

 **DUPKAR'S**

Objective

English

FOR ALL COMPETITIVE EXAMS.



**Dr. Lal &
T.S. Jain**

 **UPKAR'S**
OBJECTIVE
ENGLISH

By
Dr. Lal & T. S. Jain

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INTRODUCTION

The book 'Objective English' strictly conforms to the pattern of tests set by various banks for the selection of candidates in the clerical cadre. An attempt has been made in this book to give a semblance of the actual tests that a candidate has to undertake. Very many questions included in each chapter or unit are selected from the various test papers set by these banks. It certainly adds to the reliability and profitability of the book. The book is divided into nine chapters which form different items of Objective English tests. A word may here be given about each of them.

1. Word power test—This unit tests the knowledge of correct use of prepositions, conjunctions, articles, determiners, relative pronouns and the vocabulary fund of the candidates. The tests given in the book are designed in such a way that they give to the candidate the 'feel' of the examination. Each test should be finished within a certain time limit. Constant practice will enable the candidate to so fix his speed that he succeeds in solving all the questions within the stipulated time.

2. Correct usage of words—This is a very important item of Objective General English. It tests the overall ability and proficiency in English. Most of the questions are based on grammatical points which do not lend themselves to comprehension without adequate command of the candidate over the English language. Still sufficient practice in tackling these tests will enable the candidate to identify his weak points and goad him to remove them. It is certainly a ticklish test in which even the highly initiated candidate sometimes falters and fumbles. The proper strategy is to go through as many tests as possible as well as to study theoretical aspects of grammar. For the benefit of the candidates we have incorporated in the tests included in this book very many questions set in the previous examination papers.

3. Comprehension—The exercise in comprehension is primarily intended to evaluate a candidate's ability for intelligent reading, mental discipline and grasping the implicit meaning. It

tests his ability to understand what he reads. But reading a night before the examination or cramming the passages will not help him much unless he has regularly and systematically practised the art of reading and comprehending the passages. While reading, he is required to focus his attention on the passage and the questions set on it. He has to strain and co-ordinate his mind with his eyes. The repeated readings of the passage with a mindful eye on the questions will unlock the levers of unfamiliar expressions and implicit meanings.

4. One word substitution—This chapter is a part of vocabulary test but in a different way. It tests a candidate's ability to replace a vague and lengthy expression with an exact and precise word with a view to achieving clarity in expression, sublimity and power in meaning and impression. In this given chapter, the candidates are required to supply one word for a vague and lengthy expression. While attempting a precis of a given passage, exercises in one word substitution are very helpful.

5. Synonyms or similar words—This chapter tests a candidate's ability to understand English vocabulary together with the subtle shades and nuances of words. In each sentence a word or phrase is given in bold type, which bears almost the same meaning as given in a word or phrase of four or five possible choices below the sentence. The candidate has to pick out the word nearest in meaning.

6. Antonyms or opposite words—This chapter also seeks to test the amount of vocabulary the candidate possesses. Exercises in antonyms are useful since they help to clarify the meaning of words. Things actually become more clear when they are put up against what is contrasting to them. This chapter on Antonyms will help in enhancing and refining a candidate's vocabulary in a deeper way.

7. Sequence of sentences/words—This chapter deals with exercises in the sequence of sentences and words. It gives a candidate practice in identifying the correct and logical sequence of

sentences and words so as to write a logical and meaningful paragraph or sentence. This chapter has been divided into three parts : Part A deals with sequence of sentences. Part B deals with sequence of parts of sentences. Part C deals with sequence of words which make a meaningful sentence.

8. Closet test—The chapter deals with the use of appropriate word in a given passage to make the sentence meaningful. It gives a candidate practice in selecting a suitable word out of some given words to fill in the blank space so that it may give a correct and logical sequence of the given paragraph.

9. Synonyms in operation—The chapter gives a candidate an opportunity to practice in finding out a suitable synonym for a group of words given in two or more sentences so that the word may apply suitably for the given sentences.

IMPORTANT TIPS

1. While attempting a question paper, especially an objective one, the first and foremost thing is that one must maintain the balance and composure of mind all the way. Maintain roughly a uniform speed throughout the test. Working in fits or sometimes very quickly and sometimes very slowly will be detrimental to performance.
2. Before attempting a question read it carefully. If first reading does not make the question clear, a second one may be given. It is certainly very necessary to understand what the question is designed to test. Incomplete understanding or confusion of any sort will entail possibility of incorrect marking.
3. In objective questions, the answer is only one. But sometimes several answers may appear to be correct. In such cases, it is necessary to give mental weightage to several answers separately and then select the one which carries the highest mental weightage. Such ticklish questions are deliberately set by the paper setters for higher standard examinations in order to test the analytical ability of the candidates.
4. In the event of uncertainty about the correct answers, guess work can do only when negative marking is not done for incorrect answers.
5. The process of selection and rejection on the mental level is highly useful. In the choices given there may be some absurd choices which should be rejected outright without wasting any time. Attention must be focussed only on the plausible choices, for the answer lies somewhere among them. It is generally seen that sometimes three choices out of five are absurd. It is, therefore, not difficult to choose the correct one from the two plausible choices. A little mental concentration and the correct answer comes along.
6. While locating correct answers is essential, equally essential is the filling in of blocks in the answersheet. Sufficient practice must be undertaken in filling in the answersheet before one actually does it in the examination hall. It has been found that incorrect marking in the answersheet leads to the loss of some marks resulting in the lowering down of rank in the merit list.
7. Some portion of the given time may be kept in reserve for revising the answers and the markings in the answersheet. It is just possible that some questions left out on account of their answers not being known to the candidate may lend themselves to solution in the last minutes or even seconds.

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