

Biyani's Think Tank

Concept based notes

Modern English Usage, Phonetics and Language

[MA Prev]

Paper-I

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Preface

I am glad to present this book, especially designed to serve the needs of the students. The book has been written keeping in mind the general weakness in understanding the fundamental concept of the topic. The book is self-explanatory and adopts the “Teach Yourself” style. It is based on question-Answer pattern. The language of book is quite easy and understandable based on scientific approach.

Any further improvement in the contents of the book by making corrections, omission and inclusion is keen to be achieved based on suggestions from the reader for which the author shall be obliged.

I acknowledge special thanks to Mr. Rajeev Biyani, *Chairman* & Dr. Sanjay Biyani, *Director (Acad.)* Biyani Group of Colleges, who is the backbone and main concept provider and also have been constant source of motivation throughout this endeavor. We also extend our thanks to Biyani Shikshan Samiti, Jaipur, who played an active role in coordinating the various stages of this endeavor and spearheaded the publishing work.

I look forward to receiving valuable suggestions from professors of various educational institutions, other faculty members and the students for improvement of the quality of the book. The reader may feel free to send in their comments and suggestions to the under mentioned address.

Jyotsana

Syllabus

1. Grammar and Usage

- (i) Basic Sentence types
 - (ii) Coordination and Subordination (Only finite Clauses)
 - (iii) Different Concepts or Notions (such as request, order, question, condition, purpose, suggestion, wishes, hope, intention, obligation, contrast, concession)
2. Theme Writing
 3. Word substitution, Idioms and Phrases, Synonyms and Antonyms
 4. Literary Appreciation
 5. Advanced Comprehension
 6. Aspects of Pronunciation (A knowledge of Phonemic Symbols for Sounds of English, Transcription of Words and Word Stress) and Word Structure (Elementary Morphology)



Types of sentences

Q-1 Find out the types of sentences given:-

1. Ram and Shyam have a big quarrel every summer over where they should fritter their summer vacation.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

2. Pauline loves to go away to the seashore and spend her days sunbathing.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

3. Bruno, on the further hand, likes the sight that he gets from the log cottage up in the mountains, and he enjoys climbing in the forest.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

4. Harish says there is no one for calming concerning chopping wood, swatting mosquitoes, and cooking more than a woodstove.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

5. Pinku dislikes sitting on the beach; he forever gets malicious sunburn.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

6. Mohan tends to get bored sitting on the beach, watching the waves, getting sand in his swimsuit, and reading police officer novels for a week.
- A. Simple Sentence
 - B. Compound Sentence
 - C. Complex Sentence
 - D. Compound-Complex Sentence
7. This year, after a protracted, strident dispute, they decided to take detach vacations.
- A. Simple Sentence
 - B. Compound Sentence
 - C. Complex Sentence
 - D. Compound-Complex Sentence
8. Hari went to the White Mountains of New Hampshire, and Pauline went to Cape Cod.
- A. Simple Sentence
 - B. Compound Sentence
 - C. Complex Sentence
 - D. Compound-Complex Sentence
9. Although they are 250 miles apart, they keep in constant contact on the internet.
- A. Simple Sentence
 - B. Compound Sentence
 - C. Complex Sentence
 - D. Compound-Complex Sentence
10. Ashish took the desktop computer that he uses at work, and Pauline sits on the beach with her laptop computer, which she connects to the internet with a cellular phone.
- A. Simple Sentence
 - B. Compound Sentence
 - C. Complex Sentence
 - D. Compound-Complex Sentence

Q-2 Identify and label each sentence as *declarative, interrogative, imperative, or exclamatory*.

1. Where is my shovel?
2. This is the most beautiful lawn I have ever seen.
3. Please pass the lemonade.
4. My arms ache from digging the flower beds!
5. It takes hard work to plant all of these flowers.
6. Could you please give me the hose?
7. I am going to climb that tree.
8. The view from the top of this tree is amazing.
9. I can't get down!
10. Please help me to climb down this tree.

Q-3 In these complex and complex-compound sentences, circle the main clause, and underline the subordinate clause.

1. Jyotsna has a lovely baby although she loves to make very loud noises.
2. When hari walked down the stairs he observed a beautiful young woman in the room.
3. Larry motioned to Moe while Curly was ignorant of the trick.
4. After Hannah rode her cycle to school she found a flat tire.
5. Mary cannot remember the dance although she remembers running into the pole.
6. Anne writes books even though they have many mistakes.
7. The mountains look clean after the thunderstorm has washed them.
8. Before he mows the lawn Joy puts on his cap.
9. As soon as the team mates arrive we can establish the meeting.

10. The Halloween gathering was huge until Brooke put alcohol in the punch.



“One word Substitution”

Q-1 Select one word for the given sentence.

1-To examine the one's own thoughts and feelings:

- A.Meditation
- B.Retrospection
- C.Reflection
- D.Introspection
- E.None of these

2-The custom of having many wives

- A.Monogamy
- B.Bigamy
- C.Polygamy
- D.Matrimony
- E.None of these

3-To cause troops etc to spend out in readiness for battle:

- A.Align
- B.Collocate
- C.Deploy
- D.Disperse
- E.None of these

4-Anything written in letter after it is signed:

- A.Posterity
- B.Postdiction
- C.Postscript
- D.Corrigendum
- E.None of these

5-The policy of extending a country's empire and influence:

- A.Imperialism
- B.Capitalism
- C.Internationalism
- D.Communism
- E.None of these

6-The custom of having more than one husband at the same time:

- A.Polygamy
- B.Polyandry
- C.Debauchery
- D.Bigamy
- E.None of these

7-List of headings of the business to be transacted at a meeting:

- A.Schedule
- B.Agenda

- C.Proceedings
- D.Experts
- E.None of these

8-To send an unwanted person out of the country:

- A.Exclude
- B.Ostracise
- C.Deport
- D.Expatriate
- E.None of these

9-A government run by a dictator:

- A.Democracy
- B.Autocracy
- C.Oligarchy
- D.Theocracy
- E.None of these

10-One who is determined to exact full vengeance for wrongs done to him:

- A.Vindicator
- B.Usurer
- C.Vindictive
- D.Virulent
- E.None of these

11-An office or post with no work but high pay:

- A.Honorary
- B.Sinecure
- C.Gratis
- D.Ex-officio
- E.None of these

12-Murder of a brother:

- A.Patricide
- B.Regicide
- C.Homicide
- D.Fatricide
- E.None of these

13-A person living permanently in a certain place:

- A.Native
- B.Resident
- C.Domicile
- D.Subject
- E.None of these

14-To slap with a flat object:

- A.Hew
- B.Swat
- C.Chop
- D.Gnaw

- E.None of these

15-Regard of others as a principle of action:

- A.Cynicism
- B.Nepotism
- C.Philanthropy
- D.Altruism
- E.None of these

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“Idioms and phrases”

Q.1 Test your knowledge of idioms and phrases with this simple quiz

1. He always keeps himself – – – – – the latest developments in the world of science.
 - a) Abreast with
 - b) Abreast in
 - c) Abreast at
 - d) Abreast on

2. He was arrested for being – – – – – to the crime.
 - a) Accessory to
 - b) Accessory in
 - c) Accessory at
 - d) Accessory for

3. She entered the hospital and stood – – – – – the sight of the dead and the wounded.
 - a) Aghast with
 - b) Aghast in
 - c) Aghast at
 - d) Aghast on

4. – – – – – the sky became dark and started pouring.
 - a) All in once
 - b) All at once
 - c) All once
 - d) At once

5. The father died without leaving a will behind and his property has ever since been the – – – – – between the two brothers.
 - a) Apple of discord
 - b) Center of discord

- c) Reason of discord
d) Melon of discord
6. He told me that he was not ----- impressed with the performance.
- a) At all
b) In all
c) After all
d) Quite all
7. The convict who escaped from prison last month is still -----
- a) In the prison
b) At large
c) In the open
d) In large
8. The manager sent for the clerk and he came -----
- a) At once
b) All in a sudden
c) All in once
d) Once
9. ----- I wonder why I was born.
- a) In times
b) At times
c) With times
d) On times
10. I was not ----- his intentions.
- a) Aware of
b) Aware about
c) Aware at
d) Aware with

11. She said that she would not ----- the promise she had given me.
- a) Back out with
 - b) Back out in
 - c) Back out of
 - d) Back out on
12. There is no ----- between us.
- a) Blue blood
 - b) Bad blood
 - c) Blood
 - d) Bloodiness
13. The terms of this agreement are not acceptable to me so I will not be a ----- it.
- a) Party to
 - b) Part to
 - c) Part of
 - d) Party of
14. She was ----- with grief when she heard about her husband's death.
- a) Beside herself
 - b) Besides herself
 - c) Beside
 - d) Besides
15. We are ----- late if we don't hurry up.
- a) Bound to be
 - b) Bound for
 - c) Bound at be
 - d) Bound in be

“Synonyms and Antonyms”

Q-6 Choose the correct antonym for each underlined word below by circling your choice.

1. The children were extremely tired by the end of their soccer game.
A) happy B) energetic C) sleepy D) sad
2. My favorite dessert is vanilla ice cream with a sticky, sweet sauce on it.
A) sugary B) sour C) ugly D) brown
3. We couldn't rollerskate or skateboard on the road because it was too rough.
A) smooth B) cold C) far D) bumpy
4. The party was very loud because everyone was trying to talk over the music.
A) fun B) quiet C) noisy D) late
5. When Sylvia opened the door, she saw an incredibly huge man standing there.
A) large B) tiny C) friendly D) smart
6. King Midas was a very rich king, with all the gold he could want.
A) powerful B) old C) poor D) wealthy
7. Jeffrey's parents worried about him because he was always so serious.
A) intelligent B) silly C) careful D) cold
8. He was not afraid to pet the gentle dog, even though it was very large.
A) dirty B) gray C) ferocious D) calm
9. The little boy was still quite young, and not ready to go to school yet.
A) old B) smart C) tall D) yellow
10. Mrs. Halverson always kept her house neat and tidy, with everything in its place.
A) organized B) spotless C) ready D) filthy

“Comprehension writing”

:-Six Golden Rules for Excellent Comprehension

Reading comprehension strategies are the tools that everyone can utilize to help and appreciate the meaning of what they understand. Comprehension depends on the difficulty of the text, or the superiority of vocabulary. Some texts, like Dr. Seuss "Cat in the Hat" are very simple to understand. Other texts, such as "**The American Constitution**" is very hard to understand as they include intricate words and long sentences. In the previous twenty years there has been a core in the business world to abridge the use of language in all forms of documentation permissible contracts have become much easier to read. Business letters are less pedestrian and straighter Gone are the days where a single sentence contained four hundred words and six compound clauses! These are the days of "plain English". Despite this movement we are faced with the arduous task of having to grasp piles of notes, books, emails, letters and reports. Even though the layout may be simpler, the amount of information we have to assimilate in these modern times is unparalleled.

Golden Rule 1. Analyze the Non Verbals

Before beginning understanding you should take a few moments to appear at the non-verbal forms of communication in the text you wish to understand the non-verbal is the messages that are not restricted in the words, but comparatively in the map of the document. You should flick throughout the document and first look at the photographs, pictures, charts and graphs. Examine these items and build a mental picture of what the document is saying. Pictures allow a very rapid way of comprehending material and the human brain is typically much better at remembering pictures than words and verbal concepts. Look at the quality of the document. Does it have a professional layout? Is it well structured? Viewing the non verbal is an important prelude to the next phase as it prepares our mind to receive and analyze information.

Golden Rule 2. Gain an overview

A golden rule of great comprehension is to gain an overview of the document you desire to read. This means reading discerning parts of the document until you add a viewpoint. Study the headings. Look during the table of contents. Scrutinize the index. Read highlighted points. Renovate the first and preceding paragraph. Examine emphasized words in the document. Examine the captions on pictures, graphs and tables. Formerly

you have gained a rational picture of the document you can then make a decision what to do with it!

Golden Rule 3:- Appreciate Purpose

When reading it is important to deem two things. First, what associate do you wish for to extract from the text?

- Do you want to swap over the text for enjoyment?
- Do you wish to learn by rote the information?
- Do you wish to develop an impression of the information?
- Do you need to execute a comprehensive analysis?
- Do you need to quickly colander throughout the text to scrutinize if it contains any references to a meticulous subject?
- Do you want an objective review?

Second, what did the author set out to achieve in writing the text?

- Were they trying to explain something?
- Were they writing an informative text?
- Were they explaining something?
- Are they writing instructions?
- Are they trying to convince you to a point of view?

Once you distinguish what you require from the information and also what the author's reason was for writing the text you perceive if there is a match. If you are seeking a purpose appraisal of a subject and it is clear that the author is trying to manipulate you to one point of view, the document is at fractious purposes with your needs. You could decline the document and seek a improved source. If you are content with the match, then you can go on with extra detailed reading.

Golden Rule 4. Decide on your response

Being an effectual reader is not about reading and understanding everything that comes your way. It is about matching your response to information with its importance and consequence the time-tested 80 / 20 rule applies to reading too. Only 20% of the information pushed your way needs to be read with high comprehension. The other 80% can be thrown away, delegated to others to read, or put on file. Becoming a great reader means identifying the information that requires detailed, high comprehension reading.

From this information, you might want to take notes, apply a colored highlighter, and prepare action items after you read it. You may want to instantly make calendar entries, prepare emails or add topics to your to-do list.

Golden Rule 5. High Comprehension Reading

At this stage you have gained an indication of the document by viewing the non verbal, and by building a cerebral summary of the document by reading the key parts. You have decided that this document is significant and is worth reading to expand a first-rate understanding. Now you are motivated. Impetus is critical for immense comprehension as motivation leads to focus and concentration, both of which are important ingredients essential to connect your reminiscence into learning mode". You need to comprehend it. You are ready. Start reading As you are reading absorb as many senses as you can in the reading process; this will greatly supply to your understanding and recall

- make notes
- draw pictures of the information, e.g. intelligence maps
- emphasize key words
- squiggle notes in the margin
- say out the key phrases to yourself

Additionally, as you interpret you should build a progression of pictures to correspond to the information you are reading. We consider pictures much superior than words Formerly you have finished reading attend to your action items; send emails, inform your agenda, add calendar items.

Golden Rule 6. Highest Comprehension Reading

This last step is a little acknowledged secretive in the business world. Some in sequence is so crucial that it requires the exceedingly chief level of conception and preservation. It may be in sequence that you need to apply and be apposite every day as a nucleus division of your studies or occupation. The concealed to the highest understanding reading is reinforcement. If you stay two or three days and re-read the innovative information, your long term conception and memory of the information will be improved considerably. Each time employ your senses by making notes and voicing out the in sequence and ideas to yourself. If you pertain this kind of underpinning three or four times, you will take pleasure in the maximum comprehension.

Q-7 Some comprehensions are as follows:-**Topic 1:- "CHILD LABOUR**

Childhood is the most immature stage in human life. It is that stage of life when the human foundations are laid for a successful grown-up life. Many children, as an interchange of spending it in a lighthearted and fun-loving technique while learning and playing, are scarred and harassed. They hated their childhood and would do anything to get out of the dungeons of being children and controlled and tortured by others. They would be in love with to break-free from this world, but persevere to be where they are, not out of beloved, but force. This is the ultimate story of child manual labor.

Blameless children are employed by industries and individuals who put them to exertion underneath demanding circumstances. They are made to work for extensive hours in hazardous factory units and sometimes general to carry shipment still heavier than their possess body weight. Then there are individual households that hire children as connubial help and thrash and physically torment them when they make a blunder. The children are at times made to be scrawny and are given worn out clothes to wear. Such is the story of millions of children in India painful and yet accurate.

The two chief reasons for the ever-growing combined hatred of child labor are poverty and necessitate of education. Poor parents give birth to children thinking them as money-making machines. They bring infants to earn more on the streets from begging. Then as they fabricate they make them beggars, and ultimately sell them to employers. This difficulty is extensive across the length and breadth of India.

According to the United Nations situation in article 32 of the conference on the Rights of the Child and the International Labor Organization, child labor is to be measured if "...States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be perilous or to obstruct with the child's education, or to be injurious to the child's health or physical, mental, spiritual, moral or social development."

In other words, child labor is any variety of work children are ended to do those evils or exploits them physically, mentally, morally, or by preventing admittance to education. Nevertheless, all work is not bad or repressive for children. In fact, convinced jobs help in enhancing the overall personality of the child. For example, children delivering newspapers previous to going to school or taking up light summer jobs that do not obstruct with their school timings. When children are given pocket money earning oriented tasks, they understand the value of money, as well as deference it even more.

Child labor attached with child ill-treatment has today turn out to be one of the greatest maladies that have comprehensive across the world. Each year statistics illustrate increasing numbers of child abuse, more so in the container of the girl child. When a girl is probably abused by someone at home, to exude this fact she is sold to an employer from a city as domestic help, or then as a bride to an old man.

Though eradicating the hazard seems like a difficult and nearly not possible task, enormous efforts have to be made in this course the first step would be to become aware of the causes of child labor. The leading rationale is that children are employed because they are easier to utilize. On the other hand, people sell their children as commodities to oppressive employers to have additional sources of income.

Most such employers pay a bulge sum for the child and then keep him or her imprisoned within the factory unit till the child cannot work due to deteriorating health as a result of harsh living and working conditions. Lack of proper educational facilities is another reason that forces parents to send their children to work.

India accounts for the second highest number of child labor after Africa. Bonded child labor or slave labor is one of the worst types of labor for children. This system still continues in spite of the Indian Parliament enacting the Bonded Labor System (Abolition) Act in 1976. It is estimated that about 10 million bonded children laborers are working as domestic servants in India. Beyond this there are almost 55 million bonded child laborers hired across diverse other industries.

A recent ILO report says that about 80 per cent of child laborers in India are employed in the agriculture sector. Usually, the children are sold to the rich moneylenders to whom borrowed money cannot be returned. 'Street children' is a unlike type of child labor where children work on the streets as beggars, flower sellers, etc, instead of going to school. Occasionally they are complete to go hungry for days collectively so that people feel remorseful for them and give alms.

Among the industries, glass and bangle industry is estimated to occupy around 60,000 children who are complete to work under tremendous conditions of unnecessary heat. An equal number are estimated to be employed in matchbox factories, where they are complete to work over twelve hours a day, beginning work at around 4 a.m., everyday. The brass and the lock industries also employ an estimated 50,000 children each. though, it is the carpet industry in India which employs the largest number of children estimated to be more than four lakhs.

The statistical information regarding child labor cannot be taken to be precise, as there are areas where no accounting has been done. There are innumerable workshops and

factories that have cramped up rooms where children work, eat and sleep. No one from the outside world would even know that they are working there. However, people working towards the welfare of child laborers, with the tip-off from insiders, have been able to rescue a number of children from such units.

The National Policy on Child Labor formulated in 1987 seeks to assume a gradual and chronological approach with a spotlight on rehabilitation of children working in perilous occupations and processes. The Action Plan outlined the Legislative Action Plan for strict enforcement of Child Labor Act and other labor laws to ensure that children are not employed in hazardous employments, and that the working conditions of children working in non-hazardous areas are regulated in agreement with the provisions of the Child Labor Act.

It also entails further identification of additional occupations and processes, which are harmful to the health and safety of the children. Government has accordingly been taking practical steps to tackle this difficulty through general strict enforcement of legislative provisions along with simultaneous rehabilitative measures.

To bring the social difficulty of child labor under control, the government has opened a special cell to help children in exploitive circumstances. These cells comprise of social inspectors, as well as other administrative personnel, employed specifically to deal with child labor issues. Also, in recent years, the media has helped unravel what is happening in certain industrial units with journalists visiting such places with a hidden camera. The efforts made by sections of the government, social workers, non-government organizations and others to rescue and rehabilitate the children must be much-admired

In addition, each individual should also take responsibility of reporting concerning somebody employing a child beneath the age of fourteen years. Nevertheless considering the scope and degree of the problem, rigorous efforts from all sections of the society is needed to make a dent. Measures need to be taken not only to stop this crime against children, but also to slowly, steadily and certainly afford every child a well-deserved healthy and ordinary childhood.

TOPIC -2 "WOMEN EMPOWERMENT"

"When women are the mentor, the Lords of creation don't take the recommendation till they have convinced themselves that it is just what they intended to do; then they act winning it and if it succeeds, they give the weaker vessel half the credit of it; if fails, they munificently give herself the whole".- Louisa May Alcott

India today is at the cusp of a paradigm change in its enlargement and its position in the world. We (both men and women) must act decisively to capture this opportunity. We need to think big and level up rapidly in each and every area, be it education, infrastructure, industry, financial services or equality of both genders. For around two centuries, social reformers and missionaries in India have endeavored to bring women out of limits in which centuries of traditions had reserved them. According to the 2001 Census, the percentage of female literacy in the country is 54% up from 9% 1951.

But we should not overlook that history in a witness to the women who have in the past demonstrated exclusive leadership capabilities. Razia Sultana, Rani of Jhansi, Sarojini Naidu and Indira Gandhi are stimulus examples of women empowerment. Earlier, most women were able to reveal the leadership qualities only on their home fronts, as in Indian society man has forever acted as the master of the scene and the decision regarding the concern of empowering women has always been taken by him. God has gifted women with sympathy, tender-heartedness, caring nature, anxiety for others. These are very optimistic signs which involve that women can be leaders. Though some women have shown their courage yet a large number of them have to pulverize their leadership performance in various ways. In order to help women to be in limelight, they need to be empowered. Therefore, empowerment of women is the prerequisite to renovate a developing country into a developed country.

I would like to glance into the past when the significance of women as destroyed. They were treated as chattel in the early Roman society. In France, they were termed as half-soul creatures accountable for the destruction of society. The Chinese considered them as devil's soul. Japanese men preferred to live unmarried lives. Before the advent of Islam, Arabs buried their daughters alive considering them as a sign of disgrace. In this way, they deprived women of their due place. Most men view themselves as being the superior life-form in society. They justify this belief by saying that they are stronger and more capable; thus, making those more qualified for the more important roles in society. They place themselves on pedestals and strength women to consider in their own lowliness to men and their incapability to surpass educationally, politically, economically and domestically. But the reality is that women have advanced in all those areas.

In Shakespeare's works, many female characters are portrayed as being manipulated, if not controlled outright by the men in their lives as fathers, uncles, suitors, husbands. Therefore, Shakespeare's works materialize to send mixed signals regarding the concept of female empowerment. Empowerment has numerous, interrelated and mutually dependent dimensions economic, social, cultural and political. It can be understood in relation to resources, perceptions. Relationship and power. But what does women empowerment mean? Women empowerment generally has five components : firstly,

women's sense of self worth; secondly, their right to have the authority of control their own lives, both within and outside home; and lastly, their ability to influence the course of social change to form a just social and economic order nationally, internationally and universally.

Educational achievement and economic participation are they key constituents in ensuring the empowerment of women. Educational attainment is crucial for empowering women in all spheres of society, for without edification of comparable quality and satisfied given to boys and men, updated with existing knowledge and appropriate to current needs, women will be able to have admittance to well-paid formal sector jobs and go forward with men. The economic empowerment of women is a very important element of strong economic growth in any country. Empowering women enhances their aptitude to influence changes and to create a better society.

Other than educational and economic empowerment, changes in women's mobility and social interaction and changes in intra-household decision-making are necessary. Insignificant improvement in women's contribution in household decision-making in male-headed household, on such issues as credit, the removal of household assets, children's education and family healthcare can work wonders. Traditionally, gender based divisions persisted in intra-household decision-making. Women basically choose on food preparation and men make the financial decision. Women are one of the greatest assets in our society. They equal to men in all aspects. Women are more perfectionists in the authority to create, nurture and transform.' Today, women are emerging as leaders in growing variety of fields. be it aeronautics, medicine, space, engineering, law, politics, education, business...you just name the profession and they are there, all that needed in today's world in their empowerment.

In India, the empowerment process has already begun. We are now witnessing a stable improvement in the staffing of women in schools, colleges and even in career institutes. Their strength is better as compared to previous decades. In this decade, women are entering into the job market in increasing numbers. They are showing their skills even in non-traditional sectors like police, defense, administration, media and research fields. Twenty-six laws have been enacted so far to protect women from various crimes. The recent law on the 'protection of women against domestic violence' satisfies the long pending demand of the women activities. In the political field, the reservation for women is a significant step ahead towards their political empowerment. When thirty-three percent reservations for women in Parliament becomes a reality, women's voice will be heard in the highest forum of democracy. The day, women of India will attain

zenith in their empowerment. But a lot of work has to be done as there is a category of women (who consider themselves highly educated) that proudly accepts that they don't have digital literacy even though they own a computer, they cannot even operate bank accounts or make travel arrangements for family or handle hospital admissions even during emergencies. Even for a simple chore like social visits or shopping generally they require the company of their husbands.

Women in India sense arrogant to display that they are well protected and pampered by their husbands without realizing that they are making themselves helpless. Such women's financial literacy is so low that they cannot play any location in family's conclusion regarding family's budget, savings and investments. To such women, the national budget discussion is for men only and soap operas are for them. Such women experience a lot of amazing annoying happens to their husbands. This type of extreme dependency is not good for the development of women. Women should keep in mind that they are also clear intelligent and thinking human beings. Needy women are not empowered women. If existing women think that they are empowered, it's a myth for them. Empowerment means to give confidence women with the courage to fracture free from the chains of limiting beliefs, patterns and communal or religious conditions that have traditionally kept women concealed and unable to understand their true beauty and power.

Several qualities to be acquired by women to become truly empowered are awareness about risk prevailing at home, in effort place, in traveling and staying outside home. They should have political, legal, economic and health awareness. They should have knowledge about hold up groups and affirmative attitudes towards life. They should get goals for future and strive to achieve them with courage. The best gift parents today can give to their daughters is education. If women choose to be ignorant then all the efforts taken by the Government and women activists will go in vain. Even in twenty-fifth century, they will remain towards the back and will be paying a heavy price for their dependence, so, it is a wake-up call for women to awake from their deep sleep and understand the true meaning of their empowerment. In the end I would like to conclude with the following words, "Women as the motherhood of the realm should be strong, attentive and alert".

TOPIC: - "GLOBAL WARMING"

Global warming is the greatest challenge facing our planet. It is, in fact, the increase in the temperature of the earth's neon- surface air. It is one of the most present and widely discussed factors. It has far-reaching crash on biodiversity and climatic conditions of the planet. Several current trends clearly demonstrate that global warming is directly impacting on rising sea levels, the melting of ice caps and significant worldwide climate

changes. In short, global warming represents a fundamental menace to all living things on terrain

Global average temperature rose significantly throughout the past century. The prevailing scientific outlook is that most of the temperature increases as mid-20th century has been caused by increases in atmospheric greenhouse gas concentrations produced by human activity. Most scientists agree that planet's temperature has risen 0.5 degree Celsius since 1900 and will keep on increasing at an increasing rate. As a result, the world is getting warmer. The year 1990 was the hottest year in the last century.

Together with 1991, the years of 1983, 1987, 1988 and 1989 have been deliberate to be the warmest six years in the last hundred years. The year 1991 was the second warmest year of the past century. The consequences of the rise in temperature is being felt all over the globe the findings of scientific research done in this field divulge that the temperature of the earth is likely to rise from 1.4°C to 5.8°C surrounded by a period of 100 years.

Regrettably, the imbalance which we have created flanked by our life and earth is already showing the signs disasters in the form of flood, cyclones, landslides, tsunami, drought, etc. If the imbalance continues to rise, one day this will pretense a question mark on the existence of this planet. Carbon dioxide (CO₂) which is an important constituent of environment is causing a warming effect on the earth's surface.

It increases the evaporation of water into the atmosphere. Since water vapor itself is a greenhouse gas, this causes still more warming. The warming causes more water vapor to be evaporated. The CO₂ level is expected to rise in future due to ongoing burning of fossil fuels and land use change. The rate of rise will depend largely on unsure economic, sociological, technological and natural developments. Other gases such as methane, CFCs, nitrous oxide, troposphere ozone are also to blame for global warming. Increases in all these gases are due to explosive population growth, increased industrial expansion, technological advancement, deforestation and growing urbanization, etc.

Trees engage in recreation a significant role in the global carbon cycle. They are the largest land-based mechanism for removing carbon dioxide from the air. Deforestation is checking these optimistic processes. It is the second principle cause of atmospheric carbon dioxide. Deforestation is responsible for 25 per cent of all carbon emissions entering the atmosphere, by the burning and cutting of 34 million acres of trees each year. Every day over 5500 acres of rainforest are destroyed. As a consequence of massive loss of forests, global CO₂ levels rise approximately 0.4 per cent each year, the levels not

experienced on this planet for millions of years. As we know the forests are the great absorbers of CO₂,

There is a close up relation between global warming and population growth. Today the large population on earth is using the technologies which are unhelpful for the earth. Approximately, 80 per cent of atmospheric CO₂ increases are due to man's use of fossil fuels either in the shape of coal, gas or oil. A large portion of carbon release is attributed to the burning of gasoline in internal-combustion engine of vehicles. Vehicles with poor gas mileage supply the most to global warming. Besides, the sculpture group gas is the majority harmful for this. Its contribution is 30 per cent in global warming. This gas is also emitted from the burning of fossil fuels.

Amplify in global temperatures will cause rise in sea level.

It will lead to melting of glaciers, changes in rainfall patterns, increased intensity and frequency of extreme weather. As per the latest survey report the rate of melting of glaciers has seen sharp increase in recent times. Even those glaciers are affected from global warming which have been considered permanent. The shrinking of glaciers is going to pose a major problem of drinking water.

The sea levels as a result of melting of glaciers have risen from 0.35 mm to 0.4 mm. Scientists have warned in their reports that most of the glaciers will disappear within a period of 15 to 25 years. It will create problems of drinking water and food grains in most of the North American countries. India is not unaffected from it. The Himalayan glaciers have shrunk about 30 per cent after 1970.

The rise in sea levels is a chief cause of concern. A large number of cities located in coastal areas will immerse in the sea. Besides, many island countries will eventually "lose their existence and will be washed away from the surface of the earth. The damage of rising sea levels is miscellaneous Buildings and roads shut to the water could be flooded and they could suffer damage from hurricanes and tropical storms. Experts believe that global warming could increase the intensity of hurricanes by over 50 per cent. In addition, as the sea rises, beach erosion takes place, particularly on steep banks.

Wetlands are lost as the level rises. Rise in atmospheric temperature will lead to the outbreak of airborne and water-borne diseases. It would also supply to the rise in death caused by heat. The dilemma of drought would be frequent. Consequently, malnutrition and starvation will pose serious challenge before humanity. Global warming is a great threat to the flora and fauna of the earth. A large number of species of them may become destroyed

The vastness of desert would increase. Low rainfall and rising temperature could add to the intensity and frequency of dusty storm. This in turn will immensely affect the quality of agricultural land, ultimately causing adverse effect on agricultural produce. It would have far-reaching socio-economic impact.

In Indian context, the impact of global warming is a matter of grave concern. As is well known, India is mainly an agricultural country and agriculture here is gamble of the monsoon, e.g. largely depending on rainfall. Though it is to affect the whole country, the worst likely impact would be on central and northern India which is high-yielding parts of the country. These are the regions which produce the largest agricultural yield. The rise in atmospheric temperature and fall in rain would naturally result in decline in crop production. Furthermore it would have great consequence on biodiversity as well.

The growing concerns over global temperatures have led the nations, states, corporations and individuals to sketch out a plan of action to avert the situation. As a result the world's primary international agreement on combating global warming was reached in Kyoto in 1997 which came to be known as Kyoto Protocol. though, ten years have passed; the situation does not appear to be very changed. It seems that the member countries are not very solemn about its devastating effects.

In addition, forestation can be of enormous help in this stare. Planting more trees and reducing lumber cuts worldwide will help restore the imbalance. Secondly, we must follow on environmental policy of 'reduce, reuse, recycle', i.e. promoting the reuse of anything. Thirdly, the use of fuel-efficient vehicles should be promoted as these vehicles have lower emissions of harmful gases. Fourthly, each individual should be sentient of the significance of the protecting environment. Besides, eco- friendly technologies must be promoted, and must be substituted with the technologies which cause great emission of global warming gases. Public awareness campaign can be of great help in this regard because unless each and every individual is attentive only governments' effect cannot transport desired dissimilarity

TOPIC 4:- "CORRUPTION"

Corruption is today a world-wide phenomenon. In our own country some people in high positions have been charged for it.

A corrupt person is termed immoral, lying and dishonest in his dealings. His disregard for honesty, righteousness and reality results in his alienation from society. He is treated with contempt. But as erosion of values leads to decadence, remedies for the social malaise remain elusive, and so no amount of disrespect can eliminate corruption which is a symptom of dissolution

Corruption is the most strong when crises everywhere intimidate the very survival of the society and the faith in life is shaken. It has always been there like tie leech, but when the system grows weaker and the boat flounders, it gets bolder and drains its victims of the last drops of their blood.

The older the system the weaker it grows and fails to solve the riddles of life that grows more multifaceted every day. So men misplace self-assurance in it and let it float down. At this point dishonesty takes over and plunges the entire society. After Second World War the old system with all its values was disappeared in a shambles. The crippling effects of the war, the recession and depression, and uncertainties in a faithless world of maimed and moribund encouraged cynicism in a section of the population.

This segment included the government officials dealing in essential commodities. They found the post-war conditions ideal for fishing in troubled waters and jetting richer. They formed a variety of fierce circle in which moral values and honest intentions no longer held valid. The flourishing black market in essential commodities, adulteration of even baby- food, bribery, fraud and economic, political and administrative manipulations with an eye on earning profits has brought untold misery to the people.

One would say the corruption in India has an ancient lineage; it is sanctified by tradition. The author of the Arthashastra made some remarks on government officials of his time which are relevant even today: "Just as it is impossible not to taste the honey or the poison that finds itself at the tip of the tongue, so it is not possible for a government servant not to eat up at slightest a bit of the king's revenue. These in the postwar world became only bolder whereas eating up government money and accepting bribes.

Today, when India is free, these officials representing all government departments are very close to the most dishonest businessmen who are too unscrupulous to let any opportunity of amassing profits slip. This collusion broadens the base of the vicious circle and corruption spreads 'like wild fire to engulf the entire society. The political and social guardians depend only too much on the richer communities and they seem indulgently on while these communities hold the entire society and the government to payment.

Corruption starts at the top and percolates down to the whole society. Such dishonesty cannot be restricted to the towns unaccompanied. It is as extensive in the villages where the dishonest officials and the traders carry the germs of the disease. The tyranny of mystification and price rules the land and the people are helpless victims of fraud everywhere.



“Literary appreciation”

Q-8 How to Write a Critical Appreciation of a Poem

Ans- Critical appreciation of a poem is distinct as the significant reading of a poem. The meaning of its words, its rhyme, scheme, the speaker, figures of speech, the references to other works (intersexuality), the style of language, the universal writing style of the poet (if mentioned), the type, the context, the approach of the speaker and such other elements make up the critical reading or appreciation. It does not mean criticizing the poem. A hazardous appreciation helps in an enhanced understanding of the blank poetry

- Meaning- Read the poem more than once to get an obvious idea of what the presenter is trying to say. Look up the meanings of complicated or curious words in a thesaurus. The title of the poem is a key to the universal meaning and review of the thought presented. A poem might be about lost love, 'Lucy' (Wordsworth).
- Rhyme Scheme- Find the rhyming words. These happen at the end of each line. Rhyming words strength is there in the middle of the line also. Mark the rhyme scheme. For example, if rhyming words occur at the end of each line otherwise in a poem of 4 lines, the verse scheme will be 'a b a b'. In the poem, 'Stopping by Woods on a Snowy Evening' by Robert Frost, the second stanza goes like this:

"My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year... "

In these lines, the rhyme scheme is 'a a b b'

In several poems, there are no rhymes. Such a poem is called a blank poetry

- Speaker- recognizes the speaker of the poem. It can be a child, an elderly, a shepherd, a swordsman, a student, a milkmaid, a sailor, an animal or even an

object like a chair or a place like a house or a mountain. Each Speaker will speak differently.

- Setting- Every poem has an exact setting. It strength be a ship or a modern condominium. The setting is the background of the poem and contributes to its meaning. For example, the situation of a pastoral is very likely to be a grazing opinion for a flock of ship. The setting of Eliot's 'Preludes' is a modern city with its people leading a mechanical life. The words also express the same intelligence

"And short square fingers stuffing pies,

And evening newspapers, and eyes,

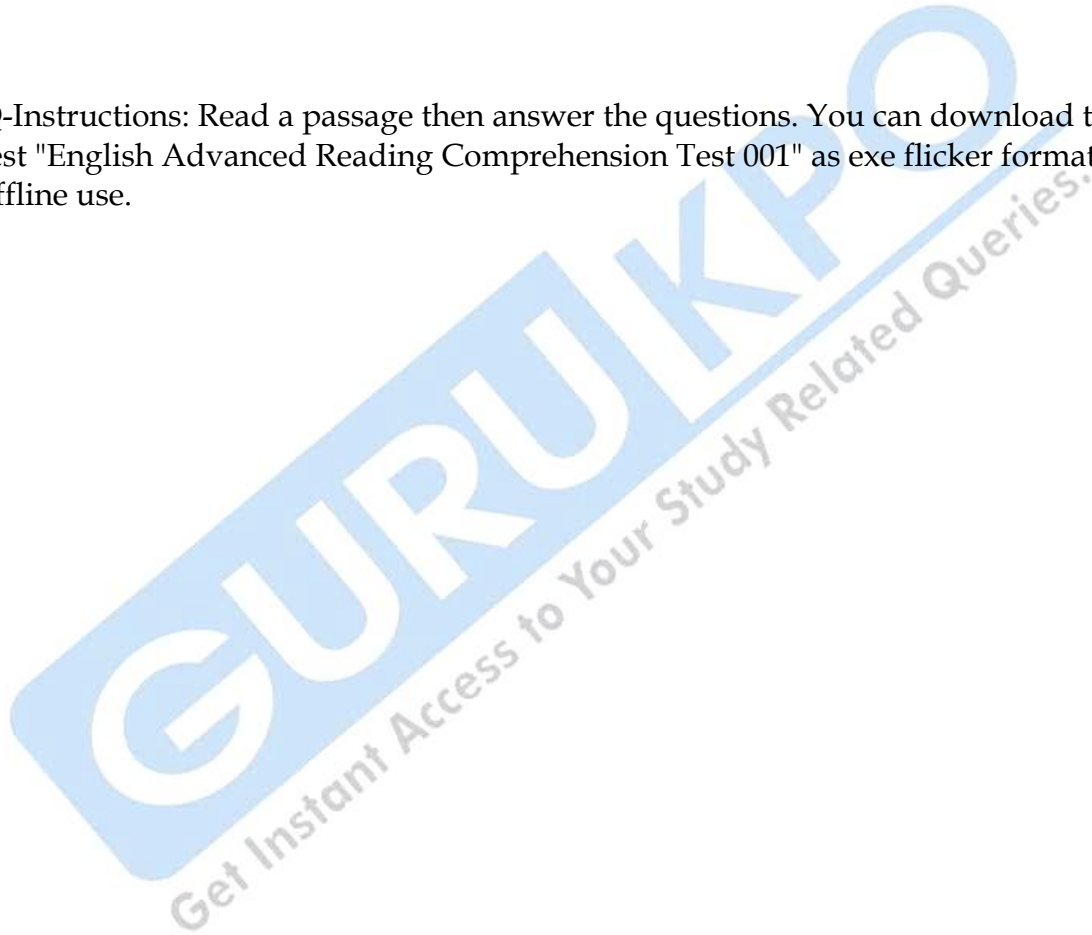
Assured of certain certainties... "

- Context- The context gives us the time and location of the poem. It is what prompted the poem. The circumstance might be an event of great political implication like the French Revolution. It prompted P.B. Shelley's famous, "Ode to the West Wind." The poem beautifully upholds the spirit of the revolution and heralded the sunrise of a new age.
- Language- The language of a poem is the very vehicle of its opinion and ideas. Revise the language in terms of the use of figures of speech, its tone, use of loan words or archaic words, length of sentences, the rhythm (meters- iambic, Trochaic or any other), number of lines etc. Note the introduction of new ideas and mark the place where it occurs. For example, in the poem, 'The lamb' by William Blake, the lamb refers to both the baby sheep, the little boy who is the speaker and the Lamb of God. Here the word, "lamb" is a metaphor.
- Intersexuality- While writing the critical appreciation of a poem, we observe that one more poem is alluded or looked back upon. This is called intersexuality or allusion. For example, Chaucer's 'Canterbury Tales' allude to Boccaccio's 'Decameron' in its structure of people narrating stories throughout a journey.
- Genre- Genre roughly means the category of the poem. Every genre has set rules and characteristics. For example, a much extended narrative poem, running into a more than a few thousands of lines, dealing with divine figures or demi-gods or huge generals of the past and describing a terrible war or an incredible journey on which the fate of humanity rests can be termed as epic. For example, the 'Iliad'

(Homer), 'Paradise Lost' (J. Milton) and such poems. A short poem of 14 lines expressing intimate emotions is a 'sonnet'. For example, 'Let me not to the marriage of true minds' (Shakespeare) is a sonnet extolling real love and devotion. There are numerous genre- satire, mock-epic, ballad, lyric, ode, parody etc.

8 easy-to-use steps to writing a helpful critical admiration for any given poem with lots of examples from well known poems to formulate things lucid and graspable. For the use of all English literature enthusiasts!

Q-Instructions: Read a passage then answer the questions. You can download this test "English Advanced Reading Comprehension Test 001" as exe flicker format for offline use.



“Reading Comprehension “

Q-9 Read the passage. Then answer the questions below.

The Baxter house is located at the end of the street. This house sits beyond back from the restrain than the other houses. It is almost hard to see from the road without peering after the deformed oak tree that has obscured it for years. Flush so, the Baxter house stands out from the other houses on the street. It is tall and white. However, this white is no longer pristinely white, but a dingy grayish cream color. Long vines hang from the tattered roof. The Baxter house is two stories tall and has a big yard in the back that has never been mowed. The other houses on the street are a mere one story and have been painted a variety of colors. The newer, solitary story properties all appear to have been built around the same time; the yards mostly being of the same size, and the houses appearing to be clones of one another. Away from the Baxter house at the end, this street is a perfect slice of Middle America. The inhabitants of the other houses speculate who lives in the antique, dilapidated house at the end of the avenue

Questions:-

1) Based on its use in the passage, which of the following statements accurately describes something that has been **obscured**?

- A. The tall, thick pine trees in Chloe’s yard provide shade for her house.
- B. A sun visor is one of Ken’s favorite hats, because it helps protect his face from harsh rays.
- C. After it stopped raining, the sun was barely visible through the gray clouds.
- D. Because of his favorite, bright red sweatshirt, Anthony is always easy to spot.

2) What makes the other houses on the street stand out visually from the Baxter house?

- A. The other houses have larger families living in them.
- B. The other houses on the street are a mere one story.
- C. The Baxter house is at the end of the street.
- D. The Baxter house is almost difficult to see from the road.

3) In the middle of the passage, the author writes, “[the Baxter] house is tall and white. However, this white is no longer pristinely white, but a dingy grayish cream color. Long

vines hang from the tattered roof. The Baxter house is two stories tall and has a large yard in the back that has never been mowed." Using this information, it can be concluded that the owner

- A. does not, or cannot, take care of the house
- B. plans on buying a new house soon
- C. thinks the other people in the neighborhood do not like him or his house
- D. cannot afford to care for his or her property

4) Which characteristic makes it clear that the "newer, single story properties all appear to have been built around the same time"?

- A. They have all been painted the same color.
- B. They are all situated next to each other on the street.
- C. There are no other oak trees on this street.
- D. The yards are mostly the same size.

5) Based on its use in the passage, it can be understood that **dilapidated** belongs to which of the following word groups?

- A. rickety, neglected, run-down
- B. ancient, old, primitive
- C. dejected, crushed, melancholy
- D. discarded, abandoned, discharged

6) If this paragraph appeared in a story, it would help develop

- A. character
- B. setting
- C. plot
- D. conflict

7) The inhabitants of the other houses

- A. wonder why the owner does not take care of his or her house
- B. wonder who lives in the ancient, dilapidated house at the end of the street
- C. wish their houses were more uniquely designed
- D. wish they had larger yards

8) This passage is best described as

- A. argumentative
- B. descriptive
- C. informative
- D. persuasive



“Phonotics symbols”

: - Some Charts of the “PHONOTICS SYMBOLS”

1. Chart no-1

ɪ READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑː PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

2. Chart No-2

Short vowels

1	[ɪ]	e.g. b <u>i</u> g, Br <u>i</u> tain, b <u>u</u> sy
2	[e]	e.g. d <u>e</u> sk, fr <u>i</u> end, w <u>e</u> ather
3	[æ]	e.g. c <u>a</u> t, l <u>a</u> nguage, ex <u>a</u> ctly
4	[ɒ]	e.g. h <u>o</u> t, ac <u>o</u> ss, c <u>o</u> ntinent
5	[ʊ]	e.g. b <u>o</u> ok, w <u>o</u> man, f <u>u</u> ll
6	[ʌ]	e.g. c <u>u</u> t, b <u>u</u> tter, c <u>o</u> lourful
7	[ə]	e.g. a <u>f</u> raid, L <u>o</u> ndon, br <u>e</u> akfast

3. Chart No-3

1. Affricates: [ʃ, ʧ, ʤ]
2. Voiceless fricatives: [s, θ, h, z, f, ʃ]
3. Nasals: [n, l, m, ŋ]
4. Voiceless stops: [p, k, t, d]
5. Approximates: [y, r, ɻ, w, l]
6. Bilabials: [k, p, m, b]
7. Voiced fricatives: [ʒ, g, v, ʒ, z]
8. Front Vowels: [ɪ, æ, ε, i, ɛ, e]
9. High Vowels: [ʊ, u, o, ɪ, i]
10. Back Vowels: [ɔ, ɒ, ɔ, u, ʊ, e]

4. Chart No-4**Phonetic symbols**

used in the dictionary

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/'vɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

i:	see	/si:/	ʌ	cup	/kʌp/
i	happy	/'hæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/'fɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/'æktʃuəl/	eə	hair	/heə(r)/
u:	too	/tu:/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.



“THEME WRITING”

A topic in writing is the underlying idea following an article or story that unifies its words into a consistent whole. A theme can be affirmed explicitly, usually in business association, technical writing, and editorials, or implicitly, frequently in short stories, novels, and movie scripts, often as the ethical of the story. A strong, well-defined theme enables the reader or viewer to obtain your message in the writing, fulfilling the purpose for which you wrote the piece. While the structure and purpose of writing creative writing and non-fiction differ, there are techniques widespread to both forms of writing, as described beneath

SOME THEMES ARE:-

1. Love
2. Enthusiasm
3. Inspiration
4. Affection
5. Joy
6. Pride
7. Adoration
8. Zeal
9. Anticipation
10. Agitation
11. Remorse
12. Humiliation
13. Infatuation
14. Loneliness
15. Overwhelmed

Key Words

1. **Simple Sentence**:-A simple sentence, also called a sovereign clause, contains a subject and a verb, and it expresses an absolute thought.
2. **Compound Sentence**:- A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of every of the coordinators spells *FANBOYS*.) apart from *for* very short sentences, coordinators are always preceded by a comma.
3. **Complex Sentence**:- A complex sentence has an self-governing clause joined by one or more dependent clauses. A composite sentence always has a subordinator such as *because, since, after, although, or when* or a relative pronoun such as *that, who, or which*.
4. **Idioms**:- Idioms are words, phrases, or expressions that cannot be in use literally. In other words, when used in everyday language, they have a meaning other than the basic one you would find in the dictionary. Every language has its own idioms. Learning them makes understanding and using a language a assortment easier and extra fun
5. **Phrase** - A group of words, which makes sense, but not completes sagacity, is called a Phrase. It is a collection of related words without a Subject and a Verb.
6. **Synonyms**:- A **synonym** is a word that means exactly the same as, or **very nearly the same as**, one more word in the same language. For example, "close" is a synonym of "shut".
7. **Antonyms**:- Antonyms are words which have nearly contradictory meanings. Most words can have one or added antonyms.
8. **Comprehension**:- Reading comprehension is distinct as the level of understanding of a text/message. This understanding comes from the interface between the words that are written and how they trigger knowledge exterior the text/message.
9. **Literary appreciation** :-Literary appreciation the understanding and mastery of the form and contented of a literary work
10. **Theme**:- A theme is the innermost idea or ideas explored by a literary work.

Answer Key

:- Answers for the types of sentences

1. interrogative
 2. declarative
 3. imperative * Note that still when you say please, this is still an imperative sentence. You may be commanding someone politely, but you are immobile commanding them.
 4. exclamatory
 5. declarative
 6. interrogative
 7. declarative
 8. declarative
 9. exclamatory
 10. imperative
-

Answers for advanced reading comprehension

Answers and Explanations

1) C

obscure (*verb*): to keep from being seen clearly, conceal.

The author writes that the Baxter house, "is almost difficult to see from the road without peering behind the deformed oak tree that has obscured it for years." We can use context

clues—hints from known words or phrases around the unknown word or phrase—to help us figure out what obscure most nearly means. Since the author says that the Baxter house is “difficult to see...without peering behind the deformed oak tree,” and the tree has obscured it for years, we can conclude that obscure must mean something like to keep from being seen clearly. If, after it had stopped raining, the sun was barely visible through the gray clouds, we can tell that the gray clouds have obscured the sun from being seen clearly. This means that the description of the sun after the rain can be accurately described as something that has been obscured. Therefore **(C)** is correct. Using the above information, we can tell that we are looking for the scenario that accurately describes something that has been kept from being seen clearly. If the tall, thick pine trees in Chloe’s yard provide shade for her house, they do not necessarily keep the house from being seen clearly. This means that the pine trees do not obscure the house. Since this does not accurately describe something that has been obscured, **(A)** is incorrect. Using the above information, we can tell that we are looking for the scenario that accurately describes something that has been kept from being seen clearly. If a sun visor is one of Ken’s favorite hats, because it helps protect his face from harsh rays, we can tell that although it might provide shade, the sun visor does not necessarily obscure Ken’s face. This means this does not accurately describe something that has been obscured. Therefore **(B)** is incorrect. Using the above information, we can tell that we are looking for the scenario that accurately describes something that has been kept from being seen clearly. If, because of his favorite, bright red sweatshirt, Anthony is always easy to spot, we can tell that the sweatshirt does not necessarily obscure him. If the bright, red sweatshirt makes Anthony easier to spot, it actually works to do the opposite of obscure. This lets us know that this does not accurately describe something that has been obscured, so **(D)** is incorrect.

2) **B**

The author writes, “The Baxter house is two stories tall and has a large yard in the back that has never been mowed. The other houses on the street are a mere one story...” From this, we can tell that the Baxter house stands out visually from the other houses, which are a mere one story. This means **(B)** is correct. The author does not provide information to support choice **(A)**. Therefore it is incorrect. While the author writes, “The Baxter house is located at the end of the street,” this fact does not differentiate it from the other houses on the street. This means that the other houses on the street do not stand out visually from the Baxter house simply because it is at the end of the street. Therefore **(C)** is incorrect. While the author mentions that the Baxter house is “almost difficult to see from the road,” he or she never mentions that this characteristic makes it stand out visually from the other houses on the street. This lets us know that the other houses on the street do not stand out visually from the Baxter house, which is almost difficult to see from the road. This means **(D)** is incorrect.

3) **A**

The author writes, “[the Baxter] house is tall and white. However, this white is no longer pristinely white, but a dingy grayish cream color. Long vines hang from the tattered roof. The Baxter house is two stories tall and has a large yard in the back that has never been mowed.” Based on the information in this selection, we can tell that the owner does not, or cannot (it is never made clear which is the case) take care of the house. Various aspects of the house make this clear. For instance: the paint has faded, “long vines hang from the tattered roof,” and the “yard in the back...has never been mowed.” All of these characteristics are examples of how the house has not been taken care of. Using this information, it can be concluded that the owner does not, or cannot, take care of the house. Therefore (A) is correct. The author does not provide information to support choices (B), (C), or (D). Therefore they are incorrect.

4) D

The author writes, “The newer, single story properties all appear to have been built around the same time; the yards mostly being of the same size...” The semi-colon after the first sentence in this selection lets us know that the next sentence is reliant on the sentence that precedes it. Using this information, we can tell that the fact that the yards are mostly the same size makes it clear that the newer, single story properties all appear to have been built around the same time. This means (D) is correct. The author writes, “The other houses on the street are a mere one story and have been painted a variety of colors.” This lets us know that the other houses have not all been painted the same color, which means that this cannot be a characteristic that makes it clear that the newer homes all appear to have been built around the same time. Therefore (A) is incorrect. While the newer houses may be situated next to each other on the street, this fact alone does not describe a specific characteristic that differentiates them from the Baxter house. This lets us know that (B) is incorrect. The author does not mention whether or not there are any other oak trees on this street. This lets us know that this characteristic does not make it clear that the newer homes all appear to have been built around the same time. This means (C) is incorrect.

5) A

Dilapidated (*adjective*): in a state of disrepair or ruin.

The author writes, “The inhabitants of the other houses wonder who lives in the ancient, dilapidated house at the end of the street.” We can use context clues—hints from known words or phrases around the unknown word or phrase—to help us figure out what dilapidated most nearly means. We know that the “dilapidated house” that the author references is the Baxter house. We can go back to an earlier description of the Baxter house to help figure out what the author means by the summarizing adjective, dilapidated, here. Earlier, the author writes that the house’s, “white is no longer

pristinely white, but a dingy grayish cream color. Long vines hang from the tattered roof. The Baxter house is two stories tall and has a large yard in the back that has never been mowed." Based on this description, we can tell that the Baxter house is in a state of disrepair or ruin. This lets us know that dilapidated must mean something like in a state of disrepair or ruin. *Rickety*, *neglected*, and *run-down* all mean something like in a state of disrepair or ruin. This lets us know that dilapidated belongs to the word group containing rickety, neglected, and run-down. Therefore (A) is correct.

6) **B**

At the beginning of the paragraph, the author writes, "The Baxter house is located at the end of the street. This house sits farther back from the curb than the other houses." The author continues, describing the Baxter house in relation to the other houses. This shows that the Baxter house and the other houses on the same street will be described. Since we know that houses are places where people live, and settings describe where a story takes place, we can tell that if this paragraph appeared in a story, it would help develop setting. This means (B) is correct. Characters are the people in a story. In this paragraph, no people are mentioned. Instead, a place is described. The author describes the Baxter house in relation to other houses on the street. This lets us know that if this paragraph appeared in a story, it would not help develop character. Therefore (A) is incorrect. Plot is what happens in a story. Since nothing happens in this paragraph, we can tell that if this paragraph appeared in a story, it would not help develop plot. Instead, the author describes the Baxter house in relation to other houses on the street. This means (C) is incorrect. Conflict is the problem in a story. In this paragraph, there is no problem. Instead, the author describes the Baxter house in relation to other houses on the street. Since there is no problem in this paragraph, we can tell that if this paragraph appeared in a story, it would not help develop conflict. Therefore (D) is incorrect.

7) **B**

The author writes, "The inhabitants of the other houses wonder who lives in the ancient, dilapidated house at the end of the street."

we can tell that this passage is best described as descriptive, and (B) is correct. An argumentative passage would put forth a claim or argument that could be defended. In this passage, the author never puts forth a claim or argument, but instead describes houses – particularly the Baxter house – on a street. This lets us know that this passage is not best described as argumentative. This means (A) is incorrect. In informative passage teaches, or informs, us about a particular topic. In this passage, we never learn about any specific topic, rather the author describes the Baxter house and other houses on a street. This lets us know that this passage is not best described as informative. Therefore (C) is incorrect. A persuasive passage tries to persuade us to follow the author's opinion about a topic. Here, the author merely describes the Baxter house and other houses on the

street. He or she is not attempting to persuade us concerning anything. This lets us recognize that this passage is not best described as persuasive, so (D) is incorrect.

Answers of idioms and phrases

1. Abreast with
2. Accessory to
3. Aghast at
4. All at once
5. Apple of discord
6. At all
7. At large
8. At once
9. At times
10. Aware of
11. Back out of
12. Bad blood
13. Party to
14. Beside herself
15. Bound to be

