

# CGPSC - MAINS

## PAPER - 1

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छत्तीसगढ़ी बोली

KNOWLEDGE

**PAPER – 1**

<b>-+PART</b>	<b>SUBJECT</b>	<b>PAGE.NO</b>
भाग - 1 सामान्य हिन्दी	भाषा – बोध, संक्षिप्त लेखन, पर्यायवाची एवं विलोम शब्द, समोच्चरित शब्दों के अर्थ भेद, वाक्यांश के लिए एक सार्थक शब्द, संधि एवं संधि – विच्छेद, सामाजिक पदरचना एवं समास – विग्रह, तत्सम एवं तद्भव शब्द, शब्द शुद्धि, वाक्य शुद्धि, उपसर्ग एवं प्रत्यय, मुहावरें एवं लोकोक्ति (अर्थ एवं प्रयोग), पत्र लेखन। हिन्दी साहित्य के इतिहास में काल विभाजन एवं नामकरण, छत्तीसगढ़ के साहित्यकार एवं उनकी रचनाएं। अपठित गद्यांश, शब्द युग्म, प्रारूप लेखन, विज्ञापन, प्रपत्र, परिपत्र, पृष्ठांकन, अधिसूचना, टिप्पणी लेखन, शासकीय, अर्धशासकीय पत्र, प्रतिवेदन पत्रकारिता, अनुवाद (हिन्दी से अंग्रेजी तथा अंग्रेजी से हिन्दी)	1-100
भाग - 2 General English:-	Comprehension, Precis Writing, Re arrangement and Correction of Sentences, Synonyms, Antonyms, Filling the Blanks, Correction of Spellings, Vocabulary and usage, Idioms and Phrases, Tenses, Prepositions, Active Voice and Passive voice, Pafts of Speech,	101-250
भाग - 3 छत्तीसगढ़ी भाषा	छत्तीसगढ़ी भाषा का ज्ञान, छत्तीसगढ़ी भाषा का विकास एवं इतिहास, छत्तीसगढ़ी भाषा का साहित्य एवं प्रमुख साहित्यकार, छत्तीसगढ़ी का व्याकरण, शब्द साधन – संज्ञा, सर्वनाम, विशेषण, क्रिया, वाच्य, अव्यय (क्रिया विशेषण, संबंध बोधक, विस्मयादि बोधक) कारक, काल, लिंग, वचन, शब्द रचना की विधियाँ, उपसर्ग, प्रत्यय संधि (अ) हिन्दी में संधि, (ब) छत्तीसगढ़ी में संधि, समास, छत्तीसगढ़ राजभाषा आयोग, छत्तीसगढ़ी भाषा के विकास में समाचार पत्रों, पत्रिकाओं, आकाशवाणी व सिनेमा की भूमिका, लोकव्यवहार में छत्तीसगढ़ी, छत्तीसगढ़ी भाषा का सामान्य परिचय – नामकरण, छत्तीसगढ़ी भाषा का परिचय, छत्तीसगढ़ी में क्रियाओं में वर्तमान, भूत तथा पूर्ण + अपूर्ण वर्तमान भविष्य काल के रूप, काल, लिखना – क्रिया के भूतकाल के रूप, पूर्ण + अपूर्ण भूतकाल, पढ़ना – क्रिया के भविष्यकाल के रूप, पूर्ण + अपूर्ण भविष्यकाल, पाद – टिप्पणी।	251-360

# Reading Comprehension

## INTRODUCTION

First of all, familiarize yourself with the instructions for answering the questions. The wording of the actual test instructions may differ from the ones in this book, but the general sense will remain the same. If you are familiar with these instructions, you will not have to wrestle with their meanings during the test, and can use all your time for answering the questions.

### Types of RC Passages

The reading comprehension (RC) part of the test entails reading passages of about 250–300 words taken from published material and answering a series of questions based on the contents of the passages. The reading passages are majorly drawn from several areas:

- ***Social studies and humanities:*** History, geography, civics, literature, art, music, philosophy, biographies, essays, short stories, etc.
- ***Socio-economic and political:*** Indian and world politics, important current national and international events, economy, etc.
- ***Sciences:*** Biology, chemistry, physics, medicine, environmental issues, etc.

### What Do RC Questions Test?

Questions on the comprehension passage test your ability to stated information in the passage in addition to the following:

- Ability to understand implications and draw inferences,
- Ability to identify the author's purpose, evaluate the author's style, or analyse the author's arguments,
- Ability to recognize the main idea or the central idea presented by the author, and to apply his/her view point,
- Vocabulary by giving questions on synonyms, antonyms, meaning of phrases, and idioms, for words contained in the passage.

In short, the questions are meant to test your ability to read a passage and comprehend its meaning, and express that ability by selecting the correct answer from among the answer choices given for each question.

### Format of RC Section

A passage of about 300–500 words is taken from published materials and a series of questions about the content of the passage are asked. Some of the questions test your ability to understand directly stated information, some test your ability to recognize implications and draw inferences,

and some test your ability to comprehend the text and recognize the main idea presented by the author.

Note that since the questions asked are to test your ability to read a passage and comprehend its meaning, you are to judge the correctness of an answer on the basis of what is stated or implied in the passage. Even if the information in the passage runs counter to what you believe to be correct, your answers should be based only upon what the author says in the passage.

Unlike in the vocabulary section, where given a word, you have to supply its meaning from your own store of knowledge, in RC questions, all the information needed to answer a question is in the passage itself, either stated clearly or hinted at.

### **Tactics to Tackle RC**

The following pages list every proven technique for succeeding in the RC section, which is a pitfall of many a test-taker. Before we look at the types of questions asked in the RC section, let us consider how to approach reading the passage itself. To answer the questions correctly, one should obviously read and understand the text. But imagine if you are able to finish only three of the six paragraphs given, because you read slowly! You will then get only 50 per cent marks even if you answer all the questions correctly.

On the other hand, if you finish the entire paragraph quickly and are able to answer only half the questions correctly, you will still get 50 per cent marks. To correctly answer the questions, it is important to comprehend what you read. But reading and comprehending what you are reading are dependent on each other. So, you can improve your speed by improving your comprehension—and your comprehension will further improve because you have improved your speed. Thus, what you are improving is your speed of comprehension. Thus, your first goal is to build up enough speed so that you finish reading all the given paragraphs in the stipulated time and also give as many correct answers as possible.

### **Types of Questions**

The RC usually includes questions that test the ability to:

1. Find the main idea or a suitable title for the text
2. Find information directly specified in the passage
3. Draw inferences from the passage given
4. Determine meaning of strange words used in the passage
5. Determine the author's style, mood or point of view.

### **Type I Best Title or Main Idea**

A good paragraph generally has one central thought—and that thought is generally stated in one sentence. That sentence, the topic sentence, may appear anywhere in the paragraph (although we are accustomed to look for it in the opening or closing sentences). However, these days, the topic sentences are often implied than stated in the passage.

A good title for a passage of two or more paragraphs should include the thought of all the paragraphs. The central thought, thus, is the one around which the author tries to build up the whole text. Usually, the questions of this type take the following forms:

- The main idea of the passage may be best expressed as .....
- The author wants to say in this paragraph .....
- The theme of the text is .....
- The good title for the paragraph would be .....

### **Tips to Find Out Central Thought/Theme of the Text**

1. Decide on the subject which is being taken up in the text. It can be person, place, thing, or some idea or concept.
2. Look for the most important thing being said about the subject of the text. You will find that either the subject is doing something or something is being done to the subject. This action then becomes the verb to the headline which will lead you to the title of the paragraph.
3. Look out for words which you feel are significant to the subject of the text. Then, there are words like 'after all', 'most important', 'obviously', 'significantly', which point to elements of greater value.
4. Find out words which are likely to be important in interpreting questions, answers, and the passage itself—words like 'always', 'never', 'mostly', 'ever', 'exactly', 'precisely', 'possible', 'definite', 'impossible', 'unless', 'all', 'no', 'least', 'without', 'entire', etc.

### **Type II Questions Asking for Specific Answers**

The answers to such questions are in the text. You must be able to find a word, a sentence, or a group of sentences, justifying the choice. You must not call on information in other sources. You must not let yourself be hurried into making unfounded assumptions. These questions of ten take following forms:

- As per the text, which of the following statements is correct .....
- The author states that .....
- The passage includes all the items listed below except .....

### **Type III Inference Questions**

These type of questions are the most difficult since you are to draw an answer not stated clearly in the text. This increases the probability of error, but by grasping the author's ideas you should be able to reject inferences which cannot be made. These questions take the following forms:

- The passage is intended to .....
- It may be inferred from the text that .....
- The author probably feels that .....

### **Tips to Draw Correct Inference**

1. Reason your choice and reject—if A is true, B must also be true.
2. Grasp the author’s idea—how he/she feels about the subject.
3. Figure out whether the passage is part of an argument, a description, or part of a longer story. You will find out that you are choosing the answer according to the minutes of the author.

### **Type IV Vocabulary Questions**

The purpose of this kind of question is to determine how well you can extract the meaning from the text; it is not to test how extensive your vocabulary is. Don’t assume that you know the meaning of the word. You must find out the meaning of the word as used in the text. You must look within the text for clues as often the clues are given within the same sentence or near it.

### **Key Points to Remember**

1. Sometimes, the word is common but is used in a special or technical way.
2. Sometimes, a word may be completely new. The near by words and proper punctuation will provide you the clues (Many a times the antonym of the word is given somewhere in the passage).
3. The unknown word asked bears a deceptive resemblance to a known word which is also present in the choices.
4. Sometimes, the meaning of the word is given before it is used or the entire text describes a concept or a situation which is the definition of the word.

### **Type V Question on Author’s Style or Mood**

Some questions will ask you to identify the mood, style of the author, or his/her approach of handling the subject. Such questions are usually asked last. Your response to such questions should be based upon the overall understanding of the text rather than that bits of evidence.

### **Tips to Evaluate or Determine Author’s Style**

1. Words like ‘according to’, ‘finally’, ‘therefore’, ‘hence’ will lead you to the cause-and-effect relationship being carried out on the subject.
2. Words such as ‘but’, ‘still’, ‘otherwise’, and ‘however’, yet indicate to the comparison or contrast being made with the subject.
3. Words like ‘beware of’, ‘although’, ‘note that’, and ‘importantly’ call attention to the

important ideas being discussed by the author.

4. Sometimes, words like ‘although’, ‘of’, and ‘instead of’ signal a change of direction, i.e., towards a new thought, but not necessarily a comparison is made out nor the cause–effect relationship touched.

### **Time-Saving Guidelines**

For tackling comprehension passages, you have to train your eyes and mind to function simultaneously. As your mind begins to look for ideas rather than words, your eyes will begin to obey your mind. They will skim over words, looking for ideas your mind is telling them to search for. Good reading is good thinking, and a good thinker will be a good reader. Speed in reading and comprehension work together. Therefore, don’t be afraid if you come across difficult words in the passage. Your task is to look for ideas, or what the author want to convey. The following approach has been used with great success in tackling comprehension questions:

#### ***Step 1 Glance through the questions quickly***

Instead of reading the passage first, it is better to skim through the questions that are given at the end of the passage. This will help you determine what you have to look for while reading the passage. As stated earlier, your mind will begin to search for ideas. But do not spend too much time on looking at the questions. The purpose of step 1 is to give you an idea of what you should be looking for in the passage.

#### ***Step 2 Read the passage as fast as you can***

Read the passage without worrying about full comprehension, but keeping in mind the questions that you have read in step 1. If you come across material that seems relevant to any of the questions, underline that portion with a pen cil. The purpose of step 2 is to let you get an overview of the passage and to familiarize you with the relative position in the passage of key words, key facts, and key ideas. It is also advisable to mark the question number in the margin of the passage alongside the relevant part and circle your provisional answer choice under the question.

#### ***Step 3 Re-read the questions for proper comprehension***

Now, carefully read the questions. If you are able to recollect its location in the passage, mark the answer in your answer book. If you fail to recollect the location of the relevant material in the passage, go on to the next question. This step will help you answer the easy questions before concentrating on the more taxing ones in the next step.

#### ***Step 4 Re-read the passage for comprehension***

Now, re-read the passage at a comfortable pace for comprehension. While reading, keep the unanswered questions in mind, and follow the same process as in step 2. If you find relevant material to correctly answer a question, mark the question number in the margin of the passage



and encircle the provisional answer choice as you did in step 2.

***Step 5 Re-read questions that are still unanswered***

These questions may be more taxing. Go back to the passage once again very quickly and find the relevant material from the passage by concentrating only on that particular information that is required to answer the question.

Note: At the outset, this approach may seem quite time consuming. However, with some practice you will find it simple and faster than the traditional method of going through the passage straightaway without reading the questions first, as suggested here.

## **Types of Passages**

A few sample RC passages are given below, which are categorized under various subject areas. The size of the passages has been deliberately mixed in order to give you a feel of the actual tests. Since different examinations have different difficulty levels especially for the RC section, this exposure will help you prepare for all types of entrance exams. Attempt the passages by following the five steps suggested earlier. The level of difficulty as well as the size of the passages are varied in order to allow you to build your own time-speed systems while reading the passages. It is expected that you understand the passage and make mental note of the types of questions asked at the end of each passage.

## **SOCIAL STUDIES AND HUMANITIES**

### **PASSAGE A**

Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books may also be read by deputy and extracts made of them by others but that would be only in the less important arguments and the meaner sort of books; else distilled books are like common distilled waters, flashy things. Reading maketh a full man, conference a ready man, and writing an exact man. And, therefore, if a man write little, he had need have a good memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning to seem to know that he doth not. 'Histories make men wise, poets witty, the mathematics subtle, natural philosophy deep, moral, logic and rhetoric able to contend.'

*(From Of Studies—Francis Bacon)*