

Aptitude Test in English - 1**R. Saradha Sankararaman***Research Associate,
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The central question raised in Second Language Acquisition (SLA) is if it is possible to accelerate and facilitate a transition of language learning into a system. Although individuals do not usually show variations in their first language learning, they vary in "rate, speed, and ultimate level" as far as their second language acquisition/learning is concerned (Ellis, 1997). Such differences are due to the cognitive, affective, and social factors underlying SLA. Such factors are theoretically claimed to be either "immutable or mutable" (Ellis, 1997). Mutable factors (such as attitude) are influenced by social setting while immutable factors (such as aptitude) are innate, fixed, and invariable in the development.

Definition of Aptitude

According to Carroll (1981 as cited in Ellis, 1997), aptitude refers to the "specific ability for language learning which learners are hypothesized to possess" (p. 36). This capability hypothetically depends on some features of learners. Aptitude is defined in an academic context. Cook (2001) distinguished between the "broad term knack" and aptitude saying that aptitude the usual term to refer to the variations in language learning. She said that "aptitude has almost invariably been used in connection with students in classrooms" (p.124) while knack refers to real-life situations. What can be understood from the definition of aptitude is that aptitude does not account for the failure or success of learners but it can justify why some learners learn language more quickly than others. Carroll (1975 as cited in Johnson, 2001) mentioned that "it is the 'rate at which persons at the secondary school, university and adult level[will] successfully master a foreign language' " (p.122). To Lightbown and Spada (1999), one can hypothesize that a learner with high aptitude may learn with greater ease and speed, but that other learners may also be successful if they persevere. Elsewhere, Robinson (2005, p.46) defined aptitude within a cognitive information processing paradigm saying that "second language aptitude is characterized as strengths individual learners have in the cognitive abilities information processing draws on during the learning and performance in various contexts and at different stages." There are different views on the components of aptitude. Scholars agree that aptitude is delineated more in a "modular form" than a unitary construct (Carroll and Sapon, 1959 as cited in Ellis, 1997). The original form of aptitude test belongs to Carroll as the learner's ability (1) to perceive and memorize new sound (phonemic coding ability), (2) to identify syntactic patterns in a new language (grammatical sensitivity), (3) to detect similarities and differences in form and meaning (inductive

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language learning ability), and (4) to relate sounds to written symbols (rote learning ability or associative memory). Table -1- shows the four-component model of aptitude proposed by Carroll (1981 as cited in Dornyei & Skehan, 2003). According to Ellis (1997), Carroll went through a very rigorous empirical method to develop such a framework for measuring aptitude. According to Long (2003), three of the four components that Carroll proposed made up language aptitude could be viewed as involving input sensitivity, i.e., phonetic coding ability, grammatical sensitivity, and inductive language learning ability. Later, Pimsleur (1996 as cited in Ellis, 1997) treats motivation as an integral part of aptitude. In a later study, Skehan (1986 as cited in Cook, 2001) developed a slightly different set of factors out of Carroll's aptitude test, MLAT, namely as (1) phonemic coding ability: this allows the learner to process input more readily and thus to get to more complex areas of processing more easily—supposing that phonemes are in fact relevant to processing, a possibility that was queried, (2) language analytic ability: this allows the learner to work out the rules of the language and build up the core processes for handling language, and (3) memory: this permits the learner to store and retrieve aspects of language rapidly. What actually Skehan (1998 as cited in Dornyei and Skehan, 2003) proposes is within the between the processing stages of input, central processing, and output, and the aptitude counterparts as phonemic coding ability, language analytic ability, and memory. Then, Dornyei and Skehan (2003) expanded Skehan's model to incorporate generally accepted SLA processes at a more detailed level. Table - 3 - summarizes the idea. As you can see in this table, existing foreign language aptitude constructs are shown in normal text, while potential aptitude constructs are shown in italics. The left-hand column in this table attempts to portray a range of processing stages discussed in information-processing of SLA stated as input processing strategies, noticing, pattern identification, pattern restructuring and manipulation, pattern control and pattern integration. Later and most recently, Robinson (2001, 2005) portrays the most inclusive models, which he named as aptitude complex/ability differentiation framework, accounting for the findings from research into the effects (or not) of individual differences in cognitive abilities on acquisition processes. He believed that aptitude does not have a unidimensional nature; it has a hierarchical but multilevel nature which he refers to it as an aptitude complex. In proposing the model, Robinson (2001) adopted an interactionist approach on individual differences research that Snow (1994 as cited in Robinson, 2001) has described, in which different aspects of person, situation and the interaction between these two were shown. His idea is illustrated in Figure 1. As is shown in Figure 1, the model distinguishes between first-order abilities (e.g., working memory capacity and analogical reasoning) that can be directly measured by performance on a psychological test, second-order abilities that are inferred based on the result obtained from first-order abilities (e.g., fluid intelligence, Gf; broad speediness, Gs; and crystallized intelligence, Gc), and third-order abilities (e.g., noticing the gap, memory for contingent speech and text, deep semantic processing and met-lingual rule rehearsal)

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which are drawn based on the interaction between first- and second-order abilities. This interaction, if successfully occurring at a high level, can lead to "academic success in a variety of educational contexts" (Robinson, 2001, p.371). The secondary order abilities are binary abilities which can shape four possible relations: high and high (HH), high and low (HL), low and high (LH), and low and low (LL). Later, Robinson (2005) portrays the same hypothetical hierarchical model into an implicational one with ten basic cognitive abilities (in the inner circle, e.g., PS, processing speed) and their contribution to higher order aptitude factors (in the second circle, e.g., NTG, noticing the gap). The model obtained through scrutinizing research on different aspects of SLA includes recasts, processing speed, pattern recognition, noticing the gap, etc. Learning from recasts is jointly enabled by the abilities contributing to noticing the gap and memory for contingent speech factors. As it was mentioned above, such a model was named aptitude complexes.

Aptitude

Aptitude can be defined as individual differences that are related to subsequent learning during a fixed time frame. The learning or acquisition of knowledge or skills can occur in a formal intervention (training or education) or in an informal setting (experience or mentoring). This definition can be fruitfully narrowed by specifying the domain of individual differences (cognitive, noncognitive) and the type of relationship (i.e., rate, accuracy) with learning. Numerous individual differences are related to learning, including cognitive abilities, personality traits, interests, and values. All of these can be considered aptitudes, and all can be evaluated in work, school, or vocational contexts. Aptitudes are discussed most commonly in reference to cognitive abilities within a formal educational or training context where the learning is labeled achievement. However, this general definition defines aptitude mainly by its relationships with learning outcomes. If one also considers the nature of an aptitude, one finds two fundamentally different underlying definitions of aptitude. The failure to differentiate between these two conceptualizations can be the source of much confusion. The first definition proposes that aptitude comprises individual differences that develop from a combination of innate and environmental influences. Aptitude reflects a current repertoire of behaviors and behavioral tendencies that predict subsequent learning.

The second and quite different definition proposes that aptitude comprises individual differences that are innate and largely unchanging and immutable within normal circumstances. That is, aptitude is raw material that either facilitates learning or is actively used to learn. In the first definition one might say that a field had a strong aptitude for growing crops even though this is partially a function of having been covered with artificial fertilizer. The second definition would characterize the aptitude of the field based only on the fundamental and natural composition of the soil. The expected patterns of empirical findings that would be consistent with each definition differ. The first

definition frames aptitude as a reflection of current capabilities and tendencies. An aptitude is current skill and knowledge. In this case aptitude is based on a person's innate potential as it has been developed through learning opportunities and environmental stimulation or deprivation. Under this definition, aptitude is not a clear window into innate talent and will predict future learning but may also change itself due to new learning experiences. This means that aptitude scores may show mean increases, variance changes, and rank order changes after learning has occurred. For example, an algebra exam is likely to predict learning of trigonometry. Algebra scores at Time 1 will correlate with trigonometry scores at Time 2. Trigonometry scores are also likely to increase from Time 1 to Time 2. Finally, if some students are fundamentally more innately skilled at math but have not previously had the opportunity to receive good training or engage in deliberate practice, non chance rank order changes, and a decrease in the variance on the measure of algebra knowledge and skill between Times 1 and 2 may also be observed. The argument that the algebra test is an aptitude for learning trigonometry would be strengthened if it predicts Time 2 trigonometry scores above and beyond what trigonometry knowledge at Time 1 predicts.

- inherent or acquired ability
- ease in learning or understanding; intelligence
- the condition or quality of being apt
- bent, disposition, inclination, leaning, predilection, proclivity, proneness, propensity, tendency
- ability, aptness, capability, capacity, cleverness, faculty, flair, gift, giftedness, intelligence, knack, proficiency, quickness, talent
- applicability, appositeness, appropriateness, fitness, relevance, suitability, suitability, suitability

APTITUDE TEST - 1

Time: 30 min

ENGLISH / STD +2 Onwards

Marks: 10X 5 = 50

1.1 Choose the word that is most opposite in meaning.

- | | | | | |
|-----------------|------------------|-----------------|---------------|--------------|
| 1. Pretentious | (a) transparent | (b) humble | (c) clear | (d) obvious |
| 2. Considerable | (a) inadequate | (b) inattentive | (c) usual | (d) common |
| 3. Deserter | (a) sympathizer | (b) favourite | (c) flatterer | (d) loyalist |
| 4. Inflexible | (a) soft | (b) tender | (c) yielding | (d) obedient |
| 5. Inquisitive | (a) uninterested | (b) dull | (c) indolent | (d) careful |

1.2 Choose the word that is closest in meaning.

- | | | | | |
|------------|-----------------|--------------------|-----------------|---------------|
| 1. Freak | (a) monstrosity | (b) fanciful thing | (c) breach | (d) division |
| 2. Frantic | (a) painful | (b) hurried | (c) novel | (d) excited |
| 3. Humdrum | (a) musical | (b) thoughtful | (c) commonplace | (d) unnatural |

4. **Seethe** (a) boil (b) spoil (c) look inwards (d) catch
 5. **Mammoth** (a) wild (b) greedy (c) straight (d) huge

1.3 Choose from the four alternatives the words which best complete the sentence.

1. The latest negotiations came to a sudden close with the...of renewed agitation.
 (a) demand (b) threat (c) note (d) call
 2. A large number of ... career women are unhappy at the lack of childcare facilities.
 (a) desiring (b) desirous (c) would-be (d) willing
 3. Sharad is so..... that, in such a big crowd, you may have hardly had time to notice him.
 (a) self-effacing (b) selfish (c) self-critical (d) self-opinionated
 4. is he in Bombay than he calls his uncle Charles.
 (a) While (b) as soon as (c) no sooner (d) whenever
 5. Though she was most eager to reveal the secret she exercised some.....
 (a) check (b) restraint (c) moderation (d) tolerance

1.4 Correct the sentence or justify if there is no error.

1. It is time you decide on your next course of action.
2. One of them has often boasted about the resourcefulness of the team's manager.
3. We shall teach everyone present a lesson, isn't it?
4. The society demands that we contribute our best to its well-being.
5. The Sharmas have finally gone in for the costliest flat in the entire town.

1.5 Distinguish between the words.

1. ability, capacity 2. accede, concede 3. accept, except

1.6 Use the following phrasal verbs in sentence of your own.

1. ask for 2. back away 3. back out 4. back up 5. bear with

1.7 Give the phonetic transcription for the following words.

- (a) teacher (b) judge (c) accomplishment (d) always (e) urban

1.8 Write a few lines (100 words) about the given proverb.

Make hay while the sun shines

1.9 Make a precise of the following passage.

All of us are engaged in an unconscious endeavour to distract attention from the respect in which we are inferior to others and to emphasise the respect in which we believe ourselves to be superior. Each of us must feel superior in some respect; and we try, perhaps unconsciously, to convince the world that this is really the one thing that matters. If we are physically superior, then we believe - and try to make others believe - that physical fitness

and strength are, after all, the real test of a man. If, on the other hand, we are physically inferior but intellectually superior, then we tend to disparage physical prowess and emphasise the importance of mental ability. If we are bad workmen or bad farmers, then we may try to shine as parlour politicians. If we are uneducated but (self-made), wealthy, well, what is the use of education, anyhow? There's far too much education - and it only spoils a man. If, on the contrary, we are educated, but unsuccessful in the business of life, then we never lose an opportunity of belittling business success. Generally, if we are successful at anything, we believe that success is won by industry, ability and character, while if we have been successful, we believe that success is a matter of luck! Isn't that so?

1.10 Write on the unemployment problem (about 200 words)

APTITUDE TEST - 2

Time: 30 min

ENGLISH / STD +2 Onwards

Marks: 10X 5 = 50

2.1 Choose the word that is most opposite in meaning.

- | | | | | |
|------------|----------------|---------------|-----------------|-------------------|
| 1. Gratify | (a) defeat | (b) distress | (c) frustrate | (d) discourage |
| 2. Polemic | (a) friendship | (b) agreement | (c) amity | (d) cooperation |
| 3. Mundane | (a) excellent | (b) superior | (c) spiritual | (d) extraordinary |
| 4. Furtive | (a) open | (b) obvious | (c) unambiguous | (d) straight |
| 5. Turgid | (a) personal | (b) familiar | (c) deflated | (d) intimate |

2.2 Choose the word that is closest in meaning

- | | | | | |
|--------------|---------------|-----------------|--------------------------|-----------------|
| 1. Ersatz | (a) pleasure | (b) freshness | (c) imitation | (d) liveliness |
| 2. Goulash | (a) game | (b) shoe | (c) stew | (d) hill |
| 3. Attenuate | (a) repent | (b) make him | (c) force | (d) divide |
| 4. Aviary | (a) prison | (b) reformatory | (c) large cage for birds | (d) zoo officer |
| 5. Connive | (a) instigate | (b) disregard | (c) shield | (d) threaten |

2.3 Choose from the four alternatives the words which best complete the sentence.

- It is anybody's guess how much she earns a month, but Rs. 2,000 can't be..... of the mark.

(a) far	(b) farther	(c) distant	(d) wide
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- Our forefathers would find..... the speed with which we can travel round the world.

(a) wonderful	(b) rash	(c) miraculous	(d) staggering
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- To be..... I think you did not do the right thing.

(a) clever	(b) free	(c) frank	(d) straight
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- Her hopes of settling in America were when she lost her jewellery box.

(a) dashed	(b) defeated	(c) frustrated	(d) beaten
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- Unhygienic surroundings..... health problems.

(a) give rise to	(b) bring into being	(c) call for	(d) set in
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2.4 Correct the sentence or justify if there is no error.

1. One of the finest books have been withdrawn from general circulation.
2. Her greatest concern in life is to earn the name for honesty.
3. The news of his incurable illness have reached the remotes part of the country.
4. They have lately hired a new servant with a view to provide greater comfort to their old mother.
5. Would you like to be formally introduce to my cousin sister?

2.5 Distinguish between the words.

1. affection, affectation
2. alternate, alternative
3. artisan, artist

2.6 Use the following phrasal verbs in sentence of your own.

1. bear out
2. bring about
3. break in
4. break out
5. break off

2.7 Give the phonetic transcription for the following words.

- (a) coat (b) fire (c) hour (d) flower (e) can

2.8 Write a few lines (100 words) about the given proverb.

All men cannot be masters

2.9 Make a precise of the following passage.

To most people a long journey by motor-car is exhausting and disagreeable. After the first hundred miles, all except the enthusiastic driver and the hardiest of passengers begin to find that the heaviest and largest car is small and inclined to bounce, the smoothest road is rougher than the well-metalled track, and forty miles an hour a more alarming speed than sixty miles an hour in the train. The longest "non-stop run" (to use the queer language of the railways) to Devon or to Scotland is made easy by the smoothness of the track and the solidity of the coaches, the comfort of the seats (and third-class seats are luxurious today compared with old wooden seats of thirty or forty years ago), and still more by the lulling effect of continuous motion, of which the senses are aware though the bones and the muscles are not.

Few things are more restful at the beginning of a holiday than a long journey in a swift train, during which the traveler in his corner seat facing the engine and controlling the window does not read, not even think, but watches the country unroll itself, mile after mile, a moving panorama. And the lulling effect is almost as great by nights as by day. A mans must be bored indeed by travel if he does not feel the thrill of adventure in reaching the station at bedtime and settling into his tiny, cosy bedroom; the strangeness of going to bed in London to wake in Scotland. After the adventure, if his nerves be sound and his conscience clear, come hours of carefree sleep, broken perhaps by delightful moments of waking, when, without getting up he can move the blind aside and look out into the

unknown night. Now that we take the train from choice, not as a few years back from necessity, the comfort and delight of railway traveling are impressed anew upon consciousness; and not the engine only but the whole train is seen in the glow of childish memory and of nature love of ease.

2.10 Write on the empowering women (about 200 words)

APTITUDE TEST - 3 ENGLISH / STD +2 Onwards

Time: 30 min

Marks: 10X 5 = 50

3.1 Choose the word that is most opposite meaning.

- | | | | | |
|-------------|--------------|-----------------|---------------|--------------|
| 1. Wane | (a) widen | (b) fatten | (c) prosper | (d) swell |
| 2. ShriII | (a) weak | (b) muffled | (c) inaudible | (d) blunted |
| 3. Wavering | (a) straight | (b) tight | (c) strong | (d) resolute |
| 4. Fabulous | (a) literary | (b) commonplace | (c) real | (d) poor |
| 5. Erratic | (a) free | (b) punctual | (c) right | (d) regular |

3.2 Choose the word that is closest in meaning.

- | | | | | |
|---------------|---------------|---------------|--------------------|--------------|
| 1. Egregious | (a) common | (b) social | (c) plain | (d) shocking |
| 2. Immunity | (a) freedom | (b) tolerance | (c) disinclination | (d) apathy |
| 3. Mania | (a) greatness | (b) fame | (c) madness | (d) unwisdom |
| 4. Chimera | (a) bogy | (b) dream | (c) illusion | (d) fear |
| 5. Depositary | (a) inheritor | (b) ward | (c) patron | (d) trustee |

3.3 Choose from the four alternatives the words which best complete the sentence.

- Access to your personal library is the only thing for which I have ever.....
(a) set out (b) concluded (c) intended (d) craved
- The rules required that anyone who had held office for two consecutive years was not..... for re-election.
(a) admissible (b) permissible (c) eligible (d) accessible
- He wondered whether he would be able to..... with a bus load of passengers on a 500 mile drive.
(a) manage (b) keep (c) cope (d) arrange
- The old gentleman..... to be a very good friend of my grandfather.
(a) turned out (b) turned over (c) turned up (d) turned in
- A group of agitators the mob to break down the Vice-Chancellor's door.
(a) wished (b) excited (c) threatened (d) incited

3.4 Correct the sentence or justify if there is no error.

1. I remember having read somewhere that the first satellite was launched by Russians.
2. It is undeniably true that many amongst us felt the whole building to vibrate.
3. Do you insist that we meet at least once tomorrow to discuss about the subject?
4. Your latest servant's uniform both displeased my wife and me.
5. No sooner has she realized her blunder than she began taking corrective measures.

3.5 Distinguish between the words.

1. berth, birth
2. decry, descry
3. canvas, canvass

3.6 Use the following phrasal verbs in sentence of your own.

1. break up
2. bring round
3. call at
4. fall back on
5. let off

3.7 Give the phonetic transcription for the following words.

- (a) no
- (b) grow
- (c) hear
- (d) snow
- (e) driver

3.8 Write a few lines (100 words) about the given proverb.

Actions speak louder than words.

3.9 Make a precise of the following passage.

Nothing proves our reverence of habit more conclusively than the importance we attach to trifles of etiquette. We live in a world in which it would be possible for a man to run his career by the wrong disposition of his napkin at lunch. If he tucked it in at his neck he would to many people seem as odd as if he spread it on the crown of his head or wrapped it round his feet. A human being who left a spoon in a cup of tea would similarly inspire many of his fellow-creatures with horror. And if he raised a large soup-plate to his lips and made slight, gulping noises as he swallowed the soup, there are doors that would be barred to him ever afterwards. He can offend even by shaking hands with the wrong hand or in the wrong way, or by wearing in the house the hat that he is compelled by custom to wear in the street. Custom obliges him not to sit in the drawing room after dinner with his feet on his host's mantelpiece ... If he is bored, he dare not go up to his hostess and frankly tell her so. He may not even, if it is too hot, take off his coat and sit in his shirt-sleeves, nor, if he has come in a pair of new shoes that are tight or uncomfortable, is he allowed to kick them off and feel at his ease. It is better, he tells himself, to endure great sufferings than inflict the mind suffering of surprise on others. He must abide by custom, because to most people the collapse of custom would seem like the collapse of civilization. And on this point, I fancy, most people would seem like the collapse of civilization. And on this point, I fancy, most people are right.... Absence of customs would be as inconvenient as the absence of roads.

3.10 Write on the man makes his own destiny (about 200 words)

APTITUDE TEST - 4

Time: 30 min

ENGLISH / STD +2 Onwards

Marks: 10X 5 = 50

4.1 Choose the word that is most opposite in meaning.

- | | | | | |
|--------------|---------------|------------------|---------------|----------------|
| 1. Endow | (a) rob | (b) snatch | (c) divest | (d) dispossess |
| 2. Extant | (a) destroyed | (b) extinguished | (c) forgotten | (d) unheeded |
| 3. Ephemeral | (a) spiritual | (b) ethical | (c) permanent | (d) stable |
| 4. Strident | (a) musical | (b) pleasant | (c) melodious | (d) sweet |
| 5. Dwindle | (a) soar | (b) elevate | (c) raise | (d) grow |

4.2 Choose the word that is closest in meaning.

- | | | | | |
|--------------|------------------|----------------|----------------|---------------|
| 1. Dredge | (a) press | (b) clear away | (c) bring down | (d) raise |
| 2. Ejaculate | (a) speak loudly | (b) cry | (c) shout | (d) erect |
| 3. Kindred | (a) same | (b) pitiful | (c) connected | (d) bright |
| 4. Spectral | (a) visionary | (b) ghostlike | (c) famous | (d) starry |
| 5. Vindicate | (a) open | (b) ventilate | (c) justify | (d) recommend |

4.3 Choose from the four alternatives the words which best complete the sentence.

- The Vice-Chancellor's answer led to an outcry from the students.
(a) uncontrolled (b) persuasive (c) unjustified (d) evasive
- People criticize modern doctors for too many medicines for trivial complains.
(a) prescribing (b) ordering (c) advising (d) proposing
- All our efforts to persuade grandfather to come and stay with us were of no
(a) effect (b) avail (c) result (d) purpose
- When their father died their uncle sold the old house and in a small flat in a far off suburb.
(a) set them up (b) put them down (c) put them up (d) set them down
- Being awarded a Bharat Ratna marked a in her life.
(a) yardstick (b) sign-post (c) milestone (d) memorial

4.4 Correct the sentence or justify if there is no error.

- The tallest among them expressed a keen desire to sit under the shade of a tree.
- At that very moment they were showing signs of growing nervousness, isn't it?
- "He is too healthy," remarked the Captain, "and is best suited to an army career."
- She has a remarkably kindly disposition who wins her friends wherever she goes.
- One of her firmest belief was that her friend shouted at her with a view to making her aware of her repeated lapses.

4.5 Distinguish between the words.

- | | | |
|----------------|-----------------------|-------------------|
| 1. burn, bourn | 2. capable, capacious | 3. casual, causal |
|----------------|-----------------------|-------------------|

4.6 Use the following phrasal verbs in sentence of your own.

1. break down 2. carry off 3. come across 4. cut down 5. come round

4.7 Give the phonetic transcription for the following words.

- (a) think (b) young (c) thus (d) bridge (e) college

4.8 Write a few lines (100 words) about the given proverb.

Art is long and life is short.

4.9 Make a precise of the following passage.

After knowledge, there is no possession which has done so much good to mankind as the love of money. It is to the love of money that we owe all trade and commerce; in other words, the possession of every comfort and luxury which our own country is unable to supply. Trade and commerce have made us familiar with productions of many lands, have awakened curiosity, and have widened our idea by bringing us in contact with nations of various manners, speech and thought. They have supplied an outlet for energies which would otherwise have been wasted, have accustomed men to habits of enterprise, forethought and calculation, have committed us to many arts of great utility, and have put us in possession of some of the most valuable remedies with which we are acquainted either to save life or to lessen pain. These things we owe to the love of money. If the theologians could succeed in their desire to destroy that love, all these things would cease, and we should relapse into barbarians.

4.10 Write on the explosive of population and hazards (about 200 words)**APTITUDE TEST - 5**

Time: 30 min

ENGLISH / STD +2 Onwards

Marks: 10X 5 = 50

5.1 Choose the word that is most opposite in meaning.

- | | | | | |
|---------------|-------------|-------------|---------------------|-------------|
| 1. Politic | (a) stupid | (b) simple | (c) tactless | (d) unwise |
| 2. Vilify | (a) comment | (b) pray | (c) practise virtue | (d) worship |
| 3. Schism | (a) harmony | (b) accord | (c) rhythm | (d) union |
| 4. Emaciate | (a) grow | (b) fatten | (c) develop | (d) expand |
| 5. Ameliorate | (a) decay | (b) decline | (c) worsen | (d) die |

5.2 Choose the word that is closest in meaning.

- | | | | | |
|---------------|-------------------|-------------------------|-------------------|------------------|
| 1. Confiscate | (a) seize | (b) punish | (c) impeach | (d) sue |
| 2. Frippery | (a) jewellery | (b) soft feeling | (c) empty display | (d) delicacy |
| 3. Haggard | (a) lean and thin | (b) diseased | (c) rough | (d) wild-looking |
| 4. Impound | (a) fill | (b) revalue | (c) confiscate | (d) drown |
| 5. Monody | (a) tragedy | (b) musical composition | (c) soliloquy | (d) lament |

5.3 Choose from the four alternatives the words which best complete the sentence.

1. It is not easy toyour own-life if you live among inquisitive neighbours.
(a) live (b) lead (c) spend (d) shape
2. The motion wasby seven votes to two, with one abstention.
(a) allowed (b) proposed (c) voted (d) carried
3. Considering the poor and inadequate municipal services we get, the rates we pay are.....
(a) out of this world (b) down to earth (c) daylight robbery (d) peanuts
4. Members of Parliament are meant to the interests of their electors.
(a) preserve (b) identify (c) serve (d) promote
5. The news of the secret deal soondespite official silence.
(a) revealed (b) leaked out (c) disclosed (d) spread

5.4 Correct the sentence or justify if there is no error.

1. He was curious to know why we should return them their money back.
2. Her memory played her false and she could not remember who had invented electricity.
3. It was generally agreed that the speeches of their Prime Minister were better than the ministers.
4. Very soon it is to be announced that a series of lectures on the subject have been arranged.
5. Between you and I, we are most reluctant to grant any further concessions to the workers.

5.5 Distinguish between the words.

1. Collision, collusion 2. complacent, complaisant 3. confidant, confident

5.6 Use the following phrasal verbs in sentence of your own.

1. do away with 2. do with 3. fall back on 4. keep on 5. live up to

5.7 Give the phonetic transcription for the following words.

- (a) education (b) judge (c) chalk (d) English (e) Vision

5.8 Write a few lines (100 words) about the given proverb.

Beauty is but skin deep.

5.9 Make a precise of the following passage.

The scientist is concerned only with knowledge and the way in which it may be applied to the production of power or of things. Since he can achieve so much we are apt to expect him to achieve everything; and there are those who are shocked if he falls short and

is unable to make us moral. But science is neither moral nor immoral; knowledge may be knowledge of good or evil, but it is not itself in the category of ethics. The paraphernalia of this scientific age may produce conditions affecting morality, but the knowledge which produces the paraphernalia is by its nature disinterested. It is not then science itself which is to blame for the materialism of a scientific age, but our attitude to power and things to which it gives access.

The scientific activity is one and only one of the primary activities of the human mind; a well adjusted mind or a well adjusted society will combine them harmoniously. In the Middle Ages there was little respect for physical science, but very great respect for the theologian and the priest. In some ages and in some countries the arts have received their need of appreciation. In our own age, side by side with the cult of science, has gone the cult of political theories, leading to abuses in the form of totalitarian regimes or woolly misconceptions of equality.

5.10 Write on If I were the Prime Minister (about 200 words)