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- * किसी भी परिवार के लिए न्यायिक क्षेत्र केवल मेरठ ही होगा।

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IMPORTANT TERMS

Soliloquy: This is a monologue in a play. The character is either alone on the stage or with other characters. Emotions and innermost thoughts of the character are revealed in soliloquy.

Example: Macbeth's soliloquy in Shakespeare's play.....

Is this a dagger which I see before me,

The handle toward my hand? Come, let me clutch thee.

Denouement: This comes from the French word 'denoue' meaning to 'untie'. It is also referred to as Resolution. It is the final outcome in a play, an explanation that reveals all the secrets.

Mime: This is a form of theatre performance, in which action and character are suggested, using gesture, movement and facial expressions without words or sounds. The term comes from the Greek word 'mimos' meaning 'imitator'.

Pantomime: This is a dramatic form of acting, in which an actor silently interprets the entertaining scenes using gestures, emotions and attitudes.

Skit: This is a short, humorous act that is improvised. Skits are usually a one scene story. Skits teach us about the importance of theatre. The most popular formats for skits are musical, comedies or tragedies.

Opera: This is a dramatic work set to music, having no dialogue for singers and instrumentalists. Operas have themes which provide dramatic elements such as conflict, love triangles, murder, jealousy and political strife. They are performed in theatres or an open air stages.

Melodrama: This is a play in which the situations are exaggerated and the language emphasizes actions and effects. It shows a struggle between good and evil with music accompanying the action scenes. Happy endings signal the triumph of good or evil.

Satire: This means sarcasm, irony and ridicule to expose or attack folly or pretension in society. The use of satire refers to the practice of making fun of a human weakness. Satire might be humorous but its purpose is not to only entertain and amuse but to derive a reaction of contempt from the reader.

Burlesque: This is a form of comedy characterized by ridiculous exaggeration. It is derived from the Italian word 'burla' and means a joke or to ridicule.

Parody: This is associated to a particular work. Parody works by keeping a targeted style constant while lowering the subject. Burlesque works by keeping a targeted subject constant while lowering the style.

Caricature: This is writing that explains certain individual qualities of a person and produces ridiculous effect. Caricature is more frequently associated with drawing than writing.

Hyperbole: This is derived from the Greek word. It is a literary technique in which a certain piece of information or feeling is exaggerated intentionally.

Metonymy: This is a word or phrase that is used for another word. It is the practice of substituting the main word with a word that is closely linked to it. Metonymy allows a reader to recognize similarities or common features among terms. A name transfer takes place to demonstrate how two things are associated in some way.

Example: 'crown' for the power of a king or 'dish' to refer to an entire plate of food.

Irony: This refers to playing around with words such that the meaning implied by a sentence or word is actually different from the literal meaning.

Pun: This is a very popular literary device, defined as a play on the sound of words to achieve a humorous effect.

Malapropism: This refers to the practice of misusing words by substituting words with similar sounding words that have different often unconnected meanings.

Alliteration: This is a literary device where words are used in quick succession and begin with letters belonging to the same sound group.

Example: Peter Piper picked a peck of pickled peppers.

Assonance: This is repeating vowel sounds in a line of poetry.

Consonance: This is repeating consonant sounds in a group of words.

Simile: This is a comparison between two unlike things using like or as.

Example: My love is like a red, red rose.

Metaphor: This is a comparison between two unlike things without using like or as.

Example: My love is a red, red rose.

Imagery: This is a language that evokes sensory images.

Example: A host, of golden daffodils

Beside the lake, beneath the trees

Fluttering and dancing in the breeze.

Apostrophe: This is addressing someone absent or dead or something nonhuman.

Example: Busy old fool, unruly sun

Why dost thou thus,

Through windows, and through curtains call on us?

Here the apostrophe is addressing the sun.

Personification: This is assigning the qualities of a person to something that is not human or is not even alive.

Analogy: This is a comparison in which an idea or a thing is compared to another thing that is quite different from it. It aims at explaining that idea or thing by comparing it to something that is familiar.

Example:

The white mares of the moon rush along the sky

Beating their golden hoofs upon the glass Heavens.

Here the analogy is between the clouds and mares. It compares the movement of the white clouds in the sky at night with that of the white mares on the ground.

Onomatopoeia: This is when words are used to convey a certain sound such as buzz, crack, sizzle etc.

Example:

The moan of doves in immemorial elms,

And murmuring of innumerable bees.

Pathetic: This is attributing human qualities and emotions to inanimate objects of nature.

Synecdoche: This indicates a part of something to refer to the whole or a whole to represent a part.

Example:

The western wave was all a flame,

The day was well was nigh done!

Here, the western wave is a synecdoche. It refers to the sea by one of its part i.e. wave.

Couplet: This is two successive rhyming lines that share a similar idea and form a complete thought.

Example:

Good nature and good sense must ever join,
To err is human, to forgive, divine.

Ballad: This is a narrative poem, written in four line stanzas, characterized by swift action and narrated in a direct style.

Example:

Day after day, day after day
We stuck nor breathe, nor motion
As idle as a painted ship
Upon a painted ocean.

Elegy: This is a poem that laments or mourns the death of the individual.

Example:

But O heart! Heart! Heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

Ode: This is a long poem in stanzas, written about someone or something the poet admires or loves.

Sonnet: This is a fourteen line poem, following a rhyming scheme.

Folklore: This includes Fairy Tales, Myths, Legends, Fables. All folklore began as oral tradition, unwritten stories that were passed down from one generation to the next.

Linguistics: This is concerned with the nature of language and communication. It deals both with the study of particular language and the search for general properties common to all languages.

Dialectology: This is the branch of linguistics concerned with the study of dialects and investigation of regional variation in language.

Ethnolinguistics: This is the investigation of the relationship between a people's language and culture. It is concerned with the relations between linguistic and cultural behaviour.

Morphology: This is the study of word formation and inflection. The term morphology is Greek and is made up of morph – meaning 'shape' and logy- the study of something. It is the study of the internal structure of words.

Philology: This is the branch of knowledge that deals with the structure, historical development and relationships of a language.

Phonology: This is the classification of the sounds within the system of a particular language.

Semantics: This is the study of word and sentence meaning.

The Total Physical Response (TPR): This is an approach to teach a second language, is based upon the way that children learn their mother tongue. It is based on listening and this is linked to physical actions. TPR works by having the learner respond to simple commands such as stand up, open the window. The method stresses the importance of aural comprehension. This method is suitable only for beginner levels, not everything can be taught by it and it is not suitable in classes that have a large number of learners.

The communicative Language Teaching (CLT) : This method enables the learner to communicate effectively in the various situations. This approach is based on the idea that learning language successfully comes through having to communicate

real meaning. When learners are involved in real communication, they learn to use the language. The contents of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity and location. Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication at all levels. There is more emphasis on skills, lessons are more learner centered. The teacher acts as a facilitator and learners are active participants in the construction of knowledge, rather than passive recipients of information provided by the teacher or the textbook.

Community Language Learning (CLL): This method was founded by Charles Curran. In this method, attempts are made to build strong, personal links between the teacher and the learner so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student. One of the key ideas is that it is the learners who determine what is to be learned, so that the role of the teacher is that of a facilitator. In the basic form of CLL, 8-10 learners sit in a circle with a small portable tape recorder inside the circle. The teacher, referred to as knower, stands outside the circle. When a learner has decided on something he/she calls the knower and whispers what he/she wants to say in his mother tongue. The teacher whispers the equivalent utterance in English, which the learner attempts to repeat with the rest of the group listening. When the knower is satisfied, the learner records the utterance. This process is repeated by other learners till a kind of dialogue is recorded. The knower replays the recording and transcribes it on the board. This is followed by analysis and questions from the learners. This approach has been criticized as it can involve only a few students. The teacher has to be non-judgemental and highly proficient in the target language and the approach is more suitable for adult learners than children.

The Immersion Method: Immersion means being submerged or surrounded by something. This is a direct language learning approach that has no bilingual support and believes that either one should learn the language properly or not at all. The successful acquisition of a foreign language depends primarily on three factors: the intensity of contact, the duration of teaching and the type of teaching method and the immersion method has proved to be the successful in all three areas. It is mainly a second language learning approach to help learners focus towards the target language by exposing them to real life situations wherein the learners can choose formal or informal language as required. In this approach, technology helps in providing for direct language learning and listening to English songs and watching English movies, helps learners get accustomed to the English language including the use of words in sentences, using body language and pronouncing accurately.

Task Based Language Learning (TBL): This gives learners the opportunity to use English in the classroom just as they use their own languages in everyday life. The focus of the teaching is on the completion of a task which is interesting to the learners. TBL is based on three stages. At the pre task stage, the topic is introduced by the teacher and the learners

engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. At the next stage, the learners in pairs or groups plan and perform the task such as a reading task, a listening task or a problem solving task. Language focus and feedback is the final stage.

The Natural Approach: This is developed by Tracy Terrell and supported by Stephen Krashen. This is a language teaching approach which stresses the similarities between learning the first and second languages. Learners are initially exposed to meaningful language, nor forced to speak until they are ready. This approach is designed to develop basic communication skills, with more emphasis given to comprehension rather than production.

The Lexical Approach: This is developed by Michael Lewis and focuses on the learning and teaching of vocabulary items which are described as word chunks or word combinations. The basic principle of the lexical approach is that lexis is central in creating meaning and grammar plays a managerial role. More time should be spent in helping learners develop their vocabulary and less time on grammatical structures. This approach is based on a computer analysis of language which identifies the most common, useful words in the language or their various uses.

Synonym: This is a word or phrase that means exactly (or nearly the same) as another word or phrase.
Examples: shut is the synonym of close and happy is a synonym for elated.

Antonym: This is a word that is the opposite meaning of another.

Example: The antonym for messy is neat.

Metonym: This is a word, name or expression used as a substitute for something else with which it is closely associated.

Example: crown is the metonym of royalty.

Homograph: This is a group of words that are spelled the same way but have different meanings. Homo means same and graph is related to writing.

Examples: desert means a hot, arid region and also mean to leave.

Homophones: This is a group of words that have the same sound and are pronounced the same way but different in meaning or spelling.

Example: peace and piece.

Homonyms: These are two or more words that have the same sound but different spelling and meaning.

Examples:

deer and dear or their and there.

Note: Homophones are a type of homonym that also sound alike and have different meanings but have different spellings.

Note: Heteronyms are a type of homograph that are also spelled the same and have different meanings but sound different.

	Spellings			Sound
	Homonyms	Homophones	Homographs	Heteronyms
See (eye)	See	See	n/a	n/a
Sea	Sea	Sea	n/a	n/a
To	To	To	n/a	n/a
Too	Too	Too	n/a	n/a
Two	Two	Two	n/a	n/a
There	There	There	n/a	n/a
Their	Their	Their	n/a	n/a
Lie	Lie	n/a	Lie	n/a
Untruth				
Lie Lie down	Lie	n/a	Lie	n/a
Tear	n/a	n/a	Tear	Tear
Tear	n/a	n/a	Tear	Tear

Hyponym: This is a word with a broad meaning that more specific words fall under. It is a superordinate.

Examples: Pigeon, Crow, Eagle are all hyponyms of bird.

Meronym: This is a word denoting an object which forms part of another object.

Examples: Roof is a meronym of building and Tree is meronym of forest.

Capitonym: This is a word whose meaning changes, based on whether or not it is capitalized. They have the same spellings but different meanings. Capitonyms can be nouns, verbs or adjectives and feature one word as a common noun and the other as a proper noun.

Examples:

March (The month), march (To walk)

Titanic (The ship), titanic (gigantic)

China (The country), china (as in porcelain, ceramic material)

Compound: These words are of three types:

(1) Closed form: When two words are joined together to create a new meaning.

Examples: makeup, notebook

(2) Hyphenated form: When the words are joined together by a hyphen.

Examples: daughter-in-law, son-in-law.

(3) Open form: When the words are opened but when read together, a new meaning is formed.

Examples: post office, full moon.

Contractions: These words are formed when two words are contracted or put together and an apostrophe is added to replace the omitted letters.

Examples: aren't, can't, doesn't, won't, I've, you've, we've, they've, I'm, you're, he's, it's, she'll, it'll, who'll.

Connotation: This is the associations made with words that have the literal or dictionary definition.

Example: 'the autumn leaves were falling' Here autumn is used to signify that something is coming to an end.

Denotation: This refers to the use of the literal meaning of a word.

Example: 'They built a house' Here house is meant as in a building where a family lives.

	Same Sound	Different Meanings / Different	Same Spellings	Different Meanings/ Different
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Idioms: They are words, phrases or expressions that cannot be taken literally and, when used in everyday language, they have a meaning other than the basic one found in the dictionary. Every language has its own idioms.

Example: 'It's raining cats and dogs' means 'it's raining very heavily'.

Proverb: This is an old and short saying in general use, stating a general truth or piece of advice.

Example: 'Pride comes before a fall' means that the moment you start feeling very pleased with yourself, is the moment that things start to go bad.

Phrasal Verb: This is the combination of a standard verb such as make or put with one or two particles.

Examples: pull together, fall through, put down to etc.

Concept Maps: They provide a visual representation of information about a word.

Examples: 'amphibian' can be mapped as follows:
moist skin, cold-blooded

Word Cards: They can be sorted by semantic categories.

Examples: For the theme 'circus' the teacher can make word cards related to the theme such as clown, ring master.

Word Splash: This is a collection of key words chosen from a passage or chapter that learners are about to read. This strategy gives them a chance to relate the new words or concepts to the main topic of the reading.

Crosswords: They involve several useful skills, including vocabulary, reasoning, spelling and word attack skills. To solve a crossword puzzle, a learner must be able to identify and understand the terms being used.

Brainstorming: This gives a key word and new vocabulary is based around it.

Examples: Learners can be given a root word and asked to use prefixes and suffixes to make new words. By brainstorming all the words they can make with the root.

Examples: For the root word 'happy' learners could list the words unhappy, happiness, happily, unhappily, happier etc.

Traditional Grammar: This is the collection of ideas about grammar that Western societies have received from Greek and Roman sources. The main characteristics of traditional grammar relate to usage, diction and style. Basic rules govern the appropriate use of each punctuation mark for correct punctuation. Common internal punctuation marks include the full stop, question mark, comma, colon, semicolon, dash and quotations. This grammar mandates that a sentence contain both a subject and a predicate. A sentence is incomplete without a subject and a predicate.

Prescriptive Grammar: This follows the tradition of the classical grammars of Sanskrit, Greek and Latin so that subsequent generations could understand sacred texts and historical documents. Prescriptive grammar remains common in pedagogy and foreign language teaching. This is no longer popular with modern academic linguistics. Prescriptive grammar rules include that the subject of a sentence must agree with the verb. For example, much is used for uncountable nouns and many for countable nouns or the sentence must begin with a capital letter and so on.

Descriptive Grammar: This is the systematic study and description of a language. It is actually used by speakers and writers. This grammar attempts to describe actual usage and

is interested in what speakers of a language actually say and what they accept as possible in the language.

For instance 'I did not do nothing' as a double negative is used in many dialects of English and considered as grammatically correct in Descriptive grammar. Modern descriptive grammar aims to correct the errors of traditional grammar.

SYNTAX

Simple Sentence: This contains a single, independent clause.

Example: I don't like dogs.

Compound Sentence: This contains two independent clauses that are joined by a coordinating conjunction as but, or ,so etc.

Example: I don't like dogs and my sister doesn't like cats.

Complex Sentence: This contains an independent clause, plus one or more dependent clauses. A dependent clause starts with a subordinating conjunction such as that, because, while, although, where, if.

Example: I don't like dogs that bark at me when I go out for a walk. (There are two dependent clauses here, one beginning with 'that' and the other with 'when'.)

A Compound- Complex Sentence: This contains three or more clauses of which at least two are independent and one is dependent.

Example: I don't like dogs and my sister doesn't like cats because they are too friendly. (Here the two independent clauses are 'I don't like dogs' and 'my sister doesn't like cats' and the dependent clause starts with 'because'.)

Tag Questions: These sentences are with short questions and 'tags, at the end of them.

Example: Versha is good at drawing, isn't she?

Coordinate Adjectives: They are the series of adjectives that make use of commas and can be rearranged and still be grammatically correct.

Example:

She was a kind, generous, loving mother.

She was a generous, loving, kind mother.

Non – coordinate Adjectives: They cannot be rearranged in the series and no commas are used to separate them.

Example:

She has two energetic playful boys. (The adjectives 'energetic' and 'playful' cannot be interchanged as the sentence will become ungrammatical)

Compound Adjective: They have more than one word and usually a hyphen is used to link the words together to show that it is one adjective.

Example:

Please buy a six- foot carpet. (Here, 'six-foot' is an adjective, describing the noun 'carpet'.)

MOOD

Mood is the form, a verb takes to show how it is to be regarded. It shows the attitude of the speaker toward what he is saying. In English, There are three moods:

The Indicative Mood: This expresses facts.

Examples:

The sky is clear tonight.

She stopped during the lecture.

The Imperative Mood: This expresses commands.

Examples:

Clean your room. (Positive command)

Will you please clean your room? (Positive command but polite)

Don't be late.(Negative command)

Could you not be late? (Negative command but polite)

The Subjunctive Mood: This expresses emotion, doubt, desire and possibility.

Examples:

I wish it were still in use.

It is important she attend the meeting.

PHRASES

There are eight types of phrases: noun, verb, gerund, infinitive, appositive, participial, prepositional and absolute.

A Verb Phrase: This is also called a phrasal verb. It is easy to recognize. It consists of a main verb and one or more helping verbs. The main verb is always the last verb in the phrase. There are two types of phrasal verbs: separable (the verb and the preposition can be separated, putting the object in the middle) and inseparable (the object must come at the end because the verb and the preposition must stay together). Inseparable phrasal verbs always behave as a single word.

Examples:

I always **run into** Reema at the mall.(Inseparable)

His students **write** everything he says **down**.(Separable)

A Prepositional Phrase: This begins with a preposition and ends with a noun or a pronoun. This phrase contains no verbs and functions as an adjective or adverb.

Examples:

This announcement **for the play** arrived after it was over.

He walked **into the meeting** just as the principal arrived.

A Participial Phrase: This begins with a past or present participle. Participles are formed from verbs and end in 'ing' or 'ed'.

Examples:

Knowing what I know now, I wish I had never come here. (Present Participle Phrase)

Painted a brilliant white, the small room appeared bigger. (Past Participle Phrase)

An Infinitive Phrase: This is a noun phrase that begins with an infinitive. An infinitive is the word to + verb. This type of phrase functions as a noun, an adjective or an adverb.

Examples:

To get an appointment with him is very difficult. (noun)

He wrote a letter **to raise** funds for the foundation.(adverb)

The decision **to cancel** the holiday was very unpopular. (adjective)

A Gerund Phrase: This is simply a noun phrase that starts with a gerund(verb+ing) plus its related words.

Examples:

Rita's singing is a pleasure to listen to.

I love **getting a book** as a gift.

An Absolute Phrase: This modifies an entire sentence, instead of a single word in the sentence but cannot stand alone as a complete sentence. The absolute phrase has two parts: a noun + a participle.

Examples:

Her **work completed**, Reena went home. (noun+participle)

Weather permitting, we shall meet in the evening.

(noun+participle)

Noun Phrase: This is a word or group of words in a sentence that acts like a noun.

Examples:

All the children were sleeping.

An Appositive Phrase: This restates a noun and consists of one or more words.

Examples:

A cheetah, **the fastest land animal**, can run 70 miles an hour.

CONJUNCTIONS

Conjunctions connect or join together words, phrases, clauses or sentences.

Coordinating Conjunctions: They connect two equal parts of a sentence. They can join words to words, phrase to phrase and a clause to a clause.

Examples: and, but, or yet, so etc.

Most children like chocolates **and** ice cream. (word to word)

Meet me at the club **or** at the mall.(Phrase to Phrase)

What you want and what you need are two different things. (Clause to Clause)

Sunordinating Conjunctions: They connect two unequal parts(dependent and independent clauses). They join two clauses together but in doing so they make one clause subordinate upon the other.

Examples: after, unless, although, until, lest, whenever, as if, wherever, whether, because, while, before, since, so that, etc.

I am staying in **because** it is raining.

Even if it rains, I am going out.

I an going out **after** the match.

Conjunctive Adverbs: They are conjunctionsthat join independent clauses together. The first clause is followed by a semi-colon.

Examples:

I wanted to see a movie; however, my friend wanted to see a play.

Correlative Conjunctions: They are used in pairs.

Examples:

He needs **not only** money **but also** a place to stay.

Either go home **or** stay here.

Morphemic Strategies: They are based on the knowledge of how the meaning of a word influences its spelling.

Metacognitive Strategies: This is a preparation for learning. This includes how to accomplish a task and what tools are needed to accomplish a task.

Cognitive Strategies: This is interacting with the contents either mentally or physically.

Social or Affective Strategies: This includes interacting with others to facilitate learning.

Krashen's Theory of Second Language Acquisition

This model consists of five main hypothesis:

The Acquisition Learning Hypothesis: This is the most important of all the hypothesis in Krashen's theory and the most popular among linguists. According to Krashen, there are two independent systems of second language performance 'the acquired system' and 'the learned system'. 'The acquired system' or 'acquisition' is a subconscious process in which children acquire their first language.'The

learned system' or 'learning' comprises a conscious process which results in conscious knowledge about the language for example, knowledge of grammar rules. According to Krashen, learning is less important than acquisition.

The Monitor Hypothesis: This explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the initiator while the learning system performs the role of the monitor or the editor. The role of the monitor should be minor, being used to correct deviations from normal speech and to give speech a more polished appearance.

The Input Hypothesis: This attempts to explain how the learner acquires a second language. The input hypothesis is only concerned with 'acquisition' and not 'learning'. The learner improves when he or she receives second language input. For Example: If a learner is at a stage I then acquisition takes place when he or she is exposed to comprehensible input that belongs to level $i + 1$.

The Natural Order Hypothesis: This states that learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. This hypothesis suggests that teachers cannot change the order of a grammatical teaching sequence.

The Affective Filter Hypothesis: According to Krashen, one obstacle that manifests itself during language acquisition is the affective filter that is influenced by emotional variables that can prevent learning. This filter does not impact acquisition directly but prevents input from reaching the language acquisition part of the brain. Learners need to feel that they are able to make mistakes and take risks. This relates directly to Krashen's hypothesis of the affective filter.

The Social Educational Model: This model is developed by R.C Gardener (1982). It is mainly for L2 learning and looks specially of second language acquisition in a classroom, rather than a natural environment. Motivation is defined as the learner's orientation with regard to the goal of learning a second language. Motivation is divided into two basic types: integrative and instrumental. Integrative motivation is characterised by the learner's positive attitudes towards the target language group. Instrumental motivation underlies the goal to gain some social and economic reward through L2 achievement so motivation is very important factor in L2 achievement.

Cognitive Academic Language Learning Approach Model: This is also called CALLA. This is an instructional model that was developed to meet the academic needs of learners learning English as a second language. This model includes 5 steps which are:

Preparation: Teachers concentrate on specific learner information, by finding out more about their background.

Presentation: The teacher incorporates the right learning strategies for a specific task.

Practice: Learners will practice the strategies with the new information.

Evaluation: The teachers will evaluate how well they worked.

Expansion: Teachers encourage more practice and wish that all the learners come out of their shortcomings.

Interdependence or Iceberg Hypothesis

This model is developed by Jim Cummins. This model reveals the relationship of the first language to the learning of another language. According to this model, both languages are directly linked to an abstract common system. In other words, this is a non-linguistic system which can be accessed by the different languages. The two languages are kept separate. Each is spoken in a specific situation.

Jim Cummins differentiates between social and academic language acquisition as Basic Interpersonal Communications Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

BICS (Basic Interpersonal Communication Skills): They are language skills needed in social situations and describes the development of conversational fluency in the second language. It is the day to day language needed to interact socially with other people. The language required is not specialized. English language learners use these skills when they are in informal settings (playground, in the school bus, at parties and so on)

CALP (Cognitive Academic Language Proficiency): This refers to formal academic learning. This includes listening, speaking, reading and writing about subject. It includes skills such as comparing, classifying and evaluating. The language also becomes more cognitive. New ideas, concepts and language are presented to the learners at the same time. Learners need time and support to become proficient.

Stages of learning a Second Language: The stages are following:

Pre Production: This is also called 'the silent period' when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual. English language learners may have up to 500 words in their vocabulary but they are not yet speaking. Some learners will repeat everything you say. They are not really producing language but are parroting it. English language learners at this stage, will need much repetition of English.

Early Production: The learner begins to speak using short words and sentences but the emphasis is still on listening and absorbing the new language. There will be many errors at this stage. This stage may last up to six months and learners will develop a receptive and active vocabulary of about 1000 words.

Speech Emergence: Speech becomes more frequent, words and sentences are longer. Vocabulary continues to increase and errors begin to decrease. Learners by now have developed a vocabulary of about 3000 words. They will ask simple questions that may or may not be grammatically correct.

Beginning Fluency: Speech is fairly fluent in social situations but the learners will struggle to express themselves due to gaps in vocabulary.

Intermediate Fluency: Communicating in the second language is fluent. The learner is able to speak almost fluently in new situations but there will be gaps in vocabulary knowledge. Now learners have developed a vocabulary of 6000 active words. They are beginning to use more complex

sentences. At this stage, they will use strategies from their native language to learn in English.

Advanced Fluency: The learner communicates fluently in all contexts. At this stage, the learner may still have an accent and use idiomatic expressions. It takes learners from 4 to 10 years to achieve cognitive academic language proficiency in a second language.

General Theories of First Language Acquisition

The Imitation Theory: This states that children learn language by imitation and analogy when they hear speech around them and copy it. Imitation is important in phonological development. Children develop regional accents suggesting they imitate the sound around them.

The Innateness Theory: According to Chomsky, children put words together in new ways, creating meaningful sentences they have never heard before. Chomsky believed that the human brain comes into the world with a predetermined set of rules for how language works. Children learn rules of language and apply them in their own way. He believes that we are born with an innate ability to learn language through a language acquisition device an area in our brains that makes learning language such a natural event.

Important Points

Gradable Adjective : Intelligent

Ellipsis: An ellipsis is a series of dots that usually indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning.

SLI: Specific Language Impairment

CLD: Child Language Disorders

Four types of motivation: integrative, instrumental, intrinsic and extrinsic.

Dialect: A particular form of a language which is peculiar to a specific region or social group.

CUP: Common Underlying Proficiency

FLA: First Language Acquisition

BICS: Basic Interpersonal Communicative Skills

CALP: Cognitive Academic Language Proficiency

CALLA: Cognitive Academic Language Learning Approach

Monologue: Speech by one person

Jigsaw Activity: Different groups of learners receive complementary information about a topic.

Fossilized Error: A learner has made so often that he or she believes it is correct.

DELTA: Diploma in English Language Teaching To Adults

EAP: English for Academic Purposes

ESOL: English for Speakers of Other Languages

Skimming Material : used to understand the gist.

Realia: Real Objects

Logomachy: A dispute over words

Polysemous: Have more than one distinct meaning

Skim Reading: To get the general idea of the text.

Morphology: The way a language builds words by putting small, meaningful units together.

Register: language style used in speech or writing.

Kinesics: Body movements

Linguistic profiling: the analysis of a person's speech and writing.

RP: Received pronunciation

Elision: when sounds and syllables are omitted during speech.

Imaginative Function: language used to create an imaginary world.

Informative Function: any language used to obtain information.

Personal Function: language used to express personal preferences and the identity of the speaker.

Heuristic Function: any language used to obtain information.

Regulatory Function: used to influence the behaviour of others.

Interactional Function: language used to exchange information.

Code Switching: use of more than one language, dialect or register in an interaction.

Lingua franca: a shared language, primarily used for business, education and political reasons.

Pidgin: a language used for business.

TBL: Task Based Language Learning

CLL: Community Language Learning

CLT: Communicative Language Teaching

TPR: Total Physical Response

Feminine rhyme: a rhyme on two syllables in which the last syllable is unstressed.

Remedial Teaching

From the ancient time, able teachers have been trying to make the way smooth for their students by effacing their defects and difficulties related to learning. Like doctors who provide good health by treating different diseases of people teacher also remove the learning related defects and turn them to motivate towards learning.

Meaning of Remedial Teaching

Diagnosing testing the remedial teaching go hand in hand. Diagnosing testing is meaningless and useless without remedial teaching.

'To remedy' means to cure defect. Therefore, remedial teaching is providing instructional correctiveness. It is a process of filling up the gaps in the previous learning, a process of removing distortions that have crept in to pupils learning. It is a type of instructional through which errors are corrected and repetition of earlier flaws is prevented. It is a purposeful effort to reinforce the forgotten parts introduced earlier. To sum up, it is an instructional effort to upgrade underachievers by remedying their previous mistakes.

On the way of being a successful teacher, every teacher remains curious to know about his students, difficulties and its standard. Afterwards he tries to provide remedy for it. In simple words, Remedial teaching is the teaching in which, after finding learning-difficulties an effort is made to remove those difficulties.

Need and Utility of Remedial Teaching

Remedial teaching is useful to pupils and teachers because of following reasons :

1. It fills up the gaps that have crept into pupils learning.
2. It provides for reinforcement of that parts or structures that are forgotten due to improper use.
3. It rectifies the concepts in English that have been misconcept.
4. It provides correct and necessary foundation which is useful for future learning.

5. Under achievers are promoted to put in more efforts to update their learning as a result of which there is homogeneity in the class.

Procedure of Organizing Remedial Teaching

Procedure of organizing remedial teaching involves four steps. They are :

(A) Classification of Underachievers-

The pupil's who commit similar errors in the corner of English learning can be grouped together.

Principle to be followed- For effective remedial teaching, following axiom should be followed :

1. Some errors and unaccepted norms creep into learning because of factors like dearth of motivation, poverty, bad health, in-effective teaching. Therefore, sympathetic treatment is necessary. It is a part of remedial teaching.
2. Emotional security and motivation should be provided to the pupils.
3. Accuracy of diagnosis and correct classification should be ascertained.
4. Multi-media approach should be used.
5. Skills of reading and writing should be developed together with good study habits.

(B) Selection of Correctives-

Selection of correctives depend on the nature of errors and cause of those errors.

(C) Use of Correctives-

Once a diagnosis is made, classification of pupil is properly made and corrective and properly selected, the correctives can be put to use. Correctives can be applied individually i.e., one pupil at a time or to a group. The teacher who takes up the remedial teaching should have a suitable attitude and skill. Remedial teaching cannot be equate on the basis of daily teaching, it is called a **compensatory teaching**.

(D) Evaluation of Outcomes from Remedial Teaching-

Evaluation is said to be a continuous process. Therefore, effectiveness of correctives, method used and the difference in achievement in the corner of under achievement should be evaluated. The diagnostic test given earlier to detect flaws can be treated as the pretest. The same test can be used as the test. The average scores of two tests can be compared. A significant difference between the two average score would mean that application of correctives and use of methods have resulted in remediation. If not, suitable modifications are needed. Thus, evaluation refers not only to average scores but in each and every aspect of diagnosis and remediation.

Objectives of Remedial Teaching

The main objectives of remedial teachings are following:

1. To improve initial errors.
2. To remove students knowledge-related errors.
3. To teach the students necessary habits, skills and mental habits.
4. To increase the ability and efficiency on the basic of text-books.
5. To give undesirable interest and point of views of the students a desirable form.
6. To create self confidence in the students.
7. To develop good qualities and habits in the students.
8. To reduce the mental tension of the students.

Methods of giving Remedial Teaching

To give remedial teaching to the students, following methods can be used :

1. To study learning-related demerits of the students personally and tell methods to remove them.
2. To arrange teaching after dividing the students in different groups according to their personal differences and problems.
3. To arrange teaching after keeping the needs of the students in mind and making small groups of those students.
4. To remove the errors of the students occasionally.
5. To find out the teaching related weaknesses, shortcomings and bad habits of the students and remove all such problems.

Memorable facts of Remedial Teaching

Following things should be kept in mind for remedial teaching:

1. Starting of the teaching with teaching aid by keeping in mind the ability of the students.
2. To remove the weakness of the meek, weak and coward students through adventurous incidents narrating motivational stories.
3. To tell the students that everybody can read, make progress, everybody has talents and capabilities, by doing so teacher can increase their strength and self confidence.
4. To include useful activities, accepted by the students, Unnecessary pressure and tensions badly affects the students.

Principles of Helping Pupils with Learning Difficulties

1. Teaching preparation.
2. Devise various learning activities.
3. Teaching approaches.
4. Provide clear instructions.
5. Design meaningful learning situations.
6. Summarize the main key points
7. Encourage pupil's active participation in class activities.
8. Enhance learning interest and motivation in students.
9. Focus on the learning process.
10. Show concern for the performance of individual pupils.

The Process of Remedial Teaching

1. Curriculum Adaptation.
2. Home-work policies.
3. Formulation of teaching plans.
4. Teaching activities, aids and supporting materials.
5. The setting of learning atmosphere.
6. Remedial teaching strategies.
7. Reward scheme.
8. Handling pupil's behavioural problems.
9. Development of generic skills.
10. Assessment and record on the basis of learning.
11. Liaison with parents.
12. Co-ordination with other teachers and professionals.

Multi-Media Materials (Teaching Aids)

In teaching, the teacher conveys some concepts to students. To convey the concept more efficiently and successfully to students, the help of some verbal-visual material things is taken. Those things are called audio-visual aids. Audio-visual aid is an instructional aid that can be heard as well as seen. The word 'audio' refers to hearing and visual refers to seeing. All aids, whether visual or audio, are effective in the class-room, mainly through the two senses of hearing and sight that is by Ears and Eyes. Audio-visual technology is related

with instructional technology. Broadly speaking, audio-visual aids include all the various means and techniques which a teacher may collect from his resources and display them to make the teaching appear genuine.

We know that teaching and learning are two distinctive process. Teacher teaches and students learn from teacher. In teaching learning process teacher uses something to make his teaching learning process effective. The material and aids which are used by teaching to make his teaching very effective is called teaching aids and instructional material. The language teaching is not a static process but it is a dynamic process. We know that English is second or foreign language. So the teaching material and instructional material play vital role in teaching learning process.

“Audio-visual material aids help benefit from planned experiences of persons, incidents, things and cause and effect relations.” – Crow and Crow

“Audio-visual materials are those sensory objects or images which initiate, stimulate and reinforce learning”.

Types of Multi-Media Materials

1. Visual Aids- Visual-aids appeal only to eyes. Following are the main visual aids-

Cartoons, Text book, Globe, Black-board, Flash-card, Real-object, Flannel-board, Museum, Picture, Charts, Maps, Models, Slides and Film strips, Epidioscope

2. Audio Aids- All those materials which function as aids by appealing to the ear only, are called audio-aids. They are usually used to form speech habit, It helps and encourages the students to speak and pronounce properly. The following are the main audio aids:

Audio : Radio, Tape-recorder, Gramophone, Headphone, Linguaphone

3. Audio-Visual-Aids – These are the aids which appeal to both ears and eyes i.e. hearing and sight. These aids are expensive. The following are included in it :

- (1) Film
- (2) Television
- (3) Video Cassette Player
- (4) Video Compact Disc Player
- (5) Drama

4. Computer Assisted Language Learning.

Need, importance and uses of Audio-Visual Aids- While stressing the need and importance of audio-visual aids Kothari Commission observes- “The supply of teaching aids to every school is essential for the improvement of the quality of teaching. It should indeed bring about an educational revolution in the country.” Even National Policy on Education (1986) recommended the use to teaching aids, especially improved aids to make teaching-learning more effective, durable and genuine. The importance of audio-visual aids can be understood from the following angles :

- 1. Clarity
- 2. Attention and interest
- 3. Supplement oral teaching
- 4. Serves as motivators
- 5. Dispel class-room monotony
- 6. Make learning permanent
- 7. Use of maximum senses as well as ‘IQ’.
- 8. Based on maxims of teaching

- 9. Provide direct experience
- 10. Save time and energy
- 11. Introducing variety
- 12. Fixing up and recalling the knowledge
- 13. Encouraging activity
- 14. Meeting the individual differences
- 15. Development of scientific attitude
- 16. Direct and representative experience.
- 17. Promotion of international understanding.

Advantage of Audio-Visual Aids

Audio-Visual aids are an asset in the hands of a novice teacher. Such a teacher can depend upon these aids. He/she proves successful in teaching. He becomes confident and he is able to teach efficiently. During the teacher training programme use of audio-visual aids is necessary to use. Gradually the teacher can go on reducing dependence on these aids.

The audio-visual aids have the following advantages:

- 1. Bring clarity.
- 2. Reduces verbalism.
- 3. Develops various skills among students.
- 4. Gives reality to the learning situation.
- 5. Arouses curiosity.
- 6. Provide variety in the classroom situations.
- 7. Teaching learning process becomes interesting.
- 8. Goods substitutes for the real object.
- 9. Helpful in meeting out the varied requirement of the students.
- 10. As English is a second or foreign language, audio-visual aids make the learning easy.
- 11. They are helpful in creating a natural environment of the subject-matter being taught in the class.

Characteristics of Good Aids

A few characteristics of good aids are enlisted below:

- 1. They are accurate.
- 2. They are realistic.
- 3. They are meaningful and they always stand to serve a useful purpose in teaching.
- 4. They are according to the mental level of the learners.
- 5. They are large enough to be seen by the students for whom they are used.
- 6. They aids are not at standard and upto date in every respect.
- 7. They are simple, cheap and may be improvised. They are not very costly.
- 8. They motivate the learner. They capture the attention of the pupils.
- 9. These aids are not only for entertainment but these are informative also.
- 10. They are useful for supplementing the teaching process but cannot replace the teacher.

Where to use the Audio-Visual Aids

Audio-Visual aids are used where:

- 1. The subject-matter is too intricate. The teacher by using the aids, can explain the unit more clearly and efficiently.
- 2. The matter is quite big to describe.
- 3. The subject-matter is too far distance to be actually view.
- 4. The subject is too small to be seen by the entire class.
- 5. The subject is too complicated to explain.

6. To introduce new vocabulary.
7. To explain the ideas or thoughts in a better way.

Languages Skills

Introduction –

There are many skills which are necessary for learning English. Language educators have long used the concepts of four basic language skills:

1. Listening
2. Speaking
3. Reading
4. Writing

We should develop all these skills in the students who are required to learn English. Listening and speaking are fundamental skills. These skills should be developed properly during the teaching-learning programmes of school going children. Learning to speak a language is always the shortest road to learning to read it and to write it.

Speaking and listening are the basic steps of learning language. These are fundamental skills of English language. These skills are used by both literate and illiterate person but reading and writing are used by literate person only, listening and speaking are complementary to each other. These are intimately related to each other, though listening is recognition skill and speaking is production skill. In the teaching of English due emphasis be laid on the development of skills of listening and speaking.

Generally speaking, it is emphasised that we first teach listening, then speaking then reading and writing. However, in real life situations of language communication, these skills are interdependent in many ways, even though can be taught independently to some extent.

Listening Skill

This is related to audio sense. It is a passive activity. Listening occurs when someone is speaking. Listening means that audio sense makes sense to the sound which is created by speech. It helps a person in understanding.

The skill of listening can be developed through a systematic teaching. Listening operates on two levels-

1. Recognition and
2. Selection.

Listening must be developed among students therefore practice should be given to students in two kind of speech-

1. Formal
2. Informal.

A child should be trained in both form of speech.

Condition for Listening

The listening skill requires the following condition for its situation of happening:

1. The sound created by the speech must have some sense or meaning. The sound should be supported by the action.
2. The person should be attentive to the sound which reaches his audio sense.
3. The person should be able to understand meaning of words conveyed through sounds.
4. The person should have favourable attitude to the speech or sound by speaking.
5. The audio sense of the person should be normal.

The Objectives of Listening Skill

The listening skill has the following objectives:

1. It makes speech effective.
2. Listening is the basis of good learning of the language.
3. In teaching-learning situation the students are the passive listeners.
4. It facilitates the verbal interaction among the person and the group.
5. The main objective of listening is to develop the understanding of concept, facts, ideas and feelings.
6. One can react properly only after listening actively and attentively.
7. Speaking is co-related with listening.

Functions of Listening

1. Listening for locating.
2. Listening performing physical task.
3. For putting things into sequential order.
4. Transferring information from one place to another.
5. Listening for perception (The power of understanding).

Authentic Listening Activities

1. Exercise in class.
2. Students should listen T.V. and Radio.
3. Face to face conversation with a teacher who is good at conversation.

Listening in Real-life

There are two ways in which we listen:

1. Casual Listening – Sometimes we listen with no particular purpose in mind and often without much concentration. Examples of this are listening to the radio while doing homework. Usually, we do not listen very closely we listen only something. Afterwards we may not remember what we have heard at that point of time.

2. Focused Listening- When we listen carefully with a particular purpose to find or get some information we need to know. For example, listening to then news on the radio. In these situations also we listen but not with equal concentration, we only listen what a relevant to us and what we think is important for us. Usually, we know beforehand what we want to listen and this helps us to listen better and in proper way we remember the same.

Besides these we have appreciative listening, critical listening and discriminative listening.

The weakness that affect Listening (English)

1. Inadequate range of words and phrases that are understood.
2. Inability to maintain attention.
3. Inability to understand fast speech.
4. Inability to understand pronunciation other than the personal or regional pronunciation.

Following remedial measures may be adopted by listening properly

1. For this the students should enrich their vocabulary knowledge.
2. Dictation helps in sharpening attention. Listening to broadcasts or recordings or film also help in it.
3. Specially prepared recordings and tape recorders can also be of great help.
4. The students should learn correct pronunciation for each word.

5. For the removal of his the teacher can adjust his speed and clarify to the capacity of the class and then gradually speed up.

Speaking Skill

Introduction –

Development of speaking skill has an important role to play in the teaching of English. The ability to understand spoken English is needed in ordinary conversation, exchange of greeting and receiving orders as directions. The ability to speak English is needed in communicating with other people, foreigners and people from other states of the country. Speaking is the productive skill in the oral mode. It, like the other skills, is more complex than it seems at first and involves more than just pronouncing words.

Listening Situations

There are three kinds of speaking situations in which we find ourselves.

(i) interactive (ii) partially interactive and (iii) non-interactive.

Micro-Skills- Here are some of the micro-skills involved in speaking. The speaker has to :

1. Use correct forms of words. This may mean, for example, changes in the tense, cases or gender.
2. Put words together in correct word sequence.
3. Use vocabulary appropriately.
4. Make clear to the listener the main sentence constituents, such as subject, verb, object by whatever means the language uses.

Function of Speech

Speaking skill is the basis of good learning of the language. In fact, this strengthens the foundation of language learning. One who is good in oral work is expected to be good in reading and writing. Speaking is the important ground work for every other stage of learning English.

Techniques for Speaking Skill

The following are the main techniques for speaking skills.

1. Question-Answers
2. Role play
3. By performing action
4. By showing a picture or chart
5. By showing a film
6. By giving an outline of a story, and
7. Through oral composition

8. Reproduction technique- It has the following main activities :

- (i) The teacher produces a sound and asks the students to reproduce it. It is done first in chorus, then in groups and after that individually.
- (ii) The teacher speaks word one by one. The students listen to him and reproduce those words one by one. This practice is carried on in chorus in groups and then individually.
- (iii) The teacher speaks full sentence one by one. The students listen to him carefully. Then they are asked to speak those sentence. Sufficient practice is given to them.

Advantages of Speaking and Listening Skill

1. It improves the comprehension ability of the students.
2. The students find a lot of pleasure and excitement in oral approach.
3. They are able to develop the skill of speaking.

4. The students become good in listening. They try to listen comprehensively.
5. It lays the foundation of good speech.
6. It helps the students to form the habit of using correct sentence patterns or sequences.
7. It removes hesitation and shyness of the speaker.
8. It makes the student active participant in the process of teaching learning skill.

Suggestions for Speaking-Learning

1. The classroom should be divided into small groups.
2. Good teacher should be there to teach the class as they can manage even the over crowded classes.
3. The teacher should have a sympathetic and considerate outlook.
4. The teacher should try to make oral work interesting.
5. Activities through situation will help the students to learn the language skills.

Reading Skill

Reading is a most useful and important skill. It is more important than speaking and writing. Reading is a source of joy. Listening and speaking are the reproductive aspects and reading and writing are the productive aspects of language skills. The learners of English must know reading English because reading opens the gate of knowledge.

Reading is the process of looking carefully at written or printed symbol and translating them into the spoken symbols. It is a composite activity that takes place as a unit of action. Reading provides opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentence, paragraphs and texts.

Reading is the respective skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly developed literary tradition. Reading can help to build vocabulary that helps listening comprehension at the later stages, particularly.

Here are some of the **micro-skills involved in reading.** The reader has to:

- * decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sound and symbol. In a pictograph system, it means associating the meaning of the words with written symbols.
- * recognise vocabulary.
- * pick out key words.
- * such as those identifying topics and main ideas.
- * figure out the meaning of the words, including unfamiliar terms.
- * Vocabulary from the (written) context.
- * Detect sentence constituents, such as subject, verb, object prepositions etc.

Types of Reading

There are mainly six types of reading :

1. Loud reading,
2. Silent reading,
3. Intensive reading,
4. Extensive reading,
5. Supplementary reading,
6. Library reading.

(1) Loud Reading- This is also known as oral reading. While teaching loud reading, the teacher should emphasise on correct pronunciation. He should correct the wrong pronunciation immediately and give a drill of correct pronunciation to the entire class.

Advantages :

1. Students follow the model reading of their teacher and thus learn the right method of reading.
2. This develops the skill of speech and giving lectures.
3. Mistakes concerning pronunciation can be correct quickly.
4. It trains sensory organs-eyes, ears, and mouth-because in loud reading they work in co-ordination.
5. Student learns by imitation.

(2) Silent Reading- While doing silent reading the student should concentrate his attention in understanding the subject matter or topic. It means that reading should be silent without disturbance from any quarter. Silent reading is regarded as the most important aspect of reading.

Advantages:

1. Obviously the speed in silent reading is more than in the case of reading aloud, so it saves time and energy.
2. It develops the ability to read with interest.
3. After reading a passage the students can translate it in their own language.
4. It initiates self education and deep study.
5. In later life silent reading has immense value in public places.

(3) Intensive Reading- Intensive reading means the detailed study of the prescribed prose/passage. Intensive study is, therefore also called as detailed study. Intensive reading requires concentration on the subject-matter.

The Objectives of Intensive Reading

1. To promote a deeper knowledge of the language on subject-matter and power of expression.
2. To enable the pupils to understand, the matter and write English language correctly.
3. To develop the habit of thinking in English among the students.
4. To enable them to pronounce the words correctly.
5. To enable them to know the language completely by heart.

Steps in Intensive Reading

Following steps should be taken for intensive reading:

1. Selection of the topic
2. Introduction of the topic
3. Presentation of text.
4. Model reading
5. Loud reading
6. Explanation
7. Testing the comprehension level of students.

Advantages

- (i) It increases the active and accurate vocabulary.
- (ii) It helps in learning grammar.
- (iii) It explains the meaning.
- (iv) It improves the power of expression.
- (v) It is the most effective method of teaching the subject-matter.

(4) Extensive reading- It is also known by the means of rapid reading or independent reading. Extensive reading has been strongly recommended by Indian Education Commission

(1964-66). The chief purpose of extensive reading is to concentrate upon the subject-matter. Extensive reading means to read silently and quickly in order to understand the subject-matter.

Objectives

1. To enable the students to understand the meaning of the passage and prose as clearly as possible.
2. To increase the accurate and active vocabulary of students.
3. To develop an interest for reading in the students.
4. To promote the habit of self study in students.
5. To develop the power of concentration in students.

Steps in Extensive Reading

Following are the steps in extensive reading:

- (i) Introduction
- (ii) Silent reading
- (iii) Questioning
- (iv) Recapitulation.

In the procedure of extensive reading it is desirable to have the following two points in mind as advised by **Thomson and Wyatt :**

- (i) The matter must be understood by readers in order to increase interest, and
- (ii) The matter should be read rapidly, and quickly otherwise interest will flag.

Advantages

1. It keeps the entire class busy and active.
2. It helps in assimilation of ideas and thoughts.
3. It increases vocabulary.
4. It has high '**transfer of learning**' value, since it prepares students for library reading.

(5) Supplementary Reading- The function of supplementary reading is to supplement the work of intensive reading. Supplementary reader should be of a standard of language, so that the students may read and understand it with someone's help.

Advantages

1. The word and phrases occurring in the textbook occur again in supplementary reading. In this way, they become firmly established in the mind of pupils.
2. The pupil develops a habit of reading.

(6) Library Reading- Library reading is like supplementary reading. It encourages extensive reading but both differs at different points. The important points about library reading are:

1. It is not a supervised reading.
2. It is not done in a formal situation of classroom.
3. It is not done in set lessons.

Methods of Teaching Reading

There are seven main methods of teaching reading:

1. Alphabetic method
2. Syllabic method
3. Word method
4. Phrase method
5. Sentence method
6. Story method
7. Phonic method

Aims of Teaching Reading

1. To read English with accuracy.
2. T read with fluency.

3. To read with correct pronunciation.
4. To read with understanding.
5. To enable pupils to take pleasure in reading.
6. To enable pupils to form a habit of reading.

Writing Skill

Writing is one of the most important skills of learning a language. The skill of writing should follow the skill of listening speaking and reading. But it is not less important than those skills. The student should be taught to write English correctly and legibly. The real test of their knowledge of the language is their ability to express their ideas in written form.

How to teach 'writing'?

According to Bell "Writing is a difficult art, it requires complete control of muscles of the hand and wrist and this control a small child does not naturally possess." Hence, the need for how to write?

Writing involves the following grounds:

1. Teaching to develop the skill of controlling the small muscles of the fingers and the wrist, while writing.
2. Teaching co-ordination of hand and eye.
3. Getting students do various exercises in written work.
4. It helps the students to write correct and legible English.

Stages and Methods of Teaching Writing

The teaching of writing English should go through following stages:

I. Stage- The first stage is related to motivation. First of all the pupils should be motivated to learn writing. The teacher, for this, can use various **Motivational techniques**.

II. Stage- This stage is very important. It is related to penmanship, i.e., giving knowledge of writing letters of the alphabet. There are four method of teaching penmanship:

1. Kindergarten Method
2. Tracing Method
3. Free Imitation Method
4. F.G. French's Method

III. Stage- It is related to writing words and sentences. The aim of the teacher is to teach the writing of words and sentences. He emphasises uniformity, clarity, cleanliness and attractiveness in writing. For this, various type of exercises should be given as :

1. Copying – The teacher writes the words, sentences or phrases etc., on the black board and students do its copy carefully and neatly.

2. Calligraphy- A model word or sentence is written on the first line of the note book. Students are asked to write the same word or sentence a number of times below the model word or sentence clearly and neatly.

3. Dictation- The aim of dictation is to educate the pupils and to examine their way of writing. It is helpful in producing a spelling consciousness among the students. It facilitates understanding. Errors of writing can easily be detected and thereafter corrected.

4. Composition Writing- In this stage the aim of the teacher is to prepare the students to do composition work without anyone's help. Various exercises can be undertaken for this purpose as illustrated below:

- (i) Writing letters
- (ii) Writing short stories

(iii) Construction of sentences in proper sequence.

(iv) Construction of single sentences etc.

Methods of Teaching Writing

There are **four methods** generally used for teaching how to write:

1. Kindergarten Method- It is based on the principles of Kindergarten method of education. Under this method a Kindergarten box is used. In it there are pieces of wood or plastic of different shapes. By joining these pieces, the letters of English alphabet (both capital and small) can be formed.

2. Tracing Method- This method requires the learner to make movements over the printed or written letters with a pen or pencil held in his hand. The letters of English alphabet are either written in dotted lines or in a frame. The teacher writes letters in this manner in the notebook of students and asks them to pass their hands over the letters.

3. Free Imitation Method- In this method children copy out the letters as written by the teacher on the board. Bell suggests that the model letters should be written on flash card. It is called 'free' because a student copies it down according to his own perception and retention.

4. F.G. French's Method- F.G. French has suggested that beginners should not be taught writing letters straight. Instead, they should be first taught to do some hand movements either with finger in a tray of sand or with chalk on a brown paper.

Learning

The process of learning starts right from the birth. Man learns throughout the life. In the beginning child is helpless and depended on others but slowly he tries to adapt himself according to his environment. In this process of adaptation, the action from which he tries to take advantage was called tearing by the psychologists. Learning is comprehensive word. Learning is based on natural reactions. Learning is a life-long process from birth till death.

Learning a language requires the operation of an innate capacity possessed in all human beings. In our schools many subjects are taught. English is taught as second language because particular practice is given to the students so as to learn English. In order to learn English, the help of mother-tongue is taken.

There are three main categories of philosophical frameworks under which learning theories depends-

1. Behaviourism
2. Cognitivism
3. Constructivism.

Behaviourism focuses only on the objectively observable aspects of learning, cognitive theories look beyond behaviour to explain brain-based learning and constructivism views learning as process in which the learner actively constructs or builds new ideas or concepts.

Definition of Learning

1. Gates- "Learning is modification of behaviour through experience and training."

2. Shinner- "Learning is a process of progressing behaviour adoption."

3. Crow and Crow- "Learning is the acquisition of habits, knowledge and attitude."

Effective Method of Learning

1. Learning by doing
2. Learning by Observation
3. Learning by Experimenting
4. Learning by Group Method
5. Project, Dalton & Basic Method
6. Learning by Mixed Method
7. Organization of Learning Process

Stages of Learning

Learning, in case of all persons, proceeds through five stages. These are as follows:

1. The first stage is **'acquisition'**. During this stage, the person learns as new task.
2. The second stage is **'influence'/ 'proficiency'**. During this Stage, the person learns to perform the new task to a higher degree of accuracy.
3. The third stage is **'maintenance'**. During this stage, the person is able to perform the task independently, even after teaching has ended.
4. The fourth stage is **'generalization'**. During this stage, the person learns to generalize the learned skills/tasks to other situations or environments. In other words he is able to perform the task in situations other than the ones in which he had learnt it.

Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers of first language acquisition, which studies infants, acquisition of their native language, rather than second language acquisition, which deals with acquisition (in both children and adults) of additional languages. The capacity to acquire and use language is a key aspect that distinguishes humans from other organisms.

Acquisition Stage

'Acquisition' means learning to do something new. During this stage, a new task is introduced to the child. Remember that initially the child will make mistakes. Gradually, over a period of time, he will learn to perform the activity more accurately.

Strategies to be used during acquisition stage

Following steps are described below while teaching a new task to the child :

1. When teaching the child something new for the first times show him how to do the task and then ask him to do it again (demonstration).
2. Depending upon the child's ability, you might need to give him verbal instructions at each and every step along with the demonstration or you may need to give him physical help to do the task.
3. Verbal instructions given during training the child to learn, the new task should be the same to the day one to the next, as children get puzzled if the instruction are changed too quickly.

4. Appreciate the child when he does task appropriately. It helps in motivating the child to carry on with the learning. This appreciation also called giving reinforcement.
5. Give feedback to the child regarding how he performed in the activity.

Principles of Language Teaching

Language teaching is based on the following principles :

1. Language learning should start orally.
2. A unit of language is a sentence not the words, therefore teacher should proceed from word to sentences.
3. Second stage is to proceed from speaking to written teaching.
4. In speaking or oral teaching, A student should listen attentively. Listening is an important skill.

1. Principal of Learning by doing- The main focus of language teaching is to develop the four skills- reading, writing, listening and speaking. Only after having command on these skills one can use language properly in speaking and writing form. For this one should have practice of listening attentively, so that he can respond well. Pronunciation drill is essential in language teaching.

2. Principle of Practice- Practice is any field, help in moving towards success. The practice of a language develops perfection of language, efficiency and fluency of language. In the beginning of learning any language, one learns alphabets of the language then he starts forming words and sentences. This leads to writings paragraphs, answer to a question, essays etc., and with the writings skill he also develops speaking skill of the language. So everything depends on practice.

3. Principal of Imitation- Imitation is the best way to learn anything but for this it is necessary that whosoever is imitated should have perfection in displaying his art. A language is learnt through natural imitation. A student learns or acquires the style of speaking and writing as demonstrated by his teacher. It is very essential that the pronunciation, spelling and use of grammar should be imitated correctly and at the same time the teacher should teach rightly.

4. Principal of Motivation and Interest- If we start taking interest in anything we learn with interest and if we get proper motivation the percentage of our interest increases. A language teacher's job is to motivate and develop interest for learning language. Herbert has suggested the following rules for making teaching interesting :

1. New awareness should be based on previous knowledge.
2. There should be variation in teaching lesson and to make it interesting.
3. The question technique should be used to make students active and involved in teaching.
4. Teacher should use appropriate teaching aids and devices.
5. Teacher should organise debate and classroom discussion for developing expression ability.

Methods of Teaching English

A method is concerned with how to teach and not with what to teach. The best teaching method is one that helps a teacher in achieving the aim that he has in his mind. The method of teaching is a tool that helps the teacher in his job. A method must include four things-Selection and gradation of linguistic material, the techniques of presentation and

practice by the pupil. The teacher should first define motto and then he should try to achieve these aim by those methods which may prove helpful to him in attaining the desired aims.

The method used to teach English can be divided into two parts :

1. Old methods
2. New Methods.

1. Old Method

Two methods mainly come in this group, e.g.

(A) Translation-cum-Grammar Method

This method is also known as classical method. It is the oldest method and came in India with the Britishers. It has no psychological base but has two main philosophical bases.

These are –

- (1) Grammar is the soul of the language.
- (2) A Foreign language can be easily learnt through translation.

As a matter of fact this method has been followed everywhere specially where there is need of learning a second language other than the mother-tongue of regional language has been felt. Text book occupies an important place in this method because there is :

1. enough reading material,
2. specific graded vocabulary,
3. provisions rules of grammar, and
4. each lesson with some new words.

Using this method the teacher starts with the meaning of words, translating them into mother tongue. A teacher also explains the meaning of the words and phrases.

Advantages of the Translation-Cum-Grammar Method

1. This method saves teacher’s labour. It is convenient and easy for the teacher to make their pupils understand, and clear enough.
2. This unit of teaching is word and not sentence.
3. It is convenient for the teacher because material aid is not required.
4. This method can easily be used even in the over crowded class-rooms.
5. It explains grammatical rules, therefore it gives correct knowledge of English.
6. Rules of grammar can be taught easily with the help of grammar of native language.
7. Pupils reading in Hindi-medium schools find it easier to learn English through this method.
8. The method is very useful and convenient in developing the art and skill of translation.
9. It is based on the principal of “from known to unknown”. Children usually start learning a foreign language when a sufficient background in their mother-tongue is prepared.
10. Translation from the foreign language into the mother-tongue enables the learners to develop their vocabulary very quickly. This is the easiest way of expanding vocabulary and gaining knowledge.

(B) Direct or Natural Method

The direct method of teaching a foreign language came as a reaction against the Translation-Cum-Grammar Method. It is also called as the Natural Method. The main aim of this

method is to establish a bond or a link between the thought, expression, experience and language. It aims at teaching English directly. It helps in creating the ability to think and speak in foreign language with good pronunciation.

Mr. H.E. Palmer has described the following essential features of direct method of teaching English :

1. Translation in any form is excluded in the programme of teaching English.
2. The meaning of words are taught by means of objects or by natural contexts and appropriate actions.
3. Oral teaching proceeds with any form of reading and writing.
4. Grammar when it is taught, is taught inductively.

Aims of Direct Method

1. To make the pupil think in English.
2. To develop in the pupil an understanding for language sense which we all possess in varying degrees in the mother tongue.
3. It helps the pupil to express his thoughts and feelings directly by means of English, not by taking help of mother tongue.
4. To enable the pupil to acquire the ability to grasp and learn, also to group the sense of what he hears or reads in English.

Advantages of the Direct Method

1. This method is interesting because it is full of activity.
2. It covers some main aims of teaching English. According to **Champion** they are :
 - (i) To make pupil to think in English.
 - (ii) It helps the pupil to acquire the ability to grasp the sense of what he hears or reads in English as he grasp it in his mother tongue.
 - (iii) To develop in the pupil that instinctive, learning language sense which we all have in different degree in his mother tongue.
3. The direct method teaches the English language in the same way as the child learns his own mother tongue. The language is taught through demonstration and conversation. That is why, it is also called as **‘The Natural Method’**.
4. It is calculated to give the pupil, a real command over the English language.
5. The direct association with the English words, phrases and their meaning helps in understanding English in a better way and the student develops a better expression in speech and in writing.
6. The pupil can speak fluently, they can also write neatly, quickly and correctly.
7. The use of objects, pictures, models, illustrations, actions, speech demonstrations etc., make the lesson real and interesting.
8. This method is interesting because it is full of activity.
9. Understanding of English language becomes easier.
10. It lays emphasis on the development of speech ability.

New Methods of Teaching English

1. Dr. West’s New Method

This method is named after the name of the inventor of this method- **Dr. M.P. West**. It is also known as **‘Dr. West’s method.’** The method of Dr. West was a reaction against the **‘Direct Method’** that laid emphasis on establishing a direct

link between the words and its meaning without the interference of student’s native language. Dr. West believed that most of the Indians require only a passive knowledge of English.

Dr. West was of the opinion that in India, English is taught due to following reasons :

- (i) English promotes internationalism and brotherhood.
- (ii) It is a medium of communication among people of different parts of the world.
- (iii) No Indian language is rich in the field of science.
- (iv) English broadens mental faculties.

Emphasis on Developing Reading ability

The main aim of teaching English according to Dr. West is development of reading ability. He emphasised on this ability because-

1. Indian children have less opportunities to speak English. **H.A. Carledge** points out, “of the four skills involved in language learning, listening, reading and writing- The one which is likely to be the most useful for students of a foreign language is reading.”
2. Reading is a ‘**Passive**’ activity which means a respective command of language. The passive work is like the boss of active work. Therefore emphasis should be given to reading.
3. **Kirkam** think- “Reading a language is the shortest road to learning to speak and write it.”
4. The ‘**Surrender Value**’ of reading is very high. According to Dr. West, surrender value means-proportionate amount of benefit derived from attending an incomplete course of instruction. Students after leaving schools, can continue self-education by reading English material.
5. They can also develop a taste and interest for English literature.
6. By reading, pupils can have an idea of the structure of English (Grammar).
7. Reading will facilitate speaking and writing.
8. To acquire reading ability is easier than acquiring speaking ability.

2. Substitution Method

This method is also known as ‘Substitution Table Method’. Substitution in one of the teaching techniques. **H. E. Palmer** adopted this technique of substitution table and gave it a shape of teaching method. The substitution method was devised to supplement the direct method. Despite all its merits Direct method is an incomplete method as it lays stress on oral work, ignores the use of mother tongue and follows the inductive method of teaching grammar. The substitution method removes these defects by supplementing the direct method.

Palmer defines it as “a process by which any model sentence may be multiplied indefinitely by substituting for any of its word or other word groups of the same grammatical family and within certain semantic limits.”

Type of Substitution

There are three types of substitution.

(1) Simple Substitution-

Such tables are those where variables are interconnected and cannot be changed. For example :

- (i) This table is made of Iron

- (ii) This toy is made of plastic
- (iii) Hindi is spoken in India
- (iv) French is spoken in France.

Substitution Table

Table (A)

1	2	3
This table this toy	Is made of	Iron Plastic

Table (B)

1	2	3
Hindi French	Is spoken	India France

In the substitution table (A) ‘**is made of**’, are the constant words and words of column 1 and 3 are variables. These variables cannot be interchanged. In the same way, ‘**is spoken in**’ are the constant words in the substitution table (B) and words of column 1 and 3 are variables. It cannot be said that this table is made of cloth or French is spoken in England.

(II) Compound Substitution

Such table are those in which variable are interchanged. For example :

Madhuri is a good singer.
Rani is a good dancer.

Substitution Table

1	2	3	4
Madhuri			Singer
Rani	is a	good	dancer

In this substitution table 3 variables of column 1 and 4 can be interchanged.

(III) Grammatical Substitution

Such table are those where grammar is taught by grammatical substitution. The following table explains the grammatical points of using ‘am, are, is’ with different pronouns.

Substitution Table

1	2	3	4
I	am		
We			
You	are	going to	School
They			
He	is		
She			

3. Bilingual Method

The Bilingual method is comparatively a recent method invented by Prof. C. J. Dodson of wales. He claims that this method is very effective in the teaching of a foreign language. It is a mid-way approach between the grammar-translation method and the direct method. The word bilingual applies to a person who knows two languages. The first language of a child is that of his parents, but a second language is learnt either for purpose of education or because of historical, political and social reasons. In this method, mother-tongue is used to explain the meaning of words, phrases, idioms,

sentence structures and grammatical rules. This method carries the merits of translation-cum-grammar method, direct method and structural approach.

Merits of Bilingual Method

Following are the merits of Bilingual Method :

1. It gives emphasis on speech practice.
2. It saves the time, labour and energy of the teacher.
3. It does not need trained teachers.
4. Audio-visual aids are not much needed.
5. Students taught by this method, learn much more than the children taught with the help of other methods.

Methods of Teaching Grammar

Grammar is the science of language. It is an analytical and terminological study of sentences.

According to **Chomsky**- "It is simply a system of rules that in some explicit and well defined way assign structural descriptions to sentences."

According to **Dr. Sweet**- "Grammar is the practical analysis of a language-its anatomy."

The various methods for the teaching of grammar are :

- (1) The traditional Method.
- (2) The Inductive-Deductive Method.
- (3) The Informal Method.
- (4) The Correlation Method or The Incidental Method.

1. The Traditional Method- Under this method, grammar is taught with the help of grammar book containing definitions, rules, exercise and examples etc. The teacher gives various examples to students to make the definition clear.

2. The Inductive-Deductive Method- This method is most suitable because it is in accordance with the modern method of teaching i.e., from known to unknown, from simple to complex, from concrete to abstract and from particular to general. This method is successfully used to teach grammar. Inductive means to proceed from observation to rules. Deductive means to proceed from rules to observation and examples.

Following steps are followed in this method :

- (i) Systematic presentation of examples and illustrations.
- (ii) Observation and analysis of examples.
- (iii) Generalization.
- (iv) Application of the rule.
- (v) Practice of the examples of rules.

3. The Informal Method- This method advocates the teaching of grammar not by rules but by usages. By continuous practice of using words while speaking, reading and writing, grammar can be learnt.

4. The Incidental or Correlation Method- In this method grammar is taught incidentally. Grammatical rules and their implications are explained along with the teaching of text-books. In this way, students can know the practical use of grammatical laws.

Role of Listening and Speaking

Instructors want to produce students who, even if they do not have complete command of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Integrating Metacognitive Strategies-before Listening

Plan for the listening task.

- * Set a purpose or plan in advance what to listen to and for.
- * Decide if more linguistic or background knowledge is required.
- * Determine whether to enter into text from the top down or from the bottom up (focus on the words and phrases)

During and after Listening

Monitor comprehension-

- * Verify predictions and check for Incorrect guesses.
- * Decide what is and is not important to understand and learn
- * Listen/view again to check comprehension
- * Ask for help

After Listening- Evaluate comprehension and strategy use-

- * Evaluate comprehension in a particular task or corners
- * Evaluate overall progress in listening and in particular types of listening tasks.
- * Decide if the strategies used were appropriate for the purpose and suitable for the task.
- * Modify strategies if needed.

Reading Aloud- A student's performance when reading aloud is not a reliable indicator of student's reading ability. A student who is perfectly capable of understanding a given text when reading silently may stumble when asked to read aloud. In addition, reading aloud is a task that students will rarely, if ever, asked to do outside of the classroom. As method of assessment, therefore, it is not authentic and genuine. It does not test a student's ability to use reading to accomplish a purpose or achieve a goal.

Comprehension Questions- Instructor often use comprehension questions to test whether students have understood what they have learned. In order to test comprehension appropriately, those questions need to be coordinated with the purpose of reading. If the purpose is to find specific information, comprehension question should focus on that information. If the purpose is to understand an opinion and the arguments that support the facts and purpose comprehension questions should be asked about those points.

Authentic Assessment- In order to provide authentic assessment of students, reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading the lesson. It must have a purpose other than assessment. It must require students to demonstrate their level of reading comprehension by completing some task.

Role of Listening, Speaking, Reading and Writing

1. Pt. Nehru-"English is our major window on the modern world" and hence its importance in our school and college cannot be minimized.

2. During the British rule in India, English language enjoyed the key position in the life and educational set up of the country. But after the independence this position took a set back as it was replaced to some extent by our national language Hindi and other regional languages as medium of instruction yet we cannot avoid. English as it is a gateway to the mundane culture. Its importance in these days of science and technology cannot be under estimated.

The fundamental objectives of teaching English in our schools and colleges are four fold :

- (i) Listening
- (ii) Speaking
- (iii) Reading
- (iv) Writing

These are very essential for teaching any language. The first of the four fundamental of teaching English is to enable the students to understand English when spoken. For this purpose he should be able to understand and distinguish sounds and sound units. He must differentiate the different sounds and understand the meaning conveyed by sounds. He should also be able to derive the meaning from stress, pitch and the intonation of English language.

Challenges of Teaching in a Diverse Class-room

Our students are diverse in their culture behaviour and ethnicity, their experiences, their learning styles and many other dimension and all of these dimension shape who they are and how they learn. Effective teachers understand this and use a variety of teaching methods to promote student learning. Below are some basic tips on how to teach effectively in a diverse learning environment :

1. Appreciating the individuality of each student is important. While generalizations sensitize us to important differences between groups, each individual student has unique values, perspectives experiences and needs.
2. Articulate early in the course that you are committed to meeting the needs of all students and that you are open to conversations about how to help them learn.
3. As teachers, it is important that we recognize our own learning styles and cultural assumptions, because these styles and assumptions influence how we teach and what are we expect from our students. Being aware of them allows us to develop more inclusive teaching style.
4. As you plan your course, and each class, prepare multiple examples to illustrate your points. Try to have these examples reflect different cultures, experiences, sexual orientations, genders, etc., to include all students in learning.
5. Help students move between abstract, theoretical knowledge and concrete, specific experiences, to expand everyone’s learning.
6. Use different teaching methods (Lectures, small group, discussions, collaborative learning) to meet the variety of learning needs.

If you wish to facilitate the learning process of students with a variety of background and needs, the following points are important :

- (i) Treat all students as individuals with unique strengths, weaknesses and needs rather than as generalized representative of particular racial, ethnic or cultural groups.
- (ii) Employ a variety of teaching styles to respond to the needs of diverse learners.
- (iii) Create an open classroom that values the experiences and perspectives of all students.

Important questions

1. The method of teaching writing is :
 (1) Tracing Method (2) Kindergarten Method

- (3) Imitation Method (4) All of these
2. The Play way Method is used in teaching :
 (1) Spellings (2) Writing Skill
 (3) Vocabulary (4) All of these
3. Which is the feature of good hand writing?
 (1) Speed (2) Legibility
 (3) Distinctiveness (4) All of these
4. One of the following is not a method to teach reading :
 (1) Syllabic Method (2) Phonic Method
 (3) Grammar Method (4) Phrase Method
5. One of the following is not a kind of reading :
 (1) Loud reading (2) Silent reading
 (3) Descriptive reading (4) Supplementary reading
6. Language learning starts from :
 (1) Speaking (2) Reading
 (3) Writing (4) None of these
7. The techniques of speaking skill is :
 (1) Role playing (2) Oral composition
 (3) Reproduction (4) All of these
8. The listening is the function of :
 (1) Audio sense (2) Video sense
 (3) Lingual sense (4) None of these
9. A method of teaching involves the :
 (1) Maxims of teaching (2) Techniques of teaching
 (3) Both (1) and (2) (4) None of these
10. The mother tongue as English is taught by :
 (1) Direct Method (2) Substitutional Method
 (3) Translation Method (4) Bilingual Method
11. The proper order of learning a language is :
 (1) Listening and writing
 (2) Speaking and writing
 (3) Writing, reading, listening and speaking.
 (4) Listening and understanding, speaking, reading and writing
12. The linguistic aims of teaching English relate to which domain ?
 (1) Affective (2) Cognitive
 (3) Psychomotor (4) Rational
13. The general aim of teaching are :
 (1) Fixed (2) Dogmatic
 (3) Pragmatic (4) Historical
14. Who said “English is our major window of the modern world?”
 (1) Pandit Nehru (2) Gandhi ji
 (3) Abraham Lincon (4) Vivekanand
15. The word lingua means :
 (1) Legs (2) Tongue
 (3) Eyes (4) Head
16. Main cause of the downfall of the standard of English in curriculum :
 (1) Overcrowd in the classes.
 (2) Drastical curtailment of the English periods.
 (3) Pupils from no traditions of learning
 (4) All of these
17. The teaching of English-“Mother Tongue is the basis of all work,” This is the remark given by
 (1) Michael West (2) Ryburn
 (3) George (4) None of these
18. Which of the following is not the linguistic principle?

- (1) Language is vocal (2) Language is learned
 (3) Language is directive system
 (4) Language is a system
- 19.** Important Material of teaching reading are
 (1) Black-board and flash card
 (2) Pictures and games
 (3) Action (4) All of these
- 20.** Pictures are helpful in heightening learning.
 (1) Interest (2) Quality
 (3) Material (4) Skill
- 21.** Alphabetic method of teaching reading is also known as :
 (1) Spelling method (2) ABC method
 (3) Both 1 and 2 (4) Word method
- 22.** Correct English speech includes :
 (1) Correct pronunciation skill
 (2) Proper stress skill and correct intonation skill
 (3) Correct speed of speech skill
 (4) All of these
- 23.** Which of the following statement is correct?
 (1) English is taught as a Second Language in India.
 (2) English is a foreign language for Indians.
 (3) English has become a global language.
 (4) All of these
- 24.** Language is a means of :
 (1) Communication (2) Social Control
 (3) Both 1 and 2 (4) None of these
- 25.** The English word 'Language' is derived from the Latin word :
 (1) Illunga (2) Lingua
 (3) Lingau (4) Linagu
- 26.** The technique of evaluation is :
 (1) Rating scale (2) Questioning
 (3) Case history (4) All of these
- 27.** Testing, examining and evaluating the learning of students are essential in :
 (1) Teaching process (2) Learning process
 (3) Teaching learning process
 (4) None of these
- 28.** The rule of teaching grammar at junior stage :
 (1) Grammar then language
 (2) First language then grammar
 (3) Vocabulary then grammar
 (4) Grammar and vocabulary.
- 29.** Which one of the following is not a principle of helping pupils with learning difficulties?
 (1) Devise all the activities
 (2) Teaching
 (3) Meaningful thoughts
 (4) Teacher provides home tuitions.
- 30.** Theoretical grammar is also known as:
 (1) Formal Grammar (2) English Grammar
 (3) Structural Grammar (4) None of these
- 31.** Grammar is the content of English :
 (1) Literature (2) Language
 (3) Both of above (4) None of these
- 32.** The steps in presentation of a lesson include :
 (1) Pronunciation drill (2) Loud reading
 (3) Model reading (4) All of these
- 33.** Teaching of prose includes :
- (1) Essay (2) Story
 (3) Biography (4) All of these
- 34.** Where does a child learn standard form of language?
 (1) At home (2) In society
 (3) In class (4) In School
- 35.** Aim of language is :
 (1) Speech (2) Communication
 (3) Research (4) None of these
- 36.** Communication is called :
 (1) Transport of feelings and ideas to others
 (2) To absorb feelings and ideas
 (3) Exchange of feelings and ideas
 (4) None of these
- 37.** What Language we use first of all?
 (1) Symbolic (2) Oral
 (3) Written (4) All of these
- 38.** Language is learnt through
 (1) Listening (2) Speaking
 (3) Reading (4) Imitation
- 39.** Language is :
 (1) Exchange of thoughts
 (2) Symbols of Sounds
 (3) Inscribed thoughts and experience
 (4) use of sentences
- 40.** Relationship between education and language :
 (1) Mostly education is given and taken by language
 (2) Language is learnt by education
 (3) Relationship of language and education is unclear
 (4) There is no relationship between education and language.
- 41.** Evaluation is the process of :
 (1) Determining the extent of the achievement of objectives
 (2) Comparing the outcomes of instructor
 (3) Ascertaining the quality, value of outcomes
 (4) All of these
- 42.** The purpose of evaluation :
 (1) To know about behaviour changes
 (2) Relationship building
 (3) Team work (4) All of these
- 43.** The essential elements of evaluation approach are :
 (1) Instructional objectives
 (2) Learning experience
 (3) Change of behaviour
 (4) All of these
- 44.** A laboratory begets an opportunity to bear :
 (1) Response (2) Creativity
 (3) Activity (4) All of these
- 45.** The advantage of text books are :
 (1) Store house of past knowledge
 (2) Motivation for students
 (3) Definite basis for assignment
 (4) All of these
- 46.** A text book can be define as :
 (1) Storehouse of information
 (2) Compilation of printed sheets of paper
 (3) Written book containing knowledge
 (4) All of these
- 47.** In which class you would classify radio and television?

- (1) Non-print media (2) Print media
(3) Both media (4) None of these
- 48.** Translation is the best way to :
(1) Improve reading (2) Improve writing
(3) Improve learning (4) All of these
- 49.** Which of the following belongs to the remedy of pronunciation that is:
(1) Phonetic Method (2) Perception
(3) Clipping of Sound (4) None of these
- 50.** Grammar is the content of English :
(1) Literature (2) Language
(3) Both 1 and 2 (4) None of these
- 51.** Which one of the following is the main limitation of the substitution method?
(1) There is no sequence and therefore children learn any isolated sentences
(2) This method cannot be used for teaching grammar systematically
(3) It lays a greater stress in oral work than on written work, which is equally important
(4) Above all
- 52.** Which one of the following method is also called look and say method (or) see and say method?
(1) The Syllabic Method
(2) The word Method
(3) The Phase Method
(4) The Sentence Method
- 53.** In Dr. West's method, there is no place for :
(1) Oral reading (2) Silent reading
(3) Writing (4) None of these
- 54.** The sentence method has :
(1) A psychological and natural method
(2) Develop fluency in speaking and reading
(3) Stresses the meaning of what is read and thus it develops intelligent reading
(4) All of these
- 55.** Dr. West's Method was devised for :
(1) Hindi language children
(2) Bengali language children
(3) Telugu language children
(4) Oriya language children
- 56.** Which one the following is not merit of Bilingual Method?
(1) It gives emphasis on speech practice
(2) it develops the habit of independent reading
(3) Audio-visual aids are not much needed
(4) It is suited to all the types of school located in rural or urban areas
- 57.** Which method is fairly common in England and in some of the European schools in India?
(1) A, B, C or Alphabetic Method
(2) Phonetic Method
(3) Word Method
(4) Syllabic Method
- 58.** Which one of the following is not characteristics of Bilingual Method?
(1) Word for word translation is not done
(2) Translation is done by the teacher only to explain the subject matter
(3) Situations are created by giving the mother tongue equivalent of English words
(4) In the initial stage, it lays emphasis, purely on oral work
- 59.** The merit of the strong method is :
(1) It is a psychological method
(2) It arouses interest in reading activities
(3) It provides a complete unit of through because it carries the children through a series of events which have a beginning sequences and an end
(4) Above all
- 60.** In which teaching method, words of one sentence are substituted by other words?
(1) Direct Method
(2) Translation-cum-Grammar Method
(3) Substitution Table Method
(4) Bilingual Method
- 61.** Substitution Table Method was adopted by :
(1) Dr. West (2) Prof. C. J. Dodson
(3) H.E. Palmer (4) Dalton
- 62.** Which method is also known as Spelling method?
(1) Alphabetic Method (2) Phonetic Method
(3) Syllabic Method (4) Word Method
- 63.** Prof C.J. Dodson is associated into which method?
(1) Direct Method
(2) Bilingual Method
(3) Substitution Table Method
(4) Translation-cum-Grammar Method
- 64.** Which one of the following is the method used in remedial teaching opinion by Yoakam and Simpson?
(1) Incidentally, as in the past
(2) By the case-study or clinical method in which individual pupils are segregated for treatment
(3) Both 1 and 2
(4) None of the above
- 65.** One of the main disadvantages of Dr. West's method is :
(1) Pronunciation of the students cannot be improved because undue emphasis is given on reading
(2) Reading and writing are ignored
(3) It develops the habit of translation in thinking
(4) It needs trained teachers.
- 66.** Which of the following is the main feature of Phonetic Method?
(1) It is easy to apply
(2) It is logical, economical and graded
(3) It is complete as regards the phonetic elements
(4) All of the above
- 67.** According to Dr. West's new method reading can be divided into :
(1) Two parts (2) Three parts
(3) Four parts (4) Five parts
- 68.** Which one of the following is disadvantage of Dr. West's new method?
(1) It does not enhance vocabulary of students
(2) It does not develops the habit of independent reading
(3) The use of mother-tongue at times makes the easy task difficult
(4) This method totally ignores the other three aspects of the language learning writing, speaking and understanding.
- 69.** The Direct Method is also called as the :

- (1) Classical method (2) Natural Method
(3) Passive Method (4) Substitution Method
- 70.** Which one of the following is demerit of situational approach?
(1) It is not suitable for lower class
(2) Trained teachers are not required for it
(3) Text-books cannot be taught by this method
(4) Any sentence patterns can be taught by this approach
- 71.** Which one of the following is not an advantage of Translation-cum-Grammar Method?
(1) It is economical
(2) It is based on the principle of 'from unknown to known'
(3) Comprehension of students can be tested by this method
(4) It is more effective for the students of primary stage
- 72.** Translation-cum-Grammar Method is based on three principles :
(1) Translation interprets the words and phrases of the foreign language in the best possible manner
(2) The foreign phraseology is best assimilated in the process of interpretation
(3) Sentence is the unit of speech
(4) The structures of the foreign languages are best learnt when compared with those of the mother-tongue.
- 73.** Translation-cum-Grammar Method is also called as the :
(1) Direct method
(2) Classical method
(3) Dr. West's method
(4) Bilingual method
- 74.** Which one of the following method is old method?
(1) Dr. West's Method
(2) The Substitution Table Method
(3) Bilingual Method
(4) Translation-cum-Grammar Method
- 75.** Dr. West was principal of the training college in :
(1) Berlin (2) Dacca
(3) Kolkata (4) London
- 76.** Oral and written composition including conversation :
(1) 5 periods a week (2) 3 periods a week
(3) 2 periods of a week
(4) None of these
- 77.** Free composition may also be called :
(1) Unguided composition
(2) Uncontrolled composition
(3) Both 1 and 2
(4) None of the above
- 78.** According to whom, "The standard to aim at is the power to understand ordinary English speech spoken at a normal speed"?
(1) Findlay (2) Champion
(3) Wren (4) Dr. West
- 79.** Who explains the meaning of the Direct Method. "The direct Method is a method of teaching English directly. To teach English directly is to establish a direct or immediate association between experience and expression, between the English word, Phrases or idiom and its meaning"?
(1) Champion (2) Kirkman
(3) O' Grady (4) Dr. Wyatt
- 80.** Text, oral and written work on text, reading spelling, pronunciation, and grammar :
(1) 8 periods a week (2) 3 Periods a week
(3) 4 periods a week (4) None of these
- 81.** Who says, " The Direct Method expresses neither move nor loss than the theory that languages should be taught by direct connection with objects and living ideas. In order to form the direct bond between thought and expression, no use of mother tongue is to be made, so that the habit of thinking in the foreign language may be formed as can by as possible"?
(1) Dr. West (2) Dr. Breton
(3) O'Grady (4) Thompson
- 82.** Fundamental laws in the Science of Teaching :
(1) Start from the concrete thing and go on to the abstract idea
(2) Encourage self teaching
(3) Teach through the senses
(4) Above all
- 83.** Jeperson's opinion about the principles of Direct Method is :
(1) The more English that can be got into a lesson, without sacrificing intelligibility, the better
(2) "Translation ought to be used sparingly and at all events it is not necessary to translate whole connected pieces, but merely a word or at the very most, a sentence now and then."
(3) "The principal is that a foreign word or word group, should be associated with its meaning directly."
(4) None of above
- 84.** The Direct Method lays stress on the need of limited :
(1) Vocabulary taught in definite stages
(2) Phraseology taught in definite stages
(3) Both 1 and 2
(4) None of the above
- 85.** Which one of the following is the main principle of structural approach ?
(1) Importance of the child's activity rather than the activity of the teachers
(2) Importance of speech for firmly fixing all ground work
(3) Both 1 and 2
(4) None of the above
- 86.** The term 'direct method' apparently originated in :
(1) India (2) Japan
(3) France (4) German
- 87.** Which one of the following is the aim of structural approach ?
(1) To lay the foundation of English by establishing thought drill and repetition about 275 graded structures
(2) To enable the children to attain mastery over an essential vocabulary of about 3,000 root words of active use
(3) To correlate the teaching of grammar and composition with the reading lesson
(4) Above all
- 88.** Who says the words, "With the key of translation method, the teacher has possession of a document which makes it possible for him to show the student just what error he made in a given piece of work. He knows

that by this method he is capable, year after year, of making corrections that he would be utterly incapable of making it left to his own resources”?

- (1) Faucet (2) Shanti Sarup
(3) Menon and Patel (4) None of these
- 89.** The main difference between bilingual Method and Innovation Method is :
- (1) Bilingual Method makes use of the mother tongue in a restricted manner and Innovation Method makes vehement use of the mother tongue
(2) The teacher only uses the mother language in Bilingual Method but in Innovation Method the teacher as well as the pupils use the mother tongue in explaining the sentences
(3) Both 1 and 2
(4) None of the above
- 90.** Who says that “Only the clever child can profit by Direct Method”?
- (1) Dr. West (2) DR. Breton
(3) Dr. Wyatt (4) None of these
- 91.** The Direct Method of teaching English comes as a reaction against the :
- (1) Modern Translation Method
(2) Traditional Translation Method
(3) Both 1 and 2
(4) None of the above
- 92.** Dr. West's view :
- (1) The principal of the teachers training college, Dacca
(2) The principal of the teacher training college, Bhutan
(3) The principal of the teacher training college, India
(4) The principal of the teacher training college, France
- 93.** The chief advantage of the Translation method is :
- (1) In the sphere of vocabulary getting
(2) A strong memory bond is established
(3) It develops an attitude of exactness and definiteness
(4) Above all
- 94.** Which method is strictly in conformity with the educational principles particular before general concrete before abstract, practice before theory?
- (1) Translate Method
(2) Direct Method
(3) Indirect Method
(4) None of these
- 95.** According to Thompson and Wyatt, the Translation Method is based on the :
- (1) Translation interprets foreign phraseology best
(2) In the process of interpretation the foreign phraseology is assimilated
(3) The structure of a foreign language is best learnt when compared and contrasted with that of the mother tongue
(4) Above all
- 96.** Direct method makes only an :
- (1) Aural-oral appeal (2) Written appeal
(3) Both 1 and 2 (4) None of these
- 97.** The substitution method was devised to :
- (1) Supplement the Direct Method
(2) Supplement the Translate Method
(3) Both 1 and 2
(4) None of the above
- 98.** Which one of the following is the merit of Direct Method?
- (1) a natural method
(2) Easy understanding of English
(3) Fluency of speech and bases of writing
(4) Above all
- 99.** According to whom “Substitution is a process by which any model sentence may be multiplied indefinitely substitution for any of its words of word-groups and other words of the same grammatical family”?
- (1) Palmer (2) Ogden and Richards
(3) Bhardwaj and Suri (4) P. Gurrey
- 100.** Dr. West's Method came as a revolt against the :
- (1) Translate Method (2) Direct Method
(3) Indirect Method (4) All of these
- 101.** Story should be written :
- (1) According to its outline
(2) Different to its outline
(3) Not similar to its outline
(4) Just opposite to its outline
- 102.** Aims of teaching written composition are :
- (1) To enable pupils to organize their thoughts and ideas
(2) To enable students to write legibly and correctly
(3) To give them a good deal of practice in correct use of English words
(4) All of the above
- 103.** In Sentence Method, the evaluation takes place :
- (1) After reading from false cards
(2) After reading from the black-board
(3) After comprehending the subject matter
(4) All the three mentioned above
- 104.** Teaching and testing are important activities from the point of view that they are :
- (1) Similar to each other
(2) Same
(3) Alike
(4) Different from each other
- 105.** Mixed Method combines :
- (1) Word method
(2) Phrase Method and Sentence Method
(3) Story Method
(4) All of the above
- 106.** What does an independent learner do using study skills ?
- (1) Locates information
(2) Gathers information
(3) Stores information
(4) Interprets information
- 107.** The main character of the ‘Teaching’ activity is that :
- (1) The teacher remains passive
(2) The teacher does not guide the pupils
(3) The teacher does not help the pupils
(4) The teacher assists the pupils to find out the answer as much as possible
- 108.** The colour words cannot be taught to the beginners by showing :
- (1) Red pen (2) Yellow ribbon
(3) Water (4) Blue bag
- 109.** Audio-Visual aid is :

- (1) Tape-Recorder (2) Maps
(3) Television (4) Epidiascope
- 110.**Free composition, if introduced to early produces bad results because :
- (1) It gives rise to writing skill
(2) The child is unable to make up his own thought
(3) It gives birth to speaking power
(4) None of the above
- 111.**The right criteria of selecting teaching aids is :
- (1) They should be too costly
(2) They should be presented unnaturally
(3) They should be easy to understand
(4) They should not be teacher-made
- 112.**Visual-aid is :
- (1) Radio (2) Gramophone
(3) Headphone (4) Text-book
- 113.**The natural order of skills is :
- (1) Writing, Listening, Reading, Speaking
(2) Speaking, Reading, Listening, Writing
(3) Listening, Speaking, Reading, Writing
(4) Reading, Writing, Speaking, Listening
- 114.**Which of the following is the advantage of Test-book Method?
- (1) The teacher can plan his teaching well
(2) It helps the teacher to give the home assignment quickly
(3) The method suggests a definite procedure to the learners which they can follow easily
(4) Above all
- 115.**The material like-pictures, charts, models, maps, puppets, are called :
- (1) Production (2) Substitution
(3) Teaching aids (4) None of these
- 116.**Value and importance of teaching English is :
- (1) English is the lingua Franca of the world
(2) It is the language through which we can exchange our views with the people of other countries
(3) If very long association with Indian Life has made it a language of many Indians
(4) Above all
- 117.**The construction of planning consists of :
- (1) Annual plan (2) Unit plan
(3) Daily plan (4) All of these
- 118.**Education in India under the British Government was first ignored, then violently and successfully opposed, they conducted on a system now universally admitted to be erroneous and finally placed on its present footing. In the words of :
- (1) Howell (2) Lord Macaulay
(3) Raja Ram Mohan Roy
(4) None of the above
- 119.**Audio-aid is :
- (1) Charts (2) Lingua phone
(3) Pictures (4) Album
- 120.**Which one of the following is a lack of several facilities in learning and teaching English ?
- (1) The number of students in almost all the classes is very large
(2) Many students are not linguistic minded
(3) The average schools are not well equipped with audio-visual aids
(4) Above all
- 121.**“To make the students pick-up the structure of pattern of a sentence” the aim of teaching :
- (1) Prose (2) Grammar
(3) Poetry (4) Composition
- 122.**The aim of teaching English to Indian school children is :
- (1) To understand the English language when written
(2) To understand it when spoken
(3) To speak it and to write it
(4) Above all
- 123.**Which of the following is the feature of vocabulary?
- (1) Active vocabulary varies from person to person
(2) Active vocabulary of person ‘A’ may be the passive vocabulary of ‘B’ person
(3) Both 1 and 2
(4) None of the above
- 124.**The teaching of grammar must be according to the changes and :
- (1) Development that take place in a language
(2) Undevelopment that take place in school curriculum
(3) Both 1 and 2
(4) None of the above
- 125.**Which one of the following is the aim of teaching spelling in school?
- (1) To make the spelling of words automatic
(2) To develop in children the spelling sense
(3) To enable them to speed additional words as they come across them in their daily writing
(4) Above all
- 126.**Which of the following helps in learning the second language without using the printed text?
- (1) Situations approach
(2) Natural approach
(3) Language immersion
(4) Grammar-translation method
- 127.**Why is story telling most important in an English language class at primary level?
- (1) It is useful for developing integrated language skills
(2) It develops moral values among the students
(3) It improves students vocabulary
(4) It creates fun in the class
- 128.**Which of the following is the highest level of cognitive ability?
- (1) Knowing (2) Understanding
(3) Evaluation (4) Analyzing
- 129.**A primary teacher should introduce reading through
- (1) stories (2) picture books
(3) alphabet books only
(4) phonic teaching
- 130.**If a student is making pronunciation errors the best way to help him/her is to
- (1) provide him/her with correct pronunciation without any humiliation
(2) call his/her parents and complain
(3) scold him/her in class for incorrect pronunciation
(4) mock at him/her in class for incorrect pronunciation
- 131.**Before students start reading a story titled, ‘Brave Bitto’, the teacher initiates a discussion with them on ‘Bravery’.

- What is the teacher trying to achieve through this activity?
- (1) Activate the previous knowledge of students
 - (2) Activate the intellectual stance of students
 - (3) Activate enthusiasm in students
 - (4) Activate the efferent stance in students
- 132.** Mrs. Sinha asks prediction questions as she reads aloud a story to her class III students. She does this to
- (1) improve student's vocabulary
 - (2) make the story interesting
 - (3) focus on comprehension
 - (4) help students remember important details in the story
- 133.** Children's oral language development forms an important foundation for learning literacy. Which of the following classroom practices enables oral language development?
- (1) Memorising and reciting poems individually or in a chorus
 - (2) Chorus reading of a story in the textbook along with the teacher
 - (3) Practising the correct pronunciation of words in a chorus
 - (4) Participating in role-plays on favourite stories
- 134.** Here is a list of tasks commonly included in a language classroom. Which of these sees children as active learners?
- (1) Children work in groups to generate interpretations of a poem
 - (2) Children carefully memorise correct answers to questions on a poem
 - (3) Children write answers to questions given at the end of a poem
 - (4) Children carefully note down answers from the blackboard
- 135.** While teaching children to read, at which point should the teacher focus on comprehension?
- (1) When children reach class II
 - (2) After children have learned how to decode
 - (3) Right from the beginning
 - (4) Once children have mastered phonics
- 136.** Of the following which one is the most important pre-requisite for language learning, whether first or second?
- (1) A structural-situational approach
 - (2) Skills-based instruction
 - (3) A multi-lingual approach
 - (4) An input-rich communicational environment
- 137.** Skilled reading is
- (1) progressive
 - (2) deliberate
 - (3) constructive
 - (4) imaginative
- 138.** Teaching devices are the :
- (1) Tools for teachers
 - (2) Tools for students
 - (3) Tools for school evaluation
 - (4) Tools for parents
- 139.** Language is a subject of :
- (1) Knowledge
 - (2) Cramming
 - (3) Skill
 - (4) None of these
- 140.** Teaching steps for Group Work-Method of English teaching are :
- (1) Determining the work project
 - (2) Group formation
 - (3) Conduction of group work
 - (4) All of the above
- 141.** Written composition can be improved by :
- (1) Checking the written composition seriously
 - (2) Printing out the errors and mistakes
 - (3) Asking questions in the oral preparation stages
 - (4) All of the above
- 142.** The kinds of drill in English teaching are :
- (1) Repetition and chain drill
 - (2) Substitution and completion drill
 - (3) Question answer and transformation drill
 - (4) All of the above
- 143.** Listening and reading are :
- (1) Receptive skills
 - (2) Productive skills
 - (3) Cramming skills
 - (4) None of these
- 144.** The importance of drill work in primary classes by the students is :
- (1) Providing opportunities to hear and speak English in Groups
 - (2) Improving of pronunciation
 - (3) Understanding of proper stress and intonation of English language
 - (4) All of the above
- 145.** Speaking and writing are :
- (1) Confidential skills
 - (2) Receptive skills
 - (3) Productive skills
 - (4) Non creative skills
- 146.** Description in English teaching should be :
- (1) Easy and clear
 - (2) Based on facts
 - (3) Impressive
 - (4) All of these
- 147.** The necessary element which helps in learning English is:
- (1) Imitation
 - (2) Oral productions
 - (3) Reading with understanding
 - (4) All of the above
- 148.** Illustrations can be classified as:
- (1) Verbal and visual
 - (2) Oral and material
 - (3) Both of these
 - (4) None of these
- 149.** Importance of oral composition lies in the fact that :
- (1) The students cannot learn to write sentences
 - (2) The students cannot learn to collect good ideas to write
 - (3) It is useful for giving practice in using the language already learnt
 - (4) It enables the students to misuse the words
- 150.** Exposition is called :
- (1) A form of description
 - (2) An extended view of expression
 - (3) Art of communication vividly
 - (4) All of the above
- 151.** Global listening is not listening :
- (1) for improving recognition of spoken text
 - (2) for specific information
 - (3) without being constrained by preset questions or tasks
 - (4) at different levels of comprehension
- 152.** Eclecticism in language teaching refers to using :
- (1) technology to teach language
 - (2) all the methods to teach language
 - (3) appropriate strategies from various methods of

- teaching
- (4) the best method of teaching
- 153.** When children are introduced to English as a second language :
- (1) they should begin writing first
 - (2) they should read first
 - (3) they should begin with letters of alphabet
 - (4) they should be exposed to language orally
- 154.** While reading, a learner needs to
- (1) guess the contextual meaning of new words to understand the text
 - (2) translate the written symbols into corresponding sounds to grasp their meaning
 - (3) perceive and decode letters in order to read words
 - (4) understand every word to grasp the meaning of the text
- 155.** Which one of the following is most important in developing reading skill at primary level?
- (1) Ability to read phrases correctly
 - (2) Ability to comprehend the text already read
 - (3) Only knowing the correct order of alphabet
 - (4) Ability to read words correctly
- 156.** While teaching English, a teacher is not able to draw attention of some students sitting at the back. She should
- (1) engage them by asking questions and evaluating her teaching method
 - (2) stop explaining the concept and start dictating the notes to students
 - (3) scold them for not paying attention
 - (4) ignore them and carry on
- 157.** While assessing a group work, a teacher should not focus on
- (1) showing concern for others
 - (2) cooperative learning process
 - (3) assessing each child's work
 - (4) taking initiatives in work
- 158.** Which one of the following is not true in relation to the use of children literature?
- (1) It makes them understand and respect diverse cultures
 - (2) Their reading proficiency deteriorates and gets worse
 - (3) It helps in developing learners imagination
 - (4) It broadens their mental horizon
- 159.** A teacher of Class V is planning to teach grammar. Which one of the following might be a good strategy for teaching grammar?
- (1) Giving the practice of grammar in context as a strategy
 - (2) Asking students to carefully note down the rules from the blackboard
 - (3) Giving clear explanations of the rules with examples
 - (4) Asking students to do drill work only to learn rules
- 160.** The major objective of teaching English at primary level is
- (1) using English in different situations of life
 - (2) speaking English in British accent
 - (3) scoring good marks in the exams
 - (4) knowing the grammar of English
- 161.** The use of dictionary does not help learners to
- (1) find out how to say a word
 - (2) be proficient in oral communication
 - (3) find the meaning of words
 - (4) check the part of speech of a word
- 162.** When learners are involved in real communication, their natural strategies for language acquisition will be used and this will allow them to learn to use the language. Which approach/method of teaching English is based on the above idea?
- (1) Audio-lingual method
 - (2) Direct method
 - (3) Communicative approach
 - (4) Grammar-Translation method
- 163.** Which of the following sentences is not true about Communicative Language Teaching?
- (1) Teachers in communicative classrooms will find themselves talking less and listening more.
 - (2) The teacher sets up the exercise, but because the students participation is the goal, the teacher must step back and observe.
 - (3) The classroom during a communicative class is quiet.
 - (4) Students gain confidence in using the target language in general.
- 164.** The Communicative Approach to teaching of language is related to
- (1) teaching of grammar through principles of language and dictation
 - (2) teaching of language for written test
 - (3) narrating the grammatical principles according to the need of the audience.
 - (4) honing the abilities of listening, speaking, reading, writing and meaning-making
- 165.** If a teacher wants to develop the understanding of a text among her class students, what will be the best method?
- (1) Asking questions
 - (2) Writing answers on the blackboard.
 - (3) Making students to tick the answer in the textbook.
 - (4) Asking students to pay attention to the classroom
- 166.** Which one of the following considers words and word chunks as basis for language learning?
- (1) word approach
 - (2) Lexical approach
 - (3) Grammar-translation method
 - (4) Dictionary approach
- 167.** What are the other skills of language apart from listening, speaking, reading and writing?
- (1) Creativity and Imagination
 - (2) Learning and Memorization
 - (3) Grammar and Principles
 - (4) Thinking and Reasoning
- 168.** A Task in task-based language learning is :
- (1) a piece of assignment
 - (2) an activity for reading
 - (3) a piece of work which involves engagement with language.
 - (4) a physical activity
- 169.** A phoneme is :
- (1) a single unit of sound
 - (2) a single unit of word
 - (3) a diphthong
 - (4) a vowel sound

- 170.** During the process of language learning, students lack confidence in their pronunciation. How can one overcome this?
- (1) providing scope for special activities with the help of language experts for removing speaking defects
 - (2) Correcting mistakes immediately
 - (3) Reading aloud in the classroom
 - (4) Organizing play like tasks in which children can talk to one another
- 171.** Under which activity do recognising sounds and deducing meaning from them come?
- (1) Speaking
 - (2) Listening
 - (3) Reading
 - (4) Writing
- 172.** What is the main purpose of poetry recitation in a language classroom?
- (1) To appreciate and enjoy the poem
 - (2) To give their opinions about the poem
 - (3) To become aware of the poet and their work
 - (4) To know the historical background of the poem
- 173.** The structural approach advocates
- (1) resorting to fluency
 - (2) selection and gradation of material
 - (3) assessing learners performance using mother tongue
 - (4) using mother tongue
- 174.** Dyslexia is an intellectual disability that negatively affects the understanding abilities in terms of
- (1) oral language
 - (2) sign language
 - (3) dialect
 - (4) reading
- 175.** Which approach emphasizes, interaction as the means and the goal of learning a language?
- (1) Communicative
 - (2) Oral-aural
 - (3) Immersion
 - (4) Silent way
- 176.** The most effective tool to assess values and attitude of learners is-
- (1) portfolio
 - (2) Unit Test
 - (3) Summative Test
 - (4) Anecdotal Record
- 177.** 'Register' is
- (1) variety of language according to region in a particular country
 - (2) variety of language according to countries
 - (3) Either (1) or (2)
 - (4) Neither (1) nor (2)
- 178.** Learning a language is a
- (1) gradual process
 - (2) fast process
 - (3) instant process
 - (4) all inclusive process
- 179.** Remedial teaching
- (1) fills the gap that creeps into a pupil's learning
 - (2) rectifies the concepts which have been misunderstood
 - (3) helps in retaining homogeneity in the class
 - (4) All of the above
- 180.** The aim of remedial teaching is
- (1) to diagnose learning difficulties
 - (2) to eliminate ineffective habits
 - (3) reteach incorrectly learnt skills
 - (4) (2) and (3)
- 181.** Who has suggested four steps of teaching as planning, organising, leading and evaluation?
- (1) JK Device
 - (2) Bloom
 - (3) Billows
 - (4) Simpson
- 182.** Highly reliable test is
- (1) objective type
 - (2) essay type
 - (3) true and false
 - (4) None of these
- 183.** Unit test is an expression of evaluation.
- (1) normative
 - (2) formative
 - (3) effective
 - (4) affective
- 184.** Which of these is the goal of communicative approach?
- (1) Appropriateness
 - (2) Acceptable languages
 - (3) Fluency
 - (4) All of the above
- 185.** Delayed language development is called
- (1) deficiency
 - (2) aphasia
 - (3) dumbness
 - (4) handicap
- 186.** The dramatic monologue, a technique of drama, is a
- (1) dialogue with self by the character
 - (2) it is for the audience
 - (3) it expresses mind and innermost feeling of the character on the stage
 - (4) All of the above
- 187.** English is language in India.
- (1) second
 - (2) foreign
 - (3) first
 - (4) global
- 188.** Drills are considered important in which method?
- (1) Translation Method
 - (2) Grammar Method
 - (3) Bilingual Method
 - (4) Pattern Practice
- 189.** Pedagogical knowledge includes :
- (1) knowledge of content
 - (2) knowledge of method
 - (3) Both (1) and (2)
 - (4) None of these
- 190.** Causes of spelling errors are
- (1) silent letters
 - (2) poor pronunciation
 - (3) one letter different sounds
 - (4) All of the above
- 191.** The substitution table method was adopted by
- (1) Dr. West
 - (2) HE Palmer
 - (3) Prof DJ Dodson
 - (4) Rober Manger
- 192.** Kavya notes down the errors committed by learners of the class and discusses them once in a fortnight. What is this practice known as?
- (1) Error correction
 - (2) Providing feedback
 - (3) Evaluation
 - (4) Assessment
- 193.** A good language textbook should :
- (1) contain learner-centred materials
 - (2) contain teacher-friendly instruction and content-related materials
 - (3) incorporate language skills throughout
 - (4) have more syntactical items in its content
- Which of the above are true ?
- (1) 1, 3 and 4
 - (2) 2, 3 and 4
 - (3) 1, 2 and 3
 - (4) 1, 2 and 4
- 194.** A teacher of Class VI in a writing assessment task asked students to write on : "If I were famous for something....". This is assessment of a/an answer.
- (1) descriptive
 - (2) narrative
 - (3) extrapolative
 - (4) factual

195.Written description of a child's progress that a teacher keeps on a day-to-day basis is :

- (1) rating scale (2) rubric
(3) anecdotal record (4) portfolio

196.Language proficiency refers to :

- (1) fluency (2) accuracy
(3) appropriateness (4) efficiency

Which of the above are true ?

- (1) 1, 3 and 4 (2) 1, 2 and 4
(3) 1, 2 and 3 (4) 2, 3 and 4

197.A teacher of Class VII while teaching the poem, the Solitary Reaper by William Wordsworth asks children to find how the last words of each line sound. What is she trying to draw the attention of learners to ?

- (1) Vocabulary (2) Theme of the poem
(3) Spelling of words (4) Rhyme scheme

198.Tail question also refers to :

- (1) most important question
(2) follow-up-question
(3) question tag
(4) insignificant question

199.The concept of transformative-generative grammar was given by :

- (1) Piaget (2) Bruner
(3) Ferdinand Saussure (4) Noam Chomsky

200.Which of the following activities needs to be taken care of for helping non-native speakers to produce the sound of the target language?

- (1) Maintaining the regional interference
(2) distinguishing the vowel from consonant sounds
(3) Imitating the way a native speaker produces sounds
(4) Ensuring that the words spoken are intelligible to others

201.While writing, one of the cohesive devices used is

- (1) imagery (2) ellipsis
(3) content words (4) preposition

202.Note-taking is done-

- (1) during extensive reference work
(2) while writing an essay
(3) during a lecture
(4) while reading a review

203.The purpose of 'rapid reading' is-

- (1) extended reading (2) seeking information
(3) for interest (4) for specific detail

204.According to the observation in the NCF 2005 (3.1.3), English is a language in India

- (1) First (2) Global
(3) Second (4) Foreign

205.According to NCF 2005, learning of English aims

- (1) to enable knowledge acquisition through literacy and its development into an instrument of abstract thought
(2) to subsume the languages that a child acquires naturally from her/his home and societal environment
(3) to introduce standard sign language in English for children with language related impairments
(4) to provide adequate facilities at the state level for instruction in English at the primary stage of education

206.Curriculum is an educational programme which does not state-

- (1) the means of evaluating whether these educational

ends have been achieved or not

- (2) the lesson planning details of the topics
(3) the educational purpose of a programme
(4) the content (material, etc.), teaching strategies and learning experiences which will be necessary to achieve this purpose

207.Pre-reading tasks are meant for-

- (1) explaining the grammatical items used in the reading text
(2) evaluating the reading skill of the learners
(3) giving the meanings of difficult words and phrases
(4) introducing the main idea and motivating the learners

208.Comprehensive Evaluation refers to assessment of-

- (1) summative assessment tests
(2) co-curricular activities
(3) academic subjects
(4) both scholastic and co-scholastic areas

209.Teachers should not give corporal punishment to learners because-

- (1) it is only an emotional release for the teachers
(2) it makes parents very angry
(3) it is risky
(4) it creates stress and fear in learners

210.All-round development of child implies-

- (1) following the natural stages of child development
(2) providing vocational education for the learners to function in any work environment
(3) harmonious development of physical, emotional and mental faculties
(4) specialized training to make the learner's 'Jack of all Trades'

211.Learners acquire a language by-

- (1) learning about the culture of the speakers of that language
(2) using the language in a natural interactive environment
(3) analysing the structure of the language
(4) studying the literature of that language

212.Constructivist approach to language teaching expects the teacher to-

- (1) help construct knowledge using their experiences
(2) give pre-constructed knowledge to learners
(3) construct his own curriculum
(4) make learners prepare their own test-books

213.When students learn a language for bright employment opportunities, their motivation is-

- (1) eccentric (2) extrinsic
(3) intrinsic (4) exotic

214.The language skills that cannot be assessed through a traditional pen-paper test are-

- (1) reading and listening
(2) listening and speaking
(3) reading and speaking
(4) writing and listening

215.When a test item expects the learners to use tense forms, voice, connectors, prepositions and articles accurately, such an approach can be called-

- (1) mixed grammar task
(2) improper grammar testing
(3) integrated grammar testing

- (4) asserted grammar practice
- 216.** 'Prediction' as a subskill is associated with-
- (1) reading (2) drafting
(3) summarising (4) note making
- 217.** Which of the following is not a legitimate purpose of assessment in education ?
- (1) To rank the learners on the basis of marks
(2) To find out to what extent curricular objectives have been achieved
(3) To identify individual and special needs of learners
(4) To improve the teaching-learning process
- 218.** Substitution table drill helps teacher in-
- (1) improving the fluency of learners
(2) evaluating the listening skills
(3) giving controlled language practice
(4) developing free writing skills
- 219.** Language skills are best learnt-
- (1) if they are taught in an integrated manner
(2) with the help of challenging and mechanical language drills
(3) when they are introduced in isolation, one skill at a time
(4) only through written tests and assignments
- 220.** The primary objective of using role play is-
- (1) to promote the reading habit
(2) to improve the communicative competence
(3) to develop acting talent
(4) to evaluate dialogue writing skill
- 221.** When young learners are asked to read a text silently, they should be instructed-
- (1) to infer the meaning of new words from the context and read with comprehension
(2) to pay special attention to grammar items used in the passage
(3) to read fast even if they don't comprehend the meaning
(4) to stop reading whenever they encounter a difficult word or phrase
- 222.** Correct speech habits can be developed most effectively through-
- (1) Vocabulary practice
(2) Quizzes
(3) Dictations
(4) Pronunciation practice
- 223.** Which of the following is an important stage in the writing process?
- (1) Memorisation (2) Calligraphy
(3) Comprehension (4) Editing
- 224.** A 'sight word' is a vocabulary item-
- (1) that is to be learned by heart
(2) that helps in judging the effectiveness of the author's style
(3) that the reader recognises and finds meaningful on sight without a complicated analysis
(4) that needs proper visual understanding of the context
- 225.** Knowledge of more than one language-
- (1) confuse the learners while learning a new language
(2) is very helpful in teaching and learning a new language
(3) causes interference in learning a new language
(4) becomes a burden to the teacher in the language classroom
- 226.** The Right of Children to Free and compulsory Education Act was proposed by the Indian Parliament on 4th August 2009. When did this law come into effect in India except the State of Jammu & Kashmir?
- (1) 5th August, 2009 (2) 1st January, 2010
(3) 1st April, 2010 (4) 1st July, 2010
- 227.** When reading, to 'decode' means to-
- (1) to analyse and understand
(2) understanding a foreign language
(3) an action used in ICT
(4) solving a complex puzzle
- 228.** Which leaning domain constitutes higher order thinking?
- (1) application (2) evaluation
(3) remembering (4) understanding
- 229.** Students can leave the school premises at 12.30 pm. Students ought to leave the school premises at 12.30 pm. The two given statements can be differentiated by drawing students' attention to the-
- (1) the roles of the subject and object in both sentences
(2) absence of change in the verb form
(3) differences in the arrangement of words
(4) meaning conveyed by the modals/verb modifiers
- 230.** Identify where the collective form is an error : A-
- (1) clutch of ducks (2) shoal of fish
(3) host of angels (4) congress of baboons
- 231.** If a longer piece of writing is brief, complete, in the third person, without digressions and emotional overtones and logically arranged, it is a-
- (1) report (2) newspaper article
(3) classified advertisement
(4) memorandum
- 232.** Speaker 1 : We had an enjoyable holiday this winter.
Speaker 2 : Where did you go ?
Speaker 1 : Where ?
Speaker 2 : Yes, which place did you visit?
During the assessment of student's speaking listening skills, mark/s would be deducted during this exchange for-
- (1) Both (2) Neither
(3) Speaker 1 (4) Speaker 2
- 233.** Noam Chomsky's reference to 'deep structures' means a-
- (1) hidden set of grammatical rules learnt through intensive study
(2) transformational grammar that had led in turn to increased interest in comparative linguistics
(3) a trend that English is the most common auxiliary language in the world
(4) universal grammar underlying all languages and corresponding to an innate capacity of the human brain
- 234.** Language acquisition-
- (1) is the memorization and use of necessary vocabulary
(2) involves a systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary
(3) refers to the process of learning a native or a second language because of the innate capacity of the human brain
(4) is a technique intended to simulate the environment in which children learn their native language

- 235.** Retrieval skills in writing are-
- (1) note making and note taking
 - (2) diagramming and summarising
 - (3) abilities to do extensive reference work
 - (4) organizing information while reading/listening
- 236.** A 'listening stimulus'-
- (1) presents input to separate groups of students who gather again to share what they listened
 - (2) presents an information gap activity such as giving directions
 - (3) is listening to a good commentary to review it
 - (4) enables students to discuss a set of criteria which they prioritize to complete and present a task
- 237.** In Computer Aided Instruction (CAI), the 'simulation mode' is where learners-
- (1) experience real life systems and phenomena
 - (2) receive bits of information followed by questions with immediate feedback
 - (3) a series of exercises with repetition practice
 - (4) get problems which are solved by a process of trial and error
- 238.** Curriculum development follows the following sequence-
- (1) Formulation of objectives, assessment of needs, selection of texts/learning experiences, evaluation
 - (2) Selection of texts/learning experiences, assessment of needs, formulation of objectives, evaluation
 - (3) Assessment of needs, formulation of objectives Selection of texts/learning experiences, evaluation
 - (4) Formulation of objectives, assessment of needs, evaluation, selection of texts/learning experiences
- 239.** To inculcate a 'Never Give Up Attitude', a suitable activity is the one when students-
- (1) sang tow popular songs and exhibited some of their art and craft works during the parent teacher meet
 - (2) made modifications to their paper planes and tested them again, experimented with the best way to get them to go the distance and shared their finding
 - (3) in group created graphs about the difficult situation that students have had to face in life
 - (4) managed to get the Principal's permission to go out and play during the English period
- 240.** One of the challenges of 'Behaviour Management' in a senior class is-
- (1) 'students' readiness to use the smart board
 - (2) student's lack of self study skills
 - (3) teachers' preference to conduct group rather than individual work
 - (4) teachers' lack of self-confidence
- 241.** The 'bottom up model' of curriculum is one where-
- (1) learning is based on a set of software to make curriculum more learner friendly
 - (2) the curriculum that allows freedom for student mobility with increased choice of curricular activity and encourages learning by doing
 - (3) the learning process is geared towards career orientation
 - (4) a need-based distance education with indirect influence on students
- 242.** A company labels its frozen snacks 75% fat free rather than 25% fat so that people will view them more positively. This is an example of a-
- (1) prototype
 - (2) phoneme
 - (3) subjective utility
 - (4) semantic slanting
- 243.** Affective factors in motivation are linked to students-
- (1) survival and safety needs
 - (2) own perceptions of their ability
 - (3) understanding successes and failures
 - (4) ability to complete a language task
- 244.** What is taught is not what is learnt because?
- (1) students possess different abilities personalities and come from a variety of backgrounds
 - (2) students pay attention during informal discussion
 - (3) a teacher's socio-economic level may differ widely from the students
 - (4) a teacher or learner can never fully master any discipline
- 245.** Choose the appropriate intonation-
- He has passed with distinction in English, however-
- (1) rising
 - (2) falling
 - (3) rising-falling
 - (4) falling-rising
- 246.** Criteria of assessment is a/an-
- (1) scoring key
 - (2) question-wise distribution of marks
 - (3) general impression of a student's ability
 - (4) assessment guideline
- 247.** While reading for comprehension, we understand that the following pairs are examples of homographs-
- (1) lead (metal)/lead (give direction)
 - (2) led (gave direction)/lead (metal)
 - (3) mail (post)/male (gender)
 - (4) warm/tepid
- 248.** According to NCF [3.1.3], "At the initial stages of language learning may be one of the languages for learning activities that create the child's awareness of the world".
- (1) Vernacular Language
 - (2) II Language
 - (3) Hindi
 - (4) English
- 249.** You have to bring your own stationery. You will need 2 pencils, an eraser and a ruler. The underlined word is a-
- (1) conjunction
 - (2) lexically similar word
 - (3) substitute word
 - (4) reference word
- 250.** If the piece of writing is complete, in the third person, without digressions and emotional overtones and logically arranged, it is a-
- (1) classified advertisement
 - (2) memorandum
 - (3) report
 - (4) newspaper article
- 251.** Generally speaking, the first language is-
- (1) marked by the characteristic difficulty in mastering it
 - (2) marked by the influences of the school environment the child is studying in
 - (3) marked by the accent and regional expressions of the area where students grow up
 - (4) influenced by the grammar and style of second language

- 252.** Providing students can encourage second language acquisition.
- (1) adequate speaking and writing assignments
 - (2) the opportunity to voice their opinions and to problem solve in the target language
 - (3) frequent feedback on spoken and written outputs
 - (4) informal interviews
- 253.** Language learners learn to do by doing. Which activity supports this observation?
- (1) Encourage the use of their mother tongue to promote better understanding of the meaning of a prescribed text
 - (2) Go from concrete to abstract texts
 - (3) The teacher models the writing and speaking styles which learners copy.
 - (4) Opportunities to practice as it helps with habit formation
- 254.** Students who do not have the opportunities to use the target language outside the classroom, demonstrate much lower levels of language competency. This can be overcome by-
- (1) giving them a set of commonly used sentences and vocabulary which they are expected to use
 - (2) setting separate tasks which are easier, with more time to complete them
 - (3) engaging them in specific language focused tasks which are indirectly monitored by their group leaders.
 - (4) conducting tests periodically to motivate them to learn
- 255.** Identify the false assumption.
Language course-books prescribed for students should provide-
- (1) suggested sequence of teaching procedures
 - (2) balanced presentation of information
 - (3) organized units of learning experiences
 - (4) detailed lesson-plans for teachers
- 256.** Providing learning support to pupils who lag far behind their counterparts in school performance includes-
- (1) providing extra notes and coaching
 - (2) allowing them to complete assignments without time limits
 - (3) initially adapting school curricula and teaching strategies
 - (4) giving more activities for language practice
- 257.** To enable students to distinguish between academic and spoken forms of a target language in a bilingual class, they should be encouraged to-
- (1) read more books written in the target language
 - (2) write more in the target language
 - (3) watch more related bilingual films
 - (4) speak in the target language
- 258.** An activity that requires a class to design and present a Power Point on the importance of water conservation in a target language is a activity.
- (1) science project
 - (2) group
 - (3) language practice
 - (4) multidisciplinary
- 259.** Learning a new language after puberty leads to of a foreign language.
- (1) normal acquisition
 - (2) greater mastery
 - (3) loss of mastery
 - (4) difficulty in acquisition
- 260.** Learners lack confidence to speak in the target language in class where the main language of conversation is the local vernacular. This challenge can be met by-
- (1) allowing students to watch English films as motivation, practice a drill consisting of useful sentences and vocabulary with regular correction of grammatical errors.
 - (2) insisting on students' using only the target language irrespective of the grammatical errors enhance their vocabulary, with regular feedback on their performance
 - (3) instructing them to speak slowly and self-correct grammatical errors,, enhance their vocabulary with a list of useful words
 - (4) allowing students to speak about whatever they can, irrespective of the grammatical errors, enhance their vocabulary and gradually make corrections
- 261.** While drafting a notice, students may be instructed to use language.
- (1) intrigue
 - (2) descriptive
 - (3) elaborate
 - (4) direct
- 262.** While evaluating students' responses for a reading comprehension, marks may be deducted for errors.
- (1) syntactical
 - (2) content
 - (3) spelling
 - (4) grammatical
- 263.** Some criteria for the selection of language items should involve-
- (1) everyday vocabulary and sentences
 - (2) their learnability, coverage and teachability
 - (3) a focus on language rules
 - (4) enough worksheets for practice
- 264.** While translating a subject and using the translation in the mainstream curriculum, the benefit is-
- (1) enriching linguistic capability and appreciation
 - (2) enabling teachers who are not competent in the mainstream language to take classes
 - (3) standardizing cultural identity
 - (4) promoting national identity
- 265.** For students to gain language skills from textbooks, the textbook learning should-
- (1) lead to using the textbook sparingly
 - (2) expose them to more literary reading
 - (3) become more cost-effective compared to technologically supported courses
 - (4) co-relate with assessment and achievement
- 266.** The contemporary target language classroom is a confluence of varied language and language abilities. Teacher should restructure their practices by exposing students to-
- (1) Worksheets with a variety of tasks which cover the syllabus, and students give their responses in class under teacher's guidance
 - (2) appropriate challenges based on the syllabus, in a secure environment, opportunities for all students to explore ideas and gain mastery
 - (3) adequate self-explanatory notes, either prepared by teacher or from material writers
 - (4) summaries and simplified versions of the learning materials, e.g., stories, grammar notes; etc.

- 267.** Students learning a language often lack confidence when speaking due to the language's unique pronunciation rules. One way to overcome this problem is-
- (1) using game-like activities which require verbal interactions in the classroom
 - (2) conducting special speech therapy with a councillor
 - (3) correcting errors whenever they happen
 - (4) children reading aloud in class
- 268.** Which of the following resources will help to break down communication barriers and enable children to study and learn in both L1 and L2?
- (1) Multimedia
 - (2) More textual
 - (3) Communicative
 - (4) Multilingual
- 269.** Types of 'text media' are-
- (1) illustrations and diagrams
 - (2) motion pictures and documentaries
 - (3) digital e-books, e-journals
 - (4) audio discs and tapes
- 270.** "A student recommends the reading of the latest best seller, saying that it is very interesting. You listen, trying to make out whether the student's observation is sincere or not." This type of listening can be described as-
- (1) comprehension
 - (2) sympathetic
 - (3) active
 - (4) critical
- 271.** Use of grammar, punctuation and spelling pertains to-
- (1) formal speech
 - (2) listening to a lecture
 - (3) informal conversation
 - (4) text production while writing
- 272.** An exercise, where words are left out of a shorter passage, and the pupil must fill in the blanks with suitable words based on her reading, assesses her ability to-
- (1) use new words
 - (2) summarize
 - (3) spell words
 - (4) comprehend
- 273.** Choose the appropriate answer :
- What is the bitter truth of school education in India?
- (1) High quality teaching and learning
 - (2) Emphasis on memorisation and completing a pre-determined syllabus.
 - (3) Government and private school are equally good
 - (4) Every child in school is paid attention for his growth.
- 274.** What does the following sentence mean?
Pt. Jawaharlal Nehru loved to be up with the lark.
- (1) Nehruji woke up early in the morning
 - (2) Nehruji was punctual
 - (3) Went to bed early
 - (4) Did not wake up early in the morning
- 275.** Choose the correct answer :
- What is rote learning?
- (1) Mechanical or habitual learning without understanding properly
 - (2) Learning with great zeal and enthusiasm
 - (3) Learning without interest
 - (4) None of the above
- 276.** Structural grammar emphasize :
- (1) Word of sentence
 - (2) Phrase of sentence
 - (3) Structure of sentence
 - (4) All of these
- 277.** 'Language is one of the most important and characteristics forms of human behaviour'. It is the statement of
- (1) Gleason
 - (2) Maclver and Page
 - (3) Mahatma Gandhi
 - (4) Dr. RK Agarwal
- 278.** Which Indian reformist supported English education?
- (1) Raja Ram Mohan Roy
 - (2) MK Gandhi
 - (3) Swami Vivekananda
 - (4) Swami Dayananda
- 279.** Language learning starts from
- (1) listening
 - (2) speaking
 - (3) reading
 - (4) writing
- 280.** Passengers must switch off their mobile phones. What does the underlined auxiliary 'must' suggest ?
- (1) expectation
 - (2) compulsion
 - (3) obligation
 - (4) none of the above
- 281.** The English Language Teaching Method refrains from using the learners native language and just use the target language is
- (1) The audio-lingual method
 - (2) The grammar translation method
 - (3) Communicative language teaching
 - (4) The direct method
- 282.** What is not a key feature of the audio-lingual method?
- (1) There is much use of tapes, language labs and visual aids
 - (2) New material is presented in dialogue form
 - (3) Great importance is attached to pronunciation
 - (4) Students are encouraged to use their mother tongue
- 283.** What type of sentence is the following?
What worries me most is the falling standard of education in India ?
- (1) Imperative
 - (2) Optative
 - (3) Assertive
 - (4) Interrogative
- 284.** While writing, a student finds difficulty in expressing his/her views clearly due to lack of vocabulary. A possible solution would be the following?
- (1) Motive the student to read more story-books and the teacher should take informal feedback about new words encountered
 - (2) Change the topic to suit the student's ability
 - (3) Give a list of words with meanings to learn and use
 - (4) Conduct special classes to practice writing with periodic word dictations and drills
- 285.** facilitate communication between schools as well as between students/teachers and programmes or between students/teachers and data.
- (1) Reference books
 - (2) Whiteboards
 - (3) Voice recorders
 - (4) Computers
- 286.** A factual description of a laboratory equipment, for a school science journal, requires the student to present the following -
- (1) Appearance, users, location
 - (2) Function, appearance, use
 - (3) Function, location, colours
 - (4) Comparisons, function, users
- 287.** Learning a language involves the processes of listening, speaking, reading and writing. These processes involve-

- (1) linguistic aspect
 (2) psychological aspect
 (3) either 1 or 2
 (4) both 1 and 2
- 288.** Considering students' learning styles broadens the approaches taken to help language-related problems. An example of a learning style is-
- (1) loud (2) quiet
 (3) print-orientated (4) focused
- 289.** An early emphasis on linguistic accuracy along with prompt error correction in L2 class at Class V level results in students'-
- (1) mastering the language more quickly
 (2) failure to achieve requisite proficiency required of that level
 (3) learning only the minimum or less
 (4) not learning at all
- 290.** To develop language functions, teaching of speaking skills for younger children would include-
- (1) greeting, informal requests, asking for personal information
 (2) telephonic chat
 (3) debates and declamations
 (4) short project presentations
- 291.** To assess listening skills, the teacher has framed an activity. What can the assessment be based on?
- (1) Students' interpretation of a visual
 (2) Watching a short film and reviewing
 (3) completing a tabulation based on an audio recording
 (4) Reading a text aloud
- 292.** Communicative competence is a subset of functional grammar and its approach in teaching will allow students to-
- (1) learn structures and use them accurately
 (2) use structures in a range of output texts
 (3) learn grammar through meaningful communication
 (4) enable teachers expose students to grammar in the lower classes
- 293.** Two competency areas, which give a language learner in progress the ability to communicate competently, are-
- (1) Linguistic and socio-cultural
 (2) discourse and accent
 (3) audio and expressive
 (4) grammar and phonetic
- 294.** A dual-language classroom consisting of students speaking a native language and the target language is beneficial because it-
- (1) motivates target language speaking students learn another language and vice-versa
 (2) offers an opportunity for separate project work
 (3) justifies conducting more activities in each language
 (4) causes less distractions in the class as students will talk less
- 295.** While assessing a report of a school programme for a class journal, the following are the main criteria-
- (1) Descriptive presentation, title, writer's name
 (2) Word limit, title, factual description
 (3) Literary style, chronological presentation, word limit
 (4) Relevance, logical organization of content, a direct style
- 296.** When they encounter unfamiliar words during a reading activity, students should be trained to while processing the meaning of the whole text.
- (1) refer a dictionary to find out the meaning immediately
 (2) ask the teacher or neighbour
 (3) use information in its context to correctly guess its rough area of meaning
 (4) choose more simple texts
- 297.** Error correction in students' written work is most effective when the teacher-
- (1) writes out the correct answers on the board
 (2) revises the wrong answers with them
 (3) points out major errors using symbols and students self-correct
 (4) gives students more drill work till they 'learn' the correct responses
- 298.** In the communicative classroom, learners acquire the grammar of second language to-
- (1) enhance their formal communication skills
 (2) write confidently
 (3) understand second language better while reading/listening to it
 (4) understand how to make meaning and become more proficient in speaking and writing
- 299.** An activity asks students to determine from a list of possible answers with a title, what kind of information will appear in an input text before an audio recording is played. Here students are-
- (1) checking for facts
 (2) guessing answers to questions
 (3) filling in missing information
 (4) actively predicting the content of the input
- 300.** Language learning is better achieved if what students learn-
- (1) is closer in form and sound to their mother tongue
 (2) helps them improve their chances of college admission
 (3) is functional in terms of their life values and goals
 (4) is in a controlled classroom environment
- 301.** Remedial teaching as part of Formative Assessment means-
- (1) extra coaching by parents
 (2) teaching for gifted students
 (3) diagnosing and addressing gaps in learning
 (4) teaching beyond the text-books
- 302.** Reading for comprehension can be best achieved through-
- (1) Helping learners speak words softly while reading
 (2) Learners reading silently and asking comprehension questions
 (3) Teaching learners to run a finger or pencil under the line being read
 (4) Asking the children to read the text aloud
- 303.** Teacher do not give the meaning of new words to learners directly because-
- (1) learners already know the meaning of words
 (2) vocabulary will not be enriched
 (3) learners do not like to be given the meaning of words
 (4) it prevents learners from discovering the meaning through puzzling out using clues

304. A textbook describes a domestic scene which shows the father cooking in the kitchen, the mother coming home from work and their son sewing. What is the concept conveyed?

- (1) Removing gender bias
- (2) Dignity of labour
- (3) Division of labour among sexes
- (4) Work is worship

305. The Right of Children to Free and Compulsory Education Act, 2009 has included 'all round development of the child' as one of the aims of education because-

- (1) every child grows rapidly between six to fourteen years
- (2) proper health care is essential
- (3) it nurtures the physical, mental and emotional aspects of the child
- (4) None of these

306. "Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled, children from marginalised sections, and children in difficult circumstances get the maximum benefit of this critical area of education."

The observation found in the National Curriculum Framework-2005 is related to-

- (1) Inclusive education
- (2) Constructivist learning
- (3) Gender equality
- (4) Critical pedagogy

307. A class is reading a story based in a village. The teacher asks some students to mark the villages in an outline map of their locality. Some other students are asked to collect information about the different crops grown in these villages, Yet another group works on the nutritional value of the grains, fruits and vegetables grown in the locality. Later the students exchange their work and have a class discussion, relating the information with the story. What is the underlying principal of this approach?

- (1) Treating knowledge in specific segments based on geography, science, language, etc.
- (2) Making connections across disciplines and bringing out the inter-relatedness of knowledge.
- (3) Teaching language through written assignment and projects
- (4) Giving importance to the practical and scholastic aspect of literary pieces

308. A play can be best taught by-

- (1) Making the students read it silently a number of times to understand the story
- (2) Encouraging the students to stage the play after working in groups to understand the plot, characters etc.
- (3) Asking a number of questions to test the comprehension of the students
- (4) Conducting a test with specific questions on the story and grammar items

309. The Right of children of Free and Compulsory Education Act, 2009 has 'overall development' as an aim It means-

- (1) Training the children for the development of the country
- (2) Nurturing both the scholastic and co-scholastic areas
- (3) Coaching all the children for academic excellence
- (4) Training the children for different careers

310. Which of the following will be most effective to remove conventional beliefs about gender roles?

- (1) Showing a picture in which the mother is seen cooking and the father is seen reading a newspaper
- (2) Teaching all the learners to sweep, wash and sew in the craft class without any gender discrimination
- (3) Encouraging girls to develop interest in household chores from a young age
- (4) Telling the girls that talking freely is to a trait of good girls

311. A teacher can develop listening skills in English by-

- (1) Speaking to them continuously both within the classroom and outside
- (2) Focusing only on listening skills without associating it with other language skills
- (3) Making the learners listen to everything they hear passively
- (4) Creating opportunities for them to listen to a variety of sources and people engage in listening activities

312. In large language classes, group work can be accomplished by-

- (1) Asking 4-5 students to sit together on a narrow bench despite lack of space
- (2) Asking students to turn around for group work
- (3) Asking all students to stand in a circle
- (4) Asking half the class to go out to the playground

313. Effective learning takes place when students are-

- (1) Passive
- (2) Interactive
- (3) Quiet
- (4) Good at preparing for examinations

314. An effective lesson for teaching a language begins with-

- (1) Listing the learning objectives of the lesson
- (2) Presenting the content of the lesson
- (3) Recapitulation and motivation through fun activity
- (4) Writing on the blackboard

315. Which among the following is a feature of a child centred language classroom?

- (1) Teacher gives instructions and expects children to obey and be disciplined
- (2) Children interact in the target language through tasks that require multiple intelligences
- (3) Children work individually to prepare projects
- (4) Teacher plans assessment every day

316. Gender stereotypes and bias among learners can be discouraged by-

- (1) Enabling all learners to cook and sew irrespective of gender
- (2) Using textbooks which do not perpetuate such beliefs
- (3) Creating an open and encouraging atmosphere in a mixed class
- (4) Pressuring girls to learn cooking

317. Essays or long writing tasks especially on a discursive issue should-

- (1) Help students develop their literary skills
- (2) Help students with grammar
- (3) Help them to improve their handwriting
- (4) Help them discuss the different points of view and justify them with illustrative points

- 318.** 'Concrete Operational Stage' refer to those learners who are-
- (1) Adolescents
 - (2) At middle level
 - (3) Toddlers
 - (4) Adults
- 319.** An inclusive class is that in which-
- (1) Differently abled learners study with normal students
 - (2) Students from different nationalities study together
 - (3) Students from different religions study together
 - (4) Both boys and girls study together
- 320.** The term 'Comprehensive' in Continuous and Comprehensive Evaluation means-
- (1) Scholastic development
 - (2) Co-scholastic development
 - (3) Academic skills
 - (4) Scholastic and co-scholastic development
- 321.** Formative Assessment is assessment-
- (1) Of learning
 - (2) At learning
 - (3) In learning
 - (4) For learning
- 322.** Ania, while teaching paragraph construction, should draw attention to-
- (1) A large variety of ideas
 - (2) Originality of ideas
 - (3) Topic sentence, supporting details and connectors
 - (4) A range of vocabulary
- 323.** Which of the following is suitable for making students responsible for their own learning?
- (1) Discouraging students from making decisions about how they learn best
 - (2) Using technology to chat and network
 - (3) Encouraging students to ask more and more questions
 - (4) Giving a lot of homework, project work and assignments to improve language skills of students
- 324.** The constructivist Approach to learning means-
- (1) Involving the students in a variety of activities to encourage them to learn new words and structures by accommodating them with those that they have already learnt through a process of discovery
 - (2) Teaching rules of grammar and consolidating through rigorous practice
 - (3) Helping learners acquire new vocabulary by studying literature intensively
 - (4) Teaching new words and structures using a variety of audio-visual aids followed by practice through drill
- 325.** Which method is based on the theory 'from example to generalization'?
- (1) Deductive Method
 - (2) Inductive Method
 - (3) Incidental Method
 - (4) Inductive Deductive Method
- 326.** Audio-lingual drills are useful for developing learners-
- (1) reading skills
 - (2) writing skills
 - (3) speaking skills
 - (4) listening skills
- 327.** Choose the correct alternative which best completes the sentence.
Children can be encouraged to learn a new language
- (1) by pointing out their mistakes
 - (2) by correcting their mistakes
 - (3) by providing ample opportunities for using the language
 - (4) by teaching International phonetic alphabet
- 328.** A teacher as per NCF 2005 is a
- (1) boss
 - (2) leader
 - (3) facilitator
 - (4) friend
- 329.** According to NCF 2005, Evaluation should be taken as a
- (1) hurdle/obstacle
 - (2) burden
 - (3) meaning product
 - (4) meaningful process
- 330.** 'Continuous' in CCE refers to
- (1) regularity in assessment
 - (2) constructive feed back
 - (3) frequency of tasks
 - (4) All of the above
- 331.** The two components of language are
- (1) grammar and situation
 - (2) words and situation
 - (3) grammar and vocabulary
 - (4) vocabulary and information
- 332.** The primary skill of learning language are
- (1) listening and writing
 - (2) reading and writing
 - (3) speaking and reading
 - (4) listening and speaking
- 333.** In the process of teaching and learning, the text book is a
- (1) resource book
 - (2) instrument/tool
 - (3) syllabus
 - (4) All of these
- 334.** 'Comprehensive' in CCE implies that
- (1) all the aspects of a child's personality have to be observed
 - (2) scholastic aspects of a child's personality have to be observed
 - (3) non-scholastic aspects of a child's personality have to be observed
 - (4) students should be assessed regularly
- 335.** Using songs, rhymes and games in classrooms would help the child to
- (1) overcome shyness
 - (2) develop confidence and interest
 - (3) motivate to speak
 - (4) All of the above
- 336.** To learn a new language the children should increase their
- (1) physical power
 - (2) word power
 - (3) thinking power
 - (4) analytical power
- 337.** Choose the correct answer.
What does a text book not provide?
- (1) A syllabus for the course
 - (2) Set of visuals activities, readings
 - (3) Basis for assessing students learning
 - (4) Sum of all the experiences to be given at a particular age
- 338.** The two areas of CCE are
- (1) scholastic and curricular
 - (2) scholastic and co-scholastic
 - (3) curricular and situational
 - (4) situational and functional
- 339.** Complete the following by selective correct alternative.
- (1) an independent activity
 - (2) part of the teaching process
 - (3) the end of a teaching process
 - (4) a useless activity
- 340.** Remedial teaching is a part of
- (1) formative assessment

- (2) summative assessment
 (3) class test
 (4) All of the above
- 341.**When young learners seem to lose interest in a lesson, the teacher should-
- (1) allow them to go out and play
 (2) ask them to sleep for a while
 (3) tell a story or conduct an interesting activity
 (4) ask them to sit quietly for some time
- 342.**Group project work helps in developing-
- (1) competition among learners to excel in academics
 (2) good memory in the young learners
 (3) a high level of ambition to achieve
 (4) collaboration, critical thinking and problem solving
- 343.**Which of the following statements is true?
- (1) While all formative tasks are meant for improving teaching-learning, some are used for assessment too.
 (2) Formative assessment helps us to grade students into good, average and poor
 (3) All formative tasks are meant for assessment
 (4) Formative assessment, to be effective, must be conducted only after teaching a lesson
- 344.**Which of the following is an instance of non-formal learning?
- (1) children learning through correspondence lessons
 (2) Children learning to draw from their art teacher
 (3) Children learning to cook from their parents
 (4) children learning a new game from friends
- 345.**Learners are involved in individual activities, pair work, group work and whole-class work because these-
- (1) enable the already over-worked teacher to preserve her energy thereby becoming more effective
 (2) afford the learners opportunities to use the language in a focused manner for real-life interaction
 (3) provide the learners enough opportunities to relax in language classroom
 (4) have the sole aim of introducing variety in a language classroom
- 346.**Teachers help learners 'construct' their knowledge in English by-
- (1) giving extensive language drills in which learners practice language items mechanically
 (2) enabling them to see the relationship between their prior knowledge and the new knowledge
 (3) giving the learners a lot of assignments and projects that will lead to much practice
 (4) correcting every mistake a learner makes and giving the relevant rule of grammar as immediate feedback
- 347.**The aim of mechanical drills is to-
- (1) improve the fluency of the learners
 (2) improve the accuracy of the learners
 (3) strengthen the role learning capacity of the learners
 (4) encourage creative use of language among the learners
- 348.**'Students need to brainstorm ideas, organise them, draft, edit and revise their work, 'is a ;process' which reflects-
- (1) Reading skills (2) Writing skills
 (3) Listening skills (4) Speaking skills
- 349.**Which of the following is a value associated with an inclusive classroom?
- (1) Sympathy (2) Collaboration
 (3) Competition (4) Envy
- 350.**What type of questions promote thinking skills in children?
- (1) Personal response questions
 (2) Closed-ended questions
 (3) Factual questions
 (4) Questions based purely on the reading text
- 351.**Apart from the four language skills, which one of the following has been added to the language skill?
- (1) Study skill (2) Communicative skill
 (3) Aural skill (4) Thinking skill
- 352.**To behaviourist, learning is based on-
- (1) Interaction (2) Stimulus and response
 (3) Coding and decoding
 (4) Discussion
- 353.**Problem of spelling errors of the students can be easily solved through-
- (1) Teaching aids (2) Textbooks
 (3) Dictionary (4) Dictation
- 354.**Grammar-translation method is not useful when the class is-
- (1) Heterogeneous (2) Homogeneous
 (3) Overcrowded (4) Full of mediocre students
- 355.**English in India is a language used-
- (1) For wider communication
 (2) For prestige symbol
 (3) For accessing to quality literature
 (4) All of these
- 356.**Which of the following lines (marked I, II, III and IV) have spelling errors?
- I. A stony coral is a tiny soft bodied creature that lives by eating small creatures that float by.
 II. Each coral uses minerals from the water.
 III. With this water it makes a hard, protective skeleton around itself.
 IV. New corals build there skeletons on top of the old ones.
- (1) Lines I and II (2) Lines II and III
 (3) Line IV (4) Lines I, II and III
- 357.**Story telling is a/an-
- (1) Method (2) Strategy
 (3) Technique (4) Approach
- 358.** The purpose of teaching a poetry text is more on-
- (1) Enjoyment and developing literary sensitivity
 (2) Enrichment of vocabulary
 (3) Grammatical awareness
 (4) Familiarization of sounds
- 359.**While speaking for the first time the students generally face-
- (1) Inhibition (2) Confidence
 (3) Both inhibition and confidence
 (4) Fear psychosis
- 360.**According to the advocates of the structural approach to English language teaching the material should be graded on the basis of-
- (1) Teachability, usefulness and frequency of use
 (2) Intellectual level of students
 (3) Learners potential
 (4) Physical age of the learners

- 361.**LSRW stands for-
- (1) Listening, Specializing, Rote memorization and Writing
 - (2) Learning, Speaking, Right thinking and Writing
 - (3) Listening, Speaking, Reading and Writing
 - (4) All of these
- 362.**Formative assessment and evaluation focus on ... of learning.
- (1) Only process
 - (2) Only product
 - (3) Both process and product
 - (4) None of these
- 363.**According to the Constitution of India, English is a/an-
- (1) Official language
 - (2) Link language
 - (3) Window language
 - (4) Associate-official language
- 364.**Which approach/method to teaching English discourages the use of mother tongue?
- (1) Communicative
 - (2) Structural
 - (3) Direct
 - (4) Situational
- 365.**When a child commits frequent mistakes in spellings, the teacher should better-
- (1) use dictation as a teaching aid
 - (2) ask the child to learn the spellings
 - (3) initiate pronunciation drill in the classroom
 - (4) promote reading habits
- 366.**Which one of the following is not a language component?
- (1) Vocabulary
 - (2) Structure
 - (3) Sound
 - (4) Script
- 367.**Language acquisition means-
- (1) knowing about a language
 - (2) an unconscious process that occurs when language is used in real conversation
 - (3) learning the rules of a language
 - (4) formal way of learning a language
- 368.**In order to improve the learners' pronunciation, a teacher first needs to-
- (1) use recoded model of sounds
 - (2) show the documentary films of the target language
 - (3) ask them to read more
 - (4) do pronunciation drill
- 369.**Multilingualism may be a/an to learning second language.
- (1) barrier
 - (2) evaluation process
 - (3) device
 - (4) resource
- 370.**A good speaking activity is the one where-
- (1) mother-tongue is frequently used
 - (2) participation is uneven
 - (3) learner talk more
 - (4) teachers talk more
- 371.**Guided reading is preferable only when the learners-
- (1) have some basic knowledge of the spoken language
 - (2) are familiar with the alphabet
 - (3) are socialized
 - (4) start coming to school
- 372.**Providing children the opportunity to play with clay will-
- (1) build fine motor skills specially of the fingers and thumbs useful for free handwriting
 - (2) encourage play with no other objective
 - (3) please them and make them happy
 - (4) engage them to avoid any nuisance on their part
- 373.**If a student does not take interest in learning English, the teacher should-
- (1) call his/her parents
 - (2) convince him/her of the importance of learning English
 - (3) do action research to know his/her problem
 - (4) ask him/her to focus more on other subjects which interest him/her
- 374.**Through silent reading, the learners may acquire mastery over-
- (1) vocabulary
 - (2) grammar
 - (3) speaking skills
 - (4) writing skills
- 375.**Skimming, a reading activity, is closely associated with-
- (1) speed
 - (2) accuracy
 - (3) coding
 - (4) reading aloud
- 376.**Vocabulary can be taught by using the following technique :
- (1) Usage
 - (2) Direct
 - (3) Synonym
 - (4) All of these
- 377.**The street bazaar was a changing and enjoyable mixture of colours, smells and sounds.
- (1) telescope
 - (2) kaleidoscope
 - (3) stethoscope
 - (4) microscope
- 378.**Present day Indian urban society is labelled 'wanting to gain thing for itself'.
- (1) Excessive
 - (2) Successive
 - (3) Acquisitive
 - (4) Lucrative
- 379.**Read this exchange-
- Teacher : Shall we go out to the garden and find out the names of those flowers near the wall?
 Students : Yes, yes, yeah
 Teacher : Yes, Ma'am please.
 Here the teacher
- (1) confirms the students request
 - (2) offers an alternative language activity
 - (3) relates language function with politeness
 - (4) makes a polite suggestion to start reading
- 380.**Your classmate has just finished reading a book from the library that you wanted and you want him/her to give it to you. Choose how you will make the request.
- (1) Give me the book
 - (2) Can you give me the book now?
 - (3) Let me have the book now, please
 - (4) Could you let me take the book now?
- 381.**Which is the basic characteristic of communicative language teaching?
- (1) An emphasis on learning to communicate through interaction in the target language
 - (2) There is a lot of focus on grammar
 - (3) Language activation is limited to classroom activity
 - (4) Learner's own personal experiences are not given importance in the learning process

Answers with Explanation

- 1.(4) The Method of Teaching Writing is tracing method, kindergarten method, imitation method.
- 2.(1) The playway Method is used in teaching spellings.

- 3.(4) Speed, legibility and distinctiveness feature of good hand writing.
- 4.(3) Grammar method is not a method to teach reading.
- 5.(3) Descriptive reading is not a kind of reading.
- 6.(1) Language learning starts from speaking.
- 7.(4) The techniques of speaking skill is playing, oral composition as well as reproduction.
- 8.(1) The listening is the function of Audio sense.
- 9.(3) A method of teaching involves the maxims of teaching and techniques of teaching.
- 10.(1) The mother tongue as English is taught by direct method.
- 11.(4) The proper order of learning a language is listening and understanding, speaking, reading and writing.
- 12.(2) The linguistic aims of teaching English relates to cognitive.
- 13.(1) The general aim of teaching are fixed.
- 14.(1) "English is our major window of the modern world"- said by Pandit Nehru.
- 15.(2) The word lingua means tongue.
- 16.(4) Overcrowd in the class, Drastical curtailment of the English periods, pupils from no traditions of learning. These are the main cause of the downfall of the standard of English in Curriculum.
- 17.(2) "Mother tongue is the basis of all work." This remark is given by Ryburn.
- 18.(3) Language is directive system. It is not the linguistic principle The teaching of English.
- 19.(4) Important material of teaching reading are flashcard, black board, pictures, games and action.
- 20.(1) Pictures are helpful in heightening learning interest.
- 21.(3) Alphabetic method of teaching reading is also known as Spelling method or ABC method (Both)
- 22.(4) Correct English Speech includes correct pronunciation skill, proper stress skill and correct intonation skill also correct speed of speech skill.
- 23.(4) All the given three statements are correct. English is taught as a Second language in India. It is a foreign language for Indians, and has also become a global language.
- 24.(3) Language is a means of Communication and Social Control.
- 25.(2) The English word 'Language is derived from the latin word 'Lingua'.
- 26.(4) The technique of evaluation is rating scale, questioning and case history.
- 27.(3) Testing, examining and evaluating the learning of students are essential in teaching learning process.
- 28.(2) The rule of teaching grammar at junior stage is first language then grammar.
- 29.(4) Teacher provides home tuitions, this is not a principle of helping pupils with learning difficulties.
- 30.(1) Theoretical grammar is also known as formal grammar.
- 31.(2) Grammar is the content of English language.
- 32.(4) The steps in presentation of lesson include pronunciation drill, loud reading and model reading.
- 33.(4) Teaching of prose includes essay, story and biography.
- 34.(4) A child learn standard form of language in school.
- 35.(2) Aim of language is communication.
- 36.(3) Communication is exchange of feelings and ideas.
- 37.(1) Symbolic language is used first of all by us.
- 38.(4) Language is learnt through imitation.
- 39.(1) Language is exchange of thoughts.
- 40.(1) Relationship between education and language is mostly education is given and taken by language.
- 41.(4) Evaluation is the process of determining the extent of the achievement of objectives, comparing the outcomes of instructor and ascertaining the quality, value outcomes.
- 42.(1) The purpose of evaluation is to know about behaviour changes.
- 43.(4) The essential elements of evaluation approach are : Instructional objectives, learning experience and change of behaviour.
- 44.(4) A Laboratory begets an opportunity to bear response, creativity and activity.
- 45.(4) The advantage of text books are : it is the store house of past knowledge, motivation for students, definite basis for assignment.
- 46.(4) A text book can be defined as storehouse of information, compilation of printed sheets of paper, written book containing knowledge.
- 47.(1) Radio and television belongs to the class of non print media.
- 48.(4) Translation is the best way to improve reading, writing as well as learning.
- 49.(1) Phonetic method belongs to the remedy of pronunciation.
- 50.(2) Grammar is the content of English language.
- 51.(4) There is no sequence and therefore children learn any isolated sentences. This stress in oral work than on written work, which is equally important, these are the main limitation of the substitution method.
- 52.(2) The word method is also called look and say method (or) see and say method.
- 53.(1) In Dr. West's method there is no place for oral reading.
- 54.(4) All of the above.
- 55.(2) Dr. West's method has a psychological and natural method, develop fluency in speaking reading also stresses the meaning of what is read and thus it develops intelligent reading.
- 56.(2) It develops the habit of independent reading, is not the merit of bilingual method.
- 57.(2) Phonetic method is fairly common in England and in some of the European Schools in India.
- 58.(4) In the initial stage, it lays emphasis, purely on oral work, this is not the characteristics of bilingual method.
- 59.(4) The merit of the strong method is a psychological method, it arouses interest in reading activities, it provides a complete unit of thought because it carries the children through a series of events which have a beginning sequences and an end.
- 60.(3) In substitution table method, words of one sentence are substituted by other words.
- 61.(3) Substitution table method was adopted by H.E. Palmer.
- 62.(1) Alphabetic method is also known as Spelling method.
- 63.(2) Prof. C.J. Dodson is associated into Bilingual method.
- 64.(3) Incidentally, as in the past and by the case study or clinical method on which individual pupils are segregated for

treatment, is the method used in remedial teaching opinion by Yoakam and Simpson.

65.(1) Pronunciation of the students cannot be improved because undue emphasis is given on reading. This is the main disadvantage of Dr. West's method.

66.(4) Main feature of Phonetic Method is easy to apply, it is logical, economical and graded, it is complete as regards the phonetic elements.

67.(1) According to Dr. West's new method reading can be divided into two parts.

68.(4) Dr. West's method totally ignores the other three aspects of the language learning writing, speaking and understanding.

69.(2) The direct method is called as natural method.

70.(3) Textbooks cannot be taught by this method is the demerit of situational approach.

71.(2) It is based on the principal of 'from unknown to known.' This is not an advantage of Translation-cum-Grammar Method.

72.(3) Translation-cum-Grammar Method is based on the principle : sentence is the unit of speech.

73.(2) Classical method is also called as the Translation-cum-Grammar Method.

74.(4) Translation cum Grammar method is an old method.

75.(2) Dr. West was principal of the training college in Dacca.

76.(3) Oral and written composition including conversation is 2 periods of a week.

77.(1) Free composition may also be called unguided composition.

78.(1) According to Findlay "The standard to aim at is the power to normal speed."

79.(2) Kirkman explains the meaning of the direct method.

80.(3) Text oral and written work on text, reading ,spelling, pronunciation and grammar are 4 periods a week.

81.(4) Thompson says "The Direct Method can be as possible."

82.(2) Fundamental laws in the science of teaching is to encourage self teaching.

83.(1) The more English that can be got into a lesson without sacrificing intelligibility the better, is Jespersen's opinion about the principles of direct method.

84.(3) The Direct method lays stress on the need of limited vocabulary taught in definite stages and phraseology taught in definite stages.

85.(3) Importance of the child's activity rather than the activity of the teachers and importance of speech for firmly fixing all ground work are the main principles of structural approach.

86.(3) The term 'Direct method' apparently originated in France.

87.(4) All of the given alternatives are the aim of structural approach.

88.(2) Shanti Sarup says the word "with the key of translation method own resources."

89.(3) Both the Statement (1) and (2) given as the alternatives; favours the main difference between Bilingual method and Translation method.

90.(2) Dr. Breton says that "only the clever child can profit by direct method."

91.(2) The Direct method of teaching English comes a reaction against the traditional method.

92.(1) Dr. West view the principal of the teacher training college, Dacca.

93.(4) The chief advantage of the translation method is in the sphere of vocabulary getting, a strong memory bond is established, and it develops an attitude of exactness and definiteness.

94.(2) Direct method is strictly in conformity with the educational principles. Particular before general concrete before abstract, practice before theory.

95.(4) According to Thompson and Wyatt, the translation, method is based on the translation interprets foreign phraseology best, in the process of interpretation the foreign phraseology is assimilated, the structure of a foreign language is best learnt when compared and contrasted with that of the mother tongue.

96.(1) Direct method makes only an aural-oral appeal.

97.(1) The substitution method was devised to supplement the direct method.

98.(4) A natural method, easy understanding of English and fluency of speech and bases of writing is the merit of direct method.

99.(1) According to Palmer "Substitution is a process by which any model sentence may be multiplied indefinitely substitution for any of its words of word-groups and other words of the same grammatical family.

100.(2) Dr. West's method came as a revolt against the direct method.

101.(1) Story should be written according to its outline.

102.(4) Aims of teaching written composition are to enable pupils to organize their thoughts and ideas, to enable students to write legibly and correctly, to give them a good deal of practice in correct use of English words.

103.(4) In sentence method, the evaluation takes place after reading from false cards, black-board and after comprehending the subject matter(All the three mentioned above.)

104.(3) Teaching and testing are important activities from the point of view that they are alike.

105.(2) Mixed method combines phrase method and sentence method.

106.(4) An independent learner interprets information by using study skills.

107.(3) The main character of the 'teaching' activity is that the teacher does not help the pupils.

108.(3) The colour words cannot be taught to the beginners by showing water.

109.(3) Audio-visual aid is television.

110.(3) Free composition, if introduced to early produces bad results because it gives birth to speaking power.

111.(4) The right criteria of selecting teaching aids is they should not be teacher-made.

112.(4) Visual aid is text-book.

113.(4) The natural order of skills is reading, writing, speaking, listening.

114.(3) The advantage of text book method is the method suggests a definite procedure to the learners which they can follow easily.

115.(4) None of these (The material like-pictures, charts, models, maps, puppets are called visual aids)

116.(4) All of the given alternatives.

117.(1) The construction of planning consists of annual plan.

118.(2) In the words of lord Macaulay education in India under present footing.

119.(2) Audio aid is lingua phone.

120.(3) The average schools are not well equipped with audio-visual aids is a lack of several facilities in learning and teaching English.

121.(4) "To make the student pick-up the structure of pattern of a sentence" the aim of teaching is the composition.

122.(3) The aims of teaching English to Indian school children is to speak it and to write it.

123.(1) Active vocabulary varies from person to person, this is the feature of vocabulary.

124.(4) None of these (The Teaching of grammar must be according to the changes and according to the structural approach of the language.)

125.(3) The aim of teaching spelling in school is to enable them to speed additional words as they come across them, in their daily writing.

126.(1) Situation approach helps in learning the second language without using the printed text.

127.(1) Story telling is useful for developing integrated language skills at primary level.

128.(3) Evaluating is the highest level of cognitive ability.

129.(1) A primary teacher should introduce reading through stories.

130.(1) If a student is asking pronunciation errors the best way to help him/her is to provide him/her with correct pronunciation without any humiliation.

131.(1) Here the teacher is trying to achieve through this activity, she activates the previous knowledge of students.

132.(3) Mrs Sinha asks prediction question as she reads aloud a story to her class III students. She does this to focus on comprehension.

133.(4) Participating in role plays on favourite stories classroom practices enables oral language development.

134.(1) When children work in groups to generate interpretations of a poem this sees children active learners.

135.(3) While teaching children the teacher should focus on comprehension right from the beginning.

136.(4) The most important pre-requisite for language learning is an input-rich communicational environment.

137.(3) Skilled reading is constructive.

138.(4) Teaching devices are the tools for parents.

139.(3) Language is a subject of skill

140.(3) Teaching steps for group work method of English teaching are conduction of group work.

141.(4) Written composition can be improved by checking the written composition seriously, pointing out the errors and mistakes, asking questions in the oral preparation stages.

142.(1) The kinds of drill in English teaching are repetition and chain drill.

143.(1) Listening and reading are receptive skills.

144.(4) The importance of drill work in primary classes by the students is providing opportunities to hear and speak English

in groups, improving of pronunciation, and understanding of proper stress and intonation of English language.

145.(4) Speaking and writing area non-creative skills.

146.(4) Description in English teaching should be easy and clear, based on facts, and impressive.

147.(4) The necessary element which helps in learning English is Imitation, Oral production, and reading with understanding.

148.(4) (None of these)

149.(3) Importance of oral composition lies in the fact that is useful for giving practice in using the language already learnt.

150.(4) Exposition is called a form of description, an extended view of expression, art of communication vividly.

151.(2) Global listening is not listening for specific information.

152.(3) Electicism in language teaching refers to using appropriate strategies from various methods of teaching.

153.(3) When children are introduced to English as a second language they should begin with letters of alphabet.

154.(3) While reading, a learner needs to perceive and decode letters in order to read words.

155.(2) Ability to comprehend the text already read, is most important in developing reading skill at primary level.

156.(1) While teaching english, a teacher is not able to draw attention of some students sitting at the back, she should engage them by asking question and evaluating her teaching methods.

157.(3) While assessing a group work, a teacher should not focus on assessing each child's work.

158.(2) In relation to the use of children literature their reading proficiency deteriorates and gets worse. This statement is not true.

159.(3) Giving clear explanations of the rules with examples might be a good strategy for teaching grammar.

160.(1) The major objective of teaching English at Primary level is using English in different situations of life.

161.(2) The use of dictionary does not help learners to be proficient in oral communication.

162.(3) Communicative approach of teaching English is based on the above idea.

163.(3) The classroom during a communicative class is quiet, this sentence is not true about communicative language teaching.

164.(4) The communicative approach to teaching of language is related to the abilities of listening, speaking, reading, writing and meaning-making.

165.(1) If a teacher wants to develop the understanding of a text among her class students, the method will be asking questions.

166.(2) The lexical approach considers words and word chunks as basis for language learning.

167.(4) The other skills of language apart from listening, speaking, reading and writing are thinking and reasoning.

168.(3) A task in task-based language learning is a piece of work which involves engagement with language.

169.(1) A phoneme is a single unit of sound.

170.(3) During the process of language learning, students lack confidence in their pronunciation, one can overcome this by reading aloud in the classroom.

171.(4) Under writing the recognizing sounds and deducing meanings from them come.

172.(1) The main purpose of poetry recitation in a language classroom is to appreciate and enjoy the poem.

173.(2) The structural approach advocates selection and gradation of material.

174.(3) Dyslexia is an intellectual disability that negatively affects the understanding abilities in terms of dialect.

175.(1) Communicative approach emphasizes, interaction as the means and the goal of learning a language.

176.(3) The most effective tool to assess values and attitude of learners is summative test.

177.(4) Register is neither (1) nor (2) (Register is a formality scale.)

178.(4) Learning language is all inclusive process.

179.(4) Remedial teaching fills the gap that creeps into pupil's learning, rectifies the concept which have been misunderstood and helps in retaining homogeneity in the class.

180.(4) The aim of remedial teaching is to eliminate ineffective habits and reteach incorrectly learnt skills.

181.(2) Bloom has suggested four steps of teaching as planning, organizing, leading and evaluation.

182.(1) Highly reliable test is objective type.

183.(2) Unit test is an expression of formative evaluation.

184.(4) The goal of communicative approach is appropriateness, acceptable languages and fluency.

185.(2) Delayed language development is called aphasia.

186.(4) The dramatic monologue, a technique of drama is a dialogue with self by the character, it is for the audience and it expresses mind and innermost feeling of the character on the stage.

187.(1) English is second language in India.

188.(4) Drills are considered important in pattern practice method.

189.(3) Pedagogical knowledge includes both knowledge of content and knowledge of method.

190.(4) Causes of spelling errors are silent letters, poor pronunciation, one letter different sound.

191.(2) The substitution table method was adopted by H.E., Palmer.

192.(3) This practice is known as evaluation.

193.(4) A good language textbook should contain learner centered materials, contain teacher friendly instruction and content related materials, have more syntactical items in its content.

194.(1) This is assessment of a descriptive answer.

195.(3) Written description of a child's progress that a teacher keeps on a day basis is anecdotal record.

196.(3) Language proficiency refers to fluency, accuracy and appropriateness.

197.(4) The teacher is trying to draw the attention of learners to rhyme scheme.

198.(3) Tail question also refers to question tag.

199.(4) The concept of transformative generative grammar was given by Noam Chomsky.

200.(1) Maintaining the regional interference needs to be taken care of for helping non-native speakers to produce the sounds of the target language.

201.(3) While writing, one of the cohesive devices used is content words.

202.(3) Note-taking is done during a lecture.

203.(3) The purpose of 'rapid reading' is for interest.

204.(3) According to the observation in the NCF 2005 (3.1.3) English is a second language in India.

205.(1) According to NCF 2005, Learning of English aims to enable knowledge acquisition through literacy and its development into an instrument of abstract thought.

206.(1) Curriculum is an educational programme which does not state the means of evaluating whether these educational ends have been achieved or not.

207.(4) Pre-reading tasks are meant for introducing the main idea and motivating the learners.

208.(4) Comprehensive evaluation refers to assessment of both scholastic and co-scholastic areas.

209.(4) Teacher should not give corporal punishment to learners because it creates stress and fear in learners.

210.(3) All-round development of child implies harmonious development of physical, emotional and mental faculties.

211.(2) Learners acquire a language by using the language in a natural interactive environment.

212.(1) Constructivist approach to language teaching expects the teacher to help construct knowledge using their experiences.

213.(2) When students learn a language for bright employment opportunities, their motivation is extrinsic.

214.(2) The language skills that cannot be assessed through a traditional pen paper test are listening and speaking.

215.(3) When a test item expects the learners to use tense forms, voice, connectors, prepositions and articles accurately such an approach can be called integrated grammar testing.

216.(1) 'Prediction' as a subskill is associated with reading.

217.(4) To improve the teaching-learning process is not a legitimate purpose of assessment in education.

218.(3) Substitution table drill helps teachers in giving controlled language practice.

219.(1) Language skills are best learnt if they are taught in an integrated manner.

220.(2) The primary objective of using role play is to improve the communicative competence.

221.(3) When Young learners are asked to read a test silently, they should be instructed to read fast even if they don't comprehend the meaning.

222.(4) Correct speech habits can be developed most effectively through pronunciation practice.

223.(3) Comprehension is an important stage in the writing process.

224.(3) A 'slight word' is a vocabulary item that the reader recognize and finds meaningful on slight without a complicated analysis.

225.(2) Knowledge of more than one language is very helpful in teaching and learning a new language.

226.(3) This law come into effect in India except the State of Jammu and Kashmir on 1st April, 2010.

227.(1) 'Decode' means to analyse and understand.

228.(2) Evaluation constitutes higher order thinking.

229.(4) The given two statements can be differentiated by drawing students' attention to the meaning conveyed by the modals/verb modifiers.

230.(1) A clutch of ducks is incorrect (The correct collective noun for Ducks can be flock, flush, brace, badelynge, raft, team, sord.)

231.(1) Report.

232.(2) During the assessment of students speaking, listening skills mark/s would be deducted during this exchange for neither.

233.(1) Noam Chomsky's reference to 'deep structures' means a hidden set of grammatical rules learnt through intensive study.

234.(3) Language acquisition refers to the process of learning a native or a second language because of the innate capacity of the human brain.

235.(2) Retrieval skills in writing are diagramming and summarizing.

236.(2) A 'listening stimulus' presents an information gap activity such as giving directions.

237.(1) In computer Aided Instruction (CAI), the 'simulation mode' is where learners experience real life systems and phenomena.

238.(3) Curriculum development follows the sequence Assessment of needs formulation of objectives, selection of texts/learning experiences, evaluation.

239.(3) To inculcate a 'Never Give Up Attitude' a suitable activity is the one when students in groups created graphs about the difficult situations that students have had to face in life.

240.(2) One of the challenges of 'Behaviour Management' in a senior class is student's lack of self study skills.

241.(2) The 'bottom up model' of curriculum is one where the curriculum that allows freedom for student mobility with increased choice of curricular activity and encourage learning by doing.

242.(4) This is an example of a semantic slanting.

243.(3) Affective factors in motivation are linked to students understanding successes and failures.

244.(1) What is taught is not what is learnt because students possess different abilities, personalities and come from a variety of backgrounds.

245.(3) The appropriate intonation is rising-falling.

246.(1) Criteria of assessment is a scoring key.

247.(2) The pairs which are the examples of homographs are led (give direction) and lead (metal)

248.(1) According to NCF (3.1.3), "At the initial stages of language learning vernacular language may be one the world."

249.(4) The underlined word is a reference word.

250.(3) If the piece of writing is complete, in the third person, without digressions and emotional overtones and logically arranged, it is a report.

251.(3) Generally speaking, the first language is marked by the accent and regional expressions of the area where students grow up.

252.(1) Providing students adequate speaking and writing assignments can encourage second language acquisition.

253.(4) Opportunities to practice as it helps with habit formation supports this observation.

254.(3) This problem can be overcome by engaging them in specific language focused tasks which are indirectly monitored by their group leaders.

255.(4) Language course books prescribed for students should provide detailed lesson-plans for teachers.

256.(3) Providing learning support to pupils who lag far behind their counterparts in school performance includes initially adapting school curricula and teaching strategies.

257.(4) They should be encouraged to speak in the target language .

258.(3) In a target language is a language practice activity.

259.(4) Learning a new language after puberty leads to difficulty in acquisition of a foreign language.

260.(4) This challenge can be met by allowing students to speak about whatever they can, irrespective of the grammatical errors, enhance their vocabulary and gradually make corrections.

261.(4) While drafting a notice, students may be instructed to use direct language.

262.(1) Marks may be deducted for syntactical errors.

263.(2) Some criteria for the selection of language items should involve their learnability, coverage and teachability.

264.(1) While translating a subject the using the translation in the mainstream curriculum, the benefit is enriching linguistic capability and appreciation.

265.(4) The Text book learning should be co-relate with assessment and achievement.

266.(2) Teachers should restructure their practices by exposing students to appropriate challenges based on syllabus in a secure environment, opportunities for all students to explore ideas and gain mastery.

267.(2) Students learning a language often lack confidence when speaking due to language's unique pronunciation rules. One way overcome this problem is to conduct a special speech therapy with a counsellor.

268.(3) Communicative resources will help to break down communication barriers and enable children to study and learn in both L1 and L2.

269.(3) Types of 'text media' are digital e-books, e-journals.

270.(4) This type of listening can be described as critical.

271.(1) Use of grammar, punctuation and spelling pertains to formal speech.

272.(4) Fill in the blanks types of questions assesses her ability to comprehend.

273.(2) Emphasis on memorization and completing a pre-determined syllabus is the bitter truth of school education in India.

274.(1) The sentence means Nehruji woke up early in the morning.

275.(4) None of these (Rote learning is memorization technique based on repetition. The idea is that and will be able to quickly recall the meaning of the material the more one repeats it.)

276.(3) Structural grammar emphasize structure of sentence.

277.(1) 'Language is behaviour' is the statement of Gleason.

278.(1) Raja Ram Mohan Roy Indian reformist supported English education.

279.(1) Language learning starts from listening.

280.(2) 'Must' is an auxiliary verb or modal which suggest the sense of compulsion.

281.(4) The English Language Teaching Method that refrains from using the learners native language and just use the target language is the direct method.

282.(4) Students are encouraged to use their mother tongue. This is not a key feature of the audio lingual method.

283.(2) This is an optative sentence .

284.(1) A possible solution would be to motivate the student to read more story-books and the teacher should take informal feedback about new words encountered.

285.(4) Computers facilitate communication between schools as well as between students/teachers and programmes or between students/teachers and data.

286.(2) It requires the students to present function, appearance, use.

287.(4) These processes involve both (1) and (2) i.e. linguistic aspect and psychological aspect.

288.(4) An example of learning style is focused.

289.(3) An early emphasis on linguistic accuracy along with prompt error correction in L2 class at Class V level results in students will be learning only the minimum or less.

290.(1) To develop language functions, teaching of speaking skills for younger children would include greeting, informal requests, asking for personal information.

291.(1) The assessment can be based on students' interpretation of a visual.

292.(1) Approach in teaching will allow students to learn structures and use them accurately.

293.(1) The ability to communicate competently are linguistic and socio-cultural.

294.(1) Target language is beneficial because it motivates target language speaking students learn another language and vice-versa.

295.(4) The main criteria are-relevance, logical organization of content, a direct style.

296.(3) Students should be trained to use information in its context to correctly guess its rough area of meaning.

297.(4) Written work is most effective when the teacher gives students more drill work till they 'learn' the correct responses.

298.(4) In the communicative classroom, learners acquire the grammar of second language to understand how to make meaning and become more proficient in speaking and writing.

299.(4) Here students are actively predicting the content of the input.

300.(3) Language learning is better achieved if students learn functional in terms of their life values and goals.

301.(3) Remedial teachings as part of Formative Assessment mans diagnosing and addressing gaps in learning.

302.(2) Reading for comprehension can be best achieved through learners reading silently and asking comprehension questions.

303.(4) Teachers do not give the meaning of new words to learners directly because it prevents learners from discovering the meaning through puzzling out using clues.

304.(4) The concept conveyed is 'work is worship'.

305.(4) None of these.

306.(1) This observation found in the National Curriculum Framework 2005 is related to Inclusive education.

307.(1) The underlying principle of this approach is treating knowledge in specific segments based on geography, science, language etc.

308.(2) A play can be best taught by encouraging the students to stage the play after working in groups to understand the plot, characters etc.

309.(2) The right of children to Free and Compulsory Education Act 2009 has 'overall Nurturing both the scholastic and co-scholastic areas development' as an aim.

310.(2) Teaching all the learners to sweep, wash and sew in the craft class without any gender discrimination will be the most effective to remove conventional beliefs about gender roles.

311.(4) A teacher can develop listening skills in English by creating opportunities for them to listen to a variety of sources and people engage in listening activities.

312.(3) In large language classes, group work can be accomplished by asking all students to stand in a circle.

313.(2) Effective learning takes place when students are interactive.

314.(1) An effective lesson for teaching a language begins with listing the learning objectives of the lesson.

315.(2) Children interact in the target language through tasks that require multiple intelligences, this is a feature of child centered language classroom.

316.(3) Gender stereotypes and bias among learners can be discouraged by creating an open and encouraging atmosphere in a mixed class.

317.(4) Essays or long writing tasks especially on a discursive issue should help them discuss the different points of view and justify them with illustrative points.

318.(2) 'Concrete operational stage' refers to those learners who are at middle level.

319.(1) An inclusive class is that in which differently abled learners study with normal students.

320.(4) The term 'Comprehensive' in continuous and Comprehensive Evaluation means scholastic and co-scholastic development.

321.(1) Formative assessment is assessment of learning.

322.(3) Ania, while teaching paragraph construction, should draw attention to topic sentence, supporting details and connectors.

323.(3) Encouraging students to ask more and more questions is suitable for making students responsible for their own learning.

324.(1) The constructivist approach to learning means involving the students in variety of activities to encourage them to learn new words and structures by accommodating them with those that they have already through a process of discovery.

325.(2) Inductive method is based on the theory 'from example to generalization'.

326.(4) Audio-lingual drills are useful for developing learners listening skills.

327.(3) Children can be encouraged to learn a new language by providing ample opportunities for using the language.

328.(3) A teacher as per NCF 2005 is a facilitator.

329.(4) According to NCF (2005) Evaluation should be taken as a meaningful process.

330.(4) Continuous in CCE refers to regularity in assessment, constructive feed back, frequency of task.

331.(3) The two components of language are grammar and vocabulary.

332.(4) This primary skill of learning language are listening and speaking.

333.(4) In the process of teaching and learning the text book is a resource book, tool, syllabus etc.

334.(1) Comprehensive in CCE implies that all the aspects of a child's personality have to be observed.

335.(4) Using song, rhymes and games in the classrooms, would help the child to overcome shyness, develop confidence and interest and motivate to speak.

336.(2) To learn a new language the children should increase their word power.

337.(4) Text book does not provide sum of all the experiences to be given at a particular age.

338.(3) The two areas of CCE are curricular and situational.

339.(2) Feed back is a part of the teaching process.

340.(4) Remedial teaching is a part of formative assessment, summative assessment and class test.

341.(3) When young learner's seem to lose interest in a lesson, the teacher should tell a story or conduct an interesting activity.

342.(1) Group project work helps in developing competition among learners to excel in academics.

343.(1) When all formative tasks are meant for improving teaching-learning, some are used for assessment too.

344.(4) Children learning a new game from friends is an instance of non-formal learning.

345.(2) Learners are involved in individual activities, pair work, group work and whole class work because these afford the learners opportunities to use the language in a focused manner for real-life interaction.

346.(4) Teachers help learners 'construct' their knowledge in English by correcting every mistake a learner makes and giving the relevant rule of grammar as immediate feedback.

347.(3) The aim of mechanical drills is to strengthen the role learning capacity of the learners.

348.(2) This is a process which reflects writing skills.

349.(2) Collaboration is a value associated with an inclusive classroom.

350.(1) Personal response questions promote thinking skills in children.

351.(4) A part from the four language skills, thinking skill is also has been added to the language skill.

352.(2) To behaviourist learning is based on stimulus and response.

353.(4) Problem of spelling errors of the students can be easily solved through dictation.

354.(1) Grammar-translation method is not useful when the class is heterogeneous.

355.(4) English in India is a language used as for wider communication, prestige symbol, for accessing the quality literature.

356.(3) Line IV

357.(1) Story telling is a method.

358.(1) The purpose of teaching a poetry text is more on enjoyment and developing literary sensitivity.

359.(1) While speaking for the first time the students generally face inhibition.

360.(1) According to the advocates of the structural approach to English language teaching the material should be graded on the basis of teachability, usefulness and frequency of use.

361.(3) LSRW stand for-Listening, Speaking, Reading and Writing.

362.(3) Formative assessment and evaluation focus on both process and product.

363.(4) According to the Constitution of India, English is an associate official language.

364.(1) Communicative approach to teaching English discourage the use of mother tongue.

365.(1) When a child commits frequent mistake in spelling, the teacher should better use dictation as a teaching aid.

366.(3) Sound is not a language component.

367.(2) Language acquisition means an unconscious process that occurs when language is used in real conversation.

368.(3) In order to improve the learners, pronunciation, a teacher first needs to ask them to read more.

369.(2) Multilingual may be an evaluation process to learn second language.

370.(3) A good speaking activity is the one where learners talk more.

371.(1) Guided reading is preferable only when the learners have some basic knowledge of the spoken language.

372.(1) Providing children the opportunity to play with clay will build find motor skills specially of the fingers and thumbs useful for free handwriting.

373.(2) If a student does not take interest in learning English. The teacher should convince him/her of the importance of learning English.

374.(2) Through silent reading, the learners may acquire mastery over grammar.

375.(1) Skimming, a reading activity, is closely associated with speed.

376.(4) Vocabulary can be taught by synonyms, direct use or by usage also.

377.(2) In this context kaleidoscope is the aid which can be used.

378.(3) Present day Indian Urban Society is labelled acquisitive.

379.(3) Here the teacher relates language function with politeness.

380.(4) Could you let me take the book now (Mode of request)

381.(1) The basic characteristic of communicative language teaching is an emphasis on learning to communicate through interaction in the target language.

Rule: While writing question tag, the subject and verb must be according to the main sentence.

Examples :

- (1) Our minister is intelligent, isn't *he* ?
- (2) The boys are not enjoying themselves, are *they*?
- (3) They went to Delhi yesterday, didn't *they* ?
- (4) She comes here daily, doesn't *she* ?

Exercise for Question Tag

Directions : (Q. Nos. 1-11) : Choose the suitable Question Tag to the following statements :

1. Let us dance together,?
 - (1) shall we (2) will we
 - (3) shall us (4) shall they
2. I shall have courage,?
 - (1) won't I (2) Shan't I
 - (3) shall not I (4) None of these
3. None of the food was wasted,?
 - (1) were it (2) was it
 - (3) did it (4) None of these
4. Everything looks bright an beautiful,?
 - (1) don't we (2) doesn't he
 - (3) don't it (4) doesn't it
5. Anyone will not do this work,?
 - (1) shall they (2) does he
 - (3) will they (4) None of these
6. Nobody is ready, ?
 - (1) are they (2) is he
 - (3) are we (4) None of these
7. He was very courageous, ?
 - (1) didn't he (2) wasn't he
 - (3) weren't he (4) None of these
8. I am right, ?
 - (1) amn't I (2) am not I
 - (3) aren't I (4) None of these
9. Now, I have no work, ?
 - (1) has I (2) hasn't I
 - (3) haven't I (4) have I
10. I can drive a car, ?
 - (1) I cannot (2) can't I
 - (3) cannot I (4) None of these
11. Mohit did not come in time, ?
 - (1) did Mohit (2) didn't he
 - (3) did he (4) didn't Mohit

Answers with Explanation

- 1.(1) Shall we (Negative Statement; Positive Tag)
- 2.(2) Shan't I (Positive Statement; Negative Tag)
- 3.(3) Did it (Negative Statement; Positive Tag)
- 4.(4) Doesn't it (Positive Statement; Negative Tag)
- 5.(3) Will they (Negative Statement; Positive Tag)
- 6.(1) Are they (Negative Statement; Positive Tag)
- 7.(2) Wasn't he (Positive Statement; Negative Tag)
- 8.(1) Amn't I (Positive Statement; Negative Tag)
- 9.(4) Have I (Negative Statement; Positive Tag)
- 10.(2) Can't I (Positive Statement; Negative Tag)
- 11.(3) Did he (Negative Statement; Positive Tag)

Direct and Indirect Speech

Functions

1. Assertive :

Recognition :First word is noun / pronoun .
said to = told , say to=tell, says to = tells
connective = that
say/says/has said/will say=no change in tense .

2. Interrogative :

Recognition : ?
said to = asked, say to = ask, says to = asks
connective = whether , if / Question word

3. Imperative:

Recognition : start with v¹.
said to = ordered /advised /requested /forbade
connective =to

4. exclamatory :

Recognition : !
{Hurrah !}said to = exclaimed with joy
{Alas !}said to = exclaimed with sorrow
{Bravo !}said to = exclaimed with praise
{How/what is changed in very} , said to = exclaimed
connective =that

5. optative :

Recognition : !{may}
said to = wished /prayed /bade /cursed
connective =that

Changes :

1. Present indefinite = Past indefinite{v¹=v²}
2. Past indefinite = Past perfect {v²=had+v³}
3. Past continuous = Past perfect continuous
{was/were+v¹+ing=had+been+v¹+ing}
4. Must = had to
- 5.Today = That day
- 6.Tomorrow = The next day
- 7.Yesterday = The previous day
- 8.Now = Then
- 9.Ago = Before
- 10.Here = There
11. First person pronouns {I, we}will change with subject.
12. Second person pronouns{you} will change with object.
- 13.Third person pronoun{he, she, it, they} will not change

Exercise For Direct - Indirect

Directions : (Q. Nos. 1-114) : In each of the following questions, a sentence has been given in Direct Speech. Out of four alternatives suggested, select the one which best expresses the same sentence in Indirect Speech :

1. My neighbour said to me, "I am going out for few days".
In Reported speech the above sentence will be-
My neighbour told me that-
(1) he was going out for a few days.
(2) he is going out for a few days.
(3) he will go out for a few days
(4) we are going out for a few days.
2. The father said to his daughter, "When will you return?"
In Reported Speech the above sentence will be-
The father asked his daughter-
(1) When she would return?
(2) When would she return?
(3) When she will return.

- (4) When she would return.
3. She said to her brother, "Do not buy mangoes." In Reported Speech the above sentence will be-
She asked her brother-
- (1) to not buy mangoes
 - (2) not to buy mangoes
 - (3) do not buy mangoes
 - (4) do not to buy mangoes
4. Mohan said to Savita, "Can I borrow your book for a day?"
In Reported Speech the above sentence will be-
- (1) if he could borrow her book for a day
 - (2) if they could borrow her book for a day
 - (3) that could he borrow her book for a day
 - (4) if that he could borrow her book for a day
5. Choose the correct form of the sentence :
The policeman said, "Please move this car."
- (1) The policeman commanded me to move the car.
 - (2) The policeman requested me to move the car.
 - (3) The policeman suggested that I move the car.
 - (4) The policeman advised me to move the car.
6. The doctor said to me, "Do not swim in cold water."
In Reported Speech the above sentence will be-
The doctor advised me-
- (1) Do not swim in cold water
 - (2) That do not swim in cold water
 - (3) Not to swim in cold water
 - (4) To not swim in cold water
7. Rahul said to Veena, "Please return my books early."
In reported Speech the above sentence will be Rahul requested Veena to-
- (1) Return her books early
 - (2) Return my books early
 - (3) Return his books early
 - (4) Return their books early
8. My sister said, "I am enjoying my work,"
In Reported Speech the above sentence will be My sister said that-
- (1) She was enjoying her work
 - (2) I was enjoying my work
 - (3) She was enjoying my work
 - (4) I have been enjoying my work
9. The students said, "We want to learn a foreign language."
In Reported Speech the above sentence will be-
The students said that-
- (1) they want to learn a foreign language
 - (2) they wanted to learn a foreign language
 - (3) we want to learn a foreign language
 - (4) we wanted to learn a foreign language
10. Choose the correct indirect form of :
Ravi said, "Guests have taken their lunch."
- (1) Ravi said that guests had taken their lunch.
 - (2) Ravi said that guests have taken their lunch
 - (3) Ravi said that guests had to take their lunch.
 - (4) Ravi said that guests are taking their lunch.
11. Choose the correct indirect form of the sentence
The man said, "Let me have the first chance."
- (1) The man proposed that he should have the first chance.
 - (2) The man proposed to have the first chance.
 - (3) The man desired that he had the first chance.
 - (4) The man claimed that he had the first chance.
12. Identify the correct reported form of the given sentence :
My friend said, "You must accept this gift."
- (1) My friend asked that I must accept that gift
 - (2) My friend said that you must accept that gift
 - (3) My friend requested that I must accept this gift
 - (4) My friend insisted that I must accept that gift
13. Change the following into indirect speech by choosing correct alternative :
Our teacher said to us, "Sugar dissolves in water."
- (1) Our teacher told us that sugar dissolved in water
 - (2) Our teacher told us that sugar has dissolved in water.
 - (3) Our teacher said to us that sugar dissolves in water.
 - (4) Our teacher told us that sugar dissolves in water.
14. Choose the correct indirect form of the following sentence:
I said to my friend, 'I don't know the way. Do you?'
- (1) I told my friend that I did not know the way and asked if he did.
 - (2) I said to my friend that I do not know the way and asked if he knows.
 - (3) I confessed my ignorance of the way to my friend and asked him if he knew the way.
 - (4) I told my friend that I do not know the way and asked him if he knew the way.
15. I said, "I came here yesterday."
- (1) I said that I came here that day.
 - (2) I said that go here yesterday.
 - (3) I said that I had come there the previous day.
 - (4) I said that I went there the previous day.
16. He said, "The government is writing letters."
- (1) He said that the government is writing letters.
 - (2) He said that the government was writing letters.
 - (3) He said that the government will write letters.
 - (4) He said that the government wrote letters.
17. He said, "I have passed the examination."
- (1) He said that he had passed the examination.
 - (2) He announced that he has passed the examination.
 - (3) He said that he had to pass the examination.
 - (4) He said that he has passed the examination.
18. He said, "Alas ! The little puppy is run over by the car."
- (1) He exclaimed, alas, the little puppy was run over by the car.
 - (2) He exclaimed sadly that the little puppy was run over by the car.
 - (3) He exclaimed sadly that the little puppy had been run over by the car.
 - (4) He exclaimed sadly that the little puppy is run over by the car.
19. The visitor said to them "Please give me a glass of water."
- (1) The visitor requested them to give him a glass of water.
 - (2) The visitor said please give him a glass of water.
 - (3) The visitor said to them to give him a glass of water.
 - (4) The visitor ordered them to give a glass of water.
20. The policeman told the students, "Do not park his vehicles here."

- (1) The policeman asked them not to park your vehicle here.
- (2) The policeman asked them not park your vehicles here.
- (3) The policeman asked them not to park their vehicles here.
- (4) The policeman asked them not to park their vehicles there.
- 21.** The man said, "All the boys are playing in the street."
 (1) The man told us that all the boys in the street are playing.
- (2) The man told us that all the boys had been playing in the street.
- (3) The man told us that all the boys were playing in the street.
- (4) The man told us that all the boys play in the street.
- 22.** She said, "I am sorry I did not write."
 (1) She apologized and added that she was sorry, she had not written.
- (2) She apologized for I did not write.
- (3) She apologized she is sorry, she did not write.
- (4) She apologized she is sorry, she has not written.
- 23.** "Alright, yes, I was wrong and you were right," he said.
 (1) He admitted that he had been wrong and I had been right.
- (2) He admitted that he has been wrong and I have been right
- (3) He admitted that I was wrong and you were right.
- (4) He admitted that I waas wrong and he was right.
- 24.** Nirmal said to us, "My father gave me a purse yesterday."
 (1) Nirmal told us that his father had given him a purse yesterday.
- (2) Nirmal told us that my father given me a purse the previous day.
- (3) Nirmal told us that his father had given him a purse the previous day.
- (4) Nirmal told us that his father has given him a purse yesterday.
- 25.** I asked my brother if he had returned the money to his friend.
 (1) "Do you return the money to his friend."
- (2) "Had you returned the money to my friend."
- (3) I said to my brother, "Have you return the money to his friend"?
- (4) "Have you returned the money to your friend."
- 26.** Bala's mother, "Will you lock the door Bala?"
 (1) Bala's mother said lock the door.
- (2) Bala's mother told Bala that he need not lock the door.
- (3) Bala' mother asked Bala if he would lock the door.
- (4) Bala's mother asked Bala if he had locked the door.
- 27.** "Do you know the way home?" asked I.
 (1) I asked him if he knew the way home.
- (2) I asked him if he knows the way home.
- (3) I asked him did he know the way home.
- (4) I asked to him whether he knew the way home.
- 28.** The Swami said to the villager, "Please bring me a glass of water."
 (1) The Swami told the village to bring me a glass of water.
- (2) The Swami requested the villager to bring him a glass of water.
- (3) The Swami ordered the villager to bring him a glass of water.
- (4) The Swami requested to the villager to bring him a glass of water.
- 29.** "Do you suppose you know better than your own father?" jeered his mother angrily.
 (1) His angry mother jeered and asked if he supposed he knows better than his own father.
- (2) His angry mother jeered and asked him if he supposed he knew better than his own father.
- (3) His angry mother jeered and asked him if he supposes he knows better than his father.
- (4) His angry mother jeered and asked him did he suppose he knew better than his own father.
- 30.** Aladin said to the magician, "What have I done to deserve so severe a blow?"
 (1) Aladin asked the magician what he had done to deserve so severe a blow.
- (2) Aladin asked the magician what had he done to deserve so severe a blow.
- (3) Aladin asked the magician what had I done to deserve so severe a blow.
- (4) Aladin asked the magician that what he had done to deserve so severe a blow.
- 31.** He said, "Will you listen to such a man?"
 (1) He asked them will they listen to such a man.
- (2) He asked to them if they would listen to such a man.
- (3) He asked them would they listen to such a man.
- (4) He asked them whether they would listen to such a man.
- 32.** Ann told my brother, "I will meet you in your class."
 (1) Ann told my brother that she would meet him in her class
- (2) Ann told my brother that he will meet, her in her class.
- (3) Ann told my brother that he would meet him in his class.
- (4) Ann told my brother that she would meet him in his class.
- 33.** They said to me, "When did you arrive?"
 (1) They asked when I have arrived.
- (2) They said when I have arrived.
- (3) They enquired when I have arrived.
- (4) None of the above
- 34.** Nurse said to me, "How are you?"
 (1) The nurse enquired how I was.
- (2) The nurse asked how I was.
- (3) The nurse said how I was.
- (4) None of the above
- 35.** Teacher said, "India got freedom in 1947."
 (1) The teacher said that India got freedom in 1947.
- (2) The teacher said that India had got freedom in 1947.
- (3) The teacher said that India gets freedom in 1947.
- (4) None of the above
- 36.** He said, "Congratulations! You have won a prize."
 (1) He congratulated me saying that I had won a prize.
- (2) He congratulated me saying you had won a prize.
- (3) He appreciated me saying I had won a prize.
- (4) None of the above

- 37.** He said, "Hurrah ! I Have won."
 (1) He exclaimed with Joy that he had won.
 (2) He told with Joy that he had won.
 (3) He said with joy that he had won.
 (4) None of the above
- 38.** He said to me, "Where does she live?"
 (1) He told me where she lived.
 (2) He said me where you live.
 (3) He asked me where she lived.
 (4) He asked me where does she live.
- 39.** She said to him, "Why don't you go today?"
 (1) She asked him why he did not go that day.
 (2) She said to him that why he don't go today.
 (3) She asked him not to go today.
 (4) She asked him why he did not go today.
- 40.** "Are you alone, my son?" Asked a soft voice close behind me.
 (1) A soft voice asked that what I was doing there alone.
 (2) A soft voice said to me are you alone son.
 (3) A soft voice from my back asked if I was alone.
 (4) A soft voice close behind me asked if I was alone.
- 41.** He said he goes for a walk every morning.
 (1) He said, "I went for a walk every morning."
 (2) He said, "I go for a walk every morning."
 (3) He said, "I will go for a walk every morning."
 (4) He said, "He goes for a walk every morning."
- 42.** "Would you open the door please?", She said,
 (1) She asked me to please open the door.
 (2) She requested me to open the door.
 (3) She requested me to please open the door.
 (4) She asked me open the door.
- 43.** They said, "We've lived here for a long time,"
 (1) They said they have lived there for a long time.
 (2) They said they have lived here for a long time.
 (3) They said that they had lived there for a long time.
 (4) They said they have lived for a long time.
- 44.** The captain said to the army, "March forward, now."
 (1) The captain said to the army that march forward now.
 (2) The captain ordered the army to march forward then.
 (3) the captain ordered the army to march on that day.
 (4) The captain ordered the army to attack the enemy.
- 45.** I said to my sister, "I brought you a doll yesterday."
 (1) I told my sister that I brought you a doll the previous day.
 (2) I told my sister that I had brought her a doll the previous day.
 (3) I told my sister that I had brought her a doll yesterday.
 (4) I told my sister that I brought her a doll yesterday.
- 46.** The boy said " bravo ! You have done well."
 (1) The boy said that he had done well
 (2) The boy exclaimed that he had done well
 (3) the boy applauded him, saying that he had done well
 (4) The boy said bravo he had done well
- 47.** "Have you ever seen Tajmahal ?" He said.
 (1) He said that had he ever seen Tajmahal.
 (2) He asked him whether he had ever seen Tajmahal.
 (3) He asked him whether he has ever seen Tajmahal.
 (4) He asked him whether he ever seen Tajmahal.
- 48.** "How happy we are here !" they cried.
 (1) They said how happy they were.
 (2) They said they were how happy there.
 (3) They exclaimed that how happy they were there.
 (4) They exclaimed that they were very happy there.
- 49.** Mohan said, "I want to become a doctor."
 (1) Mohan told that I want to become a doctor.
 (2) Mohan said that he wanted to become a doctor.
 (3) Mohan wished that he should become a doctor.
 (4) Mohan remarked hat he had wanted to become a doctor.
- 50.** "Let's light a fire and cook our sausages," said the children.
 (1) The children requested to light a fire to cook our sausages.
 (2) The children asked to light a fire to cook the sausages.
 (3) The children suggested to light a fire and cook the sausages.
 (4) The children said that the sausages are to be cooked on a fire.
- 51.** He told me that he had never seen such a lazy boy as I was.
 (1) He told to me, "I have never seen such a lazy boy as I was."
 (2) He told to me, "I have never seen such a lazy boy as you are."
 (3) He said to me, "I have never seen such a lazy boy as you are."
 (4) He said to me, "I had never seen such a lazy boy as you are."
- 52.** The peon said, "Where shall I put the bag?"
 (1) The peon asked where should he put bag.
 (2) The peon wondered where he would put the bag.
 (3) The peon asked where would he put the bag.
 (4) The peon wanted to know where he should put the bag.
- 53.** "Can you lend me your pen?" she said to me.
 (1) She asked me if I could lend her my pen.
 (2) She asked whether she could lend me your pen.
 (3) She asked whether I can lend her my pen.
 (4) She asked to me if I can lend her my pen.
- 54.** "I lost my pen yesterday," he said
 (1) He said that he had lost his pen the previous day.
 (2) He said that he loses his pen the previous day.
 (3) He said that he was lost his pen the previous day.
 (4) He said that he lost his pen the previous day.
- 55.** The man said, "Let me have the first choice" :
 (1) The man told that he should have the first choice
 (2) The man urged that he should have the first choice
 (3) The man proposed that he should have the first choice
 (4) The man wished that he should have the first choice
- 56.** He said, "May you live long!" :
 (1) She said for a long life for him
 (2) She told for a long life for him
 (3) She prayed for a long life to him
 (4) She proposed for a long life to him
- 57.** The student said to the Teacher, "Sir, mark me present" :
 (1) The student told the teacher to mark me present
 (2) The student respectfully requested the teacher to mark him present
 (3) The student proposed the teacher to mark him present

- (4) The student urged the teacher to mark him present
- 58.** The Captain said, "Let us play a friendly match" :
- (1) The Captain told us to play a friendly match
 - (2) The Captain asked us to play a friendly match
 - (3) The Captain proposed us to play a friendly match
 - (4) The Captain proposed that we should play a friendly match
- 59.** I said, "If you can lend me the money I needn't go to the bank" :
- (1) I said that if he could lend me the money I needn't go to the bank
 - (2) I said that if he can lend me the money I needn't go to the bank
 - (3) I said that if he could lend me the money I needn't have to go the bank
 - (4) I said if he could lend me the money I needn't have to go to the bank
- 60.** He said, "What a dreadful idea!" :
- (1) He exclaimed that what a dreadful idea
 - (2) He exclaimed that it was a dreadful idea
 - (3) He exclaimed that it is a dreadful idea
 - (4) He exclaimed it was a dreadful idea
- 61.** The strike leader said, "Let us show the bosses that we are united" :
- (1) The strike leader urged the workers to show the bosses that they were united
 - (2) The strike leader ordered the workers to show the bosses that we are united
 - (3) The strike leader ordered the workers to show the bosses that they were united
 - (4) The strike leader told the workers to show the bosses that they were united
- 62.** He said, "Let us leave the case at the station" ;
- (1) He suggested to let us leave the case at the station
 - (2) He ordered to let us leave the case at the station
 - (3) He ordered that we should leave the case at the station
 - (4) he suggested that we should leave the case at the station
- 63.** My mother said, "May Heaven bless you!"
- (1) My mother said that Heaven might bless you
 - (2) My mother wished that Heaven may bless you
 - (3) My mother wished that Heaven might bless him
 - (4) My mother told that Heaven might bless him
- 64.** Mohit said, "Bravo, we have got the shield" :
- (1) Mohit ordered with joy that they had got the shield
 - (2) Mohit exclaimed with joy that they had got the shield
 - (3) Mohit exclaimed that they had got the shield
 - (4) Mohit exclaimed with joy that they have got the shield
- 65.** Ritul said, "Alas! I am ruined" ;
- (1) Ritul said that I am ruined
 - (2) Ritul cried with grief that I am ruined
 - (3) Ritul cried with grief that he was ruined
 - (4) Ritul said with grief that he was ruined
- 66.** She said, "Please do not disturb in my studies" :
- (1) She said that please do not disturb me in any studies
 - (2) She requested not to disturb her in her studies
 - (3) She suggested not to disturb her in her studies
 - (4) She proposed not to disturb her in her studies
- 67.** He said, "Let us go for the morning walk" :
- (1) He proposed us to go for the morning walk
 - (2) He ordered us to go for the morning walk
 - (3) He proposed that they should go for the morning walk
 - (4) He ordered that they should go for the morning walk
- 68.** He said to me, "Please lend me your fountain pen" :
- (1) He ordered me to lend me your fountain pen
 - (2) He requested me to lend me your fountain pen
 - (3) He suggested me to lend me your fountain pen
 - (4) He requested me to lend him my fountain pen
- 69.** My father said to me, "Speak the truth and be noble" :
- (1) My father asked me to speak the truth and be noble
 - (2) My father forbade me to speak the truth and be noble
 - (3) My father ordered to me to speak the truth and be noble
 - (4) My father advised me to speak the truth and be noble
- 70.** He said, "Let the sweets be distributed among the children" :
- (1) He said to let the sweets be distributed among the children
 - (2) He told to let the sweets be distributed among the children
 - (3) He proposed to let the sweets be distributed among the children
 - (4) He proposed that the sweets should be distributed among the children
- 71.** Mohan said to the servant, "Bring a hot cup of tea" :
- (1) Mohan told the servant to bring a hot cup of tea
 - (2) Mohan said the servant to bring a cup of tea
 - (3) Mohan ordered the servant to bring a cup of tea
 - (4) Mohan ordered to the servant to bring a cup of tea
- 72.** The teacher said to the student, "Do not talk nonsense" :
- (1) The teacher said the student that do not talk Nonsense
 - (2) The teacher forbade the student to talk nonsense
 - (3) The teacher ordered the student to talk nonsense
 - (4) The teacher asked the student not to talk nonsense
- 73.** He said, "Be quiet" :
- (1) He ordered to be quite
 - (2) He asked be quiet
 - (3) He said that be quiet
 - (4) He told that be quiet
- 74.** "Don't swim out too far, boys," I said :
- (1) I warned the boys not to swim too far
 - (2) I said the boys not to swim too far
 - (3) I proposed the boys not to swim too far
 - (4) I asked the boys not to swim too far
- 75.** Mohan said, "What have you been searching for all these hours?"
- (1) Mohan told that what you had been searching for all these days
 - (2) Mohan said that what you had been searching for all these days
 - (3) Mohan asked what I had been searching for all those hours
 - (4) Mohan asked what I have been searching for all these hours
- 76.** He said , "Can I be of any service to try my luck?"
- (1) He told that I could be any service to try my luck
 - (2) He asked if he could be any service to try my luck
 - (3) He asked if he could be any service to try his luck

- (4) He asked that if he could be any service to try his luck
- 77.** He said to Ran Lal, "Why did you enter my house without taking my permission?"
- (1) he told Ram Lal why you had entered my house without taking my permission
- (2) He asked Ram Lal why you had entered my house without taking my permission
- (3) He asked Ram Lal that why you had entered my house without taking his permission
- (4) He asked Ram Lal why he had entered his house without taking his permission
- 78.** My friend said to the Station Master, "When does the Punjab Mail reach Agra?"
- (1) My friend asked the Station Master when the Punjab Mail reached Agra
- (2) My friend told the Station Master when the Punjab Mail reached Agra
- (3) My friend asked to the Station Master when the Punjab Mail reached Agra
- (4) My friend asked the Station Master when did the Punjab Mail reach Agra
- 79.** My father said to me, "What have you done with all the money I gave you?"
- (1) My father told me what I had done with all the money I gave you
- (2) My father asked me what I had done with all the money I gave you
- (3) My father asked me what I had done with all the money that he had given me
- (4) My father told me what I had done with all the money that he had given me
- 80.** He said, "How can I help in these circumstances?"
- (1) He told that how could I help in these circumstances
- (2) He asked how he could help in those circumstances
- (3) He asked how he could help in these circumstances
- (4) He told how he could help in those circumstance
- 81.** Ramesh said to him, "How do you do?"
- (1) Ramesh told him how did you do
- (2) Ramesh asked him how he was
- (3) Ramesh asked him how you were
- (4) Ramesh asked him how I was
- 82.** He said to me, "Why do you want to go home?"
- (1) He told me that why did you wanted to go home
- (2) He asked me that why I wanted to go home
- (3) He asked if why I wanted to go home
- (4) He asked why I wanted to go home
- 83.** He said, "Were you present at the scene of the accident?"
- (1) He told that you had been present at the scene of the accident
- (2) He asked if I had been present at the scene of the accident
- (3) He said that if I had been present at the scene of the accident
- (4) He asked that I had been present at the scene of the accident
- 84.** Rahul said, "Are these mangoes sweet?"
- (1) Rahul told that these mangoes were sweet
- (2) Rahul told if these mangos were sweet
- (3) Rahul asked if those mangoes were sweet
- (4) Rahul asked if these mangoes were sweet
- 85.** He said, "Would you like to live in New York?"
- (1) He said that if I would like to live in New York
- (2) He told that if I would like to live in New York
- (3) He asked that if I would like to live in New York
- (4) He asked if I would like to live in New York
- 86.** "What shall I say, mother?" she said :
- (1) She asked her mother what she should say
- (2) She told her mother what she should say
- (3) She asked her mother that what she should say
- (4) She asked her mother that should she say
- 87.** She said, "When shall I know the result of the Test?"
- (1) She said that when she would know the result of the test
- (2) She told when she would know the result of the test
- (3) She asked that when she would know the result of the test
- (4) She asked when she would know the result of the test
- 88.** The policeman said, "Did you see the accident scene?"
- (1) The policeman asked that I had seen the accident
- (2) The policeman told that I had seen the accident
- (3) The policeman asked if I had seen the accident
- (4) The policeman asked if he had seen the accident
- 89.** She said to me, "Do you know Jack?"
- (1) She told me if I knew Jack
- (2) She asked me if she knew Jack
- (3) She asked me that she knew Jack
- (4) She asked me if I knew Jack
- 90.** He said "Will you be there tomorrow?"
- (1) He asked if she would be there the next day
- (2) He asked if she would be there tomorrow
- (3) He asked whether she would be there tomorrow
- (4) He asked that would you be there the next day
- 91.** He said to her, "Why didn't you put on the brake?"
- (1) He told her that why she hadn't put on the brake
- (2) He asked her that why she hadn't put on the brake
- (3) He asked her why she didn't put on the brake
- (4) He asked her why she didn't put on the brake
- 92.** Dileep said, "Where is the station?"
- (1) Dileep asked where was the station
- (2) Dileep asked where the station was
- (3) Dillep told where the station was
- (4) Dileep said where the station was
- 93.** Richard said, "Where does she live?"
- (1) Richard said that where does she live
- (2) Richard asked that where does she live
- (3) Richard asked where she lived
- (4) Richard asked where did she live
- 94.** Raj said, "Where is she going?"
- (1) Raj said that where was she going
- (2) Raj said that where she was going
- (3) Raj asked where she was going
- (4) Raj asked that where she was going
- 95.** He said, "I will be here again tomorrow" :
- (1) He said that I will be here again tomorrow
- (2) He said that he would be here again tomorrow
- (3) He said that he would be there again the next day
- (4) He said that he would be here again the next day

- 96.** She said, "My father died a year ago" :
- (1) She said that my father died a year ago
 - (2) She said that her father died a year before
 - (3) She said that her father died a year before
 - (4) She said that her father had died a year ago
- 97.** He said , "I saw her the day before yesterday" :
- (1) He said that he had seen her two days before
 - (2) He said that I saw her the day before yesterday
 - (3) He said that he saw her the day before yesterday
 - (4) He said that he had seen her the day before yesterday
- 98.** He said, "I have forgotten the combination of my safe" :
- (1) He said that I have forgotten the combination of my safe
 - (2) He said that he has forgotten the combination of his safe
 - (3) He said that he had forgotten the combination of his safe
 - (4) He said that he had forgotten the combination of my safe
- 99.** John said, "I Shall be 21 tomorrow"?
- (1) John said that I shall be 21 tomorrow
 - (2) John said that he should be 21 tomorrow
 - (3) John said that he would be 21 the following day
 - (4) John said that he should be 21 the following day
- 100.** Lalit said to Rohit, "I shall go tomorrow" :
- (1) Lalit said to Rohit that he should go that day
 - (2) lalit told Rohit that he should go the next day
 - (3) Lalit told Rohit that he should go that day
 - (4) Lalit told to Rohit that I should go that day
- 101.** Ravi said, "The matter shall be decided here and now" :
- (1) Ravi said that the matter should be decided there and then
 - (2) Ravi said that the matter shall be decided here and now
 - (3) Ravi said that the matter should be decided here and now
 - (4) Ravi said that the matter shall be decided there and then
- 102.** The teacher said, "The Earth moves round the Sun".
- (1) The teacher said that the Earth moves round the Sun
 - (2) The teacher asked that the Earth moves round the Sun
 - (3) The teacher told that the Earth moved round the Sun
 - (4) The teacher told that the Earth has moved round the Sun
- 103.** Gaurav said to Saurabh, "I am not taking the examination because I am not very confident about my studies" :
- (1) Gaurav said to Saurabh that he has not been taking the examination because he was not very confident about his studies
 - (2) Gaurav told Saurabh that he has not been taking the examination because he was not very confident about his studies
 - (3) Gauav told Saurabh that I am not taking the examination because I am not very confident about my studies
 - (4) Gaurav told Saurabh that he was not taking the examination because he was not very confident about his studies
- 104.** Mohan said, "I have been studying very regularly since July".
- (1) Mohan said that I have been studying very regularly since July
 - (2) Mohan told that I had been studying very regularly since July
 - (3) Mohan said that he had been studying very regularly since July
 - (4) Mohan said that he have studying very regularly since July
- 105.** Ramesh said, "I was having my dinner when the peon called upon me" :
- (1) Ramesh said that he had been having his dinner when the peon called upon him
 - (2) Ramesh said that I was having my dinner when the peon called upon him
 - (3) Ramesh told that he had been having my dinner when the peon called upon me
 - (4) Ramesh told that he had been having dinner when the peon called upon me
- 106.** The Watchman cried, "The thieves have broken into the house and stolen away all the property" :
- (1) The watchman cried that the thieves had broken into the house and stolen away all the property
 - (2) The watchman told that the thieves had broken into the house and stolen away all the property
 - (3) The watchman cried that the thieves have broken into the house and stolen away all the property
 - (4) The watchman cried that the thieves have broken into the house and had stolen away all the property
- 107.** Ravi said, "He met his father last Sunday" :
- (1) Ravi told that he had met his father last Sunday
 - (2) Ravi said that he had met his father last Sunday
 - (3) Ravi told that he had met his father last Sunday
 - (4) Ravi said that he met his father last Sunday
- 108.** The Servant said, "He met Ramesh when he was coming from the market after delivering the letter" :
- (1) The servant said that he met when Ramesh was coming from the market after delivering the letter
 - (2) The servant said that he had met Ramesh had been coming from the market after delivering the letter
 - (3) The servant told that he had met when he was coming from the market after delivering the letter
 - (4) The servant told that he met when he had been coming from the market after delivering the letter
- 109.** My father said to us "We should study and get a good division in the examination" :
- (1) My father said us that we should study and got a good division in the examination
 - (2) My father told us that we should studied and got a good division in the examination
 - (3) My father told to us that we should study and get a good division in the examination
 - (4) My father told us that we should study and get a good division in the examination
- 110.** Mohan said, "We shall go to see the Taj in the moonlight night".
- (1) Mohan said that we shall go to see the Taj in the moonlight night
 - (2) Mohan told that we shall go to see the Taj in the moonlight night

- (3) Mohan told that we should go to see the Taj in the moonlight night
- (4) Mohan said that they should go to see the Taj in the moonlight night
- 111.**The government has announced, "Taxes will be raised" :
- (1) The government has announced that taxes would be raised
- (2) The government has announced that taxes would raised
- (3) The government has announced that taxes will be raised
- (4) The government has announced taxes will be raised
- 112.**He says, " I don't want to play any more" :
- (1) He says that he doesn't want to play any more
- (2) He says that I don't want to play any more
- (3) He says that I didn't want to play any more
- (4) He says that he didn't want to play any more
- 113.**He told her "I want to meet your father" :
- (1) He told her that I want to meet your father
- (2) He told her that he wanted to meet her father
- (3) He told her that she wanted to meet your father
- (4) He told her that she wanted to meet her father
- 114.**He said, "I cannot help you at present because I am myself in difficulty."
- (1) He said that I cannot help you at present because I am myself in difficulty
- (2) He said that he could not help you at present because he was himself in difficulty
- (3) He told that he could not help you at present because he was himself in difficulty
- (4) He asked that he could not help you at present because he was himself in difficulty
- 14.(1) I told my friend that I did not know the way and asked if he did (Simple Present changes to Simple Past Tense)
- 15.(3) I said that I had come there the previous day (Past Tense changes to Past Perfect Tense)
- 16.(2) He said that the government was writing letters (Present Continuous Tense changes into Past Continuous Tense)
- 17.(2) He announced that he has passed the examination (Case of Imperative Sentence)
- 18.(2) He exclaimed sadly that the little puppy was run over by the car (Case of Exclamatory Sentence)
- 19.(1) The visitor requested them to give him a glass of water (Case of Imperative Sentence)
- 20.(4) The policeman asked them not to park their vehicles there (Case of Imperative Sentence)
- 21.(3) The man told us that all the boys were playing is the street (Present Continuous Tense changes into Past Continuous Tense)
- 22.(1) She apologized and added that she was sorry, she had not written (Case of Imperative Sentence)
- 23.(1) He admitted that he had been wrong and I had been right (Case of Imperative Sentence)
- 24.(3) Nirmal told us that his father had given him a purse the previous day (Simple Past Tense changes into Past Perfect Tense)
- 25.(4) "Have you returned the money to your friend" (Case of Interrogative Sentence ; Yes or No answer type)
- 26.(3) Bala's mother asked Bala if he would lock the door (Case of Imperative Sentence)
- 27.(1) I asked him if he knew the way home (Case of interrogative Sentence ; Yes or No answer type)
- 28.(2) The Swami requested the villager to bring him a glass of water (Case of Imperative Sentence)
- 29.(2) His angry mother jeered and asked him if he supposed he knew better than his our father (Case of Interrogative Sentence ; Yes or No answer type)
- 30.(1) Aladin asked the magician what he had done to deserve so severe a blow (Present Perfect Tense Changes into Past Perfect Tense)
- 31.(4) He asked them whether they would listen to such a man.(Case of Imperative Sentence)
- 32.(3) Ann told my brother that he would meet him in his class (Change in Pronoun)
- 33.(4) None of the above
- 34.(1) The nurse enquired how I was (Case of Interrogative Sentence; Question word type)
- 35.(1) The teacher said that India got freedom in 1947 (Case of Simple Past Tense)
- 36.(1) He congratulated me saying that I had won a prize (Case of Exclamatory sentence)
- 37.(1) he exclaimed with joy that he had won (Case of Exclamatory Sentence)
- 38.(3) He asked me where she lived (Case of Interrogative Sentence : Question word type)
- 39.(1) She asked him why he did not go that day (Case of Interrogative Sentence ; Question word type)
- 40.(4) A soft voice close behind me asked if I was alone (Case of Interrogative Sentence ; Yes or No answer type)

Answer with Explanation

- 1.(1) He was going out for a few days (Present Continuous changes into Past Continuous)
- 2.(2) When would she return (Case of Interrogative Sentence; Question word type)
- 3.(2) Not to buy mangoes (Case of Imperative Sentence; Negative)
- 4.(1) If he could borrow her book for a day (Case of Interrogative Sentence; Yes or no answer type)
- 5.(2) The policeman requested me to move the car (Case of Imperative Sentence)
- 6.(3) Not to swim in cold water (Case of Imperative Sentence; Negative)
- 7.(3) Return his books early (Change in pronoun According to the subject)
- 8.(1) She was enjoying her work (Present Continuous Tense changes into Past Continuous Tense)
- 9.(2) They wanted to learn a foreign language (Simple Present tense changes into Simple Past Tense)
- 10.(1) Ravi said that guests had taken their lunch (Present Perfect Tense Changes into Past Perfect Tense)
- 11.(4) The man claimed that he had the first chance (Case of Imperative Sentence)
- 12.(4) My friend insisted that I must accept that gift (Case of Imperative Sentence)
- 13.(4) Our teacher told us that sugar dissolves in water (Case of Universal Truth) (Present Indefinite Tense)

41.(2) He said "I go for a walk every morning" (Case of Present Indefinite Tense)
42.(2) She requested me to open the door (Case of Imperative Sentence)
43.(3) They said that they had lived there for a long time (Case of Past Perfect Tense)
44.(2) The captain ordered the army to march forward then (Case of Imperative Sentence)
45.(2) I told my sister that I had brought her a doll the previous day (Past Indefinite change into Past Perfect Tense)
46.(3) The boy applauded him, saying that he had done well (Case of Exclamatory Sentence)
47.(2) He asked him whether he had ever seen Tajmahal (Case of Interrogative Sentence Yes or No answer type)
48.(4) They exclaimed that they were very happy there (Case of Exclamatory Sentence)
49.(2) Mohan said that he wanted to become a doctor (Case of Simple Past Tense)
50.(3) The children suggested to light a fire and cook the sausages (Case of Imperative Sentence)
51.(3) He said to me, "..... (Case of Present Perfect Tense)
52.(4) The peon wanted to know where he should put the bag (Case of Interrogative Sentence ; yes or no answer type)
53.(1) She asked me if I could lend her my pen (Case of Interrogative Sentence; Yes or No answer type)
54.(1) He said that he had lost his pen the previous day (Past Indefinite Tense changes into Past Perfect)
55.(4) The man wished that he should have the first choice (Case of Imperative Sentence)
56.(3) She prayed for a long life to him (Case of Imperative Sentence)
57.(2)The student respectfully requested the teacher to mark him present (Case of Imperative Sentence)
58.(4) The captain proposed that we should play a friendly match (Case of Imperative Sentence)
59.(1) I said that if he could lend me the money I needn't go to the bank (Case off Interrogative Sentence; Yes or No type answer)
60.(2) He exclaimed that it was a dreadful idea (Case of Exclamatory Sentence)
61.(1) The strike leader urged the workers to show the bosses that they were united (Case of Imperative Sentence)
62.(4) He suggested that we should leave the case at the station (Case of Imperative Sentence)
63.(3) My mother wished that Heaven might bless him (Case of Exclamatory Sentence)
64.(2) Mohit exclaimed with joy that they had got the shield (Case of Exclamatory Sentence)
65.(3) Ritul cried with grief that he was ruined (Case of Exclamatory Sentence)
66.(2) She requested not to disturb her in her studies (Case of Imperative Sentence)
67.(3) He proposed that they should go for the morning walk (Case of Imperative Sentence)
68.(4) He requested me to lend him my fountain pen (Case of Imperative Sentence)
69.(4) My father advised me to speak the truth and be noble (Case of Imperative Sentence)

70.(4) He proposed that the sweets should be distributed among the children (Case of Imperative Sentence)
71.(3) Mohan ordered the servant to bring a cup of tea (Case of Imperative Sentence)
72.(2) The teacher forbade the student of talk nonsense (Case of Imperative Sentence)
73.(1) He ordered to be quiet (Case of Imperative Sentence)
74.(1) I warned the boys not to swim too far (Case of Imperative Sentence)
75.(3) Mohan asked what I had been searching for all those ours (Case of Interrogative Sentence ; Question word type)
76.(3) He asked if he could be any service to try his luck (Case of Interrogative Sentence; Yes or No answer type)
77.(4) He asked Ram Lal why he had entered his house without taking his permission (Case of Interrogative Sentence; Question word type)
78.(1) My friend asked the station master when the Punjab mail reached Agra (Case of Interrogative Sentence ; Question word type)
79.(3) My father asked me what I had done with all the money that he had given me(Case of Interrogative Sentence ; Question word type)
80.(2) He asked how he could help in those circumstances (Case of Interrogative Sentence ; Question word type)
81.(2) Ramesh asked him how he was (Case of Interrogative Sentence ; Question word type)
82.(4) He asked why I wanted to go home (Case of Interrogative Sentence ; Question word type)
83.(2) He asked if I had been present at the scene of the accident (Case of Interrogative Sentence ; yes or no answer type)
84.(3) Rahul asked if those mangoes were sweet (Case of Interrogative Sentence ; Yes or No answer type)
85.(4) He asked if I would like to live in New York (Case of Interrogative Sentence ; Yes or No answer type)
86.(1) She asked her mother what she should say (Case of Interrogative Sentence ; Question word type)
87.(4) She asked when she would know the result of the test (Case of Interrogative Sentence ; Question word type)
88.(3) The policeman asked if I had seen the accident (Case of Interrogative Sentence ; Yes or No answer type)
89.(4) She asked me if I knew Jack (Case of Interrogative Sentence ; Yes or No answer type)
90.(1) He asked if she would be there the next day (Case of Interrogative Sentence / Yes or No answer type)
91.(3) He asked her why she hadn't put on the brake (Case of Interrogative Sentence ; Question word type)
92.(2) Dileep asked where the station was ((Case of Interrogative Sentence, Question word type)
93.(3) Richard asked where she lived (Case of Interrogative Sentence, Question word type)
94.(3) Raj asked where she was going (Case of Interrogative Sentence, Question word type)
95.(3) He said that he would be there again the next in day (Changes Auxiliary verb, Past form of the verb)
96.(3) She said that her father had died a year before (Change Pronoun/Past Indefinite into Past Perfect Tense)
97.(1) He said that he had seen her two days before (Past Indefinite Tense changes to Past Perfect)

- 98.(3) He said that he had forgotten the combination of his safe (Present Perfect Tense changes to Past Perfect Tense)
- 99.(3) John said that he would be 21 the following day (Change in Modal and Words related to time and place)
- 100.(2) Lalit told Rohit that he should go the next day (Case of Imperative Sentence)
- 101.(1) Ravi said that the matter should be decided there and then (Change in Auxiliary verb and words related to time and place)
- 102.(1) The teacher said that the Earth moves round the Sun (Case of Universal truth Present Indefinite Tense)
- 103.(4) Gaurav told Saurabh that he was not taking the examination because he was not very confident about his studies (Present Continuous Tense changes Past Continuous Tense)
- 104.(3) Mohan said that he had been studying very regularly since July (Present perfect Continuous Tense changes to Past perfect Continuous Tense)
- 105.(1) Ramesh said that he had been having his dinner when the peon called upon him (Past Continuous Tense changes to Past Perfect Continuous Tense)
- 106.(1) The watchman cried that the thieves had broken into the house and stolen away all the property (Present Perfect Tense change into Past Perfect Tense)
- 107.(2) Ravi said that he had met his father last Sunday (Past Indefinite Tense changes to Past Perfect Tense)
- 108.(2) The servant said that he had met Ramesh had been coming from the market after delivering the letter (In this sentence the first part of the sentence was in Past Indefinite which changes to Past Perfect and the next part was in Past Continuous Tense which changes into Past Perfect Continuous)
- 109.(4) My father told us that we should study and get a good division in the examination (Case of Imperative Sentence)
- 110.(4) Mohan said that they should go to see the Taj in the moonlight night (Case of Pronoun/Model changes only)
- 111.(3) The government has announced that taxes will be raised. (Case of Habitual action fact. Thus no change in Tense)
- 112.(1) He says that he doesn't want to play anymore (If the reporting verb is in Present or Future Tense the Tense of reported speech does not change.)
- 113.(2) He told her that he wanted to meet her father (Case of Imperative Sentence)
- 114.(2) He said that he could not help you at present because he was himself in difficulty (Case of Imperative Sentence)

Active and Passive Voice

Functions

1. Present Indefinite:

Active: do/does/v¹/v¹+s, es

Passive: is/are/am +not +v³

2. Past Indefinite :

Active : did / v²

Passive : was/were+not+v³

3. Future indefinite :

Active : will/shall+v¹

Passive : will/shall +be+ not+v³

If the subjects are I, we then shall is used

If the subjects are others except I, we then will is used.

4. Present continuous :

Active : is/are/am +v¹+ing

Passive : is/are/am +not +being+v³

5. Past continuous:

Active : was/were+v¹+ing

Passive : was/were+not+being+v³

6. Present Perfect :

Active : has/have+v³

Passive : has/have +not+been+v³

7. Past perfect :

Active : had +v³

Passive : had+not+been+v³

8. Future perfect :

Active : will/shall+have+v³

Passive : will/shall+have+not+been+v³

9. Imperative :

These sentences start with v¹.

Active : v¹+object+remaining part

Passive : let+object+not+be+v³

{You are requested/

ordered/advised+to+v¹+object+remaining part }

10. Modals:

Active : can/could/should/would/may/might/must/ought to+v¹

Passive : modal+not+be+v³

11. it is time :

Active : it is time to open the shop .

Passive : it is time for the shop to be opened .

Important Questions

- Pick out the correct passive voice of the following sentence?-
They carried the injured player off the field.
(1) Off the field was carried by the injured player.
(2) The injured player was carried off the field by them
(3) The injured player be carried off the field
(4) The injured player has been carried off the field
- Which is the correct passive voice of the following sentence?
They have painted the door.
(1) The door was painted
(2) The door has been painted
(3) The door is painted
(4) The door be painted
- The passive form of 'he knows her' is
(1) She knows him
(2) She is known to him
(3) She has known to him
(4) She has been know him
- Point out the sentence in passive voice :
(1) The striking students were throwing stones
(2) Twenty lessons have been finished
(3) The murderer hide the knife
(4) The enemy will have sunk the ship by now.
- Change the following into passive voice. 'Do not insult your elders'.
(1) Let not your elders be insulted
(2) Your elder let not be insulted

- (3) Let your elders not be insulted by you
 (4) Let us not insult your elders
- 6.** While learning about the passive voice form, students learn about-
- (1) position of nouns (2) use of verb form
 (3) use of 'by' (4) position of verbs
- 7.** I suggest that we all watch the movie 'TIGER' It has been suggested that we watch the movie 'TIGER' together.
 The two given statements can be differentiated by drawing students' attention to the -
- (1) Use of 'by' in the passive form
 (2) the arrangement of words
 (3) change in the verb, forms
 (4) the roles of the subject and object in both sentence
- 8.** "Call it Big Ben" can be written in passive voice as-
- (1) We may call it Big Ben
 (2) You will call it Big Ben
 (3) Let it be called Big Ben
 (4) People should call it Big Ben
- 9.** 'The Sheep is carried to the benches.' It is an example of-
- (1) passive voice
 (2) degree of comparison
 (3) an interrogative sentence
 (4) a negative sentence
- 10.** Obey me.
- (1) I should be obeyed (2) Let I be obeyed
 (3) Both (1) and (2) (4) None of the above
- 11.** "Raja Ram Mohan Roy viewed education" The 'voice' in the above sentence has been correctly changed in
- (1) education was viewed
 (2) education is viewed
 (3) education has been viewed
 (4) education had been viewed
- 12.** We made him complete the work.
- (1) We forced him to complete the work.
 (2) He was made to complete the work.
 (3) He has been made to complete the work.
 (4) He is being made to complete the work by us.
- 13.** Listen to him attentively:
- (1) You should listen to him
 (2) He should be listened attentively
 (3) Should you listen
 (4) Don't listen him attentively
- 14.** Please open the door :
- (1) Door must be opened
 (2) You are requested to open the door
 (3) Door should be open
 (4) Don't open
- 15.** Don't laugh at poor :
- (1) Let the poor not be laughed at
 (2) Who should laugh
 (3) Poor should laugh at
 (4) You should not laugh at poor
- 16.** I am writing a letter now :
- (1) A letter is written
 (2) A letter is being written by me now
 (3) Now I wrote a letter
 (4) Who wrote a letter
- 17.** Do not drive the car rashly :
- (1) The car should not be driven rashly
 (2) The car should be driven rashly
 (3) Rashly drive the car
 (4) The car is being driven
- 18.** I drove the car :
- (1) The car was driven by me
 (2) Car was droved
 (3) Who drove the car
 (4) The car was driven
- 19.** Nancy chopped the vegetables :
- (1) Vegetables were chopped
 (2) he vegetables were chopped by Nancy
 (3) Who chopped the vegetables?
 (4) BY whom was the vegetables chopped?
- 20.** Who bell the cat?
- (1) The cat was belled by whom?
 (2) Whom was the cat belled?
 (3) By whom was the cat belled?
 (4) By whom cat was belled?
- 21.** Who taught you English?
- (1) By whom were you taught?
 (2) By whom were you taught English?
 (3) Whom were you taught?
 (4) By whom you were taught?
- 22.** Ram likes bread :
- (1) Bread is liked by Ram
 (2) Ram likes the bread
 (3) Bread likes by Ram
 (4) Bread likes by the Ram
- 23.** Don't loose the hopes :
- (1) Let the hopes not be loosed
 (2) Let me be not loose hopes
 (3) Let I hope
 (4) Let me be hoped
- 24.** I wrote a letter :
- (1) A letter was written by me
 (2) He wrote a letter
 (3) Ram wrote a letter
 (4) They wrote a letter
- 25.** They have made him a king :
- (1) A king has been made by him
 (2) He was made a king by them
 (3) They have been made kings by him
 (4) He has been made a king by them
- 26.** Must we cut his tree ?
- (1) must this tree will cut ?
 (2) must this tree be cut ?
 (3) must this tree was cut ?
 (4) must this tree is cut ?
- 27.** Let me do this :
- (1) Let us do this
 (2) This be done by me
 (3) Let this be done by me
 (4) Let that be done by me
- 28.** Let him see the picture
- (1) Let the picture be seen by him
 (2) The picture is seen by him
 (3) Let him the picture be seen
 (4) Let the picture is seen by him

- 29.** They threw away the Rubbish :
- (1) The Rubbish will be thrown away
 - (2) The Rubbish was being thrown away
 - (3) The Rubbish was thrown away
 - (4) The Rubbish thrown away
- 30.** The boys elected Mohan captain :
- (1) The boy were elected captain by Mohan
 - (2) Mohan is elected captain by the boys
 - (3) Mohan was elected captain by the boys
 - (4) Mohan and the boys elected the captain
- 31.** English is spoken all over the world :
- (1) All over the world English speaks
 - (2) English speaks all over the world
 - (3) The whole world speaks English
 - (4) People speak English all over the world
- 32.** The cat is running after the rat :
- (1) The rat was being run after by the cat
 - (2) The rat is being run after by the cat
 - (3) The rat is run after by the cat
 - (4) The cat is being run after by the rat
- 33.** The thief climbed over the wall without being seen :
- (1) The wall was climbed over by the thief without being seen
 - (2) The thief was climbed over the wall without being seen
 - (3) Without being seen, the thief climbed over the wall
 - (4) The thief climbed over the wall without anyone seeing him
- 34.** Our colleague was given a gift when she retired :
- (1) Our colleague gave us a gift when she retired
 - (2) Our colleague was given a gift by us when she retired
 - (3) A gift was given to our colleague when she retired
 - (4) We gave our colleague a gift when she retired
- 35.** They will ask a lot of questions at the interview :
- (1) You will be asked a lot of questions at the interview
 - (2) You will asked a lot of questions at the interview
 - (3) You will be being asked a lot of questions at the interview
 - (4) You shall be being asked a lot of questions at the interview
- 36.** Has a dog ever bitten you?
- (1) Has a dog ever bites you?
 - (2) Have you ever been bitten by a dog?
 - (3) Are you bitten by a dog?
 - (4) Have you ever being bitten by a dog?
- 37.** I don't like people keeping me waiting :
- (1) I don't like people are kept waiting
 - (2) I don't like people were kept me waiting
 - (3) I don't like being kept waiting
 - (4) I don't like people are being kept waiting
- 38.** He teachers us Grammar :
- (1) Grammar was taught to us by him
 - (2) We are taught grammar by him
 - (3) We were teached grammar by him
 - (4) Grammar will be teached to us by him
- 39.** The king gave him a reward :
- (1) he was given by the king a reward
 - (2) He was given a reward by the king
 - (3) He were given a reward by the king
 - (4) A reward was given by him to the king
- 40.** Who taught you Grammar ?
- (1) By whom you were taught Grammar?
 - (2) By whom were you taught Grammar?
 - (3) By whom was Grammar you taught?
 - (4) By whom was Grammar taught to you?
- 41.** The principal kept the staff members waiting :
- (1) The staff members were kept waiting for the principal
 - (2) The staff members were kept waiting by the principal
 - (3) The staff members were waiting for the principal
 - (4) The staff members were being kept waiting for the principal
- 42.** The smugglers did not realize that their conversation was being recorded :
- (1) The smugglers did not realise that someone was recording their conversation
 - (2) Someone did not realise that the smugglers were recording their conversation
 - (3) It was not realised by the smugglers that their conversation was being recorded
 - (4) The smugglers recorded their conversation without realising
- 43.** The storm did much damage :
- (1) Much damage was done by the storm
 - (2) The storm damaged much
 - (3) Much damage did the storm
 - (4) The storm was damaged
- 44.** I expect you to complete this work before sunset :
- (1) I expect you to be completed this work before sunset
 - (2) I am expected you to complete this work before sunset
 - (3) You are expected to complete this work before sunset
 - (4) You are expected to be completed this work before sunset
- 45.** We are reaching the end of this exercise :
- (1) This exercise is ended by us
 - (2) The end of this exercise is being reached by us
 - (3) This is our end to the exercise
 - (4) The exercise has reached its end by us
- 46.** Did the noise frighten you?
- (1) Did you frighten the noise?
 - (2) Was the noise frightened by you?
 - (3) Were you frightened by the noise?
 - (4) Were you frighten by the noise?
- 47.** Don't speak until someone speaks to you :
- (1) Don't speak until you are spoken to
 - (2) Don't speak until someone is spoken to
 - (3) Don't speak until you have been spoken to
 - (4) Don't speak until someone has been spoken to
- 48.** Cigarette smoking causes two million deaths annually in the industrial states :
- (1) Cigarette smoking has been causing two million deaths annually in the industrial states
 - (2) Two million deaths are caused annually by cigarette smoking in the industrial states
 - (3) Two million deaths are being caused by cigarette smoking annually in the industrial states
 - (4) Two million deaths have been caused annually by cigarette smoking in the industrial states.
- 49.** Has anybody done all the work?
- (1) Have all the work been done by somebody?

- (2) Somebody has done all the work?
 (3) The work has been done by somebody?
 (4) Have all the work been done by anybody?
- 50.** Tobacco manufacturers are making considerable efforts to gain new clients :
- (1) Considerable efforts are being made by tobacco manufacturers to gain new clients
 (2) Considerable efforts were being made by tobacco manufacturers to gain new clients
 (3) Considerable efforts are made by tobacco manufacturers to gain new clients
 (4) To gain new clients by tobacco manufacturers, considerable efforts are being made
- 51.** I expected him to give us financial aid :
- (1) It was expected of him to give us financial aid
 (2) Let it be expected that he would give us financial aid
 (3) It was expected by me that he will give us financial aid
 (4) He may expected to give us financial aid
- 52.** Why haven't they allowed you to go?
- (1) Why you haven't been allowed to go ?
 (2) Why haven't you been allowed to go ?
 (3) Why were you not allowed to go ?
 (4) Why you were not allowed to go ?
- 53.** Has the price rise affected all the people?
- (1) Have all the people been affected by the price rise ?
 (2) Are all the people being affected by the price rise ?
 (3) Had all the people being affected by the price rise ?
 (4) Are all the people affected by the price rise ?
- 54.** Those who worked hard seldom obtained good marks :
- (1) Good marks were seldom being obtained by those who worked hard
 (2) Good marks are seldom obtained by those who worked hard
 (3) Seldom had good marks been obtained by those who worked hard
 (4) Good marks were seldom obtained by those who worked hard
- 55.** Tell him to get out of our house :
- (1) He is told to get out of our house
 (2) Let him be told to get our house
 (3) He might be told to get of our house
 (4) He should be told that he may get out of our house
- 56.** Everyone looked up to him :
- (1) He was looked up to by everyone
 (2) He is looked up to by everyone
 (3) He is looked up by everyone
 (4) He looks up by everyone
- 57.** They pick the fresh flowers every morning.
- (1) The fresh flowers are picked every morning by them
 (2) The flowers are fresh and picked every morning by them
 (3) The flowers are picked fresh every morning by them
 (4) The picked flowers are fresh every morning by them
- 58.** Someone pulled the bull violently :
- (1) The bull had been pulled violently by someone
 (2) The bull was to be pulled violently by someone
 (3) The bull had been pull violently
 (4) The bull was pulled violently
- 59.** I saw him leaving the house :
- (1) Leaving the house he was seem by me
 (2) He was seen leaving the house by me
 (3) He had been seen leaving the house
 (4) He was seen to be leaving the house
- 60.** Don't laugh at me :
- (1) Le me be laughed at
 (2) Let be me not laughed at
 (3) I am laughed at
 (4) Let me be not laughed at
- 61.** The people elected him Mayor :
- (1) Him was elected Mayor the people
 (2) He was elected mayor by the people
 (3) Mayor is elected by the people
 (4) He is elected by the people Mayor
- 62.** We all know that there is only one God :
- (1) We are all know that there is only one God
 (2) It is known to us all that there is only one God
 (3) We have all known that there is only one God
 (4) Only one God is known by us all
- 63.** Will she tell us the truth?
- (1) Is the truth told to us by her?
 (2) The truth will be told to us by her?
 (3) Will the truth be told to us by her?
 (4) Will the truth be told us by her ?
- 64.** The telegraph wires have been cut :
- (1) Someone has been cut the telegraph wires
 (2) No one has cut the telegraph wires
 (3) The telegraph wires have cut someone
 (4) Someone has cut the telegraph wires
- 65.** We added up the money and found that it was correct :
- (1) The money was added up and found to be correct
 (2) Correct it was found and the money was added up
 (3) The money added up by us and it was correctly found
 (4) The money added up by us and found it was correct
- 66.** He likes people to call him Sir :
- (1) He likes to be called Sir by people
 (2) He likes to be call Sir by people
 (3) He likes people who call him Sir
 (4) To call him Sir is liked by people
- 67.** The boy has rung the bell :
- (1) The bell has been rung by the boy
 (2) The bell was being rung by the boy
 (3) The bell was rung by the boy
 (4) The bell has been being rung by the boy
- 68.** Who taught you English?
- (1) By whom English was taught to you?
 (2) By whom you were taught English?
 (3) By whom was English taught to you?
 (4) By whom are you taught English?
- 69.** They made him a king :
- (1) A king has been made by him
 (2) He was made a king by them
 (3) They have been made king by him
 (4) He has been made a king by them
- 70.** Mohan gave the beggar an old shirt :
- (1) An old shirt was given to Mohan by the beggar
 (2) An old shirt was gave to the beggar by Mohan
 (3) The beggar was gave an old shirt by Mohan
 (4) An old shirt was given to the beggar by Mohan
- 71.** We waste much time on trifles :

- (1) Much time was wasted on trifles
 (2) Much time will be wasted on trifles
 (3) Much time is wasted by us on trifles
 (4) Much time is wasted on trifles
- 72.** Circumstances will oblige me to go :
 (1) I will oblige the circumstances and go
 (2) I shall be obliged to go by the circumstances
 (3) Under the circumstance, I should go
 (4) I shall be obliged by the circumstances to go
- 73.** You should follow all the instructions carefully :
 (1) All the instructions are carefully followed by us
 (2) All the instructions were carefully followed by us
 (3) All the instructions should be carefully followed by you
 (4) All the instructions can be carefully followed by us
- 74.** The breavers have built a perfect dam across the stream :
 (1) A perfect dam had been built by the breavers across the stream
 (2) A perfect dam has been built by the breavers across the stream
 (3) A perfect dam have been built by the breavers across the stream
 (4) A perfect dam was being built by the breavers across the stream
- 75.** The reporter was interviewing the political leaders :
 (1) The political leaders were being interviewed by the reporter
 (2) The political leaders was being interviewed by the reporter
 (3) The political leaders are being interviewed by the reporters
 (4) The political leaders is being interviewed by the reporter
- 76.** The peon refused him admittance :
 (1) He was refused admittance by the peon
 (2) Admittance is refused to him by the peon
 (3) Admittance was refused by the peon to him
 (4) Admittance is refused him by the peon
- 77.** The accountant took the money from the customer :
 (1) The money is taken from the customer by the accountant
 (2) The money was taken from the customer by the accountant
 (3) The customer was taken the money by the accountant
 (4) The money had been taken from the customer by the accountant
- 78.** Before festivals the shops are thronged with men, women and children making various purchases :
 (1) During festivals people throng the shops
 (2) Men, women and children throng the shops before festivals making various purchases
 (3) Men, women and children make purchases during festivals
 (4) The shops are thronged by people making purchase.
- 79.** The principal has granted him a scholarship :
 (1) A scholarship has granted to him by the Principal
 (2) He has been granted a scholarship by the Principal
 (3) He has granted a scholarship by the Principal
 (4) A scholarship was granted to him by the Principal
- 80.** Who gave you permission to enter?
 (1) By whom were you given permission to enter?
 (2) By whom was you given permission to enter?
 (3) By whom you were given permission to enter?
 (4) By whom were given you permission to enter?
- 81.** People speak English all over the world :
 (1) English is spoken all over the world :
 (2) English was spoken all over the world
 (3) English was spoken by people
 (4) English is spoken by people
- 82.** He was congratulated by his teacher on his brilliant success in the recent examination :
 (1) He congratulated his teacher on his brilliant success in the recent examination :
 (2) His teacher congratulated him for his brilliant success in the recent examination
 (3) His teacher congratulated him for his brilliant success in the examination
 (4) His teacher congratulated him
- 83.** The noise of the traffic kept me awake :
 (1) I was kept awake by the noise of the traffic
 (2) The traffic kept me awake by the noise
 (3) I kept myself awake due to the noise of the traffic
 (4) I remained awake by the noise of the traffic
- 84.** I am doing sums :
 (1) Sums are done by me
 (2) Sums are being done by me
 (3) I must be doing the sums
 (4) Sums must be done by me
- 85.** They say that you did that :
 (1) You are told to do that
 (2) You are advised to do that
 (3) You did that said by them
 (4) You are said to have done that
- 86.** Whom does he look for ?
 (1) Whom he is looked after for?
 (2) Who is looked after for him?
 (3) Who is looked for by him?
 (4) Whom he is looked after by?
- 87.** Do you understand what I mean ?
 (1) What I mean is that understood by you?
 (2) Was what I mean understood by you?
 (3) Is what I mean understood by you?
 (4) What I mean is understood by you?
- 88.** Why did you not agree to my proposal?
 (1) Why was my proposal not agreed to?
 (2) Why was my proposal not agreed by you?
 (3) Why my proposal was not agreed to by you?
 (4) Why was my proposal not agreed to by you?
- 89.** He was obliged to resign :
 (1) He was make to resign
 (2) To resign was his obligation
 (3) Circumstances obliged him to resign
 (4) Resignation obliged him
- 90.** Someone saw him picking up a gun :
 (1) He was seen pick up a gun by someone
 (2) He was seen picking up a gun by someone
 (3) He is seen picking up a gun by someone
 (4) He was seen by someone pick a gun
- 91.** Lion does not eat grass, however hungry he may be :

- (1) Grass is not eaten by a lion, however hungry he may be
 (2) Grass is not being eaten by a lion, however hungry he may be
 (3) Grass is eaten not by a lion, however hungry he may be
 (4) Grass is not being eaten by a lion, however hungry he may be
- 92.** This shirt cannot be worn by me any longer :
 (1) I cannot wear this shirt any longer
 (2) Wearing of this shirt any longer is not possible
 (3) This shirt is too worn out any longer
 (4) This worn out shirt cannot be worn any longer
- 93.** The tiger caught a fox :
 (1) A fox has been caught by the tiger
 (2) A fox was caught by the tiger
 (3) A fox is caught by the tiger
 (4) A fox had been caught by the tiger
- 94.** Let me do this:
 (1) Let us do this
 (2) This is to be done by me
 (3) Let this be done by me
 (4) let I do this
- 95.** The boys killed the snake with a stick :
 (1) The snake was killed by the boys with a stick
 (2) A stick was killed by the boys with a snake
 (3) A snake with a stick was killed by the boys
 (4) A snake is killed by the boys with a stick
- 96.** You surprise me :
 (1) I am to be surprised
 (2) You are surprised
 (3) He is surprised by you
 (4) He is surprised
- 97.** Someone has lit the fire :
 (1) The fire was lit by someone
 (2) You are requested to light the fire by someone
 (3) The fire has been lit by someone
 (4) The fire had been lit by someone
- 13.(2) He should be listened attentively (Case of Imperative Sentence)
 14.(2) You are requested to open the door (Case of Imperative Sentence)
 15.(1) Let the poor not be laughed at (Case of Imperative Sentence)
 16.(2) A letter is being written by me now (Case of Present Continuous Tense)
 17.(1) The car should not be driven rashly (Case of Modal ; Negative Sentence) Modal + (not) + be + V₃
 18.(1) The car was driven by me (Case of Simple Past Tense)
 19.(2) The vegetables were chopped by Nancy (Case of Simple Past Tense)
 20.(3) By whom was the cat belled? (Case of Simple Past Tense; Interrogative Sentence)
 21. (2) By whom were you taught English (Case of simple past tense, Interrogative sentence)
 22.(1) Bread is liked by Ram (Case of Simple Present Tense)
 23.(1) Let the hopes not be loosed (Case of Imperative Sentence)
 24.(1) A letter was written by me (Case of Simple Past Tense)
 25.(4) He has been made a king by them (Case of Present Perfect Tense)
 26.(2) Must this tree be cut?
 27.(3) Let this be done by me. (Case of Imperative Sentence)
 28.(1) Let the picture be seen by him. (Case of Imperative Sentence)
 29.(3) The rubbish was thrown away (Case of Simple past Tense)
 30.(3) Mohan was elected captain by the boys (Case of Simple past Tense)
 31.(4) People speak English all over the world (Case of Present Indefinite)
 32.(2) the rate is being run after by the cat (Case of Present Continuous Tense)
 33.(4) The thief climbed over the wall without anyone seeing him (Case of Simple past Tense)
 34.(4) We gave our colleague a gift when she retired (Case of Simple past Tense)
 35.(1) You will be asked a lot of question at the interview (Case of Simple Future Tense)
 36.(2) Have you ever been bitten by a dog? (Present Perfect Tense ; Interrogative Sentence)
 37.(3) I don't like being kept waiting (Case of Present Continuous Tense)
 38.(2) We are taught grammar by him. (Case of Simple Present Tense)
 39.(2) He was given a reward by the king (Case of Simple past Tense)
 40.(4) By whom was Grammar taught to you? (Case of Simple Past Tense; Interrogative)
 41.(2) The staff members was kept waiting by the principal (Case of Past Continuous Tense)
 42.(3) It was not realized by the smugglers that their conversation was being recorded (Case of Noun Clause)
 43.(1) Much damage was done by the storm (Case of Simple Past Tense)
 44.(3) You are expected to complete this work before sunset (Case of Simple Present Tense)

Answers with Explanation

- 1.(2) The injured player was carried off the field by them (Case of Simple Past Tense)
 2.(2) The door has been painted (Case of Present Tense)
 3.(2) She is known to him (Passive Voice)
 4.(2)Twenty lessons have been finished (Case of Present Perfect Tense)
 5.(3) Let yours elder not be insulted by you (Case of Imperative Sentence)
 6.(2) While learning about the passive voice form, student learn about use of verb form.
 7.(4) It differentiate the roles of the subject and object in both the sentences.
 8.(3) Let it be called Big Ben (Case of Imperative Sentence)
 9.(1) This is an example of passive voice (Simple Present Tense)
 10.(3) I should be obeyed (passive voice) (Case of Modals)
 Let I be obeyed (Passive voice) (Case of Imperative Sentence)
 11.(1) Education was viewed (Case of Simple Past Tense)
 12.(2) He was made to complete the work (Case of Simple Past Tense)

- 45.(2) The end of this exercise is being reached by us (Case of Present Continuous Tense)
- 46.(3) Were you frightened by the noise? (Case of Simple Past Tense ; Interrogative)
- 47.(1) Don't speak until you are spoken to (Case of Simple Present Tense)
- 48.(2) Two million deaths are caused annually by cigarette smoking in the industrial states (Case of Simple Present Tense)
- 49.(4) Have all the work been done by anybody? (Case of Present Perfect Tense ; Interrogative)
- 50.(1) Considerable efforts are being made by tobacco manufacturers to gain new clients (Present Continuous Tense)
- 51.(3) it was expected by me he will give us financial aid (Case of Simple Past Tense)
- 52.(2) Why haven't you been allowed to go? (Case of Present Perfect Tense ; Interrogative Sentence)
- 53.(1) Have all the people been affected by the price rise (Case of Present Perfect Tense ; Interrogative)
- 54.(4) Good marks were seldom obtained by those who worked hard (Case of Simple Past Tense)
- 55.(2) let him be told to get of our house (Case of Imperative sentence)
- 56.(1) he was looked up to be everyone (Case of Simple Past Tense)
- 57.(1) The fresh flowers are picked every morning by them (Case of Simple Present Tense)
- 58.(4) The bull was pulled violently (Case of Simple Past Tense)
- 59.(2) He was seen leaving the house by me (Case of Simple Past Indefinite Tense)
- 60.(4) Let me be not laughed at (Case of Imperative Sentence)
- 61.(2) He was elected Mayor by the people (Case of Simple Past Tense)
- 62.(2) It is known to us all that there is only one God (Case of Noun Clause)
- 63.(3) Will the truth be told to us by her (Case of Double Objects)
- 64.(4) Someone has cut the telegraph wires (Case of Present Tense)
- 65.(1) The money was added up and found to be correct (Case of Simple Past Tense)
- 66.(1) He likes to be called Sir by people (Case of Infinitive ; Present)
- 67.(1) The bell has been rung by the boy (Case of Present Perfect Tense)
- 68.(3) By whom was English taught to you (Case of Simple Tense ; Interrogative)
- 69.(2) He was made a king by them (Case of Simple Past Tense)
- 70.(4) An old shirt was given to the beggar by Mohan (Case of Simple Past Tense)
- 71.(3) Much time is wasted by us on trifles (Case of Simple Present Tense)
- 72.(3) Under the circumstances, I should go.
- 73.(3) All the instructions should be carefully followed by you (Case of Modals (Modal + be + V₃))

- 74.(2) A perfect dam has been built by the breavers across the stream (Case of Present Perfect Tense)
- 75.(1) The political leaders were being interviewed by the reporter (Past Continuous Tense)
- 76.(1) He was refused admittance by the peon (Case of Simple Past Tense)
- 77.(2) The money was taken from the customer by the accountant (Case of Simple Past Tense)
- 78.(2) Men, women and children throng the shops before festivals making various purchases (Case of Simple Present Tense)
- 79.(2) He has been granted a scholarship by the Principal (Case of Present Perfect Tense)
- 80.(1) By whom were you given permission to enter ? (Case of Simple Past Tense; Interrogative Sentence)
- 81.(1) English is spoken all over the world, (Case of Simple Present Tense)
- 82.(3) His teacher congratulated him on his brilliant success in the examination. (Case of Simple Past Tense)
- 83.(1) I was kept awake by the noise of the traffic (Case of Simple Past Tense)
- 84.(2) Sums are being done by me (Case of Present Continuous Tense)
- 85.(3) You did that said by them. (Case of Simple Past Tense)
- 86.(3) Who is looked for by him? (Case of Interrogative Sentence ; Present Tense)
- 87.(4) What I mean is understood by you? (Case of Simple Present Tense; Interrogative Sentence)
- 88.(2) Why was my proposal not agreed by you? (Case of Simple Present Tense; Interrogative Sentence)
- 89.(3) Circumstances obliged him to resign. (Case of Simple Past Tense)
- 90.(2) He was seen picking up a gun by someone. (Case of Simple Past Tense)
- 91.(1) Grass is not eaten by a lion however hungry he may be. (Case of Simple Present Tense)
- 92.(1) I cannot wear this shirt any longer. (Case of Simple Present Tense)
- 93.(2) A fox was caught by the tiger. (Case of Simple Past Tense)
- 94.(3) Let this be done by me, (Order based Imperative Sentence)
- 95.(1) The snake was killed by the boys with a stick. (Case of Simple Past Tense)
- 96.(3) I am surprised by you. (Case of Simple Present Tense)
- 97.(3) The fire has been lit by someone. (Case of Present Perfect Tense)

Antonyms

Directions (Q. Nos. 1 – 120) : Give the antonyms of the following words :

1. His attitude is very hostile. Give the opposite of underlined word.
- | | |
|------------|--------------|
| (1) kind | (2) friendly |
| (3) humane | (4) helpful |
2. The opposite of the word 'dull' is
- | | |
|------------|--------------|
| (1) clever | (2) coloured |
| (3) bright | (4) youthful |

3. Choose the word opposite in meaning to the given word 'Atheist'
 (1) Rationalist (2) Theologist
 (3) Believer (4) Ritualist
4. Choose the word opposite in meaning to the given word- Ability
 (1) feasibility (2) inability
 (3) disability (4) inability
5. Choose the word opposite in meaning to the given word- drought
 (1) flood (2) dryness
 (3) brought (4) river
6. Which is not an antonym of the given word? Lovely
 (1) height (2) ugly
 (3) drab (4) awful
7. The opposite of 'similar' is-
 (1) unsimilar (2) insimilar
 (3) different (4) near
8. Choose the correct opposite word for the underlined word Her nephew isn't ugly.
 (1) beautiful (2) handsome
 (3) large (4) heavy
9. An antonym for the word 'showcased' is-
 (1) published (2) abridged
 (3) withheld (4) advertised
10. An antonym for the word 'harsh' is-
 (1) grim (2) clashing
 (3) severe (4) mild
11. The opposite of 'controversial' is-
 (1) questionable (2) uncertain
 (3) debatable (4) undisputed
12. The antonym of the word 'general' is-
 (1) simple (2) specific
 (3) nature (4) improve
13. A word which is the opposite of 'demonstrated' is-
 (1) animated (2) clearly
 (3) implicit (4) distorted
14. The antonym for the word 'hindering' would be
 (1) challenge (2) disability
 (3) assistive (4) customized
15. The word opposite in meaning to the word 'formerly' is-
 (1) later (2) significant
 (3) industrially (4) fortunately
16. Find the word opposite in meaning to 'Insidious'.
 (1) Implantable (2) Bland
 (3) Tame (4) Savoury
17. Identify the word opposite in meaning to the word 'Prestigious'.
 (1) Obscure (2) Influential
 (3) Esteemed (4) Impressive
18. Choose the opposite of the word MASTICATE.
 (1) Conceal (2) Chew
 (3) Review (4) Gobble
19. Choose the opposite of following word 'Particularly'
 (1) Elaborately (2) Generally
 (3) Entirely (4) Comprehensively
20. The word opposite in meaning to the word 'proud' is:
 (1) fawning (2) gentle
 (3) humble (4) decent
21. The word which is opposite in meaning to 'assistance' is
 (1) fragrance (2) resistance
 (3) persistence (4) existence
22. Antonym for the word, 'scowled' is :
 (1) Smiled (2) Observed
 (3) Located (4) Frowned
23. The word which is opposite in meaning to 'compassion' is
 (1) coarseness (2) dislike
 (3) wildness (4) cruelty
24. Professors are generally 'serious' about what they say. The opposite of the 'serious' is
 (1) jolly (2) thoughtful
 (3) smug (4) insincere
25. The opposite of the word 'refused' is
 (1) accepted (2) received
 (3) justified (4) admired
26. Mild
 (1) Severe (2) Strictly
 (3) Sternly (4) Doubt
27. Union
 (1) Severe (2) Separation
 (3) Mild (4) Lure
28. Familiar
 (1) Unfamiliar (2) Fake
 (3) Sake (4) Take
29. Real
 (1) Fictitious (2) Untrue
 (3) Reap (4) Sane
30. Right
 (1) Wrong (2) Reap
 (3) Real (4) Unreal
31. Bliss
 (1) Miss (2) Hit
 (3) Misery (4) Sheer
32. Stable
 (1) Fickle (2) Mellow
 (3) Dim (4) Bright
33. Comedy
 (1) Tragedy (2) Wear
 (3) Wise (4) Great
34. Night
 (1) Evening (2) Day
 (3) Good (4) Fame
35. Proper
 (1) Perfect (2) Improper
 (3) Zig-Zag (4) Straight
36. Reward
 (1) Punctual (2) Prime
 (3) Pride (4) Punishment
37. Unity
 (1) Diversity (2) Divert
 (3) Reverse (4) Flexible
38. Humid
 (1) Wet (2) Dry
 (3) Humble (4) Humorous
39. Pride
 (1) Honour (2) Humidity
 (3) Humid (4) Humane
40. Perfect

- | | | | |
|---------------------|------------------|---|-----------------|
| (1) Imperfect | (2) Pride | 60. Servant | |
| (3) Humid | (4) Dry | (1) Master | (2) Soft |
| 41. Deep | | (3) Make | (4) Mar |
| (1) Shallow | (2) Shout | 61. Covert | |
| (3) Shrewd | (4) Sure | (1) Overt | (2) Profane |
| 42. Honour | | (3) Master | (4) Kind |
| (1) Shame | (2) Share | 62. Frequent | |
| (3) Shure | (4) Sure | (1) Rare | (2) Scarce |
| 43. Hit | | (3) Overt | (4) Over |
| (1) Miss | (2) Take | 63. Quiet | |
| (3) Give | (4) Hurt | (1) Noisiest | (2) Noisy |
| 44. Heal | | (3) Social | (4) Rare |
| (1) Hell | (2) Heaven | 64. Mortal | |
| (3) Hit | (4) Hurt | (1) Immortal | (2) Kind |
| 45. Hollow | | (3) Humble | (4) Proud |
| (1) Solid | (2) Stale | 65. Brutal | |
| (3) Strip | (4) Staple | (1) Savage | (2) Tribe |
| 46. Victory | | (3) Gentle | (4) Rough |
| (1) Defeat | (2) Defame | 66. Pantheism | |
| (3) Degrade | (4) Deduce | (1) Antitheism | (2) Dull |
| 47. Delay | | (3) Dim | (4) Anti Social |
| (1) Hasty | (2) Leisurful | 67. Exterior | |
| (3) Luxury | (4) Knife | (1) Interior | (2) Theist |
| 48. Rapid | | (3) Atheist | (4) Pantheist |
| (1) Slim | (2) Scatter | 68. Refulgent | |
| (3) slow | (4) Swear | (1) Dim | (2) Nose |
| 49. Assemble | | (3) Noisy | (4) Parker |
| (1) Scatter | (2) Return | 69. Acknowledge | |
| (3) Argue | (4) Help | (1) Deliver | (2) Deny |
| 50. King | | (3) Agree | (4) Own |
| (1) Slave | (2) Safe | 70. Ability | |
| (3) Solid | (4) Hollow | (1) Disability | (2) Feasibility |
| 51. Joy | | (3) Inability | (4) Unability |
| (1) Safe | (2) Sorrow | 71. Drought | |
| (3) Junior | (4) Jaded | (1) Fluid | (2) Dry |
| 52. Praise | | (3) Flood | (4) River |
| (1) Degrading | (2) Blame | 72. 'Lovely' : of the given word is not an antonyms. | |
| (3) Blaze | (4) Bleak | (1) Tall | (2) Ugly |
| 53. Top | | (3) Drab | (4) Awful |
| (1) Bottom | (2) Brim | 73. If the superlative degree is 'least' then the positive degree is : | |
| (3) Grim | (4) Firm | (1) Little | (2) Less |
| 54. Take | | (3) Lesser | (4) Least |
| (1) Give | (2) Grow | 74. Friend | |
| (3) Grind | (4) Sense | (1) Weal | (2) Woe |
| 55. Safe | | (3) Foe | (4) Hasty |
| (1) Unsafe | (2) Sale | 75. Interesting | |
| (3) Stake | (4) Speare | (1) Boring | (2) Confusing |
| 56. Fresh | | (3) Pleasing | (4) Down |
| (1) Stale | (2) Staple | 76. Delay | |
| (3) Stable | (4) Stare | (1) Hasty | (2) Reluctant |
| 57. Raw. | | (3) Expedite | (4) Rigid |
| (1) Right | (2) Rise | 77. Debtor | |
| (3) Ripe | (4) Stake | (1) Creditor | (2) Rigid |
| 58. Polite | | (3) Smooth | (4) Stiff |
| (1) Rude | (2) Cruel | 78. Support | |
| (3) Brutal | (4) All of these | (1) Opport | (2) Oppose |
| 59. Reveal | | (3) Opportune | (4) Opaque |
| (1) Reveal | (2) Hike | 79. Annoy | |
| (3) Hype | (4) Hetro | | |

- | | | | |
|--------------------|-------------------|-------------------------|-------------------|
| (1) Please | (2) Groom | 99. Ascent | |
| (3) Grid | (4) Glad | (1) Descent | (2) Dissent |
| 80. Peace | | (3) Asset | (4) Ample |
| (1) War | (2) Weary | 100. Assent | |
| (3) Traitor | (4) Please | (1) Dissent | (2) Descent |
| 81. Within | | (3) Sure | (4) Silk |
| (1) Sorry | (2) Pardon | 101. Authentic | |
| (3) Without | (4) War | (1) Spunk | (2) Spruce |
| 82. Early | | (3) Spear | (4) Spurious |
| (1) Late | (2) Timely | 102. Acrimonious | |
| (3) Punctual | (4) None of these | (1) Sour | (2) Salty |
| 83. Make | | (3) Sweet | (4) Bitter |
| (1) Mar | (2) Mad | 103. Limpid | |
| (3) Marsh | (4) Mund | (1) Foggy | (2) Grace |
| 84. Mad | | (3) Sweet | (4) Better |
| (1) Fury | (2) Sane | 104. Abhor | |
| (3) Make | (4) Erect | (1) Love | (2) Hate |
| 85. Rich | | (3) Sure | (4) Limit |
| (1) Poor | (2) Fluid | 105. Near | |
| (3) Fond | (4) Amuse | (1) Dawn | (2) Dump |
| 86. Great | | (3) Far | (4) Awful |
| (1) Notorious | (2) Thin | 106. Narrow | |
| (3) Thick | (4) Stupid | (1) Wierd | (2) Wide |
| 87. Demand | | (3) Erect | (4) Establishment |
| (1) Supply | (2) Odd | 107. Behave | |
| (3) Wise | (4) Stupid | (1) Misbehave | (2) Disbehave |
| 88. Thick | | (3) Inbehave | (4) Imbehave |
| (1) Thin | (2) Feeble | 108. King | |
| (3) Logic | (4) Guess | (1) Subject | (2) Knoll |
| 89. Ebb | | (3) Cruel | (4) Rude |
| (1) Flow | (2) Bound | 109. Kind | |
| (3) give | (4) Thin | (1) Cruel | (2) Grew |
| 90. Above | | (3) Generous | (4) Kill |
| (1) Over | (2) Below | 110. Fame | |
| (3) Down | (4) Up | (1) Trust | (2) True |
| 91. Failure | | (3) Obscurity | (4) Truth |
| (1) Sudden | (2) Success | 111. True | |
| (3) Gradual | (4) Upgrade | (1) False | (2) Fame |
| 92. Wisdom | | (3) Failure | (4) Fake |
| (1) Folly | (2) Virtue | 112. Rough | |
| (3) Foolish | (4) Weal | (1) Smooth | (2) Dull |
| 93. Foolish | | (3) Coarse | (4) Confined |
| (1) Clever | (2) Stupid | 113. Irritate | |
| (3) Dumb | (4) Dear | (1) Soothe | (2) Smooth |
| 94. Weal | | (3) Sunny | (4) Spontaneous |
| (1) Vice | (2) Woe | 114. Naive | |
| (3) Vow | (4) Wealth | (1) Soft | (2) Sophisticated |
| 95. Proud | | (3) Sooth | (4) Sharp |
| (1) Humble | (2) Fear | 115. Dim | |
| (3) Brave | (4) Meek | (1) Bright | (2) Wise |
| 96. Timid | | (3) Naughty | (4) Noise |
| (1) Bold | (2) Valiant | 116. Virtue | |
| (3) Brave | (4) All of these | (1) View | (2) Vie |
| 97. Ample | | (3) Vice | (4) Vex |
| (1) Scare | (2) Fear | 117. Blunt | |
| (3) Meagre | (4) Surity | (1) Sharp | (2) Shape |
| 98. Barren | | (3) Shrewd | (4) Save |
| (1) Flood | (2) Fluid | 118. Agree | |
| (3) Fertile | (4) Lessen | (1) Accept | (2) Disagree |

(3) Concord (4) Convict

119.Accept

(1) Regret (2) Refuge

(3) Refuse (4) Accord

120.Atheist

(1) Believer (2) Convict

(3) Corrupt (4) Condemn

Answers with Explanation

1.(2) Hostile means – aggressive, bellicose
 Friendly (opp) – affable, amiable, genial, cordial
 Kind - sort, type, generous, bountiful
 Humane – compassionate, tolerant
 Helpful – obliging, pleasant, sympathetic, caring
 2.(3) Dull means boring, dry, tiresome, tedious
 Opposite – bright means shining, glossy
 Clever – intelligent, smart, brilliant, bright
 Coloured – having a colour or colours
 Youthful – young looking, active, young, juvenile
 3.(3) Atheist – non believer, disbeliever, doubter, heretic.
 Opposite is theist, believer, proselyte, convert, neophyte.
 Theologist – someone who is learned in theology or who speculates about theology.
 Rationalist – based on reason and knowledge rather than on religious belief or emotional response.
 Ritualist – one who has an authority on practice religious rites.
 4.(4) Ability means capacity, potential, faculty, power
 Opposite – Inability – Incapacity, powerlessness, uselessness, unfitness
 Feasibility – viability, practicality
 Unability (uncountable) plural – lack of ability.
 Disability – disorder, illness, ailment, malady.
 5.(1) Drought- lack of rain, drouth, dry spell
 Opposite is flood – inundation, deluge.
 Brought Past Particular of bring – guidem, conduct
 Dryness – absence or Lack of moisture
 River – Waterway, steam
 6.(1) Lovely means beautiful or attractive
 ‘Height’ is not opposite of lovely.
 7.(3) Similar – aliken, Same
 Opposite – Different, distinct, separate, unlike in nature or form
 8.(1) Ugly – grotesque, Awkward
 9.(3) Showcased means exhibit, display
 Opposite withheld – refuse to give
 10.(4) Harsh – strict, severe
 Opposite – Mild (not serious)
 11.(4) Controversial – means disputed, contended,
 Undisputed – admitted, arbitrary.
 12.(2) General- common, universal
 Opposite – Specific (Particular)
 13.(3) Demonstrate – to make something clear.
 Opposite is Implicit – Indirect, Implied
 14.(3) Hindering – Impediments, Obstructing
 Assistive – any device made or adapted to assist a person to perform a task.
 15.(1) Formerly – previously

Opposite – Later (towards the end of a period)

16.(4) Insipid means tasteless

Savoury – tasty, apetizer, delicious

17.(1) Prestigious – (High Status)

Opposite – obscure – (unknown)

18.(4) Masticate chew (food) (opp) Gobble (Swallow)

19.(2) Particularly – (Specifically)

Entirely – Completely

Opposite – Generally (Usually)

Elaborately – in a detailed manner.

20.(3) Proud means Arrogant, haughty

Opposite – Humble (Modest)

21.(2) Assistance means support

Opposite Resistance – the refused to accept or comply with something

22.(1) Scowled – frown in an angry or bad tempered way.

(opp) – Smiled – feel happy.

Located – Situated

Observed - noticed

23.(4) Compassion means Generous, Concern, pity, sympathetic.

Opposite is cruelty – unkind.

24.(1) Jolly means full of high spirited merriment.

25.(1) Refused means Denied opposite is

Accepted – undertake, receive

Received – to achieve, to get

Admired - praised

26.(1) Mild – not harsh

(opp) - Severe – harsh, serious

Sternly – unrelenting

Strictly – harshly

Doubt – not certain

27.(2) Union means united, conjoin

(opp) – Separation- divided

Mild – not severe

Lure – Temp, allure

Severe – harsh, strict

28.(1) Familiar – Known

Fake – Spurious

(opp) – Unfamiliar – Unknown

Sake – For the purpose of

29.(1) Real – not fictitious

Untrue – not faithful or loyal, false

Reap – Cut or gather

(opp) – Fictitious – Not real, Imaginary

Sane – Sound mind

30.(1) Right – Correct, Accurate

Reap- cut or gather

Unreal – Imaginary of fictitious

(opp) – Wrong – Incorrect

Real - obvious

31.(3) Bliss – great joy, perfect happiness

Hit – cause harm

Sheer – unmitigated

(opp) – Misery – mental distress, discomfort

Miss – fail to hit

32.(1) Stable – Fixed, determined

Dim – not shining

(opp) – Fickle – unstable

Mellow – relax and pleasant
 Bright – glossy shining
 33.(1) Comedy – Intended to make laugh
 Wear – put on
 Great – Significant
 (opp) – Tragedy – Intended to make distress
 Wise – aware of, good knowledge
 34.(2) Night – period from sunset to sunrise
 Evening – time of the end of the day
 Fame – State of being known by many
 (opp) – Day – Reckoned from one midnight to the rest
 Good – wise, valid, approved of
 35.(2) Proper – Satisfactorily or correctly
 Perfect – absolute, complete
 Straight – without a curve or bend.
 Opp – Improper – not in accordance with accepted standards
 Zig Zag - crooked
 36.(4) Reward – Something given in recognition of achievement
 Punctual – on time
 (opp) – Punishment – the infliction or imposition of a penalty for an offence
 Pride – a feeling of pleasure and satisfaction
 Prime – importance chief, main
 37.(1) Unity – State of being united or joined
 Divert – distract from something
 (opp) – Diversity – State of being diverse
 Reverse – move backward
 Flexible – not stiff or rigid.
 38.(2) Humid – high level of water vapour Humid in the atmosphere
 Wet – moist
 (opp) – Dry – not wet or moist
 Humble – Modest
 Humorous causing laughter and amusement
 39.(2) Pride – a feeling of satisfaction, pleasure
 (opp) – Honour great esteem
 Humidity – state of being humid
 40.(1) Perfect – absolute, complete
 (opp) – Imprfect – not in a proper way
 Pride – a feeling of pleasure and satisfaction
 Humid – high level or water vapour in atmosphere
 Dry – not wet or moist
 41.(1) Deep – very intense or extreme
 (opp) – shallow – on little depth
 Shrewd – astute, showing sharp power of judgement
 Shout - yell
 42.(1) Honour – Respect
 (opp) – Shame – humiliation or distress
 Share – a part or portion divided
 Sure – assure, certain to receive
 43.(1) Hit – cause harm
 (opp) – miss – fail to hit
 Give – Provide
 Talke – lay hold of (something) with one’s hand
 44.(4) Heal – to make sound and healthy again
 (opp) – Hurt – cause pain or injury
 Hell – dwelling place of devils
 Heaven – experience of supreme bliss

Hit – cause harm
 45.(1) Hollow – hole or empty space inside
 (opp) – solid – firm and stable
 Staple – main or important element
 Strip – remove all coverings from
 Stale – not fresh.
 46.(1) Victory – an act of defeating an enemy
 (opp) – Defeat – overcome or beat
 Degrade – treat or regard someone with contempt
 Defame – slander or libel
 Deduce – to reach an answer
 47.(1) Delay – Defer, Postpone
 (opp) – Hasty – Hurried
 Luxury – a state of great comfort
 Leisureful – Restful
 Knife – an instrument or weapon used for cutting.
 48.(3) Rapid – Moving quickly
 (opp) – Slow - at low speed
 Slim – thin, slender
 Scatter – throw in random direction
 Swear – oath, vow, promise
 49.(1) Assemble – A mass, collect
 (opp) Scatter – throw in random direction
 Argue – opposite views
 Return – come or go back
 Help – assistance, support
 50.(1) King – the male ruler
 (opp) – Slave – a person who is Legal property of another forced to do work
 Solid – firm and stable in shape
 Safe – Cautious, Protective
 Hollow – hole or empty space inside
 51.(2) Joy – happy
 (opp) – Sorrow – deep distress Junior – lower in rank or status
 Safe – Protected
 Jaded – lacking enthusiasm
 52.(2) Praise – Extol, Appreciate a very large or fiercely ;
 Degrading Bleak
 (opp) – Blame – Responsibility for wrong doing
 Blaze – burning fire
 53.(1) Top – uppermost point
 (opp) – Bottom – lowermost point
 Brim – be full to the point of over flowing
 Grim – gloomy, very serious
 Firm – determined manner
 54.(1) Take – lay hold of with one’s hands
 (opp) – Give – freely transfer the possession of something to someone
 Grind – reduce to small particles
 Grow – development by size
 55.(1) Safe – protected, cautious
 (opp) – Unsafe – Risky, dangerous
 Stake – Support, a strong wooden or metal post
 Sale – exchange of a commodity for money
 Speare – a sharp pointed instrument
 56.(1) Fresh – preserved, recently made
 (opp) – Stale – Unfresh
 Staple – Main or important element
 Stable – firmly fixed

Stare – look fixedly
 57.(3) Raw – uncooked food
 (opp) – Ripe – development to the point of readiness for eating
 Right - Accurate, Correct
 Rise – Move from lower position to higher one
 Stake – Support, a strong wooden or metal Post.
 58.(4) Polite opp. – rude, cruel, Brutal means savage
 59.(1) Reveal – To open
 (opp) – Conceal – Hide
 Hype – extravagant
 Hike – a long walk
 60.(1) Servant – a person who perform duties for others
 (opp) – Master – Main, principal
 Make – Build, Construct
 Mar – Destroy, raze, soft
 61.(1) Covert – not openly displayed
 (opp) – Overt – done or shown openly
 Master – Main, principal
 Kind – Generous,
 Profane – Not religious, secular
 62.(1) Frequent – done many times at short intervals
 (opp) – Rare – not occurring very often
 Overt – done openly
 Scarce – Insufficient
 Over – Extending directly upwards from
 63.(2) Quiet – No noise or bustle
 (opp) – Noisy – Uproar, tumult
 Social – relating to society or its organization
 Rare – not occurring very often
 64.(1) Mortal – Causing to death
 (opp) – Immortal – living forever
 Humble – Modest
 Proud – Arrogant
 Kind - Generous
 65.(3) Brutal – Savagely violent
 Tribe – Traditional Social group of people
 Savage – Barbaric
 Rough – Irregular
 (opp) – Gentle – Moderate; Mild, Kind
 66.(1) Pantheism – Worship that admits all Gods
 (opp) – Antitheism
 Dim – not shining
 Dull – not interesting
 Anti social – Contrary to the laws and custom of Society
 67.(1) Exterior – relating to outside
 (opp) – Interior – relating to inside
 Athiest – do not believe on God
 Theist – believer of God
 Pantheist – Worship that admits all Gods
 68.(1) Refulgent – shining very brightly
 (opp) – Dim – not shining brightly
 Noisy – Disturbance
 Parker – Park keeper
 69.(2) Acknowledge – accept or admit
 (opp) – Deny – Refuse
 Deliver – hand over
 Agree – have the same opinion about something
 70.(3) Ability – Talent or Skill

(opp) – Inability – unable to do something
 Disability – a disadvantage, handicap
 Feasibility – degree of being easily done.
 71.(3) Drought – Shortage of water
 (opp) – Flood – Inundation
 Fluid – Flowing substance
 Dry – not wet or moist
 River – a large natural stream of water
 72.(1) Lovely – Attractive
 Drab – Grottesque, Awkward
 Tall – more than average height
 Ugly – Grottesque
 Awful - Ugly
 73.(1) Positive degree of Least is little means small in amount or degree.
 74.(3) Friend – Companion
 (oop) – Foe – Enemy.
 Weal – best for someone or something
 Woe – great sorrow
 Hasty - hurried
 75.(1) Interesting – arousing curiosity
 (opp) – Boring – tedious
 Pleasing – Satisfying, appealing
 Confusing – Perplexing
 Down – In lower position
 76.(3) Delay – postpone, defer
 (opp) – Expedite – hasten
 Hasty – hurried
 Reluctant – Hesitant, unwilling
 Rigid – stiff, tough
 77.(1) Debtor – a person that owes money
 (opp) Creditor – a person or company to whom money is owing
 Smooth – even, flat
 Rigid – Stiff, hard, touch, not flexible
 78.(2) Support – help, assist
 (opp) – Oppose – disagree with (against)
 Opportune – appropriate for a particular action or event
 Opaque – not transparent
 79.(1) Annoy – Pester
 (opp) – Please – make happy
 Grid - mesh, grating
 Groom – beautiful
 Glad - happy
 80.(1) Peace – calm and composed
 (opp) – War – conflict
 Please – make happy
 Traitor – betrayer
 Weary – extremely tired
 81.(3) Within – denotes time limit
 (opp) – without – absence of something or someone
 Sorry – Pardon, Apologise
 War – Attack, Conflict
 82.(1) Early – before time
 (opp) – Late not punctual
 Punctual – Timely, on time
 Timely – on time
 83.(1) Make – build construct
 (opp) – Mar – destroy, raze

Marsh – tract of low wetland
 Mund – oral
 Mad – Mentally ill
 84.(2) Mad – Mentally ill, Insane
 (opp) – Sane – not mad or mentally ill
 Make – build, construct
 Erect – upright
 Fury - Instigate
 85.(1) Rich – Wealthy
 (opp) – Poor – lower inferior standard
 Fond – liking for
 Amuse – cause to find something funny
 Fluid – flowing substance
 86.(1) Great - Significant
 (opp) – Notorious – Famous in bad names
 Thick – heavy mass
 Thin – having little or too little
 Stupid – foolish, silly
 87.(1) Demand – peremptory request
 (opp) – Supply – Provide, make available
 Wise – having knowledge
 Stupid – foolish, silly
 Odd – strange, unexpected
 88.(1) Thick – heavy mass
 (opp) – Thin – having little or too little
 Feeble – weak, lack of physical strength
 Logic – reasoning conducted way of thinking
 Guess – estimate or conclude without sufficient information
 89.(1) Ebb – Retreat, recede
 (opp) – Flow – move steadily and continuously
 Give – to offer, something to someone
 Thin – having little or too little
 Bound – walk or run with leaping strids, enclose.
 90.(2) Above – at a higher lever
 (opp) – Below – a a lower level
 Over – extending directly upwards from
 Down – towards a lower position
 Up – towards a upper position
 91.(2) Failure – collapse, fiasco, defeat, debacle
 (opp) – Success – favorable outcome, triumph
 Gradual – slow, moderate
 Sudden – unexpected
 Upgrade – raise to a higher standard.
 92.(1) Wisdom – sagacity, intelligence
 (opp) – Folly – foolishness, lack of good sense
 Foolish – stupid, silly
 Weal – wound, wett
 93.(1) Foolish – silly, stupid, idiotic, witless
 (opp) – Clever – bright, smart
 Dumb – mute, speechless
 Dear – beloved, precious
 94.(2) Weal means welt, wound,
 Opposite – Woe – Misery, Sorrow
 Vow – oath, pledge
 Vice means impurity immorality,
 Wealth – affluence, opulence
 95.(1) Proud means naughty, lordly
 Brave - Bold, Valian
 Meek – Timid, Coward.

Fear – Scare, Terror,
 Humble means submissive
 96.(4) Timid – (Meak) opposite, Bold, Brave, Valiant,
 Courageous.
 97.(3) Ample – plenty of, enough
 Scare – frighten
 (opp) – Meagre – lacking in quantity or quality
 Fear – cause great nervousness
 98.(3) Barren – unproductive
 Flood – inundation, deluge
 Fluid – flowing substance
 (opp) – fertile – productive
 Lessen – reduce, mitigate
 99.(1) Ascent – climb, trek
 (opp) – Descent – drop, fall
 Dissent – disagreement, dispute
 Asset – benefit, blessing
 Ample – enough, adequate
 Swiftly - certain
 100.(1) Assent – bless, accept
 (opp) – Dissent – dispute, disagreement,
 Descent – drop, fall
 Sure – certain , positive
 Silk a delicate soft type of cloth
 101.(4) Authentic – genuine, real, original
 (opp) – Spurious – bogus, fake, false, mock
 Spunk – Courage, bravery
 Speak – a weapon with a pointed tip
 Spruce – a widespread a coniferous tree
 102.(3) Acrimonious – bitter, caustic
 (opp) – Sweet – Sugary, glace
 Sour – acid, acidic
 Salty – Saline, briny
 Bitter – Sharp, acidic
 103.(1) Limpid – clear, transparent
 (opp) – Foggy – misty – hazy
 Sweet – sugary, glace, Sickly, sugared
 Grace – elegance, poise
 Better – Superior, finer
 104.(1) Abhor – regard with disgust and hatred
 (opp) – Love – fondness, deep affection
 Sure – certain, positive
 Hate – loathe, ditest
 Limit – curb, restrict
 105.(3) Near – close, nearby, close
 (opp) – Far – a long way
 Dawn – daybreak
 Dump – heap, rubbish
 Awful – nastly, unpleasant
 106.(2) Narrow – tapered, limited;
 (opp) – Wide – to the full extent
 Wierd – uncanny, unnatural
 Erect – upright, straight
 Establishment – Set up, start
 107.(1) Behave – Conduct oneself act
 (opp) – Misbehave – to behave badly
 108.(1) King – ruler, monarch
 (opp) – Subject – theme
 Cruel – Brutal, savage

Knoll – hillock, hummock hill, hump
 Rude – ill mannered, impolite
 109.(1) Kind – altruistic, amicable
 (opposite) – cruel – brutal, savage
 Generous – liberal, lavish, free, unselfish
 Grew – a bound, advance, amplify, arise
 Kill – execute, murder
 110.(3) Fame means renown, celebrity ;
 (opp) – (Obscurity) – Insignificance, unimportance
 True means accurate, actual
 Trust – belief, faith
 Truth – veracity, condour
 111.(1) True means accurate, actual
 (opp) – False – Incorrect, faulty
 Failure means miscarriage, defeat
 Fame means renown, celebrity
 Fake – copy, sham,, hoax, fraud
 112.(1) Rough means uneven, irregular
 (opp) – Smooth – even, plane
 Coarse means crude, harsh
 Dull means boring, daffy
 Confined means bound, chilled, compassed, cramp.
 113.(1) Irritate means annoy, vex, anger, gall
 (opp) – Soothe – calm, pacify
 Sunny – bright, clear
 Smooth – eve, level, flat, plane
 Spontaneous – Voluntary, unforced
 114.(2) Naive – means lack of experience, wisdom
 Sophisticated (opp) means – great deal of experience
 Soothe means – clam, pacify, settle, subdue
 Sharp means – keen, acute
 Soft means mushy, pulpy
 115.(1) Dim means vague, Shadowey, faint
 Opposite is bright shining, glossy.
 Naughty means Rude, Ribald, indecent, spicy,
 Wise – sage, clever
 Noise means – sound, uproar
 116.(3) Virtue means goodness, morality
 Vice means Badness, evil,
 Vex means annoy, irritate
 View means sight, vision, perspective
 Vie means struggle, contend
 117.(1) Blunt means dull, unsharped
 (opposite) – sharp means keen, acute;
 Shape means form, structure
 Shrewd means astute, sharp, acute, keen
 Save means rescue, free
 118.(2) Agree means concur, sympathize, accord
 Opposite is Disagree – oppose, wrangle
 Concord means agreement
 Convict means declare, pronounce guilty
 119.(3) Accept means receive, welcome, take, gain
 Opposite is Refuse (reject, deny)
 Regret means fell sad, repentant of ;
 Refuge means shelter, safety
 Accord means give, grant.
 120.(1) Atheist : disbeliever, heretic
 Opposite is believer (devotee of, Disciple of Condemn –
 Censure, criticize)

Convict means declare, pronounce, guilty
 Corrupt means dishonest, unscrupulous

Synonyms

Direction : Give the meaning of the words which best expresses the **same meaning**

1. Which is not a synonym of the given word?
 Quarrel
 (1) argument (2) bickering
 (3) discord (4) quarry
2. Choose the option that is nearly the same in meaning-
 Plenty
 (1) lot (2) scarce
 (3) gift (4) bonus
3. Choose the option that is nearly the same in meaning-
 ancient
 (1) new (2) mint
 (3) aged (4) sage
4. It was a remarkable **achievement** for such a young player -
 (1) Success (2) Happiness
 (3) Knowledge (4) Inspiration
5. He takes great **pleasure** in his work -
 (1) Anger (2) Swiftness
 (3) Enjoyment (4) Victory
6. 'To imitate' someone means to
 (1) Copy someone (2) tease someone
 (3) make someone angry
 (4) please someone
7. The word 'Oasis' means
 (1) a garden full of flowers
 (2) a palace surrounded by trees
 (3) a green patch in a desert
 (4) a barren piece of land
8. As we got older we just **grew apart**. The underlined word in the sentence mean
 (1) natured
 (2) developed a strong bond
 (3) stayed at a distance
 (4) stopped having a close relationship
9. Choose the option that conveys almost the same meaning as the underlined word in the given sentence.
 A series of unsolved murders on the island has raised fears that a **psychopathic** serial killer is on the loose.
 (1) mentally ill and dangerous
 (2) anxious and worried
 (3) frightening
 (4) maniac
10. In the given two sentences, select from the answer choice the word which has the same meaning and can be used in the same context as the bold part of both the sentences :
 (1) The organisation was established at the **beginning** of this century.
 (2) The little girl could not **twist** the cap off the bottles.
 (1) Crack (2) Break
 (3) Loosen (4) Turn
11. Find out the appropriate meaning of the given word –
 Inimitable

- (1) Incapable of being reached
 (2) Incapable of being believed
 (3) Incapable of being imitated
 (4) A list of goods
- 12.** Find out the appropriate meaning of the given word-
 Etymology
 (1) Act of spying
 (2) To free from blame
 (3) Likeness of a person
 (4) a study of the origin of words
- 13.** The word 'magnificent' is similar in meaning to -
 (1) very large (2) grand
 (3) huge (4) royal
- 14.** Choose the synonym of the given word :
 Deceptive
 (1) Opaque (2) Honest
 (3) Transparent (4) Misleading
- 15.** Choose the correct synonym of the word 'Exile'.
 (1) Exit (2) Banishment
 (3) Camp (4) Picnic
- 16.** 'Quarried' means
 (1) extract (2) measure of capacity
 (3) used in glass windows
 (4) floor tile
- 17.** The synonym of the word 'irony' is-
 (1) reality (2) praise
 (3) paradox (4) respect
- 18.** A synonym for the word 'inspired' from the text is-
 (1) impressed (2) received
 (3) divided (4) adulterated
- 19.** Synonym of the word : Cajole
 (1) Coax (2) Evince
 (3) Congratulate (4) Clarify
- 20.** Choose the synonym for the following word –
 Derogatory
 (1) Resolution (2) Solace
 (3) Humiliating (4) Forlorn
- 21.** A synonym for 'omnipresent' is -
 (1) partly invisible (2) magnificent
 (3) conspicuous (4) universal
- 22.** A synonym for the word, 'counselling' is -
 (1) discussing (2) teaching
 (3) describing (4) mentoring
- 23.** A synonym of the word 'besiege' is -
 (1) surround (2) attack
 (3) befriend (4) trap
- 24.** A word that means 'of a nature' is -
 (1) precisely (2) typically
 (3) literacy (4) offended
- 25.** A synonym for 'general' is -
 (1) customary (2) diminutive
 (3) precise (4) common
- 26.** Pick out a word that means the same as 'results' -
 (1) forces (2) outcomes
 (3) benefits (4) inferences
- 27.** Find the word nearest in meaning to 'Remorse'
 (1) Obdurate (2) Hard
 (3) Repentance (4) None of these
- 28.** Identify the word closest in meaning to the word
 'Perpetuate'.
 (1) abort (2) ruin
 (3) continue (4) omit
- 29.** Choose the correct synonym of the word
 'Ridiculous'
 (1) Love (2) Affection
 (3) Absurd (4) Jealous
- 30.** Choose the appropriate synonym of word: Opulent
 (1) Greedy (2) Hungry
 (3) Heavy (4) Wealthy
- 31.** Choose the word similar in meaning : Industrious
 (1) Successful (2) Sensible
 (3) Punctual (4) Diligent
- 32.** Mark the synonym of the given word 'Carcass'
 (1) Bulk (2) Federation
 (3) Quality (4) Corpse
- 33.** Choose the appropriate synonym of the word written in
 bold.
 There can be different **ways** of solving the same
 problem.
 (1) routes (2) manners
 (3) methods (4) path
- 34.** The word which nearly means the same as 'stupendous'
 is:
 (1) influential (2) wonderful
 (3) crucial (4) significant
- 35.** The word 'irritated' most nearly means
 (1) annoyed (2) troubled
 (3) uneasy (4) frustrated
- 36.** Jamsetji Nusserwanji Tata was 'a clever and perceptive
 businessman'.
 (1) Dense (2) Astute
 (3) Naive (4) Gullible
- 37.** Synonym for the word, 'Vociferously' is:
 (1) Stridently (2) Vocally
 (3) Vocational (4) Vividly
- 38.** Synonym of the word, 'clumps' is:
 (1) Locks (2) Haunts
 (3) Bunches (4) Riots
- 39.** The word 'determine' most nearly means
 (1) influence (2) overcome
 (3) engage (4) govern
- 40.** The word oblivious means
 (1) unaware (2) neglectful
 (3) inconsiderate (4) insensitive
- 41.** The word that can best replace 'nourished' is
 (1) gifted (2) sent
 (3) supported (4) served
- 42.** The closest synonym for the word 'smother' is
 (1) deaden (2) stifle
 (3) discourage (4) ruin
- 43.** The word that can replace 'reiterated' is
 (1) revised (2) repeated
 (3) recalled (4) reconsidered
- 44.** The synonyms of 'Barbarians' is
 (1) Wild (2) Clever
 (3) Bold (4) Damage
- 45.** Noble

- | | | | |
|-----------------------|-------------------|------------------------|------------------|
| (1) Fine | (2) Good | 65. Ample | |
| (3) Both (1) and (2) | (4) None of these | (1) Sufficient | (2) Minimal |
| 46. Obliterate | | (3) Meagre | (4) Optimal |
| (1) Harmful | (2) Dim | 66. Emerge | |
| (3) Destroy | (4) Make | (1) Appear | (2) Fall |
| 47. Rural | | (3) Mark | (4) Fade |
| (1) Rustic | (2) Urban | 67. Malicious | |
| (3) Greed | (4) Tasty | (1) Malevolent | (2) Spiteful |
| 48. Quiz | | (3) Baneful | (4) Benign |
| (1) Question | (2) Participate | 68. Reveal | |
| (3) Cute | (4) Mute | (1) Expose | (2) Insert |
| 49. Obvious | | (3) Excavate | (4) Absolve |
| (1) Clear | (2) Unclear | 69. Rancid | |
| (3) Rage | (4) Anger | (1) Putrefied | (2) Delicious |
| 50. Spurious | | (3) Fresh | (4) Stale |
| (1) Fake | (2) Real | 70. Triumph | |
| (3) Reed | (4) Read | (1) Subjugation | (2) Victory |
| 51. Abode | | (3) Success | (4) All of these |
| (1) Native | (2) Residence | 71. Permit | |
| (3) Calm | (4) Compose | (1) Endorse | (2) Approve |
| 52. Adorable | | (3) Certify | (4) Forbid |
| (1) Dear | (2) Near | 72. Insolent | |
| (3) Cousin | (4) None of these | (1) Submissive | (2) Arrogant |
| 53. Fate | | (3) Overbearing | (4) Disdainful |
| (1) Lack | (2) Luck | 73. Lead | |
| (3) Loose | (4) Lipid | (1) Conduct | (2) Guide |
| 54. Offer | | (3) Follow | (4) Direct |
| (1) Propose | (2) Grave | 74. Prominent | |
| (3) Gay | (4) Serious | (1) Notorious | (2) Obscure |
| 55. Tasty | | (3) Famous | (4) Hostile |
| (1) Delicious | (2) Insipid | 75. Corrupt | |
| (3) Adorable | (4) Excess | (1) Dishonest | (2) Unclean |
| 56. Hale | | (3) Heartless | (4) Hateful |
| (1) Healthy | (2) In | 76. Destructive | |
| (3) Insipid | (4) Tasty | (1) Structural | (2) Constructive |
| 57. Mar | | (3) Wind speed | (4) Topple |
| (1) Destroy | (2) Devastate | 77. Fat | |
| (3) Topple | (4) All of these | (1) Plump | (2) Mean |
| 58. Absence | | (3) Weak | (4) Lean |
| (1) Minus | (2) Present | 78. Brutality | |
| (3) Construct | (4) Mar | (1) Mercy | (2) Satiated |
| 59. Hide | | (3) Cruelty | (4) Humanity |
| (1) Reveal | (2) Conceal | 79. Guilty | |
| (3) Go | (4) Come | (1) Good | (2) Innocent |
| 60. Acquire | | (3) Culprit | (4) Foolish |
| (1) Get | (2) Lost | 80. Dissuade | |
| (3) Pack | (4) Dump | (1) Encourage | (2) Worry |
| 61. Nimble | | (3) Disturb | (4) Discourage |
| (1) Active | (2) Slow | 81. Anguish | |
| (3) Fast | (4) Rapid | (1) Trouble | (2) Conflict |
| 62. Weak | | (3) Anger | (4) Agony |
| (1) Feeble | (2) Fat | 82. Thrive | |
| (3) Plump | (4) Thick | (1) Destroy | (2) Flourish |
| 63. Crooked | | (3) Raise | (4) Create |
| (1) Twisted | (2) Devious | 83. Publicize | |
| (3) Bended | (4) Straight | (1) Silence | (2) Disseminate |
| 64. Curb | | (3) Promulgate | (4) Withhold |
| (1) Help | (2) Allow | 84. Dilate | |
| (3) Restrain | (4) Remove | (1) Frustrate | (2) Contract |

- | | | | |
|------------------------|-------------------|----------------------------|-------------------|
| (3) Expand | (4) Rotate | (1) Occurance | (2) Eve |
| 85. Inquisitive | | (3) Crime | (4) Culprit |
| (1) Curious | (2) Cooperative | 105. Dwelling | |
| (3) Unsympathetic | (4) Indifferent | (1) Abode | (2) Residence |
| 86. Condone | | (3) Both 1 and 2 | (4) None of these |
| (1) Ignore | (2) Overlook | 106. Pour | |
| (3) Forgive | (4) Forget | (1) To drop | (2) Drip |
| 87. Pail | | (3) Drone | (4) dwell |
| (1) Mug | (2) Container | 107. Thorough going | |
| (3) Bucket | (4) Vessel | (1) Radical | (2) Straight |
| 88. Brisk | | (3) Curve | (4) Zig-Zag |
| (1) Quick | (2) Bright | 108. Rage | |
| (3) Puzzled | (4) Active | (1) Anger | (2) Fury |
| 89. Disease | | (3) Both 1 and 2 | (4) None of these |
| (1) Fall | (2) Damage | 109. Quest | |
| (3) Illness | (4) Injury | (1) Search | (2) Quiz |
| 90. Efficient | | (3) Poke | (4) Peep |
| (1) Clever | (2) Smart | 110. Skip | |
| (3) Known | (4) Capable | (1) Jump | (2) Secret |
| 91. Conceal | | (3) Dump | (4) Dumb |
| (1) Show | (2) Hide | 111. Holy | |
| (3) Cancel | (4) Excuse | (1) Pure | (2) Pious |
| 92. Genuine | | (3) Virtuous | (4) All of these |
| (1) Real | (2) Unreal | 112. Fame | |
| (3) Similar | (4) False | (1) Glory | (2) Kind |
| 93. Apprehended | | (3) Guard | (4) Master |
| (1) Understood | (2) Arrested | 113. Harmful | |
| (3) Feared | (4) Questioned | (1) Obnoxious | (2) Clear |
| 94. Right | | (3) Lucid | (4) Mini |
| (1) Correct | (2) Marked | 114. Mini | |
| (3) Straight | (4) Finished | (1) Small | (2) Giant |
| 95. Naught | | (3) Vast | (4) Huge |
| (1) Naughty | (2) Knotty | 115. Sample | |
| (3) Nothing | (4) Kind | (1) Model | (2) Pattern |
| 96. Groan | | (3) Both 1 and 2 | (4) None of these |
| (1) Moan | (2) Sleep | 116. Lust | |
| (3) Slim | (4) Skip | (1) Desire | (2) Pire |
| 97. Native | | (3) Greed | (4) All of these |
| (1) Simple | (2) Foreign | 117. Odd | |
| (3) Own | (4) Spurious | (1) Strange | (2) Even |
| 98. Dwarf | | (3) Calm | (4) Nervous |
| (1) Pygmy | (2) Huge | 118. Rug | |
| (3) Vast | (4) Giant | (1) Tapestry | (2) Quilt |
| 99. Plight | | (3) Wire | (4) Cruel |
| (1) Condition | (2) Situation | 119. Radical | |
| (3) Circumstances | (4) All of these | (1) Thorough going | (2) Anger |
| 100. Praise | | (3) Fury | (4) Question |
| (1) Appreciate | (2) Condemn | 120. Quoth | |
| (3) Denounce | (4) Condition | (1) Said | (2) Scamp |
| 101. Mix | | (3) Sage | (4) Skip |
| (1) Mingle | (2) Secret | 121. Cruel | |
| (3) Harmful | (4) Quiet | (1) Ruthless | (2) Slide |
| 102. Merry | | (3) Skip | (4) Scam |
| (1) Jolly | (2) Joy | 122. Many | |
| (3) Joyous | (4) All of these | (1) Several | (2) Nully |
| 103. Lucid | | (3) Last | (4) Folly |
| (1) Clear | (2) Transparent | 123. Slay | |
| (3) Both 1 and 2 | (4) None of these | (1) Kill | (2) Create |
| 104. Event | | (3) Construct | (4) Anger |

- 124.Rely**
 (1) Depend (2) Result
 (3) Construct (4) Quiet
- 125.Scandal**
 (1) Scam (2) Result
 (3) Overt (4) Over
- 126.Sequel**
 (1) Result (2) Construct
 (3) Quiet (4) Noise
- 127.Sort**
 (1) Spate (2) Sparse
 (3) Kind (4) Firm
- 128.Calm**
 (1) Quiet (2) Composed
 (3) Particular (4) Firm
- 129.Quarrel**
 (1) Struggle (2) Sorrow
 (3) Glad (4) Sad
- 130.Raze**
 (1) Dim (2) Mellow
 (3) Destroy (4) Pious
- 131.Joy**
 (1) Gladness (2) Sorrow
 (3) Kind (4) None of these
- 132.Failure**
 (1) Failing (2) Success
 (3) Gradual (4) Usual
- 133.Kind**
 (1) Generous (2) Coward
 (3) Dull (4) Boring
- 134.Idle**
 (1) Lazy (2) Laggard
 (3) Sluggish (4) All of these
- 135.Naive**
 (1) Simple (2) Coward
 (3) Meek (4) Timid
- 136.Trap**
 (1) Cease (2) Capture
 (3) Net (4) All of these
- 137.Hail**
 (1) Welcome (2) Wail
 (3) Weed (4) Weep
- 138.Rule**
 (1) Govern (2) Crew
 (3) Mew (4) Groom
- 139.Guard**
 (1) Preserve (2) Shelter
 (3) Curator (4) Protector
- 140.Prosper**
 (1) Carve (2) Flourish
 (3) Coy (4) Cow
- 141.Fatal**
 (1) Killer (2) Producer
 (3) Company (4) Gather
- 142.Accumulate**
 (1) Gather (2) Amass
 (3) Collect (4) All of these
- 143.Accede**
 (1) Agree (2) Disagree

- (3) Complete (4) Lexical
- 144.Suddenly**
 (1) Abruptly (2) Rush
 (3) Rash (4) Trash

Answers with Explanation

- 1.(3) Quarrel means struggle, clash, strife, dispute, quarry, bickering, argument
- 2.(1) Plenty – lot, abundance
 Gift – donation, offering
 Scarce – scant, scanty, meagre, sparse
 Bonus – gratuity, honorarium, reward, prize
- 3.(3) Ancient – aged, early, past, former
 New – modern
 Sage – wise person
 Mint – coinage factory
- 4.(1) Achievement – success, victory
 Happiness – delight, joy
 Knowledge – Mastery, apprehension
 Inspiration – Innovation, creativity
- 5.(3) Pleasure means enjoyment, delight, joy, rapture.
 Anger – displeasure, hostility
 Victory – Success, triumph
 Enjoyment – relaxation, recreation
 Swiftiness – quickness, velocity
- 6.(1) To imitate means to copy someone.
- 7.(3) Oasis means a fertile spot in a desert or a green patch in a desert
- 8.(4) grew apart means stopped having a close relationship
- 9.(1) Psychopathic – mentally ill and dangerous, insane, lunatic, manic
- 10.(1) Beginning and twist have the synonymous meaning crack.
- 11.(3) Inimitable means Incapable of being imitated or copy.
- 12.(4) Etymology means A study of the origin of words.
- 13.(2) Magnificent means grand, elaborate, impressive, extremely beautiful.
- 14.(4) Deceptive means misleading different from the time one.
- 15.(2) Exile means Banishment, Expulsion, deportation, expatriation.
- 16.(1) Quarried means extract (remove or take out) especially by effort or force.
- 17.(3) Irony means paradox – a situation or statement that seems impossible or difficult to understand
- 18.(1) Inspired means to impressed or influenced
- 19.(1) Cajole means coax, flatter.
- 20.(3) Derogatory means Humiliating or Insulting.
- 21.(4) Omnipresent means universal (one who is present everywhere)
- 22.(4) Counselling means mentoring
- 23.(1) besiege means surround, enclosed
- 24.(1) ‘of a nature’ means precisely
- 25.(4) General means common, not particular or specific
- 26.(2) Result means outcome, output, conclusion
- 27.(3) Remorse – deep regret, Repentance.
- 28.(3) Perpetuate means Continue

29.(3) Ridiculous means mock, scoff, absurd, goofy, foolish, bizarre
 30.(4) Opulent means wealthy, richness
 31.(4) Industrious means Diligent, hard working, Assiduous, meticulous
 32.(4) Carcass – hulk, cadaver, corpse
 33.(3) Ways in this context means - methods
 34.(2) Stupendous means wonderful, brilliant, superb, stunning
 35.(1) Irritated – annoyed, rile, provoke, excite, nettle, exasperate.
 36.(2) Clever and perceptive businessman means Astute – Sharp, witted, acute, bright, intelligent
 37.(1) Vociferously means stridently, boisterous, blatant, clamorous, aloud, insistent
 38.(3) Clumps means bunch, cluster, mass group, tuft
 39.(4) Determine means rule, govern, control, judge is the synonyms of determine.
 40.(1) Oblivious means unaware, not known
 41.(3) Nourished means supported or promoted
 42.(2) Smother – extinguish, put out, swiff, stifle
 43.(2) Reiterated means repeated (to do again), Revise – rectify, amend, Recall – to recollect
 44.(1) Barbarians means wild, savage, uncivilized, uncultured.
 45.(3) Noble – fine, good, superior
 46.(1) Obliterate – harmful, baneful
 Make – Build, construct
 Destroy – Devastate, Wreck
 Dim – lacking in light
 47.(1) Rural – Rustic, related to village
 Tasty – delicious, palatable
 Urban – related to city
 Greed – avarice, rapacity
 48.(1) Quiz – panel game, question
 Mute – silent
 Participate – parttake, share
 Question – query, inquiry
 Cute, good looking, beautiful
 49.(1) Obvious – clear, real
 50.(1) Spurious – artificial, fake
 Reed – Cane, pipe, stalk,
 Real – obvious
 Read – say aloud, recite
 51.(2) Abode – Residence, dwell
 Calm – Composed, tranquil
 Native – aboriginal, indigenous
 Compose – placid, serene
 52.(1) Adorable – dear, lovable
 Near – position very close
 Cousin – brother or sister
 53.(2) Fate – Luck, destiny
 Loose – uncontrolled, detached
 Lack – shortage, scarce
 Lipid – oily, organic, compound
 54.(1) Offer – propose; Grave – serious, sedate
 Gay – non- serious
 55.(1) Tasty – Delicious, palatable
 Insipid – tasteless, unsavoury
 Adorable – loveable, dear

Excess – plenty, abundant
 56.(1) Hale – Healthy
 In- position inside
 Insipid – Tasteless, unsavoury
 Tasty – Delicious, palatable
 57.(4) Mar – Destroy, Devastate, Destruct, Wreck, Raze
 58.(1) Absence – minus, deduce
 Present – current existing
 Construct – create, build
 Mar – destroy, devastate
 59.(2) Hide – Conceal, cover
 Come – move toward, chance
 Reveal – to open, overt
 Go – pace, proceed
 60.(1) Acquire – get, obtain
 Lost – misplace
 Pack – collection, gather
 Dump – stuff in heap or mass
 61.(1) Nimble – active, agile
 Slow – moderate, deliberate
 Fast – quick, rapid
 Rapid – quick, fast
 62.(1) Weak – Feeble, frail
 Plump – fat, thick
 63.(2) Crooked – bended, twisted
 Straight – unbend, vertical
 64.(3) Curb – Restrain, to check
 Help – Support, Assist
 Allow – permit sanction
 Remove – Efface, Abolish
 65.(1) Ample – Sufficient
 Minimal – Lowest, minimum
 Meagre – inadequate, scant
 Optimal - maximum
 66.(1) Emerge – Appear
 Fall – to drop down, decrease
 Mark – sign, symbol
 Fade – colourless, gradually disappear
 67.(1) Malicious – Malevolent, bitter, malignant,
 Spiteful – caused by malice
 Baneful – pernicious, dangerous, harmful
 68.(1) Reveal – Expose, uncovering, exhibit, display
 Absolve – free, release
 Conceal – Hide, secret, cover, stash
 Insert – to add, fit push (Something) into something else
 69.(4) Rancid – putrid, stale, musty, smelly, moldy, foul
 70.(4) Triumph – Success, Subjugation, Victory, Achievement,
 71.(3) Permit – certify to allow
 Forbid – Refuse to allow (Something)
 Approve – Prove, show
 Endorse – declare one’s public approval or support of
 72.(2) Insolent – Arrogant, showing a rude behaviour
 Submissive – ready to conform to the authority
 Overbearing – unpleasantly overpowering
 Disdainful – lack of respect
 73.(3) Lead – Follow
 Guide – Show or indicate the way to (Someone)
 Conduct – organize, carry out, manner in which one behaves
 Direct – manage or govern, straight

74.(3) Prominent – famous, important
 Obscure – not discovered, uncertain
 Notorious – famous or well known for some bad deed or quality
 Hostile - unfriendly
 75.(1) Corrupt – Dishonest, morally bad
 Unclean – untidy, dirty
 Heartless – displaying a complete lack of feeling or consideration
 Hateful – arousing, deserving of or filled with hatred.
 76.(4) Destructive – Topple, destroy, wreck, raze
 Constructive – build, create
 Structural – relating or forming part of the structure of a building or other item
 Wind speed – Speed of the wind or wind flow
 77.(1) Fat – plump, large in circumference, bulky
 Mean – have as a consequence or result
 Weak – Feeble, delicate sickly, unwell
 Lean – be in or move into a sloping position
 78.(3) Brutality – Cruelty, savage physical violence
 Satiated – wickedness inhumanity.
 Mercy – used in expressions of Surprise or fear.
 Humanity – benevolence, quality of being human
 79.(3) Guilty – culprit, culpable of or responsible for wrong doing
 Innocent – not guilty of a crime or offence
 Good – to be desired or approved of
 Foolish – lacking good sense or judgement, unwise
 80.(4) Dissuade – Discourage, demotivate
 Encourage – motivated, persuade
 Worry – Anxious, perplexed
 Disturb – tumult, uproar
 81.(3) Anguish – Anger, severe mental or physical pain or suffering
 Conflict – a struggle or clash between opposing forces
 Trouble – difficulty or problems
 Agony – mental or physical suffering
 82.(2) Thrive – Flourish grew or develop well
 Destroy – wreck, raze destruct, mar
 Create – Build, Construct
 Raise – lift or move to a higher position
 83.(3) Publicize – Promulgate, make (Something) widely known
 Disseminate – spread or give out something
 Silence – absence of sound
 Withhold – refuse to give, to keep in custody
 84.(3) Dilate – expand, Frustrate – upset or annoyed
 Expand – increase in size, number or range
 Contract – decrease in size, number or range
 Rotate – move in a circle round on axis or centre.
 85.(1) Inquisitive – curious, peering, probing, intrigued
 Co-operative – harmonious, concerted
 Unsympathetic – not felling or showing sympathy, heartless
 Indifferent – aloof, apathetic, callous, distant.
 86.(2) Condone – Overlook, pardon, wink, blink
 Forgive – pardon, free, shrive, absolve
 Ignore – avoid, neglect, disregard, pay no heed to
 Forget – obliterate, blow, out of mind, unlearn
 87.(3) Pail – bucket, water, wheel, sloop, jar, cannikin

Container – Vessel, receptacle, holder, canister
 Mug – Tankard, stoup
 Vessel - repository
 88.(1) Brisk – Quick, alert, energetic, lively
 Bright – Shining, glossy
 Puzzled – confused, baffled
 Active – Agile, working, operative, energetic.
 89.(3) Disease – Illness, sickness, ailment, disorder
 Damage – Mar, harm, impair, destruction
 Fall- drop, descend, come, down
 Injury- burn, abuse, bruise, damage
 90.(4) Efficient – capable, able, effective, productive
 Known – Famous, popular, recognized, celebrated
 Clever- skilled, adroit
 Smart – bright, quick, intelligent, clever.
 91.(2) Conceal – Hide, secret, bury, cover, stash
 Cancel – drop, scrap, scratch, abandon
 Show – exhibit, demonstrate, display, expose
 Excuse – justify, explain, condone, defend.
 92.(1) Genuine means Real, actual, legal, original
 Unreal – dreamlike, false, fanciful, artificial
 Similar means – alike, same, resembling, uniform
 False – faithless, faulty, incorrect, wrong
 93.(2) Apprehended – arrest, capture, seize, grab
 Understood - comprehended, penetrated, realized, known
 Feared – Scared, dread, terror, fright
 Questioned – asked, queried, inquired, investigation
 94.(1) Right means correct, accurate, exact, authentic
 Marked – noted, clear, noticeable, striking.
 Straight – vertical, unbowed, upright, unbend
 Finished – conclusion, end, final, closing
 95.(3) Naught – nothing, nil, zero, cipher
 Knotty – Intricate complex, difficult, insoluble
 Naughty – Mischievous, uncouth, rude, Insolent
 Kind – Generous, caring, compassionate, tender
 96.(1) Groan – Moan, woe, mourning, sob, grief
 Skip – hop, jump, trip, gait
 Slim – melt off, reduce, slenderize, lose weight
 Sleep – catnap, doze, forty winks, nap
 97.(3) Native – own, indigenous, aboriginal, endemic
 Simple – Easy, Facile, uncomplicated, effortless
 Spurious – bogus, fake, false, fallacious
 Foreign – outside, external
 98.(1) Dwarf – pygmy, stunt, stem, balk, obstruct
 Huge – Enormous, Vast, Giant, Gigantic, immense
 99.(4) Plight – Condition, situation, circumstances, difficulty predicament
 100.(1) Praise – Appreciate, Extol, admire, acclaim
 Condemn – reprobate, denounce
 Denounce – censure, condemn, damn, decry
 Condition – circumstances, situation
 101.(1) Mix – mingle, combined or blend into one mass
 Secret – covert, furtive, surreptitious, clandestine.
 Harmful – injurious, adverse, dangerous, baneful
 Quiet – calm, hushed, peaceful, placid
 102.(4) Merry – Joy, Jolly, Joyous, cheerful and lively.
 103.(3) Lucid – clear, transparent, bright or luminous.
 104.(1) Event – Occurance, a thing that happens or take place

Eve – the day or period of time immediately before an event or occasion.

Crime – illegal activities.

Culprit – a person who is responsible for a crime or other misdeed.

105.(3) Dwelling – Abode, Residence, home, shelter.

106.(1) Pour – to drop, flow, gush, stream

Drip – let fall or be so wet as to shed small drops of liquid.

Dwell – abide, live, reside, stay

Drone – a continuous low humming sound

107.(1) Thorough going means Radical cardinal, essential, innate; Straight – vertical, unbowed, upright, accurate

Curve – crooks, bend, arc, turn

Zig Zag – crooked, bend

108.(3) Rage – Anger, Fury, animosity, frenzy.

109.(1) Quest – search

Quiz – question, panel game

Poke – push, stick

Peep – appear as though form hiding

110.(1) Skip – jump, hop

Secret – furtive, surreptitious

Dumb – stupid, silent

Dump – stuff in a heap or mass

111.(1) Holy – pure, pious, Virtuous, sacred, sanctimonious

112.(1) Fame – Glory, prominence

Master – Lord, ruler

Guard – to protect from harm

Kind – Benevolence, Generous

113.(1) Harmful – obnoxious, injurious

Clear – lucid, obvious

Lucid – clear, transparent

Mini – tiny, small

114.(1) Mini – small, tiny

Vast – huge, giant, enormous, immense

115.(1) Sample – Model, trial, specimen, example

Pattern – System, method

116.(4) Lust – Desire, Greed

117.(1) Odd – strange, queer,

Even – regular, smooth, stable, steady

Calm – quiet, serene, tranquil, placid

Nervous – anxious, worried

118.(1) Rug – Tapestry, Mat, Carpet

Quilt – blanket, bedspread

Wire – cable, flex

Cruel – unkind, Ruthless

119.(1) Radical – Through going

Anger – Rage, fury

Fury – Anger, Rage

Question – inquiry, query

120.(1) Quoth – Said, declared

Scamp – Nuisance Skylarker

Sage – Wiseman, learned man

Skip – hop, jump

121.(1) Cruel – Ruthless, unkind, brutal

Slide – skin, slither, drift, coast

Skip – hop, jump

Scam – unethical behaviour

122.(1) Many – several, numerous

Nully – invalid, no force

Last – Final, terminal

Folly – madness, foolishness

123.(1) Slay – kill, slaughter, destroy, massacre

Create – built, construct

Construct – Create, build

Anger – enmity, fury, acrimony, rage

124.(1) Rely – Depend, lean, count, calculate

Result – output, outcome

Construct – create, build

Quiet – soundless, silent, reticent, placid

125.(1) Scandal – Scam, outrageous, unethical behaviour

Result – output, conclusion, outcome,

Overt – uncovered, definite, apartment

Over – finish, above, higher than a top

126.(1) Sequel - result, output, conclusion, outcome

Construct – build, create

Quiet – peaceful, silent, reticent, soundless

Noise – disturbance, uproar.

127.(3) Sort – type, kind, style, class

Sparse – scanty, scare

Spate – a sudden flood in a river

Firm – make more solid or resilient

128.(2) Calm – composed, serene

Particular – certain, specific.

Quiet – Silent, still

Firm – make more solid or resilient

129.(1) Quarrel – struggle, strife, complete, fight, dispute

Sorrow – sadness, dejection

Glad – happy, pleased

130.(3) Raze – Destroy, demolish, wreck, ruin,

Mellow – free from harshness

Dim – faint, weak, feeble, pale

Pious – virtuous, pure

131.(1) Joy – Gladness, delight, happy, happiness

Sorrow – sadness, regret

Kind – Generous, Benevolence

132.(1) Failure – Failing, lack of success

Success – Triumph, victory

Gradual – slow, moderate, cautious, unhurried

Usual – habitual, customary, accustomed, normal

133.(1) Kind – Generous, benevolence

Coward – Meek, timid

Dull – tedious, boring

Boring – tedious, monotonous

134.(4) Idle – lazy, sluggish, Laggard, Lethargic, Indolent

135.(1) Naive – Simple, artless, simple, fond

Coward – meek, timid, craven, chicken, faint of heart

Meek – coward, timid

136.(4) Trap – cease, capture, net, imprison.

137.(1) Hail – Welcome, praise, enthusiastically,

Wail – howl, youl, bawl, weep, cry

Weed – a contemptibly feeble person

Weep – shed tears, exude liquid

138.(1) Rule – Govern, order, directive, statute

Crew- a group of people who work on ship, aircraft.

Mew – Sound of cat

Groom – curry, brush, comb, rub down

139.(1) Guard – Preserve or protect against damage, defend

Shelter – shield, protection, cover shade.

Curator – Keeper of custodian of a museum
 Protector – defender, bodyguard,
 140.(2) Prosper means Flourish, thrive, advance, progress,
 Coy – arch, Skittish, flirtatious, Kittenish.
 Carve – sculpt, slice, chop, dice
 Cow – an unpleasant or disliked women
 141.(1) Fatal means killer, deadly
 Producer – manufacturer, maker
 Company means firm, corporation, office,
 Agency; Gather means collect, Amass
 142.(4) Accumulate means Gather, Assemble, Amass, Collect
 143.(1) Accede means accept, allow, endorse, grant,
 Disagree means express a different opinion
 Complete means utter, down wright, real sheer,
 Lexical means relating to or the nature of a exicon or
 dictionary.
 144.(1) Suddenly means Abruptly quickly,
 Rush means move with urgent haste.
 Rash – impetuous without care,
 Trash means – waste material.

The judge acquitted him the murder charge.
 (1) off (2) of
 (3) for (4) from
10. Terrorists are trying to several bridges.
 (1) blow up (2) breakdown
 (3) fallout (4) None of the above
11. Everyone follow the traffic rules.
 (1) can (2) may
 (3) could (4) must
12. Fill in the blank with the correct phrasal verb.
 It isn't easy to children now-a-days.
 (1) train up (2) bring up
 (3) put up (4) leave out
13. Sahil read the letter carefully the second time to
 make sure he hadn't missed any detail.
 (1) much (2) many
 (3) more (4) most
14. I'm going to buy bread.
 (1) a (2) the
 (3) some (4) None of the above
15. When it started to rain, the children took shelter in a
 hut.
 (1) close (2) nearly
 (3) near (4) nearby
16. If you had worked hard you
 (1) will pass (2) would pass
 (3) would have passed (4) had been pass
17. The pterosaurs flew by
 (1) jumping off a mountain ledge
 (2) pushed by wind before take off
 (3) jumping upwards with force
 (4) momentum gained by running
18. Choose the correct word for the blank :
 You can park the car on side of 'the road.
 (1) either (2) none
 (3) both (4) neither
19. Fill the correct articles in the sentence :
 sun rises in east.
 (1) A, the (2) The, the
 (3) The, a (4) An, a
20. The dog picked up the ... of the thief
 (1) sent (2) scent
 (3) seent (4) perfume
21. He failed due to his attitude.
 (1) most careless (2) careless
 (3) more careless (4) none of these
22. the weather was bad : they had to go for work.
 (1) As (2) Although
 (3) Though (4) Since
23. There is a row of green trees ... the road.
 (1) along (2) beside
 (3) among (4) by
24. It's no better ... over the spilt milk.
 (1) to cry (2) crying
 (3) at crying (4) of crying
25. He wished that she get well soon.
 (1) may (2) might
 (3) should (4) will
26. One abide by the laws.

Fill in the Blanks

Direction : Each of the following sentences has a blank space and four words below it. Select the most appropriate word for the blank to make the sentence meaningful.

- 1.** Ravi wasn't thinking
 (1) clear (2) unclear
 (3) clearly (4) unclearly
- 2.** Which one of the options will complete the phrasal verb in the following sentence?
 I had to fill three forms to get my driving licence.
 (1) up (2) into
 (3) down (4) over
- 3.** Fill in the blank with correct preposition –
 He deals rice.
 (1) in (2) with
 (3) at (4) on
- 4.** Choose the best option to complete the given sentence –
 You should your homework
 (1) make (2) do
 (3) work (4) give
- 5.** Choose the best option to complete the given sentence –
 There aren't people here.
 (1) much (2) many
 (3) a lot (4) some
- 6.** Complete the following sentence with the correct option –
 My grandfather walks very
 (1) quick (2) fastly
 (3) fast (4) nice
- 7.** Complete the following sentence with the correct option -
 The sky suddenly became
 (1) darkly (2) dark
 (3) darkness (4) darken
- 8.** Choose the correct option.
 The passengers alighted to bus.
 (1) for (2) to
 (3) from (4) at
- 9.** Fill in the blank with the correct Preposition :

- (1) may (2) could
(3) need (4) should
- 27.** Since the Principal was on leave, the meeting had been
.....
(1) put off (2) put up
(3) put down (4) put in
- 28.** No sooner she wind the toy than it started dancing.
(1) did (2) does
(3) has (4) had
- 29.** One who feels at home in every country is called
- (1) metropolitan (2) citizen
(3) denizen (4) cosmopolitan
- 30.** 1000 species of fish have been identified.
(1) As many as (2) As many
(3) As much as (4) Much as
- 31.** I look forward to ... such cooperation in future too.
(1) get (2) to get
(3) getting (4) to have got
- 32.** The sentence 'I don't know what he said', is
- (1) compound (2) complex
(3) simple (4) none of these
- 33.** Which one of the following sentences expresses
'possibility'?
- There are dark clouds in the sky.....
- (1) It will rain (2) It shall rain
(3) It may rain (4) It must rain
- 34.** Supply an appropriate determiner –
My neighbour is honest person.
(1) a (2) an
(3) the (4) any
- 35.** Supply an appropriate determiner-
I have glass of milk every morning.
(1) the (2) a
(3) any (4) some
- 36.** Complete the following sentence –
If we a lottery, we will buy a car.
(1) will win (2) have won
(3) won (4) win
- 37.** Fill in the correct form of the verb-
The train had left before I the station.
(1) reached (2) had reached
(3) was reach (4) was reached
- 38.** Select the correct verb form-
Sachin had many records.
(1) brokened (2) broken
(3) broke (4) breakened
- 39.** He most of his money to charity.
(1) gave up (2) gave in
(3) gave away (4) gave back
- 40.** In the forest, I saw a ... of deer.
(1) herd (2) band
(3) pride (4) swarm
- 41.** This ring is made gold.
(1) from (2) with
(3) of (4) by
- 42.** The prisoner from his guards.
(1) broke off (2) broke into
(3) broke down (4) broke away
- 43.** student in the class is capable of passing the
examination.
(1) all (2) every
(3) many (4) some
- 44.** He has his home work.
(1) did (2) been doing
(3) done (4) does
- 45.** This is the house Hari bought.
(1) who (2) that
(3) whom (4) whose
- 46.** The money was divided Anwar and Rashid.
(1) between (2) among
(3) into (4) with
- 47.** They arrived late the airport.
(1) in (2) on
(3) with (4) at
- 48.** We have been waiting for the train two hours.
(1) since (2) from
(3) by (4) for
- 49.** Give me a proper for this payment.
(1) reciept (2) riciect
(3) receipt (4) recept
- 50.** Keep don't make a noise.
(1) quite (2) queit
(3) quiet (4) qwait
- 51.** The eldest prince was the to the throne.
(1) hire (2) heir
(3) hier (4) hiar
- 52.** Please be
- (1) breef (2) breif
(3) brif (4) brief
- 53.** There is no much in the results.
(1) difference (2) differense
(3) diferense (4) diference
- 54.** Will you please lend me money?
(1) any (2) some
(3) a few (4) no
- 55.** health there is no happiness.
(1) Due to (2) Unless
(3) Because of (4) Without
- 56.** The crow dropped the bread the fox immediately
snapped up.
(1) whom (2) who
(3) which (4) what
- 57.** The chapters are lacking in interest.
(1) last (2) latest
(3) later (4) latter
- 58.** Neem are used to keep off the pests.
(1) leaf (2) leave
(3) leaves (4) leafs
- 59.** A sentence can be ... up into meaningful segments.
(1) divided (2) devided
(3) devide (4) divide
- 60.** Cotton clothing allows your skin to
- (1) breathe (2) breath
(3) breeth (4) breathing
- 61.** His opinion does not my judgement.
(1) effect (2) affect
(3) effact (4) affact

- 62.** John is absent he is ill.
 (1) only (2) because
 (3) however (4) after
- 63.** Don't disturb him. He his homework.
 (1) shall do (2) did
 (3) does (4) is doing
- 64.** You are paying attention to your studies than you used to do.
 (1) enough (2) no
 (3) less (4) some
- 65.** we have pleasure of your company?
 (1) may (2) can
 (3) will (4) should
- 66.** Choose the correct conjunction for the blank :
 He is witty vulgar.
 (1) that (2) because
 (3) though (4) so
- 67.** Kashmir is between India & Pakistan
 (1) an apple of eye (2) an apple of discord
 (3) an apple of fight (4) None of these
- 68.** Choose the correct preposition for the blank :
 I mix up the butter ... I bake the cake.
 (1) before (2) after
 (3) to (4) None of the above
- 69.** Choose the correct article for the blank :
 Please help me clean my apartment.
 (1) a (2) an
 (3) the (4) Zero article
- 70.** Choose the correct preposition for the blank :
 There is a bench the lamp post.
 (1) through (2) over
 (3) along (4) beside
- 71.** Choose the correct word for the blank :
 You can park the car on side of 'the road.
 (1) either (2) none
 (3) both (4) neither
- 72.** Complete the following sentence by choosing the appropriate verb forms :
 Mr. Indrajeet Gupta that he truth to those people.
 (1) claims, spoke
 (2) claimed, spoke
 (3) had claimed, had spoke
 (4) will claim, speak
- 73.** Choose the correct option :
 The Prime Minister was acquitted the charge levelled against him.
 (1) of (2) off
 (3) for (4) with
- 74.** Fill in the appropriate set of words in the given sentence.
 'The bridal ... of my daughter will be ... on 10th December.
 (1) performed, temporary
 (2) ceremony, temporary
 (3) ceremony, performed
 (4) performed, ceremony
- 75.** Choose the correct word from the words given below :
 We heard ... of trumpets
 (1) peal (2) pail
 (3) peel (4) pale
- 76.** Choose the correct word from the words given below to complete the sentence.
 The soldiers through the town.
 (1) walked (2) marched
 (3) ran (4) suggested
- 77.** Ritu is most active girl in family.
 (1) the, a (2) the, the
 (3) a, the (4) a, a
- 78.** In 2004, a doctor?
 (1) you was (2) ways you
 (3) were you (4) did you be
- 79.** If you had worked hard you
 (1) will pass (2) would pass
 (3) would have passed (4) had been pass
- 80.** The board at the ration shop announced "We have rice. Wait till the next stock.
 (1) run down (2) run away
 (3) run over (4) run out of
- 81.** I gave him a punch on ... nose.
 (1) the (2) to
 (3) speak (4) inform
- 82.** As a child, she dream of living in castle.
 (1) is used to (2) used to
 (3) will (4) got used to
- 83.** beat = positive and enthusiastic.
 (1) up (2) out
 (3) down (4) over
- 84.** We were caught a shower on our way home.
 (1) with (2) by
 (3) at (4) in
- 85.** I saw ... of my friends.
 (1) no (2) nobody
 (3) none (4) no one
- 86.** Looking forward to you.
 (1) see (2) to see
 (3) seeing (4) saw
- 87.** Fill in the blank by choosing the correct option.
 Why conform ... a custom when the custom is bad.
 (1) on (2) upon
 (3) for (4) to
- 88.** Fill in the blank by choosing the correct option.
 The bullet struck him in foot.
 (1) an (2) the
 (3) her (4) a
- 89.** I like to walk around in ... foot.
 (1) bear (2) beer
 (3) brea (4) bare
- 90.** She passed ... she did not read.
 (1) although (2) because
 (3) anyhow (4) while
- 91.** We want the children to have the possible education.
 (1) best (2) good
 (3) very good (4) better
- 92.** We must obey the traffic rules.
 (1) never (2) often
 (3) always (4) sometimes
- 93.** It was difficult to between the two candidates.
 (1) dicide (2) diside
 (3) decide (4) decyde

- 94.** The story teller narrated the of Heer and Ranjhaa.
 (1) tail (2) till
 (3) tale (4) tile
- 95.** I shall never ... those happy moments.
 (1) forget (2) foreget
 (3) farget (4) fareget
- 96.** A number of plays were written Shakespeare.
 (1) from (2) of
 (3) in (4) by
- 97.** The thief run away before the police came.
 (1) has (2) have
 (3) had (4) was
- 98.** I has been two years I last see you.
 (1) that (2) since
 (3) when (4) before
- 99.** Supply the correct preposition in the following :
 I prefer Chaucer Spenser in reading English Poetry.
 (1) than (2) from
 (3) to (4) into
- 100.** As unstable as
 (1) water (2) mule
 (3) mercury (4) air
- 101.** Fill in the blank with Past Perfect Continuous Tense –
 The doctor was very tired as he alone.
 (1) has worked (2) had worked
 (3) had been working (4) has been working
- 102.** Find the appropriate preposition to fill in the sentence :
 She lives Mumbai.
 (1) at (2) in
 (3) into (4) on
- 103.** Choose the correct spelling/word to fill in the blank in
 the given sentences.
 Every student Sachin was present in the class.
 (1) eccept (2) except
 (3) axcept (4) acsept
- 104.** Choose correct pronoun to fill in the blank in the
 sentence. I am wiser than
 (1) him (2) himself
 (3) he (4) his
- 105.** Choose the correct form of verb to fill in the blank in the
 given sentence.
 The mango sweet.
 (1) tasty (2) taste
 (3) tasting (4) tastes
- 106.** Choose the correct word to complete the given sentence.
 I speak to the principal for one day leave?
 (1) Can (2) May
 (3) Must (4) Should
- 107.** She bought a pen ... ten rupees.
 (1) by (2) with
 (3) from (4) for
- 108.** The patient died cholera.
 (1) of (2) by
 (3) with (4) for
- 109.** The horse jumped the well.
 (1) on (2) in
 (3) into (4) under
- 110.** Fill in the blank with the correct preposition.
 He killed two birds one stone.
 (1) by (2) at
 (3) of (4) with
- 111.** Fill in the blank with an appropriate choice.
 If you make a promise, you must be sure to it.
 (1) accomplish (2) keep
 (3) follow (4) succeed
- 112.** Fill in the blank using the correct prepositional phrase.
 Shall we play indoors sweating out in the sun ?
 (1) instead of (2) other than
 (3) but for (4) because of
- 113.** Choose the appropriate preposition.
 We have been living here six months.
 (1) ever (2) at
 (3) since (4) for
- 114.** Fill in the blank with the most suitable adverb from
 those provided.
 It took us ... five hours to reach the airport.
 (1) nearly (2) always
 (3) enough (4) None of these
- 115.** Choose the best word to complete the sentence. He was
 tired and ill and on the stairs and fell all the way
 down.
 (1) stumbled (2) struck
 (3) stumped (4) steered
- 116.** Fill in the blanks with the correct articles.
 Taj Mahal is monument symbolising love.
 (1) The, a (2) A, an
 (3) The, an (4) A, the
- 117.** Choose the correct word to fill in the blank.
 Ten miles along way to walk
 (1) are (2) is
 (3) are being (4) None of these
- 118.** He is slow he is sure.
 (1) nor (2) also
 (3) and (4) but
- 119.** I have not slept yesterday.
 (1) from (2) since
 (3) for (4) to
- 120.** This is the cat I saw.
 (1) whom (2) who
 (3) what (4) that
- 121.** Choose the correct word for the following sentence.
 Fill in the blanks with words.
 (1) aproprate (2) appropriate
 (3) approprite (4) approprit
- 122.** Ravi wasn't thinking
 (1) clear (2) unclear
 (3) clearly (4) unclearly
- 123.** This movie is than the last one.
 (1) best (2) good
 (3) better (4) worst
- 124.** 'You are probably sleepy, because you'
 (Choose the most appropriate answer)
 (1) are yawning a lot
 (2) went out for lunch
 (3) ate too much chocolates
 (4) watched a movie
- 125.** What is the meaning of 'Hang in the Balance'?
 (1) In State (2) To groom

- (3) To be undecided (4) To react
- Direction (126-131):** Improve the underlined words :
- 126.** We can surely visit the museum today.
 (1) will (2) must
 (3) need (4) no improvement
- 127.** You should respect your seniors.
 (1) will (2) can
 (3) could (4) no improvement
- 128.** She have to wake up early.
 (1) has to (2) can
 (3) should (4) no improvement
- 129.** You need to attend this interview.
 (1) must (2) need
 (3) can (4) Should
- 130.** We ought to obey the traffic rules.
 (1) need (2) must
 (3) should (4) no improvement
- 131.** I should drive this car,
 (1) can (2) could
 (3) shall (4) no improvement
- 132.** It has been raining last morning.
 (1) since (2) for
 (3) by (4) from
- 133.** Wait here Mohan returns.
 (1) unless (2) untill
 (3) for (4) as
- 134.** The wooden work of the house is completed me.
 (1) until (2) to
 (3) from (4) by
- 135.** A hunter killed the tiger ... a knife.
 (1) with (2) by
 (3) until (4) till
- 136.** This work is completed a new pen.
 (1) by (2) with
 (3) of (4) for
- 137.** Reach home 9:30 positively.
 (1) in (2) till
 (3) of (4) for
- 138.** A monkey jumped the cot.
 (1) upon (2) into
 (3) by (4) from
- 139.** A boy jumped the river.
 (1) from (2) on
 (3) upon (4) into
- 140.** He is sitting Shyam.
 (1) besides (2) beside
 (3) by (4) till
- 141.** He sat the table to have rest.
 (1) on (2) beside
 (3) at (4) by
- 142.** He is blind his own fault.
 (1) to (2) of
 (3) with (4) for
- 143.** Ram is than all other boys of his class.
 (1) older (2) old
 (3) elder (4) eldest
- 144.** Mahesh is the brother of Suresh.
 (1) older (2) elder
 (3) old (4) eldest
- 145.** The part of the movie was very interesting.
 (1) last (2) later
 (3) latter (4) latest
- 146.** The chapter of this book is quite dull.
 (1) latest (2) later
 (3) latter (4) last
- 147.** He came ... than me.
 (1) later (2) latter
 (3) latest (4) last
- 148.** What is the news?
 (1) late (2) lately
 (3) latest (4) later
- 149.** Delhi is than Mathura.
 (1) far (2) forth
 (3) farther (4) further
- 150.** If the is good today, we will go for outing.
 (1) wither (2) whether
 (3) climate (4) weather
- 151.** Baby of pig is called as?
 (1) piggy (2) piglet
 (3) piggies (4) sty
- 152.** Baby of Shark fish is called as ?
 (1) pup (2) pun
 (3) pug (4) push
- 153.** Baby of horse is called as?
 (1) foal (2) sty
 (3) doe (4) burrow
- 154.** What does the baby of 'cow' called?
 (1) Kitten (2) piglet
 (3) horse (4) calf
- 155.** A of army.
 (1) troop (2) force
 (3) group (4) team
- 156.** A of angry students.
 (1) mob (2) crowd
 (3) throng (4) many
- 157.** A of people.
 (1) crowd (2) mob
 (3) group (4) forces
- 158.** A of books.
 (1) group (2) pile
 (3) heap (4) crew
- 159.** A of garbages.
 (1) pile (2) lot
 (3) herd (4) heap
- 160.** A of players.
 (1) lot (2) group
 (3) team (4) army
- 161.** A of grapes.
 (1) group (2) lot
 (3) bunch (4) team
- 162.** A of sailors.
 (1) gang (2) group
 (3) army (4) crew
- 163.** A of flowers.
 (1) group (2) bouquet
 (3) bunch (4) lot
- 164.** A of cards.
 (1) pile (2) pack

- (3) bunch (4) group
165.A of lions.
 (1) roar (2) many
 (3) bulk (4) herd
166.Necessity is the mother of
 (1) things (2) discovery
 (3) inventions (4) none of these
167.All 's in love and war.
 (1) good (2) bad
 (3) well (4) fair
168. Time and Tide wait for
 (1) all (2) every
 (3) each (4) none
169.No no
 (1) work, pay (2) pain, gain
 (3) eye, smile (4) faith, gain
170...... makes a man perfect.
 (1) Practice (2) Reward
 (3) Gain (4) Honour
171.God those who themselves.
 (1) give, take (2) help, help
 (3) care, ask (4) ask, give
172.The are sour.
 (1) Honey (2) Grapes
 (3) Sugar (4) None of these
173...... and steady wins the race.
 (1) Fast (2) Prompt
 (3) Slow (4) Colour
174.All's well that well.
 (1) begin (2) comes
 (3) initial (4) ends
175.It is matter of importance.
 (1) the (2) an
 (3) a (4) no article
176.She is going to the temple car.
 (1) so (2) by
 (3) to (4) from
177.She is my
 (1) brother (2) cousin
 (3) near (4) dear
178.Give this book Mahesh.
 (1) to (2) go
 (3) for (4) from
179.Write blue ink.
 (1) in (2) with
 (3) to (4) for
180.She me English.
 (1) gave (2) learn
 (3) taught (4) neat
181.This is the Book I
 (1) meet (2) go
 (3) find (4) wanted
182.I have bought a book.
 (1) pink (2) good
 (3) see (4) saw
183.This dish is of cornflour.
 (1) made (2) take
 (3) give (4) go
184.Put your shoes.
 (1) of (2) off
 (3) on (4) to
185.I has been raining last Monday.
 (1) since (2) for
 (3) from (4) to
186.The boy has been reading the book two hours.
 (1) since (2) for
 (3) from (4) to
187.She is going school.
 (1) to (2) of
 (3) from (4) for
188.Distribute these books all the students of the classroom.
 (1) about (2) along
 (3) among (4) between
189.She is coming Agra.
 (1) for (2) from
 (3) about (4) along
190.This bag is made leather.
 (1) of (2) off
 (3) for (4) from
191.I live ... Rameshwaram.
 (1) on (2) in
 (3) at (4) to
192.An smell or taste is strong and sharp and usually unpleasant.
 (1) acrid (2) acoustic
 (3) albatross (4) accolade
193.If you have to work for twelve hours..... you have no freedom at all.
 (1) during a day (2) on a day
 (3) in a day (4) a day
194.If we introduces compulsory education, the country will make progress
 (1) more (2) greater
 (3) larger (4) wider
195.The sea air had made a big to her health.
 (1) havoc (2) epoch
 (3) difference (4) flounder
196.If the perceptions of two individuals do not problems are sure to be there.
 (1) match (2) agree
 (3) meet (4) tally
197.The campers their tent at the base of the mountain.
 (1) established (2) grounded
 (3) pitched (4) installed
198.Vaccination will make people immune certain diseases for a given period.
 (1) against (2) with
 (3) for (4) to
199.Her parents bestowed her all their care and affection.
 (1) to (2) with
 (3) in (4) upon
200.A heavy penalty was on the whole village.
 (1) realized (2) imposed
 (3) levied (4) charged
201.A long period of dry weather is called
 (1) draught (2) dearth

- (3) drought (4) desert
- 202.**The brain is the understood part of the body.
 (1) least (2) less
 (3) little (4) hardly
- 203.**The crowd was thrown into a when the bomb exploded.
 (1) confusion (2) disarray
 (3) panic (4) disorder
- 204.**Suresh got a railway carriage at a wayside station.
 (1) out (2) on
 (3) in (4) into
- 205.**There are various hobbies for us to in our leisure hours.
 (1) follow (2) pursue
 (3) absorb (4) contribute
- 206.**He did not make a single to any controversial matter in his speech.
 (1) illusion (2) allusion
 (3) elision (4) elucidation
- 207.**To break the statement over the controversial issue, the P.M. held discussions today with four other leaders to a consensus.
 (1) capture (2) emerge
 (3) win (4) evolve
- 208.**The organisers of the conference have the allegations made against them.
 (1) Retorted (2) Repudiated
 (3) Rebuked (4) Requited
- 209.**Success gives only pleasure.
 (1) Monumental (2) Momentous
 (3) Momentary (4) Monotonous
- 210.**According to some thinkers the Third World War is
 (1) Immune (2) Imminent
 (3) Eminent (4) Immature
- 211.**Bigamy in India is not by law.
 (1) Permitted (2) Proposed
 (3) Planned (4) Persuaded
- 212.**The secretary prepared an report on the activities of the department.
 (1) Excessive (2) Exhausting
 (3) Exhaustive (4) Excess
- 213.**He was offered a amount of money on the completion of the project.
 (1) Sustained (2) Substantive
 (3) Substantial (4) Substitute
- 214.**I if he will turn up today.
 (1) Expect (2) Think
 (3) Hope (4) Wonder
- 215.**I am glad the movie.
 (1) To see (2) Had seen
 (3) To have seen (4) By seeing
- 216.**Of the three branches of defence services, the Air Force has been the favored in recent years.
 (1) More (2) Very
 (3) Most (4) Much
- 217.**She had just down when the telephone rang.
 (1) Lain (2) Laid
 (3) Lay (4) Lie
- 218.**Apparently he was feeling about his bad luck.
 (1) Angrily (2) Angry
 (3) Anger (4) Annoy
- 219.**Inspite of his best efforts, he could not achieve success
 (1) A little (2) Near
 (3) Little (4) Extraordinary
- 220.**..... learning does not help the mental growth of a student.
 (1) Guided (2) Fast
 (3) Addicted (4) Rote
- 221.**Though not a very intelligent man, he is not common sense.
 (1) Defective in (2) Wanting
 (3) Short of (4) Deficient
- 222.**Reading is an way of building your vocabulary.
 (1) Efficient (2) Adequate
 (3) Useful (4) Interesting
- 223.**I bought a new car last year, but I my old car yet, so at present I have two cars.
 (1) Did not sell (2) Have sold
 (3) Have not sold (4) Could not sell
- 224.**He has shown both by his hard work and by his conduct that he a special award.
 (1) Dislikes (2) Merits
 (3) Needs (4) Aspires
- 225.**The differing judge gave his note of
 (1) Decent (2) Dissent
 (3) Descent (4) Different
- 226.**It is time you home.
 (1) Went (2) Are going
 (3) Go (4) Have gone
- 227.**The point you are raising is not to the subject.
 (1) Pertinent (2) Required
 (3) Fit (4) Proper
- 228.**The Success of the play proved the of the actor.
 (1) Talent (2) Gift
 (3) Many-sided ability (4) Poetic quality
- 229.**However you may try, you cannot to your position for long.
 (1) Hold up (2) Hold out
 (3) Hold on (4) Hold over
- 230.**The new teacher charmed his students by his gift of the
 (1) Tongue (2) Speech
 (3) Voice (4) Gab
- 231.**My uncle all the children of my elder brother.
 (1) Brought out (2) Brought about
 (3) Brought back (4) Brought up
- 232.**The naked human eye cannot minute flaws in complicated mechanisms.
 (1) Detect (2) Visualise
 (3) Understand (4) Comprehend
- 233.**The ship was from its course to Athews by bad weather.
 (1) Destructed (2) Diverted
 (3) Pushed (4) Drawn
- 234.**I am feeling better today.
 (1) Fairly (2) Too

- (3) Very (4) Rather
235.Soft minded individuals are to embrace all kinds of superstitions.
 (1) Disposed (2) Eager
 (3) Reluctant (4) Prone
- 236.**He is the person who is to blame.
 (1) Mostly (2) Sure
 (3) Most (4) Bound
- 237.**The criminal seems to have acted in with three others.
 (1) Collusion (2) Coalition
 (3) Collision (4) Cohesion
- 238.**It is fourteen years since I him.
 (1) have seen (2) Had seen
 (3) Saw (4) See
- 239.**If negotiations are to prove fruitful there must not only be sincerity on each side, but there must also be in the sincerity of the other side.
 (1) Faith (2) Belief
 (3) Substance (4) Certainty
- 240.**I enjoy the children playing in the garden.
 (1) Looking to (2) Looking about
 (3) Looking at (4) Looking on
- 241.**The shirt is not expensive, I bought it very
 (1) Cheaply (2) Low
 (3) Dearly (4) Cheap
- 242.**My father was too to push open the heavy door.
 (1) Faint (2) Feeble
 (3) Timid (4) Faltering
- 243.**Anita me of a girl I used to know.
 (1) Recalls (2) Remembers
 (3) Reminds (4) Recollects
- 244.**It to me that she was incurable.
 (1) Happened (2) Occurred
 (3) Flashed (4) Suggested
- 245.**The sounded lame to her and she did not want to give in.
 (1) Promises (2) Excuses
 (3) Observations (4) Statement
- 246.**Though they did not speak to each other much, there was a understanding between them.
 (1) Tacit (2) Verbal
 (3) Contractual (4) Placid
- 247.**In these days of inflation, the cost of consumer goods is
 (1) Climbing (2) Raising
 (3) Soaring (4) Ascending
- 248.**The park was with bits of paper after the children had left.
 (1) Scattered (2) Filled
 (3) Littered (4) Cluttered
- 249.**She ... a brief appearance at the end of the party.
 (1) Put on (2) Put in
 (3) Put across (4) Put up
- 250.**I haven't seen you last week.
 (1) Within (2) Since
 (3) For (4) From
- 251.**It's very kind of you to to speak at the meeting.
 (1) Accept (2) Agree
- (3) Comply (4) Concur
252.The passengers were afraid but the captain them that there was no danger.
 (1) Promised (2) Assured
 (3) Advised (4) Counselling
- 253.**The family gave father a gold watch on the of his fiftieth birthday.
 (1) Time (2) Even
 (3) Occasion (4) Celebration
- 254.**An employment advertisement should the number of vacancies.
 (1) Provide (2) Specify
 (3) Contain (4) Declare
- 255.**Once he has signed the agreement, he won't be able to
 (1) Back up (2) Back in
 (3) Back at (4) Back out
- 256.**Diseases are easily through contact with infected animals.
 (1) Transferred (2) Transported
 (3) Transmitted (4) Transplanted
- 257.**His teacher said that his comments on his performance was not to demoralize him but to him to do still better.
 (1) Encourage (2) Persuade
 (3) Instruct (4) Good
- 258.**It is becoming increasingly difficult for a housewife to pick up a genuine article from the crowd of the ones in a store.
 (1) Fake (2) Duplicate
 (3) Counterfeit (4) Spurious
- 259.**Fact is often stranger than
 (1) Fancy (2) Fiction
 (3) Imagination (4) Dream
- 260.**As the crowd didn't heed the warning, the police to lathi charge.
 (1) resorted (2) retaliated
 (3) moved (4) marched
- 261.**No one really likes her jokes which come so abundantly and unexpectedly.
 (1) hilarious (2) outrageous
 (3) mirthful (4) mighty
- 262.**I shall avail of your advice.
 (1) him (2) me
 (3) yourself (4) myself
- 263.**Rajat was unreasonably incensed me.
 (1) with (2) at
 (3) on (4) against
- 264.**Bandits quarrelled the division of the booty.
 (1) on (2) upon
 (3) for (4) over
- 265.**Many young people grow excited, even, when they see before them a popular film star.
 (1) overjoyed (2) enthusiastic
 (3) rapturous (4) hysterical
- 266.**In the boat disaster that took place near Patna, more than thirty passengers were to be drowned.
 (1) thought (2) feared
 (3) believed (4) presumed

- 267.**The US Ambassador to India submitted his to the President of India.
 (1) orders (2) certificates
 (3) bio-data (4) credentials
- 268.**The court has directed the University to the publication of results until further orders.
 (1) quicken (2) accelerate
 (3) defer (4) cancel
- 269.**The train's crossing the bridge just before the bridge collapsed was
 (1) accidental (2) providential
 (3) fatal (4) deplorable
- 270.**My friend says that he drinks tea because it is the best in the world.
 (1) fluid (2) solution
 (3) beverage (4) liquid
- 271.** of any kind is demoralising.
 (1) addiction (2) habit
 (3) custom (4) tradition
- 272.**The world is so constructed that if you wish to enjoy its pleasures, you must also its pains.
 (1) deny (2) neglect
 (3) ignore (4) endure
- 273.**Only her voice betrayed her fear.
 (1) tremulous (2) squeamism
 (3) peevish (4) tenacious
- 274.**His pranks sometimes offended his serious minded friends.
 (1) obtruse (2) slanderous
 (3) childish (4) ugly
- 275.**The admiration Gandhiji earned was by his concern for welfare of the underdogs.
 (1) developed - real
 (2) engendered - sincere
 (3) aroused - proverbial
 (4) belied - prudent
- 276.**There was so much material in the essay that it was difficult to get the author's message.
 (1) veriegated (2) superficial
 (3) extraneous (4) exemplary
- 277.**The result does notmy original conception of the matter.
 (1) accord with (2) correspond with
 (3) reconcile (4) reconcile to
- 278.**The dispute becomes so that we were afraid the adversaries would come to blow.
 (1) ironic (2) didactic
 (3) articulate (4) acrimonious
- 279.**The teacher suspected cheating as soon as he noticed the pupil's glances at his classmate's paper.
 (1) futile (2) sporadic
 (3) furtive (4) inconsequential
- 280.**You should this paragraph in order to make your essay more.
 (1) delete - succinct (2) enlarge - redundant
 (3) revise - discursive (4) excise - legible
- 281.**It is wise to begin treatment of a progressive disease when it is still in stage.
 (1) climacteric (2) clinical
 (3) incipient (4) terminal
- 282.**I was careful lest we be late.
 (1) may (2) might
 (3) should (4) would
- 283.**The only concession can be granted to you is this.
 (1) which (2) what
 (3) as (4) that
- 284.**To sleep the tree in night hours is harmful for health.
 (1) down (2) below
 (3) beneath (4) behind
- 285.**It is nothing else his pride.
 (1) except (2) but
 (3) than (4) as
- 286.**He adopted along for this work.
 (1) coarse (2) curse
 (3) cruise (4) course
- 287.**Village charge high rate of interest for the amount advanced by them.
 (1) lenders (2) creditors
 (3) debtors (4) offenders
- 288.**I read such books are of high standard.
 (1) that (2) which
 (3) as (4) whom
- 289.** He had hardly heard the news he began to weep.
 (1) then (2) than
 (3) since (4) when
- 290.**Everyone must be of this right as well as duties.
 (1) conscious (2) conscientious
 (3) consensus (4) constious
- 291.**What he says is hardly.....
 (1) credulous (2) creditable
 (3) credible (4) credential
- 292.**He does not participate in any activity, his..... bothers me.
 (1) carelessness (2) involvement
 (3) adherence (4) indifference
- 293.**The interpretation of every sentence should be done in the and not in isolation.
 (1) meaning (2) superficiality
 (3) appropriateness (4) context
- 294.**He is desirous visiting Agra.
 (1) for (2) to
 (3) of (4) on
- 295.**Only by running at full speed the train.
 (1) you can catch (2) can you catch
 (3) you could catch (4) could you catch
- 296.**All arrangements have been made to the visit of students to the exhibition.
 (1) serve (2) introduce
 (3) proceed (4) facilitate
- 297.**They went on a picnic in a fine
 (1) weather (2) whether
 (3) wether (4) season
- 298.**His brother in the Ganga in the last month.
 (1) sunk (2) immersed
 (3) drowned (4) immerged
- 299.**You should work hard lest you ... fail.
 (1) might (2) might not
 (3) should (4) should not

- 300.** Beware pick-pockets.
 (1) out (2) of
 (3) off (4) out of
- 301.** The godown is infested rats.
 (1) with (2) of
 (3) by (4) off
- 302.** The moment is lost, is lost for ever.
 (1) that (2) who
 (3) what (4) when
- 303.** No sooner did we go out it began to rain.
 (1) but (2) when
 (3) than (4) then
- 304.** It is not use so.
 (1) you saying (2) you to say
 (3) your saying (4) for you to say
- 305.** If I learned I should have been respected.
 (1) was (2) were
 (3) would be (4) will be
- 306.** This matter is irrelevant the topic for discussion.
 (1) at (2) about
 (3) over (4) to
- 307.** The robbers broke the house at midnight.
 (1) in (2) into
 (3) at (4) to
- 308.** Although he is sick, he for dinking.
 (1) laments (2) feels
 (3) waits (4) craves
- 309.** Many a man done so.
 (1) has (2) have
 (3) had (4) would have
- 310.** I shall wait it stops raining.
 (1) till (2) until
 (3) so long as (4) since
- 311.** Of gold and iron the is more useful.
 (1) last (2) later
 (3) latter (4) latest
- 312.** They are all envious my good fortune.
 (1) to (2) for
 (3) at (4) of
- 313.** He had just down when the telephone rang.
 (1) lain (2) laid
 (3) lay (4) lie
- 314.** We beneath a spreading Oak.
 (1) lie (2) lay
 (3) lain (4) laid
- 315.** He had not the arm on him.
 (1) lay (2) laid
 (3) lie (4) lain
- 316.** He the book on the table.
 (1) lay (2) laid
 (3) lie (4) lain
- 317.** The third of Panipat gave death blow to the Maratha power in India.
 (1) war (2) battle
 (3) conflict (4) struggle
- 318.** She is the most girl of our college.
 (1) handsome (2) beautiful
 (3) beauty (4) None of these
- 319.** At the function I sat ... the president.
 (1) beside (2) besides
 (3) for (4) to
- 320.** The edition of this book is not available in the market.
 (1) ancient (2) modern
 (3) old (4) young
- 321.** You can imagine how much I suffered in his company.
 (1) hardly (2) scarcely
 (3) common (4) plenty
- 322.** Do not to the advice of a false friend.
 (1) hear (2) listen
 (3) go (4) here
- 323.** I have got a new in Gurgoan to live.
 (1) home (2) house
 (3) building (4) office
- 324.** The post of a teacher has fallen
 (1) empty (2) vacant
 (3) vacuum (4) idle

Answers with Explanation

- 1.(3) Clearly means plainly, in clear manner.
 Clear means easy to perceive.
 Unclear means unsure, uncertain
 Unclearly means aimlessly
- 2.(1) 'Fill up' means an instance of filling something especially the fuel tank of a car.
- 3.(1) 'deals in' means 'to do trade or business'.
- 4.(2) 'do' means carry out, undertake make means build, construct.
 Work means a task or tasks to be undertaken give means provide, within supply with
- 5.(2) many – innumerable, countless
 Some- means an unspecified amount
 Much – a large amount
 'a lot' means plenty, numerous.
- 6.(3) fast – speedy, quick, rapid,
 Swift fastly means rapid, swift,
 Quick moving fast doing something in a short time
 nice means pleasant, delightful
- 7.(2) 'dark' is in the adjective form which means with little or no light
 Darkly in a threatening or ominous way.
 Darken means grow dim.
- 8.(3) 'Alighted' from means to descend from a train,
 Bus or any other mode of transport
- 9.(2) 'acquit' is always followed by 'of'
- 10.(1) 'blow up' means explode, to be disrupted or destroyed, to lose self control (become angry, violent)
- 11.(4) 'Must' is a Modal suggest necessity,
 May denotes probability.
 Can denotes capacity, ability, permission;
 Could is the past form of 'can'
- 12.(2) 'bring up' means to look after a child, attachment parenting.
- 13.(3) 'more' means further, added, extra, also
 'many' means innumerable countless,
 'much' means enough, great, scads, abundant;
 'most' means better, greater, max, utmost

14.(3) 'Some' denotes affirmative sense (It is an Adjective) 'a' is an Indefinite article ; the is Definite Article.

15.(4) 'nearby' means not far away, close;

Nearly means almost, very close to,

Close means near, adjacent;

Near means within close range.

16.(3) Conditional sentence Type III ; If + Past Perfect + would have.

If you had worked hard, you would have passed.

17.(1) Jumping off a mountain ledge.

18.(1) 'either' used to indicate a similarity on link with a statement justmade.

'none' means not any both used to emphasis to refer two person or thing;

Neither means not the one nor the other of two people or things; not either.

19.(2) The Sun rises in the East (Article 'the' is used before names of the direction as well as Astronomical or Heavenly bodies.)

20.(2) 'Scent' means a distinctive smell;

Sent means (Past and Past Participle of Send)

Cause to be in a specified state;

Perfume means give a pleasant smell to

21.(2) Careless means not giving sufficient attention or thought to avoiding harm or errors.

22.(2) 'Although' means In Spite of the fact that, even though ; As used in comparisons to refer to the extent or degree of something.

'Though' means despite the fact that although

'Since' means for the reason that

23.(1) 'along' means extending in a more or less horizontal line on;

by means identifying the agent performing an action.

Among means situated more or less centrally in relation to.

beside means at the side of, next to

24.(1) 'to cry' (Case of Infinitive – to – first form of the verb); To cry over spilt milk means to dwell pointlessly on Past misfortunes.

25.(2) 'Might' (past of May) expresses polite request, ask permission, expresses possibility or make a suggestion.

26.(4) 'Should' denotes obligation

Could (Past of can) – denotes capacity, ability, permission

Need denotes necessity

May denotes – probability, permission

27.(1) Put off – Cancel, rescind,

Put up – to wear

Put down – criticize someone,

Put in – interrupt in a conversation or discussion

28.(1) 'No sooner' is followed by 'did' (Simple Past Tense)

29.(4) Cosmopolitan – one who loves the whole world

Metropolitan – relation to or denoting a metropolis,

Denizen – a person, animal or plant that lives or is found in a particular place

Citizen – a legally recognized subject or national of a state or common wealth either native or naturalized.

30.(1) As many as – this phrase means either 'up to' or 'exactly'

31.(1) Look forward to 'get' case of Indefinite to + first form of the verb.

32.(2) Complex sentence as it is joined by 'what'.

33.(3) It may rain – denotes possibility

34.(2) 'an' honest person (In Case of Silent 'h' article 'an' is required)

35.(2) 'a' Indefinite article denotes singularity.

36.(4) Case of Conditional sentence Ex – If we win a lottery we will

Type (I) – If + Simple Present + Simple Future

37.(1) 'Reached' Tense form used in case of before

Principal clause – Past Perfect

Subordinate Clause – Past Indefinite

38.(2) Broken (Third form of break)

39.(3) gave away – to donate, distribute,

gave back – to return

gave up – to abandon,

give in – admit defeat

40.(1) Herd – a large group of animals especially hoofed mammals

Pride – a group forming a social unit

Swarm – a large or dense group of flying insects

Band – a group to achieve a mutual objective

41.(3) 'of' denotes relation of a thing with its constructed material

42.(4) broke away – escape from someone's hold

Broke off – discontinue, end

Broke down – loss of health, to divide or separate broke into

43.(2) 'Every' is a determiner which is used before a singular noun to all the individual members of a set without exception.

44.(3) 'done' is the third form of the verb (do)

45.(2) 'that' is a Relative pronoun, Joins two clauses of a sentence.

46.(1) 'between' denotes two person or thing (Here, Anwar and Rashid are two persons.)

47.(4) 'at' denotes smaller places or (town, cities etc.)

48.(4) 'For' denotes Indefinite Period of Time (i.e. two hours is not definite time)

49.(3) 'Receipt' means mark (a bill) as paid.

50.(3) 'Quiet' means silence, calm

51.(2) heir means a person legally entitled to the property or rank of another on that person's death.

52.(4) brief means concise, compact, terse, short.

53.(1) 'difference' means dissimilar, unlike

54.(2) 'some' is used in Affirmative sense to denotes amount or quantity.

55.(4) 'Without' denotes absence of something or someone (Preposition)

56.(3) which means asking for information specifying one or more people or thing from definite set.

57.(3) later means afterward, subsequently or at a time in future.

58.(3) Leaves (Plural of leaf) A green flattened structure of a higher plant, typically green and blade like, that is attached to a stem directly or via a stalk.

59.(1) divided means separated or be separated into parts.

60.(2) breath means take air into the lungs and then expel it, especially as a regular physiological process.

61.(2) 'affect' means make a difference to whereas 'effect' cause (something) to happen, bring about

62.(2) because (Conjunction) denotes cause or reason.
 63.(4) is doing (Case of Present Continuous Tense.)
 64.(3) Less – not much (Comparative degree of little)
 65.(1) 'May' denotes possibility, permission, wish or hope.
 66.(3) 'though' means despite the fact that, although.
 67.(2) 'an apple of discord' means cause of fight or quarrel.
 68.(1) 'Before' means during the period of time preceding (a particular event or time) a head of, in advance of
 69.(4) Zero article.
 70.(4) 'beside' means by the side of something or someone.
 Along – extending in more or less horizontal line
 Through – by means of over-extending directly upwards from
 71.(1) 'either' means one or the other of two people or things
 'both' two people or things together
 'None' means not any,
 'Neither' not the one nor the other of two people or things
 72.(1) claims – an ascertain that something is true.
 Spoke (Past of speak), say something in order to convey information or to express a feeling.
 73.(1) 'Acquitted' is always followed by 'of' free from a criminal charge by a verdict of not guilty.
 74.(3) Ceremony – a formal religious or public occasion, especially one celebrating a particular event or anniversary.
 Performed – carry out, accomplish
 75.(1) Peal – a loud ringing of a bell
 Pale means light in colour or shade fade.
 Pail – a bucket peel means outer covering of a fruit or vegetables
 76.(2) Marched means walk in a military manner with a regular measured tread.
 77.(2) 'The' is used before superlative degree 'a' singular noun indefinite article.
 78.(3) 'were you' (Case of second person, Improbability concept)
 79.(3) Would have passed Conditional sentence
 Type III + If + Past perfect + would have
 80.(4) Run out of means have no more
 Run down – reduce in size, numbers or resources
 Run away – escape from person or situation
 Run over – to hit someone or something with a vehicle and drive over them.
 81.(1) 'The' definite article.
 82.(2) 'used to' denotes past habits or action (Modal/Auxiliary verb)
 83.(1) 'Up beat' means positive and enthusiastic, optimistic.
 84.(4) 'Caught in' – enamoured, engrossed, hung up, captivated.
 85.(3) 'None' means not any. No body means no person, no one
 86.(1) 'Looking forward to' is followed by Gerund (V1 + ing) – Seeing)
 87.(4) 'Conform' is followed by 'to'
 88.(2) 'The' definite article.
 89.(4) 'Bare' means uncover, expose
 Beer – alcohol.
 Bear – wild beast or to tolerate
 90.(1) 'Although' is a conjunction, 'In spite of ' the fact that, even though,

91.(1) 'Best' is the superlative degree of good which means of the most excellent or desirable type or quality.
 92.(3) 'Always' means at all times, on all occasions (Adverb)
 93.(3) Decide means to come or cause to come to a conclusion, rule, settle, determine.
 94.(3) 'Tale' means story whereas 'tail' means hindmost part of an animal.
 95.(1) Forget means obliterate, oblivion, disremember, escape one's memory.
 96.(4) 'By' denotes the subjects who performs an action.
 97.(3) had run away (Past Perfect Tense) is used in principal clause and 'before' is joining two clauses of a sentences.
 98.(2) Since denote definite period of time.
 99.(3) Prefer is followed by 'to' and not by than.
 100.(1) As unstable as water (Simile Figure of Speech)
 101.(3) 'Had been working' (Past Perfect Continuous Tense)
 102.(2) 'In' preposition is used before name of cities, Metro cities or countries.
 103.(2) 'Except' means excluding, not including
 104.(3) After the word of comparison 'than' (in case of a helping verb in a sentence)
 Pronoun is used in nominative case therefore it should be 'he' in this context.
 105.(4) 'Tastes' (Case of Simple Present Tense) as the subject mango is singular thus the verb is 'tastes' is singular).
 106.(2) 'May' suggest the sense of permission,, (with the senior or elders)
 107.(4) 'For' means whereas, Since now as long as (In consequence of the fact that)
 108.(1) 'died' is followed by 'of' when disease is mentioned in the sentence.
 109.(3) 'into' denotes motion. (touching forcefully)
 110.(4) 'with' denotes device or instrument used by subject to accomplish a task.
 111.(2) Keep – have or retain possession of
 Accomplish – fulfil, achieve, attain, manage,
 Follow – pay close attention to
 Succeed – prosper, flourish, thrive, triumph.
 112.(1) 'instead of' means as a alternative or as substitute
 113.(4) 'for' denotes indefinite period of time.
 114.(1) nearly – very close to, almost
 Always – at the times, on all occasions
 Enough – adequate, ample, abundant, sufficient
 115.(1) Stumbled – almost fall, to proceed in a blundering manner
 Stumped – walk stiffly and noisily
 Struck – past and past participle of (strike) beat, bong, hit, pound
 Steered – guide, direct , manoeuvre, drive
 116.(1) 'The' definite article, 'a' indefinite article
 117.(2) is (Singular verb) Ten miles denotes a single unit as a subject thus singular verb is used.
 118.(4) 'But' is a contradictory conjunction.
 119.(2) 'Since' denote definite period of time (yesterday – definite time)
 120.(4) 'That' is a relative pronoun. It is used to identify a specific person or thing observed or heard by the speaker.
 121.(2) 'Appropriate' means suitable, proper, relevant, applicable.
 122.(3) Clearly (Adverb) – with clarity, distinctly
 Unclear – certain, unsure
 Clear – easy to perceive, understand, or interpret

Unclearly – dim, foggy, nebulous, pale.
 123.(3) better (Case of Comparative degree)
 Best is the superlative degree of good
 Good is positive degree, whereas worst is the superlative degree of bad.
 124.(1) are yawning a lot ‘Yawn’ means to open the mouth wide and take a lot of air into the lungs and slowly send it out usually when tired or bored.
 125.(3) ‘Hang in the Balance’ means to be undecided or uncertain.
 126.(1) ‘Will surely’ denotes Compulsion in future, thus can is incorrect here.
 127.(4) No Improvement (Should denotes obligation)
 128.(1) ‘has to’ denotes Force or Compulsion (She is singular thus verb has is required)
 129.(1) ‘Must’ denotes compulsion
 ‘Can’ denotes capacity, ability and permission
 ‘Should’ denotes obligation
 ‘Need; suggests the concept of necessity
 130.(4) No improvement ‘ought to’ denotes moral obligation.
 ‘Need’ suggests the concept of necessity.
 ‘Must’ denotes compulsion
 ‘Can’ denotes capacity, ability, permission
 ‘Should’ denotes obligation.
 131.(1) ‘can’ denotes – ability, capacity or permission
 Shall (Future form denotes compulsion)
 Could (Past form of can)
 132.(1) ‘since’ denotes definite period of time (i.e. last morning)
 133.(2) ‘until’ denotes time and suggest negative sense.
 134.(4) ‘by’ denotes subjects who finishes the task
 135.(1) ‘with’ denotes – Instrument whereas by denotes subjects
 136.(2) ‘with’ is used before a device or instrument used to accomplish a task.
 137.(2) ‘till’ denotes limitation of time.
 138.(1) upon denotes movement from upwards to downwards on something.
 139.(4) ‘into’ denotes motion
 140.(2) ‘beside’ denotes by the side of someone or something
 141.(1) ‘on’ denotes position or place
 142.(1) Blind ‘to’ faults means oblivious to something (Ignoring)
 143.(1) ‘Older’ (Comparative degree) of ‘old’ denotes most senior.
 144.(2) ‘Elder’ is the comparative of ‘old’ denotes the age in blood relations or in family members.
 145.(3) ‘Latter’ means terminal (Second half) in this context.
 146.(4) ‘Last’ means end, ulterior, conclusive, utmost, closing
 147.(1) Later (next, subsequential)
 Latter – terminal, second, recent.
 Last – end, final, conclusive, ulterior
 148.(3) Latest – current, recent,
 Late – after the expected, proper or usual time
 Lately – not long ago, recently
 Later – next following
 149.(3) Farther denotes distance,
 Further denotes degree i.e. In addition to.
 Far means something that is not near.
 Forth means onwards n time
 150.(4) Weather – state of the atmosphere at a particular place and time

Climate – the weather conditions prevailing in an area in general or over a long period
 Wither – become dry and shrivelled
 Whether (Conjunction)
 151.(2) Baby of pig – piglet
 152.(2) Baby of shark fish – Pun.
 153.(1) Baby of Horse – Foal,
 Burrow – where rabbit lives
 Sty – where pigs lives.
 Doe – female deer.
 154.(4) Baby of cow – Calf, Baby of pig – Piglet,
 Baby of cat - Kitten
 155.(1) A troop of army. (Troop – gathering of military, soldiers) Force means strength, effort
 156.(1) A mob of angry students. ‘Mob’ means collection, mass, rabble, horde.
 157.(1) A crowd of people (Crowd – a large number of people gathered together in a disorganized or unruly way.)
 Mob – a large disorderly crowd
 Force – amalgamate, combine.
 158.(2) A pile of books (Pile – a heap of things laid or lying one on top of another.)
 159.(4) A heap of garbages. (Heap – an untidy collection of objects placed haphazardly on top of each other.)
 160.(3) a team of players.
 161.(3) a bunch of grapes (Bunch a number of things of same kind.)
 162.(4) a crew of sailor.
 163.(2) a bouquet of flowers (Bouquet – attractively arranged bunch of flower) together.
 Lot means – a large number of amount, a great deal.
 164.(2) A pack of cards; Pack means – a group of similar things or people.
 Pile means a heap of thing laid or lying one on top of another.
 Bunch – a number of things of same kind.
 Group – a number of people of thing gathered.
 165.(1) a roar of lions Roar – a loud deep cry or howl of an animal or person.
 Bulk – mass or size of something large
 many – numerous, countless
 herd – a large group of hooped mammals.
 166.(3) Necessity is the mother of inventions.
 Invention – the action of inventing something typically a process or device.
 Discovery – the act of finding or learning something.
 167.(4) All’s fair in love and war
 168.(4) Time and Tide wait for none.
 169.(2) No pain no gain.
 170.(1) Practice makes a man perfect.
 171.(2) God help those who help themselves.
 172.(2) The grapes are sour expresses negative attitude.
 173.(3) Slow and steady wins the race. (Proverb)
 174.(4) All’s well that ends well (Proverb)
 175.(3) ‘a’ Indefinite article before (Singular noun)
 176.(2) ‘By’ – is also used before the means of transport
 177.(2) Cousin means brother or sister (Common Gender)
 178.(1) ‘to’ denotes movement or transfer of a thing.
 179.(1) ‘Write in’ means to express in writing, set down.
 180.(3) ‘Taught’ third form of teach, Teach means educate, coach, train, upskill.
 181.(4) ‘Wanted’ (Past case of want) want means have a desire to possess or do (something) wish for.

182.(2) 'Good' is an Adjective denoting quality of a book, 'Good' means standard quality, of high quality, fine.

183.(1) 'Made of' means prepared, cooked.

184.(2) 'Put off' means to remove whereas put on means to wear.

185.(1) 'Since' denotes definite period of time, in this context last Monday is definite period of time.

186.(2) 'For' denotes indefinite period of time i.e. (two hours is not certain)

187.(1) 'To' denotes movement or transfer of a thing or person.
From denotes place
Of denotes relation of a thing with its constructed material
'For' – Indefinite period of Time.

188.(3) Among – denotes in the middle of money
Along – extending in more or less horizontal line
About – regarding, concerning.
Between – in the middle of two.

189.(2) 'From' denotes 'place'
For – denotes Indefinite period of time
About – relating to, regarding
Along – extending more or less horizontal line

190.(1) 'of' denotes relation of a thing with its construction material.

191.(2) 'In' is used before bigger places, cities, towns, metro cities, country.

192.(1) Acrid – pungent, acid, biting, astringent
Acoustic – audio, aural, hearing, phonic
Albatross – disgrace, load, woe, misery, milestone
Accolade – honour, badge, award, kudos.

193.(4) 'a day' denotes one (single) day, per day.

194.(1) More – extra, major, spare, in addition
Greater – terrific, outstanding.
Larger – preponderant, bulkier
Wider – full, ample, vast, immense

195.(1) Havoc – devastation, destruction, damage, ruin,
Epoch – a particular period of time in history or a person's life.
Difference – contrast, dissimilarity
Flounder – struggle, thresh, flail, lurch

196.(1) Match – Contest, game, event, fixture
Agree – concur, accord, admit, own
Meet – touch, join, suitable, proper
Tally – Total, score, sum, result

197.(3) Pitched – throw, fling, toss, hurl
Grounded – ashore, beach, land, become, stranded,
Established – accepted, habitual, set, fixed
Installed – put, position, locate, situate, site.

198.(1) 'Immune' is followed by 'against' Immune means resistant, unsusceptible.

199.(4) 'Bestow' is followed by 'upon'
'Bestow' means give, grant, confer, yield

200.(2) 'Impose' is followed by 'on'. Impose means force, obstruct, urge, press

201.(3) Drought – dry spell, lack of rain
Dearth – lack, scarcity, paucity, shortage
Draught – current of air, breeze, gust, blast
Desert – abandon, leave.

202.(1) Least – minimum, minimal
Less – not so much, shorter.
Little – small, tiny, compact, minute.
Hardly – scarcely, only just

203.(3) Panic – fit or terror scare,

Confusion – uncertainty, doubt.
Disarray – confusion, mess
Disorder – disarray, chaos, mess, confusion.

204.(3) 'In' denotes situation of rest.

205.(2) Pursue – follow or chase someone or something
Follow – escort, attend, accompany.
Absorb – soak up, suck up, engross, occupy
Contribute – give, donate, grant, gift.

206.(2) Allusion – mention of, hint at.
Illusion – mirage, phantom
Elision – Omission of a sound or syllable when speaking (shortening of words)
Elucidation – explanation, clarification

207.(4) Evolve – develop gradually, progress
Win – secure, gain, achieve, attain
Emerge – appear, come out
Capture – catch, apprehend.

208.(2) Repudiated – reject, renounce, give up
Retorted – answer, reply
Requited – avenge, retaliate for
Rebuked – reproach, scold, chide, admonish.

209.(3) Momentary – brief, short-lived, transient
Momentous – important, significant.
Monumental – huge, great, colossal, immense
Monotonous – tedious, boring.

210.(2) Imminent – about to happen.
Eminent – renowned, famed.
Immune – resistant, unsusceptible
Immature – unripe, not fully development

211.(1) Permitted – officially allow, grant
Planned – prepared, outlined.
Proposed – suggest, offer
Persuaded – convince, coax, prompt, sway.

212.(3) Exhaustive – comprehensive, profound
Exhausting – making one feel very tired.
Excessive – immoderate, uncurbed
Excess – surplus, plethora.

213.(3) Substantial – real, material, meaningful
Substantive – real or actual.
Sustained – constant, continuous, backed, supported
Substitute – replacement, deputy, relief, proxy

214.(4) Wonder – Admiration, awe, surprise
Expect – await, anticipate, foresee, predict
Think – believe, expect, guess, fancy
Hope – desire, wish, plan, aim.

215.(3) 'To have seen' (Case of Present Perfect Tense)

216.(3) Most – greatest in an amount or degree
Very – extremely, especially, vastly, hugely.
More – additional, further, extra.
Much – ample, copious.

217.(1) Lain – frame, dupe, fake, beguile
Laid – locate, plant, set, leave, settle.
Lay – secular, temporal, ordinary, inexpert
Lie – fiction, myth, tale, slander, guile, forgery, deception

218.(2) Angry – irate, cross, vexed, irritated
Annoy – pester, irritate, vex, pique.
Angrily – stormily or threateningly
Anger – vexation, annoyance, spleen, irk

219.(4) Extraordinary – remarkable, amazing, unbelievable, incredible
A little – Some at least.
Near – close, nearby, alongside, not far off
Little – small in size, amount or degree

220.(4) Rote – mechanically, automatically,
 Guided – directed by remote control or by internal equipment
 Fast – speedy, quick, rapid, swift
 Addicted – in habit of bad using.
 221.(2) Wanting – deficient, inadequate, lacking, imperfect
 Short of – less than, inferior to
 Defensive in – used to protect someone or something against attack
 Deficient – lacking, wanting, scant, insufficient.
 222.(1) Efficient – productive, clever, deft, expert
 Adequate – fair, capable, decent, equal, tolerable.
 Useful – good, helpful, effective, fruitful, practical, handy.
 Interesting – attractive, striking, engaging, unusual, fine.
 223.(3) Here the sentence requires present perfect tense as it is supported by ‘yet’ thus Have not sold is correct.
 224.(2) Merits – goodness, level, grade, credit
 Dislikes – loathing, prejudice
 Aspires – pursue, possible, hopeful, eager
 Needs – use, right, wish, duty, must
 225.(2) Dissent – disagreement, dispute, demur, argument
 Descent – ancestry, parentage, family, lineage.
 Decent – of an acceptable standard, satisfactory
 Different – unlike, unalike, separate, contrasting.
 226.(1) ‘Went’ in this context Went is hypothetical indicating subjunctive mood.
 227.(1) Pertinent – relevant, apposite, suitable, fit.
 Required – need, vital, indispensable, proper
 Fit – decent, decorous, apt, pertinent, able
 Proper – real, genuine, true, actual
 228.(1) Talent – art, capability, genius, expertise
 Many sided ability – able, all round, ambidexterous, handy
 Gift – benefit, award, favour, tip
 Poetic quality – features of poems
 229.(3) Hold on – balance, continue, vie
 Hold out – give, grant, proffer, tempt with
 Hold up – hinder, suspend, stop, detain
 Hold over – delay, defer, shelve, adjourn
 230.(4) Gab – gossip, blather, jabber, buzz
 Speech – tone, language, dialogue, voice
 Tongue – dialect, voice, patois, articulation
 Voice – sound, speech, statement, vent
 231.(4) Brought up – educate, nourish, nurture, rear
 Brought out – expose, highlight
 Brought about – achieve, accomplish
 Brought back – returned, changed
 232.(1) Detect – discover or identify the presence or existence of
 Visualise – form a mental image or imagine
 Understand – perceive the intended meaning of (words, language, speaker)
 Comprehend – understand, grasp mentally.
 233.(2) Diverted – distract someone from something.
 Pushed – compel or urge to do something
 Destroyed – Cause deliberate, terminal damage
 Drawn – looking strained from illness.
 234.(1) Fairly – with justice,
 Too – In addition also
 Very – used for emphasis.
 Rather – to a certain or significant extent or degree
 235.(1) Disposed – inclined or willing
 Eager – Strongly wanting to do or have something
 Reluctant – unwilling and hesitant
 Prone – tending, especially face downwards.

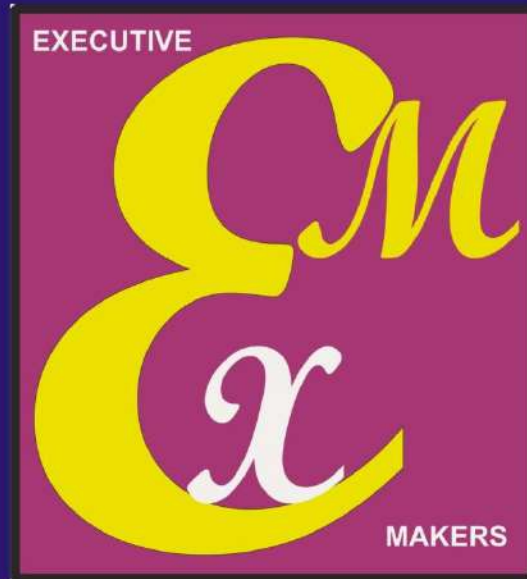
236.(2) Sure – certain to receive, get or do something
 Most – greatest in amount or degree
 Mostly – as regards the greater part or number
 Bound – Walk or run with leaping strides.
 237.(1) ‘Collusion’ mean secret or illegal cooperation a violent impact of moving. Coalition means temporary alliance for combined action to grow together.
 ‘Collision’ means objects crash
 ‘Cohesion’ means the action or fact of forming a united whole.
 238.(3) Saw – Past Tense,
 Had seen – Past (Participle)
 Have seen – Present Perfect Tense
 See – discern, glimpse
 239.(1) Faith – belief, credence, trust, reliance
 Substance – material, stuff
 Belief – faith, trust, reliance, credence
 Certainty – assurity, surity.
 240.(4) Looking on – watch without getting involved
 Looking to – glance, gaze, gape, peer
 Looking at – recognize, detect, spot, note
 Looking about – try to locate something or someone.
 241.(4) Cheap – at or for a low price
 Cheaply –in an inexpensive way
 Low – low point, level or figure
 Dearly – greatly, deeply, profoundly, very much
 242.(2) Feeble – weak, debilitated, delicate, effete
 Faint – vague, unclear
 Faltering – hesitate, delay
 Timid – meek, coward
 243.(3) Reminds – prompt, nudge
 Remembers – recall, recollect
 Recalls – remember, recollect
 Recollects – remember, recall
 244.(2) Occurred – happen, chance, arise, fall
 Flashed – light up, shine
 Happened – take, place, come off, occur, come about
 Suggested – propose, put forward
 245.(1) Promises – pledge, vow, oath, bond
 Excuses – defend, justify, condone, relieve
 Observations – the act of observing something or someone.
 Statement – declaration, affirmation
 246.(1) Tacit – implicit, implied
 Verbal – relating to or in the form of words.
 Contractual – Valid, fair, lawful, proper
 Placid – calm, tranquil
 247.(3) Soaring – to rise or fly upward into the air
 Raising – lift, rise, elevate, swell
 Climbing – go or come up a slope or staircase (ascend)
 Ascending – arise, emerge, appear, begin
 248.(3) Littered – trash, besmirch
 Filled – charge, crowd, throng, jam,
 Scattered – disperse, separate
 Cluttered – disarrange, disorder
 249.(2) Put in – interrupt in a conversation or discussion
 Put across – to express and communicate oneself clearly.
 Put on – to wear, to carry
 Put up – bestow, provide
 250.(2) Since – for the reason that, because
 Within – inside, in
 For – intended to be given to, having the purpose of
 From – used to show the place where someone or something starts
 251.(2) Agree – concur, sympathize, accord, assent

Accept – receive, welcome, take, get
 Concur – agree, accord.,
 Comply – obey, observe
 252.(2) Assured – self confident, positive
 Advised – suggest, encourage
 Promised – swear, pledge, vow, undertake
 Counselling – give advice to someone
 253.(3) Occasion – instance, time
 Celebration – festivity, debauchery,
 Even – flat, smooth
 Time – Schedule, set, organize, arrange
 254.(2) Specify – state, name, identify, define
 Provide – supply, give, issue, furnish
 Declare – proclaim, announce
 Contain – carry, accommodate
 255.(4) Back out – abandon, repudiate
 Back in – to be after having passed at the first opportunity
 Back at – doing something again
 Back up – Support or help
 256.(3) Transmitted – communicate, impart
 Transported – carry, take, move, shift
 Transferred – move, convey, shift, take
 Transplanted – move, remove, shift, convey
 257.(3) Instruct- order, command, tell, direct
 Persuade – coax, convince, make, get
 Encourage – inspirit, hearten, embolden, motivate
 Good – fine, quality, superior, virtue
 258.(1) Fake – counterfeit, forgery, copy, sham
 Duplicate – matching, identical, turn
 Counterfeit – spurious, dummy
 Spurious – false or fake
 259.(2) Fiction- narration, novels, imaginative, writings
 Dream – nightmare, fantasy
 Fancy – want, desire
 Imagination – Interest, attention, passion, curiosity
 260.(1) resorted – use, utilize, employ, make use of
 Retaliated – respond, react
 moved – go, walk, proceed, progress
 marched – stride, walk, troop, step
 261.(2) outrageous – shocking, abhorrent, atrocious,
 disgraceful
 Mirthful – merry, high-spirited, gleeful, hilarious
 Hilarious – extremely amusing, uproarious
 Mighty – fearsome, ferocious, brutal, hefty.
 262.(4) avail is followed by reflexive pronoun ‘self’
 (According to the subject)
 263.(2) ‘incensed’ is followed by ‘at’
 264.(4) ‘quarrel’ is followed by preposition ‘over’ if it is over
 small things.
 265.(4) hysterical – emotional, uncontrollable
 Overjoyed – euphoric, ecstatic
 Enthusiastic – eager, keen, abid, fervent
 Rapturous – joyous, elated, ecstatic
 266.(2) feared – frighten, terror, horror, panic
 Presumed – suppose, imagine
 Thought – idea, notion, opinion, belief
 Believed – trust, confidence in
 267.(4) credentials – identity, bonafides
 Orders – sequence, arrangement
 Certificates- proof, authorization
 Bio-data – biographical details, curriculum vitae
 268.(3) defer – adjourn, postpone
 Cancel – abandon, scrap

Quicken – accelerate, hasten, hurry, step up
 Accelerate – speedup, increase, rise, leap
 269.(2) providential – opportune, favourable
 Accidental- chance, fluky
 Fatal- deadly, lethal
 Deplorable – shameful, disreputable
 270.(3) beverage – drink, liquid, potation, refreshment
 Solution – mixture, mix
 Fluid – flowing substance
 Liquid – fluid, liquor
 271.(1) addiction – craving, weakness,
 Habit – practice that is hard to give up
 Custom – tradition, practice, ritual, form
 tradition – folklore, heritage
 272.(4) endure – undergo, encounter
 Deny – contradict, repudiate
 neglect – fail to care for properly
 ignore – disregard, take no notice of
 273.(4) tenacious – firm, tight, fast, clinging
 Peevish – having or showing an irritable disposition
 Tremulous – unsteady, shaky
 Squeamish – nervous fussy
 274.(3) childish – childlike, youthful
 Slanderous – defamatory, untrue
 Obtruse – obscure, arcane, difficult, hard
 Ugly – unattractive, ill favoured
 275.(2) engendered – cause or give rise to a (feeling, situation
 or condition)
 Sincere- heartfelt, wholehearted
 276.(3) extraneous – immaterial, not to the point
 Exemplary – perfect, ideal
 Superficial – surface, exterior, external, outer
 Veriegated – multicoloured rainbow
 277.(2) ‘correspond with’ means to be in agreement or
 conformity
 278.(4) acrimonious – bitter, caustic
 Didactic – instructional, educational
 Ironic – dry, sarcastic, cynical, sharp
 Articulate – fluent, eloquent
 279.(2) sporadic – irregular, infrequent
 Furtive – hidden, secret
 Futile – vain, fruitless
 Inconsequential – unimportant, irrelevant
 280.(1) delete means remove, excise, expunge, cut out
 succinct means concise, compact, brief, terse.
 281.(3) ‘incipient’ means beginning to happen or develop
 Terminal - end, extreme
 Clinical – aloof, unsentimental
 climacteric – a critical period or event
 282.(3) ‘lest’ is always followed by ‘should’
 283.(4) ‘only’ is followed by ‘that’
 284.(3) beneath – extending or directly underneath
 Below – at a lower level or layer than
 Down – towards a lower positions
 Behind – at or to the far side of (something) typically so as to
 be hidden by it.
 285.(2) ‘nothing else’ takes ‘but’ after it.
 286.(4) course – route, path, track, line
 Curse – Malediction, execration, blasphemy, swear
 Coarse – rough, bristly
 Cruise – sail, steam, voyage, journey.
 287.(1) lenders – usurer, pawnbroker, investor, loaner
 Creditors – a person or company to whom money is owed

Debtors – borrower, mortgager, insolvent, bankrupt
 Offenders – lawbreaker, felon, culprit, sinner.
 288.(3) Such is followed by ‘as’
 289.(4) Hardly is followed by ‘when’
 290.(1) Conscious is followed by ‘of’
 291.(3) credible – acceptable, reliable
 Creditable – praiseworthy, notable
 credulous – gullible, naive, trusting, unwary
 credential – documents, bonafide.
 292.(4) indifference – lack of interest, concern
 Carelessness – inattention, negligence
 involvement – participation, intimacy
 adherence – attachment or commitment to a person belief
 293.(4) context – circumstances, conditions, scene, situation.
 Superficiality – lack of thoroughness, depth of character or serious thought
 Meaning – definition, explanation, sense, explication
 Appropriateness – the quality of being suitable or proper in the circumstances
 294.(3) ‘desirous’ is followed by ‘of’
 295.(2) It is the case of Inversion in which helping verb comes before the subject but the sentence is not Interrogative.
 296.(4) facilitate means – make easy, make possible
 Introduce – inaugurate, launch
 serve means perform duties or services for
 proceed- begin a course of action
 297.(1) weather means metrological conditions, atmospheric conditions.
 Whether – expressing a doubt or choice between alternatives.
 Season means one of the four periods of the year
 298.(3) ‘drowned’ is used for living beings.
 299.(3) ‘Lest’ is followed by should
 300.(2) ‘Beware’ is followed by ‘of’
 301.(1) infested is followed by ‘with’
 302.(1) ‘that’ is used for non living objects
 303.(3) No sooner is followed by than
 304.(3) No use is followed by Gerund i.e. (v₁ + ing)
 305.(2) were is used with all subjects in subjunctive mood
 306.(4) Irrelevant is followed by ‘to’ – approaching or reaching (a particular condition)
 At – expressing the time when an event takes place.
 Over – extending directly, upwards from
 About – on the subject of, concerning
 307.(2) into – expressing movement or action with the result that some or something becomes enclosed
 at – expressing the time when an event takes place.
 in – Inside, within, confines of, enclosed by
 to – approaching or reaching (a particular condition)
 308.(4) craves – long for, hunger, yearn, dream, aspire
 Waits – stand by, hold by, remain
 Laments – wail, weeping, moan, groan
 Feels – sense, detect, discern, notice
 309.(1) has – experience, undergo
 Have – possess, own or hold
 Had – Past form of has/have – (face, meet find, experience)
 would have suggest the sense of Past
 310.(1) till – as late as, up to, up to the time of that
 until – up to (the point in time or event mentioned)
 so long as – during the whole time that, provided that
 since – for the reason that, because
 311.(3) latter – hindmost, closing, final, concluding.
 later – subsequent, following, future upcoming
 last – rear, final, coming after all others, ultimate.

Latest – current, recent
 312.(4) envious is followed by ‘of’ – expressing the relationship between a part and a whole
 at – expressing the time when an event takes place
 to – approaching or reaching (a particular condition)
 for – having the purpose of
 313.(1) lain – Past Participle of lie.
 laid – Past and Past participle of lay.
 lay – rest (put something) down gently or carefully
 lie – rest, relax, recline, sprawl.
 314.(2) lay – rest (put something) down gently or carefully
 lie – rest, relax, recline, sprawl
 lain – Past Participle of lie
 laid – Past and Past Participle of lay
 315.(2) laid – Past and Past Participle of lay.
 lie – rest, relax, recline, sprawl.
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 lain – Past Participle of lie.
 316.(2) laid – Past and Past participle of lay
 lie – rest, relax, recline, sprawl.
 lay – rest (put something) down gently or carefully
 lain – Past participle of lie.
 317.(2) battle – a sustained fight between large organized armed forces
 conflict – dispute, quarrel
 war – combat, military action
 struggle – fight, grapple, vie, contest
 318.(2) beautiful – attractive, good looking (woman)
 Beauty – a combination of qualities
 Handsome – good looking (man) personable, stunning
 Such as shape, colour or form that please the aesthetic senses.
 319.(1) beside – at the side of, next to
 besides – excluding, in addition to
 for – denotes indefinite period of time
 to – expressing motion in the direction of (a particular location)
 320.(3) old – mature, aged, no longer young, senior
 Modern – contemporary, current
 Young – juvenile, junior, existed for only a short time
 ancient – early, past, former, bygone
 321.(1) hardly means not much, only just needed in this context (Adverb needed in this context)
 Scarcely – barely, almost not.
 Common – usual, ordinary;
 Plenty – a lot of, many, a large number, enough
 322.(2) listen – give one’s attention to a sound.
 go – move from one place to another place.
 hear – catch, discern, perceive, apprehend
 here – in, at or to this place or position
 323.(2) house – a building for human habitation;
 building – a structure with a roof and walls.
 home – place of residence, accommodation.
 Office – place of business or work.
 324.(2) Vacant – unfilled, available, unengaged, unoccupied
 Vacuum – empty space, void
 Empty – free, containing nothing
 Idle – Indolent, lazy, inactive, inert



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