

# PEV113-UPPER INTERMEDIATE VERBAL ABILITY



# INDEX

<b>UNIT I</b>	<b>Subject- Verb Agreement</b>
<b>UNIT II</b>	<b>Voice and Accent</b>
<b>UNIT III</b>	<b>Vocabulary and Reading Comprehension</b>
<b>UNIT IV</b>	<b>E-mail Writing and Sentence Completion</b>
<b>UNIT V</b>	<b>Analogy</b>
<b>UNIT VI</b>	<b>Direct and Indirect Speech</b>

## UNIT I

### Subject-Verb Agreement

#### What is subject?

The subject is the doer of the action. Alternatively, it can be described as who or what the sentence is about. It is important for you to be able to identify the subject in the sentence. Once you have identified the subject, you need to check whether it agrees the verb or not.

#### What is Verb?

Verbs are words that express an action, state or occurrence. However, not all verbs are action words. Some verbs as: is, am., are was, were, etc. describe the state and not the action.



#### What is Subject-Verb Agreement?

**Subject-verb agreement** refers to the relationship between the subject and predicate of the sentence. Subjects and verbs must always agree in two ways: tense and number. For this post, we are focusing on number, or whether the subject and verb are singular or plural.



[Type here]

For example:

The light in the lamppost flickers each night.

In this sentence, the subject light is singular; therefore, the verb that describes the action of the subject must also be singular: flickers.

If the subject was plural, the verbs would have to change form to **agree** with the subject.

For example:

The lights in the lampposts flicker each night.

In this sentence, since the subject is now plural, the -s has to be removed from the verb in order to have **subject-verb agreement**.

## Let's Learn the basics first:-

In the present tense, verbs agree with their subjects in **number** (singular/plural) and in **person** (first, second, or third). The present tense ending -s (or -es) is used on a verb if the subject is **third person singular**. Otherwise, the verb takes **no ending**.

Infinitive	I, You, We, They	He, She, It
to ask	ask / do not ask	asks / does not ask
to work	work / do not work	works / does not work
to call	call / do not call	calls / does not call
to use	use / do not use	uses / does not use
to have	have / do not have	has / does not have

## Subject–Verb Agreement Rules

1. If the subject is singular, the verb must be singular too.

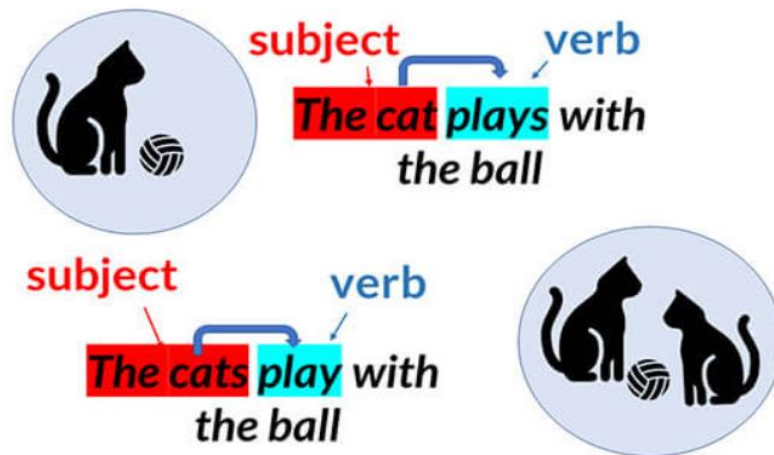
**Example:** She *writes* every day.

Exception: When using the singular "they," use plural verb forms.

**If the subject is plural, the verb must also be plural.**

**Example:** They *write* every day.

Sometimes, however, it seems a bit more complicated than this.



2. When the subject of the sentence is composed of two or more nouns or pronouns connected by **and**, use a plural verb.

**Example**

The ranger **and** the camper see the bear.

plural

plural

**Example:** The doctoral student and the committee members **write** every day.

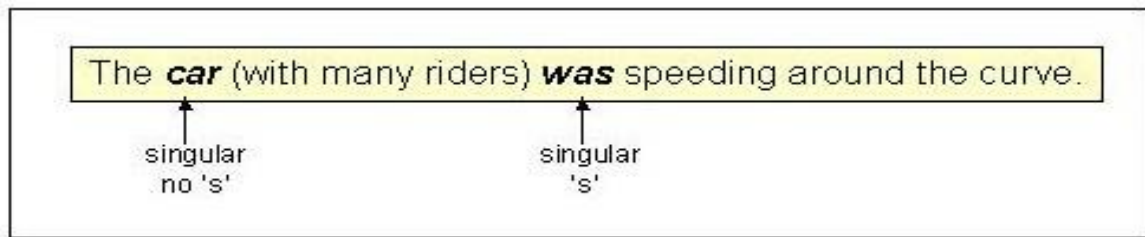
**Example:** The percentage of employees who called in sick and the number of employees who left their jobs within 2 years **are** reflective of the level of job satisfaction.

3. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

**Example:** Interviews **are** one way to collect data and **allow** researchers to gain an in-depth understanding of participants.

**Example:** An assumption **is** something that is generally accepted as true and **is** an important consideration when conducting a doctoral study.

4. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.



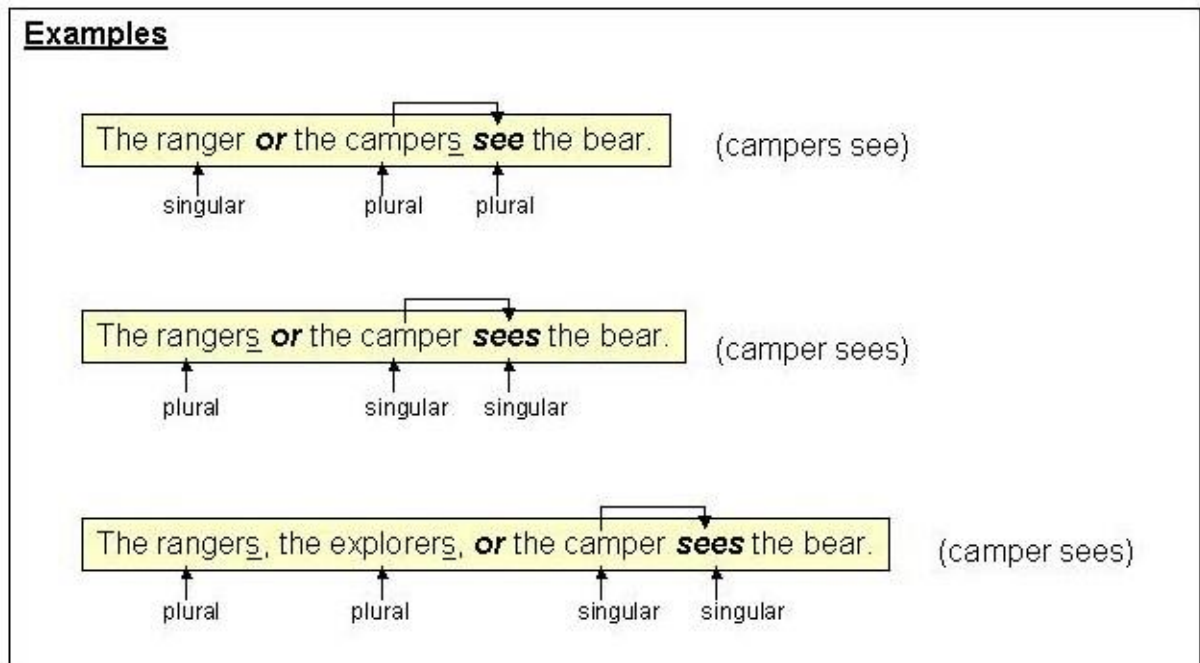
**Example:** The student, as well as the committee members, *is* excited.

**Example:** The student with all the master's degrees *is* very motivated.

**Example:** Strategies that the teacher uses to encourage classroom participation *include* using small groups and clarifying expectations.

**Example:** The focus of the interviews *was* nine purposively selected participants.

5. If two subjects are joined with correlative conjunctions such as “Either- or” , “neither-nor” , “not only- but also” etc...then the verb follows the subject that is closer to it.



6. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

These should be easy to remember—**SANE**

**Examples**

**Each sees** the value of the course.

singular    singular  
's'

**Everybody has** gone to the movies.

singular    singular  
's'

**Nothing seems** right around this house anymore!

singular    singular  
's'

**Another is** on the way.

singular    singular  
's'

**Example:** Each of the participants *was* willing to be recorded.

**Example:** Neither alternative hypothesis *was* accepted.

**Example:** I will offer a \$5 gift card to everybody who *participates* in the study.

However, the following **indefinite pronouns** always **take plural verbs**.

both    few    many    several    others

**Examples**

**Many have** answered the invitation for Friday evening.

plural    plural  
no 's'

**A few are** not coming at all.

plural    plural  
no 's'

**Several indicate** that they will be late.

plural    plural  
no 's'

## 7. Noncountable nouns take a singular verb.

**Example:** Education *is* the key to success.

[Type here]

**Example:** Diabetes *affects* many people around the world.

**Example:** The research I found on the topic *was* limited.

8. Some countable nouns in English such as *earnings, goods, odds, surroundings, proceeds, contents, and valuables* only have a plural form and take a plural verb.

**Example:** The earnings for this quarter *exceed* expectations.

**Example:** Locally produced goods *have* the advantage of shorter supply chains.

9. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

**Example:** There *is* little administrative support.

**Example:** There *are* many factors affecting teacher retention.

10. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

**Example:** The group *meets* every week.

**Example:** The committee *agrees* on the quality of the writing.

## PRONOUN AGREEMENT

A pronoun is a word used to stand for (or take the place of) a noun.

President Lincoln delivered Lincoln's *Gettysburg Address* in 1863.

We do not talk or write this way. Automatically, we replace the noun Lincoln's with a pronoun. More naturally, we say

President Lincoln delivered his *Gettysburg Address* in 1863.

The pronoun **his** refers back to **President Lincoln**. **President Lincoln** is the **ANTECEDENT** for the pronoun **his**.

An antecedent is a word for which a pronoun stands. (**ante** = "before")

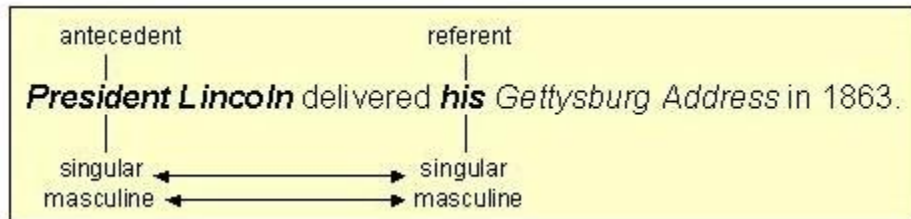
Pronouns must agree in number, gender, and person with their antecedents.

### Pronoun-Antecedent Agreement

Rule: A singular pronoun must replace a singular noun; a plural pronoun must replace a plural noun.

Thus, the mechanics of the sentence above look like this:

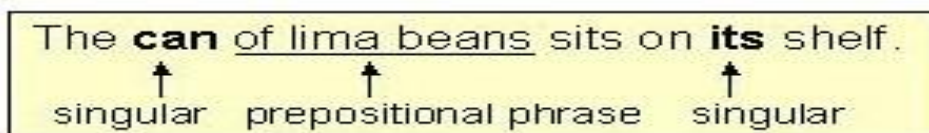




Here are nine pronoun-antecedent agreement rules. These rules are related to the rules found in subject-verb agreement.

1. A phrase or clause between the subject and verb does not change the number of the antecedent.

Example:

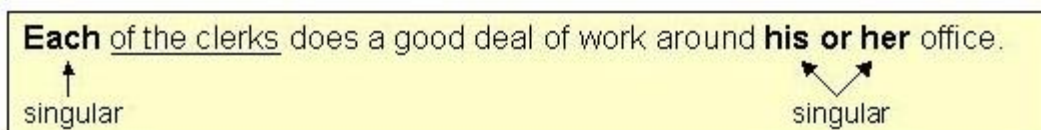


2. Indefinite pronouns as antecedents

- ❖ Singular indefinite pronoun antecedents take singular pronoun referents.

SINGULAR: *each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything*

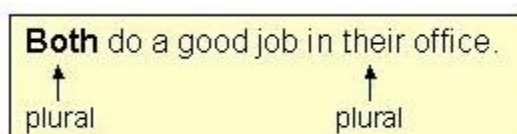
Example:



- ❖ Plural indefinite pronoun antecedents require plural referents.

PLURAL: *several, few, both, many*

Example:



- ❖ Some indefinite pronouns that are modified by a prepositional phrase may be either singular or plural.

EITHER SINGULAR OR PLURAL: some, any, none, all, most

When the object of the preposition is **uncountable** → use a **singular** referent pronoun.

**Some** of the sugar fell out of **its** bag.

↑    ↑  
singular                                      singular

Sugar is uncountable; therefore, the sentence has a singular referent pronoun.

**All** of the jewelry has lost **its** glow.

↑ singular                      ↑ singular

Jewelry is uncountable; therefore, the sentence has a singular referent pronoun.

When the object of the preposition is **countable** → use a **plural** referent pronoun.

Examples:

**Some** of the marbles fell out of **their** bag.

↑ plural                      ↑ plural

Marbles are *countable*; therefore, the sentence has a plural referent pronoun.

**All** of the jewels have lost **their** glow.

↑ plural                      ↑ plural

Jewels are *countable*; therefore, the sentence has a plural referent pronoun.

3. Compound subjects joined by *and* always take a plural referent.

Example:-

[Type here]

**Jones** and **Smith** made **their** presentation.

↑ plural                      ↑ plural

4. With compound subjects joined by or/nor, the referent pronoun agrees with the antecedent closer to the pronoun.

Example #1 (plural antecedent closer to pronoun):

Neither the **director** nor the **actors** did **their** jobs.

↑ singular                      ↑ plural                      ↑ plural

Example #2 (singular antecedent closer to pronoun):

Neither the **actors** nor the **director** did **his or her** job.

↑ plural                      ↑ singular                      ↓ singular

Note: Example #1, with the plural antecedent closer to the pronoun, creates a smoother sentence than example #2, which forces the use of the singular "his or her."

5. Collective Nouns (group, jury, crowd, team, etc.) may be singular or plural, depending on meaning.

EXAMPLE: The **jury** read **its** verdict.

↑ singular                      ↑ singular

In this example, the jury is acting as one unit; therefore, the referent pronoun is singular.

The **jury members** gave **their** individual opinions.

↑ plural                      ↑ plural

In this example, the jury members are acting as twelve individuals; therefore, the referent pronoun is plural.

The **jury members** disagreed among **themselves**.

↑  
plural

↑  
plural

In this example, the jury members are acting as twelve individuals; therefore, the referent pronoun is plural.

6. Titles of single entities. (books, organizations, countries, etc.) take a singular referent.

*The Grapes of Wrath* made **its** characters seem real.

↑  
singular

↑  
singular

**The United States** cherishes **its** democracy.

↑  
singular

↑  
singular

7. The number of vs A number of before a subject:

❖ **The number of** is singular.

**The number of** volunteers increases **its** ranks daily.

↑  
singular

↑  
singular

❖ **A number of** is plural.

**A number of** volunteers are offering **their** help.

↑  
plural

↑  
plural

# EXERCISES

## EXERCISE 1

**Underline the subject (or compound subject) and then identify the verb that agrees with it.**

1. Your friendship over the years and your support (has/have) meant a great deal to us.
2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
3. The main source of income for Trinidad (is/are) oil and pitch.
4. The chances of your being promoted (is/are) excellent.
5. There (was/were) a Pokémon card stuck to the refrigerator.
6. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.
7. Many hours at the driving range (has/have) led us to design golf balls with GPS locators in them.
8. Discovered in the soil of our city garden (was/were) a button dating from the Civil War dating from the turn of the century.
9. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.
10. The story performers (was/were) surrounded by children and adults eager to see magical tales.

## EXERCISE 2

**DIRECTIONS. In the following sentences, underline the subject(s) once and the verb(s) twice. If an agreement error exists, correct the error. If there is no error(s), mark the sentence as correct.**

1. Phasing out the procedures used in the 1930's, many proponents of scientific data was included in the development of new and better methods of pasteurizing milk.
2. The process by which the majority diagnoses the problems of developing a corporate charter allow would-be executives to voice their opinions openly.
3. By taking emphasis off the play instincts of the human race, new vigor and effectiveness is lost because recreation for the body and for the mind is almost nonexistent.

4. Rhonda Holmes is one of the scientists' aides who have been so helpful to the committee staff.
5. The high standard of the judge, the jury, and four lawyers was effectively upheld.
6. Physics in my classes at Sul Ross University were very difficult for me to learn and understand.
7. Neither foreign language nor an advanced English literature course are required for business school graduates at the university.
8. The first movie my twin sisters remember was a take-off on The Brady Bunch.
9. The student who conducted the research for the last three months have determined that the amount of sales generated will decrease by five percent.
10. The gorilla, along with two monkeys, a kangaroo, and a white bird, were seen on the deck of an old, weathered boat yesterday during a cloud-break.
11. A box of cigarettes made from imported tobacco leaves were sitting on the desk near the gold-plated lighter.
12. The city and the state have adopted restrictions involving water consumption between the hours of 7 a.m. and 8 p.m.
13. Either the yellow bulletin board or the blue cork boards is suitable for your class project.
14. The academic committee were undivided in their decision to hire the new faculty member.
15. This class of students are more intelligent.
16. The principles of science is difficult to understand.
17. There is four thousand students in the university.
18. A poll that was conducted by Lou Harris almost three weeks ago indicate that voters are outraged by the decision.
19. Reactions to the annual play have been favorable.
20. Fearlessness in the face of overwhelming odds often results in unexpected success.

### EXERCISE 3

**Underline the subject (or compound subject) and then identify the verb that agrees with it.**

1. Everyone (has/have) done his or her homework.

[Type here]

2. Each of the students (is/are) responsible for doing his or her work.
3. Either my father or my brothers (is/are) going to sell the car.
4. Neither my sisters nor my mother (is/are) going to sell the house.
5. The samples on the tray in the lab (need/needs) testing.
6. Mary and John usually (plays/play) together.
7. Both of the dogs (has/have) collars.
8. Neither the dogs nor the cat (is/are) very hungry.
9. Either the girls or the boy (walk/walks) in the evening.
10. Either the boy or the girls (walk/walks) in the evening.
11. At the end of the fall (comes/come) the hard tests.
12. The slaughter of animals for their fur (has/have) caused controversy.
13. The student, as well as his teacher, (was/were) going on the field trip.
14. The hard tests (comes/come) at the end of the fall.
15. Both of my roommates (has/have) decided to live in the dorms

#### EXERCISE 4

**For each of the following, choose the sentence in which the subjects and verbs have been correctly identified and in which the subjects and verbs agree. The subjects are in bold and the verbs are underlined.**

1.     A)     At the end of the story, **they** was living happily ever after.  
       B)     At the end of the **story**, they were living happily ever after.  
       C)     At the end of the story, **they** were living happily ever after.  
       D)     At the end of the **story**, they was living happily ever after.



2.

- A) When Al and Eli arrive, **they** find that their friends has waxed their boards.
- B) When **Al** and **Eli** arrive, **they** find that their **friends** has waxed their boards.
- C) When **Al** and **Eli** arrive, they find that their friends have waxed their boards.
- D) When **Al** and **Eli** arrive, **they** find that their **friends** have waxed their boards.

3.

- A) Unless our **staff** members really do cooperate, we will not meet our goals.
- B) Unless our staff **members** really do cooperate, **we** will not meet our goals.
- C) Unless our **staff members** really do cooperate, **we** will not meet our goals.
- D) Unless our staff **members** really do cooperate, **we** will not meet our goals.

4.

- A) Neither **she** nor **they** were willing to predict the election results.
- B) **Neither** she nor they was willing to predict the election results.
- C) Neither **she** nor **they** was willing to predict the election results.
- D) **Neither** she nor they were willing to predict the election results.

5.

- A) Nora, of all the **candidates** who are running, is the best.
- B) **Nora**, of all the candidates **who** are running, is the best.
- C) Nora, of all the **candidates** who is running, is the best.
- D) **Nora**, of all the candidates **who** is running, is the best.

6.

- A) His dogs, **which** is kept outside, bark all day long.
- B) His **dogs**, **which** is kept outside, bark all day long.
- C) His dogs, **which** are kept outside, bark all day long.
- D) His **dogs**, **which** are kept outside, bark all day long.

[Type here]



7.

- A) **Either** Gary or I am responsible for allocating the funds.
- B) Either **Gary** or **I** are responsible for allocating the funds.
- C) Either **Gary** or **I** am responsible for allocating the funds.
- D) **Either** Gary or I are responsible for allocating the funds.

8.

- A) **Nora** is one of the candidates **who** are worthy of my vote.
- B) **Nora** is one of the candidates **who** is worthy of my vote.
- C) Nora is one of the **candidates** who are worthy of my vote.
- D) Nora is one of the **candidates** who is worthy of my vote.

### EXERCISE 5

**Directions: Choose the correct pronoun in the following sentences.**

1. Each of the daughters followed (her, their) mother's footsteps.
2. Neither of the actors could remember (his, their) lines correctly.
3. Everyone complained that (his/her, their) food was cold.
4. Neither of my sisters remembered to purchase (her, their) tickets.
5. Late in the evening, the jury finally reached (its, their) verdict.
6. The captains of both teams forgot the words of wisdom that (his, his or her, their) coaches had given the night before the championship.
7. Every student should proof (his or her, their) essay for Type I errors.
8. All of my brothers earned (his, their) degrees from Florida State University.
9. Almost everyone was surprised when (he or she, they) heard the news.
10. Everybody on the voyage complained that (he or she, they) were suffering from food poisoning.
11. Neither Clarissa nor Aleah wore (her, their) own dresses to the prom.
12. Someone in your ENGL 1101 class called and left (his, their) phone number.

[Type here]

13. McDonnell-Douglas recently published (its, their) report on the newly improved Tomahawk missile.
14. One of the cashiers thinks that (her, their) boss has been transferred to a different location.
15. Many of the students at Dalton State College find that school pressures affect (his or her, their) relationships at home.
16. Each of the candidates gave (his or her, their) speech at the Civic Center.
17. Having an obsessive-compulsive personality, Laura likes to have everything in (its, their) place before she goes to sleep at night.
18. Either of the women who parked illegally will soon find that (her, their) car has been towed.
19. Either my brothers or my uncle will fail to purchase (his, their) tickets in time to receive a discount.
20. Either my brother or my uncles will fail to purchase (his, their) tickets in time to receive a discount.

## EXERCISE 6

**Identify the errors in the following sentences. Put ✓ if no error is spotted.**

1. My favorite history professor, as well as some of his administrative staff, were asked to resign because fewer students were taking history courses than ever before.
- \_\_\_\_\_
2. Stephanie claims that she wants to attend college after graduation, but her poor attitude about studying during senior year do not indicate that she enjoys being a student.
- \_\_\_\_\_
3. James is a proactive police officer, so although the local rebellious teenagers are annoyed by his strict nature, the overall safety of the town have improved drastically since he was hired.
- \_\_\_\_\_
4. A pair of supportive shoes are important if you are experiencing lower back pain.

[Type here]

- 
5. The paralegal believed that there were an overload of cases in the office, which was creating stress.
- 
6. Shana, Joe, and Marcel was incredible in each of their performances and the audience rewarded them through cheers and applause.
- 
7. While the young analyst is bothered by the fact that his girlfriend is not very skilled behind the wheel, each of her other redeeming qualities compensate for her driving ability.
- 
8. Rebecca's preference for caviar and expensive chocolates are not a reflection of what she actually enjoys, but simply a manifestation of her tendency to spend money carelessly.
- 
9. The salami and chorizo in the refrigerator is very salty, so you may want to serve some water with it so that your guests will be comfortable.
- 
10. The best part of running with bulls are the expressions on other peoples' faces as they try to stay one step ahead of the beasts behind them.
-

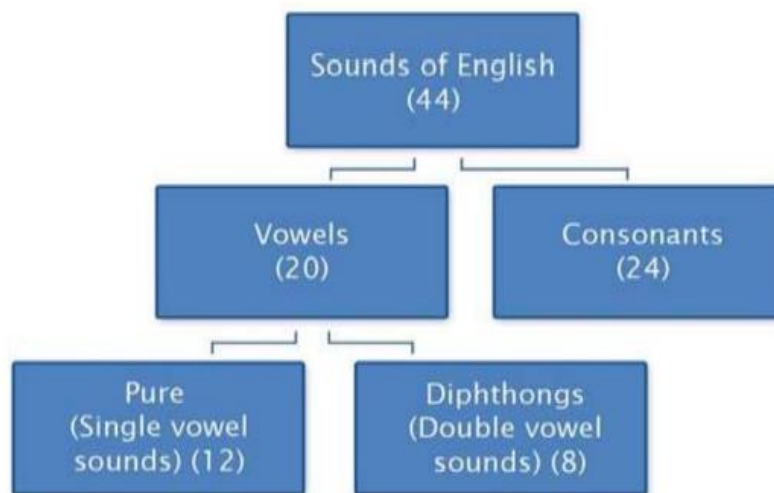
## UNIT-II

### Voice and Accent

#### What are speech sounds?

Speech sounds are the vocal sounds we use to make up the words of the English language. We use them every time we say a word out loud. Saying the right sounds in the right order is what allows us to communicate with other people and understand what they are saying.

It can help to differentiate speech sounds from the alphabet. For example, in English, the alphabet is made up of 26 letters. The 44 speech sounds in English are the pure sounds that letters make when spoken, not related to the name of the letter.



#### What are VOWELS?

Speech sounds are broadly categorized as Vowels & Consonants. Vowels are those sounds during the utterance of which the air escapes freely, without any obstruction. In written English there are 5 vowels i.e. a, e, i, o, u. But, in spoken English there are 20 vowel sounds that are made either by vowels themselves or with the vowels in combination called Diphthongs. A single written Vowel Can produce multiple vowel sounds. Let's understand how. Let's take an example of "a" as a written vowel. But look at how a single written vowel "a" can produce multiple spoken vowel sounds. Let's pronounce these words:

Cat	ae
Father	ah
Account	schwa
Ball	aw
Day	E

[Type here]

A single vowel in written English gives us multiple sounds in spoken English

## 20 VOWEL Sounds

ih	<b>pretty</b>	eh	<b>well</b>
ae	man	aw	bought
U	up	uh	good
I	nine	ee	machine
E	day	oh	note
ew	menu	oo	blue
ea	near	ah	far
oa	poor	eu	pure
aye	hair	oi	boy
ow	out	schwa	ago

Vowels are of three types:

### Lip Vowels

ah	fast
aw	fought
oh	photo
oo	fool

### Tongue Vowels

ae	fat
E	fate
ee	feet
ih	fit

### Long Vowels

ee	beet
oh	boat
E	bait

### Short Vowels

ih	bit
aw	bought
eh	bet

### *Rounded Vowels*

<i>oh</i>	<i>shone</i>
-----------	--------------

### *Unrounded Vowels*

<i>aw</i>	<i>shot</i>
-----------	-------------

Phoneme	IPA Symbol	Graphemes	Examples
25	æ	a, ai, au	cat, plaid, laugh
26	eɪ	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
27	ɛ	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
28	i:	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
29	ɪ	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve
30	aɪ	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite

[Type here]

Phoneme	IPA Symbol	Graphemes	Examples
31	ɒ	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
32	oʊ	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
33	ʊ	o, oo, u,ou	wolf, look, bush, would
34	ʌ	u, o, oo, ou	lug, monkey, blood, double
35	u:	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
36	ɔɪ	oi, oy, uoy	join, boy, buoy
37	aʊ	ow, ou, ough	now, shout, bough
38	ə	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
39	eəʳ	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
40	ɑ:	a	arm
41	ɜ:ʳ	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
42	ɔ:	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
43	ɪəʳ	ear, eer, ere, ier	ear, steer, here, tier
44	ʊəʳ	ure, our	cure, tourist

## CONSONANTS

A consonant is a sound in spoken language that is characterized by a constriction or closure at one or more points along the vocal tract. The word consonant comes from Latin meaning "sounding with" or "sounding together". While Vowels are pronounced from the vocal cords with minimal shaping of expelled breath, consonant sounds are created through obstruction or channelling of the breath by the lips, teeth, tongue, throat, or nasal passage, variously combined. Some consonants, like B, involve the vocal cords; others don't. Some, like R or W, flow the breath in a way that steers them relatively close to being vowels.

There are 21 consonant letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z), and there are 24 consonant sounds in most English accents. . . .

- A consonant sound is produced by shaping, stopping or blocking the air stream as it passes through the nose or mouth.
- The position of the articulators will affect the consonant sound.
- A consonant sound can be voiced or voiceless.

Why Work on Consonants?

[Type here]

- Indian consonant sounds are harsher than English consonant sounds.
- Need to soften the consonant sounds.
- To get speech clarity.
- To build resonance.
- Some of the English consonant sounds are missing in certain regional languages. E.g. zh, sh, f etc. Need to learn these sounds to speak correct English

We shall deal with consonant sounds in groups based on the first classification i.e. the way the sounds are produced. This classification includes....

Phoneme	IPA Symbol	Graphemes	Examples	Voiced?
1	b	b, bb	bug, bubble	Yes
2	d	d, dd, ed	dad, add, milled	Yes
3	f	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often	No
4	g	g, gg, gh, gu, gue	gun, egg, ghost, guest, prologue	Yes
5	h	h, wh	hop, who	No
6	dʒ	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate	Yes
7	k	k, c, ch, cc, lk, qu, q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box	No
8	l	l, ll	live, well	Yes
9	m	m, mm, mb, mn, lm	man, summer, comb, column, palm	Yes
10	n	n, nn, kn, gn, pn, mn	net, funny, know, gnat, pneumatic, mnemonic	Yes
11	p	p, pp	pin, dippy	No
12	r	r, rr, wr, rh	run, carrot, wrench, rhyme	Yes
13	s	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course	No
14	t	t, tt, th, ed	tip, matter, thomas, ripped	No
15	v	v, f, ph, ve	vine, of, stephen, five	Yes
16	w	w, wh, u, o	wit, why, quick, choir	Yes
17	z	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze	Yes
18	ʒ	s, si, z	treasure, division, azure	Yes
19	tʃ	ch, tch, tu, te	chip, watch, future, righteous	No

[Type here]

Phoneme	IPA Symbol	Graphemes	Examples	Voiced?
20	ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station	No
21	θ	th	thongs	No
22	ð	th	leather	Yes
23	ŋ	ng, n, ngue	ring, pink, tongue	Yes
24	j	y, i, j	you, onion, hallelujah	Yes

## Word Stress

English is a stressed-timed language. Word stress refers to stressing upon a syllable in the word. In other words, word stress means a prominent syllable. As a general rule only one syllable is stressed in one word.

## Content vs Function Words

The distinction between content words and function words is one of the key aspects of English stress and connected speech.

Content words are those which carry clear meaning, such as:

MAIN VERBS: go, speak, think

NOUNS: house, word, idea

ADJECTIVES: big, difficult, interesting

ADVERBS: slowly, clearly, quite

Function words are grammatical words that glue a sentence together, such as:

AUXILIARY VERBS: are, have, can

PREPOSITIONS: to, from, for

CONJUNCTIONS: and, but, if

PRONOUNS: her, I, their

ARTICLES: a/an, the

## Why Word Stress Matters

In her head, this sentence was understandable to Saskia:

“Dessert is my favorite thing!”

But when she said this to a friend, a native English speaker, he looked confused and asked her:

“Why? It’s just sand and has no life. It could also be dangerous!”

[Type here]



Then it was Saskia's turn to be puzzled. Can you guess the source of the problem?

Well, the problem here is word stress. Saskia got the word ( "dessert" —the sweet heavenly thing) right, but she said it with the emphasis in the wrong place and the word sounded like "desert" —a dry perilous place.

## Where to Place Stress

Unfortunately, there is no simple rule for determining where the stress falls in a word. However, there are some common features which affect the stress in a word, such as words with prefixes or suffixes, the origin of a word, or the grammatical function. Below is a short list of more common stress patterns found in English.

Words with an affix—a prefix or a suffix—will typically alter the stress pattern of a word. With prefixes, this is a bit easier to determine. If a word contains a prefix, such as pre-, dis-, ex-, re-, over-, under-, etc., a good rule to follow is that the stress will fall on the first syllable of the root word.

For example:

undo → un-DO

overcome → over-COME

extend → ex-TEND

understand → un-der-STAND

One exception to this pattern, as we've mentioned before, are compound words. That is, when a prefix is attached to a noun in such a way that the resulting word is a noun compound. Notice the above examples—they are all verbs with prefixes attached. When the resulting word is a noun, the stress will be placed on the prefix.

For example:

overcoat → O-ver-coat

underwear → UN-der-wear

output → OUT-put

Suffixes are not quite as nice and neat as prefixes. Suffixes often results in one of three stress patterns:

- They are stress-neutral — that is, they do not affect the placement of stress
- They cause stress to move to the penult — that is, the stress moves to the second-to-last syllable
- They cause stress to move to the antepenult — that is, the stress moves to the third-to-last syllable

Stress-neutral suffixes		Penult-shifting suffixes		Antepenult-shifting suffixes	
-dom <b>KING</b> -dom	-er <b>KEEP</b> -er	-cent com- <b>PLA</b> -cent	-cial or -tial ar-ti- <b>FIC</b> -ial	-al in-ter- <b>NA</b> -tio-nal	-cracy de- <b>MOC</b> -ra-cy
-ful <b>BEAU</b> -ti-ful	-hood <b>NEIGH</b> -bor-hood	-cious de- <b>LIC</b> -ious	-ic cli- <b>MAT</b> -ic	-iety so- <b>CI</b> -e-ty	-ify di- <b>VERS</b> -i-fy
-ize <b>U</b> -ti-lize	-less <b>END</b> -less	-tion ed-u- <b>CA</b> -tion	-ctive re-pro- <b>DUC</b> -tive	-ity ac- <b>TIV</b> -i-ty	-icide in- <b>SECT</b> -i-cide

- Words ending in “ic,” “sion” and “tion”

**The rule:** When a word ends in “ic,” “sion” or “tion,” the stress is usually on the second-to-last syllable. You count syllables backwards and put a stress on the second one from the end.

Examples:

creation /cre-A-tion/

commission /com-MI-ssion/

photographic /pho-to-GRA-phic/

- Words ending in “cy,” “ty,” “phy,” “gy” and “al”

**The rule:** When a word ends in “cy,” “ty,” “phy,” “gy” and “al,” the stress is often on the third to last syllable. Similarly, you count syllables backwards and put a stress on the third one from the end.

Examples:

democracy /de-MO-cra-cy/

photography /pho-TO-gra-phy/

logical /LO-gi-cal/

commodity /com-MO-di-ty/

psychology /psy-CHO-lo-gy/

## Sentence Stress

### What is sentence stress?

Sentence stress (also called prosodic stress) refers to the emphasis placed on certain words within a sentence. This varying emphasis gives English a cadence, resulting in a natural songlike quality when spoken fluently.

Sentence stress is generally determined by whether a word is considered a “content word” or a “function word,” and the vocal space between stressed words creates the rhythm of a sentence.

## Content Words vs. Function Words

In the most basic pattern, content words will always be stressed, while function words will often be unstressed. Let’s briefly discuss the difference between the two.

### Content words

A content word (also known as a lexical word) is a word that communicates a distinct lexical meaning within a particular context—that is, it expresses the specific content of what we’re talking about at a given time. Nouns (e.g., dog, Betty, happiness, luggage), most\* verbs (e.g., run, talk, decide, entice), adjectives (e.g., sad, outrageous, good, easy), and adverbs (e.g., slowly, beautifully, never) all have meaning that is considered lexically important.

Content words will always have at least one syllable that is emphasized in a sentence, so if a content word only has a single syllable, it will always be stressed.

### Function words

A function word (also known as a structure word) is a word that primarily serves to complete the syntax and grammatical nuance of a sentence. These include pronouns (e.g., he, she, it, they), prepositions (e.g., to, in, on, under), conjunctions (e.g., and, but, if, or), articles (e.g., a, an, the), other determiners (e.g., this, each, those), and interjections (e.g., ah, grr, hello).

In addition to these parts of speech, function words also include a specific subset of verbs known as auxiliary verbs, which add structural and grammatical meaning to other main verbs. These include the three primary auxiliary verbs be, do, and have, as well as a number of others known as modal auxiliary verbs, such as can, may, must, will, and others.

Finally, function words, especially those with only one syllable, are commonly (but not always) unstressed in a sentence—since they are not providing lexical meaning integral to the sentence, we often “skip over” them vocally. For example, in the sentence, “Bobby wants to walk to the playground,” the particle to, the preposition to, and the definite article the are all said without (or without much) stress. The content words (Bobby, wants, walk, and playground), on the other hand, each receive more emphasis to help them stand out and underline their importance to the meaning of the sentence.

## Sentence Stress vs. Word Stress

While function words are often unstressed in a sentence, those that have more than one syllable still have internal word stress on one of their syllables. For example, the word because has two syllables (be·cause), with stress placed on the second syllable (/bɪˈkɔz/). However, in a sentence with a normal stress pattern, because will have less overall emphasis

than the content words around it, which helps maintain the cadence and flow of the sentence in everyday speech.

Likewise, multi-syllable content words will have even more emphasis placed on the syllable that receives the primary stress. It is this syllable that is most articulated within a sentence, with the rest of the word being unstressed like the function words.

Examples of normal sentence stress

Let's look at some examples, with function words in italics and the primary stress of content words in bold:

"I **have** a favor to **ask**."

"**Jonathan** will be\* **late** because his car **broke down**."

"I'm **going** to the **store** **later**."

"We do **not** **agree** with the **outcome**."

"**Please** don't **tell** me **how** the **movie** **ends**."

(\*Note that be is technically a content word here—it is the main verb in the phrase will be late—but it remains unstressed like a function word. Because they are often used as auxiliary verbs to form verb tense, conjugations of be are almost always unstressed in sentences irrespective of their technical grammatical function.)

## Practice Exercises

### Exercise 1

Highlight Words or letters where words have more than one to be emphasized

1. The children are at the park.
2. We have brothers and sisters?
3. Why aren't you doing your homework?
4. He bought a blue bike for his son.
5. I am Australian.
6. We are not familiar with this new computer program.
7. The athlete ran quickly and won the competition.
8. She does not know the answer.
9. I don't know the answer, either.
10. We aren't sure.
11. I've never heard of that before, but it makes sense.

[Type here]

12. They'll ask the teacher for help.
13. Some people prefer Macs, but many others prefer PCs.
14. She is going to study tonight.
15. I can read German.

### Exercise 2

Put the stresses in the following sentences in the boxes given below:

1. Peter walks two kilometres to his office every day.
2. We're waiting patiently for the bus at the bus stop opposite the church.
3. Jennifer bought a couple of cakes at the bakery, then ran to the post office.
4. The department store was open until 10 o'clock because they were having a massive sale.
5. I've agreed to meet Dan in the old marketplace outside the library.
6. We could drive to the lake and go fishing.
7. The new opticians next to the bank will open next Friday.
8. If the tennis court is busy we can go to the gym instead.
9. The best kind of bread is white sliced bread.
10. Michelle is having salad and pasta because she doesn't eat meat.
11. Daniel gave himself the largest portion of ice cream.
12. Ellen was talking about her sister who loves fish and chips.
13. Jenny has just put the cheese in the fridge.
14. Potatoes can be boiled, mashed, fried, chipped, roasted, or oven-baked.
15. We're going to buy some fruit at the supermarket this afternoon.


[Type here]



### Exercise 3

Put the words into the correct columns:

**Column 1:** stress on first syllable

**Column 2:** stress on second syllable

empty guitars against alarm argue bathroom control crowded event  
improve retired jumper lawyer lovely pavement prefer prevent protect  
routine scissors stomach towels wedding without

Column 1	Column 2

[Type here]


### Exercise 3

**Practise saying these phrases and identify the word stresses**

- |                     |                     |
|---------------------|---------------------|
| 1. routine event    | 8. cotton towels    |
| 2. empty stomach    | 9. crowded pavement |
| 3. without control  | 10. argue against   |
| 4. improve scissors | 11. lovely wedding  |
| 5. lovely jumper    | 12. prefer guitars  |
| 6. protect guitars  | 13. retired lawyer  |
| 7. prevent alarm    | 14. protect against |

### Exercise 4

**Underline the vowel words in the following lines:**

1. I like you.
2. This is my Book.
3. That is a big tree.
4. John like apple.
5. Rita's dress is red in color.
6. My sister love pizza.
7. Don't make noise.
8. Put on your shoes.
9. Let me do this work.
10. I want an orange.



**Exercise 5**

**Identify Stressed Content words and Stressed function words and put them in separate columns:**

1. He had finished breakfast before I arrived.
2. Phillip ordered a huge steak for dinner.
3. They will have to stay up late if they are going to finish their homework.
4. It must have been something in the air that caused Jack to shout.
5. Could you please be more quiet?
6. Unfortunately, Jack wasn't able to finish on time.
7. As soon as he has collected the results he will post them to his website.
8. Peter bought shoes today.
9. There should have been some replies by now.
10. Knowledge creates opportunities where none have existed before.

Content Words	Function Words

**Exercise 6**

1. Choose the sentence stress that best answers the following question:

How often does he practice English?

A. He studies English EVERY DAY.

[Type here]

B. HE studies English every day.

C. He studies ENGLISH every day.

D. He STUDIES English every day

2. Choose the sentence stress that best answers the following question: Who's going to the supermarket?

A. He's GOING to the supermarket.

B. HE'S going to the supermarket.

C. He's going to the SUPERMARKET

3. Choose the sentence stress that best answers the following question:

What is she going to buy?

A. She's going to BUY some bread.

B. SHE'S going to buy some bread.

C. She's going to buy some BREAD.

D. SHE'S GOING TO BUY SOME BREAD

4. Choose the sentence stress that best answers the following question:

What does Tom practice every day?

A. TOM studies English every day.

B. Tom STUDIES English every day.

C. Tom studies ENGLISH every day.

D. Tom studies English EVERY DAY.

5. You are walking along a shopping street with a friend. You stop in front of a shop window and look at the display there. You see a multi-coloured sweater on sale and tell your friend you want to go in and buy it. Your friend replies "You want that?"

If your friend stressed the word **you**, you might understand that:

A. He has certain opinions about you and you are surprising him now

B. He thinks that he actually wants it

C. He thinks the salesperson wants it

D. He thinks the sweater is ugly

[Type here]

6. You are walking along a shopping street with a friend. You stop in front of a shop window and look at the display there. You see a multi-coloured sweater on sale and tell your friend you want to go in and buy it. Your friend replies "You want that?"

If he stressed the word **want**, you might understand that:

- A. He thinks the sweater won't fit you
- B. He thinks the sweater isn't warm enough
- C. He thinks you have strange taste
- D. He thinks that even on sale, it's not a good price

7. You go to a party where your friend Lisa is bringing her new boyfriend. You and your friend Kathy see him, and Kathy says, "That's Lisa's boyfriend?"

If she stressed the word **Lisa's**, you might think that:

- A. Kathy thought he was your boyfriend
- B. Kathy doesn't think he is Lisa's type
- C. Kathy doesn't remember who Lisa is
- D. Kathy is jealous of Lisa

8. You go to a party where your friend Lisa is bringing her new boyfriend. You and your friend Kathy see him, and Kathy says, "That's Lisa's boyfriend?"

If she stressed the word **that's**, you might understand that:

- A. Kathy thought he was Lisa's brother
- B. Kathy thought another guy was Lisa's boyfriend
- C. Kathy had a different image of Lisa's boyfriend in her mind
- D. Kathy forgot her glasses at home

### Exercise 7

#### Say these Aloud

1. A Box Of Biscuits, A Box Of Mixed Biscuits, and a Biscuit Mixer
2. "Peter Piper Picked A Peck Of Pickled Pepper,  
Did Peter Piper Picked A Peck Pickled Pepper,  
If Peter Piper Picked A Peck Of Pickled Pepper,  
Where's The Peck Of Pickled Pepper Peter Piper Picked? "
3. Swan Swam Over The Pond. Swim Swan Swim. Swan Swam back again. Well Swum Swan

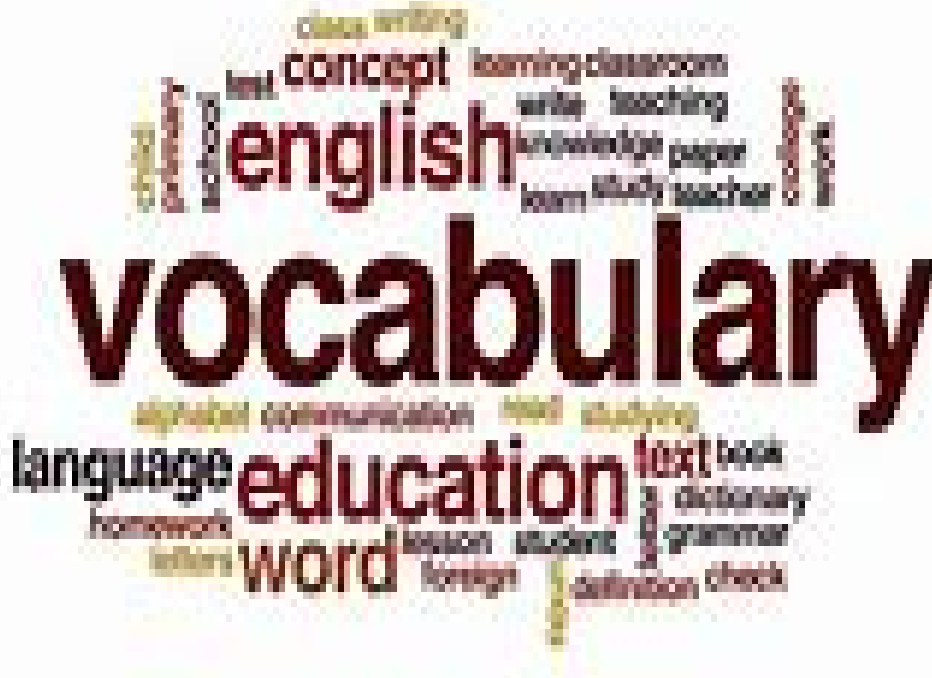
[Type here]

4. Three Grey Geese In Green Fields Grazing
5. We Surely Shall See The Sun Shine Soon
6. Around the Rugged Rocks the Ragged Rascals Ran
7. Long-Legged Ladies Last Longer
8. We Surely Shall See The Sun Shine Soon

## Unit – III

### Vocabulary & Reading comprehension

#### VOCABULARY



Vocabulary is a broad concept in itself. One can enhance one's language skills by acquiring a good command over vocabulary.

#### Tips and Tricks to Learn Vocabulary

- **Find Context of New Words**

The best way to remember and memorize words is find the context they will be used in. For achieving this, sentence formulation based on these new words should be practiced both orally and in written form. learn a few new words every day and try to incorporate them into the conversations that you are going to have throughout the day. This will help you get familiar with new words and use these words while conversing.

- **Learn Synonyms and Antonyms**

Learn the synonyms and antonyms for those words. Synonyms are words that have a similar meaning to a word while antonyms have a meaning opposite to that word. Understanding the relationship between a word and its synonyms and antonyms may make the task of remembering new words easier.

- **Learn Root-words Prefixes and Suffixes**

Learning root words may help you understand the meaning of all the words that will be based on that root word. This is efficient and time-saving as instead of having to learn and cram all the words having a common root word, you will be able to focus on their root which will automatically cover the words related to or employing that root word. Knowledge of prefixes and suffixes may also help in a similar fashion in this regard. For example, all words that have 'mal' will convey a negative sense, making their meaning easier to figure out.

Example: malfunction

- **Learn Tricks and Memorization Techniques**

There are multiple tricks and memorization techniques to help you memorize words and their meanings. One such trick is associating different words by categorizing them. Picturing is another efficient technique to learn difficult words. There are plenty of games and challenges, such as Scrabble and crossword puzzles to help you memorize the new words in a fun way.

- **Find Words that Might be Related to Job Spheres**

Usually, a vocabulary test is designed and adapted to the job position or the course it is being conducted for. Test that might be related to marketing may have different words than the tests being conducted for technicians. You may prepare for vocabulary tests by targeting the words that belong to the domain or field related to the role that the test is being conducted for. Such words may have a higher chance of being asked in the test and you may save time and effort by focusing on the related domains.

- **Learn Commonly Used Words in Vocabulary Tests**

Lists of the most commonly referenced words in different vocabulary tests are available online and offline. You may check out these lists to learn those words that have a higher chance of appearing in the tests. Such lists are also available based on the domain or expertise related to the job position you may be looking for.

- **Practice Regularly**

To master any test, there is nothing better than practicing and preparing for it on a regular basis. There are many sample tests available both online and in a written format provided by various organizations. You may take part in these mock tests to be familiar with both the structure of the test and the medium on which the test will probably be conducted. Regularly reading and writing the words and using them in conversation may help you increase your vocabulary and perform well in the test.

## ❖ **Synopsis of solving a Vocabulary question**

### **Steps to enhance Vocabulary**

**STEP 1** Identify the word Whenever we come across a new word in a new sentence while reading a text book, newspaper or a magazine, we should look up its meaning. This is the best way to enhance vocabulary.

**STEP 2** Along with the meaning of a word, its antonyms (words with opposite meaning) should also be taken into consideration. A good knowledge of words and their antonyms is very beneficial from the examination point of view.

**STEP 3** The knowledge of words that are similar or closer in meaning to one another is very useful. It makes a student efficient enough to have a strong sense of the language.

**STEP 4** This is one of the most important parts in vocabulary building. It serves to simulate memory by recalling the words and when needed, apart from making the proper sense and the use of words clear.

To understand these steps, we consider an example. Suppose we take word “Antique”

Using step 1 Antique means something that is old and has not been renewed for long e.g. Antique building (old building)

Using step 2 opposite of Antique is modern . It also can be replaced by Modern, renovated and Recent, etc.

Using step 3 Synonyms are the similar words in meaning. For synonyms, Antique can be replaced by Traditional and Ancient , etc.

Using step 4 To be more familiar with the word, we should use them in sentence form. For “Antique” a proper sentence is “People love to see the antique items”

## ROOT WORDS

A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes. Understanding the meanings of common roots can help you work out the meanings of new words as

**root word:**  
a word or word part that forms the basis of new words through the addition of prefixes and suffixes

ROOT	MEANING	EXAMPLE
arbor	tree	arboreal
cred	believe	credible
script	to write	scripture
sen	old	senior

**YOUR DICTIONARY**

you encounter them.

Many of the words we use in our daily language come from a root word. Once you pull off any prefixes or suffixes, the root is usually what remains. For example, “egotist” has a root word of “ego” plus the suffix “-ist.” “Acting” has the root word “act”; “-ing” is merely the suffix. In the examples of root words below, we’ll examine the basic (root) word as well as its additions.

### Root Words That Can Stand Alone

There are some root words that can be used on their own or as part of other common words in the English language. The following root words are provided with their meaning and, in parentheses, a few examples of the root as part of other words:

- Act: to move or do (actor, acting, reenact)
- Arbor: tree (arboreal, arboretum, arborist)
- Crypt: to hide (apocryphal, cryptic, cryptography)
- Ego: "I" (egotist, egocentric, egomaniac)
- Form: shape (conform, formulate, reform)
- Legal: related to the law (illegal, legalities, paralegal)
- Norm: typical (abnormal, normality, paranormal)
- Phobia: fear (arachnophobia, claustrophobia, hygrophobia)

### Root Words as Word Stems

Since much of the English language is derived from Latin and Greek, there may be times when the root of a word isn't immediately recognizable because of its origin. You'll find that the roots listed below are from Greek or Latin and can't stand alone in English; they need something joined to them to make a whole word in English. Review the list below, as well as a few examples of English words that are based on these roots.

- Acrid: bitter (acid, acrimony, acridity)
- Astro: star (astronaut, astronomy, astrophysics)
- Aud: hear (audience, audible, audio)
- Auto: self (autonomy, autocrat, automatic)
- Bene: good (benefactor, benevolent, beneficial)
- Carn: flesh (carnal, carnivorous, reincarnate)
- Corp: body (corporal, corporate, corpse)
- Cred: believe (credible, credence, incredible)
- Deca: ten (decade, decathlon, decalogue)
- Dict: say (diction, dictate, edict)
- Gen: birth (genesis, genetics, generate)
- Lum: light (lumen, luminary, luminous)
- Meter: measure (kilometer, millimeter, pedometer)
- Micro: small (microbiology, microcosm, microscope)
- Multi: many (multilingual, multiple, multifaceted)
- Port: carry (portal, portable, transport)
- Sect: cut apart (dissect, sectional, transect)
- Sen: old (senator, senile, senior)
- Sent: to feel (consent, sensation, sensing)
- Tele: far (telephone, telegraph, television)
- Vor: to eat greedily (herbivore, omnivore, voracious)

You could argue that roots like "sent" and "sect" can also stand alone as English words, but they have different meanings in that case. For more examples, explore these Greek and Latin Word Roots.



## Additional Root Word Examples

Whether talking with friends or reading a book, you're constantly bombarded with root words. Here are more examples of roots, their meanings, and other words that are formed by adding prefixes and/or suffixes to these language building blocks:

- Ambul: to move or walk (amble, ambulance, ambulate)
- Cardio: heart (cardiovascular, electrocardiogram, cardiology)
- Cede: to go or yield (intercede, recede, concede)
- Counter: against or opposite (counteract, counterpoint, counterargument)
- Dem: people (democracy, democrat, demographic)
- Derm: skin (dermatitis, dermatology, epidermis)
- Equi: equal (equity, equilateral, equidistant)
- Hypno: sleep (hypnosis, hypnotic, hypnotism)
- Intra: within or into (intrapersonal, intramural, intravenous)
- Ject: to throw (reject, eject, inject)
- Magni: big or great (magnificent, magnify, magnitude)
- Mal: bad (malignant, malfunction, malice)
- Omni: all (omnipotent, omnipresent, omnivore)
- Poly: many (polygamous, polygon, polytheist)
- Script: to write (manuscript, postscript, scripture)
- Vis, vid: to see (envision, evident, vision)

## Contextual Vocabulary:

Contextual vocabulary can be discussed as the measured acquisition of meanings of the word from the paragraph by analysis from contextual signs, previous information, language concerns, as well as theories established from past chances with the test, however without outside sources of support like word dictionaries or scholars.

The aim of the contextual vocabulary section in English Language is double; one is to progress and apply techniques or tools to describe or outline an indefinite noun, verb, as well as adjective from a structured formation of a sentence, and to create along with set the standard to improve the level of vocabulary.

### Rules For Contextual Vocabulary –

- Having a **strong vocabulary** is a must, which helps in leading you to the right choice of words.
- **Maintain the overall tone and idea of the sentence.** It will assist you to mark the opening and closing sentence that further makes aligning easier.

- Ensure that you have a thorough knowledge of **demonstrative pronouns such as these, those, that**, etc. as they are necessary to align the jumbled sentences.
- While solving contextual vocabulary questions, having a **thorough knowledge of grammar** is required in order to align the sentence constructively or appropriately.

### Tips and Tricks and Shortcuts For Contextual Vocabulary

#### 1. Latin Keyword Method –

The Latin keyword method means to know the reference of any word in Latin terms. Once you know its meaning it gets easier for you to guess the context of the passage or sentence and choose the words accordingly to replace the one in the question as directed.

*For example* – words like –

- Quid pro quo – something for something.
- Ad hoc – to this.
- Verbatim – In exactly the same words
- Seismic
  - (a) Seismology is study of earthquake.
  - (b) Seismologists is the person who study Earthquake.

#### 2. Associative Method –

Just as the name might ring a bell, Associative method means to associate a word with any event, picture, thing or something relatable. This way you can remember more number of words without worrying to memorize each of them.

For Example – **PLETHORA**

Now to associate Plethora with something you need to know its meaning which means **‘In abundance’ or ‘Many’**.

So now you know two more words that you can associate with plethora and you can guess many more words which can be a combination of simple and complex words, per say-

- Abundance
- Many
- Several
- Excess
- Surfeit
- Profusion ..... and so on.

### 3. Parent Tree Method –

This method is again a boon for those who struggle at remembering synonyms and antonyms of endless words in the dictionary. As the name might mean, Parent tree method means to have one **PARENT** word and then clip more words to it like leaves and branches that mean the same or have similar meaning.

#### For Example-

Take a word that you want to find more similar words for, maybe '**FIGHT**'. So make a point that whenever you come across any other word that relates to the meaning of 'FIGHT', your *parent* word, note it down. This way you can get a book full words only with very little study.

Some common related words to fight are –

- Brawl
- Struggle
- Competition
- Combat
- Dispute
- Challenge
- Wrestle
- Resist ..... and so on.

### 4. Suffix/ Prefix Method –

There are ample number of words in English dictionary that do not have keywords, so we use the Prefix and Suffix method to give them a shorter meaning and still be able to relate to the main word. Prefix means the initial letters of a word while Suffix means the last few alphabets that can be used to denote it in longer sentences.

**For Example** – Let's take a prefix as '**PRO**' – means and expert. Now count the number of words which can start with Pro:

- Proactive
- Profess
- Program
- Promote
- Prolong
- Provincial
- Pronoun ..... and so now. The list is inexhaustible.

**Example** – Let's try the same thing with a suffix now. Say, '**NESS**' – **A state or quality**. So our list goes like –

- Coolness
- Darkness
- Dryness
- Boldness
- Fitness
- Kindness ..... and so one. Inexhaustible once again.

### ***Tips and Tricks and Shortcuts For Contextual Vocabulary :***

## **TYPES**

The types of Contextual Vocabulary questions that can be asked during an assessment are divided into three categories. The questions for the same are given below:

- **Passage-based questions.**
- **Sentence based questions.**
- **Antonym/Synonym based question**

### **Type 1- Passage- Based Questions**

In passage based question, there will be a given passage, and below the passage there will be the question. Now, you to find the meaning of that word in passage.

### **Question 1**

Sam and his friends were watching a fiction movie, but one of his friends was teasing them all by revealing the suspense prior. Since he had already seen the movie. So, Sam asked him to leave the room and do

something else. Since it was a suspenseful movie, Sam did not want his friend to disclose the ending as; even a cursory glance will reveal the mystery.

What is the meaning of the word “cursory” in context to the above paragraph ?

**Options:**

- A. Curious
- B. Critical
- C. Brief
- D. Crude

**Correct Option: C**

**Explanation:** Since mystery is mentioned in the statement, hence a brief glance can also break it and cursory means brief. And curious means anxious, which is not suitable to fill the blank.

Crude is a sort of oil, which does not suit the sentence frame. Therefore option C is the correct one.

Type 2. Sentence based questions:

Here we will be given a sentence, and below that, we will be given the word, and our task is to find the meaning of that word in context to its usage in that particular sentence.

**Question 1.**

Health is too important to be forsaken.

Find the meaning of the term Forsaken in reference to the sentence mentioned above.

**Options:**

- A. Detested
- B. Despised
- C. Discarded
- D. Neglected

**Correct option: D**

**Explanation:** Since we're talking about health here, hence verbs like discarded (meaning to get rid of), despised and detested (meaning to hate someone) cannot be used, as they do not sit the sentence frame.

Type 3. Antonym/Synonym based questions-

The third and the last type of contextual vocabulary questions is antonym and synonym based questions. Here we will be given a word and shall be asked to find either its meaning (In case of Synonym) or its opposite (In case of antonym).

This is better explained with the help of an example below:

**Question 1.**

Find the word which best expresses the meaning of the word:

Multifarious

Options:

- A. Diverse
- B. Homogeneous
- C. Consistent
- D. Alike

**Correct option: A**

**Explanation:** By splitting Multifarious, we get multi as a prefix which means many. But the possibilities have words like homogeneous, which has homo as a prefix which means one or single, next is consistent which means same or regular, and alike again means similar. All these three options cannot be relatable to the given the word.

However, diverse which means different or multi, carry a similar meaning to the given the word. Hence option A is the correct one.

**Synonyms:**

Synonyms are words that are similar to another word or have a related meaning. They can be lifesavers when you want to avoid repeating the same word over and over. Sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy. Expand your vocabulary with an extensive selection of synonyms examples.

Word	Synonym	Word	Synonym
Colossal	Immense	Extensive	Large
Gigantic	Spacious	Huge	Vast
Enjoyable	Festive	Entertaining	Incredible
Exciting	Joyous	Fantastic	Splendid
Accomplished	Gathered	Acquired	Obtained
Earned	Received	Gained	Retrieved
Astonishing	Superb	Excellent	Superior
Glorious	Terrific	Magnificent	Wonderful
Agreeable	Helpful	Cordial	Kind
Courteous	Pleasant	Friendly	Warm
Appealing	Fair	Attractive	Gorgeous
Beautiful	Lovely	Enchanting	Stunning
Announced	Hissed	Declared	Hollered
Gabbed	Lectured	Gossiped	Whispered
Compact	Minute	Diminutive	Petite
Little	Puny	Miniature	Tiny
Awfully	Fantastically	Dreadfully	Incredibly
Exceptionally	Marvelously	Extraordinarily	Wonderfully

**Examples of Synonyms with Sentences:**

1. **Magnify – expand:** He magnified their happiness like their pain.
2. **Baffle – confuse, deceive:** The bad news he received consecutively confused him.
3. **Beautiful – attractive, pretty, lovely, stunning:** You are the most beautiful woman I have ever seen in my life.
4. **Bossy – controlling, tyrannical:** You have a structure that likes to bossy.
5. **Fair – just, objective, impartial, unbiased:** We believe you are impartial.
5. **Funny – humorous, comical, hilarious, hysterical:** My uncle is the most funny person in the [family](#), and when we all get together, they always make us laugh.
6. **Happy – content, joyful, mirthful, upbeat:** I think the most important factor in this life is to be happy.
7. **Hardworking- diligent, determined, industrious, enterprising:** Maybe she was the quietest girl in our class, but more hardworking than all of us.
8. **Honest – honorable, fair, sincere, trustworthy:** Being honest should be one of our most important character traits.
9. **Hypocrisy – duplicity, falseness:** Everyone knows that they can never tolerate hypocrisy.
10. **Important – required, vital, essential, primary, significant, critical:** We need to talk to you about this important issue immediately.
11. **Intelligence – smart, bright, brilliant, sharp:** We all know that you have unique intelligence.
12. **Introverted – shy, bashful, quiet, withdrawn:** You already have an extroverted personality, we believe you will overcome all this.
13. **Kind – thoughtful, considerate, amiable, gracious:** We have always known you as a kind person, I could not make sense of all this.
14. **Lazy – idle, lackadaisical, lethargic, indolent:** When I met her teacher today, she told me that she was too lazy this year.
15. **Lucky – auspicious, fortunate:** How lucky you are! You won this game.
16. **Mean – unfriendly, unpleasant, bad- tempered, difficult:** I can't figure out what this means most, please speak a little more.
17. **Old – antiquated, ancient, obsolete, extinct:** Today we will visit old aunts.
18. **Outgoing – friendly, sociable, warm, extroverted:** I think it has an extroverted structure.
19. **Pacify – appease, placate:** I came here to appease you.
20. **Positive – optimistic, cheerful, starry- eyed, sanguine:** I always recommend you to be positive.
21. **Recalcitrant – obstinate, stubborn:** You are a very stubborn person.
22. **Strong – stable, secure, solid, tough:** We saw that he was a strong man this morning.
23. **True – genuine, factual, accurate, correct, real:** What is the correct word called?



24. **Unhappy – sad, depressed, melancholy, miserable:** You are not [unhappy](#), you just feel that way.
25. **Weak – frail, infirm, puny, fragile:** I don't think she is a weak woman.
26. **About – approximately:** I know very little about you.
27. **Abstract – summary:** Our topic today is abstract nouns.
28. **To accomplish – to achieve:** Please achieve this exam well.
29. **Almost – nearly:** We're almost close, there is little left.
30. **To answer – to reply:** Please give me an urgent answer.
31. **Anyway – besides:** Anyway, this is the case.
32. **Arise – occur:** All these problems are occur by your indifference.
33. **Aromatic – fragrant:** All this has an aromatic smell.
34. **Awful- terrible:** What is this awful smell?
35. **To behave – to act:** Act just how you want to treat me.
36. **Believable – plausible:** I told you that you are a believable person.
37. **Beneficial – favourable:** All of these fruits are beneficial for your health.
38. **Bizarre – weird:** Who is this bizarre looking man?
39. **Business – commerce, trade:** You're too good for this business.
40. **Candy – sweet:** You are a girl like a candy.
41. **Class – lesson, course:** I am the oldest child in our class.
41. **Clever – intelligence:** You have good intelligence.
42. **To close – to shut:** Please stay a little close to me.
43. **Comfort – consolation:** What does comfort mean to you?
44. **Comic – comedian:** We all know what a comic man he is.
45. **Complete – total:** Complete all these tests.
46. **Completely – totally:** I left all my heritage to you completely.
47. **To connect – to associate, to put through:** I cannot connect the computer to the internet.
48. **Considerate – thoughtful:** Your father is a very thoughtful man.
49. **Colossal – Immense:** gigantic, gargantuan, monumental, giantlike
50. **Friendly– Warm:** intimate, cordial, genuine, candid

### Antonyms :

Antonyms (opposite words) are an important word type to use in almost any form of writing. Many people though, don't actually understand what an antonym is. Most people would be surprised to hear that they probably use antonyms all of the time without realizing it though. This guide will take you through what an

antonym is, how it is used in writing, and give you some of the reasons why learning antonyms is important in any type of writing.



# ANTONYMS IN ENGLISH

Accurate.....Inaccurate  
Add.....Subtract  
Adore.....Hate  
All.....None  
Allow.....Forbid  
Amateur.....Professional  
Amuse.....Bore  
Arrive.....Depart  
Back.....Front  
Beginning.....Conclusion  
Better.....Worse  
Blunt.....Sharp  
Boring.....Interesting  
Bottom.....Top  
Bright.....Dull  
Calm.....Windy

Capable.....Incapable  
Capture.....Release  
Change.....Remain  
Clever.....Foolish  
Combine.....Separate  
Conceal.....Reveal  
Continue.....Interrupt  
Cruel.....Kind  
Deep.....Shallow  
Demand.....Supply  
Despair.....Hope  
Doubt.....Trust  
Early.....Late  
Effective.....Ineffective  
Evening.....Morning  
Evil.....Good

Expand.....Shrink  
Guilty.....Innocent  
Fake.....Real  
High.....Low  
Famous.....Unknown  
Hungry.....Full  
Float.....Sink  
Harmful.....Harmless  
Foolish.....Wise  
Forget.....Remember  
Friend.....Enemy  
Generous.....Stingy  
Gentle.....Rough  
Harsh.....Mild  
Hero.....Coward  
Ignorant.....Educated

Important.....Trivial  
Justice.....Injustice  
Lawful.....Unlawful  
Leave.....Stay  
Live.....Die  
Loose.....Tight  
Love.....Hate  
Loyal.....Disloyal  
Mature.....Immature  
Merry.....Sad  
Narrow.....Broad  
Near.....Far  
Neat.....Messy  
Noisy.....Silent  
Notice.....Overlook  
Obedient.....Disobedient



## Examples of Antonyms with Sentences:

### 1. Abundant – Scarce

**Abundant:** Available in Large Quantities

**Scarce:** Present in insufficient quantity

The town has an **abundant** supply of cheap labour.

Food supply was **scarce** during the world war.

### 2. Artificial – Natural

**Artificial:** Produced by human beings instead of occurring naturally

**Natural:** Not made by humankind, derived from nature

The zoo authorities are planning to construct an **artificial** lake in the premises.

With the increasing climate change, we will be facing **scarcity** in natural resources.

### 3. Bold – Timid

**Bold:** *Willingness to take risk, courageous*

**Timid:** *Easily frightened*

She was **bold** enough to raise her voice for her rights.

The boy always felt **timid** and shy with strangers.

### 4. Intrepid – Cowardly

**Intrepid:** *Fearless*

**Cowardly:** *Lacking courage*

Aman's **intrepid** personality makes him the right fit for a good team leader.

He always knew that running away from home was a **cowardly** thing to do.

### 5. Grumpy – Amiable

**Grumpy:** *Irritable and bad-tempered*

**Amiable:** *Friendly with pleasant manners*

I feel **grumpy** when there are too many people around me.

The village locals are sprightly and **amiable**.

### 6. Castigate – Praise

**Castigate:** *Expression of disapproval, Reprimand*

**Praise:** *Express great approval or admiration*

His grandmother **castigated** his behaviour towards his parents.

The president **praised** the valour of the young soldier.

### 7. Affable – Unfriendly

**Affable:** *Friendly, lovable, good to talk*

**Unfriendly:** *Not friendly*

He is an **affable** fellow, always willing to stop and talk.

I find him **aloof** and unfriendly.

### 8. Tranquil – Excitable

**Tranquil:** *Calm*

**Excitable:** *Easily excited*

Meditation always helps me feel **tranquil** and happy.

She is usually the one to calm her **excitable** partner.

### 9. Acme – Nadir

**Acme:** *Something at its best, at the top*

**Nadir:** *The lowest or the least point in the situation*

The next century brought the empire to its **acme** of excellence and fame.

The fall of the tower forecasted the **nadir** of his reign.

## 10. Boundless – Limited

**Boundless:** *Unlimited or Immense*

**Limited:** *Confined or Restricted*

Her **boundless** ambition ignited the fire of perseverance in her.

His magic is only **limited** to the immortal world.

## 11. Fiendish – Tenderhearted

**Fiendish:** *Extremely cruel, unpleasant, evil*

**Tenderhearted:** *Compassionate, Kind, Sympathetic*

## 12. Bashful – Bold

**Bashful:** *Reluctant to draw attention to oneself, shy*

**Bold:** *Confident, Courageous, Take risks*

## 13. Ephemeral- Longlived

**Ephemeral:** *Lasting for a very short period of time*

**Longlived:** *Having an existence for longer duration*

## 14. Compress – Enlarge

**Compress:** *Squeeze, Flatten or press*

**Enlarge:** *More extensive, Larger*

## 15. Debilitate – Strengthen

**Debilitate:** *To weaken someone, infirm*

**Strengthen:** *Make or become stronger*

## 16. Concise – Lengthy

**Concise:** *Giving ample information in few words*

**Lengthy:** *Considerable or usual length*

## 17. Detrimental – Beneficial

**Detrimental:** *Tending to cause harm*

**Beneficial:** *Favourable, advantageous, good*

**18. Adulation – Criticism**

**Adulation:** *Excessive admiration or praise*

**Criticism:** *Expression of disapproval of someone or something*

**19. Inception – Conclusion**

**Inception:** *Beginning of something new*

**Conclusion:** *The finishing or end of an event or process*

**20. Eccentric – Ordinary**

**Eccentric:** *A person with or unusual behaviour*

**Ordinary:** *Normal with no special distinct features*

**21. Authentic – Fake**

**Authentic:** *Genuine, of undisputed origin*

**Fake:** *Not genuine or imitation*

**22. Emancipate – Enslave**

**Emancipate:** *Set free, liberate*

**Enslave:** *To make some slave, to capture them*

**23. Bewitch – Repel**

**Bewitch:** *Enchant or delight someone, being fond of someone*

**Repel:** *Force something back or away*

**24. Precarious – Safe**

**Precarious:** *Not getting a secure hold of the position or likely to fall*

**Safe:** *Not exposed to danger*

**25. Aversion- Liking/Inclination**

**Aversion:** *Hatred or harsh feelings towards someone or something*

**Liking/Inclination:** *Being fond of something or someone*

**26. Fallacious – True**

**Fallacious:** *Untrue, false or based mistaken beliefs*

**True:** *Accurate of exact*

**27. Avarice – Generosity**

**Avarice:** *Extreme greed for wealth*

**Generosity:** *The quality of being kind and plentiful*

**28. Knavish -Virtuous****Knavish:** *Dishonest***Virtuos:** *Having or showing high moral standards***29. Dwindle – Flourish****Dwindle:** *Diminish gradually in size or amount***Flourish:** *Grow and develop in a healthy rigorous way***30. Colossal – Tiny****Colossal:** *Extremely large or huge***Tiny:** *Very small***31. Decimate – Construct****Decimate:** *Destroy, kill or remove***Construct:** *Build or make something typically building or road***32. Jabber- Quiet****Jabber:** *Talk rapidly, chatter***Quiet:** *Making little or no noise***33. Foster – Suppress****Foster:** *Something desirable***Suppress:** *Forcibly our something to end***34. Yearn – Loathe****Yearn:** *Have an intense feeling of longing for someone or something***Loathe:** *Feeling intense dislike or disgust***35. Frugal – Extravagant****Frugal:** *Sparing or economical***Frugal:** *Sparing or economical***Extravagant:** *Spending money or resources recklessly***36. Mitigate- Intensify****Mitigate:** *To turn something bad into less severe or painful***Intensify:** *Become or make more intense***37. Perennial – Occasional**

**Perennial:** *Lasting for an infinite period of time*

**Occasional:** *Occurring or done in irregular intervals of time*

**38. Obstinate – Amenable**

**Obstinate:** *Stubborn in one's opinion*

**Amenable:** *Lovable or Friendly*

**39. Agile – Clumsy/Stiff**

**Agile:** *Able to move quickly or easily*

**Clumsy/Stiff:** *Not easily bend or change in shape*

**40. Clemency- Ruthlessness**

**Clemency:** *Mercy or lenience*

**Ruthlessness:** *Lack of pity or compassion for others*

**41. Vendetta- Harmony**

**Vendetta:** *A prolonged bitter quarrel*

**Harmony:** *Pleasant*

**42. Adept – Amateur**

**Adept:** *Very skilled or proficient*

**Amateur:** *Someone who is incompetent or inept for a particular activity*

**43. Sanguine – Pessimistic**

**Sanguine:** *Optimistic or positive in difficult condition*

**Pessimistic:** *Believing that only worst will come out of the situation*

**44. Palatable – Tasteless**

**Palatable:** *Pleasant to taste or tasty*

**Tasteless:** *Lacking in flavour or taste*

**45. Arduous – Effortless**

**Arduous:** *Requiring strenuous efforts*

**Effortless:** *Requiring no mental or physical exertion*

**46. Circumscribed – Boundless**

**Circumscribed:** *Restrict something within limits*

**Boundless:** *Having no boundaries, unlimited*

**47. Sedentary – Active****Sedentary:** *An inactive person***Active:** *Ready to engage in physically energetic activities***48. Relish – Apathy****Relish:** *Great enjoyment***Apathy:** *Lack of interest or enthusiasm***49. Dearth – Abundance****Dearth:** *Scarcity or lack of something***Abundance:** *Present in an excessive amount***50. Jeopardy – Safety****Jeopardy:** *Danger of loss, failure or harm***Safety:** *The condition of being protected or unlikely to cause danger***Phrasal Verbs:**

What is a phrasal verb?

Phrasal verbs are a combination of a verb and a [preposition](#), [adverb](#) or both. These combinations often have a completely different meaning from the original verb.

<i>verb</i>	<i>particle</i>	<i>example</i>	<i>meaning</i>
<b>look</b>	<b>up</b>	You can <b>look up</b> any new words in your dictionary.	You can find the meaning of any new words in your dictionary.
<b>get</b>	<b>through</b>	I tried to phone her but I couldn't <b>get through</b> .	I tried to phone her but I couldn't get a connection.
<b>make</b>	<b>out</b>	I just can't <b>make</b> Jim <b>out</b> at all.	I just can't understand Jim's behaviour.



## Example:

Norman is going through hard times at the moment. His girlfriend broke up with him last week. He always thought they got on well. But now he has to get by without her.

Well, somehow he has to put up with the situation. Life goes on.



## How to use phrasal verbs in English

Phrasal verbs have to be learned like any other vocabulary

### Example:

- go through – undergo/suffer/experience

Norman is going through hard times at the moment.

- get by without someone – survive without/manage without someone

He has to get by without her.

Many phrasal verbs also have a regular verb with the same meaning. However, these regular verbs often sound quite formal and are usually used in formal written communication.

### Example:

His girlfriend broke up with him last week.

His girlfriend ended their relationship last week.

He always thought they got on well.

He always thought they were on good terms.

Well, somehow he has to put up with the situation.

Well, somehow he has to accept the situation.

Life goes on.

Life continues.

## Word order with phrasal verbs

Some phrasal verbs can be separated by an object and some can't. Inseparable phrasal verbs cannot be separated which means the particle must come directly after the verb.

Example:

He *fell for* his girlfriend. (not: ~~He fell his girlfriend for.~~)

He *fell for* her. (not: ~~He fell her for.~~)

Many phrasal verbs are separable which means that the object can come between the verb and the particle or after the particle. However, when the object is pronoun, it comes between the verb and the particle.

Example:

She *threw* his love letters *away*./She *threw away* his love letters.

She *threw* them *away*. (not: ~~She threw away them.~~)

### List of common phrasal verbs

- ❖ **ask somebody out**  
invite on a date  
Brian **asked** Judy **out** to dinner and a movie.
- ❖ **ask around**  
ask many people the same question  
I **asked around** but nobody has seen my wallet.
- ❖ **add up to something**  
equal  
Your purchases **add up to** \$205.32.
- ❖ **back something up**  
reverse  
You'll have to **back up** your car so that I can get out.
- ❖ **back somebody up**  
support  
My wife **backed** me **up** over my decision to quit my job.
- ❖ **blow up**  
explode  
The racing car **blew up** after it crashed into the fence.
- ❖ **blow something up**  
add air  
We have to **blow** 50 balloons **up** for the party.
- ❖ **break down**  
stop functioning (vehicle, machine)  
Our car **broke down** at the side of the highway in the snowstorm.
- ❖ **break down**  
get upset  
The woman **broke down** when the police told her that her son had died.
- ❖ **break something down**  
divide into smaller parts  
Our teacher **broke** the final project **down** into three separate parts.
- ❖ **break in**  
force entry to a building  
Somebody **broke in** last night and stole our stereo.

- ❖ **break into** *something*  
enter forcibly  
The firemen had to **break into** the room to rescue the children.
- ❖ **break something in**  
wear something a few times so that it doesn't look/feel new  
I need to **break** these shoes **in** before we run next week.
- ❖ **break in**  
interrupt  
The TV station **broke in** to report the news of the president's death.
- ❖ **break up**  
end a relationship  
My boyfriend and I **broke up** before I moved to America.
- ❖ **break up**  
start laughing (informal)  
The kids just **broke up** as soon as the clown started talking.
- ❖ **break out**  
escape  
The prisoners **broke out** of jail when the guards weren't looking.
- ❖ **break out in something**  
develop a skin condition  
I **broke out in** a rash after our camping trip.
- ❖ **bring somebody down**  
make unhappy  
This sad music is **bringing** me **down**.
- ❖ **bring somebody up**  
raise a child  
My grandparents **brought** me **up** after my parents died.
- ❖ **bring something up**  
start talking about a subject  
My mother walks out of the room when my father **brings up** sports.
- ❖ **bring something up**  
vomit  
He drank so much that he **brought** his dinner **up** in the toilet.
- ❖ **call around**  
phone many different places/people  
We **called around** but we weren't able to find the car part we needed.
- ❖ **call somebody back**  
return a phone call  
I **called** the company **back** but the offices were closed for the weekend.
- ❖ **call something off**  
cancel  
Jason **called** the wedding **off** because he wasn't in love with his fiancé.
- ❖ **call on somebody**  
ask for an answer or opinion  
The professor **called on** me for question 1.
- ❖ **call on somebody**  
visit somebody  
We **called on** you last night but you weren't home.

- ❖ **call *somebody* up**  
phone  
Give me your phone number and I will **call you up** when we are in town.
- ❖ **calm down**  
relax after being angry  
You are still mad. You need to **calm down** before you drive the car.
- ❖ **not care for *somebody/ something***  
not like (formal)  
I don't **care for** his behavior.
- ❖ **catch up**  
get to the same point as somebody else  
You'll have to run faster than that if you want to **catch up** with Marty.
- ❖ **check in**  
arrive and register at a hotel or airport  
We will get the hotel keys when we **check in**.
- ❖ **check out**  
leave a hotel  
You have to **check out** of the hotel before 11:00 AM.
- ❖ **check *somebody/ something* out**  
look at carefully, investigate  
The company **checks out** all new employees.
- ❖ **check out *somebody/ something***  
look at (informal)  
**Check out** the crazy hair on that guy!
- ❖ **cheer up**  
become happier  
She **cheered up** when she heard the good news.
- ❖ **cheer *somebody* up**  
make happier  
I brought you some flowers to **cheer you up**.
- ❖ **chip in**  
help  
If everyone **chips in** we can get the kitchen painted by noon.
- ❖ **clean *something* up**  
tidy, clean  
Please **clean up** your bedroom before you go outside.
- ❖ **come across *something***  
find unexpectedly  
I **came across** these old photos when I was tidying the closet.
- ❖ **come apart**  
separate  
The top and bottom **come apart** if you pull hard enough.
- ❖ **come down with *something***  
become sick  
My nephew **came down with** chicken pox this weekend.
- ❖ **come forward**  
volunteer for a task or to give evidence  
The woman **came forward** with her husband's finger prints.

- ❖ **come from** some place  
originate in  
The art of origami **comes from** Asia.
- ❖ **count on** *somebody/ something*  
rely on  
I am **counting on** you to make dinner while I am out.
- ❖ **cross something out**  
draw a line through  
Please **cross out** your old address and write your new one.
- ❖ **cut back on something**  
consume less  
My doctor wants me to **cut back on** sweets and fatty foods.
- ❖ **cut something down**  
make something fall to the ground  
We had to **cut** the old tree in our yard **down** after the storm.
- ❖ **cut in**  
interrupt  
Your father **cut in** while I was dancing with your uncle.
- ❖ **cut in**  
pull in too closely in front of another vehicle  
The bus driver got angry when that car **cut in**.
- ❖ **cut in**  
start operating (of an engine or electrical device)  
The air conditioner **cuts in** when the temperature gets to 22°C.
- ❖ **cut something off**  
remove with something sharp  
The doctors **cut off** his leg because it was severely injured.
- ❖ **cut something off**  
stop providing  
The phone company **cut off** our phone because we didn't pay the bill.
- ❖ **cut somebody off**  
take out of a will  
My grandparents **cut** my father **off** when he remarried.
- ❖ **cut something out**  
remove part of something (usually with scissors and paper)  
I **cut** this ad **out** of the newspaper.
- ❖ **do somebody/ something over**  
beat up, ransack (BrE, informal)  
He's lucky to be alive. His shop was **done over** by a street gang.

### **do something over**

do again (AmE)

My teacher wants me to **do** my essay **over** because she doesn't like my topic.

- ❖ **do away with something**  
discard  
It's time to **do away with** all of these old tax records.

- ❖ **do something up**  
fasten, close  
**Do** your coat **up** before you go outside. It's snowing!
- ❖ **dress up**  
wear nice clothing  
It's a fancy restaurant so we have to **dress up**.
- ❖ **drop back**  
move back in a position/group  
Andrea **dropped back** to third place when she fell off her bike.
- ❖ **drop in/ by/ over**  
come without an appointment  
I might **drop in/by/over** for tea sometime this week.
- ❖ **drop somebody/ something off**  
take somebody/ something somewhere and leave them/it there  
I have to **drop** my sister **off** at work before I come over.
- ❖ **drop out**  
quit a class, school etc  
I **dropped out** of Science because it was too difficult.
- ❖ **eat out**  
eat at a restaurant  
I don't feel like cooking tonight. Let's **eat out**.
- ❖ **end up**  
eventually reach/do/decide  
We **ended up** renting a movie instead of going to the theatre.
- ❖ **fall apart**  
break into pieces  
My new dress **fell apart** in the washing machine.
- ❖ **fall down**  
fall to the ground  
The picture that you hung up last night **fell down** this morning.
- ❖ **fall out**  
separate from an interior  
The money must have **fallen out** of my pocket.
- ❖ **fall out**  
(of hair, teeth) become loose and unattached  
His hair started to **fall out** when he was only 35.
- ❖ **figure something out**  
understand, find the answer  
I need to **figure out** how to fit the piano and the bookshelf in this room.
- ❖ **fill something in**  
to write information in blanks, as on a form (BrE)  
Please **fill in** the form with your name, address, and phone number.
- ❖ **fill something out**  
to write information in blanks, as on a form (AmE)  
The form must be **filled out** in capital letters.
- ❖ **fill something up**  
fill to the top  
I always **fill** the water jug **up** when it is empty.

- ❖ **find out**  
discover  
We don't know where he lives. How can we **find out**?
- ❖ **find something out**  
discover  
We tried to keep the time of the party a secret, but Samantha **found it out**.
- ❖ **get something across/ over**  
communicate, make understandable  
I tried to **get** my point **across/over** to the judge but she wouldn't listen.
- ❖ **get along/on**  
like each other  
I was surprised how well my new girlfriend and my sister **got along/on**.
- ❖ **get around**  
have mobility  
My grandfather can **get around** fine in his new wheelchair.
- ❖ **get away**  
go on a vacation  
We worked so hard this year that we had to **get away** for a week.
- ❖ **get away with something**  
do without being noticed or punished  
Jason always **gets away with** cheating in his maths tests.
- ❖ **get back**  
return  
We **got back** from our vacation last week.
- ❖ **get something back**  
receive something you had before  
Liz finally **got** her Science notes **back** from my roommate.
- ❖ **get back at somebody**  
retaliate, take revenge  
My sister **got back at** me for stealing her shoes. She stole my favourite hat.
- ❖ **get back into something**  
become interested in something again  
I finally **got back into** my novel and finished it.
- ❖ **get on something**  
step onto a vehicle  
We're going to freeze out here if you don't let us **get on** the bus.
- ❖ **get over something**  
recover from an illness, loss, difficulty  
I just **got over** the flu and now my sister has it.
- ❖ **get over something**  
overcome a problem  
The company will have to close if it can't **get over** the new regulations.
- ❖ **get round to something**  
finally find time to do (AmE: **get around to something**)  
I don't know when I am going to **get round to** writing the thank you cards.
- ❖ **get together**  
meet (usually for social reasons)  
Let's **get together** for a BBQ this weekend.

- ❖ **get up**  
get out of bed  
I **got up** early today to study for my exam.
- ❖ **get up**  
stand  
You should **get up** and give the elderly man your seat.
- ❖ **give somebody away**  
reveal hidden information about somebody  
His wife **gave** him **away** to the police.
- ❖ **give somebody away**  
take the bride to the altar  
My father **gave** me **away** at my wedding.
- ❖ **give something away**  
ruin a secret  
My little sister **gave** the surprise party **away** by accident.
- ❖ **give something away**  
give something to somebody for free  
The library was **giving away** old books on Friday.
- ❖ **give something back**  
return a borrowed item  
I have to **give** these skates **back** to Franz before his hockey game.
- ❖ **give in**  
reluctantly stop fighting or arguing  
My boyfriend didn't want to go to the ballet, but he finally **gave in**.
- ❖ **give something out**  
give to many people (usually at no cost)  
They were **giving out** free perfume samples at the department store.
- ❖ **give something up**  
quit a habit  
I am **giving up** smoking as of January 1st.
- ❖ **give up**  
stop trying  
My maths homework was too difficult so I **gave up**.
- ❖ **go after somebody**  
follow somebody  
My brother tried to **go after** the thief in his car.
- ❖ **go after something**  
try to achieve something  
I **went after** my dream and now I am a published writer.
- ❖ **go against somebody**  
compete, oppose  
We are **going against** the best soccer team in the city tonight.
- ❖ **go ahead**  
start, proceed  
Please **go ahead** and eat before the food gets cold.
- ❖ **go back**  
return to a place  
I have to **go back** home and get my lunch.



- ❖ **go out**  
leave home to go on a social event  
We're **going out** for dinner tonight.
- ❖ **go out with somebody**  
date  
Jesse has been **going out with** Luke since they met last winter.
- ❖ **go over something**  
review  
Please **go over** your answers before you submit your test.
- ❖ **go over**  
visit somebody nearby  
I haven't seen Tina for a long time. I think I'll **go over** for an hour or two.
- ❖ **go without something**  
suffer lack or deprivation  
When I was young, we **went without** winter boots.
- ❖ **grow apart**  
stop being friends over time  
My best friend and I **grew apart** after she changed schools.
- ❖ **grow back**  
regrow  
My roses **grew back** this summer.
- ❖ **grow into something**  
grow big enough to fit  
This bike is too big for him now, but he should **grow into** it by next year.
- ❖ **grow out of something**  
get too big for  
Elizabeth needs a new pair of shoes because she has **grown out of** her old ones.
- ❖ **grow up**  
become an adult  
When Jack **grows up** he wants to be a fireman.
- ❖ **hand something down**  
give something used to somebody else  
I **handed** my old comic books **down** to my little cousin.
- ❖ **hand something in**  
submit  
I have to **hand in** my essay by Friday.
- ❖ **hand something out**  
to distribute to a group of people  
We will **hand out** the invitations at the door.
- ❖ **hand something over**  
give (usually unwillingly)  
The police asked the man to **hand over** his wallet and his weapons.
- ❖ **hang in**  
stay positive (informal)  
**Hang in** there. I'm sure you'll find a job very soon.
- ❖ **hang on**  
wait a short time (informal)  
**Hang on** while I grab my coat and shoes!

- ❖ **hang out**  
spend time relaxing (informal)  
Instead of going to the party we are just going to **hang out** at my place.
- ❖ **hang up**  
end a phone call  
He didn't say goodbye before he **hung up**.
- ❖ **hold somebody/ something back**  
prevent from doing/going  
I had to **hold** my dog **back** because there was a cat in the park.
- ❖ **hold something back**  
hide an emotion  
Jamie **held back** his tears at his grandfather's funeral.
- ❖ **hold on**  
wait a short time  
Please **hold on** while I transfer you to the Sales Department.
- ❖ **hold onto somebody/ something**  
hold firmly using your hands or arms  
**Hold onto** your hat because it's very windy outside.
- ❖ **hold somebody/ something up**  
rob  
A man in a black mask **held** the bank **up** this morning.
- ❖ **keep on doing something**  
continue doing  
**Keep on** stirring until the liquid comes to a boil.
- ❖ **keep something from somebody**  
not tell  
We **kept** our relationship **from** our parents for two years.
- ❖ **keep somebody/ something out**  
stop from entering  
Try to **keep** the wet dog **out** of the living room.
- ❖ **keep something up**  
continue at the same rate  
If you **keep** those results **up** you will get into a great college.
- ❖ **let somebody down**  
fail to support or help, disappoint  
I need you to be on time. Don't **let** me **down** this time.
- ❖ **let somebody in**  
allow to enter  
Can you **let** the cat **in** before you go to school?
- ❖ **log in (or on)**  
sign in (to a website, database etc)  
I can't **log in** to Facebook because I've forgotten my password.
- ❖ **log out (or off)**  
sign out (of a website, database etc)  
If you don't **log off** somebody could get into your account.
- ❖ **look after somebody/ something**  
take care of  
I have to **look after** my sick grandmother.

- ❖ **look down on** *somebody*  
think less of, consider inferior  
Ever since we stole that chocolate bar your dad has **looked down on** me.
- ❖ **look for** *somebody/ something*  
try to find  
I'm **looking for** a red dress for the wedding.
- ❖ **look forward to** *something*  
be excited about the future  
I'm **looking forward to** the Christmas break.
- ❖ **look into** *something*  
investigate  
We are going to **look into** the price of snowboards today.
- ❖ **look out**  
be careful, vigilant, and take notice  
Look out! That car's going to hit you!
- ❖ **look out for** *somebody/ something*  
be especially vigilant for  
Don't forget to **look out for** snakes on the hiking trail.
- ❖ **look something over**  
check, examine  
Can you **look over** my essay for spelling mistakes?
- ❖ **look something up**  
search and find information in a reference book or database  
We can **look** her phone number **up** on the Internet.
- ❖ **look up to** *somebody*  
have a lot of respect for  
My little sister has always **looked up** to me.
- ❖ **make something up**  
invent, lie about something  
Josie **made up** a story about why we were late.
- ❖ **make up**  
forgive each other  
We were angry last night, but we **made up** at breakfast.
- ❖ **make somebody up**  
apply cosmetics to  
My sisters **made me up** for my graduation party.
- ❖ **mix something up**  
confuse two or more things  
I **mixed up** the twins' names again!
- ❖ **pass away**  
die  
His uncle **passed away** last night after a long illness.
- ❖ **pass out**  
faint  
It was so hot in the church that an elderly lady **passed out**.
- ❖ **pass something out**  
give the same thing to many people  
The professor **passed** the textbooks **out** before class.

- ❖ **pass something up**  
decline (usually something good)  
I **passed up** the job because I am afraid of change.
- ❖ **pay somebody back**  
return owed money  
Thanks for buying my ticket. I'll **pay** you **back** on Friday.
- ❖ **pay for something**  
be punished for doing something bad  
That bully will **pay for** being mean to my little brother.
- ❖ **pick something out**  
choose  
I **picked out** three sweaters for you to try on.
- ❖ **point somebody/ something out**  
indicate with your finger  
I'll **point** my boyfriend **out** when he runs by.
- ❖ **put something down**  
put what you are holding on a surface or floor  
You can **put** the groceries **down** on the kitchen counter.
- ❖ **put somebody down**  
insult, make somebody feel stupid  
The students **put** the substitute teacher **down** because his pants were too short.
- ❖ **put something off**  
postpone  
We are **putting off** our trip until January because of the hurricane.
- ❖ **put something out**  
extinguish  
The neighbours **put** the fire **out** before the firemen arrived.
- ❖ **put something together**  
assemble  
I have to **put** the crib **together** before the baby arrives.
- ❖ **put up with somebody/ something**  
tolerate  
I don't think I can **put up with** three small children in the car.
- ❖ **put something on**  
put clothing/ accessories on your body  
Don't forget to **put on** your new earrings for the party.
- ❖ **run into somebody/ something**  
meet unexpectedly  
I **ran into** an old school-friend at the mall.
- ❖ **run over somebody/ something**  
drive a vehicle over a person or thing  
I accidentally **ran over** your bicycle in the driveway.
- ❖ **run over/ through something**  
rehearse, review  
Let's **run over/through** these lines one more time before the show.
- ❖ **run away**  
leave unexpectedly, escape  
The child **ran away** from home and has been missing for three days.

- ❖ **run out**  
have none left  
We **ran out** of shampoo so I had to wash my hair with soap.
- ❖ **send something back**  
return (usually by mail)  
My letter got **sent back** to me because I used the wrong stamp.
- ❖ **set something up**  
arrange, organize  
Our boss **set** a meeting **up** with the president of the company.
- ❖ **set somebody up**  
trick, trap  
The police **set up** the car thief by using a hidden camera.
- ❖ **shop around**  
compare prices  
I want to **shop around** a little before I decide on these boots.
- ❖ **show off**  
act extra special for people watching (usually boastfully)  
He always **shows off** on his skateboard
- ❖ **sleep over**  
stay somewhere for the night (informal)  
You should **sleep over** tonight if the weather is too bad to drive home.
- ❖ **sort something out**  
organize, resolve a problem  
We need to **sort** the bills **out** before the first of the month.
- ❖ **stick to something**  
continue doing something, limit yourself to one particular thing  
You will lose weight if you **stick to** the diet.
- ❖ **switch something off**  
stop the energy flow, turn off  
The light's too bright. Could you **switch** it **off**.
- ❖ **switch something on**  
start the energy flow, turn on  
We heard the news as soon as we **switched on** the car radio.
- ❖ **take after somebody**  
resemble a family member  
I **take after** my mother. We are both impatient.
- ❖ **take something apart**  
purposely break into pieces  
He **took** the car brakes **apart** and found the problem.
- ❖ **take something back**  
return an item  
I have to **take** our new TV **back** because it doesn't work.
- ❖ **take off**  
start to fly  
My plane **takes off** in five minutes.
- ❖ **take something off**  
remove something (usually clothing)  
**Take off** your socks and shoes and come in the lake!

- ❖ **take something out**  
remove from a place or thing  
Can you **take** the garbage **out** to the street for me?
- ❖ **take somebody out**  
pay for somebody to go somewhere with you  
My grandparents **took** us **out** for dinner and a movie.
- ❖ **tear something up**  
rip into pieces  
I **tore up** my ex-boyfriend's letters and gave them back to him.
- ❖ **think back**  
remember (often + to, sometimes + on)  
When I **think back** on my youth, I wish I had studied harder.
- ❖ **think something over**  
consider  
I'll have to **think** this job offer **over** before I make my final decision.
- ❖ **throw something away**  
dispose of  
We **threw** our old furniture **away** when we won the lottery.
- ❖ **turn something down**  
decrease the volume or strength (heat, light etc)  
Please **turn** the TV **down** while the guests are here.
- ❖ **turn something down**  
refuse  
I **turned** the job **down** because I don't want to move.
- ❖ **turn something off**  
stop the energy flow, switch off  
Your mother wants you to **turn** the TV **off** and come for dinner.
- ❖ **turn something on**  
start the energy, switch on  
It's too dark in here. Let's **turn** some lights **on**.
- ❖ **turn something up**  
increase the volume or strength (heat, light etc)  
Can you **turn** the music **up**? This is my favorite song.
- ❖ **turn up**  
appear suddenly  
Our cat **turned up** after we put posters up all over the neighborhood.
- ❖ **try something on**  
sample clothing  
I'm going to **try** these jeans **on**, but I don't think they will fit.
- ❖ **try something out**  
test  
I am going to **try** this new brand of detergent **out**.
- ❖ **use something up**  
finish the supply  
The kids **used** all of the toothpaste **up** so we need to buy some more.
- ❖ **wake up**  
stop sleeping  
We have to **wake up** early for work on Monday.

- ❖ **warm somebody/ something up**  
increase the temperature  
You can **warm** your feet **up** in front of the fireplace.
- ❖ **warm up**  
prepare body for exercise  
I always **warm up** by doing sit-ups before I go for a run.
- ❖ **wear off**  
fade away  
Most of my make-up **wore off** before I got to the party.
- ❖ **work out**  
exercise  
I **work out** at the gym three times a week.
- ❖ **work out**  
be successful  
Our plan **worked out** fine.
- ❖ **work something out**  
make a calculation  
We have to **work out** the total cost before we buy the house.

## Practice Exercises

### Exercise 1: Choose the correct Answer for the given contextual vocabulary based Questions:

1. I wanted to just set the table and be done with it, but my mother **scrupulously** arranged each napkin, dish, and utensil until they were in perfect alignment. **Scrupulously means...**
- a. With great attention to details
  - b. With a speed
  - c. Not in right order
  - d. Alphabetical order
2. When Jose found out that his little brother Emilio carelessly broke Jose's Xbox disc tray, Jose was **vexed** and sure let Emilio know it. **Vexed means...**
- a. Fascinated
  - b. Irritated and Angry
  - c. Cranky and funny
  - d. Forced and motivated
3. Stanley tried to determine the meaning of the vocabulary word, but there were so few clues in the sentence all he could do was hopelessly conjecture as to what the word might mean. Conjecture means?
- a. Organize
  - b. Thrash out
  - c. A Guess
  - d. Analyze
4. Unlike his sister Cattie, who had a very calm and mellow **disposition**, John jumped on Sofas and ran through the house like an animal kingdom. In the sentence the word disposition means:

- a. Understanding
  - b. Reaction
  - c. Temperament
  - d. Strength
5. If you go to the party wearing your best smile, laugh good naturedly, and try your dance steps out (even if you aren't the best dancer), you will attract attention with your **amiable** disposition. Amiable means...
- a. Appreciated
  - b. Defied
  - c. Improved
  - d. Friendly; kind
6. When John saw his report card, he was excited because he had all As and an A- in Biology; but when his fastidious mother saw his report card, she shook her head in disappointment. Here the word fastidious means:
- a. Not happy
  - b. Showing consent
  - c. Disappointing reaction
  - d. Excessive demanding
7. Amy wanted to wear the simple white dress to the dance but her friend Emilia kept pushing her to buy golden ballroom gown as **ostentatious**. Ostentatious means...
- a. Overly showy
  - b. Very expensive
  - c. Simple but unique
  - d. Something of cheap quality
8. The children in the orphanage might have starved had it not been for the benevolence of the nuns, who sacrificed their own small salaries to provide food for the children. Benevolence means...
- a. Favor
  - b. Affection
  - c. Charity
  - d. Gifts
9. One might think that the child would be afraid of such a large animal, but the **intrepid** young girl ran up to the beast and began scratching it behind the ears. Intrepid means
- a. Thoughtless
  - b. Adventurous
  - c. Daring
  - d. Exciting



10. Janet disliked the **servile** students, the ones who were always volunteering to help the teacher grade papers or clean the board. Servile means
- a. Enthusiastic
  - b. Desire to please others
  - c. Proud behavior
  - d. Helping nature
11. Clyde could no longer tolerate the **derision** of his classmates. Derision means
- a. Threatening
  - b. Disrespectful mocking
  - c. Bullying
  - d. Intimidation
12. I **implore** the school board members and administrators to take a closer look at cyber-bullying as it is practiced in our community. Implore means
- a. To make an impassioned plea
  - b. Beneficent for something
  - c. Charitable
  - d. Benevolent
13. John could not focus on the assignment with the **incessant** chatting. Here the word incessant means..
- a. Uncontrollable
  - b. Persuadable
  - c. Nonstop
  - d. Irritable
14. When Jacob received the job offer, he was so overcome with **felicity**. Felicity means..
- a. Spiritual
  - b. Zeal
  - c. Ill nature
  - d. Strong happiness
15. The librarian won't take away your candy, so long as you are considerate and consume it in a **discreet** manner. Discreet means..
- a. disrespectful
  - b. not to harm others
  - c. not to gain attention
  - d. do something in a quick way

**Exercise2.**

**For each of the passages below, select the letter of the one item that most accurately defines the word in bold. When you're done, compare your responses with the answers.**

1. "Dad's shop was a messy disaster area, a **labyrinth** of lathes. Its walls were hung with the mounted antlers of deers he'd bagged, forming a makeshift museum of death. The available flat surfaces were buried under a million scraps of paper on which he sketched his mechanical inventions in blue ball-point pen." -Sarah Vowell, "Shooting Dad"

- (a) a place where goods are manufactured or repaired
- (b) a dirty or extremely untidy place
- (c) a maze, a place where it's hard to find your way around
- (d) a deserted or abandoned place

2. "For the most part we are an **intemperate** people: we eat too much when we can, drink too much, indulge our senses too much. Even in our so-called virtues we are **intemperate**: a teetotaler is not content not to drink — he must stop all the drinking in the world; a vegetarian among us would outlaw the eating of meat." -John Steinbeck, "Paradox and Dream"

- (a) bossy, domineering
- (b) lazy, indolent
- (c) very annoying, making others impatient or angry
- (d) immoderate, showing a lack of self-control

3. "Like a feather caught in a **vortex**, Williams ran around the square of bases at the center of our beseeching screaming. He ran as he always ran out home runs — hurriedly, unsmiling, head down, as if our praise were a storm of rain to get out of." -John Updike, "Hub Fans Bid Kid Adieu"

- (a) a mass of whirling air, a whirlwind or cyclone
- (b) a leafy branch of a tree
- (c) a clogged drainage pipe, a stopped-up sewer
- (d) a nest

4. "My father, a fat, funny man with beautiful eyes and a **subversive** wit, is trying to decide which of his eight children he will take with him to the county fair." -Alice Walker, "Beauty: When the Other Dancer Is the Self"

- (a) extremely amusing, hilarious
- (b) tending to upset or overthrow the established order
- (c) highly predictable, happening in a way you would expect
- (d) impossible to understand, impenetrable

5. "Roger was thankful for the clothes he had chosen to wear today, because if there was ever a time he needed **sartorial** armor, it was right now." -Tom Wolfe, "A Man in Full"

- (a) related to clothing or style of dress
- (b) extremely heavy

- (c) made of metal or leather
- (d) related to a battle or a competition

6. "In resenting progress and change, a man lays himself open to **censure**." -E.B. White, "Progress and Change"

- (a) mockery, ridicule
- (b) an official count of a population
- (c) the suppression of objectionable material
- (d) criticism, expression of disapproval

7. "It was a house of many windows, low, wide, nearly floor to ceiling in the living room, which faced the meadow, and it was from one of these that I first saw our closest neighbor, a large white horse, cropping grass, flipping its mane, and **ambling** about — not over the entire meadow, which stretched well out of sight of the house, but over the five or so fenced-in acres that were next to the 20-odd that we had rented." -Alice Walker, "Am I Blue?"

- (a) moving quickly, racing
- (b) moving slowly, sauntering
- (c) moving unsteadily, stumbling
- (d) moving with a clearly defined purpose, charging

8. "To see a great film only on television isn't to have really seen that film. It's not only a question of the dimensions of the image: the **disparity** between a larger-than-you image in the theater and the little image on the box at home. The conditions of paying attention in a domestic space are radically disrespectful of film." -Susan Sontag, "The Decay of Cinema"

- (a) remarkable similarity
- (b) clear superiority
- (c) great difference
- (d) unusual largeness

9. "At work he was known to punctuate his conversations with brief wild laughs and gusts of **inchoate enthusiasm** and subsequent embarrassment, expressed by a sudden plunging of the hands into his pockets, after which he would yank his hands out of his pockets, too ashamed of his own shame to stand there merely grimacing for even an instant longer." -George Saunders, "The Falls"

- (a) unfinished, not fully formed
- (b) difficult or impossible to explain
- (c) undisciplined, out of control
- (d) perfected, complete

10. "He wears eyeglasses with thick lenses and thick black frames, and he has gray hair, a round, jowly face, and the **torso** of a born Santa Claus." -Mark Singer, "Mr. Personality"

- (a) big fluffy beard
- (b) hearty laugh
- (c) large black belt
- (d) the central or upper part of the body

**Exercise 3: Choose the correct antonym of the given words****1. Anomalous**

- (A) Usual
- (B) Connected
- (C) Vicious
- (D) Capacious

**2. Preposterous**

- (A) Apologetic
- (B) Credible
- (C) Conceited
- (D) Complaisant

**3. Revealed**

- (A) Naked
- (B) Concealed
- (C) Open
- (D) Bare

**4. Transmit**

- (A) Televise
- (B) Withhold
- (C) Reply
- (D) Show

**5. Jocose**

- (A) Diseased
- (B) Playful
- (C) Dull
- (D) Humorous

**6. Feral**

- (A) Tame
- (B) Unyielding
- (C) Natural
- (D) Grim

**7. Embellish**

- (A) Perish
- (B) Disarm
- (C) Adorn
- (D) Disfigure

**8. Stagnant**

- (A) Inertia
- (B) Progress

- (C) Mobile
- (D) Effervescence

9. Heterogeneous

- (A) Colourful
- (B) Different
- (C) Similar
- (D) Homogeneous

10. Kith

- (A) Strangers
- (B) Outfit
- (C) Son
- (D) Relative

**Exercise 4. Choose the correct Antonyms in the given questions**

**1. Florid**

- (a) Weak
- (b) Pale
- (c) Monotonous
- (d) Ugly

**2. Verity**

- (a) Sanctity
- (b) Reverence
- (c) Falsehood
- (d) Rarity

**3. Perspicuity**

- (a) Vagueness
- (b) Dullness
- (c) Unfairness
- (d) Unwillingness

**4. Fervent**

- (a) Unexcitable
- (b) Enduring
- (c) Dispassionate
- (d) Subdued

**5. Meandering**

- (a) Sliding
- (b) Slopping
- (c) Strained
- (d) Straight

**6. Jettison**

- (a) Accept
- (b) Reward
- (c) Preserve
- (d) Consent

**7. Ameliorate**

- (a) Improve
- (b) Depend
- (c) Soften
- (d) Worsen

**8. Grotesque**

- (a) Natural
- (b) Odd
- (c) Whimsical
- (d) Sinful

**9. Devious**

- (a) Straight
- (b) Obvious
- (c) Simple
- (d) Superficial

**10. Evanescent**

- (a) Imminent
- (b) Permanent

- (c) Pervasive
- (d) Immanent

**11. Accord**

- (a) Disagreement
- (b) Welcome
- (c) Disrespect
- (d) Conformity

**12. Infirmary**

- (a) Employment
- (b) Indisposition
- (c) Strength
- (d) Weakness

**13. Feasible**

- (a) Useful
- (b) Impractical
- (c) Uneven
- (d) Important

**14. Meticulous**

- (a) Forgetful
- (b) Destructive
- (c) Careless
- (d) Flagrant

**15. Synthetic**

- (a) Natural
- (b) Plastic
- (c) Cosmetic
- (d) Apathetic

**16. Liberty**

- (a) Serenity
- (b) Slavery

- (c) Serfdom
- (d) Subordination

**17. Disorderly**

- (a) Chaotic
- (b) Organized
- (c) Adjusted
- (d) Arranged

**18. Elevation**

- (a) Reduction
- (b) Humiliation
- (c) Depression
- (d) Debasement

**19. Glossy**

- (a) Dull
- (b) Shining
- (c) Weary
- (d) Tired

**20. Appropriate**

- (a) Dissimilar
- (b) Incomparable
- (c) Unsuitable
- (d) Disparate

**21. Impeccable**

- (a) Faulty
- (b) Tedious
- (c) Flashy
- (d) Boring

**22. Amalgamate**

- (a) Separate
- (b) Combine



(c) Assimilate

(d) Integrate

**23. Zenith**

(a) Climax

(b) Crisis

(c) Acme

(d) Nadir

**24. Influx**

(a) Reflex

(b) Deflection

(c) Effluent

(d) Exodus

**25. Orderly**

(a) Semitic

(b) Colic

(c) Democratic

(d) Chaotic

**26. Amenable**

(a) Acquiescent

(b) Distrustful

(c) Inattentive

(d) Unwilling

**27. Conspicuous**

(a) Blatant

(b) Definite

(c) Obvious

(d) Obscure

**28. Reproof**

(a) Approbation

(b) Apposition

- (c) Condemnation
- (d) Appropriation

**29. Niggard**

- (a) Avaricious
- (b) Extravagant
- (c) Generous
- (d) Miserly

**30. Exotic**

- (a) Conventional
- (d) Poor
- (c) Inexpensive
- (d) Indigenous

**Exercise 5 : Fill in the blanks with appropriate words**

1. The government has----- smoking in public places. (PREVENTED / BANNED / AVOIDED / STOPPED).
2. The police----- the man because he was behaving suspiciously. (ARRESTED / SENTENCED / CHARGED / CONVICTED).
3. My mother----- me for breaking the window. (ACCUSED / COMPLAINED / CHARGED / BLAMED)
4. You have to find a good----- for being late, otherwise they won't believe you. (CAUSE / RESULT / EXCUSE / AIM)
5. The----- of the meeting is to improve relationships between the two companies. (PURPOSE / SENSE / REASON / CAUSE)
6. The child was----- by a dangerous dog and taken to the hospital. (KNOCKED / ATTACKED / BLOWN / BEAT).
7. Tourists from all over the world come to London to hear Big Ben----- midnight. (BLOW / BEAT / HIT / STRIKE)
8. The bank robbers were able to----- through the back door. (ESCAPE / CHASE / LEAK / CATCH)
9. The teacher is constantly----- me although I always put my hand up. (IGNORING / REGARDING / ATTENDING / NOTICING)
10. My girlfriend wants to----- a career in engineering (PRACTICE / PURSUE / TAKE / CHASE)
11. I have never -----during a test, but other students have tried it. (CHEATED / BETRAYED / TRICKED / FAKED)

12. When I get home from my holiday, I want----- to about the bad hotel service. (OBJECT / PRAISE / STRIKE / COMPLAIN)
13. She tried to----- him from doing something really dangerous, but he didn't listen. (AVOID / CHECK / BLOCK / PREVENT)
14. The murderer was -----to five years in prison. (CHARGED / JUDGED / SENTENCED / PUNISHED)
15. The press conference was a----- because the reporters didn't learn anything new. (DISSATISFACTION / REGRET / DISCONTENT / DISAPPOINTMENT)

**Exercise 6. Solve the given questions**

**1. Choose the correct synonym of ADEPT:**

- a. Professional
- b. Very Skilled
- c. Intelligent
- d. Having high IQ

**2. Choose the correct synonym of LURID:**

- a. Sad
- b. Sentimental
- c. Sensational
- d. Pardon

**3. Choose the correct synonym of BUFF:**

- a. Slavery
- b. Polish
- c. Shocking
- d. Happy

**4. Choose the correct synonym of BLUSTER:**

- a. Raining
- b. Envision
- c. Picture
- d. Thunder

**5. Choose the correct synonym of PREEN:**

- a. Sad
- b. Operation

- c. Pride oneself
- d. Slow

**6. Choose the correct synonym of BRASH:**

- a. Down to earth
- b. Emotional
- c. Humble
- d. Aggressive

**7. Choose the correct synonym of ADMONITION:**

- a. Cultural
- b. Warning
- c. Preen
- d. Information

**8. Choose the correct synonym of TAXING:**

- a. Easy going
- b. Challenging Work
- c. Dreadful
- d. Gentle

**9. Choose the correct synonym of APPLAUD:**

- a. Warning
- b. Challenge
- c. Criticize
- d. Welcome

**10. Choose the correct synonym of IDENTITY:**

- a. Affinity
- b. Mismatch
- c. Dissimilar
- d. Twins

Exercise 5.

Choose the correct Answer:

- 1. Fostering**
- A. Safeguarding
- B. Neglecting

- C. Ignoring
- D. Nurturing

2. Propel

- A. Drive
- B. Jettison
- C. Burst
- D. Acclimatize
- E. Modify

3. Stumbling Block

- A. Argument
- B. Frustration
- C. Advantage
- D. Hurdle
- E. Fallout

4. Defer

- A. Indifferent
- B. Defy
- C. Differ
- D. Postpone

5. Abandon

- A. Forsake
- B. Keep
- C. Cherish
- D. Enlarge

6. Germinate

- A. Decay
- B. Breed
- C. Produce

D. Sprout

7. Recuperate

A. Rehabilitate

B. Recover

C. Reimburse

D. Relocate

8. Delectable

A. Nobel

B. Enjoyable

C. Delicious

D. Sumptuous

9. Disparage

A. Scatter

B. Discriminate

C. Belittle

D. Waste

E. Parable

10. Annihilate

A. Destroy

B. Entrain

C. Forward

D. testify

**Exercise 7. Directions (1-20) Given below are the statements with highlighted words. You are required to find the word from the given options that can be replaced with the highlighted word without changing the meaning of the sentence.**

**Q.1.** They say he is an **uncouth** person, but my perception is something different, and I enjoy being with him.

1. Unfriendly

2. Ill-mannered
3. Extremely Polite
4. Extremely boring

**Q.2.** The decision regarding the closure of the company was made over the **vociferous** objections by the employees.

1. Dedicated
2. Violent
3. Silent
4. Loud

**Q.3.** Although the treatment was **abortive**, the doctor learned a lot from the response by the medicine.

1. Ineffective
2. Productive
3. Great
4. Harmless

**Q.4.** The children in the party were not attracted to the **vapid** entertainment.

1. Dull
2. Grand
3. Fun
4. Serious

**Q.5.** Catherine gave a **masterly** performance in the taming of the shrew.

1. Cruel
2. Brilliant
3. Influencing
4. Crafty

**Q.6.** Because Jackson could not make it to the finals of the tournament he has been **doleful** to the point of not being able to do anything.

1. Vivacious
2. Hopeless
3. Gloomy
4. Gleeful

**Q.7.** The speech given by the minister at the republic day parade was **terse**, plain and forcible.

1. Long
2. Brief
3. Expanded
4. Catchy

**Q.8.** She will come with us for the trek because since her birth she has been living in a **placid** hilly region and misses that in the hustle of the city.

1. Calm
2. Clean
3. High
4. Green

**Q.9.** Walk by the sea during dusk to experience the beauty of nature; you will see **scintillating** water, crimson sky and the setting sun.

1. Frosty
2. Refreshing
3. Sparkling
4. Blazing

**Q.10.** Due to the therapies, she has been undergoing; her body is too weak to **combat** the infection anymore.

1. Normalize
2. Accord
3. Retreat
4. Fight

**Q.11.** She committed suicide because of the constant criticism on her relationship from the society made her **precarious**.

1. Angry
2. Disturbed
3. Insecure
4. Lonely

**Q.12.** To deal with frustrated and disappointed customers, you need an **affable** manager.

1. Smart
2. Witty
3. Sharp



4. Friendly

**Q.13.** A group of people from society cleared up the **fritters** to celebrate the world environment day.

1. Waste
2. Crowd
3. Wrappers
4. Garden

**Q.14.** He couldn't secure good marks as he was not a **ponderous** student.

1. Sharp-minded
2. Laborious
3. Studious
4. Intelligent

**Q.15.** The jury decided to sentence the **indict** for child abuse and murder of the victim.

1. Criminal
2. Murderer
3. Accused
4. Leader

**Q.16.** If you wish to outshine the dance competition, then you should be **stringent** with your practice.

1. Habitual
2. Routine
3. Steady
4. Rigorous

**Q.17.** Although the measures are being taken by the government, the labours class is in **abject** condition amidst the virus spread across the country.

1. Miserable
2. Terrible
3. Earned
4. Worthy

**Q.18.** It is **cynical** that the thief's car crashed into a police station.

1. By grace
2. Humorous

3. Ironic
4. Bitter

**Q.19.** In the hospital, for some **inexplicable** reason, he had an argument with the staff assisting the patients.

1. Stupid
2. Unexplainable
3. Ridiculous
4. Legitimate

**Q.20.** 'Looks' is too **feeble** a reason that she gave to not like him.

1. Rude
2. Stupid
3. Weak
4. Valid

**Exercise 8.** In groups, choose verbs and particles from the following boxes to make phrasal verbs.

Go   give   point   look   push   sit   count   build

Over on up   after   around   under   about   out   away   in

1. The firefighters fought the blaze while the crowd \_\_\_\_\_.

2. We all felt so tired after the first hour of walking but our guide told us we had to \_\_\_\_\_ if we wanted to make the inn by nightfall.

3. While the office computer system was being fixed, there was nothing to do so we just \_\_\_\_\_.

4. If you don't know what that word means Jenkins, \_\_\_\_\_ it \_\_\_\_\_ in the dictionary!

5. I can't understand what you are talking about with this design. Can we \_\_\_\_\_ it again?

6. I am \_\_\_\_\_ Julie to arrive with the stereo. Otherwise, we won't have any music for the party!

7. Stop slouching in the chair like that. \_\_\_\_\_!!

8. Many athletes use steroids to \_\_\_\_\_ themselves \_\_\_\_\_.

9. I would like to \_\_\_\_\_ that there is a piece missing in this model. Hadn't you seen it?

10. I don't like these types of rough games. I think I'll \_\_\_\_\_ this one \_\_\_\_\_ if you don't mind.

**Exercise 9. Complete the following sentences by choosing the most appropriate phrasal verb from the list given. Make sure you conjugate them as well.**

(Call off, turn off, bring up, give away, dawn on, break down, take off, call in, hold on, turn down, sell out, fill in, take up, go through, take off)

1. The truth of the matter finally \_\_\_\_ Tina.
2. Please \_\_\_\_ your socks before you enter the room.
3. The employees \_\_\_\_ the strike.
4. The neighbour asked us to \_\_\_\_ the music.
5. Please \_\_\_\_ the lights when you leave.
6. The flight will \_\_\_\_ any moment now.
7. \_\_\_\_ the study materials the teacher gave you.
8. \_\_\_\_ the surgeon immediately, the patient needs her.
9. Please \_\_\_\_ this application and submit it there.
10. Tim and his family \_\_\_\_ the kid as their own.
11. All the tickets for the Avengers were \_\_\_\_.
12. My car \_\_\_\_ in the middle of the road.
13. The kid decided to \_\_\_\_ a new hobby.
14. The judges will \_\_\_\_ to their decision for a while.
15. Please don't \_\_\_\_ all your money.

**Exercise 10.**

**1. Complete with one of these phrasal verbs: be through, go on, fill in, take off, stay out, speak up.**

1. Could you ..... this application form, please?

2. I'll never talk to you again. We ..... !

3. If you don't ....., we can't hear you.

4. I'm tired because I ..... too late last night.

5. The plane ..... late because of the bad weather.

**1.2. Complete with one of these phrasal verbs: go off, put off, see off, take off, turn off.**

1. Let's go to the airport to ..... them .....

2. The plane doesn't ..... till 5 o'clock.

3. He was sleeping soundly when the alarm clock .....

4. The meeting has been ..... till next month.

5. Don't forget to ..... all the lights when you leave.

**1.3. Complete with: carry on, get on, hold on, put on, try on.**

1. Hi! Is Mr. Knight in? ....., I'll call him.

2. Excuse me, could I ..... this dress, please?

3. How are you ..... at college?

4. Are you still ..... with your tennis lessons?

5. It was a bit chilly, so she ..... her jacket.

**1.4. Complete with: give up, hang up, look up, wake up, wash up.**

1. The kind of housework I hate most is .....

2. If he rings back, just .....

3. I didn't know that word, so I ..... it ..... in a dictionary.
4. Don't ..... You can do it if you try hard.
5. When I ..... in the middle of the night, I had some temperature.

**1.5. Match the phrasal verbs with their corresponding synonyms.**

- |             |               |
|-------------|---------------|
| 1. put off  | a. cancel     |
| 2. call off | b. switch off |
| 3. look up  | c. postpone   |
| 4. go off   | d. continue   |
| 5. carry on | e. explode    |
| 6. turn off | f. check      |

## Reading Comprehension

Reading comprehension is the act of understanding what you are reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense, then the overall story will not either.

### Importance of Reading Comprehension

Reading comprehension is one of the most important skills a person can have. It is essential for success in school and in the workplace.

Some reasons why reading comprehension is so important include:

1. The ability to read and understand texts is essential for success in school. Good reading comprehension skills are necessary for understanding textbooks, lectures, and other class materials.
2. The ability to read and understand texts is also important for success in the workplace. Employees who can read and comprehend instructions, memos, and other work-related documents will be more successful than those who cannot.
3. Good reading comprehension skills also allow people to better understand the world around them. They can better follow the news, understand complex concepts, and make informed decisions.

### Types of Reading Comprehension

Reading comprehension is the endgame of any reading activity.

**Since there are different types of reading skills, there are different levels of reading comprehension too:**

**Literal**—refers to the comprehension of basic information within texts that allows you to answer the five Ws (who, what, where, when, and why) of the story or article you are reading

**Inferential**—based on your literal comprehension of a text, you can predict the unfolding of events in a story or infer meaning from context

**Applied**—using background knowledge to form an opinion about a text and retell it to others. You can give an answer to any question related to the text you have read

**Evaluative**—you can judge the text you read based on the author's tone, language, or writing style.

Evaluative comprehension gives you the power to read between the lines

**Lexical**—implies you can infer the meaning of target vocabulary items within texts. While lexical comprehension is often being taught to children, it can also be used to learn a new language. If you want to practice lexical comprehension, you can look up the keywords and phrases before reading a text

### Four Reading Skills—From Skimming and Scanning to Intensive and Extensive Reading

When considering different types of reading skills, a short list of four strategies—or reading styles—may come to mind. These are:

1. Skimming
2. Scanning

3. Intensive
4. Extensive

### **Intensive Reading**

Intensive reading implies you are diving deep into a given text. **You want to analyze not only every idea expressed in it but also the words and phrases the author has used.** For this reason, intensive reading is usually regarded as an advanced reading activity.

To read intensively, you need several types of reading skills we have outlined, most notably:

Advanced vocabulary range

Excellent attention span

Good memory

Familiarity with the context (or extensive world knowledge)

You would, of course, study your school material intensively, but you don't have to employ this reading style only to study for a good grade. Intensive reading helps you gain new vocabulary, makes you a critical reader, and broadens your attention span further.

**If you want an effective intensive reading practice, you should:**

1. Pick a reading material that deals with the topics you are interested in
  2. Set a time when you will read
  3. Preview the text by reading the heading, subheadings, and first sentences of paragraphs
  4. Read the text deeply, noting down any questions that come to mind or highlighting the statements you want to fact-check
  5. Jot down the vocabulary items you are not familiar with You can read anything you want, from blog posts to scholarly papers. What matters is that you set a specific time to practice intensive reading instead of trying to concentrate on texts while you have other responsibilities on your mind. When it comes to learning new vocabulary, always try to discern the meanings of unknown words and phrases from the context before you look them up in a dictionary.
- If possible, you should engage in discussion with someone about what you read. Sharing ideas will help you retain what you read for a long time and truly acquire new knowledge.

### **Extensive Reading**

**You can think of extensive reading as reading for pleasure.** You don't have to analyze each part of the reading material or scratch your head anytime you're not sure what the author wanted to say. Reading extensively implies you are reading to get the bigger picture, enjoy the story, and pass the time.

Extensive reading should not be confused with passive reading. While you are absorbing a certain material for pleasure, you still want to take in new knowledge and engross yourself in the story. Regular extensive reading helps you acquire new vocabulary too. It also builds a healthy habit of reading for pleasure.

Ideal materials for extensive reading are magazines, fiction novels, and comic books. Make sure to pick the material you are interested in and create a relaxing environment for reading for at least an hour. You should also keep any distractions away.

## Skimming

**Skimming implies going over a text briefly before you decide whether you want to read it whole.** In fact, you use skimming a lot in your daily life—for example, when you leaf through a magazine to check if any content in it is worth a complete read.

College students can benefit from skimming texts in particular. If you are a scholar, you need to collect and research long papers often. To help you determine which ones you will use in your study, you should always skim through them first.

Here's how you can apply the skimming technique:

Look at the title and table of contents of your material

Go over the text quickly to get the gist of the material

Pay attention to bolded or italicized sentences

This technique is useful because it saves you plenty of time. You don't have to start reading some material deeply only to conclude after a while that it has no use for you.

## Scanning

**Scanning is the technique you use to locate specific bits of information in texts.** Usually, you already know what the text is about, and you know it contains the information you need.

To give you an example, imagine you want to check when the Wars of the Roses ended. You will open a page in your history textbook you know contains this information. Alternatively, you can type in Wars of the Roses into a Google search. Your eyes will fly over the text searching for numbers, and you will have your answer quickly.

Scanning is a useful technique to employ both in education and real life. Like skimming, it saves you time and makes locating specific facts easy.

## General Strategies for Reading Comprehension

1. Make Connections—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.
2. Ask Questions—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
3. Visualize—Readers make the printed word real and concrete by creating a —movie of the text in their minds.
4. Determine Text Importance—Readers (a) distinguish between what's essential versus what's interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and



solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.

5. **Make Inferences**—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.

6. **Synthesize**—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

## 8 Types of Reading Comprehension Questions

**1. Universal or Main Idea Questions** – This question-type asks about the big picture, the passage as a whole.

- —Which of the following best summarizes the passage?
- —What is the author attempting to illustrate through this passage?
- —What is the thematic highlight of this passage?
- Which of the following best states the central idea of the passage?
- The gist of the passage is: ● Which of the following is the principal topic of the passage?
- —Which of the following best describes one of the main ideas \_\_\_\_?

**2. Specific** –This type asks about details from the passage. The correct answer is often a paraphrase of something directly stated in the passage.

- —Which \_\_\_\_ has not been cited as \_\_\_\_?
- —According to the author, what is \_\_\_\_?
- —By a \_\_\_\_, the author means...
- —According to the passage, \_\_\_\_?
- —Which factor has not been cited \_\_\_\_?

**3. Vocab-in-Context** – This is a type of Specific question which asks about the use of a particular word or phrase.

- —In the passage, the phrase \_\_\_\_ refers to
- —In the sentence, \_\_\_\_, what is the meaning of \_\_\_\_‘?

**4. Function** – This type of question asks about the logical structure of a passage.

- —The author cites \_\_\_\_\_, in order to
- —The \_\_\_\_\_ in the passage has been used by the author to
- —Which of the following best describes the reason the author \_\_\_\_\_?

**5. Inference** – Inference questions require you to understand what is implied by but not necessarily stated in the passage. The correct answer may rely on subtle phrases from the passage and be hard to find/less obvious than Specific questions.

- —The passage uses \_\_\_\_\_ to imply that \_\_\_\_\_
- —Which of the following cannot be inferred from the passage?
- —What does the author mean by \_\_\_\_\_?
- —What can be inferred when the author states \_\_\_\_\_?
- The sentence, \_\_\_\_\_, implies that

**6. Application** – This is a slightly more specific type of inference question, where you're asking to choose an answer which mimics a process or exemplifies a situation described in the passage.

- Which of the following could be used to replace \_\_\_\_\_?
- —A \_\_\_\_\_, as conceptualized in the passage, can best be described as \_\_\_\_\_
- —Which of the following best illustrates the situation \_\_\_\_\_

**7. Tone** – This question type is also a specific type of inference, requiring you to infer the author's point of view and position on certain statements.

- —The author of the passage is most likely to agree with \_\_\_\_\_?
- —Which of the following views does the author most likely support \_\_\_\_\_?

**8. Context outside passage** -Like inference questions, applying information questions deal with topics that are not mentioned explicitly in the passage. This type of question asks you to take the information given in the passage and apply it logically to a context outside of the passage. An applying information question could look like:

- Which of the following situations is most similar to the situation described in the paragraph?
- Identify a hypothetical situation that is comparable to a situation presented in the passage?
- Select an example that is like an example provided in the passage?

**Main idea 1**

There are many reasons why the death penalty should have minimal place in any society, not least because it violates the fundamental right to life. The argument that it may deter violent crime is countered by the observations that murder rates declined in ten out of eleven countries which had abolished capital punishment in recent years. The most egregious aspect of the death penalty is the widespread evidence of miscarriage of justice which occurs even in the most robust judicial systems, leading to the real threat of an irreversible punishment being inflicted on an innocent person.

What is the main idea of the passage?

- A. Death penalty should not be abolished.
- B. Death penalty should be reduced to minimum.
- C. It is debatable whether the death penalty should be abolished or not.
- D. None of these

### **Main Idea 2**

It is inevitable that the ban on polythene bags by the government will encounter teething troubles, such as resistance from a section of the trader community as well as the industry. The end-users will also feel the pinch if the substitutes (paper/cloth bags) are not easily available or lack affordability and durability. Several states have imposed a complete or partial ban on single-use plastic over the years, including Karnataka, Maharashtra, Tamil Nadu and Himachal Pradesh. The implementation has been patchy in general, with the authorities often adopting a lax attitude and things eventually returning to business as usual.

What is the main idea of the passage?

- A. The recent ban on polythene will prove to be an all-out success.
- B. The ban on polythene will face resistance from a certain section of the society including traders and industrialists.
- C. The ban on polythene is a good step towards clean and green India.
- D. Ban on polyethene in the past has not been that successful in some states, so the recent ban in the entire country is also going to face some challenges.

## Application – 1

The piranha is a much-maligned fish. Most people think that this is a deadly creature that swarms through rivers and creeks of the Amazon rainforest looking for victims to tear apart. And woe betide anyone unlucky enough to be in the same water as a shoal of piranhas. It takes only a few minutes for the vicious piranhas to reduce someone to a mere skeleton. The truth is that the piranha is really a much more nuanced animal than the mindless killer depicted in the media. In fact, piranhas are a group made up of approximately twelve different species. Each piranha species occupies its own ecological niche. One type of piranha takes chunks out of the fins of other fish. Another type eats fruit falling from trees into the river. Each piranha species plays a unique role in the ecology of the rainforest floodplains. So, what should you do next time you hear someone talking about the —deadly piranha? You can remind them that the piranha is not always the notorious killer fish that the tough, muscular heroes of popular nature television shows would have us believe.

**In paragraph 1, the author uses hyperbole—characterized by the use of exaggeration for effect—to describe the piranha. The author most likely uses hyperbole to**

- A. frame an argument that is supported in a later paragraph
- B. create ambiguity so the reader cannot be sure which position the writer supports
- C. juxtapose the myth of the piranha with the truth about the fish
- D. evoke vivid images of nature television shows in the reader's mind

## Some of the common tones used by author are listed below:

- ✓ Critical: denotes negative or fault-finding attitude of the author. Sometimes, the word critical is also used to denote deep analysis of the issue with a neutral outlook.
- ✓ Laudatory/Eulogistic: To shower high praise on something or somebody.
- ✓ Cynical: A higher degree of pessimism coupled with a sense of skepticism and helplessness.
- ✓ Satirical: To use humour as a tool for healthy criticism.
- ✓ Sarcastic: To use the words opposite to what you mean to taunt or make fun of somebody.
- ✓ Didactic: When the author tries to teach or instruct through his writing.
- ✓ Nostalgic: Conveys a sense of longing for the past.

**Answers: Main Idea 1- B, Main Idea – 2 D , Application 1- C**

Tips according to the length of the paragraph

## Tips for Very Long Passages

- The reader should develop a **habit of reading** different types of articles which will help them to understand the tone, attitude, and style of writing of several writers.
- Use the “**bottom-up**” approach which means, read the questions first, so that the reader has an idea of what to look for, in the passage. It will save the reader’s time.
- While reading the long passage make sure **not to read the complete passage**, try reading only the part that is related to the questions that are asked.
- While reading the passage **don’t try to memorize** every part of the passage instead understanding the essence of the point being conveyed by the author.
- Increase the **reading speed** by solving different exam papers or online mock tests.
- Try to **engage with the passage** from the start. Take down important details and **question** each passage on the basis of inference.

## Tips for Short Passages

- The short reading comprehension passages are either **one or two** paragraphs long.
- They can be read **easily** and quickly.
- The readers are advised to **read the passage slowly** but simultaneously look for the important details.
- Then, from the questions, **retrace the lines** that correspond to the questions.

## Tips for Medium Length Passages

- The reader should **first try to read two to three lines** of each paragraph given. It will allow the reader to find the conclusion and essence of the paragraph quickly.
- Along with reading try to **take note** of some information given in the passage by recollecting the important words.
- Further, **eliminating** the words, phrases, and sentences from the passage that is not useful will help in answering questions which have almost similar options.
- Try to **improve vocabulary**, read and solve comprehensions from different fields of knowledge, like Science, Arts, Literature, Politics, Economics, and Current Affairs, etc.

## Practice Exercises

### Passage 1:

#### Read the passage and answer the questions on the basis of the same:

A fact that draws our attention is that, according to his position in life, an extravagant man is either admired or loathed. A successful business man does nothing to increase his popularity by being prudent with his money. A person who is wealthy is expected to lead a luxurious life and to be lavish with his hospitality. If he is not so, he is considered mean, and his reputation in business may even suffer in consequence. The paradox remains that he had not been careful with his money in the first place; he would never have achieved his present wealth. Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he has not paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles – so much for rent, for food, for the children's shoes, she is able to face the milkman with equanimity every month satisfied with her economizing ways, and never knows the guilt of buying something she can't really afford. As for myself, I fall neither of these categories. If I have money to spare I can be extravagant, but when, as is usually the case, I am hard up and then I am the meanest man imaginable.

#### Question 1:

Choose an appropriate title for the above passage:

1. Profligacy plays its part in the lives of both rich and poor
2. Miserable lives of the poor

3. Profligacy – A cause for poverty
4. Profligacy is appreciated

**Question 2:**

As per the text, “A wealthy and successful businessman...

1. Has been into profligacy
2. Is popular by wasting time
3. Shall not worry about popularity
4. Is likely to have a lavish standard of living

**Passage 2:**

In ancient times, people tried to explain the world around them based on what they saw. People in ancient times saw that the sun came up from one side of the earth, moved across the sky, and went down on the other side. Based on this observation, they believed that the sun travels around the earth. Going directly from observation to conclusion is called non-scientific thinking.

Here is an example of non-scientific thinking. Maybe you had a sick stomach, and ate a candy bar. An hour later, you observed that you felt much better. You might conclude that it was the candy bar that made you feel better. But there are other possible explanations for the observation. Maybe you had taken some medicine an hour earlier, and it took a while to work. Maybe enough time had passed, and you would have felt better without eating the candy bar. Non-scientific thinking happens all the time.

The scientific method is a way of thinking that helps you to avoid drawing incorrect conclusions. It does this in three ways. First, it helps you to avoid nonscientific thinking. It also reminds you to treat your first conclusion as one of several possible conclusions. Finally, it reminds you to gather evidence to support your conclusion.

The five steps in the scientific method begin by questioning an observation, and end with a conclusion that is based on evidence. Step 1 in the scientific method is to ask a question about your observation, such as, “What makes a sick stomach feel better?” Step 2 is to state a possible answer to the question, or a hypothesis, such as, “A candy bar makes a sick stomach feel better.” Step 3 is to test the hypothesis. This can be done in many different ways. You could wait until you have a sick stomach again, eat a candy bar, and see what happens. You could ask a lot of people if eating a candy bar had ever made a sick stomach feel better. Figuring out how to test a hypothesis is what makes science challenging. Step 4 is to think about the findings—think about what happened when you tested the hypothesis. Step 5 is to draw a conclusion—and share it with the rest of the world.

**1. What is the main idea of the first paragraph?**

A. People in ancient times saw that the sun came up from one side of the earth, moved across the sky, and went down on the other side.

B. People in ancient times believed that the sun travels around the earth.

C. Going directly from observation to conclusion is called non-scientific thinking.

**2. What is the main idea of the second paragraph?**

A. An hour after eating a candy bar, your sick stomach felt better.

B. Non-scientific thinking happens all the time.

C. Maybe you would have felt better without eating the candy bar.

**3. What is the main idea of the third paragraph?**

A. The scientific method is a way of thinking that helps you avoid drawing incorrect conclusions.

B. The scientific method reminds you to treat your first conclusion as one of several possible conclusions.

C. The scientific method reminds you to gather evidence to support your conclusion.

**4. What is the main idea of the fourth paragraph?**

A. The scientific method begins by questioning an observation, and ends with a conclusion that is based on evidence.

B. The first step in the scientific method is to ask a question about an observation.

C. The last step in the scientific method is to draw a conclusion, and share it.

**Passage 3.**

When you want to hang the American flag over the middle of a street, suspend it vertically with the blue field (called the union) to the north and east-west street. When the flag is displayed with another banner from crossed staffs, the American flag is on the right. Place the staff of the American flag in front of the other staff. Raise the flag quickly and lower it slowly and respectfully. When flying the flag at half-mast, hoist it to the top of the pole for a moment before lowering it to mid-pole. When flying the American flag with banners from states or cities, raise the nation's banner first and lower it last. Never allow the flag to touch the ground.

**1. What is the main idea of this passage?**

a. The American flag is the symbol of American freedom.

b. The American flag has fifty stars.

c. Placing the American flag inappropriately will draw government intervention.

d. American flag should be flown differently in certain situations.



e. The flag should be lowered quickly and respectfully.

#### Passage 4.

Most people think that it's fine to be "busy as a beaver." Little do they know. Beavers may work hard, but often they don't get very much done.

Beavers are supposed to be great tree cutters. It is true that a beaver can gnaw through a tree very quickly: A six-inch birch takes about 10 minutes. But then what? Often the beaver does not make use of the tree. One expert says that beavers waste one out of every five trees they cut.

For one thing, they do not choose their trees wisely. One bunch of beavers cut down a cottonwood tree more than 100 feet tall. Then they found that they could not move it.

In thick woods, a tree sometimes won't fall down. It gets stuck in the other trees. Of course, the beaver doesn't think to cut down the trees that are in the way. So a good tree goes to waste.

Some people think that beavers can make a tree fall the way they want it to. Not true. (In fact, beavers sometimes get pinned under a falling tree.) When beavers cut a tree near a stream, it usually falls into the water, but they do not plan it that way. The fact is that most trees lean toward the water to start with.

Now what about dam building? Most beaver dams are wonders of engineering. The best ones are strongly built of trees, stones, and mud. They are wide at the bottom and narrow at the top.

Beavers think nothing of building a dam more than 200 feet long. One dam in Montana was more than 2,000 feet long. The largest one ever seen was in New Hampshire: it stretched 4,000 feet, and made a lake large enough to hold 40 beaver homes.

So beavers do build good dams. But they don't always build them in the right places. They just don't plan. They will build a dam across the widest part of the stream. They don't try to find a place where the stream is narrow. So a lot of their hard work is wasted.

Beavers should learn that it's not enough to be busy. You have to know what you're doing, too. For example, there was one Oregon beaver that really was a worker. It decided to fix a leak in a man-made dam. After five days of work it gave up. The leak it was trying to block was the lock that boats go through.

1. What is the main idea of this passage?

Beavers may be hard-working animals, but they don't always choose the most efficient mechanisms.

Beavers are excellent dam builders.

New Hampshire was the site of the largest beaver dam.

Beavers are well-developed tree cutters.

Beavers are poor surveyors of aquatic environments in some cases.

#### Passage 5

I felt the wall of the tunnel shiver. The master alarm squealed through my earphones. Almost simultaneously, Jack yelled down to me that there was a warning light on. Fleeting but spectacular sights snapped into and out of view, the snow, the shower of debris, the moon, looming close and big, the dazzling sunshine for once unfiltered by layers of air. The last twelve hours before re-entry were particular bone-chilling. During this period, I had to go up in to command module. Even after the fiery re-entry splashing down in 81° water in south pacific, we could still see our frosty breath inside the command module.

1. Which one of the following reasons would one consider as more as possible for the warning lights to be on?

a. There was a shower of debris.

- b. Jack was yelling.
  - c. A catastrophe was imminent.
  - d. The moon was looming close and big.
2. The statement that the dazzling sunshine was "for once unfiltered by layers of air" means
- a. that the sun was very hot
  - b. that there was no strong wind
  - c. that the air was unpolluted
  - d. none of above

**Passage 6.**

There is modicum of truth in the assertion that "a working knowledge of ancient history is necessary to the intelligent interpretation of current events". But the sage who uttered these words of wisdom might well have added something on the benefits of studying, particularly, the famous battles of history for the lessons they contain for those of us who lead or aspire to leadership. Such a study will reveal certain qualities and attributes which enabled the winners to win and certain deficiencies which caused the losers to lose. And the student will see that the same patterns recur consistently, again and again, throughout the centuries.

- 1. A person who aspires to lead could learn from the history of battles
  - a. what led the previous leaders win a battle
  - b. what made them lose a battle
  - c. the qualities and deficiencies of commanders of these battles
  - d. the strategies that they have evolved in course of these battles
- 2. According to the writer, a study of famous battles of history would
  - a. be beneficial to wise men
  - b. provide food to modern leaders for reflection
  - c. be more useful than a general knowledge of ancient history
  - d. help us understand the art of modern warfare
- 3. A knowledge of history is necessary to interpret current problems because
  - a. they have roots in the past
  - b. they can be contrasted with the past events
  - c. they may be repetitions of past events
  - d. only then they can be put in a proper context

**Passage 7.**

The casual horrors and real disasters are thrown at newspaper reader without discrimination. In the contemporary arrangements for circulating the news, an important element, evaluation is always weak and often wanting entirely. There is no point anywhere along the line somewhere someone put his foot down for certain and says, "This is important and that does not amount to row of beans; deserves no one's attention, and should travel the wires no farther". The junk is dressed up to look as meaningful as the real news.

1. Evaluation of news would imply
  - a. less dependence on modern systems of communication
  - b. more careful analysis of each news story and its value
  - c. separating beans from junk
  - d. discriminating horrors from disasters
2. The writer of the above passage
  - a. seems to be happy with the contemporary arrangements for circulating news
  - b. is shocked by the casual stories about horrors and disasters reported in the newspapers
  - c. wants better evaluation of news before publication
  - d. wants to put his foot down on news stories
3. In the above passage, the phrase "amounts to a row of beans" means that the news
  - a. is weak and often wanting entirely
  - b. deserves no one's attention
  - c. should travel the wires
  - d. is junk dressed up as real news
4. Newspapers lack a sense of discrimination because
  - a. they do not separate the real news from mere sensationalism
  - b. they have to accept whatever is received on the wires
  - c. limited manpower makes serious evolution impossible
  - d. people don't see the difference between 'junk' and 'real' news

### Passage 8

The world dismisses curiosity by calling it idle or mere idle curiosity even though curious persons are seldom idle. Parents do their best to extinguish curiosity in their children because it makes life difficult to be faced everyday with a string of unanswerable questions about what makes fire hot or why grass grows. Children whose curiosity survives parental discipline are invited to join our university. With the university, they go on asking their questions and trying to find the answers. In the eyes of a scholar, that is what a university for. Some of the questions which the scholars ask seem to the world to be scarcely worth asking, let alone answering. They asked questions too minute and specialised for you and me to understand without years of explanation. If the world inquires of one of them why he wants to know the answer to a particular question he

may say especially if he is a scientist, that the answer will in some obscure way make possible a new machine or weapon or gadget. He talks that way because he knows that the world understands and respects utility. But to you who are now part of the university, he will say that he wants to know the answer simply because he does not know it, the way the mountain climber wants to climb a mountain, simply because it is there. Similarly a historian asked by an outsider why he studies history may come out with the argument that he has learnt to respect to report on such occasions, something about knowledge of the past making it possible to understand the present and mould the future. But if you really want to know why a historian studies the past, the answer is much simpler, something happened and he would like to know what. All this does not mean that the answers which scholars find to their enormous consequences but these seldom form the reason for asking the question or pursuing the answers. It is true that scholars can be put to work answering questions for sake of the consequences as thousands are working now, for example, in search of a cure for cancer. But this is not the primary scholars. For the consequences are usually subordinate to the satisfaction of curiosity.

1. Children whose curiosity survives parental discipline means
  - a. children retaining their curiosity in spite of being discouraged by their parents
  - b. children pursuing their mental curiosity
  - c. children's curiosity subdued due to parents intervention
  - d. children being disciplined by their parents
2. According to their passage, the children make life difficult for their parents
  - a. by their ceaseless curiosity
  - b. by unceasing bombardment of questions
  - c. by asking irrelevant questions
  - d. by posing profound questions
3. The common people consider some of the questions that the scholars ask unimportant
  - a. as they are too lazy and idle
  - b. as they are too modest
  - c. as it's beyond their comprehension
  - d. as it is considered a waste of time
4. A historian really studies the past
  - a. to comprehend the present and to reconstruct the future
  - b. to explain the present and plan the future
  - c. to understand the present and make fortune
  - d. to understand the present and mould the future
5. According to their passage, parents do their best to discourage curiosity in their children
  - a. because they have no time
  - b. because they have no patience to answer them

- c. because they feel that their children ask stupid questions continuously
- d. because they are unable to answer all the questions

### Passage 9

Modern economies does not differentiate between renewable and non-renewable materials, as its method is to measures everything by means of a money price. Thus, taking various alternatives fuels, like coal, oil, wood or water power: the only difference between them recognised by modern economics is relative cost per equivalent unit. The cheapest is automatically the one to be preferred, as to do otherwise would be irrational and 'uneconomic'. From a Buddhist point of view of course this will not do, the essential difference between non-renewable fuels like coal and oil on the one hand and renewable fuels like wood and water power on the other cannot be simply overlooked. Non-renewable goods must be used only if they are indispensable, and then only with the greatest care and the highest concern for conservation. To use them carelessly or extravagantly is an act of violence, and while complete non-violence may not be possible on earth, it is nonetheless the duty of man to aim at deal of non-violence in all he does.

1. According to the passage, Buddhist economists are not in favour of

- a. measuring everything in terms of money
- b. using non-renewable sources
- c. economic development
- d. applying non-violence to every sphere of life

2. In this passage the author is trying to

- a. differentiate between renewable and non-renewable materials
- b. show that the modern economist is only concerned with costs
- c. underline the need for conserving natural resources
- d. different between two economic philosophies

4. Fill in the blanks with the appropriate pair of phrases:

The passage suggests that while a modern economist, considers it uneconomic to use ..... form of fuel, a Buddhist economist considers it uneconomic to use ..... form a fuel

- a. a cheap, a renewable
- b. an irrational, an essential
- c. an expensive, an non-renewable
- d. a rational, an unessential

4. The Buddhist economist's attitude implies that fuels like coal and oil must be used only if

- a. there is a plentiful supply
- b. wood and water can be dispensed with
- c. the relative cost of each is than of wood and water

d. there is no alternative fuel available

**Passage 10.**

Many sociologists have argued that there is functional relationship between education and economic system. They point to the fact that mass formal education began in industrial society. They note that the expansion of the economies of industrial societies is accompanied by a corresponding expansion of their educational systems. they explain this correspondance in terms of the needs of industry for skilled and trained manpower, needs which are met by the educational system. Thus, the provision of mass elementary education in Britain in 1870 can be seen as a response to the needs of industry for a literate and numerate workforce at a time when industrial processes were becoming more complex and the demand for technical skills was steadily growing.

1. The industry needs a literate work-force because

- a. its expansion needs sound learning
- b. it relies heavily on expertise
- c. it promotes a competitive spirit
- d. its operations need intricate technical knowledge

2. The author argues that

- a. formal education can be traced to industrial society
- b. industrial society is responsible for expansion of education at mass level
- c. industrial society gave rise to vocational education
- d. industrial society changed the pattern of education

3. The observation of the Sociologists are based on a study of

the statistical data available in a historical context

economic system of the 19<sup>th</sup> century

the correlation between industry and education in a historical context

growth of industry 19<sup>th</sup> century

4. The Sociologists referred to it in the passage say that the relationship between industry and elementary education was one

- a. based on mutual need
- b. based entirely on the need of the industry
- c. based entirely on economic need
- d. based on some inexplicable historical forces

5. By 'functional relationship' is meant

- a. a short-term relationship
- b. practical and utilitarian relationship
- c. temporary arrangement
- d. close and unbreakable relationship

### Passage 11

Soft bodied animals like caterpillars often fall a prey to voracious hunters like birds or reptiles. Despite having no means to 'actively' defend themselves, with weapons like claws or jaws, they have nevertheless, evolved other equally effective deterrents. A particular species of the caterpillar lives at an altitude over 2.500 metres in the Himalayas. It uses prominent colour to inform would be predators of its in edibility. In the event that an inexperienced or adventurous bird did eat the caterpillar, it would probably vomit it soon after, and subsequently desist from attacking similar species in future. Though this would do the unfortunate victim no good, the species benefits. A rare example of the martyr among animals.

- 1.The expression "others equally effective deterrents" mean
  - a. preventive weapons which have equal effect of others
  - b. mechanism which scares everyone equally well
  - c. preventive equipment which it is as effective as something that has been already mentioned in the passage
  - d. deterrents that are as powerful as those the caterpillars have
2. Experienced birds do not attack the Himalayan caterpillars because they are
  - a. repulsive
  - b. very aggressive
  - c. inedible
  - d. diseased
- 3.The Himalayan caterpillar uses prominent colours to
  - a. warn the predator
  - b. attack the predator
  - c. reveal itself
  - d. defend itself
- 4.Caterpillars cannot defend themselves because
  - a. are passive animals
  - b. are lazy
  - c. cannot acquire weapons
  - d. have no claws or jaws

5. In the context of this passage, a martyr is one who dies

- a. without putting up resistance
- b. without any gain to oneself
- c. while defending one's homeland
- d. to save others

**Passage 12.**

Courage is not only the basis of virtue; it is its expression. Faith, hope, charity and all the rest don't become virtues until it takes courage to exercise them. There are roughly two types of courage. The first an emotional state which urges a man to risk injury or death, is physical courage. The second, more reasoning attitude which enables him to take coolly his career, happiness, his whole future or his judgement of what he thinks either right or worthwhile, is moral courage.

I have known many men, who had marked physical courage, but lacked moral courage. Some of them were in high places, but they failed to be great in themselves because they lacked moral courage. On the other hand I have seen men who undoubtedly possessed moral courage but were very cautious about taking physical risks. But I have never met a man with moral courage who couldn't, when it was really necessary, face a situation boldly.

1. A man of courage is

- a. cunning
- b. intelligent
- c. curious
- d. careful

2. Physical courage is an expression of

- a. emotions
- b. deliberation
- c. uncertainty
- d. defiance

3. A man with moral courage can

- a. defy his enemies
- b. overcome all difficulties
- c. face a situation boldly
- d. be very pragmatic



4. People with physical courage lack

- a. mental balance
- b. capacity for reasoning
- c. emotional stability
- d. will to fight

5. All virtues become meaningful because of

- a. faith
- b. charity
- c. courage
- d. hope

**Passage 13.**

The strength of the electronics industry in Japan is the Japanese ability to organise production and marketing rather than their achievements in original research. The British are generally recognised as a far more inventive collection of individuals, but never seem able to exploit what they invent. There are many examples, from the TSR Z hovercraft, high speed train and Sinclair scooter to the Triumph, BSA and Norton Motorcycle which all prove this sad rule. The Japanese were able to exploit their strengths in marketing and development many years ago, and their success was at first either not understood in the West or was dismissed as something which could have been produced only at their low price. They were sold because they were cheap copies of other people's ideas churned out of a workhouse which was dedicated to hard grind above all else.

1. It is evident from the passage that the strength of a country's industry depends upon

- a. original research
- b. international cooperation
- c. dedicated workforce
- d. electronic development

2. The sad rule mentioned in this passage refers to

- a. the inability of the Japanese to be inventive like the British
- b. the inability of the British to be industrious like the Japanese
- c. the lack of variety in Japanese inventions
- d. the poorer marketing ability of British

3. The TSR Z hovercraft, high speed train, Sinclair scooter etc. are the symbols of

- a. Japanese success

- b. British failure
- c. British success
- d. Japanese failure

4. According to the passage, prosperity in industry depends upon

- a. productivity
- b. inventiveness
- c. marketing ability
- d. official patronage

5. The main theme of this passage is

- a. electronic industry in Japan
- b. industrial comparison between Japan and Britain
- c. the role of marketing efficiency in industrial prosperity
- d. the importance of original research in industry

#### **Passage 14.**

The object underlying the rules of natural justice "is to prevent miscarriage of justice" and secure "fair play in action" As pointed out earlier the requirement about recording of reasons for its decision by an administrative authority exercising quasi-judicial functions achieves his object by excluding changes of arbitrariness and ensuring a degree of fairness in the process of decision making. Keeping in view the expanding horizon of the principle of natural justice which govern exercise of power by administrative authorities. The rules of natural justice are not embodied rules. The extent of their application depends upon the particularly statutory framework where under jurisdiction has been conferred on the administrative authority. with regard to the exercise of particular power by an administrative authority including exercise of judicial or quasi-judicial functions the legislature, while conferring the said power, may feel that it would not be in the larger public interest that the reasons for the order passed by the administrative authority be recorded in the order and be communicated to the aggrieved party and it may dispense with such a requirement.

1. "The rules of the natural justice are not embodied rules" means that these rules

- a. are left deliberately vague
- b. cannot be satisfactorily interpreted
- c. are flexible
- d. cannot be visualized

2. From the passage it is clear that it is the legislature that

- a. invests the administrative authority with enormous powers

- b. embodies rules
- c. has the larger interests of public welfare
- d. leaves administrative authority enough discretion to interpret rules

3. According to the passage, there is always a gap between

- a. rules of natural justice and their application
- b. conception of a rule and its concretisation
- c. demand for natural justice and its realisation
- d. intention and execution

4. "To dispense with a requirement" means

- a. to do without the demand
- b. to drop the charge
- c. to cancel all formal procedure
- d. to alter the provisions of the case

5. According to the passage, natural justice can be brought about by

- a. administrative authority remaining vigilant
- b. administrative authority upholding rules of natural justice
- c. administrative authority farming rules suitably
- d. administrative authority observing the rules of fair play

### Passage 15

Organisations are institutions in which members compete for status and power. They compete for resource of the organisation, for example finance to expand their own departments, for career advancement and for power to control the activities of others. In pursuit of these aims, groups are formed and sectional interests emerge. As a result, policy decisions may serve the ends of political and career systems rather than those of the concern. In this way, the goals of the organisation may be displaced in favour of sectional interests and individual ambition. These preoccupations sometimes prevent the emergence of organic systems. Many of the electronic firms in the study had recently created research and development departments employing highly qualified and well paid scientists and technicians. Their high pay and expert knowledge were sometimes seen as a threat to the established order of rank, power and privilege. Many senior managers had little knowledge of technicality and possibilities of new developments and electronics. Some felt that close cooperation with the experts in an organic system would reveal their ignorance and show their experience was now redundant.

1. The theme of the passage is

- a. groupism in organizations
- b. individual ambitions in organizations
- c. frustration of senior managers

- d. emergence of sectional interests in organizations
- 2."Organic system" as related to the organization implies its
- a. growth with the help of expert knowledge
  - b. growth with input from science and technology
  - c. steady all around development
  - d. natural and unimpeded growth
- 3.Policy decision in organization would involve
- a. cooperation at all levels in the organization
  - b. modernization of the organization
  - c. attracting highly qualified personnel
  - d. keeping in view the larger objectives of the organizations
- 4.The author makes out a case for
- a. organic system
  - b. Research and Development in organisations
  - c. an understanding between senior and middle level executives
  - d. a refresher course for senior managers
- 5.The author tends to the senior managers as
- a. ignorant and incompetent
  - b. a little out of step with their work environment
  - c. jealous of their younger colleagues
  - d. robbed of their rank, power and privilege

### Passage 16

Laws of nature are not commands but statements of acts. The use of the word "law" in this context is rather unfortunate. It would be better to speak of uniformities in nature. This would do away with the elementary fallacy that a law implies a law giver. If a piece of matter does not obey a law of nature it is punished. On the contrary, we say that the law has been incorrectly started

- 1.If a piece of matter violates nature's law, it is not punished because
- a. it is not binding to obey it
  - b. there is no superior being to enforce the law of nature
  - c. it cannot be punished

d. it simply means that the facts have not been correctly stated by law

2.Laws of nature differ from man-made laws because

- a. the former state facts of Nature
- b. they must be obeyed
- c. they are natural
- d. unlike human laws, they are systematic

3.The laws of nature based on observation are

- a. conclusion about the nature of the universe.
- b. true and unfalsifiable.
- c. figments of the observer imagination.
- d. subject to change in the light of new facts.

4.The author is not happy with word 'law' because

- a. it connotes rigidity and harshness
- b. it implies an agency which has made them
- c. it does not convey the sense of nature's uniformity
- d. it gives rise to false beliefs

### **Passage 17**

What needs to be set right is our approach to work. It is a common sight in our country of employees reporting for duty on time and at the same time doing little work. If an assessment is made of time they spent in gossiping, drinking tea, eating "pan" and smoking cigarettes, it will be shocking to know that the time devoted to actual work is negligible. The problem is the standard which the leadership in administration sets for the staff. Forgot the ministers because they mix politics and administration. What do top bureaucrats do? What do the below down officials do? The administration set up remains weak mainly because the employees do not have the right example to follow and they are more concerned about being in the good books of the bosses than doing work.

1.The employees in our country

- a. are quite punctual but not duty conscious
- b. are not punctual, but somehow manage to complete their work
- c. are somewhat lazy but good natured
- d. are not very highly qualified

2.According to the writer, the administration in India

- a. is by and large effective
- b. is very strict and firm
- c. is affected by red tape
- d. is more or less ineffective

3.The word 'assessment' means

- a. enquiry
- b. report
- c. evaluation
- d. summary

4.The leadership in administration

- a. sets a fine example to the employees
- b. is of a reasonably high standard
- c. is composed of idealists
- d. is of a very poor standard

5.The central idea of passage could be best expressed by the following

- a. The employee outlook towards work is justified
- b. The employee must change their outlook towards work
- c. The employees would never change their work culture
- d. The employer-employee relationship is far from healthy

### **Passage 18**

I felt the wall of the tunnel shiver. The master alarm squealed through my earphones. Almost simultaneously, Jack yelled down to me that there was a warning light on. Fleeting but spectacular sights snapped into and out of view, the snow, the shower of debris, the moon, looming close and big, the dazzling sunshine for once unfiltered by layers of air. The last twelve hours before re-entry were particular bone-chilling. During this period, I had to go up in to command module. Even after the fiery re-entry splashing down in 81° water in south pacific, we could still see our frosty breath inside the command module.

1.The word 'Command Module' used twice in the given passage indicates perhaps that it deals with

- a. an alarming journey
- b. a commanding situation
- c. a journey into outer space
- d. a frightful battle.

2. Which one of the following reasons would one consider as more as possible for the warning lights to be on?

- a. There was a shower of debris.
- b. Jack was yelling.
- c. A catastrophe was imminent.
- d. The moon was looming close and big.

3. The statement that the dazzling sunshine was "for once unfiltered by layers of air" means

- a. that the sun was very hot
- b. that there was no strong wind
- c. that the air was unpolluted
- d. none of above

### Passage 19

The enjoyment of physical possession of things would seem to be one of the prerogatives of wealth which has been little impaired. Presumably nothing has happened to keep the man who can afford them from enjoying his Rembrandt and his homegrown orchids. But enjoyment of things has always been associated with the third prerogative of wealth which is the distinct it confers. In a world where nearly everyone was poor, the distinction was very great. It was the natural consequence of rarity. In England it is widely agreed, the ducal families are not uniformly superior. There is a roughly normal incidence of intelligence and stupidity, good taste and bad taste, morality, immorality. But very few people are dukes and duchesses, although the later have become rather more frequent with modern easing of divorce laws. As a result, even though they may be intrinsically unexceptional they are regarded with some awe. So it has long have been with the rich. Were dukes numerous their position would deteriorate. As the rich have become more numerous, they have inevitably becomes a debased currency

1. The distinction conferred by wealth

- a. was unfair to the poor
- b. was unlikely to spread throughout the world
- c. was very great when there were many rich people
- d. was very great when there were few rich people

2. The enjoyment of the physical possession of things

- a. is one of the privileges of wealth which has not been changed
- b. is one of the privileges of wealth which should be curtailed
- c. has little to do with the prerogatives of wealth
- d. is a prerogative of wealth which cannot be disputed

3. Ducal families in England

- a. are generally agreed to be fairly common
- b. are generally agreed to be fairly superior
- c. are superior because they are rich
- d. are generally agreed not to be always better than others

4. There are more duchesses now because

- a. it is easier for dukes to divorce and remarry
- b. dukes are more immoral than they used to be
- c. their position has deteriorated
- d. they are debased

5. Among the ducal families

- a. there is great deal of immortality
- b. there is a fairly even spread of virtues and vices
- c. there is a great deal of bad taste
- d. there is either great intelligence or great stupidity

### Passage 20

The assault on the purity of the environment is the price that we pay for many of the benefits of modern technology. For the advantage of automotive transportation we pay a price in smog-induced diseases; for the powerful effects of new insecticides, we pay a price in dwindling wildlife and disturbances in the relation of living things and their surroundings; for nuclear power, we risk the biological hazards of radiation. By increasing agricultural production with fertilizers, we worsen water pollution.

The highly developed nations of the world are not only the immediate beneficiaries of the good that technology can do, that are also the first victims of environmental diseases that technology breeds. In the past, the environmental effects which accompanied technological progress were restricted to a small and relatively short time. The new hazards neither local nor brief. Modern air pollution covers vast areas of continents: Radioactive fallout from the nuclear explosion is worldwide. Radioactive pollutants now on the earth surface will be found there for generations, and in case of Carbon-14, for thousands of years.

1. The widespread use of insecticides has

- a. reduced the number of wild animals
- b. caused imbalance in the relationship between living beings and their environment
- c. eliminated diseases by killing mosquitoes and flies
- d. caused biological hazards



2.The passage emphasis that modern technology

- a. is an unmixed blessing
- b. has caused serious hazards to life
- c. has produced powerful chemicals
- d. has benefited highly developed nations

3.According to the passage the increasing use of fertilisers is responsible for

- a. abundance of food
- b. disturbance in the ecological system
- c. water pollution
- d. increase in diseases

4.The harmful effects of modern technology are

- a. widespread but short-lived
- b. widespread and long-lasting
- c. limited and long-lasting
- d. severe but short-lived

5.Radioactive pollutants

- a. are limited in their effect
- b. will infect the atmosphere for thousands of years
- c. will be on the surface of earth for a very long time
- d. will dissipate in short span of time

## UNIT - IV

### Email Writing and Sentence completion

#### E-mail Writing

##### **Why there is need to learn email writing?**

As your career progresses the importance of communication skills increases. Email is how we spend most of our time communicating, so it's your greatest opportunity. The email is often the first impression the receiver gains of the sender. A poorly written email results in a poor first impression.

Although email is a valuable tool, it creates some challenges for writers. Miscommunication can easily occur when people have different expectations about the messages that they send and receive. Email is used for

- You need to send someone an electronic file, such as a document for a course, a spread sheet full of data, or a rough draft of your paper.
- You need to distribute information to many people quickly (for example, a memo that needs to be sent to the entire office staff).

- You need a written record of the communication. Saving important emails can be helpful if you need to refer to what someone said in an earlier message, provide proof (for example, proof that you have paid for a service or product), or review the content of an important meeting or memo.

### **When is email NOT an appropriate form of communication to use?**

#### **Email is not an effective means of communication when:**

- Your message is long and complicated or requires additional discussion that would best be accomplished face-to-face. For example, if you want feedback from your supervisor on your work or if you are asking your professor a question that requires more than a yes/no answer or simple explanation, you should schedule a meeting instead.
- The information is highly confidential. Email is NEVER private! Keep in mind that your message could be forwarded on to other people without your knowledge. A backup copy of your email is always stored on a server where it can be easily retrieved by interested parties, even when you have deleted the message and think it is gone forever.
- Your message is emotionally charged, or the tone of the message could be easily misconstrued. If you would hesitate to say something to someone's face, do not write it in an email.

#### **Important components of an effective email:**

##### **Cc: and Bcc: (\_carbon copy' and \_blind carbon copy')**

Copying individuals on an email is a good way to send your message to the main recipient while also sending someone else a copy at the same time. This can be useful if you want to convey the same exact message to more than one person. In professional settings, copying someone else on an email can help get things done, especially if the person receiving the copy is in a supervisory role. For example, copying your boss on an email to a non-responsive co-worker might prompt the co-worker to respond. Be aware, however, that when you send a message to more than one address using the Cc: field, both the original recipient and all the recipients of the carbon copies can see all the addresses in the To: and Cc: fields. Each person who receives the message will be able to see the addresses of everyone else who received it.

Blind copying emails to a group of people can be useful when you don't want everyone on the list to have each other's addresses. The only recipient address that will be visible to all recipients is the one in the To: field. If you don't want any of the recipients to see the email addresses in the list, you can put your own address in the To: field and use Bcc: exclusively to address your message to others.

#### **Subject Lines**

Email subject lines are like newspaper headlines. They should convey the main point of your message or the idea that you want the reader to take away. Therefore, be as specific as possible. One-word subjects such as —Hi, —Question, or —FYI are not informative and don't give the reader an idea of how important your message is. If your message is time sensitive, you might want to include a date in your subject line, like —Meeting on Thurs, Dec 21. Think about the subject lines on the email messages you receive. Which ones do you think are most effective? Why?

Subject needs to be brief and concise. Remember to make it a practice. It must have the following needs:

- 1) Urgency

## 2) Curiosity

## 3) Offers

- Write the subject line after drafting your message
- Use action verbs so the reader knows what you want done
- Appeal to the reader's needs: ask yourself what will make the reader care about your email
  - Keep your subject line under 50 characters or 6 to 8 words, so the whole line will show in the inbox preview
  - Keep in mind that some smart phones show only 33 to 44 characters for the subject line

### **Salutation (Greetings and Signoffs)**

Use greeting and sign-off. Don't just start with your text, and don't just stop at the end without a polite signature. If you don't know the person well, you may be confused about how to address them (—What do I call my TA/professor?!) or how to sign off (Best? Sincerely?). Nonetheless, it is always better to make efforts.

When in doubt, address someone more formally to avoid offending them. Some common ways to address your reader are:

- Dear Professor Smith
- Hello, Ms. McMahon
- Hi, Mary Jane

**If you don't know the name of the person you are addressing, or if the email addresses a diverse group, try something generic, yet polite:**

- To whom it may concern
- Dear members of the selection committee
- Hello, everyone

Your closing is extremely important because it lets the reader know who is contacting them. Always sign off with your name at the end of your message. If you don't know the reader well, you might also consider including your title and the organization you belong to; for example:

Mary Watkins

Senior Research Associate

Bain and Company

Joseph Smith

UNC-CH, Class of 2009

**For your closing, something brief but friendly, or perhaps just your name, will**

- Thank you
- Best wishes
- See you tomorrow
- Regards

**For a very formal message, such as a job application, use the kind of closing that you might see in a business letter:**

- Sincerely
- Respectfully yours

### **Opening Sentence**

- Needs to be concise.
  - Best to get straight to the point
  - Include a maximum of four paragraphs and each paragraph should contain a single point.
  - The first sentence can be a greeting if the situation allows it.
- ❖ I hope all is well with you.
- ❖ Thank you for your prompt response.

### **Starting Your Email**

#### **Replying to a previous email**

- —Thanks for the information.
- —Thanks for your phone call.
- —Thanks for getting me the figures.

#### **Giving brief updates**

- —Just a quick note to tell you
- —Just a quick note to let you know
- —Just to update you on

#### **Referring to an attachment**

- — Take a look at the attached file.
- —Have a quick look at the file I've attached about...
- —Thought you might find the attached interesting.

### **Email body**

The body of your email is where you get into your main message. Whether you're composing an email to establish a new business connection or just following up on a meeting, the body of your email should be detailed enough that the reader isn't confused, but also brief and to the point. No one wants to sit and read a long-winded email when they have dozens of other unattended messages in their inbox.

### **Email body writing guidelines:**

- **Be concise** – detail only what's needed to get your point across.
- **Use words that convey (authentic) positive personal emotional** – words like “glad”, “excited”, “intrigued”, “confident”.

- **Use the word “because”** when asking for something – it’s been scientifically shown that people are more easily convinced to do something if told why, and more so if the reason is important for them.
- **Show don’t tell** – if you can’t explain something in few words, see if you can add a screenshot, a video or a link that explain it better.
- **Use headings to split long content into sub-topics** – if you can’t avoid writing a long email, make sure to break it up into subsections with headings. This will help your time-scarce readers to scan and find their points of interest.
- **Add your concrete request or question in bold text** – to ensure your readers do not miss the most important piece of content (your request or question) – set it in a separate line and put it in bold. You can also use some color. If you do avoid light shades (you want high contrast between the text and the white background. Once you pick a color – stick with it.

### **Closing (Expressions for thanking)**

- Thank you for your help. / time / assistance / support
- I really appreciate the help. / time / assistance / support you’ve given me.
- Thank you once more for your help in this matter

### **Expressions with a future focus Closing**

- I look forward to hearing from you soon / meeting you next Tuesday.
- I look forward to seeing you soon.
- I’m looking forward to your reply.
- We hope that we may continue to rely on your valued custom.
- We look forward to a successful working relationship in the future.
- Please advise as necessary.
- I would appreciate your immediate attention to this matter.

### **Expressions for showing them you want to help**

- If I can be of assistance, please do not hesitate to contact me.
- If you require any further information, feel free to contact me.
- If you require any further information, let me know.
- Please feel free to contact me if you need any further information.
- Please let me know if you have any questions.
- I hope the above is useful to you.

- Should you need any further information, please do not hesitate to contact me.
- Please contact me if there are any problems.
- Let me know if you need anything else
- Drop me a line if I can do anything else for you.

### **Signature**

- Limit your signature to three or four lines of text
- Don't over think it. All you really need is:

Your Name

Title (optional) Company (linked to website)

Phone number

### **Don'ts**

1. Never substitute email for necessary face-to-face meetings
2. Don't assume that everyone reads email immediately
3. Never send an email message written in capital letters, LIKE THIS
4. Never forward jokes, spam, chain letters, or advertisements
5. Do not reply all who received an email unless it's relevant to them
6. Do not use email for any illegal or unethical purpose – goes without saying!

### **Sample Email**

*Thank you email for a job interview*

Dear [name of hiring manager],

I enjoyed speaking with you the other day at the interview for the [job name]. The job appears to be an ideal match for my skills, ambitions, and interests.

The innovative approach to the corporate culture within the [job field] world confirmed my wish to work at your firm.

I will bring my engineering skills, assertiveness, and ability to engage others to work in a cooperative way within the [name of department] department.

Thank you for taking the time to interview me for the [position title] at [company]. I have a high level of interest in working for your firm and look forward to hearing from you.

Best Regards,

[name]

## 2. Letter of complaint

Dear [name],

On January 30th, 2020, I made a reservation at your restaurant located at 1234 Mulberry Lane for a birthday dinner for four people. This letter is intended to bring certain issues to your attention.

Unfortunately, we did not enjoy our dinner due to the fact that the food was very slow to arrive and we received the wrong dishes. It's understandable that it was a busy time at your restaurant, but the quality of the service was not as expected.

To resolve this problem, I would appreciate it if you could provide compensation in the form of a gift voucher or discount on a future meal.

I'm looking forward to your reply.

With regards,

[Your name]

## 3. Email the boss about work progress

Hi [name of boss],

I am happy to let you know that the project [name of project] that was assigned to me on [date] is now nearing completion. Due to the hard work of our team, the project is expected to be completed on time. Based on the pace of our work, I expect to have the entire project completed by [date].

The remaining elements of this project to be completed are as follows:

- [List them 1]
- [List them 2]
- [List them n]

Thank you for your continued support and guidance and please do not hesitate to get in touch with any questions.

Regards,

[Your name]



#### *4. Introduction email to a client (sample email to approach a new client)*

Dear [Sir/Madame/Name],

I would like to take a moment to introduce myself and my company. My name is [name] and I am a [job title] at [company name]. Our company provides customers with cutting-edge technology for all their email signature needs.

At [company name], there are a number of services we can offer, such as [short list of services]. Our employees are also highly dedicated and are willing to help you with your every need.

I'd love the opportunity to speak or meet with you to discuss your needs further and to tell you more about how [company name] can help you succeed. You can contact me at [phone number] with any questions you may have.

Thank you,

[Your name]

### **Sentence Completion**

Sentence completions test the skill to use the information observed in complex and incomplete sentences in order to correctly complete them. It tests a candidate's vocabulary power and skill to follow the logic of sentences. These sentences are often quite complex.

#### **Types:**

There are possibly four types of sentence completions:

Restatement: Containing words such as namely, in other words, in fact, that is, etc.

Example: The pickpocket was a trickster, in other words, a \_\_\_\_\_. Here answer will be knave or scoundrel, which restates "trickster,"

Comparison: Containing the words such as likewise, similarly, and, just as, as like as, etc.

Example: Jack was cleared of all charges; similarly, Jill was \_\_\_\_\_.

Here we have to compare 'cleared of all charges' with the suitable word, and hence vindicated is the answer.

Contrast: Containing the words such as though, although, however, despite, but, yet, on the other hand, but, however, despite, or, on the contrary, etc.

Example: Although the tiger is a solitary beast, its cousin the lion is a \_\_\_\_\_ wild animal.

Here answer should be in contrast with “solitary”. Therefore, gregarious or sociable are possible answers.

Cause and effect: Containing words such as this, therefore, consequently, because of, etc. Also contains phrases such as due to, as a result, leads to, etc.

Example: A truck stole her parking spot; consequently, Rocky’s \_\_\_\_\_ look showed her displeasure.

Here answer should be to find the cause for someone to steal. Therefore answer may be scowling or sullen.

### **Suitable Approaches for Sentence Completion:**

A good vocabulary can be a great help for such sentence completion. Although we can use many approaches for such type of questions, even without knowing all the choices. Some of them are as follows.

#### **1. Read the Sentence:**

Use the sentence clues by reading thoroughly. The question may be difficult due to difficult words and the structure of the sentence. One has to dissect the sentence to figure out what fits best, otherwise one cannot crack the question though knowing the word meanings.

#### **2. Hints:**

The hints given may indicate what should go into the blank for the meaningful sentence. Here’s a test to locate the right hint. If we change the hint, then the choice in the blank must change. We can check the hint by putting that word or phrase into the blank itself.

#### **3. Pluses and Minuses:**

Once we find the word clues, indicate the kind of word we are now looking for with positive meaning or negative meaning. Also, to indicate synonyms or antonyms, we can use these symbols.

#### **4. Structure Words:**

See and try for words like but, rather, although, however, and, while, but, therefore, etc.

These may reveal the sentence organization and the relationship between hint and blank. They tell about kinds of words to look for as they change the thought process in the sentence.

5. **Visualize:**

Before going for the choices, think of the possible words for the blanks. It will save us from wrong choices. If we know roughly the type of words required, the process of elimination becomes much easier. The word we see doesn't have to be fancy and a general idea is fine.

6. **Elimination:**

Ruling out the wrong choices is now easy. But remember that words have to fit in the given order for the correct answer. If one word is a perfect choice without making sense, then the answer is incorrect. Don't rule out choices if don't know their meanings. If doubts are there, leave it and return to other choices.

7. **Working Backwards:**

The two-blank questions can be easier as we have more opportunities to eliminate wrong choices. If we can eliminate a choice based on one word, we don't need to know the other word. Often, working I backtracking way works better.

**Solved Example on Sentence Completion**

Q.1: Suresh's skin was \_\_\_\_\_ to burn if he spent too much time in the sun.

- (i) Prone
- (ii) Eminent
- (iii) Erect
- (iv) Daunted

**Answer:** Prone is the correct answer which is an adjective. Its meaning is – a tendency or inclination to something.

Q.2: The Security officer \_\_\_\_\_ the crowd to step back from the fire to avoid any mishappening.

- (i) Undulated

(ii) Enjoined

(iii) Stagnated

(iv) Delineated

**Answer:** Enjoined is the correct answer which is a verb. Its meaning is to issue an order or command with authority.

### **Cloze Test:**

#### **What is a Cloze Test?**

A Cloze test is an amalgamation of ‘comprehension’ and ‘fill in the blanks’ where your reading, analysing and vocabulary skills are all tested at once. A comprehension or a passage is given in the question which comprises blanks. Candidates need to choose the most appropriate word from the given options, which can most suitably be placed in the blank.

There are two major patterns based on which a cloze test is asked in the examinations:

- **Basic Fill in the Blanks Format:** The simplest format for the cloze test is that a passage is given with multiple blanks and candidates need to choose one correct answer from the given options, which would be appropriate and logically fill the blank.
- **Replacing words:** With the increased competition in the various exams, a new pattern for cloze test frequently appears in the examination. Instead of giving blanks, multiple words are given in bold in the passage and candidates need to answer if the word given in bold is appropriate or if it can be replaced with another word from the given options.

#### **Tips and Tricks to Solve the Cloze Test: .**

To ensure that a candidate does not lose marks in the cloze test passage, given below are a few tips to solve the test-based questions:

- **Overview of the Passage:** Take a quick glance at the passage to know what the topic deals with as this will help you apprehend which of the given options most suitably fits in the blank.

- **Look for Contextually Correct Options:** The options provided under cloze test may seem to be similar in meaning, which makes selecting the appropriate option even tougher. Thus, look for an option which aptly fits with the context of the passage.
- **Eliminate Options in case confused:** If you are unable to reach an answer, try eliminating the options which seem to be incorrect. This will lessen your options and may help to arrive at the correct answer easily.
- **Link the Sentences while answering:** The cloze test is a passage based on a particular topic. So, if you are unable to find the answer, try linking the sentences with each other to simplify the context of the passage.
- **Understand the tone of the passage:** Once a candidate understands the tone of the passage, selecting the appropriate option becomes easier.

### Sample Questions for Cloze Test:

**Question: Read the passage given below and fill in the blanks with the suitable option:**

Earth, our home, is the third planet from the sun. It's the only \_\_\_\_\_ (a) known to have an atmosphere containing free oxygen, oceans of water on its surface and, of course, life.

The fifth-largest planet of the Solar system is the Earth. It is smaller \_\_\_\_\_ (b) the four gas giants — Jupiter, Saturn, Uranus and Neptune — but larger than the three other rocky planets, Mercury, Mars and Venus.

Earth has a diameter of roughly 8,000 miles and is \_\_\_\_\_ (c) because gravity pulls matter into a ball. But, it is not perfectly round. Earth is really an “oblate spheroid,” because its spin causes it to be squashed at its poles and swollen at the equator.

71 per cent of the Earth's surface is covered with water, and most of that is in the oceans. About a fifth of Earth's atmosphere consists of oxygen, produced by \_\_\_\_\_ (d). While scientists have been studying our planet for centuries, a lot has been learned in the past few decades by studying pictures of Earth from space.

#### Q 1. (a)

1. Planet
2. Moon
3. Satellite
4. Surface

5. Life

**Answer: (1) Planet**

**Q 2. (b)**

1. For
2. Then
3. Than
4. There
5. On

**Answer: (3) Than**

**Q 3. (c)**

1. Oval
2. Round
3. Square
4. Uneven
5. Disrupted

**Answer: (2) Round**

**Q 4. (d)**

1. Animals
2. Humans
3. Living Beings
4. Plants
5. None of the Above

**Answer: (4) Plants.**

#### Exercices

1. You are Mr. Chopra and you recently bought a car from Smart Automotive Company. Write an email to Mr. Ahmed, the manager of Smart Automotive Company, explaining the poor quality of vehicle service offered to you in the city.

**Outline:**

*very few - service centers - complaints - pending problems - maintenance - cost - time - delivery - increase - customer satisfaction*

2. You are a project manager and you took the help of Billy, an additional resource, to complete the task in time. Write a "Thank You" email to Billy appreciating his timely help including the below phrases in the email.

**Outline:**

*Accepting join - project months time - location constraints - flexibility - hard work - technical expertise invaluable - high complexity task - co-operating - deliver service - critical moment - deadlines - savior - look forward - to working with you - all the best*

3. You are a project manager and you took the help of Billy, an additional resource, to complete a task in time. Write a "Thank You" email to Billy appreciating his timely help in your critical time and made the project success.

**Outline:**

*Payment processing system - Schedule - 15th - month - Unexpected system crash - bug fix and maintenance - 3 days - Overall delay - 10 days - includes recovery of lost work - will not recur*

4. You are an intern in ABC Consulting Pvt. Ltd. Write an email to your manager Mr. Ramesh, updating him about your work progress and challenges you are facing. Please limit the word count between 70 and 100. Sign the email as Ben.

**Outline:**

*Thank - challenging - progress - tight - schedule - support - report - analytics - guidance - access - doubt - requirements - design*

5. You are former student of Mr. Matt, your professor. Write an email with a minimum of 70 words and a maximum of 100 words using the following phrases to Mr. Matt thanking him for his guidance that contributed to your overall development. Sign the email as peter.

**Outline:**

*Successful - Placed - grateful - help - advice - grooming - values - shaping my future - sincere - professional*

6. You are a project manager for a team of 20 resources. Write an email to your team, enquiring about the irregularity in submitting their weekly timesheets and stressing the importance of the same. Please limit the word count between 70 and 100 and use the below mentioned phrases.

**Outline:**

*can be accessed online - lead to loss of pay-every week - do not default - used to bill client - actual working hours - by Friday - failure to adhere - time sheet filling application*

7. You are a part of corporate communication team in your company. The working time period is revised as 8:30 am to 5:00 pm. Using the following phrases, write an email with a minimum of 70 words and a maximum of 100 words to the employees in your company informing the same.

**Outline:**

*by 30 minutes to avoid traffic - effect from next week - lunch duration - revised working time - reduced by 10 minutes - free breakfast - office will start earlier - till the end of rainy season - will be in effect*

8. As your company is growing constantly and you need a bigger and better work place, your company is relocating to a new address. Write an email to your customers informing about the change in address. Please use the below given phrases and limit the word count to a minimum of 70 and maximum of 100 words.

**Outline:**

*near outer ring road - shifting to - bigger office space - November 10 - change in telephone number - new address is provided below - fourth floor - Cessna Business Park*

1. Question: Carefully go through the passage and fill in the blanks from the options given below:

Chernozem soil formation is most intensive in the forest-steppe zone, where better moisture conditions promote more intensive development of grassy vegetation and active humification of its residue. In the steppe zone, inadequate moisture causes shallower root penetration, a \_\_\_\_\_ (a) in the amount of dead matter entering the soil, and fuller decomposition of the matter. The natural process of soil formation alters significantly when chernozems are brought into agricultural use. The cultivation \_\_\_\_\_ (b) crops changes significantly the character of the biological cycle of matter and conditions of formation of the water and heat regimes. A large part of the biomass formed and consequently a significant quantity of nutrients are removed each year, and the period of vigorous interaction between the plant root systems and the soil is reduced. In addition, the soil remains for a long time without a plant cover, which reduces its absorption of winter precipitation. When virgin chernozems are first ploughed, the structure of the soil is partially broken down and the content of humus and nitrogen in the ploughed horizon drops, especially in the first years of cultivation. This process slows down in \_\_\_\_\_ (c) years. At the same time, the activation of microbiological processes when chernozems are cultivated promotes the mobilization of nitrogen and phosphorus. Therefore, cultivated chernozems have a high content of nutrients that are available to plants. To maintain the high fertility of chernozems that have been brought into intensive cultivation, it is \_\_\_\_\_ (d) to introduce crop rotation, apply organic and mineral fertilizers, and use the proper soil tillage system.

Q 1. (a) 1. Decrease 2. Low 3. Less 4. Lessen 5. Lower

Q 2. (b) 1. On 2. For 3. Of 4. Them 5. In

Q 3. (c) 1. After 2. Later 3. Late 4. Next 5. Further

Q 4. (d) 1. Unimportant 2. Ignorant 3. Unnecessary 4. Essential 5. Vague

2.Question: Read the passage given below carefully and fill in the blanks with the correct option given below:



Plant-based products have always been a significant element in the food and nutrition sector. With increasing awareness, working professionals are also \_\_\_\_\_ (a) for these products as it contains protein, multivitamins and ayurvedic herbs. Ashwagandha, which is classified as a medicinal herb, can \_\_\_\_\_ (b) your body manage stress. Several studies have already shown that it can help in anxiety disorders by blocking the stress pathway in the brain and regulating chemical signalling in the nervous system. Plastic waste adds to the pollution level. But as the material is cheap and \_\_\_\_\_ (c), it gets used more often than glass or steel. But one must keep in mind to not use single-use plastic. Re-cycled plastic or multi-usage plastic products can make a significant \_\_\_\_\_ (d) in the world. Recycling and up-cycling is a great concept that promotes slow fashion and focuses on \_\_\_\_\_ (e) the waste generated. Slow fashion works on the idea of investing in classic pieces, which may not be the latest fad, but will always remain fashionable, reducing the chance of discarding the item when trends change. However, just reducing consumption is not enough. It's important to switch to raw materials which degrade naturally and are gentler on the environment.

1. Discouraging 2. Ignoring 3. Opting 4. Achieving 5. Disgracing
2. 1. Help 2. Gain 3. Ensure 4. Reduce 5. Increase
3. 1. Expensive 2. Unaffordable 3. Unreasonable 4. Affordable 5. Exorbitant
4. 1. Similarity 2. Degradation 3. Irresistible 4. Difference 5. Same
5. 1. Enhancing 2. Reducing 3. Magnify 4. Intensify 5. Strengthen

3. Read the passage given below carefully and fill in the blanks with the correct option given below:

Houses are buildings that people can live, eat and sleep in. They .....(1)... you from dangers and bad weather. Most houses show the lifestyles, traditions and cultures of the people who live in them. Homes and houses have different .....(2)... and sizes. They are built of different materials that depending on the climate of the area you live in. Long ago, people .....(3)... homes with whatever building materials that they had. In Africa and some islands of the South Pacific they used grass or leaves that grew nearby. In the south-western part of the United States the Pueblo Indians used sun-dried bricks to build .....(4)... houses. In the northern part of North America and in northern Europe wood .....(5)... the main building material for many centuries

1. Protect, analyze, work, stick
2. Windows, calls, shapes, perspectives
3. Are building, built, have built, build
4. Your, our, her, their
5. Is. Will be, was, has been

4. In the following questions, the sentence given with blank to be filled in with an appropriate word. Select the correct alternative out of the four and indicate it by selecting the appropriate option.  
Literature is a \_\_96\_\_ through which a person conveys his ideas towards or protest \_\_97\_\_ different norms of society. The words that deal with a \_\_98\_\_ issue are of particular importance in literature. They are \_\_99\_\_ with a particular purpose in \_\_100\_\_.

- (1) (a) base (b) medium (c) source (d) subject
- (2) (a) against (b) for (c) in (d) off

- (3) (a) broad (b) insensitive (c) moral (d) economical  
 (4) (a) brought (b) founded (c) represented (d) written  
 (5) (a) all (b) hand (c) mind (d) total

**5. In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.**

Visual experiences can (1) children, teenagers and even adults learn and absorb more due to its highly stimulating and (2) engaging impact. It is for this reason that we are seeing an increase in schools across the globe (3) content provider programmes into their class curriculum to (4) lessons through video. Visual excursions and school collaborations are (5) by advances in high definition video, high fidelity audio and content sharing allowing students to experience a richer and more stimulating learning experience. Schools that have previously transported students to excursions in (6), now face increased transportation costs, higher insurance premiums, attendance costs for the families and strict duty of care policies for students while (7) school property/ Virtual excursions (8) students to improve their presentation, research, learning and speaking skills while they engage in a live learning session. Students also now have the ability to meet peers from many cultures, speak to subject-matter (9) like scientists or authors practise a foreign language with students from another country, and learn about global issues from the (10) of their own classrooms.

1. (a) help (b) aiding (c) prescribe (d) feature (e) present
2. (a) plus (b) lonely (c) ably (d) many (e) deeply
3. (a) incorporating (b) pressing (c) following (d) parting (e) leaving
4. (a) make (b) demand (c) impart (d) vision (e) need
5. (a) dissolved (b) enhanced (c) measured (d) failed (e) blasted
6. (a) deed (b) total (c) parent (d) person (e) lieu
7. (a) involving (b) saving (c) away (d) off (e) vacating
8. (a) let (b) enable (c) present (d) pressure (e) collect
9. (a) clause (b) dictionaries (c) books (d) experts (e) partners
10. (a) vacancy (b) availability (c) safety (d) comfortable (e) gap

- 6. Directions (11-20): In the given passage there are blanks, each of which has been numbered. Against each five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.**

If China's state owned commercial banks seem burdened by bad debts, the Country's rural financial sector is even worse. In the villages, the only formal banking institutions are what are known as rural credit co-operatives. These (11) the distinction in China of having been officially declared insolvent. The rural credit co-operatives are ill named. They are often reluctant to (12) and they are not run as co-operatives as they do not (13) any profits and their customers have no say in their operations. Until 1996, they were offshoots of the Agricultural Bank of China. Since then they have been (14) by the Central Bank, though they are in reality run by country government. Even the word 'rural' is misleading. (15) of their deposits are sucked up and put in the urban banking system. Farmers usually find it easier to (16) from friends or relatives or black market moneylenders. Yet the co-operatives remain a big part of China's financial system. Last year, they (17) for 12 percent of deposits and 11 percent of loans. In recent years, commercial banks (including the Agricultural bank) have closed down (18) in the countryside. Yet some 40,000 credit co-operatives remain in place with one in almost every township as the larger villages or smaller rural towns are (19). If as the government claims, the credit co-operatives are beginning to turn a profit after six years of losses, it is not because they are any better run. In an effort to (20) a stagnant rural economy, the central bank has pumped more than \$9 billion into them hoping that they will lend more to farmers. But the root causes of their problems remain and the real solution may have to involve a mix of approaches from commercial banking to real cooperatives.

11. (a) awarded (b) enjoy (c) worry (d) making (e) trouble
12. (a) sanctions (b) apply (c) part (d) provide (e) giving
13. (a) function (b) eligible (c) claims (d) declared (e) share
14. (a) own (b) govern (c) regulations (d) ran (e) supervised
15. (a) Such (b) Partly (c) Whole (d) Most (e) Entire
16. (a) visit (b) help (c) borrow (d) loan (e) advice
17. (a) include (b) accounted (c) fulfilled (d) achieved (e) taking
18. (a) branches (b) all (c) operating (d) staff (e) factory
19. (a) thinking (b) known (c) creating (d) cross (e) develop
20. (a) make (b) release (c) boosting (d) stall (e) revitalize

**Directions (21-25): In the following passage there are blanks, each of which has been numbered. Against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.**

Primary school enrolment in India has been a success story, (21) due to various programmes and drives to increase enrolment even in remote areas. With enrolment reaching at least 96 percent since 2009, and girls (22) up 56 percent of new students between 2007 and 2013, it is clear that many (23) of access to schooling have been (24). Improvement in infrastructure has been the (25) behind achieving this and now in

India 98 percent habitations have a primary school within one kilometre and 92 percent have an upper primary school within a three kilometre walking distance

21. (a) most (b) properly(c) totally (d) optionally (e) largely
22. (a) coming(b) reaching (c) counting (d) making(e) touching
23. (a) issue (b)opportunities (c) problems (d) efforts (e)exertions
24. (a) accustomed (b) addressed (c) me (d) forwarded(e) dissolved
25. (a) main(b)forced (c)force (d)compulsion (e) awareness

**8. Directions (25-30): In the following passage there are blanks, each of which has been numbered. Against each, five words are suggested one of which fits the blank appropriately. Find out the appropriate word in each case.**

Education has been a problem in our country for (26). The lack of it has been blamed for all (27) of evil for hundreds of years. Even scholars have written lengthy articles about how the Indian education system needs to change. The funny thing is that fro colonial times, things have (28) changed. We have established reputed business schools, law schools and other institutions of excellence. Students, now, so routinely score 90% marks that even with this percentage they find it (29) to get into the colleges of their choice. The problem thus lies with us doing more of the same old staff. This needs to change by bringing about (30) in education.

26. (a) time (b) take(c) ever (d) long (e) decade
27. (a) possession (b) abundance (c)typical (d) much (e) sorts
28. (a) bare (b) hardly(c) little (d) much (e) highly
29. (a) simple (b) easy(c) irregular (d) noble (e) difficult
30. (a) innovation (b) dreams (c)creating (d) foreign (e) choice

**9. In the following passage some words have been deleted. Fill in the blanks with the help of the alternative given.**

Every day for a whole year, all kind of holy men, hermits, scholars and nobles came, and related to the priests their deeds of \_\_\_\_ (1) \_\_\_\_, and the priests in solemn council heard their calms. At last, they decided that the one who seemed to be the greatest lover of \_\_\_\_ (2) \_\_\_\_ was a rich man who had that very year given all his \_\_\_\_ (3) \_\_\_\_ to the poor. So they gave him the plate of gold, but when he took it in his hand, it turned into \_\_\_\_ (4) \_\_\_\_ lead; thought, when he dropped it on the floor, to his \_\_\_\_ (5) \_\_\_\_, it become gold again.

1. (A) Charity(B) kindness(C) happiness(D) sympathy
  2. (A) Destitute(B) Moneyless (C) Mankind (D) Women
  3. (A) Wealth(B) Energy(C) time (D) Life
  4. (A) Gold (B) Worthy (C) Worthless (D) Valuable
  5. (A) Confusion(B) Happiness(C) admiration(D) Amazement
10. Direction (A-E): In the following passage, there are blanks each of which has been numbered. These correspond to the question numbers; against each question, five words have been suggested, one of which fills the blank appropriately.

The Sam Kee Building, located at 8 West Pender Street in Vancouver, British Columbia, Canada, is **(A)** the "shallowest commercial building in the world", according to the Guinness Book of Records. The Sam Kee Company—one of the wealthiest firms in Chinatown— purchased a standard-sized lot in 1903. In 1912, however, Vancouver widened Pender Street and expropriated 24 feet (7.3 m) of the above-ground **(B)** —effectively (or so it was first believed) making conventional commercial use of the remaining frontage impractical, if not impossible. Refusing the neighbors offer to **(C)**, Sam Kee decided to build anyway. In 1913, the architects Brown and Gillam designed this narrow, steel-framed building's ground-floor depth (from storefront to rear of building) to measure 4'11" (1.50 m), with a second-floor depth (from overhanging bay window to rear) of 6' (1.83 m). The basement **(D)** sidewalk and originally housed public baths, while the ground floor was used for offices and shops and the **(E)** for living quarters.

1. (A) Is very (B) Quite possibly by (C) Famous at (D) Famously known at (E) Noteworthy for being
2. (A) Very tall part (B) Portion of the property(C) Is property feud(D) Wide boundaries of(E) The tallest portion
3. (A) Land was given(B) Farmers in the area (C) Buy the remaining land (D) Purchase the rest money (E) To go through with it
4. (A) Is devoid of any (B) Seems to be not there (C) Seems clogged (D) Extends beneath the (E) Submerged into
5. (A) Road besides(B) Building inside (C) Lake nearby (D) Top storey(E) Upper class in

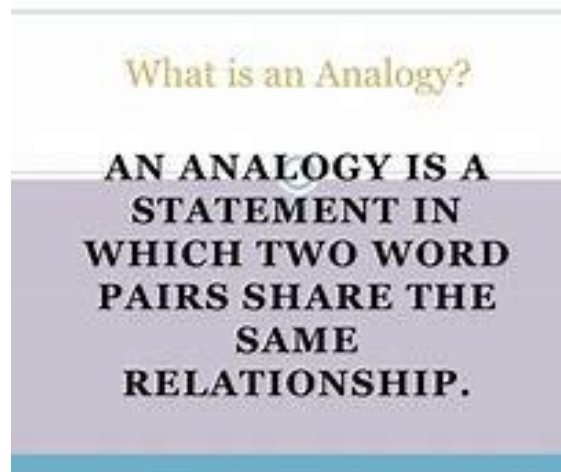
A large, empty rectangular box with a dark blue border, occupying the majority of the page below the header. It is intended for a drawing or response.

## UNIT: V

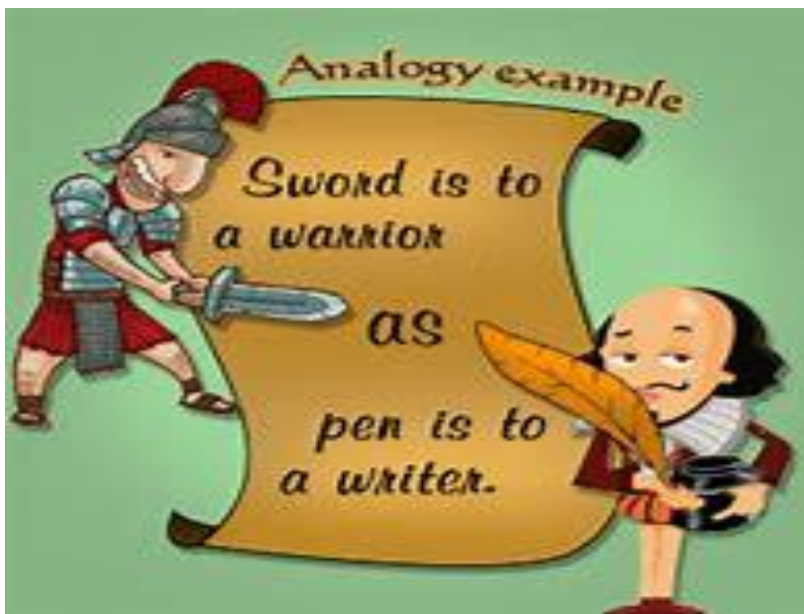
# ANALOGY

What is an analogy?

An analogy is a word used in terms of comparing two things or finding a relation between two things.



In other words, an analogy is a relationship between one pair of words that helps to form the same relationship in the second pair of words. An analogy shows similarities, or things in common, between a pair of words.





When writing a word analogy as a rhetorical device, colons stand in for words. Analogies written in this way use pairs of words to make a logical argument. Consider the following example:

- Stove is to kitchen as bed is to bedroom
- Stove : kitchen :: bed : bedroom
- Up: Down :: Over: Under
- Up is to Down as Over is to Under
- 

### How do you read an analogy?

Analogies are usually written in the following form:



For example:

tree : leaf :: flower : petal

Though there is no limit to the possibilities when it comes to word analogies, here are some examples to familiarize yourself with the concept:

- hammer : nail :: comb : hair
- white : black :: up : down
- mansion : shack :: yacht : dinghy
- short : light :: long : heavy
- bees : hive :: bears : den
- speak : sing :: walk : dance
- chef : food :: sculptor : stone
- like : love :: dislike : hate
- These questions ask test takers to identify relationships between pairs of words. In order to solve analogy questions, you must first have a clear understanding of the words' definitions and then use that understanding to determine how the words are related.
- Before solving the questions, an aspirant must understand the concept of analogy.



- **Tips & Tricks to Solve Analogy questions:-**



**Given below are a few tips which may help you prepare for the analogy questions and also help you solve the questions faster:**

- A pair of related terms/figures is provided and a similar relationship is to be established between the two other terms/figures or another pair to identify the missing term/figure.
- Try to diagnose the relationship between the first pair of terms. (Dog: Pet)
- The analogy problems can be read as sentences, even if it is actually written differently. (Dog ‘is to’ Pet just like Lion ‘is to’ Wild.)
- Change the analogies into sentences.
- Follow a systematic method especially while solving a hard problem.
- First go through answer options, before choosing a solution and not just rely on the one match that looks might be a strong match.
- Go through the context, keep in mind tough terms so when you are observing any analogy based questions you can recollect it and apply the logic answers.
- If the relationship of a term is unfamiliar, then try to remember the text in which you have come across the word.
- You may replace it with alternative explanations of terms.
- When solving analogies try to apply the same logic by taking another look at the relationship possibilities as mentioned above.

- If this doesn't work, discard the unlikely answers and apply logical guesses.

For Example:

Bricks: Road :: Glass : Bottle

Funny : Humorous :: Hardworking : Diligent




## TYPES OF RELATIONSHIPS

The relationships that are found in analogy questions fall into several general types.

For Example:-

Types of Analogies include:

- **Synonym** (happy : joyful :: sad : depressed)
- **Antonym** (inflation : deflation :: frail : strong)
- **Characteristic** (tropical : hot :: polar : cold)
- **Part/Whole** (finger : hand :: petal : flower)
- **Degree** (mist : fog :: drizzle : tropical storm)
- **Type** (parrot : bird :: salmon : fish)
- **Tool/Worker** (pen : writer :: voice : singer)
- **Action/Object** (fly : airplane :: drive : car)
- **Item/Purpose** (knife : cut :: ruler : measure)
- **Product/Worker** (poet : poem :: baker : pie)

Let's See in Details :

■ **Synonyms and Antonyms.** These questions use pair of words in which one word is either synonym or antonym of other word For example, great : wonderful ( great is synonym of wonderful)

### 1. Synonym Analogies

Funny : Humorous :: Hardworking : Diligent

Lead : Guide :: Drawing : Illustration

### 2. Antonym Analogies

Night : Day :: Right : Left

Wet : Dry : Hot : Cold

## Synonym/Antonym

- **Synonyms: Words that have similar meanings**
- What's the relationship?
- **DRY : ARID :: lost : mislaid**
  - Both words have similar meanings so this relationship is a **synonym**.
- **Antonyms: Words that have opposite meanings**
- What's the relationship?
- **KIND : CRUEL :: happy : sad**
  - Both words have opposite meanings, so their relationship is an **antonym**.

- **Part to Whole. In this type of question, a pair of words consists of a part and a whole.** For example, spoke : wheel. (A spoke is part of a wheel.)

Florida : America :: living room : house

- **Whole to part. In this type of question, a pair of words consists of a whole and a part.** For example, chair: leg ( Here a chair is a whole object and leg is a part of it )

foot : toe :: face : nose

**Part to Whole**  
~~nose : face :: leaves : branch~~  
 IS ON A      ARE ON A

**Whole to Part**  
 school : classroom :: book : Collection  
 Library      Page      Word

- **Cause and effect:** As the name suggests, one word leads to the other word. **Example:**

sad : cry :: cloudy : Rain

### Cause/Effect

- Relationship is based off of how one thing impacts another
- **What's the relationship?**
- GIFT : JOY :: rain : flood  
TEARS : SADNESS :: smiles : joy
  - A gift can **cause** joy; tears are an **effect** of sadness.

- **Thing/Characteristic Analogies:** The first word in each half of the analogy provides a characteristic, while the second word provides the thing that has that characteristic.

Democracy : Equality :: Monarchy : One Ruler

Water : Wet :: Concrete : Hard

### Characteristic Quality (C/Q)

**Relationship:**

A noun and a descriptive that you know to be true of that noun.

**Example:**

Flamingo : Pink

Pillow : Soft

Giraffe : Tall



- **Symbol or representation.** These questions pair words in which one word is the symbol of the other. Here one would witness a relationship where one word represents a concept, action or thing. For example, dove : peace. (A dove is a symbol of peace.)

Aside: Parentheses; Olive branch: Peace

### ❖ MISC RELATIONSHIPS

**Analogy of performer and related action:** This kind of analogy usually pertains to the relationship where one is a performer and the other is the action that the performer renders. The order can be the other way round as well.

Example: Arbitrator: Judge; Artist: Sketch

**Analogy of performer and tool:** In this analogy, the relationship between the performer and his tool is traced. The order is liable to change.

Example: Artist: Brush; Carpenter: Hammer

**Analogy of tool and object:** This analogy traces the relationship between the tool and the object which it uses.

Example: Hammer: Nails; Car: Fuel

**Manner.** This type of analogy describes the manner, way, or style by which an action is accomplished.

For example,

shamble : walk. (Shamble means to walk in an awkward manner.)

Example: Winnow: Wheat; Refine: Oil

**Analogy of action and significance:** It is an analogy wherein one word describes an action whereas the other word reflects the significance of the action.

Example: Fidget: Uneasiness, Curtsey: Reverence

**Analogy of pair:** This analogy reflects on objects that are incomplete without the existence of the other. This helps us put things together in an easier fashion.

Example: Pen: Ink; Letter: Envelope

**Quick Revision** The key to solving an analogy question is to precisely describe the relationship between the pair of words and then apply the same relationship to determine which word completes the analogy. Most analogy questions rely on your ability to deduce the correct relationship between words and to draw logical conclusions about the possible answer choices.

## Practice:

Choose the pair of words that have a similar relationship to that between the given pair of words.

1. particular : fussy :: \_\_\_\_\_ : subservient

a. meek b. above c. cranky d. uptight

2. \_\_\_\_\_ : horse :: board : train

a. stable b. shoe c. ride d. mount

3. tureen : \_\_\_\_\_ :: goblet : wine

a. napkin b. soup c. spoon d. pilsner

4. son : nuclear :: \_\_\_\_\_ : extended

a. father b. mother c. cousin d. daughters

5. coif : hair :: \_\_\_\_\_ : musical

a. shower b. close c. praise d. score

6. feta : Greek :: provolone : \_\_\_\_\_

a. salad b. Swiss c. blue d. Italian

7. moccasin : snake :: \_\_\_\_\_ : shoe

a. alligator b. waders c. asp d. loafer

8. \_\_\_\_\_ : zenith :: fear : composure

a. apex b. heaven c. heights d. nadir

9. pill : bore :: core : \_\_\_\_\_

a. center b. mug c. bar d. placebo

10. pilfer : steal :: \_\_\_\_\_ : equip

a. return b. damage c. exercise d. furnish

11. native : aboriginal :: naïve : \_\_\_\_\_

a. learned b. arid c. unsophisticated d. tribe

12. junket : \_\_\_\_\_ :: junk : trash

a. trounce b. trip c. refuse d. trinket

13. \_\_\_\_\_ : festive :: funeral : somber

- a. tension b. soiree c. eulogy d. sari

14. fetish : fixation :: slight : \_\_\_\_\_

- a. flirt b. sloth c. insult d. confuse

15. hovel : dirty :: hub : \_\_\_\_\_

- a. unseen b. prideful c. busy d. shovel

16. bog : \_\_\_\_\_ :: slumber : sleep

- a. dream b. foray c. marsh d. night

17. \_\_\_\_\_ : segue :: throng : mass

- a. subway b. church c. transition d. line

18. ragtime : United States :: raga : \_\_\_\_\_

- a. cloth b. country c. piano d. India

19. miserly : cheap :: homogeneous : \_\_\_\_\_

- a. extravagant b. unkind c. alike d. friendly

20. skew : gloomy :: slant : \_\_\_\_\_

- a. glee b. foible c. desperate d. gloaming

21. eider : \_\_\_\_\_ :: cedar : tree

- a. snow b. plant c. duck d. pine

22. gerrymander : divide :: filibuster : \_\_\_\_\_ a. bend b. punish c. delay d. rush

23. vapid : \_\_\_\_\_ :: rapid : swift

- a. inspired b. turgid c. wet d. insipid

24. denim : cotton :: \_\_\_\_\_ : flax

- a. sheep b. uniform c. sweater d. linen

25. obscene : coarse :: obtuse : \_\_\_\_\_

- a. subject b. obstinate c. obscure d. stupid

26. diamond : baseball :: court : \_\_\_\_\_

- a. poker b. jury c. grass d. squash

27. quixotic : pragmatic :: murky : \_\_\_\_\_

- a. rapid b. cloudy c. clear d. friendly

28. smear : libel :: heed : \_\_\_\_\_

- a. represent b. doubt c. consider d. need

**Answers:**

1. a. Particular is a synonym for fussy, and meek is a synonym for subservient.
2. d. To mount means to get on a horse, and to board means to get on a train.
3. b. A tureen is used to hold soup, and a goblet is used to hold wine
4. c. A son is part of a nuclear family, and a cousin is part of an extended family.
5. d. To coif means to arrange hair, and to score means to arrange a musical.
6. d. Feta is a Greek cheese, and provolone is an Italian cheese.
7. d. A moccasin is a type of shoe, and a loafer is a type of shoe.
8. d. Nadir is the opposite of zenith, and fear is the opposite of composure.
9. a. A pill is another word for a bore, and a core is another word for a center.
10. d. To pilfer means to steal, and to furnish means to equip.



11. c. Native is a synonym for aboriginal, and naïve is a synonym for unsophisticated.
12. b. A junket is a synonym for a trip, and junk is a synonym for trash.
13. b. A soiree is described as festive, and a funeral is described as somber.
14. c. A fetish is a synonym for a fixation, and a slight is a synonym for an insult. 15. c. A hovel is described as dirty, and a hub is described as busy.
16. c. A bog is a synonym for a marsh, and slumber is a synonym for sleep.
17. c. A transition is a synonym for a segue, and a throng is a synonym for a mass.
18. d. Ragtime is a type of music from the United States, and raga is a type of music from India.
19. c. Miserly is another word for cheap, and homogeneous is another word for alike.
20. c. To skew is a synonym of to slant, and to be gloomy is a synonym for desperate.
21. c. An eider is a type of duck, and a cedar is a type of tree.
22. c. To gerrymander is a political term meaning to divide land, and to filibuster is to delay legislature.
23. d. Vapid is another word for insipid, and rapid is another word for swift.
24. d. Denim is a fabric made from cotton, and linen is a fabric made from flax.
25. d. Obscene is a synonym for coarse, and obtuse is a synonym for stupid.
26. d. Baseball is played on a diamond, and squash is played on a court.
27. c. Quixotic is an antonym for pragmatic, and murky is an antonym for clear.
28. c. To smear is a synonym of to libel, and to heed is a synonym of to consider.

## Excercises

1. Choose the pair of words that have a similar relationship to that between the given pair of words.

1.. mend : sewing :: edit : \_\_\_\_\_

- a. darn b. repair c. manuscript d. makeshift

2. abet : \_\_\_\_\_ :: alone :: lone

- a. bet b. loan c. wager d. single

3. piercing : \_\_\_\_\_ :: hushed : whisper

- a. diamond b. watch c. siren d. ears

4. segregate : unify :: repair : \_\_\_\_\_

- a. approach b. push c. damage d. outwit

5. congeal : solidify :: \_\_\_\_\_ : char

- a. conceal b. singe c. evaporate d. charge

6. \_\_\_\_\_ : marsupial :: monkey : primate

- a. opossum b. ape c. honeybee d. moose

7. principle : doctrine :: living : \_\_\_\_\_

- a. will b. dead c. likelihood d. livelihood

8. \_\_\_\_\_ : climb :: recession : withdrawal

- a. ascent b. absence c. dollar d. absorption

9. myopic : farsighted :: \_\_\_\_\_ : obscure

- a. benevolent b. famous c. turgid d. wasted

10. shallot : \_\_\_\_\_ :: scallop : mollusk

- a. shark b. muscle c. dessert d. onion

11. conjugate : pair :: partition : \_\_\_\_\_

- a. divide b. consecrate c. parade d. squelch

12. \_\_\_\_\_ : excerpt :: exercise : maneuver

- a. exception b. passage c. routine d. cause

13. alphabetical : \_\_\_\_\_ :: sequential : files

- a. sort b. part c. list d. order

14. tacit : implied :: \_\_\_\_\_ : inferior  
a. shoddy b. taciturn c. forthright d. superior
15. implement : rule :: \_\_\_\_\_ : verdict  
a. propose b. render c. divide d. teach
16. vaunt : boast :: skewer : \_\_\_\_\_  
a. flaunt b. criticize c. prepare d. avoid
17. gambol : \_\_\_\_\_ :: gamble : bet  
a. skip b. win c. bat d. worship
18. rotation : earth :: \_\_\_\_\_ : top  
a. planet b. spinning c. sun d. expanding
19. gall : vex :: hex : \_\_\_\_\_  
a. fix b. jinx c. index d. vixen
20. monarch : \_\_\_\_\_ :: king : cobra  
a. queen b. butterfly c. royal d. venom
21. iota : jot :: \_\_\_\_\_ : type  
a. one b. ilk c. tab d. jet
22. \_\_\_\_\_ : subject :: veer : path  
a. object b. prove c. math d. digress
23. pan : \_\_\_\_\_ :: ban : judge  
a. band b. critic c. author d. lawyer
24. \_\_\_\_\_ : oyster :: paddy : rice  
a. aphrodisiac b. mollusk c. bed d. sandwich
25. cicada : \_\_\_\_\_ :: collie : canine  
a. fruit b. mineral c. cat d. insect
26. huckster : \_\_\_\_\_ :: gangster : crime  
a. corn b. trucking c. policeman d. advertising
27. \_\_\_\_\_ : bedrock :: cement : foundation  
a. mica b. water c. lava d. sand
28. dolorous : \_\_\_\_\_ :: sonorous : loud  
a. woozy b. weepy c. dull d. sleepy

29. lapidary : \_\_\_\_\_ :: dramaturge : plays

- a. cows b. gems c. rabbits d. movies

30. penurious : \_\_\_\_\_ :: deep : significant

- a. generous b. stingy c. decrepit d. cavernous

**2. Complete the given analogy.**

**1. Wheel is to transmission as eye is to \_\_\_\_\_.**

- a) pupil
- b) face
- c) see
- d) ear
- e) iris

**2. Wall is to floor as engine is to \_\_\_\_\_.**

- a) tailpipe
- b) piston
- c) car
- d) gasoline
- e) plane

**3. Keyboard is to computer as \_\_\_\_\_.**

- a) traffic light is to intersection
- b) moveable type is to printing press
- c) tangent is to curve
- d) cheese is to rind
- e) paper is to pen

**4. Ceiling is to room as \_\_\_\_\_.**

- a) plant is to harvest
- b) cave is to stalactite
- c) leaves are to trees
- d) canopy is to forest
- e) floor is to carpet

**5. Candy is to wrapper as orange is to \_\_\_\_\_.**

- a) pulp
- b) rind

- c) citrus
- d) fruit
- e) seeds

6. Sector is to circle as segment is to \_\_\_\_\_.

- a) extemporaneous
- b) following
- c) line
- d) geometry
- e) metrical

7. Ingredient is to recipe as bristle is to \_\_\_\_\_.

- a) shag
- b) fear
- c) offended
- d) brush
- e) anger

8. District is to city as hour is to \_\_\_\_\_.

- a) day
- b) time
- c) measure
- d) portion
- e) moment

9. Yolk is to egg as \_\_\_\_\_.

- a) tree is to soil
- b) finger is to hand
- c) page is to book
- d) boil is to steam
- e) ball is to sport

10. Jogger is to marathon as \_\_\_\_\_ is to religion.

- a) creed
- b) immoral
- c) cult
- d) polytheistic
- e) pious

11. Battalion is to army as \_\_\_\_\_ is to company.

- a) general
- b) committee
- c) branch

- d) private
- e) employee

**12. Epilogue is to book as \_\_\_\_\_.**

- a) chapter is to division
- b) coda is to song
- c) soap is to dishwasher
- d) typewriter is to novel
- e) ritual is to dance

**13. Fuselage is to \_\_\_\_\_ as hull is to ship.**

- a) aircraft
- b) car
- c) flying
- d) sailing
- e) captain

**14. Theft is to crime as \_\_\_\_\_.**

- a) disbelief is to obliviousness
- b) sleep is to exhaustion
- c) ship is to navigation
- d) prisoner is to cell
- e) procrastination is to laziness

**15. Dog is to dalmatian as \_\_\_\_\_.**

fork is to spoon  
melt is to candle  
cheese is to cheddar  
sandwich is to bread  
vegetarian is to meat

**16. Calligraphy is to handwriting as cuisine is to \_\_\_\_\_.**

- a) restaurant
- b) culture
- c) food
- d) lasagna
- e) drink

**17. Science is to astronomy as \_\_\_\_\_.**

- a) skyscraper is to building
- b) wisdom is to sophistry
- c) straight is to crooked
- d) candy is to truffle

e) chair is to sitting

**18. Manuscript is to text as apartment is to \_\_\_\_\_.**

- a) efficient
- b) miniscule
- c) housing
- d) loft
- e) rent

**19. Orangutan is to primate as pediatrician is to \_\_\_\_\_.**

- a) children
- b) medical
- c) doctor
- d) patients
- e) treatment

**20. Dessert is to course as calmness is to \_\_\_\_\_.**

- a) trait
- b) perturbation
- c) tranquility
- d) relaxation
- e) sloth

**21. Telegram is to communication as carriage is to \_\_\_\_\_.**

- a) vehicle
- b) train
- c) outmoded
- d) horse
- e) aristocratic

**22. Biologist is to scientist as senator is to \_\_\_\_\_.**

- a) politician
- b) representing
- c) elected
- d) political
- e) duplicitous

**23. Coin is to money as letter is to \_\_\_\_\_.**

- a) calligrapher
- b) paper
- c) document
- d) e-mail
- e) bill

**24. Pain is to sensation as fear is to \_\_\_\_\_.**

- a) control
- b) superstition
- c) dismissal
- d) expression
- e) emotion

**25. Parade is to celebration as \_\_\_\_\_.**

- a) chocolate is to pastries
- b) glitter is to decorating
- c) death is to funeral
- d) family is to house
- e) play is to performance

**26. Typhoon is to \_\_\_\_\_ as typhoid is to disease.**

- a) storm
- b) occupation
- c) ethnicity
- d) government
- e) medicine

**27. Proton is to molecule as \_\_\_\_\_ is to element.**

- a) vermilion
- b) mercantilism
- c) sodium
- d) sophism
- e) milliner

**28. Prose is to \_\_\_\_\_ as sonata is to music.**

- a) literature
- b) audible
- c) peer
- d) performance
- e) acoustic

**29. Apprenticeship is to education as fresco is to \_\_\_\_\_.**

- a) vocation
- b) painting
- c) poem
- d) subject
- e) biography



**30. Thyme is to herb as \_\_\_\_\_.**

- a) saucepan is to recipe
- b) palomino is to horse
- c) ledger is to accountant
- d) dessert is to dinner
- e) squirrel is to acorn

**3. Choose the correct Pair**

1. Odometer is to mileage as compass is to

- a) speed
- b) hiking
- c) needle
- d) direction

2. Marathon is to race as hibernation is to

- a) winter
- b) bear
- c) dream
- d) sleep

3. Yard is to inch as quart is to

- a) gallon
- b) ounce
- c) milk
- d) liquid

4. Elated is to despondent as enlightened is to

- a) aware
- b) ignorant
- c) miserable
- d) tolerant

5. Play is to actor as concert is to

- a) symphony
- b) musician
- c) piano
- d) percussion

6. Sponge is to porous as rubber is to

- a) massive
- b) solid
- c) elastic
- d) inflexible

7. Careful is to cautious as boastful is to

- a) arrogant
- b) humble
- c) joyful
- d) suspicious

8. Secretly is to openly as silently is to

- a) scarcely
- b) impolitely
- c) noisily
- d) quietly

9. Pride is to lion as shoal is to

- a) teacher
- b) student
- c) self-respect
- d) fish

10. Candid is to indirect as honest is to

- a) frank
- b) wicked
- c) truthful
- d) untruthful

**11. BINDING : BOOK**

- a) criminal : gang
- b) display : museum
- c) artist : carpenter
- d) nail : hammer
- e) frame : picture

**12. COTTON : BALE**

- a) butter : churn
- b) wine : ferment
- c) grain : shock
- d) curd : cheese
- e) beef : steak

**13. PEDAL : BICYCLE**

- b) inch : yardstick
- c) walk : skip
- d) tire : automobile
- e) buckle : belt
- f) oar : canoe

**14. BRISTLE : BRUSH**

- b) arm : leg
- c) stage : curtain
- d) recline : chair
- e) key : piano

- f) art : sculpture
- 15. PULSATE : THROB
  - a) walk : run
  - b) tired : sleep
  - c) examine : scrutinize
  - d) ballet : dancer
  - e) find : lose

## UNIT VI

### Direct and Indirect Speech

#### What is Direct & Indirect Speech?

##### *Direct Speech*

When we want to describe what someone said, one option is to use **direct speech**. We use direct speech when we simply repeat what someone says, putting the phrase between speech marks:

- *Paul came in and said, "I'm really hungry."*

It is very common to see direct speech used in books or in a newspaper article. For example:

- *The local MP said, "We plan to make this city a safer place for everyone."*

As you can see, with direct speech it is common to use the verb 'to say' ('said' in the past). But you can also find other verbs used to indicate direct speech such as 'ask', 'reply', and 'shout'. For example:

- *When Mrs. Diaz opened the door, I asked, "Have you seen Lee?"*
- *She replied, "No, I haven't seen him since lunchtime."*
- *The boss was angry and shouted, "Why isn't he here? He hasn't finished that report yet!"*

##### **Indirect Speech**

When we want to report what someone said without speech marks and without necessarily using exactly the same words, we can use indirect speech (also called reported speech). For example:

- Direct speech: "We're quite cold in here."
- Indirect speech: They say (that) they're cold.

When we report what someone says in the present simple, as in the above sentence, we normally don't change the tense, we simply change the subject. However, when we report things in the past, we usually change the tense by moving it one step back. For example, in the following sentence the present simple becomes the past simple in indirect speech:

- Direct speech: "I have a new car."
- Indirect speech: He said he had a new car.

#### **Direct and Indirect Speech Rules**

To change a sentence of direct speech into indirect speech there are various factors that are considered such as reporting verbs, modals, time, place, pronoun, tense, etc. we will take up all the factors one by one.

### Rule #1 - Direct to Indirect Speech Conversion - Reporting Verb

1. When the reporting verb of direct speech is in past tense then all the present tenses are changed to corresponding past tense in indirect speech.

Direct to indirect speech example:

- Direct: she said, "I am happy."
- Indirect: She said (that) she was happy.

2. In indirect speech tenses do not change if the words used within the quotes (" ") talk of a habitual action or universal truth.

Direct to indirect speech example:

- Direct: He said, "we cannot live without air."
- Indirect: He said that we cannot live without air.

3. The tenses of direct speech do not change if the reporting verb is in future tense or present tense.

Direct to indirect speech example:

- Direct: She says/will say, "she is going."
- Indirect: She says/will say she is going.

### Rule #2 - Direct Speech to Indirect Speech conversion - Present Tense

1. Simple Present Changes to Simple Past

Direct to indirect speech example:

- Direct: "I am unwell", she said.
- Indirect: She said that she was unwell

## 2. Present Continuous Changes to Past Continuous

Direct to indirect speech example:

- Direct: "I am playing the guitar", she explained.
- Indirect: She explained that she was playing the guitar.

## 3. Present Perfect Changes to Past Perfect

Direct to indirect speech example:

- Direct: He said, "she has finished her homework".
- Indirect: He said that she had finished her homework.

## 4. Present Perfect Continuous changes to Past Perfect Continuous

Direct to Indirect speech example

- Direct: He said, "I have been working very hard."
- Indirect: He said that he had been working very hard.

### Rule #3 - Direct Speech to Indirect Speech conversion - Past Tense & Future Tense

## 1. Simple Past Changes to Past Perfect

Direct to indirect speech example:

- Direct: She said, "Irvin arrived on Sunday."
- Indirect: She said that Irvin had arrived on Sunday.

## 2. Past Continuous Changes to Past Perfect Continuous

Direct to indirect speech example:

- Direct: "We were playing basketball", they told me.
- Indirect: They told me that they had been playing basketball.

## 3. Future Changes to Present Conditional

Direct to indirect speech example:

- Direct: She said, "I will be in Scotland tomorrow."
- Indirect: She said that she would be in Scotland the next day.

## 4. Future Continuous Changes to Conditional Continuous

Direct to indirect speech example:

- Direct: He said, "I'll be disposing the old computer next Tuesday."

- Indirect: He said that he would be disposing the old computer next Tuesday.

#### Rule #4 - Direct Speech to Indirect Speech Conversion - Interrogative Sentences

1. No conjunction is used, if a sentence in direct speech begins with a question (what/where/when) as the "question-word" itself acts as a joining clause.

Direct to indirect speech example:

- Direct: "Where do you live?" asked the boy.
- Indirect: The boy enquired where I lived.

2. If a direct speech sentence begins with auxiliary verb/helping verb, the joining clause should be ifor whether.

Direct to indirect speech example:

- Direct: She said, "will you come for the party?"
- Indirect: She asked whether we would come for the party.

3. Reporting verbs such as 'said/ said to' changes to enquired, asked, or demanded.

Direct to indirect speech example:

- Direct: He said to me, "what are you wearing?"
- Indirect: He asked me what I was wearing.

#### Rule #5 - Direct Speech to Indirect Speech Conversion - Changes in Modals

1. While changing direct speech to indirect speech the modals used in the sentences changes like:

- Can becomes Could

Direct speech: He said, "I can speak five languages."

Indirect speech: He told me that he could speak five languages.

- May becomes Might

Direct speech: She said, "I may buy a new TV today."

Indirect speech: She told me that she might buy a new TV that day.

- Must becomes had to /Would have to

Direct speech: My teacher said to me, "You must be on time to class.

Indirect speech: My teacher told me that I had to be on time to class.

Some more examples:-

- Direct: She said, "She can dance."
- Indirect: She said that she could dance.
- Direct: She said, "I may buy a dress."
- Indirect: She said that she might buy a dress.
- Direct: Rama said, "I must complete the assignment."



- Indirect: Rama said that he had to complete the assignment.

2. There are Modals that do not change like - Could, Would, Should, Might, Ought to.

Direct speech to indirect speech examples:

- Direct: She said, "I should clean the house."
- Indirect: She said that she should clean the house.

#### Rule #6 - Direct Speech to Indirect Speech Conversion - Pronoun

1. The first person in the direct speech changes as per the subject of the speech.

Direct speech to indirect speech examples:

- Direct: He said, "I am in class Twelfth."
- Indirect: He says that he was in class Twelfth.

2. The second person of direct speech changes as per the object of reporting speech.

#### **Direct speech to indirect speech examples:**

- Direct: She says to them, "You have done your work."
- Indirect: She tells them that they have done their work.

3. The third person of direct speech doesn't change.

Direct speech to indirect speech examples:

- Direct: He says, "She dances well."
- Indirect: He says that she dances well.

#### Rule #7 - Direct Speech to Indirect Speech Conversion - Request, Command, Wish, Exclamation

1. Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbid-forbade is used for the negative sentences. Therefore, the imperative mood in direct speech changes into the Infinitive in indirect speech.

Direct speech to indirect speech examples:

- Direct: She said to her, "Please complete it."
- Indirect: She requested her to complete it.
- Direct: Hamid said to John, "Sit down."
- Indirect: Hamid ordered John to sit down.

2. In Exclamatory sentences that express (grief, sorrow, happiness, applaud) Interjections are removed and the sentence is changed to an assertive sentence.

Direct speech to indirect speech examples

- Direct: She said, "Alas! I am undone."
- Indirect: She exclaimed sadly that she was broke.

#### Rule #8 - Direct Speech to Indirect Speech Conversion - Punctuations

1. In direct speech the words actually spoken should be in (" ") quotes and always begin with a capital letter.

Example: She said, "I am the Best."

2. Full stop, Comma, exclamation or question mark, are placed inside the closing inverted commas.

Example: They asked, "Can we sing with you?"

3. If direct speech comes after the information about who is speaking, comma is used to introduce the speech, placed before the first inverted comma.

Direct speech example: He shouted, "Shut up!"

Direct speech example: "Thinking back," he said, "she didn't expect to win." (Comma is used to separate the two direct speeches and no capital letter to begin the second sentence.)

Rule #9 - Direct Speech to Indirect Speech Conversion - Change of Time

1. In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as:

Direct speech	Indirect speech
Today	That day
Tonight	That night
Now	Then
Yesterday	The day before/the previous day
Last night	The night before
Two days ago/the day before yesterday	Earlier /two days before
Tomorrow	The following day/the next day
The day after tomorrow	In two days' time
Next year/week	The following year/week
Last year/week	The previous year/week

Direct speech	Indirect speech
A year ago	The previous year

Direct speech to indirect speech examples:

- Direct: He said, "His girlfriend came yesterday."
- Indirect: He said that his girlfriend had come the day before.

2. The time expression does not change if the reporting verb is in present tense or future tense.

### Rules for converting Indirect Speech into Direct Speech

The following rules should be followed while converting an indirect speech to direct speech:

1. Use the reporting verb such as (say, said to) in its correct tense.
2. Put a comma before the statement and the first letter of the statement should be in capital letter.
3. Insert question mark, quotation marks, exclamation mark and full stop, based on the mood of the sentence.
4. Remove the conjunctions like (that, to, if or whether) wherever necessary.
5. Where the reporting verb is in past tense in indirect, change it to present tense in the direct speech.
6. Change the past perfect tense either into present perfect tense or past tense as necessary.

### Examples:

- Indirect: She asked whether she was coming to the prom night.
- Direct: She said to her, "Are you coming to the prom night?"
- Indirect: The girl said that she was happy with her result.
- Direct: The girl said. "I am happy with my result."

### Practice Questions:

#### Exercise 1

**Directions:** Given below are questions sentences in Direct/Indirect Speech along with four options. You are required to read the Direct and Indirect Speech questions carefully and select the option that expresses the same sentence in the reverse speech i.e., Indirect/Direct Speech:

1. The designer said to her, "will you have the dress ready by tomorrow evening?"
  1. The designer asked her if she would have the dress ready by next evening.
  2. The designer asked her that she would have the dress ready by next evening.
  3. The designer asked her that if she will like to have the dress by next evening.
  4. The designer asked her that she will have the suit ready by next evening.
2. They said, "Let us come in".

1. They told that let them be allowed to come in.
2. They requested that they might be allowed to come in.
3. They said that if they are allowed to come in.
4. They requested me to let them come in.

3. Samantha said to John, "Why are you sketching on the wall?"

1. Samantha asked John why was she sketching on the wall.
2. Samantha asked John why had she been sketching on the wall
3. Samantha asked John that why is she sketching on the wall.
4. Samantha asked John why she was sketching on the wall.

4. 'Jacob fell as he'd have wished', the father said.

1. The father said that Jacob has fallen as he would have wished.
2. The father said that Jacob had fallen as he would have wished.
3. The father said that Jacob had fallen as he had wished.
4. The father said that Jacob had been fallen as he would have been wished.

5. Arya said to Tara, "David will leave for his mother's place tomorrow."

1. Arya told Tara that David will leave for his mother's place tomorrow.
2. Arya told Tara that David will leave for his mother's place the next day.
3. Arya told Tara that David would leave for his mother's place the next day.
4. Arya informed Tara that David would be leaving for his mother's place the next day.

6. The Professor said that nobody could solve the problem.

1. The Professor said, 'Nobody can solve the problem'.
2. The Professor said, 'Nobody could solve the problem'
3. The Professor exclaimed, 'Nobody could solve the problem'
4. The Professor exclaimed, 'Nobody can solve the problem?'

7. She said, "Why didn't you send a friend request to me?"

1. She asked me why had i not sent a friend request to her
2. She enquired why I had not sent a friend request to her.
3. She enquired why I did not send a friend request to her.
4. She questioned why I had not sent a friend request to her.

8. The judge commanded them to call the accused in the court.

1. The Judge said, 'Call the accused in the court'.
2. The Judge ordered, 'Call the accused in the court'
3. The Judge command, 'Call the accused in the court'

4. The Judge said to them, 'Call the accused in the court'.
9. The instructor asked Ronny if he was ready for the race.
  1. 'Ronny, are you ready for the race?', the instructor asked.
  2. 'Are you ready for the race Ronny?', the instructor asked.
  3. 'Ronny, ready for race?' the instructor said.
  4. 'Ronny, are you ready for the race?', said the instructor.
10. Manager said to John, "Why didn't you attend the meeting yesterday?"
  1. The manager enquired John why did not he attend the meeting the day before.
  2. The manager asked John why he did not attend the meeting the previous day.
  3. The manager asked John why he had not attended the meeting the day before.
  4. The manager enquired John that why didn't he attended the meeting yesterday.
11. The boy told his father that his examination was over.
  1. The boy said to his father, "My examination is over."
  2. The boy said to his father, "My examination was over."
  3. The boy told his father, "My examination are over."
  4. The boy told his father, "His examination are over."
12. I said to my classmate, "Please lend me your cycle."
  1. I requested my classmate to lend me his cycle.
  2. I advised my classmate to lend me his cycle.
  3. I forbade my classmate to lend me his cycle.
  4. I ordered my classmate to lend me his cycle.
13. He says, "Manohar is a good boy."
  1. He told that Manohar is a good boy.
  2. He tells that Manohar was a good boy.
  3. He says that Manohar was a good boy.
  4. He says that Manohar is a good boy
14. Hari said to Ram, "You gave me a book."
  1. Hari told Ram that you had given him a book.
  2. Hari told Ram that he had given me a book.
  3. Hari told Ram that he had given him a book.
  4. Hari told Ram that I have given him a book.
15. "Good morning, friends." He said
  1. He asked his friends good morning.
  2. He forbade his friends good morning.
  3. He greeted his friends with good morning.
  4. He told his friends good morning.

16. Sam ordered that I had to complete the presentation soon.

1. Sam said, "You must complete the presentation soon."
2. Sam said, "You shall complete the presentation soon."
3. Sam said, "You complete the presentation!"
4. Sam said, "Will you complete the presentation soon?"

17.. The doctor asked whether he had shown any recovery.

1. The doctor said, "Is he showing any recovery?"
2. The doctor said, "Has he shown any recovery?"
- 3.. The doctor said, "He has shown recovery."
4. The doctor said, "Is he recovered?"

18.. He asked me not to worry.

1. He said, "He should not worry."
2. He said, "Oh! Don't worry."
3. He said, "You do not worry."
4. He said, "You should not worry."

19. He asked where his belongings were.

- 1.. He said, "Where were my belongings?"
2. He said, "Where my belongings had been?"
3. He said, "Where are my belongings?"
4. He said, "Where would my belongings be?"

20. Paul said that he had been watching a movie.

1. Paul said, "I have watched this movie."
2. Paul said. "I would be watching a movie."
3. Paul said, "I should watch a movie."
4. Paul said, "I have been watching a movie."

21. Lisa said that she would be travelling the following day.

1. Lisa said, "I would travel tomorrow."
2. Lisa said, "I will be travelling tomorrow."
3. Lisa said, "I shall be travelling the next day."
4. Lisa said, "I may travel tomorrow."

22.. He advised me to book an appointment beforehand.

1. He said, "You should book an appointment beforehand."
2. He said, "You can book an appointment before."
3. He said, "You must book an appointment beforehand."
4. He said, "You may book an appointment before."

23. Samuel exclaimed with grief that his friend had died.

1. Samuel said, "Alas! He dies."
2. Samuel said, "Alas! My friend died."
3. Samuel said, "Oh! My friend died."
4. Samuel said, "Oh! Ah! My friend died."

24. He requested the audience to maintain silence.

1. He said to the audience, "Please maintain silence!"
2. He said, "The audience must maintain silence."
3. He said, "Will the audience maintain silence?"
4. He said to the audience, "Please maintain silence."

25. The coach asked us if we had any doubts.

1. The coach said, "Has anyone have doubts?"
2. The coach said to us, "Any doubts?"
3. The coach said to us, "Do you have any doubts?"
4. The coach said, "Would you have doubts?"

Exercise 2:

**Read the below-mentioned statements and change them into indirect speech.**

1. Sam said to me, "When are you returning? "
2. "What is the time?" the stranger asked Samantha.
3. The professor said to Sam, "Why are you quiet? "
4. Samuel said to Arjun, "Aim at the fish's eye. "



5. "Bring the witness," said the judge.
6. "Ring the Fire-brigade," said the woman.
7. Bobby said to me, "I must do the homework."
8. My brother told me, "You were right."
9. Sharma told me, "Please sit here till I come back."
10. The coach said, "Bravo! You have performed excellently."
11. Raju said, "Alas! My kitty got injured."
12. Bunny said, "I may come to the seminar"
13. Bunny said to Sunny, "Do you see me?"
14. The little kid said, "Let me sit here."
15. Grandpa said, "May God bless you."

Exercise 3:

**Read the below-mentioned statements and change them into Direct speech.**

1. She thanked me.
2. She asked if I could swim?
3. He said that he never ate Indian food.
4. She said that she had found a place to live.
5. Aditi asked where she was going.
6. Professor told everyone to sit down.
7. The student asked if we could begin.
8. The woman said she had to come.
9. Tom said he might visit his hometown.
10. He said that he was seeing his grandparents the following day.
11. Shina asked if they resided here.
12. Tim asked how they would reach here.
13. The stranger asked the woman if she came from Asia.
14. The beggar asked whether any one of them would help her.
15. He said that he did not like the Pizza.

