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related examinations**

- Hari Mohan Prasad
- Uma Rani Sinha





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Objective English for Competitive Examinations

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MISCELLANEOUS EXAMINATIONS CONDUCTED BY UPSC, SSC, AND OTHER ORGANISATIONS

S.No.	Examinations	No. of Questions
1	SSC, TAX ASSISTANTS(2006)	100
2	<u>TAX ASST.(CENTRAL EXCISE & INCOME TAX 2005)</u>	100
3	<u>EPFO(2004)</u>	40
4	<u>SSC, COMMERCIAL AUDIT(2005)</u>	75
5	<u>PROVIDENT FUND ASSISTANT COMMISSIONERS(2004)</u>	25
6	<u>SECTION OFFICER(AUDIT, 2008)</u>	100
7	<u>STATISTICAL INVESTIGATORS(2005)</u>	100
8	<u>OBC CLERKS(2007)</u>	50
9	<u>INDIAN INSTITUTE OF INFORMATION TECH.</u>	52
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THEORY

Part One

Comprehending Passages

Part Two

Applying Grammar

Part Three

Fill in the Paragraph Gaps

Part Four

Sentence Skills

Part Five

Building Vocabulary

Part Six

Sentence Reconstruction

Part Seven

Analogy

Section A, which covers concepts, techniques, and tips of the theory of English language, intends to make the candidates competent enough to tackle any question on English language in the objective format. This section will help the candidates in acquiring the complete know-how for solving any type of question—whatever is the format; howsoever innovative is the pattern of question; whatever be the mingling of applied grammar, vocabulary, and reading comprehension. Drilling exercises at the end of each chapter will help the candidates to get a deeper understanding of the concerned topic.

Section A

Part One

COMPREHENDING PASSAGES

Chapter 1

Objective Comprehension—I

Chapter 2

Objective Comprehension—II

Chapter 3

Objective Comprehension—III

'Comprehension' is a compulsory part of every competitive examination. It is a complex mental process, which requires reading, understanding, inference and judgment. Chapter one analyses the concept of 'comprehension' in a detailed manner. The IEI formula, which will help the students to tackle this section with greater efficiency is also discussed in this chapter. Chapter two provides the MLE technique that helps in solving comprehension questions pertaining to short passages. In some exams, one-line passages are set with several similar and near-correct answers as options. Chapter three provides the MIEI formula to solve such questions.







OBJECTIVE COMPREHENSION-I

Comprehension is an important test in most competitive examinations. Some of them have separate sections for comprehension where candidates have to work on several passages. Hence, it is important that due attention is paid to comprehension exercises.

CONCEPT

The word 'comprehend' means 'to understand'. You are required to go through a passage, grasp its gist, and then answer the questions based on it. It involves the use of your vocabulary, your sense of language, your ability to locate meanings, your intelligence to assess the real spirit of the passage, and your capability infer conclusions from the given content. You should remember that your

answers must be based on and confirmed by the information given in the passage and not by any outside source. Only in certain cases, the inference may take you outside the boundary of the passage but even then your answer must be a logical consequence of the information in the passage.

It is advisable to improve your sense of language and stock of words by reading regularly and bringing new words in your day-to-day usage of language. Though regular practice helps, while adopting the IEI (Information-Elimination-Inference) formula, the following tips may prove useful.

IEI FORMULA

The words—*information*, *elimination*, and *inference*—may be used as the main keys.

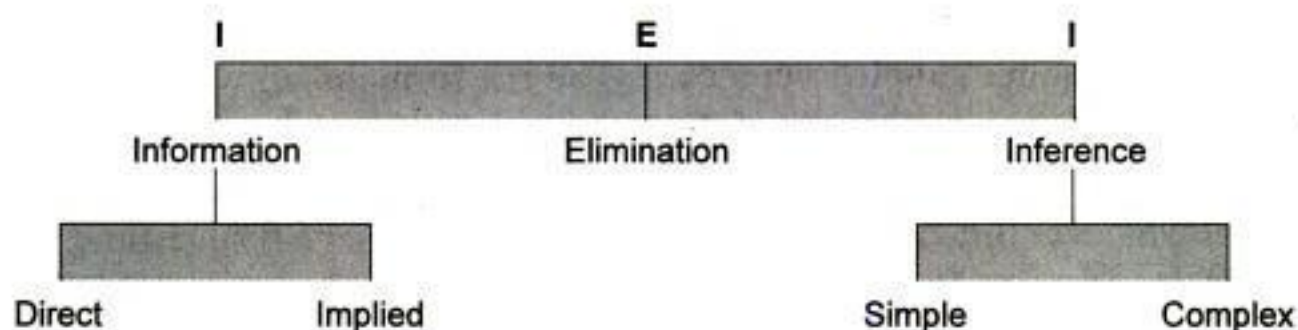


Fig. 1.1 IEI Formula

Information

Every passage offers you some 'information'. Some questions are straightforward and they may be answered from the information within the passage itself. In the two passages taken up for illustration below, refer to Questions 3 and 5 in Passage 1 and Questions 1, 2, 4, 5, and 6 in Passage 2. These questions can be answered on the basis of the information given in the passage.

The information in the passage may be *direct* or *implied*. For example, in Passage 1, Question 5 is based on direct information, and Question 3 on implied information.

Elimination

The process of 'elimination' entails saying no to alternatives on justifiable grounds until you have a positive answer. Question 9 in Passage 2 is one such example. Usually, this process helps in answering questions of the 'true or false' category.

Inference

The word 'inference' means 'to arrive at a logical conclusion'. Some questions which cannot be answered by information or elimination require the process of inference. Refer to Questions 3 and 7 in Passage 2.

There are times when you may have to combine two of these keys together. For example, see Question 4 in Passage 1. A and D can be eliminated in the first reading, B and C appear to be correct, but, if you combine 'elimination' with 'inference', you find the clue in the description that the lady takes a whole day in writing the postcard. Thus, B is eliminated and C becomes the correct choice.

Inference may be either simple or complex. For example, Question 1 requires simple inference. A statement is made right in the beginning of the passage and the story of the lady illustrates the fact in the statement that whatever time is available for work, people tend to use up. But Question 2 requires complex inference. The person likely to

take more time to do some work is: (a) a busy man (b) a man of leisure. Though it seems that (a) is the answer, the logical outcome of the contents in the passage points towards (b). The answer is a man of leisure. Complex inference therefore implies reasoning.

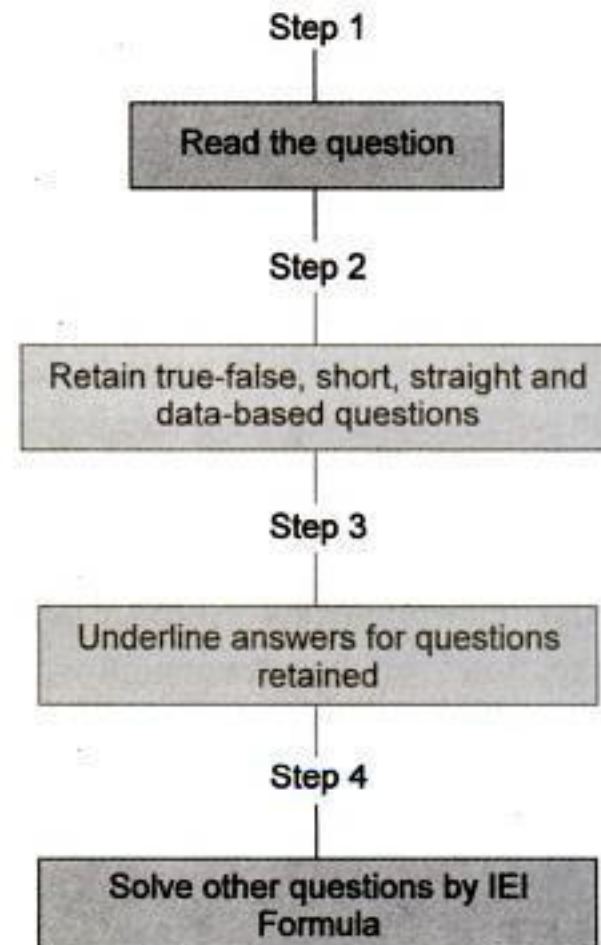


Fig. 1.2 Time-saver IEI Formula

Thus it is now evident that different questions of a comprehension passage can be answered by any of the three clues separately and sometimes by combining them.

FURTHER TIPS

The IEI formula helps every candidate. However, those who have a sharp memory and can retain certain facts on the first reading may work a little differently to save further time. Instead of reading the passage first, you read the questions and try to retain some of them in your memory. Then while

reading the passage you will be able to underline the answer and later tick the correct choice in a flash.

Examples

(A) BY IEI FORMULA

Passage 1

Read the following passage and answer the questions based on it.

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase, 'It is the busiest man who has time to spare.' Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in finding the postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that would occupy a busy man for three minutes, all told, may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

1. What happens when the time to be spent on some work increases?
 - (a) The work is done smoothly
 - (b) The work is done leisurely
 - (c) The work consumes all the time
 - (d) The work needs additional time
2. Explain the sentence: 'Work expands so as to fill the time available for its completion'.
 - (a) The more work there is to be done, the more the time needed.
 - (b) Whatever time is available for a given amount of work, all of it will be used.
 - (c) If you have more time, you can do more work.

(d) If you have some important work to do, you should always have some additional time.

3. Who is the person likely to take more time to do work:
 - (a) A busy man
 - (b) A man of leisure
 - (c) An elderly person
 - (d) An exhausted person
4. What is the total time spent by the elderly lady in writing a postcard?
 - (a) Three minutes
 - (b) Four hours and five minutes
 - (c) Half an hour
 - (d) A full day
5. What does the expression 'pillar box' stand for?
 - (a) A box attached to the pillar
 - (b) A box in the pillar
 - (c) Box office
 - (d) A Pillar-type post box

Answers to passage 1

1. Here the method of elimination applies and simple inference confirms it. (a) and (d) are eliminated at the first reading. The description that the lady who has enough leisure time takes the entire day in writing the postcard gives us the clue that the correct answer is (c). This again is complex inference.
2. The answer here is (b). This can be found out through simple inference. A statement is made right in the beginning of the passage and the story of the lady illustrates the fact that whatever time is available for a work, people tend to use all of it.
3. Here, the answer is (b). It requires inference. The answer is to be inferred from the facts

given in the passage that the more time you have, the more you will need. Therefore, the answer is arrived at through complex inference.

4. The answer is (d) and it is based on the information given in the passage.
5. The answer is (d). It can be derived through implied information. The lady has to go to the pillar box to drop her letter.

(B) BY TIME-SAVER IEI FORMULA

Passage 2

Joti, a gardener's son, was once invited to attend the marriage ceremony of a Brahmin friend. As he loved his friend dearly, he attended the function. The bridegroom was being led in a procession to the bride's house. The procession consisted of men, women and children mostly Brahmins. Joti was also walking along with the procession.

One orthodox Brahmin recognised him and was annoyed at the sight of a low caste boy walking with the Brahmins in the marriage procession. Unable to contain himself, he shouted, "How dare you walk along with us? You are not our equal. Get behind! Otherwise, go away." Joti felt insulted. He left the procession and returned home.

He narrated the whole incident to his father with anger in his eyes. However, his father advised him to observe old customs. That night Joti could not sleep. He was assailed by the insult he had suffered as a result of years of discrimination inflicted on lower castes. He felt compelled to find a way to end caste discrimination. As the lower caste people were not educated, they had accepted this mental slavery for ages. Joti therefore resolved to revolt against this mental slavery and educate the lower caste people. He became the first Indian to start a school for the untouchables as well as a girls' school in Maharashtra. We recognise him today as Mahatma Phule.

1. According to the passage, what has made low caste people accept mental slavery?
 - (a) Poverty
 - (b) Old customs
 - (c) Apathy of change
 - (d) Lack of education
 - (e) Supremacy of the Brahmins
2. What kind of a man was Joti's father?
 - (a) A man of revolutionary ideas
 - (b) One who advised him to start a school for the untouchables
 - (c) A man who did not want Joti to break old traditions
 - (d) A man not in favour of Joti attending the marriage ceremony
 - (e) One who was also present in the marriage procession
3. What did Joti do after he was insulted?
 - (a) Left the procession and went to his friend
 - (b) Tried to take a revenge on his friend
 - (c) Decided not to join any such marriage processions in future
 - (d) Involved himself actively in the freedom movement
 - (e) Engaged himself in social service
4. Why did Joti attend the marriage?
 - (a) On the advice of his father
 - (b) He was invited by the father of the bride
 - (c) The bridegroom was a good friend of Joti
 - (d) Not mentioned in the passage
 - (e) None of these
5. Why could Joti not sleep that night?
 - (a) He had to attend the marriage of his friend
 - (b) He wanted to do something for the lower caste people

- (c) The Brahmin insulted his friend
 (d) His father was sick
 (e) He was not getting any help for his school
6. Why was the Brahmin annoyed with Joti?
 (a) He left the marriage procession abruptly
 (b) He insulted his friend
 (c) He did not invite the Brahmin for the marriage procession
 (d) He was an uninvited guest
 (e) He was walking along with other Brahmins in the marriage procession
7. According to the passage, why did Joti quit the marriage procession?
 (a) He was asked accordingly by his friend
 (b) He could not tolerate his insult
 (c) He had to see his ailing father
 (d) His father warned him against attending that marriage
 (e) He had no faith in such customary rituals
8. What does the author highlight in this passage?
 (a) Joti's contribution to the upliftment of the people of lower classes
 (b) Poverty of lower class people in India
 (c) Need for separate schools for girls
 (d) Merits of caste system in India
 (e) Need for unity among different sections of people in India
9. Which of the following statement is true according to the passage?
 (a) The bridegroom was Joti's classmate
 (b) Joti's father was also invited to the marriage
 (c) Mahatma Phule started a school for the untouchables
 (d) Joti did not say anything about the incident to his father

- (e) The Brahmin who insulted Joti was the bride's father

Here, when you read the questions, you may retain numbers 1, 4, 5 and 6. You can remember as such:

Question 1. the cause of mental slavery,
 Question 4. the case of Joti attending the marriage,
 Question 5. why couldn't Joti sleep that night; and
 Question 6. why the Brahmin was annoyed with Joti.

Now, while reading the passage you can underline the answer to

Question 1 : 'no education';

Question 4: 'a Brahmin friend';

Question 5 : 'what could he do for the equality of human beings'; and

Question 6 : 'How dare you walk along with us'.
 When you read the alternatives, you will immediately tick the correct answers.

The answers to the rest of the questions are listed below:

Question 2: The correct answer is (c), on the basis of the information in the passage.

Question 3: The correct answer (e) can be identified by simple inference. The last lines help you locate the answer.

Question 7: The correct answer (b) can be arrived at through simple inference.

Question 8: The correct answer is (e) which could be arrived at by inference. Alternative (a) may also be an answer, but (e) is logically more viable.

Question 9: The correct answer is (c)—arrived at through the process of elimination. (a), (b), (d) and (e) are eliminated on the basis of the information given in the passage.

Passage 3

The last half of my life was spent at one of those painful epochs of human history, during which the world seemed to be getting worse; where past victories which had seemed to be definitive have turned out to be only temporary. When I was young, Victorian optimism was taken for granted. It was thought that freedom and prosperity would spread gradually throughout the world through an orderly process, and it was hoped that cruelty, tyranny, and injustice would continually diminish. Hardly anyone was haunted by the fear of great wars. Hardly anyone thought of the nineteenth century as a brief interlude between past and future barbarism.

1. The author felt sad about the latter part of his life because:
 - (a) He was nostalgic about his childhood
 - (b) The world had not become prosperous
 - (c) The author had not won any further victories
 - (d) The world was painfully disturbed during that period of time
2. The victories of the past:
 - (a) Brought permanent peace and prosperity
 - (b) Ended cruelty, tyranny and injustice
 - (c) Proved to be temporary events
 - (d) Filled men with a sense of pessimism
3. The word 'definitive' used in the passage means:

(a) Defined	(b) Final
(c) Temporary	(d) Incomplete
4. During the Victorian age people believed that:
 - (a) Strife would increase
 - (b) There would be unlimited freedom
 - (c) Wars would be fought on a bigger scale
 - (d) Peace would prevail and happiness would engulf the whole world

5. "A brief interlude between past and future barbarism" can be interpreted as:
 - (a) A short period of time between past and future acts of savagery
 - (b) A short interlude between two great events
 - (c) An interval between cruel wars
 - (d) A dramatic performance during wars

Answers to passage 3

1. The answer is (d). You can hit at the answer through inference. The clue is in the first sentence itself—'the world is getting worse'. The whole passage also implies that the last half of the life of the author was a period of turmoil.
2. The answer is (c) and it can be based on the information given in the passage: 'the nineteenth century was a brief interlude'.
3. The answer is (b). Both information and simple inference suggest this answer.
4. The answer is (d). It is based on information that can be inferred from the last two lines.
5. The answer is (a). The information is implied in the question itself through the word 'barbarism'. The passage also confirms it.

Passage 4

(National Defence Examination, 1993)

It is not luck but labour that makes a man. Luck, says an American writer, is ever waiting for something to turn up; labour with keen eyes and strong will always turns up something. Luck lies in bed and wishes the postman would bring him news of a legacy; labour turns out at six and with busy pen and ringing hammer lays the foundation of competence. Luck whines, labour watches. Luck relies on chance, labour on character. Luck slips downwards to self-indulgence; labour strides upwards and aspires to independence. The conviction, therefore,

is extending that diligence is the mother of good luck. In other words, that a man's success in life will be proportionate to his efforts, to his industry, to his attention to small things.

1. Which one of the following statements sums up the meaning of the passage ?

- (a) Luck waits without exertion, but labour exerts without waiting
- (b) Luck waits and complains without working while labour achieves success although it complains
- (c) Luck is self-indulgent, but labour is selfless
- (d) Luck often ends in defeat, but labour produces luck.

2. Which one of the following words in the passage indicate that the writer does not ultimately reject the element of Luck?

- (a) 'Luck...is ever waiting'
- (b) 'Luck whines'
- (c) 'Diligence is the mother of good luck'
- (d) 'Luck... wishes the postman would bring him news.'

3. Which one of the statements is true about the passage?

- (a) Luck is necessary for success
- (b) Success depends only on hard luck
- (c) Expectation of good luck always meets with disappointment
- (d) Success is exactly proportionate to hard work.

4. "... Labour turns out at six and with busy pen and ringing hammer lays the foundation of competence." What does this statement mean?

- (a) Hard work of all kinds makes people efficient
- (b) Labour lays the foundation of the building
- (c) The writer and the labourer are the true eyes of the society

(d) There is no worker who works so hard as the labourer who begins his day at six in the morning.

Answers to passage 4

1. The answer is (d). It can be derived through inference. Elimination will also help. (a) and (b) are eliminated easily on the basis of information. (c) and (d) are of a general nature, but you may come to the right conclusion by arguing that labour is not always selfless. One does hard labour for a purpose. Again, remember the general hint that you should prefer a choice in such cases which includes the largest possibility.
2. The answer is (c). The answer can be arrived at by simple inference. This is the implication of the passage as well.
3. The answer is (d). The information is in the last sentence.
4. The answer is (a). The information given in the middle of the passage and simple inference will help. The reference to both pen and hammer implies that the meaning here includes all kinds of work. The pen stands for mental work and the hammer for the physical labour.

Passage 5

(Probationary Officers' Examination, November 1993:
Conducted by Banking Service Recruitment Board,
Bombay)

The news that the Indian Railways are going to incur a shortfall of Rs 1000 crore in their resources generation—and will, therefore, have to seek budgetary support to that extent—will not surprise many. That's a scenario that has been *played out* for years now, and the outcome, too, has been predictable—with the railway budget doing its duty by doling out public money. But it's time to look at the problem differently, in view of the current

concerns of the government in economising its charity and the feeling that the railways have to stand on their own legs.

The Railways have, over the last few months, continued to experience a shortfall of Rs 85 crore per month, a feature that could add to their woes if it continues. Fall in expected goods traffic, in the rate per tonne and also a *dip* in passenger traffic have contributed to the shortfall. All these may not be new concerns for the Railways; the relevant point, however, is how the system and the government hope to tackle it.

Clearly, budgetary support should be considered only in the last instance, after various measures to both reduce expenditure and raise resources have been tried out. Consider subsidies on passenger traffic—the expenditure which really *digs* into the government's coffers. In fact, passenger traffic subsidy accounted for nearly 90 per cent of the railways' losses in 1992/93, with freight traffic subsidies taking up the rest.

Freight traffic subsidy cuts should prove more easy if this year's budget exercise is any indication. Till now, sixteen commodities were subsidised. In 1993/94, budget subsidy on four commodities were removed. Prices did not rise, there was little protest and now the Railways ought to be emboldened to do more. Reduction in passenger subsidies is more *tricky* given the dependence of such a large population, mostly poor, on the system and most governments have been reluctant to do much. In fact, passenger rates have been hiked very few times and that, too, only in recent years.

One area where the Railways could do a lot more *pruning* is in shutting uneconomic branch lines. For instance, in 1992/93 it was found that 114 branch lines contributed a loss of Rs 121 crore.

To its credit, however, the railways have been looking around for sources of funds other than the budget.

- Which of the following has the *same* meanings as phrase *played out* as it has been used in the passage?
 - Enacted
 - Repeated
 - Dramatised
 - Done
 - Predicted
- Which of the following is *false* regarding the railway operation?
 - Reduction in goods traffic is not a new phenomenon
 - Passenger traffic has shown an increase in recent years
 - Rates per tonne of goods carried has come down
 - Railways are aware of the problem of reduction in income
 - None of these
- How does the cut in freight traffic affect the shortfall?
 - By increasing the income
 - By reducing the expense
 - Simultaneously increasing income and reducing expense
 - By reducing dependence on the Central Government
 - None of these.
- Which of the following is *correct* regarding the shortfall in the Railways' resource generation?
 - It was higher than earlier years
 - It is happening for the first time
 - It was anticipated by most people
 - This is the largest shortfall ever to happen
 - None of these
- How does the government expect to 'economise its charity'?
 - By requiring the railways to be self-sufficient

- (b) By stopping the budget support
(c) By showing its concern through the Railway ministry
(d) By not doling out public money
(e) By reducing the overall operation of the Railways
6. Which of the following has the *same* meaning as the word *dip* as it has been used in the passage?
(a) Drift (b) Slowness
(c) Plunge (d) Reduction
(e) Tardiness
7. Which of the following seems to be the major contributing factor towards the losses of the Railways?
(a) Passenger subsidies
(b) Freight subsidies
(c) Uneconomical lines
(d) All of the three are at the same level
(e) None of these
8. According to the author, what should the Railways do as regards freight subsidy?
(a) It should introduce subsidy for more items
(b) It should be very courageous
(c) It should remove or reduce subsidies of more items
(d) Author's views are not explicit
(e) None of these
9. Which of the following is *true* regarding the passenger fare charged by the Railways?
(a) It is excessively high now
(b) First class passengers are not given any subsidy
(c) Only second class passengers get subsidy
(d) Poor people alone get subsidy
(e) None of these
10. What seems of be the ultimate consideration for allowing freight subsidy by the Railways?
(a) Keeping the freight charges low
(b) Keeping the railways in losses
(c) Keeping the prices of commodities low
(d) Cannot be made out from the passage
(e) None of these
11. Why do the government and Railways not raise the passenger fares?
(a) It is anyway subsidised
(b) It does not affect the railways very much
(c) It is anyway making losses
(d) It would affect a large number of people
(e) None of these
12. Which of the following has the *same* meaning as the word *pruning* as it has been used in the passage?
(a) Stopping (b) Economising
(c) Spending (d) Profiteering
(e) Cancelling
13. Which of the following has the *same* meaning as the word *tricky* as it has been used in the passage?
(a) Foolish (b) Deceitful
(c) Useless (d) Needless
(e) Difficult
14. Which of the following has the *opposite* meaning to the word *digs* as it has been used in the passage?
(a) Donates (b) Constructs
(c) Levels (d) Contributes
(e) Shares
15. How many freight items are now subsidised by the Railways?
(a) Sixteen (b) Four
(c) Ten (d) Twenty
(e) None of these

Explanation of Passage 5

1. The answer is **(b)**—repeated. The word 'scenario' may suggest the word 'enacted' but here the emphasis is on 'four years now' and thus the real implication is repetition. Information and inference work together here.
2. The answer is **(b)**. It can be located by eliminating the alternatives one after another on the basis of information given in the passage.
3. The answer is **(e)**. The process of elimination will help you find it.
4. The answer is **(c)**. The answer can be located by information and may be confirmed by the process of elimination.
5. The answer is **(a)**. You can arrive at the answer through the process of complex inference only.
6. The answer is **(d)**. You can get it by simple inference. It is implied in the context.
7. The answer is **(a)**. You can base it on information. However, you may also confirm it by simple inference.
8. The answer is **(c)**. There is sufficient information in Paragraph 4.
9. The answer is **(e)**. You can reach the answer through elimination.
10. The answer, **(c)**, can be located by complex inference.
11. See paragraph 4. You have the full information for the answer **(d)**.
12. The correct answer, **(b)**, can be reached at through inference.
13. By elimination you get the answer—**(e)**.
14. By elimination you get the answer—**(d)**.
15. On the basis of information you can find out that the correct number is $16 - 4 = 12$ and thus the answer is **(e)**.

PRACTICE SET - 1

Read the following passage and answer the following questions on the basis of information provided in the passage.

Our body is a wondrous mechanism and when subjected to unusual stress over a period of time, it adapts itself to deal more effectively with that stress. Therefore, when you exert your muscles against resistance, they are forced to adapt and deal with this extraordinary work load. This is the principle of weight training. Strands of muscle fibres become thicker and stronger in response to the demands placed on them.

One of the great merits of weight training is the strength of your heart. During weight training, your heart is forced to beat faster and stronger in order to pump sufficient blood to the muscles being worked. In time, your heart, like your body, will adapt to this extra-workload by becoming stronger and more efficient. Since your body needs a given amount of blood to perform its daily tasks your heart will now need fewer beats to pump the same quantity of blood. Sounds good? There's more. Your entire circulatory system is given a thorough workout everytime you exercise, which increases its overall efficiency. Even the neural paths from your brain's command centres to each individual muscle become more effective, enabling easier recruitment of muscle fibres for carrying out physical tasks. In essence, your body becomes a well-oiled and finely-tuned piece of machinery, whirring along without any break-down. In today's stress filled world, you need all help you can get.

1. What is the principal training of weight lifting?
 - (a) Adapting the body to muscle force
 - (b) Adapting muscles to force implied on them
 - (c) Disposing extra-workload

- (d) Mechanised response to external conditions
2. What affects the nature of muscle fibres?
 - (a) Intensity of workload
 - (b) Alimentary system
 - (c) Nutrition
 - (d) Stress imposed on them
 3. How does the heart become stronger owing to physical exercise?
 - (a) Thorough acclimatisation
 - (b) Naturalisation
 - (c) Adapting to excessive workload
 - (d) By accelerating the circulation of blood
 4. How much blood does the heart pump at the same number of heartbeats, when exposed to excessive stress?
 - (a) Same quantity
 - (b) Less than before
 - (c) More than normal
 - (d) None of these
 5. What happens to our body due to physical exercise?
 - (a) More efficient
 - (b) Less efficient
 - (c) Efficiency of the body remains the same
 - (d) None of these
 6. What does the term 'well-oiled' in the passage denote?

(a) Healthy	(b) Efficient
(c) Massaged	(d) None of these
 7. Which one of the following is the most appropriate title for the passage?
 - (a) Health is wealth
 - (b) Exercise—its benefits
 - (c) The mechanics of weight training
 - (d) How to retain your health
 8. In the present world, the importance of physical exercise has
 - (a) Increased
 - (b) Decreased
 - (c) Remained at the same level
 - (d) None of these
 9. What, according to the passage, is the function of the heart?
 - (a) Oxygenation of blood
 - (b) Pumping the blood to the muscles
 - (c) Pumping the blood to capillaries
 - (d) Accelerating the circulation of blood
 10. What does the above passage suggest?
 - (a) We should carry out physical exercise as a routine
 - (b) Physical exercise is necessary occasionally
 - (c) We should ignore physical exercise
 - (d) We should subject our body to as much exercise as it can withstand.

PRACTICE SET - 2

The task which Gandhiji undertook was not only the achievement of political freedom but also the establishment of a social order based on truth and non-violence, unity and peace, equality and universal brotherhood, and maximum freedom for all. This unfinished part of his experiment was perhaps even more difficult to achieve than the achievement of political freedom. Political struggle involved fight against a foreign power and all one could do was either join it or wish it success and give it his moral support. In establishing the social order of this pattern, there was a lively possibility of a conflict arising between groups and classes of our own people. Experience shows that man values his possessions even more than his life because in the former he sees the means for perpetuation and survival of his descendants even after his body is reduced to ashes. A new order cannot be established without radically changing the mind and attitude of

men towards property and, at some stage or the other, the 'haves' have to yield place to the 'have-nots'. We have seen, in our time, attempts to achieve a kind of egalitarian society and the picture of it after it was achieved. But this was done, by and large, through the use of physical force.

In the ultimate analysis, it is difficult, if not impossible, to say that the instinct to possess has been rooted out or that it will not reappear in an even worse form under a different guise. It may even be that, like a gas kept confined within containers under great pressure, or water held by a big dam, once a barrier breaks, the reaction will one day sweep back with a violence equal in extent and intensity to what was used to establish and maintain the outward egalitarian form. This enforced egalitarianism contains, in its bosom, the seed of its own destruction.

The root cause of class conflict is possessiveness or the acquisitive instinct. So long as the ideal that is to be achieved is one of securing the maximum material satisfaction, possessiveness can neither be suppressed nor eliminated but will grow on what it feeds. Nor will it cease to be such—it is possessiveness, still, whether it is confined to only a few or is shared by many.

If egalitarianism is to endure, it has to be based not on the possession of the maximum material goods by a few or by all but on voluntary, enlightened renunciation of those goods which cannot be shared by others or can be enjoyed only at the expense of others. This calls for substitution of spiritual values for purely material ones. The paradise of material satisfaction, that is sometimes equated with progress these days neither spells peace nor progress. Mahatma Gandhi has shown us how the acquisitive instinct inherent in man could be transmuted by the adoption of the ideal of trusteeship by those who 'have' for the benefit of all those who 'have not' so that, instead of leading

to exploitation and conflict, it would become a means and incentive for the amelioration and progress of society, respectively.

1. According to the passage, egalitarianism will not survive if
 - (a) It is based on voluntary renunciation
 - (b) It is achieved by resorting to physical force
 - (c) Underprivileged people are not involved in its establishment
 - (d) People's outlook towards it is not radically changed
 - (e) None of these
2. According to the passage, why does man value his possessions more than his life?
 - (a) He has an inherent desire to share his possessions with others
 - (b) He is endowed with the possessive instinct
 - (c) Only his possessions help him earn love and respect from his descendants
 - (d) Through his possessions he can preserve his name even after his death
 - (e) None of these
3. According to the passage, which was the unfinished part of Gandhiji's experiment?
 - (a) Educating people to avoid class conflict
 - (b) Achieving total political freedom for the country
 - (c) Establishment of an egalitarian society
 - (d) Radically changing the mind and attitude of men towards truth and non-violence
 - (e) None of these
4. Which of the following statements is 'not true' in the context of the passage?
 - (a) True egalitarianism can be achieved by giving up one's possessions under compulsion

- (b) Man values his life more than his possessions
- (c) Possessive instinct is a natural part of the human being
- (d) In the political struggle, the fight was against the alien rule
- (e) The root cause of class conflict is possessiveness
5. According to the passage, true egalitarianism will last if
- (a) It is thrust upon people
- (b) It is based on truth and non-violence
- (c) People inculcate spiritual values along with material values
- (d) 'Haves' and 'have-nots' live together peacefully
- (e) None of these
6. According to the passage, people ultimately overturn the form of a social order
- (a) Which is based on coercion and oppression
- (b) Which does not satisfy their basic needs
- (c) Which is based upon conciliation and rapprochement
- (d) Which is not congenial to the spiritual values of the people
- (e) None of these
7. According to the passage, the root cause of class conflict is
- (a) The paradise of material satisfaction
- (b) Dominant inherent acquisitive instinct in man
- (c) Exploitation of the 'have-nots' by the 'haves'
- (d) A social order where the unprivileged are not a part of the establishment
- (e) None of these
8. Which of the following statements is *not* true in the context of the passage?
- (a) A new order can be established by radically changing the outlook of people towards it
- (b) Adoption of the ideal of trusteeship can minimise possessive instinct
- (c) Enforced egalitarianism can be the cause of its own destruction
- (d) Idea of new order is to secure maximum material satisfaction
- (e) None of these
9. According to the passage, which of the following statements is true?
- (a) A social order based on truth and non-violence alone can help the achievement of political freedom
- (b) In establishing the social order of Gandhiji's pattern, the possibility of a conflict between different classes of society hardly exists
- (c) It is difficult to change the mind and attitude of men towards property
- (d) In an egalitarian society, material satisfaction can be enjoyed only at the expense of others
- (e) None of these
10. According to the passage, what does adoption of the ideal of trusteeship mean?
- (a) Equating peace and progress with material satisfaction
- (b) Adoption of the ideal by the 'haves' for the benefit of the society
- (c) Voluntary, enlightened renunciation of the possessive instinct by the privileged class
- (d) Substitution of spiritual values by material ones by those who live in the paradise of material satisfaction
- (e) None of these

PRACTICE SET - 3

The first thing the children wanted to do at the zoo was to ride the elephant. They were frightened as they climbed the ladder to take their seats on the swaying back of the huge beast. Elephants seem awkward creatures as they move along heavily, their legs covered with loose folds of tough skin and their trunk swinging from side to side in search of food or drink. An elephant has great strength in its trunk, and can drag heavy loads with ropes, but it can also use its trunk to pick up small articles such as coins or nuts from the ground.

After their ride on the elephant, the children went to see the lions and tigers. Crowds of people stood watching, protected from the cruel beasts by the strong metal bars of the cages.

From there, they went to see the monkeys. Those merry creatures were jumping about the rocks, swinging on the wires of their cages, or begging for nuts from the passers-by. If anyone annoyed them, they would scold him angrily and beat their chests with their hands.

In the end, they saw some curious creatures like the giraffe with its long neck and the camel with its short beard.

1. Which of the following is the reaction of monkeys when they get irritated?
 - (a) They jump about the rock
 - (b) They swing on the wire of the cage
 - (c) They beat their chest
 - (d) They beg from visitors
 - (e) They keep quiet
2. The cages of lions are made of strong metals bars in order to
 - (a) Protect visitors from the lions
 - (b) Protect lions from other animals
 - (c) Ensure the durability of the cages
 - (d) Enable the visitors to see the lions
 - (e) Enable lions to get fresh air
3. Which of the following is the chief function of the trunk of the elephants?
 - (a) Picking up small articles like coins from the ground
 - (b) Swaying from side to side
 - (c) Dragging heavy loads
 - (d) Eating food and drinking water
 - (e) Creating fear among other animals
4. The children were afraid of riding on the elephant as
 - (a) The elephant looked awkward
 - (b) The back of the elephant was swaying
 - (c) The trunk of the elephant was swinging
 - (d) The elephant was dragging heavy loads
 - (e) Its legs were covered with loose folds
5. Which of the following is a ferocious animal?

(a) Giraffe	(b) Elephant
(c) Camel	(d) Monkey
(e) None of these	
6. Which of the following does not make the elephant awkward in appearance?
 - (a) Its long trunk
 - (b) Its swinging trunk
 - (c) Its heavy movement
 - (d) Loose folds on its legs
 - (e) None of these
7. Which of the following is typical of the giraffe?
 - (a) Hump on the back
 - (b) Short beard
 - (c) Tough skin
 - (d) Swaying back
 - (e) Long neck

PRACTICE SET - 4

To those who do listen, the desert speaks of things with an emphasis quite different from that of the shore, the mountain, the valley, or the plains. Whereas these invite action and suggest limitless opportunity and exhaustless resources, the implications and the mood of the desert are something different. For one thing, the desert is conservative, not radical. It is more likely to provide awe than to invite conquest. The heroism which it encourages is the heroism of the endurance, not that of conquest. It brings man up against his limitation, turns him in upon himself and suggests values which more indulgent regions suppress. Sometimes it induces contemplation in men who have never contemplated before. And of all the answers to the question—what is a desert good for—‘contemplation’ is perhaps the best.

1. In order to receive the desert’s message, the beholder needs to be
 - (a) Courageous in his reaction
 - (b) Conservative in his responses
 - (c) A good listener
 - (d) Sensitive to nature
2. The desert is unique among landscapes in that it encourages only
 - (a) Contemplation
 - (b) Indolence
 - (c) Heroic endeavour
 - (d) Adventurous spirit
3. If one responds with insight to the mood of the desert, it evokes
 - (a) An inclination for deep thought
 - (b) The possibility of unending resources
 - (c) The desire for heroic conquest
 - (d) A sense of intense revulsion
4. The writer calls the desert ‘conservative’ rather than ‘radical’ because it provides an environment that

- (a) Inspires man to explore it
 - (b) Offers unlimited opportunity to conquer
 - (c) Tests one’s endurance
 - (d) Makes one gloomy
5. What does the phrase “it brings man up against his limitations”, mean?
 - (a) It makes man feel hopeless about his limitations
 - (b) It makes man aware of his limitations
 - (c) It compels man to fight against his limitations
 - (d) It persuades man to overcome his limitations

PRACTICE SET - 5

The best way of understanding our own civilisation is to take an ordinary sort of day in the life of an ordinary sort of man, myself for instance, and to see what he does. My home is in London. I get up in the morning when an alarm clock rings on the table by my bed. It is quite a complicated machine and works perfectly. I get into a hot bath, the water for which has been heated by gas. The gas is supplied by the Gas Board for the area in which I live; it is part of a national system. The water is supplied by the City Water Board. After bathing, I shave—the water for my shave comes from a kettle which has been heated by electricity. As far as I am concerned, what happens is very simple: I put a plug in the wall and put on the switch and the electricity does the rest. I use a safety razor, the blade of which, made of very finely tempered steel, has been cut, together with millions of other blades, by machines. The clothes which I put on have also been spun and woven largely by steam or electrically driven machines.

1. The ‘I’ in this passage represents:
 - (a) A common man
 - (b) A rich person
 - (c) An automation
 - (d) A robot

2. The ideal way of understanding a civilisation is
 - (a) To read its literature
 - (b) To see how the people shave, bathe and dress
 - (c) To assess its technological progress
 - (d) To study the daily routine of an ordinary person
3. The 'complicated machine' in the passage refers to
 - (a) An electric kettle
 - (b) A safety razor
 - (c) An alarm clock
 - (d) Gas
4. The gas being 'supplied by a national system' means that
 - (a) It is supplied by a nationalist government
 - (b) It is supplied only nationally and not internationally
 - (c) It is supplied all over the country by a central agency
 - (d) It is supplied to only those who believe in a national system
5. The kind of life experienced by the writer is representative of
 - (a) An advanced urban society
 - (b) A rural society
 - (c) A semi-urbanised society
 - (d) A socialist society

PRACTICE SET - 6

The idea of evolution (which is a gradual change) was not a new one. The Greeks had thought of it, so had Erasmus Darwin, the grandfather of Charles Darwin, and also the Frenchman, Lamarck. It is one thing to have an idea; we can all guess and sometimes make a lucky guess. It is quite another thing to produce a proof of the correctness of that idea. Darwin thought he had that proof in his notebooks. He saw that all animals had to struggle to survive. Those which were best at surviving their

environment passed on the good qualities which helped them to their descendants. This was called 'the survival of the fittest'. For example, in a cold climate, those who have the warmest fur will live. Darwin believed that this necessity for an animal to deal with its environment explained the immense variety of creatures.

1. At the time that Darwin arrived on the scene, the idea of evolution
 - (a) Was an idea unheard of
 - (b) Had already been proved beyond doubt
 - (c) Had been thought of but not proved
 - (d) Was not thought fit for exploration
2. According to Darwinian thought, the world of animals is marked by
 - (a) Peaceful coexistence
 - (b) A struggle for survival
 - (c) Indifference towards each other
 - (d) Love and friendship
3. The expression 'the survival of the fittest' means that—
 - (a) The strong will survive while the weak will perish
 - (b) The strong and the weak will live peacefully
 - (c) The strong will help the weak survive
 - (d) Both the strong and the weak will survive
4. In colder climates
 - (a) All animals can survive
 - (b) No animal can survive
 - (c) Only animals with fur can survive
 - (d) Animals are hard to come by
5. Darwin thought that the environment
 - (a) Has no effect on animals
 - (b) Has lot of effect on animals
 - (c) Has a marginal effect on animals
 - (d) Has an effect on man but not on animals

PRACTICE SET - 7

Mikhail Gorbachev's ouster, though dramatic in every respect, is on no account a surprise. Both his foes and his closest friends had been warning him of it with a heightening sense of urgency for the past several months. Its consequences, however, are wholly unpredictable. The Soviet Union could well witness protracted violence on a mass scale should the reformists and supporters of the republic, those who have sought varying degrees of sovereignty for themselves, choose to defy the central authority. It is possible that the country after an initial period of uncertainty, and perhaps even violence, could revert to the pre-Perestroika system. Equally uncertain is the course of East-West relations. These are bound to deteriorate though the extent of deterioration must remain a matter of conjecture. Hailed abroad as a leader who had dared to free Soviet citizens from fear, who had enabled the countries of Eastern Europe to become democracies even as they regained their full sovereign status, who had paved the way for the reunification of Germany and who had exposed the moribund and totalitarian character of communism, he appeared, at home, to come under fire from all sides.

1. Under Gorbachev's term, the Soviet people were
 - (a) Afraid to speak
 - (b) Indisciplined and lazy
 - (c) Committed to communism
 - (d) Not afraid to criticise
2. The relations between the Soviet Union and Western countries
 - (a) Are likely to remain unaffected
 - (b) May improve considerably
 - (c) Will definitely get worse
 - (d) Will fluctuate
3. The post-Gorbachev era may witness
 - (a) A more open economy
 - (b) Reversal of Perestroika
 - (c) Greater role for reformers
 - (d) Sovereignty for republics
4. As a result of his policies, the countries of Eastern Europe became
 - (a) Democratic and truly independent
 - (b) Authoritarian and inhuman
 - (c) United and totalitarian
 - (d) Democratic but with a monarchy
5. The removal of Mikhail Gorbachev from power is
 - (a) Vivid and shocking
 - (b) Dramatic but expected
 - (c) Thrilling and extraordinary
 - (d) Strange and cruel

PRACTICE SET - 8

Bansilal's train was late and it reached Bombay a little after midnight. It was his first visit to the city, and he didn't know where to go. He thought he would go to a *choultry* where he would not have to pay rent, but he did not know how to find one at that hour. He asked a porter to get him a cheap room. The porter asked him for three rupees to take him to one. But Bansilal waved him away and walked out of the station. He wandered through the streets and asked a number of people, but could not find a room cheap enough for him.

He sat down on a park bench to think of what he should do next. He was very tired and fell asleep on the bench. He woke up the next morning, stiff in every limb; but he smiled when he realised that it was the cheapest night's lodging that he had ever had.

1. Bansilal could not get any accommodation for the night as
 - (a) All the hotels in the city were closed
 - (b) All the hotel rooms were booked
 - (c) The hotels were too expensive for him to afford

- (d) He wanted to spend the night in the open
- In the passage, the word 'choultry' should mean
 - An expensive hotel
 - A highway hotel
 - A roadside eatery
 - A free resting place
 - The porter refused to help Bansilal because
 - He was rude to the porter
 - He had no previous acquaintance with the porter
 - He spoke a language which the porter could not understand
 - He refused to pay the porter any tip
 - The night in the open
 - Refreshed Bansilal
 - Gave him aches all over his body
 - Made his limbs stronger
 - Did not affect him at all
 - From the passage, Bansilal emerges as
 - A thrifty person
 - An extravagant spender
 - An adventurous person
 - A fun loving person

PRACTICE SET - 9

Most of us use the products of science—railways, aeroplanes, electricity, wireless and thousands of others—without thinking how they came into existence. We take them for granted, as if we were entitled to them as a matter of right. We are very proud of the fact that we live in an advanced age and are ourselves very advanced. Now, there is no doubt that our age is very different from previous ages and I think it is perfectly correct to say that it is far more advanced. But it is a different thing from saying that we, as individuals or groups, are more advanced. It would be the height of absurdity to say

that because an engine driver can run an engine and Plato or Socrates could not, the engine driver is more advanced than, or is superior to, Plato or Socrates. But it would be perfectly correct to say that the engine itself is a more advanced method of locomotion than Plato's chariot was.

- Which one of the following statements is true?
 - An engine driver is cleverer than Plato or Socrates
 - Plato or Socrates are in no way inferior to the engine driver
 - Plato and Socrates surpassed the engine driver in every respect
 - The engine driver cannot be compared to Plato or Socrates
- In this passage, the author mentions Plato and Socrates to emphasise that
 - They were men of great scholarship
 - People as individuals in the modern age are not more advanced than their predecessors
 - The engine is a better mode of locomotion than Plato's chariot
 - Plato and Socrates had greater respect for learning
- According to the author, the present age is far more advanced than
 - All the previous ages in some respects
 - The age of Plato and Socrates in some respects
 - Some of the previous ages in all respects
 - All the previous ages in all respects
- Many of us make use of machines
 - With very little knowledge of their mechanism
 - Without any knowledge of their historical significance
 - With full knowledge of their genesis

- (d) Without knowing how they were invented
5. People today are very proud because they live
- In a philosophically advanced age
 - In a materially advanced age
 - In a scientifically advanced age
 - In a spiritually advanced age

PRACTICE SET - 10

Economists, ethicists and business experts persuade us that honesty is the best policy, but their evidence is weak. We hoped to find data that would support their theories and thus, perhaps, encourage higher standards of business behaviour. To our surprise, their pet theories failed to stand up. Treachery, we found, can pay. There is no compelling economic reason to tell the truth or keep one's word. Punishment for the treacherous in the real world is neither swift nor sure.

Honesty is, in fact, primarily a moral choice. Business people do tell themselves that, in the long run, they will do well by doing good. But there is little factual or logical basis for this conviction. Without values, without a basic preference of right over wrong, trust based on such delusion would crumble in the face of temptation. Most of us choose virtue because we want to believe in ourselves and because others respect and believe us.

And due to this, we should be happy. We can be proud of a system in which people are honest because they want to be, not because they have to be. Materially, too, trust based on morality provides great advantages. It allows us to join in great and exciting enterprises that we could never undertake if we relied on economic incentives alone.

Economists tell us that trust is enforced in the market place through retaliation and reputation. If

you violate a trust, your victim is apt to seek revenge and others are likely to stop doing business with you, at least under favourable terms. A man or woman with a reputation for fair dealing will prosper. Therefore, profit maximisers are honest. This sounds plausible enough until you look for concrete examples. Cases that apparently demonstrate the awful consequences of trust turn out to be few and weak, while evidence that treachery can pay seems compelling.

- According to the passage, what do economists and ethicists, want us to believe?
 - Businessmen should always be honest
 - Businessmen cannot always be honest
 - Businessmen turn dishonest at times
 - Businessmen are honest only at times
- What did the author find out about the theory that 'honesty is the best policy'?
 - It is correct on many occasions
 - It is correct for all businesses
 - It is a useless theory
 - It is a theory which seems to be correct only occasionally
- Why are businessmen, according to the author, honest in their dealings?
 - Businessmen are God-fearing
 - Businessmen choose to be honest
 - Businessmen are honest by nature
 - All businessmen are caught if they are dishonest
- According to the author, which of the following, is the reason for being honest in business?
 - It gives no immediate benefits
 - It gives no long-term benefits
 - It makes a person self-seeking
 - None of the above
- Why does the author say that one can be proud of the present situation?

- (a) People are self-respecting
 (b) People are respect-seekers
 (c) People are unselfish
 (d) People are honest without compulsion
6. What is the material advantage which the author sees in being honest?
 (a) It permits one to undertake activities which may not be economically attractive
 (b) It permits one to be honest for the sake of honesty alone
 (c) It permits one to be make a lot of profit in various areas
 (d) It permits one to form various trusts to make profits
7. Why do businessmen, according to economists, remain honest?
 (a) Dishonest businessmen can make more money
 (b) Dishonest businessmen make money in the long run
 (c) Dishonest businessmen cannot stay in business for long
 (d) Dishonest businessmen are flogged in the market place
8. Which of the following phrases is most nearly the same in meaning as the word 'persuade' as it has been used in the passage?
 (a) Give an assurance
 (b) Give an opinion
 (c) Try to convince
 (d) Cheat
9. Which of the following is *false* according to the passage?
 (a) Economists believe that all businessmen are dishonest
 (b) Generally people are honest so as to earn self-respect
 (c) Virtuous behaviour earns the respect of others
 (d) All dishonest men are not caught
10. Which of the following best describes what the author is trying to point out through the last sentence of the passage, 'Cases that... compelling'?
 (a) The consequences of dishonesty
 (b) Theories do not seem to be true
 (c) Economists predict correctly
 (d) The contradictions in the real world

PRACTICE SET - 11

The greatest enemy of mankind, as people have discovered, is not science, but war. Science merely reflects the prevailing social forces. It is found that, when there is peace, science is constructive; when there is war, science is perverted to destructive ends. The weapons which science gives us do not necessarily cause war; they make war increasingly terrible. Till now, it has brought us to the doorstep of doom. Our main problem, therefore, is not to curb science, but to stop war—to substitute law for force, and international government for anarchy in the relations of one nation with another. That is a job in which everybody must participate, including the scientists. But the bombing of Hiroshima suddenly woke us up to the fact that we have very little time. The hour is late and our work has scarcely begun. Now we are face to face with an urgent question—Can education and tolerance, understanding and creative intelligence run fast enough to keep us abreast with our own mounting capacity to destroy? That is the question which we shall have to answer one way or the other in this generation. Science must help us in arriving at the answer, but the main decision lies within ourselves.

1. According to the writer, the real enemy of mankind is not science but war, because

- (a) Science merely invents the weapons with which war is fought
- (b) Science during wars becomes destructive
- (c) The weapons that science invents necessarily lead to war
- (d) The weapons invented by science do not cause war, though these make it more destructive
2. War can be stopped if
- (a) Science is not allowed to lead us to utter destruction
- (b) We replace force and lawlessness by law and international government
- (c) Science is restricted to be utilised only during war time
- (d) Weapons invented by science are not used to launch a war.
3. According to the writer, the main problem we are faced with is to
- (a) Stop science from reflecting social forces
- (b) Stop scientific activities everywhere
- (c) Abolish war
- (d) Prevent scientists from participating in destructive activities
4. Our mounting sagacity to destroy can be kept under control by
- (a) Encouraging social forces
- (b) Education and broad-mindedness
- (c) Insight and constructive thinking
- (d) Both (b) and (c) (as above) together
5. The expression 'bring to the doorstep of doom' means
- (a) Carry close to death and destruction
- (b) Lead to the threshold of a new destiny
- (c) Indulge in a ruinous activity
- (d) Introduces to an unpredictable destiny
6. Which one of the following statements is not implied in the passage?
- (a) People needlessly blame science for war
- (b) Science is misused for destructive purposes
- (c) Neither science nor the weapons it invents add to the horrors of war
- (d) The role of science in ensuring world peace is subsidiary to that of man
7. Which of the following is opposite in meaning to the word 'anarchy' in the passage?
- (a) Law and order
- (b) Political dominance
- (c) Economic prosperity
- (d) Communal harmony
8. The phrase 'our work has scarcely begun' implies that our work
- (a) Has not yet begun
- (b) Has only just begun
- (c) Has been half-way through
- (d) Has begun, but not yet completed
9. The expression 'keep us abreast' in the passage means
- (a) Keep at a distance
- (b) Keep side by side
- (c) Hold out a challenge
- (d) Prevent from escaping
10. Which of the following would be the most suitable title for the passage:
- (a) Science and social forces
- (b) Science and the horrors of war
- (c) Science and world peace
- (d) Science and the new generation

PRACTICE SET - 12

We develop the vital bond of attachment between a mother and her child through a smiling response. As a visual stimulus, the smile has attained its unique configuration principally by the simple act of turning up the corners of the mouth. The mouth is opened to some extent and the lips pulled back, as in the expression of fear, but with the curling-up of the corners, the character of the expression of radically changed. This development has in turn led to the possibility of another and contrasting facial posture—that of the down-turned mouth. By adopting a mouthline that is the complete opposite of the smile it is possible to signal an anti-smile. Just as laughing, so also the unfriendly face has evolved by a pendulum swing from the friendly face.

But there is more to smiling than a line of the mouth. As adults, we may be able to convey our mood by a mere twist of the lips, but the infant throws much more into the battle. When smiling at full intensity, it also kicks and waves its arms about, stretches its hands out towards the stimulus and moves them about, produces babbling sounds, tilts back its head and protrudes its chin, leans its trunk forward or rolls it to one side and exaggerates its respiration. Its eyes become brighter and may close slightly; wrinkles appear underneath or along the eye and sometimes also on the bridge of the nose; the fold of the skin between the sides of the nose and the side of the mouth becomes more accentuated, and the tongue may be slightly protruded. The body movements seem to indicate a struggle on the infant's part to make contact with the mother. With its clumsy physique, the baby is probably showing us all that remains of the ancestral primate's clinging response.

1. We recognise a smile by

- (a) The turning up of the corners of the mouth

- (b) Opening the mouth, stretching the lips making them longer and curling up the corners
- (c) Stretching the lips and turning down the corners while at the same time opening the mouth a little
- (d) Kicking and moving the arms and stretching the hands towards the opposite person
- (e) By closing the eyes and making them brighter

2. An adult can convey his smile by

- (a) A mere twist of his lips
- (b) Twisting his lips upwards
- (c) Kicking his arms about, producing babbling noises and breathing hard
- (d) Adopting a mouth line completely opposite the anti-smile shape

3. Which statement is TRUE?

- (a) A baby's smile is more vigorous than that of an adult
- (b) When compared to adults, a baby smiles more quietly
- (c) It is not possible to speak when one is smiling, especially when the person is a baby
- (d) Babies make babbling noises, tilt their heads back and protrude their chin before they can smile

4. Smiling is an effort on the infant's part to show

- (a) That it is happy
- (b) Its mother is happy
- (c) That it is struggling to make contact with its mother
- (d) It attempts to develop a vital bond of attachment which its ape-like ancestors tried to do by clinging to the mother

5. Match the following with words factually opposite in meaning

- | | |
|----------------|-----------------|
| (a) Laughing | (a) Smile |
| (b) Anti-smile | (b) Crying |
| (c) Curling up | (c) Frown |
| | (d) Down-turned |

PRACTICE SET - 13

A vexed problem facing us is the clamour to open more colleges and to reserve more seats for backward classes. But it will be a sheer folly to expand such facilities recklessly without giving any thought to the quality of education imparted. If admissions are made far more selective, it will automatically reduce the number of entrants. This should apply particularly to new colleges, many of which are little more than degree factories. Only then can the authorities hope to bring down the teacher-student ratio to manageable proportion. What is more, teachers should be given refresher courses every summer to brush up their knowledge. Besides, if college managements increase their library budget it will help both the staff and the students a great deal.

At the same time, however, it will be unfair to deny college education to thousands of young men and women, unless employers stop insisting on degrees even for clerical jobs. For a start, why cannot the government disqualify graduates from securing certain jobs, say Class III and IV posts? Once the link between degrees and jobs is severed, at least in some important departments, it will make young people think twice before joining college.

1. What can automatically help to reduce admissions?

- (a) Tough entrance tests
 - (b) Discouragement to open new colleges
 - (c) Selective admissions
 - (d) Abolishing reservation
2. How can the standards of education be raised?
- (a) By admitting only the best students
 - (b) By opening model institutions
 - (c) By discouraging dull students
 - (d) By reducing the number of new entrants
3. How can teachers be helped to brush up their knowledge?
- (a) By providing better library facilities
 - (b) By arranging refresher courses
 - (c) By providing them more leisure
 - (d) By persuasive measures
4. The author is not in favour of restricting admissions
- (a) Unless degree are delinked from jobs
 - (b) Unless alternative opportunities are provided
 - (c) Unless other incentives are offered
 - (d) Unless the teacher-student ratio is changed
5. What does the phrase 'vexed problem' mean?
- (a) An extraordinary problem
 - (b) A problem which is being discussed at length
 - (c) A difficult problem
 - (d) An irritating problem

Answer Key

Set 1	Set 2	Set 3	Set 4	Set 5
1. (b)	1. (d)	1. (c)	1. (d)	1. (a)
2. (d)	2. (d)	2. (a)	2. (a)	2. (d)
3. (c)	3. (d)	3. (d)	3. (a)	3. (c)
4. (b)	4. (b)	4. (b)	4. (c)	4. (c)
5. (a)	5. (c)	5. (e)	5. (d)	5. (a)
6. (a)	6. (a)	6. (e)		
7. (c)	7. (b)	7. (e)		
8. (a)	8. (d)			
9. (b)	9. (b)			
10. (a)	10. (b)			
Set 6	Set 7	Set 8	Set 9	Set 10
1. (c)	1. (d)	1. (c)	1. (d)	1. (a)
2. (b)	2. (c)	2. (d)	2. (b)	2. (b)
3. (a)	3. (b)	3. (d)	3. (a)	3. (b)
4. (c)	4. (a)	4. (b)	4. (d)	4. (d)
5. (b)	5. (b)	5. (a)	5. (c)	5. (d)
				6. (c)
				7. (c)
				8. (c)
				9. (a)
				10. (d)
Set 11	Set 12	Set 13		
1. (d)	1. (b)	1. (c)		
2. (b)	2. (d)	2. (a)		
3. (c)	3. (a)	3. (b)		
4. (d)	4. (d)	4. (a)		
5. (a)	5. (a) : (b)	5. (d)		
6. (c)	(b) : (a)			
7. (b)	(c) : (d)			
8. (b)				
9. (b)				
10. (c)				



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Points that illustrate the motive are:

1. Industry makes no difference between caste and religion
2. In industrial society social status comes from individual performance

In fact both points reinforce the motive of the passage. Refer to Fig. 2.1.

Example 2

The only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unit, to emerge from his original narrowness of action and feeling, and to conceive himself from the standpoint of the welfare of the group to which he belongs.

The paragraph best supports the statement that real education

1. Is not provided in our schools today
2. Comes from the self-centred approach of the students
3. Comes through the interaction with social situations
4. Will take place if the children are physically strong
5. Will take place if the children imbibe action and feeling

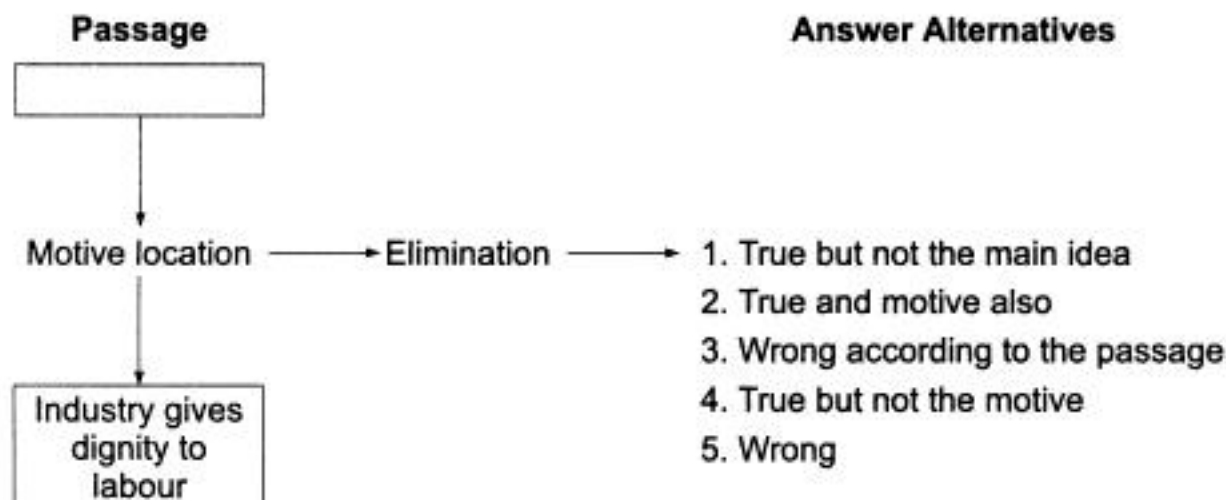


Fig. 2.1 MLE Technique

On reading the passage carefully we locate that the motive of the author is to say that the interaction between child and society gives true education. Other points are secondary in identifying and reinforcing this basic idea or motive.

Now let us eliminate incorrect responses through MLE Technique.

Alternative 1: It is wrong as this is not the motive of the author

Alternative 2: It is wrong

Alternative 3: It is the right answer as it is the main idea or motive

Alternative 4: It is wrong because it is a partial fact

Alternative 5: It is wrong as it is also a partial fact

PRACTICE SET - 1

Throughout the ages the businessman has helped build civilisation's great cities, provide people with luxuries and artists with patronage, and lift his fellow-citizens to understand the standard of living. In the last few centuries the businessman has seeded the Industrial Revolution around the world.

Q. The paragraph best supports the statement that the businessman—

- (a) Is accountable to the society
- (b) Is the beneficiary of the Industrial Revolution

Answer Alternatives

1. True but not the main idea
2. True and motive also
3. Wrong according to the passage
4. True but not the motive
5. Wrong



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- (a) May be due to ignorance
- (b) Can be eliminated with the help of safety rules
- (c) Usually result from inadequate machinery
- (d) Cannot be entirely overcome
- (e) Are always avoidable

PRACTICE SET - 6

To forgive an injury is often considered to be a sign of weakness; it is actually a sign of strength. It is easy to allow oneself to be carried away by resentment and hate into an act of vengeance; but it takes a strong character to restrain those natural passions. The man who forgives an injury proves himself to be superior to the man who wronged him and puts the wrong-doer to shame.

- Q. This paragraph best supports the statement that—
- (a) A person of calm and composed nature has depth of thought and vision
 - (b) People tend to forgive the things that happened in the past
 - (c) Natural passions are difficult to suppress
 - (d) The sufferer alone knows the intensity of his sufferings
 - (e) Mercy is the noblest form of revenge

PRACTICE SET - 7

The consumption of harmful drugs by the people can be prevented not only by banning their sale in the market but also by instructing users about their dangerous effects which they must understand for their safety. Also the drug addicts may be provided with proper medical facilities for their rehabilitation. This will help in scaling down the use of drugs.

- Q. The paragraph best supports the statement that consumption of harmful drugs—
- (a) May be channelised through a proper system
 - (b) Can be eliminated with the help of banning their sale
 - (c) Are on an increase in the society
 - (d) Are due to lack of medical facilities
 - (e) Can always be reduced

PRACTICE SET - 8

The virtue of art is that it does not allow the work to be interfered with or immediately ruled by anything other than itself. It insists that it alone shall touch the work in order to bring it into being. Art requires that nobody shall attain the work except through art itself.

- Q. The paragraph best supports the statement that—
- (a) Art is for the sake of art and life
 - (b) Art is for the sake of art alone
 - (c) The artist should use his art for the sake of society
 - (d) Art is governed by external rules and conditions
 - (e) The artist realises his dreams through his artistic creation

PRACTICE SET - 9

One of the important humanitarian by-products of technology is the greater dignity and value that it imparts to human labour. In a highly industrialised society, there is no essential difference between Brahmin and Dalit, Muslim and Hindu; they are equally useful and hence equally valuable, for in the industrial society individual productivity fixes the size of the pay cheque and this fixes social status.

1. The paragraph best supports the statement that—

- (a) Industrial society is a great leveller of men
- (b) Technology decides the individual's social status
- (c) All individuals, irrespective of caste and creed, are born equal
- (d) Castes and religions are man-made
- (e) Human labour has dignity and value

PRACTICE SET - 10

There is a shift in our economy from a manufacturing one to a service-oriented one. The increase in the service sector will require the managers to work more with people rather than with objects and things from the assembly line.

Q. The paragraph best supports the statement that—

- (a) Inter-Personal skills will become more important in the future workplace
- (b) Service organisations will not deal with objects and things
- (c) Manufacturing organisations ignore the importance of people
- (d) Assembly line will exist in service organisations
- (e) Managers should have a balanced mind

PRACTICE SET - 11

Satisfaction with co-workers, promotion opportunities, the nature of work, and pay go with high performance. Among those with weak growth needs, no such relationship is present and, in fact, satisfaction with promotion opportunities goes with low performance.

Q. This paragraph best supports the statement that—

- (a) High performance is essential for organisational effectiveness
- (b) Every organisation has few employees having weak growth needs
- (c) Relationship between job satisfaction and performance is moderated by growth need
- (d) Job satisfaction and performance are directly and closely related
- (e) Satisfaction is an inevitable organisational variable

PRACTICE SET - 12

People need to determine whether or not their opinions are correct and to obtain an accurate appraisal of their abilities. The individual's opinions and beliefs, as well as his evaluation of his abilities are important determinants of his behaviour. Correct opinions and accurate appraisals of ability from others are likely to lead to satisfying or rewarding behaviour; incorrect beliefs and/or inaccurate appraisals of ability lead to unpleasant consequences.

Q. This paragraph best supports the statement that—

- (a) People need to depend on others to satisfy their needs
- (b) Every individual has some ability and some emotions
- (c) Most individuals are not correct in their opinions and beliefs
- (d) There exists a drive among individuals to evaluate their opinions and abilities
- (e) Appraisal of abilities is a continuous activity

PRACTICE SET - 13

Among the elite of metropolitan India, things are gradually changing. Women are being recognised

by employers, particularly in the corporate sector, as temperamentally suited to the information age. Visit any advertising agency or ad-film maker's office and the male-female ratio leans heavily towards the female population.

Q. This paragraph best supports the statement that—

- (a) Women are heading most of the agencies or ad-film makers' offices
- (b) Women are believed to be more equipped to handle infotech
- (c) Only elite women join the corporate sector
- (d) Male-Female ratio in the society is gradually changing
- (e) Women have advantage of their sex in employment

PRACTICE SET - 14

Moral education centres upon this conception of the school as a mode of social life, that the best and the deepest moral training is precisely that which one gets through having to enter into proper relations with others in a unity of work and thought. The present educational systems, so far as they destroy or neglect this unity, render it difficult or impossible to get any genuine, regular moral training.

Q. This paragraph best supports the statement that—

- (a) Society survives on moral values
- (b) Mortality is based on proper relations with others
- (c) Schools must teach the basic principles of social life
- (d) Morality differs from place to place and is situation bound
- (e) It is the responsibility of any education system to impart moral education

PRACTICE SET - 15

The school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated which will be most effective in bringing the child to share in the inherited resources of the race, and to use his/her own powers for social ends.

Q. This paragraph best supports the statement that—

- (a) Education is a process of living and not a preparation for future living
- (b) Education in the real sense is not provided in our schools today
- (c) Education teaches how to share the inherited treasures
- (d) The school, as an institution, should simplify existing social life
- (e) Children are endowed with immense powers

PRACTICE SET - 16

Accidents on roads can be prevented, provided the quality of roads is improved and the drivers are instructed in safety rules which they must follow for their own protection. It is also necessary that the illumination on the roads is adequate so as to prevent accidents at night.

Q. This paragraph best supports the statement that—

- (a) Road accidents are solely due to improper illumination
- (b) Road accidents result in large number of deaths
- (c) Road accidents are man-made and are always avoidable
- (d) Safety rules are not taught properly to all drivers

- (e) Safety must be the uppermost in the minds of road drivers

PRACTICE SET - 17

In the final analysis, the wealth of a country is based upon its power to develop and to effectively utilise the innate capacities of its people. It takes skilled human agents to discover and exploit natural resources, to mobilise capital, to develop technology, to produce goods, and to carry out trade. Indeed, if a country is unable to develop its human resources, it cannot build anything else, whether it be a modern political system, a sense of national unity, or a prosperous economy.

Q. This paragraph best supports the statement that—

- (a) The wealth of a country resides in several types of resources
- (b) Natural resources play a vital role in human development
- (c) Human resources constitute the ultimate basis for the wealth of nations
- (d) Capital and natural resources are active factors of production
- (e) The economic development of nations is ultimately the result of proper and effective planning and coordination

PRACTICE SET - 18

People need to determine whether or not their opinions are correct and to obtain an accurate appraisal of their abilities. The individual's opinions and beliefs, as well as his evaluation of his abilities are important determinants of his behaviour. Correct opinions and accurate appraisals of ability from others are likely to lead to satisfying or rewarding behaviour; incorrect beliefs and/or inaccurate appraisals of ability lead to unpleasant consequences.

Q. This paragraph best supports the statement that—

- (a) Individuals seek feedback from others to evaluate the correctness of their opinions and beliefs
- (b) All human behaviour has certain antecedents
- (c) All human behaviour is purposive and goal-oriented
- (d) All individuals want rewards and avoid punishments
- (e) An individual's personality determines his social behaviour

Answer Key

1. (c)	4. (e)	7. (b)	10. (a)	13. (b)	16. (c)
2. (a)	5. (b)	8. (b)	11. (c)	14. (b)	17. (c)
3. (a)	6. (e)	9. (e)	12. (a)	15. (c)	18. (a)



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OBJECTIVE COMPREHENSION-III

There is still another variation in which the passage is short, comprising one or two sentences, but the questions are many. This variation is also easier than the longer passages because it is easy to read and comprehend the passage and recall the points. You can glean the points separately and mark them on a rough page or keep them in memory. On the basis of Information Elimination and Inference formula the correct answers can be located. Let us take an example from the practice set itself:

Example

The surprisingly abundant life of the Indian Ocean is confined to the upper layers; the deeper and especially the bottom waters are devoid of oxygen and are often permeated with hydrogen sulphide.

1. The passage gives the information about
 1. The life of the people near the Indian Ocean
 2. The reason why life exists in particular water layers
 3. The reason why oxygen is not found in the bottom layers
 4. The reason why hydrogen sulphide is found in the bottom layers

5. The life of the people who sail across the Indian Ocean

Now we may glean the points:

- (a) Life exists in the upper layers of the ocean
- (b) Deeper/bottom layers have no oxygen
- (c) They have hydrogen sulphide

These three points have been made in this passage. Now let us apply our elimination technique.

- (a) This is outside the boundary of the passage. Thus it is wrong.
- (b) This is correct because the writer explains why life does not exist in deeper layers (Simple Inference).
- (c) This is wrong as no reason has been given.
- (d) This is wrong as no reason has been given
- (e) Not relevant and thus it is wrong

I may like to add that locating the motive of the writer as we have done in variation 2 will further help even in this case. The motive of the writer is to communicate that life

exists only in the upper layers of the ocean as the deeper layers have no oxygen. The motive helps us hit the choice B most immediately.

2. The bottom waters of the Indian Ocean

- (a) Have no oxygen
- (b) Have large amounts of oxygen
- (c) Contain a lot of sea plants and animals
- (d) Have no hydrogen sulphide
- (e) Contain oxygen and hydrogen sulphide

Alternative: (a) Yes (b) No. (c) No. (d) No. (e) No.

Alternatives (b), (c), (d) and (e) are easily eliminated in accordance with the information available in this passage.

This process can be illustrated by this figure:

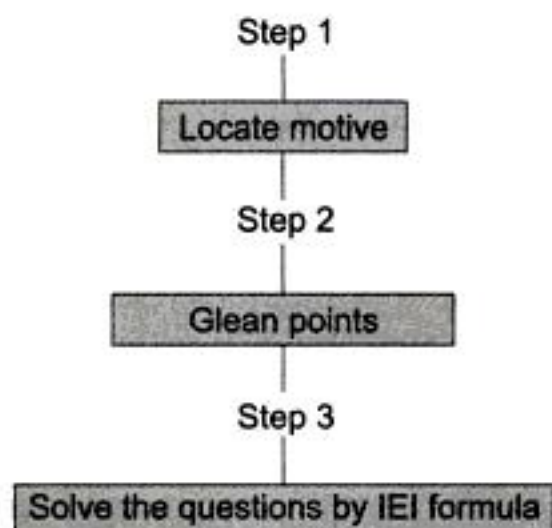


Fig. 3.1 MIEI Formula

PRACTICE SET - 1

The surprisingly abundant life of the Indian Ocean is confined to the upper layers; the deeper and especially the bottom waters are devoid of oxygen and are often permeated with hydrogen sulphide.

1. The passage gives the information about
 - (a) The life of the people near the Indian Ocean
 - (b) The reason why life exists in particular water layers
 - (c) The reason why oxygen is not found in the bottom layers
 - (d) The reason why hydrogen sulphide is found in the bottom layers
 - (e) The life of the people who sail across the Indian Ocean
2. The bottom waters of the Indian Ocean
 - (a) Have no oxygen
 - (b) Have large amounts of oxygen
 - (c) Contain a lot of sea plants and animals
 - (d) Have no hydrogen sulphide
 - (e) Contain hydrogen sulphide
3. The waters of the Indian Ocean
 - (a) Are devoid of life
 - (b) Are always permeated with hydrogen sulphide
 - (c) Have life only in the lower layers
 - (d) Lack life and it is very surprising
 - (e) Have life only in the upper layers
4. Which of the following is the most **opposite** of the word ABUNDANT, as used in the passage?
 - (a) Plentiful
 - (b) Minute
 - (c) insufficient
 - (d) Meagre
 - (e) Tiny
5. The passage suggests which one of the following:
 - (a) Observers are surprised at abundant life exists in the Indian Ocean
 - (b) Hydrogen sulphide is necessary to life

- (c) Both oxygen and hydrogen sulphide are necessary to life
- (d) Oxygen is not necessary for marine life
- (e) There are different layers of waters in the ocean

PRACTICE SET - 2

Although a smiling face often disguises the mind and heart of a villain, an indiscriminate generalisation of this phenomenon will do injustice to the innocent children whose faces bloom like flowers.

1. The intention of the author seems to be
 - (a) To point out to an exception to the general rule
 - (b) To argue in favour of children who are sometimes guilty
 - (c) To forcefully defend the kind acts of villains
 - (d) To give justice to the generous actions of everyone
 - (e) To create a favourable opinion about people with smiling faces
2. The author of the sentence accepts the fact that
 - (a) All the things that appear most beautiful are the ugliest within
 - (b) The faces of innocent children disguise ill acts
 - (c) The faces of innocent children are as pleasing as the flowers in bloom
 - (d) An indiscriminate generalisation is justifiable in this case
 - (e) The faces of the villains are never smiling
3. The author feels that an indiscriminate generalisation of the phenomenon
 - (a) Would brand all people with smiling faces as villains
 - (b) Would do justice to the children who are guilty
 - (c) May lead good people to involve in ill actions
 - (d) Would prevent villains from committing ill acts
 - (e) Should be done in all cases except children and flowers
4. Which of the following is most nearly the same in meaning as the word DISGUISES, as used in the sentence?
 - (a) Reflects
 - (b) Proves
 - (c) Conceals
 - (d) Reveals
 - (e) Discloses
5. Which of the following is most opposite of the word INDISCRIMINATE as used in the sentence?
 - (a) Promiscuous
 - (b) Selective
 - (c) Undistinguished
 - (d) Broad
 - (e) Conspicuous

PRACTICE SET - 3

A man of disarming candour and unexpected wit delivered in those unmistakable Rameshwaram cadences, Kalam Saheb and his team epitomise perseverance and pride in things Indian when it is no longer the flavour of the times. His stewardship of the Integrated Guided Missile Development Programme (IGMDP) and the vision that underpins it could well define the kind of profile the nation is likely to acquire in the global comity in the next century.

1. 'It is no longer the flavour of the times' in this context means
 - (a) A picture of the food habits of the modern people
 - (b) A picture of the habits of the youth of modern India

A.3.4

- (c) An idea of the habits and likings of modern Indians
 - (d) A picture of the true Indian
2. The vision in this passage stands for
 - (a) Kalam's stewardship
 - (b) Target of IGMDP
 - (c) The dream of the global comity
 - (d) The picture of the next century
 3. The passage reveals that perseverance
 - (a) Has always been in Indian character
 - (b) Was a trait of Indian character earlier
 - (c) Is a trait of Indian character now
 - (d) Has never been a trait of Indian Character

PRACTICE SET - 4

The current political turmoil in India is more or less synonymous with the turmoil in Hindu society arising out of conflicting global ideologies and the obsolescence of the Manu code of behaviour for Hindus. Hinduism owed its survival not only to the phenomenon of enlightened gurus and seers over the centuries—from Adi Shankara and Ramanuja to Ramakrishna Paramhansa; Vivekananda and Maharshi Ramana—but also because Hindu society was quick to adjust itself to the changing times and people and believed in assimilation and absorption rather than exclusivist faith.

1. The passage hints a similarity
 - (a) Between Vivekananda and Ramakrishna
 - (b) Between Hinduism and current political crisis
 - (c) Between current political crisis and the turmoil in Hindu society
 - (d) Global ideologies and obsolescence of the Manu code

2. Hinduism survived
 - (a) Only because of enlightened gurus
 - (b) Only because of its quality to adjust itself to the changing times
 - (c) Only because of its assimilative quality
 - (d) Because it has synthesised its assimilative absorbing quality with the enlightenment of its thinkers over a long time
3. The passage suggests that
 - (a) The enlightened gurus have done harm to Hinduism
 - (b) The current political turmoil in India is the consequence of Guru's teachings
 - (c) The obsolescence of the Manu code of behaviour has come in conflict with global ideologies
 - (d) Hinduism is the cause of current political turmoil

PRACTICE SET - 5

Following chaotic scenes in the Lok Sabha—with a clamorous Congress sticking to its demands for dropping the DMK from the UF and the DMK responding by calling for a debate on the Thakkar Commission's controversial findings—an anguished Speaker PA Sangma had little option but to adjourn the House *sine die*. With Parliament having been put into cold storage, the politics of *darbar manoeuvring*—at which the Congress, in particular, is a pastmaster—will inevitably come to the fore. While wheeling—dealing will be the order of the day, when the scene shifts to Rashtrapati Bhavan, the President assuredly will exercise his prerogative in the best interest of the country.

1. The passage expresses the fear that
 - (a) The politics of wheeling-dealing will prevail



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Part Two

APPLYING GRAMMAR

Chapter 4
Spotting the Errors

Chapter 5
Spotting Errors: Variation
Pattern-I

Chapter 6
Spotting Errors: Variation
Pattern-II

Chapter 7
Spotting Errors: Variation
Pattern-III

Chapter 8
Spotting Errors: Variation
Pattern-IV

Chapter 9
Sentence Improvement

Chapter 10
Voice

Chapter 11
Prepositions

Spotting error requires a good grasp of grammar, usage and nuances of expressions. Chapter 4–8 provide 100 select rules that cover almost all important types of errors that are frequently asked in various types of examinations.

Sentence improvement is a variation of spotting error.

Voice and Preposition, which would strengthen the understanding of grammar, is a major prerequisite for solving questions from this section.





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(ii) The lawyer discusses the cases of his clients.

9. A pronoun must agree with its antecedent in person, number and gender.

For example:

Every *man* must bring *his* luggage.

All students must do *their* home work.

Each of the girls must carry *her* own bag.

Each *student* must bring *their* books.

(Incorrect)

Each *student* must bring *his* books.

(Correct)

10. While using 'everybody', 'anyone', 'anybody', and 'each' the pronoun of the masculine or the feminine gender is used according to the content.

I shall be happy to help each of the boys in this practice.

But when the sex is not mentioned, we use the pronoun of the masculine gender.

Anyone can do this job if *he* tries.

Each of the six boys in the class has finished *their* task. (Incorrect)

Each of the six boys in the class has finished *his* task. (Correct)

11. The pronoun 'one' must be followed by 'one's'.

One must finish his task in time

(Incorrect)

One must finish *one's* task in time

(Correct)

12. Enjoy, apply, resign, acquit, drive, exert, avail, pride, absent, etc. when used as transitive verbs, always take a reflexive pronoun after them. When 'self' is added to 'my', 'your', 'him', 'her' and 'it' and 'selves' to 'our' and 'them'—they are known as reflexive pronouns.

He absented from the class.

(Incorrect)

He absented *himself* from the class.

(Correct)

13. 'Who' denotes the subjects and 'whom' is used for the object.

Whom do you think won the award?

(Incorrect)

Who do you think won the award?

(Correct)

Who are you talking to? (Incorrect)

Whom are you talking to? (Correct)

14. When two or more singular nouns are joined together by 'either or'; 'neither nor'; and 'or', the pronoun is singular.

Either Ram or Shyam will give *their* book. (Incorrect)

Either Ram *or* Shyam will give *his* book. (Correct)

Neither Ramesh nor Rajendra has done *their* work. (Incorrect)

Neither Ramesh *nor* Rajendra has done *his* work. (Correct)

15. When a singular and a plural noun are joined by 'or', 'nor', the pronoun must be plural.

Either the engineer or his mechanics failed in *his* duty. (Incorrect)

Either the *engineer* or his *mechanics* failed in *their* duty. (Correct)

16. 'Whose' is used for living persons and 'which' for lifeless objects.

Which photograph is lying there?

(Incorrect)

Whose photograph is lying there?

(Correct)

What book do you read?

(Incorrect)

Which book do you read? (Correct)

17. 'Each other' is used when there are two subjects or objects and 'one another' when there are more than two.



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36. 'Scarcely' and 'hardly' are followed by 'when' and not by 'than'.

I had scarcely entered the room than the phone rang. (Incorrect)

I had *scarcely* entered the room *when* the phone rang. (Correct)

37. 'Though' is followed by 'yet' and not by 'but'.

Though he is poor but he is honest. (Incorrect)

Though he is poor, *yet* he is honest. (Correct)

38. 'No sooner' is followed by 'than'.

No sooner had I entered the class when the students stood up. (Incorrect)

No sooner had I entered the class *than* the students stood up. (Correct)

Attention must also be given to the verb form while using 'no sooner than'. The correct forms are past perfect or past indefinite.

No sooner had I entered the class than the students stand up. (Incorrect)

No sooner had I entered the class *than* the students *stood up*. (Correct)

39. 'Lest' must be followed by 'Should'.

Read regularly lest you will fail. (Incorrect)

Read regularly *lest* you *should* fail. (Correct)

40. 'Such' is followed by 'as'.

He is such a writer that everybody should read his books. (Incorrect)

He is *such* a writer *as* everybody should read his books. (Correct)

'Such' is also followed by 'that' if we emphasise the degree of something by mentioning the result.

The extent of the disaster was *such that* the authorities were quite unable to cope.

41. 'So' is followed by 'that'.

Sarita was popular with her classmates that she always had some people coming to her for advice. (Incorrect)

Sarita was *so* popular with her classmates *that* she always had some people coming to her for advice. (Correct)

42. 'Unless' expresses a condition. It is always used in the negative sense. Thus 'not' is never used with 'unless'.

Unless you do not labour hard, you will not pass. (Incorrect)

Unless you labour hard, you will not pass. (Correct)

43. Until expresses time. It has a negative sense and thus 'not' should never be used with it.

Wait here until I do not return. (Incorrect)

Wait here until I return. (Correct)

44. 'Since' indicates a point of time and 'for' stands for the length of time.

He has been reading the book since two hours. (Incorrect)

He has been reading the book *for two hours*. (Correct)

Two hours is a length of time and thus 'for' is correct
It has been raining for Monday last. (Incorrect)

It has been raining *since Monday last*. (Correct)

45. 'As if' is used to convey the sense of pretension. When 'as if' is used in this sense, 'were' is used in all cases, even with third person singular.

He behaves as if he was a king. (Incorrect)

He behaves *as if* he *were* a king. (Correct)



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62. If in a sentence an apposition has been used, the verb will follow not the apposition but the noun or pronoun preceding it.

You, my son, is a good boy. (Incorrect)

You, my son, are a good boy. (Correct)

63. Proper, abstract and material nouns have no plural except when they are used as common nouns.

The house is built of bricks. (Incorrect)

The house is built of brick. (Correct)

Note: When such nouns are used in the plural, they become common nouns with changed meanings; as

Coppers = Copper coins;

Iron = fetters.

Tins = cans made of tin;

Woods = forest.

He lives in the woods.

It means he lives in a forest.

64. Clauses in a sentence beginning with a relative pronoun (who, which, that) take a verb according to the noun or pronoun preceding the relative pronoun.

It is I who has done it. (Incorrect)

It is I who have done it. (Correct)

65. The relative pronoun should be placed as near as possible to its antecedent so that no ambiguity arises.

The boy is my cousin who stood first in the mile race. (Incorrect)

The boy, who stood first in the mile race, is my cousin. (Correct)

66. When two singular nouns joined by 'and' are preceded by 'each' or 'every' the pronoun used for them is singular.

Each Man and each boy is responsible for their action. (Incorrect)

Each Man and each boy is responsible for his action. (Correct)

67. Sometimes a pronoun is used where it is not required at all.

He being an M.A., he is qualified for the post. (Incorrect)

He, being an M.A., is qualified for the post. (Correct)

68. If a pronoun comes after a preposition it should be used in the objective case.

Between you and I neither of us is correct. (Incorrect)

Between you and me neither of us is correct. (Correct)

69. When a pronoun comes after 'like' and 'unlike' it takes an objective case.

A man like I will not do it. (Incorrect)

A man like me will not do it. (Correct)

70. A pronoun takes an objective case after 'let'.

Let I do it. (Incorrect)

Let me do it. (Correct)

71. Pronouns joined by 'and' remain in the same case.

He and her are brother and sister. (Incorrect)

He and she are brother and sister. (Correct)

He and me are friends. (Incorrect)

He and I are friends. (Correct)

72. When pronouns of second person and third person are used as subjects, the pronoun following them will be according to the second person pronoun.

You and he must bring his books. (Incorrect)

You and he must bring your books. (Correct)

73. When pronouns of second person and first person are used as subjects, the pronoun



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98. After the verb 'doubt' 'that' should not be used. 'If' or 'whether' should be used in its place.

I doubt that Ravi will come.

(Incorrect)

I doubt if Ravi will come. (Correct)

99. Often a mistake is committed in the use of adjectives and adverbs. An adjective is correctly used with the verb when some quality of the subject, rather than of the action of the verb, is to be expressed.

The flowers smelt sweetly. (Incorrect)

The flowers smelt sweet. (Correct)

100. It is a common practice in conversation to make a statement and ask for confirmation; as, 'It's very hot, isn't it?' Two points are to be kept in mind. If the statement is positive, the pattern will be

Auxiliary + n't + subject.

If the statement is negative, the pattern will be

Auxiliary + subject

It is raining, is it? (Incorrect)

It is raining isn't it? (Correct)

You are not busy, aren't you?

(Incorrect)

You are not busy, are you? (Correct)

- Note:** The point to note here is that the question tag will always have the same verb form which we have in the main statement:

I have finished my work, didn't I?

(Incorrect)

I have finished my work, haven't I?

(Correct)

101. There are certain common errors which should be avoided.

- (a) 'The two first' is a meaningless expression for it implies that two things may be first. We should say 'the first two'.

The two first chapters of the novel are dull. (Incorrect)

The *first two* chapters of the novel are dull. (Correct)

- (b) 'Only' should be placed immediately before the word it qualifies.

He only lost his ticket in the stampede. (Incorrect)

Only he lost his ticket in the stampede. (Correct)

- (c) An infinitive verb should not be split.

I request you to kindly help me.

(Incorrect)

I request you kindly to help me.

(Correct)

- (d) Care should be taken in the use of verbs.

The doctor saw the pulse of the patient. (Incorrect)

The doctor felt the pulse of the patient. (Correct)

He told the truth. (Incorrect)

He spoke the truth. (Correct)

Do not speak a lie. (Incorrect)

Do not tell a lie. (Correct)

Our team made a goal. (Incorrect)

Our team scored a goal. (Correct)

He is taking a bath. (Incorrect)

He is having a bath. (Correct)

I tell my prayers in the morning.

(Incorrect)

I say my prayers in the morning.

(Correct)

ILLUSTRATION

Bank Probationary Officers'/Trainee Officers' Examination, Guwahati, 1990

Find out error, if at all, in any part of the sentence.



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- to decide whether victory lay with the
(c)
ruling party/or the opposition./No error
(d) (e)
3. We should always/side with those who/
(a) (b)
are true and unselfish/and work for other./
(c) (d)
No error
(e)
4. I will now deal with him/
(a)
in a manner different/
(b)
from the one I have adopted so far./No error
(c) (d)
5. His manners indicate/
(a)
that he has no other intention/than/
(b) (c)
to steal his money./No error
(d) (e)
6. Page after page/of Gita were read/
(a) (b)
and it gave great consolation/to his mind./
(c) (d)
No error
(e)
7. He was unanimously/elected/
(a) (b)
the General Secretary/of our Association./
(c) (d)
No error
(e)
8. Before giving/the mixture/to the child,
(a) (b) (c)

shake it thoroughly./No error

(d) (e)

9. The short story/should not exceed/
(a) (b)
more than/two hundred words./No error
(c) (d) (e)
10. He looks at everything/from/their/
(a) (b) (c)
best side./No error
(d) (e)

PRACTICE SET - 5

1. Our teacher/often emphasises on/
(a) (b)
the need for/a lot of oral practice./No error
(c) (d) (e)
2. As he was feeling very thirsty/
(a)
after the long journey,/he went into a bar/
(b) (c)
and ordered a cold drink./No error
(d) (e)
3. He told me that/
(a)
he couldn't buy the paintings/
(b)
which he wanted very much./
(c)
because he hadn't enough money./No error
(d) (e)
4. Neither Mr Jones/nor Mr Smith/
(a) (b)
were able to give me/any advice./No error
(c) (d) (e)
5. A tallest man/I have seen/
(a) (b)



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7. If you would try sincerely/you would get/
(a) (b)
good results certainly./No error
(c) (d)
8. Does he really believe/
(a)
that he is more intelligent than all the boys/
(b)
in the class./No error
(c) (d)
9. Hari was unhappy/that he would/
(a) (b)
not attend the marriage/
(c)
of his friend yesterday./No error
(d) (e)
10. Rama could not/go to the picnic/
(a) (b)
for his mother/was not well./No error
(c) (d) (e)
- our military school/has produced so far./
(c) (d)
No error
(e)
5. While going to his office yesterday/
(a)
Bhola remembered that/he had not taken/
(b) (c)
one important office file./No error
(d) (e)
6. Why you don't told him/and/clarify all/
(a) (b) (c)
pending matters./No error
(d) (e)
7. He very promptly/withdrew the marks/
(a) (b)
made by him/on my office note./No error
(c) (d) (e)
8. No one will deny/the Sarla is one/
(a) (b)
of the most well-dressed girl/in our office./
(c)

PRACTICE SET - 9

1. My friend did not see me/for many years/
(a) (b)
when I met him last week./No error
(c) (d)
2. It is incumbent/with all the students/
(a) (b)
to abide by the college rules./No error
(c) (d)
3. The bus collided/but nobody was hurt/
(a) (b)
in the accident./No error
(c) (d)
4. My all standards/he is a best soldier/
(a) (b)
9. He was extremely annoyed/
(a)
when I reported/
(b)
the matter to him/and has fired me./
(c) (d)
No error
(e)
10. The director, along with/the staff members/
(a) (b)
were present for/
(c)

the annual day celebrations./No error

(d) (e)

PRACTICE SET - 10

1. It is our duty/to put off our shoes/
(a) (b)
before entering the sanctum sanctorum of
(c)
any temple or mosque./No error
(d)
2. The only good thing/about these pens/
(a) (b)
are their colour and their size./No error
(c) (d)
3. My brother-in-laws/who live in Mumbai/
(a) (b)
have come to stay with us./No error
(c) (d)
4. I advised my son/
(a)
to engage two coolies instead of one/
(b)
because the luggage was too much heavy
(c)
for a single coolie./No error
(d)
5. Raman was one of those great sons of India/
(a)
who has earned everlasting fame/
(b)
for scientific researches./No error
(c) (d)
6. No sooner did the thief see the policeman/
(a)
that he jumped over the wall/and ran away./
(b) (c)

No error

(d)

7. On entering the room/
(a)

she was found hanging/from the ceiling./

(b) (c)

No error

(d)

8. If I were/in his shoes/
(a) (b)

I would die with shame./No error

(c) (d)

9. I am vexed/at him about what/he has done./

(a) (b) (c)

No error

(d)

10. He laid for half an hour unconscious/
(a)

until he was seen/by a passing vehicle./

(b) (c)

No error

(d)

PRACTICE SET - 11

1. The teacher/together with his/
(a) (b)
wife and daughter/were drowned./No error
(c) (d) (e)
2. The taxi was/hired by/the ladies for/
(a) (b) (c)
its picnic./No error
(d) (e)
3. Having been found guilty/on murder/
(a) (b)
the accused was/sentenced to death./
(c) (d)

No error

(e)

4. The father as well/as the sons were/
 (a) (b)
 mysteriously missing/from the house./
 (c) (d)

No error

(e)

5. The issues are/complex and/
 (a) (b)
 has been obscured/by other factors./
 (c) (d)

No error

(e)

6. Neither the size/nor the colour/
 (a) (b)
 of the gloves/were right./No error
 (c) (d) (e)

7. It is in 1929/that we first/flew to/
 (a) (b) (c)
 the United States./No error
 (d) (e)

8. Hardly had/I left the house/than it began/
 (a) (b) (c)
 to rain./No error
 (d) (e)

9. A more irrational world/
 (a)
 to this one in which/we presently live/
 (b) (c)
 could hardly be conceived./No error
 (d) (e)

10. He hoped to finish/
 (a)
 the work in the last week/but in fact/
 (b) (c)

he could not./No error

(d)

(e)

PRACTICE SET - 12

1. He not only comes there/for swimming/
 (a) (b)
 but also for coaching/new swimmers./
 (c) (d)
 No error
 (e)
2. He could not cut/the grass today because/
 (a) (b)
 the handle of the machine/
 (c)
 has broken a fewdays ago./No error
 (d) (e)
3. His ability to/talk to strangers/is one of his/
 (a) (b) (c)
 stronger points./No error
 (d) (e)
4. My brother said/that he preferred/
 (a) (b)
 the white shirt/than the black one./No error
 (c) (d) (e)
5. She was the daughter/of a working farmer/
 (a) (b)
 who was one of the/headman of his village./
 (c) (d)
 No error
 (e)
6. No king in that period/
 (a)
 was so intensely involved/
 (b)
 in the welfare of his people/
 (c)

as king Ashoka./No error

(d) (e)

7. What to talk of charity/

(a)

Rajan does not practice/even/

(b) (c)

ordinary humanity./No error

(d) (e)

8. I have hunted and/shot myself/

(a) (b)

so I know what/it is like./No Error

(c) (d) (e)

9. He only wrote/on one side of/the paper./

(a) (b) (c)

No error

(d)

10. The two sisters/struck/one another/

(a) (b) (c)

at the platform./No error

(d) (e)

PRACTICE SET - 13

1. I am very thirsty./give me/little water/

(a) (b) (c)

to drink./No error

(d) (e)

2. Everybody was/in the garden/amusing/

(a) (b) (c)

themselves./No error

(d) (e)

3. If I was you/I would not/attend/

(a) (b) (c)

the function./No error

(d) (e)

4. These organisations/work lest/

(a) (b)

their activities/may be banned./No error.

(c) (d) (e)

5. Avinash and his friend/

(a)

were walking towards/the station when/

(b) (c)

they met this common friend./No error

(d) (e)

6. Priyamvada was unhappy/to hear the news/

(a) (b)

of her son's failing/

(c)

in the final examination./No error

(d) (e)

7. For expecting the company to pay/

(a)

for the transport/

(b)

of the personal furniture of the employee/

(c)

was not fair./No error

(d) (e)

8. Aditi was unable/to support her parent/

(a) (b)

even though both of them/

(c)

had no income of their own./No error

(d) (e)

9. Tax evaders should/be heavily fined/

(a) (b)

as they are doing/it intentionally./No error

(c) (d) (e)

10. The idea that shook/the whole world was/

(a) (b)

published in one/of the unknown journal./

(c) (d)

No error

(e)

PRACTICE SET - 14

1. The information supplied/to us were not as/

(a) (b)

useful as we first/thought it would be./

(c) (d)

No error

(e)

2. The man/appears to have seen/

(a) (b)

more happier days./No error

(c) (d)

3. Have you read/this book/farther than I?/

(a) (b) (c)

No error

(d)

4. The production of different kinds of artificial materials/

(a)

are essential to the conservation of/

(b)

our natural resources./No error

(c) (d)

5. My brother-in-law with his wife/

(a)

now in Singapore/

(b)

were present at the function./No error

(c) (d)

6. She/eagerly wishes/to help me./No error

(a) (b) (c) (d)

7. The sun is shining good/about/the horizon./

(a) (b) (c)

No error

(d)

8. To lead a well-balanced life/you need/

(a) (b)

to have other interests besides studying./

(c)

No error

(d)

9. Nehru was/a great politician/

(a) (b)

and a great statesman./No error

(c) (d)

10. The disclosure of the synopsis of/

(a)

the Thakkar Commission Report/

(b)

on the assassination of Mrs. Gandhi has raised several vital question./No error

(c) (d)

PRACTICE SET - 15

1. Her/knowledge of English are/

(a) (b)

very limited./No error

(c) (d)

2. There are so many filths/all around/

(a) (b)

the place./No error

(c) (d)

3. Do you really believe/

(a)

that she has blamed us/

(b)

for the accident, especially you and I?/

(c)

No error

(d)

4. Nobody offered to give up/

(a)



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- he would have been/at the height/
(b) (c)
of his career./No error
(d) (e)
4. He would not have/written this letter/
(a) (b)
if he would not have/heard the news./
(c) (d)
No error
(e)
5. Soon after their child was born/he went off/
(a) (b)
leaving her/in the lurch./No error.
(c) (d) (e)
6. She was able/to free herself/with her debts/
(a) (b) (c)
by working very hard./No error
(d) (e)
7. Hardly had we/
(a)
settled down for the night's rest/
(b)
when we were started by/
(c)
loud noises outside the house./No error
(d) (e)
8. No sooner did/
(a)
the train arrived at the station/
(b)
than the passengers/rushed towards it./
(c) (d)
No error
(e)
9. I have worked/in this office for six years/
(a) (b)

but I now work/in a different office./

- (c) (d)
No error
(e)
10. A first European sailor/to come to India/
(a) (b)
in modern times/was Vasco Da Gama./
(c) (d)
No error
(e)

PRACTICE SET - 20

1. All we could find/from his neighbours are/
(a) (b)
that he has/a job in the competition./
(c) (d)
No error
(e)
2. None of the rooms/are available/
(a) (b)
for occupation/at present./No error
(c) (d) (e)
3. Drawing water from the well/is preferable/
(a) (b)
than depending on/
(c)
the erratic tap-water supply./No error
(d) (e)
4. May I know/whom/you wish/to see now?/
(a) (b) (c) (d)
No error
(e)
5. Sumitra appealed/
(a)
to the managing committee/
(b)



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Explanatory Notes

Set 1

1. (b) 'Ring him up' in place of 'ring him'. 'Ring up' is the correct idiom.
2. (a) 'I enjoyed myself' in place of 'I enjoyed'. Some verbs take reflexive pronouns after them. See Rule 12.
3. (c) 'Hung' in place of 'hanged'. 'Hanged' is used for living beings and 'hung' is used for other objects.
4. (d) 'Was killed' in place of 'were killed'. Already explained. See Rule 30.
5. (b) 'Had begun' in place of 'began'. See the Rules of tense.
6. (c) 'Preferable to' in place of 'more preferable than'. 'Preferable' is a word indicating a comparative sense and thus 'more' is superfluous. Secondly, 'prefer' is followed by 'to'.
7. (c) 'Nor' in place of 'or'. 'Nor' is used after 'neither'.
8. (d) 'Has been' in place of 'have been'. When two subjects are joined by 'or', it is treated as singular.
9. (c) 'To those' in place of 'than that'. 'Superior' is followed by 'to'. Techniques is a plural subject and thus the pronoun for it must be plural. Thus 'those' in place of 'that'.
10. (a) 'No sooner had the news appeared' in place of 'No sooner the news appeared'. Already discussed earlier. 'No sooner' is used in two forms: (i) 'No sooner had' and (ii) 'No sooner did'.

Set 2

1. (d) 'That of Tom' in place 'Tom'. See Rule 27.
2. (e) No Error

3. (b) 'Three thousand' in place of 'Three thousands'. Some nouns, when preceded by a numeral, remain unchanged in form. See Rule 4.
4. (e) No error
5. (c) 'Has found' in place of 'have found'. 'More than one' is singular.
6. (c) 'Is' in the place of 'are'. 'Three-fourths' make one unit and thus it is singular.
7. (c) 'The French' in place of 'French'. 'The French' means 'the French people'.
8. (a) 'The last three' in place of 'The three last'. Explained earlier. See Rule 35.
9. (c) 'Warmer; in place of 'warm'. Here the sentence is in the comparative degree and thus 'warmer' is appropriate.
10. (e) No Error.

Set 3

1. (b) 'Manager' in place of 'as a manager'.
2. (d) 'Due to' should be deleted. The reason is sufficient. 'Due to' is a duplication and thus is superfluous.
3. (a) 'The price' in place of 'The prices'.
4. (d) 'He retires' in place of 'he will retire'.
5. (d) 'Of one's in place of 'his'. 'One' is followed by 'one's'. See Rule 11.
6. (c) 'Anybody else' in place of 'Anybody'. See Rule 26.
7. (b) 'Three hundred year' in place of 'three hundred years'. See Rule 4.
8. (b) 'The stronger and tallest' in place of 'very tall'. A word showing superlative degree should not be joined by a word showing comparative or the assertive degree. Both qualifiers must be of the same degree.
9. (c) 'On 3rd August' in place of 'the 3rd August'. When the letter or the number form is used, the article is not required. When it is in the word form, the article will be used.

Thus we can say '3rd August' and 'the third August'.

10. (d) 'Declined' in place of 'denied'.

Set 4

- (c) 'Spent' in place of 'spend'. The reporting verb is in the past tense and thus all other clauses must be in the past tense.
- (c) 'Till' in place of 'up to'. 'laid'.
- (d) 'Who work for others' in place of 'work for others'. One form of the verb pattern should be used with one subject. If the verb pattern changes the subject must be mentioned. Here the subject is 'those who' and the verb is 'are'. It is an auxiliary verb. But, in the next clause, the verb is main verb or action verb. Thus there must be a subject.
- (c) 'I have been adopting' in place of 'I have'. Here the tense should be in continuous sense.
- (c) 'But' in the place of 'than'.
- (b) 'The Gita was' in place of 'Gita were'.
- e.
- (d) 'It' is confusing; it is not clear whether 'it' is for the mixture or for the child. Thus better to use the word 'the mixture'.
- (c) 'More than' should be deleted. Double comparatives are to be avoided. 'Exceed' is sufficient.
- (c) 'Its' in place of 'their'. See the Rules of pronouns. The pronoun for 'everything' is 'its'.

Set 5

- (c) 'Of' in place of 'for'. Here the correct preposition will be 'of'.
- (c) 'In' should be used in place of 'into'.
- (c) 'Which he had wanted' in place of 'which he wanted'.

- (c) 'Was' in place of 'were'. Explained earlier. See Rule 14.
- (a) 'The tallest' in place of 'a tallest'. Here the definite article should be used.
- (b) 'Understood' in place of 'was understanding'. See the Rules of tense.
- (c) Delete 'then'. 'Then' is not required when 'if' is used.
- (a) 'She told me' in place of 'she has told me'. See the Rules of tense.
- (a) 'In accepting' in place of 'to accept'. See Rule 56.
- (c) Delete 'that'. It is unnecessary here.

Set 6

- (c) 'Had wanted' in place of 'wanted'. See the Rules of tense and see Rule 47.
- (a) 'No other book' in place of 'no book'. See Rule 26.
- (b) The article is not required here. It has to be deleted. See Rule 53.
- (a) 'After having worked' in place of 'After working'. In such sentences the past perfect is used.
- (d) 'Is needed' in place of 'are needed'. See Rule 14.
- (d) 'Is concerned' in place of 'are concerned'. Has been explained earlier. See the rules of subject-verb accord. The verb should be in accordance with 'painting' which is the subject and is singular.
- (c) 'Full data' or 'confirmed data' in place of 'firm'. The word 'firm' is inappropriate here.
- (a) 'There were' in place of 'there was'.
- (d) 'Because of' in place of 'due to'. 'Due to' always takes an abstract noun after it.
- (d) 'To come' in place of 'to go'. Look at the sense in the sentence. Sushma, who is go-

ing asks her sister. Thus she has to say 'come'.

Set 7

1. A 'Sarita was so popular' in place of 'Sarita was popular'. 'That' is preceded by 'so'. See Rule 41.
2. (b) 'Comes on television' in place of 'came on television'. See the Rules of tense.
3. (a) 'Was leaving' in place of 'was leading'. 'Leading' is not an appropriate word.
4. (c) 'Additions' in place of 'addition'. See Rule 34.
5. (d) 'Playing' in place of 'play'
6. (d) 'Fast' in place of 'faster'. This is a simple sentence and thus 'faster' which indicates a comparative sense is inappropriate.
7. (c) 'To work' in place of 'to working'.
8. (a) 'Despite' in place of 'in spite of'. The meaning of 'in spite of' is not appropriate here.
9. (a) 'No sooner had he arrived than' in place of 'sooner than he had arrived'. This is the correct form of sentence structure in case of using 'no sooner than' or 'sooner than'. See Rule 38.
10. (b) 'Was' in place of 'were', in case the number of the verb is singular. See Rule 29.

Set 8

1. (a) 'If you' in place of 'if you will'. When two parts of a sentence are in the future tense, the reporting verb will be in the present indefinite. See Rule 49.
2. (a) 'He had obtained good marks' in place of 'He obtained good marks'. See Rule 48.
3. (d) 'And reported the matter' in place of 'and report the matter'. See Rule 46
4. (a) 'It has been raining' in place of 'It is raining'. The perfect continuous tense is required here. See Rule 51.

5. (b) 'I could' in place of 'could I'. See narration Rules.
6. (b) 'Are' in place of 'am'.
7. (a) 'If you try' in place of 'If you would try'. Already explained earlier. See Rule 49.
8. (b) 'Than all the other boys' in place of 'than all the boys'. See Rule 26.
9. (b) 'That he could' in place of 'that he would'. See the Rules of tense.
10. (c) 'Because' in place of 'for'. See Rule 58.

Set 9

1. (a) 'My friend had not seen me' in place of 'my friend did not see me'. See Rule 47.
2. (b) 'Upon' in place of 'with'. See the Rules of preposition.
3. (a) There should be an object after 'collided' to make the meaning clear.
4. (b) 'The' in place of 'a'. 'The' is used to show the superlative degree. See Rule 54.
5. (a) 'While he was going to his office' in place of 'while going to his office'. In sentences beginning with 'while', 'when', 'this', 'it', or similar conjunctions, you should be careful to see that the meaning is clear. There should be no confusion in the first part.
6. (a) 'Why don't you tell him' in place of 'why you don't told him'. see the rules of tense and forms of interrogative sentences.
7. (a) 'Very promptly he' in place of 'He very promptly'. Words have been misplaced here. See Rule 35.
8. (c) 'Girls' in place of 'girl'. 'One of' is followed by a plural object. See Rule 34.
9. (d) 'And fired him' in place of 'and has fired me'. The reporting verb is in the past tense and thus other clauses must be in the past tense.
10. (c) 'Was present' in place of 'were present'. In the case of 'along with', the verb is in

accordance with the first object. See Rule 46.

Set 10

1. (b) 'Pull off' in place of 'put off'.
2. (c) 'Is' in place of 'are'. The subject 'the only good thing' is singular and thus the verb will be singular.
3. (a) 'Brothers-in-law' in place of 'brother-in-laws'. For the plural 's' is added to the root word.
4. (c) 'Too heavy' in place of 'too much'.
5. (b) 'who have' in place of 'who has'. 'Who' has been used here for 'sons' and as this is plural, the verb should also be in accordance with that.
6. (b) 'Than' in place of 'that'. See Rule 38.
7. (b) 'Found hanged' in place of 'found hanging'. See the Rules of tense.
8. (c) 'I would have died' in place of 'I would die'. This is the form of structure. If two parts of a sentence are in the past tense, one part will be in the past indefinite and another in the past perfect. See Rule 48.
9. (b) 'With' in place of 'at'. See the Rules of preposition.
10. (a) 'Lay' in place of 'laid'. 'Lay' is the past indefinite form of 'lie'.

Set 11

1. (d) 'Was' in place of 'were'. The verb will be in accordance with the first subject in case of 'together with'. See Rule 30.
2. (d) 'Their' in place of 'its'. The pronoun must be in accordance with 'ladies'. See Rule 9.
3. (b) 'Of' in place of 'on'. See Prepositions.
4. (b) 'Was' in place of 'were'. See Rule 30.
5. (c) 'Have' in place of 'has'. The simple rule of subject-verb accord should be taken care of.

6. (d) 'Was' in place of 'were'. When two singular subjects are joined by neither-nor, the verb is singular. See Rule 14.
7. (a) 'Was' in place of 'is'. See Rules of tense.
8. (c) 'When' in place of 'than'. See Rule 36.
9. (b) 'Than' in place of 'to'. 'Than' is normally used in comparative degree. See Rule 25.
10. (a) 'He had hoped' in place of 'he hoped'. See Rules of tense.

Set 12

1. (a) 'He comes there not only' in place of 'he not only comes there'. The error is in placement of words. See Rule 35.
2. (d) 'Had broken' in place of 'has broken'. See Rules of tense.
3. (d) 'Strong points' in place of 'stronger points'. No need of the comparative degree. See Rules of degree.
4. (d) 'To the' in place of 'than the'. See Rule 25.
5. (d) 'Headmen' in place of 'headman'. 'One of' is followed by a plural noun. See Rule 11.
6. (a) 'No other king' in place of 'no king'. It is an important rule. Try to understand it carefully. See Rule 26.
7. (a) 'Not to talk of' in place of 'what to talk of'. See Rule 55.
8. (b) 'Myself' is unwanted. It confuses the meaning.
9. (a) 'He wrote only' in place of 'he only wrote'. See Rule 35.
10. (c) 'Each other' in place of 'one another'. See Rule 17.

Set 13

1. (c) 'A little water' in place of 'little water'. See Rule 23.



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Set 16

1. (d) 'In his letter', is inappropriate. This tag should come after 'he suggested'. It is an error of misplacement of words, causing confusion. See Rule 35.
2. (a) 'I am hard pressed' in place of 'hardly pressed'. See the usage of adverbs.
3. (a) 'As' in place of 'so'. 'Like' is preceded by 'as'.
4. (b) 'In moving' in place of 'to move'.
5. (a) 'Did the teacher not' in place of 'Did not the teacher'. Here the error is of misplacement of words. See Rule 35.
6. (a) 'No sooner did the bell ring' in place of 'no sooner the bell rang'. 'No sooner' is used in two forms in the past tense: (1) No sooner did; (2) No sooner had. See Rule 38.
7. (c) 'Do not' in place of 'does not'. The two subjects have been joined by 'and'. Thus the verb should be plural.
8. (c) 'Has been working' in place of 'worked'. The sentence is in the continuous tense. See Rule 51.
9. (b) 'Were going' in place of 'was going'. See the rules of the subject-verb accord.
10. (b) 'To see' is redundant. It should be deleted. 'Tested' and 'to see' both mean the same thing.

Set 17

1. (b) 'To agree' is redundant. 'To persuade' and 'to agree' mean the same thing.
2. (e) No error
3. (c) 'From' in place of 'that'. 'Different' takes 'from' after it.
4. (c) 'Was' in place of 'were'. See Rule 14.
5. (a) 'While' in place of 'when'.
6. (c) Here the pronoun should be 'them' as the meaning implied here is for the whole lot.

7. (a) 'He says that' in place of 'He says'.
8. (b) 'Has been running' in place of 'is running'. See Rule 51.
9. (a) 'You return' in place of 'you will return'. Future tense cannot be used twice in two different parts of a sentence. See Rule 49.
10. (a) 'Had he followed' in place of 'had he follow'. The correct past perfect form is 'followed'. See Rules of tense.

Set 18

1. (c) 'He admitted' in place of 'He admits'. The reporting verb is in the past tense and thus all other clauses of the sentence must be in the past tense. See Rule 46.
2. (c) 'To pay' or 'so that you may pay' in place of 'so that to pay'. It makes the structure faulty and clumsy.
3. (b) 'For having broken' in place of 'for having broke'. This is the correct form of verb. See the rules of tense.
4. (a) 'That' in place of 'which'. The correct word in such cases is 'that', not 'which'.
5. (a) 'He had hoped' in place of 'He hoped'. When there are two parts of a sentence and both are in the past form, one part will be in the past perfect form and the other in the past indefinite form. The part showing the first incident will be in the perfect form. See Rule 47.
6. (d) 'Did not' in place of 'doesn't'. As the reporting verb is in the past tense, other clauses have also to be in the past tense. See Rule 46.
7. (d) 'Has bothered' in place of 'have bothered'. The subject is the speech he made. It is singular and thus the verb will be 'has'.
8. (d) 'Sudden' in place of 'suddenly'. Here an adjective is required, not an adverb.
9. (c) 'Is Open' in place of 'was open'. The rule that future tense cannot appear twice in a sentence will be applicable. See Rule 49.



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A.5.2

- The typists would have corrected the errors had they of known that the supervisors would see the report.
- Many errors were found in the report which they typed and could not disregarded them.
- The errors in the typed reports were so numerous that they could hardly be overlooked.
- The typist had corrected the errors had they known that the supervisors would have seen the reports.

Set 4

- Since the report lacked needed information it was of no use to them.
- The report was useless to them because there were no needed information in it.
- Since the report did not contain the needed information, it was not real useful to them.
- Being that the report lacked the needed information, they could not use it.
- Since the report lacked needed information it would have not been useful to them.

Set 5

- The company had hardly declared the dividend till the notices were prepared for mailing.
- No sooner had the dividend been declared than the notices were prepared for mailing.
- They had no sooner declared the dividend when they sent the notices to the stockholders.
- Scarcely had the dividend been declared than the notices were sent out.
- Since the dividend being declared than the notices were prepared for mailing.

Let us apply our rules.

Answer Key

- (1) There is error in *if you would have*. It should be *had you*. See Rule 48. (2) There are errors in both first and second clauses. (3) It is correct according to Rule 48 and the meaning is also clear. (4) The structure is correct but the use of *despite* disturbs the meaning of the sentence. (5) There is error in the second clause. Thus the answer is 3.

- (1) *Them* is wrong (error of pronoun). (2) *What* is wrong (error of conjunction). (3) *Have* is wrong (error of verb form). (4) *Courteously* should be *without* (error of adverb). (5) It has no error and thus this is the answer.
- (1) *Whom* is wrong (error of pronoun). (2) *they of known* is wrong (error of preposition). (3) *Could not disregarded* is wrong (error of verb form). (4) No error. (5) There are errors in both clauses. Thus the answer is 4.
- (1) No error. (2) *Were* is wrong (error of verb). (3) *Real* is wrong (error of adverb). (4) There is error in the first clause. (5) There is error in the second clause. Thus the answer is 1.
- (1) The first clause is wrong. (2) No error. (3) *When* is wrong (*than* should be used). (4) *Than* is wrong (*when* should be used). (5) The first clause is wrong. Thus the correct answer is 2.

PRACTICE SET

Directions: *In each of the following questions, five sentences are given which are on the same theme. Decide which sentence is the preferable one with respect to grammar and usage suitable for formal writing in English and mark the number of that sentence on the answersheet.*

1. Being worked for the whole day, you should have taken some rest and started the work tomorrow.
2. Working for the whole day, you should have taken some rest and started the work tomorrow.
3. After being worked for the whole day, you should have taken some rest and started the work tomorrow.

4. Having worked for the whole day, you should have taken some rest and started the work tomorrow.
5. After having work the whole day, you should have taken some rest and started the work tomorrow.
- II.** 1. Have you not reached in time, we would have lost our lives.
2. If you have not reached in time, we would have lost our lives.
3. Had you not reach in time, we would have lost our lives.
4. Had you not reach in time, we would have lost our lives.
5. If you would not have reached in time, we would have lost our lives.
- III.** 1. The various practices and norms for bank's transactions are laid down by the Reserve Bank of India.
2. The various practices and norms for banks' transactions are led down by the Reserve Bank of India.
3. The various practices and norms for banks' transactions have been lay down by the Reserve Bank of India.
4. The various practices and norms for banks' transactions are lead up by the Reserve Bank of India.
5. The various practices and norms for banks' transactions are laid up by the Reserve Bank of India.
- IV.** 1. Your statement that you were through ignorant of the consequences cannot be trusted.
2. Your statement that you were thorough ignorant of the consequences cannot be trusted.
3. Your statement that you were thoroughly ignorant of the consequences cannot be trusted.
4. Your statement that you were thorough of ignorance of the consequences cannot be trusted.
5. Your statement that you were thoroughly in ignorance of the consequences cannot be trusted.
- V.** 1. He was extremely unhappy because of inordinately delay.
2. He was extremely unhappy because of the inordinate delay.
3. He was extremely unhappy because of the inordinately delay.
4. He was extremely unhappy because of the inordinately delaying.
5. He was extremely unhappy because of the inordinate delaying.
- VI.** 1. I am remembering you telling me that you are having two cars.
2. I do remember your telling me that you have two cars.
3. I do remember your telling me that you were having two cars.
4. I am remembering your telling me that you are having two cars.
5. I remember your telling me that you are having two cars.
- VII.** 1. A community is like a ship, everyone should be prepared to take the helm.
2. A community is like a ship, as everyone should be prepared to take the helm.
3. A community is like a ship, since everyone should be prepared to take the helm.
4. A community is like a ship, so everyone should be prepared to take the helm.
5. A community is like a ship, hence everyone should be prepared to take the helm.
- VIII.** 1. My wife and I do not worry about AIDS since we practise monogamy.

2. My wife and I do not worry about AIDS even if we practise monogamy.
3. My wife and I do not worry about AIDS as we practise monogamy.
4. My wife and I do not worry about AIDS though we practise monogamy.
5. My wife and I do not worry about AIDS even though we practise monogamy.
- IX.** 1. Such thing does not happen to you and I, Isn't It?
2. Such a thing does not happen to you and me, Isn't It?
3. Such things do not happen to you and me, don't they?
4. Such things do not happen to you and I, do they?
5. Such things do not happen to you and me, do they?
- X.** 1. Had I been older and wiser, I would have not acted on your advise and made a fool of me.
2. Had I been older and wiser, I wouldn't act on your advice and made a fool of me.
3. Had I been older and wiser, I would not have acted on your advice and made a fool of me.
4. Had I been older and wiser, I would not have acted on your advice and made a fool of myself.
5. Had I been older and wiser, I would have not acted on your advice and make a fool of myself.
- XI.** 1. The more they earn, more they spend.
2. More they earn, more they spend.
3. More they earn, the more they spend.
4. The more they earn, the more they spend.
- XII.** 1. The old man felled some trees in the garden with hardly no effort at all.
2. The old man felled some trees in the garden with hard effort at all.
3. The old man felled some trees in the garden with hardly any effort at all.
4. The old man felled some trees in the garden with a hardly any effort at all.
- XIII.** 1. She says she's already paid me back, but I can't 'remember, so I'll have to take her word.
2. She says she's already paid me back, but I can't remember, so I'll have to take her word true.
3. She says she's already paid me back, but I can't remember, so I'll have to take her at her word.
4. She says she's already paid me back, but I can't remember, so I'll have to take her word for it.
- XIV.** 1. The workers are hell bent at getting what is due to them.
2. The workers are hell bent on getting what is due to them.
3. The workers are hell bent for getting what is due to them.
4. The workers are hell bent upon getting what is due to them.
- XV.** 1. While we would like that all Indian children to go to school, we need to ponder why they do not.
2. While we would like that all the Indian children to go to school, we need to ponder why they do not.
3. While we would like if all the Indian children of India to go to school, we need to ponder why they do not.
4. While we would like all Indian children to go to school, We need to ponder why they do not.

Answer Key

I. 4	VI. 2	XI. 4
II. 4	VII. 4	XII. 3
III. 1	VIII. 1	XIII. 4
IV. 3	IX. 5	XIV. 4
V. 2	X. 4	XV. 4



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Answer Key

- | | |
|--------|---------|
| 1. (b) | 6. (a) |
| 2. (c) | 7. (c) |
| 3. (b) | 8. (a) |
| 4. (c) | 9. (a) |
| 5. (a) | 10. (b) |



SPOTTING ERRORS: VARIATION PATTERN-IV

In this format four sentences are given. Three of the four sentences contain some type of grammatical error. One has to spot the correct sentence.

Example

1. The answer is given line fifteen on page four.
2. She has so much problems that she could not concentrate.
3. He had such bad a headache that he could not sleep well at all.
4. Gopa is very sick to come to school everyday.

In sentence no. 2 *much* should be *many*, in sentence no. 3 *that* should be *as* and in sentence no. 4 *very* should be *too*. Only sentence no. 1 has no error.

PRACTICE SET

1. (a) John, as well as his brothers, are coming today.
(b) Is the old always more wiser than the young?
(c) More than two boys were present in the class.
(d) The wages of sin are death.

2. (a) This book does not have their cover.
(b) He gave me many wrong informations.
(c) He is one of the bright students of the class.
(d) Did you apply for lecturership?
3. (a) I am not at all satisfied by my new apartment.
(b) He never says a lie.
(c) I am looking forward to see you once again.
(d) I cannot agree to write the letter for you.
4. (a) As an artist he is as good if not better than Ramesh.
(b) Mohan does not know to swim.
(c) He is blind with one eye.
(d) One of the reoms has been closed for a week.
5. (a) It is time you decide about your next course of action.
(b) What I did say was that just as meteorologists have classified clouds, so they have classified winds.
(c) Whatever the solution to the problems may be we should consider them carefully before we decide to take any action.

- (d) No one can help admiring a person who does not complain about their problems.
6. (a) Ram disappointed his mother in that he didn't write to her very often.
 (b) In a hour's time when I had finished the work I got up and slipped out unnoticed.
 (c) I walked on as fastly as I could until I reached the road which led to my house.
 (d) I am surprised at not having saw her even though she was standing in front of me.
7. (a) Our life may be compared to a flower.
 (b) We left the place with bag and baggage.
 (c) The reason of his absence is due to his illness.
 (d) He bought a fresh basket of fruits.
8. (a) I have some milk but I do not have some sugar.
 (b) The teacher asked him to explain why had he been absent for such a long time.
 (c) One of our most serious problems are the growing menace of terrorism.
- (d) My brother has been ill for a long time.
9. (a) It has been reported by the chairman of the committee that all possible efforts have made to reach the target.
 (b) You are required to explain your conduct within two days of the receipt of this letter.
 (c) This room would be much improved if you have put a furniture in the corner near the window.
 (d) I remember to having read somewhere that the first satellite was launched by; Russians.
10. (a) The Major along with his soldiers were killed in the battlefield today.
 (b) The movie began when we arrived.
 (c) The economical condition of the country is very bad.
 (d) In my opinion respect is preferable to money.

Answer Key

- | | |
|--------|---------|
| 1. (c) | 6. (a) |
| 2. (c) | 7. (a) |
| 3. (d) | 8. (d) |
| 4. (d) | 9. (b) |
| 5. (c) | 10. (d) |

**SPOTTING ERRORS: VARIATION PATTERN-V
REAL EXAMINATION QUESTIONS WITH
FREQUENCY ANALYSIS FROM VARIOUS
COMPETITIVE EXAMINATIONS**

SET 1

1. (a) Now that she is living in her own flat, / (b) she cleans the windows, / (c) twice a week in the summer and once a week in the winter. / (d) No error
(CDS)
2. (a) This town isn't very well know (b)/and there isn't much to see, / (c) so a few tourists come here / (d) No error
(MBA)
3. (a) The reason we have not been able to pay income tax / (b) is due to fact / (c) that we did not receive pay one time. / (d) No error
(SSC)
4. (a) All the furniture have been / (b) sent to the new house / (c) located in a village / (d) No error
(Section Officers')
5. (a) My brother-in-laws / (b) who live in Bombay / (c) have come to stay with us. / (d) No error
(NDA)
6. (a) He could not plan his strategy / (b) until he knew / (c) whom his opponents could be. / (d) No error
(Railways)
7. (a) The downfall of this kind / (b) is to be attributed to / (c) nothing else than pride. (d) No error
(CBI)
8. (a) Neither the famine / (b) or the subsequent fire / (c) was able to destroy the spirit of the people. / (d) No error
(Stenographers, Exam.)
9. (a) The child / (b) picked up a burned paper / (c) from the street. / (d) No error
(Section Officers')
10. (a) One of the drawbacks / (b) of modern education are / (c) that it does not encourage original thinking / (d) No error
(Stenographers' Exam.)
11. (a) If I knew / (b) that my friend had planned to visit the town today, / (c) I would have made his stay comfortable. / (d) No error
(SCRA)
12. (a) Sharad was entrusted with / (b) the task of coordinating yesterday's programme, / (c) but due to certain difficulties / (d) he does not do it. / (e) No error
(Bank, PO)
13. (a) How long / (b) were you / (c) learning English for? / (d) No error
(Central Excise, 1993)
14. (a) Coffee seeds / (b) is dried and roasted / (c) before they are ground into powder. / (d) No error
(Income Tax)
15. (a) The technician reminded / (b) them to have a / (c) thoroughly cleaning of the / (d) machine after each use. / (e) No error
(Bank, PO)
16. (a) If I were / (b) in his shoes / (c) I would die with shame. / (d) No error
(CBI)
17. (a) Even many people / (b) carry an infection / (c) without showing its symptoms. / (d) No error
(SSC)

SET 2

1. (a) My Father is / (b) in bad mood / (c) today. / (d) No error
(Stenographer's Exam.)

2. (a) The majority of the / (b) computer professionals recommends / (c) that effective measures / (d) should be taken against software piracy. / (e) No error
(Bank, PO)
3. (a) A person I met / (b) in the theatre / (c) was the playwright himself. / (d) No error
(UDC)
4. (a) As he had taken only a few sips / (b) there was still little water / (c) left in the glass. / (d) No error
(Central Excise, 1994)
5. (a) To perform this experiment, / (b) drop little sugar / (c) into a glass of water. / (d) No error
(SSC)
6. (a) The recent study has / (b) indicated that there / (c) is perceptible change in / (d) the attitudes of the people. / (e) No error
(Bank PO)
7. (a) The bus could not / (b) ascend the steep hill / (c) because it was in the wrong gears. / (d) No error
(IES, 1994)
8. (a) Had I come / (b) to know about / (c) his difficulties / (d) I would have certainly helped. / (e) No error
(Bank PO)
9. (a) Our laxity in duty / (b) increases with our / (c) aversion for work. / (d) No error
(Income Tax)
10. (a) The trust plans / (b) to set on / (c) a special school for / (d) dumb and deaf children. / (e) No error
(BSRB, 1994)
11. (a) We never buy any jam in the shops, / (b) because my wife makes all our jam from the fruit in our garden / (c) and it tastes much better than the jam from the shops, we think / (d) No error
(CDS)
12. (a) He won't return the money / (b) that he borrowed, / (c) will he? / (d) No error
(Income Tax)
13. (a) The statement made by the writer / (b) appears to be incorrect / (c) as Gandhijee was never born in Ahmedabad. / (d) No error
(NDA)
14. (a) I can't / (b) afford to pay / (c) that much for it. / (d) No error
(UDC)
15. (a) He makes it clear in the very first novel / (b) of this period that / (c) he sees his life and work on dramatic terms. / (d) No error
(NDA)
16. (a) Even though the shirt is rather expensive / (b) but I wish to / (c) purchase it with my own money. / (d) No error
(IES)
17. (a) While going / (b) through the report / (c) yesterday I find / (d) several factual mistakes. / (e) No error
(SS)

SET 3

1. (a) The road / (b) to famous monument / (c) passes through a forest. / (d) No error
(Stenographer's Exam.)
2. (a) According to the Bible / (b) it is meek and humble / (c) who shall inherit the earth. / (d) No error
(CBI)
3. (a) Troy was taken by Greeks / (b) this formed the basis of a story / (c) which has become famous. / (d) No error
(Central Excise)
4. (a) He was fascinated by insects / (b) and the more he studied their habits / (c) greater was his fascination. / (d) No error
(Clerks' Grade)
5. (a) The polling was marred / (b) at many a place / (c) by 'attempts at rigging. / (d) No error
(CBI)
6. (a) Mr. Sunil Pawar, our representative, / (b) he will attend the meeting / (c) on our behalf. / (d) No error
(NDA)
7. (a) If the teacher is good / (b) the students / (c) will respond / (d) positively to them. / (e) No error
(BSRB)
8. (a) Whatever work / (b) that which you undertake / (c) put your best efforts / (d) in it. (e)/No error
(BSRB, 1995)



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17. (a) If a thing / (b) is worth doing at all / (c) it is worth done well. / (d) No error

(NDA)

SET 5

1. (a) Our system of assigning / (b) different jobs to different people / (c) should be based on / (d) their strengths and weaknesses. / (e) No error

(Bank PO, Mumbai)

2. (a) Reasonable ambition, if supported / (b) at president efforts, / (c) is likely to yield / (d) the desired results. / (e) No error

(Bank PO, Mumbai)

3. (a) This is an important difference in / (b) that it marks the first move towards / (c) professionalising the sport and turning it into / (d) an institution money-earning proposition. / (e) No error

(MBA)

4. (a) All three products help wean smokers / (b) from cigarettes by providing small doses / (c) of nicotine designed to replace the basic level / (d) of average smoker's day's nicotine consumption

(MBA)

5. (a) The ultimate problem of physics / (b) is to reduce matter by analysis / (c) to its lowest condition of divisibility. / (d) No error

(CDS)

6. (a) As a nation we neither impress the belligerent / (b) or inspire the lovers of peace, / (c) the speaker added. / (d) No error

(CDS)

7. (a) If the by-stander had not been / (b) familiar with first-aid techniques, / (c) the driver which had met / (d) with the accident would have died. / (e) No error

(Bank PO, Hyderabad)

8. (a) By arresting the local criminals / (b) and encouraging good people, / (c) we can end / (d) hostilities of the area / (e) No error

(Bank PO, Hyderabad)

9. (a) We admired the way / (b) he had completed all his work / (c) and appreciating the method / (d) adopted by him. / (e) No error

(Bank PO, Mumbai)

10. (a) Not only judges acquitted / (b) him of all the charges / (c) levelled against him, but / (d) also commended all his actions. / (e) No error

(Bank PO, Mumbai)

11. (a) We do not know where he was educated / (b) or what did he do to earn his bread at that time / (c) because history is silent about his early life. / (d) No error

(NDA)

12. (a) Under the present circumstances, / (b) sanctioning another post for the organisation / (c) is out of question. / (d) No error

(NDA)

13. (a) If you permit me to speak the truth, / (b) I shall say without hesitation / (c) that you have done a mistake. / (d) No error

(CDS)

14. (a) By the time / (b) she finished typing / (c) it was not hardly ten / (d) No error

(CDS)

15. (a) A picture of / (b) one of the progenitors / (c) of the founder / (d) of the company hanged / (e) on the wall. / (f) No error

(MBA)

16. (a) Lost in thought, / (b) with a vacant look / (c) in his eyes, / (d) he laid / (e) on the couch. / (f) No error

(MBA)

17. (a) In spite of toiling / (b) very hardly he / (c) realised that he had / (d) not earned anything substantial. / (e) No error

(BSRB, Patna)

18. (a) We have observed that / (b) many good programmers / (c) suffer of shortage / (d) of funds and other resources. / (e) No error

(BSRB, Patna)

19. (a) The principal indicated that / (b) the issue of improved quality of teaching / (c) in the college were high / (d) in his list of priorities. / (e) No error

(BSRB, Calcutta)

20. (a) Unless you take / (b) interest into the studies / (c) you will not succeed / (d) in the examination / (e) No error

(BSRB, Calcutta)

Answer Key

Set 1		Set 2		Set 3		Set 4		Set 5	
1. (c)	11. (d)	1. (b)	11. (a)	1. (b)	11. (b)	1. (b)	11. (b)	1. (d)	11. (b)
2. (a)	12. (d)	2. (b)	12. (c)	2. (b)	12. (b)	2. (a)	12. (b)	2. (b)	12. (b)
3. (b)	13. (b)	3. (a)	13. (c)	3. (a)	13. (b)	3. (b)	13. (b)	3. (d)	13. (c)
4. (a)	14. (b)	4. (b)	14. (d)	4. (c)	14. (b)	4. (c)	14. (c)	4. (d)	14. (c)
5. (a)	15. (c)	5. (b)	15. (a)	5. (d)	15. (a)	5. (c)	15. (b)	5. (b)	15. (d)
6. (c)	16. (c)	6. (c)	16. (b)	6. (b)	16. (a)	6. (a)	16. (a)	6. (b)	16. (d)
7. (c)	17. (a)	7. (c)	17. (c)	7. (d)	17. (c)	7. (c)	17. (c)	7. (c)	17. (b)
8. (b)		8. (e)		8. (b)		8. (c)		8. (d)	18. (c)
9. (b)		9. (c)		9. (c)		9. (a)		9. (c)	19. (c)
10. (b)		10. (b)		10. (b)		10. (b)		10. (a)	20. (b)

Table 8.1 Spotting Errors: Frequency Analysis

Items	1993	1994	1995	1996	1997	Total
	No. of exams covered 112	No. of exams covered 11	No. of exams covered 11	No. of exams covered 9	No. of exams covered 7	
	No. of questions = 17	No. of questions = 17	No. of questions = 17	No. of questions = 17	No. of questions = 17	
Verb and Tense form	8	5	1	8	6	28
Article	1	3	4	—	—	8
Noun	2	1	1	—	—	4
Pronoun	1	—	3	4	1	9
Adjective/Adverb Degree	1	3	3	—	2	9
Conjunction	2	1	1	—	2	6
Preposition	—	2	3	3	4	12
Wrong word	1	—	1	1	2	5
Repetition	1	—	—	1	—	2
No error	—	2	—	—	—	2

Observation: Highest frequency — Verb and tense form
 Next — Preposition
 Next — Pronoun
 Next — Adjective/Adverb degree

Table 8.2 Recent Trends in Spotting Error Questions (2001–2004)

Examinations	Items									
	Noun	Pronoun	Adjective	Connector	Article	Preposition	Idioms	Miscellaneous wrong word misplaced 1	No error	Verb tense related 4
Indian Overseas Bank PO Exam 2004										
PG Dip Fashion 04				1				1		3
INGOU Openmat 04		1		4		2				4
PO Canara Bank 03			1			1			2	2
Corporation Bank 03						1	2		1	2
Bank of Maharashtra 03		1						1	2	1
GIC AAO 03			1		1		1		1	3
Mat 03		1								2
CDS 03		3	1	2	1				2	6
PNB 02				1		1	1	1		1
NABARD 02			1			1			1	2
Corporation Bank 02				1				1		3
LIC 02	1	1	1							
Hotel M. 02			1			7	1		1	
APF Com 02		1		2		1			1	
Info Tech 02				1	1	1	3	1		3
NDA 02				2	1	1		1	2	
SCRA 02	1		1					1	1	6
Indian Engineer 01	1		1					1	2	5
SSC Com 01				1		1		1		2
	3	8	7	16	4	19	6	11	14	49

Number of examinations 20, Total number of questions 137

Finding	:	1	Highest Frequency	Verb-tense related	49
		2	Next	Preposition	19
		3	Next	Connector	16



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Had + past participle + would + have +

1 2 3 4
past participle

5

Thus the correct form of the sentence in the example will be:

Had you *seen* the movie, you *would*

1 2 3
have enjoyed it.

4 5

2. The greater the demand, *higher* the price
- high
 - the high
 - the higher
 - No improvement

(S.I. Police Exam., Delhi)

The error here is in the use of the definite article *the*. When two *comparative degrees* are used in a sentence for proportion, *the* is used before both of them. Here, the two comparative degrees are *greater* and *higher* and thus *the* should be used before *higher* also. The answer therefore is (c).

3. He is extraordinarily *clever at mimicking* his friends.
- clever for mimicking
 - clever in mimicking
 - clever to mimick
 - No improvement

(Combined Defence Services Exam.)

Here the error is in the use of preposition. The correct answer is (b), *clever in mimicking*.

4. He told us the story *in a nutshell*.
- in the nutshell
 - putting it in a nut
 - in nutshell
 - No improvement

(Combined Defence Services Exam.)

Here the answer is (d), no improvement. The correct phrase is *in a nutshell* and thus the answer is (d), no improvement.

Students are therefore advised to brush up their grammar and carefully go through the rules explained in the chapter on spotting errors.

ILLUSTRATION

Probationary Officer's/Agriculture Field Officers' Examination, September, 1993

1. The facts *attributed* to my report in your paper are wrong.
- attributing towards
 - attributed against
 - attribute for
 - attributed at
 - No correction required.

Here, there is an error in the use of the preposition. The answer is (b).

2. The disparity between the urban and rural *area has widen* in the last decade.
- areas has widened
 - area have widen
 - area has widened
 - area have widened
 - No correction required

The answer is (a). 'Urban' and 'rural' are linked by 'and'. Thus, the noun has to be in plural. Hence, it will be 'areas'. Another rule of grammar operative here is that there must be an accord between the subject and the verb. 'Has' is the verb for the subject, which is singular. Therefore, the verb will remain *has*.

3. They told me that they *were already sold out* all their belongings.
- has sold already
 - had already sold
 - were already selling
 - have already been sold
 - No correction required

The answer is (b). The reporting verb is in the past tense and thus all the other clauses have to be in the past tense. As the requirement here is of the past perfect form, (b) is the right answer.

4. He says he doesn't recollect *have seen* me before.
- he has seen
 - have been seen
 - having seen
 - that has seen
 - No correction required

The answer is (c). The correct form is 'having seen' in this sentence.

5. *What does it matter most* is the quality of the deeds that we perform.
- what it matters more
 - what does it matter more
 - what matters it most
 - what matters most
 - No correction required

The correct expression is 'what matters most'. The right answer therefore is (d).

PRACTICE SET - 1

Direction: Which of the words/phrases, (a), (b), (c) and (d), should replace the words/phrases given in italics in each of the following sentences so as to make them most effective and meaningfully correct. If the sentence is correct and needs no change, mark (d) or (e) as your answer.

- I love the man so well that I wish *he should overlive me*.
 - may overlive me
 - ought to overlive me
 - might overlive me
 - try to overlive me
 - No correction needed
- Can this machine be adapted *in* farm work.
 - by
 - into
 - for
 - to
 - No correction needed
- When the Prime Minister said this, we know whom he *was eluding to*.
 - referring
 - alluding
 - hinting
 - suggesting
 - No correction needed
- The weather was not good; it was *a bit* pleasant.
 - a little
 - to some extent
 - fairly
 - rather
 - No correction needed
- He *lives* in a remote colony since August 1989.
 - is living
 - has been living
 - has lived
 - continues to live
 - No correction needed
- When we reached the site of the crash, we saw only three *alive* men in the wreck.
 - living
 - lively
 - live
 - breathing
 - No correction needed
- Hardly had she entered the police station *then* all officers stood up.
 - than
 - when
 - before
 - since
 - No correction needed
- Do *how* I say.
 - which
 - that
 - as
 - like
 - No correction needed
- Stop taking drugs lest *you are caught*.
 - might be caught
 - will be caught
 - may be caught
 - would be caught
- Though a hero, he acted *a coward*.
 - with cowardice
 - as coward
 - cowardly
 - as like a coward
 - No correction
- They were all astonished *at* his failure in the examination.
 - for
 - on
 - in
 - from
 - No correction

12. Due to bad weather the number of ships crossing the channel last week *is very* small.
 (a) are being (b) are
 (c) were (d) was
 (e) None
13. She is worried about his health and *also me*.
 (a) also is me (b) so am I
 (c) so come too (d) me also are
 (e) None
14. Roads are wet, it *must had* rained last night.
 (a) must have been (b) might had
 (c) would have been (d) must have
 (e) None
15. She is *tallest* of all the girls.
 (a) the tallest (b) taller
 (c) the taller (d) a taller
 (e) None
16. It will depend now on *they* coming on time.
 (a) their coming (b) them coming
 (c) theirs coming (d) they come
 (e) None
17. He has studied French *since four years*.
 (a) since four years ago
 (b) from four years ago
 (c) from four years
 (d) for four years
 (e) None
18. He *had not ought to do* it.
 (a) has not ought to do
 (b) ought not had done
 (c) ought not has done
 (d) ought not have done
 (e) None
19. He decided to *quickly* leave the house.
 (a) quickly to leave the house
 (b) quickly leave house
 (c) leave the house quickly
 (d) leave quickly the house
 (e) None
20. The bag is *so heavy* that I can hardly carry it.
 (a) as (b) too
 (c) much (d) more
 (e) None
21. Most willingly Rama agreed *to go to* Madras and remain there for a month.
 (a) go to (b) on going to
 (c) to going to (d) to going
 (e) None
22. I felt that the music was *sweetly and soothingly*.
 (a) sweetly but soothingly
 (b) sweet and soothing
 (c) sweetly and soothing
 (d) sweet but soothing
 (e) None
23. He did not know the answer and I *did not neither*.
 (a) and neither did I
 (b) and either did I
 (c) and neither have I
 (d) and either did have
 (e) None
24. He spent much time and energy over it and lost a large sum *in the bargain*.
 (a) will bargain (b) for bargain
 (c) off the bargain (d) into bargain
 (e) None
25. It is *all and one* to me whether he lives in Mumbai or Kolkata
 (a) all but one (b) all one
 (c) one and the same (d) all or one
 (e) No correction
26. At an early age *he had made his mark* as a chemist.

- (a) made his mark
(b) makes his mark
(c) has made his mark
(d) has been making his mark
(e) No correction
27. He is not *in the good books* of his master.
(a) in the better book
(b) in the good book
(c) in the best book
(d) into the good books
(e) No correction
28. He has been working *off and on* for several years to compile a dictionary.
(a) regularly (b) constantly
(c) on and off (d) on or off
(e) No correction
29. On the day of the match, everyone hoped *about* fine weather.
(a) of
(b) at
(c) for
(d) No improvement
30. Although her parents warned her *of* what would happen, she continued to disobey them.
(a) off
(b) on
(c) to
(d) No improvement
31. In his lecture, he dealt *about* the causes of the Gulf War.
(a) with
(b) on
(c) for
(d) No improvement
32. When new coins were issued, the old ones were *called out*.
(a) in
(b) up
(c) off
(d) No improvement
33. But for the two incomes, we would be *hard out*.
(a) help up
(b) hard on
(c) hard up
(d) No improvement
34. History is a *little more* than the register of the crimes, follies and misfortunes of mankind.
(a) little less
(b) very little more
(c) little more
(d) No improvement
35. The centre forward was constantly being cheered and applauded because *he had made many goals*.
(a) he had secured many goals
(b) he made many goals
(c) he had scored many goals
(d) No improvement
36. Our neighbours are extremely noisy but *even more are they quarrelsome*.
(a) they are even more quarrelsome
(b) more even are they quarrelsome
(c) more are they quarrelsome
(d) No improvement
37. I prefer *to ride than to walk*.
(a) ride to walk
(b) riding than walking
(c) riding to walking
(d) No improvement
38. Would you mind *help* me with these questions?

- (a) helping
(b) to help
(c) of helping
(d) No improvement
39. Is the coffee *so cool for you to drink*?
(a) too cool that you can drink
(b) cool enough for you to drink
(c) enough cool to drink
(d) No improvement
40. While walking across the road *a bus knocked him down*.
(a) a bus knocked him
(b) he was by a bus knocked
(c) he was knocked down by a bus
(d) No improvement
41. We had to stop for diesel because we had *hardly much* left.
(a) some
(b) more
(c) any
(d) No improvement
42. If you had arrived earlier, you *would have found* me in the bus.
(a) will find
(b) have found
(c) found
(d) No improvement
43. The robber *entered into* the old man's room very quietly.
(a) entered in
(b) entered inside
(c) entered
(d) No improvement
44. Unless he *does not leave* this house, I will not say anything.
(a) had left (b) left
(c) did not leave (d) leaves
(e) None
45. As the summer vacation approaches, the number of tourists *are increasing by leaps and bounds*.
(a) has increased by leaps and bounds
(b) increases by leaps and bounds
(c) are increasing by leaps and bounds
(d) increased by leaps and bounds
(e) None
46. It is *one and quarter hours* since Harish went away.
(a) one and quarter
(b) one and quarter hour
(c) one hours and quarter
(d) one hour and a quarter
(e) No correction
47. Where politics fails, economics *may sometime succeed*.
(a) may sometimes succeeds
(b) may sometime succeeds
(c) sometimes succeed
(d) sometimes succeeds
(e) No correction
48. In which newspapers *the advertisement appeared*?
(a) did the advertisement appear
(b) did the advertisement was appeared
(c) the advertisement was appeared
(d) the advertisement appear
(e) No correction
49. The teacher asked "why you are late?"
(a) why you were late
(b) why late you are
(c) why are you late
(d) No correction
50. He killed the enemy *by his sword*.
(a) with his sword (b) by sword
(c) by a sword (d) No correction

51. He told us the story *in a nutshell*.
 (a) in the nutshell (b) putting in a nut
 (c) in nutshell (d) No correction
52. She *is having a lot of* money.
 (a) has lot of (b) has a lot of
 (c) is having lot of (d) No correction
53. He shouted *that he might attract attention*.
 (a) to attract attention
 (b) for attracting attention
 (c) that he may attract attention
 (d) No correction
54. You can mix it *with some sugar* and eat it.
 (a) in some sugar
 (b) into some sugar
 (c) any sugar
 (d) No correction
55. I don't want to disturb you, please *get with your work*.
 (a) get up with (b) get over with
 (c) get on with (d) No correction
56. There is plenty of time to catch the train.
 (a) to get (b) to reach
 (c) to hold (d) No correction
57. Hundreds of people were killed *by* earthquake.
 (a) in (b) from
 (c) of (d) No correction
58. He *insisted on* he was innocent.
 (a) insisted on that (b) insisted that
 (c) insists that (d) No correction
59. John, who *studies* medicine at present, hopes to go abroad after graduation.
 (a) is studying (b) will study
 (c) studied (d) No correction
60. Students *are attending* spoken English classes since 6th February.
 (a) were attending
 (b) have been attending
 (c) have attended
 (d) No correction
61. Ramesh went to the nearest shop *to getting* presents for his son.
 (a) to get (b) for to get
 (c) for getting (d) No correction
62. They *have still not responded* to our proposal.
 (a) have not still responded
 (b) still have not responded
 (c) not have still responded
 (d) No correction
63. I cannot remember where *I did leave* my black shirt.
 (a) did I leave (b) I left
 (c) left I (d) No correction
64. Would you please tell me *when the next train comes*.
 (a) when does the next train come
 (b) when comes the next train
 (c) when the next train does come
 (d) No correction
65. In this *deteriorate* condition, you should call in a good doctor.
 (a) deteriorating (b) deterioration
 (c) to deteriorated (d) No correction
66. It is important that he *should have been arriving* here in time.
 (a) could arrive
 (b) arrive
 (c) could have arrived
 (d) No correction
67. One should be careful to check the grease and oil in *our* car every day.
 (a) one's (b) his
 (c) their (d) No correction
68. I want to see the film as it *is being directed* by Satyajit Ray.

- (a) has been directed by
 (b) was directed by
 (c) had directed by
 (d) No correction
69. To lock up a man and *let him doing nothing* is a cruel punishment.
 (a) let him do nothing
 (b) letting him do nothing
 (c) to let him do nothing
 (d) No correction
70. At last we realised *what was* truth.
 (a) what was the truth
 (b) what the truth was
 (c) the truth was
 (d) No correction
71. Only three-fourths of the work *are complete*.
 (a) is complete (b) has completed
 (c) have completed (d) No correction
72. More than one person *has found* it correct.
 (a) have found (b) were found
 (c) is found (d) No correction
73. In summer, days are *more warmer* than nights.
 (a) more warm (b) warmer
 (c) warmest (d) No correction
74. It is better to say *too little* than too much.
 (a) little (b) only little
 (c) very little (d) No correction
75. A large number of houses *has come up* around Kolkata.
 (a) is coming up (b) are coming up
 (c) had come up (d) No correction
76. The rules of chess require that one *made* only one move at a time.
 (a) makes (b) make
 (c) will make (d) None
77. In a few minutes time, when the clock strikes six, I *would be waiting* here three-quarters of an hour.
 (a) shall be waiting
 (b) shall have been waiting
 (c) will have waited
 (d) None
78. He enjoys *to tell stories* to children.
 (a) telling stories
 (b) how to tell stories
 (c) to narrate stories
 (d) None
79. 'Arms and the Man' *have been written* by George Bernard Shaw.
 (a) are written
 (b) are being written
 (c) has been written
 (d) None
80. By temperament *the French* are reserved, so they prefer to live in solitude.
 (a) French people (b) French
 (c) some French (d) None
81. Do take an umbrella *lest you do not* get wet.
 (a) lest you should
 (b) lest you should not
 (c) lest you might not
 (d) None
82. The person *who* they are referring to is a good friend.
 (a) whom (b) which
 (c) that (d) None
83. The short essay should not *exceed more than* two hundred pages.
 (a) exceed (b) exceed than
 (c) more exceed (d) None
84. My copy is *as good or* better than yours.
 (a) as good as
 (b) as good and better

- (c) as good as or
(d) None
85. I could not help *to laugh at* the joke.
(a) help laughing at (b) laugh at
(c) to laughing at (d) None
86. *What to talk of* standing first, he could not even pass at the examination.
(a) not to talk of (b) but to talk of
(c) let to talk of (d) None
87. *If I was you* I would not sign the document.
(a) If I have been you (b) If I were you
(c) Was I you (d) None
88. The candidates will be interviewed *between 10 a.m. to 11 a.m.*
(a) between 10 a.m. and 11 a.m.
(b) between 11 a.m. from 12 a.m.
(c) between 11 a.m. for 12 a.m.
(d) None
89. *Since we are living* in Bombay, we are unwilling to move to another city.
(a) since we have been living
(b) being that we are living
(c) since we were living
(d) None

Answer Key

1. (e)	19. (c)	37. (b)	55. (c)	73. (b)
2. (c)	20. (e)	38. (a)	56. (d)	74. (a)
3. (a)	21. (b)	39. (b)	57. (a)	75. (b)
4. (c)	22. (b)	40. (c)	58. (b)	76. (a)
5. (b)	23. (a)	41. (c)	59. (a)	77. (c)
6. (a)	24. (b)	42. (d)	60. (b)	78. (a)
7. (b)	25. (c)	43. (c)	61. (a)	79. (c)
8. (c)	26. (a)	44. (d)	62. (a)	80. (d)
9. (a)	27. (b)	45. (b)	63. (a)	81. (a)
10. (c)	28. (c)	46. (d)	64. (a)	82. (a)
11. (e)	29. (a)	47. (d)	65. (a)	83. (a)
12. (d)	30. (d)	48. (a)	66. (a)	84. (a)
13. (b)	31. (a)	49. (c)	67. (a)	85. (a)
14. (d)	32. (c)	50. (a)	68. (a)	86. (a)
15. (a)	33. (c)	51. (d)	69. (a)	87. (b)
16. (a)	34. (c)	52. (b)	70. (b)	88. (a)
17. (d)	35. (c)	53. (a)	71. (a)	89. (a)
18. (d)	36. (a)	54. (d)	72. (d)	

**SENTENCE IMPROVEMENT:
REAL EXAMINATION QUESTIONS
WITH FREQUENCY ANALYSIS FROM
VARIOUS COMPETITIVE EXAMINATIONS**

SET 1

1. He has said so out of affection, do not take *it to heat*
 - (a) in heart
 - (b) it in the heart
 - (c) by the heart
 - (d) No improvement
2. Sumit *would have been looked smart* in traditional clothes.
 - (a) was looked
 - (b) would be looked
 - (c) had looking
 - (d) would have looked
 - (e) No correction required.

(Bank PO)
3. I am sorry, but *I don't believe* what you say.
 - (a) I will not believe
 - (b) I am not believing
 - (c) I will not be believing
 - (d) No improvement.

(NDA)
4. Let's buy a new sari with the annual bonus, *can we?*
 - (a) can't we
 - (b) don't we
 - (c) shall we
 - (d) No improvement

(IES)
5. The *need* of the hour was some fast action on the part of the leaders.
 - (a) needed
 - (b) needing
 - (c) needs
 - (d) No correction required

(Income Tax)
6. The teacher asked the intruder *who was he and why was he* occupying his chair.
 - (a) who he was and why he was
 - (b) who he was and why was he
 - (c) did he return home than
 - (d) No improvement

(CBI)
7. No sooner *he had returned home than* explain his mother felt happy.
 - (a) he had returned home than
 - (b) had he returned home when
 - (c) did he return home than
 - (d) No improvement

(Section Officers)
8. He stayed back so that it *can look* as if he was unaware of the entire incident.
 - (a) may look
 - (b) would look
 - (c) will look
 - (d) No improvement

(SCRA)
9. In the modern world it is difficult *to live through* one's ideals.
 - (a) to live up to
 - (b) to live by
 - (c) to live for
 - (d) No improvement

(IES)
10. In accordance *to your* instructions, we have remitted the amount in the bank.
 - (a) by
 - (b) with
 - (c) for
 - (d) No improvement

(Section Officers)
11. Young men and women should get *habituated* to reading and writing about current affairs.
 - (a) prepared
 - (b) trained
 - (c) used
 - (d) No improvement

(CDS)

12. He has cooked that meal so often he can do it with his *eyes closed*.

- (a) mind blank (c) hands full
(b) eyes covered (d) No improvement

(NDA)

13. Because of his mastery in this field, his suggestions are *wide accepted*.

- (a) are widely accepted
(b) are side accentance
(c) have widely accepted
(d) have been wide accepted
(e) No correction required

(Bank PO)

14. I waited for half an hour for my friend, but the train didn't *turn in*.

- (a) turn about
(b) turn around
(c) turn up
(d) No improvement

(SCRA)

15. None of the guests *were introduced* to the bride.

- (a) introduced
(b) was introduced
(c) have been introduced
(d) No improvement

(IES)

SET 2

1. All the allegations *levelled against* him were found to be baseless.

- (a) levelled for (d) levelling with
(b) eye with (e) No correction is required
(c) eye against

(SBIPO)

2. He *did many mischiefs*.

- (a) made many a mischiefs
(b) made much mischief
(c) committed many mischiefs
(d) No improvement

(UDC)

3. I *would gladly accompany* your sister if you had asked him.

- (a) would have gladly accompanied
(b) was to have gladly accompanied
(c) will gladly accompany
(d) No improvement

(CDS)

4. Is there any *place* for me to sit?

- (a) space (c) area
(b) room (d) No improvement

(CBI)

5. I am used to *hard work*.

- (a) hard working (c) work hardly
(b) work hard (d) No improvement

(IES)

6. Try to be diplomatic when you refuse any invitation, *so far not* to cause bad feelings.

- (a) as far not (c) if as far not
(b) so as not (d) since then not

(Bank PO)

7. Old habits *die hardly*.

- (a) die much hardly (c) die too hard
(b) die hard (d) No improvement

(NDA)

8. One of the men gave first aid to Hitesh *who is injured* in a road accident.

- (a) who had injured
(b) who was injured
(c) which was injured
(d) as he was to injure

(e) No correction required

(Bank PO)

9. The members of his family are coming *in* this train.

- (a) with (c) on
(b) by (d) No improvement

(Railways)

10. Never has the inadequacy of police been in *clearer* focus than in the communal violence that flared up recently.

- (a) higher (c) better
(b) stronger (d) sharper

(Translators Exam.)

11. She *cut a sad figure* in her first performance on the stage.

- (a) made a sorry figure (c) cut a sorry figure
(b) cut a sorry face (d) No improvement

(CDS)

12. His trousers are *three sizes* large.

- (a) three sizes too (c) three sizes over
(b) three size (d) No improvement

(Asstt. Grade)

13. There is a shortage of well qualified teachers of most subjects, *specialty of* English and economics.

- (a) especially of (c) in special of
(b) especially in (d) No improvement

(UDC)

14. Not till he got home *he did realise* that he had lost his keys in the theatre.

- (a) did he realise
(b) he did not realise
(c) he realised
(d) No improvement

(Railways)

15. I complimented him *for* his success in the examination.

- (a) with (c) in
(b) on (d) No improvement

(SCRA)

SET 3

1. What are needed *are* not large houses but small cottages.

- (a) were (c) is
(b) was (d) No improvement

(NDA)

2. She could not help *but laugh*

- (a) laughing (c) laugh
(b) but laughing (d) No improvement

(CDS)

3. The various practices and norms for bank's transactions are *laid down* by the Reserve Bank of India.

- (a) are laid up

(b) are led down

(c) are lead up

(d) have been lay down

(e) No improvement

(Bank PO)

4. The matter must be considered *in* every point of view.

- (a) with (c) at
(b) from (d) No improvement

(UDC)

5. On seeing the lion she felt *too much* afraid.

- (a) very much (c) much
(b) excessively (d) No improvement

(CBI)

6. They have stopped *from constructing* new buildings.

- (a) to construct (c) constructing
(b) at constructing (d) No improvement

(Asstt. Grade)

7. Five years ago today, *I am* sitting in a small Japanese car, driving across Poland towards Berlin.

- (a) was sitting
(b) have been sitting
(c) sat
(d) No improvement

(CDS)

8. Many believed that girls who *received* western education would make slaves of their husbands.

- (a) could receive (c) have received
(b) had received (d) No improvement

(CDS)

9. She gave most of her time to music.

- (a) devoted (c) lent
(b) spent (d) No improvement

(UDC)

10. When I was fourteen, I *sat* the entrance examination for senior secondary school.

- (a) sat for (c) sat at
(b) sat in (d) No improvement

(CDS)

11. You ought not to *have gone* there, but you did.

- (a) be going (c) go
(b) have been (d) No improvement

(NDA)

12. *Being worked for* the whole day, you should have taken some rest and started the work tomorrow.

- (a) after having work
(b) having worked for
(c) working for
(d) after being worked for
(e) No correction required

(Bank PO)

13. Your results depend not only on how much you have studied *but how long* you have read.

- (a) but also how long
(b) but also on how long
(c) but also on how much long
(d) No improvement

(CBI)

14. I am *looking forward to see* you soon.

- (a) looking forward towards seeing
(b) looking forward for seeing
(c) looking forward to seeing
(d) No improvement

(Asstt. Grade)

15. It was quite clear that the runner *could be able* to improve upon his own record.

- (a) will be able (c) would be able
(b) should be able (d) No improvement

(NDA)

SET 4

1. He doesn't hesitate to do whatever his brother *does*.

- (a) will do (d) would done
(b) would do (e) No improvement
(c) shall do

(BSRB)

2. The problems of translation *are still remain*.

- (a) are remain (c) will still remain
(b) will remained (d) No improvement

(NDA)

3. One should exercise *their* right to vote.

- (a) his (c) one's
(b) our (d) No improvement

(NDA)

4. Can you tell me *why did you not speak* the truth?

- (a) why did not you speak
(b) that why did you not speak
(c) why you did not speak
(d) why did you not spoke
(e) No improvement

(BSRB)

5. If the pain *is returning*, you would better take another pill.

- (a) has returned (c) returned
(b) should return (d) No improvement

(Asstt. Grade)

6. The greatest thing in style is to have a *use* of metaphor.

- (a) command (c) need
(b) knowledge (d) No improvement

(Asstt. Grade)

7. Nothing but books and magazines *pleases* her.

- (a) were pleasing (c) are pleasing
(b) please (d) No improvement

(NDA)

8. *Why did you not spoken* to me earlier?

- (a) did you not spoke
(b) you did not speak
(c) did you not speak
(d) were you not spoken
(e) No improvement

(BSRB)

9. *Any able bodied man* is eligible for the job.

- (a) any able-bodied men are
(b) each able-bodied man is
(c) any able-bodied men have been
(d) No improvement

(NDA)

10. The fast train *came a halt to before* crossing the bridge.

- (a) came before to a halt
- (b) came to a halt before
- (c) came before a halt to
- (d) No improvement

(BSRB)

11. May I know *who did accompany you* to the bus station?

- (a) whom did accompany you
- (b) whom you accompanying
- (c) whom did you accompany
- (d) who accompanied you
- (e) No improvement

(BSRB)

12. *On basis* this information the Deputy Collector took strong action.

- (a) on basis of
- (b) on the basis
- (c) on the basis of
- (d) No improvement

(NDA)

13. The record for the biggest tiger hunt has not been *met* since 1911 when Lord Hardinge, then Viceroy of India, shot a tiger that measured eleven feet six and three-fourth inches.

- (a) bettered
- (b) improved
- (c) broken
- (d) No improvement

(Asstt. Grade)

14. Poor Tom *laid* in the shade of a tree before he could walk further.

- (a) lied
- (b) lain
- (c) lay
- (d) No improvement

(NDA)

15. I can always *count on him* in times of difficulty.

- (a) count at him
- (b) count on he
- (c) count him on
- (d) count with him
- (e) No correction required

(BSRB)

SET 5

1. He is a singer of repute, but his *yesterday's performance* was quite disappointing.

- (a) performances for yesterday were
- (b) yesterday performance was
- (c) yesterday performances were
- (d) performances about yesterday were
- (e) No correction required

(Bank PO, Mumbai)

2. The courts *are actively to safeguard* the interests and rights of the poor.

- (a) are actively to safeguarding
- (b) have been actively safeguarding
- (c) have to active in safeguarding
- (d) are actively in safeguarding
- (e) No correction required

(Bank PO, Mumbai)

3. I gave my niece *a children's very colourfully illustrated encyclopaedia*.

- (a) a very colourfully illustrated children's encyclopaedia
- (b) a child's very colourfully illustrated encyclopaedia
- (c) an illustrated child's very colourful encyclopedia
- (d) No improvement

(CDS)

4. He asked me where *was my book*.

- (a) my book was
- (b) my book is
- (c) is my book
- (d) No improvement

(CDS)

5. *Had I realised* how close I was to the edge of the valley, I would not have carried the bags there.

- (a) had I been realised
- (b) if I would have realised
- (c) when I realised
- (d) had I had realised
- (e) no corrections required

(Bank PO, Hyderabad)

6. She cooks, washes dishes, does her homework and *then relaxing*.

- (a) relaxing then
- (b) then relaxes
- (c) then is relaxing
- (d) No corrections required
- (e) relaxing is then

(Bank PO, Hyderabad)

7. The chemist *hadn't hardly any of those kind of* medicines.

- (a) had hardly any of those kinds

- (b) had hardly not any of those kinds
 (c) had scarcely any of those kind
 (d) had hardly any of those kind
 (e) No corrections required

(Bank PO, Hyderabad)

8. Because of his ill health, the doctor has advised him *not to refrain* from smoking.

- (a) to not refrain from
 (b) to resort to
 (c) to refrain from
 (d) to be refrained from
 (e) No correction required

(Bank PO, Mumbai)

9. The cheeta can run faster than the gazelle; it is *the speediest* of the two.

- (a) the most speedier (c) the speedier
 (b) more speedy (d) No improvement

(NDA)

10. Often one is *hearing* reports of explosions in the provinces.

- (a) was hearing (c) has been heard
 (b) hears (d) No improvement

(NDA)

11. It is better to *love and lose* than not to have loved at all.

- (a) be loved and lost
 (b) have loved and lost
 (c) have been loved and lost
 (d) No improvement

(CDS)

12. They have not spoken to each other *since* they quarrelled.

- (a) because (c) ever since
 (b) for (d) No improvement

(CDS)

13. The easiest *of the thing to do* is to ask the address from the postman.

- (a) of the things to do
 (b) among the things to do
 (c) of the thing to be done
 (d) of all the things done
 (e) No correction required

(BSRB, Patna)

14. *Hardly does the sun rise* when the stars disappeared.

- (a) have the sun rose
 (b) had the sun risen
 (c) did the sun rose
 (d) the sun rose
 (e) No correction required

(BSRB, Patna)

15. Ramesh is *as tall if not*, taller than Mahesh.

- (a) not as tall but
 (b) not so tall but as
 (c) as if not
 (d) as tall as, if not
 (e) No correction required

(BSRB, Patna)

Answer Key

Set 1	Set 2	Set 3	Set 4	Set 5
1. (d)	1. (e)	1. (d)	1. (e)	1. (e)
2. (d)	2. (c)	2. (a)	2. (c)	2. (b)
3. (d)	3. (a)	3. (e)	3. (c)	3. (a)
4. (a)	4. (b)	4. (b)	4. (a)	4. (a)
5. (d)	5. (b)	5. (a)	5. (a)	5. (e)
6. (a)	6. (b)	6. (c)	6. (a)	6. (d)
7. (c)	7. (b)	7. (a)	7. (b)	7. (a)
8. (b)	8. (b)	8. (b)	8. (c)	8. (c)
9. (b)	9. (b)	9. (a)	9. (b)	9. (c)

Set 1	Set 2	Set 3	Set 4	Set 5
10. (b)	10. (d)	10. (c)	10. (b)	10. (b)
11. (c)	11. (c)	11. (d)	11. (c)	11. (b)
12. (b)	12. (b)	12. (b)	12. (c)	12. (c)
13. (a)	13. (a)	13. (b)	13. (c)	13. (a)
14. (c)	14. (a)	14. (c)	14. (a)	14. (b)
15. (b)	15. (b)	15. (d)	15. (e)	15. (d)

Table 9.1 Sentence Improvement: Frequency Analysis

Items	1993	1994	1995	1996	1997	Total
	No. of exams covered: 15	No. of exams covered: 15	No. of exams covered: 15	No. of exams covered: 15	No. of exams covered: 15	
	No. of questions	No. of questions	No. of questions	No. of questions	No. of questions	
Verb/tense form	7	3	7	6	7	30
Preposition	1	2	2	—	—	5
Adjective/Degree	—	—	1	—	2	3
Correct expression/ Word/Phrase	3	7	2	4	2	18
Adverb	1	1	—	—	2	4
Wrong use	—	—	—	—	—	—
Pronoun	—	—	—	3	—	3
Noun	—	—	—	—	—	—
No Improvement	3	1	2	2	2	10
Conjunction	—	1	1	—	—	2

Table 9.2 Recent Trends in Sentence Improvement Question, Period 2001–2003

Exams	Noun	Pronoun	Adjective	Verb-tense	Article	Connector adverb	Preposition	Idiom	Misc	No error
Mat 03			1	2	1					1
CDS 03		1	2	4			1	3	4	
NDA 02				3		1			1	1
IES 02			2	5			2		1	
SSC Sect Office 01		1	2	2			1	1		
SCRA 01				8			2			
Total		2	7	24		1	7	4	9	2

Number of exams covered 6, period, Total number of questions 56



VOICE

INTRODUCTION

In Grammar, voice is a feature of verb. It tells whether the subject of verb acts or is acted upon. English has two voice: *active* and *passive*.

A verb is in the active voice when its subject is the doer, of the action. For example, the verb is in active voice in the sentence *Hari reads a book* because the subject; *Hari* performs the action; *reads*.

A verb is in *passive* voice when its subject receives the action. For example, in the sentence *The book was read by Hari*. The subject, *book*, receives the action, *was read*.

Let us study the two voices in detail.

Active Voice

A verb is in Active Voice when its form shows that the subject does something.

In sentences written in Active Voice, the subject performs the action expressed in the verb; i.e. the subject *acts*.

Examples

1. The **dog** *bit* the boy.

2. **Pooja** *will present* her research at the conference.
3. **Scientists** *have conducted* experiments to test the hypothesis.

In each example the subject of the sentence performs the action expressed in the verb.

Construction of the Active Voice

The normal pattern is of a sentence in active voice is:

(S + V) or (S + V + O)

where S = Subject, V = Verb and O = Object

Let us study this pattern in the following examples:

Examples

- | | | |
|----------------|----------------|---|
| 1. The dog | bit | the boy |
| <i>Subject</i> | <i>Verb</i> | <i>Object</i> |
| 2. Pooja | will present | the research
at the conference |
| <i>Subject</i> | <i>Verb</i> | <i>Object</i> |
| 3. Scientists | have conducted | experiments to
test the
hypothesis. |
| <i>Subject</i> | <i>Verb</i> | <i>Object</i> |



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A.10.4**USAGE**

Most critics agree that for effective writing a writer must as a rule prefer the active voice and avoid passive voice. However, there are certain situations where passive voice may make for more effective writing than active voice.

Passive voice has to do with how important is the identity of the actor in relation to the recipient of the action. When the actor is focus of subject matter active voice should be used. But when the result or the recipient in a sentence is the focus of the sentence passive voice should be used.

Examples

- The ballots have been counted.
- Sometimes our efforts are not fully appreciated.

SYNTACTICAL CHANGES IN THE ACTIVE-PASSIVE CONVERSION PROCESS**Present Indefinite Tense***Active Voice*

<i>Subject</i>	<i>Verb</i>	<i>Object</i>
I	love	my children
<i>Subject</i>	<i>Verb</i>	<i>Object</i>

Passive Voice

Subject + helping verb (is/am/are) + past participle + by + object

My children	are	loved	by	me
<i>Subject</i>	<i>Helping Verb</i>	<i>Past Participle</i>	<i>by</i>	<i>Object</i>

Present Continuous Tense*Active Voice*

Subject + helping verb (is/am/are) + verb + ing + object

Children	are	helping	the poor
<i>Subject</i>	<i>Helping Verb</i>	<i>Verb + ing</i>	<i>Object</i>

Passive Voice

Subject + helping verb (is/am/are) + being + third form of verb + by + object

The poor	are	being helped	by	children
<i>Subject</i>	<i>Helping Verb</i>	<i>Present Progressive</i>	<i>by</i>	<i>Object</i>

Examples*Active Voice*

They	are not	holding	a meeting
<i>Subject</i>	<i>Verb</i>	<i>Present Progressive</i>	<i>Object</i>

Passive Voice

A meeting	is not being	held	by	them
<i>Subject</i>	<i>Helping Verb + Present Progressive</i>	<i>by</i>	<i>Object</i>	

Active Voice

Chikky	is	writing	a letter
<i>Subject</i>	<i>Helping Verb</i>	<i>Verb + ing</i>	<i>Object</i>

Passive Voice

A letter	is being	written	by	Chikky.
<i>Subject</i>	<i>Helping Verb</i>	<i>Present Progressive</i>	<i>by</i>	<i>Object</i>

Present Perfect Tense*Active Voice*

Subject + helping verb (has/have) + Past Participle + object

Monu	has	invited	all his friends
<i>Subject</i>	<i>Present Perfect</i>	<i>Object</i>	

Passive Voice

Subject + helping verb (has/have + been) + Past Participle + by + object

All his friends	have been	invited	by	Monu
<i>Subject</i>	<i>Present Perfect Progressive</i>	<i>by</i>	<i>Object</i>	

Other Examples*Active Voice*

You	have	borrowed	my book.
-----	------	----------	----------

Passive Voice

My book has been borrowed by you

Passive Voice

I have been borrowed by you

Active Voice

I have lost my watch

Passive Voice

My watch has been lost by me

Past Indefinite Tense*Active Voice*

Subject + Past tense + object

They elected him president

Subject Past tense Object

Passive Voice

Subject + helping verb (was/were) + Past Participle + by + object

He was elected president by them.

Subject Helping Verb Past Participle by + Object

Other Examples*Active Voice*

They kept us waiting

Subject Simple Past Object

Passive Voice

We were kept waiting by them

Subject Helping Past by + Object

Verb Progressive

Active Voice

He bought a watch yesterday

Subject Simple Past Object

Passive Voice

A watch was bought by me yesterday

Subject Helping Past by + Object

Verb Participle

Past Continuous Tense*Active Voice*

Subject + helping verb (was/were) + verb + ing + object

The horses were drawing a cart.

Subject Helping Verb + Verb + ing Object

Passive Voice

Subject + helping verb (was/were + being) + Past Participle + by + object

A cart was being drawn by the horses.

Subject Helping Past by + Object

Verb Progressive

Other Examples*Active Voice*

The players were making a noise.

Passive Voice

A noise was beating him.

Passive Voice

He was being beaten by Ramesh.

Past Perfect Tense*Active Voice*

Subject + helping verb (had) + Past Perfect

Rani had never seen it before.

Subject Helping + Past Object

Verb Participle

Passive Voice

Subject + helping verb (had been) + Past Perfect

It had never been seen it before

Subject Helping Verb Past Perfect Object

Other Examples*Active Voice*

By eighteen years of age, Dilip had taken the degree.

Passive Voice

By eighteen years of age, the degree had been taken by Dilip.

Future Indefinite Tense*Active Voice*

Subject + helping verb (shall/will) + verb + object

- (i) He will write a letter
Subject Helping Verb Verb Object
- (ii) We shall teach him
Subject Helping Verb Verb Object

Passive Voice

Subject + helping verb (shall/will+be) + by + object

- (i) A letter will be written by him
Subject Helping Verb Past by Object
Participle
- (ii) He will be taught by us
Subject Helping Verb Past by + Object
Verb Participle

Future Perfect Tense*Active Voice*

Subject + helping verb (will have/shall have) + Past Participle + Object

- (i) They will have planted trees.
Subject Helping Verb Past Object
Verb Participle
- (ii) The teacher will have called the roll
Subject Helping Verb Past Object
Verb Participle

Passive Voice

Subject + helping verb (will have/shall have + been) + Past Participle + by + object

- (i) Trees will have been planted by them
Subject Helping Verb Past by + Object
Verb Participle

- (ii) The roll will have been called by the teacher.
Subject Helping Verb Past by + Object
Participle

Other Types of Sentences

There are few verbs which take two objects, a Direct Object and an Indirect Object.

For such sentences, there are two forms of Passive Voice sentences.

1. Verb with two Objects**Examples**

- (Active Voice) I gave *him* five rupees.
(Passive Voice) Five rupees were given to him by me.
He was given five rupees by me.
- (Active Voice) She has told *me* the truth.
(Passive Voice) I was told the truth by her.
The truth was told to me by her.
- (Active Voice) They lent *me* their car.
(Passive Voice) I was lent a car by them.
A car was lent to me by them.
- (Active Voice) The government has sent *him* a message.
(Passive Voice) He was sent a message by the government.
A message was sent to him by the government.

2. Imperative Sentence (Commands and Requests)

There is a special formula for changing an imperative sentence into Passive Voice.

- (Active Voice) Please open the door.
(Passive Voice) Let the door be opened by you.

Hence the sentence in Active Voice has been changed into a sentence in Passive Voice. "Let" is used to convert the Active Voice sentence into a Passive Voice sentence.

Examples

- (Active Voice) Do not mistake me.
 (Passive Voice) *Let me not be mistaken.*
 (Active Voice) Cut your nails.
 (Passive Voice) *Let your nails be cut.*
 (Active Voice) Do not ignore my suggestions.
 (Passive Voice) *Let not my suggestions be ignored.*

3. With Modal Verbs

The verbs *can*, *could*, *may*, *might*, and *must* are known as Modal Verbs, as per the following.

Other Examples

- (Active Voice) You can take the book.
 (Passive Voice) The book can be taken by you.
 (Active Voice) Everybody must obey the rules.
 (Passive Voice) The rules must be obeyed by everybody.
 (Active Voice) They might have studied their lessons.
 (Passive Voice) Their lessons might have been studied by them.
 (Active Voice) He may not accept this plan.
 (Passive Voice) This lesson may not be accepted by him.

4. Phrasal Verbs

Some verbs, with certain meaning, are always used with prepositions. In such situations, the prepositions should not be omitted in the sentences.

Examples

- (Active Voice) We are *looking at* the game.
 (Passive Voice) The game is being *looked at* by us.
 (Active Voice) The fire-brigade *put out* the fire.
 (Passive Voice) The fire was *put out by* the fire-brigade.

(Active Voice) The government will *set up* a factory.

(Passive Voice) A factory will be *set up* by the government.

5. With Clauses

In some sentences, instead of a word or a phrase, a clause may be the object of a verb. In such cases there are two ways of changing the sentence into Passive Voice.

A. By making the clause itself as the subject in the Passive Voice

(Active Voice) I hope *that he will realize his mistake.*

(Passive Voice) *That his mistake will be realized* is hoped by us.

(Active Voice) I expected *that they would take up the matter.*

(Passive Voice) *That the matter would be taken up* by them was expected by me.

B. By substituting the clause with pronoun it.**Examples**

(Active Voice) The Romans expected *that they would conquer Carthage.*

(Passive Voice) *It was expected by the Romans* that Carthage would be conquered by them.

(Active Voice) We have learned *that you have secured the first rank.*

(Passive Voice) *It has been learned by us* that the first rank has been secured by you.

More Examples

(Active Voice) The grandmother was telling *her grandchildren an interesting story.*

(Passive Voice) *An interesting story* was being told by the grandmother to her grandchildren.

Her grandchildren were being told an interesting story by their grandmother.

(Active Voice) The postman brought you a parcel.

(Passive Voice) A parcel was brought to you by a postman.

You were brought a parcel by the postman.

(Active Voice) I have taught the class the first lesson.

(Passive Voice) The first lesson was taught by me to the class.

The class was taught the first lesson by me.

(Active Voice) The waiter brought us the menu card.

(Passive Voice) The menu card was brought to us by the waiter.

We were brought the menu card by the waiter.

(Active Voice) They are offering you another chance.

(Passive Voice) You are being offered another chance by them.

Another chance is being offered to you by them.

(Active Voice) He had told me a lie.

(Passive Voice) I had been told a lie by him.

A lie had been told to me by him.

(Active Voice) I gave her your message.

(Passive Voice) She was given your message by me.

Your message was given to her by me.

(Active Voice) Who taught you Sanskrit?

(Passive Voice) Sanskrit was taught to you by whom?

You were taught Sanskrit by whom?

(Active Voice) Sign these documents.

(Passive Voice) Let these documents be signed.



PREPOSITIONS

A preposition is a word *which shows the relationship between two objects indicating their position*, such as:

The book is on the table.

On shows the relationship between the book and the table.

Some of the important prepositions are listed below.

PREPOSITIONS SHOWING TIME

1. At, in

At is used with a definite point of time in mind.

I go to my Department at 7.30. a.m. everyday.

He will come at Holi.

In is generally used to denote a specific time, period, month, year.

I play chess in the evening.

I shall come in the next month.

Exception: *At* is used with *noon*.

He comes at noon for lunch.

2. On, by

On is used with days and dates.

He was born on the 9th of July.

I teach Wordsworth on every Monday.

By refers to the latest time by which an action will be over.

The meeting will break by 4 p.m.

3. For, since

For denotes a period of time and is used with the perfect continuous tense.

I have been working in Magadh University for the last 27 years.

Since shows the point of time. It also indicates continuity.

India has been independent since 1947.

4. From

From refers to the starting point of an action.

He is joining the new firm from the 1st of May.

PREPOSITIONS SHOWING POSITION

1. At, in

At refers to an exact point.

He lives at Anugrahapuri.

In refers to a big area.

He lives in Bihar.



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A.11.4

6. denude *of*
7. depart *to of*
8. departure *for*
9. depend *on/upon*
10. deprive *of*
11. derive *from*
12. derogate *from*
13. derogatory *to*
14. desist *from*
15. despair *of*
16. detrimental *to*
17. devoid *of*
18. die *of* (disease)/*from* (other causes)
19. differ *from* (to be different from)/
with (to disagree)
20. difficulty *in*
21. different *of*
22. disabuse *of*
23. disagree *with*
24. disgusted *with*
25. discourse *with*
26. dispose *of*
27. dissociate *from*
28. divest *of*
29. divide *into*
30. dressed *in*
31. due *to*' (used after a noun, not after a verb)

E

1. effort *in*
2. election *to*
3. embroil *in*
4. emphasis *on*
5. employ *in*
6. enamoured *of*
7. enreach *on*
8. endow *with*
9. enlarge *on*

10. engage *in*
11. entrust *to*
12. entrust (somebody) *with*
13. essential *to*
14. expostulate *with*
15. extend *to*

F

1. fed up *with*
2. fill *with* (enthusiasm)/*in* (a form)
3. fire *at* (when not hit)/*on*
4. focus *on*
5. forbid *to*
6. fraught *with*
7. fritter *in*
8. full *of*

G

1. give *to*
2. glad *of*
3. grapple *with*
4. good *at*
5. gratitude *for*
6. guilty *of*

H

1. hanker *after*
2. hostility *to/in/on hand* (in possession of)

I

1. identical *with*
2. impose *on*
3. incur *on*
4. indict *for*
5. indifferent *to*
6. indulge *in*
7. infatuated *with*
8. infect *with*
9. infest *with*
10. information *on*
11. ingratiate (oneself) *with*



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2. satiate *with*
3. satisfied *with*
4. sentence *to*
5. shoot *at*
6. sick *of*
7. side *with*
8. sparing *of*
9. square *with*
10. stickler *for*
11. stricture *on*
12. subsist *on*
13. subversive *of*
14. succeed *in*
15. sue *for*
16. superior *to*
17. supply *with*
18. sure *of*
19. surprised *at*
20. susceptible *to*
21. suspect *of*
22. sympathise *with*
23. sympathy *for*

T

1. take *up*
2. tamper *with*
3. taste *off/for*
4. tear *off/up*
5. testify *to*
6. thank *for*
7. throw *at*
8. tinker *at*
9. tire *of*
10. trace *to*
11. trample *on*
12. translate *into*
13. try *to*

U

1. unequal *to* (the task)

V

1. vest *with/in*
2. view *with*
3. vote *for* (a candidate)

W

1. wait *for*
2. ways *of*
3. wide *of*
4. wish *for*
5. witness *of*
6. wonder *at*
7. write *in/with*

Words Taking More than One Preposition

A large number of words are always followed by a fixed preposition. *Example*: insist on; prevent from; fond of. But certain words take several prepositions according to the changing meanings of the word. Here is a select list of such words.

1. Accompany:

- A. *By* (for living being).

The Prime Minister was accompanied by the members of his Cabinet.

- B. *With* (subtle things).

His lecture was accompanied with subtle analysis of concepts.

2. Accountable:

- A. *To* (an authority or a person).

All of us are accountable to God.

- B. *For* (action).

We are accountable to God for our deeds and misdeeds.

3. Angry:

- A. *At* (a thing). Ram is angry at Shyam's bad conduct.

- B. *With* (a person). Ram is angry with Shyam.
C. *For* (for a cause). He is angry with me for my remark.
4. **Annoyed:**
A. *With* (a person). He is annoyed with his younger brother.
B. *At* (something). He is annoyed with his friend at his laziness.
5. **Answerable:**
A. *To* (a person). The servant is answerable to the master.
B. *For* (something). We are answerable to our parents for our conduct.
6. **Appeal:**
A. *To* (person). He appealed to the judge for his release from jail.
B. *For* (thing). He appealed for his release from the prison.
7. **Arrive:**
A. *At* (small place). He arrived at the railway colony.
B. *In* (big place). He arrived in India.
8. **Attend:**
A. *To* (duties, lessons, work). I attend to my duties sincerely.
B. *On* (service). Children attend on parents.
9. **Authority:**
A. *On* (subject). Mr. Suresh is an authority on Modern Physics.
B. *Over* (rights). The District Magistrate has authority over the Committee.
10. **Blind:**
A. *Of* (Physical). He is blind of one eye.
B. *To* (mental). Many parents are blind to the faults of their children.
11. **Communicate:**
A. *With* (to make correspondence). He communicated with us on that matter.
B. *To* (to convey). He communicated his opinion to me.
12. **Compare:**
A. *With* (Similar things). Shakespeare is compared with Kalidasa.
B. *To* (dissimilar things). Life is compared to a battle.
13. **Compete:**
A. *With* (person). I cannot compete with the young man.
B. *For* (a thing). They compete for a prize.
14. **Complain:**
A. *To* (person). He complained to the Magistrate against Shyam.
B. *Against* (a person). He complained to the Magistrate against Shyam.
C. *About* (a thing). He complained to the Magistrate against Shyam about his misconduct.
15. **Confer:**
A. *On* (to give). The President conferred the title of Bharat Ratna on him.
B. *With* (a person). I shall confer with him about important topics.
16. **Die:**
A. *Of* (a disease). He died of cholera.
B. *From* (a cause). He died from overwork.
17. **Differ:**
A. *With* (person). I differ with you.
B. *From* (things). India differs from Japan.
18. **Disqualified:**
A. *From* (action). He was disqualified from running the race.
B. *For* (post or thing). He was disqualified for the post of Police Inspector.
19. **Entrust:**
A. *With* (in case of a person). I cannot entrust him with my money.
B. *To* (in case of thing). I cannot entrust my money to him.

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20. Familiar:

- A. *With* (person). I am familiar with the Chief Minister.
 B. *To* (subject). I am familiar to French Language.

21. Fight:

- A. *With* (person). We fought with the English.
 B. *For* (thing). We fought with the English for freedom.

22. Grateful:

- A. *To* (person). I am grateful to Ram.
 B. *For* (thing). I am grateful to Ram for his help.

23. Heir:

- A. *Of* (descendant): A son is usually the heir of the father.
 B. *For* (thing). He was a heir to a big fortune.

24. Indebted:

- A. *To* (a person). I am indebted to my friend.
 B. *For* (thing). I am indebted to my friend for his help.

25. Indignant:

- A. *With* (person). He was indignant with his friends.
 B. *At* (thing). The teacher was indignant at his carelessness.

26. Live:

- A. *On* (to exist). A man lives on food.
 B. *By* (to depend on, to believe in). A terrorist lives by the gun.

27. Part:

- A. *From* (persons). He parted from his friends.
 B. *With* (things). He cannot part with his money.

28. Responsible:

- A. *To* (person). He was responsible to the boss.
 B. *For* (thing). We are responsible to God for our actions.

29. Taste:

- A. *Of* (experience). Now you will have a taste of new work.

- B. *For* (interest). I have no taste for painting.

30. Tired:

- A. *Of* (mental). I am tired of poverty.
 B. *With* (physical). I am tired with working for five hours continuously.

PRACTICE SET

Direction: Choose the most appropriate preposition:

- The peasant refused to grovel _____ the feet of this master.
 (a) on (b) about
 (c) upon (d) at
 (e) by
- It is dangerous to intrude _____ the enemy's camp.
 (a) in (b) into
 (c) on (d) through
 (e) by
- President Saddam Hussain has lived _____ th gun all his life.
 (a) with (b) for
 (c) by (d) on
 (e) through
- The mother was anxious _____ the safety of her son.
 (a) at (b) about
 (c) for (d) upon
 (e) with
- A good judge never jumps _____ the conclusion.
 (a) to (b) at
 (c) on (d) for
 (e) with
- He was killed _____ a highway man _____ a dagger.
 (a) by; for (b) by; with
 (c) in; for (d) with; for

7. My uncle was afflicted _____ a serious illness and was almost confined _____ bed _____ more than two months.
 (a) by; on; for (b) by; on; since
 (c) with; to; for (d) to; to; since
8. Finding myself short _____ money, I wrote _____ my uncle _____ help.
 (a) of; to; for (b) in; to; to
 (c) with; to; for (d) to; to; about
9. The boys looked _____ the old kites maker _____ the same indifference as they showed _____ the shoemaker.
 (a) to; with; for (b) on; in; to
 (c) at; in; to (d) at; with; to
10. It is a long time _____ I saw my friend who lives _____ his parents _____ the neighbouring town.
 (a) when; at; of (b) since; with in
 (c) when; for; in (d) since; for; of
11. He was advised to abstain _____ all alcoholic drinks.
 (a) in (b) at
 (c) from (d) by
12. It is not always easy to sympathise _____ an unfortunate man.
 (a) with (b) for
 (c) by (d) at
13. He had to repent _____ what he had done.
 (a) at (b) of
 (c) over (d) for
14. Take this medicine and you will get rid _____ the bad cold.
 (a) from (b) over
 (c) at (d) of
15. My cousin has invested a lot of money _____ farming.
 (a) on (b) for
 (c) in (d) into
16. Give an example pertinent _____ the case.
 (a) with (b) on
 (c) for (d) to
17. The candidates were tense _____ expectancy.
 (a) with (b) in
 (c) on (d) from
18. My voice reverberated _____ the walls of the castle.
 (a) with (b) from
 (c) in (d) on
19. Are not these slums a disgrace _____ the civic authorities.
 (a) for (b) to
 (c) towards (d) on
20. She could not dissociate herself _____ what she said earlier.
 (a) off (b) with
 (c) from (d) of
21. The reward was not commensurate _____ the work done by us.
 (a) for (b) on
 (c) with (d) order
22. Such remarks are certainly derogatory _____ your reputation.
 (a) of (b) for
 (c) with (d) to
23. Our tragic experience in the recent past provides an index _____ the state of lawlessness in this region.
 (a) of (b) in
 (c) at (d) by



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55. There was no agreement _____ the great powers _____ a treaty to ban nuclear weapons.
 (a) between; about (b) among; on
 (c) in; for (d) with; about
 (e) None of these
56. The problem _____ housing _____ India is a complex one.
 (a) about; in (b) of; in
 (c) in; of (d) for; in
 (e) None of these
57. I must hold discussions _____ you _____ that matter shortly.
 (a) about; in (b) with; on
 (c) with; for (d) about; for
 (e) None of these
58. _____ the topmost branch of the tree sat a monkey making faces _____ us.
 (a) on; at (b) on; to
 (c) over; to (d) in; for
 (e) None of these
59. He is labouring _____ a misapprehension, but labouring _____ a cause.
 (a) under; for (b) in; towards
 (c) by; in (d) with; over
 (e) None of these
60. I am annoyed _____ him _____ what he has done to me.
 (a) by; in (b) with; against
 (c) at; for (d) with; for
 (e) None of these
61. You must apologise _____ him _____ the wrong you have done him.
 (a) from; against (b) from; on
 (c) to; for (d) to; against
 (e) None of these
62. Only the blood-stained road was a witness _____ his assassination.
 (a) of (b) to
 (c) at (d) on
 (e) for
63. After having tea, he settled himself _____ his arm chair.
 (a) on (b) in
 (c) over (d) at
 (e) into
64. Minority aspirations cannot forever be kept in check _____ the gun.
 (a) with (b) from
 (c) by (d) through
 (e) under
65. The Indian magpie indulges _____ a long flight.
 (a) in (b) with
 (c) on (d) at
 (e) over
66. Why were the voters disillusioned _____ the Congress (I) is the question?
 (a) at (b) by
 (c) in (d) of
 (e) with
67. A steady mind triumphs _____ difficulties.
 (a) in (b) over
 (c) at (d) with
68. I do not agree _____ you on this point.
 (a) to (b) with
 (c) in (d) at
69. The thunder was accompanied _____ heavy rains.
 (a) with (b) by
 (c) up (d) through



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CLOZE TEST OR NUMBERED GAPS

CONCEPT

Cloze test is an extensive variation of the sentence completion test. Candidates are required to make a choice from multiple alternatives for each word blanked out, not in a sentence but in a passage. Thus this test evaluates the candidate's vocabulary power and his ability to judge the overall meaning of a passage even when some words are missing.

Practical Tip

A passage consists of sentences which are logically related to one another. Therefore, first of all, read the whole passage, get a rough idea of its contents and keep them in your mind as a background. Concentrate on this background to find clues. Use the following tips as well.

1. If you know the answer, immediately tick it. No technique is to be adopted. The whole process will work in a flash.
2. When you are not sure of the answer, make the right choice through the process of elimination.

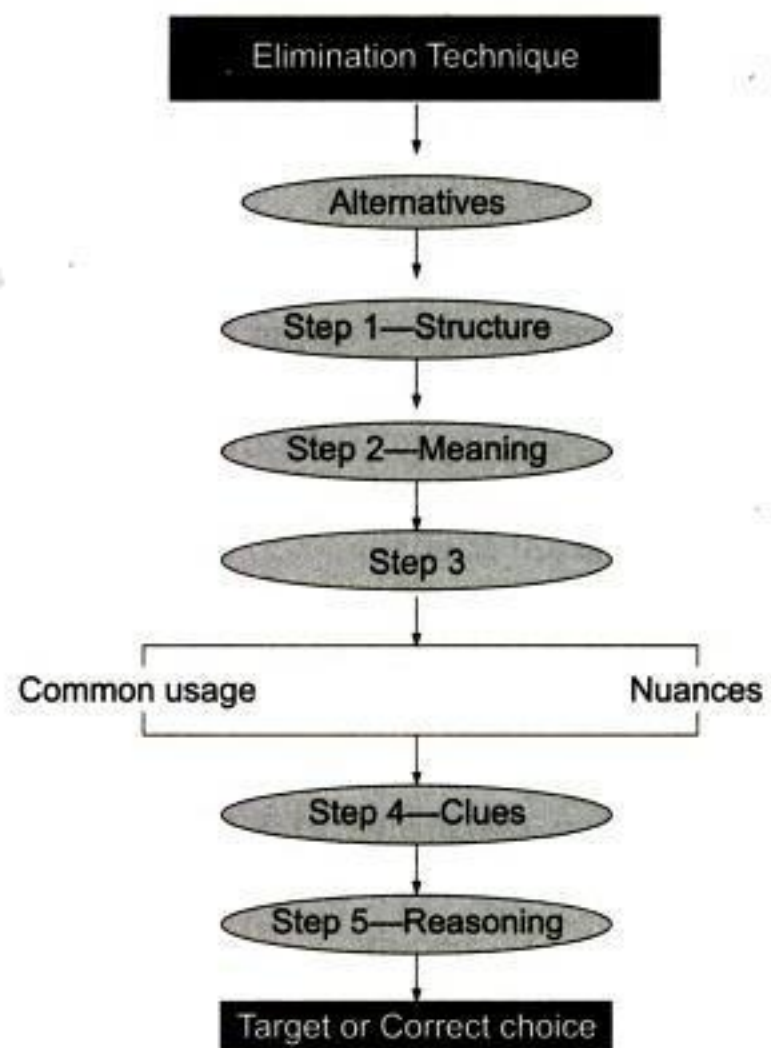


Fig. 12.1 Cloze Test Elimination Technique

Elimination Technique

Step 1 : Judge if any of them does not fit into the structure (eliminate).

Step 2 : Judge if any of them does not fit in with the meaning (eliminate).

Step 3 : Among/between the remaining apply your awareness of the common usage or nuances of words.

Step 4 : Try to find out a clue in the sentence or in a sentence preceding or succeeding it. Sometimes the clue is hidden many sentences away.

Step 5 : If the final choice has not been reached even now, apply the method of reasoning to hit the target.

Cloze Test I Fill in each of the numbered blanks in the following passage with the most suitable word out of the alternatives (below the passage) given against each number.

I ..1.. the first flat we lived in ..2.. our marriage very well. I was not ..3.. much, and Radha was ..4.. a student, so our weekly income was 1, very small, and we simply ..5.. to find a cheap flat ..6.. Looking over lots of places, we ..7.. found one that we could ..8.. and it was not too uncomfortable. There was a big sitting room and a tiny kitchen, just big ..9.. for one ..10.. to get ..11.. We had to share a bathroom with the people in the next flat. Ours was on the first floor, directly over a ..12.. shop, and although the smell of fruit was quite ..13.., ..14.. of some of the vegetables was not ..15.. agreeable.

1. (a) recollect (b) remember (c) forget (d) decorate (e) furnish
2. (a) before (b) during (c) in (d) after (e) for
3. (a) obtaining (b) earning (c) paying (d) gaining (e) collecting
4. (a) just (b) hardly (c) firmly (d) fast (e) chiefly
5. (a) have (b) had (c) will have (d) have had (e) would have

6. (a) upon (b) in (c) after (d) about (e) at
7. (a) would (b) have (c) will (d) had (e) could
8. (a) sell (b) rent out (c) give away (d) afford (e) use
9. (a) about (b) adequate (c) efficient (d) afford (e) enough
10. (a) group (b) family (c) personal (d) get-together (e) party
11. (a) about (b) by (c) along (d) down (e) in
12. (a) grocer's (b) mercantile (c) sweetmeats (d) retail (e) green grocer's
13. (a) smelly (b) stinking (c) pleasant (d) dislikeable (e) sad
14. (a) which (b) that (c) who (d) where (e) the
15. (a) quite (b) too much (c) far (d) so as (e) but

Hints and Explanation

1. *Decorate* and *furnish* are eliminated at Step 1. They do not fit into the structure. The word *lived* makes the past form of the sentence clear. Thus *decorated* or *furnished* could have been right. *Recollect*, *remember* and *forget* indicate the past, but *forget* is eliminated at Step 2 as it does not fit with the meaning. *Recollect* and *remember*, both are correct, but *remember* is in common use. And if we go by nuance also, *recollect* indicates calling up some incident and *remember* some object or person. Thus *recollect* is eliminated at Step 3. *Remember* is the right choice.
2. *In* and *during* do not fit in the structure. They are eliminated at Step 1. *For* is eliminated at Step 2 as the spirit of the passage makes the meaning clear. *Before* and *after* pass through Steps 2 and 4. But *before* is eliminated at Step 5. In our society, the couples live together normally after marriage. We can therefore reason it out. *After* is thus the right choice.

3. *Obtaining, gaining* and *collecting* do not make the meaning clear. *Paying* will also not fit with the meaning as it is obvious from the background in the passage. Thus all four are eliminated at Step 2. Thus *earning* is the right choice.
4. *Hardly, firmly, fast and chiefly*—all these adverbs do not fit in the structure of the sentence and thus are eliminated at Step 1. If any doubt persists about any of them, it is eliminated at Step 2. *Just* is thus the right choice. common usage.
5. *Have had* and *would have* are eliminated at Step 1 as they do not fit in the structure. *Will have* and *have* are also eliminated at Step 1 because the sentence is in the past tense. Thus, *had* is the right choice.
6. *Upon, in, after* and *at* are eliminated at Step 1 as they are wrongly used prepositions and do not fit in the structure. *About* is the right choice.
7. *Would, will* and *could* do not fit in the structure. *Have* is also structurally wrong as it does not go with the past tense. All four are thus eliminated at Step 1. *Had* is the right choice.
8. All pass through Step 1. *Sell, rent out* and *give away* are eliminated at Step 2. They do not fit with the meaning. *Use* is eliminated at Step 4. The clue is in the previous part of the sentence 'income was very small'. Thus *afford* is the right choice.
9. *About, adequate, efficient* and *less* do not fit in the structure and thus are eliminated at Step 1. *Enough* is the right choice. It is also confirmed by common usage.
10. *Personal* is eliminated at Step 1. *Get-together* and *party* are eliminated at Step 2 as they do not fit with the meaning. *Group* is eliminated at Step 3 according to common usage. A wife and a husband do not make a group but a family. This family is the right choice.
11. All pass through Step 1. *By, down* and *in* are eliminated at Step 2 as they do not fit with the meaning. *About* is eliminated at Step 3, as *get along* is in common use. *Along* is thus the right choice.
12. All pass through Steps 1, 2 and 3. *Grocer's, mercantile, sweetmeats* and *retail* are eliminated at Step 4 as there is the clue in the words *fruit* and *vegetable*. Thus green grocer's is the right choice.
13. All pass through Step 1. *Smelly, stinking, dislikeable* and *sad* are eliminated at Step 2 as they do not fit in with the meaning. *Pleasant* is thus the right choice.
14. *Which, who, where* and *the* are eliminated at Step 1 as they do not fit into the structure. *That* is thus the right choice.
15. *Far, so as* and *but* are eliminated at Step 1 as they do not fit in the structure. *Too much* is eliminated at Step 2 as it disturbs the meaning. *Quite* is thus the right choice.

Cloze Test 2 The skin's worst enemy is the sun. If you avoid ..1.. you can ..2.. to prolong the young and ..3.. skin. The sun ..4.. deprive the skin of ..5.. hastening the appearance of ..6.. lines and wrinkles that ..7.. is all about. It is ..8.. responsible for many skin ..9.. like pigmentation, discoloration, freckles and ..10.. skin cancer. So, protect the skin with a sunscreen and moisturise it daily.

1. (a) extra exposure to the sun (b) much (c) additional (d) excessive
2. (a) aid (b) help (c) assist (d) make
3. (a) handsomeness of the (b) luxury (c) beauty (d) suppleness
4. (a) can (b) may (c) shall (d) will
5. (a) water (b) dampness (c) wetness (d) moisture



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..10.. commissioned the review, will make appropriate recommendations to the Board soon, according to World Bank sources here.

1. (a) as (b) since (c) when
2. (a) assessment (b) opinion (c) examination
3. (a) commissioned (b) launched (c) constituted
4. (a) against (b) of (c) by
5. (a) getting (b) nearing (c) having
6. (a) was (b) is (c) had been
7. (a) April (b) August (c) June
8. (a) effort (b) project (c) people
9. (a) socially (b) economically (c) environmentally
10. (a) whom (b) who (c) whose

Hints and Explanation

1. *As* and *when* are eliminated at Step 1 because they are incorrect and do not fit into the structure of the sentence. *Since* shows the point of time and it is the right answer.
2. All alternatives pass through Step 1. *Opinion* is eliminated at Step 2 because it does not fit in with the meaning. *Examination* is eliminated at Step 3 because *examination* is not commonly used with a word like project. *Assessment* is thus the right choice.
3. All alternatives pass through Step 1. *Launched* is eliminated at Step 2 because it does not fit in with the meaning. *Constituted* is eliminated at Step 3 because the word is not commonly associated with *assessment*. Thus *commissioned* is the right choice.
4. *Against* and *of* are eliminated at Step 1 as they are grammatically incorrect. *By* is the right choice.
5. *Getting* and *having* are eliminated at Step 1 because they do not fit into the structure.

Nearing is the right choice. It is commonly used with *completion*.

6. *Was* and *had been* are eliminated at Step 1 because they are not correct and do not fit into the structure. The correct answer is *is*.
7. *June* is the right choice as there is a clue in the word *or*. Normally *or* is followed by the next number or month.
8. All alternatives pass Steps 1 and 2. *Effort* and *people* are eliminated at Step 3 because *effort* and *people* are not funded. A project is funded. Therefore *project* is the correct answer.
9. All alternatives pass Steps 1 and 2. *Socially* and *environmentally* are eliminated at Step 3 because the bank is normally associated with the economic aspect. *Economically*, thus, is the right choice.
10. *Whom* and *whose* are eliminated at Step 1 because they are structurally wrong. *Who* is the right choice.

Cloze Test 4 Countries which do not have a very well developed machine tool industry can never ..1.. to be even a first grade ..2.. and economic power, much less a global industrial player. This is known from the ..3.. of countries like Germany, USA, Japan, Switzerland and so on. When at the end of the Second World War, Japan wanted to become an industrial power, the ..4.. step she took was to ..5.. a machine tool industry. She decided to be ..6.. and not depend on ..7.. industrial nations. This was ..8.. in the long term rather than going in for the ..9.. advantage of importing machine tools. Similarly, India also established a machine tool industry ..10.. after independence to foster its fledgling industry.

1. (a) aspire (b) manifest (c) agree (d) prosper (e) pursue
2. (a) political (b) industrial (c) military (d) progressive (e) rich



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- (c) mind (d) society
2. (a) large (b) different
(c) same (d) natural
3. (a) sameness (b) naturalness
(c) artificial (d) variations
4. (a) no (b) large
(c) fundamental (d) minor
5. (a) fluctuating (b) basic
(c) mad (d) picturesque
6. (a) differences (b) clashes
(c) hatred (d) tolerance
7. (a) clearcut (b) minor
(c) unnoticeable (d) massive
8. (a) alike (b) different
(c) mismatched (d) beautiful
9. (a) alike (b) tall
(c) same (d) different
10. (a) similar (b) short
(c) uncouth (d) different

PRACTICE SET - 6

In all compositions ..1.. is the most ..2.. virtue. You should write in a simple and ..3.. manner. The words chosen should be ..4.. in meaning. Try not to use ..5.. words merely because they are ..6.. Do not allow poetic images or ..7.. to spoil the grace of good style. It is no longer ..8.. to stuff your composition with too many ..9.. or proverbs especially if their relevance is ..10...

1. (a) complexity (b) flourish
(c) simplicity (d) reserve
2. (a) hidden (b) described
(c) depicted (d) admired
3. (a) straightforward (b) showy
(c) ornate (d) decorative
4. (a) haphazard (b) quick
(c) discriminating (d) clear

5. (a) difficult (b) short
(c) appropriate (d) small
6. (a) familiar (b) literary
(c) distant (d) admired
7. (a) pictures (b) stories
(c) similes (d) examples
8. (a) disliked (b) uncommon
(c) difficult (d) fashionable
9. (a) philosophies (b) writers
(c) quotations (d) systems
10. (a) good (b) observed
(c) clear (d) doubtful

PRACTICE SET - 7

In 1893, Lokmanya Tilak converted the Ganapati festival into a national celebration. He campaigned ..1.. the ..2.. celebration of this public festival throughout Maharashtra. It was ..3.. this festival that he could ..4.. public ..5.. for the nationalist movement. The desired ..6.. of this festival was further ..7.. by the Shivaji festival. It was inaugurated in honour of Chhatrapati Shivaji, the greatest Maratha King, in the ..8.. of several thousand people. In the ..9.. the Marathas were ..10.. and this helped a lot in mounting an attack on the British rule.

1. (a) with (b) withstanding
(c) against (d) for
2. (a) early (b) wide
(c) sudden (d) slow
3. (a) indeed (b) exactly
(c) through (d) before
4. (a) enhance (b) demand
(c) control (d) mobilise
5. (a) support (b) grievances
(c) places (d) festival
6. (a) decoration (b) publicity
(c) importance (d) impact



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upholds the soul and a future the karma theory of ..9.. and effect and reincarnation for ..10..

- | | |
|-------------------|----------------|
| 1. (a) this | (b) that |
| (c) real | (d) imaginary |
| 2. (a) life | (b) reality |
| (c) existence | (d) truth |
| 3. (a) reality | (b) world |
| (c) life | (d) plane |
| 4. (a) fact | (b) thing |
| (c) reality | (d) idea |
| 5. (a) life | (b) existence |
| (c) death | (d) reality |
| 6. (a) problems | (b) situations |
| (c) questions | (d) queries |
| 7. (a) the least | (b) the most |
| (c) not at all | (d) actually |
| 8. (a) reared | (b) grown |
| (c) increased | (d) thrived |
| 9. (a) cause | (b) question |
| (c) problem | (d) reason |
| 10. (a) permitted | (b) granted |
| (c) allowed | (d) sure |

PRACTICE SET - 11

The ..1.. of a survey by the National Institute of ..2.. Health give ..3.. for ..4.. According to the survey about 14 million people in India are affected by ..5.. mental ..6.. at any point of time. In the case of the mentally ill, it is ..7.. difficult to ..8.. them, let alone ..9.. them. The most ..10.. are those in the ..11.. areas, for whatever ..12.. for the mentally sick exist are concentrated around major urban centres.

- | | |
|------------------|---------------|
| 1. (a) verdicts | (b) decisions |
| (c) judgements | (d) measures |
| (e) findings | |
| 2. (a) spiritual | (b) pyshichal |

- | | |
|---------------------|---------------------|
| (c) social | (d) physical |
| (e) mental | |
| 3. (a) food | (b) cause |
| (c) purpose | (d) support |
| (e) reinforcement | |
| 4. (a) alarm | (b) discontent |
| (c) fear | (d) dissatisfaction |
| (e) vexation | |
| 5. (a) dangerous | (b) strong |
| (c) serious | (d) fatal |
| (e) important | |
| 6. (a) disorders | (b) perturbation |
| (c) dislocation | (d) confusion |
| (e) involvement | |
| 7. (a) seldom | (b) occasionally |
| (c) very | (d) hardly |
| (e) never | |
| 8. (a) cure | (b) recognise |
| (c) identify | (d) select |
| (e) rehabilitate | |
| 9. (a) facilitate | (b) guide |
| (c) cure | (d) advise |
| (e) treat | |
| 10. (a) indifferent | (b) neglected |
| (c) careless | (d) abandoned |
| (e) serious | |
| 11. (a) urban | (b) rural |
| (c) forest | (d) suburban |
| (e) metropolitan | |
| 12. (a) facilities | (b) advantages |
| (c) avenues | (d) remedies |
| (e) solicitations | |

PRACTICE SET - 12

We can appreciate the importance of Chemistry if we understand what chemistry is. It is an experi-

mental science which has the tasks of ..1.. the materials out of which the things in the universe are made. Analyses have ..2.. things to be composed of elements aggregated in different ..3.. Millions of ..4.. which are used in our daily life are prepared with only a few dozen elements. Even the ..5.. molecule does not contain more than four or five types of elements. Both the giant and the micro molecules are ..6.. important. Water which is composed of only two types of elements, i.e., hydrogen and oxygen, is one of the ..7.. of life. Proteins, the compounds of four elements, play a ..8.. role in cell formation. Vitamins, hormones, etc., are all chemical compounds and are ..9.. in laboratories. Dyes, plastics, fertilisers, drugs, synthetic fibres, etc., are all ..10.. substances. Therefore, it would be appropriate to say that chemistry is an important subject and it should be studied by all.

1. (a) listing (b) investigating
(c) inventing (d) collecting

2. (a) revealed (b) allowed
(c) facilitated (d) assumed
3. (a) shapes (b) manners
(c) styles (d) proportions
4. (a) products (b) compounds
(c) substances (d) items
5. (a) biggest (b) heaviest
(c) longest (d) darkest
6. (a) proportionally (b) critically
(c) equally (d) rarely
7. (a) requirements (b) blessings
(c) essentials (d) components
8. (a) major (b) positive
(c) reasonable (d) suitable
9. (a) collected (b) found
(c) synthesised (d) used
10. (a) physical (b) light
(c) imported (d) chemical

Answer Key

Set 1	Set 2	Set 3	Set 4	Set 5
1. (c)	1. (a)	1. (c)	1. (b)	1. B
2. (a)	2. (d)	2. (c)	2. (c)	2. (c)
3. (b)	3. (b)	3. (d)	3. (c)	3. (d)
4. (c)	4. (d)	4. (c)	4. (c)	4. (d)
5. (d)	5. (a)	5. (d)	5. (c)	5. (b)
6. (c)	6. (b)	6. (d)	6. (d)	6. (a)
7. (b)	7. (d)	7. (d)	7. (b)	7. (b)
8. (c)	8. (a)	8. (b)	8. (d)	8. (a)
9. (d)	9. (a)	9. (c)	9. (a)	9. (d)
10. (a)	10. (d)	10. (d)	10. (b)	10. (a)
		11. (a)		
		12. (d)		
		13. (d)		
		14. (c)		
		15. (c)		

Set 6	Set 7	Set 8	Set 9	Set 10
1. (c)	1. (d)	1. (a)	1. (c)	1. (a)
2. (d)	2. (b)	2. (b)	2. (b)	2. (a)
3. (a)	3. (c)	3. (b)	3. (b)	3. (b)
4. (d)	4. (d)	4. (a)	4. (b)	4. (b)
5. (a)	5. (a)	5. (c)	5. (a)	5. (c)
6. (b)	6. (d)	6. (c)	6. (c)	6. (c)
7. (c)	7. (b)	7. (c)	7. (b)	7. (a)
8. (d)	8. (c)	8. (a)		8. (b)
9. (c)	9. (b)	9. (b)		9. (a)
10. (d)	10. (d)	10. (c)		10. (b)

Set 11	Set 12
1. (e)	1. (b)
2. (e)	2. (a)
3. (b)	3. (d)
4. (a)	4. (a)
5. (c)	5. (a)
6. (a)	6. (c)
7. (c)	7. (c)
8. (c)	8. (a)
9. (c)	9. (c)
10. (e)	10. (d)
11. (b)	
12. (a)	



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Part Four

SENTENCE SKILLS

Chapter 13
Sentence Completion

Chapter 14
Sentence Fillers

This part has two chapters—Sentence Completion and Sentence Fillers. Two interesting ways of solving questions are mentioned in these chapters—The Key Elimination (KE) Method (for the Sentence Completion Part) and the Stem Filler Matching (SFM) technique (for the Sentence Filler Part).







SENTENCE COMPLETION

INTRODUCTION

Sentence completion is one of the most important tests designed to assess the vocabulary skills of candidates. In a sentence, one or two blanks are left out to be filled with one of the alternatives given below it. Let us examine a few such sentences.

Examples

One Sentence One Blank

Although he was a hardened criminal, his one _____ feature was his love.

- (a) saving (b) redeeming
(c) recovering (d) acquiring

The answer is (b).

One Sentence Two Blanks

Disarmament and development in our time are _____ interrelated but _____ development will depend on a change in the world's political thinking.

- (a) essentially, true (b) naturally, final
(c) closely, real
(d) inevitably, substantial

The answer is (c).

Two Sentences Two Blanks

1. The entire class was invited to _____ the model of the proposed new city.
2. There is a lovely _____ of the town from the window.
(a) look (b) impression
(c) sight (d) view

The answer is (d).

Now, let us analyse the process of finding the correct answer. If you know the answer, you can make a flash response and tick the choice. No technique is required at all. If you do not know the answer, you may use the key words and elimination method.

KE (KEY ELIMINATION) METHOD

K stands for key; *E* stands for elimination. Every sentence must have an idea. A sentence is not merely a group of words but a meaningful group of words. So there is an idea, a message behind every sentence.

Example Ram is an honest man.

Here the idea or message is the honesty of Ram.

The message may be expressed or is generally expressed through a word or words. This we may call key word/words. In this sentence the key word is *honest*.

Example The Director pointed out in favour of the Manager that the profitability of the plant had _____ since he took over.

- (a) arisen (b) declined
(c) developed (d) increased

Here the message or idea is profitability of the plant. The key words reflecting the idea are profitability and favour. Keeping profitability and favour in mind, we can very easily eliminate *arisen*, *declined* and *developed*. Only *increased* remains uneliminated. This is the answer.

At times, you can find the answer by locating the key words.

Past is to future as yesterday is to _____.

- (a) today (b) tomorrow
(c) day after tomorrow
(d) day before yesterday

The answer is (b), 'tomorrow'. The key word is 'yesterday' for which an opposite has to be found out.

Sometimes you can find the answer by the process of elimination.

A _____ of ships was kept ready to scour the sea in case of an emergency.

- (a) group (b) pack
(c) battalion (d) fleet

Now we can find out the answer by eliminating different alternatives.

- (a) *Group* can be eliminated because 'group' is used for human beings or, at least, for living beings.
(b) *Pack* is used normally for playing materials. A pack of cards is a popular expression.

(c) *Battalion* is normally used for a group of soldiers.

Thus the alternatives (a), (b) and (c) are eliminated. The only alternative left is (d), fleet, which is the right answer.

Thus we see that sometimes we find the answer by locating the key words and sometimes through the process of elimination. But in most cases, we can find out the answer by combining both. However, we may use some clues for locating key words as well as for eliminating different alternatives.

The 'KE Method' can be illustrated in the figure below.

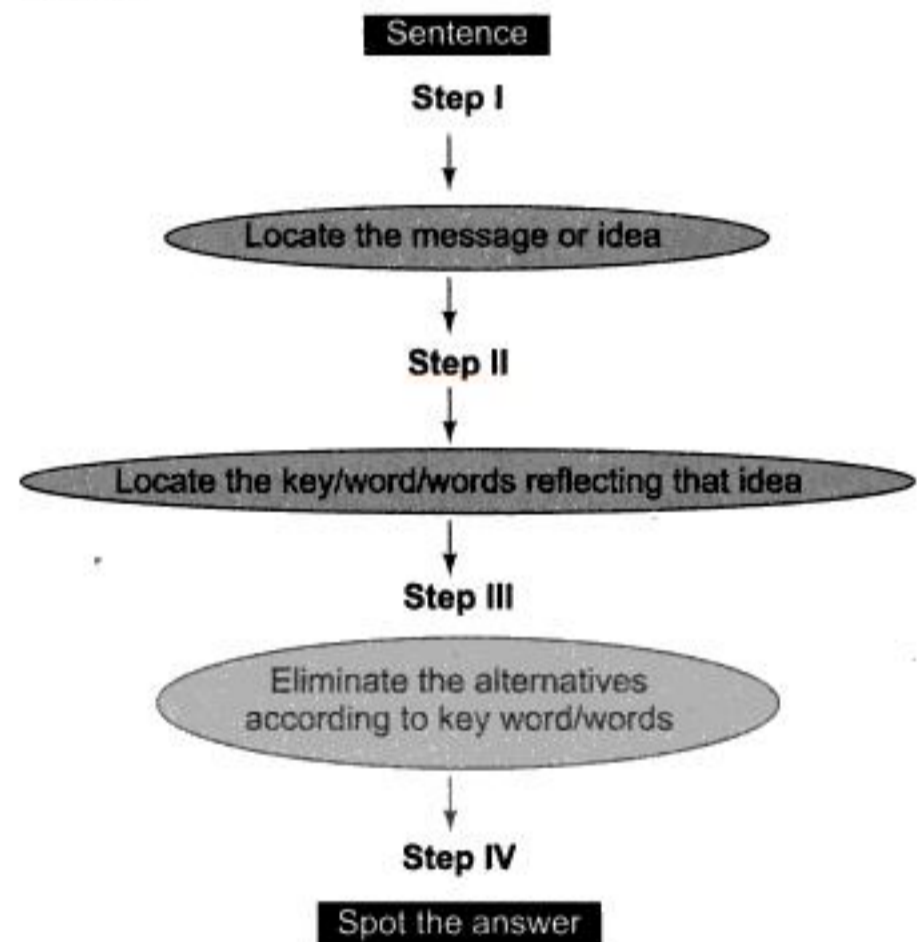


Fig. 13.1 KE Method

CLUES FOR KEY WORDS

Key words are words which assist you to get at the idea being expressed in the sentence. In the first example, the key words are 'hardened criminal'. Thus the missing word in this context must be a word that gives the opposite idea. Thus 'recovering' and 'acquiring' are eliminated be-



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The answer is (b). Here the rule of tense operates.

3. I congratulate you _____ your success.
 (a) on (b) for
 (c) at (d) in

The answer is (a), 'on'. It is a rule of preposition.

4. I prefer seeing the film _____ reading.
 (a) than (b) to
 (c) over (d) as

The answer is (b), 'to'. It is a rule of preposition.

5. The festival is always of a very high order because there are a large number of _____ before any performance.
 (a) practices (b) exercise
 (c) rehearsals (d) repetitions

Here the answer is (c), 'rehearsals'. Here the point to remember is common usage. For preparations done beforehand for performances in dance, drama and theatre the word in common usage is 'rehearsal'.

6. I read 'Treasure Island' because it was _____ by my friend who said it was very exciting.
 (a) recommended (b) exhorted
 (c) motivated (d) commended

Here the answer is (a), 'recommended'. The word commonly used in such a context is 'recommended'.

7. His English was roughly _____ with my French, so communication was rather difficult.
 (a) in accordance with
 (b) at par
 (c) in time
 (d) in tune

Here the answer is (b), 'at par'. The correct phrase with the required meaning is 'at par'.

8. I could not _____ what he wanted to say.
 (a) make up (b) make out
 (c) make in (d) make away

Here the correct phrase is 'make out' and thus the answer is (b).

9. A committee has been set up to _____ on the problem of terrorism in this region.
 (a) investigate (b) inquire
 (c) research (d) report

Here the answer can be either 'investigate' or 'report'. Since the connecting word is 'on', the choice will be report.

10. We can't eat this food; it is _____.
 (a) rotten (b) old
 (c) bad (d) rancid

Here the answer is (a), 'rotten', because this word has the required nuance of meaning.

11. Keats and Shelley were poets of the same period; they were _____.
 (a) contemporary (b) colleague
 (c) associate (d) co-writers

Here the word 'contemporary' stands for the expression of the same period and thus (a) is the answer.

12. Ramesh has been nominated as the person to settle the dispute between the two warring parties; he is the _____.
 (a) judge (b) advocate
 (c) arbitrator (d) barrister

Here the answer is (c), 'arbitrator', because this is the substitute word.

13. He has been winning the election, but this time his popularity is on the _____; he may not win this time.



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44. In the _____ areas of the rail-road terminal thousands of travellers lingered while waiting for their train.
 (a) commodious (b) accomodious
 (c) capricious (d) extensive
 (e) capacious
45. A legislation was passed to punish brokers who _____ their clients funds.
 (a) devastate (b) devour
 (c) embezzle (d) defalcate
 (e) dawdled
46. Modern architecture has discarded the _____ trimming on buildings and emphasises simplicity of line.
 (a) gaudy (b) gaunt
 (c) flabbergasting (d) flamboyant
 (e) flagrant
47. In the twentieth century, physicists have made their greatest discoveries about the characteristics of _____ objects like the atom and its parts.
 (a) infinitesimal (b) infinite
 (c) microscopic (d) kaleidoscopic
 (e) intangible
48. His moral decadence was marked by his _____ from the ways of integrity and honesty.
 (a) declivity (b) obsession
 (c) opprobrium (d) departure
2. Patriotism, like so many other objects of this imperfect world, is a _____ web of good and evil.
 (a) complicated (b) intricate
 (c) entrapped (d) entangled
 (e) tangled
3. The Indian princes and rulers seldom thought in terms of the country as a whole and _____ their time and energy in _____ warfare.
 (a) exhausted, common
 (b) dissipated mutual
 (c) depreciated, expensive
 (d) desiccated, isolationist
 (e) wasted, reciprocal
4. In his attempt to _____ the condition of poor people in the slums, he found that he needed the aid of wealthy benefactors.
 (a) delineate (b) assay
 (c) evaluate (d) ameliorate
 (e) extricate
5. You should _____ this paragraph in order to make the essay more _____.
 (a) enlarge, poignant
 (b) revise, abstruse
 (c) delete; succinct
 (d) excise, expansive
 (e) expunge; witty
6. He _____ sometimes force himself to work on till late in the night only to find himself unable to do anything the next day.
 (a) could (b) used to
 (c) would (d) would be
 (e) should
7. They have some difficulty _____ all the employees, especially the smaller ones, to confirm _____ the adopted scale of wages.
1. Even when Mohan's reputation was in _____ almost everyone was willing to admit that he had genius.
 (a) peregrination (b) accumulation
 (c) eclipse (d) rebuttal
 (e) failure

PRACTICE SET - 2



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23. India, for the present, is deeply _____ in economic difficulties, but the Government has taken a pledge to set everything right within five years.
(a) saturated (b) engrossed
(c) swamped (d) vexed
(e) ruined
24. Knowledge is like a deep well fed by _____ springs, and your mind is the little bucket that you drop in it.
(a) immortal (b) inexhaustible
(c) eternal (d) perennial
(e) sterling
25. True health and true success go together for they are inseparably _____ in the thought realm.
(a) tied up (b) bound up
(c) intertwined (d) interrelated
(e) interspersed
26. I do not think you will gain anything by insulting and _____ the man you do not agree with.
(a) defaming (b) depicting
(c) charging (d) revamping
(e) enervating
27. The Indian _____ have discovered a way to boost the yield per acre of different _____ of wheat.
(a) agronomists; varieties
(b) economists, kinds
(c) anthropologists, sorts
(d) phrenologists, layers
(e) agroanalysts, vistas
28. The opposition parties allege that prices of essential commodities are _____ like a runaway balloon.
(a) flying (b) reviving
(c) leaping (d) soaring
(e) shooting
29. Success in great ventures calls for _____ concentration and strong personal.
(a) sterling, attachment
(b) standing, participation
(c) continued, apathy
(d) unflagging, involvement
(e) hectic, interest
30. The admiration some leaders earn is _____ by their _____ instinct for hitting the frontlines in newspapers.
(a) developed, uncanny
(b) generated, feeble
(c) engendered, unerring
(d) evolved, aggressive
(e) concended; provocative
31. With the realisation, we have found ourselves left with _____ moral values and little ethical _____.
(a) extreme, judgement
(b) fundamental, scruples
(c) incidental, standards
(d) obsolete, direction
(e) stereotyped, perspective
32. Diplomacy is the best means of _____ peace which a society of sovereign nations has to offer, but, especially under the conditions of _____ world politics and of contemporary war, it is not good enough.
(a) maintaining, today's
(b) presenting, contemporary
(c) retaining, present
(d) promoting, modem
(e) evolving, self-centred
33. For nations conscious of the _____ of modem war, peace must be the goal of their foreign policies.
(a) perils (b) incidence

- (c) prudence (d) redundancies
(e) potentialities
34. Nothing is so _____ to a nation as an extreme of self-partiality, and the total want of _____ of what others will naturally hope or fear.
(a) repugnant, sense
(b) delusionary, methodly
(c) fatal, consideration
(d) unethical, discretion
(e) detrimental, concern
35. Charles Lamb's prose is richly _____ with literary ornaments like similes, metaphors, alliterations, transferred epithets, etc.
(a) embalmed (b) saturated
(c) embellished (d) embroidered
(e) embroiled
36. These were reduced to skeletons for they had long been _____ for food.
(a) impinging (b) snarling
(c) craving (d) longing
(e) famishing
37. Even more than beauty, youth attracts me and with _____ appeal.
(a) an ineluctable
(b) an irresistible
(c) an incomprehensible
(d) a delectable
(e) a sententious
38. It was through the Second World War that Russia _____ herself increased _____ in power and wealth and prestige.
(a) saw, abundantly
(b) noticed, gullibly
(c) witnessed, prodigiously
39. Sometimes it is necessary for an author to know what is going on in the minds of his characters. This is called _____.
(a) omnipresence (b) ominiscience
(c) omnipotence (d) truculence
(e) introversion
40. The speaker painted a _____ picture of hunger in parts of India.
(a) chimerical (b) passionate
(c) parsimonious (d) poignant
41. Some parents make their commands so _____ that they antagonise their children.
(a) perfunctory (b) peremptory
(c) acrimonious (d) spasmodic
(e) sporadic
42. Discontented wives, dejected lovers, frustrated politicians, all these tend to be _____.
(a) specious (b) abstemious
(c) euphemistic (d) persiflagus
(e) querulous
44. _____ is a person who dabbles in art and letters.
(a) dilettante (e) connoisseur
(c) philistine (d) chauvinist
(e) epicurean
45. The assassination of the Archduke was followed by _____ throughout the whole European continent.
(a) repercussions (b) concatenations
(c) reprisals (d) consternations
(e) enervations
46. A great literary or artistic work is known as a _____.
(a) pot-pourri (b) par excellence
(c) bete noire (d) pécadillo
(e) magnum opus

47. The person who is looking for sympathy talks.
 (a) glibly (b) didactically
 (c) ominously (d) plaintively
 (e) disparagingly
48. As the market becomes _____ competitive, some companies will make larger and larger profits.
 (a) well (b) good
 (c) more (d) fully
 (e) mainly
49. The government should provide attractive tax _____ to create the market of quality goods.
 (a) revenues (b) structures
 (c) resources (d) incentives
 (e) controls
50. The salaries and perks of the employees were not in _____ with their status in this industry.
 (a) value (b) conformity
 (c) accordance (d) capacity
 (e) possession
51. She is so _____ that she easily catches cold.
 (a) sensible (b) sincere
 (c) sensitive (d) sober
52. The accused _____ having made any statement.
 (a) refused (b) denied
 (c) rejected (d) declaimed
53. The scientist made a _____ discovery for which he was honoured.
 (a) sentimental (b) sensational
 (c) sensuous (d) sensual
54. The industrial workers _____ a fair _____ for their work.
 (a) request, price (b) sought, salary
 (c) demanded, wage (d) asked, pay
55. _____ diseases spread like wild _____.
 (a) contagious, flames
 (b) contagious, fire
 (c) fatal, wind
 (d) minor, breeze
56. We decided to take the shortest _____ to our _____.
 (a) route, destination (b) root, house
 (c) route, residence (d) distance, place
57. It is our _____ to _____ the elders.
 (a) object, defy
 (b) duty, respect
 (c) aim, degrade
 (d) hope, disappoint
58. He _____ his fault and was _____.
 (a) agreed, excused
 (b) refused, freed
 (c) denied, sentenced
 (d) confessed, pardoned
59. No sooner did he me _____ he tried to run away.
 (a) notice, when (b) see, than
 (c) watch, that (d) observe, soon
60. I _____ him because of his _____.
 (a) love, impertinence
 (b) hate, rudeness
 (c) admire, hypocrisy
 (d) detest, generosity
61. The security forces fired at the _____ who was armed to the _____.

- (a) dacoit, teeth (b) criminal, toe
(c) thief, head (d) culprit, nail
62. During the _____ many buildings were _____ to the ground.
(a) riots collapsed
(b) disturbances, brought
(c) fire, razed
(d) floods, razed
63. Weather _____, I shall _____ the office.
(a) allowing, reach
(b) permitting, attend
(c) granting, manage
(d) favourable, visit
64. But for his _____ I would not have _____.
(a) advice, lost
(b) suggestion, won
(c) assistance, failed
(d) help, succeeded
65. Not to _____ of milk, even _____ was not there.
(a) talk, bread (b) mention, rice
(c) speak, water (d) discuss, tea
66. If I _____ a doctor, I would _____ you free.
- (a) am, see (b) were, treat
(c) was, examine (d) be, advise
67. You will _____ in business if you get him out of your _____.
(a) prosper, presence (b) succeed, way
(c) fail, path (d) lose, sight
68. Many tourists to India visit the beautiful _____ of Kashmir _____ in spring and summer.
(a) scenery, generally
(b) town, frequently
(c) lakes, rarely
(d) valley, especially
69. Only _____ people are _____ after death.
(a) brave, forgotten
(b) vicious, admired
(c) virtual, known
(d) virtuous, remembered
70. Prices keep on going _____ these days, and never move _____.
(a) up, downward
(b) up, underneath
(c) high, low
(d) above, below



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SET 2

1. The soldiers were instructed to _____ restraint and handle the situation peacefully.
(a) exercise (b) control
(c) prevent (d) enforce
(e) remain
2. My friend took his first pay to the bank to _____ it in his account.
(a) deposit (b) deficit
(c) debit (d) demote
3. Family planning is essential for curbing the rapid _____ in population.
(a) spread (b) increase
(c) spurt (d) augment
4. The ties that bind a family together are _____ that they can hardly withstand any strain.
(a) tenacious (b) twisted
(c) tenuous (d) tentative
5. The stenographer is very efficient. He is _____ to his firm.
(a) a credit (b) a blessing
(c) an asset (d) a boon
6. The young man lost his way in the forest and found that he had become a/an _____ to the dacoits.
(a) enemy (b) adversary
(c) decoy (d) quarry
7. He sold property because he was under a lot of _____.
(a) account (b) debt
(c) loan (d) credit
8. He was an _____ who was fond of weird pets.
(a) ambitious (b) amiable
(c) eccentric (d) emotional
9. He bought new shoes last month but they are already _____ out.
(a) given (b) gone
(c) knocked (d) worn
10. He knew everything better than anybody else, and it was an affront to his _____ vanity that you should disagree with him.
(a) overwrought (b) overwhelming
(c) overweening (d) overstrung
11. The Government is confident that the standard of living will begin to _____ again soon.
(a) revive (b) lift
(c) flourish (d) rise
12. The communalists represent the _____ of everything noble we have inherited from our culture and history.
(a) antagonism (b) immorality
(c) antidote (d) antithesis
13. The bureaucrat was _____ for his role in the scam.
(a) reinstated (b) criticised
(c) indicted (d) indited
14. The transfer of territories could not take place because one state _____ the findings of the Commission.
(a) objected (b) questioned
(c) rejected (d) disputed
15. The mounting pressure was so overwhelming that he ultimately _____ to her wish.
(a) agreed in (b) cowed in
(c) gave in (d) yielded in

SET 3

1. Joseph introduced me _____ his mother as the best batsman.
(a) to (b) by
(c) with (d) of
2. She _____ in the crowd because of her height and flaming red hair.
(a) stood by (b) stood off
(c) stood up (d) stood out
3. History records seventeen incursions of Sultan Mahmood _____ India.
(a) against (b) into
(c) upon (d) on
4. He is being considered _____ senior managerial position.
(a) of (b) to



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Answer Key

Set 1	Set 2	Set 3	Set 4	Set 5
1. (e)	1. (a)	1. (a)	1. (a)	1. (e)
2. (b)	2. (a)	2. (b)	2. (e)	2. (b)
3. (a)	3. (b)	3. (b)	3. (b)	3. (d)
4. (c)	4. (c)	4. (c)	4. (b)	4. (b)
5. (b)	5. (c)	5. (c)	5. (b)	5. (c)
6. (d)	6. (d)	6. (d)	6. (c)	6. (b)
7. (c)	7. (b)	7. (c)	7. (c)	7. (d)
8. (b)	8. (c)	8. (c)	8. (d)	8. (c)
9. (c)	9. (d)	9. (d)	9. (c)	9. (d)
10. (c)	10. (c)	10. (d)	10. (e)	10. (c)
11. (b)	11. (d)	11. (d)	11. (e)	11. (c)
12. (b)	12. (d)	12. (c)	12. (e)	12. (a)
13. (d)	13. (c)	13. (d)	13. (c)	13. (c)
14. (a)	14. (d)	14. (c)	14. (d)	14. (e)
15. (b)	15. (c)	15. (b)	15. (c)	15. (b)

Table 13.1 Sentence Completion: Frequency Analysis

<i>Year</i>	<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>	<i>Preposition</i>	<i>Others</i>
1992	2	5	5	×	1	2
1993	5	6	4	×	×	×
1994	2	6	2	1	4	×
1996	2	6	6		1	×
1997	3	7	4		1	×
Total	14	30	21	1	7	2



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SFM TECHNIQUE

Example 1

The more we looked at the piece of modern art, _____.

- (a) it looked better
- (b) the more we like it
- (c) we liked it less
- (d) the less we liked it
- (e) better we liked it

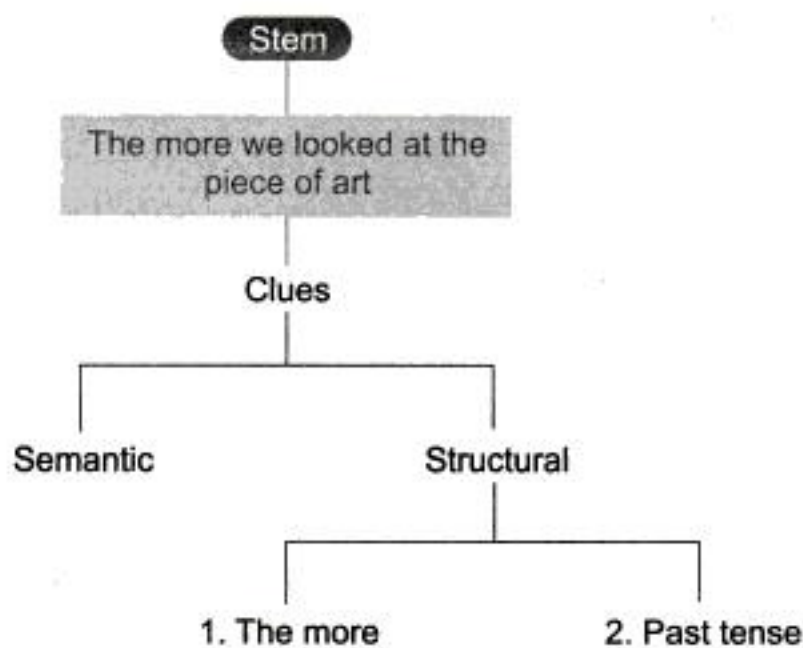


Fig. 14.2 SFM Technique Illustrated: Example 1

Example 2

He is so lazy that he _____

- (a) always extends help to others to complete their work.
- (b) dislikes to postpone the work that he undertakes to do.
- (c) can seldom complete his work on time.
- (d) can't delay the schedule of completing the work.
- (e) can't depend on others for getting his work done.

(Bank PO, 1995.)

In the stem part we have structural clue 'the more' and it is a past tense sentence. The structural demand is that the filler part also must have an expression like 'the more' (the + a word). Taking this clue, we can eliminate alternatives (a), (c) and (e). Now alternative (b) has 'the more' and the alternative (d) has the 'the less'. These two are correct, but (b) is further eliminated because the filler is in the present tense and the stem is in the past tense. (d) is the correct answer because it is in the past tense. We can illustrate it by a chart.

In the stem part we have a **semantic clue** 'lazy'. On the basis of this we can match with the alternatives. Alternative (a) is opposite in meaning; alternative (b) is opposite in meaning; alternative (c) is opposite in meaning; alternative (e) is irrelevant; only (d) matches in terms of meaning and therefore it is the correct answer.

Example 3

The doctor warns him that unless he gives up smoking _____

- (a) will he be able to recover.
- (b) he will not suffer.
- (c) his health will soon be recovered.

(d) he will not recover.

In the stem part we have two clues:

1. **unless—structural**
2. **smoking—semantic**

'Unless' here demands a 'not' in the filler part. Thus alternatives (a) and (c) are wrong. Alternatives (b) and (d) are structurally right, but according to 'smoking' the expression 'not suffer' is wrong, but 'not recover' is right. Thus only (d) matches. Here we have matched on the basis of two clues, one structural, one semantic.

PRACTICE SET

1. Despite his best efforts to conceal his anger

- _____
- (a) we could detect that he was very happy.
 - (b) he failed to give us an impression of his agony.
 - (c) he succeeded in camouflaging his emotions.
 - (d) he could succeed in doing it easily.
 - (e) people came to know that he was annoyed.

2. Even though it is a very large house,

- _____
- (a) there is a lot of space available in it for children.
 - (b) there is hardly any space available for children.
 - (c) there is no dearth of space for children.
 - (d) the servants take a long time to clean it.
 - (e) the municipal taxes on it are very heavy.

3. Practically, very little work could be completed in the last week as it was

- _____
- (a) full of working days.
 - (b) a very hectic week.

(c) full of holidays.

(d) a very busy week.

(e) loaded with work.

4. It was an extremely pleasant surprise for the hutment-dweller when the Government officials told him that _____

- (a) he had to vacate the hutment which he had been unauthorisedly occupying.
- (b) he had been gifted with a furnished apartment in a multi-storeyed building.
- (c) he would be arrested for wrongfully encroaching on the pavement outside his dwelling.
- (d) they would not accede to his request.
- (e) they had received the orders from the court to take possession of all his belongings.

5. Although he is reputed for making very candid statements, _____

- (a) his today's speech was not fairly audible.
- (b) his promises had always been realistic.
- (c) his speech was very interesting.
- (d) people follow whatever he instructs them.
- (e) his today's statements were very ambiguous.

6. I felt somewhat more relaxed

- _____
- (a) but tense as compared to earlier.
 - (b) and tense as compared to earlier.
 - (c) as there was already no tension at all.
 - (d) and tension-free as compared to earlier.
 - (e) because the worry had already captured my mind.

7. With great efforts his son succeeded in convincing him not to donate his entire wealth to an orphanage _____

- (a) and lead the life of a wealthy merchant.
 (b) but to a home for the forsaken children.
 (c) and make an orphan of himself.
 (d) as the orphanage needed a lot of donations.
 (e) as the orphanage had been set up by him.
8. In Asian countries, stiff tariffs and other import barriers, plus undervalued currencies _____
 (a) make imported goods prohibitively expensive.
 (b) do not encourage smuggling.
 (c) make the economy noncompetitive.
 (d) give rise to sharp economic inequalities.
9. In the third world, the most over-militarised countries tend to be _____
 (a) the oil rich countries.
 (b) the ones who have traditionally had a military past.
 (c) neighbours scared of each other.
 (d) the ones economically interdependent.
10. It is neither the acquisition of knowledge nor the use of knowledge that distinguishes the outstanding performer, but rather the cognitive skills that are _____
 (a) inborn and unalterable.
 (b) learnt with great determination and effort.
 (c) inherited and are passed on from one generation to another.
 (d) developed and exercised in the process of acquiring and using knowledge.
11. The value of a work of art is seldom precisely measurable in terms of _____
 (a) aesthetic harmony.
 (b) goods produced, or manhours saved or an increase in the GNP.
 (c) the abstract sense of harmony the work exudes.
 (d) the labour invested in it.
12. Where there is no order, human beings attempt to impose it _____
 (a) that proves the point that humans everywhere are orderly beings.
 (b) that's why we do not have anarchy anywhere.
 (c) disorder is alien to human nature.
 (d) we look at the welter of stars in the night sky and see bears, dippers, crabs and scorpions.
13. Until recently psychologists believed certain mistreatment and poverty bred these kind-to-adult criminals, and that they were psychotics. But _____
 (a) now it is proved that they are not necessarily psychotic.
 (b) this point appears to be illogical.
 (c) the environment factors, it is now proved, do not have any significant effect on man's ability to adjust socially.
 (d) according to a bold new theory of the criminal mind, some kids just choose to be criminals, just as the others opt to be lawyers, teachers, or musicians.
14. Some kids bully their friends and shun the love showered on them. Eventually, they _____
 (a) grow up to be good law-abiding citizens.
 (b) become disgusted with their way of life and take a turn for the better.
 (c) grow up to be poets and artists of great merit.
 (d) grow up to rob, rape and kill.

15. Somewhat further in the future lies the auspicious possibility of creating geothermal wells where none naturally exists. This could be accomplished by _____
- (a) harnessing thermal energy from the seas and storing it in these wells in unlimited quantity.
 - (b) building atomic reactors underground which use the earth's heat for fuel.
 - (c) splitting underground rocks heated naturally by volcanic activity deep in the earth and then pumping in water to produce steam.
 - (d) altering climatic conditions which would make it possible to have these wells in any part of the world.
16. Sucrose polyester pours like vegetable oil and spreads like margarine. You can eat it to your heart's delight, because _____
- (a) it has maximum fat.
 - (b) it doesn't contain calories.
 - (c) it is artificially produced.
 - (d) it is not toxic.
17. It is a shame to say it, but apparently mankind thrives on conflict _____
- (a) a nation is never so alert and alive as when it is a nation at war.
 - (b) actually, life originated in conflict.
 - (c) peace is an interval between two wars.
 - (d) wars in many subtle ways have contributed to the betterment of human life.
18. Public opinion is notoriously fickle. Cold fusion came into spotlight for a week or two, _____
- (a) and now is being discussed with rare intensity all over the world.
 - (b) but could not hold public attention for long.
 - (c) and then held the stage for over a month feebly.
 - (d) only to be pushed offstage when the arguments became too complicated.
19. For centuries, society had made the mentally ill pay a heavy price for their affliction. Their bizzare behaviour has long aroused _____
- (a) sympathy and understanding for the mentally unsound.
 - (b) a strange mixture of care and anxiety about their condition.
 - (c) the cruel hostility of the ignorant.
 - (d) a strong feeling of antipathy in the minds of the sane.
20. He always stammers in public meetings, but his today's speech _____
- (a) was fairly audible to everyone present in the hall.
 - (b) was not received satisfactorily.
 - (c) was not liked by the audience.
 - (d) could not be understood properly.
 - (e) was surprisingly fluent.
21. He tames animals because he _____
- (a) is fond of them.
 - (b) hates them.
 - (c) wants to set them free.
 - (d) is afraid of them.
 - (e) seldom loves them.
22. He has no money now _____
- (a) although he was very poor once.
 - (b) as he has given up all his wealth.
 - (c) because he was very rich once.
 - (d) because he had received huge donations once.
 - (e) because he always spends money with utmost care.



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ity and *courage*—all these have a positive nuance. Thus they have to be eliminated. *Audacity* is therefore the right answer.

Suppose we have been given this sentence: He had the *nerve* to face the robbers all alone.

- (a) strength (b) capacity
(c) audacity (d) courage

Here the key word is *face* and the sense is positive. Thus *courage*, becomes the right choice.

The same word *nerve* has different nuances in different contexts. Thus one should try to locate the sense behind the italicised word.

2. If the test is made directly, try to use the same form of word and tense.

Wane:

- (a) decline (b) tired
(c) dead (d) shine

Now *wane* is used here as a verb. *Tired* and *dead* are not in the verb form but in the adjective form and thus they can be eliminated. The correct answer is *decline* which is also a verb here.

Baptize:

- (a) christen
(b) holy
(c) dehumanise
(d) something that had been ostracised.

The word *baptize* is in the present tense; it is a verb and it is in the active voice. *Holy* is an adjective. Something *that had been ostracised* is in the past tense. Thus, both these alternatives are eliminated. The answer is *christen* as *dehumanise* is an antonym.

3. One of the frequent tricks used by the examiner is to include an antonym in choices given as answers for a synonym's question.

Hence be careful whether you are looking for an antonym or a synonym

Benediction:

- (a) rise (b) blessing
(c) curse (d) prayer

The alternative (c), *curse*, is an antonym here. One should be alert in such a case.

PRACTICE SET - 1

Against each key word are given some suggested meanings. Choose the word or phrase which is nearest in meaning to the key word.

- Lethargy

(a) serenity (b) listlessness
(c) impassivity (d) laxity
- Prognosis

(a) scheme (b) forecast
(c) preface (d) identification
- Emaciated

(a) very tall (b) very sleepy
(c) very thin (d) very aged
- Contract

(a) tract (b) expand
(c) give (d) abridge
- Inedible

(a) unfit for human consumption
(b) polluted
(c) vitiated
(d) eatable
- Docile

(a) vague (b) gentle
(c) stupid (d) stubborn
- Hybrid

(a) crossbred (b) pedigreed
(c) hackneyed (d) unusual

8. Latent
 (a) concealed (b) apparent
 (c) lethargic (d) prompt
9. Erotic
 (a) wandering
 (b) given to mistakes
 (c) difficult
 (d) amorous
10. Aromatic
 (a) crippled (b) fragrant
 (c) sentimental (d) stinking
11. Nostalgic
 (a) indolent (b) diseased
 (c) homesick (d) soothing
12. Sadistic
 (a) smart
 (b) malicious
 (c) given to deriving pleasure from inflicting pain on others
 (d) depressed
13. Enigmatic
 (a) displeased (b) puzzling
 (c) learned (d) short-sighted
14. Sporadic
 (a) epidemic (b) whirling
 (c) occasional (d) stagnant
15. Compendium
 (a) summary (b) index
 (c) reference (d) glossary
2. Fiasco
 (a) festival (b) failure
 (c) ridiculous plan (d) misfortune
3. Amoral
 (a) loving (b) immoral
 (c) uninvolved (d) highly ethical
4. Virile
 (a) athletic (b) pompous
 (c) manly (d) boastful
5. Ameliorate
 (a) to appease
 (b) to make excuses
 (c) to humiliate
 (d) to improve
6. Consummation
 (a) act of devouring
 (b) act of forgiveness
 (c) failure
 (d) ultimate completion
7. Duplicity
 (a) innocence (b) cleverness
 (c) double-dealing (d) repetition
8. Homage
 (a) excessive humility
 (b) show respect and reverence
 (c) poverty
 (d) insincere flattery
9. Licentious
 (a) generous (b) gay
 (c) hungry (d) immoral
10. Ostentatious
 (a) wealthy (b) talkative
 (c) showy (d) noisy
11. Paramount
 (a) above others in rank of authority
 (b) famous

PRACTICE SET - 2

1. Histrionic
 (a) hypersensitive
 (b) overdramatic
 (c) historically important
 (d) inactive

- (c) wide and extensive
(d) very important
- 12. Arbiter**
(a) very bitter
(b) a priest
(c) one appointed by two parties to settle a dispute
(d) a despot
- 13. Didactic**
(a) blunt
(b) in poetic metre
(c) direct
(d) of the nature of teaching
- 14. Emulate**
(a) imitate (b) deny
(c) question (d) discuss
- 15. Resume**
(a) a new start
(b) judgment based on insufficient evidence
(c) summary
(d) long withdrawn account
- (c) in high style
(d) flighty
- 5. Pensive**
(a) habitually tardy
(b) confident
(c) given to quiet reflection
(d) affectionate
- 6. Coup**
(a) sudden overthrow of a government
(b) small enclosure
(c) accident
(d) clever reply
- 7. Baton**
(a) cargo
(b) cane
(c) stick used in conducting an orchestra
- 8. Composure**
(a) assumed attitude (b) liberty
(c) restlessness (d) tranquility
- 9. Implicate**
(a) to insult (b) doubt
(c) involve (d) make clear
- 10. Concert**
(a) agreement
(b) beauty
(c) power
(d) musical performance
- 11. Mitigate**
(a) to heal
(b) soften
(c) pardon
(d) send on a mission
- 12. Buoyant**
(a) child-like (b) brisk
(c) sturdy (d) light-hearted
- 13. Unalloyed**
(a) not connected
(b) calm

PRACTICE SET - 3**1. Tour de force**

- (a) long journey (b) feat of skill
(c) spectacle (d) show of force

2. Largesse

- (a) extravagant (b) bribe
(c) liberal (d) great size

3. Melange

- (a) mixture of medley (b) household
(c) optical illusion (d) desert

4. Debonair

- (a) superficial
(b) pleasant and gracious



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2. Breach
 (a) break (b) slander
 (c) uncertain (d) restrict
 (e) rift
3. Cajole
 (a) scold (b) intimidate
 (c) threaten (d) persuade
 (e) craze
4. Open
 (a) confused (b) sordid
 (c) frank (d) upright
 (e) loose
5. Desolate
 (a) deserted (b) gloomy
 (c) hard (d) fiery
 (e) cheerful
6. Perilous
 (a) inane (b) useless
 (c) risky (d) frivolous
 (e) shaky
7. Give in
 (a) yield (b) refuse
 (c) deny (d) refute
 (e) find
8. Give up
 (a) start (b) give
 (c) receive (d) distribute
 (e) stop doing
9. Reiterate
 (a) frustrate (b) illustrate
 (c) repeat (d) deny
 (e) receipt
10. Remorse
 (a) boisterous (b) vehement
 (c) voluble (d) reliant
 (e) repentance
11. Rejoice
 (a) rejoin (b) rebuild
 (c) rename (d) delight
 (e) lighten
12. Discontented
 (a) dislike (b) disinfection
 (c) dissatisfied (d) disenchanting
 (e) dismembered
13. Starve
 (a) float (b) be naked
 (c) be hungry (d) be naughty
 (e) crawl
14. Obscure
 (a) famous (b) well known
 (c) rampant (d) unknown
 (e) prevalent
15. Rash
 (a) rush (b) hurry
 (c) unthoughtful (d) meditated
 (e) rootless

PRACTICE SET - 10

1. Handful
 (a) few, little (b) useless
 (c) useful (d) powerless
2. Rigid
 (a) sticky (b) voluminous
 (c) hard (d) bent
 (e) solid
3. Refund
 (a) deduct (b) receive
 (c) distribute (d) give
 (e) reimburse
4. Careless
 (a) spotless (b) faceless
 (c) negligent (d) vigilant
 (e) arrogant
5. Nymph
 (a) clinch (b) flinch

- (c) airy (d) fairy
(e) cheery
6. Shortage
(a) paucity (b) niggardly
(c) wastage (d) hostage
(e) foliage
7. Infamous
(a) populous (b) prosperous
(c) notorious (d) deciduous
(e) spurious
8. Ideal
(a) useless
(b) model to be followed
(c) thorough
(d) civilised
(e) forming an idea
9. Ingenious
(a) misleading (b) false
(c) clever at inventing (d) intoxicated
(e) alarm
10. Immune
(a) exempt (b) statutory
(c) hostile (d) disturbing
(e) misfortune
11. Incentive
(a) objective (b) goad
(c) stimulation (d) beginning
(e) simulation
12. Incessant
(a) irritated (b) overflowing
(c) extreme (d) co-operative
(e) continue
13. Impetuous
(a) rash (b) violent
(c) pleasing (d) freezing
(e) resourceful
14. Incompatible
(a) capable (b) reasonable

- (c) faulty (d) indifferent
(e) contradictory

15. Inconsequential
(a) disorderly (b) insignifiant
(c) subsequent (d) insufficient
(e) preceding

PRACTICE SET - 11

1. Acronym
(a) poem of sorrow
(b) similar meaning
(c) word formed from an abbreviation
(d) pen name used by an author
2. Antiquated
(a) existing since old times
(b) without a name
(c) obsolete
(d) coming before its time
3. Arcane
(a) common place (b) old fashioned
(c) modern (d) secret
4. Bowdlerize
(a) to take out words that might be considered improper
(b) give firmness to
(c) use unnecessary strength
(d) cut into two or more separate parts
5. Catharsis
(a) sudden happening
(b) outlet for strong emotions
(c) anti-climax
(d) informal discussion
6. Deterrent
(a) cleansing substance
(b) defence
(c) restraint of action
(d) warning

PRACTICE SET - 12

7. Extinct
 (a) dull
 (b) wonderful
 (c) no longer in existence
 (d) still in existence
8. Coeval
 (a) of the same age (b) duplicate
 (c) counterfeit (d) corresponding
9. Damp squib
 (a) insignificant happening
 (b) an old technique
 (c) unsuccessful attempt
 (d) short, shrill cry
10. Prowess
 (a) understanding (b) keenness
 (c) eagerness (d) bravery
11. Bigamy
 (a) biblical reference
 (b) having two wives or husbands living
 (c) fruit of a thorny shrub
 (d) ambiguity
12. Braggadocio
 (a) bribery
 (b) empty boasting
 (c) misadventure
 (d) sad plight
13. Credence
 (a) assurance (b) belief
 (c) credit (d) preference
14. Slake
 (a) rub (b) sharpen
 (c) quench (d) erase
15. Attrition
 (a) attraction (b) suffering
 (c) decline (d) friction
1. Bovine
 (a) an expert (b) like an ox
 (c) meat extract (d) dim-witted
2. Appellation
 (a) ghost
 (b) a nickname or title
 (c) ultimate solution
 (d) beginning
3. Credence
 (a) religion or personal
 (b) reliance on the truth of something
 (c) gullible
 (d) simplicity
4. Baffle
 (a) to disconcert (b) tease
 (c) strike (d) send away
5. Amalgamate
 (a) to unite (b) gather
 (c) astonish greatly (d) frustrate
6. Acumen
 (a) bitterness
 (b) quickness of insight
 (c) abundance
 (d) deficit
7. Apathy
 (a) anger
 (b) lack of confidence
 (c) odd behaviour
 (d) indifference
8. Divulge
 (a) to strip (b) conceal
 (c) explore (d) reveal

9. Avocation
 (a) the pleading of a legal cause
 (b) contradiction
 (c) a main occupation
 (d) a side interest
10. Fastidious
 (a) overfed
 (b) overconfidence
 (c) finicky
 (d) overaspiring
11. Incredulous
 (a) superstitious (b) unreliable
 (c) unimaginative (d) skeptical
12. Culinary
 (a) creative
 (b) to do with cookery
 (c) delicious
 (d) fragrant
13. Facade
 (a) hilly view
 (b) exact copy
 (c) aspect
 (d) front of a building
14. Nascent
 (a) initial (b) unpleasant
 (c) latest (d) crude
15. Sonorous
 (a) sleepy (b) loud
 (c) bright (d) heavy
3. Yammer
 (a) strike
 (b) lament/grumble
 (c) whimper
 (d) shiver
4. Embroil
 (a) to get involved in hostilities
 (b) arouse bitter feelings
 (c) weaken
 (d) include
5. Exacerbate
 (a) to aggravate (b) bring out
 (c) throw up (d) wear away
6. Hypothetical
 (a) methodical
 (b) based on supposition
 (c) double faced
 (d) to do with superstition
7. Incidence
 (a) stubbornness
 (b) the range of occurrence
 (c) anecdotes
 (d) conclusion
8. Gargoyle
 (a) stone spout (b) golden eagle
 (c) garish (d) vile
9. Interim
 (a) interval (b) timely
 (c) internal (d) temporary
10. Helm
 (a) edge (b) head
 (c) handle (d) corner
11. Incision
 (a) event (b) indecisiveness
 (c) dispute (d) cut
12. Malaise
 (a) sickness (b) curse
 (c) spite (d) stagnation

PRACTICE SET - 13

1. Presage

- (a) to foretell (b) assume
 (c) make ready (d) consider

2. Subjugate

- (a) to capitulate (b) conquer
 (c) cause to wither (d) confuse

13. Precipitous
 (a) exact (b) very steep
 (c) uncertain (d) absurd
14. Propriety
 (a) right (b) nearness
 (c) decorum (d) estate
15. Soporific
 (a) impressive (b) soothing
 (c) merry (d) lethargic

PRACTICE SET - 14

1. Upheaval
 (a) outcome (b) slow change
 (c) upward turn (d) radical change
2. Patron
 (a) person of noble birth
 (b) venerable old man
 (c) capable person
 (d) one who gives encouragement to others
3. Scavenger
 (a) worthless person
 (b) a bird that lives on decaying flesh
 (c) kind of beetle
 (d) one who mocks
4. Myriad
 (a) bright
 (b) imaginary
 (c) very great number
 (d) variety
5. Obliterate
 (a) to blot out (b) slow down
 (c) block up (d) decline
6. Malediction
 (a) a curse against someone
 (b) farewell words
 (c) omen
 (d) a closing prayer
7. Notoriety
 (a) public shame
 (b) unpleasant experience
 (c) wrong option
 (d) unfavourably known
8. Lachrymose
 (a) impious (b) moist
 (c) mournful (d) unimpressive
9. Fusillade
 (a) confusion
 (b) unwarranted aggression
 (c) excitement
 (d) sustained outburst of criticism
10. Reminiscent
 (a) deserving to be remembered
 (b) remembrance
 (c) reminding one of
 (d) revival
11. Sonorous
 (a) sleepy (b) loud
 (c) bring (d) heavy
12. Trumpery
 (a) treasure
 (b) trick
 (c) rubbish
 (d) useless argument
13. Expertise
 (a) experience
 (b) skill
 (c) smartness
 (d) art of expressing
14. Genesis
 (a) beginning (b) style
 (c) movement (d) relevant
15. Humane
 (a) human species (b) kind-hearted
 (c) destitute (d) humorous

PRACTICE SET - 15

1. Compulsion
 - (a) joy
 - (b) being compelled
 - (c) danger
 - (d) the state of excitement
2. Cynosure
 - (a) repel
 - (b) threat
 - (c) centre of attraction
 - (d) rejoice
3. Dissolute

(a) immoral	(b) honest
(c) repulsive	(d) distant
4. Doleful

(a) mournful	(b) bright
(c) jovial	(d) colourful
5. Festal

(a) noisy	(b) merry
(c) sad	(d) serious
6. Hustings

(a) voice	(b) craze
(c) election campaigns	(d) celebration
7. Lurid

(a) shocking	(b) bright
(c) abundant	(d) happy
8. Mottle

(a) spoil spots	(b) mark with
(c) erase	(d) colour
9. Outre

(a) eccentric	(b) traditional
(c) real	(d) fair
10. Mural

(a) writing	(b) music
-------------	-----------

- (c) a painting on wall (d) ancient
11. Pastel
 - (a) Light shades or colours
 - (b) attempt
 - (c) dark shade
 - (d) conflict
 12. Rookie

(a) an old man	(b) a new recruit
(c) a fighter	(d) a wrestler
 13. Sentient
 - (a) capable of feelings
 - (b) dry
 - (c) dull
 - (d) dirty
 14. Swan/song
 - (a) the first work of a man
 - (b) the last work of a man
 - (c) a poem
 - (d) a piece of music
 15. Smear

(a) mark	(b) avoid
(c) quarrel	(d) encourage

PRACTICE SET - 16

1. Perspicacious

(a) clear	(b) hazy
(c) shrewd	(d) bad
2. Proscribe

(a) allow	(b) prescribe
(c) banish	(d) advance
3. Obfuscation

(a) confusing others	(b) prone
(c) to darken	(d) infer
4. Prone

(a) thrown forward	(b) disease
(c) supine	(d) inactive
5. Intrepid

(a) ugly	(b) fearless
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- (c) selfish (d) coward
6. Vernal
(a) luxuriant (b) springlike
(c) scale (d) dirty
7. Gluttony
(a) happiness (b) contentment
(c) satisfaction (d) greed
8. Incensed
(a) incited (b) affected
(c) encouraged (d) inspired
9. Sozzled
(a) cultured (b) drunk
(c) moderate (d) burning
10. Vituperate
(a) encourage (b) appraise
(c) abuse (d) appreciate
11. Compunction
(a) regret (b) appreciate
(c) wonder (d) anger
12. Obstreperous
(a) cheerful (b) noisy
(c) calm (d) obstinate
13. Ostracise
(a) welcome (b) include
(c) expedite (d) cut off
14. Deplete
(a) take away (b) fill
(c) make greater (d) to exhaust
15. Osmosis
(a) gradual acceptance
(b) slow recovery
(c) abrupt ending
(d) crowded
1. Fiasco
(a) strength (b) success
- (c) failure (d) hope
2. Viaduct
(a) railroad (b) bridge
(c) pipe (d) leave
3. Spew
(a) throw in water
(b) split
(c) to come forth in a flush
(d) take up liquids
4. Repugnance
(a) disinclination (b) affection
(c) like (d) approve
5. Alacrity
(a) eagerness (b) hesitatingly
(c) unwillingly (d) with suspicion
6. Vendetta
(a) threat (b) mortal
(c) friendship (d) feud
7. Whim
(a) desire
(b) unnatural behaviour
(c) clumsy
(d) fancy
8. Penchant
(a) disability (b) like
(c) eagerness (d) dislike
9. Anathema
(a) something strongly detested
(b) accepted
(c) difficult to collect
(d) constant
10. Cavil
(a) munch (b) quibble
(c) amuse (d) appreciate
11. Estrange
(a) endanger
(b) to become puzzling
(c) miscalculate

PRACTICE SET - 17

(d) alienate

12. Hansom

- (a) man's clock
- (b) Elaborate serving dish
- (c) gardening tool
- (d) two-wheeled carriage

13. Mottled

- (a) dirty
- (b) pock-marked
- (c) full of holes

(d) having splotches of colour

14. Parry

- (a) cut away bit by bit
- (b) pierce
- (c) to reject
- (d) ward off

15. Troglodytic

- (a) cadaverous
- (b) ominous
- (c) unbridled
- (d) resembling a caveman

Answer Key

Set 1	Set 2	Set 3	Set 4	Set 5
1. (d)	1. (b)	1. (b)	1. (a)	1. (a)
2. (d)	2. (b)	2. (c)	2. (b)	2. (c)
3. (c)	3. (c)	3. (a)	3. (a)	3. (a)
4. (d)	4. (c)	4. (b)	4. (c)	4. (d)
5. (a)	5. (d)	5. (c)	5. (b)	5. (a)
6. (b)	6. (d)	6. (a)	6. (c)	6. (d)
7. (a)	7. (c)	7. (c)	7. (c)	7. (b)
8. (a)	8. (b)	8. (d)	8. (c)	8. (c)
9. (d)	9. (d)	9. (c)	9. (b)	9. (c)
10. (b)	10. (c)	10. (a)	10. (a)	10. (a)
11. (c)	11. (a)	11. (a)	11. (d)	11. (d)
12. (c)	12. (c)	12. (d)	12. (c)	12. (c)
13. (b)	13. (d)	13. (c)	13. (d)	13. (a)
14. (c)	14. (a)	14. (c)	14. (b)	14. (b)
15. (d)	15. (a)	15. (c)	15. (c)	15. (b)

Set 6	Set 7	Set 8	Set 9	Set 10
1. (d)	1. (d)	1. (a)	1. (b)	1. (a)
2. (c)	2. (b)	2. (c)	2. (a)	2. (c)
3. (e)	3. (b)	3. (b)	3. (d)	3. (e)
4. (d)	4. (a)	4. (b)	4. (c)	4. (c)
5. (a)	5. (d)	5. (a)	5. (a)	5. (d)
6. (b)	6. (d)	6. (b)	6. (c)	6. (a)
7. (e)	7. (b)	7. (b)	7. (a)	7. (c)
8. (e)	8. (a)	8. (a)	8. (e)	8. (b)
9. (a)	9. (b)	9. (e)	9. (c)	9. (c)
10. (d)	10. (c)	10. (b)	10. (e)	10. (a)

11. (d)	11. (c)	11. (a)	11. (d)	11. (c)
12. (c)	12. (e)	12. (c)	12. (c)	12. (e)
13. (d)	13. (c)	13. (c)	13. (c)	13. (a)
14. (b)	14. (d)	14. (d)	14. (d)	14. (e)
15. (b)	15. (c)	15. (a)	15. (c)	15. (b)

Set 11	Set 12	Set 13	Set 14	Set 15
1. (c)	1. (b)	1. (a)	1. (d)	1. (b)
2. (c)	2. (a)	2. (b)	2. (d)	2. (c)
3. (d)	3. (b)	3. (b)	3. (a)	3. (a)
4. (a)	4. (a)	4. (a)	4. (d)	4. (a)
5. (b)	5. (a)	5. (a)	5. (a)	5. (b)
6. (c)	6. (b)	6. (b)	6. (c)	6. (c)
7. (c)	7. (d)	7. (b)	7. (d)	7. (a)
8. (a)	8. (d)	8. (a)	8. (c)	8. (b)
9. (c)	9. (c)	9. (d)	9. (d)	9. (a)
10. (d)	10. (c)	10. (b)	10. (b)	10. (c)
11. (b)	11. (d)	11. (d)	11. (a)	11. (a)
12. (b)	12. (b)	12. (a)	12. (c)	12. (b)
13. (c)	13. (d)	13. (b)	13. (b)	13. (a)
14. (c)	14. (a)	14. (c)	14. (a)	14. (b)
15. (c)	15. (a)	15. (b)	15. (b)	15. (a)

Set 16	Set 17
1. (c)	1. (c)
2. (c)	2. (b)
3. (a)	3. (c)
4. (a)	4. (a)
5. (b)	5. (a)
6. (b)	6. (d)
7. (d)	7. (d)
8. (a)	8. (b)
9. (b)	9. (a)
10. (c)	10. (b)
11. (a)	11. (d)
12. (b)	12. (d)
13. (d)	13. (d)
14. (d)	14. (d)
15. (a)	15. (d)



VOCABULARY TEST—ANTONYM

ANTONYM

An antonym is a word which has the opposite, or nearly the opposite meaning of the given word.

Examples

A. Choose the word *opposite* in meaning to the given word.

1. Profane

- (a) beautiful (b) sacred
(c) glorious (d) insane

The answer is (b), *sacred*.

The test can be given directly as shown above or at times through a sentence.

B. Choose the word *opposite* in meaning to the word in italics in the given sentence.

1. He led an ascetic life but his wife had her _____ ways.

- (a) self-indulgent (b) austere
(c) artificial (d) pompous

The answer is (a), *self-indulgent*.

2. There is something *repulsive* about the way he handles people.

- (a) attractive (b) smooth
(c) reflective (d) distinctive

The answer is (a), *attractive*.

Clues or Tips

A. Note that the given word and the answer must belong to the same parts of speech.

Pragmatic:

- (a) angry (b) quixotic
(c) colourful (d) pungent

Here the choice (c), *colourful*, is a noun while the word *pragmatic* is an adjective and thus this alternative may be rejected. *The correct answer is (b), quixotic.*

B. Note that the given word and the answer must belong to the same tense form.

Perceived:

- (a) ignored (b) created
(c) apprehend (d) conceive

Here the alternatives *apprehend* and *conceive* are in the present tense and thus they can be rejected. *Ignored* gives an opposite meaning and it is also in the past tense as the word *perceived* is. Thus it is the correct answer.

C. Make sure that the given word and the answer are in the same voice. *Contraction:*

- (a) reduction
(b) something which is being expanded

- (c) increase (d) expansive

The word *contraction* is a noun in the active voice. The alternative *reduction* is similar in meaning. (b) is in the passive voice. *Expansive* is an adjective. Thus all these *three* alternatives are incorrect. The word *increase* is a noun and is in the active voice and matches with the given word *contraction*. This is, therefore, the correct answer.

- D.** A favourite trick of the examiner is mix a synonym in the alternatives to confuse the examinee.

Venerate:

- (a) respect (b) condemn
(c) inculcate (d) initiate
(e) severe

The alternative (a), *respect*, is a synonym. One needs to be alert in such cases. The correct answer is (b) *condemn*.

PRACTICE SET - 1

Pick out the word opposite or nearly so in the meaning of the given words.

1. Accepted

- (a) followed (b) noted
(c) provided (d) considered
(e) rejected

2. Anger

- (a) party (b) happiness
(c) approval (d) love
(e) joy

3. Loved

- (a) refused (b) defamed
(c) distracted (d) averted
(e) hated

4. Obey

- (a) attract (b) disobey
(c) repel (d) diffuse

- (e) None

5. Outwit

- (a) laugh (b) victory
(c) defeat (d) win
(e) None

6. Come

- (a) play (b) fast
(c) go (d) got
(e) None

7. Hard

- (a) soft (b) smooth
(c) delicate (d) easy
(e) less

8. Wealthy

- (a) wicked (b) famous
(c) ill (d) poor
(e) harmful

9. Dull

- (a) pale (b) wise
(c) shining (d) colourful
(e) foolish

10. Alleviation

- (a) lessening (b) magnification
(c) intensify (d) aggravation
(e) exaggeration

11. Receded

- (a) bloomed (b) advanced
(c) increased (d) diminished
(e) rebuilt

12. Transparent

- (a) translucent (b) vague
(c) blind (d) opaque

13. Extrovert

- (a) boaster (b) mixer
(c) introvert (d) social

14. Virtuous

- (a) vicious (b) vulgar



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A.21.6

190. Promise given by a prisoner not to escape:	parole	211. One who gets pleasure in others trouble and pain:	sadistic
191. An exaggerated statement:	hyperbole	212. The act of enjoying or having an experience indirectly:	vicariously
192. A nation that goes to war:	belligerent	213. The tendency to postpone things for future:	procrastination
193. A person who lives in a foreign country:	hyperbole	214. To relax in a countryside far away from the humdrum of town:	rusticate
194. Too much official formality:	red tapism	215. To spend life without purpose and initiative:	vegetate
195. One extremely fond of one's wife:	uxorious	216. One who is interested in the welfare of other people:	altruist
196. A list of things to be discussed at a meeting:	agenda	217. One who believes in keeping things as they are:	conservative
197. Unduly attached to one's own opinions:	opinionated	218. A girl who flirts egregiously:	coquette
198. Very exact or scrupulous in the observance of forms, of etiquette, ceremony or behaviour:	punctilious	219. A woman who lures men to destroy them:	Circe
199. One who is completely self-satisfied:	complacent	220. A tall, strong, masculine kind of woman:	amazon
200. Simple and easily deceived:	gullible	221. A loud-mouthed turbulent kind of woman:	virago
201. One who has delusions of one's grandeur:	megalomaniac	222. A traitor who can sell out even his friend:	judas
202. The most capable part of a group, town or place:	elite	223. A person with vulgar taste:	vulgarian
203. One who flaunts newly acquired wealth:	parvenu	224. A person who flaunts learning all the time:	pedant
204. The intelligent and educated group or class of a society or country:	intelligentsia	225. Understanding without the interference of feelings:	empathy
205. Weariness of and sadness for life and world:	weltschmerz	226. An embarrassing mistake:	a faux pas
206. Boredom and frustration in life:	ennui	227. A medley or heterogeneous mixture of great variety:	potpourri
207. Shy, timid, unwilling to face a situation:	diffident	228. A slang of the underworld:	argot
208. One who looks at everything from a personal point of view:	egocentric	229. A language of a region having its own usage:	dialect
209. One who is chivalrous, idealistic and unpractical:	quixotic	230. A language of a special group:	patois
210. One who is grave and gloomy:	saturnine	231. The ascribing of human motivation, characteristics or behaviour to inanimate objects, animal or natural phenomena:	anthropomorphism



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32. A person's first speech.
 (a) maiden (b) extempore
 (c) opener (d) preface
33. A decision on which all are agreed.
 (a) anonymous (b) unanimous
 (c) obsolete (d) confession
34. One for whom the whole world is one's home.
 (a) cosmopolitan (b) humanitarian
 (c) international (d) tourist
35. A job without salary.
 (a) free service (b) honorary
 (c) voluntary (d) amateur
36. A cure for all diseases.
 (a) panacea (b) cure
 (c) antibiotic (d) remedy
37. One who knows many languages.
 (a) linguist (b) polyglot
 (c) stylist (d) debator
38. A place where animals are kept.
 (a) zoo (b) aviary
 (c) museum (d) sanitorium
39. That which can be carried.
 (a) portable (b) edible
 (c) potable (d) bearable
40. A writer who steals ideas from others.
 (a) plagiarist (b) copier
 (c) editor (d) translator
41. Examination of a dead body.
 (a) postmortem (b) surgery
 (c) operation (d) tanning
42. A speech made to oneself.
 (a) dialogue (b) speech
 (c) soliloquy (d) intercourse
43. A commonplace remark.
 (a) platitude (b) remark
 (c) statement (d) epigram
44. That which cannot be perished.
 (a) impregnable (b) incorrigible
 (c) imperishable (d) invincible
45. The study of birds
 (a) ornithology (b) philology
 (c) orology (d) geology
46. An insect with many legs is called
 (a) centipede (b) mammal
 (c) herbivorous (d) vertebrate
47. A disease which ends in death.
 (a) fatal (b) cancer
 (c) lifesucking (d) deadly
48. Government in which all religions are honoured.
 (a) fanatic (b) secular
 (c) catholic (d) progressive
49. One who lives among strangers.
 (a) recluse (b) alien
 (c) stoic (d) rustic
50. A word no longer in use.
 (a) extant (b) obsolete
 (c) out-dated (d) nervous
51. A person who is more interested in himself rather than anything that is going on around him.
 (a) introvert (b) extrovert
 (c) eccentric (d) prophet
52. A person who gets help or advice from a lawyer or any professional man.
 (a) despot (b) barrister
 (c) client (d) party
53. A sneering person who always finds faults.
 (a) cupid (b) kleptomaniac
 (c) cynic (d) crone
54. A place for keeping bees.
 (a) aviary (b) apiary
 (c) cage (d) nest



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REAL EXAMINATION QUESTIONS

1. He does *unpaid work* for the Red Cross.
 (a) honorific (b) honest
 (c) honorary (d) honourable
 (CDS)
2. The officer was *not willing to take a definite stand* on that point.
 (a) vague (b) evasive
 (c) ambiguous (d) complex
 (RBI)
3. A *careful preservation and protection* of wild-life is the need of the hour.
 (a) embarkment (b) promotion
 (c) conservation (d) management
 (e) enhancement
 (Bank PO)
4. Rajesh was a *hater of learning and knowledge*.
 (a) misogynist (b) misologist
 (c) misanthropist (d) bibliophile
 (MBA)
5. One who travels from place to place.
 (a) itinerant (b) mendicant
 (c) journeyman (d) tramp
 (CBI)
6. A short walk for pleasure or exercise.
 (a) jog (b) stroll
 (c) gallop (d) promenade
 (Income Tax)
7. That which cannot be understood.
 (a) illegible
 (b) unintelligible
 (c) unknown
 (d) undecipherable.
 (Section Officers' Exam.)
8. To move along with quick, short twisting actions.
 (a) swagger (b) stumble
 (c) wriggle (d) crawl
 (Transmission Executives)
9. One who can use either of his hands with ease.
 (a) amateur (b) expert
 (c) ambidextrous (d) gluttonous
 (Railways)
10. One who promotes the idea of absence of government of any kind, when every man should be a law unto himself.
 (a) anarchist (b) belligerent
 (c) iconoclast (d) agnostic
 (Asstt. grade)
11. Thing that can be felt or touched.
 (a) pandemic (b) palpable
 (c) paltry (d) panchromatic
 (BSRB)
12. One who thinks that human nature is essentially evil.
 (a) agnostic (b) misogynist
 (c) cynic (d) sceptic
 (Translator's Exam.)
13. A style in which a writer makes a display of his knowledge.
 (a) pedantic (b) ornate
 (c) verbose (d) pompous
 (Central Excise)
14. To present opposing arguments or evidence.
 (a) rebut (b) criticise
 (c) rebuff (d) reprimand
 (Bank PO)



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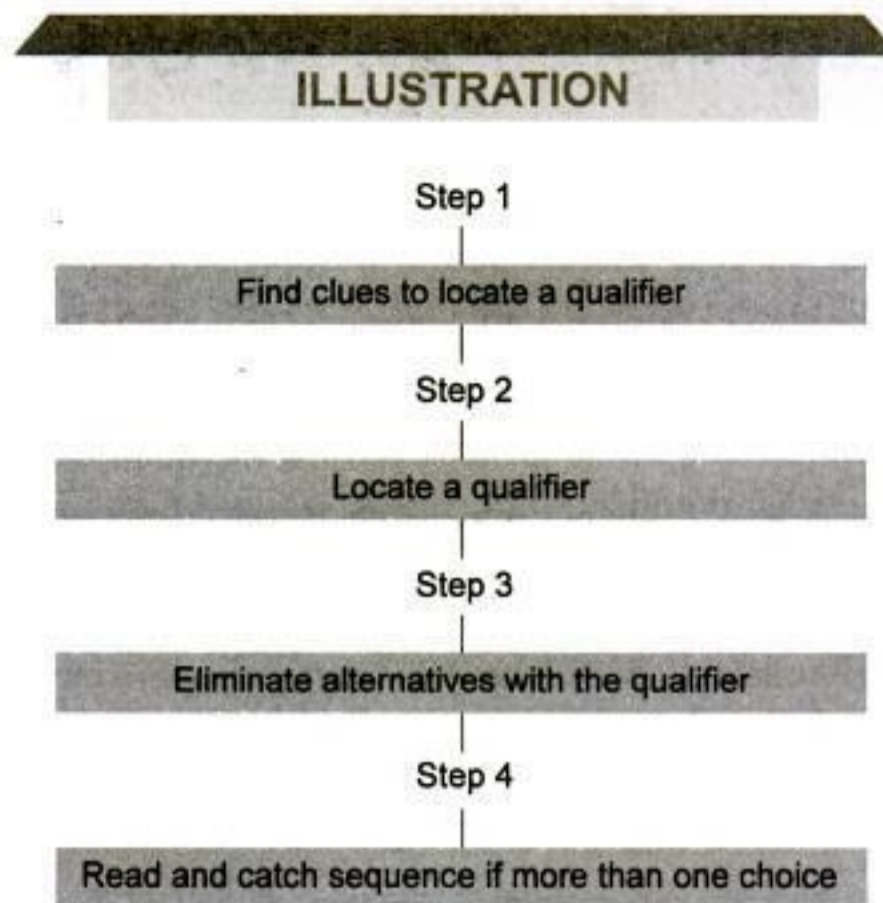


Fig. 22.1 Time-saver CQE Technique

1. Just as some men like to play football or tennis, so some men like to climb mountains.
- P. This is often very difficult to do, for mountains are not just big hills.
- Q. Paths are usually very steep, and some mountain-sides are straight up and down so that it may take many hours to climb as little as one hundred feet.
- R. There is always the danger that you may fall off and be killed or injured.
- S. Men talk about conquering a mountain and the wonderful feeling it is to reach the top of a mountain after climbing for hours and, may be, even for days.
6. You look down and see the whole country below you.

Answers: (a) PQRS (b) QPSR
 (c) RQPS (d) SRQP

This is a clue that makes P as the qualifier of sentence number 1.

Thus our answer should begin with P. Among the answer choices only (a) begins with P. Therefore (a) is the correct answer.

Now another important point is how to locate clues. Clues can be located or improvised with the help of grammatical rules. However, pronouns, like *he, she, it, this, that, these, those*, article *a* and *the*, definers like *actually, finally, another* connectors like *but, yet, both, also, and neither nor, or, however, nevertheless*, and adverbs like *formally, really*, can be of definite help in identifying the qualifiers on the basis of which we may select our correct answers as illustrated above.

Example (A)

1. The Bhagavadgita recognises the nature of man and the needs of man.
- P. All these three aspects constitute the nature of man.
- Q. It shows how the human being is a rational one, an ethical one and a spiritual one.



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- S. but they mostly fail to appreciate
T. that this great epic places before us
(a) RSPQ (b) SRQP
(c) QSRP (d) PRQS
15. As his hunting skill increased,
P. till at last it was as impossible for him
Q. so did his love for the hunt,
R. as it is for the opium eater
S. to pass a day without it
T. to forego his daily portion
(a) RSQP (b) PSQR
(c) QPSR (d) PQRS
16. What usually happens
P. and then choose the gifts
Q. organise a collection
R. is that two or three persons
S. and find a suitable occasion
T. for presenting them
(a) PQRS (b) RQPS
(c) SRQP (d) QRPS
17. Economic domination
P. anger and
Q. a different language
R. of persons speaking
S. often causes
T. a sense of revolt
(a) PSRQ (b) QRPS
(c) RQSP (d) SPQR
18. What the country needs
P. and change tactics
Q. who would encourage players
R. are coaches and officials
S. to read the game as it progresses
T. accordingly
(a) RQPS (b) SPRQ
(c) QSPR (d) RQSP
19. Though Indian sportsmen
P. who accompanied them
Q. the large number of
R. did not set many records in the Seoul
Asiad
S. officials and politicians
T. did set a record of sorts
(a) RQSP (b) SPRQ
(c) PQSR (d) QSRP
20. Public sector companies
P. and scale of operations
Q. take a peculiar pride
R. without talking
S. in the size of their investment
T. of their profitability
(a) SQRP (b) PRQS
(c) QSPR (d) SPRQ
21. P. Rama who studied
Q. in the same school and
R. paid the fees of his friend
S. who was rich
(a) PQSR (b) QRPS
(c) QSRP (d) PRSQ
22. I shall go
P. my work here
Q. to Calcutta
R. I have finished
S. after
(a) PQSR (b) QRPS
(c) QSRP (d) PRSQ
23. I saw
P. a dead bull
Q. while walking across
R. the street
S. yesterday
(a) PQRS (b) QPRS
(c) QRPS (d) SPQR
24. The social worker devoted
P. to the upliftment
Q. of the people



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- (a) E (b) A (c) E (d) A
 (c) D (d) C (e) D
4. Which sentence should come third in the paragraph?
 (a) F (b) B
5. Which sentence should come fourth in the paragraph?
 (a) C (b) E
 (c) F (d) B
 (e) A

Answer Key

1-1. (d)	2-1. (d)	3-1. (b)	4-1. (b)	5-1. (d)
2. (d)	2. (a)	2. (e)	2. (a)	2. (c)
3. (e)	3. (b)	3. (b)	3. (e)	3. (e)
4. (d)	4. (e)	4. (a)	4. (d)	4. (c)
5. (c)	5. (c)			5. (a)



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rin, novalgin and paracetamol can be harmful and they should not be used for long without proper prescription, and care after use.

“The dose should be restricted as they can be dangerous and life-threatening”, he added.

Other avenues in pain management include blocking the nerve causing pain with an injection of absolute alcohol and six per cent phenol. The therapy, introduced in the seventies, however, blocks the entire nerve. Doctors can now localise the exact region of the pain-causing nerve by focusing radio frequency waves that can heat an area as small as 0.1-0.5 mm in size.

But use of radio frequency waves is capital and technology intensive and it is simpler for doctors to use laser beams to penetrate deep into the tissue to the exact spot generating pain and destroy it, Dr Kaul said.

Besides using the standard drug therapies for pain management, the AIIMS anaesthesia department uses an electrical stimulation method called transcutaneous electrical nerve stimulation (TENS) to control some cases of chronic pain.

1. Prolonged use of common pain-killers is:
 - (a) dangerous
 - (b) safe
 - (c) results are not known
 - (d) neutral in effect
2. Which is true in the context of the passage?
 - (a) etorolac is a non-opium pain-killer with side effects
 - (b) etorolac is a pain-killer with high pain-killing potential with no reported side reactions
 - (c) etorolac is a new analgesic drug with adverse effects
 - (d) etorolac is a classical pain-killer
3. Which pain-killers or devices have the side effects of addiction and reduced respiration?

- (a) aspirin and paracetamol
 - (b) etorolac and tramadol
 - (c) opium and its derivative, morphine
 - (d) electro-stimulation
4. What is the present situation in the use of pain-killers?
 - (a) it has made breakthrough
 - (b) it has deteriorated
 - (c) it has become chaotic
 - (d) it has become unsafe
 5. Which pain-killing device is most expensive?
 - (a) Classical opium derivatives
 - (b) Aspirin and paracetamol
 - (c) Etorolac and tramadol
 - (d) Radio frequency waves
 6. AIIMS used TENS in
 - (a) ordinary cases
 - (b) female cases
 - (c) chronic cases
 - (d) some cases of chronic pain

II. Find out the error, if at all, in some part of the sentence.

1. Never I have listened/
 (a)
 to such beautiful music/
 (b)
 as the piece we heard on the radio/
 (c)
 last night. No error
 (d) (e)
2. A majority of the educationists/
 (a)
 believes that/too many examinations/
 (b) (c)
 are counter-productive./No error
 (d) (e)



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PRACTICE TEST PAPER-3**I. Read the following passage carefully and answer the questions given below it.**

Marx urged that two basic factors are to be found in every society. They are the material forces of production and the knowledge necessary to their use. They form the 'condition', when society becomes organised into what Marx calls the 'relations of production'. These are always dependent on the conditions of production and are to be found in the property relationships of any society. In a capitalist society, to illustrate, the effective use of the conditions of production implies the protection of private property and the existence of a large class of wage labourers. It also implies certain legal, political, religious, and philosophical forms reflecting basic economic relations. But to continue in Marx's own words:

"In the social production which men carry on, they enter into definite relations that are indispensable and independent of their will; these relations of production correspond to a definite stage of development of their material powers of production. The sum total of these relations of production constitutes the economic structure of society—the real foundation, on which rise legal and political superstructures and to which correspond definite forms of social consciousness. The mode of production in material life determines the general character of the social political and spiritual processes of life. It is not the consciousness of men that determines their existence, but on the contrary, their social existence determines their consciousness. At a certain stage of their development, the material forces of production in society come in conflict with the existing relations of production, or—what is but a legal expression for the same thing—with the property relations within which they have been at work before. From forms of the development of the forces of production, these

relations turn into their fetters. Then comes the period of social revolution. With the change of the economic foundation the entire immense superstructure is more or less rapidly transformed.

It should be observed, however, that no social order ever disappears before all the productive forces, for which there is room in it, have been developed; and new higher relations of production never appear before the material-conditions of their existence have matured in the womb of the old society. Therefore, making always takes up only such problems as it can solve; since, looking at the matter more closely, we will always find that the problem itself arises only when the material conditions necessary for its solution already exist or are at least in the process of formation."

The four broad stages through which society had evolved were designated by Marx as Asiatic, ancient, feudal, and bourgeois. Each had been characterised by antagonisms resulting from the forces of production outrunning the relations of production. But in each case this disharmony was overcome by a solution which was engendered through conflict.

1. This passage is about
 - (a) Marx
 - (b) material forces
 - (c) capitalist society
 - (d) historical materialism
 - (e) social evolution
2. What, according to Marx, is the hall mark of a capitalist society?
 - (a) effective utilisation of the conditions of production.
 - (b) effective control of relations of production.
 - (c) safeguards for private property.



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lective, it will automatically reduce the number of entrants. This should apply particularly to new colleges, many of which are little more than degree factories. Only then can the authorities hope to bring down the teacher-student ratio to manageable proportions. What is more, teachers should be given refresher courses every summer vacation to brush up their knowledge. Besides, if college managements increase the library budget it will help both the staff and the students a great deal. At the same time, however, it will be unfair to deny college education to thousands of young men and women unless employers stop insisting on degrees even for clerical jobs. For a start, why can't the Government disqualify graduates from securing certain jobs-say Class III and Class IV posts? Once the link between degrees and jobs is severed at least in some important departments, it will make young people think twice before joining college.

1. The author's attitude is
 - (a) cynical
 - (b) optimistic
 - (c) critical
 - (d) conservative
 - (e) constructive
2. Which of the following is the most significant feature of the scheme of autonomous colleges, according to the passage?
 - (a) they can introduce new courses
 - (b) they can hold seminars
 - (c) they can evolve their method of assessment
 - (d) they can award degrees
 - (e) they can make admissions without restrictions
3. The author does believe that
 - (a) colleges have the capacity to develop courses
 - (b) colleges have the expertise for assessment
 - (c) some colleges are only degree factories
 - (d) college managements are really keen on reforms
 - (e) some colleges are 'elitist'
4. What, according to the passage, would be the result of granting autonomy to some colleges?
 - (a) the teacher-student ratio will come down
 - (b) disparity between city and suburban colleges will increase
 - (c) colleges will multiply
 - (d) some colleges would start selling degrees
 - (e) All of these
5. The author's chief concern seems to be
 - (a) frustration among students
 - (b) standard of education
 - (c) delinking of degrees and jobs
 - (d) spread of college education
 - (e) autonomy to colleges
6. How, according to the passage, can the number of students taking college education be reduced?
 - (a) by making selective admissions
 - (b) by reducing the number of colleges
 - (c) by discouraging the founding of model institutions
 - (d) by abolishing the reservation of seats for backward classes.
 - (e) by removing some of the students already admitted.
7. To which of the following does the author give precedence?
 - (a) increasing library facilities
 - (b) holding refresher courses for teachers
 - (c) abolishing reservation for backward classes
 - (d) stopping the opening of new colleges
 - (e) instituting entrance examinations



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PRACTICE TEST PAPER-6

In questions 1 to 5 some of the sentences have errors and some have none. Find out which part of a sentence has an error, and the appropriate letter (a, b, c) is your answer. If there is no error, D is the answer.

- I've been to a few of his lectures,
(a)
but understood little of/what he has said./
(b) (c)
No error
(d)
- Not only the bandits robbed/
(a)
the traveller of his purse/but also wounded
(b) (c)
him grievously./No error
(d)
- The old woman has had the best medical
(a)
facilities available/but she will not be
(b)
cured/unless she does not have a strong
(c)
desire to live./No error
(d)
- Frozen foods are so popular today/
(a)
that many people wonder/how they ever
(b) (c)
lived without them./No error
(d)
- The accelerating pace of life in our
(a)
metropolitan city/has had the tremendous
(b)

effect/on the culture and life-style of the
(c)
people./No error
(d)

In questions 6 to 10 sentences are given with blanks to be filled in with an appropriate word. Four alternatives are suggested for each question. Choose the correct alternative out of the four.

- Around the head of the running man there was a _____ of bees.
(a) crowd (b) swarm
(c) flock (d) collection
- The General said that the position must be _____ at all costs.
(a) arrested (b) caught
(c) maintained (d) possessed
- _____ the rain stopped, the play had to be suspended.
(a) while (b) until
(c) when (d) since
- In _____ of the recommendations, the Board has established a counter to entertain the complaints from consumers.
(a) accordance (b) adherence
(c) pursuance (d) relevance
- If this interpretation is held valid, then the states are _____ of the power to plan, implement and monitor their schemes.
(a) relieved (b) divested
(c) invested (d) delegated

In questions 11 to 15 choose the word opposite in meaning to the given word.

- Equanimity
(a) resentment (b) dubiousness



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2. In advertising, the goal of programmed harmony aims at
 - (a) quick response
 - (b) systematic response
 - (c) enthusiastic response
 - (d) preferential response
 - (e) pre-determined response
3. The passage implies that the old methods of advertising
 - (a) are still valid
 - (b) are totally ineffective
 - (c) should be revived
 - (d) should be synthesised with the modern methods
 - (e) should be totally abandoned
4. It can be inferred from this passage that the most effective medium of advertising is
 - (a) newspaper
 - (b) magazine
 - (c) radio
 - (d) movie
 - (e) TV
5. It can be concluded from this passage that the success of an advertisement depends on
 - (a) the education of the consumer
 - (b) maximum stress on the merits of the product
 - (c) harnessing the collective consciousness of the consumers
 - (d) the novelty in the product
 - (e) exploitation of the human impulses and aspirations
6. In the expression 'the advertiser has hit a snag', the word 'snag' stands for
 - (a) idea
 - (b) benefit
 - (c) comparative merit
 - (d) unexpected obstruction
 - (e) useful aspect

II. Tick the part of the sentence which has an error. If there is no error in any of the parts, the answer is D.

7. His speech was/a careful worded attempt to
 - (a) evade/his responsibility in the matter./
 - (b)
 - (c)
 - (d) No error
8. Such startling bargains never have/
 - (a) neither can and/never will, be offered
 - (b) again./No error
 - (c)
 - (d)
9. Economics/with their widespread range of
 - (a) application/is great interest to government
 - (b) leaders throughout the world./No error
 - (c)
 - (d)
10. Between you and I/he is capable to do any
 - (a) harm to you/if provoked./No error
 - (b)
 - (c)
 - (d)

III. Choose the word nearest in meaning to the given words.

11. Mawkish
 - (a) attempt
 - (b) majority
 - (c) sentimental
 - (d) fiat
12. Pillage
 - (a) tavern
 - (b) pacify
 - (c) clear
 - (d) predatory
13. Exquisite
 - (a) elegant
 - (b) stubborn
 - (c) exceptional
 - (d) aesthett



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group of words. Select the word or group of words that is most *similar* in meaning to the word in capital letters.

105. CONTRAPTION

- (a) Window (b) Forest
(c) Device (d) Valley

106. GRUMPY

- (a) Careless (b) Bad-tempered
(c) Stylish (d) Hungry

107. DISPARATE

- (a) Difficult (b) Hot
(c) Ugly (d) Different in kind

108. MENIAL

- (a) Unskilled (b) Tall
(c) Affluent (d) Sick

109. MYRIAD

- (a) Luminous (b) Mean
(c) Large number (d) Jealous

110. THRONG

- (a) Excitement
(b) Crowded mass of people
(c) Danger
(d) Suspense

111. CELERITY

- (a) Quickness (b) Bachelorhood
(c) Lineage (d) Backwardness

112. RECLUSE

- (a) Hospitable (b) Humorous
(c) Withdrawn (d) Effective

113. VIRTUOSO

- (a) Futuristic (b) Stubborn
(c) Prompt (d) Exceptionally skilled

114. EXTOL

- (a) Steal (b) Praise
(c) Exterior (d) Excess

115. UBIQUITOUS

- (a) Admired by all
(b) Scientifically-minded
(c) Liberal
(d) Present everywhere

116. PROPENSITY

- (a) Prophecy
(b) Lucrativeness
(c) Tendency
(d) Freshness

117. CAJOLE

- (a) Coax (b) Evince
(c) Congratulate (d) Clarify

118. PROPITIOUS

- (a) Oblivious (b) Obnoxious
(c) Favourable (d) Risky

119. INCIPIENT

- (a) Indecisive (b) Beginning
(c) Congruous (d) Incisive

120. CONSTERNATION

- (a) Dismay (b) Conspiracy
(c) Constraint (d) Delay

PRACTICE TEST PAPER-13

Directions for Questions 1 to 10:

Read the passage given below and then answer questions that follow each passage.

Passage I

What constitutes harmony? For, harmony is considered essential to artistic expression. The



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Directions for Questions 10 to 12:

Read the following passage carefully to answer these questions based on what is stated or implied in the passage.

The atmosphere is a mixture of several gases. There are about ten chemical elements which remain permanently in gaseous form the atmosphere under all natural conditions. Of these permanent gases, oxygen makes up about 21 per cent and nitrogen about 78 per cent. Several other gases, such as argon, carbon dioxide, hydrogen, neon, krypton, and xenon, comprise the remaining 1 per cent of the volume of dry air. The amount of water vapour, and its variations in amount and distribution, are of extraordinary importance in weather changes. Atmospheric gases hold in suspension great quantities of dust, pollen, smoke, and other impurities which are always present in considerable, but variable amount.

The atmosphere has no definite upper limits but gradually thins until it becomes imperceptible. Until recently it was assumed that the air above the first few miles gradually grew thinner and colder at a constant rate. It was also assumed that upper air had little influence on weather changes. Recent studies of the upper atmosphere, currently being conducted by earth satellites and missile probing, have shown these assumptions to be incorrect. The atmosphere has three well-defined strata.

The layer of the air next to the earth, which extends upward for about 10 miles, is known as the troposphere. On the whole, it makes up about 75 per cent of the weight of the atmosphere. It is the warmest part of the atmosphere because most of the solar radiations is absorbed by the earth's surface, which warms the air immediately surrounding it. A steady decrease of temperature with increasing elevation is a most striking characteristic. The upper layers are colder because of their greater distance from the earth's surface and rapid radiation of heat into space. The temperatures within the troposphere decrease about 3.5 degrees

per 1,000 feet increase in altitude. Within the troposphere, winds and air currents distribute heat and moisture. Strong winds, called jet streams, are located at the upper levels of the troposphere. These jet streams are both complex and widespread in occurrence. They normally show a wave shaped pattern and move from west to east at velocities of 150 mph, but velocities as high as 400 mph have been noted. The influences of changing locations and strengths of jet streams upon weather conditions and patterns are no doubt considerable. Current intensive research may eventually reveal their true significance.

Above the troposphere to a height of about 50 miles is a zone called the stratosphere. The stratosphere is separated from the troposphere by a zone of uniform temperatures called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases which filters out most of the ultraviolet rays from the sun. The ozone layer varies with air pressure. If this zone were not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atmospheric composition are relatively uniform.

The layer upward of about 50 miles is the most fascinating but the least known of these three strata. It is called the ionosphere because it consists of electrically charged particles called ions, thrown from the sun. The northern lights (aurora borealis) originate within this highly charged portion of the atmosphere. Its effect upon weather conditions, if any, is as yet unknown.

10. According to the passage, life as we know it exists on the earth because the atmosphere:
 - (a) contains electrically charged particles.
 - (b) is warmest at the bottom.
 - (c) carries ultraviolet rays.
 - (d) contains a layer of ozone gases.
11. The passage supplies information that would answer which of the following questions?



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- (c) 4, 1, 6, 8, 2, 5, 3, 7
 (d) 4, 2, 7, 3, 1, 5, 8, 6
23. 1. it is of vital importance
 2. if this can be prevented
 3. since man depends for his food
 4. upon articles
 5. that none of this soil should be wasted
 6. produced from the earth's layer of fertile soil
 (a) 3, 1, 2, 4, 6, 5
 (b) 3, 1, 5, 4, 6, 2
 (c) 3, 4, 6, 1, 5, 2
 (d) 3, 5, 1, 2, 6, 4
24. 1. are free from
 2. grow abundantly
 3. low plants
 4. Tundra regions
 5. during the short summer
 6. like mosses and lichens
 7. and
 8. ice
 (a) 3, 6, 2, 5, 7, 4, 1, 8
 (b) 4, 1, 8, 5, 7, 3, 6, 2
 (c) 5, 3, 6, 2, 7, 4, 1, 8
 (d) 5, 4, 1, 8, 7, 2, 3, 6
25. 1. Along the gutters it lingered
 2. its tired breath a pale of chrysanthemum about the street lamps
 3. sliding its warm tongue over silent pavements
 4. The gentle fox curled softly down
 5. and rubbed its back against the huddled houses
 6. then it curled up and slept on corners
 7. Slowly it rose and slept on corners
 8. and pressing its blurred face against shop-windows
 9. It coiled its body around the black railings

- (a) 1, 2, 3, 4, 5, 6, 7, 8, 9
 (b) 2, 9, 6, 8, 5, 7, 4, 3, 1
 (c) 4, 9, 5, 1, 3, 8, 7, 2, 6
 (d) 9, 6, 8, 5, 7, 1, 4, 2, 3

Directions for Questions 26 to 30:

In the following questions, each passage consists of six sentences. The first and the sixth sentences are given as S_1 and S_6 . The middle four sentences in each have been removed and jumbled up. These are labeled P, Q, R and S. You are required to find out the proper order of the sentences.

26. S_1 : Metals are today being replaced by polymers in many applications.
 S_6 : Many Indian Institutes of Science and Technology run special programmes on polymer science.
 P: Above all, they are cheaper and easier to process, making them a viable alternative to metals.
 Q: Polymers are essentially long chains of hydrocarbon molecules.
 R: Today polymers as strong as metals have been developed.
 S: These have replaced the traditional chromium-plated metallic bumpers in cars.
 (a) QRPS
 (b) QRSP
 (c) RQSP
 (d) RSQP
27. S_1 : The cooperative system of doing business is good way of encouraging ordinary workers to work hard.
 S_6 : The main object is to maintain the interest of every member of the society and to ensure that the members participate actively in the projects actively in the projects of the society.



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42. (d)	52. (c)	62. (c)	72. (c)
43. (b)	53. (b)	63. (b)	73. (a)
44. (c)	54. (b)	64. (a)	74. (c)
45. (b)	55. (b)	65. (b)	75. (d)
46. (d)	56. (a)	66. (b)	76. (c)
47. (a)	57. (b)	67. (b)	77. (b)
48. (c)	58. (a)	68. (c)	78. (b)
49. (d)	59. (b)	69. (a)	79. (c)
50. (c)	60. (b)	70. (b)	80. (d)
51. (d)	61. (d)	71. (c)	
81. (a)	91. (a)	101. (a)	111. (a)
82. (a)	92. (a)	102. (b)	112. (c)
83. (d)	93. (c)	103. (c)	113. (d)
84. (a)	94. (a)	104. (a)	114. (b)
85. (d)	95. (c)	105. (c)	115. (d)
86. (d)	96. (b)	106. (b)	116. (c)
87. (b)	97. (c)	107. (d)	117. (a)
88. (a)	98. (d)	108. (a)	118. (c)
89. (a)	99. (d)	109. (c)	119. (b)
90. (b)	100. (c)	110. (b)	120. (a)

Paper 13

1. (c)	11. (c)	21. (b)	31. (c)
2. (b)	12. (b)	22. (c)	32. (b)
3. (c)	13. (a)	23. (a)	33. (b)
4. (d)	14. (a)	24. (d)	34. (d)
5. (d)	15. (b)	25. (b)	35. (d)
6. (c)	16. (c)	26. (d)	36. (b)
7. (d)	17. (d)	27. (b)	37. (c)
8. (c)	18. (d)	28. (c)	38. (b)
9. (c)	19. (a)	29. (d)	39. (c)
10. (d)	20. (c)	30. (a)	40. (c)



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EXAMINATIONS CONDUCTED BY BANKS

Banking is one of the most fascinating and rewarding sectors in the country. It assures secure, satisfying and highly remunerative career prospects. Openings in banks are available at various levels, from bank clerical to Probationary Officers (PO).

In 1978, Banking Services Recruitment Boards (BSRBs) were established to have a uniform standard and eligibility criteria for recruitment of personnel to Nationalised Banks. There were 15 BSRBs covering one or more states and they were assigned to recruit both officers and clerks. However, Central Recruitment Board of the State Bank of India undertook recruitment of officers for the State Bank group on the all-India level separately.

After dissolution of BSRB's, banks are now advertising directly for their vacancies. Now IBPS conducts and rates the written examination (comprising objective and descriptive parts) on behalf of banks. The banks usually prefer to have for interviews anything from three to four times the number of vacancies advertised, and then make the final selection.

After the break-away of BSRBs, there was some sort of confusion for some time, when banks were left to develop their recruiting process individually by themselves. In the last two years, trends have started crystallising. Banks have come up with their own examination system and English in its objective format still forms a major segment of the test format. There was very little variation in the question units. Such

variations have been taking place from earlier times. However, the basic objectives are the same. All questions set in different examinations of different banks during the last three to four years can all be solved by developing and fortifying the skills in comprehension, language skill, and vocabulary. You need to keep the following points in mind at the time of your preparation.

- Read the book carefully, understand all basic units like comprehension, spotting error, sentence improvement, sentence completion, cloze test, synonym, antonym, sentence arrangement, and the accessory units like sentence fillers, preposition, voice, substitution, idioms and phrases, miscellaneous vocabulary, and analogy which have been dealt with in details in the book and go through individual exercises unitwise so that you have a command over all these units.
- Any variation can be easily solved by you.
- The model test papers fortify your preparation and give you swiftness and surety in solving questions.
- Finally the previous years' questions give you further chances to strengthen yourself and acquaint you with exact trends of the examinations you are going to appear at.

These additional pages under Banking Unit have been provided for further updating you. You have here 12 sets of questions of examinations of different banks



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ANDHRA BANK PO EXAMINATION 2005

Directions for Questions 1 to 11:

Read the following passage carefully and answer the questions given below it. Certain words/phrases are printed in bold to help you to locate them while answering some of the questions:

The genesis of service tax emanates from the ongoing structural transformation of the Indian economy, whereby presently more than one-half of GDP originates from the services sector. Despite the growing presence of the services sector in the Indian economy, it remained out of the tax net prior to 1994-95, leading to a steady deterioration in tax-GDP ratio. The service tax was introduced in 1994-95 on a select category of services at a low rate of five per cent. While the service tax rate and the coverage of services being taxed have increased ever since, the combined tax-GDP ratio of the Centre and States, nevertheless, deteriorated from 16.4 per cent in 1985-86 to 14.1 per cent in 1999-2000. It may be noted that between 1990-91 and 1998-99, the share of industrial sector in GDP dropped by 6.4 percentage points whereas almost 64 per cent of the tax revenue was generated by indirect taxes for which industrial sector continues to be the principal tax base. On the other hand, during the same period, the share of services sector in GDP has increased by 10 percentage points and this sector has still remained poorly taxed.

The rationale for service tax, therefore, lies not only in arresting the falling tax-GDP ratio but also in ipso facto improving allocative efficiency in the economy as well as promoting equity. Against this backdrop, the service tax needs to be designed taking into account the fact that (i) the share of services in GDP is expanding; (ii) failure to tax services distorts consumer choices and encourages spending on services at the expense of goods; (iii) untaxed service traders are unable to claim value added tax (VAT) on service inputs,

which encourages businesses to develop in-house services, creating further distortion and (iv) most services that are likely to become taxable are positively correlated with expenditure of high-income households and, therefore, service tax improves equity.

In the Indian context, taxation of services assumes importance in the wake of the need for improving the revenue system, ensuring a measure of neutrality in taxation between goods and services and eventually helping to evolve an efficient system of domestic trade taxes, both at the Central and the State levels.

The coverage of services under tax net has been progressively widened over the years. With effect of the Finance Act, 2004, 71 services are presently contributing to the service tax collections. The service tax is applicable to all parts of India except the State of Jammu and Kashmir and is leviable on the gross amount charged by the service provider from the client. The rate of service tax was increased from 5 per cent since September 10, 2004. With the increase in tax rate and base of service tax, the collections from the service tax have shown a steady rise from Rs 410 crore in 1994-95 to Rs 8,300 crore in 2003-04; however, they accounted for only 4.4 per cent of the total tax receipts of the Centre (0.3 per cent of GDP) in 2003-04.

Service tax is envisaged as the tax of the future. The inclusion of all value added services in the tax net would yield a larger amount of revenue and make the existing tax structure more elastic. Once the service sector is adequately covered under tax net, the buoyant services sector will enable the reversal of declining trend in tax buoyancy. Besides raising the revenue buoyancy, appropriate taxation of services sector would also provide equity, efficiency and consistency in the tax administration as well as neutrality for various economic activities. Integration of services sector to the tax net would be the prelude to the introduction of a full-fledged VAT system.



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April–September 2005 were 51 per cent higher than during the corresponding period of 2004. Since there is a greater acceleration in the tempo of exports in the second half of the year, it appears that the target of gems and jewellery exports, pegged at Rs 5,000 crore is well within reach. Even more **heartening** is the fact that the export flow has been broad based, though the pace has been set by better showing in both jewellery and gem exports. This successful incursion is the outcome of a **conscious** strategy to build export infrastructure which includes the setting up of Gems and Jewellery Export Zones, technology missions and a liberal policy under which **virtually** the entire industry is thrown open to foreign direct investment. Some incentives like access to domestic market for these export-oriented units, based on the net value addition, also have helped the export drive. Besides, the industry had made efforts to capture new markets, laid stress on quality of the product and became alive to customer needs.

However, in the case of jewelry exports, the actual performance is behind the potential. With its endowment in terms of jewellery designers, low costs and high productivity, India can emerge as a major force in global jewellery exports by emphasising on customizing jewellery rather than relying on standard products. At the same time, gems exports should not suffer by default. The recent data given lie to the claim that we have a leeway in jewelry designing. Over a period, this success on global marketing of our gems should facilitate system integration, and to exports of value-added gems with jewellery. As of now, what is significant is that we have carved a small niche in the global market in an industry that is the cutting edge of designing.

1. Which of the following are responsible for substantial growth in exports in gems and jewellery sector?

- (A) Conscious strategy to build export infrastructure
 - (B) Liberal policy
 - (C) Government subsidy
 - (1) All (A), (B) and (C)
 - (2) Only (B) and (C)
 - (3) Only (A) and (C)
 - (4) Only (A) and (B)
 - (5) None of these
2. Setting up of gems and jewellery exports zones has resulted into which of the following?
- (1) Production of gems has increased
 - (2) Increase in gems exports
 - (3) Increase in jewelry exports
 - (4) Abundance of gems and jewellery in the domestic market
 - (5) None of these
3. Which of the following words has the **SAME** meaning as the word '**heartening**' as used in the passage?
- (1) Saddening
 - (2) Encouraging
 - (3) Illuminating
 - (4) Satisfying
 - (5) Worsening
4. Which of the following have helped in the growth of exports in gem and jewellery sector?
- (A) Value addition
 - (B) Quality control
 - (C) Customer friendly
 - (D) Access to domestic market
 - (1) All (A), (B), (C) and (D)
 - (2) Only (A), (B) and (C)
 - (3) Only (B), (C) and (D)
 - (4) Only (A), (C) and (D)
 - (5) None of these
5. Which of the following statements is **true** in the context of the passage?



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38. The issues discussed **had been so that critical** they could hardly be resolved in such a limited time.

- (1) were so critically that
- (2) had so critical that
- (3) were being so critical as that
- (4) were so critical that
- (5) No Correction Required

39. The Conference **is to be starting at** 9.30 a.m. with the introductory speech by the Minister.

- (1) is to start for
- (2) has been started by
- (3) is to start at
- (4) will be started by
- (5) No Correction Required

40. The unskilled class of workers is the **most exploited of class** under the present labour contract system.

- (1) most exploited class
- (2) mostly exploiting class
- (3) most exploiting class
- (4) mostly the exploit class
- (5) No Correct Required

Directions for Questions 41 to 50:

In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

The traditional method of managing credit risk is (41) diversification. Although (42) credit risk through diversification is effective, institutions are often constrained by (43) of diversification (44) on account of limited area of (45). During the last

few years, managing credit risk through selling assets by way of securitisation has (46) in popularity. The market for securitised assets has grown (47) in the last few years and is expected to grow further in the (48) years. This mode of credit risk mitigation is most (49) to loans with standardized payment schedules and similar credit risk characteristics such as housing loans, auto loans, credit card receivables, etc. Further, shedding loans through securitisation might (50) client relationship. In this context, credit derivatives provide a new technique for managing credit risk.

41. (1) by (2) onto (3) for
(4) at (5) through
42. (1) watching (2) mitigating
(3) taking (4) affording
(5) seeing
43. (1) lack (2) supply (3) scarcity
(4) void (5) want
44. (1) luck (2) fortune
(3) activities (4) opportunities
(5) chance
45. (1) place (2) transaction
(3) operations (4) dealing
(5) work
46. (1) gained (2) sold (3) valued
(4) bought (5) profited
47. (1) gigantic (2) slowly
(3) slightly (4) needlessly
(5) impressively
48. (1) yester (2) futuristic (3) golden
(4) coming (5) past
49. (1) desired (2) suited (3) wanted
(4) suitable (5) popular
50. (1) kill (2) lynch (3) damage
(4) promote (5) burn



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Directions for Questions 36 to 40:

For each statement there are three different sentences given below it. Pick out the sentence(s) that most appropriately convey(s) the meaning of the statement. The number of that sentence or combination of sentences is the answer.

36. I could not observe his unwillingness while donating to charity.

- (A) I observed his willingness to donate to charity.
 (B) I failed to detect his reluctance, if there was any, while he was donating to charity.
 (C) I noticed his enthusiasm while donating to charity.

- (1) Only A (2) Only B
 (3) Only C (4) Only A and B
 (5) Only B and C

37. If you hesitate to participate freely and vigorously, your performance will be adversely affected.

- (A) Participate freely and vigorously if you desire to demonstrate your full performance.
 (B) Do not participate with reservations if you want your participation to be affected adversely.
 (C) Your free and vigorous participation is most likely to affect your performance adversely.

- (1) Only A (2) Only B
 (3) Only C (4) All the three
 (5) None of these

38. Who do you think will be able to handle the work effectively?

- (A) In your opinion, there is none who can handle the work effectively.
 (B) Who, in your opinion, can handle the work effectively?
 (C) Can you name the person who, as per your assessment, can handle the work effectively?

- (1) Only A (2) Only B
 (3) Only C (4) Only A and B
 (5) Only B and C

39. How much you speak is less important than how well you speak?

- (A) The quality of your talk is less important than the quantum of your talk.
 (B) How good you speak is as important as how much you speak.
 (C) The quality of your talk as also the quantum are equally important.

- (1) Only A and B (2) Only B and C
 (3) All the three (4) None
 (5) Only A

40. All our efforts were wasted due to the negligence of the clients.

- (A) The negligence of the clients was responsible for making our efforts futile.
 (B) Our efforts would have been fruitful had there been no negligence on the part of the clients.
 (C) The negligence of the clients saved all our efforts from being wasted.

- (1) Only A (2) Only B
 (3) Only A and B (4) Only B and C
 (5) All the three

Directions for Questions 41 to 50:

In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

New technology has led directly to (41) standards of living, yet science tends to follow market forces as well as to (42) them. It is not surprising that the rich get richer in a continuing cycle of (43) while the poorest are often left behind. A special (44) should be made by the powerhouses of world science to address the



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Marks Distribution: Years 2005 and 2002—A Comparison

2005		2002	
Comprehension	10	Comprehension	15
Vocabulary	5	Vocabulary new style	5
Sentence Improvement	10	Sentence Arrangement	5
Cloze Test	10	Cloze Test	10
Sentence Completion	5	Sentence Completion	5
Total	40	Total	40

- There are only two variations:
 - (1) Sentence arrangement has been replaced by sentence improvement,
 - (2) vocabulary of the simple type synonym and antonym separately has been given in place of the two way new type vocabulary which was given in 2002. Variation in format has been dropped and the traditional type vocabulary has been readopted.

Andhra Bank PO Examination, 2005

- For questions 1 to 11, use IEI Formula and Time Saver I E I Formula from chapter on Comprehension.
- For questions 11 to 15 see chapters on synonym and antonym.
- For questions 16 to 25 see chapter on Sentence Improvement. Solve these questions with the help of chapters on spotting error, voice, preposition, substitution and idioms and phrases.
- Answer questions 26 to 30 with the help of tips and techniques given in chapter on sentence arrangement.
- Answer questions 31 to 35 on the basis of your reading of the chapter on spotting errors. In this type of spotting error questions, the error has to be only in the highlighted parts. So, in a sense, this is easier than other variations.

31 – (2), its an error of wrong word. The correct word will be ‘their’. 32 – (3), the correct answer will be sufficient. 33 – (1), excessively will be the right word. 34 – (1), the right spelling is resemblance. 35 – (3), exercising does not seem to be appropriate. Implementing or showing or standing by can be used.

Marks Distribution: Years 2005 and 2002—A Comparison

2005		2002	
Comprehension	13	Comprehension	11
Synonym	2	Synonym New Type of	
Antonym	2	Antonym Vocabulary	10
Sentence Improvement	10	Sentence Improvement	x
Sentence Arrangement	5	Sentence Arrangement	5
Spotting Error	5	Spotting Error	x
		Cloze Test	10
		Sentence Completion	12



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4. The value of the dollar (a) declines (b) as (c) the rate of inflation raises. (d)
5. The purpose of the (a) United Nations, broad speaking, (b) is (c) to maintain peace and security and to encourage (d) respect for human rights.

Directions for Questions 6 to 10:

In the following questions sentences are given with blanks. Choose the most appropriate word to fill in the blank.

6. Though the programme was originally scheduled for seven days, due to heavy monsoons, it was later _____ to four days.
 (a) curtailed (b) ended
 (c) postponed (d) recommended
7. The police have _____ a complaint against four persons and have arrested two of them.
 (a) lodged (b) received
 (c) registered (d) followed
8. The marked difference between the weapons with the police and those possessed by criminals has heightened the sense of _____ even within the police force
 (a) responsibility (b) insecurity
 (c) duty (d) instability
9. People in our office are so _____ that the work never gets done on time.
 (a) energetic (b) reflective
 (c) lethargic (d) diplomatic
10. To reach the agreement, each side had to _____ by giving up some of its demands.
 (a) complement (b) compensate
 (c) comply (d) compromise

Directions for Questions 11 to 15:

From the given alternatives choose the word which is nearest in meaning to the underlined word.

11. vindictive
 (a) triumphant (b) strategic
 (c) revengeful (d) demonstrative
12. insipid
 (a) witty (b) flat
 (c) wily (d) lucid
13. reiterate
 (a) further (b) change
 (c) publish (d) repeat
14. feign
 (a) pretend (b) condemn
 (c) condone (d) attend
15. callous
 (a) inexperienced (b) unnamed
 (c) unfeeling (d) unjust

Directions for Questions 16 to 20:

In the following questions choose the word opposite in meaning to the underlined word.

16. counterfeit
 (a) standardised (b) original
 (c) duplicate (d) discordant
17. morose
 (a) gay (b) morone
 (c) sullen (d) sick
18. fabricate
 (a) restore (b) produce
 (c) construct (d) ruin
19. perseverance
 (a) persistence (b) resoluteness
 (c) reluctance (d) instability
20. hasten
 (a) promote (b) hinder
 (c) cooperate (d) oppose

Directions for Questions 21 to 25:

Fill in the blanks with appropriate words.



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factual presentation requires to be transformed, not by an appeal to mystical theory, but by emphasising the living and dramatic character of scientific advance itself. Here the teaching of the history of science, not isolated as at present, but in close relation to general history teaching, would serve to correct the existing atmosphere of scientific dogmatism. It would show at the same time how secure are the conquests of science in the control they give over natural processes and how insecure and provisional, however necessary, are the rational interpretations, the theories and hypotheses put forward at each stage. Past history by itself is not enough, the latest development of science should not be excluded because they have not yet passed the test of time. It is absolutely necessary to emphasise the fact that science not only has changed but is continually changing, that it is an activity and not merely a body of facts. Throughout, the social implications of science, the powers that it puts into men's hands, the uses they could make of them and those which they in fact do, should be brought out and made real by a reference to immediate experience of ordinary life.

21. According to the author science should be taught:
- as an optional subject
 - as a special subject
 - as a part of every subject
 - as a part of history
22. While teaching science in schools, which of the following should be emphasised?
- presentation of facts
 - appeal to mystical theory
 - theories and hypotheses
 - its close relation to life
23. What does the author feel about the "rational interpretations" of science?
- They are factual presentations which need to be transformed

- They give control over natural processes
- They are only provisional as they have not been proved
- They have social implications that put power in man's hands

24. The existing atmosphere of scientific dogmatism can be corrected by:
- presenting the scientific facts
 - putting forward hypotheses and theories
 - teaching the history of science in the context of general history
 - emphasizing the changing nature of science
25. Science teaching will be most fruitful and purposeful when:
- all the scientific facts are presented to students
 - it is taught in close relationship with humanities
 - the history of science is taught
 - the theories and interpretations of science are put forward

Directions for Questions 26 to 30:

Each of the following questions consists of sentence in which four words or phrases are underlined. these are marked as (a), (b), (c) and (d). Identify the one that is not acceptable in standard English.

26. As soon as (a) the sun had rose (b) over (c) the mountains, the valley became unbearably hot (d) and stifling.
27. They (a) are both excellent books (b) but this one (c) is best (d)
28. The reason (a) for my prolonged absence (b) from class was (c) because (d) I was ill for three weeks.
29. Whether (a) I were (b) you, I would never (c) permit her to take part in such (4) an exhausting activity.



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

- (a) U.N. environment report blames countries like India and China.
- (b) Developing countries have taken environmental shortcuts in their bid to catch up with west.
- (c) U.S. is also to be blamed for environmental degradation and pollution.
- (d) Indians cannot afford to have any further crop failure
- (e) U.S. has tightened safety standards for drinking water.

28. According to the passage, Johannesburg meet is going to witness.....

- (a) calm and dispassionate thinking on the issue of pollution control.
- (b) a blaming game between developed and developing countries
- (c) refusal of U.N. to work as arbitrator
- (d) U.S. agreeing to look at the issue of lowering its consumption
- (e) countries agreeing for higher monetary allocation to R & D.

29. Choose the word which is **MOST OPPOSITE** in meaning of the word 'dubious' as used in the passage?

- (a) unquestionable (b) dissimilar
- (c) illegal (d) antisocial
- (e) innovative

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

- (a) powerfulness (b) healthiness
- (c) softness (d) acuteness
- (e) purposeful

Directions for Questions 31 to 35:

Rearrange the following six sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to

form a meaningful paragraph; then answer the questions given below them.

- (A) No one knows their names.
- (B) with irrigation systems, farmers were able to raise more food with less labour.
- (C) The first engineers lived in the Middle East, probably around 3500 B.C.
- (D) Today's city, thus, is essentially still a place where specialists live and work.
- (E) Thus, an increasing number of people were relieved of agriculture chores and able to gather in cities to practise specialities.
- (F) However, they conceived and built the elevated irrigation canal.

31. Which of the following will be the **SIXTH (LAST)** sentence after rearrangement?

- (a) A (b) B
- (c) C (d) D
- (e) E

32. Which of the following will be the **FIRST** sentence after rearrangement?

- (a) A (b) B
- (c) C (d) D
- (e) E

33. Which of the following will be the **FOURTH** sentence after rearrangement?

- (a) A (b) B
- (c) C (d) D
- (e) E

34. Which of the following will be the **FIFTH** sentence after rearrangement?

- (a) A (b) B
- (c) C (d) D
- (e) E

35. Which of the following will be the **SECOND** sentence after rearrangement?



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- (a) Courage (b) Nourishment
(c) Health (d) Wisdom
5. VERACITY
(a) Forcefulness (b) Simplicity
(c) Truthfulness (d) Humour
6. GUSTO
(a) Guts (b) Enthusiasm
(c) Enjoyment (d) Hope
7. INDIGENOUS
(a) State-of-the-art (b) Indigent
(c) Native (d) Foreign
8. STARTLED
(a) Jumped (b) Shocked
(c) Surprised (d) Offended
9. FACTITIOUS
(a) Amorous
(b) Causing dissension
(c) Controversial
(d) Artificial
10. DECADENT
(a) Deceased
(b) Disingenuous
(c) Deteriorating
(d) Belonging to the last decade
11. DISPARATE
(a) Different (b) Contrary
(c) Incongruous (d) Unequal
12. PANDEMONIUM
(a) Violence
(b) Quarrel
(c) Wild and noisy disorder
(d) Verbal exchange

13. AFFLICTION
(a) Problem (b) Hardship
(c) Plight (d) Distress
14. EXHORTED
(a) Urged (b) Forced
(c) Persuaded (d) Demanded
15. DISSEMINATE
(a) Develop (b) Popularise
(c) Impart (d) Spread
16. LEGACY
(a) Point (b) Principle
(c) Inheritance (d) Teaching
17. HANDY
(a) Intact (b) Accessible
(c) Supportive (d) Handful
18. INNOCOUS
(a) Harmless (b) Benevolent
(c) Gentle (d) Non-infectious

Ordering of Words in a Sentence

Directions for Questions 19 to 38:

In these 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 proper sequence.

19. They forget, (P)/ between defeat and victory, (Q)/ that the conditions of warfare have so altered (R)/ that there is not much difference today (S)

Which one of the following is the correct sequence?

- (a) SRPQ (b) PQSR
(c) RSQP (d) PRSQ



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position, and then ambled slowly towards me for my return-half-ticket, whilst I remarked that his red amiable face and easy-going gait were in perfect harmony with the tranquil surroundings.

A wisp of smoke on the horizon with a dark snake crawling beneath it announced the approach of the train. As it drew nearer, the deep silence of the place was gradually displaced by a creaking of brakes and a hissing of steam.

Save for myself, no one entered the train and no one alighted. The porter with leisurely expertness, trundled a couple of milk churns on board, the door was slammed, the guard signalled to the driver, and we moved off, leaving the small station once more to its drowsy silence.

87. What does the author suggest by the word 'placid'?
- (a) The scene was filled with noise of the train
 (b) The place was filled with lively humanity
 (c) The place was quite and lonely
 (d) The horizon looked smoke laden
88. Who/what does first break the silence in the station?
- (a) The train (b) The porter
 (c) The passenger (d) Milk churns
89. Who had a midday nap?
- (a) The author
 (b) The passenger
 (c) The Station-master
 (d) The porter
90. The central idea of the passage is
- (a) Leisure and peace
 (b) Hurry and noise
 (c) Activity
 (d) The porter
91. The meaning of drowsy is
- (a) Untidy (b) Sleepy
 (c) Freezing (d) Drugged

Passage IV

Deriving your authority from the government, your position would secure the respect the consideration of everyone, especially in a service where official rank carries so much weight. This would secure to you every attention and comfort on your way and there, together with a complete submission to your orders. I know these things are a matter of indifference to you except so far as they may further the great objects you have in view, but they are of importance in themselves, and of every importance to those who have a right to take an interest in your personal position and comfort.

92. *The great objects* in the passage means
- (a) Significant items
 (b) Noble goals
 (c) Precious merchandise
 (d) Objects of praise
93. The writer is asking his reader to accept
- (a) great objects
 (b) a respected position
 (c) an official rank
 (d) a significant assignment
94. The person addressed is most likely a
- (a) social worker
 (b) government servant
 (c) commercial agent
 (d) foreign dignitary
95. The writer's attitude towards the person addressed is characterised by
- (a) Officiousness
 (b) Flattery
 (c) Humility
 (d) Arrogance
96. The above passage most probably is a part of a
- (a) Speech
 (b) Official communication
 (c) Written report
 (d) Personal letter



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The men began by studying the exact state of the **African Queen** and came to the conclusion that she would float again if air were pumped into the tanks which were now full of sea-water. A diver was sent down to examine the underside of the ship. In the cold, dark water he found an enormous hole in her side which had been torn when the ship ran aground. It was plain that nothing could be done until the hole was repaired. As no single sheet of steel would cover it, the men were obliged to order a great number of sheets which had to be joined together. For several weeks divers worked continually to close the hole. At times, the sea was so rough that it was difficult to go down; and on more than one occasion, they had to contend with sharks.

At last the hole was covered and the men began to pump the sea-water out of the ship's tanks. It seemed as if they were bound to succeed, for when the tanks were full of air, the **African Queen** began to stir in the water. The men could not understand why she still would not float until they discovered that her rudder was embedded in mud. Huge cranes were brought to haul the sunken rudder out and the ship was again afloat. By this time, the men were almost exhausted. They had worked ceaselessly for three months to save the **African Queen** and had succeeded when everyone thought they would fail. Now they stood on the bridge of the ship, tired but proud, as tugs brought the **African Queen** into the harbour.

11. Men frequently went out to the **African Queen** because
- It was a rare sight to see a sunken ship.
 - They attempted to float the ship once again
 - They wanted to take part of the ship and sell them.
 - It was an interesting exercise.
12. How did the two men propose to float the ship again?
- By sending divers to examine the damage.
 - By closing the large hole in her side.
 - By joining a large number of steel sheets together.
 - By pumping air into the tanks.
13. What was the danger which the divers faced?
- The rough sea.
 - The cold and dark situation underwater.
 - Having to contend with sharks.
 - The cutting edges of the steel sheets.
14. The two men felt proud because
- They could float the ship in three months.
 - They had succeeded when everyone thought they would fail.
 - The **African Queen** was coming into the harbour.
 - The **African Queen** began to stir in the water.
15. The part of the ship used for steering is called
- | | |
|---------------|------------|
| (a) Rudder | (b) Bridge |
| (c) Underside | (d) Tank |

Passage II

Speech is a great blessing but it can also be a great curse for while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitudes completely misunderstood. A slip of the tongue, the use of an unusual word or an ambiguous word may create an enemy where we have hoped to win a friend. Again different classes of people use different vocabularies and the ordinary speech of an educated man may strike an uneducated listener as showing pride; unwillingly we may use a word which bears a different meaning to our listeners from what it does to men of our own class. Thus speech is not a gift to use lightly without thought but one which demands careful handling, only a fool will express himself alike to all.



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- (a) RPQS (b) RPSQ
(c) QSRP (d) QSPR
93. **1.** A dog stole a piece of meat from a butcher's shop.
(P) He barked in anger.
(Q) He ran to the jungle with the piece of meat.
(R) He saw his reflection.
(S) He crossed a river on the way.
6. He lost his piece of meat.
(a) QPSR (b) QSRP
(c) QPRS (d) SRPQ
94. **1.** Ramai and Samai were two poor young men.
(P) On market day they sold their labour.
(Q) They lived near Mahespur.
(R) On other days, they remained in the village looking for work.
(S) They wanted regular work.
6. The headman gave them two plots.
(a) QPRS (b) RPQS
(c) SPQR (d) PQRS
95. **1.** Roger wanted to become a doctor.
(P) He put away enough money to pay his first year fees.
(Q) They could not afford the fees.
(R) Undaunted, he got himself a job in the dockyard.
(S) However, he came from a poor family.
6. Once enrolled, he was recognised as a gifted student, and scholar-ships took care of the rest of his studies.
(a) SRPQ (b) PRSQ
(c) SQRP (d) QRSP
96. **1.** I went to my friend last week.
(P) He politely refused to oblige me.
(Q) I did not speak even a single word.
(R) Actually I wanted his scooter for a day.
(S) I felt ashamed of myself.
6. I was mistaken in assessing a true friendship
(a) RPQS (b) PRQS
(c) SRPQ (d) QRSP
97. **1.** He wanted to adopt his father's profession.
(P) He was influenced by his strong desire to see India free.
(Q) From now on, he was a changed man.
(R) He made up his mind.
(S) He came in contact with Mahatma Gandhi.
6. He wished to change the lot of the naked and hungry masses of India.
(a) QRPS (b) SPRQ
(c) RSPQ (d) PQSR
98. **1.** Reena made a cup of tea in this manner.
(P) Next, she added milk and sugar.
(Q) When the water was boiling she added tea-leaves.
(R) She turned off the gas.
(S) First she put the water to boil.
6. Finally, she poured the tea into a cup.
(a) SQPR (b) QPRS
(c) PRSQ (d) RSQP
99. **1.** Once upon a time, there was a little man.
(P) Some people called him Rabi.
(Q) He walked like a rabbit.
(R) His face and hands were brown.
(S) That is why people called him Brownie.
6. But his real name was Thomas Cook, though he never cooked anything.
(a) QPSR (b) SRPQ
(c) RSQP (d) RQPS
100. **1.** She was an old woman with a large purse that had everything in it.
(P) It was about eleven O'clock at night.
(Q) It had a long strap.
(R) She carried it slung across her shoulder.
(S) A boy ran up behind her.
6. He tried to snatch her purse.
(a) PQRS (b) SQRP
(c) QRPS (d) SRQP



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- (b) we ought not to spread fertilizers on the sea-bed.
 (c) we will not have to spread fertilizers on the sea-bed.
 (d) it is certainly unnecessary to spread fertilizers on the sea-bed.
28. "It might well turn out that the process would be too expensive" means.
 (a) we will almost certainly find that the process will be very expensive.
 (b) people have found that the process is very expensive that we cannot use it.
 (c) we will possibly find that the process is so expensive indeed.
 (d) it could be just as well if the process was too expensive.
29. A flounder is a
 (a) plant (b) mineral nutrient
 (c) weed (d) fish
30. Which of the following statement, is correct?
 (a) Striped bass have been taken from the west coast of North America.
 (b) Chinook Salmon have been transplanted in North America.
 (c) Calms are now found on the west coast of North America.
 (d) Shad have been transplanted from the North sea to the Dutch coast.

Directions for Questions 31 to 35: Each of the following questions consists of a word in capital letters, followed by four responses. Choose the word or phrase nearest in meaning to the given word.

31. APPEASE
 (a) qualify (b) pacify
 (c) encourage (d) interrupt
32. EMACIATED
 (a) thin (b) elusive
 (c) vigorous (d) desperate
33. IMMACULATE
 (a) calm (b) without feeling
 (c) careless (d) spotless

34. PINNACLE
 (a) foothills (b) pass
 (c) peak (d) excess
35. SUPERANNATED
 (a) semile (b) retired
 (c) experienced (d) senior

Directions for Questions 36 to 40: In the following sentences four words or phrases have been underlined. Find out which of them is not acceptable in standard English.

36. The special terminology developed by some authorities in the field has done more
 (a) (b)
to confusing the layman than to enlighten
 (c) (d)
 him.
37. My advice is to avoid discuss this problem
 (a) (b)
 with him today as he is rather testy and
 (c)
may shout at you.
 (d)
38. Mahatma Gandhi urged his followers to pursue a programme of passive resist-
 (a) (b)
 ance as he felt that it was most effective
 (c) (d)
 than violence and acts of terror.
39. Some animals, including man, are omniv-
 (a) (b)
 orous and ate both meat and vegetables;
 (c)
 others are either carnivorous or herbi-
 vorous. (d)
40. I was impressed of the range of acce-
 (a)
 ssories for my microcomputer that were
 (b) (c)
 available in Japan.
 (d)



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- (C) Likewise, the term bear can be applied to a person who expects stock prices to fall and sells stock that he or she does not have for delivery at a future date.
- (D) It is a designation commonly used in securities markets and commodity markets and is the opposite of a bull market.
- (a) BDCA (b) BCAD
(c) BACD (d) ACBD

Directions for Questions 29 to 32: In each of these questions, a part of the sentence has been underlined. Find the best way of writing the underlined part of the sentence.

29. To prepare himself, he subjected himself to two weeks of total abstinence and intensive training in the open fields of Panipat, climbing the hills nearby 30 times, spend nights in the open and to test to see how long he could hold out without food.

- (a) spending nights in the open by climbing the hills nearby 30 times and tested for seeing.
- (b) climbed the hills nearby 30 times, spending nights in the open and tested to see.
- (c) climbing the hills nearby 30 times, spend nights in the open and to test to see.
- (d) climbing the hills nearby 30 times, spending nights in the open and testing to see.

30. In rural India, many mango trees are planted at the end of a village or at the border of a district, for providing excellent shade during summer, and shelter during winter.

- (a) in order to provide excellent shade in summer, and shelter in winter.

- (b) to provide excellent shade in summer, and shelter in winter.
- (c) for providing excellent shade during summer, and shelter during winter.
- (d) so as to excellently provide shade in summer, and shelter in winter.

31. Mental intelligence and common sense are essential for outstanding achievement because they involve your natural ability to comprehend difficult concepts quicker and to analyse them clearly and incisively.

- (a) your natural ability of comprehension of difficult concepts quickly and clear and incisive analysis of it
- (b) one's natural ability for the comprehension of difficult concepts quickly and analysing them clearly and incisively.
- (c) your natural ability to comprehend difficult concepts quicker and to analyse them clearly and incisively.
- (d) one's natural ability to comprehend difficult concepts quickly and to analyse them clearly and incisively.

32. Panchayati Raj institutions are now entrusted upon the execution of all rural upliftment schemes and programs in India.

- (a) entrusted with the execution of all rural upliftment schemes and programs.
- (b) entrusted with the execution of all rural uplift schemes and programs.
- (c) entrusted upon the execution of all rural upliftment schemes and programs.
- (d) entrusted within the execution for all rural uplift programs and schemes.

Directions for Questions 33 to 36: Each question has a given sentence. Identify the best way of writing the sentence in the context of the correct usage of standard written English. While doing so, ensure that the message being conveyed remains the same in all the cases.



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- (b) The second sentence is erroneous.
- (c) Both sentences are incorrect.
- (d) Both sentences are correct.

Directions for Questions 18 to 22: Read the following passage and answer within its context.

TRIPs agreement provides a comprehensive set of global trade rules for the protection of copyright patents, trademarks, industrial designs, trade secrets, semiconductor lay out designs and geographical indications, that apply to all the member-countries irrespective of their levels of development, natural and human endowments and history. Every member country has been asked by the WTO to amend its national patent law to conform to that universal globalised format for legislation relating to pharmaceutical agrochemical, food, alloys, etc.

Under Article 65, the developed countries have been asked to change their laws within another five years, and the less developed countries within an additional five years. The least developed countries have been asked to make those changes by 2005 AD.

This attempt at global standardisation and uniformity by way of TRIPs agreement is in conflict with the main thrust of the Rio Earth Summit of 1992 that set out the conditions for sustainable development. These two reveal two contrasting types of international approaches and norms.

While the 1992 Earth Summit and the 1993 Convention on Bio-Diversity (CBD) focused on 'diversity' as being fundamental to sustain life and development, TRIPs and WTO are pushing for 'Conformity' to international standardised norms on patents, services, labour, investment and what not irrespective of their history, ecology, level of economic development, etc. But despite their diametrically opposed viewpoints, 170 countries signed CBD upholding the need for diversity, and 50 countries signed the TRIPs agreement in 1994

claiming the urgency of uniformity; with a very large element of common names (130) in both.

The Convention on Bio-Diversity (CBD) in its Article 16.5 specifically asserts that intellectual property right must not be in conflict with conservation and sustainable use of bio-diversity, a provision that has been totally ignored by those who composed the TRIPs agreement. While in case of agriculture the higher yield of patented products induces the farmers to switch from a more varied production pattern, the resulting narrowing of genetic base makes the economy and society more vulnerable to plant diseases and epidemics. It is true that the move towards cultivation of a smaller number of higher yielding varieties and the uniform spread of the same variety over a large space predates the present debate on patent, particularly since the introduction of the green revolution technology in the mid-sixties, but there can be no doubt that the latter has brought about a qualitative change in the scenario and has created possibility of a vast quantitative change too in that direction. So far no attempt has been made to reconcile the two conflicting approaches of CBD and TRIPs. If diversity is so important for sustaining life, how can WTO demand conformity to standardised global formats?

18. The author points out that intellectual property rights and their administration mechanism is
 - (a) throttling the interest of global bio-diversity.
 - (b) working to help sustain global bio-diversity.
 - (c) being sustained by global bio-diversity.
 - (d) what the global bio-diversity needs.
19. Which of the following has not been said by author in the passage?
 - (a) a high number of countries have signed both CBD and TRIPs, two conflicting treaties.



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Answer Key

Indian Institute Of Information Technology Admission Test 2001

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

Special Class Railway Apprentices Examination 2001

1. (b)	2. (d)	3. (c)	4. (b)	5. (b)	6. (c)
7. (b)	8. (b)	9. (a)	10. (b)	11. (c)	12. (b)
13. (a)	14. (d)	15. (b)	16. (a)	17. (b)	18. (c)
19. (c)	20. (b)	21. (d)	22. (b)	23. (a)	24. (a)
25. (d)	26. (c)	27. (a)	28. (a)	29. (d)	30. (d)
31. (c)	32. (b)	33. (a)	34. (b)	35. (d)	36. (b)
37. (a)	38. (a)	39. (c)	40. (a)	41. (c)	42. (a)
43. (c)	44. (c)	45. (c)	46. (c)	47. (c)	48. (b)
49. (c)	50. (d)	51. (b)	52. (d)	53. (b)	54. (d)
55. (c)	56. (a)	57. (a)	58. (c)	59. (c)	60. (d)

Indian Engineering Services Examination 2002

1. (b)	2. (b)	3. (a)	4. (b)	5. (d)	6. (c)
7. (c)	8. (c)	9. (b)	10. (b)	11. (a)	12. (a)
13. (b)	14. (b)	15. (c)	16. (b)	17. (a)	18. (d)
19. (c)	20. (b)	21. (c)	22. (b)	23. (c)	24. (b)
25. (d)	26. (d)	27. (d)	28. (b)	29. (c)	30. (b)
31. (c)	32. (c)	33. (b)	34. (c)	35. (b)	36. (b)
37. (b)	38. (c)	39. (b)	40. (a)	41. (a)	42. (a)
43. (b)	44. (d)	45. (d)	46. (d)	47. (b)	48. (c)
49. (b)	50. (d)	51. (c)	52. (a)	53. (c)	54. (c)
55. (d)	56. (c)	57. (c)	58. (a)	59. (a)	60. (a)

National Fashion Technology Diploma Programme (Based On Brochure 2004)

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|----------|---------|---------|---------|---------|---------|
| 1. (a) | 2. (c) | 3. (b) | 4. (a) | 5. (c) | 6. (d) |
| 7. (b) | 8. (c) | 9. (a) | 10. (b) | 11. (b) | 12. (c) |
| 13. (d) | 14. (a) | 15. (b) | 16. (a) | 17. (d) | 18. (d) |
| 19. (d) | 20. (c) | 21. (c) | 22. (c) | 23. (a) | 24. (d) |
| 25. (d). | | | | | |

Post Graduate Programme In Fashion Technology Examination 2004

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|---------|---------|---------|---------|----------|---------|
| 1. (b) | 2. (b) | 3. (a) | 4. (a) | 5. (d) | 6. (b) |
| 7. (c) | 8. (a) | 9. (c) | 10. (b) | 11. (b) | 12. (a) |
| 13. (a) | 14. (d) | 15. (c) | 16. (d) | 17. (c) | 18. (c) |
| 19. (a) | 20. (c) | 21. (c) | 22. (a) | 23. (d) | 24. (c) |
| 25. (a) | 26. (b) | 27. (c) | 28. (a) | 29. (a) | 30. (b) |
| 31. (c) | 32. (b) | 33. (c) | 34. (c) | 35. (a). | |

EPFO Assistant Examination, October 2004

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|---------|---------|---------|----------|---------|---------|
| 1. (b) | 2. (c) | 3. (a) | 4. (a) | 5. (b) | 6. (e) |
| 7. (b) | 8. (d) | 9. (a) | 10. (c) | 11. (a) | 12. (a) |
| 13. (d) | 14. (c) | 15. (b) | 16. (a) | 17. (b) | 18. (a) |
| 19. (d) | 20. (c) | 21. (d) | 22. (c) | 23. () | 24. (d) |
| 25. (e) | 26. (e) | 27. (c) | 28. (b) | 29. (d) | 30. (a) |
| 31. (d) | 32. (a) | 33. (b) | 34. (d) | 35. (c) | 36. (c) |
| 37. (e) | 38. (b) | 39. (a) | 40. (c). | | |

SSC Section Officer Examination, September 2005

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|---------|---------|----------|---------|---------|---------|
| 1. (b) | 2. (c) | 3. (a) | 4. (b) | 5. (a) | 6. (a) |
| 7. (c) | 8. (c) | 9. (b) | 10. (c) | 11. (a) | 12. (b) |
| 13. (b) | 14. (b) | 15. (c) | 16. (a) | 17. (c) | 18. (d) |
| 19. (c) | 20. (b) | 21. (d) | 22. (d) | 23. (b) | 24. (d) |
| 25. (d) | 26. (b) | 27. (c) | 28. (a) | 29. (b) | 30. (d) |
| 31. (a) | 32. (a) | 33. (c) | 34. (a) | 35. (a) | 36. (d) |
| 37. (b) | 38. (a) | 39. (b) | 40. (c) | 41. (c) | 42. (d) |
| 43. (d) | 44. (d) | 45. (d) | 46. (a) | 47. (c) | 48. (b) |
| 49. (c) | 50. (a) | 51. (d) | 52. (b) | 53. (c) | 54. (b) |
| 55. (d) | 56. (a) | 57. (c) | 58. (d) | 59. (b) | 60. (a) |
| 61. (a) | 62. (b) | 63. (b) | 64. (c) | 65. (c) | 66. (c) |
| 67. (a) | 68. (d) | 69. (b) | 70. (a) | 71. (c) | 72. (c) |
| 73. (d) | 74. (d) | 75. (b). | | | |

SSC Tax Assistants Examination, November 2006

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|---------|---------|---------|-----------|---------|---------|
| 1. (c) | 2. (d) | 3. (b) | 4. (b) | 5. (b) | 6. (b) |
| 7. (c) | 8. (b) | 9. (c) | 10. (b) | 11. (c) | 12. (d) |
| 13. (c) | 14. (a) | 15. (c) | 16. (d) | 17. (d) | 18. (c) |
| 19. (a) | 20. (c) | 21. (c) | 22. (c) | 23. (b) | 24. (b) |
| 25. (b) | 26. (a) | 27. (c) | 28. (b) | 29. (c) | 30. (a) |
| 31. (c) | 32. (d) | 33. (d) | 34. (a) | 35. (a) | 36. (a) |
| 37. (c) | 38. (a) | 39. (a) | 40. (d) | 41. (c) | 42. (b) |
| 43. (b) | 44. (a) | 45. (b) | 46. (b) | 47. (c) | 48. (b) |
| 49. (d) | 50. (c) | 51. (a) | 52. (c) | 53. (b) | 54. (d) |
| 55. (d) | 56. (b) | 57. (a) | 58. (c) | 59. (a) | 60. (a) |
| 61. (c) | 62. (b) | 63. (a) | 64. (c) | 65. (c) | 66. (a) |
| 67. (c) | 68. (a) | 69. (b) | 70. (d) | 71. (d) | 72. (b) |
| 73. (a) | 74. (b) | 75. (c) | 76. (b) | 77. (c) | 78. (b) |
| 79. (d) | 80. (d) | 81. (a) | 82. (c) | 83. (d) | 84. (b) |
| 85. (a) | 86. (d) | 87. (c) | 88. (b) | 89. (c) | 90. (b) |
| 91. (a) | 92. (b) | 93. (a) | 94. (c) | 95. (b) | 96. (d) |
| 97. (c) | 98. (b) | 99. (b) | 100. (d). | | |

SSC Section Officer Audit Examination, January 2008

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|---------|---------|---------|-----------|---------|---------|
| 1. (b) | 2. (d) | 3. (c) | 4. (d) | 5. (a) | 6. (d) |
| 7. (c) | 8. (c) | 9. (d) | 10. (c) | 11. (c) | 12. (d) |
| 13. (c) | 14. (b) | 15. (a) | 16. (b) | 17. (a) | 18. (c) |
| 19. (d) | 20. (d) | 21. (b) | 22. (c) | 23. (b) | 24. (b) |
| 25. (b) | 26. (a) | 27. (b) | 28. (a) | 29. (a) | 30. (b) |
| 31. (a) | 32. (c) | 33. (d) | 34. (a) | 35. (a) | 36. (c) |
| 37. (b) | 38. (c) | 39. (c) | 40. (c) | 41. (a) | 42. (c) |
| 43. (a) | 44. (d) | 45. (b) | 46. (d) | 47. (d) | 48. (d) |
| 49. (c) | 50. (a) | 51. (c) | 52. (c) | 53. (c) | 54. (a) |
| 55. (d) | 56. (b) | 57. (b) | 58. (c) | 59. (b) | 60. (c) |
| 61. (a) | 62. (a) | 63. (d) | 64. (c) | 65. (a) | 66. (c) |
| 67. (d) | 68. (c) | 69. (b) | 70. (c) | 71. (d) | 72. (b) |
| 73. (d) | 74. (a) | 75. (d) | 76. (c) | 77. (a) | 78. (d) |
| 79. (a) | 80. (c) | 81. (a) | 82. (b) | 83. (a) | 84. (a) |
| 85. (b) | 86. (d) | 87. (a) | 88. (c) | 89. (b) | 90. (c) |
| 91. (a) | 92. (d) | 93. (b) | 94. (a) | 95. (c) | 96. (a) |
| 97. (b) | 98. (a) | 99. (c) | 100. (c). | | |



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| 7. (b) | 8. (b) | 9. (c) | 10. (d) | 11. (b) | 12. (c) |
| 13. (b) | 14. (d) | 15. (b) | 16. (b) | 17. (c) | 18. (a) |
| 19. (d) | 20. (a) | 21. (b) | 22. (a) | 23. (b) | 24. (c) |
| 25. (b) | 26. (d) | 27. (d) | 28. (c) | 29. (c) | 30. (d) |
| 31. (b) | 32. (d) | 33. (b) | 34. (c) | 35. (d) | 36. (b) |
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