wizard
B. the Mother Skunk was angry
C. the Mother Skunk disliked the smell of roses
D. the Mother Skunk wanted her child to smell like a skunk

39. Why does Jo want the wizard to hit mommy?

A. Because mommy behaves rudely with the wizard
B. Because mommy does not let her son have a new smell
C. Because mommy does not allow her son to play with his friends
D. Because mommy was a wicked and a bad person

40. Select the suitable option for the given statements, based on your reading of 'Should Wizard Hit Mommy'.

(*i*) Clare can understand the dilemma that her husband was going through.
(*ii*) Clare's decision to do the work by herself irritates Jack.

A. (*i*) is true but (*ii*) is false
B. (*i*) is false but (*ii*) is true
C. Both (*i*) and (*ii*) are false
D. Both (*i*) and (*ii*) are true

41. "Ah, but do you care if you never kiss them." What does Mr. Lamb aim to do with such a statement?

A. Empower Derry to take charge.
B. Inspire Derry to have dreams.
C. Comfort Derry by distracting him.
D. Question Derry about his desires

42. The moral of the story about the man who locked himself in the house by Mr. Lamb is:

A. people have different views
B. you cannot please everyone
C. you cannot live your life with fear
D. isolatin is not a solution

43. "So you're not lost, are you? Not altogether? You do hear things. You listen."

In the given lines, Me. Lamb …… Derry.

A. starts to understand
B. finds a ray of positivity in
C. sees the vulnerability in
D. brings a change in

44. "Everything's the same, but everything is different." Choose the option stating the significance of this statement depending on the textual context.

A. Every one finds different meanings in different things according to their cultures.
B. While essentially things are similar in nature, they are different for different people.
C. What matters is how an individual looks at things.
D. One's perception is central to the understanding of one's psychology.

45. "If he was so anxious to make another break, why in heaven's name hadn't he tried it from the Recreational Block? Much easier."

The given lines highlights the irony present in the situation as:

A. The Governor's precautionary measures were vain as nothing happened.
B. Even with so much precautions Evans made his escape.
C. An outsider entered the prison to help Evans.
D. The prison officers made a basic mistake.

46. Pick the option that best describes the word 'demeanour' as used in the given lines.

"McLeery's hitherto amiable demeanour was slightly ruffled by this tasteless little pleasantry, and he answered Jackson somewhat sourly."

1. Personality
2. Manner
3. Conduct

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4. Attitude
5. Cast
6. Appearance

A. 1, 2, 3
B. 2, 3, 4
C. 3, 4, 5
D. 4, 5, 6

47. The Governor reached for the phone. "Jackson? Ah, good. Get Stephens out of that cell, will you? I think we're perhaps overdoing things."

In context of the lesson, which of the following idioms would suit the given lines?

A. Come back to bite you
B. Throw caution to the wind
C. Barking up the wrong tree
D. So far so good

48. Select the correct option for the given statements based on your reading of 'Evans tries an O-level'.

I. Stephen was an under-confident police officer.
II. If Stephen had not gone to check on Evans after the exam, the discovery of Evans escape would have been late.

A. I is true but II is false.
B. I is false but II is true.
C. Both I and II cannot be inferred.
D. Both I and II can be inferred.

49. On the basis of this passage, pick the option that enumerates the characteristics of the Governor.

1. short-tempered
2. practical
3. rational
4. over-cautious
5. gullible
6. over-confident

A. Only 1
B. 2 and 3
C. 1 and 5
D. Only 6

50. "God Almighty! There's far more going on than I (___)"
"Always will be, sir."

What can be collected from the aforesaid conversation between the Governor and Evans?

A. The Governor realised that he was likely to lose his job very soon.
B. Evans proved that criminals are always one step ahead of the police,·
C. There were always schemes afoot unknown to prison authorities.
D. The Governor's confidence in his control over the prison stood shattered.

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
C	C	B	A	A	B	C	C	A	B
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	A	D	C	C	D	A	B	D	C
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
C	C	B	B	A	A	B	D	C	A
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
A	C	B	B	C	B	A	D	B	C
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
A	C	B	B	B	B	C	D	C	C

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Comprehension

Comprehension is a very important part of English paper. The questions on comprehension lay particular stress on understanding a given passage. You are required to read a passage or poem and answer a few questions based on it. Various comprehension questions are set solely with the objectives named below:

1. To test your ability to detect the central idea or the focal point in the given passage.
2. To test your ability to understand and interpret the given passage or poem.
3. To judge your capability to pick out the various arguments put forward by the writer for or against something.
4. To test your accuracy and richness of vocabulary.
5. To test your academic ability to understand the implied and the clearly and fully expressed ideas of the writer of the passage or poem.
6. To test, occasionally, your power of appreciating critically the views contained in the given passage or poem.

While answering comprehension questions, you must comply with the following important points:

1. First, read the whole passage or poem attentively, carefully and quickly.
2. Read it for the second time, slowly but steadily.
3. Work out the probable meaning of new words, from the context in which they have been used.
4. Underline and look for transitional words and phrases as an aid to comprehension.
5. The process of elimination should be used while selecting the correct answer.
6. Your answers should be brief and to the point, where-ever required.

I. CLOZE TEST

A cloze test is a procedure in which a person is asked to supply words that have been removed from a passage as a test of his ability to comprehend text. Practise it regularly to score well.

Directions: *In each of the following passages some numbered blank spaces are given. For each numbered blank space answer choices are given. Pick out the one which is the most appropriate for that blank space. Keep the trend of the passage in mind.*

PASSAGE-1

A drug which has been ....(1).... promoted here for fever and pain ....(2).... has invited medical ....(3).... over its ....(4).... side-effects following adverse reactions and its ....(5).... withdrawal in certain European countries. The scientific advisory committee has issued a ....(6).... advice on the ....(7).... of the drug ....(8).... some serious ....(9).... in the liver. While most doctors in India ....(10).... there is not need to ....(11).... yet, they also admit that they ....(12).... ....(13).... about it as most studies on the drug are industry ....(14).... .

QUESTIONS

1. A. aggressively B. astonishingly C. surprisingly D. immensely

2. A. treatment B. relief C. cure D. removal

3. A. concern B. criticism C. discussion D. debate

4. A. probable B. probably C. possible D. possibly

5. A. unconditional B. immediate C. consequent D. subsequent

6. A. precautionary B. preliminary C. formal D. informal

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7. A. sell B. purchase
C. recommendation D. marketing

8. A. reminding B. following
C. thinking D. caring

9. A. complications B. problem
C. complexity D. consequences

10. A. suggest B. insist
C. lay D. say

11. A. worry B. react
C. panic D. exorbitant

12. A. think B. know
C. knew D. known

13. A. a bit B. a little
C. a few D. little

14. A. based B. sponsored
C. surveyed D. experimented

PASSAGE-2

I believe the biggest challenge ....(1).... the world is that of ....(2).... poverty across a large ....(3).... of the ....(4).... population and the continued ....(5).... between the rich and poor nations. The globalisation ....(6).... of the Nineties was ....(7).... to change all that and it has not made a significant impact as yet. Indeed, poverty today is the single biggest ....(8).... of place and democracy. It is high time that even the most ....(9).... rich citizen or indeed all of us ....(10).... people, realise that the only way to ....(11).... prosperity is to defeat poverty.

QUESTIONS

1. A. confronting B. facing
C. spoiling D. destroying

2. A. acute B. continued
C. general D. common

3. A. proportion B. share
C. portion D. fraction

4. A. universal B. en bloc
C. entire D. global

5. A. disputation B. disparity
C. discrimination D. tensile

6. A. struggle B. efforts
C. wave D. air

7. A. considered B. perpetually
C. supposed D. perhaps

8. A. curse B. enemy
C. hurdle D. obstruction

9. A. complacent B. compliant
C. fatuous D. inconsiderate

10. A. well-to-do B. cultured
C. privileged D. developed

11. A. defend B. debilitate
C. protect D. save

PASSAGE-3

What the daily newspapers nowadays ....(1).... carry are the reports of ...(2).... murders, killings, genocides and ....(3).... cleansing all over the world. India is not an exception ...(4).... . For a moment one is sure ....(5).... the principle of religious tolerance, peace and ....(6)...., which were the ....(7).... of Indian society, that are now slowly but steadily ....(8).... hatred, anger, distrust and religious intolerance. Making things worse are the divisive practices being ....(9).... by some ....(10).... minds that have led to the rise of religious fundamentalism. And this is a ....(11)...., which is ....(12)..... in the form of hundreds of innocent lives being lost in all corners of the country.

QUESTIONS

1. A. usually B. generally
C. regularly D. casually

2. A. huge B. massive
C. brutal D. mass

3. A. ethnic B. ethical
C. evasive D. eventual

4. A. to it B. in it
C. for it D. on it

5. A. of thinking
B. to think about
C. to think of
D. thinking about

6. A. conscientious B. compassion
C. rapacity D. sagacity

7. A. heart B. core
C. cornerstones D. milestones

8. A. are replaced with
B. replaced by
C. being replaced by
D. being replaced with

9. A. precluded B. precipitated
C. predisposed D. fabricated

10. A. perverted B. scrupulous
C. nefarious D. ruthless

11. A. calumny B. bane
C. crass D. denouncement

12. A. visible B. coming
C. taking its toll D. resulting its toll.

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PASSAGE-4

The outstanding ....(1).... of the development of science and technology can neither be realised nor enriched in an atmosphere with disturbed ....(2).... balance, ...(3).... to pollution hazards. The ....(4).... of pollution and conservation of the natural ecosystems in all the development efforts are ....(5).... not merely for the growth of our ....(6).... but for our very existence on this earth. It demands the ....(7)... that it deserves. Although ....(8).... is expressed in various circles for ....(9).... the environmental balance and ....(10).... of forests, but at the same time there is a large scale ....(11).... of forests, as ....(12).... evidenced in several river valley projects ....(13).... at the national level.

QUESTIONS

1. A. capacity B. potential C. possibility D. advancement

2. A. economical B. natural C. ecological D. polluting

3. A. susceptible B. adversely C. salubrious D. pernicious

4. A. removal B. eradication C. discarding D. evolution

5. A. imperil B. imminent C. impulsive D. imperative

6. A. status B. sociability C. economy D. environment

7. A. importance B. attention C. value D. care

8. A. interest B. enthusiasm C. deep concern D. anxiety

9. A. maintaining B. evolving C. developing D. rising

10. A. growing B. maintaining C. maintenance D. regeneration

11. A. degeneration B. degradation C. deprivation D. dereliction

12. A. blatantly B. vitally C. vividly D. indiscreetly

13. A. executed B. planned C. organised D. undertaken

PASSAGE-5

India is a country where women ....(1).... worshipped and ....(2).... at the same time. If mantras have been chanted to ....(3)... the Goddesses, ...(4).... have also been hurled at a domestic wife questioning her devotion and ....(5).... . Their position has remained more or less the same ....(6).... . Though women have taken ....(7).... since the country achieved independence, they still are a ....(8).... of political, socio-economic and legal neglect. The current year has seen a number of government ....(9).... to empower women. Though these are ....(10)...., much will depend on the ....(11).... implementation of these schemes or else they ....(12).... achieve the targets, they have set for themselves.

QUESTIONS

1. A. are B. were C. has been D. have been

2. A. cursed B. blamed C. crucified D. insulted

3. A. placate B. please C. plead D. respect

4. A. curses B. expletives C. obscenity D. objurgation

5. A. virginity B. purity C. chastity D. fecundity

6. A. till date B. over time C. till now D. until now.

7. A. remarkable progress B. advancement C. rapid strides D. important steps

8. A. object B. subject C. matter D. victim

9. A. machinery B. initiatives C. project D. plannings

10. A. laudable B. languor C. lascivious D. lassitude

11. A. efficient B. thorough C. appropriate D. effective

12. A. would not B. should not C. will not D. cannot

PASSAGE-6

We are ....(1).... about our success and failure in every field. No doubt, we start our actions with ....(2).... but still in a corner of our mind ....(3).... about success and failure and ....(4).... makes us tense. And this tension sometimes ....(5).... that it effects our efficiency and performance. So, we ....(6).... remember that the mind is efficient ....(7).... it is cool, not hot or tense. The tease or excited mind ....(8).... produce rational concepts or ....(9).... thought processes. A calm person has his senses fully ....(10).... with the environment ....(11).... he places himself. A restless person ....(12).... notice

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anything, consequently he gets into trouble with himself and others and ....(13).... everything.

QUESTIONS

1. A. always worried B. anxious always
C. curious always D. in doubt-always

2. A. over-confidence B. full confidence
C. full enthusiasm D. full effort

3. A. a doubt remains still
B. remains a doubt
C. still remians a doubt
D. a doubt still remains

4. A. intentionally B. unnecessarily
C. necessarily D. unconsciously

5. A. become so intense
B. grow so much
C. become so intensive
D. become so serious

6. A. must B. have to
C. will have to D. shall have to

7. A. when B. when only
C. only then when D. only when

8. A. can never B. could not
C. connot D. possibly

9. A. obnoxious B. obligatory
C. objective D. orderly

10. A. engrossed B. paralleled
C. identified D. sunk

11. A. on which B. in which
C. at which D. where

12. A. do not B. does not
C. did not D. cannot

PASSAGE-7

Great books do not spring from something ....(1).... in the great men who wrote them. They are the ....(2).... of their very core, the ....(3).... of the life itself of the authors. And literature cannot be said to ....(4).... its true purpose. Until it ....(5).... translated into the actual life of him who reads. Literature is the ....(6).... of true ideas and high emotions and life is ....(7).... of ideas and emotions. In a world ....(8).... of literature, the intellectual and emotional activity of all ....(9)... exceptionally gifted men would quickly sink and ....(10).... to a narrow circle. The broad, the noble, the generous would tend to disappear ....(11).... accessible storage. And life would be ....(12).... degraded, because the ....(13).... idea and the pretty emotion would never feel the upward pull of the ideas and emotions of genius.

QUESTIONS

1. A. accidental B. remarkable
C. strange D. superficial

2. A. affluence B. effluence
C. excellence D. magnificence

3. A. outcome B. offspring
C. flow D. expression

4. A. have served B. done
C. achieve D. accomplished

5. A. is B. has been
C. gets D. has

6. A. store B. stock
C. vast reservoir D. huge collection

7. A. expression B. expansion
C. storage D. constituted

8. A. devout B. devolve
C. deterrent D. deprived

9. A. but few B. except
C. but a few D. people

10. A. die B. spoil
C. dissolve D. retract

11. A. for want of B. desiring
C. searching D. for

12. A. altogether B. correspondingly
C. contrarily D. actually

13. A. beautiful B. ornamental
C. stupid D. fallacious

PASSAGE-8

Patriotism is one of the qualities that touches the heart of the ....(1).... countrymen. When a soldier fights and dies in saving his country from the enemy, his sacrifice in this way is termed as ....(2).... and attains the ....(3).... worthy of worship. Thus in a war the soldier gets ....(4).... without surrendering, by which he ....(5).... saved his life, ...(6).... the hearts of his fellow being. This situation is true not only in ....(7).... an enemy but anyone who struggles to acheive a ....(8).... aim without surrendering and ....(9).... his life. He ....(10).... succeeded but he leaves a ....(11).... for others to follow who will definitely win and attain the victory ....(12).... the adversaries..

QUESTIONS

1. A. humble B. rustic
C. fellow D. sophisticated

2. A. intelligent B. virtuous
C. supreme D. courageous

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3. A. death B. martyrdom
C. end D. goal

4. A. vanquished B. vanguard
C. reward D. award

5. A. would have had B. would be able to
C. would have D. could have

6. A. attracting B. winning
C. taking D. getting

7. A. struggling B. killing
C. winning D. fighting

8. A. esteemed B. high
C. patriotic D. laudable

9. A. offers B. sacrifices
C. lays D. present

10. A. could have B. could not have
C. may have D. may not have

11. A. trail B. trial
C. goal D. situation

12. A. upon B. over
C. on D. against

PASSAGE-9

Our beautiful sunbright ....(1).... is being systematically damaged by industrial pollution ....(2).... into rivers like the Ganga and Jamuna, ...(3).... wastes from atomic plants ....(4).... into-the world's oceans, and poisonous gases ....(5).... with the ozonosphere. ....(6)...., tropical rain forests and green pastures are ....(7).... under the pressure of a ....(8).... population. Rivers like the Narmada are being dammed to change nature's ....(9).... surface ....(10).... between flora and fauna, and sloping mountain terrain is being ....(11).... into mini oceans to supply electricity to the ....(12).... industrial stomach of our age.

QUESTIONS

1. A. ecology
B. ecosystem
C. environment
D. physical phenomena

2. A. directed B. channelled
C. scattered D. accumulated

3. A. atomic B. scientific
C. nuclear D. bumptious

4. A. diverted B. routed
C. outstretched D. overflown

5. A. channelled B. routed
C. scattered D. mixed

6. A. Besides B. Instead
C. Addition to D. Above all

7. A. diminishing B. reducing
C. minimising D. disappearing

8. A. proliferating B. profiting
C. projecting D. pronounceable

9. A. smooth B. well balanced
C. rough D. unequal

10. A. equilibrium B. equality
C. equation D. equity

11. A. contracted B. convulsed
C. conjured D. converted

12. A. hungry B. greedy
C. vacant D. ever starving

PASSAGE-10

Only ....(1)...., people find a long journey by motor-car ....(2)... . Mostly a long journey by train is much more comfortable and ....(3).... . The tracks, the coaches and the smooth though swift motion ....(4).... the pleasantness of the train journey. ....(5).... at the beautiful countryside from a window seat in a fast moving train has a ....(6).... of its own. A night journey ....(7).... its pleasures too. One can experience a sense of adventure ....(8).... a restful sleep. Modern railway travel being ....(9)... comfortable than in the past, ...(10).... the childhood excitement of ....(11).... the train and its engine as ....(12).... of visual and imaginative delight.

QUESTIONS

1. A. exceptionally B. ordinarily
C. unusually D. abnormally

2. A. disagreeable B. unenjoyable
C. strange D. agreeable

3. A. enjoyable B. suitable
C. appropriate D. enjoying

4. A. hike B. jolt
C. contribute D. all add to

5. A. Observing B. Enjoying
C. To look D. Looking

6. A. comfort B. complacence
C. delight D. satisfaction

7. A. had B. has
C. have D. has have

8. A. alongwith B. together with
C. addition to D. adding to

9. A. highly B. extensively
C. exceptionally D. so much more

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10. A. revives B. vibrates
C. regenerates D. enliven

11. A. fancying B. enjoying
C. feeling D. dreaming

12. A. subjects B. objects
C. centre D. focus

PASSAGE-11

Women were earlier considered as the kitchen keepers and house keepers – that was ....(1).... as their ....(2)... field of activity. ....(3)... women began to get educated and came out ....(4)... the social and potitical field and today they are there in all fields and are ....(5)... equal emloyment as the menfolk. Not only this they are ....(6)... themselves in those fields. Two important reasons behind the changed ....(7)... are : firstly, Womens are ....(8)... themselves duly qualified and want to use-their talents to seek an employment; and secondly, with the price-index ....(9).... everyday it is found necessary for the middle class families that the wife having ....(10).... academic qualifications working and ....(11).... the family income. This while giving them a social status, also helps the family to have a better standard of living, which everyone ....(12).... for and rightly too.

QUESTIONS

1. A. recognised B. realized
C. regarded D. looked

2. A. exclusive B. only
C. working D. one

3. A. Day by day B. Slowly
C. Later D. Gradually

4. A. on B. in
C. at D. to

5. A. finding B. seeking
C. enjoying D. sharing

6. A. distinguishing B. proving
C. mastering D. struggling

7. A. scenario B. circumstances
C. society D. culture

8. A. thinking B. finding
C. educating D. proving

9. A. excelating B. intensifying
C. changing D. escalating

10. A. registered B. recognised
C. requisite D. minimum

11. A. substituting B. segment
C. influencing D. suplement

12. A. do crave B. does crave
C. starve D. do starve

PASSAGE-12

Importance of music especially in today's hum drum life cannot be ....(1).... . Today man is surrounded by ....(2).... worries and listening to music ....(3).... his nerves. Music acts as a ....(4).... and soothes the nerves. It is a fine art and groups of all ages ....(5).... to its sweet sound. A person gifted with aesthetic ....(6).... finds music as a food for his soul. Some of the great musicians of the world ....(7).... in high esteem ....(8).... of the kind of they produce western, oriental, classical, pop or light. These musicians ....(9).... concerts which attract people from all walks of life. If people are ....(10).... to balming music, they will definitely find life a rich and healthy ....(11)..... In this way, the importance of music is really ....(12).... .

QUESTIONS

1. A. overstated B. understated
C. irrelevant D. relevant

2. A. varied B. innumerable
C. different D. variegated

3. A. calm B. cure
C. soothe D. please

4. A. stimulant B. catalyst
C. machinery D. device

5. A. are attracted B. get attracted
C. are pleased D. feel pleasure

6. A. beauty B. blessing
C. capabilities D. knowledge

7. A. were held B. are held
C. are taken D. are received

8. A. no matter B. considering
C. respectively D. irrespective

9. A. popularize B. organize
C. form D. propagate

10. A. forced B. brought
C. introduced D. exposed

11. A. stage B. experience
C. achievement D. thing

12. A. considerable B. unavoidable
C. imimense D. recognisable

PASSAGE-13

There are groups of people in ....(1).... developing countries who are in poverty line and who became the victims and ....(2).... in a self-fulfilling vicious of poverty. ....(3).... of the

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parents in the society ....(4).... afford to send their children to school. ....(5)...., the children often go to the labour force ....(6).... in order to ....(7).... the family income and to help the economic ....(8).... of the family. The Indian Government and educational ....(9).... are taking adequate steps for their standard of living and ....(10).... opportunities for schooling with full day food and other required ...(11)... .

QUESTIONS

1. A. each B. all
C. whole D. every

2. A. engulfed B. surrounded
C. trapped D. fall

3. A. line B. circle
C. frame D. structure

4. A. can't B. couldn't
C. cannot D. can never

5. A. Though B. Despite
C. Instead D. Even so

6. A. at an early age
B. in his growing stage
C. in his childhood
D. at his childhood

7. A. add B. supplement
C. hike D. improve

8. A. servility B. survivality
C. conditon D. situation

9. A. activist B. executives
C. planners D. propagonist

10. A. approving B. alloting
C. distributing D. providing

11. A. privileges B. facilities
C. necessities D. factors

PASSAGE-14

What is urgently, ...(1).... in our country is a proper survey and a planned assessment of what sort of jobs ....(2).... demand both in the public as well as in the private sector and there ....(3).... a controlled enrolment in institutes and institutions which should be training young men in such needed jobs. It is a ....(4).... task, no doubt, but when the government and the private agencies ....(5).... make large scale survey for so many other problems of the country why cannot this grave problem of unemployment be ....(6).... at a priority basis and money and manpower be invested and ....(7).... to make an assessment of the requirements and then the process of their fulmilment ....(8).... . What is actually needed is not only scheming and planning but actually to have a ....(9)... to find the root of the ....(10).... . Only then can the ....(11).... be found out.

QUESTIONS

1. A. demanded B. needed
C. prevalent D. lacking

2. A. are of B. are at
C. are most in D. currently

3. A. needs to be B. is
C. are D. shall be

4. A. labourious B. Herculean
C. time taking D. stupendous

5. A. can B. could
C. are out to D. readily

6. A. noticed B. surveyed
C. treated D. observed

7. A. used B. employed
C. organised D. treated

8. A. be worked out B. be taken up
C. be decided D. be developed

9. A. spirit B. will
C. motive D. strength

10. A. malady B. grievances
C. curse D. paradox

11. A. treatment B. cure
C. remedy D. solution

PASSAGE-15

A sudden flood of ....(1).... dangerous toys like swords and bow and arrow make their ....(2).... in the market during the Dussehra festival. ....(3)...., eyes can and do get injured ....(4).... by these toys and ....(5)...., the victims aare innocent children. ....(6).... by the Ram Lila and similar television serials, children ....(7).... swords at each other or fire arrows from bows which ....(8).... to permanent blindness if ....(9).... to hit the eye. This happens ....(10).... if the injury is servere and not managed properly. Any injury in and around the eye ....(11).... taken seriously land managed on an emergency basis.

QUESTIONS

1. A. potentially B. instantly
C. constantly D. inevitably

2. A. arrival B. appearance
C. place D. position

3. A. unknowingly B. undoubtedly
C. undauntedly D. unfortunately

4. A. advertently B. inadvertently
C. unfortunately D. unknowingly

5. A. almost B. almost always
C. all the time D. very often

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6. A. Motivated B. Inspired
C. Encouraged D. Taught

7. A. attack B. take out
C. brandish D. home

8. A. can lead B. could lead
C. would lead D. lead

9. A. it targets B. it comes
C. they happen D. they are

10. A. usually B. generally
C. commonly D. more often

11. A. are to be B. is to be
C. shall be D. may be

PASSAGE-16

The scientist of today is a man of ....(1).... ambition. He is not contented with ....(2).... he has achieved, but wants to be a creator of new and surprising things so that the common people may ....(3).... at the marvels of his ....(4)...., feel thrilled and go away ....(5).... by his superior wisdom and his ....(6).... inventiveness. The new and challenging scientific forces now ....(7).... by him in the universe will continue to work ....(8).... in ever increasing numbers, to lead mankind to ....(9).... material progress, and to ....(10).... in its hand unlimited power for conquering ....(11).... territories of knowledge and experience.

QUESTIONS

1. A. increasing B. elevating
C. soaring D. diversing

2. A. what B. whatever
C. those D. that

3. A. broad B. work
C. gape D. deride

4. A. invention B. genius
C. life D. achievement

5. A. impressed B. dejected
C. attracted D. motivated

6. A. enviable B. reliable
C. unavoidable D. considerable

7. A. brought B. given
C. let loose D. realised

8. A. fruitfully B. miracles
C. magic D. wonders

9. A. unscathed B. unrelenting
C. unmitigated D. unprecedented

10. A. keep B. allot
C. load D. place

11. A. greater B. varied
C. unknown D. more and more

PASSAGE-17

Education of the future has to ....(1).... human values and see that the human factor is not neglected. The task of education is to help the individual to know himself. ....(2).... as the individual is ignorant of his ....(3)...., his potentialites and his mission of life, he ....(4).... contribute in a creative manner ....(5).... his own growth and development of the society. It is often said that, as education is the ....(6).... of the thinking elite of the nation, ...(7).... the nation's future depends on its system of education. This is true to some ....(8).... .But ....(9)...., the general outlook of society has also a strong ....(10).... on education itself so that education can only be reformed when a ....(11).... change has already begun in society.

QUESTIONS

1. A. consider B. protect
C. care D. preserve

2. A. Till then B. So long
C. Uptill then D. Till that time

3. A. own B. credibilities
C. nature D. real self

4. A. can't B. could not
C. could never D. cannot

5. A. in B. throughout
C. to D. towards

6. A. developing process B. development
C. building up D. guidance

7. A. much of B. many of
C. mostly D. mainly

8. A. limit B. horizon
C. context D. extent

9. A. conversely B. alternately
C. actually D. outwardly

10. A. hearing B. relation
C. opposition D. affinity

11. A. consequent B. corresponding
C. subsequent D. similar

PASSAGE-18

Every action we perform ....(1).... a result. And, naturally, we lay claim ....(2).... the results or fruits ....(3).... from that action in the ....(4).... that it is we who perform the action. This is .....(5).... ignorance because ....(6).... is it the Lord who ....(7).... the result of any action, it is by His will ....(8).... that even the action is accomplished. The will of the Lord ....(9).... whether we cooperate with His will or strive ....(10).... If God wills that an action takes place, he

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arranges for the ....(11).... for it to happen. It is ....(12).... experience that sometimes despite our best efforts we ....(13).... achieve the results we desire, and at other times the seemingly most ....(14).... situations mysteriously get ....(15).... . ....(16).... way man chooses to act, both the act and the outcome of the cost are dependent ....(17).... on the will of the Lord.

QUESTIONS

1. A. produce B. produces C. causes D. undergoes

2. A. on B. at C. to D. for

3. A. occuring B. obtaining C. deriving D falling

4. A. belief B. hope C. fantasy D. folly

5. A. sheen B. keen C. sheer D. sheathe

6. A. alone B. only that C. not only D. for only

7. A. declares B. decides C. ordains D. ornate

8. A. completely B. entirely C. only D. alone

9. A. prevails always B. prevails everywhere C. is prevalent D. always prevails

10. A. alone B. always C. constantly D. independently

11. A. wherewithal B. whereabouts C. whatsoever D. wherefore

12. A. usual B. general C. universal D. common

13. A. does not B. may not C. do not D. might not

14. A. intractable B. intangible C. internecine D. intricate

15. A. subsided B. resolved C. solved D. converted

16. A. Whatever B. All the C. All those D. Whichever

17. A. mainly B. actually C. entirely D. generally

PASSAGE-19

For centuries, women not only in India but all over the world ....(1).... treated as ....(2).... secondary position to men. ....(3).... human history men ....(4).... far greater power then women to name, classify, and order the worlds in which they both live. ....(5).... studies in various parts of the world point out to a wide ....(6).... in male and female roles ....(7).... cultures and demonstrate the possibility of change in these sex-determined roles. The 20th century in particular ....(8).... the cause of gender justice by internationalizing struggles for equality ....(9).... women and other oppressed people. Women's struggles against their ....(10).... were interwined in ....(11).... degrees with ideologies and movements based on the values of freedom, self-determination, equality, democracy and justice.

QUESTIONS

1. A. has been B. have been C. had been D. were

2. A. occupying B. taking C. possessing D. serving

3. A. All through B. Throughout C. Since D. From

4. A. have B. had C. have had D. enjoy

5. A. Sociological B. Anthropological C. General D. Practical

6. A. concord B. repulsion C. disagreement D. variation

7. A. among B. across C. between D. of

8. A. developed B. envolved C. promoted D. entertained

9. A. for B. to C. among D. by

10. A. subsidiary B. subsequent C. subservience D. subordination

11. A. various B. varying C changing D. differeing

PASSAGE-20

What is required today in our country is ....(1).... of a new political culture based on full respect for human liberty, on pluralism and on a better social deal for all. The major ....(2).... facing us today is to carry out democratic transformation in all the ....(3)...., social, cultural, economic and political. The events of the 20th century ....(4).... one thing absolutely clear that human ....(5)...., everywhere, specially in countries whose political structures were ....(6).... to reflect the revolutionary aspirations of the people ....(7).... not only under stress and strain but are ....(8).... vast upheavals because of the ....(9).... of democracy. At the same time it has also to be understood that democracy cannot be ....(10).... into a static mould.

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QUESTIONS

1. A. growing B. developing C. creating D. creation
2. A. development B. crisis C. challenge D. drawback
3. A. corners B. context C. realm D. spheres
4. A. have made B. has made C. had made D. made
5. A. travails B. traverse C. trapse D. transverse
6. A. supposed B. meant C. caused D. forced
7. A. were B. was C. are D. have been
8. A. developing B. evolving C. experiencing D. faced with
9. A. denial B. rebuff C. rebuttal D. absence
10. A. shaped B. flex C. frozen D. caused

PASSAGE-21

We are living in very exciting ....(1).... . The ....(2).... change is dizzying and the impact this progress is having on our present and – more importantly – on our future is difficult to ....(3).... in its ...(4).... . This is the age of ....(5).... micro processors, sophisticated software, new hardware technology and high bandwith, high-speed networks. The PC gave us a new way to work, play and ....(6).... . In fact, it brought ....(7).... our desktops computing power, which until a few years ....(8).... had only been available to corporates. With the ....(9).... of the internet, the PC ....(10).... us the most convenient and flexible way to head on to the Net.

QUESTIONS

1. A. periods B. days C. phase D. times
2. A. phase B. pace C. sphere D. drastic
3. A. guess B. forecast C. comprehend D. approximate
4. A. whole B. entirety C. fruition D. fullness
5. A. strong B. changing C. powerful D. sonorous
6. A. convey B. communicate C. entertain D. enjoy
7. A. onto B. to C. on D. at
8. A. back B. earlier C. behind D. before
9. A. addendum B. adherence C. afoot D. advent
10. A. allowed B. privileged C. brought D. offered

PASSAGE-22

Visualisation is a strong ....(1).... to memory. Those persons who ..... (2) ..... a powerful memory cannot do so without taking the help of visualisaton. Such persons have developed the skills to ....(3).... visualisation even in such ....(4).... tasks as remembering names and numbers. These persons have the names and numbers ....(5).... in their brain even after hearing those names and figues only once. On the other hand those who take the help of revising to memorise ....(6).... to forget it once they have ....(7).... the practice of revising ....(8).... the ones who have applied visualisation to memorise. Psychologists ....(9).... in visualisation a powerful tool for personality development. The more you visualise, the more you are ....(10).... your attitude and behaviour to the blue prints of your vision and ....(11).... more you are inching towards success.

QUESTIONS

1. A. way B. path C. aid D. symptom
2. A. command B. master C. rule D. enjoy
3. A. use B. apply C. put D. place
4. A. trivial B. difficult C. mundane D. unscrupulous
5. A. impress B. imprinted C. impinge D. store
6. A. bent B. incline C. prone d. tend
7. A. dropped B. left C. gave up D. given up
8. A. unlike B. opposite C. contrary D. not like
9. A. found B. have found C. sees D. finds
10. A. shaping B. moulding C. making D. attuning
11. A. actually B. factually C. subsequently D. consequently

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PASSAGE-23

....(1).... people today remember the war that was fought after China invaded India in 1962. Not because the war was never really ....(2).... . Nor because it was ....(3).... almost before it began. The reason is ....(4).... that most of us were yet to be born. The main reason for the Chinese attack seems to ....(5).... to establish the ....(6).... order, expose our ....(7)...., put us in our place. The official reason, ...(8)...., was the territorial dispute, ...(9).... more than 100,000 square kilometres. ....(10).... speaking, India borders Tibet, not China. The McMohan Line ....(11).... the border with Tibet in what is now Arunachal Pradesh was the result of a 1914 treaty ....(12).... British India and Tibet. This was not ....(13).... to the Chinese the result was a .....(14)..... nose. The Chinese attack was ....(15).... fast and furious. ....(16).... brave soldiers ....(17).... down their lives, but India was simply unable to halt the ....(17).... . Panic quickly ....(18)....

QUESTIONS

1. A. A few B. Few C. Fewer D. A little

2. A. joined B. combined C. acted D. approved

3. A. finished B. ceased C. over D. stopped

4. A. simple B. simply C. common D. commonly

5. A. had been B. have C. had D. have been

6. A. pecking B. unavoiding C. powerful D. selfish

7. A. projections B. pretensions C. presumption D. pretending

8. A. more over B. probably C. perhaps D. however

9. A. effecting B. causing C. affecting D. influencing

10. A. Formally B. Informally C. Broadly D. Technically

11. A. relating B. dividing C. defining D. laying

12. A. among B. between C. of D. by

13. A. favourable B. favoured C. acceptable D. accepting

14. A. angry B. bloody C. honed D. blitz

15. A. quick B. prick C. sudden D. unassuming

16. A. Some B. Few C. Many D. A lot of

17. A. onrush B. onset C. omnipotence D. omen

18. A. come in B. gone in C. set in D. set out

PASSAGE-24

Man has always been ....(1).... with flying because it ....(2).... a sense of freedom, of romance and thrill-something too ....(3).... to resist. It is the task of the ....(4).... of the skies to safeguard Indian air-space from unwelcome ....(5)..... . The Indian Air Force ....(6).... a chequered and glorious history. From its ....(7).... days of single-engine aeroplanes like Tempests and Spitfires to the state of the art multi-engine, supersonic MIG and Sukhoi fighters, the Indian Air Force ....(8).... a long way. In addition to the already existing ....(9).... of aircraft and weapon systems, plans are ....(10).... to enhance its air defence power and ....(11).... capability through upgradation and ....(12).... .

QUESTIONS

1. A. fascinated B. moved C. inspired D. fancied

2. A. generates B. cultivates C. reaps D. evokes

3. A. envisaging B. impressing C. enchanting D. laudable

4. A. sentiness B. sedulous C. venturous D. fervid

5. A. emigrants B. intruders C. foreigners D. tourists

6. A. had B. have C. have had D. has had

7. A. early B. undeveloped C. growing D. embryonic

8. A. had come B. has come C. have come D. came

9. A. invention B. inventory C. mechanism D. technique

10. A. progressive B. afresh C. afoot D. affluent

11. A. combat B. increase C. intensify D. ensure

12. A. acquistion B. acknowledgement C. acquiescence D. accumulation

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PASSAGE-25

Libraries were never ....(1).... the place to ....(2).... They never will be. But those who've visited libraries for the ....(3).... pleasure of it will testify to the feeling of ....(4).... on entering the labyrinth ....(5).... high with books. Suddenly, a ....(6).... spent reading seems the ideal. It's a similar experience to ....(7).... in a bookshop. The difference : in the second situation, despair ....(8).... you as your eyes zoom ....(9).... on the price; in the first there is the ....(10).... that all these books are yours for the asking. Today, ...(11)...., liberary use is almost ....(12).... necessity-based. The reading room is ....(13).... full with students poring ....(14).... their books..

QUESTIONS

1. A. realised B. seen C. recognised D. considered

2. A. hung out B. hang out C. hang out in D. hung out in

3. A. mere B. sheer C. trivial D. trifle

4. A. exhilaration B. exhaustion C. expedition D. extrapolation

5. A. going B. moving C. pik D. towering

6. A. long time B. whole life C. life time D. life long

7. A. browsing B. move about C. move D. stroll

8. A. swamps B. swab C. swoon D. swoop

9. A. at B. on C. in D. upon

10. A. idea B. surity C. certainty D. knowledge

11. A. although B. however C. in fact D. moreover

12. A. wholly B. partially C. outwardly D. purely

13. A. tight B. completely C. over crowded D. cramped

14. A. into B. onto C. over D. upon

PASSAGE-26

The ....(1).... of a country does not depend on the abundance of its revenue but more ....(2).... by its citizens; its men of education, enlightenment and character. It is for the ....(3).... of higher learning to ....(4).... an academic environment of equity, justice and fair play where those ....(5).... in the ....(6).... task of nation building can ....(7).... their responsibilities in a spirit of sincerity, dedication and commitment. Higher education in India ....(8).... great strides after independence. The ideal of education is to ....(9).... for self-preservation but which also prepares us to recognise and ....(10).... the rights of others and to shoulder our ....(11).... as responsible citizens.

QUESTIONS

1. A. prospects B. fortune C. protrusion D. gaiety

2. A. illustrated B. emancipated C. defined D. apprehended

3. A. institute B. centre C. college D. university

4. A. encourage B. embark C. promote D. polish

5. A. employed B. recruited C. held D. engaged

6. A. paramount B. ardous C. lucrative D. laudable

7. A. dispense B. disburse C. carry D. discharge

8. A. have taken B. had taken C. has taken D. is taking

9. A. evoke B. prepare C. encourage D. cultivate

10. A. concede B. preserve C. coddle D. clung

11. A. obligations B. obduracy C. obsequiousness D. portfolio

PASSAGE-27

Observation is one of the key ....(1).... of modern corporate behaviour. Indeed it has long been the ....(2).... for humans and animals generally. It is essential for every corporate citizen to be able to taste the ....(3).... of what is happening around him all the time, not merely to survive but to ....(4).... . ....(5).... the corporate corridors to check which way the wind is blowing ! Know when it is appropriate to get your ....(6).... in and when it is ....(7).... to maintain a low profile. To ....(8).... a career with the ease and ....(9).... of a winner, you need to be able to ....(10).... a disaster before it happens ! You need to take an advantage before someone else ....(11).... . You need to be at the right place before someone else ....(12).... there. Observation or paying attention to what's happening around us is essential ....(13).... . We

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need to take the time to ....(14).... the habit of paying attention so that we can make our work ....(15).... and so that we can stand at ease! Career ....(16).... will be the happy outcome!

QUESTIONS

1. A. approach B. method
C. tactics D. means

2. A. rule B. norm
C. convention D. technique

3. A. presence B. essence
C. events D. problem

4. A. thrive B. throb
C. fare D. blow

5. A. Sniff B. Snuffle
C. Spin-off D. Splutter

6. A. shore B. oar
C. objective D. ogle

7. A. correct B. right
C. prudent D. prudish

8. A. carry B. initiate
C. continue D. conduct

9. A. caprice B. comfort
C. over-confidence D. aplomb

10. A. forecast B. apprehend
C. guess D. foretell

11. A. do B. does
C. takes D. gets

12. A. come B. comes
C. get D. gets

13. A. everytime B. alltime
C. everywhere D. forever

14. A. reap B. sow
C. cultivate D. grow

15. A. easy B. easier
C. easiest D. simple

16. A. advancement B. progression
C. achievement D. cultivation

PASSAGE-28

The ....(1).... Euphoria over the ....(2).... fall in the cost of domestic air travel has ....(3).... to a more realistic appraisal of what is on offer. The aggressive ....(4).... schemes offered since the beginning of July have certainly been good news for certain categories of passengers who probably value .....(5).... above anything else. For them, the heavily discounted fare ....(6).... enables them to afford air travel for the first time. In fact, the ....(7).... of the fare cut ....(8).... such that in specific instances air travel compares ....(9).... to the fares charged by the Railways for upper class travel. Obviously, it ....(10).... for a change in mindset to switch to air travel in ....(11).... to, say, rail transport in India. Economy and affordability will certainly be key ....(12).... but they must be made available ....(13).... a fairly long period. To put it differently, cheaper air travel or at least a ....(14).... fare structure ....(15).... institutionalised in the country.

QUESTIONS

1. A. embryonic B. early
C. ending D. initial

2. A. casual B. sudden
C. surprising D. dramatic

3. A. raised B. caused
C. given way D. gave way

4. A. lucrative B. lofty
C. laudable D. promotional

5. A. expenses B. affordability
C. comfort D. time

6. A. scheme B. structure
C. system D. circular

7. A. portion B. ratio
C. magnitude D. proportion

8. A. are B. is
C. has been D. have been

9. A. very slightly B. very favourably
C. specifially D. generally

10. A. causes B. calls
C. invites D. lures

11. A. choice B. favour
C. preference D. alternative

12. A. determinants B. detrimenetals
C. performers D. issues

13. A. over B. for
C. to D. through

14. A. different B. distinctive
C. reducing D. differential

15. A. must be B. has to be
C. ought to be D. have to be

PASSAGE-29

"I need a break" is a common ..... (1) ..... among the ....(2).... middle and elite classes – under ....(3).... pressure to perform, to live up to their own artificial standards, to earn, and earn some more and ....(4).... some more. But in this vortex, time is at a ....(5)...., and the much needed break ....(6).... materialises because harried professionals are unable to

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stay away from work long enough ....(7).... from the city and breathe in some fresh air—metaphorically and literally. And weekends? They are ....(8).... lazing at home, ...(9).... on chores, or may be watching some mind numbing television programme. Because it would be hard to think of a place you ....(10).... escape to that was far enough from the city to be ....(11).... and yet close enough to ....(12).... as a weekend break.

QUESTIONS

1. A. restrain B. refrain
C. remark D. saying

2. A. hurried B. harried
C. worried D. busy

3. A. continuous B. consequent
C. constant D. stable

4. A. even B. add
C. farther D. then

5. A. premium B. minimum
C. limitation D. restriction

6. A. never often B. often never
C. although never D. sometimes do not

7. A. to stay away B. to escape
C. to go away D. to get moved

8. A. there B. for
C. those D. some

9. A. getting B. catching
C. catching up D. catching down

10. A. can B. ever
C. would D. could

11. A. refreshed B. refreshing
C. resting D. rejoining

12. A. consider B. anticipate
C. contemplate D. meditate

PASSAGE-30

Every monsoon I'm reminded of an incident that ....(1).... many years ago when I was a young man ....(2).... my first job in Mumbai. I was staying with my sister in those days. On one wet and windy night I ....(3).... with friends, and as it happens when you are in pleasant company, the ....(4).... . It was past ten when I finally bid goodby to my companions and moved towards my sister's house. It had rained the whole day, and it ....(5).... to drizzle again. The rain had ....(6).... people indoors earlier than usual and the dimly-lit street I was walking along was ....(7).... . I had heard that the road was ....(8).... . They said one could hear a woman calling for help on some nights. As I proceeded, I suddenly saw a figure walking ....(9).... me. A bandicoot chose to ....(10).... across my path, just then she seemed to have ....(11).... into thin air. Then I heard a faint ....(12).... for help. This frightened me and as such I turned and fled. The next morning I came to know from my sister that the bandicoot was no other but her friend who had mistakenly thought she was being ....(13).... . Out of fear she was looking behind and walking when she ....(14).... into a ditch. Now every monsoon, I'm reminded of my ....(15).... on that wet night.

QUESTIONS

1. A. happened B. occured
C. took place D. had taken place

2. A. in B. on
C. working at D. working with

3. A. had been out B. went for outing
C. had gone D. was out

4. A. time passes B. time runs
C. time flies D. time files

5. A. has B. was
C. began D. had begun

6. A. pushed B. sent
C. send D. driven

7. A. calm B. peace
C. lonely D. deserted

8. A. mysterious B. ghostly
C. haunted D. devilish

9. A. before B. in front of
C. a head D. near

10. A. scuttle B. scurry
C. scuff D. scrouge

11. A. faded B. vanished
C. vaporised D. melted

12. A. sound B. voice
C. cry D. whisper

13. A. followed B. chased
C. pursued D. caught

14. A. fall B. stumbled
C. threw D. jumped

15. A. foolishness B. ignorance
C. confusion D. cowardice

PASSAGE-31

Most of India's educational institutions, ...(1).... by hiring people who are ....(2).... qualified to be teachers. They are ....(3).... an unhappy group, which is ill-paid and which commands ....(4).... respect. Sadly, it is these men and women who have the enormous duty of ...(5).... tomorrow's society,

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a responsibility that remains ...(6)... . Children are ....(7).... in this terrifying circle : they are ....(8).... into submission, their innocence is destroyed and their lives become ....(9).... joyless. What follows is still ....(10).... . A violent childhood ....(11).... a violent adulthood. A child who faces the ....(12).... of an adult grows up ....(13).... that violence is the answer to all problems. They become ....(14).... individuals and often their intellectual development ....(15).... in the absence of congenial peace.

QUESTIONS

1. A. get away B. manage
C. run D. go away

2. A. not really B. really not
C. virtually not D. not actually

3. A. commonly B. mainly
C. specifically D. usually

4. A. scant B. scanty
C. scarce D. rare

5. A. forming B. moulding
C. framing D. making

6. A. unsatisfied B. unprecedented
C. unfulfilled D. unrequited

7. A. taught B. caught
C. captured D. chained

8. A. battered B. split
C. squeezed D. shaped

9. A. universally B. utterly
C. wholly D. complete

10. A. unfavourable B. bad
C. not good D. worse

11. A. may lead to
B. may grow to
C. may reach to
D. would develop to

12. A. consequences B. wrath
C. grief D. wretch

13. A. thinking B. supposing
C. infering D. believing

14. A. complex B. complicated
C. rough D. sanguine

15. A. slows down B. moves slowly
C. hampers D. brakes

PASSAGE-32

Men ....(1).... the maker of their own destinies and they ....(2).... make the destiny of the society and the nation. Life is a great gift of God to men and man ....(3).... making constant efforts to live a ....(4).... life right from the stone age to the modern one. But it is man who ....(5).... to think out how to live well. The ....(6).... before mankind today is between self-preservation and self-destruction. Science has given men all the powers that they need but the new millennium ....(7).... new challenges. We are ....(8).... what nature has given us—forests are being cut down, slums are being ....(9)...., rivers are being polluted. Medical science has made great ....(10)....; but the population is growing in a geometrical ....(11).... . Our natural resources like coal and oil are being ....(12).... . Atomic energy is our only hope. The ....(13).... welcome of the new millennium lies in our determination and hope for self-preservation ....(14).... self-destruction.

QUESTIONS

1. A. are B. have been
C. being D. had been

2. A. unitedly B. ultimately
C. conjointly D. co-exist to

3. A. have been
B. are
C. has been
D. have had been

4. A. congenial
B. cordial
C. congregational
D. congruent

5. A. have B. is
C. are D. has

6. A. optional B. choice
C. possibilities D. probabilities

7. A. presents B. places
C. offers D. puts forth

8. A. destroying B. ignoring
C. neglecting D. wasting

9. A. developed B. constructed
C. created D. manufactured

10. A. advancement B. advances
C. achievement D. inventions

11. A. dimension B. angle
C. index D. proportion

12. A. deported B. deplored
C. depleted D. disposed

13. A. actual B. real
C. warm D. innate

14. A. upon B. over
C. on D. above

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II. PASSAGES

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives and mark it in the Answer Sheet.*

PASSAGE-1

Cyber crime is the branded stigma defacing the culture and magnanimity of computer technology. It is up keeping the flag with indomitable triumph against developing computer technology worldwide.

Modern age is striding with marching steps of technology revolution beating the past decade of ancestral belief with ultimate care. Computer invention has unfolded the mystery of quick access with the objective of minimum manpower and cutting the time consumption parameters.

As each coin has dual face of its portrait, likewise computer technology is sick of creeping virus. Synthetic manmade dilemma of site hackers activation is causing setback to the expanding anchor of revolutionary device with great loss of time, economy and data profile as suffered by consumers. A recent report from Internet security firm Websense estimates that 85.6 per cent of all the unwanted e-mails contained links to spam sites. The company's data suggests that the number of malicious sites grew 233 per cent in the last six months and saw 671 per cent growth in the number of malicious sites during the last year. In June alone, the total number of e-mails detected as containing viruses increased by 600 per cent compared to May.

Chat rooms, blogs and message boards where the users post comments have been identified as the top targets of hackers and spammers due to the high traffic these attract. According to Websense, 95 per cent of user-generated comments to blogs, chat rooms and message boards during the first half of 2009 were malicious.

It is advisable not to click on spurious links and stay away from keying in passwords at unknown sites as they are most likely to be spammed. Hackers can steal your passwords and log in to your account and access critical information like account numbers and contact details among other things.

QUESTIONS

1. The above passage is:
A. an advisory for the computer users.
B. an advisory for the Internet users.
C. a warning against possible threat to the Internet users.
D. related to chat rooms, blogs and message boards.

2. People who use chat rooms and blogs,
A. are safe and have no threats from spam.
B. are more prone to malicious e-mails.
C. create virus and hack the accounts of others.
D. are unsafe.

3. According to the writer, it is not safe to:
A. log on to spurious links.
B. access one's own account frequently.
C. have essential information stored in a computer.
D. include data-stealing code.

4. Hackers and spammers, according to the writer, are:
A. a new threat to the Internet users and the economy.
B. only pranksters and not serious threat to the system.
C. trained, professional technocrats who are an asset.
D. not expert professionals.

5. Which word in the passage is synonym of *weblog*?
A. blog B. password
C. site D. e-mail

6. Which agency has assessed the data record with spam sites?
A. Microsoft
B. Internet security from Google
C. Websense
D. Spammers

7. Which month dominates the e-mails detection data record?
A. May B. June
C. Last six months D. Last year

PASSAGE-2

South Asian tropical weather reels valuable geographical aesthetic beauty surrounded by wildlife, mountains, steep elevations with dense forest. Human sapiens has been old and innocent victim of natural calamities branded as flood, hurricane, storm, earthquake and tsunami since ages.

Biological data depicts the loss of valuable men and material suffered by mankind owing to the chain reaction by such fatal natural incidents. Global warming has turned an eyesore to the rapid glory of rising civilsation with great mystery yet to be unfolded. UNO data reveals the rate of mortality owned due to natural disaster with great sway of cruel time factor.

Of the 245 natural disasters in the first 11 months of 2009, 224 or 91.4 per cent were due to weather, a UN study has found.

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Of the 58 million people affected, 55 million were affected by weather-related disasters, which accounted for $15 billion (₹ 7,05,000 crore) spent in coping with these disasters.

A study has found that half of these disasters, mainly storms and floods, have taken place in Asia, Debarati Guha Sapir of Brussels-based CRED said.

And this data does not include the loss due to drought because that takes longer to account for. Guha Sapir said, "We have found that this is due to global warming, weak political systems, urbanisation, weak infrastructure, population increase and deforestation."

"We have to cap the emissions of greenhouse gases because they produce greater risk of disasters," WMO head Michel Jerraud said. Greenhouse gases, mainly carbon dioxide, are causing the climate change that is already affecting farm output, making droughts, floods and storms more frequent and more severe, and raising the sea level.

QUESTIONS

1. Mark the correct statement(s).
1. Weather is responsible for most of the natural disasters.
2. There is no need to worry about the climatic changes.
3. All the nations are trying to have a common pact to tackle natural disasters.

A. 1 is correct B. Only 2 is correct
C. Only 3 is correct D. 1 and 2 are correct

2. Which one of the following statements is not true?
A. More than 58 million people have been affected by natural disasters.
B. $15 billion have been spent in coping with these disasters.
C. Most of the natural disasters have taken place in Asia.
D. The report does not include the loss caused by droughts.

3. The main cause of natural disasters is :
A. global warming
B. weak political system
C. deforestation
D. all of these

4. The first priority before the nations and the scientists across the world is :
A. to cap the emission of greenhouse gases.
B. to reach an agreement on the nuclear weapons.
C. to help one another when natural disasters occur.
D. to find out the causes of natural disasters.

5. Which word in the passage means the same as *serious*?
A. Reduce B. Severe
C. Underlined D. Underscore

6. Which region is mainly affected by these disasters?
A. United Nation B. Africa
C. Asia D. Brussels

7. Which statement is true?
A. Sea level rise is an alarming incident.
B. Rapid urbanisation is a curse to the global warming.
C. Deforestation with climatic change is responsible for green house gaseous effect.
D. All of these.

PASSAGE-3

Time has brought forth different classical and instrumental range of device that serves healing element to the aweful and mentally distressed state of affair. Temperament compatibility matching is a reasonable trend of motion adhered with the concept of body movement termed as dance therapy.

Dance has mobilised different acknowledgement of its noted culture proclaimed by experts and sensational aspirants. Vedas describe the dance origin from aryan culture to the creeping span of modern India. Archaeological Survey of India has claimed the civilsation existence issue owing to excavation of past events traced in the stone idols displayed in dance "mudra".

Dance is an art form that generally refers to movement of the body, usually rhythmic and to music, used as a form of expression, social interaction or presented in a spiritual or performance setting. Gymnastics, figure skating and synchronised swimming are sports that incorporate dance, while martial arts Kata are often compared to dances. Motion in ordinarily inanimate objects may also be described as dances (the leaves dance in the wind). Every dance, no matter what style, has something in common. It not only involves flexibility and body movement, but also physics. If the proper physics is not taken into consideration, injuries may occur. Choreography is the art of creating dances. The person who creates (*i.e.* choreographs) a dance, is known as the choreographer. Dance has certainly been an important part of ceremony, rituals, celebrations and entertainment since the birth of the earliest human civilisations. Archaeology delivers trace of dance from prehistoric times such as the 9,000 years old Rock Shelters of Bhimbetka painting in India and Egyptian tomb painting depicting dancing figures from circa 3300 BC. One of the earliest structured uses of dance may have been in the performance and in the telling of myths. Before the production of written languages, dance was one of the methods of passing these stories down from generation to generation.

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QUESTIONS

1. Dance does not necessarily involve:
   A. movement of the body.
   B. face expression.
   C. rhythmic movements.
   D. costumes.
2. According to the passage, which one of the following sports does not incorporate dance?
   A. Figure skating B. Gymnastics
   C. Chess D. Swimming
3. Which one, according to the passage, is not common in all the dances?
   A. Flexibility B. Body movement
   C. Music D. Physics
4. Physics in every dance is an important element to:
   A. master the art of dance.
   B. to perform it scientifically.
   C. to save oneself from injury.
   D. to get an award.
5. In prehistoric times dance was:
   A. a substitute of written language.
   B. a source of entertainment.
   C. a necessary ritual.
   D. not allowed in royal palaces.
6. Choreographer is a term addressed to:
   A. a sports trainer B. a gym coach
   C. a painting teacher D. a dance teacher
7. What does the term 'the telling of myths' refer to?
   A. Telling the beads B. Vedic convention
   C. Spiritual recitation D. Protest march

PASSAGE-4

Personal sentiments exposure portray in sober class of distinct feature with fair and pleasant expression. As the cruelty can be overpowered by the amicable terms likewise, impossible review let with expression can be publically announced by either electronic device or diary writing habit. On line conversation such as chattering, message convey are the rampant tool of the time to manage in communication congestion.

Blogs, online versions of personal diaries, have been a craze for quite some time now. Some of us, before the Internet age, used to maintain a small diary to jot down random thoughts, reflections, sayings, poems and other such stuff. Their online versions, however, are much more than that. The biggest difference between a blog and a personal diary is while the latter was a very private affair accessible not even to family members, a blog is a public account. In fact the whole world connected to the internet gets to read its contents if they come across it.

What a blogger should keep in mind while blogging is that by displaying our thoughts, emotions, opinions and personal life in full public glory, we are revealing a part of our private life. We are giving outsiders, strangers, friends, colleagues and relatives a full view of what's happening inside us and without lives, something we would hesitate to do in real life. Once blogging begins, it's difficult to control, and we end up sharing our personal thoughts and emotions that we would otherwise have kept to ourselves. The blog entices us, and we fall to be bait.

Blogs don't preserve our anonymity. They let us publish our pictures, professional and personal details, physical address and locations, etc. The biggest precaution to be observed therefore is to think twice before publishing anything, and ask oneself if one would like to make such matters public. The blog readers try to judge us, understand us, get information about us and take pleasure while peeping into our private lives without realising it.

QUESTIONS

1. Blogs are _____.
   A. diaries B. personal diaries
   C. online diaries D. official diaries
2. Earlier the personal diaries were not available even to family members but blog can be read by:
   A. family and friends
   B. friends only
   C. anyone who connects to the Internet
   D. relatives
3. Which one of the following statements is not true?
   A. Blogging does not affect our privacy.
   B. Blogging displays our private life in public.
   C. Blogging cannot be controlled easily.
   D. Blogging allows outsiders to peep into our personal life.
4. The writer in the above passage:
   A. favours blogging.
   B. criticises the practices.
   C. does not want the reader to become a victim of blogging.
   D. favours blogging but with some precautions.
5. Which word in the passage stands for *an account from on point of view*?
   A. version B. block
   C. affair D. account
6. The word Anonymity in the passage refers to:
   A. hostility B. friendship
   C. unacknowledged D. differences
7. What precaution is stressed by the narrator while releasing personal information?

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A. Suggest Comprehensive issue only
B. Reader friendly blog appreciation
C. Hiding personal facts
D. Diary maintenance

PASSAGE-5

Pleasure and sorrow being twin face of a coin suffers the sign of commend and condemn since long before the historic ages. Warriors outcry with victory decorated with deep throat laugh has marked the sentimental coverage of battle filed victory. Baffled war victims, war widows, dependents are the oppressed classes. They seek relief against those causing sabotage to their established settlement.

The history of literature really began long before man learned to write. Dancing was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The song and prayers became traditional and were repeated from one generation to another, each generation adding something of its own. As man slowly grew more civilsed, he was compelled to invent some method of writing by three urgent necessities. There were certain things that were dangerous to forget and which, therefore, had to be recorded.

It was often necessary to communicate with persons who were some distance away and it was necessary to protect one's property by making tools and so on, in some distinctive manner. So man taught himself to write and having learned to write purely for utilitarian reasons, he used this new method for preserving his songs and his prayers. Of course, among these ancient people, there were only a very few individuals who learned to write, and only a few could read what was written.

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QUESTIONS

1. Liguistic comment and condemn refers to:
A. physical grudge against sorrows
B. a temporary verbal communication
C. slip of tongue with praise and denounce
D. a communal fury against the joys

2. Which one of the following statements is true?
A. Study reveals the historic onslaught with cruelty only.
B. Suffers pledge to reform the existing tyranny.
C. A permanent code of sympathetic temper is sought by the suffers.
D. Language dominates with great passion during mental aggression.

3. Before man invented writing, _____.
A. literature was passed on by word of mouth
B. prayres were considered literature
C. literature was just singing and dancing
D. all of the above

4. According to the passage, dance originated from
A. literature B. yelling and shouting
C. prayers D. war

5. Writing was invented because
A. there were certain things which had to be remembered.
B. there were certain things which had to be communicated to the people who were away.
C. there were certain rituals which had to be preserved.
D. all of the above

6. Which one of the following statements is not true?
A. Since only a few individuals had learnt to write and a few could read what was written.
B. Prayers were developed after the idea of god developed.
C. People learned writing for utilitarian reasons.
D. Dancing was the earliest form of art.

7. Which one of the following words in the passage stands for *ancient*?
A. primitive B. traditional
C. coherent D. utilitarian

PASSAGE-6

Quality dominates the world ahead of its spherical, classical, racial or any undue discrimination ever exercised by any individual. Physical characteristics of a produce differs its structural attribution in quality from substandard produce with richness of prolong usage features declared by the claimant. Talent Hunt initiated by quality seekers have turned the table of established brand on account of innovative additions presented by their hardships.

The simple message that quality matters because it is cheaper to do things right the first time is yet to sink into the thinking of Indian managers and workers who seem quite content to live in their cloistered world where mediocrity reigns supreme. It is only the ignorant who believe that quality consciousness is a cultural trait. Barely half a century back no one associated Japan with high quality, but today 'Made in Japan' is a symbol of assured quality. The daily drill at school is far more important than the seasonal seminar and an obsession with quality at home is the best way of convincing the world that we value good quality. Indian exports will never be recognised for quality unless Indians are known to insist on good quality at home.

Global appreciation surrounds the exceptional brand by keeping up the physical standard neatly and efficiently. It is designed to meet the international standards' numerous logos and certificates to upkeep the label of quality consciousness. It has prime motto of swaying clean chit observation to the sanctioned produce without any objection. Modern age has been proved a turning point to the old established traditional belief. They are using tiring house hold produce to industrial device responsible to deface the status of rapid development. We breath into the cool and fresh air of healthy surrounding devised by mankind monitored by quality management with rigorous span or struggle tackled with due care.

QUESTIONS

1. The theme of the passage is:
A. quality consciousness
B. export promotion
C. quality management
D. promoting Indian culture

2. According to the passage, the Indian exports will never be recognised for quality:
A. unless there is technical advancement.
B. unless there is competition.
C. unless the Indians are known to insist on good quality.
D. unless government supports the exporters.

3. Which one of the following statements is true?
A. Indians are known for their insistence on quality.
B. Indians are not quality conscious.
C. Japan is not known for its quality product.
D. 'Made in Japan' is not a symbol of assured quality.

4. The best way to convince the world about quality is:
A. to conduct seminars on quality control.
B. to advertise the products.
C. to value for quality products at home.
D. all of the above

5. According to the passage, the main fault with the Indian managers is that:
A. they are not hard-working.
B. they are not quality conscious.
C. they are not well trained in quality control.
D. they lack technical knowledge.

6. How quality consciousness is termed as a cultural trait with the ignorant?
A. The mature opinion of quality.
B. Quality dominates ahead of traditional belief.
C. Cultural trait justifies any quality standard.
D. Quality consciousness leads to management growth.

7. Why 'Made in Japan' is a symbol of assured quality?
A. Traditional belief
B. Quality consciousness
C. Age old negligence suffering
D. High export offer

PASSAGE-7

Creamy outlook with soft speech presentation is a prima facie attraction that brings joy on the withering faces with a mixture of sensational touch. Smile with grace is the ultimate boon to the mankind keeping away any melancholy at bay. Old age is often miscalculated as liability with little attention paid to them. Their talents and learned potential is buried alive with undue care by oblivious approach due to disfigured or deformed physical structure taken over by aged talents of the society.

It happens to us all, however hard we may try to delay the process. We grow old. Cosmetic surgery may remove the wrinkles, skin which has sagged may be tightened by means of a facelift and hair dresser may dye grey hair a more youthful colour, but we cannot remain young forever.

However, what is important is the quality of life. Some people are lucky to be taken care of at home whereas others may have to move to residential homes. The worst part of ageing is that often the mind becomes less alert. As people grow older, they experience short term memory. Later some may suffer from dementia, often in the form of Alzheimer's disease.

By no means all people are in this category. Many senior citizens are in the possession of all their faculties and see retirement as a time of freedom. Not only that if they have a generous retirement pension, they are likely to be quite well off with money to be spent on a holiday and other luxuries. Because of this, both businesses and government have a new respect for what is known as grey power.

It is unfortunate that many people regard old people as geriatrics who have one foot in the grave. Someone should remind them that they too would be old one day!

They are honoured with senior citizen label granted by the authority with due regard paid from distinct possession of living cadres. One should always bear in mind the old saying "Tit for Tat". Which denotes its symbolic regulation of periodical sufferings. The aforesaid misdoings of emotional disparity, done by striding steps is a curse to the mankind.

QUESTIONS

1. Cosmetic surgery :
A. helps in the retention of youth forever.
B. cannot stop the natural process of ageing.

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C. is the solution to ageing.
D. is the fancy of the rich.

2. While ageing man's greatest worry is :
A. his growing wrinkles.
B. his short term memory.
C. his quality of life.
D. moving to a residential home.

3. The government considers grey power as :
A. a liability
B. an asset
C. neither an asset nor a liability
D. a spent force

4. Retirement is seen as a time of freedom because people :
A. no longer have to go to office.
B. can enjoy their earnings.
C. can spend time with their families.
D. finally move into residential homes.

5. *geriatrics* in the passage refers to :
A. handicapped people
B. doctors for the aged
C. a branch of medicine
D. aged people

6. What is the theme of the passage?
A. Old is gold
B. The grey power
C. Youth domination in the society
D. Aged suffering

7. What does the phrase 'suffer from dementia' refer to?
A. Harmful
B. Short term memory loss
C. Lunacy
D. Paralysis

PASSAGE-8

1. The world is teemed with different continents and oceans surrounded with settled and manless island as declared by the geographical experts of the world.
2. Pacific island dominates amongst the oceans escorted with wildlife, ecosphere and manageable resources with identified culture of scientific explorations. Man hunt for unseen spheres remains a landmark occasion yearning for lavish search with instrumental approach. Galapagos Islands remind us of such human efforts noted for spherical search with wildhunt.
3. The Galapagos Islands in the Pacific Ocean are a rocky, lonely spot, but they are also one of the most unusual places in the world. The reason is that they are the home of some of the last giant tortoises left on earth.
4. Weighing hundreds of pounds, these tortoises wander slowly around the rocks and sand of the islands. Each of these islands has its own particular kind of tortoise. There are seven different kinds of tortoises on the eight islands.
5. Hundreds of years ago, thousands of tortoises wandered around these islands. All that changed when people started landing there. When people first arrived, their ships had no refrigerators. This meant that fresh food was always a problem for the sailors on board. The giant tortoises provided a solution to his problem.
6. Ships would anchor off the islands, and crew would seize as many tortoises as they could. Once the animals were aboard the ship, the crew would roll the tortoises onto their backs and use them for soups and stews.
7. Human search never ends with seeking variable resources sustainable to their growth-oriented programme. Man hunt with crew supported by voyage turns the pages of historical map to best transformation regions discovered by his hardcore practice. How long 'wants' arrest his peace of mind with the dream of next destination is yet to know with.

QUESTIONS

1. The author calls the Galapagos Islands an unusual place because :
A. they are in the Pacific Ocean.
B. the endangered giant tortoises are found there.
C. they are rocky and lonely spots.
D. they are located off the western coast of South America.

2. Which statement is correct?
A. There is one kind of tortoise found on the seven islands.
B. There are eight kinds of tortoises found on the eight islands.
C. There are seven kinds of tortoises found on the eight islands.
D. All the tortoises are on one island.

3. The giant tortoises provided a solution to the problem of not having refrigerators because :
A. the sailors went looking for refrigerators as they were starving.
B. fresh food was available in plenty as the sea was vast.
C. the fresh giant tortoise could be killed and eaten whenever the sailors were hungry.
D. the sailors seized the tortoise to store in refrigerators.

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4. *Ships would anchor off the islands* means that Ships:
   A. would go off
   B. would be near the shore
   C. would be off to another land
   D. would go to another island
5. In paragraph 6 the word crew means:
   A. the new settlers.
   B. the men arriving on Galapagos Islands.
   C. the men working on the ships.
   D. the men catching the tortoises.
6. Mark the True statement which best suits the passage.
   A. Galapagos is the unusual island due to regular plains.
   B. People landed at Island duely in search of tortoises.
   C. Lack of refrigerators made crew turn to tortoises.
   D. Tortoises numbered more than crews on the Island.
7. Soups and stews refers to :
   A. soup apart with flesh.
   B. soup extracted out of tortoise cooking.
   C. tortoise fat.
   D. a synthetic process of vegetation.

PASSAGE-9

The goal of the fair, to be held at the Cervantes Institute in the Indian capital, is to attract the largest number of students in order to present them with information on the educational programmes Spain has to offer, primarily postgraduate. Studying in Spain gives students an added advantage of living and studying in one of the world's most important economies that also aims for an internationalisation of its university system, which plays a decisive role in knowledge-based economy.

In this context, the Spanish universities, both private and public, numbering 77 in total, offer Master degrees and PhD programmes adapted to the European Higher Education Area; a harmonised space between all European countries that have opted to participate in this model. This implies that any student that obtains a postgraduate degree in a Spanish university will automatically have their studies recognised in any participating country and may continue their doctoral studies without needing to validate their degree. In addition, Spanish universities are offering more and more postgraduate degrees in English in order to attract international students. Nevertheless, it is also very common for students to come to Spain intending to complete postgraduate studies in Spanish as well. Students are offered a double advantage from, first, studying in high quality university programmes, and second, studying in a rapidly growing language, that will soon reach 500 million speakers. Spanish is also the official language in more than 20 countries and a second language in important economies such as the United States and Brazil, which gives graduates and edge when entering the workforce.

These are just a few reasons why studying in Spain is such a unique opportunity. On February 19 and 20th, Indian students are invited to visit the Cervantes Institute where they can directly ask the universities any and all questions about studying in Spain as well as get information about programmes that the universities offer.

Another incentive for students to attend will be the prize drawing for six intensive Spanish courses at Spanish universities in summer 2011. The six big winners will have air fare, accommodations, and tuition paid for while attending the month-long course.

QUESTIONS

1. The objective of the fair is _____.
   A. to tell about Spain
   B. to tell about the courses being started in India
   C. to impart information about education in Spain
   D. none of the above
2. Decisive role means _____.
   A. taking decisions B. important role
   C. key role D. minor role
3. Spanish Universities are offering programmes in English because _____.
   A. English is a global language
   B. it wants to get students from all over the world
   C. English is easy to understand
   D. it is easy to get professors to teach in English
4. One of the advantages of studying in Spain is that _____.
   A. it is a beautiful country
   B. education there is cheap
   C. courses are easy
   D. Spanish is the second language in some important countries
5. Those who attend the fair _____.
   A. will get to participate in a prize draw
   B. will be given free air ticket to Spain
   C. will get fee waiver for one term
   D. none of the above

PASSAGE-10

An incandescent bulb lights up when electrical power heats a metal filament wire to a high temperature until it glows. You usually get them rated between 15 and 100 watts. Meanwhile, fluorescent lamps (tubes and their newer compact versions, known as CFLs) use inert gases inside to fluoresce and produce light. There are also lamps that use

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an array of light-emitting diodes (LEDs) working in the way electrons behave, a phenomenon called electro luminescence. Because LED lamps are costly, very few homes use them—and it's best to wait a while before buying for their prices to come down, just as you did with CFLs over the past years.

At about ₹ 20 a piece, incandescent bulbs may look cheap, but they are not. They waste some 90 per cent of the power consumed—as heat. Consumers preferred them to energy-efficient fluorescent tubes not just because they are cheaper, but also because you may place them in choice lamp shades. Or because the bluish-white illumination from tubes can seem harsh and unnatural, and may contribute to glare and eyestrain.

If you don't like the way tube lights look in the hall or bedroom, use them only in passages, verandas and the kitchen.

QUESTIONS

1. Bulbs light up when _____.
A. metal filament burns
B. electricity heats up metal filament
C. electric current is in excess
D. metal comes in contact with heat

2. CFLs use _____.
A. gases like Argon, Krypton, etc.
B. mercury
C. thin metal strips
D. any of the above

3. Electro luminescence is the process where _____.
A. electrons and protons react to emit light
B. diodes function as electrons and emit light
C. light is generated by water
D. light is generated by sun

4. Incandescent bulbs are costly because _____.
A. they cost ₹ 20 a piece
B. they break easily
C. their power consumption is high
D. none of the above

5. Bulbs are used because they _____.
A. are cheap
B. conserve energy
C. you can place them in choice lamp shades
D. none of the above

PASSAGE-11

Conservation of water in the agricultural sector is essential since water is necessary for the growth of plants and crops. A depleting watertable and a rise in salinity due to overuse of chemical fertilisers and pesticides have made matters serious. Various methods of water harvesting and recharging have been and are being applied all over the world to tackle the problem. In areas where rainfall is low and water is scarce, the local people have used simple techniques that are suited to their region and reduce the demand for water. In India's arid and semi-arid areas, the 'tank' system is traditionally the backbone of agricultural production. Tanks are constructed either by bunding or by excavating the ground and collecting rainwater.

Rajasthan, located in the Great Indian Desert, receives hardly any rainfall, but people have adapted to the harsh conditions by collecting whatever rain falls. Large bunds to create reservoirs known as khadin, dams called johads, tanks and other methods were applied to check water flow and accumulate run-off. At the end of the monsoon season, water from these structures was used to cultivate crops. Similar systems were developed in other parts of the country. These are known by various local names *jal talais* in Uttar Pradesh, the *haveli* system in Madhya Pradesh, *ahar* in Bihar, and so on.

QUESTIONS

1. There is an increase in water salinity due to _____.
A. conservation of water
B. depletion of water
C. overuse of chemical fertilisers and pesticides
D. water harvesting

2. 'Depleting watertable' means _____.
A. reduction in the groundwater level
B. measurement of water level
C. recharging of water level
D. usage of fertilisers and pesticides

3. In arid and semi-arid regions, rainwater is collected by _____.
A. using industrial methods
B. constructing tanks
C. harvesting of water
D. adapting to the harsh conditions

4. How much rainfall does Rajasthan, the state in the Great Indian Desert, receive?
A. plenty of rainfall B. no rainfall
C. moderate rainfall D. scanty rainfall

5. Where do farmers of Rajasthan get water from to cultivate their crops after the monsoon season?
A. from tanks, bunds, dams and reservoirs
B. from whatever rain that falls
C. from excess rainwater
D. from the rivers

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PASSAGE-12

Every family with two or more children often experiences sibling rivalry at one time or the other. Children in general, fight with each other for their parents' attention. They fight among themselves mostly on trivial issues. If it does not get excessive, this kind of rivalry can, in fact, be a healthy competition that trains children to share, respect one another. They will learn to deal with frustration and displeasures in the maturing process.

The firstborns generally feel that they don't have to share their parents' love and attention. But when the next baby or siblings come along, they feel neglected and that changes everything. The first child starts to feel that he/she is no longer the centre of attraction and that he/she is being sidelined because of the new one. Some children might develop negative feelings and emotional imbalance, which may lead to regressive behaviour.

Such problems could be averted if right moves are taken. One way is to explain the firstborns about the arrival of a new child. They need to establish a connection with the new baby before it is born. Older children should be trained to show a positive attitude towards their siblings. They should be involved, along with their parents, in teaching their siblings social and manual skills, which in turn, helps them to accept them. Sometimes personality differences and parental conflicts too have an impact on the children. Parents have to show patience, understand these issues and should openly communicate with their children to resolve them.

QUESTIONS

1. Sibling rivalry means fight between _____.
A. firstborn and second child
B. children of same parents
C. children born to different parents
D. cousins and relatives

2. 'Why do firstborns feel neglected by the arrival of a new child in the family?
A. because they have to share their parents' love and attention
B. because of their negative attitude
C. because they hate their siblings
D. because parents do not love them

3. What does the word 'regressive' in para 2 mean?
A. emotional imbalance
B. withdraw or shy away
C. negative feeling
D. harsh or rude

4. How can older children develop a positive attitude towards their siblings?
A. by developing sibling rivalry
B. by keeping away from their siblings
C. by their involvement in matters related to the young ones
D. by dominating their siblings

5. What should parents do to control sibling rivalry?
A. allow children to fight among themselves
B. do not allow any communication between children
C. punish the children
D. openly communicate with children to resolve issues

PASSAGE-13

Music can have strong consequences on our feelings. One should try to gain benefits from the power of music. Music, in general, helps one to calm down and feel revitalized. It helps to beat a bad mood or to continue a good state of mind. To cheer up or to enhance vitality, one should listen to music with beats, lots of drumming and a fast tempo. When one wants to relax after a busy day, instrumental music with less percussion and a slower rhythm can help. Listening to soothing music before stressful activities has a lot of benefits and so is always advised. A collection of preferred relaxing tunes help to combat stress at work. One can change one's frame of mind by switching from one kind of music to another. To feel refreshed, it is better to start with something tranquil and soothing and to slowly pick up the pace and the beat. But when one prefers to settle down after a busy schedule, follow the reverse style.

Music is an incredible means that people can use to communicate things, especially their feelings and emotions. When added to speech in a song, it becomes a powerful device of communication. Music generally needs special aptitude, inborn talent and rigorous practice. Also, a person needs to have fine muscular strength in order to sing in tune or play a musical instrument. Recollection of the notes demands good memory power. Besides, many people feel that music and love are connected to each other. A person tries to make an impression on his/her love by way of selecting appropriate music.

QUESTIONS

1. Music with fast beats and lots of drumming _____.
A. boosts up one's energy
B. calms down one's mind
C. is less beneficial
D. leads to stress

2. What does 'percussion' mean?
A. stressful condition
B. tranquil mood

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C. thumping or fast beat
D. inborn talent

3. What kind of music is preferred when a person wants to settle down?
A. music with lots of percussion
B. first upbeat music and then soothing music
C. music of string instruments
D. first gentle music and then fast music

4. Why is music considered to be a powerful means of communication?
A. because it helps people to express their emotions
B. because it is an incredible tool
C. because it reduces stress at work
D. because it enhances energy in people

5. What qualities are needed for a person to sing or play a musical instrument?
A. love, talent, speech and memory
B. aptitude, emotion, strength and love
C. knowledge, emotion, love and talent
D. aptitude, talent, practice and strength

PASSAGE-14

In order to heal your emotional baggage and prevent it from possibly costing you yet another relationship, you must recognise the roots of your emotional pain or fears and acknolwedge your accountability in them.

According to psychologists, one should review the event or experience that you think caused you to be hurt and identify your role in the experience. "Allow yourself to learn from that and forgive yourself—often misplaced guilt can be the cause for fear. Acknowledge that your past does not have to dictate your future. Release all the emotional hurt and fears that were weighing you down and standing in the way of your seeing each individual relationship for its own merit and potential. It can be difficult to let go of the security blanket of past behaviours but assure yourself that you no longer need them. Sometimes one may require professional help to be able to identify, draw links, acknowledge, accept and forgive themselves. In the end, it all comes down to trust. Want to leave that baggage behind? Allow yourself to trust again," concludes a psychologist.

QUESTIONS

1. It is important to understand _____.
A. pain
B. emotions
C. cause of emotional pain
D. effect of emotional pain

2. It is advised that we should _____.
A. stop feeling the pain
B. review the event
C. take rest
D. all of the above

3. We should not allow the past _____.
A. to guide our future
B. to bother us
C. actions to make today's decision
D. to affect our present

4. We should learn to let go _____.
A. pain
B. negative emotion
C. fear
D. the security of the past

5. The most important thing in life is _____.
A. trust B. love
C. compassion D. fear

PASSAGE-15

Maintaining work-life balance is necessary because imbalance wreaks chaos in life. Increased pressure on one side will affect the other side too.

After all, the two cannot be completely disconnected! The first step towards this is finding the cause for the imbalance.

Some of the potential causes are—you are genuinely overloaded with work, you are incompetent, your time management skills are poor or you chase conflicting goals.

Once you identify the problem, you should admit it and work towards overcoming it. When you are better organised, your efficiency increases. Make a list of activities and prioritise them. This should be done on daily, weekly and monthly basis.

Plan in advance how you will deal with impending additional responsibilities. If you have to spend extra time at the office, inform your family about it and seek their support. If you have to take leave, inform your boss.

When your organisation is going through a change, there is a crisis or you are vying for a promotion, it can be inevitable to spend more time at work. So explore alternative ways to show your loved ones that you care. When you are with your family and friends, make the most of the time. Do not think about work at least during the 'special' time you allotted for them.

Pay attention to your health. Sleep well. Spend time on activities that can help beat fatigue. Allot time for physical exercises, yoga or sports.

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QUESTIONS

1. Chaos here means _____.
   A. disturbance B. confusion
   C. happiness D. calmness
2. As soon as we identify the problem we should _____.
   A. work towards overcoming it
   B. forget it
   C. overcome it
   D. none of the above
3. When there is extra work one should _____.
   A. stay up at night B. work from home
   C. plan in advance D. all of the above
4. When one is spending time with family _____.
   A. one should carry work also
   B. one should relax and sleep
   C. one should keep thinking about work
   D. one should not think about work
5. It is important to take care of one's health because _____.
   A. it helps to be positive and chargeable
   B. one can do more work
   C. work is worship
   D. none of the above

PASSAGE-16

You are at a party and want to watch your weight and health. However when the appetisers are served you notice nothing looks healthy. The next thing you know, you go ahead and eat those decorative little morsels and blow your eating plan. Stop!

Those little delicious nuts in that bowl are chock-full of nutrition. They will improve your cardiovascular health; hold cancer prevention properties and help you lose weight. It's hard to believe but it's true!

The idea that something from nuts may actually help weight control seems a little counter-intuitive at first; bearing in mind the reputation nuts have for being both fatty and fattening. Nuts are nutrient-packed, healthy 'primal' food, and something that experience shows satisfy the appetite and prevent overeating at meal time. High in proteins, unsaturated fats may aid in weight loss and other disease-fighting properties.

What do nuts have that is heart-healthy? Nuts are an intensely fatty food, with about 80 per cent of the calories they offer coming from fat. But bear in mind that the type of oils found in nuts such as almonds, cashews, walnuts is predominantly the healthy monounsaturated and polyunsaturated type.

Researchers found that people who eat nuts regularly have lower risk of heart disease. In 1998, a study conducted by the Harvard School of Public Health found that women who ate nuts less than four times a week were 40 per cent less likely to die of heart disease. Further, potential heart health benefits of nuts were also found among men. In 2002, the Physician's Health Study found that men who consumed nuts two or more times per week had reduced risk of sudden cardiac death.

QUESTIONS

1. Nuts possess _____.
   A. nutritive value
   B. fattening properties
   C. oil
   D. all of the above
2. During meal time nuts _____.
   A. add taste to the food
   B. satisfy appetite
   C. should not be consumed
   D. create an urge for water
3. Nuts contain _____.
   A. unhealthy oils B. cholesterol
   C. healthy oils D. none of the above
4. People who consume nuts regularly _____.
   A. are not prone to heart attacks
   B. are prone to heart attacks
   C. are not prone to kidney failure
   D. are prone to kidney failure
5. Sudden cardiac death means death due to _____.
   A. kidney failure
   B. sudden heart failure
   C. sudden brain malfunction
   D. increase in lung pressure

PASSAGE-17

Acupuncture is an ancient form of healing that dates back to Stone Age. It is a technique of inserting and manipulating fine needles into specific points on the body to relieve pain or for therapeutic purposes. Acupuncture originated in China and is most commonly associated with traditional Chinese medicine. As per the traditional Chinese medical theory, acupuncture points are situated on meridians along which 'Qi' (pronounced as 'chee'), the vital energy, flows. Apparently, there is no known histological basis for the existence of acupuncture meridians. Different types of acupuncture such as Classical Chinese, Japanese, Tibetan, Vietnamese and Korean are practised throughout the world.

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The practice of acupuncture is based on the understanding that a vital energy flows along channels or meridians throughout our bodies. When this energy becomes blocked or does not flow freely, it causes disharmony or disease. In order to correct this disharmony, the vital force must be stimulated so that it moves freely again. A set of very fine needles are used to stimulate peculiar points located on the flow of energy and the actions of the various acupuncture points to treat diseases and disharmonies in the body. Quite significantly, acupuncture is not usually painful. Acupuncture needles are tiny and are quickly inserted through the skin, where the nerves that transmit pain are located. The sensation of the insertion is like a "quick pinch". In general, there is an agreement that acupuncture is safe when administered by well-trained practitioners using sterile needles and that further research is appropriate.

QUESTIONS

1. Where does vital energy flow through in human bodies?
A. through muscle cells
B. through blood cells
C. through meridians
D. through sense organs

2. How are acupuncture points stimulated?
A. by inserting find needles into specific points on the body
B. by knowing the histological basis
C. by flow of vital energy
D. by going to China

3. A person specialising in the technique of Acupuncture is called _____.
A. a practitioner
B. an acupuncturist
C. a classical Chinese
D. a medical doctor

4. How is a disease caused as per the traditional Chinese medical theory?
A. when one feels a quick pinch
B. when blood does not flow through the vessels
C. when needles are inserted into specific points
D. when vital energy does not flow freely through meridians

5. Where are the acupuncture needles inserted?
A. in the nerve cells where vital energy flows
B. on the upper part of the right or left hand
C. in the skin where the nerves transmitting pain are found
D. in the muscular part of the hip region

PASSAGE-18

While many of India's parks have been developed from the hunting preserves of princely India, Keoladeo, popularly known as Bharatpur Wildlife Sanctuary, is perhaps the only case where the habitat has been created by a maharaja. In earlier times, Bharatpur town used to be flooded regularly every monsoon. In 1760, an earthen dam, called the Ajam Dam, was constructed, to save the town from this annual vagary of nature. The depression created by extraction of soil for the dam was cleared and this became the Bharatpur Lake.

At the beginning of this century, this lake was developed and divided into several portions. A system of small dams, dykes, sluice gates, etc., was created to control the water level in different sections. This became the hunting preserve of the Bharatpur royalty and also one of the best duck-shooting wetlands in the world. But hunting was prohibited by mid-60s and the area was then declared a national park on 10 March 1982. This was later accepted as a World Heritage site in December 1985.

The major attractions of tourists visiting this park are the numerous migratory birds, which come from as far away as Siberia and Central Asia to spend their winters in Bharatpur, before returning to their breeding grounds. The migratory birds at this bird sanctuary include several species of Cranes, Pelicans, Geese, Ducks, Eagles, Hawks, Shanks, Stints, Wagtails, Warblers, Wheatears, Fly catchers, Buntings, Larks and Pipits, etc.

QUESTIONS

1. Bharatpur Wildlife Sanctuary was developed _____.
A. from the hunting preserves of princely India
B. by constructing Ajam dam
C. by the Maharaja of Bharatpur Royalty
D. from the floods of every monsoon

2. What is the reason behind the construction of Ajam dam?
A. to develop a hunting preserve
B. to develop a wildlife sanctuary
C. to bring an end to floods
D. to save the town from being flooded

3. One of the best duck-shooting wetlands of the world is _____.
A. Princely India B. Bharatpur lake
C. Ajam dam D. Bharatpur royalty

4. When was Bharatpur Lake given the status of a national park?
A. 10 March 1982 B. 10 January 1982
C. 10 December 1985 D. 10 October 1985

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5. What are migratory birds?
A. birds from Siberia and Central Asia
B. birds that travel long distances during some seasons
C. birds from Bharatpur Wildlife Sanctuary
D. birds from the hunting preserves of India

PASSAGE-19

Lexicographer : a writer of dictionaries, a harmless drudge, that busies himself in tracing the original, and detailing the signification of words. Thus said Samuel Johnson in his Dictionary, with an ironic swipe at his own work. It wasn't the first dictionary of the English language, but it continued to be regarded as an authoritative if quirky icon of language for more than two centuries. In two volumes and 2,300 pages, Johnson tried to tidy up a notoriously untidy and promiscuous language, though he knew at the same time that it was futile to attempt to straitjacket it. We tend to think of dictionaries as "anonymous" productions, but Johnson's personality is all over the work. In his bitter definition of a patron, "commonly a wretch who supports with insolence, and is paid by flattery", Johnson took care of his own patron, Lord Chesterfield, who had promised to help financially but had not delivered till too late. Since Johnson's Dictionary, which has been reprinted, abridged, and is still written about, there have been books too numerous to count on the English language: Melvyn Bragg's The Adventure of English: The Biography of a Language, the most recent (2004), Raymond Williams' Keywords: A Vocabulary of Culture and Society (1985), one of the most respected. But there are hundreds of others.

QUESTIONS

1. Samuel Johnson made an ironic remark at his own work by calling a lexicographer _____.
A. a harmless drudge
B. a writer of dictionaries
C. one who is busy in tracing the original
D. all the above

2. Johnson's Dictionary _____.
A. continues to be regarded as an authority on icons
B. was one of the first dictionaries of English language
C. was regarded a quirky icon of language
D. has been printed for more than two centuries

3. Tick the correct statement.
A. Since Johnson's dictionary many have been reprinted.
B. Johnson's dictionary has been reprinted and abridged.
C. Johnson abridged his dictionary many times.
D. Johnson abridged Melvyn Bragg's 'The Adventure of English'.

4. Which of the following statements are true?
(1) Johnson's dictionary has two volumes.
(2) His dictionary defines 'patron' as commonly a wretch who supports with insolence, and is paid by flattery.
(3) Lord Chesterfield was Johnson's patron.
(4) Lord Chesterfield did not help Johnson financially.
A. (1) and (3) are True, (2) and (4) are False.
B. All are True.
C. (1), (2) and (3) are True and (4) is False.
D. (2), (3) and (4) are True and (1) is False.

5. Find a word in the passage that means the same as 'unsuccessful'.
A. swipe B. insolence
C. straitjacket D. futile

PASSAGE-20

Swaminathan went to school feeling that he was the worst perjurer on earth. His conscience bothered him : he wasn't at all sure if he had been accurate in his description of Samuel. He could not decide how much of what he had said was imagined and how much of it was real. He stopped for a moment on the roadside to make up his mind about Samuel.... His cane skinned people's hands. Swaminathan cast his mind about for an instance on this. There was none within his knowledge. Years and years ago he was reputed to have skinned the knuckles of a boy in the First Standard and made him smear the blood on his face. No one had actualy seen it. But year after year the story persisted among the boys.... Swaminathan's head was dizzy with confusion in regard to Samuel's character—whether he was good or bad, whether he deserved the allegations in the letter or not.... he felt an impulse to run home and beg his father to take back the letter. But Father was an obstinate man.

As he approached the yellow building he realised that he was perjuring himself and was ruining his teacher. Probably the Headmaster would dismiss Samuel and then the police would chain him and put him in jail. For all this disgrace, humiliation and suffering who would be responsible? Swaminathan shuddered. The more he thought of Samuel, the more he grieved for him. As he felt the bulge of the letter in his pocket, he felt like an executioner.

As he entered the school gate an idea occurred to him, a sort of solution. He wouldn't deliver the letter to the Headmaster immediately, but at the end of the day—to that extent he would disobey his father and exercise his independence. There was nothing wrong in it, and Father

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would not know it anyway. If the letter was given at the end of the day there was a chance that Samuel might do something to justify the letter.

Swaminathan stood at the entrance to his class. Samuel was teaching arithmetic. He looked at Swaminathan for a moment, Swaminathan stood hoping that Samuel would fall on him and tear his skin off. But Samuel merely asked, 'Are you just coming to the class?'

QUESTIONS

1. Swami was not comfortable going to school that day because _____.
A. he was not well
B. he had lied about his teacher Samuel
C. he had not done his home work
D. his friend was not there

2. He was not sure about Samuel's character because _____.
A. what he knew was all hearsay
B. what he knew was his imagination
C. other teachers had told him so
D. none of the above

3. Swami's father was not likely to take back the letter because _____.
A. he believed that Samuel was a good teacher
B. his father wanted to help Swami and other children
C. he was a very stubborn man
D. all of the above

4. Swami decided to _____.
A. give the letter to the Headmaster
B. give the letter directly to Mr. Samuel
C. tear off the letter
D. give it to the Headmaster at the end of the school

5. As Swami was late to the school he expected _____.
A. Mr. Samuel to hit him
B. Mr. Samuel will allow him into the class
C. to be shouted at by Mr. Samuel
D. none of the above

PASSAGE-21

Leadership does not exist without followership. A leader has to be accepted by the group which the former is supposed to lead. To gain acceptability the leader should cause an emotive impact on the group members. The character exhibited by leaders make them dear to their followers. A leader is one who effectively inspires employees to achieve worthwhile goals. What character of the leader motivates the followers? It is not pomp and show or flattery or sanctioning more incentives.

Pomp and show creates a sense of awe and the leader is defied rather than emulated. Flattery is unrealistic and cannot serve as a long-term motivational tool.

A leader's style should be one that can be emulated by all irrespective of cadre, class or calibre. Simplicity in one's day-to-day conduct is the only thing that can be adopted by all. When the leader is simple, he is counted as one belonging to the group of which he is the leader. That's to motivate the people. Motivation is the innate quality that enables an individual or group to contribute unlimitedly with limited means. It is the proud prerogative of enlightened human beings.

QUESTIONS

1. Leadership co-exists with _____.
A. obedience B. followership
C. discipline D. incentives

2. The pre-requisite for the success of a leader is _____.
A. obedience by the group
B. simplicity of the leader
C. acceptability by the group he is supposed to lead
D. strict discipline of the group

3. The leader should cause an emotive impact on the group members as _____.
A. to ensure obedience
B. to enforce discipline
C. to control the group
D. to gain acceptability

4. To inspire employees to achieve long term goals, a leader should not use _____.
A. sanctioning more incentives
B. flattery
C. pomp and show
D. all of the above

5. Find a word having the same meaning as 'emotive' from the words given below:
A. Prerogative B. Enlightened
C. Sensitive D. Proud

PASSAGE-22

We first became aware that something unusual was happening when one of the ship's officers came up to the Chief Engineer, who sat at one table and spoke to him on a low voice. The Chief Engineer at once stood up and with a brief excuse which told us nothing, left the dining room. At first we thought that there had been an accident or that a fire had broken out on board ship, but soon the word went round that a man had been floating in the sea. Then we noticed that the ship had slowed down and was beginning

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to turn round, with a rather violent motion. Some of the passengers did not wait to finish their meal, but at once rushed upon deck. Others crowded round the portholes, making it impossible for us to eat in comfort. There was such confusion in the dining room that we decided to join those who had come up on deck.

There we learnt that one of the crew had seen a man in the sea some distance from the ship. He had informed the captain who at once ordered the ship to be turned round. We were now only two hundred yards or so from the man and a life boat had already been lowered into the sea. In it there were four sailors, who were sitting ready at the oars, an officer and the ship's doctor. The officer shouted an order and the sailors began to row away the ship. But looking in the same direction as the boat was going, we were able to make out the position of the man in the water. He was clinging to a large piece of wood. At last, after what seemed to us an age the life boat reached the man and two of the sailors pulled him on the boat. This was not at all easy for the sea was rather rough. Then the sailors began to row back to the ship again. The life boat was raised out of the water and the rescued man, wrapped in a blanket was helped out on the deck. Leaning on the arm of the ship's doctor, but still able to walk, in spite of his terrible experience he was led off to the ship's hospital. As he passed along the deck everyone cheered loudly.

QUESTIONS

1. 'We' here refers to _____.
A. the crew members
B. the sailors
C. the passengers of the ship
D. all of the above

2. The Passengers rushed to the back of the ship because _____.
A. the ship was drowning
B. a fire had broken out on board ship
C. a fight had broken up
D. the crew was trying to save a drowning man

3. It was tough for the crew to save the drowning man as _____.
A. the weather was rough
B. the sea was rough
C. the man was unwilling to come along with the sailors
D. the ship had moved ahead

4. Everyone cheered the man loudly as _____.
A. he had saved the drowning man
B. he had informed about the drowning man
C. he had survived a terrible experience
D. he was the doctor who treated the drowning man

5. The words or the phrase in the passage that means 'it came into knowledge' is _____.
A. seem to us an age
B. with a rather violent motion
C. in comfort
D. the word went round

PASSAGE-23

In this world there is no worse nuisance than a boy at the age of fourteen. He is neither ornamental nor useful. It is impossible to shower affection on him as a smaller boy; and he is always getting in the way. If he talks with a childish lisp he is called a baby, and if in a grown-up way he is called impertinent. In fact, talk of any kind from him is resented. Then he is at the unattractive, growing age. He grows out of his clothes with indecent haste: His voice grows hoars and breaks and quivers; His face grows suddenly angular and unsightly. It is easy to excuse the shortcomings of early childhood, but it is hard to tolerate even unavoidable lapses in a boy of fourteen. He becomes painfully self-conscious, and when he talks with elderly people is either unduly forward, or else so unduly shy that he appears ashamed of his own existence.

Yet, it is at this age that in his heart of hearts, a young lad most craves recognition and love; and he becomes the devoted slave of any one who shows him consideration. But none dare openly love him, for that would be regarded as undue indulgence and therefore bad for the boy. So, what with scolding and chiding, he becomes very much like a stray dog that has lost its master.

His own name is the only paradise that a boy of fourteen can know. To live in a strange house with strange people is little short of fortune; while it is height of bliss to receive the kind looks of women and never to suffer their slights.

QUESTIONS

1. The expression 'he is always getting in the way' means that he is _____.
A. found/seen everywhere you go
B. behaving in a different way from expected/desired
C. always troubling others with his undesired ways
D. he goes where he is asked to

2. A lad of fourteen years of age is resented because _____.
A. he behaves too childishly
B. he acts like a grown-up
C. his behaviour becomes neither of a child nor of a grown-up
D. he looks troublesome

3. A fourteen-year-old boy becomes self-conscious when _____.

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A. when he is regarded neither as a young nor a grown-up
B. when he is slighted by elders
C. when he is not appreciated for his good actions
D. none of the above

4. The great bliss for such a boy is _____.
A. to be rewarded for his achievements
B. to receive the kind glances of women
C. to have the company of jolly friends
D. to do what he likes to do

5. The writer's own attitude towards the fourteen-year-old boy is _____.
A. satirical B. sympathetic
C. indifferent D. none of the above

PASSAGE-24

For years, Fukuoka was widely known as the closest city that Japan had to Venice. It might not have enjoyed the splendid architecture, piazzas or the Basilica San Marco of the Italian city, but the people of the largest metropolis on Kyushu, Japan's most southerly main island, prided themselves on the carefully maintained network of rivers that emptied into the graceful curve of Hakata Bay and gave Fukuoka its blue credentials. Today, however, the capital of Kyushu is forging a new identity for itself as green complements the blue.

Not satisfied with pioneering a method of semi-aerobic landfill known the world over as "The Fukuoka Method", the city has gone on to implement some highly exacting rubbish-segregating standards for both homes and businesses. And it has ambitious plans to turn itself into the world's first city to be powered by hydrogen, a project that is under way and will eventually evolve into a "corridor" of homes and businesses linking Fukuoka with the larger cities of Osaka, Nagoya and eventually, the mammoth Tokyo, some 900 kilometres to the rest.

All that and yet Fukuoka is still regarded as the most pleasant place to live in Japan and among the best in the world. In its annual quality of life survey in July 2010, Britain's *Monocle* magazine ranked Fukuoka the 14th "most liveable" city on the planet, thanks in part to its air connections with the rest of Asia, its low crime rate, sub-tropical climate, excellent public transport services and cultural opportunities.

City authorities also received high marks for subsidising local residents who want to install solar-energy systems in their homes to the tune US$1.2 million. Elsewhere, funds have been invested in the creation of green spaces.

QUESTIONS

1. The city of Fukuoka is considered _____.
A. closest to Venice B. different from Venice
C. Peaceful city D. close to Rome

2. Green complements the blue means _____.
A. green and blue do not go together
B. green and blue go well with each other
C. If we have green in a place, it is auspicious to have blue there
D. none of these

3. Fukuoka has set very high standards for
A. cleanliness
B. keeping city green
C. separating bash at home as well as work place
D. maintaining clean air

4. Fukuoka is high on the list of the most liveable cities in the world because _____.
A. there is less crime
B. environment is clean
C. excellent connectivity, within and outside the city
D. all of the above

5. Residents of Fukuoka who wish to install solar powered system _____.
A. Know the advantages of the same
B. will be subsidised by the state
C. are encouraged by the government
D. none of these

PASSAGE-25

A tiger relies on stealth to catch its prey. It has excellent eyesight and hearing, which help it track animals in the dark. Tigers hunt large animals such as deer and wild pigs, which will provide food for a few days. They slink up on their prey unseen, only charging when they are within about 20m (65 ft). Tigers kill their prey by biting the back, its neck or throat, then dragging it away into thick cover to feed. When they have eaten enough, they conceal the carcass with leaves so they can return to it later on. Male tigers can eat up to 40 kg (85 lb) of meat in one meal.

Tigers love water and often bathe or cool off in rivers and pools during the heat of the day. They usually hunt at night and rest during the day. Most tigers live alone, although mothers with cubs or young siblings sometimes hunt together. A male tiger roams a territory of up to 100 sq km (60 sq. miles) in area, defining its boundaries with scent markings, droppings and scratch marks on boulders or trees. These signals tell other tigers about its sex and size as well as its territory. Tigers also communicate by roaring and moaning. They defend their territory fiercely against rival males, but will tolerate some overlap with the smaller territories of females.

QUESTIONS

1. Stealth means _____.
A. by cheating

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B. secret way
C. attacking from front
D. jumping at the prey

2. Tigers hunt big animals because _____.
A. it is easy to hunt them
B. their meat is tasty
C. the meat will last them a few days
D. they are easily available

3. Tigers drag their prey into the bush _____.
A. so that nobody can disturb them
B. it is cool under a bush
C. other animals may snatch their prey
D. to conceal it

4. During the hot summer season _____.
A. tigers like to cool by staying in water
B. tigers go off to sleep
C. tigers stay under the bush
D. tigers move to cooler areas

5. Tigers prefer to _____.
A. stay in small groups
B. stay alone
C. stay as a family
D. take care of their young one

PASSAGE-26

The Kidneys of nearly five per cent of people under the age of 20 are not functioning normally, a study shows. The youngsters have albumin in the urine, which indicates that they could develop a serious kidney disease later in their lives. Doctors say that more youngsters today are at a risk of kidney malfunction due to lifestyle changes, which includes smoking, consumption of junk food and less physical activity from desk-bound jobs. On the eve of World Kidney Day, doctors are stressing on the early detection of Kidney malfunction as the only way to reduce serious complications and chronic kidney disease.

For the pilot study, the institute of nephrology at a hospital used a home detection kit that is dipped in urine to show presence of protein in the sample. During the study, 1,000 people were given the kits. A total of 265 returned them with feedback. Of this, 5% of the young population had urinary protein.

Doctors say that the main issue with kidney disease is the lack of early detection. If detected early, patients can avoid reaching the stage of dialysis, which indicates irreversible and serious kidney damage. "Simple health screening test comprising urine tests, blood test and ultrasounds are important. Early diagonsis and treatment for kidney disease can significantly delay and even prevent kidney failure and need for dialysis." said doctors. One doctor said home detection kits would help in early detection, and added that they were targeting young people in colleges and IT firms to use this kit.

QUESTIONS

1. As many as _____ of youngsters have kidney problem.
A. 20% B. 5%
C. 22% D. 12%

2. This problem is mainly due to _____.
A. obesity in youngsters
B. change in lifestyle
C. poor intake of water
D. none of the above

3. The main problem with kidney related disease is _____.
A. it is fatal
B. it cannot be treated
C. it cannot be detected early
D. it is painful

4. Simple tests will help in _____.
A. preventing and delaying kidney failure
B. giving treatment
C. relieving pain
D. all of the above

5. Hospitals are targeting colleges and IT firms because _____.
A. youngsters need it the most
B. these places have only youngsters
C. they want to bring down kidney issue among youngsters
D. all of the above

PASSAGE-27

Global warming this century could trigger a run away thaw of Greenland's ice sheet and other abrupt shifts such as a dieback of the Amazon rainforest, scientists say.

They urged governments to be more aware of "tripping points" in nature, tiny shifts that can bring big and almost always damaging changes such as a melt of Arctic summer sea ice or a collapse of the Indian monsoon.

"Society may be lulled into a false sense of security by smooth projections of global change," the scientists at British, German and American institutes wrote in a report saying there were many little-understood thresholds in nature.

"The greatest and clearest threat is to the Arctic with summer sea ice loss likely to occur long before, and potentially contribute to, Greenland ice sheet melt", they wrote in the journal "Proceedings" of the National Academy of Sciences. "Tipping elements in the tropics, the boreal zone, and west Antarctica are surrounded by large uncertainty", they wrote, pointing to more potential abrupt shifts than seen in a 2007 report by the UN Climate Panel.

A projected drying of the Amazon basin, linked both to logging and to global warming, could set off a dieback

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of the rainforest. Many of these tipping points could be closer.

Other sudden changes linked to climate change, stoked by human use of fossil fuels, included a dieback of northern pine forests, or a stronger warming of the Pacific under EI Nino weather events that can disrupt weather world-wide, they wrote.

A possible greening of parts of the Sahel and the Sahara, if monsoon rains in West Africa were disrupted, was one of the few positive abrupt shifts identified by the scientists.

Even a moderate warming could set off a thaw of Greenland's ice sheet that could then vanish in 300 years—raising sea levels by 20 ft, or 2 meters a century and threatening coasts, Pacific islands and cities from Bangkok to Buenos Aires. The UN Climate Panel foresees a rise in world sea level ranging up to about 80 cms this century and reckons that a thaw of Greenland would take hundreds of years longer.

The new study said a disappearance of Arctic sea ice in summer time could happen in coming decades—earlier than projected by the UN panel. That could stoke further global warming as dark water soaks up more heat than ice and snow.

QUESTIONS

1. Global warming can cause _____.
A. thawing of green land
B. excess rain
C. severe draught
D. a green earth

2. Nations should be sensitive to small changes that can cause _____.
A. famine
B. melting of Arctic ice
C. decrease in sea level
D. chill in polar regions

3. There could be a die-back of the rainforest because of _____.
A. drying of Amazon Basin
B. water level
C. ses level
D. melting glaciers

4. As a result of rains in West Africa _____.
A. Sahara will turn into desert
B. Sahara will turn green
C. flood will come
D. none of these

5. According to a UN panel report _____ in this century.
A. sea level will decrease
B. sea level will remain same
C. sea level will rise
D. none of these

PASSAGE-28

From time immemorial drugs have been used by humans for medical purposes. But never before had the abuse … (A) … narcotics caused such unprecedented worldwide concern and posed an alarming menace to the society. According to recent World Health Organization estimates, there are millions of … (B) … addicts and abusers of cocaine, opium, barbiturates, sedatives and tranquilizers all over the world. It is now an international problem that … (C) … the Indian government. Recent movies like Udta Punjab have highlighted that the consumption of drugs has affected the youth in the state of Punjab adversely. Taking a drug other than for medical reason in amount, strength, frequency or manner that … (D) … the physical and mental functioning is drug abuse. Drug abuse is a painful problem for the addict, for the family and for all those who touch their lives. It is mostly the youngsters that fall prey to drugs. At this stage, the youngsters are especially vulnerable to pressure from friends. The future generation is virtually being crippled under the impact of drugs. Due to intake of drugs, the person may lose will power, concentration, memory and judgement capacity. There is a need to create awareness amongst the youth as well as work towards rehabilitation of those trapped in ...(E)… abuse.

QUESTIONS

1. Choose the most appropriate option for (B):
A. heroin B. heroine
C. medicine D. work

2. Choose the most appropriate option for (D):
A. mends B. damages
C. invigorates D. augments

3. Choose the most appropriate option for (E):
A. object B. environment
C. substance D. habitat

4. Choose the most appropriate option for (C):
A. surprises B. pleases
C. bothers D. amuses

5. Choose the most appropriate option for (A):
A. by B. of
C. from D. through

PASSAGE-29

Once upon a time there was a bird. It was ignorant. It sang all right, but never recited scriptures. It hopped pretty frequently, but lacked manners. Said the Raja to himself: "Ignorance is costly at the long run. For fools consume as much food as others, and yet give nothing in return."

He called his nephews to his presence and told them that the bird must have a sound schooling. The pundits

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were summoned, and at once went to the root of the matter. They decided that the ignorance of the bird was due to their natural habit of living in poor nest. Therefore, according to pundits, the first thing necessary for this bird's education was a suitable cage. The pundits had their rewards and went home happily. A golden cage was built with gorgeous decorations. Crowds came to see it from all parts of the world. "Culture, captured and caged" exclaimed some, in a rapture of ecstasy and burst into tears. Others remarked: "even if culture be missed, the cage will remain, to the end, a substantial fact. How fortunate for the bird." The goldsmith filled his bag with money and lost no time in sailing homewards.

The pundits sat down to educate the bird. With proper deliberation they took their pinch of snuff, as one of them said: "Text-books can never be too many for our purpose!" The nephews brought together an enormous crowd of scribes. They copied from books, and copied from copies, till the manuscripts were piled up to an uncatchable height. Men murmured in amazement. "Oh, the tower of culture, egregiously high! The end of it lost in the clouds!" The scribes, with light hearts, hurried home, their pockets heavily laden. The nephews were furiously busy keeping the cage in proper trim. As their constant scrubbing and polishing went on, the people said with satisfaction: "This is progress indeed!" Men were employed in large numbers, and supervisors were still more numerous. These, with their cousins of all different degrees of distance, built a palace for themselves and lived there happily ever after. Whatever may be its other deficiencies, the world is never in want of fault-finders; and they went about saying that every creature remotely connected with the cage flourished beyond words, excepting only the bird.

When this remark reached the Raja's ears, he summoned his nephews before him and said: "My dear nephews, what is this that we hear?" The nephews said in answer: "Sire, let the testimony of the goldsmiths and the pundits, the scribes and the supervisors, be taken, if the truth is to be known. Food is scarce with the fault-finders, and that is why their tongues have gained in sharpness." The explanation was so luminously satisfactory that the Raja decorated each one of his nephews with his own rare jewels.

The Raja at length being desirous of seeing with his own eyes how his education department engaged itself with the little bird, made his appearance one day at the great hall of learning. From the gate rose the sounds of conch-shells and gongs, horns, bugles and trumpets, cymbals, drums and kettle drums, tom-toms, tambourines, flutes, fifes, barrel-organs and bagpipes. The pundits began chanting mantras with their topmost voices, while the goldsmiths, scribes, supervisors, and their numberless cousins of all different degrees of distance, loudly raised a round of cheers.

The nephews pleased, the Raja was about to remount his elephant, when the fault-finder from behind some bush, cried out: "Maharaja, have you seen the bird?"

"Indeed, I have not!" exclaimed the Raja. "I completely forgot about the bird. Turning back, he asked the pundits about the method they followed in instructing the bird. It was shown to him. He was immensely impressed. The method was so stupendous that the bird looked ridiculously unimportant in comparison. The Raja was satisfied that there was no flaw in the arrangements. As for any complaint from the bird itself, that simply could not be expected. Its throat was so completely choked with the leaves from the books that it could neither whistle nor whisper. It sent a thrill through one's body to watch the process.

This time, while remounting his elephant, the Raja ordered his state ear-puller to give a thorough good pull at both the ears of the fault-finder. The bird thus crawled on, duly and properly, to the verge of inanity. In fact, its proper was satisfactory in the extreme. Nevertheless, nature occasionally triumphed overt training, and when the morning light peeped into the bird's cage it sometimes fluttered its wings in a reprehensible manner. And, though it is hard to believe, it pitifully packed at its bars with its feeble break. "What impertinence!" growled the Kotwal.

The blacksmith, with his forge and hammer took his place in the Raja's Department of Education: Oh, what resounding blows! The iron chain was soon completed, and the bird's wings were clipped. The Raja's brother-in-law looked back, and shook their heads, saying: "This bird not only lacks good sense, but also gratitude!" With text-book in hand and baton in the other, the pundits gave the poor bird what may fitly be called lessons!

The Kotwal was honoured with a title for his watchfulness, and the blacksmith for skill in forging chains. The bird died.

(A Parrot's story by Rabindra Nath Tagore)

QUESTIONS

1. The Raja wanted the bird to have sound schooling because

A. the bird was consuming the resources of the state but giving nothing in return.

B. he wanted to eventually kill the bird.

C. he wanted to show his gratitude towards the bird.

D. he wished to set before his subjects an example of love towards nature.

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2. 'The tower of culture' symbolizes
A. money B. raja
C. manuscripts D. cage

3. The word 'impertinence' refers to
A. disrespect B. stupid
C. loyalty D. civility

4. The status of the 'bird' in this story can be compared today with that of a
A. head of the school
B. student
C. teacher educator
D. teacher

5. The bird died in the end because
A. it lacked good sense
B. its cage was dirty
C. Its natural instincts were suppressed
D. it was brutally beaten up by the Raja

PASSAGE-30

Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half-an-hour to walk home, and by the time he reached the cottage there were only three cherries left. 'Have a cherry, Grandfather,' he said, as soon as he saw his grandfather in the garden. Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling it round and round on his tongue until all the tang had gone. Then he placed the seed on the palm of his hand and studied it. 'Are cherry seeds lucky?' asked Rakesh.

'Of course.'

'Then I'll keep it.'

'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'

'What can I do with a seed?'

'Plant it.'

So, Rakesh found a small space and began to dig up a flowerbed. 'Hey, not there,' said Grandfather, 'I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed.' Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in. Then he had his lunch, and ran off to play cricket with his friends, and forgot all about the cherry seed.

When it was winter in the hills, a cold wind blew down from the snows and went whoo-whoo-whoo in the deodar trees, and the garden was dry and bare. In the evenings Grandfather and Rakesh sat over a charcoal fire, and Grandfather told Rakesh stories and in turn Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull – especially after the stories – but Grandfather wanted all the news.

One morning in the garden he bent to pick up what he thought was a small twig and found to his surprise that it was well rooted. He stared at it for a moment, then ran to fetch Grandfather, calling, 'Dada, come and look, the cherry tree has come up!' 'What cherry tree?' asked Grandfather, who had forgotten about it. 'The seed we planted last year –look, it's come up!' Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high. 'Yes, it's a cherry tree,' said Grandfather. 'You should water it now and then.' Rakesh ran indoors and came back with a bucket of water. 'Don't drown it!' said Grandfather. Rakesh gave it a sprinkling and circled it with pebbles. 'What are the pebbles for?' asked Grandfather. 'For privacy,' said Rakesh. He looked at the tree every morning, but it did not seem to be growing very fast, so he stopped looking at it except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown – at least an inch!

The cherry tree grew quickly during monsoon. It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained. 'Never mind,' said Grandfather, seeing that Rakesh was upset. 'It will grow again; cherry trees are tough.' Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting grass scrambled down the hillside, her scythe swishing through the heavy monsoon foliage. She did not try to avoid the tree: one sweep, and the cherry tree was cut in two. When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired. 'Maybe it will die now,' said Rakesh. 'Maybe,' said Grandfather. But the cherry tree had no intention of dying. By the time summer came again, it had sent out several new shoots with tender green leaves.

One day he found a bright green praying-mantis perched on a branch, peering at him with bulging eyes. Rakesh let it remain there; it was the cherry tree's first visitor. The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves. Come back when you're a butterfly,' he said.

Winter came early. The cherry tree bent low with the weight of snow. In February it was Rakesh's birthday. He was nine – and the tree was four, but almost as tall as Rakesh. One morning, when the Sun came out, Grandfather came into the garden to 'let some warmth get into my bones,' as he put it. He stopped in front of the cherry tree, stared at it for a few moments, and then called out,

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'Rakesh! Come and look! Come quickly before it falls!' Rakesh and Grandfather gazed at the tree as though it had performed a miracle. There was a pale pink blossom at the end of a branch. 'There are so many trees in the forest,' said Rakesh. 'What's so special about this tree? Why do we like it so much?' 'We planted it ourselves,' said Grandfather. That's why it's special. 'Just one small seed,' said Rakesh, and he touched the smooth bark of the tree that he had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. 'I wonder,' he whispered. 'Is this what it feels to be God?'

QUESTIONS

1. The plot of the story revolves around the concept(s) of:
A. relation between grandfather and Rakesh
B. hope, responsibility, perseverance and pride
C. how to plant trees
D. how to feel like God

2. The author is an ardent lover of:
A. cherries B. grandfather stories
C. nature and animals D. reading newspaper

3. Why does Rakesh circle the plant with some pebbles?
A. His grandfather asked him
B. He likes to play with pebbles
C. To beautify his garden
D. For privacy

4. In the story, the Cherry tree symbolises:
A. beauty B. innocence
C. birth D. survival

5. The status of 'the cherry tree' in this story can be compared today with that of a:
A. birds B. trees
C. animals D. humans

III. POETRY

Directions: *Read the following poems carefully and choose the best answer to each question out of the four alternatives and mark it in the Answer Sheet.*

POEM-1

It is an ancient Mariner,
And he stoppeth one of three.
'By thy long grey beard and glittering eye,
Now wherefore stopp'st thou me?
The Bridegroom's doors are opened wide,
And I am next of kin;
The guests are met, the feast is set:
May'st hear the merry din.'

He holds him with his skinny hand,
'There was a ship,' quoth he.
'Hold off! unhand me, grey-beard loon!'
Eftsoons his hand dropt he.

He holds him with his glittering eye —
The Wedding-Guest stood still,
And listens like a three years' child:
The Mariner hath his will.

— ***ST Coleridge***

QUESTIONS

1. What is the most potent factor with the Ancient Mariner that enables him to hold the wedding guest?
A. His glittering eye B. His skinny hand
C. His long grey-beard D. His starting words.

2. What is the significance of comparing the wedding guest to a three years' child?
A. A three years' child is innocent.
B. He is afraid of a strange man.
C. He is fond of listening to stories.
D. He cannot run away from a grown-up man.

3. Which among the following is not an argument presented by the wedding-guest?
A. The wedding-guest is a close relative of the Bridegroom.
B. His participation in some ceremonies is essential.
C. Merry-making is already going on.
D. Other guests have already arrived.

4. The Ancient Mariner is:
A. A young man
B. A middle-aged man
C. An old man
D. It is not clear from the text

5. The Mariner's story is related to:
A. A ship B. Giants
C. Fairies D. A forest

POEM-2

Shall I hear the lament of the nightingale, submissively lending my ear?
Am I the rose to suffer its cry in silence year after year?
The fire of verse gives me courage and bids me no more to be faint.

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With dust in my mouth, I am abject: to God I make my complaint.

Sometimes You favour our rivals then sometimes with us You are free,

I am sorry to say it so boldly. You are no less fickle than we.

(Iqbal: 'Complaint to God')

QUESTIONS

1. What fault does the poet find in God?
A. God causes misery to people.
B. He opposes the poet and his companions and favours their opponents.
C. He is fickle.
D. He does not care for the poor.

2. What gives courage to the poet?
A. The song of the nightingale.
B. The power of poetry.
C. The sweet smell of the rose.
D. God's mercy.

3. What is the present mood of the poet?
A. He is distraught.
B. He is in a happy mood.
C. He is in a contemplating mood.
D. He is talking only frivolously.

4. Why does the poet use the word "lament" for the song of the nightingale?
A. The nightingale is sad at poet's miserable condition.
B. It is only teasing the poet.
C. It seems sad to the poet only.
D. Proverbially, the nightingale is said to sing sweet but sad songs.

5. In what situation is the rose placed in the poem?
A. Very advantageous situation.
B. Helpless situation.
C. Confusing situation.
D. Situation of expectation.

POEM-3

'In vain to me the smiling mornings shine,
And reddening Phoebus lifts his golden fire;
The birds in vain and amorous descant join,
Or cheerful fields resume their green attire.
These ears, alas! for other notes repine;
"A different object do these eyes require;
My lonely anguish melts no heart but mine;
And in my breast the imperfect joys expire;"
Yet morning smiles the busy race to cheer,
And new-born pleasure brings to happier men;
The fields to all their wanted tribute bear;
To warm their little loves the birds complain.
"I fruitless mourn to him that cannot hear,
And weep the more because I weep in vain."

— Thomas Gray

QUESTIONS

1. The poet's object in the given poem cannot hear him because:
A. He has gone deaf.
B. He does not care for him.
C. He is awfully busy.
D. He is dead.

2. What does nature bring to the poet?
A. A sense of loss
B. A feeling of joy
C. A sense of satisfaction
D. A feeling of charm

3. Why does the poet use the phrase "in vain" so many times?
A. To tell about the uselessness of his existence.
B. To tell about the uselessness of beauties of nature and his wails.
C. To tell about the uselessness of birds' love.
D. To tell about waste of morning time.

4. What feeling can a keenly observant reader get from a study of the first twelve lines and the last two lines?
A. A feeling of harmony.
B. A feeling of amplitude.
C. A feeling of dichotomy of sense.
D. A sense of overall satisfaction.

5. What does the morning bring to the "happier men"?
A. A sense of loss.
B. A new joy.
C. A feeling of sorrow.
D. A feeling of sympathy.

POEM-4

'Turn on the prudent Ant thy heedless eyes,
Observe her labours, Sluggard, and be wise;
No stern command, no monitory voice,
Prescribes her duties, or directs her choice;
Yet, timely provident, she hastes away
To snatch the blessings of a plenteous day;
When fruitful Summer loads the teeming plain,
She crops the harvest, and she stores the grain.

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How long shall sloth usurp thy useless hours,
Unnerve thy vigour, and enchain thy powers?
While artful shades thy downy couch enclose,
And soft solicitation courts repose,
Amidst the drowsy charms of dull delight,
Year chases year with unremitted flight,
Till Want now following, fraudulent and slow,
Shall spring to seize thee, like an ambush'd foe.

— Dr Samuel Johnson

QUESTIONS

1. What can be said to be the overwhelming quality of an ant?
A. Industriousness
B. Dutifulness
C. Time-consciousness
D. Regular routine

2. What will finally overtake a sluggard?
A. Sloth B. Waste of time
C. Loss of energy D. Want

3. What does the Ant do in summer?
A. It enjoys the beauties of nature.
B. It sits in the shade of trees.
C. It fills its stores with grain.
D. It spends time eating summer fruits.

4. Which among the following is not the characteristic of Want?
A. Fraudulence
B. Ambush
C. Springing over the enemy.
D. Abusing the enemy.

5. What is the main characteristic of summer?
A. It is a very hot season.
B. It is a fruitful season.
C. It expects all to do their duties.
D. It always comes on time.

POEM-5

On their own feet they came, or on shipboard,
Camel-back, horse-back, ass-back, mule-back,
Old civilisations put to the sword.
Then they and their wisdom went to rack;
No handiwork of Callimachus,
Who handled marble as if it were bronze,
Made draperies that seemed to rise
When sea-wind swept the corner stands:
His long lamp-chimney shaped like the stem
Of a slender palm, stood but a day;
All things fall and are built again,
And those that build them again are gay.

— WB Yeats

QUESTIONS

1. Which of the following means of transport was not used by the destroyers of old civilizations?
A. By sea
B. By air
C. On the backs of animals
D. On foot

2. What is the eternal law of life?
A. Destruction and recreation
B. Destruction
C. Creation
D. Failure of art

3. Which of the following could Callimachus do?
A. Make a long thin lamp-chimney last long.
B. Engrave in bronze.
C. Make metallic artefacts.
D. Work with marble without breaking it.

4. Is there no hope for civilizations?
A. Yes, there is.
B. No, there's none.
C. The poet gives no clue to it.
D. There is only a little hope.

5. Who get real happiness from their activity?
A. The destroyers. B. The builders.
C. The observers. D. The sea-creatures.

POEM-6

I lay in sorrow, deep *distressed*:
My *grief* a proud man heard;
His looks were cold, he gave me gold
But not a kindly word,
My sorrow passed—I paid him back
The gold he gave to me;
Then stood *erect* and spoke my thanks
And blessed his *Charity.*
I *lay* in *want,* in grief and pain:
A poor man passed my way;
He bound my head, he gave me *bread*
He watched me night and day.
How shall I pay him back again,
For all he did to me?

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Oh, gold is great, but greater far
Is *heavenly* Sympathy!

—Charles Mackey

QUESTIONS

1. The proud man heard the poet
A. crying in sorrow B. sing in joy
C. lying in misery D. crying due to pain

2. The proud man helped the poet by
A. giving him comfort
B. assisting him to lie down
C. his cold looks
D. giving him gold

3. The poet thanked the proud man by
A. speaking nicely to him
B. giving him money
C. praising him
D. blessing his large-heartedness

4. The poor man helped the poet by
A. giving him comfort
B. binding his body
C. giving him food
D. serving him like his own

5. The word 'heavenly' means
A. relating to paradise
B. like that of heaven
C. like angels
D. like gods

POEM-7

The earth was green, the sky was blue;
I saw and heard one sunny *morn*
A *skylark hang* between the two,
A singing *speck* above the corn.
A stage below in gay *accord*,
White butterflies danced on wing,
And still the singing skylark *soared*,
And silent sank and soared to sing.
The *cornfield stretched* a *tender* green
To right and left beside my walks;
I knew he had a nest unseen
Somewhere among the million *stalks.*
And as I *paused* to hear his song
While swift the sunny moments *slid*,
Perhaps his *mate* sat listening long,
And listened longer than I did.

—Christina Rossetti

QUESTIONS

1. The skylark sang when
A. it rained
B. the sun shone
C. the earth was green and the sky without clouds
D. there were clouds

2. The skylark while singing looked like
A. a star B. an insect
C. an eagle D. a small dot

3. The skylark rose upwards and upwards
A. while flying B. while singing
C. as it sang D. as it flew

4. The nest of the skylark was
A. in the fields below
B. among the numberless stems of corn
C. beside other nests
D. among trees

5. The word 'paused' means
A. stopped B. stood erect
C. flew across D. went straight

POEM-8

The Forst *performs* its secret *ministry*,
Unhelped by any wind. The owlet's cry
Came loud—and *hark*, again! loud as before.
The *inmates* of my cottage, all at rest,
Have left me to that *solitude*, which suits
Abstruser musings : save that at my side
My *cradled infant slumbers* peacefully.
Tis calm indeed! so calm, that it disturbs
And *vexes meditation* with its strange
And extreme silentness .....

—S.T. Coleridge

QUESTIONS

1. The 'secret ministry' of the frost is that
A. it is falling on the ground
B. it ministers the earth
C. it has a secret deal with the nature
D. it deals with the air

2. There is silence all round. This is seen in the phrase
A. and hark, again
B. all at rest
C. that solitude
D. Abstruser musings

3. Who is sleeping in the cradle?
A. the poet's son B. the poet's child
C. the poet's nephew D. a stranger baby

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4. What disturb(s) the calm?
A. the surroundings B. nature
C. weather D. calmness

5. The word 'meditation' means
A. prayers B. thought
C. deep thought D. deep ideas

POEM-9

She *dwelt* among the *untrodden* ways
Beside the springs of Dove,
A Maid whom there were none to praise
And very few to love :
A *violet* by a *mossy* stone
Half hidden from the eye!
—*Fair* as a star, when only one
Is shining in the sky.
She lived unknown, and few could know
When Lucy *ceased* to be;
But she is in *grave,* and, oh,
The difference to me!

—William Wordsworth

QUESTIONS

1. Lucy lived a lonely life because
A. no person loved her
B. no one praised her
C. there was no human population
D. she was born in nature

2. Lucy was like a
A. rose flower B. a star
C. a violet flower D. a daffodil

3. She died on unknown death because
A. no one knew her
B. no one could tell where she died
C. she was never known
D. no one knew when she died

4. That the poet is sad over Lucy's death is clear in the words :
A. she is in grave
B. oh
C. the difference to me
D. Lucy ceased to be

5. The word 'untrodden' means
A. not covered
B. unwalkable
C. not walked over
D. hard to walk

POEM-10

I wandered lonely as cloud
That *floats* on high o'er *vales* and hills,
When all at once I saw a crowd,
A *host* of golden daffodils ;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And *twinkle* in the milky way,
They *stretched* in never-ending line
Along the *margin* of a *bay* :
Ten thousasnd saw I at a *glance*,
Tossing their head in *sprightly* dance.
The waves beside them danced; but they
Outdid the *sparkling* waves in *glee* :
A poet could not but be gay,
In such a *jocund* company;
I *gazed*—and gazed—but little thought
What wealth the show to me had brought.
For oft, when on my couch I lie
In vacant or in *pensive* mood,
They *flash* upon that inward eye
Which is the bliss of *solitude*;
And then my heart with pleasure fills
And dances with the daffodils.

—William Wordsworth

QUESTIONS

1. The poet compares himself with
A. a cloud that is rainy
B. a cloud
C. a floating cloud
D. a daffodil

2. The daffodils danced
A. like stars
B. beside the lake
C. like twinkling stars
D. in lake water

3. The daffodils made the waves shy in their
A. dancing B. shining
C. sparkling D. shaking

4. The poet's wealth from daffodils is
A. the bliss of solitude
B. their dancing
C. their bright colour
D. his joyful heart

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5. The word 'sprightly' means
A. happy B. blissful
C. joyful D. playing

POEM-11

Is this a holy thing to see
In a rich and fruitful land,
Babes reduc'd to *misery,*
Fed with cold and *usurous* hand?
Is that *trembling* cry a song?
Can it be a song of joy?
And so many children poor?
It is a land of poverty?
And their sun does never shine,
And their fields are *bleak and bare,*
And their ways are fill'd with thorns :
It is *eternal* winter there.
For where'er the sun does shine,
And where'er the rain does fall,
Babes can never hunger there,
Nor poverty the mind *appall.*

—William Blake

QUESTIONS

1. 'Rich and fruitful land' stands for
A. U.S.A. B. England
C. India D. China

2. Babies there sing a song with
A. joy B. trembling hands
C. a trembling cry D. sadness

3. If the babies live a miserable life, that country is indeed a country of
A. sick children B. happy children
C. poor children D. hungry children

4. 'It is eternal winter there' means
A. children's life is not happy
B. children's future is bleak
C. winter is all the year around
D. winter is at the peak

5. The word 'usurous' means
A. of zamindar
B. very cruel
C. of money lender
D. of trader

POEM-12

There was a family of rabbits
who lived near a *pack* of wolves.
The wolves *announced* that they did
not like the way the rabbits were
living. One night several wolves were
killed in an earthquake and this was
blamed on the rabbits, for it
is well known that rabbits *pound*
on the ground with their *hind*
legs and cause earthquakes. On
another night one of the wolves was
killed by a bolt of *lightning*
and this also was blamed on the
rabbits. The wolves *threatened* to *civilise* the
rabbits if they didn't behave, and
the rabbits decided to run away
to a desert island. But the other
animals, who lived at a great distance,
shamed then saying, "You must stay where
you are and be brave. This is no world
for escapists. If the wolves attack you,
we will come to your aid, in all
probability." So the rabbits continued
to live near the wolves. And one day
there was a *terrible* flood which
drowned a great many wolves. This was
blamed on the rabbits, for it is
well known that they with long
ears cause floods. The wolves *descended* on
the rabbits for their own good,
and imprisoned them in a dark *cave,*
for their own protection.
When nothing was heard about
the rabbits for some weeks, the other
animals demanded to know what
had happened to them. The wolves
replied that the rabbits had been
eaten and since they had been
eaten the affair was a purely
internal matter.
"They were trying to escape" said
the wolves, "and, as you know, this
is no world for escapists."

—James Thurber

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QUESTIONS

1. Rabbits do an activity that is similar to earthquakes. It is
   A. moving the soil
   B. causing earthquakes
   C. shaking their hind legs
   D. striking the ground
2. The second time wolves died due to
   A. electricity B. lightning
   C. floods D. earthquakes
3. The other animals advised the rabbits not to go away because
   A. they shouldn't be affraid of wolves
   B. there was no fear
   C. they must be brave
   D. they should oppose the wolves
4. The lesson of the incident is that those who escape
   A. can't live
   B. can't progress
   C. shall be free from danger
   D. shall lag behind
5. The word 'announced' means
   A. went away B. spoke
   C. whistled D. declared

POEM-13

The countryside must *preserved*
(Preferably miles away from me.)
Neat hectares of the *stuff* reserved
For those in need of flower or tree.
I'll make do with *landscape* painting
Film *documentaries* on TV
And when I need to escape, *panting,*
Then open-mouthed I'll head for the sea.
Let others *stroll* and take their *leisure,*
In grasses wade upto their knees.
For I *derive* no earthly pleasure
From the green green *rash* that makes me *sneeze.*

—Roger McGough

QUESTIONS

1. The poet feels that the countryside should look
   A. green
   B. covered with vegetation
   C. full of flowers
   D. good with trees
2. The poet would like to satisfy himself of his desire to see nature from
   A. films B. documentaries
   C. TV D. cable TV
3. The poet gets immense pleasure when he is far from
   A. natural beauty
   B. countryside
   C. villageside
   D. film documentaries
4. The poet hates the greenery because it makes him
   A. sick B. dissatisified
   C. a nature lover D. sneeze
5. The word 'landscape' means
   A. a scene of nature
   B. physical scene of a place
   C. nature beauty
   D. vegetation

POEM-14

One infant grows up and becomes a *jockey;*
Another plays basketball or hockey,
This one the prize ring hates to enter
That one becomes a *tackle or center,*
I am just as glad as glad can be
That I'm not them, that they're not me.
With all my heart do I admire
Athletes who *sweat* for fun or hire,
Who take the field in *gaudy pomp,*
And *maim* each other as they *romp,*
My *limp and bashful spirit* feeds
On other people's *heroic deeds.*
Now A runs ninety yards to score,
B knocks the champion to the floor.
C risking *vertebrae and spine,*
Lashes his steed across the line,
You'd think my *ego* it would please
To *swap* positions with one of these.
Well, ego might be pleased enough,
But zealous athletes play so rough,
They do not ever, in their dealings
Consider one another's feelings.
I'm glad that when my struggle begins
Twixt prudence and ego, prudence wins.
Athletes, I'll drink to you
Or eat with you,

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Or anything except compete with you,
Buy tickets worth their weight in *radium,*
To watch you *gambol* in a stadium.
And reassure myself anew
That you're not me and I'm not you.

—Ogden Nash

QUESTIONS

1. The poet admires the sportspersons who
A. win the game
B. perspire for goals
C. beat other participants
D. enjoy playing

2. The poet's spirit enjoys
A. the great sport feats of the players
B. seeing them getting injured
C. knocking one another of sportspersons
D. their fighting for the goal

3. What makes the poet not to be a sportsperson?
A. hatred to be a player
B. wisdom to avoid playing
C. fear of injuries
D. careless playing leading to injuries

4. The poet will do anything
A. to see the players playing
B. to go to the stadium
C. for the sportspersons
D. for the well-being of the players

5. The word 'prudence' means
A. athletics B. wisdom
C. skill D. bravery

POEM-15

The *fair breeze* blew, the white foam flew,
The *furrow* followed free;
We were the first that ever burst
Into that silent sea.
Down dropt the breeze, the sails *dropt* down,
T was sad as sad could be;
And we did speak only to break
The silence of the sea!
All in a hot and copper sky,
The bloody Sun, at noon,
Right up above the mast did stand,
No bigger than the Moon.
Day after day, day after day,
We *struck*, nor breath nor motion;
As *idle* as a painted ship
Upon a painted ocean.

—S.T. Coleridge

QUESTIONS

1. The weather became fine and this is clear from
A. the wind blowing very fast
B. the wind blowing leisurely
C. the furrow being free
D. the white foam

2. But soon the weather became very bad as
A. the ship couldn't move
B. the sails couldn't gather wind
C. they became sad
D. they couldn't speak

3. The sky became
A. very hot
B. bloody
C. hot and copper like
D. very perspiring

4. The ship looked like a painted one because it
A. couldn't run B. couldn't move
C. got fully aground D. got anchored

5. The word 'mast' means
A. a pillar
B. sailing prop
C. upright post in a ship
D. upright post of wood in a ship

POEM-16

The old priest Peter Gilligan
Was *weary* night and day;
For half his *flock* were in their beds,
Or under green *sods* lay.
Once while he *nodded* on a chair,
At the *moth-hour* of *eve*,
Another poor man sent for him,
And he began to *grieve.*
"I have no rest, nor joy, nor peace,
For people die and die";
And after cried he, "God forgive!
My body *spake,* not I!"
He knelt, and *leaning* on the chair
He prayed and fell asleep;
And the moth-hour went from the fields,
And stars began to *peep.*

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"*Mavrone,* mavrone! The man has died
While I slept on the chair";
He *roused* his horse out of its sleep,
And rode with little care.
He rode now as he never rode,
By rocky *lane and fern*;
The sick man's wife opened the door :
"Father! You come again!"
"And is the poor man dead?" he cried.
"He died an hour ago."
The old priest Peter Gilligan
In grief *swayed to and fro.*
"When you were gone, he turned and died
As merry as a bird."
The old priest Peter Gilligan
He knelt at that word.

—W.B. Yeats

QUESTIONS

1. Peter Gilligan was very tired because he
A. had not slept for long
B. had been serving the people day and night
C. nursed the sick
D. cared much for his own people

2. He worried much because
A. his people were dying
B. he had had no sleep
C. his own people were sad
D. the poor man came to him

3. He regretted that the man died
A. when he had slept
B. when it was midnight
C. when no one was near him
D. when he slept

4. Father Gilligan found when he visited the poor man's house that
A. God had visited in his place
B. God had excused him
C. he was not wanted
D. he couldn't do anything

5. The word 'moth-hour' means
A. late evening B. midnight
C. morning D. mid-day

POEM-17

It takes much time to kill a tree,
Not a simple *job* of the knife
Will do it. It has grown
Slowly *consuming* the earth,
Rising out of it, feeding
Upon its *crust, absorbing*
Years of sunlight, air, water,
And out of its *leprous hide*
Sprouting leaves.
So *hack and chop*
But this alone won't do it.
Not so much pain will do it.
The bleeding *bark* will heal
And from close to the ground
Will rise *curled green twigs,*
Miniature boughs
Which if unchecked will expand again
To former size.
No,
The root is to be pulled out
Out of the *anchoring* earth;
It is to be roped, tied,
And pulled out—*snapped out*
Or pulled out *entirely,*
Out from the earth-cave,
And the strength of the tree *exposed,*
The source, white and wet,
The most sensitive, hidden
For years inside the earth.
Then the matter
Of *scorching* and *choking*
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

—Gieve Patel

QUESTIONS

1. The tree has come out of the earth after
A. taking breath in the atmosphere
B. using the soil
C. feeling the heat of the sun
D. absorbing the crust.

2. If the tree is chopped, it will still
A. live B. wither
C. stand D. heal

3. If the tree is chopped, its leaves will
A. glisten
B. grow to their former size

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C. will rise from the ground
D. shine beautifully

4. The 'white and wet' part of a tree when uprooted is its
A. source
B. sensitive part
C. life
D. important part

5. The word 'hidden' means
A. clear B. obscure
C. safe D. concealed

POEM-18

The quality of mercy is not *strain'd*;
It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blest.
It blesseth him that gives and him that takes.
T is *mightiest* in the mightiest; it *becomes*
The *throned monarch* better than his *crown*;
His *sceptre* shows the force of *temporal* power,
The *attribute* to *awe* and *majesty,*
Wherein doth sit the *dread* and fear of kings;
But mercy is above this sceptred *sway,*
It is enthroned in the hearts of kings,
It is an attribute to God himself;
And earthly power doth then show likest God's
When mercy *seasons* justice.

QUESTIONS

1. Mercy is compared with
A. rain
B. king
C. monarch
D. gentle rain

2. Mercy adds more glory to a
A. king
B. monarch
C. monarch's crown
D. monarch sitting in his throne

3. When does mercy becoem God-like?
A. when it enters a king's heart
B. when it mixes with the king's grace
C. when it is seasoned with justice
D. when mercy seasons a king's justice

4. What shows the temporal power of a monarch?
A. his throne B. his mercy
C. sceptre D. his crown

5. The word 'attribute' means
A. quantity B. quality
C. absolute D. feature

POEM-19

Whose *woods* these are I think I know,
His house is in the village thought,
He will not see me stopping here
To watch his woods fill up with snow.
My little horse must think it *queer*
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his *harness bells* a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and *downy flake.*
The woods are lovely; dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

QUESTIONS

1. The poet is standing
A. in a village
B. on the bank of a river
C. in a forest
D. by the side of a lake

2. When the poet stands, the horse
A. shakes its harness bells
B. shakes the bells
C. stands silently
D. asks a question

3. What kind of a weather is it?
A. wet and cloudy
B. cold and snowy
C. very cold and windy
D. cold and windy

4. '... before I sleep' means here
A. before I sleep on my bed
B. before I die
C. before I go home and sleep
D. before I 'sleep' at one level and before I 'die' at another

5. The words 'downy flake' mean
A. soft particles of snow
B. soft snow
C. fluffy snow
D. soft and fluffy

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POEM-20

The little creature
with a hundred feet
was on its journey
to where
only it knew.
My civilised foot
dressed in polished leather
came down upon it
even so gently
there was only a soft sound
signifying
the end
of a creature of God
my Maker
I looked to see
if my *sole* was *spoiled*
and walked away

QUESTIONS

1. '... with a hundred feet' actually means
A. a hundred feet
B. many feet
C. about a hundred feet
D. near about a hundred feet

2. The poet calls his foot 'civilised' because he
A. means it otherwise
B. is civilised
C. is wearing polished shoes
D. looks civilised

3. This poem can be classified as
A. humorous B. religious
C. satirical D. romantic

4. The poet walked away. It means he
A. didn't bother about the death of the centipede
B. remained indifferent towards the centipede's death
C. regetted the centipede's death
D. felt pity for the insect

5. The word 'signifying' here means
A. displacing B. indicating
C. making it important D. proving

ANSWERS

I. Cloze Test

PASSAGE-1

1	2	3	4	5	6
A	B	A	C	D	A
7	**8**	**9**	**10**	**11**	**12**
A	B	A	B	C	B
13	**14**				
D	B				

PASSAGE-2

1	2	3	4	5	6
B	B	A	D	B	C
7	**8**	**9**	**10**	**11**	
C	B	A	C	A	

PASSAGE-3

1	2	3	4	5	6
C	D	A	A	B	B
7	**8**	**9**	**10**	**11**	**12**
C	D	B	A	B	C

PASSAGE-4

1	2	3	4	5	6
B	C	A	B	D	C
7	**8**	**9**	**10**	**11**	**12**
B	C	A	D	B	A
13					
D					

PASSAGE-5

1	2	3	4	5	6
D	C	A	B	C	B
7	**8**	**9**	**10**	**11**	**12**
C	D	B	A	D	C

PASSAGE-6

1	2	3	4	5	6
A	B	D	B	A	B
7	**8**	**9**	**10**	**11**	**12**
D	C	D	C	B	B

PASSAGE-7

1	2	3	4	5	6
A	B	D	A	B	C
7	**8**	**9**	**10**	**11**	**12**
D	D	C	D	A	B
13					
D					

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PASSAGE-8

1	**2**	**3**	**4**	**5**	**6**
C	C	B	A	D	B
7	**8**	**9**	**10**	**11**	**12**
D	D	C	D	A	B

PASSAGE-9

1	**2**	**3**	**4**	**5**	**6**
B	B	C	B	D	A
7	**8**	**9**	**10**	**11**	**12**
D	A	B	C	D	D

PASSAGE-10

1	**2**	**3**	**4**	**5**	**6**
A	D	A	D	D	C
7	**8**	**9**	**10**	**11**	**12**
B	B	D	A	A	B

PASSAGE-11

1	**2**	**3**	**4**	**5**	**6**
C	B	D	A	B	A
7	**8**	**9**	**10**	**11**	**12**
A	B	D	C	A	B

PASSAGE-12

1	**2**	**3**	**4**	**5**	**6**
A	B	C	A	B	C
7	**8**	**9**	**10**	**11**	**12**
B	D	B	D	B	C

PASSAGE-13

1	**2**	**3**	**4**	**5**	**6**
D	C	B	C	C	A
7	**8**	**9**	**10**	**11**	
B	B	C	D	B	

PASSAGE-14

1	**2**	**3**	**4**	**5**	**6**
B	C	A	D	C	C
7	**8**	**9**	**10**	**11**	
D	A	B	A	C	

PASSAGE-15

1	**2**	**3**	**4**	**5**	**6**
A	B	D	B	D	B
7	**8**	**9**	**10**	**11**	
C	A	C	D	B	

PASSAGE-16

1	**2**	**3**	**4**	**5**	**6**
C	A	C	B	A	A
7	**8**	**9**	**10**	**11**	
C	B	D	D	D	

PASSAGE-17

1	**2**	**3**	**4**	**5**	**6**
D	B	D	D	D	C
7	**8**	**9**	**10**	**11**	
A	D	A	A	B	

PASSAGE-18

1	**2**	**3**	**4**	**5**	**6**
B	C	B	A	C	C
7	**8**	**9**	**10**	**11**	**12**
C	D	D	D	A	D
13	**14**	**15**	**16**	**17**	
C	A	B	D	C	

PASSAGE-19

1	**2**	**3**	**4**	**5**	**6**
B	A	B	C	B	D
7	**8**	**9**	**10**	**11**	
B	C	D	D	B	

PASSAGE-20

1	**2**	**3**	**4**	**5**	**6**
D	C	D	A	A	B
7	**8**	**9**	**10**		
C	C	A	C		

PASSAGE-21

1	**2**	**3**	**4**	**5**	**6**
D	B	C	B	C	B
7	**8**	**9**	**10**		
A	D	D	D		

PASSAGE-22

1	**2**	**3**	**4**	**5**	**6**
C	A	B	C	B	D
7	**8**	**9**	**10**	**11**	
A	A	B	D	D	

PASSAGE-23

1	**2**	**3**	**4**	**5**	**6**
B	A	C	B	A	A
7	**8**	**9**	**10**	**11**	**12**
B	D	C	A	C	B
13	**14**	**15**	**16**	**17**	**18**
C	B	C	C	A	C

PASSAGE-24

1	**2**	**3**	**4**	**5**	**6**
A	D	C	A	B	D
7	**8**	**9**	**10**	**11**	**12**
D	B	B	C	A	A

PASSAGE-25

1	**2**	**3**	**4**	**5**	**6**
D	C	B	A	D	C

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7	8	9	10	11	12
A	A	C	D	B	D
13	**14**				
D	A				

PASSAGE-26

1	2	3	4	5	6
A	C	B	C	D	B
7	**8**	**9**	**10**	**11**	
D	C	B	A	A	

PASSAGE-27

1	2	3	4	5	6
C	B	B	A	A	B
7	**8**	**9**	**10**	**11**	**12**
C	A	D	D	B	D
13	**14**	**15**	**16**		
C	C	B	B		

PASSAGE-28

1	2	3	4	5	6
D	D	C	D	B	B
7	**8**	**9**	**10**	**11**	**12**
C	C	B	B	C	A
13	**14**	**15**			
A	D	C			

PASSAGE-29

1	2	3	4	5	6
B	B	C	D	A	B
7	**8**	**9**	**10**	**11**	**12**
A	B	C	D	B	C

PASSAGE-30

1	2	3	4	5	6
B	C	A	A	D	D
7	**8**	**9**	**10**	**11**	**12**
D	C	C	B	B	C
13	**14**	**15**			
A	B	D			

PASSAGE-31

1	2	3	4	5	6
A	B	D	A	B	C
7	**8**	**9**	**10**	**11**	**12**
B	A	B	D	A	B
13	**14**	**15**			
D	A	A			

PASSAGE-32

1	2	3	4	5	6
B	C	C	A	D	B
7	**8**	**9**	**10**	**11**	**12**
C	A	C	B	D	C
13	**14**				
B	B				

II. Passages

PASSAGE-1

1	2	3	4	5	6
A	D	A	A	A	C
7					
B					

PASSAGE-2

1	2	3	4	5	6
A	A	D	A	B	C
7					
D					

PASSAGE-3

1	2	3	4	5	6
D	C	D	C	A	D
7					
B					

PASSAGE-4

1	2	3	4	5	6
C	C	A	D	A	D
7					
C					

PASSAGE-5

1	2	3	4	5	6
B	D	D	B	D	C
7					
A					

PASSAGE-6

1	2	3	4	5	6
A	C	B	C	B	C
7					
B					

PASSAGE-7

1	2	3	4	5	6
B	C	C	B	D	B
7					
C					

PASSAGE-8

1	2	3	4	5	6
B	C	C	B	B	C
7					
A					

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PASSAGE-9

1	2	3	4	5
C	C	B	D	A

PASSAGE-10

1	2	3	4	5
B	A	B	C	C

PASSAGE-11

1	2	3	4	5
C	A	B	D	A

PASSAGE-12

1	2	3	4	5
A	A	B	C	D

PASSAGE-13

1	2	3	4	5
A	C	B	A	D

PASSAGE-14

1	2	3	4	5
C	B	A	D	A

PASSAGE-15

1	2	3	4	5
B	A	C	D	A

PASSAGE-16

1	2	3	4	5
A	B	C	A	B

PASSAGE-17

1	2	3	4	5
C	A	B	D	C

PASSAGE-18

1	2	3	4	5
B	D	B	A	B

PASSAGE-19

1	2	3	4	5
D	C	B	C	D

PASSAGE-20

1	2	3	4	5
B	A	C	D	A

PASSAGE-21

1	2	3	4	5
B	C	D	D	C

PASSAGE-22

1	2	3	4	5
C	D	B	C	D

PASSAGE-23

1	2	3	4	5
A	C	D	B	A

PASSAGE-24

1	2	3	4	5
A	D	A	D	B

PASSAGE-25

1	2	3	4	5
B	C	D	A	B

PASSAGE-26

1	2	3	4	5
B	B	C	A	D

PASSAGE-27

1	2	3	4	5
A	B	A	B	C

PASSAGE-28

1	2	3	4	5
A	B	C	C	B

PASSAGE-29

1	2	3	4	5
A	C	A	B	C

PASSAGE-30

1	2	3	4	5
B	C	D	D	D

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III. Poetry

POEM-1

1	2	3	4	5
A	C	B	C	A

POEM-2

1	2	3	4	5
C	B	A	D	B

POEM-3

1	2	3	4	5
D	A	B	C	B

POEM-4

1	2	3	4	5
B	D	C	D	B

POEM-5

1	2	3	4	5
B	A	D	A	B

POEM-6

1	2	3	4	5
C	D	D	D	B

POEM-7

1	2	3	4	5
C	D	B	B	A

POEM-8

1	2	3	4	5
A	B	A	D	C

POEM-9

1	2	3	4	5
A	C	D	B	C

POEM-10

1	2	3	4	5
C	B	A	A	C

POEM-11

1	2	3	4	5
B	C	C	B	C

POEM-12

1	2	3	4	5
D	B	C	B	D

POEM-13

1	2	3	4	5
B	B	A	D	B

POEM-14

1	2	3	4	5
A	A	D	A	B

POEM-15

1	2	3	4	5
B	B	C	C	D

POEM-16

1	2	3	4	5
B	A	D	A	A

POEM-17

1	2	3	4	5
B	A	B	A	D

POEM-18

1	2	3	4	5
D	D	C	C	B

POEM-19

1	2	3	4	5
C	A	C	D	A

POEM-20

1	2	3	4	5
B	A	C	B	B

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English Literature : At a Glance

THE OLD ENGLISH PERIOD (I) (ANGLO-SAXON PERIOD) (450-1050)

Beowulf is probably the oldest epic of the Teutonic world. It is believed to be belonging to the first half of the sixth century.

Some important works of the Anglo-Saxon period (Pre-Christian Era)

Some important works of the Anglo-Saxon period are: *The Ruined Burg, The Lover's Message. The Maiden's Complaint, The Wanderer* and *the Seafarer.*

'The Wanderer is also known as *'Widsith'*. The work is based on the wandering life of the gleeman.

Belonging to this period, we also have *"Deor's Lament"*, which, according to Long is, "much more poetic than *'Widsith,'* and is the one perfect lyric of the Anglo-Saxon period.

In the *Seafarer*, we have glimpses of hard sea life along with the call of the sea, which we, in our times, find more pronouncedly, but perhaps less picturesquely, in Masefield's *"Sea-Fever"*.

Some Christian writers of the Anglo-Saxon period

Whereas the pagan literature of the Anglo-Saxon period was chiefly in the form of oral legends which they had brought with them from the foreign lands which they previously inhabited, the Christian writing mainly came into existence as a result of the teachings of the monks who had come under the influence of two schools—the Augustinian School (from Rome) and Northumbrian School (from Ireland).

While the former, did not produce much lasting works, the latter produced a number of good and great writers, *e.g.,* **The Venerable Bede (673-735), Caedmon (seventh century)** and **Cynewulf (eighth century)**.

Besides the poets mentioned above, we have **Alfred (848-90)** who is chiefly known as a translator.

ANGLO-NORMAN PERIOD (1066-1350)

Some important works of the Anglo-Norman period

One important work of this period is *Geoffrey's "Historic Regum Britanniae"* (1137) commonly known as *"History"*. Geoffrey is believed to have died in 1154.

Geoffrey's work which became immensely popular in his own life, is a mixture of pagan and Christian legends and is based more on lies than on real historical events.

However, the said work has its literary value for its poetry and romance pertaining to king Arthur and his Knights, and hence, it became a source of inspiration and scintillating subject matter for such illustrious authors as Malory, Shakespeare and Tennyson.

Geoffrey's work was in Latin verse. Thereafter appeared *"Layman's Brut"* (c. 1200) which has its main interest in giving Arthur's legends in (Anglo-Saxon) English itself.

Then there appeared what are known as *"Metrical Romances"* which were based on the "matter" of France, Rome and Britain.

While in the *Matter of France,* **Charlemagne's** exploits dominated and in the *Matter of Rome* Alexander's adventures and the war of Troy were the main subjects, in the *Matter of Britain*, exploits of Arthur and his knights of the Round Table were chief subject matter. There were a number of cycles pertaining to the knights of Arthur, among them being **Sir Gawain (1350)** *Quest of the Holy Grail, Death of Arthur, Merlin, etc.*

Besides the above, other works of the period included ballads, lyrics and such poems as the *Owl and the Nightingale, Ormulum, Cursor Mundi (1320), The Pearl, Patience, Cleanness, etc.* Also **Roger Bacon's** *"Opus Majus"* appeared in 1267.

THE AGE OF CHAUCER (1340-1400)

The Hundred years war between England and France had already started in 1338 when **Chaucer** was born in **1340**.

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In the earlier years of the war, England was all-powerful and under Edward III it won victories over France at Sluys in 1340 and Crecy in 1346, culminating in the capture of Calais in 1347.

Another thumping victory was won by the Black Prince, Edward III's son in 1356 by defeating the French at Poitiers.

As a result of the English victories, the English foreign trade began to flourish, particularly in the export of wool to Flanders, which filled the coffers of the English king and the people also became richer, as we notice conspicuously in **Chaucer's** *Canterbury Tales* when we consider the lot of so many characters, particularly those belonging to landed aristocracy.

This picture is also graphically depicted in **Trevelyan's** *British History of Six Centuries*.

It was unfortunate for England that in the moment of its glory it was overtaken by plague, the Black Death which took a heavy toll of life all over Europe in 1348-49.

As a result of the Black Death, most of the labourers who escaped death, left the country, and this caused an intense scarcity of the availability of essential commodities at cheap rates. To meet this menace, the Parliament tried to force the labourers to accept the same wages as they were getting before the Black Death, and it all finally precipitated into the well-known Peasants' Revolt during the reign of Richard II.

In spite of the passage of certain statutes purported to safeguard the English clergy against the undue domination of the Pope, the low simmering of wrath among the clergymen for several reasons, there emerged in the "Lollards Movement" under the leadership of the redoubtable Wyclif.

Another prominent feature, this one in the literary world, was the slow advent of the spirit of New Learning from Italy and drastic changes in the structure of the English language which had already been continuing as the inevitable outcome of the Norman conquest at Hastings in 1066.

These were the general conditions in which the most significant writers of the age—**Chaucer, Langland, Dunbar,** etc. lived and flourished, thus heralding a new age slowly, but boldly and surely.

MAJOR AUTHORS AND THEIR WORKS OF CHAUCER'S AGE

Sir Thomas More (1478-1535)
Utopia (English Version)

William Tyndale (1485-1536)
New Testament

Geoffrey Chaucer (1340-1400)
The Boke of the Duchesse
The Romaunt of the Rose
The House of Fame
Troylus Cryseyde
The Canterbury Tales
Legends of Good Women
The Parliament of Fouls

Wyclif (1320-1384)
The Bible

John Heywood (1564-1627)
Four P's

Thomas Sackville and Thomas Norton : (1536-1608) (1532-1584)
Gorboduc

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The Seventeenth Century

THE RENAISSANCE (1578-1625)

The Renaissance of English Literature coincides with the Age of Queen Elizabeth I. Hence, in the history of English literature, this period is also called as the *Elizabethan Age*. The inspiration for the great works of this period came from the prolific translations into English of works of ancient Rome and Greece. Thus, Plutarch's *Lives* was translated by **Sir Thomas North (1579)** from the French version. Montaigne's Essays was translated by **John Florio (1603)**. In verse, Ovid's *Metamorphoses* was translated by **Arthur Golding (1565, 1567)**. Among other works of foreign origin translated into English were Ariosto's *Orlando Furioso* by **Harrington (1591)**, and Homer's *Iliad* by **George Chapman (1598)**.

The rising English stage and the English novel borrowed from Boccaccio, Cinthio, Bandello and Straparola — the Italians. Attracted though England was to Italian art, it resisted the evil influences of debauchery, crime and passions that the Italian spirit represented. Yet, the time was ripe in England for the full development of every art and literary form. Renaissance means *a flowering again of art and culture*. It inculcated a sense of wonder in things. England also wanted to rival Spain, France and Portugal in her navigational triumphs. Thus in 1578, Sir Francis Drake circumnavigated the world, and in 1588, the English navy destroyed the Armada. The same spirit of adventure moved

literature. In *Apologie for Poetrie*, Sidney described the poet — of all sciences 'the monarch'. Poets were encouraged to innovate new styles and rhythms.

Poetry

Three great men of letters led the Renaissance in England — Spenser, Sidney and Lyly.

Edmund Spenser (1552-1599) wrote the *Shepheardes Calendar* (1579)—an allegory. The union of line and metre is varied and rich. In *Hymnes In honour of Love and Beautie*, he sets forth his philosophy, the conflict in his mind between paganism and Christianity. He also wrote a satire named, *Mother Hubberd's Tale* to denounce the neglect of arts and letters. His pastoral, *Colin Clout's Come Home Again* describes his stay in London in 1589. His *Amoretti* (1595) are sonnets on love and his *Epithalamion* is an ode, But his masterpiece is the *Faerie Queene* (1589, 1595), an allegory in which characters represent virtues and vices. In it his lyrical quality and colour-effects are at their best. The *Faerie Queene* is Queen Elizabeth. The nine-line stanza he used is now called the *Spenserian stanza*.

Sir Philip Sidney (1554-1586) was a scholar, knight and courtier. In 1580 he wrote *Arcadia* which has a blend of pastoral and heroic elements It is a romance of chivalry and love. The language is characterized by *pathetic fallacy* — endowing inanimate objects with feelings and sensations. William Shakespeare borrowed from this style. His other poem, *Astrophel and Stella* (1591) describes his lost love for the daughter of an Earl. His *Apologie for Poetrie* (1595) written in an unaffected prose, is a plea for poetry.

John Lyly (1554-1606) invented an artistic, flowery style called *euphuism* through his famous romance, *Euphues, the Anatomy of Wit* (1579). This style was adopted by the refined people of the Court. The style is characterized by the use of alliteration and antithesis, fantastic metaphors and similes based on mythology, and natural history of flora and fauna.

The works of these three trail-blazed many poets and sonneteers like Samuel Daniel, Michael Drayton, Thomas Watson, Henry Constable and Thomas Lodge. Notable works from 1590 to 1603 were **Samuel Daniel's (1562-1619)** *The Civil Wars* (1595) describing the *War of the Roses*, **Michael Drayton's (1563-1631)** *Idea, the Shepherd's Garland*, *The Baron's Wars, England's Heroicall Epistles* (1603) and *Poly-Olbion*, a long description of England in 15,000 alexandrines or lines of twelve syllables. England came to be known as *"a nest of singing birds"* because of the great number of lyrics and poems written in this period. **Thomas Campion (1567-1620)** published an anthology called *Two Books of Ayres* (1612). Many of the best poems are found in plays by Ben Jonson, Thomas Dekker, Beaumont and Fletcher, and Webster. But those of William Shakespeare are probably the most beautiful. In his *Sonnets*, he describes his love for a married woman who betrays him. Other poems of this period are Marlowe's Hero and Leander (1598), Shakespeare's *Venus and Adonis* (1593) and *The Rape of Lucrece* (1594).

After Elizabeth's reign, in James I rule, poetry became religious and didactic. The Protestant spirit dominated the literary works. The poems of George Wither, William Browne, the Fletcher brothers and William Drummond show the influence of Spenser still.

Ben Jonson (1573-1637) was the greatest humanist of the time. He was mainly a playwright but wrote poems also. His poetry is found in collections like Epigrams and The Forest (1616) and The Underwoods (1640). He was a satirist and neo-classicist being influenced by the Latin classics.

John Donne's (1573-1631) poetry is revolut-ionary. He disobeys the laws of rhythm and uses a device called the metaphysical conceit in which strangely opposite ideas are juxtaposed.

Prose

Much of the prose of the period is poetical, influenced by euphuism. Robert Greene, Thomas Lodge, Thomas Nashe, Thomas Deloney, and Thomas Dekker are the major writers. **Robert Greene's (1558-1592)** works include *Mamilia* and *Menaphon* and **Thomas Lodge's (1558-1625)** include *Rosalynde: Euphues Golden Legacie* (1590). **Thomas Nashe (1567-1601)** wrote pamphlets like The *Anatomie of Absurdities* and *The Terrors of the Night*. **Thomas Dekker's (1572-1632)** *The Gils Horne booke* is famous for its picturesque prose. Most of the poets and prose writers of this period were also dramatists. Shakespeare used prose for homely and humorous scenes and verse for tragic ones.

Many writers of the English Renaissance were inspired by the literary criticism of the Continent to write some themselves. Stephen Gosson's *The Schoole of Abuse* (1579) and *Sidney's Apologie for Poetrie* are good examples. Sidney eulogizes the poet as a law-giver. The period also saw works of religious prose. **Richard Hooker's (1554-1600)** pamphlet on the Marlin Marprelate controversy is a famous one. Hooker's *Of the Laws of Ecclesiastical Polity* (1594) is a masterpiece of English prose. The most seminal work of the period is the authorized version of the Bible published in 1611. The work was commissioned by James 1. A beautiful prose minus archaism is used by the revisers. The diction was to influence the English language very deeply. It is the language of daily speech, yet fresh and lofty.

Side by side with religious literature, secular and philosophical literature, mostly written by **Francis Bacon (1561-1626)**, came out. He had taken all knowledge as his province and elaborated his doctrines in his *Novum*

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Organum (1620). His ideas influenced the formation of *The Royal Society for Improving Natural Knowledge* in 1645. His most popular work is his *Essays* written on diverse topics in a terse, epigrammatic style. The English writers quote copiously from Bacon today. His sentences are household terms. Take for example, "*He that hath wife and children hath given hostages to fortune*". "*Some books are to be tasted, others to be swallowed and some few to be chewed and digested*".

Another great prose-writer of the period was **Robert Burton (1577-1640)** whose *The Anatomy of Melancholy* (1621) is full of pedantry. He borrowed from numerous sources and is full of melancholy and jests; his style abounds in synonyms and epithets.

Drama

Drama thrived in the Renaissance. Foreign influence, especially of Italy, predominated. Plays were written so that the public would enjoy them and applaud the stage. There was a great variety of plays written — pure tragedy, tragi-comedy, historical drama, romantic comedy, comedy of errors, farce, pastoral, etc. The stage was a simple structure, circular in form with a courtyard open to the sky. A platform projected into the courtyard. Boys played the female roles. The public consisted of groundlings and courtiers on galleries. The unities of time, place and action were disregarded. Farce and tragedy were found in succession.

Several mythological allegories were acted before the court. **John Lyly's** euphuistic romances like *Campaspe* (1584), *Sapho and Phao, Endymion* (1592), *Midas* were praises of the queen. **George Peele (1558-1598)** wrote *The Araygnement of Paris* (1584) and *The Old Wives' Tale*. There were violent plays like **Thomas Kyd's (1558-1594)** The *Spanish Tragedie* (1585) and **Christopher Marlowe's (1564-1593)** *Tamburlaine, the Great* (1587) and *Doctor Faustus* (1592). *Doctor Faustus* is an allegory on the Renaissance love of power. It shows how Doctor Faustus, the scientist, sells his soul to the devil for twenty-four years of full power to satisfy every desire. In the end his agony increases as the devil approaches to claim his soul. Marlowe also wrote *The Jew of Malta*, which shows the unbridled love for wealth, and the historical play Edward II. Marlowe crafted the blank verse (mighty line as Shakespeare called it and used). This was suited to the fiery speeches of his characters.

The towering genius of the age was certainly **William Shakespeare (1564-1616)**. He was versatile and wrote about 36 plays and 144 sonnets. "Shakespeare was not of an age but for all times" and "Poets are born not made", wrote Ben Jonson about him. He created a gallery of nearly 800 characters who typify personalities found through human history. Julius Caesar's pride and ambition, Macbeth's unbridled ambition, King Lear's dotedness, and Othello's susceptibility to suspicion against his wife — are tragic flaws that govern men even today.

Shakespeare was not educated except for a few years at a grammar school. He had 'little Latin and less Greek' and read books in translation from Latin and Greek. He adapted the stories into a World entirely his own, instinct with life and vibrancy. Shakespeare began his career by acting for the stage. Then he wrote plays and staged them, mainly to seek court patronage. His great success made him the envy of his contemporaries like Robert Greene. In his tragedies he depicts the fall of great men owing to a tragic flaw in their character. Although they had the will to change their destiny, a fate controlled them. He used the beliefs of his time like the supernatural powers and phenomena to capture the interest of his audience. Some of his historical plays are *Richard II* (1596) and *King John* (1595). Among the romantic comedies *As You Like It* (1600), *The Merchant of Venice* (1596) and *Twelfth Night* (1601) are popular. *A Midsummer Night's Dream* (1595) is a fairy play. *Romeo and Juliet* (1594) is a tragicomedy. He used prose and blank verse.

His *Henry IV* (I & 2) (1597, 1598) contain much more blank verse than his other plays. In depth of psychological insight, and power of style *Hamlet* (1601), one of Shakespeare's great tragedies, stands supreme. *The Tempest* (161I) is one of his last plays which shows the dramatist's mellowed maturity.

Even after 400 years, Shakespeare's plays are very popular, being translated into almost every important language. *"Age cannot wither her nor custom stale her infinite variety"*; Shakespeare described Cleopatra in these words. The same may be said about his plays also.

Ben Jonson was Shakespeare's antithesis. He borrowed the style of the classics and was very erudite. He carefully studied society and wrote about it. He took the different 'humours' or dominating characteristics of men and satirized them in *Every Man in his Humour* (1598) and *Every Man out of his Humour* (1599), *Volpone, or the Fox* (1605) and *The Alchemist* (1605). He also wrote the historical tragedies, *Sejanus His Fall* (1603)' and *Catiline His Conspiracy* (1611). The plays are very true to history. John Marston, Thomas Dekker, Thomas Heywood and Middleton were other playwrights of the age. John Webster (1580-1625) is famous for horror plays like *The White Devil* (1609-1612) and *The Duchess of Malfi* (1613-1614).

MAJOR AUTHORS AND THEIR WORKS

Edmund Spenser (1552-1599)

The Faerie Queene

The Shepheardes Calendar

Amoretti

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Epithalamion
Prothalamion
Mother Hubberd's Tale
The Ruins of Time
The Tears of the Muses
Astrophel

Phillip Sidney (1554-1586)
Arcadia
Astrophel and Stella
An Apologie for Poetrie

Ben Jonson (1573-1637)
Every Man in His Humour
Every Man Out of His Humour
Volpone Or the Fox
Cynthia's Revels
The Alchemist
Bartholomew Fayre
Epicaene or the Silent Women
Sejanus His Fall
Catline His Conspiracy
The Poetaster
The Devil as an Ass
The Masque of Beauty

Samuel Daniel (1562-1619)
Delia
Civil Wars between the Two Houses of Lancaster and York

Michael Drayton (1563-1631)
The Battle of Agincourt
England's heroic Epistles
The Barons' Wars
Polyolbion

William Shakespeare (1564-1616)
The Two Gentlement of Verona
The Merry Wives of Windsor
Measure for Measure
The Comedy of Errors
Love's Labour's Lost
The Taming of the Shrew
All's Well that Ends Well
A Midsummer Night's Dream
The Merchant of Venice
Much Ado About Nothing
As You Like it
Twelfth Night
Romeo and Juliet
Macbeth
Hamlet
King Lear
Othello
Antony and Cleopatra
Julius Caesar
Timon of Athens
Coriolanus
Titus Andronicus
Troilus and Cressida
King John
King Richard the Second
King Henry the Fourth-Part First
King Henry the Fourth-Second Part
King Henry the Fifth
King Henry the Sixth-First Part
King Henry the Sixth-Second Part
King Henry the Sixth-Third Part
King Richard the Third
King Henry the Eighth
Cymbeline
Pericles
The Winter's Tale
The Tempest
Venus and Adonis and Rape of Lucrece (Narrative Poems)
Sonnets (154 in number).

Christopher Marlowe (1564-1593)
Tamburlaine the Great
Edward II
Doctor Faustus
The Jew of Malta
The Tragedy of Dido, Queen of Carthage.

George Peele (1558-1597)
The Araygnement of Paris
The Famous Chronicle of King Edward I

Robert Greene (1560-1592)
Frier Bacon and Frier Bungey
Orlando Furioso
Pandosto

Thomas Nashe (1567-1601)
The Unfortunate Traveller Or The Life of Jack Wilton

Thomas Lodge (1558-1625)
The Wounds of Civil War
Rosalynde

Thomas Kyd (1557-1595)
The Spanish Tragedy

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John Lyly (1554-1606)
Euphues, The Anatomy of Wit
Euphues and His England
Endymion

Francis Bacon (1561-1626)
Essays
The Advancement of Learning
The New Atlantis
Novum Organum

John Webster (1580-1625)
The White Devil
The Duchess of Malfi
The Devil's Law Case.

Thomas Heywood (1575-1650)
A Woman Killed with Kindness
The English Traveller
The Captives

Robert Burton (1577-1640)
The Anatomy of Melancholy

Sir Thomas Browne (1605-1682)
Religio Medici
Vulgar Errors
Hydrotaphia or Urne Burriale
Christian Morals

Thomas Hobbes (1588-1679)
Leviathan

Jeremy Taylor (1613-1667)
The Liberty of Prophesying
Holy Living
Holy Dying

END OF THE RENAISSANCE (1625-1660)

Prose

Puritanism set the trend for the literature during the reign of Charles 1. The Bible was the guiding spirit which may be best seen in Milton's works. The zealous Calvinists enforced Presbyterianism. The passionate curiosity for life which characterized the Renaissance gave place to a search for salvation. **Sir Thomas Browne (1605-1682)** was a scientist, but in his *Pseudodoxia Epidemica or Vulgar Errors* (1646), we see his belief in miracles. His *Religio Medici* (1642) speaks of the vanity of earthly life. **George Herbert's (1596-1633)** *The Country Parson* and **Jeremy Taylor's (1613-1667)** *Holy Living* (1650) and *Holy Dying* (1651) are sermons championing religious freedom. **John Milton (1608-1674)**, who is famous as a poet, wrote numerous pamphlets in favour of divorce which are models of beautiful prose. His *Areopagitica* (1644) is a speech for the liberty of unlicensed writing.

Another great prose-writer was **Thomas Hobbes (1588-1679)** whose *Leviathan* (1651) is a famous work. He was an empiricist and realist and believed that sensations and ideas are caused by physical reasons. Numerous works of ethics, sociology and history were written. *The History of the Rebellion and Civil Wars in England* was written by **Edward Hyde (1609-1674). Izaac Walton (1593-1683)** wrote the biographies of John Donne and George Herbert. *The Compleat Angler* (1653) is his famous work on the post-Civil War scene and contains descnptions of the English countryside.

Poetry

Two types of poets existed then — the Cavaliers, who were the Royalists, and the religious or Metaphysical poets. Thomas Carew, Sir John Suckling, John Cleveland, Robert Herrick were Cavalier poets who displayed epicurean tastes. Imagination and sensuous imagery predominate their poems. Among the religious poets, Herbert, Crashaw, Vaughan and Marvell stand out. They were mystics. **George Herbert's (1593-1633)** style is simple and expresses Christian piety in his anthology The Temple (1633). His poems *The Pulley and Love* are very popular. **Richard Crashaw (1613-1649)** used fantastic conceits; e.g. he describes the maudlin St. Mary Magdalene's eyes as "walking baths, compedious oceans", **Henry Vaughan (1622-1695)** was a mystic and his poem The Retreat is a nostalgic longing for the blissful heavenly state of childhood.

John Milton's greatest achievement was his *Paradise Lost* (1667). In theme it deals with the fall of man. In form, it follows the strict unity of the classical epic. His other poems are *L'Allegro* (1632), *II Penseroso* (1632), *Comus* (1634), *Lycidas* (1637), *Samson Agonistes* (1671), etc.

RESTORATION LITERATURE (1620-1734)

Prose

In 1660, Charles II returned to the throne and the Puritan republic ended. The year is also marked as the beginning of the modem literature. **John Bunyan's (1628-1688)** works, *Grace Abounding* (1666) and *The Pilgrim's Progress* (1678) are the last surviving works of Puritan faith. The Pilgrim's Progress is an allegory describing the trials and tribulations on the way to salvation as faced by a Christian. Bunyan's prose is a blend of common speech and the grandeur of the revised Bible.

The scientific spirit took over the reign. The Royal Society of London for the Improvement of Natural

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Knowledge, to which Bacon and William Harvey (who discovered the circulation of blood) had contributed, now had many learned men. **Sir Isaac Newton** published Principia in 1687. He discovered the laws of gravity, of the diffraction of white light and the theory of fluxions.

John Locke (1632-1704) propounded a new philosophy of commonsense and intelligent reasoning in his *An Essay Concerning Human Understanding* (1690). It lays stress on development of character. It was to influence the English thought. Voltaire was one of his French disciples.

Poetry

Restoration literature was derived from pre-Commonwealth national literature and was a reaction against Puritan oppression. It rejected severe moral codes of conduct and was chiefly satiric in nature. **Samuel Butler's (1612-1680)** poem, *Hudibras* published in three parts (1663, 1664 & 1678), is a typical work of this period. It is inspired by *Don Quixote*. He satirizes Sir Hudibras as a grotesque Presbyterian with a squire called Ralpho. It lays bare all the human follies in octosyllabic couplets. Many court poets like **Andrew Marvell (1621-1678)** and **John Oldham (1653-1683)** were veterans of the Republican era and satirize the follies of the new age.

The great poet of the period was **John Dryden (1631-1700)**. He excelled in almost every kind of composition. He wrote a series of heroic stanzas in honour of Cromwell on his death. He was a disciple of the metaphysical poets displaying their far-fetched images and conceits. In *Astraea Redux* (1660), he celebrated the return of Charles II and in *Annus Mirabilis* (1667) he commemorated the Great Fire of London and the war with Holland. He was a staunch Tory and his famous satires are *Absalom and Achitophel* (1681), *The Medal and Mac-Flecknoe*. In this last work he satirizes Shadwell, the Whig poet. *The Hind and the Panther* (1687) is an allegory on Catholicism and Anglicanism. Dryden also translated the classics, chiefly Persuis and Juvenal. He turned Virgil's *Aeneid* into brilliant couplets. His *Alexander's Feast* is an ode in honour of St. Cecilia.

Drama

The dramatic works of the Restoration were licentious and full of cynicism. They regarded the moral code of the Puritans as a matter of ridicule. Scenery now played an important part on the stage and actresses, not boys, played the female roles. The theatre was regarded as a place of vice and evil. Shakespeare's plays were rewritten and his tragedies like *Romeo and Juliet* given happy endings. French influence dominated and extraordinary superhuman feats were described. Heroes were presented as ideals and were made to give pompous speeches.

Dryden wrote many plays like *Aurengzebe* or *The Great Mogul* (1675) and The Conquest of Granada (1669, 1670) which abound in rhetoric.

The tragedians were **Thomas Otway (1651-1685)**, Nathaniel Lee (1653-1692) and **Nicholas Rowe (1674-1718)**. The comedy of this period reflects the gay intrigues of the society. Caricature and farce were used and obscenity also touched it. The main aim was to amuse. **Sir George Etheredge (1635-1691)** was an innovator and **William Wycherley (1640-1715)** was a moralist playwright. **William Congreve (1670-1729)** wrote a series of masterpieces including *The Way of the World* (1700). **John Vanbrugh** (1664-1726) and **George Farquhar (1678-1707)** were other comedy writers of the period.

Criticism

Dryden was the first English critic. *The Essay of Dramatick Poesie* (1668) is his longest single prose work and a major piece of English literary criticism. It is in the form of a discussion between four characters, one of whom is Dryden himself. It deals with topics related to theatre and evaluates the works of the Elizabethan dramatists, especially of Shakespeare.

The Diarists of the Restoration Period

One of the sources of information and genres of prose writing during the Restoration were diaries. The important names are those of John Evelyn, Samuel Pepys and Roger North. **John Evelyn (1620-1706)** was a rich man who had cultured tastes. He was a member of the Royal Society and had wide interests in diverse fields like gardening, forestry, navigation and architecture. His *Diary* which was written almost throughout his lifetime throws a floodlight on the major social and national events of the time like the Galley Slaves and the Great Fire. It is written in a plain, graphic style. **Samuel Pepys (1633-1703)** had a chequered career. Coming from the middle classes, he joined the civil services and rose to be the secretary of the Admiralty. He also became the President of the Royal Society and a member of Parliament. His famous *Diary*, covering a period of ten years, is in the form of confessions. It was written in laconic sentences like the messages of a telegram and was in a sort of code which was deciphered only in 1825. The diary shows him to be a man of versatile interests like music, science and literature. But the most controversial aspect is the detailed confessions of his life. Nobody seemed to guess he was a libertine, a morally debauched character who could stoop to low means. When we read the diary, it seems he is writing of another person. **Roger North** belonged to an elite family. He was a Tory gentleman and was engaged in the politics of the times. His famous work is *North's Lives of the Norths* containing biographies of three relatives and an autobiography. His pen pictures and anecdotes are in colloquial style.

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MAJOR AUTHORS AND THEIR WORKS

Robert Herrick (1591-1574)
Noble Numbers
Hesperides

Thomas Carew (1598-1639)
Poems
'He that loves a rosy cheek'

Sir John Suckling (1660-1642)
'Ballad upon a Wedding'
'Why so pale and wan, Fond Lover'?

Andrew Marvell (1621-1678)
'To His Coy Mistress'
'The Rehearsal Transprosed'
'Ode upon Cromwell's Return from Ireland'
New Letters (a Prose Work)

George Herbert (1593-1633)
The Temple
Affliction
Easter Wings
The Collar
Man

Richard Crashaw (1613-1649)
Carmen Deo Nostro
The Infant Morturs
Steps to the Temple

John Milton (1608-1674)
Paradise Lost (in twelve Books)
Paradise Regained
Comus
Lycidas
Samson Agonistes
L'Allegro
III Penseroso
Areopagitica (Prose Work)
Ode on the Morning of Christ's Nativity
Sonnets (including) :
'On His Blindness'
'On the Late Massacre in Piedmont'
'When the Assault was Intended to the City'
'On His Having Arrived at the Age of Twenty-three'
A large number of Tracts and Pamphlets in support of the Parliament

John Donne (1573-1631)
Songs and Sonnets
Aires and Angels
A Nocturnall upon Lucies Day
A Valediction : Forbidding Mourning
The Extasie
Devotions (Sermon in Prose)
Ignatius His Enclave (a Prose Work)
Of the Progress of the Soul
Death's Duell

Abraham Cowley (1618-1667)
Pyramus and Thisbe
The Mistress
The Davideis
Pindarique Odes
Constantia and Philetus
Discourse by Way of Vision
Concerning the Government of Cromwell (a Prose Work)

Henry Vaughan (1622-1695)
Poems
Regeneration
The Retreat
Olor Iscanus
Thalia Redivia
Silex Scintillans

John Dryden (1631-1700)
(i) Heroic Stanzas on the Death of Oliver Cromwell
Astraea Redux (on the Restoration of Charles II)
Absalom and Achitophel
Religio Laici
The Hind and the Panther
The Fables
Annus Mirabilis
The Medal
Mac Flecknoe
Alexander's Feast
Prefaces to His Plays (in Prose)
An Essay of Dramatic Poesy
(ii) Dryden's Plays
Tyrannic Love
Conquest of Granada
All for love
The Rival Ladies
The Indian Emperor
Aureng-Zeb
Don Sebastian
Cleomenes
Love Triumphant

John Vanbrugh (1664-1726)
The Relapse
The Provoked Wife
The Confederacy

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George Farquhar (1678-1707)
The Recruiting Officer
The Beaux Stratagem

Thomas Otway (1652-1685)
Orphan
Venice Preserved
Don Carlos
Alcibiades

Nathaniel Lee (1653-1692)
Nero
The Rival Queens
Sophonisba

John Bunyan (1628-1688)
The Pilgrim's Progress
Grace Abounding
The Life and Death of Mr. Badman
The Holy War

John Locke (1632-1704)
Essay on the Human Understanding
Treatise on Government
Thoughts on Education

John Evelyn (1620-1706)
Diary

Samuel Pepys (1633-1703)
Diary

The Eighteenth Century

THE AUGUSTAN AGE (1700-1740)

In general, the eighteenth century was the age of understanding and enlightenment. The emphasis was on the advancement of the human mind. Sensibility was the guiding principle. This age borrowed the humour and poetic technique of the previous century.

This age is generally called *The Augustan Age* or *The Age of Queen Anne* because the queen patronized the men of letters. The period is also known as the Classical Age. It Was an age of tolerance and harmony and was guided by reason. Dryden still wrote and was a contemporary of French authors Corneille, Racine and Moliere. Many English works were translated by the French. Poetry was still for aristocrats and the courts, but prose spread among the common public. People demanded instructions and information and practical hints for living. This led writers to use a simple style to be comprehensible to all.

Poetry

Matthew Prior (1664-1721) began by writing a parody of The Hind and the Panther in which he expounded his opinions on politics. **Sir Samuel Garth (1661-1791)** and **Joseph Addison (1672-1719)** used the heroic couplet of Dryden. Addison described Marlborough's victory at Blenheim in his poem *The Campaign* (1704). But the poetical luminary of the period was **Alexander Pope (1688-1744)**. He polished Dryden's couplet and used it as a weapon of satire, like in the famous *An Essay on Man* (1732-1734). His *An Essay on Criticism* (1711) and *The Rape of the Lock* (1712, 1714) are other great works. The latter is in mock-heroic style and describes the anger of a lady whose lock of hair had been cut off. Pope also translated the Iliad. He wrote *The Dunciad* (1728) to castigate bad poets. His *Imitations of Horace* (1733-1737) is highly admired even today.

Jonathan Swift, usually known as a prose writer, also showed a gift or versification like in his poem *On the Death of Dr. Swift*. **John Gay (1685-1732)** was popular for his fables like *The Hare with Many Friends* and his songs in *The Beggar's Opera*. **Edward Young's (1683-1765)** *The Commaint, or Night Thoughts on Life, Death, and Immortality* (1742), is a poet's delight in meditation underlining the vanity of all earthly glory.

Prose

This period saw an increasing demand for the circulation of facts and ideas among the public. **Daniel Defoe (1659-1731)** was a trail-blazer as a Journalist and his popular works are *The True-Born Englishman* (1701) and *The Shortest way with the Dissenters* (1702). Defoe wrote the first English nove! Robinson Crusoe (1719), which is a children's classic or collection of adventure stories. He cultivated the art of reporting and presented his stories as historical narratives which are precise and practical.

Steele, Addison, Swift, Arbuthnot were the other great prose-writers of the time. They introduced a style adorned by figures of speech. The periodicals of Steele and Addison contain essays which deal with practica1 moral questions and reflect the morals of the time.

Richard Steele (1672-1729) led a dissipated life and was full of remorse for it. He extols the Bible as a guide in life in his work *The Christian Hero*. He launched the journal *The Tatler* in 1709. **Joseph Addison** propagated rational and moderate ideas He collaborated with Steele on *The Tatler*. Steele then founded *The Spectator* in 1711 and

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Addison again collaborated. Here they were merely the spectators of the society and its foibles. It epitomizes the whole nation. The character of Sir Roger de Coverley is a masterpiece, a comic personality with eccentricities. Other characters, Sir Andrew Freeport. Will Honeycomb, Captain Sentry capture the imagination of the readers.

Jonathan Swift (1667-1745) enjoyed ridicule rather than correction. He lays bare all the vices of man as something that are beyond correction. He ridiculed the modern authors in his The *Battle of the Books* (1704) and attacked the Papists and Presbyterians in *The Tale of a Tub* (1704). His most popular work is a children's classic, *Gulliver's Travels* (1726), which is also a satire on politics, religions, science and nature of man.

John Arbuthnot (1667-1735) was another humanist and man of wit and is known for his *The History of John Bull* (1712), an amusing allegory on the politics of the time.

During this period a number of deists like Locke, Collins and Tindal propounded a philosophy advocating reasoning rather than superstitious beliefs as advocated by orthodox Christians. Earl of Shaftesbury (1671-1713), Lord Bolingbroke (1678-1751) and Mandeville were other rationalists of the time who wrote many prose works.

THE AGE OF TRANSITION (1740-1800)

Like all other periods of transition, this age was also disturbed and confused. Two movements can be clearly observed in the writings of the time: (*i*) the allegiance to the old order of classicism, and (*ii*) the search after the new order of Romanticism. The period was marked by new learning, new philosophy, growth of historical research and new realism.

This period is also known as the *Age of Johnson* because **Samuel Johnson (1709-1784)**, the greatest English man of letters, flourished during this period. Samuel Johnson was a versatile man of letters translator, journalist, commentator, critic, novelist, biographer and poet. He created two satirical poems, *London* (1738) and *The Vanity of Human Wishes* (1749). He had a supple style and describes his personal reflections in his essays *The Rambler* (1750-1752) and *The Idler* (1758-1760). His *Dictionary of English Language* (1747-1755) shows remarkable precision in definition and a feeling for the correct use of words. Besides the novel *Rasselas, Prince of Abyssinia* (1759) his best works are biographical and literary studies and his edition of *Shakespeare* (1765). His *Lives of the Poets* (1777-1781) is a biographical work. His admirer James Boswell's famous biography of Johnson has made him immortal. He is described here in candid details. His prejudices, excellences and demerits are all laid bare.

Poetry

Poetry showed the influence of Dryden and Pope. It was mainly didactic and satirical and the couplet stilI was the major form.

Oliver Goldsmith's (1728-1774) *Deserted Village* (1770) is a masterpiece of the period. **James Thomson's (1700-1748)** *The Seasons* (1730) is a praise of the beauties of Nature in all her diversity. Other noteworthy poems of the period are **William Collins' (1721-1759)** *Ode to Evening*, a delightful lyric, and **Thomas Gray's (1716-1771)** *Elegy Written in a Country Churchyard* (1751).

A general belief in human liberty was seen as the French Revolution proceeded. **William Cowper** (1731-1800) who wrote *The Ballad of John Gilpin,* **George Crabbe (1754-1832)**, the Scotsman **Robert Burns (1759-1796)** and the mystic **William Blake (1757-1827)** echoed the sentiments of the period. Burns was a farmer and wrote in original racy dialect thus causing a break from convention. Blake was a visionary and his poems are collected in *Songs of Innocence* (1789) and *Songs of Experience* (1794). In *The Tyger,* he uses the Lamb as a symbol of innocence and of Jesus, and the Tiger as the symbol of evil in the world, of the evil seen in the French Revolution where thousands were sent to the guillotine.

Novel

The period saw the development of the novel. A series of masterpieces came out. In the novel, the author could describe events in detail. Defoe's novels so far were based on strange subjects. Now they concentrated on commonplace events of family life and society. Adventure of earlier novels gave place to character portrayal. The novels were very long and filled with minute details. **Samuel Richardson (1689-1761)** wrote *Pamela, or Virtue Rewarded* (1740) and *Clarissa Harlowe* (1747-1748). **Henry Fielding (1707-1754)** is famous for *Joseph Andrews* (1742) and *Tom Jones* (1749), **Tobias Smollet (1721-1771)** wrote *The Adventures of Roderick Random* (1748) and *The Expedition of Humphry Clinker* (1771), **Laurence Sterne (1713-1768)** wrote *Tristram Shandy* (1760), and **Oliver Goldsmith** *The Vicar of Wakefield* (1766).

Letter

There were famous letter writers also, like **Lord Chesterfield (1694-1773). Horace Walpole (1719-1797), Thomas Gray and Richardson**. Frequently, a series of letters was bound into book-form. Collections of this kind were the letters of **Lady Mary Wortley Montagu (1689-1762)**, written to Pope from Constantinople, and of Thomas Gray, from the Lake District. Chesterfield's letters to his son contain

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comments on political and social matters. Richardson's *Pamela* is entirely in letter-form.

Drama

The century was the age of the great novels. Drama lost originality and talent. People saw Shakespeare's plays enacted, but what attracted them was the genius of the actors. However, there were a few good plays written. For instance, Johnson's *Irene* (1749), Fielding's *The Miser*, Goldsmith's anti-sentimental comedy *She Stoops to Conquer* (1773), and Sheridan's *The School for Scandal* (1777) and *The Rivals* (1775).

Historical Work

Towards the last part of the century the history of England was rocked by many revolutionary changes the impact of which were felt in English literature. Till the mid-18th century Victorian England reigned supreme. She was mistress of the seas and her imperial rule covered many colonies. In 1776, America declared her independence and the British Parliament was divided on the issue. Many Britishers favoured the American claims. In 1789, the French Revolution broke out and here too the Britishers were divided into two camps. Inspired by the writings of Rousseau, many believed the Revolution was being fought for the right causes. The Parliament resounded with the speeches of the famous. Some even accused Warren Hastings for his extortion policies in India and some others were against slave-trade.

Treatises on philosophy by **David Hume (1711-1776)** and histories by **William Robertson (1721-1793)** and political economy (*Wealth of Nations*) by **Adam Smith (1723-1790)** came out.

Edmund Burke (1729-1797) read law and began writing to propound his views on human feelings and emotions. His language is as oratorical in Parliament at the trial of Warren Hastings as in his famous writing *A Philosophical Inquiry into the Origin of our Ideas of the Sublime and the Beautiful* (1756).

Other orators who expressed themselves in writing were Tom Paine, Godwin and Jeremy Bentham. **William Godwin (1756-1836)** advocated the elimination of government in *Enquiry Concerning Political Justice* (1793). He proscribed law, marriage, gratitude, everything that limited liberty. His monumental work is *The Decline and Fall of the Roman Empire* (1776-1788) in which he describes the growth of Christianity and his belief in reason rather than the divine. At the same time **William Paley (1743-1805)** wrote *A View of the Evidences of Christianity* (1794) to prove the existence of miracles by logic.

MAJOR AUTHORS AND THEIR WORKS

Alexander Pope (1688-1744)
Pastorals
An Essay on Criticism
Windsor Forest
The Rape of the Lock
Dunciad
Translation of Iliad and Odyssey
To Lord Bathrust
On the Use of the Riches
An Essay on Man
Epistle to Dr. Arbuthnot
Of the Knowledge and Characters of Men
Of the Characters of Women
The Messiah
Satires and Epistles of Horace Imitated

Matthew Prior (1664-1721)
Solomon on the Vanity of the World
Alma : or the Progress of the Mind
The Town and Country Mouse

John Gay (1685-1732)
Fables
The Shepherd's Week
The Rural Sports
Trivia
The Beggar's Opera
The Streets of London

Edward Young (1683-1765)
Night Thoughts

Dr. Samuel Johnson (1709-1784)
The Vanity of Human Wishes
London
The Lives of the Poets
Preface to Shakespeare
Dictionary of the English Language
A journey to the Western Islands of Scotland
The Rambler
Rasselas
Prince of Abyssinia
The Life of Savage
The Adventurer
The Idler

Daniel Defoe (1661-1731)
Robinson Crusoe
Mall Flanders

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Colonel Jack
The Memoirs of a Cavalier
Captain Singleton
Journal of the Plague Year
Roxana

Jonathan Swift (1667-1745)
The Battle of the Books
A Tale of a Tub
Gulliver's Travels
Journal to Stella
The Drapier's Letters
Cadenus and Vanessa

Joseph Addison (1672-1719)
The Spectator
The Campaign
Public Credit
The Vision of Mirza
Cato
Rosamond
The Drummer

Richard Steele (1672-1729)
The Tatler
The Guardian
The Funeral
The Lying Lover
The Tender Husband
The Conscious Lover

Thomas Gray (1716-1771)
Elegy Written in a Country Churchyard
On a Distant Prospect of Eton College
On the Death of a Favourite Cat
The Bard
The Progress of Poesy
The Fatal Sisters
The Descent of Odin

The Nineteenth Century

THE ROMANTIC AGE (1798-1830)

The eighteenth century literature of England was inspired by reason, but the nineteenth century was the age of imagination. The Preface to the *Lyrical Ballads* by William Wordsworth and Samuel Taylor Coleridge in 1798, heralds the period of English Romanticism. The authors of this work were disgusted with the excesses of the French Revolution, they condemned the Rationalist Movement. England turned away from the literature of France and transferred her sympathies to Germany. The philosophical doctrine of Romanticism was inspired by Germany. Romanticism was essentially poetic. Although poles apart in their political beliefs, Wordsworth and Shelley both considered the poet as the guide, prophet and seer of mankind.

Poetry

For the great Romantics — Wordsworth, Shelley, Keats, Byron — the study of the wondrous world of feelings, senses, instincts, of Man' relation to Nature, were of prime importance. Romanticism is shot with *metaphysics*. As M. Lanson puts it, *tout traverse de frissons metaphysique* Alexander Pope had used poetry to depict the thoughts of the philosophers in his *Essay on Man*. The Romantics, dedicated to Romantic imagination — *the esemplastic imagination* as Coleridge called it — were convinced that what was revealed to their poetic intuitions, was right, the Truth. Mysterious forces divine in origin moved the earth, not cold rationalist cause and effect. Pope's couplet was dull and too precise governed by convention. The Romantics sought a lyrical form using unusual images and association of words. They found models for these in the Renaissance and the old popular poetry.

William Wordsworth (1770-1850) is aptly called the "High Priest of Nature". He saw Nature as the *'Stern Daughter of the voice of God',* man's conscience whose balmy presence never disappointed. He was born in 1770 in the picturesque Lake District of England. Here he spent happy years of his childhood in communion with God and Nature. After study at Cambridge, he went to France in 1791 and was enthused by the cause of the Revolution. But when the Reign of Terror came and thousands died at the guillotine, his fine sensibilities, his search for human equality and peace received a rude shock. He engaged himself in the philosophy of William Godwin for sometime. Finding no solution to the problem of human pain, he finally turned to the study of Nature. In the poems of the Lyrical Ballads he describes the mundane happenings of country life, the activities of humble people. He used their common dialect with its flawed grammar as his style. He decries the coming of the industrial era which mechanized English life. With no ornament, his poetry draws its power from the intensity of his feelings and imagination, In The Prelude (1805), a long poem, Wordsworth set out to look

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back and retrospect on his life. He follows the growth, the turnings of his poetic genius since childhood, ruminates on his errors and recalls the corrective lessons of Nature. In his great moral poem, The Excursion (1814), he uses a philosophy to refute the pessimism that the Revolution had brought.

Samuel Taylor Coleridge (1772-1834) was Wordsworth's "Spirits Brother". He was guided by the same philosophy of the imagination. While Wordsworth's imagination gave him a special vision of the common things of rustic life, Coleridge stirred up the supernatural. To appreciate his poetry peopled with strange, translunary beings like the Ancient Mariner, one needs *'that willing suspension of disbelief that constitutes poetic faith'*, In *The Rime of the Ancient Mariner*, Coleridge describes tne strange adventures of a sailor in a ship. Having killed an albatross, the mariner suffers from hallucinations. The poem, with strange rhythm and cadences, creates a wondrous world. Coleridge was a master of lyrical style. His other famous poems are *Christabel* (1816), and *Kubla Khan* (1816). *Kubia Khan* was written as a result of an opium dream and described the wonderful, strange palace of the Chinese king, Kubla Khan. Coleridge certainly fulfils the meaning of *'Renaissance'* as *'a renascence of wonder'*.

Robert Southey (1774-1843) wrote poetry based on outlandish settings and myths like *Thalaba, the Destroyer* (1801), *The Curse of Kehama* (1810), and *Roderick, the Last of the Goths* (1814). His descriptions are rich and graphic and he uses a great variety of verse forms. He wrote a number of poems in ballad form.

Walter Scott (1771-1832) also had an interest in ballad poetry. He translated the *Lenore* from German (1796). His *The Minstrelsy of the Scottish Border* (1802) shows a great romantic interest in the Middle Ages and the days of chivalry.

The second generation of great Romantic poets include Shelley, Keats and Byron.

Percy Bysshe Shelley (1792-1822) gave up his title and wealth to write poetry. His aim was to awaken mankind to the millenium, the coming future, which would remove human anguish and sorrow. His famous ode, *Ode to the West Wind* is an impassioned exhortation — *Make me thy lyre eu'n as the forest is ..... If Winter comes, can Spring be far behind?* He came under the influence of William Godwin, the philosopher. He proclaimed himself an atheist at the age of 21. His works include *Queen Mab* (1813), *Prometheus Unbound* (1818-1819), which shows human revolt against false gods, *To a Skylark, Adonais* (1821), which is an elegy to Keats, and The Cenci (1819). Shelley's style is a mixture of abstractions and visual images.

John Keats (1795-1821) was the most sensuous of the great Romantic poets. As we read his poems, richly laden with imagery and associations, all the senses are stirred up the visual, olfactory, auditory and tactile. It is said he tasted pepper in wine to describe certain lines. His famous odes are *To a Nightingale, To Autumn* and *On a Grecian Urn.*

Lord George Gordon Byron (1788-1824) was a wealthy nobleman who shunned the popular beliefs of his times. He was notorious as a dilletante. At the age of 19, he wrote Hours of Idleness (1807). With the publication of *Childe Harold's Pilgrimage* (1812) he became famous. Childe Harold was Byron himself, the figure of the disillusioned man, the hero fed up of pleasures and debauches. He lives an outlawed life and is rebellious in spirit. He took on more incarnations in his poems, *The Giaour* (1813), *The Corsair* (1814), *The Siege of Corinth* (1815). In these he displayed his own passions and eccentricities. In 1816, divorced from his wife, he retired to Switzerland and then to Italy. He wrote a number of plays — *Manfred* (1817), *Cain* (1821) and *The Deformed Transformed* (1824). The crowning work was his lyrical, satirical *Don Juan* (1819-1823). He went to Greece to fight for its independence, but died of illness. His satire is political, against England and also against English hypocrisy and cant. His licentious descriptions caused scandals. Don Juan, his magnum opus, is written in ottava rima or eight-line stanzas and is full of wit and mockery.

Thomas Moore (1779-1852), Thomas Campbell (1777-1844), Samuel Rogers (1763-1855), Jamess Hogg (1770-1835), Walter Savage Landor (1775-1864) and **Leigh Hunt (1784-1859)** were other poets of the time.

Novel

Novels of terror and mystery prospered from 1800 to 1830. **Matthew Gregory Lewis** (1775-1818) wrote *Tales of Terror* (1800) and *Tales of Wonder* (1801). **Charles Lamb's (1775-1834)** *Tales from Shakespeare* (1807) is very popular even today. *Mrs Shelley,* the poet's wife, wrote the classic *Frankenstein* in which a scientist creates a monster that turns on its creator and destroys his most beloved ones. It is a novel of prophetic fear. **Miss Mary Mitford** wrote on country life and **Maria Edgeworth (1767-1849)** brought out educational novels like Belinda (1801) and *Tales of Fashionable Life* — novels for children.

Jane Austen (1775-1817) produced half a dozen novels which are drawing-room comedies of life. They study the passion and distress of young ladies and the life of country-folk. The novels — *Pride and Prejudice* (1813), *Sense and Sensibility* (1811), *Emma* (1816), *Persuasion* (1818), *Mansfield Park* (1814), *Northanger Abbey* (1818) — are realistic and witty, full of bracing dialogue.

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Walter Scott was Scotland's greatest novelist recreating the past of his country's myths and ballads with rich humour. *Waverly* (1814), *Guy Mannering* (1815), *The Heart of Midlothian* (1818) contain history and direct observation. In *Ivanhoe* (1820), he describes the history of England in the days of the legendary Richard, the Lion Heart. *Kenilworth* (1821), *Quentin Dunward* (1823) were his other famous historical novels. He imbued the Romantic era with a love for the Middle Ages.

Prose/Criticism

The Romantic Age saw a number of reviewers and critics like **Jeremy Bentham (1748-1832)**, who expounded utilitarian doctrines, **Sydney Smith (1771-1845)**, and **William Cobbett (1762-1835)**. Coleridge, the poet, interpreted the doctrines of Kant and Schelling which show the distinction between pure reason and practical reason.

Lamb, Hazlitt, De Quincey and Leigh Hunt were Romantic critics of literature. **Charles Lamb's** essays on Shakespeare's tragedies state that we cannot do justice to them by staging them since the passions which are to be felt in their intensity are torn to tatters by the gimmickry of the actors. **William Hazlitt's (1778-1830)** criticism of some of Shakespeare's characters like Falstaff — *he laughs three inches below the flesh* — is a masterpiece. Coleridge's famous work of criticism, *Biographia Literaria* (1817), marvellously analyses Wordsworth's poetry. The Romantics believed that Shakespeare's art was organic like a work of Nature and *"esemplastic"* — able to blend different elements by imagination. **Thomas De Quincey's (1785-1859)** style is penetrating and incisive when criticizing the poets in *The Confessions of an English Opium Eater* (1821).

MAJOR AUTHORS AND THEIR WORKS

William Wordsworth (1770-1850)

The Lyrical Ballads
The Prelude
The Excursion
Tintern Abbey
Ode on Intimations of Immortality
Michael
The Solitary Reaper
Loadamia
Ode to Duty
To Milton
The Leech-Gatherer
Upon Westminster Abbey
The Rainbow
We Are Seven
The World Is Too Much with Us
To the Cuckoo
The Daffodils
Lucy Gray
Simon Lee
Early Spring
Strange Fits of Passion Have I Known

Walter Scott (1771-1832)

The Bride of Lammermoor
Ivanhoe
Quentin Durward
The Heart of midlothian
Old Mortality
The Antiquity
Guy Mannering
Waverly
Rob Roy
Kenilworth
Red Gauntlet
The Black Dwarf
The Monastery
The Abbot
The Pirate
The Fortunes of Night
The Betrothed
The Talisman
Woodstock
Lives of the Novelists
Life of Napoleon
Tales of Grandfather
The Lay of the Last Minstrel
The Minstrelsy of the Scottish Border
Marmion
The Lady of the Lake
Rockeby

Robert Southey (1774-1843)

Joan of Arc
Wat Tyler
After Blenheim
The Holly Tree
The Scholar
A Vision of Judgement
Madoc
Life of Nelson
Thalaba the Destroyer
Roderick
The Curse of Kehama

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S.T. Coleridge (1772-1834)
Biographia Literaria
Table Talk
Aids to Reflection
Christabel
Kubla Khan
The Rime of the Ancient Mariner
France : An Ode
Destiny of Nations
Frost at Midnight
Dejection : An Ode
Youth and Age
Religious Musings

Lord Byron (1788-1824)
Childe Harold's Pilgrimage
Don Juan
The Bride of Abydos
Manfred
The Giaour
Hours of Idleness
The Vision of Judgement
The Prisoner of Chillon
Lara
Marino Faliero
English Bards and Scotch Reviewers
The Siege of Corinth
The Corsair
Cain

P.B. Shelley (1792-1822)
On the Necessity of Atheism
The Revolt of Islam
Prometheus Unbound
The Mask of Anarchy
Hellas
The Cenci
The Witch of Atlas
The Indian Serenade
Ozymandias of Egypt
Epipsychidion
Alaster
Queen Mab
Adonais
Ode to the West Wind
The Cloud
Ode to a Skylark
O World! O Life! O Time!
Defence of Poetry (a Prose Work)
To Night
The Sensitive Plant
A Lament

John Keats (1795-1821)
Endymion
Lamia
Hyperion
The Eve of St. Agnes
Isabella
The Eve of St. Mark
La Belle Dame Sans Merci
Ode to a Nightingale
Ode to Autumn
Ode On a Grecian Urn
Ode to Psyche
On Melancholy
On First Looking into Chapman's Homer
Bright Star

Jane Austen (1775-1871)
Sense and Sensibility
Pride and Prejudice
Mansfield Park
Emma
Persuasion
Northanger Abbey

Charles Lamb (1775-1834)
Essays of Elia
The Last Essays of Elia
John Woodvil
Tales from Shakespeare
Specimens of English Dramatic Poets
The English Comic Writers
The Old Familiar Faces

William Hazlitt (1778-1830)
Characters of Shakespeare's Plays
The English Poets
The English Comic Writers
The Dramatic Literature of the Age of Elizabeth
The Round Table : A Collection of Essays
Table Talk on Men and Manners
The Spirit of the Age

Thomas De Quincey (1785-1859)
Confessions of an English Opium Eater
Joan of Arc
English Mail Coach
Dream Fugue
Murder Considered as One of the Fine Arts
Suspiria de Profundis

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Samuel Rogers (1763-1855)
Pleasures of Memory
Italy

James Hogg (1770-1835)
Kilmeny
The Queen's Wake

Thomas Campbell
Pleasures of Hope
Theodoric
Gertrude of Wyoming
Lachiel
Lord Ullin's Daughter
The Last Man
Ye Mariners of England
Hohenlinden
The Battle of Baltic

Thomas Moore (1779-1852)
Lalla Rookh
Irish Melodies

Leigh Hunt (1784-1859)
Story of Rimini
Autobiography

Walter Savage Landor (1775-1864)
Gebir
Hellenics
Imaginary Conversations
The Citations of William Shakespeare
Pericles and Aspasia

THE VICTORIAN ERA (1830-1880)

During this era, the conflict between religion and science, mysticism and rationalism, became intense. There were those who, influenced by Darwin's theory of evolution as expounded in his *On the Origin of Species,* lost their faith in the biblical explanation of man's descent from Adam and Eve. They wanted to shun dogma and accept the scientific spirit. Others lamented the loss of faith and the rising consumer values. Mat thew Arnold in his poem *Dover Beach* writes:

"The Sea of Faith was once too at the full.....

But now I only hear its long withdrawing melancholy roar....."

Prose

Carlyle and Ruskin echoed the prophecies of the Romantic era in their prose works. **Thomas Carlyle (1795-1881)**, the Scotsman, abandoned orthodoxy and came under the influence of the German writers Schiller, Novalis, Richter and Goethe. His work *Sartor Resartus* (1833-1834) is a sort of allegory based on a German professor who has written a treatise on clothes. He penetrates through the clothes to the essence of the man's being. Carlyle was also a historian. His historical works are *The French Revolution* (1837) and *The History of Frederich II of Prussia, called frederik the Great* (1858-1865). These are satirical and prophetic, expounding how man and society are organized. He was against materialism and praised the Magi and prophets of the past. He advocates strength and power.

John Ruskin (1819-1900) was indignant about the ugliness of existence brought in by industrialism and the machine. *Unto This Last* (1860), which influenced Gandhiji's economic theories, describes his disgust for soulless labour. He was a student of arts. *Modern Painters* (1843, 1860) is about landscape painters like Turner. He also wrote *The Seven Lamps of Architecture* (1849) and *The Stones of Venice* (1851-1853), praising Gothic art.

Matthew Arnold (1822-1888), the poet, wanted his countrymen to inculcate classical qualities to become harmonious in morals and in ereative works. The English must break away from their insular moorings by imbibing the teachings of Greece and the French. He is *the detector-general of the intellectual failings of his own nation*. Poetry, according to him, is important in character formation, and culture is *"the minister of the sweetness and light essential to the perfect character"*. His works include *On translating Homer, The Study of Celtic Literature and Essays in Criticism* (1865, 1889). He wrote St. Paul and Protestantism advocating that dogma should be removed from Christianity and it should adjust itself to the findings of science.

A number of philosophers, historians and scholars wrote in this period. Charles Darwin's theory of evolution dramatically affected human thought. **John Stuart Mill (1806-1873)** expounded the processes of logic and political economy. **Herbert Spencer (1820-1903)** and **Thomas Henry Huxley (1825-1895)** were scientists. **Thomas Babington Macaulay (1800-1859)** was a poet, essayist and historian who advocated English education in India. The Oxford Movement gave rise to religious writers like **John Keble (1792-1866)** and **John Henry Newman (1801-1890)**. Newman's famous work is *Apologia pro Vita Sua* (1864) in which he explains why he had converted to the Roman Church.

Novel

The transition from Walter Scott's novels to Charles Dicken's first novel in 1836 is a great one. When Queen Victoria ascended the throne, **Frederick Marryat (1792-1848)** produced sea-stories; **Edward Bulwer Lytton (1803-1873)**

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wrote about Byronic heroes, attractive criminals and historical novels like *The Last Days of Pompeii* (1834); **Benjamin Disraeli** (1804-1881), the Prime Minister of England, wrote *Coningsby: or The New Generation* (1844) and *Sybil: or The Two Nations* (1845) to show that the aristocrats of the society had a duty towards the unfortunate ones. In Disraeli's novels, one finds the politics of Queen Victoria's reign.

Perhaps the greatest Victorian novelist is **Charles Dickens (1812-1870)**, whose identification with the underdog in society was unmatched by any writer. One reason for this is his own troubled childhood led in penury under the shadow of a father who was in debtor's prison. The part of his life comes through vividly in his novel *David Copperfield* (1849-1850) which is also an indictment of the cruel, unimaginative schools of his times. He was a master craftsman in character delineation. A host of characters and their dialogues have become household in the English-speaking world. Thus the incorrigible optimist Micawber, Geakle, Pickwick, Fagin and others are types of characters that may be seen all around us anywhere. Dickens had a forgiving sense of humour. He never let bitterness creep into his recreations of painful events of the past. Among his famous novels are: *Pickwick Papers* (1836; in the picaresque style), *Barnaby Rudge* (1841) and *A Tale of Two Cities* (1859; based on the French Revolution), *Oliver Twist* (1837) and *Hard Times* (1854); novels exposing social conditions. He has a picturesque style and concrete imagination.

William Makepeace Thackeray (1811-1863) made a penetrating analysis of upper middle class and aristocratic society. He was a master of irony. In *The Book of Snobs* (1849), he ridicules the tendency to fawn on nobility and to imitate their manners. *Vanity Fair* (1847-1848), *History of Pendennis* (1848-1850), *The Newcomes* (1853-1855), *The History of Henry Esmond* (1852) and *The Virginians* (1857-1859) are pictures of contemporary life in which he depicts human eccentricities and follies. He was adept at reproducing jargon and idiolects.

The Romantic spirit was still alive in the works of the Bronte sisters. **Charlotte Bronte (1816-1855)** wrote *Jane Eyre* (1847), the story of a governess in a terrifying house. Her sister **Emily Bronte (1818-1848)** wrote *The Wuthering Heights* (1847), set in a wild landscape. Powerful passions and characters have made this one of the greatest novels of all times.

George Eliot (1819-1880), a pen-name for Mary Ann Evans, wrote Adam Bede (1859), the story of a girl who was forced to murder her own baby. *The Mill on the Floss* (1860) and *Romola* (1863) are other novels by her. In *Middlemarch, a Study of Provincial Life* (1871-1872), the novelist builds up, from the lives of a great number of deeply studied characters, the complex picture of the life of a small town.

Poetry

The poetry of this period still shows the influence of the Romantic Era. **Alfred, Lord Tennyson (1809-1892)** was an eclectic, selecting the best of his forerunners. He was first interested in style and metre, but later on ideas started interesting him. A great many poems by him are flawlessly beautiful. If *The Lotus Eaters* is softly languorous, *Ulysses* has a striking severity. Tennyson also experienced the intellectual crisis of his times and shared its anxieties. For instance, *The Princess* (1847) is occupied with the question of feminism. *In Memoriam* (1850) is one of his most beautiful poems. It is an elegy on the premature death of his friend Arthur Hallam. It concerns itself with the belief in immortality, the conflict between the hopes of Christianity and the rationalism of science. It is composed of octosyllabic quatrains. He shows a type of Byronic revolt in Locksley Hall (1886) and Maud (1855). In *Idylls of the King* (1859, 1869, 1889) he took Arthurian legends as his theme.

Robert Browning (1812-1889) was famous for using the technique of dramatic monologue in his poems. Through the protagonists of his poems he gives vent to his feelings, passions and aspirations. Thus in *Paracelsus* (1835), he describes the highly ambitious hero who wanted to transform man's life. We find here Browning's views on truth and philosophy. His other poems include *Sordello* (1840), *Pippa Passes* (1841), *My Last Duchess, Porphyria's Lover* and his masterpiece, *The Ring and the Book* (1868-1869). In his works we find an excess of thought and a rare vocabulary. He uses blank verse dexterously. His brusque speech, broken syntax and uneven rhythm are in contrast to Tennyson's. As Pound and Eliot have said, Browning brought verse nearer to modem colloquial speech. Browning's characters are remote in time and culture. Some of these are Rabbi Ben Ezra, Fra Lippo Lippi and Andrea del Sarto. In *The Ring and the Book* he takes as his subject an Italian crime and explores the minds of all his characters. He strikes a note of hope in his poems. The lines *"God's in his heaven/And all's well with the world"* lay bare his beliefs. But in general, Browning is considered a difficult poet.

Matthew Arnold (1822-1888) was a reflective poet with a melancholic bent. A deep brooding pensiveness informs his poetry. Dover Beach shows his concern with the loss of faith in a world of science. His epic poem *Sohrab and Rustum, Tristram and Iseult, The Scholar Gypsy* are other famous works.

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Dante Gabriel Rossetti, William Morris and Algernon Charles Swinburne together are known as the Pre-Raphaelite poets. They affected Raphael, the Renaissance painter, in their desire to paint sonorous wordpictures which may not have much content to conveyor any philosophy to reveal. It was in accordance with the aestheticism of Ruskin. In fact Rossetti and Morris were painters as well as poets. They worshipped beauty like John Keats did. Robert Buchanan attacked these poets as belonging to *the fleshly school of poetry*.

Dante Gabriel Rossetti (1828-1882) translated the Italian poet Dante's *Vita Nuova*. His *The Blessed Damozel* is an exquisite poem and his best sonnets are contained in *The House of Life* in which he extols his young and beautiful wife. They are full of rich sounds and images and mystic symbols. Rossetti was inspired by the ballads of the Middle Ages. Like the primitive Italian painters, he uses rich colours and depicts warm sensuous feelings.

William Morris (1834-1896) was enchanted by Gothic art of the Middle Ages. His poems drew inspiration from those of Froissart, Chaucer and Malory. He borrowed stories from Scandinavia and Iceland. His poems are like frescoes and are very lyrical in quality. The famous ones are *The Earthly Paradise* (1868-1870) and *The Life and Death of Jason* (1867). These works show rhythm and use of archaism. He strove to bring civilization back to art from the utilitarian industrialization.

Algernon Charles Swinburne (1837-1909) was a prodigy. He was a musician, and a sonority of rhymes filled his poetry. He took romantic themes like revolt against society, hatred of monarchy and struggle against traditional morality. His *Atalanta in Calydon* (l865) is his masterpiece and is known for its choral passages.

To these poets of the Victorian Age must be added the name of **Edward Fitzgerald (1809-1883)** whose **The Rubaiyat of Omar Khayyam (1859)** is a classic.

MAJOR AUTHORS AND THEIR WORKS

Alfred Lord Tennyson (1809-1892)

The Princess
In Memoriam
Maud
Enoch Arden
Idylls of the King
Queen Mary
Harold
Backet
Akbar's Tomb
Crossing the Bar
Locksley Hall
Locksley Hall Sixty Years After
Dora
Poems by Two Brothers
The Falcon
The Cup
Poems Chiefly Lyrical
Ulysses
Poems Chiefly Lyrical
Ulysses
The Lotos-Eaters
The Death of Oenone and Other Poems

Robert Browning (1812-1889)

Pauline
Paracelsus
Strafford
Sordello
Bells and Pomegranates
Christmas Eve and Easter Day
Men and Women
Dramatis Personae
The King and the Book
Asolando
Pippa Passes
Fra Lippo Lippi
Andrea del Sarto
King Victor and King Charles
Dramatic Lyrics
Dramatic Romances and Lyrics

Matthew Arnold (1822-1888)

Sohrab and Rustum
Tristram and Iseult
Balder Dead
Empedocles on Etna
Stanzas from the Grande Chartreuse
The Strayed Reveller and Other Poems
Dover Beach
Thyrsis
Scholar Gypsy
On Translating Homer
New Poems
On the Study of Celtic Literature
Essays in Criticism

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Culture and Anarchy
Literature and Dogma
Mixed Essays
Friendship's Garland
God and the Bible

D.G. Rossetti (1828-1882)
The Blessed Damozel
World's Worth
Ave
The White Ship
Sister Helen
Eden Bower
The House of Life
Ballads and Sonnets

Christina Georgina Rossetti (1830-1894)
The Goblin Market
The Prince's Market
A Pageant and Other Poems

William Morris (1834-1896)
The Defence of Guenevere
The Life and Death of Jason
The Earthly Paradise
A Dream of John Bull
News from Nowhere
A Tale of the House of the Wolfings
The Roots of the Mountains
The Story of the Glittering Plain
The Sundering Flood
Hope and Fears for Art
Signs of Change

A.C. Swinburne (1837-1909)
Atalanta in Calydon
Erechtheus
Tristram of Lyonesse
Chasteland
Bathwell
Mary Stuart
William Blake : A Critique
A Study of Shakespeare
A Study of Ben Jonson
Songs Before Sunrise

Edward Fitzgerald (1809-1883)
Euphranor : A Dialogue on Youth
Translation of Rubaiat

Thomas Carlyle (1795-1881)
Sartor Resartus
The French Revolution
Heroes and Hero-Worship
Past and Present
The Letters and Speeches of Oliver Cromwell
Latter-day Pamphlets
Life of John Sterling
History of Frederick the Great
Chartism

John Ruskin (1819-1900)
The Modern Painters
Salsette and Elephanta
The Seven Lamps of Architectur
The Stones of Venice
The Two Paths
Unto This Last
Munera Pulveris
Time and Tide by Wear and Tyne
Fors Clavigera
Sesame and Lilies
The Crown of Wild Olive

T.B. Macaulay (1800-1859)
History of England from the Accession of James II
Lays of Ancient Rome

Charles Dickens (1812-1870)
Pickwick Papers
Nicholas Nickleby
Martin Chuzzlewit
Dombey and Son
David Copperfield
Bleak House
A Tale of Two Cities
Great Expectations
Our Mutual Friend
Edwin Drood
Oliver Twist
Little Dorrit
Baraby Rudge
The Uncommercial Traveller
A Christmas Carol
Hard Times
Old Curiosity Shop

William Makepeace Thackeray (1811-1863)
Vanity Fair

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Barry Lyndon
Pendennis
Henry Esmond
The New Comes
The Virginians
Adventures of Philip
The Book of Snobs
The History of Pendennis
Lovel the Widower
The Round about Papers
The English Humorists of the Eighteenth Century
The Four Georges
Rebecca and Rowena
The Rose and The Ring
Ivanhoe—the Legend of the Rhine

George Meredith (1828-1909)
The Ordeal of Richard Feveral
Evan Harrington
Emilia in England
Rhoda Fleming
Vittoria
The Adventures of Harry Richmond
Diana of the Crossways
One of Our Conquerous
The Amazing Marriage
The Egoist
Beauchamp's Career
The Tragic Comedians

Charlotte Bronte (1816-1855)
Jane Eyre
Shirley
The Professor
Villette

Emily Bronte (1818-1848)
Wuthering Heights

George Eliot (1810-1880)
(Mary Ann Evans)
Adam Bede
The Mill on the Floss
Silas Marner
Scenes of Clerical Life
Life of Jesus
Romola
Fleix Holt the Radical
Daniel Deronda
Middlemarch

Benjamin Disraeli (1804-1881)
Vivian Gray
Sybil : Or the Two Nations
The Voyage of Captain Popavilla
Henrietta Temple
Coningsby : or the New Generation
Tancred : or the New Crusade
The Wondrous Tale of Alroy and the Rise of Iskander
Contarini Fleming : A Psychological Auto-biography

R.L. Stevenson (1850-1894)
Travels with a Donkey in the Cevennes
An Inland Voyage
Virginibus Pueresque
New Arabian Nights
Treasure Island
The Strange Case of Dr. Jackyll and Mr. Hyde
Kidnapped
The Black Arrow
The Master of Ballantrae
Catriona
Underwords
A Child's Garden of Verses

Thomas Hardy (1840-1828)
Under the Greenwood Tree
Desperate Remedies
A Pair of Blue Eyes
Two on a Tower
Far From the Madding Crowd
The Return of the Native
The Mayor of Casterbridge
Tess of the D'Urbervilles
Jude the Obscure
The Hand of Ethelberta
The Trumpet Major
The Woodlanders
The Well-beloved
A Laodicean
A Group of Noble Dames
Life's LIttle Ironies
Wessex Poems
The Dynasts
A Changed Man
Winter Words
The Waiting Supper and Other Tales

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The Modern Age (1880 Onwards)

As the 20th century dawned, new values replaced the old ones and shaped the literature of Great Britain. England fast lost its imperial image as her colonies revolted and fought for independence. Industrialization progressed by leaps and bounds and the two World Wars brought economic depression. All this affected the content of literature. Writers sought new vehicles of expression. The findings of **Sigmund Freud** in the realms of psychology took novelists to the subconscious mind. A great number of writers who became famous men of letters in English came from Ireland **(G.B. Shaw, W.B. Yeats, James Joyce and Samuel Beckett)** and from America **(T.S. Eliot and Ezra Pound)**. Socialism became a practising creed and feminism raised her head. Dogmatic Christianity was more or less ignored. Although great strides were made in scientific inventions, science could not provide suitable answers to the deep questioning of the human mind resulting in ethical philosophy. The age saw the end of feudalism. Victorian reticence and prudery gave way to decadence in literature. English writers came under the influence of the French Parnassians and Symbolists. Scandinavia and Russia represented by **Ibsen** and **Tolstoy** also influenced the British men of letters. Many a poet wished to fight free from the fixed rules of versification and wrote in free verse. Many imitated the American poet **Walt Whitman**. English literature became more expansive in its concerns. The life and culture of foreign lands were depicted. Although **Kipling** was an imperialist, his works go beyond England. Being born in India, his works give a graphic view of the country. The great Celtic Revival under Yeats brought a new strain to English literature. Finally, the theatre, lying dormant for a century, now woke up with renewed vigour.

Criticism

The Age began with scholarly works in literary history. **Leslie Stephen (1832-1904)** wrote biographical and critical essays. He produced *The English Utilitarians and the Dictionary of National Biography*. He was an agnostic and rationalist. **A.C. Bradley (1851-1935), H.J.C. Grierson (1866-1960)** and **Edward Dowden (1843-1913)** were other famous critics. Bradley is famous for his critical work on Shakespeare's tragedies.

Walter Horatio Pater (1839-1894) propounded the literary doctrine *Art for Art's Sake* which was a quest for the most refined pleasure. The exquisite in art came from a reflection of the past. He eulogized the accomplishments of the Renaissance. His prose style was rich, musical and classical. His works include *Studies in the History of the Renaissance* (1873) and *Marius the Epicurean* (1885).

John Addington Symonds (1840-1893) was another admirer of the Renaissance. **Oscar Wilde (1856-1900)**, more known as a novelist and dramatist, gave a wider dimension to the theory of Art for Art's Sake by spicing it with wit and paradox. **George Saintsbury (1845-1933)** and **Sir Walter Raleigh (1861-1922)** were other famous critics.

Poetry

Most of the poetry written in this period are the works of those more renowned as novelists: Robert Louis Stevenson, Rudyard Kipling and Thomas Hardy. William Butler Yeats, who pioneered the Celtic Revival, Thomas Steams Eliot, whose *Wasteland* is a watershed leading to modern poetry, Gerard Manley Hopkins, the Catholic poet, are the famous poets of this period.

Rudyard Kipling (1865-1936) wrote on imperialist themes in *Barrack Room Ballads* (1892), *The Seven Seas* (1896) and *Five Nations* (1903). These poems were aimed by their rugged music to rouse people to protest. He combined folk-music with music-hall chorus. It had the sound of drum beats and bugle-calls and even the refinements of chamber music. The poetry of imperialism, heroism of national policy, contained slang and even biblical allusions. In fact, his popularity was that of Walt Whitman, the national poet of America. Many of his subjects were from India, like the poem *Gunga Din*.

W.E. Henley (1849-1903) also wrote poetry which praised Britain's colonial power. *The Song of the Sword, For England's Sake* and *London Voluntaries* are some of his better-known poems.

There were also a group of poets called the Decadents. They were aesthetes and their doctrine was 'Art for Art's Sake'. **Oscar Wilde** was the leading poet of the group. *The Ballad of Reading Gaol* (1898) is his famous work inspired by his crime and imprisonment.

A group of poets had a pessimistic view of life. **John Davidson (1857-1909), Ernest Dawson (1867-1900)** and **A.E. Housman (1859-1936)** are some of these poets. But the leading pessimist of the age was **Thomas Hardy (1840-1928)**, better known as a novelist. He published *Wessex Poems* (1898) after the novel *Jude the Obscure* failed to receive public acclaim. His poetry was musical and highly individual. He had a disillusioned view of life. From 1903 to 1908, he produced the vast poetical work *The Dynasts*, written under the background of Napoleon's struggle against Europe combining real history with symbolic flashes. His poem, *To an Unborn Pauper Child,* reveals his utter dejection with life: *'Breathe : hid heart',* it begins.

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Francis Thompson (1859-1907) and **Gerard Manley Hopkins (1844-1889)** were religious poets of the beginning of the twentieth century. Thompson's poem, *The Hound of Heaven* is a masterpiece. It describes God as a Heavenly Hound chasing man to capture his soul and man fleeing Him in the pleasures of life. The Jesuit, Hopkins invented a new type of verse called *'sprung rhythm'*. It was filled with strange word coinages and is difficult for the ordinary reader to understand. His poetry reflects the conflirt within him between his attraction to Roman Catholicism and his joy tor the beautiful creation. He wrote a number of religious poems of which *The Wreck of the "Deutschland"* is one of the best. It describes the death of five Franciscan nuns on board the ship, *Deutschland*.

Irish, English and Continental influences met in **W.B. Yeats (1865-1939)**. He Was born in Ireland but came to live in London. He was influenced by the strange mystical visions of William Blake, by pre-Raphaelite refinement and even the mysticism and occultism of the Orient, especially of India. His poetry is an attempt to revive Celtic mysticism and Irish mythology. Apparently it Was Yeats who introduced Rabindra Nath Tagore to the West. He also came under the influence of Verlaine, a French symbolist poet. His best poetry is in *The Wild Swans at Coole* (1919), *The Tower* (1928) and *The Winding Stair* (1933). Some of his well-known poems are: *Easter* (1916), *The Second Coming, Byzantium, A Prayer for my Daughter, Leda and Swan, Sailing to Byzantium, Meru, Lapis Lazudili, Among School Children,* etc. His progress as a poet can be assessed by comparing the beautiful but simple *Lake Isle of Innisfree* with the beautiful and profound *Byzantium*.

The towering poet of the 20th century is **Thomas Steams Eliot (1888-1965)**. Eliot came on to the scene when the West was passing through tremendous upheavals — belief in religion, especially of the Church was fading, democracy was the new experiment in politics, and many modernist trends were noticeable in literature. Eliot proclaimed himself "a royalist in politics, an Anglo-Catholic in religion and a classicist in literature". Tradition, according to him, was not the dead past but the past living in the present. In his essay *Tradition and the Individual Talent*, he states that "the talent of an artist shows itself not where he differs from the ancients but where, in his work, they assert their immortality". Eliot's poetry shows metaphysical, symbolist and imagist strains, but his individual talent shines forth unmistakeably. An eclectic philosophy, borrowed from his own Christianity and Buddhism and the Upanishads informs his poetry. His poetry, especially *The Wasteland* (1922) is a poem that describes the zeitgeist (spirit of the times) and the *angoisse metaphysique* (metaphysical anguish) of life in post-World War Europe. It begins with the sentence *"April is a cruel month"* and this sets the strain lor the whole poem. A brooding sense of futility and human inanity pervades modern life. Eliot achieves this effect by a combination of literary allusions to the past which stirs associations, and by what is called as the *objective correlative*. This last technique means that images are described which call up an emotion or a feeling. His other poems are *The Lave Song of J. Alfred Prufrock* and *Four Quartets* (1944). These lines from the *Four Quartets* may sum up the disillusionment of the times: *"Footfalls echo in the memory/Down the passage one could not take / To the door one could not open"*. Eliot was a poet of spiritual regeneration.

As the century proceeds, a host of poets make their mark **Stephen Spender (1909-1995), W.H. Auden (1907-1973), C. Day Lewis (1904-1972), Louis MacNeice (1907-1963)** — all of them wrote with a Social awareness, exposing the horror of the bourgeois culture and capitalist exploitation and the terror of totalitarianism.

We cannot end this section of the early modern twentieth century without a reference to **Rupert Brooke (1887-1915), Wilfred Owen (1893-1918)** and **Siegfried Sassoon (1886-1967)** popularly known as the "War poets". They had served the Armed Forces in the First World War, and after 1918, disillusioned by the horrors they had witnessed took their pens to write against the war. The poem *The Soldier* is one of the finest lyrics in the English language. It describes the poet's sense of impending death in battle and his love for his country: *"If I should die/Think only this of me/That there is a part of England/Buried in some foreign land"*. Another poem is Sassoon's *Everyone Sang,* which describes the exultation felt by the soldiers returning home after the General Armistice was signed. They are described as *freed birds*.

Novel

Just like poetry, the novel of this century reflects the great passions and strivings of the age. The discoveries of **Sigmund Freud (1856-1939)** revealed the relationship of man's behaviour to his subconscious mind. The subconscious contains impressions of past experiences which influence a person's attitudes and behaviour. These discoveries led not only to new methods of psychiatric treatment but also to new dramatic techniques in the art of the novel. The stream-of-consciousness method used by James Joyce and Virginia Woolf spring from these discoveries. The modem novel is more and more concerned with an analysis of human behaviour. The focus shifts from a description of the external atmosphere to the thoughts of the characters.

Thomas Hardy's works are tinged with a gloomy pessimism reminiscent of Schopenhauer, and an analogy may be found in his works to FIaubert and Zola from

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France. Hardy's country Dorsetshire and the surroundings become the 'Wessex' of his novels. His work is full of realistic descriptions of the countryside. The places, full of pre-historic and Roman remains, heaths, have a character, and influence the people living there. The pre-historic past presses on the life of today. He is adept at delineating rustic characters. Man is a puppet of fate and an uncontrollable destiny drives him along life. A bitter helplessness pervades his novels *Far from the Madding Crowd* (1874), *The Return of the Native* (1878), *The Mayor of Casterbridge* (1886), and *Jude the Obscure* (1895). His success reached a climax with *Tess of the d'Urbervilles* (1891). His *Tess of the D'UrberviUes* and *Jude the Obscure,* because of their frank handling of sex and religion, aroused the hostility of the reading public. These two books, however, present Hardy's most moving indictments of the human situation.

The works of George Robert Gissing (1857-1903) produce a sense of absolute dejection. He worked as an ill-paid hack in the poor districts of London and described these places vividly in his books. Although impressed by Charles Dickens, his writings show none of Dickens' humour. One bitter, wretched world, a miserable London, exists in his works. Thus *Demos, a Story of English Socialism* (1886) describes the futility of socialist agitation, *The Nether World* (1889), the wretchedness of the London slums, *New Grub Street* (1891), the hopeless lot of a penniless writer, and *The Odd Women* (1893), the plight of unmarried women. His style is as bare and unaffected as his ideas.

Robert Louis Stevenson (1850-1894) stands in contrast to Hardy and Gissing in his recreation of the life of action and adventure. Although he suffered from an incurable malady, he did not lose faith in himself. He brought out *An Inland Voyage* (1878), *Travels with a Donkey in the Cevennes* (1879), *The Silverado Squatters, Treasure Island* (1833), *Kidnapped* and *The Master of Ballantrae* (1889) among others. The last three are very popular among children the world over. He also wrote children's adventure classics like *The Treasure Island* (1883), *Dr Jekyll and Mr. Hyde* (1886) and *Kidnapped* (1886). In *Dr. Jekyll and Mr Hyde* he touches upon the dual nature of man his good and evil aspects. His style is vivid and full of interesting details.

Another great novelist was the Pole, **Joseph Conrad (1857-1924)**, who perfected his knowledge of English and wrote in a vivid style with a strong foreign accent. His experience of sailing life and work in the English merchant service gave him the ideas to write masterpieces like *The Nigger of the Narcissus* (1897), and *Lord Jim: A Tale* (1900). Like the Slavs he was preoccupied with the problem of human misery. *Lord Jim* and *The Heart of Darkness* (1902) show his anger at what the white man had done to exploit Africa and other nations. A trait of his narrative technique is the gradual picture of his character formed from fragmentary descriptions of witnesses. He has a rich, sensuous prose style full of striking imagery.

Rudyard Kipling wrote stories about Indian life: *Plain Tales from the Hills* (1888) and *Soldiers Three* (1888). *Plain Tales from the Hills* depicts an Englishman's encounter with the strange East. Kipling was born in Bombay and spent his early life in India. He knew the land and its customs, its people and languages. His best book is *Kim* (1901), the story of a half-Irish boy, who speaks the language of the rustics of India and accompanies a Buddhist Lama on his search for "Nirvana" or Salvation. Kipling is adept at describing the sights and smells of India and its colourful people with their racy dialects. He also wrote two animal epics entitled, *The Jungle Book* (1894) and a series of short stories for children like *Captains Courageous* (1897), just *So Stories* (1902) and *Puck of Pook's Hill* (1906). Kipling was influenced by Carlyle's doctrine of energy. As a spokesman of the Imperialist theme he believed that it was ideal for a person to sacrifice himself for his tribe. He believed that especially the white man was ordained to rule and lead nations. His works praise Britain's hegemony over her colonies.

Shortly after Kipling, came H. G. Wells and John Galsworthy who were Socialists and criticized the English society. **H.G. Wells** (1866-1946) began by writing stories with a semi-scientific flavour like *The Time Machine* (1895), *The Island of Dr Moreau* (1896), *The Invisible Man* (1897) and *The War of the Worlds* (1898). The stories are ingenuously plotted and thrill and disturb the readers. Later on Wells' interest shifted to social problems. He became a member of the Fabian Society. He wrote *Mankind in the Making* (1903) describing how society would look like when reformed by socialism. He also satirized the society in *Love and Mr Lewisham* (1900), *Kipps* (1905). *Tono-Bungay* (1909) and *Marriage* (1912). He does not glorify Britain's past and he scorns the existing institutions of his country. He wrote a number of remarkable books after the outbreak of World War I in 1914. These show his restless self-examining spirit. Some of these are *Mr Britling Sees it through* (1916) and *The Undying Fire* (1919).

In the works of **John Galsworthy (1867-1933)** we find an artistic conscience. Like Wells, he also attacked the concept of property and commercialism in his novels. He too exposed and criticized national prejudices, especially those existing among his own class, the landed gentry. He was widely read in Continental Literature and was especially influenced by France and Russia. Turgenev with his noble realism was his ideal. He is a detached and impartial observer of his country's decadent values. He advocates a fearless search for truth. *In The Island Pharisees* (1904) he exposes

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the stagnation of thought among English privileged classes. A similar theme is touched in other novels like *The Country House* (1907), *The Patrician* (1911) and *The Dark Flower* (1913) where country squires, aristocracy and artists are critically studied. *The Forsyte Saga* (1922) is his masterpiece. It is a natural history of the rich upper-middle class family. He describes their attitude to events like the Great War, the growth of socialism, unemployment and the coal strike.

Enoch Arnold Bennett (1867-1931) wrote a number of different types of novels presenting a detailed picture of an industrial district in the provinces. He is a realist like the French nationalists. His masterpiece is *The Old Wives' Tale* (1908).

G.K. Chesterton (1874-1936) was a champion of tradition and he refuted and opposed the attacks of his contemporaries against English society in *Orthodoxy* (1908), *The Napoleon of Notting Hill* (1904). He believed in tradition sanctified by ages of experience and even in the religious bond between men. His style is effective with the use of imagery and comparison and he spices it with plenty of humour.

James Joyce (1882-1941) pioneered a new type of novel with the *stream-of-consciousness* technique. Characters in *Ulysses* (1922) unreel themselves by a sort of interior monologue. Speech is mimicked and styles are parodied. *Ulysses* is modelled on the *Odyssey* of Homer and set in the slums of Dublin. The thousand pages of this novel cover just one day in the life of Leopold Bloom and Stephen Dedalus. Joyce coined words from several languages and was a master craftsman with wit and conceits. His other famous work is the autobiographical *A Portrait of the Artist as a Young Man* (1916) which describes his adolescence and sensuous tendencies.

Virginia Woolf (1882-1941) continued the stream-of-consciousness technique. Her works *To the Lighthouse* (1927) and *Mrs Dallaway* (1925) reveal the hidden inner life of her characters.

E.M. Forster (1879-1970) was the novelist of cultural relations. In **A Passage to India** (1924) he studies the conflict between the west and the east and takes a favourable stand for the latter. *Where Angels Fear to Tread* (1905) studies how the cultural divide between an Italian girl and her English husband leads to the ruination of their marriage and life.

D.H. Lawrence (1885-1930) was a prolific writer. His outspoken views on sexual relations raised much hue and cry. He considered sex the religion of the blood. His novels were dubbed pornographic. He believed in the free expression of human personality, in being guided by unrestrained primitive instincts. In *Sons and Lovers* (1913) he studies the relationship of son and mother and the social disparity of a father, a coalminer and a mother, a teacher. The novel is autobiographical. Other works by him are *The Rainbow* (1915), *Women in Love* (1921), and *The Plumed Serpent* (1926). *The Rainbow,* suppressed as obscene, treats the conflict between man and woman. *Lady Chatterley's Lover* (1928) was canned for being obscene.

George Orwell (1903-1950) wrote novels which were an indictment of totalitarian government: *Animal Farm* (1945) and *Nineteen Eighty-Four* (1949). **Aldous Huxley's** *Brave New World* (1932) is a prophetic book about the future of civilization in the context of scientific advancement.

Drama

After Shakespeare, **George Bernard Shaw (1856-1950)** is the great playwright whose works enlivened the British stage. Shaw, like Ibsen, believed in drama as a vehicle for ideas. He had a rich Irish sense of humour and his plays are satires on various social and philosophical themes. His general technique was to discuss the problem of his play first in its preface. Often this preface is longer than the play itself. *Widowers' Houses* (1892) was his first play. In this he discusses the problem of Housing. In *Mrs Warren's Profession* (1894) he lays bare the profession of a prostitute. In *Arms and the Man* (1894) the theme is the chocolate-cream soldier. Shaw was an iconoclast breaking well-established idols or myths. Thus this play disillusions us of the romantic image of a soldier. He is not one who is willing to die for his country, but one who loves his life. When the enemy is weak, he attacks, but withdraws and takes to his heels if the enemy is strong. George Bernard Shaw had a keen interest in the English language and formulated a standard pronunciation for it. He studies the theme of how language can influence one's rise in the social ladder. Professor Higgins succeeds in teaching a flower-girl to rid herself of a cockney accent and to speak well enough to pass for royalty! In *Man and Superman* we see Shaw as a master conversationalist. Ideas are discussed without much action taking place in the play. *The Apple Cart* (1929) shows the weaknesses of democracy. Although an Irish man, Shaw did not write on Irish themes as such.

Oscar Wilde reminds one of the Restoration playwrights Sheridan and Congreve in his comedy of manners. His style is full of paradox and verbal wit. Some of his famous plays are *Lady Windermere's Fan* (1892), *A Woman of No Importance* (1893) and *The Importance of Being Ernest* (1895).

John Galsworthy's plays *Sfrife* (1909), *Justice* (1910) and *Loyalties* (1922) were based on the theme of class exploitation.

W.B. Yeats contributed to the Irish drama. His Celtic theme comes through in *The Countess Cathleen* (1892)

and *The Land of Heart's Desire* (1894). **Sean O'Casey** (1884-1964) and **J. M. Synge** (1871-1909) were other noted Irish playwrights. The latter's plays, *The Playboy of the Western World* (1907) and *Riders to the Sea* (1904) are famous.

T.S. Eliot's contribution to the modern theatre were religious and moral plays. He uses the Greek "chorus" style in *Murder in the Cathedral* (1935) to heighten the dramatic effect of the murder of Thomas Becket by the Archbishop of Canterbury's men. *The Family Reunion* (1939) is a play about sin and expiation. Eliot pruned verse to sound like prose. This is done dexterously in *The Cocktail Party* (1949) and *The Confidential Clerk* (1953) where characters speak verse which sounds like prose.

A group of playwrights came to be known as the "Angry Young Men". **John Osborne (1929-1994)** was the most prominent of them. His play *Look Back in Anger* (1956) catches the mood of the frustrated youth in post-War England. In his plays, he exposes the wretchedness of the working class.

Harold Pinter (1930-2008) mixes comedy and horror in his plays like *The Birthday Party* (1958).

Another group of dramatists drew their inspiration from France. *The Absurd Theatre*, as it was called, began in France with Albert Camus, Jean Genet anJ Ionesco as its pioneers. In England, **Samuel Beckett (1906-1989)** was the Irish dramatist of this school. His plays *Endgame* (1955), *Krapp's Last Tape* (1958) and *Waiting For Godot* (1906) show the meaninglessness of human action and the unrelieved gloom of existence.

MAJOR AUTHORS AND THEIR WORKS

George Bernard Shaw (1856-1950)

Widowers' Houses
Candida
You Never Can Tell
Man and Superman
Back to Methuselah
Saint Joan
Heartbreak House
The Philanderer
Mrs. Warren's Profession
Caesar and Cleopatra
John Bull's Other Island
Major Barbara
The Doctor's Dilemma
Getting Married
The Apple Cart
Pygmalion
The Dark Lady of the Sonnets
Plays Pleasant and Unpleasant
The Millionaire
The Intelligent Woman's Guide to Socialism
Everybody's Political What is What
Cashel Byron's Profession
Love Among the Artists
Androcles and the Lion
The Devil's Disciple
The Man of Destiny

W.B. Yeats (1865-1939)

The Land of Heart's Desire
The Countess Cathleen
The Shadowy Waters
The Hour-glass
The Resurrection
The King's Threshold
On Baile's Strand
The Cat and the Moon
Ideas of Good and Evil
Discoveries
The Wind among the Reeds
The Wanderings of Oisin
The Tower
The Winding Stair and Other Poems
Lake Isle of Innisfree
Byzantium

John Galsworthy (1867-1933)

The Silver Box
Strife
The Skin Game
The Man of Property
Justice
Loyalties
Escape
The Inn of Tranquility
The Forsyte Saga
The Country House
Fraternity
The Patrician
The Dark Flower
Saint's Progress
Maid in Waiting
Flower Wilderness

Rudyard Kipling (1865-1936)

Kim

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The Jungle Book
Barrack-room Ballads
Departmental Ditties
The Seven Seas
The Five Nations
Tales from the Hills
Soldiers Three
Life's Handicap
The Phantom Rickshaw
Many Inventions
The Day's Work
Just-so Stories for Little Children
Rewards and Fairies
Debits and Credits

H.G. Wells (1866-1946)
The Time Machine
Love and Mr. Levisham
Kipps
The History of Mr. Polly
Mr. Britling Sees It Through
Christina Albertas Father
The Wonderful Visit
The Island of Dr. Moreau
The Invisible Man
The War of the Worlds
The First Men in the Moon
The Food of the Gods
Marriage
Experiment in Autobiography
The Contemporary Novel

Joseph Conrad (1857-1924)
The Nigger of the 'Narcissus'
Typhoon
Lord Jim
Victory
Almayer's Folly
An Outcast of the Islands
Youth
Heart of Darkness
The Secret Agent
The Shadow of Line
Suspense-A Napoleonic Novel

Arnold Bennett (1867-1931)
The Old Wives' Tale
Clayhanger
Riceyman Steps
Buried Alive
Hilda Lessways
These Twain
Sacred and Profane Love
The Pretty Lady
The Love Match
The Author's Craft

Walter de la Mare (1873-1956)
Peacock Pie
Memoirs of a Midget
Songs of Childhood
Bells and Grass
The Traveller
Early the Morning
Love

T.S. Eliot (1888-1965)
The Waste Land
Prufrock and Other Observations
Gerontion
The Hollow Men
Ash Wednesday
Four Quartets
Sweeney Agonistes
Murder in the Cathedral
The Rock
The Family Reunion
The Cocktail Party
The Confidential Clerk
The Sacred Wood
After Strange Gods
The Elder Statesman
The Idea of a Christian Society
What is a Classic?
For Lancelot Andrews
The Use of Poetry and the Use of Criticism
Elizabethan Essays
Points of View

Virginia Woolf (1882-1941)
The Voyage Out
Jacob's Room
Mrs. Dalloway
To The Light House
The Waves
Flush
Orlando : A Biography
The Common Reader
Roger Fry
The Death of the Moth
Mr. Bennett and Mrs. Brown

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A Room of One's Own
Between the Acts (Unfinished)

E.M. Forster (1879-1970)
Abinger Harvest
Two Cheers for Democracy
A Passage to India
Howard's End
The Hill of Devi
The Celestial Omnibus
Collected Short Stories
Where Angels Fear to Tread
The Longest Journey
The Story of the Siren
A Room with a View
The Eternal Moment

James Joyce (1882-1941)
Ulysses
Portrait of the Artist as a Young Man
Finnegans Wake
Dubliners

D.H. Lawrence (1885-1930)
Sons and Lovers
Woman in Love
Lady Chatterly's Lover
The Rainbow
The White Peacock
Kangaroo
The Plumed Serpent

Aldous Huxley (1894-1963)
Point Counter Point
The Burning Wheel
Those Barren Leaves
Brave New World
After Many a Summer
Eyeless in Gaza
Antic Hay
Time Must Have a Stop
Crome Yellow
The Defeat of Youth
The Perennial Philosophy
The Devils of Loudun

George Orwell (1903-1950)
The Animal Farm
The Road to Wigan Pier
Nineteen Eighty-Four
Burmese Days
Keep the Aspidistra Flying

Oscar Wilde (1854-1900)
The Sphinx
The Ballad of Reeding Gaol
The Canterville Ghost
De Profundis
The Duchess of Padua
The Importance of Being Earnest
An Ideal Husband
Lady Windermere's Fan
Salome
The Picture of Dorian Gray
The Happy Prince and the Other Tales

Harold Pinter (1930-2008)
The Birthday Party
The Dumb Waiter
The Care Taker
A Night Out
The Home Coming
Old Times
Silence

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Indian Writing in English

ANAND, MULKRAJ (1905-2004)

He was greatly influenced by Premchand on the one hand and Tagore on the other.

Works

Some of his famous novels are :

1. The Village (1939)
2. Across the Black waters (1940)
3. The Sword and the sickle (1942)
4. Untouchable (1933) (his first novel)
5. Seven summers (1951)
6. Private Life of an Indian Prince (1953)
7. The Big Heart (1945)
8. Coolie (1936) (It was recast in seventies)
9. Two Leaves and a Bud (1937)
10. The Old Woman and the Cow (1960)
11. The Road (1961)
12. Death of a Hero (1963)
13. Confession of a Lover (1976)
14. Morning Face (1968)

AUROBINDO, GHOSE (1872-1950)

- He was known as the "firebrand" of India.
- He was a poet, a saint, a philosopher, statesman, yogi and a prophet.
- He is one of the pre-Independence Titanic trio of Indian poets—Tagore, Aurobindo and Sarojini Naidu.
- He is chiefly known for his
  - *(i)* Savitri (1953) a poetic epic on a grand scale.
  - *(ii)* The Life Divine (1939-40)
  - *(iii)* Essays on Gita
- He is a great exponent and proponent of ancient Indian thought.
- According to R. K. Singh, "Aurobindo is sympathetic to the modernist trends in writing and study of poetry and, in fact, himself adopts some of the methods followed by the modern poets."
- To quote Mr. Singh again, "In Aurobindo's literary order, poetry is a means of spiritual expression that helps to open the consciousness..."

CHATTERJEE, BANKIM CHANDRA (1838-94)

- He is generally called 'The Father of Bengali fiction.'
- Today he is most known for his patriotic bent of mind.
- In all he wrote 14 novels.
  - *(i)* Some of them are historical.
  - *(ii)* Others are social.
  - *(iii)* Still others are philosophical with stress on renunciation and non-attachment.
- Some of his novels are :
  - *(i)* *The Poison Tree (1884):* It is a story of Hindu life in Bengal of the period
  - *(ii)* Kapalkundala (1885)
  - *(iii)* Durgeshnandini (1890)
  - *(iv)* Krishnakanta's Will (1895)
  - *(v)* The Two Rings (1897)
  - *(vi)* Rajmohan's Wife (1904) (published posthumously)
  - *(vii)* Anand Math (1884)

CHAUDHURI, NIRAD, C. (1897-1999)

- He came into limelight with the publication of his "The Autobiography of an Unknown Indian." (1951).
- His other important works are:
  - *(i)* A Passage to India (1959)
  - *(ii)* Continent of Circe (1966)
    (He received the Duff Cooper Memorial Prize).
  - *(iii)* The Intellectual in India (1967)
  - *(iv)* To Live or Not to Live (1970)
- He is known for his most correct and chaste prose for which he has earned much acclaim from the scholars and critics, including Khushwant Singh.

DESAI, ANITA (Born-1937)

- She is a renowned novelist and short story writer.
- Some of her famous novels are :
  - *(i)* Cry, the Peacock (1963)
  - *(ii)* Voices in the City (1965)
  - *(iii)* Bye-Bye, Blackbird (1971)
  - *(iv)* Fire on the Mountain (1977)
  - *(v)* Clear Light of Day (1980)
- Her collection of short stories is captioned "Games at Twilight" (1978)

GANDHI, M.K. (1869-1948)

1. His famous work in English is "My Experiments with Truth."
2. The work is an important autobiographical writing which is held in high esteem for its truthfulness, frankness, simplicity and directness of expression in non-ornamental effective English.

MARKANDAYA, KAMALA (1924-2004)

1. She is one of the modern novelists and is known for her:
   - *(i)* Nectar in a Sieve (her first novel) (It is a novel on miserable rural life).
   - *(ii)* Some Inner Fury (1955)
     (It is a novel of violence and destruction)
   - *(iii)* A Silence of Desire (1960)
     (It is a novel urging the readers to speak out frankly to unburden their hearts).
   - *(iv)* Possession (1963)
     (The problem of possession is discussed in this novel).
   - *(v)* A Handful of Rice (1966)
     (It depicts the life of the poor classes in Madras).
   - *(vi)* The Coffer Danus (1969)
   - *(vii)* The Nowhere Man (1972)
   - *(viii)* Two Virgins (1973)
   - *(ix)* The Golden Honeycomb (1977)
   - *(x)* Pleasure City (1982).

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KHUSHWANT SINGH (Born-1915)

- He is known for his novels :
  - *(i)* Train to Pakistan (his masterpiece)
  - *(ii)* I Shall Not Hear the Nightingale (1959). (It describes the social life of a Sikh family during the pre-Independence period).
- "The Mark of Vishnu" is another of his well-known works.
- Some of his known stories
  - *(a)* Karma
  - *(b)* When Sikh Meets Sikh
  - *(c)* The Rape, etc.
- He is also known for his:
  - *(i)* A History of the Sikhs
  - *(ii)* Translation of Japji Sahib, etc.
- His regular columns appear weekly in some dailies, *e.g.* :
  - *(i)* 'With Malice Towards One And All'—The Hindustan Times.
  - *(ii)* 'This Above All'—The Tribune.
- Mulk Raj Anand is stated to have said that Khushwant Singh's "Train to Pakistan" is likely to last, while about his other creative literary work, one may have some doubts.
- Among his latest work is "Truth, Love and Little Malice."

MULLER, MAX (1823-1900)

- He was a famous Indologist, German orientalist and linguist, who unearthed a lot of ancient Indian history and Sanskrit scriptures, the Rig Veda, in particular, of which he published six colossal volumes, for which he had got an assignment from the East India Company in 1847.
- Actually he was a student of Sanskrit, who started comparative study of languages and "Avesta" (in 1845) which is the renowned sacred book of the Zoroastrians.
- He gave seven lectures on Indian and ancient Indian philosophy at Cambridge University, which have now been published by Rupa & Co. under the caption: "India: What Can it Teach Us?"
- He distinguishes the highest wisdom of Greece and India by using the terms "to know ourselves" and "to know our self", respectively.
- Muller makes very appreciative comments on the Rig Veda and the Vedic Religion.

NAIDU, SAROJINI (1879-1949)

- She is a well-known Indian English poet who started writing poetry at a very early age and she was inspired by Edmund Gosse to choose Indian themes and scenery rather than imitating the English classics.
- She is now known as 'The Nightingale of India.'
- She took a keen interest in India's struggle for freedom.

  Some of her works are :
  1. The Golden Threshold (1905)
  2. The Bird of Time (1912)
  3. The Broken Wing (1917)
  4. The Sceptred Flute (1946)
  5. The Feather of the Dawn (1961) (It appeared posthumously)

  Some of her famous poems are :
  1. The Queen's Rival
  2. Palanquin Bearers
  3. To My Fairy Fancies
  4. The Pardah Nashin
  5. Awake
  6. Village Song
  7. The Soul's Prayer
  8. Fishermen of Coromondel
  9. It You Call Me
  10. Caprice
  11. Summer Woods
  12. Songs of Radha
  13. The Bird Sanctuary, etc.

NANDY, PRITISH (Born-1951)

- He was the editor of the 'Illustrated Weekly of India' and has now Telecast a T.V. serial over the Doordarshan: "Hungama Unlimited."
  - *(i)* He is a prolific poet, though he is still not considered one of the best.
  - *(ii)* Most of his poetry has been dismissed by critics as mere experimental gimmickry. Such was Saleem Peeradina.
  - *(iii)* Even Nissim Ezekiel dubbed him to be a poetaster.
- Some of his works are :
  - *(i)* Gods and Olives (1967)
  - *(ii)* On Either Side of Arrogance (1968)
  - *(iii)* From the Outer Bank of the Brahmputra (1969)
  - *(iv)* Riding the Midnight River (1975)
  - *(v)* In secret Anarchy (1979), etc.
- He has written a number of anthologies and translated a number of poets including Agyeya, Amrita Pritam, Kaifi Azmi etc.
- He has also written some short stories and a verse play.

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NARAYAN, R.K. (1906-2001)

- Of the three great novelists, Narayan, Anand and Rao, it is Narayan who has won the maximum accolade both in India and abroad.
- One of his great achievements is his creation of the famous town of Malgudi like Hardy's Wessex.
- Narayan is the true master of humour, irony, realism, romance and artistry.
- Most of his novels and stories depict the life of people of South India.
- It is sometimes held that Narayan lacks true pathos, genuine depth of feeling, realistic description of poverty and misery, the elements which go in for making a novelist a great one.
- However, he has earned much popularity as a novelist, and within the range of his own art, he cannot be taken except with due regard and attention.

Some of his famous novels are :

1. Swami and Friends (1935)
2. Bachelor of Arts
3. The English Teacher
4. The Financial Expert
5. Mr. Sampath (1949)
6. The Guide (1958)
7. The Man-eater of Malgudi
8. The Dark Room (1939)
9. Waiting for the Mahatma
10. The Vendor of Sweets
11. The Painter of Signs (1976)

(He won the Sahitya Akademi Award for 'Guide' in 1961)

R.K. NARAYAN (as a short story writer)

- Some of his stories have appeared in the following collections:
  - *(i)* Malgudi Days
  - *(ii)* Dodu and Other Stories
  - *(iii)* Cyclone and Other Stories
  - *(iv)* Gods, Demons and Others

Narayan has written a few hundred stories, most of them quite interesting and highly readable:

Some of his famous short stories are :

1. The Golden
2. A Career
3. The Snake Song
4. Man Hunt
5. A Willing Slave
6. An Astrologer's Day
7. The Doctor's word
8. God of Troubles, etc.

NEHRU, JAWAHARLAL (1889-1964)

- He needs no introduction as a freedom fighter, statesman and first Prime Minister of India.
- Some of his literary works are :
  - *(i)* An Autobiography (1936)
  - *(ii)* Glimpses of World History (1939)
  - *(iii)* Discovery of India (1946)
- Children enjoy reading his "Letters from Father to His Daughter."
- He is known for his simple, chaste, poetic English which is a model of natural style.

PRITAM, AMRITA (1919-2005)

- She is the most famous Punjabi Author.
- She won the Jnanpith Award for her "Kagaj Te Kenvas" in 1981.
- Her best known autobiographical work which appeared in the seventies is "Rasidi Ticket."
- *(i)* Her "Shadows of words : An Auto-biography" (a transcreation of the Hindi original by Jyoti Sabharwal) has been published by Macmillan in 2002.
  - *(ii)* The book presents "an inner journey down the memory lane" presented by the author, who considers old age the best part of her life, like the last sips of tea, which are "usually the sweetest."

RADHAKRISHAN, SARVAPALLI (1888-1975)

- He is known as an outstanding educationist and a philosopher who presented the Hindu/Indian viewpoint to the world.
- His works include
  - *(i)* An Idealist View of Life (Lectures)
  - *(ii)* Indian Philosophy (1923,1927)
  - *(iii)* The Hindu View of Life (1932)
  - *(iv)* An Idealist View of Life (1932)
  - *(v)* Eastern Religious and Western Thought (1939)
- He wrote in a very simple, intelligible prose-style.

RAO, RAJA (1908-2006)

- His famous works are:
  - *(i)* The Serpent and the Rope (1960)
  - *(ii)* Kanthapura (1938)
  - *(iii)* The Cat and Shakespeare (1965-66)
- *(i)* He was awarded the Sahitya Akademi Award for his 'The Serpent and the Rope' in 1964.
  - *(ii)* He was also decorated with Padma Bhushan in 1969.

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Raja Rao as a short story writer

- He is also a well-known short story writer.
- His first collection of short stories was "Jauni" which was published in France in 1930.
- The collection: "The Cow of the Barricades" was published in 1947

  Some of his famous short stories are :
  1. Akkayya
  2. The Little Gram-shop
  3. Kanaka Pal
  4. Narsiga

ROY, ARUNDHATI (Born-1961)

She made her debut with her novel: "The God of Small Things" which won her the Booker Prize in 1997, besides a handful amount running into crores as royalty for less than four hundred pages which comprise the said novel.

DE, SHOBHA (Born-1948)

- She is a renowned contemporary Indian English novelist and T.V. serial script writer.
- Some of her novels are prescribed in universities in England and Australias.
- Her T.V. serial "Swabhiman" which ran into numerous episodes was telecast over the Doordarshan.
- *(i)* She has become even more popular with her serial "Kittie Party" telecast over the Zee T.V.

  (ii) According to the Tribune, it "is a clever insight into the mind of today's urban Indian women poised at the crossroads of modernity and tradition."

TAGORE, RABINDRANATH (1861-1941)

Tagore was a versatile genius. He was a :

(i) poet
(ii) novelist
(iii) short story writer
(iv) dramatist
(v) musician
(vi) actor (in dramas)
(vii) painter
(viii) statesman and a host of other things.

Some of his famous novels are :
1. The House and the World (1919)
2. The Wreck (1921)
3. Gora (1923)

VIVEKANANDA, SWAMI (1863-1902)

He is a well-known Indian seer, prophet, recluse preacher, lecturer and poet, who:

(i) made the ancient Indian philosophy known to the whole world at the Parliament of Religious in Chicago, USA.

(ii) Brought about a wave of resurgence among the Indian masses through his stirring spiritually inspired speeches which were also full of:

(a) patriotic fervour

(b) love for universal brotherhood.

(c) spirit of social uplight, etc.

Glossary of Literary Terms

Abridged edition

Condensed or shortened version of a work.

Absence

1. It is a modern term which is used to explain a work of art on the basis of aspects which are absent rather than those which are manifestly present in the work.

Acronym

1. A word formed from the initial letters of other words, *e.g.*

   NOIDA for New Okhla Industrial Development Authority.
2. The word may be considered synonymous to 'acrostic'.

Acrostic

1. It is a form of literary exercise in which the first letters of each line in a poem form a word as we read downwards.
2. Here are two Acrostics by H.S. Bhatia :

   (i) "Wait, O little child, wait!
   In the wind lies thy message,
   Not in the hubbub of the worldly;
   Else you may repent, says the sage."
   (The word formed is "WINE"

Act

Major division in a dramatic work.

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Adage
Maxim or proverb.

Addendum
Addition or appendix to a book.

Aesthetic Realism
1. *(i)* According to Hudson, "Esther Waters" by George Moore was a landmark in this movement toward aesthetic realism.
   (ii) This movement was the vehicle of the new realists of which Moore and Gossing were representatives.
   (iii) According to Hudson, "they mistook mere ugliness for frankness and "seeing life steadily and seeing it whole."

Alexandrine
1. It is a line of six iambic feet instead of five.
2. It is not known for certain how this line originated.
3. It appears that it was evolved by Spenser by adding the Alexandrine to the eight-line stave (a b a b b c b c) of Chaucer that he used in the Monkeys Tale.

Alienation Effect
It was a term devised by the famous German playwright, Bartolt Brecht, who wanted to bring home the need, for realization of a kind of 'alienation' of the audience and the actors from the stage during the performance of a play, as the play being a play and not a part of real life.

Allegory
1. When the abstract or spiritual ideas are presented through living images, the result is the allegory.

Examples of Allegorical Works

1. The Pilgrim Progress
2. The Scarlet Letter
3. The Faery Queene
4. Morality Plays, such as "Everyman".
5. Seven Deadly Sins in Dr. Faustus, etc.

Alliteration
1. It signifies the repetition of initial consonant sounds, *e.g.*
   The furrow followed free.

Almanac
Book or table comprising a calendar of days, weeks and months indicating special occasions or events.

Anagnorisis
It means Discovery or Reversal in a Tragedy.

Anagram
Letters or word or phrase which, when re-arranged, form a new word.

Anapaest
It comprises two unaccented syllables followed by an accented one:

(i) Redeploy
(ii) Introduce
(iii) Camouflage

Androcentrism
The term implies the predominance of man in all social and intellectual activities.

Anecdote
Brief account or story about an individual.

'Angry Young Men'
It was a movement which came into existence in the second half of the twentieth century, mainly as a result of Osborn's play: "Look Back In Anger."

Annotation
Textual comment on a book.

Anthology
Collection of poetry or prose from diverse sources.

Anticipated Future
See 'Prosopopaeia'

Antithesis
1. It signifies the setting of one thing against another, often of opposite sense *e.g.*
   'A *friend never* betrays, an *enemy always* does.
2. 'Antithesis' can be expressed in literature also by presenting two aspects (of life) side by side, *e.g.* the real and the marvellous.

Aphorism
Short statement of a truth or dogma couched in memorable terms.

Apostrophe
It implies an exclamatory address to a person. (usually a dead one), some inanimate object or an abstract idea, *e.g.*

"Milton! thou shouldst be living with us at this hour..."

Archaism
It is a word or phrase which is no longer in use, *e.g.* loon, quoth, yclept, eftsoon(s), etc.

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Archetypal Approach to Criticism

1. This Approach is also called Mythological, Ritualistic or Totemic Approach.
2. It endeavours to study literature on the basis of myth.

Areopagitica

This is the name of Milton's famous prose pamphlet, pleading for freedom, freedom of the press, in particular.

Argot

Slang or coarse vernacular language.

Aside

1. It is a kind of device similar to "soliloquy" (being probably comparatively brief) when a character speaks to himself.
2. The best example of an "aside" may be Shylock's words : "How like a fawning publican he looks" in Act, I sc. 3 of The Merchant of Venice.

Assonance

Unlike the alliteration (which signifies the repetition of consonant sounds), it signifies the repetition of vowel sounds, *e.g.*

1. I *hear* him *bear* the mark of a *seer* on his head.

Autobiography

An account of a person's life by himself or herself.

Avant-garde

Without going into historical aspects of the word, one can say that it implies those (persons) who support or create the newest ideas, fashions (generally literary or artistic), techniques, styles, etc. in an art, piece of literature, etc.

Ballad

1. Broadly-speaking, there are two kinds of ballads:
   (i) Traditional Ballads such as those pertaining to Robin Hood, Chevy Chase, etc.
   (ii) Modern Ballads, such as The Rime of Ancient Mariner, etc.

Bathos

1. It is a term to denote anticlimax.
2. It is generally used when there is sudden descent or fall from the sublime to the trite or ridiculous, *e.g.*

   Delay not thine departure hence,

   For thou mightst have a hot pudding, Awaiting thee.

Belles lettres

Essays on literary studies and the aesthetics of literature.

Bibliography

List of works on a particular subject or author.

Biography

An account of a person's life.

Blank verse

Poetry with unrhymed line endings (usually written in iambic pentameters).

Blurb

These are the words of praise or description of a book in a nutshell, inserted usually by the publisher on the cover page or jacket of the book, to attract the reader's eye.

Bound verse

Verse based on metrical pattern.

Burlesque

It is a way of writing which generates irony, humour and satire, *e.g.* Cervantes' Don Quixote, Samuel Butler's Hudibras, etc.

Bowdlerize

To 'cleanse' a work by omitting or cutting out indecent passages, phrases or words.

Cacophony

When the excessive use of high sounding words is made such that the meaning is lost or diminished in value in the sound, the result is cacophony instead of euphony.

Cadence

Rhythm and phrasing of language.

Caesura

1. In classical prosody, 'Caesura' means "break between words within a metrical foot." (Concise Oxford).
2. In English prosody, it means "pause about middle of line." (ibid.).
3. A Caesura "which does not immediately follow the ictus" is known as 'Feminine Caesura" (Chambers 20th century).

   (**Note :** In modern connotation, Caesura implies natural pause in a line of verse and not an unnatural or forced one)

Canon

Collection of works established as genuine.

Canto

Division of an epic or narrative poem.

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Caption

Short description accompanying an illustration.

Caricature

The chief characteristics of characters are sometimes so exaggerated by the author that the characters look like some humorous or even funny creatures. The result is the creation of caricatures. This is what Dickens (more than any other author) has done.

Catalogue

List of books or works.

Catastrophe

1. It signifies the complete (often sudden) devastation of the fortunes of a character (often the hero and/or the heroine) in a play or piece of fiction.

Catharsis

This is the term used for the ousting of the emotions of pity and fear in the tragedy.

Chronicle Plays

1. These are the plays based on (English) History.
2. Such plays became very popular among the people in the sixteenth century.
3. These plays contain almost every important character, real or legendary, in the period of the times concerned.

Cipher

Writing that employs sub-stitution or transposition of letters.

Classic

(i) A classic (in reality, any book) is "the expression of man" as an individual.

(ii) It is also the expression of his mindset and the stance taken by him.

Cliche

Any word, phrase or expression that has lost its real effect for having been too frequently used by authors or laymen is called a cliche which may otherwise be quite lovable, *e.g.*

(i) The news is too good to be true.

(ii) The sorrow was too deep for tears.

(iii) Thanking you in anticipation, etc.

Climax

1. It is the main point of interest in a play or novel which is reached usually in the third act (or sometimes 4th of a 5 act of a play) or towards the end.
2. The resolution often takes place after the Climax or the forces for it start working or increase their intensity after it.

Colloquial

1. In speech, we sometimes make use of certain words and phrases which are not acceptable in standard speech
2. Such colloquial expressions should be avoided in all formal speech or writing.

Colonialism

1. The term differs from 'colonization' as the term may imply political or economic control of policies in a political unit without real annexation of land.

Colonisation

Literarily, the most significant modernist theories in the matter of

(i) colonisation

(ii) post colonisation

(iii) decolonisation, and

(iv) neo-colonisation have been provided and practised by—

(a) Ngugiwa Thiong'o

(b) Soyinka

(c) Achebe Chinua, etc.

Comedy

Humorous dramatic piece; *high comedy* has welldrawn characterization and witty dialogue; *low comedy*, or *slapstick* has absurd situations and boisterous action; *farce* is exaggerated comedy; *tragi-comedy* is a blend of the tragic and comic; *satire* uses sarcasm and wit to ridicule people's follies and vices (originally in verse).

Comic Relief

1. It is the name given to the brief light or comic dramatic action within the performance of a regular serious play to bring about a relief to the spectators to regain their real selves, for a short while to relax their strained nerves and prepare for further action, often more serious and culminating into breath-taking, gasping climax before denouement.

Conceit

1. A conceit is a far-fetched or highly complex and even obscure or unintelligible comparison between two, often dissimilar, persons or objects.
2. It was commonly used by the Elizabethans particularly the Metaphysical poets, especially Donne.

Concordance

Alphabetical index of words in a work, or works by a single author.

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Confidant/Confidante

1. In a play when a character takes upon himself/herself the task of some secret or information characteristic about a character to another, the character indulging in such an activity is known as a "confidant" (mas.) or "confidante" (fem.)
2. Such information or secret is generally in the matter of love.
3. A good example of a 'confidante' is Nerissa in the Merchant of Venice.

Connotation

1. It signifies the suggested or implied meaning of word as against the transparent or literary meaning.
2. Connotative devices are brought into play by the artists, poets in particular to enhance pleasure and acceptability conveyed by words and other expressions.
3. Poets like Keats and T.S. Eliot frequently resort to the device of suggestiveness which is akin to connotation.

Consummation

1. When a work achieves complete satisfaction on all counts-literary as well as artistic, it is consummation that results.
2. An artist who has the knack, calibre or skill to make this achievement, is a consummate artist.

Copyright

Protective law to prevent pirating or plagiarism of an author's work.

Couplet

Two successive rhyming lines in poetry.

Court Comedy

1. It is opposed to the Domestic Comedy in the sense that instead of domestic scenes it contains other elements which attract a different kind of audience, *e.g.*
   (i) endless play of words
   (ii) elaborate dialogues
   (iii) repartees, jests, retorts, etc.

Cycle

Group of works united by an overall theme.

Dactyl

1. Dactyl means one accented syllable followed by two unaccented ones, e.g.
   (i) Lazily
   (ii) Separate
   (iii) Unspoken.

Decayed (or Constant) Metaphor

See Metaphor

Deism

1. A "deist" is a theist who believes in the existence of God but rejects the idea of a revealed religion.

Denouement

1. It is the final resolution of the problem in a piece of dramatic performance.
2. The best document comes about when it arises naturally out of the action of the play and not through the 'Deus ex machina'.

Detonation

When a word refers to its literal meaning independent of the meaning which the author may intend to convey, it is the device of "Detonation" which is at play.

Diabolus Ex Machina

1. The term literally means "devil out of the machine".
2. When all of a sudden a person or an event spoils the whole good game, causing unmitigated misery, it is the work of "Diabolus Ex Machina".
3. Thus, the term signifies sudden, unexpected turn of events for a plightful situation.

Dialect

Manner of speaking pertaining to a particular class or geographical region.

Dialectic

1. It was used originally to refer to the nature of a logical argument.
2. Later, it began to be linked to Kant, Hegel and Marx in varying forms.
3. The three generally accepted aspects of 'dialectic' are:
   (i) *Thesis:* It is akin to the (original) idea.
   (ii) *Antithesis:* It implies the inherent opposition in the thesis, which may operate after some time.
   (iii) *Synthesis:* It implies the resolution of the conflict to evolve a higher (or final) truth.

Dialogue

1. Dialogue is something very important in any poetic or prose play or a piece of prose fictions.
2. *(i)* The nature of the dialogue, including its language depends upon the kind of the play—a tragedy, comedy, romance, etc. or the kind of the scene prevailing there at the time and place of the dialogue.

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(ii) Much also depends upon the taste of the spectators or audience which again is related to the spirit of the age :

A Dialogical Novel

1. It is a kind of novel in which a number of voices, interactive in the scheme, operate in work, resulting in a kind of dialogue (or series of dialogues) as against the Monologic Presentation.

Diary

Sequential private record of personal and other events kept by an individual.

Diction

1. It refers to the selection, arrangement and order of words.
2. The term which has become more popular in literary world is "Poetic Diction" to which a lot of space has been devoted by Wordsworth in his "Preface to Lyrical Ballads."

Dictionary

Book containing the words of a language, and their definitions, alphabetically; two-language dictionaries contain the corresponding words of both languages and their meanings, also alphabetically; any book that gives words and phrases about a particular subject, arranged alphabetically.

Didactic

A work is didactic in nature when it undertakes to teach a moral, *e.g.* much of Wordsworth's poetry.

Digest

Publication where works are abridged.

Digression

1. When a writer, instead of carrying on the main plot or incident, starts indulging in a side story, dialogue or descriptive narration, it is digression that results.
2. Digression gives extraneous pleasure which is not inherent in or indispensable to the main story.
3. Digression can sometimes enhance the value of a work but more often it mars its spirit.

Documentary

Form of fiction or drama based on documentary evidence provided by newspapers, recent historical reports or other contemporary or recent factual evidence.

Doggerel

Rough, ill-constructed verse.

Domestic Comedy

1. One of the earliest examples of the Domestic Comedies is "Gammer Gurton's Needle" (Cir. 1562)
2. It presents realistic life of the peasant class of its times.
3. It is full of fun and coarse humour.

Double entendre

Ambiguity in a word or expression, one of whose meanings is usually bawdy or frivolous.

Drama

Work to be performed on a stage by actors.

Dramatic Irony

It is a device occurring in a drama when a character on the stage is unaware of a fact which the audience know and understand.

Dramatic Monologue

1. It is a kind of drama or piece of dramatic poetry in which only one character speaks out throughout the performance and script.

Dramatis Personae

Characters in a play.

Duologue

Conversation between two characters in a play, story or poem.

Edition

Total number of copies of a book printed from unchanged set of type.

Electicism

The term implies the gleaning of facts or ideas from different sources instead of depending on just one source (or a few sources).

Elegy

Serious meditative poem; often lamenting death.

Empathy

In a play or novel, when the reader or spectator begins to feel like the hero/heroine or some particular character as if he/she were that character, it is "empathy" which is at play.

Empiricism

Empiricism implies the importance of experiment and experience in the matter of gaining knowledge,

Encyclopedia

Comprehensive work encompassing and describing many aspects of knowledge; specialist work covering comprehensively a subject or discipline.

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Epic

Long narrative poem incorporating myth, legend, folklore and history, about the deeds of heroes, warriors, important people; a grandiose treatment of an individual's or nation's story.

Epic Style

1. It is a style which is dignified and exalted (as grand style is), as:
   (i) Paradise Lost by Milton
   (ii) Aeneid by Virgil
   (iii) Iliad by Homer
   (iv) Hyperion by Keats, etc.
2. Sometimes, it is, also referred to as 'heroic' style.'

Epigram

1. It signifies some brief, witty word, saying or piece of writing.
2. Pope's work, for instance, is a model of "Epigrammatic" style.
3. Bacon's essays are a bundle of Epigrams.

Epilogue

It is the last item in a work of art (as in a drama) which often declares or comments upon the conclusion of the work.

Epistle

Direct address to another person, a 'letter' in the form of verse.

Epitaph

Valediction to dead person or persons; inscription on a tomb or grave.

Epithet

1. It comprises a word or group of words to describe the chief characteristics of a person, *e.g.*
   (i) Alexander the Great
   (ii) The Holy Bible.

Eponymous

Person whose name becomes the title of the work.

Erastianism

1. It implies the doctrine that the state should have supremacy over the church in ecclesiastical matters.
2. Erastianism was one of the doctrines which was vehemently opposed by the followers of the Oxford Movement
3. The doctrine is probably wrongly ascribed to Erastus.

Essay

Short composition, usually in prose, discussing a topic or variety of topics.

Euphemism

1. When an unpleasant expression has to be made in a comparatively pleasant or less harsh way, the mellowed or toned down words which are used express euphemism, *e.g.*
   (i) Instead of saying about a person "He acted foolishly, we can say, "He should have acted more wisely."
   (ii) Instead of saying about a person that he has died, we sometimes say, "God Almighty has called him" or "He has left for his heavenly abode."

Euphony

1. It signifies the pleasant combination of words which create desirable rhythms and tonal effects without interfering with the intended meaning.
2. An excessive use of such devices can lead to tautology or bombasticism and sound superficial or facile.
3. The generally accepted antonym of euphony is "Cacophony".

Euphuism

1. An ornate, floral style of writing popularized by Lyly.

Exposition

It signifies a way of writing where explanations are not withheld or suppressed but manifestly made clear to the reader for immediate response based on clarity.

Fable

A short narrative in prose or verse, often with animals, that points a moral.

Fiction

General term for an imaginative work, usually in prose.

Figure of Speech (or of Rhetoric)

It signifies the unusual use of words to heighten their effect.

First person

Style of novel, etc., in which narrator is a character.

Flashback

1. When a writer while presenting a situation suddenly refers to a past situation or event, it is the device of "flashback" that he exploits.
2. Browning, T.S, Eliot and Stream of consciousness novelists, in particular, take advantage of this device.

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Folk tale

Story handed down by word of mouth from generation to generation.

Foot

In poetry, rhythmic unit of two or three syllables.

Foreshadowing

1. It is a device in which the author himself prepares the spectators (or readers) for the catastrophe or some important event which may be on the cards.
2. Such a device checks the readers, etc. from suffering from the malady of disbelief.
3. Shakespeare is probably one of the greatest masters of this device, and it is sometimes believed that one of the main reasons of Shakespeare's grand success was his convincing mastery over the technique of foreshadowing.

Foreword

Short introduction to a work.

Free verse (vers libre)

Poetry free from mechanical restrictions such as metre and rhyme, cadenced according to meaningful stress.

Fustian

It means the use of pompous, ornate, Euphuist or bombastic language.

Gazetteer

Geographical dictionary or index.

Ghost writer

Person who undertakes literary work for another who takes the credit.

Glossary

Alphabetical list of unfamiliar or uncommon words, usually appended to work in which they appear.

Haiku

According to Oxford Dictionary, "A Haiku is a Japanese poem of seventeen syllables, in three lines of five, seven and fine traditionally evoking images of the natural world."

Haplology

"Omission in utterance of a sound resembling a neighbouring sounds (as 'idolatry' for 'idololatry') (ibid.)

Haplography

"The inadvertent writing once of what should have been written twice." (Chambers 20th Century Dictionary)

Heroic Couplet

1. A couplet written in iambic pentametre is known as a 'heroic couplet'.

Heroic verse

1. A poem written in heroic couplets is known as 'heroic verse,' *e.g.* Pope's poems such as:
   (i) Essay Man
   (ii) Essay in Criticism
   (iii) The Rape of the Lock, etc.

Homily

1. It is a term pertaining to a work which instead of laying stress on artistic or aesthetic standards, undertakes to urge the readers on to a high moral life.
2. It is just like a sermon in a church.
3. Such are the most of the poems of Longfellow.

Homograph

1. It implies a word which has the same spelling and pronunciation as another, but is different in meaning and origin from the other, *e.g. :*
   (i) bear (*n*) an animal
   (ii) bear (*v*) (to) tolerate
   (iii) bear (*v*) (to) carry

Homonym

1. *(i)* It is "a word having the same sound and perhaps the same spelling as another, but a different meaning and origin" (Chambers.....)
   (ii) Hence, *Homonymous* means: " having the same name : having different *significations* and origin but the same sound." (ibid.)

Hurd, Bishop

1. He aroused great interest in the Gothic and imaginative literature with his "Letters on Chivalry and Romance" (1762)

Hyperbole

1. It is a figure of speech which expresses an exaggerated statement to heighten the effect of a rhetorical statement, *e.g.*
   (i) O child, may you never die!
   (ii) Child is Father of the Man

Idiom

Form of expression of phrase peculiar to its language and possessing a meaning other than its literal one.

Idolatry

1. It means the worship of an image which is believed to be the abode of a superhuman being.

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Idyll

Short pastoral poem conveying mood of happy innocence.

Imagism

School of poetry (early 1900s) concerned with precise language, direct treatment, and freedom of form.

Imperialism

1. It means the state policy for a country (as of England and certain other European countries, in particular during certain periods of history) to expands its area by annexing foreign lands and sub-during the natives.

Impersonality

1. It means that the author himself should not be palpably visible in a piece of literature, in other words, the work should be done on highly objective lines.

Indianism

When an expression is commonly used in India but is not used by the English, it is called an "Indianism," *e.g.*

(i) 'demise' instead of 'death'

(ii) 'bearer' instead of 'waiter'

(iii) 'left for his heavenly abode' instead of 'died,' etc.

Interior Monologue

1. It is a device, as used by James Joyce in Ulysses, to express the thoughts, feelings and emotions of a character on usually more than one levels of consciousness.
2. It is a sort of inner debate which may or may not be conflict in essence.

Interludes

1. Just as Miracles passed into Moralities, the latter gradually passed into Interludes, as the people wanted entertainment along with instruction.

Introduction

Essay stating author's intention to reader.

Inversion

It is the figure of speech (much used by Milton but ridiculed by many modern critics) in which words are presented in their unnatural order, *e.g.*

O God's glory I sing,

And to His Mercy I pray.

Irony

1. It is a device used to convey a meaning which is the opposite of the apparent meaning, *e.g.* What a brave son of India Jai Chand was!

Jingle

Verse or verses with strong rhyme and rhythm.

Journal

Paper, periodical or magazine.

Judicial Criticism

1. It is the kind of criticism which is a sort of judgement on a writer or his work of art.
2. Such kind of best example is Pope's "Essay on Criticism".

Legend

Story about a particular person containing myth and historical fact; explanation of symbols on a map or chart.

Lexicon

Dictionary, especially for Classical and Middle Eastern languages.

Limerick

1. It is a kind of humorous verse written in five jingling lines.
2. The form seems to have derived "from a refrain formerly used, referring to 'Limerick' in Ireland." (Chambers 20th Century Dictionary)

Linguistics

The scientific study of language.

Litotes

1. It is akin to "understatement" which is sometimes used by writers to emphasise the desired meaning, *e.g.* India is not lagging in Information Technology.
2. However, more often it is an "understatement used ironically, especially using a negative to express the category as :

   'I shan't be sorry when it's over' meaning 'I shall be very glad', or 'It was no easy matter' for 'It was very difficult.'"

   (Advanced Learner's Dictionary)

Lyric

Usually short, song-like poem in which the poet expresses personal feelings.

Manuscript

Book or work written by hand.

Maxim

Short statement or even sentence containing a general truth about human conduct and human nature.

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Melodrama

1. It was a crude form of drama which appealed to the groundings who were not much interested in the artistic minuteness such as the plot, characterization, etc.
2. They wanted only entertainment through striking scenes and absorbing movement of incidents and situations.

Metaphor

1. It is a kind of simile when a comparison is suggested rather than explicitly stated, such that 'as' or 'like' is not used in such a case, *e.g.*
   (i) Lala Lajpat Rai was the Lion of Punjab.
   (ii) I see a lily on thy face.

Meter

Patterns of stressed and unstressed syllables in verse.

Metonymy

1. It implies the use of the name of some person or thing for another person or thing, *e.g.*
   (i) Have you studied 'Milton'?
   (Milton here means Milton's works).
   (ii) In the 'light' of these remarks:
   ('light' here means in view of....)
   (iii) Sceptre and Crown (i.e. monarchy)
   Must tumble down.

Metre

It may not be possible or even necessary to describe it here in full detail, but we can have a cursory look at the following :

1. *Monometre :* It means a line (or verse) with a single iamb (foot)
2. *Dimetre:* It means a line with two iambs.
3. *Trimetre:* It means a line with three iambs.
4. *Tetrametre:* It means a line with four iambs.
5. *Penta metre:* It means a line with five iambs.
6. *Hexta metre:* It means a line with six iambs.
7. *Hepta metre:* It means a line with seven iambs.

Miracle and Mystery Plays

1. These plays were sponsored by the church and were originally held within the premises of the church, but later, as the number of audience swelled, the boundaries of the church seemed too limited and the plays began of be held outside the church.
2. *(i)* The Miracle plays represented the lives of saints, and later for any biblical theme.
   (ii) The Mystery plays represented scenes from the life of Jesus Christ.

Mock Heroic

When an apparent epic is presented in a light vein, it is known as a "mock heroic" poem piece of fiction, etc., *e.g.*

(i) The Rape of the Lock

Modernism

1. Towards the close of the 20th century, a movement against such modes as realism and naturalism started in all forms of literature and art such as poetry, drama, novel, music, painting, architecture, sculpture, etc. which continued unabated during the first world war period and partly upto the middle of the century.

Modulation

1. Of necessity poetry is musical.
2. As in music, to avoid poetry from falling into "monotony," there is the system of "modulation" which here means, changing the key or tone, to introduce the element of variety to give or enhance pleasure.

Monologue

Single person addressing an audience alone, in drama, verse or prose. *Interior monologue*: unspoken but thought speech in verse or prose.

Moralities or Morality Play

1. They were basically allegories on the same lines as Miracles, or Mysteries but without direct represent of scriptural or Christ-concerned events or personages.
2. In Moralities abstract virtues and vices like Wisdom, Goodness, Justice, Evil, Vice, Greed, Lethargy, Lust, etc. were personified and presented on stage as persons.

Myth

Non-factual story that embodies explanation of how something comes to exist, usually involving supernatural or superhuman creatures.

Narrative

Story or tale in prose or verse.

Narratology

1. It means the study of different forms and structures of a narrative work in the matter of its various syntactical, literary and grammatical frameworks.

Neoclassicism

Movement of late 17th and 18th century reviving classical values in English literature, emphasizing discipline, reason and clarity.

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Neologism

Newly-coined word.

New Wave (la Nouvelle Vague)

Movement in literature and cinema originating in France in late 1950s that attempted to eschew fixed values, revealing a character by the way he experienced objects and events, which were often meticulously described.

Nom de plume

Term used to indicate a fictitious name used by a writer to represent his work.

Novel

Extended piece of prose fiction.

Novelette

Long short story of some 15,000 words.

Novella

Prose fiction longer than a short story, shorter than a novel (about 30,000 words), concentrating upon a single event.

Obscurity

1. When a writer's language is not (or not easily) intelligible to the reader, the work concerned is termed as obscure.

Ode

Lyric poem describing an event or feelings about a person, object or event. *Pindaric Ode* (Greece) written for choral recitation in units of three stanzas; *Horatian Ode* (Rome) consisted of succession of stanzas following pattern of first one.

Omniscient Author

It is a device used by some outstanding modern novelists to move freely from the objective narrative to the internal or subjective psyche of a character or characters and then comment freely and apparently unattached on the significance, possibility or outcome of any or some events.

Onomatopoeia

When the very sound (pronunciation) of a word conveys the sense of the object producing such sound, the use of onomatopoeia becomes clear *e.g.,*

(i) The *lashing* of waves on the sea-shore

(ii) The *rustle* of leaves

(iii) The *hissing* of the snake

(iv) The *jungle* of coins

(v) The *clanging* of arms.

Oxymoron

1. It is a figure of speech in which two apparently contradictory words or terms are used to convey, a paradoxical sense, e.g.
   (i) 'busy-idle days' (Lamb in Dream children)
   (ii) Life in Death (Coleridge in 'Rime.....').

Pantomime

1. Pantomimes became popular in England particularly in the first quarter of the 18th century.
2. A Pantomime is a dramatic representation pertaining to some myth, legend or traditional tale (or it may have some fairy element in it).

Parable

A story which conveys a moral lesson is known as a parable, as for instance, the biblical parables.

Paradox

It is a figure of speech in which a truth is brought home through the use of self-contradictory statement, *e.g.*

(i) Cowards die many a time before their death.

(ii) Discretion is the better part of valour.

(iii) After death, we awake into an eternal life.

Parallelism

1. It is a rhetorical device where balancing sentences, phrases or words are used to enhance effect, e.g.

   What is important is not what you say, but what is important is what you mean.
2. Excessive use of this device leads to monotony and superficiality.

Parody

Comic imitation of serious words, style, sense, subject of a writer to make them appear ridiculous.

Pastoral

Literature depicting idealized rural life.

Pathetic Fallacy

When nature is shown as sympathising with human lot, the device used is called "pathetic fallacy," *e.g.*

(i) Byron's description of the battle of Waterloo in Childe Harold's Pilgrimage.

(ii) The behaviour of slow-moving nature in Tennyson's "Lotos-eaters".

Pedantry

1. The term refers to the excessive display of knowledge such as:
   (i) Foreign words and phrases

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(ii) Allusions
(iii) Archaic words
(iv) high sounding and sesquipedalian words
(v) cataloguing, etc.

when these are not strictly needed within the context of the work.

Periodic Sentence

A sentence in which the Principal clause occurs at the end when it is preceded by one or more subordinate clauses, such that the sense is clear only when the whole sentence is read, is known as a 'periodic sentence'.

Periodical

Magazine or journal published regularly.

Periphrasis

1. It means a round about way of saying a thing, *e.g.* An idle singer of an empty day, etc.
2. The term is close to circumlocution and euphemism in sense and effect.

Personification

1. It is a device where inanimate objects are shown as those having life and behaving likewise, *e.g.*

   "But yonder comes the powerful *king* of day."

   —Thomson

Pessimists

Although in English literature, we have a number of pessimist poets or a good number of poets expressing at times pessimistic ideas or writing sometimes in a pessimistic mood, yet two of the poets are known in particular, as "Pessimists." They are:

(i) Thomas Hardy
(ii) A.E. Housman

Philology

Study of literature, language and linguistics.

Picaresque

Chronicle of adventures of a rogue; originated in 16-century Spain.

Plagiarism

Wrongful appropriation and publication of another's work as one's own.

Platitude

It means a truth or generalization which is too well-known mainly because of its overuse, *e.g.*

Truth is evergreen.

Pleonasm

(a) It means the use of words more than those which are absolutely necessary, *e.g.*
   1. He sat *down* on the ground.
   2. He looked up *high* towards the sky.
   3. He has got *sole* monopoly over such kind of business.

(b) In essence, it is akin to Tautology or circumlocution.

Plot

Plan or organization of events and characters in a play, work of fiction or poem as to induce curiosity and suspense in the audience or reader.

Poem

Literary work which may be in rhyme, blank verse or a combination of the two.

Poetic Diction

1. Diction stands chiefly for choice of words.
2. In poetry, poetic diction is unavoidable as mere metre is not enough to make a poem a literary piece of work.
3. In other words, mere versification or combination of words in rhyme or any other verse form does not make poetry.
4. The poets resort to several devices in this regard, some of which are :
   (i) Use of similes, metaphors, symbols, inversions, and other figures of speech as such as hyperbole, irony, antithesis, personification, etc.
   (ii) Omission of some parts of speech or grammatical rules.
   (iii) Use of archaic or uncommon words.
   (iv) Change in order of words, etc.
   (v) Use of picturesque phrases and expressions
   (vi) Use of other ornamental devices such as epithets
   (vii) Use of highly musical lies, fanciful flights etc.

Poetic Justice

1. It means the reward or punishment handed down to the characters at the end of a work of art according to their deeds.

Poetry

Any kind of metrical composition in a literary work.

Pornography

Work in which there is a deliberate emphasis on the sexual behaviour of characters, in order to arouse sexual excitement.

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Potboiler

Work written essentially to gain the author a livelihood.

Precis

Concise statement; short summary of a work.

Preface

Introduction to a work.

Prologue

It is often the original statement by the writer (as in a drama) which highlights the chief aim of the work which is going to be unfolded or staged.

Propaganda

Work devoted to the dissemination of an idea or belief, usually biased.

Prose

Writings not in verse.

(Modern) Prose Style

1. The English prose style started by Bacon, flourished in the hands of Addison and Steele and numerous essayists and prose stylists that followed.
2. As a fine example of the latest modern prose style, Naipaul who won the Nobel Prize for Literature in 2001 deserves to be mentionéd.

Prosody

Study of the handling of language in poetry.

Prosopopaeia

1. This figure of speech is used when:
   (i) The past (called the Historic Present) is written in the present tense:
   Sohrab and Rustam clash with their full might.
   (ii) The (anticipated) future is written in the present tense:
   Here, we go to our new house tomorrow with all our belongings carried in a lorry and then tucked in elegant mahogany almirahs.

Pseudonym

Name other than the true one used by an author to represent his work.

Psychological Process

It is the process applied to the study of a piece of literature to penetrate another's mind and to study the activities, utterances, etc. of various characters, as, for instance, to arrive at the exact nature of Hamlet's madness whether there was "method" in it or not.

Pun

1. When a word gives several meanings (often for fun) as in a play, it is the "pun" that is used.
2. Shakespeare is a great master of this device.
3. **Example :**
   (i) This is the *book*.
   (ii) It means
   (a) any book
   (b) a holy book, often the Bible.

Realism

Literature that attempts to depict life objectively and faithfully.

Refrain

Phrase, line or lines repeated at intervals or at the end of a stanza in poetry.

Review

Notice or critical article on musical, artistic or literary work.

Revue

Theatrical entertainment made up of sketches, dances, songs, recitals and improvised pieces, usually humorous, satirical or topical.

Rhetoric

Art of using language, in speaking or writing, to persuade. The persuasive style (rather than the content) of a work.

Rhythm

1. It signifies the measured regular beat or movement of sounded words in language.
2. Rhythm is a must in poetry as well as prose, as it introduces or enhances the element of pleasure, interest and curiosity.

Rhyme

Echoing sound or audible similarity in two or more words, especially at endings. Device used to construct much poetry.

Riddle

Puzzle, question or enigma; conundrum.

Roman a clef

Novel based upon actual people under disguised names.

Romance

Tale of chivalry, originally written in verse (Medieval times); term applied now to any wonderful or mysterious tale far removed from reality.

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Romance Languages

1. Languages which have emerged straightaway from Latin and/or Greek, are called Romance Languages.

Romanticism

Movement originating in late 18th century as revolt against neoclassicism, emphasizing imaginative style.

Saga

Lengthy prose work, sometimes in several parts, describing the history and events surrounding medieval kings, warrriors and, recently, fictitious families.

Satire

Any work in which wickedness, folly, vice and corruption in individuals and society is exposed by ridicule and scorn.

Science fiction

Literature based on scientific fact or fantasy, on earth or on other worlds in space, often set in periods in the distant future.

Semantics

Branch of linguistics dealing with meaning, and the change of meaning, in words.

Semiology

General study or science of signs with which humans communicate with each other (including words and their use in every context).

Sermon

Verbal instruction of some length, usually religious.

Short story

Work of fiction usually revolving around single event.

Sic

Included in brackets after a printed word or quoted passage to indicate that it is quoted accurately, however actually incorrect.

Simile

1. When we draw comparison between two persons by using (usually 'like', as-so or as) it is the 'simile' that we make use of, *e.g.*
   (i) As red as a rose
   (ii) As happy as a lark
   (iii) She looked like a violet, half-hidden behind the rock.
2. *An Exaggerated Simile:* It is a simile in which the sense is clearly exaggerated, *e.g.*
   (i) He ran as fast as lightning
   (ii) He has in himself the force as much as there is in ten horses.

Slang

Colourful and vernacular language of the street, marketplace, barrackroorn, workplace, sportsplace and playground.

Soliloquy

Kind of monologue in which a stage character expresses his thoughts and feelings.

Song

Poem or verse set to music.

Sonnet

14-line poem of set rhyme-scheme; Elizabethan (Shakespearean) *ababcdcdefefgg*, Italian *abbaabba cdcdcd* (or *cdecde*).

Stanza

Group of lines of verse in definite pattern, usually repeated in a poem.

Strophe and Anti Strophe

1. Strophe is "the song sung by the chorus (in a Greek play) as it moved towards one side, answered by an exact counterpart." (Chambers 20th Century Dictionary)
2. Anti-Strophe is the term for the Strophe, "as it returned: part of any ode thus answered..." (*ibid.*)

Style

Characteristic manner of expression in prose or verse; the way in which a thing is written by an author.

Stock Material

Material necessary for a writer to write.

Stock Characters

Characters that are commonly found in most of pieces of dramas or fiction.

Stock Situations

Situations which are frequently presented byauthors in their works.

Synthesis, Poetry of

The term "Poetry of Synthesis" is referred to by I.A. Richards, and it has been thus explained by Cleanth Brooks—

"... a poetry which does not leave out what is apparently hostile to its dominant tone, and which, because it is able to fuse the irrelevant and disordant, has come to terms with itself and invulnerable to irony."

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Structure

"The structure meant is a structure of meaning, evaluations and interpretations : and the principle of unity which informs it seems to one of balancing and harmonizing connotations, attitudes and meanings."

Tragedy of Blood (And Thunder)

1. It was basically a melodramatic presentation of horrible, gory scenes.
2. The first famous tragedy of this kind is Kyd's "Spanish Tragedy".

Sublimity

1. It is a term which is used to describe inexplicable beauty which is beyond any rules to describe or measure.

Symbolism

French poetic movement of late 19th century that developed as revolt against realism, concentrating on evoking emotions by use of indirect suggestion (symbol and metaphor); flourished in Russia at turn of century as literary movement, and later in British novel.

Synecdoche

1. This figure of speech is used when the understanding of one thing by means of another is employed.
2. This can be done in several ways, some of which are mentioned below :
   (i) When a part stands for a whole or genus, e.g. We have fifty *hands* in our factory. (hands = workers)
   (ii) When a whole or genus stands for a part, e.g. He belongs to a different *world* from yors (world = category, social set-up, economic status, etc.)
   (iii) When an individual represents a class, *e.g.*

   He is the *Nestor* of our village.

   (Nestor = the oldest man)

Syntax

It means :

(i) The way a sentence is constructed
(ii) Arrangement of words in writing (or in speech) according to the rules of grammar
(iii) Rules pertaining to this system or arrangement.

Synonym

A word similar in meaning to another.

Synopsis

Outline of the main points of a work; a summary.

Tale

Spoken or written narrative.

Tautology

Overuse of synonyms or repetition of ideas in sentence.

Theme

Central idea of a work, rather than its subject.

Thesis

Long essay or treatise on a subject, usually expository; work presented to examiners for academic qualification.

Third person

Style of novel, etc., in which narrator is outside action.

Tract

Short printed treatise on religious or political subject.

Tragedy

It is "a drama in which the principal characters are involved in desperate circumstances or led by overwhelming passions. It is invariably serious and dignified. The movement is always stately, but grows more and more rapid as it approaches the climax ; and the end is always calamitous, resulting in death or dire misfortune of the principals."

Tragic Flaw

1. In Shakespeare's tragedies, in particular, we often find a particular flaw in the character of the hero which ultimately leads to the fall of his destiny, along with the fall of his state or estate.

Transferred Epithet

When an epithet is transferred from a person to a thing, it is known as a 'transferred epithet', *e.g.*

(i) It is a *foolish* idea
(ii) Let *happy* days come.

Translation

Rendering of a work into another language.

Treatise

Formal work examining a subject and the principles underlying it.

Trochaic Line Metre

1. A line in verse is known as a *"trochaic" line* when the first, third and other odd syllables in it are accented (as in the 'Iambic metre') irrespective of the length of the line.
2. A poem comprising such lines is known as having been written in the "Trochaic" metre.

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Understatement

1. It is practically the opposite of hyperbole and is sometimes used by the writers to emphasise indirectly the desired meaning.

Vade mecum

Manual or handbook carried for frequent reference.

Verisimilitude

It is the likeness of truth presented in a work of art that makes it similar to the characteristics or situation in real life and that enables the readers to accept it ungrudgingly as truth (and may be, sometimes, more than real happening in life).

Vernacular

Domestic or native language.

Versification

Study of how traditional verse is constructed.

Wit

(i) Dryden defines (in "Annus Mirabilis") wit as "delightful imagining of persons, actions, passions or things."

Yarn

Story or tale, sometimes improbable and far-fetched.

Literary and Media Knowledge

NOBEL PRIZE FOR LITERATURE 2000–2021

Year	Laureate	Country	Language	Genre(s)
2000	Gao Xingjian	China, France	Chinese	novel, drama, literary criticism
2001	V. S. Naipaul Trinidad & Tobago	United Kingdom	English	novel, essay
2002	Imre Kertesz	Hungary	Hungarian	novel
2003	J. M. Coetzee	South Africa	English	novel, essay, translation
2004	Elfriede Jelinek	Austria	German	novel, drama
2005	Harold Pinter	United Kingdom	English	drama
2006	Orhan Pamuk	Turkey	Turkish	novel, screenplay, essay
2007	Doris Lessing	United Kingdom	English	novel, drama, poetry, short story, memoirs
2008	J. M. G. Le Clezio	France Mauritius	French translation	novel, short story, essay
2009	Herta Muller	Germany Romania	German	novel, poetry
2010	Mario Vargas Llosa	Peru Spain	Spanish drama	novel, short story, essay
2011	Tomas Transtromer	Sweden	Swedish	poetry, translation
2012	Mo Yan	China	Chinese	novel, short story
2013	Alice Munro	Canada	English	short story
2014	Patrick Modiano	France	French	novel
2015	Svetlana Alexievich	Belarus (Born in Ukrainian SSR)	Russian	history, essay
2016	Bob Dylan	United States	English	poetry, songwriting
2017	Kazuo Ishiguro	United Kingdom (born in Japan)	English	novel
2018	Olga Tokarczuk	Poland	Polish	novel

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Year	Laureate	Country	Language	Genre(s)
2019	Peter Handke	Austria	German	novel
2020	Louise Gluck	United States	English	poetry
2021	Abdulrazak Gurnah	United Kingdom (born in Tanzania)	English	novel

MAN BOOKER PRIZE (2000–2021)

Year	Winner	Book	Genre	Country
2000	Margaret Atwood	The Blind Assassin	Novel	Canada
2001	Peter Carey	True History of the Kelly Gang	Historical novel	Australia
2002	Yann Martel	Life of Pi	Fantasy novel	Canada
2003	DBC Pierre	Vernon God Little	Novel	Australia, Mexico
2004	Alan Hollinghurst	The Line of Beauty	Historical novel	United Kingdom
2005	John Banville	The Sea	Novel	Ireland
2006	Kiran Desai	The Inheritance of Loss	Novel	India
2007	Anne Enright	The Gathering	Novel	Ireland
2008	Aravind Adiga	The White Tiger	Novel	India
2009	Hilary Mantel	Wolf Hall	Historical novel	United Kingdom
2010	Howard Jacobson	The Finkler Question	Novel	United Kingdom
2011	Julian Barnes	The Sense of an Ending	Novel	United Kingdom
2012	Hilary Mantel	Bring Up the Bodies	Historical novel	United Kingdom
2013	Eleanor Catton	The Luminaries	Historical novel	New Zealand
2014	Richard Flanagan	The Narrow Road to the Deep North	Historical novel	Australia
2015	Marlon James	A Brief History of Seven Killings	Historical/ experimental novel	United Kingdom
2016	Paul Beatty	The Sellout	Satirical novel	United States of America
2017	George Saunders	Lincoln in the Bardo	Historical/ experimental novel	United States of America
2018	Anna Burns	Milkman	Novel	United Kingdom
2019	Margaret Atwood	The Testaments	Novel	United Kingdom
2019	Bernardine Evaristo	Girl, Woman, Other	Experimental Novel	United Kingdom
2020	Douglas Stuart	Shuggie Bain	Novel	United Kingdom & United States
2021	Domon Galgut	The Promise	Novel	South Africa

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SAHITYA AKADEMI AWARDS–2021

Name	Language	Name	Language
Anuradha Sarma Pujari	Assamese	Namita Gokhale	English
Bratya Basu	Bengali	Daya Prakash Sinha	Hindi
Mwdai Gahai	Bodo	DS Nagabhushana	Kannada
Raj Rahi	Dogri	Wali Mohd Aseer Kashtawari	Kashmiri

Name	Language	Name	Language
Sanjiv Verenkar	Konkani	Meethesh Nirmohi	Rajasthani
George Onakkoor	Malayalam	Vindeshwariprasad Mishr "Vinay"	Sanskrit
Kiran Gurav	Marathi	Niranjan Hansda	Santali
Chhabilal Upadhyaya	Nepali	Arjun Chawla	Sindhi
Hrushikesh Mallick	Odia	Ambai	Tamil
Khalid Hussain	Punjabi	Gorati Venkanna	Telugu

JNANPITH AWARD WINNERS (2000-2021)

Award Winners	Year	Award Winners	Year
Dr. Indira Goswami (Assamese)	2000	Pratibha Ray (Odiya)	2011
Rajendra Keshav Lal Shah (Gujarati)	2001	Ravuri Bharadhwaja (Telugu)	2012
D. Jayakanthan	2002	Kedarnath Singh (Hindi)	2013
Vinda Karandikar (Marathi)	2003	Bhalchandra Nemade (Marathi)	2014
Rehman Rahi (Kashmiri)	2004	Raghuveer Chaudhari (Gujarati)	2015
Kunwar Narain (Hindi)	2005	Shankha Ghosh (Bengali)	2016
Ravindra Kelekar (Konkani) and		Krishna Sobti (Hindi)	2017
Satyavrat Shastri (Sanskrit)	2006	Amitav Ghosh (English)	2018
O.N.V. Kurup (Malayalam)	2007	Akkitham Achuthan Namboothiri (Malayalam)	2019
Akhlaq Khan Shahryar (Urdu)	2008	Nilamani Phookan (Assamese)	2020
Amar Kant & Shrilal Shukla (Hindi)	2009	Damodar Mauzo (Konkani)	2021
Chandrasekhar Kambar (Kannada)	2010		

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Famous Books and Authors

Book	Author
A Secular Agenda	Arun Shourie
A Suitable Boy	Vikram Seth
Accession of Extinction	D.R. Mankekar
Adam Beda	George Eliot
Adhe Adhure	Mohan Rakesh
Adonis	P.B. Shelley
Adventures of Huckleberry Finn	Mark Twain
Adventures of Sherlock Holmes	Arthur Conan Doyle
Adventures of Tom Sawyer	Mark Twain
Advise and Consent	Allen Drury
Affluent Society	J.K. Galbraith
After the Dark Night	S.M. Ali
Age of Reason	Jean Paul Sartre
Agni Pariksha	Acharya Tulsi
Agni Veena	Kazi Nazrul Islam
The Agony and the Ecstasy	Irving Stone
Ain-i-Akbari	Abul Fazal
Ajat Shatru	Jai Shankar Prasad

Book	Author
Akbarnama	Abul Fazal
Alchemist, The	Ben Jonson
Alice in Wonderland	Lewis Carroll
All is Well that Ends Well	William Shakespeare
All things Bright and Beautiful	James Herroit
Amar Kosh	Amar Singh
Ambassador's Journal	J.K. Galbraith
Ambassador's Report	Chester Bowles
An American Tragedy	Theodore Drieser
An Autobiography	Jawaharlal Nehru
An Eye to China	David Selboume
An Idealist View of Life	Dr. S. Radhakrishnan
An Unknown Indian	Nirad C. Choudhury
Anandmath	Bankim Chandra Chatterjee
Ancient Mariner	Samuel Taylor Coleridge
And Quiet Flows the Don	Mikhail Sholokhov
Androcles and the Lion	George Bernard Shaw
Animal Farm, The	George Orwell

Book	Author
Anna Karenina	Count Leo Tolstoy
Another Life	Derek Walcott
Answer of History	Mohammed Raza Pahlavi
Antony and Cleopatra	William Shakespeare
Ape and Essence	A. Huxley
Apple Cart	George Bernard Shaw
Arabian Nights	Sir Richard Burton
Area of Darkness	V.S. Naipaul
Arms and the Man	George Bernard Shaw
Around the World in Eighty days	Jules Verne
Arrangement, The	Elia Kazan
Arrival and Departure	Arthur Koestler
Arrowsmith	Sinclair Lewis
Arthashastra	Kautilya
As You Like It	William Shakespeare
Ascent of the Everest	Sir John Hunt
Ashtadhyayi	Panini
Asian Drama	Gunnar Myrdal
Asia and Western Dominance	K.M. Panikkar
Atoms of Hope	Mohan Sundara Rajan
August 1914	Alexander Solzhenitsyn
August Coup, The	Mikhail S. Gorbachev
Autumn Leaves	O. Pulla Reddi
Avanti Sundari	Dandi
Babur Nama	Zaheeruddin Mohammed Babur
Babbit	Sinclair Lewis
Back of Methuselah	George Bernard Shaw
Backward Place, A	Ruth P. Jhabwala
Bandicoot Run	Manohar Malgonkar
Bang-i-Dara	Mohammed Iqbal
Bangla Desh The Unfinished Revolution	Lawrence Liftschultz
Banyan Tree, The	Hugh Tinker
Beast and Man	Murry Midgely
Beginning of the Beginning	Acharya Rajneesh
Betrayal of Pearl Harbour	James Rusbridge and Eric Nave
Bend in the Ganges, A	Manohar Malgonkar
Ben Hur	Lewis Wallace
Bermuda Triangle	Charles Berlitz
Berry Patches	Yevgeny Yevtushenko
Best and the Brightest, The	David Halberstan
Between the Lines	Kuldip Nayar
Beyond Modernisation, Beyond Self	Sisir Kumar Ghose
Bharat Bharati	Maithili Sharan Gupta
Bharatiya Parampara Ke Mool Swar	Govind Chandra Pande
Big Breach, The	Richard Tomlinson
Big Fisherman, The	Lloyd C. Douglas

Book	Author
Biopgraphia Literaria	Samuel Taylor Coleridge
Bisarjan	Rabindra Nath Tagore
Birth and Death of Sun	George Gamow
Bitter Sweet	Noel Coward
Black Arrow, The	Robert Louis Stevenson
Blind Ambitions	John Dean
Blind Beauty	Boris Pasternak
Blind Men of Hindustan ! Indo-Pak Nuclear War	General K.S. Sundarji
Bliss was it in that Dawn	Minoo Masani
Bloodline	Sidney Sheldon
Blue Bird	Maurice Macterlink
Bone People, The	Kerl Hulme
Born Free	Joy Adamson
Bread, Beauty and Revolution	Khwaja Ahmed Abbas
Breakthrough	Gen. Moshe Dayan
Bride for the Sahib and other Stories, A	Khushwant Singh
Bride's Book of Beauty, The	Mulk Raj Anand
Broken Wings	Sarojini Naidu
Brothers Karamazhov	Fyodor Dostoevsky
Bubble, The	Mulk Raj Anand
Bhudha Charitam	Ashvaghosha
Bunch of Old Letters, A	Jawaharlal Nehru
Butterfield-8	John O' Hara
By Love Possessed	James Cozzens
Caesar and Cleopatra	George Bernard Shaw
Cancer Ward	Alexander Solzhenitsyn
Candida	George Bernard Shaw
Candide	Voltaire
Canterbury Tales	Geoffery Chaucer
Cardinal, The	Henry M. Robinson
Centennial	James Michener
Chandalika	Rabindra Nath Tagore
Chemmeen	Thakazhi Sivasankar Pillai
Cherry Orchard	Anton Chekov
Chesaplake	James A. Michener
Chidambara	Sumitra Nandan Pant
Chikaveera Rajendra	Masti Venkatesh Iyengar
Children of Gebelawi	Naguib Mahfouz
Childe Herolds Pilgrimage	Lord Byron
China Passage, A	J.K. Galbraith
China's Watergate	Leo Goodstadt
Chinese Betrayal	B.N. Mullick
Chitra	Rabindra Nath Tagore
Chittirappaval	P.V. Akilandam
Chomas Drum	K. Shivaram Karnath
Chronicle of a Death Foretold	Gabrel Garcia Marquez
Class, The	Eric Segal
Climate of Treason	Andrew Boyle

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Book	Author
Comedy of Errors	William Shakespeare
Common Sense	Thomas Paine
Comus	John Milton
Communist Manifesto	Karl Marx
Confessions	J.J. Rousseau
Confessions of a Lover	Mulk Raj Anand
Confessions of an Opium Eater, The	Thomas Dequicey
Confidential Clerk	T.S. Eliot
Conquest of Self	M.K. Gandhi
Conservationist, The	Ms. Nadine Gordimer
Continent of Circle	Nirad C. Choudhury
Coolie	Mulk Raj Anand
Coup, The	John Updike
Count of Monte Cristo	Alexander Dumas
Court Dancer	Rabindra Nath Tagore
Covertly Papers	Joseph Addison
Cresent Moon	Rabindra Nath Tagore
Crescent over Kashmir	Anil Maheshwari
Crime and Punishment	Fyodor Dostoevsky
Crisis into Chaos	E..M.S. Namboodiripad
Crisis in India, The	Ronald Segal
Critique of Pure Reason, A	Immanuel Kant
Crown and the Loincloth, The	Chaman Nahal
Crown of Wild Olive, The	John Ruskin
Cry My Beloved Country	Alan Patan
Culture in the Vanity Bag	Nirad C. Choudhury.
Curtain Raisers	K. Natwar Singh
Dangerous Summer, The	Ernest Hemingway
Darkness at Noon	Arthur Keostler
Dark Room, The	R.K. Narayan
Dashkumar Charitam	Dandi
Das Kapital	Karl Marx
Daughter of the East	Benazir Bhutto
David Copperfield	Charles Dickens
Day in Shadow, The	Nayantara Sehgal
Days of His Grace	Eyvind Johnson
Dean's December	Saul Below
Death of a City	Amrita Pritam
Death of a Patriot	R.E. Harrington
Death of a President	William Manchester
Death, The Supreme Friend	Kakasaheb Kalelkar
Debacle	Emile Zola
Decameron	Giovanni Boccaccio
Decline and Fall of the Roman Empire	Edward Gibbon
Decline and Fall of Indira Gandhi	D.R. Mankekar and Kamala Mankekar
Decline of the West	O Spengier
Deewan-i-Ghalib	Mirza Ghalib
Delhi	Khushwant Singh

Book	Author
Democracy Means Bread and Freedom	Piloo Mody
Democracy Redeemed	V.K. Narsimhan
Descent of Man	Charles Darwin
Deserted Village	Oliver Goldsmith
Devdas	Sharat Chandra Chatterjee
Die Blendung	Elias Canetti
Dilemma of our Time	Harold Joseph Laski
Diplomacy in Peace and War	J.N. Kaul
Discovery of India	Jawaharlal Nehru
Distant Drums	Manohar Malgonkar
Distant Neighbours	Kuldip Nayar
Divine Comedy	A. Dante
Divine Life	Swami Sivananda
Doctor's Dilemma	George Bernard Shaw
Dolls's House, A	Ibsen
Don Juan	Lord Byron
Don Quixote	Saavedra Miguel de Cervantes
Double Helix, The	J.D. Watson
Dragon's Teeth	U.B. Sinclair
Dream in Hawaii, A	Bhabani Bhattacharya
Dream of Fair to Middling Women	Samuel Beckett
Dreams Roses and Fire	Eyvind Johnson
Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson
Durgesh Nandini	Bankim Chandra Chatterjee
Dynamics of Social Change	Chandra Shekhar
Earth	Emile Zola
Earth Mother, The	Pupul Jayakar
Economic Planning of India	Ashok Mehta
Economics of the Third World	S.K. Ray
Eduction of Public Man	Hubert Humphery
Eight Lives	Raj Mohan Gandhi
Elegy Written in a Country Church Yard	Thomas Grey
Emile	J.J. Rousseau
Emma	Jane Austen
End of Era	C.S. Pandit
Ends and Means	Aldous Huxley
Envoy to Nehru	Escott Reid
Essays for Poor to the Rich	John Kenneth Galbraith
Essays of Elia	Charles Lamb
Essays on Gita	Sri Aurobindo Ghosh
Eternal Himalayas	Major H.P.S. Ahluwalia
Eternal India	Indira Gandhi
Executioner's Song	Norman Mailer
Expanding Universe	Arthur Stanley Eddington
Eye of the Storm, The	Patric White
Face to Face	Lasse & Mrs. Lisa Berg
Faces of Everest	Maj. H.P.S. Ahluwalia
Facts are Facts	Khan Abdul Wali Khan

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Book	Author
Fall of a Sparrow, The	Salim Ali
Family Reunion	T.S. Eliot
Far From the Madding Crowd	Thomas Hardy
Far Pavilions, The	M.M. Kaye
Faraway Music, The	Svetlana Allilueva
Farewell the Trumpets	James Morris
Farewell to Arms, A	Ernest Hemingway
Farm House	George Orwell
Father and Sons	Ivan Turgenev
Faust	J.W. Von Goethe
Fidelio	L. Beethoven
Fifth Horseman, The	Larry Collins and Dominique Lapierre
Final Days, The	Bob Woodward and Carl Bernstein
Finding a Voice-Asian Women in Britain	Amrit Wilson
Fire Next Time, The	James Balbwin
First Circle	Alexander Solzhenitsyn
Flames form the Ashes	P.D. Tandon
Flounder, The	Gunter Grass
Food Nutrition and Poverty in India	V.K.R.V. Rao
For Whom the Bell Tolls	Ernest Hemingway
Forbidden Sea, The	Tar Ali Baig
Forsyte Saga	John Galsworthy
Forty Nine Days	Amrita Pritam
Freedom At Midnight	Larry Collins and Dominique Lapierre
French Revolution	Thomas Carlyle
Friends and Foes	Sheikh Mujibur Rehman
Friends not Masters	Ayyub Khan
From Here to Eternity	James Jones
From India to America	L. S. Chandrashekhar
From Raj to Rajiv	Mark Tully & Zaheer Masani
Ganadevata	Tara Shanker Bandopadhyay
Gandhi and Stalin	Louis Fisher
Gardener	Rabindra Nath Tagore
Gathering Storm	Winston Churchill
Geeta Govinda	Jaya Dev
Ghasiram Kotwal	Vijay Tendulkar
Gita Rahasya	Bal Gangadhar Tilak
Glimpses of World History	Jawaharlal Nehru
Godan	Munshi Prem Chand
Godfather, The	Mario Puzzo
God of Small Things, The	Arundhati Roy
Gold Bat, The	P.G. Wodehouse
Golden Gate	Vikram Seth
Golden Threshold, The	Sarojini Naidu
Gone with the Wind	Margaret Mitchel
Good Earth	Pearl S. Buck

Book	Author
Gora	Rabindra Nath Tagore
Grammar of Politics	Harold Joseph Laski
Grapes of Wrath	John Steinbeck
Great Challenge, The	Louis Fishcer
Great Depression of 1990, The	Ravi Batra
Great Expectations	Charles Dickens
Great Gatsby	F. Scott Fitzgerald
Great Illusion	Norman Angel
Great Tragedy	Z.A. Bhutto
Guide, The	R.K. Narayan
Gulag Archipelago	Alexander Solzhenitsyn
Gul-i-Naghma	Raghupati Sahai (Firaq) Gorakhpuri
Gulistan and Bostan	Sheikh Saadi
Gulliver's Travels	Jonathan Swift
Gurusagaram	O.P. Vijayan
Hamlet	William Shakespeare
Handful of Dust, A	Evelyn Waugh
Harry Potter*	J.K. Rowling
Harsha Charita	Ban Bhatt
Heat and Dust	Ruth P. Jhabwala
Heir Apparent	Dr. Karan Singh
Henderson, the Rain King	Saul Below
Henry Esmond	William Thackeray
Hero of our Times	Richard Hough
Heroes and Hero Worship	Thomas Carlyle
Higher than Hope	Fatima Meer
Himalayan Blunder	Brigadier J.P. Dalvi
Hindu Civilization	J.M. Barrier
Hinduism	Nirad C. Choudhury
Hindu View of Life	Dr. S. Radhakrishnan
Hounds of Baskervilles, The	Arthur Conan Doyle
House Divided	Pearl S. Buck
House for Mr. Biswas, A	V.S. Naipaul
Huckieberry Finn	Mark Twain
Human Factor	Graham Greene
Humboldt's Gift, The	Saul Bellow
Humour	Ben Johnson
Hunchback of Notre Dame	Victor Hugo
Hungary Stones	Rabindra Nath Tagore
I Am Not an Island	K.A. Abbas
I Follow the Mahatma	K.M. Munshi
Idiot, The	Fyodor Dostoevsky
Idols	Sunil Gavaskar
Idylls of the King	Alfred Teennyson
If I am Assassinated	Z.A. Bhutto
Illiad	Homer
Importance of Being Earnest	Oscar Wilde
In Afghanistan's Shadow	Salig S. Harrison
In Evil Hour	Gabriel Garcia Marquez

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Book	Author
In a Free State	V.S. Naipaul
In Memorium	Alfred Lord Tennyson
In Search of Gandhi	Richard Attenbrough
In Search of Identity	Anwar-al-Sadat
India A Wounded Civilization	V.S. Naipaul
India Changes	Taya Zinkin
India Discovered	John Keay
India Divided	Rajendra Prasad
India from Curzon to Nehru and After	Durga Das
India Remembered	Percival and Margaret Spear
India of Our Dreams	M.V. Kamath
India, The Critical Years	Kuldip Nayar
India Today	Rajni Palme Dutt
India We Left	Humphry Trevelyan
India Wins Freedom	Maulana Abul Kalam Azad
Indian Home Rule	M.K. Gandhi
Indian Muslims	Mohammed Mujeeb
Indian Muslims The Need For a Positive Outlook	Wahiduddin Khan
Indian Philosophy	Dr. S. Radhakrishnan
Indian War of Independence	V.D. Savarkar
India's China War	Neville Maxwell
India's Priceless Heritage	N.A. Palkhivala
India	Magasthenes
Indira's India	S. Nihal Singh
Indira Gandhi's Emergence and Style	Nayantara Sehgal
Inheritance of Loss, The	Kiran Desai
Inner Circle, The	Jonathan Frost
Inside Asia (also, Inside Europe and Inside Africa)	John Gunter
Inside Third Reich	Albert Spencer
Intimacy	Jean Paul Sartre
Invisible Man	H.G. Wells
Iron in the Soul	Jean Paul Sartre
Isabella	John Keats
Islamic Bomb	Stev Weissman and Herbert Krounsney
Island in the Steams	Ernest Hemingway
Is Paris Burning	Larry Collins And Dominique Lapierre
Ivanhoe	Sir Walter Scott
Jane Eyre	Charlotte Bronte
Jazz	Toni Morison
Jean Christopher	Roman Rolland
Jinnah-India-Partition Independence	Jaswant Singh
Jobs for Millions	V.V. Giri
Judgement, The	Kuldip Nayar

Book	Author
Judge's Miscellany, A	M. Hidayatullah
Jullius Caesar	William Shakespeare
Jungel Book	Rudyard Kipling
Justice of Peace Ke Aansu	Janardan Prasad Singh
Kadambari	Bana Bhatt
Kagaz te Kanwas	Amrita Pritam
Kali Aandhi	Kamleshwar
Kamayani	Jai Shanker Prasad
Kamasutra	S.J. Vatsyayan
Kanthapura	Raja Rao
Kapal Kundala	Bankim Chandra Chatterjee
Kashmir-Behind the Vale	M.J. Akbar
Kaya Kalp	Munshi Prem Chand
Kayar	Thakazhi Sivasankara Pillai
Ken Attendant Godot	Samuel Backett
Kenilworth	Sir Walter Scott
Khak-i-Dil	Jan Nissar Akhtar
Kidnapped	Robert Louis Stevenson
Killer Angels	Michael Shaara
Kim	Rudyard Kipling
King of Dark Chamber	Rabindra Nath Tagore
King Lear	William Shakespeare
Kipps	H. G. Wells
Kissinger Years, The	T.N. Kaul
Kitni Navon Main Kitni Bar	S.H. Vatsyayan
Kore Kagaz	Amrita Pritam
Kublai Khan	Samuel Taylor Coleridge
Kulliyat-i-Iqbal	M. Iqbal
Kumar Sambhava	Kalidas
L'Allegro	John Milton
La Divine Comedia	A. Dante
Lady Chatterley's Lover	D.H. Lawrence
Lady of the Lake	Sir Walter Scott
Lajja	Ms. Taslima Nasreen
Last Days of Pompeii	Edward George Lytton
Last Maharaja, The	Jean Louis Nou and Jacques Pouchepadass
Last Thing	C.P. Snow
Laws Versus Justice	V.R. Krishna Iyer
Lead Kindly Light	Vincent Shean
Le Contract Social (The Social Contract)	J.J. Rousseau
Leaders	Richard Nixon
Leaves of Grass	Walt Whiteman
Letters from the Field	Margaret Mead
Les Miserables	Victor Hugo
Leviathan	Thomas Hobbes
Life Divine	Aurbindo Ghosh
Life of Dr. Johnson	James Boswell
Light that Failed	Rudyard Kipling

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Book	Author
Lines of Fate	Marek Kharitonov
Lipika	Rabindra Nath Tagore
Living Room	Graham Greene
Lolita	V. Nabokov
Long Walk to Freedom	Nelson Mandela
Look Back in Anger	John Osborne
Lord of the Files	William Golding
Lost Child	Mulk Raj Anand
Lost Honour	John Dena
Lotus Eaters	A Tennyson
Love Story	Eric Segal
Lycidas	John Milton
Macbeth	William Shakespeare
Magic Mountain	Maharishi Ved Vyas
Main Street	Sinclair Lewis
Major Barbara	George Bernard Shaw
Making of a Midsummer Night's Dream, The	David Selbourne
Malgudi Days	R.K. Narayan
Malti Madhav	Bhavabhuti
Malavikagnimitra	Kalidas
Man and Superman	George Bernard Shaw
Man Eaters of Kumaon	Jim Corbett
Man of Destiny	George Bernard Shaw
Mankind and Mother Earth	Arnold Toynbee
Man, The Unknown	Lewis Carroll
Man for All Seasons, A	Robert Bolt
Man for Moscow	G. Wynne
Many Worlds	K.P.S. Menon
Marriage and Morals	Bertrand Russel
Masters, The	C.P. Snow
Mati Matal	Gopinath Mohanty
Maurice	E.M. Forster
Mayor of Casterbridge	Thomas Hardy
Meghdoot	Kalidas
Mein Kampf	Adolf Hitler
Memories of Hope	Charles de Gaulle
Memories of Malgudi	R.K. Narayan
Men who Kept the Secrets	Thomas Powers
Men who Killed Gandhi, The	Manohar Malgonkar
Merchant of Venice	William Shakespeare
Middle Ground, The	Margaret Drabble
Middle March	George Eliot
Midnight's Children*	Salman Rushdie
Midsummer Night's Dream, A	William Shakespeare
Mill on the Floss	George Eliot
Miser, The	Moliere
Mistaken Identify	Nayantara Sehgal
Moby Dick	Hermann Melville
Modern Painters	John Ruskin
Moon and Six Pence	W. Somerset Maugham

Book	Author
Moonlight Sonata	L Beethoven
Mookhajiva Kanasugalu	K. Shivram Karnath
Mother	Maxim Gorky
Mother India	Katherine Mayo
Mountbatten and Independent India	Larry Collins & Dominique Lapierre
Mountbatten and The Partition of India	Larry Collins & Dominique Lapierre
Mrinalini	Bankim Chandra Chatterjee
Mrs. Gandhi's Second Reign	Arun Shourie
Much Ado About Nothing	William Shakespeare
Mudra Rakshasa	Vishakhadatta
Murder in the Cathedral	V.S. Eliot
Muslim Dilemma in India	M. K. A. Baig
My Days	R.K. Narayana
My Early Life	M.K. Gandhi
My Experiments with Truth	M.K. Gandhi
My India	S. Nihal Singh
My Life and Times	V.V. Giri
My Music, My Love	Ravi Shankar
My Own Boswell	M. Hidayatullah
My Presidential Years	R.Venkata Raman
My Struggles	E.K. Nayanar
My Truth	Indira Gandhi
Mysterious Universe	James Jens
Naked Came the Stranger	Penelope Ashe
Naked Face, The	Sidney Sheldon
Naked Triangle, The	Balwant Gargi
Naku Thanthi	D.R. Bendre
Nana	Emile Zola
Nature of Mass Poverty, The	J.K. Galbraith
Natya Shastra	Bharat Muni
Neela Chand	Shiv Prasad Singh
Nehru Family and Sikhs	Harbans Singh
Netaji Dead or Alive	Samar Guha
New Dimensions of India's Foreign Policy	Atal Behari Vajpayee
Nine Days' Wonder	John Mansfield
Nineteen Eighty-four	George Orwell
1999-Victory Without War	Richard Nixon
Nisheeth	Uma Shanker Joshi
Niti-Sataka	Bharatrihari
Nixon in White House	Seymour M. Hersh
Non-Violence in Peace and War	M.K. Gandhi
Nuclear India	G.G. Mirchandani and P.K.S. Namboodari
O'Jerusalem	Larry Collins and Dominique Lapierre
Occasion for Loving	Nadine Gordimer
Oddakkuzal	G. Shankara Kurup
Odyssey	Homer

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Book	Author
Of Human Bondage	W. Somerset Maugham
Old Man and the Sea	Ernest Hemingway
Oliver Twist	Charles Dickens
Omeros	Derek Walcott
One Day on the Life of Ivan Denisovich	Alexander Solzhenitsyn
One Hundred Years of Solitude	Gabriel Marquez
One World	Wendell Wilkie
One World to Share	Sridath Ramphal
Origin of Species	Charles Darwin
Oru Desattinte Katha	S.K. Pottekkatt
Oscar and Lucinda	Peter Carey
Othello	William Shakespeare
Other Side of Midnight, The	Sidney Sheldon
Our Films, Their Films	Satyajit Ray
Paddy Clarke Ha Ha Ha	Roddy Doyle
Pakistan Papers	Mani Shankar Aiyer
Painted Veil	W. Somerset Maugham
Painter of Signs	R.K. Narayan
Pair of Blue Eyes, A	Thomas Hardy
Pakistan Crisis	David Loshak
Pakistan Cut to Size	D.R. Mankekar
Pakistan, The Gathering Storm	Benazir Bhutto
Panchatantra	Vishnu Sharma
Paradise Lost	John Milton
Paradise Regained	John Milton
Passge to England, A	Nirad C. Choudhury
Passage to India, A	E.M. Forster
Past and Present	Thomas Carlyle
Pather Panchali	Bibhuti Bhushan Bandhopadhayaya
Patriot, The	Pearl S. Buck
Personal Adventure, A	Theodore H. White
Peter Pan	J. M. Berrie
Pickwick Papers	Charles Dickens
Pilgrim's Progress	John Bunyan
Pinjar	Amrita Pritam
Plans for Departure	Nayantara Sehgal
Portrait of India	Ved Mehta
Post Office	Rabindra Nath Tagore
Power and Glory	Graham Greene
Power That Be	David Halberstan
Pratham Pratishruti	Ashapurna Devi
Prelude	William Wordsworth
Prem Pachisi	Munshi Prem Chand
Premonitions	P.N. Haksar
Price of Power	Kissinger
Pride and Prejudice	Jane Austen
Prince	Nicolo Machiaveli

Book	Author
Principla	Issac Newton
Prison and Chocolate Cake	Nayantara Sehgal
Prison Diary	Jaya Prakash Narayan
Prisoner of Zenda	Anthony Hope
Prisoner's Scrapbook, A	L.K. Advani
Prithviraj Raso	Chanda Bardai
Professor, The	Charlotte Bronte
Promises to Keep	Chester Bowels
Pygmalion	George Bernard Shaw
Pyramids of Sacrifice	Peter L. Berger
Radharani	Bankim Chandra Chatterjee
Rage of Angels	Sidney Sheldon
Raghuvansha	Kalidas
Ragtime	E.L. Doctorow
Rainbow, The	Pearl S. Buck
Rains Came	Louis Bromefield
Rajtarangini	Kalhana
Ram Charita Manas	Tulsidas
Ramayana	Maharishi Valmiki
Rangbhoomi	Munshi Prem Chand
Rang-i-Shairi	Raghupati Sahai (Firaq Gorakhpuri)
Rape of Bangladesh	Anthony Mascarenhas
Rape of the Lock	Alexander Pope
Ratnavali	Harsh Vardhan
Razor's Edge	W. Somerset Maugham
Rebel, The	Albert Camus
Rebirth	Leonid Brezhnev
Red and Black, The	Stendhal
Red Badge of Courage	Stephan Crane
Red Star over China	Edgar Snow
Reflections of the French Revolution	Edmund Burke
Reminiscences of the Nehru Age	M.O. Mathai
Reprieve	Jean Paul Sartre
Republic	Plato
Resurrection	Count Leo Tolstoy
Return of the Native, The	Thomas Hardy
Returning to the Source	Acharya Shree Rajneesh
Revenue Stamps, The	Amrita Pritam
Rich Like Us	Nayantara Sehgal
Riding the Storm	Harold MacMillan
Rights of Man	Thomas Paine
Rise and Fall of the Great Powers	Paul Kennedy
Ritu Samhara	Kalidas
Rivals, The	R.B. Shridan
Road to Folly	Leslie Ford
Robe, The	Lloyd C. Douglas
Robinson Crusoe	Daniel Defoe

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Book	Author
Romeo and Julliet	William Shakespeare
Rubaiyat	Omar Khayyam
Rubaiyat-i-Omar Khayyam	Edward Fitzgerald
Sadar-i-Riyasat	Karan Singh
Saket	Maithili Sharan Gupta
Sakha Ram Binder	Vijay Tendulkar
Samler's Planet	Saul Bellow
Sands of Time	Sidney Sheldon
Satanic Verses	Salman Rushdie
Sanctuary	William Faulkner
Satyartha Prakash	Swami Dayanand
Savitri	Sri Aurobindo Ghosh
Scarlet Letter	Nathaniel Hawthorne
Scarlet Pimpernal	Baroness Orczy
Sceptred Flute	Sarojini Naidu
Scholar Extraordinary	Nirad C. Choudhury
School for Scandal, The	R.B. Sheridan
Scope of Happiness, The	Vijayalakshmi Pandit
Search for Home, A	Sasthi Brata
Sense and Sensibility	Jane Austen
Sense of Time, A	H.S. Vatsyayan
Sesame and Lilies	John Ruskin
Seven Lamps of Architecture	John Ruskin
Seven Summers	Mulk Raj Anand
Shadow from Ladakh	Bhabani Bhattacharya
Shahnama	Firdausi
Shakuntala	Kalidas
Shalimar	Manohar Malgonkar
Shall We Tell the President	Jeffrey Archer
Shape of Things to Come	H.G Wells
Shame	Salman Rushdie
She Stoops to Conquer	Oliver Goldsmith
Ship of Fools	Katherine Anne Porter
Shivaji, The Great Patriot	Lala Lajpat Rai
Shoes of the Fisherman, The	Morris West
Silas Marner	George Eliot
Six Characters in Search of an Author	Lugi Pirandello
Slave, The	Issac Bashevis Singer
Small Land	Leonid Brezhnev
Sohrab and Rustam	Matthew Arnold
Song of India, The	Sarojini Naidu
Sonnets, The	William Shakespeare
Sons and Lovers	D.H. Lawrence
Sound and the Fury, The	William Faulkner
Soz-i-Watan	Munshi Prem Chand
Spaniard in the Works, A	John Lennon
Spirit of the Age	William Hazlitt
Spy Catcher	Peter Wright

Book	Author
St. John	George Bernard Shaw
Story of My Life	Moshe Dayan
Story of Real Man	Nikolayev Polevol
Strangers and Brothers Omnibus	C.P. Snow
Sunny Days	Sunil Gavaskar
Study of History, A	Arnold Toynbee
Swami and Friends	R.K. Narayan
Swapnavasvadatta	Bhasa
Sword and the Sickle	Mulk Raj Anand
Tale of a Tub, A	Jonathan Swift
Tale of Two Cities, A	Charles Dickens
Tales from Shakespeare	Charles Lamb
Talisman	Sir Walter Scott
Tamas	Bhisham Sahni
Tarzan of the Apes	Edger Rice Burroughs
Tears of D'Urberviles	Thoms Huardy
Tempest, The	William Shakespeare
Thank You, Jeeves	P.G. Wodehouse
The Garden of Life	Naveen Patnaik
The White Tiger*	Arvind Adiga
Thieves in the Night	Arthur Koestler
Thirteenth Sun	Amrita Pritam
Three Musketeers	Alexander Dumas
Thorn Birds	Colleen McCollough
Thousand Days, A	Arthur M. Shlesinger
Through the Indian Looking Glass	David Selbourne
Through the Looking Glass	Lewis Carroll
Times Machine	H.G. Wells
Time to be Happy	Nayantara Sehgal
To Live or not to Live	Nirad C. Choudhury
Tom Jones	Henry Fielding
Train to Pakistan	Khushwant Singh
Traveller, The	Olive Goldsmith
Treasure Island	Robert Louis Stevenson
Trial, The	Franz Kafka
Trinity	Leon Uris
Triumph	John Kenneth Galbraith
Tropic of Cancer	Henry Miller
Tryst with Destiny	L. S. Gopalan
Twelfth Night	William Shakespeare
Twenty Years After	Alexander Dumas
Two Leaves and a Bud	Mulk Raj Anand
Two Women	Alberto Moravia
Ulysses	James Joyce
Uncle Tom's Cabin	H.B. Stowe
Unhappy India	Lala Lajpat Rai
Universe Around Us	James Jeans
Unto this Last	John Ruskin

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Book	Author
Untold Story	General B.M. Kaul
Upturned Soil, The	Mikhail Sholokhov
Urvashi	Ramdhari Singh Dinkar
Utopia	Thomas More
Uttar Ramcharita	Bhava Bhuti
Valley of Dolls	Jacqueline Susann
Vanity Fair	William Thackeray
Vendor of Sweets, The	R.K. Narayan
Vicar of Wakefield	Oliver Goldsmith
Victim, The	Saul Bellow
View From Delhi, A	Chester Bowles
View From the UN	U. Thant
Village by the Sea, A	Anita Desai
Village , The	Mulk Raj Anand
Vinay Patrika	Tulsidas
Virangana	Maithili Sharan Gupta
Virginians, The	William Thackeray
Vish Vriksha	Bankim Chandra Chatterjee
Voice of Conscience	V.V. Giri
Voice of Freedom , A	Nayantara Sehgal
Voice of the Voiceless	Ruth Harring
Waiting for Godot	Thomas Becket
Wake up India	Annie Besant
Walls of Glass, The	K.A. Abbas
War and Peace	Count Leo Tolstoy
War of the Worlds, The	H.G. Wells
Waste Land	T.S. Eliot

Book	Author
Way to all Flesh	Samuel Butler
Way of the World, The	William Congreve
Wealth of Nations	Adam Smith
Week With Gandhi, A	Louis Fisher
We Indians	Khushwant Singh
We, the People	N.A. Palkivala
Where the Grass is Greener	David M. Smith
White House Years	Henry Kissinger
Wings of Fire	A.P.J. Abdul Kalam*
Willhelm Meister	J.W. Von Goethe
Without Fear or Favour	Neelam Sanjiva Reddy
Witness to an Era	Frank Moraes
Woman's Life, A	Guy de Maupassant
Wonder That Was India, The	A.L. Basham
Worthy it is	Odysseus Elytis
Wreck, The	Rabindra Nath Tagore
Wuthering Heights	Emile Bronte
Yajnaseni	Pratibha Roy
Yama	Mahadevi Verma
Yashodhara	Maithili Sharan Gupta
Yayati	V.S. Khandekar
Year of the Upheaval	Henry Kissinger
Year of the Vulture, The	Amita Malik
Yesterday and Today	K.P.S. Menon
Zhivago, Dr.	Boris Pasternak
Zulfi, My Friend	Piloo Mody

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FAMOUS AUTHORS IN DIFFERENT LANGUAGES

English	William Shakespeare, John Milton, Chaucer, Spenser, Lord Byron, P.B. Shelley, John Keats, Francis Bacon, T.S. Eliot, Cecil Dlay Lewis, Alduous Huxley, W.B. Yeats Bunyan, Dryden, Dr. Johnson, Alexander Pope, Robert Browning, Charles Lamb, Charles Dickens, Thomas Hardy, W.M. Thackeray, George Eliot, Alfred Tennyson, Robert Bridges, George Bernard Shaw, D.H. Lawrence, Oliver Goldsmith, Sheridan, Walter Scott, William Wordsworth, S.T. Coleridge, Henry Fielding, Somerset Maugham, J.K. Rowling.
French	Imile Zola, Gustave Flaubert, Moliere, Proudhon, Jean Paul Sartre, Le Sage, Victor Hugo, Alexander Dumas, Balzac.
German	Goethe, Hoffman, Lessing, Schelling, Schaupenhuer, Heinrich Heine, Guenter Grass
Russian	Tolstoy, Mikhail Solokhov, Turgenev, Dostoevsky, Maxim Gorky, Techov, Alexander Salzhenitsyn, Boris Pasternak
Greek	Homer, Aesop, Aristophanes, Euripedes, Herodotus, Hesoid, Theocritus, Xenophon, Aeschylus, Sophocles
Latin	Dante, Boccacio, Terence, Virgil, Ovid, Horace, Seneca
Norwegian	John Bojer, Ibsen
Persian	Ghalib, Umar Khyyam, Abul Fazal, Amir Khusro, Faiz, Firdausi, Mohd. Iqbal Saddi
Spanish	Juan Valera, Lope De Vega, Cervantes

FAMOUS CHARACTERS AND THEIR CREATORS

Character	Creator	Character	Creator
Adam	Milton	Juliet	William Shakespeare
Alice	Lewis Carroll	Jessica	William Shakespeare
Ancient Mariner	Coleridge	Jean Valjin	Victor Hugo
Ariel	William Shakespeare	Jacques	William Shakespeare
Antonio	William Shakespeare	Jeeves	P.G. Wodehouse
Anna Karenina	Leo Tolstoy	King Arthur	Tennyson
Bassomio	William Shakespeare	Kim	Rudyard Kipling
Bertie Wooster	P.G. Wodehouse	Long John Silver	R.L. Stevenson
Brutus	William Shakespeare	Macbeth	William Shakespeare
Beatrix	Thackery	Micawber	Charles Dickens
Beatrice	William Shakespeare	Miranda	William Shakespeare
Christian	John Bunyan	Mephistopheles	J.W. Von Goethe
Cordelia	William Shakespeare	Mellors	D.H. Lawrence
Cleopatra	William Shakespeare	Malaprop	Sheridian
Clare	Thomas Hardy	Oliver Twist	Charles Dickens
Claudius	William Shakespeare	Peggotty	Charles Dickens
David Copperfield	Charles Dickens	Priyangbada	Kalidas
Dushyanta	Kalidas	Portia	William Shakespeare
Don Quixote	Cervantes	Pip	Charles Dickens
Eliza Doolittle	George Bernard Shaw	Perry Mason	Erle Stanley Gardner
Estella	Charles Dickens	Pickwick	Charles Dickens
Faust	J.W. Von Goethe	Rip Van Winkle	Washington Irving
Gora	Rabindranath Tagore	Sam Weller	Charles Dickens
Hamlet	William Shakespeare	Surpanakha	Valmiki
Harry Potter	J.K. Rowling	Shylock	William Shakespeare
Hyde	R.L. Stevenson	Sherlock Halmes	Arthur Conan Doyle
Hercule Poirot	Agatha Christie	Shakuntala	Kalidas
Hawkins	R.L. Stevenson	Sancho Panza	Cervantes Saavedra
Hector	Homer	Tess	Thomas Hardy
Ivanhoe	Sir Walter Scott	Watson	Arthur Conan Doyle
Iago	William Shakespeare	Zhivago	Boris Pasternak
James Bond	Ian Fleming		

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GREAT POETS

Language	Poet
Hindi	Surdas, Tulsidas, Keshav
Sanskrit	Valmiki, Vedvyas, Kalidas
Bengali	Rabindra Nath Tagore
Urdu	Mirza Ghalib
Persian	Sheikh Saadi
Latin	Virgil
Greek	Homer
English	Shakespeare
German	Goethe
Italian	Dante
French	Sully Proudhone
Punjabi	Waris Shah

GREAT INDIAN AUTHORS AND POETS

Language	Authors and Poets
Assamese	Birendra Kumar Bhattacharya; Hem Chandra Barua; Hem Chandra Goswami; Madhavkandali.
Bengali	Ashapoorna Devi; Bankim Chandra Chatterjee; Bibhuti Bhushan Bandopadhyaya; Bishnu Dey; Pramendra Mitra; Rabindra Nath Tagore; R.C. Dutt; Michael Madhusudan Datt; Kazi Nazrul Islam; Tarashankar Bandopadhyaya.
English	Kamala Das; Manohar Malgonkar; R.K. Narayan; Raja Rao; Mulk Raj Anand; Bhabani Bhatacharya; Sasthi Brata; Arun

Language	Authors and Poets
	Joshi; Chaman Nahal; K.A. Abbas; Anita Desai; R. Prawer Jhabwala; Kamla Markandaya; Khushwant Singh; Manoj Dass.
Gujarati	K.M. Munshi; Mirabai; Narmada Sagar; Narsingh Mehta; Govardhan Ram; Uma Shankar Joshi.
Hindi	Tulsidas; Surdas; Kesav Das; Bihari; Kabir; Sumitra Nandan Pant; Jai Shankar Prasad; Maithili Sharan Gupta; Munshi Prem Chand; Upendra Nath Ashk; Suryakant Tripathi 'Nirala', Acharya Chatursen; Mohan Rakesh; Harivansh Rai Bachchan; Mahadevi Verma; Bhagwati Charan Verma; Ramdhari Singh Dinkar.
Kannada	K.V. Puttappa; B.M. Pampan; Panna; Ramchandra Bendre; K.S. Karanth; Purandar Das.
Malayalam	C.V. Raman Pillai; S.K. Pottekkatt; G. Sankara Kurup; Thakazhi Sivasankara Pillai; O. Chandu Menon; Vallathol; Kumaran Asan.

Language	Authors and Poets
Marathi	Hari Narayan Apte. Tikaram Mahay; Tukaram; V.S. Khandekar.
Oriya	Gopalbandhu Das; Gopi Nath Mohanty; Radha Nath Roy.
Punjabi	Sheikh Farid; Bhai Veer Singh; Dhani Ram Chatrik; Amrita Pritam; Nanak Singh; Balwant Gargi; Waris Shah; Bulle Shah.
Sanskrit	Maharishi Valmiki; Maharishi Ved Vyas, Shreeharsh; Ashvaghosh; Shudrak; Bharvi; Jaidev; Bhartrihari; Kalidas; Banabhatta; Bhavabhuti; Dandi.
Tamil	P.V. Akilandam, Subramaniam Bharati; Ramalingam.
Telugu	Lakshmi Narasimhan; Triputi; V. Satyanarayana.
Urdu	Assadulla Khan 'Ghalib'; Mohammed Iqbal; Mir Taqui Mir; Prem Chand; 'Firaq' Gorakhpuri; Rajinder Singh Bedi; Krishan Chander; Qurrat-ul-Ain Hyder; Sardar Jafri; Qazi Abdul Sattar.

WELL KNOWN QUOTATIONS

1. A thing of beauty is a joy for ever; Its loveliness increases; It will never pass into nothingness. — *Keats: Endymion*
2. A little knowledge is a dangerous thing — *Pope*
3. Beauty is truth, truth beauty that is all. Ye know on earth, all all ye need to know — *Keats: Ode on a Grecian urn*
4. All the world is a stage and all the man and women merely players — *Shakespeare: As you like it*
5. Some books are to be tested, others to be swallowed and some few to be chewed and digested —*Bacon*
6. Better to reign in hell than serve in heaven — *Milton: Paradise lost*
7. The child is father of the man — *Wordsworth: My heart leaps up*
8. A single step for man — a giant leap for mankind — *Neil Armstrong*
9. Dilli Chalo — *Netaji Subhash Chandra Bose*
10. To be or not to be — that is the question. — *Shakespeare: Hamlet*
11. Only free men negotiate. I shall never negotiate while I am still a prisoner — *Nelson Mandela*
12. Truth and non-violence are my God — *Mahatama Gandhi*
13. Let a hundred flowers bloom and let a thousand schools of thought contend – *Mao Tse-tung*
14. Jai Jawan, Jai Kisan — *Lal Bahadur Shastri*
15. Eureka! Eureka! — *Archimedes*
16. Some are born great, some achieve greatness and some have greatness thrust upon them — *Shakespeare*
17. Where wealth accumulates, men decay — *Goldsmith*
18. Power tends to corrupt and absolute power corrupts absolutely — *Lord Acton*
19. Man is by nature a political animal — *Aristotle*
20. I have nothing to offer but blood, toil, tears and sweat — *Winston Churchill*
21. I came, I saw, I conquered — *Julius Ceaser*
22. For fools rush in where angels fear to tread — *Pope*
23. Generations to come, it may, will scarce believe that such a one as this ever in flesh and blood walked upon this earth — *Einstein*
24. Government of the people, by the people, for the people — *Lincon*
25. East is east and west is west and never the twain shall meet — *Kipling*
26. Swaraj is my birth right — *Bal Gangadhar Tilak*

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27. Cowards die many times before their death: The valiant never taste of death but once
— *Shakespeare: Julius Ceaser*

28. Where ignorance is bliss, It is folly to be wise
— *Grey*

29. I know nothing except the fact of my ignorance
— *Socrates*

30. We are such stuff as dreams are made of and our little life is rounded with a sleep
— *Shakespeare: The Tempest*

31. What's in a name? That which we call a rose By any other name would smell as sweet
— *Shakespeare: Merchant of Venice*

32. Patriotism is the best refuge of a scoundrel
— *Samuel Johnson*

33. Reading maketh a full man; conference a ready man; and writing an exact man — *Francis Bacon*

34. It is excellent to love a giant's strength
but it is tyrannous to use it like a giant
— *Shakespeare: Measure to Measure*

35. Water, water everywhere
Not any drop to drink
— *S.T. Coleridge: The Ancient Mainer*

36. It is strange but true, for truth is always strange
— *Byron: Don Juan*

37. Virtue is its own reward — *Cicero: De Fintibus*

38. Frailty, thy name is woman
— *Shakespeare: Hamlet*

39. We don't fear to negotiate, but we do not negotiate out of fear — *J.F. Kennedy*

40. Give us good mothers and I shall give you good nation — *Napoleon*

41. The woods are lovely, dark and deep
But I have promises to keep
And miles to go before I sleep — *Robert Frost*

42. We have made a tryst with destiny — *Pt. Nehru*

43. Eli, Eli, Lamma Sabcathani (My God, my God, why last thou forsaken me)
— *Jesus Christ at the Cross*

44. If winter comes can spring be for behind
— *Shelley*

45. Man does not live by bread alone — *Bible*

46. Nothing is good or bad, thinking makes it so
— *Shakespeare: Hamlet*

47. Garibi hatao — *Indira Gandhi*

48. Aram haram hai — *Jawaharlal Nehru*

49. Quit India — *Mahatma Gandhi*

50. Jai Jawan, Jai Kisan, Jai Vigyan
— *Atal Behari Vajpayee*

Multiple Choice Questions

THE LAST LESSON
By Alphonse Daudet

1. Assertion (A): Franz was scared to go to school.

Reason (R): He had not learnt his homework and was late for school.

A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

2. Assertion (A): Franz was tempted to stay out of doors.

Reason (R): The weather was warm, birds were chirping and Prussian soldiers were drilling.

A. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
B. Both (A) and (R) are true and (R) is the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

3. Assertion (A): Usually there was a great commotion when the school began.

Reason (R): The noise was produced by the opening & closing of desks, lessons repeated in unison by students and the teachers' ruler rapping on the table.

A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

4. Assertion (A): That day everything was as quiet as Sunday morning.

Reason (R): It was indeed a Sunday morning and no one was present in the school.

A. Both (A) and (R) are true and (R) is the correct explanation of A
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)

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C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

5. Assertion (A): M. Hamel was wearing his special dress for the last French class.

Reason (R): The dress comprised of beautiful green coat, frilled shirt & the little black silk cap.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

6. Assertion (A): The elderly villagers occupied the back benches on the last day of French lesson.

Reason (R): This fact surprised Franz the most.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

7. Assertion (A): The whole school seemed strange and solemn to Franz.

Reason (R): The order had come from Berlin to teach only German in the schools of Alsace & Lorraine. That was their last French class.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

8. Assertion (A): Franz was filled with repentance and guilt on the last day of French class.

Reason (R): He did not study French when he had time, he wasted his time in seeking birds' eggs and sliding on the Saar.
A. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
B. Both (A) and (R) are true and (R) is the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

9. Assertion (A): The elderly people occupied the back benches.

Reason (R): They were present for thanking M Hamel, for being sorry too for not going to school more, for showing their respect towards the country that was theirs no more.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

10. Assertion (A): The teacher is also responsible for poor performance of students in studies.

Reason (R): He often sent them to water his flowers instead of learning their lessons, declared holidays for no reason.
A. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
B. Both (A) and (R) are true and (R) is the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

11. Assertion (A): French language was the most beautiful, the clearest and the most logical of all the languages.

Reason (R): As long as the Frenchmen held fast to their language, they had chances of winning freedom.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

12. Assertion (A): Will they make them sing in German, even the pigeons.

Reason (R): They had enslaved France, so they could do every impossible act.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

13. Assertion (A): When it struck twelve, M. Hamel made a gesture with his hand to everyone that the school was dismissed.

Reason (R): He was too emotional and upset over the Berlin order to speak anything.
A. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
B. Both (A) and (R) are true and (R) is the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

14. Look at the statements given below. Choose the option that correctly identifies which statements are fact and which are opinion:
(*a*) By sitting in the class, the elders of Alsace showed their respect for M. Hamel.

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(*b*) The elders were regretting that they did not learn their mother tongue.
(*c*) The elders did not appreciate the faithful service of M. Hamel and were only there to bid farewell to the teacher.
(*d*) The teacher was sorrowful as he was to leave not only his students but also the school which he had nurtured.
A. Fact (*a*) and (*d*); opinion (*b*) and (*c*)
B. Fact (*b*) and (*c*); opinion (*a*) and (*d*)
C. Fact (*a*) and (*b*); opinion (*c*) and (*d*)
D. Fact (*b*) and (*d*); opinion (*a*) and (*c*)

15. **Statement I:** The narrator feels sorry for M. Hamel.

Statement II: Franz could not accept the fact that he won't be learning French any longer.
A. Statement I is true, but Statement II is false.
B. Statement I is false, but Statement II is true.
C. Both these statements can be inferred from the lesson.
D. Neither of the statements can be inferred from the lesson.

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives.*

PASSAGE-1

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment, I thought of running away and spending the day out of doors. It was so warm, so bright!

16. Who is the author of these lines?
A. William Douglas B. Selma Lagerlof
C. Alphonse Daudet D. Anees Jung

17. Who was Mr Hamel?
A. Principal B. French teacher
C. Village Sarpanch D. Franz's father

18. Why was Franz in great dread?
A. He had not prepared his grammar lesson
B. He had bunked the class the previous day
C. He had not brought his notebook
D. None of these

19. What did Franz think for a moment?
A. teaching a lesson to his teacher
B. pranking the principal
C. bunking the class
D. joining the Civil movement

PASSAGE-2

I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fright, did I see that our teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn.

20. Who is 'I' in the given lines?
A. Franz B. M. Hamel
C. The Mayor D. The Narrator

21. What was unusual about M. Hamel's dress?
A. Wore clean clothes
B. Wore a brand new outfit
C. Wore a traditional French outfit
D. Wore his fancy clothes

22. Why was M. Hamel dressed so unusually?
A. He was retiring
B. It was his last lesson
C. He was leaving the school
D. He was going to be imprisoned

23. Which word in the extract would also mean 'formal and dignified'?
A. Inspection B. Strange
C. Solemn D. Fright

24. 'Got a little over my Fright' means:
A. a bit afraid B. a bit settled
C. being cautious D. all of these

PASSAGE-3

"My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive." What a thunderclap these words were to me!

25. Why does M. Hamel want the students to be attentive?
A. Because it is his last French lesson
B. Because the order has come from Berlin
C. Because he is about to reveal the question paper
D. Because the government officer is on a visit

26. Which order from Berlin is called as 'thunderclap' by Franz?
A. The order of closing schools for a month
B. The order of stopping teaching French
C. The order of executing anyone in Alsace & Lorraine
D. The order of demolishing the school building

27. How would you describe Franz's tone when he says, "What a thunderclap these words were to me"?
A. Angry B. Gloomy
C. Perplexed D. Irritated

28. **Statement I:** M. Hamel had been subjected to mental torture with the decision to teach only German in Alsace and Lorraine.

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Statement II: Nobody except Franz was able to realize the pain in M. Hamel's eyes.

A. Statement I is true, but Statement II is false
B. Statement I is false, but Statement II is true
C. Both Statement I & II cannot be inferred from the passage
D. Both Statement I & II can be inferred from the passage

29. In which of the following options can the underlined words not be replaced with 'wretch'?

A. The beggar has broken my car window.
B. Items like a stick and grenadier are now variable.
C. He is a lonely and miserable rogue.
D. Before the poor knave had time to speak, he was shot.

PASSAGE-4

My last French lesson why I hardly knew how to write I should never learn anymore I must stop there then oh how sorry I was for not learning my lessons for seeking Birds eggs or going sliding on the Saar my books that had seemed such a nuisance a while ago so heavy to carry my grammar and my history of the saints were old friends now that I couldn't give up.

30. Why was it the speaker's last French lesson?

A. because his French teacher was retiring
B. because of a government order to teach only German
C. because the speaker was migrating
D. because French has become a language to be taught in higher classes

31. What is the speaker feeling after getting to know that it is his last French lesson?

A. sad B. regretful
C. frightened D. distraught

32. What did Franz do to skip his French lessons?

A. seeking bird eggs
B. going on the slides
C. working on the mill
D. both (A) and (B)

33. How do Franz's feelings regarding his books change?

A. He feels that they were his friends
B. He believes that they were a nuisance
C. He feels that his identity is related to his books
D. He believed that they are of no use to him

PASSAGE-5

Poor man! It was in honour of this last lesson that, he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

34. Why does the narrator refer to M. Hamel as 'poor man'?

A. He empathizes with M. Hamel as he had to leave the village.
B. He believed that M Hamel's 'fine Sunday clothes' clearly reflected that he was not rich.
C. He feels sorry for M. Hamel as it was his last French lesson.
D. He thinks that M. Hamel's patriotism and sense of duty resulted in his poverty.

35. Which of the following idioms might describe the villagers' act of attending the last lesson most accurately?

A. too good to miss
B. too little, too late
C. too many cooks spoil the broth
D. too cool for school

36. Choose the option that might raise a question about M. Hamel's 'faithful service'.

A. When Franz came late M. Hamel told him that he was about to begin class without him.
B. Franz mentioned how cranky M. Hamel was and 'his great ruler rapping on the table'.
C. M Hamel often sent students to water his flowers and gave a holiday when he wanted to go fishing.
D. M Hamel permitted villagers to put their children 'to work on a farm or at the mills' for some extra money.

37. Choose the option that most appropriately fills in the blanks, for the following description of the given extract.

The villagers and their children sat in the class, forging with their old master a (*i*) ..... togetherness. In that moment, the class room stood (*ii*) ..... . It was France itself and the last French lesson a desperate hope to (*iii*) ..... to the remnants of what they had known and taken for granted their own (*iv*)..... .

A. (*i*) graceful (*ii*) still (*iii*) hang on (*iv*) country
B. (*i*) bygone (*ii*) up (*iii*) keep on (*iv*) education
C. (*i*) beautiful (*ii*) mesmerised (*iii*) carry on (*iv*) unity
D. (*i*) forgotten (*ii*) transformed (*iii*) hold on (*iv*) identity

PASSAGE-6

But I got mixed up on the first words and stood there, holding onto my desk, my heart beating, and not daring to look up.

38. Who is I here?

A. Mr Hamel B. Franz
C. Village Sarpanch D. Not clear from the story

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39. What was asked in the classroom from 'I'?
A. Rule of grammar
B. Addition rule
C. Multiplication table of 18
D. Essay on the language

40. Why did he stand holding the desk?
A. He was surprised at the question
B. He had not prepared his lesson
C. He was absent the previous day
D. He did not listen the question clearly

41. What was the reaction of the teacher?
A. Scolded him
B. Shouted at him
C. Sent him out of the class
D. Pitied him

PASSAGE-7

I heard M. Hamel say to me, "I won't scold you, little Franz; you must feel bad enough. See how it is! Every day we have said to ourselves, Bah! I have plenty of time. I'll learn it tomorrow. And now you see where we have come out. That's the great trouble with Alsace; she puts off learning till tomorrow.

42. For what reason Franz could have been scolded?
A. For being late to school
B. for not learning participles
C. for ignoring his lessons
D. for playing all the time

43. Why should Franz be feeling bad?
A. his teacher was retiring
B. he would not learn French now
C. he was rusticated
D. his inability to show his command over friend

44. The given lines indicate how M. Hamel is feeling. Pick the option that correctly states these feelings.
1. angry 2. regretful
3. sad 4. hatred
5. Joyous 6. sympathetic
A. 1 and 4 B. 2 and 3
C. 5 and 6 D. 1 and 3

45. The story 'The Last lesson' highlights which human tendency?
A. male chauvinism B. procrastination
C. courage D. cowardice

PASSAGE-8

M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world— the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language as it is as if they had the key to their prison. Then he opened a grammar book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy.

46. Which of the following can be attributed to M. Hamel's declaration about the French language?
A. Subjective expertise
B. Nostalgic pride
C. Factual accuracy
D. Patriotic magnification

47. Read the quotes given below. Choose the option that might best describe Hamel's viewpoint.
(*a*) Those who know nothing of foreign languages know nothing of their own.
(*b*) Language is the road map of a culture. It tells you where its people come from and where they are going.
(*c*) A poor man is like a foreigner in his own country.
(*d*) The greatest propaganda in the world is our mother tongue, that is what we learn as children, and which we learn unconsciously. That shapes our perception for life.
A. option (*a*) B. option (*b*)
C. option (*c*) D. option (*d*)

48. "I was amazed to see how well I understood it".
Select the option that does not explain why Franz found the grammar lesson 'easy'.
A. Franz was paying careful attention in class this time.
B. M. Hamel was being extremely patient and calm in his teaching.
C. Franz was inspired and had found a new meaning and purpose to learning.
D. Franz had realized that French was the clearest and most logical language.

49. Franz was able to understand the grammar lesson easily because he was:
A. receptive B. appreciative
C. introspective D. competitive

PASSAGE-9

All at once, the church clock struck 12, then the Angelus. At the same moment the trumpets of the Prussians, returning from drill sounded under our windows. M. Hamel stood up very pale in his chair. I never saw him look so tall.

50. What is Angelus?
A. Prayers said in the morning
B. Prayers said in the middle of the day
C. Prayers said in the evening
D. All of these

51. Who are the Prussians?
A. Residents of Germany
B. Residents of Poland
C. Residents of some parts of Austria
D. All of these combined

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52. Why was M. Hamel so pale?
A. He was tired by the end of the class
B. He was replaced by the German teacher
C. He was not well
D. He was tired due to the Mischief caused by the students

53. 'I never saw him look so tall' means:
A. Sad B. Excited
C. Lively D. seemed very confident

PASSAGE-10

"Viva La France!" then he stopped and leaned his head against the wall and without a word he made a gesture to us with his hand— "school is dismissed—you may go".

54. The reason for his stopping and leaning against the wall was:
A. because he was unwell
B. because he was emotional
C. because he wanted to teach German too
D. because the students didn't pay attention in his lecture

55. What does 'Viva La France' mean?
A. Good bye France B. Good living France
C. Long live France D. France is the best

56. The phrase 'Viva La France' indicates the speakers:
A. Enthusiasm B. Depression
C. Nostalgia D. Patriotism

57. Why does M. Hamel write Viva La France on the black board:
A. to show his love for French
B. to show his love for teaching
C. to show his love for his country
D. both (A) and (C)

58. French think, "Will they make them sing in German". What does this mean?
A. it means that nothing will be affected
B. it means that when people are deprived their surroundings are also affected
C. it means that a change will be welcome
D. it means that Franz was unaware of what was happening

59. Choose the statement that is not true:
A. Franz did not like going to school
B. He was scared of M Hamel
C. He was excited that he was going to learn German
D. He was regretful on the day of the last lesson

60. What had the narrator counted on to enter the school unnoticed?
A. he counted the leaves of a plant outside the classroom
B. he counted the blessing of God
C. he counted the number of people he met on his way
D. he counted on the hustle and bustle that was usual in the school

61. What did M. Hamel tell the people in the class about French language?
A. French was the most beautiful language in the world
B. French was the most illogical language in the world
C. French was the most logical language in the world
D. Both (A) and (C)

62. Which language was made compulsory to be taught in the schools of Alsace and Lorraine?
A. Portuguese B. French
C. German D. Spanish

63. For how many years had Hamel taught at the school?
A. 10 years B. 20 years
C. 30 years D. 40 years

64. Who were present in the class the last day?
A. all the villagers were present in the class
B. all the students and elderly villagers were present in the class
C. everyone except the teacher were present in the class
D. the Inspector from the neighbouring town was present in the class

65. The word 'rapping' means:
A. singing
B. slapping on the head
C. striking to attract attention
D. teaching strictly

66. "The birds were chirping at the edge of the woods and in the open fields back of the sawmill the Prussian soldiers were drilling."

Which of the following sentences can be said as true after reading the given lines?
A. Alsace bordered Prussia and so Franz could hear the drilling.
B. The Prussian soldiers had started to construct their official building.
C. The people of Alsace like Franz were attracted to the sound of drilling.
D. Prussia had won over Alsace and Lorraine and thus were practicing to settle their authority.

67. Franz saw a huge crowd assembled in front of the bulletin board, but did not stop. How would you evaluate his reaction?
A. Franz was too little to care about the news of lost battles.
B. Nobody in Franz's family was in the army, so it did not matter.

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C. Bad news had become very normal, so he went about his task.
D. It was too crowded for Franz to find out what news was up on the board.

68. What did the blacksmith say to Franz?
A. To read the bulletin-board.
B. To get his homework completed.
C. To hurry to the school.
D. To not go so fast.

69. "There was usually great bustle and noise when school began, but it was all very quiet". Which of the following describes Franz's emotions most accurately?
A. Shock and awe
B. Disappointment and anxiety
C. Confusion and distress
D. Curiosity and uncertainty

70. Which of the statements cannot be attributed to Franz?
A. Franz did not like studying; he would rather enjoy nature.
B. Franz loved his teacher a lot.
C. Franz regretted that he did not study French at all.
D. Franz was a naughty student.

71. What does M. Hamel blame the parents for?
A. They preferred children to work in farms.
B. They were not strict.
C. They did not come to M. Hamel's class.
D. They did not love the French language.

72. "It seemed almost as if the poor man wanted to give us all he knew before going away and put it all into our heads at one stroke". Which of the following sentences does not use the phrase 'at one stroke' correctly?
A. The smoke choked the joking man at one stroke.
B. I managed to please both the buyer and the seller at one stroke.
C. Let's settle the matter at one stroke.
D. When the economy crashed, thousands lost their jobs, their homes and their pensions at one stroke.

73. 'They looked like little flags floating everywhere in the school room, hung from the rod at the top of our desks.' In the given sentence, which literary device has been used:
A. Alliteration B. Metaphor
C. Simile D. Both (A) and (C)

74. Choose the term which best matches the tone of statement: "but he had the courage to hear every lesson to the very last".
A. Acceptance B. Neglect
C. Discipline D. Regret

75. "I never saw him look so tall". Which of the following best captures M. Hamel on the last day of school?
A. Cranky, measurable, dedicated, resigned
B. Patient, dignified, emotional, courageous
C. Calm, nostalgic, disappointed, patriotic
D. Proud, reproachful, persistent, heroic

76. What do the marching soldiers under the windows represent?
A. The Dawn of Prussia and the defeat of French people
B. The defeat of Prussia
C. The victory of French
D. None of these

77. Pick a quote that best describes the theme of the story:
A. What is the nation without a mother tongue?
B. The rhythm of my body is the same as my mother tongue. It is in this rhythm where I find sanctity that I can return to my mother who is everywhere in the universe.
C. Language is the blood of the soil into which thoughts run and out of which they grow.
D. Poetry is the mother tongue of the human race.

78. What did Hauser bring?
A. Sweets B. Children
C. Friends D. Old Primer

79. What made Franz forget M. Hamel's ruler and crankiness?
A. Police Patrolling
B. Strange Quietness
C. Bustle on the streets
D. The idea of his going away

80. When people are enslaved, what key do they have to the prison, according to M. Hamel?
A. Their behaviour B. Power
C. Aggressiveness D. Mother tongue

81. What does the expression "in great dread of scolding" mean?
A. To be happy about it
B. Very badly scared of scolding
C. To be indifferent
D. None of these

82. M. Hamel is introduced as a ruler-wielding teacher. This demonstrates that:
A. he is concerned B. he is adamant
C. he is unfeeling D. he is a hard taskmaster

83. What is the moral that Alphonse Daudet wants to bring out?
A. Not to put off things that one can do that day
B. Old order changed to new
C. One should accept everything that happens
D. Teachers should be respected

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84. For the last two years, where did all the bad news come from?
A. The Bulletin Board
B. Town Hall
C. School
D. M. Hamel's House

85. What did Mr. Hamel bring for his class on his last day in the school?
A. New pens B. New notebooks
C. Sweets D. Story books

86. What was Franz expected to be prepared for at school that day?
A. Song B. Dance
C. Essay writing D. Participles

87. Who asked Franz not to hurry to school?
A. Old Hauser B. Former Mayor
C. Former Postmaster D. Blacksmith Watcher

88. The story is set in the days of:
A. Franco–Prussian war (1870-71)
B. Franco–German war (1870-71)
C. Franco–Poland war (1880-81)
D. Franco–Austrian war (1880-81)

89. Prussia then comprised of:
A. Germany, Poland, Parts of Austria
B. Germany, Italy, Poland
C. Germany, England, France
D. France, Austria, Poland

LOST SPRING
By Anees Jung

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives.*

PASSAGE-1

"This morning, Saheb is on his way to the milk booth. In his hand is a steel canister. "I now work in a tea stall down the road", he says, pointing in the distance. "I am paid 800 rupees and all my meals". Does he like the job? I ask. His face, I see, has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The bag was his. The canister belongs to the man who owns the tea shop. Saheb is no longer his own master!"

90. "His face, I see, has lost the carefree look". This means as per the assumption of the author, in his looks, Saheb is .....
A. Not burdened with responsibility
B. Burdened with responsibility
C. Burdened but without any responsibility
D. Not burdened but feels responsible

91. Choose the appropriate statements for "Saheb is no longer his own master!"
(*i*) Saheb carries his bag for rag picking.
(*ii*) Saheb works in a tea stall.
(*iii*) Saheb is paid 800 rupees.
(*iv*) Saheb carries canister.
A. (*i*), (*ii*) & (*iii*) B. (*i*), (*ii*) & (*iv*)
C. (*i*), (*iii*) & (*iv*) D. (*ii*), (*iii*) & (*iv*)

92. Read the statements given below.

Choose the correct statement to analyse the mental condition of Saheb-e-Alam.
A. He seems to be dignified working at the tea-stall.
B. He seems to be proud collecting milk from the milk booth.
C. He seems to be responsible carrying the steel canister.
D. He seems to be enjoying his freewheel at the tea-stall.

93. Select the option/options that does *not* explain Saheb's nature of thinking in his new job at the tea stall.
(*i*) He thinks collecting milk is a part of his new job.
(*ii*) Canister is heavy, but he thinks he should carry it for survival.
(*iii*) He is earning 800 rupees and all meals, so he should justify the job.
(*iv*) He is a servant now, he can have a carefree life.
A. Only option (*iii*)
B. Both options (*ii*) & (*iv*)
C. Both options (*i*) & (*iv*)
D. Only option (*iv*)

94. Choose the option that most appropriately fills in the blanks, for the following description of the given extract.

People migrate from villages to cities in search of a better life. They want to earn money so that they can lead a good life and (*i*) _____ their children in a better way. As cities have more (*ii*) _____ for work, this makes them migrate from the villages to these big cities. (*iii*) _____ all miseries and challenges of life at young age, Saheb even finds a job in a tea stall, shifting from rag picking to (*iv*) _____ his struggle for survival.
A. (*i*) give; (*ii*) scope; (*iii*) controlling; (*iv*) continue
B. (*i*) rare; (*ii*) opportunities; (*iii*) Accepting; (*iv*) prove
C. (*i*) provide; (*ii*) jobs; (*iii*) Denying; (*iv*) stop
D. (*i*) leave; (*ii*) chances; (*iii*) Chasing; (*iv*) deal

PASSAGE-2

Savita, a young girl in a drab pink dress, sits alongside an elderly woman, soldering pieces of glass. As her hands move mechanically like the tongs of a machine, I wonder

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if she knows the sanctity of the bangles she helps make. It symbolises an Indian woman's suhaag, auspiciousness in marriage. It will dawn on her suddenly one day when her head is draped with a red veil, her hands dyed red with henna, and red bangles rolled onto her wrists. She will then become a bride. Like the old woman beside her who became one many years ago. She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bhar khana bhi nahin khaya", she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime — that's what she has reaped! Her husband, an old man with a flowing beard, says, "I know nothing except bangles. All I have done is make a house for the family to live in." Hearing him, one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head!

95. I know nothing except bangles. Which one of the following best speaks about the character of the old man.
A. (*i*) Cunning; (*ii*) wise; (*iii*) soft; (*iv*) obedient
B. (*i*) Intelligent; (*ii*) irresponsible; (*iii*) caring; (*iv*) simple
C. (*i*) Innocent; (*ii*) foresight (*iii*) responsible; (*iv*) caring
D. (*i*) Impeccable; (*ii*) honest; (*iii*) rude; (*iv*) simple

96. Which option best indicates that the old woman too has sacrificed something in her life for the sake of her family.
(*i*) The old woman has bangles on her wrist, but she can't see them.
(*ii*) She has not even enjoyed one full meal in her life time.
(*iii*) She never supported her husband in bangle making in her life.
(*iv*) She knows nothing expect making bangles which symbolise an Indian woman's suhaag.
A. (*i*) & (*iv*) B. (*ii*) & (*iii*)
C. (*iii*) & (*iv*) D. (*i*) & (*ii*)

97. "Ek waqt ser bhar khana bhi nahin khaya", the grand mother says. Her voice indicates that she is ..... .
A. Undergoing an emotion of great happiness.
B. Going through an emotion which lacks happiness.
C. Undergoing an emotion of anger and frustration.
D. Experiencing an emotion which reflects her fear and anxiety.

98. Which of these statements is *ture* about the husband of the elderly woman?
A. He says he knows nothing about making bangles in Firozabad.
B. He did not enjoy even one full meal in his entire life for the sake of his family.
C. He says he knows only bangle making and nothing else in his life.
D. All he has done in his life for the sake of his wife is making bangles for her.

99. "I wonder if she knows the sanctity of the bangles she helps make". In this statement, "I wonder reflects" the author's ..... .
A. Curiosity B. Anxiety
C. Embarrassment D. Restlessness

100. The narrator asks Saheb to go to school. What is the intension of the narrator here?
A. Narrator wants Saheb to enjoy in the school.
B. Narrator wants Saheb to go for rag picking and school as well.
C. Narrator wants Saheb to go to school instead of rag picking.
D. Narrator seriously encourages him to go to school.

101. "It takes longer to build a school" says the narrator to Saheb. What does the narrator really mean here?
A. There is a possibility to build a school.
B. It takes very long time to build a school.
C. There is a way to build a school.
D. There is no intention to build a school.

102. "After months of knowing him, I ask him his name. "Saheb-e-Alam", he announces. He does not know what it means. If he knew its meaning — lord of the universe — Saheb would have a hard time believing it" because ..... .
A. He was too poor to bear such a big name.
B. He was not suitable to bear such a big name.
C. His name was opposite to his life.
D. His life was quite suitable to his name.

103. "I like the game", he hums, "content to watch it standing behind the fence". The above sentence refers that Saheb ..... .
A. Is not satisfied with watching the game standing by the fence of club.
B. Is satisfied with watching the game standing by the fence of the club.
C. Wants to watch the game standing inside the fence of the club.
D. Is not allowed to watch the game even from the fence of the club.

104. "His dream looms like a mirage amidst the dust of streets that fill his town Firozabad, famous for its bangles". For Anees Jung, the dream of Mukesh appears as it is far away from reality. As per the circumstances, she thinks Mukesh would ..... .
A. Gradually be adjusted with the demands of his family.
B. Gradually be satisfied with his family profession.
C. Gradually be influenced by the societal pressures.
D. All the above

105. "It is his karam, his destiny", says Mukesh's grandmother, who has watched her own husband go blind with the dust from polishing the glass of bangles.

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Which one of the following statements appropriately suits to the mind-set or lookout of Mukesh's grandmother.

A. She doesn't like her family members in the business of bangle making.
B. She wants her grandson, Mukesh to find his own destiny.
C. She thinks that her husband has gone blind due to his fate.
D. She doesn't believe in karam and destiny which play a major role in the lives of bangle makers.

106. "I want to be a motor mechanic", Mukesh repeats. Which one of the following best speaks about his repetition.

A. He is thinking to become a motor mechanic if everything is comfortable for him.
B. He wants to be a motor mechanic if his parents permit him.
C. He is strong in his decision of becoming a motor mechanic.
D. He wants to become a motor mechanic to impress the author.

107. The author asks, "Do you know anything about car driving?" Mukesh answers, "I will learn to drive a car". Choose the best efforts from the following which can help Mukesh materialise his dream of becoming a car driver.

A. His dedication and readiness to learn about car driving from the garage.
B. His mental state of uncertainty and lack of conviction to dream of cars.
C. His determination to walk to the garage which is a long way from his home.
D. All the above except (B)

108. **Assertion:** The children of Seemapuri are living a life of exploitation.

Reason: Extreme poverty forces them to lead such a life.

A. Both (A) and (R) are true and (R) is the correct explanation of (A).
B. Both (A) and (R) are true and (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. (A) is false, but (R) is true.

109. **Assertion:** Most of the ragpickers appear walking bare foot in cities and on village roads.

Reason: They were caught in the web of a vicious circle of middlemen.

A. Both (A) and (R) are true and (R) is the correct explanation of (A).
B. Both (A) and (R) are true and (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. (A) is false, but (R) is true.

110. **Assertion:** Garbage is wrapped in wonder for the elders in Seemapuri.

Reason: For the elders, it is a means of survival.

A. Both (A) and (R) are true and (R) is the correct explanation of (A).
B. Both (A) and (R) are true and (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. (A) is false, but (R) is true.

111. **Assertion:** Saheb was not allowed to play tennis in the neighbourhood club.

Reason: He had proper shoes but no racquet to play tennis.

A. Both (A) and (R) are true and (R) is the correct explanation of (A).
B. Both (A) and (R) are true and (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. Both (A) and (R) are false.

112. **Assertion:** Saheb is no longer his own master.

Reason: The tea canister which he carries is his own property.

A. Both (A) and (R) are true and (R) is the correct explanation of (A).
B. Both (A) and (R) are true and (R) is not the correct explanation of (A).
C. (A) is true, but (R) is false.
D. (A) is false, but (R) is true.

113. **Statement 1:** Mukesh insists on being his own master.

Statement 2: He has no fascination for continuing his family profession.

A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effects of a common cause.
D. Both the statements are the effects of independent causes.

114. **Statement 1:** The children's eyes are more adjusted to the dark than to the light outside.

Statement 2: The boys and girls end up losing their eye sight before they become adults.

A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effects of a common cause.

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D. Both the statements are the effects of independent causes.

115. **Statement 1:** The young bangle makers could not organise themselves into a cooperative.

Statement 2: They were caught in a web of vicious circle.

A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effects of a common cause.
D. Both the statements are the effects of independent causes.

116. **Statement 1:** Exemplary punishment should be given by law to those who employ the children to work in hazardous industries.

Statement 2: Child Labour is banned by the law.

A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effects of a common cause.
D. Both the statements are the effects of independent causes.

117. **Statement 1:** Saheb's family left Bangladesh and came to India.

Statement 2: Saheb is no longer his own master.

A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effects of a common cause.
D. Both the statements are the effects of independent causes.

DEEP WATER
By William Douglas

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives.*

PASSAGE-1

I had not been there long when in came a big bruiser of a boy, probably eighteen years old. He had thick hair on his chest. He was a beautiful physical specimen, with legs and arms that showed rippling muscles. He yelled, Hi, Skinny! How'd you like to be ducked?

118. How did the pool look like when the narrator went there?

A. Pleasant and lively.
B. Thrilling and attractive.
C. Timid and indifferent.
D. Still and clean.

119. Why did the narrator sit on the side of the pool?

A. To enjoy the beauty of the pool.
B. He was afraid of entering the pool alone.
C. To wait for the coach to arrive.
D. To prepare himself mentally to enter the pool.

120. What did the big bruiser of a boy do?

A. He flashed his rippling muscles.
B. He frightened the narrator.
C. He picked the narrator and tossed him into the deep end.
D. He took the narrator along to make him learn swimming.

121. The word 'bruiser' in the extract means:

A. Aggressor B. Genius
C. Gentleman D. Intelligent

PASSAGE-2

I laughed and said, "Well, Mr. Terror, what do you think you can do to me"? It fled and I swam on.

122. Who is 'I' here?

A. William Doughlas B. Anees Jung
C. Khushwant Singh D. Kamala Das

123. Who is being addressed to as Mr. Terror?

A. Coach B. Young boy
C. Water D. None of these

124. Why did the narrator laugh?

A. Happy go lucky nature
B. Mocking Mr. Terror
C. Confident of defeating Mr. Terror
D. All of these

125. Why did Mr. Terror leave?

A. Could intimidate the narrator.
B. Could not make the narrator beg for help.
C. Could brighten up the narrator.
D. Could not frighten the narrator.

PASSAGE-3

It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A in Yakima that offered exactly the opportunity. The Yakima River was treacherous. Mother continually warned against it and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A pool was safe.

126. Who is 'I' in the above lines?

A. The narrator B. The coach
C. The young boy D. Father of the young boy.

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127. Why did mother not allow 'I' to learn swimming in a river?
A. Religion did not allow this.
B. Social barriers to learn swimming.
C. Afraid about safety of her child.
D. All of these

128. What was reported to 'I'?
A. Coldness of water in Yakima river.
B. Coldness of water in swimming pool.
C. Drowning cases in Yakima river.
D. Drowning cases in swimming pool.

129. How was Y.M.C.A. a safe pool?
A. It had warm water.
B. It was open only during day time.
C. It had no water in it.
D. It was two to three feet deep at the shallow end.

Directions: *Choose the correct option with reference to the two statements given below:*

130. **Statement 1:** Douglas tried his best to jump out of water.

Statement 2: After a while, Douglas was not anxious in water.
A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effect of a common cause.
D. Both the statements are the effects of independent causes.

131. **Statement 1:** The author's father laughed to mock his son's inability to swim.

Statement 2: The author wanted to swim just to prove to his father that he can swim.
A. Statement 1 is true, but Statement 2 is false.
B. Statement 1 is false, but Statement 2 is true.
C. Both Statement 1 and Statement 2 cannot be inferred.
D. Both Statement 1 and Statement 2 can be inferred.

132. **Statement 1:** Douglas had been haunted by fear for many years.

Statement 2: Douglas decided to learn to swim.
A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effect of a common cause.
D. Both the statements are the effects of independent causes.

133. **Statement 1:** The narrator's mother warned him against swimming in the Yakima River.

Statement 2: Many people swam safely in the Yakima River.
A. Statement 1 is false, but Statement 2 is true.
B. Statement 1 is true, but Statement 2 is false.
C. Both Statement 1 and Statement 2 are true
D. Both Statement 1 and Statement 2 are false.

134. **Statement 1:** I crossed to oblivion.

Statement 2: The curtain of life fell.
A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effect of a common cause.
D. Both the statements are the effects of independent causes.

135. **Statement 1:** The narrator was in the grip of fear of water.

Statement 2: This deprived him of the joys of canoeing, boating, swimming and fishing.
A. Statement 1 is false, but Statement 2 is true.
B. Statement 1 is true, but Statement 2 is false.
C. Both Statement 1 and Statement 2 are true
D. Both Statement 1 and Statement 2 are false.

136. **Statement 1:** At the age of ten or eleven, the narrator decided to learn to swim with water wings at the Y.M.C.A. pool.

Statement 2: The Y.M.C.A. pool was dangerous at the shallow end.
A. Statement 1 is false, but Statement 2 is true.
B. Statement 1 is true, but Statement 2 is false.
C. Both Statement 1 and Statement 2 are true.
D. Both Statement 1 and Statement 2 are false.

137. **Statement 1:** In death there is peace.

Statement 2: There is terror only in the fear of death.
A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effect of a common cause.
D. Both the statements are the effects of independent causes.

138 **Statement 1:** The narrator went to different lakes to swim.

Statement 2: He found tiny vestiges of fear still gripped him.
A. If Statement 1 is the cause, Statement 2 is the effect

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B. If Statement 1 is the effect, Statement 2 is the cause
C. Both the statements are the effect of a common cause
D. Both the statements are the effects of independent causes

139. **Statement 1:** The narrator swam up & down the Warm Lake.

Statement 2: He could finally overcome his fear of water.
A. Statement 1 is false, but Statement 2 is true.
B. Statement 1 is true, but Statement 2 is false.
C. Both Statement 1 and Statement 2 are true.
D. Both Statement 1 and Statement 2 are false.

140. **Statement 1:** As the narrator sank into the pool, light was going out.

Statement 2: There was no more panic.
A. If Statement 1 is the cause, Statement 2 is the effect.
B. If Statement 1 is the effect, Statement 2 is the cause.
C. Both the statements are the effect of a common cause.
D. Both the statements are the effects of independent causes.

141. **Statement 1:** The narrator was going down into the pool.

Statement 2: He planned to make a big jump upwards and succeeded.
A. Statement 1 is false, but Statement 2 is true.
B. Statement 1 is true, but Statement 2 is false.
C. Both Statement 1 and Statement 2 are true.
D. Both Statement 1 and Statement 2 are false.

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives.*

PASSAGE-1

Then I started down a third time. I sucked for air and got water. The yellowish light was going out. Then all effort ceased. I relaxed. Even my legs felt limp; and a blackness swept over my brain.

142. "Then all efforts ceased" What did the author mean by this?
A. He lost all hope.
B. He yielded himself.
C. That he gave in courage to survive
D. All of these

143. Which of the statement is *true* with the reference to the extract?
A. His friend was coming to help him
B. His legs were almost immobilized
C. His arms were moving unceasingly
D. He could see a great light.

144. Which option indicates more accurately narrator's state of mind?
A. His mind was blank
B. He was greatly terrified
C. He was excited
D. He was puzzled

145. Which option indicates that the poet was becoming unconscious?
A. The yellowish light was going out.
B. A blackness swept over my brain.
C. All effort ceased.
D. My legs felt limp.

PASSAGE-2

The belt went through a pulley that ran on an overhead cable. He held on to the end of the rope, and we went back and forth, across the pool, hour after hour, day after day, week after week. On each trip across the pool a bit of the panic seized me. Each time the instructor relaxed his hold on the rope and I went under, some of the old terror returned and my legs froze. It was three months before the tension began to slack

146. "A 'pulley' that ran on an overhead cable". What does this mean?
A. An apparatus with a wheel
B. An apparatus with a rope
C. An apparatus without wheel
D. An apparatus with a wheel and a rope

147. The statement "Back and forth, across the pool" indicates:
A. Moving from one point to another
B. Moving clockwise and anticlockwise
C. Rising and falling
D. Ascending and descending

148. 'Tension began to slack' implies:
A. Fear started multiplying
B. Fear started increasing
C. Stress started decreasing
D. Stress started intensifying

149. 'Panic seized me' refers to:
A. Emancipating with joy
B. Fear gripped him
C. Boundless joy
D. Full of agony

PASSAGE-3

The experience had a deep meaning for me, as only those who have known stark terror and conquered it can appreciate. In death there is peace. There is terror only in

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the fear of death, as Roosevelt knew when he said, "All we have to fear is fear itself." Because I had experienced both the sensation of dying and the terror that fear of it can produce, the will to live somehow grew in intensity. At last I felt released — free to walk the trails and climb the peaks and to brush aside fear.

150. "In death there is peace" choose the correct option with reference to the above:
A. End of one's existence is happiness
B. That death is solace & comfort
C. That one's final abode is uncertain
D. That there is torment in death

151. The phrase 'Brush aside' refers to:
A. Get closer to B. To finally get rid of
C. Take it for granted D. Not care at all

152. "All we have to fear is fear itself". What does the narrator learn from President Roosevelt's statement?
A. To cancel the fear B. To frighten the fear
C. To dispel the fear D. To prevent the fear

153. "I had experienced both the sensation of dying and terror that fear of it can produce", which of the following idioms might describe the above statement
A. "To be scared to death"
B. "Once in a blue moon"
C. "With a silver spoon"
D. "Hand to mouth"

MY MOTHER AT SIXTY-SIX
By Kamala Das

Directions: *Read the following extract and choose the most appropriate option for each question.*

I saw my mother,
beside me, doze, open mouthed,
her face ashen like that of a corpse and realised with pain
that she was as old as she looked
but soon put that thought away,
and looked out at Young Trees sprinting,

154. Kamala Das turned her attention from her mother, because
A. She was feeling guilty.
B. She was shirking her responsibility.
C. She was trying to escape from pain filled emotions.
D. She didn't like the idea of her mother growing old.

155. The Poetic Device used in the above lines is also found in
A. Leena is the Lata Mangeshkar of Hyderabad.
B. Ayra is as cool as a cucumber to receive the heavy news.
C. The elephant is heavier than many other animals.
D. He is a tiger

156. The words 'doze' and 'ashen' reflect that the mother was:
A. Tired and sleepy
B. Sick and unhealthy
C. Lost strength and vigour as she had grown old
D. Hale and healthy

157. What did the poet realize seeing her mother beside her in the car?
A. That her mother may not survive for long
B. That her mother was suffering
C. That her mother wanted her to be with her
D. That she wanted to go with her daughter

158. 'Thought Away' means:
A. Diverted
B. Escaped
C. Drifted
D. Avoided

159. 'Trees sprinting' contains:
A. Metaphor B. Personification
C. Simile D. Alliteration

160. The Literary Devices used in the above extract are:
A. Simile and Refrain
B. Simile and personification
C. Simile and Alliteration
D. Only simile

Directions: *Read the following extract and choose the most appropriate option for each question.*

I looked again at her,
wan, pale as a late winter's moon and felt that old familiar ache,
my childhood's fear,
but all I said was, see you soon, Amma,
all I did was smile and smile and smile.....

161. Kamala Das comparing her mother to winter moon signifies:
A. Human life is as short as that of the moon
B. Though the mother is old, she is still beautiful
C. Winter is the last season of the year
D. Mother is about to die

162. Though she feels painful, Kamala Das smiles on .....
A. To hide her sad feelings and emotions
B. To encourage her mother to smile and feel good
C. Not to dishearten her mother by showing her worried face
D. All the above

163. The tone of the poem is:
A. Pensive and sorrowful
B. Disillusioned and unhappy
C. Happy but discontented
D. Remorseful

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Directions: *Study the two statements, in each question, labelled as Assertion (A) and Reason (R).*

164. Assertion (A): Kamala Das was honest and didn't have any hesitation in describing her mother's ageing face.

Reason (R): She compares her mother's face to a corpse.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

165. Assertion (A): Kamala Das didn't like her mother growing old.

Reason (R): She turns her attention away from her mother.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both, (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

166. Assertion (A): The poet feels the pain of separation at the airport.

Reason (R): She started smiling at her.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

167. Assertion (A): The poet gracefully accepts the reality of her mother growing old.

Reason (R): She left for her destination without much difficulty.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. Both (A) and (R) are false

168. Assertion (A): The poet didn't reveal her sorrow on her face in the airport.

Reason (R): She didn't like to create a scene there.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

169. Assertion (A): Kamala Das took her mother to airport.

Reason (R): She wanted to spend some more time with her.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

170. Assertion (A): The poet compares her mother to young trees.

Reason (R): Her mother was also young once.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

171. Assertion (A): The poet advocates the aged parents should be taken care of by their children.

Reason (R): She looked after her mother by being by her side.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. Both (A) and (R) are false

172. Assertion (A): The poet compares her mother to a winter moon

Reason (R): Winter moon doesn't shine well like in other seasons.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

173. Assertion (A): Kamala Das was scared of losing her mother or her company from her childhood days.

Reason (R): So, kamala Das was expecting this and hence ready for this to happen.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

By Stephen Spender

174. Assertion (A): The slum children's faces are like rootless weeds and their hair unkempt.

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Reason (R): The slum children were malnourished.
A. Both (A) and (R) are true, but (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is false, but (R) is true
D. (A) is true, but (R) is false

175. Assertion (A): The stunted unlucky heir of twisted bones is reciting a father's gnarled disease.

Reason (R): The boy has been born with polio.
A. (A) is true, but (R) is false
B. (A) is false, but (R) is true
C. Both (A) and (R) are true, but (R) is the correct explanation of (A)
D. Both (A) and (R) are true, but (R) is not the correct explanation of (A)

176. Assertion (A): The small boy is dreaming of squirrel's game.

Reason (R): The boy is not interested in the lesson as it is boring.
A. (A) is true, but (R) is false
B. (A) is false, but (R) is true
C. Both (A) and (R) are true, but (R) is the correct explanation of (A)
D. Both (A) and (R) are true, but (R) is not the correct explanation of (A)

177. Statement 1: The slum children were like bottle bits of stones.

Statement 2: The slum children were thin and weak but look beautiful.
A. Statement 1 is true, but Statement 2 is false
B. Statement 1 is false, but Statement 2 is true
C. Both Statement 1 and Statement 2 are true, but Statement 2 is the correct explanation of Statement 1
D. Both Statement 1 and Statement 2 are true, but Statement 2 is not the correct explanation of Statement 1

178. Assertion (A): Ships, Sun and love tempt the children to steal

Reason (R): The slum children have the tendency to steal.
A. (A) is true, but (R) is false
B. (A) is false, but (R) is true
C. Both (A) and (R) are true, but (R) is the correct explanation of (A)
D. Both (A) and (R) are true, but (R) is not the correct explanation of (A)

179. Assertion (A): The slum children should be taken to the green fields outside.

Reason (R): The slum children were forced to stay inside the classroom.
A. (R) is the explanation of (A)
B. (A) is the explanation (R)
C. (A) is the problem and (R) is the solution
D. (R) is the problem while (A) is the solution

180. Assertion (A): The poet wants the children to break barriers and be free.

Reason (R): The poet doesn't want them to be superstitious.
A. Both (A) and (R) are true, but (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is false, but (R) is true
D. (A) is true, but (R) is false

181. The following words show that the children suffer from 'acute malnutrition':
1. Stunted through 2. Twisted bones
3. Paper-seeming 4. Skin peeped
A. 1 and 2 are true B. 2 and 3 are true
C. 3 and 4 are true D. All are true

182. Assertion (A): The classroom walls are painted in 'sour cream':

Reason (R): The colour symbolizes the bleak future of the slum children.
A. Both (A) and (R) are true, but (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is false, but (R) is true
D. (A) is true, but (R) is false

183. Assertion (A): The slum children consider Shakespeare wicked.

Reason (R): The slum children are evil and they have malice against him.
A. Both (A) and (R) are true, but (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. (A) is false, but (R) is true
D. (A) is true, but (R) is false

184. Statement 1: The slum children consider map a bad example.

Statement 2: The world in the map has no relation to their world.
A. Statement 1 is true, but Statement 2 is false
B. Statement 1 is false, but Statement 2 is true
C. Both Statement 1 and Statement 2 are true, but Statement 2 is the correct explanation of Statement 1
D. Both Statement 1 and Statement 2 are true, but Statement 2 is not the correct explanation of Statement 1

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Directions: *Read the extracts given below and answer the questions that follow.*

POEM-1

Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn around their pallor
The tall girl with her weighed-down head. The paper-seeming boy,
with rat's eyes.

185. What does the poet contrast the children's faces with?
A. Flowers B. Stars
C. Waves D. Plants

186. How do the faces of these children look?
A. beautiful and attractive
B. like rootless weeds
C. ugly and awkward
D. vigorous and refreshing

187. Why are they compared to rootless weeds?
A. because they are healthy
B. because they are malnourished
C. because they are not beautiful
D. because they are from rural background

188. Why is the head of the tall girl 'weighed down'?
A. because she is doing something
B. because she is depressed due to abject poverty
C. she is reading something
D. she is not interested

189. What figure of speech is used in the last line?
A. Alliteration B. Simile
C. Metaphor D. Personification

190. What does 'the paper-seeming boy' imply?
A. he eats papers
B. he sells papers
C. he is lean and thin like a paper
D. he is pure like a paper

POEM-2

.....The stunted, unlucky heir
of twisted bones, reciting a father's gnarled disease,
His lesson, from his desk. At the back of the dim class
One unnoted, sweet and young. His eyes live in a dream
Of squirrel's game, in tree room other than this.

191. Why does the poet call the boy 'unlucky heir'?
A. he lost his father
B. his father left her mother
C. his father lost all money
D. he has inherited a disease of twisted bones

192. What is he reciting?
A. devotional songs
B. school lessons
C. his father's gnarled disease
D. folklore

193. Why was the boy unnoted?
A. Because he is small and sitting at the back
B. Because he is not intelligent
C. Because he is illiterate
D. Because he is not fair

194. What does the boy dream of?
A. beautiful world B. squirrel's game
C. owning big house D. riding a bike

195. What similarity do they have with respect to their physical condition?
A. all were neat and tidy
B. all were untidy
C. they were malnourished
D. all were beautiful

POEM-3

On sour cream walls, donations, Shakespeare's head,
Cloudless at dawn, civilized dome riding all cities.
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world.

196. Why were the classroom walls called sour cream walls?
A. because they were painted bright colour
B. because they were painted light yellow colour
C. the colour is pleasant and beautiful
D. it is dark brown colour

197. What things were displayed on the walls of the classroom?
A. medals won by the institution
B. freedom fighters
C. philosophers
D. poets, buildings, world map and valleys

198. What does the world map award?
A. A lot of knowledge
B. a lot of treasure
C. Rich, beautiful world
D. experience

199. Why is Shakespeare called wicked?
A. Because he represents the rich world
B. Because he wrote against them
C. He does not give them happiness and comfort
D. he wrote about their lives

POEM-4

And yet, for these
Children, these windows, not this map, their world.
Where all their future's painted with a fog,
A narrow street sealed in with a lead sky
Far far from rivers, capes, and stars of words.

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200. What is the world of slum children?
A. Beautiful fields
B. The windows of the classroom
C. Slum
D. Mountains

201. Why is their future painted with fog?
A. Because they work tirelessly in dark cells
B. Because the room is filled with fog
C. Because they have no clear vision of future
D. They were denied admission

202. How is their world different from the world in the map?
A. Very similar to their world
B. Contrary to the world in the map
C. Not comfortable
D. Does not offer any clues

POEM-5

Surely, Shakespeare is wicked, the map a bad example,
With ships and sun and love tempting them to steal—
For lives that slyly turn in their cramped holes
From fog to endless night?

203. Why is Shakespeare wicked?
A. he wrote about love
B. he didn't write about them
C. he is very wealthy
D. they have no access to love and happiness

204. Why do the slum children consider map a bad example?
A. it is not showing their place
B. it doesn't help them
C. it shows a world which is quite different from their world
D. it is not visible to them

205. Where do the children spend their lives?
A. in foggy slums B. beautiful fields
C. villages D. cities

206. What do you understand by 'from fog to endless night'?
A. they travel through the fog
B. they work at night
C. they spend their entire lives in slums
D. they grope in darkness

207. Which word in the passage means "narrow"?
A. slyly B. steal
C. tempt D. cramped

POEM-6

Unless, governor, inspector, visitor,
This map becomes their window and these windows
That shut upon their lives like catacombs,

208. Who can change the condition of slum children?
A. school teachers
B. The Principal
C. governor, inspector and visitor
D. parents

209. What action does the poet want them to take?
A. to build a new school
B. to take them to the world outside
C. to provide playground
D. to give them money

210. What are 'catacombs'?
A. underground cemetery
B. the caterpillars
C. the mushrooms
D. edible plants

211. What do the 'catacombs' signify?
A. the dead condition
B. the darkness
C. the little narrow homes of the slum dwellers
D. the difficulties they face

POEM-7

Break O break open till they break the town
And show the children to green fields, and make their world
Run azure on gold sands, and let their tongues
Run naked into books the white and green leaves open
History theirs whose language is the sun.

212. What should be shown to slum children?
A. Beautiful pictures B. films
C. green fields D. historical places

213. What would they break?
A. buildings B. dams
C. the barriers which separate them from the world outside
D. their poor huts

214. How can they understand history?
A. by reading the biographies
B. by reading books
C. by observing nature
D. by viewing films

215. Which word in the stanza means "bright blue"?
A. naked B. sands
C. azure D. doom

KEEPING QUIET
By Pablo Neruda

216. **Assertion (A):** The self-introspection is necessary for all literary persons.

Reason (R): Then only they will be able to meditate and save mankind from destruction.
A. Both (A) and (R) are correct and (R) is the correct explanation of (A).

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B. Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
C. (A) is true and (R) is false.
D. (A) is false and (R) is true.

217. **Assertion (A):** The poet wants everyone to remain quiet for sometime.

Reason (R): Silence will allow to listen to the voices of quiet and serene nature.
A. Both (A) and (R) are correct and (R) is the correct explanation of (A).
B. Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
C. (A) is true and (R) is false.
D. (A) is false and (R) is true.

218. **Assertion (A):** The exercise of counting upto twelve is suggested by the poet.

Reason (R): It helps to sit still and achieve a sense of togetherness.
A. Both (A) and (R) are correct and (R) is the correct explanation of (A).
B. Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
C. (A) is true and (R) is false.
D. (A) is false and (R) is true.

219. **Assertion (A):** Pablo Neruda desires to stop inhuman activities.

Reason (R): He wants to live in a peaceful atmosphere.
A. Both (A) and (R) are correct and (R) is the correct explanation of (A).
B. Both (A) and (R) are correct, but (R) is not the correct explanation of (A).
C. (A) is true and (R) is false.
D. (A) is false and (R) is true.

220. **Assertion (A):** The poet wants everyone to learn from the nature to create and not to destroy.

Reason (R): He wants to escape from his duty towards the mankind.
A. Both (A) and (R) are correct and (R) is the correct explanation of (A).
B. Both (A) and (R) are correct but (R) is not the correct explanation of (A).
C. (A) is true and (R) is false.
D. (A) is false and (R) is true.

221. Identify the tone of Pablo Neruda in the following line:

Perhaps the Earth can teach us....
A. Confident and clear about the future events.
B. Dramatic about the prediction he made.
C. Convinced about the sequence of events to follow.
D. Uncertain, yet hopeful about the possibility.

222. Based on the poem, choose the correct option with reference to the two statements given below.

Statement 1: The poet urges his countrymen to stop for a while.

Statement 2: The poet urges all men to stop for a second.
A. Statement 1 is true, but Statement 2 is false.
B. Statement 1 is false, but Statement 2 is true.
C. Both Statement 1 and Statement 2 are true.
D. Both Statement 1 and Statement 2 cannot be inferred.

223. Select the option that best conveys the feelings of the poet corresponding to the following:

"Fishermen in the cold sea
would not harm whales"

A. • fishermen would not kill whales because they did not need them
• fishermen would not kill whales because they were scared of them
B. • fishermen would not kill whales because they realised the damage that they were causing to the ecosystem
• fishermen would stop killing whales for commercial purposes.
C. • fishermen only wished they would not kill whales
• fishermen would not kill whales because they feared that whale population was fast dwindling
D. • fishermen would not kill whales themselves because others were doing that for them
• fishermen would not kill whales because there was a moratorium on killing whales

224. Based on the poem, choose the correct option with reference to the two statements given below.

Statement 1: The poet is in anguish at the plight of the earth and expresses hope that the situation may improve.

Statement 2: The poet's fears of total destruction of the earth are baseless.
A. Statement 1 is true, but Statement 2 is false.
B. Statement 1 is false, but Statement 2 is true.
C. Both Statement 1 and Statement 2 are true.
D. Both Statement 1 and Statement 2 cannot be inferred.

225. Read the statements given below carefully. Choose the option that best describes these statements, with reference to the poem 'Keeping Quiet'.

Statement I: The poem 'Keeping Quiet' calls for change as much in the individual as human society at large.

Statement II: The poem 'Keeping Quiet' implies that individual change will lead to bigger societal change.

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Statement III: Neruda believes that when people come together as a community, they will be able to bring a transformation in each person.

A. Statement I is True, Statement II is False, and Statement III cannot be inferred.
B. Statement I and II cannot be inferred, Statement III is True.
C. Statement I is True, Statements II and III cannot be inferred.
D. Statement I cannot be inferred, Statement II cannot be inferred, Statement III is False.

226. Based on the poem 'Keeping Quiet', choose the correct option with reference to the two statements given below.

Statement 1: The poet cautions that one should not mistake doing nothing for total inactivity.

Statement 2: The poet also avers that he does not mean to associate with death.

A. Statement 1 is true, but Statement 2 is false.
B. Statement 1 is false, but Statement 2 is true.
C. Both Statement 1 and Statement 2 are true.
D. Both Statement 1 and Statement 2 cannot be inferred.

227. Classify (1) to (4) as fact (F) or opinion (O), based on your reading of *Keeping Quiet*.

1. The poet wants all humans to introspect themselves by observing silence.
2. The poet says there would no survivors if there were all kinds of wars.
3. The poet says that man can learn from the earth that we still can hope for life even when everything seems dead.
4. Poet says that men are threatening themselves, through their acts, with death.

A. F-1, 3, 4; O-2
B. F-1, 3; O-2, 4
C. F-2; O-1, 3, 4
D. F-3, 4; O-1, 2

Directions (Qs. No. 228-231): *Read the extract to attempt questions that follow:*

For once on the face of the Earth let's not speak in any language, let's stop for one second, and not move our arms so much. It would be an exotic moment without rush, without engines, we would all be together in a sudden strangeness.

228. The poet uses the word "let's" to _____.

A. initiate a conversation between the poet and the readers.
B. invite readers as part of the poem's larger call to humanity.
C. welcome readers into the world of the poem and its subject.
D. address readers as fellow members of the human race.

229. Margaret Atwood said, "Language divides us into fragments, I wanted to be whole". Choose the option that correctly comments on the relationship between Margaret Atwood's words and the line from the above extract – "let's not speak in any language"

A. Atwood endorses Neruda's call to not speak in any language.
B. Atwood justifies Neruda's request to not engage in any speaking.
C. Atwood undermines Neruda's intent to stop and not speak in any language.
D. Atwood surrenders to Neruda's desire for silence and not speak in any language.

230. Why do you think the poet employs words like "exotic" and "strangeness"?

A. To highlight the importance of everyone being together suddenly for once.
B. To emphasize the frantic activity and chaos that usually envelops human life.
C. To indicate the unfamiliarity of a sudden moment without rush or without engine.
D. To direct us towards keeping quiet and how we would all be together in that silence.

231. Choose the option that correctly matches the idioms given in Column-A with their meanings in Column-B.

	Column-A		**Column-B**
1.	On the face of the earth	(*i*)	In existence
2.	What on earth something	(*ii*)	To do all possible to accomplish
3.	Move heaven and earth	(*iii*)	To express surprise or shock
4.	The salt of the earth	(*iv*)	To be good and worthy

	1	2	3	4
A.	(*i*)	(*iv*)	(*iii*)	(*ii*)
B.	(*i*)	(*iii*)	(*ii*)	(*iv*)
C.	(*ii*)	(*i*)	(*iv*)	(*iii*)
D.	(*iv*)	(*ii*)	(*iii*)	(*i*)

Directions (Qs. No. 232-235): *Read the extract to attempt questions that follow:*

If we were not so single-minded about keeping our lives moving, and for once could do nothing, perhaps a huge silence might interrupt this sadness of never understanding ourselves and of threatening ourselves with death.

232. Look at the images given below. Choose the image to which the above extract can be seen as an appropriate response.

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A.

B.

C.

D.

233. What do you think is the mood of the poet in the above extract?
A. gloomy, cynical
B. reflective, inspired
C. introspective, aware
D. critical, demotivated

234. Pick the option that does not complete the given sentence suitably, as per the extract. Threatening ourselves with death _____.
A. feeds on the fear of death.
B. challenges finiteness of life.
C. keeps us rushing through life.
D. makes us restless and impatient.

235. What might the "huge silence" signify?
A. melancholy B. understanding
C. discomfort D. flexibility

Directions (Qs. No. 236-239): *Read the extract to attempt questions that follow:*

236. Choose the option that best describes these statements, with reference to the poem.

Statement I: The poem 'Keeping Quiet' calls for change as much in the individual as human society at large.

Statement II: The poem 'Keeping Quiet' implies that individual change will lead to bigger societal change.

Statement III: Neruda believes that when people come together as a community, they will be able to bring a transformation in each person.
A. Statement I is True, Statement II is False, and Statement III cannot be inferred.
B. Statement I and II cannot be inferred, Statement III is True.
C. Statement I is True, Statements II and III cannot be inferred.
D. Statement I cannot be inferred, Statement II cannot be inferred, Statement III is False.

237. "What I want should not be confused with total inactivity". Choose the option that draws the most accurate parallel.

Keeping quiet: total inactivity = _____ : _____
A. reflection and death
B. silence and chaos
C. stagnation and introspection
D. mindfulness and fear

238. What statement does Neruda make about wars?
A. Wars are of varied kinds – internal, green wars, wars with gas, with fire etc.
B. Wars are wasteful and cause irrecoverable loss and damage to property and life.
C. Wars never yield any winners, and the loss is far greater than what can be measured.
D. Wars are unavoidable in the enduring struggle for human dignity and power.

239. "Now I'll count up to twelve and you keep quiet and I will go". Why does the poet wish to go at the end of the poem?
A. The poet does not believe people will be quiet.
B. The poet has already invested enough time.
C. The poet will move on and seek to inspire others.
D. The poet is marking the end of the poem by leaving.

Directions (Qs. No. 240-243): *Read the extract to attempt questions that follow:*

It would be an exotic moment
without rush, without engines,
we would all be together
in a sudden strangeness.

240. The rhyme of the poem is:
A. aabb B. abab
C. acbc D. None of the above

241. The 'exotic moment' that the poet refers to is, when:
A. the whole world is destroyed
B. all the people divided
C. all the people together with oneness
D. all the people speak only in one language

242. Which of the following is an example of anaphora?
A. We would all be together
B. Without rush, without engines
C. It would be an exotic moment
D. All the above

243. The phrase 'sudden strangeness' is an example of
A. Metaphor B. Simile
C. Oxymoron D. Alliteration

Directions (Qs. No. 244-247): *Read the extract to attempt questions that follow:*

Those who prepare green wars,
wars with gas, wars with fire,

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victory with no survivors,
would put on clean clothes
and walk about with their
brothers
in the shade, doing nothing.

244. According to the poet wars would result in:
A. the victory of none
B. the death of all
C. complete annihilation of the world
D. above all

245. The phrase 'clean clothes' symbolises:
A. Peace B. Well ironed clothes
C. New clothes D. Spotless clothes

246. _____ walk about in the shade _____.
A. people who hate one another, singing
B. people who love one another dancing
C. people who wage wars, doing nothing
D. none of the above

247. The poetic device used in the fourth line of the extract is
A. Alliteration B. Personification
C. Transferred epithet D. None of the above

Directions (Qs. No. 248-251): *Read the extract to attempt questions that follow:*

What I want should not be
confused
with total inactivity.
Life is what it is about;
I want no truck with death.

248. Which of the following is not correct?
A. The poet wants all people to be idle doing nothing
B. The poet wants all people to keep quiet to introspect
C. The poet wants all people to be like brothers
D. The poet wants all people to love one another

249. The phrase 'Life is what it is about' means:
A. living life miserably
B. living life licentiously
C. living life carefully
D. living life as it is

250. 'I want no truck with death' indicates that the poet:
A. wants a truck for death
B. does not mean that inactivity is death
C. assures people that they would not face death at all
D. does not want a truck

251. The above extract is taken from _____ written by _____.
A. 'Keeping Quiet' by John Keats
B. 'My Mother at Sixty Six' by Pablo Neruda
C. 'Keeping Quiet' by Pablo Neruda
D. 'My Mother at Sixty Six' by John Keats

Directions (Qs. No. 252-254): *Read the extract to attempt questions that follow:*

Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive.

252. What can we learn from the Earth?
A. No hope for life after such large scale destruction of the planet
B. Hope for life in spite of the wars of all kinds referred to by the poet
C. No scope for life on the planet
D. Hope for life on other planets, after complete destruction of the Earth

253. The words 'everything seems dead' refer to:
A. animals' life B. plants' life
C. flora and fauna D. none of the above

254. The last line of poem ends on a/an _____ note.
A. pessimistic B. optimistic
C. disillusioned D. imaginary

THE THIRD LEVEL
By Jack Finney

255. Choose the option that correctly identifies which statements are facts and which are opinion:
(*i*) Charley is suffering from mental sickness and he is hallucinating.
(*ii*) Charley's wife is concerned and cares for her husband.
(*iii*) Charley's vivid description of the Third level shows he has a strong desire to go to Galesburg.
(*iv*) Charley's friend Sam Weiner cheated Charley and escape from the third level
A. Fact-(*i*) opinion-(*ii*) (*iii*) (*iv*)
B. Fact-(*i*) and (*ii*) opinion-(*iii*) and (*iv*)
C. Fact-(*iii*) and (*ii*) opinion-(*iv*) and (*i*)
D. Fact-(*ii*) and (*iii*) opinion-(*i*) and (*iii*)

256. **Assertion (A):** Charley wanted to go to Galesburg Illinois.

Reason (R): He has heard many wonderful stories about Galesburg from his grandfather.
A. Both (A) and (R) are true and (R) is the correct explanation of (A)
B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
C. A is true, but (R) is false
D. A is false, but (R) is true

257. **Statement 1:** Charley finds it very strange that only he could see the third level.

Statement 2: The third level according to his friend is a place in his mind.
A. Statement 1 is true, but statement 2 is false.
B. Statement 1 is false, but statement 2 is true.

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C. Both statement 1 and statement 2 cannot be inferred.
D. Both statement 1 and statement 2 can be inferred.

258. Assertion (A): The clerk refused to accept the money offered by Charley.

Reason (R): He thought the currency was fake.
A. (A) is true, but (R) is false
B. (A) is false, but (R) is true
C. Both (A) and (R) are true and (R) is the correct explanation of (A)
D. Both (A) and (R) are true, but (R) is not the correct explanation of (A)

259. Statement 1: Sam believed Charley was unhappy and looking for an escape. Charley's stamp-collection was a proof of it.

Statement 2: Charley thought all in the modern world are looking for an escape and his hobby of stamp-collection has nothing to do with it.
A. Both statements 1 and 2 can be inferred.
B. Statement 2 is false, but statement 1 is true.
C. Statement 1 is false, but statement 2 is true
D. Both statements 1 and statement 2 are false.

260. Assertion (A): Sam could not go back to his old business in Galesburg Illinois.

He will start a hay and grain business there.

Reason (R): Sam can not start his psychiatric practice there as life is peaceful and no one needs a psychiatrist.
A. (A) is true, but (R) is false
B. (A) is false, but (R) is true
C. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
D. Both (A) and (R) are true and (R) is the correct explanation of (A)

261. Assertion (A): Charley looked at the newspaper. It was The World. He realized he was in a different world.

Reason (R): Charley knew that the world is no longer published in the world he came from.
A. Both (A) and (R) are false, but (R) is the true explanation of (A)
B. Both (A) and (R) are true and (R) is the true explanation of (A)
C. (A) is false (R) is true
D. (A) is true, but (R) is not the true explanation of (A)

262. Assertion (A): Charley bought old style currency to buy two tickets to Galesburg Illinois.

Reason (R): He wanted to start a business there.
A. (A) is true (R) is false
B. Both (A) and (R) are true
C. (A) is false, but (R) is true explanation of (A)
D. Both (A) and (R) are true and (R) is true explanation of (A)

263. Suppose you visit Galesburg Illinois of 1894. Which of the following advertisement is least likely to be found there.
A. Baby food—A life begins with full nutrition.
B. Dress designer-Reclaim yourself.
C. Tea: Refreshing start of your beautiful day.
D. Yoga camp: Stress buster.

264. Assertion (A): Charley idolized the peaceful perfect world of Galesburg Illinois.

Reason (R): Galesburg Illinois of 1894 was a stark contrast to post world war modern world.
A. (A) is true (R) is false.
B. Both (A) and (R) are true and (R) is the true explanation of (A)
C. Both (A) and (R) are true, but (R) is not the true explanation of (A)
D. (R) is true (A) is false

265. Assertion (A): Charley noticed that lights at the station were dim and flickering.

Reason (R): In 1894, open gaslights were used at the railway station.
A. Both (A) and (R) are false, but (R) is the true explanation of (A)
B. (A) is true and (R) is false, but (R) is not the true explanation of (A)
C. (A) is false (R) is true
D. Both (A) and (R) are true and (R) is the true explanation of (A)

266. Assertion (A): Charley believed that the Third Level do exist and his friend Sam Weiner has escaped to Galesburg Illinois.

Reason (R): Sam has disappeared and no one knows where has he gone.
A. (A) is true, but (R) is false
B. Both (A) and (R) are true, but (R) is not the true explanation of (A)
C. Both (A) and (R) are true and (R) is the true explanation of (A)
D. (A) is true, but (R) is not the true explanation of (A)

267. Assertion (A): The third level refers to the third underground level of the grand central railway station.

Reason (R): Sam Weiner's letter states it clearly that the Third level does exist.
A. Both (A) and (R) are true, but (R) does not explain (A)
B. Both (A) and (R) are false
C. Both (A) and (R) are true and (A) can be inferred from (R)
D. (A) is true (R) is False and (A) can not be inferred from (R)

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268. Assertion (A): Charley wanted to reach home immediately so he wanted to take a train.

Reason (R): Charley has been in and out of Grand central station hundreds of times.

A. Both (A) and (R) are false, but (R) does explain (A)
B. Both (A) and (R) are true, but (A) can not be inferred from (R)
C. Both (A) and (R) are true and (A) can be inferred from (R)
D. (A) is true (R) is False and (A) cannot be inferred from (R)

269. Assertion (A): Charley's Grandfather lived in a peaceful world in 1894.

Reason (R): The first word war was some 20 years off in future and the Second World War was forty years in future.

A. (A) and (R) both are true and (A) can be inferred from (R)
B. Both (A) and (R) are true, but (A) cannot be inferred from (R)
C. (A) is true, but (R) is false
D. (A) is true, but (R) is false and (A) can be inferred from (R)

270. Assertion (A): Charley was a common man like any other 31 years old with normal life style.

Reason (R): Charley wanted a peaceful life without war and stress.

A. (A) is true, but (R) is false
B. (A) is false, but (R) is true
C. Both (A) and (R) are true and (R) is the true explanation of (A)
D. Both (A) and (R) are false

271. Statement 1: Charley was among the many people who were suffering from mental ennui due to monotony of life.

Statement 2: Louisa, his wife was very happy and contented with her life.

A. Statement 1 can be inferred, but statement 2 can not be inferred
B. Statement 1 and statement 2 both can be inferred.
C. Statement 2 can be inferred, but statement 1 can not be inferred.
D. Statement 1 and 2 can not be inferred.

272. Statement 1: Eggs were thirteen cents a dozens in 1894.

Statement 2: Cost of living was comparatively less in 1894.

A. Statement 2 can be inferred, but statement 1 can not be inferred.
B. Statement 1 and 2 can not be inferred
C. Statement 1 can be inferred, but statement 2 can not be inferred
D. Statement 1 is true and statement 2 can be inferred.

273. Assertion (A): At the stamp and coin store I go to, I found out that Sam bought eight hundred dollars' worth of old-style currency.

Reason (R): That ought to set him up in a nice little hay, feed and grain business; he always said that's what Sam really wished he could do.

A. Both (A) and (R) are wrong and (R) does not explain (A)
B. Both (A) and (R) are true and (R) explains (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

274 Assertion (A): Charley did not share his thoughts about the tunnel under the city with Sam.

Reason (R): Charley thought his job would be at stake if he shared these thoughts.

A. Both (A) and (R) are true, but (R) does not explain (A)
B. Both (A) and (R) are false and (R) does not explain (A)
C. (A) is true and (R) is false
D. Both (A) and (R) are false

275. Imagine Charley visit India on 25 th March, 2020 to India. Which of the following would be the Lead Story in Indian Newspaper?

A. Indian wins 2 Gold Medals in Japan Olympics.
B. Nifty bulls have a dominant day.
C. Telecom sector is ailing in India.
D. P.M. announces 21 days nation-wide lockdown.

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives.*

PASSAGE-1

The paper inside wasn't blank. It read:

941 Willard
Street
Galesburg,
Illinois
July 18, 1894

Charley I got to wishing that you were right. Then I got to believing you were right. And, Charley, it's true; I found the third level! I've been here two weeks, and right now, down the street at the Daly's, someone is playing a piano, and they're all out on the front porch singing Seeing Nelly Home.' And I'm invited over for lemonade. Come on back, Charley and Louisa. Keep looking till you find the third level! It's worth it, believe me!

The note is signed Sam

"Charley I got to wishing that you were right. Then I got to believing you were right"

276. What does the writer wish to believe?

A. That the third level does exist.

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B. That Charley was not stable.
C. That the write was there in Galesburg.
D. That the tunnel does exist under the city.

277. Where has the writer been for two weeks?
A. In the third level.
B. In New York.
C. In Galesburg Illinois.
D. In the future where life is peaceful.

278. What does the letter state about the mood of the write?
A. Anxious B. Depressed
C. Excited D. Nonchalant

279. Who are 'THEY' out on the front porch singing 'Seeing Nelly Home'?
A. Sam's friends.
B. People of Galesburg Illinois.
C. A Singers' group.
D. Charley's relatives.

PASSAGE-2

"But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough. Louisa was pretty worried when I told her all this, and didn't want me to look for the third level any more, and after a while I stopped; I went back to my stamps. But now we're both looking, every weekend, because now we have proof that the third level is still there. My friend Sam Weiner disappeared! Nobody knew where, but I sort of suspected because Sam's a city boy, and I used to tell him about Galesburg — I went to school there — and he always said he liked the sound of the place. And that's where he is, all right. In 1894."

280. Why do you think the speaker is looking for The Third Level?
A. He wanted to meet his grandfather.
B. He wanted to go to Galesburg Illinois.
C. He wanted to meet his friends in the third level.
D. He wanted to prove to everyone that Third level does exist.

281. What is being referred by Sam's *a city boy?*
A. Life in a city is peaceful
B. Life in a city is very challenging and stressful.
C. Boys in cities are carefree and happy
D. City boys are smart and would not believe in fantasy.

282. How would you describe the speaker's vision of Galesburg Illinois?
A. Wishful escapism
B. Idealized sentimentality
C. Nostalgic simplicity
D. Dream like fantasy

283. Which word from the following can be used in place of Suspected'?
A. Doubted B. Trusted
C. Confined D. Accused

PASSAGE-3

Have you ever been there? It's a wonderful town still, with big old frame houses, huge lawns, and tremendous trees whose branches meet overhead and roof the streets. And in 1894, summer evenings were twice as long, and people sat out on their lawns, the men smoking cigars and talking quietly, the women waving palm-leaf fans, with the fire-flies all around, in a peaceful world. To be back there with the First World War still twenty years off, and World War II over forty years in the future… I wanted two tickets for that.

284. Who is speaking to whom in the given extract?
A. Charley to Louisa
B. Charley to the reader
C. Sam to Charley
D. Charley to Sam

285. The given extract is **NOT** an example of:
A. Analogy B. Metaphor
C. Imagery D. Allegory

286. "Men smoking cigars and women waving palm-leaf" refers to a society:
A. Orthodox B. Conservative
C. Liberal D. Modern

287. Which word from the extract is an antonym of small?
A. Huge B. Tremendous
C. Long D. Both (A) and (B)

PASSAGE-4

Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful in his day, from all I hear, and he started my collection. It's a nice collection too, blocks of four of practically every U.S. issue, first-day covers, and so on. President Roosevelt collected stamps too, you know".

288. What collection is referred in the extract?
A. Money collection B. Coin collection
C. Toys collection D. Stamp Collection

289. Which word from the following is an antonym of 'Refuge'?
A. Escape B. Furnish
C. Deny D. Sanction

290. What does the narrator mean by 'My grandfather started my collection':
A. His grandfather helped him collect coins.
B. His grandfather was a philanthropist.
C. He picked the hobby of stamp collection from his grandfather.
D. His grandfather loved planting trees.

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291. Which other story from your text-books has a reference to President Roosevelt.
A. Deep Water B. Lost Spring
C. Last Lesson D. None of the above

PASSAGE-5

There were brass spittoons on the floor, and across the station a glint of light caught my eye; a man was pulling a gold watch from his vest pocket. He snapped open the cover, glanced at his watch and frowned. He wore a derby hat, a black four-button suit with tiny lapels, and he had a big, black, handlebar mustache. Then I looked around and saw that everyone in the station was dressed like eighteen-ninety-something.

292. What caused the glint of light?
A. The bras spittoons
B. The gold watch
C. The sun
D. The chimneys

293. The above extract is an example of:
A. Allusion B. Enjambment
C. Metaphor D. Imagery

294. The word in the extract which means 'to look angry and serious' is:
A. Frown B. Glint
C. Lapels D. Glance

295. Which of the following sentences uses the word 'Snap' as a noun?
A. He shifted his weight and a twig snapped.
B. I think this is too important for a snap decision.
C. He shut the book with a snap and stood up.
D. The brake pedal has just snapped off.

296. 'Dressed like eighteen-ninety-something' which literary device has been used here?
A. Metaphor B. Paradox
C. Anti-thesis D. Simile

PASSAGE-6

The corridor I was in began angling left and slanting downward and I thought that was wrong, but I kept on walking. All I could hear was the empty sound of my own footsteps and I didn't pass a soul. Then I heard that sort of hollow roar ahead that means open space and people talking. The tunnel turned sharp left; I went down a short flight of stairs and came out on the third level at Grand Central Station.

297. The corridor angling left and slanting downward is an example of….
A. A blend
B. An intersection between time and space
C. Hallucination
D. Dizziness

298. What made the narrator think that he was in a 'wrong corridor'?
A. Because it was falling down.
B. Because it was wobbly.
C. Because it was behaving strange.
D. All of the above

299. What is meant by "I didn't pass a soul"?
A. He didn't find any other person there.
B. He didn't cross any ghost.
C. He couldn't see his shadow.
D. None of the above

300. Which of the following does **NOT** mean 'Hollow'?
A. Void B. Empty
C. Vacant D. Solid

PASSAGE-7

But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a temporary refuge from reality.

301. In what context the word 'reason' is referred here?
A. That charley was hallucinating
B. That charley was day dreaming
C. That charley was unhappy and looking for an escape from reality
D. That Charley was not successful in his career.

302. With whom did all Charley's friends agree?
A. Psychiatrist, Sam B. Louisa, his wife
C. His grandfather D. His boss

303. What according to Sam and his friends was a temporary refuse from reality for Charley?
A. His day–dreaming
B. His stamp collection
C. His visits to the third level
D. His nostalgia about Galesburg.

304. The word 'Refuge' from the passage can be best replaced with:
A. Shade B. Rest
C. Leisure D. Shelter

PASSAGE-8

That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said. And it had been there since July 18, 1894 and I opened it

305. Why should this particular first day cover not be there?
A. Because it was a modern first day cover from the future.
B. Because it was an old first day cover from the past.

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C. Because it was not addressed to his grandfather.
D. Because it could not have been collected by his grandfather.

306. Why is Charley not aware of this particular first day cover?
A. Because it appeared recently.
B. It was not meant for him.
C. It was addressed to Louisa, his wife.
D. He was forgetful.

307. The Picture of President Garfield indicates that the first day cover was:
A. New one B. Slightly old
C. Recent one D. Definitely old

308. What can be inferred from the extract regarding this first day cover?
A. That someone from the present travelled to the past.
B. That someone from the future has written this
C. That Charley was followed by secret society
D. That Charley was being tricked.

PASSAGE-9

Now, I don't know why this should have happened to me. I'm just an ordinary guy named Charley, thirty-one years old, and I was wearing a tan gabardine suit and a straw hat with a fancy band; I passed a dozen men who looked just like me. And I wasn't trying to escape from anything; I just wanted to get home to Louisa, my wife.

309. What has happened to the narrator?
A. He got transported to the third level of grand central station.
B. He got transported to Galesburg Illinois
C. He got transported to the future.
D. He recently met an alien.

310. "I passed a dozen men just like me" indicates?
A. Modern fashion
B. Modern Life style
C. Monotony of modern life
D. Lack of variety in fashion

311. Why was the narrator in hurry?
A. He wanted to go for a party with his wife.
B. He wanted to go for a movie with his wife.
C. He had some important meeting.
D. He was already late from office.

312. Which word from the extract means a 'dust coat'?
A. Gabardine B. Straw
C. fancy D. None of the above

PASSAGE-10

The clerk figured the fare he glanced at my fancy hatband, but he figured the fare and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me. He nodded at the bills. That ain't money, mister, he said, and if you re trying to skin me, you won't get very far, and he glanced at the cash drawer beside him.

313. Why did the clerk glance at Charley's fancy hatband?
A. Because it was just like his own hat.
B. Because charley's hat was not an ordinary sight for him.
C. Because Charley had a star in his hat band.
D. Because Charley had a mysterious mark on his hat.

314. Why did Charley wanted to buy two tickets?
A. He wanted to go to Galesburg Illinois with his wife.
B. He wanted to go to meet his grandfather with Sam.
C. He wanted to escape in the past with his boss.
D. He wanted to go to the future with his wife.

315 Which of the following does **NOT** explain the expression "If you want to skin me" from the passage.
A. If you want to trick me
B. If you want to cheat me
C. If you want to deceive me
D. If you want to fight with me

316. Which word from the extract means 'take a brief or hurried look'?
A. Nodded B. Stare
C. Glance D. Figure

PASSAGE-11

"Once I got into a tunnel about a mile long and came out in the lobby of Roosevelt Hotel. Another time I came up in an office building on forty-sixth-street, three blocks away":

317. Which of the following statement is true in the given context?
A. The narrator knew about the tunnel and he has been exploring various places.
B. The narrator has been in and out of the third level for quite a few times.
C. The narrator has been visiting his grandfather in Galesburg Illinois frequently.
D. The narrator was aware that he has been wandering here and there quite often.

318. Who is 'I' in the extract?
A. Sam B. Louisa
C. Charley D. None of the above

319. What can be inferred by the 'tunnel' from this extract?
A. A gateway into past.
B. A portal into another planet.
C. A gateway into the future.
D. A portal into an alien world.

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320. Which word from the extract means 'An Underground Passageway'?
A. Lobby B. Office
C. Tunnel D. None of the above

PASSAGE-12

But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough. Louisa was pretty worried when I told her all this, and didn't want me to look for the third level any more, and after a while I stopped; I went back to my stamps. But now we're both looking, every weekend.

321 Which corridor the speaker is looking?
A. The corridor leading to the third level.
B. The corridor which was under construction.
C. The corridor that took him to the tunnel.
D. None of the above

322. What made Louisa worried?
A. She knew that the speaker was hallucinating.
B. She was concerned about the well-being of Charley.
C. She thought Charley was fantasizing.
D. All of the above

323. Why did the speaker stop looking for the third level after some time?
A. He was not well.
B. He went to his hobby of stamp-collection.
C. All his efforts couldn't locate the third level.
D. He realized he was fantasizing.

324. 'Now we both are looking' who are WE here?
A. Charley and Louisa.
B. Charley and Sam.
C. Charley and his boss.
D. All of the above

PASSAGE-13

He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station.

325. He said I was Unhappy. Identify ***I*** and ***He*** in the sentence.
A. Charley and his boss.
B. Charley and his grandfather.
C. Charley and Sam.
D. Charley and his neighbour.

326. 'That made my wife kind of mad' What does ***Mad*** mean here?
A. Jealous B. Insecure
C. Crazy D. Angry

327. Why was Charley's wife angry?
A. She thought he was going crazy.
B. She thought he was unhappy because of her.
C. She thought Charley was going to Galesburg leaving her alone.
D. None of the above

328. Which of the following does **NOT** mean 'Wander'?
A. Stroll B. Roam
C. Travel D. Cease

329. What was the Third Level?
A. An imaginary discovery of the of Charley's mind.
B. A big tunnel on the grand central station
C. A time-machine on the grand central station.
D. A level in the game that charley had been playing.

330. Why did the narrator go to a psychiatrist?
A. Because he was unhappy and wanted to know why
B. Because he went through an experience no one else did
C. Because he was unhappy and wanted to know why
D. Because he was depressed

331. What is the genre of the lesson "The Third Level"?
A. Historical Fiction B. Tragedy
C. Science Fiction D. Fantasy

332. How frequently the author has been in and out of the grand central?
A. He is a regular visitor
B. He has been in and out of the grand central hundreds of times
C. The author travels every day from grand central.
D. The author visits the grand central occasionally.

333. What does Sam think of Modern Life?
A. That life if full of stress, war and fear.
B. That life is easy and enjoyable
C. That the modern world is full of wonders
D. That the modern world is a great place to be

334. What is a first day cover?
A. It's a stamp issued on the first day of the year.
B. It's a stamp issued in the name of the first citizen of a country
C. An envelope bearing a stamp postmarked on its day of issue.
D. An envelope issued on the first day of the year.

335. As a Metaphor of the title 'The Third Level' which of the following would **NOT** be an appropriate explanation?
A. The bridge between the past and present.
B. The excruciating monotony of the modern life.
C. The convergence of reality and fantasy.
D. The dire need for an alternate plane of understanding

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336. What was the date on the newspaper?
A. June 15, 1894 B. June 11, 1894
C. June 10, 1894 D. July 13, 1894

337. Why did Charley visit the Library?
A. To gather more information about the third level.
B. To read more books on Time-Travel.
C. To confirm the main story of the newspaper.
D. To find a book he had seen in the third level.

338. How would you Sam describe Charley?
A. Escapist B. Carefree
C. Happy go lucky D. Workaholic

339. What is the name of Charley's wife?
A. Aliza B. Alisa
C. Louisa D. Lucia

340. What do you call a person who collects stamps?
A. Ticket collector B. Philatelist
C. Stamp-Collector D. Philanthropist

341. What was the name of the newspaper?
A. The Reuters B. The Telegraph
C. The Statesmen D. The world

342. What does the time table mention regarding grand central station?
A. That there are three levels
B. That there are two levels
C. That there is only one level
D. None of the above

343. Why did Charley decide to take sub way from Grand central station?
A. He used to take a train from there everyday
B. He wanted to go to Galesburg Illinois
C. He accidently reached there
D. He was late so he took a train to reach home fast.

344. Who did Charley discuss his strange visit to the third level?
A. His psychiatrist B. His friends
C. His wife D. His grandfather

345. How did Sam interpret charley's visit to the third level?
A. Waking wish fulfillment
B. Escape
C. Dream come true
D. Both (A) and (B)

346. What are some of the things Charley observe at Third Level?
A. Brass spittoons
B. Handlebar moustaches
C. Flickering chimney lights
D. All of the above

347. Why did Charley make a hasty retreat from the Third Level?
A. He came back because he was scared of the experience.
B. He came back hurriedly as he thought he will be arrested.
C. He came back to share this experience with his family.
D. He came back as he was concerned about his wife.

348. Why did Charley withdraw all his savings?
A. To get it exchanged in old style currency
B. To buy a home in Galesburg Illinois
C. To buy a gift for his wife
D. To pay fee to his psychiatrist

349. Why did Louisa become mad at Charley when Sam diagnosed him as unhappy?
A. She thought her husband was fantasizing.
B. She thought she was the reason for his unhappiness.
C. She thought her husband was an escapist.
D. She thought Sam was misguiding her husband.

350. What is Sam's take on Charley's hobby of stamp-collection?
A. Medium of escape
B. Connection between past and present
C. A good part time hobby
D. A good source of information

351. What business would have Sam established in Galesburg for a living?
A. Practice psychiatry
B. Become a flute player
C. Hay and grain business
D. Farming

352. What was the main story about on the first page of *The World?*
A. President Roosevelt
B. President Garfield
C. President Lincoln
D. President Cleveland

353. Why did Sam feel that Charley wanted to escape?
A. He feels charley was stressed because the modern world is full of war and worry.
B. He feels Charley was not happy with his job.
C. He feels that Charley was not happy with his wife.
D. He feels Charley's boss was very demanding.

354. **Explain:** Waking dream wish fulfillment.
A. An experience which takes one to future.
B. An experience which makes one forget the present.
C. An experience which takes one in the past.
D. An experience where one becomes forgetful.

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355. What does Charley's letter to Sam signify?
A. A proof of time travel
B. A proof that third level does exist
C. A blend of reality with fantasy
D. A proof that Charley has been to Galesburg Illinois.

356. Why did Charley compare the grand central station with a tree?
A. The shape of the central station is like that of a tree.
B. Like a tree, the grand central station is very high.
C. Like a tree the grand central gives shade to its visitors.
D. Like the roots of a tree the grand central station is expanding.

357. Which US president was a philatelist mentioned in the story?
A. President Garfield
B. President Roosevelt
C. President Cleveland
D. President Jackson

358. What for Sam was invited according to the letter?
A. For a lemonade
B. For a dance party
C. For a birthday party
D. For a rain dance party

359. Why did the clerk at the ticket window refuse to accept Charley's money?
A. Money was insufficient
B. Money was torn
C. Money was old style
D. His money was of modern times

360. Which of the following is apt to justify the story 'the third level'.
A. "I like nonsense; it wakes up the brain cells. Fantasy is a necessary ingredient in living". —Dr. Seuss
B. "Fantasy is hardly an escape from reality. It's a way of understanding it". —Lloyd Alexander
C. "Stories of imagination tend to upset those without one". —Terry Pratchett
D. Fantasy and reality often overlap—Walt Disney

361. With regards to an intersection of time and space in the story, which of the following is **NOT** true?
A. People with side burns, handle-bar moustaches and women in sheep skin coat
B. Open gaslight and smaller booths
C. A large no of ticket windows
D. Broader Currency notes

362. What is the significance of 1894 in the lesson?
A. It represents a utopian world
B. It stands for the past
C. Charley's grandfather lived there
D. All of the above

363. Out of the following which one is the best way to overcome harsh realities of life?
A. Watching TV B. Reading good books
C. Day dreaming D. Fantasizing

THE ENEMY
By Pearl S Buck

Directions: *Read each of the following passages carefully and choose the best answer to each question out of the four alternatives.*

PASSAGE-1

It was at this moment that both of them saw something black come out of the mist. It was a man.

364. Who was watching the mist?
A. The fisherman
B. Doctor Sadao and Hana
C. Tom
D. Hana

365. Who came out of the mist?
A. General Takima B. The fisherman
C. Hana D. A man

366. The word 'both' refers to:
A. The fisherman and the police
B. Dr sadao and Hana
C. The gardener and cook
D. The enemy and General Takima

367. From where did the man come out from the mist?
A. From the black B. From the ocean
C. From the house D. From the tree

PASSAGE-2

His father had taken him often to the islands of those seas, and never had failed to say to the little brave boy at his side, "Those islands yonder, they are the stepping stones to the future of Japan".

368. Who is referred to as "him" in the above extract?
A. Dr. Sadao Hoki B. Hana
C. The gardener D. Dr Sadao's father

369. Who is referred as "the little brave boy" in the above extract? What is his full name?
A. Dr Sadao Hoki B. Hana
C. The General D. Tom

370. Dr. Sadao was .....
A. a psychiatrist B. an engineer
C. a professor D. a surgeon

371. Who is the speaker?
A. Dr. Sadao's father B. Dr. Sadao
C. Hana D. The white man

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PASSAGE-3

"A White man!" Hana whispered. Yes, it was a white man. The wet cap fell away and there was his wet yellow hair, long, as though for many weeks it had not been cut and upon his young and tortured face was a rough yellow beard.

372. What did Dr Sadao and Hana mean by 'white man'?
A. the man whose face appeared white due to sand
B. an American prisoner of war
C. a man wearing white shirt
D. none of these

373. Hana's remark "A white man!" on seeing the white man indicated what she was feeling. Pick the option that correctly States the feelings.
1. Horror 2. Shocked
3. Unfamiliar 4. Annoyed
A. 1 and 2 B. 2 and 3
C. 2 and 4 D. 1 and 4

374. How did the white man's face appear?
A. Young C. Fresh
B. Tortured D. Both (A) and (B)

375. Why didn't the white man know the presence of Dr. Sadao and Hana?
A. As he was sleeping
B. As he was pretending to be unconscious
C. As he was unconscious
D. None of these

PASSAGE-4

"Don't faint", he said sharply. He did not put down his exploring instrument. "If I stop now, the man will surely die." She clapped her hands to her mouth and leaped up and ran out of the room. Outside in the garden he heard her retching but he went on with his work.

376. "Don't faint", he said. Who said these words and to whom?
A. Dr Sadao to Hana
B. The cook to the Gardener
C. Dr. Sadao to the patient
D. The patient to Dr. Sadao

377. Who would die? Who was retching?
1. Dr Sadao's wife 2. The General
3. The enemy Soldier 4. The old Gardener
A. 1 and 2 B. 3 and 1
C. 2 and 1 D. 3 and 4

378. Why did Dr. Sadao feel impatient and irritable with the prisoner?
A. It was getting late at night
B. He was tired and sleepy
C. He would not get paid
D. He could not tend to his wife

379. Where was the white man?
A. in the garden
B. on the beach
C. in the room of Sadao's father
D. with the general

PASSAGE-5

"My old master's son knows very well what he ought to do," he now said, pinching a bud from a bush as he spoke. "When the man was so near death why did he not let him bleed?"

380. "When the man was so near-death why did he not let him bleed ?" Who said these words?
A. The cook B. Yumi
C. The gardener D. The General

381. What is the feeling of the speaker?
A. Sarcasm B. Sadness
C. Indignation D. Appreciative

382. How had the man come to be bleeding?
A. He was scratched by the brambles head first
B. He had tripped and fallen
C. His body was torn by the rocks flanking the beach
D. He had been shot

383. Dr. Sadao's helping the white soldier displays which qualities of his?
1. He was above the narrow prejudices.
2. He was a bit selfish when it came to his country's matter.
3. He considered his duty above all the other things.
4. He was cunning and egoist person.
A. 1 and 2 B. 2 and 3
C. 1 and 3 D. 3 and 4

PASSAGE-6

Now Sadao remembered the wound and with his expert finger he began to search for it. Blood flowed freshly at his touch.

384. Who was wounded?
A. Sadao B. Hana
C. The White Soldier D. Yumi

385. Which word best suits 'trained' in the extract?
A. touch B. tended
C. expat D. expert

386. What kind of wound the man had?
A. It was a knife stab
B. It was an injury
C. It was a gun shot
D. The rock had struck the wound

387. What was the dilemma that Dr. Sadao faced?
A. Whether he should marry Hana or not.
B. Whether he should leave Japan and settle in another country.

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C. Whether he should study further or start practice
D. Whether he should save the life of the white soldier or let him die.

PASSAGE-7

We must simply tell them that we intend to give him to the police— as indeed we must, Sadao

388. Who is the speaker of the above extract?
A. Hana B. Dr. Sadao
C. Yumi D. The General

389. Who is referred as them in the above extract?
A. The Police B. The Fishermen
C. The Servants D. The Officials

390. Which word in the extract means 'certainly'?
A. Simply B. Intend
C. Indeed D. Give

391. How many of them were employed at the house by the speaker of the extract?
A. Three B. Four
C. Six D. Two

PASSAGE-8

He stood gazing down on the motionless man. This man must have extraordinary vitality or he would have been dead by now. But then he was very young—perhaps not yet twenty five.

392. Who is referred as 'he' in 'he stood gazing'?
A. The police B. The gardener
C. Dr. Sadao D. The General

393. What was the age of the man?
A. Twenty five B. Thirty five
C. Forty five D. Fifty five

394. In whose bedroom the man was lying?
A. In the children's bedroom
B. In the master bedroom
C. The bedroom of the old man
D. The bedroom of the General.

395. Which word in the extract is the synonym of "strength"?
A. Vitality B. Extraordinary
C. Motionless D. Gazing

PASSAGE-9

When she saw him her thick lips folded themselves into stubbornness. "I have never washed a white man", she said, "and I will not wash so dirty a one now".

396. Who is referred as "she" in the above extract?
A. Hana B. The Cook
C. Yumi D. The Girl

397. Who is the listener of the above extract?
A. The Cook B. Hana
C. The Girl D. Yumi

398. Was "the White man" conscious when the above lines is spoken?
A. Yes, he was conscious
B. No, he was unconscious
C. He was sleeping
D. He was pretending sleeping

399. Which phrase is the antonym of "always"?
A. Thick B. Never
C. Will D. Now

PASSAGE-10

"Well, well" the old man said in a tone of amazement, "so I did! But you see, I suffered a good deal. The truth is, I thought of nothing but myself. In short, I forgot my promise to you".

400. Who is referred to as "you" in the above extract?
A. The General B. Doctor Sadao
C. The Assassins D. The Gardener

401. Who is referred to "The old man" in the above extract?
A. The Gardener B. Doctor Sadao
C. The General D. The Assassins

402. Who suffered a good deal in the above extract?
A. The General B. Doctor Sadao
C. The Assassins D. The Gardener

403. Who failed to keep the promise?
A. The Gardener B. Doctor Sadao
C. The General D. The Assassins

PASSAGE-11

"It is very unfortunate that this man should have washed up on your door step". He said irritably.

404. Who is the speaker of the above lines?
A. The Gardener B. Doctor Sadao
C. The General D. The Assassins

405. Who is the listener of the above lines?
A. The General B. Doctor Sadao
C. The Assassins D. The Gardener

406. Who is referred to as "the man"?
A. The General
B. Doctor Sadao
C. The White American soldier
D. The Gardener

407. Which word in the extract is the synonym of "Unlucky"?
A. Irritably B. Washed
C. Unfortunate D. The man

408. **Statement 1:** Those islands yonder, they are the 'stepping – stones' to the future of Japan.

Statement 2: Dr. Sadao Hoki's father had dreamt of a bright future for his son and he hadn't been disappointed.

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A. Statement 1 is true, but statement 2 is false
B. Statement 1 is false, but statement 2 is true
C. Both statement 1 and statement 2 cannot be inferred
D. Both statement 1 and statement 2 can be inferred

409. **Statement 1:** Dr. Sadao had waited to fall in love with Hana until he was sure she believed in traditional Japanese values else his father would never have welcomed her.

Statement 2: Sadao and Hana's chance meeting had turned out to be a very fruitful relationship.
A. Statement 1 is true, but statement 2 is true
B. Statement 1 is false, but statement 2 is true
C. Both statement 1 and statement 2 cannot be inferred
D. Both statement 1 and statement 2 can be inferred

410. **Statement 1:** Doctor Sadao is not a dedicated surgeon, kind and compassionate towards people in distress.

Statement 2: He faced conflict of duty as a doctor and a citizen of Japan.
A. Statement 1 is true, but statement 2 is false
B. Statement 1 is false, but statement 2 is true
C. Both statement 1 and statement 2 cannot be inferred
D. Both statement 1 and statement 2 can be inferred

411. **Statement 1:** Hana was a balanced woman.

Statement 2: She was graceful and dignified about the servants when they were leaving the house.
A. Statement 1 is true, but statement 2 is false
B. Statement 1 is false, but statement 2 is true
C. Both statement 1 and statement 2 cannot be inferred
D. Both statement 1 and statement 2 can be inferred

412. **Statement 1:** The General was selfish by nature, thinks of his treatment only.

Statement 2: He had no faith in Sadao as a doctor.
A. Statement 1 is true, but statement 2 is false
B. Statement 1 is false, but statement 2 is true
C. Both Statement 1 and Statement 2 cannot be inferred
D. Both Statement 1 and Statement 2 can be inferred

413. **Statement 1:** The gardener felt that Sadao should have let the soldier to die.

Statement 2: He thought that the sea and the gun would take revenge if he saves the soldier.
A. Statement 1 is true, but Statement 2 is false
B. Statement 1 is true, but Statement 2 is true
C. Both Statement 1 and Statement 2 cannot be inferred
D. Both Statement 1 and Statement 2 can be inferred

414. Two statements (Assertion and Reasons) are given below: Choose the option from the one that follow the Statements.

Assertion (A): Dr. Sadao was a true Patriot.

Reason (R): He informed the general about the presence of the white man in his house.
A. Both (A) & (R) are true and (R) is the correct explanation of (A)
B. Both (A) & (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

415. **Assertion (A):** The General sent the assassins to the house of Dr. Sadao.

Reason (R): He himself was in pain and needed Dr. Sadao's help.
A. Both (A) & (R) are true and (R) is the correct explanation of (A)
B. Both (A) & (R) are true, but (R) is not the correct explanation of (A)
C. (A) is true, but (R) is false
D. (A) is false, but (R) is true

416. Who wrote *Don Juan*?
A. Shakespeare B. Tennyson
C. Byron D. T.S. Eliot

417. Who wrote *The Life of Johnson*?
A. Boswell B. Macaulay
C. Churchill D. Sir Walter Raleigh

418. *Priest's Nun's Tale* was written by:
A. Spenser B. Charles Lamb
C. Tennyson D. Chaucer

419. Who is said to have first used the term "Metaphysics"?
A. Matthew Arnold B. Sidney
C. Donne D. Dr. Johnson

420. The writer of *Volpone* is:
A. Johnson B. Milton
C. Jonson D. Shelley

421. Which is the correct chronological sequence?
A. Spenser—Chaucer—Milton—Donne
B. Spenser—Wordsworth—Tennyson—T.S. Eliot
C. Milton—Shakespeare—Philip Larkin—Keats
D. Auden—Eliot—Shelley—Keats

422. *Pilgrim's Progress* was written by:
A. Milton B. Shelley
C. Swinburne D. John Bunyan

423. The writer of the line : *"Stone walls do not a prison make"* is:
A. Lovelace B. Milton
C. W.B. Yeats D. T.S. Eliot

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424. *"Monkey's Paw"* is a:
A. Poem B. Drama
C. Short story D. Novel

425. Lyrical Ballads appeared in:
A. 1690 B. 1798
C. 1802 D. 1800

426. The writer of *'A Pair of Blue Eyes'* is:
A. Thackeray B. Dickens
C. George Eliot D. Thomas Hardy

427. *Hard Times* was written by:
A. Thackeray B. Dickens
C. Trollope D. Marquese

428. Which of the following poets was most impressed by the German philosophy?
A. Chaucer B. Wordsworth
C. Coleridge D. Southey

429. The two cities referred to in *"A Tale of Two Cities"* are:
A. London and Paris
B. London and Rome
C. Rome and Paris
D. Moscow and Rome

430. *The Peasant's Bread* is a story by:
A. Maupassant B. Tagore
C. R.K. Narayan D. Tolstoy

431. *The Financial Express* was written by:
A. Raja Rao B. R.K. Narayan
C. Tagore D. Mulk Raj Anand

432. *"Negative Capability"* is a term associated with:
A. Tagore B. Shelley
C. Keats D. Coleridge

433. The most impressive treatment of "imagination" has been given by:
A. Coleridge B. Shelley
C. Eliot D. Yeats

434. *Lady Chatterley's Lover* was banned because it was considered:
A. obscene B. revolutionary
C. obscurantist D. None of these

435. *For Whom The Bell Tolls* was written by:
A. Marquese B. Hemingway
C. Hawthorne D. None of these

436. The writer of : *"A Pair of Mustachios"* is:
A. Anand B. Tagore
C. Raja Rao D. Anita Desai

437. The writer of *Scarlet Letter* is:
A. Henry James B. James Joyce
C. Hawthorne D. None of these

438. Rousseau is associated with:
A. French Revolution
B. American War of Independence
C. Russian (Bolshevik) Revolution
D. None of these

439. Who wrote *'Train to Pakistan'*?
A. Narayan B. Manohar Malgaon
C. Khushwant Singh D. Anand

440. Who is the writer of *Azadi*?
A. R.K. Narayan B. Khushwant Singh
C. Tagore D. Chaman Nahal

441. *"The God of Small Things"* is written by:
A. R.K. Narayan B. Hemingway
C. Graham Greene D. Arundhati Roy

442. Who wrote the poem *"Listeners"*?
A. Tennyson B. Thomas Hood
C. Goldsmith D. Walter de la Mare

443. In writing *"Canterbury Tales"* Chaucer was influenced by:
A. Decameron B. The Divine Comedy
C. The Holy Bible D. None of these

444. *'Animal Farm'* was written by:
A. James Joyce B. Virginia Woolf
C. George Orwell D. Hemingway

445. Shobha De is a:
A. poet B. dramatist
C. novelist D. an actress

446. Dunciad was written by:
A. Dryden B. Pope
C. Tennyson D. Shelley

447. Bernard Shaw got the Nobel Prize for:
A. Pygmalion B. Man and Superman
C. Saint Joan D. None of these

448. The Victorian Period is marked by:
A. Great political upheavals
B. Great social security
C. Great wars
D. Economic deprivation

449. Swift is known mainly as:
A. an essayist B. a poet
C. a satirist D. a short story writer

450. Who is the writer of the novel *"The Village"*?
A. Khushwant Singh B. Anita Desai
C. Mulk Raj Anand D. R.K. Narayan

451. The most famous writer of the heroic couplet is:
A. Dryden B. Chaucer
C. Spenser D. Pope

452. *Macflecknoe* is a poem written by:
A. Dryden B. Pope
C. Tennyson D. Yeats

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453. Who wrote *'Everyman in His Humour'*?
A. Shakespeare B. Jonson
C. Milton D. Keats

454. *'Indian Jugglers'* is an essay by:
A. De Quincey B. Gardiner
C. Hazlitt D. Lamb

455. Who wrote *'The Gropes of Wrath'*?
A. Pearl Buck B. Hemingway
C. Virginia Woolf D. John Steinbeck

456. Who rendered into English the ancient Greek tragedy *"Atlanta in Calydon"*?
A. Swinburne B. Shelley
C. Tennyson D. Arthur Hugh Clough

457. *The Deserted Village* was written by:
A. Cowper B. Goldsmith
C. Keats D. Johnson

458. *'Savitri'* is an epic written by:
A. Tagore
B. Prem Chand
C. Aurobindo
D. Bankim Chandra Chatterjee

459. The anthem *"Vande Mataram"* occurs in
A. Godan B. Anand Math
C. Gora D. Train to Pakistan

460. *'All Fool's Day'* is an essay written by:
A. Charles Lamb B. Hazlitt
C. A.G. Gardiner D. R.C. Stevenson

461. The drama *Tamburlaine* is written by:
A. Shakespeare B. Marlowe
C. Lyly D. Green

462. The book *"Appreciations"* was written by:
A. Morris B. Arnold
C. Walter Pater D. Christina Rossetti

463. *"The Admirable Crichton"* was written by:
A. Steinbeck B. T.S. Eliot
C. Trollope D. James Barrie

464. *"The Death of a Salesman"* was written by:
A. James Barrie B. Eugene O'Neill
C. Arthur Miller D. None of these

465. The Restoration period is said to have started from:
A. 1660 B. 1676
C. 1625 D. 1645

466. Who wrote *"The Lady's Not for Burning"*?
A. Barrie B. Christopher Fry
C. Robert Bridges D. T.S. Eliot

467. Who wrote the poem *"Brahma"*?
A. T.S. Eliot B. Emerson
C. Whitman D. Frost

468. The writer of *Walden* is:
A. Tennyson B. Whitman
C. Thoreau D. Frost

469. In *'Sons and Lovers'* Lawrence has depicted the life of:
A. factory workers B. miners
C. farmers D. animals

470. Who wrote *Kim*?
A. Kipling B. Tagore
C. Lawrence D. Narayan

471. *'The Hairy Ape'* is a famous play by:
A. Barrie B. Eugene O'Neill
C. Christopher Fry D. T.S. Eliot

472. Who is the writer of *Frankenstein*?
A. George Eliot B. Jane Austen
C. Mary Shelley D. Emile Bronte

473. Who wrote the *'Cries of Children'*?
A. Robert Browning B. Elizabeth Barrett
C. Thomas Hood D. Cowper

474. Which poet is known as poet's poet?
A. Shakespeare B. Milton
C. Spenser D. Shelley

475. Who wrote the maximum number of sonnets?
A. Shakespeare B. Milton
C. Sidney D. Wordsworth

476. *Adonais* is the eulogy written on the death of:
A. Coleridge B. Byron
C. Keats D. Wordsworth

477. Who wrote *Mother*?
A. Tolstoy B. Maxim Gorky
C. Chekhov D. Hardy

478. Who is associated with *Malgudi*?
A. Narayan
B. Anand
C. Manohar Malgonkar
D. Anita Desai

479. The author of *Beowulf* is:
A. Bede B. Cynewulf
C. Chaucer D. Unknown

480. The Anglo-Saxon period is often said to be from 450 to .....
A. 900 B. 1000
C. 1050 D. 1100

481. *"To a Mountain Daisy"* is a poem by:
A. Wordsworth B. Shelley
C. Keats D. Burns

482. Who wrote: *"The Devil's Disciple"*?
A. Galsworthy B. Barrie
C. Shaw D. Fry

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483. Who wrote *"The Decline and Fall of the Roman Empire"*?
A. Walter Raleigh B. Trollope
C. Smollett D. Edward Gibbon

484. Richard Hooker was a prose writer of the:
A. Victorian period B. Romantic period
C. Elizabethan period D. Chaucerian age

485. Alexander Dumas was:
A. an English writer B. an American writer
C. a French writer D. a German writer

486. Which one was not one of the Lake poets?
A. Shelley B. Wordsworth
C. Southey D. Coleridge

487. *The Theory of Catharsis* is associated with:
A. Plato B. Dryden
C. Aristotle D. Sidney

488. Who wrote *'In Defence of Poetry'*?
A. T.S. Eliot B. Yeats
C. Keats D. Shelley

489. *'The Playboy of the Western World'* is a play by:
A. Barrie B. Synge
C. Fry D. Eliot

490. *'Silent Woman'* is a play by:
A. Marlowe B. Shakespeare
C. Ben Jonson D. Lyly

491. The Scene of *Beowulf* is laid in:
A. England B. France
C. Spain D. None of these

492. *"Kidnapped"* was written by:
A. Dickens B. Thackeray
C. Hardy D. R.L. Stevenson

493. *'The Prisoner of Zenda'* was written by:
A. Sterne B. Trollope
C. Anthony Hope D. George Eliot

494. What was the full name of Cervantes?
A. Jim Cervantes
B. John Cervantes
C. Miguel de Cervantes
D. Sir Roger Cervantes

495. Besides being a poet, Chaucer was:
A. a trader B. a manufacturer
C. a teacher D. a diplomat

496. The name of William Golding's first novel is:
A. The Inheritors B. Lord of the Flies
C. Pincher Martin D. The Pyramid

497. The author of *Erewhon* is:
A. Hardy B. Marquese
C. Samuel Butler D. Cervantes

498. Which of the following is a *Comedy of Manners*?
A. The Way of the World
B. The Duchess of Malfi
C. The Lady's Not for Burning
D. The Hairy Ape

499. Which one among the following is not a pessimist?
A. Gissing B. Browning
C. Hardy D. Thomson

500. Charles Reade's drama *"Drink"* was adapted from a work of:
A. Goethe B. Zola
C. Mallarwe D. Tennyson

501. Which one among the following was not a utilitarian?
A. Rousseau B. James Mill
C. Ricardo D. Bentham

502. *'The Praise of Folly'* was written by:
A. Walter Raleigh B. Thomas Moore
C. Charles Lamb D. Ruskin

503. Who wrote: *"In Praise of Idleness"*?
A. Bertrand Russell B. Thomas More
C. Charles Lamb D. Hazlitt

504. The real name of Saki is:
A. H.H. Munro B. Samuel Butler
C. George Orwell D. The Duke

505. Who started: *"The Tatler"*?
A. Addison B. Swift
C. Steele D. Stevenson

506. The poem *'The Song of the Shirt'* was written by:
A. Mrs. Browning B. Pope
C. Shelley D. Thomas Hood

507. *Sir Roger* was originally the creation of:
A. Addison B. Dryden
C. Steele D. Milton

508. Who wrote: *"Areopagitica"*?
A. Charles Lamb B. Hazlitt
C. De Quincey D. Milton

509. *'The Selfish Giant'* is a story written by:
A. Tagore B. Oscar Wilde
C. Maupassant D. Tolstoy

510. Who wrote : *"Four Quartets"*?
A. T.S. Eliot B. W.B. Yeats
C. W.H. Auden D. Philip Larkins

511. Who wrote : *"Look Back in Anger"*?
A. Steinbeck B. Christopher Fry
C. John Osborne D. Barrie

512. Who wrote : *"The Devils of Loundun"*?
A. Bertrand Russell B. Aldous Huxley
C. J.B. Priestley D. Hazlitt

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513. Who wrote : *"Principles of Human Knowledge"*?
A. Milton B. John Bunyan
C. Nash D. George Berkeley

514. Who wrote : *"Liber Amoris"*?
A. Lamb B. Hazlitt
C. Byron D. Wordsworth

515. *"A Railway Clerk"* is a poem by:
A. Keki N. Daruwallah B. Nissim Ezekiel
C. Shiv K. Kumar D. Jayanta Mahapatra

516. Who won The Booker of Bookers?
A. Arundhati Roy B. Khushwant Singh
C. Mulk Raj Anand D. Salman Rushdie

517. Who wrote: *"The Battle of Books"*?
A. Bacon B. Hazlitt
C. Swift D. None of these

518. Who wrote: *"Nectar in a Sieve"*?
A. Mulk Raj Anand
B. Manohar Malgonkar
C. Kamala Markandaya
D. Pearl S. Buck

519. *'The Good Earth'* was written by:
A. Raja Rao B. R.K. Narayan
C. Pearl S. Buck D. Kamala Markandaya

520. The writer of *'The Dove Found No Rest'* is:
A. Pearl S Buck B. Hemingway
C. Raja Rao D. Dennis Stoll

521. Who wrote: *"So Many Hungers"*?
A. Bhabani Bhattacharya
B. Kamala Markandaya
C. Manohar Malgonkar
D. Chaman Nahal

522. Who is the writer of *"The Middleman and Other Stories"*?
A. Mulk Raj Anand B. Bharati Mukherjee
C. Tagore D. Prem Chand

523. Cicero was a Roman:
A. philologist B. physician
C. orator D. None of these

524. Who is the writer of *"Gita Rahasya"*?
A. Tulsi Das B. Vivekananda
C. Shivananda D. B.G. Tilak

525. *'The Rubaiyat of Omar Khayyam'* was translated into English by:
A. Robert Browning B. Tennyson
C. Fitz Gerald D. Hopkins

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A	A	A	C	B	B	A	B	A	B
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
B	A	B	A	C	C	B	A	C	A
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
D	B	C	B	A	B	C	C	B	B
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
B	D	A	C	B	C	D	B	A	B
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
D	B	B	B	B	D	B	D	A	D
51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
D	B	D	B	C	D	D	B	C	D
61	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**
D	C	D	B	C	D	C	D	B	B
71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**
A	A	C	C	B	A	A	D	D	D
81	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**
B	D	A	A	B	D	D	A	A	B
91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**100**
D	C	D	B	C	D	B	C	A	C

101	**102**	**103**	**104**	**105**	**106**	**107**	**108**	**109**	**110**
D	C	B	D	C	C	D	A	C	D
111	**112**	**113**	**114**	**115**	**116**	**117**	**118**	**119**	**120**
D	C	B	C	B	B	D	D	B	C
121	**122**	**123**	**124**	**125**	**126**	**127**	**128**	**129**	**130**
A	A	C	D	D	A	C	C	D	A
131	**132**	**133**	**134**	**135**	**136**	**137**	**138**	**139**	**140**
C	A	B	A	C	B	D	C	C	A
141	**142**	**143**	**144**	**145**	**146**	**147**	**148**	**149**	**150**
B	D	B	A	B	D	A	C	B	B
151	**152**	**153**	**154**	**155**	**156**	**157**	**158**	**159**	**160**
B	C	A	C	B	C	A	A	B	B
161	**162**	**163**	**164**	**165**	**166**	**167**	**168**	**169**	**170**
B	D	A	A	D	B	D	B	A	D
171	**172**	**173**	**174**	**175**	**176**	**177**	**178**	**179**	**180**
D	C	C	A	C	D	C	A	D	D
181	**182**	**183**	**184**	**185**	**186**	**187**	**188**	**189**	**190**
D	A	D	C	C	B	B	B	C	C
191	**192**	**193**	**194**	**195**	**196**	**197**	**198**	**199**	**200**
D	C	A	B	C	B	D	C	C	B
201	**202**	**203**	**204**	**205**	**206**	**207**	**208**	**209**	**210**
A	B	D	C	A	C	D	D	B	A
211	**212**	**213**	**214**	**215**	**216**	**217**	**218**	**219**	**220**
C	C	C	C	C	D	C	A	A	B
221	**222**	**223**	**224**	**225**	**226**	**227**	**228**	**229**	**230**
D	B	B	C	B	C	B	B	A	B
231	**232**	**233**	**234**	**235**	**236**	**237**	**238**	**239**	**240**
B	D	C	B	B	A	A	C	C	D
241	**242**	**243**	**244**	**245**	**246**	**247**	**248**	**249**	**250**
C	B	D	D	A	C	A	A	D	B
251	**252**	**253**	**254**	**255**	**256**	**257**	**258**	**259**	**260**
C	B	B	B	D	A	D	C	A	D
261	**262**	**263**	**264**	**265**	**266**	**267**	**268**	**269**	**270**
B	A	D	C	D	B	C	B	A	C
271	**272**	**273**	**274**	**275**	**276**	**277**	**278**	**279**	**280**
A	D	B	C	D	A	C	C	B	B
281	**282**	**283**	**284**	**285**	**286**	**287**	**288**	**289**	**290**
B	C	A	B	D	A	D	D	B	C
291	**292**	**293**	**294**	**295**	**296**	**297**	**298**	**299**	**300**
A	B	D	A	C	D	B	C	A	D
301	**302**	**303**	**304**	**305**	**306**	**307**	**308**	**309**	**310**
C	A	B	D	D	A	D	A	A	C
311	**312**	**313**	**314**	**315**	**316**	**317**	**318**	**319**	**320**
D	A	B	A	D	C	D	C	A	C

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321	**322**	**323**	**324**	**325**	**326**	**327**	**328**	**329**	**330**
A	B	C	A	C	D	B	D	A	B
331	**332**	**333**	**334**	**335**	**336**	**337**	**338**	**339**	**340**
C	B	A	C	D	B	C	A	C	B
341	**342**	**343**	**344**	**345**	**346**	**347**	**348**	**349**	**350**
D	B	D	A	D	D	B	A	B	A
351	**352**	**353**	**354**	**355**	**356**	**357**	**358**	**359**	**360**
C	D	A	B	C	D	B	A	D	D
361	**362**	**363**	**364**	**365**	**366**	**367**	**368**	**369**	**370**
C	D	B	B	D	B	B	A	A	D
371	**372**	**373**	**374**	**375**	**376**	**377**	**378**	**379**	**380**
A	B	A	D	C	A	B	D	C	C
381	**382**	**383**	**384**	**385**	**386**	**387**	**388**	**389**	**390**
C	C	C	C	D	C	D	A	C	C
391	**392**	**393**	**394**	**395**	**396**	**397**	**398**	**399**	**400**
A	C	A	C	A	C	B	B	B	B
401	**402**	**403**	**404**	**405**	**406**	**407**	**408**	**409**	**410**
C	A	C	C	B	C	C	D	A	B
411	**412**	**413**	**414**	**415**	**416**	**417**	**418**	**419**	**420**
D	A	B	A	D	C	A	D	D	C
421	**422**	**423**	**424**	**425**	**426**	**427**	**428**	**429**	**430**
B	D	A	C	B	D	B	C	A	D
431	**432**	**433**	**434**	**435**	**436**	**437**	**438**	**439**	**440**
B	C	A	A	B	A	C	A	C	D
441	**442**	**443**	**444**	**445**	**446**	**447**	**448**	**449**	**450**
D	D	A	C	C	B	C	A	C	C
451	**452**	**453**	**454**	**455**	**456**	**457**	**458**	**459**	**460**
D	A	B	C	D	A	B	C	B	A
461	**462**	**463**	**464**	**465**	**466**	**467**	**468**	**469**	**470**
B	C	D	C	A	B	B	C	B	A
471	**472**	**473**	**474**	**475**	**476**	**477**	**478**	**479**	**480**
B	C	B	C	D	C	B	A	D	C
481	**482**	**483**	**484**	**485**	**486**	**487**	**488**	**489**	**490**
D	C	D	C	C	A	C	D	B	C
491	**492**	**493**	**494**	**495**	**496**	**497**	**498**	**499**	**500**
D	D	C	C	D	B	C	A	B	B
501	**502**	**503**	**504**	**505**	**506**	**507**	**508**	**509**	**510**
A	B	A	A	C	D	C	D	B	A
511	**512**	**513**	**514**	**515**	**516**	**517**	**518**	**519**	**520**
C	B	D	B	B	D	C	C	C	D
521	**522**	**523**	**524**	**525**					
A	B	C	D	C					

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ENGLISH GRAMMAR & VOCABULARY

Spelling Errors

The most common errors in English are of spellings of words. Even the most learned men are sometimes confused about the correct spellings of some words. One must keep and use a dictionary religiously. Never ignore and let pass a new word casually.

A number of question to test your knowledge of spellings are compiled here. Try to solve as many as you can.

Multiple Choice Questions

Directions: *Find the correctly spelt word out of the four options in each question.*

1. A. Accompalish B. Ackmplesh C. Acomplush D. Accomplish

2. A. Acommodation B. Acomodation C. Accomodation D. Accommodation

3. A. Astonished B. Astronished C. Astoneshed D. Asstonished

4. A. Benefeted B. Benefitted C. Benifited D. Benefited

5. A. Belligerent B. Beligirent C. Belligarant D. Belligerrent

6. A. Chancelery B. Chancellery C. Chancellary D. Chancelary

7. A. Discriminate B. Discremineta C. Discrimenate D. Discriminat

8. A. Damage B. Dammage C. Damaige D. Dammege

9. A. Efficiant B. Effecient C. Efficient D. Eficient

10. A. Extravagant B. Extreragent C. Extreregant D. Extravegent

11. A. Efflorascence B. Eflorescene C. Effllorescence D. Efflorescence

12. A. Equinimity B. Equanimmity C. Equannimity D. Equanimity

13. A. Farmament B. Farmement C. Fermament D. Fremament

14. A. Grieff B. Grief C. Grieef D. Grrief

15. A. Guarantee B. Garuntee C. Guaruntee D. Gaurantee

16. A. Hypocritical B. Hypocretical C. Hypocriticel D. Hypocirticel

17. A. Humurous B. Humorous C. Humoreus D. Humorrous

18. A. Itenerary B. Itinarery C. Itinarary D. Itinerary

19. A. Indipenseble B. Indispansible C. Indispensable D. Indipensable

20. A. Imprecticability B. Impracticebility C. Impracticibility D. Impracticability

21. A. Incradulous B. Incredulous C. Incridulous D. Incredalous

22. A. Juddicious B. Judiceous C. Judicious D. Judiceus

23. A. Kleptomonia B. Kleptemonia C. Kleptomania D. Klaptomania

24. A. Lackdaisical B. Lackadaisical C. Lckadaisicle D. Lackadisical

25. A. Licentious B. Licontious C. Licenttious D. Licientious

26. A. Meddicine B. Medicine C. Medicene D. Medicinne

27. A. Meritricious B. Merefrecious C. Meretricious D. Merritricious

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28. A. Missunderstood B. Miesunderstood
C. Misunderstood D. Misunderstod

29. A. Occurad B. Occurred
C. Ocurred D. Occured

30. A. Osttentatious B. Ostentetious
C. Ostentatious D. Ostenttatious

31. A. Obnosious B. Obnoxeous
C. Obnoxious D. Obnoseous

32. A. Omenous B. Ominous
C. Ommineous D. Omineous

33. A. Pecification B. Pacification
C. Pecifacation D. Pecefication

34. A. Prograssive B. Progressive
C. Progresive D. Prograsive

35. A. Pasiveness B. Passiveness
C. Passeveniss D. Passivines

36. A. Polyendry B. Poliendry
C. Pollyendry D. Polyandry

37. A. Puerille B. Puerrile
C. Puerile D. Purrile

38. A. Pesanger B. Passenger
C. Pessenger D. Pasanger

39. A. Querrelsome B. Quarrelsame
C. Quarrelsome D. Querralsome

40. A. Rigourous B. Rigerous
C. Rigorous D. Regerous

41. A. Survellance B. Surveilance
C. Surveillance D. Survaillance

42. A. Schedule B. Schdule
C. Schedale D. Schedeule

43. A. Sepalchrle B. Sepalchral
C. Sepulchrle D. Sepulchral

44. A. Sympathetic B. Smypathetic
C. Sympothetic D. Sympethetic

45. A. Sincerely B. Sencerely
C. Sincerelly D. Sincerrely

46. A. Satellite B. Sattellite
C. Satelite D. Sattelite

47. A. Teracherous B. Treacherous
C. Treacheraus D. Treachereans

48. A. Uncivilized B. Uncevilized
C. Uncivillized D. Uncevelized

49. A. Vainglorious B. Vaniglorious
C. Vaniglerious D. Vaingloreus

50. A. Vulnarable B. Valnerable
C. Velnerable D. Vulnerable

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
D	D	A	B	A	C	A	A	C	A
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
D	D	C	B	A	A	B	D	C	D
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
B	C	C	B	A	B	C	C	B	C
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
C	B	B	B	B	D	C	B	C	C
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
C	A	D	A	A	A	B	A	A	D

Spotting Errors

The most common errors in English are of spellings, grammar and usage of words. By regular practice, the errors can be easily spotted and minimised.

Common Errors with Nouns and Noun-Phrases

Incorrect	*Correct*
1. I have bought new *furnitures.*	I have bought new *furniture.*
2. The wages of sin *are* death.	The wages of sin *is* death.
3. She told these *news* to her mother.	She told her mother this *news.*
4. He took *troubles* to do his work.	He took *trouble* (or pains) over his work.
5. The *cattles* were grazing.	The *cattle* were grazing.
6. He showered *many abuses* on me.	He showered *much abuse* on me.
7. I spent the holidays with my *family members.*	I spent the holidays with my *family.*
8. There is no *place* in this compartment.	There is no *room* in this compartment.
9. Write this new *poetry* in your *copy.*	Write this new *poem* in your *note-book.*
10. He took *insult* at this.	He took *offence* at this.
11. Put your *sign* here.	Put your *signatures* here.
12. She is my *cousin sister.*	She is my *cousin.*
13. *Sunil's* my *neighbour's* house was burgled.	*Sunil* my *neighbour's* house was burgled.
14. I lost a *ten-rupees* note.	I lost *a ten-rupee* note.
15. Road closed for *repair.*	Road closed for *repairs.*
16. His house is out of *repairs.*	His house is out of *repair.*
17. What is the *reason* of an earthquake?	What is the *cause* of an earthquake?
18. This building is made of *stones.*	This building is made of *stone.*
19. I disapprove of *these kinds* of games.	I disapprove of *this kind* of games.
20. Veena's and Sheela's father is ill.	Veena and Sheela's father is ill.
21. His *son-in-laws* are doctors.	His *sons-in-law* are doctors.
22. *Alms* is given to the *poor.*	*Alms* are given to the poor.
23. He always keeps his words.	He always keeps his *word.*
24. I carried the *luggages.*	I carried the *luggage.*
25. *Two-third* of the work is left.	*Two-thirds* of the work is left.

Common Errors with Pronouns

Incorrect	*Correct*
1. Both did not go.	Neither went.
2. We all did not go.	None of us went.
3. Each of these boys play.	Each of these boys plays.
4. Whoever does best he will get a prize.	Whoever does best will get a prize.

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Incorrect	Correct
5. One should not waste his time.	A man should not waste his time.
6. I and she are sisters.	She and I are sisters.
7. He is wiser than me.	He is wiser than I.
8. Between you and I, Anil is not to be trusted.	Between you and me, Anil is not to be trusted.
9. Nobody was there but I.	Nobody was there but me.
10. Who is there ? It is me.	Who is there ? It is I.
11. Only he and me can use this card.	Only he and I can use this card.
12. Let you and I go now.	Let you and me go now.
13. Everyone got one's pay.	Everyone got his pay.
14. Everyone is frightened when they see a tiger.	Everyone is frightened when he sees a tiger.
15. These two friends are fond of one another.	These two friends are fond of each other.
16. I did not like him coming at that hour.	I did not like his coming at that hour.
17. Who do you think I met?	Whom do you think I met?
18. You should avail this opportunity.	You should avail yourself this opportunity.
19. When you have read these books, please return the same to me.	When you have read the books, please return them to me.
20. They that are humble need fear no fall.	Those that are humble need fear no fall.

Common Errors with Adjectives

Incorrect	Correct
1. These all oranges are good.	All these oranges are good.
2. He held the book in the both hands.	He held the book in both hands.
3. Both men have not come.	Neither man has come.
4. That man should do some or other work.	That man should do some work or other.
5. He is elder than I.	He is older than I.
6. Shakespeare is greater than any other poets.	Shakespeare is greater than any other poet.
7. He is a coward man.	He is a cowardly man.
8. Many villagers cannot write his own name.	Many villagers cannot write their own name.
9. Each of us loves our home.	Each of us loves his home.
10. Much efforts bring their reward.	Much effort brings its reward.
11. He found hundred rupees.	He found a hundred rupees.
12. He had leave of four days.	He had four days leave.
13. This is a worth seeing sight.	This is a sight worth seeing.
14. He will spend his future life here.	He will spend the rest of his life here.
15. There is a best teacher in that class.	There is a very good teacher in that class.
16. Of the two plans this is the best.	Of the two plans this is the better.
17. He is becoming strong every day.	He is becoming stronger every day.
18. He is worst than I.	He is worse than I.
19. Jaipur is hot than Delhi.	Jaipur is hotter than Delhi.
20. In our library the number of books is less.	In our library the number of books is small.

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Common Errors with Verbs

Incorrect	*Correct*
1. He asked had we taken our luggage.	He asked if we had taken our luggage.
2. She asked what are you doing.	She asked what we were doing.
3. Rama asked to Anil why he is angry.	Rama asked Anil why he was angry.
4. He does not care for his money.	He does not take care of his money.
5. He does not care for his work.	He takes no care over his work.
6. No one cared for him after his mother died.	No one took care of him after his mother died.
7. He got angry before I said a word.	He got angry before I had said a word.
8. I met a man who was my tutor 20 years ago.	I met a man who had been my tutor twenty years ago.
9. I had been for walking yesterday.	I went for a walk yesterday.
10. If I shall do this I shall be wrong.	If I do this I shall be wrong.
11. I have left trekking.	I have given up trekking.
12. I came to know as to how he did this.	I learnt how he did this.
13. I came to know why he was sad.	I found out why he was sad.
14. He knows to swim.	He knows how to swim.
15. The criminal's head was cut.	The criminal's head was cut off.
16. I said to him to go.	I told him to go.
17. I told the teacher to excuse me.	I asked the teacher to excuse me.
18. He is troubling me.	He is giving me trouble.
19. I have got a hurt on my leg.	I have hurt my leg.
20. She gave a speech.	She made a speech.

Common Errors in Subject-Verb Agreement

Incorrect	*Correct*
1. The owners of this factory *is* very rich.	The owners of this factory *are* very rich.
2. The pleasures of nature that one can experience at Shimla *is* beyond description.	The pleasures of nature that one can experience at Shimla *are* beyond description.
3. There *is* no street lights in our colony.	There *are* no street lights in our colony.
4. He and I *am* entrusted with the job.	He and I *are* entrusted with the job.
5. Rice and curry *are* his favourite dish.	Rice and curry *is* his favourite dish.
6. The honour and glory of our country *are* at stake.	The honour and glory of our country *is* at stake.
7. Time and tide *waits* for none.	Time and tide *wait* for none.
8. All the passengers with the driver *was* killed.	All the passengers, with the driver, *were* killed.
9. The teacher, with her students, *were* going out.	The teacher, with her students, *was* going out.
10. I as well as they *am* tired.	I as well as they *are* tired.
11. Not only the soldiers but their captain also *were* captured.	Not only the soldiers but their captain also *was* captured.
12. Neither you nor I *were* selected.	Neither you nor I *was* selected.
13. Either of these two applicants *are* fit for the job but neither want to accept it.	Either of these two applicants *is* fit for the job but neither wants to accept it.
14. One of these students are sure to stand first.	One of these students *is* sure to stand first.
15. Everyone of these workers want a raise.	Everyone of these workers wants a raise.
16. None of these letters has been answered so far.	None of these letters *have* been answered so far.
17. None of the girls were present at the party.	None of the girls *was* present at the party.
18. Many a battle were fought on Indian soil.	Many a battle *was* fought on Indian soil.
19. A lot of work remain to be done.	A lot of work *remains* to be done.
20. The majority of these girls likes music.	The majority of these girls *like* music.

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Common Errors in the Use of Modals/Auxiliary Verbs

Incorrect	*Correct*
1. When I shall see him I shall tell him this.	When I *see* him, I shall tell him this.
2. If I should do wrong, he would punish me.	If I *did* wrong, he would punish me.
3. Until he will have confessed his fault, he will be kept in prison.	Until he *has* confessed his fault, he will be kept in prison.
4. She will obey me.	She *shall* obey me.
5. You would work hard.	You *should* work hard.
6. You shall find him in the garden.	You *will* find him in the garden.
7. He must have died of exposure, but we cannot be certain.	He *might* have died of exposure, but we cannot be certain.
8. You might not show disrespect to your elders.	You *must* not show disrespect to your elders.
9. You may take exercise in order to maintain good health.	You *must* take exercise in order to maintain good health.
10. He must be a crook for all we know.	He *may* be a crook for all we know.

Common Errors in the Use of Adverbs

Incorrect	*Correct*
1. He is very much angry.	He is *very* angry.
2. She was very good enough to help me.	She was *good enough* to help me.
3. She runs much fast.	She runs *very* fast.
4. She runs very faster than Seema.	She runs *much* faster than Seema.
5. It is bitter cold today.	It is *bitterly* cold today.
6. He is a much learned man.	He is a very learned man.
7. She is thinking very hardly.	She is thinking very hard.
8. To tell in brief the film was boring.	*In short* the film was boring.
9. He told the story in details.	He told the story *in detail.*
10. I did it anyhow.	I *managed to do* it somehow.
11. Aeroplanes reach Europe soon.	Aeroplanes reach Europe quickly.
12. Before long there were dinosaurs on the earth.	*Long ago,* there were dinosaurs on the earth.
13. This book is too interesting.	This book is *very* interesting.
14. He lives miserly.	He lives in *a miserly* way.
15. Just I had gone when she came.	I had just gone when she came.
16. He sings good.	He sings *well.*
17. He sings good than I.	He sings *better* than I.
18. Really speaking it is cold.	*As a matter of fact* it is cold.
19. He is enough tall to reach the ceiling.	He is *tall enough* to reach the ceiling.
20. He went directly to his college.	He went *direct* to his college.

Common Errors in the Use of Conjunctions

Incorrect	*Correct*
1. As he is fat so he runs slowly.	As he is fat *he* runs slowly.
2. If he is fat then he will run slowly.	If he is fat, he will run slowly.
3. Though he is fat still he runs fast.	Though he is fat, *he runs* fast.
4. *As* I pulled the trigger at the sametime he shook my arm.	As I pulled the trigger, he shook my arm.

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Incorrect	Correct
5. No sooner I had spoken than he left.	No sooner *had* I spoken than he left.
6. Not only he will go, but also he will stay there.	Not only *will he* go, but he *will also* stay there.
7. Neither he comes nor he writes.	Neither *does he* come nor *does he* write.
8. Scarcely he entered the room than the telephone rang.	Scarcely *had* he entered the room *when the* telephone rang.
9. Hardly she had left the house than it began to rain.	Hardly *had she* left the house *when* it began to rain.
10. He is the fastest runner and he comes last.	He is the fastest runner *but* he comes last.
11. She is as innocent as if she looks.	She is as innocent as she looks.
12. Until he does not try he must be punished.	He must be punished unless he tries.
13. I want to know as to why you are late.	I want to know why you are late.
14. I am fond of Chinese food as for example sweet and sour prawns.	I am fond of Chinese food, for example, sweet and sour prawns.
15. He was angry therefore I ran away.	He was angry so I ran away.
16. I was trying to work, at that time he was disturbing me.	While I was trying to work, he was disturbing me.
17. Supposing if he is late, what will happen?	Supposing he is late (or if he is late) what will happen?
18. He asked me that why I was late.	He asked me why I was late.
19. Let us catch a taxi lest we should not get late.	Let us catch a taxi lest we should get late.
20. She dresses herself like the teacher does.	She dresses herself as the teacher does.
21. Wait while I come.	Wait *until* (or *till)* I come.
22. Until, there is corruption in India, there can be little progress.	*As long* as there is corruption in India there can be little progress.
23. I have never told a lie nor cheated anybody.	I have never told a lie *nor have I* cheated anybody.
24. Both Mohan as well as Arun are responsible for this action.	Both Mohan *and* Arun are responsible for this action.
25. Hindus and Muslims both are to blame for the riots.	*Both Hindus* and Muslims are to blame for the riots.

Common Errors in the Use of Prepositions

Incorrect	Correct
1. I will not listen him.	I will not listen *to* him.
2. Copy this word by word.	Copy this word *for* word.
3. He enquired from her where she lived.	He enquired *of* her where she lived.
4. Sign here with ink.	Sign here *in* ink.
5. Has she come in train or by foot?	Has she come *by* train or *on* foot?
6. She said this at his face.	She said this *to* his face.
7. Open the book on page one.	Open the book *at* page one.
8. I was invited for lunch.	I was *invited to* lunch.
9. I am ill since three months.	I have been *ill for* three months.
10. This paper is inferior than that.	This paper is inferior *to* that.
11. This resembles to that.	This *resembles* that.
12. My brother is superior than you in strength.	My brother is superior *to* you in strength.
13. He wrote me.	He wrote *to* me.
14. I shall explain them this.	I shall explain this *to* them.
15. Send this letter on my address.	Send this letter *to* my address.
16. He suggested me this.	He suggested this *to* me.
17. He goes *on his* work.	He goes *to his* work.
18. He *reached to* Nagpur.	He *reached* Nagpur.
19. He told *to me* to go.	He told *me* to go.
20. The term begins *from* July 1st.	The term begins *on* July 1st.

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Miscellaneous Errors

Incorrect	*Correct*
1. Many *homes* are lying vacant.	Many *houses* are lying vacant.
2. It is cool in the *shadow* of the tree.	It is cool in the *shade* of the tree.
3. She *keeps* good health.	She *enjoys* good health.
4. My leg is *paining*.	*I am feeling pain* in my leg.
5. *See* this word in the dictionary.	*Look up* this word in the dictionary.
6. The train will arrive *just now*.	The train will arrive *shortly*.
7. They are *pulling* on well.	They are *getting* on well.
8. The river has *over flown* its bank.	The river has *over flown* its banks.
9. He was appointed *on* the post.	He was appointed *to* the post.
10. Last but not *the least,* we have to discuss the problem of over population.	Last but not *least,* we have to discuss the problem of over population.
11. *Cities* after *cities* fell.	*City* after *city* fell.
12. What is the use Munir going there?	What is the use of Munir going there?
13. He *did many mischief.*	He *made much mischief.*
14. It is exact five *in* my watch.	It is exact five *by* my watch.
15. I will dine with them on *next Sunday.*	I will dine with them *Sunday next.*
16. Misfortunes when faced bravely and *manly* become less troublesome.	Misfortunes when faced bravely and *manfully* become less troublesome.
17. I am *laid down* with fever.	I am *laid up* with fever.
18. He is habituated to smoking.	He is *addicted* to smoking.
19. *According to my opinion* he is right.	*In my opinion* (or according *to me)* he is right.
20. Could you please *open* this knot?	Could you please *untie* this knot?

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Multiple Choice Questions

Directions: *In this section, each sentence has three parts, indicated by (A), (B) and (C). Read each sentence to find out whether there is an error. If you find an error in any one of the parts (A, B, C), indicate your response by marking the letter related to that part. If a sentence has no error, indicate this by marking '(D)' which stands for "No error". Errors may belong to grammar, usage or idiom. Ignore errors of punctuation, if any.*

1. (A) Beware of/(B) a fair-weather friend/(C) who is neither a friend in need nor a friend indeed/(D) No error.

2. (A) Copernicus proved/(B) that Earth/(C) moves round the Sun./(D) No error.

3. (A) Seldom we have been treated/(B) in such a rude manner/(C) by the police personnel./(D) No error.

4. (A) Some men are born great,/(B) some achieve greatness/(C) and some had greatness thrust on them./(D) No error.

5. (A) The property/(B) was divided/(C) among the two brothers./(D) No error.

6. (A) I am quite certain/(B) that the lady is not only greedy/(C) but miserly./(D) No error.

7. (A) The aircraft overloaded/(B) there was something wrong of the battery/(C) and the engine was making a queer noise/(D) No error.

8. (A) A thorough inquiry of the misappropriation of funds/(B) is now imperative/(C) to bring the guilty to book/(D) No error.

9. (A) The brilliant success in the examination/(B) as well as his record in sports/(C) deserves high praise/(D) No error.

10. (A) While travelling by a train/(B) on a cold winter night/(C) an argument rose between two passengers in our compartment/(D) No error.

11. (A) I cannot find/(B) where has he gone/(C) though I have tried may best/(D) No error.

12. (A) If I was/(B) the Prime Minister of India/(C) I would work wonders/(D) No error.

13. (A) Amit's severe bout of flu/(B) debilitated him so much/(C) that he was too tired to do for work for a week./(D) No error.

14. (A) This is the crux of the entire problem;/(B) everything centres on/(C) it being resolved./(D) No error.

15. (A) One of the major aims of the Air Force/(B) was the complete demolition of all means of transportation/(C) by the bombing of rail lines and terminals./(D) No error.

16. (A) His strong voice cut over/(B) the hum of conversation/(C) like a knife through butter./(D) No error.

17. (A) Even though they weren't expecting us/(B) they managed to knock up/(C) a marvellous meal./(D) No error.

18. (A) The celebrated singer was/(B) surrounded by the usual crowd/(C) of lackeys and hangerons./(D) No error.

19. (A) If it weren't/(B) for you,/(C) I wouldn't be alive today./(D) No error.

20. (A) He looked like a lion/(B) baulked from/(C) its prey./(D) No error.

21. (A) Widespread flooding/(B) is effecting/(C) large areas of the villages./(D) No error.

22. (A) She regards/(B) negotiating prices with customers/(C) as her special preserve./(D) No error.

23. (A) Often in political campaigns, a point is reached at which/(B) the candidates take out their gloves./(C) and start slugging with bare fists./(D) No error.

24. (A) If we really set to/(B) we can get the whole house/(C) cleaned in an afternoon./(D) No error.

25. (A) Pieces of rock plummeted/(B) down the mountainside/(C) in the ground below./(D) No error.

26. (A) Since the two parties each won/(B) the same number of seats,/(C) the minority party holds the balance of power./(D) No error.

27. (A) It's arrogant for you/(B) to assume you'll/(C)win every time./(D) No error.

28. (A) We've paid for our travel and accommod-ation,/(B) so we need only to take/(C) some pocket-money with us./(D) No error.

29. (A) There's no evidence to show/(B) that information technology secrets are more/(C) vulnerable in India than Britain or the US./(D) No error.

30. (A) It is shameful that hunting/(B) is still considered sport/(C) by some unscrupulous people in the civilized world./(D) No error.

31. (A) The Prime Minister's good looks won him/(B)the election but he has still to prove/(C) that he's not a just pretty face./(D) No error.

32. (A) The two books are the same/(B) except for the fact that this/(C) has an answer in the back./(D) No error.

33. (A) He estimated his income tax bill/(B) by extrapolation over figures/(C) submitted in previous years./(D) No error.

34. (A) The modern office block/(B) sticks out like a sore thumb/(C) among the old buildings in the area./(D) No error.

35. (A) I will try to put over/(B) some feelers to gauge/(C) people's reactions to our proposal./(D) No error.

36. (A) A major contribution of Mathura sculptors/(B)of that period were the creation and popularization/(C) of the Buddha's image in human form./(D) No error.

37. (A) Amit has been deceiving Mona/(B) for many years but she/(C) has not still tumbled to it./(D) No error.

38. (A) Mahavira was an advocate of nonviolence and vegetarianism,/(B) who revived and reorganized the Jain doctrine/(C) and established rules for their monastic order. (D) No error.

39. (A) Microwaves are the principle carriers/(B) of television, telephone and data transmissions/(C)between stations on earth and between the earth and satellites./(D) No error.

40. (A) An unit is an abstract idea,/(B) defined either by reference to/(C) a randomly chosen material standard or to a natural phenomenon./(D) No error.

41. (A) With the crisis deepening,/(B) the critics sense an opportunity/(C) about putting in place a more radical strategy./(D) No error.

42. (A) The salesman gave us/(B) a big spiel about why/(C) we should buy his product./(D) No error.

43. (A) I will need several weeks/(B) to invent the lie of the land before/(C) I can make any decision about the future of the business./(D) No error.

44. (A) You should be cautious/(B) and make a few discrete enquiries about/(C) the firm before you sign anything./(D) No error.

45. (A) Your husband doesn't/(B) believe that you are older/(C) than I./(D) No error.

46. (A) We are meeting today afternoon/(B) to discuss the matter/(C) and reach a compromise./(D) No error.

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47. (A) Either Ram or/(B) you is responsible/(C) for this action./(D) No error.

48. (A) The student flatly denied/(B) that he had copied/(C) in the examination hall./(D) No error.

49. (A) By the time you arrive tomorrow/(B) I have finished/(C) my work./(D) No error.

50. (A) The speaker stressed repeatedly on/(B) the importance of improving/(C) the condition of the slums./(D) No error.

51. (A) The captain with the members of his team/(B) are returning/(C) after a fortnight./(D) No error.

52. (A) After returning from/(B) an all-India tour/(C) I had to describe about it/(D) No error.

53. (A) The teacher asked his students/(B) if they had gone through/(C) either of the three chapters included in the prescribed text./(D) No error.

54. (A) Although they are living in the country/(B) since they were married/(C) they are now moving to the town./(D) No error.

55. (A) Do you know/(B) how old were you/(C) when you came here?/(D) No error.

ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
D	B	A	C	C	C	B	A	D	C
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
B	A	C	C	B	A	A	C	C	C
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
C	A	A	A	C	A	A	B	D	B
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
C	C	C	D	A	B	C	C	A	A
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
C	D	D	D	C	A	B	D	B	A
51	**52**	**53**	**54**	**55**					
B	C	C	B	D					

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Articles

Definite and Indefinite Articles

(*i*) 'A' and 'an' are Indefinite Articles.

(*ii*) 'The' is Definite Article.

(*iii*) 'A' and 'an' modify a noun in a general way.

(*iv*) 'The' particularises it. *e.g.*,

Mohan has **a pen.**

The pen which you gave me was expensive.

Vowel and Consonant Sounds

(*i*) 'A' is used before words starting with the sound of a consonant.

(*ii*) 'An' is used before a vowel sound (vowels a, e, i, o, u) *e.g.,*

a book, a cat, a useful thing, a European girl, a university,

but an FDR, an MA, an honest boy, an hour, an owl, an egg, an umbrella, etc.

Use of Articles 'A' and 'An'

A cat mews. (*i.e.,* every cat)

The cat of my neighbour mews day and night. (*i.e.,* a particular cat)

He gave me **an** egg. (Here 'an' means 'one')

Use of Article 'The'

1. 'The' is used before names of rivers, mountains, seas, oceans:

   The Himalayas, the Ganga, the Yamuna, the Bay of Bengal, the Indian Ocean, the Nile, the English Channel, *etc.*

2. Names of newspapers and magazines:

   The Times of India, the Tribune, The Sun, *etc.*

3. Names of the famous and holy books:
   The Guru Granth Sahib, The Gita, The Ramayana, *etc.*

4. Names of creations of nature:
   the sun, the earth, the moon, the sky, *etc.*

5. While using Adjectives as Nouns:
   The poor should be helped by **the rich.**

6. Sometimes with the Comparative Degree:
   The more you think, **the more** you worry.

7. With the Superlative Degree:
   She is **the most intelligent** girl in our school.

8. Before the imaginary lines and directions:

   The Latitude, The Equator, the east, the west, etc.

9. Before the names of musical instruments:
   the violin, the piano, the flute, etc.

10. While using a Proper Noun as a Common Noun:

    Mohan is **the Sachin** of our team.

Omission of Article 'The'

1. Before some Nouns used to convey general sense, articles are not used but are used to particularise them:
   Man is mortal.

2. Before Proper Nouns:
   Rakesh is an intelligent boy.

3. With Abstract Noun:
   Childhood is the prime time of one's life.
   The childhood of Sohan was full of sorrow.

4. With Material Nouns:
   Milk is an essential food.
   The milk of the cow is sweet.

5. Usually no article is used before names of diseases:
   Cancer is a fatal disease.
   However, when we talk about a disease figuratively, we use an article before its name, *e.g.*
   Corruption is a cancer.

6. Names of games and language:
   I like football.
   I can speak Punjabi, Hindi and English.

7. Gold is a precious metal.

   NOTE: As you must have noted above, the definite article 'the' has been used where a noun is particularised.

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Double Use of Article 'The'

Read the following sentences carefully to understand this :

1. The poet and novelist has been honoured.
   (The same person is the poet as well as novelist)
2. The poet and the novelist have been honoured.
   (The poet and the novelist are two different persons).
3. I have a black and white dog.
   (that is, one dog)
4. I have a black and a white dog.
   (that is, two dogs)

Multiple Choice Questions

Directions : *Fill in the blanks with suitable articles. Mark 'D' if no article required.*

1. Do you know ..... boy in white?
A. a B. an
C. the D. No article

2. She is ..... girl I am looking for.
A. a B. an
C. the D. No article

3. Have you read ..... Mahabharat?
A. a B. an
C. the D. No article

4. .....rich are not always happy.
A. A B. An
C. The D. No article

5. Oranges are sold by ..... dozen.
A. a B. an
C. the D. No article

6. Milk is sold by ..... litre.
A. a B. an
C. the D. No article

7. ..... Amazon is the longest river in the world.
A. A B. An
C. The D. No article

8. ..... higher you climb, the colder it gets.
A. A B. An
C. The D. No article

9. She is ..... untidy girl.
A. a B. an
C. the D. No article

10. I am ..... M.A. is English.
A. a B. an
C. the D. No article

11. I have already spent ..... few rupees I had.
A. a B. an
C. the D. No article

12. ..... English are very hard-working.
A. A B. An
C. The D. No article

13. April is the fourth month of ..... year.
A. a B. an
C. the D. No article

14. Rice is sold by ..... kilogram
A. a B. an
C. the D. No article

15. She is ..... best of the three girls.
A. a B. an
C. the D. No article

16. ..... man in the car is a friend of mine.
A. A B. An
C. The D. No article

17. Brevity is ..... soul of wit.
A. a B. an
C. the D. No article

18. ..... thing of beauty is a joy for ever.
A. A B. An
C. The D. No article

19. ..... little learning is a dangerous thing.
A. A B. An
C. The D. No article

20. ..... best sauce for food is hunger.
A. A B. An
C. The D. No article

21. Birds of ..... feather flock together.
A. a B. an
C. the D. No article

22. He makes ..... living by begging.
A. a B. an
C. the D. No article

23. It is ..... pity that he died so young.
A. a B. an
C. the D. No article

24. What ..... nuisance it is?
A. a B. an
C. the D. No article

25. Delhi is ..... London of India.
A. a B. an
C. the D. No article

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26. Where is ..... will, there is a way.
A. a B. an
C. the D. No article

27. Her father is ..... physician and surgeon.
A. a B. an
C. the D. No article

28. This will benefit ..... poor.
A. a B. an
C. the D. No article

29. .....bird in hand is better than two in a bush.
A. A B. An
C. The D. No article

30. As he is hard-working, he will win ..... prize.
A. a B. an
C. the D. No article

31. ..... water of this well is dirty.
A. A B. An
C. The D. No article

32. Only ..... wearer knows where the shoe pinches.
A. a B. an
C. the D. No article

33. ..... action will be taken against you.
A. A B. An
C. The D. No article

34. ..... sun rises in the east.
A. A B. An
C. The D. No article

35. She was promoted to ..... highest post.
A. a B. an
C. the D. No article

36. Did you see ..... Taj Mahal?
A. a B. an
C. the D. No article

37. He is ..... one-eyed man.
A. a B. an
C. the D. No article

38. This is ..... useful book.
A. a B. an
C. the D. No article

39. Cloth is sold by ..... metre.
A. a B. an
C. the D. No article

40. The sun sets in ..... west.
A. a B. an
C. the D. No article

41. Amar bought.....umbrella yesterday.
A. a B. an
C. the D. No article

42. Surinder is ..... honest boy.
A. a B. an
C. the D. No article

43. She wrote ..... book in French.
A. a B. an
C. the D. No article

44. ..... lion roars.
A. A B. An
C. The D. No article

45. ..... apple a day keeps the doctor away.
A. A B. An
C. The D. No article

46. John bought ..... car yesterday.
A. a B. an
C. the D. No article

47. His father is ..... engineer in the U.S.A.
A. a B. an
C. the D. No article

48. It is hard for ..... owl to fly during the day times.
A. a B. an
C. the D. No article

49. She had ..... rimmed hat.
A. a B. an
C. the D. No article

50. My uncle is ..... heart specialist.
A. a B. an
C. the D. No article

51. He looks as foolish as ..... ass.
A. a B. an
C. the D. No article

52. Did you go to ..... prison to visit him?
A. a B. an
C. the D. No article

53. I found ..... one-rupee note in the market.
A. a B. an
C. the D. No article

54. It is a pleasure to meet such ..... efficient man.
A. a B. an
C. the D. No article

55. The Sanyasi lived in a cave in ..... Himalayas.
A. a B. an
C. the D. No article

56. There is ..... union in our factory.
A. a B. an
C. the D. No article

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57. He hit his wife on the head with ..... umbrella.
A. a B. an
C. the D. No article

58. I caught him by ..... collar.
A. a B. an
C. the D. No article

59. Child is ..... father of man.
A. a B. an
C. the D. No article

60. He gazed at ..... moon for two hours.
A. a B. an
C. the D. No article

ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
C	C	C	C	C	C	C	C	B	B
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	C	C	C	C	C	C	A	A	C
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
A	A	A	A	C	A	A	C	A	A
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
C	C	B	C	C	C	A	A	C	C
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
B	B	A	A	B	A	B	B	A	A
51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
B	C	A	B	C	A	B	C	C	C

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Prepositions

A Preposition is a word that comes before a Pronoun or a Noun and expresses the relationship between Noun or Pronoun and some part of the remaining sentence.

(*a*) He is busy **with** his work.
(*b*) The boy jumped **into** the river.
(*c*) The birds are chirping **in** the trees.

In these sentences the words **with**, **into** and **in** show the relationship between the verbs **busy, jumped** and **chirping** with the nouns **work, river** and **trees** respectively.

Position of the Preposition

A. A Preposition usually precedes its object.
(*i*) He laughs **at** the poor.
(*ii*) He is angry **with** you.
(*iii*) She agrees **with** me.

B. In the case of Relative Pronouns it comes after the subject.
(*i*) This is the boy whom I was looking **for**.
(*ii*) That is the pen whose mention I was making **of**.

C. In the following cases, the Preposition comes after its object.
(*i*) Where is the boy you were complaining **against**?
(*ii*) What things are there you are looking **for**?
(*iii*) Who is there, you are waiting **for**?

Omission of the Prepositon

In many cases when the sentences contain Nouns of Time or Place, the Prepositions **from**, **in** and **for** are often omitted.

(*i*) He walked many kilometres.
(*ii*) He came to see me last year.
(*iii*) As I could not find my puppy anywhere, I looked here and there.

Prepositions are small words that show the relationship between one word and another. Prepositions in the following sentences show the position of the paper in relation to the desk, the book, hand and the door.

The paper is **on** the desk.
The paper is **under** the book.
The paper is **in** his hand.
The paper is **by** the door.

Common Prepositions

about	at	by
in	onto	toward
above	before	concerning
inside	out	under
across	behind	despite
into	over	until
after	below	down
like	since	up
against	beneath	during
near	through	upon
along	beside	except
of	throughout	with
amid	between	for
off	till	within
among	beyond	from
on	to	without

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Multiple Choice Questions

Directions: *Select the most appropriate preposition from the given alternatives to fill in the blanks and make the sentence meaningfully complete.*

1. Don't try to be an advocate ..... these criminals.
A. for B. with
C. across D. in

2. The audience admired him ..... his sweet voice.
A. to B. on
C. for D. at

3. I want to check your bag ..... fake currency notes.
A. to B. for
C. upon D. on

4. The dew drops clung .... the blades of grass.
A. for B. on
C. to D. in

5. The thief was chased ..... by the police.
A. on B. after
C. into D. at

6. Please carry this bag ..... my room.
A. on B. for
C. to D. in

7. A lorry bumped ..... a car.
A. on B. over
C. into D. to

8. They were begging ..... food.
A. for B. on
C. to D. after

9. She always boasts ..... her wealth.
A. of B. for
C. on D. after

10. She banged ..... the door violently.
A. for B. to
C. on D. down

11. I applied ..... the post of a clerk.
A. for B. on
C. in D. to

12. I applied ..... the Principal for the post of a teacher.
A. to B. on
C. with D. for

13. I begged ..... him not to divulge the secret.
A. for B. of
C. with D. to

14. You had better borrow a pen ..... Rakesh.
A. over B. into
C. from D. by

15. I baked a cake ..... the guests.
A. to B. for
C. on D. of

16. She is confident ..... (her) success.
A. with B. on
C. of D. for

17. The doctor will cure you ..... malaria.
A. of B. with
C. for D. from

18. This law is common ..... all.
A. to B. upon
C. over D. at

19. She was condemned ..... her bad hand writing.
A. on B. for
C. into D. of

20. In summer there will be a great demand ..... desert cooler.
A. on B. with
C. for D. of

21. We shall wait ..... you.
A. on B. for
C. towards D. after

22. Tom displayed his injury ..... all his friends.
A. for B. upon
C. to D. at

23. She distributed the sweets ..... the two brothers.
A. among B. between
C. for D. in

24. Please distribute these apples ..... all.
A. among B. to
C. for D. at

25. It rarely happened that he defended ..... an innocent person.
A. against B. for
C. upon D. at

26. The parents were disappointed ..... the performance of their son.
A. on B. with
C. at D. of

27. Common salt dissolves ..... water.
A. for B. in
C. with D. by

28. This medicare is free ..... sugar.
A. on B. to
C. from D. of

29. The manager granted leave ..... the clerk.
A. to B. on
C. into D. for

30. The air was heavy ..... aroma of perfumes.
A. on B. with
C. into D. from

31. She had a quick glance ..... the magazine.
A. at B. from
C. into D. to

32. The climate of Kashmir is favourable ..... me.
A. with B. in
C. to D. for

33. They hate you ..... your poverty.
A. for B. on
C. in D. of

34. He is eligible ..... this post.
A. for B. to
C. with D. at

35. The smoke was emerging ..... down the foot of the hill.
A. on B. to
C. from D. at

36. The criminal managed to escape ..... the prison.
A. upon B. from
C. with D. of

37. You should educate your friends ..... the benefits of living in villages.
A. on B. towards
C. upon D. in

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38. She made a lot of efforts ..... win the match.
A. for B. to
C. upon D. at

39. The new inspector will enquire ..... the murder case.
A. on B. for
C. into D. at

40. The retired soldiers were exempted ..... all taxes.
A. from B. to
C. on D. of

41. She was adept ..... journalism.
A. at B. on
C. with D. in

42. She is afraid ..... snakes.
A. on B. to
C. of D. with

43. I agree ..... your proposal.
A. for B. on
C. to D. with

44. The children were amazed ..... so big a python.
A. at B. on
C. in D. with

45. She was anxious ..... the final match.
A. about B. on
C. with D. for

46. He apologized ..... his being late.
A. towards B. for
C. on D. as

47. The children were amused ..... his jokes.
A. for B. to
C. at D. on

48. She is angry ..... you.
A. to B. with
C. on D. for

49. She is angry ..... your teasing remark.
A. at B. in
C. for D. with

50. A big patch of land was allocated ..... the refugees.
A. to B. for
C. in D. upon

ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A	C	B	C	B	C	C	A	A	C
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
A	A	B	C	B	C	A	A	B	C
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
B	C	B	A	A	C	B	C	A	B
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
A	C	A	A	C	B	A	B	C	A
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
A	C	C	A	A	B	C	B	A	A

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Synonyms & Antonyms

There are thousands of words in English language. No one can remember their meanings easily but with regular practice one can memorise most of them. A number of words with their Synonyms and Antonyms are compiled here. Try to learn as many as you can and answer the questions thereafter.

Words	*Synonyms*	*Antonyms*
Abandon	Cease, Forsake	Continue
Abhor	Hate, Loathe, Detest	Like, Love
Abiding	Enduring, Durable	Fleeting
Able	Proficient, Competent	Incompetent, Unfit
Ability	Skill, Power	Disability, Inability
Abortive	Fruitless, Futile	Fruitful, Successful
Abolish	Destroy, Undo	Restore, Revive
Abridge	Shorten, Curtail	Lengthen, Expand
Absolve	Forgive, Pardon, Excuse	Condemn
Accelerate	Hasten	Retard
Accord	Agreement, Harmony	Discord, Disagreement
Accumulate	Collect, Store, Amass	Distribute, Scatter
Adamant	Hard, Inflexible	Flexible
Adversity	Misfortune, Distress	Prosperity
Adept	Expert, Skilful	Inexpert, Unskillful
Aggravate	Heighten, Intensify	Quell, Suppress
Agile	Nimble	Clumsy, Undeft
Alert	Vigilant	Heedless
Allay	Calm, Soothe, Assuage	Arouse
Ameliorate	Improve, Advance, Amend	Worsen, Deteriorate
Ambiguous	Vague, Unclear	Clear
Amiable	Lovable, Agreeable	Disagreeable
Annihilate	Destroy	Create
Arduous	Hard, Strenuous	Easy
Attacks	Assault	Defend
Audacity	Boldness	Cowardice
Auspicious	Favourable, Propitious, Lucky	Ominous, Inauspicious, Unlucky
Austere	Harsh, Severe, Rigorous	Easy-going
Authentic	True, Genuine	Spurious, False
Avarice	Greed	Generosity
Averse	Unwilling, Loath, Disinclined	Willing, Inclined

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Words	*Synonyms*	*Antonyms*
Aversion	Hostility, Hatred	Affinity, Liking
Base	Low, Mean, Ignoble	Noble, Exalted
Boisterous	Noisy, Stormy	Calm, Quiet
Brave	Courageous, Daring, Bold, Plucky	Cowardly, Dastardly, Timid
Brief	Short, Concise, Laconic	Lengthy, Diffuse
Bright	Vivid, Radiant	Dull, Dark
Brutal	Savage, Cruel	Humane, Kindly
Callous	Hard, Cruel, Indifferent	Soft, Tender, Concerned
Cautious	Careful, Wary	Rash, Reckless, Foolhardy
Censure (*n*)	Blame, Condemnation	Praise
Censure (*vb*)	Blame, Condemn	Praise, Commend
Circumscribed	Restricted, Confined, Limited	Unconfined, Unrestricted
Civil	Polite, Courteous, Gracious, Urbane	Rude, Uncivil, Impolite, Ungracious
Coerce	Compel, Force	Volunteer
Compassionate	Pitiful, Sympathetic, Merciful	Unsympathetic, Merciless, Cruel
Compress	Condense, Abbreviate	Expand, Lengthen
Conspicuous	Noticeable, Manifest	Inconspicuous
Constant	Steady, Steadfast, Uniform	Inconstant, Variable
Cordial	Friendly, Warm, Hearty	Cold, Unfriendly
Covert	Hidden, Secret	Overt, Open
Cruel	Savage, Ruthless, Vicious	Kind, Gentle, Benevolent
Cursory	Rapid, Superficial	Thorough, Exhaustive, Intensive
Credible	Believable, Probable, Plausible	Incredible, Unbelievable, Fantastic
Crafty	Cunning, Sly	Artless, Simple, Ingenuous
Costly	Expensive, Dear	Cheap, Inexpensive
Confidence	Trust, Reliance	Distrust, Doubt
Death	Decease, Demise	Existence, Life
Dearth	Scarcity, Lack, Want, Paucity, Shortage	Plenty, Abundance
Decay	Dissolution, Decline, Decomposition, Disintegration	Regeneration
Deference	Respect, Reverence	Disrespect, Irreverence
Deficient	Lacking, Inadequate	Complete, Sufficient
Desolate	Lonely, Deserted	Crowded, Occupied
Destitute	Wanting, Needy	Rich, Affluent
Diligence	Industry, Perseverance	Idleness
Disgrace	Dishonour, Discredit	Honour, Credit
Dwindle	Decrease, Shrink	Grow, Increase
Earthly	Terrestrial, Mundane	Celestial, Heavenly, Unearthly
Eligible	Qualified, Suitable	Ineligible, Unsuitable
Emancipate	Liberate, Free	Enslave
Excited	Impassioned, Stimulated	Composed, Cool, Impassive
Extraordinary	Uncommon, Remarkable, Marvellous	Commonplace, Ordinary
Extravagant	Lavish, Prodigal, Wastrel, Spendthrift	Thrifty, Economical, Frugal
Fabricate	Construct, Make	Destroy
Fabulous	Fictitious, Mythical	Actual, Real
False	Untrue, Mendacious	True, Genuine

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Words	*Synonyms*	*Antonyms*
Famous	Well-known, Renowned	Obscure, Unknown
Fantastic	Fanciful, Imaginative, Visionary	Practical, Down to earth
Fearful	Nervous, Anxious, Afraid, Scared	Fearless, Dauntless
Felicity	Happiness	Sorrow
Gaiety	Joyousness, Hilarity	Mourning, Dullness
Garrulous	Talkative, Loquacious	Taciturn, Silent, Reserved
Generous	Liberal, Magnanimous	Stingy, Miserly
Gigantic	Huge, Colossal	Minute, Small
Graphic	Vivid, Pictorial, Meaningful	Vague
Guest	Visitor	Host
Guile	Fraud, Trickery	Artlessness, Ingenuousness
Gratitude	Gratefulness	Ingratitude, Ungratefulness
Gratuitous	Voluntary, Spontaneous, Unwarranted	Involuntary, Forced
Hamper	Hinder, Obstruct	Facilitate, Ease
Haughty	Arrogant, Proud	Humble, Modest
Hazardous	Dangerous, Perilous	Safe, Secure Protected
Headstrong	Obstinate, Stubborn	Weak-willed, Flexible
Hope	Belief, Conviction, Expectation	Despair, Hopelessness
Improvident	Prodigal, Carelessness	Provident, Economical
Incessant	Unceasing, Continuous	Discontinuous
Indolent	Slothful, Lethargic	Active, Energetic
Joy	Delight, Pleasure	Sadness, Gloom
Jolly	Jovial, Merry	Gloomy, Sad
Judicious	Discreet, Prudent	Indiscreet, Injudicious
Knowledge	Enlightenment, Learning	Ignorance, Stupidity
Laborious	Industrious, Assiduous	Slothful, Lazy
Laxity	Slackness, Looseness	Firmness
Lenient	Mild, Forbearing	Strict, Stern
Lethal	Deadly, Fatal, Mortal	Life-giving, Vital, Vivifying
Liberal	Generous, Tolerant	Intolerant, Illiberal
Liberty	Freedom, Independence	Slavery, Bondage
Lively	Animated, Active	Dull, Listless
Loyal	Faithful, Devoted	Treacherous, Disloyal, Unfaithful
Lucky	Fortunate	Unlucky, Unfortunate
Lucrative	Profitable	Unprofitable
Magnanimous	Generous, Largehearted	Ungenerous, Stingy
Malady	Illness, Ailment	Health
Manifest	Noticeable, Obvious	Obscure, Puzzling
Meagre	Small	Plentiful, Large
Mean	Low, Abject	Noble, Exalted
Mendacious	False, Untruthful	Truthful
Misery	Sorrow, Distress	Happiness, Joy
Morbid	Sick, Diseased	Healthy
Mournful	Sorrowful, Sad	Joyful, Happy

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Words	*Synonyms*	*Antonyms*
Negligent	Careless, Heedless	Careful
Notorious	Infamous, Disreputable	Reputable
Obedient	Submissive, Compliant, Docile	Disobedient, Recalcitrant, Wayward
Obsolete	Antiquated, Out-of-Date	Current, Modern
Opportune	Timely, Seasonable	Inopportune
Opulence	Wealth, Riches	Penury, Poverty
Onerous	Heavy, Burdensome	Light, Easy
Palatable	Tasty, Delicious	Unpalatable
Pathetic	Touching	Joyous, Cheery
Persuade	Urge, Induce	Dissuade
Praise (***vb***)	Applaud, Eulogise	Condemn
Praise (***n***)	Applause, Eulogy	Condemnation
Precarious	Risky, Uncertain	Safe, Certain
Pretence	Pretext, Excuse	Candour, Frankness
Propagate	Breed, Circulate	Terminate, Restrict
Quaint	Odd, Singular	Usual, Ordinary
Quell	Suppress, Subdue	Agitate, Arouse
Rare	Uncommon, Scarce	Common, Ordinary
Refined	Polished, Elegant	Crude, Coarse
Remote	Distant	Near, Close
Renown	Fame, Reputation	Infamy, Notoriety
Rigid	Stiff, Unyielding	Flexible, Yielding
Remorseful	Regretful, Repentant	Unrepentant
Rebellion	Revolt, Mutiny, Insurgency	Loyalty
Scared	Holy, Consecrated	Profane, Unholy
Sane	Sensible, Sound	Insane
Scold	Chide, Rebuke	Praise
Serious	Grave, Earnest	Frivolous
Shy	Bashful	Bold, Impudent
Simple	Plain, Artless	Complex, Cunning, Shrewd
Solitary	Single, Lonely, Secluded	Numerous, Multitude
Shallow	Superficial	Deep
Solace	Comfort, Relief	Discomfort, Grief
Spurious	Sham, False	Genuine, Authentic
Stagnant	Still, Motionless	Moving
Surplus	Excess	Deficit, Shortage
Tame	Gentle, Mild, Domesticated	Savage, Wild
Teacher	Instructor, Educator	Student, Pupil
Tedious	Wearisome, Monotonous	Agreeable, Lively
Temporal	Worldly, Secular	Spiritual
Temperate	Moderate	Immoderate, Intemperate
Tortuous	Winding, Circuitous	Straight, Direct
Tough	Hard, Strong	Tender, Soft, Flexible
Transient	Temporary, Fleeting	Lasting, Durable, Permanent

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Words	*Synonyms*	*Antonyms*
Trusworthy	Reliable	Unreliable, Untrustworthy
Tranquil	Calm	Agitated
Ugly	Unsightly, Repulsive	Beautiful, Attractive
Useful	Advantageous, Serviceable	Useless
Vehemence	Passion, Force	Apathy, Indifference
Vindictive	Revengeful	Forgiving
Wholesome	Healthy	Unwholesome, Morbid, Unhealthy, Diseased
Wicked	Evil, Impious	Pious, Good
Wise	Sagacious, Erudite	Foolish, Stupid
Wrath	Anger, Fury, Rage	Love, Peace, Calm
Wreck	Ruin, Destroy	Create, Construct
Yield	Surrender, Submit	Resist, Revolt
Yielding	Submissive, Supple	Inflexible, Intractable
Yoke	Oppression, Bondage	Freedom
Zeal	Passion, Fervour	Apathy, Indifference
Zest	Relish, Enthusiasm	Distaste, Disrelish

Multiple Choice Questions

Directions (Qs. 1 to 50): *In the following questions choose the word which best expresses the MEANING of the given word.*

1. TEPID
A. Hot B. Warm
C. Cold D. Boiling

2. MAYHEM
A. Jubilation B. Havoc
C. Excitement D. Defeat

3. TIMID
A. Fast B. Slow
C. Medium D. Shy

4. CANTANKEROUS
A. Quarrelsome B. Rash
C. Disrespectful D. Noisy

5. PRECARIOUS
A. Cautious B. Critical
C. Perilous D. Brittle

6. TACITURNITY
A. Dumbness B. Changeableness
C. Hesitation D. Reserve

7. INEBRIATE
A. Dreamy B. Stupefied
C. Unsteady D. Drunken

8. HARBINGER
A. Massenger B. Steward
C. Forerunner D. Pilot

9. INTIMIDATE
A. To hint B. Frighten
C. Bluff D. Harass

10. IRONIC
A. Inflexible B. Bitter
C. Good-natured D. Disguisedly sarcastic

11. STRINGENT
A. Tense B. Stringy
C. Strict D. Causing to shrink

12. ECSTATIC
A. Animated B. Bewildered
C. Enraptured D. Willful

13. COMMENSURATE
A. Measurable B. Proportionate
C. Beginning D. Appropriate

14. DESTITUTION
A. Humility B. Moderation
C. Poverty D. Beggary

15. ASCEND
A. Leap B. Grow
C. Deviate D. Mount

16. UNCOUTH
A. Ungraceful B. Rough
C. Slovenly D. Dirty

17. LYNCH
A. Hang B. Madden
C. Killed D. Shoot

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18. LAUD
A. Lord B. Eulogy
C. Praise D. Extolled

19. CORRESPONDENCE
A. Agreements B. Contracts
C. Documents D. Letters

20. VENUE
A. Place B. Agenda
C. Time D. Duration

21. STERILE
A. Barren B. Arid
C. Childless D. Dry

22. SYNOPSIS
A. Index B. Mixture
C. Summary D. Puzzle

23. GERMANE
A. Responsible B. Logical
C. Possible D. Relevant

24. PONDER
A. Think B. Evaluate
C. Anticipate D. Increase

25. CANNY
A. Obstinate B. Handsome
C. Clever D. Stout

26. ABUNDANT
A. Ripe B. Cheap
C. Plenty D. Absent

27. CONSEQUENCES
A. Results B. Conclusions
C. Difficulties D. Applications

28. SHIVER
A. Shake B. Rock
C. Tremble D. Move

29. DILIGENT
A. Progressive B. Brilliant
C. Inventive D. Hard-working

30. DISTANT
A. Far B. Removed
C. Reserved D. Separate

31. FORAY
A. Excursion B. Contest
C. Ranger D. Intuition

32. FRUGALITY
A. Foolishness B. Extremity
C. Enthusiasm D. Economy

33. GARNISH
A. Paint B. Garner
C. Adorn D. Abuse

34. VIGOUR
A. Strength B. Boldness
C. Warmth D. Enthusiasm

35. CANDID
A. Apparent B. Explicit
C. Frank D. Bright

36. BRIEF
A. Limited B. Small
C. Little D. Short

37. GARRULITY
A. Credulity B. Senility
C. Loquaciousness D. Speciousness

38. FURORE
A. Excitement B. Worry
C. Flux D. Anteroom

39. NEUTRAL
A. Unbiased B. Non-aligned
C. Undecided D. Indifferent

40. LAMENT
A. Complain B. Comment
C. Condone D. Console

41. ADVERSITY
A. Failure B. Helplessness
C. Misfortune D. Crisis

42. TURN UP
A. Land up B. Show up
C. Crop up D. Come up

43. DEIFY
A. Flatter B. Challenge
C. Worship D. Face

44. ERROR
A. Misadventure B. Misgiving
C. Ambiguity D. Blunder

45. SHALLOW
A. Artificial B. Superficial
C. Foolish D. Worthless

46. MASSACRE
A. Murder B. Stab
C. Assassinate D. Slaughter

47. COMBAT
A. Conflict B. Quarrel
C. Feud D. Fight

48. VORACIOUS
A. Wild B. Hungry
C. Angry D. Quick

49. IMPROMPTU
A. Offhand B. Unimportant
C. Unreal D. Effective

50. RABBLE
A. Mob B. Noise
C. Roar D. Rubbish

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Directions (Qs. 51 to 100): *In the following questions choose the word which is the exact OPPOSITE of the given words.*

51. STRINGENT
A. General B. Vehement
C. Lenient D. Magnanimous

52. FLIMSY
A. Frail B. Filthy
C. Firm D. Flippant

53. BUSY
A. Occupied B. Engrossed
C. Relaxed D. Engaged

54. ADAPTABLE
A. Adoptable B. Flexible
C. Yielding D. Rigid

55. LOVE
A. Villainy B. Hatred
C. Compulsion D. Force

56. BALANCE
A. Disbalance B. Misbalance
C. Debalance D. Imbalance

57. RELINQUISH
A. Abdicate B. Renounce
C. Possess D. Deny

58. MOUNTAIN
A. Plain B. Plateau
C. Precipice D. Valley

59. FICKLE
A. Courageous B. Sincere
C. Steadfast D. Humble

60. PERENNIAL
A. Frequent B. Regular
C. Lasting D. Rare

61. RARELY
A. Hardly B. Definitely
C. Frequently D. Periodically

62. STARTLED
A. Amused B. Relaxed
C. Endless D. Astonished

63. ADHERENT
A. Detractor B. Enemy
C. Alien D. Rival

64. QUIESCENT
A. Indifferent B. Troublesome
C. Weak D. Unconcerned

65. CONDENSE
A. Expand B. Distribute
C. Interpret D. Lengthen

66. BENIGN
A. Malevolent B. Soft
C. Friendly D. Unwise

67. OBSCURE
A. Implicit B. Obnoxious
C. Explicit D. Pedantic

68. HYPOCRITICAL
A. Gentle B. Sincere
C. Amiable D. Dependable

69. EVASIVE
A. Free B. Honest
C. Liberal D. Frank

70. INDUSTRIOUS
A. Indifferent B. Indolent
C. Casual D. Passive

71. EXTRICATE
A. Manifest B. Palpable
C. Release D. Entangle

72. LUCID
A. Glory B. Noisy
C. Obscure D. Distinct

73. INSIPID
A. Tasty B. Stupid
C. Discreet D. Feast

74. OBEYING
A. Ordering B. Following
C. Refusing D. Contradicting

75. VICTORIOUS
A. Defeated B. Annexed
C. Destroyed D. Vanquished

76. COMMISSIONED
A. Started B. Closed
C. Finished D. Terminated

77. VANITY
A. Pride B. Humility
C. Conceit D. Ostentious

78. ZENITH
A. Acme B. Top
C. Nadir D. Pinnacle

79. TANGIBLE
A. Ethereal B. Concrete
C. Actual D. Solid

80. REPRESS
A. Inhibit B. Liberate
C. Curb D. Quell

81. EPILOGUE
A. Dialogue B. Prelude
C. Post script D. Epigram

82. FRAUDULENT
A. Candid B. Direct
C. Forthright D. Genuine

83. LOQUACIOUS
A. Reticent B. Talkative
C. Garrulous D. Verbose

84. NIGGARDLY
A. Frugal B. Thrifty
C. Stingy D. Generous

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85. PERTINENT
A. Irrational B. Irregular
C. Insistent D. Irrelevant

86. FAINT-HEARTED
A. Warm-hearted B. Full-blooded
C. Hot-blooded D. Stout-hearted

87. VIOLENT
A. Humble B. Harmless
C. Gentle D. Tame

88. STATIONARY
A. Active B. Mobile
C. Rapid D. Busy

89. HONORARY
A. Dishonourable B. Reputed
C. Paid D. Official

90. COMMON
A. Rare B. Small
C. Petty D. Poor

91. REPEL
A. Attend B. Concentrate
C. Continue D. Attract

92. ARTIFICIAL
A. Red B. Natural
C. Truthful D. Solid

93. CAPACIOUS
A. Limited B. Caring
C. Foolish D. Changeable

94. PROVOCATION
A. Vocation B. Pacification
C. Peace D. Destruction

95. METICULOUS
A. Mutual B. Shaggy
C. Meretricious D. Slovenly

96. ABLE
A. Disable B. Inable
C. Unable D. Enable

97. COMFORT
A. Uncomfort B. Miscomfort
C. Discomfort D. None of these

98. GAIN
A. Loose B. Fall
C. Lost D. Lose

99. SYNTHETIC
A. Affable B. Natural
C. Plastic D. Cosmetic

100. ACQUITTED
A. Freed B. Burdened
C. Convicted D. Entrusted

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
B	B	D	A	B	D	D	C	B	D
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	C	B	C	D	A	C	C	D	A
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
A	C	D	A	C	C	A	C	D	A
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
A	D	C	A	C	D	C	A	A	A
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
C	B	C	D	B	D	D	B	A	A
51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
C	C	C	D	B	D	C	D	C	D
61	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**
D	B	B	A	C	A	C	B	B	B
71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**
D	C	A	A	A	D	B	C	A	B
81	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**
B	D	B	D	D	D	C	B	C	A
91	**92**	**93**	**94**	**95**	**96**	**97**	**98**	**99**	**100**
D	B	A	B	D	C	C	D	B	C

One Word Substitutions

There are many words in English language which can be perfectly used for a number of words. These words help in expressing ideas in a short and correct manner for the right occasion. Such words not only enhance the vocabulary but also enable you to economise in the use of words to a great extent. Try to learn as many as you can.

Denoting Numbers

- A collection of poems — *anthology*
- A number of merchant ships protected by warships (in war-time) — *convoy*
- A number of stars grouped together — *constellation*
- A number of hired applauders, *i.e.* persons paid to clap — *claque*
- A number of people at church — *congregation*
- A number of people gathered together for some common purpose — *gathering, assembly, society*
- A group of people who get together to work for some cause of common interest — *coterie*
- A number of workmen, prisoners, thieves — *gang*
- A number of sheep — *flock*
- A number of geese — *gaggle*
- A number of leopards — *leap*
- A number of lions, monkeys — *pride, troop*
- A number of herrings, mackerel — *shoal*
- A number of fish taken in a net — *catch, haul*
- A number of whales, porpoises — *school, gam*
- A number of oxen or horses (two or more) harnessed together — *team*
- A number of ships, cars, buses — *fleet*

Denoting Places

- A place where bees are kept — *apiary*
- A place where birds are kept — *aviary*
- A place where fishes are kept — *aquarium*
- A dwelling-place of an animal underground — *burrow*
- A squirrel's home — *drey*
- A nest of a bird of prey — *eyrie, aerie*
- A place where spirituous liquors are produced — *distillery*
- A place where clothes are washed and ironed — *laundry*
- A place where Government records are kept — *archives*
- A place where treasures of art, curiosities, etc. are preserved or exhibited — *museum*
- A place where fruit trees are grown — *orchard*

Pertaining to the Literary Sphere

- A work whose writer is unknown — *anonymous*
- A record of one's life written by oneself — *autobiography*
- The history of the life of a person — *biography*
- The heading or short description of a newspaper article, chapter of a book etc. — *caption*

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- A humorous play, having a happy ending — *comedy*
- A list of books in a library — *catalogue, bibliography*
- A book in which the events of each day are recorded — *diary*
- A books containing the words of a language with their definitions, in alphabetical order — *dictionary*
- A book of names and addresses — *directory*
- A short speech by a player at the end of a play — *epilogue*
- A brief summary of a book — *epitome*
- A book containing information on all branches of knowledge — *encyclopedia*
- To remove the offensive portions of a book — *expurgate*
- A speech delivered without earlier preparation — *extempore*
- A noisy or vehement speech intended to excite passions — *harangue*
- A written account, usually in book form of the interesting and memorable experiences of one's life — *memoirs*
- A note to help the memory — *memorandum*
- A declaration of plans and promises put forward by a candidate for election, political party or a sovereign — *manifesto*
- A short speech by a player at the beginning of a play — *prologue*
- Literary theft, or passing off an author's original work as one's own — *plagiarism*
- Speaking aloud to oneself — *soliloquy*
- A play with a sad or tragic end — *tragedy*

Pertaining to Religion

- One who believes that man can have no knowledge of God but only of natural phenomena — *agnostic*
- One who renounces his religious vows or forsakes his religious principles — *apostate*
- One who does not believe in existence of God — *atheist*
- One intolerantly devoted to a particular creed — *bigot*
- To utter profane language against God or anything holy — *blaspheme*
- A breaker of church images — *iconoclast*
- Worship of images or idols — *idiolatory*
- One who believes in God — *theist*
- One who believes in only one God — *monotheist*
- One who believes in many Gods — *polytheist*

Pertaining to Government

- To give up a throne or other office of dignity — *abdicate*
- Absence of government — *anarchy*
- Government by Sovereign of uncontrolled authority — *autocracy, despotism*
- Government by departments of states — *bureaucracy*
- Government of the people, for the people and by the people — *democracy*
- Government by the nobility — *aristocracy*
- The right of self-government — *autonomy*
- Government by a few — *oligarchy*
- Government by the wealthy — *plutocracy*
- Government by divine guidance — *theocracy*
- To decide a political question by the direct vote of the whole electorate — *referendum*
- Sweeping governmental change — *revolution*
- The science of government — *politics*

Pertaining to Professions

- One who attends to the diseases of the eye — *oculist*
- One who tests eyesight and sells spectacles — *optician*
- One who attends to the teeth — *dentist*
- One skilled in the care of hands and feet — *chiropodist*

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- A physician who assists women at child-birth — *obstetrician*
- One who drives a motorcar — *chauffeur*
- One who makes or sells candles — *chandler*
- One who preserves the skins of animals and mounts them so as to resemble the living animals — *taxidermist*
- One who compiles a dictionary — *lexicographer*
- One who writes books — *author*
- One skilled in the treatment of diseases of animals — *veterinarian*
- A tradesman who manages funerals — *undertaker*
- One who draws up contracts and lends money on interest — *scrivener*
- One who lends money and keeps goods as security — *pawnbroker*
- A teacher who travels from place to place to give instruction. — *peripatetic*
- One who travels from place to place selling miscellaneous articles — *hawker, pedlar*
- One who collects postage stamps — *philatelist*
- One who lends money at exorbitant interest — *usurer*
- One who takes care of a building — *janitor*
- One who sells sweets and pastries — *confectioner*
- One who works in a coalmine — *collier*
- One who flies an aeroplane — *pilot, aviator*
- One who studies rocks and soils — *geologist*
- One who shoes horses — *farrier*
- A professional rider in horses races — *jockey*
- One who deals in silks, cotton, woollen, and linen goods — *mercer*
- One who deals in wines — *vintner*
- One who deals in fish — *fishmonger*
- One who deals in iron and hardware — *ironmonger*
- One who sells fruits, vegetables, etc. from a barrow — *costermonger*
- One who sets type in a printing office — *compositor*

Pertaining to Medicine

- A substance which destroys or weakens germs — *antiseptic*
- Any medicine which produces insensibility — *anaesthetic*
- A medicine to counteract poison — *antidote*
- Want or poorness of blood — *anaemia*
- A medicine which alleviates pain — *anodyne*
- To cut off a person's body a part which is infected — *amputate*
- One who is recovering from illness — *convalescent*
- To be able to tell the nature of disease by its symptoms — *diagnose*
- A disease affecting many persons at the same place and time — *epidemic*
- A disease confined to a particular district or place — *endemic*
- To disinfect by smoke — *fumigate*
- Free or exempt from infection — *immune*
- A person who is sick — *invalid*
- A cure for all diseases — *panacea*
- A disease widely epidemic — *pandemic*
- Confinement to one place to avoid spread of infection — *quarantine*

Pertaining to Characteristics and Actions

- One who devotes his life to the welfare and interests of other people — *altruist*
- One who can use both hands with equal ease — *ambidexterous*
- One who fishes with a rod — *angler*
- One who kills secretly or by surprise — *assassin*
- A person who collects things belonging to ancient times — *antiquary*
- One who is always finding faults — *censorious*

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- One living at the same time as another — *contemporary*
- One who sneers at the aims and beliefs of his fellowmen — *cynic*
- One who delights in speaking about oneself — *egotist*
- One who exalts his own opinion — *egoist*
- One who dies for a noble cause — *martyr*
- One who retires from society to live a solitary life — *recluse, hermit*
- One who maliciously sets fire to buildings — *incendiary*
- One who is banished from his home or his country — *exile*
- One who takes refuge in a foreign country — *refugee, alien*
- One who runs away from justice or the law — *fugitive*
- One who walks in his sleep — *somnambulist*
- One who looks on the bright side of things — *optimist*
- One who looks on the dark side of things — *pessimist*
- A hater of mankind — *misanthropist*
- One who knows everything — *omniscient*
- One who is all powerful — *omnipotent*
- One who is present everywhere — *omnipresent*
- One who devotes his service or wealth for the love of mankind — *philanthropist*
- One new to anything — *novice, tyro, neophyte*
- One who engages in any pursuit for the love of it, and not for gain — *amateur*
- One who journeys to a holy place — *pilgrim*
- A leader of the people who can sway his followers by his oratory — *demagogue*
- One who has special skill in judging art, music, tastes, etc. — *connoisseur*
- One whose reasoning is clever yet false — *sophist*
- One who makes a display of his learning — *pedant*
- One who is indifferent to pain or pleasure — *stoic*
- One who loves his country and serves it devotedly — *patriot*
- One devoted to the pleasures of eating and drinking — *epicure*
- One who poses to be what he is not — *hypocrite, impostor*
- One who foretells events — *prophet*
- One who pretends to know a great deal about everything — *mountebank, charlatan, quack*
- One versed in many languages — *linguist*
- One who cannot pay one's debts — *insolvent*
- One who takes over after another in office or employment — *successor*
- One who has been before another in office or employment — *predecessor*
- One who is opposed to intellectual progress — *obscurant*
- One who abstains from alcoholic drinks — *teetotaller*
- One who hides away on a ship to obtain a free passage — *stowaway*
- One who spends very little — *miser*
- One who spends too much — *spendthrift*

Pertaining to War

- An unprovoked attack by an enemy — *aggression*
- Shells, bombs, military stores — *ammunition*
- A place where naval or military weapons are made or stored — *ordnance*
- An agreement between belligerents to stop fighting — *armistice*
- A general pardon of offenders — *amnesty*
- To reduce to nothing — *annihilate*
- Nations carrying on warfare — *belligerents*
- To surround a place with the intention of capturing — *besiege*
- To camp in the open air without tents or covering — *bivouac*

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- To seize for military use — *commandeer*
- A person who is forced by law to become a soldier — *conscript*
- An order prohibiting ships to leave the ports — *embargo*
- A number of firearms being discharged continuously — *fusillade*
- To make an examination or preliminary survey of enemy territory for military objectives — *reconnoitre*

Pertaining to Marriage and Children

- One who marries a second wife or husband while the legal spouse is alive — *bigamist*
- One vowed to a single or unmarried life — *celibate*
- One engaged to be married — *fiancé, fiancee*
- A child whose parents are dead — *orphan*
- A hater of marriage — *misogamist*
- One who has more than two wives at a time — *polygamist*

Pertaining to Death

- Dead and decaying flesh (esp. of animals) — *carrion*
- A monument set up for persons who are buried elsewhere — *cenotaph*
- To preserve a dead body from putrefaction — *embalm*
- Words inscribed on a tomb — *epitaph*
- An examination of dead body — *postmortem, autopsy*
- An account in the newspaper of the funeral of one deceased — *obituary*
- The property left to someone by a will — *legacy*
- Occurring after death — *posthumous*
- The act of killing a human being — *homicide*
- Murder of a new born child — *infanticide*
- Murder of a brother — *fratricide*
- Murder of a sister — *sororicide*
- Murder of a mother — *matricide*
- Murder of a father — *patricide*
- Murder of a parent — *parricide*
- Murder of a king — *regicide*

Pertaining to Sciences and Arts

- The study of all heavenly bodies and the earth in relation to them — *astronomy*
- The science of land management — *agronomics*
- The study of mankind — *anthropology*
- The study of physical life or living matter — *biology*
- The study of plants — *botany*
- The art of beautiful handwriting — *calligraphy*
- The science which deals with the varieties of human race — *ethnology*
- The study of the origin and history of words — *etymology*
- The study of coins — *numismatics*
- The study of human face — *physiognomy*
- The art of making fireworks — *pyrotechnics*
- The study of birds — *ornithology*
- The study of languages — *philology*
- At home equally on land or in water — *amphibious*
- The inside of a nut — *kernel*
- The central or innermost part of fruit — *core*
- The animals of a certain region — *fauna*

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- The plants and vegetation of a certain region — *flora*
- Absence of rain for a long time — *drought*
- To supply land with water by artificial means — *irrigate*
- One who studies plant and animal life — *naturalist*
- A cud-chewing animal, *e.g.* the cow — *ruminant*
- A gnawing animal, *e.g.* the rat — *rodent*
- A four-footed animal — *quadruped*
- Animals which carry their young in a pouch, *e.g.* kangaroo — *marsupials*
- Soil composed largely of decayed vegetable matter — *humus*
- A preparation for killing insects — *insecticide*
- A plant or animal growing on another — *parasite*
- Living for many years — *perennial*

Miscellaneous

- Loud enough to be heard — *audible*
- Not distinct enough to be heard — *inaudible*
- Fit for food — *edible*
- Unfit for human consumption — *inedible*
- Fit to be chosen or selected — *eligible*
- Not having the qualities for being chosen — *ineligible*
- Writing that is easy to read — *legible*
- Writing that is difficult to decipher — *illegible*
- Able to read — *literate*
- Unable to read — *illiterate*
- Born of married parents — *legitimate*
- Born of unmarried parents — *illegitimate*
- To send back a person to his own country — *repatriate*
- To banish from one's country — *expatriate*
- To move from one country to another — *migrate*
- One who leaves his country to settle in another — *emigrant*
- One who comes into a foreign country to settle there — *immigrant*
- Incapable of being redeemed from evil, *i.e.* beyond correction — *incorrigible*
- That which cannot be rubbed out or blotted out — *ineffaceable, indelible*
- That which cannot be conquered — *invincible*
- Incapable of making errors — *infallible*
- That which cannot be avoided or prevented — *inevitable*
- Incapable of being burnt — *incombustible*
- That which easily catches fire — *inflammable, flammable*
- That which cannot be seen — *invisible*
- Living for ever — *immortal*
- Increase the gravity of an offence — *aggravate*
- Ordinary or commonplace remark — *platitude*
- That which cannot be satisfied — *insatiable*
- That which cannot be repaired — *irreparable*
- That which cannot be imitated — *inimitable*
- Persons (or efforts) that cannot be wearied — *indefatigable*
- One who eats too much — *glutton*
- To destroy completely — *annihilate*
- A statement open to more than one interpretation — *ambiguous*
- A round about way of speaking — *circumlocution*
- Cautious observation of events, etc. — *circumspection*
- That which cannot be hurt — *invulnerable*

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Multiple Choice Questions

Directions: *Below are given some statements each of which is capable of being expressed by one word only. Each statement is followed by four such words of which only one is correct. Out of the given alternatives A, B, C and D choose the correct word which very closely fits each definition.*

1. A set of papers giving information about a person or event:
A. editorial B. agenda
C. dossier D. clippings

2. List and explanations of technical, difficult, etc. terms:
A. preface B. glossary
C. bibliography D. appendix

3. One who pays too much care to his clothes and personal appearance:
A. conscious B. dandy
C. cynosure D. leer

4. A child born after death of father:
A. effeminate B. immature
C. fatherless D. posthumous

5. A person who is hard to please:
A. insensible B. hypocrite
C. egoist D. fastidious

6. Complete failure in something attempted:
A. fiasco B. vain
C. falsies D. flop

7. A word which can be interpreted in any way:
A. confusing B. misnomer
C. ambiguous D. precise

8. A group of persons united by common interests:
A. society B. class
C. clique D. coterie

9. A person who is inexperienced and easily deceived:
A. fool B. immature
C. blackhorn D. greenhorn

10. Instruction by question and answer:
A. interrogatory B. catechism
C. bulletin D. alibi

11. Record of events by someone with first hand knowledge:
A. novice B. report
C. memoir D. itinerary

12. A mode of talk familiar to a particular group or profession:
A. jargon B. colloquial
C. slang D. abuses

13. Person who is crazy:
A. lackadaisical B. tarter
C. scrupulous D. loony

14. A person who readily believes others:
A. hasty B. immature
C. credulous D. credible

15. One who eats human flesh:
A. beast B. cannibal
C. maneater D. carnivorous

16. Intentional destruction of racial groups:
A. genocide B. homicide
C. fratricide D. communal riot

17. One with weakness of mind caused by old age:
A. dastard B. dotard
C. fop D. philanderer

18. Study of insects:
A. zoology B. philology
C. entomology D. etymology

19. A critical judge of any art particularly fine arts:
A. connoisseur B. veteran
C. philistine D. dilettante

20. One who introduces items of an entertainment:
A. consort B. compere
C. director D. introducer

21. A combination of business firms:
A. enterprise B. franchise
C. cartel D. autonomous

22. Freeing of suppressed emotions:
A. catastrophe B. catharsis
C. epilogue D. chagrin

23. One who believes in the power of fate:
A. optimist B. pessimist
C. fearful D. fatalist

24. The murder of brother:
A. genocide B. homicide
C. salvage D. fratricide

25. Additional to proper payment:
A. premium B. overtime
C. ex-gratia D. fringe

26. A person or thing used to tempt somebody into a position of danger:
A. decoy B. provocateur
C. jinx D. scapegoat

27. Custom of having more than one husband at the same time:
A. polygamy B. polyandry
C. bigamy D. sexagenary

28. A person of refined taste in food and drink:
A. emeritus B. epicure
C. glutton D. gourmand

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29. A tombstone inscription:
A. epithet B. encomium
C. epistle D. epitaph

30. An office which has no work but high salary:
A. fortuitous B. gratuitous
C. sinecure D. ceremonial

31. One who is indifferent to pains and pleasure of life:
A. stoic B. metaphysical
C. pessimist D. sceptic

32. List of names of persons showing duties to be performed by each in turn:
A. notice B. bulletin
C. roster D. agenda

33. Long angry speech of criticism or accusation:
A. track record B. tirade
C. taut D. outburst

34. One who is in favour of never drinking alcoholic drinks:
A. idealist B. uxorious
C. teetotaller D. unalcoholic

35. Trying to win favour by flattery and charm:
A. smarmy B. shrewish
C. toady D. loquacious

36. A decision on which one cannot go back:
A. incorrigible B. irrevocable
C. rigid D. invulnerable

37. The science that studies the varieties of human race:
A. phrenology B. physiology
C. sociology D. ethnology

38. A person who hates women:
A. philogynist B. philatelist
C. misogamist D. misogynist

39. A group of people in a particular grade in an organisation:
A. colleague B. staff
C. echelon D. commission

40. Honourably discharged from service:
A. emeritus B. latitudinarian
C. infallible D. meritorious

41. One who does not believe in the existence of God:
A. atheist B. altruist
C. agnostic D. flippant

42. The large money paid for an early retirement:
A. goldmine B. golden handshake
C. gratuity D. lion's share

43. A hater of learning and knowledge:
A. misologist B. misogynist
C. philologist D. philanthropist

44. One who lives and acts for the welfare of others:
A. misanthrope B. credulous
C. altruist D. gregarious

45. Mental weariness for want of occupation:
A. desperate B. depression
C. fatigue D. ennui

46. That which makes it difficult to recognise the presence in real of somebody or something:
A. cover B. mask
C. make-up D. camouflage

47. To bear a hand in one's new business:
A. partnership B. interfere
C. assist D. join

48. One who renounces the world and practices self-discipline in order to attain salvation:
A. devotee B. ascetic
C. theist D. parsimonious

49. A place where gambling is practiced:
A. hotel B. motel
C. casino D. stadium

50. A sad song is a:
A. dirge B. elegy
C. ditty D. knell

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
C	B	B	D	D	A	C	C	D	B
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	A	D	C	B	A	B	C	A	B
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
C	B	D	D	D	A	B	B	D	C
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
A	C	B	C	A	B	D	D	C	A
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
A	B	A	C	D	D	C	B	C	A

Idioms and Phrases

- An idiom is a group of words established by usage as having a meaning different from the individual words.
- A phrase is a small group of words standing together as an idiomatic expression.

  Learn and practise as may as you can.

Idioms and Idiomatic Phrases

✦ **ABC** (basic principles)
She does not know the ABC of photography.

✦ **At one's beck and call** (ready to obey)
He had a dozen men at his beck and call.

✦ **At sixes and sevens** (in disorder)
The drawing room articles were lying at sixes and sevens on the floor.

✦ **A wet blanket** (a discouraging person)
Don't allow Rakesh to accompany you to the hunting trip because he is a wet blanket.

✦ **A big gun** (an important person)
Mr Smith is a big gun in our city.

✦ **At a stone's throw** (at a short distance from)
My school is at a stone's throw from my house.

✦ **A man of word** (a person who keeps his promise)
Mr Sharma is a man of word.

✦ **A man of a few words** (a remarkable person)
Gandhiji was a man of a few words.

✦ **At arm's length** (to keep away)
We should always keep bad boys at arm's length

✦ **A bolt from the blue** (a sudden and unexpected event)
The news of my friend's death came to me like a bolt from the blue.

✦ **A man of letters** (a scholar)
Radha Krishnan was a man of letters.

✦ **A hard nut to crack.** (a puzzling problem)
To get a win over American basket ball team is a hard nut to crack for India.

✦ **A yeoman's service** (service which is beneficial to the human beings)
He did yeoman's service through his life.

✦ **A snake in the grass** (a hidden foe)
Beware of him because he seems to be a snake in the grass.

✦ **Acid test** (hard test)
The election will be an acid test for the ruling party.

✦ **A wolf in sheep's clothing** (a hypocrite)
You should not keep company with him because he is a wolf in sheep's clothing.

✦ **At the eleventh hour** (at the last moment)
The war was about to start but fortunately at the eleventh hour a messenger came to the PM with a message of peace.

✦ **A great card** (an important person)
Mr Sood is a great card in the ministry of finance.

✦ **A fool of the first water** (one completely foolish)
Being a fool of the first water he could not solve even the simplest sum.

✦ **A bone of contention** (to be the cause of quarrel)
Kashmir is the bone of contention between India and Pakistan.

✦ **A green hand** (not very much experienced)
We shall pay a little to a green hand.

✦ **All in all** (completely)
Rajesh is all in all in this office.

✦ **A bed of roses** (a comfort)
Life is not a bed of roses.

✦ **An apple of discord** (to be the cause of)
Kashmir is an apple of discord between India and Pakistan.

✦ **A white elephant** (of no use)
This sort of glib talker always proves a white elephant in the end.

✦ **A red letter day** (An important day)
15th August is a red letter day for the Indians.

✦ **By hook or by crook** (by any means fair or foul)

✦ **Black sheep** (a traitor)
Later on Mr XYZ proved a black sheep.

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- **By dint of** (by means of)
  By dint of hard work, she earned a lot of money.
- **Break ones back** (to work hard to get something)
  He broke his back to earn his livelihood.
- **Break the back of** (accomplish the hardest part of a certain job)
  There is nothing to be worried about as we've already broken the back of the problem.
- **Beat about the bush** (to go on talking on some worthless topic)
  Stop this beating about the bush, come to the main task.
- **Beyond one's means** (beyond one's budget)
  He is living beyond his means, therefore, he is sure to get ruined.
- **Cut loose** (Keep away)
  India should cut loose from bad politics.
- **Chips of the same block** (having the same taste)
  They are the chips of the same block.
- **Cut-throat competition** (a stiff competition)
  There is a cut-throat competition among the publishers in the market.
- **Come what may** (no matter what happens)
  I'll do it come what may.
- **Drop someone a line** (send a letter, etc.)
  Please drop me a line of your well-being.
- **Dull the edge of** (reduce the intensity of)
  Take this pill and it will dull the edge of pain.
- **From hand to mouth** (without any saving)
  The poor factory worker is living from hand to mouth.
- **Fair and square** (clean)
  One must be fair and square in one's dealing.
- **Hard of hearing** (somewhat deaf)
  She is a bit hard of hearing.
- **In the good books of** (be good in one's mind)
  Jack is in the good books of his teachers.
- **In black and white** (in written)
  Don't give him anything in black and white.
- **In cold blood** (mercilessly)
  The old woman was murdered in cold blood.
- **In a crack** (all of a sudden or rapidly)
  The thief left the place in a crack.
- **In full swing** (in full force)
  The studies of the students are going on in full swing.
- **In the twinkling of an eye** (quickly)
  The monkey ate up grams in the twinkling of an eye.
- **Keep the ball rolling** (to maintain the progress of some activity)
  After the death of his father he had to take the charge of his office to keep the ball rolling.
- **Neck and neck** (even)
  There is a neck and neck fight between the two boxers.
- **Once in a blue moon** (seldom)
  She visits her brother once in a blue moon.
- **Slow and steady** (slowly but continually)
  Slow and steady wins the race.
- **To cut a sorry figure** (present oneself in a bad way)
  She cut a sorry figure on the stage.
- **To give a red carpet reception** (to give a warm welcome)
  The PM was given a red carpet reception in America.
- **To dance one's tune** (to follow someone submissively)
  He always dances to his brother's tune.
- **To turn a deaf ear to** (to disregard)
  She turned a deaf ear to her parents' advice.
- **To call a spade a spade** (to speak the truth)
  Gandhiji always called a spade a spade.
- **To bring to book** (to scold)
  The naughty boy was brought to book by the teacher.
- **To cut short** (to reduce)
  Smoking will cut short your life.
  He wants to get money by hook or by crook.
- **To grease the palm of** (to bribe)
  Rohit greased the palm of the clerk and got the file moved.
- **Through thick and thin.** (under all circumstances)
  We'll stand by you through thick and thin.
- **To die by inches** (to die a painful death)
  The old man died by inches.
- **To eat one's words** (to retract one's statement)
  You'll have to eat your words because you have spoken without thinking.
- **To burn the midnight oil** (to work hard)
  You'll have to burn the midnight oil if you want to get good marks.
- **To poke one's nose into** (to meddle with)
  It is bad to poke your nose into others' affair.
- **To fall flat** (to have no effect)
  His father's advice fell flat on him.
- **To make a clean breast of** (to confess)
  He made a clean breast of his involvement in the bomb blast.
- **To get the better of** (overcome)
  Anger got the better of him.
- **To break somebody's back** (to give too much work to him to do)

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She broke his back by giving him so much hard work to do.

- **Throw cold water on** (to discourage)
  She tried to throw cold water on his plan but he was well-determined.
- **The long and short of** (in brief)
  The long and short of his lecture is that we should live like brothers.
- **To burn one's fingers** (to get oneself in trouble)
  You have burnt your fingers by speaking against him.
- **To turn over a new leaf** (to change the course of life)
  He has turned over a new leaf in his life.
- **To have one's own axe to grind** (to have vested interest)
  He has his own axe to grind in this matter.
- **To take to one's heels** (to run away)
  The thief took to his heels as soon as he saw the policeman.
- **To move heaven and earth** (to make too much effort)
  The young man moved heaven and earth to find a job.
- **To be caught red handed** (to be caught at the time of committing a crime)
  The clerk was caught red handed when he was accepting bribe from Mr ABC.
- **To receive with open arms** (to give a warm welcome)
  The new president of the club was received with open arms by the members.
- **To be born with a silver spoon in one's mouth** (to be born in a rich family)
  Mr. J. L. Nehru was born with a silver spoon in his mouth.
- **To come to light** (to be known)
  A new disease has recently come to light.
- **To be the apple of one's eye** (be very dear)
  He is the apple of his parent's eye.
- **To make fun of** (laugh at)
  The children made fun of the waiter in the hotel.
- **To let the cat out of the bag** (to divulge secret)
  It was Sohan who let the cat out of the bag by telling the real matter.
- **To open a new chapter** (to start some habit, etc.
  By drinking, you've opened a new chapter in your life.
- **To make the flesh creep** (to terrify)
  The story made my flesh creep.
- **To lose ground** (to retreat)
  After fighting for some time the Pakistani army began to lose ground.
- **To bring to book** (to punish)
  The student was brought to book by the teacher.
- **To show a clean pair of heels** (to run away)
  The thief showed a clean pair of heels as soon as he saw the policeman approaching.
- **To gain ground** (to be established)
  He gained ground in India in a few years.
- **To get wind of** (to get information)
  I got wind of his secret plans.
- **Under a cloud** (be in trouble or in a state of disgrace or suspicion)
  His company seemed to be under a cloud as it had no funds to pay the wages to the workers.

Verbal Phrases

- **Act upon** (to follow)
  I acted upon my father's advice.
- **Act upto** (to perform within limits)
  He acted upto his conscience.
- **Act beyond** (to perform crossing limits)
  We should not act beyond our capacity.
- **Act for** (to perform in place of someone else)
  The vice principal acted for the principal.
- **Back up** (to make a queue)
  The vehicles began to back up.
- **Back down** (withdraw claim in the presence of opposition)
  The leader backed down from his previous statement.
- **Back off** (draw back some plan or action)
  They backed off from building a flyover.
- **Back out** (withdraw from a promise, etc.)
  The government backed out of its promise.
- **Break down** (stop working) My car broke down on the highway.
- **Break into** (enter in certain premises by breaking the door, etc.)
  Last night a thief broke into my neighbour's.
- **Break off** (stop all of a sudden)
  She broke off and began to think over about her/his hand.
- **Break out** (spread)
  Cholera has broken out in the town.
- **Break out of** (escape from)
  A prisoner broke out of the prison last night.
- **Break up** (disperse)
  The cloud of fog began to break up as the sun rose.
- **Break something up** (Cause something to break into small pieces)
  She broke up the chocolate to distribute it among the girls.

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- **Break with** (Cut off connection after quarrelling with someone)
  He has broken with his brother.
- **Call on** (pay a visit to somebody)
  I'll call on Mohan's today.
- **Call out** (to start)
  The workers have called out a strike.
- **Call off** (to stop the strike etc.)
  The workers have called off the strike.
- **Call at** (to visit someone's house)
  I called at his house yesterday.
- **Call in** (send for)
  Please call in the doctor.
- **Carry on** (continue)
  Please carry on your work.
- **Carry something out** (perform a task)
  Our company is carrying out a big deal with a foreign company.
- **Carry something over** (postpone)
  The fancy dress competition had to be carried over till Monday)
- **Carry someone off** (kill somebody)
  Cancer carried her off on the day of her 20th birthday.
- **Come of age** (get established)
  As our company has come of age, so, there is no problem in selling our goods.
- **Come of** (belong to)
  She comes of a royal family.
- **Come over** (surmount)
  We at last came over all our problems.
- **Come off** (to take place)
  The marriage of my brother comes off in the next month.
- **Come round** (agree)
  At last he came round to my views.
- **Come under** (fall in the category of)
  All these animals come under the same species.
- **Come down with** (suffer from)
  She came down with whopping cough.
- **Come from** (be the nature of)
  She came from London.
- **Come about** (happen)
  The explosion came about when the worker struck the match to light a cigarette.
- **Cut off** (die)
  The princess was cut off in the prime of her life.
- **Cut down** (reduce)
  The prices of consumer goods should be cut down.
- **Cut someone out** (exclude someone)
  His father cut him out of his will.
- **Fall in**
  She fell in love with the prince.
- **Fall down** (fail)
  The deal fell down for lack of transparency.
- **Fall out** (quarrel)
  She fell out with his elder brother.
- **Fall through** (fail)
  The project fell through for lack of funds.
- **Get away** (escape)
  She got away with her life.
- **Get by** (to accomplish something with great difficulty)
  She is not rich. She has just enough to get by.
- **Get on** (perform)
  How are you getting on with your studies?
- **Get out** (become known)
  The news got out that the PM was paying a visit to Russia.
- **Get over** (overcome)
  At last I got over all obstacles.
- **Get up** (rise)
  When do you get up in the morning?
- **Give up** (stop)
  He gave up smoking.
- **Give out** (emit)
  Garlic gives out a pungent smell.
- **Give in** (collapse)
  The bridge gave in under the heavy load.
- **Give away** (distribute)
  The Principal gave away the prizes.
- **Give out** (announce)
  It was given out that the President of India would visit the place soon.
- **Go off** (explode)
  The gun went off suddenly.
- **Go on** (continue)
  She went on about how she flew the aeroplane.
- **Go through** (examine)
  I'll go through this book later on.
- **Go up** (be built)
  The construction of the house is going up.
- **Grind on** (continue for a long time in a tedious way)
  The discussion over political issues ground on.
- **Grind something out** (produce something a tedious way)
  She will grind some more short stories.

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- **Look out** (be careful)
  Look out! there is a snake.
- **Look down upon** (hate)
  We should not look down upon the poor.
- **Look at** (watch)
  Look at the blackboard.
- **Look after** (take care of)
  We ought to look after our old parents.
- **Look into** (investigate)
  The new police inspector will look into the matter.
- **Look up** (rise)
  The prices of consumer goods are looking up.
- **Look back** (think of the past)
  It made her feel disolate when she looked back on things of the past.
- **Make up** (to fulfil)
  I'll make up my deficiency in Mathematics.
- **Make out** (understand)
  I could not make out what she said.
- **Make up one' mind** (to resolve)
  I have made up my mind to settle in the USA.
- **Make off** (leave hurriedly)
  She made off without informing anybody.
- **Make something over** (transfer)
  She should make her property over to her sons.
- **Make over** (hand over)
  He made over the charge of the file to Mr Robert.
- **Pull back** (retreat)
  The government has pulled back from its previous policy.
- **Pull something down** (demolish)
  The authorities concerned pulled down a few building which were illegally built on government land.
- **Pull out** (pluck)
  The child pulled out a few petals of the flower.
- **Pull through** (recover)
  The patient will pull through.
- **Push on** (continue a journey)
  It was getting darker but we pushed on.
- **Push at** (exert force)
  He pushed at the bell, but it did not ring.
- **Push for** (demand persistently)
  The workers have been pushing for the installation of new machines for five years.
- **Put out** (extinguish)
  She put out the light.
- **Put on** (wear)
  He put on an overcoat.
- **Put off** (postpone)
  The plan had to be put off.
- **Put by** (spare something for future)
  We must put by some money for future.
- **Put up with** (stay)
  Your aunt is out of town for a couple of days, you may put up with us till she comes.
- **Put something down** (record something)
  She put a new idea down on the paper.
- **Take after** (resemble)
  He takes after his father.
- **Take off** (remove)
  He took off his shoes.
- **Take something out** (obtain)
  You may take out some money from Rohit if you want to purchase this car.
- **Take to** (fall into the habit of)
  He took to gambling.
- **Turn something down** (reject something)
  The judge turned down his appeal.
- **Turn on** (attack)
  The thief turned on him with a knife.

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Multiple Choice Questions

Directions: *Some idioms/phrases are given below with their probable meanings. Select the options with their correct meanings.*

1. **Carry out**
   A. To take from one place to another
   B. To continue
   C. To obey
   D. To make efforts
2. **In the same boat**
   A. A worn out choice
   B. Indifferent
   C. In identical circumstances
   D. Carry off
3. **In one's good book**
   A. A costly book
   B. A priceless treasure
   C. In one's favour
   D. An enchanting beauty
4. **Keep a straight face**
   A. To do make up
   B. To change clothes

C. Assume responsibility
D. To remain serious

5. To be above board
A. To have a good height
B. To be honest in any business deal
C. To have no debts
D. To try to be beautiful

6. On the face of it
A. To agree B. From an action
C. More than enough D. Apparently

7. Let the bygones be bygones
A. In one's favour B. To pretend
C. To forget the past D. Other choice

8. To split hairs
A. Major distinctions
B. Hair with two ends
C. To make minute distinction
D. Without distinction

9. Bread and butter
A. Both bread and butter
B. Something essential
C. Livelihood
D. Relevant things

10. To bell the cat
A. To catch a cat and tie a bell round its neck
B. To make an effort
C. To be quick
D. To face a risk

11. Hard and fast
A. Strict B. Solid
C. Fast moving D. Some hard surface

12. Part and parcel
A. The part of a parcel
B. An essential part
C. A missing parcel
D. Some part of a machine sent by parcel

13. Null and void
A. Something invalid
B. Something that can be avoided
C. Something that can be nullified
D. Something evil

14. To make clean breast of
A. To gain prominence
B. To praise oneself
C. To confess without reserve
D. To destroy before it blooms

15. Trump card
A. A powerful means of achieving an object
B. Resourcefulness
C. The best gamble to attain success
D. None of these

16. Tall talk
A. A discussion continued for a long time
B. A high sounding talk
C. A meaningful talk
D. A useless talk

17. Small talk
A. Gossip
B. A discussion carried on for a long time
C. A brief discussion
D. None of these

18. Throw out of gear
A. To replace B. Hinder, disturb
C. To decide D. Take up tune

19. To and fro
A. Back and forth B. Puzzled
C. Amazed D. Reprove

20. To bell the cat
A. To do an easy job
B. To be indifferent to
C. To undertake a difficult job
D. To clarify

21. To be under cloud
A. Puzzle B. Enjoy the favour
C. Talk thoughtlessly D. To be under suspicion

22. A labour of love
A. A tragic end
B. A funny thing
C. Not fruitful
D. Work done without payment

23. Follow suit
A. Follow an example B. Wear a new dress
C. Irrelevant D. A gay person

24. Foul play
A. Bad intentions
B. A play not well acted
C. A play not liked by the audience
D. None of these

25. To pick holes
A. To find some reason to quarrel
B. To destroy something
C. To criticise someone
D. To cut some part of an item

26. To smell a rat
A. To see signs of plague epidemic
B. To get bad smell of a dead rat
C. To suspect foul dealings
D. To be in a bad mood

27. To put a spoke in one's wheel
A. To encourage
B. Act without restraint

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C. Risk something
D. To obstruct one's progress

28. To pull one's leg
A. To give up B. Take care of
C. To befool D. To know

29. To play with fire
A. Grasp the truth
B. To handle something dangerous
C. To ridicule
D. To flee away

30. To reckon with
A. Take up time B. Make an inventory
C. To deal with D. Submit to punishment

31. To run short
A. Talk until one is tired at
B. Apply to oneself
C. To get rid of
D. To have or be too little

32. A man of letters
A. A postman B. A learned man
C. A hypocrite D. An ignorant man

33. A maiden speech
A. A speech made in the parliament
B. A speech made before unmarried girls
C. A speech made by a political leader
D. A speech made for the first time

34. Order of the day
A. An order passed on a particular day
B. A current law
C. Something common or general
D. None of these

35. To end in smoke
A. To make completely understand
B. To ruin oneself
C. To excite great applause
D. None of these

36. To give vent to
A. To allow to flow forth
B. To prove a failure
C. To amass wealth
D. To evade

37. To eat humble pie
A. To apologise or confess
B. To order
C. To flatter
D. To get rid of

38. A black sheep
A. An unlucky person B. A negro
C. An ugly person D. None of these

39. To catch a tartar
A. To trap wanted criminal with great difficulty
B. To catch a dangerous person
C. To meet with disaster
D. To deal with a person who is more than one's watch

40. Sit on fence
A. To remain neutral
B. To show contempt
C. To enjoy the surroundings
D. To become fond of

41. Pay off old scores
A. To repay the debt B. To have revenge
C. To invite D. Secretly

42. Turn turtle
A. To cheat B. To be lopsided
C. To frustrate D. To dance to the tune

43. Wash one's hands of
A. To refuse B. To assist
C. To abuse D. To refuse to be

44. Under duress
A. Under compulsion
B. Willing
C. To elicit information
D. To demand

45. To turn the tables
A. To ruin someone
B. To turn the situation to one's own side
C. To reverse the situation
D. To move from one point to another

46. On the cards
A. Possibly B. Probably
C. Openly D. Likely

47. To leave someone in the lurch
A. To come to compromise with someone
B. Constant source of annoyance to someone
C. To put someone at ease
D. To desert someone in his difficulties

48. To play second fiddle
A. To be happy, cheerful and healthy
B. To reduce importance of one's senior
C. To support the role and view of another person
D. To do back seat driving

49. To yearn for
A. To weep for B. To remember
C. To admire D. To long for intensely

50. Call off
A. To finish B. To withdraw
C. To postpone D. To cry

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
C	C	C	D	B	D	C	C	C	D
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
A	B	A	C	C	B	A	B	A	C
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
D	D	A	A	C	C	D	C	B	C
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
D	B	D	C	D	A	A	D	B	A
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
B	B	D	A	C	D	D	C	D	B

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Narration

Direct and Indirect Narration/Speech

The exact words spoken by the speaker are known as Direct Speech.

The words spoken by somebody and expressed by someone else with some modification are known as Indirect Speech.

(*a*) Ram says to me, "You do not help me."

(*b*) Ram tells me that I do not help him.

The sentence (*a*) shows the words spoken by Ram. So, it is a sentence of Direct Speech.

The sentence (*b*) shows the words spoken by Ram and expressed by someone else with certain modification. So, it is a sentence of Indirect Speech.

The following points should be noted while changing Direct Speech into Indirect speech:

1. The verb outside the inverted commas is called the Reporting Verb.
2. The verb or sentence inside the inverted commas is called the Reported Speech.
3. If the Reporting verb is in the Present or Future Tense, there is no change in the tense in the Reported Speech.
4. If the Reporting Verb is in the Past Tense, the Tense in the Reported Speech is changed.
5. The Reporting verb may be in any Tense, in it the Pronouns are changed as under:
   (*i*) First Person according to Subject
   (*ii*) Second Person according to Object
   (*iii*) Third Person, No change.
6. If the Reporting verb is in the Past Tense the Adverb will change as under in the Indirect Speech.

Direct	***Indirect***
now	then
here	there
after	before
today	that day
yesterday	the previous day
these	those
tomorrow	the next day
last week	the previous week
this	that

7. Adjectives/Determiners are changed as under:

Direct	***Indirect***
this	that
these	those

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Rules for Change of Tense

Reporting Verb	Reporting Speech	Change of Tense
Present Tense	Any Tense	No change
Future Tense	Any Tense	No change
Past Tense	Present/Future Tense	Change into corresponding Past Tense
Past Tense	Past Indefinite Tense	Change into Past Perfect Tense
Past Tense	Past Continuous Tense	Change into Past Perfect Continuous Tense
Past Tense	Past Perfect/Perfect Continuous Tense	No change
Past Tense	Universal Truth	No change
Past Tense	Proverb	No change

Transformation of Speech Based on Special Rules

1. Rule Related to Interrogative Sentence

- If the answer of an interrogative sentence is possible in yes-no manner.

  Illustration.
  Dhoni said to Sachin, "Will you help me?"
  Dhoni asked Sachin whether he would help him.
  (**Note :** The answer of R.S. is possible in yes-no manner)

  Rule of Transformation from Direct to Indirect speech
  Step I : Change R.V. into ask.
  Step II : In place of comma use 'if/whether'.
  Step III : Change interrogative sentence into assertive sentence.

- If the answer of an interrogative sentence is not possible in yes-no manner.

  Illustration:
  Sachin said to Dhoni, "What do you want?"
  Sachin asked Dhoni what he wanted.
  (**Note :** Only in Step II, you have to avoid comma and inverted comma and rest will be same as mentioned above).

2. Rule related to Imperative Sentence

- Imperative sentence is a sentence which shows Order/ Advice/Request

  Illustration:
  My teacher said to me, "Go there".
  My teacher ordered me to go there.

  Rule of Transformation from Direct to Indirect Speech
  Step I : Change R.V. as per meaning/sense of R.S. into order/request/advise.
  Step II : In place of comma, use 'to'.
  Step III : Rest portion will be same.

3. Rule related to Optative Sentence

- Optative sentence is a sentence which expresses the feeling of bless/curse/pray/wish.

  Illustration:
  Mother said to me, "May you live long!"
  Mother blessed me that I might live long.

  Rule of Transformation from Direct to Indirect Speech
  Step I : Change R.V. as per meaning/sense of R.S. into bless/curse/pray/wish.
  Step II : In place of comma, use 'that'.
  Step III : Change optative sentence into assertive sentence.

4. Rule related to Exclamatory Sentence

- Exclamatory sentence is a sentence which takes note of exclamatory (!) mark in that sentence showing inner feeling.

  Illustration:
  She said, "Alas! I am ruined".
  She exclaimed with sorrow that she was ruined.

  Rule of Transformation from Direct to Indirect Speech
  Step I : Change R.V. as per meaning/sense of R.S. into exclaim/exclaims/exclaimed/will or shall exclaim + joy/sorrow/anger/surprise/ applause/contempt.
  Step II : Change comma into that.
  Step III : Change note of exclamation (!) into full stop (.)
  Step IV : Change exclamatory sentence into assertive sentence.

Universal, Historical Truth, etc.

If the Reported Speech expresses a Universal or Historical or Habitual truth, its Tense will not change.

1. The teacher said to the students, "The sun rises in the east."

   The teacher told the students that the sun rises in the east.

2. My father said to me, "The First Battle of Panipat was fought in 1526."

   My father told me that the First Battle of Panipat was fought in 1526.

Multiple Choice Questions

Directions (Qs. 1 to 13): *Select the correct Indirect Speech for the following sentences:*

1. I said to him, "I shall help you."
A. I told him that I can help him.
B. I told him that I would help him.
C. I told him that I will help him.
D. I told him that I shall be helping him.

2. My Teacher said to me, "The earth revolves round the sun."
A. My teacher told me that the earth revolves round the sun.
B. My teacher told me that the earth revolve round the sun.
C. My teacher told me that the earth had been revolving round the sun.

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D. My teacher told me that the earth has been revolving round the sun.

3. I said to my friend, "My father daily goes for a walk."
A. I told my friend that my father daily goes for a walk.
B. I told my friend that my father daily went for a walk.
C. I told my friend that my father has to go for a walk.
D. I told my friend that my father had gone for a walk.

4. He said to me, "May God bless you!"
A. He requested that God can bless me.
B. He prayed that God can bless me.
C. He prayed that God might bless me.
D. He prayed that God will bless me.

5. The patient said, "Thank you, doctor."
A. The patient thanked the doctor.
B. The patient requested the doctor with thanks.
C. The patient told the doctor thanks.
D. The patient suggested the doctor thanks.

6. Satish said, "No, I shall not talk to him."
A. Satish told that he should not talk to him.
B. Satish suggested that he would not have talked to him.
C. Satish exclaimed with sorrow that he would not talk with him.
D. Satish refused to talk to him.

7. The child said, "What a lovely place!"
A. The child exclaimed with sorrow that it was a lovely place.
B. The child thought that the place was lovely.
C. The child exclaimed with joy that the place was very lovely.
D. The child suggested that the place was lovely.

8. He said, "What a fool I have been!"
A. He told himself with sorrow that he was a fool.
B. He confessed with regret that he had been a great fool.
C. He said himself a fool.
D. He suggested that he could be a fool.

9. He said, "Alas! I am ruined."
A. He told me that he had been ruined.
B. He exclaimed with joy that he had been ruined.
C. He exclaimed with sorrow that he was ruined.
D. He told me that he should not be ruined.

10. The accused said, "I am not guilty."
A. The accused exclaimed with sorrow that I am not guilty.
B. The accused exclaimed with joy that he was not guilty.
C. The accused stated that he was not guilty.
D. The accused told me that he has not been guilty.

11. My teacher said, "The earth is round".
A. My teacher said that the earth was round.
B. My teacher says that the earth is round.
C. My teacher said that the earth is round.
D. My teacher ordered that the earth is round.

12. He said, "What a place it is!"
A. He said that it was a very fine place.
B. He said that is a very fine place.
C. He said that the place is fine.
D. He exclaimed with joy/surprise that it was a very fine place.

13. Ria said, "Shall I thread the needle?"
A. Ria asked if she should thread the needle.
B. Ria asked if she shall thread the needle.
C. Ria ordered if she should thread the needle.
D. Ria says that if she would thread the needle.

Directions (Qs. 14 to 33): *Pick out the correct alternative that completes the incomplete sentence which is changed into Indirect Narration.*

14. She said to me, "I shall see you as soon as I get time."
She told me:
A. that she will see me as soon as she will get time.
B. that she would see me as soon as she would get time.
C. she would see me whenever she got time.
D. that she would see me whenever she gets time.

15. My secretary said to me, "Your plane will leave if you do not go at once."
My secretary told me that:
A. her plane would leave if she did not go at that time.
B. her plane would leave if I do not go at once.
C. my plane would leave if I did not go at that very time.
D. my plane will leave if I did not go at that time.

16. My mother said to me, "Don't quarrel among yourselves".
My mother:
A. forbade me to quarrel among ourselves.
B. asked me not to quarrel among ourselves.
C. asked me that not to quarrel among ourselves.
D. asked me to quarrel not among ourselves.

17. Her father said to her mother, "Excuse the daughter."
Her father:
A. requested her mother to excuse the daughter.
B. asked her mother to excuse the daughter.
C. asked her mother to have excused the daughter.
D. asked her mother to have been excused.

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18. He said to his friend, "Wait here till father comes."
He requested his friend:
A. to wait here till father had come.
B. that to wait there till his friend came.
C. to wait there till father came.
D. to wait here until his friend came.

19. She said to her maid, "Run and catch the thief."
She ordered her maid:
A. ran and catch the thief.
B. that to run and to catch the thief.
C. ran and caught the thief.
D. to run and catch the thief.

20. Anita said to Sunita, "What are you doing?"
Anita asked Sunita:
A. what she will be doing.
B. that what she is doing.
C. that what she was doing.
D. what she was doing.

21. She said to me, "Are you meeting me today?"
She enquired of me:
A. whether I am meeting her that day.
B. whether I was meeting her today.
C. whether I was meeting her that day.
D. I was meeting her that day.

22. Nitish said to me, "When did you buy this pen?"
Nitish asked me:
A. when I was to buy that pen.
B. when I would buy that pen.
C. when I had bought that pen.
D. when I was buying that pen.

23. She said to me, "Are you going to market?"
She enquired of me:
A. I am going to market.
B. I was going to market.
C. if I was going to market.
D. if I had been going to the market.

24. Damini said, "Why did not you change your clothes?"
Damini asked me:
A. why I had not changed my clothes.
B. why I did not change my clothes.
C. why I would not change my clothes.
D. why I have not been changing my clothes.

25. Umesh said to me, "Have you read that novel?"
Umesh asked me:
A. if he was reading that novel.
B. if he had read that novel.
C. if I had read that novel.
D. if I was reading that novel.

26. She said to me, "I shall forgive you."
She told me:
A. that she will forgive me.
B. that she was going to forgive me.
C. that she will not forgive me.
D. that she would forgive me.

27. I said to her, "It was very hot last night."
I told her:
A. that it had been very hot the previous night.
B. that it was very hot the previous night.
C. that it has been very hot the last night.
D. that it had been very hot this night.

28. She said to me, "I thank you for the help you have given."
She:
A. told me that she thanked me for the help I had given.
B. thanked me for the help I have given.
C. thanked to me for the help I have given.
D. thanked me for the help I had given.

29. Mohini said to me, "Trust in God."
Mohini advised me:
A. that I should trust in God.
B. should trust in God.
C. trusted in God.
D. to trust in God.

30. I said to him, "Let us go to school."
I told him:
A. we would go to school.
B. we shall go to school.
C. that we would go to school.
D. that we should go to school.

31. Rajni said, "May God bless you?"
Rajni:
A. exclaimed with wish that God might bless me.
B. expressed a wish that God might bless me.
C. asked God to bless me.
D. shouted with joy to bless me.

32. My mother said me, "Do not have so many friends."
My mother forbade me:
A. to have so many friends.
B. not to have so many friends.
C. to have been so many friends.
D. to possess so many friends.

33. Ram said, "Pay attention to me."
Ram asked:
A. pay attention to him.
B. paid attention to him.
C. having paid attention to him.
D. to pay attention to him.

Directions (Qs. 34 to 50): *In questions below, the sentences have been given in Direct/Indirect Speech. Out of the four alternatives suggested select the one which best expresses the given sentence in Indirect/Direct Speech.*

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34. She said that her brother was getting married
A. She said, "Her brother is getting married."
B. She told, "My brother is getting married"
C. She said, "My brother is getting married".
D. She said, "My brother was married".

35. "Please don't go away", she said.
A. She said to please her and not go away.
B. She told me to go away.
C. She begged me not to go away.
D. She begged that I not go away.

36. "If you don't keep quiet I shall shoot you", he said to her in a calm voice.
A. He warned her to shoot if she didn't keep quiet calmly.
B. He said calmly that I shall shoot you if you don't be quiet.
C. He warned her calmly that he would shoot her if she didn't keep quiet.
D. Calmly he warned her that be quiet or else he will have to shoot her.

37. I told him that he was not working hard.
A. I said to him, "You are not working hard."
B. I told him, "You are not working hard."
C. I said, "You are not working hard."
D. I said to him, "He is not working hard."

38. She said that she would finish the work the next day.
A. She said, "I will finish the work the next day."
B. She said, "I will finish the work tomorrow."
C. She said, "You will finish the work tomorrow."
D. She said, "I finished the work."

39. She said to him, "Why don't you go today?"
A. She asked him why he did not go that day.
B. She said to him that why he don't go today.
C. She asked him not to go today.
D. She asked him why he did not go today.

40. "Are you alone, my son?" asked a soft voice close behind me.
A. A soft voice asked that what I was doing there alone.
B. A soft voice said to me are you alone son.
C. A soft voice from my back asked if I was alone.
D. A soft voice behind me asked if I was alone.

41. My cousin said, "My room-mate had snored throughout the night."
A. My cousin said that her room-mate snored throughout the night.
B. My cousin told me that her room-mate snored throughout the night.
C. My cousin complained to me that her room-mate is snoring throughout the night.
D. My cousin felt that her room-mate may be snoring throughout the night.

42. He asked Rama if he needed his help then.
A. He said to Rama, "Do you need my help?"
B. He told Rama, "Tell me if you need help."
C. He asked Rama, "Do I need your help?"
D. He said to Rama, "Do you need my help now?"

43. Nita ordered her servant to bring her a cup of tea.
A. Nita told her servant, "Bring a cup of tea."
B. Nita said, "Bring me a cup of tea."
C. Nita said to her servant, "Bring me a cup of tea."
D. Nita said to her servant, "Bring her that cup of tea."

44. He exclaimed with joy that India had won the Sahara Cup.
A. He said, "India has won the Sahara Cup."
B. He said, "India won the Sahara Cup."
C. He said, "How! India will win the Sahara Cup."
D. He said, "Hurrah! India has won the Sahara Cup."

45. The boy said, "Who dare call you a thief?"
A. The boy enquired who dared call him a thief.
B. The boy asked who called him a thief.
C. The boy told that who dared call him a thief.
D. The boy wondered who dared call a thief.

46. The little girl said to her mother, "Did the sun rise in the East?
A. The little girl said to her mother that the sun rose in the East.
B. The little girl asked her mother if the sun rose in the East.
C. The little girl said to her mother if the sun rises in the East.
D. The little girl asked her mother if the sun is in the East.

47. Dhruv said that he was sick and tired of working for that Company.
A. Dhruv said, "I am sick and tired of working for this Company."
B. Dhruv said, "He was tired of that Company."
C. Dhruv said to me, "I am sick and tired of working for this Company."
D. Dhruv said, "I will be tired of working for that Company."

48. He said to his father, "Please increase my pocket-money."
A. He told his father, please increase the pocket-money.
B. He pleaded his father to please increase my pocket-money.
C. He requested his father to increase his pocket-money.
D. He asked his father increase his pocket-money.

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49. She said to her friend, "I know where is everyone."
A. She told that she knew where was everyone.
B. She told her friend that she knew where was everyone.
C. She told her friend she knew where is everyone
D. She told her friend that she knows where was everyone.

50. His father ordered him to go to his room and study.
A. His father said, "Go to your room and study."
B. His father said to him, "Go and study in your room."
C. His father shouted, "Go right now to your study room."
D. His father said firmly, "Go and study in your room."

ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
B	A	A	C	A	D	C	B	C	C
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	D	A	B	C	A	B	C	D	D
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
C	C	C	A	C	D	A	A	A	D
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
B	A	D	C	C	C	A	B	A	D
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
A	D	C	B	A	B	A	C	B	A

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Voice

A sentence in active voice focuses on the person or thing doing the action. A sentence in passive voice focuses on the person or thing affected by the action. *e.g.,*

The idol was built. (Active voice)
Someone built the idol. (Passive voice)

Transformation of Voice

- Voice and Tense are closely associated with each other.
- Tense plays an important role while transforming the voice.

On the basis of following points, voice can be transformed from active to passive voice.

The Present Indefinite Tense

Active voice: Subject + V_1 + Object
Passive voice: Subject + is, am, are + V_3 + by + Object

1. **Active voice:** He sings sweet songs.
   Passive voice: Sweet songs are sung by him.
2. **Active voice:** She does not cause any hindrance in my work.
   Passive voice: No hindrance in my work is caused by her.
3. **Active voice:** Do they love their country?
   Passive voice: Is their country loved by them?

The Present Continuous Tense

Active voice: Subject + is/am/are + V_1 + ing + Object.
Passive voice: Subject + is/am/are + being + V_3 + by + Object.

1. **Active voice:** She is cooking food.
   Passive voice: Food is being cooked by her.
2. **Active voice:** Rita is not knitting a sweater.
   Passive voice: A sweater is not being knitted by Rita.
3. **Active voice:** Is Meena baking a cake?
   Passive voice: Is a cake being baked by Meena?

The Present Perfect Tense

Active voice: Subject + has/have + V_3 + Object.
Passive voice: Subject + has/have + been + V_3 + by + Object.

1. **Active voice:** I have written an essay.
   Passive voice: An essay has been written by me.
2. **Active voice:** They have not whitewashed the fence.
   Passive voice: The fence has not been whitewashed by them.
3. **Active voice:** Have you cut the cake?
   Passive voice: Has the cake been cut by you?

The Past Indefinite Tense

Active voice: Subject + V_2 + Object
Passive voice: Subject + was/were + V_3 + by + Object

1. **Active voice:** He composed a new song.
   Passive voice: A new song was composed by him.
2. **Active voice:** He did not operate the computer.
   Passive voice: The computer was not operated by him.
3. **Active voice:** Did she catch a fish?
   Passive voice: Was a fish caught by her?

The Past Continuous Tense

Active voice: Subject + was/were + V_1 + ing + Object
Passive voice: Subject + was/were + being + V_3 + by + Object

1. **Active voice:** The farmers were ploughing the fields.
   Passive voice: The fields were being ploughed by the farmers.
2. **Active voice:** He was not administering the new drug to the patient.
   Passive voice: The new drug was not being administered to the patient by him.
3. **Active voice:** Was she sewing a dress?
   Passive voice: Was a dress being sewn by her?

The Past Perfect Tense

Active voice: Subject + had + V_3 + Object.
Passive voice: Subject + had + been + V_3 + by + Object

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1. **Active voice:** He had issued me an import licence.
   Passive voice: I had been issued an import licence.
2. **Active voice:** We had not visited the Taj.
   Passive voice: The Taj had not been visited by us.
3. **Active voice:** Who had taught you English?
   Passive voice: By whom had you been taught English?

The Future Indefinite Tense

Active voice: Subject + will/shall + V_1 + Object.
Passive voice: Subject + will/shall + be + V_3 + by + Object.

1. **Active voice:** He will remove the dust from the shelf.
   Passive voice: The dust from the shelf will be removed by him.
2. **Active voice:** He will not open the main gate.
   Passive voice: The main gate will not be opened by him.
3. **Active voice:** Will you help us?
   Passive voice: Shall we be helped by you?

The Future Perfect Tense

Active voice: Subject + will/shall + have + V_3 + Object.
Passive voice: Subject + will/shall + have + been + V_3 + by + Object.

1. **Active voice:** They will have sold their house by then.
   Passive voice: Their house will have been sold by them by then.
2. **Active voice:** He will not have informed the police about it.
   Passive voice: The police will not have been informed about it by him.
3. **Active voice:** Will they have accepted the deal?
   Passive voice: Will the deal have been accepted by them?

Imperative Sentences

1. **Active voice:** Open the window.
   Passive voice: You are ordered to open the window.
   Or
   Let the window be opened.
2. **Active voice:** Please/kindly open the window.
   Passive voice: You are requested to open the window.
3. **Active voice:** Never make a noise.
   Passive voice: A noise should never be made.

Infinitives

1. **Active voice:** It is time to open the shop.
   Passive voice: It is time for the shop to be opened.
2. **Active voice:** He begged the officer to forgive him.
   Passive voice: He begged the officer to be forgiven.
3. **Active voice:** He has to break the door.
   Passive voice: The door has to be broken by him.

Prepositional Verb

1. **Active voice:** She laughed at the beggar.
   Passive voice: The beggar was laughed at by her.
2. **Active voice:** He listened to the news.
   Passive voice: The news was listened to by him.
3. **Active voice:** They called in the doctor.
   Passive voice: The doctor was called in by them.

Double Object

1. **Active voice:** He gave me a pen.
   Passive voice: A pen was given to me by him.
   Or
   I was given a pen by him.
2. **Active voice:** She told us a story.
   Passive voice: A story was told (to) us by her.
   Or
   We were told a story by her.

Use of Preposition other than 'by'

1. **Active voice:** The jug contains juice.
   Passive voice: Juice is contained in the jug.
2. **Active voice:** The audience thronged the hall.
   Passive voice: The hall was thronged with the audience.
3. **Active voice:** I know her.
   Passive voice: She is known to me.

Quasi Passive Verbs

1. **Active voice:** Quinine tastes bitter.
   Passive voice: Quinine is bitter when tasted.
   Or
   Quinine is bitter when it is tasted.
2. **Active voice:** Sugar is sweet (to taste).
   Passive voice: Sugar is sweet when tasted.
   Or
   Sugar is sweet when it is tasted.

Implied Sentences

1. **Active voice:** The driver drove the bus.
   Passive voice: The bus was driven.
2. **Active voice:** Someone read the news.
   Passive voice: The news was read.
3. **Active voice:** They say work is worship.
   Passive voice: It is said that work is worship.

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Multiple Choice Questions

Directions (Qs. 1 to 20): *In the following questions, a sentence has been given in Active/Passive Voice. Out of the four alternatives suggested, select the one that Best Expresses the same sentence in Passive/Active Voice.*

1. Circumstances will oblige me to go.
A. I will oblige the circumstances and go.
B. I shall be obliged to go by the circumstances.
C. Under the circumstances, I should go.
D. I shall be obliged by the circumstances to go.

2. We waste much time on trifles.
A. Much time was wasted on trifles.
B. Much time will be wasted on trifles.
C. Much time is wasted by us on trifles.
D. Much time is wasted on trifles.

3. Mohan gave the beggar an old shirt.
A. An old shirt was given to Mohan by the beggar.
B. An old shirt was given to the beggar by Mohan
C. The begger was gave an old shirt by Mohan.
D. An old shirt was gave to the beggar by Mohan.

4. They have made him a king.
A. A king has been made by him.
B. He was made a king by them.
C. They have been made kings by him.
D. He has been made a king by them.

5. Who taught you English?
A. By whom English was taught to you?
B. By whom you were taught English?
C. By whom was English taught to you?
D. By whom are you taught English?

6. Was he knocking at the door?
A. Was the door being knocked at by him?
B. Was the door being knocked by him?
C. Was the door knocked by him?
D. Was the door knocking at him?

7. What was Rani doing?
A. What was done by Rani?
B. What was Rani being done?
C. What was being done by Rani?
D. What was being doing Rani?

8. Why were you wasting your time?
A. Why was your time being wasted?
B. Why was your time being wasted by you?
C. Why was your time wasted by you?
D. Why was your time wasted?

9. She has laid out a small garden.
A. A small garden has been laid by her.
B. A small garden has laid her.
C. A small garden being laid by her.
D. A small garden has been laid out by her.

10. She had already solved all the sums.
A. All the sums had already been solved by her.
B. All the sums have already been solved by her.
C. All the sums have been solved by her.
D. All the sums are solved by her.

11. He will have posted the letter.
A. The letter has been posted by him.
B. The letter will be posted by him.
C. The letter will have been posted by him.
D. The letter is posted by him.

12. They will have sold all the books by 4 P.M.
A. All the books will be sold by 4 P.M.
B. All the books will have been sold by 4 P.M.
C. All the books were being sold by 4 P.M.
D. All the books must be sold by 4 P.M.

13. Do you speak English?
A. Is English spoken by you?
B. Does English spoken by you?
C. Is English being spoken by you?
D. Does English being spoken by you?

14. Had they seen me before?
A. Had myself been seen by them before?
B. Had me being seen by them before?
C. Had I been seen by them before?
D. Had I being seen by them before?

15. May I take this pen?
A. May this pen will be taken by me?
B. May this pen shall be taken by me?
C. May this pen should be taken by me?
D. May this pen be taken by me?

16. Can we send it by air?
A. Can this be sent by air?
B. Can it be sent by air?
C. Can it go by air?
D. Can it be send by air?

17. Who wrote this book?
A. By whom was this book written?
B. By whom is this book written?
C. By whom was this book being written?
D. By whom is this book being written?

18. What did you buy?
A. What is bought by you?
B. What is being bought by you?
C. What was bought by you?
D. What was being bought by you?

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19. Whom do you want?
A. Who is wanted by you?
B. Who is being wanted by you?
C. You are wanted by whom?
D. You are being wanted by whom?

20. When will you raise this question?
A. When this question will be raised by you?
B. When will this question be raised by you?
C. When this question is being raised by you?
D. When is this question being raised by you?

Directions (Qs. 21 to 35): *In each of the following questions, a sentence is given in Active Voice. Below it are given four alternatives suggesting the Passive Voice form of the above sentence. Choose the correct alternative.*

21. Who did this?
A. This was done by whom?
B. By whom was this done?
C. Who has done this?
D. By whom this was done?

22. One should keep ones promises.
A. Promises should be kept.
B. Ones promises should be kept by one.
C. Promises must be kept.
D. Ones promises one should keep.

23. Give the order.
A. Order given.
B. Order be given.
C. Let the order be given.
D. Order may be given by you.

24. You will have to do it.
A. It will be done by you.
B. It will have to be done by you.
C. It has to be done by you.
D. It would have to be done by you.

25. Keep to the left.
A. You are ordered to keep to the left.
B. You ought to keep to the left.
C. You are advised to keep to the left.
D. You must keep to the left.

26. They will arrange a party.
A. A party will have to be arranged by them.
B. A party they will have to arrange.
C. A party will be arranged by them.
D. A party by them will be arranged.

27. Someone has picked my pocket.
A. My pocket is picked.
B. My pocket has picked.
C. My pocket has been picked.
D. My pocket was picked.

28. He kept me waiting.
A. I kept waiting for him.
B. I kept waiting by him.
C. I was waiting for him.
D. I was kept waiting by him.

29. Why do you tell a lie?
A. Why is a lie told by you?
B. Why is told a lie by you?
C. Why is told by you a lie?
D. Why has a lie been told by you?

30. I have written a letter.
A. A letter is written by me.
B. A letter has been written by me.
C. A letter was written by me.
D. A letter had been written by me.

31. They will have helped you.
A. You will have helped by them.
B. You will have been helped by them.
C. You will be helped by them.
D. You will be helped by them.

32. Open the door.
A. Door may be opened.
B. Let the door be open.
C. Let the door be opened.
D. Door be opened.

33. I am reading a book.
A. A book is read by me.
B. A book is being read by me.
C. A book has been read by me.
D. A book in been read by me.

34. Why did your brother write such a letter?
A. Why your brother wrote such a letter?
B. Why was by brother written such a letter?
C. Why was such a letter written by your brother?
D. Why was written such a letter by your brother?

35. Did you run a great risk?
A. Was a great risk run by you?
B. Was run a great risk by you?
C. Was by you run a great risk?
D. Had you run a great risk?

Directions (Qs. 36 to 45): *In each of the following questions, a sentence is given in Passive Voice. Below it are given four alternatives suggesting the Active Voice form of the above sentence. Choose the correct alternative.*

36. He was made king.
A. He became king.
B. They made him king.
C. They had made him king.
D. He has been made king.

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37. Good news is expected by us.
A. We are expecting good news.
B. We have been expecting good news.
C. We had expected good news.
D. We expect good news.

38. The child must be looked after.
A. The child you must look after.
B. You must look after the child.
C. You must look the child after.
D. You may look after the child.

39. What is wanted by you?
A. What you want?
B. What did you want?
C. What do you want?
D. What you do want?

40. Your father is known to me.
A. I am known to your father.
B. I know your father.
C. I have known your father.
D. I knew your father.

41. She may be told the story by you.
A. The story may be told by you to her.
B. You may tell the story to her.
C. You may tell her the story.
D. You may tell to her the story.

42. Duty ought to be done.
A. Let duty be done.
B. One ought to do one's duty.
C. One should do his duty.
D. Do you duty.

43. Is English spoken by you?
A. Did you speak English?
B. Do you speak English?
C. Have you spoken English?
D. Do you know how to speak English?

44. Gold coins are contained in this box.
A. This box contains gold coins.
B. This box has contained gold coins.
C. This box is containing gold coins.
D. This box has gold coins.

45. Character is revealed by manners.
A. Manners revealed character.
B. Manners reveal character.
C. Manners have revealed character.
D. Manners do reveal character.

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
D	C	B	D	C	A	C	B	D	A
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	B	A	C	D	B	A	C	A	B
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
B	A	C	B	C	C	C	D	A	B
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
B	C	B	C	A	B	D	B	C	B
41	**42**	**43**	**44**	**45**					
C	B	B	A	B					

Sentence Completion

Filling the blanks is such an exercise that starts with the primary schools and continues at the highest level of competitive examinations. One must practise it regularly to score well.

Multiple Choice Questions

Directions: *Pick out the most effective word(s) from the given words to fill in the blanks and make the sentence meaningfully complete.*

1. One requires great ..... to teach and handle little children who are restless.
A. patience B. attitude
C. determination D. knowledge

2. The researchers will ..... some of the causes of increasing poverty in the state.
A. fund B. investigate
C. promote D. circulate

3. I usually perform ..... when nobody is watching me.
A. alone B. good
C. better D. hard

4. It was ..... to everyone that the minister had been drinking.
A. observed B. known
C. discovered D. realised

5. I would rather stay indoors ..... the rain stops.
A. so B. waiting
C. until D. usually

6. The process should be completed as far as possible within a week, ... which the matter should be brought to notice of the officer concerned.
A. following B. failing
C. realizing D. referring

7. The officers are ..... to regular transfers.
A. free B. open
C. subject D. available

8. All letters received from Government should ..... be acknowledged.
A. suddenly B. obviously
C. immediately D. occasionally

9. Mumbai office ..... a meeting of senior officials to discuss the high incidence of frauds.
A. attended B. convened
C. reported D. registered

10. The note should be ..... to all the concerned departments for their consideration.
A. regulated B. requested
C. carried D. forwarded

11. Your present statement does not ..... what you said last week.
A. accord to B. accord in
C. accord with D. accord for

12. I had a vague ..... that the lady originally belonged to Scotland.
A. notion B. expression
C. imagination D. theory

13. The prisoner showed no ..... for his crimes.
A. hatred B. obstinacy
C. remorse D. anger

14. It is inconceivable that in many schools children are subjected to physical ..... in the name of discipline.
A. violation B. exercise
C. violence D. security

15. We have not yet fully realised the ..... consequences of the war.
A. happy B. pleasing
C. grim D. exciting

16. Happiness consists in being ..... what we have.
A. contented to B. contented with
C. contented for D. contented in

17. His rude behaviour is a ..... his organization.
A. disgrace for B. disgrace on
C. disgrace upon D. disgrace to

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18. No child is ..... understanding. One has to wait and provide proper guidance.
A. dull to B. dull in
C. dull of D. dull for

19. I am fully ..... the problems facing the industry.
A. alive with B. alive to
C. alive for D. alive on

20. The Romans were ..... science.
A. bad in B. bad to
C. bad for D. bad at

21. Although I was ..... of his plans, I encouraged him, because there was no one else who was willing to help.
A. sceptical B. remorseful
C. fearful D. excited

22. You have no business to ..... pain on a weak and poor person.
A. inflict B. put
C. direct D. force

23. Her uncle died in a car accident. He was quite rich. She suddenly ..... all her uncle's money.
A. succeeded B. caught
C. gave D. inherited

24. There was a major accident. The plane crashed. The pilot ..... did not see the tower.
A. likely B. probably
C. scarcely D. hurriedly

25. The car we were travelling in ..... a mile from home.
A. broke off B. broke down
C. broke into D. broke up

26. What are you ..... in the kitchen cupboard?
A. looking in B. looking on
C. looking to D. looking for

27. I did not see the point of ..... waiting for them, so I went home.
A. hanging around B. hang on
C. hang together D. hanging up

28. He lost confidence and ..... of the deal at the last minute.
A. backed out B. backed on
C. backed down D. backed onto

29. To the dismay of all the students, the class monitor was ..... berated by the principal at a school assembly.
A. critically B. ignominiously
C. prudently D. fortuitously

30. All attempts to revive the fishing industry were ..... failure.
A. foredoomed to B. heading at
C. predicted for D. estimated to

31. There are ..... parked outside than yesterday.
A. fewer cars B. few cars
C. less cars D. a small number of cars

32. The minister had to ..... some awkward questions from reporters.
A. fend B. fend at
C. fend out D. fend off

33. The ..... of evidence was on the side of the plaintiff since all but one of the witnesses testified that his story was correct.
A. propensity B. force
C. preponderance D. brunt

34. Attention to detail is ..... of a fine craftsman.
A. hallmark B. stamp
C. seal of authority D. authenticity

35. Behaving in a …… and serious way, even in a …… situation, makes people respect you.
A. calm, difficult B. steady, angry
C. flamboyant, tricky D. cool astounding

36. Along with a sharp rise in ……, a recession would eventually result in more men, women, and children living in …….. .
A. crime, apathy B. fatalities, poor
C. deaths, slums D. unemployment, poverty

37. The government has …… to provide financial aid to the ones …… by severe floods in the city.
A. desired, troubled B. promised, havoc
C. failed, affected D. wanted, struck

38. An airplane with ……. passengers on board made an unscheduled ..... as the airport to which it was heading was covered with thick fog.
A. imitable, slip B. faulty, stop
C. variety, halt D. numerous, landing

39. Deemed universities ..... huge fees, but have not been successful in providing ..... education to our students.
A. collect, maintaining
B. pay, better
C. ask, good
D. charge, quality

40. If the banks desire to ..... profit, they should get rid of ..... measures.
A. lose, concentrate B. increase, populist
C. earn, unhealthy D. maximise, traditional

41. Leadership defines what the future should look like and ..... people with that vision.
A. aligns B. develops
C. trains D. encourages

42. We upset ourselves by responding in an ..... manner to someone else's actions.
A. unabashed B. irrational
C. arduous D. arguable

43. All the people involved in that issue feel a great ..... to his suggestion.

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A. contradiction B. adherence
C. indifference D. repugnance

44. These elections will be remembered as much for its anti-incumbency mood as for its ..... mandate.
A. invincible B. rational
C. unprecedented D. deliberate

45. How do you expect us to stay in such a ..... building even if it can be hired on a nominal rent?
A. scruffy B. disperate
C. fragmented D. robust

46. ..... efforts from all concerned are required to raise the social and economic conditions of our countrymen.
A. Perpetual B. Dynamic
C. Massive D. Exploring

47. Many companies see technology as a ..... for a whole host of business problems.
A. consideration B. preference
C. linking D. panacea

48. Known as devout and serious person, she also has ..... sense of humour.
A. better B. plentiful
C. quick D. good

49. The matter would have become serious if ..... action had not been taken.
A. hasty B. fast
C. timely D. unusual

50. The ..... with which he is able to yield the paint brush is really remarkable.
A. ease B. practice
C. majesty D. sweep

51. You must ensure the correctness of the information before ..... .
A. drawing B. enabling
C. learning D. jumping

52. The rocket ..... the target and did not cause any casualty.
A. sensed B. reached
C. missed D. exploded

53. It is desirable to take ..... in any business if you want to make profit.
A. advice B. risk
C. loan D. recourse

54. They wasted all the money on purchase of some ..... items.
A. excellent B. important
C. significant D. trivial

55. When he found the wallet his face glowed but soon it faded as the wallet was ..... .
A. empty B. vacant
C. recovered D. stolen

56. He has served the country by ..... many significant positions.
A. appointing B. creating
C. developing D. holding

57. The frequent errors are a result of the student's ..... .
A. talent B. smartness
C. carelessness D. perception

58. The robbers eventually ..... in breaking into the house.
A. succeeded B. decided
C. caught D. trained

59. I finally ..... her to stay another day.
A. advised B. persuaded
C. suggested D. called

60. Most of the people who ..... the book exhibition were teachers.
A. witnessed B. presented
C. conducted D. attended

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A	B	C	A	C	B	C	C	B	D
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	A	C	C	C	B	D	B	B	D
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
B	C	C	B	C	C	D	A	B	A
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
A	D	D	A	A	D	C	D	C	B
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
A	A	D	C	A	A	D	D	C	A
51	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**
A	C	B	D	A	D	C	A	B	D

Sentence Improvement

One may use the same words in many ways but the best way is only one that makes the perfect usage of the words and conveys the proper meaning of the expression. Try it yourself in the following questions.

Multiple Choice Questions

Directions: *In these questions, a part of the sentence is bold. Below are given alternatives to the bold part at A, B and C which may improve the sentence. Choose the correct alternative. In case no improvement is needed, your answer is 'D'.*

1. Discreet salience **is extremely important** to create that 'irresistible-yet-unattainable' image for brands that want to take India seriously
A. was extremely important
B. is mainly important
C. was important extremely
D. No Improvement

2. This, over a designer outfit that he wanted for a friend's party and **that his sensitive** parents refused him.
A. which his sensitive B. which his insensitive
C. that his insensitive D. No Improvement

3. Goa was full of non-Goa property hunters **rushing about buying up the place** like tomorrow was an expired lease.
A. rushing in buying up the place
B. rushed about buying up the place
C. rushing about to buy up the place
D. No Improvement

4. Property hunting is a **tired and hungry** making business.
A. is a tiresome and hungry
B. is a tiring and hungry
C. is a tiring and waste
D. No Improvement

5. Cultural differences aside, **till luxury need speaks** in a manner that befits.
A. luxury still needs to speak
B. luxury still need to speak
C. luxury till need to speak
D. No Improvement

6. Indian food—the culinary avatar of the subcontinent's social history presented on a platter—**is without doubt the best food** in the world.
A. is undoubtedly the greatest food
B. is without doubt greatest food
C. is best food without doubt
D. No Improvement

7. It must retain the language of poetry. **It needed to create** stories, and not statements.
A. It needed creating
B. It needs creating
C. It needs to create
D. No Improvement

8. This year, Asia-Pacific has become the first region **to reach aggregate profiting** in biotech.
A. to reach aggregated profitability
B. to reach aggregate profitability
C. to reach aggregate of profit
D. No Improvement

9. India is deviating to embrace the West. If Western luxury brands deviate a little, **albeit selectively**, they will find rich Indian arms open far and wide.
A. though selectively
B. however selectively
C. albeit selectedly
D. No Improvement

10. China and India continued to attract attention and deals, motivated by the desire to increase access to these **largest and growing** drug markets and by the need to lower the costs of drug development.

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A. larger and growing
B. large and growing
C. larger and grown
D. No Improvement

11. Luxury brands are **still above of the** clover curve here, with their elite (small) audiences.
A. still ahead of the
B. still in the
C. still far of the
D. No Improvement

12. Agencies **hence needed to be** sure of returns before investing, say admen.
A. hence needs to be
B. so needs to be
C. hence need to be
D. No Improvement

13. India is still a nascent market and that's the spirit everyone's **looking at it**.
A. looking for it B. looking in it
C. looking with it D. No Improvement

14. Questioning the state's move to allow women to serve liquor but not dance in bars **of the ground that** dancing aroused physical lust.
A. on the grounds that
B. of the grounds that
C. over the grounds that
D. No Improvement

15. For England the positives from their crushing series lose come in the shape of James Anderson and Kevin Pietersen, **both of which** have made significant strides up the rankings.
A. both of which B. both of whom
C. both of who D. No Improvement

16. International campaigns can work well for luxury here, **but context cannot be** ignored.
A. so context cannot be
B. but context cannot
C. but context couldn't
D. No Improvement

17. For one, the Indian luxury context, **while evolved rapidly**, still has its own meaning, and its own implications.
A. while evolved rapid
B. which evolving rapidly
C. while evolving rapidly
D. No Improvement

18. But too much of availability can compromise a luxury brand or **made it lose** its lustre.
A. make her lose B. make him lose
C. make it lose D. No Improvement

19. Still, it's under-the-upper **layers themselves who** are aspiring for slivers of luxury.
A. layers themselves which
B. layer itself who
C. layers themself which
D. No Improvement

20. It is like saying Hindi movies, with skimpily dressed dancers, would **effect public** order.
A. effect your B. affect public
C. affected public D. No Improvement

21. The court held that a few women being involved in prostitution was no **justice to deny other** bar girls the right to livelihood.
A. justification to declare other
B. justification to deny other
C. justice to let other
D. No Improvement

22. All-rounder cricketer has also made some progress **over the** player rankings.
A. above the B. at the
C. up the D. No Improvement

23. Former minister on Sunday **joined hands** with a suspended Lok Sabha member to float a new political outfit.
A. folded hands
B. walked hand in hand
C. shaked hands
D. No Improvement

24. Pakistan's former ministers will meet in London on Monday **to ask** a strategy to return home from exile.
A. to chalk out
B. to negotiate
C. to create
D. No Improvement

25. It's a family potboiler, medical thriller and political drama **all in one**—except that it's all too real and all too grim.
A. all 3 in one
B. all coupled into one
C. all rolled into one
D. No Improvement

26. India's efforts to get international support for its civil nuclear energy programme got **a go ahead on** Sunday as Germany indicated it would not come in the way of the India-US nuclear deal.
A. a life in B. a boost on
C. a boost at D. No Improvement

27. Is it time for old bungalows to **bite the dust**?
A. go down B. get down
C. come down D. No Improvement

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28. The bungalows was an outward manifestation of a certain **way in life**, and with that era gone.
A. way for life B. way of life
C. way at life D. No Improvement

29. The builder Mittals will reportedly **raise their money**-raking high-rise behind it.
A. highten their money
B. rise their money
C. raise there money
D. No Improvement

30. The impatient present has usually demolished **more of the** past before we wake up to the irretrievable loss.
A. much of B. much of their
C. much of the D. No Improvement

31. Preservation is a romantic notion; demolition **quiet** more practical reasons.
A. has many, B. had many,
C. have many, D. No Improvement

32. You must get back to your **charming self** and impress the audience with your social skills.
A. own self B. main self
C. own uniqueness D. No Improvement

33. Stay focused on your goals and don't **get disturbed by** non-materialistic possessions.
A. get involved by
B. get betrayed by
C. get distracted by
D. No Improvement

34. You may appear more optimistic than your detractors **may want it to be**.
A. want you to be
B. wish yourself to be
C. seek you be
D. No Improvement

35. There are a number of mineral springs in the Czech territory, which **has been used** for medicinal purposes since the early 15th century.
A. have been used B. had been used
C. has being used D. No Improvement

36. The picturesque mountains **offer**s excellent bungee jumping spots.
A. shows B. provides
C. offer D. No Improvement

37. Begin your **meal with** traditional faves like potato soup, beef soup with liver dumplings or dill soup made from sour milk.
A. meals with B. meal in
C. meals of D. No Improvement

38. You can also **go to the** National Museum building and the famous Prague State Opera.
A. went to B. visit the
C. saw D. No Improvement

39. If they close the Gulf for a **length of time** to shipping, then certainly we could look at $150, probably higher.
A. larger amount of time
B. larger duration of time
C. larger amount of hours
D. No Improvement

40. **More of them** are owned by the state and even the privately-owned ones are open to the public.
A. Most of which B. Most of them
C. Most of all D. No Improvement

41. Constructed in the ninth century by the Prince Booivoj, the castle has transformed **oneself** from a wooden fortress surrounded by earthen bulwarks to the imposing form it has today.
A. himself B. herself
C. itself D. No Improvement

42. Apart from frequent art exhibitions, **their are also** permanent collections devoted to archaeology, anthropology, mineralogy, natural history and numismatics.
A. there is also B. there are also
C. their are also D. No Improvement

43. You can visit the Czech Museum of Fine Arts, **at a** permanent exhibition on Czech Kubism.
A. with a
B. for a
C. in a
D. No Improvement

44. Tensions **above** Iran come at a time of strong demand for energy.
A. under B. inside
C. over D. No Improvement

45. Because its shores line the narrow Straits of Hormuz, Iran **could quickly hit** both military and commercial shipping.
A. will quickly hit
B. shall quickly hit
C. will be quick hitting
D. No Improvement

46. For most people who exercise **at the** morning, there is no getting around the question: Eat and run? Or run and eat later?
A. in the B. in
C. at the time of D. No Improvement

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47. Are ad agencies even attempting to peer into the keyhole of this indulgence sanctum to garner consumer insights **ahead of** the curve?
A. above
B. over
C. within
D. No Improvement

48. Too many people rush into the world of credit and don't stop to think about how **their actions could affect their** credit score and ability to qualify for credit in the future.
A. their actions may affect their
B. their actions might affect their
C. their actions will affect their
D. No Improvement

49. According to the report, **number of deal with** vaccines were energized by concerns around avian flu, SARS, and biodefence products, while looming patent expirations led to more deals in generics.
A. number of deals in
B. number of deal in
C. number of deals with
D. No Improvement

50. This is how the Bombay High Court responded to the state government's purported **moral stand which** dance bars were causing grave harm to society.
A. moral stand in
B. moral stand at
C. moral stand that D. No Improvement

51. If you have a high credit limit, use **at least a** third of it.
A. atleast a
B. at last a
C. utmost a
D. No Improvement

52. Fitness experts will say that **first eating provides** fuel for a proper workout.
A. eating in the beginning provides
B. first eat provides
C. eating first provides
D. No Improvement

53. One study that examined the claim directly in 1995 found that a group of people did **burned much calories from fat on days** when they exercised on an empty stomach than on days when they had a small breakfast first.
A. burn more calories from fat on days
B. burn more calorie from fat on days
C. burnt more calories from fat on days
D. No Improvement

54. Carefree children spent their afternoons **to run about barefoot**, their clothes dusty, and telltale twigs of the neighbour's mango tree in their hair.
A. running barefoot in the sun
B. run about barefoot in the sun
C. running about barefoot in the sun
D. No Improvement

55. A year ago, a 13-year-old girl attempted suicide because her mother **refuses to pay his** mobile bills.
A. refuses to pay her B. refused to pay her
C. refused to pay his D. No Improvement

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
D	C	D	B	A	D	C	C	D	B
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	C	D	A	C	D	C	C	C	C
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
B	C	C	A	C	B	D	B	D	C
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
A	D	C	A	D	C	A	B	D	B
41	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**
C	B	A	C	D	A	D	C	A	C
51	**52**	**53**	**54**	**55**					
C	C	A	C	B					

Reordering Words & Sentences

Different words form a sentence and convey their meaning only when arranged in a proper order. A Paragraph is formed from sentences, it will convey its true meaning and purpose only when the sentences are arranged in a proper manner. Try and practise it in this exercise.

Multiple Choice Questions

Directions (Qs. 1 to 20): *In the following questions, some parts of the sentence have been jumbled up. You are required to rearrange these parts which are labelled P, Q, R and S to produce the correct sentence. Choose the option with proper sequence.*

1. We are doing
P : to the people
Q : to give relief
R : all we can
S : but more funds are needed
The correct sequence should be
A. P Q R S B. R Q P S
C. Q P R S D. S P Q R

2. The man
P : when he was
Q : in the office last evening
R : could not finish
S : all his work
The correct sequence should be
A. P Q R S B. Q R S P
C. R Q P S D. R S P Q

3. The people decided
P : they were going
Q : how much
R : to spend
S : on the construction of the school building
The correct sequence should be
A. Q P R S B. P Q R S
C. P R Q S D. S Q P R

4. The man said that
P : those workers
Q : would be given a raise
R : who did not go on
S : strike last month
The correct sequence should be
A. P Q R S B. P R S Q
C. Q P R S D. R S P Q

5. I think
P : the members
Q : are basically in agreement
R : of the group
S : on the following points
The correct sequence should be
A. R Q P S B. S Q R P
C. P R Q S D. P Q S R

6. While it was true that
P : I had
Q : to invest in industry
R : some lands and houses
S : I did not have ready cash
The correct sequence should be
A. P Q R S B. P R S Q
C. S Q P R D. Q P R S

7. P : But for your help
Q : to finish this work
R : it would not have been possible
S : in time
The correct sequence should be
A. P R Q S B. S P Q R
C. R P Q S D. P Q R S

8. The boy
P : in the competition
Q : who was wearing spectacles
R : won many prizes
S : held in our college

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The correct sequence should be
A. P Q R S B. R P S Q
C. Q R P S D. Q P S R

9. About 200 years ago,
P : in the south of India
Q : an old king
R : ruled over a kingdom
S : called Rajavarman
The correct sequence should be
A. Q S R P B. P Q R S
C. Q P S R D. Q S P R

10. P : his land
Q : a wooden plough
R : the Indian peasant still uses
S : to cultivate
The correct sequence should be
A. R Q P S B. Q P S R
C. S R Q P D. R Q S P

11. He was a man,
P : even if he had to starve
Q : who would not beg
R : borrow or steal
S : from anyone
The correct sequence should be
A. P Q R S B. P R Q S
C. Q R S P D. Q P R S

12. P : in the progress of
Q : universities play a crucial role
R : our civilization
S : in the present age
The correct sequence should be
A. S Q P R B. Q R S P
C. Q R P S D. S Q R P

13. P : far out into the sea
Q : for the next two weeks there were further explosions
R : which hurled
S : ashes and debris
The correct sequence should be
A. Q R P S B. R S P Q
C. Q R S P D. S R P Q

14. William Shakespeare,
P : in his lifetime
Q : the great English dramatist
R : wrote thirty-five plays
S : and several poems
The correct sequence should be
A. P Q R S B. R S P Q
C. Q S R P D. Q R S P

15. Whenever I am,
P : with an old friend of mine
Q : in New Delhi
R : to have dinner
S : I always try
The correct sequence should be
A. S Q P R B. Q S R P
C. R P S Q D. P R Q S

16. P : I don't know
Q : must have thought
R : what people sitting next to me
S : but I came away
The correct sequence should be
A. R S Q P B. R Q S P
C. P Q R S D. P R Q S

17. P : in estimating the size of the earth
Q : but they were hampered by the lack of instruments of precision
R : ancient astronomers
S : used methods which were theoretically valid
The correct sequence should be
A. R P Q S B. P R Q S
C. R S Q P D. R P S Q

18. P : It is a pity that
Q : by offering a handsome dowry
R : a number of parents think that
S : they will be able to ensure the happiness of their daughters
The correct sequence should be
A. S Q R P B. P R S Q
C. P S R Q D. P R Q S

19. The common man
P : in nurturing
Q : a more active role
R : communal harmony
S : should play
The correct sequence should be
A. P R S Q B. S Q P R
C. S Q R P D. P R Q S

20. The doctor
P : able to find out
Q : what has caused
R : the food poisoning
S : has not been
The correct sequence should be
A. S P R Q B. P R Q S
C. P R S Q D. S P Q R

Directions (Qs. 21 to 40): *A number of sentences are given below which when properly sequenced form a coherent paragraph. Each sentence is labelled as abcdef..... Choose the most logical order of sentences from among the given choices to construct a coherent paragraph:*

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21. (a) Parts of northern region were pounded by heavy rains today,
(b) Vehicular traffic came to a near halt.
(c) As mid and high altitude areas of Himachal Pradesh were in grip of severe cold wave with snow lashing the tribal areas and mid ranges receiving showers.
(d) As the sky remained heavily overcast with dark clouds reducing the visibility considerably.
(e) A large number of tourists were forced to buy heavy woollens and stay indoors due to inclement weather.
A. ecabd B. adecb
C. edabc D. acbde

22. (a) The idea is that students should be able to find employment for themselves after the course.
(b) The Central Board of Secondary Education is planning a revamp of its vocational courses.
(c) For this it is necessary to tie up with the industry as well as mobilise schools for their support.
(d) While others will be made less academic and more in tune with the needs of the industry.
(e) A number of courses have been identified as 'deadwood' and will be done away with.
A. bedac B. abcde
C. acebd D. baced

23. (a) Clearly, age is not a deterrent in one's choice of learning.
(b) Perhaps, it was because of her childhood desire.
(c) When Rachna came to Delhi eight years back, she had not anticipated a career in the field of art.
(d) She has been successful in the various exhibitions that she has been part of in terms of business.
(e) She had got into expressing her thoughts with the help of a brush and colours only because her daughter refused to get initiated into it.
(f) She feels that her use of colour appeals to people.
A. aedcbf B. cdefba
C. cebadf D. acdebf

24. (a) The rehabilitation record has been dismal.
(b) It has been two years years since the earthquake rudely rattled the people of Gujarat.
(c) And since then, life has been a constant struggle.
(d) The quake set Gujarat's clock back by 10 years.
(e) Things changed forever.
A. bedca B. bcade
C. dbace D. edcba

25. (a) In fact, success in exams depended on rote learning from old notes.
(b) when he was studying civil engineering in a college in Gujarat.
(c) He was detained for lack of attendance.
(d) Lectures were soporific, classes rarely worth attending and 80 per cent attendance compulsory.
(e) The college became a trap he hated.
(f) His is a plight many engineers across India would identify with.
(g) He found the going tough.
A. abcdgef B. bgdacef
C. fabcdge D. abcdefg

26. (a) In a country that has close to 600 recognised engineering colleges, there are only seven IITs.
(b) Barring a few exeptions, the academic atmosphere in these is moribund.
(c) The very best students usually get there.
(d) many waste themselves in frustration.
(e) Most of those who get into engineering are good students.
(f) but about 1.25 lakh others and up in the remaining colleges.
A. aecfbd B. abecdf
C. abcdef D. acfbed

27. (a) Whatever the job market, common wisdom says that IIT graduates will find jobs where others have failed.
(b) The IIT brand name is a ticket to success.
(c) When recruiters go headhunting, the IITs are still top of their list.
(d) Its possessor is understood to have an excellent academic record and the will to succeed.
(e) In the job market, that counts.
A. bdeac B. abcde
C. abdce D. dbace

28. (a) It will pave the way .....
(b) signalling a new beginning in strategic ties.....
(c) for a tangible Indian economic presence in Iran and Central Asia.
(d) Iran has offered India valuable road linkages to central Asia .....
(e) aimed at promoting peace and economic cooperation in the region.
A. dbeac B. debca
C. acebd D. abced

29. (a) A good college is essential for a successful career and admissions are based on marks.
(b) The marks-based system followed by all the boards in the country recognises only a small percentage of students as successful.
(c) The marks one scores in the crucial board exams dictate the path his life takes.
(d) Anyone scoring below a certain percentage is automatically branded a 'failure'.
(d) So if you cannot make it into the best college, your career is over even before it has started.

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A. abcde B. bcdea
C. bdcae D. abdec

30. (a) The project has already started on an experimental basis in the west district.
(b) A website is soon going to be launched where application forms can be downloaded and submitted.
(c) Standing in a queue at a government office to submit application form will be a thing of the past.
(d) A unique code will be alloted while submitting the form which will help in finding the status of the application.
A. abcd B. dabc
C. cbda D. badc

31. (a) To curb bio-terrorism is a difficult task.
(b) To check these attacks and lessen their impact, we need an impartial team of sincere, strong and dedicated men.
(c) The media can play a strong role in stopping this unnecessary spread of panic.
(d) Since bio-terrorism is not visible or easily detectable, it can be used often.
(e) Men who honour the lives of their fellow countrymen before their own.
A. abcde B. dabce
C. adbec D. acbed

32. (a) He was dying.
(b) No one was ready to touch him as even shifting him from one place to another would lead to profuse bleeding.
(c) He was a five-day old infant, premature and bleeding profusely.
(d) Even if injected one small needle, blood would ooze out and continue to flow for an hour at a stretch.
(e) This small being had haematoma, a thick blood clot in his brain.
A. edbca B. cabde
C. eacdb D. cedba

33. (a) The day I don't treat a patient, I feel .....
(b) I have enough to eat, I crave for blessings now.
(c) But if a financially weak patient gives me only ₹ 50, I don't mind.
(d) Each month I do three to four operations free of cost.
(e) I have lost something in life.
(f) My consultation fee is ₹ 300.
A. fcdeab B. dfcbae
C. fcabde D. bdfcea

34. (a) When he was rushed to the nearby Primary Health Centre after his fall, the doctor referred him to a hospital.
(b) This worsened his injury.
(c) Had a little precaution been exercised after the accident, Tarun would have continued with his gymnastic classes.
(d) He was paralysed from waist downwards when he fell from the vaulting horse while doing gymnastics.
(e) However, the doctor forgot to tell Tarun's parents to take him on a stretcher as he had suffered spinal injuries.
(f) Tarun is wheelchair bound for two years.
A. fdeabc B. abcdef
C. fdcaeb D. fdbcae

35. (a) As the temperature rises, staying hydrated can become a greater challenge for people exercising both indoors and out.
(b) Several things can influence this process, including age, gender, physical conditioning. humidity and a lack of sufficient fluids.
(c) In hot weather, individuals can lose as much as two quarts of sweat per hour.
(d) As we age, we have a lower perceived level of thirst in response to fluid loss and early stages of dehydration.
(e) If not replenished, this can lead to dehydration, heat exhaustion and even heatstroke.
A. abcde B. dbcae
C. cbdea D. acebd

36. (a) The leopard was discovered in the servant quarters of a farmhouse.
(b) The injuries appeared to have been caused by the paws of the leopard, and were not teeth wounds.
(c) It took the wild life officials, Delhi Police and Delhi zoo vets eight hours to capture the leopard that had wandered into a factory in south Delhi.
(d) The leopard then jumped into the factory where the workers managed to lock it in a small generator room before calling in the police.
(e) Before its capture, the leopard attacked two women and a man in the farmhouse.
A. aebdc B. bdaec
C. eadbc D. adbec

37. (a) Police suspect a carpenter working at John's house as he has not reported for work since the day the boy went missing.
(b) John did not return home in the afternoon.
(c) John's mother had herself put the boy on the vehicle in the morning.

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(d) John smiled at him and was last seen walking up to him.
(e) His parents called the school and were told John had not been to school at all and had been marked absent.
(f) He was about to enter the school when someone called out his name.
A. cfdbea B. debfca
C. bfdaec D. abcdef

38. (a) However, the mayhem over the last few months is deeply shocking.
(b) Yet I do not agree with the prophets of doom who see nothing but disaster ahead.
(c) When I came back to my motherland India after a stay in Switzerland, I felt I was trading a hotbed of intense religious and political violence for peace and quiet.
(d) I think our nation is searching for an identity.
(e) And a new vision of the future will emerge from this.
A. abcde B. cabde
C. cebad D. bedca

39. (a) An integrated and combined approach was required to reveal the mystery of the brain —its structure, composition and function.
(b) Since the early 80's, scientists were clear that the brain would be the final frontier to conquer.
(c) The initiative was flagged off and came to be known as the Human Brain Project.
(d) But that wasn't easy because understanding the brain involved completely integrating information from the level of the gene to the level of behaviour.
(e) To fulfill this requirement a group of American scientists from various disciplines decided to work together.
A. acbed B. bdaec
C. abdec D. badec

40. (a) A product is something that is made in a factory, a brand is something that is bought by a consumer.
(b) The trick therefore, lies in the brand positioning.
(c) For a consumer, the satisfaction of becoming associated with a name that is the 'best' and the 'leader' is far more important and at times makes him ignore the price factor.
(d) Brands come and go.
(e) Still there are those who manage to stay and develop an affinity with consumers.
A. aebcd B. debac
C. decab D. aecdb

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ANSWERS

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
B	D	A	B	C	C	A	C	A	D
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
C	A	C	D	B	D	C	B	B	D
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
D	A	C	A	B	D	A	A	C	C
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
C	D	B	C	D	A	A	B	B	B

Comprehension Passages

Passages

Directions: *Read the following passages and answer the questions given below each.*

PASSAGE-1

In the Roman times, defected enemies were generally put to death as criminals for having offended the emperor of Rome. In the middle ages, however, the practice of ransoming of returning prisoners in exchange for money became common. Though some saw this custom as a step towards a most humane society, the primary reasons behind it were economic rather than humanitarian.

In those times, rulers had only a limited ability to raise taxes. They could neither force their subject to fight nor pay them to do so. The promise of material compensation in the form of goods and ransom was therefore the only way of inducing combatants to participate in a war. In the middle ages, the predominant incentive for the individual soldiers was the expectation of spoils. Although collecting ransom clearly brought financial gain, keeping a prisoner and arranging for his exchange had its cost. Consequently, procedures were devised to reduce transaction costs.

One such device was a rule asserting that the prisoner had to assess his own value. This compelled the prisoner to establish a value *without too much distortion;* indicating too low a value would increase, the captive's chances of being killed, while indicating too high a value would either ruin him financially or create a prohibitively expensive ransom that would also result in death.

1. It can be inferred from the passage that a medieval soldier
- A. was less likely to kill captured members of opposing armies than was a soldier of the Roman Empire
- B. was similar to a 20th century terrorist in that he operated on a basically independent level and was motivated solely by economic incentives
- C. had few economic options and chose to fight because it was the only way to earn an adequate living
- D. was motivated to spare prisoners' lives by humanitarian rather than economic ideals

2. Which of the following best describes the change in policy from executing prisoners in Roman times to ransoming prisoners in the middle ages?
- A. The emperors of Rome demanded more respect than did medieval rulers and thus Roman subjects went to greater lengths to defend their nation
- B. It was a reflection of the lesser degree of direct control medieval ruler had over subjects
- C. It became a show of strength and honour warrior of the middles ages to be able to capture and return their enemies
- D. Medieval soldiers were not as hum-anitarian as their ransoming practices might have indicated

3. The primary purpose of the passage is to
- A. discuss the economic basis of the medieval practice of exchanging prisoners for ransom
- B. examine the history of the treatment of prisoner of war
- C. emphasize the importance of a warrior's code of honour during the middle ages
- D. explore a way of reducing the cost of ransom

4. The author uses the phrase *"without too much distortion"* in order to
- A. indicate that prisoners would fairly assess their worth
- B. emphasize the important role medieval prisoners played in determining whether they should be ransomed
- C. explain how prisoners often paid more than an appropriate ransom in order to increase their chances for survival
- D. suggest that captors and captives often had understanding relationships

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PASSAGE-2

The world dismisses curiosity by calling it idle or mere idle curiosity—even though curious persons are seldom idle. Parents do their best to extinguish curiosity in their children because it makes life difficult to be faced everyday with a string of unanswerable questions about what makes fire hot or why grass grows. Children whose curiosity survives parental discipline are invited to join our university. With the university, they go on asking their questions and trying to find the answers. In the eyes of a scholar, that is what a university is for. Some of the questions which the scholars ask, seem to the world to be scarcely worth asking, let alone answering. They asked questions too minute specialised for you and me to understand without years of explanation. If the world inquires of one of them why he wants to know the answer to a particular question he may say especially if he is a scientist, that the answer will in some obscure way make possible a new machine or weapon or gadget. He talks that way because he knows that the world understands and respects utility.

But to you who are now part of the university, he will say that he wants to know the answer simply because he does not know it, the way the mountain climber wants to climb a mountain, simply because it is there. Similarly a historian asked by an outsider why he studies history may come out with the argument that he has learnt to repeat on such occasions, something about knowledge of the past making it possible to understand the present and mould the future. But if you really want to know why a historian studies the past, the answer is much simpler, something happened and he would like to know what. All this does not mean that the answers which scholars find to their questions have no consequences. They may have enormous consequences but these seldom form the reason for asking the questions or pursuing the answers. It is true that scholars can be put to work answering questions for the sake of the consequences as thousands are working, now, for example, in search of a cure for cancer. But this is not the primary function of the scholars. For the consequences are usually subordinate to the satisfaction of curiosity.

1. According to the passage, the children make life difficult for their parents
- A. by their ceaseless curiosity
- B. by unceasing bombardment of questions
- C. by asking irrelevant questions
- D. by posing profound questions

2. The common people consider some of the questions that the scholars ask unimportant
- A. as they are too lazy and idle
- B. as they are too modest
- C. as it's beyond their comprehension
- D. as it is considered a waste of time

3. A historian really studies the past
- A. to comprehend the present and to reconstruct the future
- B. to explain the present and plan the future
- C. to understand the present and make fortune
- D. to understand the present and mould the future

4. Children whose curiosity survives parental discipline means
- A. children retaining their curiosity in spite of being discouraged by their parents
- B. children pursuing their mental curiosity
- C. children's curiosity subdued due to parents' intervention
- D. children being disciplined by their parents

5. According to the passage, parents do their best to discourage curiosity in their children
- A. because they have no time
- B. because they have no patience to answer them
- C. because they feel that their children ask stupid questions continuously
- D. because they are unable to answer all their questions

PASSAGE-3

The factor of geographical distribution is equally, possibly even more, significant that English is spoken as first or native language in at least four continents of the world, Russian in two, Chinese and the Indian languages in one. English is without question the closest approach to a world language today. It goes without saying that no two persons ever have an identical command of their common language. Certainly, they have not precisely the same vocabulary. There are at least minor differences in pronunciation, indeed the same individual will not pronounce his vowels and consonants in absolutely identical fashion everytime he utters them. Everyone possesses, in addition, certain individual traits of grammatical form and syntactical order, constituting that peculiar and personal quality of language which we term as style. All of this is implicit in the well-known phrase, 'Style is the man.' No men are identical, no two styles are the same. If this be true of but two persons, the potential of differences resident in a language spoken by more than 200 million truly staggers imagination.

1. The author argues that English is the closest approach to a world language because
- A. there are more native speakers of English than of any other language
- B. English has less number of mutually unintelligible dialects
- C. the geographical distribution of English covers a much greater area
- D. other languages are much too complex to be world languages

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2. The fact that the same individual will not pronounce his vowels and consonants identically everytime shows that
   A. literary style varies from person to person
   B. mutual intelligibility is a myth
   C. vocabulary varies from individual to individual
   D. no two persons speak the same language exactly the same way
3. It is evident from the passage that style is
   A. a strange type of language
   B. a language where one does not have to be particular about correctness and grammar
   C. language used in a particular way by an individual
   D. a question of grammatical and syntactic correctness
4. According to some authorities
   A. more people speak Chinese dialect than English
   B. more people speak English as an auxiliary language than as a first language
   C. more people speak English in the UK than in England
   D. about one-fourth of the world's population speaks English
5. The overall implication of the passage is that
   A. to suppose that 230 million people speak English as a native language would certainly be an underestimate
   B. the 55 million inhabitants of the British Isles speak like the 30 million inhabitants of the dominions and colonies
   C. a little less than half the native English speakers in the world live in the US
   D. about one-tenth of the total English-speaking world population lives in British dominions and colonies

PASSAGE-4

What is the future which awaits our children? The underlying assumption of the question, that Indian children have a common future, is itself dubious. It can legitimately be asked whether a student who is well-fed, attending a boarding school in the salubrious climate of the hills and learning to use computers has any future in common with a malnourished child who goes to a school with no blackboards, if indeed he does go to school. The latter may have no worthwhile future at all. And it might be worthwhile to analyse the significance of this marginalisation of more than 75 per cent of the children of this country.

The failure to provide an infrastructure for primary education in the villages of India more than 40 years after independence is in sharp contrast with the sophisticated institutions, for technical institutes of higher education are funded by the government, which essentially means that the money to support them comes from taxes. And, since indirect taxation forms a substantial part of the taxes collected by the government, the financial burden is borne by all the people. L.K. Jha put it graphically when he observed that 25 paise of every rupee spent on educating an IIT student comes from the pockets of men and women whose children may never enter a proper classroom.

1. The author is trying to highlight which of the following?
   A. Faulty system of direct taxes
   B. The greatness of L.K. Jha
   C. Need of sophisticated education for rural poor
   D. Need to have common future for Indian children
2. Which of the following pairs have been termed as 'sharp contrast' by the author?
   (*i*) Infrastructure for technical education
   (*ii*) Lack of infrastructure for rural primary schools
   (*iii*) 25 paise of every rupee earned by Government is spent on education
   (*iv*) The financial burden of higher technical education is borne by all people
   (*v*) 75% of children have limited opportunities
   A. (*ii*) and (*iv*) B. (*ii*) and (*iii*)
   C. (*iii*) and (*iv*) D. (*i*) and (*ii*)
3. Which of the following statements is not true?
   (*i*) The author welcomes Govt.'s initiative on primary education
   (*ii*) 75% of the children have a bright future
   (*iii*) 25% cost of educating a technocrat comes from poor people
   A. Only (*i*) B. Only (*ii*)
   C. Only (*iii*) D. Only (*i*) and (*ii*)
4. According to the author, who among the following does not have a hopeful and prosperous future?
   (*i*) All students from technical institutes
   (*ii*) All students financially supported by the Government
   A. Only (*i*) B. Only (*ii*)
   C. Both (*i*) and (*ii*) D. Neither (*i*) nor (*ii*)
5. What seems to be the likely answer of the author to the question posed by him in the first sentence of the passage?
   (*i*) There is no common future for the Indian children
   (*ii*) The future is worthwhile for majority of Indian children
   (*iii*) The majority may never enter a proper classroom
   A. Only (*i*) B. Only (*ii*)
   C. Only (*iii*) D. Both (*i*) and (*ii*)
6. What seems to be the purpose of the author in writing this passage?

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A. Setting goals for children of upper middle class
B. Questioning the legitimacy of public schools
C. Highlighting lack of infrastructural facilities for primary education
D. Focusing on inequality in educational opportunities

PASSAGE-5

Cyber crime is the branded stigma defacing the culture and magnanimity of computer technology. It is upkeeping the flag with indomitable triumph against developing computer technology worldwide.

Modern age is striding with marching steps of technology revolution beating the past decade of ancestral belief with ultimate care. Computer invention has unfolded the mystery of quick access with the objective of minimum manpower and cutting the time consumption parameters.

As each coin has dual face of its portrait, likewise computer technology is sick of creeping virus. Synthetic man-made dilemma of site hackers activation is causing setback to the expanding anchor of revolutionary device with great loss of time, economy and data profile as suffered by consumers. A recent report from Internet security firm Websense estimates that 85.6 per cent of all the unwanted e-mails contained links to spam sites. The company's data suggests that the number of malicious sites grew 233 per cent in the last six months and saw 671 per cent growth in the number of malicious sites during the last year. In June alone, the total number of e-mails detected as containing viruses increased by 600 per cent compared to May.

Chat rooms, blogs and message-boards where the users post comments have been identified as the top targets of hackers and spammers due to the high traffic these attract. According to Websense, 95 per cent of user-generated comments to blogs, chat rooms and message-boards during the first half of the year were malicious.

It is advisable not to click on spurious links and stay away from keying in passwords at unknown sites as they are most likely to be spammed. Hackers can steal your passwords and log in to your account and access critical information like account numbers and contact details among other things.

1. The above passage is:
A. an advisory for the computer users.
B. an advisory for the Internet users.
C. a warning against possible threat to the Internet users.
D. related to chat rooms, blogs and message boards.

2. People who use chat rooms and blogs,
A. are safe and have no threats from spam.
B. are more prone to malicious e-mails.
C. create virus and hack the accounts of others.
D. are unsafe.

3. According to the writer, it is not safe to:
A. log on to spurious links.
B. access one's own account frequently.
C. have essential information stored in a computer.
D. include data-stealing code.

4. Hackers and spammers, according to the writer, are:
A. a new threat to the Internet users and the economy.
B. only pranksters and not serious threat to the system.
C. trained, professional technocrats who are an asset.
D. not expert professionals.

5. Which word in the passage is synonym of *weblog*?
A. blog B. password
C. site D. e-mail

6. Which agency has assessed the data record with spam sites?
A. Microsoft
B. Internet security from Google
C. Websense
D. Spammers

7. Which month dominates the e-mails detection data record?
A. May B. June
C. Last six months D. Last year

PASSAGE-6

Progress in life depends a good deal on crossing one threshold after another. Some time ago, a man watched his little nephew try to write his name. It was hard work, very hard work. The little boy had arrived at an effort threshold. Today he writes his name with comparative ease. No new threshold confronts him. This is the way with all of us. As soon as we cross one threshold, as soon as we conquer one difficulty, a new difficulty appears, or should appear. Some people make the mistake of steering clear of thresholds. Anything that requires genuine thinking and use of energy, they avoid. They prefer to stay in a rut where thresholds are not met. Probably, they have been at their job a number of years. Things are easy for them. They make no effort to seek out new obstacles to overcome. Real progress stops under such circumstances.

Some middle-aged and elderly people greatly enrich their lives by continuing to cross thresholds. One man went into an entirely new business when he was past middle life and made success of it, De Morgan didn't start to write novels until he was past sixty. Psychologists have discovered that man can continue to learn throughout his life. And it is undoubtedly better to try and fail than not to try at all. There one can be placed in the category of the Swiss

mountaineer of whom it was said, *"He died climbing"*. When a new difficulty arises to obstruct your path, do not complain. Accept the challenge. Determine to cross this threshold as you have crossed numerous other thresholds in your past. In the words of a poet, do not rest but strive *to pass from dream to grander dream.*

1. What obstructs real progress in life?
A. Remaining at one and the same post
B. Avoiding the thinking and energy
C. Shunning every work
D. Stopping education

2. What does progress in life depend upon?
A. Good habits
B. Hardwork
C. Overcoming one difficulty after another
D. Spirit of service and cooperation

3. What does *'He died climbing'* signify?
A. He died when he was climbing the hill
B. He died before getting at the top
C. He strove hard till the last moment of life
D. He climbed the hill and then died

4. What does *'to pass from dream to grander dream'* mean?
A. Always having greater and greater aspiration in life
B. Seeing one good dream and then greater aspiration in life
C. Making plan after plan
D. Seeing one dream after the other

5. What did the man entering a new business past middle life do of his business?
A. He miserably failed in it
B. He achieved partial success
C. He dropped the business after some time
D. He achieved good success in it

6. How can you accomplish the most difficult tasks?
A. By mobilizing all possible resources
B. By avoiding all obstacles
C. By sticking to hardwork
D. By doing it bit by bit and persisting in the effort

7. What does De Morgan's life teach?
A. That it is futile to learn many things
B. That one is never old in case he has vigour
C. That it is never too late to learn
D. That creative writing can be made even late in life

8. How do middle-aged and elderly people add brilliance to their lives?
A. By overcoming difficulty one after another
B. By getting sycophants to surround them
C. By making fine speeches
D. By acquiring resourcefulness

9. What should we do when a new difficulty obstructs our path?
A. Run away from it
B. Be bold and face it
C. Manoeuvre to get it removed
D. Enlist other people's help to get it over

10. When did De Morgan start to write novels?
A. When he was sixty years old
B. When he was below sixty
C. When he studied psychology
D. None of these

PASSAGE-7

It is *heartening* to know that if one had not had any heart attack earlier and he stops smoking, his chances of having a heart attack *drop* to that of a non-smoker in about six months' time. Stopping of smoking is also the single most effective means of secondary prevention (recurrence of a heart attack) in heart patients.

Smoking leads to pain and stiffness in the legs while walking. No amount of drugs can help. The only remedy is to give up smoking. If women smoke during pregnancy, there is an increased risk of death of the baby in the womb or soon after birth. Even where the baby survives, there is likelihood of delayed physical and intellectual development of the baby till it reaches 11 years of age.

Still worse the fact about smoking is that passive smoking is equally dangerous. Passive smokers are those who do not smoke but being in the company of smokers have to inhale smoke exhaled by the smokers They are equally prone to heart diseases, lung cancer and bronchitis, for no fault of theirs. It is seen that the incidence of these diseases is greater among women whose husbands are *heavy* smokers As such, every non-smoker has a fundamental right to safeguard himself against the danger of passive smoking. "Your smoking is injurious to my health and I have a right to stop you from smoking" could be the slogan against passive smoking. It is a great threat to the health of the individual, the family and the society. In fact one has to choose between health and smoking including passive smoking. *One cannot have both.*

Another matter of *grave concern* about smoking is the long time interval between the start of smoking habit and the manifestation of deadly diseases like cancer, chronic bronchitis and heart attack. People are generally not aware of the link between smoking and the misery they have to undergo years later and younger people often fall victim to this menacing habit under the wrong impression that they are *immune* to its disastrous effects, not realising that they are *heading* towards catastrophe. The prolonged incubation period of many tobacco-related diseases has prevented recognition of the size of the threat and the *grim* picture of chronic and life-threatening diseases.

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1. What is "passive smoking"?
   A. Giving up the habit of smoking abruptly
   B. Exhaling smoke by a non-smoker
   C. Unintended intake of smoke exhaled by smokers
   D. Smoking cigarettes which are harmless in nature
2. The effects of passive smoking are more and more prominently observed among
   A. the children
   B. the smokers
   C. the wives of smokers
   D. the non-smokers
3. Which of the following is a heartening thing, according to the author?
   A. People who have had a heart attack stop smoking
   B. It takes only six months for any person to quit smoking
   C. The smoker carries the risk of heart attack for six months
   D. None of these
4. Which of the following statements is/are false in the context of the passage?
   (*i*) Passive smokers are not free from risk of heart diseases
   (*ii*) Intake of certain medicines helps recover pain and stiffness in legs caused by smoking
   (*iii*) Younger people are immune to the disastrous effects if their regular smoking is under control
   A. (*i*) and (*ii*) only B. (*ii*) and (*iii*) only
   C. (*ii*) only D. (*iii*) only
5. Which of the following is not mentioned in the passage as a likely result of smoking by women during pregnancy?
   A. Death of baby before birth
   B. Death of baby after birth
   C. Survival of baby with some abnormality
   D. Abnormal delay in the childbirth
6. Which of the following is considered by the author as a matter of "grave concern"?
   A. Inordinate delay in appearance of symptoms of hazards of smoking
   B. Long time required for giving up the habit of smoking
   C. Manifestation of deadly diseases like cancer, bronchitis, etc.
   D. Lack of awareness of people regarding the hazards of smoking
7. The youth feel that they are immune to the hazardous effects of smoking because
   A. these effects of smoking are not visible within a short time span
   B. they do not realise that they are heading towards disaster
   C. they feel a great thrill in acquiring the habit of smoking
   D. the link between smoking and its disastrous effects cannot be established
8. Which factor prevents people from realising the extent of threat of smoking hazards?
   A. Their lack of awareness of civic responsibilities
   B. Their firm belief that they are not immune to these hazards
   C. The less disastrous effects of tobacco-related diseases
   D. None of these
9. The last sentence of the third para *"One cannot have both"* means
   A. active smoking and passive smoking
   B. smoking and risk of heart diseases
   C. threat to the individual and also to the family
   D. None of these

Directions (Qs. 10 to 12): *Choose the word which is most nearly the* ***SAME*** *in meaning as the word given in bold capitals as used in the passage.*

10. **HEADING**
    A. crowning B. marching
    C. adorning D. title
11. **HEAVY**
    A. excessive B. bulky
    C. large D. thick
12. **DROP**
    A. roll B. escape
    C. remove D. reduce

Directions (Qs. 13 to 15): *Choose the word which is most nearly the* ***OPPOSITE*** *in meaning of the word given in bold capitals as used in the passage.*

13. **GRIM**
    A. dim B. dark
    C. presentable D. pleasant
14. **IMMUNE**
    A. free B. vulnerable
    C. powerful D. weak
15. **HEARTENING**
    A. cheerful B. miserable
    C. frightening D. dangerous

PASSAGE-8

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

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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-centred and therefore does not get outside the vicious circle, if he is to get outside it, it must be genuine interests, 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 his 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 recognised from time immemorial as an important virtue, and a great part of 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 everyday at least one painful truth, you will find this quite useful. Teach yourself to feel that life 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.

1. Who according to the passage is the happy man?
A. who is encased in self
B. who has free affection and wide interests
C. who is free from worldly passions
D. who has externally centre passions

2. According to the passage, calculated affection
A. appears to be false and fabricated
B. makes other pen-on to love you
C. turns into permanent affection over a period of time
D. leads to self-pity

3. Which of the following virtues, according to the passage, has been recognised for long as an important virtue?
A. Patriotism B. Sacrifice
C. Courage D. Self-consciousness

4. Which of the following, according to the passage, has not been studied much?
A. Feeling of guilt and self-pity
B. The state of mind of an unhappy man
C. How to get absorbed in other interests
D. Moral and intellectual courage

5. If a man is suffering from a sense of sin
A. he should invite opinion of others
B. he should admit his sin at once
C. he should consciously realize that he has no reason to feel sinful
D. he should develop a fearless character

6. What happens to a man who demands affection?
A. His feelings are reciprocated by others
B. He tends to take a calculated risk
C. He becomes a victim of a viscious circle
D. None of these

7. What should a man do who is suffering from the feeling of self-pity?
A. He should control his passions and emotions
B. He should persuade himself that everything is alright in his circumstances
C. He should seek affection from others
D. He should develop a feeling of fearlessness

8. How to get out of the viscious circle mentioned in the passage?
A. By practicing skills of concentration
B. By inculcating the habits of self-absorption
C. Being true to others and one's internal circumstances
D. None of these

9. Which of the following statements is not *true* in the context of the passage?
A. Happy man has wide interests
B. Courage has been recognized as an important virtue
C. Unhappy man is encased in self
D. Issue of intellectual courage has been extensively studied

10. Which of the following words is ***SIMILAR*** in meaning of the word **'bestowed'** as used in the passage?
A. Conferred B. Accommodated
C. Trusted D. Withdrawn

11. Which of the following statements is *true* in the context of the passage?
A. All passions stem from unhappiness
B. The happy man lives in subjectively

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C. Any virtue has a dark side also
D. One feels happy if one receives affection

12. Which of the following words is ***SIMILAR*** in meaning to the word **'flinching'** as used in the passage?
A. Wincing B. Convincing
C. Explaining D. Debating

13. What happens when you think about cause of your unhappiness?
A. You try to introspect and look critically at yourself
B. You realize that the life can be lived in different ways
C. You try to practice exercise designed to give courage
D. You remain a self-centred person

14. What according to the passage is the real cause of happiness?
A. Material rewards and incentives received
B. Critical analysis of the happy state of mind
C. Affection received from others
D. Calculated risks taken

15. Which of the following words is ***OPPOSITE*** in meaning of the word **'dispelling'** as used in the passage?
A. Giving B. Accumulating
C. Projecting D. Scattering

PASSAGE-9

Education, particularly higher education, is the obvious but crucially important instrument for nation building. As Confucious has said:

"If you are thinking of one year, plant rice. If you are thinking of a decade, plant trees. If you are thinking of a century, educate the people."

When we set about the task of higher education, we should be absolutely clear in our perception of the goals of education in the specific context of our nation's development. No *doubt,* one of the important aims of education would be to create the required range and nature of trained manpower assessed to be needed by different sectors of national growth. The entire educational apparatus must be geared progressively to fulfill the requirements of different phases of our growth in every sector—primary, secondary and *tertiary.* The aim must be to ensure that our country does not experience either *paucity,* or a *surfeit* of trained manpower in any specific segment of our economy. The requirements of our country, as a free, democratic, secular, socialist, nation, *aspiring* for rapid development, *entail* a specific recipe for our educational institutions. Today's educational institutions must therefore be developed accordingly and must regulate themselves to give the country the precise nature and quantum of trained manpower as projected by the requirements of our planned economy.

1. The author has quoted thoughts of Confucious to stress
A. importance of planting trees for human beings
B. the worthless efforts in planting rice
C. the benefits of investing in education
D. the need for assessing manpower requirement

2. Which statement cannot be made on the basis of the passage?
A. Higher education should keep in view the requirements of national economy
B. Higher education has not been employed for nation building
C. All levels of education have a role to play in nation's growth
D. In our country we need to have a specially planned educational system

3. The writer believes that
A. there are no problems related to higher education
B. investment in education is of long-range
C. higher education should be used to assess manpower needs
D. aims of higher education in India are absolutely clear

4. The author's expectations from higher education, are essentially
A. unrealistic B. confusing
C. critical D. vague

5. The writer indicates that
A. higher education did not play any role in national growth
B. primary education did not play any role in national growth
C. our nation experiences paucity of trained manpower in many sectors
D. today's higher education has no precise goals to achieve

6. Author has used the word 'apparatus' to indicate the
A. scientific nature of education
B. complicated organization demanded by education
C. readily visible benefits of education
D. entire equipment of education to perform particular function

7. Which of the following has not been conveyed by the passage?
A. Education at any level can contribute in nation building
B. Manpower needs in many areas can be fulfilled through higher education
C. Rapid development of our nation is possible through higher education
D. Present higher education does not ensure surfeit of trained manpower

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8. This passage is likely to be addressed to
A. politicians only B. scientists only
C. students only D. cannot be said

9. Choose a suitable title to the passage:
A. Manpower Planning in India
B. Importance of Higher Education
C. Demands of Higher Education
D. Role of Higher Education in India

Directions (Qs.10 to 12): *Choose the word which is most nearly the* ***SAME*** *in meaning as the word given in bold capitals as used in the passage.*

10. DOUBT
A. suspicion B. certain
C. definite D. sure

11. TERTIARY
A. last B. important
C. third D. terminal

12. ASPIRING
A. inquiring B. awaiting
C. involving D. striving

Directions (Qs.13 to 15): *Choose the word which is most* ***OPPOSITE*** *in meaning as the word given in bold capitals as used in the passage.*

13. PAUCITY
A. moderate B. enormity
C. mediocrity D. littleness

14. SURFEIT
A. abundance B. redundancy
C. repletion D. lack

15. ENTAIL
A. entitled B. ensure
C. dismiss D. retain

PASSAGE-10

Books are a great treasurehouse of knowledge. They are the living examples of man's *march* on the path to higher and higher civilisation. The great men who died long ago, live in their books. We feel their very personality and existence when we read their books. We feel as if they were conversing with us.

Books not only store civilization but also carry it forward. All coming generations get the light of knowledge from the books written by their ancestors and try to improve upon that knowledge. Civilization cannot make much *headway* in a country where there are not many *great* books. We get through books the latest knowledge in the fields of arts, science, commerce, etc. This knowledge is helpful to us and *enables* us to achieve success in the field of our choice.

Books are never failing friends. They never *desert* us, not even when all fair-weather friends have deserted us. They dispel the dark clouds of gloom from our minds and increase our happiness if we are already happy. Through the ages, the scriptures and other great books have provided immeasurable *solace* to the wounded and strife-torn humanity.

There may be books prescribed for some course or profession, but then there are books for general study. The books of literature—poetry, drama, novel, short stories, etc., are generally highly thrilling and inspiring if they are written by a good author. There may be tragic, comical or humorous books. The question is that of an individual's choice.

To be a lover of books, though not to be bookworm, is a sign of good luck. A voracious reader gets much *more pleasure* from reading books than a miser gets in hoarding money. The knowledge embedded in books is valueless; so is pleasure obtained from reading them. A good book absorbs the whole spirit of man; the reader's pleasure is indescribable.

1. Which of the following, according to the passage, is not true about books?
A. They are source of inspiration
B. They are source of knowledge
C. They are source of happiness
D. They are means of livelihood

2. How do the books help in progress of civilization?
A. Based on the earlier books new knowledge is obtained
B. The books provide solution to many problems
C. The books inspire the scientists
D. Not mentioned in the passage

3. How do the books make people more happy?
A. They help the reader to overcome the shadows of uncertainty
B. They help bring in joy by amusing the reader through their content
C. They help the reader to understand the darker side of life
D. Not mentioned in the passage

4. Which of the following is the author's view about the knowledge and pleasure derived from books?
(*i*) We get more of knowledge and less of pleasure
(*ii*) We get more of pleasure and less of knowledge
(*iii*) We get knowledge and pleasure in equal measure
A. only (*i*) B. only (*ii*)
C. either (*i*) or (*ii*) D. only (*iii*)

5. The high quality of books produced by a country indicates:
A. it has a high rate of literacy
B. it has a progressive civilization
C. it is not an industrialised nation
D. it has learned ancestors

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6. Why are the books, according to the passage, called never-failing friends?
A. Books do not betray individuals
B. Books are inanimate
C. Books always give companionship to the reader
D. Books are available in the market anytime unlike others

7. How do the books help in bringing peace in the minds of people?
A. Books provide information about the past civilization
B. Books help people learn to take correct steps with the help of the recorded information
C. Books act as a window to the minds of the great men
D. Not mentioned in the passage

8. Which of the following has been described as a sign of good luck?
A. Being a miser
B. Having lot of money
C. Advancing the culture
D. A passion for books

Directions (Qs. 9 to 12): *Choose the word which is most nearly the **SAME** in meaning as the word given in bold capitals as used in the passage.*

9. SOLACE
A. peace B. tranquillity
C. calmness D. console

10. ENABLES
A. helps B. succeeds
C. promotes D. stops

11. HEADWAY
A. higher B. forge
C. movement D. improve

12. MARCH
A. move B. progress
C. pass D. register

Directions (Qs. 13 to 15): *Choose the word which is most **OPPOSITE** in meaning of the word given in bold capitals as used in the passage.*

13. GREAT
A. small B. thin
C. short D. ordinary

14. PLEASURE
A. displeasure B. pain
C. happiness D. hardship

15. DESERT
A. waterhole B. bitter
C. accompany D. propel

ANSWERS

PASSAGE-1

1	2	3	4
A	B	A	A

PASSAGE-2

1	2	3	4	5
A	C	D	A	D

PASSAGE-3

1	2	3	4	5
A	D	C	D	A

PASSAGE-4

1	2	3	4	5	6
D	A	D	A	A	D

PASSAGE-5

1	2	3	4	5	6	7
A	D	A	A	A	C	B

PASSAGE-6

1	2	3	4	5
A	C	C	A	D
6	**7**	**8**	**9**	**10**
D	B	A	B	D

PASSAGE-7

1	2	3	4	5
C	C	D	B	D
6	**7**	**8**	**9**	**10**
A	A	D	D	B
11	**12**	**13**	**14**	**15**
A	D	D	B	C

PASSAGE-8

1	2	3	4	5
B	A	C	D	C
6	**7**	**8**	**9**	**10**
D	B	D	D	A
11	**12**	**13**	**14**	**15**
D	D	D	C	B

PASSAGE-9

1	2	3	4	5
D	D	C	D	D
6	**7**	**8**	**9**	**10**
D	A	D	B	A
11	**12**	**13**	**14**	**15**
C	D	B	D	C

PASSAGE-10

1	2	3	4	5
D	A	D	D	B
6	**7**	**8**	**9**	**10**
A	D	D	D	A
11	**12**	**13**	**14**	**15**
D	B	D	B	C

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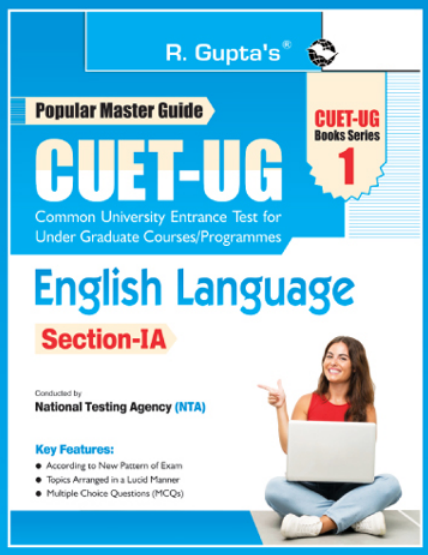

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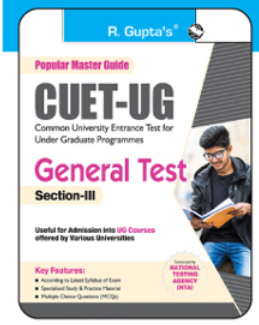

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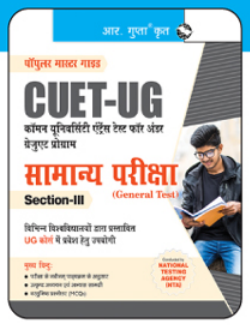

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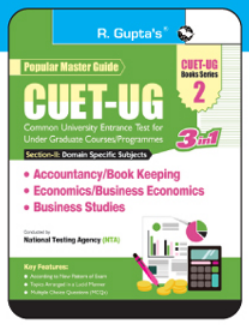

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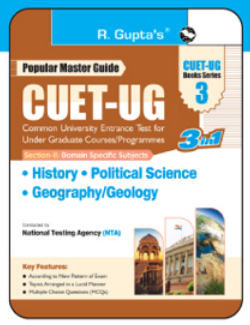

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