

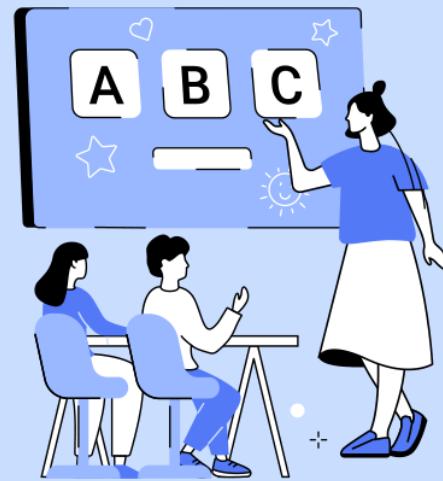
# PEV- 112

# VERBAL ABILITY

Cloze Test  
Error Detection  
Vocabulary & Grammar  
One Word Substitution

# Verbal Ability

Idioms and Phrases  
Antonyms and Synonyms  
Paragraphs Jumbled word  
One Word Substitution



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## UNIT 1

### Tense-Consistency and Error Identification



### Tense-Consistency

**Verb tense:** Verb tense indicates the time of action, indicating whether the action occurred in the past, whether it occurs in the present, or whether it will happen in the future.

**Consistency of tense:** Consistency of tense means using the same tense throughout your paper unless it is necessary to show an event that occurred at a different time.

#### **Important points to keep in mind:**

- Do not shift tenses unnecessarily.
- If you begin writing a paper in the present tense, don't shift suddenly to the past.
- If you begin in the past, don't shift without reason to the present.

<b>Notice the inconsistent verb tenses in the following selection:</b>	
Smoke <b>spilled</b> from the front of the overheated car. The driver <b>opens</b> up the hood, then <b>jumped</b> back as steam billows out.	
<b>The verbs must be consistently in the present tense:</b>	Smoke <b>spills</b> from the front of the overheated car. The driver <b>opens</b> up the hood, then <b>jumps</b> back as steam billows out.
<b>Or the verbs must be consistently in the past tense:</b>	Smoke spilled from the front of the overheated car. The driver opened up the hood, then jumped back as steam billowed out.
<b>Of course, you should use different verb tenses in a sentence or paragraph if they convey the meaning that you wish to convey:</b>	Last fall I <b>took</b> English 512; now I <b>am taking</b> English 513. (The verbs in this sentence accurately show the time relationship between the two classroom experiences.)

Examples of tense consistency:

### 1. Correct Consistency:

- Past Tense: "She walked to the store and bought some milk."
- Present Tense: "She walks to the store and buys some milk."
- Future Tense: "She will walk to the store and buy some milk."

### 2. Incorrect Consistency:

- "She walked to the store and buys some milk." (This sentence mixes past and present tenses inappropriately.)

### When tense shifts are appropriate:

Tense shifts are acceptable when there's a clear reason to change the time frame, such as indicating a change in the timeline or distinguishing between general truths and specific past or future events.

### Example of appropriate tense shifts:

- "She said she would go to the store and buy some milk tomorrow." (Shifts from past to future to indicate a planned future action.)
- "I know that he was a great athlete." (Shifts from present knowledge to past fact.)

**Note: Maintaining tense consistency helps ensure your writing is clear and understandable, allowing readers to follow the progression of time in your narrative easily.**

### EXERCISE

#### Examples:

**Inconsistent:** I **took** a deep breath and **opened** the door; there **stands** a well-dressed man with a large box.

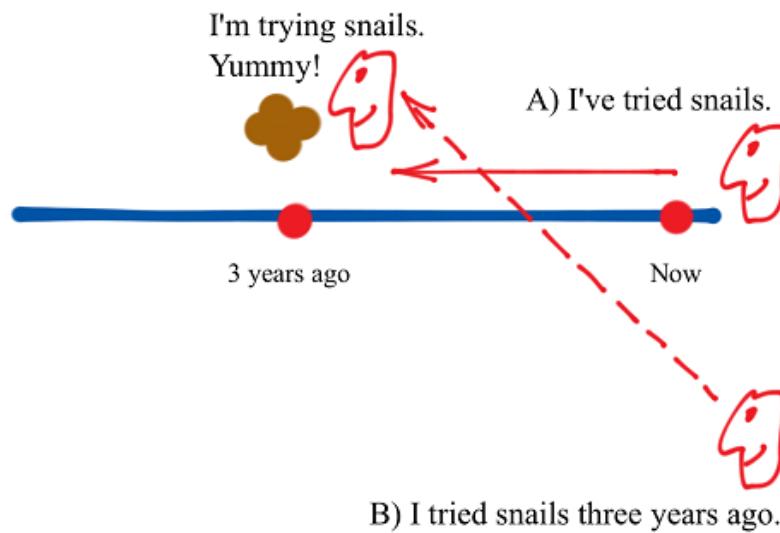
**Consistent:** I **take** a deep breath and **open** the door; there **stood** a well-dressed man with a large box.

**Consistent:** I **take** a deep breath and **open** the door; there **stands** a well-dressed man with a large box.

**Instructions:** Read the following sentences carefully for meaning. Then correct any inconsistencies of tense by changing any verbs that do not show the accurate time of events.

1. Two seconds before the buzzer sounded, Larry Bird sank a basket from mid court, and the crowd goes wild.
2. Although Americans spend about \$20 billion a year on cancer treatments, the number of cancer deaths increased every year.
3. We traveled by train to Boise, Idaho, where my aunt has met us at the station and drove us around town.
4. For twenty years, until his death in 1983, Dr. Dulfano observed animal behavior and seeks clues to explain the increasing violence among human beings.
5. I told you this will happen.
6. The actors performed with such energy and joy that when the play ends, nobody wants to go home.
7. I was driving south on Interstate 90 when a truck approaches with its bright lights on.
8. Jim had a big grin on his face as he walks over and kicked the Coke machine.
9. Maynard stormed down the hallway, goes right into the boss' office and shouts, "I want curtains in my office!"
10. I gasped and then shrieks when I discovered a dead mouse in the toe of my shoe.

## Reference, speech, and event time



### *Example 1*

(1) *I tried snails three years ago.*

(2) *I've tried snails.*

- a. In the picture, the Event "*I'm trying snails!*" happened 3 years ago. That's our Event Time.
- b. In alternative A, "*I've tried snails*", the speaker speaks it Now.
- c. He looks back (or thinks back) into the past, and recalls that at some point before now (indicated by the arrow), he was trying snails! The speaking time, also known as **Speech Time**, is Now. His "*I've tried snails*" means that
- d. In alternative B, "*I tried snails three years ago*", the speaker recalls what happened three years ago by linking his mind to that time (the recalling/linking is indicated by the dashed arrow). Thus, his Reference Time is "3 years ago". The speaking time (Speech Time) is Now. His "*I tried snails three years ago*" means that:

### *Example 2*

(1) *Our train had left at ten in the morning.*

(2) *Our train will have left at ten in the morning.*

From the examples in which the Reference time did **not** coincide with the Speech time or the Event time, we can see that the Past Perfect and Future Perfect tenses are instances that show what the Reference time is considered.

Our train **had left** at **ten in the morning**. (spoken at *one in the afternoon*)

The speech time (S) is 1 pm. The event time (E) is in the past, earlier than 10, since at 10 in the morning the train wasn't there already. The reference time (R) is **ten in the morning**.

Our train **will have left** at **ten in the morning**. (spoken at *six in the evening* on the preceding day)

The speech time (S) is 6 pm. The event time (E) is in the future, but earlier than 10, since at 10 in the morning the train will not be there. The reference time (R) is **ten in the morning**.

Our train **will have left at ten in the morning**. (spoken at *six in the evening* on the preceding day) The speech time (S) is 6 pm. The event time (E) is in the future, but earlier than 10, since at 10 in the morning the train will not be there. The reference time (R) is **ten in the morning**.

## **Parallelism**

Parallel sentence elements in grammar are just like parallel lines in geometry: they face the same direction and never meet. More precisely, in grammar, it's less about meeting and more about balance. **Parallelism** in grammar is defined as two or more phrases or clauses in a sentence that have the same grammatical structure. It is a rhetorical device used to create balance, symmetry, and clarity in writing or speech. It involves using similar structures, phrases, or words to convey ideas, emphasize points, or create a sense of rhythm.

### **Purpose of Parallelism:**

- Parallelism is particularly popular among orators because it usually simplifies the structure of sentences, so the speaker can hold an audience's attention for longer and present their message in digestible terms.
- Parallelism is also useful when a writer wants to emphasize the relationship between two or more ideas. It can set up a comparison or contrast between two things.

As readers, we often correct faulty parallelism—a lack of parallel structure—because an unbalanced sentence sounds awkward and poorly constructed.

Read the following sentences aloud:

**Faulty parallelism:** Kelly had to iron, do the washing, and shopping before her parents arrived.

**Faulty parallelism:** Driving a car requires coordination, patience, and to have good eyesight.

**Faulty parallelism:** Ali prefers jeans to wearing a suit.

All of these sentences contain faulty parallelism. Although they are factually correct, the construction is clunky and confusing.

- a. In the first example, three different verb forms are used.
- b. In the second and third examples, the writer begins each sentence by using a noun (*coordination, jeans*), but ends with a phrase (*to have good eyesight, wearing a suit*). Now read the same three sentences that have correct parallelism.

**Correct parallelism:** Kelly had to do the ironing, washing, and shopping before her parents arrived.

**Correct parallelism:** Driving a car requires coordination, patience, and good eyesight.

**Correct parallelism:** Ali prefers wearing jeans to wearing a suit.

When these sentences are written using a parallel structure, they sound more aesthetically pleasing because they are balanced

## Creating Parallelism Using Coordinating Conjunctions:

When you connect two clauses using a coordinating conjunction (*for, and, nor, but, or, yet, so*), make sure that the same grammatical structure is used on each side of the conjunction. Take a look at the following example:

**Faulty parallelism:** When I walk the dog, I like **to listen to music** and **talking to friends** on the phone.

**Correct parallelism:** When I walk the dog, I like **listening to music** and **talking to friends** on the phone.

The first sentence uses two different verb forms (*to listen, talking*). In the second sentence, the grammatical construction on each side of the coordinating conjunction (*and*) is the same, creating a parallel sentence.

**The same technique should be used for joining items or lists in a series**

**Faulty parallelism:** This committee needs to decide whether the company should **reduce its workforce, cut its benefits, or lowering workers' wages**.

**Correct parallelism:** This committee needs to decide whether the company should **reduce its workforce, cut its benefits, or lower workers' wages**.

The first sentence contains two items that use the same verb construction (*reduce, cut*) and a third item that uses a different verb form (*lowering*). The second sentence uses the same verb construction in all three items, creating a parallel structure.

### Exercise

On your own sheet of paper, revise each of the following sentences to create parallel structure using coordinating conjunctions. Once done, please share with a classmate and compare your answers.

1. Mr. Holloway enjoys reading and to play his guitar at weekends.
2. The doctor told Mrs. Franklin that she should either eat less or should exercise more.
3. Breaking out of the prison compound, the escapees moved carefully, quietly, and were quick on their feet.
4. I have read the book, but I have not watched the movie version.
5. Deal with a full inbox first thing in the morning, or by setting aside short periods of time in which to answer e-mail queries.

## Creating Parallelism Using *Than* or *As*

When you are making a comparison, the two items being compared should have a parallel structure. Comparing two items without using a parallel structure can lead to confusion about what is being compared. Comparisons frequently use the words *than* or *as*, and the items on each side of these comparison words should be parallel. Take a look at the following example:

**Faulty parallelism:** Swimming in the ocean is much tougher than a pool.

**Correct parallelism:** Swimming in the ocean is much tougher than swimming in a pool.

In the first sentence, the elements before the comparison word (*than*) are not equal to the elements after the comparison word. It appears that the writer is comparing an action (*swimming*) with a noun (*a pool*). In the second sentence, the writer uses the same grammatical construction to create a parallel structure. This clarifies that an action is being compared with another action.

To correct some instances of faulty parallelism, it may be necessary to add or delete words in a sentence.

**Faulty parallelism:** A brisk walk is as beneficial to your health as going for a run.

**Correct parallelism:** Going for a brisk walk is as beneficial to your health as going for a run.

In this example, it is necessary to add the verb phrase *going for* to the sentence in order to clarify that the act of walking is being compared to the act of running.

### Exercise

On your own sheet of paper, revise each of the following sentences to create parallel structure using *than* or *as*. Once done, please share with a classmate and compare your answers.

1. I would rather work at a second job to pay for a new car than a loan.
2. How you look in the workplace is just as important as your behavior.
3. The firefighter spoke more of his childhood than he talked about his job.
4. Indian cuisine is far tastier than the food of Great Britain.
5. Jim's opponent was as tall as Jim and he carried far more weight.

## Creating Parallelism Using Correlative Conjunctions

A correlative conjunction is a paired conjunction that connects two equal parts of a sentence and shows the relationship between them. Common correlative conjunctions include the following:

- a. either...or
- b. not only...but also
- c. neither...nor
- d. whether...or
- e. rather...than
- f. both...and

Correlative conjunctions should follow the same grammatical structure to create a parallel sentence. Take a look at the following example:

**Faulty parallelism:** We can neither **wait** for something to happen nor **can we take** evasive action.

**Correct parallelism:** We can neither **wait** for something to happen nor **take** evasive action.

When using a correlative conjunction, the words, phrases, or clauses following each part should be parallel. In the first sentence, the construction of the second part of the sentence does not match the construction of the first part. In the second sentence, omitting needless words and matching verb constructions create a parallel structure. Sometimes, rearranging a sentence corrects faulty parallelism.

**Faulty parallelism:** It was both a long movie and poorly written.

**Correct parallelism:** The movie was both long and poorly written.

**Exercise**

Read through the following excerpt from Alex's essay and revise any instances of faulty parallelism. Rewrite the sentences to create a parallel structure.

Owning a pet has proven to be extremely beneficial to people's health. Pets help lower blood pressure, boost immunity, and are lessening anxiety. Studies indicate that children who grow up in a household with cats or dogs are at a lower risk of developing allergies or suffer from asthma. Owning a dog offers an additional bonus; it makes people more sociable. Dogs are natural conversation starters and this not only helps to draw people out of social isolation but also they are more likely to find a more romantic partner.

Benefits of pet ownership for elderly people include less anxiety, lower insurance costs, and they also gain peace of mind. A study of Alzheimer's patients showed that patients have fewer anxious outbursts if there is an animal in the home. Some doctors even keep dogs in the office to act as on-site therapists. In short, owning a pet keeps you healthy, happy, and is a great way to help you relax.

## **Error Identification**

### **What are Errors in Tenses?**

There are three types of tenses - **Past, Present and Future**. While framing a sentence, there is often confusion in verbs and clauses. Also, students often commit errors in tenses such as confusion between past and present or future tense in a single sentence, or within the tense, such as confusion between present perfect tense and present continuous tenses,

### **Types of Errors in Tenses**

Let us discuss some of the common **Tense errors** and how to identify as well as rectify them.

#### **(i) Confusion in Present Tense:**

We use Present Tense to signify an action which is taking place at the moment or in the current time. To denote whether the action is a single instance or a recurring event, Present Tense is further divided into four types. The types of Present Tenses along with examples are given below.

9. **Simple Present Tense:** Ram goes to school.
10. **Present Perfect Tense:** Ram has gone to school.
11. **Present Continuous Tense:** Ram is going to school.
12. **Present Perfect Continuous Tense:** Ram has been going to school.

While Simple Present Tense refers to continuous action, Present Perfect Tense refers to an action that has taken place a while ago but is yet to be completed. Present Continuous Tense refers to an action which is taking place in real-time. Present Perfect Continuous Tense signifies that action which is taking place over a period of time. While writing sentences in Present Tense, students often misuse the tenses or confuse between two or more sub-tenses.

#### **(ii) Confusion in Past Tense**

**Past Tense** is used to refer to an event or action that has taken place earlier. The degree of occurrence may vary, and to classify that, the Past Tense is divided into Simple Past Tense, Past Perfect Tense, Past Continuous Tense and Past Perfect Continuous Tense. The types of Pas Tense and their examples are given below.

- a. **Simple Past Tense:** Ram went to school.
- b. **Past Perfect Tense:** Ram had gone to school.
- c. **Past Continuous Tense:** Ram was going to school.
- d. **Past Perfect Continuous Tense:** Ram had been going to school.

To avoid confusion in the Past Tense, students should refer to these examples and understand whether the action was a single instance event or was a recurring event.

### (iii) Confusion in Future Tense

**Future Tense** is used to for events which are yet to take place or a planned for the future. Like the Present and Past tenses, the Future Tense is also categorised as per the degree of occurrence. The types of Future Tense along with examples are as follows:

1. **Simple Future Tense:** Ram will go to school tomorrow.
2. **Future Continuous Tense:** Ram will be visiting his grandparents next week.
3. **Future Perfect Tense:** Ram will have reached his grandparents' house by this time next week.
4. **Future Perfect Continuous Tense:** By next week Ram will have been to his grandparent's house.

The Simple Future Tense refers to an event which will certainly take place at a time later on. Future Continuous Tense refers to an incomplete or ongoing action at a time later on. On the other hand, Future Perfect Tense is used to refer to an action, which would be completed at a time later on. Future Perfect Continuous Tense is used to explain an action which is ongoing or incomplete at present but will be completed at a later time.

## Verb Confusion in Past and Present Tense

A sentence remains incomplete without a verb. The usage of the verb is often mistaken and is one of the most common Error in Tenses. Take a look at some of the examples of Error in Tenses with respect to Verbs.

**Incorrect:** Ram did not went to school yesterday.

**Correct:** Ram did not go to school yesterday.

**Incorrect:** Rajesh used to wrote poems in his college days.

**Correct:** Rajesh used to write poems during his college days.

**Incorrect:** I have met Rita yesterday.

**Correct:** I met Rita yesterday.

**Incorrect:** It is snowing for two days.

**Correct:** It has been snowing for two days.

**Incorrect:** David has gone to London last week.

**Correct:** David went to Mumbai last week.

## Tense Error Correction Exercises with Answers

If you've understood the concepts behind tenses, let's test you. Answer the following questions.

### Q1. The glass windowpane – while the kids were playing cricket.

- a. Broke
- b. Was broken
- c. Had broke
- d. Was broke

**Q2. I will \_ you in the evening.**

- a. Call
- b. Calling
- c. Be calling
- d. Called

**Q3. The last date to submit the project \_ end of the day today.**

- a. Is
- b. Was
- c. Will
- d. Has been

**Q4. Priya \_ music class every Thursday.**

- a. Attends
- b. Attended
- c. Is attending
- d. Will attending

**Q5. Raju \_ when his mother entered the room.**

- a. Played
- b. Was playing
- c. Plays
- d. Is playing

**Q6. John always \_ to help the needy,**

- a. Tried
- b. Tries
- c. Was trying
- d. Is trying

**Q7. It had stopped raining when I \_ the office.**

- a. Leave
- b. Was leaving
- c. Left
- d. Leaves

**Q8. Had you reached the station on time, you \_ board the train.**

- a. Would
- b. Will
- c. Would have
- d. Will have

**Q9. Raj is learning how \_ guitar**

- a. To play
- b. To playing
- c. Playing
- d. Play

**Q10. Rahul \_ suffering from migraine since last week.**

- a. Is
- b. Was
- c. Has been
- d. Has

**Answers:**

Q1. a Q2. a. Q3. a. Q4. a. Q5. b. Q6. b. Q7. c. Q8. c. Q9. a. Q10.

## **Errors Related to Verbs in a Sentence**

### Definition of Verb

*Verbs are words that show an action (sing), occurrence (develop), or state of being (exist)*

### Verb tense errors

Verb tense error is one of the most common errors made when it comes to verbs. It is the use of the wrong verb in a sentence. Tenses are important because they tell the time of an action or event. If the tense of the action is wrong, it will send the wrong message. To avoid this error, you must be sure of the tense and write it down correctly to pass the right message across.

#### For example:

I am going to the store to bought milk

Have you did your chores?

She always swept the class when she comes in the morning.

#### The correct sentences are:

I am going to the store to buy some milk.

Have you done your homework?

She always sweeps the class when she comes in the morning.

## **Errors Based on Parts of speech**

### **Common Pronoun Errors**

#### Definition of Pronoun

Pronouns replace nouns with words like *she, they, your, their, it, and others*. See the following sentences:

No pronoun: **Employees can view the employees' paychecks online.**

Pronoun: **Employees can view their paychecks online.**

In the first sentence, no pronoun is used. In the second sentence, the pronoun '*their*' is used to replace the word *employees'*. Let's look at two more sentences:

No pronoun: **My computer broke, so tech support fixed my computer.**

Pronoun: *My computer broke, so tech support fixed it.*

Notice that the second sentence uses the pronoun **it** to refer to **computer**. The pronoun makes the sentence more concise. As you can see, pronouns can be useful. Now, let's study some guidelines about how to use pronouns correctly.

**Principle 1:** Choose a pronoun based on the audience and the formality of the situation.

Sometimes writers want to express an idea about people in general. For example, the writer may want to share advice or state a fact. The formal way to do that is to use the pronoun **one**, which means "a person." See the example below:

*If one wants to achieve a dream, one must make a goal.*

The example sentence above is correct for formal situations. However, sometimes using the pronoun **one** can be too formal. In informal situations, it may be better to use the pronoun **you**. See the example below:

*If you want to achieve a dream, you must make a goal.*

However, it can be rude to use the pronoun **you** too often in sentence, because it can seem like the writer is accusing or pointing a finger. Look at the following sentences:

Accusing: *When you understand this system, you can increase your production.*

Better: *When people understand this system, they can increase their production.*

Notice that the "better" sentence had a different way to make a general statement. The writer used the noun **people** and the pronoun **they**, and it did not seem as rude as the "accusing" sentence.

Remember that deciding which pronoun to use depends on the audience and the formality of the situation.

**Principle 2:** A pronoun must agree in number with the noun it replaces.

When using a pronoun, be sure it agrees in number with the noun it refers to. Let's look at the following sentence:

Incorrect: *I hate it when a customer doesn't know what they want.*

In the sentence above, the noun **customer** is singular. However, the pronoun **they**, used later in the sentence, is plural. Let's look at the correction of that sentence:

Correct: *I hate it when customers don't know what they want.*

In the correct sentence, the writer changed the noun to be plural, which made it easier to express the idea and ensure that the noun and pronoun would agree in number.

**Principle 3:** Avoid using “he” and “she” when expressing general ideas.

Do not refer to one gender when writing about people in general. This mistake happens a lot when a writer refers to a particular activity or profession. See the sentence below:

Incorrect: *A good doctor will always listen to his patients.*

The pronoun in the sentence above is incorrect because it expresses the idea that all doctors are male, which is not true. Let’s look at a correction:

Correct: *Good doctors will always listen to their patients.*

The writer of the correct sentence made the noun and pronouns plural so that they refer to all people, not just one gender.

**Principle 4:** Ensure each pronoun matches the type of noun that it replaces.

Be sure the pronoun you use correctly matches the noun it replaces. Use the pronoun *who* when referring to people, *that* when referring to things, *when* when referring to time, and *where* when referring to places. See the following example:

Incorrect: *I know a woman that can type 80 words per minute.*

Correct: *I know a woman who can type 80 words per minute.*

In the incorrect sentence, the writer used the pronoun *that* to replace the noun *woman*. Since *woman* is a person, the correct pronoun in this sentence is *who*.

**Principle 5:** Use a pronoun only if it is clear which noun the pronoun replaces.

Remember that a pronoun replaces a noun, so be sure it is clear which noun the pronoun replaces. Look at the following passage:

Unclear: *All of the patients arrived late for their appointments, and I missed my lunch hour. This made me upset for the rest of the day.*

In the sentence above, it is not clear what *this* refers to. Was the employee upset because the patients arrived late or because he missed lunch? Was he upset because of both situations? It is not clear. See the correction below:

Better: *All of the patients arrived late for their appointments, and I missed my lunch hour. Missing lunch made me upset for the rest of the day.*

In the correction, the writer makes it clear which situation made him feel upset. In this passage, it was best to not use a pronoun.

## **Errors related to Adjectives.**

**Definition of an adjective**

An adjective is *a part of speech that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence.*

The first error involves the word “enough”:

**Don't say:**

This box isn't **enough big** for all the books.

**Say:**

This box isn't **big enough** for all the books.

**Enough goes after adjectives, adverbs, and verbs:**

Are you **old enough** to see this movie?

She's **smart enough** to take the advanced class.

You sing **well enough** to be a professional!

The teacher speaks **slowly enough** for me to understand.

I play the piano, but I don't **practice enough**.

Make sure you **eat enough** now so that you're not hungry later.

Enough goes *before* nouns:

There are **enough chairs** for everybody to sit down.

There isn't **enough information** in this report; I need more details.

We don't have **enough people** to form a soccer team.

Do you have **enough money** to buy that motorcycle?

**Don't say:**

I can't believe **how much stubborn** he is.

**Say:**

I can't believe **how stubborn** he is.

We only use **how much** and **how many** before nouns.

With adjectives and adverbs, we use only **how**:

**How tall** are you?

I want to see **how comfortable** the couch is before buying it.

**How quickly** can they finish the project?

This software measures **how efficiently** the employees are working.

**Don't say:**

These are my **favorites** shoes.

**Say:**

These are my **favorite** shoes.

These shoes are my **favorites**.

**Adjectives before nouns are always singular in English, even if the noun is plural!**

Our house has three **small rooms**.

The forest is filled with **giant trees**.

I have a couple of **friendly dogs**.

I've finished this book, now I'll read the **other ones** I borrowed from the library.

Some adjectives – especially “others” – can be used in plural form, if the noun was mentioned earlier (and is not directly after the adjective). Here are two examples:

I have many pairs of shoes, but these red shoes are my **favorites**.  
*(= favorite shoes)*

The boss gave raises to some employees but not **others**.  
*(= other employees)*

Some of the shows on this channel are great, and **others** are terrible.  
*(= other shows on this channel)*

**Don't say:**

Last night I was **a lot** tired.

**Say:**

Last night I was **so/very/really** tired.

The words **so**, **very**, **really**, are all used before adjectives and adverbs to add emphasis or describe something that is intense:

This book is **so/very/really** interesting.

She plays the piano **so/very/really** well!

They moved here **so/very/really** recently.

**A lot of / lots of** are used before nouns to describe a large quantity:

I ate **a lot of / lots of** pizza last night.

There were **a lot of / lots of** kids at the playground.

Note that it's always **a lot** and never **alot**.

We can also use **a lot** after verbs to describe something we do frequently/often:

I read **a lot**.

Do you exercise **a lot**?

**Don't say:**

My new computer is **more better** than my old one.

**Say:**

My computer is **better** than my old one.

My computer is **much better** than my old one.

Let's review how we form comparative adjectives

1 syllable: fast → **faster**

Words ending in Y: easy → **easier**

2+ syllables: popular → **more popular**

Irregular: good/bad → **better/worse**

We only use "more" to make comparisons using adjectives of 2+ syllables: more popular, more interesting, more efficient, more comfortable, etc. The word "better" is *already* a comparative, so we shouldn't add "more."

If you want to add extra emphasis to a comparative, you can add "much":

My new computer is **much** better than my old one.  
(not just a little bit better... **MUCH** better)

This lesson is **much** easier than yesterday's.

My sister is **much** more popular than me.

The problem is **much** worse than we imagined.

**Don't say:**

My apartment is ten miles **far** from here.

**Say:**

My apartment is ten miles **away** from here.

When talking about *general* long distances, we can say **far from** or **far away from**:

My apartment is **far (away) from** here.

However, when talking about a *specific* distance, we say **away from** or **simply from**:

My apartment is ten miles **away from** here.

My apartment is ten miles **from** here.

This is confusing because the question might ask “**How far...?**” but we don’t use the word “far” when giving an answer with a specific distance:

**How far** is the nearest gas station? / **Where** is the nearest gas station?

It’s about two blocks **away**.

**How far** is the museum from here?

At least five miles – you should probably take the bus.

You can only use “far” in the answer when speaking in general terms:

**It’s not far.** (it’s a short distance away)

**It’s pretty/quite/very far.** (it’s a long distance away)

## **Errors related to Conjunctions**

### **Definition of Conjunction**

A Conjunction in English Grammar is merely a connecting word and it has no other function except joining two words, phrases or clauses in a sentence.

There are certain common errors made in English Grammar by the user. Let us highlight a few of them for our better understanding:

1. There must not a repetition of Conjunction for the same function:

#### **Error 1**

(Incorrect): Though he is poor, still he dreams big.

(Correct): Though he is poor, he dreams big.

(Incorrect): As he is tall, so he can’t fit inside.

(Correct): As he is tall, he can’t fit inside. OR He is tall, so he can’t run inside.

(Incorrect): As I rung the bell, at that time he opened the door.

(Correct): As I rung the bell, he opened the door.

2. Since the conjunction ‘because’ is enough to join two sentences, ‘therefore’ becomes extraneous.

Example:

### Error 2

(Incorrect): Because he was not hungry therefore we ate without him.

(Correct): Because he was not hungry we ate without him.

(Incorrect) Because he is affluent so he gets a lot of privileges.

(Correct): Because he is affluent he gets a lot of privileges.

OR

He is affluent so he gets a lot of privilege.

Incorrect: Since he was upset therefore I said nothing.

Correct: Since he was upset I said nothing.

OR

He was angry; therefore, I said nothing. (It is important to note here that therefore is not a Conjunction and hence it cannot connect two clauses. As a transitional verb is must be separated from the rest of the sentence using a comma.)

3. Subordinate conjunctions must immediately be followed by the dependent clause without using a full stop or any other punctuation mark.

Example:

### Error 3

(Incorrect): She did not attend the wedding. Because she was committed elsewhere.

(Correct): She did not attend the wedding because she was committed elsewhere.

4. In case of ‘No sooner’ an inverted word order is used which means that the auxiliary verb precedes the subject.

Example:

### Error 4

(Incorrect): No sooner I had reached the office than the boss left.

(Correct): No sooner had I reached the station than the boss left.

**Error 5**

5. In case if the first part is negative, the auxiliary verb shall again precede the subject.

Example:

(Incorrect): Neither he calls nor he messages.

(Correct): Neither does he call nor does he message.

OR

He neither calls nor messages.

6. When the second clause gives an information which is sudden or unexpected “but” must be used instead of “and”.

**Error 6**

(Incorrect): Their front door was ajar and there seemed to be nobody at home.

(Correct): Their front door was ajar but there seemed to be nobody at home.

7. Unless

Unless in itself means ‘if not’, so it will be incorrect to introduce a second ‘not’ in the sentence

Example:

Correct: Unless you give the code of the locker, you will be killed.

OR If you do not give the code of the locker, you will be killed.

Incorrect: Unless you do not give the code of the locker, you will be killed.

8. Lest

Lest also means that-- not, and, therefore, it will be wrong to add another not in the following clause. ‘Lest’ must always be followed by modal auxiliary ‘should’.

Example:

Incorrect: Take care lest you fail. (Or Take care lest you do not fail.)

Correct: Take care lest you should fail.

Book your tickets early lest you should miss this opportunity.

9. Than, as and that

‘Than’ is used after comparative adjectives and adverbs, not ‘As’ or ‘That’

Example: She is fairer than me.

## Errors related to Prepositions

### Definition of Preposition

A preposition is a short word that is employed in sentences to show the relationship nouns, pronouns or phrases have with other parts within the respective.

### Common Prepositional Errors

Due to the large number of **prepositions** in English, as well as the fact that many prepositions serve multiple purposes, it can be quite difficult to determine which preposition to use in a particular situation. This is especially tricky for the prepositions we use **after verbs**.

In this section, we'll look at some common errors that arise when trying to determine the appropriate preposition to use with a particular kind of verb, as well as identifying patterns to help us make the correct choice.

#### Verbs of motion — *to* vs. *in*

Verbs that describe the movement from one place to another generally take the preposition *to*. However, when a verb describes a movement from one place into another, we use the prepositions *in* or *into*. This can lead to confusion between the two prepositions when using a motion verb that can describe either scenario. For example:

- “I went **to** London last year.” (correct)
- “I went **in** London last year.” (incorrect)

When we use a motion verb this way, we use the preposition of movement *to*. The only exception to the rule is the verb phrase *go home*, where *home* is an **adverbial noun** that modifies the verb. Otherwise we need to use *to* to express going from A **to** B.

Here are some more examples of motion verbs that take the preposition *to*:

- “Walk **to** school.”
- “Run **to** the store.”
- “Move **to** the left.”
- “Turn **to** the right.”
- “Swim **to** the shore.”
- “Drive **to** the country.”
- “Cycle **to** work.”

Of course we can use other prepositions of movement when we describe different relationships between the verb and the object of the preposition. For example:

- “Walk **across** the road.”
- “Run **along** the river.”
- “Cycle **round** the park.”
- “Drive **over** the bridge.”
- “Swim **up** and **down** the pool.”
- “Went **in** the school.”

### Static verbs — *at* vs. *to*

- a) “I arrived **at** the airport late.” (correct)
- b) “I arrived **to** the airport late.” (incorrect)

Remember, we use **to** with motion verbs when we describe the movement from one location to another. *Arrive*, however, is considered a “static” verb, meaning it indicates no movement from point A to point B. In this case, we need to use the preposition *at*, which is used to indicate being in a location.

Other examples of static verb are *be* and *stay*; we also use *at* rather than *to* with these verbs, as in:

- a) “I was **at** the theater last night.” (correct)
- b) “I was **to** the theater last night.” (incorrect)
  
- a) “I stayed **at** my brother’s house last night.” (correct)
- b) “I stayed **to** my brother’s house last night.” (incorrect)

### Possession and access — *to* vs. *of*

The prepositions *to* and *of* can both be used to signify that something belongs to or is a property of another thing. However, we use *to* to indicate that something grants access or leads into another thing, which is a relationship that *of* does not describe. For example:

- a) “This is the key **to** my room.” (correct)
- b) “This is the key **of** my room.” (incorrect)

There are also certain instances in which we could use either preposition and still have a correct sentence, but the meaning would be subtly different:

- a) “This is the main door **of** the house.” (correct—meaning the primary door belonging to the house)
- b) “This is the main door **to** the house.” (also correct—meaning the primary door to gain access to the house)

### Different media — *in* vs. *on*

Another pair of similar prepositions is *in* and *on*, which can both be used to describe the medium by which something is seen. We use *in* when we are talking about something appearing ***in printed media***, while *on* is used to talk about something appearing ***on televised or digital media***. Let’s look at two sets of examples to better see this difference:

- (a) “I read it **in** the newspaper.” (correct)
- (b) “I saw it **on** the newspaper.” (incorrect)
  
- (A) “I saw it **on** TV.” (correct)
- (B) “I saw it **in** TV.” (incorrect)

### Containment and nativity — *in* vs. *of*

- 1) “The Nile is the longest river **in** the world.” (correct)
- 2) “The Nile is the longest river **of** the world.” (incorrect)

Remember that *of* relates to belonging, while *in* refers to being inside or within someplace. We speak about countries and things being **in** the world, not *of* the world. On the other hand, when we describe someplace to which a person or thing is native, we use *of* and **not** *in*. For example:

1. “He is a citizen **of** Greece.” (correct)
  2. “He is a citizen **in** Greece.” (incorrect)
- “The gray wolf **of** North America is a beautiful creature.” (correct)
  - “The gray wolf **in** North America is a beautiful creature.” (incorrect)

#### Performance — *in* vs. *at*

When we describe how well someone does something, we often use the verb phrase *is good* followed by the preposition *at*. However, if we use the verb phrase *does well*, we usually use the preposition *in*, which can lead to a confusion between the two. For example:

- “My brother is good **at** English.” (correct)
- “My brother is good **in** English.” (incorrect)
- “My sister does well **in** school.” (correct)
- “My sister does well **at** school.” (incorrect)

When we are talking about a particular subject, we use *is good at*, but if we’re talking about a particular setting, we use *does well in*.

#### *Over, on, and at* the weekend

When we talk about our plans for an upcoming weekend, there are a number of prepositional constructions we can use. In American English, the most common prepositions to use are *over* and *on*. In British English, the most common preposition is *at*, though *over* is also used. Note that the preposition *during* is not used in either American **or** British English.

- “I will do my homework **on** the weekend.” (American English)
- “I will do my homework **over** the weekend.” (American and British English)
- “I will do my homework **at** the weekend.” (British English)
- “I will do my homework **during** the weekend.” (incorrect)

### **Prepositional errors with transitive and intransitive verbs**

We must be careful with prepositions when it comes to **transitive and intransitive verbs**. Remember, transitive verbs can take direct (and sometimes indirect) objects, while intransitive verbs cannot.

#### Prepositions with intransitive verbs

If we want to express a direct relationship between an intransitive verb and something that seems to be receiving its action, we often use a preposition. For example:

- “I listened **to** the radio last night.” (correct)
- “I listened the radio last night.” (incorrect)
- “I’ll wait **for** you.” (correct)
- “I’ll wait you.” (incorrect)

If we leave out the prepositions *to* and *for*, we make *the radio* and *you* the objects of the intransitive verbs *listen* and *wait*, which is incorrect.

#### Prepositions with transitive verbs

Likewise, we must be careful **not** to use a preposition with the objects of **transitive** verbs:

- “I’ll answer the phone.” (correct)
- “I’ll answer **to** the phone.” (incorrect)
  
- “She is going to marry a lawyer.” (correct)
- “She is going to marry **with** a lawyer.” (incorrect)
  
- “I asked him **to\*** buy some bread.” (correct)
- “I asked **to** him **to\*** buy some bread.” (incorrect)

(\*Note that *to buy* in the last two examples is an infinitive, not a prepositional phrase; it is functioning as an **adverb of purpose** to modify the verb *ask*.)

The verb *ask* can also be an **intransitive** verb in some instances, in which case we can use the preposition *for*:

- “I asked Jeff.” (transitive)
- “I asked **for** Jeff.” (intransitive)

Be careful, though, because this changes the verb’s meaning. When we use *ask* with just a person’s name, as in the first example, it means to ask the person something, such as a question. When we ask **for** someone, it means we are requesting to see or speak to that person.

#### Prepositions and indirect objects

Some transitive verbs are able to take both direct objects and **indirect objects** (people or things that receive the direct object of the verb). If a verb is capable of taking an indirect object, that person or thing appears immediately after the verb and before the direct object. We can also place it after the direct object with the preposition *to*, in which case it is no longer a true indirect object but an **adverbial prepositional phrase**. For example:

- “John sent *me* a letter.” (correct—indirect object)
- “John sent a letter **to me**.” (correct—adverbial prepositional phrase)

However, not all transitive verbs can take indirect objects. If a verb is unable to have a true indirect object, we have to put the person or thing receiving the direct object in a prepositional phrase with *to*. For instance:

- “I’ll explain the problem **to you**.” (correct)
- “I’ll explain *you* the problem.” (incorrect)

#### Verbs that take both *to* and *at*

Many verbs are able to take multiple prepositions after them. However, this often results in a change in the sentence’s meaning. The most common of these pairs is *to* and *at*—a large number of verbs are able to take both. We’ll look at a number of such constructions below.

**Shout *to* vs. shout *at***

When you shout *to* someone, you raise your voice to ensure that he or she can hear you. If, on the other hand, you shout *at* someone, you raise your voice because you are angry with him or her. For example:

- “I shouted **to** Mary, but she was too far away to hear me.”
- “He just kept shouting **at** me, even though I had apologized.”

**Throw *to* vs. throw *at***

If you throw something *to* someone, such as a ball, you intend for that person to catch it. For example:

- “She threw the ball **to** the dog. He caught it and ran away with it.”

If you throw something *at* someone, you want to hit them with it. This could be because you are angry with them, as in:

- “She was so angry with her husband that she threw her wedding ring **at** him.”

**Point *to* vs. point *at***

You can point *to* or *at* a person as well as an object.

If we point *to* someone or something, we are indicating a location or direction. For example:

- “She pointed **to** the sky.”

If we point *at* someone or something, we draw attention to that specific person or thing, as in:

- “‘You’re the one who stole my bag!’ she shouted, pointing **at** the thief.”

Sometimes the difference between the two is very subtle, and we can use either preposition with little to no change in meaning.

- “He pointed **at/to** his watch and said, ‘I must go. It’s very late.’”

# **Practice Exercises**

## **Exercise-1**

Read the following sentences and choose the correct option based on tense consistency.

1. They \_\_\_ for over an hour before the teacher arrived.

- A) are waiting
- B) had been waiting
- C) were waiting
- D) have waited

2. By next year, he \_\_\_ his degree and will start looking for a job.

- A) finishes
- B) finished
- C) will finish
- D) had finished

3. I \_\_\_ to the gym every day last month, but now I don't have the time.

- A) go
- B) am going
- C) went
- D) will go

4. She asked if I \_\_\_ the report by Friday.

- A) finish
- B) finished
- C) will finish
- D) have finished

5. The concert \_\_\_ by the time we arrived at the venue.

- A) has started
- B) had started

C) starts

D) started

6. They \_\_\_ in the garden when it suddenly started raining.

A) work

B) were working

C) have worked

D) will work

7. By the end of this month, he \_\_\_ for this company for five years.

A) works

B) has been working

C) worked

D) will have been working

8. If they \_\_\_ the train, they would have missed the meeting.

A) missed

B) had missed

C) miss

D) would miss

## Exercise-2

**Directions:** Review the following sentences for errors in parallel structure.

1. Buying a car is not a decision to take lightly nor be careless about.
2. Sally needs a new stove, dishwasher and knives for her kitchen.
3. My first grade teacher taught me how to write, how to read and play tic-tac-toe.
4. She will not admit it nor will she be apologizing.
5. **She decided to leave her job and travelling the world.**
6. **He started the engine, released the hand break, and checked the mirror.**
7. **Some people think that being successful is the same thing as to have money.**
8. **Did you decide not to come because you are tired or are you feeling sick?**
9. **When I wake up I like either walking the dog or to go for a jog.**
10. **He suggested that we go for a meal then we should see a film.**

## Exercise 3 – Correct the Errors

Read the following passage, identify the errors and correct them.

My little sister Lisa was practising how to riding a bicycle yesterday. Suddenly I hear a loud crash and ran to see what had happened. I saw that she was lying in the ground. I quickly pulled her up and bought her home. She was crying out loud. I quickly go inside the house and brought the first aid box. After cleaning the wound, I apply antiseptic to the wound. Lisa has scratches on her hand and knee. To calm her down, I took her to the nearby shop and brought her a big chocolate. Seeing her favorite chocolate, she immediately stop crying. Within two day, her wounds healed, and she went to play again.

#### **Exercise-4**

The following paragraphs have not been edited. There is one error in each line. Identify the error and write its correction against the correct blank number. Remember to underline the correction. The first one has been done for you.

1.	Error	Correction
A teacher was teaching an important lesson on the class	(e.g.) on	In
when he notice that a student	(a) ____ notice	noticed _____
sitting on the back	(b) ____ on	____ at
of the classroom has fallen	(c) _____	_____
asleep during his lecture.		

2.	Error	Correction
Discipline at public life ensures	(e.g.) at	In
peace and harmony, who in turn	(a) _____	_____
offer the required impetous	(b) _____	_____
from the nation's progress.	(c) _____	_____

3.	Error	Correction
Is money the more important	(e.g.) more	Most
thing of life ? Money is certainly	(a) _____	_____
something what is often discussed	(b) _____	_____
in today's world. Hardly the day	(c) _____	_____
goes without a discussion on this topic.		

4.	Error	Correction
She reminds us that it are	(e.g.) are	is
important to visiting museums in	(a) _____	_____

our country to experience a impact	(b) _____	_____
that a work of art leaves in our senses.	(c) _____	_____

5.	Error	Correction
Gandhiji's elder brother always wear	(a)	
an golden bangle on his arm. Once he got	(b)	
into a debt. He didn't know what too do about it.	(c)	
At last he thought to clip a bit out of her	(d)	
bangle but sell it. Gandhiji was in the know of.	(e)	
his secret. He helped his brother with his plan.	(f)	
The debt is paid but Gandhiji almost broke with remorse.	(g)	

### Exercise-5

**Directions:** Read the following sentences and choose the correct pronoun.

1. Have you heard that a friend of \_\_\_ went to Vietnam

- a. My
- b. mine
- c. her
- d. your

2. That is the girl \_\_\_ brother came to see \_\_\_.

- a. Whose we,
- b. whom ours

- c. whose us
- d. hers us
3. \_\_\_ between you and \_\_\_ he is a liar.
- a. Its/I
  - b. It's/me
  - c. that/us
  - d. Is/we
4. If \_\_\_ has \_\_\_ questions, I'll be pleased to answer them.
- A) someone/any
  - B) anyone/any
  - C) none/any
  - D) anyone/none
5. The old woman lived alone, with ---- to look after ----.
- A) someone / her
  - B) anyone / herself
  - C) everyone / she
  - D) no one / her
6. ---- two rings here on my little finger belonged to ---- grandmother.
- A) These / my
  - B) That / mine
  - C) Those / mine
  - D) The / myself
7. When the little boy grabbed the lizard, ---- tail broke off in ---- hand.
- A) it's / his
  - B) it / him
  - C) its / his
  - D) it / one's
8. A baby learns the meaning of words as ---- are spoken by others and later uses ---- in sentences.
- A) their / they
  - B) they / them
  - C) they / themselves
  - D) it / them
9. Some of these clothes are ----, and the rest of ---- belong to Zack.
- A) yours / it
  - B) my / them
  - C) hers / their
  - D) me / they
  - E) mine / them

10. As for ----, I prefer to let people make up ---- minds.

- A) myself / each other's
- B) I / his own
- C) mine / one another's
- D) me / their own
- E) my / theirs

11. The solicitor wrote a letter to Ann and ---- in which he asked us if we could settle the matter between ----.

- A) I / us
- B) me / us
- C) myself / ours
- D) mine / our
- E) me / we

12. As ---- does it as well as them, I always have my hair cut at Johnson's.

- A) anyone
- B) someone else's
- C) no one else
- D) everyone
- E) nobody's

13. They decided to buy the house because ---- location would allow ---- to get to work very easily.

- A) theirs / them
- B) it / themselves
- C) its / them
- D) they / us
- E) its / their

14. Our dog is of a very good breed as ---- is the offspring of two champion dogs and inherited ---- genes.

- A) this / its
- B) he / them
- C) she / theirs
- D) that / his
- E) it / their

### **Exercise-6**

**Directions:** Find the error in the given sentences and choose the correct option. (Preposition errors)

Eg 1. The teacher bought the chalk (1) / and distributed it (2) / between the (3) / six students. (4)/NoError(5)

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

Answer- c.3

1. I met (1) with an old friend (2) of mine (3) after a long time (4)
2. He agreed (1) with my (2) demands and (3) revoked the bill (4)
3. This is the tallest building of the world.  
A. in b. at c. on d. around
4. They can go to the bus station \_\_\_\_ foot.  
A. on b. by c. from d. no preposition required.
5. He has been absent \_\_\_\_ Friday.  
A. from b. since c. for d. on
6. The key \_\_\_\_ success is hard work.  
A. to b. for c. of d. in
7. I am so afraid \_\_\_\_ snakes. A. for b. from c. of d. on
8. He is so different \_\_\_\_ his brother.  
A. than b. of c. from d. as
9. I left home \_\_\_\_ a Monday morning to catch a flight to Delhi.  
A. at b. on c. for d. in
10. I accused her \_\_\_\_ stealing my wallet but she insisted about her innocence.  
A. with b. of c. to d. about
11. I was shocked to hear that his parents had died \_\_\_\_ an accident.  
A. of b. from c. in d. of

#### Exercise 7: Adjective Errors

##### Part 1: Choose the correct adjective

1. The new restaurant in town is \_\_\_\_\_ (good, well) known for its seafood.
2. The athlete's \_\_\_\_\_ (good, well) performance earned her a medal.
3. The sunset on the beach was \_\_\_\_\_ (beautiful, more beautiful) than I expected.
4. The teacher praised the student for their \_\_\_\_\_ (good, well) behavior.
5. The new smartphone is \_\_\_\_\_ (expensive, more expensive) than the previous model.
6. The concert was \_\_\_\_\_ (exciting, more exciting) than I anticipated.
7. The hotel room had a \_\_\_\_\_ (comfortable, more comfortable) bed than I expected.
8. The chef added a \_\_\_\_\_ (few, little) spices to the recipe.
9. The book was \_\_\_\_\_ (interesting, more interesting) than I thought it would be.
10. The artist's \_\_\_\_\_ (creative, more creative) painting won first prize.

#### Exercise 8: Fill in with the correct conjunction:

**Yet, for, nor, or, and, but, so**

- 1 Marsha doesn't play jazz \_\_\_\_\_ the blues. She prefers hip hop
- 2 She doesn't like burgers \_\_\_\_\_ does she like chips

4. Sheila works hard \_\_\_\_\_ she doesn't make a lot of money
5. The sun is very strong, \_\_\_\_\_ Jess still won't use sunscreen
6. Henry doesn't come from Spain \_\_\_\_\_ is he from Mexico. He is from Honduras
7. Sherry has a great job \_\_\_\_\_ she is a very unhappy person
8. The sun is shining brightly, \_\_\_\_\_ the picnic was still cancelled
9. The rain is very heavy \_\_\_\_\_ the game will probably be cancelled
10. Rita is an excellent violinist \_\_\_\_\_ she is likely to be chosen for the orchestra
11. He is a good team player \_\_\_\_\_ an excellent organiser.

## UNIT 2

### Speech and Pronunciation



## Contextual Speaking

### What is Context in Communication?

Context plays a vital role in communication by providing essential background information that helps receivers understand the meaning behind the message. In communication, context refers to the physical, cultural, social, and psychological factors that influence the meaning of a message.

### Why Contextual Speaking is Important and its Significances:

In the world of communication, context plays a crucial role in how messages are understood and interpreted. Contextual communication refers to the practice of conveying information while taking into consideration the surrounding circumstances, environment, and cultural factors. It involves understanding and using the appropriate context to communicate messages and ensure their intended meaning is received effectively.

### **The Importance of Context in Effective Communication**

Context is a critical aspect of effective communication because it provides essential background information that shapes the interpretation of messages. Without context, messages can be misunderstood or misinterpreted, leading to confusion or even conflict. Here are some reasons why considering context is vital for effective communication:

- **Clarity of the Message**

Considering context helps to ensure that the message is delivered with the intended meaning. Contextual clues help to clarify the message and give it meaning. For example, if someone says “I need to borrow a pencil,” without any context, it may be unclear whether they need it for a moment or the rest of the day. However, if they provide additional context such as “I need to borrow a pencil for the exam,” the message becomes clearer.

- **Understanding Your Audience**

By considering the context of your audience, the communicator can customize their approach and choose the appropriate words, tone, and delivery method. For example, speaking to a group of teenagers will require different language and a different tone than speaking to a group of professionals. By considering the context of the audience, communicators can tailor their message to suit the listeners’ expectations and knowledge level.

- **Avoiding Misunderstandings**

Misunderstandings can occur when the context is not taken into account. Communication breakdowns can cause conflict, and mistrust, and hinder progress. For instance, a message that involves sarcasm may be misinterpreted as an insult if the receiver is not familiar with the speaker’s humour. By considering the contextual factors, such issues can be avoided.

- **Building Stronger Relationships**

Considering context fosters mutual understanding, builds trust, and strengthens relationships. When communicators take the time to consider the context, it demonstrates a willingness to understand the receiver and a commitment to creating a positive outcome. By building stronger relationships, effective communication becomes easier, and people can work together more efficiently.



## **Why Context Matters in the Workplace:**

In the workplace, context plays a crucial role in effective communication and overall productivity. Here are some reasons why context matters in the workplace:

### **1. Clear Instructions and Expectations**

Context helps provide clear instructions and set proper expectations. When tasks are assigned without sufficient context, employees may struggle to understand the purpose, deadline, or specific requirements. By providing relevant context, such as the project's background, goals, and desired outcomes, employees can work more effectively and produce higher-quality results.

### **2. Collaboration and Teamwork**

Context is essential for fostering collaboration and teamwork within a workplace. When team members have a clear understanding of the overall project and their individual roles, they can work together more efficiently. Contextual information, such as the team's objectives, deadlines, and resources available, enables team members to align their efforts, share relevant information, and make informed decisions collectively.

### **3. Decision Making**

Context is crucial for making informed decisions in the workplace. When decisions are made without considering the relevant context, they may be based on incomplete information or biased perspectives.

Understanding the external factors, internal dynamics, and overall situation allows decision-makers to consider all relevant information and make more informed and effective choices.

#### 4. Organizational Culture and Communication

Context influences the organizational culture and communication practices within a workplace. Each organization has its unique context, including its values, norms, and communication styles. Understanding and respecting the context of the organization enables employees to communicate effectively with colleagues, superiors, and subordinates. It helps establish a positive work environment where individuals can collaborate, support one another, and enhance overall productivity.

#### 5. Managing Conflict

Context is invaluable when managing conflict within the workplace. Conflict often arises due to miscommunication, misunderstandings, or differing perspectives. By understanding the context of a conflict, such as the underlying issues, individual motivations, and organizational factors, managers can address the conflict more effectively. Taking the context into account allows for a more empathetic and collaborative approach, facilitating resolution and maintaining a harmonious work environment.



### **Tips for Improving Contextual Communication**

Improving contextual communication in the workplace is crucial for effective collaboration, productivity, and decision-making. Here are some tips to enhance the quality and clarity of your contextual communication:

#### 1. Provide Sufficient Background Information

When communicating a message, ensure that you include sufficient background information to establish the necessary context. This can include relevant facts, previous discussions, or project history.

Providing this information upfront helps recipients understand the purpose and significance of the message and make informed decisions or take appropriate action.

## 2. Be Clear and Specific

Ensure that your communication is clear and specific, leaving no room for ambiguity. Avoid vague or generalized statements that can be open to interpretation. Clearly define expectations, objectives, and deadlines to guide others effectively. Specificity in your communication minimizes misunderstandings and allows everyone to align their efforts accordingly.

## 3. Use Examples or Scenarios

To help illustrate your point and provide a concrete context, use examples or scenarios. By using real-life situations or hypothetical scenarios, you can provide relatable context that people can easily understand. This can enhance comprehension and facilitate better decision-making or problem-solving.

## 4. Use Visual Aids

Visual aids, such as charts, graphs, or diagrams, can provide a clear and concise representation of complex information. Utilize visuals to simplify data, highlight key points, or illustrate relationships between different elements. Visual aids can enhance understanding and retention of the context you are trying to communicate.

## 5. Seek Feedback and Clarification

Encourage open communication by actively seeking feedback and clarification. After conveying a message, ask if the recipient understands and provide an opportunity for them to ask questions or seek clarification. Actively listening to others' feedback helps identify any gaps in context and allows you to provide additional information if needed.

## 6. Consider the Receiver's Perspective

When communicating contextually, consider the perspective of the recipient. Each individual may have different knowledge, experience, or background that influences their understanding of the context. Tailor your message to address any knowledge gaps and ensure that the recipient can make sense of the information within their own frame of reference.

## 7. Adapt Communication Style

Different people have different communication preferences. Some may prefer written communication, while others may prefer face-to-face discussions or virtual meetings. Adapt your communication style to accommodate others' preferences when possible. This demonstrates respect for individual needs and enhances the overall effectiveness of contextual communication.

## 8. Use Active Listening

Active listening is crucial in understanding the context being communicated. Pay close attention to verbal and nonverbal cues from the speaker. Paraphrase and summarize what you have understood to ensure accuracy. Active listening shows respect and a genuine interest in understanding the context being conveyed, fostering better understanding and collaboration.

## 9. Continuously Improve Communication Skills

Improving contextual communication is an ongoing process. Continuously seek opportunities to enhance your communication skills. This can be achieved through workshops, training courses, or self-study. By honing your communication skills, you can effectively convey context, facilitate understanding, and build stronger relationships in the workplace.

## **Transition Words & Phrases:**

Transition words and phrases (also called linking words, connecting words, or transitional words) are used to link together different ideas in your text. They help the reader to follow your arguments by expressing the relationships between different sentences or parts of a sentence.

### Transition words example

The proposed solution to the problem did not work. Therefore, we attempted a second solution. However, this solution was also unsuccessful.

For clear writing, it's essential to understand the meaning of transition words and use them correctly.

### When and how to use transition words

Transition words commonly appear at the start of a new sentence or clause (followed by a comma), serving to express how this clause relates to the previous one.

There is a lack of reliable data to establish a clear correlation between these variables. Nevertheless, it has been argued that a relationship does exist.

Transition words can also appear in the middle of a clause. It's important to place them correctly to convey the meaning you intend.

It has nevertheless been argued that a relationship does exist.

### Example text with and without transition words

The text below describes all the events it needs to, but it does not use any transition words to connect them. Because of this, it's not clear exactly how these different events are related or what point the author is making by telling us about them.

Germany invaded Poland on September 1, 1939. France and the United Kingdom declared war on Germany. The Soviet Union worked with Germany. They partitioned Poland. In 1941, Germany invaded the Soviet Union.

If we add some transition words at appropriate moments, the text reads more smoothly and the relationship among the events described becomes clearer.

"However" expresses conflict: *Although* they initially worked together, Germany eventually betrayed the Soviet Union.

### Example text with transition words added

Germany invaded Poland on September 1, 1939. Consequently, France and the United Kingdom declared war on Germany. The Soviet Union initially worked with Germany in order to partition Poland. However, Germany invaded the Soviet Union in 1941.

## Don't overuse transition words

While transition words are essential to clear writing, it's possible to use too many of them. Consider the following example, in which the overuse of linking words slows down the text and makes it feel repetitive.

The first experiment yielded a positive result. However, the second experiment yielded a negative result. Nonetheless, the third experiment yielded a positive result, whereas the fourth experiment yielded another negative result.

In this case the best way to fix the problem is to simplify the text so that fewer linking words are needed.

The first and third experiments yielded positive results, while the outcomes of the second and fourth experiments were negative.

The key to using transition words effectively is striking the right balance. It is difficult to follow the logic of a text with no transition words, but a text where every sentence begins with a transition word can feel over-explained.

## Types and examples of transition words

There are four main types of transition word: additive, adversative, causal, and sequential. Within each category, words are divided into several more specific functions.

Remember that transition words with similar meanings are not necessarily interchangeable. It's important to understand the meaning of all the transition words you use. If unsure, consult a dictionary to find the precise definition.

### Additive transition words

Additive transition words introduce new information or examples. They can be used to expand upon, compare with, or clarify the preceding text.

Function	Example sentence	Transition words and phrases
<b>Addition</b>	We found that the mixture was effective. <b>Moreover</b> , it appeared to have additional effects we had not predicted.	indeed, furthermore, moreover, additionally, and, also, both <i>x</i> and <i>y</i> , not only <i>x</i> but also <i>y</i> , <b>besides</b> <i>x</i> , in fact
<b>Introduction</b>	Several researchers have previously explored this topic. <b>For instance</b> , Smith (2014) examined the effects of ...	such as, like, particularly, including, as an illustration, for example, for instance, in particular, to illustrate, especially, notably
<b>Reference</b>	The solution showed a high degree of absorption. <b>Considering this result</b> , it is reasonable to conclude that ...	considering <i>x</i> , regarding <i>x</i> , in regard to <i>x</i> , as for <i>x</i> , concerning <i>x</i> , the fact that <i>x</i> , on the subject of <i>x</i>

### Adversative transition words

Adversative transition words always signal a contrast of some kind. They can be used to introduce information that disagrees or contrasts with the preceding text.

Function	Example sentence	Transition words and phrases
Conflict	The novel does deal with the theme of family. <b>However</b> , its central theme is more broadly political ...	but, however, although, though, equally, by way of contrast, while, on the other hand, (and) yet, whereas, in contrast, (when) in fact, conversely, whereas
Concession	Jones (2011) argues that the novel reflects Russian politics of the time. <b>Although</b> this is correct, other aspects of the text must also be considered.	even so, nonetheless, nevertheless, even though, on the other hand, admittedly, despite x, notwithstanding x, (and) still, although, <b>in spite of</b> x, regardless (of x), (and) yet, though, granted x
Dismissal	It remains unclear which of these hypotheses is correct. <b>In any case</b> , it can be inferred that ...	regardless, either way, whatever the case, in any/either event, in any/either case, at any rate, all the same
Emphasis	The chemical is generally thought to have corrosive properties. <b>Indeed</b> , several studies have supported this hypothesis.	above all, indeed, more/most importantly
Replacement	The character of Godfrey is often viewed as selfish, <b>or at least</b> self-absorbed.	(or) at least, (or) rather, instead, or (perhaps) even, if not

## Causal transition words

Causal transition words are used to describe cause and effect. They can be used to express purpose, consequence, and condition.

Function	Example sentence	Transition words and phrases
Consequence	<b>Because</b> Hitler failed to respond to the British ultimatum, France and the UK declared war on Germany.	therefore, because (of x), as a result (of x), for this reason, in view of x, as, owing to x, due to (the fact that), since, consequently, in consequence, as a consequence, hence, thus, so (that), accordingly, so much (so) that, under the/such circumstances, if so
Condition	We qualified survey responses as positive <b>only if</b> the participant selected "agree" or "strongly agree." <b>Otherwise</b> , results were recorded as negative.	(even/only) if/when, on (the) condition that, in the case that, granted (that), provided/providing that, in case, in the event that, as/so long as, unless, given that, being that, inasmuch/insofar as, in that case, in (all) other cases, if so/not, otherwise

<b>Purpose</b>	We used accurate recording equipment <b>so that</b> our results would be as precise as possible.	to, in order to/that, for the purpose of, in the hope that, so that, to the end that, lest, with this in mind, so as to, so that, to ensure (that)
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## Sequential transition words

Sequential transition words indicate a sequence, whether it's the order in which events occurred chronologically or the order you're presenting them in your text. They can be used for signposting in academic texts.

Function	Example sentence	Transition words and phrases
<b>Enumeration</b>	This has historically had several consequences: <b>First</b> , the conflict is not given the weight of other conflicts in historical narratives. <b>Second</b> , its causes are inadequately understood. <b>Third</b> , ...	first, second, third...
<b>Initiation</b>	<b>To begin with</b> , I want to consider the role played by women in this period.	in the first place, initially, first of all, to begin with, at first
<b>Continuation</b>	<b>Subsequently</b> , I discuss the way in which the country's various ethnic minorities were affected by the conflict.	subsequently, previously, eventually, next, before x, afterwards, after x, then

## Transitions used at End:

<b>Conclusion</b>	<b>Finally</b> , I consider these two themes in combination.	to conclude (with), as a final point, eventually, at last, last but not least, finally, lastly
<b>Resumption</b>	<b>To return to</b> my main argument, it is clear that ...	to return/returning to x, to resume, at any rate
<b>Summation</b>	Patel (2015) comes to a similar conclusion. <b>In summary</b> , the four studies considered here suggest a consensus that the solution is effective.	as previously stated/mentioned, in summary, as I have argued, overall, as has been mentioned, to summarize, briefly, given these points, in view of x, as has been noted, in conclusion, in sum, altogether, in short

## **Common mistakes with transition words**

Transition words are often used incorrectly. Make sure you understand the proper usage of transition words and phrases, and remember that words with similar meanings don't necessarily work the same way grammatically.

Misused transition words can make your writing unclear or illogical. Your audience will be easily lost if you misrepresent the connections between your sentences and ideas.

### **Confused use of *therefore***

"Therefore" and similar cause-and-effect words are used to state that something is the result of, or follows logically from, the previous. Make sure not to use these words in a way that implies illogical connections.

1. We asked participants to rate their satisfaction with their work from 1 to 10. Therefore, the average satisfaction among participants was 7.5.

The use of "therefore" in this example is illogical: it suggests that the result of 7.5 follows logically from the question being asked, when in fact many other results were possible. To fix this, we simply remove the word "therefore."

1. We asked participants to rate their satisfaction with their work from 1 to 10. The average satisfaction among participants was 7.5.

### **Starting a sentence with *also*, *and*, or *so***

While the words "also," "and," and "so" are used in academic writing, they are considered too informal when used at the start of a sentence.

1. Also, a second round of testing was carried out.

To fix this issue, we can either move the transition word to a different point in the sentence or use a more formal alternative.

- A second round of testing was also carried out.
- Additionally, a second round of testing was carried out.

## Additional Examples:

### Opposition / Limitation / Contradiction

Transition phrases like **but**, **rather** and **or**, express that there is evidence to the **contrary** or point out **alternatives**, and thus introduce a change the line of reasoning (**contrast**).

although this may be true	but	although
in contrast	(and) still	instead
different from	unlike	whereas
of course ..., but	or	despite
on the other hand	(and) yet	conversely
on the contrary	while	otherwise
at the same time	albeit	however
in spite of	besides	rather
even so / though	as much as	nevertheless
be that as it may	even though	nonetheless
then again		regardless
above all		notwithstanding
in reality		
after all		

## Agreement / Addition / Similarity

The transition words like ***also, in addition, and, likewise, add information, reinforce ideas, and express agreement*** with preceding material.

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

## Cause / Condition / Purpose

These transitional phrases present specific **conditions** or **intentions**.

in the event that	If	in case
granted (that)	... then	provided that
as / so long as	unless	given that
on (the) condition (that)		only / even if
for the purpose of	when	so that
with this intention	whenever	so as to
with this in mind	while	owing to
in the hope that		inasmuch as
to the end that	because of	due to
for fear that	as	
in order to	since	
seeing / being that	while	
in view of	lest	

## Examples / Support / Emphasis

These transitional devices (like **especially**) are used to introduce examples as **support**, to indicate **importance** or as an **illustration** so that an idea is cued to the reader.

in other words	notably	in fact
to put it differently	including	in general
for one thing	like	in particular
as an illustration	to be sure	in detail
in this case	namely	for example
for this reason	chiefly	for instance
to put it another way	truly	to demonstrate
that is to say	indeed	to emphasize
with attention to	certainly	to repeat
by all means	surely	to clarify
	markedly	to explain
	such as	to enumerate

## Effect / Consequence / Result

Some of these transition words (**thus, then, accordingly, consequently, therefore, henceforth**) are time words that are used to show that **after** a particular time there was a **consequence** or an **effect**.

Note that **for** and **because** are placed before the cause/reason. The other devices are placed before the consequences or effects.

as a result	for	consequently
under those circumstances	thus	therefore
in that case	because the	thereupon
for this reason	then	forthwith
in effect	hence	accordingly henceforth

## Conclusion / Summary / Restatement

These transition words and phrases **conclude**, **summarize** and / or **restate** ideas, or indicate a final **general statement**. Also some words (like **therefore**) from the **Effect / Consequence** category can be used to summarize.

as can be seen	after all	by and large
generally speaking	in fact	to sum up
in the final analysis	in summary	on the whole
all things considered	in conclusion	in any event
as shown above	in short	in either case
in the long run	in brief	all in all
given these points	in essence	
as has been noted	to summarize	Obviously
in a word	on balance	Ultimately
for the most part	altogether	Definitely
	overall	
	ordinarily	
	usually	

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## Time / Chronology / Sequence

These transitional words (like **finally**) have the function of limiting, restricting, and defining **time**. They can be used either alone or as part of **adverbial expressions**.

at the present time	after	henceforth
from time to time	later	whenever
sooner or later	last	eventually
at the same time	until	meanwhile
up to the present time	till	further
to begin with	since	during
in due time	then	in time
as soon as	before	prior to
as long as	hence	forthwith
in the meantime	since	straightaway
in a moment	when	
without delay	once	by the time
in the first place	about	whenever
all of a sudden	next	
at this instant	now	until now
first, second		now that

## Space / Location / Place

These transition words are often used as part of **adverbial expressions** and have the function to restrict, limit or qualify **space**. Quite a few of these are also found in the **Time** category and can be used to describe spatial order or spatial reference.

<b>in the middle</b>	<b>here</b>	<b>further</b>
<b>to the left/right</b>	<b>there</b>	<b>beyond</b>
<b>in front of</b>	<b>next</b>	<b>nearby</b>
<b>on this side</b>	<b>where</b>	<b>wherever</b>
<b>in the distance</b>	<b>from</b>	<b>around</b>
<b>here and there</b>	<b>over</b>	<b>between</b>
<b>in the foreground</b>	<b>near</b>	<b>before</b>
<b>in the background</b>	<b>above</b>	<b>alongside</b>
<b>in the center of</b>	<b>below</b>	<b>amid</b>
	<b>down</b>	<b>among</b>
<b>adjacent to</b>	<b>up</b>	<b>beneath</b>
<b>opposite to</b>	<b>under</b>	<b>beside</b>
		<b>behind</b>

## Significance of Pauses:

A simple pause is one of the most versatile tools in your speaking toolbox. Yet very few people perform it well.

A pause, if used correctly, can add a great deal to your presentation or speech. Here are 10 ways you can use a pause effectively.

- ❖ **Add emphasis to key points** – a pause before, during or after you say something you wish to emphasise can be a powerful verbal tool in a presentation. When preparing your speech, make a note of the important phrases and plan pauses around them. Try and spread these throughout your presentation and ensure you practice so you're not trying them on the fly. Don't be afraid to pause for up to 3 seconds and remember time seems to pass quicker when you are on stage.
- ❖ **Indicate a change in tone or topic** – pausing between two different parts of your talk can tell the audience something new is starting. You can also do this after an introduction or before a conclusion to help the audience understand the progression through your speech.
- ❖ **Make sentences clear** – a brief pause every time your script has a comma between sections in a list, and a longer pause when there's a hard stop to a sentence, will slow you down and let the audience hear what you are saying. It also gives them time to process the information, particularly useful if your speech is on a complex topic or if the audience's native language isn't the same as your presentation.

- ❖ **Recall what you want to say** – a pause lets you do this without the audience knowing or you having to apologies for forgetting what to say next, breaking your audience's concentration.
  
- ❖ **Replace a filler or hesitation word** – there is nothing wrong with the occasional hesitation word, as long as it's not used too frequently. If you find yourself [overusing a certain word](#) (common words include 'like', 'and', 'so') during your preparation, try a pause and a mental, not verbal, um. Recording your voice while practicing, using either a mobile phone voice recorder or even virtual reality, will help you identify your filler words.
  
- ❖ **Distribute eye contact** – this again adds emphasis to the point you have, or are just about to, make. If the audience is large, spend 1-2 seconds [giving eye contact](#) to several different areas of the audience before continuing. This helps keep the audience engaged and feel involved in the presentation.
  
- ❖ **Let the applause finish** – if you're speaking at a large venue, you'll most likely be applauded when you come on the stage. Make sure you pause long enough for the applause to finish – particularly if the event is being recorded, such as at a TED talk. This ensures clapping won't drown out your important opening line.
  
- ❖ **Wait for the audience to stop laughing** – if you've told a joke and it's gone down well (not always the case!), a pause lets the audience calm down before you carry on with your speech. Comedians are of course very good at this, usually waiting a couple of seconds after the applause has finished to build suspense for the next section.
  
- ❖ **Let others talk** – if you're having a conversation at a networking event, negotiation, or even giving a sales pitch, make sure you pause regularly to give the other person a chance to ask questions about the topic or to clarify what you have said. This way, you'll find out what the other person requires / wants / interests are and these can guide the conversation to a mutually positive outcome. Read more on [active listening](#) and exercises to improve your skills in this area.
  
- ❖ **Think of a response to a question** – there's a formula to [answering questions](#): Listen, understand (this is the pause), answer. The pause allows you to hear the complete question and gives you time to think of a suitable answer. You don't want to be interrupting the question and giving an incorrect answer – this can be highly embarrassing.

## **1& 2 Minute Answer Elaboration Techniques:**

A question is a statement that solicits for a response or answer. On a daily basis, you get to ask to be asked questions. Some questions are open ended requiring explanation, elaboration and so on while other questions are closed requiring just a Yes or a No.

**Here are some techniques to elaborate on an answer within a 1-2 minute time frame:**

**1-Minute Elaboration Techniques:**

1. STOP:

- S: State the main point
- T: Tell a brief story or example
- O: Outline the key details
- P: Provide a conclusion or summary

2. PEAL:

- P: Point to the main idea
- E: Explain it in detail
- A: Add an example or anecdote
- L: Link to the broader context

3. ACE:

- A: Answer the question directly
- C: Provide context and explanation
- E: End with a conclusion or call to action

**2-Minute Elaboration Techniques:**

1. PREP:

- P: Present the main point
- R: Reiterate and expand on it
- E: Explain the underlying reasons
- P: Provide examples and evidence

2. SEED:

- S: State the main idea
- E: Explain and elaborate on it

- E: Exemplify with a story or case study
- D: Discuss the implications and conclusion

### 3. CARE:

- C: Clearly state the main point
- A: Add context and background information
- R: Reiterate and expand on the idea
- E: End with a conclusion and summary

These techniques will help you to structure your response, provide clear and concise information, and stay within the time limit. Remember to practice and adjust the techniques to fit your own speaking style.

## 10 Techniques for Answering Questions Effectively

**1. Understand the question** — Before you plunge into answering a question, make sure you are clear in your mind what the question is about. There is no harm in seeking clarity over what is being asked. Ask politely “I am sorry, I do not seem to understand what you are asking, would you mind rephrasing?” You will communicate better in such an instance than simply blabbing away with no clarity or understanding. Remember that the essence of answering questions is for you to make a positive contribution to the one who is seeking an answer. Do not waste time. Seek understanding first.

**2. Listen carefully to the entire question** — One way that can enhance your effectiveness in answering a question in a relevant and objective manner is when you allow the person asking the question time to finish asking. Some people take time to specify exactly what they are looking for. Answering a question before it is fully asked may seem disrespectful. Do not assume that you know the direction the question is going hence you want to help the person to get to the point. If you have time, let the person “ramble” while you take note of key points. It also gives you time to synthesize and think of the best answer to the question. The ability to listen gives you a high success rate in your answering of questions.

**3. Pause and think carefully** — You have to determine if you are qualified to answer the question or someone else is. Are you authorized to speak on that subject (journalists can haunt you even if you are not supposed to be to the company spokesperson)? How deep should the answer be? Pauses and moments of silence show that you are not simply churning out whatever raw material you have in your mind but a clearly thought through answer is coming. You can actually prepare the person expecting an answer by saying “Let me think..., Let me see...”. That way the person does not sit and wait thinking you have not heard, you are simply ignoring etc. Thinking through also helps you to come up with statements that you will not regret about later. You can assess the best way to answer with wisdom without leaving the person with scars or fresh wounds.

**4. Answer the question and stop** — Having understood what the question means, your role is to answer to the best of your knowledge and stop. The tendency to volunteer information that has not been asked for does not add value to you. If anything you dis-empower yourself. I have come across people who after being asked a simple question like “Where are you going?” they will stop and think you have the whole day to listen to the name dropping, lengthy explanations giving all the background leaving you to

just say “Oh really, aha, Oh I see”. Get to the point and stop. When you always say mouthfuls of information, lies are inevitable. You can easily begin to confuse yourself or say conflicting statements without noticing it. I have seen people who lose cases in court because they keep saying statements which are then used against them at a later stage of the proceedings.

**5. Relax and be confident** — It is interesting to note that sometimes the same question can be hard to answer depending on who and what setting the question is being asked. If you are asked on a bus by the person sitting next to you; “Would you mind telling me about yourself”, it may be a lot easier to articulate the question than when you have a panel of four or five people in an interview room where you are looking for a job. The same question can bring different answers. In the first setting you can relax and speak about social issues while in the second setting you almost feel that every answer must point to how hardworking you are and all the positive things in life. The important key to the flow of answers and effective answering of a question is to relax and be as natural in your answer as possible. You do not want to seem like you have a rehearsed speech somewhere which you are trying to remember. Relax and let your creativity flow. Breathe normally and be at ease.

**6. Master the general nature of questions** — The most common questions are centred around What? (seeks for detail), Where? (seeks to know the place or location or stage) Why? (seeks to understand the reasons behind) Who? (is soliciting for the people involved) When? (seeks for the date and time it happened) How? (desires to know the process or step by step breakdown of an event) Whose? (identifies the owner). Other questions are like statements that solicit for detail. They give you the indication in such statements as Illustrate, explain, clarify, state, describe, investigate, list and so on. Watch out for such words in order to deliver an answer that is relevant to what is being sought.

**7. You may not know answers to every question** — It is a noble thing to let some questions pass. You are not the encyclopedia of every question that you come across. Admitting that you do not know the answer is not a sign of weakness. It is a sign that you know yourself and would not want to participate in a guessing game. I have great respect for people who even in interviews will tell you “I am yet to come across that concept but it sounds really exciting” than one who agonizes over the fact that every question has to be answered and still wastes the next five minutes giving a lecture which is innocent of the truth. Sometimes in a group setting, admitting that you do not know the answer to a question will bring you so much wisdom that could be hidden in the person you are sitting next to; the kind of wisdom you can never even find in books.

**8. Avoid always answering a question with a question** — There are people who will never attempt to respond any other way other than asking a question back. An instance where this is acceptable is in a classroom setup where a student asks a question and the teacher has no clue what the answer is. He/she can creatively ask “Is there anyone who can help with the question?”. He is not immediately admitting ignorance to the question but gives the teacher time to synthesize the answer from other participants. I have always been a victim in terms of answering a direct question with a question. What birthed this topic is a question my wife asked me which was simply and to the point “Are you going to the office later on today”. My immediate response was not about the office but “Why?”. My answer would have been either a “Yes, I am going, is there anything you need, do you want to come along?” instead of an outright “Why” before giving the response. She immediately told me “You better do an article about answering questions.

**9. If you are the expert, then show it** — Sometimes people ask questions as they know you are the one better placed to know the best solution out. In instances where you know your stuff then provide the rich answer required. Backup your answer with relevant examples, where necessary. Just avoid giving lengthy explanations where a simple answer would have worked. In a Science class, if the students ask

you to explain about the process of photosynthesis; you will not answer this in a one line statement but bring in your expertise, go out and get different kinds of leaves to illustrate so that the students get understanding. Similarly, in a boardroom, if you are the head of Operations then it must show. You cannot have other people seem to be the experts in your area when you are there. Be the authority in your field.

**10. Avoid judging the person asking** — It is easy to think that the person who asked a question has no knowledge in a specific area. When you are quick to judge you risk being embarrassed one day. Some people ask questions about areas they have PhDs in. They steer discussions in the direction of their areas of specialization. When a question is asked, avoid attacking the person for asking but stick to the point and answer what is asked. Avoid such statements that sound judgmental. When signs of judgment come into a discussion then this becomes a barrier to effective communication. No one will listen objectively to what you are saying. Say what you know and quote what you have heard others say.

## **Purpose of one-minute/two-minute speech/question:**

- Provides immediate and useful feedback with minimal time or effort.
- Preparation is quite easy and takes no to very little time.
- Can be used to collect information about specific topics, readings, or activities, as well as larger units. Can be used in any course at any level.
- Requires students to self-assess. Students must mentally review everything they have heard/read before they can decide what is most important, and they must evaluate their understanding before they can decide what questions to ask.

# **Pronunciation**

## **What is Pronunciation?**

"Pronunciation" refers to the way in which we make the **sound** of words.

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

As well as creating correct **vowel** and **consonant** sounds using the muscles of our mouth, tongue and lips is important.

### **The 44 Phonemes in English**

Despite there being just 26 letters in the English language there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds.

The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use.

# Speech Correction by learning Consonants sounds:

## English consonant letters and their sounds

A consonant letter usually represents one consonant sound. Some consonant letters, for example, c, g, s, can represent two different consonant sounds.

Consonant sounds are produced when airflow is obstructed or restricted in some way by the articulatory organs (such as the lips, tongue, teeth, or vocal cords).

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

Phoneme	IPA Symbol	Graphemes	Examples	Voiced?
18	ʒ	s, si, z	treasure, division, azure	Yes
19	tʃ	ch, tch, tu, te	chip, watch, future, righteous	No
20	ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station	No
21	θ	Th	Thongs	No
22	ð	Th	Leather	Yes
23	n	ng, n, ngue	ring, pink, tongue	Yes
24	J	y, i, j	you, onion, hallelujah	Yes

## WHAT ARE MINIMAL PAIRS AND WHY DO THEY MATTER?

**Minimal pairs are words that differ by only one sound.** For example, wake and lake, weigh and ray, bat and back, sweep and sleep. It's important to note that the focus is on *sounds*, so the spellings of the words may be different. Within the pair, the sounds that differ may occur at the beginning or the end of the words and the difference may occur between singleton consonants or in one sound in a consonant blend. *Minimal pairs highlight the fact that when we change a sound in a word, we can change the meaning of the word.*



W/R Minimal Pairs



White

Light

W/L Minimal Pairs



**Minimal Pairs Word List**

## T and K Minimal Pairs

Top	Cop
Tight	Kite
Torn	Corn
Tame	Came
Tall	Call
Tail	Kale
Bat	Back
Pit	Pick
Ate	Ache
But	Buck
Sit	Sick
Rate	Rake

## D and G Minimal Pairs

Date	Gate
Deer	Gear
Drip	Grip
Down	Gown
Doe	Go
Bid	Big
Led	Leg

Mud	Mug
Bud	Bug
Bed	Beg

## S and TH Minimal Pairs

Sick	Thick
Sing	Thing
Sink	Think
Sum	Thumb
Bass	Bath
Pass	Path
Mouse	Mouth

## R and W Minimal Pairs

Reed	Weed
Red	Wed
Rate	Wait
Real	Wheel
Row	Woah
Rest	West
Rip	Whip
Rut	What
Ring	Wing
Rig	Wig

Rag	Wag
-----	-----

## L and W Minimal Pairs

Lay	Way
Lip	Whip
Leap	Weep
Leave	Weave
Lick	Wick
Lake	Wake
Late	Wait
Low	Woah
Lock	Wok
Light	White

## F and V Minimal Pairs

Fan	Van
Face	Vase
Fine	Vine
Fear	Veer
Fat	Vat
Fairy	Very
Safe	Save
Off	Of
Life	Live

Gif	Give
-----	------

## F and TH Minimal Pairs

Free	Three
Fin	Thin
Four	Thor
First	Thirst
Fought	Thought
Reef	Wreath
Deaf	Death

## S and T Minimal Pairs

Sun	Ton
Sick	Tick
Sour	Tower
Seam	Teem
Sell	Tell
Songs	Tongs
See	Tea
Face	Fate
Bus	But
Pass	Pat
Less	Let
Miss	Mitt

Nice	Night
------	-------

## Final Consonant Deletion Minimal Pairs

Boo	Boot
Saw	Sock
Lay	Lace
Me	Mean
See	Seed
Day	Date
Go	Goat
Pay	Pace
Way	Wake
No	Note

## Blends Minimal Pairs

Back	Black
Peas	Please
King	Cling
Goo	Glue
Foe	Flow
Tie	Try
Dip	Drip
Keep	Creep
Go	Grow

Fog	Frog
Soon	Spoon
Sick	Stick
Side	Slide
Set	Sweat
So	Snow
Sell	Smell
Sip	Skip

## **Read aloud by learning Vowel sounds:**

### **English vowel letters and their sounds**

A vowel is a particular kind of speech sound made by changing the shape of the upper vocal tract, or the area in the mouth above the tongue. In English it is important to know that there is a difference between a vowel sound and a [letter] in the [alphabet]. In English there are five vowel letters in the alphabet: a, e, i, o and u.

Vowel sounds are produced when airflow passes freely through the vocal tract without significant obstruction. The articulatory organs shape the oral cavity to produce different vowel sounds. Vowel sounds can be further classified based on their position in the mouth and the shape of the tongue.

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

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

## Practice Exercises

**Exercise 1: Circle the letter that correctly identifies the nature of the underlined transition in each of the following sentences.**

1 A water main downtown broke this morning, so several businesses had no water for hours.

- a. addition b. time c. comparison d. cause and effect

2 Even though most Americans are primarily concerned about AIDS as it exists in the U.S., it should be remembered that it is now nearly a worldwide disease.

- a. addition b. time c. contrast d. comparison

3 There are ways you can make boring tasks more pleasant. For instance, bring a portable radio and listen to music on the earphones while you work.

- a. contrast b. comparison c. illustration/example d. cause and effect

4 Larry will probably be a late bloomer socially, just like his older brothers.

- a. time b. contrast c. comparison d. cause and effect

5 The lazy checkout clerk forced the six-pack of cola into the bottom of the bag, tearing it. Then she shrugged her shoulders and said, “I guess you’ll have to carry the bag from the bottom.”

- ” a. time b. contrast c. comparison d. illustration/example

**Circle the letter of the word that correctly identifies the appropriate transition word or phrase. Then underline the kind of transition you have used.**

1. \_\_\_\_\_ the invention of television, people probably spent more of their leisure time reading. a. Nevertheless b. Because c. Before

The transition word indicates: **addition cause and effect time**

If you’re having company for dinner, try to get as much done in advance as possible. \_\_\_\_\_, set the table the day before. a. For instance b. In contrast c. Similarly  
The transition word indicates: **illustration/example comparison contrast**

2. \_\_\_\_\_ I’m very allergic to flowers, my boyfriend bought a bouquet of roses.  
a. Until b. Because c. Even though

The transition word indicates: **time contrast addition**

3. My grandfather loves to say, “You’re as nervous \_\_\_\_\_ a long-tailed cat in a roomful of rocking chairs.” a. after b. as c. as a result

The transition word indicates: **cause and effect time comparison**

4. \_\_\_\_\_ Manny’s car stereo was on full blast, I could see his lips moving, but I had no idea what he was saying. a. Moreover b. Because c. Just as

The transition word indicates: **comparison addition cause and effect**

Exercise 3: Question for contextual speaking.

1. How do you handle failure or setbacks in your personal life? Why?
2. Do you believe in setting goals and working towards them? Why or why not?
3. Do you think it's okay to skip college or work if you don't feel like going? Why or why not?
4. How would you handle a demanding classmate or a colleague without being rude
5. Do you think parents spend less time with children these days?
6. Talk about a time you learnt something useful/valuable from a failure.
7. Would you prioritize your own career goals over supporting a friend's entrepreneurial venture? Why or why not?
8. Your teacher asks you to work on a project with a group, but you don't like the other members of your group. Do you try to work together or refuse to participate?
9. How would you react if you saw your friend shoplifting? Why?
10. What do you think is the most important skill to be successful in today's world and why?

Exercise 4: Question for just a minute idea elaboration speaking.

1. Startup cultures: Boon or bane
2. Social Media: Necessity or not.
3. Addiction to Online games
4. AI----- Effect on Jobs
5. Your role model and why
6. Actions speak louder than words
7. Life was sounder when technology was more spartan
8. These days many people are growing their own food because...
9. How can technology affect weather
10. Downside of Technology in everyday life

Exercise 5: Question for 2 minute idea elaboration speaking.

1. Talk about the applications of AI in different fields such as healthcare, education, and autonomous vehicles.
2. Talk about the significance of renewable energy sources like solar and wind power, their benefits, and their role in combating climate change.
3. Explore how AR and VR technologies are changing the way we interact with the world and their applications in gaming, education, and training.
4. Discuss emerging trends in transportation such as electric vehicles, autonomous cars, and hyperloop technology.
5. Talk about how failures can be valuable learning experiences and growth opportunities.
6. Explain why recycling is crucial for the environment and how students can contribute.
7. The importance of learning a second language
8. The impact of social media on self-esteem
9. The Coolest Innovations You've Seen
10. Cybersecurity: Protecting Your Online Identity

#### **Minimal Pairs list**

1. Gibbon/given

2. Sudden/southern
3. Deaf/death
4. Surf/serve/
5. Jaw/your
6. Pilate/pirate
7. Poured/bored
8. Miss/myth
9. Sell/shell
10. Wine/vine
11. Sherry/cherry
12. Think/thing
13. Sunk/sung
14. Witch/wish
15. Vein/wane
16. Dare/there/bear/bare/wear
17. Law/raw
18. Joke/yolk
19. Three/tree
20. Reek/leek

#### For vowel sounds

- Annie any
- gnats nets
- axes X's
- knack neck
- rack wreck
- bad bed
- bag beg
- madly medley
- sad said
- ban Ben
- sand send
- slapped slept
- bat bet
- mat met
- paddle pedal
- batter better
- pan pen
- tamper temper
- bland blend
- pack peck
- than then
- fanatic phonetic

#### Read Aloud

Water covers over two-thirds of the Earth's surface and constitutes almost 70% of our bodies. This profound organic association appears to trigger a quick reaction in our brains when we're close to water. Indeed, the mere sight and sound of water can incite a surge of neurochemicals that promote well-being and induce relaxation.

In Brazil, it is unlawful to chop down a Brazil nut tree. Thus, they can be found outside manufacturing plants, homes and on the sidewalks. The fruits are very heavy and rigid; when the fruits fall, they pose a serious threat to vehicles and people passing under the tree. Brazil nut fruits sink in fresh water, which can cause clogging of waterways.

Child language brokers are children or young people who translate or interpret on behalf of family members or others who do not speak the local language. When settling into a new country, children often learn the local language more rapidly than their parents and other adults. As a result youngsters start taking on the role of language broker in a number of different contexts such as shops, banks, schools, doctors, dentists, welfare offices, police stations, housing offices among many others.

The aim of our research was to explore how moving home at a young age affected the development of pre-school children. There are many different reasons why families choose to move home, some of which are positive and some less so. Over a period of ten years our research team has investigated whether the conditions surrounding moving home, or indeed the fact of moving itself, contribute to children's development problems.

This year the National Environmental Science Competition received excellent undergraduate and postgraduate entries from all across the country, with a wide range of projects. We are delighted that our awards are encouraging exciting and valuable projects that go beyond research and analysis to develop solutions for a number of key problems. Information about the shortlisted projects will be posted on our website in the first week of June.

Our mission is to be a university that has a global significance – to be a leader in higher education providing excellent research and teaching, and contributing to the most important issues and debates of modern times. We are proud that this university is increasingly having an impact on practice and thinking worldwide.

I am extremely grateful for the advice I got which encouraged me to take my final year project forward after university. I entered a number of business start-up competitions and was awarded the funding I needed to set up my own business. It completely changed my life. Although I had actually had a graduate scheme lined up after graduating, I decided to take the risk and start my own company. Things took off surprisingly quickly and I can honestly say that I have never had any regrets about my decision.

The moon is the "natural permanent orbiting body" of our planet. There are many other planets in our solar system that have their own orbiting bodies. The moon is the second-largest satellite in our solar system, the first number is for Jupiter's satellite. For our moon, water cannot exist on its surface because it is bombarded with solar radiations because it lacks Earth like atmosphere. The surface of the moon is just like Mars -dry and hostile.

The simultaneous social feedback for performance improvement in communal settings may influence the marvel characters of a person. The innate abilities come from continuous improvement of social skills from generations. Thus, anyone wants to get an upper hand should get used to objectives planning and analysis of past experiences.

While blue is one of the most popular colors, it is one of the least appetizing. Blue food is rare in nature. Food researchers say that when humans searched for food, they learned to avoid toxic or spoiled objects, which were often blue, black, or purple. When food dyed blue is served to study subjects, they lose appetite

A marketing plan is comprehensive document or blueprint that outlines a business advertising and marketing efforts for the coming year. It describes business activities involved in accomplished specific marketing objectives within a set time frame. A marketing plan also includes a description of the current marketing position of a business. For diplomacy, the starting point must be that globalization requires bridges and removes barriers. A policy of containment is a difficult strategy in the age of the fibre-optic cable, the jumbo jet and the satellite dish. There will always be the exception, such as the murderous regime in Iraq where the only safe strategy is to keep it in the isolation ward until it accepts the norms of international behaviour, or the military dictatorship in Burma which has persistently failed to respond to dialogue. It takes two to critically engage.

"The caterpillars that feed on trees are trying to match the hatching of their eggs to the timing of budburst. The caterpillars want to feed on the juiciest and least chemically protected leaves. And it's not just the caterpillars, of course, that are important. But the knock-on effect is on nesting birds, which are also trying to hatch their chicks at the same time that there's the maximum number of caterpillars.

Usually, age is determined by physical characteristics, such as teeth or bones. Great—if you have a body. Researchers have tried unsuccessfully to use blood. But in this study, the scientists used immune cells called T-cells. T-cells recognize invaders through receptors that match molecules on bacteria, viruses, even tumours. The cellular activity that produces these receptors also produces a type of circular DNA molecule as a by-product.

Shrimp farmers used to hold animals in nursery ponds for 30 to 60 days; now they try to move them into grow-out ponds in less than 30 days. This reduces stress on the animals and dramatically increases survival in the grow-out ponds. Many farms that abandoned nursery ponds have gone back to them, and the results have been surprisingly positive. They're using the old, uncovered, earthen, nursery ponds.

The elephant is the largest living land mammal. During evolution, its skeleton has greatly altered from the usual mammal design for two main reasons. One is to cope with the great weight of huge grinding cheek teeth and elongated tusk teeth, making the skull particularly massive. The other is to support the enormous bulk of such a huge body.

## Unit-3

### Vocabulary and Sentence Completion



### **Introduction to Vocabulary**

Vocabulary forms an integral part of the process of reading and readers' comprehension. It refers to the words needed for communicating effectively. It implies receptive vocabulary and expressive vocabulary. Receptive vocabulary refers to the words that we hear and read while expressive vocabulary implies the words that we speak and write. It is rightly said that without vocabulary, it is not possible to convey anything.

#### **Importance of Vocabulary**

Vocabulary is an essential part of anyone's life and the following points describe the importance of vocabulary.

- Vocabulary is critical for communication and expression
- Vocabulary forms the basis of reading comprehension
- Linguistic vocabulary and thinking vocabulary work parallel
- Vocabulary also forms a basis for judgment many times
- For conveying anything, vocabulary is important

**Understanding how to use prefixes and suffixes will help you expand your vocabulary!**

## **What are Prefixes?**

Prefixes are added at the beginning of words to change their meaning

For Example: dis-trust, im-mature, counter-productive.

### **Prefixes: meanings and use**

The most commonly-used prefixes are those that change an adjective with a positive meaning into one with a negative or opposing meaning, for example: *uncomfortable*.

Prefixes that change the word to a negative meaning include: *in-*, *ir-*, *im-* and *dis-*. Examples formed using this type of prefix are: *inactive*, *irregular*, *impossible* and *dishonest*.

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
anti-	opposed/to prevent	<b>Antidote</b> ,
counter-	opposite/ opposed to	<b>counter</b> productive
de-	something is removed or reduced	<b>de</b> -activate
dis-	negative/opposite	<b>disadvantage</b>
ex-	Former	<b>ex</b> -wife
extra-	outside/beyond	<b>extra</b> -curricular
fore-	Before	<b>forewarn</b>
homo-	Same	<b>homosexual</b>
hyper-	very/extremely	<b>hyper</b> -sensitive
il-	negative/opposite	<b>illogical</b>
im-	negative/opposite	<b>immature</b>
in-	negative/opposite	<b>inexpensive</b>
inter-	Between	<b>international</b>
ir-	negative/opposite	<b>irregular</b>

mal-	bad/wrong	<b>malpractice</b>
mid-	Middle	<b>Midwinter</b>
mis-	bad/wrong	<b>Misplace</b>
mono-	One	<b>Monorail</b>
neo-	New	<b>neoclassical</b>
non-	Not	<b>nondescript</b>
omni-	All	<b>Omnivore</b>
out-	outside/beyond/bigger	<b>Outweigh</b>
pre-	Before	<b>pre-date</b>
re-	Again	<b>re-arrange</b>
semi-	Half	<b>Semicircle</b>
sub-	Under	<b>Submerge</b>
super-	bigger/more powerful	<b>Superhero</b>
un-	negative/opposite	<b>unbelievable</b>
under-	beneath/not enough	<b>Underplay</b>

Some groups of prefixes have very specific meanings and uses. The table below summarises the most common prefixes for metric measures, those that describe multiples of units and those indicating fractions of units.

Prefix	Meaning	Example
deca-	ten times a unit	<b>decathlon</b>
kilo-	one thousand times a unit	<b>kilometre</b>

mega- one million times a unit **megabyte**

---

giga- one billion units **gigawatt**

---

deci- one tenth of a unit **decilitre**

---

centi- one hundredth of a unit **centimetre**

---

milli- one thousandth of a unit **millimetre**

---

micro- one millionth of a unit (also means extremely small) **micro-organism**

### **Prefixes examples with sentences**

#### **Anti-**

*antiseptic, anti-climax, antifreeze, antibiotic, antibody, anticlockwise*

The atheletes ran around the track in an *anticlockwise* direction.

Many infections can be treated with *antibiotics*.

#### **Counter-**

*counterpart, counterproductive, counterclaim*

Putting too much pressure on young people can be *counterproductive*.

#### **De-**

*deteriorate, derail, deactivate*

The discussion *deteriorated* into an argument.

#### **Dis-**

*dissatisfied, disappointed, disloyal, disobedient, disruptive, distrust*

Jane never did what she was told. She was a *disobedient* child.

Rob was *disappointed* when he didn't get the job.

**Ex-**

*ex-wife, ex-teacher, ex-husband, ex-policeman*  
I still meet my *ex-husband* sometimes.  
No, he wasn't a teacher before. He's an *ex-policeman*.

**Extra-**

*extracurricular, extracellular, extraordinary*  
Her journey across the world was *extraordinary*.

**Fore-**

*forewarn, foreground, forefathers, forecast, forego, forefront*  
This robotics company is at the *forefront* of modern technology.  
The weather *forecast* for tomorrow is good.

**Homo-**

*homogeneous, homophone, homosexual*  
Air is a *homogeneous* mixture.

**Hyper-**

*hypersensitive, hyperlink, hyper-intelligent*  
A *hyperlink* connects one page to another.

**Il-**

*illogical, illegal, illiterate, illuminate*  
Driving under the age of 17 is *illegal* in the UK.

**Im-**

*immature, immaterial, immediately, immense, impersonal, impatient*  
You need to speak to the headteacher *immediately*.  
Jamie looks sensible but he is actually quite *immature*.

**In-**

*inevitable, incorrect, indifferent, indoors, ineffective, insincere*  
The examiner told me that some of my answers were *incorrect*.  
Unfortunately, the cancer medicine was *ineffective*.

**Inter-**

*international, intermediate, interpreter, interval, interfere, interest*  
My husband is working for an *international* company.  
Maggie decided not to be a teacher; she is training to be an *interpreter*.

**Ir-**

*irresponsible, irrational, irregular, irrelevant*  
*Irregular* verbs are difficult to learn!

**Mal-**

*malpractice, malfunction, malnourished, malnutrition*

I couldn't complete the work because laser cutting machine *malfunctioned*.

**Mid-**

*mid-July, midweek, mid-September, mid-sentence*

I'm going to go out for a walk *midweek*.

**Mis-**

*misunderstanding, mistrust, misuse, misspell, misrepresent, mispronounce*

We didn't fall out – it was just a *misunderstanding*.

The newspaper report *misrepresented* what I said!

**Mono-**

*monorail, monotone, monochrome, monotonous, monosyllable, monopoly*

That song has a boring tune; it's *monotonous*.

A *monorail* has just one rail.

**Neo-**

*neonatal, neoclassical, Neolithic*

Yes, that museum is a *neoclassical* building.

**Non-** (note the prefix 'non' is usually used with a hyphen)

*non-event, non-stop, non-smoking, non-alcoholic, non-member, non-resident*

Sorry, this is a *non-smoking* building.

*Non-residents* are welcome in the restaurant.

**Omni-**

*omnivore, omnipresent*

An *omnivore* eats plants and animals.

**Out-**

*outbreak, outgrow, outrun, outweigh, outbuilding, outspoken*

He has *outgrown* all his baby clothes now.

Overall, the advantages *outweigh* the disadvantages.

**Pre-**

*pre-war, pre-recorded, pre-pay, pre-set, pre-tax*

She has a *pre-recorded* message on her phone.

You can *pre-pay* for your dental treatment.

**Re-**

*replay, rerun, re-record, re-write*

She had to *re-write* her essay to get a higher grade.  
The football match last weekend was a *replay*.

**Semi-**

*semicircle, semi-darkness, semi-detached, semi-literate, semi-professional*

They left the restaurant in *semi-darkness*.

Mary is a great tennis player. She is *semi-professional*.

**Sub-**

*subtropical, subsection, sub-zero, subnormal, subsoil*

They had to cope with *sub-zero* temperatures.

Much of North Africa has a *sub-tropical* climate.

**Super-**

*supermarket, supernatural, super-tanker, super-rich, supervisor*

Supermarkets have a greater range of products than local shops.

John has been my *supervisor* for the past year.

**Un-**

*unbelievable, unkind, unusual, unable, uncomfortable, uncanny*

My new shoes are *uncomfortable*.

That film was *unbelievable*!

**Under-**

*underplay, underwear, under-valued, under-rated, under-paid*

He was an *under-rated* actor.

I'm not selling that vase. I think it has been *under-valued*.

**What are the Suffixes**

Suffixes are added at the end of words to change their form: wonder-ful, improve-ment, adapt-able.

**Suffixes: common suffixes for nouns & adjectives**

Suffixes enable root words to change in different ways in order to form different classes of word. For example, the root word ‘create’ can be modified to *creation* (noun), *creative* (adjective) and *creatively* (adverb). Different classes of words (nouns, verbs, adjectives) have their own common suffixes.

**Common suffixes      Example  
for adjectives**

**Common noun      Example  
suffixes**

-able / -ible	<b>Adorable</b>	-ance / -ence	<b>endurance</b>
	<b>terrible</b>		<b>conscience</b>
-ant / -ent	<b>pleasant</b>	-ant	<b>contestant</b>
	<b>confident</b>		
-ate	<b>passionate</b>	-dom	<b>freedom</b>
-ful	<b>wonderful</b>	-ee	<b>employee</b>
-ian	<b>Canadian</b>	-er / -or	<b>painter</b>
			<b>conductor</b>
-ic	<b>energetic</b>	-ery	<b>scenery</b>
-ical	<b>methodical</b>	-hood	<b>neighbourhood</b>
-ish	<b>selfish</b>	-ion	<b>election</b>
-ive	<b>positive</b>	-ism	<b>socialism</b>
-less	<b>pointless</b>	-ist	<b>novelist</b>
-like	<b>business-like</b>	-ity	<b>regularity</b>
-ous	<b>adventurous</b>	-ment	<b>Improvement</b>
-some	<b>Wearisome</b>	-ness	<b>sadness</b>
-y	<b>Noisy</b>	-ship	<b>friendship</b>

Adverb suffixes	Examples	Verb suffixes	Examples
-ly	<b>quickly</b>	-en	<b>eaten</b>
-wise	<b>clockwise</b>	-ise	<b>energise</b>
-ward	<b>northward</b>	-ate	<b>Alternate</b>

## Suffixes examples with sentences

### **able**

*unbelievable, comfortable, washable, likeable, knowledgeable, fashionable* (adjectives)

Do you prefer *fashionable* or *comfortable* clothes?

Professor Smith is very *knowledgeable* about insects.

### **-ance**

*performance, allowance, disturbance, appearance, brilliance* (nouns)

Tom is given a weekly *allowance* by his parents.

The police were called to a *disturbance* in the street.

### **-ant**

*pleasant, brilliant, disinfectant, servant, assistant,* (nouns and adjectives)

We had a *brilliant* holiday in Spain.

He decided to employ an *assistant*.

### **-ate**

*activate, affectionate, regulate, electorate, mediate, fortunate* (nouns and adjectives)

You can *activate* your PayPal account now.

His dog is well-behaved and *affectionate*.

### **-dom**

*freedom, kingdom, boredom* (nouns)

*Freedom* of choice means you have more opportunity to make decisions.

### **-ence**

*presence, existence, occurrence, permanence* (nouns)

I could feel a ghostly *presence* when I went into the room!

Most people dispute the *existence* of ghosts.

### **-ent**

*different, resident, president* (nouns and adjectives)

She has been a *resident* in this area for many years.

### **-er**

*carpenter, painter, hotter, bigger, diner, photographer* (nouns and adjectives)

He is training to be a *painter*.

She would love to be a *photographer*.

### **-ery**

*bravery, machinery, bakery, flattery* (nouns)

You can buy bread at the *bakery*.

The fireman was praised for his *bravery*.

### **-ful**

*beautiful, wonderful, colourful, eventful, restful, careful* (adjectives)

It was an *eventful* day.

I hope you have a *wonderful* holiday!

### **-hood**

*neighbourhood, childhood, priesthood* (nouns)

This is a very quiet *neighbourhood*.

### **-ible**

*terrible, horrible, visible, edible* (adjectives)

Is that plant *edible*?

Our house is *visible* from the road.

### **-ic**

*photographic, alcoholic, supersonic* (adjectives)

SpaceX is planning to launch a *supersonic* plane.

The local pub serves *alcoholic* and *non-alcoholic* drinks.

### **-ical**

*historical, identical, satirical* (adjectives)

John and Steve are *identical* twins.

### **-ion**

*decision, promotion, completion, election, exhaustion, deception* (nouns)

The results of the *election* will be announced tomorrow.

She made an important *decision* today.

### **-ism**

*Cubism, socialism, criticism, heroism* (nouns)

*Cubism* was one of the most influential art movements of the twentieth century.

### **-ish**

*childish, selfish, reddish, snobbish, Spanish, English* (adjectives)

She looks grown-up but she is a little *childish*.

He has *reddish* hair.

**-ist**

*socialist, novelist, guitarist, pianist, sexist, racist*

She is a brilliant *guitarist*.

*Sexism and racism* are not to be tolerated in schools.

**-ity**

*creativity, popularity, regularity, sexuality, eventuality, familiarity* (nouns)

Her strength is her *creativity*.

Jenny carefully planned her trip to allow for any *eventuality*.

**-ive**

*creative, positive, negative, transitive, explosive, detective* (nouns and adjectives)

My brother-in-law is working as a private *detective*.

My mother is a *creative* person.

**-less**

*careless, ruthless, pointless, meaningless, tasteless, powerless* (adjectives)

It was a *careless* mistake.

Sorry, but this soup is *tasteless*.

**-ment**

*permanent, government, employment, arrangement, management* (nouns and adjectives)

She is really pleased that she now has a *permanent* job.

Have you got any *management* experience?

**-ness**

*shyness, loudness, sadness, loneliness* (nouns)

He had to try hard to overcome his *shyness*.

*Loneliness* can be a big problem for older people.

**-ous**

*adventurous, pretentious, cautious, dangerous, spacious* (adjectives)

Her new flat is very *spacious*.

She is really *adventurous*. She often travels to faraway places.

**-ship**

*friendship, hardship, fellowship, premiership, citizenship* (nouns)

He has kept his *friendship* with Tony going for 20 years.

They suffered a lot of *hardship* when they first arrived in the country.

**-some**

*troublesome, bothersome, loathsome* (adjectives)

Wasps can be *troublesome* in late summer.

**-ure**

*closure, fracture, measure, exposure, failure* (nouns)

He said the marriage broke down due to a *failure* to communicate openly.

She was disappointed about the *closure* of the business.

**-y**

*funny, scary, wintry, feathery, scaly, messy*

My room is always *messy*!

It was a beautiful *wintry* scene on Christmas Day.

**Word families**

“Word families” are groups of words where different suffixes have been added to the same root word. It would be very difficult to learn all the word families in English, but knowing a few common word families can help you to learn spelling patterns and common prefix and suffix meanings.

English examinations often require students to ‘transform’ words by adding the appropriate prefixes and suffixes. So, familiarising yourself with prefixes and suffixes can help with your exam skills as well as your vocabulary.

The following word families demonstrate how root words can be transformed to create different forms with similar meanings.

Verb	Noun	Adjective	Adverb
succeed	Success	Successful	successfully
specialise	Specialism	Special	especially
attract	Attraction	Attractive	attractively
surprise	Surprise	Surprising	surprisingly

## Synonyms and Antonyms

### What are Synonyms?

Synonyms are words that have similar or identical meanings. They are useful in avoiding repetition and making our speech or writing more varied and interesting. For example, instead of using the word "happy" repeatedly, we can use synonyms such as "joyful," "content," or "pleased."

## Examples of Synonyms

1. **Happy:** joyful, content, pleased, elated, delighted
2. **Sad:** unhappy, sorrowful, dejected, miserable, downcast
3. **Fast:** quick, speedy, rapid, swift, brisk
4. **Big:** large, huge, enormous, gigantic, massive
5. **Smart:** intelligent, clever, bright, brilliant, sharp

## **What are Antonyms?**

Antonyms are words that have opposite meanings. They help us to express contrast and emphasize differences in our language. For example, the antonym of "happy" is "sad."

## Examples of Antonyms

1. **Happy:** sad, unhappy, miserable, gloomy
2. **Fast:** slow, sluggish, unhurried, lethargic
3. **Big:** small, tiny, little, miniature
4. **Smart:** dumb, unintelligent, foolish, ignorant
5. **Hot:** cold, chilly, cool, freezing

## **Importance of Synonyms and Antonyms**

### Enhancing Vocabulary

Using synonyms and antonyms is a great way to enhance your vocabulary. By learning new words that have similar or opposite meanings, you can express yourself more precisely and avoid repetition.

### Improving Writing and Speaking Skills

A varied vocabulary makes your writing and speaking more engaging. It allows you to paint a clearer picture for your audience and convey your message more effectively.

### Better Understanding of Language

Understanding synonyms and antonyms helps in grasping the nuances of language. It enables you to appreciate the richness and diversity of words and their meanings.

## **Identification of Synonyms and Antonyms**

### **Context Clues:**

- Look at the surrounding words and sentences. Context can often provide hints about the meaning of a word and its possible synonyms.
- Example: "The movie was fascinating and captivating." (Here, "fascinating" and "captivating" are used in similar contexts, suggesting they are synonyms.)

### **Knowledge of Word Roots:**

- Understanding the roots, prefixes, and suffixes of words can help you identify synonyms.
- Example: The prefix "un-" often indicates the opposite meaning, as in "unhappy" (not happy).

### **Practice and Exposure:**

- Read widely across different genres and subjects. Exposure to various texts helps you encounter words in different contexts, aiding in understanding synonyms.
- Example: Reading novels, newspapers, and academic articles will expose you to diverse vocabulary.

### **Knowledge of Prefixes and Suffixes:**

- Certain prefixes and suffixes indicate opposite meanings.
- Example: Prefixes like "un-" (unhappy), "dis-" (disagree), "in-" (inconsistent), and "anti-" (antibiotic) often form antonyms.

### **Understanding Contextual Pairs:**

- Many words naturally pair with their antonyms in common phrases or idioms.
- Example: "The tall building dwarfed the small houses around it." ("Tall" and "small" are antonyms.)

Words	Synonyms – Same Meaning	Antonyms – Opposites
Abate	Moderate, decrease	Aggravate
Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Setup, establish
Acumen	Awareness, brilliance	Stupidity, ignorance
Abash	Disconcert, rattle	Uphold, Discompose

Absolve	Pardon, forgive	Compel, Accuse
Abjure	Forsake, renounce	Approve, Sanction
Abject	Despicable, servile	Commendable, Praiseworthy
Abound	Flourish, proliferate	Deficient, Destitute
Abortive	Vain, unproductive	Productive
Acrimony	Harshness, bitterness	Courtesy, Benevolence
Accord	Agreement, harmony	Discord
Adjunct	Joined, Added	Separated, Subtracted
Adversity	Misfortune, calamity	Prosperity, Fortune
Adherent	Follower, disciple	Rival, Adversary
Adamant	Stubborn, inflexible	Flexible, Soft
Admonish	Counsel, reprove	Approve, Applaud
Allay	Pacify, soothe	Aggravate, Excite

Alien	Foreigner, outsider	Native, Resident
Ascend	Climb Escalate	Descend, Decline
Alleviate	Abate, relieve	Aggravate, Enhance
Allure	Entice, fascinate	Repulse, Repel
Arraign	Incriminate, indict	Exculpate, Pardon
Amplify	Augment, deepen	Lessen, Contract
Axiom	Adage, truism	Absurdity, Blunder
Audacity	Boldness, Courage	Mildness, Cowardice
Authentic	Accurate, credible	Fictitious, unreal
Awkward	Rude, blundering	Adroit, clever
Barbarous	Frustate, perplex	Civilized
Bleak	Grim, Austere	Bright, Pleasant
Bewitching	Alluring, charming	Repulsive, Repugnant

Baroque	Florid, gilt	Plain, unadorned
Brittle	Breakable, crisp	Tough, Enduring
Barrier	Barricade, Obstacle	Link, Assistance
Baffle	Astound, Faze	Facilitate, Clarify
Bustle	Commotion, Tumult	Slowness, Quiet
Barren	Desolate, Sterile	Damp, Fertile
Bawdy	Erotic, Coarse	Decent, Moral
Bind	Predicament	Release
Batty	Insane, silly	Sane
Benevolent	Benign, Generous	Malevolent, Miserly
Befogged	Becloud, Dim	Clear headed, Uncloud
Base	Vulgar, Coarse	Summit, Noble
Benign	Favorable, friendly	Malignant, Cruel

Busy	Active, Engaged	Idle, Lazy
Bleak	Austere, Blank	Bright, Cheerful
Bold	Adventurous	Timid
Boisterous	Clamorous, rowdy	Placid, Calm
Blunt	Dull, Insensitive	Keen, Sharp
Callous	obdurate, unfeeling	Compassionate, Tender
Capable	competent, able	Incompetent, Inept
Calamity	adversity, misfortune	Fortune
Calculating	Canny, Devious	Artless, honest
Calumny	defamation, aspersion	Commendation, Praise
Captivity	imprisonment, confinement	Freedom, Liberty
Captivate	Charm, fascinate	Disillusion offend
Chaste	virtuous, pure	Sullied, Lustful

Cease	terminate, desist	Begin, Originate
Compassion	kindness, sympathy	Cruelty, Barbarity
Chastise	punish, admonish	Cheer, encourage
Concede	yield, permit	Deny, reject
Comprise	include, contain	Reject, lack
Consent	agree, permit	Object Disagree
Concur	approve, agree	Differ, disagree
Consolidate	solidify, strengthen	Separate, Weaken
Consequence	effect, outcome	Origin, Start
Contempt	scorn, disregard	Regard, Praise
Conspicuous	prominent, obvious	Concealed, hidden
Contrary	dissimilar, conflicting	Similar, Alike
Contradict	deny, oppose	Approve, Confirm

Callous	Insensitive, indurated	Kind, merciful
Calm	Harmonious, unruffled	Stormy, turbulent
Candid	Blunt, bluff	Evasive
Camouflage	Cloak, disguise	Reveal
Carnal	Earthly, fleshly	Spiritual
Captivate	Beguile, bewitch	Repel
Celebrated	Acclaimed, lionized	Unknown, Inglorious
Catholic	Generic, liberal	Narrow- minded
Censure	Rebuke, reprimand	Praise, Acceptance
Cement	Plaster, mortar	Disintegrate
Clandestine	Covert, furtive	Open, Legal
Cheap	Competitive, Inexpensive	Dear, unreasonable
Coarse	Bawdy, Boorish	Fine, Chaste

Classic	Simple, Typical	Romantic, Unusual
Compact	Bunched, thick	Loose, Diffuse
Comic	Clown, Jester	Tragic, tragedian
Conceit	Egotism, Immodesty	Modesty
Compress	Abbreviate, Shrink	Amplify, Expand
Condemn	Castigate, Chide	Approve, Praise
Concord	Agreement, accord	Discord
Consolidate	Centralize, Fortify	Weaken
Confident	Bold, Undaunted	Diffident, cowardly
Creation	Formation, foundation	Destruction
Courtesy	Generosity, Reverence	Disdain, Rudeness
Cunning	Acute, Smart	Naive, Coarse
Decipher	interpret, reveal	Misinterpret, distort

Decay	Collapse, decompose	Flourish, Progress
Deceit	deception, artifice	Veracity, Sincerity
Defray	spend, pay	Disclaim, Repudiate
Defile	contaminate, pollute	Purify, sanctify
Demolish	Ruin, devastate	Repair, construct
Deliberate	cautious, intentional	Rash, Sudden
Deride	mock, taunt	Inspire, Encourage
Deprive	despoil, divest	Restore, Renew
Dissuade	Remonstrate, Counsel	Insite, Persuade
Disdain	detest, despise	Approve, praise
Dense	Opaque, piled	Sparse, brainy
Denounce	Blame, boycott	Defend
Despair	Depression, misery	Contentment, Hope

Derogatory	Sarcastic, critical	Laudatory, appreciative
Docile	Pliable, pliant	Headstrong, obstinate
Destructive	Catastrophic, pernicious	Creative, Constructive
Dwarf	Diminutive, Petite	Huge, Giant
Eclipse	Diminution, Dimming	Shine, eclipse
Eager	Keen, acquisitive	Indifferent, apathetic
Ecstasy	delight, exultation	Despair, Calamity
Eccentric	strange, abnormal	Natural, Conventional
Encumbrance	hindrance, obstacle	Incentive, stimulant
Efface	destroy, obliterate	Retain, Maintain
Eloquence	expression, fluency	Halting, Stammering
Enormous	colossal, mammoth	Diminutive, negligible
Endeavour	undertake, aspire	Cease, quit

Equivocal	uncertain, hazy	Obvious, lucid
Epitome	precise, example	Increment, expansion
Eradicate	destroy, exterminate	Secure, plant
Fallacy	delusion, mistake	Veracity, Truth
Fabricate	construct, produce	Destroy, Dismantle
Fanatical	narrow-minded, biased	Liberal, Tolerant
Falter	stumble, demur	Persist, Endure
Ferocious	cruel, fierce	Gentle, Sympathetic
Feeble	weak, frail	Strong, Robust
Fluctuate	deflect, vacillate	Stabilize, resolve
Feud	strife, quarrel	Harmony, fraternity
Fragile	weak, infirm	Enduring, Tough
Forsake	desert, renounce	Hold, maintain

Frivolous	petty, worthless	Solemn, significant
Frantic	violent, agitated	Subdued, gentle
Frugality	economy, providence	Lavishness, extravagance
Gloom	obscurity, darkness	Delight, mirth
Gather	Converge, huddle	Disperse, Dissemble
Gorgeous	magnificent, dazzling	Dull, unpretentious
Glut	stuff, satiate	Starve, abstain
Grisly	disgusting, atrocious	Pleasing, attractive
Gracious	courteous, beneficent	Rude, Unforgiving
Guile	cunning, deceit	Honesty, frankness
Grudge	hatred, aversion	Benevolence, Affection
Genuine	Absolute, Factual	Spurious
Generosity	Altruism, bounty	Stinginess, greed

Glory	Dignity, renown	Shame, Disgrace
Gloomy	Bleak, cloudy	Gay, Bright
Harass	irritate, molest	Assist, comfort
Hamper	retard, prevent	Promote, facilitate
Hazard	Peril, danger	Conviction, security
Hapless	unfortunate, ill-fated	Fortunate, Lucky
Haughty	arrogant, pompous	Humble, Submissive
Hideous	frightful, shocking	Attractive, alluring
Heretic	non-conformist, secularist	Conformable, religious
Harmony	Conformity, Amicability	Discord, discord
Hamstrung	Cripple Debilitate	Strengthen, Encourage
Honor	Adoration, Reverence	Denunciation, Shame
Hasty	Abrupt, Impetuous	Leisurely, Cautious

Humility	Resignation, Fawning	Boldness, Pride
Humble	Meek, Timid	Proud, Assertive
Impenitent	Uncontrite, Obdurate	Repentant
Hypocrisy	Deception, Pharisaism	Sincerity, frankness
Indifferent	Equitable, Haughty	Partial, Biased
Impulsive	Flaky, Impetuous	Cautious, Deliberate
Infernal	Damned, Accursed	Heavenly,
Indigent	Destitute, Impoverished	Rich, Affluent
Interesting	Enchanting, Riveting	Dull, Uninteresting
Insipid	Tedious, Prosaic	Pleasing, appetizing
Immense	huge, enormous	Puny, Insignificant
Immaculate	unsullied, spotless	Defiled, Tarnished
Imminent	impending, brewing	Distant, Receding

Immerse	submerge, involve	Emerge, uncover
Impair	diminish, deteriorate	Restore, Revive
Immunity	prerogative, privilege	Blame, Censure
Impediment	hurdle, obstruction	Assistant, Concurrence
Impartial	just, unbiased	Prejudiced, Biased
Impute	attribute, ascribe	Exculpate, support
Impious	irreligious, unholy	Pious, Devout
Incompetent	inefficient, unskilled	Dexterous, Skilled
Inclination	disposition, affection	Indifference, Disinclination
Inevitable	unavoidable, ascertained	Unlikely, Doubtful
Incongruous	inappropriate, absurd	Compatible, harmonious
Ingenuous	undisguised, naive	Wily, Craftly
Infringe	violate, encroach	Comply, Concur

Insipid	tasteless, vapid	Delicious, luscious
Insinuate	allude, hint	Conceal, Camouflage
Instill	inculcate, inject	Eradicate, extract
Insolvent	indigent, destitute	Wealthy, solvent
Intrigue	scheme, conspiracy	Candor, Sincerity
Intricate	tangled, complicated	Regulated, Orderly
Invective	accusation, censure	Approval, acclamation
Intrinsic	genuine, fundamental	Extraneous, incidental
Immaculate	Exquisite, Impeccable	Defiled, Tarnished
Invincible	unconquerable, impregnable	Effeminate, languid
Irrepressible	irresistible, unconfined	Composed, hesitant
Jejune	dull, boring	Interesting, exciting
Jaded	tired, exhausted	Renewed, recreated

Jubilant	rejoicing, triumphant	Melancholy, depressing
Jovial	frolicsome, cheerful	Solemn, morose
Just	honest, impartial	Unequal, unfair
Judicious	thoughtful, prudent	Irrational, foolish
Juvenile	young, tender	Dotage, antiquated
Justify	defend, exculpate	Impute, arraign
Knave	dishonest, scoundrel	Paragon, innocent
Knotty	complicated difficult	Simple, manageable
Kindred	relation, species	Unrelated, dissimilar
Keen	sharp, poignant	Vapid, insipid
Knell	death knell, last blow	Reconstruction, rediscovery
Lax	slack, careless	Firm, reliable
Lavish	abundant, excessive	Scarce, deficient

Liable	accountable, bound	Unaccountable, apt to
Lenient	compassionate, merciful	Cruel, severe
Lucid	sound, rational	Obscure, hidden
Lure	attract, entice	Repel, dissuade
Linger	loiter, prolong	Hasten, quicken
Liberal	magnanimous, generous	Stingy, malicious
Lunacy	delusion, insanity	Normalcy, sanity
Luxuriant	profuse, abundant	Scanty, meagre
Luscious	palatable, delicious	Unsavory, tart
Languid	Sluggish, apathetic	Energetic, spirited
Mandatory	Imperative, requisite	Optional
Malice	Vengefulness, grudge	Goodwill, Kindness
Merit	Stature, Asset	Demerit, dishonor

Masculine	Gallant, strapping	Feminine, meek
Mitigate	alleviate, relieve	Augment enhance
Miraculous	marvelous, extraordinary	Ordinary, trivial
Molest	harass, tease	Console, soothe
Modest	humble, courteous	Arrogant, pompous
Momentous	notable, eventful	Trivial, insignificant
Mollify	appease, assuage	Irritate, infuriate
Morbid	Nasty, Macabre	Healthy, Cheerful
Monotonous	irksome, tedious	Varied, pleasant
Murky	dusky, dreary	Bright, shining
Munificent	liberal, hospitable	Frugal, penurious
Mutual	joint, identical	Separate, distinct
Mutinous	recalcitrant, insurgent	Submissive, faithful

Nimble	prompt, brisk	Sluggish, languid
Niggardly	miser, covetous	Generous, profuse
Noxious	baneful, injurious	Healing, profitable
Notion	Conceit, Apprehension	Reality, Concrete
Novice	tyro, beginner	Veteran, ingenious
Nonchalant	indifferent, negligent	Attentive, considerate
Nullify	cancel, annual	Confirm, Uphold
Numerous	profuse, various	Scarce, deficient
Obliging	Complaisant, Willing	Mulish, Obstinate
Obstruct	impede, prevent	Hasten, encourage
Obstinate	Stubborn, Adamant	Pliable, flexible
Obscure	Arcane, Vague	Prominent
Obvious	Evident, apparent	Obscure, ambiguous

Obtain	Access, Inherit	Forfeit
Offensive	Abhorrent, obnoxious	Engaging, fascinating
Odious	Malevolent, obnoxious	Engaging, fascinating
Offspring	descendant, sibling	Ancestor, forefather
Occult	latent, ambiguous	Intelligible, transparent
Opaque	obscure, shady	Transparent, bright
Ominous	Menacing, Foreboding	Auspicious
Oracular	cryptic, vague	Lucid, distinct
Optimist	Idealist	Pessimist
Ornamental	decorative, adorned	Unseemly, plain
Ordain	Order, impose	Revoke abolish
Outrage	offence, maltreatment	Praise, favour
Outbreak	eruption, insurrection	Compliance, subjection

Persuade	Cajole, Impress	Dissuade, halt
Pacify	Appease, Chasten	Irritate, worsen
Propagate	Inseminate, fecundate	Suppress, deplete
Perturbed	Flustered, anxious	Calm
Prompt	Precise, Punctual	Slow, Negligent
Progress	Pace, Betterment	Retrogress, worsening
Pamper	Flatter, indulge	Deny, disparage
Prudence	Vigilance, Discretion	Indiscretion
Peerless	matchless, unrivalled	Mediocre, commonplace
Paramount	foremost, eminent	Trivial, inferior
Pertness	flippancy, impudence	Modesty, diffidence
Peevish	perverse, sullen	Suave, amiable
Placid	tranquil, calm	Turbulent, hostile

Perverse	petulant, obstinate	Complacent, docile
Precarious	doubtful, insecure	Assured
Pompous	haughty, arrogant	Unpretentious, humble
Predicament	plight, dilemma	Resolution, confidence
Quaint	Queer, strange	Familiar, usual
Quack	Impostor, deceiver	Upright, unfeigned
Quell	subdue, reduce	Exacerbate, agitate
Quarantine	seclude, screen	Befriend, socialize
Quibble	equivocate, prevaricate	Unfeigned, plain
Rapidity	Quickness, Velocity	Inertia, lanquidity
Raid	Incursion, Foray	Retreat, release
Rebellious	Restless, attacking	Submissive, Compliant
Reason	Acumen, Bounds	Folly, Speculation

Reluctant	Cautious, Averse	anxious, Eager
Rectify	Amend, Remedy	Falsify, Worsen
Ravage	Destroy, ruin	Reconstruct, renovate
Remnant	Residue, piece	Entire, whole
Ratify	consent, approve	Deny, dissent
Restrain	Detain, Confine	Incite
Redeem	Recover, liberate	Conserve lose
Remorse	Regret, penitence	Ruthlessness, obduracy
Remonstrate	Censure, protest	Agree, loud
Resentment	Displeasure, wrath	Content, Cheer
Rescind	Annul, abrogate	Delegate, permit
Reverence	Respect, esteem	Disrespect, affront
Retract	Recant, withdraw	Confirm, assert

Rustic	Rural, uncivilized	Cultured, Refined
Rout	Vanquish, overthrow	Succumb, withdraw
Ruthless	Remorseless, inhumane	Compassionate, lenient
Savage	Wild, untamed	Polished, Civilized
Sacred	Cherish, Divine	Ungodly, Profane
Steep	Course, lofty	Flat, gradual
Startled	Frightened, Shocked	Waveringly
Sublime	Magnificent, eminent	Ridiculous
Stranger	Immigrant, guest	Acquaintance, national
Sympathy	Tenderness, harmony	Antipathy, Discord
Succinct	Concise, Terse	Lengthy, polite
Sarcastic	Ironical, derisive	Courteous, gracious
System	Scheme, Entity	Chaos, Disorder

Shrewd	Cunning, craftly	Simple, imbecile
Saucy	Impudent, insolent	Modest, humble
Servile	Slavish, Docile	Aggressive, Dominant
Scanty	scarce, insufficient	Lavish, multitude
Slander	defame, malign	Applaud, approve
Shabby	miserable, impoverished	Prosperous, thriving
Solicit	entreat, implore	Protest oppose
Sneer	mock, scorn	Flatter, praise
Stain	blemish, tarnish	Honor, purify
Subterfuge	Deceit, Stratagem	Frankness, Openness
Sporadic	intermittent, scattered	Incessant, frequent
Spurious	Fake, Counterfeit	Genuine, Authentic
Squalid	dirty, filthy	Tidy, Attractive

Spry	Nimble, Brisk	Lethargic, Sluggish
Sterile	Barren, Impotent	Profitable, Potent
Successful	Propitious, Felicitous	Destitute, Untoward
Subsequent	consequent, following	Preceding, previous
Stupor	lethargy, unconsciousness	Sensibility, Consciousness
Subvert	Demolish, sabotage	Generate, organize
Substantial	Considerable, solid	Tenuous, fragile
Sycophant	Parasite, flatterer	Devoted, loyal
Superficial	Partial, shallow	Profound, discerning
Taciturn	Reserved, silent	Talkative, extrovert
Taboo	Prohibit, ban	Permit, consent
Temperate	Cool, moderate	Boisterous, violent
Tedious	Wearisome, Irksome	Exhilarating, lively

Tenacious	Stubborn, Dodge	Docile, non- resinous
Tenement	Apartment, Digs	Breakeven, dislodge
Timid	Diffident, coward	Bold, intrepid
Throng	Assembly, crowd	Dispersion, sparsity
Transient	Temporal, transitory	Lasting, enduring
Tranquil	Peaceful, composed	Violent, furious
Treacherous	Dishonest, duplicitous	Forthright, reliable
Trenchant	Assertive, forceful	Feeble, ambiguous
Tumultuous	Violent, riotous	Peaceful, harmonious
Trivial	Trifling, insignificant	Significant, veteran
Tame	Compliant, Subdued	Wild, untamed
Tyro	Beginner, riotous	Proficient, veteran
Thick	Chunky, massive	Thin, attenuated

Terse	Incisive, Compact	Diffuse, Gentle
Tranquil	Amicable, Calm	Agitated, Fierce
Thrifty	Frugal, prudent	Extravagant
Tremble	Vibrate	Steady
Transparent	Diaphanous	Opaque
Utterly	Completely, entirely	Deficiently, incomplete
Uncouth	Awkward, ungraceful	Elegant, Compensate
Uncouth	Boorish, Clownish	Elegant, Compensate
Umbrage	Chagrin, offense	Sympathy, goodwill
Urge	Incite, Implore	Abhorrence, Abomination
Urchin	Foundling, Orphan	Creep, Knave
Vagrant	Wander, roaming	Steady, settled
Vain	Arrogant, egoistic	Modest

Vanity	Conceit, pretension	Modesty, Humility
Valor	Bravery, prowess	Fear, cowardice
Venom	Poison, malevolence	Antidote, Benevolent
Venerable	Esteemed, honored	Unworthy, immature
Vicious	Corrupt, obnoxious	Noble, Virtuous
Veteran	Ingenious, experienced	Novice, tyro
Vivacious	Spirited, Energetic	Dispirited, Unattractive
Vigilant	Cautious, alert	Careless, negligent
Vouch	Confirm, consent	Repudiate, prohibit
Vilify	Malign, Slur, Defame	Cherish, Commend
Vivid	Eloquent, lucid	Dull, Dim
Virtue	Ethic, morality	Vice, dishonesty
Wan	Pale, faded	Bright, healthy

Waive	Relinquish, remove	Impose, Clamp
Wary	cautious, circumspect	Heedless, negligent
Wane	Decline, Dwindle	Ameliorate, Rise
Wicked	vicious, immoral	Virtuous, Noble
Wed	marry, combine	Divorce, Separate
Wile	Trickery, Artifice	Naivety, honor
Wield	Exert, employ	Forgo, avoid
Wilt	wither, perish	Revive, bloom
Winsome	Beautiful, Comely	Alluring, Rapturous
Yield	surrender abdicate	Resist, protest
Yell	shout, shriek	Whisper, muted
Yoke	connect, harness	Liberate, Release
Yearn	languish, crave	Content, satisfy

Zenith	summit, apex	Nadir, base
Zeal	eagerness, fervor	Apathy, lethargy
Zig -zag	oblique, wayward	Straight, unbent
Zest	delight, enthusiasm	Disgust, passive

## **Ways to Improve Your Vocabulary**

Students can adopt several ways to improve their vocabulary. A few important ways to improve vocabulary are given here:

- **Develop a Reading Habit:** Students can improve their vocabulary if they develop a reading habit. It is easy to improve vocabulary when they come across new words while reading a novel or a newspaper article. They can add new and unfamiliar words to their list.
- **Dictionary and Thesaurus:** Students can use online dictionaries and thesauruses for improving vocabulary. They can find synonyms to the words that are far better than the words used by them. Dictionaries can help students to learn about root words, related words, and antonyms.
- **Word Games:** Word games such as scrabble are useful for students to expand and enhance their vocabulary. Students can note down the important words that they learn while playing the game and can use them in their writing.
- **Flashcards:** Students can use flashcards to learn different words. There are many smartphone apps that can help students to make flashcards and they can make a number of words everyday to increase their vocabulary.
- **Use new Words in Conversation:** Students must try to use new words in their conversation. They can use the words that they learn from reading or while watching TV in their conversation to remember them.

## **Practice Exercises**

**Exercise 1**

- 1 What is the effect of adding a prefix to an adjective?
  - a. It makes the adjective negative.
  - b. It changes the ending of the adjective.
  - c. It changes the form of the word.
  - d. It changes the meaning of the adjective.
  
- 2 Which suffix is *not* an adjective suffix?
  - a. -able
  - b. -ion
  - c. -ive
  - d. -ful
  
- What is the meaning or the prefix pre-?
  - a. before
  - b. not
  - c. under
  - d. after
  
- Which word is spelled **incorrectly**?
  - a. knowledgeable
  - b. disatisfied
  - c. uncreative
  - d. immature
  
- Which of the following adjectives does *not* have a negative meaning?
  - a. extraordinary
  - b. unhelpful
  - c. disappointed
  - d. unimaginative

*Questions 6-10. Match the prefix with the word.*

- Tom never waits for me. He is very patient.
  - a. un-    b. im-    c. il-
  
- The table did not cost much. It was expensive.
  - a. in-    b. non-    c. un-
  
- The President was elected.
  - a. re-    b. non-    c. un-
  
- The workers are not really appreciated. A lot of them are paid.
  - a. over-    b. non-    c. under-
  
- The court found that the company funds were used. The director was arrested.
  - a. non-    b. mis-    c. de-
  
- Which sentence has a positive meaning?
  - a. She was *unsuccessful* in the interview.
  - b. She was *over-joyed* at the news.

- c. The competition was an *anti-climax*.  
d. She felt *dissatisfied*.
- Which sentence includes an American spelling?  
a. *Travelling* is one of my favourite pastimes.  
b. It was a *colourful* painting.  
c. The company introduced *computerization* in the 1990s.  
d. I have to get a new driving *license*.
- In which of the following words can a hyphen (-) be used?  
a. de-activate      b. dis-appointed      c. un-popular      d. in-complete
- Which suffix correctly changes the adjective *regular* into a noun?  
a. -ness      b. -ity      c. -ment      d. ion
- The prefix *mis-* cannot occur before which of the following verbs?  
a. interpret  
b. understand  
c. survive  
d. inform
- Which one of the following words is incorrect?  
a. anti-climax  
b. antibiotics  
c. antisuccessful  
d. anticlockwise
- Which word in this word family is an adverb?  
a. success  
b. successful  
c. succeed  
d. successfully
- Which of the following measures indicates that it is one thousandth of a unit?  
a. centimetre  
b. kilometre  
c. millimetre
- Which one of the following verbs cannot be transformed into a noun using the suffix-*ance*?  
a. tolerate  
b. persevere  
c. accept  
d. notice
- The prefix *in-* can be added to which one of the following adjectives?  
a. costly  
b. expensive  
c. dear  
d. pricy

### Exercise 2

**Add the correct prefix to the word to complete each sentence. Write the word on your own sheet of paper.**

- I wanted to ease my stomach \_\_\_\_\_comfort, so I drank some ginger root tea.
- Lenny looked funny in his \_\_\_\_\_matched shirt and pants.
- Penelope felt \_\_\_\_\_glamorous at the party because she was the only one not wearing a dress.
- My mother said those \_\_\_\_\_aging creams do not work, so I should not waste my money on them.
- The child's \_\_\_\_\_standard performance on the test alarmed his parents.
- When my sister first saw the meteor, she thought it was a \_\_\_\_\_natural phenomenon.
- Even though she got an excellent job offer, Cherie did not want to \_\_\_\_\_locate to a different country.
- Peter let his soda sit so long that the fizz went out and it was\_\_\_\_\_carbonated..
- I slipped on the ice because I did not heed the \_\_\_\_\_cautions about watching my step.
- A \_\_\_\_\_combatant is another word for civilian.

### **Exercise 3**

Use Prefixes to find the opposite Of these verbs:

1- <b>wrap</b>	<input type="text"/>
2- <b>use</b>	<input type="text"/>
3- <b>agree</b>	<input type="text"/>
4- <b>engage</b>	<input type="text"/>
5. <b>behave</b>	<input type="text"/>
6- <b>understand</b>	<input type="text"/>
7- <b>fold</b>	<input type="text"/>
8- <b>spell</b>	<input type="text"/>
9- <b>connect</b>	<input type="text"/>
10- <b>close</b>	<input type="text"/>

### **Exercise 4**

*Put The Words in brackets in the appropriate form (Use Prefixes Or Suffixes):*

- He was acting in a very [ ] way. (child)
- She looked [ ]. She started to cry. (happy)
- He passed his exam. He was [ ] for the second time. (succeed)
- The team that he supported was able to win the [ ]. (champion)
- I couldn't find any [ ] in his theory. (weak)
- He wants to be a [ ] when he grows up. (mathematics)
- There were only a [ ] of people at the match. (hand)
- The road was too narrow, so they had to [ ] it. (wide)
- I think that you should [ ] your decision. It may not be the best thing to do. (consider)
- You need a [ ] of motivation, organization and hard work to realize your dreams. (combine)

#### Exercise 5

1. Select the suitable prefix for the given word.

\_\_\_\_\_measureable

- (A) Im
- (B) In
- (C) Un
- (D) Pre

2. Select the suitable prefix for the given word.

\_\_\_\_\_corruptible

- (A) un
- (B) In
- (C) Im
- (D) Re

3. Select the suitable prefix for the given word.

resistible

- (A) Un
- (B) In
- (C) Ir
- (D) Pre

4. Select the suitable prefix for the given word.

\_\_\_\_\_consolable

- (A) Un
- (B) In
- (C) Im
- (D) Re

5. Select the suitable prefix for the given word.

\_\_\_\_\_valuation

- (A) De
- (B) Im
- (C) In
- (D) Un

6. Choose the correct suffix to make an opposite of the word:

Smart (Adverb)

- .....ness
- .....ly
- .....ment
- .....ed

7. Choose the correct prefix to make an opposite of the word:

Archy

- Ab
- Ad
- A
- An

8. What does the prefix "sub" in words like subheading, subtitles and sub-zero mean?

- below
- before
- after

9. What does the prefix "pre" in words like prepaid, pre-teen and prehistoric mean?

- below
- before
- after

10. What does the prefix "post" in words like postpaid, postgraduate and post-war mean?

- 1. below
- 2. before
- 3. after

11. Choose the correct suffix to make an opposite of the word:

Moist

1. ....ify
2. .....ure
3. .....en
4. .....ed

12. Choose the correct Prefix to make an opposite of the word:

Do

1. To
2. Mis
3. Un
4. In

### **Exercise 6**

Write a paragraph describing one of your life goals. Include five words with prefixes and five words with suffixes. Exchange papers with a classmate and circle the prefixes and suffixes in your classmate's paper. Correct each prefix or suffix that is spelled incorrectly.

### **Exercise 7**

1. A fourteen-line poem
  - a. sonnet (2) lyric
  - (3) ballad (4) ode
2. To free a person by a verdict of 'not guilty'.
  - a. acquaint (2) acquit
  - (3) acquiesce (4) acquire
3. One who hates mankind
  - a. philanthropist (2) misogynist
  - (3) humanitarian (4) misanthrope
4. Walking in sleep
  - a. Somnambulism (2) Insomnia
  - (3) Somnolence (4) Sleepyhead
5. Continuing for a long period of time without interruption
  - a. continuum (2) recurring
  - (3) perpetual (4) frequenting
6. One who is concerned with the welfare of others.
  - a. Ascetic (2) Hedonist
  - (3) Egoist (4) Altruist
7. Someone who is designated to hear both sides of a dispute and make a judgement
  - a. Counsellor (2) Arbitrator
  - (3) Magistrate (4) Manager
8. A person who leaves his own country in order to go and live in another.
  - a. Emigrant (2) Refugee
  - (3) Immigrant (4) Expatriate
9. A person who has had one or more limbs removed
  - a. amputee (2) handicap

- (3) limber    (4) fatalist  
**10.** One who is known widely but usually unfavourably is  
    a. famous    (2) illustrious  
    (3) notorious    (4) tarnished

### Exercise 9

Fill in the blanks with the most suitable words given below

cannibal, defaming , fanatic, fatal, flock, polyglot, egotist, omnipotent , curator, incredible

Once upon a time in a small village nestled deep within the dense forests, a peculiar \_\_\_\_1. named Mr. Anderson presided over a museum that held an assortment of oddities and artifacts from around the world. Known for his eccentricities, he was a\_\_\_\_2. who could converse fluently in multiple languages, captivating visitors with his tales of ancient civilizations. However, Mr. Anderson had a dark secret hidden behind his charismatic facade. He was an \_\_\_\_3\_\_\_\_ who craved power and control. As his thirst for omnipotence grew, he devised a plan to gain supernatural abilities that would elevate him above all others. Obsessed with the idea, he embarked on a treacherous journey into the heart of the forest. As fate would have it, deep within the woods dwelled a\_\_\_\_4,5, known only as the Butcher. This malevolent figure had terrorized the region for years, feeding on unsuspecting travelers who crossed his path.

The villagers lived in constant fear of the Butcher, never daring to venture too far into the wilderness. Undeterred by the stories of the Butcher's \_\_\_\_6\_\_\_\_ encounters, Mr. Anderson sought him out. He believed that by \_\_\_\_7\_\_\_\_ the Butcher and stealing his dark powers, he would achieve his dream of becoming \_\_\_\_8\_\_\_\_. With a calculated plan in mind, he lured the Butcher into a trap, using his linguistic skills to communicate with the cannibal in his native tongue. The Butcher, known for his animalistic instincts, fell into Mr. Anderson's carefully orchestrated scheme. The egotistic curator, filled with a dangerous mix of excitement and arrogance, revealed his intentions to consume the flesh of the cannibal, believing it would grant him unparalleled power. Unbeknownst to Mr. Anderson, the Butcher was no ordinary man. He possessed a mystical amulet that conferred upon him the strength of the forest itself.

As Mr. Anderson approached, knife in hand, ready to satiate his cannibalistic desires, the Butcher unleashed the power of the amulet. A sudden burst of energy enveloped the area, startling a nearby \_\_\_\_9\_\_\_\_ of birds. Their wings beat against the sky, their squawks echoing through the forest. The Butcher's eyes glowed with an otherworldly light as he lunged at the curator, overpowering him with \_\_\_\_10\_\_\_\_ strength. In the ensuing struggle, Mr. Anderson realized the error of his ways. His obsession with power had led him down a path of darkness, but it was too late to turn back. The Butcher, driven by rage and a desire to protect the forest, brought the egotistic curator's plan to a swift end. As the forest fell silent once more, the villagers breathed a sigh of relief, unaware of the imminent danger that had threatened their peaceful existence. The Butcher, having thwarted Mr. Anderson's insidious plot, returned to the shadows, a formidable guardian of the woods. Meanwhile, the polyglot curator's fate served as a chilling reminder of the perils of unchecked ambition. His story became a cautionary tale, passed down through generations, reminding all who heard it of the dangers that lurk beneath the surface of seemingly ordinary individuals.

**Exercise 10**

1. Which term refers to a person walking along a road or in a public area?  
a) Pedestrian b) Chauffeur c) Misanthrope d) Astronaut
  2. Who is responsible for driving a private vehicle for someone else?  
a) misogynist b) Chauffeur c) Humanitarian d) imposter
  3. Which term refers to a person who dislikes or avoids human society?  
a) Thespian b) sadist c) Misanthrope d) caravan
  4. What is the occupation of someone who travels and explores outer space?  
a) Translucent b) nepotism c) numismatist d) Astronaut
  5. Which word describes a large group or crowd of people?  
a) Congruent .b) Cajole c) Autocracy . d) Horde
  6. What is the term for a group of animals, especially cattle or sheep?  
a) Anomaly . b) Herd c) Apostate d) Blizzard
  - Which word refers to a person who renounces or abandons their religious or political beliefs?  
a) Amateur b) Notorious c) Apostate d) Omniform .
  - What is a severe snowstorm with strong winds called?  
a) Narcotics b) Omniscient c) Blizzard d) Amnesia
  - What is a place where dogs are kept, such as for breeding or boarding?  
a) Kennel b) Satire c) Misnomer d) Monarchy
  - Which term refers to a genre of literature or performance that uses humor, irony, or ridicule to critique or mock society?  
a) Oligarchy b) Satire c) Obsolete d) Panacea
11. What is a term used to describe a name or term that is incorrect or misleading?  
a) Patricide b) Opaque c) Misnomer d) Massacre
- 12.What is a form of government with a king or queen at the head?  
a) Irrevocable b) Impromptu c) Gregarious d) Monarchy
13. Which word describes a person who eats excessively or has an insatiable appetite?  
a) Glutton b) Immitable c) Homicide d) Frenzy

14.What is the act of killing another person called?

- a) Germicide b) Fratricide c) Homicide d) Patricide

15. Which term refers to the act of killing one's own father?

- a) Infanticide b) Homicide c) Matricide d) Patricide



## What is Sentence completion?

A collection of meaningful words that contains a subject, helping verb, a verb, and noun make a sentence complete. A sentence can be a question or an answer, a wish, expression, or statement. **Sentence completion** tests assess the ability to use information from complex and partial sentences to complete them correctly. They measure a candidate's vocabulary and their skill in following the logical flow of sentences. **Sentence completion** involves taking a partial or incomplete sentence and finishing it in a way that is grammatically correct and logically consistent. This exercise helps improve your understanding of sentence structure, vocabulary, and the logical flow of ideas.

## Why is Sentence Completion Important?

**Enhances Vocabulary:** Completing sentences requires you to use appropriate words, which helps in expanding your vocabulary.

**Improves Grammar:** It reinforces your knowledge of grammar rules, as you need to ensure the sentence is grammatically correct.

**Develops Logical Thinking:** Sentence completion requires you to understand the context and follow the logical progression of ideas.

**Boosts Writing Skills:** By practicing sentence completion, you become better at forming coherent and well-structured sentences, improving your overall writing skills.

## Tips for Sentence Completion:

Here are few tips for approaching the sentences:

**Read the Entire Sentence-** Before trying to figure out any of the answers, read the entire sentence. If you try to guess what words could go in the blanks before you try to understand the question as a whole, you'll be acting on incomplete information and you could easily get confused.

**Come up with Your Own Answer-** Before you read the answers, it can be a good idea to consider what word(s) you would put in the blank(s). This can help you eliminate answer choices that are obviously incompatible and point towards answer choices that are similar to what you would put in the blanks.

**Identify Signal Words and Phrases-** There are certain words/phrases in the sentence completion questions that function as “signal words.” Signal words, commonly transitions, indicate the overall structure of ideas in a sentence, and thus can help point you towards the correct answer.

**Consider Word Positivity/Negativity-** After reading the sentence, look for the words/ context that will indicate the idea of the sentence. After that, figure out if the idea is positive or negative. This will help you to narrow down possible answers as you can eliminate incompatible choices. So if you know you need a positive word, and your answer choices are “dutifully” “deviously,” and “dedicatedly,” you can strike “deviously” out. In simple words, if the flow of the first part of the sentence is positive and the second part is negative, then the blank must be negative to even the flow of the sentence. This would solve the sentence completion question without even understanding the question.

**Punctuation-** When a punctuation mark like "," (comma) is followed by a blank in between two sentences, then it means that the synonym of the phrase/ word before "," is the meaning of the blank i.e. if "," is followed by a blank then find the synonym of the word before the "," and check the options to match the synonym of the word. Similarly, ":"( colon) or ";"( semi-colon) in the sentence will indicate that the idea coming up is merely an explanation of the earlier idea. So, simply find the synonym of the word/phrase before the punctuation and fill in the blank with the synonym from the options given.

**Use Process of Elimination-** If you need to guess, always use process of elimination first. You can combine this with the strategies above (like word positivity/negativity and considering what you would put in the blank) to help you eliminate wrong answers. Even if you can't confidently pinpoint the correct answer, the more wrong choices you can strike out, the better your chances of guessing correctly.

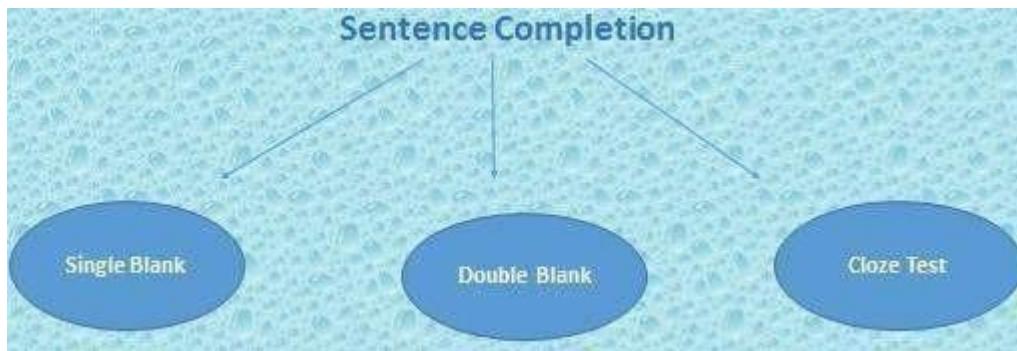
**Read through the sentence/question once you've chosen the answer-** Once you've selected words for all of the blanks, make a quick pass through the sentence/question again to make sure everything makes sense. It can be easy to get bogged down in the particulars of the individual sentences and phrases and forget that the whole question needs to make sense. This is particularly salient for two and three blank questions.

**Remember all questions are worth the same point amount-** Remember that all questions, whether they have one blank or several, are worth the same points. Don't spend too much time on a complicated question if there are easier ones left.

**Learning Vocabulary-** To improve your vocabulary, focus on two things: memorizing words and learning them in context. Memorizing words helps you get comfortable with new vocabulary, while learning them in context helps you understand how to use them correctly. This will make it easier to remember and use new words when you encounter them.

## Question Types

We generally have these 3 types of questions for sentence completion



### Single Blank Sentence Completion

In single blank sentence completion questions, the sentence has one blank space that needs to be filled with the most appropriate word from the given options. The test-taker must understand the context of the sentence and select the word that best fits both the meaning and the grammatical structure of the sentence.

#### EXAMPLE

The scientist's groundbreaking discovery was \_\_\_\_\_ by the scientific community.

- a) ignored
- b) rejected
- c) celebrated
- d) overlooked

**Correct Answer:** c) celebrated

Explanation : A groundbreaking discovery is significant and likely to be met with excitement and recognition. The word "celebrated" means praised or honored, which aligns with the positive nature of the discovery. The other options ("ignored," "rejected," "overlooked") suggest negative or dismissive reactions, which do not fit the context.

### Double Blank Sentence Completion

Double blank sentence completion questions have two blank spaces in a sentence, and the test-taker must select a pair of words from the given options that best complete the sentence meaningfully and grammatically. These questions are typically more challenging because they require the test-taker to find two words that work together to complete the sentence.

#### EXAMPLE

The manager's \_\_\_\_\_ attitude and the team's \_\_\_\_\_ efforts resulted in a successful project.

- a) positive - cooperative
- b) b) negative - diligent
- c) indifferent - sporadic
- d) enthusiastic - lackluster

**Correct Answer:** a) positive - cooperative

Explanation : A successful project typically results from a positive attitude and cooperative efforts. The other combinations (negative-diligent, indifferent-sporadic, enthusiastic-lackluster) include conflicting or inappropriate terms that do not logically lead to success.

### **Cloze Test (Eliminating options using verbal hints)**

A cloze test consists of a passage with several words removed, typically at regular intervals, which the test-taker must fill in. This type of test evaluates the ability to understand the context and overall meaning of the passage. The missing words are usually not provided in a list, so the test-taker must rely on their language skills to complete the text.

## **Eliminating options using verbal hints**

### **What are Verbal Hints?**

Verbal hints are clues embedded within a sentence or passage that help the reader determine the correct word or phrase to complete a sentence. These hints can come in various forms, such as context clues, synonyms, antonyms, and logical connectors. Verbal hints guide the reader to understand the intended meaning of the sentence and choose the most appropriate option for the blank.

### **How Verbal Hints Aid in Sentence Completion**

Verbal hints play a crucial role in sentence completion by:

1. **Providing Context:** They offer contextual information that helps the reader understand the overall meaning of the sentence. This context can narrow down the possible choices for completing the sentence.
2. **Clarifying Relationships:** Hints can clarify relationships between different parts of the sentence, indicating whether the words should be similar, opposite, or logically connected.
3. **Eliminating Incorrect Options:** By understanding the hints, readers can easily eliminate choices that do not fit the context or logical flow of the sentence.
4. **Enhancing Comprehension:** They improve overall comprehension by guiding the reader to make connections between different parts of the text, leading to a more coherent understanding.

### **Types of Verbal Hints**

1. **Contextual Clues:** These are words or phrases within the sentence that provide information about the missing word. For example, in the sentence, "The weather was so \_\_\_ that we decided to stay indoors," the word "indoors" suggests that the missing word describes unpleasant weather, such as "bad" or "stormy."
2. **Synonyms and Antonyms:** Synonyms are words with similar meanings, while antonyms are words with opposite meanings. For instance, in the sentence, "She was known for her generosity and \_\_\_," the word "generosity" suggests a synonym such as "kindness" or "benevolence." Conversely, in the sentence, "Unlike his shy brother, John was very \_\_\_," the

word "shy" suggests an antonym like "outgoing" or "confident."

**3. Logical Connections:** These include words or phrases that establish logical relationships, such as cause and effect, contrast, or comparison. Examples include "however," "therefore," "because," and "although." For instance, in the sentence, "She studied hard; therefore, she \_\_\_ the exam," the word "therefore" indicates a logical result, suggesting a word like "passed" or "aced."

**4. Punctuation and Grammar:** Sometimes, punctuation marks and grammatical structures can serve as hints. For example, colons, semicolons, and conjunctions can indicate a list, a cause-and-effect relationship, or a contrast.

**5. Examples and Explanations:** Sentences often contain examples or explanations that clarify the meaning of the missing word. For example, "He was an erudite scholar, always quoting ancient texts and engaging in intellectual debates," where "erudite" is suggested by the examples of quoting texts and engaging in debates.

By understanding and identifying these types of verbal hints, readers can effectively navigate sentence completion tasks and improve their accuracy in selecting the correct answers.

### **EXAMPLE**

**Question 1:** The politician's speech was filled with \_\_\_, making it difficult to discern his true stance on the issues.

- A) clarity
- B) vagueness
- C) precision
- D) transparency

**Answer:** B) vagueness

**Explanation:** The phrase "making it difficult to discern his true stance" indicates that the speech lacked clarity. "Vagueness" fits best as it implies a lack of clear, precise information.

**Question 2:** Despite his \_\_\_ demeanor, he was known for his \_\_\_ generosity.

- A) gruff / immense
- B) cheerful / minimal
- C) stern / meager
- D) friendly / limited

**Answer:** A) gruff / immense

**Explanation:** The word "despite" indicates a contrast. "Gruff" (rough or stern) contrasts with "immense" (great or large) generosity, showing that despite his rough exterior, he is very generous.

**Question 3:** The scientist's theory was initially met with \_\_\_, but over time it gained \_\_\_ among his peers.

- A) skepticism / acceptance
- B) enthusiasm / rejection
- C) indifference / criticism
- D) support / doubt

**Answer:** A) skepticism / acceptance

**Explanation:** The phrase "initially met with" followed by a contrasting outcome "over time it gained" indicates a shift from doubt to approval. "Skepticism" to "acceptance" fits this narrative.

**Question 4:** Technological advancements have \_\_\_\_\_ the way we live and work. The \_\_\_\_\_ of smartphones, for instance, has made communication more \_\_\_\_\_ and instant. However, these changes also bring about \_\_\_\_\_, such as data privacy concerns.

- a) hindered, disappearance, complicated, benefits
- b) transformed, invention, convenient, challenges
- c) unchanged, decline, expensive, advantages
- d) reverted, removal, obscure, ease

**Correct Answer:** b) transformed, invention, convenient, challenges

**Explanation:** "Technological advancements have **transformed** the way we live and work" - "Transformed" means significantly changed. "The **invention** of smartphones" - "Invention" refers to the creation of new technology. "has made communication more **convenient** and instant" - "Convenient" fits with the idea of easier communication. "However, these changes also bring about **challenges**" - "Challenges" are the difficulties that arise, like data privacy concerns.

## Connectors and Signal words

Most often, some signal words connect the parts of the sentence. These signal words are called "indicators". Let us discuss some high frequency connections and indicators used in sentence completion.

### (i) Cause and Effect:

In this type of sentence, one part of the sentence describes something that causes something in the other part of the sentence.

Rizwana always wins the debate competition because she works \_\_\_\_ to prepare the topic.

- |                |                  |
|----------------|------------------|
| a) lazily      | b) hard          |
| c) continually | d) spontaneously |

**Correct Answer: B-** The first part of this sentence describes something - always win the debate competition - that is caused or influenced by what's described in the second part. Think over it, "What causes to win the competition?" Only the word "hard" is the correct choice. The two parts of the sentence are connected by the word "**because**" that indicates the cause and effect composition of the sentence.

### Indicators for Cause and Effect

because

so

so that

causes

accordingly

thus

consequently

hence

therefore

in order to

### (ii) Contrast:

In this type of sentence, one part of the sentence expresses an idea that is opposite to the idea in another part of the sentence.

Zahid looks a noble person but he always becomes \_\_\_\_\_ any good deed.

- a) supporter of
- b) obstacle for
- c) swift to do
- d) promoter for

**Correct Answer:B-** Here in this example the signal word "**but**" indicates a contrast in the 2nd part of the sentence. Apparently, noble looking person should do wrong in the 2nd part of the sentence. Hence, the right choice is "obstacle for".

### Indicators for Contrast

but

though

on the other hand

on the contrary

despite

although

however

while

instead of

still

**(iii) Similarity:**

In this type of sentence, one part of the sentence expresses an idea, and the other part gives the explanation, elaboration or an example of that idea.

Lahore city council representative promised that he would consider all suggestions from downtown residents and that he was willing; not only to discuss his proposal, but also to \_\_\_\_\_ it.

- a) change
- b) vanish
- c) accept
- d) disapprove

**Correct Answer:A-** The structural construction of the sentence "not only ... but also" that the same idea should be in the "but also" part.

**Indicators for Similarity**

not only...but also

in the same way

like

similarly

resembles

in the same way

for example

for instance

such as

specifically

**(iv) Restatement:**

In this type of sentence, one part of the sentence rephrases or repeats what is expressed in other part of the sentence.

Just as people of Multan are doing their best to eradicate the social evils like family marriages, so the people of Bahawalpur are making efforts \_\_\_\_\_ the penetration of foreign culture in their social norms.

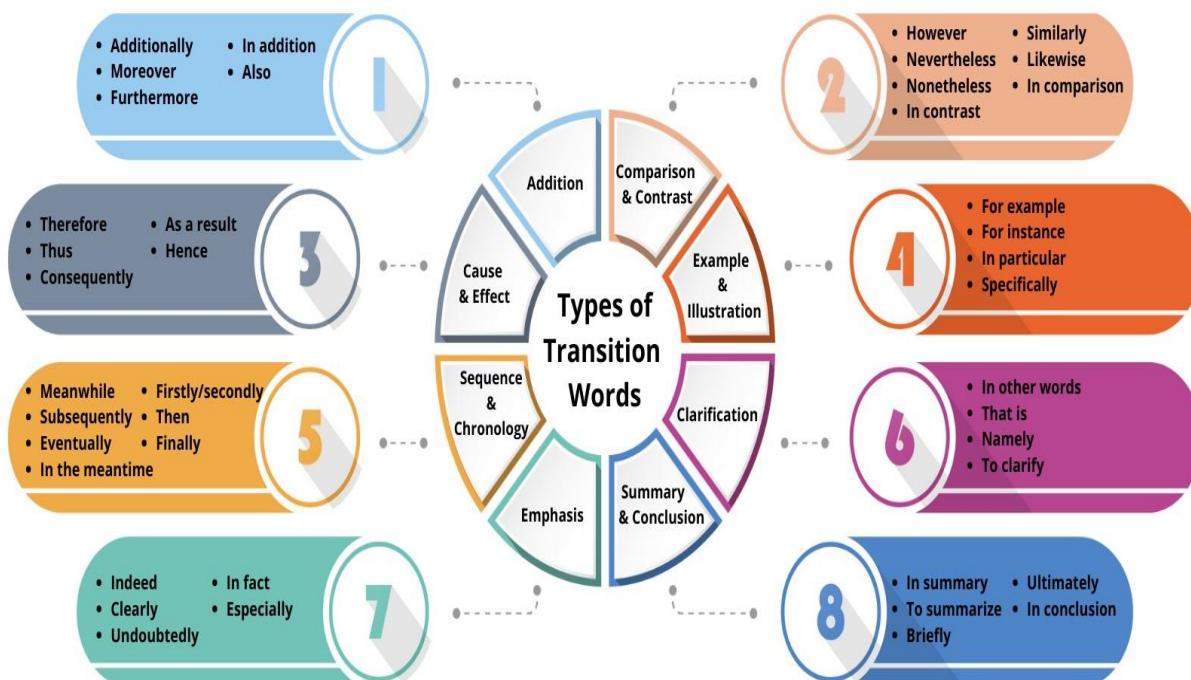
- a) to absorb
- b) to accept
- c) to normalize
- d) to stop

**Correct Answer:D-** The composition of "just as ... as" leads towards restatement of the idea. What the people of Multan are doing the people of Bahawalpur are doing the same thing. This is the restatement of the idea.

### Indicators for Restatement

that is In Short

just as ... as in fact



As a conscious strategy, you are advised to use your anticipation by following the below mentioned three-step process while solving sentence completion exercises:

**Step 1. Understand the Message and the Tone of the Author:** In simple language this implies understanding what he is trying to say (message) and how he is trying to say it (tone).

- (c) **Understanding the Message:** While doing this, the student should focus on identifying the principal subject/idea of the sentence—about what or whom the sentence is trying to talk. Note here that many a time, there might be more than one idea in the sentence. In such cases, the key is to understand how the two ideas are connected to each other. While doing this, one should also try to identify the key words which the author has used to convey his message. Briefly, key words include words such as therefore, because, similarly, although, in contrast, etc.
- (d) **Identify the Logical Structure of the Sentence:** While doing this, look for whether the sentence has one or more parts, i.e., whether it is a simple sentence or it is a complex sentence having more than one part/s, which are connected to each other through a sentence connector.
- (e) **Understanding the Tone:** Ask yourself questions like whether the author is talking about the subject in a positive, neutral or negative way. Also, try to identify the degree to which the author is positive or negative about the subject.

**Step 2. Anticipating Words:** This implies anticipating the meaning of the word/s that will fill in the blanks appropriately and in particular, that it should be in sync with what the author's message and tone are.

**Step 3. Scanning:** Scan the choices to see if the word/s you have thought of figure(s) in these choices. If not, look for a synonym/s of the word/s. However, do look through all the choices before you actually select one. Try each answer choice in the blank to see which one suits the best. Step 4. The Final Answer Reread the sentence with your answer choice and make your assessments about the smoothness of the flow of the idea. If you find that everything matches, then you have got the correct answer to the question.

## **Practice Exercises**

**Q. 1 Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice.**

**Options:** abolished, abated, abdicated, abandoned, able, rebates, capable, abridged, banished, capacious, abbreviation, about, bear, exile, bared, sale, war, barter, battle, above

1. Lord Buddha .....his kingship and became a hermit.
2. The Indian government .....slavery.
3. The residents .....the haunted house.
4. The rain .....after some time.
5. The shops offer .....in the off season.
6. Our government is .....to confront any type of situation.
7. He is .....of solving this problem.
8. Confucius possessed a .....mind.
9. B.A. is an .....of 'Bachelor of Arts'.
10. ....versions of classics are easier to read than the original versions.
11. It was .....ten in the night when we reached home.
12. The painting was hung .....the window.
13. The Shah of Iraq was .....from his country.
14. Prospero, a character of Shakespeare's play 'The Tempest', was living in.....
15. The patient .....his chest when the doctor examined him.
16. We have to .....our own burdens.
17. Napoleon was killed in the .....of Waterloo.
18. The world is on the verge of a third world.....
19. .....is an economic transaction involving exchange of articles.
20. This premises is for.....

**Q. 2 Choose the best option.**

1. This is a .....on his character.

- (a) blot
- (b) blur
- (c) slur
- (d) spot
- (e) mark

2. This is a good .....for a picnic.

- (a) plot
- (b) spot
- (c) scene
- (d) landscape
- (e) blot

3. The .....of the state is efficient.

- (a) administration
- (b) democracy
- (c) policy
- (d) autocracy
- (e) plutocracy

4. The .....of private limited companies is in the hands of its directors.

- (a) managers
- (b) administrators
- (c) management
- (d) department
- (e) society

5. Ram the prince of Ayodhya .....his siblings.

- (a) adorned
- (b) adored
- (c) vitiated
- (d) endangered
- (e) abhored

6. The Christmas tree was .....with stars and other decorative items.

- (a) adorned
- (b) endowed
- (c) encased
- (d) enticed
- (e) encompassed

7. There is no place for .....in an accountant's job.

- (a) assets
- (b) asserts
- (c) errors
- (d) duffers
- (e) slime

8. A wise person is one who learns from his .....

- (a) errors
- (b) mistakes
- (c) falsities
- (d) lies
- (e) bad manners

9. Many companies ask their employees to sign a .....of secrecy.

- (a) agreement
- (b) bond
- (c) bondage

- (d) espionage
- (e) treaty

10. Slaves were freed from .....only after they died.

- (a) ablution
- (b) pilferage
- (c) agreement
- (d) bondage
- (e) abolition

11. Before the .....of the Europeans in India, India was a free country.

- (a) entry
- (b) amalgamation
- (c) emigration
- (d) advent
- (e) immigration

12. Duryodhana was the main .....of the Pandavas.

- (a) enmity
- (b) adversary
- (c) effrontery
- (d) adversity
- (e) disparage

13. Gandhi .....the cause of the untouchables.

- (a) blessed
- (b) held
- (c) advocated
- (d) argued
- (e) confronted

14. All citizens should be ready to .....their country.

- (a) defend
- (b) uphold
- (c) nurture
- (d) assert
- (e) convoy

15. Smoking .....health.

- (a) effects
- (b) kills
- (c) affects
- (d) rejects
- (e) underestimates

16. The theory of cause and .....explains many mysteries of the universe.

- (a) affect
- (b) effect
- (c) reasons
- (d) concept
- (e) conquer

17. It is difficult to drink from a cup which is full to the .....

- (a) top
- (b) edge
- (c) brim
- (d) circumference
- (e) topmost

18. ....and ecstasy are two sides of a puzzle called life.

- (a) pain
- (b) penury
- (c) agony
- (d) anguish
- (e) elation

19. Leo experienced great ..... when his pet dog died.

- (a) pain
- (b) anguish
- (c) losses
- (d) serendipity
- (e) mourning

20. A ..... of fresh air relaxes a tense mind.

- (a) breathe
- (b) volley
- (c) gulp
- (d) breath
- (e) brush

21. Pollution causes a lot of ..... problems.

- (a) breath
- (b) breathe
- (c) breather
- (d) breathing
- (e) brethren

22. If a rider doesn't hold the .....correctly, he can fall.

- (a) bridle

- (b) bridal
- (c) whip
- (d) saddle
- (e) pedal

23. Ali's horse is of an excellent .....

- (a) brood
- (b) steed
- (c) breed
- (d) stood
- (e) quality

24. Her complaints .....with the complaints we have received from others.

- (a) agree
- (b) similar
- (c) identical
- (d) tally
- (e) accord

25. His opinion .....with the general opinion of the experts on this matter.

- (a) concurs
- (b) tally
- (c) assert
- (d) assimilate
- (e) simulate

26. The ruling party found itself in full .....with the opposition.

- (a) opinion
- (b) accord
- (c) concord
- (d) discordant
- (e) swing

27. The jury's views .....with those of the lawyer on the issues of crime and punishment.

- (a) coincided
- (b) ally
- (c) approve
- (d) apprise
- (e) assert

28. Her ideas do not .....to the general definition of civilization.

- (a) review
- (b) conform

- (c) opine
- (d) confirm
- (e) contrite

29. The committee .....of all the changes in the report.

- (a) dissent
- (b) assented
- (c) approved
- (d) argued
- (e) accorded

30. The political .....of the 1980s and 90s resulted in a civil war.

- (a) accord
- (b) discord
- (c) contentment
- (d) discretion
- (e) descent

**Q. 3 Find out which pair of words can be filled up in the blanks in the sentence in the sentence in the same sequence to make the sentence grammatically correct.**

- Most people are too \_\_\_\_\_ in their own lives to \_\_\_\_\_ much about the agonies of others.
  - a) absorbed, care
  - b) concerned, think
  - c) indulged, eradicate
  - d) involved, console
  - e) entangling, worry
- Lawyers and doctors \_\_\_\_\_ that advertising will certainly \_\_\_\_\_ their profession adversely.
  - a) trust, damage
  - b) believe, affect
  - c) plead, escalate
  - d) argue, effect
  - e) contemplate, boost
- Because the \_\_\_\_\_ leading to cancellation of flight were murky, the Minister appointed a commission to \_\_\_\_\_ and report the matter.
  - a) staff members, undertake
  - b) decisions, decide
  - c) facts, underplay
  - d) events, camouflage
  - e) circumstances, investigate
- Several plots \_\_\_\_\_ in various television episodes.

- a) screen, concurrently  
b) televised, consequently  
c) about, repeatedly  
d) exhibit, frequently  
e) demonstrate, violently prone
- By \_\_\_\_\_ of their athletic activities, a few sportsmen are able to escape the pressures that living in \_\_\_\_\_ can create.
  - a) knowledge, affluence  
b) way, prosperity  
c) contract, adversity  
d) virtue, poverty  
e) order, vicinity
- Liberalization has removed all the legal \_\_\_\_\_ and \_\_\_\_\_ floodgates to multinational companies.
  - a) hurdles, awarded  
b) barriers, opened  
c) obstacles, guarded  
d) manipulation, closed  
e) battles, threw
- The \_\_\_\_\_ on some of the towns has created \_\_\_\_\_ among the residence of the other part of the country.
  - a) attack, ambition  
b) raid, awareness  
c) bombardment, panic  
d) spell, satisfaction  
e) shower, dampness
- \_\_\_\_\_ to the popular belief that every astrologer nurtures blind faith in fate, out astrologer believes in \_\_\_\_\_.
  - a) Contrary, action  
b) According, thoughts  
c) Bowing, present  
d) Proving, forecasting  
e) Pointing, devotion
- His \_\_\_\_\_ has yielded him that \_\_\_\_\_ fruit.
  - a) fate, undesirable  
b) efforts, unwanted  
c) action, viable  
d) perseverance, desired  
e) emphasis, expected

- His \_\_\_\_\_ contribution to the Tsunami relief fund was \_\_\_\_\_ by his staff numbers.
  - a) meagre, admired
  - b) spontaneous, nullified
  - c) negligible, sanctioned
  - d) noteworthy, improved
  - e) generous, appreciated
- The \_\_\_\_\_ you work, the \_\_\_\_\_ for your prosperity.
  - a) more, best
  - b) least, best
  - c) harder, better
  - d) decent, brightest
  - e) better, brighter
- Please do not \_\_\_\_\_ time on such \_\_\_\_\_ issues.
  - a) take, significant
  - b) spend, important
  - c) take, vital
  - d) waste, trivial
  - e) synchronise, insignificant
- \_\_\_\_\_ you need a duplicate ration card, you must submit the \_\_\_\_\_ of your residence.
  - a) Should, proof
  - b) If, numbers
  - c) Had, guarantee
  - d) Do, number
  - e) Would, document
- The chairman \_\_\_\_\_ that you should \_\_\_\_\_ your help to him to solve the riddles.
  - a) express, give
  - b) desires, extend
  - c) wanted, take
  - d) mentioned, assist
  - e) pointed, evolve
- I shall not be able to \_\_\_\_\_ the meeting due to the \_\_\_\_\_ of our employees.
  - a) conduct, need
  - b) address, salary
  - c) run, absence
  - d) proceed, participation
  - e) attend, strike

- He \_\_\_\_\_ all his money \_\_\_\_\_.
  - a) squandered, wisely
  - b) deposited, prudence
  - c) expanded, notoriously
  - d) earned, decent
  - e) spent, foolishly
- It was my \_\_\_\_\_ that \_\_\_\_\_ to the serious problems.
  - a) desire, brought
  - b) negligence, led
  - c) fault, lauded
  - d) mistake, subjected
  - e) decision, put
- If you are \_\_\_\_\_ you can \_\_\_\_\_ any task effectively.
  - a) interested, avoid
  - b) diligent, perform
  - c) busy, accomplish
  - d) expert, prepare
  - e) able, neglect
- Because he was \_\_\_\_\_ he left the party earlier and \_\_\_\_\_.
  - a) tired, brought
  - b) precarious, approached
  - c) preoccupied, sent
  - d) ill, contacted
- The present system is \_\_\_\_\_ and needs \_\_\_\_\_.
  - a) adequate, betterment
  - b) wrong, improve
  - c) defective, reforming
  - d) good, no change
  - e) excellent, improvement
- An impartial person \_\_\_\_\_ others without any \_\_\_\_\_.
  - a) likes, reservation
  - b) judges, bias
  - c) blames, prudence
  - d) praises, point
  - e) wishes, malice
- A dull student sometimes gets \_\_\_\_\_ marks than does a \_\_\_\_\_ students.
  - a) better, mediocre
  - b) good, better
  - c) more, brilliant
  - d) less, wiser
  - e) excellent, brilliant
- Many people coming from villages \_\_\_\_\_ themselves so \_\_\_\_\_ that they don't go back.

- a) enjoy, immensely  
b) earn, well  
c) feed, much  
d) strain, well  
e) make, well
- As I was his \_\_\_\_\_ companion, he naturally\_\_\_\_\_ all his comments to me.  
a) genuine, told  
b) fond, contested  
c) extreme, positioned  
d) sole, addressed  
e) best, executed
  - He expressed \_\_\_\_\_ for his hasty \_\_\_\_\_.  
a) regret, told  
b) pleasure, speech  
c) repentance, movement  
d) anguish, provocation  
e) displeasure, win
-

## UNIT -4

# IDEA ELABORATION & WRITING

### What is Idea Elaboration?

Elaboration is the process of presenting and developing an idea. Elaboration is also adding more detail to better explain what has already been said. Elaboration looks different depending on the genre in which you are writing.

- In **Narrative**, elaboration means to be more descriptive and help the reader feel like they are *in* the story.
- In **Informational**, elaboration means to explain the main idea in depth using key details that also describe or develop the topic.
- In **Opinion**, elaboration means to really dig into the reasons that support your opinion and support your opinion.

**Before elaborating ideas, we must have idea to work upon.**

**Now question arises how to generate ideas?**

### What is Idea Generation?

Idea generation, the lifeblood of writing, is the process of churning out fresh and exciting concepts to fuel your stories. Here are some techniques to supercharge your creativity and get those words flowing:

**Brainstorming:** This classic group or solo activity involves unleashing a torrent of ideas, no matter how outlandish. The key is to capture everything – the wilder, the better. Don't hold back on judgments or feasibility at this stage. Let the ideas flow freely; you can refine them later.

**Mind Mapping:** Think of it as a visual playground for your ideas. Start with your central theme in the center of a page. Then, branch out with related subtopics, keywords, and anything that sparks your imagination. This web-like structure helps you see connections between seemingly disparate ideas and fosters a holistic understanding of your concept.

**Freewriting:** Feeling stuck staring at a blank page? Freewriting is your weapon against writer's block. Set a timer for a designated period (say, 10 minutes) and write continuously without stopping or editing. Don't worry about grammar, spelling, or even making sense – just let your thoughts flow freely. This technique helps you tap into your subconscious and unearth hidden ideas that might surprise you.

**SCAMPER:** This is a brainstorming technique that uses action verbs to modify your existing ideas and generate new ones. Here's the magic: SCAMPER stands for Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, and Reverse. Let's say you're writing a story about a robot detective. You can SCAMPER this concept by:

- **Substitute:** Substitute the robot detective with a talking animal detective.
- **Combine:** Combine the robot detective with a human partner, creating a quirky duo.
- **Adapt:** Adapt the story to a different historical period, like a robot detective in a steampunk setting.
- **Modify:** Modify the robot's programming to give it a unique personality trait, like a fear of heights.
- **Put to other uses:** Explore how the robot detective's technology could be used for a different purpose in another story.
- **Eliminate:** Eliminate the detective aspect altogether and focus on the robot's struggles as a social outcast.
- **Reverse:** Reverse the roles – the robot is the criminal mastermind and the humans are trying to stop it.

Remember, the goal is to generate a vast quantity of ideas and then refine the most promising ones later. So, unleash your creativity, have fun with the process, and watch your writing flourish!

## Generating ideas using Tense Consistency

Tense consistency refers to maintaining the same verb tense throughout a sentence, paragraph, or text. Here are some ways to generate ideas using tense consistency:

1. **Change the tense:** Write a paragraph in one tense (e.g., present) and then rewrite it in another tense (e.g., past or future).
2. **Explore different time periods:** Write about a historical event in the past tense, then imagine the same event in the present or future tense.
3. **Create a timeline:** Write a story or scenario in chronological order, using consistent verb tenses to show progression.
4. **Use tense to create suspense:** Switch between past and present tense to create suspense or surprise.
5. **Show cause-and-effect relationships:** Use consistent verb tenses to show cause-and-effect relationships between events.
6. **Write from different perspectives:** Write the same scene or event from different characters' perspectives, using consistent verb tenses to show their unique viewpoints.
7. **Experiment with hypothetical scenarios:** Use consistent verb tenses to explore hypothetical situations or "what if" scenarios.
8. **Create a sense of urgency:** Use present tense to create a sense of urgency or immediacy.
9. **Show contrast:** Use different verb tenses to contrast past and present, or different characters' experiences.
10. **Play with narrative structure:** Use non-linear storytelling and consistent verb tenses to create a unique narrative structure.

## Here are some ideas to follow tense consistency:

**The impact of technology on human relationships**

**Example: with present tense, past tense, future Tense**

**Present Tense:** Technology is transforming how people interact with each other. Social media platforms like Facebook and Instagram provide new ways to connect, yet they also create a sense of distance. People often prefer texting over face-to-face conversations, which affect the quality of relationships. While video calls allow families to stay in touch across distances, the lack of physical presence sometimes leads to feelings of isolation.

**Past Tense:**

Technology transformed how people interacted with each other. Social media platforms like Facebook and Instagram provided new ways to connect, yet they also created a sense of distance. People often preferred texting over face-to-face conversations, which affected the quality of relationships. While video calls allowed families to stay in touch across distances, the lack of physical presence sometimes led to feelings of isolation.

**Future Tense:**

Technology will transform how people interact with each other. Social media platforms like Facebook and Instagram will provide new ways to connect, yet they will also create a sense of distance. People will often prefer texting over face-to-face conversations, which will affect the quality of relationships. While video calls will allow families to stay in touch across distances, the lack of physical presence will sometimes lead to feelings of isolation.

**.Example:**

**A futuristic society where AI governs everyday life;**

**Present Tense:**

In this futuristic society, AI governs everyday life. Autonomous vehicles drive people to their destinations, while AI personal assistants manage household tasks. Healthcare is revolutionized with AI diagnosing diseases and suggesting treatments. Education is personalized, with AI tutors adapting lessons to each student's pace. However, there are concerns about privacy and the ethical implications of AI decisions.

**Past Tense:**

In this futuristic society, AI governed everyday life. Autonomous vehicles drove people to their destinations, while AI personal assistants managed household tasks. Healthcare was revolutionized with AI diagnosing diseases and suggesting treatments. Education was personalized, with AI tutors adapting lessons to each student's pace. However, there were concerns about privacy and the ethical implications of AI decisions.

**Future Tense:**

In this futuristic society, AI will govern everyday life. Autonomous vehicles will drive people to their destinations, while AI personal assistants will manage household tasks. Healthcare will be revolutionized with AI diagnosing diseases and suggesting treatments. Education will be personalized, with AI tutors adapting lessons to each student's pace. However, there will be concerns about privacy and the ethical implications of AI decisions. Choose any of the ideas, or provide your own, and I can further elaborate on it following the tense consistency you prefer.

**These ideas demonstrate how maintaining tense consistency can help generate and develop ideas, and how switching tenses can add complexity and depth to writing.**

## Worksheet

Here are 50 idea-generating topics using tense consistency:

**Present Tense:**

1. A day in the life of a professional athlete.
2. The current state of social media and its impact.
3. A real-time account of a news event.
4. A person's thoughts and feelings during a challenging situation.
5. A description of a vibrant city or culture.
6. A scientist's current research and discoveries.
7. An artist's creative process.
8. A musician's performance.
9. A chef's recipe and cooking techniques.
10. A person's experience with a new technology.

**Past Tense:**

1. A historical event retold from a unique perspective.
2. A person's childhood memories.
3. A famous person's biography.
4. A significant scientific discovery and its impact.
5. A cultural tradition and its history.
6. A personal achievement and the journey to get there.
7. A historical figure's experiences and challenges.
8. A natural disaster and its aftermath.
9. A significant social movement and its impact.
10. A person's experience during a war or conflict.

**Future Tense:**

1. A futuristic society and its technological advancements.
2. A potential solution to a current global issue.
3. A person's goals and aspirations for the future.
4. A potential consequence of climate change.
5. A space exploration mission and its discoveries.
6. A potential breakthrough in medical research.
7. A futuristic city and its infrastructure.
8. A person's experience in a virtual reality world.
9. A potential impact of artificial intelligence.
10. A futuristic transportation system.

**Consistent Tense:**

1. A short story told entirely in the present tense.
2. A historical account told in the past tense.
3. A futuristic scenario told in the future tense.
4. A person's thoughts and feelings during a challenging situation.
5. A description of a vibrant city or culture.

6. A scientist's current research and discoveries.
7. An artist's creative process.
8. A musician's performance.
9. A chef's recipe and cooking techniques.
10. A person's experience with a new technology.

**Switching Tenses:**

1. A story that switches between past and present tense.
2. A narrative that switches between present and future tense.
3. A historical account that switches between past and present tense.
4. A person's memories and current experiences.
5. A potential consequence of current actions.
6. A story that switches between past, present, and future tense.
7. A narrative that explores different time periods.
8. A person's experiences and challenges across different times.
9. A historical event and its impact on the present.
10. A potential future scenario based on current trends.

These topics demonstrate how maintaining tense consistency can help generate and develop ideas, and how switching tenses can add complexity and depth to writing.

## Writing Skills Definition

Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand.

Writing skills don't just include the physical act of writing. Skills like [research](#), planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process.

In the workplace, writing skills examples include:

- Documenting a process for someone else to learn it
- Summarizing a meeting in an email for all attendees
- Sharing a team update in Slack
- Crafting a mass email to send to prospective customers
- Communicating with a client via email to get action on next steps
- Creating a [presentation](#) to share your findings with your team
- Drafting a list of questions to a client to learn more about their needs
- Explaining an unfamiliar concept or term to a stakeholder

Why are writing skills important?

Writing skills are important because well-written documents, reports, emails and marketing copy can persuade customers to purchase a product, convince investors to partner with a company or instil loyalty among employees. That's why these skills are in high demand in nearly every industry. These skills also help you make a good, professional impression on others in the workplace. Many employers get their first impression of future employees through the writing abilities they display in their resumes, cover letters and email communications. Clients and customers expect concise and well-intentioned correspondence from everyone they interact with at an organisation. Colleagues use professional writing abilities to share accurate information, delegate tasks and collaborate on projects.

What is Paragraph Writing?

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs.

The Structure of a Paragraph

How many sentences are in a paragraph? It is important to note that there is a great deal of variety in how long a paragraph is and there is not a minimum or maximum number of sentences that it must have to fit its definition. Some writers will opt to use very short paragraphs, while others will include dozens of sentences in their paragraphs. It is also important to know that most writers separate lines of dialogue into paragraphs, so if a character only speaks a single line, it will be its own paragraph.

Keeping that in mind, there is a general agreement on the format of a standard paragraph, which especially applies to informational and argumentative or persuasive writing. A paragraph should be divided into three distinct sections that each serve a purpose to the paragraph as a whole.

1. Topic Sentence - The **topic sentence** is the sentence that lays out a preview of what the paragraph will be about. Think of it as a preview of the paragraph. It puts the reader's mindset into the right place to digest the information.
2. Supporting Sentence - The **supporting sentence** is the most important part of the paragraph and provides details to support the topic sentence. If the topic sentence is about frogs, then the details should be about frogs as well. This section can be longer or shorter depending on the content and the writer's preference.
3. **Concluding Sentence**- The **concluding sentence** wraps up the paragraph and ties back to the topic sentence. A conclusion could be a reiteration of the topic, an opinion based on the topic, or a way to wrap up the paragraph with a more **general statement**.

The following paragraph is an example of a simple paragraph that follows the basic paragraph form.

## Example Paragraph

Electric cars are the future in the auto industry. As climate change gets worse, governments are going to start limiting the number of gasoline cars being built. The cost of gas will continue to rise, which will make it harder for people to afford to run gas powered cars. As battery technology improves, electric cars will be able to travel further on a charge and cost less to buy. Eventually most gas powered cars will be replaced by electric cars.

Topic Sentence

Supporting Sentences

Concluding Sentence

Topic Sentence: \_\_\_\_\_

Detail #1: \_\_\_\_\_

Detail #2: \_\_\_\_\_

Detail #3: \_\_\_\_\_

Write a complete paragraph using the topic sentence and details you wrote above.

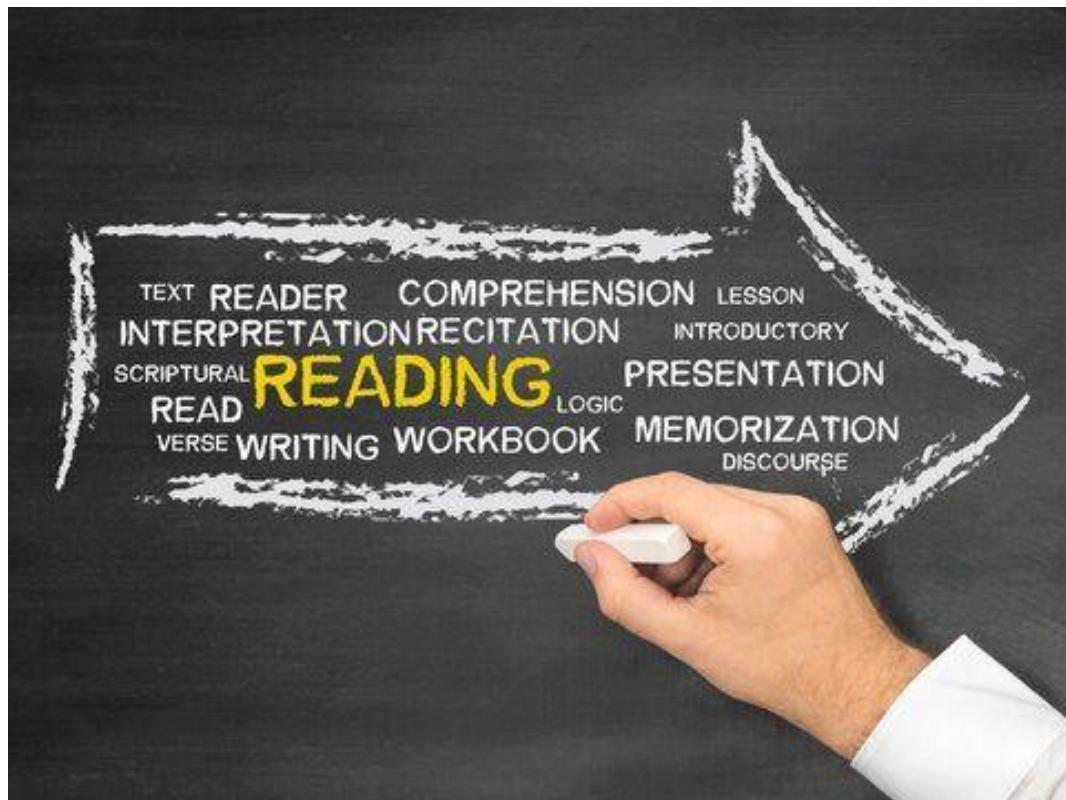
Paragraph

## Worksheet

1. The ways of improving medical imaging methods
2. Biorobotics in disease detection
3. The history of engineering
4. Manufacturing systems: performance analysis
5. Virtual reality and human perception
6. The risks of using virus-infected computer software
7. The technology of solid-liquid separation
8. The implementation of oil depletion
9. How does engineering contribute to modern world innovations?
10. How does engineering technology help people?
11. Key aspects of anharmonic lattice statics theory;
12. What is the future of an engineering education?
13. The limits in genetic engineering usage;
14. How does engineering impact national infrastructure development?
15. The main alternatives for the diamond;
16. How relevant is studying engineering in terms of today's economy?
17. The role of machine learning in software automation testing;
18. AR vs. VR: what is the difference?
19. How far has genetic engineering gone?
20. The principles of face and voice recognition in smartphones;
21. The evolution of building skyscrapers;
22. How can AI be used in building power stations?
23. How can wireless power theft be monitored and prevented?
24. How can the strength of constructions be increased?
25. Compare and contrast essay of self-healing materials;
26. How thermoelectric generators work;
27. ML and neuron networks;
28. The use of software in experiment modeling
29. How can engineers solve the problem of genetic diseases?
30. What is engineering education, and where can it be applied?
31. The latest tendencies used in AR and VR development;
32. What are the engineering contributions to the development of the college curriculum?
33. Top career choices expecting you when getting engineering education;
34. How do algorithms improve test automation?
35. How can people control near-wall turbulent flow?
36. How has the value of a person's life changed in terms of cloning?
37. Options for using rapid prototyping in 3D modeling;
38. The average time for building: the roadmap;
39. Top best materials for building ...;
40. The principle of how traffic lights work;
41. The role of technologies in studying engineering;
42. How exactly is compressed air used in cars?
43. Marine shipping and air pollution;
44. What is the difference between UI and UX?
45. Motion US as the latest web design technology;
46. The role of 3D modeling in researching the human brain;
47. Key principles of computer viruses work;
48. How can bioengineering control slopes erosion?
49. Modern ways of structural health monitoring;
50. How can you do repair works using fiberglass fabric?

## Unit-5

### Reading Comprehension



#### **What is Reading Comprehension?**

**Reading comprehension** is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Although word recognition, decoding, and fluency are building blocks of effective reading, the ability to comprehend text is the ultimate goal of reading instruction. Comprehension is a prerequisite for acquiring content knowledge and expressing ideas and opinions through discussion and writing.

Reading comprehension is a crucial component of verbal ability tests that assess an individual's ability to understand written passages and draw meaningful conclusions from them. It evaluates one's proficiency in comprehending and interpreting information presented in written form.

In a reading comprehension section, candidates are typically provided with a passage or several passages of varying lengths and complexity. These passages cover diverse topics, such as social sciences, humanities, natural sciences, literature, or current affairs. The passages may be accompanied by questions that require the test-takers to demonstrate their understanding of the content.

## Elements of Reading Comprehension

There are two elements of reading comprehension:

1. Text comprehension
2. Vocabulary knowledge.

Vocabulary knowledge is the capability to comprehend the language being used, while text comprehension is using this language to invent an awareness of what the meaning is behind the text.

### What is reading comprehension and why is it important?

“Real reading has to do with thinking, learning, and expanding a reader’s knowledge and horizons. It has to do with building on past knowledge, mastering new information, and connecting with the minds of those you’ve never met.”

Reading comprehension is essential for several reasons and can deliver many benefits. Being able to effectively read can enhance both your personal and professional life and can improve your overall enjoyment of reading. Knowing how to understand a text can help increase your knowledge in certain areas and help you learn new skills and information quickly.

### Other benefits of good reading comprehension skills possess:

- Being capable to understand, analyze and respond to documents and written communication in the workplace
- Enhanced your ability to write clearly and effectively
- The ability to understand and engage in current events that are in written form such as newspapers
- Heightened ability to focus on reading for an extended period
- Better enjoyment of and inspiration to read

### What are the factors associated with good comprehension?

#### Good comprehension requires a range of different knowledge and skills:

**Comprehension:** Readers must demonstrate their ability to grasp the main ideas and important details presented in the passage. They need to understand the context, identify relationships between ideas, and comprehend the overall message.

**Inference:** Candidates are expected to draw logical conclusions based on the information provided in the passage. They may need to make educated guesses or connect the dots to arrive at an implied meaning.

**Vocabulary and Contextual Understanding:** Test-takers should possess a strong vocabulary to comprehend the passage effectively. They may encounter unfamiliar words, and their ability to deduce the meaning from the context is assessed.

**Critical Thinking:** The questions may assess the candidate's ability to analyze, evaluate, and interpret the information critically. They may be asked to identify the author's tone, purpose, bias, or assumptions, as well as evaluate the strengths and weaknesses of arguments presented in the passage.

**Summarization:** Test-takers might be required to summarize the main idea, theme, or purpose of the passage concisely. This demonstrates their ability to extract and condense relevant information effectively.

Each of these works together with the others to help a reader to make sense of what they read.

## Understanding the different types of RC Questions

Reading Comprehensions are accompanied by a number of different question types

### 1. Main Idea Question:

This relates to the central idea/theme of the passage.

Eg.

- 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.

### 2. 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 '\_\_\_\_\_)?

### 3. Reference Questions:

Reference questions help your ability to read English well. These questions ask you to identify referential relationships between the words in the passage. Often, the relationship is between a pronoun and its antecedent (the word to which the pronoun refers). Sometimes other kinds of grammatical reference are tested (like which or this). Reference questions look similar to vocabulary questions. In the passage, one word or phrase is highlighted. Usually the word is a pronoun.

Examples:

The writer's sister says, "I bet you don't have the courage to leap off that one."

What is the writer's sister referring to when she mentions "that one"?

"It looked as if he was flaunting its contents."

What does the emboldened word "its" refer to?

## Tips and Tricks to solve different types of RC Questions

### Main idea questions

1. Read the passage's opening and closing sentences: Often, these sentences provide a clear summary of the main idea.
2. Identify the passage's purpose: Determine the author's intent or goal.
3. Look for key phrases and sentences: Identify sentences that summarize the main idea or provide crucial information.
4. Eliminate incorrect options: Remove answer choices that don't accurately reflect the passage's main idea.
5. Consider the passage's tone and scope: Understand the author's perspective and the passage's coverage to help identify the main idea.

### Reference-based questions

1. Identify the reference point: Determine what the question is referring to in the passage.
2. Read the relevant sentence or paragraph: Understand the context surrounding the reference point.
3. Look for pronouns and antecedents: Identify the noun or phrase being referred to.
4. Use the passage's structure: Understand how the passage is organized to help locate the reference point.
5. Check the question's wording: Ensure you understand what the question is asking about the reference point.

### Vocabulary-based questions

1. Read the sentence carefully: Understand the context in which the word is used.
2. Identify the word's part of speech: Determine if it's a noun, verb, adjective, or adverb.
3. Look for context clues: Use surrounding words to infer the word's meaning.
4. Eliminate incorrect options: Remove answer choices that don't fit the context.
5. Use word roots and prefixes: Recognize familiar roots and prefixes to help decipher unfamiliar words.

**Additionally, here are some general tips:**

1. Practice active reading: Engage with the passage by asking questions, making connections, and summarizing.
2. Use the process of elimination: Remove obviously incorrect answer choices to increase your chances of selecting the correct answer.
3. Manage your time effectively: Allocate time to read, take notes, and answer questions.

**Here are some Reading Comprehension (RC) passages with main idea questions:****Passage 1**

The importance of sleep cannot be overstated. During sleep, our bodies repair and rejuvenate themselves, and our brains process and consolidate memories. Lack of sleep can lead to impaired cognitive function, mood disturbances, and increased risk of chronic diseases.

Main Idea Question: What is the central idea of the passage?

- A) Sleep is essential for physical and mental health.
- B) Sleep is only important for physical health.
- C) Sleep is not necessary for cognitive function.
- D) Sleep is only important for mental health.

**Answer: A) Sleep is essential for physical and mental health.**

**Passage 2**

The benefits of reading are numerous. It can improve vocabulary, increase empathy, and expand knowledge. Reading can also reduce stress, improve focus, and enhance critical thinking skills. Furthermore, reading can be a source of entertainment and enjoyment.

Main Idea Question: What is the main idea of the passage?

- A) Reading is only beneficial for entertainment.
- B) Reading has several benefits for individuals.
- C) Reading is only important for academic success.
- D) Reading is not beneficial for mental health.

**Answer: B) Reading has several benefits for individuals.**

**Passage 3**

Climate change is having a profound impact on the environment. Rising temperatures are causing melting of polar ice caps, sea-level rise, and extreme weather events. This can lead to loss of biodiversity, displacement of communities, and economic devastation.

Main Idea Question: What is the central idea of the passage?

- A) Climate change is only affecting polar regions.
- B) Climate change is having a significant impact on the environment.
- C) Climate change is not causing extreme weather events.
- D) Climate change is only affecting economic systems.

**Answer: B) Climate change is having a significant impact on the environment.**

**Here are some Reading Comprehension (RC) passages with vocabulary questions:**

**Passage 1**

The new employee was struggling to adapt to the company's corporate culture. He found the bureaucracy and protocol to be overwhelming, and the jargon used by his colleagues was unfamiliar. Despite his best efforts, he felt like an outsider.

Vocabulary Question: What does the word "bureaucracy" mean in this context?

- A) A system of government
- B) A type of business management
- C) A complex system of rules and procedures
- D) A type of technology

**Answer: C) A complex system of rules and procedures**

**Passage 2**

The tourists got lost in the labyrinthine streets of the old city. They had been walking for hours, and the scorching sun was taking its toll. Just when they thought they couldn't go any further, they stumbled upon a quaint little café.

Vocabulary Question: What does the word "labyrinthine" mean in this context?

- A) Straight and easy to navigate

- B) Winding and difficult to navigate
- C) Flat and uninteresting
- D) Hilly and challenging

**Answer: B) Winding and difficult to navigate**

### Passage 3

The artist's use of chiaroscuro created a dramatic effect in the painting. The contrast between light and dark added depth and emotion to the scene. The viewer's eye was drawn to the central figure, which seemed to glow with an otherworldly light.

Vocabulary Question: What does the word "chiaroscuro" mean in this context?

- A) A type of paint
- B) A technique of using color
- C) A method of creating contrast between light and dark
- D) A style of sculpture

**Answer: C) A method of creating contrast between light and dark**

**Here are some Reading Comprehension (RC) passages with reference questions:**

### Passage 1

The new employee, John, was struggling to understand the company's policies. His supervisor, Jane, explained that the company's mission statement (1) was to provide excellent customer service. She also mentioned that the company's values (2) included teamwork and innovation. John was confused about how these values related to his role. Jane clarified that as a customer support representative, John's primary responsibility (3) was to resolve customer complaints in a timely and professional manner.

Q1. What is the company's mission statement, as mentioned in the passage?

- A) To increase profits
- B) To provide excellent customer service
- C) To expand globally
- D) To reduce costs

**Answer: B) To provide excellent customer service**

Q2. What are the company's values, according to Jane?

- A) Leadership and management
- B) Teamwork and innovation
- C) Communication and feedback
- D) Quality and control

**Answer: B) Teamwork and innovation**

Q3. What is John's primary responsibility as a customer support representative?

- A) To answer phone calls
- B) To resolve customer complaints in a timely and professional manner
- C) To respond to emails
- D) To attend meetings

**Answer: B) To resolve customer complaints in a timely and professional manner**

## Passage 2

The research study (1) conducted by Dr. Smith found that climate change has a significant impact on global food production. The study's findings (2) suggested that rising temperatures and changing precipitation patterns lead to crop failures and reduced yields. The researchers (3) recommended that governments and farmers work together to develop sustainable agricultural practices.

Q1. Who conducted the research study mentioned in the passage?

- A) Dr. Johnson
- B) Dr. Smith
- C) Dr. Williams
- D) Dr. Brown

**Answer: B) Dr. Smith**

Q2. What did the study's findings suggest about the impact of climate change on global food production?

- A) Rising temperatures increase crop yields
- B) Changing precipitation patterns have no effect on crops

- C) Rising temperatures and changing precipitation patterns lead to crop failures and reduced yields
- D) Climate change has no impact on global food production

**Answer: C) Rising temperatures and changing precipitation patterns lead to crop failures and reduced yields**

Q3. What did the researchers recommend to address the effects of climate change on agriculture?

- A) Governments should increase funding for research
- B) Farmers should use more pesticides
- C) Governments and farmers should work together to develop sustainable agricultural practices
- D) Climate change is not a significant issue

**Answer: C) Governments and farmers should work together to develop sustainable agricultural practices**

## WORKSHEET BASED ON READING COMPREHENSION

Questions 1 through 7 refer to the following passage:

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

**1. The 16th century was an age of great \_\_\_\_\_ exploration.**

1. cosmic
2. land
3. mental
4. common man
5. None of the above

**2. Magellan lost the favor of the king of Portugal when he became involved in a political \_\_\_\_\_.**

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

**3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a \_\_\_\_\_ direction.**

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

**4. One of Magellan's ships explored the \_\_\_\_\_ of South America for a passage across the continent.**

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

**5. Four of the ships sought a passage along a southern \_\_\_\_\_.**

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

**6. The passage was found near 50 degrees S of \_\_\_\_\_.**

1. Greenwich
2. The equator
3. Spain
4. Portugal
5. Madrid

**7. In the spring of 1521, the ships crossed the \_\_\_\_\_ now called the International Date Line.**

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

**The following passage refers to questions 8 through 14.**

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became

disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**8. The Curies' \_\_\_\_\_ collaboration helped to unlock the secrets of the atom.**

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

**9. Marie had a bright mind and a \_\_\_\_\_ personality.**

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

**10. When she learned that she could not attend the university in Warsaw, she felt \_\_\_\_\_.**

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

**11. Marie \_\_\_\_\_ by leaving Poland and traveling to France to enter the Sorbonne.**

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

**12. \_\_\_\_\_ she remembered their joy together.**

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

**13. Her \_\_\_\_\_ began to fade when she returned to the Sorbonne to succeed her husband.**

1. misfortune
2. anger
3. wretchedness
4. disappointment
5. ambition

**14. Even though she became fatally ill from working with radium, Marie Curie was never \_\_\_\_\_.**

1. troubled
2. worried
3. disappointed
4. sorrowful
5. disturbed

**The following passage refers to questions 15 through 19.**

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulfuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area's geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world's climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin. The eruption of Mount Vesuvius and its tragic consequences have provided everyone with a wealth of data about the effects that volcanoes can have on the surrounding area. Today, volcanologists can locate and predict eruptions, saving lives and preventing the destruction of other cities and cultures.

**15. Herculaneum and its harbor were buried under \_\_\_\_\_ lava.**

1. liquid
2. solid
3. flowing
4. gas
5. Answer not available

**16. The poisonous gases were not \_\_\_\_\_ in the air.**

1. able to float
2. visible
3. able to evaporate
4. invisible
5. able to condense

**17. Scientists analyzed data about Vesuvius in the same way that a zoologist \_\_\_\_\_ a specimen.**

1. describes in detail
2. studies by cutting apart
3. photographs
4. chart
5. Answer not available

**18. \_\_\_\_\_ have concluded that the volcanic eruption caused a tidal wave.**

1. Scientists who study oceans
2. Scientists who study atmospheric conditions
3. Scientists who study ash
4. Scientists who study animal behavior
5. Answer not available in article

**19. Scientists have used \_\_\_\_\_ water to wash away volcanic ash from the skeletons of victims.**

1. bottled
2. volcanic
3. purified
4. sea
5. fountain

**The following passage refers to questions 20-24.**

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's supremacy.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the

moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

**20. Sir Francis Drake added wealth to the treasury and diminished Spain's \_\_\_\_\_.**

1. unlimited power
2. unrestricted growth
3. territory
4. treaties
5. Answer not available in article

**21. King Philip recruited many \_\_\_\_\_ soldiers and sailors.**

1. warlike
2. strong
3. accomplished
4. timid
5. inexperienced

**22. The \_\_\_\_\_ Armada set sail on May 9, 1588.**

1. complete
2. warlike
3. independent
4. isolated
5. Answer not available

**23. The two battles left the Spanish fleet \_\_\_\_\_.**

1. open to change
2. triumphant
3. open to attack
4. defeated
5. discouraged

**24. The Armada was \_\_\_\_\_ on one side.**

1. closed off
2. damaged
3. alone
4. circled
5. Answer not available in this article

**The following passage refers to questions 25-29.**

The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

Persia was ruled by one man. In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the

remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Eritrea and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in both archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6,400 Persians died, compared to only 192 Athenians.

**25. Athens had \_\_\_\_\_ the other Greek city-states against the Persians.**

1. refused help to
2. intervened on behalf of
3. wanted to fight
4. given orders for all to fight
5. defeated

**26. Darius took drastic steps to \_\_\_\_\_ the rebellious Athenians.**

1. weaken
2. destroy
3. calm
4. irritate
5. Answer not available

**27. Their participation \_\_\_\_\_ to the Athenians.**

1. gave comfort
2. gave honor
3. gave strength
4. gave fear
5. gave hope

**28. The people of Delos did not want to \_\_\_\_\_ the conquest of Greece.**

1. end
2. encourage
3. think about
4. daydream about
5. Answer not available

**29. The Athenians were \_\_\_\_\_ by some soldiers who arrived from Plataea.**

1. welcomed
2. strengthened
3. held
4. captured
5. Answer not available

**The following passage refers to questions 30-32.**

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I’ll grant you vast kingdoms to rule,” promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I’ll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king’s wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

**30. Eris was known for \_\_\_\_\_ both mortals and immortals.**

1. scheming against
2. creating conflict amongst
3. feeling hostile toward
4. ignoring
5. comforting

**31. Each goddess tried \_\_\_\_\_ to bribe Paris.**

1. boldly
2. effectively
3. secretly
4. carefully
5. Answer not available

**32. Athena \_\_\_\_\_ Hera, promising Paris victory and fame in war.**

1. disregarded the statement of
2. defeated
3. agreed with
4. restated the statement of
5. questioned the statement of

**Refer to the following passage for questions 33-37.**

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918, a group of these people known as Bolsheviks overthrew the government. On July 17 or 18, they murdered the czar and what was thought to be his entire family. Although witnesses vouched that all the members of the czar's family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the most famous claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, 18 months after the czar's execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned her about her background. She disclaimed any connection with the czar's family. Eight years later, however, she claimed that she was Anastasia. She said that she had been rescued by two Russian soldiers after the czar and the rest of her family had been killed. Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother's family in Germany, she had tried to drown herself.

During the next few years, scores of the czar's relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however. Tired of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and returned to Germany in 1933 to bring suit against her mother's family. There she claimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia's identity. Although it will probably never be known whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

**33. Some Russian peasants and workers \_\_\_\_\_ for social reform.**

1. longed
2. cried out
3. begged
4. hoped
5. thought much

**34. Witnesses \_\_\_\_\_ that all members of the czar's family had been executed.**

1. gave assurance
2. thought
3. hoped
4. convinced some
5. Answer not available

**35. Tschaikovsky initially \_\_\_\_\_ any connection with the czar's family.**

1. denied
2. stopped
3. noted
4. justified
5. Answer not available

**36. She was unable to \_\_\_\_\_ the aid of her relatives.**

1. locate

2. speak about
3. call upon
4. identify
5. know

**37. In court she \_\_\_\_\_ maintaining that she was Anastasia and deserved her inheritance.**

1. finally appeared
2. spoke forcefully
3. gave testimony
4. gave evidence
5. Answer not available

**Refer to the following passage for questions 38-39.**

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people's expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects' misery. While French citizens begged for lower taxes, the queen embellished her palace with extravagant works of art. She also surrounded herself with artists, writers, and musicians, who encouraged the queen to spend money even more profusely.

While the queen's favorites glutted themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen replaced him. The intense hatred that the people felt for Louis XVI and Marie Antoinette kept building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette had reined in their extravagant spending, the events that rocked France would not have occurred.

**38. The people surrounding the queen encouraged her to spend money \_\_\_\_\_.**

1. wisely
2. abundantly
3. carefully
4. foolishly
5. joyfully

**39. The minister of finance tried to curb these royal \_\_\_\_\_.**

1. aristocrats
2. money wasters
3. enemies
4. individuals
5. spenders

**Refer to the following passage for questions 40-45.**

Many great inventions are initially greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17, 1903 were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation.

Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896, when they read about the death of Otto Lilienthal, the brothers' interest in flight grew into a compulsion.

Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers' inability to obtain enough lift power for the gliders almost led them to abandon their efforts.

After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of experiments with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for the brothers to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than \$1,000. They even designed and built their own source of propulsion—a lightweight gasoline engine. When they started the engine on December 17, the airplane pulsated wildly before taking off. The plane managed to stay aloft for 12 seconds, however, and it flew 120 feet.

By 1905, the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time. Others had flown in balloons and hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

**40. The idea of flying an aircraft was \_\_\_\_\_ to some people.**

1. boring
2. distasteful
3. exciting
4. needless
5. Answer not available

**41. People thought that the Wright brothers had \_\_\_\_\_.**

1. acted without thinking
2. been negatively influenced
3. been too cautious
4. been mistaken
5. acted in a negative way

**42. The Wrights' interest in flight grew into a \_\_\_\_\_.**

1. financial empire
2. plan
3. need to act
4. foolish thought
5. Answer not available

**43. Lilienthal's idea about controlling airborne vehicles was \_\_\_\_\_ the Wrights.**

1. proven wrong by
2. opposite to the ideas of
3. disliked by
4. accepted by
5. improved by

**44. The old tables were \_\_\_\_\_ and replaced by the first reliable figures for air pressure on curved surfaces.**

1. destroyed
2. invalidated
3. multiplied
4. approved
5. not used

**45. The Wrights designed and built their own source of \_\_\_\_\_.**

1. force for moving forward
2. force for turning around
3. turning
4. force for going backward
5. None of the above

## Unit-6

# Parajumbles



Para jumbles, or jumbled paragraphs, are a common feature in competitive exams and tests that assess language and comprehension skills. The task involves rearranging a set of sentences to form a coherent and logically structured paragraph.

## APPROACHES FOR PARAJUMBLES

Most of the information given in para jumbles 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 para jumble more than one approach will be applicable at the same time, therefore practices identifying which approach/approaches apply to the

para jumbles 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

### **Solution:**

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)]

Time to move on to the next question.

### **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 Para jumbles we encounter full and short names or sometimes acronyms of some term or institution.

World Trade Organization – 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:**

- 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 para jumbles, 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:**

**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.

## **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. Para jumble 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, notwithstanding, and, even though, instead of, despite, in spite of , while, in contrast, although, however**

**Example:**

- 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. Does 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.

## **5. Linking the Sentences:**

Let us look at the following statements:

**Example:**

- 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. I have deliberately not given the options here.

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.

## TIPS AND TRICKS:

Para jumbles, or jumbled paragraphs, are a common feature in competitive exams and tests that assess language and comprehension skills. The task involves rearranging a set of sentences to form a coherent and logically structured paragraph. Here are some tips and tricks to help you solve para jumble questions effectively:

### 1. Identify the Opening Sentence

- The opening sentence usually introduces the topic and does not start with conjunctions like "and," "but," or "because."
- It often mentions a noun rather than a pronoun since pronouns refer back to something previously mentioned.
- Look for a sentence that sets the context without requiring prior information.

### 2. Find the Concluding Sentence

- The concluding sentence typically wraps up the paragraph or provides a summary.
- It often contains phrases like "in conclusion," "therefore," or "as a result."
- It may also reflect a general observation or a future implication based on the content discussed.

### 3. Identify Logical and Chronological Sequences

- Look for chronological clues like dates, events, or sequences of actions.
- Identify cause-and-effect relationships. A sentence describing an effect usually follows one describing a cause.
- Sentences explaining a concept should precede examples or illustrations.

### 4. Look for Transition Words

- Transition words such as "however," "moreover," "furthermore," and "consequently" indicate connections between sentences.
- Words like "this," "these," "such," and "those" usually refer back to something mentioned earlier.

## 5. Find Sentence Pairs

- Some sentences naturally pair together due to their content. Finding such pairs can help narrow down the correct sequence.
- Look for sentences where one introduces a point and the next elaborates, explains, or exemplifies it.

## 6. Use Consistent Subjects and Themes

- Ensure the subjects and themes flow logically from one sentence to the next.
- Avoid abrupt shifts in topic or subject matter, as these usually indicate an incorrect order.

## 7. Practice Contextual Reading

- Understand the overall theme or subject of the paragraph. This helps in predicting the logical flow of information.
- Read all sentences multiple times to grasp the nuances and connections.

## 8. Eliminate Wrong Choices

- Narrow down options by eliminating sequences that clearly do not fit.
- Sometimes, working through a process of elimination can be quicker and more effective than trying to build the correct order from scratch.

## 9. Practice Regularly

- Regular practice helps familiarize you with common patterns and sentence structures.
- Analyze previous para jumble questions to understand common tricks and traps.

## 10. Stay Calm and Manage Time

- Para jumble questions can be time-consuming. Manage your time effectively and avoid getting stuck on a single question for too long.
- Stay calm and focused, breaking down the task into smaller, manageable steps.

By applying these strategies, you can improve your ability to solve para jumble questions efficiently and accurately.

## **Exercises**

### **Question 1:**

Arrange the following sentences into a coherent paragraph:

- A. He faced challenges but never gave up.
- B. The athlete trained rigorously every day.
- C. Despite injuries, he remained determined.
- D. Eventually, his hard work paid off. E. His coach believed in his potential.

Options: 1. B -> C -> A -> E -> D

- 2. B -> E -> C -> A -> D
- 3. B -> C -> E -> A -> D
- 4. E -> B -> C -> A -> D

### **Question 2:**

Choose the correct order to form a logical paragraph:

- A. The team worked together seamlessly.
- B. The project manager delegated tasks efficiently.
- C. They completed the project ahead of schedule.
- D. Each member contributed their unique skills. E. The client was highly satisfied with the outcome.

Options: 1. B -> D -> A -> C -> E

- 2. D -> B -> A -> C -> E
- 3. B -> A -> D -> C -> E
- 4. A -> D -> B -> C -> E

### **Question 3:**

Arrange the sentences to form a coherent paragraph:

- A. The chef prepared a delicious meal.

- B. Guests eagerly awaited their food.
- C. He received compliments on his culinary skills.
- D. The restaurant was packed with diners.
- E. Everyone enjoyed the dining experience.

Options: 1. D -> B -> A -> C -> E

- 2. B -> A -> C -> D -> E
- 3. A -> B -> D -> C -> E
- 4. D -> B -> A -> C -> E

#### **Question 4:**

Arrange the following sentences into a coherent paragraph:

- A. She enrolled in a prestigious university.
- B. The scholarship covered her tuition fees.
- C. Despite financial hardships, she remained focused.
- D. Her parents were proud of her achievements.
- E. Eventually, she graduated with honours.

Options: 1. A -> B -> C -> D -> E  
2. A -> C -> B -> D -> E  
3. B -> A -> C -> D -> E  
4. C -> A -> B -> E -> D

#### **Question 5:**

Choose the correct order to form a logical paragraph:

- A. They embarked on an adventure to the mountains.
- B. Each of them brought their camping gear.
- C. The group included experienced hikers.
- D. Together, they enjoyed the breathtaking views.

E. It was an unforgettable experience for everyone.

Options: 1. C -> A -> B -> D -> E

2. A -> B -> C -> D -> E

3. B -> C -> A -> D -> E

4. A -> C -> D -> B -> E

### Question 6:

Arrange the sentences to form a coherent paragraph:

A. He won the championship trophy.

B. His teammates congratulated him warmly.

C. The coach praised their hard work.

D. The team celebrated their victory with enthusiasm.

E. Everyone acknowledged his exceptional performance.

Options:

1. E -> A -> B -> C -> D

2. C -> E -> A -> B -> D

3. A -> E -> B -> C -> D

4. A -> B -> C -> E -> D

### Question 7:

Arrange the sentences to form a coherent paragraph:

A. The artist showcased her latest paintings.

B. Visitors admired her creativity.

C. She explained the inspiration behind each artwork.

D. The gallery was filled with curious art enthusiasts.

E. Critics praised her unique style.

Options:

1. D -> B -> A -> C -> E
2. A -> C -> B -> D -> E
3. B -> A -> C -> D -> E
4. D -> A -> C -> B -> E

**Question 8:**

Arrange the following sentences into a coherent paragraph:

- A. He adopted a healthier lifestyle.
- B. His friends noticed positive changes in him.
- C. Initially, he struggled with his fitness goals.
- D. Eventually, he achieved his desired weight.
- E. His family supported him throughout his journey.

Options:

1. E -> C -> A -> B -> D
2. A -> C -> E -> B -> D
3. A -> E -> B -> C -> D
4. A -> B -> C -> E -> D

**Question 9:**

Choose the correct order to form a logical paragraph:

- A. The author discussed the main themes of the novel.
- B. Readers praised the book for its depth.
- C. The novel became a bestseller.
- D. Critics lauded the author's storytelling skills.
- E. It captured the imagination of readers worldwide.

Options: 1. D -> A -> B -> C -> E

2. A -> B -> C -> D -> E
3. B -> A -> C -> D -> E
4. A -> C -> B -> D -> E

**Question 10:**

Arrange the sentences to form a coherent paragraph:

- A. The team celebrated their victory.
- B. His coach praised his dedication.
- C. Tom scored the winning goal.
- D. The fans cheered loudly.
- E. It was a thrilling match.

Options:

1. C -> B -> A -> D -> E
2. E -> C -> B -> A -> D
3. B -> C -> A -> E -> D
4. C -> E -> A -> B -> D

**Question 11:**

Arrange the following sentences into a coherent paragraph:

- A. Tanya received an offer from a prestigious company.
- B. Her professors commended her academic achievements.
- C. Eventually, she graduated with honours.
- D. Throughout college, she maintained a high GPA.
- E. Her hard work paid off.

Options: 1. B -> D -> A -> C -> E  
2. D -> B -> A -> E -> C  
3. D -> A -> B -> E -> C

4. A -> D -> B -> E -> C

## Question 12

**Rearrange the following sentences to form a coherent paragraph:**

1. The CPU, which stands for Central Processing Unit, is often referred to as the brain of the computer.
2. It performs all the arithmetic and logical operations.
3. Without the CPU, a computer cannot function.
4. The CPU interprets and executes instructions from the computer's hardware and software.

**Options:** a) 1, 2, 3, 4

b) 1, 4, 2, 3

c) 2, 3, 4, 1

d) 4, 3, 2, 1

## Question 13

**Rearrange the following sentences to form a coherent paragraph:**

1. In the IT industry, SaaS (Software as a Service) is a rapidly growing trend.
2. SaaS allows users to access software applications over the internet.
3. This model eliminates the need for physical installation and maintenance.
4. Companies are increasingly adopting SaaS for its cost-effectiveness and flexibility.

**Options:** a) 2, 3, 4, 1

b) 4, 1, 2, 3

c) 1, 2, 3, 4

d) 3, 4, 1, 2

## Question 14

**Rearrange the following sentences to form a coherent paragraph:**

1. NASA (National Aeronautics and Space Administration) has been at the forefront of space exploration.
2. One of its most notable achievements is the Apollo moon landing.
3. NASA continues to innovate with missions to Mars and beyond.
4. The organization was established in 1958 to coordinate the United States' activities in space.

**Options:** a) 1, 4, 2, 3

b) 4, 1, 3, 2

- c) 2, 3, 4, 1
- d) 1, 2, 3, 4

### Question 15

**Rearrange the following sentences to form a coherent paragraph:**

1. The United Nations (UN) was established in 1945.
2. The UN aims to maintain international peace and security.
3. It provides a platform for dialogue among countries.
4. The UN also works on promoting human rights and sustainable development.

- Options:**
- a) 1, 2, 4, 3
  - b) 2, 1, 3, 4
  - c) 3, 4, 2, 1
  - d) 1, 3, 2, 4

### Question 16

**Rearrange the following sentences to form a coherent paragraph:**

1. The WHO (World Health Organization) plays a crucial role in global health.
2. It monitors health trends and provides guidelines for healthcare practices.
3. The organization was established in 1948 and is a specialized agency of the United Nations.
4. The WHO also coordinates international responses to health emergencies.

- Options:**
- a) 1, 3, 2, 4
  - b) 3, 1, 4, 2
  - c) 1, 2, 3, 4
  - d) 3, 2, 1, 4

### Question 17

**Rearrange the following sentences to form a coherent paragraph:**

1. AI (Artificial Intelligence) is revolutionizing many industries.
2. AI technologies include machine learning, natural language processing, and robotics.
3. These technologies enable machines to learn from data and perform tasks that typically require human intelligence.
4. The impact of AI can be seen in healthcare, finance, manufacturing, and more.

- Options:**
- a) 1, 2, 3, 4
  - b) 2, 3, 1, 4
  - c) 1, 3, 4, 2
  - d) 3, 4, 1, 2

## Question 18

**Rearrange the following sentences to form a coherent paragraph:**

1. Renewable energy sources, such as solar and wind, are becoming increasingly popular.
2. They offer a sustainable alternative to fossil fuels.
3. The International Energy Agency (IEA) supports the adoption of these technologies.
4. The IEA provides data and analysis to help countries transition to cleaner energy sources.

**Options:** a) 2, 1, 4, 3

- b) 1, 2, 3, 4
- c) 3, 4, 1, 2
- d) 1, 4, 2, 3

## Question 19

**Rearrange the following sentences to form a coherent paragraph:**

1. The IMF (International Monetary Fund) provides financial assistance to countries in need.
2. It aims to ensure the stability of the international monetary system.
3. The IMF also offers policy advice and technical assistance to its member countries.
4. Established in 1944, the IMF has 190 member countries.

**Options:** a) 4, 1, 2, 3

- b) 1, 2, 3, 4
- c) 2, 1, 3, 4
- d) 4, 2, 1, 3

## Question 20

**Rearrange the following sentences to form a coherent paragraph:**

1. CSR (Corporate Social Responsibility) is a business model that helps companies be socially accountable.
2. Companies engaging in CSR can positively impact the environment, consumers, employees, and communities.
3. CSR initiatives often include efforts to reduce carbon footprints and improve labor policies.
4. By practicing CSR, companies can also enhance their brand image and build customer loyalty.

**Options:** a) 1, 2, 3, 4

- b) 2, 3, 1, 4
- c) 1, 3, 2, 4
- d) 3, 1, 4, 2

## Question 21

**Rearrange the following sentences to form a coherent paragraph:**

1. UNESCO (United Nations Educational, Scientific and Cultural Organization) promotes global peace through education, science, and culture.
2. Established in 1945, UNESCO works to foster mutual respect among nations.
3. It also focuses on protecting cultural heritage and promoting sustainable development.
4. UNESCO's programs include initiatives to improve literacy rates and support scientific research.

**Options:** a) 2, 1, 4, 3

- b) 1, 3, 4, 2
- c) 1, 2, 3, 4
- d) 2, 4, 1, 3

## Question 22

Arrange the following sentences to form a coherent paragraph:

- A. It provides insights into the diverse social, cultural, and economic conditions of people.
- B. Anthropology is the study of humanity.
- C. By examining the lifestyles and behaviours of different societies, anthropologists contribute to our understanding of human evolution and cultural development.
- D. This field encompasses a broad range of topics, from the biological aspects of human beings to the cultural practices of societies worldwide.

**Options:**

- 1. BADC
- 2. BDAC
- 3. ACBD
- 4. ABDC

## Question 23

Arrange the following sentences to form a coherent paragraph:

- A. Such substances can disrupt the hormonal balance in animals and humans.
- B. Endocrine disruptors are chemicals that interfere with the endocrine system.
- C. They are found in various products, including pesticides, plastics, and personal care items.

D. Exposure to these chemicals is linked to adverse developmental, reproductive, neurological, and immune effects.

**Options:**

1. BACD
2. BDAC
3. ABCD
4. BCAD

**Question 24**

Arrange the following sentences to form a coherent paragraph:

- A. The constant connectivity can be overwhelming, leading to stress and anxiety.
- B. However, this convenience comes with its own set of problems.
- C. The advent of smartphones has revolutionized communication.
- D. People are now reachable at all times, regardless of their location.

**Options:**

1. CBDA
2. CDBA
3. BDAC
4. ACBD

**Question 25**

Arrange the following sentences to form a coherent paragraph:

- A. In conclusion, while technology offers many benefits, it is crucial to use it mindfully.
- B. For instance, spending too much time on social media can lead to feelings of isolation and depression.
- C. To mitigate these effects, individuals should set boundaries and engage in offline activities.
- D. Technology has undoubtedly made our lives easier, but it also has its downsides.

**Options:**

1. DCBA
2. DACB
3. BDAC
4. DABC

**Question 26**

Arrange the following sentences to form a coherent paragraph:

- A. This phenomenon is known as the greenhouse effect.
- B. Human activities, such as burning fossil fuels and deforestation, contribute significantly to the increase in greenhouse gases.
- C. These gases trap heat in the atmosphere, leading to a rise in global temperatures.
- D. Greenhouse gases, such as carbon dioxide and methane, are responsible for warming the Earth's surface.

**Options:**

- 1. DCBA
- 2. ABDC
- 3. DACB
- 4. BACD

**Question 27**

Arrange the following sentences to form a coherent paragraph:

- A. It is a powerful tool that can help transform data into actionable insights.
- B. Data analysis involves examining raw data to find patterns and draw conclusions.
- C. Various techniques, such as statistical analysis and machine learning, are used in data analysis.
- D. Organizations leverage these insights to make informed decisions.

**Options:**

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

**Question 28**

Arrange the following sentences to form a coherent paragraph:

- A. They provide habitats for many species and help regulate the Earth's climate.
- B. Deforestation, however, poses a significant threat to these vital ecosystems.
- C. Forests are essential for maintaining ecological balance.
- D. The loss of forests leads to biodiversity loss and contributes to global warming.

**Options:**

- 1. CADB
- 2. CBDA
- 3. BACD
- 4. BCDA

**Question 29**

Arrange the following sentences to form a coherent paragraph:

- A. Regular exercise boosts overall health and well-being.
- B. Additionally, it helps in weight management and improves mental health.
- C. Engaging in physical activities can reduce the risk of chronic diseases.
- D. Therefore, incorporating exercise into daily routines is highly beneficial.

**Options:**

- 1. ACBD
- 2. ABDC
- 3. ADCB
- 4. ACDB

**Question 30**

Arrange the following sentences to form a coherent paragraph:

- A. As a result, it is crucial to implement conservation measures.
- B. Water scarcity affects millions of people worldwide.
- C. Overuse and pollution of water resources are major contributors to this crisis.
- D. Sustainable water management practices can help address this issue.

**Options:**

- 1. BADC
- 2. BACD

3. BCAD
4. BDAC

### Question 31

Arrange the following sentences to form a coherent paragraph:

- A. Effective communication is key to successful teamwork.
- B. Misunderstandings can lead to conflicts and reduced productivity.
- C. Clear and open communication helps build trust and ensures everyone is on the same page.
- D. Therefore, teams should prioritize communication to achieve their goals.

#### Options:

1. ACBD
2. ABCD
3. ABDC
4. ADBC

### Question 32

Arrange the following sentences to form a coherent paragraph:

- A. Renewable energy sources, such as solar and wind, are becoming increasingly popular.
- B. This shift is driven by the need to reduce carbon emissions and combat climate change.
- C. Traditional energy sources, like coal and oil, are major contributors to environmental pollution.
- D. Governments and organizations are investing heavily in renewable energy projects.

#### Options:

1. ACBD
2. ABCD
3. CBAD
4. CADB

### Question 33

Arrange the following sentences to form a coherent paragraph:

- A. This concept is particularly important in the context of climate change.
- B. Resilience refers to the ability of systems to withstand and recover from disruptions.

- C. Enhancing resilience can help communities adapt to changing environmental conditions.
- D. Strategies for building resilience include investing in infrastructure and promoting sustainable practices.

**Options:**

1. BADC
2. BACD
3. BDAC
4. ABCD

**Question 34**

Arrange the following sentences to form a coherent paragraph:

- A. Studies have shown that a balanced diet is essential for maintaining good health.
- B. This includes eating a variety of foods from all the major food groups.
- C. A diet rich in fruits, vegetables, and whole grains can help prevent chronic diseases.
- D. Additionally, it is important to limit the intake of processed foods and sugary drinks.

**Options:**

1. ABCD
2. ACBD
3. ADBC
4. ABDC

**Question 35**

Arrange the following sentences to form a coherent paragraph:

- A. These innovations are transforming industries and improving efficiency.
- B. Technological advancements have accelerated in recent years.
- C. Automation and artificial intelligence are leading the way in this transformation.
- D. As a result, businesses are able to streamline operations and reduce costs.

**Options:**

1. BCAD
2. BACD
3. ABDC
4. BDAC

**Question 36**

Arrange the following sentences to form a coherent paragraph:

- A. Traveling can be a highly rewarding experience.
- B. It allows individuals to explore new cultures and gain fresh perspectives.
- C. However, it is important to plan trips carefully to avoid potential pitfalls.
- D. Proper planning can enhance the travel experience and ensure a smooth journey.

**Options:**

- 1. ABCD
- 2. ADBC
- 3. ACBD
- 4. ABDC

**Question 37**

Arrange the following sentences to form a coherent paragraph:

- A. The digital age has brought about significant changes in the way we communicate.
- B. With the rise of social media, people are now more connected than ever before.
- C. However, this constant connectivity can also lead to information overload.
- D. It is important to find a balance between staying informed and avoiding unnecessary stress.

**Options:**

- 1. ABCD
- 2. ADBC
- 3. ABDC
- 4. ACBD

**Question 38**

Arrange the following sentences to form a coherent paragraph:

- A. Renewable energy sources are crucial for a sustainable future.
- B. They help reduce greenhouse gas emissions and reliance on fossil fuels.
- C. Governments worldwide are investing in renewable energy projects.
- D. These initiatives are expected to create jobs and drive economic growth.

**Options:**

1. ABCD
2. ACBD
3. ABDC
4. ADBC

**Question 39**

Arrange the following sentences to form a coherent paragraph:

- A. This is where mindfulness practices can be beneficial.
- B. Modern life is often hectic and stressful.
- C. These practices help individuals stay present and manage their stress levels.
- D. Incorporating mindfulness into daily routines can lead to a more balanced life.

**Options:**

1. BACD
2. BADC
3. BCAD
4. BDCA

**Question 40**

Arrange the following sentences to form a coherent paragraph:

- A. Art therapy can be a valuable tool for emotional healing.
- B. Creating art allows individuals to express their feelings in a non-verbal way.
- C. It can be particularly effective for those who find it difficult to articulate their emotions.
- D. Through art therapy, people can gain insights into their emotional state and develop coping mechanisms.

**Options:**

1. ABCD
2. ADBC
3. ACBD
4. ABDC

**Question 41**

Arrange the following sentences to form a coherent paragraph:

- A. Many factors contribute to the growth of cities.
- B. Urbanization is a global trend that shows no signs of slowing down.
- C. These factors include economic opportunities, better living standards, and improved infrastructure.
- D. As cities expand, they face challenges such as overcrowding and pollution.

**Options:**

- 1. BACD
- 2. BCAD
- 3. BDAC
- 4. ABCD

**Question 42**

Arrange the following sentences to form a coherent paragraph:

- A. They allow individuals to accomplish tasks more efficiently and effectively.
- B. Technology has revolutionized the way we work.
- C. For instance, communication tools like email and instant messaging have made it easier to stay connected with colleagues.
- D. In addition, project management software helps teams collaborate and stay organized.

**Options:**

- 1. BACD
- 2. BADC
- 3. BCAD
- 4. BDAC

**Question 43**

Arrange the following sentences to form a coherent paragraph:

- A. These pollutants can cause serious health issues, including respiratory problems and cardiovascular diseases.
- B. Air pollution is a major environmental concern.
- C. Industries and vehicles are significant sources of air pollutants.
- D. Reducing emissions from these sources is crucial for improving air quality.

**Options:**

1. BACD
2. BCAD
3. BDAC
4. BADC

#### **Question 44**

Arrange the following sentences to form a coherent paragraph:

- A. This financial support helps students from low-income families access higher education.
- B. Scholarships and grants are available from various sources.
- C. These sources include governments, private organizations, and educational institutions.
- D. As a result, they can pursue their academic goals without the burden of excessive debt.

#### **Options:**

1. BACD
2. BCAD
3. BDAC
4. BADC

#### **Question 45**

Arrange the following sentences to form a coherent paragraph:

- A. Effective leadership involves clear communication and the ability to inspire others.
- B. Leaders must also be adaptable and open to feedback.
- C. These qualities enable them to navigate challenges and guide their teams to success.
- D. Without strong leadership, organizations may struggle to achieve their objectives.

#### **Options:**

1. ABCD
2. ADBC
3. ABDC
4. ACBD

#### **Question 46**

Arrange the following sentences to form a coherent paragraph:

- A. Many people enjoy hiking because it allows them to connect with nature.

- B. Additionally, hiking provides a good workout and improves physical fitness.
- C. It is also an opportunity to explore new places and experience the beauty of the outdoors.
- D. Whether it's a short trail or a long trek, hiking offers numerous benefits.

**Options:**

- 1. ACBD
- 2. ADBC
- 3. ABDC
- 4. ABCD

**Question 47**

Arrange the following sentences to form a coherent paragraph:

- A. These efforts are crucial for preserving biodiversity and maintaining ecological balance.
- B. Conservationists work tirelessly to protect endangered species.
- C. They implement various strategies, such as habitat restoration and anti-poaching measures.
- D. By safeguarding wildlife, they ensure the survival of diverse species.

**Options:**

- 1. BDAC
- 2. BCDA
- 3. BADC
- 4. BACD

**Question 48**

Arrange the following sentences to form a coherent paragraph:

- A. This feature is beneficial for those who frequently travel for work.
- B. Many modern laptops come with built-in security features.
- C. For example, biometric authentication methods, such as fingerprint scanners, provide an extra layer of protection.
- D. As a result, sensitive data can be kept secure even when the laptop is lost or stolen.

**Options:**

- 1. BCAD
- 2. BACD
- 3. BADC

4. BDCA

### Question 49

Arrange the following sentences to form a coherent paragraph:

- A. This approach helps in early detection and prevention of diseases.
- B. Regular health check-ups are important for maintaining good health.
- C. They can identify risk factors and suggest lifestyle changes to improve health.
- D. Consequently, individuals can take proactive steps to manage their health.

#### Options:

- 1. BACD
- 2. BADC
- 3. BDAC
- 4. BCAD

### Question 50

Arrange the following sentences to form a coherent paragraph:

- A. In 1969, Neil Armstrong became the first person to walk on the moon.
- B. This historic event marked a significant achievement in space exploration.
- C. The Apollo 11 mission launched from Kennedy Space Center in Florida.
- D. It was a culmination of years of research and technological advancements.

#### Options:

- 1. CADB
- 2. ACBD
- 3. CBAD
- 4. ABCD

### Question 51

Arrange the following sentences to form a coherent paragraph:

- A. However, the Industrial Revolution brought about significant changes.
- B. This period marked a shift from agrarian societies to industrialized nations.

- C. In the late 18th century, most of Europe was primarily agricultural.
- D. Factories emerged, and urbanization increased rapidly.

**Options:**

- 1. BCAD
- 2. CBAD
- 3. DACB
- 4. ACBD

**Question 52**

Arrange the following sentences to form a coherent paragraph:

- A. World War II began in 1939 with the invasion of Poland by Germany.
- B. This conflict involved many countries and lasted until 1945.
- C. The war had devastating effects on millions of people worldwide.
- D. It ended with the surrender of Germany and Japan.

**Options:**

- 1. ACBD
- 2. ABCD
- 3. CBAD
- 4. DACB

**Question 53**

Arrange the following sentences to form a coherent paragraph:

- A. The Renaissance, a period of cultural and intellectual rebirth, began in Italy in the 14th century.
- B. Artists, scholars, and philosophers sought to revive the ideas and achievements of ancient Greece and Rome.
- C. During this time, there was a renewed interest in literature, art, and science.
- D. The Renaissance later spread to other parts of Europe, influencing various aspects of society.

**Options:**

- 1. ABDC
- 2. ACBD

3. CADB
4. DACB

### Question 54

Arrange the following sentences to form a coherent paragraph:

- A. The Great Depression began in 1929 with the stock market crash in the United States.
- B. This economic downturn lasted throughout the 1930s, affecting countries worldwide.
- C. It resulted in high unemployment rates and widespread poverty.
- D. Governments implemented various measures to stimulate their economies and provide relief to citizens.

#### Options:

1. ABCD
2. ACBD
3. BCAD
4. DACB

### Question 55

Arrange the following sentences to form a coherent paragraph:

- A. The internet, as we know it today, emerged in the late 20th century.
- B. ARPANET, the precursor to the internet, was developed in the 1960s.
- C. It connected computers across different locations, paving the way for global communication.
- D. By the 1990s, the World Wide Web was introduced, revolutionizing information access.

#### Options:

1. ABCD
2. ACBD
3. BCAD
4. DACB

### Question 56

Arrange the following sentences to form a coherent paragraph:

- A. The American Civil War, a significant event in U.S. history, occurred between 1861 and 1865.

- B. It was fought between the Northern states (Union) and the Southern states (Confederacy).
- C. The war was primarily over issues of slavery and states' rights.
- D. Abraham Lincoln served as the President of the United States during this period.

**Options:**

- 1. ABCD
- 2. ACBD
- 3. CADB
- 4. BDCA

**Question 57**

Arrange the following sentences to form a coherent paragraph:

- A. In 1989, the Berlin Wall, which divided East and West Berlin, fell.
- B. This event symbolized the end of the Cold War era.
- C. The Cold War was a period of political tension between the United States and the Soviet Union.
- D. It had lasting implications for global politics and international relations.

**Options:**

- 1. ACBD
- 2. BCAD
- 3. CADB
- 4. DACB

**Question 58**

Arrange the following sentences to form a coherent paragraph:

- A. The First World War began in 1914 and lasted until 1918.
- B. It was a global conflict involving many countries, primarily in Europe.
- C. The assassination of Archduke Franz Ferdinand of Austria-Hungary triggered the war.
- D. This event set off a series of alliances and military actions across the continent.

**Options:**

- 1. ACBD
- 2. ABCD
- 3. BCAD

4. DACB

### Question 59

Arrange the following sentences to form a coherent paragraph:

- A. In 2008, the global financial crisis, triggered by the collapse of major financial institutions, began.
- B. This crisis resulted in widespread economic downturns and job losses.
- C. It had ripple effects across various sectors and countries worldwide.
- D. Governments and central banks implemented measures to stabilize financial markets.

#### Options:

- 1. ABCD
- 2. ACBD
- 3. BCAD
- 4. DACB

### Question 60

Arrange the following sentences to form a coherent paragraph:

- A. In 1963, Martin Luther King Jr. delivered his famous "I Have a Dream" speech during the March on Washington for Jobs and Freedom.
- B. This speech became a defining moment in the American Civil Rights Movement.
- C. The march took place on August 28, 1963, in Washington, D.C.
- D. It attracted over 250,000 demonstrators advocating for civil and economic rights for African Americans.

#### Options:

- 1. ACBD
- 2. ABCD
- 3. CABD
- 4. CBAD

