

SECTION I: VERBAL ABILITY



CHAPTER 1

PARTS OF SPEECH

A sentence is a group of words that expresses a complete idea. It is essential to know about parts of a sentence before we begin with Parts of Speech. A sentence has a **Subject** and a **Predicate**. The **subject** is the person or thing about which something is being stated or said. **Example:** Joe is a good boy. The **Predicate** is that part of a sentence that tells something about the subject. **Example:** Joe is a good boy. The predicate always includes a verb.

A sentence also has **Direct Object** and **Indirect Object**. A direct object receives the action of the verb. A **direct object** answers the question “what?” and “whom?” **Example:** He broke **the window**. (“The window” is direct object.). An indirect object is the recipient of the direct object. It answers the question “to whom?” or “for whom?” There must be a direct object for an indirect object to exist. **Example:** They sent **him** a postcard. (“Him” is the indirect object.). The sentence has other parts which are discussed in the book.

The **Parts of Speech** explain how a word is used in a sentence. There are eight main parts of speech (also known as word classes): **nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions** and **interjections**.

The main parts of speech in English are as follows:

1.1. NOUN (Naming word): A noun is the name of a person, place, thing or idea.

Examples:

- **Steve** lives in **Sydney**.
- **Mary** uses **pen** and **paper** to write **letters**.

TYPES OF NOUNS

1.1.1. Common Nouns: Common nouns are used to name a general type of person, place or thing. Common nouns can be divided into smaller classes such as countable and uncountable nouns, concrete and abstract nouns and collective nouns.

Examples: girl, city, animal, friend, house, food.

1.1.2. Proper Nouns: Proper nouns are used to name a specific person, place or thing. In English, proper nouns begin with a capital letter. Proper nouns do not normally have an article before them **Examples:** John, London, Pluto, Monday, France.

1.1.3. Collective Nouns: Collective nouns are words that refer to a set or group of people, animals or things.**Examples:** Staff, team, crew, herd, flock, bunch

1.1.4. Countable Nouns: Countable nouns are nouns that can be counted. They have a singular and a plural form and can be used with a number. Sometimes countable nouns are called *count nouns*.**Examples:** Car, desk, cup, house, bike, eye, butterfly.

1.1.5. Uncountable Nouns: Uncountable nouns are nouns that cannot be counted. These are sometimes called *mass nouns*.**Examples:** Water, coffee, cheese, sand, furniture, skin, wool, gold, fur. Uncountable nouns often refer to:

- **Substances:** Paper, wood, plastic.
- **Liquids:** Milk, oil, juice.
- **Gases:** Air, Oxygen.
- **Abstract ideas:** Happiness, time, information

Points to Remember:

1.1.5.1. For the plural form of most nouns, add 's'. Examples:

- Cup – Cups
- Pencil – Pencils
- Desk – Desks

1.1.5.2. For nouns that end in ch, x, s, or s sounds, add es: Examples:

- Box – Boxes
- Watch – Watches
- Moss – Mosses
- Bus – Buses

1.1.5.2. For nouns ending in 'f' or 'fe', change 'f' to 'v' and add es: Examples:

- Wolf – Wolves
- Wife – Wives
- Leaf – Leaves

1.1.5.3. Some nouns have different plural forms. Examples:

- Child – Children
- Woman – Women
- Man – Men
- Mouse – Mice
- Goose – Geese

1.1.5.4. A singular noun ending in a consonant y, then the plural is made by

dropping the y and adding -ies. Examples:

- Baby – Babies
- City- Cities

1.1.5.6. Some nouns have the same form both in the singular and in the plural.

Examples: Deer, Fish, Sheep, Hair, Swine, Series, Corps.

Incorrect-I saw some **sheeps** grazing in the farm

Correct-I saw some **sheep** grazing in the farm

Correct-I saw a **sheep** grazing in the farm.

1.1.5.7. Some collective nouns appear singular in form but are always used as plurals.

Examples: Cattle, people, gentry, clergy, poultry, pleasantries, artillery, aristocracy.

Incorrect- Peoples were roaming on the streets like zombies.

Correct-People were roaming on the streets like zombies.

1.1.5.8. Some nouns appear plural in form, but are used as singulars. Examples:

Names of some subjects:Mathematics, Physics etc.

Names of some games: Billiards, Cards, Darts, Draughts.

Names of some diseases: Rabies, Diabetes, Measles, Mumps.

1.1.5.9. Some following nouns are used only in the plurals.Examples:

Certain nouns: Thanks, ashes, contents, wages, aims, proceeds, annals, valuables.

Certain instruments (In pairs):Bellows, scissors, spectacles, tongs, clippers.

1.1.5.10. A list of some common uncountable nouns:Absence, food, wind,

behaviour, beauty, death, truth, fear, nature, justice, safety, depression, peace,

finance, power, intelligence, youth, capacity, health, pride, welfare, confidence,

strength, mercy, duty, nature, labour, silence, time, love, energy, staff, death, joy,

help, etc.

1.2. PRONOUN: A pronoun is a word that takes the place of or refers to a noun. You may recall that a noun is a word that names a person, place, thing, or idea. **Example:** Janethas to study in order for her to get the job that she wants.(In this sentence, the word'Janet' is a noun, and the words 'her' and 'she' are pronouns that replace that noun. Youand I are the example of pronouns.)

TYPES OF PRONOUNS

1.2.1. Personal Pronouns: A personal pronoun is a pronoun that refers to a particular person, group, or thing. Like all pronouns, personal pronouns can take the place of nouns and noun phrases.

It can be divided in three parts:

1.2.1.1. First Person: Speaker (The person speaking such as I & We)

1.2.1.2. Second Person: Listener (The person spoken to such as You)

1.2.1.3. Third Person: Other than the above mentioned. (The person about whom we talk such as he, she they, it)

Personal Pronouns' Chart

Person (Gender)		Nominative Case (Subject Pronoun)	Accusative Case (Object Pronoun)	Possessive Adjective	Possessive pronoun	Reflexive Pronoun
Singular						
First		I	Me	My	mine	Myself
Second		you		Your	yours	Yourself
Third	Masculine	he	Him	His		Himself
	Feminine	she	Her		hers	Herself
	Neuter	it		its		Itself
Plural						
First		we	Us	Our	ours	Ourselves
Second		you		Your	yours	Yourselves
Third		they	Them	Their	theirs	Themselves

1.2.2. Possessive Pronouns: Possessive pronouns act as adjectives that show ownership.

Examples:

- My brother lost **his** phone.
- The dog wagged **its** tail.
- It's **your** choice.
- These toys are **mine**.

1.2.3. Indefinite Pronouns: Indefinite pronouns are those which refer to persons in a

general way. **Examples:**

- **Someone** sent me flowers.
- Can **anyone** lend me a pen?
- **Some** of the staff work on Sunday.

1.2.4. Relative Pronouns: A Relative Pronoun is one that not only stands for a noun but also joins sentences. **Examples:**

- The car **which** I rented was amazing.
- He got **what** he wanted for Christmas.

1.2.5. Interrogative Pronouns: Pronouns used in questions. **Examples:**

- **Whose** car is that?
- **Who** wrote this?
- **What** did you say?

1.2.6. Demonstrative Pronouns: They indicate which persons, places, or things are being referred to. **Examples:**

- **This** is a book.
- **That** is a pen
- **These** are our pens, those are yours.
- **Note:** Most of the Demonstrative pronouns become Demonstrative adjectives when they are followed by Nouns. **Example:** **This** color is beautiful.
(Here, the word 'this' is a Demonstrative adjective because it is followed by noun 'color'.)

1.2.7. Intensive Pronouns/ Emphasizing Pronouns: They emphasize the noun or other pronoun they follow. When the intensive pronoun is removed the sentence still makes sense. **Examples:**

- I **myself** prefer winter to summer.
- Ask the man **himself** what he thinks.

1.2.8. Reflexive Pronouns: Pronouns which refer back to the subject of the clause or sentence. **Examples:**

- The politicians voted to give **themselves** a pay rise.
- I bought **myself** a new video game.
- Careful, you could hurt **yourself**.

1.2.9. Reciprocal Pronouns: There are only two reciprocal pronouns. Both of them allow you to make sentences simpler. They are especially useful when you need to express the same general idea more than once. When you want to refer to two people, you will normally use “each other.” When referring to more than two people, for example, the students in a lecture hall, you will normally use “one another”.

Examples

- The young boys wrestled one another to see who was strongest.
- We couldn't hear each other.

1.3. VERB: Verb is the word which is used to tell about the action or movement of person thing and animal. They are also known as ‘doing words or action words. **Examples:**

- Ram **plays** football.
- She **danced** well.

TYPES OF VERBS

1.3.1. Transitive Verb: Transitive Verb is the verb that needs an object and usually followed by noun. These transitive verbs include arrest, avoid, do, enjoy, find, force, get, give, grab, hit, like, pull, report, shock, take, tell, touch, want, warn, etc.

Form: Subject + Transitive Verb + Object

Examples:

- She **takes** a book.
- I **need** a chair.

1.3.2. Intransitive Verb: Intransitive Verb is the verb which does not need an object. These intransitive verbs include appear, come, fall, go, happen, matter, sleep, swim, wait etc. Some verbs such as arrive, go, lie, sneeze, sit and die are always **intransitive**; it is impossible for a direct object to follow.

Form: Subject + Intransitive Verb

Examples:

- He **cries**.
- They **dance** well.

Note: A verb usually has three forms i.e. the base form (1st form of verb), the past tense form of verb and –ed, -en, form or the past participle form of verb (III form of verb). **Example:** Hide (I form of verb), hid (Past tense form of verb), hidden (Past participle form of verb). Those verbs that have these three forms are also known as **Irregular verbs**.

1.3.3. Linking Verbs: They show a relationship between the subject of the sentence and a noun or adjective being linked to it. **Examples:**

- William **is** excited about his promotion.
- She **appears** upset about the announcement.
- The eggs **smell** rotten.
- He **went** red after tripping on the rug.
- You **look** exhausted after studying all night.
- I **am** putty in his hands.

1.3.4. Auxiliary Verbs: Auxiliary (or Helping) verbs are used together with a main verb to show the verb's tense or to form a negative or question. The most common auxiliary verbs are have, be, and do. **Examples:**

- The dog **is** biting a child.
- A child **is** bitten by the dog.
- They **have** known me for 3 years.
- She **has** had dinner already.
- He **doesn't** eat meat.
- **Do** you love her?
- I **do** live here. (Used for emphasis)

1.3.5. Modal Verbs: Modal verbs are used to express the moods, attitudes, manners, and methods of the actions of the speaker. They are used to give advice, seek or give permission, make suggestions, make polite requests, give invitations, etc. These verbs express the idea which is not expressed by the main verb. The most commonly used modals are:

1.3.5.1. Ability: We use “**can, could** and **be able to**” to talk about the ability. ‘Can’ is used in the present. **Example:** He **can** play the guitar. **Could** is used in the past.

Example: My sister **could** speak when she was 15 years old.

Be able to: It is used both in present and past. **Example:** Last year I **wasn't able** to speak at all, but now I am able to speak smoothly.

1.3.5.2. Permission: We use “can, could, may and might” to ask for a permission.

Examples:

- **May** I use your pen for a moment?
- **Could** I ask you a personal question?

1.3.5.3. Obligation & Necessity: We use “must and have to/ have got to” to express obligation or necessity. **Examples:**

- I have got a terrible pain in my back, so I **must** go to the doctor now.
- We **have to** drive on the left in Britain.

1.3.5.4. Obligation & Advice: We use “should”, “ought to”, “had better”, and “shall” to talk about the obligation and advice. ‘Should’ and ‘Ought to’ indicate obligation and duty, to ask for and give advice and in general, to say what is right or good. **Examples:**

- You ought to learn to swim.
- I shouldn’t tell a lie.

Had Better: It is used to express a strong recommendation in a particular situation. **Example:** It’s going to be cold tonight, so I **had better** turn on the heating. **Shall** is used when we want to know someone’s opinion, or when we want advice or instruction. **Examples:**

- I have missed my last bus. What shall I do?
- I’m not sure what to do. Shall I apply for a job or not?

1.3.5.5. Possibility: We use “may, might and could” to talk about present or future possibility. **Example:** There is someone at the door. It **may** be Sara.

1.3.5.6. Probability: We use “should and ought to” to say that something is probable at the moment of speaking or in the future. **Example:** Sally **should** be at work by now. She’s normally there at this time.

1.3.5.7. Offer: We use “will, shall, could and would” when we are willing to do something for someone. **Example:** I **will** lend you some money.

1.3.5.8. Suggestion: We use “shall, can and could” to ask for and make a suggestion. Could is less sure than can. It is better to use could. **Example:** **Shall** we stay at home? We **could** go for a walk.

1.3.5.9. Absence of Necessity: We use “needn’t have”, “didn’t need to”. **Examples:**

- I needn’t have brought my umbrella.
- I didn’t need to bring my umbrella.

1.3.6. Finite Verbs: A finite verb is a verb which has a subject and shows tense. It has to agree with the subject in person and number.

Examples:

- He **Painted** the fence.
- Ram **goes** to school.
- She **was waiting** in the room before he **came** in.

1.3.7. Non-Finite Verbs as opposed to Finite verbs are verbs that do not show tense, number and person.

TYPES OF NON-FINITE VERBS:

1.3.7.1. Infinitive: Its form: To + I form of verb.

Example: I want **to talk** to you.

1.3.7.2. Gerund: The gerund ends in -ing and functions as a noun.

It's form: Verb + ing. Examples:

- **Jumping** is fun.
- He liked **skiing**.
- He had a unique way of **whistling**.

1.3.7.3. Participle: A **participle** is a verb that ends in -ing (present participle) or -ed, -d, -t, -en, -n (Past Participle). Participles function as adjectives, describing or modifying nouns. **Examples:**

- The **dancing** parrots entertained the crowd.
- The **wrecked** sailboat washed up on shore.

1.4. ADJECTIVE: The simplest definition of an adjective is that it is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, colour, origin or material. **Examples:**

- It's a **big** table. (size)
- It's a **round** table. (shape)

Placement of Adjectives

- **Attributive Use:** An adjective is placed immediately before the Noun that it qualifies. **Example:** Ram is an **intelligent** boy.
- **Predicative Use:** An adjective is used after its Noun or Pronoun and used along with verb and forms part of the Predicate. **Example:** The flowers in the garden are **beautiful**.

TYPES OF ADJECTIVES

1.4.1. Adjective of Quality: An adjective of quality describes the quality of a person or thing. **Examples:**

- The teacher asked a **difficult** question.
- Pandit Nehru was a **popular** leader.

Note: An adjective of quality answers the question: What kind of?

1.4.2. Adjectives of Quantity: An adjective of quantity specifies the quantity of a thing.
Examples:

- We have **enough** food for a month.
- We need **somewater** also.

Note: An adjective of quantity answers the question: How much?

1.4.3. Adjectives of Number: An adjective of number tells how many persons or things are meant. **Examples:**

- **Five** passengers got into the bus.
- **Many** friends helped him.

Note1. : An adjective of number answers the question: How many? Adjectives like third, fifth, eleventh are derived from the word three. Similarly the adjective fifth is derived from the word three. These adjectives are also called adjectives of number. Since these adjectives show in what order a person or thing stands, they are also called **ordinal adjectives**.

Note2. : A same word can be an adjective of quantity or an adjective of **number**, depending upon its usage. **Examples:**

- Give the beggar **some** food. ('Some' word in this sentence is an adjective of quantity here because it answers the question, "How much food?")
- **Some** parents came to meet the Principal. ('Some' word in this sentence is an adjective of number because it answers the question, "How many parents?")

Note 3: An adjective used with an uncountable noun is an adjective of quantity; an adjective used with a countable noun is an adjective of number.

Examples:

- We have **sufficient milk**. ('Sufficient' in the sentence is adjective of quantity, and 'milk' is uncountable noun.)
- We have **sufficient books**. ('Sufficient' in the sentence is adjective of number and 'books' is a countable noun)

1.4.4. Demonstrative Adjectives: A demonstrative adjective is used to point out some person or thing. **Examples:**

- **These** walls need whitewashing.
- **Such** students always get good marks.

Note: We do not have many demonstrative adjectives. Only words such as this, these those, yonder, such and certain are used as demonstrative adjectives.

1.4.5. Possessive Adjectives: A possessive adjective shows possession or belonging.

Examples:

- **Your** dresses are elegant.
- We went to **his** house.

Note: A possessive adjective answers the question: Whose?

Degrees of Adjectives

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Bright	Brighter	Brightest
Black	Blacker	Blackest

Note: When there is a complete change in comparative and superlative degrees, they are called irregular adjectives.

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least

1.5. ADVERB: An adverb is a part of speech used to describe or modify a verb, adjective, clause, or another adverb. It simply tells the readers how, where, when, or the degree at which something was done. **Examples:**

- She **quickly** completed her work.
- She is **very** beautiful.
- She ran **quickly**.
- The race finished **too** quickly.

TYPES OF ADVERBS:

1.5.1. Adverbs of Time: An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include afterwards, already, always, immediately, last month, now, soon, then, and yesterday.

Examples:

- He collapsed and died **yesterday**.
- His factory was burned down a few months **ago**.

1.5.2. Adverbs of Place: An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Adverbs of place include words such as above, below, here, outside, over, there, there, under, upstairs.

Examples:

- We can stop **here** for lunch.
- The schoolboy was knocked **over** by a school bus.

1.5.3. Adverbs of Manner: An adverb of manner tells us how something is done or happens.

Examples:

- The brothers were badly injured in the fight.
- He reacted angrily.

1.5.4. Adverbs of Degree: An adverb of degree tells us the level or extent that something is done or happens. Words of adverb of degree include almost, much, nearly, quite, really, so too, very, etc. **Examples:**

- It was **too** dark for us to find our way out of the cave. (Before adjective)
- The referee had to stop the match when it began to rain very **heavily**. (Before adverb)

1.5.5. Adverbs of Frequency: An adverb of frequency tells us how often something is done or happens. **Examples:**

- They were **almost** fifty when they got married.
- He **hardly** ever says something nice to his wife.

1.6. PREPOSITIONS: A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. **Examples:** She went **to** the store. The jelly beans are **in** the jar.

Types of Prepositions

Prepositions of Time	Description	Examples
On	- Days - Weekend (American English)	- Many shops don't open on Sundays. - What did you do on the weekend?
In	- Months / seasons / year - Morning / evening / afternoon - Period of time	- I visited Italy in July, in spring, in 1994 - In the evenings, I like to relax. - This is the first cigarette I've had in three years.
At	- Night - Weekend (British English) - Used to show an exact or a particular time:	- It gets cold at night. - What did you do at the weekend? - There's a meeting at 2.30 this afternoon / at lunch time.
Since	From a particular time in the past until a later time, or until now.	England have not won the World Cup in football since 1966
For	Used to show an amount of time.	I'm just going to bed for an hour or so.
Ago	Back in the past; back in time from the present.	The dinosaurs died out 65 million years ago.
Before	At or during a time earlier than.	She's always up before dawn.
To	Used when saying the time, to mean before the stated hour.	It's twenty to six.
Past	Telling the time.	Five past ten.
To	Until a particular time, marking end of a period of time.	It's only two weeks to Christmas.
From	Used to show the time when something starts.	The museum is open from 9.30 to 6.00 Tuesday to Sunday.
Till / Until	Up to (the time that)	We waited till / until half past six for you.
By	Not later than; at or before.	She had promised to be back by 5pm.

Prepositions of Place	Description	Examples
In	• Inside.	• I watch TV in the living-room • I live in New York • Look at the picture in the book • She looks at herself in the mirror. • This is the best team in the world
At	• Used to show an exact position or particular place.	• I met her at the entrance, at the bus stop • She sat at the table • at a concert, at the party • at the movies, at university, at work
On	• Attached. • Next to or along the side of (river). • Used to show that something is in a position above something else and touching it. • Left, right. • A floor in a house. • Used for showing some methods of travelling. • Television, radio.	• Look at the picture on the wall. • Cambridge is on the River Cam. • The book is on the desk. • A smile on his face. • The shop is on the left. • My apartment is on the first floor • I love travelling on trains /on the bus / on a plane.
By, Next to, Beside, Near	• Not far away in distance	• The girl who is by / next to / beside he house.
Between	• In or into the space which separates two places, people or objects	• The town lies halfway between Rome and Florence.
Behind	• At the back (of)	• I hung my coat behind the door.
In front of	• Further forward than someone or something else	• She started talking to the man in front of her
Under	• Lower than (or covered by) something else	• The cat is under the chair.
Below	• Lower than something else.	• The plane is just below the the cloud
Over Over	• Above or higher than something else, sometimes so that one thing covers the other. • More than. • Across from one side to the other. • Overcoming an obstacle	• She held the umbrella over both of us. • Most of the carpets are over \$100. • I walked over the bridge • She jumped over the gate

Above	Higher than something else, but not directly over it	A path above the lake
Across	From one side to the other of something with clear limits / getting to the other side	- She walked across the field/road. - He sailed across the Atlantic
Through	From one end or side of something to the other	They walked slowly through the woods.
To	- In the direction of - Bed	- We went to Prague last year. - I go to bed at ten.
Into	Towards the inside or middle of something and about to be contained, surrounded or enclosed by it	Shall we go into the garden?
Towards	In the direction of, or closer to someone or something	She stood up and walked towards him.
Onto	Used to show movement into or on a particular place	I slipped as I stepped onto the platform.

Other Prepositions	Description	Examples
From	- Used to show the origin of something or someone - Used to show the material of which something is made - Used to show a change in the state of someone or something	"Where are you from?" "I'm from Italy." - The desk is made from pine. - Things went from bad to worse.
Of	- Used to show possession, belonging or origin. - Used after words or phrases expressing amount, number or particular unit	- A friend of mine - A kilo of apples
By	Used to show the person or thing that does something:	I'm reading some short stories (written) by Chekhov.
On	- Used for showing some methods of travelling. - Entering a public transport vehicle	- It'd be quicker to get there on foot / on horse - Get on the train

Other Prepositions	Description	Examples
In	Entering a car / Taxi	She got in the car and drove fast.
Off	Leaving a public transport vehicle	She got off the bus
Out Of	Leaving a car / Taxi	She got out of the train
By	- Used to show measurements or amounts - Travelling (other than walking or horseriding)	- Their wages were increased by 12%. - She went by car, by bus, by train
At	Age	In theory, women can still have children at the age of 50.
About	On the subject of; connect with	What's that book about?

1.7. CONJUNCTIONS: Conjunctions are words used to join other words, group of words or sentences. They are called **linking words, linkers** or **connectors** also.

Examples:

- We stayed at home **and** watched television.
- You can pay cash **or** you can give a bank draft.
- The rooms are big **but** they are not airy.

TYPES OF CONJUNCTIONS

1.7.1. Coordinating Conjunctions: Coordinating conjunctions connect two words or groups of words with similar values. They may connect two words, two phrases, two independent clauses. **Examples:** In each of the following sentences the coordinating conjunction "and" connects equal words or groups of words.

Examples:

- **Connects two words:** John **and** Reggie stayed up all night practicing their guitars.
- **Connects two phrases:** The squirrel scurried up the tree trunk **and** onto a low branch.
- **Connects independent clauses:** Several managers sat with their backs to us, **and** I could almost hear them snickering at us lowly workers. There are only **seven coordinating conjunctions** in the English language and they are - for, and, nor, but, or, yet and so.

1.7.2. Subordinating Conjunctions: Subordinating conjunctions connect two groups of words by making one into a subordinating clause. The subordinating clause acts as one huge adverb, answering the questions "when" or "why" about the main clause, or imposing conditions or opposition on it.

Examples:

- I can go shopping **after** I finish studying for my exam. (When)
- **Because** the night was young, Gertrude decided to take a walk. (Why)
- I'll give you a dime **if** you give me a dollar. (Condition)
- **Although** he never figured out why, Hanna winked on her way out the door. (Opposition)

Note: The subordinating conjunction does not always come between the two clauses it connects. Often, it comes at the beginning of the first clause.

List of Subordinating Conjunctions: Although, as, as if, as long as, as though, because, before, even if, even though, if, if only, in order that, now that, once, rather than, since, so that, than, that, though, till, unless, until, when, whenever, where, whereas, wherever, while.

1.7.3. Correlative Conjunctions: Correlative Conjunctions are always used in pairs. They are similar to coordinating conjunctions because they join sentence elements that are similar in importance. **Examples:**

- **Both.... and:** **Both** Rodney **and** Xing made the varsity team this year.
- **Neither..... nor:** **Neither** Rodney **nor** Xing made the varsity team this year.
- **Not only..... but also:** **Not only** did Rodney make the varsity team, **but** he **also** became one of the strongest players.

1.8. INTERJECTION: An **interjection** is a part of speech that shows the emotion or feeling of the author. These words or phrases can stand alone or be placed before or after a sentence. Many times an **interjection** is followed by a punctuation mark, often an exclamation point. **Examples:**

- **Hurray!** We have won.
- **Alas!** He is dead.
- **Good!** Now we can move on to the next lesson. (Sometimes, an adjective can also be used as an interjection as evident in this case.)

CHAPTER 2

ROOT WORDS

Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A **Root word** is a basic word to which **Affixes (Prefixes and Suffixes)** are added. It is called a Root word because it forms the basis of a new word. The Root word is also a word in its own right. **For example**, the word lovely consists of the word love and the suffix -ly. When affixes are added to the beginning of Roots or Root words, they are called **Prefixes**. For example; the most common prefix is *un-*, which meant *not* or *opposite of*. If you add *un-* to the word *happy*, the new word becomes *unhappy*, which means *not happy*. When affixes are added to the end of Roots or Root words, they are called **Suffixes**. The most common suffixes are *-s* and *-es*, which mean more than one (or the plural) of the word. Adding *-es* to *wish*, changes the meaning of the word to *more than one wish*. Many new words are formed by adding an *affix* to the beginning or end of a Latin or Greek root or Root word. Familiarity with Greek and Latin roots, as well as prefixes and suffixes, can help students understand the meaning of new words.

An Example of the Root word:

- **Unemployment:** This word has a beginning (prefix), a middle (root word) and an ending (suffix).

Unemployment :

un

Prefix

employ

Root word

ment

Suffix

The table below defines and illustrates most common Greek and Latin roots. (The letter in parentheses indicates whether the root word is Greek (G) or Latin (L).)

Root	Meaning	Examples
-ast(er)-(G)	Star	Asteroid, astronomy, astronaut, asterisk
-audi- (L)	Hear	Audible, audience, auditory, auditorium
-auto- (G)	Self	Automatic, automate, autobiography, autograph
-bene- (L)	Good	Benefit, benign, benefactor, benevolent
-bio- (G)	Life	Biography, biology, biodegradable, symbiotic

-chrono- (G)	Time	Chronic, synchronize, chronicle, chronology
-dict- (L)	Say	Dictate, diction, edict, dictionary, addict
-duc- (L)	Lead, make	Deduce, produce, educator, conducive
-gen- (L)	Give birth	Gene, generate, generous, generation
-geo- (G)	Earth	Geography, geology, geometry, geopolitics
-graph- (G)	Write	Autograph, graphic, epigraph, demographic
-jur-, -jus- (L)	Law	Jury, justice, adjure, conjurer, justification
-log-, -logue- (L)	Thought	Logic, obloquy, apology, dialogue, analogy
-luc-, -lum- (L)	Light	Lucid, translucent, illuminate, elucidate
-man(u)- (L)	Hand	Manual, manure, manicure, manipulate
-mand-, -mend- (L)	Order	Demand, recommend, remand, mandatory
-mis-, -mit- (L)	Send	Missile, transmission, emit, submit, permit
-omni- (L)	All	Omnivorous, omnipotence, omniscient
-path- (G)	Feel	Empathy, pathetic, apathy, pathos, antipathy
-phil- (G)	Love	Philosophy, bibliophile, philanthropy
-phon- (G)	Sound	Phonics, telephone, euphony, microphone
-photo- (G)	Light	Photograph, photon, photocopy, photogenic
-port- (L)	Carry	Export, portable, rapport, deport, important
-qui(t)- (L)	Quiet, rest	Acquit, tranquil, requiem, quiescent
-scrib-, -script- (L)	Write	Ascribe, script, describe, transcribe, proscribe
-sens-, -sent- (L)	Feel	Resent, sensitive, sentence, sentient
-tele- (G)	Far off	Telecast, telephone, telekinesis, telepathy
-terr- (L)	Earth	Terrain, territory, extra-terrestrial, terrace
-vac- (L)	Empty	Evacuate, vacate, vacancy, vacuous

2.1. AFFIXES: Affixes are Prefixes and Suffixes (Set of letters) that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them. There are two types of affixes:

2.1.2. Prefixes: Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. **Examples:**

Word	Prefix	New Word
Happy	Un-	Unhappy
Cultural	Multi-	Multicultural
Work	Over-	Overwork
Space	Cyber-	Cyberspace
Market	Super-	Supermarket

2.1.3. Suffixes: Suffixes are added to the end of an existing word. **Examples:**

Word	Suffix	New Word
Child	-ish	Childish
Work	-er	Worker
Taste	-less	Tasteless
Like	-able	Likeable

The addition of a suffix often changes a word from one word class to another. In the table above, the verb *like* becomes the adjective *likeable*, the noun *idol* becomes the verb *idolize*, and the noun *child* becomes the adjective *childish*.

Note: Email is an example of a word that was itself formed from a new prefix, *e-*, which stands for electronic. This modern prefix has formed an ever-growing number of other Internet-related words, including e-book, e-cash, e-commerce, and e-tailor.

CHAPTER 3

ARTICLES

Articles are among the most common of the **determiners**. A, an, and the all express the definiteness and specificity of a noun. For example, “the” is definite **article**, meaning the person using the word is referring to a specific one. On the other hand, “a” or “an” are **indefinite articles**.

3.1. USAGE OF ARTICLES (A, AN, THE)

Number	Indefinite Article	Definite Article
Singular	A/An	The
Plural	-----	The
Non-Countable	-----	The

- ‘A’ is used before consonants (**A** book)
- ‘An’ is used before vowel sounds (**an** exam)
- **Pronunciation** is what matters: ‘**An**’ hour (‘h’ is silent and it’s pronounced: **an** our)
- **Temporary illnesses**: (I have **a** headache, **a** cold, **a** fever, a backache)

3.2. RULES RELATED TO ARTICLES ‘A’, ‘AN’ & ‘THE’

3.2.1. Singular Countable Nouns:

- My daughter wants to buy **a** dog this weekend. (**Indefinite**-Could be any dog)
- **The** dog in the backyard is very cute. (**Definite**-The one in the backyard)

3.2.2. Plural Countable Nouns: Use "the" or Nothing, never 'a'. Examples:

- Come and look at **the** children. (Definite)
- Children are always curious. (Indefinite)
- She loves flowers. (Indefinite)
- **The** flowers in her garden are beautiful. (Definite)

3.2.3. Non-Countable Nouns: Use "the" or nothing. **Examples:**

- He has experience. (If indefinite or mentioned for the first time)
- He has **the** experience necessary for the job. (If definite or mentioned before)
- **The** medicine the doctor prescribed had unpleasant side effects.
- Have you studied **the** history of South Africa?
- History reminds us that events repeat themselves.

3.2.4. Names of Countries: Some countries are preceded by "the", usually if the name is plural, contains an adjective, or includes "of". **Examples:** The United States of America, The Philippines, The Republic of Congo, etc.

3.2.5. Cities and Streets: Don't use any article. **Examples:** Chicago, Fifth Avenue, Highway 5, etc.

3.2.6. Rivers, Oceans, Seas, Groups of Mountains & Islands: Use "the". **Examples:** The Amazon, The Atlantic, The Hawaiian Islands, etc.

3.2.7. Cardinal Numbers (1, 2, 3): Don't use any article. **Examples:** World War 2, Mission 1, Channel 6, etc.

3.2.8. Ordinal numbers (First, Second, Third, etc): "The" article should be used.

Examples: The Second World War, The First Mission, The Sixth channel

3.2.9. Titles of People: When a title is given with a name, don't use any article.

Examples: President Michael, Queen Mary, Professor Scott.

3.2.10. When a title is used without a name, use "the". **Examples:** The President, The Queen, The Professor

3.2.11. When a university has "of" in its title, use "the". **Examples:** The University of Arizona, The University of London, etc.

3.2.12. When nouns are used for a primary purpose, don't use any article.

Examples:

- I am going to **school** now.
- He is always on time for **class**.

3.2.13. When visited or used for other than the primary purpose, ‘the’ articles should be used. Examples:

- The meeting is at **the** school.
- They are remodeling **the** movie theatre.
- The new student had trouble finding **the** class.

3.2.14. Unique Objects: ‘The’ article is used. **Examples:** The Earth, The Moon, The Sun, etc.

3.2.15. Before the adjectives of superlative degree and words like ‘first’, ‘second’, ‘only’ when used as adjectives: “The” article should be used. **Examples:**

- **The** most efficient accountant.
- **The** widest margin.
- **The** first day of the week.
- **The** only choice.

3.2.16. The + Adjective represents a class: **Examples:**

- **The** rich and **the** famous
- **The** bold and **the** beautiful

3.2.17. The + Singular Noun can also represent a class of things or animals but not ‘man’.

Examples:

- **The** sewing machine was invented by Singer.
- It is **the** small farmer who will be affected.
- **The** Arctic Fox is on the endangered list.
- **Man** is a social animal. (Here no article is used before ‘man’ because the word refers to human race.)

3.2.18. Plural and Uncountable Nouns: When not specified or identified, do not require any article. **Examples:**

- **Lions** can climb **trees**.
- The judge took her **youth** into consideration.
- **Men, women** and **children** appeared, carrying **tins** and **bowls**.

CHAPTER 4

PHRASES & CLAUSES

Phrases and Clauses are the building blocks of sentences.

4.1. PHRASE: A Phrase is a group of words that give some meaning but not a complete one. It does not have a subject and an object. **Examples:**

- He has nerves **of steel**.
- She looked beautiful **because of her glittering smile**.

KINDS OF PHRASES

4.1.1. Adjective Phrases: They do the work of adjectives. **Examples:**

- He has a **golden** heart. (Adjective)
- He has a heart **of gold**. (Adjective Phrase)

4.1.2. Adverb Phrases: They do the work of adverbs. **Examples:**

- Tagore wrote **beautifully**. (Adverb)
- Tagore wrote **in a beautiful style**. (Adverb Phrase)

4.1.3. Noun Phrases: They do the work of nouns. A word or group of words containing a noun and functioning in a sentence as subject, object, or prepositional object.

Examples:

- I want **a skate board**. (Noun phrase as direct object)
- Karen lives in **the yellow house**. (Noun phrase as object of preposition)
- Lisa gave **the little boy** a candy. (Noun phrase as indirect object)
- **The glistening snow** covered the field. (Noun phrase as subject)

4.1.4. Prepositional Phrases: A phrase comprising a preposition and an object of preposition (noun or pronoun) is called a prepositional phrase. **Examples:**

- He is sleeping **on the carpet**
- The kids were laughing **at the joker**.
- He always speaks **in a loud voice**

4.2. CLAUSE: A clause is a group of words that makes complete sense and forms part of a larger sentence. It has a subject and a predicate to make the sentence complete in its meaning. **Examples:**

- He **has nerves** of steel. (It has a subject (He) and a predicate (nerves of steel))
- She speaks loudly. (It has a subject (She) and a predicate (speaks loudly))

TYPES OF CLAUSES

4.2.1. Main Clause/ Independent Clause/ Coordinate Clause: A clause that imparts meaning by itself. **Its form:** Subject + Verb: Complete thought. **Examples:**

- Lazy **students whine**. (“Students” is the subject and “whine” is the verb in the sentence.)
- My dog **loves** pizza crusts. (“Dog” is the subject and “loves” is the verb in the sentence.)

4.2.2. Subordinate Clause/ Dependent Clause: A subordinate clause (or dependent clause) is a clause that cannot stand alone as a complete sentence because it does not express a complete thought. The clause starts with a subordinating conjunction. This type of clause is dependent on the main clause. **Examples:**

- The train had left **when we arrived at the platform**.
- Personally I'm always ready to learn, **although I do not always like being taught**. (Sir Winston Churchill, 1874-1965).

Note: A subordinate clause can come before or after the main clause. **Example:**
After he had spoken, there was a silence.

4.2.3. Relative Clauses: Relative clauses are clauses starting with the relative pronouns **who, that, which, whose, where, when**. They are most often used to define or identify the noun that precedes them. **Examples:**

- Did you meet Professor Soni **who came yesterday**?
- This is the subject **that I like the most**.
- Those **who do not attend the classes regularly** will not be permitted to take the examination.

4.3. MODIFICATION OF SENTENCES:The three basic types of sentences that use phrases and clauses in varying degrees of complexity. These are as follows:

4.3.1. Simple Sentence:A simple sentence has one independent clause and no subordinate clauses. It has a subject and a predicate. **Examples:**

- You can speak on any topic.
- Watch for new arrivals at our store. (The subject is an inferred you)

4.3.2. Compound Sentence: A compound sentence has two or more independent clauses, joined by coordinating conjunctions and no subordinate clauses.

Examples:

- Mathew must seek extension or he will be terminated.
- I want to hire Kate but she is not willing.

Conjunctions used to join two or more independent clauses are: and, yet, but, now, so, also, for, either, neither, or, nor, as well as, who, where.

4.3.3. Complex Sentence:A complex sentence contains one independent clause and one or more subordinate clauses. The subordinate clause is dependent on the main clause. The conjunction used to combine the clauses of a complex sentence is called subordinate conjunction. **Examples:**

- When Michael was four years old he decided to become a singer. (Here the subordinate clause is “When Michael was four years old” and the main clause is “he decided to become a singer.”)
- You can come whenever you like. (Here the main clause is “You can come” and the subordinate clause is “whenever you like”)

CHAPTER 5

VOCABULARY BUILDING

Word is the basic element of a language and indispensable to understand it. Therefore, all competitive entrance examinations give an extra emphasis on word related problems. Therefore, becomes desirable that one start building vocabulary at an early stage. A good vocabulary is very important for success in the competitive examinations.

Following methods can be very helpful in building your vocabulary:

- The first and foremost method of improving vocabulary is reading books, magazines and newspapers. A word is complete and meaningful only when it is used in a sentence. The sentence brings forth the complete meaning of a word.
- One needs to understand synonym and antonym with the contextual use of these words.
- Whenever a difficult word comes in the way of your reading a newspaper, a book or doing reading comprehension passages, first guess the meaning of the word in the context, then consult a dictionary and note down the word and its meaning in a note pad for revision. This exercise helps in building one's vocabulary.

5.1. SYNONYMS: A word having the same or nearly the same meaning as another in the language. **Example:** The synonym of happy is joyful, elated, etc

Directions: Choose the synonym from the four options for the underlined word in the sentences given below:

Example 1: Quarrelling people created a lot of cacophony and so nobody was able to hear us.

- (a) Fighting (b) Hearing (c) Noise (d) Bitterness

Explanation: What quarrelling or fighting or arguing people produce or create that makes hearing impossible? They created what? The correct answer is option (c) Noise.

Example 2: Don't live under the fallacy that luck will do everything for you.

- (a) Right belief (b) Weakness (c) Pleasure (d) Wrong belief

Explanation: Is depending on luck for everything right or good? You can re-read the sentences as 'don't live under the wrong or bad idea that ...'. The correct answer is (d) wrong belief. The correct answer is (d) unclear.

Note: At times, you may not be able to guess the meaning in the context because of
(a) Unfamiliar idea or language (b) Unusual usage of the word in such cases, one is advised to take help of the root of the word, prefix-suffix or other such devices that we are going to discuss further.

5.2. ANTONYMS: A word opposite in meaning to another. **Example:** Fast is the antonym of the word slow. In case of antonyms, we have to first replace the underlined word with an easier word and then make negative of the word by adding 'no' or 'not' to it. Read the sentence again with the negative word. Then, look for the word in the choices that can fit in the sentence without changing its meaning in the negative sense. Follow the procedure explained below in finding antonyms to a word in a given context.

Directions: Find out the meaning of the underlined words in the context and choose the antonym for the same.

Example 1: The student's constant and diligent efforts brought him great success.

- (a) Lucky (b) Constant (c) Crazy (d) Slow

Explanation: 'Constant and diligent' can be read as 'constant and laborious' and converted into negative as 'constant but not laborious'. Another word for 'not laborious' is lazy. The correct answer is (c) lazy.

Example 2: The bellicose countries finally stopped fighting.

- (a) Friendly (b) Fighting (c) Peaceful (d) Hateful

Explanation: 'Finally stopped fighting' suggests that the countries were fighting. Bellicose means fighting. Therefore, you need 'not fighting' as opposite and another word for the same is peaceful. The correct answer is (c) peaceful.

5.3. Tips to Learn Synonyms & Antonyms

- **Experiment with synonyms:** After you see the meaning of a word, look up its usage in the sentence that is usually present in the dictionary. Note down the sentence. Prepare a new sentence after understanding the meaning of the word.
- **Construct sentences with antonyms:** The next step is to find the antonym of the word; this further helps you to store the word well in your mind. Now try to form a sentence or couple of sentences with the antonyms.
- **Compare synonyms and antonyms:** Use both the synonym (a word having the same or nearly the same meaning as another word) and the antonym to construct sentences using the same context or situation. This procedure enables you to see a word from both sides. If you can follow this strategy, it would definitely solve your problem of learning new words without forgetting their meaning.

Note: Use the Same Context: You should always use the same background to write sentences using a new word, its synonyms and antonyms. If you use different circumstances, events or situations to get acquainted with the meaning and the usage of a word, there is a strong possibility that you may get confused.

5.4. PARONYMS: Paronyms are words that are pronounced or written in a similar way but have different lexical meanings. **Examples:**

- **Artist:** One skilled in fine arts painting, music, poetry
- **Artisan:** One who practice some handicraft.
- **Artiste:** A performer in singing or dancing.
- **Artistic:** Beautiful.
- **Artful:** Clever.
- **Artificial:** Not natural.
- **Beneficial:** Useful: It is applied for things.
- **Beneficent:** Kind.
- **Confident:** Quite sure.
- **Confidant:** One who is entrusted with a secret?
- **Continuous:** Without gap or break
- **Continual:** With occasional break.

- **Childish:** It is used in a negative sense and means silly.
- **Childlike:** It is used in positive sense and means simple and innocent.
- **Dependent :** It is an adjective, meaning depending on
- **Dependant:** It is a noun, meaning one depending on another.
- **Effective:** Having a power full effect.
- **Efficient:** Competent
- **Efficacious:** Successful in producing a desired or intended result; effective

5.5. ONE WORD SUBSTITUTION: “One Word Substitution” or “One Word for Many” is one of the integral parts of vocabulary. It is asked in various competitive exams like IBPS PO/ Clerical, SSC, LIC, CDS etc. It simply means that a sentence has to be replaced with a single word.**Examples:**

S.No.	Phrase	One word
1.	One who is not sure about God’s existence	Agnostic
2.	A person who deliberately sets fire to a building	Arsonist
3.	One who does a thing for pleasure and not as a profession	Amateur
4.	One who can use either hand with ease	Ambidextrous
5.	One who makes an official examination of accounts	Auditor
6.	A person who believes in or tries to bring about a state of lawlessness	Anarchist
7.	A person who has changed his faith	Apostate
8.	One who does not believe in the existence of God	Atheist
9.	A person appointed by two parties to solve a dispute	Arbitrator
10.	One who leads an austere life	Ascetic
11.	A person of intellectual or erudite tastes	Highbrow
12.	One who studies the evolution of mankind	Anthropologist
13.	A keeper or custodian of a museum or other collection	Curator
14.	The therapeutic use of sunlight	Heliotherapy
15.	The art of effective or persuasive speaking or writing	Rhetoric
16.	One who study the elections and trends in voting	Psephologist
17.	A place or scene of activity, debate, or conflict	Arena
18.	A small kitchen or room at the back of a house used for washing dishes and another dirty household work	Scullery

19.	Fear of time	Chronophobia
20.	A solemn procession, especially for a funeral	Cortege

5.6. WORD FORMATION: Conversion from one part of speech into another is also a method of forming new words. **Examples:**

S.No.	Verbs	Nouns	Adjectives
1.	Accept	Acceptance	Acceptable
2.	Achieve	Achievement	Achievable
3.	Act	Action	Active
4.	Act	Activity	Active
5.	Act	Activeness	Active
6.	Add	Addition	Additional
7.	Adjust	Adjustment	Adjustable
8.	Admire	Admiration	Admirable
9.	Advise	Advice	Advisable
10.	Amass	Mass	Massive
11.	Amazed	Amazement	Amazing
12.	Amuse	Amusement	Amusing
13.	Annoy	Annoyance	Annoying
14.	Approach	Approach	Approachable
15.	Attend	Attention	Attentive
16.	Attract	Attraction	Attractive
17.	Avoid	Avoidance	Avoidable
18.	Believe	Belief	Believable
19.	Blacken	Blackness	Black
20.	Bleed	Blood	Bloody

Note: A comprehensive list of one word substitution is available on:

<https://scoop.eduncle.com/one-word-substitution-list>

CHAPTER 6

CONDITIONALS /CONDITIONAL SENTENCES

Conditional Sentences are also known as Conditional Clauses or “If” Clauses. They are used to express that the action in the Main Clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled.

TYPES OF CONDITIONAL SENTENCES

6.1. Conditional Sentence Type 1 (Open & Probable condition): It is possible and also very likely that the condition will be fulfilled.

Form: If + Simple Present, Future Tense

Examples:

- If I **find** her address, I **will** send her an invitation.
- If I **don't** see him this afternoon, I **will** phone him in the evening.
- If they print this news, he **may/can** sue them. (These modal verbs can be used.)

6.2. Conditional Sentence Type 2 (Possible but Probable Condition.): It is possible but very unlikely, that the condition will be fulfilled.

Form: If + Simple Past, Would

Examples:

- If I **found** her address, I **would** send her an invitation.
- If you **came** back the same day, you **would** be tired.
- If a child did not understand words he **could/ might** not understand the sentences. (These modal verbs can be used)
- If I **were** a spider, I would spin a web. (In case of hypothetical situation, ‘were’ is used in the ‘if clause’)

6.3. Conditional Sentence Type 3: It is **impossible** that the condition will be fulfilled because it refers to the past. **(Impossible Situation)**

Form: *if* + Past Perfect, would have + Past Participle. **Examples:**

- If I **had found** her address, I **would have sent** her an invitation.
- If you **had got** the carburettor cleaned, you **would have saved** petrol.
- If you had trained the dog, he **could/ might** have fetched the paper. (These modal verbs can be used.)

Note: The main clause can also be at the beginning of the conditional sentences. In this case, don't use a comma. **Examples:**

- I **will** send her an invitation if I **find** her address. (Conditional - Type 1)
- I **would** send her an invitation if I **found** her address. (Conditional- Type 2)
- I **would have sent** her an invitation if I **had found** her address. (Conditional- Type 3)

Note: The most common beginning of a conditional sentence is **if**, but words such as **unless**, **provided**, **in case** can also be used. **Examples:**

- **If** you get good grades, I will take you out to dinner.
- **Provided** you get good grades, I will take you out to dinner.
- **In case** you get good grades; I will take you out to dinner.
- **Unless** you get good grades, I will not take you out to dinner.

Note: 'Unless' is very close in meaning to 'if not'.

CHAPTER 7

PHRASAL VERBS

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. **Examples:**

- Fighting **broke out** among a group of 40 men.
- Don't **put me off**, I'm trying to concentrate.
- The report **spelled out** the need for more staff.
- She has always **looked down on** me.

Typically, their (Phrasal verbs) meanings are not obvious from the meanings of the individual words themselves. For example, the phrasal verb 'to look down on someone' doesn't mean that one is looking down from a higher place at someone who is below you; it means that one thinks that you are better than the other person.

COMMONLY USED PHRASAL VERBS

➤ Turn On / Turn Off

- **Turn on** the TV; I want to watch a program.
- **Turn off** the TV – it's time to go to bed.

➤ Put On / Take Off

- I was cold, so I put on a jacket.
- When I get home, I always **take off** my shoes.

You can use **put on** / **take off** with clothes, shoes, hats, watches, and jewelry.

➤ Find Out: To discover or learn information.

- Can you find out what time the first train to London arrives?
- I just **found out** that my co-workers are going to have a surprise birthday party for me.

➤ Give Up: To stop doing something.

- I need to **give up** smoking.
- The book was so difficult that I **gave up**. I didn't finish the book.
- My doctor says I need to **give up** fast food.

- You can use **give up** with an activity (smoking) or a thing (fast food).
-
- **Put Away:** To put something in its place.
 - Your clothes are all over the floor. Please **put** them **away**.
 - I **put away** all the toys and then cleaned the house.

 - **Throw Away (Throw Out):** To put something in the garbage/trash.
 - The bananas were rotten, so I **threw** them **away**.
 - I accidentally **threw out** some important documents.

 - **Fill In:** To give missing information.
 - Please **fill in** the missing word in this sentence.
 - To get a passport, I **filled in** two forms and paid \$200.

 - **Get Along (+ with):** To have a good relationship/ rapport
 - My parents **get along** very well. They've been married for 35 years.
 - We **get along with** our boss. We enjoy working for her.

 - **Pan Out (no object):** Succeed; happen as expected (for plans). (Note: almost always negative when in statements.)
 - "I'll be here next week after all. My trip to Chicago didn't pan out."

 - **Pass Out (1. no object):** Faint; lose consciousness.
 - "When Ella heard that she'd won a million dollars, she was so shocked that she passed out."

 - **Pass Out (2. separable):** Distribute.
 - "Everyone in the room needs one of these information sheets. Who will help me pass them out?"

 - **Pitch in (no object):** Help; join together to accomplish something.
 - We'll be finished soon if everyone pitches in."

 - **Put (someone) out:** Inconvenience someone.
 - I hate to put you out, but I need a ride to the train station and hope you can take me."

 - **Put up with:** Tolerate.
 - "It's really important to come to work on time. The boss won't put up with tardiness."

Note: A list of phrasal verbs can be found on:

[http://prepadda.com/wpcontent/uploads/english/Idioms/phrasalverblist\[www.qmat.hs.in\].pdf](http://prepadda.com/wpcontent/uploads/english/Idioms/phrasalverblist[www.qmat.hs.in].pdf)

CHAPTER 7

TENSES OF THE VERB

The English language has three central divisions of time: **Present, Past&Future**. These three are the main tenses, each having sub-divisions to show other more refined or more subtle aspects within the general time.

Chart of Tenses

Tense	Past	Present	Future
Simple	I ate pizza yesterday. S+V2+O	I eat pizza every day. S+V1+O	I will eat pizza tomorrow. S+will+V+O
Continuous	I was eating pizza when you arrived. S+was/were+(V+ing)+O	I am eating pizza right now. S+am/is/are+(V+ing)+O	I will be eating pizza when you arrive. S+will be+(V+ing)+O
Perfect	I had eaten all of the pizza when you arrived. S+had+V3+O	I have eaten all of the pizza. S+has/have+V3+O	I will have eaten all of the pizza by the time you arrive S+will have+V3+O
Perfect Continuous	I had been eating pizza for 2 hours when you arrived. S+had been+(V+ing)+O	I have been eating pizza for 2 hours. S+have/has been+(V+ing)+O	I will have been eating pizza for 2 hours when you arrive. S+will have been+(V+ing)+O

8.1. VERB VOICE: It indicates who or what is doing the action. It is divided into:

8.1.1. Active Voice: The subject of the sentence performs the action.

8.1.2. Passive Voice: The subject of the sentence receives the action.

Examples:

- Renu plays tennis. (Active Voice where the active subject (Tennis) becomes the passive object.
- Tennis is played by Renu. (The active subject (Renu) becomes the passive object. The preposition 'by' is used before it.

A chart of verb voices in different tenses is as follows:

Tense	Active Voice	Passive Voice
Simple Present Tense	Verb form: I form of the verb. Example: He speaks English.	Verb form: is / am / are + Past Participle form of the verb Example: English is spoken by him
Present Continuous Tense	Verb form: is/am/are + -ing form of the verb Example: She is writing a letter.	Verb form: is/am/are + being + Past Participle form of the verb Example: A letter is being written by her.
Present Perfect Tense	Verb form: has/have + Past Participle form of the verb Example: I have written a novel.	Verb form: has/have + been + Past Participle form of the verb Example: A novel has been written by me.
Simple Past	Verb form: Past Tense form of the verb. Example: You missed the chance	Verb form: was/were + Past Participle form of the verb Example: The chance was missed by you.
Past Continuous Tense	Verb form: was/were + -ing form of the verb. Example: I was learning my lessons	Verb form: was/were + being + Past Participle form of the verb Example: My lessons were being learnt by me.
Past Perfect Tense	Verb form: had + Past Participle form of the verb. Example: I had finished the project.	Verb form: had + been + Past Participle form of the verb Example: The project had been finished by me.
Simple Future Tense	Verb form: will/shall + first form of the verb. Example: She will solve the problem.	Verb form: will/shall + be + Past Participle form of the verb Example: The problem will be solved by her.
Future Perfect	Verb form: will/shall + have + Past Participle form of the verb.	Verb form: will/shall + have + been + Past Participle form of the verb. Example:

	Example: I will have finished the job	The job will have been finished by me.
--	---	---

CHAPTER 9

PRÉCIS WRITING

Précis means ‘short’. It is a condensed form of the passage. It is short reproduction of a passage. It is a compact form of the original passage, having all the prominent points. Writing a précis means making an intelligent summary of a long passage. To write a précis one should have a clear understanding of the passage, only then one is able to include all the essential points.

9.1. Do's of writing an Effective Précis

- A précis must have a logical order and be well-knit and well connected.
- It is generally accepted that a précis should be one- third of the passage given. If the original passage has 300 words, the précis should not be more than 110 words in length.
- A précis should be in the language of the précis-writer. The original passage is not to be reduced in length by just removing unimportant or unnecessary sentences and by reproducing the rest as the précis. It should be a brief gist or summary of the passage expressed in the writer's own words.
- A précis should be full i.e. it should contain all the essential thoughts, ideas or facts in the original passage. It should not contain repetitions or observations that are not relevant to the main theme of the original. Try not to divide it into paragraphs.
- A précis is always written in Reported Speech. The passage given may be a speech made by a person in Direct Speech, but the précis is to be written in Reported Speech or the Third Person or in the Past Tense.
- A title should be given to the précis.
- Never give your personal views or opinions.
- Do not quote anybody and refrain from giving illustrations.
- Do not violate the word limit. Count the number of words in the précis and put them down in a bracket at the end.
- A good précis is marked by clarity, brevity and precision.
- It must have coherence; must use linking devices such as so, therefore, further,

- because etc, and must follow the ideas of the original passage.
- Do not insert any question in the précis.

Example:

Write a précis of the following passage to one-third of its length and also give a suitable title:

Today there are 3000 million people in the world. Fifty years ago only about 2000 million people lived in it. If earth's population were evenly distributed over its land surface, there would be about 550 persons to the square mile. But Earth has vast areas of forest, mountains and desert which are almost totally inhabited. On the other hand, it has great cities each with millions of people living in a few square miles.

To feed the fast growing population of our earth, scientists and planners have to discover new ways to produce more. One possible way is to bring more land not under cultivation. This can be done only in places where there is lot of land not used for productive purposes. In many places there is no longer possible all the arable land is already cultivated. A second way is to make use of new types of seeds to produce more. Already a number of new strains of paddy and wheat have been developed in different parts of the world. India is one of the countries where a lot of useful work has been done in the field of agriculture research.

Précis:

Title: World Population and Food Production

During the last fifty years, the world population has increased from 2000 to 3000 million. It is unevenly distributed with millions of people living in a few big cities. Scientists in India and abroad are, therefore, busy with agriculture research to find out new methods of increased food production to feed them all and they have already developed many new strains of paddy and wheat.

(37 words)

CHAPTER 10

ANALOGY SOLVING

An analogy identifies a similarity between like features of two different things by requiring students to identify a relationship between a pair of words. Analogy lessons focus students' attention on that relationship by providing a frame for the comparison. To be precise, analogy is treated as the identification of relationship between two terms/conditions.

In verbal analogies, the student is given one pair of related words and another word without its pair. The student must find a word that has the same relationship to the word as the first pair. **Example:** fire is to hot, as ice is to cold. Different patterns are as follows:

Type of Analogy	Examples
Things that go together	Bat/ball, bow/arrow, salt/pepper, bread/butter, fork/knife
Opposites	Big/small, stop/go, hot/cold, tall/short, wide/narrow, early/late, graceful/clumsy, laugh/cry, dark/light, sharp/dull
Synonyms	Big/large, stop/halt, cold/icy, thin/slim, small/tiny, sad/unhappy, show/reveal, hide/conceal, hint/clue
Object and Classification	Green/color, ants/insect, rabbit/mammal, table/furniture, pants/clothing, 3/odd number, apple/fruit, lunch/meal, uncle/relative, sandal/shoe, spring/season
Object and Group	Whale/pod, kitten/litter, bird/flock, cow/herd, lion/pride, wolf/pack
Object and Related object	Plant/sprout, butterfly/caterpillar, cat/kitten, mother/baby, dog/puppy
Object and a Characteristic	Grass/green, sponge/porous, marshmallow/soft, elephant/big, desert/dry, gold/shiny, party/happy, skunk/smelly, ball/round
Object and Location	Car/garage, stove/kitchen, tub/bathroom, fire/fireplace, lion/zoo, eraser/pencil
Object and Part of the Whole	Hand/fingers, book/pages, foot/toes, fireplace/bricks, year/month, turtle/shell
Object and Function	Pen/write, knife/cut, shovel/dig, book/read
Performer and Action	Teacher/teach, movie star/act, artist/paint, fish/swim, bird/fly

Verb Tenses	Eat/ate, win/won, buy/bought
Cause and Effect	Plant/grow, fire/burn, trip/fall, spin/dizzy
Problem and Solution	Hungry/eat, thirsty/drink, itch/scratch, broken/repair, tired/sleep

CHAPTER 11

SENTENCE CORRECTION

Words, phrases and sentences are the bases of any language. An error in their use may shake the very foundation of the language and make an expression meaningless or ambiguous in a context. Even those of us who are well-versed with English end up making the silliest of errors in grammar. It is a very natural tendency but error-spotting is not an art that one can't master. It is just a matter of keeping in mind some guidelines and practice. In order to solve questions on spotting errors, the first step you should take is to read the complete sentence carefully. In most of the cases, you will be able to detect the error in the first go itself. While reading the entire sentence, you must carefully check the subject-verb agreement. The next step is to carefully check all spellings. Many a times, an error can be spotted in spellings. If you can still not detect the error or you are still unsure of the correct answer, then you must read each individual part of the sentence and closely examine which part consists of an error.

11.1. CONCORD (SUBJECT -VERB AGREEMENT)

SVA or Subject Verb Agreement is a very important concept in English grammar. Many of the entrance exams (CAT, CLAT, GMAT, GRE, IELTS, TOEFL, BANK PO, NDA) test students on the rules based on subject verb agreement. Even after they are done, written aptitude tests / WAT (taken after you clear CAT by most top B-schools these days) will test your writing skills and mettle. It is nothing but making the verb agree with the subject. You need to use the right version of the verb to make the agreement look good. For e.g. there are different versions of the verb 'be' – am, is, are which are used differently if you use 'he/she, they, you, we'. If you are a book worm, you probably get these very easily. **Rules related to subject verb agreement are as follows:**

11.1.1. Rules for Verb-Number Agreement: Singular subjects take singular verbs and plural subjects take plural verbs. **Examples:**

- The **list** of to-dos **was** too long for me to handle.
- The **lists** of to-dos **were** too long for me to handle.
- Even an **animal** **has** its own territory.
- Even **animals** **have** their own territory.

EXCEPTIONS to this rule (10.1.1):

- A plural verb is always required after ‘you’ even when it is used in singular, referring to one person. **Example:** You **were** going to send over the document.
- **Rule for when verb has ‘s’ at the end:** The ‘s’ added after a noun indicates plural. But an ‘s’ after a verb indicates third person singular i.e. the sentence is in third person and the subject is singular. **Examples:**
 - **She goes** to the library every single day.
 - **They go** to the restaurant every day for their favourite dish.
- The verb has to agree only with the true, main subject. Not with the intervening plural object of a preposition or any other intervening plural. **Examples:**
 - The **box** of Nestlé’s chocolates **is** missing. (Here, the main subject is box, not chocolates. Hence, we use ‘is’ instead of ‘are’)
 - His experience as a teacher to young kids **gives** him a lot of understanding.
 - The **prices** of the new iPhone **vary** from country to country.

11.1.2. Rules for subjects joined by ‘and’: They are usually plural and take plural verbs. Examples:

- His laptop and my iPad **were** stolen from the desk.
- Chennai and Kolkata **have** very hot weather.

EXCEPTIONS to this rule (10.1.2.):

- If the subject has two singular nouns connected by ‘and’; and both are about the same person / thing, then the verb remains singular. **Examples:**
 - My **best friend and roommate is** going to the U.S. for a vacation.
 - **Soup and bread is** our Sunday breakfast.
- When two subjects connected by ‘and’ are preceded by ‘each, every or many’, a singular verb is used. **Examples:**
 - **Every** chair, table and sofa, every single piece of furniture in the house **is** up for auction.
 - **Every** man and woman in the store **is** requested to go through the security check.

11.1.3. Rules for ‘with, together with, along with, besides, as well as, including, in addition to’: Words like ‘with, together with, along with, besides, as well as, including, in addition to, etc. do not affect the number of the verb. If the

main subject is singular, the verb has to be singular; if the subject is plural, the verb has to be plural.

Examples:

- The television, **along with** the cabinet, **is** to be sold.
- Our chief competitor, **as well as** ourselves, **is** obliged to increase the prices.
- The decoration of the room, **including** all the paintings on the walls, **is** most pleasing.

11.1.4. Rules when both singular and plural subjects are present: If the subject is made up of both singular and plural words connected by or, nor, either – or, neither – nor, not only, but also then the verb agrees with the nearer part of the subject. **Examples:**

- **Neither** the quality **nor** the **prices have** changed.
- **Neither** the prices **nor** the **quality has** changed.

11.1.5. Rule for neither-nor, either-or & or: If the subject consists of two singular words connected by ‘or, neither- nor, either – or’, the subject is singular and requires as singular verb. **Examples:**

- **Neither** the laptop **nor** the phone **was** in working order.
- **Either** January **or** February **is** going to be her wedding month.

11.1.6. Rule for nouns that are plural in form but singular in meaning: Nouns that are plural in form but singular in meaning such as news, measles, mumps, Physics, electronics, tactics, Economics and so on usually take singular verbs. **Examples:**

- **News is** travelling faster than ever before.
- **Physics has** fascinated my hostel mate for months.

Some nouns ending in ‘-ics’ such as athletics, statistic and politics are considered singular when referring to an organized body of knowledge and plural when referring to individual facts, qualities or activities. **Examples:**

- **Athletics provide** good recreation. (i.e. various games)
- **Economics is** an important subject for every field of study.

11.1.7. Rule for nouns that do not have singular forms: Plural verbs are required for many nouns that have no singular form, such as proceeds, goods, ashes, remains, credentials, premises etc. **Examples:**

- The **proceeds** of the magic show **are** to be given to the fund for soldier's welfare.
- The **goods are** being dispatched today by goods train.

11.1.8. Collective Nouns: When a group acts as a unit, the verb should be singular.

Examples:

- The **committee has** agreed to submit its report on Friday.
- The **board** of directors **meets** once in a month.
- The **firm is** one of the most reputed in the country.
- The **majority has** made its decision.

11.1.8.1. When the members of the group are thought of as acting separately, the verbs should be plural. The teams are arguing over who should be the captain (individual members in the team are arguing). **Examples:**

- The **committee was** not in agreement on the action to be taken.
- The **audience were** cheering and laughing, even crying.

11.1.8.2. Company names may be either singular or plural, according to their meaning. The plural form emphasizes the individual personnel making up the company. **Examples:**

- **Mudra and corporation have** retained the goodwill of their customers.
- The **Oil Corporation is** located at Nariman Point, Mumbai.

11.1.9. Rules for nouns expressing time, money or quantity: When nouns expressing periods of time, amounts of money or quantities are considered as a singular unit, singular verbs are used.

Examples:

- **Rs. 10 seems** too much for the job.
- **Three months is** too long a time to wait.
- The **number** of board members **is** very small.
- That **1 lakh rupee was** an inheritance from my father.
- Yes, **5 mis** ample for a suit.

11.1.9.1. After such expressions as 'one half of', 'two-thirds of', 'a part of', 'a majority of', use a singular verb if a singular noun follows the 'of'. **Examples:**

- A **part of the office is** closed.
- **Two-third of the mailing list has** been typed.
- A **majority of 3500 indicates** his popularity in the constituency.

11.1.9.2. Use a plural verb when a plural noun follows the ‘of’. **Examples:**

- Parts of the **walls** are to be painted.
- **Two thirds of** our workers **live** in the suburbs.
- The **majority of our staff members live** in villages.

11.1.10. Rules for ‘The number’: The expression ‘the number’ has a singular meaning and requires a singular verb, whereas the expression ‘a number’ has a plural meaning and takes a plural verb. **Examples:**

- **The number of board members is** very small.
- **A number of board members were** absent.
- **The number of orders is** still to be executed is estimated at nearly a 100.
- **A number of our staff are** going on leave.

11.1.11. In sentences containing the words ‘one of’, the singular verb is chosen as follows.

Examples:

- **One of the reasons** for his demotion **is** his carelessness.
- **One of the pens is** missing from my desk.

11.1.12. Rule of singular nouns and plural verbs: Certain collective nouns, those who are singular in form, are always used in the plural sense and take a plural verb. For e.g. gentry, cattle, poultry, offspring etc.

Examples:

- These **poultry are** ready for sale.
- There **are** 26 letters in English alphabet.
- The **cattle are** grazing near the canal.

11.1.13. Certain nouns are always used in singular and followed by singular verbs. These are not used in the plural sense and do not take on plural verbs. **Examples:** hair, issue, advice, information, scenery, luggage, mischief, bread, abuse, furniture, land, business, machinery, poultry etc. **Examples:**

- Her **hair has** turned grey now.
- The **scenery of Kasauli is** beautiful.
- All the machinery **is** old.
- I have sold all the furniture that **was** useless.
- My luggage **is** lying at the bus stand.

11.1.14. The following nouns are usually uncountable in English: Advice, news, information, furniture, luggage, work, business, weather, traffic, scenery,

paper, and bread. Most of these are countable in Indian languages and therefore Indian students often wrongly use them with 'a/an' and in the plural. **Examples:**

- He gave me **an** advice. (Incorrect)
- He gave me **some** advice (correct) (or, a piece of advice)
- The sceneries here **are** very good. (Incorrect)
- The scenery here **is** very good. (Correct)

11.1.15. Each, every, either, neither: The words 'each, every, either, neither', used as pronouns or else adjectives, are always singular and require singular verbs.

Examples:

- Each of them **does** have political ambitions.
- Each employee **is** responsible for clearing his desk in the evening.
- Neither of the boys **is** eligible for taking the examination.
- Neither boy **is** eligible for selection.

EXCEPTION to the rule 10.1.15: If a parenthetical each follows a plural noun or pronoun, the verb should be singular. **Examples:**

- The members **each feel** their responsibility.
- They **each have** their own problem.
- **Each of** these books **is** required.

11.1.16. All, any, many.....: All, any, more, most, some – may be singular or plural depending on the meaning, and take verbs accordingly. **Examples:**

- **Some** of the books **seem** too old.
- **Some** of the food **is** not good. (Food is a singular noun)
- **All** the typing **has** been finished. (Typing is an activity. Can't be plural)
- **All** the **reports have** been typed. (Reports is plural)
- **Most** of the **goods have** been sold.
- **Most** of the **stock** **has** been sold, but more of these shirts are due. (Stock is always singular)

11.1.17. The titles of books or magazines are considered singular and take singular verbs.

Examples:

- The Hindustan Times still **has** wide circulation.
- The Shiva Trilogy **is** a best seller.

11.1.18. The always singular words which take singular verbs: The following words and their compounds (Two words make one word) are always singular and require a singular verb. **Examples:**

- **Something is** wrong with him these days.
- **Everybody** in the office **has** tickets.
- **Everyone is** required to clear their dues.
- **Nobody knows** the trouble I have seen.
- **No one** is entitled to **have** his debts cancelled.

11.1.19. Rules for Relative Pronouns: A relative pronoun is one which establishes a relationship between two subjects (who, which, that). When it is used as a subject, it takes a singular or plural verb to accord with its antecedent i.e. if the subject is singular, use a singular verb and so on.

Examples:

- Measles is among the diseases **that are** curable.
- This is only one of the local papers that print a weekly horoscope.

11.2. PARALLELISM: While forming a sentence, the structure of the sentence should be kept parallel. Parallelism is the use of components in a sentence that are grammatically the same; or similar in their construction, sound, meaning, or meter.

Examples:

- She likes to cook, dance and play.
- She likes cooking, dancing and playing.
- They got together, conversed, and dispersed, but to no avail.
- Flying is fast, comfortable, and safe.

11.3. TAUTOLOGICAL ERROR: Sometimes also referred to as a 'redundancy'; this is the error of writing the same thing twice.

Examples:

- He returned back from Delhi. **(Incorrect)**
- I hardly have any money to give you. **(Incorrect)**

The correct constructions should be;

- He came back from Delhi.
- I have no money to give you.

11.4. MODIFIERS: A modifier is a word, phrase, or clause which functions as an adjective or an adverb to describe a word or make its meaning more specific. (It is more or less an adjective or an adverb.). The detailed explanation along with examples is available on <http://bragakristelle.blogspot.in/2016/10/modifiers.html>

11.4.1. Misplaced Modifier: A common blunder is to leave a participle dangling without a subject.

Examples:

- Sitting on the gate, a scorpion stung him. **(Incorrect)**
(Here, 'sitting' which is a participle cannot be used for scorpion as it is grammatically incorrect). **The correct sentences should be:**
- Sitting on the gate, he was stung by a scorpion or
- While he was sitting on the gate, a scorpion stung him.
- He visited the place where Napoleon died during his holidays.
(Incorrect) (It seems as the participle, 'during his holidays' is used for Napoleon while it is meant for the person visiting.)
The correct sentence should be:
- During his holidays, he visited the place where Napoleon died. (This way, it is correctly understood.)

11.5. USE OF 'FEW' & 'LESS': Few is used before countable nouns while 'less' is used before uncountable nouns. **Examples:**

- There are few children in the class today.
- There is less juice left in the jar.

11.5.1. 'Few' and 'A few' have different meanings: 'Few' is equivalent to something negligible, hardly any while. 'A few' is equivalent to some. **Examples:**

- 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.

Examples:

- There is little hope of his recovery (Almost nil).
- A little tact would have saved the situation (Some tact).

11.6. ANTECEDENT: An antecedent is a noun that must precede the use of a pronoun.

Example: The box remained open. In it were three beautiful gifts. (Here, "the box" is the antecedent for the pronoun "it" in the sentence.). If the first sentence did not exist, it would be unclear what "it" is. "The box" precedes the pronoun "it."

Note: If a pronoun is used in a dependent clause, the antecedent will always be in the independent clause. **Example:** In order to jump over it, Jared had to lower the hurdle. (Here, "it" seems to precede "the hurdle." However, "the hurdle" is the antecedent because that noun is in the independent clause. The antecedent will always be placed in the independent clause, regardless of the placement of a dependent clause.)

11.7. NOUNS IN APPPOSITION (APPOSITIVES): Words or phrases in apposition are placed next to each other, and the second word or phrase will be set off by a comma, semicolon, hyphen, or parentheses. An appositive is a noun phrase that renames a noun that is right beside it. The appositives in the following sentences are in bold/emboldened. **Examples:**

- Gus, **Eric's black and white cat**, slowly crept up behind the kittens.
- The bookshelf, **a modern piece of furniture**, was moved into the house first.

11.8. COMPARISONS: The comparisons made should be between two similar things.

Example:

- 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. 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'.

Examples:

- 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.

11.9. LAY & LIE: We need to distinguish between these two words as they are used very differently. You *lie* down, but you *lay* something down. *Lie* does not require a direct object. *Lay* requires a direct object. The same rule applies to laying and *lying* (not *lieing*—beware of spelling). The verb *lie* means to tell a falsehood. However, *lie* can also mean to recline or to rest in a flat position. The past tense of *lay* is *laid*, but be careful with the past tense of *lie*—there are two options i.e. *lay* (Past Tense) and *lain* (Past participle).

Examples:

- Some children **lie** to get out of trouble. (Here 'lie' means false statement.)
- The fat cat likes to **lie** in the sun. (Here 'lie' means to rest in a flat position)
- I don't like to **lay** my purse on the floor.
- Don't leave dirty clothes **lying** around the house. (Here lying is the ing form of lie which means to rest in a flat position.)

11.10. TRUST YOUR EARS: If you become stuck, 'say' the choices in your head and then elect 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.

11.11. 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.

Example:

Directions: Read the paragraph and spot the error and rephrase it from the given options

Q1) Although most large public relations firms can afford to run information technology centres in-house, some niche firms are discovering that the cost associated with maintaining an information technology staff and from continuously improving hardware and software are larger than they initially estimated.

- (a) Cost associated with (b) Costs associated from (c) Costs associated with
(d) Cost arising from (e) Costs arising from

Answer with Explanation: Correct Answer: **(e)** There are two major problems with this sentence. **(1)** The subject (cost, which is singular) and verb (are, which is plural) do not agree. Since multiple costs are being discussed and the verb, which appears outside the underlined part of the sentence, is plural, the subject needs to be plural. **(2)** Two parallel parts of the sentence are not parallel as associated with... and from is not a parallel phrase. Since from occurs outside the underlined part of the sentence, associated with should be replaced by arising from. With this change, the sentence will be parallel: Costs arising from x and from y. **(a)** The subject (cost, which is singular) does not agree with the verb (are, which is plural); the phrase associated with ... from is not parallel. **(b)** The costs associated from is awkward and not idiomatically correct. **(c)** The phrase associated with ... from is not parallel. **(d)** The subject (cost, which is singular) does not agree with the verb (are, which is plural). **(e)** The subject (costs, which is plural) correctly agrees with the verb (are, which is plural); the phrase arising from maintaining ... and from continuously upgrading is parallel.

CHAPTER 12

PARAJUMBLES

Parajumbles are jumbled paragraphs. Basically, you are given a paragraph - but the sentences are not in the right order. It's up to you to untie this knot and rearrange the sentences so that they logically make sense. Normally instructions for this type of questions will read "Choose the most logical order of sentences from among the given choices to construct a coherent paragraph".

12.1. TRICKS TO SOLVE PARAJUMBLES

12.1.1. Establish link between two sentences and then examine the options

Suppose you establish the link 'BA'. The given options are:

(a) DABC (b) ACDB (c) CBAD (d) DBAC.

Now you are left with option (c) and (d) to examine. You read the sentences in the order given by these two options and use your methods again to determine which one is correct.

Is establishing links between two sentences easy?

Not ALWAYS!!! However, easy or not, you can certainly establish links between two or more sentences with the help of some hints found in the sentences. **These hints are as follows:**

12.1.2. Transition Words: Transition words make the shift from one idea to another very smooth. They organize and connect the sentences logically. Observing the transition words found in a sentence can often give you a clue about the sentence that will come before/after that particular sentence. Given below are some commonly used transition words: also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly, consequently, hence, otherwise, subsequently, therefore, thus, as a rule, generally, for instance, for example, for one

thing, above all, aside from, barring, besides, in other words, in short, instead, likewise, on one hand, on the other hand, rather, similarly, yet, but, however, still, nevertheless, first of all, to begin with, at the same time, for now, for the time being, in time, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind, after all, etc.

12.1.3. Personal Pronouns: Personal pronouns are he, she, it, him, her, they, you, your etc. Remember that personal pronouns always refer to a person, place or thing etc. Therefore, if a sentence contains a personal pronoun without mentioning the person, place or object it is referring to, the person, place or object must have come in the previous sentence. Often, this is a good lead to identify a link.

12.1.4. Demonstrative Pronouns: The demonstrative pronouns are "this," "that," "these," and "those." "This" and "that" are used to refer to singular nouns or noun phrases and "these" and "those" are used to refer to plural nouns and noun phrases. Whenever a sentence contains a demonstrative pronoun without mentioning the noun or the noun phrase, it means that the previous sentence must be mentioning that noun or noun phrase. Finding that noun or noun phrase helps us to connect two sentences.

12.1.5. Combining it all with Logic: Sometimes using logic to decide the order of sentences can yield high dividends.

12.1.6. Acronym Approach: Full form vs. Short Form: In PJ we encounter full and short names sometimes acronyms of some term or institution. **Examples:**

- Ex-World Trade Organization – WTO
- Dr. Manmohan Singh - Dr. Singh
- Karl Marx – Marx
- President George W. Bush - President Bush or the president

The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form.

12.1.7. Time Sequence Approach (TSA): Either dates or time sequence indicating words: Be aware of the time indication either by giving years - or by using time indicating words. Arrange the sentences using their proper time sequence. Here are a few time sequence indicating words –before, after, later, when.

12.1.8. Hypothesis or Theory Approach: If any sentence is working as an example - place it after the sentence for which it is working as an example, not necessarily

just after - because one has to explain the idea, it is hypothesis/ theory. It should not be before the idea that it explains.

12.1.9. Articles Approach: When the author uses 'a / an' - he wants to make a general statement - wants to introduce the noun followed by a/an for the first time but when he uses 'the' he wants to refer back to some previously discussed noun. It means having 'the' is very unlikely in the opening sentence. If 'a/an' and 'the' both are used for the same noun then the sentence containing 'the' will come after the sentence containing a/an.

12.1.10. Key Words Approach – KWA: Some words will be repeated in two consecutive sentences. In most of the cases we repeat some important words of one sentence in the sentence that follows. Hence if you see any important words (not like he, she, that, is, are type) then chances are that these two sentences will be consecutive. Remember it gives you an idea that which sentences can be consecutive for example 23 or 32 but for exact order you have to look for some other clue or meaning.

12.1.11. Indicating Words Approach – IWA: Take care of words that indicate something helpful to decide sequence. Some words indicate some specific nature of sentences that will come before or that will follow. Look for the words like but, so, therefore, and, however.

12.1.12. Signal/Indicating Word List: Writers use transitions to link their ideas logically. These transitions or signal words are clues that can help you figure out what the sentence actually means and its sequence. Para-jumble sentences often contain several signal words, combining them in complex ways.

12.1.13. Cause and Effect: Look for words or phrases explicitly indicating that one thing causes another or logically determines another such as accordingly, in order to, because, so...that, consequently, therefore, given, thus, hence, when...then, if...then

12.1.14. Support Indicators: Look for the words or phrases supporting the given sentences. These words containing sentences will not be the opening sentence. These sentences will follow immediately the sentence supported. The following words act as support indicators: Furthermore, additionally, also, and, too, as well, besides, indeed, likewise, moreover

12.1.15. Contrast Signals (Explicit): Precisely and clearly expressed or readily observable leaving nothing to implication. Look for function words or phrases (conjunctions, sentence adverbs, etc.) that explicitly indicate a contrast between one idea and another, setting up a reversal of a thought. The following words act as contrast signals: Albeit, nevertheless, although, nonetheless, but,

notwithstanding, despite, on the contrary, even though, on the other, and, however, rather than, in contrast, still, in spite of, while, instead of, yet etc.

12.1.16. Contrast Signals (Implicit): Implied though not directly expressed; inherent in the nature of something. Look out for words which indicate contrast or turn a situation or something unexpected possibly even unwanted, has occurred. Following words act as contrast signals: Anomaly, anomalous, illogic, incongruity, irony, ironic, ironically, paradox, paradoxical, surprise, surprising, surprisingly, unexpected, unexpectedly.

Example:

Directions: Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.

- Q1. A.** But in the industrial era destroying the enemy's productive capacity means bombing Thefactories which are located in the cities.
- B.** So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is bum his fields, or if you're really vicious, salt them.
- C.** Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.
- D.** How do you do battle with your enemy?
- E.** The idea is to destroy the enemy's productive capacity, and depending upon the economic foundation, that productive capacity is different in each case.
- F.** With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.

1. FDEBAC

2. FCABED

3. DEBACF

4. DFEBAC

Answer with Explanation: Correct Answer: Option (1)

Explanation: Look at the transition word 'but' in the first sentence A .It signifies that the sentence is expressing an idea contrary an idea expressed in some previous sentence. Now we need to find that previous sentence. If we further look at the beginning of the first sentence, it says 'but in the institutional era' which suggests that the contrariness is with respect to eras. Looking further, we see that sentence B and C are also starting with statement about eras. But the transition word at the start of C is 'now' which expresses present era and hence it cannot chronologically come before any other past era. That is, if information era is the present era, talk about any other era will come before this. So sentence B is the correct sentence to come before the first sentence. Likewise, sentence C is the correct sentence to come after the first sentence (sentence C is continuing the idea).Therefore, we have the link BAC. We see that option A, C and D all have the

link BAC. Furthermore, all the three options have the link EBAC. Therefore, we only need to arrange D and F. The sentence F states that 'The purpose is to battle the enemy' and D questions 'how do you battle the enemy'. Therefore D will come after E.

Hence **option 1** is the correct answer.

CHAPTER 13

READING COMPREHENSION

Comprehension of an unseen passage means a complete and thorough understanding of the passage. The main object of comprehension is to test one's ability to grasp the meaning of a given passage properly and also one's ability to answer, in one's own words, the questions based on the passage.

Comprehension passages appear in almost all of the competitive examinations like CAT, MAT, GMAT, IBPS Exam, CSAT, CLAT ,Bank Exams, Competitive Exams, ICET, UPSC Exams, SSC Exams, SNAP Test, KPSC, XAT, GRE, Defence Exams, L.I.C, Competitive Exams , Railway Exam and so on.

TYPES OF PASSAGES

13.1. Literal Passage: Literal comprehension involves what the author is actually saying.

The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast.

13.2. Inferential Passage: Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

13.3. Critical Passage: It concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material.

13.2. GENERAL STRATEGIES/ TRICKS TO SOLVE RC PASSAGES

- **Read actively.** Read the passage actively, and make mental notes of the main points and other items you feel are important, such as conclusions, names, definitions, places, and numbers. Take advantage of the line numbers (If given)
- **Pre-read a few questions.** You may want to skim a few questions first, marking words that give you a clue about what to look for when you read the passage. This method can be especially helpful on unfamiliar passages. Try it on a variety of passages to see how it works for you.
- Take care of the transition words (Already explained in the topic 'Parajumbles')
- **Pace yourself.** Don't get stuck on the passage or on any one question. If you have difficulty with one question, either take an educated guess by eliminating some choices or leave it blank and return to it briefly before you read the next passage (if there is more than one passage).
- **Answers are from information given or implied.** Base your answer on what you read in the passage, the introduction to the passage, or footnotes given following the passage. The passage must support your answer. All questions can and should be answered from information given or implied in the passage.
- **Be sure to answer the question.** Some good or true answers are not correct. Make sure that the answer you select is what the question is asking for according to the passage.
- **Read all choices.** Be sure to read all of the choices to make sure that you have the best of the ones given. Some other choices may be good, but you're looking for the best.
- **Avoid the attractive distracters.** Watch out for "attractive distracters," that is, answers that look good but aren't the best answer. These attractive distracters are usually the most common wrong answers. They are answers that are carefully written to be close to the best answer. When you narrow your choice down to two answers, one is probably the attractive distracters. If you are down to two answers, reading the question again can help you find the best one.
- **Eliminate.** Use an elimination strategy. If you know an answer is incorrect, mark it out immediately in your question booklet.
- **What is the tone of the author:** formal or informal? Identify what the author wants to convey and can you relate yourself to it.

- Once you are done selecting the passage, have a quick glance on its content. Don't read just observe it like an image.
- Now read the question first. Since you had a glance, you will realize that you can quickly discover the answer to the question in the passage.
- Remember questions and information in the passage is linked. This means first question will have relevance in the first paragraph and so on.
- For finding the gist (main idea) of passage, read the first and last paragraph of the passage.
- For answering vocabulary questions of RC, just read the sentence the word is present in and without looking over at the options, think about the context that word is used in. Then check the options and the nearest assumption is your answer.
- Improve your reading speed. Read articles in newspaper and practice speed reading tips.
- Avoid extreme answers.

13.3. CRITICAL REASONING / CRITICAL PASSAGE SOLVING

In most of the competitive exams you will find critical reasoning coming in from summary, inference, assumption, paradox, strengthen/weaken the conclusion based. You will find 3-5 questions based on critical reasoning of verbal ability section of most of the competitive exams.

Critical reasoning means making clear, reasoned conclusion based on given facts and underlying assumptions.

13.3.1. Basic Components of Critical Reasoning of Verbal Ability: Basic components, in any critical question, consist of the following important items:

- **Fact:** A clear and complete statement, made by the author, which can be verified. A fact is also called premise.
- **Conclusion:** It is the point which author is trying to convey or wants to convince us.
- **Assumption:** it is unstated fact which was in the mind of author while issuing/writing the given statement. There can be more than one assumption for any given situation. An assumption is always with respect to an author/a writer.

- **Inference:** It is an unstated conclusion drawn on the basis of given fact. There can be more than one inference for any given situation. An inference is always with respect to listener/reader.

13.3.2. Format of a Question in a Critical Reasoning Section in Verbal Ability

A typical critical reasoning question that comes in most of the competitive exams consists of a paragraph containing a few facts, and a few unstated assumptions leading to one definite conclusion. The most important requirement to solve critical reasoning questions in CAT or any other MBA level exam is that after reading the question paragraph you should be able to figure out the following:

- Facts in the given critical reasoning paragraph or argument.
- Conclusion of the given critical reasoning paragraph or argument.
- Underlying and unstated assumption made by the author/writer of the given critical reasoning question.
- What has been asked in the given question?

13.3.3. Types of Critical Reasoning Questions in Verbal Ability

- Strengthen or weaken the Conclusion
- Find an Assumption
- Find an inference
- Resolve the paradox

13.4. TIPS & STRATEGIES TO CRACK CRITICAL REASONING QUESTIONS

- **Utilize process of elimination:** When the test taker is asked to identify the statement that does the best job of strengthening or weakening an argument, there is almost always at least one answer choice that will do the opposite. If you have read the question carefully, you will be able to quickly eliminate these choices.
- **Become comfortable at "working backwards" on these questions :** "Working backwards" – inserting each answer choice into the text and seeing if the passage still makes sense – is an excellent technique to fall back on if you get stuck on a critical reasoning question. However, it can be time consuming.
- **Ignore decoys.** :Often, passages contain extraneous sentences and information. Learn to separate these decoys from the rest of the passage so they won't distract you from the content that is important.
- **Avoid answer choices that are emotionally charged or 'over the top':** The correct answer choices are always emotionally neutral in tone, and moderate in reasoning.
- **Avoid answer choices that make absolute statements.** Absolute statements are those that use words such as "always" and "must." The test writers are very biased against these types of statements.

CHAPTER 14

IDIOMS/ IDIOMATIC EXPRESSIONS

An **idiom** is a word or phrase which means something different from its literal meaning. Idioms are common phrases or terms whose meaning are changed, but can be understood by their popular use. An idiom is a phrase whose meaning cannot be understood from the dictionary definitions of each word taken separately

Examples:

- **Break a leg:** A way to wish someone good luck.
- **To live it up :** To enjoy life, to live widely
- **To kick the bucket:** To die.
- **Shape up or ship out :** Used to tell someone that they should leave if they don't improve their behavior or performance
- **To shed crocodile tears:** To cry about something but without actually caring.
- **Wild goose chase:** A useless journey or pursuit.
- **There's no room to swing a cat:** There is not a lot of space.
- **To pay through the nose:** To pay a lot of money, more than is normal.
- **To bark up the wrong tree:** To choose the wrong course of action.
- **To spill the beans:** To tell a secret.
- **See eye to eye:** Agreeing with someone.
- **Once in a blue moon:** An event that happens rarely.
- **When pigs fly:** Something that will never happen.
- **To cost an arm and a leg:** Something is very expensive.
- **A piece of cake:** Something is very easy.
- **Let the cat out of the bag:** To accidentally reveal a secret.
- **To feel under the weather:** To not feel well.
- **To kill two birds with one stone:** To solve two problems at once.
- **To cut corners:** To do something badly or cheaply.
- **To add insult to injury:** To make a situation worse.
- **You can't judge a book by its cover:** To not judge someone or something based solely on appearance.

Note: A comprehensive list of idioms can be found
on: <http://www.careerride.com/idioms-meaning-and-examples-part-1.aspx>

CHAPTER 15

CLASSIFICATION: ODD WORD OUT/ ODD ONE OUT

Reasoning is one of the most scoring sections of SSC and all other competitive exams and one of the easiest chapters in this section is from “Classification – Odd One Out”. If the candidate is able to apply his thinking ability properly, he or she can easily score well in these questions.

Basic Concept of Classification – Odd One Out

To ‘classify’ means to assign some particular characteristic to the various member/part of group and identify them on the basis of that particular characteristics only.

The **Classification questions** aim to test the skills of a candidate on determining the features of various things and candidate has to answer which one is odd-one from the group of 4 options. The odd-one option shouldn’t possess the skill which must be common among other four options. Such questions are really scoring as they require minimum calculations (if verbal). All we have to do is identify the common feature in all the options. This common feature must be unique, ascertainable, non-imaginary, and must not be present in odd-one option. There can be various types of patterns which can be found in Classification questions. While solving these questions, one should have basic awareness about general knowledge including Science, Geography, History, Mathematics etc.

Different Types of Classification Questions asked in Competition Exams

- **Finding the Odd-Word:** In such questions, ‘meaningful’ words are given in the options. These words can be found in dictionary. Apart from that, these have similar feature, based on that we’re supposed to find the odd-word.

Example1: a) Treachery b) Fraud c) Deceit d) Morbid

Ans 2: Here, we can see that all except ‘Morbid’ are synonymous to each other as they mean ‘falsehood’ while ‘morbid’ means ‘diseased’. So, here we should have good vocabulary to solve such questions.

Example 2: a) Feeling b) Joy c) Anxiety d) Anger

Ans 2: Here, Joy, anxiety and anger are all the type of feelings. Feeling is a generic or general term. To solve this, we need good knowledge of adjectives.

CHAPTER 16

SENTENCE COMPLETION/ CLOZE READING

It is one of the important sections of all the major selection tests CAT, GRE, Infosys, GMAT etc. It also helps in vocabulary building. We need to find a suitable word for the given gap.

What is Cloze Reading? : The word 'cloze' means of, relating to, or being a test of reading comprehension that involves having the person being tested supply words which have been systematically deleted from a text. Cloze reading exercises are short passages or paragraphs where you supply the missing words which have been removed from the test's passage. A Cloze Reading Test can be referred to as a "deletion test", as key words in the passage are left blank or deleted for you to fill in. Cloze Test activity or procedure is also referred to as an English exercise or assessment quiz. Cloze tests are great vocabulary builders and are indicative of your level of English comprehension.

How to crack the nut?

- **Read thoroughly:** Read the passage provided very thoroughly to form an idea about the topic. Read slowly and gain an understanding of the text. Once the theme of the text is somewhat clear, your job becomes easier. You can then go on to think of the appropriate words that suit the situation being described and proceed to filling in the blanks.
- **Link the sentences together:** Remember that it is a passage with sentences that are connected to each other. Do not make the mistake of treating each sentence like an individual one and filling in the blanks accordingly. Try to come up with logical connections that link up the sentences together and your job will automatically become easier.
- **The type of word to fill in:** Now look at the blanks carefully and assess the kind of words you have to fill in. Which part of speech would it be? Would it be a noun, a pronoun, a verb, a preposition, a conjunction or an article?
- **Eliminate options:** You will often come across a blank that has more than one correct option. List out all these options and try them one by one. Use the one that seems most fitting. Instead of getting confused, think of words that are appropriate not only to the given sentence but also fit the context of the entire passage.

- **Go with frequently used words:** Sometimes, you may not be able to decide between two words. In this case, if you see a word in the options that is frequently used with the words around the blank, then pick that option.

Example: Can I have a ____ word with you?

- A. swift B. quick C. prompt

You can see that the three options nearly mean the same thing. How do you decide? Which one fits the blank?

Sometimes in English, some words are used more frequently with some others. Like ‘bad habit’, ‘hardly ever’, ‘happy ending’, ‘take a seat’, ‘make room’ etc. In the same way, the words ‘quick’ and ‘word’ are used together frequently. So ‘quick’ should be your answer in this case.

- **Check Tone:** The passage is usually written in a certain tone; sometimes narrative, sometimes critical, and sometimes humorous. Pick words that fit in with the tone of the passage.

Example: Jonah ____ down the stairs, bumping along like a quarter in a tumbling dryer.

- A. tumbled B. Fell C. dropped

Clearly, you can use either ‘tumbled’ or ‘fell’ in this blank. But the rest of the sentence is written in a humorous vein. So we try to maintain the tone of the sentence. This is best accomplished by the use of the word ‘tumbled’ as it brings to mind images of people falling funnily.

- **Build up your Language Skills:** In terms of the general preparation you can do, read, read and read as much as you can. The more you read the better sense you will have of what word goes where. It will also help build up your vocabulary. Both these things will go a long way in helping you ace the Cloze Test.
- **Practice makes a Man Perfect–** In the end, there is no substitute for hard work and practice. Try to complete three to four passages each day while preparing and get an insight into your problem areas. Work on them and go deliver your best.

Example (Sample Passage):

Directions: In the following passage there are blanks each of which has been numbered. These numbers are printed below the passage and against each, five words/phrases are suggested one of which fits the blank appropriately.

Tibet _____ (1) up images of a mystic land. Snow-capped mountain peaks pierce the blue sky and fierce chilly winds sweep the rolling grasslands. Maroon-robed Buddhist monks pray in remote monasteries and _____ (2) horsemen pound the rugged earth. People in this high plateau perform punishing rituals like prostrating hundreds of miles in tattered clothes on pilgrimage. Spirits, spells and flying apparitions are part of the Tibetan world. In short, Tibet remains an exotica. Such images are largely the result of books by Western travelers and explorers in the last century, which helped in keeping the mystique alive. And when the Communist rulers took over Tibet in the 1950s and began _____ (3) Chinese language and culture on the people, Tibet's own history started to _____ (4) in the background. Thus, the only books available in English to Tsering Wangmo Dhomba as a young girl growing up in India and Nepal as a refugee _____ (5) those written by Westerners, and so she came to view the country as a forbidden land, a place where fantasy and fable collaborated against a dramatic backdrop of mountains, black magic and people with strange customs and appearances.

- | | | | |
|----------------------|---------------|--------------|--------------------|
| (1) (a) makes | (b) conjures | (c) puts | (d) toil. |
| (2) (a) sturdy | (b) wobbly | (c) handsome | (d) herculean. |
| (3) (a) implementing | (b) evading | (c) imposing | (d) experimenting. |
| (4) (a) amplify | (b) stretch | (c) die | (d) recede. |
| (5) (a) are | (b) have been | (c) was | (d) were. |

Answer with Explanation:

Ans (1) (b) 'Makes up' would mean create by altering or modifying such as 'making up a story.' 'Puts up' is also an incorrect expression here as it means 'stays.' 'Toil up' is again incorrect option as it means to put hard work into. Option (b) 'conjures' is the right answer which means 'to recall.'**Ans (2) (a)** 'Sturdy' means 'with strong built up', 'wobbly' means 'unsteady', 'herculean' means 'having great strength.', 'handsome' means 'good looking.' Option (a) is the most appropriate here as a horseman is generally visualized as the one having strong built up. **Ans (3) (c)** Since the sentence talks about communist rulers 'taking over', option (c) 'imposing' which means 'to thrust.'**Ans (4) (d)** 'Amplify' and 'stretch' both mean an increase. 'Die' would be a little extreme word here. 'Recede' which means 'to move back' matches up with the word background used in the sentence. **Ans(5) (e).** The correct tense form here would be option (d) i.e.; 'were.'

CHAPTER 17

EMAIL WRITING

In the information age, the email has become the most dominant and the fastest mode of communication. Being able to write a polished, professional email is now a critical skill both in college and at the workplace. Also, it plays vital role in the aptitude papers (Verbal Ability section) of various companies during placements.

Structure of the E-mail Writing

- **Outline:** A scenario will be given with some set of phrases, which you will have to use while writing the Email.
- **Duration:** 10 Minutes
- **Range of Words:** An Email should not be less than 50 words at any cost. The word limit for E-mail writing is 70 to 80 words. Sometimes, limit is mentioned in the question. In that case, you have to write E-mail within the word limit.

Tips to write an E-mail (Company Specific)

- **Usage of Words:** Don't make spelling mistakes. Be sure about the words you are using in framing an email.
- Better avoid using words for which you do not know the meaning. Avoid typing errors.
- Use simple sentences rather than compound and complex sentences.
- Proper word order is very important to convey the intended meaning.
- Don't skip any of the given words/phrases.
- **Use formal Salutations:** If you are not clear about the gender of the name given avoid using title. You may use **"Dear Sir/Ma'am"**.
- Keep your E-mail crisp and to the point.
- **Proper signing the E-mail is essential:**
Sign the name with the name provided in the question, do not use your own name. In case it is not mentioned then only use your own name with proper designation. Always write "Regards", "Thanks", "Warm Regards" before signing it.

Example:**Directions:**

1. Use all the phrases given.
2. Minimum words should be 50 words otherwise your email cannot be validated.
3. Addressing and signing should be done as in the question given.
4. Common grammatical rules, punctuation should be according to Standard English.
5. You can use your own phrases along with the phrases given.

Question:

As a recent buyer of their car, write an email to the Manager of Smart Automotive Company, Mr.Ahmed, regarding the poor quality of service facility available in the city. Sign the email as Chopra.

Outline:

very few - service centres - complaints - pending problems - maintenance - cost - time - delivery - increase - customer satisfaction

Suggested Answer:

Dear Mr. Ahmed,

This is to bring to your kind notice regarding the lack of service centers in the city. As a recent buyer of a car, I am disappointed as there are very few service centers to cater to the complaints of poor service facility, thereby resulting in pending problems of maintenance, cost, time and delivery. This issue needs to be addressed shortly to increase customer satisfaction.

Regards,

Chopra.

CHAPTER 18

ESSAY WRITING

The word “essay” is derived from a French word *essayer*, which means “to attempt, or to try.” An essay is a short form of literary composition based on a single subject matter, and often gives personal opinion of an author. A famous English essayist Aldous Huxley defines essays as, “a literary device for saying almost everything about almost anything.” Oxford Dictionary describes it as “a short piece of writing on a particular subject.” In simple words, we can define it as a scholarly work in writing that provides the author’s personal argument.

Essay writing is an important component of the verbal ability section of any competitive exam/ pre-placement exam. It tests:

- **Knowledge** about the topic of the essay
- **Written ability:** A well written essay demonstrates good writing skills or written communication skills.

18.1. CLASSIFICATION OF ESSAYS/ TYPES OF ESSAYS

Essay writing is a common school assignment, a part of standardized tests, and a requirement on college applications. Often during tests, choosing the correct type of essay to write in response to a writing prompt is key to getting the question right.

There are over a dozen types of essays, so it’s easy to get confused. However, rest assured, the number is actually more manageable. **Essentially there are four major types of essays, with the variations making up the remainder**

Distinguishing between types of essays is simply a matter of determining the writer’s goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? **The four major types of essays address these purposes are:**

- **Narrative Essays: Telling a story:** A narrative essay consists mainly in the narration of some event, or series of events. The author not only tells story, but also make a point by giving reasons. A narrative essay describes a story with sensory descriptions. When one writes a narrative essay, one is telling a story. Narrative essays are told from a defined point of view, often the author’s, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph. A well-crafted narrative essay will also

build towards drawing a conclusion or making a personal statement. In writing the narrative essay, keep the following points in mind:

- ❖ Narrative essays are generally written in the first person that is, using 'I'. However, third person (he, she, or it) can also be used.
- ❖ Narrative essays rely on concrete, sensory details to convey their point. These details should create a unified, forceful effect, a dominant impression. More information on the use of specific details is available on another page.
- ❖ Narrative essays such as stories should include these story conventions: a plot, including setting and characters; a climax; and an ending. **Here are some popular essay topic examples of a Narrative essay type:**
 - First day at college.
 - The moment of success.
 - A memorable Journey
 - Historical stories or legends (e.g., life of Shivaji, or of Barbar)
 - Incidents (e.g. street quarrel, a festival, a marriage)
 - An accident or natural disaster (e.g., a flood, a fire, a ship wreck, an earthquake)
 - A journey or voyage.
 - A story (real or imaginary)

➤ **Descriptive Essay: Painting a Picture:** A cousin of the narrative essay, a descriptive essay paints a picture with words. It is also known as **expressive essay**. A writer might describe a person, place, object, or even memory of special significance. As it sounds like, it gives description about a particular topic or describes the traits and characteristics of something or a person in details. It allows artistic freedom and creates images in the minds of readers through the use of five senses. The most important watchword of writing a descriptive essay is **show and not tell**. One of the best ways to show is to involve all of the senses—not just sight, but also hearing, touch, smell, and taste. Write so the reader will see the sunset, hear the song, smell the flowers, taste the pie, or feel the touch of a hand. Use descriptive and figurative language, as well as concrete images to describe the subject. Similes and metaphors work well. **The popular topics of a descriptive essay are as follows:**

- Animals, plants, minerals (such as the elephant , the papal tree, coal)
- Towns, countries, buildings, etc. (Bombay , Italy, the TajMahal)
- Aspects and phenomena of nature (such as volcanoes, the monsoon,etc)

- **Expository Essays: Just the Facts:** An Expository or **Explanatory essay** consists of an exposition or explanation of a subject. This essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the **Comparison and Contrast essay, the Cause and Effect essay, and the “how to” or Process essay**. Since the expository essays are based on facts and not personal feelings, one should not reveal his or her emotions or write in the first person (Avoid ‘I’). **Examples of the topics of an expository essay are:**

- What is global warming? Explain the significance of past and current trends.
- Drug addiction
- Human Trafficking
- A new bill on the ballot
- The Genome Project
- Public and Private schools (Compare and Contrast essay type)
- iPhone 6 vs. iPhone 7 (Compare and Contrast essay type)
- Effects of Pollution. (Cause and Effect essay type)
- Internet Influence on kids. (Cause and Effect type essay)
- How to find a good book? (Process essay)
- How to play chess? (Process essay)
- How to avoid being panicky? (Process essay)

- **Persuasive Essays: Convince Me:** In this type of essay, a writer tries to **convince** his readers to agree with his point of view or issue after he provides them solid reasoning in this connection. It requires a lot of research to claim and defend an idea. **This type of essay is also called Argumentative essay.** The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument and should be able to communicate clearly and without equivocation that why a certain position is correct. **Examples of the topics of persuasive essay:**

- Should prostitution be legal?
- Is animal testing necessary?
- Does freedom of speech give people right to use hate speech?
- Do prisoners deserve the right to vote?

Note: The sample essay of each essay type mentioned above can be found at
<http://literarydevices.net/essay/>

18.2. Steps to writing an Essay

- **Paragraphs:** Every essay should be divided into paragraphs. The following points should be kept in mind while constructing a paragraph:
 - ❖ **Unity:** A (one) paragraph must treat one idea only.
 - ❖ **Logical Sequence of Thought**
 - ❖ **Variety :** Paragraphs should not be of same length
 - ❖ **Topical sentence (Key sentence):** The most important sentences of a paragraph are the first and the last. In many paragraphs, the first sentence states the subject, and is called Topical/ Key sentence. The concluding sentence of a paragraph may sum up effectively what has been said in the paragraph.

18.3. Structure of an Essay: It is divided into three parts:

- **The Introduction:** This, in a short essay, must be very brief. The introduction should arrest the attention of the readers. It may be a simple sentence, or a very short paragraph. The introduction may consist of a definition or a quotation, proverb, very brief story, or general remark, leading up to the subject.
- **The Body of the Essay:** This is really the essay itself – the house to which the introduction is the front door, and the conclusion is the back door. In arranging the body of the essay observe proportion; that is give due weightage to each part. There should be connection in the paragraphs. Select words carefully and avoid repetition.
- **The Conclusion:** An **effective and satisfying end / conclusion** is necessary. Therefore, a conclusion may consist of :
 - ❖ A summing up of the arguments of the essay.
 - ❖ Final conclusion drawn from the subject matter
 - ❖ A suitable quotation.

18.4. Stylistic Devices used in framing an Essay

- The First person (“I”) is typically used in Narrative essays. Descriptive essays may also be written in the First person. Avoid the use of “we” and “our” to refer to general humanity because these personal pronouns build an assumption about the audience/ readers.
- Writing the essay in the Second person should be avoided. The use of “you” is not right.

- The Third person is the most common used personal pronoun in writing essays. Use it. Avoid the use of vague Third person personal pronouns like “they” and “it”. For example, “They say that education is less effective when students are disinterested” has a vague pronoun reference because the reader/ audience do not know who “they” are. Replace them with specific pronouns, such as “Researchers” or “Administrators” in the example mentioned above.
- **Use of Tense:** Simple present tense should be used in writing general statements/facts. Simple past tense should be used in writing about past events/incidents. The present perfect tense should be used in writing about the things that started in the past but are still continuing or have an effect in the present.
- Don’t write less than the minimum word limit for you can be disqualified marks will be deducted. Similarly marks will be deducted if you exceed the word limit.

A list words to be used in different types of Essays

<u>To introduce your essay</u> • This essay explores/discusses/ analyses... • The issue focused on in... • This essay is an exploration of... • The key aspect discussed... • Views on... range from... • The central theme/premise... • One of the many themes... • ____ is/are presented... • ____ is depicted... • ____ is defined... • ____ are identified...	<u>To give examples</u> • For example ... • An illustration of ... • This is illustrated/depicted/conveyed/ shown... • Specifically... • Such as... • For instance... • As can be seen in... • As demonstrated by... • As an example ... • This can be observed/noted/seen... • This is exemplified by...	<u>To analyse</u> With certainty • This means... • This shows... • This illustrates... • This depicts... • This conveys... A possible interpretation • It can be inferred that... • This implies... • This has connotations of... • This suggests... • This possibly... • Perhaps... • ____ could... • ____ could be interpreted... • ____ could be viewed as ...
<u>To add ideas</u> • Also... • Furthermore ... • More importantly... • Equally important is... • Moreover... • Another essential point... • In addition... • Similarly... • Subsequently... • Additionally... • Another... • To elaborate...	<u>To compare and contrast</u> • Similarly... • In comparison... • However... • Alternatively... • On the contrary... • In the same way... • This is in contrast to... • On the other hand... • In contrast to... • Likewise... • In contrast... • Conversely... • Despite this...	<u>Conclusions</u> • In summary... • To conclude... • Thus... • To summarise... • In short... • In conclusion ... • To sum up...

SECTION II

PERSONALITY DEVELOPMENT



CHAPTER 1

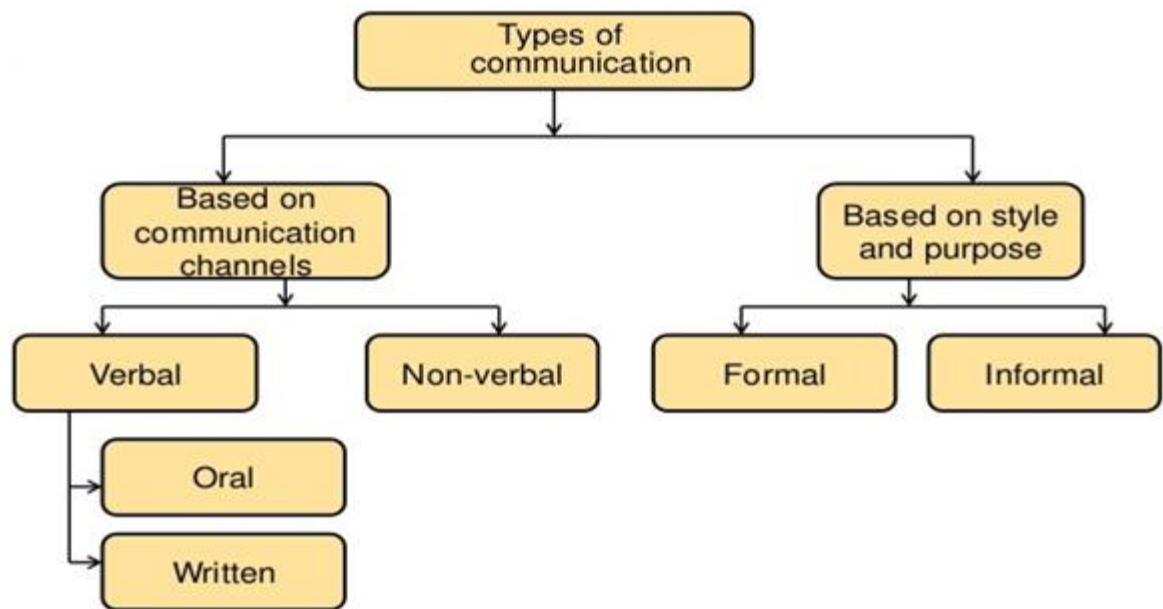
VERBAL COMMUNICATION & NON - VERBAL COMMUNICATION



1.1. Introduction: The English term 'Communication' has been evolved from Latin language. 'Communis and communicare' are two Latin words related to the word communication. Communis is noun word, which means common, communality or sharing. Similarly, communicare is a verb, which means 'make something common'. Some scholars relate the term communication with an English word community. Community members have something common to each other. Communities are {supposed to be} formed with the tie of communication. It is the foundation of community. Hence, where there is no communication, there can't be a community.

Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings. Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Very often, we take the ease with which we communicate with each other for granted, so much so that we sometimes forget how complex the communication process actually is.

1.2. Types of Communication: Communication can be categorized on the basis of channels used for communication and on the basis of purpose of communication. The flowchart given below is a representation of the types of communication.



1.2.1. Verbal Communication: When a message is being exchanged or communicated through words is called verbal communication. It may be two types: **written** and **oral** communication. Verbal communication takes place through face-to-face conversations, group discussions, counseling, interview, radio, television, calls, memos, letters, reports, notes, email etc. We use verbal communication to inform, whether it is about our needs or to impart knowledge. We can use verbal communication to correct a wrong. The power of the words, “I’m sorry,” is often more effective than an action. Verbal communication can also be used as a tool of persuasion.

1.2.2. Non-Verbal Communication: When a message is being exchanged or communicated without using any spoken or written word, it is known as non-verbal communication. Much of non-verbal communication is unintentional; people are not even aware that they are sending messages. The types of Non-verbal communication (elaborated in the following chapter) include:

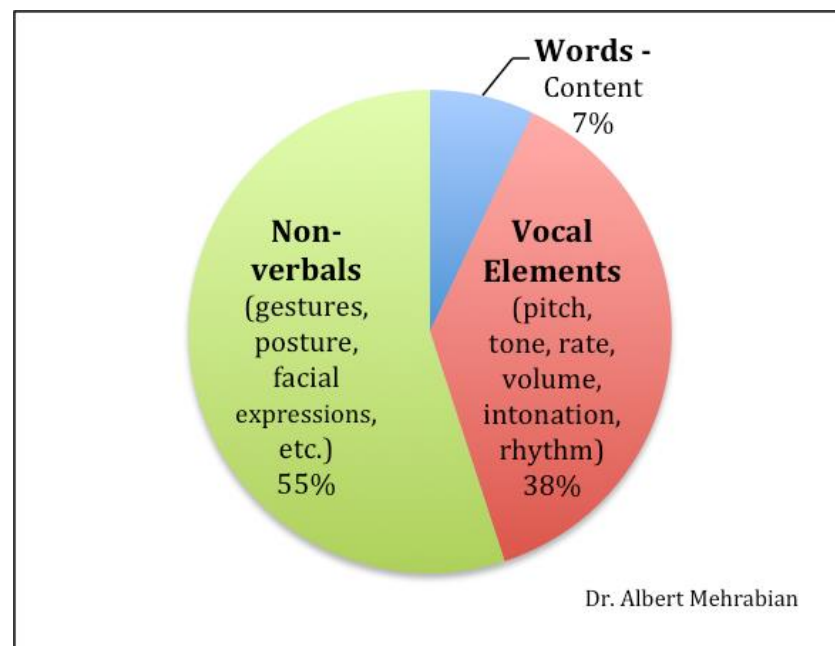
- **Body Movements (Kinesics)**, for example, hand gestures or nodding or shaking the head.
- **Posture** or how you stand or sit, whether your arms are crossed, and so on.
- **Eye Contact**, where the amount of eye contact often determines the level of trust and trustworthiness.
- **Para-language** or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking.
- **Closeness or Personal Space (Proxemics)**, which determines the level of intimacy.

- **Facial Expressions**, including smiling, frowning and even blinking.
- **Physiological Changes**, for example, sweating or blinking more when nervous.

We can reinforce, contradict, substitute, complement or emphasize our verbal communication with non-verbal cues. The speaker's body language must match his or her words. If a sender's words and body language don't match—if a sender smiles while telling a sad tale, for example—the mismatch between verbal and non-verbal cues can cause a receiver to actively dislike the sender. Being aware of both nonverbal and verbal messages gives an important edge to the speaker.

1.2.3. Formal Communication: Also termed as official communication, it is a type of communication in which the sender follows a pre-defined channel to transmit the information to the receiver and it is known as formal communication.

1.2.4. Informal Communication: Most commonly known as grapevine, the type of communication in which the sender does not follow any pre-defined channels to transmit the information is known as informal communication.



CHAPTER 2

BODY LANGUAGE



2.1. Introduction: Body language is the unconscious and conscious transmission and interpretation of feelings, attitudes and moods. It is conveyed through the following:

- Body Postures
- Hand Gestures (Movements of Hands)
- Facial Expressions
- Eye Movements

Ralph Waldo Emerson once said, “What you are speaks so loudly that I cannot hear what you say.” When you speak, people not only judge your speech but they also judge you. If they are not convinced of your earnestness and sincerity, they are also unlikely to accept your spoken message.

Body language is an outward reflection of a person’s emotional condition. It does not include voice, volume, variation and pauses. Its transmission and interpretation can be quite different from the spoken words. It is the cluster of different signals that constitute a body language. Hence, body language is all about “how you looked when you said it, not what you actually said.”

2.2.Importance of Body Language: Importantly, understanding body language enables better self-awareness and self-control. We understand more about other people’s feelings and meanings, as we understand more about these things ourselves. As a

result, we become better able to refine and improve what our body says about us, which generates a positive improvement in the way we feel, the way we perform, and what we achieve. Being able to 'read' body language therefore helps us greatly:

- To know how people feel and what they mean, and
- To comprehend better how people might be perceiving our own non-verbal signals, (Often overlooked).

It is safe to say that body language represents a very significant proportion of meaning that is conveyed and interpreted among people. Many body language experts and sources seem to agree that that between 50-80% of all human communications are non-verbal.

Body language is especially crucial when we meet someone for the first time. We form our opinions of someone we meet for the first time in just a few seconds, and this initial instinctual assessment is based far more on what we see and feel about the other person than on the words they speak. On many occasions we form a strong opinion about a new person before they speak a single word. Consequently, body language is very influential in forming impressions on first meeting someone.

2.3. Four Ways to Make your Body speak Effectively: Body language is an important aspect of communication. We can learn how to effectively put forth our message with positive body language. It is very important to eliminate distracting mannerisms. We need to understand that if our platform behaviors contain mannerisms, which are not related to the message, they call for undue attention, which takes the audience away from the message. Some of these mannerisms include:

- Tapping the fingers
- Licking the lips
- Adjusting hair and clothing
- Leaning on the podium
- Pacing on the stage

2.4. Ways to get Rid of Negative Body Language: The best way to get rid of such mannerisms lies in self-monitoring and consciously reasserting positive gestures. Others include:

- It is very important that we be as natural as possible, need to be more spontaneous and conversational. The most essential part to make our body speak effectively is by being ourselves.
- Let one's body mirror one's feelings. This can be accomplished only if one is interested and enthusiastic in what one is talking. If one is interested in the subject, believe in what one is saying and definitely want to share it with others, one's physical movements will come from within and be appropriate to what we are saying.

2.5. Different Forms of Body Language

2.5.1. Gestures: A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, speech. They include movement of the hands, face, or other parts of the body. Gestures differ from physical non-verbal communication and do not communicate specific messages, such as purely expressive displays, proxemics, or displays of joint attention. They allow individuals to transfer a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak.

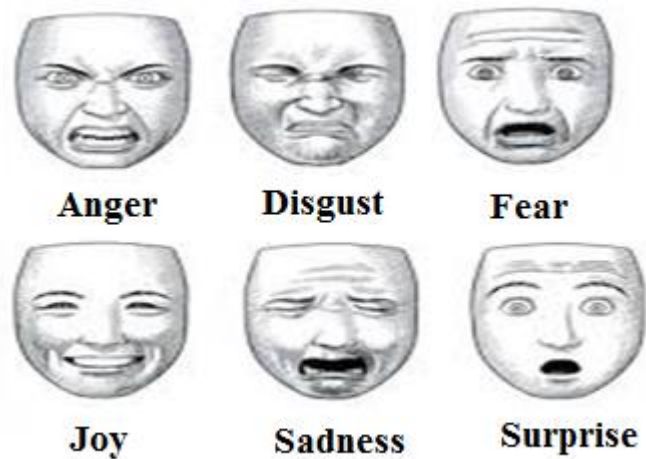
2.5.1.2. Why are gestures important?

- Gestures tend to be remembered and therefore the messages become more memorable. They can function as visual aids. It is a well-known fact that people get bored with static presentations and tend to get distracted easily. But when there are appropriate gestures that are accompanied with words they tend to remain alert and listen actively.
- The gestures add to the meaning and help to take proper punctuations while speaking. Unlike written communication, where there are proper punctuations marks which helps interpreting the message, when we speak we usually employ different sets of gestures to show the important parts of speech as well as it adds power and vitality to the words we speak.
- Nervousness and tensions are channelized. When we use appropriate gestures and body movements, it can help us harness our nervous energy and make it work for us.
- The gestures can be used to clarify and support the words that are spoken and can be very useful in stimulating audience participation.
- A well timed and smooth gesture can do wonders in any situation. It can be used for impression management.

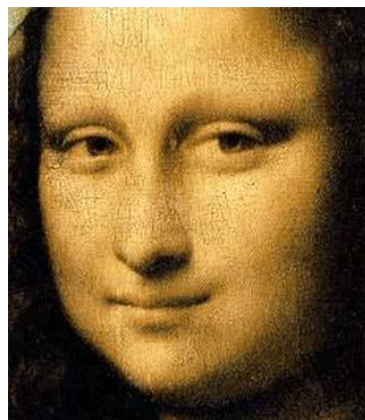
2.5.2. Facial Expressions: Face is the reflection of inner feelings. In today's business world much of our communication takes place via electronic methods, such as email text messages. Oftentimes, it's difficult to understand the context or meaning behind a message that is received electronically. But in person, facial expressions and other nonverbal cues boost our understanding.

Facial expressions include smiling, frowning, eye rolling, making eye contact, scowling, and appearing bored or interested. Other facial expressions might indicate excitement or even shock, like opening one's eyes or mouth widely. There are six basic facial expressions that are now recognized around the world and are used to express emotions. They are as follows:

- Happiness
- Sadness
- Fear
- Disgust
- Surprise
- Anger



The face that we present acts as a barometer of what is on our minds. The active listeners are quick to observe your facial expressions and make judgments regarding sincerity and your attitude. There are certain facial expressions which can be real distractions while communicating like biting lips, tightening of jaws, raising the corners of lips.



Note: The Monalisa Facial Expression (In the picture above): Eyes slightly curved and lips pursed but edges curved into a small smile represent:

- Smile shows happiness
- Pursed lips to show not wanting to share the cause of her happiness ex. A secret

2.5.3.Eye Contact: Eye contact is the most effective tool to involve the listeners. It is a known fact that everyone who is listening should feel important to the speaker and this can be achieved by good eye contact. Even in a short conversation or interaction if we are not able to maintain eye contact with the listeners, they would feel left out and alienated. The act of looking directly in the eyes is considered as a symbol of sincerity. When one looks in the eyes of the listeners, it increases the confidence and makes one realize that the audiences are interested in the talk. It can also be taken as a feedback tool. For example, if the listener is not interested, he or she may not like to establish an eye contact and therefore the speaker can change his or her delivery pattern to make it interesting.

2.5.3.1.Functions of Eye Contact

- Monitor feedback of the audiences
- Secure the attention and interest of audience
- Regulate or control conversation that is taking place
- Signal of the nature of relationship that is established between the speaker and the listener
- Compensates for increased physical distance



The table below is a brief description of the basic eye movements and its interpretation. It is an insight into the deeper meanings of various eye movements.

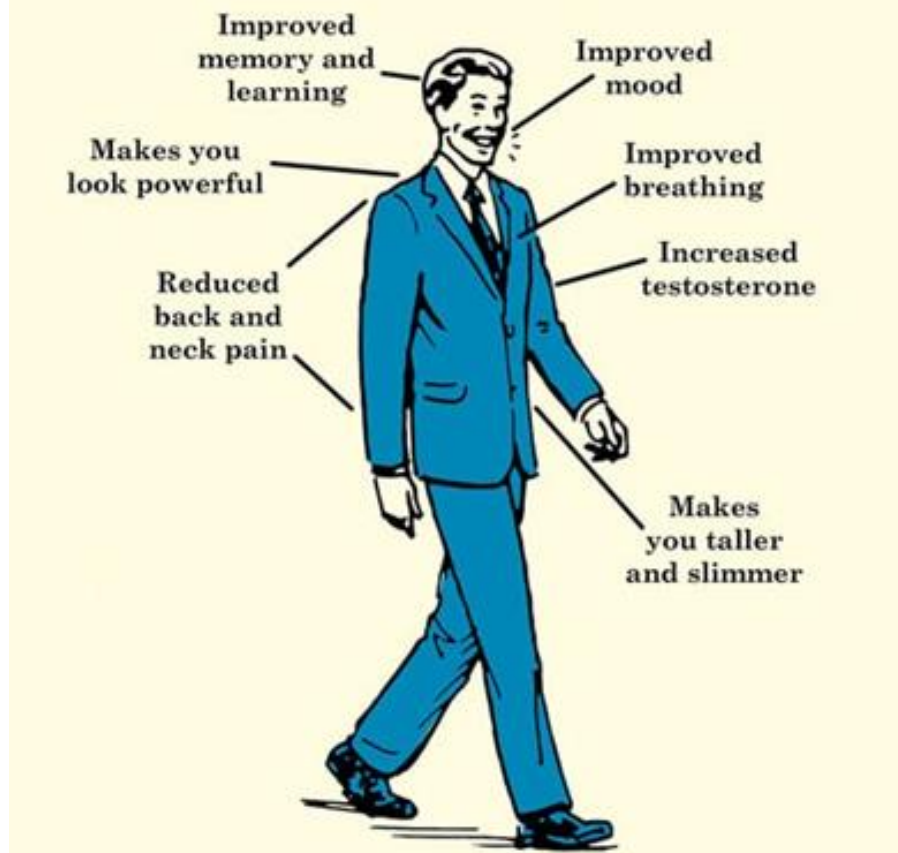
Interpretation of Various Eye Movements

Eye Movements & Signals	Possible Meanings & Explanation
Looking right	Creating, guessing, storytelling
Looking left	Recalling, remembering and often equates to telling the truths
Looking right up	Fabrication and lying, a person may be trying to state a fact which does not exist.
Looking right sideways	Imagining sounds and lending an ear
Looking left down	Self-talking and rationalizing
Looking left sideways	Recalling sounds
Direct eye contact when speaking	Indicates honesty, truthfulness
Direct eye contact when listening	Indicates attentiveness, interest and attraction
Widening eyes	Indicates invitation, interest and surprise
Rubbing of eyes	Indicates disbelief, tiredness and tension
Blinking frequently	Indicates both excitement and pressure
Infrequent blinking	It tends to indicate concentration
Eyebrow raising	It can be an acknowledgement, greeting as well as surprise and a question mark

2.5.4. Postures: Postures can provide a significant amount of important information through nonverbal communication. Psychological studies have also demonstrated the effects of body posture on emotions. Body postures convey information about:

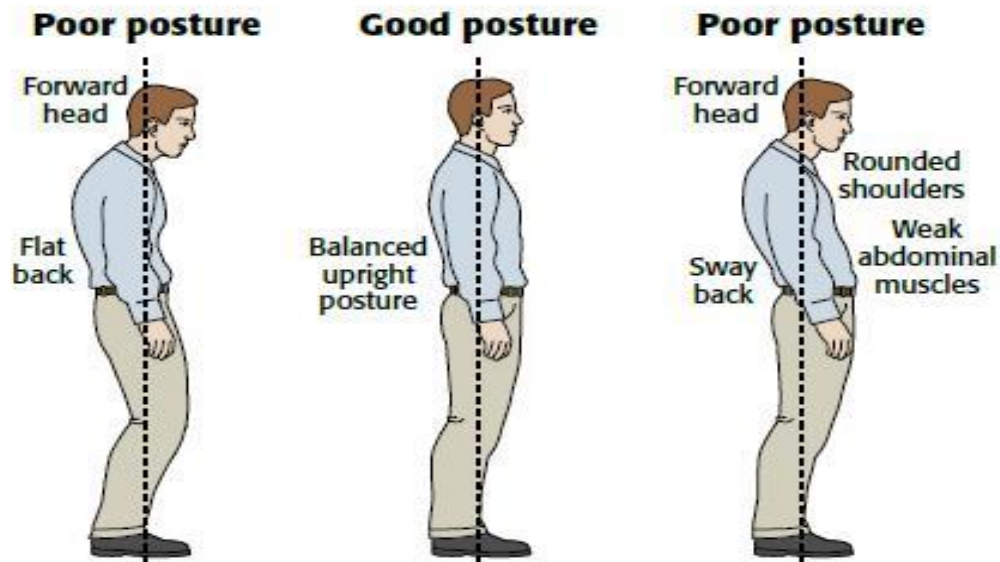
- Interpersonal relations
- Personality traits such as confidence, submissiveness, and openness.
- Social standing
- Current emotional states
- Characteristics of temperament

Benefits of Good Posture



Interpretation of Different Body Postures

Body Postures	Meaning & Interpretation
Slumped posture	Low spirits and Disappointed
Erect posture	High spirits, energy and confidence
Lean forward	Open and interested and readiness to be interactive
Lean away	Defensive or disinterested
Crossed arms	Defensive, carries negative attitude and not willing to listen
Uncrossed arms	Willingness to listen, highly adaptable and approachable
Hands on hips	Impatient and has anxiety towards the surroundings



2.5.5. Silence: Silence can be a very effective communication tool. Communication is all about conveying a message, and sometimes silence can accomplish that task better than words. It's important to keep in mind that silence can be misused, too. Some people use it to express anger; others to hurt or punish their partner. It's commonly used in abusive relationships. But silence can be used for good as well as bad. So don't let any negative experiences with silence keep you from using one of the best forms of communication. Spending some moments in silence wherever and whenever possible allows us to connect to external environment also. Following are three reasons to use silence in a communication:

- **Communicate better:** Many of us talk too much. All of us occasionally can be guilty of over talking a subject to the extent that our point is missed. Silence forces us to shut up and get our message across in fewer words. Ironically, fewer words can result in a clearer, stronger message.
- **Hear what's really being said:** Keeping our tongue quiet frees us up to listen to our partner. When we're not running off at the mouth, we can focus on what the other person is saying, and also pay attention to their non-verbal communication.
- **Reach resolution faster:** The goal of communication should be to share information and reach a decision, not to win. Being silent at times not only reduces the noise but also speeds up resolution.

2.5.5.1. Importance of Silence

- **Time to think:** Silence gives time to formulate responses.
- **Weapon to hurt others:** Sometimes 'being silent' is the best treatment against anti-social forces.
- **Response to personal anxiety:** Silence can help in reducing stress and anxiety, especially for introverts in the company of strangers
- **Prevent communication:** Silence can act as defense mechanism against saying things that you can't take back in the heat of the moment.
- **Communicate emotional responses:** Silence can also be conveyed through body language. For example: Pouting, anger, annoyance, long stares into another's eyes among others.
- **Achieve specific effects:** Strategically placing pauses after or before sentences imply importance or seriousness.
- **Nothing to say:** Sometimes you just don't have anything to say.

2.5.6.Smiles: Smiles are an important part of body language. The real smiles are very symmetrical and produce creases around mouth and eyes, whereas fake smiles tend to be only mouth gestures. Smiles can well be interpreted by the audiences as shown in the table below.

Interpretation of Different Types of Smiles

Different Kinds of Smiles	Interpretation
Pasted smile	It is a fake smile and can last longer than natural smile
Tight lipped smile	It represents that the person is withholding feelings
Twisted smile	Sarcasm
Forced laughter	It shows nervousness and stress

2.5.7.Head: Head movements can be an effective body language tool. Head tends to lead the general direction of body language. It is many times used as a defensive tool in body language. All the movements of head have certain meaning, which when paid attention can be understood and interpreted properly. The table below represents the various head movements and what they imply for.

Interpretation of Different Head Movements

Head Movements	Interpretation
Head nodding	It occurs when invited for response and it is interpreted as agreement
Slow head nodding	Attentive listening
Head held up	Alertness
Head held high	Reflects superiority, fearlessness and arrogance
Head tilted on one side	Submissive, thoughtfulness and non-threatening
Head forward	Shows interest and positive attitude
Head tilted downward	Shows criticism and admonishment
Head down in response to speaker	It shows negative attitude and disinterested
Head down while performing an activity	It reflects a person's shame, acceptance of defeat and tiredness

2.5.8.Arms: Arms are quite reliable indicators of different moods and feelings. Arms can act as defensive barrier when it is across the body and conversely indicates the feelings of openness and acceptance when in open positions. The hands are used for various purposes i.e. to explain, to emphasize a particular point etc. Similarly hands can also be used for illustration, specific signals such as ok, thumbs –up and the victory signs, to greet and bid goodbye etc.

Different Types of Arms' Movements and their Interpretations.

Arms' Movements	Interpretation
Crossed Arms	Defensiveness
Crossed Arms with Clenched Fists	Hostile in nature
Gripping own upper Arms	It shows insecurity
One arm across body clasping other arm by side	Nervousness
Arms held behind body with hands Clapsed	Confidence

2.6. Grooming: You are what you wear. Dress sense has an impact on self and people around you. Your clothes convey the message that you are confident, presentable, and ambitious and sincere. Dressing appropriately for an occasion helps a person to become much more acceptable in his or her social circle. There are various benefits of grooming appropriately. The first and the most important benefit is that it makes one look attractive. For example, a person tends to get more attracted to a polished

diamond as compared to a raw diamond. Grooming helps both in building self-confidence and having an effective external appearance.

2.6.1. Do's for Men: A checklist on professional grooming pertaining to males is as follows:

- ✓ Dress for the audience and according to the occasion.
- ✓ Wear clothes that fit you and make you comfortable.
- ✓ Shirts with a simple collar and cuffs.
- ✓ A formal but simple watch always adds to your personality.
- ✓ Keep your hair neat and trimmed.
- ✓ Use mild fragrances.
- ✓ Tie should be conservative and reach the middle of your belt buckle.
- ✓ Lace-up shoes (usually black) with a suit.
- ✓ Hair, usually parted to one side, not reaching the top of your shirt collar

2.6.2. Don'ts for Men: There can be some serious pitfalls in the professional grooming. The checklist is as follows:

- × Multiple buttons on your shirt.
- × Wear ill fitted (Too tight or too loose) clothes
- × Wear wrinkled clothing
- × Hair that falls in your face or obscures your eyebrows
- × Wear short-sleeved dress shirts
- × Wear short socks
- × Wear strong fragrances
- × Wear garish tie
- × Wear shiny tie pins or clips or big belt buckles.
- × Keep the collar button open.
- × Don't use loafers with a suit

2.6.3. Do's for Women: Dressing appropriately for the profession is a pre-requisite for creating a memorable first impression. The following points are a checklist pertaining to females:

- ✓ Dress up professionally when appearing for an interview or on job.
- ✓ Wear clothes that fit you.
- ✓ Make sure your clothes are ironed nicely.
- ✓ Keep your hair neat and trimmed and well tied up.
- ✓ Wear heels (up to 1 1/2" to 2"), with a high vamp, and formal attire
- ✓ Conservative business make-up, include a light lip color.

2.6.4. Don'ts for Women: The following checklist would help women avoid any wardrobe malfunctions and create great first impressions.

- × Wear dark colored clothes.
- × Wear wrinkled clothing.
- × Wear transparent fabrics.
- × Hair that falls in your face or obscures your eyebrows.
- × Wear earrings that are large and dangling.
- × Wear fragrance that smells from a distance.
- × Wear anything too bright, tight, sheer or short.
- × Wear open toed shoes.
- × Wear makeup in excess.
- × Wear big, shiny buckles or gaudy jewellery.

VIXEN • DAILY 27 BODY LANGUAGE TRICKS TO BE INSTANTLY LIKEABLE			 1. STAND UP STRAIGHT AND RELAXED	2. APPEAR OPEN AND UNDEFENDED <i>Keep your arms by your sides</i> 
 3. KEEP A STRAIGHT SPINE WHILE SITTING	 4. KEEP YOUR FEET HIP WIDTH APART AND BALANCED	 5. BREATHE DEEP TO THE POINT JUST BELOW YOUR BELLY	6. MIRROR/MATCH THE OTHER PERSON'S POSTURE 	7. STAND STILL <i>Avoid fidgeting</i> 
 8. SMILE AS YOU WALK INTO A ROOM	 9. OFFER A FIRM BUT GENTLE HAND SHAKE	 10. KEEP EYE CONTACT WHILE SHAKING HANDS	11. SMILE WHEN GREETING SOMEONE NEW 	12. DON'T LEAN ON WALLS OR OBJECTS 
 13. KEEP YOUR NEUTRAL FACE A HAPPY FACE	 14. MAINTAIN EYE CONTACT WHILE SPEAKING TO SOMEONE	 15. USE A GENUINE SMILE	16. ACTIVELY LISTEN TO YOUR CONVERSATIONAL PARTNER 	17. GIVE THE OTHER PERSON YOUR FULL ATTENTION 
 18. LISTEN CAREFULLY FOR WHAT "LIGHTS THEM UP" INSIDE	 19. TREAT EVERYONE LIKE A FRIEND UPON MEETING THEM	 20. NOD SLIGHTLY WHEN LISTENING TO YOUR PARTNER	 21. PERFORM A GENEROUS GESTURE UPON MEETING SOMEONE	22. BE RADICALLY CURIOUS WHEN YOU MEET SOMEONE NEW 
 23. USE A GENTLE TOUCH TO SYMPATHIZE AND CONNECT	 24. RELAX AND BREATHE EASY TO RELAX YOUR PARTNER	 25. KEEP YOUR SHOULDERS DOWN AND RELAXED FOR OPENNESS	 26. DON'T FOLD YOUR ARMS OVER YOUR CHEST	27. STAND "SOLID" <i>Even weight on both feet</i> 

VIXEN • DAILY

VIXENDAILY.COM

CHAPTER 3

ACTIVE LISTENING

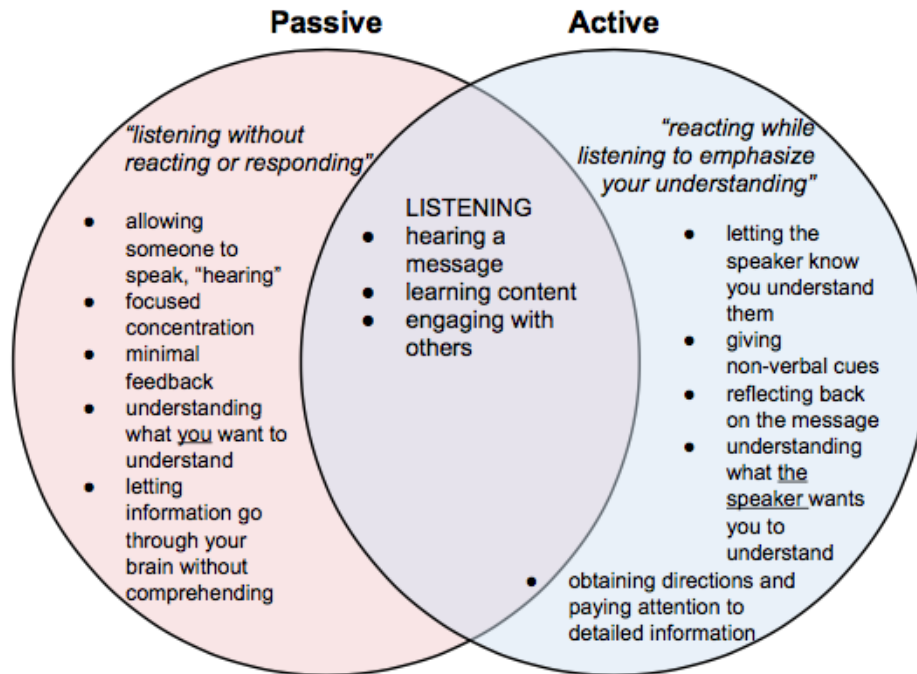


3.1. Introduction: Listening is the most fundamental component of interpersonal skills. Listening is not something that just happens, it is an active process in which conscious decision is made to listen to and understand the message of the speaker. Listeners should remain neutral and non-judgmental. Active listening is all about patience, pauses and short periods of silence. The skill gives the other person time to explore their thoughts and feelings. Active listening is a skill that can be acquired and developed through practice.

Note: It is important for us to understand the difference between ‘hearing’ and ‘listening’. It is rightly said, “Hearing is through ears, but listening is through the mind”. The two activities hearing and listening involve the use of ears, but in a different way. Hearing is simply the act of perceiving sound by the ear. If you are not hearing impaired, hearing simply happens. Listening is something you consciously choose to do. It requires concentration so that your brain processes meaning from words and sentences.

3.2. Active & Passive Listening: The main difference between two types of communication; active listening and passive listening is that in active listening, listener pays full attention to the speaker and his words while in passive listening, listener acts passively (without attention and concentration) by receiving the message only without giving further external indications. Passive listening is not much different from hearing.

Passive Listening vs. Active Listening



An active listener can convey interest to the speaker by using both verbal and non-verbal messages such as maintain eye contact, nodding your head, smiling and agreeing by using words like yes, indeed, to encourage them to courage. By providing this feedback, the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

3.3. Non-Verbal Signs of Active Listening

- **Smile:** A smile indicates that the listener is paying attention to what is being said.
- **Eye Contact:** It is normal and usually encouraging for the listener to look at the speaker. Combine eye contact with smiles to encourage the speaker.
- **Posture:** The attentive listener tends to lean forward while sitting.
- **Mirroring:** The reflective facial expressions can help show sympathy and empathy in more emotional situations.

3.4. Verbal Signs of Active Listening

- **Positive Reinforcement:** Positive words of encouragement are a strong signal of attentiveness and may be beneficial to the speaker.
- **Remembering:** Remembering a few points and then conveying back reinforces the fact that the message sent have been received and understood.
- **Questioning:** The listener can demonstrate that that they have been paying attention by asking relevant questions.
- **Reflection:** Reflecting is used to paraphrase what the speaker has said in order to show comprehension.
- **Clarification:** Clarifying involves asking questions to the speaker to ensure that the correct message has been received.
- **Summarization:** Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words.

3.5. Tips for Effective/ Active Listening: Here are some great tips from Michelle Tillis Lederman's book, "The 11 Laws of Likeability which are as follows:

Do's:

- ✓ Maintain eye contact
- ✓ Limit your talking
- ✓ Focus on the speaker
- ✓ Ask questions
- ✓ Manage your emotions
- ✓ Listen with your eyes and ears
- ✓ Listen for ideas and opportunities
- ✓ Remain open to the conversation
- ✓ Confirm understanding, paraphrase
- ✓ Give nonverbal messages that you are listening (nod, smile)
- ✓ Ignore distractions

Don'ts

- × Interrupt and show signs of impatience.
- × Judge or argue mentally.
- × Multitask during a conversation.
- × Project your ideas.
- × Have expectations or preconceived notions.
- × Become defensive or assume you are being attacked.
- × Use condescending, aggressive, or closed body language.
- × Listen with biases or closed to new ideas/opinions.
- × Jump to conclusions or finish someone's sentences.

CHAPTER 4

ROLE PLAY



4.1.Introduction: A role play is to assume the attitudes, actions, and discourse of (another), especially in a make-believe situation in an effort to understand a differing point of view or social interaction. The objective of a role playing activity is to experiment with or experience (a situation or viewpoint) by playing a role. For example: Management trainees were given a chance to role-play labor negotiators.

4.2. Benefits of Role Play

- **Ice breakers:** An ice breaker is an activity, game, or event that is used to welcome and warm up the conversation among participants in a meeting, training class, team building session, or another event. Any event that requires people to comfortably interact with each other and a facilitator is an opportunity to use an ice breaker. They help to get attention and involve people quickly and break down barriers that exist between people. People soon get to know one another quickly.

- **Confidence building:** Role-plays engage students in real life situations thus improving their confidence and perceptions of communication. During the role-play, students assume authentic roles and responsibilities of professionals and communicate through interdisciplinary team discussions, etc.
- **Gives a reason to speak:** This is probably the easiest one to do. Role plays help people speak and remove their hitch related to communication. In short, activities related to role playing help in developing speaking skills.
- **Observe and react:** This is a little more subtle. If you don't want to simply barge in, \ sit somewhere nearby and emote some reactions to what's going on around you.



4.3. What if you draw a blank?

If you have time before your speech, create an outline of the major themes or points and commit it to memory with a memorization trick, like an acronym. Don't try to remember the entire speech in detail as it is. Just remember the order of important points. If you suddenly lose your train of thought or draw a complete blank, there are a few things you can do to keep from panicking. Pretend like you're pausing on purpose. Walk back and forth slowly, as if you're letting your last point sink in. There is always a joker or popular person who will stand out in the crowd. Stare at someone like this and try to draw a response from him or her while you think. If you need more time to think, you may want to ask the audience a question.

“The essence of a role-playing game is that it is a group cooperative experience”

-Gary Gynax

CHAPTER 5

EXTEMPORE



5.1. Introduction: An Extempore Speech is an impromptu speech which the candidate is required to make on a topic given then and there. In some instances, the panel provides the candidate with about a minute or so to organize his/her thoughts before speaking. In other cases, you will be expected to start speaking as soon the topic is given. Extempore tests the candidates on the following:

- Ability to think on the spot.
- Analysis of the topic and identification of the issue to be addressed
- Idea generation
- Prioritization and sequencing displaying logical thinking
- Ability to connect with the panel
- Communication skills
- Overall presentation skills-body language, confidence, poise, composure

There comes a time in any person's life when he'll have to give an impromptu speech. It may be for anything – a friend's bachelor party, a teacher trying to get you to speak up in class, or even in a casual debate. It happens more often than most people would think. When caught off guard, many people can suffer extreme anxiety about speaking off the cuff. That's why smart people are always prepared. Teachers will sometime assign impromptu speeches based on homework assignments. There are a few things you can do to avoid panic and embarrassment. Grab a pen and a piece of paper, whether it is a napkin, envelope, or the back of a piece of paper you have on hand.

5.2. Tips to make Extempore Effective

- **Mental preparation:** Know what to speak before delivering the speech. Ponder over the topic for some time and prepare the flow of delivery. Your previous extempore practice sessions would surely help here. Understanding the audience, the direction they are most likely to accept, helps in framing the flow of speech. Start speaking at an even pace: Do not start really fast, as you are likely to end much earlier than the given time.
- **Hijack the topic.** Your goal is to deliver a one-sided conversation, off the cuff, so you are in complete control of the Relax and make it your own. If you want to make this a funny story about your pesky little brother who always bothers you during homework time, then do it. Everyone will applaud your effort.
- **Begin with an introductory sentence:** Give an introduction to topic followed by its elaboration, and then starts working your way to your ending sentence. Fill in the middle space with as many points as you can, explaining on each one as you go. Just concentrate on the zinger you've reserved for the end.
- **Confidence:** Confidence, along with knowledge, always helps, even in abstract topics where you are tested on presence of mind, spontaneity and analytical skills.
- **Handle mental blocks smartly:** At times, when you go blank, try to maneuver yourself out of the situation gracefully by avoiding being nervous. For such situations it is better to have back up plans.
- **Control on Speech:** Don't get emotional about the topic, avoid getting too personal on sensitive matters, don't deviate from the topic and talk about irrelevant stuff.
- **Presenting both sides:** Incase of controversial topics (E.g. should Republic day celebrations be redefined?), you may choose to explore both sides, a stand which becomes difficult to take in case of GDs due to challenges of group dynamics. In an extempore, since you are the only person speaking, it becomes possible for a smart, strategic speaker to discuss both aspects of the controversial topic. However, one has to be careful about the time constraints while taking this stand.
- **Conclusion:** As you deliver your speech, concentrate on diction and tone. If you are thinking about this, you are not thinking about the eyes watching you. This really works! Your mind can't think about too many things at once, so think about enunciating your words and controlling your tone, and you'll maintain more control.

- **Competence, Enthusiasm & Adaptability is the key:** Work on your competitive advantage which may be excellent vocabulary, good general knowledge, etc. How well and quickly a candidate adapts to the situation he/she is put in and with what enthusiasm and energy level does he/she deliver the speech are some of the other desirable evaluation parameters. More often than not, you can use the following guidelines to talk on an extempore topic:
 - ❖ If possible give definition of the topic or specific terms of the topic.
 - ❖ If there are any widely known classifications of the topic, talk about the classifications.
 - ❖ Provide supporting evidence in the form of data or examples.
 - ❖ If the topic provides scope for narrating personal experiences, you can use the opportunity to do so.
- **Most importantly,** use the time well. If the panel has given you one minute, try using one or more of above mentioned points and complete the extempore logically.

5.3. Difference between a Debate & Speech: Although both debate and speech can be viewed as formal addresses made in front of an audience, there is a key difference between these two types of address. A debate is a more engaging form of public speaking, involving some sort of argument or points of contention, whereas a speech can be called a monologue, which doesn't involve any arguments. The basic differences are as follows:

Debate	Speech
A formal discussion between sets of individual	It's formal address in front of the audience.
More than one person is involved	Speech by an individual
Contrary (Opposing) views are presented	Single point of view of an individual (Informative in nature)
More room (Time) for exchange of ideas between the individuals.	Less room (Time) for an interactive process of exchanging ideas.

“A Good orator is pointed and impassioned”

-Cicero

CHAPTER 6

CIVIC SENSE



6.1. What is Civic Sense?

The term civic sense is composed of two words, “Civic” and “Sense”. Civic means city or town, and the word sense means awareness about something. Hence, the understanding of the structure, formation and ingredients of a society along with the responsibility of a citizen towards them is known as Civic Sense.

Civic sense is nothing but social ethics. It is consideration by the people for the unspoken norms of society. A lot of people assume that civic sense is just about keeping the roads, streets and public property clean. But civic sense is more than that; it has to do with law-abiding, respect for fellow men and maintaining decorum in public places. A lot of foreign countries function in a smooth manner because of the strong civic sense amongst its people.

6.2. Why is Civic Sense Important?

Separatism, vandalism, intolerance, racism, road rage etc. are all examples of lack of civic sense. People are becoming less and less tolerant of each other, of other's cultures, backgrounds, and other similar traits. India has really diverse people and the need of the hour is general civic sense. It is not uncommon to read or hear about communal friction. Even living in the city has become difficult because people have no consideration whatsoever for fellow city-dwellers. When civic sense is absent in a society, it leads to a lot of problems. Disregard for the law is a primary cause for lacking civic sense. A person who has high civic values does not resort to shortcuts and unethical tactics to get his work done.

Being unethical in daily activities does not benefit anyone, as the behaviour only gets emulated by other members of society. Ultimately, the situation will reach a point where hardly anything can be done to restore it. For example, being inconsiderate towards fellow society members will only come right back at you. You have to be social, mature and unbiased when it comes to situations in public. The current state of public transport, for example, is disheartening. And we have no one to blame but ourselves for this condition. There are spit marks, vulgar graffiti, random garbage and overflowing sewers at every nook and corner of India. No city in India has managed to fight the menace. It is easy to pin everything on the government, but people must first question themselves and their own civic sense. Roads are not dirty because nobody cleaned it, but because somebody dirtied it in the first place.

With the exception of a couple of lessons in school, not a lot of attention is given to civic behaviour. Schools and homes do not teach their children about the importance of civic sense and how it could make a difference to the country as well as the quality of their lives.

6.3. How to inculcate Civic Sense at an Early Stage

Civic sense should be taught early because unlike a specific skill, civic sense is a school of thought in itself. Early inculcation of civic sense ensures lifelong practice. It is belief in hygiene, respect for other members of society and humane behaviour. So how do you go about teaching your child civic sense? Begin by making your child learn the importance of keeping his or her immediate surroundings clean and tidy. If he or she learns to appreciate cleanliness, he or she will be able to practice it outside of home as well.

Thus, practice of civic sense is a hallmark of civilisation and culture. A high level of civic sense in communities facilitates better than policing.

CHAPTER 7

PUBLIC SPEAKING & PRESENTATION SKILLS



7.1.Introduction:A presentation is a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. A presentation is a means of communication which can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

A presentation is a form of public speaking and sometimes the two terms are interchanged. However in business practice, presentation usually means presenting your point of view on a subject orally, formally and with preparation. A presentation may be to inform, argue out your case, persuade. For an effective presentation, step-by-step preparation and the method and means of presenting the information should be carefully considered

7.2. Pre -requisites for an Effective Presentation

- Knowing your topic
- Knowing your audience
- Understating & utilizing the space available
- Research about your topic & develop appropriate content with relevant indepth information.

7.3. Key Points to be kept in mind while delivering a Presentation

- Time Management
- Body Language
- Voice Modulation & Tone
- Present with relevant examples
- Assertiveness is the key to success
- Accept Criticism
- Be prompt to answering the queries
- Summarize & conclude the topic

7.4. Ways to improve Presentation Skills

- **Take a Moment:** Just before you start speaking, take a moment and look around the room. This allows your audience to settle down (if they have not) and once they see you on stage, they would know that you are about to start. No point in you starting when the crowd is still rowdy.
- **Eye Contact:** Making eye contact is one of the ways to know if your audience is interested in your presentation or otherwise. Make meaningful eye contact with the audience instead of watching the floor or the horizon.
- **Breathe and Pause:** When you are nervous, your muscles tighten and you may even catch yourself holding your breath. What you can do is go ahead and take those deep breaths to get oxygen to your brain and relax your body. When you are nervous, your speech tends to speed up and you would end up talking too fast, which causes you to run out of breath, get more nervous or even panic!
- **Audience Engagement:** People love to make their opinions heard, so be prepared for a couple of interruptions between slides. It is your choice if you would want to take a question or politely inform them that there will be a Q&A session after the presentation. Taking a question between slides could actually help the audience by taking a tiny break from the screen or even catch up with their own notes. Another way to improve your presentation skills is by including a couple of brainteasers (that are related to your topic of discussion). Welcoming audience participation can boost engagement and make audience feel like a part of a discussion.
- **Be Entertaining:** Even if your presentation is packed with useful information, try to include some light-hearted jokes, as they are a great way to help the audience feel more comfortable. Do not hesitate to add a little humor in your presentation.

- **Questions & Answers (Q&A):** It is typical for you to feel daunted during the 'questions& answers' round after your presentation. You could possibly be worried that your audience would ask you questions that you do not have the answer for. It is acceptable to admit that you do not have all the answers to the questions that are being asked.

Very few presenters are prepared to publically admit that they do not know everything because they feel it damages their reputation. Instead of replying that you are not sure, ask the audience member to come up to you after the presentation and discuss about it. This shows that you are actually interested in helping them and this improves your presentation skills.
- **Meet and Greet:** Do not run off the moment you finish your presentation. Stay a while longer and mingle with the audience, as they may have questions which there was not enough time for. This is also a good time to ask the audience what they thought of the presentation. By doing so, you can get feedback and learn from it for your next presentation.
- **Thank You Note:** The perfect way to improve your presentation skills is to write a 'Thank You' note to your audience. Well perhaps not all of them if there are hundreds, but those who asked questions or those who come up to you after the presentation.



CHAPTER 8

GROUP DISCUSSION



“The aim of argument, or of discussion, should not be victory, but progress.”

8.1. Introduction: Group Discussion (GD) is a process where an exchange of ideas and opinions take place and are discussed upon. It is a part of recruitment process and other types of selection (Higher studies). Group discussion is a tool that is widely used by the corporate world to shortlist the candidates for interview. It is both a technique and an art to judge the worthiness of the candidate and his appropriateness for the job.

A typical GD comprises a small group of candidates. Each group is then given a topic for discussion. The topic can be general or specific. **Examples:** Kashmir conflict” or just a phrase saying "Where there's a will there's a way". There are different types of GDs as follows:

Types of Group Discussion	
Topic-Based	Case Study Based
➤ Knowledge-Based: This type of GD involves facts and figures with substantial information. Examples: Cold War, Is terrorism the price we have to pay for democracy? Globalization & Privatization, Is Mixed Economy preferred?	This type of GD involves a discussion around a situation or a scenario provided to group. A participant will be provided with a scenario, along with a problem which he or she needs to resolve.
➤ Abstract: This type GD involves out of the box topics checking one's creativity. One can come up with various interpretations. Examples: 26 alphabets, A walk to remember, Orange is the new black etc.	
➤ Controversial: This type of GD tests one's analytical skills as well as maturity level. Examples: Reservation should be removed., Beauty Pageants have a wrong impact on the women of India., etc	
➤ Opinion Seeking: It's an opinion based GD checking one's presentation skills and leadership qualities. ➤ Examples: Love Marriage or Arranged Marriage, Nuclear family or Joint family, etc.	

8.1.1 . A Candidate is evaluated on the following parameters :

- **Personality:** Smart, cheerful & enthusiastic
- **Communication Skills:** Fluent, clarity of thoughts, application of logic
- **KnowledgeRelevance:** Dissemination of the information should be related and relevant to the topic given for GD.
- **Depth/In / Outside Topic:** Information should be supplemented with factual information & data to make one's viewpoint strong.
- **Leadership &Team Work:** Taking the initiative, team spirit, co-operation & consolidation of the important points can get you brownie points in the end

8.2. Pre-requisites for an EffectiveGroup Discussion

- A candidate must understand that it is a platform to express your opinion and should not consider it as a debate.
- The student should have extensive knowledge of current affairs, areas like politics, sports, science and trade, social and economic issues around the world.
- The topics are generally provided by the observers.
- 2-5 minutes are given to the students to synchronize their thoughts and examples.

8.3. Most Desirable Attributes required in a Candidate for/ during a GD

- **Interpersonal skills**
 - ❖ Ability to interact with others.
 - ❖ Emotional balance.
 - ❖ More people centric, than self-centered.
- **Persuasive skills**
 - ❖ Ability to analyze and persuade others to see the problem from a different perspective.
 - ❖ Pressure Handling
 - ❖ Calm, Balanced and ability to withstand pressure
- **Idea generation**
 - ❖ Conceptualizing skills
 - ❖ Create new ideas.
- **Leadership**
 - Taking initiative
 - Giving equal chance to others to put their point forward
- **Be a patient listener**
- **Being analytical and fact oriented.**

8.4. The DO'S and DON'TS of an Effective Group Discussion

8.4.1. Do's of GD

- ✓ Be relaxed but not lethargic.
- ✓ Eye Contact should follow a pattern.
- ✓ Be natural in your interaction
- ✓ Talk appropriate to the issue
- ✓ Be Polite
- ✓ Make original points and support them by substantial reasoning and examples.
- ✓ Listen to the other participants carefully and actively.
- ✓ Be considerate to the feelings of others.
- ✓ Try to grab your chance to speak regularly.

8.4.2. Don'ts of GD

- × Have an eye contact with the observers.
- × Sit with crossed legs/hands, bending forward too much.
- × Point fingers towards other participants.
- × Shake your legs/body, too much nodding.
- × Shout and get involved in sub group conversations.
- × Do not change opinions during discussion.
- × Do not make fun of other participants even if his or her arguments are funny.
- × Do not interrupt another participant before his or her arguments are over.

8.5. Body Language (Types) and its Interpretations during a GD

Aggressive	Passive	Assertive
✓ I and not We ✓ Poor Listener ✓ Interrupting& Monopolizing ✓ Closed mind ✓ Dominating& Bullying ✓ Bossy ✓ Points fingers	✓ Others are superior ✓ Always agrees ✓ Hesitant ✓ Apologetic ✓ Trusts others, but not self ✓ Permission seeking ✓ Monotonous & low confidence ✓ Nods head often and low volume	✓ Believes in self and others ✓ Win-Win attitude ✓ Effective ✓ Active listener ✓ Honest ✓ Open & Flexible ✓ Open & Natural gestures ✓ Confident & Relaxed

8.6. Tips to handle Group Discussion successfully

- Take the initiative to participate and contribute your thoughts.
- Express your positive attitude towards providing the solution.
- Accept criticism and point out flimsy criticism very politely.
- Praise everyone's opinion and don't try to bluff.
- Remember! Speech is a powerful weapon.

8.7. Sample Topics

- Do we really need smart cities?
- Caste based reservation system is curse for India.
- How demonetization is affecting common people more than black money holders?
- Advantages & disadvantages of globalization.
- Indian villages - our strength or our weakness?
- Women are not fit for defence services.
- Freshers are better than laterals.
- Capital Punishment should be banned or allowed?
- Position of women in India as compared to other nations.
- Should National Anthem be played in cinema halls?
- EQ or IQ - What's more important to be successful?
- Should jawans take their problems to social media?
- Education and success - is there a correlation between them?
- Six billion and one bronze.
- Our culture is decaying.
- Is the youth of India confident or confused?
- Being rich is being successful.
- Yesterday is history. Tomorrow a mystery. Today is a gift.
- Book smart or Street smart - Who would be your choice?
- Are women as good as Men or Inferior?
- Facebook – is it a curse to personal space?
- Effect of television on youth.

“Having a good discussion is like having riches”

- Kenyan Proverb

CHAPTER9

RESUME WRITING



9.1. Resume: A resume is a written compilation of your education, work experience, credentials, and accomplishments. Most professional positions require applicants to submit a resume and cover letter as part of the application process. In many cases, your resume is the first document a hiring manager will look at when reviewing your application, and therefore is a true “first impression.” Accordingly, it’s important to put time and effort into developing and maintaining an updated, accurate resume.

Note: A wordy resume is a hindrance. “What decision-makers want is a solution to their problem,” Katy Piotrowski, longtime career columnist for The Coloradoan, reminds job seekers, “The goal is to present you well and quickly.” Your resume isn’t an autobiography.

9.2. Curriculum Vitae: A curriculum vitae, commonly known as a CV, is an alternative to writing a resume to apply for a job. While a resume is typically a page or two in length, a CV is more detailed and longer. A CV often contains more information on one's academic background than a resume. CVs are commonly used in academia, research, and medicine. They are also used for almost all job applications outside of the United States.

9.3. Bio-Data: Bio -Data is the short form for biographical data and is an archaic terminology for Resume or C.V. In a bio data, the focus is on personal particulars like date of birth, gender, religion, race, nationality, residence, marital status, and the like. A chronological listing of education and experience comes after that.

Difference among Resume, Bio-Data & CV

Bio –Data	Resume	CV
It is short form for “biographical”	Resume is a French word meaning “summary”	Latin word meaning “course of life.”
One page	One or two pages long.	It is more detailed than a resume, generally 2 or 3 pages, or even longer as per the requirement.
In a bio-data, the focus is personal particulars i.e. date of birth, gender, religion, race, nationality, marital status, residence, etc.	A resume is ideally a summary of one's education, skills, and employment. A resume does not list out all the details of a profile but only some specific skills customised to target job profile.	A C.V. lists out every skill, all the jobs and positions held, degrees, professional affiliations the applicant has acquired, and in chronological order. A C.V. is used to highlight the general talent of the candidate rather than specific skills for a specific position.
Not popular in the international market. Particularly used in India.	Use it as a fresher	After some experience

9.4. Effective Resume Writing(Eye Openers)

- ✓ 10 seconds is all it takes for an employer to go through a resume.
- ✓ Keep it as brief as possible without sacrificing essential qualifications.
- ✓ Resume should be of 2 pages or less.
- ✓ Email id should be professional looking.

9.5. Contents of a Resume (For Freshers)

9.5.1. Mandatory:The resume must begin with the following:

- Name
- Name of the degree and college
- Email id
- Contact No.

9.5.2.Career Objective (Optional)

9.5.3. Academic Credentials: Qualifications should be written/ typed in reverse chronological (From recent to past) order.

9.5.4. Professional Experience (If any)

9.5.5. Industrial Training / Internship: It includes:

- Organization
- Duration (Mention in days and date)
- Description: Include objectives and learning
- **Industrial Projects**
 - ❖ Title:
 - ❖ Year: (Mention your class or year in which you are studying)
 - ❖ Description: (Include objective, your role in the making of the project, languages and software used and concepts applied)

9.5.6. Key Competencies

- **Technical Skills**
 - ❖ Programming languages:
 - ❖ Softwares:
 - ❖ Certifications
- **Soft Skills (Optional)**

9.5.7. Conferences/ Seminars/ Workshops

9.5.8. Achievements

- Co-curricular
- Extra-curricular
- Memberships of Professional Associations

9.5.9. Personal Details

- Date of birth
- Address with pin code
- Interests(optional)

Note: Following things should be kept in mind while framing a Career Objective

- Optional
- Should be used at top of your resume.
- Normally preferred for people with 2 or less years of experience.
- Avoid flowery language and be specific.
- **For more than two years of experience use summary to provide profile briefing** :It should talk specifically about what you would like out of the company and what you can provide to the company you are applying to.

9.6. Basic Checklist to be kept in mind while making a Resume

- ✓ Neat, clean, and professional looking.
- ✓ Uniform format
- ✓ Chronological (From recent to past)
- ✓ Visually powerful and free of gimmicks
- ✓ Layout makes reading easy. Use of white space is effective
- ✓ Important titles should be emphasized.
- ✓ Information should be logically recorded.
- ✓ One page or at most two pages long.
- ✓ Use action verbs for accomplishments & results.
- ✓ Bullet points when possible for accomplishments.
- ✓ Quantify your results whenever you can.

“The right resume can open many doors of opportunities”

CHAPTER-10

SWOT ANALYSIS

SWOT Analysis is an acronym for *strengths*, *weaknesses*, *opportunities*, and *threats* and is as structured planning method that evaluates those four elements of an organization, project or business venture. A SWOT analysis can be carried out for a company, product, place, industry, or person. It involves specifying the objectives of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective. SWOT analysis enables participants to identify internal and external factors that affect strengths, weaknesses, opportunities and threats to activities or operations.



10.1. Factors affecting an individual can usually be classified as:

➤ **Internal Factors:**

- ❖ **Strengths (S)** :Characteristics of an individual that give him or her an advantage over others
- ❖ **Weaknesses (W)**: Characteristics of an individual at a disadvantage relative to others.

➤ **External Factors**

- ❖ **Opportunities (O)**:Elements in the environment that an individual could use to his or her advantage.
- ❖ **Threats (T)**:Elements in the environment that could cause trouble to an individual.



10.2. Importance of identifying Strengths & Weaknesses.

- It is used in business management or Self Improvement.
- SWOT analysis of people will help you make the most of your professional relationships.
- Can be used for employees, potential employees, colleagues, coworkers, competitors etc.

10.3. Ways to identify Strengths:

- When examining the strengths of a person or group, think about internal things such as
 - ❖ Skills
 - ❖ Personality traits
 - ❖ Experience
 - ❖ Education.
- Ask yourself what situations bring out the best in the person
- See what sets them apart from competition

10.4. Ways to identify Weaknesses:

- Identifying the weaknesses of the person or group can be done by internal qualities that can be improved
 - ❖ What tasks that person normally avoids?
 - ❖ What are his negative work habits?
 - ❖ What will the people around him see as his weaknesses?

10.5. Ways to identify Opportunities:

- To discover the opportunities available for the person or group to take advantage of, think about:
 - ❖ Promotions that they may be qualified for
 - ❖ What training or educational opportunities they can take part in.
- Ask yourself what the person or group can do to enhance

10.6. Ways to Identify Threats

- To discover the opportunities available for the person or group to take advantage of, think about:
 - ❖ Promotions that they may be qualified for
 - ❖ What training or educational opportunities they can take part in.
- Ask yourself what the person or group can do to enhance their strengths.

**Build your weaknesses
until they
become your
STRENGTHS.**

- Knute Rockne

CHAPTER 11

PERSONAL INTERVIEW



11.1. Introduction: Personal Interview (PI) is the foremost tool to evaluate the abilities of a person. In the face-to-face contact between the interviewer & interviewee, it is possible to record more than only verbal responses; which are often superficial. When human beings communicate directly with each other, much more information is communicated. The nature of words used, facial expressions and body language together contribute in evaluating a person and hiring the right candidate.

11.1.1. Benefits of a Personal Interview: Interviews have benefits for both applicants and interviewers. As an interview subject, you get a chance to speak in your own words and present yourself to a potential employer. You'll likely have a chance to speak freely and describe your special skills that make you a good fit for the position. The interviewers use interviews to get a sense of an applicant's personality, which may be difficult to discern from a resume or application on paper.

11.2.2. Drawbacks of a Personal Interview: Interviews have definite limitations. Some applicants may feel uncomfortable during personal interviews, causing them to forget key points about themselves or give a bad impression. Sometimes

interviews take up a great deal of time, including preparation time, which may make resume screening an essential first step toward narrowing the field of applicants before performing interviews. Finally, interviews rely on the interviewer's own sense of judgment and don't guarantee the best outcome.

11.2.Points to Ponder & Consider before appearing for an Interview

11.2.1. Research the Company/Organization

- Service/Product offering
- Basic information of company finances
- Areas of operation
- Latest news related to the company
- Awareness about the sector.

Things to Remember:

- ❖ Visit the website
- ❖ Know about their Competition

11.2.2. Dress up for the Interview

- Formal attire is a must.
- Wear ironed & well-fitted clothes
- Minimal make up for ladies
- Light fragrance cologne/perfume
- Polished shoes / footwear
- Socks should be matching with the Trousers
- Indian formals should not be gaudy and too much colorful. (For females)
- **Colors recommended :**
 - ❖ **Trousers:** Black, navy or grey colour
 - ❖ **Shirts:** White, Sky Blue or Light colours

11.2.3. Just before the Interview (While waiting for your turn)

- Always arrive 15 minutes prior to the interview
- B+: Keep your smile on always once you arrive for the interview.
- Start your mental preparation by taking deep breaths and thinking "You are" as you inhale and "relaxed" as you exhale .
- Picture the interview going smoothly.
- The interviewer is asking questions and you are answering them perfectly.
- Imagine the interviewer telling you that you seem perfect for the job.

11.3.Most Important Question: Tell me something about yourself?/ Self Introduction

Structuring the Self Introduction when one is a Fresher:

Following points should be touched upon in one's self introduction:

- Name
- Native Place
- Educational Background
- Technical Skills
- Talk about your Internship and Projects
- Achievements
- Strengths
- Interests

Points to Remember:

- ✓ Be honest
- ✓ Be positive
- ✓ Give examples
- ✓ Prepare your own answer
- ✓ Do your homework
- ✓ One can talk about philosophy of life, role model in one's self introduction (Optional)

11.4. Reading One's Own Resume: Following points should be kept in mind:

- No typing mistakes in the resume.
- Aware yourself of all acronyms used in the resume.
- One should be able to answer all the questions related to the information given in the resume.

11.5. Interview Killers

- × Being late
- × Inappropriate attire
- × Avoiding eye contact
- × Being too candid
- × Unprofessional behavior
- × Being unprepared
- × Indifferent
- × Dishonesty

11.6. Three Step Process to crack Interviews

- **Step 1:** Identify your key strengths in relation to the job they are offering

- **Step 2:** Prepare stories and examples that illustrate your strengths
- **Step 3:** Rehearse talking about your stories and examples

11.7. Most Frequently Asked Questions (FAQs)

- Tell me about yourself.
- What do you know about this organization?
- What are your greatest strengths?
- What are your greatest weaknesses?
- Tell me about something you did – or failed to do – that you now feel a little ashamed of?
- Sell me this pen?
- Tell me your dream job?
- Why should I hire you?
- Where do you see yourself five years from now?
- Describe your ideal company, location and job.
- Why do you want to work at our company?
- Why do you feel that you are suitable for this position?
- How will you remain motivated?
- What are your greatest strengths?
- What are your greatest weaknesses?
- Tell me about something you did – or failed to do – that you now feel a little ashamed
- Why are you leaving (or did you leave) this position?
- Why should I hire you?
- Aren't you overqualified for this position?
- Where do you see yourself five years from now?
- Describe your ideal company, location and job
- Why do you want to work at our company?
- What are your career options right now?
- What good books have you read lately?
- Tell me about a situation when your work was criticized
- What is your outside interest?
- How do you feel about reporting to a younger person (minority, woman, etc)?
- On confidential matters
- Would you lie for the company?
- Looking back, what would you do differently in your life?
- Can you work under pressure?
- What makes you angry?
- Who has inspired you in your life and why?

- What was the toughest decision you ever had to make?
- What changes would you make if you came on board?
- How do you feel about working nights and weekends?
- Are you willing to relocate or travel?
- What would you say to your boss if he's crazy about an idea, but you think it stinks?
- How could you have improved your career progress?
- Give me an example of your creativity (analytical skill...managing ability, etc.)
- Where could you use some improvement?
- What do you worry about?
- How many hours weeks do you normally work?
- What's the most difficult part of being a (job title)?
- The "Hypothetical Problem".
- What was the toughest challenge you've ever faced?
- Have you considered starting your own business?
- What are your goals?
- "The Salary Question" – How much money do you want?
- How do you define success...and how do you measure up to your own definition?
- "The Opinion Question" : Example : What do you think about abortion? (Or any other controversial subject)?
- If you won \$10 million lottery, would you still work? (Hypothetical question)
- Why should I hire you from the outside when I could promote someone from within?
- Tell me something negative you've heard about our company.
- On a scale of 1 to 10, rate me as an interviewer

Confidence
 never comes from
 having all the
 answers;
 it comes from
 being open
 to all the
 questions.

~ Earl Stevens

QUOTEDIARY.NET

CHAPTER 12

PSYCHOMETRIC TEST



12.1.Introduction:The word psychometric basically refers to the measurement of the mind. Unlike facets such as education, skills, experience, appearance punctuality, the behavioural traits and personality of a candidate can be much more difficult to assess during an interview.**Psychometric tests** is used as part of the recruitment and process by employers to assess a candidate's ability in specific skills (Examples: Verbal, numerical and diagrammatical reasoning) or to find out about a candidate's personal qualities by using personality questionnaires.

Two popular tests i.e. Johari Window Model Test and The Myers–Briggs Type Indicator (MBTI) are helpful to know about the mental status of the candidates.

12.2. Tools of Psychometric Test

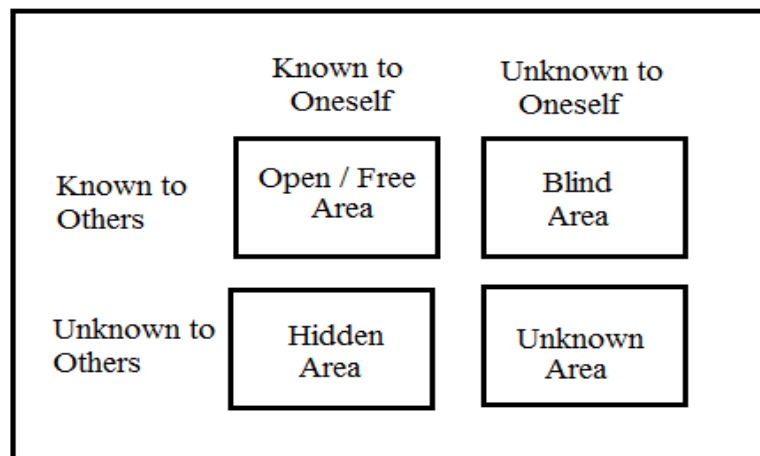
12.2.1. The Johari Window Model: The Johari window is a technique that helps people better understand their relationship with themselves and others. It is necessary to improve self-awareness and personal development among individuals when they are in a group. 'Johari' window model is a convenient method used to achieve this task of understanding and enhancing communication between the members in a group. The Johari Window is a disclosure/feedback model of awareness, named after Joseph Luft and Harry Ingham. It was first used in an information session at the Western Training Laboratory in Group Development in 1955.

The Johari window model is used to enhance the individual's perception on others. This model is based on two ideas- trust can be acquired by revealing information about you to others and learning yourselves from their feedbacks.

12.2.1.1. The Four Panes of the Johari Window represent the following:

- **Open:** The open area is that part of our conscious self - our attitudes, behavior, motivation, values, and way of life - of which we are aware and which is known to others. We move within this area with freedom. We are "open books". It is through disclosure and feedback that our open pane is expanded and that we gain access to the potential within us represented by the unknown pane.
- **Blind:** There are things about ourselves which we do not know, but that others can see more clearly; or things we imagine to be true of ourselves for a variety of reasons but that others do not see at all. When others say what they see (feedback), in a supportive, responsible way, and we are able to hear it; in that way we are able to test the reality of who we are and are able to grow.
- **Hidden:** Our hidden area cannot be known to others unless we disclose it. There is that which we freely keep within ourselves, and that which we retain out of fear. The degree to which we share ourselves with others (disclosure) is the degree to which we can be known.
- **Unknown:** We are more rich and complex than that which we and others know, but from time to time something happens – is felt, read, heard, dreamed - something from our unconscious is revealed. Then we "know" what we have never "known" before.

Johari Window Model



12.2. The Myers–Briggs Type Indicator (MBTI): It is an introspective self-report questionnaire of indicating differing psychological preferences in how people perceive the world around them and make decisions.

The MBTI was constructed by **Katharine Cook Briggs** and her daughter **Isabel Briggs Myers**. It is based on the conceptual theory proposed by Carl Jung, who had speculated that there are four principal psychological functions by which humans experience the world – sensation, intuition, feeling, and thinking – and that one of these four functions is dominant for a person most of the time.

The MBTI was constructed for normal populations and emphasises the value of naturally occurring differences. "The underlying assumption of the MBTI is that we all have specific preferences in the way we construe our experiences, and these preferences underlie our interests, needs, values, and motivation."

The MBTI Manual states that the indicator "is designed to implement a theory; therefore the theory must be understood to understand the MBTI". Fundamental to the MBTI is the theory of psychological type as originally developed by Carl Jung. Jung proposed the existence of two dichotomous pairs of cognitive functions:

- **The "Rational" (Judging) Functions:** Thinking and Feeling
- **The "Irrational" (Perceiving) functions:** Sensation and Intuition

Jung believed that for every person each of the functions is expressed primarily in either an introverted or extraverted form. Based on Jung's original concepts, Briggs and Myers developed their own theory of psychological type, described below, on which the MBTI is based. However, although psychologist Hans Eysenck called the MBTI a moderately successful quantification of Jung's original principles as outlined in *Psychological Types*, he also said that "[The MBTI] creates 16 personality types which are said to be similar to Jung's theoretical concepts. I have always found difficulties with this identification, which omits one half of Jung's theory (he had 32 types, by asserting that for every conscious combination of traits there was an opposite unconscious one). Obviously the latter half of his theory does not admit of questionnaire measurement, but to leave it out and pretend that the scales measure Jungian concepts is hardly fair to Jung." In any event, both models remain hypothetical, with no controlled scientific studies supporting either Jung's original concept of type or the Myers–Briggs variation.

"In general there is an increasing use of psychometric tests, and some are designed to test things like honesty."

-Allan Schweywer