

The Funny English Language

We'll begin with a box and the plural is boxes,
But the plural of ox should be oxen, not oxes.

The one fowl is a goose but two are called geese,
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole set of mice,
Yet the plural of house is houses not hicc.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?

If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?

If one is a tooth and a whole set are teeth,
Why should not the plural of booth be called beeth?

Then one may be that and three would be those,
Yet hat in the plural wouldn't be hose,
And the plural of cat is cats and not cose.

We speak of a brother and also of brethren,
But though we say mother, we never say methren.

Then the masculine pronouns are he, his and him,
But imagine the feminine she, shis and shim.

Then the masculine pronouns are he, his and him,
But imagine the feminine she, shis and shim.

So English, I fancy you will all agree,
Is the funniest language you ever did see.

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VERBAL INTELLIGENCE

READING COMPREHENSION

SENTENCE CORRECTION

Man's mind, once stretched by a new idea, never regains its original dimensions.

~Oliver Wendell Holmes

VERBAL INTELLIGENCE

These tests usually involve grammar, verbal analogies, spelling, sentence completion and comprehension. Because they depend on understanding the precise meaning of words, idioms and the structure of the language they discriminate very heavily towards native speakers of the language in which the test has been developed.

You will usually find questions on all of the following:

- * Spelling
- * Grammar
- * Sentence Completion
- * Analogies
- * Word Groups
- * Instructions
- * Critical Reasoning
- * Verbal Deductions

These tests are widely used since most jobs require you either to understand and make decisions based on verbal or written information or to pass this type of information to others. In practice, the more straightforward types of question (spelling, grammar and instructions) tend to be more applicable to administrative roles and the reasoning and deduction type of questions to management roles.

Spelling Questions

Questions where you have to identify incorrectly spelt words are common in all levels of verbal ability tests. The test designer needs to choose words which are fairly common and in regular usage but which are often spelt incorrectly. There would be little point in using obscure words which only a small percentage of candidates could be expected to know. This means that you will almost certainly have heard of the word and know its meaning. This requirement to use words which are in everyday use but which are commonly miss-spelt means that the test designer has a relatively restricted list of words to choose from.

Example Questions

1. Which of the following words are incorrectly spelt?

A) separate B) ordnance C) obviously D) success E) none of these

2. Choose the pair of words that best completes the sentence

The ----- of the timetable caused some -----

- A) revision B) revision C) revision D) revision
A) inconvenience B) inconvenienc C) inconvenienc D)inconvenience

3. The following list of 20 words contains 10 that are incorrectly spelt. Write the letter that corresponds to each incorrectly spelt word in the answer box

- A) occurence
- B) dissipate
- C) weird
- D) accommodate
- E) embarassment
- F) ecstasy
- G) repetition
- H) batallion
- I) dispair
- J) irritable
- K) accidently
- L) liaison
- M) memento
- N) millenium
- O) yield
- P) existance
- Q) independent
- R) insistant
- S) excede
- T) privilege

Answers

1. D
2. B A
3. A E F H I K N P R S

Missing Word Questions

These questions are designed to measure your vocabulary, specifically your understanding of precise word meanings. You will usually be offered a choice of four or five words, any of which could complete the sentence. These questions are relatively straightforward but because more than one of the options will complete the sentence satisfactorily you must read it carefully and choose the best word.

Example Questions

4. Which of these words completes the sentence in the way that makes most sense?

A spirit-level should be used to ensure that the surface is -----

- A) straight B) flat C) horizontal D) parallel E) aligned

5. Which of these words completes the sentence in the way that makes most sense?

He avoided ----- because he was -----

- A) redundancy B) indispensable C) redundancy D) indispensable

6. Which of these words completes the sentence in the way that makes most sense?

The plan must be ----- to make the project -----

- A) feasible B) revised C) rivised D) feaseble

Answers

4. C
5. C B
6. B A

Related Word Questions

To answer these word relationship questions you need to understanding of precise meaning of the words in the question and establish what exactly the relationship is between them. You should then look at the answer options and decide which one is the most appropriate. These questions test your reasoning ability as well as your vocabulary.

Example Questions

7. Which of these is the missing word?

kick, -----, walk

- A) throw B) toes C) shin D) feet E) hand

8. Which of these is the missing word?

key, -----, walk

- A) lock B) stand C) board D) fob E) stone

9. Which of these is the missing word?

water, -----, over

- A) ice B) drive C) wet D) flow E) fall

Answers

7. D – Feet are used for both kicking and walking.
8. C – Board forms the words ‘keyboard’ and ‘boardwalk’

9. E – Fall forms ‘waterfall’ and ‘fall over’

There will usually be more than one possible answer, so it is important to read the question carefully and pick the best option.

Synonym and Antonym Questions

These are words which have either the same or opposite meanings. Once again, these word meaning questions test your vocabulary – you need to know the precise meaning of the words given in order to select the appropriate synonym (same meaning) or antonym (opposite meaning).

Example Questions

10. Which of two of these words are opposite in meaning?

- A) lose B) winner C) victor D) loser E) vanquish

11. Which of these words is the odd one out?

- A) swindle B) harass C) provoke D) annoy E) pester

12. Which of these words is the odd one out?

- A) verify B) authenticate C) confirm D) ask E) substantiate

Answers

10. B D – are exact opposites.
11. A – The others are synonyms
12. D – The others are synonyms

Word Pair Questions

Firstly, you need to establish the relationship between the ‘X is to Y’ words before you can arrive at the answer. Some people find it helpful to mentally express the relationship before they look at the answer options. This can short circuit the process of considering and rejecting each option because you know in advance exactly what you are looking for.

Example Questions

13. Dog is to canine as wolf is to -----

- A) vulpine B) ursine C) piscine D) bovine E) lupine

14. Sadness is to happiness as defeat is to -----

- A) joy B) victory C) tears D) victor E) none of these

15. Paper is to timber as ----- is to hide

- A) tree B) seek C) ox D) animal E) leather

Answers

13. E – lupine means ‘relating to the characteristics of wolves’
14. B – The word pairs are opposites
15. E – Paper is made from timber, leather is made from hide

Comprehension Questions

These questions consist of a short passage and some related questions. They will often be about a topic which is unfamiliar to you, but this is an advantage rather than a disadvantage because you need to answer the questions based only on the information that you are given – not using any knowledge that you already have. Most people find that the best way to tackle these verbal comprehension questions is to scan the text fairly quickly to get the general idea and then to attempt each question in turn, referring back to the appropriate part of the text.

Example Question

16. Read the following short passage and say whether or not the statements are true.

There are seven species of deer living wild in Britain. The Red Deer and the Roe Deer are native species. Fallow Deer were introduced by the Romans and, since the seventeenth century, have been joined by three other non-native species: Sika, Muntjac and Chinese Water Deer which have escaped from parks. In addition, a herd of Reindeer was established in Scotland in 1952. Most of the Red Deer in Britain are found in Scotland, but there are significant wild populations in south-west and north-west England, East Anglia and the north Midlands. Red deer can interbreed with the introduced Japanese Sika deer and in some areas, hybrids are common.

16a. All of the Red Deer in Britain are found in Scotland.

- A) true B) false C) can't say

16b. Red Deer can interbreed with Fallow Deer.

- A) true B) false C) can't say

16c. The Fallow Deer is not native to Britain.

- A) true B) false C) can't say

16d. There are no Reindeer in England.

- A) true B) false C) can't say

Answers

- 16a. B
16b. C*
16c. A
16d. C

*Note that you must answer these verbal comprehension questions using only the information supplied. Red Deer cannot interbreed with Fallow Deer but, because this is not stated in the text, you must answer ‘can't say’ even if you know that the statement is technically false.

Reasoning Questions

These questions are not concerned with measuring your facility with English. They are designed to test your ability to take a series of facts expressed in words and to understand and manipulate the information to solve a specific problem. Verbal reasoning questions are usually restricted to graduate and management level tests.

Example Question

17. Working together, Tom, Dick and Harry need 9 hours to paint a 400 meter long fence. Working alone, Tom could complete the task in 18 hours. Dick can not work as fast and needs 36 hours to paint the fence by himself. If Tom and Dick take the day off, how long will it take Harry to paint the fence by himself?

- A) 9 B) 12 C) 18 D) 36

Answer

17. D – In 9 hours Tom would have painted half of the fence and Dick would have painted one quarter of it. This leaves one quarter to be painted by Harry who must therefore work at the same speed as Dick.

Summary

Verbal intelligence tests can be divided into tests of simple verbal ability, for example; spelling, grammar, synonyms and antonyms etc. These tests usually consist of 30 to 40 questions which need to be completed in 15 to 20 minutes. They are speed tests in that they don't require very much reasoning ability. You either know the answer or you don't.

Verbal reasoning tests, on the other hand, are designed to measure your problem solving abilities. These questions may take the form of comprehension exercises, which are straightforward (as long as you remember to read the relevant part of the text carefully) or more complex statements where the best tactic is to make notes about what you can deduce from each part of the text. These tests usually consist of 10 to 15 questions which need to be completed in 20 to 30 minutes and are designed to test your reasoning ability rather than your facility with the language.

Verbal critical reasoning questions assess your ability to use words in a logical way. The questions measure your understanding of vocabulary, class membership and the relationships between words. Some questions measure your ability to perceive and understand concepts and ideas expressed verbally. While these questions are designed to measure reasoning ability rather than educational achievement, it is generally recognized that verbal reasoning test scores are influenced by educational and cultural background.

READING COMPREHENSION

What is reading comprehension?

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

The most common types of questions asked in comprehension passages are

1. Factual questions
2. Inference questions
3. Main theme questions
4. Style or tone questions



The REDW Strategy for Finding Main Ideas

REDW is a good strategy to use to find the main idea in each paragraph of a reading assignment. Using this strategy will help you comprehend the information contained in your assignment. Each of the letters in REDW stands for a step in the strategy.

Read

Read the entire paragraph to get an idea of what the paragraph is about. You may find it helpful to whisper the words as you read or to form a picture in your mind of what you are reading. Once you have a general idea of what the paragraph is about, go on to the next step.

Examine

Examine each sentence in the paragraph to identify the important words that tell

what the sentence is about. Ignore the words that are not needed to tell what the sentence is about. If you are allowed to, draw a line through the words to be ignored. For each sentence, write on a sheet of paper the words that tell what the sentence is about.

Decide

Reread the words you wrote for each sentence in the paragraph. Decide which sentence contains the words you wrote that best describe the main idea of the paragraph. These words are the main idea of the paragraph. The sentence that contains these words is the topic sentence. The other words you wrote are the supporting details for the main idea.

Write

Write the main idea for each paragraph in your notebook. This will provide you with a written record of the most important ideas you learned. This written record will be helpful if you have to take a test that covers the reading assignment.



Use REDW to help you understand the information in your reading assignments.

Tips for Reading Comprehension

1. Try to read the whole text of the passage once, if possible. Many people think you should just skim the passage or read the first lines of every paragraph, and not to read the passage. We believe this is an error: if you misunderstand the main idea of the passage, you will certainly get at least some of the questions wrong. Give the passage one good read, taking no more than 3 minutes to read all of the text. Do not read the passage more than once that wastes too much time. If you have not understood it completely, try to answer the questions anyway.

2. Make brief notes on the text on your scrap paper. As we will see below in greater detail, you should write down a couple of words on

- A) the Main Idea or Primary Purpose,
- B) Organization/Structure of the passage, and
- C) the Tone or Attitude of the author (if applicable).

3. Remember that the tone or attitude of the passage is usually respectful and moderate, never going to extremes of praise nor criticism. So the tone of the articles, even when there is criticism in the passage toward an academic or her work, is

always balanced and moderate. In the same vein, articles that deal with minorities or ethnic groups are almost always positive and sympathetic.

4. Look out for structural words that tell you the important ideas or transitions in a passage.

CONTINUE THE IDEA WORDS:

Similarly
Moreover
Additionally
In the same way
Likewise

CONCLUSION WORDS:

Thus
Therefore
Hence
So
In summary
In conclusion

CONTRADICTION OR CONTRAST WORDS:

Nevertheless
Nonetheless
However
But
Although
Though
Even though
Notwithstanding
Yet
Despite
In spite of
On the one hand on the other hand
While
Unlike

5. Go back to the text of the passage for the answers. Many test-takers fail to return to the text of the passage to look for the correct answers. They rely solely on their memories and understanding of the passage after having read or skimmed it. Wrong. Go back to the text to look for information to answer the questions. Nine times out of ten, the answer lies within the passage.

Exercise 1

Recent years have brought minority-owned businesses in the United States unprecedented opportunities—as well as new and significant risks. Civil rights activists have long argued that one of the principal reasons why Blacks, Hispanics, and other minority groups have difficulty establishing themselves in business is that they lack access to the sizable orders and subcontracts that are generated by large companies. Now Congress, in apparent agreement, has required by law that businesses awarded federal contracts of more than \$500,000 do their best to find minority subcontractors and record their efforts to do so on forms filed with the government. Indeed, some federal and local agencies have gone so far as to set specific percentage goals for apportioning parts of public works contracts to minority enterprises.

Corporate response appears to have been substantial. According to figures collected in 1977, the total of corporate contracts with minority businesses rose from \$77 million in 1972 to \$1.1 billion in 1977. The projected total of corporate contracts with minority businesses for the early 1980's is estimated to be over 53 billion per year with no letup anticipated in the next decade. Promising as it is for minority businesses, this increased patronage poses dangers for them, too. First, minority firms risk expanding too fast and overextending themselves financially, since most are small concerns and, unlike large businesses, they often need to make substantial investments in new plants, staff, equipment, and the like in order to perform work subcontracted to them. If, thereafter, their subcontracts are for some reason reduced, such firms can face potentially crippling fixed expenses. The world of corporate purchasing can be frustrating for small entrepreneurs who get requests for elaborate formal estimates and bids. Both consume valuable time and resources, and a small company's efforts must soon result in orders, or both the morale and the financial health of the business will suffer.

A second risk is that White-owned companies may seek to cash in on the increasing apportionments through formation of joint ventures with minority-owned concerns. Of course, in many instances there are legitimate reasons for joint ventures; clearly, White and minority enterprises can **team up** to acquire business that neither could acquire alone. But civil rights groups and minority business owners have complained to Congress about minorities being set up as “**fronts**” with White backing, rather than being accepted as full partners in legitimate joint ventures.

Third, a minority enterprise that secures the business of one large corporate customer often runs the danger of becoming—and remaining—dependent. Even in the best of circumstances, fierce competition from larger, more established companies makes it difficult for small concerns to broaden their customer bases: when such firms have nearly guaranteed orders from a single corporate benefactor, they may truly have to struggle.

1. The primary purpose of the passage is to
 - (A) present a commonplace idea and its inaccuracies
 - (B) describe a situation and its potential drawbacks
 - (C) propose a temporary solution to a problem
 - (D) analyze a frequent source of disagreement
 - (E) explore the implications of a finding

2. The passage supplies information that would answer which of the following questions?
 - (A) What federal agencies have set percentage goals for the use of minority-owned businesses in public works contracts?
 - (B) To which government agencies must businesses awarded federal contracts report their efforts to find minority subcontractors?
 - (C) How widespread is the use of minority-owned concerns as “fronts” by White backers seeking to obtain subcontracts?
 - (D) How many more minority-owned businesses were there in 1977 than in 1972?
 - (E) What is one set of conditions under which a small business might find itself financially overextended?

3. According to the passage, civil rights activists maintain that one disadvantage under which minority-owned businesses have traditionally had to labor is that they have
 - (A) been especially vulnerable to governmental mismanagement of the economy
 - (B) been denied bank loans at rates comparable to those afforded larger competitors
 - (C) not had sufficient opportunity to secure business created by large corporations
 - (D) not been able to advertise in those media that reach large numbers of potential customers
 - (E) not had adequate representation in the centers of government power

4. The passage suggests that the failure of a large business to have its bids for subcontracts result quickly in orders might cause it to
 - (A) experience frustration but not serious financial harm
 - (B) face potentially crippling fixed expenses
 - (C) have to record its efforts on forms filed with the government
 - (D) increase its spending with minority subcontractors
 - (E) revise its procedure for making bids for federal contracts and subcontracts

5. The author implies that a minority-owned concern that does the greater part of its business with one large corporate customer should
 - (A) avoid competition with larger, more established concerns by not expanding
 - (B) concentrate on securing even more business from that corporation
 - (C) try to expand its customer base to avoid becoming dependent on the corporation
 - (D) pass on some of the work to be done for the corporation to other minority-owned concerns
 - (E) use its influence with the corporation to promote subcontracting with other minority concerns

Exercise 2

Woodrow Wilson was referring to the liberal idea of the economic market when he said that the free enterprise system is the most efficient economic system. Maximum freedom means maximum productiveness; our “openness” is to be the measure of our stability. Fascination with this ideal has made Americans defy the “Old World” categories of settled possessiveness *versus* unsettling deprivation, the cupidity of retention *versus* the cupidity of seizure, a “status quo” defended *or* attacked. The United States, it was believed, had no *status quo ante*. Our only “station” was the turning of a stationary wheel, spinning faster and faster. We did not base our system on property but opportunity—which meant we based it not on stability but on mobility. The more things changed, that is, the more rapidly the wheel turned, the steadier we would be. The conventional picture of class politics is composed of the Haves, who want a stability to keep what they have, and the Have-Nots, who want a touch of instability and change in which to scramble for the things they have not. But Americans imagined a condition in which speculators, self-makers, runners are always using the new opportunities given by our land. These economic leaders (front-runners) would thus be mainly agents of change. The nonstarters were considered the ones who wanted stability, a strong referee to give them some position in the race, a regulative hand to calm manic speculation; an authority that can call things to a halt, begin things again from compensatory staggered “starting lines.”

“Reform” in America has been sterile because it can imagine no change except through the extension of this metaphor of a race, wider inclusion of competitors, “a piece of the action,” as it were, for the disenfranchised. There is no attempt to call off the race. Since our only stability is change, America seems not to honor the quiet work that achieves social interdependence and stability. There is, in our legends, no heroism of the office clerk, no stable industrial work force of the people who actually make the system work. There is no pride in being an employee (Wilson asked for a return to the time when everyone was an employer). There has been no boasting about our social workers—they are merely signs of the system’s failure, of opportunity denied or not taken, of things to be eliminated. We have no pride in our

growing interdependence, in the fact that our system can serve others, that we are able to help those in need; empty boasts from the past make us ashamed of our present achievements, make us try to forget or deny them, move away from them. There is no honor but in the Wonderland race we must all run, all trying to win, none winning in the end (for there is no end).

1. The primary purpose of the passage is to
 - (A) criticize the inflexibility of American economic mythology
 - (B) contrast “Old World” and “New World” economic ideologies
 - (C) challenge the integrity of traditional political leaders
 - (D) champion those Americans whom the author deems to be neglected
 - (E) suggest a substitute for the traditional metaphor of a race
2. According to the passage, “Old World” values were based on
 - (A) ability
 - (B) property
 - (C) family connections
 - (D) guild hierarchies
 - (E) education
3. In the context of the author’s discussion of regulating change, which of the following could be most probably regarded as a “strong referee” (line 30) in the United States?
 - (A) A school principal
 - (B) A political theorist
 - (C) A federal court judge
 - (D) A social worker
 - (E) A government inspector
4. The author sets off the word “Reform” (line 35) with quotation marks in order to
 - (A) emphasize its departure from the concept of settled possessiveness
 - (B) show his support for a systematic program of change
 - (C) underscore the flexibility and even amorphousness of United States society
 - (D) indicate that the term was one of Wilson’s favorites
 - (E) assert that reform in the United States has not been fundamental
5. It can be inferred from the passage that the author most probably thinks that giving the disenfranchised “a piece of the action” (line 38) is

- (A) a compassionate, if misdirected, legislative measure
- (B) an example of Americans’ resistance to profound social change
- (C) an innovative program for genuine social reform
- (D) a monument to the efforts of industrial reformers
- (E) a surprisingly “Old World” remedy for social ills

SENTENCE CORRECTION

Introduction

Sentence correction questions are designed to test your ability to identify written English that is grammatically-correct. Each question will begin with sentences, parts of which have been underlined. You will then be presented with 5 different answer choices presenting alternative ways of stating the underlined portion of the text. One answer choice will repeat the text without any changes (meaning that the sentence is clear in meaning and grammatically correct as written). The other choices will re-write the text, sometimes in subtle ways.

The correct answer will have all of the following 4 characteristics:

1. No grammatical mistakes
2. Correct sentence structure
3. No diction errors
4. No changes to the sentence's intended meaning

Note that we did not state that the correct answer is always the most concise one. While this often is the case, it does not always hold true. You may find that you need to resist the temptation to always select the shortest answer choice.

Sentence Correction Tips and Strategies

Do not waste time on a close reading of answer choice A. Choice A always simply repeats the wording of the underscored section. If you've read the underscored text, you already know what it says. Keep in mind, however, that we are not saying to ignore choice A entirely. It will be correct approximately one fifth of the time. That said, we do advise clients not to succumb to the temptation to overanalyze these questions or to assume that there is always a re-written answer choice that is better than the underlined segment presented in the question.

Look out for multiple errors. A sentence might contain more than one error. A common fallacy that test-takers fall into is to find one error and then quickly choose the answer that corrects that mistake, without considering whether there are other errors in the sentence that an alternative answer choice might also address. The correct answer must correct all of the errors in the underlined text.

Employ process of elimination wherever possible. The easiest way to use process of elimination in sentence correction questions is simply to eliminate any answer choices that are themselves grammatically incorrect. You can also eliminate any choices that alter the intended meaning of the sentence. If you are still unsure about how to answer a question even after narrowing your choices down to two, you will fare better by selecting the more concise of the remaining answer choices – provided that it does not use the passive voice.

When in doubt, look for subtle differences among the different answer choices. Examining how answer choices differ from one another can also be a good way to determine what errors might be present in the underlined text. This technique can also help you fight the tendency to read so carefully for meaning that you overlook grammatical mistakes.

Read the entire sentence a second time, inserting your selected answer choice. We have found this to be a very powerful tip for dealing with sentence correction questions.

Trust your ears. If you become stuck, 'say' the choices in your head and then select the passage that sounds best to your ears. It is possible that you have internalized many more grammar rules than they can explicitly identify.

Exercise

1. **Trying to keep her balance on the icy surface, the last competitor's ski-tip caught the pole and somersaulted into the soft snow.**

- A. the last competitor's ski-tip caught the pole and somersaulted into the soft snow.
- B. the ski-tip of the last competitor caught the pole and somersaulted in the soft snow.
- C. the last competitor caught the pole with the tip of her ski, and somersaulted into the soft snow.
- D. the last competitor caught the pole with her ski-tip, which made her

somersault into the soft snow.

- E. the last competitor somersaulted into the soft snow when the tip of her ski was caught by the pole.

2. **The temperature dropped suddenly last night, which will mean that the shoots emerging from the soil will be killed by the frost.**

- A. which will mean that the shoots emerging from the soil will be killed by the frost.
- B. which will mean that the frost will kill the shoots emerging from the soil.
- C. and this will mean that the shoots emerging from the soil will be killed by the frost.
- D. and the resulting frost will kill the shoots that are emerging from the soil.
- E. and as a result, the shoots will be killed by the frost, emerging from the soil.

3. **The impostor eluded detection for so long because she conducted herself as though she were a licensed practitioner.**

- A. as though she were a licensed practitioner.
- B. as though she was a licensed practitioner.
- C. like she was a licensed practitioner.
- D. like as if she was a licensed practitioner.
- E. as if she was a practitioner with a license.

4. **Being abandoned by our friends is the cause of great sorrow for us.**

- A. Being abandoned by our friends is the cause of great sorrow for us.
- B. Our being abandoned by our friends is the cause of great sorrow.
- C. Being abandoned by our friends, we feel great sorrow.
- D. Abandoned by our friends, sorrow is the result.
- E. We feel great sorrow when our friends abandon us.

5. Among the many reasons for his defeat in the election was his arrogant assumption that his constituents were incapable of understanding economic conditions, and his unwarranted attack on his chief opponent.

- A. was his arrogant assumption that his constituents were incapable of understanding economic conditions
- B. were his arrogant assumption that his constituents were incapable of understanding economic conditions
- C. were his arrogant assumptions that his constituents were incapable of understanding economical conditions
- D. were his arrogant assumption that his constituents would be incapable of understanding economics
- E. was the arrogant assumption that his constituents was incapable of understanding economic conditions

6. **More and more holidaymakers are choosing to fly to remote islands in search of the perfect beach; seeking sand, sun and palm trees, rather than centers of entertainment.**

- A. ; seeking sand, sun and palm trees, rather than centers of entertainment.
- B. ; seeking sad, sun, palm trees and not entertainment.
- C. , with sand, sun, palm trees and no entertainment.
- D. , they seek sand, sun and palm trees, rather than entertainment centers.
- E. ; they seek sand, sun and palm trees, rather than centers of entertainment.

7. **The government requires that these forms should be submitted before the end of the financial year.**

- A. that these forms should be submitted
- B. that these forms be submitted
- C. for these forms to be submitted
- D. these forms submission
- E. these forms should be submitted

8. **After arduous months of fighting, the sight of the white flag being raised generated as much relief on the victor's side than it did on the vanquished.**

- A. as much relief on the victor's side than it did on the vanquished.
- B. as much relief among the victors as among the vanquished.
- C. as much relief on the victor's side as it did on the vanquished's.
- D. relief both on the victor's side as well as on the vanquished's.
- E. relief both for the victor and the vanquished side.

9. **The best way to encourage innovative thinking is not to promise financial rewards for ideas, but to ensure that the person making the suggestion receives recognition for his contribution.**

- A. but to ensure that the person making the suggestion receives recognition for his contribution.
- B. but to ensure that the person who makes the suggestion will be receiving recognition for his contribution.
- C. but rather by ensuring that the person making the suggestion receives recognition for his contribution.
- D. but rather ensure that suggestion-maker receives recognition for his contribution.
- E. but instead make sure that the suggestion-maker will receive recognition.

10. **It ought to be her with whom you share your secrets, not me.**

- A. her with whom you share your secrets, not me
 - B. her with whom you share your secrets, not I.
 - C. she with whom you share your secrets, not me.
 - D. she with whom you share your secrets, not I.
 - E. her with who you share your secrets, not me.
-