**OHS351-ENGLISH FOR COMPETITIVE EXAMINATION**

**PART-B**

### UNIT I: VOCABULARY & VERBAL ABILITY

#### ****Q1. Discuss the role of context in determining word meanings. Provide examples of polysemous words and how context resolves ambiguity.****

**Answer:**

**Role of Context:**

* Context plays a critical role in determining the precise meaning of a word, especially when the word is **polysemous** (i.e., has multiple meanings).
* It helps in **disambiguating** meanings by referring to the surrounding words, sentences, or situation.
* It allows the listener or reader to **infer** the intended meaning based on the scenario or usage.

**Examples of Polysemous Words:**

1. **Bank**
   * “She deposited cash at the bank.” → Financial institution.
   * “We sat by the bank of the river.” → The land beside a river.
2. **Crane**
   * “The crane soared above the trees.” → A bird.
   * “The crane lifted the heavy metal beam.” → A construction machine.
3. **Light**
   * “This room is full of light.” → Brightness.
   * “This bag is very light.” → Not heavy.

**Conclusion:**  
Without context, polysemous words can be confusing. Context provides the necessary clues for accurate interpretation.

#### ****Q2. Explain the process of word formation (prefixes, suffixes, compounding) with examples.****

**Answer:**

**1. Prefixes:**

* A **prefix** is added to the **beginning** of a root word to change its meaning.
* Examples:
  + Un- → “Unhappy” (not happy), “Undo” (reverse action).
  + Re- → “Rebuild” (build again), “Rewrite” (write again).

**2. Suffixes:**

* A **suffix** is added to the **end** of a root word to change its form (tense, role, or meaning).
* Examples:
  + -er → “Teacher” (one who teaches), “Runner” (one who runs).
  + -less → “Fearless” (without fear), “Careless” (without care).

**3. Compounding:**

* Combines two words to form a new meaning.
* Examples:
  + “Notebook” = note + book
  + “Sunflower” = sun + flower

#### ****Q3. Analyze the cultural significance of idioms. Provide 5 examples with meanings and usage.****

**Answer:**

**Cultural Significance:**

* Idioms reflect a society's **history**, **values**, and **customs**.
* They often arise from traditional practices, beliefs, or historical events.

**Examples:**

1. **Spill the beans** – To reveal a secret.
   * “He spilled the beans about the surprise party.”
2. **Kick the bucket** – To die.
   * “Sadly, the old man kicked the bucket last night.”
3. **Piece of cake** – Something very easy.
   * “The exam was a piece of cake.”
4. **Cost an arm and a leg** – Very expensive.
   * “That car costs an arm and a leg.”
5. **Hit the nail on the head** – To be exactly right.
   * “She hit the nail on the head with her analysis.”

### ****UNIT II: GRAMMAR****

#### ****Q1. Describe the rules for using articles (a, an, the) with examples.****

**Answer:**

**1. Indefinite Articles:**

* **A**: Used before words that begin with a consonant sound.
  + A book, A university (Note: “university” starts with a 'yoo' sound).
* **An**: Used before words that begin with a vowel sound.
  + An apple, An hour (Note: “hour” starts with a silent 'h').

**2. Definite Article:**

* **The**: Used for specific or previously mentioned nouns.
  + The sun, The book you gave me.

**3. Zero Article:**

* Used when no article is needed.
  + Cats are cute. (plural noun in general)
  + Milk is healthy. (uncountable noun in general)

#### ****Q2. Explain the use of modal verbs (can, could, may, might) in expressing ability, permission, and possibility.****

**Answer:**

| **Modal** | **Function** | **Example** |
| --- | --- | --- |
| **Can** | Present ability / Informal permission | “She can speak French.” / “Can I leave now?” |
| **Could** | Past ability / Hypothetical possibility | “He could run fast in school.” / “It could rain later.” |
| **May** | Formal permission | “May I borrow your pen?” |
| **Might** | Weak possibility | “We might visit tomorrow.” |

#### ****Q3. Identify and correct 5 common errors in subject-verb agreement. Explain the rules.****

**Answer:**

1. **Incorrect:** The list of items are long.  
   **Correct:** The list of items is long.  
   ("List" is the singular subject.)
2. **Incorrect:** Either the students or the teacher are responsible.  
   **Correct:** Either the students or the teacher is responsible.  
   (Verb agrees with the nearest subject: “teacher.”)
3. **Incorrect:** Each of the boys have a toy.  
   **Correct:** Each of the boys has a toy.  
   (“Each” is singular.)
4. **Incorrect:** The news are shocking.  
   **Correct:** The news is shocking.  
   (“News” is uncountable and singular.)
5. **Incorrect:** Mathematics are my favorite subject.  
   **Correct:** Mathematics is my favorite subject.  
   (Subjects like physics, mathematics are singular.)

### ****UNIT III: READING SKILLS****

#### ****Q1. Explain the steps involved in critical reading. How does it differ from skimming?****

**Answer:**

**Steps in Critical Reading:**

1. **Preview:** Read titles, headings, and visuals.
2. **Question:** Ask why the author made certain claims.
3. **Analyze:** Evaluate the arguments, sources, and evidence.
4. **Synthesize:** Connect ideas with your prior knowledge.
5. **Reflect:** Form personal interpretations and judgments.

**Difference:**

* **Skimming**: Reading quickly for the gist/main idea.
* **Critical Reading**: Involves **deep comprehension**, **evaluation**, and **critical thinking**.

#### ****Q2. Discuss techniques to distinguish facts from opinions in a text. Provide examples.****

**Answer:**

**Techniques:**

* **Facts** are provable and objective.
  + “The Earth revolves around the Sun.”
* **Opinions** are personal or subjective.
  + “Pizza is the best food.”

**How to identify:**

* Look for **evidence** (data, statistics).
* Check for **qualifiers** like "I think", "probably", "in my opinion".

#### ****Q3. How can inference improve reading comprehension? Provide 3 examples of making inferences.****

**Answer:**

**Inference:**  
Reading between the lines to understand **unstated information**.

**Examples:**

1. “She wore a coat and gloves.”  
   → Inference: It’s cold outside.
2. “He yawned and looked at the clock repeatedly.”  
   → Inference: He is bored or tired.
3. “The audience clapped for 10 minutes.”  
   → Inference: The performance was excellent.

### ****UNIT IV: WRITING SKILLS****

#### ****Q1. Describe the structure and content of a Statement of Purpose (SOP).****

**Answer:**

**Structure:**

1. **Introduction:** Who you are and your academic interests.
2. **Academic/Professional Background:** Key milestones and achievements.
3. **Why This Program/University:** Explain alignment with your goals.
4. **Future Goals:** Both short- and long-term aspirations.
5. **Conclusion:** Summary and thanks.

**Tips:**

* Be **specific**, **honest**, and **clear**.
* Tailor each SOP to the particular institution.

#### ****Q2. Explain the importance of coherence and cohesion in paragraph writing. Provide examples.****

**Answer:**

* **Coherence** ensures **logical flow** and clarity.
  + Example: Topic sentence → Detail → Example → Conclusion.
* **Cohesion** uses **connectors and linking words** to hold ideas together.
  + Example: “Air pollution is increasing. **Therefore**, we need stricter laws.”

#### ****Q3. Compare formal letters and emails in terms of structure, tone, and purpose.****

**Answer:**

| **Feature** | **Formal Letter** | **Email** |
| --- | --- | --- |
| **Structure** | Address, Date, Salutation, Body, Signature | Subject, Greeting, Body, Sign-off |
| **Tone** | Formal and structured | Semi-formal to informal |
| **Purpose** | Job applications, official communication | Quick communication, updates, inquiries |

### ****UNIT V: LISTENING & SPEAKING****

#### ****Q1. Discuss the role of stress and intonation in conveying meaning. Provide examples.****

**Answer:**

* **Stress** changes the meaning of a word.
  + “CONtent” (satisfaction) vs. “conTENT” (material).
* **Intonation** shows emotion and sentence type.
  + Rising tone: “You’re coming?” (Question)
  + Falling tone: “You’re coming.” (Statement)

#### ****Q2. Explain strategies for effective listening in noisy environments.****

**Answer:**

* Focus on **keywords**.
* Use **non-verbal cues** (lip movements, gestures).
* Politely **ask for repetition**.
* **Reduce distractions**: Move closer or use earphones.

#### ****Q3. How does pronunciation impact spoken communication? Provide examples of commonly mispronounced words.****

**Answer:**

* Mispronunciation can lead to **confusion** or **misunderstanding**.

**Examples:**

* **February** – Incorrect: Feb-yoo-ary / Correct: Feb-roo-ary
* **Library** – Incorrect: Li-berry / Correct: Li-brar-ee
* **Etcetera** – Incorrect: Ex-cetera / Correct: Et-cetera