



Advanced Verbal Ability

Syllabus

Unit 1-

Voice and accent : vowels and consonants, manner of articulation, syllable, stress and intonation, phonic drills, expressive elocution

Unit 2-

Sentence correction: introduction of the concept, error correction based on modifiers, error correction based on parallelism, error correction based on comparison, error correction based on participles

Unit 3-

Vocabulary : antonym and synonyms, idiomatic expressions, vocabulary application in situational verbal skills

Sentence completion : introduction to sentence completion based on phrases and clauses, various exercise sentence completion based on phrases and clauses

Unit 4-

Verbal presentation & Essay writing : verbal presentation of academic and professional topics, thesis statement, essay statement, writing introduction, writing body paragraphs, concluding the essay, useful phrases for essay writing

Unit 5-

Reading comprehension: introduction to reading comprehension questions based inference, exercises based on inference, comprehension dialogue, types of questions in reading comprehension, main idea, reference based exercises based on inference, vocabulary based

Unit 6-

Para jumble: types of para jumbles, fixed and movable para jumbles, verbal clues to solve para jumbles, and logical clues to solve para jumbles.

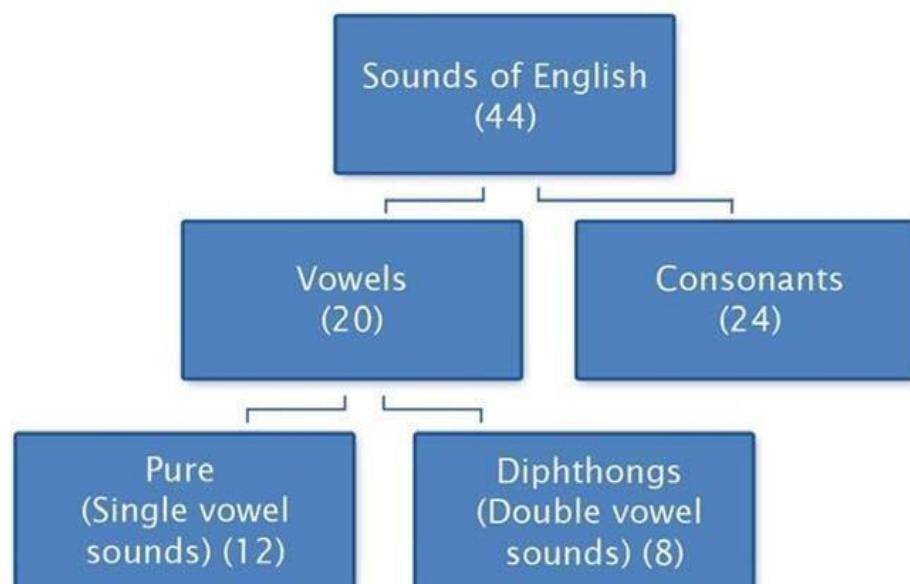
UNIT 1

Voice and Accent



The Sounds of English:-

In the English alphabet there are 26 letters, but these letters produce 44 sounds. For this reason, one letter is used to produce more than one sound. In order to know the correct pronunciation certain symbols denoting these sounds have been devised and standardized. By learning these symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:

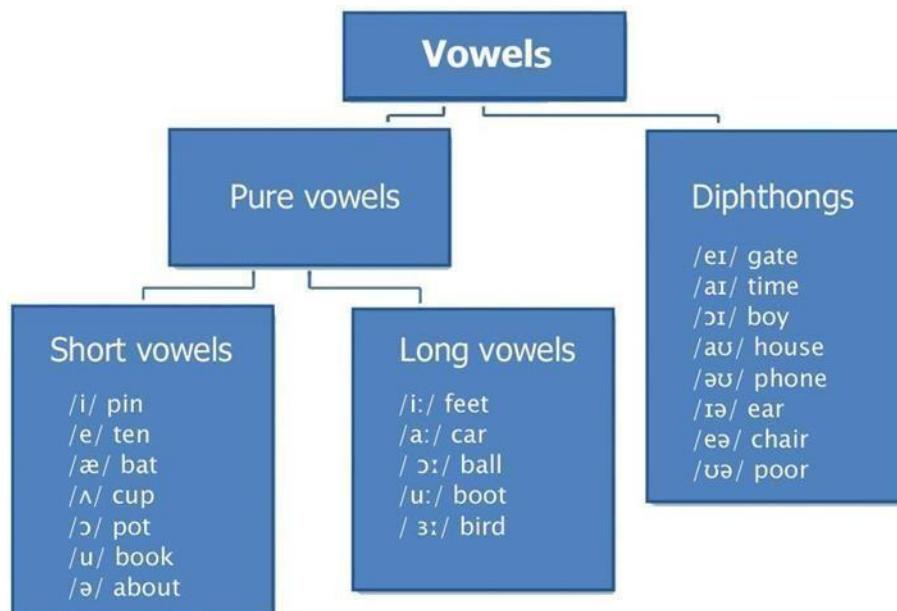


What is a vowel sound?

There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

Single vowel sounds: When these sounds are produced, the tongue remains in the same position even when the sound is prolonged. They consist of one sound only and are called pure vowels as in ‘sit’, ‘pot’, ‘heat’, etc. (the underlined letters indicate the single vowel sounds)

Double vowel sounds: These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word ‘light’ the sound of ‘i’ is a combination of the vowel sounds /a:/ as in ‘art’



What is a consonant sound?

A consonant is a sound that is produced by blocking air from flowing out of the mouth with the teeth, tongue, lips or palate. Consonants may come alone or in clusters but have to be connected to a vowel to form a syllable.

When you say the sound of ‘p’ as in ‘pen’ a blockage is created in the outgoing breath by closing both the lips and thus, a consonant sound is produced. Consonants give clarity and sharpness to the words.

They do the work of making our speech crisp and clear, just like the function of treble in a music system.

The English Consonant sounds are divided into two broad buckets, which are

- Voiced Consonants-Plosive
- Unvoiced Consonants- Non Plosive Consonant sounds can be produced either with or without a Vibration of the vocal cord.

**How do I know if a letter sound is
VOICED or UNVOICED?**

voiced vs. unvoiced



Vibrating Vocal Chords

Put 2 fingers on your vocal chords while saying the letter sound; a vibration indicates a **voiced** sound.

/b/ /d/ /g/ /j/ /v/
/m/ /n/ /r/ /v/
/w/ /y/ /z/ /th/that

VOWELS are VOICED

a e i o u

No vibrations in vocal chords

Put 2 fingers on your vocal chords while saying the letter sound; **lack of vibration** indicates an **unvoiced** sound.

/f/ /h/ /k/ /p/
/s/ /t/ /x/
/ch/ /qu/ /sh/
/th/thing

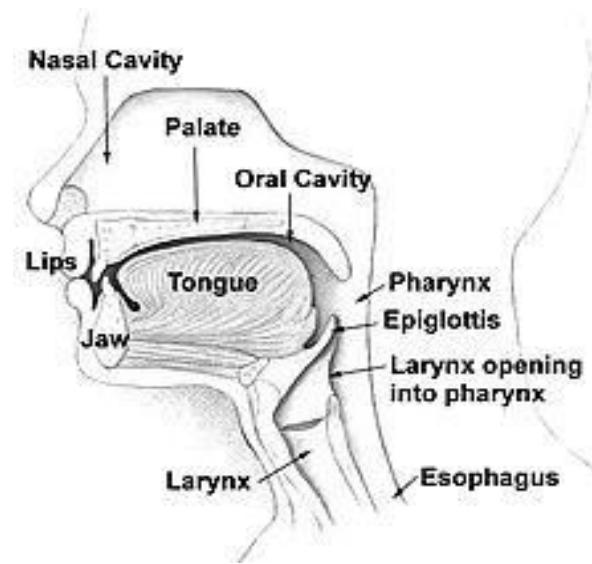
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Manner of articulation:-

Manner of Articulation is the “**how**” of making sounds. When learning our first language, we don’t usually think about how we make the sounds we do. We just reproduce what we’ve heard over the first few years of our lives. We make the sounds without thinking how our mouth tongue, and teeth are doing, unless we need the additional support of speech therapy.

Manner of articulation in second language learning is important, because pronunciation doesn’t come as naturally as when learning our first language. It’s important to know how sounds are made so that you can pronounce sounds correctly and speak more clearly.

The manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth.



There are six different ways, or manners of articulation:

Nasal

Nasal consonants are created when you completely block air flow through your mouth and let the air pass through your nose. There are three nasal consonants in English.

- /m/ – “mad” and “clam” – oral passage is blocked by closing the lips.
- /n/ – “no” and “man” – oral passage is blocked by pressing tongue tip against the alveolar ridge ([the gums behind your top teeth](#)).
- /ŋ/ – “going” and “funk” – Oral passage is blocked by pressing the back of

your tongue against the soft palate (**roof of the mouth**; the hard palate is the harder (firmer) part of the roof of the mouth, in the front half of the mouth; the soft palate is farther back, near the rear of the mouth.)

Stop

Like nasal consonants, stop consonants occur when the vocal tract is closed completely. But for stops the airflow is NOT redirected through the nose. Instead, the air quickly builds up pressure behind the articulators and then releases in a burst.

English contains the following stop consonants.

- /p/ – **purse** and **rap** – oral passage is blocked by closing the lips.
- /b/ – “**back**” and “**cab**” – oral passage is blocked by closing the lips.
- /t/ – “**tab**” and “**rat**” – oral passage is blocked by pressing the tongue tip against the alveolar ridge. (**the gums behind your top teeth**)
- /d/ – “**dip**” and “**bad**” – oral passage is blocked by pressing the tongue tip against the alveolar ridge (**the gums behind your top teeth**)
- /k/ – “**kite**” and “**back**” – block airflow with the back of the tongue against the soft palate.
- /g/ – “**good**” and “**bug**” – block airflow with the back of the tongue against the soft palate.

Fricative

While nasal and stop consonants involve a complete blockage of the vocal tract, fricative sounds involve only a partial blockage of the vocal tract so that air has to be forced through a narrow channel.

For example, you create a /t/ *stop* consonant when you block airflow completely with your tongue against the alveolar ridge. But if you let up with the tongue a bit and let the air seep through, you make an /s/ *fricative* consonant.

The English fricative sounds are as follows:

- /f/ – “**fro**” and “**calf**” - air is forced through the upper teeth and lower lip.
- /v/ – “**vine**” and “**have**” – air is forced through the upper teeth and lower lip.
- /θ/ – “**thick**” and “**bath**” – air is forced through upper teeth and tongue.
- /ð/ – “**the**” and “**rather**” – air is forced through upper teeth and tongue.
- /s/ – “**suit**” and “**bus**” – air is forced through tongue and alveolar ridge.

- /z/ – “zit” and “jazz” – air is forced through tongue and alveolar ridge.
- /ʃ/ – “shot” and “brash” – air is forced through the tongue and point just beyond alveolar ridge.
- /ʒ/ – “vision” and “measure” – air is forced through the tongue and point just beyond alveolar ridge.
- /h/ – “happy” and “hope” – actually /h/ isn’t a fricative. It’s technically not even a real consonant sound since there’s no constriction/obstruction of airflow.

Affricate

When stop consonants mix with fricative consonants, the result is an affricate consonant. Affricate consonants start as stop sounds with air building up behind an articulator which then releases through a narrow channel as a fricative (instead of a clean burst as stops do).

The English affricate sounds are:

/tʃ/ – “chick” and “match” – air is blocked with tongue just beyond the alveolar ridge , then released as a fricative.

/dʒ/ – “jam” and “badge” – air is blocked with tongue just beyond the alveolar ridge, then released as a fricative.

Approximant

Approximants are when two articulators come close together but not quite close enough to create air turbulence.

The resulting sound is more like a fast vowel than anything else. For example, the /w/ approximant is like a fast /u/ sound (say /u/ + /aɪ/ really fast and you get the word “why”).

Notice how your tongue never actually comes in contact with the top of your mouth.

There are three English approximants:

/w/ – “wet” and “Howard” – back of tongue raises to velum (soft palate) and lips are rounded.

/j/ – “yes” and “bayou” – tongue raises to hard palate (but not too close!)

/ɹ/ – “right” and “roar” – tongue raises to hard palate([roof of the mouth](#); the hard palate is the harder (firmer) part of the roof of the mouth, in the front half of the mouth; the soft palate is farther back, near the rear of the mouth) but not too close.

Lateral

Lateral consonants are when the tongue blocks the middle of your mouth so that air has to pass around the sides.

There is one lateral consonant in English

- /l/ – “luck” - place the tip of the tongue at the alveolar ridge

Short Vowels

IPA Symbol	Word examples
E	Went, intend, send, letter.
Æ	Cat, hand, nap, flat, have.
ʌ	Fun, love, money, one, London, come.
ʊ	Put, look, should, cook, book, look.
ɒ	Rob, top, watch, squat, sausage.
ə	Alive, again, mother.

Long Vowels

IPA Symbol	Word examples
i:	Need, beat, team.
ɜ:	Nurse, heard, third, turn.
ɔ:	Talk, law, bored, yawn, jaw.

u:	Few, boot, lose, gloomy, fruit, chew.
a:	Fast, car, hard, bath.

Diphthong Vowels

IPA Symbol	Word examples
ɪə	Near, ear, clear, tear, beer, fear
eə	Hair, there, care, stairs, pear
eɪ	Face, space, rain , case, eight
ɔɪ	Joy, employ, toy, coil, oyster.
aɪ	My, sight, pride, kind, flight
əʊ	No, don't, stones, alone, hole
əʊ	Mouth, house, brown, cow, out

Consonants Sounds: Fricatives

IPA Symbol	Word examples
F	Full, Friday, fish, knife.
V	Vest, village, view, cave.

θ	Thought, think, Bath.
ð	There, those, brothers, others.
z	Zoo, crazy, lazy, zigzag, nose.
ʃ	Shirt, rush, shop, cash.
ʒ	Television, delusion, casual
h	High, help, hello.

Consonants Sounds: Plosives/Stop

IPA Symbol	Word examples
p	Pin, cap, purpose, pause.
b	Bag, bubble, build, robe.
t	Time, train, tow, late.
d	Door, day, drive, down, feed.
k	Cash, quick, cricket, sock.
g	Girl, green, grass, flag.

Consonants Sounds: Affricates

IPA Symbol	Word examples
tʃ	Choose, cheese, church, watch.
dʒ	Joy, juggle, juice, stage.

Consonants Sounds: Nasals

IPA Symbol	Word examples
M	Room, mother, mad, more.
N	Now, nobody, knew, turn.
ŋ	King, thing, song, swimming.

Consonants Sounds: Approximants

IPA Symbol	Word examples
R	Road, roses, river, ring, ride.
J	Yellow, usual, tune, yesterday, yard.
W	Wall, walk, wine, world.
<i>Consonants Sound: Lateral</i>	

l and ɿ	Law, lots, leap, long, pill, cold, chill, melt.
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What is accent?

The term *accent* has various meanings, but in speaking, an accent is an identifiable style of pronunciation, often varying regionally or even socioeconomically.

It can be contrasted with a person's dialect, which includes regional vocabulary. In fact, most people who speak Standard English do so with some sort of regional pronunciation, so that you can tell where they come from much more by their accent than by their grammar or vocabulary.

For Example: In British Accent, "Bath" is pronounced with a short "a" sound, while "grass" is pronounced with a long "a" sound. So, "bath" sounds like "baath" and "grass" sounds like "graass."

In Indian Accent, "Thank you" is often pronounced with a distinct emphasis on the second syllable, so it sounds like "THANK-you." "Water" is often pronounced with a slight "v" sound, so it sounds like "vater."

How Mother Tongue Influence Makes English Speaking Difficult

Our mother tongue is the language we grew up speaking. Literally speaking, it means the language our mother taught us: the language we speak since childhood. It is a popular saying that in India, language changes at every ten miles. This makes it difficult for us to speak in a standard accent as all of us have our own way of speaking English. This is what is called Mother Tongue Influence (MTI)- when the effect of mother tongue on English becomes evident.

Some more Effects of MTI are:

- Lack of confidence in speaking English
- Embarrassment in communicating with others publicly
- Inability to speak English properly due to internalisation of sounds from the mother tongue
- Slow career/academic growth

How to get rid of MTI

It is difficult to get rid of something you have internalised. However, it is not impossible. You can get rid of it by investing time and effort into it: practice with dedication and you shall succeed!

Ways to remove MTI:

1. Practice tongue twisters to improve focus while speaking English.

2. **Read text aloud** and note down the words that you pronounce incorrectly to practice later.
3. Listen to podcasts to observe and understand the correct sound of each syllable.
4. Listen to an English news channel every day to improve **pronunciation**.
5. Watch English movies and listen to English songs to find out how native English speaker speak English.
6. **Join Spoken English classes** and have your trainer correct you on the spot as you speak.
7. **Record** yourself speaking English to find out which words you pronounce incorrectly.

Tongue Twisters for Consonant Pronunciation Practice

Are you ready to practice your consonant sounds? Here are some twisted tongue twisters that focus on different consonant sounds.

/p/ /k/

Peter Piper picked a peck of pickled peppers.

Did Peter Piper pick a peck of pickled peppers?

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

/s/ /ʃ/ /l/ /r/

She sells sea-shells on the sea-shore.

The shells she sells are sea-shells, I'm sure.

For if she sells sea-shells on the sea-shore

Then I'm sure she sells sea-shore shells.

/s/ /w/ /m/ /n/

Swan swam over the pond,

Swim swan swim!

Swan swam back again –

Well swum swan!

/b/ /d/ /t/ /ɹ/

Betty Botter bought a bit of butter.

The butter Betty Botter bought was a bit bitter

And made her batter bitter.

But a bit of better butter makes better batter.

So Betty Botter bought a bit of better butter

Making Betty Botter's bitter batter better

/f/ /ʃ/

There was a fisherman named Fisher

who fished for some fish in a fissure.

Till a fish with a grin,

pulled the fisherman in.

Now they're fishing the fissure for Fisher.

/g/ /k/

How many cookies could a good cook cook

If a good cook could cook cookies?

A good cook could cook as much cookies

As a good cook who could cook cookies.

Tongue Twisters For: B, P, M, and W

These consonants demand ACTIVE LIPS! Say "Boom". Explode that "b." Bring those lips down hard, quick, and sharply for B, P, and M. For the W, pucker the lips.

FOR B:	A big black bug bit a big black bear, made a big black bear bleed.
FOR P:	Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where is the peck of pickled peppers Peter Piper picked.
FOR M:	Military malarkey makes monstrous madmen into maligned martyrs.

FoR	If a woodchuck would chuck wood, how much wood would a woodchuck chuck, if a woodchuck would?
W:	But if a woodchuck would chuck wood, how much wood would a woodchuck chuck, if a woodchuck could and would chuck wood?

Tongue Twister S,Z and WH

These sounds require extremely tenuous coordination. To pronounce "S" you raise your tongue, groove it, and arch it toward the hard palate. Force the breath through the narrow fissure. The same for the "Z"— except it is vocalized. For "Sh" and "Zh" the fissure is broader. For "Wh" purse the lips as you blow the breath through the extended fissure.

FOR S:	Suzy Schell sells sea shells on the seashore.
FOR Z:	Moses supposes his tosses are roses, but Moses supposes amiss. For Moses knows his tosses aren't roses as Moses supposes.
FOR WH:	What whim led Whitey White to whittle near a wharf where a whale might wheel and whirl?

Syllable:-

Syllables are sound units that build up the structure of every word. They are a very important part of speech. They give a word its pronunciation. Without them speech would sound dull, boring and meaningless.

Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water and three in inferno.

EX:

garden: **gar den**

hotel: **ho tel**

consist: **con sist**

object: **ob ject**

focus: **fo cus**

Syllable Stress is very important to understand as using stress on the wrong syllable can affect our pronunciation.

Ways to Count Syllables

1. Clap your hands as you say a word.

Try to form a steady beat for every individual sound you make. For example, ba (clap) - na (clap) - na (clap). This word has three claps, one for every syllable. Words have a natural emphasis when you say them regularly. The word "banana" sounds like banana because it stresses the middle syllable. Coordinate your claps with the natural stresses and emphases of a word. Start with bigger words that you know have more than one syllable, like "hippopotamus." The more syllables there are, the longer and more rhythmic your beat will be, making it easier to divide the word.

2. Write a word down on a piece of paper.

Use big letters and leave some room between letters to separate syllables. Write the word in a blue. You will later be drawing vertical lines to separate syllables, which you can color in red. This will provide visual contrast and help you picture how words are broken up. Look at where the vowels fall in your word. Every syllable will have a vowel, but may not always have a consonant.

3. Identify any prefix in a word.

Prefixes are sets of letters added to the beginning of a word to give it a specific meaning. For example, the word "play" is different than the word "replay." "Play" means to show something once; "replay" means to show something again.

Many prefixes are usually one syllable, for example *rewind*, *predetermine*, and *postmortem*. Some prefixes have more than 1 syllable. If your prefix has more than one vowel and the vowels are separated by consonants, it is more than one syllable. For example, "anti" is a prefix with two syllables. "Ant" is one syllable and "i" is the other.

Prefixes with more than one vowel that are not separated by consonants most likely are only 1 syllable. For example, "eu" in "eulogy" is only 1 syllable.

4. Identify any suffix of a word.

Suffixes are like prefixes, but they are added to the end of the word to make them mean something different.

For example: "calculate" means something different than "calculator. Calculate is when you find the amount of something; calculator is a tool for helping you find that amount.

Like prefixes, suffixes are usually one syllable but can sometimes be more than 1. Common suffixes include "s," "ed," and "ing," as in "computers," "computed," and "computing."

Stress:-

Should you say: ***difficult*** or ***difficult*** or ***difficult***? And why?

Word stress in English can seem to be a very complicated issue. Where do we put the accent on multi-syllable words in English? Native English speakers don't often make mistakes, but they never learn any rules! Therefore there must be some fairly simple basic "rules" that apply. These apply to both British and American forms of spoken English.

When we pronounce a word having more than one syllable, we speak these syllables with a variation in the breath force. Some syllables of a word are more prominent (pronounced more loudly) while others are uttered with weak force of breath. The syllables which are uttered with greater force of breath are called stressed syllables. Thus, we can say that stress is the degree of force used to pronounce a syllable.

Word stress rules

1. Two-Syllable nouns and adjectives

In most two syllable nouns and adjectives, the first syllable takes on the stress.

Examples:

SAMples CARton PURple RAIny CHIna HAPpy

2. Two-Syllable verbs and preposition

In most two syllable verbs and prepositions, the stress is on the second syllable.

Examples:

reLAX diRECT aMONG aSIDE betWEEN deCIDE

More about word stress on two-syllable words

- About 80% of two-syllable words get their stress on the first syllable.
- There are, of course, exceptions to this rule, but very few nouns and adjectives get stress on their second syllable.

- Verbs and prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

Note: There are many two-syllable words in English that can be pronounced in two different ways. The stress change also changes the part of speech of the word.

Examples:

- PREsent = a gift (noun); non past or future (adjective)
- preSENT = to give something to someone (verb)
- OBject = something you can see and touch (noun)
- obJECT = to disagree with something (verb)

3. Three-Syllable words

For three-syllable words, word stress is on 2nd syllable most of the times. However, exceptions are always there.

adEquate amAzement attEntion attrActive banAna

4. Words ending in er, ly

For three-syllable words ending with the suffixes er or ly, the stress is placed on the first syllable.

ORderly SIlently LOvingly MAnager GARDener

5. Words ending in consonants and in y

If there is a word that ends in a consonant or in a y, then the first syllable usually gets the stress.

RARity OOptimal GRAdient GEnorous

6. Words with various endings

Take a good look at the list of suffixes below (suffixes are word endings).

The stress is going to be on the syllable right before the suffix. This applies to words of all syllable lengths.

Examples:

1. able: ADDable, DURable, LAUGHable

2. ial: differENTial, SOcial, fiNANCial
 3. cian: muSICian, phySICian, cliNICian
 4. ery: BAkery, SCEnery
 5. ian: coMEDian, ciVILian, techNICian
 6. ible: reSIstible, imPOSSible, TERRible
 7. ic: arCHAic, plaTONic
 8. ics: diaBEtis, paediatRics, TOpics
 9. ion: classifiCAtion, repoSItion, vegeTAtion
 10. ia: MEdia, bacTERia, vicTORia
7. Word stress for compound words

A. Compound noun

A compound noun is a noun made out of two nouns that form one word. In a compound noun, the most stress is on the stressed syllable of the first word.

- SEAfood (sea + food)
- ICEland (ice + land)
- TOOTHpaste (tooth + paste)
- FOOTball (foot + ball)
- BAsketball (basket + ball)

B. Compound adjectives

A compound adjective is an adjective made of at least two words.

Often, hyphens are used in compound adjectives. In compound adjectives, the most stress is placed in the stressed syllable of the second word.

- ten-MEter
- rock-SOlid
- fifteen-MInute
- old-Fashioned

C. Compound verbs

A compound verb is when a subject has two or more verbs. The stress is on the second or on the last part.

- Matilda loves bread but deTESTS butter.
- Sarah baked cookies and ATE them up.

- Dogs love to eat bones and love to DRINK water.

Some more Examples:

1. Change from noun to verb, same general meaning:

addict	ADD-ict	Rob is a crack cocaine ADD-ict. (<i>Rob is a person who uses crack cocaine and cannot stop doing it</i>)
	add-ICT	If you keep playing that game, you will get add-ICT-ed to it! (<i>you will become an addict</i>)
conflict	CON-flict	The two friends were in CON-flict. (<i>didn't agree about something</i>)
	con-FLICT	Your two accounts of what happened con-FLICT. (<i>your stories don't agree with each other</i>)
contest	CON-test	He is taking part in a boxing CON-test. (<i>a fighting competition</i>)
	con-TEST	I'm sorry, I have to con-TEST your figures. (<i>I can't agree with your figures</i>)
contrast	CON-trast	There's quite a CON-trast between their political views. (<i>a big difference</i>)
	con-TRAST	I will compare and con-TRAST these two poems. (<i>show the differences between them</i>)
convert	CON-vert	He is a CON-vert to Buddhism. (<i>he has changed his religion</i>)
	con-VERT	I'm sorry, you will never con-VERT me. (<i>you will never persuade me to change my beliefs/opinions</i>)
decrease	DE-crease	There has been a DE-crease in sales recently. (<i>we have sold less than usual</i>)

	de-CREASE	We need to de-CREASE the number of children in the class to make it more effective.
import	IM-port	Coffee is an IM-port from Brazil. (<i>coffee is brought here from Brazil</i>)
	im-PORT	We would like to im-PORT more coffee over the next few years.
increase	IN-crease	There has been an IN-crease in accidents recently. (<i>there have been more accidents</i>)
	in-CREASE	We need to in-CREASE our sales figures. (<i>sell more</i>)
insult	IN-sult	What she said felt like an IN-sult. (<i>she said something bad</i>)
	in-SULT	Please don't in-SULT me (<i>don't say bad things to me</i>)
perfect	PER-fect	Your homework is PER-fect. (<i>it has no mistakes in it</i>)
	per-FECT	We need to per-FECT our design before we can put this new product on the market. (<i>we need to improve it</i>)
permit	PER-mit	Do you have a PER-mit to drive this lorry?. (<i>document giving permission</i>)
	per-MIT	Will you per-MIT me to park my car in front of your house? (<i>allow me</i>)
pervert	PER-vert	Niharika is a PER-vert. (<i>she has strange sexual preferences</i>)
	per-VERT	The man was arrested on a charge of attempting to per-VERT the course of justice. (<i>interfering with the proper workings of the legal process</i>)
present	PRES-ent	She gave me a nice PRES-ent on my

		birthday. (<i>gift</i>)
	pre-SENT	Allow me to pres-ENT my friend, David. (<i>introduce</i>)
produce	PRO-duce	They sell all kinds of PRO-duce at the market. (<i>fruit and vegetables</i>)
	pro-DUCE	How did the magician manage to pro-DUCE a rabbit from his top hat? (<i>bring out</i>)
protest	PRO-test	There was a political PRO-test going on in the street. (<i>demonstration</i>)
	pro-TEST	I had to pro-TEST about the dirty state of the kitchen. (<i>complain</i>)
recall	RE-call	The actor was given a RE-call. (<i>called back, invited for a second audition</i>)
	re-CALL	I can't re-CALL the first time I rode a bicycle. (<i>remember</i>)
record	RE-cord	She always keeps a RE-cord of what she spends every month. (<i>note</i>)
	re-CORD	It's important to re-CORD how much you spend every month. (<i>make a note of</i>)
reject	RE-ject	The item in this box is a RE-ject. (<i>not good enough to sell</i>)
	re-JECT	We have decided to re-JECT the building proposal as it would have cost too much money. (<i>turn down, say no to</i>)
suspect	SUS-pect	The police interviewed the SUS-pect for five hours, but then let him go. (<i>someone they thought might have committed a crime</i>)
	sus-PECT	I sus-PECT that tree will have to be cut down, before it falls and causes some

		damage. (<i>have a feeling, think, imagine</i>)
--	--	---

Change from noun to verb or noun to adjective, different meaning:

address	AD-dress	Do you know Valen's AD-dress? (<i>where she lives</i>)
	ad-DRESS	You do not have permission to ad-DRESS President Harkonnen! (<i>to speak to him directly</i>)
attribute	AT-trib-ute	Dishonesty is a common ATT-rib-ute of politicians. (<i>a trait/characteristic</i>)
	at-TRIB-ute	That quote is at-TRIB-u-ted to Winston Churchill. (<i>considered to be first said/created by him</i>)
conduct	CON-duct	We aren't happy about your general CON-duct. (<i>the way you're behaving</i>)
	con-DUCT	I was asked to con-DUCT the orchestra at short notice. (<i>coordinate a musical performance by waving a baton</i>)
console	CON-sole	I spend too much time at my computer CON-sole. (<i>screen and controls</i>)
	con-SOLE	She was so unhappy, I was unable to con-SOLE her. (<i>make her feel better</i>)
content	CON-tent	The CON-tent of your essay is fine, but you need to rearrange the structure. (<i>what it contains</i>)
	con-TENT (adj.)	She was sitting reading a book, looking very con-TENT. (<i>relaxed, peaceful</i>)
converse	CON-verse	Do you think firm A is more successful than firm B? I think the CON-verse is true. (<i>opposite</i>)

	con-VERSE	He can con-VERSE in three different languages. (<i>have conversations</i>)
default	DE-fault	The DE-fault settings of that TV are bad, but you can configure it differently. (<i>the settings it comes with it when you get it</i>)
	de-FAULT	Jon de-FAULT-ed on his loan payments. (<i>he did not make the required payments</i>)
desert	DES-ert	The army marched through the DES-ert. (<i>eg Sahara</i>)
	des-ERT	I wouldn't advise you to des-ERT the army, as it will get you into trouble. (<i>leave without permission</i>)
entrance	EN-trance	The EN-trance to the building was locked. (<i>way in</i>)
	en-TRANCE	Are you trying to en-TRANCE me? (<i>hypnotise me, put me into a trance</i>)
exploit	EX-ploit	He's always talking about some EX-ploit from his war years. (<i>exciting experience, adventure</i>)
	ex-PLOIT	Some companies ex-PLOIT their staff by expecting them to work overtime for no extra pay. (<i>take advantage of</i>)
extract	EX-tract	She read me an EX-tract from her new novel. (<i>short section</i>)
	ex-TRACT	The dentist says he needs to ex-TRACT one of my teeth. (<i>remove, pull out, take out</i>)
invalid	IN-val-id	After his accident he was an IN-val-id for nearly a year, but he's ok again now. (<i>was disabled, had mobility problems</i>)

	in-VAL-id (adj.)	I'm sorry, your passport is in-VAL-id, as it expired two months ago. (<i>can't be used</i>)
object	OB-ject	What is that OB-ject over there? (<i>thing</i>)
	ob-JECT	Would anyone ob-JECT if I opened a window? (<i>complain</i>)
project	PRO-ject	This PRO-ject should be completed next month. (<i>piece of work</i>)
	pro-JECT	We could pro-JECT the film onto that blank wall. (<i>show, display</i>)
refuse	REF-use	We have our REF-use collected on a Thursday. (<i>rubbish, garbage</i>)
	re-FUSE	Chocolate cake? How can I re-FUSE! (<i>say no</i>)
subject	SUB-ject	What is the SUB-ject of today's lesson? (<i>topic</i>)
	sub-JECT	Oh dear, our teacher is going to sub-JECT us to another test. (<i>impose on us, make us endure</i>)

What is Sentence Stress?

Words in a sentence are not all given the same salience in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning. In the following sentences, the sentence stress is indicated in bold case. Consider the difference in meaning for each of these scenarios.

Sentences	Meaning
1. I don't think she would write it.	I don't think that, but someone else does.
2. I DON'T think she will listen to him.	It is not true that I think that.
3. I don't THINK she will listen to him. think that, but I could be wrong.	I don't think that, I know that. Or: I don't think that, but I could be wrong.
4. I don't think SHE will listen to him.	I think that someone other than her will listen

to him.

5. I don't think she WILL listen to him.
agreeable to listening to him.

6. I don't think she will LISTEN to him.

7. I don't think she will listen to HIM.
than him.

I think that she will not be willing or

Instead of listening, she might talk to him.

I think that she will listen to someone else

Sentence Stress Rule

Usually:

- **Content words are stressed** (words that still have some meaning if you put them out of context: nouns, verbs, adjectives, and adverbs.)
- **Grammatical words are not stressed** (words that help structure a sentence in English but that do not really have some meaning if you put them out of context: a, an, the, is, etc.)

Content words - stressed

words carrying the meaning	example
main verbs	SELL, GIVE, EMPLOY
nouns	CAR, MUSIC, MARY
adjectives	RED, BIG, INTERESTING
adverbs	QUICKLY, WHY, NEVER
negative auxiliaries	DON'T, AREN'T, CAN'T

Structure words - unstressed

words for correct grammar	example
pronouns	he, we, they

words for correct grammar	example
prepositions	on, at, into
articles	a, an, the
conjunctions	and, but, because
auxiliary verbs	do, be, have, can, must

If you remove the structure words from a sentence, you will probably still understand the sentence.

If you remove the content words from a sentence, you will not understand the sentence.

The sentence has no sense or meaning.

Imagine that you receive this telegram message:

SELL CAR GONE FRANCE

This sentence is not complete. It is not a "grammatically correct" sentence. But you probably understand it. These 4 words communicate very well. *Somebody wants you to sell their car for them because they have gone to France.*

content words

Will you **SELL** my **CAR** because I've **GONE** to **FRANCE.**

structure words

In our sentence, the 4 **keywords** (sell, car, gone, France) are accentuated or **stressed**.

Why is this important for pronunciation? It is important because it adds "music" to the language. It is the **rhythm** of the English language. It changes the speed at which we speak (and listen to) the language.

Exceptions

The rules above are for what is called "neutral" or normal stress. But sometimes we can stress a word that would normally be only a structure word, for example to

correct information. Look at the following dialogue:

"They've been to Mongolia, haven't they?" "No,
THEY haven't, but WE have."

Note also that when "be" is used as a main verb, it is usually unstressed—even though as a main verb it is also a content word.

What will happen if I don't use stress?

1. You may sabotage your communication and you may risk tiring and confusing listeners.
2. Listeners may not be able to recognise even simple vocabulary if you stress syllables equally or use incorrect word stress. Listeners may not follow your meaning if you don't stress key words in information chunks.
3. Stress is essential for presenting key information clearly. Stressing information words at the end of a sentence or a speech chunk is also important because this is where new information often occurs in English.

VOICE MODULATION (INTONATION)

Intonation

Intonation is the music of the language. In English, we use tone to signal emotion, questioning, and parts of the sentence among many other things. It's important to recognize the meaning behind the tones used in everyday speech, and to be able to use them so that there are no misunderstandings between the speaker and the listener. It is generally true that mistakes in pronunciation of sounds can be overlooked, but mistakes in intonation make a lasting impression.

In other words we can say that, the intonation of a language refers to the patterns of pitch variation, or the tones, its uses in its utterance.

The most common types of Intonation we have in English are the following:

- *Falling intonation*
- *Rising intonation*
- *Falling-rising intonation*
- *Rising-falling intonation*

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

Below are some examples where we use the falling intonation:

In **statements**, we say:

Pleased to meet ↓you.

Mom wants to buy that

↓bag.

We should keep ↓going.

In **commands**, we say:

Show me the way to the ↓station.

Take your shoes ↓off.

Leave them on the ↓desk.

In **WH-questions**, we say:

What food do you ↓want?

Where do you come ↓from?

Whose book is ↓this?

In **question tags**, we use the rules of falling intonation only when we seek confirmation or invite agreement.

For example, we say:

He thinks he's so smart, doesn't ↓he?

They didn't enjoy the party, did ↓they?

She's the one you told me about, isn't ↓she?

In **exclamations**, we say:

That's a perfect ↓gift!

How nice of ↓you!

What a beautiful ↓performance!

Rising Intonation

Another intonation marking used in the English language is the rules of **rising intonation**.

(The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

Yes/no Questions

(Questions that can be answered by 'yes' or 'no'.)

Do you like your new ↗ teacher?

Have you finished ↗ already?

May I borrow your ↗ dictionary?

Do you have any ↗ magazines?

Do you sell ↗ stamps?

Questions tags that show uncertainty and require an answer (real questions).

We've met already, ↗ haven't we?

You like fish, ↗ don't you?

You're a new student ↗ aren't you?

The view is beautiful, ↗ isn't it?

Rising-Falling Intonation

(The intonation rises and then falls.)

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

Choices (alternative questions.)

Are you having ↗ soup or ↘ salad?

Is John leaving on ↗ Thursday or ↘ Friday?

Does he speak ↗ German or ↘ French?

Is your name ↗ Ava or ↘ Eva?

Lists (rising, rising, rising, falling)

Intonation falls on the last item to show that the list is finished.

We've got ↗ apples, pears, bananas and ↘ oranges

The sweater comes in ↗ blue, white pink and ↘ black

I like ↗ football, tennis, basketball and ↘ volleyball.

I bought ↗ a tee-shirt, a skirt and a ↘ handbag.

Unfinished thoughts (partial statements)

In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.

Do you like my new handbag? Well the ↗ leather is ↘ nice... (but I don't like it.)

What was the meal like? Hmm, the ↗ fish was ↘ good... (but the rest wasn't great).

So you both live in Los Angeles? Well ↗ Alex ↘ does ... (but I don't).

Conditional sentences

(The tone rises in the first clause and falls gradually in the second clause.)

If he ↗ calls, ask him to leave a ↘ message.

Unless he ↗ insists, I'm not going to ↘ go.

If you have any ↗ problems, just ↘ contact us.

Fall-Rise Intonation (↘↗)

(The voice falls and rises usually within one word.)

The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

Hesitation/reluctance:

So you'd be willing to confirm that? ... Well ... I ↘ sup ↗ pose so ...

You didn't see him on Monday? I don't quite ↘ re ↗ member ...

Politeness-Doubt-Uncertainty: (You are not sure what the answer might be.)

Perhaps we could ↘ vis ↗ it the place?

Should we ↘ cop ↗ y the list?

Do you think it's ↘ al ↗ lowed?

Tips for learners:

1. A good exercise to improve pronunciation would be to listen to short recordings of everyday dialogues and then 'shadow read' the script, or read it along with the tape using the same stress and intonation as the speaker. Students can repeat this exercise until their voice sounds similar to the voice on the recording.
2. It is also a good idea to note down or record some examples of everyday conversations (either from real life or from film or television dialogues) and repeat

them as often as possible, copying the stress and intonation of the speakers.

3. Modern English songs are also a useful way of learning English stress, rhythm and intonation.
4. To begin with, try singing (or saying loudly) the lyrics of songs that you find easy to understand.
5. You will be surprised how quickly your pronunciation will improve with the help of audio materials.
6. It will be a reward for all your hard work!

Cecily Berry Vowels Drill: Speak these words loudly:

OOT	OHT	AWT	AHT	AYT	EET	EHT
OOD	OHD	AWD	AHD	AYD	EED	EHD
OON	OHN	AWN	AHN	AYN	EEN	EHN
OOB	OHB	AWB	AHB	AYB	EEB	EHB
OOP	OHP	AWP	AHP	AYP	EFP	EHP
OOM	OHM	AWM	AHM	AYM	EEM	EHM
OOG	OHG	AWG	AHG	AYG	EEG	EHG
OOF	OHF	AWF	AHF	AYF	EEF	EHF
OOV	OHV	AWV	AHV	AYV	EEV	EHV
OOS	OHS	AWS	AHS	AYS	EES	EHS
OOZ	OHZ	AWZ	AHZ	AYZ	EEZ	EHZ
OOTH	OHTH	AWTH	AHTH	AYTH	EETH	EHTH

CECILY BERRY DRILL-EXERCISE FOR MOUTH MUSCLES

OOKH T	OHKH T	AWKH T	AHKHT	AYKHT	EEKHT
OOGD	OHGD	AWGD	AHGD	AYGD	EEGD

OOPT	OHPT	AWPT	AHP T	AYPT	EEPT
OOBD	OHBD	AWBD	AHBD	AYBD	EEBD
OOM D	OHMD	AWM D	AHMD	AYMD	EEMD
OOND	OHND	AWN D	AHND	AYND	EEND
OOLT	OHLT	AWLT	AHLT	AYLT	EELT
OOLD	OHLD	AWL D	AHLD	AYLD	EELD
OOLZ	OHLZ	AWLZ	AHLZ	AYLZ	EELZ
OOTH	OHTH	AWT	AHTHT	AYTHHT	EETHHT

T	T	HT			
OOTH D	OHTH D	AWT HD	AHTHD	AYTHD	EETHD
OOST	OHST	AWST	AHST	AYST	EEST
OOST S	OHSTS	AWST S	AHSTS	AYSTS	EESTS
OOZD	OHZD	AWZ D	AHZD	AYZD	EEZD
OOFT	OHFT	AWFT	AHFT	AYFT	EEFT
OOFT S	OHFT S	AWFT S	AHFTS	AYFTS	EEFTS
OOVD	OHVD	AWV D	AHVD	AYVD	EEVD
OOKS T	OHKS T	AWKS T	AHKST	AYKST	EEKST
OOTT H	OHTT H	AWT H	AHTTH	AYTTH	EETTH

CECILY BERRY DRILL-CONSONANT SOUND PRACTICE

BOO	BOH	BAW	BAH	BAY	BEE	BIE
COO	COH	CAW	CAH	CAY	CEE	CIE
DOO	DOH	DAW	DAH	DAY	DEE	DIE
FOO	FOH	FAW	FAH	FAY	FEE	FIE
GOO	GOH	GAW	GAH	GAY	GEE	GIE

HOO	HOH	HAW	HAH	HAY	HEE	HIE
JOO	JOH	JAW	JAH	JAY	JEE	JIE
KOO	KOH	KAW	KAH	KAY	KEE	KIE
LOO	LOH	LAW	LAH	LAY	LEE	LIE
MOO	MOH	MAW	MAH	MAY	MEE	MIE
NOO	NOH	NAW	NAH	NAY	NEE	NIE
POO	POH	PAW	PAH	PAY	PEE	PIE
ROO	ROH	RAW	RAH	RAY	REE	RIE
SOO	SOH	SAW	SAH	SAY	SEE	SIE
TOO	TOH	TAW	TAH	TAY	TEE	TIE

Making pronunciation Easy

Commonly Mispronounced Words in English A

Word	Pronunciation
Acoustic	uh-koo-stik
Adjective	aj-ik-tiv
Adolescent	ad-l-es-uhnt
Alcohol	al-kuh-hol
Alzheimer's	ahlts-hahy-merz
Ambitious	am-bish-uh s
April	ey-pruhl
Arithmetic	uh-rith-muh-tik
Asthma	az-muh

Word**Pronunciation**

Attorney

uh-tur-nee

Automobile

*aw-tuh-muh-beel***B****Word****Pronunciation**

Ballet

ba-ley

Banana

buh-nan-uh

Barley

bahr-lee

Barometer

buh-rom-i-ter

Bear

bair

Bomb

bom

Breakfast

brek-fuhst

Buffet

buh-fey

Bury

ber-ee**C****Word****Pronunciation**

Cache

kash

Cadet

kuh-det

Capacity

kuh-pas-i-tee

Carnivorous

kahr-niv-er-uh s

Chaos

key-os

Civil

siv-uh l

Word	Pronunciation
Cleanser	klen-zer
Collaboration	kuh-lab-uh-rey-shuhn
Colonialism	kuh-loh-nee-uh-liz-uh m
Comedian	kuh-mee-dee-uhn
Commodity	kuh-mod-i-tee
Complacency	kuh m-pley-suh n-see
Congratulation	kuh n-grach-uh-ley-shuh n
Creature	kree-cher
Crocodile	krok-uh-dahyl
Cucumber	kyoo-kuhm-ber

D

Word	Pronunciation
Debris	dey-bree
Decent	dee-suh nt
Decimal	des-uh-muh l
Decipher	dih-sahy-fer
Demography	dih-mog-ruh-fee
Deodorant	dee-oh-der-uht
Depot	dee-poh, dep-oh
Descent	dih-sent

Word	Pronunciation
Detonate	det-n-eyt
Developer	dih- vel-uh-per
Devotee	dev-uh- tee
Diplomacy	dih- ploh-muh-see
Diplomatic	dip-luh- mat-ik
Divisive	dih- vahy-siv
Domestic	duh- mes-tik
Draught	draft
Drought	drout

E

Word	Pronunciation
Eccentric	ek- sen-trik
Echelon	esh-uh- lon
Electoral	ih- lek-ter-uh l
Electrician	ih-lek- trish-uh-n
Eloquent	el-uh-kwuhnt
Emergency	ih- mur-juh n-see
Endeavor	en- dev-er
Envelope	en- vuh-lohp
Epitome	ih- pit-uh-mee

Word**Pronunciation**

Extravaganza

ik-strav-uh-gan-zuh

F-G**Word****Pronunciation**

Facilitate

fuh-sil-i-teyt

Faux Pas

foh pah

February

feb-roo-er-ee

Forensic

fuh-ren-sik

Forget

fer-get

Generic

juh-ner-ik

Grenade

gri-neyd

Guerrilla

guh-ril-uh

H**Word****Pronunciation**

Handkerchief

hang-ker-chif, -cheef

Hazard

haz-erd

Hereditary

huh-red-i-ter-ee

Hippopotamus

hip-uh-pot-uh-muhs

Horizon

huh-rahy-zuhn

Hotel

hoh-tel

Hypnotize

hip-nuh-tahyz

Hypocrisy

hi-pok-ruh-see

I**Word****Pronunciation**

Ignorance	ig-ner-uhns
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Impropriety	im-pruh-prah-yee-tee
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Infamous	in-fuh-muhs
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Information	in-fer-mey-shuhn
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Ingredient	in-gree-dee-uhnt
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Innovation	in-uh-vey-shuhn
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Introduction	in-truh-duhk-shuhn
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J-L**Word****Pronunciation**

Jeopardy	jep-er-dee
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Jewellery	joo-uhl-ree
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Kerosene	ker-uh-seen
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Legacy	leg-uh-see
--------	-------------------

Legitimate	li-jit-uh-meyt
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Leprosy	lep-ruh-see
---------	--------------------

Lettuce	let-is
---------	---------------

Liaison	lee-ey-zuhn/ lee-ey-zawn
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Lieutenant	loo-ten-uhnt
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M**Word****Pronunciation**

Word	Pronunciation
Magician	muh-jish-uh n
Majestic	muh-jes-tik
Materialize	muh-teer-ee-uh-lahyz
Maternal	muh-tur-nl
Matrix	mey-triks
Medieval	mee-dee-ee-vuhl
Melodious	muh-loh-dee-uh s
Melody	mel-uh-dee
Metabolism	muh-tab-uh-liz-uhm
Metallic	muh-tal-ik
Mischiefous	mis-chuh-vuhs
Monotony	muh-not-n-ee
Moustache	muhs-tash
N-O	
Word	Pronunciation
Nazi	naht-see
Neglect	ni-glekt
Negotiate	ni-goh-shee-eyt
Nominal	nom-uh-nl
Nominee	nom-uh-nee

Word**Pronunciation**

November

noh-vem-ber

Numb

nuhm

Objective

uhb-jek-tiv

Offend

uh-fend

Official

uh-fish-uhl

Onion

uhn-yuh n**P****Word****Pronunciation**

Parole

puh-rohl

Pathetic

puh-thet-ik

Pathology

puh-thol-uh-jee

Patrol

puh-trohl

Peasant

pez-uh nt

Penalty

pen-l-tee

Periphery

puh-rif-uh-ree

Pharmacy

fahr-muh-see

Police

puh-lees

Political

puh-lit-i-kuhl

Politician

pol-i-tish-uh n

Position

puh-zish-uh n

Word	Pronunciation
Prejudice	prej-uh-dis
Preparation	prep-uh-rey-shuhn
Preposition	prep-uh-zish-uh n
Proceeding	pruh-see-ding
Prodigious	pruh-dij-uh s
Product	prod-uh kt
Production	pruh-duhk-shuh n
Profound	pruh-found
Promising	prom-uh-sing
Pronunciation	pruh-nuhn-see-ey-shuhn
Propel	pruh-pel
Prophetic	pruh-fet-ik
Provocative	pruh-vok-uh-tiv
Pyramid	pir-uh-mid
R	
Word	Pronunciation
Radar	rey-dahr
Realization	ree-uh-luh-zey-shuhn
Realm	relm
Reciprocate	ri-sip-ruh-keyt

Word	Pronunciation
Refrigerator	ri-frij-uh-rey-ter
Regimen	rej-uh-muhn
Renaissance	ren-uh-sahns
Repeal	ri-peel
Repetition	rep-i-tish-uh n
Repetitive	ri-pet-i-tiv
Respect	ri-spekt
Responsive	ri-spon-siv
Restriction	ri-strik-shuh n
Rhetoric	ret-er-ik
Robotics	roh-bot-iks
S	
Word	Pronunciation
Sachet	sa-shey
Saliva	suh-lahy-vuh
Schizophrenia	skit-suh-free-nee-uh
Sedentary	sed-n-ter-ee
Seismic	sahyz-mik
Simplify	sim-pluh-fahy
Social	soh-shuhl

Word	Pronunciation
Sophisticated	<i>suh-fis-ti-key-tid</i>
Sponge/ Spongy	<i>spuhnj</i>
Sporadic	<i>spuh-rad-ik</i>
Squirrel	<i>skwur-uh l</i>
Strategic	<i>struh-tee-jik</i>
Succumb	<i>suh-kuhm</i>
Suffocate	<i>suhf-uh-keyt</i>
Suspicious	<i>suh-spish-uh s</i>
Syllable	<i>sil-uh-buhl</i>
Symmetry	<i>sim-i-tree</i>
Synonym	<i>sin-uh-nim</i>
Synonymous	<i>si-non-uh-muh s</i>
T	
Word	Pronunciation
Tear	<i>tair</i>
Technology	<i>tek-nol-uh-jee</i>
Terrific	<i>tuh-rif-ik</i>
Theory	<i>thee-uh-ree</i>
Thorough	<i>thur-oh</i>
Tortoise	<i>tawr-tuh s</i>

Word**Pronunciation**

Trigonometry	trig-uh-nom-i-tree
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Tyranny	tir-uh-nee
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V-W**Word****Pronunciation**

Vegetable	vej-tuh-buhl, vej-i-tuh-
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Veterinarian	vet-er-uh-nair-ee-uh n
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Vigilant	vij-uh-luhnt
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Vitamin	vahy-tuh-min, vit-uh-min
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Voluminous	vuh-loo-muh-nuh s
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Wednesday	wenz-dey
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Wizard	wiz-erd
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Woman	woom-uhn
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Women	wim-in
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Worm	Wurm
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EXPRESSIVE ELOCUTION**What is expressive elocution ?**

Expressive elocution refers to the act of delivering a speech or presentation to an audience. It involves communicating information, ideas, or opinions to a group of people in a structured and deliberate manner. Expressive elocution can take place in various settings, such as conferences, meetings, classrooms, and public events.

Where can we use the art of expressive elocutions?

The art of public speaking can be applied in a wide range of situations and professions. Here are some key areas where it is particularly useful:

Business Presentations: Whether pitching an idea, presenting a project update, or leading a meeting, effective speaking skills are crucial in business settings.

Educational Settings: Teachers, professors, and educators often use allocations to deliver lectures, conduct seminars, or facilitate discussions.

Public Relations and Marketing: Public speakers are often employed to represent companies at events, conferences, or media appearances to promote products or ideas.

Political Arena: Politicians and leaders use their speaking to communicate policies, sway public opinion, and inspire voters.

Community Engagement: Activists, community leaders, and volunteers use speaking to raise awareness, mobilize support, and drive social change.

Entertainment Industry: Actors, comedians, and performers rely on expressive allocation skills during interviews, auditions, and live performances.

Motivational Speaking: Speakers inspire and motivate audiences at conferences, workshops, and seminars.

Legal Profession: Lawyers use various speaking techniques in courtrooms during trials, hearings, and arguments.

Healthcare: Doctors, researchers, and healthcare professionals use expressive allocation to present findings, educate patients, and advocate for public health issues.

Personal Development: Speaking skills can benefit individuals in everyday life, such as during networking events, social gatherings, or even family discussions.

What are the advantages of expressive elocution?

Mastering expressive elocution can have a profound impact on your personal and professional life, making it a skill worth developing.

Improved Communication Skills: Regular practice in expressive allocation enhances your ability to articulate thoughts clearly and effectively.

Boosts Confidence: Overcoming the fear of speaking in public builds confidence, which can spill over into other areas of your life.

Critical Thinking: Crafting a speech requires organizing thoughts logically and critically, improving your overall thought process.

Leadership Skills: Effective public speakers often inspire and motivate others, which are key qualities of leadership.

Career Advancement: Expressive allocation is a valuable skill in many professions, from sales and marketing to management and teaching.

Networking Opportunities: Speaking at events allows you to connect with like-minded individuals and experts in your field.

Personal Development: It encourages self-reflection and self-improvement as you work on your presentation style and content.

Influence and Persuasion: Being able to articulate ideas persuasively can help you influence opinions and enact change.

Ability to Inform and Educate: It allows you to share knowledge and expertise with others, contributing to their learning.

Adaptability: Handling different audience reactions and situations improves your adaptability and flexibility in communication.

How to improve expressive elocution?

Improving expressive elocution skills is a valuable asset that can be developed over time with practice and targeted effort. Here are some effective strategies to enhance your public speaking abilities:

Practice Regularly: Like any skill, practice is crucial. Regularly speaking in front of others, whether in formal settings or even informally with friends or colleagues, can help build confidence and fluency.

Know Your Audience: Understand who you are speaking to and tailor your content and delivery style accordingly. This helps in keeping the audience engaged and interested in what you have to say.

Organize Your Content: Structure your speech or presentation logically with a clear introduction, main points, and conclusion. This helps both you and your audience follow the flow of your presentation.

Work on Body Language: Nonverbal communication plays a significant role in public speaking. Maintain good posture, make eye contact, use hand gestures purposefully, and move around the space if appropriate. This can help you appear confident and engaged.

Master Your Voice: Pay attention to your voice modulation, pace, and tone. Varying these aspects can make your speech more engaging and help emphasize key points.

Use Visual Aids Wisely: If appropriate, use visual aids such as slides or props to support your message. However, don't rely on them too heavily—your speech should be able to stand on its own.

Manage Nervousness: It's natural to feel nervous before speaking in public. Techniques such as deep breathing, visualization, and practicing relaxation techniques can help manage anxiety.

Seek Feedback: Ask for feedback from trusted friends, colleagues, or mentors after speaking engagements. Constructive criticism can help you identify areas for improvement.

Watch and Learn: Observe skilled public speakers—both in person and through videos or TED Talks. Pay attention to their techniques, delivery style, and how they engage their audience.

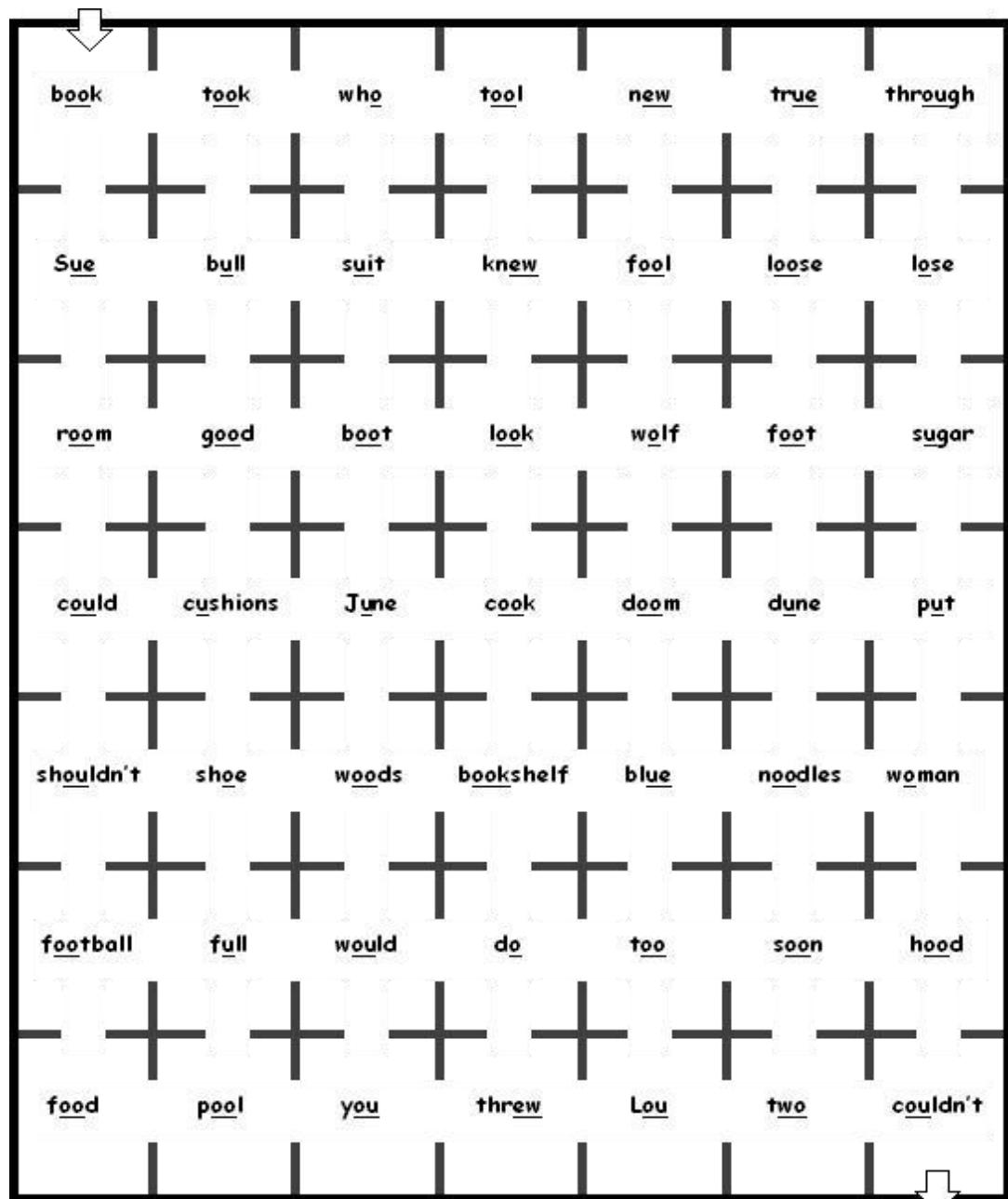
Join Public Speaking Groups: Consider joining groups like Toastmasters International where you can practice speaking in a supportive environment and receive constructive feedback.

Voice and Accent

Practice Exercise

Exercise 1

Find your way through the maze locating words with the short /oo/ sound as in the word BOOK.



Exercise 2

Fill in the blanks with the word which has got a different phonetic sound.

- | | | | | |
|----------|------------|---------|---------|-------|
| 1. heart | nothing | love | come | _____ |
| 2. bird | word | bed | earth | _____ |
| 3. look | pool | full | foot | _____ |
| 4. dog | fox | cough | caught | _____ |
| 5. now | voice | out | cow | _____ |
| 6. idea | volunteers | where | near | _____ |
| 7. hear | beer | chair | year | _____ |
| 8. enjoy | boy | point | brown | _____ |
| 9. asked | looked | worried | hooked | _____ |
| 10. goes | introduces | loses | dresses | _____ |

Activity***(Phonic Drill 1)***

Read the words loudly to understand the difference in sounds.

Contrasting monophthongs (simple vowels)

[i:], [ɪ], [e], [æ], [a:], [o:], [ʊ], [y:u:], [u], [ər],
bean – bin – Ben – ban – bar – born – bond – boom – beauty – book – burn
peat – pit – pet – pat – part – port – pot – pool – pew – put - purr

Contrasting monophthongs in pairs [i:]

– [ɪ]

lead – lid, read – rid, feel – fill, deal – dill, heel – hill, team – Tim, keen – kin, seen – sin, teen – tin, leave – live;

[i] – [e]

bill – bell, fill – fell, till – tell, him – hem, pin – pen, tin – ten, win – when, bid – bed, did –

dead, Liz – Les, since – sense;

[e] – [æ]

Ben – ban, pen – pan, den – Dan, ten – tan, men – man; bend – band, lend – land, send – sand

bet – bat, met – mat, pet – pat, set – sat, mess – mass, wreck – rack, peck – pack, letter – latter, better – batter

[æ] – [a:]

bad – bard, lad – lard, Pam – palm, cam – calm, carry – car, Barry – bar;

cat – cart, hat – heart, mat – mart, pat – part, cap – carp, back – bark, pack – park,

[a:] – [ə:]

far – four, car – core, tar – tore, star – store, card – cord, bard – board, barn – born;

park – pork, stark – stork, part – port, cart – court, Marty – Morty

[a:] – [ər]

hard – heard, card – curd, far – fur, farm – firm, barn – burn, large – splurge, charge – church;

heart – hurt, cart – Curt, dark – dirt, lark – lurk, park – perk, carton – curtain,

[u:] – [yu:]

food – feud, fool – fume, cool – cute, who – hue, ooze – use, moose – muse, boot – beauty;

Diphthongs

[ei], [ai], [au], [oi], [ou]

bay – buy – bough – boy – bone;

bait – bite – bout – boil – boat;

Dane – dine – down – Doyle – dough;

tame – time – town – toy – tone;

ale – I'll – owl – oil – old;

great – grind – ground – goiter – grow;

paint – pint – pound – point – poll;

maize – mice – mouse – moist – most.

Activity

(Phonic Drill 2)

Read the words loudly to practice initial and final consonant cluster. (a group of consonants with no vowels in between.)

Initial consonant clusters- [pl] [pr] [bl] [br]

plead – please – pleasant – plenty – plan – plastic – platter – plaza – plot – plural – plume – plug – pluck – plum – plump – plus – play – place – plain – plane – plague – plywood – plight – plow – plosive;

preach – priest – pretty – prepare – prefer – print – prison – press – present – pregnant – practice – practical – prank – problem – product – profit – proof – prove – prune – prude – professor – promote – praise – pray – prayer – price – pride – prime – private – prize – pry – proud – prowl – prose – probe – prone – program;

bleed – bleak – blink – bliss – bless – blend – black – blank – blast – block – blond – blue – bloom – blur – blood – blame – blaze – blind – blow – bloat;

breed – breeze – breathe – brief – bring – brick – brim – bread – breast – brand – bracket – bra – broad – broth – brood – broom – brook – brother – brush – brain – break – brace – bright – brow – brown – browser – broil – broken;

[kl] [kr] [gl] [gr]

clean – clear – click – cling – clever – cleft – clan – class – clasp – clue – clerk – club – claim – clay – climb – cloud – clown – close – clone;

cream – creed – critical – crib – credit – crest – crack – crash – crawl – cross – crop – crew – cruise – crude – crook – crush – crust – crazy – crane – cry – crime – crisis – crowd – crown – crow;

glee – glib – glimpse – glare – glad – glamor – glance – glue – gloomy – glum – glide – globe – global;

green – Greek – grief – grease – grip – grim – grin – grab – gram – grand – grasp – grew – groom – group – great – grade – grave – grime – grind – ground – grow – grown – growth – gross;

[θr]**[shr]**

three – thrifty – thrill – thread – threat – threshold – thrash – throng – throb – through –
 threw – thrush – thrust – thrice – thrive – throat – throw – thrown – throne,
 shriek – shrimp – shrink – shred – shredder – shrewd – shrug – shrine;

[sw] [tw] [dw] [kw] [skw] [gw]

sweet – sweep – swim – swift – switch – swing – swindle – Swiss – swivel – swell – swept
 – sweat – swear – swore – sworn – swarm – swan – swallow – swamp – swab – swap –
 swung – sway – swine – swollen;
 tweed – twin – twist – twig – twelve – twenty – twang – twice – twilight – twine;
 dwarf – dwell – dwindle – Dwayne – Dwight;
 queen – queer – quick – quit – question – quest – quarrel – quart – quarter – quite – quiet –
 quote – quotation;
 squeeze – squeak – squeal – squid – square – squad – squander – squash – squat – squirrel
 – squirt;
 Gwen – Gwendolen – Guatemala.

Final consonant clusters

[ft] [kt]

drift – gift – lift – sift – left – draft – shaft – loft – soft;
 act – fact – tact – elect – affect – depict – deduct

[lf], [lv]

self – elf – shelf – golf – gulf – wolf – Ralph – Rolph – Rudolph;
 solve – involve – revolve – valve – delve;

[lch] [lj] [lm] [ls]

belch – filch – gulch – mulch – squelch;
 bilge – bulge – divulge – indulge;
 film – elm – helm – realm;

else – false – pulse – impulse;

[mp] [mf]

limp – temp – camp – lamp – ramp – stamp – stomp – bump – dump – jump – plump – rump – stump;

lymph – nymph – triumph;

[nch] [nj]

finch – pinch – bench – French – branch – ranch – launch – bunch – crunch – hunch – lunch;

change – range – strange – binge – cringe – fringe – tinge – sponge – lunge – plunge – lounge;

[ns] [nz]

rinse – since – mince – wince – dense – fence – sense – absence – license – science – chance – dance – fragrance – ounce;

cleanse [klenz] – lens [lenz];

[ŋk]

pink [piŋk] – ink – drink – think – link – mink – sink – shrink – wink – bank – banker – sank – rank – frank – spank – tank – honk – monk – monkey – drunk – junk – punk – skunk – anchor;

wrinkle – uncle – ankle – twinkle – sprinkle;

distinct – jinx – anxious – banquet ['bæŋkwit];

[ŋg]

finger ['fiŋgər] – linger – hunger – anger – longer – longest – stronger – strongest – younger – youngest – lingo;

hungry – angry – congress (noun) – mongrel;

single – jingle – angle – strangle – tangle – jungle;

language – linguist – distinguish – extinguish – penguin;

Exercise 3

1. **Tick the correct box for each irregular verb according to its –ed ending**

Verbs	/t/	/d/	/ɪd/
worked			
lived			
stopped			
counted			
targeted			
paid			
listened			
watched			
painted			
performed			
repeated			
helped			
asked			
printed			
warned			

Remember: The /d/ sound follows a vowel or a voiced consonant. The /ɪd/ sounds follows a /t/ or /d/ sound at the end of a word. The /t/ sound generally follows a voiceless consonant such as *ch, sh, x, k, ss* and *p*

Exercise 4

1. How many syllables does the following word contain?

ANTAGONISE

- a) Two
- b) Three
- c) Four

2. How many syllables does the following word contain?

OCEAN

- a) Two
- b) Three

c) Four

3. How many syllables does the following word contain?

IMPRESSIVE

a) Two

b) Three

c) Four

4. How many syllables does the following word contain?

TREMBLE

a) One

b) Two

c) Three

5. How many syllables does the following word contain?

ONOMATOPOEIA

a) Six

b) Seven

c) Eight

6. How many syllables does the following word contain?

GARGANTUAN

a) Three

b) Four

c) Five

7. How many syllables does the following word contain?

AWKWARD

a) Three

b) Two

c) Four

8. How many syllables does the following word contain?

SPUTTER

a) Two

b) Three

c) Four

9. How many syllables does the following word contain?

FUTURISTIC

a) Three

- b) Four
- c) Five

10. How many syllables does the following word contain?

ECSTASY

- a) Three
- b) Four
- c) Five

11. How many syllables does the following word contain?

FOLKLORE

- a) Four
- b) Three
- c) Two

12. How many syllables does the following word contain?

HYPERSENSITIVITY

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

13. How many syllables does the following word contain?

DELVE

- a) One
- b) Two

14. How many syllables does the following word contain?

SCRUMPTIOUS

- a) Four
- b) Two
- c) Three

15. How many syllables does the following word contain?

CRUCIFEROUS

- a) Five
- b) Four
- c) Six

Exercise 5

Where is the stress in each of these words? Decide which syllable.

Example: comPUter - 2nd syllable.

1. Reception

- A. 1st
- B. 2nd
- C. 3rd

2. Comparison

- A. 1st
- B. 2nd
- C. 3rd
- D. 4th

3. Potato

- A. 1st
- B. 2nd
- C. 3rd

4. Bedroom

- A. 1st
- B. 2nd

5. fourteen

- A. 1st
- B. 2nd

6. forty

- A. 1st
- B. 2nd

7. Delicious

- A. 1st
- B. 2nd
- C. 3rd

Exercise 6

These are some of the most commonly mispronounced words in the English language.

Circle one choice for the correct pronunciation,

Word	Pronunciation A	Pronunciation B
1. Mischievous	MIS-chev-us	mis-CHEEV-ee-us
2. Jewelry	JOOL-ree	JEW-ell-ree
3. February	FEB-roo-air-ee	FEB-yoo-air-ee
4. Library	LIE-berry	LIE-brair-ee
5. Salmon	SAUL-man	SAM-in
6. Subtle	SUH-tell	SUB-tell
7. Ask	AXE	AH-sk
8. Wednesday	WENZ-day	WED-nez-day
9. Bury	BUH-ree	BARE-ee
10. Stomach	STUM-ick	STO-match

Exercise 7

For each question, the correct choice is the one in which the stressed syllable is capitalized, as in vocabulary:

1. Can you pass me a plastic knife?
 - a) PLAS-tic
 - b) plas-TIC

2. I want to be a photographer.
 - a) PHO-to-graph-er
 - b) pho-TO-graph-er

3. Which photograph do you like best?
 - a) PHO-to-graph
 - b) pho-TO-graph

4. He was born in China.
 - a) CHI-na
 - b) Chi-NA

5. Whose computer is this?
 - a) com-PU-ter
 - b) com-pu-TER

6. I can't decide which book to borrow.
 - a) DE-cide
 - b) de-CIDE

7. Couldn't you understand what she was saying?
 - a) un-DER-stand
 - b) un-der-STAND

8. Voting in elections is your most important duty.
 - a) im-POR-tant

b) im-por-TANT

9. We had a really interesting conversation.

a) con-VER-sa-tion

b) con-ver-SA-tion

10. How do you pronounce this word?

a) PRO-nounce

b) pro-NOUNCE

Exercise 8

Match the word stress patterns on the left with the words on the right. "O" are stressed syllables, "o" are unstressed syllables. e.g. concern >> oO / bathroom >> Oo

Corridor	O
Refrigerator	oO
Return	Oo
Seventeen	Ooo
Pleads	oOo

Aristocracy	ooO
advantage	oOooo
Basket	ooOoo

Exercise 9**Q1. 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.

Q2. 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.

Q3.Which question does the following sentence answer?

ASHLEY cleaned the entire house.

- A. What did Ashley clean?
- B. How much of the house did Ashley clean?
- C. What did Ashley do at home?

- D. Who is Ashley?
- E. Who cleaned the house?
- F. Why did Ashley stay at home?

Q4. Which question does the following sentence answer?

Ashley cleaned THE ENTIRE house.

- A. Who is Ashley?
- B. What did Ashley clean?
- C. How much of the house did Ashley clean?
- D. What does Ashley do for a living?
- E. What did Ashley clean?

Q5. Which question does the following sentence answer?

Sarah has been a lawyer for TEN YEARS.

- A. What does Sarah do?
- B. How long has Sarah been a lawyer?
- C. Who is Sarah?
- D. What has Sarah been doing for ten years?
- E. Where is Sarah?
- F. Why does Sarah hate herself so much?

Q6. Which question does the following sentence answer?

Lisa is going to THE LIBRARY at five o'clock.

- A. Where is Lisa going at five o'clock?
- B. Who is going to the library?
- C. When is Lisa going to the library?
- D. Lisa, what time is it at the library?

Q7. Which question does the following sentence answer?

Lisa is going to the library AT FIVE O'CLOCK.

- A. Who's going to the library?
- B. What is Lisa doing at five o'clock?
- C. Where is Lisa going at five o'clock?
- D. When is Lisa going to the library?

Q8 "I work hard."

If I stress the word "I", it most likely means:

- A. Other people don't work hard, but I do.
- B. I'm not lazy. I work hard.
- C. I only work hard. I don't play hard.
- D. I work hard and play hard.

Q9. "Mike Tyson had 18 bathrooms in his mansion."

If I stress the word "had" in this sentence, it means:

- A. Mike Tyson was the person who had 18 bathrooms, not someone else.
- B. Mike Tyson had 18 bathrooms, not bedrooms.
- C. Mike Tyson had 18 bathrooms, not 14 bathrooms.
- D. In the past, Mike Tyson had 18 bathrooms. Now he doesn't.

Q10 "Gowri loves cats."

If I stress the word "cats", it most likely means:

- A. Although Gowri loves cats, her husband doesn't.
- B. Gowri loves cats, more than other animals.

Exercise 10

For each of the six questions choose the one correct answer. The letters in CAPITALS represent the stressed word/s.

1. In a neutral context which words are stressed?

- a. HOW LONG have you been MARRIED?
- b. How long HAVE you BEEN married?
- c. How long have YOU been married?
- d. HOW LONG have you been married?

2. In a neutral context which words are stressed?

- a. CAN you make me a cup of tea?
- b. Can you make me A cup OF tea?
- c. Can you MAKE me a cup of TEA?
- d. Can YOU make ME a cup of tea?

3. In a neutral context which words are stressed?

- a. HE'S lived IN France AND Germany BUT not Spain.
- b. He's lived in FRANCE and GERMANY but NOT SPAIN.
- c. He's LIVED in France and Germany but not Spain.
- d. He's LIVED in FRANCE and GERMANY but not SPAIN.

4. In which sentence does the speaker want to tell us that her flat isn't big?

- a. SHE lives in a tiny flat in Manchester.
- b. She lives in a TINY flat in Manchester.
- c. She lives in a tiny FLAT in Manchester.
- d. She lives in a tiny flat in MANCHESTER.

5. In which sentence does the speaker want to disagree with the previous speaker who said "Is it true she can't swim?"

- a. No, SHE can swim!
- b. No, she can SWIM!
- c. NO, she CAN swim!
- d. NO, SHE CAN SWIM!

6. In which sentence does the speaker want to show her surprise about how much sugar the other person takes in her coffee?

- a. YOU want how many sugar cubes?
- b. You want HOW MANY sugar cubes?
- c. You WANT how many sugar cubes?
- d. You want how many SUGAR CUBES?

Speaking Activity 1

Read the questions carefully and answer the given questions using intonation at the right place.

General questions

Do you want to /go there? – _____

Did Anton call you /yesterday? – _____

Have you seen my /glasses? – _____

Are you going to wash the /car? _____

Could you open the /window, please? – _____

Can I borrow your /dictionary, please? _____

Special questions

Where does he \live? – _____

What did you \buy? – _____

When will she come \back? – _____

How often do you \visit them? – _____

Why was she \angry? – _____

Who told you \about it? – _____

Alternative questions

Would you like /coffee or \tea? – _____

Did she go to /Italy or \France last year? – _____

Tag questions

Nice \weather, \isn't it? – _____

He can \drive, /can't he? – _____

She speaks \English, /doesn't she? – _____

Speaking Activity 2

I. *Read the story loudly in the class. s*

The Goose that Laid the Golden Eggs

A Man and his Wife had the good fortune to possess a Goose which laid a Golden Egg every day. Lucky though they were, they soon began to think they were not getting rich fast enough, and, imagining the bird must be made of gold inside, they decided to kill it in order to secure the whole store of precious metal at once. But when they cut it open they found it was just like any other goose. Thus, they neither got rich all at once, as they had hoped, nor enjoyed any longer the daily addition to their wealth.

Much wants more and loses all.

Read the story again as per intonation marks given below. Use word stress wherever required.

The 'Goose that 'Laid the 'Golden \EGGS

A 'man and his 'wife had the 'good 'fortune to po'ssess a \GOOSE |
which 'laid a 'golden 'egg 'every \DAY. ||

'Lucky though they \WERE, |
they 'soon be'gan to 'think that they were 'NOT getting 'rich 'fast e\NOUGH, |
/and, | i'magining the 'bird 'must be 'made of 'gold in\SIDE, |
they de'cided to 'KILL it |
in 'order to se'cure the 'whole 'STORE of 'precious 'metal at \ONCE. ||

'But | when they 'cut it \open |
they 'found it was 'just 'like 'any 'other \GOOSE. ||

/Thus, | they 'neither got 'rich 'all at \once, |
as they had \hoped, |
'nor 'enjoyed 'any 'LONGer the 'daily 'addition to their \WEALTH. ||

'Much 'wants 'MORE and 'loses \ALL. ||

Intonation marks used in this material

'man – sentence stress on a content word;

'STORE – stronger sentence stress on the main word of the sense group (thought group);

'must – emphatic stress;

\DAY – falling tone on the main word of the sense group or on the last stressed word of the sentence;

/and – rising tone;

| – short pause between sense groups or parts of the sentence;

|| – longer pause between sentences.

Speaking Activity 3

Practice these dialogues using the 5 basic rules of intonation: falling, rising, Rising – Falling. Also, pay attention to the personality and emotion portrayed by your pitch.

Dialogue 1

A: How was your weekend?

B: My weekend was nice.

A: Yeah? What did you do?

B: Not much at all.

A: Did you rest enough?

B: I really did. How was your weekend?

A: Not as good as yours...

B: Oh no, what happened?

A: It's complicated. I'll tell you about it later.

B: Oh, I'm sorry. I hope you're doing okay.

Dialogue 2

A: Hi Jill!

B: Hi Nancy!

A: Did you hear about Tim's engagement?

B: What? I had no idea!

A: I didn't know either!

B: How did you find out?

A: It turns out he's been dating my sister!

B: And you didn't know?

A: They've been keeping it a secret!

B: Why would they do that?!

Dialogue 3

A: What did you do this summer?

B: I went to Taiwan, Hong Kong, Korea, and India.

A: Wow! You must be exhausted!

B: Yes, I am sick and tired of traveling, but I had a great time!

A: I'm glad it was worth the time and expense.

B: Oh, it definitely was!

Dialogue 4

A: This chocolate cake is delicious!

B: I really like it too!

A: Do you think Aunt Debra made it?

B: Maybe.

A: She's always been a good cook.

B: She really has.

A: Do you think she'd share her recipe? I wonder if she puts baking powder or baking soda.

B: I don't know...

A: Should we ask her?

B: It never hurts to ask.

Speaking Activity 4

1. Listen to the three audios of the poem ‘Fire and Ice’ by Robert Frost, provided in the link below. Identify the difference in the intonation which comes from the reader’s interpretation of the poem. Note down the intonation pattern for each of the audios provided.

<https://usefulenglish.ru/phonetics/listening-for-intonation-fire-and-ice>

2. Read the poem in the class using any one of the intonation pattern from the audios. (Teacher can divide the students into group)

"Fire and Ice" by Robert Frost

Some
say the world will end in fire, Some
say in ice.

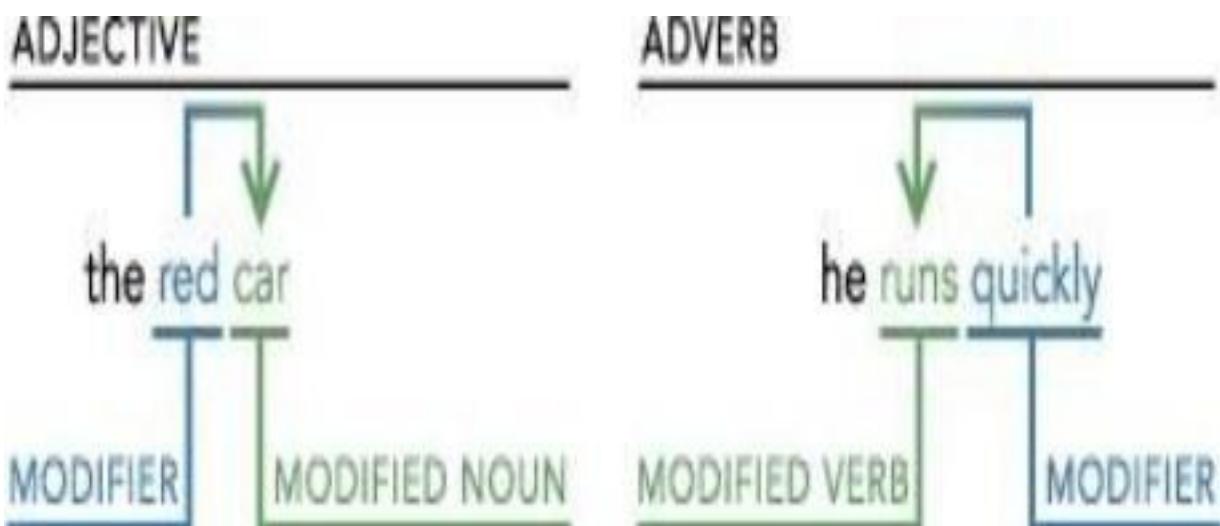
From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

Unit-2

Sentence Correction

Error Correction based on Modifiers

Modifiers are words, phrases, or clauses that provide extra information about other words, phrases, or clauses. Adjectives (the red car, the happy child) are modifiers, as are adverbs (he runs quickly). **Adjectives modify nouns; adverbs modify verbs or adjectives**



Sometimes, however, modifiers are *groups* of words. They serve the same function as adjectives and adverbs; they're just a bit more lengthy. But because they're longer, they have the potential to be very confusing, and therefore appear quite often on the BANK EXAMS.

The list of common modifier errors, and how to handle them, will begin with adjectives and adverbs, and then move on to phrases and clauses.

1. Errors in the Use of Adjectives and Adverbs.

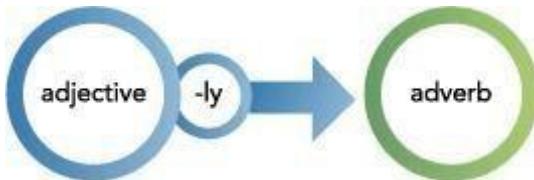
Having read the sentence and identified a descriptive word, you should then try to determine whether it is an **adjective** or an **adverb**.

1. An **adjective** describes a noun or pronoun and answers the questions: how many, which one, what kind?
She is a good tennis player. (What kind of tennis player?) *This is an easy exercise.* (What kind of exercise?)
2. An **adverb** describes either a verb or an adjective and answers the questions: when,

where, how, why, in what manner, and to what extent?

She plays tennis well. (She plays tennis how?) *This exercise is relatively easy.* (How easy?)

An easy way to identify adverbs, or to distinguish them from adjectives, is to look at the ending. Most adverbs are formed by adding **-ly** to the adjective, such as: *He worked quickly.*



However, there are a few exceptions that you should memorize, if you're not already familiar with them.

Exceptions

The following irregular adverbs do not end in —ly.

Adjective	Adverb
early	early
fast	far
good	hard (hardly means almost not)
hard	late (lately means recently)
late	

After you've identified the word as an adjective or adverb, try to determine whether it is used correctly. Look at the sentence below:

She is a real good swimmer.

This sentence contains a word modifying a noun, and another word modifying an adjective. Are the modifying words used correctly? Break the sentence into parts:

The word **good** modifies **swimmer**. **Good** is an adjective, and adjectives modify nouns. No error there. But notice the word **real**, used to modify the adjective **good**. **Real** is an adjective — only adverbs modify adjectives.

The correct sentence properly replaces the adjective **real** with the adverb **really**. Note the difference: **really** is **real** with an —ly tacked on.

Incorrect: *The new student speaks bad.*

Correct: *The new student speaks badly.*

This sentence contains a word modifying a noun, and another word modifying a verb. In both versions, the adjective "new" is used to modify the noun "student," which is correct. In the incorrect sentence, the word "bad" is used to modify the verb "speaks". But "bad" is an adjective, and adjectives cannot modify verbs. The correct sentence properly replaces the adjective "bad" with the adverb "badly".

2. Errors of Adjectives with Sense Verbs.

The following verbs require **adjective** modifiers:

sound look smell taste feel seem

These verbs are all "sense verbs," or verbs that describe someone's sensation or feeling or perception. Unlike other verbs, they require adjective, not adverb, modifiers.

*same here

Incorrect: *The strawberry shortcake tastes deliciously.*

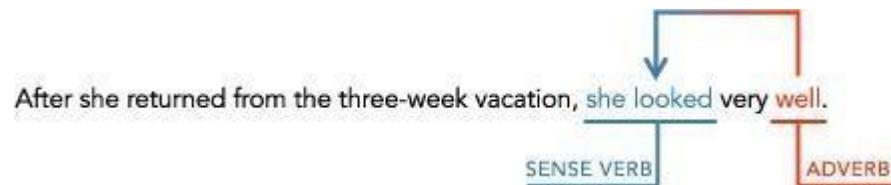
Correct: *The strawberry shortcake tastes delicious.*

Sense verbs convey personal opinions, thoughts, and perceptions in an inherently subjective manner. The sentence "The strawberry shortcake tastes delicious" has essentially the same meaning as "The strawberry shortcake tastes delicious *to me*" or "*I think* the strawberry shortcake tastes delicious." Because each sentence describes the attributes of the shortcake as seen through the eyes (and mouth) of some observer, the modifier should be identical in all three sentences: the delicious shortcake. **When a sense verb is sandwiched between a noun and a modifier, the modifier should agree with the noun.**

Some sense verb modifiers are commonly misused in speech. Be especially careful with these: just because they sound right doesn't mean they are right. Sometimes these errors arise from the misinterpretation, or gratuitous application, of a popular grammar rule. Here's a common example:

After she returned from the three-week vacation, she looked very well.

How many times have you heard someone say, "He looks well"? It probably sounds fine, but in fact, this sentence is a comment on the visual abilities of the man in question; it means something like, "He's skilled at looking." Pretty funny – but why is it wrong?



Think about it. Looking at the incorrect sentence, if you place an adverb directly after a verb, then the adverb modifies the verb. But we don't *want* to describe a verb - we want to describe a woman who just came back from vacation.



"She" is a pronoun, and pronouns (which stand in for nouns) are modified with adjectives. Thus the correct sentence fixes our modification problem by replacing the adverb "well" with the adjective "good".

Incorrect: After she returned from the three-week vacation, **she looked very well.**

Correct: After she returned from the three-week vacation, **she looked very good.**

Note: Unlike "She looks well," the phrase "She is well" can properly be used to mean the equivalent of "She is healthy". Why is this

Location of Modification – Misplaced Modifiers

What's wrong with this sentence?

Finally thinking clearly, the book was able to be understood by Rebecca.

The meaning of the sentence seems clear enough: that Rebecca finally understood the book after she started thinking clearly.

But what does the sentence *actually* say? If you look more closely at the sentence, you'll see that, because of the placement of certain words, the sentence makes *the book*, not *Rebecca*, the subject of the sentence: which makes it sound as if the book was thinking clearly, not Rebecca. That's kind of funny – how can a book think clearly? - and not what we meant at all. So what went wrong?

If you'll recall, modifiers are often adjectives or adverbs, as covered above. **But modifiers can also be groups of words – phrases or clauses – that act as one to describe another part of the sentence. Like adjectives and adverbs, these multiple-word modifiers must be placed as close as possible to the word or group of words they're modifying: those that fail to observe this rule are called *misplaced modifiers*.**

Misplaced modifiers can be highly deceptive - and are therefore extremely common in EXAMS. Because we know what the sentence *means* to say, it's easy to miss placement errors unless we're looking for them.

Let's look again at the example above:

↓

Finally thinking clearly, **the book** was able to be understood by Rebecca.

MISPLACED MODIFIER

Even though the modifier is followed immediately by "the book," we might very easily assume that because a book can't think, we can overlook its placement in the sentence, as the phrase "Finally thinking clearly" *must* refer to Rebecca. But the BANK EXAMS isn't testing our ability to understand mangled sentences; it's testing our understanding of English grammar.

And according to the rules of English grammar, **a modifier must always be placed as close as possible to the word it's modifying**. Thus, this sentence is incorrect because the modifier "Finally thinking clearly" is not immediately followed by what it is modifying: that is, "Rebecca".

Try this next example:

On arriving at the train station, his friends greeted Jay and took him immediately to his speaking engagement in Springfield.

Once again, it probably sounds fine at first glance. But break it down, and check to make sure that modifiers (or objects being modified) are placed where they belong.

MODIFIER

On arriving at the train station, **his friends** greeted Jay and took him immediately to his speaking engagement in Springfield.

First find the modifying phrase: look for a descriptive group of words set off by a comma or commas. Here, we have "On arriving at the train station." After you've found the modifier, try to figure out what word/s it *should* be modifying, and what word/s it is modifying: here, "Jay" should be arriving at the train station, but the modifier is followed directly by the phrase "his friends," which makes it sound like Jay's friends, not Jay himself, arrived at the train station. This is incorrect. Because the modifier must be immediately followed by the word/s being modified, the sentence can be correctly written as:

MODIFIER

On arriving at the train station, **Jay** was greeted by his friends, who immediately took him to his speaking engagement in Springfield.

When rewritten this way, the modifier "On arriving at the train station" is followed directly by "Jay", the person whom the modifier was meant to describe.

Incorrect: *On arriving at the train station, his friends greeted Jay and took him immediately to his speaking engagement in Springfield.*

Correct: *On arriving at the train station, Jay was greeted by his friends, who immediately took him to his speaking engagement in Springfield.*

Misplaced modifiers won't always occur at the beginning of sentences: *any* descriptive phrase or clause is a potential misplaced modifier. Just make sure the modifying phrase or clause is **as close as possible** to the word/s being modified, and watch for these common indicators:

1. That/which clauses, especially ones that come at the end of sentences
2. Sentences beginning or ending with descriptive phrases

Error Correction based on Parallelism

"Parallelism" means that all items or ideas in a sentence need to be in the same format.

Unlike some of the other grammatical topics covered in this chapter, parallelism is a pretty intuitive concept to master; there are no exceptions to memorize, no strange rules to remember. Once you understand the concept, you're pretty much good to go.

The concept of parallelism is easy to master - but recognizing a parallelism question is more difficult.

How to recognize a parallelism

Parallelism is a rule of English grammar that demands consistency in a sentence's structure. Any lists of ideas, places, activities, or descriptions that have the same level of importance – whether they be words, phrases, or clauses - must be written in the same grammatical form. Some examples:

activities: running, biking, and hiking

places: the store, the museum, and the restaurant **ideas:** how to read, how to write, and how to learn **descriptions:** quickly, quietly, and happily

Note the grammatical consistency in each list: the 'activities' all end in **—ing**; the 'places' are all singular nouns; the 'ideas' all begin with 'how to'; the 'descriptions' all end in **—ly**. In each list, whatever grammatical form is applied to one item is applied to all items.

1. Lists of Verbs

All elements in a list should be in similar form. "Similar form" means that all nouns, all infinitives, all gerunds, all prepositional phrases, or all clauses must agree. On the test, you'll often see lists of verbs, of which two agree, but one does not. In order for the sentence to be correct, *all three* verbs must agree:

Patty ate macaroons, drank soda and was dancing the tango.

This is a list of activities – more specifically, those activities undertaken by Patty. Parallelism dictates that all the things Patty did must be listed in the same form, and since 'all the things Patty did' are verbs, all verbs in the sentence must agree in tense and number. Do they?



The list of verbs in the incorrect sentence contains two singular simple past tense verbs ('ate' and 'drank') and one singular past progressive verb ('was dancing'). The verbs should all match:



The correct version changes the mismatched past progressive form to the simple past tense, like the other verbs in the list.

Incorrect: *Patty ate macaroons, drank soda and was dancing the tango.*

Correct: *Patty ate macaroons, drank soda and danced the tango.*

Here's another example using a list of verbs:

- **Incorrect:** *All business students should learn word processing, accounting, and how to program the computer.*

Correct: All business students should learn **word processing, accounting, and computer programming.**

The verb "to program" must be changed to "programming," because the rest of the verbs are already in the -ing form.

With infinitives, a very simple rule applies: the word "to" must either go *only* before the first verb in the list, or before *every* verb in the list. For example:

Correct: He likes **to swim, to sail, and to dance.**

Correct: He likes **to swim, sail, and dance.**

Incorrect: He likes **to swim, sail, and to dance.**

The first two sentences are equally acceptable variations. The third sentence is incorrect because it displays no consistency whatsoever; the verbs change from *to swim* to *sail*, and then back to *to dance*. This is in clear violation of the rules we've laid out.

List of infinitives: Options

To _____, _____, and _____.

To _____, to _____, and to _____.

The principle governing lists of infinitives applies, in fact, to any words that might come before each item in a series: prepositions (*in, on, by, with*), articles (*the, a, an*), helping verbs (*had, has, would*) and possessives (*his, her, our*). Either repeat the word before every element in a series or include it only before the first item.

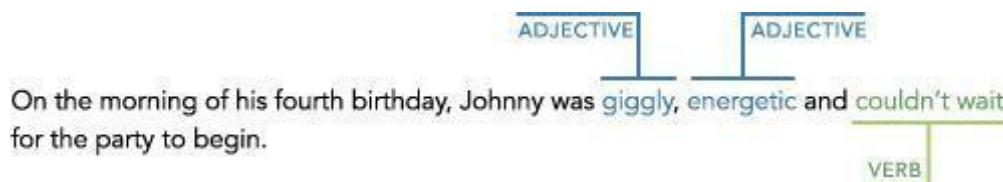
Anything else violates the rules of parallelism.

2. Lists of Adjectives or Adverbs

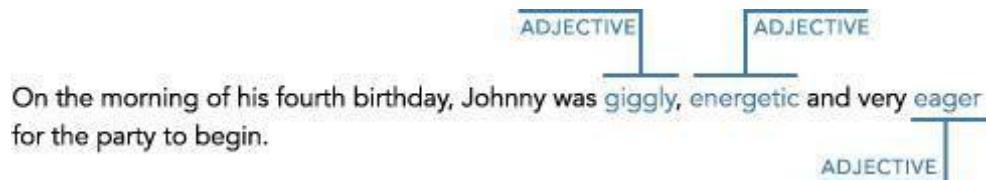
Just like verbs, adverbs or adjectives in a list must agree. Descriptive words are easy to replace with wordy phrases, and test writers will try to trip you up by including a verb or phrase among a list of adjectives or adverbs:

On the morning of his fourth birthday, Jonny was giggly, energetic, and couldn't wait for the party to begin.

If you read through it quickly, it might sound acceptable. However, the list includes one item that doesn't belong:



This looks to be a list of adjectives until you reach the third item in the list: it's not an adjective, it's a verb! The "list of adjectives" won't be complete until the last item falls into step with the others:



This example replaces the verb phrase "couldn't wait" with the descriptive phrase "very eager" — which indeed includes an adjective.

Watch for consistency in item *type* as well as consistency of form.

Incorrect: *On the morning of his fourth birthday, Johnny was giggly, energetic and couldn't wait for the party to begin.*

Correct: *On the morning of his fourth birthday, Johnny was giggly, energetic and very eager for the party to begin.*

3. Comparisons: Multiple Pronouns

Sometimes, you'll come across sentences with multiple pronouns. In many cases, parallelism requires that the pronouns be identical.

Incorrect: *Those who exercise in addition to maintaining a healthy diet are likely to be in better health than the people who maintain a healthy diet but don't exercise.*

Correct: *Those who exercise in addition to maintaining a healthy diet are likely to be in better health than those who maintain a healthy diet but don't exercise.*

In the first sentence, the pronoun "those who," in the first part of the sentence, is matched with the phrase "the people who" in the second part of the sentence. Notice how much cleaner and easier to understand the second sentence is.

Look at the sentence below:

If one decides to break the law, they must be willing to take responsibility for any repercussions.

This sentence contains two pronouns. Do they match?

DOES NOT MATCH

If **one** decides to break the law, **they** must be willing to take responsibility for any repercussions.

DOES MATCH

If **one** decides to break the law, **one** must be willing to take responsibility for any repercussions.

When using the word "one" as a pronoun referring to an unspecified person, the only acceptable match is "one": the first sentence inserts "they" instead, which is incorrect. The same rule applies for the pronoun "you" when it's used to refer to an unspecified person.

Incorrect: If **one** decides to break the law, **you** must be willing to take responsibility for any repercussions.

Correct: If **one** decides to break the law, **one** must be willing to take responsibility for any repercussions.

Correct: If **you** decide to break the law, **you** must be willing to take responsibility for any repercussions.

Both latter versions are correct.

Be consistent: use whichever pronoun you choose all the way through.

Error Correction based on Comparison

You should only compare things that can be logically compared. Faulty or nonsensical comparisons account for a significant number of errors in Sentence Correction questions. Most of these errors relate to a very simple idea that you probably learned in kindergarten: *you can't compare apples to oranges*. You are entirely welcome, however, to compare apples to apples, or a long sweater to a long coat, or even the baking of apple turnovers to the baking of pineapple turnovers. You want to compare only those things that are grammatically or logically similar. For instance, you can't logically compare a person ("Joe") to a quality ("purple"), or an item ("a banana") to a group ("the NYPD"). You have to compare one individual to another individual, one quality to another quality, or one group to another group.

Often, the comparison will sound as though it's acceptable, but will be missing a few necessary words:

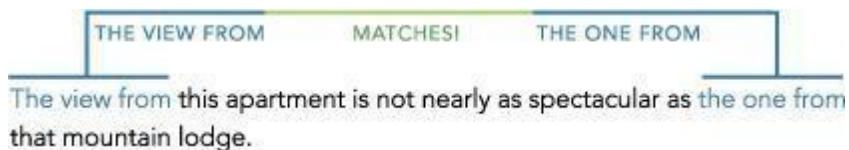
Incorrect: The view from this apartment is not nearly as spectacular as from that mountain lodge.

If you read it quickly, this sentence makes perfect sense: the view from the apartment is being compared to the view from the mountain lodge. But if you look more closely, you'll see that the sentence actually compares the view from the apartment to *something* about the lodge — but what about it?



The comparison needs to be clarified.

Just like misplaced modifier questions, comparison questions can't be judged by the ear alone: even though you might understand what the writer is trying to say, you have to make sure the sentence actually says what it means to say. Here's the correct version:



The insertion of two little words - "the one" - makes this sentence grammatically correct, because "the view from" now has a partner in comparison: "the one from." An alternative would be to repeat "the view (from)," instead of "the one (from)," in the latter portion.

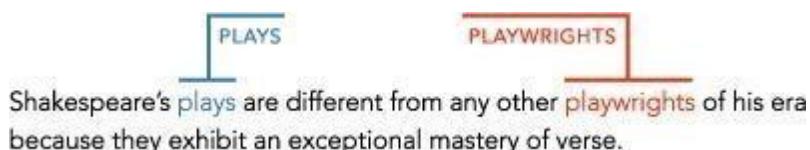
Incorrect: *The view from this apartment is not nearly as spectacular as from that mountain lodge.* **Correct:** *The view from this apartment is not nearly as spectacular as the one from that mountain lodge.*

Correct: *The view from this apartment is not nearly as spectacular as the view from that mountain lodge.*

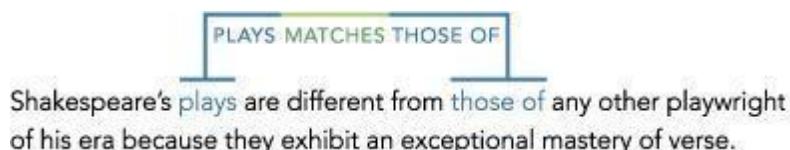
Let's look at another example.

Shakespeare's plays are different from any other playwrights of his era because they exhibit an exceptional mastery of verse.

Once again, the sentence sounds ok; but it actually compares Shakespeare's *plays* to other *playwrights*: an illogical comparison.



How can we fix it? By inserting a few choice words that clarify the nature of the comparison:



Like the phrase "the one from" in the last example, the phrase "those of" in this example makes it very clear that Shakespeare's plays are being compared to other playwrights' *plays* – not other playwrights.

Incorrect: Shakespeare's plays are different from any other playwrights of his era because they exhibit an exceptional mastery of verse.

Correct: Shakespeare's plays are different from those of any other playwrights of his era because they exhibit an exceptional mastery of verse.

You should look out for key comparison words, such as:

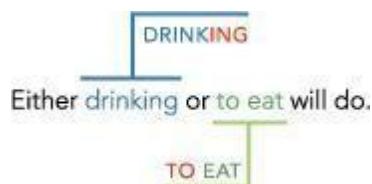
- like
- as
- compared to
- less than
- more than
- other
- that of
- those of

Comparisons are actually a special instance of parallelism. A number of comparison-specific constructions call for you to always express ideas in parallel form. These constructions include:

Either X or Y... Neither X nor Y...

Not only X but also Y...

X or Y can stand for as little as one word, or as much as an entire clause, but in every case, the grammatical structure of X or Y must be identical. For example, the sentence *Either drinking or to eat will do* violates the rule by mismatching verb forms:



This is a comparison, and requires parallelism. Both verbs must be in the same form: but as they're not currently, one must be adjusted.

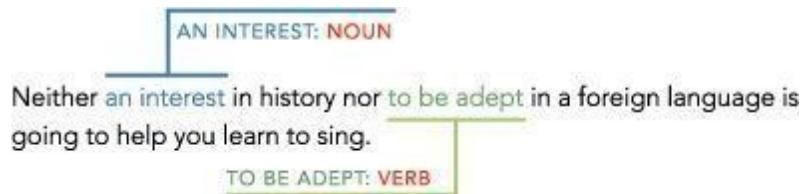


Both verbs are now in the -ing form. Though in many cases of parallelism either verb form is fine, for Either/Or comparisons such as this one, both verbs **must** be in the -ing form.

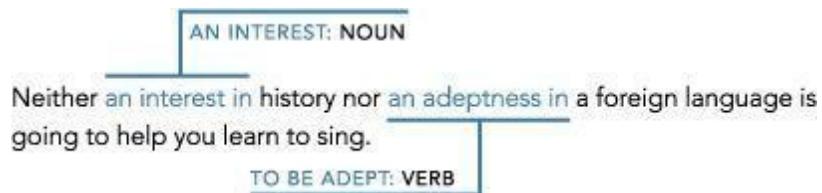
Here's another example, using Neither/Nor:

Neither an interest in history nor to be adept in a foreign language is going to help you learn to sing.

This sentence lists two talents one could possess, in a neither/or format. They are not, however, in the same form.



In this sentence, a noun is compared to a verb. Though it's a different kind of mistake than the missing-information and verb-form errors we've looked at, it should be dealt with in the same way: by shifting one of the forms to match the other.



Both phrases are now in the same form: "*an interest in*" and "*an adeptness in*". In this instance, the verb had to be changed to match the noun, instead of the other way around, because "to be" verbs don't belong in comparison (either/or, neither/nor) sentences.

Incorrect: *Neither an interest in history nor to be adept in a foreign language is going to help you learn to sing.*

Correct: *Neither an interest in history nor an adeptness in a foreign language is going to help you learn to sing.*

If you're confused about whether a comparison is correct, check to see whether the comparison is both logical and grammatical.

Error Correction based on Participle

FEATURES OF PARTICIPLES

Participles have the following features:

(i) They are verbs that, like adjectives, describe a nearby noun.

(ii) They have one of three possible forms:

PRESENT: -ing added to an active verb (e.g. going) or the BE part of a passive (e.g. being seen). As both of these are also the form of gerunds, and simple -ing forms can also be nouns, or ordinary adjectives, confusion is possible. The term “present” is slightly problematic because -ing participles can refer to past actions as well (e.g. Leaving Britain, Caesar rushed to Rome).

PAST: regular verb + -ed (e.g. involved), or irregular verb in the “third” form. Again, “past” is slightly misleading because these participles can refer to present time too; their typical passive meaning is often more important).

PERFECT: having + “past” participle (e.g. having seen, having noticed). This is another form that is sometimes a gerund rather than a participle.

To make any participle negative, just place not in front (not noticing, not seen, not having read).

(iii) They cannot be the only verb in a sentence – there must always be another verb (even if it is just an auxiliary). This is what grammar books mean when they call participles “non-finite”.

Participles can occupy four main positions relative to the noun they describe: some distance before it, immediately before it (e.g. the emerging picture), immediately after it (e.g. the picture emerging), and in a delayed position after it.

(a) The agency HELPS children living in poverty.

PROBLEMS WITH PARTICIPLES PLACED JUST AFTER A NOUN

1. Confusability with Ordinary Verbs

By “ordinary verbs”, mean verbs in a typical tense form like present simple (operate/s), past simple (operated), or present continuous (is/are operating). It is quite a common error to use an ordinary verb, especially the last kind, when a participle like operating in (a) is required instead. It is also quite common for grammar-checking software to wrongly think a having participle can be the only verb in a sentence.

The usual reason for a participle being necessary instead of an ordinary verb is the sentence already possessing an ordinary verb but lacking any verb-linking word like and or which. Two ordinary verbs cannot be together in the same sentence without such a word (or a semi-colon). Participles do not need such words because their ending (-ing, -ed) is the equivalent of one. Very often the ordinary verb accompanying a participle will be has/have or there is/are.

Here is a sentence where a participle facilitates verb-addition. What form should the added verb MAKE have?

(b) Coat hangers often COMPRIDE thin metal ... into a triangular shape.

This needs the “past” participle made. The ordinary forms makes and is made are wrong because there is no verb-linking word enabling them to accompany the main verb comprise, while the “present” participle making is wrong because the meaning is passive (with its expected object as its subject. Verbs that don’t have to be Passive). One could also say which is made – indeed lone “past” participles like made are often viewed as an abbreviation of their use after which + BE.

2. Confusability with Other Joining Devices

It is incorrect to place who, which or that before a participle without BE, e.g. *which made after metal in (b). This confuses two possibilities that are each correct without the other.

Expressions like *which made are incorrect because the same verb (MAKE) then has two joining devices (which and irregular -ed), which English does not allow. With who, which or that, an ordinary verb is needed instead of a participle: in (b) the present simple is made (preferable here to the present continuous is being made).

The combination and made is possible in some contexts, but not in (b) since it again creates two joining devices instead of one. To use and, you have to say and they are made.

3. Requirement to Use Commas in a Special Way

When participles after a noun correspond to ordinary verbs with who, which and that, the comma rules of the latter apply (see 34. Relative Pronouns and Commas). Consider these:

(c) The London located in Canada is less well-known than London in England.

(d) The Taj Mahal, located in Northern India, is a great wonder.

In both of these cases, the participle located corresponds to which is located. No commas are possible in (c) because located follows a noun (London) representing more than one possibility, and is helping to identify which one is meant. In contrast, (d) has two commas because located is not helping to identify which of different Taj Mahals is meant – there is only one.

The same thing happens with -ing participles. No commas are possible in the following because the participle living acts like who live to help identify which people are meant:

(e) People living in glass houses should not throw stones.

4. Confusability with Relative Clauses

The frequent ability of participles to replace who, which or that + ordinary verb does not mean that they always can. The relative pronoun must be the subject of the verb after it.

In the following, the subject is they instead:

(f) Everybody moved away. Hence, the work THAT they were involved in stopped.

Replacing the underlined relative clause here with the participle involved would remove they, thus nonsensically making work its subject instead.

There are also situations where a participle cannot usually replace a relative clause despite having the right subject. These are when the verb in the relative clause is active and either surrounded by commas or signifying a past completed event, e.g.:

(g) (ACTIVE + COMMAS)

The Prime Minister, who heads the government, is appointed by the President.

(h) (ACTIVE = PAST EVENT)

The person who invented light bulbs deserves special honour.

It would be incorrect to say *heading in (g). An -ing participle between commas is not always incorrect, but it must express an action or state that is both simultaneous (or nearly so) with that of the main verb (earlier actions are possible but need a having participle) and also a reason for it. Heading a government is not normally a reason for being appointed by a president. Here is an example of a reason-showing -ing participle with commas:

(i) Older racing cars, possessing (= which possessed) few safety features, caused numerous fatalities.

In (h), the active past event verb invented rules out the participle *inventing. Replacing invented with the non-event verb worked with would allow the participle working.

5. Confusability with Participles before their Noun

The positioning of a participle before or after the noun it describes is decided by a variety of rules. In sentences like (a), where the described noun (children) is the object of another verb (helps), participles follow it if they are combined with their own object or adverb expression, e.g. living + in poverty, but must go first if combined with no other words

(...helps living children).

Outside of these positions, participles still usually follow their noun if they begin a longer phrase, but by themselves some precede their noun, some follow it, and many allow a choice. Examples of the use before are:

the rising sun, improved results and related ideas; examples of the use after are dots appearing, matters arising, answers found and results shown; and participles allowing variable use include emerging, remaining, observed, indicated and preferred.

Guidelines on which lone participles can go where are scarce. It is important first to distinguish participles from participle-like adjectives, such as interesting, welcoming, relaxed and bored, since these behave like adjectives in general in typically preceding their noun in the situation in question.

One especially useful indication of -ing adjectives is ability to follow very; while many -ed adjectives have a meaning that differs in an unpredictable way from that of their related verb. For example, the adjective advanced means not “put in a forward position” but “technically sophisticated”

The meaning of a participle can sometimes indicate where to position it: properties or constant conditions before the noun, one-off events after. **Compare:**

emerging nations/ the colour emerging

the preferred solution/ the solution preferred

Describing nations, emerging is a state (constant emergence), but with colour it is a single event. Preferred before its noun means “generally preferred”, but after it “preferred in this case”. The use before is close to being adjectival.

Sentence Correction

Practice Sheet

Error Correction based on Modifiers

1. **For the last decade, the city has had more tourists every single year.**
 - A. the city has had more tourists each single year.
 - B. the city having had more tourists every single year.
 - C. the city has had more tourists every single year than the year before.
 - D. the city has had more tourists coming every single year.

2. **A majority of the electorate believes that policy directives have little to no impact on the day-to-day lives of the people at the national level.**
 - a) A majority of the electorate believes that national policy directives have little to no impact on the day-to-day lives of the people.
 - b) A majority of the electorate, at the national level, believes that policy directives have little to no impact on the day-to-day lives of the people.
 - c) A majority of the electorate believe that national policy directives have little to no impact on the day-to-day lives of the people.
 - d) A majority of the electorate believes that policy directives have little to no impact on the day-to-day lives of the people at the national level.

3. **Working overtime to produce their first issue, the newspaper was instantly acclaimed as a successful venture in the publishing field.**
 - a. Working overtime to produce the first issue
 - b. Working overtime to produce their first issue
 - c. Having worked overtime to produce their first issue
 - d. With its staff working overtime to produce the first issue

4. **Gerald fumbled with his papers, apologized to his coworkers, and replaced them on his podium.**
 - A. and replaced it on his podium.
 - B. and replaced those on his podium.
 - C. replacing them on his podium.

D. and replaced the papers on his podium.

5. Our supervisor instructed us to strictly keep track of the time we spent away from our desks.

- a) strictly instructed us to keep track of the time we spent away from our desks.
- b) instructed us to keep strictly track of the time we spent away from our desks.
- c) instructed us to keep track of the time we spent away from our strictly desks.
- d) strictly instructed us to keep track of the time we spent away from our desks.

6. The President told us gleefully to greet the ambassadors.

Which option best replaces the underlined sentence?

- a. The President gleefully told us to gleefully greet the ambassadors.
- b. The President told us (gleefully) to greet the ambassadors.
- c. The President told us to greet the gleefully ambassadors.
- d. The President gleefully told us to greet the ambassadors.

7. The congressmen conferred quietly in the cloakroom wearing patriotic pins.

- A. wearing patriotic pins conferred quietly in the cloakroom
- B. wearing patriotic pins, conferred quietly in the cloakroom
- C. conferred quietly in the cloakroom wearing patriotic pins
- D. conferred quietly in the cloakroom, wearing patriotic pins

8. Thomas Jefferson, the muted public speaker, was quite different from Thomas Jefferson, the firebrand author of the Declaration of Independence.

- a) Jefferson the muted public speaker was quite different from Thomas Jefferson the firebrand author of the Declaration of Independence
- b) Jefferson, the muted public speaker, and Thomas Jefferson, the firebrand author of the Declaration of Independence, were quite different
- c) Jefferson, the muted public speaker, and Thomas Jefferson, the firebrand author of the Declaration of Independence, was quite different
- d) Jefferson, the muted public speaker, was quite different from Thomas Jefferson, the firebrand author of the Declaration of Independence

9. Created from the finest sands of the Mediterranean, highly skilled artisans of the

early Renaissance crafted stained glass, which still adorns thousands of cathedrals all over Europe.

- a. stained glass crafted by highly skilled artisans of the early Renaissance still adorns thousands of cathedrals all over Europe
- b. highly skilled artisans of the early Renaissance crafted stained glass, which still adorns thousands of cathedrals all over Europe
- c. highly skilled artisans, of the early Renaissance, crafted stained glass that still adorns thousands of cathedrals all over Europe
- d. stained glass, crafted by highly skilled artisans of the early Renaissance, still adorns thousands of cathedrals all over Europe

10. **When only 10 years old, the boy's father and mother sent him away to boarding school to expose him to a more rigorous academic environment.**

- A. the boy's father and mother, exposing him to a more rigorous academic environment, sent him away to boarding school.
- B. the boy was sent away to boarding school by his father and mother to be exposed to a more rigorous academic environment
- C. the boy was sent away to a boarding school, exposed to a more rigorous academic environment, by his father and mother
- D. the boy's father and mother sent him away to boarding school to expose him to a more rigorous academic environment

11. **Although many people think of peanuts as nuts, peanuts actually belong to the legume family.**

- a) Although often being thought of as nuts
- b) Although often thought of as nuts
- c) Although many people think of peanuts as nuts
- d) Although often thought of as nuts

12. **Since first coming to prominence in the 1970s and 1980s, economists have been debating the value of Milton Friedman's theories.**

- a. Milton Friedman's theories have been debated by economists.
- b. economists having been debated the value of Milton Friedman's theories.
- c. economists have been debating the valuation of Milton Friedman's theories.

- d. the value economists have debated of Milton Friedman's theories.

13. **Heralded as a mighty invention in its time, Eli Whitney may have actually contributed to the increase in the number of slaves in the Antebellum South by increasing the profitability of cotton with his invention, the cotton gin.**

- A. the cotton gin, invented by Eli Whitney, may have actually contributed to the increase in the number of slaves in the Antebellum South by increasing the profitability of cotton
- B. Eli Whiney's inventing of the cotton gin may have actually contributed to the increase in the number of slaves in the Antebellum South by increasing the profitability of cotton
- C. Eli Whitney may have actually contributed to the increase in the number of slaves in the Antebellum South, by increasing the profitability of cotton with his invention the cotton gin
- D. the cotton gin, having been invented by Eli Whitney, may have actually contributed to the increase in the number of slaves in the Antebellum South by increasing the profitability of cotton

14. **Exhausted by the months he had spent working on the project, the executive's relief was clear to everyone who attended the final meeting.**

- a) the executive was clearly relieved, according to everyone who attended the final meeting.
- b) the executive's relief was clear to anyone who attended the final meeting.
- c) the executive's relief was clear to everyone who attended the final meeting.
- d) the relief of the executive was clear according to everyone who attended the final meeting.

15. **Unable to play safely with other children, Jenny's mother pulled her out of summer camp early.**

- a. Jenny's mother pulled her out summer camp earlier.
- b. Jenny's mother early pulled her out of summer camp.
- c. Jenny was pulled out of summer camp early.
- d. Jenny earlier was pulled out of summer camp.

Error Correction based on Comparison

He cannot be trusted with important secret informations otherwise I would have made him my assistant. (Spot the error in a part of the sentence)

1. He cannot be trusted
2. with important secret informations
3. otherwise I would have
4. made him my assistant

2.

Very few cities in India are as rich as Mumbai. (Change into comparative and find the new sentence from the choices given)

1. Mumbai is richer than other city in India.
2. Mumbai is richer than most other cities in India.
3. Mumbai is as rich as other cities in India.
4. Mumbai is the richest city in India.

3.

For years together, children's tales have been depicting that the turtle is the slowest of all animals and still manages to win the race.

1. For years together, children's tales have been depicting that the turtle is slower than no other animals and still manages to win the race.
2. For years together, children's tales have been depicting that the turtle is slower than all other animals and still manages to win the race.
3. For years together, children's tales have been depicting that the turtle is slower than many other animals and still manages to win the race.
4. For years together, children's tales have been depicting that the turtle is slower than some other animals and still manages to win the race.

4.

The first two parts of this essay are not as engaging as the third and the concluding part of it.

1. The third and the concluding part of this essay is not the most engaging part of it.
2. The third and the concluding part of this essay is more engaging than the first two parts.
3. The third and the concluding part of the essay are not more engaging than the first two parts.
4. The third and the concluding part of the essay is the most engaging part of it.

5.

Directions: The following sentence has been divided into parts. One of them contains an error. Select the part that contains the error from the given options.

The Dussehra celebrations / in Mysore / this year / are grandest than / in any other part / of the state.

1. any other part
2. The Dussehra celebrations
3. are grandest than
4. in Mysore

6.

She is the dullest girl in the class.

Select the correct positive degree of the above.

1. Very few girls in the class are as dull as she.
2. She is a duller girl in the whole class.
3. She is as dull as any other girl in the class.
4. No other girl in the class is as dull as she.

7.

Direction: Out of the given alternatives, choose the most appropriate one which changes the degree of comparison in the following sentence from the superlative to the positive without changing the meaning of the sentence.

'Ajit is the smartest boy in the class.'

1. Very few boys in the class are as smart as Ajit.
2. No other boy in the class is as smart as Ajit.
3. Many boys in the class are as smart as Ajit.
4. Ajit is as smart as any other boy in the class.

8.

Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (5). Ignore errors of punctuation, if any.

Students of class 10 (1)/ are more better than (2)/ the students (3)/ of class 9.(4)/ No error(5).

- 1.
- 2.
- 3.
- 4.
- 5.

9.

Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (5). Ignore errors of punctuation, if any.

The Burj-al-Arab is (1)/ the tallest of (2)/ all the other hotels (3)/ in the world. (4)/ No Error (5)

1. 1

2. 2

3. 3

4. 4

5. 5

10.

Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is (5). Ignore errors of punctuation, if any.

As Mumbai's experiment with (1)/ power privatization shows (2) /private monopolies can be (3)/as bad as or worse than public monopolies (4)/. No error (5)

1. 1

2. 2

3. 3

4. 4

5. 5

Error Correction based on Parallelism

1. **Terrorism is often defined as a violent act that is intended to create fear; perpetrated for a religious, political, or ideological goal; and deliberately targets noncombatants.**
 - A. a violent act that is intended to create fear; perpetrated for a religious, political, or ideological goal; and deliberately targets noncombatants.
 - B. a violent act that intends to create fear; perpetrated for a religious, political, or ideological goal; and deliberately targets noncombatants.
 - C. a violent act intended to create fear; perpetrated for a religious, political, or ideological goal; and targeted towards noncombatants.
 - D. a violent act that intends to create fear; perpetrates for a religious, political, or ideological goal; and targets noncombatants.
2. **The first progress in combating infection was made in 1847 by the Hungarian doctor Ignaz Semmelweis, who, despite ridicule and opposition, introduced compulsory hand-washing for everyone entering the maternal wards, and he was**

rewarded with a plunge in maternal and fetal deaths, however the Royal Society dismissed his advice.

- a) who reduced maternal and fetal deaths by introducing compulsory hand-washing for everyone entering the maternal wards despite ridicule, opposition, and dismissal by the Royal Society
- b) who introduced compulsory hand-washing for everyone entering the maternal wards and was rewarded with a plunge in maternal and fetal deaths, despite ridicule, opposition, and dismissal by the Royal Society
- c) who, despite ridicule and opposition, introduced compulsory hand-washing for everyone entering the maternal wards, and he was rewarded with a plunge in maternal and fetal deaths, however the Royal Society dismissed his advice.
- d) who reduced maternal and fetal deaths by introducing compulsory hand-washing for everyone entering the maternal wards and was ridiculed, opposed, and dismissed by the Royal Society

3. Only under special circumstances would the professor allow a student to have as much authority as given to the current teaching assistant.

- a. as he has given to the current teaching assistant.
- b. as given to the current teaching assistant.
- c. as gives to the current teaching assistant.
- d. as he given to the current teaching assistant.

4. The Olympic weightlifting coach always stressed three points with his athletes: maintaining a strict training regimen, to eat a balanced diet, and to sleep for an adequate number of hours.

- A. three points with his athletes: maintaining, eating, and sleeping for a strict training regimen, balanced diet, and adequate number of hours, respectively.
- B. three points with his athletes: a strict training regimen, a balanced diet, and sleeping for an adequate number of hours
- C. three points with his athletes: training, diet, and sleeping
- D. three points with his athletes: maintaining a strict training regimen, eating a balanced diet, and sleeping for an adequate number of hours

5. The American Civil War had several causes, including the diverging commercial

interests of the North and South, the fact that the many Southerners wanted to protect their right to own slaves, and Southerners worrying that soon-to-be admitted states would shift the balance of power to the north in the Congress.

- a. including the diverging commercial interests of the North and South, the desire of Southerns to protect their right to own slaves, and Southern worry that soon-to-be admitted states would shift the balance of power to the north in the Congress.
 - b. including the diverging commercial interests of the North and South, the fact that the many Southerners wanted to protect their right to own slaves, and Southerners worrying that soon-to-be admitted states would shift the balance of power to the north in the Congress.
 - c. including that commercial interests were diverging in the north and south, that many Southerners wanted to protect their right to own slaves, and that Southerners worried that soon-to-be admitted states would shift the balance of power in the Congress to the north.
 - d. including the diverging commercial interests of the North and South, the desire of Southerns to protect their right to own slaves, and Southern worry that soon-to-be admitted states would shift the balance of power in the Congress to the north.
6. **The new division of the company oversaw a wide range of activities inside the corporate structures, including production of machine parts, refinement of crude oil, and delivering supplies to factories.**
- A. including production of machine parts, refinement of crude oil, and delivering supplies to factories.
 - B. including the production of machine parts, the refinement of crude oil, and the delivering supplies to factories.
 - C. including producing of machine parts, refinement of crude oil, and delivering supplies to factories.
 - D. including production of machine parts, refinement of crude oil, and delivery of supplies to factories.

7. **The vineyards of Napa Valley are at once breathlessly vibrant, symmetrical, and the green is profound.**
- a) and profoundly green.
 - b) and so profound green.

- c) and the green is profound.
- d) and its green is quite profound.

8. **The kids took too much time cleaning their rooms, left little time to do outdoor chores.**

- a. leaving little time to doing outdoor chores.
- b. left little time to do outdoor chores.
- c. leaving little time to do outdoor chores.
- d. left little time to had done outdoor chores.

9. **When choosing a sport, youths are encouraged to consider its difficulty, its required skills, its necessary equipment, and its overall cost.**

Possible Answers:

- A. the cost of it.
- B. if it costs money.
- C. how much it costs overall.
- D. its overall cost.

10. **The teacher sought new ways of teaching, believing her students would get more from lessons featuring playing, acting, and creativity.**

- a) featuring playing, acting, and creative things.
- b) featuring playing, acting, and creativity.
- c) featuring the playing, acting, and creativity.
- d) featuring playing, acting, and creating.

Error Correction based

on Participles 1.

She rose, having (A)/ sleep fully clothed out (B)/ of fear that a demon would (C)/ attack her in her sleep.(D)/ No error

- A.
- B.
- C.
- D.

No error

2. Perhaps the shift in the profit sectors will reverse itself in the next few months, makes the entire conversation unnecessary in the long run.

- A. makes an entire conversation unnecessary in the long run.
- B. to make the entire conversation unnecessary in the long run.
- C. making the entire conversation unnecessary in the long run.
- D. makes the entire conversation unnecessary in the long run.

3. The key issue in the case concerned whether or not the defendant ever having possession of the murder weapon.

- a) ever having possession to the murder weapon.
- b) even having possession of the murder weapon.
- c) ever having possession of the murder weapon.
- d) ever had possession of the murder weapon.

4. More than any other person who having held the position, the student body president actually ran a vigorous campaign to be elected to his office.

- a. More than every other person who having held the position,
- b. More than any other person who having held the position,
- c. More than any other person who held the position,
- d. More than any other persons who having held the position,

5. The nation's economy was growing rapidly for reasons having to do with booming foreign investment following the discovery of vast natural resources.

- A. because the discovery of vast natural resources led to a boom in foreign investment.
- B. for reasons having to do with booming foreign investment following the discovery of vast natural resources.
- C. because a boom in foreign investment was what followed the discovery of vast natural resources.
- D. as a result of booming foreign investment following the discovery of vast natural resources.

6. Unlike his contemporaries, the painter sticking closely to shapes that could exist in reality.

- a) the painter sticking closely
- b) the painter sticking closer
- c) a painter sticking closely
- d) the painter stuck closely

7. The girls having a party commemorating the end of the school year.

- a. The girls having party
- b. The girls are having a party
- c. The girls having the party
- d. The girls having a party

8. Gordon, having already gave several commencement speeches over the past decade, took little time and effort to prepare for his upcoming address.

- A. Gordon having already given several commencement speeches
- B. Gordon, who has already given several commencement speeches
- C. Gordon, having already gave several commencement speeches
- D. Gordon, having already given several commencement speeches

9. The battalion marching towards the battlefield on their way to the conflict.

- a) The battalion marches towards the battlefield on their way to the conflict.
- b) The battalion marching towards the battlefield on there way to the conflict.
- c) The battalion marching toward the battlefield on their way to the conflict.
- d) The battalion marching towards the battlefield on their way against the conflict.

10. Magicians use the fact people having trouble focusing on multiple things at once to fool their audiences.

- a. had trouble focusing
- b. having trouble focusing
- c. have trouble focusing
- d. having troubles focused

Unit- 3 Vocabulary and Sentence Completion

Vocabulary - ANTONYMS and SYNONYMS

Antonyms :

Definition

Antonyms are words that have opposite meanings. They are essential in understanding and utilizing the full breadth of a language, enhancing both written and spoken communication.

Importance of Antonyms

- ❖ Enhancing Precision: Antonyms help articulate exact meanings and nuances in language.
- ❖ Critical Thinking: Understanding and using antonyms fosters critical thinking and better comprehension.
- ❖ Effective Communication: Antonyms enhance clarity and effectiveness in both academic and professional communication.
- ❖ Enriching Vocabulary: Advanced knowledge of antonyms broadens one's lexicon and aids in language proficiency.

Examples

1. **Abate** (to reduce in amount) - **Intensify**
2. **Acerbic** (sharp or biting) - **Bland**
3. **Benevolent** (kind and generous) - **Malevolent**
4. **Cacophony** (harsh discordance of sound) - **Harmony**
5. **Debilitate** (to weaken) - **Strengthen**
6. **Ebullient** (cheerful and full of energy) - **Depressed**
7. **Fastidious** (very attentive to detail) - **Careless**
8. **Garrulous** (excessively talkative) - **Taciturn**
9. **Hapless** (unlucky) - **Fortunate**
10. **Impetuous** (acting without thought) - **Cautious**
11. **Juxtapose** (to place side by side for contrast) - **Separate**
12. **Lugubrious** (mournful or gloomy) - **Cheerful**
13. **Mellifluous** (sweetly or smoothly flowing) - **Harsh**
14. **Nefarious** (wicked or criminal) - **Honorable**
15. **Obfuscate** (to confuse or bewilder) - **Clarify**
16. **Perfunctory** (carried out with minimal effort) - **Thorough**
17. **Quixotic** (idealistic but impractical) - **Realistic**
18. **Recalcitrant** (stubbornly resistant) - **Compliant**
19. **Sanguine** (optimistic) - **Pessimistic**
20. **Tenacious** (persistent) - **Yielding**
21. **Ubiquitous** (present everywhere) - **Rare**
22. **Vapid** (offering nothing stimulating) - **Lively**
23. **Wily** (crafty or cunning) - **Naive**
24. **Xenophobic** (fearful of foreigners) - **Tolerant**
25. **Yielding** (giving way under pressure) - **Resistant**
26. **Zealous** (fervent and passionate) - **Apathetic**
27. **Adroit** (skillful) - **Clumsy**
28. **Bombastic** (high-sounding but with little meaning) - **Reserved**
29. **Convivial** (friendly, lively) - **Unfriendly**
30. **Derisive** (expressing contempt) - **Respectful**

Synonyms

Definition

Synonyms are words that have the same, or almost the same, meaning as another word. You can say an “easy task” or a “simple task” because easy and simple are synonyms. You can say Hong Kong is a “large city” or a “metropolis” because city and metropolis are synonyms.

However, it is important to remember that not all pairs of words in the English language are so easily interchangeable. The slight but important differences in meaning between synonyms can make a big difference in your writing.

For example, the words **boring** and **insipid** may have similar meanings, but the subtle differences between the two will affect the message your writing conveys. The word insipid evokes a scholarly and perhaps more pretentious message than boring.

The English language is full of pairs of words that have subtle distinctions between them.

All writers, professionals and beginners alike, face the challenge of choosing the most appropriate synonym to best convey their ideas. When you pay particular attention to synonyms in your writing, it comes across to your reader. The sentences become much more clear and rich in meaning.

Importance of Synonyms

- ❖ Enhancing Vocabulary: Using synonyms can help diversify your language and improve your vocabulary.
- ❖ Avoiding Repetition: Synonyms allow you to avoid repetition in both spoken and written language.
- ❖ Precision in Communication: Different synonyms may carry slight variations in meaning, allowing for more precise communication.
- ❖ Improving Writing: Using synonyms can make your writing more interesting and engaging.

Tips for Using Synonyms

- ❖ Context Matters: Always consider the context in which a synonym is used, as some synonyms may not be interchangeable in every situation.
- ❖ Nuance and Connotation: Be aware of the subtle differences in meaning and connotation that different synonyms may carry.
- ❖ Practice: Regularly practice using synonyms in your writing and speaking to become more comfortable with them.
- ❖ Thesaurus: Use a thesaurus to find synonyms, but ensure you understand the meaning and usage before incorporating them into your work.
- ❖ Reading: Read a variety of texts to see how different authors use synonyms and expand your own understanding and vocabulary.

Examples

1. **Abate** (to reduce in amount) - **Diminish**
2. **Acerbic** (sharp or biting) - **Caustic**
3. **Benevolent** (kind and generous) - **Altruistic**

4. **Cacophony** (harsh discordance of sound) - **Dissonance**
5. **Debilitate** (to weaken) - **Enfeeble**
6. **Ebullient** (cheerful and full of energy) - **Exuberant**
7. **Fastidious** (very attentive to detail) - **Meticulous**
8. **Garrulous** (excessively talkative) - **Loquacious**
9. **Hapless** (unlucky) - **Unfortunate**
10. **Impetuous** (acting without thought) - **Rash**
11. **Juxtapose** (to place side by side for contrast) - **Compare**
12. **Lugubrious** (mournful or gloomy) - **Somber**
13. **Mellifluous** (sweetly or smoothly flowing) - **Harmonious**
14. **Nefarious** (wicked or criminal) - **Villainous**
15. **Obfuscate** (to confuse or bewilder) - **Confound**
16. **Perfunctory** (carried out with minimal effort) - **Cursory**
17. **Quixotic** (idealistic but impractical) - **Visionary**
18. **Recalcitrant** (stubbornly resistant) - **Defiant**
19. **Sanguine** (optimistic) - **Hopeful**
20. **Tenacious** (persistent) - **Determined**
21. **Ubiquitous** (present everywhere) - **Omnipresent**
22. **Vapid** (offering nothing stimulating) - **Inspid**
23. **Wily** (crafty or cunning) - **Sly**
24. **Xenophobic** (fearful of foreigners) - **Bigoted**
25. **Yielding** (giving way under pressure) - **Pliant**
26. **Zealous** (fervent and passionate) - **Ardent**
27. **Adroit** (skillful) - **Dexterous**
28. **Bombastic** (high-sounding but with little meaning) - **Pompous**
29. **Convivial** (friendly, lively) - **Sociable**
30. **Derisive** (expressing contempt) - **Mocking**

Idiomatic Expressions

Idiomatic expressions are groups of words with an established meaning unrelated to the meanings of the individual words. Sometimes called an expression, an idiom can be very colorful and make a ‘picture’ in our minds.

Some common idiomatic expressions:

- He let the cat out of the bag (accidentally told a secret).
- She got off Scott-free (escaped without punishment).

- He flew off the handle (went crazy).

We love idiomatic expressions and idiomatic phrases in English, don't we? From an English language-learner's point of view, they are the '**icing on the cake**' much

like **phrasal verbs** and **adjectives**. But how do we remember what they mean and how to use them?

We can memorize a few, and try to use them as often as we can (probably too often!), but how do we manage an idiom that we are meeting for the first time?

Firstly, you need to know that idioms and phrases are everywhere in English: anything that doesn't have a literal, physical meaning is an idiom. Let's look at some idiom examples:

- I find his excuses **hard to swallow**, he's lying.
- The police have been **digging around** in his accounts looking for evidence of fraud.
- He's a **really bright spark**, so I think he'll do well at school.

These sentences all contain idioms, because you can't swallow words or dig in a bank account in any literal or physical way – and how can a 'spark' do well at school? You'll also notice that a literal translation into most languages won't make sense.

These kinds of idioms are far more common, and therefore far more important, than the more colorful expressions like '**He's kicked the bucket**' (died), '**She's hitting the books**' (studying), or '**Break a leg!**' (Good luck!), and without them students often sound too formal – saying things like:

- I don't believe his excuses.
- The police have been investigating his accounts looking for evidence of fraud.
- He is a very intelligent student, so I think he'll succeed at university.

List of Common English Idioms:

Idiom	Meaning
Hard to swallow	Difficult to believe
Digging around	Looking for

He's a really bright spark	He's an intelligent person
He's kicked the bucket	He's died
She's hitting the books	She's studying hard
Break a leg!	Good luck!
Set out on a new career	Start a new career
Saunter through life	Live in a relaxed way
Follow in someone's footsteps	Do something the way another person did it before
One step at a time	Do something slowly and carefully
Career path	The sequence of jobs someone takes that create their career
Milestones	Important events in a person's life or career
Dead end job	A job that offers no opportunity for advancement
To be at a crossroads	When someone is at a point in life where their decisions will have long term consequences

Idiom	Meaning
He's on the straight and narrow	He's living in a morally proper way
To walk someone through something	To show someone how to do something
We need to come up with a road map	We need to make a plan
I wouldn't go down that road if I were you!	I wouldn't do that if I were you!
Don't run before you can walk	Don't try to do something difficult before mastering the basics

Inching forward	When progress on something is being made in small increments
To move at a snail's pace	To move slowly
To get good mileage out of something	To get a lot of benefits from something
To have your whole life in front of you	To be young and have a lot of years to live
To get on with your life	To make progress in life goals after a difficulty
To tread carefully	To behave or speak carefully to avoid offending or causing problems with someone or something
To be a minefield	When something presents many possible dangers
We'll cross that bridge when we come to it	To wait to worry about one problem at a time
Information superhighway	The internet
Time is money	Time is a valuable resource
A tasty (or juicy) bit of gossip	Very interesting or sensational gossip
To devour someone or something	To consume something very quickly
To add a pinch of salt to something	To acknowledge that someone exaggerates
To chew something over	To think about something before making a decision
To not swallow something	To not accept something as fact
To bite off more than you can chew	When someone makes a commitment that they cannot keep
To eat your words	When someone has to admit they were wrong

A warm welcome	A friendly welcome
The cold shoulder	An unfriendly welcome
When things heat up between people	When a relationship becomes romantic
To be cold-hearted	To be dispassionate or uncaring
A 24-hour hotline	A phone line that is always active
A very frosty reception	To receive a greeting that makes someone feel unwelcome
The Cold War	War without active fighting between nations
A warm smile and the warm handshake	A welcoming smile and handshake
Cold callers	People who call phones, usually for sales, who don't have previous contact with the person they're calling
We took the temperature of the group	Checked the overall opinion of a person or group of people about something
Most people were quite warm about the idea	People have a positive reaction to the idea
You'll reap the rewards later	To collect the benefits of your work
To prune out	To clear, clean or groom something
Separate the wheat from the chaff	Separate what is useful or valuable from what is worthless
Rooted in	Based on something or connected to a source/cause
To cutback something	To reduce something, usually related to the amount of money spent

To dig deep	To use a lot of your physical, mental or financial resources to achieve something
Great growth	A positive change in the production of goods or services
Root and branch	Completely/utter
Seed money	Money that is used to start a small business or other activity

Idiom	Meaning
Bright shoot	Start something new, a new chapter
Plough its own furrow	To follow a plan or course of action independently
Green fingers	Have an ability to make plants grow, to be good at gardening
Build/make a good case	To argue that something is the best thing to do, to explain and give reasons why something should be done
A fabrication	To tell lies about something, completely made-up/invented
To be on solid ground	To be confident about the topic you are dealing with, or because you are in a safe situation
Build on	To use something as a base or foundation to develop something else
Shattered	To break something into a smaller form or into many pieces
Undermine your position	Behave in a way that makes you less likely to succeed
Demolish your arguments	To break down someone's argument to an extent that it is no longer accurate or correct
Constructive criticism	Criticism that is useful because they can help improve something
Grounds for dismissal	A reason for you to be dismissed from your job, often due to your (negative) behavior
Completely groundless	Not based on any good reason

Idiom	Meaning
Grounded in fact	Something that is based on facts
Come to light	To be revealed
Unearthed	To find something that was lost or forgotten
A mine of information/gossip/data	Someone or something that can provide you with a lot of information etc.
Get to the bottom of	Find an explanation, often to a mystery
Digging into	To methodically reveal information
To bury the memory	To try to hide something, such as a memory, the truth etc.
Emerge	Something that is brought to attention
Out in the open	In public view or knowledge, everybody knows
Underground scene	An alternative culture, different from the mainstream of society and culture
Transparency	Something that can be seen by everyone/the public
Crystal clear	Perfectly easy to understand
Put your head in the sand	To ignore or hide from the obvious signs of danger
Bright spark	Someone that is highly intelligent
Enlightenment	To understand something completely
Throw light on something	To reveal something about someone/something, to clarify something
Dull	Something that lacks imagination, boring

Idiom	Meaning
Brilliant	Shining brightly, stands out, illustrious
In the dark	A state of ignorance, to not have knowledge about something
Dim-witted	Something/someone that thinks slowly, lacks intelligence
Dark ages	When something was not understood, a time when knowledge was limited
Illuminating	To make something more understandable
Right-wing	A part of a political group that consists of people who support conservative or traditional ideas
Look down upon	To view someone or something as unworthy
Side of the fence	Refers to either side of opposing views or ideas
Political landscape	The current state of things and how they are looking in the future
Look at life	How you observe things that happen, your opinion on daily matters
Behind you all the way	To fully support someone's actions
Point of view	An opinion on something
Better perspective	A clearer view of something, a more thorough understanding of a situation

Idiom	Meaning
Take someone's side	To support one person's side of an argument
Where I stand	Your opinion, point of view
Look up to	To respect someone as a role model
Moral high ground	The status of being respected, a position of being 'more' moral than others
Sitting on the fence	Undecided on a decision, avoid making a decision on something

7 Ways to Make English Idioms and Phrases Easier to Understand:

1. Listen to context.

Idioms are unusual expressions. So ask yourself 'Why is that person using an unusual expression?' The reasons are likely to be connected with emphasis, exaggeration, or a high state of emotion! So check the context – and the facial expression!

2. Check to see if you understood.

Use expressions like; 'so you're pretty angry about that right?' or 'OK, you mean that you're too busy at the moment.'

3. Be honest when you don't understand.

Try using; 'I'm sorry, but I don't know what you mean.'

4. Never translate idioms.

Idioms from your own language may use the same imagery or concepts (and it is always interesting to notice these similarities) but they are unlikely to translate word-for-word into English expressions.

5. Listen to how native speakers use idioms.

A native English speaker NEVER says 'it's raining cats and dogs' – so why should an ESL student? Listen to what native speakers actually say in a given situation, and copy.

6. Take notes.

Keep a notebook of your favorite expressions in English and add anything new that you hear. Try to use new expressions soon after you learn them, this is called ‘use it or lose it.’

7. Tolerate your mistakes.

You will definitely make mistakes and create confusion when you use idiomatic expressions, so be brave and allow yourself the space to try, fail, and try again.

Vocabulary for Specific Situations**Professional/Workplace**

- ◆ Synergy: The interaction of elements that when combined produce a total effect greater than the sum of the individual elements.
- ◆ Proactive: Creating or controlling a situation by causing something to happen rather than responding to it after it has happened.
- ◆ Leverage: Use (something) to maximum advantage.
- ◆ Consensus: General agreement among a group.
- ◆ Facilitate: Make (an action or process) easy or easier.

Academic

- ◆ Hypothesis: A proposed explanation for a phenomenon.
- ◆ Empirical: Based on observation or experience rather than theory or pure logic.
- ◆ Extrapolate: Extend the application of (a method or conclusion) to an unknown situation by assuming that existing trends will continue.
- ◆ Paradigm: A typical example or pattern of something; a model.
- ◆ Synthesize: Combine (a number of things) into a coherent whole.

Social/Interpersonal

- ◆ Empathy: The ability to understand and share the feelings of another.
- ◆ Articulate: Having or showing the ability to speak fluently and coherently.
- ◆ Amiable: Having or displaying a friendly and pleasant manner.
- ◆ Diplomacy: The art of dealing with people in a sensitive and effective way.
- ◆ Cordial: Warm and friendly.

Technical

- ◆ Algorithm: A process or set of rules to be followed in calculations or other problem-solving operations.
- ◆ Bandwidth: The capacity for data transfer of an electronic communications system.
- ◆ Compile: Convert (a program) into a machine-code or lower-level form in which the program can be executed.
- ◆ Protocol: A set of rules governing the exchange or transmission of data between devices.
- ◆ Encrypt: Convert (information or data) into a code, especially to prevent unauthorized access.

Travel/Leisure

- ◆ Itinerary: A planned route or journey.
- ◆ Expedition: A journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.
- ◆ Scenic: Providing or relating to views of impressive or beautiful natural scenery.
- ◆ Excursion: A short journey or trip, especially one taken as a leisure activity.
- ◆ Accommodation: A room, group of rooms, or building in which someone may live or stay.

VOCABULARY PRACTICE SHEET**Antonyms**

Q1. Which word is the antonym of "Abate"?

- A) Increase
- B) Reduce
- C) Diminish
- D) Lower

Q2. What is the opposite of "Acerbic"?

- A) Sour
- B) Sharp
- C) Bland
- D) Bitter

Q3. What is the antonym of "Debilitate"?

- A) Weaken
- B) Enfeeble
- C) Strengthen
- D) Disable

Q4. The opposite of "Ebullient" is:

- A) Cheerful
- B) Exuberant
- C) Enthusiastic
- D) Depressed

Q5. Which word is the antonym of "Fastidious"?

- A) Meticulous

B) Careless

C) Detailed

D) Picky

Q6. What is the antonym of "Garrulous"?

A) Talkative

B) Loquacious

C) Silent

D) Verbose

Q7. The antonym of "Hapless" is:

A) Lucky

B) Fortunate

C) Unfortunate

D) Ill-fated

Q8. Which term is the antonym of "Impetuous"?

A) Rash

B) Hasty

C) Cautious

D) Impulsive

Q9. The antonym of "Benevolent" is:

A) Generous

B) Kind

C) Compassionate

D) Malevolent

Q10. Which term is the antonym of "Cacophony"?

A) Noise

B) Harmony

C) Discord

D) Clamor

Q11. What is the opposite of "Despondent"?

A) Cheerful

B) Depressed

C) Dejected

D) Morose

Q12. The antonym of "Ebullient" is:

A) Exuberant

B) Enthusiastic

C) Depressed

D) Cheerful

Q13. Which term is the antonym of "Ephemeral"?

A) Transitory

B) Permanent

C) Brief

D) Fleeting

Q14. What is the antonym of "Erudite"?

A) Scholarly

B) Ignorant

C) Learned

D) Knowledgeable

Q15. The opposite of "Furtive" is:

A) Secretive

B) Open

C) Sly

D) Covert

Q16. Which word is the antonym of "Garrulous"?

A) Talkative

B) Loquacious

C) Silent

D) Verbose

Q17. What is the antonym of "Hapless"?

A) Unlucky

B) Fortunate

C) Ill-fated

D) Woeful

Q18. The antonym of "Impetuous" is:

A) Rash

B) Hasty

C) Careful

D) Impulsive

Q19. Which term is the antonym of "Ineffable"?

A) Indescribable

B) Unutterable

C) Expressible

D) Inexpressible

Q20. What is the antonym of "Lugubrious"?

A) Cheerful

B) Mournful

C) Somber

D) Melancholy

SYNONYM

Q1. What is a synonym for "Abstruse"?

A) Simple

B) Obscure

C) Clear

D) Obvious

Q2. What is a synonym for "Benevolent"?

A) Cruel

B) Kindhearted

C) Selfish

D) Malevolent

Q3. What is a synonym for "Capacious"?

A) Limited

B) Spacious

C) Small

D) Cramped

Q4. What is a synonym for "Deleterious"?

- A) Beneficial
- B) Helpful
- C) Harmful
- D) Advantageous

Q5. What is a synonym for "Enigmatic"?

- A) Clear
- B) Mysterious
- C) Obvious
- D) Plain

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Q6. What is a synonym for "Furtive"?

- A) Open
- B) Covert
- C) Honest
- D) Clear

Q7. What is a synonym for "Garrulous"?

- A) Silent
- B) Talkative
- C) Reserved
- D) Concise

Q8. What is a synonym for "Hapless"?

- A) Fortunate
- B) Unlucky
- C) Lucky
- D) Privileged

Q9. What is a synonym for "Ineffable"?

- A) Expressible
- B) Inexpressible
- C) Definable
- D) Describable

Q10. What is a synonym for "Juxtapose"?

- A) Separate
- B) Compare
- C) Ignore
- D) Combine

Q11. What is a synonym for "Kaleidoscopic"?

- A) Monotonous
- B) Ever-changing
- C) Dull
- D) Static

Q12. What is a synonym for "Lugubrious"?

- A) Cheerful
- B) Mournful
- C) Happy
- D) Joyful

Q13. What is a synonym for "Munificent"?

- A) Stingy
- B) Generous
- C) Selfish
- D) Tight-fisted

Q14. What is a synonym for "Nefarious"?

- A) Wicked
- B) Honorable
- C) Noble
- D) Decent

Q15. What is a synonym for "Obfuscate"?

- A) Clarify
- B) Complicate
- C) Explain
- D) Simplify

Q16. What is a synonym for "Plethora"?

- A) Scarcity
- B) Deficiency
- C) Abundance
- D) Lack

Q17. What is a synonym for "Quintessential"?

- A) Inferior
- B) Typical
- C) Mediocre
- D) Unimportant

Q18. What is a synonym for "Recalcitrant"?

- A) Obedient
- B) Defiant
- C) Compliant
- D) Submissive

Q19. What is a synonym for "Sanguine"?

- A) Gloomy
- B) Sad
- C) Hopeful
- D) Depressed

Q20. What is a synonym for "Trepidation"?

- A) Confidence
- B) Fear
- C) Bravery

Mixed Exercise (Antonym/synonyms)

Choose nearly opposite in meaning to the given word

1. The departing speech of the Chairperson ended with a **PLANTIVE** note.
 - a. melancholic
 - b. gleeful
 - c. doleful
 - d. adventurous
2. He drove his car through **SLIMY** road to reach your office.
 - a. Ugly
 - b. Clean
 - c. Beautiful
 - d. Slippery
3. Every student would avoid walking near the **FLAGITIOUS** bully due to his abusive words and violent actions.
 - a. innocent
 - b. vapid
 - c. ignorant
 - d. frivolous
4. They tried to **HARNESS** the ultimate secret
 - a. gather
 - b. release
 - c. win
 - d. discover
5. His look is **WHIMSICAL**
 - a. Sad
 - b. Sensible
 - c. Weird
 - d. Funny
6. He possessed great **INNATE** wisdom
 - a. in born
 - b. natural
 - c. internal
 - d. acquired
7. All her efforts turned **FUTILE**
 - a. useless
 - b. useful
 - c. harmful
 - d. peaceful
8. He was **CONSPICUOUS** because of his colourful shirt.
 - a. Charming
 - b. Ugly
 - c. Small
 - d. unnoticeable

9. He made a **SHREWD** guess.

- a. Clever
- b. Wild
- c. Incorrect
- d. discriminating

10. Arrangements were made to handle the **MAMMOTH** gathering tactfully.

- a. significant
- b. small
- c. unruly
- d. noisy

Choose the appropriate synonyms for underlined words

Q11. The professor's lectures were so erudite that even his colleagues struggled to understand.

- A) Simplistic
- B) Ignorant
- C) Learned
- D) Uneducated

Q12. The cacophony of the busy city streets made it hard for Sarah to concentrate.

- A) Harmony
- B) Silence
- C) Noise
- D) Melody

Q13. His benevolent nature made him a favorite among the community members.

- A) Malevolent
- B) Cruel
- C) Kindhearted
- D) Indifferent

Q14. The ephemeral beauty of the sunset left them in awe.

- A) Permanent
- B) Everlasting
- C) Fleeting
- D) Enduring

Q15. She approached the podium with a sanguine demeanor, ready to address the audience.

- A) Nervous
- B) Confident

- C) Anxious
- D) Uncertain

Q16. Despite the plethora of evidence, the jury remained unconvinced.

- A) Lack
- B) Scarcity
- C) Abundance
- D) Absence

Q17. His quixotic efforts to save the old building were admired but ultimately unsuccessful.

- A) Practical
- B) Realistic
- C) Idealistic
- D) Pragmatic

Q18. Her laconic responses during the interview suggested she was disinterested in the position.

- A) Verbose
- B) Silent
- C) Taciturn
- D) Wordy

Q19. The CEO's intransigent attitude towards the proposed changes caused friction among the board members.

- A) Flexible
- B) Stubborn
- C) Agreeable
- D) Compliant

Q20. His tenacious pursuit of the truth eventually uncovered the long-hidden scandal.

- A) Persistent
- B) Indifferent
- C) Yielding
- D) Submissive

Direction: In question four alternatives are given for the Idiom/Phrase under in the sentence. Choose the alternative which best expresses the meaning of the Idiom/Phrase and mark it is the Answer Sheet.

Q21: His investments helped him make a killing in the stock market.

- (A) murder someone quickly
- (B) make money quickly
- (C) lose money quickly
- (D) plan a murder quickly

Q22: His speech has taken the wind out of my sails.

- (A) made me think of the future
- (B) made me remember my past
- (C) made my words or actions ineffective
- (D) made me depressed

Q23: Outside my door I could hear people walking _____.

- (A) first and foremost
- (B) safe and sound
- (C) to and fro

Q24: There are just a few _____ of furniture in the office.

- (A) bits and pieces
- (B) to and fro
- (C) fun and games

Directions: Choose the alternative that best expresses the meaning of the given idiom.

Q25. To talk one's head off

- (A) To shout loudly
- (B) To talk in whispers
- (C) To talk to oneself
- (D) To talk excessively

Q26. To play fast and loose

- (A) To trust others
- (B) To be undependable
- (C) To cheat people
- (D) To hurt somebody's feelings
- (E) To be quick

Q27. He moved to the country to have a break from the _____ of the city life.

- (A) hustle and bustle
- (B) bustle and rustle
- (C) sound and bustle

Q28. We still meet for lunch _____, but not as often as we used to.

- (A) now and then
- (B) far and wide
- (C) then and now

Q29. The secretary had the information at her fingertips.

- (A) in the compact disc
- (B) not accessible
- (C) on her typewriter
- (D) readily available

Q30. There are a few things that I don't like about my job, but _____ it's very enjoyable.

- (A) by and wide
- (B) by and large
- (C) by and then

Q31 to Q35

The **weight** of a diamond is expressed in carats.

Read the sentences. Pay attention to the word in **bold type**. Write "L" for literal and "F" for figurative in the spaces.

question and answer it!

Janice was feeling **under the weather**.

I saw when the bird **flew** into the classroom.

Jack was sent home from school early because he was **burning up**.

Q36. To talk through one's hat

- (A) To speak fluently
- (B) To talk nonsense
- (C) To talk wisely
- (D) To speak randomly

Q37. To snap one's fingers

- (A) To grasp eagerly
- (B) To speak abruptly
- (C) To accept immediately
- (D) To become contemptuous of

Q38. It seems to ease all the _____ of a hectic and tiring day.

- (A) aches and pains
- (B) fun and games
- (C) short and sweet
- (D) Thick and thin

Q39. People came from _____ to see the parade.

- (A) far and large
- (B) far and wide
- (C) wide and far

Q40. On the issue of marriage. Sarita put her foot down.

- (A) got down
- (B) walked fast
- (C) stood up
- (D) was firm

Q41. The policy of _____ cannot be accepted anymore.

- (A) steady but slow
- (B) give and take
- (C) work and live

Q42. We are _____ of office gossip.

- (A) sick and fed up
- (B) sick and tired
- (C) tired and fed up

Q43. The minister assured the agitating employees that he would look into their demands sympathetically.

- (A) grant
- (B) examine
- (C) discuss
- (D) watch

Q44. She keeps blowing hot and cold and therefore, nobody can befriend her for long.

- (A) being unfriendly and critical
- (B) being good and bad alternately
- (C) being friendly at one moment and unfriendly the next
- (D) trying to cool the situation down and then raking it up again

Q45. The police looked all over for him but drew a blank.

- (A) arrested him
- (B) took him to court
- (C) did not find him
- (D) put him in prison

Q46. Last Sunday I _____ all night long. I felt exhausted on Monday.

- (A) turned and tossed
- (B) turned and turned
- (C) tossed and tossed

Q47. To spill the beans

- (A) To misbehave
- (B) To great obstructions
- (C) To keep secrets
- (D) To reveal secret information

Q48. The cops were on their toes throughout the day

- (A) harried
- (B) quick
- (C) eager
- (D) alert

Q49. To save one's face

- (A) To hide oneself
- (B) To oppose
- (C) To evade disgrace
- (D) To protect

Q50. To throw dust in one's eyes

- (A) To cheat someone
- (B) To make blind
- (C) To harm someone
- (D) To mislead

Sentence Completion

Sentence completions test your ability to use the information found in complex, but incomplete, sentences in order to correctly complete the sentences. Sentence completions test two separate aspects of your verbal skills: your vocabulary and your ability to follow the internal logic of sentences. These sentences are often quite complex. Fortunately, there are some strategies that will greatly increase your score on these questions. Each of these questions has one blank (or, on some tests, two blanks) within a single sentence. Often the sentences are long and difficult to follow, but with practice you can learn to master them.

Sentence completion questions main aim is to test your vocabulary skills. Even to test your reading ability. You need to complete single sentence expressing your thought in single sentence without additional information. This type of question contains few blanks that candidate needs to fill and question contains 4 options. Out of the options, you need to fill blanks.

It sets your logical structure of sentence. The ability to appropriately finish difficult and incomplete sentences is tested through sentence completion exercises. It evaluates a candidate's vocabulary proficiency and sentence-logic understanding. These are frequently lengthy sentences.

Many standardized tests—including high school and college entrance exams and civil service exams—use sentence completion questions to test vocabulary and logic. Some of the “alphabet soup” of exams that contain sentence completions are the:

- SAT I exam
- PSAT/NMSQT exam
- GRE General test
- TOEFL/TOEIC exams
- ISEE
- GRT

You might wonder what kinds of strategies you can use to master sentence completions. When it comes to sentence completions, the word that does not appear is the key to the meaning of the sentence. The words that do appear offer clues to the missing word. If you can find out how the words that appear are connected, you can find the correct answer. This means that you must know more than just the meaning of the words involved. You

must also understand the logic of the sentence. Here is a sampling of strategies:

- Read the entire sentence saying “blank” for the blank(s). This gives you an overall sense of the meaning of the sentence and helps you figure out how the parts of the sentence relate to each other. If an answer occurs to you before you even look at the choices, you may have a synonym for the answer or the answer itself.
- Pay special attention to introductory and transitional words - but, although, however, yet, even though - because they are key to forming the logical structure of the sentence.
- Be sure your choice is both logical and grammatically correct.
- If you don’t know some words, use elimination and educated guessing, which means you are able to eliminate one or more of the choices as definitely wrong; or guessing from context when you know a related word.

Rules for Sentence Completion

Once we are done with the types of words used in sentence completion, let’s had over to the practical types of the same:

TYPE – 1: Quantity Based

A Quantity Based Question means the number of blanks that we get in a sentence. It can be divided into:

- One Blank
- Two or More Blanks

TYPE – 2: Length Based

A Length Based Question means the length of the question that is given to us. It can be divided into two parts:

- Sentence Based – the question is only 20-35 words long.
- Paragraph / Passage based – the sentence given to us is compiled into a bigger passage with multiple blanks to fill in.

TYPE – 3: Element Based

A Sentence Completion Question that is element based means the type of answer that we need to fill in to complete the sentence / passage.

- Word – based: It requires us to fill the blank with a single word.
- Phrase – based: This type needs us to choose a phrase in order to complete the sentence given to us
- Sentence – based: It requires us to insert a complete sentence in the blank. This type is mostly used in passage-based questions.

Note: All of the types above can be combined in one question or have two or more types in one question.

For Example:

- one blank, sentence based, and phrase based question
- two blank, passage based, phrase and word question

These are just two examples of the multiple possible combinations of questions.

There are several types of sentence completions:

- restatement
- comparison
- contrast
- cause and effect

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. Use your knowledge of roots, prefixes, and suffixes to decode unfamiliar words.
- If you can't eliminate any of the answer choices, skip the question.
- If you can only eliminate *one* answer choice, move on; come back later and see if you can eliminate at least one choice.
- If you can eliminate at least two choices, feel free to guess, but the more choices you eliminate, the better your odds will be.

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.

- Read! The more you read, the more you will build your vocabulary, and the easier these questions will be.

Here is an example of a cause-and-effect sentence completion question:

After a brief and violent _____ that ousted the president, General Monsanto declared himself the dictator of the country.

- a. nuance
- b. coup
- c. solicitation
- d. upbraiding
- e. lament

The answer is choice b. A coup (n.) is a sudden and decisive change of leadership illegally or by force, a takeover. What (the cause) led the general to declare himself dictator (the result)? Something brief and violent, that ousted the president, a coup.

Here is an example of a restatement question:

The city council formed a committee to simplify several dozen _____ city ordinances that were unnecessarily complicated and out-of-date.

- a. feckless
- b. empirical
- c. byzantine
- d. slovenly
- e. pedantic

The answer is choice c, byzantine, an adjective that means "highly complicated and intricate." Here, you are looking for a restatement of the clue words complicated and out-of-date, and for something that needs simplifying. As you practice sentence completions, you may discover signal words and phrases—clues that help you choose the correct answer. Here are common signal words and an example for each kind of question:

Restatement: namely, in other words, in fact, that is

Example: The pickpocket was a trickster, in other words, a _____.

(The answer, which restates “trickster,” might be knave or scoundrel.)

Comparison: likewise, similarly, and, just as, as _____ as, for example, as shown, as illustrated by

Example: Anna was cleared of all charges; similarly, Sam was _____.

(The answer compares to being “cleared of all charges,” so perhaps Sam was vindicated.)

Contrast: though, although, however, despite, but, yet; on the other hand, but, however, despite, or on the contrary

Example: Although the tiger is a solitary beast, its cousin the lion is a _____ animal.

(The answer is something that contrasts with “solitary,” such as gregarious or sociable.)

Cause and effect: thus, therefore, consequently, and because and phrases such as due to, as a result, leads to

Example: A truck stole her parking spot; consequently, Sally’s _____ look showed her displeasure.

(The answer would be a look caused by someone stealing Sally’s parking spot, maybe scowling or sullen.)

How to deal with Sentence Completion Questions

The following steps to process are just my proposed strategy for you. You’d better choose what you think is more effective and easier to practice.

1 Start with the incomplete sentences

It’s always suggested that you should pay close attention to the incomplete sentences first. This will give you **the idea of what you should be looking for**. Also, take this chance to guess the words or phrases you can use as answers here. **Prediction** is one of the most useful skills in Sentence Completion Questions. Remember to think of **paraphrasing and synonyms** for the keywords.

2 Take one more look at the incomplete sentences in the questions

Why do you have to do this? Its purpose is to remind you of the questions’ requirements.

Moreover, re-reading the incomplete sentences **helps to make sure that you're not on the wrong track**. Don't waste your precious minutes on searching an unrelated part of the text.

3Find the answers by studying the text

You've found the text that may contain what you need to fill in the blanks. Now, just read it attentively and try to link the information to what you have noted in the questions. Ask yourself questions like: *Is there any paraphrase here? Is there any synonym that may represent the keyword?* If you have several choices, write them all down and **consider one more time before filling**.

Don't get yourself confused by doing so. It's better to go through all the given questions to get the basic ideas of what you're about to find. With this understanding, you can quickly **scan the text** for useful information.

4Correct grammar and spelling

No matter what you fill in the blank spaces, it must be grammatically correct. First, check what type of word is needed: *adjective, adverb, noun or verb*. The perfect answer choice has to be proper in **grammar, spelling and meaning**.

Don't forget to check your spelling and grammar when doing Sentence Completion Questions. I know a lot of candidates who regretted not putting a single “s” behind a plural noun and lost their scores.

5Check the Number of Blanks:

If you have a single blank to complete the sentence, then look for the hints and word charge. If you have more than one blank then it is best you go for backtracking the options and blanks. This helps in easy elimination and answering.

6Contextual Meaning:

First read the sentence and understand the context that is stated. Then you can attempt to

visualize and answer the question but remember, use a word that when filled in, does not change the meaning or the underlying context of the sentence so be very careful.

7 Order of Words:

In English Grammar, the order of words is very important. There is a structure that you need to maintain. This is mostly related to the Parts of Speech. You need to know where to use a noun followed by a pronoun and same goes with adjectives or other parts of speech

8 Correct Grammar:

Even when you think that the word you choose as the answer is correct, you need to be double sure if you don't know the exact meaning of the word. In case you go just with your guess you might go wrong and it will be incorrect. Grammar needs to be kept in mind especially in terms of phrase and sentence based questions.

9 Visualize:

Make it a habit that you first visualize your answer (read the sentence and think of a possible word to fill in). This makes it easy for you to not go wrong and choose the right word that suits your concept.

10 Similar Options:

There might be instances where you find two or more options, sometimes all of the options are synonymous to each other but be very careful. You will have to choose a word that fits correctly in the context given to you.

11 Improve Vocabulary:

The most important point to improve your score in sentence completion is improving your vocabulary.

Necessary skills to deal with Sentence Completion Questions

There are certain skills you must possess in order to do well in this question type. Here are

3 of the most highly recommended skills: skills.

Skill 1: Scanning

Scanning will **save you a lot of time**. Instead of reading the whole text. You only need to pick out the keywords from the questions and start scanning for them. Moreover, doing scanning offers you the chance to **quickly find out the order of the answers** as well as the questions.

Skill 2: Time management

This skill requires you to **spend a proper amount of time** for each question. You must not fill in the gaps respectively. You should focus on what you believe is **simple first**. Trying to answer as many questions as you can is always a good choice.

Skill 3: Finding paraphrases and synonyms

Sentence Completion Questions part is not a vocabulary test. You don't have to be excellent in commanding of words but still do just fine. Keep in mind your **guess or prediction** of how the keywords may be presented. **Paraphrases and synonyms** are usually used to trap you.

Important notes

If you're feeling overwhelmed by all of the above, just write down simple notes for this Sentence Completion Questions part:

- Read the incomplete sentences first and then the text.
- Locate the answers by scanning.
- Don't change the words without being asked to do so.
- Think of paraphrases and synonyms.
- Pay attention to grammar and spelling.
- Distribute your time wisely.

Of course, you don't have to learn these notes by heart. That would make no sense, especially when you're in the examination room. You can do this test well enough just by *being careful and practicing frequently*.

SENTENCE COMPLETION

PRACTICE SHEET

Directions (1-15): In each of the questions given below an incomplete sentence which must be filled/completed with one of the sentences given below. Choose the correct option and complete the given sentences.

Q1. The courier company truck.....belonging to several jewellers from Agra to Delhi at the time of the incident.

- (a) was loaded with fruits
- (b) was crossing the road
- (c) was transporting consignment
- (d) was actually punctured
- (e) was about to crash

Q2. Preliminary probe has revealed that she.....with the prime accused since the past two-and-a-half-years.

- (a) was suffering
- (b) was in a relationship
- (c) was about to fall in love
- (d) was taken into custody
- (e) was assaulted

Q3. The body was taken into custody and police stations of nearby districts.....her identity

- (a) were commanded to reveal

- (b) were commanded to conceal
- (c) were forced to hide
- (d) were ordered to trace
- (e) were reluctant to know

Q4. We need data so that various government schemes for different categories.....smoothly.

- (a) can be implemented
- (b) can be debarred
- (c) can be executed
- (d) can be resolved
- (e) can be entered into

Q5. A question on the form asks whether parents of the applicantoccupation

- (a) are involved in a disguised
- (b) are indulged in the illegal
- (c) are engaged in a clean
- (d) are absorbed in the self created
- (e) are engaged in an unclean

Q6. She added that too much information was being sought in the form and the school could not

- (a) find that the students are doing well or not
- (b) understand the purpose behind it
- (c) discover the reason of mismanagement
- (d) understand the politics behind it
- (e) analyse the reason of doing so

Q7. The focus has been on finishing the syllabus instead of concentrating on whether the student

- (a) is being able to understand what is being taught
- (b) is being able to understand what is not taught
- (c) is being able to judge whether the school is reducing the fees or not
- (d) is being able to know whether the school is organising the fest or not

(e) is being able to perform well or not

Q8. The government has reached out to parents to convince them to stay back in Delhi for the..... and send their child to school.

- (a) entire spring season
- (b) whole period of exam
- (c) entire duration of the campaign
- (d) payment of full fees
- (e) development of their child

Q9. He added that the gang would tamper with chassis..... and re-register them at District Transport Offices in Manipur to sell them.

- (a) models of various products
- (b) samples along with the catalogue
- (c) material
- (d) demo products
- (e) numbers of stolen vehicles

Q10. The woman..... on the abdomen and left arm, they said, adding that she was taken to a hospital and discharged after her wounds were stitched.

- (a) has retained marks
- (b) has sustained injuries
- (c) has made tattoo
- (d) has applied ointment
- (e) has shown tattoo

Q11. For many political parties, having a thinking, educated citizenry is a threat as they rather deal with citizens who are not asking difficult questions or..... that society faces.

- (a) solving problems
- (b) developing problems
- (c) creating problems
- (d) restructuring problems
- (e) analysing problems

Q12. However, after Arnav's mother approached the court alleging foul play in the police investigation, the court ordered the police

- (a) to register a murder case
- (b) to calm the whole matter
- (c) to put the mother behind bars
- (d) to close the file of case
- (e) to resolve the whole issues

Q13. The High Court on Wednesday warned the Delhi government of attaching its bank accounts if..... of municipal school teachers in east and north Delhi.

- (a) it did not open a joint account
- (b) it did not mention the name of
- (c) it did not release funds for payment of salaries
- (d) it did not organise the school fest
- (e) it did not increase the fees of the students

Q14. Hot days of the season are here and pet parents should make themselves.....that summer can pose for their animals.

- (a) avail the opportunities
- (b) aware of some of the dangers
- (c) aware of the pressures
- (d) alert of the happenings
- (e) account for the diseases

Q15. Dogs and cats....., so make sure they have plenty of clean and fresh water to drink.

- (a) get hungry quickly
- (b) make more sounds
- (c) sleep more
- (d) run fast
- (e) dehydrate quickly

Complete the sentences with the most appropriate options.

Q16. Since flu viruses have been shown to be one of the major causes of bronchitis, ---

-.

- A) acute and chronic bronchitis were both thought to be inflammations of the air passages
- B) infants, young children, and the elderly are more likely to get the disease
- C) The American Lung Association estimates that about 14 million Americans suffer from the disease
- D) getting a flu vaccine may also help prevent acute bronchitis
- E) the fever and most other symptoms, except the cough, disappear after three to five days

Q17----- who hides his powers beneath the persona of Clark Kent, a mild-mannered newspaper reporter

- A) Superman was played in the movies most famously by actor Christopher Reeve
- B) One of the most beloved characters in comic book history
- C) Created by writer Jerry Siegel and artist Joe Shuster for National Comics
- D) Superman came to Earth as a baby from the planet Krypton
- E) Superman is a seemingly immortal, superhuman comic-strip character created in the late 1930s

Q18----- , but the installation of its primary cargo, a European science laboratory, will be delayed for a day Due to the health problem of an astronaut.

- A) Space agency officials would not disclose who was ill or what the problem was
- B) U.S. space shuttle Atlantis arrived at the International Space Station on Saturday
- C) NASA rules prevent much disclosure about astronaut health problems
- D) Schlegel flew on a shuttle in 1993 and was scheduled to take part in two of the three spacewalks planned for this mission
- E) A similar tear occurred on a shuttle flight in June, and NASA sent out a spacewalking astronaut

Q19. Guitar Hero is a rhythm-based game ----.

- A) that it is one of the most favorite games today

- B) to whom we are really grateful since we have great time playing it
- C) but you had to be very good at playing guitar in order to participate
- D) you could have played even if you didn't have a guitar
- E) where you have to play a "guitar" in time with many well-known tracks

Q20----- , the debate over the best plan of attack to solve the problem is far from settled.

- A) Much as there are many good sides of using bio fuels
- B) Because global warming is the biggest problem of our era
- C) Though the existence of global warming is indisputable at this point
- D) Despite of the fact that the authorities tried best ways to solve the pollution problem
- E) No matter what we have done so far about the problems reflected to us

Question #21 : Phrase And Clause Based Sentence Completion

Choose the word or set of words that best completes the following sentence.

Even when the football team loses, they _____; the athletes always shake hands and congratulate their opponents.

Possible Answers:

- A. completely ignore the other players
- B. often can't believe that they lost
- C. display good sportsmanship
- D. celebrate afterwards with a good meal
- E. react with anger at their loss

Question #22 : Phrase And Clause Based Sentence Completion

Choose the word or set of words that best completes the following sentence.

The instructions for the history assignment were ambiguous, so Kaitlyn _____.

Possible Answers:

- A. easily completed the homework without confusion
- B. was disappointed that she couldn't work with a group
- C. had to ask her teacher to explain them more clearly
- D. became excited that she finally understood a project

- E. worried that she wouldn't be able to finish all her homework before school the next day

Question #23 : Phrase And Clause Based Sentence Completion

Choose the word or set of words that best completes the following sentence.

Although Brentan was an only child, he had always wanted a little brother, so he _____ on some weekends.

Possible Answers:

- A. went shopping with his mother
- B. volunteered with a kindergarten football team
- C. had friends a few years older than he was
- D. tended to avoid small children
- E. played video games by himself

Question #24 : Phrase And Clause Based Sentence Completions

Choose the word or set of words that best completes the following sentence.

Although Martin had previously been unable to play basketball due to a knee injury, his _____.

Possible Answers:

- A. class took many trips to nearby natural preserves
- B. knee still hurt him nearly every day
- C. health had improved enough for him to start as center tonight
- D. trips to the hospital were becoming more frequent
- E. medical bills were extremely expensive

Question #25 : Phrase And Clause Based Sentence Completion

Choose the word or set of words that best completes the following sentence.

Principal Richardson _____; her family structure is very similar to that of Mrs. Harris, who has numerous siblings.

Possible Answers:

- A. grew up with four brothers and three sisters
- B. is an only child

- C. used to work at a different school
- D. is a very skilled educator
- E. recently moved to a different state

Question #26 : Phrase And Clause Based Sentence Completion

Choose the word or set of words that best completes the following sentence.

One of the many consequences of the citywide power outage was the _____.

Possible Answers:

- A. high winds that displaced several electric wires
- B. closing of the schools due to a lack of light and heat
- C. poor maintenance of the power station over the previous few years
- D. warnings appearing on television as the storm approached
- E. heavy rainfall throughout the region

Question #27 : Phrase And Clause Based Sentence Completion Choose the word or set of words that best completes the following sentence.

Unlike Erin, who usually completed her homework on time, Kathy _____.

Possible Answers:

- A. often turned in assignments a day or two late
- B. was a top student in the class
- C. participated in gym class
- D. always remembered to check her school planner at home
- E. sometimes forgot to set her alarm clock at night

Question #28 : Phrase And Clause Based Sentence Completions

Choose the word or set of words that best completes the following sentence.

As they get older and less youthful, puppies tend to calm down and _____.

Possible Answers:

- A. get overexcited at every little distraction
- B. become less energetic over time
- C. seem frightened most of the time
- D. run around all day

- E. wag their tails constantly

Question #29 : Phrase And Clause Based Sentence Completion Choose the word or set of words that best completes the following sentence.

Though Cody was incapable of remembering anything that happened after the boxing accident, he had a clear memory of _____.

Possible Answers:

- A. subsequent fights being postponed by the referee
- B. immediately being driven to the hospital
- C. his opponent apologizing profusely
- D. having his boxing injury being examined by a doctor
- E. events that occurred prior to the match

Question #30 : Phrase And Clause Based Sentence Completion Choose the word or set of words that best completes the following sentence.

The teacher stressed that _____; it needed to consist of a plan that could be implemented in real life.

Possible Answers:

- A. the proposed solution couldn't be impractical
- B. the class had been misbehaving
- C. any answer was acceptable for the assignment
- D. a creative solution would earn extra points
- E. the assignment was due the next day

Q31. I am expecting.....(noun clause)

Q32. It is hard to wait for things.....(adverb clause of time)

Q33. People often think.....(noun clause)

Q34. I have never met the people.....(adjective clause)

Q35. I wonder.....(noun clause)

Q36. Look in the mirror.....(adverb clause of time)

Q37. It was my aunt.....(noun clause)

Q38. The students were excited for summer vacation _____.

Possible Answers:

- A. so they wished that summer would end soon
- B. so they appeared very disappointed
- C. and cheered at the end of the last day of school
- D. but they went to the beach anyway

Q39. Modern orchestra conductors conduct while facing their musicians, but _____.

Possible Answers:

- A. conductors of the 17th century used larger batons
- B. 17th century orchestras did not have conductors
- C. 17th century conductors did so as well
- D. conductors of the 17th century faced their audience

Q40. Most great basketball players attend college before entering the NBA, but that famous player _____.

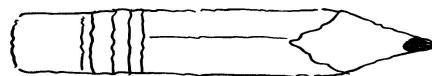
Possible Answers:

- A. has a degree from a prestigious college
- B. became a professional directly after high school
- C. studied biology at a university near his hometown
- D. worked at a restaurant to pay for his tuition

UNIT 4**Verbal Presentation & Essay Writing****VERBAL PRESENTATION****Evaluate Yourself**

Check (✓) the category that best describes you as a speaker.

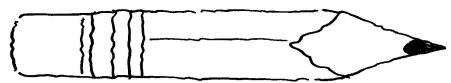
Category	Characteristics
<input type="checkbox"/> AVOIDER	An avoider does everything possible to escape from having to get in front of an audience. In some cases avoiders may seek careers that do not involve making presentations.
<input type="checkbox"/> RESISTER	A resister has fear when asked to speak. This fear may be strong. Resistors may not be able to avoid speaking as part of their job, but they never encourage it. When they do speak they do so with great reluctance and considerable pain.
<input type="checkbox"/> ACCEPTER	The accepter will give presentations as part of the job but doesn't seek those opportunities. Accepters occasionally give a presentation and feel as though they did a good job. They even find that once in a while they are quite persuasive, and enjoy speaking in front of a group.
<input type="checkbox"/> SEEKER	A seeker looks for opportunities to speak. The seeker understands that anxiety can be a stimulant which fuels enthusiasm during a presentation. Seekers work at building their professional communication skills and self-confidence by speaking often.



ASSESS YOUR CURRENT PRESENTATION SKILLS

To be a more effective presenter, it is useful to examine your present skills. The following evaluation can help determine the areas on which to focus to increase your competency. Please read the statement and then circle the number that best describes you. Then concentrate during the balance of this book on those items you marked 1, 2, or 3.

- | | Always | Never | | | |
|---|---------------|--------------|---|---|---|
| 1. I thoroughly analyze my audience. | 5 | 4 | 3 | 2 | 1 |
| 2. I determine some basic objectives before planning a presentation. | 5 | 4 | 3 | 2 | 1 |
| 3. I write down some main ideas first, in order to build a presentation around them. | 5 | 4 | 3 | 2 | 1 |
| 4. I incorporate both a preview and review of the main ideas as my presentation is organized. | 5 | 4 | 3 | 2 | 1 |
| 5. I develop an introduction that will catch the attention of my audience and still provide the necessary background information. | 5 | 4 | 3 | 2 | 1 |
| 6. My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement. | 5 | 4 | 3 | 2 | 1 |
| 7. The visual and graphics I use are carefully prepared, simple, easy to read, and have impact. | 5 | 4 | 3 | 2 | 1 |
| 8. The number of visuals and graphics I use will enhance, not detract, from my presentation. | 5 | 4 | 3 | 2 | 1 |
| 9. I use both energy and composure in delivering a presentation. | 5 | 4 | 3 | 2 | 1 |
| 10. I ensure the benefits suggested to my audience are clear and compelling. | 5 | 4 | 3 | 2 | 1 |
| 11. I communicate ideas with enthusiasm. | 5 | 4 | 3 | 2 | 1 |
| 12. I rehearse so there is a minimum focus on notes and maximum attention paid to my audience. | 5 | 4 | 3 | 2 | 1 |



- | | |
|---|-------------------|
| 13. My notes contain only "key words" so I avoid reading from a manuscript or technical paper. | 5 4 3 2 1 |
| 14. My presentations are rehearsed standing up and using my visuals. | 5 4 3 2 1 |
| 15. I prepare answers to anticipated questions, and practice responding to them. | 5 4 3 2 1 |
| 16. I arrange seating (if appropriate) and check audio-visual equipment in advance of the presentation. | 5 4 3 2 1 |
| 17. I maintain good eye contact with the audience at all times. | 5 4 3 2 1 |
| 18. My gestures are natural and not constrained by anxiety. | 5 4 3 2 1 |
| 19. My voice is strong and clear and is not a monotone. | 5 4 3 2 1 |

Total score _____

If you scored between 80–95, you are an accomplished speaker who simply needs to maintain basic skills through practice.

If your total score was between 60–80, you have the potential to become a highly effective presenter.

If your score was between 40 and 60, this book can help you significantly.

If you scored between 30 and 40, you should show dramatic improvement with practice.

If your total was below 30, roll up your sleeves and dig in. It may not be easy—but you can make excellent progress if you try.

At the conclusion of this program, take this evaluation again and compare your scores. You should be pleased with the progress you have made.

Plan your presentation

Step 1: Analyzing Your Audience

Put yourself in the shoes of the people who will be listening to your presentation. When analyzing your audience, you have five items to consider:

Needs

It is important to find out in advance of the presentation what the group thinks they need—this may be quite different from what you thought they needed. The speaker then must find a way to resolve the discrepancy. You can ask a representative of the audience about this, or, before you start the presentation, you can ask the audience, if appropriate, what they need to hear.

Attitude

How do they feel about the topic? Are they positive or negative on the subject? Or perhaps the group is mixed? Maybe certain sections of the presentation will generate strong feelings in either direction. What you uncover here must be factored into the structure and phrasing of the presentation.

Knowledge Level

All of us have our own area of specialization. Speakers must be careful not to use technical language, abbreviations, acronyms, buzz words, and so on that people in the audience might not understand. If in doubt, ask the audience if they are familiar with the terminology and define it if necessary.

Environment

Consider the room and general environment in which you will be speaking. Could seating, room size, equipment availability, and lighting effect your interaction with the audience? Environment can also be thought of in terms of the psychological environment. Is there anything going on with audience members that might effect their reception of you and your ideas? Psychological environment could be affected by recent good news/bad news (the company landed a huge contract or the company just announced some “downsizing”).

Step 2: Develop Position—Action—Benefit

Before developing the body of the presentation, and after doing a thorough audience analysis, clarify what you intend to do in the presentation by developing the following position, action, and benefit statements:

Position: This is a sentence that tells the audience what you personally think about the topic. It is your stance, your opinion, your thesis, your belief on the issue. It must be stated clearly and succinctly. It is important to put this information out to the audience at the start of the presentation; it tells the audience exactly where you stand so they won't be wondering what the presentation is all about (as many audiences do)!

Example: *"Our current computer system is outdated and is costing us too much money to maintain."*

Action: This is simply a statement of what you would like your audience to do, to believe, or to understand. There is a wide range of "actions" an audience might take. It might be that you want them to purchase a computer network system from your company. Or maybe you want them to know that when designing certain computer chips, experiments show that gallium arsenide works better than pure silicon. The action you ask them to take should be specific, achievable, and done within a specific time frame.

Example: *"We should allocate an additional \$200,000 this budget period for a new system."*

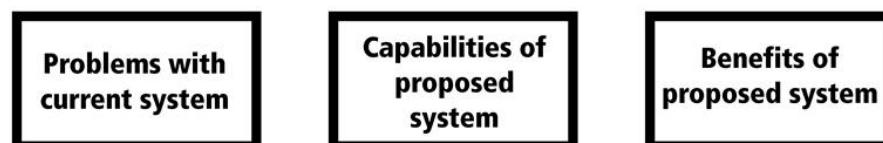
Benefit: This tells the audience what is in it for them if they do what you ask. It could range from (using the example above) the new network saving time and money (resulting in less downtime) to gallium arsenide being the chip material of choice in heat-sensitive electronics.

Example: *"By doing so, we will work much more efficiently and save a tremendous amount of money."*

Step 3: Brainstorm Main Ideas

Using Post-It® notes, note cards, or a similar tool, brainstorm some possible main ideas for your presentation. Write one idea on each Post-It®. Let the ideas flow at this point; do not edit—that will come later. The strategy is to generate as many ideas as possible.

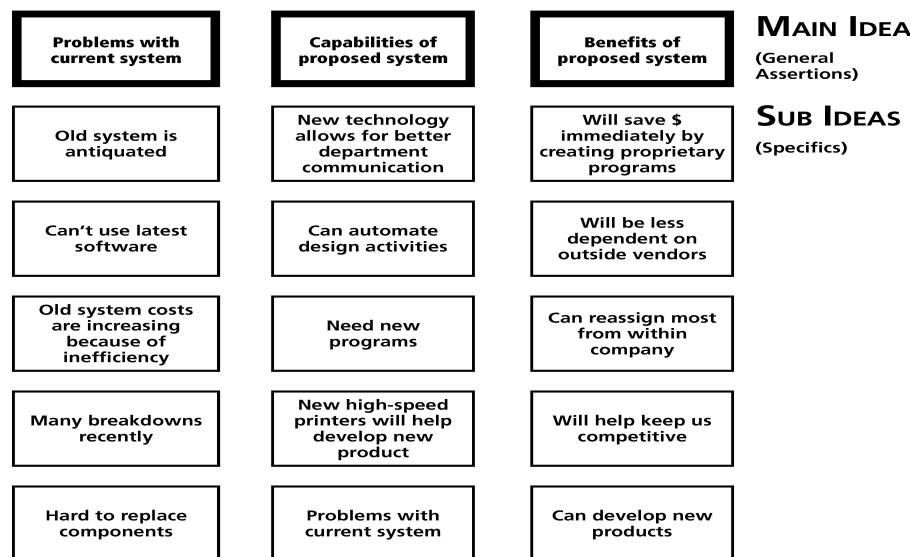
Once you have a large number of ideas, begin eliminating some. Try to end up with between two and five main ideas. This is a typical number for one presentation. If you have more than five ideas, you should reduce them by making some of them subpoints.



These three ideas are the general assertions you plan to make to your audience. Specific explanations, evidence, and benefits will become your subpoints.

Step 4: State the Subpoints

Once you have the main points of your presentation, it is time to develop supporting ideas. These may consist of facts, data, references, stories, analogies, or other forms of evidence that support your main ideas as shown in the example. Using the information you have gathered, build a logical flow in your presentation.



You may have more or fewer subpoints in your presentation. Once you have completed this procedure, rearrange your Post-its® to best suit your needs. Try different arrangements to see what will work best. Always keep your position, action, benefits, and audience in mind.

Step 5: Develop Introductions and Conclusions

The easiest way to open and close a presentation is simply to use your three-sentence Position, Action, and Benefit statement. This method for entry and exit works for 90% of business and technical presentations. However, there are times when a more formal introduction and conclusion are called for. However, keep in mind that the Position, Action, Benefit statement must immediately follow, and precede, the formal introductory device. Below you will find some common, and powerful, formal openers and closers:

Anecdote

An anecdote is a short story used to help illustrate a point. It is sometimes humorous but not always. An example might be something like this: "My son came to me the other day and said, 'Dad, if you raise my allowance by \$2.00 I'll mow the lawn twice each week. For another 10% you will get the best looking lawn in the neighborhood.' In the same way, if we raise salaries for our production workers 10%, we should expect to increase productivity."

Humor

Humor is a great way to break the ice. But beware! Humor must be linked to the speaker, topic, audience, or the occasion. Also, never tell a joke that has do with sex, race, religion, or any other personal topic. If you ask yourself, "Should I tell that joke?"—don't! Be conservative with your use of humor.

There is nothing worse than a joke used in an introduction that has no connection to the speech (i.e., "Did you hear about the duck who walked into the store, ordered a lot of items, and asked it all to be put on his bill? Well, today I would like to talk about networking solutions.") Nothing is more embarrassing than a joke that falls flat.

Involving Question

There are two ways to do this. First, you can ask an open-ended question—but beware, someone might yell out the wrong answer or crack a joke at your expense. The second way, and the safer of the two, is to ask for a show of hands. It is no guarantee that you won't get heckled but generally audiences will respond the way you request them to.

Step 6: Formulate the Main Idea Preview/Review Sentence

Have you ever heard the saying:

“Tell them what you’re going to tell them—

Tell them—

Then tell them what you told them!”

In other words, preview and review the main points in your presentation. This should immediately follow, and precede respectively, the opening and closing of your presentation. This can be accomplished very easily by using a main idea preview sentence and a main idea review sentence. Going back to the three main points in our example it would sound something like this:

“Today I will talk about the problems with our current system, the capabilities of the new system I am proposing, and the benefits of installing it.”

Deliver Your Presentation in the Following Sequence

1. Introduction (Position, Action, Benefit)
2. Preview sentence (tell them what you’re going to tell them)
3. Main ideas and sub ideas (tell them)
4. Review sentence (tell them what you told them)
5. Conclusion (Restate: Position, Action, Benefit)

Give presentation on following topics:

1. The impact of technology on society
2. The pros and cons of remote work
3. The future of Artificial Intelligence and Machine Learning
4. Cybersecurity challenges in a digital world
5. Open-source vs. proprietary software
6. Data privacy and the role of tech companies
7. Challenges in software development methodologies

8. E-commerce and its impact on traditional retail
9. Cyber spying
10. Rainwater Harvesting
11. Future of Virtual Reality (VR) in Everyday Life
12. Food Security
13. Attention Economy
14. Neuralink
15. AI Bots

ESSAY WRITING

Introduction to Essay Writing

Writing an essay is a crucial skill for advanced students, especially those preparing for placement and competitive exams. A well-crafted essay demonstrates not only your understanding of a topic but also your ability to communicate ideas effectively.

This chapter will provide you with a comprehensive guide to writing sophisticated essays, including understanding the question, crafting a thesis statement, structuring the introduction, developing body paragraphs, concluding the essay, and using advanced language and phrases.

1. Understanding the Purpose

The first step in writing an excellent essay is to understand its purpose. While the primary aim might seem to test your ability to write essays in English, there are deeper objectives:

1. **Show your ability to select relevant ideas and information.**
2. **Demonstrate knowledge and understanding of the topic.**
3. **Present a logical argument.**
4. **Organize ideas systematically.**
5. **Use sophisticated English.**
6. **Show your grasp of English grammar and vocabulary.**

University students need to be able to analyse and discuss problems, evaluate solutions, and express opinions clearly and effectively. These skills are essential for advanced academic work and professional environments.

2. Analysing the Essay Question

Understanding the Question

The first step in essay writing is to analyse the essay task, which tells you what the topic is and gives an indication of what you are expected to discuss.

Components of an Essay Question:

1. **Instruction Words:** Tell you what to do (e.g., describe, discuss, evaluate).
2. **Key Words:** Indicate the main topic.
3. **Limiting Words:** Restrict the topic to a specific aspect.

Example: "Discuss the impact of social media on interpersonal relationships."

- Instruction word: Discuss
- Key word: Social media
- Limiting words: Interpersonal relationships

Understanding these components helps you focus your essay on the required elements and avoid irrelevant content.

3. Crafting a Thesis Statement

A thesis statement is a single sentence that summarizes the main point or claim of your essay and is typically found in the introduction. For advanced essays, a strong thesis statement should be:

1. **Clear and specific:** Avoid vague language and be as precise as possible.
2. **Arguable:** Present a claim that could be challenged or opposed.
3. **Relevant:** Directly related to the topic and the instructions given in the essay prompt.

Example Thesis Statements:

- "While the internet has revolutionized modern education by providing widespread access to information, it has also introduced significant challenges in terms of information overload and reduced critical thinking skills."
- "Although social media has facilitated global communication, it has also led to a decline in face-to-face interactions and weakened interpersonal relationships."

4. Writing the Introduction

The introduction serves as a roadmap for your essay. It should engage the reader, provide necessary background information, and present your thesis statement.

Components of an Effective Introduction:

1. **Hook:** A compelling opening sentence to grab the reader's attention.
2. **Background Information:** Brief context about the topic.
3. **Thesis Statement:** Your main argument or position.

Example:

"In today's digital age, the internet has become an integral part of education, offering students unprecedented access to information and learning resources. However, while this technological advancement has numerous benefits, it also poses significant challenges. This essay will explore both the positive and negative impacts of the internet on modern education, arguing that while it provides valuable tools for learning, it also risks overwhelming students and diminishing their critical thinking skills."

5. Developing Body Paragraphs

Body paragraphs are where you develop your main ideas and support your thesis with evidence and analysis. Each paragraph should focus on a single point and follow a clear structure.

Components of a Body Paragraph:

1. **Topic Sentence:** Introduces the main idea of the paragraph.
2. **Evidence:** Provides facts, examples, or quotes to support the main idea.
3. **Analysis:** Explains how the evidence supports the main idea.
4. **Transition:** Connects the current paragraph to the next one.

Example:

"One of the most significant benefits of the internet in education is the accessibility of information. Students can easily find resources on any topic, which facilitates independent learning and research. For instance, online databases and academic journals provide access to a vast amount of scholarly material that would otherwise be unavailable to many students. This accessibility democratizes education, allowing learners from diverse backgrounds to access the same information and opportunities."

Common Patterns in Body Paragraphs:

1. **Point:** Introduce the main point of the paragraph.
2. **Evidence:** Provide supporting evidence for the point.
3. **Explanation:** Explain how the evidence supports the point.
4. **Link:** Link back to the thesis statement and transition to the next paragraph.

6. Writing the Conclusion

The conclusion summarizes your main points and restates the thesis in a new way. It should also provide a final thought or call to action.

Components of an Effective Conclusion:

1. **Summary of Main Points:** Briefly revisit the key arguments made in the essay.
2. **Restatement of Thesis:** Reinforce the main argument without repeating it verbatim.
3. **Closing Thought:** A final observation or suggestion for further thought or action.

Example:

"In conclusion, while social media has transformed the landscape of communication, it has also led to a decline in the quality of interpersonal interactions among young adults. By prioritizing face-to-face conversations and being mindful of the time spent on social platforms, individuals can work towards rebuilding the depth and richness of their social connections."

7. Advanced Language and Useful Phrases

Using advanced language and phrases can elevate your essay and demonstrate a high level of proficiency in English. Here are some useful phrases for different parts of your essay:

Introducing an Argument:

- "One significant aspect is..."
- "Firstly, it is important to note..."
- "Another key point is..."

Providing Evidence:

- "According to recent research..."
- "For instance..."
- "As demonstrated by..."

Analyzing Evidence:

- "This indicates that..."
- "This suggests..."
- "This highlights the importance of..."

Transitioning Between Ideas:

- "Moreover..."
- "In addition..."
- "Conversely..."

Concluding an Argument:

- "In summary..."
- "Therefore..."
- "Ultimately..."

8. Practice Essay Prompt

To put these skills into practice, try writing an essay on the following prompt:

Prompt: "Evaluate the impact of social media on interpersonal relationships."

Steps:

1. **Analyze the Question:** Identify the instruction word, key word, and limiting words.
2. **Craft a Thesis Statement:** Present your main argument on the topic.
3. **Write the Introduction:** Include a hook, background information, and thesis statement.
4. **Develop Body Paragraphs:** Use topic sentences, evidence, analysis, and transitions.
5. **Write the Conclusion:** Summarize main points, restate the thesis, and provide a closing thought.

Example:

"While social media has revolutionized the way we communicate, it has also led to a decrease in face-to-face interactions and weakened interpersonal relationships. This essay will evaluate both the positive and negative impacts of social media on our personal connections, arguing that despite its benefits, social media ultimately diminishes the quality of our relationships by reducing meaningful interactions."

9. Advanced Techniques for Improving Essays**1. Incorporate Critical Thinking:**

- Question assumptions and explore different viewpoints.
- Analyze the implications of your arguments.

2. Use a Variety of Sentence Structures:

- Mix simple, compound, and complex sentences.
- Vary sentence beginnings to avoid monotony.

3. Enhance Vocabulary:

- Use precise and varied vocabulary.
- Avoid repetition and use synonyms.

4. Improve Coherence and Cohesion:

- Use linking words and phrases to connect ideas smoothly.
- Ensure each paragraph flows logically into the next.

5. Edit and Proofread:

- Check for grammar, spelling, and punctuation errors.
- Ensure clarity and conciseness in your writing.

10. Common Pitfalls to Avoid**1. Misinterpreting the Question:**

- Carefully read and analyze the question before starting your essay.

2. Lack of Focus:

- Stick to the main argument and avoid going off on tangents.

3. Overuse of Complex Language:

- Use advanced language appropriately, but ensure your writing remains clear and understandable.

4. Ignoring Structure:

- Follow the essay structure to maintain coherence and clarity.

5. Neglecting the Conclusion:

- Summarize your arguments and provide a strong closing thought.

Writing Tips

- ❖ •Give your essays an interesting and appropriate introduction. It will help draw the attention of the reader and pique their curiosity
- ❖ •Keep it between 300-500 words. This is the ideal length, you can take creative license to increase or decrease it.
- ❖ •Keep your language simple and crisp. Unnecessary complicated and difficult words break the flow of the sentence.
- ❖ •Do not make grammar mistakes, use correct punctuation and spelling five- paragraph. If this is not done it will distract the reader from the content
- ❖ Before beginning the essay, organize your thoughts and plot a rough draft. This way you can ensure the story will flow and not be an unorganized mess.
- ❖ Understand the Topic Thoroughly-Sometimes we jump to a conclusion just by reading the topic once and later we realize that the topic was different than what we wrote about. Read the topic as many times as it takes for you to align your opinion and understanding about the topic.
- ❖ Make Pointers-It is a daunting task to write an essay inflow as sometimes we tend to lose our way of explaining and get off-topic, missing important details. Thinking about all points you want to discuss and then writing them down somewhere helps in covering everything you hoped to convey in your essay.
- ❖ Develop a Plan and Do the Math-Essays have word limits and you have to plan your content in such a way that it is accurate, well-described, and meets the word limit given. Keep a track of your words while writing so that you always have an idea of how much to write more or less.

Table of Useful Phrases for Advanced Essay Writing

Purpose	Phrases
Introducing an Argument	- "One significant aspect is..."- "Firstly, it is important to note..."- "Another key point is..."- "To begin with..."
Presenting an Example	- "For example..."- "For instance..."- "As an illustration..."- "Consider the case of..."
Providing Evidence	- "According to recent research..."- "Studies have shown that..."- "Evidence suggests that..."- "A report by [author] indicates that..."

Analyzing Evidence	- "This indicates that..."- "This suggests that..."- "This highlights the importance of..."- "It can be inferred that..."
Elaborating on a Point	- "In other words..."- "To put it another way..."- "This means that..."- "That is to say..."
Transitioning Between Ideas	- "Moreover..."- "Furthermore..."- "In addition..."- "Conversely..."- "On the other hand..."
Contrasting Ideas	- "However..."- "In contrast..."- "On the contrary..."- "Although..."
Introducing a New Point	- "Another factor to consider is..."- "It is also important to note..."- "Additionally..."- "Besides..."
Summarizing Points	- "In summary..."- "To summarize..."- "In short..."- "To sum up..."
Drawing Conclusions	- "Therefore..."- "Thus..."- "Consequently..."- "As a result..."
Expressing Opinion	- "In my opinion..."- "I believe that..."- "It seems to me that..."- "From my perspective..."
Agreeing with a Point	- "I agree that..."- "I concur with..."- "It is clear that..."- "Undoubtedly..."
Disagreeing with a Point	- "I disagree with..."- "Contrary to..."- "It is unlikely that..."- "Despite..."
Making Comparisons	- "Similarly..."- "Likewise..."- "In the same way..."- "Compared to..."
Providing Reasons	- "Because..."- "Due to..."- "Owing to..."- "Since..."
Speculating	- "It is possible that..."- "It could be argued that..."- "There is a chance that..."- "Potentially..."
Adding Emphasis	- "Indeed..."- "Undoubtedly..."- "In fact..."- "Certainly..."
Describing Results	- "As a result..."- "Consequently..."- "Thus..."- "Leading to..."
Expressing Cause and Effect	- "Because of..."- "Due to..."- "As a consequence..."- "Resulting in..."
Introducing Alternative Viewpoints	- "Alternatively..."- "On the other hand..."- "From another perspective..."- "Considering a different angle..."
Reinforcing Points	- "Moreover..."- "Furthermore..."- "In addition..."- "Additionally..."

Expressing Certainty	- "Certainly..."- "Undoubtedly..."- "Clearly..."- "It is evident that..."
Expressing Uncertainty	- "It is unclear whether..."- "It is uncertain that..."- "There is doubt that..."- "It is questionable whether..."
Suggesting	- "It is suggested that..."- "One possible solution is..."- "To address this issue..."- "A potential approach is..."
Indicating Time	- "Initially..."- "Subsequently..."- "Eventually..."- "Previously..."
Introducing Quotes	- "According to [author]..."- "[Author] states that..."- "As [author] points out..." "[Author] argues that..."
Restating an Idea	- "In other words..."- "To put it another way..."- "That is to say..."- "Simply put..."
Highlighting Importance	- "It is important to note that..."- "Significantly..."- "Notably..."- "What is particularly significant is that..."
Qualifying Statements	- "To some extent..."- "In some cases..."- "Under certain circumstances..."- "While this may be true..."
Expressing Agreement	- "I agree that..."- "I support the view that..."- "It is true that..."- "There is no doubt that..."
Expressing Disagreement	- "I disagree with..."- "Contrary to..."- "It is not the case that..."- "I oppose the view that..."

Essay Writing Skills - Key Takeaways

- An essay usually follows the following format: introduction, main body, and conclusion.
- Critical thinking refers to the process of analysing and evaluating information in a skillful way.
- Before writing an essay, it is useful to create a plan, e.g., with a mind map or list.
- To make your essay flow well, make sure to link back to the question and provide connections between paragraphs.
- To ensure your ideas are clear, don't use vocabulary that is too complex.
- After writing, proofread your work to check for mistakes.
- Top tip! Use the P.O.W.E.R. process to write your practice essays:
- P = Prepare - Do your research, narrow down your topic, brainstorm ideas.
- O = Organise - Choose your best ideas, write a plan or outline of your essay, think about paragraphing.
- W = Write it!
- E = Edit your work. Check carefully for errors or unnecessary repetition.
- R = Review and Reflect - When you practise for the exam, have someone else check your work too and think about what you can improve on next time.

Practice Sheet

1. Write an essay on The Impact of Technology on Society in about 250 words.

2. New household appliances have resulted in more free time for women and has enabled them to both work and run a home with dependent children. Discuss the advantages and disadvantages?

3. With the development of technology children are now living in a world that is completely different to what it was 50 years ago. What problems does this cause for society and the family?

4. How does remote work impact employees' work-life balance? Discuss the benefits and potential drawbacks of increased flexibility in scheduling.

5. In what ways can AI and machine learning revolutionize education and learning? Discuss personalized learning experiences, adaptive learning technologies, and the role of AI in educational administration.

- 6. What are the major challenges in ensuring data privacy in today's digital world? Consider issues such as data breaches, user consent, and the role of legislation like GDPR and CCPA.**

- 7. How do open source and proprietary software models impact the economy of the software industry? Discuss aspects such as cost, revenue models, and market competition.**

8. What measures should tech companies take to prevent data breaches, and how should they respond when breaches occur?

9. What are the main challenges encountered when implementing Agile methodologies in software development teams? Discuss strategies to overcome these challenges while maximizing the benefits of Agile.

10. How has the growth of e-commerce transformed the retail landscape in the past decade? Discuss the factors contributing to the rise of e-commerce and its implications for traditional brick-and-mortar retailers.

11.What is cyber spying? Discuss the motivations behind cyber spying and the targets typically involved in such activities.

UNIT 5

Reading Comprehension

Reading comprehension is the ability to understand written text. It involves the process of decoding written words, understanding their meaning, and making connections between ideas in the text. Reading comprehension is essential for effective communication, critical thinking, and problem-solving.

Functional uses of Reading Comprehension

The functional uses of reading comprehension are vast and varied. Here are a few examples:

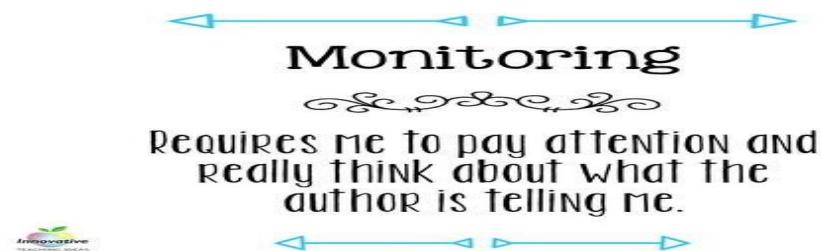
1. Academic success: Reading comprehension is an essential skill for academic success. It allows students to understand and analyze complex texts, which is necessary for success in subjects such as literature, social studies, and science.
2. Workplace success: Many jobs require strong reading comprehension skills, particularly those that involve reading technical manuals, legal documents, or reports.
3. Everyday life: Reading comprehension is essential for daily life activities such as reading instructions, recipes, and news articles. It also helps individuals make informed decisions and understand important information, such as medical instructions or legal documents.
4. Personal growth: Reading comprehension can also play a role in personal growth and development. By reading and understanding a variety of texts, individuals can expand their knowledge, gain new perspectives, and develop empathy for others.

What is the need of Solving Reading comprehension:

- ▶ Companies can easily find out one's understanding level of the given context.
- ▶ It is crucial to analyse one's knowledge of vocabulary.
- ▶ Many a time the comprehension passages are important to access one's logical and critical ability.
- ▶ It's important because a single test sometimes decides one's inference interpretation, concept and point of view on a specific topic.

General Strategies for Reading Comprehension

There are six main types of comprehension strategies:

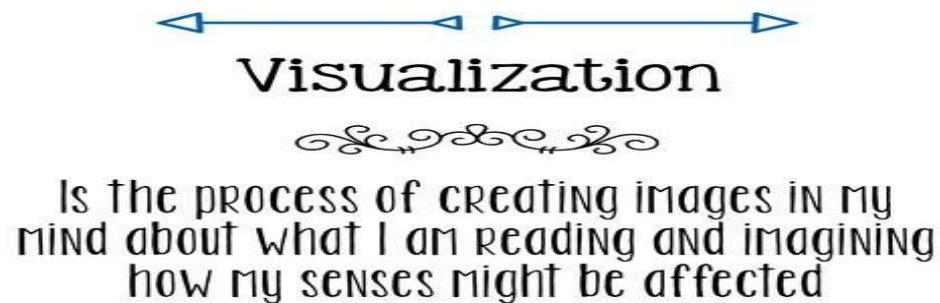


1. What is the Monitoring Comprehension Strategy?

Put simply, monitoring refers to the process of assessing your understanding of something as you read it. It requires you to pay attention to your own thinking as you read a text. As with all of our [reading strategies](#), this requires students to develop their metacognition – thinking about thinking.

Employing this strategy asks us to notice our own thoughts and filter through them to identify what is new in our reading, what questions arise, what background knowledge do we have and what are inferences that we are making as we read.

Monitoring requires us to do all this and observe how it all weaves together to help us unravel the meaning of a text.



2. What Is the Visualization Comprehension Strategy?

Visualization involves the construction of mental images with the purpose of drawing meaning from a text. When engaged in visualization, students will form pictures in their minds of what they have read as they read it.



Prior Knowledge



Asks me to draw upon what I already know
and think to connect with what I am
reading



3. What Is the Activating Prior Knowledge Comprehension Strategy?

This comprehension strategy encourages students to make connections between what they're reading and their own experiences. In the process, the student's reading becomes more personally meaningful.

Prior knowledge is the knowledge that students have already. It's what the student brings to their reading. The more prior knowledge they have in any given area, the better able they'll be to comprehend what they read.

As students learn to make connections between the things they read and their own lives, they will begin to develop a scaffold on which they can hang new ideas and concepts.



Questioning



Prompts me to be curious about what I am reading.
Predicting, fact checking, clarifying or asking
questions which helps me pursue a deeper
understanding.

4. What Is the Questioning Comprehension Strategy?

This comprehension strategy encourages students to think critically about what they read, as well as helps students to develop their own sense of curiosity. Just as we ask our students questions in order to stimulate their thinking, students ask themselves questions about a text to kick start their exploration of the text in pursuit of understanding.

Questioning ensures students engage closely with a text, making reading more than just a passive pursuit in the process.



Inferring



Requires me to read between the lines to find clues about the text the author is not telling me directly.

5. What Is the Inferring Comprehension Strategy?

Using this strategy requires the student to become something of a textual detective. It helps students to understand things that are not made explicit in the text. It's what we mean when we say to students "Read between the lines!"

Rather than simply relying on what the writer has articulated directly in the text, inferring meaning requires the student to look for clues to figure out the meaning behind the text. This demands critical thinking on the part of the student and pushes the student to a higher level of comprehension.



Summarizing



Asks me to retell what I have read in my own words. Focusing on the most important elements only.

6. What Is the Summarizing Comprehension Strategy?

Summarizing means that students retell the story or information in the text they've read in their own words. To do this successfully, they need to be able to pull out the main points of the text and express these in their own words. To summarize effectively, the student must express the gist of the text. This requires them to identify the essential ideas and consolidate the most important elements of the text that support these ideas.

Types of Reading Comprehension Questions

1. Main Idea Question:

This relates to the central idea/theme of the passage. Ex:

- Which of the following most accurately states the main idea of the 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?
- Summarize the passage in one line.

Example: Read the following passages and select the best answer.

The concept of time has puzzled scientists, philosophers, and poets for centuries. It is a fundamental aspect of our lives, yet its nature remains elusive. According to the theory of relativity, time is not absolute but relative to the observer's frame of reference. This means that time can appear to move slower or faster depending on the observer's speed and the strength of gravity.

Question: What is the significance of the theory of relativity in understanding the nature of time?

- A. The theory of relativity explains the fundamental nature of time.
- B. The theory of relativity shows that time is absolute and unchanging.
- C. The theory of relativity demonstrates that time is relative to the observer's frame of reference.
- D. The theory of relativity suggests that time is an illusion and does not exist.

Correct answer: C. The theory of relativity demonstrates that time is relative to the observer's frame of reference.

Explanation: The passage discusses the concept of time and how it has puzzled scientists and philosophers for centuries. It then introduces the theory of relativity, which suggests that time is not absolute but relative to the observer's frame of reference. The passage does not state that the theory of relativity explains the fundamental nature of time or that time is an illusion. Therefore, the correct answer is C.

2. Primary Purpose Question:

This refers to the most important and emphasised point of the passage. Ex:

- The primary purpose of this passage is to:
- The primary focus of this passage is on which of the following?
- The main concern of the passage is to:
- In the passage, the author is primarily interested in:
- The passage is chiefly concerned with:

This question type can also be asked for a specific paragraph (ex: The primary purpose of paragraph 3 is) instead of the whole passage.

Example: Read the following passages and select the best answer.

In recent years, there has been a growing concern about the impact of social media on mental health. Studies have shown that excessive use of social media can lead to depression, anxiety, and other mental health problems. Additionally, social media can contribute to feelings of loneliness, isolation, and low self-esteem, particularly among young people.

Question: What is the primary purpose of the passage?

- A. To describe the negative effects of social media on mental health.
- B. To argue that social media should be banned.
- C. To provide a balanced view of the impact of social media on mental health.
- D. To promote the benefits of social media for mental health.

Correct answer: A. To describe the negative effects of social media on mental health.

Explanation: The passage discusses the growing concern about the impact of social media on mental health and the negative effects associated with excessive use of social media.

The passage does not argue that social media should be banned, provide a balanced view of the impact of social media, or promote the benefits of social media for mental health.

Therefore, the primary purpose of the passage is to describe the negative effects of social media on mental health, making answer choice A the correct answer.

3. Title Question:

By title, we mean the heading that would be most suitable for the passage. The title should be built around the central idea of the passage. Eg.

- The most apt title for the passage is:
- Select the most suitable title for the passage from the following:

Example: Read the following passages and select the best answer.

In recent years, there has been a surge in interest in sustainable living. Many people are looking for ways to reduce their carbon footprint and live more eco-friendly lifestyles. This

has led to an increase in the popularity of practices such as composting, zero-waste living, and renewable energy.

Question: Which of the following titles best captures the main idea of the passage?

- A. The Rise of Sustainable Living: A Growing Trend
- B. The Importance of Reducing Your Carbon Footprint
- C. How to Live a Zero-Waste Lifestyle
- D. The Benefits of Renewable Energy

Correct answer: A. The Rise of Sustainable Living: A Growing Trend

Explanation: The passage discusses the growing interest in sustainable living and the popularity of practices such as composting, zero-waste living, and renewable energy. The best title that captures the main idea of the passage is "The Rise of Sustainable Living: A Growing Trend," as it accurately reflects the overall theme of the passage. The other answer choices do not provide a comprehensive overview of the passage's main idea.

Specific Questions:

4. Fact-based/Specific Detail/Target Question:

These questions intend to ask you to identify the correct/incorrect facts. Eg.

- According to the passage,.....
- The passage states that:
- Which, out of the following, is true/false?
- 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 _____?

Example: Read the following passages and select the best.

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never have happened. It was well designed and carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls.

However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

According to the passage, when the Estonia sank, ----.

- A) There were only 139 passengers on board
- B) Few of the passengers were asleep
- C) There were enough lifeboats for the number of people on board
- D) Faster reaction by the crew could have increased the Estonia's chances of survival
- E) All the passengers had already moved out into the open decks

Correct Answer: Option C

Explanation: The passage states that the Estonia was well designed and carefully maintained, and that it carried the proper number of lifeboats. This suggests that the ship had enough lifeboats for the number of people on board. The passage does not mention that there were only 139 passengers on board (answer choice A), that few of the passengers were asleep (answer choice B), or that all the passengers had already moved out into the open decks (answer choice E). While the passage does mention that there were questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children, and the elderly, it does not suggest that faster reaction by the crew could have increased the Estonia's chances of survival (answer choice D).

6. Inference Question:

Inferences are the indirect conclusions of the passage. They are not directly stated in the passage. Usually the question stem will have a word or phrase that will signal it's an inference question, like "infer," "imply," or "suggests." Example:

- It can be inferred from the passage:
- It cannot be inferred from the passage:
- The passage uses _____ to imply that _____"
- What can be inferred when the author states _____?"
- The sentence, '_____', implies that

This question type can also be constructed from a specific portion of the passage.

Strategy for Inference Questions

1. Attack the Passage

- Dive in and read the passage all the way through. Stay out of the details of the passage and focus on the main ideas. Focus on understanding the connection among the paragraphs, especially their connection to the main idea of the passage. Finally, determine the author's purpose in writing, and the author's opinion about the topic.

2. Rephrase Question

- Read the question and put it into your own words. Rephrasing the question will force you to understand what it is asking. Make note of line numbers, concepts from specific parts of the passage, and any words like "except" or "not." These clues will be crucial to answering the question correctly.

3. Evaluate Answer Choice based on the Passage

- Read through each answer choice and decide whether the passage supports the statement. Usually, the support for the correct answer will be separated—not in one sentence, but based on the information in two or three sentences.

Example: Read the following passages and select the best answer.

A being whose activities are associated with others has a social environment. What he does and what he can do depend upon the expectations, demands, approvals, and condemnations of others. A being connected with other beings cannot perform his own activities without taking the activities of others into account. For they are the indispensable conditions of the realization of his tendencies. When he moves he stirs them and reciprocally. We might as well try to imagine a business man doing business, buying and selling, all by himself, as to conceive it possible to define the activities of an individual in terms of his isolated actions. The manufacturer moreover is as truly socially guided in his activities when he is laying plans in the privacy of his own counting house as when he is buying his raw material or selling his finished goods. Thinking and feeling that have to do with action in association with others is as much a social mode of behavior as is the most overt cooperative or hostile act.

It can be inferred from the paragraph that:

- A. In our social world, one's thinking, feelings and actions cannot stand in isolation to actions of others
- B. In our social world, thinking, feelings and actions of an individual are driven by motivations and thoughts of others
- C. In our social world, thinking, feelings and actions of a person cannot stand in isolation

- to those of others
- D. In our social world, thinking, feelings and actions of a single person are juxtaposed retrospectively to those of others

Correct Answer: Option C

Explanation: The paragraph has one simple outcome: in a social environment, an individual cannot act, think or feel without considering others. This simple fact is illustrated by option 3. Option 4 commits the mistake of using the word retrospectively (In a manner contemplative of past events). Option 1 commits the mistake of only quoting the actions of others, and option 2 brings in ‘motivations’, something which is not mentioned in the paragraph.

7. 'Must be true' Question:

These refer to the direct and logical conclusions that follow from the passage. Eg.

- According to the passage, which one of the must be true?
- According to the passage, which one of the must be false?
- According to the passage, which one of the following would the author agree with?
- According to the passage, which one of the following would the author disagree with?

This question type can be constructed from a specific paragraph instead of the whole passage.

Example: Read the following passages and select the best answer.

The concept of "fake news" has become increasingly prevalent in recent years, particularly in the context of social media. Fake news refers to deliberately misleading or fabricated information presented as genuine news. It is often spread through social media platforms, where it can reach a large audience quickly. Fake news can have serious consequences, including influencing public opinion, damaging reputations, and even affecting the outcome of elections.

Question: Based on the passage, which of the following statements is most likely true?

- A. Most people are able to identify fake news when they see it.
- B. Fake news has been around for centuries, but it has only recently become a problem.
- C. Social media has made it easier for fake news to spread.
- D. The government is primarily responsible for addressing the problem of fake news.

Correct answer: C. Social media has made it easier for fake news to spread.

Explanation: The passage discusses the concept of fake news and how it is increasingly

prevalent in the context of social media. It highlights the fact that social media platforms allow fake news to spread quickly and reach a large audience. While the passage does not directly state that most people are able to identify fake news (answer choice A) or that fake news has been around for centuries but has only recently become a problem (answer choice B), it suggests that social media has played a key role in the spread of fake news. The passage also does not suggest that the government is primarily responsible for addressing the problem of fake news (answer choice D). Therefore, the most likely true statement based on the passage is that social media has made it easier for fake news to spread, making answer choice C the correct answer.

8. Paraphrase Question:

These questions essentially ask you to explain the meaning of a particular statement in other words or in different words than that given in the passage. Eg.

- The following extract , "....." , can be paraphrased as:
- "....." can be rewritten as:

Paraphrase refers to 'Express the same message in different words/ Rewording for the purpose of clarification'.

Example: Read the following passages and select the best answer.

There is growing concern among researchers about the impact of social media on mental health. Studies have shown that excessive use of social media can lead to depression, anxiety, and other mental health problems. Additionally, social media can contribute to feelings of loneliness, isolation, and low self-esteem, particularly among young people.

Which of the following is the best paraphrase of the passage?

- A. Social media has a negative impact on mental health, causing depression, anxiety, and other problems, especially among young people.
- B. Researchers are increasingly worried about the effects of social media on mental health, as studies have shown it can lead to depression, anxiety, and other issues, as well as feelings of loneliness, isolation, and low self-esteem, particularly among young people.
- C. Social media use has been linked to mental health problems, including depression, anxiety, and feelings of loneliness, isolation, and low self-esteem, particularly among young people.
- D. The impact of social media on mental health is a growing concern among researchers, who have found that excessive use can lead to depression, anxiety, and other mental health issues, as well as contribute to feelings of loneliness, isolation, and low self-esteem,

particularly among young people.

Correct answer: D. The impact of social media on mental health is a growing concern among researchers, who have found that excessive use can lead to depression, anxiety, and other mental health issues, as well as contribute to feelings of loneliness, isolation, and low self-esteem, particularly among young people.

Explanation: The best paraphrase of the passage is answer choice D, as it accurately captures the main points of the passage in different words. The other answer choices also contain similar information, but they do not accurately capture all of the details and nuances of the original passage.

9. Vocabulary Question:

These questions test your vocabulary- ask you the meaning of a word/phrase/synonym or the opposite of the word/antonym. The contextual meaning of the word holds more importance here. Eg.

- Identify the meaning of the word, ".....", in the given context.
- In the passage, the phrase _____ refers to
- In the sentence, _____, what is the meaning of '_____?

The above mentioned list is a comprehensive list of question types that are generally asked from the RCs. Any new question will be a derivative of these only.

Sarah sat by the window, her eyes fixed on the raindrops as they trickled down the glass pane. The gloomy weather matched her somber mood, reflecting the heaviness in her heart. Memories of the past flooded her mind, and she found solace in the rhythm of the rain, a temporary distraction from her sorrow.

In the passage, the word "somber" most closely means:

- A) cheerful
- B) serious
- C) lively
- D) peaceful

Correct Answer: B) serious

Explanation: The word "somber" is used to describe Sarah's mood. It indicates a serious, solemn, or melancholic state.

READING COMPREHENSION**PRACTICE QUESTIONS**

Read the passage and answer the questions based on it.

Passage 1:

In the two decades between 1910 and 1930, over ten percent of the Black population of the United States left the South, where the preponderance of the Black population had been located, and migrated to northern states, with the largest number moving, it is claimed, between 1916 and 1918. It has been frequently assumed, but not proved, that the majority of the migrants in what has come to be called the Great Migration came from rural areas and were motivated by two concurrent factors: the collapse of the cotton industry following the boll weevil infestation, which began in 1898, and increased demand in the North for labor following the cessation of European immigration caused by the outbreak of the First World War in 1914. This assumption has led to the conclusion that the migrants' subsequent lack of economic mobility in the North is tied to rural background, a background that implies unfamiliarity with urban living and a lack of industrial skills. But the question of who actually left the South has never been rigorously investigated. Although numerous investigations document an exodus from rural southern areas to southern cities prior to the Great Migration, no one has considered whether the same migrants then moved on to northern cities. In 1910, over 600,000 Black workers, or ten percent of the Black work force, reported themselves to be engaged in "manufacturing and mechanical pursuits," the federal census category roughly encompassing the entire industrial sector. The Great Migration could easily have been made up entirely of this group and their families. It is perhaps surprising to argue that an employed population could be enticed to move, but an explanation lies in the labor conditions prevalent in the South.

About thirty-five percent of the urban Black population in the South was engaged in skilled trades. Some were from the old artisan class of slavery-blacksmiths, masons, carpenters—which had had a monopoly of certain trades, but they were gradually being pushed out by competition, mechanization, and obsolescence. The remaining sixty-five percent, more recently urbanized, worked in newly developed industries—tobacco, lumber, coal and iron manufacture and railroads. Wages in the South, however, were low, and Black workers were aware, through labor recruiters and the Black press, that they could earn more even as unskilled workers in the North than they could as artisans in the South. After the boll weevil infestation, urban Black workers faced competition from the continuing influx of

both Black and White rural workers, who were driven to undercut the wages formerly paid for industrial jobs. Thus, a move towards the North would be seen as advantageous to a group that was already urbanized and steadily employed, and the easy conclusion tying their subsequent economic problems in the North to their rural background comes into question.

1. The author indicates explicitly that which of the following records has been a source of information in her investigation?

- (A) United States Immigration Service reports from 1914 to 1930
- (B) Payrolls of southern manufacturing firms between 1910 and 1930
- (C) The volume of cotton exports between 1898 and 1910
- (D) The federal census of 1910
- (E) Advertisements of labor recruiters appearing in southern newspapers after 1910

2. In the passage, the author anticipates which of the following as a possible objection to her

argument?

- (A) It is uncertain how many people actually migrated during the Great Migration.
- (B) The eventual economic status of the Great Migration migrants has not been adequately traced.
- (C) It is not likely that people with steady jobs would have reason to move to another area of the country.
- (D) It is not true that the term “manufacturing and mechanical pursuits” actually encompasses the entire industrial sector.
- (E) Of the Black workers living in southern cities, only those in a small number of trades were threatened by obsolescence.

3. According to the passage, which of the following is true about the wages in southern cities in 1910?

- (A) They were being pushed lower as a result of increased competition.
- (B) They had begun to rise so that southern industry could attract rural workers.
- (C) They had increased for skilled workers but decreased for unskilled workers.
- (D) They had increased in large southern cities but decreased in small southern cities.
- (E) They had increased in newly developed industries but decreased in the older trades.

4. The author cites each of the following as possible influences in a Black worker’s decision to migrate north in the Great Migration EXCEPT

- (A) wage levels in northern cities

- (B) labor recruiters
- (C) competition from rural workers
- (D) voting rights in northern states
- (E) The Black press

5. The primary purpose of the passage is to

- (A) support an alternative to an accepted methodology
- (B) present evidence that resolves a contradiction
- (C) introduce a recently discovered source of information
- (D) challenge a widely accepted explanation
- (E) argue that a discarded theory deserves new attention

Passage 2:

Archaeology as a profession faces two major problems. First, it is the poorest of the poor. Only paltry sums are available for excavating and even less is available for publishing the results and preserving the sites once excavated. Yet archaeologists deal with priceless objects every day.

Second, there is the problem of illegal excavation, resulting in museum-quality pieces being sold to the highest bidder.

I would like to make an outrageous suggestion that would at one stroke provide funds for archaeology and reduce the amount of illegal digging. I would propose that scientific archaeological expeditions and governmental authorities sell excavated artefacts on the open market. Such sales would provide substantial funds for the excavation and preservation of archaeological sites and the publication of results. At the same time, they would break the illegal excavator's grip on the market, thereby decreasing the inducement to engage in illegal activities.

You might object that professionals excavate to acquire knowledge, not money. Moreover, ancient artefacts are part of our global cultural heritage, which should be available for all to appreciate, not sold to the highest bidder. I agree. Sell nothing that has unique artistic merit or scientific value. But, you might reply, everything that comes out of the ground has scientific value. Here we part company. Theoretically, you may be correct in claiming that every artefact has potential scientific value. Practically, you are wrong.

I refer to the thousands of pottery vessels and ancient lamps that are essentially duplicates of one another. In one small excavation in Cyprus, archaeologists recently uncovered 2,000 virtually indistinguishable small jugs in a single courtyard, even precious royal seal

impressions known as melekh handles have been found in abundance — more than 4,000 examples so far. The basement of museums is simply not large enough to store the artefacts that are likely to be discovered in the future. There is not enough money even to catalogue the finds; as a result, they cannot be found again and become as inaccessible as if they had never been discovered. Indeed, with the help of a computer, sold artefacts could be more accessible than are the pieces stored in bulging museum basements. Prior to sale, each could be photographed and the list of the purchasers could be maintained on the computer. A purchaser could even be required to agree to return the piece if it should become needed for scientific purposes. It would be unrealistic to suggest that illegal digging would stop if artefacts were sold in the open market. But the demand for the clandestine product would be substantially reduced. Who would want an unmarked pot when another was available whose provenance was known, and that was dated stratigraphically by the professional archaeologist who excavated it?

1. The primary purpose of the passage is to propose
 - (A) an alternative to museum display of artefacts
 - (B) a way to curb illegal digging while benefiting the archaeological profession
 - (C) a way to distinguish artefacts with the scientific value from those that have no such value
 - (D) the governmental regulation of archaeological sites
 - (E) a new system for cataloging duplicate artefacts
2. The author implies that all of the following statements about duplicate artifacts are true EXCEPT:
 - (A) A market for such artifacts already exists.
 - (B) Such artifacts seldom have scientific value.
 - (C) There is likely to be a continuing supply of such artifacts.
 - (D) Museums are well supplied with examples of such artifacts.
 - (E) Such artifacts frequently exceed in quality in comparison to those already cataloged in museum collections
3. Which of the following is mentioned in the passage as a disadvantage of storing artifacts in
Museum basements?
 - (A) Museum officials rarely allow scholars access to such artifacts.
 - (B) Space that could be better used for display is taken up for storage.
 - (C) Artifacts discovered in one excavation often become separated from each other.

- (D) Such artifacts are often damaged by variations in temperature and humidity.
- (E) Such artifacts' often remain uncatalogued and thus cannot be located once they are put in storage
4. The author's argument concerning the effect of the official sale of duplicate artifacts on illegal excavation is based on which of the following assumptions?
- (A) Prospective purchasers would prefer to buy authenticated artifacts.
- (B) The price of illegally excavated artifacts would rise.
- (C) Computers could be used to trace sold artifacts.
- (D) Illegal excavators would be forced to sell only duplicate artifacts.
- (E) Money gained from selling authenticated artifacts could be used to investigate and prosecute illegal excavators
5. The author anticipates which of the following initial objections to the adoption of his proposal?
- (A) Museum officials will become unwilling to store artifacts.
- (B) An oversupply of salable artifacts will result and the demand for them will fall.
- (C) Artifacts that would have been displayed in public places will be sold to private collectors.
- (D) Illegal excavators will have an even larger supply of artifacts for resale.
- (E) Counterfeiting of artifacts will become more commonplace

Passage 3:

Fresh breakthroughs in artificial intelligence come thick and fast these days. Last month, Google's Deep Mind revealed its latest Go-playing AI which mastered the ancient game from scratch in a mere 70 hours. AI can spot cancer in medical scans better than humans, meaning radiotherapy can be targeted in minutes, not hours. We may soon use the technology to design new drugs or repurpose existing ones to treat other, neglected, diseases.

But as we begin to realize these opportunities, the potential risks increase: that AI will proliferate, uncontrolled and unregulated, in the hands of a few increasingly powerful technology firms, at the expense of jobs, equality, and privacy. Already, mistakes over the sharing of patient records between Deep Mind and the Royal Free Hospital in London have raised public concerns about technology firms being involved in digital healthcare. As the Guardian reported this week, the danger of a public backlash to AI, similar to that seen with the introduction of genetically modified crops, is very real. There are similarities – the concern about unforeseen consequences, the complexity of the new technology, the need for public engagement and, above all, the role of industry.

With GM crops, businesses initially reaped the benefits, while society bore the risks and the same may well apply to AI. But there are also significant differences. The barriers to

introducing AI are much lower than for GM crops, where trials must be approved, as must the sale of seeds and products. Online, there are no borders, and national regulation is either non-existent or difficult to enforce. So the real worry about a public backlash is that the response will not be widespread regulation of the whole marketplace, but instead a clampdown on the use of AI in the public sector. Private companies will continue to use AI, unregulated, to improve the targeting of products. But in the public sector where there could be life-changing benefits, over-regulation will mean the opportunities will be lost. That is not to say that AI should be allowed to spread uncontrolled in the NHS. But it does emphasize why it's so important to get this right. AI can only be introduced successfully in the NHS if the public, patients, and healthcare professionals have confidence in the system, including clear oversight and accountability.

Transparency is essential, and so too is a meaningful conversation with the public – something that was lacking with the failed care data program and the Deep Mind partnership with the Royal Free. Having an early discussion about the value of data, and finding a way for the NHS to realize that value when using services based on algorithms requiring patient data, is crucial. Finally, the implications for the patient and clinician, and issues of fair access and benefit must be fully addressed. While there is a risk that a GM-style backlash could prevent the appropriate application of AI in healthcare, we should not give up hope. As the Information Commissioner has recently emphasized, it does not need to be a choice between privacy or innovation.

The example of embryo research and the recent approval of mitochondrial donation – so-called “three-parent babies” – shows that the UK has learned from the mistakes of GM crops. New technologies can be introduced with public confidence if done carefully, with clear oversight, a robust regulatory framework, wide-reaching debate about the ethical and social implications, and, above all, meaningful public consultation. We must follow the same approach with AI, to ensure that, ultimately, it is the patient who wins the game.

Q.1. Which example did the author give to show that AI can be implemented successfully in the public health sector also?

- (a) Example of three-parent babies approval
- (b) Example of failed care data program
- (c) Example of GM crops public backlash
- (d) Example of the Deep Mind program

Q.2. What is the harm in the over-regulation of AI in the public sector?

- (a) Private companies will keep using AI to improve targeting of products
- (b) Public may never discover the benefits of AI
- (c) Businesses will reap the benefits while society will bear the risks
- (d) The chances of AI delivering potentially life-saving benefits will become very bleak

Q.3. What according to the author is a possible fallout of the public backlash over AI?

- (a) It will be extensively used by private companies in an unregulated way
- (b) It will prevent the appropriate application of AI in healthcare
- (c) It will not prevent the appropriate application of AI in healthcare
- (d) It will end up in the hands of a few increasingly powerful technology firms

Q.4. Why are there chances that the introduction of AI may meet the same fate as GM crops?

- (a) There are certain similar factors in both the technologies
- (b) Both the technologies lack a clear oversight
- (c) Both of them need trials before the introduction
- (d) All of these

Passage 4:

Social networking has changed the way we interact with friends and associates. While social networks, like Facebook, Twitter, YouTube, Foursquare, and Google+, play a significant role in our lives, they are also a high risk for security threats. With hundreds of millions of users online, these tools not only attract friends and family wanting to stay in touch, but they also attract people wanting to know about you for the wrong reasons.

So, what are the security threats currently out there? Identity thieves gather personal information from social media sites. Even if you have your account on the highest security settings, there are still ways for an identity thief to get your information. Most social network sites have information that is required, such as email address or birthday. It's common for an identity thief to hack an email account by using social information. For example, a common technique to get personal information is by clicking on "forgot password" and trying to recover the information through email.

Once the thief has access to your email account, they then have access to all information on your social networking sites. So what can you do to protect yourself? You don't have to delete all your social profiles or hide from the real world; Just take these precautions and it

can reduce our troubles to a certain level. Have a strong password. The stronger your password, the harder it is to guess. Use special characters like symbols and capital letters when creating your password. Also, don't use "common" passwords, like your birthday or your child's name. We should also be careful with our status updates. Often, we innocently post status updates that would give an identity thief information they need to steal our identity. For example, you may post "Happy birthday to my mother!" and then tag her in the post. Likely, your mother's maiden name will be associated with that tag now. A popular security question is "What is your mother's maiden name?" and if you share that online, you run the risks of identity thieves getting the answer to this commonly used question. We can also use a fake location or make one up from another city and state. You may even be able to leave this information blank. Be cautious and never use a city and state where you live. Hackers love social networking, going right to the source to interject malicious code.

The codes hackers use can steal your identity, inject viruses to your computer, and obstruct bank account information, to name a few. Shortened URLs, such as those created on bit.ly, are especially susceptible to hackers. Shortened URLs can trick users into visiting harmful sites where personal information can be compromised because the full URL is not seen. The best advice is to never click on a link until you are sure of the source. Telling the online world where you're going and when you aren't at home is inviting burglars to your house. Did you know that a run-of-the-mill burglar can break into your home in less than 60 seconds and spend less than 10 minutes stealing your possessions? By telling the world you are on vacation in Europe, you're letting potential thieves know where you are, how long you'll be gone, and where you live. Burglars are fond of constant updates, especially about your travel plans. You wouldn't stand up in the middle of a crowd and announce you're going on vacation for a week, would you? Of course not, but that's what you do when you post your vacation pictures and plans online. One of the biggest threats to online security is overconfidence. Whether at home or at work, many users believe as long as they have a firewall and an antivirus installed, there is no threat to security. Many people also believe that they don't have anything worth hacking so there's no need to worry about security. With today's technology, we are more connected to each other than ever before. When you neglect security, you not only put yourself at risk, but others are at risk as well.

Question 1: What is the main purpose of the passage?

1. To discuss the potential threats to Facebook and LinkedIn.
2. To discuss on the big social networking sites.

3. To portray the importance of security in social networking
4. To discuss the potential threats to networking sites.
5. To suggest the security measure for using social networking site.

Question 2: What can be inferred on reading the second paragraph?

1. It is discussing on identity thieves.
2. It is discussing the threat of losing identity information to the hacker.
3. It is suggesting measures on how to safeguard our identity from being stolen.
4. It is warning the social media user for their casual approach.
5. It is talking about breach of social contacts.

Question 3: What can be inferred on reading the third paragraph?

1. It is trying to warn us on the various malicious attack.
 2. It is talking about our lack of knowledge on the potential impact of hacking.
 3. It is suggesting ways to prevent our loss of identity and information to the identity thieves.
 4. It is talking about the overconfidence of the social network users.
 5. It is discussing on the mind-set of the hackers.
- Question 4 : What according to the passage has been regarded ‘susceptible to the hackers’?

1. Protocol
2. Bit
3. TCP/IP
4. Shortened URL
5. Location

Question 5: What according to the passage invites burglars to the house?

1. Using short Password
2. Unprotected URL
3. Shortened URL
4. Sharing Files online
5. Sharing your movement online

Question 6: What has been regarded as the biggest threat to security as per the passage?

1. Hacking
2. Invasion
3. Forgery
4. Overconfidence
5. Superiority complex

Passage 5:

Artificial intelligence (AI), sometimes called machine intelligence, is intelligence demonstrated by machines, in contrast to the natural intelligence displayed by humans and other animals. In computer science AI research is defined as the study of "intelligent agents": any device that perceives its environment and takes actions that maximize its chance of successfully achieving its goals. Colloquially, the term "artificial intelligence" is applied when a machine mimics "cognitive" functions that humans associate with other human minds, such as "learning" and "problem solving".

The scope of AI is disputed: as machines become increasingly capable, tasks considered as requiring "intelligence" are often removed from the definition, a phenomenon known as the AI effect, leading to the quip, "AI is whatever hasn't been done yet." For instance, optical character recognition is frequently excluded from "artificial intelligence", having become a routine technology. Capabilities generally classified as AI as of 2017 include successfully understanding human speech, competing at the highest level in strategic game systems (such as chess and Go), autonomous cars, intelligent routing in content delivery network and military simulations.

Artificial intelligence was founded as an academic discipline in 1956, and in the years since has experienced several waves of optimism, followed by disappointment and the loss of funding (known as an "AI winter"), followed by new approaches, success and renewed funding. For most of its history, AI research has been divided into subfields that often fail to communicate with each other. These sub-fields are based on technical considerations, such as particular goals (e.g. "robotics" or "machine learning"), the use of particular tools ("logic" or artificial neural networks), or deep philosophical differences. Subfields have also been based on social factors (particular institutions or the work of particular researchers). The traditional problems (or goals) of AI research include reasoning, knowledge representation, planning, learning, natural language processing, perception and the ability to move and manipulate objects. General intelligence is among the field's long-term goals. Approaches include statistical methods, computational intelligence, and traditional symbolic AI. Many tools are used in AI, including versions of search and mathematical optimization, artificial neural networks, and methods based on statistics, probability and economics. The AI field draws upon computer science, mathematics, psychology, linguistics, philosophy and many others.

1. What is AI winter?

- (A) Loss of funding for AI projects
- (B) Non-functioning AI systems
- (C) Absence of Research labs
- (D) None of the above

2. Does AI only draw on technology and mathematics?

- (A) Yes

- (B) No
- (C) It also draws on upon Psychology
- (D) It only draws upon linguistics

3. Are sub-fields based on social factors?

- (A) Yes
- (B) No
- (C) They are based on machine learning.
- (D) None of the above

4. Are autonomous cars an example of AI?

- (A) Yes
- (B) No
- (C) As of 2017, they are
- (D) None of the above

5. Learning and problem solving by machines is a colloquial way of understanding Artificial Intelligence?

- (A) Yes
- (B) No
- (C) Artificial intelligence means acquiring knowledge through books
- (D) It cannot be defined colloquially

Passage 6:

No, today's NASA announcement is not about proof of life on another world. A recent release hinting at "an astrobiology finding that will impact the search for evidence of extraterrestrial life" had bloggers abuzz the past few days with speculation that the space agency had discovered extraterrestrial life. The truth, however, is that scientists have found life on Earth that's perhaps the most "alien" organism yet seen. A new species of bacteria found in California's Mono Lake is the first known life-form that uses arsenic to make its DNA and proteins, scientists announced today. Dubbed the GFAJ-1 strain, the bacteria can substitute arsenic for phosphorus, one of the six main "building blocks" for most known life. The other key ingredients for life are carbon, hydrogen, oxygen, nitrogen, and calcium. Arsenic is toxic to most known organisms, in part because it can mimic the chemical properties of phosphorus, allowing the poison to disrupt cellular activity. The newfound bacteria, described online this week in the journal *Science*, not only tolerates high concentrations of arsenic, it actually incorporates the chemical into its cells, the study authors found. "It's gone into all the vital bits and pieces," said study co-author Paul Davies, director of the BEYOND Center for Fundamental Concepts in Science at Arizona State University in Tempe. While for now Earth is the only place we know that life exists, the discovery does hold implications for the search for life elsewhere in the universe, since it shows that organisms can exist in chemical environments biologists once wouldn't have imagined.

Astrobiologists found the arsenic-based bacteria while looking for a possible "second genesis" of life on Earth. The scientists were hoping to find evidence of a "shadow biosphere," sometimes called Life 2.0. Such a discovery would prove that, before life as we know it came to dominate the globe, the world had actually seen a separate, independent origin of life. "If life happened twice on one planet, it is sure to have happened on other planets around the universe," Davies said. Last year study leader Felisa Wolfe-Simon of NASA's Astrobiology Institute published a paper suggesting that one possible version of Life 2.0 would be a creature that chemically substitutes arsenic for phosphorus.

So Wolfe-Simon and colleagues took samples of bacteria from California's Mono Lake, a briny, arsenic-rich lake in a volcanic valley southeast of Yosemite National Park. The scientists cultured Mono Lake bacteria in Petri dishes, gradually increasing the amount of arsenic while reducing phosphorus. Chemical analyses with radioactive tracers showed that the GFAJ-1 strain bacteria was in fact using arsenic in its metabolism. "Most [organisms] die, but these live on," study co-author Davies said. Despite their oddity, however, the bacteria are genetically too similar to ordinary life to truly be descendants of a second genesis. "This is not Life 2.0," Davies said.

Still, the GFAJ-1 strain might be called the most unusual of the extremophiles, bacteria that thrive under exceptionally harsh conditions, such as high heat, high salt, and low oxygen. Prior discoveries of such bacteria involved organisms that were otherwise "very ordinary," Chris McKay, an astrobiologist at NASA's Ames Research Center in Moffett Field, California, said in an email. "The only thing 'extreme' about them was where they lived. Biochemically, they were pretty normal," said McKay, who wasn't a member of the study team.

Question 1. It can be inferred from the passage that the scientists are fascinated by the GFAJ-1 strain of bacteria because ...

1. it most likely resembles the extraterrestrial life that may be found.
2. it almost proves the possibility that life exists elsewhere in the universe.
3. no other known life form on earth uses phosphorous to make its DNA and proteins.
4. it does not use phosphorous to make its DNA and proteins.

Question 2. Which of the following can be advanced in support of the hypothesis that GFAJ-1 strain of bacteria is indeed Life 2.0?

1. GFAJ-1 strain of bacteria does not use any of the known six key ingredients necessary for life to make its DNA and proteins.
2. GFAJ-1 exists in a chemical environments not found on earth and can be termed as "descendents of a second genesis."
3. GFAJ-1 strain of bacteria uses arsenic instead of phosphorous to make its DNA and proteins, and incorporates the chemical into its cells.
4. GFAJ-1 strain of bacteria, though anomalous, are genetically similar to life forms that are found abundantly on the surface of the earth.

Question 3. Which of the following descriptions best suits the new strain of bacteria discovered by the scientists at BEYOND Center for Fundamental Concepts in Science?

1. The first example of an organism that in spite of its similarity with the known life forms may suggest a version of Life 2.0.
2. The first example of an extreme form of life-form in an extreme environment.
3. The first example of a life form similar to what may be found elsewhere in the universe.
4. The example of an astrobiology finding that will impact the search for evidence of extraterrestrial life existing on earth.

Passage 7:

How should we live? Shall we aim at happiness or at knowledge, virtue, or the creation of beautiful objects? If we choose happiness, will it be our own or the happiness of all? And what of the more particular questions that face us: is it right to be dishonest in a good cause? Can we justify living in opulence while elsewhere in the world people are starving? Is going to war justified in cases where it is likely that innocent people will be killed? Is it wrong to clone a human being or to destroy human embryos in medical research? What are our obligations, if any, to the generations of humans who will come after us and to the nonhuman animals with whom we share the planet? Ethics deals with such questions at all levels.

The terms ethics and morality are closely related. It is now common to refer to ethical judgments or to ethical principles where it once would have been more accurate to speak of moral judgments or moral principles. These applications are an extension of the meaning of ethics. In earlier usage, the term referred not to morality itself but to the field of study, or branch of inquiry, that has morality as its subject matter. In this sense, ethics is equivalent to moral philosophy.

Although ethics has always been viewed as a branch of philosophy, its all-embracing

practical nature links it with many other areas of study, including anthropology, biology, economics, history, politics, sociology, and theology. Yet, ethics remains distinct from such disciplines because it is not a matter of factual knowledge in the way that the sciences and other branches of inquiry are. Rather, it has to do with determining the nature of normative theories and applying these sets of principles to practical moral problems.

When did ethics begin and how did it originate? If one has in mind ethics proper—i.e., the systematic study of what is morally right and wrong—it is clear that ethics could have come into existence only when human beings started to reflect on the best way to live. This reflective stage emerged long after human societies had developed some kind of morality, usually in the form of customary standards of right and wrong conduct. The process of reflection tended to arise from such customs, even if in the end it may have found them wanting. Accordingly, ethics began with the introduction of the first moral codes.

Virtually every human society has some form of myth to explain the origin of morality. In the Louvre in Paris there is a black Babylonian column with a relief showing the sun god Shamash presenting the code of laws to Hammurabi, known as the Code of Hammurabi. The Old Testament account of God's giving the Ten Commandments to Moses on Mount Sinai might be considered another example. In the dialogue *Protagoras* by Plato, there is an avowedly mythical account of how Zeus took pity on the hapless humans, who were physically no match for the other beasts. To make up for these deficiencies, Zeus gave humans a moral sense and the capacity for law and justice, so that they could live in larger communities and cooperate with one another. That morality should be invested with all the mystery and power of divine origin is not surprising. Nothing else could provide such strong reasons for accepting the moral law. By attributing a divine origin to morality, the priesthood became its interpreter and guardian and thereby secured for itself a power that it would not readily relinquish. This link between morality and religion has been so firmly forged that it is still sometimes asserted that there can be no morality without religion. According to this view, ethics is not an independent field of study but rather a branch of theology.

Question 1. According to the passage, which of the following is the major concern of ethics?

1. Fundamental issues of practical decision making.
2. The nature of ultimate value.
3. The standards by which human actions can be judged right or wrong.
4. All of the above.

Question 2. According to the passage, how does 'ethics' differ from other discipline like anthropology, biology or economics etc.?

1. Ethics is not concerned with normative principles to be applied to practical moral problems while the other branches of study are concerned with these problems.
2. Ethics came into being when human beings reflected on the best ways to live, while other branches of study are not concerned with these.
3. Ethics developed from the customary standards of right and wrong conduct arising from the subjects of inquiry in the other branches of study.
4. Ethics is concerned with prescribing norms or standards of behavior while the other branches of study are concerned with factual knowledge.

Question 3. According to the passage, how did the strong link between morality and religion come into being?

1. The priests became the interpreters of moral codes and they would not easily relinquish their power.
2. The normative theories developed in ethics were attributed to divine origins in order to gain acceptance and adherence.
3. Zeus gave humans a moral sense and the capacity for law and justice, so that they could live in larger communities and cooperate with one another.
4. In the reflective stages of human societies, customary standards of right and wrong were developed which became morality and religion at the same time.

Question 4. The word ‘normative’ in context, most closely corresponds to which of the following descriptions?

1. expressing value judgments or prescriptions as contrasted with stating facts.
2. to act in accordance with prevailing standards or customs.
3. to present or propose to another for review, consideration, or decision.
4. of, pertaining to, or acting on the mind, feelings, will, or character.

Passage 8:

Paragraph 1 - The report titled “India Online Grocery Market Outlook to 2019 - High Growth Prospects due to Increasing Internet Coverage and Smart Cities’ Emergence” provides a comprehensive analysis of various aspects such as market size, segmentation and future projections of the online groceries market of India. This report also offers prevalent trends and developments in industry, government regulations, SWOT analysis, external environment analysis, Porter’s five force analysis, and challenges in the industry. The report also covers the competitive landscape of the industry, in which the information related to the players operating in this industry has been comprehensively presented. This has been complemented with the major investment deals that have been finalized in the industry. It also includes information on the major macroeconomic indicators affecting the market. Moreover, the report also offers information regarding the supply chain models operating in the market and the domestic and international trends in the online groceries market. The groceries segment holds a share of 60% out of the total market value of Indian retail market as food is the basic requirement of all the people irrespective of their class or society status.

Paragraph 2 - Online groceries market refers to the purchase and sale of groceries over the internet. Although, this process was initially implemented in the west, but this industry has been an emerging industry in India. The first firms that were founded in this segment of total retail were formed in 2011. Since then, this industry has expanded at a commendable pace and has attracted huge investments by venture capitalists and angel investors alike. The major players in the market that lead from the front are Big Basket, Aaramshop, Zopnow and Local Banya. These firms have been operational for about three years each

and have grabbed a large market share in their respective cities of operations. The rise in the public's demand for convenience shopping as well as the penetration of internet among the population has led to the growth of this industry at a fast pace. The market also thrives as it has been able to offer steep discounts on the prices of the products offered and lure customers away from the brick and mortar shops to online grocery shopping.

Paragraph 3 - Online groceries offer several advantages for the users of their services, according to the service providers. As per them, the customers can enjoy a sense of ease as this service enables them to purchase their monthly top-up of groceries, fruits and vegetables while in the comfort zone of their homes. This also spares the customers from the hassle of carrying their bags, prevents them to face parking and traffic problems, as well as the queues in their local markets or supermarkets. The online stores also promise a wider variety of products to choose from, about 10,000 stock keeping units whereas an average traditional storehouse offers product range below 1,000 SKUs which puts it at a disadvantage to the online grocers. The share of Big Basket has been the largest among the businesses running as the top-line is fuelled by growth in the segment as well as its presence in 4 different cities. The total GMV for Big Basket was INR ~ 50 million in 2014 which is expected to rise in the future. This aided the firm to grab a market share of ~24% and placed it firmly atop the ladder. Zopnow is the second largest player which has been able to capture a large customer base in Bangalore with the help of its active and attractive website and the smart-phone app. Zopnow has a total GMV of INR ~ 46 million in FY'2014. The company is gaining traction in Mumbai and Hyderabad.

Question 1

In the question below is given a statement from the passage followed by two assumptions numbered I and II. An assumption is something supposed or taken for granted. You have to consider the statement and the following assumptions and decide which of the assumptions is implicit in the statement. (Based on Para 1)

Statement: The groceries segment holds a share of 60% out of the total market value of Indian retail market as food is the basic requirement of all the people irrespective of their class or society status.

Assumptions:

- I. People need to eat in order to survive.
 - II. Class and society dictates the type of food available in a particular area.
1. Only assumption I is implicit.
 2. Only assumption II is implicit.

3. Either assumption I or II is implicit.
4. Neither assumption I nor II is implicit.
5. Both the assumptions I and II are implicit

Question 2

From the given options, choose the correct synonym for the word 'comprehensive' in context of the given passage. (Based on Para 1)

1. complete
2. partial
3. general
4. specific
5. limited

Question 3

From the given options, choose the correct antonym for the word 'affecting' in context of the given passage. (Based on Para 1)

1. unaffected
2. calm
3. discourage
4. alter
5. uneffected

Question 4

When were the first online grocery shopping firms founded in India? (Based on Para 2)

1. 1995
2. 2000
3. 2003
4. 2008
5. 2011

Question 5

Which of the following options correctly differentiates between online groceries and traditional shops? (Based on Para 3)

1. Online groceries tend to reduce traffic problems in any city effectively and has more stocks than average traditional storehouses.
2. Traditional shops not only provide their customers a hassle free experience in shopping, they also are better stocked than most online groceries.
3. Online groceries not only provide their customers a hassle free experience in shopping,

they also are better stocked than most traditional shops and supermarkets.

4. Online groceries allow people to shop from the comfort of their home using the internet, while traditional shops allow the same via phone.
5. Online groceries are modernized versions of traditional shops.

Passage 9: Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Can poor countries afford to be green? That is a question which politicians in the developing world have often asked pointedly. To them, it seems that the obsession of some rich type with preserving forests and saving cuddly animals like pandas or lemurs, while paying less attention to the human beings living nearby, is both cynical and hypocritical. There is of course plenty of evidence that greenery and growth are not polar opposite. After decades of expansion in China and other fast-emerging economies, some of the negative side-effects and their impact on human welfare, above all the death toll caused by foul air and water, are horribly clear. Yet the relationship between growth and the state of environment is far from simple. Some experts feel that poor countries have been quiet right to challenge the sort of green orthodox which rejects the very idea of economic growth. Indeed, the single biggest variable in determining the countries ranking is income per head. But that doesn't imply that economic growth automatically leads to an improvement in the environment. Growth does offer solutions to the sorts of environmental woes (local air pollution, for example) that directly kill humans. This matters, because about a quarter of all deaths in the world have some link to environmental factors. Most of the victims are poor people who are already vulnerable because of bad living conditions, lack of access to medicine, and malnutrition. Among the killers especially of children, in which the environment plays the role, are diarrhea, respiratory and infections and malaria. These diseases reinforce a vicious circle of poverty and hopelessness by depressing production. According to the World Bank the economic burden on society caused by bad environmental health amounts to between 2% and 5% of GDP. As poor countries get richer, they usually invest heavily in environmental improvements, such as cleaning up water supplies and improving sanitation, that boost human health. But the link between growth and environmentally benign outcomes is, much less clear when it comes to the sort of pollution that fouls up nature (such as acid rain, which poisons lakes and forests) as opposed to directly killing human beings. The key to addressing that sort of pollution is not just money but good governance. Hence the poor Dominican Republic is much healthier

than nearby Haiti, Costa Rica is far ahead of Nicaragua, in spite of broadly similar nature and resources, and wealthy Belgium is the sick man of Western Europe, with an environmental record worse than that of many developing countries.

Q 1. The passage DOES NOT talk about:

- (a) the impact of environmental health no economic growth.
- (b) factors determining good governance.
- (c) the impact of economic growth on environment health.
- (d) environmental factors affecting child mortality.

Q 2. Which one of the following statements CANNOT be inferred from the passage?

- (a) Fast-emerging economies are responsible for polluting their environment.
- (b) Bad environmental health affects a country's production.
- (c) Environment can be protected only after economic prosperity has been achieved.
- (d) The link between the state of the environment and human health is ambiguous.

Q 3. The MOST APPROPRIATE title for the passage would be:

- (a) How Green is Their Growth?
- (b) Green Orthodoxy
- (c) Growth vs Greenery
- (d) Global Warming

Q 4. Which one of the following can be MOST APPROPRIATELY inferred from the passage?

- (a) Environmental health should be the single biggest variable in determining a country's ranking.
- (b) Poor countries cannot afford to save forests or protect cuddly animals.
- (c) Haiti, Nicaragua and Belgium are the most polluted countries in the world.
- (d) Economic progress can help to ease environmental woes, as long as the governance is good

Passage 10:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

A few weeks ago, a newspaper article quoted a well-known scientist saying, "IT has destroyed Indian science". One can speculate about the various ways in which the growth of the IT sector and other similar knowledge industries such as biotechnology has led to a

decline in basic scientific research in India.

The most obvious reason is money; pay scales in IT and BT are much higher than one can aspire to in academia. The argument goes; why should a bright B. Tech. or M. Sc. Student enroll in a Ph. D. programme when she can make a lot more money writing code? Not only does a fresh IT employee make a lot more than a fresh M. Tech. student, his/her pay will rise much faster in IT than in academia. A professor/s pay at a government run university, even after the Sixth Pay Commission, tops out at far less than a senior executive's salary in a major industry.

Second, the social status of IT and BT jobs equal or even exceed the social status of corresponding academic positions, since they are seen as knowledge industries, which plays to the best and worst instincts of the societal order. As quintessential white collar professions, neither do they compel a successful entrepreneur to resort to violence and corruption, nor do they demand any physical labour. Unlike real estate or road construction, it is felt that IT workers can become rich while staying honest and sweat-free.

Assuming that the labour pool for academia and IT is roughly the same, the difference in our collective preferences biases the labour market towards IT and away from academia. Further, when the imbalance between IT and academia continues for years and even decades, a destructive loop, from academia's point of view, is created. When our best and brightest take IT jobs over academic ones for a decade or more, faculty positions in our universities and research centers are no longer filled by the best candidates.

As faculty quality goes down, so does the capacity to train top-class graduate students who, after all, are teachers in training. In response to decreasing faculty quality, even those students who otherwise choose an academic profession, decide to join industry or go abroad for their studies. These foreign trained graduates prefer to come back to corporate India-if at all they do come back – and the downward cycle replicates itself in each generation. In other words, academia is trapped within a perfect storm created by a combination of social and economic factors.

In this social-economic calculus, the members of our societal classes should prefer an IT job to an academic one. Or, to put it another way, the knowledge economy, i.e., the creation of knowledge for profit, trumps the knowledge society, i.e., the creation of knowledge for its own sake or the sake of the greater good. As is said. "Knowledge is power, but money is even more power. Perhaps the scientist was alluding to this victory of capitalism over the pursuit of pure knowledge when he accused IT of having a negative influence on Indian science.

Surely, knowledge has become a commodity like any other and as a result, knowledge workers are like any other labourers, who will sell their wares to the highest bidder. One solution is to accept and even encourage the commoditization of knowledge; if so, Indian universities and research centers should copy their western counterparts by becoming more and more like corporations. These centers of learning should convert themselves into engines of growth. In this logic, if we increase academic salaries and research grants to match IT pay cheques we will attract good people into academia, where, in any case, it is rumoured that a certain elusive feeling called ‘the quality of life’ is better.

Q 1. According to the passage what did the scientist actually mean when he said, “IT has destroyed Indian Science?

- (a) The scientific research are being utilized by IT industries
- (b) The IT industry does not employ people pursuing higher studies
- (c) As information is readily available on the internet because of IT. There is no need to seek further information
- (d) The desire for money has overshadowed the search for knowledge

Q 2. Which of the following is possibly the most appropriate title for the passage?

- (a) Is the future of IT Bright?
- (b) The IT industry and the World Economy
- (c) Research and Academics Losing the Battle against IT
- (d) Scientific Research and the Need for Well Trained Faculty

Q 3. What, according to the author, is a destructive loop?

- (a) Many people quit their existing jobs to work in the IT industry which in turn leads to the downfall of the other industries.
- (b) The fact that the best minds do not want to become teachers and this in turn leads to good students seeking knowledge elsewhere
- (c) The fact that people working in the IT industry do not pursue higher studies which in turn leads to the deterioration in quality of employees
- (d) The unending use of resources by the IT industry leading to a dearth of resources in the country

Q 4. Which of the following mentioned below is/are the author’s suggestion/s to promote interest in Indian academia?

- A) Research centers should adopt the corporate culture as is done in the West.
- B) Lessening the number of research grants given.
- C) Making academic salaries equivalent to those paid in IT industries.

- (a) Only C (b) Only A
- (c) Only B and C
- (d) Only A and C

Dialogue comprehension passages

Read the conversation and answer the following qs :

Passage 1

Todd: Rachel, I thought we would talk a little bit about items and their *shelf life*, like how long will you keep something? For example, like a book or clothing, because yesterday I was talking to my students and they were surprised when I admitted that the shirt I was wearing, I had had for over 10 years. Now, they're young and they can't imagine that.

Rachel: No, that might be a function of being young.

Todd: Right, exactly.

Rachel: Because their clothes of 10 years ago are obviously too small.

Todd: Yeah.

Rachel: It depends on the clothes.

Todd: Do you like to keep your clothes a long time?

Rachel: If I really like them, I might.

Todd: Yeah. How often do you *toss out* your clothes?

Rachel: I toss out clothes once or twice a year. I'll *go through* my wardrobe and throw out things that are too small or have started to look shabby. But there are other things that I just keep year after year after year, probably things people don't see as often like pajamas might last a little longer.

Todd: Yeah.

Rachel: Some people advise that if you haven't worn something for six months, you should throw it out, but that seems to me to be not logical, given that there are four seasons and they last a year. If you haven't worn something for a year, maybe you should consider throwing it out. But yeah, definitely, at the start of the season, not in the opposite season. You have to think about the weather.

Todd: Yeah. What about food? We live in Japan. We're both teachers in Japan. One thing I often wonder about is the sashimi and the sushi, the raw fish. How long can you keep it before you eat it? They say you're supposed to have it that night, but I sometimes eat it the next morning or even for lunch.

Rachel: With fish, as well as other meats, I think it's very easy to tell, because you can tell by the smell whether something's good or not. I actually think that rice is more dangerous.

Todd: Oh really?

Rachel: Yeah, because it will grow bacteria. Because it's been warm, it will grow bacteria easily at room temperature. The rice is the part you need to be careful about.

Todd: Oh. Well what about other foods? Like are you somebody who's really strict about the expiration date?

Rachel: I'm not. I think the expiration date on most products *errs on the side of safety*. And another thing is people confuse the best by date with the expiring date.

Todd: Right.

Rachel: The best by date is just about freshness, flavor. For example with spices ...

Todd: And that's the date they put on the package in the store.

Rachel: That's often the date that people go by.

Todd: Sell by, yeah.

Rachel: Yeah, sell by and best by. For example spices might have a best by date. After that, they might plump a little, they might lose a little flavor, but they're not dangerous.

Todd: You can still eat it.

Rachel: You can still use them, yeah.

Todd: My rule is always three days. So, I'll eat anything if it's within ... except for meat, maybe, but anything if it's within three days of the expiration date or the sell-by date on the store's ...

Rachel: Oh, I think that matters ... To me it makes an enormous difference what it is. For example, moyashi, which is bean sprouts, I'll eat them on the day or the day after, but not after that. They start getting bad really quickly. But, for example, a jar of pickles, that's going to last much longer than the three days after.

Todd: Right. I think the big one, I guess, you're right about time, is dairy. Milk is obvious, because milk you can smell. But cheese ...

Rachel: But on the other hand, it just turns into yogurt.

Todd: Right, yes. So that's the other one is yogurt. So yogurt, I'll see it in the fridge and I'm like, "How long can I keep this?" Like sometimes it'll be past the expiration date, but it smells fine, it looks fine.

Rachel: Well, yogurt is soured milk, so it's difficult to say at which point it sours, because it's already sour.

Todd: Yeah, and cheese too lasts forever it seems like.

Rachel: Pretty much. You can see the mold on cheese.

Todd: Yeah. So what about if you see bread and there's a little mold on the bread?

Rachel: No.

Todd: Are you old school? Will you cut around it?

Rachel: No. I used to and I used to cut the mold off cheese, but having learned more about visible mold is only a small amount of it and parts of mold you can't see are branching into the food.

Todd: Oh, I see.

Rachel: Yeah. So that makes it a little *dodgier*. So, no I probably wouldn't eat bread that had any kind of mold on it. And I'm dodgy about cheese too. That's got the wrong sort of mold on it.

Todd: Right.

Rachel: There's the right sort of mold like a blue cheese, and that's fine.

Todd: Right. And I should clarify here, neither of us are medical professionals.

Rachel: Don't take this advise.

Todd: We're just talking about our own habits here, so ...

Rachel: Another thing that ...

Todd: What about juice? What about juice? Like how long can you keep juice? Can you smell when juice is bad?

Rachel: I don't usually buy juice, so I don't really know.

Todd: Oh, yeah.

Rachel: Maybe you can smell it.

Todd: Maybe you can smell it.

Rachel: Yeah, I'd probably toss juice because I'm not experienced enough with it, obviously, to have *made my own mind up* about it, so I'd probably go by the date with that one.

Todd: What's interesting is when you see some foods that you think would last forever, but actually they won't, they just have an expiration date that's way in the future, like canned goods.

Rachel: Yes.

Todd: Sometimes it's surprising when you're like, "Oh, there actually is an expiration date on there."

Rachel: There is.

Todd: But it's way in the future.

Rachel: It's way in the future, as long as the can's not dented, I think ...

Todd: Or rusty, right?

Rachel: ... is the rule for that. Yeah.

Todd: Yeah. Interesting topic.

Q1. Why were Todd's students surprised about his shirt?

- a. It was very fashionable.
- b. He had worn it for over 10 years.
- c. It was a gift from someone famous.
- d. It was too small for him.

Q2. How often does Rachel go through her wardrobe to toss out clothes?

- a) Once a month
- b) Once every season
- c) Once or twice a year
- d) Every two years

Q3. What does Rachel suggest about the advice to throw out clothes if not worn for six months?

- a) She agrees with it completely.
- b) She thinks it should be applied only to winter clothes.
- c) She finds it illogical due to seasonal changes.
- d) She believes it applies to all types of clothing.

Q4. According to Rachel, what food should be consumed quickly due to bacteria growth?

- a) Fish
- b) Rice
- c) Cheese
- d) Bread

Q5. What does Rachel say about the expiration date on most products?

- a) It should always be strictly followed.
- b) It errs on the side of safety.
- c) It indicates when the product becomes dangerous.
- d) It is the same as the best by date.

Subjective Questions

1. Discuss the reasons Todd and Rachel provide for keeping or discarding clothes.
2. Explain Rachel's perspective on the importance of considering seasonal changes when deciding to discard clothing.
3. Why does Rachel believe rice can be more dangerous than fish when it comes to food safety?
4. Describe Rachel's approach to interpreting expiration dates on food products.
5. How do Todd and Rachel's opinions differ on dealing with moldy food items like bread and cheese?

Passage 2

Jared knocks quietly on the door in response to Ms. Anderson's request. He offers help and provides some information about the services offered at the [hotel](#).

Jared: (knocks on the room door) May I come in, madam?

Ms. Anderson: Yes, thanks for coming so quickly.

Jared: Certainly, madam. How can I help you?

Ms. Anderson: I'd like some fresh towels in the suite when I get back this evening.

Jared: I'll get them immediately. Would you like me to also change the bed sheets?

Ms. Anderson: Yes, that would be nice. Could you also turn down the covers?

Jared: Is there anything else I can do for you? Perhaps you have some laundry I can take to be cleaned.

Ms. Anderson: Now that you mention it, I do have some clothes in the laundry bag.

Jared: Very good, madam. I'll have them cleaned and folded when you return.

Ms. Anderson: Excellent. You know, it gets stuffy in this room.

Jared: I'd be happy to open the window while you are away. I'll make sure to close it before you return.

Ms. Anderson: ... oh, I can never find the light switch when I get back in the evening.

Jared: I'll make sure to leave the lamp on the bedside table on after I finish cleaning up.

Ms. Anderson: Are you going to vacuum?

Jared: Certainly, madam. We vacuum our rooms every day.

Ms. Anderson: That's good to hear. Well, it's time for me to see my friends. Today we're visiting a vineyard.

Jared: Enjoy your day, madam.

Ms. Anderson: Oh, I will... Just a second, could you also take out the trolley with this morning's breakfast?

Maria: Yes, madam I'll take it with me when I've finished tidying up.

Multiple Choice Questions (MCQs)

Q1. Why does Ms. Anderson request Jared to come to her room?

- a) She wants help with her luggage.
- b) She needs fresh towels and bed sheets.
- c) She needs directions to the vineyard.

- d) She wants room service for breakfast.

Q2. What does Jared offer to do in addition to providing fresh towels?

- a) Bring dinner to the room.
- b) Change the bed sheets and turn down the covers.
- c) Book a taxi for Ms. Anderson.
- d) Refill the minibar.

Q3. What additional service does Ms. Anderson request after mentioning the fresh towels and bed sheets?

- a) Clean the windows.
- b) Clean her clothes.
- c) Provide a new set of toiletries.
- d) Arrange a tour of the hotel.

Q4. How does Jared plan to address Ms. Anderson's issue with finding the light switch in the evening?

- a) Install a new light switch.
- b) Leave the bathroom light on.
- c) Leave the bedside lamp on.
- d) Provide a flashlight.

Q5. Where is Ms. Anderson planning to go after Jared finishes his tasks?

- a) To the hotel restaurant.
- b) To visit friends at another hotel.
- c) To the hotel gym.
- d) To a vineyard with her friends.

Subjective Questions

1. What specific tasks does Jared agree to perform for Ms. Anderson during her absence?
2. How does Jared respond to Ms. Anderson's comment about the room being stuffy?
3. What is the significance of Jared leaving the bedside lamp on for Ms. Anderson?
4. Describe how Jared's response demonstrates the hotel's commitment to customer service.
5. Explain why Ms. Anderson's request to have the trolley with breakfast removed is important for her overall satisfaction with the room service.

Passage 3

Susan: Doug, can I talk with you for a moment?

Doug: What can I do for you Susan?

Susan: I'm concerned about the delays we're experiencing with some of our suppliers.

Doug: We're doing everything to get back on schedule.

Susan: Could you give me an approximate timeline?

Doug: A number of deliveries are arriving tomorrow. Unfortunately, this time of year is often troublesome.

Susan: That's not good. We can't make excuses to our clients. Are all shipments affected?

Doug: No, but it is summer and some companies are cutting back until September.

Susan: Where are most of our suppliers located?

Doug: Well, most of them are in China, but there are a few in California.

Susan: How does that affect deliveries?

Doug: Well, there are weather delays and shipment delays due to reduced production. Sometimes, larger packages are delayed because of a bottleneck at the distribution point.

Susan: Is there any way around these delays?

Doug: Well, we often work with delivery services such as UPS, Fed ex or DHL for our most urgent shipping. They guarantee door-to-door deliveries within 48 hours.

Susan: Are they expensive?

Doug: Yes, they're very expensive at that cuts into our bottom line.

Check your understanding with this multiple choice comprehension quiz.

1. Why is Susan concerned?

- a) They're delaying shipments to suppliers.
- b) They're back on schedule.
- c) They're experiencing delays from suppliers.

2. What are they doing?

- a) Trying to get back on schedule
- b) Not worrying about the problem
- c) Taking legal action against the suppliers

3. Which excuse does Doug give?

- a) That the suppliers are unreliable.
- b) That the time of year is often troublesome.
- c) That they changed suppliers.

4. Where are most of the suppliers located?

- a) In California
- b) In Japan
- c) In China

5. . Which is NOT a reason given for the delays?

- a) Weather delays
- b) Reduced production
- c) Payment difficulties

6. How do they sometimes resolve these problems?

- a) They change suppliers.
- b) They use delivery services.
- c) They manufacture their own products.

7. We'll need to get a new _____ for those parts.

- a) delay
- b) supplier
- c) shipment
- d) timeline

8. What's the _____ for the project? When will it start and when will it finish?

- a) timeline
- b) Deadline

- c) bottom line
- d) Bottleneck

9. I'm afraid we need to _____ travel because it's hurting our _____.

- a) get back on schedule / package
- b) increase / timeline
- c) cut back / bottom line

10. Do you think we can _____ by the end of next week? This _____ is killing our business!

- a) get back on schedule / delay
- b) make excuses / shipment
- c) cut back / delivery

Passage 4

Todd: So I'm here with Olga, who's a health coach and a life coach. So, you've talked a lot about things we should do, but what about stopping doing things or **breaking bad habits**? Like that's the hardest thing, right? What's your advice for giving up sugar or alcohol or **obsessive behavior**, things like that?

Olga: Well, actually, I am not suggesting that people fight with themselves, and they avoid or break anything, because that would constitute violence against yourself. I am a student of Marshall Rosenberg, who developed a nonviolent communication system, so instead of taking away the bad, you add something good, so you find exciting, fun, new habits that will naturally substitute.

Todd: Okay, so for example, let's say you watch too much TV, or you're addicted to your smartphone, you would try to maybe play outside or do something like that?

Olga: Well, you can develop a lot of new habits and see what works for you. One of the things that I discovered for myself is that **willpower** is a very finite resource. We don't have infinite amounts of willpower, so we need to use it very sparingly on short distances. It's not for marathons, so what I suggest, when you're establishing a new habit that you feel that is the right habit for you, you need to use a little bit of willpower to repeat it enough times. Usually magic number is 21 days.

Todd: Really? 21 days, why 21?

Olga: I have no idea, but this number keeps **popping up** from different traditions in East and West and also psychology, and I saw it in my own practice that it works.

Todd: Fascinating, so what about, like, let's say you want to **give up** sugar, or you want to give up smoking or something like that, you know a physical substance? Do you have any tips for that?

Olga: Yes. One of their easiest things to do is incorporate **fermented** foods that break up biochemical dependency on sugars, alcohol, and some other addictive substances, so when I

work with people who are recovering from any kind of addictions, they don't have to be substance addictions, fermented foods help a lot.

Todd: Okay. Can you give some examples of fermented foods?

Olga: Absolutely. If you just chop up any kind of vegetable, let's say it's cabbage and carrot, so you cut it up. You massage it with salt and some spices until their juice comes out. You press it down so all the vegetables are covered with its own juice. Three days later, you have perfect fermented sauerkraut.

Todd: Wow, that's great. So, could you just buy sauerkraut or vinegar or something like that? Like, would that work?

Olga: Well, unfortunately, it wouldn't, because most of their krauts that you buy is **pasteurized**, which does not give you their pro-biotic activity. A lot of it is fake sauerkraut. What I mean by that, if there was no bacterial activity and their taste comes from vinegar, you do not get this benefit.

Todd: Wow, that's good to know. I think though part of the problem though is even myself thinking like, "Oh, I'm not going to cut up a bunch of cabbage and carrots, and wait three days." Like, it seems like it's too much work.

Olga: Well, it might be, and you know, maybe you can visit a friend who is doing that, or if you have access to farmer's market or some natural organic stores, they may provide something that is not pasteurized and prepared the right way.

Todd: Oh, that's a good idea. Okay, well, thanks a lot. That was some really good advice.

Olga: Very welcome.

Q1. What approach does Olga suggest for breaking bad habits?

- a) Fighting against the habit with willpower
- b) Replacing bad habits with good ones
- c) Seeking professional help
- d) Avoiding the habit entirely

Q2. Who influenced Olga's approach to nonviolent communication?

- a) Sigmund Freud
- b) Marshall Rosenberg
- c) Carl Jung
- d) B.F. Skinner

Q3. According to Olga, how long does it typically take to establish a new habit?

- a) 14 days
- b) 21 days
- c) 30 days
- d) 60 days

Q4. What resource does Olga mention is limited when trying to form new habits?

- a) Time
- b) Money
- c) Willpower
- d) Support

Q5. What kind of foods does Olga recommend to help break biochemical dependencies?

- a) Fresh fruits
- b) Fermented foods
- c) High-protein foods
- d) Low-carb foods

Q6. What does Olga say about the sauerkraut you can buy in stores?

- a) It is often pasteurized and lacks probiotic benefits.
- b) It is the best option for fermented foods.
- c) It is cheaper than making your own.
- d) It is better than homemade sauerkraut.

Q7. What is a key component of preparing homemade sauerkraut, according to Olga?

- a) Using fresh vinegar
- b) Massaging vegetables with salt
- c) Adding sugar to the mix
- d) Cooking the vegetables before fermentation

Q8. Why does Todd express hesitation about making his own fermented foods?

- a) He doesn't like the taste of fermented foods.
- b) He finds it too time-consuming.
- c) He is allergic to cabbage.
- d) He prefers buying from the store.

Q9. Where does Olga suggest one might find properly fermented foods if not making them at home?

- a) Supermarkets
- b) Farmer's markets or natural organic stores
- c) Fast food restaurants
- d) Convenience stores

Q10. What is a potential solution for someone who doesn't want to make their own fermented foods?

- a) Ignore the need for fermented foods.
- b) Visit a friend who makes them.
- c) Buy any kind of sauerkraut from the store.
- d) Replace fermented foods with fresh vegetables.

Subjective Questions

1. Explain Olga's philosophy on breaking bad habits and how it differs from traditional approaches.
2. How does Olga's training with Marshall Rosenberg influence her coaching methods?
3. Why does Olga believe willpower should be used sparingly when trying to form new habits?
4. Describe the process Olga recommends for making homemade sauerkraut.
5. Discuss the benefits of fermented foods according to Olga.

Passage 5

Adam: Hi Sarah.

Sarah: Hi.

Adam: Today we're talking about do-overs. So if you had a time machine and you could go back to your college years, is there anything that you might change or do differently?

Sarah: I really wish that I would have had the chance to study abroad. I chose the wrong major initially. I was a nursing major for two years, and worked really hard at a major I was really bad at. And then after two years, I **switched** schools and switched majors. And because of that, I had so many credits to take that I couldn't study abroad or do really any extra classes that were fun.

Adam: Hmm, that must have been challenging. Where would you have liked to study abroad?

Sarah: Really, anywhere. I've always loved to travel, so I would have been open to going anywhere.

Adam: So you said you studied nursing, what would you have studied **otherwise**?

Sarah: Well, I first went into nursing because everyone since I was really little told me that I would be a good nurse. So I thought it was my calling in life. And then after taking lots and lots of science classes, which I'm really bad at, I decided to switch majors to education. And then I **ended up** liking that major, so I'm really happy that I switched.

Adam: Was there any other major that you would find interesting that you might study if you went back or you're satisfied with education?

Sarah: I'm glad I did education because I really liked that work wise. But if I had to go with things that I'm interested in, I probably would have been some sort of art major. Both of my **siblings** are artists, so it kind of **runs in the family** a little bit.

Adam: What kind of art do you like?

Sarah: Mainly dance, but I also was really into music growing up, so musical instruments and singing.

Adam: So, do you have any friends that were interested in art or dance that you had in those times?

Sarah: Not really. No, actually.

Adam: Do you wish that if you were in a group of people that like the similar things that you might have pursued different interests.

Sarah: Hmm, definitely. I wish I would have done more with dance. I was a ballerina for 12 years. And I *gave up on* that when I was 14. So I got to the level where I either had to train professionally to do that for a job or stay in a class where the younger girls would keep moving up. And so at that time, I quit.

And although I don't wish I was still doing ballet, I wish I would continued some kind of dance.

Adam: Interesting.

Adam: So Sarah, any funny haircuts or anything like that?

Sarah: Actually, yes. One week before I moved away to college, I cut my hair boy-short. And then after that, like during my first semester, I'd dyed it all different shades of red. And my hair has actually been pretty much every link and every natural-ish color.

Adam: Wow. How did your friends and family respond to your red hair?

Sarah: My mom didn't like it so much. She thought I was going to die like a natural red color, but it was more of fuchsia red color. So she didn't like it very much. But my friends and like siblings understood because I've always been very different and didn't really care what other people thought about how I looked.

Adam: How long did you like it?

Sarah: For a while until I wanted change. I love change, so I'd always switch it to something else.

Adam: Well, that's great. Thanks, Sarah.

Answer the following questions:

Q1. Summarize the main points of Sarah's conversation with Adam about her college years. What were some of the key experiences she discussed, and what would she have done differently if given a chance?

Inference based question:

Q2. Sarah mentions she initially pursued a nursing major because others told her she would be a good nurse. Discuss how external influences can impact one's career choices and the potential consequences of following such advice without personal interest.

Q3. Based on the conversation, why might Sarah have felt it was important to switch from nursing to education? How did this decision impact her overall satisfaction with her college experience?

Vocabulary based questions

Q4. Explain the term "study abroad" as used by Sarah. Why did she regret not having the opportunity to study abroad, and how might this experience have enriched her college years?

Q5. Sarah talks about cutting her hair "boy-short" and dyeing it various shades of red. Describe what these terms mean and discuss how experimenting with one's appearance can reflect broader aspects of personality and identity.

Passage 6

Todd: So, Meg, you're getting married soon. How are things going?

Meg: Things are going pretty well. We have a lot of planning to do.

Todd: I bet. So have you hired a band yet?

Meg: No, we haven't hired a band yet. My brother has some friends who were in a band. So he's going to ask them.

Todd: Cool. And have you gotten the caterer for the wedding?

Meg: Yes, we have gotten a caterer because the food is very important. So we ordered it in advance.

Todd: Oh, what kind of food?

Meg: We're going to have traditional American food.

Todd: Oh, nice. Nice. So have you bought a dress yet?

Meg: Yes, of course, I have bought a dress. That's the most important part. So last week I picked up my new dress.

Todd: Have you tried it on yet?

Meg: Yes, I've tried it on many times already.

Todd: Okay. Cool. Have you shown it to your groom-to-be?

Meg: No. I haven't shown it to my groom-to-be because it has to be a surprise on the wedding day.

Todd: Oh, that's right. So have you ordered the flowers?

Meg: No, not yet. I haven't ordered the flowers because I'm waiting for some special flowers from the florist. So still waiting.

Todd: And have you sent out the invitations?

Meg: Yes. We have sent out the invitations. We sent them out maybe a month ago.

Todd: Oh, cool. So then I assume you have booked the hall.

Meg: Yes. We have booked the hall because we wanted to have it at a special hall. So we booked it probably six months ago.

Todd: Okay. Cool. Well, the only one problem, I didn't get an invite. Am I invited to your wedding?

Meg: Oh, I brought the invitation with me today.

Todd: Okay. Great. Thanks.

Answer the following questions :

Main Idea:

Q1. Describe the main focus of Todd and Meg's conversation. What are the key topics they discuss, and how does Todd contribute to the conversation about Meg's wedding plans?

Inference based question

Q2. Why do you think Meg and her fiancé decided to book the wedding hall six months in advance? What might this suggest about the popularity or significance of the venue?

Q3. Meg has chosen not to show her wedding dress to her groom-to-be before the wedding day. Discuss the cultural or personal reasons why someone might keep their wedding dress a surprise until the wedding day.

Vocabulary:

Q4. Explain the role of a caterer in a wedding. Why is hiring a caterer an important aspect of wedding planning, according to Meg's comments in the conversation?

Q5. What does the term "booked the hall" imply in the context of wedding planning? Discuss the steps and considerations that might be involved in booking a venue for a wedding.

UNIT 6

Para Jumbles

Sentence Arrangement or Jumbled paragraphs are common test questions at all competitive examinations. Examiner wants to assess an examinee's reading skills as well as reasoning prowess through these questions.

In these questions, students are given a paragraph – but the sentences are not in the right order. You will have to rearrange the sentences around a theme so that they make sense. To solve these questions, what is more important is to look out for any piece of information that can help you connect the sentences together.

Question Patterns

While creating a jumble, the examiners have four basic question patterns in mind. However, management entrance tests are dynamic in nature and the examiners can of course think of other innovative question patterns. But, be confident that if you practice on the four basic question types, given below, then you will be able to develop the general skills to handle other innovative question patterns.

In Pattern One, the examiner conforms to the example above. There are no fixed sentences; the whole paragraph is jumbled up, and the examinee has to un-jumble the lot.

In Pattern Two, the examiner gives the examinee the first sentence in its proper position, and then jumbles the subsequent sentences. The examinee now has one anchor instead of two, but can still manage to find a link.

An example of this type follows:

1. To read the characters or the letters of the text does not mean reading in the true sense of the term.
 - A. This mere mechanism of reading becomes altogether automatic at an early period of life.
 - B. You will often find yourself reading words or characters automatically, while your mind is occupied with a totally different subject.
 - C. This can be performed irrespective of attention.

D. Neither can I call it reading when it is just to extract the narrative portion of a text from the rest simply for one's personal amusement.

- (a) BACD (b) DCBA
- (c) ADCB (d) CBDA

Pattern Three is a variation on Pattern Two. In this pattern, the examiner gives the last sentence as an anchor, and jumbles the preceding sentences. An example of this

type follows:

- A. The recovery of faith is a crucial problem of our age.
 - B. The deepest theme of history is the conflict of faith and unbelief.
 - C. With it we are destined to enjoy triumphant and splendid advance, and without it we suffer failure and ignominy.
 - D. Those ages in which faith prevails, in whatever form, are noble and fruitful for the present and the future.
1. All ages in which unbelief, in whatever form, wins an unhappy victory vanish and are forgotten by posterity.
- (a) ABCD (b) CDBA
 - (c) BCAD (d) ACBD

In Pattern Four, the examiner gives the examinee the first and the last sentence as anchors, and jumbles the sentences in the middle. This type of jumble is considered to be the easiest because the examinee has two fixed points to guide him/her. An example of this type follows:

1. An important tenet is that managements must not confuse awards with salaries.
 - A. An award is a one-time payment and could be anything up to 25% of the annual salary.
 - B. These can never be retrieved if performance is not stable throughout.
 - C. It would be better to introduce an increment-cumaward system based on the results.
 - D. Some companies give enormous salary hikes for excellent performance in a particular year.
5. In this system, the compensation becomes the hygiene factor, and the award, the motivator.
- (a) DBCA (b) ABCD
 - (c) CDBA (d) BCDA

Approaches for un-jumbling a jumble

Most of the information given in parajumbles is unnecessary for the purpose at hand, i.e., sorting the sentences. In essence what we are looking for are things that can help us in connecting the sentences. Some approaches are given below to help identify the sequence of sentences. Generally, in a given parajumble more than one approach will be applicable at the same time, therefore practices identifying which approach/approaches apply to the parajumbles you have to solve.

1. Noun-Pronoun Relationship Approach

In noun/pronoun relationships, we know that the noun will come first and will be referred to later using suitable pronouns. Study the following example:

- A. People can get infected by handling reptiles and then touching their mouths or an open cut.
 - B. At first they look the perfect pets: exotic, quiet and tidy.
 - C. A study estimates that in 1995, there were as many as 6,700 *reptile-caused salmonella infections*.
 - D. But lizards and other pets can harbour a *salmonella bacterium* that makes people sick.
- (a) BCAD (b) BCDA
(c) ACDB (d) BDCA

Read sentences C and D carefully. Sentence D contains the noun phrase “*a salmonella bacterium*” and Sentence C contains the noun phrase “*salmonella infections*”. What

is the relationship between the two? Since the phrase “*a salmonella bacterium*” introduces the bacterium, it should logically precede the phrase “*salmonella infections*”. Therefore, the sentence that contains the phrase “*a salmonella bacterium*” should come before the sentence that contains the phrase “*salmonella infections*”. So, Sentence D should precede Sentence C! Once you have a link between two sentences, look at the answer choices to see if you are on the right track. If you are, then you have the right answer [(Option (d) BDCA)] and it is time to move on to the next exercise.

Example 1

1. These enormous “rivers” – quite inconstant, sometimes shifting, often branching and eddying

in manners that defy explanation and prediction – occasionally cause

disastrous results.

- A. One example is El Nino, the periodic catastrophe that plagues the West Coast of America.
 - B. It is rich in life.
 - C. This coast is normally caressed by the cold, rich Humboldt Current.
 - D. Usually the Humboldt hugs the shore and extends 200 to 300 miles out to sea.
5. It fosters the largest commercial fishery in the world and is the home of one of the mightiest game fish on record, the black marlin.
- (a) ABCD (b) DCAB
 - (c) ACDB (d) CBAD

Solution

Read sentences A and C carefully. Notice the noun/ pronoun relationship between the two. Sentence A refers to “the West Coast of America” and Sentence C talks about “this coast”. Which coast? Obviously “the West Coast of America”! Therefore, Sentences A and C are related and Sentence A must come before Sentence C. Now look again. Sentence C talks about “the cold, rich Humboldt Current” and Sentence D refers to “the Humboldt” obviously these two sentences are also related. Which one should come first? Once you have decided, check the answer choices to see if you are correct.
[(Option (c) ACDB)]

2. Acronym Approach: Full Form vs. Short Form

When we introduce someone or something, we use the complete name or title. When we refer to the same someone or something later in the paragraph, we use just the surname or the first name if we are on familiar terms with the person being discussed. If we are discussing an object, we remove the modifiers and just use the noun or a pronoun to refer to it.

In Parajumbles we encounter full and short names or sometimes acronyms of some term or institution.

Example: World Trade Organisation – WTO, Dr.

Manmohan Singh – Dr. Singh, Karl Marx – Marx,

President George W. Bush – President Bush or The President.

The rule is that if both full form as well as short form is present in different sentences, then the

sentence containing full form will come before the sentence containing short

form.

Example 2

- A. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting.
- B. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion.
- C. If Karl Marx was alive today, he would say that television is the opiate of the people.
- D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.
- (a) BACD (b) ADBC
(c) BCDA (d) CBDA

Solution

Sentence B has Marx (short form) and sentence C has Karl Marx (full form). So C will come before B.

Now look at the options. In option (a), (b) and (c), B is placed before C—hence, rejected. Option (d) is the right answer.

3. Time Sequence Approach (TSA) – either Dates or Time Sequence Indicating Words

In a given parajumbles, there may be a time indication given, either by giving years – or by using time indicating words. This provides a way for us to identify the correct sequence of the sentences by arranging the sentences using their proper time sequence. Some words through which a time sequence may be indicated are – Before, after, later, when, etc.

Example 3

- A. Then two astronomers—the German, Johannes Kepler, and the Italian, Galileo Galilei—started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
- B. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.
- C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.
- D. Nearly a century passed before this idea was taken seriously.

- (a) CADB (b) BCAD
- (c) CBDA (d) CDBA

Solution

In the above example you will observe that the flow of logic is in the form of a time sequence which flows from the oldest time period to a more contemporary time

period. Therefore, Sentence C will be the first sentence. Sentence B expands upon the “simple model” proposed, hence, it will be the sentence following C. The next sentence in the order of chronology is C—nearly a century passed, while the last sentence will be A which completes the sequence from older time to contemporary time thus giving us the answer as CBDA.

Example 4

- A. By the time he got to Linjeflug four years later, he had learned many lessons, in fact, he began his second stint as top dog by calling the entire company together in a hanger and asking for help, a far cry from his barking out commands just 48 months back.
 - B. At SAS, he arrived at a time crisis.
 - C. This book is chock-a-block full of intrusive stories and practical advice, describing Carton’s activities at Vingresor (where he assumed his first presidency at age 32), Linjeflug, and SAS in particular.
 - D. He began at Vingresor as an order giver, not a listener – neither to his people nor to his customers and made every mistake in the book.
- (a) CDAB (b) CBAD
 - (c) BACD (d) BADC

Solution

Observe the sequence given. Again you will see a chronological order in the parajumble. Sentence C gives us a clear indication that the book is being talked about in current times. Sentence D then starts tracing Carton’s career path from the beginning, thus leading us to the correct sequence of CDAB.

4. Structure Approach

In order to unjumble a group of sentences quickly, it is essential for us to understand how language sticks together to form a cohesive unit. English provides certain sequencing words – firstly, secondly, then, however,

consequently, on the other hand, etc. – which writers use to join sentences or ideas together and to provide a smooth flow from one idea to the next. It is essential to learn how to spot these words and learn how to use them correctly. Parajumble sentences often contain several signal words, combining them in complex ways.

Cause and Effect Signals: Look for words or phrases explicitly indicating that one thing causes another or logically determines another. Some examples of such words are:

- accordingly
- in order to
- because
- so...that
- consequently
- therefore
- given
- thus
- hence
- when...then
- if...then

Support Signal Words: Look for the words or phrases supporting a given sentence. Sentences

containing these words will generally not be the opening sentence. These sentences will follow immediately the sentence supported. Some examples of such words are:

- furthermore
- additionally
- also
- and
- indeed
- besides
- as well
- too
- likewise
- moreover

Contrast Signals: Look for function words or phrases (conjunctions, sentence adverbs, etc.) that

indicate a contrast between one idea and another, setting up a reversal of a thought.

- nevertheless
- nonetheless
- on the contrary
- Not with-standing
- and
- even though
- instead of
- despite
- in spite of
- while
- in contrast
- although
- however

Let us put into practice what we have discussed so far.

Here is a typical example, combining all the points discussed above.

Example 5

- A. When conclusions are carefully excluded, however, and observed facts are given instead, there is never any trouble about the length of the papers.
- B. The reason for this is that those early paragraphs contain judgments that there is little left to be said.
- C. A judgment (“He is a boy”, “She is an awful bore”) is a conclusion, summing up a large number of previously observed facts.
- D. In fact, they tend to become too long, since inexperienced writers, when told to give facts, often give more than are necessary, because they lack discrimination between the important and the trivial.
- E. It is a common observation among teachers that students almost always have difficulty in writing themes of the required length because their ideas give out after a paragraph or two.

- (a) ECDAB (b) CEBAD
- (c) EACBD (d) EBCAD

Solution

Sentence E states the situation in general and gives us information about why students have problems “in writing themes of the required length”. Sentence B goes on to tell us “the reason for this”, so the two sentences must be related. Similarly, Sentence C is related to Sentence B because both sentences contain the word “judgment”, with Sentence C explaining what the word means. Once a link of this nature is established, go to the answer choices to see if you are on the right track. D any of the answer choices offer our line of reasoning?

Answer (d) does.

In the above jumble, the word “however” in Sentence A suggests a contrast to something mentioned previously. In situations of this kind, it is always a good idea to separate the argument clearly. Sentences A and D, therefore, should come together. Now you try.

Example 6

1. To read the characters or the letters of the text does not mean reading in the true sense of the word.
 - A. This mere mechanism of reading becomes altogether automatic at an early period of life.
 - B. You will often find yourself reading words or characters automatically, while your mind is concerned with a totally different subject.
 - C. This can be performed irrespective of attention.
 - D. Neither can I call it reading when it is just to extract the narrative portion of a text from the rest simply for one’s personal amusement.
- (a) BACD (b) DCBA
 - (c) ADCB (d) CBDA

Solution

The word “neither” in Sentence D will tell you that there is something additional that the writer wishes to discuss. Sentences 1, A, B and C all talk about the same idea. Therefore, Sentence D should be the last sentence. Any answers? So, option (a) is the answer.

5. Linking the Sentences

Let us look at the following statements:

Example 7

- I. As a retention strategy, the company has issued many schemes including ESOPs.
- II. Given the track record and success of our employees, other companies often look to us as hunting ground for talent.
- III. The growth of the Indian economy has led to an increased requirement for talented managerial personnel and we believe that the talented manpower is our key strength.
- IV. Further in order to mitigate the risk we place considerable emphasis on development of leadership skills and on building employee motivation.

Options have not been given deliberately.

Read all the statements one by one, and try to find out the opening statement and any possible linkage between/among the statements.

Solution

Can I be the opening statement – Very Unlikely. It does not introduce any idea or theme. Ideally the 1st statement would be an initiator of ideas or theme of the passage.

Can II be the opening statement – May be.

Can III be the opening statement – May be.

Can IV be the opening statement – Very Unlikely.

It talks about an idea which is being “furthered” in this statement. You can also see that statement IV talks about “Mitigating the risk”. What is the risk? So now we would try to find out the “risk” in other statements.

This “risk” is present in statement II in the words – “other companies often look to us as hunting ground for talent”. So, statement II will come before statement IV.

As discussed earlier, statement IV furthers an idea, and that idea is present in statement I. Hence, I-IV should come together.

Let us see all that we have established so far:

Link – I-IV and II will come before IV and I cannot be the starting statement.

Now let us look at the options:

- A. I, II, III, IV – Ruled out and I-IV link is not present.
- B. II, I, IV, III – This is the only option left out. Hence, answer.
- C. III, I, IV, II – Ruled out as II comes after IV.
- D. IV, I, III, II – Ruled out as I-IV link is not present.

Hence, option (b) is the answer.

Example 8

Let us look at another example from CAT 2007:

- A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.
[A is the opening statement as mentioned in the paper. You are required to re-arrange the following four statements].
- B. Some work supports the Becker thesis, and some appears to contradict it.
- C. And, as with crime, it is equally inconclusive.
- D. But regardless of the conclusion of any particular piece of work, it is hard to establish convincing connections between family changes and economic factors using conventional approaches.
- E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

Options Withheld *pro tem (for the time being)*.

Solution

Can B be the opening statement – Very Unlikely. There is no mention of “Becker thesis” in the opening statement.

Can C be the opening statement – Two words in the statement – “Crime” and “Inconclusive” make this as the statement after A very unlikely.

Can D be the opening statement – Though it furthers the idea presented in statement A, usage of word like “But” make it unlikely to be the statement coming just after statement A. Besides, statement A does not talk about any piece of work. In fact, statement A is just an opinion.

Can E be the opening statement – Yes. E is the statement after A – both through elimination of other statements and selection.

Next statement should be C, as it again talks about ‘Crime’ and how inconclusive it is (despite “an enormous academics literature exists” as given

in statement E).

Next statement:

D should be the last statement as it concludes the whole theme that “it is hard to establish”. Now

the whole point is – how do we place statement B and Becker thesis, which finds no mention in the whole passage. Only reasoning that can be given here is – Probably this passage has been taken from a book or project report which has something to do with Becker Thesis, and this passage is just a small part of it.

Now let us look at the options and try to eliminate the options with the help of the conclusions that we have derived so far:

- (1) **BCDE** – Ruled out as E is the 1st statement.
- (2) **DBEC** – Ruled out as E is the 1st statement.
- (3) **BDCE** – Ruled out as E is the 1st statement.
- (4) **ECBD** – Answer.
- (5) **EBCD** – Ruled out as EC is the link.

Hence, option (d) is the answer.

Para Jumbles Practice Sheet

A number of sentences are given below which, when properly sequenced, form a COHERENT PARAGRAPH. Choose the most LOGICAL ORDER of sentence from the choices given to construct a COHERENT PARAGRAPH.

Q 1. A. He somehow knew he would find what he was looking for. So with missionary zeal, he started to climb.

B. So instead, for perhaps the first in this life he shed the shackles of reason and placed his trust in his intuition.

C. At first he thought about hiring a Sherpa guide to aid him in his climb through the mountains, but, for some strange reason, his instincts told him this was one journey he would have to make alone.

D. The next morning, as the first rays of the Indian sun danced along the colorful horizon, Julian set out his trek to the lost land of Savanna.

(a) ABCD

(b) ACBD

(c) CDAB

(d) DCBA

Q 2. A. It reverberates throughout the entire Universe. And you are transmitting that frequency with your thoughts!

B. The frequency you transmit reaches beyond cities, beyond cities, beyond countries beyond the world.

C. You are a human transmission tower, and you are more powerful than any television tower created on earth.

D. Your transmission creates your life and it creates the world.

(a) DACB (b) BDCA

(c) CDBA (d) ABCD

Q 3. A. Asian economies will need alternative sources of growth to compensate for the rapid fall in demand from the western markets.

B. But the crisis has exposed the limits of region's dominant economic-growth model.

C. The export-led model that propelled many Asian economies so effectively for the past 30 years must be adapted to a different global economic context.

D. Asia is less exposed to the financial turmoil than the west is, because Asian countries responded to the previous decade's regional crisis by improving their current-account positions, accumulating reserves, and ensuring that their banking systems operated prudently.

- (a) DBAC (b) ABCD
- (c) CABD (d) BCDA

Q 4. A. The dangers of conflicting irrational majoritarianism with enlightened consensus are, indeed, great in developing democracy.

B. Real democracy is about mediating the popular will through a network of institutional structure and the law of the land.

C. While law making and governance are meant to articulate the latter, the judiciary is supposed

to protect the former from any kind of excess that might occur, unwittingly or otherwise, in the conduct of legislative and governmental functions.

D. The principle of separation of powers is meant to embody a desirable tension between individual rights and social consensus.

- (a) ABCD (b) BACD
- (c) DCAB (d) DABC

Q 5. A. First may be necessary for immediate relief.

B. However, to cure the problem from the root the treatment at the elemental level is a must.

C. Therefore synergy of modern medical science and ancient Indian wisdom is in the interest of humanity.

D. Allopathic treatment is symptomatic while Ayurveda treats at an elemental level.

- (a) DBAC (b) DABC
- (c) DCBA (d) BDCA

Q 6. A. Such inter-operability of a software service or product appears to be only one

aspect, and the interoperable system is itself evolving.

- B. Each software product introduces a variation and consequently a change in the system.
- C. An operating system must work with applications and other elements in a hardware platform.

D. A software firm while introducing its product or service, therefore, does not strive for mute

complementarities alone but tries to bring about a change in the existing structure.

E. In other words the components must be designed to be inter-operable.

(a) BCDAE (b) CEABD

(c) DAEBC (d) CBEAD

Q 7. A. Moreover, as argued above, knowledge is entailed not by way of justification as such, but by the realization of good or fruit-ladenness of meaning and actions or iterated actions.

B. Knowledge is required in order to resolve doubts and thus in order to act meaningfully.

C. Therefore the actions in a commonly led daily life are both meaningful and knowledge-driven.

D. Indian theorists argue for a common knowledge, which is obtained through iterated fruitful actions, through the authority of sentences (on words).

E. We argue for four sources of validation of knowledge, viz., sentence, inference, direct perception and analogy.

(a) AECBD (b) BDCEA

(c) BAECD (d) EADCB

Q 8. A. But PST has also used satellite pictures to suggest that an ancient fortified town had existed 30 km from Junagadh.

B. Soil and vegetation patterns were used in the search.

C. The site matches the description of Krishna's town in an ancient scripture.

D. PST's primary job at Space Applications Centre has been tracking land use and forest cover with satellite images.

E. An archaeologist however cautioned that remote sensing and scriptures by themselves would not be enough to identify a town ship.

F. It was claimed that soil and vegetation patterns an ancient abandoned site reveal specific patterns that can be picked by satellite images.

- (a) DACBEF (b) DACBFE
- (c) FDCABE (d) FDACBE

Q 9. A. But if, having done so, you did not spare constructive thought as to why your neighbourhood was becoming crime-prone, you would be leaving yourself vulnerable to similar future intrusions.

B. While the international community can only hope that Moscow's hostage drama is resolved without further loss of innocent lives, it would not be inappropriate once again to attempt to understand the nature and motivation of the archetypal terrorist who seeks martyrdom.

C. Today, in an era of globalization, when the world is increasingly becoming an inter-penetrative

community, we need to ask whether misconceived state policies do not aid and abet terrorists in the guise of martyrs.

D. If you were to apprehend an armed nocturnal intruder in your house, your first — and correct — reaction would be to somehow render the criminal powerless.

E. Ill-regulated communities breed crime.

- (a) BCDEA
- (b) DABEC
- (c) CEDAB
- (d) BDAEC

Q 10. A. Products of mutual funds and insurance companies all aimed specifically at women are an example of this fact.

B. For this purpose, we looked at the district wise figures for working women.

C. They influence a lot of consumption decisions and hence there is a distinctive attempt to target them.

D. The census provides interesting data on the presence of women in different areas in the country, but what is more important is the extent of employment.

E. Women are a very important target group for a whole host of corporates.

- (a) DCEAB (b) DBECA
- (c) ECABD (d) ECADB

Q 11. A. So Iraq and Afghanistan are now sun-drenched lands enjoying liberty and

freedom, over-flowing with joy and prosperity?

B. Yet in a new campaign ad, Republican Party strategists shamelessly take credit for “two more free nations” and “two less terrorist regimes,” using footage of the Iraqi and Afghan Olympic teams.

C. The bylaws of the International Olympic Committee and the US Olympic Committee strictly prohibit the use of the word “Olympic” and related symbols for political ends.

D. The US Congress stipulates that the USOC “shall be nonpolitical and may not promote the candidacy of any individual seeking public office.”

(a) CDBA (b) CDAB

(c) DABC (d) ACDB

(e) CABD

Q 12. A. He is the faceless man who is nowhere and everywhere.

B. He will live on bread and water, sleep on the streets, move from house to house.

C. It is impossible for the political leaders of a tame western world that wages its wars by remote

control to understand the power of the marginal man, who has been deprived, stripped of his right

and driven back to the wall.

D. This is a man who has lost everything, his home, his family, his country, even his

personal

history.

(a) CDAB (b) DABC

(c) CABD (d) CDBA

(e) ABDC

Q 13. A. The first vision is cyclical and millennial

B. It sees man originating from the greater anthropoid apes, climbing slowly through tribal groups, via the Renaissance and the early Industrial Age, into modern technological man.

C. The second is linear and utopian.

D. It sees man originating from a divine source, a fall, exile, a final battle, the regeneration of the

world by a Divine Saviour and the foundation of the Kingdom of God on earth.

(a) ABCD (b) CBAD

- (c) ACBD (d) ADCB
- (e) ACDB

Q 14. A. One may disagree with some of his contentions, but in the aftermath of September 11, one must give credence to his central point: that in the post-Cold War world, the critical distinctions between people are not ideological or economic — they are cultural.

B. Samuel P Huntington's book The Clash of Civilizations and The Remaking of World Order is

very topical these days.

C. Religious, ethnic and racial strands that constitute cultural identity are the central factors shaping associations and antagonisms.

D. Thus, cultural communities are replacing Cold War blocs and the fault-lines between civilizations are becoming the nerve-centres of conflicts in the world.

- (a) BADC (b) CBAD
- (c) BACD (d) DBAC
- (e) BCAD

Q 15. A. Even when it is self-willed, migration causes dislocation and alienation, creating the need for meaningful identities at the individual level.

B. The root cause is modernization that has spurred migration in large numbers.

C. Simultaneously, education and development within non-western societies stimulates the revitalization of indigenous identities and culture.

D. Huntington's analysis explains why we are witnessing this surging antagonism among Indian

and Pakistani youth and expatriates.

- (a) DBCA (b) BCDA
- (c) DBAC (d) BADC
- (e) BDCA

Q 16. A. Not too far from the bright lights of Mumbai, a silent scourge is killing thousands of young children.

B. Their ill-fed bodies vulnerable to infection, most succumbed to ailments as minor as diarrhea.

C. Stalked by chronic hunger and disease, nearly 30,000 children below the age of six have

died in
the last year alone in the state's rural belt.

D. It may be considered the country's dollar magnet and envied for its robust industrial base but this image of Maharashtra cloaks a macabre reality.

- (a) CBDA (b) DACB
- (c) BDCA (d) CDBA
- (e) ABDC

Q 17. S1. There was a time Egypt faced economic crisis.

P. Cotton is the chief export commodity of Egypt.

Q. Foreign trade depends on cultivation of cotton on large scale.

R. It became necessary for Egypt to boost cotton crops.

S. Only by means of increasing foreign trade Egypt could survive.

- (a) PQRS (b) QRPS
- (c) RPSQ (d) SRQP
- (e) SQRP

Q 18. S1. Exercising daily is a must for good health.

P. Luckily, there is no link between the amount of money spent and beneficent exercise,
else the

poor would have creaking bodies.

Q. While some cost you nothing, others may require the investment of some amount of
money.

R. However, it is important to remember that exercises should not be overdone.

S. It can take any form from sedentary ones like walking to vigorous work-outs like a game
of
squash.

- (a) PQSR (b) QPRS
- (c) RSQP (d) SQPR
- (e) SQRP

- Q 19. S1. Urban problems differ from state to state and city to city
P. Most of the cities have neither water nor the required pipelines.
Q. The population in these cities has grown beyond the planners' imagination.
R. However, certain basic problems are common to all cities.
S. Only broad macro-planning was done for such cities, without envisaging the future growth, and
this has failed to meet the requirements.
(a) PQSR (b) QPSR
(c) RQSP (d) RSQP
(e) RQPS

- Q 20. S1. Satyajit Ray made several films for children
P. Later film-makers have followed his lead.
Q. Today other nations are making children's films in a big way.
R. This was at a time when no director considered children as potential audience.
S. Ray was, thus, a pioneer in the field.
(a) SQRP (b) RSQP
(c) PSQR (d) PSRQ
(e) RSPQ

- Q 21. 1. Ever since Pakistan signed on as an ally in the war on terror, human rights advocates have voiced concerns that innocent people would be caught up in the net.
A. Roughly half of the youths held are from families deemed uncooperative in the anti-terror fight.
B. Seven women and at least 54 children under the age of 18 are languishing in prisons in the tribal areas of the NWFP under the so-called collective responsibility clause, which permits imprisonment of a person for crimes committed by a relative, clan or tribe.
C. The decree has most recently been wielded to force tribal leaders to reveal the whereabouts of
Qaeda and Taliban suspects.
D. Now they're pointing to evidence.
6. The rest were imprisoned for the alleged crimes of their fathers.
(a) BACD (b) DBCA

- (c) BCDA (d) DBAC
- (e) BDCA

- Q 22. 1. The smaller mobile phones get; the more functions they seem to acquire.
- A. Beginning early next year, TU Media, a consortium of SK Telecom and other Korean companies, will begin beaming television programmes via satellite to special Digital Multimedia Broadcasting phones.
- B. The phones, made by Samsung, have 5.5-centimetre screens and cost \$700.
- C. Now a South Korean firm is rolling out mobiles that double as televisions—and high-definition ones, at that.
- D. Based on early tests, executives at TU Media think that the new service will improve on SK's existing cellular-based television phone service, which has 3 million subscribers but is often interrupted due to poor transmission.
6. The biggest problem, though, is coming up with programming.
- (a) BDAC (b) BADC
 - (c) CABD (d) CBAD
 - (e) CADB
- Q 23. 1. Although Maradona recounts his life with neither explanation for his actions (save his love of football) nor fluid penmanship, his story is gripping
- A. Maradona blames everyone but himself: luck, the media, managers, football executives—you name it, they did it.
- B. And, ironically, the book's omissions are its most revealing element.
- C. In passing the buck, El Diego reveals who he really is—a man accountable to no one.
- D. It's a tale of cataclysmic ups and downs as he hopskotches from the junior leagues of Argentina to four World Cups with the national side, from solidarity with the people of Naples to seeking solace from that other fallen idol, Fidel Castro.
6. I now believe that Maradona truly is a god and that's why I am an atheist.
- (a) CDAB (b) DABC

- (c) DBCA (d) CBDA
- (e) DBAC

Q 4. 1. The journalists have all but left Haiti.

A. The suffering caused by the floods is no longer news, and we now work far from the headlines.

B. Perhaps I have spent so much time in the Third World that I'm immune to it; one develops a thick skin, if only as a defense mechanism.

C. Some of the aid workers are going as well, myself among them.

D. How do I feel about the misery I've seen?

6. Otherwise you would be unable to do your job.

- (a) CBAD (b) ACBD

- (c) BCDA (d) ACDB

- (e) ADCB

Q 25. 1. Many space enthusiasts now warn that only private enterprise will truly drive human expansion into space, and yet America's government keeps ignoring them.

A. It may seem surprising, but there are large numbers of people who would spend hundreds of

thousands of dollars on a trip into space.

B. Tourism and entertainment are both possibilities.

C. Two people, so far, have spent \$ 20 m, and another two are on their way.

D. What might cause market forces to take up the mission?

6. Film and television companies would also spend tens of millions if they could.

- (a) DCAB (b) BACD

- (c) DBAC (d) ACBD

- (e) DACB

Q 26. 1. Zimbabwe provides a dramatic illustration of how stagy economic policies, corruptly enforced, swiftly impoverish.

A. The main reason the continent is so poor today is that Mugabe-style incompetent tyranny has been common since independence.

B. But Zimbabwe's curse is also Africa's

C. The most important question for Africans now is whether Mr. Mugabe represents not

only their past, but their future as well.

D. In the past five years, Mr. Mugabe's contempt for property rights has made half the population dependent on food aid, while his cronies help themselves to other people's land and savings, and build helipads for their own mansions.

6. There are encouraging signs that he does not.

- (a) DBCA (b) CDBA
- (c) DCAB (d) DBAC
- (e) DABC

Q 27. 1. If Africans are to have a chance of pulling themselves out of penury, they need governments that do not stand in their way.

A. Fiscal realism is more common now than a decade ago, as the continent's generally lower inflation rates attest.

B. They need leaders who uphold the law impartially, but otherwise let people do what they wish.

C. But graft is still widespread.

D. They need governments that pass sensible budgets and stick to them.

6. Angola's rulers were accused of having wasted or misappropriated \$ 4 billion in five years — more than 9% of GDP each year.

- (a) BADC (b) BDAC
- (c) DACB (d) DBAC
- (e) DBAC

Q 28. 1. Africa's two most important countries — Nigeria and South Africa — are doing several things right.

A. If Africa as a whole is to prosper, the majority of its citizens will have to produce more, fashioning goods or providing services that the rest of the world wants to buy.

B. Given that most Africans are subsistence farmers, that will not be possible without a vast social

upheaval, with unpredictable consequences.

C. Both have swapped tyranny for democracy, and both are using their diplomatic and

military

muscle to end some of their neighbours' wars.

D. But both governments are worryingly dependent on a single source of revenue: oil, in Nigeria's

case, and white taxpayers, in South Africa's.

6. It is a daunting challenge, but the alternative is likely to be worse.

- (a) CDAB (b) DCAB
- (c) CBDA (d) DBAC
- (e) CDBA

Q 29. 1. The truth is that traditional economic labels are less and less useful.

A. Different organizations and banks use different groupings.

B. The old "third world" label has been replaced by "developing" or "emerging" economies to portray a more positive image.

C. "Industrial economies", the old name used for rich countries, is now meaningless: industry accounts for only 16% of jobs in America.

D. But the breakdown of old categories has bred confusion.

6. For instance, the United Nations and JP Morgan Chase count Hong Kong, Singapore, South

Korea and Taiwan as developing (or emerging) economies.

- (a) ADBC (b) CBAD
- (c) ABCD (d) CBDA
- (e) DBCA

Q 30. 1. Jane Austen died and came back as a fantasy writer.

A. The book itself has been called, by a media ever eager to summarize even 800-page hardcover

tomes into a snappy catchphrase, "Harry Potter for adults".

B. Unlike her previous avatar, the 21st-century Ms Clarke (nee Austen) seems to be enjoying

the attention showered upon her and far from publishing her first book under a pseudonym, has been a central performer at her own media circus.

C. The book, which she now calls her "debut", began attracting media attention long before publication and on release it's been universally lauded.

D. In her new avatar, she calls herself Susanna Clarke, lives in Cambridge, and has authored a

fat historical fantasy novel set in the year 1860.

6. It's also been praised by perhaps the best living author of British fantasy novels, Neil Gaiman, as "unquestionably the finest English novel of the fantastic written in the past seventy years."

(a) BADC (b) DBCA

(c) DCAB (d) BDCA

(e) DCBA

Q 31. A. The Indian retail sector is on the threshold of mething big.

B. The Retailer's Association of India, formed recently by the top 25 modern retailers in the country, estimates that the annual retail consumption in the country is around Rs. 9 lakh crores, but with value addition, could be scaled upto Rs.12 lakh crores.

C. With the total retail trade estimated at 200 billion dollars and the organized segment accounting for a mere 2 percent of this, almost all the organized players have in place, aggressive expansion plans, spreading either to more cities or to larger towns.

D. Also, the development of modern retail in India could enable enhanced productivity, employment and economic growth.

E. In fact, the Association is confident that modern retail would have a beneficial trickle-down effect on sectors such as steel, cement and glass, bring larger revenues for the state governments and boost sectors such as tourism and hotels.

(a) A and B (b) B and C

(c) A and C (d) B and D

Q 32. A. Sadruddin insisted that he had equal sympathy for eastern and western people.

B. He seemed the favourite to become the UN's Secretary General in 1981, but the Soviet Union

vetoed his candidature, claiming he was too prowestern, and vetoed him again in 1991.

C. Around that time, stories circulated that the prince was a secret agent for the British, using his job as a cover for intelligence gathering.

D. It was almost certainly nonsense, but the Russians may have believed it.

E. Sadruddin stepped down after 12 years, the longest any refugee chief has held the job, but

returned to the UN at times of crisis to give help, notably in Afghanistan, during the Soviet occupation and in Iraq, after the first Gulf War.

- (a) A and E (b) B and D
- (c) D and E (d) B and C

Q 33. A. In the maze of India's twisted economic policies, it is difficult to find a more complex bundle of contradictions than the aviation policy.

B. While the government is omnipresent in the closely guarded sector, a whiff of fresh air has started blowing in the form of 'open skies' agreements with Thailand, some South Asian countries and Sri Lanka.

C. Piecemeal liberalization would only harm the sector rather than encourage growth, and it will put both passengers and the industry at a disadvantage.

D. While implementation of the 'open skies' agreements will take time, these pacts indicate the

hurry to put the horse before the cart.

E. Much more is on the cards, if senior bureaucrats are to be taken, at face value, but concerns have cropped up, since the current trend indicates the lack of a 'wholesome' strategy.

- (a) A and C (b) B and C
- (c) B and D (d) C and D

Q 34. A. That is, availability of a service, which can throw some light on the possible search terms specific to one's subject will certainly be useful.

B. Refining the search query through trial and error process is obviously a laborious exercise.

C. Let us have a look at some services that can be used for this purpose.

D. As Google churns out one service after another with amazing regularity, of late users find it

difficult to pass even one week without reference to it.

E. Recently, Google has rolled out another service for helping its users utilize its search service a

little more efficiently.

- (a) B and D (b) A and B

(c) C and D (d) A and C

Q 35. A. The fiscal picture at the end of September reveals a revenue deficit of 79 percent of budget estimate and a fiscal deficit of 39 percent.

B. Deficit reduction is to ensure that government borrowings are within sustainable limits and

the borrowed funds are used productively for development and creation of capital assets.

C. Fiscal soundness is not a question of mere numerical deficit targets.

D. The figures for October show further deterioration with revenue deficit at 83.9 per cent and fiscal deficit at 45.2 per cent.

E. The deficit targets have been exceeded.

(a) A and B (b) A and C

(c) B and D (d) C and D

Q 36. A. But drug company executives have insisted that their industry is fundamentally healthy and their expensive research efforts will pay off.

B. Three major companies disclosed serious problems with important medicines.

C. This has thrown the spotlight on the fact that the drug industry is failing in its core business of

finding new medicines.

D. The decline in drug research and development has been an open secret among analysts and scientists for years.

E. Worldwide drug industry is clearly ailing.

(a) B and E (b) A and E

(c) C and D (d) C and E

Q 37. A. To say that not all is well with higher education will be something of an understatement.

B. Problems relating to higher education—privatization and commercialization, political interference and corruption, mismanagement and agitations, falling standards and irrelevance—are

topics of public discussion almost on a day-to-day basis.

C. Is it possible to locate some key factors that can explain the mess that higher education in the

country finds itself in?

- D. The prolific and unplanned expansion of higher education since independence is undoubtedly a major factor responsible for this malaise.
- E. That is the question that Dr. Mutton, a former professor, vice-chancellor and secretary of the association of Asian Universities and one still actively engaged in matters relating to higher education, discusses in his latest book.
- (a) D and E (b) A and D
(c) B and D (d) D and C

Q 38. A. The sunshine days are there again for the Indian steel industry.

- B. In the emerging global scene, experts predict a shift in steel use away from the developed world towards nations like China and India.
- C. A combination of factors appears to be working to push it on to a higher orbit.
- D. If the steel producers are grinning, consumers at large are wearing a grim look.
- E. The way the industry is slowly moving into a new era, chances are that prices will head only one way - northward.
- (a) B and E (b) A and B
(c) A and C (d) B and D

Q 39. A. Business Process Outsourcing (BPO) is one of the hottest career destinations for young Indians.

- B. The number of Indians working in this sector was about 2,50,000 by March 2004 and is to grow to 12 million in three years.
- C. In addition to infrastructure facilities, BPO units have been exempted from several labour laws and environmental regulations.
- D. In addition, the unleashing of so called incentives to this sector by state governments is boosting their growth.
- E. This supersonic trajectory is fueled by the economic compulsions of North American and European corporations to shift their low-end jobs to countries like India.

- (a) D and E
- (b) B and D
- (c) C and D
- (d) C and E

Q 40. A. Nobody knows how many NGOs are there in India.

B. It is said that there are at least a thousand of them with an annual income of Rs. 1 crore and more.

C. Estimates vary from a million to several times that number.

D. By definition, Non-Governmental Organizations (NGOs) must have come into being along with

governments.

E. Though NGOs have, in this manner, a long history, it is only in the past 20 years that they

have become ubiquitous.

(a) B and E (b) A and B

(c) D and E (d) B and C

Q 41. A. The French Revolution created a vision for a new moral universe: that sovereignty resides in nations; that a constitution and the rule of law govern politics; that people are equal and enjoy inalienable rights; and that church and state should be separate.

B. The French Revolution invented modern revolution —the idea that humans can transform the world according to a plan—and so has a central place in the study of the social sciences.

C. It ushered in modernity by destroying the foundations of the “Old Regime”—absolutist politics, legal inequality, a “feudal” economy (characterized by guilds, manorialism, and even serfdom), and an alliance of church and state.

D. That vision is enshrined in the Declaration of the Rights of Man and Citizen of 1789, whose proclamation of “natural, imprescriptible, and inalienable” rights served as the model for the 1948 United Nations Universal Declaration of Human Rights.

ADBC
BADC
ACBD
BCAD

- Q 42. A. During the 24-hour darkness of the austral autumn and winter, the South Pole Telescope operates nonstop under impeccable conditions for astronomy.
- B. The atmosphere is thin (the pole is more than 9,300 feet above sea level, 9,000 of which are ice), stable (due to the absence of the heating and cooling effects of a rising and setting Sun) and the pole has some of the calmest winds on Earth, blowing almost always from the same direction.
- C. "The South Pole has the harshest environment on Earth, but also the most benign," says William Holzapfel, a University of California at Berkeley astrophysicist, the on-site lead researcher at the South Pole Telescope.
- D. From an astronomer's perspective, not until the Sun goes down and stays down—March through September—does the South Pole get "benign."

ABCD
CDBA
CDAB
ACBD

- Q 43. A. As "operating systems", Latin and French outlived the strategic pre-eminence of Rome and France.
- B. Nor will Chinese, Russian, or Indian culture soon shoulder aside the American version-high or low- whose draw is embodied by Harvard and Hollywood.
- C. Once a standard exists, it tends to perpetuate itself-just like the dollar, for all its ups and downs will not soon yield to the Euro or the Renminbi.
- D. By such measures, no other rival, not even China, comes close to America, whatever the country's many familiar failings and riches of the rising rest.

ACBD
BADC
CBAD

CABD

- Q 44. A. The oldest fossil grasses are just 70 million years old, although grass may have evolved a bit earlier than that.
- B. There have been land plants for 465 million years, yet there were no flowers for over two-thirds of that time.
- C. The equally-familiar grasses appeared even more recently.
- D. Flowering plants only appeared in the middle of the dinosaur era.

DCBA

BCAD

CADB

BDCA

- Q 45. A. Nevertheless, the focus of otherwise very different movements - from cultural feminism to environmentalism to radical jihadism - is fundamentally the same: moral regulation.
- B. Identity politics constantly demands the creation of new identities and lifestyle groups, often hostile to one another.
- C. The main beneficiary of this shift from explicit political clashes to new forms of culture war has been identity politics.
- D. Many of the political battles of the past two decades have actually been battles over cultural values, be it marriage, family, sexuality, abortion, immigration, multiculturalism, Islam or the EU.

BACD

DACB

DCBA

BADC

- Q 46. A. Patrilineal ownership of lands and the culture of dowry attached to it have turned daughters into bad debts.
- B. The control of such castes on local politics aggravates masculine hubris.
- C. The bigotry of our village culture and polity is intrinsically linked to a control of land

and agriculture

D. Land makes certain castes ‘kingly’ in rural communities.

DBCA

DABC

CDBA

ADBC

Q 47. A. The Cold War was underpinned by an understanding which allowed the US to maintain hegemony over the capitalist world and which gave the Soviet Union a regional sphere of influence in Eastern Europe.

B. The bloody upheavals and wars occurred not in Europe, America or Russia, but in Asia, Africa and the Middle East, and were either directly or indirectly a response to the experience of Western colonialism.

C. Despite the aggressive rhetoric of this era, the Cold War was a period of relative peace between hostile geopolitical blocs.

D. In retrospect, what was remarkable about the Cold War was the ability of most of the major players to manage their conflict.

ADCB

DBCA

CBDA

BADC

Q 48. A. The Mandate of Heaven indicated divine approval of a king’s right to rule.

B. In other words, the Mandate of Heaven gave divine ruling authority to kings that lived a moral life, administered justice, and protected the welfare of his people.

C. Whereas Medieval Europeans legitimized their ruling authority by the divine right of kings, Confucian societies used a similar concept called the Mandate of Heaven.

D. However, it differed from the divine right of kings in that Heaven’s endorsement depends upon the virtuous conduct of the ruler.

ABCD

ABDC

CDAB

CADB

Q 49. A. General Yi knew that the Ming dynasty was more powerful than Mongols were and judged that if he attacked, the Ming would likely invade Korea.

B. Upon his arrival in Kaesōng, General Yi toppled the government through a military coup and in 1392 CE, he placed himself on the throne —ushering in the Chosōn Kingdom.

C. Due to his prominence in 1388 CE, the anti-Ming (pro-Mongol) faction sent General Yi to expel a contingent of Ming troops stationed on the northern part of the Korean Peninsula.

D. Seeing the campaign as a potential disaster, General Yi turned his troops south towards the Koryō capital, Kaesōng.

ACDB

CADB

ADCB

CBDA

Q 50. Elite American colleges are now widely suspected of admitting male applicants with lower grades, to even up the numbers.

B. At least in the rich world, that wasteful truth has been triumphantly overcome.

C. Stendhal once wrote that all geniuses who were born women were lost to the public good.

D. Yet, despite this monumental advance, much ability, both male and female, is wasted because of tenacious stereotypes.

ABDC

ADCB

CBAD

CDBA

Q 51. A. Hate speech is characterized by a deliberate targeting of communities rather than beliefs.

B. What the management must seek to do is to not let political discussions and debates to descend into vituperative attacks and hate speech.

C. But such an association will be spurious, as questioning orthodoxy and conservatism is not tantamount to hate speech.

D. The student body's activism has been criticized by detractors and it has been sought to be associated with hate speech.

BACD

ACDB

DBCA

DCAB

Q 52. A. The main driving force of the British Empire's global expansion was the pursuit of commercial interests.

B. That entailed helping the weaker side in order to promote a regional balance of power and preventing the rise of a regional power, or at least reducing its impact on British security and interests.

C. Creating a balance of power and fostering regional stability could help to realize commercial goals; hence these became the core of the British Empire's strategy.

D. Britain put these practices to use in its continental policy for hundreds of years.

ADBC

CBDA

ACBD

CABD

Q 53. A. The crash in the Alps has launched a search for a solution to the problem of accessing the cockpit from outside if the plane has been commandeered from within.

B. Flight safety has so far focused on threats from the passenger side, and the 9/11 terror episode led to fortification of the cockpit.

C. But if they are in a position to act, pilots can override this mechanism.

D. In exceptional circumstances, such as an emergency affecting the pilot and the cockpit area, the crew can use a code that opens the cockpit door briefly, or it even opens automatically if the pilots are immobilized due to depressurization.

ABCD

ADCB

BADC

BDCA

- Q 54. A. Indeed, Indian policy-planners find themselves in a predicament thanks to the continued monetary easing by some nations and the shrinkage in world trade.
- B. In this context, a fund-starved country like India will do well to focus on foreign direct investment rather than get unduly worried about foreign institutional investment, which will have its ebb and flow depending on the environment outside..
- C. With everyone waiting for the other to act first, the onus is definitely on the political bosses to devise quick solutions to accelerate the economy.
- D. Given this ‘new normal’ kind of an environment, they will have to look at ways to protect the Indian economy from external vicissitudes.

ADBC

CDBA

BDCA

CABD

- Q 55. A. Comments have the potential to turn a news website into a democratic polyphony.
- B. But, there is also a danger of it descending to cacophony if readers do not express opinions in a language that behooves the requirements of a matured public sphere.
- C. It can become a site for multiple concurrent debates, for registering dissent, for pursuing an idea and finally for building a polity of informed choices.
- D. The role of the moderators is to retain the space for polyphony and reject voices that breed cacophony.

ABCD

ABDC

DBAC

ACBD

- Q 56. A. Delisting the content under the parameters of "the right to be forgotten" does not mean the information is taken down from the Internet, but that it's no longer readily available to the public through a simple search on an intermediary such as Google.
- B. However, those who support this controversial legislation say people shouldn't be unfairly dogged by inaccurate, irrelevant, or outdated information that turns up when their

name is put into a search engine.

C. The Court of Justice of the European Union established a "right to be forgotten" in a landmark decision in May 2014, allowing Europeans to ask search engines to delist certain links from results they show based on searches for that person's name.

D. A number of other countries, including Russia, have proposed their own versions of the right to be forgotten, which has led campaigners for freedom of expression to warn that such decisions could limit what content is readily available online in these countries.

CADB

CDAB

DCAB

CBDA

Q 57. A. But that would require a tough look at the economy, at the dearth of productivity, and at how it might be possible to restore conditions of growth. It would require serious investment, risk-taking, and nerve.

B. If those currently carping about the tax affairs of the rich really did care about raising tax revenues, they would concentrate on raising the volume of wealth that can be taxed.

C. The problem with the eagerness to recast economic problems, from a failure to cut the deficit to the continued inability to restore conditions of growth, as a moral issue and an erring on the part of selfish individuals who just aren't giving enough back, leaves the real problems untouched.

D. These are not qualities today's political class have in abundance. So, instead, they continue to project blame, singling out individuals for moral censure in the hope that they will increase their payments to the state.

BCAD

CBAD

BACD

CABD

Q 58. A. A more vital, dynamic and inclusive form of democracy is generated as the risk of corruption reduces, election fever abates and attention to the common good increases.

B. As those who have been drafted are exposed to expert opinion, objective information and public debate, voting is not simply based on gut feel, but careful deliberation.

C. Renaissance states such as Venice and Florence experienced centuries of political

stability by practicing democracy on the basis of sortition, or drafting by lot.

D. With sortition, everyone does not vote on an issue few understand, but a random sample of the population is drafted to come to grips with the problem, in order to take a sensible decision.

CDAB

DBAC

CDBA

DCBA

Q 59. A. With vaccination, arguably our strongest and most cost-effective defense against infectious disease, urbanization is already presenting challenges.

B. It used to be the case that the one-in-five children missing out on a full course of even the most basic vaccines lived in remote rural communities.

C. Without strong health systems in place, the higher the population density the more difficult it becomes to prevent and control outbreaks, and not just because of the increased risk of contagion.

D. Today, we're increasingly discovering that many of these hardest-to-reach children are in marginalized urban communities – right in the heart of cities, often hiding in plain sight.

ABDC

BDCA

CABD

ACBD

Q 60. A. Not only can jellyfish withstand the impact of climate change, they also have the capacity to accelerate it.

B. At the same time, jellyfish also consume vast amounts of plankton, which are a major means of taking carbon dioxide out of the atmosphere and oceans. Their loss can hasten climate change.

C. Jellyfish are better prepared than other marine life for the changing ocean environment, such as warmer temperatures, salinity changes, ocean acidification and pollution.

D. They release carbon-rich feces and mucus that bacteria prefer to use for respiration, turning these bacteria into carbon dioxide factories.

ABDC

CADB

A

C

D

B

C

D

B

A