



INDEX

	CONTENT	Page No.
1.	Vocabulary	3-4
	Antonyms	5-9
	Synonyms	10-18
	Idioms	19-29
	One Word Substitutions	30-31
	Spellings	32-33
2.	Reading Comprehension	34-49
3.	Grammar	50-97
	Parts of Speech	
	Correct usage of nouns	
	Correct usage of pronouns	
	Correct usage of adjectives	
	Correct usage of verbs	
	Correct Usage Of Prepositions	
	Correct Usage Of Conjunctions	
	Punctuation	
4.	Articles and Prepositions	98-102
5.	Sentence Correction	103-109
6.	Word Related Questions	110-119
7.	Sentence Completion	120-124
8.	Miscellaneous	125-133
	Sentence Rearrangement	
	Sentence Correction	
9.	Close Test	134-136
10.	Answer Key	138-141



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1

VOCABULARY

How To Go About It?

Vocabulary is an essential study if you have to appear in any competitive examination. Students find learning words quite difficult, so ways have to be found that are both interesting and aid learning. It is also worthwhile to remember that not only the words but also the usage is very important. These days in competitive tests, mere meanings of words are not asked. This section describes how to remember words and also how to use them.

Everyone has his own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Others will favour some kind of organisation, perhaps organizing their vocabulary through topic, word category or word frequency. All of these methods are effective in their own right and will suit different individuals in different ways. It is also useful to know the relationships between words themselves. Exploiting such relationships can be a very effective additional method of organizing and storing items of vocabulary and may help learners to learn and remember new items. Examples of such relationships are:

Hyponymy: Chair, bench, armchair, bar-stool, pew, rocking-chair and deck-chair are all types of seat. Thus, they are related to each other as examples of a type and have a one-way relationship with the head-word, seat (a chair is a seat, a bench is a seat and so on, whereas a seat is not necessarily a chair). Similarly, car, bus, van, tram, lorry, motor-cycle and taxi are all types of vehicle. Learners may find it productive to store items of vocabulary under head words like these in the form of simple diagrams.

Antonymy: Associating words through their opposites appears to be quite a powerful relationship. When asked what word they associate with 'hot', many people will immediately answer 'cold', rather than, say, 'desert', 'sun' or 'weather'. Learners may find it useful to store words with words that convey an opposing concept.

Collocation: It is clearly useful to learn words which typically "go together", as in 'perform a task', 'make a suggestion' and 'do one's homework'. Words can also be stored in this way in the form of diagrams or mind maps and this may aid recall and memorization.

It is worthwhile to store items of vocabulary in the above ways. Using diagrams and mind maps will appeal to the more visual type of learner (particularly if different colours are also used) but storing items of vocabulary in a more systematic way should be of benefit to most learners.

ØHow To Learn Words?

First, it is often helpful to have some kind of "hook" (i.e., mnemonic or memory-device) to help you to retrieve the word or meaning that you want to remember.

Second, you need practice in recalling the word. Third, you need to hear, see, and understand the word repeatedly in its various forms and in its most typical contexts.

The following points, or some combination of them, may help you find your own best way to learn vocabulary.

1. Use Flash Cards

Flash-card technology is still better than the most expensive educational computer gear that you can buy. It is the quickest way to get just the repetition that you need on just the words that you need to repeat. It is tried and true. And it is inexpensive.

Using index cards or a pack of blank business cards, write the target words and phrases on the cards, putting one language on the front and the other on the back. As you review the words, proceeding through the stack, separate the words into two piles: those you understand immediately, and those you do not. Keep going through the yet-unlearned words until you attain a speedy mastery of them.



2. Think of Cognates and Usages

Think of words directly related to the word in question (cognates) or of phrases that use the word. For example, Semper fidelis (“Always faithful.”) is the motto of the Marines. Therefore you may actually have already begun to learn these words. Also, remember that a cognate of fidelis is fidelity. CAUTION: the cognate is rarely the exact equivalent of the meaning of the original word. For example, fidelis (an adjective) does not mean fidelity (a noun).

3. Visualize and Vocalize

Meditate on an image that the word represents or suggests as you say it aloud. If you are walking outside, look up at the sky and say “pristine”, “pure” “spotless”.

4. Practice the Key-word or Key-sound or Key-letter Technique

Think of a word (called the key-word) based on the first (or very prominent) syllable of the word (or on the sound of the whole word) and then make up a story or an image involving both this key-word and the meaning of the original word.

Stories are easier to remember than individual words, so this key-word will get you back to the word if you are going from your language to the other one.

5. Read, Write, and Recite phrases

Discover, create, and review many comprehensible phrases using the word to be remembered. This helps you to deep-process the word by working it into a whole web of meanings.

6. Repeat, Repeat, and Repeat

Especially for memorizing important parts and forms of words, sometimes only “brute” repetition will secure your memory for certain hard-to-retain items. Frequent vocal repetition impresses the forms on your “mental ear.” This auditory dimension will help you recognize and recall the words later.

7. Attend, Echo, and Associate

We forget words because sometimes we are thinking of something else when it is spoken. (We need to ATTEND to what is said and really hear it.). At other times we hear the word, but we fail to refresh our memory immediately by repeating the new word to ourselves or to others in conversation. (We need to ECHO the word shortly after hearing it). Finally even if we do these things, we might still quickly lose the word if we leave ourselves without some “hook” back to it. We have no hook if we do not connect the word with something or someone else we know. (We need to ASSOCIATE the nmw with something that is already meaningful to us. This practice helps us note similarities and differences and deepens our original ATTENTION.)

8. Read Freely and Abundantly

We can increase our vocabulary through free voluntary reading. However some linguists claim that we must have first acquired about 3000 to 5000 word-families, so that we will be able to know enough of the context to begin to construct accurate meanings for the words that we do not know.

Summing it up

- * You’ll remember words better when you’ve used them in context or, preferably, a variety of ?
- * Ty the Internet - there are vocabulary tests and other language learning tools to be found
- * Choose yourself a ‘word of the day’ every day and think up as many ways of using it as
- * Try to use it with your friends, in class or in open access activities
- * Repetition is the best way to remember - copy sentences containing the word, write your own out,, tape yourself repeating words rhythmically e.g. write your own raps - then play the tape back- ConcentrAc on using the words rather than mugging up the meaning only.



SECTION-1: ANTONYMS

WORD	ANTONYM	WORD	ANTONYM
Absence	presence	humble	proud
Accept	refuse	hunger	thirst
Accurate	inaccurate	imitation	genuine
advantage	disadvantage	immense	tiny, minute
alive	dead	imprison	free
always	never	include	exclude
ancient	modern	increase	decrease
answer	question, query	inhabited	uninhabited
approval	disapproval	inferior	superior
approached	receded, departed	inside	outside
abundant	scarce	intelligent	unintelligent, stupid
admit	deny	inhale	exhale
advance	retreat, retire	interior	exterior, outside
artificial	natural	interesting	uninteresting, dull
arrival	departure	internal	external
ascend	descend	intentional	accidental
attack	defense	join	separate
attractive	repulsive	junior	senior
attention	inattention	justice	injustice
asleep	awake	king	subject
ally	enemy	knowledge	ignorance
agree	disagree	laugh	cry
bad	good	lawful	unlawful
backward	forward, onward	lazy	industrious, energetic
bend	straighten	land	sea
beautiful	ugly	landlord	tenant
beginning	ending	large	little, small
below	above	last	first
bent	straight	lawyer	client
big	small, little	lecturer	student
blunt	sharp	lender	borrower
better	worse	lengthen	shorten
best	worst	left	right
blame	praise	less	more
bless	curse	light	dark, heavy
bitter	sweet	like	dislike, unlike
borrow	lend	likely	unlikely
bravery	cowardice	leader	follower
build	destroy, demolish	little	large, much, big
bold	timid, meek	lofty	lowly
bright	dull	long	short
broad	narrow	loud	soft



clear	vague, cloudy	loss	find, win
careful	rush, careless	low	high
calm	troubled	loyal	disloyal
capable	incapable	mad	sane
captivity	freedom, liberty	magnetize	demagnetize
cellar	attic	master	servant
cheap	dear, expensive	mature	immature
close	distant	maximum	minimum
clever	stupid	me	you
cold	hot	merry	mirthless, sad
combine	separate	minority	majority
clockwise	anti-clockwise	miser	spendthrift
correct	incorrect	misunderstand	understand
conceal	reveal	narrow	wide
come	go	near	far, distant
common	rare	neat	untidy
comfort	discomfort	new	old
courage	cowardice	night	day
cruel	kind	noisy	quiet
courteous	discourteous, rude	North	South
cunning	simple	obedient	disobedient
dainty	clumsy	odd	even
danger	safety	offer	refuse
dark	light	open	shut
deep	shallow	optimist	pessimist
decrease	increase	out	in
definite ,	indefinite	parent	child
demand	supply	past	present
despair	hope	patient	impatient
disappear	appear	peace	war
disease	health	permanent	temporary
discourage	encourage	please	displease
dismal	cheerful	plentiful	scarce
doctor	patient	poetry	prose
dry	wet	possible	impossible
dull	clear, bright	poverty	wealth
dusk	dawn	powerful	feeble, weak
early	late	polite	impolite, rude
easy	difficult	private	public
ebb	flow	prudent	imprudent
East	West	pretty	unsightly, ugly
economise	waste	pure	impure
encourage	discourage	qualified	unqualified
entrance	exit	rapid	slow



employer	employee	regularly	irregularly
empty	full	rich	poor
excited	calm	right	wrong, left
end	beginning	rigid	pliable, soft
expand	contract	rough	smooth
expensive	inexpensive, cheap	satisfactory	unsatisfactory
export	import	security	insecurity
exterior	interior	scatter	collect
external	internal	serious	trivial
fail	succeed	second-hand	new
false	true	sense	nonsense
feeble	sturdy, strong, powerful	shopkeeper	customer
foolish	wise	singular	plural
fast	slow	simple	complicated
few	many	slim	thick, stout
famous	unknown	solid	liquid
forelegs	hind legs	sober	drunk
fat	thin	speaker	listener
find	lose	sour	sweet
first	last	sorrow	joy
freedom	captivity	sow	reap
fold	unfold	stand	lie
frequent	seldom	straight	crooked
forget	remember	strong	weak
found	lost	success	failure
flesh	stale	sunny	cloudy
friend	enemy	take	give
fortunate	unfortunate	tall	short
fiank	secretive	tame	wild
full	empty	teacher	pupil
generous	mean	thick	thin
gentle	rough	tight	slack, loose
gather	distribute	top	bottom
glad	sorry	transparent	opaque
gloomy	cheerful	truth	untruth, lie
giant	dwarf, pygmy	up	down
granted	refused	vacant	occupied
great	minute, small, little	valuable	valueless
guardian	ward	victory	defeat
guest	host	virtue	vice



ANTONYMS TEST

- | | | | | |
|-----------------|------------------|------------------|----------------|------------------|
| 1. VIRTUOUS | (1) Scandalous | (2) Vicious | (3) Wicked | (4) Corrupt |
| 2. EXASPERATE | (1) Belittle | (2) Annoy | (3) Please | (4) Tarnish |
| 3. SORDID | (1) Steady | (2) Enthusiastic | (3) Generous | (4) Splendid |
| 4. DEplete | (1) Refund | (2) Replenish | (3) Fulfil | (4) Recover |
| 5. PATERNITY | (1) Posterity | (2) Successors | (3) Offspring | (4) Ancestors |
| 6. BENIGN | (1) Gracious | (2) Sinister | (3) Novel | (4) Humane |
| 7. DEVIATE | (1) Follow | (2) Locate | (3) Break | (4) Concentrate |
| 8. AMPLIFY | (1) Mummify | (2) Shock | (3) Curtail | (4) Embalm |
| 9. SPARSE | (1) Expensive | (2) Heavy | (3) Scattered | (4) Lavish |
| 10. EXOTIC | (1) Poor | (2) Inexpensive | (3) Ugly | (4) Conventional |
| 11. VALUABLE | (1) Inferior | (2) Invaluable | (3) Lowly | (4) Worthless |
| 12. ENGULFED | (1) Detached | (2) Dislocated | (3) Devastated | (4) Disfigured |
| 13. COMPETITION | (1) Rivalry | (2) Compromise | (3) Monopoly | (4) Contest |
| 14. THEORY | (1) Imagination | (2) Fact | (3) Chance | (4) Thought |
| 15. UNREALISTIC | (1) Natural | (2) Visionary | (3) Reasonable | (4) Actual |
| 16. DEPRAVED | (1) Great | (2) Enhanced | (3) Moral | (4) Prosperous |
| 17. METICULOUS | (1) Slovenly | (2) Meretricious | (3) Shaggy | (4) Mutual |
| 18. AMICABLE | (1) Cunning | (2) Shy | (3) Hostile | (4) Crazy |
| 19. CLARITY | (1) Exaggeration | (2) Candour | (3) Confusion | (4) Reserve |



20. OPULENT
(1) Wealthy (2) Poor (3) Sumptuous (4) Drooping
21. SANCTIFY
(1) Dedicate (2) Patronise (3) Venerate (4) Pollute
22. CHALLENGE
(1) Admire (2) Accept (3) Favour (4) Praise
23. TEDIOUS
(1) Pleasant (2) Lovely (3) Lively (4) Gay
24. SUPERFICIAL
(1) Artificial (2) Deep (3) Shallow (4) Real
25. SERENE
(1) Jovial (2) Moving (3) Agitated (4) Nervous
26. ANTIPATHY
(1) Fondness (2) Obedience (3) Agreement (4) Admiration
27. TRAGIC
(1) Funny (2) Comic (3) Light (4) Humourous
28. EXODUS
(1) Restoration (2) Return (3) Home-coming (4) Influx
29. ACCORD
(1) Solution (2) Act (3) Dissent (4) Concord
30. CULPRIT
(1) Jury (2) Witness (3) Accused (4) Victim
31. PASTEL
(1) Urban (2) Delicate (3) Bright (4) Sweet
32. DISDAIN
(1) Depreciate (2) Admiration (3) Penitence (4) Contempt
33. OBSOLETE
(1) Conducive (2) Rare (3) Useless (4) Recent
34. HAWK
(1) Conciliation (2) Dove (3) Pacifist (4) Pigeon
35. TRANSPARENT
(1) Coloured (2) Opaque (3) Childlike (4) Imminent
36. INSANITY
(1) Sanity (2) Normality (3) Lucidity (4) Sobriety
37. IMMEDIATE
(1) Delayed (2) Gradual (3) Leisurely (4) Slow
38. HARMONY
(1) Hatred (2) Friction (3) Discord (4) Enmity
39. GROTESQUE
(1) Imaginary (2) Familiar (3) Hateful (4) Natural
40. ARTIFICIAL
(1) Solid (2) Truthful (3) Authentic (4) Natural



SECTION-2: SYNONYMS

Synonym is a word with the same meaning or nearly the same meaning as another word in the same language.

LIST-1

WORD	SYNONYMS	WORD	SYNONYMS
admit	confess	leave	abandon
alive	lively	listen	hear
amount	quantity	little	small
ask	inquire	look	see
assembly	gathering	loving	fond
bad	evil	loyal	true
beg	implore	mad	insane
begin	commence	margin	edge
behaviour	conduct	mistake	error
blamed	accused	most	maximum
blank	empty	new	modern
bottom	foot	noisy	rowdy
brave	daring	noted	well-known
bright	shinning	obey	submit
broad	wide	old	ancient
buy	purchase	omen	sign
careful	cautious	oral	verbal
catch	capture	outside	exterior
centre	middle	part	portion
change	alter	policeman	constable
cheat	deceive	polite	courteous
choose	select	poor	destitute
clergyman	minister	port	harbour
close	near	praise	compliment
clothes	dress	pretty	beautiful
copy	imitate	protect	guard
correct	accurate	push	thrust
cunning	sly	quick	rapid
cure	remedy	quiet	peaceful
damp	moist	rare	scarce
dangerous	risky	ready	alert
deadly	fatal	real	genuine
dear	expensive	reckless	rash
disease	sickness	red	ruddy
disorder	chaos	remember	recollect
dull	gloomy	riot	revolt
dumb	mute	roam	wander
eatable	edible	rough	coarse
ebb	recede	round	circular



end	conclusion	rude	impolite
enemy	foe	rule	govern
enough	sufficient	safe	secure
escape	elude	scatter	disperse
fable	myth	seldom	rarely
feather	plume	short	brief
fertile	fruitful	shorten	abbreviate
fierce	ferocious	show	exhibit
fight	battle	sleepy	drowsy
float	drift	slim	slender
force	compel	smell	scent
foretell	predict	steed	horse
free	release	stern	strict
friend	ally	stick	adhere
game	recreation	stop	halt
gather	collect	style	fashion
gay	cheerful	surprise	astonishment
general	common	surrender	yield
glad	happy	surround	encircle
glaring	dazzling	swamp	marsh
habit	custom	talk	conversation
hard	difficult	teach	educate
hate	detest	tested	tried
height	altitude	thief	burglar
help	assist	thin	lean
hide	conceal	top	summit
high	tall	trick	hoax
hug	embrace	trust	believe
huge	enormous	try	attempt
industrious	hardworking	understand	comprehend
inside	interior	usually	generally
join	unite	vacant	empty
jump	leap	victory	triumph
just	fair	weak	feeble
king	emperor	whole	entire
lazy	indolent	wonder	amazement
yearly	annually	young	youthful

LIST -2
WORD

SYNONYMS

SYNONYMS



abandon	discard	vacate a
accord	agree	grant
adversity	difficulty	misfortune
affluent	plentiful	rich
aggravate	annoy	infuriate
alleviate	lighten	mitigate
amenable	agreeable	favorable
anguish	distress	sorrow
apathetic	dispirited	lifeless
arrogant	disdainful	imperious
astonish	confound	overwhelm
atrocious	appalling	detestable
augment	add	enlarge
avoid	ignore	shun
awkward	graceless	inept
baffle	confuse	deceive
banal	common	plain
barren	desolate	sterile
berate	criticize	disapprove
betray	deceive	fool
bias	inclination	predisposition
bitter	acid	sour
blend	combine	mix
bliss	happiness	joy
bluff	boast	feign
bold	daring	fearless
bonus	award	gift
bother	annoy	irritate
brief	concise	short
brilliant	clever	intelligent
brisk	fast	swift
budget	allot	plan
candid	honest	truthful
caricature	cartoon	imitation
casual	informal	natural
category	classification	division
cease	desist	stop
chaotic	disordered	messy
cherish	esteem	love
circumvent	avoid	go around
commemorate	celebrate	honor
compensate	balance	recompense
competent	able	capable
conceive	design	plan



confirmation	acknowledgement	proof
contradict	deny	oppose
contribution	donation	grant
courteous	polite	well-mannered
craving	desire	longing
credulous	confident	trustful
dare	challenge	defy
decay	decline	rot
decent	honorable	pure
dense	filled	packed
designate	name	select
detain	hold	keep
disclose	announce	reveal
dogma	belief	view
durable	constant	lasting
dwindle	abate	diminish
eager	earnest	keen
eccentric	abnormal	idiosyncratic
elaborate	embellish	enhance
emanate	arise	radiate
embezzle	purloin	steal
eminent	distinguished	prominent
encourage	foster ,	induce
endure	last	persist
essential	cultured	learned
essential	basic	necessary
estimate	guess	predict
evaluate	appraise	judge
exhaust	deplete	empty
exhilarated	cheerful	zestful
explicit	definite	specific
fastidious	exacting	particular
federation	alliance	band
feeble	helpless	infirm
fervor	intensity	passion
feud	argument	dispute
filth	dirt	squalor
flatter	compliment	praise
fleet	nimble	swift
frivolous	inconsequential	trivial
frugal	prudent	saving
furious	angry	outraged
generous	benevolent	unselfish
genuine	actual	real



glare	gleam	glisten
gloomy	cheerless	dim
goad	provoke	badger
grasp	grab	hold
greed	avarice	longing
guarantee	assure	pledge
guile	cunning	deceit
gullible	credulous	unsuspicious
habitual	accustomed	regular
handicap	disability	disadvantage
harass	annoy	disturb
harmless	innocuous	inoffensive
harsh	hard	coarse
hasty	abrupt	hurried
haughty	arrogant	pretentious
humiliate	humble	shame
hygiene	cleanliness	sanitation
hypocrisy	duplicity	falseness
ideal	goal	perfection
idle	lazy	unoccupied
ignorant	stupid	unintelligent
illogical	incongruent	rambling
illustrious	eminent	famous
imitate	copy	reflect
immense	huge	mammoth
impartial	candid	impersonal
impatient	anxious	eager
implicate	accuse	insinuate
importune	beg	solicit
inadvertent	accidental	unintentional
indifferent	apathetic	disinterested
isolate	detach	quarantine
jargon	argot	slang
joyial	genial	merry
judge	estimate	referee
justification	excuse	reason
juvenile	adolescent	immature
keen	clever	observant
label	brand	classify
labor	toil	work
lead	direct	proceed
lean	slim	thin
leave	abandon	desert
liberal	copious	unrestrained



liberal	lenient	open-minded
limitation	boundary	constraint
lucid	clear	understandable
lucky	auspicious	fortunate
mad	furious	irate
manage	administer	control
manipulate	control	shape
marginal	borderline	limited
match	agree	correspond
maze	complexity	labyrinth
meditate	ponder	think
memorial	commemoration	monument
mention	allude	refer to
merge	blend	fuse
narrow	confined	restricted
nature	aspect	character
necessary	mandatory	requisite
negate	contradict	refute
negligent	careless	remiss
negotiate	bargain	deal
nice	affable	benign
noble	aristocratic	distinguished
novice	beginner	nonprofessional
nuisance	annoyance	offense
obedient	faithful	loyal
objection	disapproval	protest
obligatory	compulsory	required
observe	notice	watch
obvious	conspicuous	definite
offend	anger	irritate
offer	bid	proposal
omen	premonition	sign
omit	exclude	remove
opportune	advantageous	auspicious
pacify	appease	placate
pain	ache	discomfort
paramount	chief	leading
partisan	biased	dogmatic
passive	inactive	lethargic
pause	break -	cease
permeate	diffuse	disseminate
perpetuate	endure	preserve
perplex	astonish	baffle
persecute	afflict	harass



radiate	effuse	emanate
radical	basic	fundamental
range	anger	furor
rank	arrange	classify
realize	accomplish	fulfill
recalcitrant	obstinate	stubborn
receptacle	container	repository
reconcile	atone	conciliate
regret	deplore	grieve
reliable	dependable	trustworthy
sanction	approval	permit
scope	aim	extent
section	division	portion
settle	adjust	compromise
shallow	superficial	trivial
shrewd	careful	calculating
significant	distinctive	important
slight	delicate	slender
spontaneous	impromptu	unplanned
spread	announce	broadcast
stabilize	balance	steady
tame	domesticate	subdue
tangle	intertwine	twist
temper	mood	nature
tendency	inclination	trend
term	cycle	duration
thrift	conservation	prudence
tough	aggressive	unyielding
transfer	convey	exchange
tumult	agitation	commotion
turbulent	disordered	violent
vain	boastful	inflated
valid	authorized	legitimate
variety	assortment	diversify
verify	authenticate	substantiate



SYNONYMS TEST

- | | | | | |
|-----------------|-------------------|----------------|---------------------------|-----------------|
| 1. AMBITION | (1) Expectation | (2) Desire | (3) Aspiration | (4) Goal |
| 2. INDICT | (1) Accuse | (2) Condemn | (3) Allege | (4) Reprimand |
| 3. DYNAMIC | (1) Vigorous | (2) Forceful | (3) Robust | (4) Active |
| 4. HERETICAL | (1) Fiery | (2) Corrupt | (3) Impious | (4) Disputable |
| 5. OBDURATE | (1) Adamant | (2) Helpful | (3) Simple | (4) Flexible |
| 6. IRONIC | (1) Good natured | (2) Inflexible | (3) Disguisedly sarcastic | (4) Bitter |
| 7. LIBERTY | (1) Obligation | (2) Rights | (3) Freedom | (4) Democracy |
| 8. VIRILE | (1) Boastful | (2) Manly | (3) Pompous | (4) Athletic |
| 9. LEGITIMATE | (1) Rightful | (2) Valid | (3) Illicit | (4) Correct |
| 10. FRACTIOUS | (1) Disheartening | (2) Irritable | (3) Comic | (4) Pleasing |
| 11. FLABBY | (1) Obese | (2) Fatty | (3) Chubby | (4) Loose |
| 12. DEMISE | (1) Decline | (2) Decay | (3) Doffilant | (4) End |
| 13. PRISTINE | (1) Traditional | (2) Expensive | (3) Original | (4) Meritorious |
| 14. CONSEQUENCE | (1) Manner | (2) Result | (3) Cause | (4) Order |
| 15. EROTIC | (1) Sexual | (2) Sensuous | (3) Beautiful | (4) Attractive |
| 16. STAMINA | (1) Endurance | (2) Intensity | (3) Eagerness | (4) Energy |
| 17. BRASH | (1) Invective | (2) Rude | (3) Abusive | (4) Superficial |
| 18. DECRY | (1) Deviate | (2) Despoil | (3) Demure | (4) Disparage |
| 19. MOLLIFY | (1) Chastise | (2) Testify | (3) Rebuke | (4) Appease |
| 19. RECALL | (1) Speak | (2) Receive | (3) Face | (4) Remember |



20. JEOPARDY
(1) Magic (2) Adventure (3) Enmity (4) Danger
21. ECONOMISE
(1) Accumulate (2) Minimise (3) Save (4) Reduce
22. JUVENILE
(1) Hidden (2) Young (3) Humorous (4) Tedious
23. VENTURE
(1) Entrust (2) Risk (3) Travel (4) Adventure
24. IMPERTINENT
(1) Impudent (2) Sceptical (3) Thoughtless (4) Irritable
25. IMPEDIMENT
(1) Passage (2) Obstruction (3) Fateful (4) Destruction
26. LURID
(1) Sensational (2) Old (3) Obscene (4) Pale
27. ALERT
(1) Watchful (2) Intelligent (3) Observant (4) Energetic
28. ARTICULATE
(1) Distinct (2) Aggressive (3) Wayward (4) Confused
29. VEER
(1) Shift (2) Dominate (3) Delegate (4) Concentrate
30. DEMIT
(1) Promote (2) Judge (3) Appoint (4) Resign
31. BERSERK
(1) Clever (2) Morose (3) Cheerful (4) Wild
32. COUNSEL
(1) Correct (2) Publish (3) Oppose (4) Advise
33. SUCCULENT
(1) Fluid (2) Sucking (3) Juicy (4) Sweet
34. TESTIFY
(1) Witness (2) Describe (3) Recognise (4) Appreciate
35. JINK
(1) Inherit (2) Refrain (3) Dodge (4) Travel
36. RELUCTANT
(1) Ready (2) Willing (3) Hesitating (4) Inclined
37. ADMIT
(1) Adjourn (2) Confess (3) Relate (4) Commit
38. DOWDY
(1) Unstylish (2) Elegant (3) Rakish (4) Corpulent
39. ASSUAGE
(1) Rub (2) Prohibit (3) Ease (4) Enlarge
40. RECKLESS
(1) Daring (2) Bold (3) Rash (4) Courageous



SECTION-3: IDIOMS

Idioms are words, phrases, or expressions that are unusual either grammatically, as in “Long time, no see!” or there is a meaning that cannot be derived from the conjoined meanings of its elements, as in “It’s raining cats and dogs!” Every language has idioms, and they are challenging for students to learn. Let us take an example.

Read the two sentences given below and deduce the meaning of the italicized phrase:

Before the bartender made the drink, he *broke the ice* with a spoon and dropped it into the glass. Before the conference began, the speaker *broke the ice* with a joke.

to break the ice =

1. to make a beginning
2. to get through the first difficulties in starting a conversation or discussion

It isn’t always the nonnative speaker’s accent (which may be perfect) that enables people to recognize instantly an outsider who is learning their language—it’s the odd mistakes that no native speaker would make. The idiomatic use of words such as to, for, and with varies from language to language. Just as each person has a unique, characteristic signature, each language has unique idioms. In fact, the word idiom comes from the Greek root *idio*, meaning a unique signature. Thus, each language contains expressions that make no sense when translated literally into another tongue. The humorist Art Buchwald wrote a famous column, often reprinted, in which he translated some of our Thanksgiving (Mercidonnant) terms into literal French, with comic results. If a German or Spaniard or Italian literally translated birthday suit and get down to brass tacks, the terms would make no sense, or the wrong sense. Even a native speaker of English who is not used to hearing literate idioms such as fits and starts, cockand-bull story, hue and cry, and touch and go will not be able to make sense of them. Our purpose in defining these idioms is to let the cat out of the bag for those who haven’t heard them often enough to catch their meanings.

Other idioms are really allusions or foreign-language terms that make no sense unless you know what the allusions or terms mean. Cany coals to Nmastle translates adequately into any language, but it makes no sense to a person who doesn’t know that Newcastle is a coal-mining city. Knowing the literal meaning of idioms won’t enable you to understand them unless you also know what they allude to. Such ignorance is an Achilles’ heel and an albatross around one’s neck. Moreover, just knowing a baker’s dozen of them is not enough; you have to know them en masse. To make this Herculean task, a child’s play for you, we have enlisted some idioms alphabetically for your ready reference.

LIST OF IDIOMS

1. A Bird In The Hand Is Worth Two In The Bush

“Dan has asked me to go to a party with him. What if my boyfriend finds out?” Reply: “Don’t go. A bird in the hand is worth two in the bush.”

2. A Blessing In Disguise

“My car broke down again, but maybe it was a blessing in disguise; I’ve been wasting too much time driving around anyway.”

3. A Chip On Your Shoulder

“What’s bothering that guy?” Answer: “Nothing; he’s just got a chip on the shoulder.”

4. A Dime A Dozen

“I don’t need friends like him; they are a dime a dozen.”

5. A Drop In The Bucket

“I’d like to do something to change the world but whatever I do seems like a drop in the bucket.”

6. A Fool And His Money Are Easily Parted

Example: “Her husband can’t seem to hold onto any amount of money; he either spends it or loses it. A fool and his money are easily parted.”



7. **A Penny Saved Is A Penny Earned**
“I’m going to give you \$20 but I want you to put it in the bank; a penny saved is a penny earned!”
8. **A Piece Of Cake**
“Do you think you will win your tennis match today?” Answer: “It will be a piece of cake.”
9. **A Shot In The Dark**
“That was such a difficult question! How did you get it right?” Reply: “I just took a shot in the dark.”
10. **A Slay On The Wrist**
“He should be in jail for what he did, but he got off with just a slap on the wrist.”
11. **A SUP Of The Tongue**
“Be careful talking to the police tomorrow; one slip of the tongue could get us into big trouble.”
12. **A Taste Of Your Own Medicine**
“It looks like she got a taste of her own medicine.”
13. **A Toss-Up**
“Do you think they’ll make it one time?” Answer: “I really don’t know. It’s a toss-up.”
14. **A Wolf In Sheep’s Clothing**
“Don’t trust the salespeople at that store; they are all wolves in sheep’s clothing!”
15. **About Face**
“Do an about face, get back in that bathroom, and brush your teeth!”
16. **Absence Makes The Heart Grow Fonder**
“The time we spend apart has been good for us; absence makes the heart grow fonder.”
17. **Actions Speak Louder Than Words**
“Don’t tell me how to do this; show me! Actions speak louder than words.”
18. **Add Fuel To The Fire**
“I would like to do something to help, but I don’t want to add fuel to the fire.”
19. **Against The Clock**
“We worked against the clock all day to get this report done by SPM.”
20. **Against The Grain**
“I jog at this track everyday and there is always that one guy who has to go against the grain and run in the opposite direction.”
21. **All Bark And No Bite**
“The new manager threatened to fire me but I know he won’t do it; he is all bark and no bite.”
22. **All Greek**
“Did you understand what he just said?” Reply: “Nope. It was all Greek to me.”
23. **All In The Same Boat**
“We can’t fight against each other; we need to work together. We’re all in the same boat!”
24. **All That Glitters Is Not Gold**
“Be careful when shopping for your new car; all that glitters is not gold!” v
25. **All Thumbs**
“Hey! You are pouring my coffee on the table!” Reply: “Oh, I’m so sorry! I have been all thumbs today.”



26. **An Arm And A Lei!**
“Be careful with that watch; it cost me an arm and a leg.”
27. **An Axe To Grind**
“I have an axe to grind with you.” Answer: “Oh no; what did I do wrong?”
28. **Arm In Arm**
“What a nice afternoon. We walked arm in arm along the beach for hours.”
29. **Around The Block**
“You kids are too young to fall in love: Wait until you have been around the block a time or two,”
30. **As Blind As A Bat**
“Without his glasses, my father is as-blind as a bat.”
31. **As High As A Kite**
“The ball got stuck up there on the roof. It’s as high as a kite.”
32. **As Light As A Feather**
“Wow, you lift that box so easily!” Reply: “Oh, come on. It is as light as a feather.”
33. **At The Drop Of A Hat**
“Would you travel around the world if you had the money?” Answer: “At the drop of a hat.”
34. **At Wit’s End**
“We have been at wit’s end trying to figure out how we are going to pay our taxes.”
35. **Back To The Drawing Board**
“It looks like my plan to kill the weeds in the garden has failed. Back to the drawing board.”
36. **Barking Up The Wrong Tree**
“I have been trying to solve this math problem for 30 minutes but I think I’ve been barking up the wrong tree.”
37. **Beat A Dead Horse**
“There’s no use in beating a dead horse.”
38. **Beating Around The Bush**
“if you want to ask me, just ask; don’t beat around the bush.”
39. **Bend Over Backwards**
“We bent over backwards to help him, and he never even thanked us!”
40. **Better Late Than Never**
“Sorry I was late for the meeting today; I got stuck in traffic.” Answer: “That’s okay; better late than never.”
41. **Between A Rock And A Hard Place**
“I’d like to help you but I am stuck between a rock and a hard place.”
42. **Birds Of A Feather Flock Together**
“Look; the volleyball players are eating at the same table together, as always.” Answer: “Birds of a feather flock together.”
43. **Bite Off More Than You Can Chew**
“I thought I could finish this report within one month, but it looks like I have bitten off more than I can chew.”
44. **Bite Your Tongue**
“Whenever that professor says something I don’t like, I have to bite my tongue.”
45. **Blood Is Thicker Than Water**



“When my best friend and my brother got in a fight I had to help my brother; blood is thicker than water.”

46. **Break Down**
“Did your car break down again?”
47. **Break In**
“They broke in to my apartment when I was gone, and they took everything!”
48. **Break The Tie**
“Whoever wins in Florida will have enough votes to break the tie.”
49. **Burn Your Bridges**
“I wish you hadn’t been rude to that man just now; he is very important in this town and you shouldn’t go around burning bridges.”
50. **Burning The Candle At Both Ends**
“Ever since this new project started I have been burning the candle at both ends. I can’t take much more of it.”
51. **Burning The Midnight Oil**
“Our son has been working hard preparing for his final exams!” Answer: “Yes, he’s been up each night burning the midnight oil.”
52. **Call It Off**
“Tonight’s game was called off because of the rain.”
53. **Can’t Cut The Mustard**
“Bob dropped out of medical school; he couldn’t cut the mustard.”
54. **Cold Turkey**
“I want to quit drinking right now. As of this moment, I am going cold turkey.”
55. **Come Hell Or High Water**
“Will you be at the family reunion next year?” Answer: “Yes- we’ll be there, come hell or high water!”
56. **Cross Your Fingers**
“Let’s cross our ringers and hope for the best!”
57. **Cry Over Spilt Milk**
“Let’s not go crying over spilt milk.”
58. **Cry Wolf**
“That kid on the other team just fell down; it looks like he might be hurt!” Answer: “He’s not hurt; he’s just crying wolf.”
59. **Curiosity Killed The Cat**
“Hey, I wonder what’s down that street; it looks awfully dark and creepy.” Answer: “Let’s not try to find out. Curiosity killed the cat.”
60. **Dead Heat**
“It looks like were going to have to find another way to decide a winner. That one was a dead heat.”
61. **Dog-Eat-DoR**
“I have been in this business for twenty years. It’s dog-eat-dog; the competition is always trying to steal your customers.”
62. **Don’t Count Your Chickens Until They’re Hatched**
“Next Friday I will be able to pay you back that money I owe you.” Answer: “I won’t be counting my chickens...”



63. **Don't Look A Gift Horse In The Mouth**
"Don't look a gift horse in the mouth! When you buy your own beers you can decide what brand you want."
64. **Don't Put All Your Eggs In One Basket**
"The best way to gamble is to only bet small amounts of money and never put all your eggs in one basket."
65. **Down To The Wire**
"It looks like this race is going to come right down to the wire!"
66. **Drastic Times Call For Drastic Measures**
"Sales have been slow and we had to let go three of our employees; drastic times call for drastic measures."
67. **Dry Spell**
"Sam is a great salesman, though lately he's been having a bit of a dry spell."
68. **I Every Cloud Has A Silver Lining**
"I found a new job after all and I like this one much better than the last!" Answer: "You see, every cloud has a silver lining."
69. **Everything But The Kitchen Sink**
"Whenever we go camping my wife wants to bring everything but the kitchen sink!"
70. **Fair And Fair Alike**
"Michael stayed home to take care of your sister last night, so tonight it is your turn. Fair and fair alike."
71. **Finding Your Feet**
Don't worry about it. We will help you while you are finding your feet."
72. **Fixed In Your Ways**
"Sometimes it is hard to accept that your parents are fixed in their ways."
73. **Flash In The Pan**
"What a great first year he had, but after that... nothing!" Answer: "Just another flash in the pan."
74. **From Rags To Riches**
"My uncle is a real rags to riches story."
75. **Get Over It**
"I was very sick yesterday, but I got over it quickly."
76. **Get Up On The Wrong Side Of The Bed**
Don't start yelling at me just because you got up on the wrong side of the bed."
77. **Give Him The Slip**
"My brother will be at the movie tonight. Afterwards, let's give him the slip and go to a party."
78. **Go For Broke**
The way to be successful is to decide exactly what you want, then go for broke."
79. **Great Minds Think Alike**
"I have decided that this summer I am going to learn how to scuba dive." Answer: "Me too! I have already paid for the course. Great minds think alike!"
80. **Haste Makes Waste**
"You should always take your time when doing your taxes and check your numbers very carefully; haste makes waste."



81. **Have No Idea**
“I can’t find my keys. I have no idea where I put them.”
82. **He Lost His Head**
Okay- I’ll tell you what happened. But don’t lose your head.”
83. **Head Over Heels**
“I have been head over heels about my girlfriend since the day I met her.”
84. **Icing On The Cake**
“I’ve been accepted by the university, and they’ve offered me a position on the basketball team!” Answer: “That’s wonderful! Icing on the cake.”
85. **Idle Hands Are The Devil’s Tools**
“It makes me nervous to see those kids outside just standing around; idle hands are the devils tools!”
86. **If It’s Not One Thing, It’s Another**
“First the car broke down, and now I can’t find my keys! If it’s not one thing, it’s another!”
87. **In And Out**
“I know this city in and out.”
88. **In Over Your Head**
“Go ahead and lead the meeting today; I’ll help you out if you get in over your head.”
89. **In The Dark**
“Did you know that today was her birthday?” Answer: “No, I was in the dark.”
90. **In The Doghouse**
“You kids will be in the doghouse with your mother after that mess you made in her garden!”
91. **In The Heat Of The Moment**
“Sorry about what I said; I got caught up in the heat of the moment.”
92. **It Takes Two To Tango**
“Her husband is awful; they fight all the time.” Answer: “It takes two to tango.”
93. **It’s A Small World**
“Hey, it’s funny seeing you here.” Reply: “It’s a small world.”
94. **Its Anyone’s Call**
“Who do you think will win this election?” Answer: “Its anyone’s call.”
95. **Keep An Eye On Him**
“I have to run to the bathroom. Can you keep an eye on my suitcase while I am gone?”
96. **Labor Of Love**
“Taking care of this dog is a labor of love.”
97. **Lend Me Your Ear**
“Friends, Romans, countrymen; lend me your ear.”
98. **Let Bygones Be Bygones**
“You and I have had our disagreements; let’s let bygones be bygones.”



99. **Let Sleeping Dogs Lie**
“I wanted to ask her what she thought of her ex-husband, but I figured it was better to let sleeping dogs lie.”
100. **Let The Cat Out Of The Bag**
“Bob didn’t tell anyone that he was sick, but his wife let the cat out of the bag.”
101. **Mad As A Hatter**
“Everybody in my family knew that our uncle was as mad as a hatter.”
102. **Method To My Madness**
“Give me a moment to explain; there is method to my madness.”
103. **Neck And Neck**
“They’re coming around the final corner. They’re neck and neck!”
104. **Neither A Borrower. Nor A Lender Be**
“Could you lend me twenty dollars?” Answer: “Sorry, neither a borrower nor a lender be.”
105. **Never Bite The Hand That Feeds You**
“We have been your best customers for years. How could you suddenly treat us so rudely? You should never bite the hand that feeds you.”
106. **Nose Out Of Joint**
“We were only joking; don’t get your nose out of joint.”
107. **Not A Chance**
“Do you think you will be able to finish your report by five o’clock today?” Answer: “Not a chance. I’ll be busy in meetings all day.”
108. **Off Limits**
“Guns are off limits within New York City.”
109. **Off On The Wrong Foot**
“Let’s try to start on time tomorrow and get off on the right foot.”
110. **Off The Hook**
“You’re lucky; it turns out that Dad never heard you come in late last night.” Answer: “Great, that means I’m off the hook!”
111. **On Pins And Needles**
“Jean was on pins and needles the whole time her father was in the hospital.”
112. **On The Fence**
“Has he decided whether he will take the job yet?” Answer: “No, he’s still on the fence.”
113. **On The Same Page**
“Before we make any decisions today, I’d like to make sure that everyone is on the same page.”
114. **On Top Of The World**
“What a great time we had that night; we were on top of the world!”
115. **On Your Last Leg**
“I would be glad to sell you my car, but I must tell you that it is on its last leg.”
116. **On Your Mind**
“You have been on my mind all day.”



117. **One For The Road**
“Bartender- I’ll have one more whiskey for the road.”
118. **Out And About**
“Where have you been all day?” Answer: “Oh, out and about.”
119. **Out Of Sight, Out Of Mind**
“I meant to read that book, but as soon as I put it down, I forgot about it.” Answer: “Out of sight, out of mind.”
120. **Out Of The Blue**
“Why did she do that?” Answer: “I have no idea. It was completely out of the blue.”
121. **Out Of The Frying Pan And Into The Fire**
“I didn’t like that job because I was working too hard. Yet in this new job I work even harder!” Answer: “Out of the frying pan and into the fire.”
122. **Out Of The Woods**
“Joe was sick two weeks ago and we were very worried, but now it looks like he is out of the woods.”
123. **Out Of Your Element**
“He is a great tennis player on the hard courts, but he is out of his element on grass.”
124. **Out On A Limb**
“I want this project to succeed just as much as you do, but I am not willing to go out on a limb.”
125. **Out On The Town**
“Do you want to join us tonight? We’re going out on the town.”
126. **Over My Dead Body**
“All of my friends are going out to the lake tonight and I’m going too!” Answer: “Over my dead body you are!”
127. **Par For The Course**
“I get sick every time I travel.” Answer: “That’s just par for the course.”
128. **Penny-Wise, Pound-Foolish**
“We’ve worked so hard to save money that if we took a vacation now it would be penny-wise, pound-foolish.”
129. **People Who Live In Glass Houses Should Not Throw Stones**
“Look at what time it is... you are late again!” Answer: “Hey, how often are you not on time? People who live in glass houses should not throw stones.”
130. **Practice Makes Perfect**
“You see how quickly you are getting better at the piano! Practice makes perfect!”
131. **Practice What You Preach**
“Good managers always lead by example and practice what they preach.”
132. **Preaching To The Choir**
“You don’t need to tell me this project is important; you’re preaching to the choir.”
133. **Protest Too Much**
“Do you think he is telling the truth?” Answer: “I think he protests too much.”
134. **Pullina Your Leg**
“I want to ask you a question and I would like an honest answer; no pulling my leg.”
135. **Put Your Best Foot Forward**



“I want you to get out on that field and put your best foot forward!”

135. Put Your Foot In Your Mouth

“Let’s all be very careful what we say at the meeting tomorrow. I don’t want anyone putting their foot in their mouth.”

136. Raise Cain

“Have you two boys been out raising cain again?”

137. Rock The Boat

“Everybody wants to go except for you. Why do you have to rock the boat?”

138. Roll Out The Red Carpet

“We are all so excited about your coming home that we’re going to roll out the red carpet.”

139. Rome Was Not Built In One Day

“It is taking me a long time to write this computer program.” Answer: “Rome was not built in one day.”

140. Round About

“Well, I know how to get there in a round about way, but maybe we should check the map.”

141. Rub Salt In An Old Wound

“Oh please, let’s not rub salt in old wounds!”

142. Second Nature

“It has always been second nature for me to draw with both hands.”

143. Shake A Leg

“They are waiting outside in the car; let’s shake a leg!”

144. Sick As A Dog

“I heard you were uncomfortable yesterday.” Answer: “Uncomfortable? I was as sick as a dog!”

145. Sink Or Swim

“When we interview new teachers, we just put them in with the students and see how they do. It’s sink or swim.”

146. Six Of One, A Half-Dozen Of The Other

Example: “I say she’s a stewardess. She says she’s a flight attendant. It’s six of one, a halfdozen of the other.”

147. Skeletons In The Closet

“I had only known her for one week. How could I know what skeletons she had in her closet?”

148. Split Down The Middle

“The election is split down the middle with no clear winner at the moment.”

149. Start From Scratch

“How are you going to build your business?” Answer: “Just like everyone else does: starting from scratch.”

150. The Apple Of Your Eye

“Even when they were young, she was always the apple of his eye.”

151. The Ball Is In Your Court

“My uncle helped me to get an interview at his company, now the ball is in my court.”

152. The Best Of Both Worlds

“My wife and I bought one house in Paris and one in New York; it gives us the best of both worlds.”

153. The Bigger They Are The Harder They Fall



“Are you worried that he might be too strong?” Answer: “No I’m not. He is big, but the bigger they are, the harder they fall.”

154. The Devil Is In The Details

“I can sketch a basic outline of the plan for you and it may look very simple, but the devil is in the details.”

155. The Early Bird Catches The Worm

“I always arrive at work 30 minutes early; the early bird catches the worm!”

156. The Ends Justify The Means

“I agree with your goal, but the ends do not justify the means.”

157. The Jury Is Out

“Its hard to say if what we did was the right thing. The jury is still out on it.”

158. The Pot Calling The Kettle Black

“Here comes the guy who is always late for work.” Answer: “Aren’t you the pot calling the kettle black?”

159. The Pros And Cons

“I’ve considered the pros and cons and I’ve decided: it is going to be expensive, but I still want to go to college.”

160. The Sky Is The Limit

“After I graduate from business school, the sky’s the limit!”

161. The Straw That Broke The Camel’s Back

“You’ve been rude to me all day, and I’ve had it. That’s the last straw!”

162. The Writing On The Wall

“Can’t you see the writing on the wall?”

163. Third Wheel

“You two go on ahead without me. I don’t want to be the third wheel.”

164. Tie The Knot

“Did you hear about Dan and Jenny? They finally decided to tie the knot!”

165. To Err Is Human, To Forgive Divine

“I will never forgive my mother for what she has done!” Answer: “Don’t be angry at her. To err is human, to forgive divine.”

166. Tooth And Nail

“That was a tough match; they fought us tooth and nail!”

167. Truer Words Were Never Spoken

“The earlier I get up, the better the day I have.” Answer: “Truer words were never spoken.”

168. Turn Over A New Leaf

“I’m turning over a new leaf; I’ve decided to quit smoking.”

169. Two Wrongs Don’t Make A Right

“That boy pushed me yesterday and I am going to get him back today!” Answer: “No you are not! Two wrongs do not make a right.”

170. Two’s Company; Three’s a Crowd

“Why did you have to bring your sister? Two’s company; three’s a crowd!”



171. **Under The Gun**
“Everyone at the office has been working under the gun since the new manager arrived.”
172. **Under The Weather**
“What’s wrong?” Answer: “I’m a bit under the weather.”
173. **Up Against**
“We have been up against stronger opponents in the past.”
174. **Up For Grabs**
“Quick- that table is up for grabs; let’s get it before someone else does.”
175. **Variety Is The Spice Of Life**
Example: “We were originally planning to go to Mexico on our vacation this year - like we did last year - but we decided to go to Egypt instead. Variety is the spice of life!”
176. **Water Under The Bridge**
“Aren’t you still angry about what he said?” Answer: “No, that was a long time ago. It’s all water under the bridge.”
177. **Wear Your Heart On Your Sleeve**
“My brother always lets you know how he feels; he wears his heart on his sleeve.”
178. **What They Don’t Know Won’t Hurt Them**
“Don’t tell your father what happened; what he doesn’t know won’t hurt him.”
179. **When In Rome, Do As The Romans Do**
“Are you sure we should eat this with our hands?” Answer: “Why not? All of these people are eating it that way. When in Rome, do as the Romans do!”
180. **When It Rains, It Pours**
“Sometimes we have no customers for two or three hours then suddenly we get 20 people all at once; when it rains, it pours!”
181. **When Pigs Fly**
“Would you ever take her on a date?” Answer: “Sure- when pigs fly!”
182. **Wine And Dine**
“That man is really is really crazy about my sister. He has been wining and dining her all month.”
183. **With Your Back Up Against The Wall**
“I’m sorry I can’t help you; I’ve got my back up against the wall.”
184. **Without A Doubt**
“Are you going to watch the game tomorrow?” Answer: “Without a doubt!”
185. **Word Of Mouth**
“Where did you hear about that?” Answer: “Just word of mouth.”
186. **You Can’t Judge A Book By Its Cover**
“He dresses in plain clothing and drives an ordinary car. Who would know he is the richest man in town? You can’t judge a book by its cover!”
187. **Your Guess Is As Good As Mine**
“Excuse me, what time does the bus arrive?” Answer: “Your guess is as good as mine; I almost never take the bus.”



SECTION- 4: ONE WORD SUBSTITUTIONS

- | | |
|--|----------------|
| 1. One who is out to subvert a government | Anarchist |
| 2. One who is recovering from illness | Convalescent |
| 3. One who is all powerful | Omnipotent |
| 4. One who is present everywhere | Omnipresent |
| 5. One who knows everything | Omniscient |
| 6. One who is easily deceived | Gullible |
| 7. One who does not make mistakes | Infallible |
| 8. One who can do anything for money | Mercenary |
| 9. One who has no money | Pauper |
| 10. One who changes sides | Turncoat |
| 11. One who works for free | Volunteer |
| 12. One who loves books | Bibliophile |
| 13. One who can speak two languages | Bilingual |
| 14. One who loves mankind | Philanthropist |
| 15. One who hates mankind- | Misanthrope |
| 16. One who looks on the bright side of things | Optimist |
| 17. One who looks on the dark side of things | Pessimist |
| 18. One who doubts the existence of god | Agnostic |
| 19. One who pretends to be what he is not | Hypocrite |
| 20. One incapable of being tired | Indefatigable |
| 21. One who helps others Good | Samaritan |
| 22. One who copies from other writers | Plagiarist |
| 23. One who hates women | Misogynist |
| 24. One who knows many languages | Polyglot |
| 25. One who is fond of sensuous pleasures | Epicure |
| 26. One who thinks only of himself | Egoist |
| 27. One who thinks only of welfare of women | Feminist. |
| 28. One who is indifferent to pleasure or pain | Stoic |
| 29. One who is quite like a woman | Effeminate |
| 30. One who has strange habits | Eccentric |
| 31. One who speaks less | Reticent |
| 32. One who goes on foot | Pedestrian |
| 33. One who believes in fate | Fatalist |
| 34. One who dies without a Will | Intestate |
| 35. One who always thinks himself to be ill | Valetudinarian |
| 36. A Government by the people | Democracy |
| 37. A Government by a king or queen | Monarchy |
| 38. A Government by the officials | Bureaucracy |
| 39. A Government by the rich | Plutocracy |
| 40. A Government by the few | Oligarchy |
| 41. A Government by the Nobles | Aristocracy |
| 42. A Government by one | Autocracy |
| 43. Rule by the mob | Mobocracy |
| 44. That through which light can pass | Transparent |
| 45. That through which light cannot pass | Opaque |
| 46. That through which light can partly pass | Translucent |
| 47. A sentence whose meaning is unclear | Ambiguous |
| 48. A place where orphans live | Orphanage |
| 49. That which cannot be described | Indescribable |
| 50. That which cannot be imitated | Inimitable |
| 51. That which cannot be avoided | Inevitable |



52. A position for which no salary is paid	Honorary
53. That which cannot be defended	Indefensible
54. Practice of having several wives	Polygamy
55. Practice of having several husbands	Polyandry
56. Practice of having one wife or husband	Monogamy
57. Practice of having two wives or husbands	Bigamy
58. That which is not likely to happen	Improbable
59. People living at the same time	Contemporaries
60. A book published after the death of its author	Posthumous
61. A book written by an unknown author	Anonymous
62. A life history written by oneself	Autobiography
63. A life history written by somebody else	Biography
64. People who work together	Colleagues
65. One who eats too much	Glutton
66. That which cannot be satisfied,	Insatiable
67. One who questions everything.	Cynic
68. A flesh eating animal	Carnivorous
69. A grass eating animal	Herbivorous
70. One who lives in a foreign country	Immigrant
71. To transfer one's authority to another	Delegate
72. One who is a newcomer	Neophyte
73. That which is lawful	Legal
74. That which is against law	Illegal
75. One who is unmarried	Celibate
76. A game in which no one wins	Draw
77. A study of man	Anthropology
78. A study of races	Ethnology
79. A study of the body	Physiology
80. A study of animals	Zoology
81. A study of birds	Ornithology
82. A study of ancient things	Archaeology
83. A study of derivation of words	Etymology
84. Murder of a human being	Homicide
85. Murder of a father	Patricide
86. Murder of a mother	Matricide
87. Murder of a brother	Fratricide
88. Murder of an infant	Infanticide
89. Murder of self	Suicide
90. Murder of the king	Regicide
91. To free somebody from all blame	Exonerate
92. To write under a different name	Pseudonym
93. A thing no longer in use	Obsolete
94. A handwriting that cannot be read	Illegible
95. Words written on the tomb of a person	Epitaph
96. One who is greedy for money	Avaricious
97. Something that cannot be imitated	Inimitable
98. One who doesn't know how to read and write	Illiterate
99. A person's peculiar habit	Idiosyncrasy
100. An animal who preys on other animals	Predator
101. Violating the sanctity of a church	Sacrilege
102. One who can throw his voice	Ventriloquist



SECTION-5: SPELLINGS

COMMONLY MISPELT WORDS

acceptable	discipline	pigeon	schedule
accidentally	drunkenness	possession	secede
accommodate	embarrass	preferable	secretary
acquire	equipment	principal/principle	seize
acquire	exhilarate	privilege	sentence
a lot	exceed	questionnaire	separate
amateur	existence	receive	sergeant
apparent	experience	recommend	several
argument	fiery	referred	shepherd
atheist	foreign	reference	shining
absence	fourth	relevant	similar
abundance	gauge	religious	simile
accessible	generally	restaurant	simply
accidentally	grammar	ridiculous	sincerely
acclaim	grateful	rhythm	skiing
accommodate	guarantee	realistically	soliloquy
accomplish	harass	realize	sophomore
accordion	height	really	souvenir
accumulate	hierarchy	recede	specifically
acquaintance	ignorance	receipt	specimen
across	immediate	receive	sponsor
address	independent	recognize	subordinate
advertisement	indispensable	recommend	subtle
aggravate	intelligence	reference	succeed
alleged	its/it's	referred	success
annual	judgment	relevant	succession
apparent	knowledge	relieving	sufficient
appearance	leisure	religious	supersede
argument	library	remembrance	suppress
atheist	lightning	reminiscence	surprise
atheist	lightning	renege	surround
athletics	maintenance	repetition	susceptible
attendance	manoeuvre	representative	suspicious
auxiliary	memento	resemblance	syllable
believe	millennium	reservoir	symmetrical
calendar	miniature	resistance	synonymous
category	mischievous	restaurant	sandal



cemetery	noticeable	rheumatism	schedule
changeable	occasion	rhythm	scissors
collectible	occasionally	sacrilegious	sensible
committed	occur/occurred	sacrifice	separate
conscience	occurrence	safety	special
conscientious	official	salary	success
conscious	parallel	satellite	to/too/two
definite(ly)	parliament	scary	tomorrow
discipline	pastime	scenery	their/they're/there
twelfth	till	usage	Wednesday
tyranny	tomorrow	usually	weird
tangible	tournament	vacuum	wherever
technical	tourniquet	vicious	wholly
technique	transferred	vacuum	weather
temperature	truly	valuable	weird
tendency	twelfth	vengeance	you're/your
themselves	tyranny	vigilant	xenophobe
theories	until	village	xenophobia
therefore	unanimous	villain	yacht
thorough	undoubtedly	violence	yield
though	unnecessary	visible	zoology
through	until	warrant	



2

Reading Comprehension

CLASS EXERCISE READING COMPREHENSION

PASSAGE-A

It was a warm and sunny autumn day: a perfect time to spend the last half of the lunch hour on the playground. Many of the students at Troll Knoll School were enjoying recess. Others were still in the cafeteria. Trogmire Troll and his friends were among those who were enjoying play time.

Troubled Troll was “it” in a friendly game of Simon Screams. “Simon screams,” he screamed, “eat dirt!”

Trogmire Troll, Tremor Troll, Tantrum Troll, and Truman Troli all pretended to eat dirt. They were too stuffed from lunch to really eat any dirt. “Simon screams,” Troubled continued with a wicked grin, “Trogmire has a girlfriend!” There was a lot of laughter. Trogmire Troll was not laughing, however. “I quit this stupid game!” Trogmire announced. He stalked away, heading toward the school. At that very moment, Treasure Troll walked out of the building. She was with her friends, Trivia Troll and Truffle Troll, but her eyes were focused only on Trogmire. Treasure held a small folded piece of paper in her hand. Trogmire attempted to walk past her without acknowledging that he even noticed her. “Hi, Trogmire,” Treasure said, and she reached out to give him the paper. Trogmire refused to accept the offering. He kicked the ground, spraying sand all over Treasure’s pink dress. “Stay away from me, you dumb girl!” he yelled. Trogmire would have been satisfied if Treasure had kicked sand back at him. It would have been fine if she had called him any bad name in the world. Trogmire would have felt lucky if Treasure hated him. But this did not appear to be Trogmire Troll’s lucky day.

Treasure Troll brushed the sand off her dress. She stood quietly for a few seconds and looked at Trogmire. There was no expression of hate or even anger. She just stared at him with eyes that showed only sadness and disappointment. Without saying a word, Treasure turned around and walked back toward the school. She paused and dropped the rejected paper into a large trash can that stood by the door. Trogmire watched as she disappeared through the doorway. He was confused, and not even sure how he felt. Suddenly, he noticed someone standing by his side with a great big smile on a less than friendly face. Oh no, it was Tattle Troll! Trogmire had just made Tattle’s day.

For Essay or Discussion:

1. Do you think that Treasure’s opinion of Trogmire was changed by what happened? Explain, citing examples from the story.

2. Do you think that Trogmire felt good about how he treated Treasure? Explain, being sure to refer to examples from the story.



3. What events do you think will occur in the next part of the story? Explain the reasoning behind your predictions.

PASSAGE-B

Jill Carmer was the first student to walk through the classroom door. “Good morning, my flower,” Mr. El said as he finished writing the morning assignments on the board for his fourth graders. He was especially fond of Jill. She had a lot of qualities, Mr. El’s favorite being that she always laughed at all his jokes. “Mr. El, I like your blue jeans. You look cool!” Jill said as she took her seat.

Before Mr. El could acknowledge the compliment, Tommy and Alex Howard, the twins, walked in. “Cool jeans, Mr. El,” Alex announced. Soon the rest of the class was streaming in, and a chorus of similar comments could be heard. “Thank you, thank you,” Mr. El said to the class. “I’m glad you guys like my new jeans. I wear Levi’s jeans almost every day and this is the first time anybody has even noticed.”

Angela Williams, the self-appointed fashion expert of the class, raised her hand and spoke without waiting to be called on. “That’s because all the other jeans you wear are brown, black, green, tan, or gray.

David Tyler waved both hands furiously until the teacher pointed at him. “You see, Mr. El, you’re wearing blue jeans, just like a real person.” “Thank you, David” Mr. El responded and then addressed the entire class. “Does it really matter what color denim jeans are? Think about it and we’ll discuss the matter later.” Mr. El took the roll call quickly and was pleased to find that no one was absent. This was that annoying day of the week when he had to get his kids to their gym class first thing in the morning.

The class walked down the long hallway to the gym with Mr. El at the end of the line. He opened the door to the faculty room as he watched the last child in line disappear into the gym. Miss Joan was the only person in the room. “Mr. El, what kind of field trip are you taking?” she asked.

“What field trip?” “You’re wearing jeans. Isn’t that a little unusual?” “I wear jeans all the time. These just happen to be blue.” At that moment, Mr Kay, the principal, walked into the room. He glanced at Mr. El who was still standing by the door. “Hmmm,” he said as he walked over to the refrigerator that stood in the far corner of the room. He placed his brown paper lunch bag into it and walked back toward the door. “How are you people this morning?” he asked, and walked out before anyone could reply.

“Those are very nice jeans,” Miss Joan continued, “but aren’t they a little, shall we say, undignified for a professional



position?” Before Mr. El could respond, she added, “Not that I mean to suggest that you ever are dignified.” Mr. El smiled. He would have been disappointed if Miss Joan had not made the latter remark. “How come you haven’t made any comments all the other times I wore different color jeans?”

“I hadn’t noticed. Besides, they weren’t blue jeans.” “They were the same brand, the same style, the same material. No one noticed, no one cared.” Miss Joan sighed, “I get the feeling you’re trying to make some profound point.” Mr. El sat down at the long table that practically went from one end of the room to the other. “My point,” he said, “is that humans are a strange species. They tend to put a lot of importance on unimportant differences.” Miss Joan smiled. “That’s true,” she replied. “But there are times when you have to pretend to be a human if you want to live successfully among them.”

4. What was the same about the way Mr. El’s students and Miss Joan reacted to the blue jeans?

5. What was different about the way Miss Joan and the students reacted?

6. Does it matter if jeans are blue instead of some other color? Should it matter?



CLASS EXERCISE READING COMPREHENSION

DIRECTIONS for questions 1-TI: Read the passages carefully and answer the questions that follow:

PASSAGE-A

Not much is known about the early history of printing with movable type. There is evidence, however, that handset printing with movable type was first invented in China and Korea. At a later time it was developed in Europe. In the 1400s, Laurens Janszoon Koster of Holland and Pamfilo Castaldi of Italy are thought to have made the first European use of printing with movable type. It is Johann Gutenberg's name, however, that is now associated with the invention of the movable type printing press. Although the separate elements of printing (the type, the ink, the press, and the paper) were not Gutenberg's own invention, his contribution was that he printed a large quantity of work of high quality.

Born in Mainz, Germany, in about 1397, Gutenberg was trained as a goldsmith, but he became a partner in a printing office in about 1436. It was in his hometown of Mainz that he began the project he is most famous for the printing of the Mazarin Bible. To finance this great project, he borrowed money from a lawyer named Johann Fust, who carried on Gutenberg's work.

Gutenberg's method dominated the printing industry for almost 400 years. It required hand-setting particular pieces of type, locking them into place, and then printing on wooden flatbed handpresses. The rate was slow compared to modern printing; 300 to 500 sheets a day printed on a single side was considered a good rate, his name lives on as a person who contributed significantly to the technology of human communication.

1. What is the main topic of this passage?
 1. History of early printing
 2. Gutenberg's contribution to printing
 3. The printing of the Mainz Bible
 4. Gutenberg's life in Germany
2. The author infers that the most significant aspect of Gutenberg's work in developing the art of printing is
 1. The large number and quality of copies that he printed
 2. The printing of the Mazarin Bible
 3. The fact that he developed a new technique using known elements
 4. His inventive spirit and tenacious approach to his work
3. Why did Gutenberg borrow money from Fust?
 1. In order to fund his printing of the Bible
 2. In order to pay back loans for buying movable type
 3. In order to expand his printing ability
 4. In order to go into partnership with another printer
4. The word "types" in line 17 could best be replaced by which of the following?
 1. Representative species
 2. Sets of equivalent forms
 3. Styles
 4. Metal pieces
5. According to the author, which of the following did NOT precede Gutenberg in the use of movable type printing?
 1. Fust
 2. Koster
 3. Castaldi
 4. The Chinese
6. In line 19, what does the word "it" refer to?
 1. Pieces of type
 2. Four hundred years
 3. The printing industry
 4. Gutenberg's method



7. Why does the author mention Koster and Costaldi?
1. To bring out the superiority of previous inventors
 2. To show that Gutenberg had rivals
 3. To demonstrate that historians disagree
 4. To broaden the scope of this discussion

PASSAGE-B

Scarce diamonds are more valuable than the clusters of smaller crystals known as bort and carbonado. These diamonds are large single crystals of genuine crystalline carbon.

Diamonds are found in diamantiferous earth that is located in both open air pits and underground mines. To retrieve the diamonds, the earth is crushed and concentrated. The concentrated material is then sorted by passing it over streams of water on greased tables. Since diamonds are water repellent they will stick to the grease. The diamonds are then removed from the grease and cleaned, examined, sorted, and graded. The best diamonds are noted for their cleavage, their translucence, and their color.

All diamonds have natural lines of cleavage along which they may be split, and it is essential to split them before they are cut and polished. Before they are cut and polished, they look like tiny blue-gray stones; they do not twinkle or shine yet. A perfectly cut and polished diamond has 58 faces arranged regularly over its surface. It will be translucent and colorless, blue, white, green and yellow. The value of a jewel diamond depends largely on its color. Or “water” as it is called professionally. A stone of the finest water is blue white.

8. Which of the following statements best describes the organization of this passage?
1. Comparison and contrast
 2. Chronological order
 3. Statement and illustration
 4. Cause and result
9. Which of the following most probably was the subject of the paragraph preceding the passage?
1. discussion of scarce diamonds
 2. a discussion of bort and carbonado
 3. a discussion of the various colors of diamonds
 4. a discussion of means of mining diamonds
10. Which of the following statements is best supported by this passage?
1. the value of a diamond is in large part dependent on the way it is prepared
 2. the natural cleavage will determine the value of a diamond
 3. translucent and transparent diamonds are considered the most valuable
 4. diamonds have been valued by people ever since they were discovered
11. The relationship between the cleavage and translucence of a diamond is not similar to the relationship between the style of an automobile and its
1. color
 2. size
 3. price
 4. speed



EX-1: READING COMPREHENSION

DIRECTIONS for questions I-12: Read the passages carefully and answer the questions that follow

PASSAGE-A

The Library of Congress in Washington, D.C., which houses the largest collection of books in the world, is fighting a battle against paper deterioration. The pages of the old books often yellowed and torn, sometimes crumble when they are touched. The main culprit in the battle is the acidic paper that has been used for making books since the nineteenth century.

Air pollution and moisture have added to the problem. Strangely, the books that are most in danger of destruction are not the oldest books. The paper in books produced before the last century was made from cotton and linen rags, which are naturally low in acid. And the Gutenberg Bible, printed five centuries ago, was made of thin calfskin, and is in remarkably good shape. But in the nineteenth century, with widespread literacy bringing a demand for a cheaper and more plentiful supply of paper, the industry began using chemically treated wood pulp for making paper, it is the chemical in this paper that is causing today's problem.

This problem of paper deterioration is one of global concern. France, Canada and Austria are all doing research into the new methods of deacidification. A new technology has been developed recently, in fact, that allows for mass deacidification of thousands of books at the same time. It costs less than microfilming and still preserves books in their original form, it is hoped there will soon be treatment facilities all over the world to preserve and deacidify library book collections.

1. The main topic of this passage is
 1. paper deterioration
 2. the Gutenberg Bible
 3. microfilming and deacidification
 4. types of paper used in bookmaking
2. The Library of Congress
 1. is headed for destruction
 2. the fighting a battle
 3. is causing paper deterioration
 4. is implementing new techniques
3. According to this passage, libraries are trying to stop
 1. the tearing of books
 2. the yellowing of pages
 3. the problem of air pollution
 4. the deterioration of paper
4. The word "crumble" in line 2 means
 1. break into small pieces
 2. become blackened
 3. curl up
 4. become wrinkled
5. As used in line 3, the word "culprit" refers to
 1. a felon
 2. an offender
 3. a thief
 4. a companion
6. According to the passage, before the nineteenth century.
 1. most books crumbled
 2. the industry used wood pulp
 3. paper had less acid
 4. thousands of books were deacidified.

PASSAGE-B



Both tissue transplants and organ transplants are used in the treatment of disease. Tissue transplants include the transplanting of skin, bones, and the cornea of the eye: whereas organ transplanting includes relating a kidney, heart, lung, or liver. Skin and cornea transplants are very common and successful, and have been performed for hundreds of years. In fact, there is evidence that skin transplants were done as early as 600 B.C. in India. Organ transplants, on the other hand, are quite recent. The first heart transplant was performed by Dr. Christiaan Barnard in 1967 in South Africa. Many successful heart transplant operations have been performed since then. In 1982, Dr. Barney Clark was the first to receive an artificial heart.

Organ transplants are more difficult to perform than tissue transplants; moreover, it is not always easy to find a suitable donor. Even if a healthy organ is found, the receiver's body may reject it. This latter problem is the major reason for lack of success with organ transplants. Doctors and researchers, however, are continuing to find new ways to combat all the problems and to make transplants safer and more available to people who need them. Research into organ transplants continues all the time, though this research is not without problems. In addition to medical issues, there are moral, ethical and legal issues to consider.

7. What does this passage mainly discuss?
- | | |
|---------------------------------|--|
| 1. the treatment of disease | 2. the first heart transplants |
| 3. successful organ transplants | 4. transplants in the past and present |
8. Which of the following is a tissue transplant?
- | | | | |
|----------|---------|---------|-----------|
| 1. liver | 2. lung | 3. bone | 4. kidney |
|----------|---------|---------|-----------|
9. Which of the following could best replace the word "performed" in line 3?
- | | | | |
|----------------|------------|---------------------|-------------|
| 1. carried out | 2. done in | 3. brought together | 4. put upon |
|----------------|------------|---------------------|-------------|
10. In 600 B.C. there were
- | | | | |
|----------------------|---------------------|------------------------|----------------------|
| 1. organ transplants | 2. skin transplants | 3. cornea replacements | 4. artificial hearts |
|----------------------|---------------------|------------------------|----------------------|
11. It can be inferred from the passage that a cornea is most necessary for which of the following?
- | | | | |
|-----------|---------------|-------------|----------|
| 1. health | 2. repiration | 3. strength | 4. sight |
|-----------|---------------|-------------|----------|
12. Successful heart transplants have been performed since
- | | | | |
|-------------|---------|---------|-------------|
| 1. 600 B.C. | 2. 1967 | 3. 1982 | 4. 600 A.D. |
|-------------|---------|---------|-------------|



EX-2: READING COMPREHENSION

DIRECTIONS for questions 1-37: Read the passages carefully and answer the questions that follow

PASSAGE-A

Carnegie Hall, the famous concert hall in New York City, has again undergone a restoration. While this is not the first, it is certainly the most extensive in the building's history. As a result of this new restoration, Carnegie Hall once again has the quality of sound that it had when it was first built. Carnegie Hall owes its existence to Andrew Carnegie, the wealthy owner of a steel company in the late 1800s. The hall was finished in 1891 and quickly gained a reputation as an excellent performing arts hall where accomplished musicians gained fame. Despite its reputation, however, the concert hall suffered from several detrimental renovations over the years. During the Great Depression, when fewer people could afford to attend performances, the directors sold part of the building to commercial people who could afford to attend performances, the directors sold part of the building to commercial businesses. As a result, a coffee shop was opened in one corner of the building, for which the builders replaced the brick and terra cotta walls with windowpanes. A renovation in 1946 seriously damaged the acoustical quality of the hall when the makers of the film Carnegie Hall cut a gaping hole in the dome of the ceiling to allow for lights and air vents. The hole was later covered with short curtains and a fake ceiling, but the never sounded the same afterwards.

In 1960, the violinist Isaac Stern became involved in restoring the hall after a group of real estate developers unveiled plans to demolish Carnegie Hall and build a high-rise office building on the site. This threat spurred Stern to rally public support for Carnegie Hall and encourage the City of New York to buy the property. The movement was successful, and the concert hall is now owned by the city. In the current restoration, builders tested each new material for its sound qualities, and they replaced the hole in the ceiling with a dome. The builders also restored the outer walls to their original appearance and closed the coffee shop. Carnegie has never sounded better, and its prospects for the future have never looked more promising.

1. This passage is mainly about
 1. Changes to Carnegie Hall
 2. The appearance of Carnegie Hall
 3. Carnegie Hall's history during the Great Depression
 4. Damage to the ceiling in Carnegie Hall
2. The word "extensive" in line 2 could be best replaced by which of the following?
 1. Fabulous
 2. Thorough
 3. Devoted
 4. Continuous
3. In line 7, what is the meaning of the word "detrimental"?
 1. Dangerous
 2. Significant
 3. Extreme
 4. Harmful
4. What major change happened to the hall in 1946?
 1. The acoustic dome was damaged.
 2. Space in the building was sold to commercial business.
 3. The walls were damaged in an earthquake.
 4. The stage was renovated.
5. Who was Andrew Carnegie?
 1. A violinist
 2. An architect
 3. A steel mill owner
 4. Mayor of New York City
6. Which of the following words could best replace the word "gaping" in line 11?
 1. Small
 2. Round
 3. Vital
 4. Wide
7. The word "fake" in line 12 is most similar to which of the following?
 1. Low
 2. False
 3. Thin
 4. Handsome
8. What was Isaac Stern's relationship to Carnegie Hall?
 1. He made the movie Carnegie Hall in 1946.



2. He performed on opening night in 1891.
 3. He tried to save the hall, beginning in 1960.
 4. He opened a coffee shop in Carnegie Hall during the Depression.
9. What was probably the most important aspect of the recent renovation?
1. Restoring the outer wall
 2. Expanding the lobby
 3. Restoring the plaster trim
 4. Repairing the ceiling.
10. Which of the following is closest in meaning to the word “unveiled” in line 15?
1. Announced
 2. Restricted
 3. Overshadowed
 4. Located
12. The author uses the word, “spurred” in line 16 to show that Stern.
1. Predicted the result
 2. Probed the plans
 3. Was told in advance
 4. Was stimulated to act.
12. How does the author seem to feel about the future of Carnegie Hall?
1. Ambiguous
 2. Guarded
 3. Optimistic
 4. Negative
13. Which of the following would most likely be the topic of the next paragraph?
1. A scientific explanation of acoustics and the nature of sound.
 2. A description of people’s reactions to the newly renovated hall.
 3. A discussion of the coffee shop that once was located in the building.
 4. Further discussion about the activities of Isaac Stern in 1960.

PASSAGE -B

Situated in the central mountains of Alaska, a peak named Denali rises 20,320 feet above sea level. It is the highest peak in North America and the center Denali National Park. One of America’s greatest wilderness areas, the park has had limited access to visitors, but in spite of this tourism rose from under 6,000 visitors in 1950 to over 546,000 visitors in 1990. The increasing popularity of this park is prompting. Serious discussions about the future use of Denali as well as how to preserve, wilderness areas in general. One important issue of land use arises when parts of National Parks are owned by individuals. In Denali, though most of the land in this vast tract of more than a -million acres is owned by the National Park Service, several thousand acres are still privately owned as mining tracts. These mining tracts in Denali were once abundant source of gold, but they were sources of heavy metals such as arsenic and lead that polluted rivers and streams. Environmentalists were successful in getting the government to require mining companies to submit statements showing the potential impact of a mining project before they are allowed to begin mining. Because of this requirement, many individuals closed their mines and some sold their land to the National Park Service. Some landowners, however, are wondering if it is better to sell their land to the government or keep it for possible future use. Tourism in this previously remote area is bound to rise, as more roads are built to provide easier access to the park. This increase in the number of visitors creates a demand for hotels and other real estate development. The economic implications of this ag! of interest to the landowners, but are dismaying to those interested in preserving the wilderness.

14. What is the primary focus of this passage?
1. Controversies over land use in Denali
 2. Miners selling their property in Denali
 3. Alaska building more roads to Denali
 4. Limiting tourist access to Denali.
15. The word “wilderness” in line 3 could be best replaced by the word
1. dangerous
 2. natural
 3. rural
 4. pastoral
16. The word “prompting” in line 4 could best be replaced by which of the following?
1. promising
 2. sanctioning
 3. initiating
 4. trapping
17. As used in line 5, which of the following is most similar to the word “preserve”?
1. protect
 2. enclose
 3. investigate
 4. foster



18. - The word “arises” in line 6 could be best replaced by
1. surrenders 2. occurs 3. volunteers 4. prospers
19. The word “tract” as used in line 7 refers to which of the following?
1. trail 2. resort 3. frontier 4. expanse
20. Which of the following is most similar to the word “abundant” in line 9?
1. plentiful 2. sparse 3. hopeful 4. absolute
21. According to the passage, which of the following are pollutants in the Denali area?
1. gold 2. pesticides 3. human waste .- 4. arsenic
22. Which of the following is closest in meaning to the phrase “potential impact” in line 11?
1. approximate cost 2. expected value 3. proposed size 4. possible effects
23. The author infers that some mine owners might hesitate to sell their land to the Park Service for which of the following reasons?
1. There maybe increasing demand for the ore in the mines.
2. They might want to move to the towns.
3. They might receive more money selling their land to developers.
4. They might want to build a house on their property.
24. What is the author’s purpose in writing this passage?
1. to demonstrate the changes in Denali National Park
2. to use Denali as an example of common park issues
3. to introduce the wonders of the wilderness area of Denali
4. to explain the problems occurring in Denali Park.
25. Which of the following would most likely be the topic of the next paragraph in this passage?
1. conflict between landowners and environmentalists.
2. the role of the National Park Service in development.
3. tourist needs in Denali Park
4. wildlife in the park.

PASSAGE-C

Sharks have gained an unfair reputation for being fierce predators of large sea animals. Humanity’s unfounded fear and hatred of these ancient creatures is leading to a worldwide slaughter that may result in the extinction of many coastal shark species. The shark is the victim of a warped attitude of wildlife protection; we strive only to protect the beautiful, non-threatening parts of our environment. And, in our efforts to restore only non-threatening parts of our earth, we ignore other important parts.

A perfect illustration of this attitude is the contrasting attitude toward another large sea animal, the dolphin. During the 1980s, environmentalists in the United States protested the use of driftnets for tuna fishing in the Pacific Ocean since these nets also caught dolphins. The environmentalists generated enough political and economic pressure to prevent tuna companies from buying tuna that had been caught in driftnets. In contrast to this effort on behalf of the dolphins, these same environmentalists have done very little to help save the Pacific Ocean sharks whose population has decreased nearly to the point of extinction.

Sharks are among the oldest creatures on earth, having survived in the seas for more than 350 million years. They are extremely



efficient animals, feeding on wounded or dying animals, thus performing an important role in nature of weeding out the weaker animals in a species. Just the fact that species such as the Great White Shark have managed to live in the oceans for so many millions of years is enough proof of their efficiency and adaptability to changing environments. It is time for us humans, who may not survive another 1,000 years at the rate we are damaging the planet, to cast away our fears and begin considering the protection of sharks as an important part of a program for protection of all our natural environment.

26. With which of the following topics is this passage primarily concerned?
1. Sharks are efficient creatures with bad reputations.
 2. Sharks are some of the oldest creatures on earth.
 3. Sharks illustrate a problem in wildlife protection.
 4. The campaign to save dolphins was not extended to save sharks.
27. Which of the following is most similar to the meaning of the word “warped” in line 3?
1. distorted
 2. wasteful
 3. extravagant
 4. wanton
28. In line 7, the word “protested” is closest in meaning to which of the following?
1. prescribed
 2. objected to
 3. protected
 4. reflected on
29. In line 8, the word “generated” could be best replaced by
1. consumed
 2. absorbed
 3. designated
 4. produced
30. How did environmentalists manage to protect dolphins?
1. They prevented fishermen from selling them for meat.
 2. They pressured fishermen into protecting dolphins by law.
 3. They brought political pressure against tuna companies.
 4. They created sanctuaries where dolphin fishing was not allowed.
31. About how long have sharks lived on the planet?
1. 25 million years
 2. 150 million years
 3. 350 million years
 4. 500 million years
32. The author uses the phrase “weeding out” in line 14 to mean
1. strengthening something that is weak
 2. feeding something that is hungry
 3. encouraging something that is efficient
 4. getting rid of something that is unwanted.
33. In line 15, the phrase “managed to live” is used to infer that
1. surviving was difficult
 2. migration was common
 3. procreation was expanding.
 4. roaming was necessary
34. The word “proof” in line 16 could be best replaced by which of the following?
1. characteristic
 2. evidence
 3. praise
 4. customary
35. In line 17, the phrase “to cast away” means most nearly.
1. to throw off
 2. to bring in
 3. to see through
 4. to set apart
36. What is the author’s tone in this passage?
1. explanatory
 2. accusatory
 3. gentle
 4. proud
37. Which of the following best describes the organization of this passage?
1. order of importance
 2. cause and effect
 3. statement and example
 4. chronological order



1. Chemical Equation
2. The Process of Photosynthesis
3. The Parts of Vascular Plants 4. The Production of Sugar
8. In photosynthesis, water
1. must be present
2. is produced in carbohydrates
3. is stored as chemical energy 4. interrupts the chemical reaction
9. Which process is the opposite of photosynthesis?
1. Decomposition 2. Synthesisization 3. Diffusion 4. Respiration
10. The combination of carbon dioxide and water to form sugar results in an excess of
1. water 2. oxygen 3. carbon 4. chlorophyll
11. The word “stored” in line 13 is closest in meaning to
1. retained 2. converted 3. discovered 4. specified
15. In photosynthesis, energy from the sun is
1. changed to chemical energy
2. conducted from the xylem to the leaves of green plants
3. not necessary to the process
4. released one to one for each molecule of carbon dioxide used
13. The word “their” in line 15 refers to
1. radiant energy and chemical energy 2. carbon dioxide and water
3. products 4. complex substances
14. The word “successively” in line 15 is closet in meaning to
1. with effort 2. in a sequence 3. slowly 4. carefully
15. Besides the manufacture of food for plants, what is another benefit of photosynthesis?
1. it produces solar energy
2. it diffuses additional carbon dioxide into the air
3. it maintains a balance of gases in the atmosphere,
4. it removes harmful gases from the air
16. Which of the following is NOT true of the oxygen used in photosynthesis?
1. Oxygen is absorbed by the roots.
2. Oxygen is the product of photosynthesis
3. Oxygen is the used in respiration
4. Oxygen is released into the atmosphere through the leaves

PASSAGE-C

Alfred Bernhard Nobel, a Swedis inventor and philanthropist, bequeathed most of his vast fortune in trust as a fund from which annual prizes could be awarded to individuals and organizations that had achieved the greatest benefit to humanity in a particular year. Originally, there were six classifications for outstanding contributions designated in Nobel’s will including chemistry,



physics, physiology or medicine, literature, and international peace.

The prizes are administered by the Nobel foundation in Stockholm. In 1969, a prize for economics endowed by the Central Bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Recipients in physiology or medicine by the Caroline Institute; in literature by the Swedish Academy; and in peace by the Norwegian Nobel Committee appointed by Norway's parliament. The prizes are usually presented in Stockholm on December 10, with the king of Sweden officiating, an appropriate tribute to Alfred Nobel on the anniversary of his death. Each one includes a gold medal, a diploma, and a cash award of about one million dollars.

17. What does the passage mainly discuss?
1. Alfred Bernhard Nobel
2. the Nobel Prizes
3. Great contributions to mankind
4. Swedish philanthropy
18. Why were the prizes named for Alfred Bernhard Nobel?
1. He left money in his will to establish a fund for the prizes
2. He won the first Nobel prize for his work in philanthropy
3. He is now living in Sweden.
4. He serves as chairman of the committee to choose the recipients of the prizes
19. How often are the Nobel prizes awarded?
1. Five times a year
2. Once a year
3. Twice a year
4. Once every two years
20. The word "outstanding" in line 4 could best be replaced by
1. recent
2. unusual
3. established
4. exceptional
21. The word "will" in line 4 refers to
1. Nobel's wishes
2. a legal document
3. a future intention
4. exceptional
22. A Nobel prize would NOT be given to
1. an author who wrote a novel
2. a doctor who discovered a vaccine
3. a composer who wrote symphony
4. a diplomat who negotiated a peace settlement
23. The word "one" in line 13 refers to
1. tribute
2. anniversary
3. prize
4. candidate
24. Which individual or organization serves as administrator for the trust?
1. The King of Sweden
2. The Nobel Foundation
3. The Central Bank of Sweden
4. Swedish and Norwegian academies and institutes
25. The word "appropriate" in line 13 is closest in meaning to
1. prestigious
2. customary
3. suitable
4. transitory
26. Why are the awards presented on December 10?
1. It is a tribute to the King of Sweden.
2. Alfred Bernhard Nobel died on that day



3. That day was established in Alfred Nobel's will
4. The Central Bank of Sweden administers the trust.

PASSAGE-D

Although stage plays have been set to music since the era of the ancient Greeks, when the dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici. The Florentine composer Jacob Peri produced his famous Euridice, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called first opera. Following his example, a group of Italian musicians, poets and noblemen called the Camerata took most of the plots for their operas from Greek and Roman history and mythology, writing librettos or dramas for music. They called their compositions opera in music or musica or musical works, It is from this phrase that the word "opera" is borrowed.

For several years, the center of opera was Florence, but gradually, during the baroque period, it spread throughout Italy. By the late 1600s, operas were being written and performed in Europe, especially in England, France and Germany. But, for many years, the Italian opera was considered the ideal, and many non-Italian-composers continued to use Italian librettos. The European form de-emphasized the dramatic aspect. New orchestral effects and even ballets were introduced under the guise of opera. Composers gave in to the demands of singers, writing many operas that were nothing more than a succession of brilliant tricks for the voice. Complicated arias, recitatives and duets evolved. The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo, is a recitation set to music whose purpose is to continue the story line. The duet is a musical piece written for two voices, which may serve the function of either an aria or a recitative:

27. This passage is a summary of
 1. opera in Italy
 2. the Camerata
 3. the development of operant
 4. Euridice
28. According to this passage, when did modern opera begin?
 1. in the time of the ancient Greeks
 2. in the fifteenth century
 3. at the beginning of the sixteenth century
 4. at the beginning of the seventeenth century.
29. The word "it" in line 3 refers to
 1. opera
 2. date
 3. era
 4. music
30. According to the author, what did Jacopo Peri write?
 1. Greek tragedy
 2. The first opera
 3. The opera Maria de Medici
 4. The opera The Camerata
31. The author suggests that Euridice was produced
 1. in France
 2. originally by Sophocles and Aeschylus
 3. without much success
 4. for the wedding of King Henry IV
32. What was the Camerata?
 1. a group of Greek musicians
 2. musicians who developed a new musical drama based upon 'Greek drama
 3. a style of music not known in Italy
 4. the name given to the court of King Henry IV



33. The word “revive” in line 7 could best be replaced by
1. appreciate 2. resume 3. modify 4. investigate
34. The word “plots” in line 8 is closest in meaning to
1. locations 2. instruments 3. stories 4. inspiration
35. From what did the term “opera” derive?
1. Greek and Roman history and mythology
2. Non-Italian composers
3. The Italian phrases the means “ musical works “
4. The ideas of composer Jacopo Peri
36. Which of the following is an example of a solo?
1. A recitative 2. a duet 3. an opera 4. A lyre





3

GRAMMAR

PARTS OF SPEECH

- 1. Noun**
A noun is the name of anything. It may be the name of a person, place or thing. e.g. - Ram, Jaipur, Sheep, Bag, etc.
 - 2. Pronoun**
A pronoun is a word used in place of a noun. - e.g. -he, she, I, we, it, you, your, his, her, their, etc.
 - 3. Adjective**
An adjective is a word that adds something to the meaning of a noun or a pronoun. Thus an adjective qualifies a noun or a pronoun. e.g. an honest boy, a fast train, five students, big chair etc.
 - 4. Verb**
A verb is a word used to say something about some person, place or thing as-The girl wrote a letter to her mother.
Delhi is the capital of India.
Two and two make four.
 - 5. Adverb**
An adverb is a word used to add something to the meaning of a verb, an adjective, or another's adverb; as -
He worked the sum quickly.
This flower is very beautiful.
She spoke the word quite correctly.
 - 6. Preposition**
A preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as -
There is a cow in the field.
The book is on the table.
I saw a cow sitting under a tree.
 - 7. Conjunction**
A conjunction is a word used to join words, phrases or sentences; as
Ram and Hari are cousins.
Work hard, or you will fail.
I ran fast, but missed the train.
 - 8. Interjection**
An interjection is a word which is used to express some sudden feeling. It may be the feeling of surprise, joy, anger or sorrow; as -
Hurrah! My father has come.
Alas! The old man is dead.
Oh! I have cut myself.
- As words are divided into different classes according to the work they do in sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.
- They arrived soon after (Adverb)
They arrived after us. (Preposition)
They arrived after we had left (Conjunction)



From the above examples we see that the same word can be used as different parts of speech.

CORRECT USAGE OF NOUNS

Some Nouns have the same form in the Plural as in the Singular; as - deer, sheep, swine, grouse, trout, salmon.

Several Nouns used in counting, when preceded by Numerals, are unaltered in the Plural; as- score, dozen, hundred, thousand, million, brace, pair, couple.

Twenty score men laid down their arms.

This radio set cost me three hundred rupees.

Some Nouns are found only in the Plural.

1. Names of pairs of things which are usually inseparable; as- pincers, tongs, scissors, trousers, spectacles, bellows etc. ['Spectacle' is used in the Singular in the sense of a sight'.]
2. Names of things not generally thought of singly; as - vowels, eatables, movables, valuables.
3. Names of games; as, - billiards, draughts.
4. Names of diseases; as, - measles, mumps.
5. Some miscellaneous Nouns; as - thanks, wages, annals, tidings, proceeds (of a sale), premises (in the sense of houses, lands, etc.)

Some Nouns originally Singular are now generally used in the Plural; as -

Alms:- She gave alms to the Wind beggar, and for these he thanked her.

Eaves:- The eaves are not yet finished.

Riches:- Riches have wings.

The following Nouns are generally used in the Singular:-

Mathematics:- Mathematics is an important subject.

News:- This news is too good to be true

Innings:- The first innings is not yet over.

Physics:- Physics is his favourite study

Some Collective Nouns, though Singular in form are always treated as plurals; as-

Cattle:- These cattle belong to Mr. Smith

People:- Many people (persons) were in the streets.

Vermin:- Vermin have destroyed the crops.

Note:- When 'people' is used in the sense of 'nation', the Plural is 'peoples'; as -

The English are brave people. (Singular)

Asia is inhabited by many peoples, (plural)

The following words are generally used only in the Singular form:-

Alphabet:- He has learnt the alphabet

Information:- I shall give the information

Furniture:- The whole furniture was spoilt by rain

Offspring:- These four sons are my offspring.

Poetry:- Milton wrote very good poetry

Scenery:- The Scenery of Kashmir is charming.



COLLECTIVE NOUNS

They are the name given to a collection (group) of similar things.

PEOPLE

an army of soldiers	a gang of thieves
a bevy of beauties/girls	a horde of savages
a band of musicians	a host of angels
a band of robbers	a line of kings/rulers
a board of directors	a mob of rioters
a body of men	a group of dancers
a bunch of crooks	a group of singers
a caravan of gypsies	a pack of rascals
a choir of singers	a pack of thieves
a class of pupils	a party of friends
a class of students	a patrol of policemen
a company of actors	a posse of policemen
a company of soldiers	a regiment of soldiers
a congregation of worshippers	a staff of employees
a crew of sailors	a staff of servants
a crowd of spectators	a staff of teachers
a crowd of people	a team of players
a dynasty of kings	a tribe of natives
a galaxy of beautiful women	a troop of scouts
a galaxy of film stars	a troupe of artistes
a gang of crooks	a troupe of dancers
a gang of labourers	a troupe of performers
a gang of prisoners	a party of friends
a gang of robbers	

THINGS

an album of autographs	a hail of bullets
an album of photographs	a hand of bananas (each a finger)
an album of stamps	a harvest of wheat/corn
an anthology of poems	a heap of rubbish
an archipelago of islands	a heap of ruins
a bale of cotton	a hedge of bushes
a basket of fruit	a heap of stones
a batch of bread	a layer of soil/dirt
a battery of guns	a library of books
a block of flats	a line of cars
a book of exercises	a list of names
a book of notes	a mass of ruins/hair
a bouquet of flowers	a necklace of pearls
a bowl of rice	an outfit of clothes
a bunch of bananas	an orchard of fruit trees
a bunch of flowers	a pack of cards



a bunch of grapes
a bunch of keys
a bundle of rags/old clothes
a bundle of firewood/sticks
a bundle of hay
a catalogue of prices/goods
a chain of mountains
a chest of drawers
a cluster of coconuts
a cluster of grapes
a cloud of dust
a clump of bushes
a clump of trees
a collection of coins
a collection of curiosities
a collection of pictures
a collection of relics
a collection of stamps
a column of smoke
a comb of bananas
a compendium of games
a constellation of stars
a cluster of diamonds
a cluster of stars
a clutch of eggs
a crate of fruit
a crop of apples
a fall of rain
a fall of snow
a fleet of motor-cars/taxis
a fleet of ships
a flight of airplanes
a flight of steps
a forest of trees
a galaxy of stars
a garland of flowers
a glossary of difficult words/phrases
a group of islands
a grove of trees

ANIMALS

an army of ants
a bevy of quail
a brood/flock of chickens
a catch of fish
a cloud of flies
a cloud of insects

a pack of lies
a packet of cigarettes
a packet of letters
a pair of shoes
a pencil of rays
a quiver of arrows
a range of hills
a range of mountains
a ream of paper
a reel of thread/film
a roll of film/cloth
a rope of pearls
a row of houses
a series of events
a set of china
a set of clubs
a set of tools
a sheaf of arrows
a sheaf of corn
a sheaf of grain
a sheaf of papers
a sheaf of wheat
a shower of blows
a shower of rain
a stack of arms
a stack of corn
a stack of hay
a stack of timber
a stack of wood
a stock of wood
a string of beads
a string of pearls
a suit of clothes
a suite of furniture
a suite of rooms
a tuft of grass
a tuft of hair
a wad of currency/notes
a wreath of flowers

a litter of kittens
a litter of puppies
a menagerie of wild animals
a muster of peacocks
a nest of ants
a nest of mice



a cloud of locusts
a colony of gulls
a drove of cattle
a drove of horses
a flight of birds
a flight of doves
a flight of locusts
a flight of swallows
a flock of birds
a flock of geese
a flock of sheep
a gaggle of geese
a haul of fish
a herd of buffaloes
a herd of cattle
a herd of deer
a herd of elephants
a herd of goats
a herd of swine
a hive of bees
a host of sparrows
a kindle of kittens
a litter of cubs
a litter of piglets

a nest of rabbits
a pack of hounds
a pack of wolves
a plague of insects
a plague of locusts
a pride of lions
a school of herrings/other small a fish
a school of porpoises
a school of whales
a shoal of fish
a skein of wild geese in flight
a string of horses
a stud of horses
a swarm of ants
a swarm of bees
a swarm of insects
a swarm of locusts
a team of horses
a team of oxen
a train of camels
a tribe of goats
a troop of lions
a troop of monkeys
a zoo of wild animals

CORRECT USAGE OF PRONOUNS

1. PERSONAL PRONOUNS

Personal Pronouns have the same **Number and Gender as the Nouns for which they stand as**

1. The boy has failed; he did not work hard.
2. The girl has passed; she worked hard.
3. Call the boys here; they are my students.

The Personal Pronouns I, he, she, we, they have the forms me, him, her, us, them for the Objective Case. Do not use I for me when the Pronoun is connected by a Conjunction (and, or) with some other word in the Objective Case.

These books are for you and me. (not. I)
He invited my sister and me to dinner.

We must always write:-

1. You and I (not, I and you) must work together.
2. You and he (not, he and you) must go together.
3. Hari and I (not, I and he) can never be friends.

We always write:-

1. Between you and me.
2. Between him and me.
3. Between them and us.

The case of Pronouns after 'than' or 'as' may be found by completing the sentence:-

He is taller than I (am tall).



He loves her more than (he loves) me.

The Complement of the Verb 'to be' is always in the Nominative case. If the Complement is a Personal Pronoun; we should always use in nominative form.

1. 'Who is there?' 'It is I (not, me).
2. It was he (not, him). It is she (not; her).
3. It was they (not, them) that did this.

2. USES OF 'IT'

The Pronoun 'it' is used:

1. For things without life; as;
I have a book, It has pictures in it.
2. For animals; as,
The horse fell and broke its leg.
3. For young children; as,
When I saw the child was crying.
4. As a provisional Subject before the Verb 'to be' when the real Subject follows:-
It is our duty to respect our elders.
It is better to die than to beg.
5. To give emphasis to the Noun or Pronoun following; as-
Who is at the door ? It is I.

3. REFLEXIVE AND EMPHASIZING PRONOUNS

These are: myself, yourself, himself, herself, itself, ourselves, yourselves; themselves, yourself (for Singular)

Reflexive Pronouns:

Myself, yourself, etc., are used as objects of a verb when the action of the verb returns to the doer. i.e. when subject and object are the same person; as,

I hurt myself.

We hurt ourselves.

You will hurt yourself, (singular)

You will hurt yourselves. (Plural)

Emphasizing Pronouns:

Myself, yourself, etc., can also be used to emphasize a noun or pronoun; as-

The king himself gave her the medal.

Sita herself opened the door.

I myself saw her smoking in the kitchen.

4. RELATIVE PRONOUNS

The Pronouns who, whose, whom, which, that, which join two sentences and relate or refer to Nouns which have gone before



are called Relative Pronouns

The noun to which a Relative Pronoun refers or relates is called its Antecedent.

This is the boy who was late.

Here 'boy' is the Antecedent of 'who'.

5. USE OF RELATIVE PRONOUNS

Who is used for persons only; as,

The man who is honest succeeds in life.

Blessed is he who has found his work.

They never fail who die in a great cause.

Which is used for animals and for things without life; as.

The horse which Ali bought last year is white.

These are the dogs which bite the children.

That is used for persons, animals and things; as,

Happy is the man that avoids bad company.

He that is not with us is against us.

This is the horse that carried me here.

What refers to things only. Its antecedent is always hidden. What = that which (or the thing which)

This is what (= that which) I want.

I say what (= that which) I mean.

What (= that which) is done, is done.

What (= that which) is one man's meat is another man's poison.

What one man has done, another man can do.

I found what (= the thing which) I was looking for.

The word as is used as a Relative Pronoun after such and sometimes after the same; as,

This is not such a good book as I expected.

He is not such a clever student as you are.

These apples are not such as I bought yesterday.

The word but after a negative as equivalent to who not or which not, but it is used only in the nominative; as,

There was no one present but (=who did not) shed tears.

There is no man but loves (= who does not love) his country.

There is not country but has (= which has not) some great, men in it.

The Relative Pronoun must be of the same Number, Gender and Person as its Antecedent; as,

The boy who was lazy was punished.

The boys who work hard pass the examination.

Hari stood first in the examination. He is my brother.

My brother will never trust you. You have cheated him.

He is Mr. Gill. His son won the first prize in English. This is the house, Jack built.

Combined Sentences :-

Hari, who stood first in the examination, is my brother

My brother, whom you have cheated, will never trust you.



He is Mr. Gill whose son won the first prize in English.
This is the house that Jack built.

CORRECT USAGE OF ADJECTIVES

1. Comparison of Adjectives

In comparing two things or classes of things, the Comparative Degree of Adjectives should be used; as of the two boys, John is the older (not oldest).
He is the better (not best) of two.

When a comparison is made by means of a Comparative followed by than, the thing that is compared must always be excluded from the class of things with which it is compared, by using the word other; as,
Gold is more precious than any other metal. If we say -
Gold is more precious than any metal.

It means that 'Gold is more precious than gold'; since gold itself is a metal. Other examples are:-
Ali plays better than any other boy.
Shakespeare is greater than all other men,
Solomon was wiser than all other men.

When a comparison is made by means of a Superlative, the thing or class of things compared should be included in the comparison of the superlative: as.

He is the wisest of all men (not all other men).
The Ganges is the holiest of all rivers.
Ali is the strongest of all boys.

When the second term of a comparison is given, it must correspond in construction with the first. It is incorrect to say-
The population of Bombay is greater than that of any town in Europe.

The comparison is between-

- (i) The population of Bombay, and
- (ii) The population of any town in Europe.

Study the following examples :-

The wealth of America is greater than that of England.
The streets of Mumbai are cleaner than those of Kolkata.

The Plural forms these and those are often wrongly used with kind and sort which are Nouns in the Singular; as,

Incorrect - I do not like those kind of sweets.
Correct - I do not like that kind of sweets. Or
I do not like sweets of that kind.

But if there is more than one kind or sort, we can say-
I do not like those kinds of sweets.
I dislike these sorts of people.

Double Comparatives and Superlatives must be avoided; as-
He is more cleverer than all. [Omit 'more'.]



He is most wisest of all. [Omit 'most'.]

But lesser (a Double Comparative) is often used even by the best writers; as, 'The lesser' of the two evils.' Comparatives ending in or are followed by to instead of than; as.

Superior - Ahmad's painting is superior to Hari's.

Inferior.- He is inferior to him in common sense.

Senior.- He is senior to me by five years.

Junior.- He is Junior to me by four years.

Some Adjectives are not compared because their meanings is already Superlative; as extremm, universal, unanimous, unique, entire, complete, supreme. To say, chiefest, extremest, etc., is thereivrc improper. But we still say: This is the most perfect painting I have seen.'

'The two first', 'the three first', are meaningless expressions, for they imply that two or three things may be first. We should say 'the first two or the first three'.

I have read only the first two chapters of the book.

The first three boys were given prizes.

'More preferable', 'most prefer able are meaningless expressions. Preferable has the force of a Comparative, and is followed by to. It is, therefore, incorrect to say 'more preferable'.

Incorrect - This scheme is more preferable than that.

Correct - This scheme is preferable to that An adjective us "d as a Noun is always in the Singular, but it is always used in Plural sense with the before it; as, the poor, the rich, the young, etc.

The poor (not poors) should be pitied.

2. The correct Use of some Adjectives

Later, latter; latest, last. *Later and latest denote time; latter and last denote position.*

He came later than I.

This is the latest news.

Smith and James went together. The former was a painter, the latter an artist.

He lives in the last house.

Elder, older; eldest, oldest, Elder and eldest are used of persons only; they denote the position of one member of a family with reference to another or others of the same family. Elder is never followed by than. Older and oldest are used of both persons and things.

He is my elder brother.

His eldest son joined the army.

He is older than his brother.

Farther, further. *Farther denotes a great distance between two points; further means something additional.*

Bombay is farther from Delhi than Calcutta.

I will do this without further delay.

Nearest next. Nearest denotes space or distance; next denotes order or position.

We took the thief to the nearest police station.

Mohan lives in the next house.

Some, any. To express quantity some is used in affirmative sentences, any in negative sentences.

I gave him some butter.



I did not give him any butter.

Will you give me some sugar ?

Have you given him any mangoes ?

Each, every; either, neither. Each means one of two things or one of any number exceeding two; every is never used in speaking of one of two, but is always used in speaking of some number exceeding two;

as,
The two soldiers had each a gun.

Five boys stood in each row.

India expects every man to do his duty.

Either has two meanings : (1) one of two, or (2) each of two—that is, both. Neither is the negative of either and means neither the one nor the other.

You can go by either side (both sides) of the road the trees grew.

He took neither side (neither this side nor that).

Much, Many. Much denotes quantity; many denotes number; as.

There is not much tea in the pot.

How many men were there ?

NOTE-Many a is used with a Noun and Verb in the Singular, but has in reality a Plural meaning.

Many a young man has died for his country.

Little, a little, the little, Little means hardly any or not much. It has a negative meaning.

There was little food in the house.

There is little hope of his recovery.

A little denotes some at least. It has an affirmative meaning.

There is a little hope of her recovery.

He has a little money.

A little knowledge is a dangerous thing.

The little denotes the small quantity. It has both a positive and a negative meaning.

He wasted the little money he had.

it means-

1. The money he had was not much. (Negative)

2. He wasted all the money he had. (Positive)

Less, fewer. Less is used with reference to quantity fewer with reference to number.

This boy weighs no less than forty pounds.

He does not sell less than five kilograms of sugar

No fewer than forty soldiers were wounded.

No fewer than two thousand people were present there.

CORRECT USAGE OF VERBS

The Principal (Chief) Parts of a Verb, from which all other forms can be obtained, are, (1) the Present Tense, (2) the Past Tense, (3) the Past Participle. Verbs are divided into Strong and Weak Verbs, according to the way in which they form their Past Tense and Past Participle.

I. LIST OF STRONG VERBS'



Present	Past	Past Participle,
Abide	abode	abode
Beat	beat	beaten
Become	became	become
Bite	bit	bit
Choose	chose	chosen
Cling	clung	clung
Dig	dug	dug
Draw	drew	drawn
Eat	ate	eaten
Fight	fought	fought
Find	found	found
Forget	forgot	forgotten
Freeze	froze	frozen
Give	gave	given
Grind	ground	ground
Know	knew	known
Ride	rode	ridden
Run	ran	run
See	saw	seen
Sing	sang	sung
Slay	slew	slain
Spit	spat	spat
Wring	wrung	wrung

(1) *Beholden means obliged. It is archaic.

Bid (Past Tense and Past Participle) means to offer a certain price as at an auction.

Bounden, cloven, drunken, gotten, hidden, shrunken, stricken are now chiefly used as Verbal Adjectives only, and not as parts of some tense ; as,

Verbal Adjectives	Past Participles
Your bounden duty.	You are bound by your promise.
Cloven hoofs.	You have cleft my heart in twain.
A drunken drinker.	The driver was drunk.
Some hidden meaning.	Her meaning is hid (or hidden).
A shruken body.	The cloth has shrunken in water.
Sunken eyes.	The ship has sunk :

(2) Some Verbs have double forms ; as,

Awake Awoke (waked)	awoke (awaked)
Crow crew (crowed)	crowed
Hang hung hung	
Hang (to hang a person)	(hanged hanged)
Lie (recline) lay	lain
Lie (to speak falsely) lied	lied
Wake woke (waked)	waked (woke, woken)

II. LIST OF WEAK VERBS



The following is the list of Weak Verbs. It does not include those Verbs which form their Past Tense and Past Participle by adding -d or -ed.

Present	Past	Past Part
Breed	bred	bred
Bring	brought brought	
Buy	bought	bought
Creep	crept	crept
Deal	dealt	dealt
Dream	dreamt	dreamt
Feed	fed	fed
Feel	felt	felt
Have	had	had
Kneel	knelt	knelt
Lead	led	led
Load	loaded	laden
Make	made	made
Meet	met	met
Rent	rent	rent
Seek	sought	sought
Send	sent	sent
Sew	sewed	sewn
Spell	spelt	spelt
Tell	told	told
Work	worked	worked

THE USE OF TENSES

Simple Present is used

1. To express what is actually now taking place; as
Here comes Afzal. See, how it rains !
2. To express habitual actions; as,
He gets up early in the morning. [That is, he is in the habit of getting up, etc.]
He takes exercise every morning.
3. To express universal truths; as,
The soul is immortal. The earth is round.
The path of duty is the way to glory.
The Sun rises in the east and sets in the west.
'Where there is a will there is a way.
4. To express a future action, when the futurity is indicated by the context; as,
The school closes on the 10th.
The college reopens next Monday.
We shall go to Delhi next Friday.



The Present continuous is used to express an action going on at the time of speaking ; as,
The boys are playing football.
Sita is dancing.

Note:- This Tense is sometimes used to mark an action that will happen in the future; as,
I am going to Delhi tomorrow:
She is being married next week.

The **Present Perfect** is used-

1. To express an action that has just been completed; as,
The sun has set. The train has arrived
2. To express a past action, the results of which still continue; as,
I have lived in Bombay for ten years. [It implies that the speaker is still living in Bombay.]
3. To express a Future Perfect when such words as when, before, as soon as, till, after are used before it; as,
I shall go there after I have done my lessons.
I will attend to this business as soon as I have finished my letter [=as soon as I shall have finished].

The **Present Perfect Continuous**, shows that the action that began in the past is continuing up to the present time ; as.

I have been working for two hours.

Note. : - In the Present Perfect Tense, we use since to indicate point of time, and for the indicate period of time : as.
Since morning, since last night since Tuesday last, since February last, since 1947, since either o'clock, etc.

For a long time, for two days, for six months, for five years, etc.

Ali has been reading this book since January last.

We have been living here since 1947.

Sita has been singing sine- morning.

He has been suffering from fever since Wednesday last.

They have been playing the match since eight o'clock.

The boy's have been playing football for three hours.

I have been waiting for you for half an hour. Rama and Hari have been living in this town for the last ten years.

It has been raining for ten hours.

She has been staying with me for two weeks.

The **simple past** is used-

1. To express that something was done or took place in past time; as,
I met him yesterday. He failed last year.
2. To express a habitual action in the past; as,
The Hindu widow burnt [=used to burn] themselves along with their husbands.
3. To express an action actually going on at the time stated; as,
While they bathed [=were bathing] we fished [=were fishing].
The Past Continuous means that the action was still going on in the past time referred to ; as.
When I called upon her, she was singing.



The **Past Perfect** is used to denote an action which had been completed at some point in the past time before another action was commenced; as.

First action completed	Second action took place
(Past Perfect)	(Past Indefinite)
The train had left	(before) they reached the station
The ship had sunk	(before) help could reach her
I had finished my work	(when) Ali came to see me.
The patient had died	(before) the doctor came
The rain had stopped	(when) she arrived.

He had been ill for two days (when) the doctor was sent for.

The **Past Perfect Continuous**, 'I had been writing for an hour when you came to see me,' shows that the action of writing 'had continued for a certain time previous to the point of past time named.'
We had been waiting for you for two hours when you came.

The Simple Future denotes an action that will take place in the future ; as,
I shall see you tomorrow.

The Future Continuous denotes an action going on at some point in future time; as,
She will be singing, then.

The Future Perfect denotes that an action will be completed at some point of time in the future ; as,
I shall have done my work before you come.
I shall have finished this exercise by ten o'clock.
You will have met your mother before I see you again.
Nobody will have taken anything from you when you go home this afternoon.
I hope you will have washed your face before you come into the school again.

The Future Perfect Continuous, 'I shall have been writing' means that the action of writing, whether finished or unfinished, 'will have been in progress for some time'.
We shall have been playing for three hours when you come here.
They will have been making preparations for the marriage for two months.

CORRECT USAGE OF ADVERB

The Adverb enough is always placed after the Adjective which it modifies;
He was foolish enough to offend her.
He was rash enough to see through her game.

Too, Very. The Adverb too means excess of some thing or more than enough.
I am too tired to finish the work means that I am so tired that I cannot finish the work.

1. It is too hot to go outside. (Not, very hot to go outside).
2. It is very hot today, (not, too hot today).
3. I was very pleased when I heard the news. (Not, too pleased)
4. This news is too good to be true. (Not, very good).
5. My heart is too full for words.

Fairly, rather. Both mean 'moderately', but fairly is chiefly used with 'favourable' Adjectives and Adverbs (e.g., good, bravely, well, nice, etc.) while rather is chiefly used before 'unfavourable' Adjectives and Adverbs (e.g., bad, stupidly, ugly, etc.)



Ashok is fairly clever, but his brother is rather stupid.
He is fairly rich, but his uncle is, rather poor.
You have given me rather a lot; I don't think I can eat so much.

Exercise. In each of the following sentences there are three answers marked A, B and C. Only one of these answers is correct. Write the letter of the correct answer in the brackets provided.

Mark the different meanings acquired by the following sentences according to the position of only.

Little, a little. Little is used in a negative sense. It means not much'; as
I little expected that he would win the first prize. [i.e.] I did not expect.)

A little is used in an affirmative sense. It means 'slightly', 'somewhat', 'to some extent; as,
I was a little [-slightly, somewhat] perplexed.

She felt a little shy.

I felt a little tired.

Since. The use of 'since' presents difficulty and should be properly understood.

- (1) As an Adverb signifies 'From now' (i.e., from the present time backwards to the time under reference) In such a case it is (i) placed after the word or words which it qualifies;
(ii) preceded by a Verb in the Past Indefinite Tense;
(iii) placed after a Noun denoting some period of time and not point of time.
The college broke up a month since [from now]
He has been absent from college since Saturday last [not last Saturday since].
He gave up [not has given up] his studies a month since or ago.
The rain fell [not has fallen] five weeks since or ago.
- (2) As a Conjunction it signifies from which time'. In such a case it is (i) followed by a Verb in the Past Indefinite Tense; (ii) preceded by a Verb in the Present Indefinite or Present Perfect Tense; (iii) preceded by a Noun denoting some period of time, and not point of time.
It is now a week since he died.
Three years have passed [not am coming] here.
An hour has passed since he fell [not had fallen] asleep.
- (3) As a Preposition it signifies 'from'. In such a case it is (i) preceded by a Verb in the Perfect Tense; (ii) placed before a Noun denoting a point of time, and not a period of time,
She has been dead [not was closed] since yesterday
He has been ill for the last three days, [not since three days].
His father had been dead [not died] since last Sunday.

Ago. It is an Adverb of Time. Its use is similar to that of since. It is never used as a Conjunction or Preposition, It signifies from the present time dating backwards.

He came here a week ago [= from now].
He died three years ago [= from now].

Before. It is used (i) as an Adverb of Time or (ii) as a Conjunction of Time, or (iii) as a Preposition of Time.

- (1) As an Adverb of Time, it signifies 'formerly', or 'on a former occasion'; as,
He came here once before, and will come again,
I never before saw such a grand sight.
- (2) As a Conjunction of Time, it is followed by a Verb in some present Tense, if the Verb in the Principal Clause is in the Future tense; as-
He will finish his work before he leaves this place.
He will go to Lucknow before the holidays begin.



- (3) As a Preposition of Time, it is always used with a Noun denoting a point of time, and not a period of time; as,
He will not come before the first of the next month.
He came before dawn.

Quite. 'Quite' means 'perfectly', 'completely'. It is not equivalent to 'very'.
This disease is quite dangerous. [Say very.]
Bad water is quite unwholesome. [Say 'very'.]

The use of rather very is unknown in good English. Rather means 'somewhat'. He was rather very tired' means that 'He was somewhat very tired'. This is meaningless. The meaning intended is that the person was extremely tired. 'Rather very' does not convey this meaning.

Of course; certainly. 'Of course', should be used to denote a natural or inevitable consequence. It must not be used for 'certainly'. 'Certainly' emphasises a fact that has just been discovered or ascertained.
She certainly [not of course] sings very well.
Govind is certainly [not of course] the best student in the class.
Of course [not certainly] no train can be punctual on all the days of the year.

CORRECT USAGE OF PREPOSITIONS

The Preposition should be placed immediately before the Relative Pronoun which it governs, as,
He is a person in whom I am much interested.
She is a woman to whom I am much attached.

If two Verbs are used and they cannot both be followed by the same Preposition, the correct one must be
He has been thinking about and looking for you all day.
It will not add to, but rather detract from, his accomplishments.

Prepositions are sometimes repeated unnecessarily; as, The proposal, to which she had given her consent to], is this.
Whenever possible, a sentence should not end with a Preposition. One or two hints will be found useful; as,

- (1) The Preposition must come at the end of the clause or sentence when it governs a Relative Pronoun that is (i) not expressed, (ii) represented by 'as' or 'that'.
This is the room I slept in.
Here is the pen that you asked for.
Such bitter business as the day would quake to look on.
- (2) It stands naturally at the end, when it governs the Interrogative Pronoun.
What is this for? What is she after?
Whom did you give it to?
Whom does this book belong to?
3. It comes at the end, when it combines with a preceding Intransitive Verb making it, in effect a Transitive Verb.
The matter will be looked into.
She dislikes being talked about.

CORRECT USE OF CERTAIN PREPOSITIONS

At, in. At is used with places, usually small towns and villages. It is used before a definite point of time.
In is used with countries and large towns and before a period of time.

See me at six o'clock in the morning.
He lives at Sunam in the Punjab.
He is in England these days.
She lives in Mumbai.
The battle was fought at Panipat.
He will come back in two days' time.



By, with. 'By' is used to express the agent or doer of the action; which relates to the instrument with which the action is done.

He was stabbed by a goonda with a knife.

He was struck by his enemy with a stick.

To kill two birds with one stone.

Between, among. Between is used with two persons or things; among with more than two.

Divide the cake between these two boys.

He was standing among the people.

The two quarrelled between themselves.

The Rajputs quarrelled among themselves.

In, into. In is used in speaking of things at rest; into is used in speaking of things in motion.

She is in bed.

He was standing in the hall.

They marched into the hall.

He lumped into the well.

Example On, upon. On is used in speaking of things at rest, and upon of things in motion; as,

He had no evidence to go upon.

In, within, in means at the end of a future period; Sentence ? means before the end of a future period:

I shall be here in [= at the end of] two days.

After, in. After is generally used to denote some period of time in the Past; in is generally used to show some period of time in the Future.

He returned to Delhi after a week [= at the end of a week, in the past].

He will return to Delhi in a week [=at the end of a week, in the future].

Beside, besides. Beside means 'by the side of or 'outside of ' Beside means 'in addition to'.

He came and sat beside me [= by my side].

Besides [=in addition to] giving him advice, he gave him money.

His answer is beside [= outside of, irrelevant to] the question

Besides [= in addition to] men, there were present many children.

Before, Example. Before is used in Negative and Affirmative sentences to denote a point of future time for is used in Negative sentence to denote a period of future time.

The sun will not rise before an hour.

[We cannot say -'The sun will not rise before an hour'.]

Before' is used for a point of time, not for a period of time.

The sun will rise before seven o'clock. [Affirmative]

The sun will not rise before seven o'clock. (Negative)

Since, from, for. Since is used to denote a -point of time, never a period of time. It is preceded by a Verb in the Present Perfect Tense. But it is correctly used when we speak of the past time, and can never be used with reference to the present or future time.

I have not seen him since last month.

I have been staying here since last week.

Ali has been ill since Tuesday last.

From denotes a point of time. It may be used with all the tenses. It must be followed by to, till or until either expressed morning to evening.



He worked from morning to evening.
He begins school from today.
He will begin school from tomorrow.
He began French from the age of nine.

For denotes a period of time. It may be used with any tense except the Present Imperfect.

I have not seen her for five days.
I have been ill for two weeks.
I have been studying for six hours.

WORDS FOLLOWED BY PREPOSITIONS

Certain Nouns, Adjectives and Verbs are followed by a particular Prepositions. The following is a list of some important words followed by appropriate Prepositions.

1. Nouns followed by Prepositions

Acquaintance with	:	I have no acquaintance with Sita.
Affection for	:	Ali has a strong affection for that poor girl.
Apology for	:	She gave him an apology for her conduct.
Aptitude for	:	The Marwaris have great aptitude for business.
Assurance of	:	Ahmad gave us no assurance of his support.
Blame for	:	Advani accepted blame for the accident.
Candidate for	:	Kama is a candidate for the post.
Capacity for	:	Alta has no capacity for the post.
Care of	:	Take care of your health.
Cause for	:	There is no cause for anxiety.
Cause of	:	She is the cause of the whole trouble.
Charge of	:	A charge of murder was laid at his door.
Claim to	:	He has no claim to my property.
Complaint against	:	I have no complaint against her.
Confidence in	:	I have no confidence in her.
Control over	:	Ganga has no control over his passions.
Disgrace to	:	She is a disgrace to her family.
Duty to	:	We owe a duty to our country.

2. Adjectives and Participles followed by Prepositions

Accused of	:	Ghulam was accused of theft.
Acquainted with	:	Are you acquainted with her ?
Acquitted of	:	The thief was acquitted of the charge.
Addicted to	:	Ali is addicted to opium.
Adjacent to	:	The hotel is adjacent to the post office.
Afflicted with	:	The old man is affected with gout.
Afraid of	:	Don't be afraid of the truth.
Amazed at	:	I was amazed at her safety.



Angry with	:	She was very angry with us.
Annoyed at	:	Rama was annoyed at her behaviour.
Anxious for	:	I am anxious for her safety.
Ashamed of	:	Sita is ashamed of her conduct.
Astonished at	:	All were astonished at her conduct.
Averse to	:	Partap is averse to regular work.
Backward in	:	John is backward in his studies.
Beneficial to	:	Sound sleep is beneficial to health.
Bent on	:	Joseph is bent on mischief.
Blessed with	:	She is blessed with good health.
Blind of	:	The carpenter is blind of the right eye.
Blind to	:	Rashida is blind to her own faults.
Born of	:	Gandhiji was not born of rich parents.
Bound for	:	The ship is bound for England.
Busy with	:	Jack is busy, with his lessons.
Capable of	:	She is capable of improvement.
Careful about	:	She is very careful about her dress.
Charged with	:	The beggar was charged with theft.
Confident to	:	Mohan is confident to his success.
Conscious of	:	Shakuntala is conscious of her faults.
Contented with	:	She is contented with her lot.
Contrary to	:	The boys acted contrary to my orders.
Deaf to	:	He was deaf to all her entreaties.
Deficient in	:	She is deficient in common sense.

3. Verbs followed by Prepositions :

Abide by	:	You must abide by your promise.
Abound with	:	This house abounds with rats.
Abound in	:	Her conversation abounds in good things.
Abstain from	:	Abstain from evil and do good.
Accede to	:	The Principal acceded to my request.
Acquit of	:	The judge acquitted him of theft.
Admit of	:	Your conduct admits of no excuse.
Aim at:	:	All of us aim at excellence.
Attend to	:	Attend to your lessons, please.
Bear with	:	You must bear with my weaknesses.
Beat against	:	The waves beat against the rocks.
Beg of:	:	We all begged pardon of her.
Beg for	:	The poor woman begged for bread from me.
Believe in	:	I do not believe in her honesty.
Beware of	:	Beware of false friends.
Blame for	:	We can hardly blame her for her conduct.
Boast of	:	She boasts of her cleverness.
Borrow from	:	Don't borrow money from my friend.
Break into	:	The thieves broke into his house.
Call on	:	We called on her yesterday.



Call to :	Rama called to her loudly.
Call for	: Your conduct calls for punishment.
Care for	: I do not care,for her opinion.
Charge with	: We charged her with theft.
Comply with	: We always complied with his order.
Confer on	: She conferred a favour on us.
Confide in	: The king confided in his ministers.
Deal in	: He deals in Japanese goods.
Deal with	: Deal fairly with everyone.
Deprive of	: Slaves are deprived of their freedom.
Despair of	: Ramān never despaired of success.
Die of :	Chatterjee died of typhoid.
Live by	: Live by honest labour. ,
Live within	: Live within your means.
Look at	: A cat may look at a king.
Mourn for	: Do not mourn for the dead.
Mix with	: Oil will not mix with water.
Murmur at	: We all murmur at our hard lot.
Object to	: She objected to my going there.
Part with	: He parted with all his wealth.
Pass for	: Partap passed for a clever man.
Perish by	: He was perished by the sword.
Pine for	: She pined.for the lost child.
Play with	: Do not play with Fireworks.
Prefer to	: I prefer milk to tea.
Protect from	: God will protect you frocn coming here.
Protect against	: God shall protect against injustice.
Provide for	: I shall provide for your education.
Provide against	: A wise man provides against the rainy day.
Reconcile to	: Reconcile me to Advani.
Recover from	: He has just recovered from illness.

Certain words require a Preposition followed by a Gerund or a Verbal Noun. In such cases, do not use the Infinitive.

Advani persisted in going there. [Not: to go]

I insisted on her leaving this place at once

We should refrain from doing evil.

The prince aims to helping the poor:

The poor beggar is addicted to smoking.

He is confident of winning.

Bimla had no excuse for remaining absent.

Young boys and girls are fond of reading novels

The prince was desirous of visiting India



CORRECT USAGE OF CONJUNCTIONS

Conjunctions are joining words. They may join words or sentences. Some examples are:

And, But, Although, While,, However etc..

Relative pronouns such as: that, which, who, whom, and whose etc. are also used as conjunctions.

Some conjunctions are used in pairs. The common are,:

1. Either or.

He is either a rogue or a fool.

Either he is mistaken or his mother.

2. Neither nor.

He was neither gay nor sad.

He is neither a rogue nor a fool.

3. Though yet

Though he slay me, yet I will trust in him.

Though he is poor, yet he is honest.

4. Both and.

He is both a poet and a philosopher.

We both loved and honoured her.

5. Such..., as.

There is no such country as you mention.

She is not such a woman as you admire.

6. Such that.

Such was his love for her that he sacrificed even his life for her sake.

7. So, as.... as.

He is not, so rich as you think.

It is as clear as the sun.

8. As.... so,

As you sow, so shall you reap.

As the child is, so is the man.

9. So that.

He was so tired that he could not walk any' farther.

He was so honest that nothing could tempt him to take the bribe,

10. Scarcely when.

He had scarcely recovered from fever when he caught a bad cold.

He had scarcely reached the station when it began to rain in torrents.

11. Not only but also.

He is not only a priest but also a doctor.

He is not only honest but sincere also.

He visited not only Bombay but also Poona.

12. No sooner than.



No sooner did the bell ring than the boys left the class.
No sooner had she heard the news than she started off.
No sooner does he arrive than he begins to work.

CORRECT USAGE

When the Correlative Conjunctions 'either, or', 'neither' "nor", 'both and', 'not only ...but also' are used care must be taken to place the first member-(i.e., the words 'either', 'neither', 'both', 'not ...only') immediately before the words that are contrasted.

Incorrect. Your brother was either there or your cousin.

Correct. Either your brother was there or your cousin [was there].

Incorrect. Neither he is a rogue nor a madman.

Correct. He is neither a rogue nor a madman.

Incorrect. He both obtained a prize and a scholarship.

Correct. He obtained both a prize and a scholarship.

Neither is always followed by 'nor'.

I have neither written to her nor (nor or) spoken to her.

Neither his sister nor (nor or) his mother met me -

'Scarcely' is followed by 'when', and not by 'than' scarcely had he left when (not than) a storm begun to blow.

Scarcely had he reached the station when (not 'than) the train started.

'No sooner' is followed by 'than', and not by 'but'. No sooner had the fight begun than (not but) he ran away

No sooner had he left than (not but) he came back again.

'**Than**' issued as a Subordinating Conjunction. The Subordinate sentence introduced by 'than' is generally elliptical. So in order to determine the case of the word after 'than', the ellipsis must be supplied.

Incorrect. He is stronger than me.

Correct. He is stronger than I [i.e., than I (am strong)].

Note the difference between these two sentences :-

(1) I love you better than him [=love you better than, (I love) him].

(2) I love you better than he [= I love you better than he (loves you)].

Also note the following :-

Incorrect. He is strong as me.

Correct. He is as strong as I [am].

'**Rather**' and '**other**' are followed by 'than', and not by 'but'.

Incorrect. I would have the watch rather but the pen.

Correct. I would have the watch rather than the pen.

Incorrect. She had no other hobby but that of collecting flowers.

Correct. She had no other hobby than that of collecting flowers.

The word 'like' is often wrongly used for 'as ; as.

He did like he was told to do. [Say-'as']

She dances like her mother does. [Say-'as']

In contracted sentences Conjunctions are often wrongly omitted after Adjectives.



Incorrect. He is more polite but not so kind hearted as his father.

Correct. He is more polite than, but not so kind-hearted as, his father.

Incorrect. He is as strong if not stronger than Ali.

Correct. He is as strong as, if not stronger than, Ali.

'Unless' means 'if not'. Hence the word 'not' should not be introduced in the clause beginning with 'unless'.

Incorrect. Unless you do not work hard, you will fail.

Correct. Unless you work hard, you will fail.

Incorrect. Unless you do not apologize, I shall punish you.

Correct. Unless you apologize, I shall punish you.

'Lest' means 'so that..... not', for fear that', and is in modern English followed by 'should':

Take care lest you should fall.

He ran fast lest he should miss the train.

'That' should never be used before a sentence in the Direct Narration, or after a Verb denoting a question in the Indirect Narration.

Incorrect. He said that "I am not feeling well."

Correct. He said, "I am not feeling well."

Incorrect. He asked that how I was feeling.

Correct. He asked how I was feeling.

Since. When it is used as a Conjunction, it is always followed by a Verb in the Simple Past Tense.

Incorrect. Three years passed since my cousin had died.

Correct. Three years have passed since my cousin died.

Incorrect. A month passed since he is coming here.

Correct. A month has passed since he came here.

Before. When it is used as a Conjunction with reference to some future event, it is never followed by a Verb in the Future Tense, even if the Verb in the Principal Clause in Future.

Incorrect. The plants will die before the rains will fail.

Correct. The plants will die before the rains fall or have fallen.

ACTIVE AND PASSIVE VOICE

A Transitive Verb has two Voices-

- 1. The Active**
- 2. The Passive.**

Compare the following -

1. The king killed the lion.

2. The lion was killed by the king.

You will see that both the sentences mean the same thing. But in the first sentence, the Subject (the king) is the doer of the action (killed) In the second sentence, the Subject (the lion) is the sufferer or receiver of the action (was killed).

A Verb is said to be in the **Active Voice** when the person or thing denoted by the Subject acts or is active. [So the Verb 'killed' is Active.]



A Verb is said to be in the Passive Voice when the person or thing denoted by the Subject does not act, but *suffers* the action done by something or someone. [So the Verb 'was killed' is Passive,] An Intransitive Verb is not used in the Passive Voice unless it takes a Cognate Object in the Active ; as,

Active. He has fought a good fight.

Prom Active into Passive

We can turn Active into Passive by taking the Object in the Active Voice and making it the Subject in the Passive Voice; as.

Active. The children are flying kites. **Passive.** Kites are being flown by the children. **Active.**

We are doing our duty. **Passive.** Our duty is being done by us. **Active** The people cheered the king **Passive.** The king was cheered by the people. **Active** The hunter shot the tiger.

Passive. The tiger was shot by the hunter.

Exercise 1. Turn the following sentences from the Active into the Passive Voice :-,

1. Children like sweet things.
2. The servant swept the room.
3. The dog bit the beggar.
4. The hunter shot the lion.
5. She kept us waiting.

Exercise 2. Rewrite these sentences using the Active Voice of the Verbs :-

1. The boy was bitten by a mad dog.
2. The thief has been caught by the police.
3. The house is being built by the mason.
4. We shall be blamed by everyone.
5. She is loved by all her neighbours.

When a Transitive Verb has two Objects, either the Direct or the Indirect Object may become the Subject of the sentence in the Passive Voice ; as,

Active, Rama lent me (ind Obj.) ten rupees (Dir. Obj.).

I was lent ten rupees by Rama.

Active. He taught us (ind. Obj.) English (Dir. Obj.).

Passive. We were taught English by him.

Active. The king will give her a reward.

She will be given a reward by the king.

Passive. A reward will be given her by the king.

Note :- The Object after the Passive Voice is called the **Retained Object.**

When a Factative Verb is changed from the Active Voice to the Passive the Objective Complement becomes a Subjective one ; as,

Active. They made him General.

Passive. He was made General by them.

Some intransitive Verbs with Prepositions used as Transitive Verbs have the Passive Voice.

Active. All laughed at her. **Passive,** She was laughed at by all.

Mark how the following Verbs in the Imper active Mode are changed from Active to Passive

Active, Shut all doors and windows.

Passive. Let all doors and windows be shut.

Active. Give the order.

Passive. Let the order be given.

Study how so change the Voice of Verbs in Interrogative Sentences :-



Active. Does she know you ?

Passive. Are you known to her ?

Active. Did you write this letter ?

Passive. Was this letter written by you ?

Active. Were they doing their duty ?

Passive. Was their duty being done by them ?

Active. Whose book did he steal ?

Passive. Whose book was stolen by him ?

Exercise 3:- Change the Verbs in the following sentences from the Active into Passive Voice :-

1. Who did all this?
2. Summon the fire-brigade at once.
3. What do you want ?
4. Will you lend me your picture book?
5. Why did you give such a rude reply ?

Below are given some more examples of the Active and Passive Voice :-

Active. Who taught you such tricks as these ?

Passive. By whom were you taught such tricks as these

Active. Who did you laugh at ?

Passive. Who was laughed at by you ?

Active. Please don't walk on the grass.

Passive. You are requested not to walk on the grass.

Note :- In the last three examples, the subject disappears in the Passive.

The following instances require special attention :-

Active. He was taught this in his boyhood.

Passive. Somebody taught him this in his boyhood.

Exercise 1: Change the following sentences into the Passive form :-

1. They fixed the time at ten o'clock.
2. Shall I ever forget those happy days?
3. He kept us waiting.
4. Our team scored three goals.
5. Who killed the tiger?

Exercise 2:- Put the following sentences into Active form:-

1. The king was welcomed by the people.
2. My cares are left behind.
3. He was taken for a thief.
4. He was known to be a kind man.
5. Was a present bought for her by her lover?

Exercise 3:- Write the correct forms of the Verb given in brackets:-

1. English (to speak) all over the world.
2. We (to blame) by everyone.
3. The poor beggar (to knock down) by a car
4. He (to punish) by the Headmaster.



5. The king (to welcome) by the people.

PUNCTUATION

Punctuation is derived from the Latin word punctum meaning 'a point'. It means the right use of different marks like the full stop, the comma, the semi-colon, the colon etc. in writing. The different punctuation marks are: - full-stop, the coma, the semi colon, colon etc.

1. Full stop (.)
2. Comma (,)
3. Semicolon (;)
4. Colon(:)
5. Question Mark or Note of Interrogation (?)
6. Exclamation Mark (!)
7. Inverted Commas or Quotation Marks (" ")
8. Parentheses ()
9. Dash (-)
10. Hyphen(-)
11. Apostrophe (')

- (1) **Full Stop (.)**: It represents the greatest pause and separation. It is used:
(i) at the end of complete sentences, which are declarative and imperative, as -
She is in love with Harish.
Please complete this job.
Stop talking.

- (ii) **to mark abbreviations and initials; as-**
B.A., M.L.A., M.P., Ph.D., M.L. Khurana, Mohd. Sharief.

Note:- In current English Mr and Mrs have dropped the full stops after them.

- (2) **Comma (,)**:- It represents the shortest pause and is the most important punctuation mark. It is used:-

- (i) **to separate words in a series; as-**
Germany, Italy, France and England formed an alliance.
His lecture was brief, precise and effective.
The journey to Bombay was long, wearisome and dull.

Note: - Generally no comma is used before the conjunction and.

- (ii) **to mark off a Noun or Noun Phrase in Apposition; as -**
Akbar, the great, was the most popular Muslim ruler.
Milton, the famous English poet, was blind.

- (iii) **to separate an Adverbial Clause from its Principal clause; as-**
When I was a bachelor, I lived by myself.
If you meet him, give him my message.

- (iv) **to mark off words, and phrases like however, therefore, for example etc.; as-**
He filed his nomination for election. Later, however, he changed his mind.
I, therefore, request you to grant me leave for two days,

- (v) **to separate the words of address from the rest of the sentence; as-**



Pardon me, Lord of the universe.

Come to my place, Mohan,

- (vi) **to mark off the reporting verb from the direct speech; as -**
“Now go out and play”, said the father to his children.
The teacher said to his students, “Come prepared for the test.”
- (vii) **to mark off principal phrases; as,**
Finding no one in the house, Sohan came back.
Having lost his purse, he had no money even to buy a ticket.
- (viii) **to mark off question-tags; as-**
You will bring your lunch, won't you?
You won't forget to post the letter, will you?
- (ix) **to separate short coordinate clauses; as**
I came, I saw, I conquered.
I knocked at the door, but nobody came out.
- (x) **to mark off words which otherwise could be put within parentheses; as-**
The lady in pink suit, I think you have met her, is the most interesting character.
Mohan is hoping, as we all are, that his father will come back,
- (xi) **to indicate the omission of a word, especially a verb; as-**
He was a Hindu; she, a Christian.
He will go; you, never.
- (3) **Semicolon (;) :-** A semicolon represents a longer pause than comma, but shorter than a full stop. It is used:-
- (i) to separate independent clauses of a compound sentence that are not joined by a conjunction; as-
He was an honest, brave man; and we all praised him.
- (ii) to separate two independent clauses joined by for example, besides, moreover etc.; as-
I am not interested in going to Goa; besides, I have no money to spare.
Men in villages know nothing, about cities; my neighbor, for example, doesn't know that big hotels heat their water by solar energy.
- (4) **Colon (;):-** A colon marks a more complete pause than that expressed by the semi-colon. It is used:-
- (i) to introduce a quotation; as
Shakespeare says : Discretion is the better part of valour.
- (ii) to introduce an explanation or an elaboration; as,
There is a good news for you: have got the job.
- (iii) before enumeration., examples, etc; as
The metropolitan cities of India are: - Calcutta, Bombay, Delhi and Madras.
- (5) **Question Mark or Note of Interrogation is used at the end of a direct question; as,**
What is your name ?
Do you like adult movies ?
- (6) **Exclamation mark (!) is used after interjections and after sentences and phrases expressing sudden emotion of wish; as-**
What a lovely child !
Oh God ! have spoiled the whole cake!



(7) Inverted Commas or Quotation Marks (“ “):-

They are used to enclose the exact words of a speaker, or a quotation; as-

The organiser said, “Please take your seats”. Keats says, “A thing of beauty is a joy for ever”.

Note : If a quotation occurs within a quotation it is marked by single inverted commas; as-Brutus, after the murder of iCaesar said -to the other conspirators, “Let’s all cry, ‘Peace, freedom and liberty”.

(8) Parentheses (%):- They are used to separate from the main part of the sentence , a phrase or clause which does not grammatically belong to it: as-

The price of this motorbike is rupees twenty five thousand (excluding the excise and registration).

(9) Dash (-) :- A dash is used :-

(i) to indicate an abrupt break or change of thought; as-

If only I had married John, we could have been happy-but why think of it all now ?

(ii) **to tie up or resume a scattered subject: as**

Ram, Shyam and Mamta-they are all to blame the mishap.

(10) Hyphen (-):- a hyphen is shorter than a dash. It is used to connect the parts of a compound word; as, Make-up, good-for-nothing, full, fledged.

Note :-(i) It is also used to connect parts of a word divided at the end of a line.

(ii) **The use of a hyphen can sometimes change the meaning of a word :-**

recover, re-cover (qover again)

relay, le-lay (lay again).

(11) Apostrophe (‘) It is used.

(i) **to show the omission of a letter or letters; as**

Don’t (Do not)

Hon’ble (Honourable)

I’ll (I will)

It’s (It is)

(ii) **to form a possessive case of nouns and pronouns; as -**

Nehru’s (of Nehru)

Girls’ school (school of girls)

One’s (of one)

(iii) **to form the plural of letters and figures; as**

Add two 4’s and three 2’s.



18. His speech was articulate, and I asked him to his ideas.
1. make bigger 2. spread out 3. expand on 4. expand about
19. Our nanny has always been to us.
1. very kindly 2. kindly 3. being kindly 4. kind
20. I with the book quickly.
1. fed up 2. bored 3. got bored 4. became bored up
21. I go to see the doctor last week because I was very ill.
1. must 2. must to 3. had to
22. I could bought that car but I didn't have enough money to pay for the petrol.
1. had 2. have 3. have to
23. I go now because I am already late for my class.
1. must 2. had 3. have to
24. I may able to come to your party if I have the time.
1. be 2. being 3. being to
25. Do you clean the house every day or every week?
1. must 2. have 3. have to
26. I speak French without a problem now because I have had many lessons.
1. may 2. can 3. have
27. They do their homework today because it is a holiday at the school.
1. must not 2. don't have 3. don't have to
28. I help you with your shopping because you have a lot of bags.
1. ought 2. ought to 3. thought
29. When will you come and see us in our new house?
1. can 2. be able to 3. must
30. I may go to Paris next week because there is a very big exhibition there.
1. have 2. have to 3. had
31. Which of these is a noun? It is
1. thing 2. think 3. that 4. there
32. Which of these is a passive sentence? It is
1. He's been there 2. He's been taken there
3. He's been going there 4. He will have been there
33. Which of these is a preposition? It is
1. thorough 2. trough 3. through 4. throng
34. Which of these tenses is Past Perfect Simple? It is
1. She had laughed 2. She has been laughing
3. She laughed 4. She was laughing
35. Which of these is an adverb? It is
1. quickly 2. sly 3. quicker 4. quickest



36. Which of these tenses is Present Simple? It is
1. He spoke 2. He is speaking 3. He speaks 4. He will speak
37. Which of these is an adjective? It is
1. hard 2. hardly 3. harden 4. hardship
38. Which of these is a personal pronoun? It is
1. their 2. they 3. there 4. theirs
39. Which of these is a gerund? It is
1. go 2. goes 3. going 4. gone
40. Which of these is a past participle? It is
1. believing 2. believed 3. believes 4. belief
41. The pencils and paper on your desk.
1. to be 2. is 3. are 4. be
42. do you like to do on the weekends?
1. How 2. What 3. Who 4. Where
43. My sister is home today.
1. at 2. in 3. the 4. on
44. am an engineer.
1. You 2. He 3. We 4. I
45. The bathroom is to the front door.
1. next 2. far 3. opposite 4. away
46. He always works hard.
1. much 2. very 3. great 4. quietly
47. Do you time to go to the store for me?
1. like 2. go 3. have 4. give
48. She is athlete.
1. good 2. well 3. a 4. an
49. There are 12 in a year.
1. days 2. weeks 3. months 4. hours
50. Driving to work in a car is much than riding a bicycle.
1. faster 2. fast 3. fastest 4. more faster



EX - 4: GRAMMAR

DO AS DIRECTED:

(A) Write out the following sentences, the nouns in brackets into the Plural Number:-

1. The (negro) were not fond of (tomato)-, they preferred (potato).
2. The (buffalo) were stung by (mosquito).
3. The (hero) rode in their (pony).
4. They paid (tax) on the (cargo).
5. The (wol~ attacked the (calf) but were driven by a group of (dwar.

(B) Which of the two words given in brackets is correct? Strike out the wrong word:-

6. The (scenery /sceneries) of Kashmir delight us.
7. The Negroes have grisly (hair/ hairs).
8. The news (is/ are) good.
9. Do you like Milton's (poetry /poetries)?

(C) Choose the correct form of the verbs given in brackets:-

10. The wages of sin (is/are) death.
11. Evil (is/was) the news we heard.
12. The tidings (is/ are) false.
13. Mathematics (is/ are) his favourite study.

(D) Here are some phrases which need to be completed. Use these words to help you. You can use some of the words more than once.

team	flock	clutch	swarm
pride	herd	gaggle	bunch
network	pack	pile	school

14. a _____ of stones
15. a _____ of sheep
16. a _____ of bananas
17. a _____ of seagulls
18. a _____ of bees
19. a _____ of flowers
20. a _____ of footballers



21. a _____ of elephants
22. a _____ of cards
23. a _____ of geese
24. a _____ of eggs
25. a _____ of fish
26. a _____ of computers
27. a _____ of lions
28. a _____ of cows

(E) Now complete these phrases.

29. a _____ of players
30. a _____ of robbers
31. a _____ of ants

(F) Use the options given to complete the phrases below:-

team	pack	forest	family	army
	crowd		class	

32. A group of **soldiers** is called an _____.
33. A large group of **people** is called a _____.
34. A large group of **trees** is called a _____.
35. A group of football **players** is called a _____.
36. A group of **pupils** in school is called a _____.
37. A collection of playing **cards** is called a _____.
38. A group of **people who are related** is called a _____.



EX-5: GRAMMAR

DIRECTIONS for questions I-20: in the sentences given below, there is some error in the use of nouns. Correct the sentences

1. He gave/ us some /good advices.
2. My circumstance is bad.
3. I like vegetable.
4. The sceneries of Kashmir are very charming.
5. She had sold all her furnitures.
6. These news are good.
7. I am learning a new poetry.
8. The riches should help the poor.
9. Her hairs are black.
10. The cattles are grazing.
11. He turned a deaf ear to the advices of his teacher
12. The sceneries of Kashmir delight us.
13. His hairs have turned grey
14. He has many grey hair on his head.
15. Second-hand furnitures were put to auction
16. Will you please tell me the reason of an earthquake?
17. You have a good cause for fighting.
18. The boys are walking in the centre of the road
19. His hat was blown off by the strong air.
20. This house is built of stones.



EX-6: GRAMMAR

DO AS DIRECTED:

(A) Out of the five answers (A, B, C, D and E) choose the one that is correct.

- A. who B. which C. that
D. as E. what

1. This is the beggar _____ stole my purse.
2. I, _____ am your king, will lead you.
3. This is the dress _____ needs to be changed
4. He is as intelligent _____ his brother.
5. This is the horse _____ won the race.

(B) Fill up the blanks with 'I' or 'me':-

6. He is taller than _____.
7. Ali and _____ were invited.
8. He invited Hari and _____ to tea.

(C) Fill up the blanks with 'we' or 'us':-

9. All of _____ were present.
10. Do they know better than _____ ?
11. They are stronger than _____.

(D) Fill up the blanks with 'he' or 'him':-

12. I am older than _____.
13. Who is talking? It is _____.
14. I sent for you and _____.

(E) In each of the following questions there are eight answers marked A, B, C, D, E, F, G and H. Only one of these answers is correct. Choose the correct answer:-

- (A) myself (B) ourselves (C) yourself (D) yourselves
(E) itself (F) himself (G) herself (H) themselves

15. Rama has hurt _____.
16. I _____ saw her singing and dancing.
17. The boys hid _____.
18. The prisoner hanged _____.



The following sentences carry some errors. Identify the errors and correct the sentences:

19. This is the best of the two books on this subject.
20. Solomon was wiser than all the Jewish Kings.
21. Who is tallest, you or I?
22. It is more hotter today than yesterday.
23. Death is more preferable than dishonor.
24. I am junior than you by two years.
25. I have given you a most complete account of my travels in Italy.
26. Her command over the English is the most excellent.
27. he has not some money with him.
28. I gave him a few books I had.

Fill in the blanks with 'Much' or 'Many': -

29. I saw..... birds on the tree.
30. She spent money on her daughter's marriage.
31.men were not present there.

Fill in the blanks with 'Farther' or 'Further': -

32. I have nothing to say."
33. Delhi is..... from Mumbai than Surat.
34. Until orders, you act as Headmaster of the school. Fill in the blanks with 'Nearest, nearer' or 'Next': -
35. The thief was taken to the..... police station.
36. Mohan's house is..... to mine.
37. My house is..... to the mall than to the cinema house..

Fill in the blanks with 'Little', or 'The little':

38.drops of water make a-mighty ocean
39. He has a..... hope.
40. He takes interest in me.
41.money that he had with him was spent on medicines



EX-7: GRAMMAR

(A) Fill in the blanks with the Past and Past Participle of the Verbs enclosed brackets:-

1. Beautiful flowers _____ very where. Bikaner has _____ into a large and beautiful city, (grow)
2. Rome was not _____ in a day. They _____ a new mosque. (build)
3. They _____ the clothes on a rope to dry. The murderer was _____ (hang)
4. She _____ beneath the tree. She has _____ down to rest, (lie)
5. He _____ five litres of milk at a time. The driver was _____ (drink)

(B) Select the correct word or phrase from the alternatives given in brackets in the following sentences and mark (~) against the corresponding letter on the right hand side.

6. I shall notto pass. (hope/ fear)
7. Heto help me. (denied / refused)
8. He is sure toin his business.(succeed/ rise)
9. The hen has.....three eggs to-day(lain/ Laid)
10. Sheawake the whole night. (lay, lain)

(C) Tell which word from the following list is appropriate in 11-15:

(I) very (II) much (III) too

11. It is _____ hot today.
12. I was _____ pleased when I heard this.
13. The patient is _____ better today.
14. I was given _____ respect.
15. He is _____ smart and needscoaxing to spill the beans.

(D) Insert one of the Adverbs 'Much', 'Very', 'Too' or 'Quite', in each of the following sentences:-

16. I was _____ sorry to hear of your illness.
17. This news is _____ good to be true.
18. She is now _____ better than before.
19. I was _____ exhausted when I reached home.
20. This picture is _____ more attractive than that.

(E) Common Errors in the use of Adverbs. Make a careful note of the following errors in the use of Adverbs.

21. It is bitter cold today.
22. I am feeling so lonely.
23. He is a much learned man.



24. He is very poorer than all of his friends.
25. He is rather very tired.
26. His son is working very hardly
27. This hardly won liberty is to be defended at all costs.
28. He is presently at Chandigarh.
29. Last night you returned lately.
30. He went directly to his house.

DO AS DIRECTED:

(F) Fill in the blanks with 'Few', 'A few' or 'The few':-

31.were the words she spoke
32.books she had were all burnt
33. He has read only books
34.men can resist the temptation of gold

(G) Fill in the blanks with 'Each', 'Every', 'Either' or 'Neither' :-

35.of the two boys was fined.
36.seat in the hall was occupied
37.he admits it or faces the charges
38.girl was trained individually.



17. His style was deficient _____ ease and variety(in of)
18. He could not convince me _____ the truth of his statement. (about, of)
19. You must deal fairly _____ your fellowmen. (with, of)
20. Criminals are deprived _____ their liberty. (of , with)

(E) Fill in the blanks with suitable Prepositions:

21. I congratulated her _____ her recovery _____ a serious illness.
1. on, from 2. About, of 3. In, from 4. On, with
22. She was vain _____ her beauty.
1. of 2. About 3. With 4.in
23. You must apologise _____ her _____ what you have done.
1. with, with 2.to, for 3. For, for 4. About, for
24. I was annoyed _____ her _____ what she said.
1. with, for 2.about, about 3. On, for 4. On, with
25. I inquired _____ him _____ that incident.
1. about, about 2. To, with 3. from, about 4. For, of



EX-9: GRAMMAR

Use the following verbs: - believe, fill, get, look, put, switch, take, throw, turn, try and the prepositions -away, down, for, in, off, on, out; to form meaningful sentences.

Example: My parents are out. So I have to _____ my baby-brother.

Answer: My parents are out. So I have to look after my baby-brother.

1. Quick _____ the bus. It's ready to leave.
1. Get On 2. Get In 3. Get Out 4. Get Up
2. I don't know where my book is. I have to _____ it.
1. look at 2. Look on 3. Look for 4. Look about
3. It's dark inside. Can you _____ the light, please?
1. switch on 2. switch off 3. Switch for 4. Switch in
4. _____ the form, please.
1. Fill out 2. Fill in 3. Fill up 4. Fill into
5. I need some new clothes. Why don't you _____ these jeans?
1. try out 2. Try on 3. Try for 4. Try at
6. It's warm inside . _____ your coat.
1. take out 2. take off 3. Take up 4. Take away
7. This pencil is really old. You can _____ it _____ .
1. took, away 2. Give, by 3. Throw, away 4. Write, away
8. It's so loud here. Can you _____ the radio a little.
1. Turn up 2. turn off 3. Turn down 4. Turn about
9. The firemen were able to _____ the fire in Church Street.
1. Put in 2. Put off 3. Put out 4. put by
10. Does your little brother _____ ghosts?
1. Believe about 2. Believe of 3. believe in 4. Believe on



EX-10: GRAMMAR

DO A5 DIRECTED:

(A) Form Conditional sentences using the forms from the options given below :

- If it rains, the boys _____ hockey.
1. Won't play 2. Wouldn't play 3. Would have play 4. Wouldn't have play
- If he _____ his own vegetables; he wouldn't have to buy them.
1. grows 2. grew 3. Had-grew 4. grown
- Jim _____ whisky distilleries if he travelled to Scotland.
1. will see 2. Would see 3. had seen 4. Be seen
- Would you go out more often if you _____ so much in the house.
1. Didn't had to do 2. Did have to do 3. Didn't have to do 4. Did do
- She wouldn't have yawned the whole day if she _____ late last night.
1. Didn't stay up 2. Doesn't stay up 3. Hadn't stayed up 4. Stayed up
- If you _____ a minute, I'll come with you.
1. wait about 2. Wait 3. Wait on 4. Wait up
- If we arrived at 10, we _____ Tyler's presentation.
1. Will miss 2. Would miss 3. Would not miss 4. Will not miss
- We _____ John if, we'd known about his problems.
1. Will help 2. Would have helped 3. Would help 4. Will have help
- If they _____ new batteries, their camera would have worked correctly.
1. Use 2. used 3. had used 4. Have used
- If I went anywhere, it _____ New Zealand.
1. Will be 2. Would have been 3. Would be 4. Will have been

(B) CLOZE TEST ON PREPOSITIONS:

I'm Peter and I live _____ (11) _____ Germany. _____ (12) summer I like to travel _____ (13) _____ Italy, because _____ (14) _____ the weather and the people there. Last summer I took a plane _____ (15) _____ Munich to Rome. _____ (16) _____ the airport we went to our hotel _____ (17) _____ bus. We stopped _____ (18) _____ a small restaurant for a quick meal. The driver parked the bus _____ (19) _____ the restaurant. Nobody could find the bus and the driver, so we waited _____ (20) _____ the restaurant _____ (21) _____ one hour. The driver was walking _____ (22) _____ the small park _____ (23) _____ the restaurant which we did not know. So we were very angry -(24) _____ him. But my holidays were great. We sat _____ (25) _____ campfires and went dancing _____ (26) _____ the early mornings.



EX-11: GRAMMAR

DIRECTIONS for questions 1-5: A sentence has been given in Direct Speech. Out of the five alternatives suggested select the one which best expresses the same sentence in Indirect Speech.

1. 'Are you alone, my son?' asked a soft voice close behind me.
 1. A soft voice asked that what I was doing there alone.
 2. A soft voice said to me are you alone son.
 3. A soft voice from my back asked if I was alone.
 4. A soft voice behind me asked if I was alone.
 5. None of these is correct.
2. She said to him, "Why don't you go today?"
 1. She asked him why he did not go that day.
 2. She said to him that why he don't go today.
 3. She asked him not to go today.
 4. She asked him why he did not go today
 5. None of these is correct.
3. "If you don't keep quiet I shall shoot you," he said to her in a calm voice.
 1. He warned her to shoot if she didn't keep quiet, calmly.
 2. He said calmly that I shall shoot you if you don't be quiet.
 3. He warned her calmly that he would shoot if she didn't keep quiet.
 4. Calmly he warned her that be quiet or else he have to shoot her.
 5. None of these is correct.
4. "Please don't go away," she said.
 1. She said to please her and not go away
 2. She told me to go away
 3. She begged me not to go away
 4. She begged that I not go away
 5. None of these is correct.
5. My cousin said, "My room-mate snored throughout the night."
 1. My cousin said that her room-mate had snored throughout the night.
 2. My cousin told me that her room-mate snored throughout the night.
 3. My cousin complained to me that her room mate is snoring throughout the night,
 4. My cousin felt that her room-mate may be snoring throughout the night.
 5. None of these is correct.

DIRECTIONS for questions 6-20: What is the correct reported speech version of the sentences given below in the question.

6. He said to me, "How many mangoes can you eat? What! only one?"
 1. He asked to me how many mangoes can I eat and was astonished that I can eat just one.
 2. He told me how many mangoes could I eat and was astonished to know that I eat just one.
 3. He asked me how many mangoes I can eat and was astonished that I ate only one.
 4. He asked me how many mangoes I could eat and was astonished to know that I could eat just one.
 5. None of these is correct.
7. I said to him, "May God bless you!"
 1. I exclaimed that God might bless him.
 2. I wished that God should bless him.
 3. I prayed that God might bless him.
 4. I wished that God might bless him.
 5. None of these is correct.
8. He said to me, "Thank you for your help."
 1. He thanked me for his help.
 2. He thanked me for my help.
 3. He told me that thank you for my help.
 4. He told me that he was thankful for his help.
 5. None of these is correct.



9. He said, "What a fine day it is!"
1. He wondered that the day was fine.
2. He exclaimed with sorrow that the day was fine.
3. He exclaimed with joy that it was a very fine day.
4. He cried with surprise as the day was fine.
5. None of these is correct.
10. He asked me if he could use my pen?
1. He said to me, "Can you use my pen?"
2. He said to me, "Can I use his pen?"
3. He said to me, "Can I use my pen?"
4. He said to me, "Can I use your pen?"
5. None of these is correct.
11. He said that he would be late for the party.
1. He said, "I shall be late for the party."
2. He said, "He may be late for the party."
3. He said, "Shall I be late for the party."
4. He said, "You will be late for the party."
5. None of these is correct.
12. He asked the boy where he lived.
1. He said to the boy, "Where do you live?"
2. He said to the boy, "Where do I live?"
3. He says to the boy, "Where do you live?"
4. He exclaimed, "Boy, where do you live?"
5. None of these is correct.
13. "Sit down boys" said the teacher.
1. The teacher suggested the boys to sit down.
2. The teacher ordered the boys to sit down.
3. The teacher asked the boys to sit down.
4. The teacher exclaimed the boys to sit down.
5. None of these is correct.
14. The child said, "Good morning mother!"
1. The child asked the mother good morning.
2. The child respectfully said to the mother good morning.
3. The child respectfully wished the mother good morning.
4. The child bade the mother good morning respectfully.
5. None of these is correct.
15. Sita said to me, "You did not return the money."
1. Sita asked me if she had not returned the money.
2. Sita told me that she had not returned the money.
3. Sita told me that I had not returned the money.
4. Sita told me that she has not returned the money.
5. None of these is correct.
16. Ram said to me, "Do you need help?"
1. Ram told me if I needed help.
2. Ram asked me if he needed help.
3. Ram asked me if I needed help.
4. Ram advised me if I needed help.
5. None of these is correct.
17. Mother said to me, "Who teaches you Hindi?"
1. Mother asked me if who taught me Hindi.
2. Mother asked me who taught him Hindi.
3. Mother asked me who taught me Hindi.
4. Mother told me who taught us Hindi.
5. None of these is correct.
18. Gita asked me what had become of Rina.
1. Gita said to me, "What has become of Rina?"
2. Gita told me, "What Rina become of?"
3. Gita said to me, "What become of Rina?"
4. Gita ordered me, "What has become of Rina?"
5. None of these is correct.
19. My mother says, "If you don't work hard you will fail."
1. My mother says that if I don't work hard I fail.
2. My mother told if I did not work hard I would fail.
3. My mother asked that I should work hard or I would fail.
4. My mother suggests me to work hard.
5. None of these is correct.



20. The brother said to the sister, "Which of the two books do you like?"
1. The brother told his sister which of the two books she did like.
 2. The brother asked his sister which of the two books she would liked.
 3. The brother asked his sister which of the two books she liked.
 4. The brother told his sister which of the two books she liked.
 5. None of these is correct.

DIRECTIONS for questions 21-50: Mark the option that reports the given sentence correctly.

21. He said, "I am a student and I have studied for two years."
1. He said that he was a student and that he had studied for two years.
 2. He told I am a student and I have studied for two years.
 3. He said that he is a student and he has studied for two years.
 4. He said that he was a student and that he has studied for two years
22. Ram remarked, "What a terrible noise!"
1. Ram said what a terrible noise.
 2. Ram asked what a terrible noise.
 3. Ram asked if it was a terrible noise
 4. Ram exclaimed that the noise was very terrible.
23. "The officer shouted to his men to halt" is
1. The officer said to his men, "Halt."
 2. The officer told his men, "Please halt."
 3. The officer shouted to his men, "Halt!"
 4. The officer requested to his men, "Halt!"
24. The teacher said to her, "Were you busy on Sunday?"
1. The teacher told her that she was busy on Sunday.
 2. The teacher asked her if she was busy on Sunday.
 3. The teacher asked her if she had been busy on Sunday.
 4. The teacher asked her that she was busy on Sunday.
25. The king said to the man, "Take off your hat" is
1. L -The The king ordered the man to take off his hat
 2. The king asked the man to take off the hat.
 3. The king requested the man to take off his hat.
 4. The king told the man to take off his hat.
26. Krishna said to me, "How much did you pay for books?"
1. Krishna asked me how much did I pay for the books.
 2. Krishna asked me how much I had paid for the books.
 3. Krishna asked me that how much I paid for the books.
 4. Krishna asked me how much I paid for the books.
27. "The teacher advised him not to read so fast" is
1. The teacher told him, "Do not read so fast,"
 2. The teacher asked him, "Do not read so fast."
 3. The teacher said to him, "Do not read so fast."
 4. The teacher advised him, "Do not read so fast."
28. The child asked the mother, "Do you think it is greedy to eat more than two cakes at a time?"
1. The child asked the mother do you think it is greedy to eat more than two cakes at a time.
 2. The child asked the mother that do you think it is greedy to eat more than two cakes at a time.
 3. The child asked the mother if she thought It was greedy to eat more than two cakes at a time.
 4. The child asked the mother whether she did think it was greedy to eat more than two cakes at a time.
29. He said to me, "Wait until I come, "is
1. He told me to wait until I come.
 2. He requested me to wait for him until he came.
 3. He urged me to wait until I come.
 4. He asked me to wait until he came.
30. "He told his servant to hurry up and not to waste time" is
1. He said to his servant, "Hurry up and do not waste-time."
 2. He asked his servant, "Hurry up and do not waste time."
 3. He told his servant, "You should hurry up and not waste time."
 4. He urged his servant, "You will hurry up and not waste time."



31. He will say to his father, "I shall not join this college."
1. He will say to his father that he would not join that college. 2. He will say to his father that I shall not join this college.
3. He will say to his father he will not join this college. 4. He will tell his father that he will not join that college.
32. The teacher said to the students, "The earth is round."
1. The teacher told the students that the earth is round. 2. The teacher told the students that the earth was round.
3. The teacher ordered the students that the earth is round. 4. None of these.
33. He said to him, "Is not your name Rahul?"
1. He asked him whether his name is Rahul. 2. He inquired whether his name was not Rahul.
3. He questioned whether his name was not Rahul. 4. He requested whether his name is not Rahul.
34. The guard said to the visitors, "Beware of dogs."
1. The guard told the visitors beware of dogs.
2. The guard warned the visitors to beware of dogs.
3. The guard said to the visitors that they beware of dogs.
4. The guard ordered the visitors that they should beware of dogs.

DO AS DIRECTED:

35. The stranger asked Alice where she lived. Its direct form of narration is:
1. The stranger requested Alice, "Where did you live?"
2. The stranger said to Alice, "Where do you live?"
3. The stranger said to Alice, "Where you live?"
4. The stranger said to Alice, "Where do you lived?"
36. Mohan wondered; "Why did John speak so rudely to his colleagues?" Its indirect form of narration is :
1. Mohan wondered why John spoke so rudely to his colleagues.
2. Mohan asked why John spoke so rudely to his colleagues.
3. Mohan wondered that why John had spoken so rudely to his colleagues.
4. Mohan wondered why John has spoken so rudely to his colleagues.
37. The monk said to the villagers, "Bring me a glass of milk." Its indirect form of narration is :
1. The monk asked the villagers to bring him a glass of milk.
2. The monk commanded the villagers to bring him a glass of milk.
3. The monk requested the villagers to bring him a glass of milk.
4. The monk said to the villagers that they bring him a glass of milk.
38. My uncle opened the box and said, "Choose whatever you want and it is yours." Its indirect form of narration is :
1. My uncle opened the box and asked me to choose whatever I wanted and it would be mine.
2. My uncle opened the box and said that choose whatever I wanted and it was mine.
3. My uncle opened the box saying choose whatever you what and it is yours.
4. My uncle opened the box and ordered me to choose whatever I want and it is mine.
39. "The teacher told the boys to sit down." Its direct form of narration is :
1. The teacher told the boys, "Sit down, please." 2. He requested, "Boys, sit down,"
3. The teacher said, "Sit down, boys." 4. The teacher commanded, "Boys, sit down."
40. He looked out of his window and said, "What a lovely day !" Its direct form of narration is:
1. He looked out of window to remark what a lovely day
2. He looked out of his window and exclaimed what a lovely day.
3. He looked out of his window and exclaimed with joy that it was a very lovely day.
4. He looked out of his window and exclaiming what a lovely day.



41. He said, "Alas! I am undone." Its indirect form of narration is :
1. He exclaimed -sadly that he was undone.
 2. He shouted loudly that he was undone.
 3. He said that I am undone.
 4. He said that he is undone.
42. The father said to his son, "Bring me this book at once." Its Indirect form of narration is :
1. The father ordered to his son to bring him that book at once.
 2. The father ordered his son to bring him that book at once,
 3. The father told his son to bring him this book M once.
 4. The father ordered his son that he (son) brought that book at once.
43. "He urged them to be quiet and listen to his words" Its direct form of narration is :
1. He requested, "Be quiet and listen to his words"
 2. He shouted to them, "Listen to my words."
 3. He ordered, "Be quiet and listen to my words."
 4. He said, "Be quiet and listen to my words."
44. The teacher said to me, "Do you know what you want to do if you leave school T" Its indirect form of narration is :
1. The teacher asked me if I knew what I wanted to do if left school.
 2. The teacher asked me if I did know what I wanted to do if I leave school.
 3. The teacher asked me if I had known what I wanted to do if I had left school.
 4. The teacher ordered me to know school what I wanted to do if I leave.
45. The, policeman said to us, "Where are you going ?" its indirect form of narration is :
1. The policeman enquired where we were going.
 2. The policeman said where we are going.
 3. The policeman told where we, are going.
 4. The policeman enquired where we are going.
46. The Headmaster told her, "You must have stolen the money before you left the hostel." Its indirect form of narration is :
1. The Headmaster told her that she must had stolen the money before she left the hostel.
 2. The Headmaster told her that she must have had stolen the money before she had left She hostel.
 3. The Headmaster stated emphatically that she must have stolen the money before she had led the hostel
 4. None of these.
47. "The stranger enquired where I lived," Its indirect form of narration is:
1. The stranger asked, "Where did he live?"
 2. The stranger said, "Where do you live ?"
 3. The stranger says to me, "Where I live ?"
 4. The stranger asks, "Where did you, live ?"
48. He says to me, 'What are you doing ?' Its indirect form of narration is
1. He tells me what I was doing.
 2. He says that what he was doing,
 3. He asks me what I am doing.
 4. He tells to me what I was doing.
49. The indirect form of narration of: I was told "When you reach there, enter the second room."
1. I was told that when I reached there, enter the second room.
 2. I was told that when I reach there I should enter the second room.
 3. I was told when I reached there, to enter the second room.
 4. I was instructed to enter the second room when I reached there.
50. The indirect form of narration of: The teacher asked the girl, "Can you remember when you last heard this tune?"
1. The teacher asked the girl if she could remember when she last heard that tune.
 2. The teacher asked the girl when she had last heard this tune.



EX-12: GRAMMAR

DIRECTIONS for questions I-25: Mark the part that carries an error

1. Cotton (1) used to rank (2) first between (3) Alabama's crops, but it represents only (4) a fraction of the agricultural production now.
2. Salmon lay (1) their eggs and die in fresh-water, although (2) they live in salt water when (3) most of their adult lives (4).
3. To building (1) their nests (2), tailorbird use their (3) bills as (4) needles.
4. Fountain pens first (1) became commercial (2) available about (3) a hundred years no (4).
5. With (1) its strong claws (2) and its many protruding tooth (3) gopher is (4) an excellent digger.
6. Drug addiction has (1) resulted of (2) many destroyed (3) careers, and expulsions (4) from school or college.
7. Because (1) of Lewis and Clark Expedition, the United States begin (2) to realize the true value (3) of Louisiana territory (4).
8. Americans (1) annually import more (2) than \$3 billion worthy (3) of Italian clothing, (4) jewelry, and shoes.
9. Akuce Ganuktibm, she (1) spent her life (2) working with the health and welfare (3) of the families (4) of workers.
10. There are (1) many different ways of comparing (2) the economy of one nation with those (3) of another.
11. Male (1) guppies, like (2) many other male fish, are (3) more color (4) than females
12. When (1) rhinos take mud baths, the (2) mud create (3).a barrier to biting (4) insects.
13. Benjamin Franklin, as an (1) inventor, he (2) had broad interests, mechanical skills, persistence, (3) and a practical view of (4) life.
14. In (1) the stock market, the fluctuations in Standard and Poor's 500 Index does (2) not always (3) conform to(4) Dow Jones Averages.
15. A jellyfish, which isn't (1) really a (2) fish, it (3) has no brain, no bones (4) and no face.
16. International trade, going travelling, (1) and television have lain (2) the groundwork for ,(3) modern global life styles (4).
17. The most visible remind (1) of the close relationship between (2) the United States and France is (3) the famous Statue of Liberty, which (4) stands in New York harbor.
18. Until (1) diamonds are cut and polished, (2)they just like Lok (3)small blue-grey stones(4).
19. Jackie Robinson, whose (1) joined the Brooklyn Dodgers in 1947, was (2) the first black American to play (3) baseball in the (4) major leagues.
20. Laser technology is (1) the heart of a (2) new generation (3) of high-speed copiers and printer (4).
21. Fertilize (1) farmland is one (2) of the biggest (3) natural resources in (4) the central States.
22. The symptoms (1) of diabetes in the (2) early stags are too (3) slight that people don't notice them (4).
23. Gone with the wind written (1) after Margaret quit (2) her job as (3) a reporter because of (4) an ankle injury.
24. With a policy (1) of eminent domain, the (2) stat has control ultimate (3) of all real (4) property.
25. Hay fever symptoms, ranged (1) from mild to (2) severe, differ (3) in degree according (4) to the individual.



4

Articles and Prepositions

Articles: Here are the rules for when to use “A, An or The”

- **a** = indefinite article (not a specific object, one of a number of the same objects) with consonants
Example: She has a dog.
 I work in a factory.
- **an** = indefinite article (not a specific object, one of a number of the same object) with vowels (a, e, i, o, u)
Example: Can I have an apple?
 She is an English teacher.
- **the** = definite article (a specific object that both the person speaking and the listener know)
Example:
 Can you close the door please?
 The teacher is very good, isn't he?
- The first time you speak of something use “a or an”, the next time you repeat that object use “the”.
Example:
 I live in a house. The house is quite old and has four bedrooms.
 I ate in a Chinese restaurant. The restaurant was very good.
- DO NOT use an article with countries, states, counties or provinces, lakes and mountains except when the country is a collection of states such as “The United States”.
Example:
 He lives in Washington near Mount Rainier.
 They live in northern British columbia.
- Use an article with bodies of water, oceans and seas —
Example:
 My country borders on the Pacific Ocean
- DO NOT use an article when you are speaking about meals, places, and transport
Example:
 He has breakfast at home. I go to the university. He comes to work by a taxi _____

Example:

A/An	There is a dog outside the building. writer/speaker is referring to.	We don't know which dog the
The dog the	The black dog is outside the building. writer/speaker is referring to	It is understood to which
A/An	Do you know where there is a post office. to a specific post office	The writer/speaker is not referring
The	I am going to the post office.	It is understood to which post office



5

Sentence Correction

These type of questions are asked to check a student in his proficiency in the English usage. The main purpose is to identify whether he is able to use correct English. Generally the format for asking these questions is that a sentence is given with a part underlined. Following each sentence are four ways of wording the underlined part or otherwise a sentence is divided into different parts and the part with an error is to be marked as the answer.

There are some common kinds of errors that are asked in this section. A list of all these frequently asked errors is given below :

- 1] **Subject-verb agreement (Singular - Singular , Plural - Plural)**
Incorrect: Bedroom faces are popular because they really captures the interest of the audience.
Correct: Bedroom faces are popular because they really capture the interest of the audience.
- 2] **Pronoun usage (ambiguity, case etc.)**
Incorrect: Although a teacher used to be a symbol of authority, today they receive little respect from the students.
Correct: Although a teacher used to be a symbol of authority, today he receives little respect from the students.
- 3] **Logical choice of verb tenses**
Incorrect: After they stopped smoking grass, many hippies start showing withdrawl symptoms.
Correct: After they stopped smoking grass, many hippies started showing withdrawl symptoms
- 4] **Adjectives and adverbs (correct modification)**
Incorrect: Psychologists maintain that a child who has been exposed to violence on television is more likely to react violent in stressful situations.
Correct: Psychologists maintain that a child who has been exposed to violence on television is more likely to react violently in stressful situations.
- 5] **Parallelism (similar elements in similar form)**
Incorrect: The bio-data described her potential her personality and her orating but said nothing about achievements.
Correct: The bio-data described her potential,her personality and her oration but said nothing about achievements.
- 6] **Split constructions properly completed**
Incorrect: I have and always will keep the best interests of the country at heart.
Correct: I have and will always keep the best interests of the country at heart.
- 7] **Comparison**
Incorrect: The characters of Steven Spielberg’s English films contain characters as unrealistic and over blown as the king of Hindi films, Subhash Ghai.
Correct: The characters of Steven Spielberg’s English films contain characters as unrealistic and over blown as that of the king of Hindi films, Subhash Ghai.
- 8] **Misplaced modifiers**
Incorrect: He visited the place where Napoleon died during his holidays.
Correct: During his holidays, he visited the place where Napoleon died.
- 9] **Punctuation**
Incorrect: Rabindranath Tagore did more than just write his poems in Bengali, he translated them to English.
Correct: Rabindranath Tagore did more than just write his poems in Bengali ; he translated them into English.



10] **Directness and conciseness**

Incorrect: In the event that he decides to buy a motorcycle, I, for one, would recommend that he buys a Kawasaki.

Correct: If he were to buy a motorcycle, I would recommend that he buys a Kawasaki.

11] **Double negatives (incorrect)**

Incorrect: I am innocent. I don't know nothing about the crime.

Correct: I am innocent. I don't know anything about the crime.

12] **Gerund versus infinitive**

Incorrect: Many people bully others satisfying a need to suppress their inferiority complexes.

Correct: Many people bully others to satisfy a need to suppress their inferiority complexes

13] **Prepositions (idiomatic usage)**

Incorrect: The girl fainted and we had to sprinkle water on her to make her come about.

Correct: The girl fainted and we had to sprinkle water on her to make her conscious.

14] **Unacceptable usage**

Incorrect: Since it was very late, we decided to return back to the camp.

Correct: Since it was very late, we decided to return to the camp.

The following comprehensive example should make this question type clear:

Example-1: Replace the underlined part of the following sentence with the best alternative, grammatically, idiomatically and semantically. Mark (1) if the original sentence is correct.

In the event that he decides to buy a motorcycle, I for one, would recommend that he buy a Kawasaki.

1. In the event the he decides to buy a motorcycle, I, for one,
2. If he was to buy a motorcycle, I
3. If he were to buy a motorcycle, I for one,
4. If he were to buy a motorcycle, I

Solution: In this example, we see that all the four answer choices are syntactically acceptable, except perhaps choice 2 which is a relatively recent Americanism i.e. was. So the focus shifts from choosing the correct alternative to choosing the most correct alternative.

The first step towards getting the answer to this type of question will obviously be having a strong base in English Grammar. For people who have what has been called earlier, a 'feel' of the language, the job is slightly easier; others will have to test the sentences for grammatical purity.

The second thing that is important here is that the student has to gauge the meaning of the sentence and take care that it does not change when selecting what might otherwise seem to be a grammatically correct sentence.

The third and final tip is that after eliminating one or more sentences, if two or more sentences seem to be both grammatically and semantically correct, the student should choose that which is most concise i.e. conveys the same meaning in the least number of words.

In the above example, we find that although choices 2 and 4 are all grammatically acceptable, 4 is the most concise and clear because it is not encumbered by the weight of the extra words still retains the meaning. **Ans 4.**

Example 2: Replace the underlined part of the following sentence with the best alternative, grammatically, idiomatically and



EXERCISE - SENTENCE CORRECTION

Directions for questions 1 to 13: In the questions given below, a sentence has been split into four parts. Only one part is not acceptable as per Standard English usage. Choose that part as the answer.

1. 1. All the students 2. of the class are friendly 3. they love 4. one another
2. 1. I had scarcely 2. finished my meals 3. than 4. my friend dropped in
3. 1. I have not still read it 2. but would like to, 3. if I may 4. No error.
4. 1. Sita claimed that she had 2. not only gone to Delhi
3. but also to Agra 4. and had seen the Taj Mahal
5. 1. Until the epidemic continues 2. in this part of the country
3. you must not leave 4. but remain here
6. 1. It would not suit the rules of art,
2. nor my own feelings, to write in that style
3. although I am aware of the fact that it could fetch me a high price
4. and mass adulation for some time
7. 1. Two women were between 2. those killed in the fire
3. that broke out in the hotel 4. No error
8. 1. The angry boatsman threw 2. the cracked oar
3. in the river 4. and returned home
9. 1. The law is a sleeping giant 2. and until someone affected by it
3. makes it wake up 4. it will continue to sleep
10. 1. Though she was sick 2. but
3. she went to work 4. No error
11. 1. Hardly had I 2. reached the station where
3. I learnt about 4. the powerful bomb explosion
12. 1. No sooner did 2. the Chairman begin speaking, some
3. participants started 4. Shouting slogans
13. 1. My book has been 2. missing from my room
3. till yesterday 4. No error

Directions for questions 14 to 20: Fill in the blank with the correct alternative.

14. _____ his not getting the first place, he was much praised for his zeal.
1. In spite 2. Despite 3. Considering 4. Regardless
15. _____ he is more careful, he will not recover.
1. If 2. For 3. Before 4. Unless
16. It is dangerous to intrude _____ the enemy's camp.
1. in 2. into 3. to 4. though
17. The mother was anxious _____ the safety of her son.
1. at 2. about 3. for 4. upon
18. A good judge never jumps _____ the conclusion.
1. to 2. at 3. on 4. for
19. If you are averse _____ recommending my name, you should not hesitate to admit it.
1. about 2. for 3. to 4. against



36. That carcinogenic substance / are containing in / many common household items, / is well known.
a b c d
37. I did not practiced / music till / I was / twenty four.
a b c d
38. When at last we / got to the theatre / the much publicized play / was already begun.
a b c d
39. He hanged has / head in shame / when he came to know / of his son's mischief.
a b c d
40. They are going to / start early / in order that / they will not be late.
a b c d
41. He was reading / very hard for / six months/still he failed.
a b c d
42. Once he realizes / that he commits / a mistake he admits/and corrects it without delay.
a b c d
43. Had the function/not been postponed / because of the strike/she may have been able to participate.
a b c d
44. He is running temperature / since last Friday / and doctors suspect that / he is down with typhoid.
a b c d
45. For decades / there have been / a debate on whether schizophrenia/is a psychological condition.
a b c d

Directions for Questions 46 to 53: Fill in the blanks with the most appropriate form of the word or phrase given in the parenthesis.

46. If it (snow) _____ this weekend, we (go) _____ skiing near lake tahoe.
1. snows ... shall go 2. snow Shall go 3. snowed.... We will 4. snows ... we should
47. If Vera (keep) _____ drinking, she (eventually lose) _____ her job.
1. keep ... will eventually lose 2. keeps Will eventually lose
3. kept..... would eventually lose 4. keep Would eventually lose
48. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear), virtually) _____ by the time Europeans first (arrive) _____ in the New World.
1. disappear virtually arrived 2. virtually disappeared..... arrived
3. disappeared virtually arrived 4. disappeared virtually.....arrives
49. Listen Donna, I don't care if you (miss) _____ the bus this morning. You (be) _____ late to work too many times. You are fired!
1. miss..... have been 2. missed been 3. missed Have been 4. have missed.... been
50. I am sick of rain and bad weather! Hopefully, when we (wake) _____ up tomorrow morning, the sun (shine) _____.
1. will wake Will shine 2. wake ... shines
3. work Shines 4. wake..... shined
51. The girl _____ (do) a lot of work in order to earn bread and butter.
1. is doing 2. does 3. did 4. All of these
52. Having _____ (swim) only in salt water before, I found it a little difficult to swim in fresh water.
1. swam 2. swum 3. had swam 4. shad swum



53. Juhi used to visit us every week, but she (rarely come) _____ now.
1. rarely comes 2. is rarely coming 3. has rarely come 4. come

Directions for questions 54 to 60: Fill in the blanks with the correct alternative.

54. I denied that I _____ his money.
1. did not steal 2. hand not stolen 3. have not stolen 4. had stolen
55. The principles of law, which originally developed under English common law, are still widely followed today, although _____ not been followed by California courts.
1. they had 2. they have 3. they would 4. both (a) and (b)
56. When I saw him through the window, _____
1. I have run out to open the door 2. I ran out to open the door
3. I am running out to open to door 4. I should run out to open the door
57. The centre-forward was constantly being cheered and applauded because _____.
1. he had been scoring many goals 2. he has scored many goals
3. he had scored many goals 4. he was scoring many goals
58. The journey is not long. I _____ Agra by evening.
1. be reaching 2. will have reached 3. can have reached 4. must have reached
59. If only you had spoken clearly, you _____.
1. would not be misunderstood 2. would not have been misunderstood
3. would not have been misunderstanding 4. would not have misunderstood
60. Never before _____ in an earnest attempt to resolve their differences.
1. have the leaders of these two countries met 2. the leaders of these two countries have met
3. have the leaders of the two countries meet 4. me the leaders of the two countries

Directions for Questions 61 to 65: In each of the following questions four different ways of phrasing a sentence are given. Choose the one which is grammatically correct.

61. 1. Both Amit as well as Harmeet are good in the subject.
2. Amit and Harmeet are both good in the subject.
3. Both Amit and Harmeet are good in the subject.
4. Amit as will as Harmeet are good both in the subejct.
62. 1. I went to Delhi because I might meet Mr. Ahuja.
2. I went to Delhi since I might meet Mr. Ahuja.
3. I went to Delhi so I might meet Mr. Ahuja.
4. I went to Delhi in order that I might meet Mr. Ahuja.
63. 1. Whether he does not return the books, he will not be awarded the certificate.
2. If he does not return the books, he will not be awarded the certificate.
3. Hence he does not return the books; he will not be awarded the certificate.
4. In order that he does not return the books, he will not be awarded the certificate.
64. 1. The current passes in the wire. 2. The current passes at the wire.
3. The currrent passes along the wire. 4. The current passes about the wire.
65. i. My brother will arrive at Monday
ii. My brother will arrive on Monday
iii. My birthday fall in Monday this year.
iv. My birthday falls on Moday this year.
1. ii, iv not iii 2. none of i, ii and iii, iv
3. ii, iv but not i and iii 4. All except iii



have a common basis while “hypocrisy” is just the opposite of that. So the answer has to be “Hypocrisy”. As long as you can find a common property connecting two of the words and another word contrasting that common property, you can spot the Odd man, because of the simple reason that there is going to be only one Odd man in the whole group. **Ans [1]**

II - Analogies

These are the most common question types and are to be found in all management entrance examination papers almost without exception. In the XAT itself, almost 10 to 15 marks are devoted to this type of question. The basic theory is that there are two words given as the question words related in some way and there are four pairs of words as answer choices. The student is expected to study the pairs and mark as the answer the pair which is most similarly or dissimilarly related depending upon the question. First let us take the example of a similar relationship question.

Example-1: BIRDS : ORNITHOLOGY

- | | |
|------------------------|------------------------|
| 1] cells : cytology | 2] bodies : necromancy |
| 3] apes : anthropology | 4] history : histology |

The correct answer is obviously [1] since cytology is the study of cells in much the same way that ornithology is the study of birds. The other answer choices are either incorrect or absurd.

The first step towards solving this type of question is the formulation of a relationship in the students' mind spelling out the relationship between the two words. Then the process of doing the same to the answer choices starts-leading to the evaluation and selection of the best answer.

In the similar relationship type of question only one answer option will have the same relationship while in the dissimilar relationship type, three of the four answer choices will have the same relationship and the answer will not. An example of the second type follows:

Example-2: MASS : KILOGRAM

- | | |
|--------------------|-------------------------|
| 1] length : metres | 2] temperature : kelvin |
| 3] light : watts | 4] speed : knots |

We know that mass is measured in kilograms. Now, when we look at the answer choices, we find that metres, Kelvin and knots are units of measurement for lengths, temperature and speed respectively, but light is measured in candela and not watts. Therefore the answer is [3].

In this question type, sometimes problems arise because the number of relationships could be enormous and there is no real guarantee which type of relationship the questioner decides to give in the paper. Below is listed a few generally popular types of relationships given in the average management entrance question paper:

- | | | |
|---------------------------------|---|----------------------------|
| 1] Study and Topic | - | E.g. Paleontology: Fossils |
| 2] Worker and Tool | - | E.g. Woodcutter: Axe |
| 3] Tool and Action | - | E.g. Knife: Cut |
| 4] Worker and Working Place | - | E.g. Sailor: Ship |
| 5] Worker and Product | - | E.g. Author: Book |
| 6] Product and Raw Material | - | E.g. Shoes: Leather |
| 7] Instrument and Measurement | - | E.g. Barometer: Pressure |
| 8] Quantity and Unit | - | E.g. Time: Seconds |
| 9] Animal and Young | - | E.g. Goat: Kid |
| 10] Male and Female | - | E.g. Drone: Bee |
| 11] Lower and Greater Intensity | - | E.g. Quarrel: Fight |
| 12] Word and Synonym | - | E.g. Placid: Calm |
| 13] Word and Antonym | - | E.g. Cruel: Kind |

Of course these are not all the relationships there are. There are other types also, but the above list should give the student an



idea of the most common ones.

There are a few question types under this heading which are rather tricky, and the student is well advised to be careful of these types. Sometimes the connection between the words may be just based on the premise that one word can have more than one meaning as well as different grammatical usage, as seen in the following similar relationship question:

Example-1: FLAG : STRENGTHEN

1] patriotism : country

2] weaken : energise

3] nebula: obfuscate

4] capital: capitulate

In this admittedly difficult question, the first step towards getting the answer is to realise that one word can have more than one meaning and that flag here does not mean something that flutters on the Red Fort on Independence Day. In other words, here flag does not mean a 'pennant'. Instead flag here is used in the sense in which we would use the sentence 'After running half the marathon, his strength began to flag', i.e. to tire or weaken.

Once this is clear, then it is immediately obvious that the relationship is that of contraries. Therefore one can immediately eliminate choices [1] and [4] since they are irrelevant and have no connection to the question pair. Now we have to choose between [2] and [3] since both seem to be contrary relationships. But we will notice, on closer inspection, that the word nebula, unlike the words flag [from the question pair] and weaken [from [2]] is a noun. Therefore the correct answer, both semantically and syntactically, is [2].

Note—Although, all questions may not be as difficult, the CAT students are well advised to prepare themselves for these types because, ultimately, the difference between getting in to and staying out of a good institute might be just 0.25 marks, one mistake!

Some of the Common Relationships Are:

1. Cause and Effect:

Example-1: LIQUOR : INTOXICATION

Liquor causes intoxication.

Example-2: ZEALOT : COMMUNALISM

A zealot causes communalism to spread.

2. Purpose :

Example-1: BOTTLE : CORK

Cork is used to close a bottle.

Example-2: AWL : PIERCE

Awl is used to pierce.

3. Part - Whole.

Example-1: BOOK : LITERATURE

A book is part of literature.

Example-2: SHARD : POTTERY

Shard is a broken piece of pottery.

4. Part - Part

Example-1: FINGER : HAND

Finger is a part of hand which again is part of a larger body.

Example-2: FRIEZE : WALL

Frieze is an ornamental band on a wall which is part of a larger construction.

5. Object to Action :

Example-1: GUN : FIRE



- You fire a gun.
- Example-2: TERM : COIN
You coin a term.
6. Action to Object / Phenomenon:
Example-1: EAT : FOOD
You eat food
Example-2: FOMENT : RIOT
You foment a riot i.e. to instigate or stir up a riot.
7. Synonym :
Example-1: SLIM : THIN
Thin is the synonym of slim
Example-2: INCARCERATE : IMPRISON
Imprison is the synonym of Incarcerate.
8. Antonyms :
Example-1: RELIGIOUS : ATHEIST
A religious person believes in god while an atheist is a non-believer.
The pair is therefore I antonymous.
Example-2: CIRCUMLOCUTION : BREVITY
Circumlocution means making it roundabout and long while brevity means being brief.
Thus Brevity is an antonym of Circumlocution.
9. Defining Characteristics :
Example-1: JACKAL : SLY
Jackal has the characteristic of being Sly.
Example-2: GOURMAND : GLUTTON
Gourmand has the characteristic of being a Glutton i.e. eating too much.
10. Class & Member :
Example-1: MAMMAL : MAN
Man falls under the class of Mammals.
Example-2: DOGGEREL : POEM
Doggerel is a class of poem which is poor in quality.
11. Mutated Synonyms:
In Mutated Synonyms the words are not purely Synonymous. But they are mutated or subtly changed Synonyms.
Example-1: BRAINWAVE : INSPIRED
The exact synonym for brainwave would be "Inspiration". But in case of Mutated synonym it is replaced with "inspired". So it reads "Brainwave comes to the person who is inspired"
Example-2: CHURLISH : RUDENESS
The exact synonym of Churlish is Boorish or Insolent or Rude. But the Mutated Synonym has Rudeness, the Noun form rather than the Adjective.



EXERCISE - WORD RELATED QUESTIONS

Directions for Questions 1 to 40: Each question has a sentence with one word underline. Identify the meaning of the underlined word from among the four alternatives and mark its number as answer.

1. The student's agitation was kept in abeyance by the police action.
1. postponed 2. kept suspended 3. alleviated 4. invigorate
2. His mental aberration accounts for this kind of shabby work.
1. deviation from normality 2. firmness 3. tight grip 4. alertness
3. If I could find the people responsible for the destruction, I would have no compunction about telling the police.
1. hesitation 2. doubt 3. feeling of guilt or regret 4. compulsion
4. The report on the hospital mentions such indispensable articles as a supply of clean laundry and essential drugs.
1. irresponsible activities 2. stolen materials 3. needed things 4. disease - carrying articles
5. The Minsiter got an overwhelming encore when he finished his song.
1. stone - pelting 2. garlanding 3. call for repetition 4. financial help
6. In his testimonial the witness gave a grotesque distortion of the truth.
1. exact 2. unbelievable 3. countless 4. fantastic
7. She was ridiculed for waving her hand histrionically while speaking to her parents.
1. as if acting 2. referring to history 3. in a lunatic manner 4. vehemently
8. The luxuriant growth of flowers in our garden surprised the visitors.
1. showing luxury 2. abundant 3. multicoloured 4. sweet smelling
9. His officiousness was disliked by one and all among his colleagues.
1. officerly manner 2. haughty look 3. unwanted interference and talk 4. efficiency in doing duties
10. The sedentary job deteriorated his health and made him take drugs.
1. hard 2. detestable 3. irregular 4. done sitting down always
11. The police found that the man whom they had arrested was an accessory to several crimes.
1. eye-witness 2. victim 3. accomplice 4. adversary
12. Many of the workers demurred at working on Sundays and other holidays.
1. demanded extra wages 2. protested 3. agreed 4. expressed willingness
13. The son deserted his father without the slightest contrition and left him in great misery.
1. feeling or regret 2. fear of reprisal 3. sense of guilt 4. animosity
14. Though he had amassed a lot of money in his youth he died an impecunious man.
1. hated by all 2. having little or no money 3. illustrious 4. revered by all
15. Politicians extol their leaders for self-aggrandisement.
1. praise highly 2. accuse 3. indict 4. encourage
16. The speech of the oposition leader on the eduction bill was a diatribe against the Chief Minsiter.
1. accusation 2. insult 3. violent attack in words 4. disparagement
17. The rich man's sitting room was luxurious and flamboyant.
1. costly 2. congested 3. brightly coloured 4. elevated.
18. The meeting started with a mellifluous prayer song by a couple of girls.
1. low tone 2. sharp 3. enticing 4. sweet bounding
19. Though they are receiving high wages, bonus and other amenities, the workers appear to be mendacious.
1. untruthful 2. lazy 3. hardworking 4. languishing



Directions for Questions 41 to 80: An expression followed by four words is given in each of the following questions. The expression carries the meaning of one of the words. Find out the word and mark its number as the answer.

41. A hastily made obstacle to prevent entering
1. fancying 2. balustrade 3. barricade 4. bastion
42. One who evaluates or judges fine art
1. adjudicator 2. artisan 3. critique 4. connoisseur
43. Capable of reducing pain
1. seductive 2. palliative 3. fugitive 4. vindictive
44. A collection of parts into a mass of sum-total
1. aggregate 2. congregate 3. wholesome 4. ultimate
45. Having a quarrelsome character
1. haughty 2. opponent 3. belligerent 4. ultimate
46. Careful watching over possible wrongdoing
1. supervision 2. surveillance 3. servitude 4. reconnaissance
47. Concerned with practical ideas or views
1. orthodox 2. pragmatic 3. sensitive 4. apprehensive
48. Showy but of little value
1. luxurious 2. decorative 3. empathy 4. trumpery
49. Long lasting deep bitterness or ill-will
1. rancour 2. grouse 3. empathy 4. enormity
50. Very much concerned and ancillary
1. sombre 2. conciliatory 3. impetuous 4. solicitous
51. "A man who does not believe in the existence of God",
1. agnostic 2. ascetic 3. atheist 4. anarchist
52. "A government by officials."
1. plutocracy 2. oligarchy 3. bureaucracy 4. aristocracy
53. "To do away with a law."
1. abrogate 2. alienate 3. aggravate 4. annihilate
54. "A person capable of using both hands equally well."
1. ambidextrous 2. amphibious 3. ambiguous 4. amphibian
55. "Custom of a woman having many husbands."
1. polygamy 2. bigamy 3. polyandry 4. monogamy
56. "A person who easily believes whatever is told to him."
1. bibulous 2. credulous 3. callous 4. malicious
57. "Roundabout way of speaking."
1. circumnavigation 2. circumvention 3. circumlocution 4. circumscription
58. "One who knows everything."
1. omnipresent 2. ubiquitous 3. omniscient 4. omnipotent
59. "Use of ambiguous words to mislead the hearers."
1. verbatim 2. locution 3. equivocation 4. malapropism
60. "A person with a generous heart."
1. magnanimous 2. malevolent 3. fanatic 4. stoic



61. A thing done on the spur of the moment
1. prepared 2. fast 3. extempore 4. determinedly
62. Something going from bad to worse
1. worst 2. degrade 3. lessen 4. deteriorate
63. To hit it off with somebody
1. conceit 2. vibe well 3. favour 4. order
64. Having ideas that are impractical
1. blase 2. exotic 3. quixotic 4. polemicist
65. A system by which every one in a country vote to decide a matter of national importance.
1. utopia 2. plebiscite 3. veto 4. plenary
66. People who have special knowledge about a particular subject
1. cognoscenti 2. complacent 3. bashful 4. deadpan
67. To tell some one angrily that he has done something wrong
1. remark 2. exfoliation 3. verbal 4. verbiage
68. Too many unnecessary words in speech or writing
1. extraneous 2. exfoliation 3. verbal 4. verbiage
69. To rub out
1. efface 2. scarce 3. gross 4. statuesque
70. A polite word for something shocking
1. plexus 2. pleonasm 3. aphorism 4. euphemism
71. Military activity of sending soldiers and aircraft to find out about the enemy's forces
1. renaissance 2. retribution 3. reconnaissance 4. readjustment
72. To be courageous and have the ability to keep calm in difficult situations
1. vapid 2. sanguinary 3. pliocene 4. sangfroid
73. The use of more words than are needed to express an idea
1. plosive 2. pleonasm 3. plectrum 4. aplenty
74. A person who believes he is all powerful and wants to control other people's lives
1. narcissist 2. impulsive 3. megalomaniac 4. motivated
75. A word or phrase that is made by changing the order of the letters
1. anagram 2. analogy 3. anaerobic 4. beauteous
76. To make something shorter
1. slight 2. destruction 3. truncate 4. destroy
77. The firing of several guns during a battle or as part of a ceremony
1. salver 2. salve 3. samba 4. salvo
78. Humorous acting in which the performers fall all over, throwing things at each other
1. ridiculous 2. slapstick 3. slather 4. slither
79. To use clever tricks and dishonesty to achieve something
1. slight 2. slick 3. sleight 4. sleazy
80. Something which is extremely unpleasant
1. copious 2. odious 3. porous 4. odoriferous



ANALOGIES

Direction for questions: Choose the pair of words which have a relationship between themselves similar to the relationship between the given pair of words.

81. autobiography : author
1. autograph : signature 2. automation : worker 3. autopsy : doctor 4. self-portrait : artist
82. cumulus : cloud
1. lake : ocean 2. carnivore : meat 3. glacier : blizzard 4. evergreen : tree
83. patter : rain
1. clank : chain 2. bolumr : radio 3. eruption : volcano 4. rainbow : storm
84. solitude : recluse
1. attention : exhibitionist 2. courtesy : braggart 3. poverty : donor 4. official : work
85. meticulous : detail
1. tidy : order 2. wicked : morality 3. memorable : facts 4. uninformed : events
86. fetter : mobility
1. nourish : appetite 2. enfeeble : strength 3. soothe : composure 4. distract : ignorance
87. indecipherable : decoded
1. enfranchised : voted 2. anarchical : reprimanded 3. irrefutable : disproved 4. prodegal : returned
88. authoritarian : encourage
1. heckler : sincerity 2. pragmatist : utility 3. glutton : abstinence 4. infiltrator : purity
89. exhortation : encourage
1. eulofy : condemn 2. tirade : reproach 3. conversation : debate 4. lecture : ramble
90. discerning : nuances
1. hypocritical : motive 2. brave : decisions 3. artless : possessions 4. sensitive : slight
91. bark : tree
1. skin : fruit 2. dew : grass 3. seed : flower 4. peak : hill
92. excerpt : book
1. type : page 2. script : play 3. solo : routine 4. clip : flim
93. pirouette : dancer
1. touchdown : referee 2. motivation : coach 3. somersault : acrobat 4. model : sculptor
94. harbour : safety
1. quicksand : security 2. music : disturbance 2. prison : confinement 4. oasis : thirst
95. bluerprint : building
1. receipt : money 2. symphony : concert 3. map : automobile 4. agenda : meeting
96. gully : erosion
1. water : inundation 2. mine : excavation 3. clot : dispersion 4. forest : cultivation
97. reprehensible : blame
1. virtuous : isolation 2. enviable : restriction 3. disrespectful : honour 4. trustworthy : confidence
98. mortify : embarrass
1. unleash : abandon 2. overlook : recognise 3. tease : compliment 4. rout : defeat
99. bluntness : honing
1. leakiness : caulking 2. sloppiness : skipping 3. monotony : rehearsing 4. maturity : developing
100. apocrypal : authentication
1. ridiculous : familarty 2. detrimental : intention 3. mystical : intolerance 4. profane : sanctity



7

Sentence Completion

How Do Sentence Completions Work?

A sentence completion item consists of a sentence, a part or parts of which have been left out, besides answer choices. You must choose an answer that will complete the sentence by correctly filling in the blank or blanks. Sentence completions are, in part, a test of reading comprehension, but they are also a test of vocabulary. The basic idea of a sentence completion is to “fill in the blank.”

Strategy for Sentence Completion

1. Don't look at the answers until you:
 1. Understand the overall meaning of the sentence.
 2. Have a good idea of what word, or at least what kind of word should go in the blank.
2. Pay close attention to key words. **EXAMPLE**
This _____ old stone farmhouse has been a landmark since before the independence.
 1. fragile
 2. sturdy
 3. flimsy
 4. ramshackle

Key word: landmark ...before independence

Ans. Sturdy

3. Look for Flag Words: Opposite Flags : Although, despite, but, even though, instead of, nevertheless, contrary to, rather than, in spite of, and however

Same Flags :

Since, thus, therefore, as, hence, because, for, for instance, and, moreover, so, due to, and;

4. Identify the apposition structure
 1. In these sentences the second clause clarifies or gives evidence of the first clause
 2. It is separated by comma, semicolon, hyphen or parenthesis.
Also the comma is not followed by words like and, for, yet
5. **Identify if any relationship exists between the two parts of the sentence.**
As there were not enough seats to - so many people at the venue of the address, they had to put up a big tent outside.
 1. entertain
 2. ascertain
 3. welcome
 4. accommodate

Relation: Cause and effect

Ans. Accommodate

6. Anticipate the correct tone.

Sally was popular and _____, and received an overwhelming majority of the votes for student council president.

Tone:: Positive

In summary we should take care of the following while attempting a question on sentence

1. Do not look at the answer choices at the first glance. First try to infer the sentence overall meaning.
2. Look for transitional words (like although and likewise) that will help you in suggesting the possible answer choices that may fit in the blank.
3. After you have thought of the word that could possibly be the solution, look at the answer choices. Consider all the answers to make the best choice.
4. Try to first fill in the easy blank in sentences with two missing blanks. Eliminate the choices if the word does not fit for either first or second blank.
5. With the remaining choices, _____ find out the one that fits in _____ best are most logical. 6. Practice, Practice, Practice!



1. with agents of erosion
2. other agents of erosion
3. for agents of erosion
4. to other agents of erosion
14. Ultrasound can be used to assess gestational, age, to evaluate bleeding during pregnancy, and
1. determining the location of the fetus
2. to determine the location of the fetus
3. which determined the location of the fetus
4. it is a determination of the fetus location
15. For years, researchers have tried to lower the antipsychotic drug dosage to a level movement disorders, yet controls psychosis.
1. that they minimize
2. the minimum is
3. they minimizes
4. that minimizes
16. The details of the geological history of the Rocky Mountains have been lost hundreds of millions of years.
1. on the passage for
2. during the passage of
3. in the passage
4. at the passage-of
17. In China, acupuncture is used as an anesthesia, permitting patients to have major surgery
1. while fully conscious
2. what is fully conscious
3. that fully conscious
4. which is fully conscious
18. as president a candidate e must win a majority of votes.
1. Having elected
2. Electing
3. To be elected
4. Elected
19. It is not known _____ numbers were created.
1. when
2. after
3. since
4. before
20. Hair color is _____ characteristics to use in identifying people.
1. one of most obvious
2. obviously one of the most
3. one of the most obvious'
4. one of the most obvious that is
21. It takes _____ car to get there.
1. a shorter time by subway than by
2. shorter time than by subway and by
3. by subway shorter time than
4. shorter time by subway than
22. first place in the women's ten-meter platform diving event, Xu Yianmei became China's first gold medal winner in the 1988 Summer Olympic Games in Seoul.
1. To win
2. Being won
3. Won
4. Having won
23. The script has to _____ for a speech even though it's well written.
1. adapt
2. be adapted
3. adapted
4. adapt



18. Not until the end of the nineteenth century, _____ become a scientific discipline:
1. plant breeding had 2. did plant breeding 3. plant breeding have 4. have plant breeding
19. The cerebral cortex is _____ where the process of remembering faces takes place.
1. the area is brained 2. the area of the brain 3. and a brain are 4. brain area
20. By the end of the nineteenth century, Thomas Edison had invented the first practical light bulb, _____
1. a source of cheap electrical light 2. the light of electricity cheap source
3. a source light cheap electrically 4. light with cheap electricity source
21. _____ about babies' feelings is inferred from their facial expressions.
1. what we know 2. to be known by us 3. knowing 4. known
22. _____, Communities are formed in a variety of ways.
1. Created a division of labor 2. To create a division of labor
3. Create a division of labor 4. Creation of division of labor
23. Often weighing _____ 100 pounds, large dogs are used to pull sleds in the snow.
1. more than 2. just an 3. than it is 4. than
24. _____ some countries that have two seasons in a year instead of four seasons.
1. are 2. any 3. There are 4. there is
25. Approximately ninety percent of the U.S. population will probably live in _____ near cities by the beginning of the year 2000.
1. or 2. for 3. so 4. by
26. Not until recently did scientists have enough data _____ to do a statistical analysis.
1. on animal life spans 2. life span on animals
3. difference about life animal spans 4. life span about animal difference
27. The conditions necessary _____ this project have not been met.
1. for the complete of 2. of completion of 3. for the completion of 4. of complete
28. _____ are found in virtually every country in the world.
1. fruit flies and mosquitoes 2. now that fruit flies and mosquitoes
3. when fruit flies and mosquitoes 4. fruit flies and mosquitoes which
29. Successful salespeople _____ and understand the needs of the market.
1. products are thoroughly known 2. know their products thoroughly
3. thoroughly know their products are 4. their products are thoroughly known.
30. The number of members of the executive board in a big corporations fixed by the by laws by the _____ president.
1. nevertheless 2. instead 3. despite 4. not
31. Lasers _____ steel by focusing an intense beam on the metal.
1. cutting 2. cut 3. to cut 4. of cutting
32. _____ common nuclear reaction, cold fusion does not require a high temperature
1. alike 2. it is unlikely 3. it is not like 4. unlike
33. Native American people arrived on the North American continent _____ Europeans.
1. since 2. for 3. before 4. ahead
34. The ways of travelling _____ dramatically since the late nineteenth century.
1. will have changed 2. has changed 3. have changed 4. will change
35. How many of us _____ over complicated changes in the law?
1. not frustrated 2: not become frustrated 3. have not become frustrated 4. is not frustrated
36. A promissory note _____ anything without the trust deed.



8

Miscellaneous

A. SENTENCE REARRANGEMENT

Important Facts of Sentence Rearrangement

- 1. Sentence Rearrangement question sources are varied.**
Sentence Rearrangement is about making sense of a jumble of sentences. It is about being able to identify the structure of writing. In doing this, the test-setters try to choose subject topics that students are typically not familiar with. This makes the task of unjumbling more challenging. Familiarity with a wide variety of reading areas is a big asset while tackling Sentence Rearrangement questions. Of course, this does not happen overnight, but has to be built up over time.
 - 2. The paragraphs are coherent.**
As students we spend a significant portion of our time in writing. One of the key characteristics of good writing is that each paragraph will talk of one and only one idea. If we are able to identify this IDEA in our first reading of a sentence jumbling question, half our job is done. The coherence that the Directions for such questions talk of is related to the presentation of this idea in the written format. Coherent means well-knit, understandable. We need to be able to understand the context, the evidence and the conclusion from the unjumbled paragraph.
 - 3. Every question will always have clues.**
In order to make a good question, the examiner will always choose paragraphs that have clues about the arrangement in them. The clues could be identifying the introductory sentence, finding relationships between two sentences or identifying the Concluding sentence.
 - 4. It is cumbersome to go through each choice.**
Amongst questions in the verbal section, sentence rearrangement questions are the ones that tend to consume a lot of time. In a typical question with 4 sentences and 4 options, if we try to go through each option in order to judge the soundness, then we end up reading 4 big paragraphs. 3 of which might not be making too much sense. So you end up reading the equivalent of half a reading comprehension passage - 75% of which is incoherent - in order to get one mark.
- 1. Try to locate the introductory sentence**
While going through the labelled sentences, try to look for one that makes a fresh beginning. It should not be a sentence that is extending previous ideas. If you are lucky - and there is only one option which starts with this sentence - then you need not do more work.
 - 2. Check for Conclusive last sentences**
But the test setters are smart. They would typically not let you get away so easily. There are typically multiple options beginning with the introductory sentence. So you will need more than one clue. The last sentence in the paragraph is one that summarizes and has links to previous sentences.
 - 3. See if there are any logical sequences among sentence pairs.**
Very often a pair of sentences can be chronologically arranged because of clues in one of the sentences. Standard clues include reference to a person or thing. The first time such a reference is made, a noun form is used. The second reference will be a pronoun or a preposition. For example if we look at these two sentences.
A. Its origins lie in Konark, where a huge chariot of Lord Jagannath is made every year to be taken out in a procession.
B. The juggernaut, though it seems very German in origin, is actually quite Asian.

The "Its" in sentence A refers clearly to juggernaut. So we can infer that sentence B precedes sentence A. Only using this information of the "its", we do not know if B comes immediately before A or whether one or two sentences separate A and B. But by looking closely, we also see a common word - "origin", which hints at the fact that the relationship is of



immediate precedence.

4. Anticipate the order of the sentences

Knowing that going through each choice is cumbersome, we must clearly work towards generating some kind of order in our mind, before we look at the options. This tactic will help save us precious time.

5. Confirm the closest option

Having scribbled something like BCDA next to the question, we need to check if such an option exists. If we see an option like BDCA also alongside, then it would make sense to reconfirm the fact that sentence D follows sentence C. In case that there is no exact match, our judgment about a close option being correct, will depend whether there is a match on the introductory and the concluding sentences. If there is, then it is worth taking a chance and ticking that option off. If there is more than one such match, then a closer examination is required.

6. Plug in all the options.

If everything else has failed, this is the last tactic. But this tactic needs to be used judiciously, especially in tests where there is negative marking.

SOME EXAMPLES:

Example 1:

- A. 1971 war changed the political geography of the subcontinent
 - B. Despite the significance of the event there has been no serious book about the conflict
 - C. Surrender at Dacca aims to fill this gap
 - D. It also profoundly altered the geo-strategic situation in South-East Asia
1. ACBD 2. CADB 3. BADC 4. ADBC

Answer

We can see that Option A is most likely the starting sentence. Now that we know that A is the starting sentence we can eliminate choice 2 and 3 as they start with C and B respectively and not option A. This narrows down our possibilities to option 1 and option 4. Now we can see in option 1 C follows sentence A but the gap spoken of in sentence C has no correlation with political geography of the subcontinent spoken of in sentence A, so we can rule out Option 1. Therefore answer has to be option D, as we can also see it elaborates on the change mentioned in sentence A.

Example 2:

- A. Thus begins the search for relief: painkillers; ice, yoga, herbs, even surgery
 - B. Most computer users develop disorders because they ignore warnings like tingling fingers, a numb hand or a sore shoulder
 - C. They keep pointing and dragging until tendons chafe and scar tissue forms, along with bad ' habits that are almost impossible to change.
 - D. But cures are elusive, because repetitive stray injuries present a bag of ills that often defy easy diagnosis.
1. BDAC 2. BADC 3. BCAD 4. ABCD

Answer

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

Option 4 automatically get eliminated as its start with sentence A.

Option 1 can be rules out as there is no correlation between sentence B and sentence D. sentence B talks of warnings where as sentence D talks odd cures for illness and hence no correlation exists. Option hey bro

Example 3:

- A. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting
- B. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion



- C. If Karl Marx was alive today, he would say that television is the opiate of the people.
D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.
1. BACD 2. ADBC 3. BDCA 4. CBDA

Answer

Sentence B has Marx (short Form) and sentence C has Karl Marx (Full form). So C will come before B. Now in given options we can clearly see 1 and 2 and 3, B is placed before C and hence we reject option 1, 2 and 3, which leaves us with only option 4 which is the correct option.

Example 4 (time sequence)

- A. Then two astronomers-the German, Johannes Kepler, and the Italian, Galileo Galilei-started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
B. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.
C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus. D. Nearly a century passed before this idea was taken seriously.
1. CDBA 2. CBDA 3. BCAD 4. CADB

Answer

Answer is option 2 as we can see that in sentence D it says 'nearly a century has passed' so we have to keep the timeline in consideration here also while sequencing the sentences and only in option 2 the timeline fits correctly.

Example 5 (another time line sequence question)

- A. By the time he got to Linjefflug four years later, he had learned many lessons, in fact, he began his second stint as top dog by calling the entire company together in a hanger and asking for help, a far cry from his barking out commands just 48 months back.
B. At SAS, he arrived at a time crisis.
C. This book is chock-a-block full of intrusive stories and practical advice, describing Carton's activities at Vingresor (where he assumed his first presidency at age 32), Linjefflug, and SAS in particular.
D. He began at Vingresor as an order giver, not a listener - neither to his people nor to his customers and made every mistake in the book.
1. BADC 2. BACD 3. CBAD 4. CDAB

Answer

The correct option here will be option 4. As we can see that only in option 4 the timeline of the sentences is correctly maintained. Sentence C will be the opening sentence because only C has noun (NAME) for he. Furthermore D will come before A and B. Hence CDAB, as we can see in sentence C the order is already given 'Vingresor, Linjefflug, SAS', we just have to follow this order and see correct option which is option 4.

Example 6:

- A. The potential exchanges between the officials of IBBF and the Maharashtra Body-Building Association has all the trappings of a drama we are accustomed to.
B. In the case of sportspersons, there is room for some sympathy, but the apathy of the administrators, which has even led to sanctions from international bodies, is unpardonable.
C. A case in the point is the hefty penalty of US \$10,000 slapped on the Indian Body-Building Federation for not fulfilling its commitment for holding the Asian Championships in Mumbai in October.
D. It is a matter of deep regret and concern that the sports administrators often cause more harm to the image of the country than sportsmen and sportswomen do through their dismal performances.
1. CABD 2. DBCA 3. DABC 4. CDBA

Answer



Here sentence C is an example of sentence D. therefore C will come after D . Now as we go by elimination method only option 2 and 3 remains. Now go by ACRONYM Method IBBF in sentence A. and Indian Body-Building Federation in sentence C. therefore sentence C will come before A as full form of the acronym is stated in sentence C and only afterwards short form is used in sentence A, hence only option 2 remains which is the correct answer.

Example 7:

- A. Its cargo consisted of 38 sacks of spices and Magellan himself had been hacked to pieces on the beach of Mactan in the Phillipines
- B. So contrary to popular belief it was the crew of the Victoria who were the first men to have sailed around the globe
- C. In September 1522 Victoria , the sole survivor of the Armada, limped into the Spanish port San Lucar , manned by a skeleton crew of 15, so weak they could not talk
- D. In September 1519 the Armada de Molucca of five ships and 250 sailors has set out from San lucar de Barrameda under the command of Fernando de Magellan
- E. It was to sail to the spice islands of the Malayan Archipelago where they were to exchange an assortment of bells, mirrors , and scissiors for cinnamon and cloves.

1. DECAB 2. AEDCB 3. CDEAB 4. DEABC

Answer

We can see its written Magellan in option A where as Fernando de Magellan in option D therefore sentence A will come after sentence D. Option A cannot be starting sentence as its describes the cargo but now about who's cargo is it. Option B cannot be starting sentence also as indicates continuation of a similar idea. It will come after its supporting sentence . Furthermore we can see in option its written armada in sentence C where as full form Armada de Molluca is written in sentence D therefore C will come after D. this rules out option 3.1) will be the starting sentence here and E will follow D as it correctly shows the journey of armada ship. A describes the armada and with sentence E begins its journey Therefore option 1 , DECAB will be the correct answer.

Example 8:

- A. What came out was very large garland made out of currency notes.
- B. The unsuspecting governor opened the box in full view of the gathering
- C. When the RBI governor came to inaugurate the new printing press , the local unit of the BJP handed him a gift wrapped box
- D. There was a twist - the notes were all as tattered as notes could get

1. DACB 2. CABD 3. CBAD 4. DCAB

Answer

We can clearly see that sentence D is tending or concluding sentence here. Now option 2 and option 3 are left now as 1 and 4 get eliminated In option 2 chronological is disrupted as the minister could not have viewed the garland of currency notes before opening the box, thus option 3 will be the correct answer.

Example 9:

- A. But in the industrial era destroying the enemy's productive capacity means bombing the factories which are located in the cities.
- B. So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is bum his fields, or if you're really vicious, salt them.
- C. Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.
- D. How do you do battle with your enemy?
- E: The idea is to destroy the enemy's productive capacity, and depending upon the econoc.aic foundation, that productive capacity is different in each case.
- F. With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.

1. FDEBAC 2. FCABED 3. DEBACF 4. DFEBAC



Answer

Look at the transition word 'but' in the first sentence. It signifies that the sentence is expressing an idea contrary to an idea expressed in some previous sentence. Now we need to find that previous sentence. If we further look at the beginning of the first sentence, it says 'but in the institutional era' which suggests that the contrariness is with respect to eras. Looking further, we see that sentence B and C are also starting with a statement about eras. But the transition word at the start of C is 'now' which expresses the present era and hence it cannot chronologically come before any other past era. That is, if information era is the present era, talk about any other era will come before (it). So sentence B is the correct sentence to come before the first sentence. Likewise, sentence C is the correct sentence to come after the first sentence (sentence C is continuing the idea): Therefore, we have the link BAC. We see that options 1, 3 and 4 all have the link BAC. Furthermore, all the three options have the link EBAC. Therefore, we only need to arrange D and F. The sentence F states that 'The purpose is to battle the enemy' and D questions 'how do you battle the enemy' Therefore D will come after F. Hence option 1 is the correct answer.

Example 10:

- A. The situations in which violence occurs and the nature of that violence tends to be clearly defined at least in theory, as in the proverbial Irishman's question: 'Is this a private fight or can anyone join in?'
- B. So the actual risk to outsiders, though no doubt higher than our societies, is calculable.
- C. Probably the only uncontrolled applications of force are those of social superiors to social inferiors and even here there are probably some rules.
- D. However binding the obligation to kill, members of feuding families engaged in mutual massacre will be genuinely appalled if by some mischance a bystander or outsider is killed.
1. DABC 2. ACDB 3. CBAD 4. DBAC

Answer

The clue to this question comes from the word 'calculable' in sentence B: So the actual risk to outsiders, though no doubt higher than our societies, is calculable. How does something become 'calculable'? sentence A gives the answer through the phrase 'clearly defined theory'. Something becomes calculable when it is clearly defined in theory. No other sentence could give answers to 'calculable'. Therefore, the link AB was clearly marked. The link AB was present in option 1 only therefore option 1 is the answer.



EX-17: SENTENCE REARRANGEMENT

1. A. The wall does not simply divide Israel from a putative Palestinian state on the basis of the 1967 borders.
B. A chilling omission from the road map is the gigantic 'separation wall' now being built in the West Bank by Israel.
C. It is surrounded by trenches, electric wire and moats; there are watchtowers at regular intervals.
D. It actually takes in new tracts of Palestinian land, sometimes five or six kilometers at a stretch.
E. Almost a decade after the end of South African apartheid, this ghastly racist wall is going up with scarcely a peep from Israel's American allies who are going to pay for most of it.
1. EBCAD 2. BADCE 3. AEDCB 4. ECADB
2. A. Luckily the site of battle moved elsewhere after the American victory at Midway and an Australian victory over Japan at Milne Bay.
B. It could have been no more than a delaying tactic.
C. The Australian military, knowing the position was hopeless, planned to fall back to the south-east in the hope of defending the main cities.
D. They had captured most of the Solomon Islands and much of New Guinea, and seemed poised for an invasion.
E. Not many people outside Australia realize how close the Japanese got.
1. EDCBA 2. ECDAB 3. ADCBE 4. CDBAE
3. A. Call it the third wave sweeping the Indian media.
B. Now, they are starring in a new role, as suave dealmakers who are in a hurry to strike alliances and agreements.
C. Look around and you will find a host of deals that have been inked or are ready to be finalized.
D. Then the media barons wrested back control from their editors, and turned marketing warriors with the brand as their missile.
E. The first came with those magnificent men in their mahogany chambers who took on the world with their mighty fountain pens.
1. ACBED 2. CEBDA 3. CAL;BD 4. AEDBC
4. A. The celebrations of economic recovery in Washington may be as premature as that "Mission Accomplished" banner hung on the USS Abraham Lincoln to hail the end of the Iraq war.
B. Meanwhile, in the real world, the struggles of families and communities continue unabated.
C. Washington responded to the favorable turn in economic news with enthusiasm.
D. The celebrations and high-fives up and down Pennsylvania Avenue are not to be found beyond the Beltway.
E. When the third quarter GDP showed growth of 7.2% and the monthly unemployment rate dipped to 6%, euphoria gripped the US capital.
1. ACEDB 2. CEDAB 3. ECABD 4. ECBDA
5. A. To much of the Labour movement, it symbolises the brutality of the upper classes.
B. And to everybody watching, the current mess over foxhunting symbolises the government's weakness.
C. To foxhunting's supporters, Labour's 1991 manifesto commitment to ban it symbolises the party's metropolitan roots and hostility to the countryside.
D. Small issues sometimes have large symbolic power.
E. To those who enjoy thundering across the countryside in red coats after foxes, foxhunting symbolises the ancient roots of rural lives.
1. DEACB 2. ECDBA 3. CEADB 4. DBAEC
6. A. In the case of King Merolchazzar's courtship of the Princess of the Outer Isles, there occurs a regrettable hitch.
B. She acknowledges the gifts, but no word of a meeting date follows.
C. The monarch, hearing good reports of a neighbouring princess, dispatches messengers with gifts to her court, beseeching an interview.
D. The princess names a date, and a formal meeting takes place; after that everything buzzes along pretty smoothly.
E. Royal love affairs in olden days were conducted on the correspondence method.
1. ACBDE 2. ABCDE 3. ECDAB 4. ECBAD
7. A. Who can trace to its first beginnings the love of Damon for Pythias, of David for Jonathan, of Swan for Edgar?
B. Similarly with men.



Danny's Socks are uglier than those of Shakti. (Correct)

The opening-day revenues for "Mission Impossible:III" were less than "Mission Impossible II . Illogical comparison. Apples and oranges error. Revenues are being compared to the movie itself.

The opening-day revenues for "Mission Impossible: III" were less than those of "Mission Impossible II .

Pink's allowance is more generous that: Billy. (Incorrect)

Pink's allowance is more generous than that of Billy. (Correct)

4. Faulty Paralielam

Eating huge meals, snacking between meals, and too little exercise can lead to obesity. (Incorret)

Verb parallelism. The sentence above uses verbs - 'eating and snacking ,therefore the third verb also should be in the 'ing' form.

Eating huge meals, srtackin between meals, and too little exercising can lead to obesity. (Correct)

She stayed up late either working at the office or she would go to the parties. (Incorrect.)

She stayed up late either working at the office or going to the parties. (Correct)

5. Misplaced Modifiers

I could see my girlfriend coming through the window. (Incorrect)

Is the girl coming through the window or can you see through the window? Through the window, I could see my girlfriend coming.(Correct)

At five years old, my father taught me to ski.(Incorrect)

My father taught me to ski when I was five years old. (Correct)

The council advises physicians at regular intervals to administer the drug. (incorrect)

The council advises physicians to administer the drug at regular intervals. (Correct)

Coming out of the bank John's wallet was lost. (Incorrect)

John lost his wallet while he was coming out of the bank.(Correct)

6. Redundancy

Since the legislation has been passed, therefore we will have more nurse practitioners. (Incorrect) Since the legislation has been passed we will have more nurse practitioners. (Correct)

He detected a wail in the cushion which was small in size. (Incorrect)

He detected a nail, which was small in size, in the cushion. (Correct)

The reason or the legislation was due to the long waiting lists.

It was a free Gift. (Incorrect)

The reason or the legislation was the long waiting lists. (Correct)

It was a free Gift. (incorrect-Gifts are always free.)

It was a Gift. (Correct)

7. Idioms

I agree with your demands. (Incorrect)

I agree to your demands. (Correct)

The public regards him to be the hero. (Incorrect)

The public regards him as hero. (Correct)

His Fashion sense is different than mine. (Incorrect)

His Fashion sense is different from mine.(Correct)

My meal consists in bread and jam. (Incorrect)

My meal consists of bread and jam. (Correct)



EX-18: SENTENCE CORRECTION

DIRECTIONS for questions 1 to 27: In questions each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (1), (2), (3) and (4) Identify the one underlined word or phrase that must be changed in order for the sentence to be correct.

1. A ray of light passing through (1) the center (2) of a thin lens keep(3) its original (4) direction.
2. The mandolin, a musical instrument (1) that has (2) strings, was probably copied from (3) the lute, a many (4) old instrument.
3. One of the most important discovery (1) of the nineteenth century was (2) a method of using (3) natural gas for cooking and heatina(4).
4. The Netherlands, a country with much of (1) the land lying (2) lower than sea level, have (3) a system of dikes and canals for controlling (4) water.
5. Davy Crockett, a famed (1) American pioneer, was known for (2) his hunting, trapping; tell stories (3) and quick wit (4).
6. The movement of (1) ocean waves can be compared (2) to the waves caused by (3) the wind in a field or grass (4).
7. Milk, often considered a nearly perfect (1) food, contains (2) fat, (3) sweet, (4) and protein.
8. Only after they themselves (1) become (2) parents do (3) people realize the difficulties of raised (4) children.
9. Aviators,(1) fishing (2)and sailors are among those who (3)rely on (4)weather predictions. 10. Mohandas K. Gandhi, who was called Mahatma; lived a noble life of fasting (1) and poverty (2) in order to work for peaceful (3) and Independence (4).
11. Soybean (1), which sometimes (2) grows seven feet tall, have (3) thick, woody (4) stems.
12. When settling (1) the old west in pioneer time's (2) American families building (3) their homes from split (4) logs.
13. A Venus' Flytrap is a (1) small plant that have (2) leaves that snap (3) together like (4) traps.
14. The last of the Mohicans are (1) a (2) famous book about frontier (3)life by the (4)American author James Fenimore Cooper.-
15. The Treaty of Ghent, signed in (1)1814, ends(2) the(3) last (4)war between England and the United States
16. In the year 500, ancient Greece was reachinj~ (1) its highest level of (2) civilization, with great achievements in the fields of art, (3) architecture, politic, (4) and philosophy:
17. A fever, the elevations (1) of body temperature above 98.60F, is considered (2)to be (3)a symptom of a disorder rather than a disease in itself(4).
18. Lacrosse is a ballgame played on (1) a field (2) out doors (3) similar (4) soccer.
19. The manufactural (1) of ice cream in the United States on (2) a commercial (3) scale (4) began in 1851.
20. People with two family members (1) which (2) have suffered heart attacks before fifty-five are likely to (3) have early heart attacks themselves (4).
21. Children's games, which are amusements involve (1) more than one individual, a ear (2) to be a cultural (3) universal (4).
22. During times of war, political groups will sometimes kidnap foreign diplomats and keep (1) them as hostages (2) until the government meets (3) certain demanding (4).
23. The first year of a child's life is (1)-characterized (2) in (3) rapid physical (4) growth.
24. A fair (1)trial (2) is guarantee (3) by the (4)American constitution



8

Close Test

Directions for 1 to 10 : In the following passage there are blanks, each of which has numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

In economics, the term recession generally describes the reduction of a country's Gross Domestic Product (GDP) for at least two quarters. A recession is 1 by rising unemployment, increase in government borrowing, 2 of share and stock prices, and falling investment. All of these characteristics have effects on people. Some recessions have been anticipated by stock market declines. The real-estate market also usually 3 before a recession. However, real-estate declines can last much longer than recessions. During an economic decline, high 4 stocks such as financial services, pharmaceuticals and tobacco 5 to hold up better. However, when the economy starts to recover growth, stocks tend to recover faster. There is significant disagreement about how health care and utilities tend to 6.

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

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

Directions for 11 to 20 : 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 World Diabetes Congress has determined that India has the largest number of diabetics in the world. Apart from the loss of productivity, the 11 burden is alarming - \$2.8 billion annually. Sedentary jobs, 12 of electronic entertainment, changing diet patterns and 13 dependence on automobiles have driven the activity 14 of Indians' lives, especially in cities.

The 15 is, therefore, to make people physically 16 and requires interventions which impact a large 17 of the population. Admittedly, physical activity is a 18 of choice and is strongly driven by 19 preferences. But policy making needs to shift to 20 moderate levels of physical activity in the daily lives of people. One way to accomplish this is to create walkable communities that give residents, a variety of destinations within walking distance.

- | | | | | | |
|-----|---------------|--------------|------------|--------------|-------------|
| 11. | 1) health | 2) economic | 3) finance | 4) subsidy | 5) physical |
| 12. | 1) widespread | 2) broadcast | 3) spread | 4) prevalent | 5) expand |



- | | | | | | |
|-----|-----------------|--------------|-------------|----------------|--------------|
| 13. | 2) increasing | 2) totally | 3) entirely | 4) grown | 5) mutual |
| 14. | 1) outside | 2) most | 3) out | 4) from | 5) through |
| 15. | 1) dispute | 2) ultimatum | 3) hazard | 4) sensitivity | 5) challenge |
| 16. | 1) qualified | 2) equip | 3) built | 4) active | 5) trained |
| 17. | 1) piece | 2) section | 3) Scale | 4) degree | 5) Per cent |
| 18. | 1) lack | 2) want | 3) matter | 4) scarcity | 5) right |
| 19. | 1) individually | 2) showing | 3) given | 4) special | 5) personal |
| 20. | 1) attract | 2) pursuit | 3) indulge | 4) introduce | 5) insist |

Direction for 21 to 30: 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/phrases are suggested, one of which fits the blank appropriately. Find out the appropriate word/phrase in each case.

The world is going **21** a deep recession. At such a time, one thing we need in abundance is jobs for the semi-skilled and unskilled. This is the only way in which equal **22** of wealth can take place. The healthcare industry **23** is poised to occupy this position. The IT industry hires people from the upper-middle strata and rich families, usually engineers, **24** the health care industry hires nurses, to the tune of eighty percent of the jobs created, from the lower economic strata. Global health care is a \$4.5-trillion industry, **25** only to the agro industry. Even then health care **26** only eight percent of world's population. Policymakers should **27** health care industry as not only an industry which addresses pain but also as one which can **28** the economy. The last century was driven by machines that addressed human toil and it is strongly **29** that this century will be driven by health care. This, however, will only happen if policymakers make a conscious effort to **30** the right policies in place soon.

- | | | | | | |
|-----|----------------|--------------|-----------------|---------------|-----------------|
| 21. | 1) past | 2) against | 3) through | 4) across | 5) on |
| 22. | 1) earning | 2) share | 3) venture | 4) delivery | 5) distribution |
| 23. | 1) commonly | 2) ideally | 3) indefinitely | 4) preferably | 5) invariably |
| 24. | 1) whereas | 2) unlike | 3) besides | 4) although | 5) despite |
| 25. | 1) encouraging | 2) second | 3) lesser | 4) beating | 5) greater |
| 26. | 1) affords | 2) cures | 3) visits | 4) reaches | 5) provides |
| 27. | 1) look | 2) plan | 3) weigh | 4) admire | 5) consider |
| 28. | 1) persuade | 2) ascertain | 3) influence | 4) impede | 5) estimate |
| 29. | 1) thought | 2) credited | 3) identified | 4) believed | 5) supposed |
| 30. | 1) derive | 2) frame | 3) figure | 4) consider | 5) put |

Directions for 31 to 40: 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.

Hundreds of plants and animals are **31** every day to deforestation and urbanization. What might happen if this continues in the future? The last mass extinction of plant and animal species occurred 65 million years ago with the dinosaurs. In all, five mass extinctions have occurred and scientists **32** earth is the sixth mass extinction. The world as it is now is atened, including people, who are responsible for earth's **33**. Pesticides contaminating water; overharvesting of animals and plants; air pollution; illegal fishing and the clearing of land are direct results of urbanization and deforestation. People have and damaged almost half of earth's land, at a very unsustainable rate. Global warming is having a serious impact as well. A six-degree Celsius increase global temperature killed 95% of all species on Earth **34** million years ago. An increase of six-degree Celsius is forecast this century



if a change is not made to **35** the damage done to earth. Humans will be one of the 95% of species lost. Noticeable, changes of global warming, include migration **36** and the change in season timings. Migrating birds are migrating earlier which in turn is causing them to hatch eggs and **37** young earlier than they did at the beginning of this century. While this is just the tip of the iceberg many other **38**, regarding the extinction of plant and animal species need, addressing. It is more important now than ever before to pull our heads out of the sand and make changes for the **39** of the earth. Future generations are **40** as they are a species as well.

- | | | | | | |
|-----|---------------|----------------|------------------|------------|-----------------|
| 31. | 1) killing | 2) alive | 3) born | 4) left | 5) lost |
| 32. | 1) speak | 2) told | 3) estimation | 4) believe | 5) consider |
| 33. | 1) shape | 2) development | 3) deterioration | 4) warmth | 5) expansion |
| 34. | 1) altered | 2) created | 3) produced | 4) made | 5) brought |
| 35. | 1) void | 2) dissipate | 3) augment | 4) reverse | 5) increase |
| 36. | 1) delay | 2) birds | 3) slowdown | 4) hasten | 5) acceleration |
| 37. | 1) spare | 2) bear | 3) destroy | 4) amend | 5) generation |
| 38. | 1) animals | 2) difficulty | 3) issues | 4) humans | 5) problem |
| 39. | 1) extinction | 2) better | 3) wealth | 4) stigma | 5) demand |



ANTONYMS TEST		SYNONYMS TEST		READING COMPREHENSION		
				<u>ANSWER KEY</u>		
				LS-1	LS-2	LS-3
1. (2)	1. (2)	1. (2)		1. 1	1. 1	1. 3
2. (3)	2. (1)	2. (1)		2. 1	2. 2	2. 4
3. (3)	3. (4)	3. (4)		3. 3	3. 4	3. 4
4. (2)	4. (3)	4. (3)		4. 1	4. 1	4. 3
5. (3)	5. (1)	5. (1)		5. 3	5. 3	5. 1
6. (2)	6. (3)	6. (3)		6. 3	6. 4	6. 1
7. (1)	7. (3)	7. (3)		7. 4	7. 2	7. 1
8. (3)	8. (2)	8. (2)		8. 3	8. 3	8. 3
9. (4)	9. (2)	9. (2)		9. 1	9. 4	9. 2
10. (4)	10. (2)	10. (2)		10. 2	10. 1	10. 1
11. (1)	11. (4)	11. (4)		11. 4	11. 4	11. 1
12. (1)	12. (4)	12. (4)		12. 2	12. 3	12. 3
13. (3)	13. (3)	13. (3)			13. 2	13. 1
14. (1)	14. (2)	14. (2)			14. 1	14. 1
15. (1)	15. (1)	15. (1)			15. 2	15. 4
16. (3)	16. (1)	16. (1)			16. 3	16. 2
17. (1)	17. (2)	17. (2)			17. 1	17. 2
18. (3)	18. (4)	18. (4)			18. 2	18. 1
19. (3)	19. (4)	19. (4)			19. 4	19. 2
20. (2)	20. (4)	20. (4)			20. 1	20. 4
21. (4)	21. (4)	21. (4)			21. 4	21. 3
22. (2)	22. (3)	22. (3)			22. 4	22. 4
23. (3)	23. (2)	23. (2)			23. 3	23. 3
24. (4)	24. (2)	24. (2)			24. 2	24. 3
25. (3)	25. (1)	25. (1)			25. 1	25. 2
26. (1)	26. (2)	26. (2)			26. 3	26. 1
27. (2)	27. (1)	27. (1)			27. 1	27. 3
28. (4)	28. (1)	28. (1)			28. 2	28. 2
29. (3)	29. (1)	29. (1)			29. 4	29. 4
30. (4)	30. (1)	30. (1)			30. 3	30. 2
31. (3)	31. (4)	31. (4)			31. 3	31. 3
32. (2)	32. (4)	32. (4)			32. 4	32. 3
33. (4)	33. (4)	33. (4)			33. 1	33. 4
34. (2)	34. (3)	34. (3)			34. 2	34. 1
35. (2)	35. (1)	35. (1)			35. 1	35. 3
36. (1)	36. (3)	36. (3)			36. 2	36. 3
37. (1)	37. (3)	37. (3)			37. 3	
38. (3)	38. (2)	38. (2)				
39. (4)	39. (1)	39. (1)				
40. (4)	40. (3)	40. (3)				



GRAMMAR

ANSWER KEY

EX-4	EX-5	EX-6
1. Negroes, tomatoes, Potatoes	1. He gave us some good advice, (a piece of good advice)	1. Who
2. Buffaloes, mosquitoes	2. My circumstances are bad	2. who
3. Heroes, ponies	3. I like vegetables	3. that
4. Taxes, cargoes	4. The scenery of Kashmir is very charming.	4. As
5. Wolves, calves	5. She has sold all her furniture.	5. Which
6. scenes	6. This news is good.	6. I
7. Hair	7. I am learning a new poem.	7. I
8. Is	8. The rich should help the poor.	8. Me
9. poetry	9. Her hair is black.	9. Us
10. is	10. The cattle are grazing.	10. We
11. is	11. He turned a deaf ear to the advice of his teacher.	11. We
12. is, are	12. The scenery of Kashmir delights us.	12. He
13. is	13. His hair has turned grey	13. He
14. Heap	14. He has many grey hairs on his head.	14. Him
15. Flock	15. Second-hand furniture was put to acution	15. Himself
16. Bunch	16. Will you please tell me the cause of an earthquake	16. Myself
17. Flight	17. You have a good reason for fighting.	17. Themselves
18. Swarm	18. The boys are walking in the middle of the road.	18. Himself
19. Bouquet	19. His hat was blown off by the strong wind.	19. This is better of two books on this subject.
20. Team	20. This house is built of stone	20. Solomon was wiser than the other Jewish kings.
21. Herd		21. Who is taller, you or I?
22. Pack		22. It is hotter today than yesterday
23. Gaggle		23. Death is preferable to dishonor.
24. Clutch		24. I am junior to you by two years.
25. Shoal		25. I have given you a complete account of my travels in Itlay.
26. Network		26. Her command over the English language is excellent.
27. Pride		27. He has not any money with him.
28. Herd		28. I gave him the few books I had.
29. Team		29. Many
30. Gang		30. Much
31. Swarm		31. Many
32. Army		32. Further
33. Crowd		33. Farther
34. Forest		34. Further
35. Team		35. Nearest
36. Class		36. Next
37. Pack		37. Nearer
38. family		38. Little
		39. Little
		40. Little
		41. The Little



EX-7	EX-8	EX-9	EX-10	EX-11	EX-12
1. Grew, grown	1. 3	1. 1	1. 1	1. 4	1. 3
2. Built, built	2. 2	2. 2	2. 2	2. 1	2. 3
3. Hung, hanged	3. 2	3. 1	3. 2	3. 3	3. 1
4. Lay, lain	4. 3	4. 2	4. 3	4. 3	4. 2
5. Drank, drunk	5. 3	5. 2	5. 3	5. 1	5. 3
6. Hope	6. Since	6. 2	6. 2	6. 4	6. 2
7. Refused	7. Ago, since	7. 3	7. 2	7. 3	7. 2
8. Succeed	8. Since	8. 3	8. 2	8. 2	8. 3
9. Laid	9. Since	9. 3	9. 3	9. 3	9. 1
10. lay	10. By, with	10. 3	10. 3	10. 4	10. 3
11. I	11. Between		11. In	11. 1	11. 4
12. II			12. In	12. 1	12. 3
13. II			13. To	13. 2	13. 2
14. II	13. Into		14. Of	14. 3	14. 2
15. III, II	14. Among		15. from	15. 3	15. 3
16. Very	15. With		16. From	16. 3	16. 1
17. Too	16. In		17. By	17. 3	17. 1
18. Much	17. Of		18. At	18. 1	18. 3
19. Quite	18. Of		19. Behind	19. 1	19. 1
20. Much	19. With		20. Outside	20. 3	20. 4
21. It is bitterly cold today	20. Of		21. For	21. 1	21. 1
22. I am feeling very lonely	21. 1		22. Through	22. 4	22. 3
23. He is very learned man.	22. 2		23. Near	23. 1	23. 1
24. He is much poorer than all of his friends.	23. 2		24. With	24. 1	24. 3
25. He is very tired.	24. 1		25. Round	25. 4	25. 3
26. His son is working very hard.	25. 3		26. Till	26. 3	
27. This hard won liberty is to be defended at all costs.				27. 3	
28. He is at Chandigarh at present.				28. 3	
29. Last night you returned late.				29. 2	
30. He went direct to his house.				30. 1	
31. Few				31. 3	
32. The few.				32. 1	
33. A few				33. 2	
34. few				34. 2	
35. Neither				35. 2	
36. Every				36. 1	
37. Either				37. 3	
38. Each				38. 1	
				39. 3	
				40. 3	
				41. 1	
				42. 2	
				43. 2	
				44. 1	
				45. 1	
				46. 3	
				47. 2	
				48. 3	
				49. 4	
				50. 1	



ARTICLES AND PREPOSITIONS

ANSWER KEY

1. 2	10. 2	19. 4	28. 4	37. 1	46. 2	55. 1	64. 1
2. 3	11. 3	20. 1	29. 1	38. 1	47. 3	56. 1	65. 1
3. 3	12. 1	21. 2	30. 2	39. 1	48. 1	57. 1	66. 1
4. 1	13. 1	22. 1	31. 2	40. 2	49. 1	58. 2	67. 1
5. 1	14. 3	23. 3	32. 2	41. 3	50. 1	59. 2	68. 4
6. 4	15. 4	24. 2	33. 3	42. 3	51. 4	60. 1	69. 2
7. 3	16. 3	25. 4	34. 1	43. 3	52. 1	61. 3	70. 2
8. 4	17. 3	26. 3	35. 1	44. 4	53. 1	62. 1	
9. 4	18. 1	27. 1	36. 4	45. 2	54. 1	63. 3	

SENTENCE CORRECTION

ANSWER KEY

1. 4	10. 2	19. 3	27. 1	35. 3	43. 4	51. 4	69. 3
2. 3	11. 2	20. 3	28. 4	36. 2	44. 1	52. 2	60. 1
3. 1	12. 2	21. 4	29. 4	37. 1	45. 2	53. 1	61. 3
4. 2	13. 3	22. 2	30. 3	38. 4	46. 1	54. 4	62. 4
5. 1	14. 2	23. 2	31. 4	39. 1	47. 2	55. 4	63. 2
6. 1	15. 4	24. 3	32. 1	40. 4	48. 3	56. 2	64. 3
7. 1	16. 2	25. 1	33. 1	41. 1	49. 2	57. 3	65. 3
8. 3	17. 3	26. 3	34. 3	42. 2	50. 2	58. 2	
9. 2	18. 1						

WORD RELATED QUESTIONS

ANSWER KEY

1. 2	12. 2	22. 3	32. 2	42. 4	52. 3	62. 4	72. 4	82. 4	92. 4
2. 1	13. 3	23. 1	33. 4	43. 2	53. 1	63. 2	73. 2	83. 2	93. 3
3. 3	14. 2	24. 4	34. 1	44. 1	54. 1	64. 3	74. 3	84. 1	94. 3
4. 3	15. 1	25. 4	35. 3	45. 3	55. 3	65. 2	75. 1	85. 1	95. 4
5. 3	16. 3	26. 1	36. 1	46. 2	56. 2	66. 1	76. 3	86. 2	96. 2
6. 4	17. 3	27. 2	37. 2	47. 2	57. 3	67. 3	77. 4	87. 1	97. 3
7. 1	18. 4	28. 3	38. 3	48. 4	58. 3	68. 4	78. 2	88. 3	98. 4
8. 2	19. 1	29. 4	39. 4	49. 1	59. 3	69. 1	79. 3	89. 3	99. 4
9. 3	20. 2	30. 4	40. 4	50. 4	60. 1	70. 4	80. 2	90. 3	100. 1
10. 4	21. 3	31. 4	41. 3	51. 3	61. 3	71. 3	81. 4	91. 1	
11. 3									



SENTENCE COMPLETION

ANSWER KEY

EX-13

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

VERBAL REASONING

ANSWER KEY

EX-14	EX-15	EX-16
1. 2	1. 2	1. 2
2. 2	2. 1	2. 5
3. 1	3. 2	3. 5
4. 3	4. 2	4. 4
5. 4	5. 4	5. 4
6. 4	6. 1	6. 4
7. 4	7. 1	7. 3
8. 1	8. 1	8. 3
9. 1	9. 4	9. 4
10. 4	10. 3	10. 4
11. 3	11. 5	11. 3
12. 1	12. 1	12. 2
13. 2	13. 2	13. 2
14. 4	14. 1	14. 5
15. 3	15. 2	15. 3
16. 1	16. 3	16. 1
17. 3	17. 1	17. 3
18. 2	18. 4	18. 5
19. 4	19. 2	
20. 3	20. 5	
	21. 2	
	22. 1	
	23. 1	
	24. 3	
	25. 4	

MISCELLANEOUS

ANSWER KEY

EX-17	Ex-28		
1. 2	1. 3	10. 3	19. 1
2. 1	2. 4	11. 3	20. 1
3. 3	3. 1	12. 1	21. 3
4. 3	4. 3	13. 2	22. 4
5. 3	5. 3	14. 1	23. 2
6. 3	6. 3	15. 2	24. 3
7. 2	7. 4	16. 1	25. 2
	8. 4	17. 1	26. 2
	9. 2	18. 1	27. 1

CLOZE TEST

ANSWER KEY

1. (5)	11. (1)	21. (1)
2. (4)	12. (3)	28. (3)
3. (1)	(2)	22. (3)
4. (2)	13. (3)	(5)
5. (3)	14. (1)	23. (2)
6. (2)	15. (5)	24. (1)
7. (4)	16. (4)	25. (5)
8. (3)	17. (2)	(2)
9. (1)	18. (3)	26. (4)
10. (5)	19. (5)	27. (4)
	20. (4)	28. (5)
		29. (4)
		30. (5)
		31. (5)
		32. (4)
		33. (3)
		34. (1)