The NON-VERBAL INTELLIGENCE TEST contains a series of 25 visually presented problems. The time allowed for the test is **15 minutes**.

The test is meant for measuring the general factor ‘g’ of children for prediction of an individual’s ability in education, industry or everyday life. It is applicable to children of ages 10 years plus to 16 years plus and is culture free. The norms for the test have been expressed in terms of Standard Scores, Stanine Grades, Percentile Ranks and Percentile Bands.

The test is being administered in almost all the states of India for different purposes like awarding merit scholarships, selection of talented children, selection of candidates for jobs etc appreciably.

**GENERAL INSTRUCTIONS**

1. This is the test booklet. All the problems are in this booklet. Do not mark this booklet in any manner. All writing goes on the SEPARATE ANSWER SHEET which has been distributed to you.

2. On the answer sheet, write your name and other requested information in the proper spaces.

3. Read the Directions and Examples carefully and be sure you understand them.

4. When you are asked to begin, do the problems as carefully and quickly as you can.

5. If you do not know the answer to a problem, do not waste time on it, proceed to the next problem.

6. Remember there is only **one correct answer** to each problem.

7. If you want to change an answer, cut it like ●; and then write the correct answer.

8. No questions will be entertained after the test begins.

9. **DO NOT OPEN THE BOOKLET UNTIL YOU ARE TOLD TO DO SO.**
DIRECTIONS

The test has problems like example E₁ given on page 5. Read the following instructions carefully so that you may do your best and record answers correctly.

In example E₁ there is a big box. It has three rows and three columns. There are three figures in the first row, three figures in the second row, but in the third row there are two figures and the last figure is missing. Likewise there are three figures in the first column, three figures in second column, but in third column there are two figures and the last figure is missing. Instead there is a question mark (??). You are to find out the missing figure.

Seeing along the first row, there is shaded circle, then a black circle and then a white circle. In the second row, the order of figures is — black circle, white circle and then a shaded circle. In the third row, first there is a white circle, then a shaded circle and then a (??). Which circle is missing? Yes, the black circle of course. So the black circle should come in place of (??).

If you see along the columns, you will again notice that in the third column a black circle should come in place of (??).

Now look at the 6 figures given below the big square. Find out the black circle. It is numbered 4. So ‘4’ is the correct answer to example E₁.

Now look at your answer sheet. ‘4’ has been written against example E₁. All problems in this test are like E₁. In each problem, you have to see along the rows, then along the columns; and then find out the figure which should come in place of (??). Search this missing figure by looking at the six figures given below and find its number. Write this number on the answer sheet against the problem number.

There is only one correct answer to each problem.

Make sure that you write the answer against the problem number on the answer sheet.
### Example 1

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Circle" /></td>
<td><img src="image2.png" alt="Striped Circle" /></td>
<td><img src="image3.png" alt="Xed Circle" /></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><img src="image4.png" alt="Black Circle" /></td>
<td><img src="image5.png" alt="Divided Circle" /></td>
<td><img src="image6.png" alt="Striped Circle" /></td>
</tr>
</tbody>
</table>

The question mark (?) indicates the next circle to be completed in the pattern.
Do examples $E_2$ and $E_3$ and write the correct answer on the answer sheet.

उदाहरण $E_2$ और $E_3$ को स्वयं करिये और उत्तर-पत्र पर उत्तर लिखिये।

Example 2  उदाहरण
Example 3 उदाहरण

Now match your answers. The answer for example E_2 is 6 and for E_3 is 4.
अब आप अपने उत्तरों को सही उत्तरों से मिलाइए। उदाहरण E_2 का उत्तर 6 है, E_3 का उत्तर 4 है।

There are 25 problems in the test for which maximum time is 15 minutes.
इस परीक्षण में 25 प्रश्न हैं जिनके लिये अधिकतम समय 15 मिनट है।

DO NOT TURN OVER THE PAGE UNTIL TOLD TO DO SO.
जब तक कहा न जाए इस पृष्ठ को न उलटिये।
Problem 1 प्रश्न

1 2 3

4 5 6

?
Problem 2  प्रश्न

1

2

3

4

5

6
Problem 3

1

2

3

4

5

6

?
Problem 4 प्रश्न
Problem 5 प्रश्न

1 2 3

4 5 6
Problem 6  प्रश्न

1  2  3

4  5  6
Problem 7

1

2

3

4

5

6
Problem 8 प्रश्न

1

2

3

4

5

6
Problem 9

1

2

3

4

5

6
Problem 10  प्रश्न

1  

2  

3  

4  

5  

6  
Problem 11 प्रश्न

Choose the correct option that completes the pattern:

1. [Pattern]
2. [Pattern]
3. [Pattern]
4. [Pattern]
5. [Pattern]
6. [Pattern]
Problem 12
Problem 13 प्रश्न

1

2

3

4

5

6
Problem 14 प्रश्न

1

2

3

4

5

6
Problem 15
Problem 16
Problem 17

1 

2 

3 

4 

5 

6 

?
Problem 18 प्रश्न

1

2

3

4

5

6

?
Problem 19
Problem 20

1

2

3

4

5

6
Problem 21

1  2  3

4  5  6
Problem 22 प्रश्न

1

2

3

4

5

6
Problem 24

1

2

3

4

5

6
Problem 25
Choose the most relevant option for the word underlined in each question given below.

1. Twisted by Knaves to make a trap for fools.  
   a. Honest  
   b. Cheats  
   c. Loyal  
   d. Truthful

Poem: If  
Stanza: 2  
Line: 6

2. “Clogging the Watergates”  
   a. Blocking  
   b. Moving  
   c. Rising  
   d. Setting

Poem: A river  
Stanza: 1  
Line – 9

3. Two roads diverged in a yellow wood.  
   a. Direction  
   b. Forked into two  
   c. Diversion  
   d. Changed

Poem: The road not taken  
Stanza: 1  
Line: 1

4. To where it bend in the undergrowth.  
   a. Bushes and shrubs  
   b. Creeping on the ground  
   c. Climbing on other plants  
   d. Twisting on vines

Poem: The road not taken  
Stanza: 1  
Line: 5

5. The carriage held but just ourselves and Immortality.  
   a. Bullock cart  
   b. Donkey driven vehicle  
   c. Dog driven vehicle  
   d. Horse driven vehicle

Poem: Because I could not stop for death  
Stanza: 1  
Line: 3

6. The carriage held but just ourselves and Immortality.  
   a. Deathlessness  
   b. Mortal life  
   c. Spirituality  
   d. Mutility

Poem: Because I could not stop for death  
Stanza: 1  
Line: 4
7. **Parting with** his poison- flash of diabolic tail in the dark room.
   a. Departing  
   b. Separating  
   c. Flashing  
   d. Injecting

   *Poem: Night of the scorpion*  
   *Stanza: 1*  
   *Line: 5*

8. **Parting with his poison- flash of diabolic tail in the dark room.**
   a. Sudden fall of light  
   b. Sudden thought  
   c. Very fast action  
   d. Very slow action

   *Poem: Night of the scorpion*  
   *Stanza: 1*  
   *Line: 5*

9. **That we shall dispossess, betray condemn.**
   a. Make dirty  
   b. Pollute  
   c. Criticize  
   d. Condaminate

   *Poem: No men are foreign*  
   *Stanza: 3*  
   *Line: 3*

10. **Every country is home to one man, and exile to another.**
    Where a man dies bravely.
    a. Banishment  
    b. Excitement  
    c. Argument  
    d. Development

   *Poem: To the Indian who died in Africa*  
   *Stanza: 3*  
   *Line: 5*

11. A considerable portion of this crowd **dallied** before the astrologer too.
    a. Wasted  
    b. Send  
    c. Spend  
    d. Delayed

   *Prose: An astrologer's day*  
   *Para: 2*  
   *Line: 16*

12. Our friend felt **piqued.** “I charge only three pies per question, and what you get ought to be good enough for your money……….”
    a. Rude  
    b. Irritated  
    c. Merciless  
    d. Hate

   *Prose: An astrologer’s day*  
   *Para: 6*  
   *Line: 1*

13. “Yes,” said the astrologers.” He was crushed under a lorry.”
    The other looked **gratified** to hear it.
    a. Grateful  
    b. Thankful  
    c. Satisfied  
    d. Faithful

   *Prose: An astrologer’s day*  
   *Para: 13*  
   *Line: 2*
14. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed.
   a. Violation
   b. Negligent
   c. Careful and thorough examination
   d. Mutiny

15. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed.
   a. Period of fading light, after sunset before darkness
   b. Burning
   c. Lightning
   d. Firing

16. And there I dreamed- Ah! Woe betides.
   a. Expression of love
   b. Excitement
   c. An expression of sorrow
   d. Feel sympathy

17. I saw their starved lips in the gloam with horrid warning gaped wide.
   a. Wide way
   b. Wide way
   c. Leaving space
   d. Opened widely

18. They named it the Peckham murder in the headlines, though Northwood Street, where the old woman was found battered to death.
   a. Beaten with blows
   b. Charged
   c. Filled
   d. Collapsed

19. His eyes suffused with horrifying and brutal fear, like an animal’s when you raise a whip.
   a. Cruel
   b. Shrewd
   c. Mutual
   d. Inhuman
20. I talked afterwards to Mrs Salmon, who naturally after the astonishing **verdict** went in fears herself.  
   a. Deceived  
   b. Verified  
   c. Decision  
   d. Decided

21. He picked up his cowrie shells and **paraphernalia** and was putting them back into his bag when the green shaft of light was blotted out.  
   a. Miscellaneous things  
   b. Worthless material  
   c. Wasteful material  
   d. Useless things

22. When he caught sight of the object of his pursuit standing **irresolutely** on the border of the carriage drive.  
   a. Deliberately  
   b. Intentionally  
   c. Showing uncertainty  
   d. Certainty

23. Lucky thing you finding it, said the youth and then with a catch in his voice, he **blurted** out a word or two of thanks.  
   a. Blast  
   b. Said suddenly and tactfully  
   c. Broke down  
   d. Space cleverly

24. Tembu, the boy, opened his eyes in the dark and wondered if his father was ready to leave the hut on his nightly **errand**.  
   a. Journey by ship  
   b. Waste land  
   c. Short journey to fetch something  
   d. Wandering

25. There was no moon that night, and the deathly stillness of the surrounding jungle was broken only occasionally by the **shrill** cry of a cicada.  
   a. Noise  
   b. Shout  
   c. Thunder  
   d. High-pitched
26. A man’s destination is his own village.
   a. Sending
   b. The place where someone is going
   c. Departing
   d. Arriving

27. Others abide our question. Thou art free.
   a. Put up with
   b. Remained
   c. Stay back
   d. Put together

28. Out-topping knowledge. For the loftiest hill.
   a. outstanding
   b. Topper in academic
   c. Going over the top
   d. High scoring

29. To the foil’d searching of mortality.
   a. Beaten
   b. Forgiven
   c. Toiled
   d. Tried

30. To the foil’d searching of mortality.
   a. Simplicity
   b. Curiosity
   c. Mankind
   d. Humanity

31. Thy eagle pinion is chained down at last. And groveling in the lowly dust art thou
   a. Crawlor crouch on the ground
   b. Creeping
   c. Moving
   d. Walking

32. Thy eagle pinion is chained down at last. And groveling in the lowly dust art thou
   a. Kindly
   b. Peacefully
   c. Humbly
   d. Angrily

33. The rugged trunk, indented deep with scars.
   a. Harsh
   b. Sturdy and rough
   c. Stabbed
   d. Rubbed
34. The rugged trunk, **indented** deep with scars.
   a. Cuts made on the surface
   b. Cutting the branches of the tree
   c. Uprotted
   d. Removing the tree

35. When first my **casement** is wide open throw, At dawn, my eyes delighted on it rest.
   a. Casebox
   b. entrance
   c. Window
   d. Door

36. And to their pastures **wend** our sleepy cows.
   a. Something to wind up
   b. Put together
   c. Go towards
   d. Sent out

   a. Trouble
   b. Noble
   c. Sorrowful
   d. Dreadful

38. Alone and palely **loitering**?
   a. Strolling
   b. Wandering about
   c. Walking
   d. Moving freely

39. So **haggard** and so woe-begone
   a. hanged
   b. Tired and worried
   c. Wandered
   d. Wanted

40. So haggard and so woe- **begone**
   a. Lovely
   b. Friendly
   c. Softly
   d. Sorrowful

41. I wanted another of those banana splits. They were **gorgeous**.
   a. Monstrous
   b. Magnificent
   c. Marvelous
   d. Fantastic
42. She is a suspicious person, my mother. She is especially suspicious of two things – strange men and boiled egg.
   a. Important
   b. Particularly
   c. Marvelous
   d. Exclusive

43. His forehead was resplendent with sacred ash and vermilion. Plastic vessel
   a. Respond
   b. Repented
   c. Reflected
   d. Shining

44. Next to him in vociferousness came a vender of fried groundnuts.
   a. Various
   b. Viracious
   c. Anxious
   d. clamour

45. Around the besieged four courts the heavy guns roared
   a. Tamed
   b. Thronged round
   c. Sought
   d. Found

46. On a rooftop near O’Connell Bridge, a Republican sniper lay watching.
   a. Robber
   b. One who shoots at single person from cover
   c. Wanderer
   d. Customer

47. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one’s cheeks burned with the silent imputation of parsimony that such close dealing implied
   a. Pulling down
   b. Cutting down
   c. Bullying
   d. Pushing out

48. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one’s cheeks burned with the silent imputation of parsimony that such close dealing implied
   a. Decision
   b. Inspiration
   c. Influential
   d. Charge
49. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one’s cheeks burned with the silent imputation of parsimony that such close dealing implied
   a. Sterling
   b. Sorrowful
   c. Effectiveness
   d. Stinginess

50. Nnaemeka was silent for a while, and then began very slowly as if he groped for his words:
   “I wish I were sure it would be happiness to him,”
   a. Confused
   b. Tried to find out
   c. Awkward
   d. Bewildered

51. In the cosmopolitan atmosphere of the city it had always seemed to her something of a joke that a person’s tribe could determine whom he married.
   a. Including people from many different countries
   b. Country side people
   c. Urban people
   d. City people

52. And never breath a word about your loss.
   a. Complain
   b. Say quickly
   c. Follow closely
   d. Accompany

53. Baring the sand ribs.
   a. Covering
   b. Wearing
   c. Exposing
   d. Protecting

54. Then took the other us just as fair.
   a. Beautiful
   b. Nice
   c. Good
   d. Clean

55. Where toward Eternity.
   a. Everlasting
   b. Endless
   c. Timelessness
   d. At last

Prose: The gift of magi
Para: 1
Line: 3,4,5

Prose: Marriage is a private affair
Para: 4
Line: 2

Prose: Marriage is a private affair
Para: 9
Line: 2

Poem: If
Stanza: 3
Line: 4

Poem: River
Stanza: 1
Line: 7

Poem: The Road
Stanza: 2
Line: 1

Poem: Because I could not stop for death
Stanza: 5
Line: 6
56. He **risked** the rain again.
   a. Faced
   b. Exposed to lose
   c. Exposed to danger
   d. Endangered

57. Our hells of fire and dust **outrage** the innocence.
   a. Outskirt
   b. An act of violence causing injury
   c. Renounce
   d. Resource

58. Of **action** with a common purpose, action...
   a. Talking action
   b. Activation
   c. The out come
   d. Motivation

59. All pain the immortal spirit must **endure**.
   a. Always
   b. Everywhere
   c. Enthusiasm
   d. Tolerate

60. Find their **sole** speech in that victorious brow.
   a. Life
   b. Spirit
   c. One and only
   d. Soul

61. And bring from out the ages that have **rolled**.
   a. Bundled
   b. Shaped
   c. Passed wrapped
   d. wrapped

62. Up to its very **summit** near the stars.
   a. Root portion of the tree
   b. Shoot portion of the tree
   c. He highest point of the tree
   d. Branch of the tree

63. And far and near **Kokilashail** the day.
   a. Glory
   b. Greet/welcome
   c. Praise
   d. Power
64. I met a lady in the **meads**.
   a. Meadows
   b. Moist
   c. Wasteland
   d. Grassland

   **Poem** : La Belle Dame Sans merci
   **Stanza** : 4
   **Line** : 1

65. One or two had hissing gaslights, Some had naked **flares** stuck on Poles.

   a. Lighted
   b. Shined
   c. Brightened
   d. Flame

   **Prose** : An Astrologers Day
   **Para** : 2
   **Line** : 22

66. As he rose to go, Gortsby imagined him returning to a home **Prose** : Dusk circle where he was **snubbed** and of no account, or to some bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired.

   a. Very kind
   b. Pitied
   c. Very rough
   d. Rudely

   **Prose** : Dusk
   **Para** : 5
   **Line** : 13,14

67. As he rose to go, Gortsby imagined him returning to a home **Prose** : Dusk circle where he was **snubbed** and of no account, or to some bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired.

   e. Dismal
   f. Few
   g. Little
   a. more
   h. more

   **Prose** : Dusk
   **Para** : 5
   **Line** : 13,14

68. He had seen Adam’s back and as he turned, those **bulging** eyes.

   a. Swelling out
   b. Blasting
   c. Bubbling
   d. Clogging

   **Prose** : The case for the Defense
   **Para** : 7
   **Line** : 8

69. The cutting curved sharply, and in the darkness the black entrance to the tunnel **loomed up** menacingly.

   a. Heaped up
   b. Appeared
   c. Lined up
   d. Find out

   **Prose** : The tiger in the Tunnel
   **Para** : 12
   **Line** : 2
70. The cutting curved sharply, and in the darkness the black entrance to the tunnel loomed up menacely.
   - Dangerous
   - Provoke
   - Fearfully
   - Threateningly

71. She began to talk to the man in the turret of the car.
   - A small boat
   - A small tower
   - A small area of land
   - A small hut

72. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard.
   - Beautiful lady
   - Pretty girl
   - A tall strong women
   - Very short girl

73. The little man was saying “I have got myself into a bit of scrape.
   - Happiest moment
   - Difficult situation
   - Sad moment
   - Exciting situation

74. Twisted by knaves to make a trap for fools.
   - Misrepresented
   - Spinned
   - Fastened
   - Rolled

75. Baring the sand ribs.
   - Sand particles
   - Sand river bed
   - Broken rock pieces
   - River bank

76. Then took the other, as just as fair.
   - In accordance with what is right
   - Right time
   - Right thing
   - Right thinking
77. At **Recess**- in the ring.
   a. Time interval
   b. Period of time
   c. Holiday time
   d. Break time

**Poem**: Because I could not stop for death

**Stanza**: 3
**Line**: 2

78. My father, **Sceptic**, rationalist.
   a. Believer
   b. Disbeliever
   c. Philosopher.
   d. Reader

**Poem**: Night of the Scorpion

**Stanza**: 4
**Line**: 1

79. Didst tread on earth unguss’d at better so.
   a. Affairs
   b. Thread
   c. Walked
   d. Removed

**Poem**: Shakespeare

**Stanza**: 2
**Line**: 3

80. A few small **fragments** of those wrecks sublime,
   a. Scent
   b. Spray
   c. Smell
   d. Pieces

**Poem**: To India my Native Land

**Line**: 11

81. The rugged trunk, indented deep with **scars**.
   a. Small branch of the tree
   b. Mark left by damage on the tree trunk
   c. Cut portion of the tree
   d. Shoot portion of the tree

**Poem**: Casurina

**Stanza**: 1
**Line**: 2

82. I saw their starved lips in the gleam.
   a. Bright light
   b. Dim light
   c. Twilight
   d. Sunlight

**Poem**: La Belle Dame Sans merci

**Stanza**: 11
**Line**: 1

83. Nine out of ten were **disposed** to agree with him.
   a. Wanted
   b. Inclined
   c. Approve
   d. satisfied

**Prose**: An Astrologers Day

**Para**: 4
**Line**: 9

84. He was one of the world’s **Laments** who induce no responsive weeping.
   a. One who weeps in great sorrow
   b. One who predicts the future
   c. One who shouts angrily
   d. One who betray others

**Prose**: Dusk

**Para**: 5
**Line**: 10, 11
85. He was one of the world’s Laments who **induce** no responsive weeping.
   a. Initiate
   b. Indulge
   c. Inspire
   d. Bring about

86. He was one of the world’s Laments who induce no responsive weeping.
   a. Sympathetic
   b. Respond
   c. Responsibility
   d. Irresponsibility

87. There was no **malice** in her.
   a. Ill-will
   b. Anger
   c. Dangerous
   d. Displeasure

88. He stretched himself, slowly unwinding the heavy shawl that covered him like a **shroud**.
   a. Closing
   b. Harsh
   c. Shrilled
   d. Covering

89. “Oh, Mummy, for heaven’s sake, he is a very old man, and he is sweet and polite and he is in some sort of trouble, so’ don’t be so **beasty** to him.”
   a. Disagreeable
   b. Agreeable
   c. Polite
   d. Impolite

90. His face was the face of a student, thin and serious, but his eyes had the cold gleam of the **fanatic**.
   a. Sarcastic
   b. Unreasonably zealous especially in religious
   c. Fantastic
   d. Sbrewd

91. White fingers and **nimble** tore at the strings and paper. And then an ecstatic scream of paper. And then alas! A quick feminine change to hysterical tears and wails.
92. White fingers and nimble tore at the strings and paper. And then an ecstatic scream of paper. And then alas! A quick feminine change to hysterical tears and wails.
   a. Hysterical
   b. Pleasing
   c. Wild with extreme joy
   d. Sorrowful

93. White fingers and nimble tore at the strings and paper. And then an ecstatic scream of paper. And then alas! A quick feminine change to hysterical tears and wails.
   a. Enthusiastic
   b. Excellency
   c. Wildly excited
   d. Disappointed

94. On the way to the stream, a complete dunce at school.
   a. Stupid and slow to learn
   b. Very brilliant
   c. Foolish
   d. Excellent

95. After he had spent his emotion on a long homily he last came back to his son’s engagement.
   a. Feeling home sick
   b. A speech giving advice on the correct way to behave
   c. Defined
   d. Sick at heart

96. Or being hated, don’t give way to hating.
   a. Way to somewhere
   b. given out
   c. Surrender
   d. Submission

97. Under the bridges with patches.
   a. Designs
   b. Lines
   c. Marks
   d. Repairs

98. Shaven water-buffaloes lounging in the sun.
99. In leaves no step had *trod*den black.  
   a. Defeated  
   b. Beaten  
   c. Crushed by feet  
   d. Stabbed  

Poem: The Road  
Not Taken  
Stanza: 3  
Line: 2

100. My labor and my leisure too, for his *civility*.  
   a. fertility  
   b. culture  
   c. harmless  
   d. politeness  

Poem: Because I could not stop for death  
Stanza: 2  
Line: 4

101. Of *diabolic* tail in the dark room.  
   a. Devilish  
   b. Bad  
   c. Unpleasant  
   d. harmless  

Poem: Night of the scorpion.  
Stanza: 2  
Line: 6

102. It is the human earth that we *defile*.  
   a. To condaminate  
   b. To clean  
   c. To make something filthy that is clean.  
   d. To sweep  

Poem: No men are foreign  
Stanza: 3  
Line: 5

103. A few small fragments of those wrecks *sublime*.  
   a. Noble  
   b. low level  
   c. at last  
   d. at first  

Poem: To India my Native Land  
(sonnet)  
Line: 11

104. His *puny offspring* leap about and play.  
   a. Young one  
   b. Adult  
   c. Small  
   d. very big  

Poem: Casurina Tree  
Stanza: 2  
Line: 6

105. His *puny offspring* leap about and play.  
   a. very big  
   b. small size  
   c. young ones  
   d. little ones  

Poem: Casurina Tree  
Stanza: 2  
Line: 6

106. Shelook’d at me as she did love, And made *sweet moon*.  
   a. Harsh words  
   b. Soft loving  
   c. Hard words  
   d. rough words  

Poem: La Belle Dame Sans merci  
Stanza: 5  
Line: 4
107. Yet he said things which pleased and astonished every one; that was more a matter of study, practice and shrewd guesswork.

- Cruel
- Adjustable
- Adamant
- Formidable

108. He had failed in the more subtle ambition.

- Poor
- Bad
- Fine
- Better

109. On the bench by his side sat an elderly gentleman with a drooping air of defiance.

- distracted
- Resistance
- Denied
- defeat

110. Norman Gortsbys sat on a bench in the park with his back to a strip of bush-planty sward, fenced by the par railings.

- Fence made of iron rods
- Fence made of rails
- Fence made of steel rods
- Bamboo fence

111. Adams was walking in the middle of the road, looking dazed.

- Sad
- Confused
- Smiled
- Excited

112. Asking his whisky from his pocket, he emptied it at a draught.

- Dose
- Dry
- Moist
- Wet
113. A very thin and very agile person may by observing his reflection in a rapid sequence of longitudinal strips. Prose: The gift of the Magi
   a. Sorrow
   b. Active
   c. Dull
   d. in active

114. Nnaemeka’s father was known to be obstinately ahead of his more superstitious neighbors in these matters. Prose: Marriage is a Private Affair
   a. Badly
   b. Stubbornly
   c. Unwillingly
   d. Reluctantly

115. If you can force your heart and nerve and sinew. Poem: If
   a. Physical strength
   b. joint of tissues
   c. Joint of bones
   d. Body cells

116. A river drives to a trickle. Poem: River
   a. Move in a thin stream
   b. Moving to and fro
   c. over flowing
   d. More flood

117. Because it was grassy and wanted wear. Poem: The Road
   a. As it was worn out
   b. As it was wasted
   c. looked as if it was not used
   d. Unwanted

118. My tippet only Tulle. Poem: Because I could not stop for death.
   a. Kerchief
   b. Turban
   c. Ribbon
   d. Scarf

119. May the sum of evil, balanced in this unreal world, against the sum of good, become diminished by your pain, they said. Poem: Night of the scorpion
   a. Vanished
   b. Established
   c. Unbalanced
   d. developed
120. Who to the stars *(uncrowns)* his majesty.  
   a. Not crowned  
   b. Exposes  
   c. Unimportant  
   d. Import  

Poem: Shakespeare  
Stanza : 1  
Line : 4

121. dst tread on earth *(un guess’d)* at.  
   a. Not estimated  
   b. Not Determined  
   c. Not differentiated  
   d. Not perplexed  

Poem: Shakespeare  
Stanza-2  
Line - 3

122. A few small fragments on those *(wrecks)* sublime.  
   a. Witches  
   b. Ruins  
   c. Evils  
   d. Diminish  

Sonnet: To India My Native Land.  
Line- 4

123. Sung darkling from our tree, while men *(repose)*.  
   a. Awake  
   b. Aware  
   c. Rest  
   d. sleep  

Poem: Casurina Tree  
Stanza -1  
Line - 2

124. It is the tree’s lament an *(eerie)* speech,  
   a. Fairy  
   b. Witch  
   c. Frightful  
   d. dreadful  

Poem: Casurina Tree  
Stanza : 3  
Line :10

125. Therefore, I *(fain)* would consecrate a lay.  
   a. peacefully  
   b. Painful  
   c. Sadly  
   d. Gladly  

Poem: Casurina Tree  
Stanza: 5  
Line- 1

126. Long practice had sharpened his *(perception)*  
   a. Discernment  
   b. Concern  
   c. Amusement  
   d. Implement  

Prose: An Astrologers Day  
Para – 4  
Line-3

127. He belonged unmistakably to that *(forlorn)* orchestra to whose piping no one dance.  
   a. Gave up  
   b. Uncared for  
   c. Forgiveness  
   d. Not listened  

Prose: Dusk  
Para: 5  
Line- 9
128. He gave a squeal like a rabbit and that was all.
   a. Scream
   b. High pitched cry
   c. Screech
   d. Moon

129. Like his fore fathers he carried a small are, fragile to look at, but deadly when in use.
   a. Exile
   b. Delicate
   c. Elegate
   d. Deliberate

130. Always take your time when you are summing some one up.
   a. Covering
   b. Judging
   c. Arranging
   d. Trying

131. When we watched the little man as the dodged nimbly in and out of the traffic.
   a. Gradually
   b. Swiftly
   c. Suddenly
   d. Quickly

132. There was no pain – just a deadened feeling as if the arm had been cut off.
   a. Deprived of sensation
   b. Furious
   c. Curious
   d. Anxious

133. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.
   a. Gradually
   b. Swiftly
   c. Suddenly
   d. Quickly

134. There was no pain – just a deadened feeling as if the arm had been cut off.
   a. Deprived of sensation
   b. Furious
   c. Curious
   d. Anxious
135. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.
   a. Enthusiastic
   b. Prudent
   c. Deadened
   d. Negligent

136. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange incase of duplication.
   a. Copying
   b. Bearing
   c. Doubling
   d. Aiming

137. And here I have lamely relate to you the uneventful chronicle of two foolish children.
   a. Recovered
   b. Cleverly
   c. History
   d. Disease

138. When he sent for Nemea a day later he applied all possible ways of dissuasion.
   a. Discouraging some one from doing something
   b. Refusing
   c. Expressing
   d. Deciding

139. If you can keep your head when all about you.
   a. When everybody stands against you
   b. When everybody stands for you
   c. When everybody around you
   d. When everybody look for you

140. With no moles on their bodies.
   a. Kind of insects
   b. Kind of animal
   c. Small dark prudent spots on the skin.
   d. Rare species

141. We passed the field of Gazing Grain.
   a. Tall stalks of fully ripened grain.
   b. Plants grows in mershy place.
   c. Plants grows in valley.
   d. Plants grows in jungle.

142. My father, sceptic, rationalist, trying every curse and blessing.
   a. One accepting reason as the only authority.
   b. Particular believer
   c. Rationist
   d. Pessimist
143. **Self-scool’d, self scann’d, self-secure.**
   a. Having his own school
   b. Self-taught
   c. Selfishness
   d. Honoured

   *Poem: Shakespeare*  
   *Stanza: 2*  
   *Line: 2*

144. **Where is the glory, where that reverence now?**
   a. Remembering something
   b. Respect
   c. Related to
   d. Referring

   *Sonnet: To India My Native Land.*  
   *Line: 4*

145. **What is that dirge-like murmur that I hear Like the sea breaking on a shingle-beach?**
   a. A funeral song
   b. Marriage song
   c. Pastoral song
   d. Religions song

   *Poem: Casurina Tree*  
   *Stanza: 3*  
   *Line: 8*

146. **What is that dirge-like murmur that I hear Like the sea breaking on a shingle-beach?**
   a. Sand soil
   b. Coarse gravel
   c. Rock soil
   d. Clay soil

147. **That haply to the unknown land my reach.**
   a. Happily
   b. Perhaps
   c. Intentionally
   d. Clearly

148. **Thy form, o tree, as in my happy prime, I saw thee, in my own loved native clime.**
   a. Primary stage
   b. Childish
   c. Youth
   d. Old age

149. **Thy form, o tree, as in my happy prime, I saw thee, in my own loved native clime.**
   a. Region
   b. State
   c. Country
   d. Village

150. **I set her on my pacing steed.**
   a. Slowly walking horse
   b. Race horse
   c. Horse race
   d. Fast running horse

   *Poem: La Belle Dame Sans merci)*  
   *Stanza: 6*  
   *Line: 1*
151. “You know my name!” the other said taken aback.
   a. Withdrawn
   b. Neglect
   c. Astounded
   d. avoided

152. “why should I leave home again?” the other said reflectively.
   a. Reflectionly
   b. Repulsively
   c. Attractively
   d. Thoughtfully

153. The young man turned to him with a look of disarming frankness which put him instantly on his guard.
   a. Hospitality
   b. Truthful
   c. Hostile
   d. Alarm

154. The young man turned to him with a look of disarming frankness which put him instantly on his guard.
   a. Closeness
   b. Envoy
   c. Friendly
   d. Openness

155. ‘’I suppose you thing that I’ve spun you a rather impossible yarn’’ said the young man presently, with a suggestion of resentment in his voice.
   a. Contempt
   b. Bitterness
   c. Reluctant
   d. Refused

156. She looked straight across at the big man in the dock, who stared hard at her with his Pekinese eyes.
   a. Narrow
   b. Trial
   c. Experts
   d. Wide
157. As the train entered the cutting the engine whistled once, loud and **piercingly**.
   a. Confused  
   b. Confronted  
   c. Shrilly  
   d. Shroud

   *Prose: The Tiger in the Tunnel*
   *Paragraph: 23*
   *Line: 2*

158. The rain was **pelting down** harder than ever now and see it dripping from the brim of his hat on to his shoulders.
   a. Falling very heavily  
   b. Drizzling down  
   c. Slow rain fall  
   d. Down pour

   *Prose: The Umbrella Man*
   *Paragraph: 37*
   *Line: 4*

159. He was now without his hat and coat and he was **edging** his way through the crowd towards the bar.
   a. Moving gradually  
   b. Moving fastly  
   c. Moving among the crowd  
   d. Moving through the street

   *Prose: The Umbrella Man*
   *Paragraph: 44*
   *Line: 3*

160. He was almost deafened with the noise and his arm shook with the **recoil**.
   a. Refuse  
   b. Resource  
   c. Retain  
   d. Rebound

   *Prose: The Sniper*
   *Paragraph: 18*
   *Line: 7*

161. The last of battle died in him. He was **filled with remorse**.
   a. Repentance  
   b. Oppose  
   c. Reluctant  
   d. Angry

   *Prose: The Sniper*
   *Paragraph: 21*
   *Line: 2*

162. Once she **faltered** for a minute and stood still.
   a. Hesitated  
   b. Forceful  
   c. Flatterer  
   d. Object

   *Prose: The gift of the Magi*
   *Paragraph: 10*
   *Line: 4*

163. Down **ripped** the brown **cascade**.
   a. Jewel box  
   b. Waterfall  
   c. Tower  
   d. Rainfall

   *Prose: The gift of the Magi*
   *Paragraph: 15*
   *Line: 1*
164. When Nene read through this letter and looked at the mutilated picture her filled with tears.
   a. Badly damaged
   b. Multipurpose
   c. Evaluated
   d. Exempted

   If you can’t trust yourself when all men doubt you.
   a. Keep your strength
   b. Have self-confidence
   c. Ask for trusting
   d. Self-trusting

165. Prose: Marriage is a private affair
Paragraph: 37
Line: 2

166. Poem: If
   Stanza: 1
   Line: 3

167. Poem: A River
   Stanza: 4
   Line: 12

168. Poem: Because I could not stop for death
   Stanza: 4
   Line: 2

169. Poem: Shakespeare
   Stanza: 2
   Line: 2

170. Sonnet: To India my native land
   Line: 5
171. But gallantly, The giant wears the scarf and flowers are hung
   a. vigorously
   b. easily
   c. bravely
   d. cleverly

Poem: casurina tree
Stanza: 1
Line: 5

172. Crimson clusters all the boughs among.
   a. Bunches
   b. Branches
   c. Thickest
   d. Forest

Poem: Casurina
Stanza: 1
Line: 7

173. That would thy beauty fain, oh fain rehearse.
   a. Recitation
   b. Singing
   c. Practice for later public performance
   d. Mourning

Poem: Casurina
Stanza: 5
Line: 10

174. may Love defend thee from oblivion’s curse.
   a. Senseless
   b. State of forgetting
   c. Unconscious state
   d. Come to sense

Poem: Casurina
Stanza: 5
Line: 11

175. I see a lily on the brow, With anguish moist and fever dew.
   a. Terrible suffering
   b. Moist weather
   c. Very wet
   d. Watery

Poem: La Belle Dame Sans merci
Stanza: 3
Line: 2

176. ‘You have an impetuous nature and rough exterior’.
   a. Rude appearance
   b. Very hard
   c. Thick surface
   d. rough behavior

Prose: An Astrologers Day
Paragraph: 4
Line: 15

177. ‘You have an impetuous nature and rough exterior’.
   a. Miscellaneous
   b. Impulsive
   c. Inactive
   d. Reactive

Prose: An Astrologers Day
Paragraph: 4
Line: 14
178. “Not at all impossible,” said Gortsby judicially.  
   a. Showing wise judgment  
   b. Eventually  
   c. Nevertheless  
   d. Justified

179. One could go to one’s consul and get the requisite help from him.  
   a. Rejected  
   b. Pardon  
   c. Pleased  
   d. Required

180. I am glad, anyhow that you don’t think the story outrageously improbable.  
   a. Very unusually  
   b. Tragic  
   c. Casually  
   d. Usually

181. I am glad, anyhow that you don’t think the story outrageously improbable.  
   a. Most probably  
   b. Not likely to happen  
   c. Clearly  
   d. Obviously

182. So the man was acquitted for lack of evidence.  
   a. Discharged  
   b. Get into  
   c. Get along with  
   d. accompanied

183. The noise in the confined space was deafening.  
   a. Surplus  
   b. Crossed  
   c. Selected  
   d. Limited

184. “It’s ridiculous!” My mummy said.  
   a. Harmonious  
   b. Wonderful  
   c. Absurd  
   d. Strange
185. It did not exactly beggar description, but it certainly had word on the look out for the mendicancy squad.
   a. Flattering
   b. Begging
   c. Dealing
   d. Consuming

186. In the vestibule below was a letterbox into which no letter would go.
   a. Entrance hall
   b. Drawing room
   c. Dining hall
   d. Corridor

187. His father did not believe his ears. “what did you say?” he asked slowly and disconcertingly.
   a. Without any consideration
   b. Making others feel embarrassed
   c. Obstinately
   d. Stubbornly

188. He condemned vehemently those church leaders who encouraged women to teach in their school.
   a. Drudgingly
   b. Willingly
   c. Very strongly
   d. Disconcertingly

189. Are losing theirs and blaming it on you.
   a. Holding you responsible for it
   b. Putting blame on it
   c. Putting defect on you
   d. Making fun of

190. Of the precise number of cobbled steps.
   a. Paved with pebbles
   b. Made of pebbles
   c. Covered with pebbles
   d. Small pebbles

191. For only Gossamer, my Gown.
   a. Material used for stitching
   b. Thin material like gauge for a gown
   c. Silk material
   d. Woolen material
192. Planting his steadfast foot steps in the sea.  
   a. Determined  
   b. Steady at work  
   c. Steady forward  
   d. Confident  

Poem: Shakespeare  
Stanza: 1  
Line: 5

193. In distance lands, by many sheltered bay.  
   a. Ocean beds  
   b. River beds  
   c. An inward bend of the store  
   d. Sea shore  

Poem: Casurina tree  
Stanza: 4  
Line: 3

194. Under whose awful branches in a lingered pale.  
   a. Horrible  
   b. Fearful  
   c. Terrible  
   d. Wonderful  

Poem: Casurina tree  
Stanza: 5  
Line: 7

195. When earth lay tranced in a dreamless swoon.  
   a. Marked  
   b. Traced  
   c. Spotted  
   d. Dazed in a deep sleep like state  

Poem: Casurina tree  
Stanza: 4  
Line: 7

196. The other sat down, sucking his cheroot, puffing out, sathere ruthlessly.  
   a. Cigar  
   b. Rudeless  
   c. Ruthless  
   d. Bigger  

Prose: An Astrologer’s day  
Paragraph: 8  
Line: 2

197. The scene pleased Gortsby and harmonized with his present mood.  
   a. Accepted  
   b. Celebrated  
   c. Happiest  
   d. Agreed  

Prose: Dusk  
Paragraph: 8  
Line: 1

198. One’s imagination could not have pictured the wearer embarking on the purchase of half-crown box of chocolates or laying out nine – pence on a carnation button hole.  

Embarking on  
   a. Starting  
   b. Preventing  
   c. Resisting  
   d. Ending  

Prose: Dusk  
Paragraph: 5  
Line: 8
199. Carnation
   a. Sweet smelling flower
   b. A flower which is yellow in colour
   c. A flower which is red in colour
   d. Flower which is white in colour

200. To his horror, the beast swerved.
   a. Going forward
   b. Bent
   c. Turned
   d. Changed the direction

201. He was bustling along the pavement, side stepping the other pedestrians and swinging his arms like a soldier on the march.
   a. Walkers
   b. Enemies
   c. Scavengers
   d. Travellers

202. Then in a manner so superbly cool and casual that you hardly noticed anything.
   a. Majestic
   b. Magnificently
   c. Hastily
   d. Hurriedly

203. She was ransacking the stores for Jim’s present.
   a. Re commenting
   b. Searching (thoroughly)
   c. Fantastic
   d. Catching

204. Had King Solomon been the janitor, with all his treasures piled up in the basement.
   a. Traveler
   b. Tradesman
   c. Door-keeper
   d. Gate – keeper

205. Had the Queen sheba lived in the plat across the air shaft, Della would have let hair hang out the window some day to depreciate her majesty’s jewels and gifts.
   a. Reduce the value of
   b. Insult
   c. Under privileged
   d. Under estimated
206. In the vestibule below was a letterbox into which go, and an electric button from which no mortal finger could coax a ring.  
   a. Remorse  
   b. Agitate  
   c. Force gently  
   d. Snatch  

Prose: *The Gift of the magi*  
Paragraph: 4  
Line: 3

207. Its value by substance along and not by meretricious ornamentation- as all things should do.  
   a. Brightly  
   b. Showily attractive  
   c. Gloomy  
   d. Dull  

Prose: *The Gift of the magi*  
Paragraph: 15  
Line: 5

208. When Della reached home her intoxication gave way a little to prudence and reason.  
   Intoxication  
   a. Drunken  
   b. Variation  
   c. Exciting  
   d. Motivation  

Prose: *The Gift of the magi*  
Paragraph: 16  
Line: 1

209. Prudence  
   a. Wisdom  
   b. Pride  
   c. Famous  
   d. Knowledge  

Prose: *The Gift of the magi*  
Paragraph: 16  
Line: 2

210. This man had come with others to commiserate with okeke when news went round about his son’s behavior.  
   a. Rude  
   b. Rejected  
   c. To express sympathy  
   d. Harsh  

Prose: *Marriage is a private affair.*  
Paragraph: 27  
Line: 8

211. Slowly and grudgingly they began to admit that she kept her home much better than most of them.  
   a. Lovingly  
   b. Carefully  
   c. Unwillingly  
   d. Willingly  

Prose: *Marriage is a private affair.*  
Paragraph: 40  
Line: 9
212. Then one day he received a letter from Nene, and in spite of himself he began to glance through it perfunctorily until all of a sudden the expression on his face change.
   a. Perfection
   b. Purpose
   c. Carefully
   d. Carelessly

Prose: Marriage is a private Affair

Paragraph: 42
Line: 2

213. If you can keep your head when all about you.
   a. Keep straight your head
   b. Hold your head
   c. Keep yourself calm
   d. Lift up your head

Poem: If
Stanza: 1
Line: 1

214. I first surmised the horse’s heads.
   a. Emerged
   b. Guessed
   c. Surrended
   d. Submitted

Poem: Because I could not stop for death
Stanza: 5
Line: 2

215. Making the heaven of heaven of heavens his deleting – place.
   a. Paradise
   b. Holy place
   c. The uppermost sky
   d. Clouded sky

Poem: Shakespeare
Stanza: 2
Line: 1

216. My country! In thy day of glory past
   a. Day of victory
   b. Day of fame and triumph
   c. Day of praise
   d. Day of honour

Sonnet: To India My Native Land
Line: 1

217. And let the guerdon of my labour be.
   a. Reward
   b. Godown
   c. Guardian
   d. Praise

Sonnet: To India My Native Land
Line: 13

218. When slumbered in his cave the water – wraith.
   a. Slayed
   b. Slept lightly
   c. Rested
   d. Worried

Poem: Casurina tree
Stanza: 4
Line: 4+
219. By that hoar tree, so beautiful and vast
   a. Old
   b. Roar
   c. Shower
   d. Young

220. The water-lilies spring, like snowenmassed.
   a. Collected
   b. Gathered
   c. Formed into a mass
   d. Splited

Poem: Casurina tree
Stanza: 2
Line: 10

Poem: Casurina tree
Stanza: 2
Line: 11
### VTE – Item Analysis

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Note:

DV – Difficulty Value
DI – Discriminative Index
SI - Selected Item

Ω
Appendix 2c

Final Draft of VTE

Choose the most relevant option for the word underlined in each question given below.

1. Twisted by Knaves to make a trap for fools.
   a. Honest
   b. Cheats
   c. Loyal
   d. Truthful

2. “Clogging the Watergates’’
   a. Blocking
   b. Moving
   c. Rising
   d. Setting

3. Two roads diverged in a yellow wood.
   a. Direction
   b. Forked into two
   c. Diversion
   d. Changed

4. The carriage held but just ourselves and Immortality.
   a. Bullock cart
   b. Donkey driven vehicle
   c. Dog driven vehicle
   d. Horse driven vehicle

5. The carriage held but justourselves and Immortality.
   a. Deathlessness
   b. Mortal life
   c. Spirituality
   d. Mutility

6. Parting with his poison- flash of diabolic tail in the dark room.
   a. Departing
   b. Separating
   c. Flashing
   d. Injecting
7. Parting with his poison- flash of diabolic tail in the dark room.
   a. Sudden fall of light
   b. Sudden thought
   c. Very fast action
   d. Very slow action

8. That we shall dispossess, betray condemn.
   a. Make dirty
   b. Pollute
   c. Criticize
   d. Condaminate

9. Every country is home to one man, and exile to another. Where a man dies bravely.
   a. Banishment
   b. Excitement
   c. Argument
   d. Development

10. Our friend felt piqued. “I charge only three pies per question, and what you get ought to be good enough for your money………”
    a. Rude
    b. Irritated
    c. Merciless
    d. Hate

11. “Yes,” said the astrologers.” He was crushed under a lorry.” The other looked gratified to hear it.
    a. Grateful
    b. Thankful
    c. Satisfied
    d. Faithful

12. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed.
    a. Violation
    b. Negligent
    c. Careful and thorough examination
    d. Mutiny

13. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed.
    a. Period of fading light, after sunset before darkness
    b. Burning
    c. Lightning
    d. Firing
14. And there I dreamed- Ah! Woe betides.
   a. Expression of love
   b. Excitement
   c. An expression of sorrow
   d. Feel sympathy

15. I saw their starved lips in the gloam with horrid warning gaped wide.
   a. Wide way
   b. Wide way
   c. leaving syace
   d. opened widely

16. They named it the Peckham murder in the headlines, though Northwood Street, where the old woman was found battered to death.
   a. Beaten with blows
   b. Charged
   c. Filled
   d. Collapsed

17. His eyes suffused with horrifying and brutal fear, like an animal’s when you raise a whip.
   a. Cruel
   b. Shrewd
   c. Mutual
   d. Inhuman

18. I talked afterwards to Mrs Salmon, who naturally after the astonishing verdict went in fears herself.
   a. Deceived
   b. Verified
   c. Decision
   d. Decided

20. He picked up his cowrie shells and paraphernalia and was putting them back into his bag when the green shaft of light was blotted out.
   a. Miscellaneous things
   b. Worthless material
   c. Wasteful material
   d. Useless things

21. When he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive.
   a. Deliberately
   b. Intentionally
   c. Showing uncertainty
   d. Certainty
22. Lucky thing you finding it, said the youth and then with a catch in his voice, he blurted out a word or two of thanks.
   a. Blast
   b. Said suddenly and tactfully
   c. Broke down
   d. Space cleverly

23. There was no moon that night, and the deathly stillness of the surrounding jungle was broken only occasionally by the shrill cry of a cicada.
   a. Noise
   b. Shout
   c. Thunder
   d. High-pitched

24. To the foil’d searching of mortality.
   a. Beaten
   b. Forgiven
   c. Toiled
   d. Tried

25. Thy eagle pinion is chained down at last. And groveling in the lowly dust art thou
   a. Crawling crouch on the ground
   b. Creeping
   c. Moving
   d. Walking

26. The rugged trunk, indented deep with scars.
   a. Harsh
   b. Sturdy and rough
   c. Stabbed
   d. Rubbed

27. The rugged trunk, indented deep with scars.
   a. Cuts made on the surface
   b. Cutting the branches of the tree
   c. Uprooted
   d. Removing the tree

28. So haggard and so woe-begone
   a. hanged
   b. Tired and worried
   c. Wandered
   d. Wanted

29. So haggard and so woe-begone
   a. Lovely
   b. Friendly
   c. Softly
   d. Sorrowful
30. She is a suspicious person, my mother. She is especially suspicious of two things – strange men and boiled egg.
   a. Important
   b. Particularly
   c. Marvelous
   d. Exclusive

31. His forehead was resplendent with sacred ash and vermillion. Plastic vessel
   a. Respond
   b. Repented
   c. Reflected
   d. Shining

32. And never breathe a word about your loss.
   a. Complain
   b. Say quickly
   c. Follow closely
   d. Accompany

33. Baring the sand ribs.
   a. Covering
   b. Wearing
   c. Exposing
   d. Protecting

34. Then took the other us just as fair.
   a. Beautiful
   b. Nice
   c. Good
   d. Clean

35. Where toward Eternity.
   a. Everlasting
   b. Endless
   c. Timelessness
   d. At last

36. He risked the rain again.
   a. Faced
   b. Exposed to lose
   c. Exposed to danger
   d. Endangered

37. Our hells of fire and dust outrage the innocence.
   a. Outskirt
   b. An act of violence causing injury
   c. Renounce
   d. Resource
38. And bring from out the ages that have rolled.
   a. Bundled
   b. Shaped
   c. Passed wrapped
   d. wrapped

39. Up to its very summit near the stars.
   a. Root portion of the tree
   b. Shoot portion of the tree
   c. He highest point of the tree
   d. Branch of the tree

40. And far and near Kokilashail the day.
   a. Glory
   b. Greet/welcome
   c. Praise
   d. Power

41. One or two had hissing gaslights, Some had naked flares stuck on Poles.
   a. Lighted
   b. Shined
   c. Brightened
   d. Flame

42. As he rose to go, Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired.
   a. Dismal
   b. Few
   c. Little
   a. more
   d. more

43. He had seen Adam’s back and as he turned, those bulging eyes.
   a. Swelling out
   b. Blasting
   c. Bubbling
   d. Clogging

44. The cutting curved sharply, and in the darkness the black entrance to the tunnel loomed up menacingly.
   a. Heaped up
   b. Appeared
   c. Lined up
   d. Find out

45. The cutting curved sharply, and in the darkness the black entrance to the tunnel loomed up menacingly.
   a. Dangerous
   b. Provoke
   c. Fearfully
   d. Threateningly
46. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard.
   e. Beautiful lady
   f. Pretty girl
   g. A tall strong women
   h. Very short girl

47. The little man was saying “I have got myself into a bit of scrape.
   a. Happiest moment
   b. Difficult situation
   c. Sad moment
   d. Exciting situation

48. Baring the sand ribs.
   a. Sand particles
   b. Sand river bed
   c. Broken rock pieces
   d. River bank

49. Then took the other, as just as fair.
   a. In accordance with what is right
   b. Right time
   c. Right thing
   d. Right thinking

50. At Recess- in the ring.
   a. Time interval
   b. Period of time
   c. Holiday time
   d. Break time

51. My father, Sceptic, rationalist.
   a. Believer
   b. Disbeliever
   c. Philosopher.
   d. Reader

52. Didsttread on earth unguss’d at better so.
   a. Affairs
   b. Thread
   c. Walked
   d. Removed

53. A few small fragments of those wrecks sublime,
   a. Scent
   b. Spray
   c. Smell
   d. Pieces
54. The rugged trunk, indented deep with **scars**.
   a. Small branch of the tree
   b. Mark left by damage on the tree trunk
   c. Cut portion of the tree
   d. Shoot portion of the tree

55. I saw their starved lips in the **gleam**.
   a. Bright light
   b. Dim light
   c. Twilight
   d. Sunlight

56. Nine out of ten were **disposed** to agree with him.
   a. Wanted
   b. Inclined
   c. Approve
   d. Satisfied

57. He was one of the world’s Laments who **induce** no responsive weeping.
   a. Initiate
   b. Indulge
   c. Inspire
   d. Bring about

58. He was one of the world’s Laments who induce no **responsive** weeping.
   a. Sympathetic
   b. Respond
   c. Responsibility
   d. Irresponsibility

59. There was no **malice** in her.
   a. Ill-will
   b. Anger
   c. Dangerous
   d. Displeasure

60. He stretched himself, slowly unwinding the heavy shawl that covered him like a **shroud**.
   a. Closing
   b. Harsh
   c. Shrilled
   d. Covering

61. “Oh, Mummy, for heaven’s sake, he is a very old man, and he is sweet and polite and he is in some sort of trouble, so don’t be so **beasty** to him.”
   a. Disagreeable
   b. Agreeable
   c. Polite
   d. Impolite
62. His face was the face of a student, thin and serious, but his eyes had the cold gleam of the fanatic. (Paragraph 2 line 4 - The Sniper)
   a. Sarcastic
   b. Unreasonably zealous especially in religious
   c. Fantastic
   d. Stewed

63. White fingers and nimble tore at the strings and paper. And then an ecstatic scream of paper. And then alas! A quick feminine change to hysterical tears and wails.
   a. Hysterical
   b. Pleasing
   c. Wild with extreme joy
   d. Sorrowful

64. White fingers and nimble tore at the strings and paper. And then an ecstatic scream of paper. And then alas! A quick feminine change to hysterical tears and wails.
   a. Enthusiastic
   b. Excellency
   c. Wildly excited
   d. Disappointed

65. On the way to the stream, a complete dunce at school.
   a. Stupid and slow to learn
   b. Very brilliant
   c. Foolish
   d. Excellent

66. After he had spent his emotion on a long homily he last came back to his son’s engagement.
   a. Feeling home sick
   b. A speech giving advice on the correct way to behave
   c. Defined
   d. Sick at heart

67. Or being hated, don’t give way to hating.
   a. Way to somewhere
   b. Given out
   c. Surrender
   d. Submission

68. Shaven water-buffaloes lounging in the sun.
   a. Relaxing
   b. Retiring
   c. Falling
   d. Sleeping
69. In leaves no step had trodden black.
   a. Defeated
   b. Beaten
   c. Crushed by feet
   d. Stabbed

70. My labor and my leisure too, for his civility.
   a. fertility
   b. culture
   c. harmless
   d. politeness

71. Of diabolic tail in the dark room.
   a. Devilish
   b. Bad
   c. Unpleasant
   d. harmless

72. It is the human earth that we defile.
   a. To condaminate
   b. To clean
   c. To make something filthy that is clean.
   d. To sweep

73. A few small fragments of those wrecks sublime.
   a. Noble
   b. low level
   c. at last
   d. at first

74. His puny offspring leap about and play.
   a. very big
   b. small size
   c. young ones
   d. little ones

75. On the bench by his side sat an elderly gentleman with a drooping air of defiance.
   a. distracted
   b. Resistance
   c. Denied
   d. Defeat

76. A very thin and very agile person may by observing his reflection in a rapid sequence of longitudinal strips.
   a. Sorrow
   b. Active
   c. Dull
   d. in active
77. Nnaemeka’s father was known to be obstinately ahead of his more superstitious neighbors in these matters.
   a. Badly
   b. Stubbornly
   c. Unwillingly
   d. Reluctantly

78. If you can force your heart and nerve and sinew.
   a. Physical strength
   b. Joint of tissues
   c. Joint of bones
   d. Body cells

79. Because it was grassy and wanted wear.
   a. As it was worn out
   b. As it was wasted
   c. Looked as if it was not used
   d. Unwanted

80. A few small fragments on those wrecks sublime.
   a. Witches
   b. Ruins
   c. Evils
   d. Diminish

81. Sung darkling from our tree, while men repose.
   a. Awake
   b. Aware
   c. Rest
   d. Sleep

82. There was no pain – just a deadened feeling as if the arm had been cut off.
   a. Deprived of sensation
   b. Furious
   c. Curious
   d. Anxious

83. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.
   a. Gradually
   b. Swiftly
   c. Suddenly
   d. Quickly

84. There was no pain – just a deadened feeling as if the arm had been cut off.
   a. Deprived of sensation
   b. Furious
   c. Curious
   d. Anxious
85. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.
   a. Enthusiastic
   b. Prudent
   c. Deadened
   d. negligent

86. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange incase of duplication.
   a. Copying
   b. Bearing
   c. Doubling
   d. Aiming

87. And here I have lamely relate to you the uneventful chronicle of two foolish children.
   a. Recovered
   b. Cleverly
   c. History
   d. Disease

88. We passed the field of Gazing Grain.
   a. Tall stalks of fully ripened grain.
   b. Plants grows in mershy place.
   c. Plants grows in valley.
   d. Plants grows in jungle.

89. Self-scool’d, self scann’d, self-secure.
   a. Having his own school
   b. Self-taught
   c. Selfishness
   d. honoured

90. What is that dirge-like murmur that I hear Like the sea breaking on a shingle-beach?
   a. A funeral song
   b. Marriage song
   c. Pastoral song
   d. Religions song

91. What is that dirge-like murmur that I hear Like the sea breaking on a shingle-beach?
   a. Sand soil
   b. Coarse gravel
   c. Rock soil
   d. Clay soil
92. Thy form, o tree, as in my happy **prime**. I saw thee, in my own loved native clime.
   a. Primary stage
   b. Childish
   c. Youth
   d. Old age

93. I set her on my **pacing steed**.
   a. Slowly walking horse
   b. Race horse
   c. Horse race
   d. Fast running horse

94. “why should I leave home again?” the other said **reflectively**.
   a. Reflectionly
   b. Repulsively
   c. Attractively
   d. Thoughtfully

95. The young man turned to him with a look of **disarming** frankness which put him instantly on his guard.
   a. Hospitality
   b. Truthful
   c. Hostile
   d. Alarm

96. ‘I suppose you think that I’ve spun you a rather impossible yarn’ said the young man presently, with a suggestion of **resentment** in his voice.
   a. Contempt
   b. Bitterness
   c. Reluctant
   d. Refused

97. She looked straight across at the big man in the dock, who stared hard at her with his Pekinese eyes.
   a. Narrow
   b. Trial
   c. Experts
   d. Wide

98. As the train entered the cutting the engine whistled once, loud and **piercingly**.
   a. Confused
   b. Confronted
   c. Shrilly
   d. Shroud
99. The rain was pelting down harder than ever now and see it dripping from the brim of his hat on to his shoulders.
   a. Falling very heavily
   b. Drizzling down
   c. Slow rain fall
   d. Down pour

100. He was almost deafened with the noise and his arm shook with the recoil.
    a. Refuse
    b. Resource
    c. Retain
    d. Rebound

101. The last of battle died in him. He was filled with remorse.
    a. Repentance
    b. Oppose
    c. Reluctant
    d. Angry

102. Once she faltered for a minute and stood still.
    a. Hesitated
    b. Forceful
    c. Flatterer
    d. Object

103. Down rippled the brown cascade.
    a. Jewel box
    b. Waterfall
    c. Tower
    d. Rainfall

104. If you can’t trust yourself when all men doubt you.
    a. Keep your strength
    b. Have self-confidence
    c. Ask for trusting
    d. Self-trusting

105. Pregnant woman, Expecting identical twins.
    a. Identify
    b. Alike
    c. Mechanical
    d. Recognize
106. The dews drew quivering and chill.
   a. Shaking
   b. Crawling
   c. Moving
   d. Trembling

107. I watched the holy man perform his rites to tame the poison with incantation.
   a. Chanting of hymns
   b. Charming
   c. Rejoicing
   d. Singing

108. Self-scool’d, self scann’d, self-honour’d, self-secure.
   a. Sacrificed
   b. Self-controlled
   c. Self-examined
   d. Self-tearnt

109. Theeagle pinion is chained at last.
   a. Wing of an eagle for flight
   b. Trait of an eagle
   c. Flying like an eagle
   d. Eagle catching prey

110. Crimson clusters all the boughs among.
   a. Bunches
   b. Branches
   c. Thickest
   d. Forest

111. That would thy beauty fain, oh fain rehearse.
   a. Recitation
   b. Singing
   c. Practice for later public performance
   d. Mourning

112. may Love defend thee from oblivion’s curse.
   a. Senseless
   b. State of forgetting
   c. Unconscious state
   d. Come to sense
113. I see a lily on the brow, With anguish moist and fever dew.
   a. Terrible suffering
   b. Moist weather
   c. Very wet
   d. Watery

114. ‘You have an impetuous nature and rough exterior’.
   a. Rude appearance
   b. Very hard
   c. Thick surface
   d. Rough behavior

115. “Not at all impossible,” said Gortsby judicially.
   a. Showing wise judgment
   b. Eventually
   c. Nevertheless
   d. Justified

116. I am glad, anyhow that you don’t think the story outrageously improbable.
   a. Very unusually
   b. Tragic
   c. Casually
   d. Usually

117. I am glad, anyhow that you don’t think the story outrageously improbable.
   a. Most probably
   b. Not likely to happen
   c. Clearly
   d. Obviously

118. So the man was acquitted for lack of evidence.
   a. Discharged
   b. Get into
   c. Get along with
   d. Accompanied

119. The noise in the confined space was deafening.
   a. Surplus
   b. Crossed
   c. Selected
   d. Limited
120. It did not exactly beggar description, but it certainly had word on the look out for the mendicancy squad.
   a. Flattering
   b. Begging
   c. Dealing
   d. Consuming

121. In the vestibule below was a letterbox into which no letter would go.
   a. Entrance hall
   b. Drawing room
   c. Dining hall
   d. Corridor

122. Are losing theirs and blaming it on you.
   a. Holding you responsible for it
   b. Putting blame on it
   c. Putting defect on you
   d. Making fun of

123. For only Gossamer, my Gown.
   a. Material used for stitching
   b. Thin material like gauge for a gown
   c. Silk material
   d. Woolen material

124. In distance lands, by many sheltered bay.
   a. Ocean beds
   b. River beds
   c. An inward bend of the store
   d. Sea shore

125. Under whose awful branches in a lingered pale.
   a. Horrible
   b. Fearful
   c. Terrible
   d. Wonderful

126. When earth lay tranced in a dreamless swoon.
   a. Marked
   b. Traced
   c. Spotted
   d. Dazed in a deep sleep like state

127. To his horror, the beast swerved.
   a. Going for ward
   b. Bent
   c. Turned
   d. Changed the direction
128. Then in a manner so superbly cool and casual that you hardly noticed anything.
   a. Majestic
   b. Magnificently
   c. Hastily
   d. Hurriedly

129. Then one day he received a letter from Nene, and in spite of himself he began to glance through it perfunctorily until all of a sudden the expression on his face change.
   a. Perfection
   b. Purpose
   c. Carefully
   d. Carelessly

130. If you can keep your head when all about you.
   a. Keep straight your head
   b. Hold your head
   c. Keep yourself calm
   d. Lift up your head

131. Making the heaven of heaven of heavens his deleting place.
   a. Paradise
   b. Holy place
   c. The uppermost sky
   d. Clouded sky

132. My country! In thy day of glory past
   a. Day of victory
   b. Day of fame and triumph
   c. Day of praise
   d. Day of honour

133. And let the guerdon of my labour be.
   a. Reward
   b. Godown
   c. Guardian
   d. Praise
Appendix 3

AN ASTROLOGER’S DAY

Punctually at midafternoon he opened his bag and spread out his professional equipment, which consisted of a dozen crystal shells, a square piece of cloth with obscure astrological charts on it, a notebook, and a bundle of palumbaria notes. His forehead was adorned with sacred turban and vermilion, and his eyes glittered with a sharp abnormal gleam which was really an outcome of continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position placed so as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-caste’s eyes would sparkle in such a setting.

To crown the effect he would wear a saffron-colored turban around his head. This color scheme never failed. People were attracted to him as bees are attracted to nectar or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a sargy cool air was always moving up and down this narrow road meeting till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and, above all, an auctioneer of cheap cloth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fresh groundnut, who gave his ware a fancy name each day, calling it “Bombay Ice Cream,” one day, and on the next “Delhi Almonds,” and on the third “Paris Delicacy,” and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flame which crinkled and added up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by sleepy lamps. One or two had hissing gaslights, some had naked flaring snick on poles, some were lit up by old cycle lamps, and one or two, like the astrologer, managed without lights of their own. It was a be-deluding cross-crown of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life, and knew no more of what was going to
DUSK

NORMAN GORSBY sat on a bench in the Park, with his back to a strip of brick-plated road, faced by the park cabinets, and the Row fronting him across a wide stretch of carriageway. Hyde Park Corner, with its cattle and hoof of traffic, lay immediately to his right. It was some thirty minutes past six on an early March evening, and dusk had fallen heavily over the scene, dusk mitigated by some faint moonlight and many street lamps. There was a wide emptiness over road and sidewalks, and yet there were many unconsidered figures moving silently through the half-light, or日常生活 in obscurity on bench and chair, scarcely to be distinguished from the shadowed glooms in which they sat.

The scene pleased Gorbey and harmonised with his present mood. Dusk, to his mind, was the hour of the defeated. Men and women, who had fought and lost, who had their fortunes and dead hopes as far as possible from the eaves of the ruined, came forth as this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed, or, at any rate, unrecognized.

A king that is conquered must see strange looks. So better a thing is the heart of man.

The wanderers in the dusk did not choose to have strange looks fasten on them, therefore they came out in this fast-fashion, taking their pleasure sadly in a pleasure-ground that had emptied of its rightful occupants. Beyond the lingering screen of blackness and palings came a train of brilliant lights and noisy, rushing traffic. A blinding, many-tined stretch of windows alone through the dusk and almost dispersed it, marking the haunts of those other people, who held their own as life's struggle, or at any rate had not had to admit failure. So Gorbey's imagination pictured things as he sat on his bench in the almost deserted walk. He was in the mood to count himself among the defeated. Money troubles did not press on him, he had so longed he could have ammended into

Word: Scrutiny.
Meaning: careful and thorough examination
Example: The doctor scrutinised the patient.

THE CASE FOR THE DEFENCE - BY Grahame Greene

It was the strangest murder trial I ever attended. They named it the Peckham murder, in the headlines, though Northwood Street, where the old woman was found battered to death, was not strictly speaking in Peckham.

This was not one of those cases of circumstantial evidence in which you feel the juryman's anxiety because mistakes have been made - like demons of silence standing court. No, this murder was all but fixed with the body; no one present when the Crofts counsel outlined his case believed that the man in the dock stood any chance at all.

He was a heavy, stunted man with bulging bloodshot eyes. All his muscles seemed to be in his thighs. Yes, an ugly customer, one you wouldn't forget in a hurry - and that was an important point because the Crofts counsel proposed to call four witnesses who hadn't forgotten him, who had seen him hurrying away from the little red villa in Northwood Street. The clock had just struck two in the morning.

Mrs Salmson in 15 Northwood Street had been unable to sleep. She heard a door click shut and thought it was her own gate. So she went to the window and saw Adams (that was his name) on the steps of Mr Parker's house.

He had just come out and he was wearing gloves. He had a hammer in his hand and she saw him drop it into the laurel bushes by the flower bed. But before he moved away, he had looked up at her window. The dead instant that tells a man when he is watched exposed him in the light of a streetlamp to her gaze - he was even overwhelmed with horror and terror, like an animal when you raise a whip.

Word: Scrutiny.
Meaning: careful and thorough examination
Example: The doctor scrutinised the patient.
THE TIGER IN THE TUNNEL

Temba, the boy, opened his eyes in the dark and wondered if his father was really going to break the habit on his eighty-ninth birthday. There was no moon that night, and the distant silence of the surrounding jungle was broken only occasionally by the shrill cry of a cicada. Suddenly, the hush of the forest was broken by the sound of a rustling leaf. Temba, startled, sat bolt upright, his knees Unused.

Baldwin, the watchman, was awake. He stretched himself slowly, aware of the heavy shroud that covered him like a shroud. He was close to midnight and the chill air made him shiver. The station, a small shack backed by heavy jungle, was in a state of near panic. For rains only stopped there, if at all, for a few days before the start of the sitting season. The rainwater had been heavy before the eruption. At night it was his duty to see that the lamp was burning, and that the overland mail passed through safely. "Shall I come too, Father?" asked Temba quietly, still lying in a hedge as a corner of the hut.

"No, it is cold tonight. Do not get up."

Word: Shriek
Meaning: high-pitched noise
Example: The child gave a shriek when she fell down and bruised her knee.

IF – BY Rudyard Kipling
A RIVER – BY A.K. Ramanujan
THE ROAD NOT TAKEN – BY Robert Frost
BECAUSE I COULD NOT STOP FOR DEATH – BY Emily Dickinson
NIGHT OF THE SCORPION – BY Naim Easell
NO MEN ARE FORGOT – BY James Kirkup
http://facebook.com/naim.easell.php?id=221

I felt quite embarrassed by my mother’s sharpness. I wanted to say to her, “Oh, mummy, he will save, he’s a very old man, and sweet and polite, and he’s in some sort of trouble, so don’t be so brusque to him.” But I didn’t say anything.

The little man shifted his umbrella from one hand to the other. “I’ve never forgotten it before,” he said. “You’re never forgotten what?” my mother asked sternly.

"My wallet," he said. "I must have left it in my other jacket. Isn’t that the silliest thing to do? Are you asking me to give you money?" my mother said. "Oh, good gracious me, no!" he cried. "Heaven forbid I should ever do that!” "Then what are you asking?" my mother said. "Do hurry up. We’re getting worried."

Word: Simper
Meaning: smile in a silly manner
Example: My fellow traveler simpered at me.
THE SNIPER - BY Liam O’Flaherty (1897-1954)

The long June twilight faded into night. Dublin lay enveloped in darkness but for the dim light of the moon that shone through fiery clouds, casting a pale light as of approaching dawn over the streets and the dark waters of the Liffey. Around the besieged Four Courts the heavy guns roared. Here and there through the city, munitions trains and rifles loaded the advance of the night, symmetrically, like ships backing on later fames. Republicans and Free Staters were waging civil war.

On a rooftop near O’Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle and over his shoulders was slung a pair of field glasses. His face was the face of a student, thin and ascetic, but his eyes had the cold gleam of the fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death.

He was eating a sandwich hungrily. He had eaten nothing since morning. He had been too excited to eat. He finished the sandwich, and, taking a flask of whiskey from his pocket, he took a short draught. Then he removed the flask to his pocket. He paused for a moment, considering whether he should take a snuff. It was dangerous. The flash might be seen in the darkness, and there were enemies watching. He decided to take the risk.

Placing a cigarette between his lips, he struck a match, pulled the smoke hurriedly and put out the light. Almost immediately, a bullet flattened itself against the parapet of the roof. The sniper took mother wiff and put out the cigarettes. Then he swore softly and crawled away to the left.

Curiously he raised himself and peered over the parapet. There was a flash and a bullet whizzed over his head. He dropped immediately. He had seen the flash and was sure he had missed.

Word: Sniper
Meaning: one who shoots at single person from cover
Example: During world war II lot of snipers were killed.

THE GIFT OF THE MAGI - By O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by haggling the grocer and the vegetable man and the butcher until one’s cheeks burned with the silent importunities of parsimony, that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing left to do but sit down on the shabby little couch and howl. So Della did it. Which inculcates the moral reflection that life is made up of sols, sniffs, and smiles, with sniffs predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the room. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the look-out for the mendicancy squad.

In the vantage below was a letter-box into which no letter would go, and an electric button from which no mortal finger could press a ring. Also appertaining therewith was a card bearing the name: "Mr. James Dillingham Young."

The 'Dillinghams' had been living in the house during a former period of prosperity when its possessors were paying $30 per week. Now, when the income was shrunk to $20, the letters of 'Dillingham' looked blunted, as though they were thinking seriously of contracting to a manset and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and gently hugged by Mrs. Dillingham Young, already introduced to you as Della. Which is all very good.

Word: Parsimony
Meaning: strictness
Example: The charity was surprised by the
MARRIAGE IS A PRIVATE AFFAIR - BY Chinua Achebe

"Have you written to your dad yet?" asked Nnora one afternoon as she sat with Nnamdi in her room at 16 Kananga Street, Lagos.

"No. I've been thinking about it. I think it's better to tell him when I get home on leave!"

"But why? Your leave is such a long way off yet—six whole weeks. He should be let into our happiness now."

Nnamdi was silent for a while, and then began very slowly as if he were proud of his words. "I wish I were sure it would be happiness to him."

"Of course it must," replied Nnora, a little surprised. "Why shouldn't it?"

"You have lived as Lagos all your life, and you know very little about people in remote parts of the country."

"That's what you always say. But I don't believe anybody will be so unlike other people that they will be unhappy when their sons are engaged to marry."

"Yes. They are most unhappy if the engagement is not arranged by them. In our case it's worse—you are not even an Igbo."

This was said so seriously and so bluntly that Nnora could not find speech immediately. In the cosmopolitan atmosphere of the city it had always seemed to her something of a joke that a person's tribe could determine whom he married.

Word: Cosmopolitan

Meaning: including people from many different countries

Example: Mumbai is a cosmopolitan city.

IF - BY Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you:
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with triumph and disaster;
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by lovers to make a trap for fools;
Or watch the things you gave your life to break,
And stoop and build them up with worn-out tools.

Word: Blaming it on you

Meaning: holding you responsible

Example: It is irritating when people blame it on you without a reason.
A RIVER - BY A.K. Ramanujan

In Mysore, city of temples and poets, who sang of cities and temples, every summer

a river drags to the sand, banner the sand riff, stones and women's hair. cleaning the Watagama at the dusty bars under the bridges with patches of repair all over them the wet stones glitter like sleepy crocodiles, the dry ones shown water buffalos somewhere in the sun. The poets only sang of the floods.

He was there for a day when they had the floods. People everywhere talked of the inches rising, of the precise number of cobbled steps was raised by the water, rising on the bathing places, and the way it caused off three village houses, one pregnant woman and a couple of cows named Gopi and Krishna as usual.

The new poems still quoted the old poets, but no one spoke in verse of the pregnant woman drowned, with perhaps twins in her, kicking at blank walls even before birth.

He said: the river has water enough to be poetic about only once a year and then it carries away the first half house three village houses, a couple of cows named Gopi and Krishna and one pregnant woman expecting identical twins with no moles on their bodies, with different coloured diapers to tell them apart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Clashing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>Winking</td>
</tr>
<tr>
<td>Example</td>
<td>The river was clashing with traffic.</td>
</tr>
</tbody>
</table>

THE ROAD NOT TAKEN - BY Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In lea and step had neither gained nor lost.
Oh, I forgot one thing! This:
And both that morning equally lay
In lea and step had neither gained nor lost.
BECAUSE I COULD NOT STOP FOR DEATH - BY Emily Dickinson

Because I could not stop for Death,
He kindly stopped for me:
The carriage held but just ourselves
And Immortality

We slowly drove, he knew no haste,
And I had put away
My labour, and my leisure too,
For he had youth.

We passed the school where children played,
At noon, or evening ringing.
We passed the fields of pepper grass,
We passed the setting sun.

Or rather, He passed Us,
The Devil demi-god, and chill,

Word: Carriage
Meaning: a horse-driven vehicle
Example: To cross from India to Nepal we can use a carriage.

NIGHT OF THE SCORPION - BY Nissim Ezekiel

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven bugs
to crawl beneath a sack of rice.

Partners with his poison, flames
of stinging red in the dark even
he raised the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to parody the Evil One.

With candles and with lanterns
threw giant scorpion shadows
on the mud-baked walls
they searched for him, as was found.

Word: Diabolic
Meaning: devilish
Example: He had a diabolic smile on his face.
NO MEN ARE FOREIGN - BY James Kirkup

Remember, no men are strange, no countries foreign.
Beneath all uniforms, a single body breathes.
Like ours, the land our brothers walk upon.
Is earth like this, in which we all shall lie.
They, too, are aware of sun and air and water,
Are fed by peaceful harvests, by war’s long winter storms.

Their hands are ours, in their lines we read
A labour not different from our own.
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love, in every land is common life
That all can recognize and understand

Let us remember, whenever we are told
To hate our brothers’ it is ourselves
That we shall disown, betray.

Word: Outrage
Meaning: an act of violence causing injury
Example: the people were outraged by the death of Caesar.

TO THE INDIAN WHO DIED IN AFRICA – BY T.S. Eliot

A man’s destiny is his own village.
His own fire, and his wife’s cooking.
To sit in front of his own door at sunset
And see his grandson, and his neighbour’s grandson
Playing in the dust together.

Scared but secure, he has many memories
Which return at the hour of conversation,
(The warm or the cool hour, according to the climate)
Of foreign men, who fought in foreign places,
Foreign to each other.

A man’s destination is not his destiny,
Every country is home to one man
And smile to another. Where a man dies bravely
SHAKESPEARE - BY Matthew Arnold

Others shave our question. Thou art free.
We ask and ask: Thou unshut and art st ill,
Out-winning knowledge. For the loftiest hill,
When the stars surround him, his majesty,
Placing his wondrous feet upon the sea.
Making the Heaven of heavens his dwelling-place,
Spares but the cloudy border of his base.
To the fields searching of mortality.

And thou, who didst the stars and sunbeams know,
Self-sounding, self-sounding, self-borning, self-secure,
Dost walk on earth ungirded at. Better go!
All praise the immortal spirit must endure.
All weakness that impairs, all griefs that bow.

Word: Heaven of heavens
Meaning: the uppermost sky
Example: Shakespeare's muse reached the heavens of heavens.

TO INDIA - MY NATIVE LAND - BY Henry Louis Vivian Deruzio

My country! In thy day of glory past
A fervent heart circled round thy brow,
And worshipped as a deity these walls.
Where is that glory, where that veneration now?
Thy eagle poison is chained down at last,
And grovelling, lowly, and dust thou.
Thy manor hath no warmth to wave for thee.
Save the sad story of thy misery?

Will I let me dive into the depths of time,
And bring from out the ages that have rolled
A few small fragments of those wondrous works,
Which human eyes any never more beheld.
And let the memory of my abode be
My fallen country? One kind wish from thee!
OUR CASUARINA TREE - BY Toru Dutt

Lake a loop Python, winding round and round
Therapmed track, undulating deep with tears,
Up to its very summit near the stars.
A creeper clings, in whose embrace bended
No other tree could live. But unceasingly
The giant rises and there, and flowers are hung
In crimson clusters all the boughs among.
Wherein all day are gathered bird and bee,
And off at night the garden overflows
With one sweet song that seems to have no close,
Sing dancing from our tree, while men converse.

When first my casement to wide-open thrown
At dawn, my eyes delighted on it rise;
Sometimes, and most in winter,—on its crest
A gray baboon sits statue-like alone.
Watching the sunrise, while on lower boughs

Word : Casement
Meaning : window
Example: The sea can be seen through the casement of our window.

La Belle Dame Sans Merci – John Keats

Oh what can all thee, bright and beautiful,
Alone and lovely! —longing
The edge of the water from the lake,
And no birds sing.

Oh what can all thee, bright and lovely,
So languid and so woe-worn?
The squirrel's granary is full,
And the harvester's done.

I see a lady by the brook,
With anguish moist and fever's dew,
And on thy cheeks a fading rose
Fast withereth too.

I met a lady in the meadow,

Word : Haggard
Meaning : tired and worn
Example: The farmer looked haggard after a day's work.
1. Run the Xampp installer, install the program, click on "Run"

Accept the default settings. A command will open and offer an initial installation prompt. Just hit the Enter key, and accept the default settings. To simplify installation, just hit ENTER when prompted on the command line. You can always change settings, by editing the configuration files later.
When your installation is complete, exit the command window by typing x on the command line.

Start the XAMPP Control Panel.
Start the Apache and MySQL components. You can also start the other components, if you plan to use them.

Verify the Apache install, by clicking on the Apache administrative link in the Control Panel.
Verify the MySQL installation, by clicking on the MySQL administrative link in the XAMPP Control Panel

Welcome to XAMPP for Windows!
Congratulations:
You have successfully installed XAMPP on this system!

Now you can start using Apache and Co. You should first try "Status"
For OpenSSL support please use the test certificate with HTTPS://127.0.0.1
Good luck, Kay Vogelgesang + Kai Oswald Seidler

You have successfully installed the xampp software.
TO INSTALL DATABASE

Step 1: click the admin button as specified the image below.

Step 2: On clicking the admin button, you will see “phpmyadmin” control panel.

Step 3: On the phpmyadmin control panel, click on the home icon as shown in the figure below.

step 4: On the phpmyadmin control panel, click on the database tab.

step 5: Type “formeran_english” in the place where it says create database.

step 6: Click create.
step 7: On the left panel, click on formeran_english.

step 8: Click on the import tab displayed on the top.

step 9: Click on "choosefilebutton" and select the file formeran_english.sql from the software disk.

step 10: Click on the go button.

step 11: Click on formeran_english displayed on the left panel.

step 12: You have successfully installed the database.

INSTALLING THE SOFTWARE

Step 1: Copy the file which says English.rar or English.zip from the software disk.

Step 2: Paste the file to the location “C:\xampp\htdocs”.

Step 3: Unzip the file on the same location.

Step 4: You have successfully installed the software.

STEPS TO RUN THE SOFTWARE

Step 1: On the browser type “localhost/English/” and hit enter.

Software best viewed in google chrome version 29.0

The software device is also compatible with mobile devices.
### Intelligent Scores of Sample Groups

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group I</th>
<th>Experimental Group II</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Scores</td>
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### Difference in the level of intelligence among the three groups with regard to intelligence scores

<table>
<thead>
<tr>
<th>Level of intelligence</th>
<th>Group</th>
<th>Size</th>
<th>Mean</th>
<th>SD</th>
<th>F value</th>
<th>P value</th>
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<td>3.948</td>
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*Note: NS – Not significant at 5% level.*
## Appendix 6

### Half-Yearly Marks of Sample Groups

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**Difference in intelligence among the three groups with regard to half-yearly examination marks**

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*Note: NS – Not significant at 5% level.*
Means of Acquisition of Vocabulary

Ms. Thanka Leela P.*, Dr. B. William Dharma Raja**

"In the beginning was the word and the word
Was with God and the word was God" – the Bible

Vocabulary of an individual denotes the stock of words known and used by that person a particular language. The vocabulary of a subject is the group of words that are typically used when discussing it. Vocabulary of a language refers to all the words in it. A person’s vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is vital to communicate with others and understanding what one is reading or listening vocabulary should be set for children’s list of basic skills to master. If a child is struggling with reading comprehension, then more concentration of words in context should be given. The children should be encouraged to look up words that they do not understand. Each child should be asked to have his/her own small dictionary and thesaurus. This will enable the child to know different meanings of the same word, study the meanings of unknown words and the part of speech. The child can be trained to learn words in context and teach the child to apply it by giving a task to write sentences with words learnt. Learning the meaning of root words, prefixes, suffixes will effectively aid in the study of vocabulary (Donna 2011).

SIGNIFICANCE OF VOCABULARY FOR BETTER COMPREHENSION AND COMMUNICATION

Since English is a second language for children studying in English medium schools, it is important for student to master vocabulary. Knowing more words will help the students to communicate easily and translate the correct meaning of the English words. Unless a child knows the meaning of the words, she/he will not be able to comprehend, translate, speak or write in English ingeniously. The learner needs a repertoire of words to effectively communicate and organise certain programmes. When one has plenty of vocabulary at hand, communication will be easy. Vocabulary helps to speak fluently. It makes one’s speech and writing more interesting vivid exact and effective. It enables to adopt the correct tone to suit the target audience. Good vocabulary gives confidence to the speaker. A person’s English language skill is marked by the vocabulary she/he uses in the interviews. Good vocabulary enhances one’s personality. Vocabulary allows us to speak and write easily and fluently. Vocabulary can give pleasure to audience. Vocabulary is important to create new ideas and thoughts in one’s carrier. Good vocabulary gives good impression to the reader. Job hunters can use paramount words to amaze the interviewers.

THERE ARE VARIOUS METHODS IMPLEMENTED FOR VOCABULARY ACQUISITION

Multimedia Approach

Multimedia refers to computer programs and software which involve sound pitches as well as text, visual text, spoken text and graphics. Learners were better motivated to success and achievement in vocabulary learning when visual text was presented with graphics because text alone did not usually translate in a manner that is meaningful to the learners, while graphics allowed them to visualize the definition in a more meaningful way. Vocabulary learning is often used with strategies such as word lists or paired associations in which new words are presented with their translations.

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These strategies with visual text alone may be outdated and irrelevant to students who are accustomed to visual stimuli and have shorter attention spans. (Daesang 2008: 1-7)

**Communicative Approach**

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army, 1983). Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. This underlines the importance of communication to learn vocabulary efficiently. It also lays emphasis on student’s responsibility for their own learning. It involves co-operation within group, self-activity and dictionary work. The first concern of communicative approach is language acquisition rather than conscious learning. According to Krashen, “acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication.” (Krashen1987:10)

**Mobile Phone Approach**

Mobile phone learning is a young discipline that is gaining more and more attention because of its promises for education. Mobile phones have great potential to provide supplemental practices for students outside the school. With its widespread use and its features and functions such as mobility, reachability, localization and personalization, mobile phone technology may lead to positive effects in learning environments. Using mobile phones in educational settings will help learners be more motivated and will make it possible to overcome the difficulties teachers or parents experience in order to make learners start studying. Furthermore, learners will be able to use any previously wasted time (on the bus, on their way back and to school) on learning languages. This study extended the use of use mobile phones, which are already used for communication and entertainment all over the world, to education. MMS and SMS in enhancing vocabulary knowledge are very effective. Therefore, the method used is great help in improving the quality of teaching-learning processes in different language teaching/learning contexts (Corbeil, J. R. and Valdes-Corbeil, M.E.2007:51-58),(Jones, M. andMarden, G. 2004:436-440).

**Cooperative Learning**

The term co-operative learning refers to students working on teams on an assigned mentor project under conditions in which certain criteria are satisfied including that the team members are held individually accountable for the complete content of the assignment project. Arts and Newman (1990: 448) said that co-operative learning happens when a small group of learners work together as a team to solve problems, complete tasks or accomplish common goals. The cooperative learning model requires student co-operation and inter-dependence in its task, goal and reward structure. The idea is that lessons are created in such a way that students must cooperate in order to achieve their learning objectives. In practicing the co-operative learning, several basic principles are used. They are: group task is designed to be suitable for group work, positive inter-dependence is built in, co-operation is necessary for students to succeed, attention and class time are given to interpersonal/co-operative skillbuilding, participants learn together in small group (2-5 members), students are individually accountable for learning and participations and the teacher’s role changes from bring the ‘stage on the stage’ to the ‘guide on the side’. Thus, co-operative learning is about moving fromrote learning to learning how to think critically and in changing circumstances. (Arts and Newman 1990: 448)

**Classroom Interaction**

Teaching and learning process is suggested not to focus only in passing the knowledge. However, it must also take into consideration on the presence of appropriate classroom management. This is
due to the fact, that appropriate classroom management may yield student's convenience to follow the entire learning process from the beginning till the end of the learning session. Englehart (2009: 713) says that a good classroom interaction possibly determines students learning outcome. How teachers and friends interact in the classroom may describe the quality of teaching being instructed. In the era of communicative language teaching, interaction is, in fact, the heart of communication and this is what communication is all about. Once children begin school, they will begin the interaction with teachers and their friends in the classroom (Lehr, 2004: 14).

Teachers and friends are the closest environment that they will talk to. The teacher talks and the students hear throughout the day poses opportunities to familiarize them with the kind of oral language that promotes the vocabulary growth. Questions like, "What is your name?, Where do you live?, How old are you?" will initiate the interaction process between teachers, students and friends in the classroom.

The interaction of the students with their friends and teachers should make them really use English as a means of communication. It can be said that the approach is notional functional approach. It means that language system and the forms that make it up are determined by the uses or functions they serve. Thus, to learn a language is first to learn how to use it to perform various functions in social interaction (Hu, 2001). The emphasis is on the functions of language or the communicative purpose, i.e., what the learners want to do or what they want to accomplish through the language (Finocchiaro and Brumfit, 1983).

Interactive Multimedia

It is clear that self-learning is self-oriented in term of individual language learning activity, yet there is a challenge that induces him to adapt his behaviour to social environment in language use. Therefore, language teacher should make the learners more effective for some people and also in line with Hammer (1998), give them power to take responsibility for their own learning. The concept of self-learning is not the same as learning on your own or self study (Benson, 2000 in Hazel, 2002). When the students learn by themselves, either grouping or individually, they need tools to help them to complete the student's task. The interactive multimedia, here, gives them challenge in completing the task or the assignment given. There several ways to help the students, especially young learners to improve their speaking through the interactive multimedia.

Example 1:

Teacher shows the picture of a fish through the multimedia and he asks the students to pay attention to the picture. Then, the teachers asks the students to mention the color of the fish, read the color of the fish and finally the teacher asks them to work co-operatively to draw and give colour to their own fish’s picture.

By having this activity, the students will actively speak and enlarge their vocabulary. Thus, multimedia helps them to improving their vocabulary building.

Example 2: Picture Stories

Through picture stories, students will speak more because they want to say something about the stories. They utter their own idea. The interactive multimedia created can help them in creating the stories by some clicking the correct button.

Example 3: Spelling Bee Contest

It is an activity, which asks the students to guess what the picture is about. By using this activity, the students will utter all the pictures and the teacher will ask them to describe about the pictures, so the interaction happens between the students and the teacher orally.
Picture Books Approach

One of the aims of the study was to gain more information on the textual and psychological conditions in quite different circumstances. It consisted of a long-term rather loosely organised case study with three Dutch children learning English (and some French and German) by reading and listening. The greater part of the data was collected in a period of two months in which two of the children (a 13-year old girl and a 10-year old boy) read some thirty English books: picture books, early readers written for young (native) children who are learning to read, non-fiction books and graded readers especially written for foreign language learners. A follow-up study over two years involved a third child starting with English, whereas the two older children started with French and some German. The following procedure concerning the selection of the books and the new vocabulary was used. The children could each time choose a book which they would like to read from some 5 to 10 books (from a large and varied stock). They could inspect the books at leisure and ask questions about them; they were also encouraged to put the books in order of interest and to comment on this grading. In most cases the books were read aloud to the children. In some cases no notice was taken of unfamiliar words (if possible); in other cases attention was paid to these words in a variety of ways, such as translating the words, helping the children in guessing their meaning from the context and the word form or helping the children to memorize the words (by quickly going through them once or twice after reading - when necessary showing the context - or by using vocabulary cards).

Although this study centred on the textual and psychological conditions some information on the embedding of the words in memory was gained as well. In a number of cases the children appeared to remember words. Picture books possess an obviously artistic value. This is probably precisely what makes them attractive for different age groups (they have to be attractive for adults - parents - as well as for children).

These factors proved to contribute to a better comprehension and retention of the text and the new words, partly because they brought about a greater emotional involvement in the children.

Grammar-translation method

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach "dead" languages (and literatures) such as Latin and Greek. (Thuleen, 1996) However, conscious learning of grammar is no longer the leading strategy in language educating area.

The principal characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language. Vocabulary is presented mainly through direct translation from the native language and memorization, using bilingual word list:

The basic unit of a teaching process is a sentence. Students spend most of the lesson time completing grammar exercises, where the main emphasis is laid on accuracy and following given structure. The grammar is presented systematically, in students native language and practiced through translation from one language to the other. Krashen, 1987 analysed linguistic output of students from grammar translation class. He noticed the fact that many students make errors in rules that are easy to describe, which means that this technique can not lead to acquisition. He also emphasizes the importance in balance between grammatical accuracy and communication. Though utilizing grammar rules raise students correctness, when speaking they incline to have a hesitant style that is often difficult to listen to. They plan their utterance while their conversational partner is talking. Their output may be accurate, but they all too often do not pay enough attention to what the other person is saying. Students often have difficulties "relating" to the language, because the classroom experience keeps them from personalizing it or developing their own style. Grammar-translation method should be tempered with other approaches to create a more flexible and conducive methodology. Nancy
Thuleen, in his website article criticises the harmful effect on students' interest: "The worst effect of this method is on students’ motivation. Because she cannot succeed leads to frustration and lack of confidence in language usage. On the other hand, for students who respond well to rules, structure and correction, the grammar-translation method can provide a challenging and even appealing classroom environment." (Thuleen, 1996) The list of linguistics attitudes to grammar translation method could be finished by Barnhouse, 1981: "In English teaching dominated by the grammar-translation method, accuracy is emphasized more than fluency. Students in such classrooms are extremely particular about linguistic details. They never feel satisfied with their language productions until the correct answers are provided. They are keenly interested in the exact words, have a low tolerance of ambiguity and tend to focus on discrete grammar points and specific syntactic constructions."

(www.exchanges.state.gov/forum/vols/vol37/no3/p27.html)

Despite all of the drawbacks mentioned above, there are several positive aspects to be found in this approach. The supporter of grammar translation method, Rao Zhenhui, emphasizes the importance of the language structure as a fundamental element which allows us to generate sentences. Only correct grammar structure can assure comprehensible communication. Appropriate grammar analysis helps students acquire linguistic competence better. (based on www.exchanges.state.gov/forum/vols/vol37/no3/p27.html) Conscious utilizing of grammar rules improve students grammatical accuracy, nevertheless this should not interfere with communication.

**Role of a Teacher**

Teacher plays a major role to improve the acquisition of vocabulary of the students. Teacher ought to implement strict reading classes and adapt various methods to create interest among the students. Traditional methods of teaching such as text book reading using library for reading magazines, newspapers, journals, story books may help them certain extent to get better vocabulary. Drill method, dictation method, word game of learning vocabulary is an important aspect of acquisition and academic achievement. Besides, learning will be more effective and practical. Students of low level can catch up the words more easily with the help of computer. If a teacher gives extra points or marks for the students whose vocabulary is good, they will be motivated and do better.

**Role of the Board of Education**

Board of Education can initiate proper mechanism in each school to monitor the progress of the secondlanguage learning skills of the students. It should become mandatory to speak in English. Many parents of the children learning in English may not read, write or understand English. Such students can be identified and they should be given extra help and individual attention. The School Board should consider appointing tutors only to take care of socially disadvantaged children in this regard. If the board of education take steps to the improvement of vocabulary of students' community through school, it would be more effective.

**CONCLUSION**

Computer technology would be a very great supportto teach and learn the language because of the multi media platform it offers. But to use this computer technology, the essential part is human interface. Without a teacher facilitating, computer aided learning, functional learning, communicative, cooperative learning may not be that effective for vocabulary development. However, as learners confront new situation and work environments they are under pressure to succeed. Increasing the repertoire of vocabulary will surely give them an edge over others. This is where computer assisted vocabulary technologies can ease the process for self motivated learners. On the whole acquisition of vocabulary in the second language can be very rewarding for learners at every level, right from school to work.
REFERENCES


27. Donna Young. donnayoung.org/forms/help/vocabulary.htm. Vocabulary is important


## List of Experts

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<td>Department of Computer Science and Engineering</td>
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<tr>
<td>2</td>
<td>Er. S. Ashish Daniel</td>
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<td><a href="mailto:ashishdaniel@gmail.com">ashishdaniel@gmail.com</a></td>
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<td>3</td>
<td>Er. D. Immanuel Vasanth</td>
<td>Networking Engineer</td>
<td>System International Telemarketing (SITE)</td>
<td>Old No.:372, New No.:266, Chennai</td>
<td><a href="mailto:immanuel.vasanth@gmail.com">immanuel.vasanth@gmail.com</a></td>
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<td><a href="mailto:jeyanarthue@gmail.com">jeyanarthue@gmail.com</a></td>
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<td>Department of English</td>
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