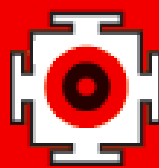
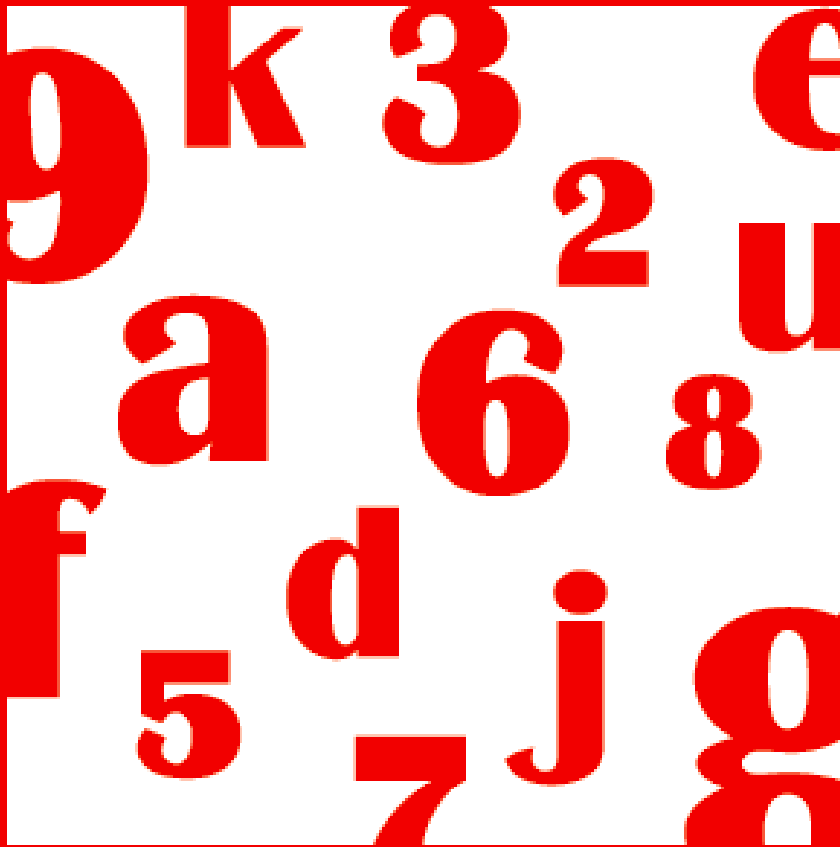


READING COMPREHENSION THEORY



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Index

#	Topic	Page #
PART 1: COMPREHENSION		
Unit 1	PREVIEW	1
Unit 2	PARAGRAPH	17
	Topic Sentence	
	Inferring the Main Idea of a Paragraph	
	Connecting Ideas in Paragraphs	
Unit 3	MAIN IDEA	38
	Topic v/s Scope	
	Identifying the Thesis Sentence	
	Tone	
Unit 4	INFERENCE	51
Unit 5	TEXT STRUCTURE & ORGANISATION OF TEXT	58
	Listing	
	Sequence	
	Comparison/Contrast	
	Cause/Effect	
	Problem/Solution	
	Extended Definition	
PART II: READING SPEED		
Unit 1	LEARNING TO READ FASTER	79
Unit 2	INDIA	92
	ANSWERS & EXPLANATIONS	131

These are some thoughts on how to use this book:

The exercises are given in increasing order of difficulty. The later ones can be quite difficult at times; but don't skip or slight them, as these are the ones that will give you real practice of RC. These are the ones that most resemble the passages that you will come across in the various entrance tests that you will take.

In the same spirit, all attempts have been made to make you practice passages from diverse areas and subjects. This is again especially true for the later exercises in each topic or chapter.



PART 1

COMPREHENSION

If you don't comprehend what you're reading - What's the point?

So what is comprehension?

Comprehension goes beyond being able to recognize and understand words. It involves making sense of what you read and connecting the ideas in the text to what you already know. In other words comprehension is not a passive process but a very very active one. Basically, comprehending means thinking while reading.

In this section you will learn some important techniques of reading comprehension and also some innovative ways of thinking while reading.





PREVIEW

When you preview you scan the text to get a basic idea of what it is about and how it is organized. It involves fairly rapid reading, as the aim is to get a rough idea about the text.

When you preview an article or an essay you look at:

- The title
- Most of the first paragraph
- The first sentence of each paragraph
- Most of the concluding paragraph.

Since the title is not given in RC passages you scan the rest of the things mentioned above.

Why is previewing important?

Before reading, you need a sense of your own purpose for reading. Are you looking for background information on a topic you know a little bit about already? Are you looking for specific details and facts? Are you trying to see how an author approaches her topic rhetorically? Knowing your own purpose in reading will help you focus your attention on relevant aspects of the text. Take a moment to reflect and clarify what your goal really is in the reading you're about to do. In RC passages, scanning the questions beforehand can give you some idea as to these goals.

In addition, before reading (in general - not just RC passages), you can take steps to familiarize yourself with the background of the text, and gain a useful overview of its content and structure. Seek information about the context of the reading (the occasion—when and where it was published—and to whom it's addressed), its purpose (what the author is trying to establish, either by explaining, arguing, analyzing, or narrating), and its general content (what the overall subject matter is). Take a look for an abstract or an author's or editor's note that may precede the article itself, and read any background information that is available to you about the author, the occasion of the writing, and its intended audience.

The best way to preview anything is to ask a few questions:

Before reading the text:

- Why am I reading this?
- Am I looking for information?
- Am I just trying to figure out the main ideas?
- Do I require complete comprehension or detailed analysis?



Then during scanning the text:

- What is it about?
- Does there seem to be a clear introduction and conclusion? Where?
- What do I already know about this?
- What kind of passage is this: Expository, Argumentative, Explanatory, Descriptive, Narrative, etc.
- How has the author presented (organized) the information?
- Are there any keywords etc. that'll help me comprehend this more?
- Are there keywords that are repeated?
- What kinds of development and detail do I notice? Does the text include statistics, tables, and pictures or is it primarily prose? Do names of authors or characters get repeated frequently?

Solved Example:

A. Preview this essay by quickly reading only the underlined parts. After previewing, answer the questions that follow. Your teacher will time you or you can time yourself for one minute.

FOR cricket connoisseurs, the Indian Premier League, a six-week contest involving a shortened version of the game known as Twenty20, is horribly crass. With the onus on fast scoring, the world's best batsmen are encouraged to swipe at every ball, inducing a monotonous sort of thrill, not unlike what the IPL's European cheerleaders achieve with sparkly miniskirts and pompoms. Cricket punters, needless to say, love it, and the IPL, which recently began its third six-week season, is booming. On March 21st two new IPL teams were sold at auction for a total of \$703m (32 billion rupees), only slightly less than all eight existing teams sold for two years ago, when the IPL was launched.

For Lalit Modi, the IPL's boss, this showed it was "recession-proof". No kidding. Mr Modi has brought previously unimagined riches to a sport that was until recently managed amateurishly in India and elsewhere. Having sold the main broadcasting rights to the contest for 82 billion rupees, he has hawked it widely—striking recent deals with, among others, Google, to broadcast IPL matches on YouTube, and Britain's ITV. According to Brand Finance, a consultancy, the IPL is worth over \$4 billion, double its valuation of a year ago.

ITV must be pleased. In Britain, the birthplace of cricket, nearly half a million people watched the IPL's opening game on March 12th—easily more than peak viewership for an ongoing Test-match series between the English and Bangladeshi national teams, which admittedly is only being broadcast on a pay-TV channel.

Yet this is small beer by comparison with Indian audiences. According to TAM, India's television-ratings agency, 42m Indians watched the league's opening game, in which the Kolkata Knight Riders, a team part-owned by Shah Rukh Khan, a Bollywood star, biffed the Deccan Chargers. In its inaugural season, the IPL took four games to accumulate 50m viewers; this year it took only two.

For advertisers, the IPL's fans in India are an especially enticing crowd, with around 45% of them free-spending 15-35 year-olds. An early breakdown for the current season also shows a significant hike in the number of women watching, to around 38% of the total audience. These figures indicate an unparalleled opportunity to get into the heads of India's vast and growing middle class. By contrast, the opening match of the hockey world cup, the premier tournament for what is arguably India's second-favourite sport, drew only 8m viewers last month—though it was held in Delhi and pitted India's team against its Pakistani archrival.

B. Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What is this article about?

2. What kind of text is this (i.e., descriptive, explanatory, argumentative, narrative)?

3. What opportunities are the advertisers capitalising on in IPL?

4. How big is the IPL in India?

5. Are experts also as excited about IPL as everyone else?

6. Write any words, phrases, or numbers you noticed.

C. Compare your answers with those of another student. If you disagree about your answers, read the article to check your work.

Answers:

1. The article is about how IPL is booming.
2. Description. Information about a current event is provided with details.
3. To cash in on the 15-35 year-olds, which include around 38% women, who spend freely.
4. Very big, and growing every year. The data is provided for e.g. two new IPL teams sold for a little less than all the previous teams combined, the broadcasting rights, the advertisers trying to cash in on the craze etc.
5. No. The very first sentence sort of negates this. Connoisseur means: an expert judge on matters of taste.

Let's do more previews. These could be a bit challenging but not as much if you remember to follow these steps:

- Read most of the first paragraph
- Read the first sentence of each paragraph
- Read most of the concluding paragraph.
- Watch for names, dates and numbers.

Preview Passage 1

Preview this essay by quickly reading only the underlined parts. After previewing, answer the questions that follow.

IT is natural to believe in great men. If the companions of our childhood should turn out to be heroes, and their condition regal, it would not surprise us. All mythology opens with demigods, and the circumstance is high and poetic; that is, their genius is paramount. In the legends of the Gautama, the first men ate the earth, and found it deliciously sweet.

Nature seems to exist for the excellent. The world is upheld by the veracity of good men; they make the earth wholesome. They who lived with them found life glad and nutritious. Life is sweet and tolerable only in our belief in such society; and actually or ideally we manage to live with superiors. We call our children and our lands by their names. Their names are wrought into the verbs of language, their works and effigies are in our houses, and every circumstance of the day recalls an anecdote of them.

The search after the great is the dream of youth and the most serious occupation of manhood. We travel into foreign parts to find his works—if possible, to get a glimpse of him. But we are put off with fortune instead. You say the English are practical; the Germans are hospitable; in Valencia the climate is delicious; and in the hills of the

Sacramento there is gold for the gathering. Yes, but I do not travel to find comfortable, rich, and hospitable people, or clear sky, or ingots that cost too much. But if there were any magnet that would point to the countries and houses where are the persons who are intrinsically rich and powerful, I would sell all, and buy it, and put myself on the road to-day.

The race goes with us on their credit. The knowledge that in the city is a man who invented the railroad raises the credit of all the citizens. But enormous populations, if they be beggars, are disgusting, like moving cheese, like hills of ants or of fleas—the more, the worse.

Our religion is the love and cherishing of these patrons. The gods of fable are the shining moments of great men. We run all our vessels into one mould. Our colossal theologies of Judaism, Christism, Buddhism, Mahometism, are the necessary and structural action of the human mind. The student of history is like a man going into a warehouse to buy cloths or carpets. He fancies he has a new article. If he go to the factory, he shall find that his new stuff still repeats the scrolls and rosettes which are found on the interior walls of the pyramids of Thebes. Our theism is the purification of the human mind. Man can paint, or make, or think nothing but man. He believes that the great material elements had their origin from his thought. And our philosophy finds one essence collected or distributed.

[Source: Matthews, Brander, ed. The Oxford Book of American Essays. New York: Oxford University Press, 1914; Bartleby.com, 2000]

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What is this essay about?

2. What kind of text is this (i.e., descriptive, explanatory, argumentative, narrative)?

3. What roles do great men play in our lives?

4. What is the origin of religion?



5. Would the world be the same without great men?

6. Write any words, phrases, or numbers you noticed.

Preview Passage 2

Preview this essay by quickly reading only the underlined parts. After previewing, answer the questions that follow.

AMERICAN literature is a branch of English literature, as truly as are English books written in Scotland or South Africa. Our literature lies almost entirely in the nineteenth century when the ideas and books of the western world were freely interchanged among the nations and became accessible to an increasing number of readers. In literature nationality is determined by language rather than by blood or geography. M. Maeterlinck, born a subject of King Leopold, belongs to French literature. Mr. Joseph Conrad, born in Poland, is already an English classic. Geography, much less important in the nineteenth century than before, was never, among modern European nations, so important as we sometimes are asked to believe. Of the ancestors of English literature “Beowulf” is scarcely more significant, and rather less graceful, than our tree-inhabiting forebears with prehensile toes; the true progenitors of English literature are Greek, Latin, Hebrew, Italian, and French.

American literature and English literature of the nineteenth century are parallel derivatives from preceding centuries of English literature. Literature is a succession of books from books. Artistic expression springs from life ultimately but not immediately. It may be likened to a river which is swollen throughout its course by new tributaries and by the seepages of its banks; it reflects the life through which it flows, taking colour from the shores; the shores modify it, but its power and volume descend from distant headwaters and affluents far up stream. Or it may be likened to the race-life which our food nourishes or impoverishes, which our individual circumstances foster or damage, but which flows on through us, strangely impersonal and beyond our power to kill or create.

It is well for a writer to say: “Away with books! I will draw my inspiration from life!” For we have too many books that are simply better books diluted by John Smith. At the same time, literature is not born spontaneously out of life. Every book has its literary parentage, and students find it so easy to trace genealogies that much criticism reads like an Old Testament chapter of “begats.” Every novel was suckled at the breasts of older novels, and great mothers are often prolific of anæmic offspring. The stock falls off and revives, goes a-wandering, and returns like a prodigal. The family records get blurred. But of the main fact of descent there is no doubt.

American literature is English literature made in this country. Its nineteenth-century characteristics are evident and can be analyzed and discussed with some degree of certainty. Its “American” characteristics—no critic that I know has ever given a good account of them. You can define certain peculiarities of American politics, American agriculture, American public schools, even American religion. But what is uniquely American in American literature? Poe is just as American as Mark Twain; Lanier is just as American as Whittier. The American spirit in literature is a myth, like American valor in war, which is precisely like the valor of Italians and Japanese. The American, deluded by a falsely idealized image which he calls America, can say that the purity of Longfellow represents the purity of American home life. An Irish Englishman, Mr. Bernard Shaw, with another falsely idealized image of America, surprised that a face does not fit his image, can ask: “What is Poe doing in that galley?” There is no answer. You never can tell. Poe could not help it. He was born in Boston, and lived in Richmond, New York, Baltimore, Philadelphia. Professor van Dyke says that Poe was a maker of “decidedly un-American cameo,” but I do not understand what that means. Facts are uncomfortable consorts of prejudices and emotional generalities; they spoil domestic peace, and when there is a separation they sit solid at home while the other party goes. Irving, a shy, sensitive gentleman, who wrote with fastidious care, said: “It has been a matter of marvel, to European readers, that a man from the wilds of America should express himself in tolerable English.” It is a matter of marvel, just as it is a marvel that Blake and Keats flowered in the brutal city of London a hundred years ago.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. The passage is about:
 - a. American Literature
 - b. English Literature
 - c. Descent in Literature
 - d. English Literature being about language not geography.

2. According to the passage it is a myth that
 - a. There is something called American valor
 - b. There is something called American Literature
 - c. American valor is the same as Japanese or Italian valor
 - d. Mr. Bernard Shaw had a wrong image of America

3. American and English Literature both are a product of

<ol style="list-style-type: none"> a. English Literature of the previous centuries c. America 	<ol style="list-style-type: none"> b. England d. French Literature
---	--



By now you must have got some idea about how to go about previewing; so now you will be given the passages without underlines and you should do that on your own. Ready?

Preview Passage 3

Often, social behavior is strongly affected by temporary factors or causes. Changing moods, shifting emotions, fatigue, illness, and drugs-all can influence the ways in which we think and behave. For e.g. most persons are more willing to do favors for others when in a good mood than when in a bad mood. Similarly, most people are likely to loose their tempers and flash out at others in some manner when feeling irritable than when feeling pleasant.

Because such temporary factors often exert important effects on social behavior and thought, we often seek knowledge about them: We try to find out how others are feeling right now. How do we go about this process? Sometimes in a very straightforward way: we ask people directly. Unfortunately, this strategy sometimes fails, because others are often unwilling to reveal their inner feelings to us. On the contrary, they may actively seek to conceal such information, or even to mislead us about their current emotions. For e.g. Negotiators often hide their emotions to offers from their opponents; and sales persons frequently show more liking and friendliness toward potential customers when they really feel.

In situations like these, we often fallback upon another, less direct method for information about others' reactions: we pay careful attention to their non verbal behaviors - changes in facial expressions, eye contact, posture, body movements and other expressive actions. Such behavior is relatively irrepressible – difficult to control – so that even when others try to conceal their inner feelings from us, these often “leak out” in many ways through non-verbal cues. So, in an important sense, non-verbal behaviors constitute a silent but eloquent language. The information they convey and our efforts to interpret this input often described by the term non-verbal communication.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What is this article about?

2. What kind of text is this (i.e., description, explanatory, argument, narrative)?

3. How do we try to understand social behavior?

4. How can direct method of information seeking sometimes fail?

5. What is the alternative method of information seeking?

Preview Passage 4

Penicillin is one of the earliest discovered and widely used antibiotic agents, derived from the *Penicillium* mold. Antibiotics are natural substances that are released by bacteria and fungi into their environment, as a means of inhibiting other organisms - it is chemical warfare on a microscopic scale.

Originally noticed by a French medical student, Ernest Duchesne, in 1896. Penicillin was re-discovered by bacteriologist Alexander Fleming in 1928. He observed that a plate culture of *Staphylococcus* had been contaminated by a blue-green mold and that colonies of bacteria adjacent to the mold were being dissolved. Curious, Alexander Fleming grew the mold in a pure culture and found that it produced a substance that killed a number of disease-causing bacteria. Naming the substance penicillin, Dr. Fleming in 1929 published the results of his investigations, noting that his discovery might have therapeutic value if it could be produced in quantity.

At the time, however, the importance of Alexander Fleming's discovery was not known. Use of penicillin did not begin until the 1940s when Howard Florey and Ernst Chain isolated the active ingredient and developed a powdery form of the medicine.

Dorothy C. Hodgkin used x-rays to find the structural layouts of atoms and the overall molecular shape of over 100 molecules including penicillin. Dorothy's discovery of the molecular layout of penicillin helped lead scientists to develop other antibiotics. It was not until 1939 that Dr. Howard Florey, a future Nobel Laureate, and three colleagues at Oxford University began intensive research and were able to demonstrate penicillin's ability to kill infectious bacteria. As the war with Germany continued to drain industrial and government resources, the British scientists could not produce the quantities of penicillin needed for clinical trials on humans and turned to the United States for help. They were quickly referred to the Peoria Lab where scientists were already working on fermentation methods to increase the growth rate of fungal cultures. On July 9, 1941, Howard Florey and Norman Heatley, Oxford University Scientists came to the U.S. with a small but valuable package containing a small amount of penicillin to begin work. Pumping air into deep vats containing corn steep liquor (a non-alcoholic by-product of the wet milling process) and the addition of other key ingredients was shown to produce faster growth and larger amounts of penicillin than the previous surface-growth method. Ironically, after a worldwide search, it was a strain of penicillin from a moldy cantaloupe in a Peoria market

that was found and improved to produce the largest amount of penicillin when grown in the deep vat, submerged conditions.

By November 26, 1941, Andrew J. Moyer, the lab’s expert on the nutrition of molds, had succeeded, with the assistance of Dr. Heatley, in increasing the yields of penicillin 10 times. In 1943, the required clinical trials were performed and penicillin was shown to be the most effective antibacterial agent to date. Penicillin production was quickly scaled up and available in quantity to treat Allied soldiers wounded on D-Day. As production was increased, the price dropped from nearly priceless in 1940, to \$20 per dose in July 1943, to \$0.55 per dose by 1946.

As a result of their work, two members of the British group were awarded the Nobel Prize. Dr. Andrew J. Moyer from the Peoria Lab was inducted into the Inventors Hall of Fame and both the British and Peoria Laboratories were designated as International Historic Chemical Landmarks. On May 25, 1948, Andrew J Moyer was granted a patent for a method of the mass production of penicillin.

Four years after drug companies began mass-producing penicillin in 1943, microbes began appearing that could resist it. The first bug to battle penicillin was Staphylococcus aureus. This bacterium is often a harmless passenger in the human body, but it can cause illness, such as pneumonia or toxic shock syndrome, when it overgrows or produces a toxin.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. Penicillin was rediscovered by_____.

2. What is Staphylococcus aureus?

3. Andrew J. Moyer was assisted in lab by?

4. What lead the scientists to develop other antibiotics?

5. How does penicillin wage a chemical warfare on a microscopic scale?

6. Mention the prime function of penicillin.

Preview Passage 5

Mr. Vice President, Mr. Speaker, Members of the Senate, of the House of Representatives:

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The People of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might, will win through to absolute victory.

I believe that I interpret the will of the Congress and of the People when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

With confidence in our armed forces - with the unbounding determination of our People - we will gain the inevitable triumph - so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941 a state of War has existed between the United States and the Japanese empire.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. When was USA attacked & by whom?

2. Was the plan contemplated or sudden?

3. How did the attack affect USA army & navy?

4. How does USA react to the attack?

5. Who do you thing delivered the speech?

Preview Passage 6

“That’s right, Bobby, get it out...don’t keep it inside or it will make you sick!” She truly believed in the catharsis hypothesis – the view that if individuals give vent to their anger and hostility in some relatively non-harmful way, their tendencies to more dangerous forms of aggression may be reduced.

Is this actually true? Existing evidence offers a mixed picture. On the one hand, participation in various activities that are not harmful to others (like vigorous sports activities, attacking a photo of one’s enemy, shouting obscenities into an empty room) can reduce emotional arousal stemming from frustration or provocation. Unfortunately, though, such effects appear to be temporary. Arousal stemming from provocation may reappear as soon as individual thinks once again about the incidents that made them angry. What about the idea of performing “safe” aggressive actions reduce the likelihood of more harmful forms of aggression. Results in this respect are even less encouraging. Overt aggression, it appears, is not reduced by watching filmed or televised violence or attacking inanimate objects. Indeed there is some evidence that aggression may actually be increased by these activities.

In short, contrary to popular belief catharsis does not appear to be a very effective means for reducing aggression. Participating in safe forms of aggression or merely in rigorous activities may produce temporary reductions in arousal; but feelings of anger may quickly return when individuals meet or merely think about, the persons who annoyed them.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What is this article about?

2. What kind of text is this (i.e., description, explanatory, argument, narrative)?

3. What is catharsis hypothesis?

4. What does existing evidence indicate about catharsis?

5. Why is catharsis not an effective means for reducing aggression?

Preview Passage 7

The fact that women coming of age in the new millennium wish to reclaim feminism and make it their own is a clear sign that it is alive, kicking & more importantly evolving. It certainly contradicts the common assumption that young women have no time or use for feminism.

A surprisingly significant number directly and effectively challenge the popular notion that feminism is passé. Many more including those who may not specifically identify themselves as feminists make use of the innumerable innovative ideas and terms introduced to the world by feminist thinkers and activists. Not to mention the laws, policies and practices those have come into being thanks to over three decades of feminist activism, both within the country and across the globe.

“Young women today do face different realities from those faced by previous generations, while at the same time benefiting from the gains of earlier feminist struggles. In this new global order, feminism provides a critical framework, a political lens, through which analyze and develop visions and strategies for a just world”. As an ideology and a movement feminism offers solidarity, commitment, rights understanding of power as personal and systematic and a willingness to challenge and inequitable status quo.

Men constitute another group assumed to be understandably opposed to feminism; but it is worth noting that several men were quick to post welcoming comments on ultra violet and continue to respond seriously to issues highlighted by the young women bloggers.

Men Against Violence and Abuse (MAVA), a Mumbai based organization envisions a gender – just society and works towards eliminating gender based violence against women. In 2007 (MAVA) launched a book titled ‘Breaking the moulds: Indian men look at patriarchy looking at men’, the publication is expected to serve as a primer for the newly emerging field of men’s studies.

Interestingly this growing academic discipline owes its origins to feminism. Men’s studies are clearly the offspring of not only feminist theory, but also the social awareness brought on by the women’s movement. As a result men’s studies are largely pro feminist in its approach. “You don’t have to be anti-men to be pro-women” –said Jane Galvin Lewis.

“I myself have never been able to find out precisely what feminism is: I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat or a prostitute.” –Rebecca West.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. What does new millennium's wish to reclaim feminism signify?

2. Is feminism relevant or passé?

3. Does feminism rightly challenge the inequitable status quo?

4. MAVA works towards _____.

5. Are men as a group opposed to feminism?

6. Is it true that one has to be anti-men to be pro-women?

Preview Passage 8

Mesophiles are microorganisms such as some species of Bacteria, Fungi, and even some Archaea that are best active at median temperatures. For instance, bacterial species involved in biodegradation (i.e., digestion and decomposition of organic matter), which are more active in temperatures ranging from approximately 70° - 90°F (approx. 15°–40°C), are termed mesophilic bacteria. They take part in the web of micro-organic activity that form the humus layer in forests and other fertile soils, by decomposing both vegetable and animal matter.

At the beginning of the decomposition process, another group of bacteria, psychrophilic bacteria, start the process because they are active in lower temperatures up to 55°F (from below zero up to 20°C), and generate heat in the process. When the temperature inside the decomposing layer reaches 50–100°F, it attracts mesophilic bacteria to continue the biodegradation. The peak of reproductive and activity of mesophilic bacteria is reached between 86–99°F (30–37°C), and further increases the temperature in the soil environment.

Between 104–170°F (40–85°C, or even higher), another group of bacteria (thermophilic bacteria) takes up the process that will eventually result in organic soil, or humus. Several species of fungi also take part in each decomposing step.

Mesophilic bacteria are also involved in food contamination and degradation, such as in bread, grains, dairies, and meats. Examples of common mesophilic bacteria are *Listeria monocytogenes*, *Pseudomonas maltophilia*, *Thiobacillus novellus*, *Staphylococcus aureus*, *Streptococcus pyogenes*, *Streptococcus pneumoniae*, *Escherichia coli*, and *Clostridium kluverii*. Bacterial infections in humans are mostly caused by mesophilic bacteria that find their optimum growth temperature around 37°C (98.6°F), the normal human body temperature. Beneficial bacteria found in human intestinal flora are also mesophiles, such as dietary *Lactobacillus acidophilus*.

Answer the following questions without looking back at the essay. Notice how much you are able to remember from just one minute of previewing!

1. Which species does this article talk about?

2. What kind of text is this (i.e., description, explanation, argument, narrative)?

3. Name the beneficial bacteria found in human beings.

4. Which bacteria other than mesophile contribute to decomposition process?

5. What are thermophilic bacteria?

6. Which bacterium is mainly discussed in this article?

PARAGRAPH

Any article, essay or book that you read is neatly divided into paragraphs. Why is that so? Is it only for neatness or is there is another, more significant, reason? As it turns out, there is!

The reason why everything that you read is divided into paragraphs is that every thing, or idea, that has to be said has to be done so in points or sub-ideas. These sub or individual ideas are what paragraphs are. In other words, every paragraph talks about **one and only one idea**. All these paragraphs, or ideas, together form the main, or essential, idea of the entire passage.

For example: Let's say you want to write an essay on the causes of global warming and have just written an outline, or a rough draft, of how the essay's going to be structured; this is how the outline may look like:

Title: What Causes Global Warming?

Intro:

Cause 1

Cause 2

Cause 3

Cause 4

Some non-human causes

Some solutions

Conclusion

Each of the above points, from Intro to Conclusion, would take one paragraph.

Here's an example of how a part of your actual essay might look like:

“Scientists have spent decades figuring out what is causing global warming. They've looked at the natural cycles and events that are known to influence climate. But the amount and pattern of warming that's been measured can't be explained by these factors alone. The only way to explain the pattern is to include the effect of greenhouse gases (GHGs) emitted by humans.

To bring all this information together, the United Nations formed a group of scientists called the International Panel on Climate Change, or IPCC. The IPCC meets every few years to review the latest scientific findings and write a report summarizing all that is known about global warming. Each report represents a consensus, or agreement, among hundreds of leading scientists.

One of the first things scientists learned is that there are several greenhouse gases responsible for warming, and humans emit them in a variety of ways. Most come from the combustion of fossil fuels in cars, factories and electricity production. The gas responsible for the most warming is carbon dioxide, also called CO₂. Other contributors include methane released from landfills and agriculture (especially from the digestive systems of grazing animals), nitrous oxide from fertilizers, gases used for refrigeration and industrial processes, and the loss of forests that would otherwise store CO₂.

Different greenhouse gases have very different heat-trapping abilities. Some of them can even trap more heat than CO₂. A molecule of methane produces more than 20 times the warming of a molecule of CO₂. Nitrous oxide is 300 times more powerful than CO₂. Other gases, such as chlorofluorocarbons (which have been banned in much of the world because they also degrade the ozone layer), have heat-trapping potential thousands of times greater than CO₂. But because their concentrations are much lower than CO₂, none of these gases adds as much warmth to the atmosphere as CO₂ does.

In order to understand the effects of all the gases together, scientists tend to talk about all greenhouse gases in terms of the equivalent amount of CO₂. Since 1990, yearly emissions have gone up by about 6 billion metric tons of “carbon dioxide equivalent” worldwide, more than a 20% increase.”

Topic Sentence

As you might have already figured, just as a passage or article has a central idea, so does a paragraph. The central idea, or topic, of a paragraph is usually stated in one sentence known as the Topic Sentence. The Topic Sentence of a paragraph is usually stated in the first (or first two) sentence of the paragraph. If not then the topic sentence is placed somewhere else in the paragraph (most probably the last sentence) or the topic can be figured by the most commonly occurring words or phrases.

Let’s look at examples of how commonly occurring words or phrases help us find out the topic of a paragraph:

Solved Example:

So, thinking hard isn’t just thinking hard but THINKING HARD. T.H.I.N.K.I.N.G H.A.R.D. It is never letting something go out of focus, never resting, wiring something to the centre of your consciousness, surrounding it with no fear, engulfed by it that breathlessness is the normal state of mind, courageously walking into the dark holding nothing but a burning desire. Thinking hard is not easy, that is why those who think really hard do great work. Thinking hard means dropping all else, all the vacations you had planned, all the good work you intended to do, all your amusements, everything, except that one thought. Buddha did it and he attained a heightened state of consciousness that has guided and still guides a substantial number of humans.

Topic: Difference between thinking and Thinking Hard.

Exercise A:

Read each paragraph and underline the words that are repeated. Then write a topic that is not too specific or too general.

1. Digitization will encourage an unprecedented diversity of new specialized content in many languages. The more adaptable of today's general publishers will survive the redundancy of their traditional infrastructure but digitization has already begun to spawn specialized publishers occupying a variety of niches staffed by small groups of like-minded editors, perhaps not in the same office or even the same country, much as software firms themselves are decentralized with staff in California collaborating online with colleagues in Bangalore and Barcelona.

Topic: _____.

2. American writers in particular are often anxious to be perceived as "serious," which they tend to equate with a mournful solemnity. Like most attempts to appear grown-up, it just makes you look childish. Comedy is as essential a lens on the human experience as tragedy, and furthermore it is an excellent ward against pretension. While readers may respect you for breaking our hearts, we will love you for making us laugh.

Topic: _____.

3. Let us consider the possibility that Pakistan has genuine concerns over water. Two kinds of arguments are often heard. The first is that the Indus treaty was unfair to Pakistan and gave India too much water. This is a widespread belief in Pakistan. The other argument is that Pakistan as the lower riparian is vulnerable because India as the upper riparian will acquire a measure of control over the waters through the structures that it builds on the western rivers, and can use those structures either to stop the waters from flowing to Pakistan or to store the waters and then release them in a flood.

Topic: _____.

4. The difficult, solitary work of literary creation, however, demands rare individual talent and in fiction is almost never collaborative. Social networking may expose readers to this or that book but violates the solitude required to create artificial worlds with real people in them. Until it is ready to be shown to a trusted friend or editor, a writer's work in progress is intensely private. Dickens and Melville wrote in solitude on paper with pens; except for their use of typewriters and computers so have the hundreds of authors I have worked with over many years.

Topic: _____.

Now let's try figuring out the topic from the topic sentence:

Exercise B:

Each of the paragraphs is missing a topic sentence. The missing sentences are listed on top of the facing page (with one extra sentence). Working with another student, read the paragraphs and write the letter of the sentence that fits each paragraph best.

1. _____. If it's only to create atmosphere, and not a character's reaction to the weather, you don't want to go on too long. The reader is apt to leaf ahead looking for people. There are exceptions. If you happen to be Barry Lopez, who has more ways than an Eskimo to describe ice and snow in his book *Arctic Dreams*, you can do all the weather reporting you want.

2. _____. The line of dialogue belongs to the character; the verb is the writer sticking his nose in. But "said" is far less intrusive than "grumbled", "gasped", "cautioned", "lied". I once noticed Mary McCarthy ending a line of dialogue with "she asseverated" and had to stop reading and go to the dictionary.

3. Distrust has been multiplied by the publishers of scientific journals, whose monopolistic practices make the supermarkets look like angels, and which are long overdue for a referral to the Competition Commission. They pay nothing for most of the material they publish, yet, unless you are attached to an academic institute, they'll charge you £20 or more for access to a single article. In some cases they charge libraries tens of thousands for an annual subscription. If scientists want people at least to try to understand their work, they should raise a full-scale revolt against the journals that publish them. _____

4. But there's a deeper suspicion here as well. _____. Sometimes this isn't far from the truth. Some use their genius to weaponise anthrax for the US and Russian governments. Some isolate terminator genes for biotech companies, to prevent farmers from saving their own seed. Some lend their names to articles ghostwritten by pharmaceutical companies, which mislead doctors about the drugs they sell. Until there is a global code of practice or a Hippocratic oath binding scientists to do no harm, the reputation of science will be dragged through the dirt by researchers who devise new means of hurting us.

5. Yesterday in the Guardian Peter Preston called for a prophet to lead us out of the wilderness. "We need one passionate, persuasive scientist who can connect and convince ... We need to be taught to believe by a true believer." _____. Look at the hatred and derision the passionate and persuasive Al Gore attracts. The problem is not only that most climate scientists can speak no recognisable human language, but also the expectation that people are amenable to persuasion.

Choices for the missing sentences:

- A. Never use a verb other than “said” to carry dialogue.
- B. Never open a book with weather.
- C. Would it work? No.
- D. Popular mythology – from Faust through Frankenstein to Dr No – casts scientists as sinister schemers, harnessing the dark arts to further their diabolical powers.
- E. It is no longer acceptable for the guardians of knowledge to behave like 19th-century gamekeepers, chasing the proles out of the grand estates.
- F. Never use a verb other than “said” to carry dialogue.

Inferring the Main Idea of Paragraphs

Sometimes the Topic Sentence is not stated explicitly in the passage and will have to be inferred. If there is a word or phrase that is repeated throughout the paragraph then you can take its help to figure out the central idea of the paragraph. You have already done exercises on this technique. However, sometimes no such word or phrase is present and you will have to figure out the topic of the paragraph by taking the entire paragraph into account. This is the most difficult part and the most time consuming. Thankfully, it’s not very common.

Let’s look at an example:

I’ve often argued that the rule of law is effectively absent in India for those without money, power or connections. But there’s more to this than even that. In most scams of the kind that these brave activists are trying to expose, private parties are actually in collusion with government authorities. Most mafias in the country are public-private partnerships, and the incentives of the men in power are obviously tailored to keeping these partnerships going. Thus, not only is the rule of law absent for the hapless RTI worker who chooses to challenge the system, the government is likely to actively work against him. The machinery he turns to for help generally has every reason to thwart him—and to look the other way when he’s beaten on the head with an iron rod.

Choose the sentence that best captures the main idea of the paragraph:

- a. Rule of law is effectively absent in India
- b. Most mafias in the country are public-private partnerships.
- c. An RTI worker faces challenges as even the government sides with those having money, power etc.

Topic: An RTI worker faces challenges as even the government sides with those having money, power etc.

Choices (a) and (b) are narrow and focus on specific points rather than the whole paragraph.

Unfortunately, there is no one foolproof method of figuring out the main idea of such paragraphs. You just have to sort of distil the main idea from several sentences. One way is to ask yourself - What exactly is this paragraph trying to say?

Remember that a topic sentence is a clear statement of the main idea of a paragraph; it must be general enough to encompass all the ideas in that passage, and it usually makes an assertion about the subject of that paragraph.

Now it's your turn:

Exercise C:

1. So, we are in 2010. Remember the presentations, plans, articles, studies and forecasts from a couple of decades ago — many of them had titles like Vision 2010, India Superpower by 2010, Marching Towards 2010, etc. This is one of those years by when things needed to have been done. But no, we are nowhere near some of those forecasts that were made. Conveniently, those forecasts have been shifted to another nice, elegantly rounded year like 2020, or in case of a few over-eager forecasters, to 2050.

Choose the sentence that best captures the main idea of the paragraph:

- a. We are in 2010
- b. 2010 is one of those years when things needed to have been done
- c. Promises for 2010 have not been fulfilled and have been shifted to later rounded years.

2. In fact, by 2050, India is supposed to be richer than Western countries, a wonder created by Excel spreadsheets and research houses that are the equivalents of sensational TV channels. Such forecasts assume current growth rates to perpetuity, ignore the low-base effect, and do not consider the fact that most of the economic growth is having minimal impact on the majority of Indian people. It also ignores the fact that we don't have the basics of almost any developed economy right — an effective legal system; fiscal prudence; disincentives for corruption; intellectual property rights; less government interference in business; incentives for capital flows and an education system that is designed to reward talent. No, these things are too boring and cumbersome to figure out when all you have to do is drag those Excel cells until India overtakes the West. If it can happen in my spreadsheet, it will happen in real life.

Choose the sentence that best captures the main idea of the paragraph:

- a. By 2050, India will be richer than the Western countries.
- b. That India will be richer than the Western countries by 2050 is a figment of the imagination of research houses with their Excel spreadsheets.
- c. India does not have the basics of almost any developed economy right, for e.g. an effective legal system, fiscal prudence, etc.

3. Get real, we are in 2010, and we are still a long way from being a developed country. We have nearly 20% food inflation; almost all government offices are corrupt; the legal system is designed to drag things out and our politicians care little about changing this, as the people don't vote on these factors. There are a significant number of educated, and if one may say, enlightened people who want performance and nothing else. Yet, most people in India still vote on caste, traditions, personalities or dynasty. But we already know all that, you will say. Can't you be less morbid, at least in the New Year? It's a new decade, after all.

Choose the sentence that best captures the main idea of the paragraph:

- a. A significant number of educated people of our country want performance over nothing else.
- b. We will never be a developed country.
- c. There are many factors that prevent us from being a developed country for e.g. food inflation, corruption, caste-based politics etc.

Now let's challenge ourselves a bit:

Exercise D:

Working with another student, read each paragraph and choose the best main idea statement below and underline the supporting facts and ideas.

1. In the post-1991 period, we saw that greater economic activity generated more investment, more jobs, better incomes, more savings, the last leading to more investment and thus completing the virtuous cycle. However, greater economic activity took within its embrace only those who had the means and the opportunity to participate in the freer market. Millions, however, remained outside the market economy, and do so even today. Among them are landless peasants whose labour is often under-priced. There are small farmers who have little or no surplus produce and hence cannot benefit from higher prices for agricultural products. There are artisans like potters and cobblers, blacksmiths and goldsmiths, and weavers, whose products are replaced by the products of organised industry. And, finally, there are the millions who live on the margins of society such as forest-dwellers, the disabled and the destitute. Besides, a free and fiercely competitive market may drive many people to the margins and beyond. As there are success stories in the era of liberalisation, there are as many failures too.

- a. Greater economic activity generated more investment, more jobs, better incomes, more savings.
- b. As there are success stories in the era of liberalisation, there are as many failures too.
- c. Millions remained outside the market economy, and do so even today.

Supporting Details: _____.

_____.

2. Animals are happy so long as they have health and enough to eat. Human beings, one feels, ought to be, but in the modern world they are not, at least in a great majority of cases. If you are unhappy yourself, you will probably be prepared to admit that you are not exceptional in this. If you are happy, ask yourself how many of your friends are so. And when you have reviewed your friends, teach yourself the art of reading faces; make yourself receptive to the moods of those whom you meet in the course of an ordinary day.

A mark in every face I meet,

Marks of weakness, marks of woe,

says Blake. Though the kinds are different, you will find that unhappiness meets you everywhere. Let us suppose that you are in New York, the most typically modern of great cities. Stand in a busy street during working hours, or on a main thoroughfare at a week-end, or at a dance of an evening; empty your mind of your own ego, and let the personalities of the strangers about you take possession of you one after another. You will find that each of these different crowds has its own trouble. In the work-hour crowd you will see anxiety, excessive concentration, dyspepsia, lack of interest in anything but the struggle, incapacity for play, unconsciousness of their fellow creatures. On a main road at the weekend you will see men and women, all 'comfortably off, and some very rich, engaged in the pursuit of pleasure. This pursuit is conducted by all at a uniform pace, that of the slowest car in the procession; it is impossible to see the road for the cars, or the scenery, since looking aside would cause an accident; all the occupants of all the cars are absorbed in the desire to pass other cars, which they cannot do on account of the crowd; if their minds wander from this preoccupation, as will happen occasionally to those who are not themselves driving, unutterable boredom seizes upon them and stamps their features with trivial discontent. Once in a way a car-load of coloured people will show genuine enjoyment, but will cause indignation by erratic behaviour, and ultimately get into the hands of the police owing to an accident: enjoyment in holiday time is illegal.

- a. Unhappiness is more pervasive than it seems.
- b. Human beings ought to be happy.
- c. People in the streets of New York are very unhappy.

Supporting Details: _____

3. "In general, exercise by itself is pretty useless for weight loss," says Eric Ravussin, a professor at the Pennington Biomedical Research Center in Baton Rouge, La., and an expert on weight loss. It's especially useless because people often end up consuming more calories when they exercise. The mathematics of weight loss is, in fact, quite simple, involving only subtraction. "Take in fewer calories than you burn, put yourself in negative energy balance, lose weight," says Braun, who has been studying exercise and weight

loss for years. The deficit in calories can result from cutting back your food intake or from increasing your energy output — the amount of exercise you complete — or both. When researchers affiliated with the Pennington center had volunteers reduce their energy balance for a study last year by either cutting their calorie intakes by 25 percent or increasing their daily exercise by 12.5 percent and cutting their calories by 12.5 percent, everyone involved lost weight. They all lost about the same amount of weight too — about a pound a week. But in the exercising group, the dose of exercise required was nearly an hour a day of moderate-intensity activity, what the federal government currently recommends for weight loss but “a lot more than what many people would be able or willing to do,” Ravussin says.

- a. In general, exercise by itself is pretty useless for weight loss.
- b. Many people are not willing to exercise as much as required.
- c. To lose weight one needs to consume fewer calories than one burns.

Supporting Details: _____

Connecting Ideas in Paragraphs

Understanding a paragraph—or a longer passage—often involves more than just identifying the topic and main idea. It is also necessary to understand the way writers in English guide the reader through the logic of their ideas or show the connections between ideas.

Pronouns as Connectors

Pronouns often function as connecting words within a sentence or among different sentences. Some of the pronouns that can be used this way are:

- Personal pronouns—he, it, they, him, us, etc.
- Possessive pronouns—his, her, our, their, etc.
- Demonstrative pronouns—this, that, these, those
- Relative pronouns—which, who, where, whose, etc.

Pronouns are used to refer to a noun or noun phrase that has already been mentioned. (A noun phrase is a group of words that functions as a noun in the sentence.) This noun or noun phrase is called the referent. In order to understand what you read, you need to be able to identify the referent for each pronoun. A good reader does this automatically.

Solved Example:

Read the following paragraph, the main idea statement, and the list of pronouns and referents below. Working with another student, circle the pronouns, underline the referents, and draw an arrow from each pronoun to its referent. The first one is done for you.

Every spring, half a billion birds migrate through Israel and the West Bank from their wintering grounds in Africa to their breeding grounds in Europe, and every autumn they return the same way. It's one of the busiest corridors for bird migration in the world – only the Isthmus of Panama, which links North and South America, has heavier traffic, and Panama's airspace doesn't support the same density of military aircraft as Israel's.

Main Idea: Every spring, millions of birds migrate from Africa through Israel, West Bank to Europe.

<u>Pronouns</u>	<u>Referents</u>	<u>Pronouns</u>	<u>Referents</u>
their	half a billion birds	they	half a billion birds
It's	the migrating route of the birds	which	Isthmus of Panama

Now it's your turn:

Exercise E:

Mankind apparently has always had an urge to explain and understand that which is unknown or puzzling. The folklore of even the most primitive human tribes indicates that they had given some thought to questions about the origin and history of the world. They had thought about such questions as: Who or what gave rise to the world? What will the future bring? How did we humans originate? Numerous answers to these questions were given in tribal myths. Most often the existence of the world was simply taken for granted, as was the belief that it had always been as it is now, but there were innumerable stories about the origin or creation of man.

Main Idea: _____.

Pronoun	Referent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Transition Words and Phrases as Connectors

Writers also show connections between ideas by using transition (connecting) words or phrases. These words help the reader to follow the logic of the writer's thinking.

Transition words and phrases are vital to the success of any essay. They are the bread and butter of writing. They are the glue that holds all essays together. Think of bricks building a house without mortar. Lack of mortar would cause the house to fall apart. Transitions hold the same importance. We need these words and phrases to join sentences and thoughts together in a coherent fashion.

The types of transitions available to a writer are as diverse as the circumstances in which she needs to use them. A transition can be a single word, a phrase, a sentence, or an entire paragraph. In each case, it functions the same way: first, the transition either directly summarizes the content of a preceding sentence, paragraph, or section, or it implies that summary. Then it helps the reader anticipate or comprehend the new information that the writer wishes to present.

Transitions between sections—Particularly in longer works, it may be necessary to include transitional paragraphs that summarize for the reader the information just covered and specify the relevance of this information to the discussion in the following section.

Transitions between paragraphs—If the writer has done a good job of arranging paragraphs so that the content of one leads logically to the next, the transition will highlight a relationship that already exists by summarizing the previous paragraph and suggesting something of the content of the paragraph that follows. A transition between paragraphs can be a word or two (*however, for example, similarly*), a phrase, or a sentence. Transitions can be at the end of the first paragraph, at the beginning of the second paragraph, or in both places.

Transitions within paragraphs—As with transitions between sections and paragraphs, transitions within paragraphs act as cues by helping readers to anticipate what is coming before they read it. Within paragraphs, transitions tend to be single words or short phrases.

Few tips on how and where to find transition words and phrases:

- Writers use a transition phrase at the beginning of a new body paragraph
- Writers use a transition word in between thoughts within a paragraph
- They never use a transition word to begin an essay
- They don't use a transition word to begin a paragraph (but they can sometimes use a transition phrase at the start of a new body paragraph)

Some commonly used transition words and phrases:

Consequently

Therefore

Because of

As a result

Rather

Nonetheless

Nevertheless

Notwithstanding

Furthermore

In addition to

Also

Example :

The following paragraph is unified and coherent. Notice how the italicized words and phrases (called transitions) guide us along, helping us see how one detail leads to the next.

Why I Don't Make My Bed

Ever since I moved into my own apartment last fall, I have gotten out of the habit of making my bed--*except* on Fridays, of course, when I change the sheets. *Although* some people may think that I am a slob, I have some sound reasons for breaking the bed-making habit. *In the first place*, I am not concerned about maintaining a tidy bedroom because no one except me ever ventures in there. If there is ever a fire inspection or a surprise date, I suppose I can dash in there to fluff up the pillow and slap on a spread. *Otherwise*, I am not bothered. *In addition*, I find nothing uncomfortable about crawling into a rumpled mass of sheets and blankets. *On the contrary*, I enjoy poking out a cozy space for myself before drifting off to sleep. *Also*, I think that a tightly made bed is downright uncomfortable: entering one makes me feel like a loaf of bread being wrapped and sealed. *Finally*, and *most importantly*, I think bed-making is an awful way to waste time in the morning. I would rather spend those precious minutes checking my email or feeding the cat than tucking in corners or snapping the spread.

Uses of transition words/phrases:

1. Transitions bring ideas together. They leave one thought and enter a new one. If you think of these words as ending the old and opening the new, it will help you organize your thoughts and your essays.
2. Help papers read more smoothly; they provide logical organization and understandability and improve the connections and transitions between thoughts
3. Transition words are excellent cues.. They often tell you what will be coming next (either positive or negative), and indicate a change.
4. A key quality of an effective paragraph is unity. A unified paragraph sticks to one topic from start to finish, with every sentence contributing to the central purpose and main idea of that paragraph.

5. Transitional words and phrases guide readers from one sentence to the next. Although they most often appear at the beginning of a sentence, they may also show up after the subject.

Here are the common transitional expressions, grouped according to the type of relationship shown by each.

S.no.	Transition words of	Examples
1	Sequence	Again,also,and,and then, besides, finally, first, second, third, furthermore, last, moreover, next, next in importance, still, too, in addition to
2	Time	after a bit, after a few days [hours, weeks, months, years],afterward, as long as, as soon as, at last, at length, at that time, before,earlier,formerly,from now on,from then on,immediately,in the meantime,in the past,lately,later,meanwhile,now,presently,shortly,simultaneously,since,sofar,soon,then,thereafter,until,when,subsequently,also,at the same time,while,following
3	Transition words of consequence;	Accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore.
4	Transition words of direction;	Previously, here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance
5	Transition words of emphasis;	Above all, chiefly, particularly, for instance, markedly, namely, with attention to, in particular, singularly
6	Transition words of generalizing;	As a rule, as usual, for the most part, generally, ordinarily, usually, generally speaking
7	Transition words of exception;	Aside from, barring, besides, except, excepting, excluding, exclusive of, other than, outside of, save
8	Transition words of illustration;	For example, for instance, for one thing, as an illustration, as an example, illustrated with, in this case,



9	Transition words of restatement;	In brief, in other words, in essence, in short, mainly, that is, that is to say, to put it differently
10	Transition words of sequence/ time;	Afterward, at the same time, at first, in the first place, in conclusion, first of all, in time, to begin with, for now, for the time being, in the next step, in turn, later on, later, meanwhile, next, soon, in the mean time, then, while, earlier, simultaneously, with this in mind, ultimately, Transition words of purpose; Because of this, for such a reason, for that reason, so that, to do this
11	Transition words of similarity;	Comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with, analogous to, in like fashion, in like manner
12	Transition words of summarizing;	Accordingly after all, after all, all in all, all things considered, altogether, as a result, as has been indicated, as has been noted, as has been said briefly, by and large, certainly clearly, consequently, finally, for these reasons, generally, hence, in any case, in any event, in brief, in short, in closing, in conclusion, in essence, in other words, in retrospect, in short, in simpler terms, in summary, in the final analysis, in the long run, indeed naturally, of course, on balance, on the whole, summing up, that is, therefore, thus, to conclude, to sum up, to summarize, finally, briefly
13	Transition words of comparison;	by the same token, in like manner, in the same way, in similar fashion, likewise, similarly
14	Transition words of “cause and effect”:	Accordingly, and so, as a result, consequently, for this reason, hence, so, then, therefore, thus
15	Transition words of suggestion;	For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

16	Transition words for insistence;	in fact, indeed, no, yes
17	Transition words of diversion:	by the way, incidentally
18	Transition words of Details;	Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
19	Transition words of Concession;	Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course.
20	Transition words of direction/ space:	here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

Exercise F:**Task 1:**

Building & Connecting Sentences with Transitional Words & Phrases

Combine the sentences in each set into two clear sentences. Add a transitional word or phrase to the second sentence to show how it relates to the first.

1. The entire building had to be searched. In the previous minor incident this didn't happen. There was smoke on the first two floors. They started the search on the third floor. It took three hours to complete the search. Typically it takes two.
2. Retirement should be the reward for a lifetime of work. It is widely viewed as a sort of punishment. It is a punishment for growing old.
3. The history of Zanzibar would be incomplete without a mention of spices grown here. The island is sometimes known as "spice land". Spices grown here are cloves, nutmeg, cinnamon & pepper. This is also the cheapest place to purchase both spices and spice oils.
4. Non Cooperation movement was passive. Civil disobedience movement was active and almost revolutionary.
5. The Indian Meteorological issued its first stage forecast for the south west monsoon. Normal with a precipitation of 98%. With a model error of plus or minus 5%.
6. In the freedom struggle no two leaders represent such a great similarity as Gandhi and Azad. Their orthodoxy, which they inherited, was in a way hostile to rationalism.

7. The government has to take responsibility, action against those responsible. Safeguards should be there against such misuse of security.

8. Nationalists were of the opinion that 1857 uprising was not a War of Independence. Larger part of the country took no part in it. Various leaders of the Revolt had no identity of purpose.

9. There are differences in math performance between boys and girls.

These differences cannot be attributed simply to differences in innate ability.

If one were to ask the children themselves, they would probably disagree.

10. To be self-centered does not mean to disregard the worth of other people.

We are *all* self-centered.

Most psychologists would probably accept this position.

Task 2:

Read the paragraph below. Though weak, this paragraph is unified. It starts with a topic sentence, and the sentences that follow are clearly related to the topic sentence. However, the paragraph is not coherent. The sentences are disconnected from each other, making it difficult for the reader to follow the writer's line of thought.

Add a transitional word or phrase to make it more coherent. (Well connected and easy to understand the writer's line of thought)

The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. Mummies several thousand years old have been discovered nearly intact. The skin, hair, teeth, fingernails and toenails, and facial features of the mummies were evident. It is possible to diagnose the disease they suffered in life, such as smallpox, arthritis, and nutritional deficiencies. The process was remarkably effective. Sometimes apparent were the fatal afflictions of the dead people: a middle-aged king died from a blow on the head, and polio killed a child king. Mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages.

Task 3:

Complete the following sentences with suitable transition words/phrase according to the options provided

1. Royal Challengers haven't been playing too well;, they are expected to win this today.

- a. Nevertheless b. In contrast c. On the contrary

2. the brands were involved in aggressive comparative advertising in print and television.

- a. Over the years b. Since

3. We have been able to maintain 5 to 10 percent growth in the lion population

- a. Now b. So far

4. The train got delayed because of terrible weather.

The train was delayed bad weather. (RESULT)

5. to north Goa, south is more cosmopolitan in nature.

- a. On the contrary b. In contrast c. Although

6..... to latest technological innovations efforts would also be made for photographic documentation.

- a. In the same way b. In addition c. Subsequently

7. The flight was cancelled so I missed my appointment.

..... the cancellation I missed my appointment. (CONSEQUENCE)

8. I was nervous for the audition, but after a while I really started to enjoy and performed well.

- a. In the beginning b. At the beginning

9. I played a lot of cricket I was in England on vacation.

- a. During b. While

10. She was exempted from serious punishment in school because of her good behavior.

The student was exempted from punishment..... her good behavior in the past. (ACCOUNT)

Exercise G:

Working with another student, read the paragraphs and underline the transitions. Circle the pronouns and draw an arrow from each pronoun to its referent. Then write the main idea.

Solved Example

India is considered the leading country promoting medical tourism-and now it is moving into a new area of “medical outsourcing,” where subcontractors provide services to the overburdened medical care systems in western countries.

India’s National Health Policy declares that treatment of foreign patients is legally an “export” and deemed “eligible for all fiscal incentives extended to export earnings.” Government and private sector studies in India estimate that medical tourism could bring between \$1 billion and \$2 billion US into the country by 2012. The reports estimate that medical tourism to India is growing by 30 per cent a year.

India’s top-rated education system is churning out thousands of computer programmers and engineers. Likewise, it is also nurturing an estimated 20,000 to 30,000 doctors and nurses each year.

For instance, the largest of the estimated half-dozen medical corporations in India serving medical tourists is Apollo Hospital Enterprises, which treated an estimated 60,000 patients between 2001 and spring 2004. Moreover, Apollo has been aggressively moving into medical outsourcing. They already provide overnight computer services for U.S. insurance companies and hospitals as well as working with big pharmaceutical corporations with drug trials. Dr. Prathap C. Reddy, the chairman of the company, began negotiations in the spring of 2004 with Britain’s National Health Service to work as a subcontractor, to do operations and medical tests for patients especially at a fraction of the cost in Britain for either government or private care.

Gradually Apollo’s business began to grow in the 1990s, with the deregulation of the Indian economy, which drastically cut the bureaucratic barriers to expansion and made it easier to import the most modern medical equipment. The first patients were Indian expatriates who returned home for treatment; subsequently, major investment houses followed with money and then patients from Europe, the Middle East and Canada began to arrive. Apollo now has 37 hospitals, with about 7,000 beds. The company is in partnership in hospitals in Kuwait, Sri Lanka and Nigeria. Western patients usually get a package deal that includes flights, transfers, hotels, treatment and often a post-operative vacation.

Apollo has also reacted to criticism by Indian politicians by expanding its services to India’s millions of poor. It has set aside free beds for those who can’t afford care, has also set up a trust fund and is pioneering remote, satellite-linked telemedicine across India.

Main idea: promoting medical tourism in India

Transition words/phrases:

and now that
 likewise also
 for instance moreover
 as well as especially
 gradually subsequently
 usually also set up
 then

Pronouns and referents:

where - India
 it - India
 which - Apollo
 they - Apollo
 their - Apollo
 which - Apollo's business
 which - Apollo's business
 Who - Indian patients
 Its - Apollo's medical services
 It - Apollo
 Who - the poor

Now your turn:**Passage 1:**

Modern Western technology has produced amazing achievements, but we must analyze the wider implications of such technologies and their notions of progress. These technologies often bring huge negative consequences that seem negligible in the short-term. We need to dispassionately investigate whether there are alternative technologies that offer more sustainable progress for all, rather than only the privileged.

In search for such technologies, traditional knowledge or 'local knowledge' provides a pointer. Traditional knowledge is the technical, social, organizational and cultural collective memory of human responses to the complexities of life, and is a part of the great human experiment of survival and development. Western criteria should not be the sole benchmark by which non-Western cultural knowledge is evaluated. While Western intellectual discourse has marginalized the term 'traditional' with the connotation of 'pre-modern' in the sense of 'primitive' or 'outdated', many of the traditional sciences and technologies were quite advanced by 'modern' standards as well as better adapted to unique local conditions and needs than their later substitutes.

These traditional folk and elite sciences are intertwined with their distinct ancient cultures and worldviews. Unfortunately, modernization has homogenized the categories, reducing diversity of worldviews in ways similar to the destruction of biodiversity. Using contrived hegemonic categories – such as science verses magic, technology verses superstitions, modern versus tradition – European colonizers systematically exterminated or undermined local traditional science, technology and crafts. Aside from intellectual arrogance, there

was a profit motive to this – as evidenced by Britain’s conquest of Indian textile and metallurgical know-how. Many anthropologists who have recently worked with so-called ‘primitive’ peoples have been surprised to learn of some of their highly evolved and sophisticated technologies. The term ‘Traditional Knowledge System’ was thus coined as a scientific system which has its own validity, as a supplement to ‘modern’ science.

Infinity Foundation’s vision is to correct the portrayal of Indian civilization in a wide range of academic disciplines, including the history of science, history of ideas, world history, anthropology and culture. Besides India’s philosophical and cultural legacy, its scientific heritage needs to be understood in order to give its people a realistic sense of their place in the world. This aim is not inspired by chauvinism, but by the need to better comprehend the genius of Indian Civilization, and by the need to provide a fresh and vital voice in the global community. The foundation has undertaken the challenge of compiling a 20-volume reference series titled, The History of Indian Science and Technology.

Main idea: _____.

Transition words/phrases:

Pronouns and referents

Passage 2:

Developmental psychology, also known as human development, is the scientific study of systematic psychological changes particularly, that occur in human beings over the course of their life span. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire life span. This field examines change across a broad range of topics including motor skills and other psycho-physiological processes; cognitive development involving areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation.

Developmental psychology includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage-like development, or the extent to which children are born with innate mental structures versus learning through experience. Many researchers are interested in the interaction between personal characteristics, the individual’s behavior, and environmental factors including social context, and their impact on development; others take a more narrowly focused approach.

Developmental psychology includes several applied fields: for example; educational psychology, child psychopathology, and forensic developmental psychology. Developmental psychology complements several other basic research fields in psychology including social psychology, cognitive psychology, ecological psychology, and comparative psychology.

Main idea: _____.

Transition words/phrases:

Pronouns and referents

Passage 3:

Indian Railways is the state-owned railway company of India. It owns and operates most of the country’s rail transport. It is overseen by the Ministry of Railways of the Government of India.

Indian Railways has one of the largest and busiest rail networks in the world, besides transporting 20 million passengers and more than 2 million tons of freight daily. It is also one of the world’s largest commercial or utility employers. Moreover, it provides employment opportunities to more than 1.6 million people of the country. The railways traverse the length and breadth of the country, covering 6,909 stations over a total route length of more than 63,327 kilometres (39,350 mi). As far as rolling stock, is concerned, IR owns over 200,000 (freight) wagons, 50,000 coaches and 8,000 locomotives.

Railways were first introduced to India in 1853. By 1947, the year of India’s independence, there were forty-two rail systems. In 1951 the systems were nationalised as one unit, becoming one of the largest networks in the world. IR operates both long distance and suburban rail systems on a multi-gauge network of broad, meter and narrow gauges. It also owns locomotive and coach production facilities.

The Indian railways were both designed and built by the British, during their colonial control of the continent.

Main idea: _____.

Transition words/phrases:

Pronouns and referents

MAIN IDEA

When readers talk about a text (an article, passage, or book, for example), they generally claim it has one main idea. But if it has more than one paragraph, shouldn't it have as many main ideas as it has paragraphs? Yes and no. Each paragraph should indeed have its own main idea. In fact, that's the definition of a paragraph: a group of sentences about the same idea. At the same time, however, each paragraph does something more. It works to support the main idea of the entire passage. Thus, there is an overall main idea (often called a theme or thesis) for the text. The main idea of each paragraph should work to support the overall main idea of the entire text.

Let's look at it from another angle:

Whenever you pick up something to read, there are some questions that you instinctively ask viz. "Why did the author write this? What idea is he or she trying to convey?" What you're really asking is, "What is the writer's main idea?" And these are relevant questions because why would the writer write something if he/she didn't have anything to say. So every writer has a motive behind writing anything. Figuring out this motive is figuring out the main idea of a passage.

In other words: **The main idea is the key concept or thought that the writer wants to convey in the text.**

There is one more thing you need to be careful about:

Topic vs. Scope

People often confuse the main idea of a passage with its topic, but they are two very different things. The topic or subject of a passage is what the passage is about. The main idea, on the other hand, is what the writer wants to say about that subject.

In other words, topic is the subject or area from where the passage is, whereas the scope is what in that subject area the passage is dealing with. For example a passage could be from cricket (topic or subject) but specifically dealing with politics in IPL (scope or main idea).

For example, take a look at this paragraph:

Cricket shouldn't be about politics. That is something on which all those who love the game, and even those who don't care just a little, will agree. Putting politics into the sport diminishes the game — and distracts our politics. Yet the IPL saga has made the politicisation of the game impossible to ignore. And if there's one entity to blame, it's the sport's apex body in India, the BCCI. The BCCI, not content with arrogating to itself the right to speak for the Indian cricket fan in spite of a casual disregard of her interests, is also the body that has chosen to speak of the questions surrounding the IPL's arrangements in partisan political terms.

This paragraph is about “Cricket shouldn’t be about politics” but that does not adequately convey the main idea. The main idea must say something more, make a specific assertion about that subject. An assertion is a statement that requires **evidence** (“proof”) to be accepted as true.

The main idea of a passage is an **assertion** about its subject, but it is something more: It is the idea that also holds together or controls the passage. The other sentences and ideas in the passage will all relate to that main idea and serve as “evidence” that the assertion is true. You might think of the main idea as a net that is cast over the other sentences. The main idea must be general enough to hold all of these ideas together.

Thus, the main idea of a passage is:

- An assertion about the subject
- The general idea that controls or holds together the paragraph or passage

Look at the paragraph again and choose the main idea (thesis) from the given choices:

- a. Cricket shouldn’t be about politics
- b. IPL saga has made the politicisation of the game impossible to ignore
- c. The BCCI has politicised the IPL

The best choice is (c) as it neatly encapsulates the overall gist of the paragraph. It is this that will be supported in subsequent paragraphs. The first answer choice is too broad and deals with the topic rather than the scope. Choice (b) is narrow or specific; it deals with one fact.

If the scope or main idea of a passage is explicitly stated then the statement that states it is known as the **thesis statement**.

Identifying the Thesis Statement

The thesis statement in English

- includes the topic;
- is usually found in the first paragraph (or paragraphs); sometimes in the last paragraph
- is always a complete sentence;
- often indicates how the ideas will be developed in the passage;
- is supported by the ideas and information found in all of the paragraphs of the passage.

The thesis statement is near the beginning of a passage because readers expect to learn right away what the passage is about.

There are various ways this question can be asked — so don't get confused by the language. Some common ways are:

- What is the main / central idea of the passage?
- The passage is primarily about
- The passage mainly / primarily deals with
- What is the author trying to say?
- What can be a possible title of the passage?
- What is the theme of the passage?

Let's get going now:

Solved Example:

IT'S OBVIOUS who the early buyers of the iPad will be: the fanboys and early adopters who just have to have the latest Apple toy. Pre-orders for the iPad have been open for a week, and already people are trying to work out how many have been sold so far. Daniel Tello, for example, has analysed order-tracking numbers from the Apple store and concluded that around 190,000 iPads were pre-ordered in the first week. But that doesn't reveal anything about who will buy the iPad later on, or how they will use it. Indeed, it seems Apple itself is unsure of the answer, and is hedging its bets.

Is the iPad aimed at road warriors, who will use it in place of a MacBook or other laptop? That's the implication of the iWork suite, which positions the iPad as a device you can do useful work on and consists of fully functional apps, not cut-down companion apps. But road warriors also want grown-up features like multitasking and cameras for videoconferencing, neither of which are present. Perhaps that is to keep the price down to make the iPad more attractive to a broader audience, who might just want a media-playback device with the ability to do a bit of e-mail, browsing and Facebook -- a bigger iPod touch, in other words.

A third, more ambitious possibility is that the iPad is Apple's latest version of a "computer for the rest of us" just as the Macintosh was 26 years ago. The iPad's simple, touch-based interface could appeal to people who find existing computers too complex, or people buying a computer for the first time in the developing world. As an interesting post on *Ultimi Barbarorum* observes, Apple's plan to open lots of shops in China points in this direction.

What is the main idea of the passage?

- a. The early buyers of the iPad will be the fanboys and early adopters who just have to have the latest Apple toy.
- b. Is the iPad aimed at road warriors, who will use it in place of a MacBook or other laptop?

- c. The iPad is Apple’s latest version of a “computer for the rest of us” just as the Macintosh was 26 years ago.
- d. Who will buy the iPad later on, or how they will use it?

The correct answer is (d). This is what the passage is essentially trying to answer with some possible, but not definite, answers.

All the other answer choices are narrow dealing with specific pieces of information. Each of the other answer choices tries to give one answer to the question posed in (d).

Now it’s your turn:

Passage 1:

When Google announced last week that it would shut its censored online search service in China, it was showing that, with the United States still struggling to develop a foreign policy for the digital age, Internet companies need to articulate their own foreign policies.

Google is hardly the first American company to stray into the State Department’s bailiwick. Since the bad old days of the United Fruit Company in Latin America, powerful multinationals have conducted themselves like quasi-states, influencing the foreign lands in which they operate by deciding whether to accommodate or resist the unsavoury practices of authorities there.

For Internet companies, that choice has been sharpened by the fact that the World Wide Web is no longer just a force for freedom and diversity but also a tool for repression. This change happened so fast that it left the foreign policy establishment gasping to catch up. It also exposed Washington’s deep ambivalence about information technology: while it champions the free flow of ideas in closed societies like Iran, it fears being a target for cyber-attacks by hostile governments and doesn’t want to export technology that could be diverted into military uses.

“What forces Google to have a foreign policy is that what they’re exporting isn’t a product or a service, it’s a freedom,” said Clay Shirky, who teaches at New York University and writes about the Internet’s social effects. For Google, the sinister side of China’s cyber policy eventually came to outweigh the economic attraction of China’s market.

What is the main idea of the passage?

- a. Internet companies need to articulate their own foreign policies.
- b. Google announced last week that it would shut its censored online search service in China
- c. For Google, the sinister side of China’s cyber policy eventually came to outweigh the economic attraction of China’s market.
- d. the World Wide Web is no longer just a force for freedom and diversity but also a tool for repression.

Passage 2:

Why do we dream? It's a question dream analysts and sleep researchers have been studying for years. Now new research suggests that some dreams may actually result from the brain's effort to keep learning, even as we sleep.

In a study led by researchers at Beth Israel Deaconess Medical Center in Boston, 99 volunteers trained for an hour on a virtual maze, trying to find their way through the complicated, three-dimensional puzzle as quickly as possible. Then half the volunteers were allowed to sleep for 90 minutes. The other half stayed awake, reading or relaxing. During the resting period, the subjects were interrupted or awakened and asked to describe their thoughts or dreams.

After the resting period, the participants were asked to again tackle the maze. Those who hadn't napped showed no improvement or did even worse after the break. Nappers who were rested but didn't report any maze-related dreams did better but showed only marginal improvement.

However, four nappers who reported dreaming about the maze showed a startling improvement, cutting their completion time in half. The difference in scores before and after sleeping was 10 times higher for the maze dreamers than those who hadn't dreamed about the task, according to the findings published Thursday in the journal *Current Biology*.

What is the main idea of the passage?

- People who dream are better at solving problems than people who don't.
- Why do we dream?
- Some dreams may be the result of the brain's attempt to keep learning.
- The reasons behind dreaming have been studied for years.

Passage 3:

How do you do it? Your colleagues, neighbours, family and friends, how do they all do it? "I follow my nose," says Dan Rhodes, author of *Gold*, "I am always on the hunt for the next book that's going to rock my world ... my favourite thing is still going into a shop and coming out with something I'd never heard of." But if you stand in any bookstore, you're unlikely to see many people using their noses, they just head straight for the "new" Salman Rushdie or the "latest" Chetan Bhagat or the "most recent" Shobhaa De or the "new bestseller" from Paulo Coelho: it's a matter of judging every book by its author.

I remember that in the days when I first began to buy books, almost all the people I knew were looking for one that would somehow alter the way life felt or the way they conducted themselves in life, because we believed that books could change life. Maybe that was the Catcher effect — most of us had read *Catcher in the Rye* and Salinger's other books in our late teens, at the same time that we were beginning to buy our own books; Salinger undid

everything we had believed about writing and heroes and even about reading. So maybe when we searched long and hard in bookstores — reading page after page of the book, not content with what the flaps were saying — we were looking for something that could stand up to *Catcher*, a book that could make us look at what else life was about.

It doesn't seem to work that way now: readers don't seem to expect books to make them want to see around life's troubled corners, or under its rough edges, they just want to be settled into their little slice of life, and are happy to read what everyone else there is reading. You "don't want to take a risk," as software professional Veena Rao puts it, because "What if a completely new book, by an unknown author turns out to be disappointing? What if no one else is reading it?" Vidya Veerkar of Strand Book Store, Bangalore, feels that people in Bangalore — unlike in Mumbai or Delhi — are far less willing to experiment with new books because of a lack of maturity in reading, which causes a "fear of the unknown".

What is the main idea of the passage?

- a. Today, it's a matter of judging every book by its author.
- b. Readers in the past used to look for a book that could make them look at what else life was about.
- c. People in Bangalore are less willing to experiment with books than readers in Mumbai or Delhi.
- d. Readers today are less willing to experiment with new books and so read what everyone else is reading.

Passage 4:

Arguing with global warming sceptics over the years, I have noticed an interesting evolution in their case. First, I heard that no warming was taking place. Then I heard from them that yes, there might be warming after all, but that it was not caused by human activity. Then I heard that yes, there might be global warming, and yes, it might be caused by human activity, but that its effects, on the whole, will actually benefit humanity. Sure, global warming might result in a bit of severe drought here and there, along with rising sea levels, more destructive hurricanes and the extinction of species. But it will be good for American retirees, allowing them to stay in Minnesota for the winter rather than having to travel all the way to Florida. It will open up the Northwest Passage to shipping. Canada will become the world's hot new wine region.

Cost-benefit analysis is a tricky business, mixing, as it does, empirical science with individual values. If your preferences are weird enough, you might actually enjoy living in a world where the average temperature is a few degrees higher than it is today. (As David Hume remarked, ' 'tis not contrary to reason to prefer the destruction of the world to the scratching of my finger. ') Yet there is one point of view from which global warming is incontestably bad: the aesthetic point of view. A warming planet is a planet that's getting uglier. I'm not talking about the beauty of polar ice caps or coral reefs, but something more



abstract and profound, something that goes right to the very nature of life and its relation to the rest of the universe.

What exactly do we get from the sun? Ask most people and they'll probably say 'heat' or 'energy'. But this is inaccurate. It's not really energy (of which temperature is a measure) that the earth has been amassing from the sun these five billion or so years. What terrestrial nature actually sucks out of the sky is order; or, to put it more abstractly, information. Properly viewed, global warming is a build-up of disorder — of information destroying 'noise'.

The passage is primarily about:

- a. Global warming sceptics keep changing their take on global warming.
- b. The problem with global warming is more of aesthetics than of only temperature.
- c. The Earth gets not really energy but order from the sun.
- d. Global warming is caused by humans.

Passage 5:

Everything on this Earth seems to be in a continuous flux. There are highly regular changes. The change from day to night and back again, caused by the rotation of the Earth, is such a regular cyclical change. So are the changes of the sea level in the tides, caused by the lunar cycle. Even more pervasive are the seasonal changes due to the annual circling of the Earth around the sun. Other changes are irregular, such as the movements of the tectonic plates, the severity of the winter from year to year, or aperiodic climatic changes (El Nino, ice ages), as well as periods of prosperity in a given nation's economy. Irregular changes are largely unpredictable, being subject to various stochastic processes.

There is, however, one particular kind of change that seems to keep going continuously and to have a directional component. This change is referred to as evolution. The first widespread feeling that the world was not static as implied by the story of Creation, but rather was evolving, can be traced to the eighteenth century. Eventually it was realized that the static *scala naturae* could be converted into a kind of biological escalator, leading from the lowest organisms to ever higher ones and finally to man. Just as gradual change in the development of an individual organism leads from the fertilized egg to the fully adult individual, so it was thought that the organic world as a whole moved from the simplest organisms to ever more complex ones, culminating in man. The first author to articulate this idea in detail was the French naturalist Lamarck. One even took the word evolution, which originally had been applied by Charles Bonnet to the development of the egg, and transferred it to the development of the world of life. Evolution, one said, consists of a change from the simple to the complex and from the lower to the higher. Evolution, indeed, was change, but it seemed to be a directional change, a change toward ever greater perfection, as it was said at that time, not a cyclical change like the seasons of the year or an irregular change like the ice ages or the weather.

What is the central idea of the passage?

- a. Everything on this Earth seems to be in a continuous flux.
- b. Evolution consists of a change from the simple to the complex and from the lower to the higher.
- c. Evolution, unlike other changes on Earth, keeps going continuously and is directional.
- d. Irregular changes are largely unpredictable, being subject to various stochastic processes.

Of course, main ideas are not always stated in topic sentences or thesis statements, and in much of what you read, main ideas will have to be inferred. We will deal with inference extensively in the next chapter.

Tone

Tone is just another way of asking the main idea. The difference is that it deals with the mood or way of writing of the author. It is the **manner** of expression of writing.

Some examples of tone questions are:

- “Which of the following best describes the tone of the passage?”
- “The tone of the passage is.... “
- “The author’s approach/tone/style of writing in this passage can be
- The author’s attitude towards X can be described as “. (Here X can be a person or a subject.)

Since tone question is quite similar to the main idea question, it should be dealt with in the same way.

That is, concentrate more on the 1st and the last paragraphs and try to gauge the mood of the author.

If, however, these two paragraphs don’t help much then try to figure out the tone that is common to most paragraphs and choose that as the answer. This is the same as what the word **mode** means in statistics: *the value that occurs **most frequently** in a given set of data.*

Look for descriptive words, adjectives or adverbs.

Here’s an example:

The health-care economy is replete with unusual and even unique economic relationships. One of the least understood involves the peculiar roles of producer or “provider” and purchaser or “consumer” in the typical doctor-patient relationship. In most sectors of the economy, it is the seller who attempts to attract a potential buyer with various

inducements of price, quality, and utility, and it is the buyer who makes the decision. Where circumstances permit the buyer no choice because there is effectively only one seller and the product is relatively essential, government usually asserts monopoly and places the industry under price and other regulations. Neither of these conditions prevails in most of the health-care industry.

In the health-care industry, the doctor-patient relationship is the mirror image of the ordinary relationship between producer and consumer. Once an individual has chosen to see a physician—and even then there may be no real choice—it is the physician who usually makes all significant purchasing decisions: whether the patient should return “next Wednesday,” whether X-rays are needed, whether drugs should be prescribed, etc. It is a rare and sophisticated patient who will challenge such professional decisions or raise in advance questions about price, especially when the ailment is regarded as serious.

This is particularly significant in relation to hospital care. The physician must certify the need for hospitalization, determine what procedures will be performed, and announce when the patient may be discharged. The patient may be consulted about some of these decisions, but in the main it is the doctor’s judgments that are final. Little wonder then that in the eyes of the hospital it is the physician who is the real “consumer.” As a consequence, the medical staff represents the “power center” in hospital policy and decision-making, not the administration.

Although usually there are in this situation four identifiable participants—the physician, the hospital, the patient, and the payer (generally an insurance carrier or government)—the physician makes the essential decisions for all of them. The hospital becomes an extension of the physician; the payer generally meets most of the bona fide bills generated by the physician/hospital; and for the most part the patient plays a passive role. In routine or minor illnesses, or just plain worries, the patient’s options are, of course, much greater with respect to use and price. In illnesses that are of some significance, however, such choices tend to evaporate, and it is for these illnesses that the bulk of the health-care dollar is spent. We estimate that about 75-80 percent of health-care expenditures are determined by physicians, not patients. For this reason, economy measures directed at patients or the general public are relatively ineffective.

Q. The tone of the passage can best be described as

- a. whimsical b. analytical c. inquisitive d. defiant

Step 1:

Make note of descriptive words, adjective or adverbs

“replete with unusual and even unique economic relationships “

“no real choice”

“challenge such professional decisions “

“economy measures directed at patients or the general public are relatively ineffective”

Step 2:

Choices come down to “ Analytical “ or “ Defiant “

The author mentions examples on why Doctor-patient relationship is unique thereby trying to rationalize the thought process. This is an analytical process rather than a defiant one. Although the author criticizes the choices that result from the relationship, the tone is analytical.

Correct Answer : c

Now your turn:

Passage 1:

The recent news that local hospitals have had to reroute seriously ill patients because the community’s critical-care beds are full is worrisome. Earlier this week, four of the six local hospitals ran out of space for the critically ill and had to turn people away.

Federal law requires hospitals to treat anyone who walks in. As a result of having to treat large numbers of uninsured patients, the emergency rooms often become an economic drain on their hospitals. Doctors now want to set up their own free-standing ambulatory surgical facilities and diagnostic centers. Critics contend this would leave hospitals with less revenue and the same number of indigents to treat.

A bill was recently introduced to phase out the need for a “certificate of public need” for non-hospital-based facilities, provided those facilities met stringent regulations and requirements. This would have made it easier to set up alternative facilities to help indigent patients. The finance committee balked at the hefty price and killed the bill, another casualty of a failed legislative session.

Unfortunately, the problem of access to medical care for those of limited means is not going to go away anytime soon and, despite the well-intended regulations, too-full hospitals compromise everyone’s welfare. Healthy competition with small neighborhood surgical and diagnostic centers may be what is necessary to help dampen rising medical costs. But under no circumstances should the hospitals be forced to care for everybody without health insurance while competitors operate free of the burden of caring for those unable to pay.

Which of the following best describes the tone of the passage?

- a. neutral b. positive c. persuasive d. angry

Passage 2:

It has always been a doctrine of business theory that the best decisions are made after careful study of options and deliberation. Only after pondering over all the alternatives and studying projections, say most professors of business, can a practical decision be made.

Now, some business thinkers are questioning this model, based on the theories of Robert Caldwell, who states that human beings often make the best decisions at the spur of the moment.

It is, at first glance, a theory so counter intuitive as to seem absurd. Caldwell states, behind any decision, there is an instantaneous subconscious process. The brain analyzes; ranks in order of importance; compares and contrasts vast tracts of information; and dismisses superfluous factors, for the most part almost immediately, often arriving at a conclusion in less than 2 seconds. Citing a medley of studies, and examples from life, Caldwell shows how that split-second decision is often better informed than a long drawn-out research.

Arlington and Walker were the first to apply this theory to the business world. Arlington videotaped the job interviews of 500 applicants at different firms. He then played only 10 seconds of each videotape to independent HR specialists. The specialists were able to tell which applicants were selected with 90% accuracy.

Walker played, without sound, only 5 seconds of the videotape, and to his amazement, the accuracy with which the HR Specialists were able to predict the percentage of successful applicants fell only to 86.

But critics had to put their fingers in the pie by debating that these results exhibit a problem with stereotyping that arrests HR specialists from hiring the deserving applicants even when they have time to scratch below the surface. They go for the candidates who 'look the part'. Caldwell argues that on the contrary, the human mind is able to make complex decisions quickly, and that intuition oft triumphs over an elaborate decision making process.

The author's attitude towards a long held view that decisions should be made carefully over time expressed in the passage can be described as:

- | | |
|--------------------------------|----------------------------|
| a. Condescending and impatient | b. Derisive and dismissive |
| c. Respectful but questioning | d. Admiring and conforming |

For your understanding a list of words that you should be familiar to answer questions on "tone" is given below: Please make sure that you understand meanings of the words given in the following list.

Possible meanings of different tones:

Acerbic - Harsh/ severe; bitter

Aggressive - Forceful; tending towards unprovoked offensiveness Angry/indignant

Apathetic - Emotionless; not interested/ concerned; indifferent; unresponsive

Apologetic - Expressing remorse, regret, sorrow for having failed, injured, insulted or wronged another

Belligerent - Aggressively hostile; bellicose

Biased - Favouring one thing/person/group over another for personal reasons.

Caustic - Biting; acerbic

Commiserating - Feeling/ expressing sorrow for; empathizing with; pity

Condescending - Patronizing; showing/implying patronising descent from dignity/ superiority

Contemptuous - Expressing contempt/ disdain

Cynical - displaying a belief that people are always self-seeking and never altruistic in their actions

Derisive - Unkind and displaying contempt

Disparaging - Speak slightingly; depreciating; belittling

Dogmatic - Asserting opinions in an arrogant manner; imperious; dictatorial

Emotional - Easily affected by feelings actuated by experiencing love, hate, fear and the like

Ethical - Dealing with principles of morality; honest; righteous

Euphemistic - Substitution of mild, indirect or vague expression for one thought to be offensive, harsh or blunt

Grandiose - More complicated/ elaborated than necessary; pompous

Humanistic - Evincing keen interest in human affairs, nature, welfare, values

Humorous - Funny and amusing

Introspective - Consider one's own internal state of feelings

Incendiary - Causing strong feelings

Laudatory - Praising; extolling; applauding

Motivating - Impelling; inciting

Obsequious - Fawning; showing servile complaisance; flattering; deferent

Pedestrian - Lacking vitality, imagination, distinction

Populist - Egalitarian; pertaining to the characteristics of common people/ working class

Provocative - Inciting; stimulating; irritating; vexing

Romantic - Fanciful; impractical; unrealistic; extravagant; exaggerated

Sarcastic - Harsh, bitter derision; taunting; sneering; cutting remarks

Satirical - Ironical; taunting; human folly held up to scorn/ derision/ ridicule

Speculative - Theoretical rather than practical; thoughtful; reflective; hypothetical

Technical - Using terminology or treating subject matter in a manner peculiar to a particular field, as a writer or a book

Vitriolic - Full of anger and hatred

Vituperative - Cruel and angry criticism



INFERENCE

Inference is perhaps the least understood concept in RC and Critical Reasoning. One of the reasons for this is that people have **some** but not a **complete** idea of what an inference means.

This is how American Heritage Dictionary of the English Language defines an inference:

The act or process of deriving logical conclusions from premises known or assumed to be true.

To put it differently an *inference is figuring out the unknown from the known*

Or

Deducing what is not given from what is given.

For e.g. — What can you infer from the two premises given below?

All flowers are red

Pansy is a flower

We can infer that pansy is red. Remember that whether the premises are actually true or not is not relevant. We have to infer from whatever that is given to us - true or not.

Before we go deeper there is one more thing we need to clarify and that is the difference between **infer** and **imply** -

Imply means what the *author* or *speaker* has left unstated or has only hinted at.

Infer means what extra the *reader* or *listener* deduces from what the author or speaker has stated.

In other words the reader or listener infers (correctly or not) what the author or speaker implies.

Difference between facts and inferences

In most things that they write, writers state facts about what they are writing about and leave some things unsaid - willingly or unwillingly.

Facts are statements of information that can be verified.

For example:

In the 2001 census, college graduates in India had higher unemployment — 17 percent — than middle or high school graduates.

But as graduates complain about a lack of jobs, companies across India see a lack of skilled applicants. India's thousands of colleges are swallowing millions of new students every year, only to turn out degree holders whom no one wants to hire.

Across India, half of graduates are not taught in English, effectively barring them from the high-end labor market, said Mohandas Pai, director of human resources at Infosys, a leading outsourcing company.

A deeper problem, specialists say, is a classroom environment that treats students like children even if they are in their mid-20's.

Rote memorization is rife at Indian colleges because students continue to be judged almost solely by exam results. There is scant incentive to widen their horizons — to read books, found clubs or stage plays.

Inferences are educated guesses based on facts.

For example:

- India is that rare country where it seems to get harder to find a job the more educated you are.
- The quality of undergraduate education in India is poor.
- Knowing English is a pre-requisite for working in the high-end labor market in India.
- A lack of communications skills is not the only shortcoming.
- In Indian colleges, questions in exams are required to be answered directly from books rather than the ones that include thinking on one's own.

Solved Example:

For nearly 10,000 years—since the dawn of civilization and the Holocene era—our world seemed unimaginably large. Vast frontiers of land and ocean offered infinite resources. Humans could pollute freely, and they could avoid any local repercussions simply by moving elsewhere. People built entire empires and economic systems on their ability to exploit what seemed to be inexhaustible riches, never realizing that the privilege would come to an end.

Based on the above passage choose whether each of the point given below is a fact or an inference or neither:

1. The world was not as populated in the past as it is now - Fact / Inference / Neither
2. The world seemed to be a big place during the early civilization period - Fact / Inference / Neither
3. The world is a very-very big place - Fact / Inference / Neither
4. It is apparent now that Earth's resources are not infinite - Fact / Inference / Neither

Answers:

1. Inference - If people could just move to another place to avoid “local repercussions”, then it implies that such space was available, which in turn implies that population was low.
2. Fact - This is just a paraphrase of the first sentence.
3. Neither - This might be true as per general knowledge but is nowhere mentioned in the passage. It just says that the world **seemed** to be very big in the distant past. Whether this is true in reality or not is not mentioned.
4. Inference - Can be easily deduced from the last sentence. The important keywords are - *exploit, seemed to be inexhaustible riches, never realizing, come to an end.*

Exercise 1:

But thanks to advances in public health, the industrial revolution and later the green revolution, population has surged from about one billion in 1800 to nearly seven billion today. In the past 50 years alone, our numbers have more than doubled. Fueled by affluence, our use of resources has also reached staggering levels; in 50 years the global consumption of food and fresh- water has more than tripled, and fossil-fuel use has risen fourfold. We now co-opt between one third and one half of all the photosynthesis on the planet.

Based on the above passage choose whether each of the point given below is a fact or an inference or neither:

1. The population of Earth is around 7 billion - Fact / Inference / Neither
2. The population of Earth was less than 3.5 billion 50 years ago - Fact / Inference / Neither
3. An average person eats and drinks about 3 times more than an average person 50 years ago - Fact / Inference / Neither
4. Humans eat or use one third to one half of all plants and animals that are eaten or used by all living things. - Fact / Inference / Neither

Exercise 2:

This wanton growth has also expanded pollution from a local problem to a global assault. Stratospheric ozone depletion and greenhouse gas concentrations are obvious complications, but many other deleterious effects are rising.

The sudden acceleration of population growth, resource consumption and environmental damage has changed the planet. We now live in a “full” world, with limited resources and capacity to absorb waste. The rules for living on such a world are different, too. Most fundamentally, we must take steps to ensure that we function within the “safe operating space” of our environmental systems. If we do not revise our ways, we will cause catastrophic changes that could have disastrous consequences for humankind.

What would cause these changes? And how can we avoid them? A worldwide team of scientists—led by Johan Rockström of the Stockholm Resilience Center in Sweden, with colleagues from Europe, the U.S. (including me) and Australia—recently sought answers through a larger, related question: Are we nearing planetary “tipping points” that would push the global environment into dangerous new territory, outside anything seen during human history?

Based on the above passage choose whether each of the point given below is a fact or an inference or neither:

1. If humans continue to mindlessly use resources as usual then the repercussions could be grave - Fact / Inference / Neither
2. We are nearing planetary “tipping points” that would push the global environment into dangerous new territory, outside anything seen during human history - Fact / Inference / Neither
3. If the world had not experienced tremendous growth in population resulting in enormous resource consumption and environmental damage, then the world would have been able to sustain us quite well - Fact / Inference / Neither

Exercise 3:

After examining numerous interdisciplinary studies of physical and biological systems, our team determined that nine environmental processes could disrupt the planet’s ability to support human life. We then set boundaries for these processes—limits within which humankind can operate safely. Seven of the processes have clear boundaries scientifically defined by a single number (that of course carries some uncertainty). Three of those boundaries— for climate change, ocean acidification and stratospheric ozone depletion— represent tipping points, and the other four signify the onset of irreversible degradation. The remaining two processes—atmospheric aerosol pollution and global chemical pollution—have not been as extensively studied, so limits are not set yet.

Our group’s analysis shows that three processes already exceed their boundaries: biodiversity loss, nitrogen pollution and climate change. And all the others are moving toward the thresholds. Individual limits might be fine-tuned, and others could perhaps be added in the future, but the set represents a “first order” summary of the world’s most perilous environmental conditions and provides a framework for thinking about how to manage the threats.

Based on the above passage choose whether each of the point given below is a fact or an inference or neither:

1. Biodiversity loss, nitrogen pollution and climate change are at a level within which humans today can’t function safely - Fact / Inference / Neither
2. The boundaries for atmospheric aerosol pollution and global chemical pollution have not been defined yet - Fact / Inference / Neither

3. These nine environmental processes are the only threats our planet faces today - Fact / Inference / Neither

4. The boundary values for atmospheric aerosol pollution and global chemical pollution are yet to be determined - Fact / Inference / Neither

Now let's look at the way these questions are actually asked in CAT:

Exercise 4:

Understanding the causes of our most pressing environmental problems offers clues to solving them. In two cases—climate change and ocean acidification— one driver is all too familiar: humankind's use of fossil fuels, which releases carbon dioxide (CO₂) into the atmosphere.

Climate change. Although our planet has already undergone significant human-induced warming and will experience more, scientists and policy makers are seeking ways to avoid the most devastating consequences—including the loss of polar ice sheets, the collapse of freshwater supplies and the disruption of regional weather systems. Already, CO₂ concentration is 387 ppm (by volume, the usual measure), and debate continues over what level of all greenhouse gases would cause dangerous climate change; suggested values range from 350 to 550 ppm of CO₂. In our analysis, we suggest a conservative, long-term target of 350 ppm, to keep the planet well away from climatic tipping points. To meet that target, the world has to take immediate action to stabilize greenhouse gas emissions and, over the next few decades, substantially reduce them below their current levels.

Ocean acidification. The ongoing acidification of the seas is the lesser-known cousin of climate change. As atmospheric CO₂ concentration rises, so does the amount of CO₂ that dissolves in water as carbonic acid, which makes the surface ocean more acidic. The oceans are naturally basic, with a pH of about 8.2, but data show that pH has already slipped to nearly 8.0 and continues to drop. The metric our group used to quantify damage from such change is the falling level of aragonite (a form of calcium carbonate) that is created in the surface layer. Many creatures— from corals to a multitude of phytoplankton that underlie the ocean's food chain— depend on aragonite to build their skeletons or shells. Increasing acidity could severely weaken ocean ecosystems and food webs, providing another compelling reason for nations to shift toward a low-carbon energy future.

1. The author implies that the use of fossil fuels by humans
 - a. Is largely responsible for all problems that we face today
 - b. Is responsible for other environmental problems other than climate change and ocean acidification
 - c. Releases carbon dioxide into the atmosphere
 - d. Leads to ocean acidification

2. It can be inferred from the passage that *carbon dioxide* is
 - a. A greenhouse gas
 - b. Is also know as CO₂
 - c. Is release by humans' use of fossil fuels
 - d. Needs to be concentrated at around 350 ppm to keep the planet safe.
3. Which of the following can be inferred about *aragonite* from the passage?
 - a. It is a form of CO₂ dissolved in the ocean.
 - b. It has been increasing due to the increase in acidity of the oceans.
 - c. Falling levels of aragonite indicate the increase in acidity of the oceans.
 - d. It is used by a variety of sea creatures to build their skeletons or shells.
4. According to the passage
 - a. If we want to come up with solutions to our problems, we should try to figure out the causes of those problems.
 - b. Humans' use of fossil fuels is the only factor responsible for the increase of CO₂ in the atmosphere.
 - c. No one is making any attempt to work out how to control climate change.
 - d. Increasing acidity in the oceans could kill all the creatures that live in them.

Exercise 5:

Now a passage from a different field. It could be a little challenging but be patient and read carefully and it will make sense.

This short, perfect novel seems to encapsulate all the world's pain in a soap bubble. Its surface is as smooth as a fable, its setting and characters are unremarkable, its tone is blithe, and its effect is shattering.

Any story about people is implicitly concerned with fate: How has it come about that this thing rather than that thing has happened to this person rather than that person? Much fiction employs one sort of crude causation or another to strong-arm events into a clumsily trumped-up case asserting that A has led inexorably to Z, or, at the other pole, drops in front of us a heap of arbitrary incident and demands that we marvel at the inscrutability of life's course—which in fact is something we can do perfectly well on our own.

And as we're well aware that one thing rather than another happens to each person, why should we be interested in what happens to someone who was made up in the first place? We look to fiction writers to divine the true relationships—or true lack of them—between the elements that constitute a human life. In *Skylark*, we encounter lives that contain no

hidden exits or negotiable margins, and we come away from the book feeling that we have experienced the inalterable workings of destiny.

1. The author implies that most fiction
 - a. Is meaningless
 - b. Is fascinating
 - c. Tells us stories far away from reality
 - d. Tells us stories close to reality

2. According to the author, we can infer that Skylark
 - a. Is like any other fiction book in that it portrays events away from reality
 - b. Is unlike most other fiction books in that it does not use flights of fancy to depict events.
 - c. Is a book that makes us feel that we have experienced the inalterable workings of destiny.
 - d. Portrays lives that contain no hidden exits or negotiable margins.



TEXT STRUCTURES & ORGANISATION OF TEXT

Recognizing patterns in information.

Writers write for different reasons. The **purpose** of their writing is generally encapsulated in the Main Idea of the passage. However the **way** the information is presented is also different for different writers. This way of presenting information is called **organization** or the **structure** of the passage.

How the sentences and ideas are arranged is entirely up to the writer. However, most writers generally follow certain patterns, not because they can't think on their own, but because these patterns work. Recognizing the pattern of organization is an important part of reading comprehension, since writers use patterns to present their ideas in a way that makes sense. Once you recognize the pattern, you will understand and follow their ideas more efficiently.

In this unit, you will learn to identify six common patterns that are often found in paragraphs in English:

- Listing
- Sequence
- Comparison/Contrast
- Cause/Effect
- Problem/Solution
- Extended Definition

Let's look at solved examples of each pattern:

1. Listing

In the listing pattern, the writer states the main idea in the form of a generalization and gives a list of details or examples to support that general statement.

- **Key words/phrases in the main idea:** nature, character, many, several, a number of, a variety of, a few, kinds of, debate,
- **Signal words/phrases:** for example, for instance, first, second, another, also, besides, in addition, final, last, most important.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

Ever since the book – the first war of independence by the distinguished revolutionary V.D.Savarkar was published in London in 1909, the nature and character of the Revolt of 1857 has been debated among the nationalists and the historians. The debate centers around three main views; First, that the Revolt was a Sepoy mutiny. The British historians saw it merely as an example of a Sepoy mutiny and described the event as “unpatriotic and selfish”, besides they said it lacked native leadership and popular support. Second, that it was a national struggle or War of Independence, this was the interpretation of the nationalists. They firmly believed that “what began as a fight for religion, ended as a War of Independence. Another group of nationalists were of the opinion that it was not a War of Independence; for instance, larger part of the country took no part in it. Besides, various leaders of the Revolt had no identity of purpose. And third, it was a mere manifestation of feudal unrest and reaction. They say it was the outcome of the coming together of two series of disturbances, military and civil. Each provoked by independent grievances.

Topic: Revolt of 1857

Main idea: debate over the nature and character of the Revolt,

Key word in the main idea: debate, nature, character, three main views

Supporting facts and ideas: The debate centers around three main views, a Sepoy mutiny, a War of Independence, a feudal unrest and reaction

Signal words/phrases: first, second, third, besides, for instance, an example

Details: what began as a fight for religion, ended as a War of Independence., an outcome of the coming together of two series of disturbances, military and civil

2. Sequence

In the sequence pattern, the writer explains the main idea with a series of events or steps in a process that follow one after the other in time order.

- **Key word/phrases in the main idea:** began, account, story, process, history, sequence.
- **Signal words/phrases:** first, second, then, next, after, while, since, then, soon, finally, at last, in 1965, last June, later, over time, the next step, the following week.

A. Series of Events

Read the paragraph and the information below. Then underline the signal words in the paragraph.

A brief account of the Indian National Movement, as it expanded in time both geographically & socially was like a succession of waves & troughs. It gathered strength and flowed from high points to those of relative quiescence. Some of the high points in this

struggle were – foundation of the Indian National Congress and its first twenty years (1885 – 1905) the moderate phase.

Following it was the rise of neo nationalism or extremism, the Swadeshi movement and the first phase of revolutionary terrorism (1905 – 15). The beginning of the Gandhian phase commencing with the anti – Rowlatt bills agitation to the Non Cooperation Movement (1916 – 22).

Next was the council entry program and the rise of Swarajist party, the second phase of revolutionary terrorism (1922 – 28). Soon the Nehru Report, Lahore session of the Congress, Poona Swarajya Resolution and Civil Disobedience Movement (1928 – 34). The Government of India Act 1935 and the outbreak of Second World War (1935 – 39). The second World War, beginning of radical and communal movements and the Quit India Movement (1934-44) and finally, India towards freedom and partition.

Topic: A brief account of Indian National Movement

Main idea: events in succession which led India towards freedom and partition

Key word in the main idea: account, succession, flowed, following, next, finally, years, soon

Supporting facts and ideas: (1885 – 1905), (1905 – 15), (1928 – 34)

Signal words/phrases : A brief account of the Indian National Movement, succession of waves & troughs, Following it was the rise of neo nationalism

Details: Soon the Nehru Report, Next was the council entry program finally, India towards freedom

B. Steps in a Process

Read the paragraph and the information below. Then underline the signal words in the paragraph.

At the beginning of the present century, the movement shifted in national geographic terms, from its early extremist bases in Bengal, Maharashtra and Punjab to new areas like Gujrat, Bihar, UP, and socially from intellectuals to small town lower middle classes and large sections of the peasantry. The struggle evolved from petitions and speeches during the moderate phase to Swadeshi, boycott and passive resistance under the militant nationalist and finally the very effective methods of Gandhian satyagrah and constructive village work involving millions.

Among the factors and processes that led to the rise and escalation of freedom struggle in a sequence of events were - several economic, political and socio – religious causes, unified system of administration, development of the means of communication, growth of western thought and education, development of vernacular languages, growth of art, literature and modern press, racial arrogance of the rulers and lastly, the immediate factors of provocation under the viceroy Litton especially the Illbert bill controversy. In the

end, the British faced with such massive opposition the imperialists had little choice but to withdraw from the country, which they did on 15th August 1947.

Topic: Causes of the rise of National Movement

Main idea: steps/processes involved in the struggle for freedom

Key word in the main idea: beginning, from, evolved, finally processes, sequence, several, lastly, in the end

Supporting facts and ideas: beginning of the present century, had little choice but to withdraw from the country, which they did on 15th August 1947.

Signal words/phrases: Among the factors and processes that led to the rise, finally the very effective methods of Gandhian

Details: movement shifted in national geographic terms, and socially, in the end, the British faced with such massive opposition the imperialists had little choice but to withdraw.

3. Comparison/Contrast

In the comparison/contrast pattern, the writer's main idea is a general statement about two things and how they are similar and/or different. A comparison can include both similarities and differences, or only the similarities. A contrast states only differences.

- **Key words/phrases in the main idea:** similarities, differences, both, in common, same, different, compare, comparison.
- **Signal words/phrases for similarities:** similarly, also, in the same way, as, like, both, in common.
- **Signal words/phrases for differences:** however, but, on the other hand, although, while, in contrast, than, conversely, yet, unlike.

A. Similarities and Differences

Read the paragraph and the information below. Then underline the signal words in the paragraph.

A comparative study of Gandhi and Azad is interesting as well as rewarding to understand the later phase of Indian nationalism which constituted the theoretical foundation of the movement for the independence of the country.

In the freedom struggle no two leaders represent such a great similarity as Gandhi and Azad. Both were religious by temperament but wanted to reconcile their religion with reason and science. Similarly, their orthodoxy which they inherited was in a way hostile to rationalism. After making a comparative study of religions, they arrived at the conclusion

of the fundamental unity of all religions; for them religion was not a dogma but a living principle.

Also, they opposed the existence of the British raj but held that the independence of the country was a means for the social, cultural and the economic emancipation of the people. Both were equally concerned with the communal harmony in the country. Similarly, religion and politics never undermined the basis of humanism nor did it ignore the vital realities of the human situation.

Topic: Comparative study of Gandhi & Azad

Main idea: similarity in the principles of the two men

Key words in the main idea: comparative, similarly, also, both, equally

Supporting facts and ideas: equally concerned with the communal harmony, both were religious by temperament but wanted to

Details: no two leaders represent such a great similarity as Gandhi and Azad.

B. Differences Only

Read the paragraph and the information below. Then underline the signal words in the paragraph.

In pursuance of his struggle for justice or Satyagraha, Gandhi accepted two 'tools' or methods which were based on complete non-violence. Non Cooperation movement (NCM) was passive whereas, civil disobedience movement (CDM) was active and almost revolutionary. The non co-operation movement aimed at bringing the government to a stand still, by withdrawing every support to administration. However, the civil disobedience movement was planned to paralyze the government by mass support by undertaking acts which the British government considered illegal but were protests against exploitative and suppressive measures.

The "Non Cooperation Movement" in 1920's included surrender of titles, resignation from nominated seats in local government bodies, boycott of government educational institutions, law courts and foreign goods. Swadeshi also was included later. On the other hand, the civil disobedience was organized against repressive laws like increase in land revenue, salt tax, high military expenditure and levying duty on foreign cloth etc.

Topic: methods used in struggle for independence/ justice

Main idea: methods – civil disobedience & non cooperation

Key word in the main idea: whereas, however, on the other hand

Supporting facts and ideas: Non Cooperation was passive whereas civil disobedience was active

Signal words/phrases: “Non Cooperation Movement” included surrender - civil disobedience movement was planned to paralyze the government

Details: NCM - surrender of titles, resignation from nominated seats in local government bodies, boycott of government educational institutions, law courts and foreign goods.

CDM - organized against repressive laws like increase in land revenue, salt tax, high military expenditure and levying duty on foreign cloth etc.

4. Cause/Effect

In this pattern, the writer’s main idea is that one event or action caused another event or action.

- **Key words/phrases in the main idea and the signal words for details include:** causes, leads to, is the cause of results in, creates, brings about, makes, provokes, produces, gives rise to, contributes to, is due to, is the result of, comes from, results from, is produced by, is a consequence of, follows, is caused by.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

The outbreak of the First World War and release of Bal Gangadhar Tilak in 1914 after the completion of his prison term accelerated the launching of the Home Rule Movement by Tilak and Mrs. Annie Besant. Realizing that no real progress could be achieved without securing self-government, she plunged herself into political struggle.

The realization that the moderates who controlled the congress were too weak to work for self-government led Mrs. Besant to launch a definite home rule movement, aiming at self-government in India within the British Commonwealth.

Topic: launch of Home Rule Movement in 1914

Main idea: close examination of reasons that resulted in the launch of Home Rule Movement.

Key word in the main idea: reasons that resulted

Cause: outbreak of World War 1, release of Tilak, realization that moderates were weak to work for self government

Effect: launch of Home Rule Movement in 1914

Signal words/phrases: outbreak, release, accelerated, realization, led to

5. Problem/Solution

In this pattern, the main idea names a problem and indicates one or more solutions.

The paragraph always consists of two parts:

1. A statement and
2. A description and explanation of how it was solved.

There are often no signal words for the details.

- **Key words/phrases in the main idea:** situation, trouble, crisis, dilemma or issue.
- **In the body of the paragraph, key words include:** solve, solution, resolved.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

You can imagine how troublesome it must have been for man to move about or carry heavy loads without a wheeled vehicle. It must have been very difficult to travel long distances. Travelers carried their belongings on their backs and faced many hazards on the way. Very few, therefore, dared to travel. Even those who undertook a journey did not know when they would reach their destination and whether they would return home safely.

It was only 5000 years ago (about 3000 B.C.) that some ingenious person invented this simple device – wheel, which has become the most important and the most universal tool of man today.

The wheel did not immediately put an end to the use of beasts of burden for carrying loads. But since its invention it started helping man in more than one ways.

Wheels had to keep pace with this progress. Yet road transport remained a slow and uncomfortable experience. Then came a major breakthrough in the history of transportation. In 1888, John Boyd Dunlop, a British veterinary surgeon, invented the air-filled pneumatic tyre. This tyre enabled the wheel to prove its true value as a remarkable invention. The air in the tyre acted like a cushion and absorbed shocks. For extra comfort soft, over-sized tyres, called balloon tyres, came into use. Wheels were made entirely of metal and thin spokes were used to make them as light as possible.

John Dunlop's invention has spread to all parts of the world. These wonderful tyres are used on cycles, motor-cars and aeroplanes. They are used on lorries which carry heavy loads of several tons and on aeroplanes which race along the ground at tremendous speeds as they take-off and land.

Topic: invention of wheel

Main idea: most basic invention of all time - the wheel.

Key words in the main idea: troublesome, difficult, hazards

Problem: absence of a tool to resolve the crisis man faced in traveling and carrying burdens

Solution: invention of wheel

6. Extended Definition

In this pattern, the writer names a concept or complicated process that the paragraph will define and explain. Usually, the main idea or first sentence of the paragraph states a dictionary definition of the concept or process, followed by a description and/or an explanation. There are usually no signal words for the details.

- **Key words/phrases in the main idea:** consists of, is, seems to be, are.

Read the paragraph and the information below. Then underline the signal words in the paragraph.

The Renaissance was a cultural and scholarly movement that stressed the rediscovery and application of texts and thought from classical antiquity, occurring in Europe c. 1400 – c. 1600. The Renaissance can also refer to the period of European history spanning roughly the same dates.

There remains debate about what exactly constituted the Renaissance. Essentially, it was a cultural and intellectual movement, intimately tied to society and politics, of the late fourteenth to early seventeenth centuries, although it is commonly restricted to just the fifteenth and sixteenth centuries. It is considered to have originated in Italy.

At its core, the Renaissance was a movement dedicated to the rediscovery and use of classical learning, that is to say knowledge and attitudes from the Ancient Greek and Roman eras. Renaissance literally means ‘rebirth’, and Renaissance thinkers believed the period between themselves and the fall of Rome, which they labelled the Middle Ages, had seen a decline in cultural achievement compared with the earlier eras.

Topic: Renaissance

Main idea: defining Renaissance

Supporting facts and ideas: The Renaissance was a, The Renaissance can also refer, debate about what exactly constituted the Renaissance, the Renaissance was a movement, it literally means

Explanation or description: movement dedicated to the rediscovery, use of classical learning, ‘rebirth’

Now your turn:

Identifying Patterns

In the following exercise practice using key words and signal words to identify the patterns. Remember that when the Extended Definition and Problem/Solution patterns are used, there are usually no signal words for the details.

Each paragraph has a different pattern. Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas as shown in the solved examples earlier.

Listing, Sequence, Comparison/Contrast or Cause/Effect patterns: Signal words and details

Problem/Solution pattern: The problem and the solution

Extended Definition pattern: Explanation and/or description

Passage 1:

The idea that parental behavior characteristic of authoritative, authoritarian and permissive parenting styles seem to parallel the parental behavior connected with secure, avoidant, and ambivalent attachment styles. Since it has been demonstrated that attachment styles result in an internal working model which guides intimate relationships as an adult, it is hypothesized that parenting styles which mirror the attachment pattern will also predict relationship abilities as an adult. Fifty-six volunteer undergraduate students participated in this study. Results show that although 92% of the students with authoritative parenting styles are also securely attached, that only attachment styles predict intimacy patterns. Those students who were securely attached to their parents scored significantly higher on tests of personal intimacy and belief in other's abilities to be intimate as opposed to those students with authoritarian or permissive parents. Results are discussed in the context that attachment patterns form an early working model while parenting styles are more prevalent when the child is older and may affect other variables.

Many variables contribute to the formation of an attachment between child and caregiver. Ainsworth (1964) developed a classification system that categorized attachment into three types; secure, avoidant, and ambivalent attachment, each characterized by the mother's typical behavior towards the child and the child's reaction to the mother. For example, mothers of securely attached children rate higher on scales of sensitivity, acceptance, cooperation, and emotional accessibility (Ainsworth, 1967; Ainsworth & Bell, 1970; Karen, 1998). Due to this, the child has a great deal of autonomy, affective sharing, cognitive flexibility, problem-solving ability and perseverance (Ainsworth, Blehar, Waters, & Wall, 1979). All of these outcomes indicate that secure attachment results in healthy family and peer relationships as well as, high self-esteem for the child (Bowlby, 1988). Conversely, the mothers of insecurely attached children display behaviors that range from chaotic or inconsistent care-taking (Bridges & Connell, 1991; Egeland & Farber, 1984) to rejection and maltreatment of their children (Ainsworth, 1989). In response to these parenting techniques, these children become emotionally isolated from both family and peers and seldom have stable interpersonal relationships or a good self-concept (Bowlby, 1988).

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 2:

Despite their differences, Hinduism and Christianity have great similarities. And this is particularly prominent in the case of the life and teachings of the two central figures of these world religions — Christ and Krishna.

Similarities in just the names of ‘Christ’ and ‘Krishna’ have enough fuel for the curious mind to prod into the proposition that they were indeed one and the same person.

Although there is little historical evidence, it is hard to ignore a host of likenesses between Jesus Christ and Lord Krishna.

Both are believed to be sons of God, since they were divinely conceived, the birth of both Jesus of Nazareth and Krishna of Dwarka and their God-designed missions were foretold, also, were born at unusual places — Christ in a lowly manger and Krishna in a prison cell, in the same way both were divinely saved from death pronouncements, evil forces pursued both Christ and Krishna in vain, Christ is often depicted as a shepherd; Krishna was a cowherd, like both appeared at a critical time when their respective countries were in a torpid state, similarly both died of wounds caused by sharp weapons — Christ by nails and Krishna by an arrow, the teachings of both are very similar — both emphasize love and peace, Krishna was often shown as having a dark blue complexion same as a colour close to that of Christ

Christ comes from the Greek word ‘Christos’, which means “the anointed one”. Again, the word ‘Krishna’ in Greek is the same as ‘Christos’. A colloquial Bengali rendering of Krishna is ‘Kristo’, which is the same as the Spanish for Christ — ‘Cristo’.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 3:

Ultimately, the causes of the British Industrial Revolution can be put down to a number of factors. Ranging from the technological advancements, to resource available, geographical, and economic reasons. Let us first look at the development of the steam engine. Sir Thomas Newcomen and Sir James Watt designed the first steam engines in the 18th century. These would undoubtedly provide the impetus for the first trains and the establishment of a railway network for Britain.

Second, the railway network largely replaced the antiquated canal network. It ensured that goods and raw materials could be transported quickly and efficiently. As such, this gave Britain a sound base for industry. Besides, iron founding, was also greatly enhanced in the iron industry. Coke was applied to all aspects of iron smelting, allowing for greater output and efficiency in that area.

Third, was another important innovation that of cotton spinning. This proved to be most important to the development of the textile industry.

Fourth, raw materials required for industry, were also available to Britain. The British Isles had the likes of coal widely available, which was an important raw material. Britain also had iron, copper, tin, limestone, and water readily available to provide further expansion for industry.

Fifth, this was enhanced by their colonial possessions, which could also provide more resources besides. Trade with the rest of the empire, would further enhance the industrial resources and capital available to Britain. As a sea-fearing nation, the British also possessed the largest merchant fleet. This was the largest of the time with the French fleet defeated during the Napoleonic wars, and could also provide invaluable trade.

Finally, another important factor is that competition was not really there. Their most likely rivals, the French, had been defeated in Europe and their potential industrial base eroded as a result. The Americans were still a young nation at the time, and Germany would not unite until later in the 19th century.

Soon, Machine tools, were also another part of the Industrial Revolution. These were developed in the 18th century, and they enabled manufacturing machines to be made. Machines with metal frames became increasingly more common, which was largely down to machine tools.

Overall, with such factors it cannot be considered a surprise that Britain embraced industry. The spirit of entrepreneurs would undoubtedly enhance British industry, but perhaps was not a cause for the Industrial Revolution. For location, resources, and transport networks all favoured Britain and their empire; resulting in a large share of manufacturing output for Britain by the mid 19th century.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 4:

Taj Mahal stands in the city of Agra, in the northern Indian state of Uttar Pradesh, on the banks of the Yamuna River. It was built in the memory of the beautiful Arjumand Bano Begum, who won the heart of a Mughal prince. She was married at 21 to Emperor Jahangir's third son Prince Khurram and stayed loyally by his side through good times and bad: in the luxurious royal palaces of Agra as well as the transient tents of war camps

In AD 1628, Khurram became king after a bloody battle of succession: he took the name Shahjahan or "King of the World" and showered his beloved begum with the highest titles. She became Mumtaz Mahal, the exalted of the palace and Mumtaz-ul-Zamani, the exalted of the Age. But Mumtaz Mahal was not destined to be queen for long.

For centuries, the Taj Mahal has inspired poets, painters and musicians to try and capture its elusive magic in word, colour and song. It is one of the most flawless architectural creations of the world. Since the 17th century, travellers have crossed continents to come and see this ultimate memorial to love, and few have been unmoved by its incomparable beauty.

In 1631, Shahjahan went on an expedition to the south and, as always, Mumtaz Mahal accompanied him. But she died in childbirth at Burhanpur. She had borne Shahjahan fourteen children, of whom four sons and three daughters survived. When Mumtaz Mahal died, she was just 39 years old. Shahjahan was inconsolable and contemporary chronicles tell of the royal court mourning for two years. there was no music, no feasting, and no celebration of any kind.

Shahjahan, who was a passionate builder, now decided to erect a memorial to his queen in pristine marble that the world would never forget. The site selected for the tomb was a garden by the Yamuna river, unshadowed by any other structure. The garden had been laid by Raja Man Singh of Amber and now belonged to his grandson, Raja Jai Singh. By a royal firman, Shahjahan gave Jai Singh four havelis in exchange for the garden. The site was also chosen because it was located on a bend in the river, and so could be seen from Shahjahan’s personal palace in Agra Fort, further upstream.

Work on the mausoleum began in 1633 and 20,000 workers laboured for 17 years to build it. It is believed that the most skilled architects, inlay craftsmen, calligraphers, stone-carvers and masons came from all across Indian and lands as distant as Persia and Turkey. The master mason was from Baghdad, an expert in building the double dome from Persia, and an inlay specialist from Delhi. Yemen sent agates, the corals came from Arabia, the garnets from Bundelkhand, onyx and amethyst from Persia. Mumtaz Mahal’s final resting-place was ornamented like a queen’s jewel-box.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 5:

Green house gases stay can stay in the atmosphere for an amount of years ranging from decades to hundreds and thousands of years. No matter what we do, global warming is going to have some effect on Earth. Here are the 5 deadliest effects of global warming.

Spread of disease - as northern countries warm, disease carrying insects migrate north, bringing plague and disease with them. Indeed some scientists believe that in some countries thanks to global warming, malaria has not been fully eradicated.

Warmer waters and more hurricanes - As the temperature of oceans rises, so will the probability of more frequent and stronger hurricanes. We saw in this in 2004 and 2005.

Increased probability and intensity of droughts and heat waves - Although some areas of Earth will become wetter due to global warming, other areas will suffer serious droughts and heat waves. Africa will receive the worst of it, with more severe droughts also expected in Europe. Water is already a dangerously rare commodity in Africa, and according to the Intergovernmental Panel on Climate Change, global warming will exacerbate the conditions and could lead to conflicts and war.

Economic consequences - Most of the effects of anthropogenic global warming won't be good. And these effects spell one thing for the countries of the world, Hurricanes cause billions of dollars in damage, diseases cost money to treat and control and conflicts exacerbate all of these.

Polar ice caps melting - The ice caps melting is a four-pronged danger.

First, it will raise sea levels. Second, melting ice caps will throw the global ecosystem out of balance. Third, temperature rises and changing landscapes in the arctic circle will endanger several species of animals. Only the most adaptable will survive.

Fourth, global warming could snowball with the ice caps gone. Ice caps are white, and reflect sunlight, much of which is reflected back into space, further cooling Earth.

So what is the solution? Are we just being negative? Or there is a way to resolve the crisis.

Global warming, or global climate change, is a phenomenon in which global temperatures are increasing and are outside the range of what most scientists consider normal fluctuations. Global warming is increasing in intensity mostly because of the pollutants, in the form of greenhouse gases, humans are emitting into the atmosphere. Because this is a mostly human-created problem, we do have the ability to diminish its growth.

An important way to reduce your impact on global warming is to become informed. Every person has what is known as a carbon footprint, the size of which corresponds to the amount of carbon you put into the atmosphere.

Because carbon dioxide is the largest contributor to global warming, and combustion of fossil fuels is the largest producer of carbon dioxide, it follows that evaluating and changing your transportation habits will help reduce global warming. Driving less, carpooling, taking

public transportation, reducing air travel, and purchasing hybrid cars (which get twice the gas mileage of a gasoline car) are all things you can do to reduce the carbon dioxide you emit. Even purchasing local produce can help reduce emissions, because produce does not have to be transported as far.

Carbon dioxide is also emitted from coal-burning plants, which produce much of the electricity powering millions of homes across the world. Thus, reducing personal energy consumption can reduce carbon dioxide emissions. Turning off lights, insulating homes, purchasing energy-efficient appliances and lightbulbs, and turning down the heat are all ways to reduce energy consumption.

Using alternative energy sources is another way to reduce the amount of carbon dioxide in the air. Solar and hydroelectric power as well as nuclear, wind and geothermal energy can all be costly initially but are more efficient.

Planting trees is a good way to reduce your carbon footprint. Trees remove carbon dioxide from the atmosphere as well as generate a more oxygen-rich environment.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 6:

Historians have suggested many reasons why World War Two broke out in 1939.

The Second World War was the culmination of the inter-war period. It was a global military conflict lasting from 1939 to 1945 which involved most of the world's nations, including all of the great powers, organised into two opposing military alliances: the Allies and the Axis. It was the most widespread war in history, with more than 100 million military personnel mobilised. In a state of "total war," the major participants placed their entire economic, industrial, and scientific capabilities at the service of the war effort, erasing the distinction between civilian and military resources. Marked by significant action against civilians, including the Holocaust and the only use of nuclear weapons in warfare, it was the deadliest conflict in human history, with over seventy million casualties.

While the second World War officially began on September 3, 1939, the timeline for WWII traces all the way back to the end of the First World War.

After Germany's first overwhelming defeat, the Treaty of Versailles was signed. The Treaty of Versailles had put the Saar under the control of the League of Nations for 15 years. In 1935 the inhabitants of the Saar voted to return to Germany. The Saar plebiscite is cited by many historians as the first step to war. Second, Hitler began to build up his armed forces. In 1935 he introduced conscription (calling up men to the army). This broke the Treaty of Versailles, but Britain and France let him get away with it. Third, Hitler invaded the Rhineland on 7 March 1936. This broke the Treaty of Versailles. It was a bluff – the German army had only 22,000 soldiers and had orders to retreat if they met any resistance. But once again, Britain and France did nothing. Fourth, In 1938, Hitler took over Austria. Hitler encouraged the Austrian Nazis to demand union with Germany. Then Hitler invaded Austria (11 March 1938). This broke the Treaty of Versailles, but Britain and France did nothing. Fifth, In 1938, Hitler tried to take over the Sudetenland. First, Hitler encouraged the Sudeten Nazis to demand union with Germany. Then, Hitler made plans to invade Czechoslovakia. Neville Chamberlain appeased Hitler. At Munich, on 29 September 1938, Britain and France gave Hitler the Sudetenland. Sixth, On 15 March 1939, Hitler's troops marched into the rest of Czechoslovakia. This, for most British people, was the time when they realised that the only thing that would stop Hitler was a war. Seventh, In summer 1939, Hitler began to unfold his plan to take over Poland. First, the Germans in Danzig demanded union with Germany. Then, Hitler threatened war. Chamberlain promised the Poles that Britain would support them if Germany attacked Poland. In August 1939, Hitler made a secret treaty with Russia. He thought this would stop Britain & France helping Poland. Finally, on 1 September 1939, Hitler invaded Poland. On 3 September 1939, Chamberlain declared war on Germany.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 7:

GSM stands for global system for mobile communication while CDMA for code division multiple accesses.

GSM is a form of multiplexing, which divides the available bandwidth among the different channels. Most of the times the multiplexing used are either TDM (Time division multiplexing) or FDM (Frequency division multiplexing). On the other hand CDMA is a type of multiple access scheme(which means allotting the given bandwidth to multiple users) and makes use of spread spectrum technique which is essentially increasing the size of spectrum.

In CDMA each user is provided a unique code and all the conversation between 2 users are coded. This provides a greater level of security to CDMA users unlike the GSM ones.

One can understand the basic difference between CDMA and GSM with the following example.

Suppose there is a big room in which there are 10 couples who wish to talk but in way that they are not disturbed. There are 3 ways of doing this-

1. Only one couple stay in the room and rest 9 leave it for a while, say 5 minutes. For those 5 minutes that couple can talk with each other and at the end of that it will go out and the next couple will come. At the end of the time slot of 10th couple, the 1st couple will come back to continue its conversation and the cycle would continue.

This is analogous to TDMA (Time division Multiple access) a technique derived from TDM.
2. Another way is to divide the area of the room in 10 equal parts and then ask these couples to stay within their respective areas and talk.

This is analogous to FDMA (Frequency Division Multiple Access), a technique derived from FDM. Finally, the couples can be allowed to stand anywhere in the room and converse. They need not wait to get their time slot or be confined in a particular place. The only condition now is that all of them must speak in different languages.

This is analogous to CDMA technique.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____

Passage 8:

It has been consistently experienced that psychology limits philosophy : psychology sets the boundaries within which philosophy can range. The narrower the range of a person’s psychological understanding of life, so correspondingly will the authentic range of his philosophy also is narrow. Without an adequate understanding of life, so the thinker is dependent on imagination and prejudice when trying to stretch his ideas to fit aspects of reality that he has never experienced.

Within a perspective that emphasizes the qualitative features of life we will find that philosophy provides most of the framework whereas, psychology provides much of the content. The effectiveness of philosophy to define a qualitative approach to life rests on its analysis of psychology: this enables the individual to create himself within the context of his historical situation.

More generally,

While the purpose of philosophy is to abstract what is valid from all realms of value so as to enable the person to create his or her own identity; the historical situation determines what is holistically possible. The results of such philosophical analysis should be consistent with the empirical results of psychology.

Topic: _____

Main idea: _____

Pattern: _____

Key word in the main idea: _____

Supporting facts and ideas: _____

Signal words/phrases: _____

Details: _____



Part II

READING SPEED





UNIT 1: LEARNING TO READ FASTER

How fast do you read different stuff? Would you rate yourself as a fast, moderate or a slow reader?

Most people read everything at the same speed which is usually slower than they actually can. Efficient readers, however, adjust their reading speed based on the kind of material they are reading. They slow down when something complex comes up and zip through when what they are reading is easily understood.

Why is it important to learn to read faster?

1. You will get through required reading more efficiently.
2. You will enjoy reading books more and so will read more.
3. You will improve your comprehension.

While the first two points seem obvious, the third point would have raised your eyebrows. The connection between reading fast and comprehending apparently seems to be inverse. The faster you read the less you understand. However the reality is different. When you read slowly you read one word at a time like this:

People	think	that	when	they	read
one	word	at	a	time	they
tend	to	understand	more.	Each	word
is	understood	on	its	own	and
then	move	on	to	the	next
word.					

Think about it - If you read separate words this way, it will be extremely difficult for you to make sense of what you're reading because you're reading every word in isolation. There is no context. You must remember each word as a separate piece of information. By the time you get to the end of a sentence you may have forgotten the beginning.

What is the meaning of the words **finish**, or **however**, or **till then** if you don't know the context in which these word are used.

He finished his homework is much more meaningful than:

He finished his homework.

Can you do something about it? Of course you can. The following five strategies will help you improve your *reading rate*, that is, the speed at which you read. This is not the same as the "speed reading" sometimes advertised as - "Learn to read a book in an hour!" The aim here is to increase your rate gradually, while at the same time building confidence and comprehension.

However, remember that not everything is supposed to be read at the same fast (or slow) speed. Flexibility is extremely important and so you should try and develop the ability to speed up or slow down according to the text and your purpose for reading.

Experts believe that a reading rate of less than 200-250 words per minute (WPM) almost certainly indicates word-by-word reading. Many students who have never worked on increasing their reading rate read at that rate. Others may already read at faster rates. Whatever your rate is now, experience has shown that students who regularly work on their reading rate can double it in a few months. Very often, this also leads to better academic performance.

Strategy 1: Get rid of bad reading habits

Certain habits can slow you down. Think about your own reading habits.

a. Vocalization: Vocalization is the habit of saying the words aloud as you read.

Do you try to pronounce or vocalize every word as you read? Vocalization is not necessary for comprehension. In fact, even if you sub-vocalize (say the words in your mind) you will probably understand less. The effort of trying to pronounce the words will interfere with your ability to comprehend.

b. Lip Movement: Do you usually move your lips while you read silently? Saying the words will prevent you from ever reading faster than about 200 WPM, the fastest speed at which English can be spoken.

c. Using a pointer: Do you follow the words you read with your finger or a pencil? Following the words with your finger will also slow you down. The eyes of a good reader do not move line by line through a text. Instead they tend to jump ahead for new information, or hack for confirmation of what was read. Your eyes should be free to follow your thoughts, not your finger!

d. Translation: Do you translate into your native language as you read in English? Or do you often write translations of words in the English text? Translating into your native language takes time and prevents you from concentrating on the ideas. Furthermore, it interferes with your ability to think in English as you read.

Note: If you answered yes to any of the questions, try to change the habits that are slowing you down.

Strategy 2: Increase your eye-span

Eye-span is the number of words that you can read at a glance. Efficient readers read groups of words, called 'chunks', instead of a single word at each glance. That is, they read meaningful groups of words, which are much easier to remember than a lot of separate words. Furthermore, when reading in chunks, they can form connections among the ideas in the text and with information or ideas they know.

What is a meaningful phrase, or chunk?

Good readers in English is a meaningful phrase because it makes sense alone.

English chunk as is not a meaningful phrase because it does not make sense alone.

Readers generally divide up sentences in similar ways, though there may be some differences. Faster readers tend to make longer chunks so they can take in more text at a time. For example:

Each chunk / should be a phrase / that makes sense / by itself. (Slower readers)

Each chunk should be a phrase / that makes sense by itself. (Faster readers)

Exercise 1:

A. Read the following paragraph.

There's no denying that water is good for you, but does everyone really need to drink 8 glasses or more every day? According to Heinz Valtin, a retired professor of physiology from Dartmouth Medical School who specialized in kidney research and spent 45 years studying the biological system that keeps the water in our bodies in balance, the answer is "no".

B. Now read the paragraph aloud to another student and listen to the other student read it to you.

C. Read the same paragraph divided into meaningful phrases.

There's no denying that water is good for you, but does everyone really need to drink 8 glasses or more every day? According to Heinz Valtin, a retired professor of physiology from Dartmouth Medical School who specialized in kidney research and spent 45 years studying the biological system that keeps the water in our bodies in balance, the answer is "no".

D. Now read the paragraph aloud to another student, pausing very briefly after each phrase. Was it easier to understand the paragraph with or without the division into phrases?

Note: Students usually find that they understand better when their partners read the paragraph divided into phrases. In listening, as in reading, it is easier for your brain to take in and process information if it is divided into meaningful phrases.

Exercise 2:

A. Working with another student, read the passage and then divide the sentences into meaningful phrases. The first sentence has been done for you. Note that some phrases may be on two lines of text.

Could Cell Phone Radiation Protect Memory?

After spending years / fighting claims that cell phone / use can cause brain tumors /, industry reps may be getting some welcome news. A new study suggests cell phone radiation may actually have a beneficial biological effect—two hours of exposure a day staved off Alzheimer’s disease in mice.

Scientists at the University of South Florida studied mice that are genetically predisposed to develop Alzheimer’s and its accompanying memory problems. Based on previous research, the researchers hypothesized that radiation from phones would accelerate progression of the disease because other types of radiation cause free radical damage. The team used an antenna to expose some of the mice to electromagnetic waves that approximated two hours of daily cell phone use. To the scientists’ surprise, the mice that were dosed with cell phone radiation did not suffer from memory impairments as they aged—unlike their radiation free counterparts. The mice exposed to phone waves retained their youthful ability to navigate a once familiar maze after time spent in different mazes.

The researchers hypothesize that the radiation prevented the buildup of amyloid plaques, the sticky protein aggregates that are found in Alzheimer’s brains. They suggest that their work may eventually lead to a treatment that can halt the disease process.

Studies in mice are preliminary, of course: many avenues of treatment that seem promising in rodents fail to pan out in humans. But the new paper raises questions about the cell phone industry’s claim that its products’ emissions are too weak to have any biological effects. Although the link to brain tumors remains inconclusive, the new work suggests cell phones may indeed be messing with our minds.

B. Compare your work with that of another pair of students. If you disagree, check with your teacher and correct your phrases. Then read the passage aloud to each other, pausing briefly after each phrase.

Note: For further practice in dividing text into chunks, you can mark passages in this book or any other book that you are reading. Choose one or two paragraphs and divide the sentences into chunks. Then read the paragraphs several times, focusing your eyes on each chunk.

Try to focus in the middle of each chunk and you should be able to see to the left as well as the right. Like this:

Try to **focus** in the middle **of each** chunk

If at first it seems difficult, don't worry. After a little practice it will become automatic.

Strategy 3: Skip over unknown words

Whenever you come across a word you don't understand try not to stop. Skip over the word and continue reading. In some cases, knowing the meaning of the word will not be necessary for understanding the important ideas in the passage. In other cases, you may be able to get a general sense of the word from the context.

Exercise 3:

A. In this paragraph, every fifth word is missing. Read the paragraph and answer the questions. Do NOT try to guess the missing words.

The chief pleasure of _____ is to eat. To coin a cliché, India _____ a continent; there is as much culinary _____ between Arunachal and Karnataka _____ there is between Norway and _____. And yet.

You go to the _____ places, hoping for a _____ of local ingredients, cooked _____ local spices. I look _____ to being away from _____ metros, with their big _____ fare. Homes and restaurants _____ smaller towns should serve _____ cuisine of the region, _____ sometimes they do. _____ big hotel chains usually _____ one restaurant that stylishly _____ the cuisine of the _____. Smaller hosteleries often serve _____ no-frills meals, almost what _____ would cook at home. _____ the more up-market they _____, it seems that "hospitality" _____ a certain menu.

1. Is there as much variety in different Indian cuisines as between different international ones?
2. When people travel, do they want to try local cuisines?
3. Does the author like to eat in the metros?
4. Do big hotel chains serve cuisine of the region they are in?
5. What happens to small hotels when they become high-end?

Compare your answers with those of another student. Then discuss the following questions.

1. How many of the questions could you answer?
2. Did you need to know the missing words to understand the passage?

Note: Students usually find that they can read and understand a lot even when many words are missing or unknown.

Strategy 4: Use your reading material

Here are two ways to use your reading material (book, magazine, website, etc.) to improve your reading rate.

1. Reading sprints

The speed or rate at which we read is a function of habit. We read the way we read because we've been doing it for a long time. As you would know, breaking long-formed habits is easier said than done.

One way of breaking slow reading habits is reading sprints. Reading sprints will force your eyes to move more quickly. Reading sprints will help you in the same way that running sprints help runners who want to increase their speed. They may seem difficult and tiring at first, and you will probably feel that you are comprehending little of the text. But with practice, they will get easier and your comprehension will improve.

Read the instructions below all the way through before you start so you will be able to concentrate on your reading during the sprint. You will need a reliable clock or watch and your reading book or material.

Instructions for reading sprints

1. Mark with a pencil where you are now in your book (or pick up something new). Make a note of your starting time in the margin and read for five minutes.
2. Write in the margin of your book the number of pages you have read.
3. Count ahead about the same number of pages as those you have just read, and mark the place. (For example, if you read two and a half pages, count ahead two and a half pages.)
4. Try to read those pages in only four minutes. If you do not succeed the first time, keep trying until you do, using new pages each time. You will need to force your eyes to move faster along the page, skipping over words or even whole lines of text. Do not worry about your comprehension at this point.
5. Count ahead the same number of pages again, and mark the place as you did before. Try to read that same number of pages in three minutes. If you do not succeed, try again with new pages.
6. Now, try to read the same number of pages in two minutes. Keep trying until you succeed. You may be able to grab just a few words from the text. This does not matter. The important thing is to make your eyes move quickly and understand something.
7. Mark your place in the book again. Make a note of the starting time and read for five minutes without forcing yourself to read fast.
8. Count the number of pages you read this time. Compare this with the number of pages you read the first time.

Note: Many students find that their unforced “normal” speed is faster after the sprints. Regular practice with reading sprints will help you increase your reading rate and become more comfortable reading at faster speeds. (If you feel that you did not understand fully what you read during the sprints, you can read those pages again afterward.)

2. Rate practice

Follow the instructions below to calculate your reading rate in your reading book. Check your rate regularly (about once a week) and keep track of your progress on the Reading Rate Progress Chart on the page no. 86.

Calculating reading rate

1. In your reading book, calculate the average number of words per page.

- Turn to a full page in your book (preferably without a lot of dialogue unless that is typical of your book).
- Count the number of words in three lines and divide by 3 to get the average number of words per line.
- Count the number of lines on that page and multiply it by the number of words per line to get the average number of words per page.

$$(\text{lines}) \times (\text{average words per line}) = (\text{average words per page})$$

2. Time your reading.

- Open your book and mark your place on the page you are now reading. Before you begin to read, write in the margin the exact time you start reading. Read comfortably for about ten or fifteen minutes. Write the exact time you finished.
- Calculate the number of minutes you read:

$$(\text{finishing time})_{\text{min}} - (\text{starting time})_{\text{min}} = (\text{reading time})_{\text{min}}$$

3. Calculate your reading rate.

- Count the number of pages you read, including parts of pages.
- Find the total number of words you read by multiplying the number of pages by the number of words per page.

$$\begin{array}{ccccc} \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ (\text{pages read}) & & (\text{words per page}) & & (\text{words you read}) \end{array}$$

- Calculate your reading rate (words per minute) by dividing the total number of words you read by the number of minutes.

$$\begin{array}{ccccc} \underline{\hspace{2cm}} & / & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ (\text{words read}) & & (\text{minutes}) & & (\text{reading rate, words per minute}) \end{array}$$

- Turn to the Reading Rate Progress Charts on the next page. Write the date and your reading rate.

Reading Rate Progress Chart

Date	Reading Material - Book/Exercise #/Passage #	Reading Speed (wpm)

You could photostat this sheet for further use to keep track of your reading speed



Strategy 5: Practice with reading sprints

One of the best ways to improve one's reading speed is to continuously keep pushing and challenging it. One way of doing that is to regularly practice reading against the clock . In the example below, you will time yourself as you read the passage and then answer comprehension questions. These are the same steps you will follow as you read all of the passages in Units 2, 3, and 4. (The length of each passage is given after every passage.)

Example:

A. Write your exact starting time. Preview the passage for a few seconds and then read it all the way through to the end. Push yourself to read a little faster than usual.

Shoppers who can't have secrets

Starting time: _____

It's called behavioral tracking:

- Cameras that can follow you from the minute you enter a store to the moment you hit the checkout counter, recording every T-shirt you touch, every mannequin you ogle, every time you blow your nose or stop to tie your shoelaces.
- Web coupons embedded with bar codes that can identify, and alert retailers to, the search terms you used to find them and, in some cases, even your Facebook information and your name.
- Mobile marketers that can find you near a store clothing rack, and send ads to your cell phone based on your past preferences and behavior.

To be sure, such retail innovations help companies identify their most profitable client segments, better predict the deals shoppers will pursue, fine-tune customer service down to a person and foster brand loyalty. But these and other surveillance techniques are also reminders that advances in data collection are far outpacing personal data protection. Enter the post-privacy society, where we have lost track of how many entities are tracking us. Not to mention what they are doing with our personal information, how they are storing it, whom they might be selling our dossiers to and, yes, how much money they are making from them.

On the way out, consumer advocates say, is that quaint old notion of informed consent, in which a company clearly notifies you of its policies and gives you the choice of whether to opt in (rather than having you opt out once you discover your behavior is being tracked). "How does notice and choice work when you don't even interface with the company that has your data?" says Jessica Rich, a deputy director of the bureau of consumer protection at the Federal Trade Commission. The commission has brought several dozen complaints against companies about possibly deceptive or unfair data collection and nearly 30 complaints over data security issues. In 2009, the commission proposed new guidelines for Web advertising that is tailored to user behavior.

The problem is, the FTC's guidelines are merely recommendations. Corporations can choose to follow them--or not. And the online advertising standards don't apply to off-line techniques like observation in stores. Mike Zaneis, vice president for public policy at the Interactive Advertising Bureau, a trade association based in Manhattan, says the advertising industry is not generally collecting personally identifiable data. His group has worked closely with the FTC on industry self-regulation, he says, and is developing new industry standards to alert consumers as they encounter ads based on their online behavior. In the meantime, Zaneis says, consumers can use an industry program if they want to opt out of some behavior-based ads. As for mobile marketing, he says, consumers are always asked if they want to opt in to ads related to their cell phone location.

The larger issue here is not the invasion of any one person's privacy as much as the explosive growth of a collective industry in behavioral information, says Jeff Chester, the executive director of the Center for Digital Democracy, a nonprofit group that works to safeguard user privacy. "The whole business model is unfettered data collection of all your activities online and off," Chester says. For example, he says that when consumers opt into cell phone ads, they may not understand that marketers may link their locations with information from third-party databases. The result, he says, is mobile dossiers about individual consumers.

As contradictory as it might sound, we need new strategies for transparent consumer surveillance. In a country where we have a comprehensive federal law--the Fair Credit Reporting Act--giving us the right to obtain and correct financial data collected about us, no general federal statute requires behavioral data marketers to show us our files, says Rich of the FTC. So, is the European model, involving independent government agencies called Data Protection Commissions that are charged with safeguarding people's personal information, better than ours?

Europe's privacy commissioners have generally been more forward-looking, examining potential privacy intrusions like biometric tracking, while the FTC is still trying to understand the magnitude and the implications of the Web, says Marc Rotenberg, the executive director of the Electronic Privacy Information Center, a research group in Washington.

In the meantime, what if consumers take a more active interest in who is collecting information about them? In a recent documentary called "Erasing David," the London-based filmmaker David Bond attempts to disappear from Britain's surveillance grid, hiring experts from the security firm Cerberus to track him using all the information they can glean about him while he tries to outrun them. In the course of the film, the detectives even obtain a copy of the birth certificate of his daughter, then 18 months old.

But the real shocker is the information Bond is able to obtain about himself--by taking advantage of a data protection law in Britain that requires public agencies and private businesses to release a person's data file upon his or her written request. In one scene, Bond receives a phonebook-thick printout from Amazon.com listing everything he ever

bought on the site; the addresses of every person to whom he ever sent a gift; and even the products he perused but did not ultimately buy.

Inspired by Bond's odyssey, I called some companies with whom I do business. A customer service representative at a bookstore chain where I have a discount card told me that the company maintains a list of the amount each member spends on each transaction so that the store can tell people how much money they saved at the end of the year. But a loyalty cardholder is not permitted to obtain his or her own purchase history.

Then I called an online travel agency and asked if I could get copies of my flight history and phone transcripts. I was regretting a disgruntled call I made to the agency a few months ago after being stranded at an airport in a blizzard. The customer care rep said clients couldn't obtain their own transcripts unless it was for legal purposes.

Was I being taped this time, too? They always tape, he said.

(Length: 1016 words)

Finishing time: _____

Reading time: _____

(Subtract your finishing time from your starting time)

B. Write your exact finishing time (minutes and seconds) and reading time. Then turn to the next page and answer the comprehension questions. Do not look back at the passage while you are answering the questions.

C. Circle the letter of the best answer for each item.

1. Choose the statement that best expresses the thesis (general idea) of this passage.
 - a. Europe's privacy commissioners have generally been more forward-looking than US's.
 - b. Advances in data collection are far outpacing personal data protection.
 - c. Invasion of any one person's privacy is not as much of an issue as the explosive growth of a collective industry in behavioral information.
 - d. The privacy that we've always enjoyed has finally gone.
2. According to Mike Zaneis, which of the following is true of mobile marketing?
 - a. Consumers are always asked if they want to opt in to ads related to their cell phone location.
 - b. Consumers are never asked if they want to opt in to ads related to their cell phone location.
 - c. Consumers continue to receive calls from companies in spite of their not choosing to do so.
 - d. Mobile marketing is a function of the country to which the consumer belongs.
3. 'Erasing David' is about the British surveillance system, its methods and techniques.
 - a. True
 - b. False
4. According to the passage 'informed consent'
 - a. Is on its way out
 - b. Was never there in the first place
 - c. Is illegal
 - d. Means companies have the right to track customers
5. What can you infer from the passage?
 - a. Privacy laws are different in Britain than in the U.S.
 - b. There are no privacy laws in the U.S.
 - c. The future is uncertain
 - d. None of the above

D. Check your answers at the back. For any incorrect answers, look back at the passage to understand why they were incorrect.

E. Find your reading rate (WPM) for the example passage based on the formula explained earlier.

F. Write today's date, your reading rate (WPM), and your comprehension score (the number of correct answers) on the Progress Chart for Timed Readings (page 86).

Guidelines for Timed Reading Practice

- Set a reading rate goal for yourself. If you have a personal goal, you will push yourself more to read faster.
 - Your present reading rate: _____ WPM (from the Example above) Your personal goal: _____ WPM
 - Be sure to record the exact time you start and finish each passage.
 - Answer the questions without looking back at the passages.
 - Check your answers. Then look back at the text to understand any incorrect answers.
 - Find your reading rate on the Reading Rate Table.
 - Record your reading rate, comprehension score (the number of correct answers), and the date on the Progress Chart for Timed Readings on page 86.
 - After you have read four or five passages, check your progress on the charts for reading rate and comprehension. Your aim should be to increase your reading rate gradually while keeping your comprehension score at six or more correct answers.
- > If you reading rate stays the same, you need to force your eyes to move ahead faster.
- > If you have incorrect answers for more than three questions, you might be reading too fast. Slow down slightly and concentrate more while you read.

UNIT 2: INDIA

Passage 1:

Starting time: _____

India as a country has been bestowed with several nomenclatures. Right from unity in diversity to birthplace of Hinduism and Sanskrit, the land has always been admired and revered for its rich cultural legacy and variety that it offers. India is a story, a legend, folklore and an anecdote in itself. It needs no introduction, no specific mention. It has continued to thrive for centuries and there are bright chances of it being the next super power. The country has always nourished numerous cultures, traditions and religions. All the major religions thrive in India and none of them have ever felt insecure or unprotected. That's the beauty of the land.

Go to any part of rich India and you will find numerous temple and shrines and all of them contain their own unique stories. We have always believed in beautiful and fascinating description of Indian Gods and Goddesses. Many stories have been told and retold in different fashions about how particular God originated in a particular place. All the descriptions of deities are believable and they convey just one message of Good winning over the evil. Gods in Indian religion have always fought monsters and even taken human forms to conquer evils in convincing manner. Right from north India to southern and western states, everywhere one can find plenty of amazing tales about our religion and sustenance over the centuries. The essence remains the same, the versions differ.

Indian mythology has always been popular among masses. Its effect can be seen from different religious functions and tales told to the kids by their grandma. The virtues have always been exemplified by the conduct of the Gods. Many present day symbols have been born from our mythology and religious beliefs. For example, Om or Swastika or Trishul etc have always been revered. Religious beliefs are in tune with our traditional way of living and we as staunch believers still believe in following the rules and customs. When you hear of stories about our mythological characters like Ram, Sita, Hanuman, Ravana, Ganesha, Krishna and Bhima etc you get to know about what the essence of India is made of. These characters are now being used in animation movies that will be further helpful in making new generation aware of India's famous religions and mythology. Religion and mythology is no less than precious treasure that must be respected and preserved. India is a story in itself. There have been civilizations and archaeological facts that are constantly being researched about the birth place of Hindu Gods and Goddesses. Though many times there are fake inventions, there seems a lot of history in the shrines and temples in India. Each depiction of God and villains seems appropriate with the truth winning over the evil. Each time and place has the new emergence of a Hindu God who takes care of the three worlds and slays the evil. A swastika or an Om is a revered sign and mentioned as prosperity. There are many symbols like the Trishul or the Trident which is not displayed everywhere as it is considered aggressive. It is customary to smear ash or sandalwood powder in the forehead as it cools the mind. These are beliefs turned to tradition and most of us

follow the rules and codes. The latest generation is quite inquisitive about facts yet totally appreciates the quests of Lord Rama, the slaying of the ten headed Ravana, the piousness of Sita and the loyalty of Hanuman. Animation flicks are being created showing characters like Gathotkach the son of Bhima, Hanuman and Ganesha. Though these are kid specials, this would be the best way to teach them about Gods and religion. Dashavatar is a wonderful combination of story and the magnanimous nature of Lord Vishnu. Each avatar or creation has a set nature and character. It is mind blowing to see the story narration and is well received by the all of us. Our art and culture have direct relation with the mythology. The Shravan month is a holy time where people get religiously and maintain fasting. This is also the time for the beginning of all festivals. Magic or splendor is what we see at the Ganesh Chaturthi festival in India. The Durga Puja is another feat. South traditions relate to Lord Muruga(Karthik) or Lord Ayyappa. The shrine of Vaishnodevi in Jammu involves climbing a steep mountain of 14 kilometers bent and the mission seems accomplished once we see the holy pind. People hold allegiance and complete belief in miracles when life challenges them. Mythology is the treasure of Indian religion and must be given to our progeny.

(Length: 770 words)

Finishing time: _____

Reading time: _____

(Subtract your finishing time from your starting time)

Find your reading rate and then fill in the information on the Progress Chart for Timed Readings (page 86).

1. The central idea of the passage is best explained by which of the following statements?
 - a. India, as a country, has been bestowed with several nomenclatures.
 - b. There are bright chances of India being the next super power.
 - c. India is all about temples, shrines and amazing tales by grandma.
 - d. Mythology is the treasure of Indian religion and must be given to our progeny.
2. "In life of an Indian believer, religion has direct implications in his/her day to day life", this is evident from
 - a. A believer offers daily prayers to the Gods.
 - b. He or she visits temples regularly.
 - c. His or her active participation in festivals throughout the year.
 - d. The teachings and beliefs promoted in the religion are considered as tradition and the rules, codes and customs are sincerely followed in everyday life.



3. In India mythology is very significant as
 - a. It is a source of thousands of centuries old stories.
 - b. It is the source of their beliefs, traditions, culture, day to day practices, art, religion, festivals and provides the essence of living i.e. good winning over the evil.
 - c. It talks about various avatars that Indian Gods have taken.
 - d. It is the primary source of various festivals in the country.
4. Animation flicks on religious characters will help
 - a. In improving sales in the animation industry like never before
 - b. In teaching kids as well as elders about gods and religion and in making new generations aware of India's famous religions and mythology.
 - c. The creative directors in their careers
 - d. Parents in keeping their children busy with some good and value loaded entertainment.
5. It can be concluded from the passage that
 - a. India is a story, a legend, folklore and an anecdote in itself.
 - b. Mythology is the treasure of Indian religion and must be given to our progeny.
 - c. Animation flicks will play an important role in teaching kids as well as elders about Gods and religion and in making new generation aware of India's famous religions and mythology.
 - d. All the descriptions of deities are believable and they convey just one message of Good winning over the evil.

Passage 2:

Starting time: _____

INDIA IS A LAND of ancient civilization, with cities and villages, cultivated fields, and great works of art dating back 4,000 years. India's high population density and variety of social, economic, and cultural configurations are the products of a long process of regional expansion.

In the last decade of the twentieth century, such expansion has led to the rapid erosion of India's forest and wilderness areas in the face of ever-increasing demands for resources and gigantic population pressures--India's population is projected to exceed 1 billion by the 21st century. Such problems are a relatively recent phenomenon. Rhinoceros inhabited the North Indian plains as late as the sixteenth century. Historical records and literature of earlier periods reveal the motif of the forest everywhere. Stories of merchant caravans

typically included travel through long stretches of jungle inhabited by wild beasts and strange people; royal adventures usually included a hunting expedition and meetings with unusual beings. In the Mahabharata and the Ramayana , early epics that reflect life in India before 1000 B.C. and 500 B.C., respectively, the forest begins at the edge of the city, and the heroes regularly spend periods of exile wandering far from civilization before returning to rid the world of evil.

The formulaic rituals of the Vedas reflect attempts to create a regulated, geometric space from the raw products of nature. The country's past serves as a reminder that India today, with its overcrowding and scramble for material gain, its poverty and outstanding intellectual accomplishments, is a society in constant change. Human beings, mostly humble folk, have within a period of 200 generations turned the wilderness into one of the most complicated societies in the world. The process began in the northwest in the third millennium B.C., with the Indus Valley, or Harappan, civilization, which was centred mostly in the western part of the Indian Subcontinent, when an agricultural economy gave rise to extensive urbanization and long-distance trade. The second stage occurred during the first millennium B.C., when the Ganga-Yamuna river basin and several southern river deltas experienced extensive agricultural expansion and population growth, leading to the rebirth of cities, trade, and a sophisticated urban culture.

By the seventh century A.D., a dozen core regions based on access to irrigation-supported kingdoms became tied to a pan-Indian cultural tradition and participated in increasing cross-cultural ties with other parts of Asia and the Middle East. India's inclusion within a global trading economy after the thirteenth century culminated in the arrival of Portuguese explorers, traders, and missionaries, beginning in 1498. Although there were ebbs and flows in the pattern, the overall tendency was for peasant cultivators and their overlords to expand agriculture and animal husbandry into new ecological zones, and to push hunting and gathering societies farther into the hills.

(Length: 464 words)

Finishing time: _____

Reading time: _____

(Subtract your finishing time from your starting time)

Find your reading rate and then fill in the information on the Progress Chart for Timed Readings (page 86).

1. The passage is primarily about
 - a. India
 - b. Indian civilization
 - c. Changes in India because of rapid expansion
 - d. Rapid expansion has led to the rapid erosion of India's forest and wilderness areas.

2. Which of the following statements is NOT true according to the passage?
 - a. The formulaic rituals of the Vedas reflect attempts to create a regulated, geometric space from the raw products of nature.
 - b. River basins have no significant role in the process of urbanization.
 - c. The Mahabharata and the Ramayana, the great early epics reflect life in India before 1000 B.C. and 500 B.C respectively.
 - d. With the advent of civilization the hunting and gathering societies were pushed farther into the hills.

3. India's inclusion within a global trading economy is marked by the arrival of Portuguese explorers, traders, and missionaries in 1498.
 - a. True
 - b. False

4. The Indus Valley Civilization -
 - a. was centered in the southern region of the Indian subcontinent and did not promote trading.
 - b. was centered in the eastern region of the Indian subcontinent and was engaged in trading.
 - c. was centered in the western region of the Indian subcontinent and gave rise to urbanization and long distance trade.
 - d. was centered in northern region of the Indian subcontinent and was only engaged in agriculture.

Passage 3:

Starting time: _____

Mirabai was a great saint and devotee of Sri Krishna. Despite facing criticism and hostility from her own family, she lived an exemplary saintly life and composed many devotional bhajans. Historical information about the life of Mirabai is a matter of some scholarly debate. The oldest biographical account was Priyadas's commentary in Nabhadass' Sri Bhaktammal in 1712. Nevertheless there are many aural histories, which give an insight into this unique poet and Saint of India.

Mira was born around the start of the 16th Century in the Chaukari village in Merta, Rajasthan. Her father was Ratan Singh a descendent of Rao Rathor, the founder of Jodhpur. When Mirabai was only 3 years old, a wandering Sadhu came to her family's home and gave a doll of Sri Krishna to her father. Her father took this as a special blessing, but was initially unwilling to give it to her daughter, because she felt she would not appreciate it. However Mira had, at first sight, become deeply enamoured with this doll. She refused to eat until the doll of Sri Krishna was given to her. To Mira, this figure of Sri

Krishna, embodied his living presence. She resolved to make Krishna her lifelong friend, lover, and husband. Throughout her turbulent life she never wavered from her youthful commitment.

On one occasion when Mira was still young she saw a wedding procession going down the street. Turning to her mother she asked in innocence, “Who will be my husband?” Her mother replied, half in jest, half in seriousness. “You already have your husband, Sri Krishna.” Mira’s mother was supportive of her daughter’s blossoming religious tendencies, but she passed away when she was only young.

At an early age Mira’s father arranged for her to be married to Prince Bhoj Raj, who was the eldest son of Rana Sanga of Chittor. They were an influential Hindu family and the marriage significantly elevated Mira’s social position. However Mira was not enamoured of the luxuries of the palace. She served her husband dutifully, but in the evening she would spend her time in devotion and singing to her beloved Sri Krishna. Whilst singing devotional bhajans, she would frequently lose awareness of the world, entering into states of ecstasy and trance

However her new family did not approve of her piety and devotion to Krishna. To make things worse Mira refused to worship their family deity Durga. She said she had already committed herself to Sri Krishna. Her family became increasingly disapproving of her actions, but the fame and saintly reputation of Mirabai spread throughout the region. Often she would spend time discussing spiritual issues with Sadhus and people would join in the singing of her bhajans. However this just made her family even more jealous. Mira’s sister-in-law Udabai started to spread false gossip and defamatory remarks about Mirabai. She said Mira was entertaining men in her room. Her husband, believing these stories to be true, tore into her room with sword in hand. However he saw Mira only playing with a doll. No man was there at all. Yet throughout these hysterical slanders Mirabai remained unmoved by both the criticism and praise of the world.

(Length: 532 words)

Finishing time: _____

Reading time: _____

(Subtract your finishing time from your starting time)

Find your reading rate and then fill in the information on the Progress Chart for Timed Readings (page 86).

1. The passage mainly deals with
 - a. Glimpses into Mirabai’s life based on oral tradition.
 - b. An autobiography of Mirabai
 - c. Difficulties faced by Mirabai
 - d. Conflicts in the historical interpretations of Mirabai’s life

2. Mirabai despite her religious inclination refused to worship her family deity Durga.
 - a. True
 - b. False
3. Which of the following statements is TRUE according to the passage?
 - a. Marriage with the Hindu prince significantly elevated Mira's social position and she was enamored by the luxuries of the kingdom.
 - b. Prince Bhoj Raj was the youngest son of Rana Sanga of Chittor.
 - c. Mirabai's new family did not approve of her piety and devotion to Krishna.
 - d. After her marriage, Mirabai took interest in the matters of the kingdom and participated in political discussions.
4. Mirabai was gifted the doll of Shri Krishna by –
 - a. Her mother
 - b. A Sadhu
 - c. Her father
 - d. Prince Bhoj Raj
5. Mirabai
 - a. Was fascinated with the doll of Shri Krishna as a kid but soon got interested in other common games of children and forgot about the doll.
 - b. She failed to deliver her duties as a responsible princess to prince Bhojraj.
 - c. Resolved to make Krishna her lifelong friend, lover, and husband, throughout her turbulent life, she never wavered from her youthful commitment.
 - d. Was fascinated with the doll of Shri Krishna as a young girl but soon started to worship Goddess Durga after her marriage in the influential Hindu family of Rana Sanga.

Passage 4:

Starting time: _____

In all early civilizations, the first expression of mathematical understanding appears in the form of counting systems. Numbers in very early societies were typically represented by groups of lines, though later different numbers came to be assigned specific numeral names and symbols (as in India) or were designated by alphabetic letters (such as in Rome). Although today, we take our decimal system for granted, not all ancient civilizations based their numbers on a ten-base system. In ancient Babylon, a sexagesimal (base 60) system was in use.

In India a decimal system was already in place during the Harappan period, as indicated by an analysis of Harappan weights and measures. Weights corresponding to ratios of 0.05, 0.1, 0.2, 0.5, 1, 2, 5, 10, 20, 50, 100, 200, and 500 have been identified, as have scales with decimal divisions. A particularly notable characteristic of Harappan weights and measures is their remarkable accuracy. A bronze rod marked in units of 0.367 inches

points to the degree of precision demanded in those times. Such scales were particularly important in ensuring proper implementation of town planning rules that required roads of fixed widths to run at right angles to each other, for drains to be constructed of precise measurements, and for homes to be constructed according to specified guidelines. The existence of a graduated system of accurately marked weights points to the development of trade and commerce in Harappan society.

In the Vedic period, records of mathematical activity are mostly to be found in Vedic texts associated with ritual activities. However, as in many other early agricultural civilizations, the study of arithmetic and geometry was also impelled by secular considerations. Thus, to some extent early mathematical developments in India mirrored the developments in Egypt, Babylon and China . The system of land grants and agricultural tax assessments required accurate measurement of cultivated areas. As land was redistributed or consolidated, problems of mensuration came up that required solutions. In order to ensure that all cultivators had equivalent amounts of irrigated and non-irrigated lands and tracts of equivalent fertility - individual farmers in a village often had their holdings broken up in several parcels to ensure fairness. Since plots could not all be of the same shape - local administrators were required to convert rectangular plots or triangular plots to squares of equivalent sizes and so on. Tax assessments were based on fixed proportions of annual or seasonal crop incomes, but could be adjusted upwards or downwards based on a variety of factors. This meant that an understanding of geometry and arithmetic was virtually essential for revenue administrators. Mathematics was thus brought into the service of both the secular and the ritual domains.

Arithmetic operations (Ganit) such as addition, subtraction, multiplication, fractions, squares, cubes and roots are enumerated in the Narad Vishnu Purana attributed to Ved Vyas (pre-1000 BC). Examples of geometric knowledge (rekha-ganit) are to be found in the Sulva-Sutras of Baudhayana (800 BC) and Apasthmaba (600 BC) which describe techniques for the construction of ritual altars in use during the Vedic era. It is likely that these texts tapped geometric knowledge that may have been acquired much earlier, possibly in the Harappan period. Baudhayana's Sutra displays an understanding of basic geometric shapes and techniques of converting one geometric shape (such as a rectangle) to another of equivalent (or multiple, or fractional) area (such as a square). While some of the formulations are approximations, others are accurate and reveal a certain degree of practical ingenuity as well as some theoretical understanding of basic geometric principles. Modern methods of multiplication and addition probably emerged from the techniques described in the Sulva-Sutras.

Pythagoras - the Greek mathematician and philosopher who lived in the 6th C B.C was familiar with the Upanishads and learnt his basic geometry from the Sulva Sutras. An early statement of what is commonly known as the Pythagoras theorem is to be found in Baudhayana's Sutra: The chord which is stretched across the diagonal of a square produces an area of double the size. A similar observation pertaining to oblongs is also noted. His Sutra also contains geometric solutions of a linear equation in a single unknown. Examples of quadratic equations also appear. Apasthamba's sutra (an

expansion of Baudhayana's with several original contributions) provides a value for the square root of 2 that is accurate to the fifth decimal place. Apasthamba also looked at the problems of squaring a circle, dividing a segment into seven equal parts, and a solution to the general linear equation. Jain texts from the 6th C BC such as the Surya Pragyapti describe ellipses.

Modern-day commentators are divided on how some of the results were generated. Some believe that these results came about through hit and trial - as rules of thumb, or as generalizations of observed examples. Others believe that once the scientific method came to be formalized in the Nyaya-Sutras - proofs for such results must have been provided, but these have either been lost or destroyed, or else were transmitted orally through the Gurukul system, and only the final results were tabulated in the texts. In any case, the study of Ganit i.e mathematics was given considerable importance in the Vedic period. The Vedang Jyotish (1000 BC) includes the statement: "Just as the feathers of a peacock and the jewel-stone of a snake are placed at the highest point of the body (at the forehead), similarly, the position of Ganit is the highest amongst all branches of the Vedas and the Shastras."

(Many centuries later, Jain mathematician from Mysore, Mahaviracharya further emphasized the importance of mathematics: "Whatever object exists in this moving and non-moving world, cannot be understood without the base of Ganit (i.e. mathematics)".)

(Length: 952 words)

Finishing time: _____

Reading time: _____

(Subtract your finishing time from your starting time)

Find your reading rate and then fill in the information on the Progress Chart for Timed Readings (page 86).

1. The passage is primarily about
 - a. History of Mathematics in India
 - b. History of Mathematics
 - c. History of India
 - d. The Decimal System
2. Numbers in very early societies were typically represented by groups of lines.
 - a. True
 - b. False

3. Which of the following statements is NOT true according to the passage?

The existence of a graded system of accurately marked weights:

- a. Points to the development of trade and commerce in Harappan society
- b. Points to the development of science and mathematics in the Harappan age.
- c. Were only important in ensuring proper implementation of town planning rules that required roads of fixed widths to run at right angles to each other
- d. Though not based on decimal system were accurate in measurement.

4. According to the passage which of the following is true regarding Pythagoras theorem
- The chord which is stretched across the diagonal of a square produces an area of half the size.
 - The chord which is stretched across the diagonal of a square produces an area of thrice the size.
 - The chord which is stretched across the diagonal of a square produces an area of double the size
 - The chord which is stretched across the diagonal of a square produces an area of two third the size.

Passage 5:

Starting time: _____

Indian contemporary Art in the break of 21st century is as varied as it had never been before. At its background, it has richness of various art forms used as medium of expression by civilizations since ages. From the elitist business houses and royal families, fine art has now entered the drawing rooms of the middle-class buyers and from domestic market it is now traveling offshore to fetch immense, often astronomical prices.

To categorize Indian Fine Art, we can have many criteria. One criterion which is often used by the Art Schools is the criterion of the medium. In this criterion the artists are classified as Oil painters, Acrylic painters, water colorists, terracotta sculptors, installations artists, etc. But this is not a very good criterion as many artists in the 21st century do not use any single medium but experiment with many media simultaneously. Again the very distinction between paintings, assemblages, installations, collages and sculptures is getting blurred with each passing day.

Another way of classifying Indian Art is categorize the art works in terms of the region of the artist's origin. This is a very popular criterion and schools have been named after important centres of Art like Santiniketan, Baroda, Calcutta, Bombay, Pune, Delhi, Chandigarh, Chennai and Trivandrum. However many artists move from one place to another and do not attach themselves with any particular school of art.

A more difficult approach is to understand Artists and their Art in terms of the inspirations they draw from. Art in India had always been influenced by everyday life and has been an integral part of Indian life and excavations of Art objects from historical places have shown that Indian art had reached very high degrees of sophistication at various times in Indian History. Many of the artists in 21st century India use these historical styles in their art. Similarly there are artists who draw their inspiration from the rich Folk traditions of India.

India had always been closely connected with other countries. Influence of these various cultures can be seen in the art of various times. Even today the trend continues as Indian artists remain connected to the trends outside and openly adapt to the emerging European and Oriental styles.

Again while contemporary artists in India take inspiration from various sources and styles, Indian Art still remains its distinct Indianess. Newer styles never seen before are also emerging in the Indian scene; forms and styles which actually can not be categorized into any specific existing genre.

(Length: 420 words)

Finishing time: _____

Reading time: _____

(Subtract your finishing time from your starting time)

Find your reading rate and then fill in the information on the Progress Chart for Timed Readings (page 86).

1. The passage is primarily about
 - a. Indian art
 - b. Contemporary Indian art
 - c. Categorizing Indian fine art
 - d. Influence of Indian art
2. “Distinction between paintings, assemblages, installations, collages and sculptures is getting blurred with each passing day”.
 - a. True
 - b. False
3. Which of the following statements is NOT true according to the passage?
 - a. To categorize Indian Fine Art, medium as well region of the artist’s origin is used as criterions.
 - b. Indian artists remain connected to the trends outside and openly adapt to the emerging European and Oriental styles.
 - c. Indian fine art draws inspiration from the rich folk traditions of India.
 - d. Indian art has gained popularity across sections in the domestic market but is yet to make a mark in the foreign market.
4. Which of the following is true about Indian art;
 - a. There has not been much influence of day-to-day life on the Indian art.
 - b. Does not have a very long history; compared to other cultures, it is new.
 - c. As a result of artists drawing inspiration from various sources and styles, Indian Art is somewhere loosing its Indianess.
 - d. It exhibits versatility. There are several schools of art in the country.

ANSWERS & EXPLANATIONS

Preview

Passage 1:

1. The passage deals with the fact that we believe in and respect great men.
2. The passage is argumentative in that it is arguing for why it is natural to believe in great men.
3. They make the Earth wholesome. They occupy our dreams and our youth.
4. Great men are the origins of religion. 5th paragraph starts with this assertion. What it essentially means is that when great men did very great things (“shining moments”), we made them gods.
5. No. Second paragraph second sentence states, “they make the earth wholesome”. So without them earth would be incomplete.

Passage 2:

1. a

The passage’s topic is English Literature but it is specifically about American Literature. In other words the **scope** of the passage is American Literature. (We will discuss **scope** in a later chapter).

C and D are too narrow. They cover only an aspect of the passage, not the whole passage.

2. a

The answer can be found in the last paragraph.

The first sentence of the last paragraph (American literature is English literature made in this country) makes B wrong. C and D are true as per the passage (last para), not myths.

3. a

2nd paragraph 1st sentence clearly says that “American literature and English literature of the nineteenth century are parallel derivatives from preceding centuries of English literature”.

Passage 3:

Often, social behavior is strongly affected by temporary factors or causes. Changing moods, shifting emotions, fatigue, illness, and drugs-all can influence the ways in which we think and behave. For e.g.; most persons are more willing to do favors for others when in a good mood than when in a bad mood. Similarly, most people are likely to loose their tempers and flash out at others in some manner when feeling irritable than when feeling pleasant.

Because such temporary factors often exert important effects on social behavior and thought, we often seek knowledge about them: We try to find out how others are feeling right now. How do we go about this process? Sometimes in a very straight forward way: we ask people

directly. Unfortunately, this strategy sometimes fails, because others are often unwilling to reveal their inner feelings to us. On the contrary, they may actively seek to conceal such information, or even to mislead us about their current emotions. For e.g. Negotiators often hide their emotions to offers from their opponents; and sales persons frequently show more liking and friendliness toward potential customers when they really feel.

In situations like these, we often fallback upon another, less direct method for information about others’ reactions: we pay careful attention to their non verbal behaviors - changes in facial expressions, eye contact, posture, body movements and other expressive actions. Such behavior is relatively irrepressible – difficult to control – so that even when others try to conceal their inner feelings from us, these often “leak out” in many ways through non verbal cues. So, in an important sense, non verbal behaviors constitute a silent but eloquent language. The information they convey and our efforts to interpret this input often described by the term non verbal communication.

1. Importance of non verbal communication in social context.
2. Descriptive
3. By seeking knowledge about them (direct & less direct method).
4. Others may try to conceal/hide information & mislead.
5. Less direct method – non verbal cues.

Passage 4:

Penicillin is one of the earliest discovered and widely used antibiotic agents, derived from the Penicillium mold. Antibiotics are natural substances that are released by bacteria and fungi into the their environment, as a means of inhibiting other organisms - it is chemical warfare on a microscopic scale.

Originally noticed by a French medical student, Ernest Duchesne, in 1896. Penicillin was re-discovered by bacteriologist Alexander Fleming in 1928. He observed that a plate culture of Staphylococcus had been contaminated by a blue-green mold and that colonies of bacteria adjacent to the mold were being dissolved. Curious, Alexander Fleming grew the mold in a pure culture and found that it produced a substance that killed a number of disease-causing bacteria. Naming the substance penicillin, Dr. Fleming in 1929 published the results of his investigations, noting that his discovery might have therapeutic value if it could be produced in quantity.

At the time, however, the importance of Alexander Fleming’s discovery was not known. Use of penicillin did not begin until the 1940s when Howard Florey and Ernst Chain isolated the active ingredient and developed a powdery form of the medicine.

Dorothy C. Hodgkin used x-rays to find the structural layouts of atoms and the overall molecular shape of over 100 molecules including penicillin. Dorothy’s discovery of

the molecular layout of penicillin helped lead scientists to develop other antibiotics. It was not until 1939 that Dr. Howard Florey, a future Nobel Laureate, and three colleagues at Oxford University began intensive research and were able to demonstrate penicillin's ability to kill infectious bacteria. As the war with Germany continued to drain industrial and government resources, the British scientists could not produce the quantities of penicillin needed for clinical trials on humans and turned to the United States for help. They were quickly referred to the Peoria Lab where scientists were already working on fermentation methods to increase the growth rate of fungal cultures. On July 9, 1941, Howard Florey and Norman Heatley, Oxford University Scientists came to the U.S. with a small but valuable package containing a small amount of penicillin to begin work. Pumping air into deep vats containing corn steep liquor (a non-alcoholic by-product of the wet milling process) and the addition of other key ingredients was shown to produce faster growth and larger amounts of penicillin than the previous surface-growth method. Ironically, after a worldwide search, it was a strain of penicillin from a moldy cantaloupe in a Peoria market that was found and improved to produce the largest amount of penicillin when grown in the deep vat, submerged conditions.

By November 26, 1941, Andrew J. Moyer, the lab's expert on the nutrition of molds, had succeeded, with the assistance of Dr. Heatley, in increasing the yields of penicillin 10 times. In 1943, the required clinical trials were performed and penicillin was shown to be the most effective antibacterial agent to date. Penicillin production was quickly scaled up and available in quantity to treat Allied soldiers wounded on D-Day. As production was increased, the price dropped from nearly priceless in 1940, to \$20 per dose in July 1943, to \$0.55 per dose by 1946.

As a result of their work, two members of the British group were awarded the Nobel Prize. Dr. Andrew J. Moyer from the Peoria Lab was inducted into the Inventors Hall of Fame and both the British and Peoria Laboratories were designated as International Historic Chemical Landmarks. On May 25, 1948, Andrew J Moyer was granted a patent for a method of the mass production of penicillin.

Four years after drug companies began mass-producing penicillin in 1943, microbes began appearing that could resist it. The first bug to battle penicillin was Staphylococcus aureus. This bacterium is often a harmless passenger in the human body, but it can cause illness, such as pneumonia or toxic shock syndrome, when it overgrows or produces a toxin.

1. Alexander Fleming. (2nd paragraph)
2. The first bug to battle penicillin. (Last paragraph)
3. Dr. Heatley. (5th paragraph)
4. Dorothy's discovery of molecular layout of penicillin. (4th paragraph)

5. Released by bacteria & fungi they inhibit other organisms. (1st paragraph)

6. Penicillin is of therapeutic value as it is capable of killing disease causing bacteria.

Passage 5:

Mr. Vice President, Mr. Speaker, Members of the Senate, of the House of Representatives:

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The People of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.

But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might, will win through to absolute victory.

I believe that I interpret the will of the Congress and of the People when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.



With confidence in our armed forces - with the unbounding determination of our People - we will gain the inevitable triumph - so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941 a state of War has existed between the United States and the Japanese empire.

1. December 7, 1941 by Japan
2. It was both. From the point of view of US it was sudden but from Japan's perspective it was contemplated.
3. It caused them severe damage.
4. With anger and feelings of vengeance vowing to avenge themselves.
5. The American President because in most countries the Commander-in-Chief of the Army and Navy is the President or the Prime Minister and the U.S. doesn't have a Prime Minister.

Passage 6:

“That’s right, Bobby, get it out...don’t keep it inside or it will make you sick!” She truly believed in the catharsis hypothesis – the view that if individuals give vent to their anger and hostility in some relatively non harmful way, their tendencies to more dangerous forms of aggression may be reduced.

Is this actually true? Existing evidence offers a mixed picture. On the one hand, participation in various activities that are not harmful to others (like vigorous sports activities, attacking a photo of one’s enemy, shouting obscenities into an empty room) can reduce emotional arousal stemming from frustration or provocation. Unfortunately, though, such effects appear to be temporary. Arousal stemming from provocation may reappear as soon as individual thinks once again about the incidents that made them angry. What about the idea of performing “safe” aggressive actions reduce the likelihood of more harmful forms of aggression. Results in this respect are even less encouraging. Overt aggression, it appears, is not reduced by watching filmed or televised violence or attacking inanimate objects. Indeed there is some evidence that aggression may actually be increased by these activities.

In short, contrary to popular belief catharsis does not appear to be a very effective means for reducing aggression. Participating in safe forms of aggression or merely in rigorous activities may produce temporary reductions in arousal; but feelings of anger may quickly return when individuals meet or merely think about, the persons who annoyed them.

1. Catharsis – reduction in aggression resulting from exposure to filmed violence or displacement of anger on inanimate objects.
2. Descriptive

3. Catharsis hypothesis – the view that if individuals give vent to their anger and hostility in some relatively non harmful way, their tendencies to more dangerous forms of aggression may be reduced.

4. Existing evidences offers a mixed picture about the effectiveness of catharsis in reducing aggression.

5. Catharsis produces only temporary reduction in arousal.

Passage 7:

The fact that women coming of age in the new millennium wish to reclaim feminism and make it their own is a clear sign that it is alive, kicking & more importantly evolving. It certainly contradicts the common assumption that young women have no time or use for feminism.

A surprisingly significant number directly and effectively challenge the popular notion that feminism is passé. Many more including those who may not specifically identify themselves as fememists make use of the innumerable innovative ideas and terms introduced to the world by feminist thinkers and activists. Not to mention the laws, policies and practices those have come into being thanks to over three decades of feminist activism, both within the country and across the globe.

“Young women today do face different realities from those faced by previous generations, while at the same time benefiting from the gains of earlier feminist struggles. In this new global order, feminism provides a critical framework, a political lens, through which analyze and develop visions and strategies for a just world”. As an ideology and a movement feminism offers solidarity, commitment, rights understanding of power as personal and systematic and a willingness to challenge and inequitable status quo.

Men constitute another group assumed to be understandably opposed to feminism; but it is worth noting that several men were quick to post welcoming comments on ultra violet and continue to respond seriously to issues highlighted by the young women bloggers.

Men Against Violence and Abuse (MAVA), a Mumbai based organization envisions a gender – just society and works towards eliminating gender based violence against women. In 2007 (MAVA) launched a book titled ‘Breaking the moulds: Indian men look at patriarchy looking at men’, the publication is expected to serve as a primer for the newly emerging field of men’s studies.

Interestingly this growing academic discipline owes its origins to feminism. Men’s studies are clearly the offspring of not only feminist theory, but also the social awareness brought on by the women’s movement. As a result men’s studies are largely pro feminist in its approach.”You don’t have to be anti-men to be pro-women” –said *Jane Galvin Lewis*.

“I myself have never been able to find out precisely what feminism is: I only know that people call me a feminist whenever I express sentiments that differentiate me from a door mat or a prostitute.” –Rebecca West.



1. It suggests that it is alive, kicking & more importantly evolving.
2. It is not a passé. It has relevance in day to day lives of each and every woman, in the form of laws, practices, policies, rights creating a favorable environment.
3. Yes as besides questioning it strengthens women with practical tools like policies, law etc.
4. It envisions a gender – just society and works towards eliminating gender based violence against women.
5. No
6. No

Passage 8:

Mesophiles are microorganisms such as some species of Bacteria, Fungi, and even some Archaea that are best active at median temperatures. For instance, bacterial species involved in biodegradation (i.e., digestion and decomposition of organic matter), which are more active in temperatures ranging from approximately 70° - 90°F (approx. 15°–40°C), are termed mesophilic bacteria. They take part in the web of micro-organic activity that form the humus layer in forests and other fertile soils, by decomposing both vegetable and animal matter.

At the beginning of the decomposition process, another group of bacteria, psychrophilic bacteria, start the process because they are active in lower temperatures up to 55°F (from below zero up to 20°C), and generate heat in the process. When the temperature inside the decomposing layer reaches 50–100°F, it attracts mesophilic bacteria to continue the biodegradation. The peak of reproductive and activity of mesophilic bacteria is reached between 86–99°F (30–37°C), and further increases the temperature in the soil environment. Between 104–170°F (40–85°C, or even higher), another group of bacteria (thermophilic bacteria) takes up the process that will eventually result in organic soil, or humus. Several species of fungi also take part in each decomposing step.

Mesophilic bacteria are also involved in food contamination and degradation, such as in bread, grains, dairies, and meats. Examples of common mesophilic bacteria are *Listeria monocytogenes*, *Pseudomonas maltophilia*, *Thiobacillus novellus*, *Staphylococcus aureus*, *Streptococcus pyrogenes*, *Streptococcus pneumoniae*, *Escherichia coli*, and *Clostridium kluyveri*. Bacterial infections in humans are mostly caused by mesophilic bacteria that find their optimum growth temperature around 37°C (98.6°F), the normal human body temperature. Beneficial bacteria found in human intestinal flora are also mesophiles, such as dietary *Lactobacillus acidophilus*.

1. It talks about microorganisms mainly belonging to the species of Bacteria & Fungi.
2. Descriptive

3. Dietary *Lactobacillus acidophilus*.
4. Psychrophilic bacteria
5. Bacteria which takes up the process of decomposition and eventually result in organic soil, or humus.
6. Mesophilic bacteria.

Paragraph

Exercise A:

1. Digitization will encourage an unprecedented diversity of new specialized content in many languages. The more adaptable of today's general publishers will survive the redundancy of their traditional infrastructure but digitization has already begun to spawn specialized publishers occupying a variety of niches staffed by small groups of like-minded editors, perhaps not in the same office or even the same country, much as software firms themselves are decentralized with staff in California collaborating online with colleagues in Bangalore and Barcelona.

Topic: **Digitization will lead to specialized publishing.**

2. American writers in particular are often anxious to be perceived as “serious,” which they tend to equate with a mournful solemnity. Like most attempts to appear grown-up, it just makes you look childish. Comedy is as essential a lens on the human experience as tragedy, and furthermore it is an excellent ward against pretension. While readers may respect you for breaking our hearts, we will love you for making us laugh.

Topic: **Comedy is as essential in writing as tragedy (3rd sentence).**

3. Let us consider the possibility that Pakistan has genuine concerns over water. Two kinds of arguments are often heard. The first is that the Indus treaty was unfair to Pakistan and gave India too much water. This is a widespread belief in Pakistan. The other argument is that Pakistan as the lower riparian is vulnerable because India as the upper riparian will acquire a measure of control over the waters through the structures that it builds on the western rivers, and can use those structures either to stop the waters from flowing to Pakistan or to store the waters and then release them in a flood.

Topic: **Pakistan's concerns over India's control on water.**

4. The difficult, solitary work of literary creation, however, demands rare individual talent and in fiction is almost never collaborative. Social networking may expose readers to this or that book but violates the solitude required to create artificial worlds with real people in them. Until it is ready to be shown to a trusted friend or editor, a writer's work in progress is intensely private. Dickens and Melville wrote in solitude on paper with pens; except for their use of typewriters and computers so have the hundreds of authors I have worked with over many years.



Topic: **Solitude is essential for literary creation.**

Exercise B:

1. Never open a book with weather.
2. Never use a verb other than “said” to carry dialogue.
3. It is no longer acceptable for the guardians of knowledge to behave like 19th-century gamekeepers, chasing the proles out of the grand estates.
4. Popular mythology – from Faust through Frankenstein to Dr No – casts scientists as sinister schemers, harnessing the dark arts to further their diabolical powers.
5. Would it work? No.

Exercise C:

1. c

Remember, we are supposed to infer the main idea of the paragraph. So it won't be explicitly stated. Also the correct answer should capture the essence of the paragraph. (c) does this best and the other two answer choices are specific facts not the main idea.

2. b

Again, (b) captures the main essence whereas the other two choices refer to specific points mentioned to support that essence.

3. c

(a) is a narrow point mentioned in the paragraph to support the main idea; (b) is way beyond the passage - nothing like this is suggested. (c) perfectly captures the total essence of the paragraph.

Exercise D:

1. b

This is one of those paragraphs wherein the topic, or central/main idea, is stated in the passage. The other two answer choices are supporting details, hence narrow.

Supporting Details:

In the post-1991 period, we saw that greater economic activity generated more investment, more jobs, better incomes, more savings, the last leading to more investment and thus completing the virtuous cycle. However, greater economic activity took within its embrace only those who had the means and the opportunity to participate in the freer market. Millions, however, remained outside the market economy, and do so even today. Among them are landless peasants whose labour is often under-priced. There are small farmers who have little or no surplus produce and hence cannot benefit from higher prices for agricultural products. There are artisans like potters and cobblers, blacksmiths and goldsmiths, and weavers, whose products are replaced by the products of organised industry. And, finally, there are the millions who live on the margins of society such as forest-dwellers, the disabled and the destitute. Besides, a free and fiercely competitive market may drive many people to the margins and beyond.

As there are success stories in the era of liberalisation, there are as many failures too.

2. a

The main idea is to be inferred in this paragraph and (a) is the best essence. The other two choices are narrow and support the main idea.

Supporting Details:

Animals are happy so long as they have health and enough to eat. Human beings, one feels, ought to be, but in the modern world they are not, at least in a great majority of cases. If you are unhappy yourself, you will probably be prepared to admit that you are not exceptional in this. If you are happy, ask yourself how many of your friends are so. And when you have reviewed your friends, teach yourself the art of reading faces; make yourself receptive to the moods of those whom you meet in the course of an ordinary day.

A mark in every face I meet,

Marks of weakness, marks of woe,

says Blake. Though the kinds are different, you will find that unhappiness meets you everywhere. Let us suppose that you are in New York, the most typically modern of great cities. Stand in a busy street during working hours, or on a main thoroughfare at a week-end, or at a dance of an evening; empty your mind of your own ego, and let the personalities of the strangers about you take possession of you one after another. You will find that each of these different crowds has its own trouble. In the work-hour crowd you will see anxiety, excessive concentration, dyspepsia, lack of interest in anything but the struggle, incapacity for play, unconsciousness of their fellow creatures. On a main road at the week-end you will see men and women, all 'comfortably off, and some very rich, engaged in the pursuit of pleasure. This pursuit is conducted by all at a uniform pace, that of the slowest car in the procession; it is impossible to see the road for the cars, or the scenery, since looking aside would cause an accident; all the occupants of all the cars are absorbed in the desire to pass other cars, which they cannot do on account of the crowd; if their minds wander from this preoccupation, as will happen occasionally to those who are not themselves driving, unutterable boredom seizes upon them and stamps their features with trivial discontent. Once in a way a car-load of coloured people will show genuine enjoyment, but will cause indignation by erratic behaviour, and ultimately get into the hands of the police owing to an accident: enjoyment in holiday time is illegal.

3. c

(a) is true as per the paragraph but does not encompass the essential gist of the passage which is (c).

(b) is a fact in the paragraph - not the main idea.



Supporting Details:

“In general, exercise by itself is pretty useless for weight loss,” says Eric Ravussin, a professor at the Pennington Biomedical Research Center in Baton Rouge, La., and an expert on weight loss. It’s especially useless because people often end up consuming more calories when they exercise. The mathematics of weight loss is, in fact, quite simple, involving only subtraction. “Take in fewer calories than you burn, put yourself in negative energy balance, lose weight,” says Braun, who has been studying exercise and weight loss for years. The deficit in calories can result from cutting back your food intake or from increasing your energy output — the amount of exercise you complete — or both. When researchers affiliated with the Pennington center had volunteers reduce their energy balance for a study last year by either cutting their calorie intakes by 25 percent or increasing their daily exercise by 12.5 percent and cutting their calories by 12.5 percent, everyone involved lost weight. They all lost about the same amount of weight too — about a pound a week. But in the exercising group, the dose of exercise required was nearly an hour a day of moderate-intensity activity, what the federal government currently recommends for weight loss but “a lot more than what many people would be able or willing to do,” Ravussin says.

Exercise E:

Mankind apparently has always had an urge to explain and understand that which is unknown or puzzling. The folklore of even the most primitive human tribes indicates that they had given some thought to questions about the origin and history of the world. They had thought about such questions as: Who or what gave rise to the world? What will the future bring? How did we humans originate? Numerous answers to these questions were given in tribal myths. Most often the existence of the world was simply taken for granted, as was the belief that it had always been as it is now, but there were innumerable stories about the origin or creation of man.

Main Idea: Mankind had always had an urge to explain and understand the origin and history of the world.

Pronoun	Referent
that/which	unknown and puzzling
they	primitive human tribes
They	primitive human tribes
we	humans
these	Who or what gave rise to the world? What will the future bring?
it	the world

Exercise F:

Task 1:

Keep in mind that in most cases more than one effective combination is possible.

1. **Unlike** the previous minor incident, this time the entire building had to be searched. **Because** the fire was still smoking on the first two floors, they started on the third, working upwards, covering the first two last. **Consequently**, it took them a full three hours before they finally completed the typical two-hour job.”

2. Retirement should be the reward for a lifetime of work. **Instead**, it is widely viewed as a sort of punishment for growing old.

3. The history of Zanzibar would be incomplete without a mention of spices grown here. **Because** of these, the island is sometimes known as “spice land”. **An example** of spices grown here are cloves, nutmeg, cinnamon & pepper. **Furthermore**, this is also the cheapest place to purchase both spices and spice oils.

4. Non Cooperation movement was passive **whereas** civil disobedience movement was active and almost revolutionary.

5. The Indian Meteorological issued its first stage forecast for the south west monsoon. **It is likely to be** normal with a precipitation of 98%. **May be** with a Model error of plus or minus 5%.

6. In the freedom struggle no two leaders represent such a great similarity as Gandhi and Azad. **Similarly**, their orthodoxy which they inherited was in a way hostile to rationalism.

7. The government has to take responsibility **and also** action against those responsible. **Further**, safeguards should be there against such misuse of security.

8. Nationalists were of the opinion that 1857 uprising was not a War of Independence; **for instance**, larger part of the country took no part in it. **Besides**, various leaders of the Revolt had no identity of purpose.

9. The differences in math performance between boys and girls cannot be attributed simply to differences in innate ability. **Still**, if one were to ask the children themselves, they would probably disagree.

10. To be self-centered does not mean to disregard the worth of other people. **In fact**, most psychologists would probably accept the position that we are *all* self-centered.

Task 2:

Below is the same paragraph revised for coherence. *Italics* indicate pronouns and repeated/restated key words, **bold** indicates transitional tag-words, and underlining indicates parallel structure.

The ancient Egyptians were masters of preserving dead people’s bodies by *making mummies* of them. **In short**, *mummification* consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. **And the process** was remarkably effective. **Indeed**, *mummies* several thousand years old have been discovered nearly intact. *Their* skin, hair, teeth, fingernails and toenails, and facial

features are still evident. Their diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are still diagnosable. **Even** their fatal afflictions are still apparent: a middle-aged king died from a blow on the head; a child king died from polio.

Task 3:

S.no.	Answer (Transition words of)
1	A
2	A
3	B
4	was the result of, or happened as a result of
5	B
6	B
7	As a consequence of
8	A
9	B
10	On account of

Exercise G:

Passage 1:

Main Idea: We need to dispassionately investigate whether there are alternatives to modern Western technology that offer more sustainable progress.

Transitions Words/Phrases:

But, often, that, rather than, While, as well as, similar, such as, as, thus, as, Besides, in order to, but, and, by

Pronouns	Referents:
such	western technology
these	western technology
their	traditional sciences and technologies
their	traditional folk and elite sciences
this	European colonizers systematically exterminated or undermined local traditional science, technology and crafts
their	'primitive' peoples
Its	India
this	Infinity Foundation's vision

Passage 2:

Main Idea: What is developmental psychology?

Transitions Words/Phrases:

also, over the, include, such as, such as, includes, **for example**

Pronouns	Referents:
their	human beings
This	developmental psychology

their personal characteristics, the individual's behavior, and environmental factors including social context

Passage 3:

Transitions Words/Phrases:

besides, also, Moreover, over, than, As far as, By, both, It also

Pronouns	Referents:
It (used many times)	Indian Railways

Main Idea

- a
Only (a) captures the essence of the passage. As usual the main idea is in the first paragraph.
Rest of the choices are narrow dealing only with specific facts.
- c
(c) is how the first paragraph ends and the rest of the passage tries to give examples in favour for it.
(a) and (d) are facts based on the passage- not the main idea. They are too narrow for that.
(b) is a question posed in the beginning; however the rest of the passage does not try to answer this question. Rather it tries to give a specific answer to that question: "Now new research suggests that some dreams may actually result from the brain's effort to keep learning, even as we sleep."
- d
(d) is what the passage is trying to say. This is why it compares today's reader with reader's of the author's generation. All the other choices deal with specific facts dealing with the narrow aspects of the passage. (a) is very similar but (d) says the same thing a little more, hence summarizing the main idea more properly. (b) and (c) are examples to carry forward the main idea.
- b
The author builds up his case by saying that global warming sceptics have gone from totally denying global warming to finally accepting it but without agreeing that it is particularly bad. Then he proposes his case which is what choice (b) states.
(a) is not what the passage is primarily about. It is an attempt by the author to put forward his point that global warming is bad because of disorder not temperature.
(c) is a fact to support the main idea.
(d) is way beyond the passage. Cannot be figured from the passage.

5. c

The passage deals with how almost everything on Earth is in a “continuous flux”. Some of these changes are “regular” that is “cyclical” and while others are “irregular” that is “unpredictable”. Then it talks about an exception and that is “evolution” which is continuous and directional that is it seemingly follows a direction from “lower to higher” or toward a “greater perfection”. This is what choice (c) most aptly conveys.

(a) and (d) are narrow facts from the passage. (a) can also be looked at too **broad** i.e. it deals with the **topic** rather than the **scope**.

(b) seems to be correct but does not say as much as (c). It does not speak about other changes as compared to “evolution”.

Tone

Passage 1

(b). The author argues that small neighborhood diagnostic centers must not be allowed to gain an unfair business advantage over hospital emergency rooms by not having to shoulder the costs of caring for indigents. Answer choice (d), despite the article’s reference to the “consequence of a failed session,” is too extreme to describe the author’s overall tone. An extreme answer like this is very unlikely to be the correct answer choice. (a) is incorrect because the passage takes a stand in favor of a specific position, and so cannot be characterized as neutral. (b) is simply not correct.

Passage 2

(c). The author is basically just reporting. However, he is not slighting or ridiculing the new theory – so (a) and (b) can be eliminated. Nowhere has the author praised or shown admiration for the theory – this eliminates (d).

Based on the explanation above that the author is ‘respectful’ cannot be doubted; however the fact that he/she even mentions ‘critics’ implies that he is not totally convinced, hence ‘questioning’.

Inference

Exercise 1:

1. Fact - explicitly mentioned in the 1st paragraph.
2. Inference - If the population has “more than doubled” in the past 50 years, and it is around 7 billion now, then it was less than 3.5 billion 50 years back.
3. Neither - that the global consumption has more than tripled does not mean an average person’s intake has increased. It could be because of population increase.
4. Inference - The last sentence says that we “co-opt between one third and one half of all the photosynthesis on the planet”. What that means is that plants use

photosynthesis to manufacture their food, and animals eat these plants. We eat and use both plants and animals.

Exercise 2:

1. Fact - This sentence is basically a distillation of the 2nd paragraph. The words could be different but the meaning is the same. Remember an inference is deducing the unknown from the known, not restating the known using different words.

2. Neither - This has been presented as a question in the last sentence. Whether the answer is “yes”, “no”, or “maybe” is not known.

3. Inference - The first and second paragraphs imply this quite clearly when they blame “*wanton growth*”, “*sudden acceleration of population growth*”, “*resource consumption and environmental damage*”, etc.

Exercise 3:

1. Inference - The first paragraph says, “We then set boundaries for these processes—limits within which humankind can operate safely.” The second paragraph begins with, “ Our group’s analysis shows that three processes already exceed their boundaries: biodiversity loss, nitrogen pollution and climate change.” So it clearly follows that “Biodiversity loss, nitrogen pollution and climate change are at a level within which humans today can’t function safely.”

2. Fact - This is explicitly mentioned in the last line of first paragraph. The only difference is the use of word ‘limits’ instead of boundaries.

3. Neither - No such thing has been mentioned in the paragraph. In fact the last paragraph says, “ Individual limits might be fine-tuned, and others could perhaps be added in the future...” which is the opposite.

4. Fact - This is just a paraphrase of the last sentence of the first paragraph.

Exercise 4:

1. b

(a). This is too **broad**. No such thing has been mentioned in the passage.

(b) Correct; the author says in the first paragraph - “one driver is all too familiar: humankind’s use of fossil fuels...”. If it’s a familiar driver, it implies that it causes other environmental problems than climate change and ocean acidification.

(c) This is an explicit **fact** from the first paragraph.

(d) This is again an explicit **fact** in the first paragraph.

2. a

In the second paragraph the author talks about how the concentration of CO₂ is way beyond the threshold and that the one of the solutions was to “stabilize greenhouse gas emissions”. This clearly implies that CO₂ is one of these gases.



All the other answer choices are facts based on the first and second paragraphs.

3. c

(a) Aragonite is not a form of CO₂. It is affected (negatively) by CO₂.

(b) It hasn't been increasing but decreasing. (3rd paragraph).

(c) Correct; check the 3rd paragraph. The author says that checking the falling levels of aragonite helps them measure the damage done from oceans becoming more acidic because of more CO₂ dissolving in the oceans.

(d) This is a fact, not an inference, mentioned in the 3rd paragraph.

4. a

Pay attention that this is a fact-based question and not an inference one. The question asks "according to the passage", which mostly means based on the facts in the passage.

(a) Correct; this is a paraphrase of the first sentence of the passage.

(b) Our use of fossil fuels is a major factor does not mean it is the **only** factor.

(c) Out of Scope; nothing like this is mentioned in the passage.

(d) Out of Scope; the last paragraph mentions "many creatures", which does not mean "all the creatures".

Exercise 5:

1. c

(a) Too broad. This cannot be inferred from the passage.

(b) This is nowhere mentioned in the passage.

(c) This is what the 2nd paragraph is implying. The author says that "much fiction employs... crude causation... to strong-arm events", which translates as using unreal causes to **force** events. "A has led inexorably to Z", implies an unreal jump because A should ideally lead to B.

(d) This is the opposite of the correct answer.

2. b

(a) This is the opposite of the right answer.

(b) Correct; "flights of fancy" means the same as "hidden exits or negotiable margins" which means the same thing as what the author talks about in the 2nd paragraph about "crude causation" etc. Check the explanation to the previous question.

(c) and (d) both are explicitly mentioned in the last paragraph and are hence are **facts not inferences**.

Organization

Passage 1:

Topic: Parenting

Main idea: styles of parenting & different outcomes

Pattern: Cause - effect

Key word in the main idea: Conversely, result, hypothesized, contribute,

Supporting facts and ideas: behaviour towards, child's reaction, All of these outcomes indicate, results show,

Signal words/phrases: results in, demonstrated, results show, predict, affect, variable, formation, outcomes, in response

Details: Many variables contribute to the formation of an, Due to this the child, In response to these parenting techniques,

*The passages suggests that different styles of parenting like authoritative, authoritarian & permissive **cause** different **effects** on behavior/personality of children.*

Passage 2:

Topic: Jesus & Krishna

Main idea: observing similarities between Jesus & Krishna

Pattern: Comparison /contrast (similarities only)

Key word in the main idea: similarities, two central figures, Despite their differences

Supporting facts and ideas: Hinduism and Christianity have great similarities

Signal words/phrases: indeed one, same, likeness, both, also, in the same way, like, similar, same as, again,

Details: Both are believed to be sons of God, in the same way both were divinely saved from, the teachings of both are very similar

Passage 3:

Topic: Industrial revolution

Main idea: causes that favored Britain and made industrial revolution inevitable

Pattern: Sequence (series)

Key word in the main idea: **revolution, causes, ranging**

Supporting facts and ideas: the causes of the British Industrial Revolution, Ranging from the technological advancements, to resource available

Signal words/phrases: first, in the 18th century, second, besides, third, fourth, fifth, finally, soon

Details: For location, resources, and transport networks all favoured Britain and their empire –

causes that favored Britain and made industrial revolution inevitable



Passage 4:**Topic:** Taj Mahal**Main idea:** tells us more about Taj Mahal**Pattern:** Extended definition**Key word in the main idea:** Taj Mahal stands,**Supporting facts and ideas:** It is one of the most flawless, It was built, now decided to erect a memorial, The site selected for the tomb**Signal words/phrases:** was built, became, for centuries, it is believed, was, went on, now decided, so,**Details:** she was, she became, For centuries, the Taj Mahal has inspired poets, painters and musicians to try and capture, it is one of the most, was 39 yrs old, was inconsolable,*The passage introduces one of the seven wonders of the world i.e. the Taj Mahal, describes its location, history behind it etc.***Passage 5:****Topic:** Global warming**Main idea:** the crisis it can bring/ its negative effects,**Pattern:** Problem - solution**Key word in the main idea:** deadliest effects, crisis,**Supporting facts and ideas:** spread of disease, economic consequences, melting of ice caps, war, climate change,**Signal words/phrases:** way to reduce your impact, reducing personal energy consumption, human-created problem, we do have the ability to diminish, So what is the solution?, resolve, crisis, wont be good**Details:** *The **problem** here is Global warming with its severe negative effects. The **solutions** suggested by the writer are - planting trees is a good way to reduce your carbon footprint, Using alternative energy sources, taking public transportation, driving less,***Passage 6:****Topic:** World War II**Main idea:** Causes of world War II**Pattern:** Listing**Key word in the main idea:** culmination, traces, timeline,**Supporting facts and ideas:** the timeline for WWII traces all the way back to the end of the First World War.**Signal words/phrases:** many reasons, first, second, third, fourth, fifth, sixth, seventh, finally**Details:** In 1935, in 1936, in 1939, Finally, on 1 September 1939, Hitler invaded**Passage 7:****Topic:** GSM & CDMA**Main idea:** difference between the two technologies**Pattern:** Comparison / Contrast (differences only)**Key word in the main idea:** difference, between, unlike, on the other hand, while**Supporting facts and ideas:** GSM stands for, while CDMA for, On the other hand CDMA is a type**Signal words/phrases:** difference, between, unlike, on the other hand, while,**Details:** basic difference between CDMA and GSM with, unlike the GSM ones,**Passage 8:****Topic:** Psychology & Philosophy**Main idea:** comparison between psychology & philosophy**Pattern:** **Comparison** - showing relationship/ interdependence between the two - philosophy & psychology**Key word in the main idea:** consistently, correspondingly,**Supporting facts and ideas:** consistently experienced that psychology, correspondingly will the authentic**Signal words/phrases:** while, consistent, rests on, whereas,**Details:** whereas, psychology provides, life rests on its analysis of, While the purpose of philosophy, philosophical analysis

Speed

Reading Sprint

c.**1. b**

a. - too narrow; deals with a specific fact not the whole passage.

c. - narrow; this is just one person's (Jeff Chester) views.

d. - too broad; this is way beyond the passage. In fact the passage is discussing how regulators are trying to deal with this situation.

2. a

The answer is explicitly mentioned in the 4th paragraph.

b. - this is opposite to the correct answer.

c. and d. are not mentioned in the passage.

3. FalseThe second last paragraph tells us that, " *In a recent documentary called "Erasing David," the London-based filmmaker David Bond attempts to disappear from Britain's surveillance grid, hiring experts from the security firm Cerberus to track him using all the information they can glean about him while he tries to outrun them.*"

4. a

The answer is mentioned in the first line of the 3rd paragraph.

5. a

The second last paragraphs talk about how David Bond was able to get his personal data files released from Amazon etc. whereas the author, in the last paragraph, says that he was unable to do the same. As the author is almost definitely an American, because he focuses on U.S. and compares it to Europe etc., the answer choice (a) makes sense.

Timed Reading Practice

Unit 2: India

Passage 1:

1. d

(d) captures the focus of the passage. The passage explains the significance of mythology in various religions of India.

(a) is incorrect as it just refers to one aspect related to the country and the passage is not about it. Whereas, the main essence of the passage is mythology and religion

(b) is incorrect as it talks about India's ever increasing capacity of becoming the next superpower which is true but is not the central idea of the passage.

(c) is incorrect because it is almost the opposite. This was mentioned in the beginning of the 3rd paragraph only to explain the popularity of Indian mythology.

2. d

(d) is correct as a true believer not only celebrates festivals, pray or visits temples but along with believing follows the rules, customs etc in his/her day to day life with sincerity. This makes (a), (b) & (c) incorrect

3. b

(b) is correct as "good winning over evil" is central to Indian mythology. Also provides the essence of living.

(a), (c) & (d) are just state certain aspects of Indian mythology and hence are too narrow.

4. b

(b) is correct as it describes the right reason behind animation flicks on characters from mythology i.e. making the new generation as well as elders aware of Indian mythology.

(a) & (c) are incorrect because they are not related to the passage.

(d) is incorrect as per the question, because animation flicks do keep children busy but this is not the real reason behind making these. (refer para 3)

5. b

(b) is correct because it talks about the essence of the passage. It describes the significance of mythology in Indian religion and in everyday life as well.

(a), (c) & (d) are incorrect as they only state facts related to the passage but don't conclude efficiently.

Passage 2:

1. c

(a) is a perfect example of a "topic" answer choice. The passage is definitely about India but that's too broad a choice. India could be anything. (c) captures this particular passage best.

(b) is again too broad. (d) is very narrow. It just deals with the 2nd paragraph, not the entire passage.

2. b

(b) is not true because river basins have always been significant in nurturing civilizations.

(a), (c) & (d) are true according to the passage.

3. a

This statement is true. (refer para 4)

4. c

(c) gives the right location of Indus valley civilization. (refer para 3)

Passage 3:

1. a

First paragraph last part will tell you why (a) is correct: "Nevertheless there are many aural histories, which give an insight into this unique poet and Saint of India."

(b) is wrong because an autobiography is written by the same person whose life is being depicted.

(c) is narrow. This is just one aspect of the passage.

(d) is a fact mentioned only once (1st paragraph).

2. a

This statement is true as Mirabai refused to worship the family deity and continued to worship Krishna.

3. c

(c) is correct as Mirabai's new family never approved her piety and devotion to Krishna.

(a), (b) & (d) are not correct as Mirabai's life did not change after marriage to the prince. Prince Bhojraj was the eldest son not youngest and she never took interest in matters of the kingdom.

4. b

The answer is there in the 2nd paragraph.



5. c

(c) is correct as Mirabai throughout her turbulent life never wavered from her youthful commitment and remained unmoved by both the criticism and praise of the world.

(a), (b) and (d) are not correct as once she resolved she continued her devotion to Krishna, she was a dutiful wife to the prince also refused to worship the family deity at the cost of Krishna.

Passage 4:

1. a

(b) and (c) are very broad. They could be about many more things than what the passage mentions. The passage deals specifically with mathematics with reference to India making (a) the best choice.

(d) is just one fact mentioned in the passage.

2. a

(a) is correct. (refer para 1)

3. d

(d) is incorrect, and so is the right answer, because as per the passage weights and measures in Harappan age was based on decimal system.(refer para 2)

4. c

(c) is correct as per Pythagoras theorem given in para 5.

(a), (b) and (d) are incorrect as per the theorem.

Passage 5:

1. c

(a) and (b) are too broad. The passage focuses specifically on (c) from 2nd paragraph onwards.

(c) is not what the passage is about.

2. a

True (as more and more artists today do not use any single medium but experiment with many simultaneously.)

3. d

(d) is not true because Indian art is well known and appreciated abroad. It has a good market off shore and fetches even better prices.

(a), (b), (c) are true according to the passage.

4. d

(d) is correct because there is a lot of versatility as a result of variety of influences from day to day life to European/oriental styles to folk culture.

(a), (b) and (c) are incorrect because the passage states otherwise.(refer para 4, para 1 and para 6)

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