

TABLE OF CONTENTS

Verbal Ability

- Section 1: Spot the Errors
- Section 2: Sentence Correction
- Section 3: Reading Comprehension Section
- Section 4: Critical Reasoning Section
- Section 5: Fill in the Blanks



Practice Questions: English Language

Section 1: Spot the Errors

Tips for Error Spotting Questions

1. Certain nouns possess a singular form but still represent plurality and thus, take a plural verb when used in a sentence.

E.g. Cattle, peasantry, people, clergy, police. Thus,

- The Police has come (Incorrect)
- The Police have come (Correct)

2. Certain nouns always take the plural verb because their form is always plural.

E.g. Scissors, trousers, spectacles, thanks, premises. Thus,

- The scissors is kept on the table. (Incorrect)
- The scissors are kept on the table. (Correct)

3. When a number is followed by a noun denoting measure, length, money, number or weight, the form of the nouns does not change so long as they are followed by another noun or pronoun.

E.g. Million, pair, metre, year, dozen, foot, head. Thus,

- This is a nine-metres cloth. (Incorrect)
- This is a nine-metre cloth. (Correct)

4. When a number is followed by a noun denoting measure, length, money, number or weight, but these are not followed by another noun or pronoun, then they take the plural form.

E.g. Million, pair, metre, year, dozen, foot, head. Thus,

- This sari is nine yard long. (Incorrect)
- This sari is nine yards long. (Correct)

5. Certain nouns, especially of the collective category, are used as singular when they specify a unit.

E.g. Public, team, committee, government, audience, orchestra, company, jury. Thus,

- The public were unanimous in their opinion. (Incorrect)
- The public was unanimous in its opinion. (Correct)

6. Certain nouns, especially of the collective category, are used in plural when they specify a difference of opinion or class.

E.g. Public, team, committee, government, audience, orchestra, company, jury. Thus,

- The jury was divided in its opinion. (Incorrect)
- The jury were divided in their opinion. (Correct)

7. If the pronoun 'one' is used, it must be maintained throughout the sentence.

Thus,

- One must respect his elders. (Incorrect)
- One must respect one's elders. (Correct)

8. The word 'whose' is used for living people and 'which' is used for non-living things or ideas.

Thus,

- Which box is kept on the table? (Incorrect)
- Whose box is kept on the table? (Correct)

9. 'Less' is used to denote quantity while 'fewer' is used to denote number. Thus,

- No less than twenty people were (Incorrect)
- No fewer than twenty people were (Correct)

10. 'One of' is always followed by noun in the plural form.

Thus,

- She is one of the least important person in the office. (Incorrect)
- She is one of the least important people in the office. (Correct)

11. Only 'than' should be used after 'no other' Thus,

- I like no other movie but Titanic. (Incorrect)
- I like no other movie than Titanic. (Correct)

12. After the word 'Know', 'how', 'what' or 'when' should be used before using the infinitive.

Thus,

- I know to speak English. (Incorrect)
- I know how to speak English. (Correct)

13. If the verb indicates a purpose, an infinitive must be used and if the verb indicates a cause, a gerund must be used.

Thus,

- He went to the mall for watching a movie. (Incorrect)
- He went to the mall to watch a movie. (Correct)
- He was suspended to show indiscipline. (Incorrect)
- He was suspended for showing indiscipline. (Correct)

14. 'As' is not used with verbs like 'appointed', 'elected', 'considered', 'called' but it is used with the word 'regard'.

Thus,

- He was elected as Secretary of the organisation. (Incorrect)
- He was elected Secretary of the organisation. (Correct)
- I regard Sahil my best friend. (Incorrect)
- I regard Sahil as my best friend. (Correct)

15. Adverbs should not be confused for adjectives. An adjective describes the characteristic of the subject while an adverb describes the action of the verb. Thus,

- The horse looked beautifully. (Incorrect)
- The horse looked beautiful. (Correct)

16. Question tags are always the opposite of the sentence which means that if the sentence is positive, the question tag is negative and vice versa.

Thus,

- You were dancing, were you? (Incorrect)
- You were dancing, weren't you? (Correct)

17. An infinitive verb should never be split.

Thus,

- I request you to kindly tell me. (Incorrect)
- I request you kindly to tell me. (Correct)

18. A pronoun after 'like', 'unlike' and 'let' takes an objective case. Thus,

- You will never find a woman like she. (Incorrect)
- You will never find a woman like her. (Correct)
- Let I do it. (Incorrect)
- Let me do it. (Correct)

19. The relative pronoun 'that' is used instead of 'who' or 'which' after adjectives in the superlative degree.

Thus,

- This is the best which she could do. (Incorrect)
- This is the best that she could do. (Correct)

20. To show equality 'as' is used both before and after the adjective. Thus,

- I can run as fast, if not faster than you. (Incorrect)
- I can run as fast as, if not faster than you. (Correct)

21. Even though 'More than one' indicates a plural sense, it agrees with a singular noun and takes a singular verb.

Thus,

- More than one students completed their project. (Incorrect)
- More than one student completed his project. (Correct)

22. 'Scarcely' and 'hardly' are followed by 'when' and not by 'than'. Thus,

- Hardly had the teacher left the room than the pupils started enjoying. (Incorrect)
- Hardly had the teacher left the room when the pupils started enjoying. (Correct)

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

Thus,

- Though he is poor but he is honest. (Incorrect)
- Though he is poor, yet he is honest. (Correct)

24. 'Lest' must be followed by 'should' or by nothing at all and 'Such' must be followed by 'as'.

Thus,

- Work hard lest you will fail. (Incorrect)
- Work hard lest you should fail. (Correct)
- Work hard lest you fail. (Correct)
- He is such a writer that everybody should read his books. (Incorrect)
- He is such a writer as everybody should read his books. (Correct)

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

Thus,

- Unless you do not work hard, you will not excel in the examination. (Incorrect)
- Unless you work hard, you will not excel in the examination. (Correct)

26. 'When' denotes a general sense and 'while' implies a time duration of doing something.

Thus,

- When learning how to sing, technique is of utmost importance. (Incorrect)
- While learning how to sing, technique is of utmost importance. (Correct)

27. Some nouns always use a singular verb.

Eg: Advice, scenery, stationery, mathematics, news

- Mathematics are a difficult subject. (Incorrect)
- Mathematics is a difficult subject. (Correct)

28. 'Who' denotes the subject and 'whom' denotes the object.

- Whom do you think won the competition? (Incorrect)
- Who do you think won the competition? (Correct)
- Who did you talk to? (Incorrect)
- Whom did you talk to? (Correct)

29. The verb and pronoun in case of two nouns joined by 'either...or' or 'neither... nor' or by 'or' take the form of the latter noun.

- Either my father or my sister will use their credit card. (Incorrect)
- Either my father or my sister will use her credit card. (Correct)

30. The verb and pronoun are plural when there is one singular noun and one plural noun and is joined by the conjunction 'and'.

- The teacher and her students donated her money. (Incorrect)
- The teacher and her students donated their money. (Correct)

31. When there are two nouns joined by a preposition like 'with' or 'along with', the verb and pronoun take the form of the main (first) noun.

- Mansi, along with her students, were on their way to the movies. (Incorrect)
- Mansi, along with her students, was on her way to the movies. (Correct)

32. If the plural subject indicates a definite amount or quantity taken as a whole, it takes the verb in the singular form.

- Eighty kilometres are a good distance. (Incorrect)
- Eighty kilometres is a good distance. (Correct)

33. When two or more adjectives show the qualities of the same person or thing, all the adjectives must be in the same degree.

- Bhanu is more intelligent and wise than Manu. (Incorrect)
- Bhanu is more intelligent and wiser than Manu. (Correct)

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

- Each man and each boy must be rewarded for their good deeds. (Incorrect)
- Each man and each boy must be rewarded for his good deeds. (Correct)

35. 'No sooner' is always followed by 'than'.

- No sooner had the bell rung when the students started leaving the classroom. (Incorrect)
- No sooner had the bell rung than the students started leaving the room. (Correct)

36. 'No sooner' is always followed by 'does/do' or 'has/have' in the present tense and by 'did' or 'had' in the past tense.

- No sooner are the boys marching than the whistle blows. (Incorrect)
- No sooner do the boys march than the whistle blows. (Correct)

37. 'A great many' is always followed by a plural noun and a plural verb.

- A great many invention has been declared successful. (Incorrect)
- A great many inventions have been declared successful. (Correct)

38. 'Some' is used in affirmative sentences to express quantity or degree. 'Any' is to be used in negative or interrogative sentences.

- I shall buy some books. (Correct)
- I shall not buy any books. (Correct)
- Have you bought any books? (Correct)

But 'some' might be used in interrogative sentences which are requests.

- Will you please give me some water? (Correct)

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

- He has been reading the book since three hours. (Incorrect)
- He has been reading the book for three hours. (Correct)
- It has been raining heavily for Monday. (Incorrect)
- It has been raining heavily since Monday. (Correct)

40. When we use 'everybody' 'everyone', 'anybody', and 'each' the pronoun of the masculine or the feminine gender is used with respect to the content.

- I shall be willing to help each of the girls in her practice. (Correct)

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

- Anyone can do this job if he tries. (Correct)
- Each of the boys in the class has finished their tasks. (Incorrect)
- Each of the boys in the class has finished his task. (Correct)

41. A singular pronoun is used for a collective nouns, and should be in the neuter gender if the collective noun is viewed as a whole.

- The pride gave away their location by roaring loudly. (Incorrect)

- The pride gave away its location by roaring loudly. (Correct)
42. When pronouns of different persons are to be used together in a sentence, the sequence of persons should be as follows: second person + third + first person in a normal sentence.
- Raju, I and you have finished the work. (Incorrect)
 - You, Raju and I have finished our studies. (Correct)
43. 'Older' refers to persons as well as things and is usually followed by 'than'.
- Raju is elder than all other boys of this class. (Incorrect)
 - Raju is older than all other boys of this class. (Correct)
- 'Elder' is used for members of the family.
- Suyash is my older brother. (Incorrect)
 - Suyash is my elder brother. (Correct)
44. 'Than' is used in the comparative degree usually, but with words like superior, inferior, senior, junior, prior, anterior, posterior and prefer 'to' is used.
- Gandhi is preferred than Nehru. (Incorrect)
 - Gandhi is preferred to Nehru. (Correct)
45. 'Many a' is always followed by the singular verb.
- Many a man were influenced by the speech. (Incorrect)
 - Many a man was influenced by the speech. (Correct)
46. The singular verb is used when the subject is "the number of".
- The number of buildings are very low. (Incorrect)
 - The number of buildings is very low. (Correct)
47. 'Since', 'because', 'as', 'for' are often used alternatively, however there is a difference in their degree. Stronger cases use 'since' and 'because' and 'as' and 'for' are used in weak cases.
- I respect him as he is the best teacher. (Incorrect)
 - I respect him because he is the best teacher. (Correct)
48. A pronoun is sometimes incorrectly used where it is not required at all. Eliminate the redundant ones.
- He, being an M.A., he is over qualified for the position. (Incorrect)
 - He, being an M.A., is over qualified for the position. (Correct)
49. The relative pronoun 'that' is used instead of 'who' or 'which' after adjectives in the superlative degree.
- This is the best which the doctors could do. (Incorrect)
 - This is the best that the doctors could do. (Correct)
50. When 'as if' is used in the sense of pretension, 'were' is used in all cases, even with third person singular.
- She behaves as if she was a queen. (Incorrect)
 - She behaves as if she were a queen. (Correct)
51. A pronoun takes an objective case after 'let'.
- Let I show it. (Incorrect)
 - Let me show it. (Correct)
52. Pronouns joined by 'and' are in the same case.

- He and me are friends. (Incorrect)
- He and I are friends. (Correct)

Practice Question:

Read the each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is 'D'. (Ignore the errors of punctuation, if any).

1. (A) We discussed about the problem so thoroughly /(B)on the eve of the examination/(C)that I found it very easy to work it out./ (D)No error.
2. (A) He fell from a running train /(B) and would have died /(C) if the villagers did not get him admitted in the nearby hospital immediately. / (D)No error.
3. (A) He is /(B) too intelligent /(C) to make a mistake. / (D)No error.
4. (A) He was sure /(B) that he should /(C) win the Prize. / (D)No error.
5. (A) I have read /(B) too many books /(C) by R . K . Narayan. / (D)No error.
6. (A) A small baby breathes about /(B) 45 times per minute while /(C) a child of about six years breathes about 25 times per minute. / (D)No error.
7. (A) It is the newspaper /(B) that exposes us to the widest range/(C) of human experiences and behaviour. / (D)No error.
8. (A) Myself and Gopal /(B) will take care of /(C) the function on sunday. / (D)No error.
9. (A) The customer handed over /(B)a hundred-rupees note /(C) to the shopkeeper. / (D)No error.
10. (A) It is difficult /(B) for anyone /(C) to past time thus. / (D)No error.
11. (A) If you listen with /(B) the question carefully /(C) you will be able to answer them easily / (D)No error.
12. (A) I could not convince them /(B) because they persisted to suggest /(C) that I was lying / (D)No error.
13. (A) Were he /(B) to see you, /(C) he would have been surprised. / (D)No error.
14. (A) She walked in /(B) the room where the murder /(C) had taken place. / (D)No error.
15. (A) He is wiring /(B) for the /(C) last four hours / (D)No error.
16. (A) It is easy to see that /(B) a lawyer's demeanour in court /(C) may be prejudicial against the interests of his client. / (D)No error.
17. (A) The party chief made it a point to state that /(B) the Prime Minister and the Union Home Minister should also come. /(C) and they see what his party men had seen. / (D)No error.
18. (A) Having read a number of stories /(B) about space travel /(C) his dream now is about to visit the moon / (D)No error.
19. (A) Whenever you go to a temple /(B) you must put off /(C) your shoes at the entrance / (D)No error.
20. (A) I am sure that all my monthly expenses /(B) would exceed the income /(C) If I do not economic / (D)No error.
21. (A) He enquired me /(B) why I had not seen him the previous day /(C) as I had promised to do./ (D)No error.
22. (A) I was there /(B) many a time/(C) in the past./ (D)No error.
23. All the four sons /(B) of the old man/(C) quarrelled between themselves./ (D)No error.
24. (A) He wanted to work all night/(B) but we saw that he was completely worn out/(C) and so we persuaded him to stop./ (D)No error.
25. (A) Mr.Smith was accused for murder/(B) but the court found him not guilty /(C) and acquitted him./ (D)No error.
26. (A) She sang/(B) very well /(C) isn't it?/(D)No error.
27. (A) There is still/(B) little tea/(C) left in the cup./ (D)No error.
28. (A) He says that /(B) his car does/(C) eight kilometers in a litre/(D)No error.
29. (A) After opening the door/(B) we entered into the room/(C) next to the kitchen/(D)No error.
30. (A) Can I lend /(B) your pencil/(C) for a minute, please?/(D)No error.
31. (A) Last month we celebrated/(B) the wedding of our sister for whom/(C) we have been looking for a suitable alliance for three years./ (D)No error.
32. (A) In an English paper /(B) examiners should give as much weightage to language/(C) as they give to contents./ (D)No error.

33. (A) I am hearing /(B) a lot about /(C) the problem of AIDS these days./(D)No error.
34. (A) Unless you stop to make noise at once/(B) I will have no option but to /(C) bring the matter to the attention of the police./(D)No error.
35. (A) He is generally /(B) more hungry/(C) than she is ./ (D)No error.
36. (A) Since India has gained Independence/(B) 49 years ago./(C) much progress has been made in almost every field./(D)No error.
37. (A) He ensured his bank manager /(B) that he would soon /(C) repay the loan./(D)No error.
38. (A) A free press is not a privilege/(B) but the organic necessity/(C) in a free society./(D)No error.
39. (A) He explained the matter/(B) at great length/(C) but I was not the wiser /(D)No error.
40. (A) He will end up his work /(B) in the city /(C) by the end of the year./(D)No error.
41. (A) Even though the shirt is rather expensive/(B) but I wish to/(C) purchase it with my own money./(D)No error.
42. (A) After the humiliating exposure/(B) he hanged his head/(C) in shame./(D)No error.
43. (A)The eminent speaker's speech/(B) was broadcasted over/(C) all the major radio-stations./(D)No error.
44. (A) The meeting adjourned abruptly/(B) by the Chairman after/(C) about three hours of deliberation./(D)No error.
45. (A) The company has put up an advertisement/(B) in newspapers/(C) all over the country./(D)No error.
46. (A) Will you lend me/(B) little money/(C) to tide over this crisis./(D)No error.
47. (A) He gave them no money/(B) nor did help them/(C) in any way./(D)No error.
48. (A) The Sharmas /(B) are living in this colony/(C) for the last eight years./(D)No error.
49. (A) My wife has got/(B) a new job/(C) a month ago./(D)No error.
50. (A) The ability to plan,/(B) organise and coordinate work is all fundamental/(C) to working within deadline./(D) No error.
51. (A) At the station,/(B) I'll hire a coolie /(C) to carry my baggages./(D) No error.
52. (A) The number of marks carried by each question/(B) are indicated/(C) at the end of the question/(D) No error.
53. (A) There is no question/(B) of my failing/(C) in the examination./(D) No error.

54. (A) She is/(B) no longer popular as she has/(C) a friends./(D) No error.
55. (A) It is necessary/(B) that everybody/(C) must have a house./(D) No error.
56. (A) Students should not take part /(B)in party politics and political demonstrations/(C) as they interfere in serious study./(D) No error.
57. (A) To facilitate exports and improve sales in the domestic market/(B) some of the improvised fabrics and garments fabricated out from them/(C) are displayed in the main pavilion./(D) No error.
58. (A) Both of you two/(B) can come with me/(C) to the play tonight./(D) No error.
59. (A) No sooner did the sun rise/(B) when we took a hasty breakfast/(C) and resumed the journey./(D) No error.
60. (A) The charges in this hospital/(B) are less than/(C) the hospital near my house./(D) No error.
61. (A) The brakes and steering failed/(B) and the bus ran down the hill/(C) without anyone being able control it./(D) No error.
62. (A) The tall three girls /(B) had left/(C) the day before./(D) No error.
63. (A) When he was asked what is wrong with him./(B) he said that he was not well./(C) and asked for leave of absence for one day./(D) No error.
64. (A) Wherever they go /(B) Indians easily adapt to /(C) local circumstances./(D) No error.
65. (A) Remember that you are part of/(B) the team and your success depends on the support/(C) you are able to give and get from your other team members./(D) No error.
66. (A) It is an established fact that the transcendental American poets and philosophers./(B) who lived in the latter half of the nineteenth century./(C) were more influenced by Indian philosophy, in particular by Upanishadic Philosophy./(D) No error.
67. (A) That house/(B) is costing me/(C) ten thousand rupees./(D) No error.
68. (A) Firstly you should/(B) think over the meaning of the words/(C)/(D) No error.
69. (A) It is true /(B) that God helps those /(C) who helps themselves./(D) No error.
70. (A) Happily, zoos were/(B) unwilling to cooperate/(C) in a scheme that was potentially harmful to animal welfare./(D) No error.
71. (A) Neither he/(B) nor his father is interested/(C) in joining the party./(D) No error.
72. (A) With little patience/(B) you will be able to/(C) cross this hurdle./(D) No error.
73. (A) She was told/(B) to give the award to whosoever/(C) she thought has done the most for the downtrodden./(D) No error.
74. (A) At the end of the year/(B) every student who had done adequate work/(C) was automatically promoted./(D) No error.
75. (A) The reason why/(B) he was rejected/(C) was because he was too young./(D) No error.
76. (A) Since we are friends/(B) there should be no secret/(C) between you and I./(D) No error.
77. (A) Since the attachment of air-conditioned sleeping cars to all important trains,/(B) travelling became very pleasant,/(C) especially during the summer season./(D) No error.
78. (A) If I will have the time /(B) I shall try and make it/(C) to the zoo this afternoon./(D) No error.
79. (A) We are four brothers and sisters living in this house/(B) but neither of us is/(C) satisfied with it./(D) No error.
80. (A) A leading textile manufacturer, one of the fastest growing in the industry./(B) is looking for a marketing manager/(C) to look up the marketing network of the company./(D) No error.
81. (A) Not one of the hundreds/(B) of striking workers./(C) were allowed to go near the factory./(D) No error.

82. (A) The single biggest gainer in this process / (B) was ITC's Gold Flake Kings sales are estimated / (C) to have moved up from 50 million to 200 million sticks per month during 1987 and last year. / (D) No error.
83. (A) They left / (B) their luggages / (C) at the railway station. / (D) No error.
84. (A) Salim and Antony are such good friends / (B) that one won't go to the pictures / (C) without his coming too. / (D) No error.
85. (A) She is / (B) five years / (C) senior than me. / (D) No error.
86. (A) The President had hardly spoken / (B) a few words / (C) when the microphone stopped functioning. / (D) No error.
87. (A) Locke's treatises on government toleration and education / (B) show a mind fully awake in / (C) the possibilities of social reconstruction. / (D) No error.
88. (A) You will get / (B) all the information / (C) if you read this booklet carefully. / (D) No error.
89. (A) None of the students attending your class / (B) answered your questions / (C) did they? / (D) No error.
90. (A) An animal / (B) can be just as unhappy in a vast area / (C) or in a small one. / (D) No error.
91. (A) He is working in / (B) a bank in New Delhi / (C) for the past several months. / (D) No error.
92. (A) The scientist must follow / (B) his hunches and his data / (C) wherever it may lead. / (D) No error.
93. (A) Each one of the boys / (B) have paid / (C) the tuition-fee. / (D) No error.
94. (A) A large scale exchange of nuclear weapons / (B) will produce unprecedented amounts of radiation / (C) that can penetrate into the biological tissue. / (D) No error.
95. (A) Had I / (B) known it earlier / (C) I would contact you. / (D) No error.
96. (A) He asked me / (B) why did I call / (C) him a rogue. / (D) No error.
97. (A) Were you / (B) given a choice / (C) or you had to do it? / (D) No error.
98. (A) The person which was / (B) recommended for the position / (C) did not fulfil the prescribed qualifications. / (D) No error.
99. (A) What does Professor Dhavan / (B) spend so many hours / (C) in the laboratory? / (D) No error.
100. (A) The presumption that the average investor does not understand / (B) or take interest in the affairs of the company / (C) is not correct. / (D) No error.

Section 2: Sentence Correction

2.1 Basic Concepts

One of the most important and high scoring sections in verbal ability portion of any test, Sentence Correction is generally taken by students to be English grammar. This is a misconception as the questions asked in this section are based not only on the fundamentals of grammar but also on correct usage of various words. The students find it difficult to crack these because they are not familiar with the subtle nuances of the language.

Though the intricacies of this language are far more than what can be covered here (however we do cover the basics), we can also take a short cut route to answering these questions. Looking at the questions from various sources we have made a list of common sentence correction errors that are repeated frequently. We will be discussing the list in detail and will equip our self to handle almost all the questions in this section.

2.1.1 Grammar Basics Noun

1. A proper noun becomes a common noun when it is used in the plural form, or when an article is placed before it.
 - i. Example: Vijay Kumar is the Milton of our college.
2. A collective noun takes a singular verb when the whole group is considered as one unit.
 - i. Example: The committee consists of five members.
3. An abstract noun can also be used as a common noun by placing an article before it.
 - i. Example: Rajani is a beauty.
4. An abstract noun can also be used in the sense of a collective noun. When an abstract noun is used as a collective noun it takes a plural verb.
 - i. Example: Youth are the pillars of the nation.
5. When a material noun denotes a mass of matter, it is not used in the plural form.
 - i. Example: The house is built of brick and stone.
6. When a plural noun denotes a specific amount, length, weight, quantity etc., considered as a whole, the verb must be in the singular form.
 - i. Example: Ten thousand rupees is a big sum.

Pronoun

1. While confessing a fault (or expressing a negative idea) the sequence of the personal pronouns should be 1st – 2nd – 3rd person (I – You – He).
2. While expressing a positive idea or praise, the sequence of the personal pronouns should be 2nd – 3rd – 1st person (You – He – I).
3. When two singular nouns joined by AND denote the same person or thing, the pronoun used for them must be singular in number.
4. When two singular nouns are joined by AND, and are preceded by each or every, the pronoun must be singular in number.
 - i. Example: Every student and every teacher took his or her seat.
5. When a singular noun and a plural noun are combine by or, either/or, neither nor; the singular noun usually comes first in the sentence, and the pronoun must be in the plural number, corresponding to the plural noun which is close to it.

- i. Example: Either the manager or his subordinates failed in their duty in sending the official message.
6. When a personal pronoun is used as a complement to the verb to be, it must be in the nominative case.
 - i. Example: It was he, who could solve the problem easily.
7. A relative pronoun must always be placed as near its antecedent as possible. Also it must always agree with its antecedent in number, gender and person. Example: This is the manager who rebuked the clerk.
8. Each other is used for two persons or things.
9. One another is used for more than two persons or things.

Adjective

1. When two qualities in the same person or thing are compared, the comparative degree is formed by using more, instead of r/er with the positive.
 - i. Example: Reddy is more wise than intelligent.
2. When an object is compared with the rest of the group, the latter term of comparison must exclude the former by using any other.
 - i. Example: Gold is more precious than any other metal.
3. Two adjectives which refer to the same noun or pronoun joined by a conjunction must be in the same degree of comparison.
 - i. Example: Gandhiji is the wisest and noblest of all national leaders.
4. Many, a great many, a good many, all these take a plural noun and plural verb after them.
 - i. Example: My brother has a good many friends.
5. Fewer is used before countable nouns and less before uncountable nouns.

Subject Verb Agreement

1. When two subjects are joined by AND, the verb is plural. Example: My friend and his father are in INDIA.
2. When two singular nouns joined by AND refer to the same person or thing, the verb is singular.
 - i. Example: The Chairman and CEO has been arrested.
3. If two singular nouns express one idea, the verb should be in the singular form.
 - i. Example: Bread & Butter is good for breakfast.
4. When two singular subjects are practically synonymous, the verb should be in singular form.
 - i. Example: Maintaining law and order is the top most priority.
5. When the subjects joined by either / or, neither / nor are of different persons, the verb will agree in person and number nearest to it. Also, the plural subject must be placed nearest to the verb.
 - i. Example: Either the chief minister or the cabinet ministers are responsible for this problem.
 - ii. Example: Either you or I am responsible for this mistake.
6. If connector like with, together with, as well as, accompanied by, in addition to, along with etc. are used to combine two subjects, the verb agrees with the subject mentioned first.
 - i. Example: The Prime Minister along with his cabinet ministers was invited to the party.
7. When not only.....but also is used to combine two subjects, the verb agrees with the subject closer to it.
 - i. Example: Not only Harish but also his brothers were also arrested.
8. No / None can take either a singular or a plural verb depending on the noun which follows it.
 - i. Example: No example is relevant to this case.
 - ii. Example: No examples are relevant to this case.
9. Majority can be singular or plural. If it is alone it is usually singular, if it is followed by a plural noun, it is usually plural.

- i. Example: The majority believes that the country can progress.
 - ii. Example: The majority of the lecturers believe that the student hasn't copied in the exam.
10. Collective nouns are singular in nature, but takes a plural form when it is divided.
- i. Example: The herd of elephants is blocking the way.
 - ii. Example: The group are divided in the opinion.

2.1.2 Common Sentence Correction Errors

2.1.2.1 Subject-Verb Agreement

The verb in a sentence must agree with its subject.

I. They both should be either singular or plural. Example:

- i. A boy is reading a novel (sing.).
- ii. The boys are reading a novel (plural)

II. In case, the subject is a collective noun, then the verb will take a singular form. Example:

- i. The class is making a noise.

Note: There are four collective nouns viz.- cattle, poultry, police and gentry; with these nouns, we use a plural verb. There are exceptions to the rule.

III. In case, the subjects are connected by AND; they require a plural verb. Example:

- i. Gold and Silver are precious metals.
- ii. If the subjects are connected by OR, the verb used will be singular

Example:

- iii. The dog or the pup is sick.
- iv. In case there are two different subjects; the verb is put matching the closure subject. Example:
- v. Sachin or I am going for a party.
- vi. Sachin or Rahul is going for the party.

IV. All the sentences that begin with EACH, EVERYONE and ANYONE will have a singular verb. Example:

- i. Every one of the boys loves to ride. Anyone has a pen, please.

V. I, ME: While deciding between the nominative form (i.e. I) and the objective form (i.e., me); earlier the nominative form was preferred.

Example:

- i. Atul and I are going for a walk.

But lately its use is considered formal and over correct .We usually use the objective form, i.e. there is no difference between you and me.

Example:

- ii. Please, let Jack and me go to the theatre.

@ Manish Kumar Gupta

But whenever a comparison is made with THAN or AS; the objective form is used. Example:

- iii. He is taller than I am.
- iv. He writes as fast I am.
- v. I swim better than him.
- vi. I am as tall as her.

VI. In the constructions of NEITHER-NOR and EITHER-OR; if both the subjects are singular, the verb will also be singular example Either the mother or the daughter has cooked the meal. But when one of the subjects are joined by OR or NOR is plural, the verb must be plural and the subject should be placed near the verb.

Example:

- i. Neither the teacher nor the students were present.

2.1.2.2 Parallelism

While forming a sentence, the structure of the sentence should be kept parallel. If an infinitive is used, then all the phrases should have an infinitive. If a verb is used after it, then we use the objective cases.

Example:

She likes to cook, dance and play.

Similar rule is used for a gerund.

Example:

She likes cooking, dancing and playing.

2.1.2.3 Tautological Error

Sometimes also referred a 'redundancy', this is the error of writing the same thing twice.

Example:

He returned back from Delhi.

I hardly have any money to give you. The correct constructions should be; He came back from Delhi.

I have no money to give you.

2.1.2.4 Misplaced Modifier

A common blunder is to leave a participle dangling without a subject. Example:

Sitting on the gate, a scorpion stung him.

Here, 'sitting' cannot be used for scorpion as it is grammatically incorrect.. The correct should be:

Sitting on the gate, he was stung by a scorpion or While he was sitting on the gate, a scorpion stung him.

Example:

He visited the place where Napoleon died during his holidays.

It seems as the participle 'during his holidays' is used for Napoleon while it is meant for the person visiting .So the correct sentence should be:-

During his holidays, he visited the place where Napoleon died. This way, it is correctly understood.

2.1.2.5 Use of Few and Less

Few is used before countable nouns while 'less' is used before uncountable nouns.

Example:

There a few children in the class today.

There is less juice left in the jar.

Few and A few have different meanings

Few is equivalent to something negligible, hardly any while. A few is equivalent to some. Example:

Few persons can keep a secret.

A few persons are convinced about the new manager.

Similarly 'little' and 'a little' are used for quantity in the same manner. There is little hope of his recovery (almost nil). A little tact would have saved the situation (some tact).

2.1.2.6 Comparisons

The comparisons made should be between two similar things. If we say:- The population of London is greater than any other city in India. We are comparing:-

- (a) The population of London
- (b) Any other city in India.

While comparison had to be made between the populations of both. So, the correct expression should be:- The population of London is greater than that of any other city in India.

- (a) When comparative degree is used with than, make sure that we exclude the thing compared from the rest of class of things by using the

Example:

He is stronger than any man living.(incorrect).

He is stronger than any other man living.(correct).

Similarly, Solomon was wiser than all other men.

In superlative degree, we must include the thing compared.

Solomon was the wisest of all men.

He is the strongest of all men.

2.1.2.7 Lay and Lie

We need to distinguish between these two words as they are used very differently.

(a) Lay, laid, laid

‘Lay the table’ ordered the mistress He

laid the guitar by his side.

The hen had laid an egg.

(b) Lie, Lay, Lain

Let me lie down here.

He lay under the Banyan tree.

He had lain in the sun for three hours yesterday.

2.1.2.8 Trust Your Ears

If you become stuck, 'say' the choices in your head and then select the passage that sounds best to your ears. Most test takers, particularly native English speakers, have internalized many more grammar rules than they can explicitly identify.

2.1.2.9 Know the Time

Use time cues (ex. *before, during, as, in 1960*) to eliminate options that contain **verb tense errors**. Remember, events that occur during the same time period must be in the same tense!

2.1.2.10 Run the Numbers

If a sentence is about some sort of numerical quantity (ex. *the percentage of homeowners in Minneapolis* or *the number of women studying French*) check for **idiomatic errors**. Remember: "fewer" describes a countable quantity, like people; "less" describes an uncountable quantity, like sugar. Also check for **redundancy** (ex. "went up by a 20% increase").

PRACTICE QUESTIONS

In questions given below, a part of the sentence is ***italicised and underlined***. Below are given alternatives to the italicised part which may improve the sentence. Choose the correct alternative. In case no improvement is needed, option 'D' is the answer.

- 1) The poor villagers have waited in the bitter cold for more than 4 hours now.
 - a) have been waiting
 - b) had waited
 - c) has been waiting
 - d) No improvement
- 2) The old man felled some trees in the garden with hardly no effort at all.

- a) hard effort
b) hardly any effort
c) a hardly any effort
d) No improvement
- 3) The company goes to great length to ensure that employees can be comfortable in their work environment.
a) are comfortable
b) will be comfortable
c) should be comfortable
d) No improvement
- 4) I want you to clearly understand that excuses won't do
a) you clearly to understand
b) you to understand clearly
c) to clearly understand you
d) No improvement
- 5) He was fined for careless driving.
a) got fined
b) fined
c) was to be fined
d) No improvement
- 6) As he is past his teens now, he can look for himself.
a) after
b) to
c) around
d) No improvement
- 7) There is no more room for you in this compartment.
a) there is no more seat
b) there is no more space
c) there is no more accommodation
d) No improvement
- 8) Will you lend me few rupees in this hour of need?
a) lend me any rupees
b) borrow me a few rupees
c) lend me a few rupees
d) No improvement
- 9) During his long discourse, he did not touch that point.
a) touch upon
b) touch on
c) touch of
d) No improvement
- 10) He found a wooden broken chair in the room.
a) wooden and broken chair
b) broken wooden chair
c) broken and wooden chair
d) No improvement
- 11) He could not look anything in the dark room.
a) look at
b) see
c) see through
d) No improvement
- 12) The greatest thing in style is to have a use of metaphor.
a) knowledge
b) command
c) need

- d) No improvement
- 13) While crossing the highway a five year old child was knocked out by a passing car.
- away
 - up
 - down
 - No improvement
- 14) Hoping not to be disturbed, I sat down in my easy chair to read the book. I won as a prize.
- I had won as a prize
 - I have won as prize
 - I had to win as a prize
 - No improvement
- 15) More than one person was killed in accident.
- were killed
 - are killed
 - have been killed
 - No improvement
- 16) No one could explain how a calm and balanced person like him could penetrate such a mindless act on his friends.
- perpetuate
 - perpetrate
 - precipitate
 - No improvement
- 17) Five years ago today, I am sitting in a small Japanese car, driving across Poland towards Berlin.
- was sitting
 - sat
 - have been sitting
 - No improvement
- 18) I took the cycle which he bought yesterday.
- that he bought yesterday
 - that which he had bought yesterday
 - that he had bought yesterday
 - No improvement
- 19) Please make it a point to send you letter at my address.
- on my address
 - to my address
 - in my address
 - No improvement
- 20) If you are living near a market place you should be ready to bear the disturbances caused by traffic.
- to bear upon
 - to bear with
 - to bear away
 - No improvement
- 21) I hope you won't object to me watching while you work.
- against me watching
 - me to watch
 - to my watching
 - No improvement
- 22) You cannot forbid him leaving.
- he leaving
 - his leaving
 - him to leave
 - No improvement
- 23) You have come here with a view to insult me.

- a) to insulting me
b) of insulting me
c) for insulting me
d) No improvement
- 24) 20 kms are not a great distance in these days of fast moving vehicles.
a) is not a great distance
b) is no distance
c) aren't a great distance
d) No improvement
- 25) The more they earn, more they spend.
a) More they earn, more they spend
b) More they earn, the more they spend
c) The more they earn, the more they spend
d) No improvement
- 26) It became clear that the strangers were heading into a serious disaster.
a) along
b) towards
c) for
d) No improvement
- 27) The dissidents hold a great problem in every political party.
a) cause
b) give
c) pose
d) No improvement
- 28) I would have waited for you at the station if I knew that you would come.
a) had known
b) was knowing
c) have known
d) No improvement
- 29) They are social insects, living in communities, regulated by definite laws, each member of society bearing well- defined and separate part in the work of a colony.
a) who are living in communities
b) living among a community
c) who lives with a community
d) No improvement
- 30) Practically every part of the banana tree is used by man.
a) each part
b) any part
c) most part
d) No improvement
- 31) My opinion for the film is that it will bag the national ward.
a) opinion to
b) opinion about
c) opinion on
d) No improvement
- 32) The end of the examinations is (an) oppurtunity for celebrating.
a) chance
b) moment
c) occasion
d) No improvement
- 33) We were not the wiser for all this effort to explain the case to us.
a) none
b) neither
c) nevertheless

- d) No improvement
- 34) Whenever my students come across new words, I ask them to look for them in the dictionary.
- a) to look it up
b) to look them up
c) to look at them
d) No improvement
- 35) We look forward to hear from you.
- a) hearing
b) have heard
c) listen
d) No improvement
- 36) It was indeed a shock for her, but she has later recovered from it.
- a) since
b) then
c) afterwards
d) No improvement
- 37) Realising the significance of technical education for developing country, the government laid aside a large sum on it during the last plan-period.
- a) laid up
b) set aside
c) laid out
d) No improvement
- 38) If you are not clear about the meaning of a word, it is wise to look to a dictionary.
- a) look for
b) look at
c) look up
d) No improvement
- 39) You are warned against committing the same mistake again.
- a) to commit
b) for committing
c) against to commit
d) No improvement
- 40) No sooner he had returned home then his mother felt happy.
- a) had he returned home when
b) he had returned home than
c) did he return home than
d) No improvement
- 41) He should move on to the next point, and not harp one sting only.
- a) harp on string only
b) harp only one string
c) harp upon one string only
d) No improvement
- 42) Either he or I am going.
- a) he or I are going
b) he is going or I am
c) I or he is going
d) No improvement
- 43) I hope you vividly remember the premier of the film when I, my wife and you were present in the hall.
- a) my wife, I and you
b) you, I and my wife
c) my wife, you and I
d) No improvement

- 44) To get one's name in the Rowland Ward's book of hunting records was the hot ambition of every serious hunter.
- extreme
 - burning
 - high
 - No improvement
- 45) Taxpayers are to be conscious of their privileges.
- have to
 - need
 - ought to
 - No improvement
- 46) As she was suffering from high fever, she could not face the examination.
- bear
 - suffer
 - take
 - No improvement
- 47) The demonstration passed off peacefully.
- passed out
 - passed away
 - passed on
 - No improvement
- 48) Every time I go in a lift to my sixth floor apartment, I remember the calm and serenity of my ancestral home in the village.
- move in a lift
 - ascend in a lift
 - C.take a lift
 - No improvement
- 49) In fact, if it hadn't been for his invaluable advice on so many occasions I wouldn't have achieved anything in life.
- remarkable advice
 - valuable advices
 - priceless suggestion
 - No improvement
- 50) Mr. Smith arrived at India in June last year.
- to
 - by
 - in
 - No improvement
- 51) But in all these cases conversion from scale have well-formulated.
- can be well-formulated
 - are well-formulated
 - well-formulated
 - No improvement
- 52) With a thundering roar the huge rocket soared up from the launching pad.
- flew up
 - went upwards
 - took off
 - No improvement
- 53) There is dearth of woman doctor in our state. We shall have to recruit some from the other states.
- women doctor
 - woman doctors
 - women doctors
 - No improvement

- 54) If you cross the line you will be disqualified.
- cross upon the line
 - cross on the line
 - cross out the line
 - No improvement
- 55) Why the dinosaurs died out is not known.
- it is not known
 - the reason is not known
 - that is not known
 - No improvement
- 56) His father won't be able to leave for Varnasi until they have arrived.
- until they arrive
 - until they will have arrived
 - until they will arrive
 - No improvement
- 57) I will not go to school, if it shall rain tomorrow.
- it would rain tomorrow
 - it will rain tomorrow
 - it rains tomorrow
 - No improvement
- 58) If I stood alone in defence of truth, and the whole world is banded against me and against truth. I would fight them all.
- will be banded
 - were banded
 - banded
 - No improvement
- 59) He has not and can never be in the good books of his employer because he lacks honesty.
- A. has not and cannot be
 - has not and can never been
 - has not been and can never be
 - No improvement
- 60) When the examinations were over Anil and me went to our native town.
- me and Anil
 - Anil and I
 - I and Anil
 - No improvement
- 61) Our office clock is not so correct as it should be it is usually five minutes fast.
- right
 - regular
 - accurate
 - No improvement
- 62) The cloud of misfortunes appears to have blown out.
- over
 - up
 - away
 - No improvement
- 63) While we would like that all Indian Children to go to school, we need to ponder why they do not.
- that all the Indian children
 - if all the children of India
 - all Indian children
 - No improvement
- 64) In India today many of our intellectuals still talk in terms of the French Revolution and the Rights of Man, not appreciating that much has happened since then.

- a) much has been happening
b) much had happened
c) much might happen
d) No improvement
- 65) I shall be grateful to you if you are of help to me now.
a) help
b) would help
c) helped
d) No improvement
- 66) The logic of Berlin wall already had been undermined but when the news came through that the wall itself had been opened I jumped into a car.
a) had been undetermined already
b) had already been undetermined
c) had been already undetermined
d) No improvement
- 67) Other countries have eradicated this disease ten years ago.
a) eradicated
b) had eradicated
c) did eradicate
d) No improvement
- 68) Young men and women should get habituated to reading and writing about current affairs.
a) used
b) prepared
c) trained
d) No improvement
- 69) The workers are hell bent at getting what is due to them.
a) hell bent on getting
b) hell bent for getting
c) hell bent upon getting
d) No improvement
- 70) When it was feared that the serfs might go too far and gain their freedom from serfdom, the protestant leaders joined the princes at crushing them.
a) into crushing
b) in crushing
c) without crushing
d) No improvement
- 71) If the room had been brighter, I would have been able to read for a while before bed time.
a) If the room was brighter
b) If the room are brighter
c) Had the room been brighter
d) No improvement
- 72) The record for the biggest tiger hunt has not been met since 1911 when Lord Hardinge, then Viceroy of India, shot a tiger than measured 11 feet and 6 inches.
a) improved
b) broken
c) bettered
d) No improvement
- 73) his powerful desire brought about his downfall.
a) His intense desire
b) His desire for power
c) His fatal desire
d) No improvement
- 74) Will you kindly open the knot?

- a) untie
b) break
c) loose
d) No improvement
- 75) He sent a word to me that he would be coming late.
a) sent word
b) had sent a word
c) sent words
d) No improvement
- 76) John had told me that he hasn't done it yet.
a) told
b) tells
c) was telling
d) No improvement
- 77) If he had time he will call you.
a) would have
b) would have had
c) has
d) No improvement
- 78) Will you lend me few rupees in this hour of need?
a) lend me any rupees
b) borrow me a few rupees
c) lend me a few rupees
d) No improvement
- 79) She says she's already paid me back, but I can't remember, so I'll have to take her word.
a) to take her word true
b) to take her at her word
c) to take her word for it
d) No improvement
- 80) If you had attended the meeting, you would have benefited a great deal.
a) could benefit
b) would benefit
c) benefited
d) No improvement
- 81) This matter admits of no excuse.
a) admits to
b) admits from
c) admits
d) No improvement
- 82) If he would have tried he would have succeeded.
a) is tried
b) was tried
c) had tried
d) No improvement
- 83) It will be no good trying to find an excuse next time.
a) to try to find
b) to try finding
c) trying finding
d) No improvement
- 84) Please remind me of posting these letters to my relatives.

- a) by posting
b) to post
c) for posting
d) No improvement
- 85) Not a word they spoke to the unfortunate wife about it
a) did they speak
b) they will speak
c) they had spoken
d) No improvement
- 86) Not long back, in Japan, a mysterious nerve gas affected a large number of people.
a) effected
b) infected
c) infested
d) No improvement
- 87) We had nothing to eat since 8'o clock, this morning.
a) have had nothing
b) has had nothing
c) did have nothing
d) No improvement
- 88) We did not see this movie yet.
a) have seen
b) have not seen
c) have seen
d) No improvement
- 89) My friend was in hospital for a week after an accident.
a) through
b) following
c) for
d) No improvement
- 90) All, but her, had made an attempt.
a) All, but she,
b) All, but herself,
c) All, but her,
d) No improvement
- 91) Whatever to our other problems. we have no shortcoming to cheap labour in India.
a) default
b) deficit
c) scarcity
d) No improvement
- 92) I have lived in Delhi since I was four.
a) am living
b) lived
c) had lived
d) No improvement
- 93) This telephone number is not existing.
a) has not existed
b) does not exist
c) has not been existing
d) No improvement

- 94) I shall not go untill I am invited.
- a) till I am invited
 - b) Unless I am invited
 - c) if not I am invited
 - d) No improvement
- 95) He died in the year 1960 at 11pm on 14 July.
- a) on 14 July in the year 1960 at 11pm
 - b) in the year 1960 on 14 July at 11pm
 - c) at 11pm on 14 July in the year 1960
 - d) No improvement
- 96) Due to these reason we are all in favour of universal compulsory education.
- a) Out of these reasons
 - b) For these reasons
 - c) By these reasons
 - d) No improvement
- 97) The long or short of it is that I do not want to deal with that new firm.
- a) The long and short of it
 - b) The long and short for it
 - c) The long or short for it
 - d) The shot and long for it
- 98) Can you tell me why did you not speak the truth?
- a) why did not you speak
 - b) that why did you not speak
 - c) why you did not speak
 - d) why did you not spoke

Section 3: Reading Comprehension

3.1 Basic Concepts

Reading comprehension uses multiple-choice questions to measure your ability to read and comprehend written material, to reason and evaluate arguments, and to correct written material to conform to standard written English. Because the Verbal section includes content from a variety of topics, you may be generally familiar with some of the material; however, neither the passages nor the questions assume knowledge of the topics discussed. Reading comprehension questions are intermingled with critical reasoning and sentence correction questions throughout the Verbal section of the test.

Reading comprehension questions begin with written passages up to 350 words long. The passages discuss topics from the social sciences, humanities, the physical or biological sciences, and such business-related fields as marketing, economics, and human resource management. The passages are accompanied by questions that will ask you to interpret the passage, apply the information you gather from the reading, and make inferences (or informed assumptions) based on the reading.

As you move through the reading comprehension worksheets, try to determine a process that works best for you. You might begin by reading a passage carefully and thoroughly, though some test takers prefer to skim the passages the first time through, or even to read the first question before reading the passage. You may want to reread any sentences that present complicated ideas or introduce terms that are new to you. Read each question and series of answers carefully. Make sure you understand exactly what the question is asking and what the answer choices are.

If you need to, you may go back to the passage and read any parts that are relevant to answering the question. Specific portions of the passages may be highlighted in the related questions.

What Is Measured

Reading comprehension questions measure your ability to understand, analyze, and apply information and concepts presented in written form. All questions are to be answered on the basis of what is stated or implied in the reading material, and no specific prior knowledge of the material is required.

The reading comprehension questions evaluate your ability to do the following:

1. **Understand words and statements.** Although the questions do not test your vocabulary (they will not ask you to define terms), they do test your ability to interpret special meanings of terms as they are used in the reading passages. The questions will also test your understanding of the English language. These questions may ask about the overall meaning of a passage.
2. **Understand logical relationships between points and concepts.** This type of question may ask you to determine the strong and weak points of an argument or evaluate the relative importance of arguments and ideas in a passage.
3. **Draw inferences from facts and statements.** The inference questions will ask you to consider factual statements or information presented in a reading passage and, on the basis of that information, reach conclusions.
4. **Understand and follow the development of quantitative concepts as they are presented in written material.** This may involve the interpretation of numerical data or the use of simple arithmetic to reach conclusions about material in a passage.

There are six kinds of reading comprehension questions, each of which tests a different skill. The reading comprehension questions ask about the following areas:

Main idea

Each passage is a unified whole—that is, the individual sentences and paragraphs support and develop one main idea or central point. Sometimes you will be told the central point in the passage itself, and sometimes it will be necessary for you to determine the central point from the overall organization or development of the passage. You may be asked in this kind of question to

Recognize a correct restatement, or paraphrasing, of the main idea of a passage
Identify the author's primary purpose or objective in writing the passage

Assign a title that summarizes, briefly and pointedly, the main idea developed in the passage

Supporting ideas

These questions measure your ability to comprehend the supporting ideas in a passage and differentiate them from the main idea. The questions also measure your ability to differentiate ideas that are *explicitly stated* in a passage from ideas that are *implied* by the author but that are not explicitly stated. You may be asked about

Facts cited in a passage

The specific content of arguments presented by the author in support of his or her views
Descriptive details used to support or elaborate on the main idea

Whereas questions about the main idea ask you to determine the meaning of a passage *as a whole*, questions about supporting ideas ask you to determine the meanings of individual sentences and paragraphs that *contribute* to the meaning of the passage as a whole. In other words, these questions ask for the main point of *one small part* of the passage.

Inferences

These questions ask about ideas that are not explicitly stated in a passage but are *implied* by the author. Unlike questions about supporting details, which ask about information that is directly stated in a passage, inference questions ask about ideas or meanings that must be inferred from information that is directly stated. Authors can make their points in indirect ways, suggesting ideas without actually stating them. Inference questions measure your ability to understand an author's intended meaning in parts of a passage where the meaning is only suggested. These questions do not ask about meanings or implications that are remote from the passage; rather, they ask about meanings that are developed indirectly or implications that are specifically suggested by the author.

To answer these questions, you may have to

Logically take statements made by the author one step beyond their literal meanings

Recognize an alternative interpretation of a statement made by the author

Identify the intended meaning of a word used figuratively in a passage

If a passage explicitly states an effect, for example, you may be asked to infer its cause. If the author compares two phenomena, you may be asked to infer the basis for the comparison. You may be asked to infer the characteristics of an old policy from an explicit description of a new one. When you read a passage, therefore, you should concentrate not only on the explicit meaning of the author's words, but also on the more subtle meaning implied by those words.

Applying information to a context outside the passage itself

These questions measure your ability to discern the relationships between situations or ideas presented by the author and other situations or ideas that might parallel those in the passage. In this kind of question, you may be asked to

Identify a hypothetical situation that is comparable to a situation presented in the passage
 Select an example that is similar to an example provided in the passage
 Apply ideas given in the passage to a situation not mentioned by the author
 Recognize ideas that the author would probably agree or disagree with on the basis of statements made in the passage

Unlike inference questions, application questions use ideas or situations *not* taken from the passage. Ideas and situations given in a question are *like* those given in the passage, and they parallel ideas and situations in the passage; therefore, to answer the question, you must do more than recall what you read. You must recognize the essential attributes of ideas and situations presented in the passage when they appear in different words and in an entirely new context.

Logical Structure

These questions require you to analyze and evaluate the organization and logic of a passage. They may ask you

How a passage is constructed—for instance, does it define, compare or contrast, present a new idea, or refute an idea?
 How the author persuades readers to accept his or her assertions
 The reason behind the author's use of any particular supporting detail
 To identify assumptions that the author is making
 To assess the strengths and weaknesses of the author's arguments
 To recognize appropriate counterarguments

These questions measure your ability not only to comprehend a passage but also to evaluate it critically. However, it is important for you to realize that logical structure questions do not rely on any kind of formal logic, nor do they require you to be familiar with specific terms of logic or argumentation. You can answer these questions using only the information in the passage and careful reasoning.

About the Style and Tone

Style and Tone questions ask about the expression of a passage and about the ideas in a passage that may be expressed through its diction—the author's choice of words. You may be asked to deduce the author's attitude to an idea, a fact, or a situation from the words that he or she uses to describe it. You may also be asked to select a word that accurately describes the tone of a passage—for instance, "critical," "questioning," "objective," or "enthusiastic."

To answer this type of question, you will have to consider the language of the passage as a whole. It takes more than one pointed, critical word to make the tone of an entire passage "critical." Sometimes, style and tone questions ask what audience the passage was probably intended for or what type of publication it probably appeared in. Style and tone questions may apply to one small part of the passage or to the passage as a whole. To answer them, you must ask yourself what meanings are contained in the words of a passage beyond the literal meanings. Did the author use certain words because of their emotional content, or because a particular audience would expect to hear them? Remember, these questions measure your ability to discern meaning expressed by the author through his or her choice of words.

Test-Taking Strategies

1) Do not expect to be completely familiar with any of the material presented in reading comprehension passages

You may find some passages easier to understand than others, but all passages are designed to present a challenge. If you have some familiarity with the material presented in a passage, do not let this

knowledge influence your choice of answers to the questions. Answer all questions on the basis of what is *stated or implied* in the passage itself.

2) Analyze each passage carefully, because the questions require you to have a specific and detailed understanding of the material.

You may find it easier to do the analysis first, before moving to the questions. Or, you may find that you prefer to skim the passage the first time and read more carefully once you understand what a question asks. You may even want to read the question before reading the passage. You should choose the method most suitable for you.

3. Focus on key words and phrases, and make every effort to avoid losing the sense of what is discussed in the passage.

Keep the following in mind:

- Note how each fact relates to an idea or an argument.
- Note where the passage moves from one idea to the next.
- Separate main ideas from supporting ideas.
- Determine what conclusions are reached and why.

4. Read the questions carefully, making certain that you understand what is asked.

An answer choice that accurately restates information in the passage may be incorrect if it does not answer the question. If you need to, refer back to the passage for clarification.

5. Read all the choices carefully.

Never assume that you have selected the best answer without first reading all the choices.

6. Select the choice that answers the question best in terms of the information given in the passage.

Do not rely on outside knowledge of the material to help you answer the questions.

7. Remember that comprehension—not speed—is the critical success factor when it comes to reading comprehension questions.

8. Classify the Passages

- Explanatory (Mostly Science passages, explain one theory/phenomenon in detail)
- Comparative (two or more point of views on a theory/topic. Doesn't go in much detail)
- Argumentative (Subjective, opinionated. Mostly social science/business topics, Pros and cons of a topic with author's views on them)

9. Don't over read.

Skip examples, dates, lengthy names, and any details that can be referred in case something is asked explicitly.

10. Don't go for choices that hold true only for one part of the author's argument.

11. Don't go for choices that exaggerate the author's conclusion.

3.2 Practice Questions

Passage 1:

(This passage was written in 1978.)

Recent years have brought minority- owned businesses in the United States unprecedented opportunities—as well as new and significant risks. Civil rights activists have long argued that one of the principal reasons why Blacks, Hispanics, and other minority groups have difficulty establishing themselves in business is that they lack access to the sizable orders and subcontracts that are generated by large companies. Now Congress, in apparent agreement, has required by law that businesses awarded federal contracts of more than \$ 500,000 do their best to find minority subcontractors and record their efforts to do so on forms filed with the government. Indeed, some federal and local agencies have gone so far as to set specific percentage goals for apportioning parts of public works contracts to minority enterprises.

Corporate response appears to have been substantial. According to figures collected in 1977, the total of corporate contracts with minority businesses rose from \$77 million in 1972 to \$1.1 billion in 1977. The projected total of corporate contracts with minority businesses for the early 1980's is estimated to be over 53 billion per year with no letup anticipated in the next decade.

Promising as it is for minority businesses, this increased patronage poses dangers for them, too. First, minority firms risk expanding too fast and overextending themselves financially, since most are small concerns and, unlike large businesses, they often need to make substantial investments in new plants, staff, equipment, and the like in order to perform work subcontracted to them. If, thereafter, their subcontracts are for some reason reduced, such firms can face potentially crippling fixed expenses. The world of corporate purchasing can be frustrating for small entrepreneurs who get requests for elaborate formal estimates and bids. Both consume valuable time and resources, and a small company's efforts must soon result in orders, or both the morale and the financial health of the business will suffer.

A second risk is that White-owned companies may seek to cash in on the increasing apportionments through formation of joint ventures with minority- owned concerns. Of course, in many instances there are legitimate reasons for joint ventures; clearly, White and minority enterprises can team up to acquire business that neither could acquire alone. But civil rights groups and minority business owners have complained to Congress about minorities being set up as "fronts" with White backing, rather than being accepted as full partners in legitimate joint ventures.

Third, a minority enterprise that secures the business of one large corporate customer often runs the danger of becoming—and remaining—dependent. Even in the best of circumstances, fierce competition from larger, more established companies makes it difficult for small concerns to broaden their customer bases: when such firms have nearly guaranteed orders from a single corporate benefactor, they may truly have to struggle against complacency arising from their current success.

1. The primary purpose of the passage is to
 - a) present a commonplace idea and its inaccuracies
 - b) describe a situation and its potential drawbacks
 - c) propose a temporary solution to a problem
 - d) analyze a frequent source of disagreement
 - e) explore the implications of a finding
- 2) The passage supplies information that would answer which of the following questions?
 - a) What federal agencies have set percentage goals for the use of minority-owned businesses in public works contracts?
 - b) To which government agencies must businesses awarded federal contracts report their efforts to find minority subcontractors?
 - c) How widespread is the use of minority-owned concerns as "fronts" by White backers seeking to obtain subcontracts?
 - d) How many more minority-owned businesses were there in 1977 than in 1972?
 - e) What is one set of conditions under which a small business might find itself financially overextended?

- 3) According to the passage, civil rights activists maintain that one disadvantage under which minority-owned businesses have traditionally had to labor is that they have
- been especially vulnerable to governmental mismanagement of the economy
 - been denied bank loans at rates comparable to those afforded larger competitors
 - not had sufficient opportunity to secure business created by large corporations
 - not been able to advertise in those media that reach large numbers of potential customers
 - not had adequate representation in the centers of government power
- 4) The passage suggests that the failure of a large business to have its bids for subcontracts result quickly in orders might cause it to
- experience frustration but not serious financial harm
 - face potentially crippling fixed expenses
 - have to record its efforts on forms filed with the government
 - increase its spending with minority subcontractors
 - revise its procedure for making bids for federal contracts and subcontracts
- 5) The author implies that a minority-owned concern that does the greater part of its business with one large corporate customer should
- avoid competition with larger, more established concerns by not expanding
 - concentrate on securing even more business from that corporation
 - try to expand its customer base to avoid becoming dependent on the corporation
 - pass on some of the work to be done for the corporation to other minority-owned concerns
 - use its influence with the corporation to promote subcontracting with other minority concerns
- 6) It can be inferred from the passage that, compared with the requirements of law, the percentage goals set by "some federal and local agencies" (lines 14-15) are
- more popular with large corporations
 - more specific
 - less controversial
 - less expensive to enforce
 - easier to comply with
- 7) Which of the following, if true, would most weaken the author's assertion that, in the 1970's, corporate response to federal requirements (lines 18-19) was substantial
- Corporate contracts with minority-owned businesses totaled \$2 billion in 1979.
 - Between 1970 and 1972, corporate contracts with minority-owned businesses declined by 25 percent.
 - The figures collected in 1977 underrepresented the extent of corporate contracts with minority-owned businesses.
 - The estimate of corporate spending with minority-owned businesses in 1980 is approximately \$10 million too high.
 - The \$1.1 billion represented the same percentage of total corporate spending in 1977 as did \$77 million in 1972.
- 8) The author would most likely agree with which of the following statements about corporate response to working with minority subcontractors?
- Annoyed by the proliferation of "front" organizations, corporations are likely to reduce their efforts to work with minority-owned subcontractors in the near future.
 - Although corporations showed considerable interest in working with minority businesses in the 1970's, their aversion to government paperwork made them reluctant to pursue many government contracts.

- c) The significant response of corporations in the 1970's is likely to be sustained and conceivably be increased throughout the 1980's.
- d) Although corporations are eager to cooperate with minority-owned businesses, a shortage of capital in the 1970's made substantial response impossible.
- e) The enormous corporate response has all but eliminated the dangers of over-expansion that used to plague small minority-owned businesses.

Passage 2

Woodrow Wilson was referring to the liberal idea of the economic market when he said that the free enterprise system is the most efficient economic system. Maximum freedom means maximum productiveness; our "openness" is to be the measure of our stability. Fascination with this ideal has made Americans defy the "Old World" categories of settled possessiveness *versus* unsettling deprivation, the cupidity of retention *versus* the cupidity of seizure, a "status quo" defended *or* attacked. The United States, it was believed, had no *status quo ante*. Our only "station" was the turning of a stationary wheel, spinning faster and faster. We did not base our system on property but opportunity—which meant we based it not on stability but on mobility. The more things changed, that is, the more rapidly the wheel turned, the steadier we would be. The conventional picture of class politics is composed of the Haves, who want a stability to keep what they have, and the Have-Nots, who want a *touch of* instability and change in which to *scramble for* the things they have not. But Americans imagined a condition in which speculators, self-makers, *runners* are always using the new opportunities given by our land. These economic leaders (*front* -runners) would thus be mainly agents of *change*. The nonstarters were considered the ones who wanted stability, a strong referee to give them some position in the race, a regulative hand to calm manic speculation; an authority that can call things to a halt, begin things again from compensatorily staggered "starting lines."

"Reform" in America has been sterile because it can imagine no change except through the extension of this metaphor of a race, wider inclusion of competitors, "a piece of the action," as it were, for the disenfranchised. There is no attempt to call off the race. Since our only stability is change, America seems not to honor the quiet work that achieves social interdependence and stability. There is, in our legends, no heroism of the *office clerk*, no stable industrial work force of the people who actually make the system work. There is no pride in being an employee (Wilson asked for a return to the time when everyone was an employer). There has been no boasting about our social workers—they are merely signs of the system's failure, of opportunity denied or not taken, of things to be eliminated. We have no pride in our growing interdependence, in the fact that our system can serve others, that we are able to help those in need; empty boasts from the past make us ashamed of our present achievements, make us try to forget or deny them, move away from them. There is no honor but in the *Wonderland* race we must all run, all trying to win, none winning in the end (for there is no end).

- 9) The primary purpose of the passage is to
 - a) criticize the inflexibility of American economic mythology
 - b) contrast "Old World" and "New World" economic ideologies
 - c) challenge the integrity of traditional political leaders
 - d) champion those Americans whom the author deems to be neglected
 - e) suggest a substitute for the traditional metaphor of a race
- 10) According to the passage, "Old World" values were based on
 - a) ability
 - b) property
 - c) family connections
 - d) guild hierarchies
 - e) education

- 11) In the context of the author's discussion of regulating change, which of the following could be most probably regarded as a "strong referee" ([line 30](#)) in the United States?
- A school principal
 - A political theorist
 - A federal court judge
 - A social worker
 - A government inspector
- 12) The author **sets off** the word "Reform" ([line 35](#)) with quotation marks in order to
- emphasize its departure from the concept of settled possessiveness
 - show his support for a systematic program of change
 - underscore the flexibility and even amorphousness of United States society
 - indicate that the term was one of Wilson's favorites
 - assert that reform in the United States has not been fundamental
- 13) It can be inferred from the passage that the author most probably thinks that giving the disenfranchised "a piece of the action" ([line 38](#)) is
- a compassionate, if misdirected, legislative measure
 - an example of Americans' resistance to profound social change
 - an innovative program for genuine social reform
 - a monument to the efforts of industrial reformers
 - a surprisingly "Old World" remedy for social ills
- 14) Which of the following metaphors could the author most appropriately use to summarize his own assessment of the American economic system ([lines 35-60](#))?
- A windmill
 - A waterfall
 - A treadmill
 - A gyroscope
 - A bellows
- 15) It can be inferred from the passage that Woodrow Wilson's ideas about the economic market
- encouraged those who "make the system work" ([lines 45-46](#))
 - perpetuated traditional legends about America
 - revealed the prejudices of a man born wealthy
 - foreshadowed the stock market crash of 1929
 - began a tradition of presidential proclamations on economics
- 16) The passage contains information that would answer which of the following questions? I. What techniques have industrialists used to manipulate a free market?
II. In what ways are "New World" and "Old World" economic policies similar? III. Has economic policy in the United States tended to reward independent action?
- I only
 - II only
 - III only
 - I and II only
 - II and III only
- 17) Which of the following best expresses the author's main point?
- Americans' pride in their jobs continues to give them stamina today.

- b) The absence of a *status quo ante* has undermined United States economic structure.
- c) The free enterprise system has been only a useless concept in the United States.
- d) The myth of the American free enterprise system is seriously flawed.
- e) Fascination with the ideal of “openness” has made Americans a progressive

Passage 3

No very satisfactory account of the mechanism that caused the formation of the ocean basins has yet been given. The traditional view supposes that the upper mantle of the earth behaves as a liquid when it is subjected to small forces for long periods and that differences in temperature under oceans and continents are sufficient to produce convection in the mantle of the earth with rising convection currents under the mid-ocean ridges and sinking currents under the continents. Theoretically, this convection would carry the continental plates along as though they were on a conveyor belt and would provide the forces needed to produce the split that occurs along the ridge. This view may be correct: it has the advantage that the currents are driven by temperature differences that themselves depend on the position of the continents. Such a back-coupling, in which the position of the moving plate has an impact on the forces that move it, could produce complicated and varying motions.

On the other hand, the theory is implausible because convection does not normally occur along lines, and it certainly does not occur along lines broken by frequent offsets or changes in direction, as the ridge is. Also it is difficult to see how the theory applies to the plate between the Mid-Atlantic Ridge and the ridge in the Indian Ocean. This plate is growing on both sides, and since there is no intermediate trench, the two ridges must be moving apart. It would be odd if the rising convection currents kept exact pace with them. An alternative theory is that the sinking part of the plate, which is denser than the hotter surrounding mantle, pulls the rest of the plate after it. Again it is difficult to see how this applies to the ridge in the South Atlantic, where neither the African nor the American plate has a sinking part.

Another possibility is that the sinking plate cools the neighboring mantle and produces convection currents that move the plates. This last theory is attractive because it gives some hope of explaining the enclosed seas, such as the Sea of Japan. These seas have a typical oceanic floor, except that the floor is overlaid by several kilometers of sediment. Their floors have probably been sinking for long periods. It seems possible that a sinking current of cooled mantle material on the upper side of the plate might be the cause of such deep basins. The enclosed seas are an important feature of the earth's surface, and seriously require explanation because, in addition to the enclosed seas that are developing at present behind island arcs, there are a number of older ones of possibly similar origin, such as the Gulf of Mexico, the Black Sea, and perhaps the North Sea.

- 18) According to the traditional view of the origin of the ocean basins, which of the following is sufficient to move the continental plates?
 - a) Increases in sedimentation on ocean floors
 - b) Spreading of ocean trenches
 - c) Movement of mid-ocean ridges
 - d) Sinking of ocean basins
 - e) Differences in temperature under oceans and continents
- 19) It can be inferred from the passage that, of the following, the deepest sediments would be found in the
 - a) Indian Ocean
 - b) Black Sea
 - c) Mid-Atlantic
 - d) South Atlantic
 - e) Pacific
- 20) The author refers to a “conveyor belt” in [line 13](#) in order to
 - a) illustrate the effects of convection in the mantle
 - b) show how temperature differences depend on the positions of the continents

- d) demonstrate the linear nature of the Mid-Atlantic Ridge
 - e) describe the complicated motions made possible by back-coupling
 - f) account for the rising currents under certain mid-ocean ridges
- 21) The author regards the traditional view of the origin of the oceans with
- a) slight apprehension
 - b) absolute indifference
 - c) indignant anger
 - d) complete disbelief
 - e) guarded skepticism
- 22) According to the passage, which of the following are separated by a plate that is growing on both sides?
- a) The Pacific Ocean and the Sea of Japan
 - b) The South Atlantic Ridge and the North Sea Ridge
 - c) The Gulf of Mexico and the South Atlantic Ridge
 - d) The Mid-Atlantic Ridge and the Indian Ocean Ridge
 - e) The Black Sea and the Sea of Japan
- 23) Which of the following, if it could be demonstrated, would most support the traditional view of ocean formation?
- a) Convection usually occurs along lines.
 - b) The upper mantle behaves as a dense solid.
 - c) Sedimentation occurs at a constant rate.
 - d) Sinking plates cool the mantle.
 - e) Island arcs surround enclosed seas.
- 24) According to the passage, the floor of the Black Sea can best be compared to a
- a) rapidly moving conveyor belt
 - b) slowly settling foundation
 - c) rapidly expanding balloon
 - d) violently erupting volcano
 - e) slowly eroding mountain
- 25) Which of the following titles would best describe the content of the passage?
- a) A Description of the Oceans of the World
 - b) Several Theories of Ocean Basin Formation
 - c) The Traditional View of the Oceans
 - d) Convection and Ocean Currents
 - e) Temperature Differences among the Oceans of the World

Section 4: Critical Reasoning

Critical reasoning section uses multiple-choice questions to measure your ability to read and comprehend written material, to reason and to evaluate arguments, and to correct written material to conform to standard written English. Because the Verbal section includes content from a variety of topics, you may be generally familiar with some of the material; however, neither the passages nor the questions assume knowledge of the topics discussed. Critical reasoning questions are intermingled with reading comprehension and sentence correction questions throughout the Verbal section of the test.

Although critical reasoning questions are based on written passages, these passages are shorter than reading comprehension passages. They tend to be less than 100 words in length and generally are followed by one or two questions. For these questions, you will see a split computer screen. The written passage will remain visible as each question associated with that passage appears in turn on the screen. You will see only one question at a time.

Critical reasoning questions are designed to test the reasoning skills involved in (1) making arguments, (2) evaluating arguments, and (3) formulating or evaluating a plan of action. The materials on which questions are based are drawn from a variety of sources.

In these questions, you are to analyze the situation on which each question is based, and then select the answer choice that most appropriately answers the question. Begin by reading the passages carefully, then reading the five answer choices. If the correct answer is not immediately obvious to you, see whether you can eliminate some of the wrong answers. Reading the passage a second time may be helpful in illuminating subtleties that were not immediately evident.

Answering critical reasoning questions requires no specialized knowledge of any particular field; you don't have to have knowledge of the terminology and conventions of formal logic. The sample critical reasoning questions in this chapter illustrate the variety of topics the test may cover, the kinds of questions it may ask, and the level of analysis it requires.

The following pages describe what critical reasoning questions are designed to measure and present the directions that will precede questions of this type. Sample questions and explanations of the correct answers follow.

What Is Measured

Critical reasoning questions are designed to provide one measure of your ability to reason effectively in the following areas:

1. **Argument construction** Questions in this category may ask you to recognize such things as the basic structure of an argument, properly drawn conclusions, underlying assumptions, well-supported explanatory hypotheses, and parallels between structurally similar arguments.
- 2) **Argument evaluation** These questions may ask you to analyze a given argument and to recognize such things as factors that would strengthen or weaken the given argument; reasoning errors committed in making that argument; and aspects of the method by which the argument proceeds.
- 3) **Formulating and evaluating a plan of action** This type of question may ask you to recognize such things as the relative appropriateness, effectiveness, or efficiency of different plans of action; factors that would

strengthen or weaken the prospects of success of a proposed plan of action; and assumptions underlying a proposed plan of action.

Test-Taking Strategies

1) Read very carefully the set of statements on which a question is based. Pay close attention to

- a) What is put forward as factual information
- b) What is not said but necessarily follows from what is said
- c) What is claimed to follow from facts that have been put forward
- d) How well substantiated are any claims that a particular conclusion follows from the facts that have been put forward

In reading the arguments, it is important to pay attention to the logical reasoning used; the actual truth of statements portrayed, as fact is not important.

2) Identify the conclusion.

The conclusion does not necessarily come at the end of the text; it may come somewhere in the middle or even at the beginning. Be alert to clues in the text that an argument follows logically from another statement or statements in the text.

3) Determine exactly what each question asks.

You might find it helpful to read the question first, before reading the material on which it is based; don't assume that you know what you will be asked about an argument. An argument may have obvious flaws, and one question may ask you to detect them. But another question may direct you to select the one answer choice that does NOT describe a flaw in the argument.

4) Read all the answer choices carefully.

Do not assume that a given answer is the best without first reading all the choices.

Practice Questions

- 1) Mr. Janeck: I don't believe Stevenson will win the election for governor. Few voters are willing to elect a businessman with no political experience to such a responsible public office.
- Ms. Siuzdak: You're wrong. The experience of running a major corporation is a valuable preparation for the task of running a state government.
- M. Siuzdak's response shows that she has interpreted Mr. Janeck's remark to imply which of the following?
- a) Mr. Janeck considers Stevenson unqualified for the office of governor.
 - b) No candidate without political experience has ever been elected governor of a state.
 - c) Mr. Janeck believes that political leadership and business leadership are closely analogous.
 - d) A career spent in the pursuit of profit can be an impediment to one's ability to

run a state government fairly.

e) Voters generally overestimate the value of political experience when selecting a candidate.

2) Which of the following best completes the passage below?

One tax -reform proposal that has gained increasing support in recent years is the flat tax, which would impose a uniform tax rate on incomes at every level. Opponents of the flat tax say that a progressive tax system, which levies a higher rate of taxes on higher-income taxpayers, is fairer, placing the greater burden on those better able to bear it. However, the present crazy quilt of tax deductions, exemptions, credits, and loopholes benefits primarily the high-income taxpayer, who is consequently able to reduce his or her effective tax rate, often to a level below that paid by the lower-income taxpayer. Therefore, _____

- a) higher-income taxpayers are likely to lend their support to the flat-tax proposal now being considered by Congress
- b) a flat-tax system that allowed no deductions or exemptions would substantially increase actual government revenues
- c) the lower-income taxpayer might well be penalized by the institution of a flat-tax system in this country
- d) the progressive nature of our present tax system is more illusory than real
- e) the flat tax would actually be fairer to the lower-income taxpayer than any progressive tax system could be

3) As part of our program to halt the influx of illegal immigrants, the administration is proposing the creation of a national identity card. The card would be available only to U.S. citizens and to registered aliens, and all persons would be required to produce the card before they could be given a job. Of course, such a system holds the potential, however slight, for the abuse of civil liberties. Therefore, all personal information gathered through this system would be held strictly confidential, to be released only by authorized personnel under appropriate circumstances. Those who are in compliance with U.S. laws would have nothing to fear from the identity card system.

In evaluating the above proposal, a person concerned about the misuse of confidential information would be most interested in having the author clarify the meaning of which of the following phrases?

- a) "all persons" (line 5)
- b) "however slight" (line 7)
- c) "civil liberties" (line 8)
- d) "appropriate circumstances" (line 11)
- e) "U.S. laws" (line 2)

4) At one time, European and Japanese companies tried to imitate their American rivals. Today, American appliance manufacturers import European scientists to lead their research staffs; American automakers design cars that mimic the styling of German, Italian, and French imports; and American electronics firms boast in their advertising of "Japanese-style" devotion to quality and reliability. In the world of high technology, America has lost the battle for international prestige.

Each of the following statements, if true, would help to support the claim above

EXCEPT:

- a) An American camera company claims in its promotional literature to produce cameras "as fine as the best Swiss imports."
- b) An American maker of stereo components designs its products to resemble those of a popular Japanese firm.
- c) An American manufacturer of video games uses a brand name chosen because it sounds like a Japanese word.
- d) An American maker of televisions studies German-made televisions in order to adopt German manufacturing techniques.

- e) An American maker of frozen foods advertises its dinners as “Real European-style entrees prepared by fine French and Italian chefs.”
- 5) Johnson is on firm ground when he asserts that the early editors of Dickinson’s poetry often distorted her intentions. Yet Johnson’s own, more faithful, text is still guilty of its own forms of distortion. To standardize Dickinson’s often indecipherable handwritten punctuation by the use of the dash is to render permanent a casual mode of poetic phrasing that Dickinson surely never expected to see in print. It implies that Dickinson chose the dash as her typical mark of punctuation when, in fact, she apparently never made any definitive choice at all.

Which of the following best summarizes the author’s main point?

- a) Although Johnson is right in criticizing Dickinson’s early editors for their distortion of her work, his own text is guilty of equally serious distortions.
- b) Johnson’s use of the dash in his text of Dickinson’s poetry misleads readers about the poet’s intentions.
- c) Because Dickinson never expected her poetry to be published, virtually any attempt at editing it must run counter to her intentions.
- d) Although Johnson’s attempt to produce a more faithful text of Dickinson’s poetry is well-meaning, his study of the material lacks sufficient thoroughness.
- e) Dickinson’s editors, including Johnson, have failed to deal adequately with the problem of deciphering Dickinson’s handwritten manuscripts.
- 6) A law requiring companies to offer employees unpaid time off to care for their children will harm the economic competitiveness of our nation’s businesses. Companies must be free to set their own employment policies without mandated parental-leave regulations.
- Which of the following, if true, would most seriously weaken the conclusion of the argument above?
- a) A parental-leave law will serve to strengthen the family as a social institution in this country.
- b) Many businesses in this country already offer employees some form of parental leave.
- c) Some of the countries with the most economically competitive businesses have strong parental-leave regulations.
- d) Only companies with one hundred or more employees would be subject to the proposed parental-leave law.
- e) In most polls, a majority of citizens say they favor passage of a parental-leave law.

- 7) If A,
then B.
If B,
then C.
If C,
then D.

If all of the statements above are true, which of the following must also be true?

- a) If D, then A.
- b) If not B, then not C.
- c) If not D, then not A.
- d) If D, then E.
- e) If not A, then not D.

- 8) Dear Applicant:

Thank you for your application. Unfortunately, we are unable to offer you a position in our local government office for the summer. As you know, funding for summer jobs is limited, and it is impossible for us to offer jobs to all those who want them. Consequently, we are forced to reject many highly qualified applicants.

Which of the following can be inferred from the letter?

- a) The number of applicants for summer jobs in the government office exceeded the number of summer jobs available.
- b) The applicant who received the letter was considered highly qualified.
- c) Very little funding was available for summer jobs in the government office.
- d) The application of the person who received the letter was considered carefully before being rejected.
- e) Most of those who applied for summer jobs were considered qualified for the available positions.
- 9) Studies of fatal automobile accidents reveal that, in the majority of cases in which one occupant of an automobile is killed while another survives, it is the passenger, not the driver, who is killed. It is ironic that the innocent passenger should suffer for the driver's carelessness, while the driver often suffers only minor injuries or none at all.
- Which of the following is an assumption underlying the reasoning in the passage above?
- a) In most fatal automobile accidents, the driver of a car in which an occupant is killed is at fault.
- b) Drivers of automobiles are rarely killed in auto accidents.
- c) Most deaths in fatal automobile accidents are suffered by occupants of cars rather than by pedestrians.
- d) Auto safety experts should increase their efforts to provide protection for those in the passenger seats of automobiles.
- e) Automobile passengers sometimes play a contributing role in causing auto accidents.

Questions 10-11 are based on the following

As one who has always believed that truth is our nation's surest weapon in the propaganda war against our foes, I am distressed by reports of "disinformation" campaigns by American intelligence agents in Western Europe. In a disinformation campaign, untruths are disseminated through gullible local journalists in order to damage the interests of our enemies and protect our own. Those who defend this practice say that lying is necessary to counter Soviet disinformation campaigns aimed at damaging America's political interests. These apologists contend that one must fight fire with fire. I would point out to the apologists that the fire department finds water more effective.

- 10) The author of the passage above bases his conclusion on which of the following?
- a) A circular definition of "disinformation"
- b) An example of the ineffectiveness of lying as a weapon in the propaganda war
- c) An analogy between truth and water
- d) An appeal to the authority of the fire department
- e) An attack on the character of American intelligence agents in Western Europe
- 11) The author's main point is that
- a) although disinformation campaigns may be effective, they are unacceptable on ethical grounds
- b) America's moral standing in the world depends on its adherence to the truth
- c) the temporary political gains produced by disinformation campaigns generally give way to long-term losses
- d) Soviet disinformation campaigns have done little to damage America's standing in Europe
- e) disinformation campaigns do not effectively serve the political interests of the United States
- 12) Are you still reading the other newspaper in town? Did you know that the *Daily Bugle* is owned by an out-of-town business syndicate that couldn't care less about the people of Gotham City? Read the *Daily Clarion*, the only *real* voice of the people of Gotham City!
- Which of the following most directly refutes the argument raised in the advertisement above?
- a) Over half of the advertising revenues of the *Daily Clarion* come from firms whose headquarters are located outside of Gotham City.
- b) The *Daily Clarion* usually devotes more of its pages to out-of-town news than does the *Daily Bugle*.
- c) Nearly 40 percent of the readers of the *Daily Clarion* reside outside the limits of Gotham City.

- d) The editor-in-chief and all the other members of the editorial staff of the *Daily Bugle* have lived and worked in Gotham City for ten years or more.
- e) The *Daily Bugle* has been published in Gotham City for a longer time than has the

Daily Clarion. Questions 13-14 are based on the following.

The earth's resources are being depleted much too fast. To correct this, the United States must keep its resource consumption at present levels for many years to come.

- 13) The argument above depends on which of the following assumptions?
- a) Per capita resource consumption in the United States is at an all-time high.
 - b) The United States wastes resources.
 - c) The United States uses more resources than any other country.
 - d) The United States imports most of the resources it uses.
 - e) Curbing U.S. resource consumption will significantly retard world resource depletion.
- 14) Which of the following, if true, would most strengthen the argument above?
- a) New resource deposits are constantly being discovered.
 - b) The United States consumes one-third of all resources used in the world.
 - c) Other countries need economic development more than the United States does.
 - d) Other countries have agreed to hold their resource consumption at present levels.
 - e) The United States has been conserving resources for several years.

- 15) Alba: I don't intend to vote for Senator Frank in the next election. She is not a strong supporter of the war against crime.

Tam: But Senator Frank sponsored the latest anticrime law passed by the Senate.

Alba: If Senator Frank sponsored it, it can't be a very strong anticrime law. Which of the following identifies the most serious logical flaw in Alba's reasoning?

- a) The facts she presents do not support her conclusion that Senator Frank is soft on crime.
 - b) She assumes without proof that crime is the most important issue in the upcoming election.
 - c) She argues in a circle, using an unsupported assertion to dismiss conflicting evidence.
 - d) She attacks Senator Frank on personal grounds rather than on his merit as a political leader.
 - e) In deciding not to vote for Senator Frank, she fails to consider issues other than crime.
- 16) Which of the following best completes the passage below?
- the most serious flaw in television's coverage of election campaigns is its tendency to focus on the horse-race side of politics—that is, to concentrate on the question "Who's winning?" at the expense of substantive coverage of the issues and the candidates' positions on them. The endless interviews with campaign managers, discussions of campaign strategies, and, especially, the obsession with opinion polls have surrounded elections with the atmosphere of a football game or a prizefight. To reform this situation, a first step might well be _____
- a) a shortening of the length of election campaigns to a period of six weeks
 - b) a stringent limit on campaign spending
 - c) a reduction in the television coverage of opinion polls during election campaigns
 - d) the publication and distribution of voter-education literature to inform the public about each candidate's position on the major issues
 - e) a limit on the length and number of political advertisements broadcast on television
- 17) With Proposition 13, if you bought your house 11 years ago for \$75,000, your property tax would be approximately \$914 a year (1 percent of \$75,000 increased by 2 percent each year for 11 years); and if your neighbor bought an identical house next door to you for \$200,000 this year, his tax would be \$2,000 (1 percent of \$200,000). Without Proposition 13, both you and your neighbor would pay \$6,000 a year in property taxes (3 percent of \$200,000).

Which of the following is the conclusion for which the author most likely is arguing in the passage above?

- a) Proposition 13 is unconstitutional because it imposes an unequal tax on properties of equal value.
- b) If Proposition 13 is repealed, every homeowner is likely to experience a substantial increase in property taxes.
- c) By preventing inflation from driving up property values, Proposition 13 has saved homeowners thousands of dollars in property taxes.
- d) If Proposition 13 is not repealed, identical properties will continue to be taxed at different rates.
- e) Proposition 13 has benefited some homeowners more than others.

Questions 18-19 are based on the following.

At an enormous research cost, a leading chemical company has developed a manufacturing process for converting wood fibers into a plastic. According to the company, this new plastic can be used for, among other things, the hulls of small sailboats. But what does the company think sailboat hulls used to be made of? Surely the mania for high technology can scarcely go further than this.

- 18) The author's opinion of the manufacturing process described in the passage is based primarily on the fact that
 - a) plastic is unlikely to be durable enough for high-quality sailboat hulls
 - b) the research costs of developing the process outweigh any savings possible from the use of the plastic
 - c) a small sailboat is not normally regarded as a high-tech product
 - d) hulls for small sailboats can be made from wood without converting it into plastic
 - e) many other spheres of human activity are in far greater need of technological research
 - 19) Which of the following, if true, would most seriously weaken the author's conclusion?
 - a) the plastic produced by the process is considerably lighter, stronger, and more watertight than wood.
 - b) The wood used in producing the plastic is itself in increasingly short supply.
 - c) The cost of the manufacturing process of the plastic increases the cost of producing a sailboat hull by 10 to 15 percent.
 - d) Much of the cost of the research that developed the new process will be written off for tax purposes by the chemical company.
 - e) The development of the new plastic is expected to help make the chemical company an important supplier of boat-building materials.
 - 20) A young man eager to become a master swordsman journeyed to the home of the greatest teacher of swordsmanship in the kingdom. He asked the teacher, "How quickly can you teach me to be a master swordsman?" The old teacher replied, "It will take ten years." Unsatisfied, the young man asked, "What if I am willing to work night and day, every day of the year?" the teacher replied, "In that case, it will take twenty years."
- The teacher's main point is that an important quality of a master swordsman is
- a) humility
 - b) willingness to work hard
 - c) respect for one's elders
 - d) patience

Section 5: Fill in the Blanks

5.1 Basic Concepts

How to Solve 'Fill in the Blank' Questions

STEP 1: Read the statement carefully and first, try to fill the missing word without looking at the options

STEP 2: Choose the word from the options that best replaces the word that you had thought of initially

STEP 3: Read the sentence again by replacing the blank with the option that you have chosen

NOTE: You must ensure that the word you have inserted in the blank, enables you to read the sentence smoothly and correctly

STEP 4: Read the sentence one last time to ensure that there are no grammatical errors in the sentence. Also check whether the sentence actually makes sense or not, once you have placed the option you think is correct in place of the blank.

Points to Remember

1. Questions on 'fill in the blank' are frequently asked in all placement exams. To be able to solve such questions correctly, you must have a very good **vocabulary**.
2. It is very important that you **read the sentence in the question very carefully**. In most of the cases, clues about the type of information needed to fill the gap — a person's name, a date or a fact — can be derived by a good understanding of the meaning of the sentence itself.
3. You should keep a close watch at **grammar clues**, for instance, if the article, "an" comes before the blank, then it implies that the answer must begin with a vowel. Such grammatical clues can be of great help in deciding the answers.
4. You must recognise the logical structure of a sentence and pay attention to what the question requires.
5. It is necessary that you **understand the context** of the sentence. While closely reading the sentence and the options given in the question, you must try to determine the tone of the missing word — whether the required word is positive or negative in the meaning it implies
6. In certain fill in the blank questions, you are required to fill more than one blank. In such cases you should use the **method of elimination** by simultaneously checking which of the options best satisfies both the entries.
7. In certain questions your knowledge and understanding of common idioms and phrases in English Language may be tested. Hence, be sure to have a good skill set of such phrases.
8. Ensure that the **meaning of the sentence is intact**. Once you have placed the likely option, do check that the sentence gives out a plausible meaning.
9. In case you are confused between two or more options, you can also apply the **hit & trial method** — one by one place each of the likely options in place of the missing word in the sentence. The option which credits maximum meaning to the sentence should be the correct answer.
10. **Do not spend a lot of time** on one question. If you are unable to spot the correct answer, despite repeated efforts, leave the question and move forward.

5.2 Practice Questions

Q.1-5. Choose a word to be fitted in both the sentences

1. Almost 90% of the spices produced are utilized within the country, and only the _____ is exported.
Rohit was advised to take _____ since he broke his leg in the accident. A. Medicine
B. Coffee C. As D. Rest E. Leftover
2. The _____ of the bus was arrested two days after the incident.
Women's safety was the key _____ behind the big push for sanitation in the villages.
A. Passenger B. Trainer C. Issue D. Owner E. Driver
3. She _____ in slum area and struggles hard to reach her workplace everyday.
Despite the existence of safety norms, many private buses plying in Malabar continue to violate all norms risking the _____ of passengers.
A. Lives B. Calm C. Plays D. Aptitude E. Dwell
4. It is always the ordinary people who _____ victims of violence because the politicians move around in bullet-proof vehicles.
Those who conspire against others _____ into their own trap.
A. Indicate B. Shun C. Fall D. Transform E. Suppressed
5. The fleeting _____ of rainfall have increased the fears of steep rise in vegetable prices among traders and consumers.
The child had the problem of learning how to _____ a word, for which he was taken to the psychiatrist.
A. Order B. Spell C. Form D. Change E. Occur

Q.6-30. Choose a word to be fitted in the blank

6. Steel prices, which have been on the rise for last several years, have _____
_____ the backbone of auto parts industry.
A. Joined B. Burst C. Broken D. Altered E. Distanced
7. Adopting healthy habits is vital in curbing the spread of H1N1, and it is high time people _____ it.
A. Rage B. Chooses C. Hover D. Gather E. Realize
8. It is _____ for children, elderly and people suffering from lung diseases to avoid going out early in the morning.
A. Tired B. Rampant C. Affected D. Advisable E. Envable

9. Since _____ on mango trees is a very sensitive period, any weather change can badly hit its productivity and quality.
A. Towering B. Pruning C. Washing D. Flowering E. Sprayed
10. The _____ should understand that they would get a licence only if they have basic skills of driving.
A. Residential B. Political C. Authoritative D. Applicants E. Driven
11. My Mother upset the kettle of boiling water and _____ her right hand badly.
(A) Scorched (B) Burn (C) Wounded (D) Scalded (E) None of these
12. Please do not _____ an offer made by the Chairman.
(A) Refuse (B) Deny (C) Refrain (D) Refuge (E) None of these
13. The government is confident that the standard of living will begin to _____ again soon.
(A) Rise (B) Lift (C) Flourish (D) Revive (E) None of those
14. On second reading his poems strike us as singularly _____ of subline emotions.
(A) Attribute (B) Significative (C) Symptomatic (D) Evocative (E) None of these
15. Health is too important to be _____.
(A) Neglected (B) Discarded (C) Despised (D) Detested (E) None of these
16. Even a _____ glance will reveal the mystery.
(A) Crude (B) Cursory (C) Critical (D) Curious (E) None of these
17. Like any other country India has its _____ share of superstitions.
(A) Abundant (B) Fair (C) Proper (D) Peculiar (E) None of these
18. Hindus believe that _____ from the cycle of birth and rebirth can be attained only by good deeds.
(A) Bondage (B) Deliverance (C) Delivery (D) Retirement
(E) None of these
19. An employment advertisement should _____ the number of vacancies.
(A) Provide (B) Declare (C) Contain (D) Specify (E) None of these
20. The family gave father a gold watch on the _____ of his fifteenth birthday.
(A) Time (B) Event (C) Occasion (D) Celebration (E) None of these
21. The passengers were afraid but the captain _____ them that there was no danger.
A) Promised (B) Advised (C) Assured (D) Consoled (E) None of these
22. It's very kind of you to _____ to speak at the meeting. 8.

- (A) Comply (B) Agree (C) Accept (D) Concur (E) None of these

23. I haven't seen you ____ a week

- (A) Within (B) Since (C) For (D) From (E) None of these

24. Do you Know _____?

- (A) Where she comes from (B) Where does she come from (C) Where from she comes
(D) From where does she come (E) None of these

25. The battalion operating from the mountain was able to ____ three enemy divisions.

- (A) Tie up (B) Tie Down (C) Tie on (D) Tie with (E) None of these

26. She ____ a brief appearance at the end of the party.

- (A) Put on (B) Put in (C) Put across (D) Put up (E) None of these

27. Once he has signed the agreement, he won't be able to _____.

- (A) Bank up (B) Back in (C) Back at (D) Back out (E) None of these

28. ____ of old paintings is a job for the experts.

- (A) Resurrection (B) Retrieval (C) Restoration (D) Resumption
(E) None of these

29. The terrorists made a vain attempt to ____ the bridge.

- (A) Blow down (B) Blow up (C) Blow over (D) Blow out (E) None of these

30. The Finance Minister may ____ new proposal in his budget speech.

- (A) Bring out (B) Bring forward (C) Bring round (D) Bring forth (E) None of these

Direction to solve from 31-40: Each question below has two blanks. There are five pairs of words below each sentence. Each pair is numbered. Choose the pair of words which can be filled up in the blanks in the sentence in the same order so as to complete the sentence meaningfully.

31. The ____ playing of loud music has led the angry residents of this vicinity to file a police complaint and move court against the organizer's lack of ____ for the people's need for a peaceful neighbourhood.

- (A) peaceful, thought (B) abrupt, hope (C) incessant, consideration
(D) fashionable, friendliness (E) intermittent, interpretation

32. The ____ of the chronic balance of payments deficit which has ____ the Finance Ministry under three Prime Ministers is very real.

- (A) temptation, reviled (B) understanding, Menaced
(C) impact, Underestimated (D) obligation, blessed

- (E) dilemma, plagued

33. Britain for the present, is deeply _____ in economic troubles, and the economic future, heavily _____ looks uncertain.
 (A) engrossed, responsive (B) ingrained, sceptical (C) saturate, Enveloped (D) mired, mortgaged
 (E) restrained, participative
34. Our Constitution was based on the belief that the free _____ of ideas, people and cultures is essential to the of a democratic society.
 (A) selection, concurrence (B) interchange, preservation
 (C) reversal. Upholding (D) dissemination congruence
 (E) distinction, design
35. As this country has become more _____ industrial and internationalized, it has like all Western democracies, experienced a neces-sary increase in the ____ of the executive.
 (A) urbanized, role (B) objective, wealth (C) synthesized, efficiency
 (D) civilized, convenience (E) concretized, vision
36. More is of conditions of the tribals in Maharashtra than conditions of those in the other parts of the country.
 (A) certainthe (B) known of (C) aware of
 (D) favourable.....those (E) uncertain..... all
37. Although is not a very desirable feeling, we need a certain amount of it to
 (A)Anxiet----exist (B)grief----enjoy (C)impatience----preach
 (D)anger define (E)jealousy bad
38. Although he is a _____ person,he occasionally loses his_____.
 (A)quiet-----power (B)Cheerful----grief (C)balanced—temper (D)thoughtful
 anxiety (E)generous wealth
39. In a _____ tone,the leader made a powerful_____ to the people.
 (A)realistic---zeal(B)lower---conviction (C)loud argument (D)soft---appeal (E)pitch statement
40. The tunnel was so _____ and congested, that we became _____
 (A)long-----enthusiastic (B)deep----cautions (C)dark---frightened(D)crowed islated
 (E)sharp worried
- Select the most appropriate word for the blank to make the sentence meaningful.
41. The boy was _____ of cheating in the examination.
 (A) Condemned (B) accused (C) Charged (D) punished
42. We have two telephone operators, _____ of them do you want?
 (A) who (B) whom (C) which (D) what
43. I have no _____ motive in offering this advice.
 (A) Posterior (B) interior
 (C) ulterior (D) exterior

44. _____ politicians are always respected.
 (A) Conscious (B) Conscientious
 (C) Cautious (D) Carefree
45. We will have to atone _____ our misdeeds.
 (A) at (B) on
 (C) for (D) with
46. I got used _____ on the right when I was in the U.S. for two years.
 (A) Driving (B) to drive
 (C) to driving (D) by driving
47. Had you told me earlier I _____ the meeting.
 (A) had attended (B) have attended
 (C) attended (D) would have attended
48. The climate is not conducive _____ good health.
 (A) with (B) from
 (C) in (D) to
49. A dog lives in a _____.
 (A) burrow (B) coop
 (C) stable (D) kennel
50. Many things have happened _____ I met you last.
 (A) before (B) when
 (C) from (D) since

Directions (51-80): 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 suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Indeed, much progress in this ...(51)... has already been made as a ...(52)... of the combined ...(53)... of the government and the people of the state and the ...(54)... initiative provided by Central Government under Prime Minister's ...(55)... leadership. The results of ...(56)... efforts are there for all to see. Prices of ...(57)... commodities and other goods have ...(58)... considerably. The rate of inflation ...(59)... fallen to gratifying figure of ... (60)... minus 3 %, the ...(61)... in the world. There is complete harmony in ...(62)... public and private sector establishments and ...(63)... is bound to lead to ...(64)... industrial and agricultural production. Is it is hope or a ...(65)...

51. (A) Behalf (B) Regards (C) Way (D) Regard (E) Respect
 52. (A) Resultant (B) Resulting (C) Result (D) Resulted (E) Resultify
 53. (A) Effort (B) Work (C) Efforts (D) Progress (E) Movement
 54. (A) Proper (B) Welcomes (C) Required (D) Welcome (E) Initialization
 55. (A) Chair (B) Inspires (C) Inspiring (D) Stable (E) Stabilize
 56. (A) The (B) These (C) This (D) Those (E) Then
 57. (A) Certain (B) Essential (C) Good (D) Several (E) Manifold
 58. (A) Fell (B) Falls (C) Fallen (D) Risen (E) Plummeted
 59. (A) Have (B) Become (C) Has (D) Greatly (E) Rarely

60. (A) Above (B) Near (C) Nearly (D) Inflation (E) Internal
 61. (A) Highest (B) Lowest (C) Higher (D) Lower (E) Lowering
 62. (A) State (B) All (C) Both (D) Either (E) Center
 63. (A) Will (B) These (C) This (D) Those (E) That
 64. (A) Great (B) High (C) Greater (D) Lower (E) Lowest
 65. (A) Certainty (B) Definitive (C) Hope (D) Ultimate (E) Expectation

Does Indian industry need democracy? The Indian economy's sustained growth today is.... (66)

by incomplete democracy. While millions of Indians endure poverty, only

a tiny majority(67)..... prosperity. On the other hand, many Latin American countries have registered(68)..... growth rates under military dictators and today one of the fastest growing economies in the world – china- has an(69)

rather

than a democracy government. So why does Indian need democracy for sustained growth?

To many, democracy(70) slower decision making with corrupt politicians

and red-tapism etc. Industry should, therefore, be (71)..... with less, not

more, democracy. However, while China (72)Consumption in order to save and

invest more than half its output to produce 10% growth, India(73)..... almost

two-thirds of its output and manages to achieve 9% growth from one-third of its output.(74)

India's democracy is not inefficient when it comes to making

.....(75) use of resources.

66. (a) deprived (b) hampered (c) eliminated (d) faced (e) threaten
 67. (a) pursuit (b) acquisition (c) benefit (d) enjoy (e) value
 68. (a) acceptable (b) insignificant (c) variable (d) inflated (e) affordable
 69. (a) autonomous (b) economical (c) authoritarian (d) egalitarian (e) orthodox
 70. (a) imply (b) mentions (c) attracts (d) features (e) means
 71. (a) gracious (b) adapted (c) fascinated (d) pleased (e) urged
 72. (a) bans (b) curtails (c) regulate (d) ceases (e) discourage
 73. (a) consumes (b) selects (c) indulges (d) disperse (e) hoard
 74. (a) Accordingly (b) Totally (c) Thus (d) Even (e) Likely
 75. (a) ultimately (b) capably (c) modest (d) secure (e) effective

Fill the blanks and make sentence complete

76. He is too to be deceived easily
 a. strong b. modern c. kind d. intelligent
 77. Ravi's behaviour is worthy of by all the youngsters.
 a. trail b. emulation c. following d. exploration
 78. The speaker did not properly use the time as he went on on one point alone.
 a. dilating b. devoting c. deliberation d. diluting
 79. The principal and staff have made... efforts to enable the students to attend college on the days of the bus strike.
 a. integrated b. deliberate c. concerted d. systematic
 80. It was that a mind so pure and searching could miss the truth.
 a. likely b. unlikely c. possible d. scarcely
 81. The is working on wood.
 a. artifact b. artistic c. artist d. artisan
 82. If an indelible ink is used, this will not be.....
 a. observed b. obligated c. obliterated d. obviated
 83. He that he could speak five languages.
 a. challenged b. boasted c. submitted d. suggested
 84. It is indeed.....that 40 years after independence, we have failed to a suitable education or examination system.
 a. bad, produce b. improper, create

- c. sad, evolve d. objectionable, present
85. The boy you met yesterday is in class.....
a. ninth b. the ninth c. nine d. the nine
86. The children were disappointed because they had hopedwith us.
a. to have gone b. to go c. would have gone d. none of these
87. He is the friendI trust most.
a. him b. whom c. which d. who
88. The meeting was presided by the Prime Minister.
a. on b. upon c. up d. over
89. He... his camera on the railway.
a. laid b. lay c. lain d. none of these
90. The doctor tried both pencillin and sulphamilamide; the pencillin proved to be theeffective drug.
a. very b. more c. most d. none of these
91. The soldiers were instructed to restraint and handle the situation peacefully.
a. exercise b. control c. prevent d. enforce
92. My friend took his first pay to the bank to it in his account.
a. deposit b. deficit c. debit d. demote
93. Family planning is essential for curbing the rapid in population.
a. spread b. increase c. spurt d. augment
94. The ties that bind a family together are... ..,that they can hardly withstand any strain.
a. tenacious b. twisted c. tenuous d. tentative
95. The stenographer is very efficient. He isto his firm.
a. a credit b. a blessing c. an asset d. a boon
96. The young man lost his way in the forest and found that he had become a/an.....to the dacoits.
a. enemy b. adversary c. decoy d. quarry
97. He sold property because he was under a lot of.....
a. account b. debt c. loan d. credit
98. He was an who was fond of weird pets.
a. ambitious b. amiable c. eccentric d. emotional
99. He bought new shoes last month but they are already out.
a. given b. gone c. knocked d. worn
100. He knew everything better than anybody else, and it was an affront to his vanity that you should disagree with him.
a. overwrought b. overwhelming c. overweening d. overstrung

**Answer
Keys Spot
the
Errors**

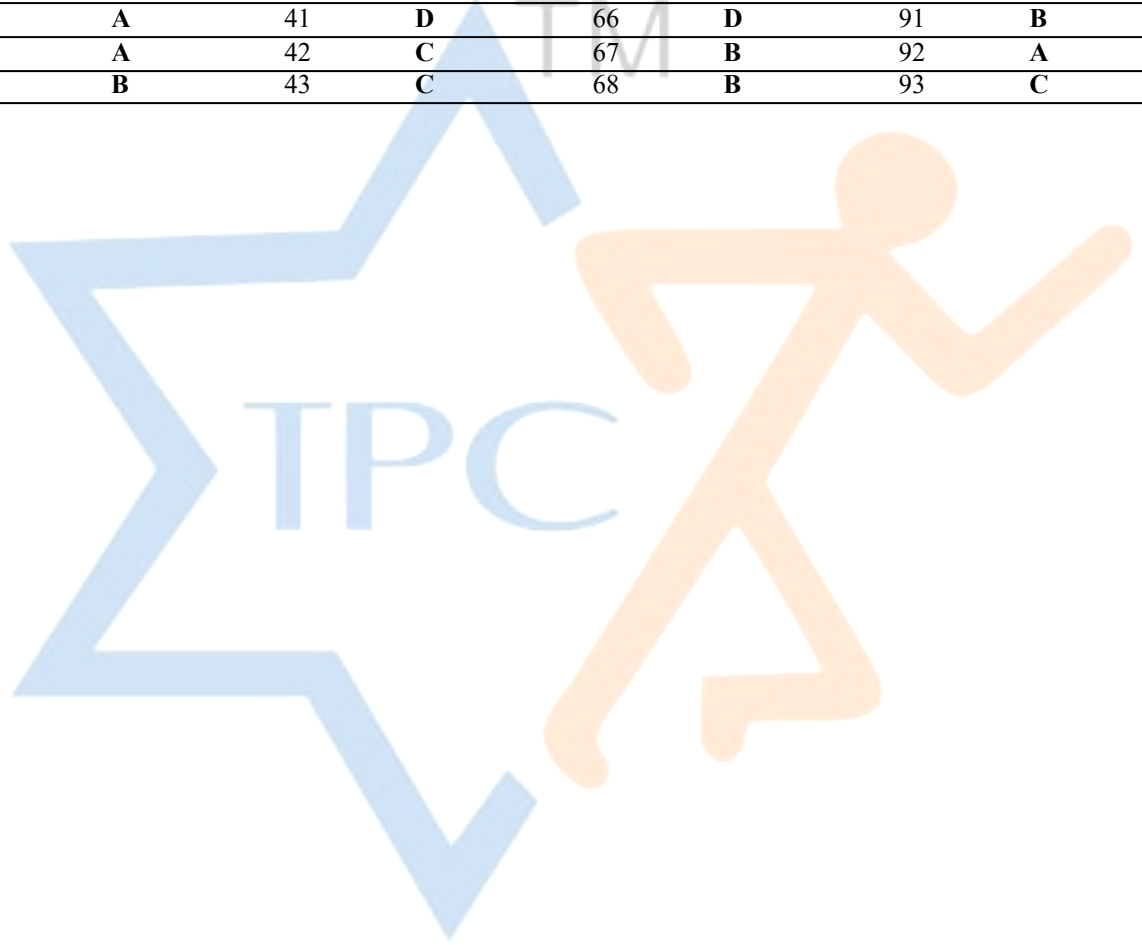
1	A	26	C	51	C	76	C
2	C	27	B	52	B	77	B
3	D	28	C	53	B	78	A
4	B	29	B	54	C	79	B
5	B	30	A	55	C	80	C
6	D	31	C	56	C	81	C
7	D	32	D	57	B	82	B
8	A	33	A	58	A	83	B
9	B	34	A	59	B	84	C
10	C	35	D	60	C	85	C
11	A	36	A	61	C	86	D
12	B	37	A	62	A	87	B
13	A	38	B	63	A	88	A
14	A	39	B	64	B	89	C
15	A	40	A	65	A	90	C
16	D	41	B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

Sentence Correction

1	A	26	A	51	D	76	A
---	---	----	---	----	---	----	---

COMPANY SPECIFIC PREPARATION MODULE: INFOSYS |

2	B	27	C	52	C	77	A
3	A	28	B	53	B	78	B
4	D	29	A	54	C	79	C
5	D	30	A	55	C	80	C
6	B	31	D	56	D	81	B
7	B	32	D	57	D	82	D
8	A	33	B	58	A	83	D
9	B	34	B	59	C	84	C
10	C	35	A	60	B	85	A
11	B	36	B	61	C	86	B
12	B	37	A	62	B	87	A
13	B	38	A	63	C	88	B
14	A	39	B	64	A	89	A
15	C	40	C	65	C	90	B
16	A	41	D	66	D	91	B
17	A	42	C	67	B	92	A
18	B	43	C	68	B	93	C



www.tpcglobal.in

19	A	44	D	69	A	94	D
20	C	45	C	70	D	95	B
21	B	46	C	71	C	96	B
22	B	47	A	72	B	97	C

23	C	48	C	73	C	98	B
24	C	49	D	74	B	99	A
25	A	50	C	75	B	100	C

Reading Comprehension

1	(B)	2	(E)	3	(C)	4	(A)	5	(C)
6	(B)	7	(E)	8	(C)	9	(A)	10	(B)
11	(C)	12	(E)	13	(B)	14	(C)	15	(B)
16	(C)	17	(D)	18	(E)	19	(B)	20	(A)
21	(E)	22	(D)	23	(A)	24	(B)	25	(B)

Critical Reasoning

1	(A)	2	(D)	3	(D)	4	(E)	5	(B)
6	(C)	7	(C)	8	(A)	9	(A)	10	(C)
11	(E)	12	(D)	13	(E)	14	(B)	15	(C)
16	(C)	17	(B)	18	(D)	19	(A)	20	(D)