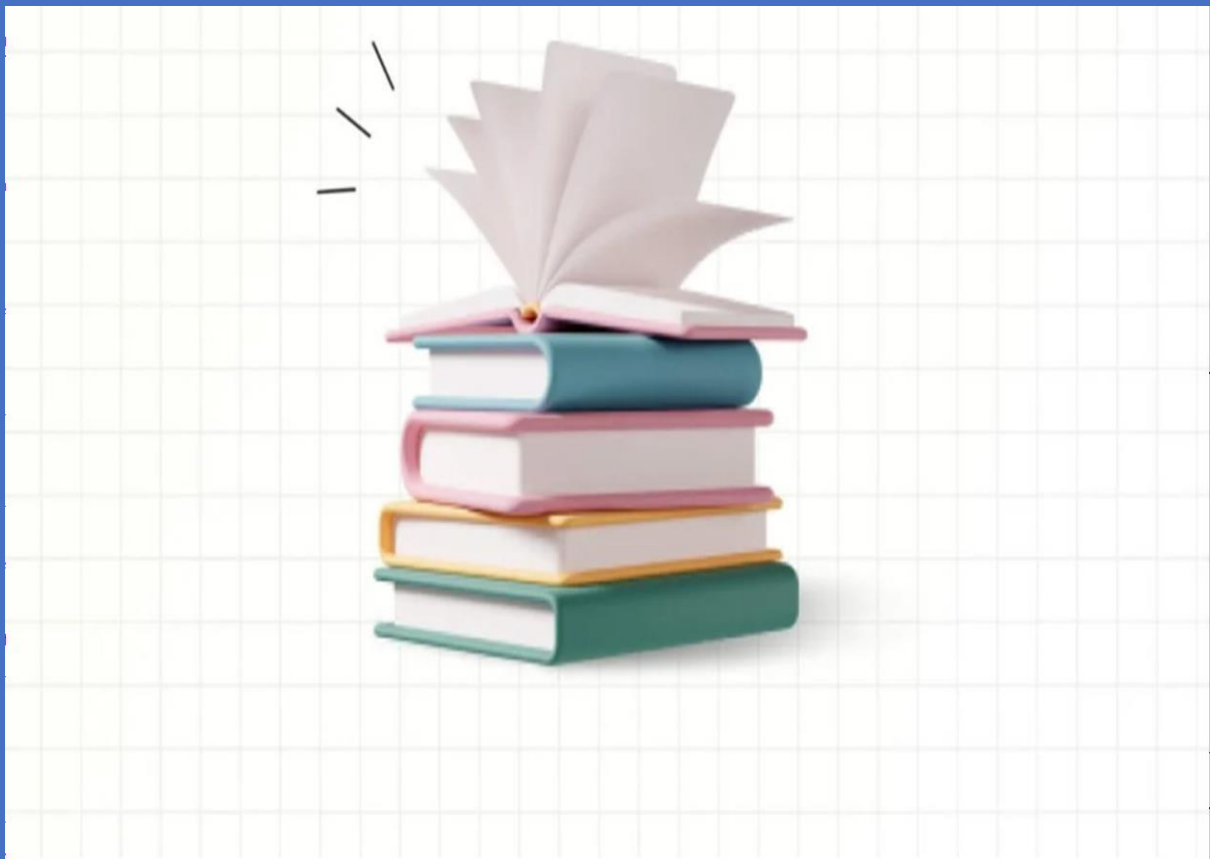


**PEV113**  
**UPPER INTERMEDIATE**  
**VERBAL**  
**ABILITY**



## SYLLABUS

### Unit I

**Subject-verb agreement** : singular and plural nouns, verbs, rules of subject-verb agreement

**Verb tense** : introduction to verb tense, rules of verb tense errors

### Unit II

**Voice and accent** : vowels and consonants, word stress, sentence stress

**Oral presentation** : purpose, introduction, types and rule of the presentation

### Unit III

**Vocabulary** : root words, synonyms and antonyms, contextual vocabulary, phrasal verbs, various exercises based on antonyms and synonyms

**Sentence completion** : introduction to cloze test, eliminating options using verbal clues, exercises based on cloze test

### Unit IV

**Email Writing** : purpose and functional role of e-mail, structural components of e-mail, do's and don'ts of e-mail writing

### Unit V

**Reading comprehension** : importance of reading comprehension, types of questions in reading comprehension, reading comprehension questions based on main idea, reading comprehension questions based supporting idea, exercises based on main idea and supporting idea questions

### Unit VI

**Direct and Indirect speech** : narration and narrative, descriptive formations, persuasive writing

**Para jumbles** : introduction, rules and types of para jumbles

# 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.



**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.

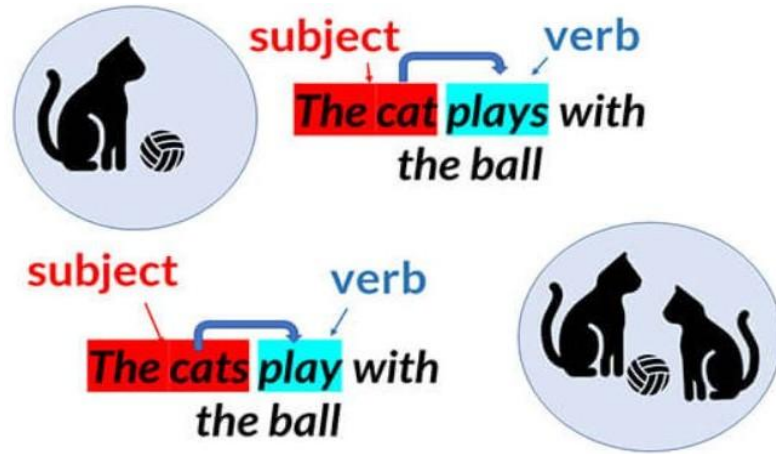
**Example:** She *writes* every day.

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.

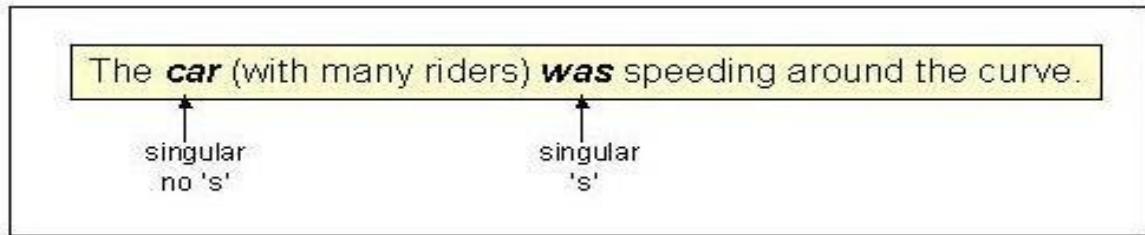
**Example:** The percentage of employees who called in sick and the number of employees who left their jobs within 2 years *are* reflective of the level of job satisfaction.

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.



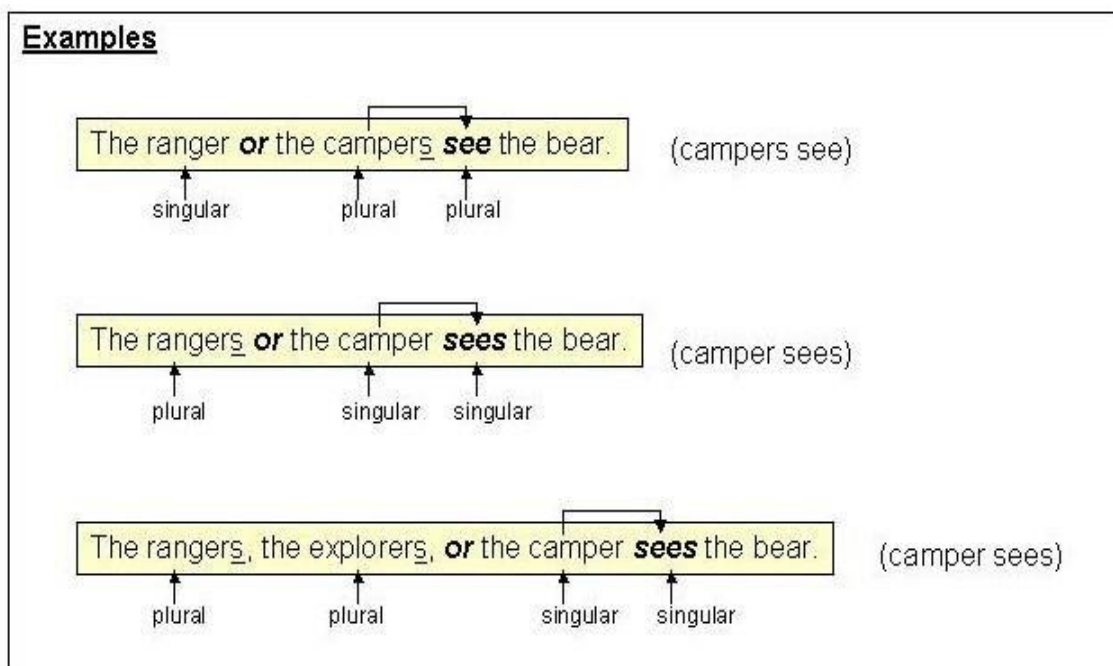
**Example:** The student, as well as the committee members, **is** excited.

**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.



**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")

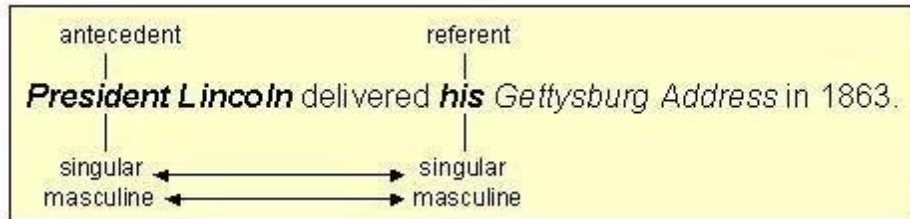
Pronouns must agree in number, gender, and person with their antecedents.

### 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:

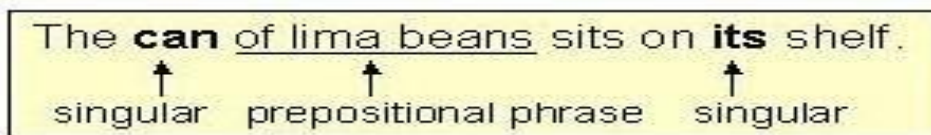




Here are nine pronoun-antecedent agreement rules. These rules are related to the rules found in subject-verb agreement.

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

Example:

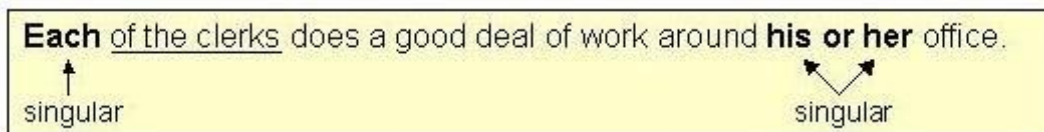


2. Indefinite pronouns as antecedents

- ❖ Singular indefinite pronoun antecedents take singular pronoun referents.

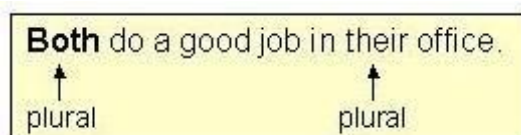
SINGULAR: *each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything*

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.

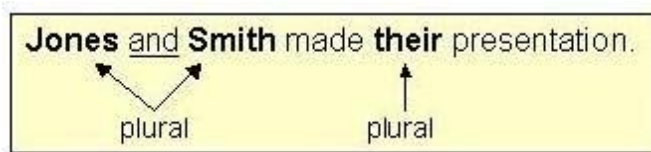
**All** of the jewels have lost **their** glow.

↑ plural                      ↑ plural

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

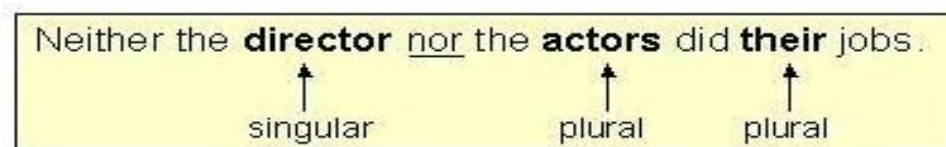
3. Compound subjects joined by *and* always take a plural referent.

Example:-

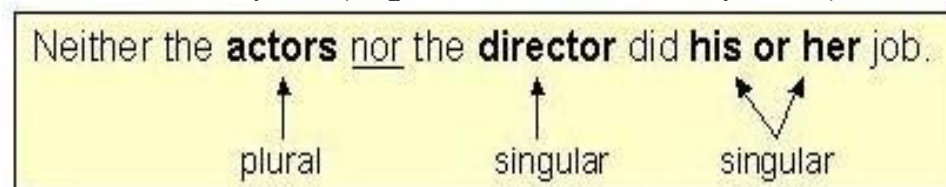


4. With compound subjects joined by or/nor, the referent pronoun agrees with the antecedent closer to the pronoun.

Example #1 (plural antecedent closer to pronoun):



Example #2 (singular antecedent closer to pronoun):

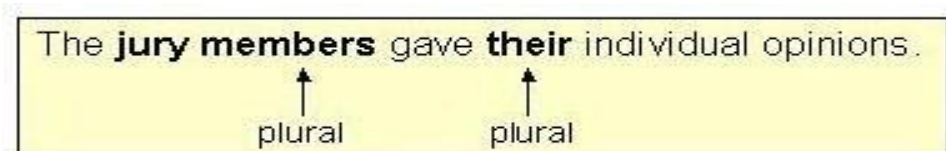


Note: Example #1, with the plural antecedent closer to the pronoun, creates a smoother sentence than example #2, which forces the use of the singular "his or her."

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



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



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



## Verb Tense

Verb tense refers to when the action in a sentence takes place—whether it happened in the past, is happening in the present, or will happen in the future.

Most verbs take a past, present, or future tense. This means that the verb may change forms to reflect something that already happened, something that is currently happening or is an ongoing truth/reality, or something that will happen in the future.

### Examples:

- **Past tense: The researcher explained the unusual results.**

In this example, "explained" is the past tense verb.

- **Present tense: Poverty exists in the world even to this day.**

In this example, "exists" is the present tense verb.

- **Future tense: This study will challenge entrepreneurs in their views of the current state of the economy.**

In this example, "will challenge" is the future tense verb.

Notice that the future tense requires the helping verb, "will."

Also, remember that sometimes sentences might have multiple verb tenses.

### Why is studying verb tense important?

Clear communication: It helps in expressing actions and events accurately in relation to time, ensuring effective communication.

- **Proper understanding:** Using the correct tense ensures that the listener or reader can understand when an action occurred or will occur.
- **Avoiding confusion:** Incorrect verb tenses can lead to misunderstandings and confusion in conversations and written text.
- **Writing and speaking skills:** Understanding verb tenses improves your overall language skills in both writing and speaking.
- **Expressing time-frames:** It allows you to express actions in the past, present, or future, providing context and clarity to your statements.

- **Conveying habits and routines:** Tenses help in describing habits, routines, and repeated actions.
- **Narrative structure:** It is crucial for storytelling and recounting events in a logical sequence.
- **Academic and professional purposes:** Proper verb tense usage is essential for academic writing, business communication, and formal contexts.
- **Building fluency:** Understanding verb tenses enhances your language fluency and proficiency.

### Example:

The goal of this study is to determine how the Armed Forces reacted to threats of war in the past and to implement strategies that will encourage proactive movements rather than reactive movements in the future.

The first verb, "is," is in the present tense; the second verb, "reacted," is in the past tense; and the third verb, "will encourage," is in the future tense.

## 12 types of verb tenses

The simple tenses (past, present, and future) are the most basic forms, but there are 12 major verb tenses in English in all.

### What are the verb tenses?

<i>infinitive: to dance</i>	Simple	Continuous	Perfect	Perfect Continuous
Past	danced	was dancing	had danced	had been dancing
Present	dance	am dancing	have danced	have been dancing
Future	will dance	will be dancing	will have danced	will have been dancing



## Past tenses

The *past tenses* use verbs to say that something happened in the past, meaning any time before this moment right now. There are four variations of *past tenses*:

- **Simple past:** describes events that began and ended in the past.
- **Past continuous:** describes events that began in the past, continued for a length of time, and ended in the past.
- **Past perfect:** describes a past event that occurred before another past event.
- **Past perfect continuous:** describes an event that began in the past, continued for a length of time, and was in progress when another past event happened.

## Present tenses

Generally speaking, we use the *present tenses* to say that an event is happening right now in the present time. Like the past tenses, there are four variations of *present tenses*:

- **Simple present:** Describes an event as happening in the present.
- **Present continuous:** Describes an event as being in progress in the present and likely continuing into the future.
- **Present perfect:** Describes an event that occurred in the past but has some connection to the present.
- **Present perfect continuous:** Describes an event that began in the past but still continues to happen in the present.

## Future tenses

We use the *future tenses* to say that an event will happen sometime in the future. Like past and present tenses, there are four variations of *future tenses*:

- **Simple future:** Describes an event that will begin and end in the future.
- **Future continuous:** Describes an event that will begin in the future and continue for a length of time.
- **Future perfect:** Describes a future event that will happen before another future event.
- **Future perfect continuous:** Describes a future event that will begin, continue for a length of time, and still be in progress when another future event occurs.



## Verb Tense Error

- A verb tense error occurs when the verb used in a sentence does not match the appropriate tense for the intended meaning.
- This mistake can lead to confusion or mis-communication because the timing of the action or event may not align with the context of the sentence.
- It often occurs when people accidentally use different verb tenses in the same sentence or paragraph, making the timing of actions or events inconsistent.

To avoid these errors, it's essential to use the correct verb tense that matches when things happened or will happen. This way, our writing or speaking becomes more understandable and makes sense to others.

## TYPES OF VERB ERRORS

- ❖ Verb Tense Errors
- ❖ Verb Form Errors
- ❖ Verb Mood Errors

### Types of Verb Tense Errors

1. **Verb Tense Error: A verb tense error occurs when the verb used in a sentence does not match the appropriate tense for the intended meaning.**

#### Example:

**Incorrect:** I am going to the beach yesterday.

**Correct:** I went to the beach yesterday.

In the incorrect sentence, "am going" is the present tense, but it should be "went" to match the past tense of "yesterday."

2. **Verb Form Error: A verb form error occurs when the wrong form of the verb is used, such as using the base form instead of the past tense.**

#### Example:

**Incorrect:** She have a good time at the party.

**Correct:** She had a good time at the party.

In the incorrect sentence, "have" is the base form, but it should be "had" in the past tense.

3. **Verb Mood Error: A verb mood error happens when the wrong mood of the verb is used, like using the indicative mood instead of the subjunctive mood.**

#### Example:

**Incorrect:** If I was you, I will do it differently.

**Correct:** If I were you, I would do it differently.

In the incorrect sentence, "was" is indicative, but it should be "were" in the subjunctive mood to express a hypothetical situation.

**Use the appropriate verb mood to convey the intended meaning.**

- **Indicative mood is used for stating facts or opinions.**

**Example:** I believe he is right.

- **Subjunctive mood is used for hypothetical situations, wishes, or suggestions.**

**Example:** I wish I were there.

- **Imperative mood is used for giving commands or instructions.**

**Example:** Please pass the salt.

4. **Verb Voice Error: A verb voice error occurs when the wrong voice of the verb is used, such as using the passive voice instead of the active voice.**

**Example:**

**Incorrect:** The book was written by Mark Twain.

**Correct:** Mark Twain wrote the book.

In the incorrect sentence, the passive voice "was written" is used, but it should be in the active voice "wrote" for clearer communication.

These are some common types of verb errors to watch out for when writing or speaking. Paying attention to verb usage helps improve the clarity and correctness of your language.

# EXERCISES

## EXERCISE 1

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.

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 2

1. Complete the below sentence with proper agreement of the verb with the subject.

My uncle and benefactor \_\_\_\_\_

- a) has come
- b) have come
- c) were come
- d) is come

2. Which of the following verbs best fits the sentence given below?

Either the executive or the assistant \_\_\_\_\_ been here.

- a) have
- b) has
- c) was
- d) are

3. When the word 'and' is used to join two or more singular nouns or pronouns, the verb should be in singular form.

- a) True
- b) False

4. Fill in the blank with the proper verb form.

The content of the papers \_\_\_\_\_ not good.

- a) was
- b) were
- c) have been
- d) are

5. Identify the correct form of verb that fits in the sentence.

Coal and oil \_\_\_\_\_ considered to be non-renewable resources.

- a) has been
- b) was
- c) is
- d) are

6. Which of the following cases given below uses a plural verb?

- a) Two singular nouns are joined by using the word 'and'
- b) Words such as 'with', 'as well as' are used to join words to a singular subject
- c) Two singular subjects joined by 'or' or 'nor'
- d) Sentences using a collective noun in which the collection is thought as a whole

7. Identify the correct form of verb to fill in the blank.

The Comic Book Store, with its contents, \_\_\_\_\_ insured.

- a) was
- b) were
- c) are
- d) have been

8. Complete the below sentence with proper agreement of the verb with the subject.

Neither the Headmaster nor the teachers \_\_\_\_\_

- a) are present at the award ceremony
- b) was present at the award ceremony

- c) is present at the award ceremony
- d) have present at the award ceremony

9. Fill in the blank with the proper verb form.

Each of the wards in the emergency room \_\_\_\_\_ full.

- a) is
- b) are
- c) were
- d) were being

10. Which of the following verbs best fits the sentence given below?

Every Engineer and every Doctor present at the conference \_\_\_\_\_ given a copy of proceedings.

- a) was
- b) have been
- c) are
- d) were

11. A singular verb should be used for a collective noun, when the particular collection is considered as a whole.

- a) True
- b) False

12. Use the correct form of verb to fill in the blank.

\_\_\_\_\_ your brother and sister at home?

- a) Is
- b) Are
- c) Was
- d) Were

13. Which of the following sentences does use the correct form of verb in accordance to the subject?

- a) The jury has issued its judgement
- b) Hunger Games was written by Suzanne Collins
- c) His intellect on astronomical sciences is far beyond imagination
- d) The Auditor and Advisor are dead

14. Identify the correct form of verb from the options to fill in the blank.

The news being telecasted about the MP \_\_\_\_\_ true.

- a) are
- b) have been
- c) is
- d) were

15. Complete the sentences accordingly so that the verb is in agreement with the subject.

Everyone of the workshops \_\_\_\_\_

- a) are booked
- b) have been booked
- c) is booked
- d) were booked

### EXERCISE 3

**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.



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 4

**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.

- 
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 people's faces as they try to stay one step ahead of the beasts behind them.
- 

### EXERCISE 5

1. Complete the below sentence with proper agreement of the verb with the subject.

The Engineer and Scientist \_\_\_\_\_

- a) has arrived
- b) have arrived
- c) were arrived
- d) is arrived

2. Fill in the blank with the proper verb form.

The captain, with his players, \_\_\_\_\_ to be present at the press meet.

- a) have
- b) is
- c) are
- d) has been

3. Identify the correct form of verb that fits in the sentence.

Neither mobile phone nor laptop \_\_\_\_\_ to be found there.

- a) are
- b) have
- c) has been
- d) was

4. In which of the following cases does the verb takes singular form?

- a) A sentence involving a collective noun in which the individuals of which it is composed are being referred to
- b) A sentence with two subjects in which one of them is plural
- c) A sentence with words such as 'either' or 'neither'
- d) When two singular nouns are connected by the word 'and'

5. Identify the correct form of verb to fill in the blank.

Each of these accessories \_\_\_\_\_ found in Ritchie Street.

- a) is
- b) are
- c) were
- d) has

6. Select the proper verb to fit the blank in the sentence given below.

Even five minutes \_\_\_\_\_ a long time when you are hungry and waiting for food.

- a) was
- b) is
- c) are
- d) were

7. In which of the following sentences the verb does not agree with the subject?

- a) The taste of the apples that you bought was not good
- b) He and I were dancing all night
- c) Physics is being taught in every school from primary itself
- d) The jury is split on their verdict

8. Which of the following verbs best fits the sentence given below?

The AN745 aircraft, with its crew, \_\_\_\_\_ lost.

- a) are
- b) have been
- c) was
- d) had

9. Complete the below sentence with proper agreement of the verb with the subject.

The market cost of all these accessories \_\_\_\_\_ increased.

- a) has
- b) have
- c) have been
- d) were

10. Which of the following verbs fits the sentence and agrees with the subject?

The top management \_\_\_\_\_ divided on their suggestions regarding investment strategies.

- a) is
- b) are
- c) is being
- d) has been

11. Fill in the blank with the proper verb form.

The manager and cashier \_\_\_\_\_ suspected to be involved in the robbery.

- a) are
- b) were
- c) is
- d) has

12. Select the proper verb to fit in the sentence.

In my brother \_\_\_\_\_ centered their care and their affection.

- a) was
- b) were
- c) is
- d) has

13. Complete the below sentence with one of the options given.

The following day every one of the students \_\_\_\_\_

- a) was down with fever
- b) were down with fever
- c) have been down with fever
- d) are down with fever

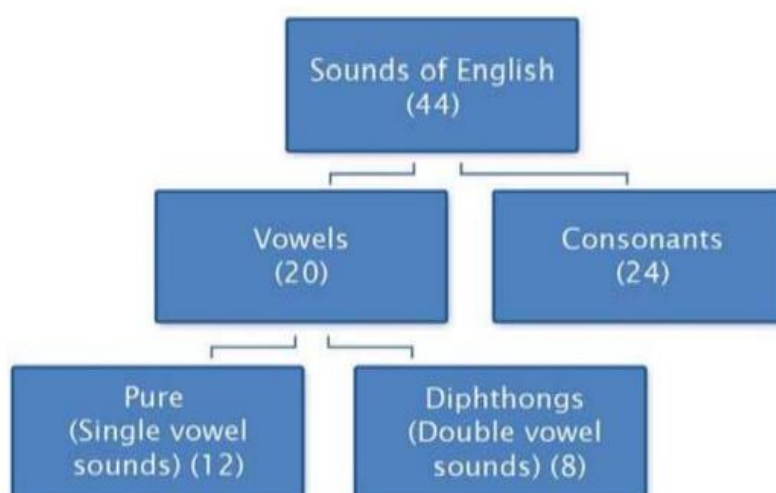
## UNIT-II

### Voice and Accent

#### What are speech sounds?

Speech sounds or phonemes are the smallest unit of sound. They 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. However, there are 44 sounds that can be made from these 26 alphabets. 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

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

### 20 VOWEL Sounds

ih	<b>p</b> retty	eh	<b>w</b> ell
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:

<b>Lip Vowels</b>		<b>Tongue Vowels</b>	
ah	fast	ae	fat
aw	fought	E	fate
oh	photo	ee	feet
oo	fool	ih	fit
<b>Long Vowels</b>		<b>Short Vowels</b>	
ee	beet	ih	bit
oh	boat	aw	bought
E	bait	eh	bet
<b>Rounded Vowels</b>		<b>Unrounded Vowels</b>	
oh	shone	aw	shot

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
31	ɒ	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
32	oo	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 channeling 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?

- 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
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.

### What are Syllables?

A syllable is an unbroken vowel sound within a word. Notice that we say a vowel sound, not just a vowel by itself. A vowel sound contains whichever consonants (and other vowels) are attached to a vowel to make a certain, distinct sound. For example, the word *blanket* has two syllables: *blan* + *ket*.

The number of shapes our mouth makes while uttering a word is equal to the number of syllables in the word because every time you say a new syllable, your mouth has to change its shape and make a new sound.

Simply counting vowels won't always give you the number of syllables in a word. Sometimes vowels are silent, like in the word *grape*. *Grape* has two vowels but only one syllable.

Sometimes two vowels combine to make a *single* sound; this is called a diphthong. For example, the vowels *o* + *u* make an *ow* sound. The word *proud* has two vowels but only one syllable.

**For example:** The word

- “Education” has 4 syllables: E-du-ca-tion.
- “Malafide” has 3 syllables: Ma-la-fide
- “Pretentious” has 3 syllables: Pre-ten-tious.
- “Obnoxious” has 3 syllables: Ob-nox-ious

## Why does Word Stress Matter?

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!”

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

### 1. 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/

### 2. 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/

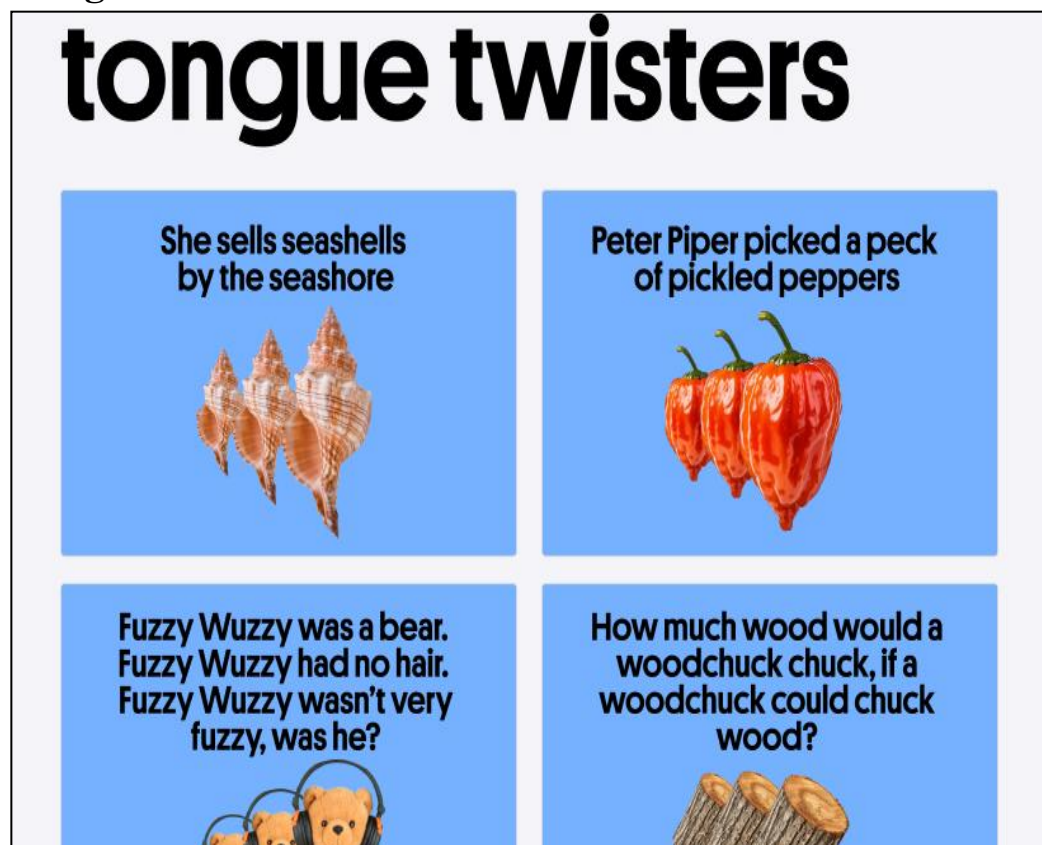
## Ways to improve pronunciation

- Learning and practicing phonics blends.
- When certain letters appear together, they create specific sounds, e.g., *ch*, *sh*, *igh* - we call these phonics blends.
- Looking at the place and manner of articulation for certain sounds.

- Listening to native speakers of the language.
- Looking at your mouth shape in the mirror.
- Having fun with tongue twisters.
- Record yourself speaking

## Let's Practice!

### Tongue twisters:



- Betty bought a bit of butter but the bit of butter was bitter so she bought another bit of better butter to make the bitter butter better.
- I saw a kitten eating chicken in the kitchen.
- I wish to wash my Irish wristwatch.
- So, this is the sushi chef.
- He happily held his hat in his hand.

### Tips and tricks for improving pronunciation

1. Some letters are silent like G in Gnome or K in Knife or k in asked.
2. The pronunciation changes with the change in stress. For example, Vinyl Record vs *to record* something.
3. At the end of it, listening to the correct pronunciation of the word and then assimilating it, will help to improve the pronunciation of words.

## Some commonly mispronounced words:

### Listen to the words and practice

1. Entrepreneur
2. Restaurant
3. Colonel
4. Entourage
5. Nuptial
6. Heard
7. Pronunciation
8. Nuances
9. Advice
10. Dengue
11. Alternative
12. Schedule
13. Accept
14. Assessment
15. Counter
16. Chicken
17. Psychiatry
18. Pneumonia
19. Data
20. Hotel
21. Ballet
22. Epitome
23. Extempore
24. Asked
25. Devotee

## 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 song-like 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.

Thus, 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

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.

Thus, 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

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 (/bɪ'kəʊz/). 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

## EXERCISE 1(A): Identify the words with the short vowel sounds:

### Tick the word with the short “ae” sound:

Mat                  Pot                  Cup

### Tick the word with short “eh” sound:

Snake              Tube              Bell

### Tick the word with short “ih” sound:

Telephone      Cap              Pin

### Tick the word with short “aw” sound:

Duck              Frog              Rat

### Tick the word with short “uh” sound:

Pull              Pole              Pool

## EXERCISE 1(B): Identify the words with the long vowel sounds:

### Tick the word with long “E” sound:

Cat                  Cake              Cup

### Tick the word with long “ee” sound:

Plate              Feet              Steak

### Tick the word with long “I” sound:

Fish              Light              Elephant

### Tick the word with long “oh” sound:

Boots              Frock              Boat

### Tick the word with long “oo” sound:

Parachute      Good              God

**EXERCISE 2: Choose the correct pronunciation of the given words.**

WORD	PRONUNCIATION A	PRONUNCIATION B
Mischievous	<u>mis-CHUH-vus</u>	<u>MIS-chee-vee-us</u>
February	<u>FEB-roo-air-ee</u>	<u>FEB-yoo-air-ee</u>
Library	LIE-berry	<u>LIE-brair-ee</u>
Salmon	SAUL-man	SAM-in
Subtle	<u>SUH-tell</u>	SUB-tell
Ask	AXE	<u>AH-sk</u>
Wednesday	<u>WENZ-day</u>	<u>WED-nez-day</u>
Bury	<u>BUH-ree</u>	<u>BARE-ee</u>
Stomach	<u>STUM-ick</u>	<u>STO-match</u>
Jewelry	<u>JOOL-ree</u>	<u>JEW-eII-ree</u>

**EXERCISE 3: Choose the correct options for the given questions.**

1. How many syllables does the following word contain?

SCRUMPTIOUS

- a) Four
- b) Two
- c) Six

2. How many syllables does the following word contain?

ANTAGONISE

- a) Seven
- b) Three
- c) Four

3. How many syllables does the following word contain?

OCEAN

- a) Two
- b) Five
- c) Four

4. How many syllables does the following word contain?

CRUCIFEROUS

- a) Five
- b) Four
- c) Nine

5. How many syllables does the following word contain?

TREMBLE

- a) One
- b) Two
- c) Seven

6. How many syllables does the following word contain?

ONOMATOPOEIA

- a) Six
- b) Seven
- c) Eight

7. How many syllables does the following word contain?

AWKWARD

- a) Three
- b) Two
- c) Six

8. How many syllables does the following word contain?

ECSTASY

- a) Three
- b) Seven
- c) Five

9. How many syllables does the following word contain?

SPUTTER

- a) Two
- b) Two and a half
- c) Three

10. How many syllables does the following word contain?

HYPERSENSITIVITY

- a) Eight
- b) Seven
- c) Ten

#### **EXERCISE 4**

**Which syllable is primarily stressed in the following words?:**

1. Education

- A. E-ducation
- B. e-DU-cation
- C. edu-CA-tion
- D. educa-TION

2. Restaurant

- a) RES-taurant
- b) res-TAU-rant
- c) restau-RANT

3. Mischievous

- a. MIS-chievous
- b. mis-CHIE-vous
- c. mischie-VOUS

## 4. Pronunciation

- a) PROnunciation
- b) pro-NUN-ciation
- c) pronun-CI-ation
- d) pronunci-A-tion
- e) pronuncia-TION

## 5. Epitome

- a. E-pitome
- b. e-PIT-ome
- c. epit-O-me
- d. epito-ME

## 6. Anemone

- a) A-nemone
- b) a-NEM-one
- c) anem-O-ne
- d) anemo-NE

## 7. Ingenuity

- a. IN-genuity
- b. in-GE-nuity
- c. inge-NU-ity
- d. ingenu-I-ty
- e. ingenui-TY

## 8. Chimera

- a) CHI-mera
- b) chi-ME-ra
- c) chime-RA

## 9. Jewelry

- a. JEW-elry
- b. jew-EL-ry
- c. jewel-RY

## 10. Colonel

- a) COLO-nel
- b) colo-NEL

**EXERCISE 5:** Misplaced syllable stress can change the meaning of the words. In the following set of words and sentences find out which given word is a *Noun* and which is a *Verb* according to its syllable stress.

1. **Process:** Pro`cess

- Getting admission in the college was a tedious process
- I asked the clerk as to how much time he will take to process my account.

2. **Present:** Pre`sented

- Betty bought a present for Bennett.
- They presented the chief guest with a souvenir.

3. **Project:** `Project

- Pam and Peter were working on the project together
- The party had to project a clean image.

4. **Subject:** `Subject

- I always found history a boring subject.
- The prisoners were a subject to extreme torture by the army.

5. **Object:** Ob`ject

- The crystal vase was an object of desire.
- I believe the judge will object to the defendant's plea.

6. **Career:** Ca`reer

- Youngsters today are conscious about their career.
- The goods were sent by a private carrier.

7. **Record:** Re`cord

- He found his favorite record in the store
- Jim wanted to record the conversation for reference.

8. **Contract:** Con`tract

- They made Manish sign a contract so he cannot leave now.
- The diaphragm expands and contracts as we breathe.

9. **Produce:** Pro`duce

- They challenged him to produce evidence to support his allegations.
- We buy organic produce from the farmers' market.

10. **Desert:** De`sert

- They lost their way in the desert and died of thirst.
- She is an honorable person who would never desert her principles.



**EXERCISE 6: Choose the most appropriate answers to the given statements.**

1. Choose the sentence stress that best answers the following question: How often does he practice English?

- A. He studies English EVERY DAY.
- 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.
- D. 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

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

- A) Stressed
- B) Function
- C) Unaccented
- D) Non-stressed

10. \_\_\_\_\_ are considered as Function Words.

- A) Stressed
- B) Accented
- C) Non-stressed
- D) Content

# Oral Presentation

## The Purpose of an Oral Presentation

- Generally, oral presentation is public speaking, either individually or as a group, the aim of which is to provide information, entertain, persuade the audience, or educate.
- In an academic setting, oral presentations are often assessable tasks with a marking criteria. Therefore, students are being evaluated on their capacity to speak and deliver relevant information within a set time-frame.
- An oral presentation differs from a speech in that it usually has visual aids and may involve audience interaction; ideas are both shown and explained.
- A speech, on the other hand, is a formal verbal discourse addressing an audience, without visual aids and audience participation.

## Introduction

### Oral Presentations



Oral presentations are one of the most common assignments in college courses. Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplished by delivering oral presentations in class, at conferences, in public lectures, or in company meetings. Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors.

Oral presentations typically involve three important steps: 1) planning, 2) practicing, and 3) presenting.

## 1. Planning

Oral presentations require a good deal of planning. Scholars estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage (or rather, lack of a planning stage).

Make sure to address the following issues:

### *Audience:*

- Focus your presentation on the audience. Your presentation is not about how much you can say, but about how much your audience can understand.
- Organize your information into three to five points/categories. Audiences can only easily remember a maximum of three to five points.
- Build repetition. Listening is much different than reading. Your audience cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories.



### *Introduction:*

- Introduce yourself if needed, providing your affiliation and/or credibility.
- Create an effective opening that will interest your audience: pose a question, give an amazing fact, or tell a short, interesting story.
- Reveal your topic to the audience and explain why it is important for them to learn about.
- Give a brief outline of the major points you will cover in your presentation.



### *Main Body:*

- Explain your points. Give clear explanations. Provide sufficient evidence to be convincing.
- Use transitions between sections of your presentation (introduction, body, and conclusion) as well as between points in your main body section. The Writing Studio's [handout on Roadmaps](#) provides a great explanation of how to create clear signals and "signposts" that will guide the audience through your presentation.
- Use analogies and stories to explain complicated ideas and to build repetition.

### *Conclusion:*

- Signal your conclusion with a transition.
- Summarize your points.
- Refer to future action if needed.
- End with, "Thank You."
- If answering questions, tell your audience, "I'll now be happy to answer any questions."



## 2. Practicing

Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation.

- Record your presentation and review it in order to know how you sound and appear to your audience. You may notice that you are pausing awkwardly, talking too fast, or using distracting gestures.
- Consider using different colored highlighters to remind yourself when to pause, when to emphasize a particular point, when you have a slide change on your PowerPoint, etc.
- Practice in front of peers and elicit feedback. Ask your peers to comment on your delivery and content. What aspects of your delivery work well to convey the information and argument of the presentation, and what aspects of your delivery are not working as well as they could? Also, are there moments in your presentation in which your peers become confused, bored, or distracted?
- Remember that the more you practice, the more comfortable you will become with the material. As a result of repeated practice, you will appear far more polished and professional while delivering your presentation.



## 3. Presenting

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.



- Maintain eye contact. Only look at notes or slides very briefly. Sweep the room with your gaze, pausing briefly on various people.
- Be aware of your body posture.
- Be enthusiastic about your topic.
- Smile.



- Slow down your speech. We naturally talk faster when we are nervous. Include pauses to allow your listeners to keep up and time for you to think ahead.
- Use gestures to emphasize points and move about the space if possible.



- Calibrate the volume of your voice so that people in the back of the room can hear you.
- Avoid fillers, such as “Ah, uh, I mean, like, okay, um....”

- Act as natural and relaxed as possible.
- Dress appropriately.



Not like this...



Or like this...



*Visual Aids* - help explain your points, act as supporting evidence, and add visual interest.

- Do not turn your back on the audience to look at the visual or block the visual with your body.
- Provide an orientation to the visual (explain the X and Y axis, etc.).
- Highlight what you would like the audience to focus on, and then make sure you fully explain the information you are highlighting.
- Make your visuals readable and visually pleasing.
- Above all, make sure your visual aids augment what you are saying rather than compete with what you are saying. Try not to include too much text or too many images in your visual aid. Your spoken words and your visual aid should work together so the audience's attention is never divided between the two.



*Questions and Answers* – Do not underestimate the challenge of running a successful question and answer session. They are unpredictable by nature.

In your planning, try to anticipate possible questions your audience might have. Follow this four-step process to successfully answer audience questions:



- Acknowledge the question. ("Good Question!") This polite gesture shows your interest.
- Rephrase the question. This important step allows you to: make sure you understand the question, ensure all audience members hear the question, phrase the question into one you want to or are willing to answer, and gain time to think about your answer.
- Answer the question as clearly and concisely as possible.
- Check for comprehension with the questioner and your audience. ("Does that make sense? Is that clear?")



## Types of Oral Presentations

### Individual Presentation

- Breathe and remember that everyone gets nervous when speaking in public. You are in control. You've got this!
- Know your content. The number one way to have a smooth presentation is to know what you want to say and how you want to say it. Write it down and rehearse it until you feel relaxed and confident and do not have to rely heavily on notes while speaking.
- Eliminate 'umms' and 'ahhs' from your oral presentation vocabulary. Speak slowly and clearly and pause when you need to. It is not a contest to see who can race through their presentation the fastest or fit the most content within the time limit. The average person speaks at a rate of 125 words per minute. Therefore, if you are required to speak for 10 minutes, you will need to write and practice 1250 words for speaking. Ensure you time yourself and get it right.
- Ensure you meet the requirements of the marking criteria, including non-verbal communication skills. Make good eye contact with the audience; watch your posture; don't fidget.
- Know the language requirements. Check if you are permitted to use a more casual, conversational tone and first-person pronouns, or do you need to keep a more formal, academic tone?

### Group Presentation

- All of the above applies, however you are working as part of a group. So how should you approach group work?
- Firstly, if you are not assigned to a group by your lecturer/tutor, choose people based on their availability and accessibility. If you cannot meet face-to-face you may schedule online meetings.
- Get to know each other. It's easier to work with friends than strangers.
- Also consider everyone's strengths and weaknesses. This will involve a discussion that will often lead to task or role allocations within the group, however, everyone should be carrying an equal level of the workload.
- Some group members may be more focused on getting the script written, with a different section for each team member to say. Others may be more experienced with the presentation software and skilled in editing and refining power point slides so they are appropriate for the presentation. Use one visual aid (one set of power point slides) for the whole group. Take turns presenting information and ideas.
- Be patient and tolerant with each other's learning style and personality.
- Do not judge people in your group based on their personal appearance, sexual orientation, gender, age, or cultural background.
- Rehearse as a group, more than once. Keep rehearsing until you have seamless transitions between speakers.
- Ensure you thank the previous speaker and introduce the one following you. If you are rehearsing online, but have to present in-person, try to schedule some face-to-face time that will allow you to physically practice using the technology and classroom space of the campus.

## Rules of oral presentation

### ➤ Rule 1: Talk to the Audience

We do not mean face the audience, although gaining eye contact with as many people as possible when you present is important since it adds a level of intimacy and comfort to the presentation. We mean prepare presentations that address the target audience. Be sure you know who your audience is—what are their backgrounds and knowledge level of the material you are presenting and what they are hoping to get out of the presentation? Off-topic presentations are usually boring and will not endear you to the audience. Deliver what the audience wants to hear.

### ➤ Rule 2: Less is More

A common mistake of inexperienced presenters is to try to say too much. They feel the need to prove themselves by proving to the audience that they know a lot. As a result, the main message is often lost, and valuable question time is usually curtailed. Your knowledge of the subject is best expressed through a clear and concise presentation that is provocative and leads to a dialog during the question-and-answer session when the audience becomes active participants. At that point, your knowledge of the material will likely become clear. If you do not get any questions, then you have not been following the other rules. Most likely, your presentation was either incomprehensible or trite. A side effect of too much material is that you talk too quickly, another ingredient of a lost message.

### ➤ Rule 3: Only Talk When You Have Something to Say

Do not be overzealous about what you think you will have available to present when the time comes. Research never goes as fast as you would like. Remember the audience's time is precious and should not be abused by presentation of uninteresting preliminary material.

### ➤ Rule 4: Make the Take-Home Message Persistent

A good rule of thumb would seem to be that if you ask a member of the audience a week later about your presentation, they should be able to remember three points. If these are the key points you were trying to get across, you have done a good job. If they can remember any three points, but not the key points, then your emphasis was wrong. It is obvious what it means if they cannot recall three points!

### ➤ Rule 5: Be Logical

Think of the presentation as a story. There is a logical flow—a clear beginning, middle, and an end. You set the stage (beginning), you tell the story (middle), and you have a big finish (the end) where the take-home message is clearly understood.

### ➤ Rule 6: Treat the Floor as a Stage

Presentations should be entertaining, but do not overdo it and do know your limits. If you are not humorous by nature, do not try and be humorous. If you are not good at telling anecdotes, do not try and tell anecdotes, and so on. A good entertainer will captivate the audience and increase the likelihood of obeying Rule 4.

➤ **Rule 7: Practice and Time Your Presentation**

This is particularly important for inexperienced presenters. Even more important, when you give the presentation, stick to what you practice. It is common to deviate, and even worse to start presenting material that you know less about than the audience does. The more you practice, the less likely you will be to go off on tangents. Visual cues help here. The more presentations you give, the better you are going to get. In a scientific environment, take every opportunity to do journal club and become a teaching assistant if it allows you to present. An important talk should not be given for the first time to an audience of peers.

➤ **Rule 8: Use Visuals Sparingly but Effectively**

Presenters have different styles of presenting. Some can captivate the audience with no visuals (rare); others require visual cues and in addition, depending on the material, may not be able to present a particular topic well without the appropriate visuals such as graphs and charts. Preparing good visual materials will be the subject of a further Ten Simple Rules.

A useful rule of thumb for us is if you have more than one visual for each minute you are talking, you have too many and you will run over time. Obviously some visuals are quick, others take time to get the message across; again Rule 7 will help.

Avoid reading the visual unless you wish to emphasize the point explicitly, the audience can read, too! The visual should support what you are saying either for emphasis or with data to prove the verbal point. Finally, do not overload the visual. Make the points few and clear.

➤ **Rule 9: Review Audio and/or Video of Your Presentations**

There is nothing more effective than listening to, or listening to and viewing, a presentation you have made. Violations of the other rules will become obvious. Seeing what is wrong is easy, correcting it the next time around is not. You will likely need to break bad habits that lead to the violation of the other rules. Work hard on breaking bad habits; it is important.

➤ **Rule 10: Provide Appropriate Acknowledgments**

People love to be acknowledged for their contributions. Having many gratuitous acknowledgements degrades the people who actually contributed. If you defy Rule 7, then you will not be able to acknowledge people and organizations appropriately, as you will run out of time. It is often appropriate to acknowledge people at the beginning or at the point of their contribution so that their contributions are very clear.

## **Topics for practice:**

### **Topic 1: "The Future of Renewable Energy"**

- Discuss the latest advancements in solar
- Discuss the latest advancements in Wind
- Discuss the latest advancements in hydro power.

### **Topic 2: "The Impact of AI on Engineering"**

- Explore how artificial intelligence is transforming industries like manufacturing, construction, and design.

### **Topic 3: "The Ethics of Engineering: Balancing Progress with Responsibility"**

- Explore the ethical considerations surrounding emerging technologies like gene editing, facial recognition, and autonomous vehicles.

### **Topic 4: "The Role of Robotics in Modern Manufacturing"**

- Discuss the benefits
- challenges of implementing robotic systems in production processes.

### **Topic 5: "Cyber Security in the Age of IoT"**

- Address the vulnerabilities
- risks associated with the increasing connectivity of devices.

### **Topic 6: "If I ruled the world":**

- Imagine you have the power to change anything. What would you do?
- What issues would you prioritize, and how would you address them?
- Share your vision for a better world.

### **Topic 7: "Laughter is the best medicine":**

- Share a personal experience where laughter helped you through a tough time.
- Discuss the benefits of laughter for mental and physical health.
- Explain why you think laughter is essential for well-being.

### **Topic 8: "Beauty is always in the eye of the beholder":**

- Define what beauty means to you.
- Share examples of how beauty can be subjective (e.g., art, music, nature).
- Discuss how this phrase relates to individuality and diversity.

### **Topic 9: "Most influential person in your life":**

- Describe the person's qualities and actions that inspired you.
- Share specific experiences or lessons you learned from them.
- Explain how they've impacted your life and decisions.

**Topic 10: "It's who we are on the inside that counts":**

- Discuss the importance of personality, values, and character.
- Share examples of how inner qualities can outweigh physical appearance.
- Explain why you think inner beauty is more valuable.

**Topic 11: "Colleges and universities should be free":**

- Argue for the benefits of accessible higher education (e.g., economic growth, equality).
- Discuss potential challenges and solutions for implementing free tuition.
- Share your vision for the impact on society.

**Topic 12: "Competitive sports can teach us about life":**

- Share personal experiences or observations from sports.
- Discuss skills like teamwork, perseverance, and strategy.
- Explain how these skills apply to real-life challenges.

**Topic 13: "Violent video games are dangerous":**

- Discuss potential effects on behavior, mental health, and desensitization.
- Share concerns about the impact on children and society.
- Argue for responsible gaming practices or regulations.

**Topic 14: "Technical training is better than a college degree":**

- Discuss the benefits of practical skills and hands-on experience.
- Share examples of successful individuals without college degrees.
- Argue for the value of vocational training in today's job market.

**Topic 15: "Home-schooling is better than traditional schooling":**

- Discuss the benefits of personalized learning and flexibility.
- Share concerns about traditional schools (e.g., bullying, curriculum limitations).
- Argue for the effectiveness of home-schooling in promoting individual growth.

**Topic 16: "My biggest concern for the future is...":**

- Share your thoughts on a pressing issue (e.g., climate change, inequality, technology).
- Explain why it concerns you and how you think it should be addressed.
- Discuss potential solutions and the role individuals can play.

**Topic 17: "Real wealth is never measured in money or possessions":**

- Define what wealth means to you beyond material possessions.
- Share examples of valuable experiences, relationships, or personal growth.
- Discuss how focusing on inner wealth can lead to a more fulfilling life.

**Topic 18: "The world is a smaller place these days":**

- Discuss the impact of technology on global connectivity.
- Share experiences or observations about cultural exchange and understanding.
- Explain how globalization has affected your life or community.

**Topic 19: "The most important lesson of my life so far...":**

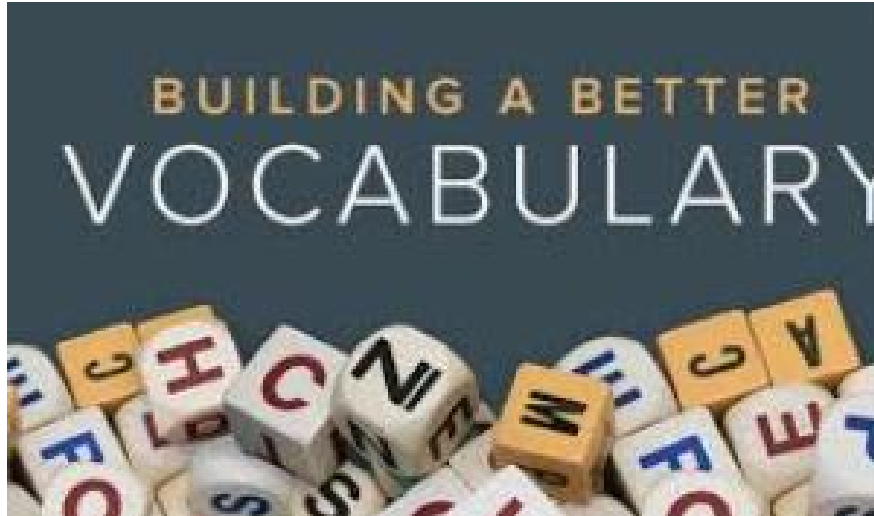
- Share a personal story or experience that taught you a valuable lesson.
- Explain how that lesson has impacted your life and decisions.
- Discuss what you learned about yourself and how you've grown.

**Topic 20: "Team sports build strong individuals":**

- Share personal experiences or observations from team sports.
- Discuss skills like communication, teamwork, and adaptability.
- Explain how these skills benefit individuals beyond the sports field.

## UNIT - III

### 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. Tests 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 textbook, 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 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 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

### 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.

- Acri: bitter (acid, acrimony, acidity)
- 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)

## 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:

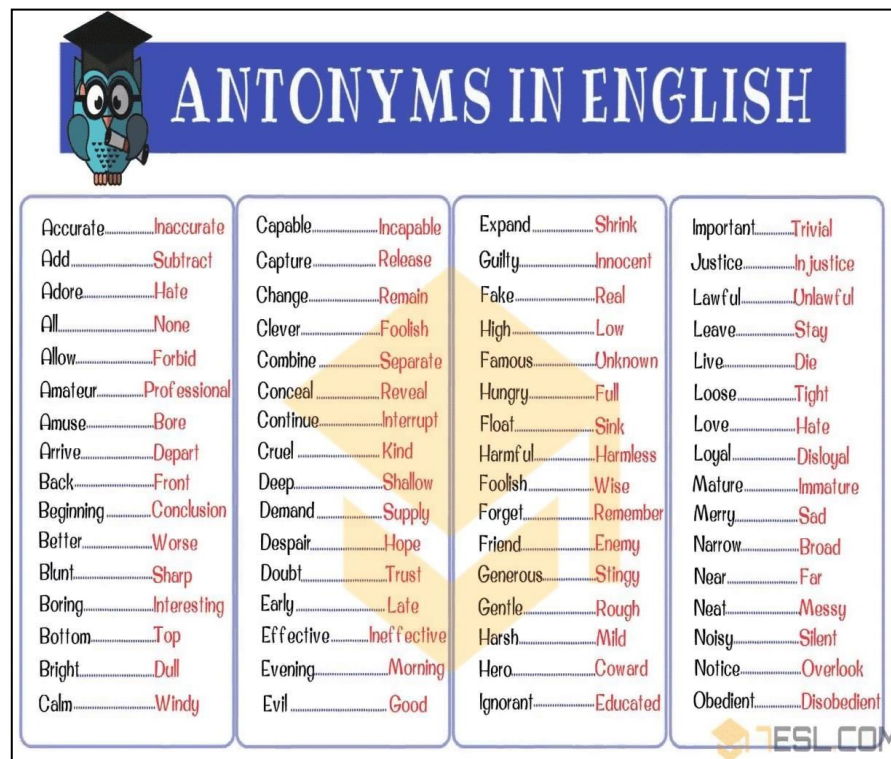
1. **Magnify – expand**: He magnified their happiness like their pain.
2. **Baffle – confuse, deceive**: The bad news he received consecutively confused him.
3. **Beautiful – attractive, pretty, lovely, stunning**: You are the most beautiful woman I have ever seen in my life.
4. **Bossy – controlling,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

25. **Unhappy – sad, depressed, melancholy, miserable:** You are not unhappy, you just feel that way.
26. **Weak – frail, infirm, puny, fragile:** I don't think she is a weak woman.
27. **About – approximately:** I know very little about you.
28. **Abstract – summary:** Our topic today is abstract nouns.
29. **To accomplish – to achieve:** Please achieve this exam well.
30. **Almost – nearly:** We're almost close, there is little left.
31. **To answer – to reply:** Please give me an urgent answer.
32. **Anyway – besides:** Anyway, this is the case.
33. **Arise – occur:** All these problems are occur by your indifference.
34. **Aromatic – fragrant:** All this has an aromatic smell.
35. **Awful- terrible:** What is this awful smell?
36. **To behave – to act:** Act just how you want to treat me.
37. **Believable – plausible:** I told you that you are a believable person.
38. **Beneficial – favourable:** All of these fruits are beneficial for your health.
39. **Bizarre – weird:** Who is this bizarre looking man?
40. **Business – commerce, trade:** You're too good for this business.
41. **Candy – sweet:** You are a girl like a candy.
42. **Class – lesson, course:** I am the oldest child in our class.
43. **Clever – intelligence:** You have good intelligence.
44. **To close – to shut:** Please stay a little close to me.
45. **Comfort – consolation:** What does comfort mean to you?
46. **Comic – comedian:** We all know what a comic man he is.
47. **Complete – total:** Complete all these tests.
48. **Completely – totally:** I left all my heritage to you completely.
49. **To connect – to associate, to put through:** I cannot connect the computer to the internet.
50. **Considerate – thoughtful:** Your father is a very thoughtful man.
51. **Colossal – Immense: gigantic, gargantuan, monumental, giantlike**
52. **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.



### 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- Long lived

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

**Long lived:** *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 or exact*

## 27. Avarice –

**Generosity Avarice:**

*Extreme greed for wealth*

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

## 28. Knavish -Virtuous

**Knavish:** *Dishonest*

**Virtuous:** *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 put 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*

### 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. Thisway 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.

## 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.

➤ **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 foresaken.

Find the meaning of the term Foresaken 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 word.

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

**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.




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## 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 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.**

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

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

- A. Dedicated
- B. Violent
- C. Silent
- D. Loud

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

- a. Ineffective
- b. Productive
- c. Great
- d. Harmless

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

- a. Dull
- b. Grand
- c. Fun
- d. Serious

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

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

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.

- a. Vivacious
- b. Hopeless
- c. Gloomy
- d. Gleeful

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

- a. Long
- b. Brief
- c. Expanded
- d. Catchy

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.

- a. Calm
- b. Clean
- c. High
- d. Green

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

- A. Frosty
- B. Refreshing
- C. Sparkling
- D. Blazing

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

- a. Normalize
- b. Accord
- c. Retreat
- d. Fight

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

- a. Angry
- b. Disturbed
- c. Insecure
- d. Lonely

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

- A. Smart
- B. Witty
- C. Sharp
- D. Friendly

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

- a. Waste
- b. Crowd
- c. Wrappers
- d. Garden

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

- a. Sharp-minded
- b. Laborious
- c. Studious
- d. Intelligent

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

- a. Criminal
- b. Murderer
- c. Accused
- d. Leader

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

- a. Habitual
- b. Routine
- c. Steady
- d. Rigorous

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

- A. Miserable
- B. Terrible
- C. Earned
- D. Worthy

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

- a. Stupid
- b. Unexplainable
- c. Ridiculous
- d. Legitimate

‘Looks’ is too **feeble** a reason that she gave to not like him.

- a. Rude
- b. Stupid
- c. Weak
- d. 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.

**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.

**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.

**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.

## 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.**

## PRACTICE

**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

## UNIT - IV

### E-MAIL WRITING

#### 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. Mis-communication 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 2||. 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,**

- 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]

## PRACTICE

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 time sheets 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*

## UNIT - V

### 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 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:

- 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.
- 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.
- 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 practise 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.

## **Extensive Reading**

➤ **You can think of extensive reading as reading for pleasure.** You don't have to analyse 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 bold 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.

### **Reading Comprehension Questions based on Main Idea:**

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 \_\_\_\_?

### **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. 143
- D. Ban on polythene 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.

### **Reading Comprehension Questions based on Supporting Idea:**

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 \_\_\_\_\_?

#### **PASSAGE 1:**

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, and the dazzling sunshine for once unfiltered by layers of air. The last twelve hours before re-entry were particularly bone-chilling. During this period, I had to go up into the command module. Even after the fiery reentry splashing down in 81 oz water in the South Pacific, we could still see our frosty breath inside the command module.

**Question 1: Which one of the following reasons would one consider as much as possible for the warning lights to be on?**

- i. There was a shower of debris.
- ii. Jack was yelling.
- iii. A catastrophe was imminent.
- iv. The moon was looming close and big.

**Question 2: The statement that the dazzling sunshine was “for once unfiltered by layers of air” means:**

- i. that the sun was very hot
- ii. that there was no strong wind
- iii. that the air was unpolluted
- iv. None of the above

**Passage 2:**

144

There is a 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 as 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.

**Question 1: A person who aspires to lead could learn from the history of battles:**

- i. what led the previous leaders to win a battle
- ii. what made them lose a battle
- iii. the qualities and deficiencies of commanders of these battles
- iv. the strategies that they have evolved in the course of these battles

**Question 2: According to the writer, a study of famous battles of history would:**

- i. be beneficial to wise men
- ii. provide food to modern leaders for reflection
- iii. be more useful than a general knowledge of ancient history
- iv. help us understand the art of modern warfare

## PRACTICE

**Passage 1:**

The casual horrors and real disasters are thrown at newspaper readers 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 where someone puts his foot down for certain and says, “This is important and that does not amount to a 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.

**Question 1: Evaluation of news would imply:**

- i. less dependence on modern systems of communication
- ii. more careful analysis of each news story and its value
- iii. separating beans from junk
- iv. discriminating horrors from disasters

**Question 2: The writer of the above passage:**

- i. seems to be happy with the contemporary arrangements for circulating news
- ii. is shocked by the casual stories about horrors and disasters reported in the newspapers
- iii. wants a better evaluation of news before publication
- iv. wants to put his foot down on news stories

**Question 3: In the above passage, the phrase “amounts to a row of beans” means that the news:**

- i. is weak and often wanting entirely
- ii. deserves no one’s attention
- iii. should travel the wires
- iv. is junk dressed up as real news

**Question 4: Newspapers lack a sense of discrimination because:**

- i. they do not separate the real news from mere sensationalism
- ii. they have to accept whatever is received on the wires
- iii. limited manpower makes serious evolution impossible
- iv. people don’t see the difference between ‘junk’ and ‘real’ news

**Passage 2:**

The world dismisses curiosity by calling it mere idleness 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 every day 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 universities. Within 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 is for. Some of the questions which the scholars ask seem to the world to be scarcely worth asking, let alone answering. They ask questions too minute and specialized 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 when asked by an outsider why he studies history may come out with the argument that he has learnt 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 do not have 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 the sake of the consequences as thousands are working now, for example, in search of a cure for cancer. But this is not the primary goal of the scholar for the consequences are usually subordinate to the satisfaction of curiosity.

**Question 1: “Children whose curiosity survives parental discipline” means:**

- i. children retaining their curiosity despite being discouraged by their parents
- ii. children pursuing their mental curiosity
- iii. children’s curiosity subdued due to parents’ intervention
- iv. children being disciplined by their parents

**Question 2: According to their passage, the children make life difficult for their parents by:**

- i. their ceaseless curiosity
- ii. unceasing bombardment of questions
- iii. asking irrelevant questions
- iv. posing profound questions

**Question 3: The common people consider some of the questions that the scholars ask unimportant as:**

- i. they are too lazy and idle
- ii. they are too modest
- iii. it’s beyond their comprehension
- iv. it is considered a waste of time

**Question 4: A historian really studies the past to:**

- i. comprehend the present and reconstruct the future
- ii. explain the present and plan the future
- iii. understand the present and make the fortune
- iv. understand the present and mould the future

**Question 5: According to their passage, parents do their best to discourage curiosity in their children because:**

- i. they have no time
- ii. they have no patience to answer them
- iii. they feel that their children ask stupid questions continuously
- iv. they are unable to answer all the questions

**Passage 3:**

Modern economies do not differentiate between renewable and non-renewable materials, as their method is to measure everything by means of a money price. Thus, taking various alternative fuels like coal, oil, wood, or water power: the only difference between them recognized by modern economics is the 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 happen, 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 to deal with non-violence in all he does.

**Question 1: According to the passage, Buddhist economists are not in favour of:**

147

- i. measuring everything in terms of money
- ii. using non-renewable sources
- iii. economic development
- iv. applying non-violence to every sphere of life

**Question 2: In this passage, the author is trying to:**

- i. differentiate between renewable and non-renewable materials
- ii. show that the modern economist is only concerned with costs
- iii. underline the need for conserving natural resources
- iv. differentiate between two economic philosophies

**Question 3: 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 of fuel.

- i. a cheap, a renewable
- ii. an irrational, an essential
- iii. an expensive, a non-renewable
- iv. a rational, an unessential

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

- i. there is a plentiful supply
- ii. wood and water can be dispensed with
- iii. the relative cost of each is less than wood and water
- iv. there is no alternative fuel available

**Passage 4:**

Many sociologists have argued that there is a functional relationship between education and the 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 correspondence 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.

**Question 1: The industry needs a literate workforce because:**

- i. its expansion needs sound learning
- ii. it relies heavily on expertise
- iii. it promotes a competitive spirit
- iv. its operations need intricate technical knowledge

**Question 2: The author argues that:**

- i. formal education can be traced to industrial society
- ii. industrial society is responsible for the expansion of education at the mass level
- iii. industrial society gave rise to vocational education
- iv. industrial society changed the pattern of education

**Question 3: The observations of the sociologists are based on a study of:**

- i. the statistical data available in a historical context
- ii. the economic system of the 19th century
- iii. the correlation between industry and education in a historical context
- iv. the growth of industry in the 19th century

**Question 4: The sociologists referred to in the passage say that the relationship between industry and elementary education was one:**

- i. based on mutual need
- ii. based entirely on the needs of the industry
- iii. based entirely on economic need
- iv. based on some inexplicable historical forces

**Question 5: By 'functional relationship' is meant:**

- i. a short-term relationship
- ii. practical and utilitarian relationship
- iii. temporary arrangement
- iv. close and unbreakable relationship

**Passage 5:**

Soft-bodied animals like caterpillars often fall prey to voracious hunters like birds or reptiles. Despite having no means of 'actively' defending 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 of over 2,500 metres in the Himalayas. It uses prominent colours to inform would-be predators of its inedibility. 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 a martyr among animals.

**Question 1: The expression "other equally effective deterrents" means:**

- i. preventive weapons which have equal effect on others
- ii. a mechanism which scares everyone equally well
- iii. preventive equipment which is as effective as something that has been already mentioned in the passage
- iv. deterrents that are as powerful as those the caterpillars have

**Question 2: Experienced birds do not attack the Himalayan caterpillars because they are:**

- i. repulsive
- ii. very aggressive
- iii. inedible
- iv. diseased



**Question 3: The Himalayan caterpillar uses prominent colours to:**

- i. warn the predator
- ii. attack the predator
- iii. reveal itself
- iv. defend itself

**Question 4: Caterpillars cannot defend themselves because**

- i. are passive animals
- ii. are lazy
- iii. cannot acquire weapons
- iv. have no claws or jaws

**Question 5: In the context of this passage, a martyr is one who dies:**

- i. without putting up resistance
- ii. without any gain to oneself
- iii. while defending one's homeland
- iv. to save others

**Passage 6:**

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 is 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.

**Question 1: A man of courage is:**

- i. cunning
- ii. intelligent
- iii. curious
- iv. careful

**Question 2: Physical courage is an expression of:**

- i. emotions
- ii. deliberation
- iii. uncertainty
- iv. defiance

**Question 3: A man with moral courage can:**

- i. defy his enemies
- ii. overcome all difficulties
- iii. face a situation boldly
- iv. be very pragmatic

**Question 4: People with physical courage often lack:**

- i. mental balance
- ii. capacity for reasoning
- iii. emotional stability
- iv. will to fight

**Question 5: All virtues become meaningful because of:**

- i. faith
- ii. charity
- iii. courage
- iv. hope

**Passage 7:**

The strength of the electronics industry in Japan is the Japanese ability to organize production and marketing rather than their achievements in original research. The British are generally recognized 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.

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

- i. original research
- ii. international cooperation
- iii. dedicated workforce
- iv. electronic development

**Question 2: The sad rule mentioned in this passage refers to:**

- i. the inability of the Japanese to be inventive like the British
- ii. the inability of the British to be industrious like the Japanese
- iii. the lack of variety in Japanese inventions
- iv. the poorer marketing ability of the British

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

- i. Japanese success
- ii. British failure
- iii. British success

**Question 4: According to the passage, prosperity in industry depends upon:**

- i. productivity
- ii. inventiveness
- iii. marketing ability
- iv. official patronage

**Question 5: The main theme of this passage is:**

- i. electronic industry in Japan
- ii. industrial comparison between Japan and Britain
- iii. the role of marketing efficiency in industrial prosperity
- iv. the importance of original research in the industry

**Passage 8:**

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 its 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 governs the exercise of power by administrative authorities, the rules of natural justice are not embodied rules.

The extent of their application depends upon the statutory framework where jurisdiction has been conferred on the administrative authority regarding the exercise of power by an administrative authority including the 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.

**Question 1: “The rules of natural justice are not embodied rules” means that these rules:**

- i. are left deliberately vague
- ii. cannot be satisfactorily interpreted
- iii. are flexible
- iv. cannot be visualized

**Question 2: From the passage it is clear that it is the legislature that:**

- i. invests the administrative authority with enormous powers
- ii. embodies rules
- iii. has the larger interests of public welfare
- iv. leaves administrative authority enough discretion to interpret rules

**Question 3: According to the passage, there is always a gap between:**

- i. rules of natural justice and their application
- ii. conception of a rule and its concretization
- iii. demand for natural justice and its realization
- iv. intention and execution

**Question 4: “To dispense with a requirement” means:**

- i. to do without the demand
- ii. to drop the charge
- iii. to cancel all formal procedure
- iv. to alter the provisions of the case

**Question 5: According to the passage, natural justice can be brought about by:**

- i. administrative authority remaining vigilant
- ii. administrative authority upholding rules of natural justice
- iii. administrative authority farming rules suitably
- iv. administrative authority observing the rules of fair play

**Passage 9:**

Organizations are institutions in which members compete for status and power. They compete for resources of the organization, 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 concerned. In this way, the goals of the organization 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 the 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.

**Question 1: The theme of the passage is:**

- i. groupism in organizations
- ii. individual ambitions in organizations
- iii. frustration of senior managers
- iv. emergence of sectional interests in organizations

**Question 2: “Organic system” as related to the organization implies its:**

- i. growth with the help of expert knowledge
- ii. growth with input from science and technology
- iii. steady all-around development
- iv. natural and unimpeded growth

**Question 3: Policy decisions in an organization would involve**

- i. cooperation at all levels in the organization
- ii. modernization of the organization
- iii. attracting highly qualified personnel
- iv. keeping in view the larger objectives of the organizations

**Question 4: The author makes a case for:**

- i. organic system
- ii. research and development in organizations
- iii. an understanding between senior and middle-level executives
- iv. a refresher course for senior managers

**Question 5: The author tends to the senior managers as:**

- i. ignorant and incompetent
- ii. a little out of step with their work environment
- iii. jealous of their younger colleagues
- iv. robbed of their rank, power, and privilege

## Direct - 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.

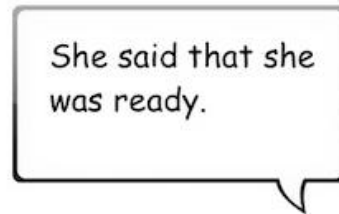
## Backshifting in Reported Speech

Here are some examples of backshifting, with tenses going back from present to past:

### Direct Speech:



### Reported Speech:



## 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."

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 - Tense

Direct Speech	Reported Speech
“I <u>want</u> a holiday” ( <i>Present Simple</i> )	She told me she <u>wanted</u> a holiday ( <i>Past Simple</i> )
“Bob <u>is annoying</u> me” ( <i>Present Continuous</i> )	Jane said Bob <u>was annoying</u> her ( <i>Past Continuous</i> )
“I <u>have eaten</u> too much” ( <i>Present Perfect</i> )	He said he <u>had eaten</u> too much ( <i>Past Perfect</i> )
“The class <u>has been</u> interesting” ( <i>Present Perfect Continuous</i> )	Anne said the class <u>had been</u> interesting ( <i>Past Perfect Continuous</i> )
“I <u>saw</u> her arrive” ( <i>Past Simple</i> )	He told me he <u>had seen</u> her arrive ( <i>Past Perfect</i> )
“The team <u>were playing</u> well” ( <i>Past Continuous</i> )	John said the team <u>had been playing</u> well ( <i>Past Perfect Continuous</i> )
“I <u>had arrived</u> before 9am” ( <i>Past Perfect</i> )	She said she <u>had arrived</u> before 9am ( <i>NO CHANGE</i> )
“We <u>had already been</u> dating for 3 years” ( <i>Past Perfect Continuous</i> )	Mick told me they <u>had already been</u> dating for 3 years ( <i>NO CHANGE</i> )



"I <u>will</u> take you out tonight" (will)	He said he <u>would</u> take me out tonight (would)
"I <u>can</u> easily pass the test" (can)	She said she <u>could</u> easily pass the test (could)
"You <u>must</u> leave immediately" (must)	He told me I <u>had to</u> leave immediately (had to)
"We <u>may</u> go out later" (may)	She said they <u>might</u> go out later (might)
"You <u>ought to</u> come at 7pm" (ought to)	He told me I <u>ought to</u> come at 7pm (NO CHANGE)
"I <u>should</u> have helped you" (should)	He said he <u>should</u> have helped me (NO CHANGE)
"I <u>would</u> walk the dog at night" (would)	She said she <u>would</u> walk the dog at night (NO CHANGE)
"You <u>couldn't</u> do it" (could)	"He told me I <u>couldn't</u> do it" (NO CHANGE)
"I <u>might</u> arrive late" (might)	He said he <u>might</u> arrive late (NO CHANGE)

#### Rule #4 - Direct Speech to Indirect Speech Conversion - Interrogative Sentences

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.

If a direct speech sentence begins with auxiliary verb/helping verb, the joining clause should be 'if' or '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.

**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 - Pronouns

Rules for the Change of Pronouns in Indirect Speech			
Direct Speech	Reported Speech	Example	
		Direct Speech	Reported Speech
I	He/ She	He said, "I like music."	He said that he likes music.
We	They	Mike and Tom: "We play football."	Mike and Tom told me (that) they played football.
You	I, she, he, we, they	John: "Can you see me?"	John asked me if I could see him.
They	They	She said, "they have invited us."	She said that they had invited them.
She	She	He said, "She works in an office."	He said that she worked in an office.
He	He	They said, "He does not have the necessary qualifications."	They said that he did not have the necessary qualifications.
It	It	They said, "It is raining"	They said that it was raining.

## RULE USED IN DIRECT & INDIRECT SPEECH

For changing from Direct Speech to Indirect Speech,  
Pronouns of Reported Speech are changed as per  
"S O N = 1 2 3" Rule.



The "son" formula indicates towards the components  
of the reporting speech and the "123" formula indicates  
towards the components of the reported speech.

They mean that the first person of the reported speech  
changes according to the subject of the reporting speech,  
the second person of the reported speech changes  
according to the object of the reporting speech and the  
third person of the reported speech doesn't change.

### Rule #7 - Direct Speech to Indirect Speech Conversion - Request, Command, Wish, Exclamation

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.

**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.

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.”

Full stop, Comma, exclamation or question mark, are placed inside the closing inverted commas.

**Example:** They asked, “Can we sing with you?”

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**

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
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.**NOTE: The time expression does not change if the reporting verb is in present tense or future tense.****Rules in a glance:**

The following rules should be followed while converting an indirect speech to direct speech:

- Use the reporting verb such as (say, said to) in its correct tense.
- Put a comma before the statement and the first letter of the statement should be in capital letter.
- Insert question mark, quotation marks, exclamation mark and full stop, based on the mood of the sentence.
- Remove the conjunctions like (that, to, if or whether) wherever necessary.
- Where the reporting verb is in past tense in indirect, change it to present tense in the direct speech.
- Change the past perfect tense either into present perfect tense or past tense as necessary.

**Examples:**1. **Indirect:** She asked whether she was coming to the prom night.**Direct:** She said to her, "Are you coming to the prom night?"2. **Indirect:** The girl said that she was happy with her result.**Direct:** The girl said. "I am happy with my result."**Descriptive Formulations:**

In indirect speech, descriptive formulations can be used to provide additional information about the speaker, tone, or context. These formulations are usually introduced by a reporting verb (e.g., said, told, asked) and followed by a preposition (e.g., with, in, about).

**Examples:**

- He said with a smile, "I'm going to the store." (becomes) He said with a smile that he was going to the store.
- She spoke in a loud voice, "I'm excited!" (becomes) She exclaimed excitedly that she was thrilled.
- He asked about the time, "What's the time?" (becomes) He inquired about the time.

- with [emotion/adjective] (e.g., with joy, with sadness)
- in [tone/voice] (e.g., in a whisper, in a shout)
- about [topic] (e.g., about the weather, about the meeting)
- [adverb] (e.g., politely, angrily)

These formulations help to provide more context and nuance to the reported speech, making it more engaging and informative.

### **Persuasive writing:**

**Persuasive writing** involves using language to convince or persuade the reader to adopt a particular point of view, take action, or make a decision. When using direct and indirect speech in persuasive writing, consider the following techniques:

#### **Direct Speech:**

1. **Quotes from experts:** Use direct quotes from credible sources to add authority and credibility to your argument.
2. **Emotional appeals:** Incorporate direct speech to convey emotions and personal experiences, making your argument more relatable and engaging.
3. **Rhetorical devices:** Utilize direct speech to employ rhetorical devices like repetition, metaphors, or allusions, which can be persuasive and memorable.

#### **Example:**

"As Mahatma Gandhi said, 'Be the change you wish to see in the world.' We must take action now to create a better future."

#### **Indirect Speech:**

1. **Paraphrasing:** Rephrase expert opinions or research findings in your own words to make the information more accessible and persuasive.
2. **Summarizing:** Use indirect speech to summarize complex information, making it easier for readers to understand and accept your argument.
3. **Tone and attitude:** Employ indirect speech to convey a specific tone or attitude, such as urgency, excitement, or concern, to influence the reader's emotions and decisions.

#### **Example:**

"According to a recent study, most experts agree that climate change is a pressing issue that requires immediate attention. It's time for us to take action."

### **Combining Direct and Indirect Speech:**

1. **Blend quotes with summaries:** Combine direct quotes with indirect speech summaries to create a persuasive narrative that balances authority with accessibility.
2. **Use direct speech for emphasis:** Incorporate direct speech to emphasize key points or emotional appeals, while using indirect speech for supporting evidence or explanations.

### **Example:**

"As the renowned climate scientist, Dr. Jane Smith, said, 'The time for denial is over.' Indeed, the overwhelming majority of experts agree that human-induced climate change is a reality we can no longer ignore."

By strategically using direct and indirect speech in persuasive writing, you can create a convincing and engaging narrative that resonates with your audience.



## EXERCISE 1:

1. The designer said to her, "Will you have the dress ready by tomorrow evening?"
  - i. The designer asked her if she would have the dress ready by next evening.
  - ii. The designer asked her that she would have the dress ready by next evening.
  - iii. The designer asked her that if she will like to have the dress by next evening.
  - iv. The designer asked her that she will have the suit ready by next evening.
2. They said, "Let us come in."
  - i. They told that let them be allowed to come in.
  - ii. They requested that they might be allowed to come in.
  - iii. They said that if they are allowed to come in.
  - iv. They requested me to let them come in.
3. Samantha said to John, "Why are you sketching on the wall?"
  - i. Samantha asked John why was she sketching on the wall.
  - ii. Samantha asked John why had she been sketching on the wall
  - iii. Samantha asked John that why is she sketching on the wall.
  - iv. Samantha asked John why she was sketching on the wall.
4. "Jacob fell as he'd have wished," the father said.
  - i. The father said that Jacob has fallen as he would have wished.
  - ii. The father said that Jacob had fallen as he would have wished.
  - iii. The father said that Jacob had fallen as he had wished.
  - iv. 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."
  - i. Arya told Tara that David will leave for his mother's place tomorrow.
  - ii. Arya told Tara that David will leave for his mother's place the next day.
  - iii. Arya told Tara that David would leave for his mother's place the next day.
  - iv. 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.
  - i. The Professor said, "Nobody can solve the problem."
  - ii. The Professor said, "Nobody could solve the problem."
  - iii. The Professor exclaimed, "Nobody could solve the problem"
  - iv. The Professor exclaimed, "Nobody can solve the problem?"



7. She said, "Why didn't you send a friend request to me?"
- i. She asked me why had I not sent a friend request to her
  - ii. She enquired why I had not sent a friend request to her.
  - iii. She enquired why I did not send a friend request to her.
  - iv. She questioned why I had not sent a friend request to her.

## EXERCISE 2:

### 1. Nancy said, "I may leave tomorrow."

- A. Nancy said that she might leave the next day.
- B. Nancy said that she might leave tomorrow.
- C. Nancy asked if she should leave the next day.
- D. Nancy informed me to leave tomorrow.

### Q2. Keshav said, "Rita is busy right now."

- A. Keshav said Rita was busy.
- B. Keshav informed that Rita was busy then.
- C. Keshav said Rita had been busy.
- D. Keshav informed that Rita is busy.

### Q3. The teacher said, "You are suspended!."

- A. The teacher exclaimed that I am suspended.
- B. The teacher exclaimed to me to suspend.
- C. The teacher informed me that I was suspended.
- D. The teacher exclaimed that I was suspended.

### Q4. He said, "I have been a great mentor."

- A. He said that he had been a great mentor.
- B. He said that he was a great mentor.
- C. He exclaimed that he was a great mentor.
- D. He said that he has been a great mentor.

### Q5. Vidushi said, "We went for a summer trip."

- A. Vidushi said that they went for a summer trip.
- B. Vidushi said that they were on a summer trip.
- C. Vidushi said that they had gone for a summer trip.
- D. Vidushi said they went for a summer trip.

### Q6. Rahul said, "I will manage hereafter."

- A. Rahul said that he would manage hereafter.
- B. Rahul said that he will manage thereafter.
- C. Rahul said that he would manage thereafter.
- D. Rahul said that he will manage hereafter.

**Q7. "I am going out tonight." Manisha said.**

- A. Manisha said that she was going out tonight.
- B. Manisha said that she was going out that night.
- C. Manisha said she was going out that night.
- D. Manisha said that she will be going out that night.

**Q8. The guard asked, "Who are you?"**

- A. The guard asked who he was.
- B. The guard asked me who he was.
- C. The guard asks me who he was.
- D. The guard asked who I was.

**Q9. Ravi said, "The concert ended yesterday."**

- A. Ravi said that the concert had ended yesterday.
- B. Ravi said that the concert ended the day before.
- C. Ravi said that the concert had ended the previous day.
- D. Ravi said that the concert ended already.

**Q10. She said, "Bring a glass of water, please."**

- A. She commands me to bring a glass of water.
- B. She requested me to bring a glass of water.
- C. She asked me to brought a glass of water.
- D. She ordered me to bring her a glass of water.

**Q11. He said, "Let us have dinner here."**

- A. He proposed that we had dinner there.
- B. He asked if we wished to have dinner there.
- C. He said that we should have dinner there.
- D. He said that we had dinner there.

**Q12. The salesman said, "Are you interested in the scheme?"**

- A. The salesman said that if I was interested in the scheme.
- B. The salesman said that if I were interested in the scheme.
- C. The salesman asks if I am interested in the scheme.
- D. The salesman asked me if I was interested in the scheme.

**Q13. She said, "Shut the door!"**

- A. She asked me whether I would shut the door.
- B. She ordered me to shut the door.
- C. She said that I should shut the door.
- D. She shouted and said to shut the door.

**Q14. She said, "They will be leaving soon."**

- A. She said that they would leave soon.
- B. She said that they are leaving.
- C. She said that they would be leaving soon.
- D. She said that they will leave soon.

**Q15. "Alas! It can't be this bad." He said.**

- A. He exclaimed with sorrow that that couldn't be that bad.
- B. He grieved that it couldn't be that bad.
- C. He said that it was really that bad.
- D. He said with sorrow that that was bad.

**Q16. The teacher said, "The wind is a renewable energy source."**

- A. The teacher said that the wind was a renewable energy source.
- B. The teacher said that the wind is a renewable energy source.
- C. The teacher told that the wind is a renewable energy source.
- D. The teacher tells that the wind was a renewable energy source.

**Q17. The secretary said, "Is Mr. Fisher in his office?"**

- A. The secretary said that if Mr. Fisher was in his office.
- B. The secretary enquired if Mr. Fisher was in his office.
- C. The secretary enquired that if Mr. Fisher was in his office.
- D. The secretary asked if Mr. Fisher had been in his office.

**Q18. The policeman said, "Don't cross the speed limit."**

- A. The policeman said not to cross the speed limit.
- B. The policeman asked if I would cross the speed limit.
- C. The policeman forbade me to cross the speed limit.
- D. The policeman asks if I had crossed the speed limit.

**Q19. Richard said, "I must attend the meeting."**

- A. Richard said that he had to attend the meeting.
- B. Richard said that it was must that he attend the meeting.
- C. Richard said if he must attend the meeting.
- D. Richard said that he would attend the meeting.

**Q20. She said, "What a beautiful view!"**

- A. She said that the view was beautiful.
- B. She exclaimed that the view is beautiful.
- C. She exclaimed with joy and said that the view was beautiful.
- D. She exclaimed that the view was beautiful.

**Q21. David said, "Can we go tomorrow?"**

- A. David said if we can go tomorrow.
- B. David asked if we could go the following day.
- C. David asked if we could go tomorrow.
- D. David said whether we could go tomorrow.

**Q22. The student said, “Ma’am, please extend the deadline.”**

- A. The student asked the teacher to extend the deadline.
- B. The student said if the teacher would extend the deadline.
- C. The student requested ma’am to extend the deadline.
- D. The student said that ma’am should extend the deadline.

**Q23. He said, “Ah! You are here.”**

- A. He exclaimed with delight that I was there.
- B. He said that he was delighted that I was there.
- C. He exclaimed with joy to see me there.
- D. He said it was a joy to see me there.

**Q24. The maid said, “I gave them the address.”**

- A. The maid asked whether she should have given the address to them.
- B. The maid informed me that she had given the address to them.
- C. The maid said that she would give them the address.
- D. The maid said to give the address to them.

**Q25. The driver said, “Do you want to halt for a while?”**

- A. The driver said if we wanted a halt for a while.
- B. The driver asked if we want to halt for a while.
- C. The driver asks if we wanted to halt for a while.
- D. The driver asked if we wanted to halt for a while.

**Q26. The suspect said, “I am not guilty!”**

- A. The suspect exclaimed that he was innocent.
- B. The suspect shouted that he was not guilty.
- C. The suspect exclaimed that he was not guilty.
- D. The suspect said that he has been found not guilty.

**Q27. “Don’t make noise in the library.” the librarian said.**

- A. The librarian said not to make noise in the library.
- B. The librarian ordered me not to make noise in the library.
- C. The librarian said to be quiet while in the library.
- D. The librarian asks me to not make any noise.

**Q28. Ms. Nita said, “Reschedule the meeting to next Monday.”**

- A. Ms. Nita asked to reschedule the meeting to the following Monday.
- B. Ms. Nita asked for the meeting to be rescheduled to the next Monday.
- C. Ms. Nita said to reschedule the meeting for Monday.
- D. Ms. Nita asked for the rescheduling of the meeting for the following Monday.

**Q29. Philip said, “I was playing football.”**

- A. Philip said that he was playing football.
- B. Philip said that he would be playing football.
- C. Philip said that he had been playing football.
- D. Philip said that he plays football.

**Q30. Jen said, "I like drawing sketches."**

- A. Jen said that she liked drawing sketches.
- B. Jen said that she has liked drawing sketches.
- C. Jen said that she liked to draw sketches.
- D. Jen said that she likes drawing sketches.

**Q31. Jacob said, "Have you read this book?"**

- A. Jacob asked me if I have read this book.
- B. Jacob asked me if I had read that book.
- C. Jacob asked me if I would read this book.
- D. Jacob asked me if I had been reading this book.

**Q32. She said to him, "It is good to see you!"**

- A. She exclaimed that it was good to see him.
- B. She exclaimed that she was happy to see him.
- C. She exclaimed that it is good to see him.
- D. She exclaimed that it was good to see me.

**Q33. He said, "How much is left to do?"**

- A. He asked how much had been left to do.
- B. He asked how much had been left to be done.
- C. He asked how much was left to be done.
- D. He asked how much was still left.

**Q34. Maria said, "Please lend me a pen."**

- A. Maria ordered me to lend a pen.
- B. Maria begged me to lend her a pen.
- C. Maria asked if I could lend her pen.
- D. Maria requested me to lend her a pen.

**Q35. The landlord said, "You should leave if you can not pay the rent."**

- A. The landlord asks me to leave if I didn't pay the rent.
- B. The landlord warned me to leave if I couldn't pay the rent.
- C. The landlord asked me to leave if I would not be paying the rent.
- D. The landlord asked me to leave or pay the rent.

**Q36. Daniel said, "Where have you been?"**

- A. Daniel asked me where I had been.
- B. Daniel told me where I should have been.
- C. Daniel told me where I was.
- D. Daniel said that I had not been there.

**Q37. The lawyer said, "The law always believes in the evidence."**

- A. The lawyer said that the law always believed in the evidence.
- B. The lawyer said that the law should always believe in the evidence.
- C. The lawyer said that the law always believes in the evidence.
- D. The lawyer said that the law has always believed in the evidence.

**Q38. Ranjan said, "You can not park here!"**

- A. Rajan said that I may not park here.
- B. Ranjan said to me that I was unable to park there.
- C. Ranajn exclaimed that I couldn't park there.
- D. Ranjan forbade me to park there.

**Q39. Julia said, "I can not attend your wedding."**

- A. Julia said that she might not attend our wedding.
- B. Julia said that she could not attend our wedding.
- C. Julia said that she can not attend our wedding.
- D. Julia said that she wished she could attend our wedding.

**Q40. Harish said, "Will you accompany me there?"**

- A. Harish asked me if I would accompany him there.
- B. Harish asked if I could accompany him there.
- C. Harish enquired whether I will accompany him there.
- D. Harish said to me that I accompany him there.

**Q41. The boss said, "Call him right now."**

- A. The boss shouted and said to call him right then.
- B. The boss ordered me to call him quickly.
- C. The boss told me to call him now.
- D. The boss ordered me to call him right then.

**Q42. "Wow! This is so beautiful." Jacob said.**

- A. Jacob was surprised to see how beautiful it was.
- B. Jacob said how beautiful it was.
- C. Jacob exclaimed with amazement that that was so beautiful.
- D. Jacob exclaimed with amazement that it was so beautiful.

**Q43. Omar said, "I had always wanted to be a teacher."**

- A. Omar said that he had always wanted to be a teacher.
- B. Omar said that he had had always wanted to be a teacher.
- C. Omar said that he have always wanted to be teacher.
- D. Omar said that he wanted to be a teacher ever since.

### **Exercise 3: Convert Direct Speech to Indirect Speech with Descriptive Formulations**

1. "I'm so excited to see you!" she said with a big smile.

Indirect speech: \_\_\_\_\_

2. "Don't worry, I'll be there," he said reassuringly.

Indirect speech: \_\_\_\_\_

3. "This is the best day ever!" the children exclaimed in unison.

Indirect speech: \_\_\_\_\_

1. He said he would attend the meeting.

Add a descriptive formulation: \_\_\_\_\_

2. She told me she was tired.

Add a descriptive formulation: \_\_\_\_\_

3. They asked if they could leave early.

Add a descriptive formulation: \_\_\_\_\_

**Exercise 5: Identify the Descriptive Formulation**

1. He spoke loudly, "I demand an explanation!"

Descriptive formulation: \_\_\_\_\_

2. She whispered, "I have a secret."

Descriptive formulation: \_\_\_\_\_

3. He said with a sigh, "I'm so disappointed."

Descriptive formulation: \_\_\_\_\_

**Exercise 6: Rewrite the following sentences using indirect speech with descriptive formulations**

1. "I'm going to the gym," she said, flexing her muscles.
2. "Don't forget your umbrella," he warned, looking out the window.
3. "We're going to win the game!" the team captain exclaimed, pumping his fist.

**Exercise 7: Write a persuasive paragraph using direct speech**

**Topic: Encourage readers to recycle**

**Example:**

"'Recycling is a simple yet effective way to make a difference,' said environmentalist, Jane Smith. 'By recycling just one plastic bottle, we can save enough energy to power a computer for 25 minutes. So, let's make a conscious effort to recycle today!'"

**Topic: Encourage readers to recycle**

**Example:**

"Environmental expert Jane Smith emphasizes that recycling is a straightforward yet impactful action. She points out that recycling a single plastic bottle conserves enough energy to power a computer for 25 minutes, urging us to make a concerted effort to recycle."

**Exercise 9: Use a mix of direct and indirect speech in a persuasive paragraph**

**Topic: Convince readers to support a local charity**

**Example:**

"'The homeless need our support now more than ever,' said Sarah, a volunteer at the local shelter. Indeed, the shelter's director, John, notes that donations have decreased significantly in recent months. As Sarah poignantly added, 'A small donation can be the difference between a warm meal and an empty stomach.'"

**Exercise 10: Write a persuasive paragraph using indirect speech with descriptive formulations**

**Topic: Persuade readers to reduce their carbon footprint**

**Example:**

"Climate scientist Dr. Maria Rodriguez warns that the time for action is now, emphasizing that our daily choices have a significant impact on the environment. She stresses that by making conscious decisions, such as using public transport or carpooling, we can substantially reduce our carbon footprint and create a more sustainable future."

**Exercise 11: Identify the persuasive devices used in the following paragraph**

**Topic: Persuade readers to support renewable energy**

**Example:**

"'The future of our planet depends on our decision to embrace renewable energy,' exclaimed Senator James. Indeed, the data shows that wind and solar power are becoming increasingly cost-effective. As the Senator aptly put it, 'We can't afford to wait – the time to invest in a sustainable future is now.'"



The term "para-jumble" refers to a paragraph in which the sentences that make up the paragraph are mixed up. So, what exactly is it that we are supposed to be doing here? It is necessary of us to arrange the sentences in an appropriate manner so that they link to one another and build a paragraph that makes sense.

## Sample Para-Jumble:

When put in the correct order, the sentences that are provided in each question can be assembled into a logical paragraph. A letter is assigned to each sentence in this exercise. To create a coherent paragraph, choose, from among the available options, the sequence of phrases that makes the greatest sense to you.

A. On Monday, the secretary of state is scheduled to hold a day of talks with high-level political, military, and corporate figures to advance a “strategic conversation” aimed at further expanding US trade in India. The goal of these discussions is to further the expansion of US trade in India.

B. On Sunday, Secretary of State Hillary Clinton of the United States of America arrived in India for a series of strategic meetings. The purpose of these talks is to strengthen bilateral ties and secure more solid backing for the war in Afghanistan.

C. According to a reporter who was travelling with her, Clinton arrived in Delhi by jet before noon, in advance of the discussions that were scheduled to take place in the evening with Prime Minister Manmohan Singh and President Pratibha Patel.

1. BAC

2. BCA

3. CBA

4. CAB

This is a question with a relatively simple answer, and I hope that all of you were able to recognize that the correct answer is BCA from Option 2.

**In this particular instance, the correct answer can be determined by looking at the following crucial points:**

Statement B is the optimal way to begin our discussion since it gives us a clear and concise overview of the topics that will be covered in the remaining paragraphs.

The explanation for the evening comes first in Statement C, followed by the explanation for the next day in Statement A. This progression moves the paragraph forward in the chronological sequence in which the events are scheduled.

### Rules for solving Para-jumble Questions:

- ***Try to locate the introductory sentence:*** While you go through the labeled sentences, try to look for one that makes a fresh beginning. It should not be a sentence that is extending previous ideas.
- ***Check for Conclusive Last Sentences:*** Test setters are smart. They would typically not let you get away so easily. There are multiple options beginning with the introductory sentence. So you will need more than one clue. The last sentence in the paragraph is one that summarizes and has links to previous sentences.
- ***Anticipate the order of the sentences:*** Knowing that going through each choice is cumbersome, you must clearly work towards generating some kind of order in your mind, before you look at the options. This tactic will help save the precious time.
- ***See if there are any logical sequences among sentence pairs:*** Very often a pair of sentences can be chronologically arranged because of clues in one of the sentences. Standard clues include reference to a person or a thing. The first time such a reference is made, a noun form is used. The second reference will be pronoun or a preposition. For example, look at these two sentences:

**A.** Its origins lie in Konark, where a huge chariot of Lord Jagannath is made every year to be taken out in a procession.

**B.** The juggernaut, though it seems very German in origin, is actually quite Asian.

The "Its" in sentence A refers clearly to juggernaut. So we can infer that sentence B precedes sentence A. Only using this information of the "its", we do not know if B comes immediately before A or whether one or two sentences separate A and B. But by looking closely, you will also see a common word- "origin", which hints at the fact that the relationship is of immediate precedence.

**Confirm the closest option:** Having scribbled something like BCDA next to the question, do check if such an option exists. If you see an option like BDCA also alongside, then it would

make sense to reconfirm the fact that sentence D follows sentence C. In case there is no exact match, the judgment about a close option being correct, will depend whether there is a match on the introductory and the concluding sentences. If there is, then it is worth taking a chance and ticking that option off. If there is more than one such match, then a closer examination is required.

**Plug in all the options:** If everything else has failed, this is the last tactic. But this tactic needs to be used judiciously, especially in tests where there is negative marking

### **Skills required to Solve Para-jumbles Questions:**

- ***Understanding the topic of the paragraph:*** One should be able to discern what is being talked about, because the subject of individual sentences forms the most important clue for establishing links between various sentences.

- ***Understanding the information flow and approach of author:*** The second thing that is pivotal to identify is the information flow that has been adopted by the author. What is his exact purpose in the paragraph? Is he explicating something or is he criticizing something? Being able to identify his purpose in the paragraph will obviously help us to establish the order of sentences.

A pre-requisite to develop the two skills above is to possess the qualities of a Good Reader. In any case, you would have realized by now that the above qualities are actually the product of possessing a good reading habit.

### **Conclusion**

The term “para-jumble” refers to a paragraph in which the sentences of the paragraph are jumbled and are each given a number or letter as a label. We are expected to rearrange the sentences in an appropriate manner such that they link to one another and make a logical paragraph, and in order to accomplish this rearrangement, we must select the appropriate option from the options that have been provided to us. The name of the topic is rather deceptive because the activity that we will be performing here is not rearranging the paragraphs but rather sorting out the sentences that are jumbled within each paragraph. This kind of question appears pretty frequently on a variety of different competitive examinations.

## Different types of Para jumbles:

**In the first type**, in the question simply 4 or 5 sentences are given, which need to be rearranged into a paragraph.

### For example:

- A. Group Banking is the system in which two or more independently incorporated banks are brought under the control of a holding company.
- B. Under group banking, the individual banks may be unit banks, or banks operating branches or a combination of the two.
- C. That is, each bank in the group has got a separate entity.
- D. Participating banks retain their own boards of directors which are responsible to the supervising and regulatory authority and depositors for the proper operation of the bank.
- E. The holding company may or may not be a banking company.

- 1. CDBAE
- 2. EADCB
- 3. AEBDC
- 4. ECBDA

**In the second type**, the opening sentence and closing sentence are already fixed.

### For example:

- 1. India is not deemed to be a respectable nation when it comes to sports.
- A. The prime reason for poor performances is corruption & political interference.
- B. Even though, huge amount is spent on training and grooming of the players we still have not been able to achieve the desired results.
- C. Due to this many times a good player is left out.
- D. As a result of that no good players get entries into some important sports competitions and to prove their worth take escape through doping.
- 6. Doping is a way to enhance the performance by the means of drugs and steroids.

- 1. ABCD                      2. CBDA                      3. BDCA                      4. BACD

**In the third type**, questions are asked after the jumbled sentences. This type usually only comes in banking exams.

### For example:

- A. But this does not mean that death was the Egyptians' only preoccupation.
- B. Even papyri come mainly from the pyramids.
- C. Most of our traditional sources of information about the Old Kingdom are monuments of the rich like pyramids and tombs.
- D. Houses in which ordinary Egyptians lived have not been preserved, and when most people died they were buried in simple graves.
- E. We know infinitely more about the wealthy people of Egypt than we do about the ordinary people, as most monuments were made for the rich.

F. Customs of any culture can be a reliable source to know about the people of that culture but<sup>77</sup> status of people can bring in differences.

Which sentence will be first after the rearrangement?

1. E

2. B

3. F

4. C

## PRACTICE

**Directions:** The question consists of five statements labelled A, B, C, D and E which when logically ordered form a coherent passage. Choose the option that represents the most logical order.

1.

A. In simpler terms, it is the Indian version of the Razzies.

B. The 3rd Golden Kela Awards will be hosted by Cyrus Broacha this year.

C. It was created in order to ridicule the bad performances and as a revenge for wasting our precious time and money on such idiotic films.

D. The Golden Kela is held each year where awards are given for the year's worst in Bollywood.

E. It was created by Random magazine, India's longest running humour magazine in the year 2009.

i. DAECB

ii. BACDE

iii. ACEDB

iv. CEADB

2.A. Despite the strong performance of the economy in 2010-11, the outlook for 2011-12 is clouded by stubborn and persistently high inflation, and rising external risks.

B. The three key macroeconomic concerns before the Union Budget 2011-12 were high inflation, high current account deficit (CAD), and fiscal consolidation.

C. Additionally, there was an expectation that the government would restart the reform process.

D. While the Budget sets a lower nominal gross domestic product (GDP) growth target of 14%, we believe that the real GDP growth target of 9% factored in the Budget is on the optimistic side.

E. The Budget has made an attempt to address all these issues, albeit through small steps.

I. BCEAD

II. CBAED

III. DACEB

IV. ADCEB

3. A. These were mainly bulwarks against winter, the hoarded dregs of more plentiful seasons.

B. The first were the earliest mince pies, which saw cooked, shredded meat, dried fruits, alcohol with its preservative qualities and perhaps a few spices or herbs, all encased in large pies.

C. Subsequently, people baked this into a kind of pie, adding bread-crumbs for bulk, eggs<sup>18</sup> to bind it, and upping the dried fruits and called it 'plum pudding'.

D. The pudding seems to have had two principal forerunners.

E. The second main pudding was a pottage or soup called frumenty, a fast dish involving cracked wheat, currants and almonds which was ladled out at the start of a meal.

i. ECDAB

ii. BAECD

iii. DACEB

iv. DBAEC

4.

A. In a bid to placate the associate members, the ICC has decided to increase the number of participating teams to 16 in the Twenty20 World Cup, as the game's governing body feels these countries will have a greater chance of competing on an equal footing in cricket's shortest format.

B. It is convenient just now to forget that in the last edition of the tournament, considerable criticism was heaped on the governing body for the inordinate length of the tournament, thanks in large part to the presence of the associates.

C. To be fair to the ICC, criticism of the move to restrict the number of teams in the next edition of the Cup is a case of damned if you do, damned if you don't.

D. The ICC's decision to restrict the number of teams in the 2015 World Cup has evoked mixed responses, with opinion divided among players of the full member teams.

E. Not surprisingly, the associate members aren't too thrilled about the idea of being kept out of cricket's showpiece event.

I. ECDAB

II. BAECD

III. DACEB

IV. DEACB

5.

A. Environment Education unit of Centre for Science & Environment has always been working towards providing easy to understand reading material.

B. Their new publication on this subject is an attempt to lend teachers a helping hand.

C. It unfolds in two sections: Climate change: how to make sense of it all

D. And natural resources how to share & care.

E. However, they are introduced to students not as a paragraph to memorize but as an activity to do.

i. ACEBD

ii. DBCAE

iii. ABCDE

iv. BECAD

- 6.
- A. A famous Japanese rock garden is at Ryoan-Ji in Northwest Kyoto, Japan.
  - B. The rocks of various sizes are arranged on small white pebbles in five groups, each comprising five, two, three, two, & three rocks.
  - C. The garden is 30 meters long from East to West & 10 meters from north to south.
  - D. The garden contains 15 rocks arranged on the surface of white pebbles in such a manner that visitors can see only 14 of them at once from whichever angle the garden is viewed.
  - E. There are no trees, just 15 irregularly shaped rocks of varying sizes, some arranged by gravel/sand that is raked every day.

- I. ACEBD
- II. CAEDB
- III. DEABC
- IV. BADEC

- 7.
- A. When they gathered together, the Buddha was completely silent & some speculated that perhaps the Buddha was tired or ill.
  - B. It is said that Gautam Buddha gathered his disciples one day for a Dharma talk.
  - C. One of the Buddha's disciples, Mahakasyapa, silently gazed at the flower & broke into a broad smile.
  - D. The origin of Zen Buddhism is ascribed to the Flower Sermon, the earliest source which comes from the 14th century.
  - E. The Buddha silently held up & twirled a flower and twinkled his eyes, several of his disciples tried to interpret what this meant though none of them was correct.

- i. EBDAC
- ii. DBAEC
- iii. BCDEA
- iv. CADBE

- 8.
- A. The post-election crisis in Kenya remains unresolved.
  - B. The damage being done to the country's economy is severe: tourism, horticulture, and other industries that depend on trade beyond the Kenyan border are reeling.
  - C. Many countries responded, providing essential humanitarian assistance and logistical support. For this, I and many other Kenyans are very grateful.
  - D. Thousands of livelihoods, along with investments throughout the region, are threatened and collapsing.
  - E. As the situation in Kenya escalated with murders, rapes, burning of property, looting, and the displacement of thousands of people throughout the country - the international community was urged to help.

- I. AEDBC
- II. ABCED
- III. ACDEB

9.

- A. The US market will continue to be the dominant one in the foreseeable future. The rupee could become even stronger.
- B. A greater recourse to hedging as well as striving for multi-currency revenue streams automatically suggests itself.
- C. Already one company, TCS, by resorting to these methods extensively has turned in an above - average performance during the first quarter.
- D. Most IT companies have been grappling with more mundane problems such as a high level of attrition amidst rising wage costs and inability to secure the right type and number of American visas.
- E. The BPO industry and many medium-sized software exporters are reportedly operating on thin margins.

i. BCADE

ii. ABCDE

iii. DCBAE

iv. EDABC

10.

- A. Last March, I was invited to present a paper on the topic of whether the mistakes of the 20th century would be repeated in the 21st century as well.
- B. The economic crisis hadn't become grave then.
- C. But today the world is in the midst of the biggest economic crisis since 1929.
- D. The key difference between then and now is that the old power structures have finally disappeared.
- E. Now even the US is pleading for financial help from China.

i. BCADE

ii. ABCDE

iii. CDEAB

iv. DEABC

11.

- A. Thus, despite India's huge population, we have not done well in Olympic Games.
- B. During the British period also, cricket remained popular in India.
- C. Cricket has been an extremely popular game in India for quite some time now.
- D. It is time our government and corporate fraternity pay due attention to other games/sports and we redeem our national pride in Olympic Games.
- E. However, due to this reason, other games/sports did not receive the required attention they deserve.



- I. EACDB
- II. BDACE
- III. CBEAD
- IV. DCEAB

12.

- A. People started fearing a famine.
- B. Monsoon turned out to be unusually abundant and the danger was averted.
- C. The monsoon failed and water tanks became almost empty.
- D. So, no grain could be sown by the farmers in their fields.
- E. Farmers looked anxiously for the next monsoon.

- i. CADBE
- ii. CDAEB
- iii. AEDCB
- iv. DABCE

13.

- A. Economists all over the world have expressed anxiety in this regard.
- B. As a result, Indian people have been subjected to high cost of living and inflation.
- C. Indian economy has not shown desirable growth in the recent years.
- D. Grim global economic scenario has also contributed to this problem and it seems a quick fix solution is yet far away.
- E. But, one of the primary reasons for such a situation has been Indian government's inability to take tough decisions.

- i. CDAEB
- ii. ACDBE
- iii. DEABC
- iv. EADCB

14.

- A. They fled to the higher ground.
- B. Soon the floods retired and the villagers were able to return.
- C. The river overflowed its banks.
- D. The rain fell steadily for several days.
- E. The terrified villagers abandoned their homes.

- I. CEBAD
- II. DEBCA
- III. DCEAB
- IV. EDABC

- 15.
- A. The two neighbours never fought each other.
  - B. Fights involving three male fiddler crabs have been recorded, but the status of the participants was unknown.
  - C. They pushed or grappled only with the intruder.
  - D. We recorded 17 cases in which a resident that was fighting an intruder was joined by an immediate neighbour, an ally.
  - E. We therefore tracked 268 intruder males until we saw them fighting a resident male.
- i. BEDAC
  - ii. DEBAC
  - iii. BDCAE
  - iv. BCEDA

**Directions: In these questions, the first and the last sentences of the passage are numbered 1 and 6. The rest of the passage is split into four parts and named P, Q, R and S. These four parts are not given in their proper order. Read the sentences and find out which of the four combinations is correct.**

Q1.

- 1. You can even send an e-mail with the help of internet.
- P. Internet allows you to enjoy gaming, music, chatting, and movies with your friends.
- Q. The cost of sending an e-mail is much less as compared to cost of making calls through internet.
- R. Many businesses are solely run through Electronic commerce or Ecommerce.
- S. At the same time it also helps you to share your ideas and views about global affairs by just pressing few simple keys.
- 6. Internet has endless possibilities.

- i. PQSR      ii. SQPR      iii. SPRQ      iv. QPSR

Q2.

- 1. The new government was formed.
- P. Now an administrator runs the show.
- Q. The secretary has now announced a change of intentions.
- R. They plan to hand down the cooperative to some private player.
- S. Then the earlier board was disbanded.
- 6. Thus, the State transport minister plans to revive the water transportation system.

- I. PQSR
- II. RPQS
- III. SPQR
- IV. QSPR

Q3.

1. Three grains - rice, wheat, and corn - are the world's most important food plants.
  - P. In parts of Asia, there is a warm, damp climate where rice can grow the year round.
  - Q. Rice yields more food from each acre than any other grain
  - R. Asia grows more rice than any other part of the world
  - S. Everything depends on the rice harvest,
  6. When an Asian has no job, he often says that his rice bowl is broken
- i. SPQR
  - ii. QSPR
  - iii. PQRS
  - iv. QPRS

Q4.

1. Abraham worked very hard and had no time to feel lonely.
- P. Abraham was very fond of books.
- Q. When his day's work in the fields or in the forest was over, he settled down in the evenings to read by the light of the fire.
- R. She used to sit by the fireside in the evenings and tell him stories.
- S. His mother had taught him to read when he was very young.
6. Every evening, he would spend his time in reading all the books he could find.

- I. QSRP
- II. SPRQ
- III. PSRQ
- IV. PRSQ

Q5.

1. I shall tell you about the ways you can see a rainbow.
  - P. Big rainbows can be seen when the sun is close to horizon.
  - Q. Or you can notice a rainbow in the spray from a garden hose.
  - R. You can see a rainbow in the mist from a waterfall.
  - S. When you stand with a light source behind you and misty water before you, you can see a rainbow.
  6. Occasionally, even a full moon on a rainy night will create a faint rainbow.
- i. SPRQ
  - ii. SRQP
  - iii. SPQR
  - iv. SQRP

Q6.

- 1. Poliomyelitis or polio is a serious infection.
- P. It often attacks children paralyzing them for life.
- Q. In the 1950's a vaccine against the disease was introduced.
- R. Hence it is sometimes called infantile paralysis.
- S. It is caused by a virus.
- 6. Since then, polio has been eliminated to a great extent.

- I. PSRQ
- II. SPQR
- III. SPRQ
- IV. PRQS

Q7.

- 1. India led the battle of freedom against imperialism.
- P. That technique brought us success.
- Q. We therefore championed the cause of other countries.
- R. We fought it with a special technique.
- S. We are happy that they achieved freedom.
- 6. But some countries are still slaves.

- i. QSRP
- ii. SRPQ
- iii. RPQS
- iv. RSQP

Q8.

- 1. A daring train robbery was committed yesterday in a sleeper class compartment of Super Express between town-1 and town-2 at about 3 a.m.
- P. Some passengers tried to resist them but to no avail.
- Q. About four miscreants entered the compartment with deadly weapons and began to beat and plunder the passengers.
- R. Most of the passengers were in sleep and some had just woken up.
- S. Two of them sustained serious injuries.
- 6. One of the passengers gathered courage and pulled the alarm chain.

- I. QRPS
- II. QPRS
- III. RQPS
- IV. SPQR

Q9.

- 1. Yet, things are not that bad.
- P. Some of the successful people started out with more handicaps than us.
- Q. It is time we stopped feeling sorry for and got over our doubts and fears to face the world.
- R. If we look around ourselves, we find people who had less than us but went on to make their fortunes.
- S. Perhaps we can replicate what they did for themselves.
- 6. Fortune, after all, favours the brave, not the complainers.

- i. RQSP
- ii. SPRQ
- iii. RPSQ
- iv. SQRP

Q10.

- 1. The handicapped are the unfortunates who are physically or mentally unfit or invalid due to some accident or disease.
- P. Given proper training and education, they can be gainfully employed in various crafts and vocations.
- Q. We should remember that they are our own men and they cannot be blamed for their misfortune.
- R. Some are horn deaf and dumb, and there are children who are mentally retarded.
- S. We must not neglect them; they need our support.
- 6. This is why World Health Organization and many social organizations have come forward with assistance to set up various projects throughout the country.

- I. QSPR
- II. PRSQ
- III. RQSP
- IV. QPRS

Q11.

- 1. Claude Monet, a 19 century French painter, was the most famous artist of Impressionism.
- P. In his landscape painting Monet sought to portray nature as it appeared to him.
- Q. In 1858 Monet met the artist Eugene Boudin who taught him outdoor painting.
- R. He was interested in how light affects the ways that we perceive colour.
- S. Monet painted a cathedral at several different times of the day.
- 6. He tried to show how changes in natural light make the cathedral appear to change colour.

- i. QPRS
- ii. QPSR
- iii. SQPR
- iv. RSQP

Q12.

- 1. We were driving up a mountain when we noticed the forest fire.
- P. Luckily one of us had the phone number of the forest ranger's office.
- Q. We had stopped at a viewpoint to have a panoramic view.
- R. That is when we noticed the furious flames devouring the forest.
- S. We called his office and fire fighters came to the spot in a jiffy.
- 6. Unfortunately, this could not prevent the destruction of some life and property.

- I. QRPS
- II. QPRS
- III. PSQR
- IV. PRSQ

Q13.

1. Even the smallest insect of the living world is made up of a large number of cells.
  - P. Furthermore, the cells in these small creatures widely differ in their structure and function.
  - Q. An ant, or a gnat, for example is composed of hundreds of thousands of cells.
  - R. Even a mite has cells making up its skeletal structure.
  - S. It also has cells dedicated to digestive and reproductive functions.
  6. The cell system of small organisms is microscopic but marvellous, isn't it?
- i. SRQP
  - ii. QRSP
  - iii. SQPR
  - iv. QPRS

Q14.

1. A bad habit is harmful, none as harmful as smoking;
  - P. But habit is second nature smokers remain smokers for life
  - Q. Besides being expensive; smoking does injury to one's health
  - R. In the long run he may get something worse-lung cancer
  - S. A smoker gets nothing but smoke for his money
  6. Then why get that bad habit?
- i. RPQS
  - ii. QRPS
  - iii. SPRQ
  - iv. PRQS

Q15.

1. We were taking tea at the Ratna Tea Stall.
  - P. We found a tourist bus which had just rammed into a tamarind tree on the roadside.
  - Q. We rushed out of the tea stall.
  - R. We helped the passengers to get out of the bus.
  - S. Suddenly we heard a loud noise followed by a cry for help.
  6. We informed the hospital and also the police about accident.
- I. SQPR
  - II. QSRP
  - III. PRSQ
  - IV. RSQP

**Directions:** Given below is a set of seven sentences, which when properly sequenced, form an coherent paragraph. Sentences 2 and 7 are fixed at their places (2nd and 7th). Arrange the sentences in the correct sequence and answer the questions that follow.

Passage:

P.This incident sparked a flurry of memes on social media, with interpretations ranging from humour about the heat to work-related fatigue.

2.A six-foot wax statue of Abraham Lincoln, part of artist Sandy Williams IV's project on forgotten Black histories at Garrison Elementary School, melted due to a heatwave.

Q.The melting of Lincoln's statue, shared widely online, symbolised an everyday resonance with climate change, \_\_\_\_\_ social issues.

R.Climate change affects everyone, even historical figures, as recent events in Washington DC demonstrated.

S.Much like the toppling of Edward Colston's statue by Black Lives Matter protestors in 2020, art here served as a medium for public reflection and dialogue.

T.This incident sparked a flurry of memes on social media, with interpretations ranged from humour about the heat to work-related fatigue.

7.The widespread reaction to the statue's melting illustrates how social media can democratise art, making it a mirror for collective experiences and concerns.

Question 1: Which sentence makes the FOURTH statement in the correct sequence?

- a. R
- b. T
- c. P
- d. S

Question 2: Which sentence comes immediately after the first fixed sentence (2nd statement)?

- a. Q
- b. S
- c. R
- d. T

Question 3: Which two sentences are consecutive in the correct sequence?

- a. P and T
- b. R and Q
- c. Q and S
- d. S and P

Question 4: Which sentence comes at the SIXTH position in the correct sequence?

- a. S
- b. P
- c. Q
- d. T

Question 5: Which sentence is the FIRST statement in the correct sequence?

- a. R
- b. P
- c. Q
- d. T

**Directions:** Given below is a set of five sentences, which when properly sequenced, form a coherent paragraph. Arrange the sentences in the correct sequence and answer the questions that follow.

Passage:

- A. Over the past year, perceptions of relative U.S. economic power have declined in many of America's key trading partners and allies.
- B. Following the onset of the financial crisis nearly a decade ago, Europeans increasingly named China, rather than the U.S., as the world's leading economic power.
- C. This year, however, the pattern has reversed itself again, and in countries such as Germany, the United Kingdom, and Spain, China is once more seen as occupying the top spot.
- D. But in recent years, as the American economy slowly recovered, the pendulum began to swing back in the direction of the U.S.
- E. The trend can be seen in several European countries, where views about the economic balance of power have fluctuated in recent years.

Question 1: Which of the following is the THIRD statement?

- a. A
- b. B
- c. C
- d. D

Question 2: Which of the following statements closes the passage?

- a. A
- b. B
- c. C
- d. E

Question 3: Which two sentences are consecutive in the correct sequence?

- a. A and E
- b. A and B
- c. E and C
- d. C and A

Question 4: Which two sentences are consecutive in the correct sequence?

- a. B and C
- b. B and A
- c. B and D
- d. D and E

Question 5: Which of the following statements opens the passage?

- a. A
- b. B
- c. C
- d. D



**Directions: Five jumbled up sentences (labeled 1, 2, 3, 4 and 5), related to a topic, are given below. Four of them can be put together to form a coherent paragraph. Identify the odd sentence.**

Q1.

1. Having an appreciation for the workings of another person's mind is considered a prerequisite for natural language acquisition, strategic social interaction, reflexive thought, and moral judgment.
  2. It is a 'theory of mind' though some scholars prefer to call it 'mentalizing' or 'mind reading', which is important for the development of one's cognitive abilities.
  3. Though we must speculate about its evolutionary origin, we do have indications that the capacity evolved sometime in the last few million years.
  4. This capacity develops from early beginnings in the first year of life to the adult's fast and often effortless understanding of others' thoughts, feelings, and intentions.
  5. One of the most fascinating human capacities is the ability to perceive and interpret other people's behaviour in terms of their mental states.
- a. 2
  - b. 1
  - c. 4
  - d. 3

Q2.

1. The banning of Northern Lights could be considered a precursor to censoring books for "moral", world view or religious reasons.
  2. Attempts to ban books are attempts to silence authors who have summoned immense courage in telling their stories.
  3. Now the banning and challenging of books in the US has escalated to an unprecedented level.
  4. The widely acclaimed fantasy novel Northern Lights was banned in some parts of the US, and was the second most challenged book in the US.
  5. The American Library Association documented an unparalleled number of reported book challenges in 2022, about 2,500 unique titles.
- i. 4
  - ii. 3
  - iii. 2
  - iv. 1

Q3.

1. Boa Senior, who lived through the 2004 tsunami, the Japanese occupation and diseases brought by British settlers, was the last native of the island chain who was fluent in Bo.
2. The indigenous population has been steadily collapsing since the island chain was colonised by British settlers in 1858 and used for most of the following 100 years as a colonial penal colony.
3. Taking its name from a now-extinct tribe, Bo is one of the 10 Great Andamanese languages, which are thought to date back to pre-Neolithic human settlement of south-east Asia.
4. The last speaker of an ancient tribal language has died in the Andaman Islands, breaking a 65,000-year link to one of the world's oldest cultures.
5. Though the language has been closely studied by researchers of linguistic history, Boa Senior spent the last few years of her life unable to converse with anyone in her mother tongue.

- a. 3
- b. 5
- c. 2
- d. 1

Q4.

1. In English, there is no systematic rule for the naming of numbers; after ten, we have “eleven” and “twelve” and then the teens: “thirteen”, “fourteen”, “fifteen” and so on.
  2. Even more confusingly, some English words invert the numbers they refer to: the word “fourteen” puts the four first, even though it appears last. 3. It can take children a while to learn all these words, and understand that “fourteen” is different from “forty”.
  4. For multiples of 10, English speakers switch to a different pattern: “twenty”, “thirty”, “forty” and so on.
  5. If you didn’t know the word for “eleven”, you would be unable to just guess it - you might come up with something like “one-teen”.
- a. 1
  - b. 2
  - c. 3
  - d. 4

Q5.

1. Self-care particularly links to loneliness, behavioural problems, and negative academic outcomes.
  2. “Latchkey children” refers to children who routinely return home from school to empty homes and take care of themselves for extended periods of time.
  3. Although self-care generally points to negative outcomes, it is important to consider that the bulk of research has yet to track long-term consequences.
  4. In research and practice, the phrase “children in self-care” has come to replace latchkey in an effort to more accurately reflect the nature of their circumstances.
  5. Although parents might believe that self-care would be beneficial for development, recent research has found quite the opposite.
- a. 5
  - b. 4
  - c. 3
  - d. 2

Q6.

1. Although hard skills have traditionally ruled the roost, some companies are moving away from choosing prospective hires based on technical abilities alone.
2. Companies are shaking off the old definition of an ideal candidate and ditching the idea of looking for the singularly perfect candidate altogether.
3. Now, some job descriptions are frequently asking for candidates to demonstrate soft skills, such as leadership or teamwork.
4. That’s not to say that practical know-how is no longer required - some jobs still call for highly specific expertise
5. The move towards prioritizing soft skills “is a natural response to three years of the pandemic” says a senior recruiter at Cenlar FSB.

- a. 1
- b. 2
- c. 3
- d. 5

Q7.

1. Neuro-scientists have just begun studying exercise's impact within brain cells — on the genes themselves.
  2. Even there, in the roots of our biology, they've found signs of the body's influence on the mind.
  3. It turns out that moving our muscles produces proteins that travel through the bloodstream and into the brain, where they play pivotal roles in the mechanisms of our highest thought processes.
  4. In today's technology-driven, plasma-screened-in world, it's easy to forget that we are born movers-animals, in fact — because we've engineered movement right out of our lives.
  5. It's only in the past few years that neuro-scientists have begun to describe these factors and how they work, and each new discovery adds awe-inspiring depth to the picture.
- i. 1                      ii.2                      iii.3                      iv.4

Q8.

1. Although we are born with the gift of language, research shows that we are surprisingly unskilled when it comes to communicating with others.
  2. We must carefully orchestrate our speech if we want to achieve our goals and bring our dreams to fruition.
  3. We often choose our words without thought, oblivious of the emotional effects they can have on others.
  4. We talk more than we need to, ignoring the effect we are having on those listening to us.
  5. We listen poorly, without realizing it, and we often fail to pay attention to the subtle meanings conveyed by facial expressions, body gestures, and the tone and cadence of our voice.
- a. 1
  - b. 2
  - c. 3
  - d. 4

Q9.

- 1: Over the past fortnight, one of its finest champions managed to pull off a similar impression.
  2. Wimbledon's greatest illusion is the sense of timelessness it evokes.
  3. At 35 years and 342 days, Roger Federer became the oldest man to win the single title in the Open Era — a full 14 years after he first claimed the title as a scruffy, pony-tailed upstart.
  4. Once he had survived the opening week, the second week witnessed the range of arrested Federer's genius.
  5. Given that his method isn't reliant on explosive athleticism or muscular ball-striking, both vulnerable to decay, there is cause to believe that Federer will continue to enchant for a while longer.
- a. 1
  - b. 2
  - c. 3
  - d. 4

Q10.

1. Translators are like bumblebees.
  2. Though long since scientifically disproved, this factoid is still routinely trotted out.
  3. Similar pronouncements about the impossibility of translation have dogged practitioners since Leonardo Bruni's *De Interpretatione Recta*, published in 1424.
  4. Bees, unaware of these deliberations, have continued to flit from flower to flower, and translators continue to translate.
  5. In 1934, the French entomologist August Magnan pronounced the flight of the bumblebee to be aerodynamically impossible.
- a. 1
  - b. 2
  - c. 3
  - d. 4