

Paragraph Completion- Worksheet



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Paragraph Completion Worksheet

Subject: Employability Skills

Subject Code: 5193302

Program: Integrated Master of Computer
Application (4 Years)

Semester: 5

Credits: 2

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

Learning Objective of Paragraph Completion

- The primary learning objectives of paragraph completion involve developing comprehension, grammar, and vocabulary skills, while also improving the ability to identify logical connections within a text. Students learn to understand the main idea of a paragraph, recognize patterns in sentences, and choose the best option to complete the missing sentence while maintaining coherence and flow.
- Here's a more detailed breakdown:
- **Comprehension:**
- Students learn to read and understand the overall meaning of a paragraph, identifying key ideas and the relationship between sentences.
- **Grammar and Vocabulary:**
- Completing paragraphs requires students to use their knowledge of grammar, vocabulary, and sentence structure to find the most appropriate word or sentence.

- **Logical Reasoning:**
- Paragraph completion exercises test the ability to understand the logic and flow of a text, ensuring the completed sentence fits cohesively with the preceding sentences.
- **Reading Skills:**
- Students develop their reading comprehension skills, learning to identify the main topic, supporting details, and the overall direction of a paragraph.
- **Essay Structure and Organization:**
- For some learning objectives, students may also learn how to organize their thoughts into paragraphs and understand the components of a paragraph, such as topic sentences, supporting details, and concluding sentences.

Learning Outcome of Paragraph Completion

- Learning outcomes for paragraph completion exercises focus on improving a student's ability to understand and construct cohesive and logical written passages. Specifically, they aim to develop skills in identifying the main topic, supporting details, and overall coherence within a paragraph.

Here's a more detailed breakdown of what a student can gain from paragraph completion exercises:

- **Developing Topic Sentences:**
- Students gain practice in crafting effective topic sentences that clearly introduce the paragraph's main idea.
- **Using Supporting Sentences:**
- They learn to write sentences that provide evidence, examples, or explanations to support the topic sentence.
- **Creating Coherent Paragraphs:**
- Students practice writing paragraphs that flow logically and make sense to the reader.
- **Understanding Rhetorical Modes:**
- They may also learn to identify different paragraph types (e.g., narrative, descriptive, expository) and the writing strategies appropriate for each.

What is Paragraph completion?

- As the name suggests, Para-completion requires you to complete the paragraph in a way that it is coherent and complete. It tests your comprehension skills. All it asks of you is to complete a missing line from a paragraph, and this line is generally the last line of the paragraph

Example:

- The audiences for crosswords and Sudoku, understandably, overlap greatly, but there are differences, too. A crossword attracts a more literary person, while Sudoku appeals to a keenly logical mind. Some crossword enthusiasts turn up their noses at Sudoku because they feel it lacks depth. A good crossword requires vocabulary, knowledge, mental flexibility and sometimes even a sense of humour to complete. It touches numerous areas of life and provides an "Aha!" or two along the way. (_____)
- Sudoku, on the other hand, is just a logical exercise, each one similar to the last.
- Sudoku, incidentally, is growing faster in popularity than crosswords, even among the literati.
- Sudoku, on the other hand, can be attempted and enjoyed even by children.
- Sudoku, however, is not exciting in any sense of the term.

Can you spot the answer here?

- The answer is option 1. The paragraph's central idea is the comparison between crosswords and Sudoku. It first talks about crosswords and then points out how Sudoku is different. In the last two sentences crossword is discussed, hence the next sentence would be how Sudoku is different on the same lines.

Strategy for Para-completion Questions

- Let's take another example to understand the strategy part for these questions:
- Most firms consider expert individuals to be too elitist, temperamental, egocentric, and difficult to work with. Force such people to collaborate on a high- stakes project and they just might come to fisticuffs. Even the very notion of managing such a group seems unimaginable. So, most organizations fall into the default mode, setting up project teams of people who get along nicely.
- The result, however, is disastrous.
- The result is mediocrity.
- The result is creation of experts who then become elitists.
- Naturally, they drive innovations.

Stepwise approach for Para-Completion questions:

- Identify the gist of the paragraph: This paragraph is about negative character traits of expert individuals and how they are avoided by firms.
- Identify the continuing thread of thought : The author leaves us at a peculiar place: how companies choose employees that get along well. These cannot be experts because it is not in their nature to get along well. So it has to be people who are not experts. A simple inference we draw.
- Continue the thread of thought keep in mind the 'first thing' : We continue the inference we have drawn above. People who are not experts are not in a position to drive innovation or become experts. But we cannot say their results will be disastrous as the passage mentions how well they get along. So, we adopt a middle path and the choice that represents this balanced approach, option 2.

Approach to finding the last line of the passage:

- When we are looking for the last line of the passage we have to keep in mind that the last line can be either of the two things.
- The conclusion of the given passage.
- Logical extension of the second last line.
- And in order to find, if any of the given option is a conclusion or logical extension, we can use some tricks.

- **Key words:** In every paragraph there are certain key words that can be easily identified. If you are able to identify these key words they will help in solving the questions and reaching the appropriate conclusion. Now that we have identified the tricks to solve, let us also look at the tricks for eliminating the options.
- Do not get stuck on words.
- Do not get stuck on the last line. The last line is vastly different from the last thought. Para-completion in a way is thought completion.
- Last but not the least, avoid extreme answer choices.

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.

Tips & Tricks for solving Para completion

- **Tone of the passage:** When a passage is written it follows a certain tone. This tone will never be changed abruptly. In case there is an option in which the tone of the passage changes bluntly and suddenly, we can easily eliminate the option. In case of change of tone the author will provide certain hints like the usage of words such as - but, however, although, though etc.
- **Style of the author:** Every author has different style of writing, for example some authors use a lot of metaphors, simile etc. While other authors use a very simple language. While solving the question make sure that the option matches with the style of the author.

Explanation:

- In order to solve this question let us first identify the key words: (The words that are in bold are the required key words).
- **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.*By identifying the key words we can see that they refer to the bombings, which are like punctuation marks (those are the pauses that we take), as they kill random people.
- *It is clearly mentioned in the passage that it is the Pakistani militants who help in the killings thereby creating the punctuation marks.
- Once the key words have been identified the options.

Resolve the paradox:

- Scanning the options
- **Option 1:** There is no mention of any action that may or may not be taken by India, and hence can be eliminated.
- **Option 2:** The second statement is a restatement, and hence is eliminated.
- **Option 3:** and **Option 5:** These are clubbed together as they are very similar and both talk of India blaming Pakistan, inspite of India being at fault. This has not been mentioned and thus cannot be derived from the passage.
- **Option 4:** Thus this is the only option left, and by method of elimination, this is the answer.

Practice Questions

- I was only 4 years old when my dad was working with elephants, lions and tigers. ----. When I was 14, I was already taking care of and raising baboons and lion cubs, leopard cats and other animals. At 17, I began working professionally with elephants. I did that for about 8 years and then gave it up. I have been working in the construction business since then.

- A) Elephants and many other animals are just like people
- B) Therefore, I always had animals around me
- C) You have to love them unconditionally
- D) But nothing would happen to elephants
- E) They are the type of animal that demands food all the time

2.

You need a total of about 60 minutes of physical activity a day. Here is the good news. ----. Five or ten minute sessions of physical activities throughout the day are just as good for you. These may include walking, jogging, running, and riding a bike.

- A) It will give you lots of ideas for staying fit and healthy
- B) He regularly takes physical education classes at school
- C) You should turn off that television and get moving instead
- D) A program called "The Fitness Fighters" was started
- E) This does not have to be done all at one time

3.-----. And they are certainly right. Sunscreen protects your skin from ultraviolet light rays. Too much ultraviolet is bad for your skin. If you spend a long time outside without any sunscreen on, you might get a sunburn because of the ultraviolet rays.

- A) Ultraviolet light can get rid of bacteria in eggs and apple and make them safer to eat
- B) Your parents tell you to wear sunscreen when you're outside in the summer
- C) When we are outdoors, we are exposed to pollens and dust, and other irritants
- D) However, they can also trigger asthma attacks, which are more serious
- E) It seems to be the safest way to make food safer before we buy it

Correct Answers

- 1. B
- 2. E
- 3. B

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