

# Paragraph Jumbles-Worksheet



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# Paragraph Jumbles Worksheet

Subject: Employability Skills

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Program: Integrated Master of Computer  
Application (4 Years)

Semester: 5

Credits: 2

Contact Hours: 2 in a week/ 30 in a Semester

# Learning Objectives of Paragraph Jumbles

- Paragraph jumbles, also known as sentence rearrangement, have several learning objectives. They improve a student's understanding of paragraph structure, including topic sentences, transitional words, and the logical flow of ideas. They also enhance comprehension and critical thinking skills by requiring students to analyze sentences, identify clues, and determine the most logical order to form a coherent paragraph. Ultimately, paragraph jumbles help students develop a stronger understanding of how sentences connect within a paragraph, which is crucial for both reading and writing.

# Here's a more detailed breakdown of the learning objectives:

## 1. Understanding Paragraph Structure:

- **Identifying Topic Sentences:**
- Students learn to recognize sentences that introduce the main idea of a paragraph, often found at the beginning or end.
- **Recognizing Transitional Words:**
- Students understand how transitional words and phrases like "however," "therefore," and "in addition" connect sentences and create a logical flow.
- **Analyzing Sentence Relationships:**
- Students learn to identify the relationships between sentences, such as cause and effect, comparison and contrast, or addition, by analyzing the context and clues within the sentences.
- **Developing Coherence:**
- Students understand the importance of coherence in paragraphs, ensuring that sentences are logically connected and create a unified whole.

## 2. Improving Reading Comprehension:



# Learning Outcomes of Paragraph Jumbles

- Paragraph jumbles, also known as para-jumbles or sentence rearrangement, are designed to test comprehension and logical reasoning skills. By correctly rearranging sentences to form a coherent paragraph, learners improve their ability to understand and process information, enhance vocabulary and grammar skills, and strengthen their overall writing abilities.

# Key Learning Outcomes:

- **Improved Comprehension:**
- Para-jumbles require students to understand the overall topic, identify the main idea, and grasp the flow of information within a text.
- **Enhanced Vocabulary:**
- By correctly connecting sentences, learners become more familiar with the nuances of language and the relationships between words.
- **Reinforced Grammar Skills:**
- The process of rearranging sentences emphasizes the importance of correct sentence structure and grammatical accuracy.
- **Developed Logical Reasoning:**
- Para-jumbles promote the ability to identify logical connections between sentences and to construct a coherent argument or narrative.

- **Strengthened Writing Abilities:**
- The practice of arranging sentences in a logical order can improve a student's ability to write clearly and effectively.
- **Increased Reading Fluency:**
- By actively engaging with the text, learners improve their ability to skim and scan for key information, which can enhance reading fluency.
- **Better Understanding of Paragraph Structure:**
- Para-jumbles provide a hands-on approach to understanding the typical components of a paragraph, including introduction, body, and conclusion.
- **Enhanced Critical Thinking Skills:**
- Students learn to analyze information, identify key details, and make inferences based on the text.
- **Increased Confidence in English Language Skills:**
- Successfully completing para-jumbles can boost a student's confidence in their English language abilities and encourage them to continue learning.

# What are Paragraph Jumbles?

- Para-jumbles, also known as sentence rearrangement or jumbled paragraphs, are a type of grammar exercise where sentences are presented in a scrambled order and the task is to rearrange them into a logical, coherent paragraph. Essentially, it's a puzzle where you need to understand the flow of information and connect the sentences in a meaningful way.



# Here's a breakdown of what Para-jumbles are:

- **Jumbled Sentences:**
- The sentences within a paragraph are mixed up, and their order is not in a logical sequence.
- **Coherence:**
- The goal is to rearrange the sentences so that they flow logically, create a smooth and understandable narrative, and convey a clear message.

- **Clues:**
- Identifying clues within the sentences, such as pronouns, connecting words, articles, and the overall topic, can help determine the correct order.
- **Practice and Skills:**
- Para-jumbles test a person's ability to understand and interpret text, analyze information, and organize ideas effectively.

- **Test Preparation:**
- Para-jumbles are often found in various competitive exams, including those for bank exams, college entrance exams, and more.
- **Meaningful Paragraph:**
- The rearranged sentences should form a paragraph that makes sense and tells a story or explains a concept

# Tips for solving para-jumbles

- **Read carefully:** Thoroughly read all the sentences provided and try to understand the overall topic and context of the paragraph.
- **Identify the topic:** Try to determine the main subject or idea discussed in the paragraph.
- **Look for connecting words:** Pay attention to words like "and," "but," "therefore," "however," etc., as they can indicate the logical flow between sentences.

- **Follow pronoun references:** Pronouns like "he," "she," "it," and "they" can provide clues about the subject of a sentence.  
**Consider articles:** The use of "a," "an," and "the" can help determine if a sentence is introducing a new subject or referring to something already mentioned.
- **Look for pairs:** Sometimes, certain sentences naturally connect together and form a pair.
- **Practice:** The more you practice, the better you will become at identifying the clues and rearranging the sentences in the correct order.
- **Look for clues about which sentences refer to the same subject.**



# Sample: Para-Jumbles

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

# Sample Para completion question:

- They are the most terrible of punctuation marks in an otherwise optimistic story. Every few months a bombing somewhere in India claims dozens of ordinary lives, killing random unfortunates going about their daily business. The attacks are usually blamed on militant groups fighting Indian rule in parts of divided Kashmir, and on elements of the Pakistani intelligence services that allegedly help them.
- The mighty Indian nation cannot do a thing against these irritant attacks.
- It is an obstacle to ending the rancorous, bloody feud that has scarred the 60 years since independence and partition.
- Blaming Pakistan is the standard response of India's old politicians who cannot think of anything new.
- Each murderous onslaught sets back the painstaking progress India and Pakistan are making.
- India has to be more responsible rather than blaming Pakistan for everything that goes wrong on its soil.

- A. On Monday, the secretary of state is scheduled to hold a day of talks with high-level political, military, and corporate figures to advance a “strategic conversation” aimed at further expanding US trade in India. The goal of these discussions is to further the expansion of US trade in India.
- B. On Sunday, Secretary of State Hillary Clinton of the United States of America arrived in India for a series of strategic meetings. The purpose of these talks is to strengthen bilateral ties and secure more solid backing for the war in Afghanistan.
- C. According to a reporter who was travelling with her, Clinton arrived in Delhi by jet before noon, in advance of the discussions that were scheduled to take place in the evening with Prime Minister Manmohan Singh and President Pratibha Patel.

# Options

- 1. BAC
- 2. BCA
- 3. CBA
- 4. CAB

# Explanation

- This is a question with a relatively simple answer, and I hope that all of you were able to recognise that the correct answer is BCA from Option 2.
- In this particular instance, the correct answer can be determined by looking at the following crucial points:
- Statement B is the optimal way to begin our discussion since it gives us a clear and concise overview of the topics that will be covered in the remaining paragraphs.
- The explanation for the evening comes first in Statement C, followed by the explanation for the next day in Statement A. This progression moves the paragraph forward in the chronological sequence in which the events are scheduled.



# Helpful Hints for Solving Para Jumbles

:

- **1. Establishing the Position of the Opening Statement**

In the Para Jumble, you'll want to find the line that most clearly introduces a person, place, committee, or concept to the reader. That is probably going to be the first sentence that is said.

# Example:

In the peace and quiet of his room, he was looking forward to the experience of unwrapping the presents.

An extravagant party was thrown in honour of Sanjay's birthday.

The guests, however, urged that he open them up then and then.

A number of visitors came to his house with presents, varying in size from large to small.

- First Line of the Introduction: It is quite clear that assertion B needs to go on the first line. This is due to the fact that the entire chapter focuses on birthday celebrations, including presents, guests, and activities. Therefore, the first sentence absolutely needs to provide an introduction to the individual whose birthday it is. In this particular instance, his name is used to refer to him, although in the other phrases, he is simply referred to as "he." Another piece of evidence suggests that the first line of the paragraph is sentence B.

## 2. Establishing the Overarching Concept

Always be able to identify the overarching idea of each Para Jumble. The natural progression of the narrative or the conversation is a significant factor in putting the paragraph in the appropriate order.

### 3. Participate in the Activities

- There will be moments when the Para Jumble contains sentences referring to different activities. In situations like this, the question can typically be handled rather simply by determining which action takes place at what time.

# Examples

1. A. The two neighbours never fought each other.  
B. Fights involving three male fiddler crabs have been recorded, but the status of the participants was unknown.  
C. They pushed or grappled only with the intruder.  
D. We recorded 17 cases in which a resident that was fighting an intruder was joined by an immediate neighbour, an ally.  
E. We therefore tracked 268 intruder males until we saw them fighting a resident male.  
OPT. 1. BEDAC 2. DEBAC 3. BDCAE 4. BCEDA



2. A. He felt justified in bypassing Congress altogether on a variety of moves.
- B. At times he was fighting the entire Congress.
- C. Bush felt he had a mission to restore power to the presidency.
- D. Bush was not fighting just the democrats.
- E. Representative democracy is a messy business, and a CEO of the White House does not like a legislature of second guessers and time wasters.

1. CAEDB 2. DBAEC 3. CEADB 4. ECDBA

3. A. In the west, Allied Forces had fought their way through southern Italy as far as Rome.
- B. In June 1944 Germany's military position in World War Two appeared hopeless.
- C. In Britain, the task of amassing the men and materials for the liberation of northern Europe had been completed.
- D. The Red Army was poised to drive the Nazis back through Poland.
- E. The situation on the eastern front was catastrophic.

1. EDACB 2. BEDAC 3. BDECA 4. CEDAB

4. A. Experts such as Larry Burns, head of research at GM, reckon that only such a full hearted leap will allow the world to cope with the mass motorisation that will one day come to China or India.
- B. But once hydrogen is being produced from biomass or extracted from underground coal or made from water, using nuclear or renewable electricity, the way will be open for a huge reduction in carbon emissions from the whole system.
- C. In theory, once all the bugs have been sorted out, fuel cells should deliver better total fuel economy than any existing engines.
- D. That is twice as good as the internal combustion engine, but only five percentage points better than a diesel hybrid.
- E. Allowing for the resources needed to extract hydrogen from hydrocarbon, oil, coal or gas, the fuel cell has an efficiency of 30 %.

1. CEDBA 2. CEBDA 3. AEDBC 4. ACEBD

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

1. CDBEA 2. ECDAB 3. EDCBA 4. DECAB

# Correct Answers

- 1. (1)
- 2. (2)
- 3. (2)
- 4. (1)
- 5. (3)



# Evaluation Pattern

Evaluation will be conducted using two methods:

**1.Internal Evaluation** – This carries a weightage of **60 marks**, consisting of the following components:

- 1.First Mid-term Exam:** 10 marks
- 2.Second Mid-term Exam:** 20 marks
- 3.Practical Viva Voce:** 20 marks
- 4.Assignment:** 10 marks

**1.External Examination** – Conducted at the university level, this carries a weightage of **40 marks**.

**Note:** The total evaluation is based on **100 marks**. Students must obtain at least **50% of the total marks** to pass the semester.

# Course Syllabus

## Theory:

- **Communication Process:** The magic of effective communication; Building self-esteem and overcoming fears; Concept, nature and significance of communication process; Meaning, types and models of communication; Verbal and non-verbal communication; Linguistic and non-linguistic barriers to communication and reasons behind communication gap/ miscommunication.
- **Basic Communication Skills:** Listening, Speaking, Reading and Writing Skills; Precis writing/ Abstracting/ Summarizing; Style of technical communication Curriculum vitae/resume writing; Innovative methods to enhance vocabulary, analogy questions.
- **Structural and Functional Grammar:** Sentence structure, modifiers, connecting words and verbal; phrases and clauses; Case: subjective case, possessive case; objective case; Correct usage of nouns, pronouns and antecedents, adjectives, adverbs and articles; Agreement of verb with the subject: tense, mood, voice; Writing effective sentences; Basic sentence faults.

# Course Syllabus

## Practical :

- **Listening and note taking;** Writing skills: precis writing, summarizing and abstracting.
- **Reading and comprehension** (written and oral) of general and technical articles.
- **Micro-presentations and Impromptu Presentations:** Feedback on presentations.
- **Stage manners:** grooming, body language, voice modulation, speed;
- **Group discussions; Public speaking exercises;** vocabulary building exercises.
- **Interview Techniques;** organization of events

# Any Questions?

# Thank You