

SECONDARY GRADE TEACHERS (SGT) COMPETITIVE STUDY MATERIAL WITH Q/A -9600736379

**TET-ஆசிரியர் தகுதித் தேர்வு தாள்-1-ல்  
தேர்ச்சி பெற்ற ஆசிரியருக்கு மட்டுமே  
நியமானத் தேர்வுக்காக தொகுக்கப்பட்ட**

# ENGLISH

**SECONDARY GRADE TEACHERS  
(SGT)**

**(இடைநிலை ஆசிரியருக்கு)**

**COMPETITIVE EXAM  
(போட்டித் தேர்வு)**

# English

## Study material

## With Questions Bank

# TET-PAPER-I- ENGLISH

## பேட்டித் தேர்வு

**(Competitive Exam)**  
**STUDY MATERIALS**

| SI. No. | Type of Question                                  | Q. No. in Part I-main Book With page no | Page No:- |
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| 2.      | <b>PART-II-VOCABULARY AND GRAMMAR</b><br>Synonyms |                                         |           |
| 3.      | Antonyms                                          |                                         |           |
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| 5.      | Prefix and Suffix                                 |                                         |           |
| 6.      | Abbreviations & Acronyms                          |                                         |           |
| 7.      | Phrasal Verbs                                     |                                         |           |
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## PART-I

### 1. PHONETICS / SOUNDS

Phonetics – Science of sounds. There are 44 symbols for the 44 sounds English is not a phonetic language. The letters do not always correspond to the sounds. There are 26 letters of the alphabet for reading and writing and 44 sounds for listening and speaking.

English speech sounds (44)

**Vowels (20)**

**Consonants (24)**

Pure vowels (12)

Diphthongs(8) – Combination of two vowel sounds.

It is also called Vowel-glide.

**Consonants**

**1. Plosives (6)**

(p) (b) (k) (g) (t) (d)

**Plosives**

**Voiced**

(b) (d) (g)

(sounds produced with vibration)

produce vibration)

**Voiceless**

(p) (t) (k)

(Sounds that do not

**2. Fricatives (9)**

**Voiced (4)**

**[v] [ð] [z] [ʒ]**

Verb breath prize measure laugh north

**Voiceless (s)**

**[f] [θ] [s] [ʃ] [ʒ]**

price wash high

**3. Affricatives (2)**

**Voiced (1)**

(tʃ)

Cheap, branch major, orange

**Voiceless (1)**

(dʒ)

**4. Nasals (3) All are voiced**

(m) (n) (ŋ)

meal, know, ring

(ŋ) – does not occur in the beginning of words.

**5. Lateral (1) (l) (voiced)**

life, village, bell

the letter (l l) is doubled, the sound is only one

**6. semi – vowels or Approximants (3)**

(j) – yellow, young, beauty, duty, new few

(r) – rat, writ, correct, surround

(w) – we, well, wall, wheel, queen, quick

(j) and (w) – do not occur in end position in words.

(r) is sounded only when it is followed by a word beginning with a vowel sound

(r) is not sounded when it is followed by a word beginning with a consonant

I like my teacher – r – silent

My teacher is friendly (r) – sounded

My teacher speaks softly (r) silent

Teacher, nature, future, picture, fracture the last letter 'e' has no sound. So the final sound is (r). If these are followed by a vowel the (r) is pronounced otherwise (r) is silent.

### **Pure vowels - 12 – All are 20 vowels are voiced**

1. (^) - cup, fun, some
2. (a:) - aim, ask, calm, car
3. il - ill, ink, big, fin
4. (i:) - tree, Key, ue, speed
5. (u) - cook, look, pull, push
6. (u:) - blue, prove, rude, fool
7. (e) - jet, spell, went
8. (æ) - apple, camp, cattle, angle
9. (æ:) - girl, earn verb, bird
10. (ə) - about, ago, alogg, await

shortest vowel is English also called murmur vowel

This sound is silent in the end position in words like

Letter - (le t ə)

Better - (be t ə)

Teacher - (ti : tʃ ə)

Winner - (w l n ə)

### **lietune**

picture, future, vendor, leather, settler

**11. (O) - on, oracle, origin,**

- (n) (r ə kl) (r l d ʒ l n)

**lock**

[lɒk]

**12. (ɔ:) all, oracle Walk, Court,**

(ɔ : l) (wɔ : k) (k ɔ : t)

**board**

(b ɔ : d)

### **longest vowel in English**

### **Diphthons (8)**

I  
1. ending with  
(ə) [i]  
(l ə) ear, piar year  
(e ə) air, hare

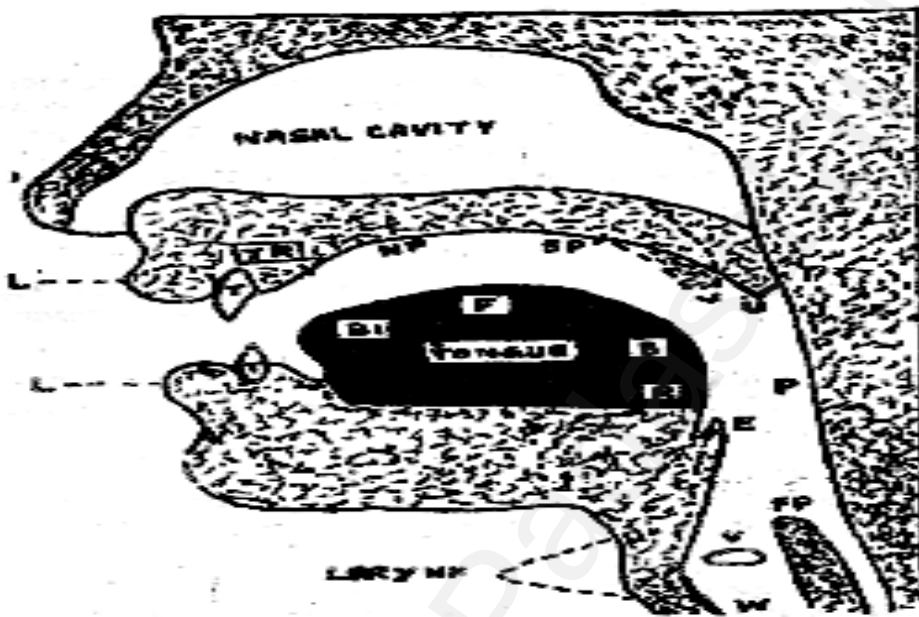
II  
ending with  
(v)  
(ei) eight nail  
(əi) eye, high

III  
ending with  
(əv) outs coal, go  
(əv) owl count found

(uð) poor, cure

(ɔi) oil, coin joy, hoist

## ORGANS OF SPEECH



|    |   |                     |    |   |                     |
|----|---|---------------------|----|---|---------------------|
| LL | - | Lips                | F  | - | Front of the tongue |
| TT | - | Teeth               | B  | - | Back of the tongue  |
| TR | - | Teeth ridge         | R  | - | Roof of the tongue  |
| HP | - | Hard palate         | E  | - | Epiglottis          |
| SP | - | Soft palate         | FP | - | Food passage        |
| U  | - | Uvula               | W  | - | Windpipe            |
| P  | - | Pharynx             | V  | - | Vocal cords         |
| BI | - | Blade of the tongue |    |   |                     |

The region of voice production extends from the diaphragm to the roof of the oral cavity. This area contains three important cavities:

- a) Pharyngeal cavity (throat)
- b) Oral cavity (mouth)
- c) Nasal cavity (nose)

The organs of speech that are most important are those that are movable-the vocal cords, soft palate, tongue and lips. These are called *active articulators*, and the others are called *passive articulators*. In fact, the tongue plays a major role in the modification of sounds. The word *language* itself is derived from the Latin word *lingua* meaning *tongue*.

Based on their function, the speech organs can be divided into three groups. They are:

- a) Respiratory system
- b) Phonatory system
- c) Articulatory system

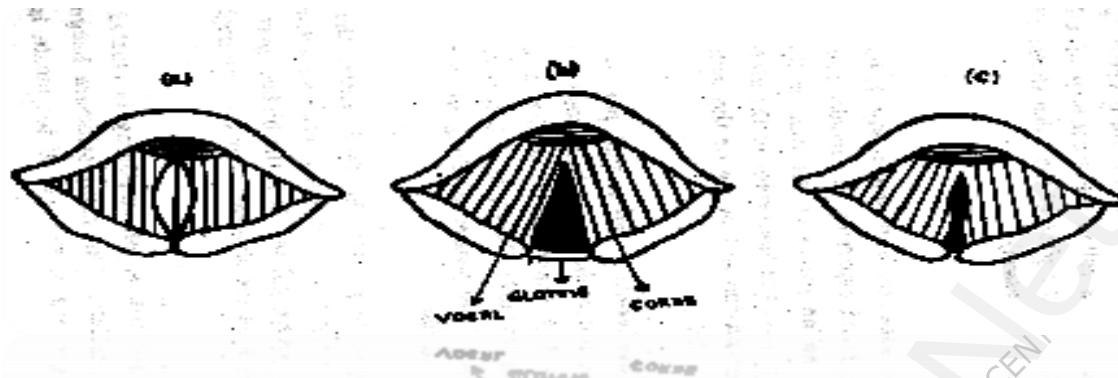
### **Respiratory System**

This includes the lungs, the muscles which are used to expand and compress them, the bronchial tubes and the trachea or the windpipe. In this system the lungs supply the energy needed in the production of sounds. It initiates the process of getting the air moving. The air-stream from the lungs moves up through the windpipe and through the opening in the vocal cords. This system aids the process of *Initiation* of speech sounds.

### **Phonatory System**

The speech sounds are made by modifying the flow of air as it is expelled from the lungs. The first point at which we can modify the out-flowing stream of air is the *larynx*. It is a box-like structure in front of the throat. In some men, the larynx is prominent and is popularly called the *Adam's apple*. It plays an important role in producing various kinds of phonation. Larynx

contains a valve-like or lip-like opening made up of two membranous elastic tissues called *vocal cords*. The space or opening between the vocal cords is called *Glottis*. The vocal cords can be adjusted to various positions:



- If the vocal cords are wide apart in a 'v' shape, the glottis is open. In this position, the air stream passes through without any obstruction. The sounds produced this way are called *Voiceless sounds*. /p/, /t/, /s/, /f/ are voiceless sounds.
- If the vocal cords are brought together and kept loosely close, the air pressure from the lungs may force the glottis to open. This causes the vocal cords to vibrate. The result is the production of a buzzing sound with audible friction, called *Voice*. This process is called *Phonation* and the sounds produced in this way are called *Voiced sounds*. All vowels, and consonants such as /b/, /d/, /g/, /z/ are voiced sounds in English.
- If the vocal cords are held tightly together, the glottis is completely closed. Such a position blocks the flow of air and traps it in the chest cavity. We often do this when lifting a heavy load to stabilize air pressure in the chest. The sounds thus produced are *Glottal Stops*. The initial sound heard in the emphatic pronunciation of the word *anyone* is an example of Glottal Stop (/ʔ/).

The voiced/voiceless distinction is an important one in English. There are two tests you can make use of to determine whether a sound is voiced or voiceless. Put a finger in each ear

and pronounce a prolonged /z-z-z-z-z/. You can hear a buzzing sound. Contrast this with a prolonged /s-s-s-s-s/. Now the vibrations are not felt. The second test is to place your hand over the throat and pronounce these sounds. There is definite vibration for /z/ which is absent in /s/.

## Articulatory System

In the production of most sounds in English, the flow of air comes from the lungs and is released through the mouth after modifications. These modifications depend on the variations in the shape, and the position of the parts of the mouth. The chief organs in the oral cavity which bring out modifications are the following:

**Mouth:** In and around the mouth, there are a number of means for sound modifications-lips, teeth, tongue, gums or alveoli, hard palate, and soft palate.

The roof of the mouth can be divided into three parts the Alveolum or the teeth-ridge, the bony arch which is called the Hard Palate, and the Velum or Soft palate which can be raised or lowered.

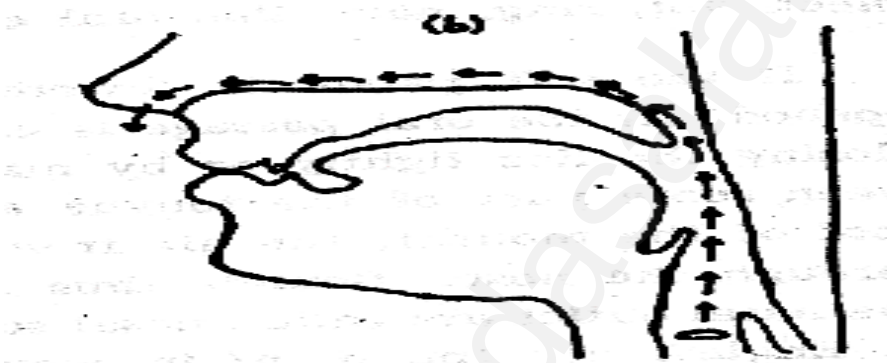
## The Soft Palate

In the region of the soft palate, the flesh is soft and moveable. It is also called the *velum*. At the end of the soft palate or velum is the *Uvula*. The palate can be raised or lowered. This possibility brings about an important change in the nature of sounds-*oral and nasal*.

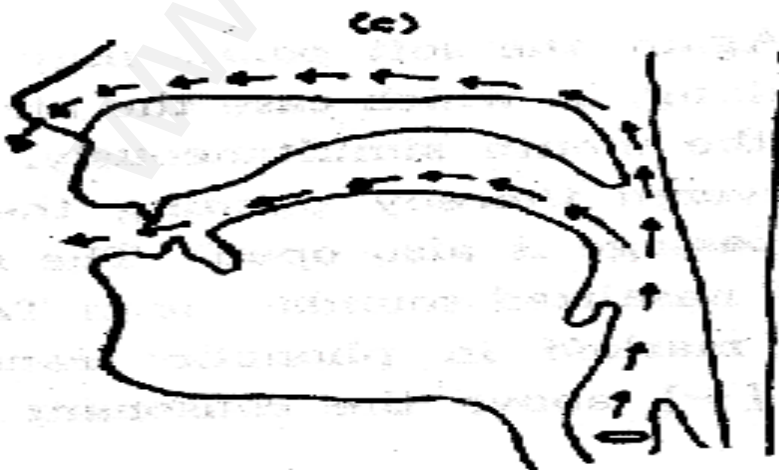
When the soft palate is raised so as to touch the back of the throat, the air passage through the nose is completely blocked. This is called *Velic Closure*. Consequently, the air coming from the lungs can only proceed through the mouth. Sounds produced with the velic closure are called *Oral sounds*. All English sounds excepting /m, n, / are oral sounds.



On the other hand, when the soft palate is lowered and the oral passage is closed, the air has to escape through the nose. Such sounds are called *Nasal sounds*. /m, n, / are nasal sounds in English.



When the soft palate is lowered and the oral passage is closed, air escapes partly through the mouth and partly through the nose. The sound thus produced is said to be nasalized. The vowel sounds heard in the French words *bon* and *vin* are examples of nasalized sounds.



## Tongue

Of all the movable parts in the oral cavity, the tongue is the most flexible. It is a muscular structure and does not have obvious division. For convenience of description, certain divisions may be made. When the tongue is at rest,

- a) the part opposite the hard palate is called the *Front* of the tongue;
- b) the part which is opposite the soft palate is called the *Back* of the tongue;
- c) the tapering section facing the teeth-ridge is called the *Blade* of the tongue, and
- d) the extreme end of the blade is called the *Tip* of the tongue.

## Lips

The lips constitute the orifice of the oral cavity when the nasal passage is closed. The shape of the lips affects the shape of the cavity. The different shapes of the lips can be:

- a) Spread e.g. the vowel in *see*
- b) Open e.g. the vowel in *park*
- c) Neutral e.g. the vowel in *get*
- d) Open rounded e.g. the vowel in *got*
- e) Close rounded e.g. the vowel in *do*

The manner of articulation of various sounds depends upon the position of the movable speech organs-tongue, soft palate, and lips.

## CLASSIFICATION AND DESCRIPTION OF SOUNDS

Generally sounds can be divided into 'vowels' and 'consonants'. Traditionally, 'a, e, i, o, u' are cited as vowels and the others as consonants. This statement is based on spelling rather than on the fundamental nature of sounds. In English phonology, there are *twenty vowel sounds* and *twenty four consonants*. Thus there are *forty four speech sounds in English*.

## VOWELS

Vowels are sounds formed without any obstruction in the oral cavity. Vowels may be long or short. They are the *nucleus* in a syllable. They can stand alone. They may also occur with a consonant preceding or following. All vowels are soft, voiced and musical in effect.

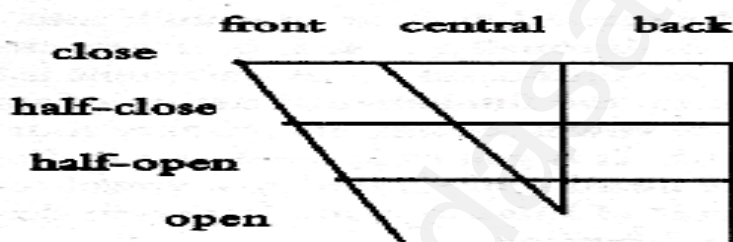
### The Tongue Height

The quality of the vowel is altered according to the height to which the tongue is raised. Those Vowels in the production of which the tongue is as high as possible are called *Close Vowels* or *High Vowels*.

e.g. /i:/ in feet /u:/ in food

Those Vowels in the production of which the tongue is as low as possible are called *Low Vowels* or *Open Vowels*.

e.g. /a:/ in father  
/a/ in hat



The tongue height can be further divided into half-open and half-close position for accuracy.

### Part of the Tongue Raised

Vowels can also be classified according to the part of the tongue raised. *Front Vowels* are those in the production of which the front part of the tongue is raised towards the hard palate.

e.g. /i:/ in feet  
/a/ in hat

*Back vowels* are those in the production of which the back of the tongue is raised towards the soft palate.

e.g. /u:/ in food  
/ / in all

*Central vowels* are those in the production of which the centre of the tongue is raised towards an intermediary position in the mouth i.e. in between the hard palate and the soft palate.

e.g. / i : / in bird / ù : / in cup

This classification helps us to group vowels thus:

| Front | Central | Back |
|-------|---------|------|
| i:    | :       | u:   |
| I     |         | u    |
| e     |         | :    |
|       |         | a :  |

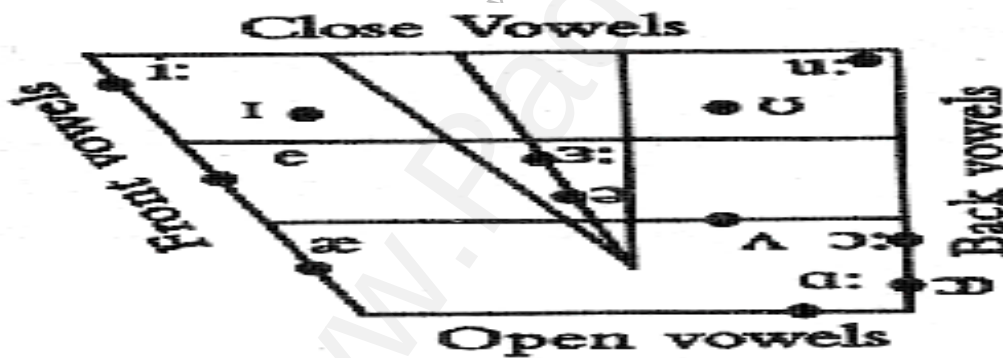
### Lip Position

The quality of the vowel can also be altered by the lip position. Lip position refers to the degree of rounding and spreading of lips. Based on this, vowels can be classified into *rounded* and *unrounded vowels*.

e.g. / i: / in beat (spread, unrounded lip position)

/ u: / in food (rounded lip position)

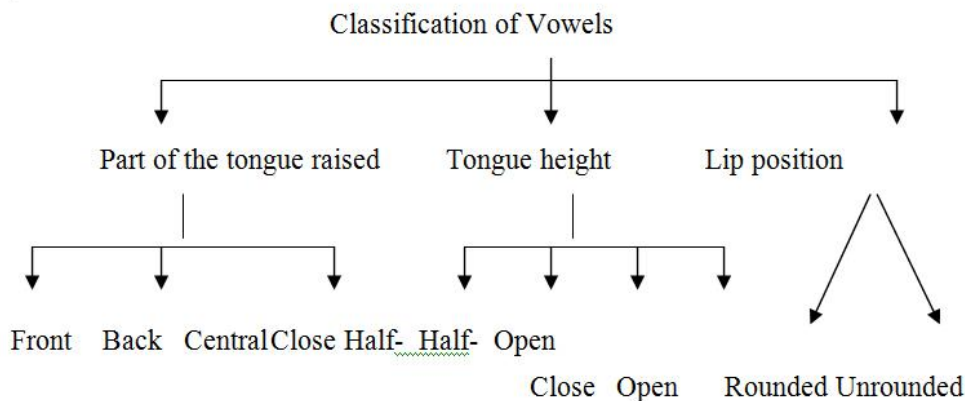
The Vowel Diagram



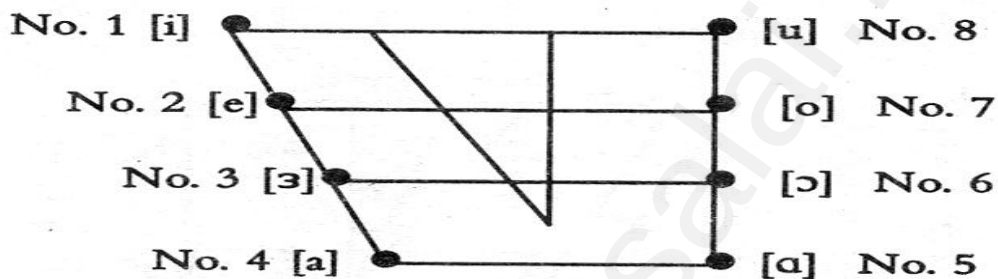
### The Cardinal Vowel System

This is a scheme devised by the British Phonetician, *Professor Daniel Jones*. He posited that eight vowels could be used as points of reference. With this framework, the vowel sounds in any language can be described. The reference points in the cardinal vowel system do not describe the vowels of any particular language. The basis of this system are the two extreme positions that the tongue can adopt. The area which can be felt by the tongue at its highest and lowest levels, and by its front and the back positions, is called the *Cardinal vowel area*.

## Let us recapitulate



## CARDINAL VOWELS

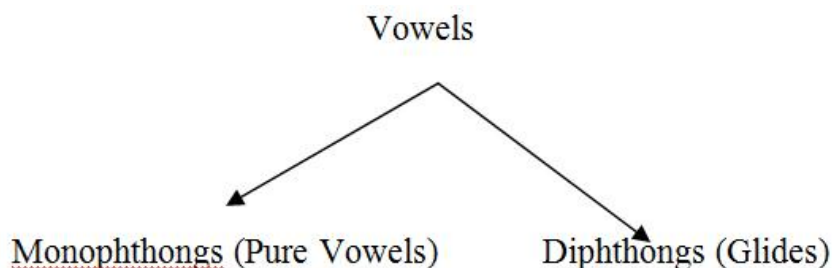


Cardinal vowel No.1 represents the vowel sound produced with maximum tongue height. It is also a front vowel produced by the front part of the tongue raised towards the hard palate. No.5. represents the sound produced with the tongue as far back and as low as possible. The intermediary sounds are represented by No.2, No.3 and No.4, No.8. represents the highest point reached by the back of the tongue. In this position, the lips are rounded. Between No.8 and No.5 these are two points /o/ and / ɔ / which are also produced with lip rounding. These eight vowel sounds show the eight basic positions the tongue can assume. This system with five unrounded vowels and three rounded vowels is called the *Primary Cardinal Vowel System*. A secondary series of Cardinal Vowels can be obtained with the same tongue position but by reversing the lip position.

The Cardinal vowel system therefore, uses an arbitrarily chosen set of actual sounds as reference points which can be used in the study of sounds of any language.

## DIPHTHONGS

A diphthong may be defined as a vowel glide, the tongue moving from one vowel position towards another.



In the production of a *pure vowel*, the organs of speech remain in a given position for an appreciable period of time and show only one direction of movement. The quality of the vowel thus produced remains stable and constant.

e.g. /i:/ in seat

/u:/ in food

/ɜ:/ in bird

Such vowels are called *pure vowels* or *monophthongs*.

In *diphthongs*, there is a combination of two vowels and a transition from one vowel towards another. In the production of *diphthongs*, the organs of speech start from the position of one vowel and move towards the other. The diphthongs in English are the following.

/ei:/ as in day

/ɔɪ/ as in boy

/u:/ as in foe

/ia/ as in dear

/ai:/ as in time

/ei/ as in hair

/au/ as in cow

/ua/ as in poor

Diphthongs are termed *Rising diphthongs* or *Crescendo*, if the second element is more prominent than the first. On the other hand, if the first element is louder or more prominent, the diphthongs are called *Falling diphthongs* or *Decrescendo*. All the eight diphthongs of English are normally, Falling Diphthongs. But

two of them, /ia/ and /ua/ become Rising Diphthongs in weak syllables or when the two vowel qualities belong to two syllables e.g. *idiom, easier, influence, valuer*.

Diphthongs can also be classified according to the direction of the glide in relation to the vowel.

- a) Diphthongs with a glide towards a central vowel are called *Centring Diphthongs*.

e.g. /ia / , /ea / , /ua / as in *dear, air, poor*

- b) *Closing Diphthongs*, are those in which the glide is towards a close vowel.

E.g. / ei / , /ai / , /ci / , / / as in *bay, buy, boy, bought, low*.

Diphthongs may also be described as follows.

- c) Diphthongs with a front glide are called *Fronting Diphthongs*.

E.g. / ei / , /ai / , /ci / , as in *maid, bid, boy*

- d) Diphthongs with a back glide are called *Retracting Diphthongs*.

E.g. /au/, / au / as in *cow, so*

A diphthong consists of a single syllable because the glide is performed within a single chest pulse. Further, all diphthongs are treated as long vowels.

## PHONETIC SYMBOLS FOR ENGLISH SOUNDS

### Vowels

#### Pure Vowels

|       |                                 |
|-------|---------------------------------|
| /i:/  | as in <i>eat, neat, tree</i>    |
| /i/   | as in <i>innings, win, baby</i> |
| /e/   | as in <i>egg, pen, bell</i>     |
| / /   | as in <i>ant, bat, man</i>      |
| / /   | as in <i>umbrella, sun, son</i> |
| / a:/ | as in <i>earth, bird, sir</i>   |
| / a / | as in <i>again, balloon,</i>    |

|                   |                                   |
|-------------------|-----------------------------------|
|                   | <i>actor</i>                      |
| / u:/             | as in <i>ooze, moon, blue</i>     |
| / u /             | as in <i>look, cook</i>           |
| / :/              | as in <i>all, call, raw</i>       |
| / :/              | as in <i>ox, box</i>              |
| / a: /            | as in <i>army, calm</i>           |
| <b>Diphthongs</b> |                                   |
| /ei/              | as in <i>aim, rain, pay</i>       |
| /ai/              | as in <i>ice cream, fine, try</i> |
| / ci /            | as in <i>oil, soil, toy</i>       |
| / au/             | as in <i>only, boat, crow</i>     |
| /au/              | as in <i>owl, shout, now</i>      |
| /ia /             | as in <i>ear, pierce, clear</i>   |
| /ea /             | as in <i>air, faery, care</i>     |
| /ua /             | as in <i>tourist, moor</i>        |

### Description of Sounds-Consonants

A **Consonant** is a sound produced with an obstruction in the oral cavity. Consonants may be classified according to the following:

- the nature of the air-stream mechanism
- whether they are voiced or voiceless
- the name of the articulator
- the manner of articulation (oral/nasal) and
- the point of articulation

#### a) Nature of Air-stream Mechanism

In the production of English speech sounds, it is the Pulmonic Air-stream Mechanism which is used.

#### b) Voiced or Voiceless

The vocal cords are held wide apart for *voiceless sounds* and kept loosely together allowing air to escape with vibration in *voiced sounds*.

### c) Name of Articulators

The principal articulators are the movable organs of speech the lower lip, the tongue, the soft palate or *velum*, the *uvula*, and the lower jaw. The tongue is divided into three parts –the tip, the blade, and the back.

### d) The Points of Articulation

The important points of articulation are the upper lip, the upper teeth, the alveolum (teeth-ridge) the hard palate, and the soft palate (velum).

Consonants may be classified into seven classes based on the articulator, and the point of articulation:

- (i) *Labial* sounds are produced using the lips. *Bilabial* sounds are articulated by the two lips. The articulator is the upper lip and the point of articulation is the lower lip. e.g. /p, m, b/
- (ii) *Dental* sounds are articulated by the tip of the tongue against the teeth ridge. The articulator is the tip of the tongue and the point of articulation is the teeth ridge. E.g. /t /, /
- (iii) *Labio-dental* sounds are produced by the lower lip against the upper teeth. The lower lip is the articulator and the upper teeth is the point of articulation. E.g. /f, v/
- (iv) *Alveolar* sounds are produced with the tip of the tongue against the teeth ridge. The tip of the tongue is the articulator and the teeth ridge is the point of articulation. E.g. /t, n/
- (v) *Palato-alveolar* sounds are produced when the front part of the tongue is raised to a certain point of the hard palate behind the teeth-ridge. The articulator is the front part of

the tongue. The teeth ridge or the hard palate is the point of articulation. E.g. / /

- (vi) *Palatal* sounds are produced when the blade of the tongue touches the hard palate. The blade of the tongue is the articulator and the hard palate is the place of articulation. E.g. /j/
- (vii) *Velar* sounds are produced when the back of the tongue touches the soft palate. E.g. / k, g/
- (viii) *Glottal* sounds are articulated in the glottis, which is closed during the process. E.g. / /

### e) Manner of Articulation

The Consonants of English can also be classified into eight groups based on the manner of articulation.

- (i) *Stops/Plosives* are produced when there is a complete closure of the air-stream and a sudden removal of the obstruction. The air that is blocked explodes when the closure is released. E.g. /p, t, k/

The stops in which the air is stopped at the mouth by the complete closure of lips. E.g. /p, b, m/

**Alveolar stops in which the air-stream is stopped by the tip of the tongue making a complete closure against the teeth ridge. e.g. /t, d, n/**

Velar stops in which the air-stream is stopped by the tip of the tongue making a complete closure against the soft palate. e.g. /k, g, /

- (ii) *Fricatives* are sounds in which the air stream is not completely blocked but obstructed from flowing freely. The air passes through a narrow opening with a friction. E.g. /f, v, s, z/
- (iii) *Affricates* are sounds which resemble the stops and the fricatives. There is complete closure followed by a slow release of the articulating organs. E.g. / tʃ / dz

- (iv) *Nasals* are produced when the soft palate is lowered and there is complete closure of the oral passage. If the air is released through the nasal cavity, the sound produced is a nasal. E.g. /m, n, ñ /
- (v) *Laterals* are produced when the air-stream passes over one or both sides of the tongue but not over the center of the tongue. E.g. /l /
- (vi) *Rolled or Trill* sounds are produced when the uvula, the fleshy appendage at the back of the tongue, is trilled i.e. there is a rapid succession of taps. These taps result when the tip of the tongue vibrates against the roof of the mouth. e.g. the rolled /r/ in *drill, shrill* etc. Rolled sounds are common in Spanish.
- (vii) *Flaps* are formed like the rolled consonants but consist of only a single flap. e.g. /r/ in *very*. Here, the tongue flaps against the alveolar ridge once.
- (viii) *Semi-Vowels* are special consonants which share certain characteristics of vowels and hence called semi-vowels. E.g. /w, j/

## THE CLASSIFICATION OF CONSONANTS

### Place of Articulation

| Manner of articulation | Bilabial | Labio Dental | Dental | Alveolar | Palato alveolar | Palatal | Velar | Glottal |
|------------------------|----------|--------------|--------|----------|-----------------|---------|-------|---------|
| Plosives               | /p/      |              | /t/    |          |                 |         | /k/   |         |
| V/less                 | /b/      |              | /d/    |          |                 |         | /g/   |         |
| V/d                    |          |              |        |          |                 |         |       |         |
| Fricatives             |          |              |        |          |                 |         |       |         |
| V/less                 |          | /f/          | /θ/    | /s/      | /ʃ/             |         |       | /h/     |
| V/d                    |          | /v/          | /ð/    | /z/      | /ʒ/             |         |       |         |
| Affricates             |          |              |        |          |                 |         |       |         |
| V/less                 |          |              |        |          | /tʃ/            |         |       |         |
| V/d                    |          |              |        |          | /dʒ/            |         |       |         |

|            |     |  |  |     |  |     |     |  |
|------------|-----|--|--|-----|--|-----|-----|--|
| Nasal      |     |  |  |     |  |     |     |  |
|            |     |  |  |     |  |     |     |  |
| V/d        | /m/ |  |  | /n/ |  |     | /n/ |  |
| Rolled     |     |  |  |     |  |     |     |  |
| V/d        |     |  |  | /r/ |  |     |     |  |
| Flapped    |     |  |  |     |  |     |     |  |
| V/d        |     |  |  | /r/ |  |     |     |  |
| Lateral    |     |  |  |     |  |     |     |  |
| V/d        |     |  |  | /l/ |  |     |     |  |
| Semi-vowel |     |  |  |     |  |     |     |  |
| V/d        | /w/ |  |  |     |  | /j/ |     |  |

### Special Features of Semi-vowels

- Vowel-like, they do not involve any closure or friction in their articulation.
- Consonant-like, they do not occur centrally (as the nucleus) in a syllable.
- They are always either preceded or followed by a vowel.
- The duration of the semi-vowels is as short as that of a consonant.
- They are always preceded by the article, and never by *an*. e.g. a wasp, a one-eyed man a year, a European

Based on this classification one can describe the consonants of English. Given below is a simple description of consonants with three labels.

| Sound | Description             |
|-------|-------------------------|
| /p/   | Voiceless bilabial stop |
| /b/   | Voiced bilabial stop    |

d) Indian Soap Research Organisation

**5. Choose the correct expansion of the abbreviation TOFEL.**

- a) Testing of Enthusiasm Level    b) Test of Economics For Leaving  
c) Travel of England on Leave    d) Test of English as a Foreign Language

**6. Choose the correct expansion of the abbreviation NATO.**

- a) North Atlantic Treaty Office    b) North Antartic Treaty Organization  
c) North Antartic Treaty Officees    d) North Atlantic Treaty Organization

**7. Choose the correct expansion of the abbreviation SAARC.**

- a) South Asian Association of Regional Cooperation  
b) South African Association Open University  
c) South Asian Association of Regional Corporation  
d) South Asian Association of Regional Committee

**8. Choose the correct expansion of the abbreviation HUDCO.**

- a) Housing and Development Corporation  
b) Home and Urban Development Corporation  
c) Housing and Urban Development Committee  
d) House Using Development Corporation

**9. Choose the correct expansion of the abbreviation INSAT.**

- a) International Satellite    b) Integrated Space and Technology Work  
c) Indian National Satellite    d) Independent Satellite Track

**10 . Choose the correct expansion of the abbreviation OPAC.**

- a) Online Public Action Catalogue    b) Online Public Access Centre  
c) Online Private Access Catalogue    d) Online Public Access Catalogue

## Keys

|      |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|-------|
| 1. d | 2. d | 3. c | 4. a | 5. d | 6. d | 7. a | 8. a | 9. c | 10. d |
|------|------|------|------|------|------|------|------|------|-------|

### 7. Phrasal Verbs

A phrasal verb is a verb. It has the form of a phrase (சொற்றொடர்). Besides, it has a preposition/adverb or both.

‘Phrasal Verb’ என்பது சொற்றொடர் வடிவ வினைச்சொல் . இதனுடன் ஒரு முன்னிடைச் சொல்/வினை உரிச்சொல் அல்லது இரண்டும் சேர்ந்து வரும்.

Kaviya put on his new dress. (wore)

Phrasal. V

She got away with a mild warning. (escaped)

Ph. V

**Note:** Phrasal verbs சில வேளைகளில் நேரடி அர்த்தம் தருகின்றன. ஆனால், அவை பெரும்பாலும் வினோத அர்த்தத்தையே கொடுக்கின்றன. (மேலே உள்ள examples வினோத அர்த்தம் தருபவை).

### PHRASAL VERB WORDS

|              |                                 |
|--------------|---------------------------------|
| take after   | resemble, ஒன்றுபோல இரு          |
| depend on    | rely, சார்ந்திரு                |
| leave for    | go to, (க்குச்) செல்            |
| set free     | release, விடுதலை செய்           |
| fret over    | worry, கவலைப்படு                |
| put off      | postpone, தள்ளிப்போடு           |
| turn into    | change, மாற்று                  |
| roll by      | pass, கடந்து செல்               |
| pass through | move, கடந்து செல்               |
| ask for      | request, வேண்டிக்கொள்           |
| strive for   | struggle for, (க்காகப்) பாடுபடு |
| take off     | start, கிளம்பிச்செல்            |
| carry out    | complete, செய்துமுடி            |
| move out of  | leave, விட்டுச்செல்             |
| look up to   | admire, பாராட்டு                |
| go into      | enter, உள்ளே செல்               |
| carry on     | continue, தொடர்ந்து செய்        |
| make use of  | use, பயன்படுத்து                |
| take away    | remove, அகற்று                  |
| come back    | return, திரும்பிச்செல்          |
| zero in on   | focus, நெருங்கிச்செல்           |
| set up       | arrange, ஏற்பாடு செய்           |
| send for     | summon, அழைத்து வர              |
| look up      | improve, முன்னேற்றமடை           |
| give up      | forsake, விட்டுவிடு             |

|               |                                                       |
|---------------|-------------------------------------------------------|
| put up with   | endure, பொறுத்துக்கொள்                                |
| go on         | continue, தொடர்ந்து செய்                              |
| reel off      | recite, வரிசையாக சொல்                                 |
| look into     | examine, ஆய்வு செய்                                   |
| get up        | wake, விழித்தெழு                                      |
| go for        | attend, கலந்துகொள்                                    |
| take on       | accept, ஏற்றுக்கொள்                                   |
| call on       | visit, போய் பார்                                      |
| feed on       | eat, சாப்பிடு                                         |
| get away with | escape, தப்பிச்செல்                                   |
| look after    | take care of, பராமரி                                  |
| take care of  | look after, பராமரி                                    |
| bring up      | rear, வளர்த்து வா                                     |
| cut down      | reduce, குறைத்துவிடு                                  |
| stand up for  | support, ஆதரவு கொடு                                   |
| come across   | meet, சந்தி                                           |
| get off       | get down, கீழிறங்கு                                   |
| pass away     | die, இறந்துபோ                                         |
| call off      | withdraw,                                             |
| take part in  | participate, பங்கெடுத்துக்கொள்                        |
| get over      | get relieved of,(லிருந்து) விடுபடு                    |
| hit on        | to discover something by chance (or) to have an idea. |
| break down    | stop functioning,                                     |

**TET PAPER-1-ENGLISH-COMPETITIVE EXAM STUDY MATERIALS BY VIP TRB COACHING CENTER-9600736379**

|                  |                                                  |
|------------------|--------------------------------------------------|
|                  | செயலிழந்து விடு                                  |
| break into       | enter forcefully, அத்துமீறி நுழை                 |
| reflect about    | meditate, ஆழ்ந்து சிந்தனை செய்                   |
| bump into        | meet unexpectedly, எதிர்பாராமல் சந்தி            |
| settle in        | occupy suitably, பொருந்தியிரு                    |
| go around        | visit all places, எல்லா திசைகளையும் சுற்றிப்பார் |
| run back         | return in a hurry, அவசரமாகத் திரும்பு            |
| get into trouble | face problem, பிரச்சனைக்குட்படு                  |
| bear with        | tolerate, பொறுத்துக்கொள்                         |
| blow out         | extinguish, (விளக்கை)அணை                         |
| give in          | surrender, அடிபணி                                |
| go after         | chase, பின்தொடர்                                 |
| carry off        | win, வெற்றி அடை                                  |
| bear down        | defeat , தோற்கடி                                 |
| bear up          | have courage, தைரியம்கொள்                        |
| blow up          | exploide, வெடி                                   |
| drop out         | discontinue, நிறுத்து                            |
| break off        | end, முடித்துவிடு                                |
| hold on          | stop, நிறுத்து                                   |
| fall out         | quarrel, சண்டையிடு                               |

|              |                                     |
|--------------|-------------------------------------|
| keep back    | withhold, நிறுத்தி வை               |
| call for     | demand, கேள்                        |
| bring about  | happen, நிகர்                       |
| fall through | fail, தோல்வியடை                     |
| keep down    | control something or someone அடக்கு |
| bring out    | publish, வெளியிடு                   |
| keep on      | continue, தொடர்ந்து செய்            |
| keep up      | maintain, தக்கவை                    |
| get on       | prograss, முன்னேறு                  |
| call in      | summon, அழை                         |
| bring down   | fall, வீழ்                          |
| get over     | overcome, கடந்து செல்               |
| get through  | pass, கட                            |
| look down    | hate, வேறு                          |
| run after    | chase, விரட்டு                      |
| take down    | write, எழுது                        |
| see off      | to say Goodbye                      |
| take off     | remove, நீக்கு                      |
| pass through | undergo, தாங்கு                     |
| pass out     | faint, மயங்க்                       |
| set about    | start, கிளம்பு                      |
| turn away    | refuse, மறுத்துவிடு                 |
| pick up      | improve, முன்னேறு                   |

|           |                                 |
|-----------|---------------------------------|
| pull back | withdraw, வாபஸ்செய்             |
| turn out  | produce, உற்பத்தி செய்          |
| set aside | disregard, புறக்கணி             |
| clear out | leave, விடு                     |
| get at    | understand, புரிந்துகொள்        |
| make up   | steal, திருடு                   |
| cast off  | reject, நிராகரி                 |
| come off  | take                            |
| cut off   | separate, பிரி                  |
| live in   | dwel,                           |
| send for  | call in, அழைத்து வர ஆள் அனுப்பு |

|           |                           |
|-----------|---------------------------|
| shut off  | close, மூடு               |
| fall back | retreat, பின்வாங்கு       |
| pay off   | pay back, கடனைச் செலுத்து |
| live on   | feed on, உண்              |
| pass on   | proceed, தொடர்ந்துசெய்    |
| throw off | dispose, அப்புறப்படுத்து  |
| abide by  | be faithful, உண்மையாயிரு  |
| wipe out  | destroy, அரி              |
| work out  | solve, தீர்வுகாண்         |
| wish for  | desire, ஆசைப்படு          |
| Work up   | excite, தூண்டு            |

## Examples :

- The sub inspector will .....the matter soon.**  
a) look at      b) look into      c) look through      d) pass away
- I .....the book.**  
a) look at      b) look into      c) look through      d) passed by
- Please .....the sugar.**  
a) pass on      b) pass by      c) pass away      d) give up
- The pilgrims .....the forest.**  
a) passed on      b) passed by      c) passed away      d) handed of
- His grandmother .....last week.**  
a) passed on      b) passed by      c) passed away      d) bring in
- The ring ..... from generation to generation.**  
a) handed up      b) handed down      c) handed in      d) handed of
- The President .....the prizes.**  
a) gave away      b) gave up      c) give in      d) brought up
- You must .....your bad habits.**  
a) give away      b) give up      c) give in      d) gather
- They .....when they were caught.**  
a) give away      b) give up      c) give in      d) supporting

**10. Please .....the picture in the blackboard.**

- a) look at      b) look into      c) look through      d) got teams

## Keys

|             |             |             |             |             |             |             |             |             |              |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| <b>1. b</b> | <b>2. b</b> | <b>3. a</b> | <b>4. b</b> | <b>5. c</b> | <b>6. b</b> | <b>7. a</b> | <b>8. b</b> | <b>9. c</b> | <b>10. a</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|

## 8. Compound words

A compound word is a word. It is made up of two or more words.

Eg: classroom, washing-machine, school-boy, childhood, afternoon, son-in-law, father-in-law. இரண்டு அல்லது பல வார்த்தைகளால் compound word உருவாகிறது.

இரு வேறு அர்த்தமுள்ள சொற்கள் இணைந்து புதிய சொல்லைக் கொடுத்தால் அது Compound Word ஆகும்.

குறிப்பு: ஒரு வாக்கியம் கொடுக்கப்பட்டிருக்கும் அதில் அடிக்கோடிட்ட சொல்லுடன் கீழே கொடுக்கப்பட்டுள்ள ஏதேனும் ஒரு சொல்லை முன்போ அல்லது பின்போ இணைத்து ஒரு கூட்டுச் சொல்லை உருவாக்க வேண்டும்.

**Complete the following table with two more compound words:**

|                                |                                                         |
|--------------------------------|---------------------------------------------------------|
| Noun + Noun                    | kitchen garden,<br><b>House wife, Home maker</b>        |
| Noun + Verb                    | mouthwash<br><b>rain fall, snow fall</b>                |
| Verb + Noun                    | watchman<br><b>sound sleep, throw ball</b>              |
| Preposition + Noun             | overcoat<br><b>under water, inner wear</b>              |
| Gerund + Noun                  | bleaching powder<br><b>walking stick, swimming pool</b> |
| Noun + Gerund                  | housekeeping<br><b>precis writing, book keeping</b>     |
| Adjective + Preposition + Noun | good for nothing<br><b>all the best, best of luck</b>   |
| Noun + Preposition + Noun      | mother-in-law<br><b>brother-in-law, sister-in-law</b>   |

| Column A | Column B | Answers   | star    | fall   | star light     |
|----------|----------|-----------|---------|--------|----------------|
| rain     | light    | rain fall | draw    | ball   | drawback       |
| snow     | thing    | snow ball | play    | back   | plaything      |
|          |          |           | lottery | ticket | lottery ticket |
|          |          |           | under   | walk   | underworld     |

|      |       |          |                 |                 |                       |
|------|-------|----------|-----------------|-----------------|-----------------------|
| man  | note  | manhole  | <b>Column A</b> | <b>Column B</b> | <b>Compound words</b> |
| side | world | sidewalk |                 |                 |                       |
| foot | hole  | footnote |                 |                 |                       |

| <b>Column A</b> | <b>Column B</b> | <b>Compound words</b> |
|-----------------|-----------------|-----------------------|
| air             | port            | airport               |
| announ<br>ce    | ment            | announce<br>ment      |
| any             | more            | anymore               |
| any             | place           | anyplace              |
| any             | thing           | anything              |
| any             | where           | anywhere              |
| arm             | chair           | armchair              |
| back            | ache            | backache              |
| back            | ground          | background            |
| back            | pack            | backpack              |
| ball            | pen             | ball pen              |
| basket          | ball            | basketball            |
| bath            | robe            | bathrobe              |
| bath            | tub             | bathtub               |
| battle          | ship            | battleship            |
| bed             | room            | bedroom               |
| birth           | day             | birthday              |
| black           | board           | blackboard            |
| boat            | ride            | boat ride             |
| book            | case            | bookcase              |
| book            | let             | booklet               |
| book            | shelf           | bookshelf             |

|                 |                 |                       |
|-----------------|-----------------|-----------------------|
| book            | worm            | bookworm              |
| brief           | case            | briefcase             |
| butter          | cup             | buttercup             |
| butter          | fly             | butterfly             |
| camp            | fire            | campfire              |
| camp            | ground          | campground            |
| candle          | stick           | candlestick           |
| car             | pet             | carpet                |
| card            | board           | cardboard             |
| child           | hood            | childhood             |
| chop            | stick           | chopstick             |
| class           | mate            | classmate             |
| clock           | wise            | clockwise             |
| court           | yard            | courtyard             |
| cow             | boy             | cowboy                |
| cup             | board           | cupboard              |
| cut             | let             | cutlet                |
| dare            | devil           | daredevil             |
| day             | break           | daybreak              |
| day             | dream           | daydream              |
| deep            | fry             | deep-fry              |
| dish            | washer          | dishwasher            |
| <b>Column A</b> | <b>Column B</b> | <b>Compound words</b> |
| dish            | water           | dishwater             |
| door            | bell            | doorbell              |
| door            | mate            | doormate              |
| door            | step            | doorstep              |

|        |         |             |
|--------|---------|-------------|
| door   | stop    | doorstop    |
| door   | way     | doorway     |
| down   | cast    | downcast    |
| dragon | fly     | dragonfly   |
| drop   | let     | droplet     |
| dry    | clean   | dry clean   |
| ear    | ache    | earache     |
| ear    | rings   | earrings    |
| ever   | green   | evergreen   |
| every  | body    | everybody   |
| every  | day     | everyday    |
| eye    | ball    | eyeball     |
| fast   | food    | fast food   |
| finger | print   | fingerprint |
| fire   | arm     | firearm     |
| fire   | fighter | firefighter |
| fire   | place   | fireplace   |
| fire   | proof   | fireproof   |
| fire   | work    | firework    |
| fish   | tail    | fishtail    |
| flash  | back    | flashback   |
| flash  | news    | flash news  |
| foot   | print   | footprint   |
| for    | give    | forgive     |
| for    | got     | forgot      |
| fore   | cast    | forecast    |
| fore   | see     | foresee     |
| four   | fold    | fourfold    |

| free     | drive    | free drive     |
|----------|----------|----------------|
| friend   | ship     | friendship     |
| gentle   | man      | gentleman      |
| gold     | fish     | goldfish       |
| good     | day      | good day       |
| good     | will     | goodwill       |
| Column A | Column B | Compound words |
| grand    | father   | grandfather    |
| grand    | mother   | grandmother    |
| grand    | stand    | grandstand     |
| grass    | hopper   | grasshopper    |
| grave    | yard     | graveyard      |
| green    | house    | greenhouse     |
| ground   | nut      | groundnut      |
| hail     | storm    | hailstorm      |
| hall     | way      | hallway        |
| hand     | cuff     | handcuff       |
| hand     | written  | handwritten    |
| hard     | ware     | hardware       |
| head     | ache     | headache       |
| head     | light    | headlight      |
| head     | master   | headmaster     |
| head     | mistress | headmistress   |
| heart    | beat     | heartbeat      |
| heart    | broken   | heartbroken    |
| high     | way      | highway        |
| home     | work     | homework       |

|        |         |             |
|--------|---------|-------------|
| honey  | comb    | honeycomb   |
| hook   | worm    | hookworm    |
| horse  | fly     | horsefly    |
| house  | boat    | houseboat   |
| in     | coming  | incoming    |
| in     | side    | inside      |
| jaw    | bone    | jawbone     |
| lady   | bug     | ladybug     |
| land   | lady    | landlady    |
| land   | lord    | landlord    |
| land   | mark    | landmark    |
| leader | ship    | leadership  |
| leaf   | let     | leaflet     |
| length | wise    | lengthwise  |
| light  | green   | light green |
| light  | house   | lighthouse  |
| loud   | speaker | loudspeaker |
| make   | over    | makeover    |
| master | piece   | masterpiece |
| match  | stick   | matchstick  |
| moon   | light   | moonlight   |
| news   | paper   | newspaper   |
| night  | fall    | nightfall   |
| no     | body    | nobody      |
| off    | hand    | offhand     |
| on     | line    | online      |
| other  | wise    | otherwise   |
| out    | fit     | outfit      |

|         |          |             |
|---------|----------|-------------|
| out     | law      | outlaw      |
| out     | let      | outlet      |
| out     | number   | outnumber   |
| out     | patient  | outpatient  |
| out     | run      | outrun      |
| out     | sourcing | outsourcing |
| over    | board    | overboard   |
| over    | due      | overdue     |
| pale    | blue     | pale blue   |
| pan     | cake     | pancake     |
| partner | ship     | partnership |
| pen     | knife    | penknife    |
| photo   | copy     | photocopy   |
| play    | ground   | playground  |
| play    | room     | playroom    |
| post    | man      | postman     |
| radio   | active   | radioactive |
| rail    | way      | railway     |
| rain    | bow      | rainbow     |
| rain    | drops    | raindrops   |
| rattle  | snake    | rattlesnake |
| ring    | guard    | ring guard  |
| ring    | worm     | ringworm    |
| river   | bed      | riverbed    |

## Examples :

1. Choose the suitable option to pair it with the word "kitchen" to form a compound word.  
a) garden b) ground c) house d) stand
2. Choose the suitable option to pair it with the word "school" to form a compound word.  
a) hall b) free c) bus d) fall
3. Choose the suitable option to pair it with the word "table" to form a compound word.  
a) food b) spoon c) hole d) book
4. Choose the suitable option to pair it with the word "mouth" to form a compound word.  
a) clean b) brush c) cross d) wash
5. Choose the suitable option to pair it with the word "sun" to form a compound word.  
a) dress b) set c) wake d) law
6. Choose the suitable option to pair it with the word "pen" to form a compound word.  
a) clip b) bell c) stand d) ink
7. Choose the suitable option to pair it with the word "play" to form a compound word.  
a) ball b) garden c) hall d) ground
8. Choose the suitable option to pair it with the word "call" to form a compound word.  
a) man b) toy c) car d) taxi
9. Choose the suitable option to pair it with the word "over" to form a compound word.  
a) coat b) shirt c) frock d) shoe
10. Choose the suitable option to pair it with the word "under" to form a compound word.  
a) table b) world c) day d) cost
11. Choose the suitable option to pair it with the word "stream" to form a compound word.  
a) in b) at c) up d) with
12. Choose the suitable option to pair it with the word "bleaching" to form a compound word.  
a) machine b) spoon c) free d) powder

13. Choose the suitable option to pair it with the word "walking" to form a compound word.

a) good b) stick c) book d) bird

14. Choose the suitable option to pair it with the word "dining" to form a compound word.

a) tray b) chair c) table d) bed

15. Choose the suitable option to pair it with the word "house" to form a compound word.

a) keeping b) walking c) eating d) study

16. Choose the suitable option to pair it with the word "foot" to form a compound word.

a) step b) down c) over d) note

17. Choose the suitable option to pair it with the word "hair" to form a compound word.

a) clean b) cut c) change d) scratch

18. Choose the suitable option to pair it with the word "dry" to form a compound word.

a) cleaning b) keeping c) caring d) charging

19. Choose the suitable option to pair it with the word "green" to form a compound word.

a) walk b) life c) house d) hall

20. Choose the suitable option to pair it with the word "alarm" to form a compound word.

a) watch b) clock c) light d) dress

## Keys

|      |      |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|------|------|
| 1.a  | 2.c  | 3.b  | 4.d  | 5.b  | 6.c  | 7.d  | 8.d  | 9.a  | 10.b |
| 11.c | 12.d | 13.b | 14.c | 15.a | 16.d | 17.b | 18.a | 19.c | 20.b |

## 9. Prepositios

A preposition is a word. It comes before a noun or a pronoun. Besides, it marks the relation between the noun or pronoun and the subject.

(ஒரு Preposition என்பது ஒரு வார்த்தை. அது ஒரு வாக்கியத்தில் ஒரு பெயர்ச்சொல்லுக்கு முன்போ அல்லது ஒரு பிரதிப் பெயர்ச்சொல்லுக்கு முன்போ அமைந்து அந்த பெயர்ச்சொல்லுக்கு / பிரதிப் பெயர்ச்சொல்லுக்கும், அவ்வாக்கியத்தின் எழுவாய்க்கும் இடையே உள்ள தொடர்பைக் குறிக்கும்.

Eg: 1. She walks along the road  
subject prep noun

2. He talks about you  
subject prep pronoun

Note:

- i) முதல் வாக்கியத்தில் along (வழியே) என்ற preposition, road என்ற பெயர்ச்சொல்லுக்கும் We என்ற எழுவாய்க்கும் இடையே உள்ள தொடர்பை விளக்குகிறது.
- ii) இரண்டாவது வாக்கியத்தில் about (பற்றி) என்ற preposition, you என்ற பிரதிபெயர்ச்சொல்லுக்கும் They என்ற எழுவாய்க்கும் இடையே உள்ள தொடர்பை விளக்குகிறது.

### Prepositions & Their Functions:

|                 |                                                                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On/upon<br>மேலே | It marks a surface, a day or a date. (மேற்பரப்பு, நாள், தேதியைக் குறிக்கிறது.)<br><b>Eg:</b> The book is <b>on</b> the table (surface)<br>Menaka met them <b>on</b> the last Monday (day)<br>Kumar was born <b>on</b> 08.06.1970 (date)               |
| up மேலே         | It marks upward movement. (மேல்நோக்கிய நகர்வைக் குறிக்கிறது.)<br><b>Eg:</b> The woman climbs <b>up</b> a tree                                                                                                                                         |
| down கீழே       | It marks downward movement (கீழ்நோக்கிய நகர்வைக் குறிக்கிறது.)<br><b>Eg:</b> Kavitha climbs <b>down</b> a tree.                                                                                                                                       |
| for க்காக       | It marks duration, purpose and help. (காலகட்டம், நோக்கம், உதவியைக் குறிக்கிறது.)<br><b>eg:</b> It has been raining <b>for</b> two hours. (duration)<br>They pack our luggage <b>for</b> the tour. (purpose)<br>I shall draw it <b>for</b> you. (help) |
| since யிருந்து  | It marks starting time of an action. (செயல் தொடங்கும் நேரத்தைக் குறிக்கிறது.)<br><b>Eg:</b> They have been singing <b>since</b> 10 O'clock.                                                                                                           |
| from யிருந்து   | It marks starting place (கிளம்பும் இடத்தைக் குறிக்கிறது.)<br><b>Eg:</b> I come <b>from</b> Chennai.                                                                                                                                                   |
| to க்கு         | It marks a reaching place. (சேருமிடத்தைக் குறிக்கிறது.)<br><b>Eg:</b> The bus goes <b>to</b> Madurai.                                                                                                                                                 |
| into க்குள்     | It marks movement into a place or a reservoir.<br><b>Eg:</b> The students went <b>into</b> their class.<br>I jumped <b>into</b> the well.                                                                                                             |
| by ஆல்          | It marks 'doer' (செயலைச் செய்பவர்) in Passive Voice and approximate time of an action. (செயல் நடந்த (தோராயமான) நேரம்)<br><b>Eg:</b> The painting was drawn <b>by</b> Kaviya.<br>We may reach home <b>by</b> 7 O'clock.                                |

|                          |                                                                                                                                                                                                                                      |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Near & beside<br>அருகில் | They mark the location of a person, a thing near somebody / something.<br>(அருகாமையைக் குறிக்கிறது)<br><b>Eg:</b> There is a tree <b>near</b> our house.<br>Romiyo is seated <b>beside</b> Naresh.                                   |
| In உள்ளே                 | It marks larger area, covered surface and year<br>அதிகப் பரப்பு, சூழப்பட்ட மேற்பரப்பு, ஆண்டைக் குறிக்கிறது.<br><b>Eg:</b> I live <b>in</b> my village.<br>The office is <b>in</b> Dharmapuri.<br>My brother was born <b>in</b> 1968. |
| till வரை                 | It marks 'time – limit' of an action, செயலின் கால எல்லையைக் குறிக்கிறது.<br><b>Eg:</b> Please, wait here <b>till</b> 12 O'clock.                                                                                                     |
| Over மேலே                | - resting and covering, ஒன்றின் மேல் வேறொன்று மூடியிருந்தால்<br><b>Eg:</b> Spread a cloth <b>over</b> the table.                                                                                                                     |
| above மேலே               | higher, (உயரே)<br><b>Eg:</b> The sun is <b>above</b> the horizon.<br>We flew <b>above</b> the clouds.                                                                                                                                |
| upto வரை                 | - place limit, (இட எல்லை)<br><b>Eg:</b> They walked <b>upto</b> the bridge.<br>He went <b>upto</b> the lake.                                                                                                                         |
| behind<br>அப்பால்        | -at the farther side of (அப்பால்)<br><b>Eg:</b> The boys always stands <b>behind</b> his mother.                                                                                                                                     |
| round சுற்றி             | - movement in a path (passing on all sides)<br>எல்லாப் பக்கங்களிலும் செல்லும் பாதையில் நகர்வு<br><b>Eg:</b> The earth moves <b>round</b> the sun.                                                                                    |
| under கீழே               | - Presence beneath a thing (ஒன்றின் கீழ் இருத்தல்)<br><b>Eg:</b> We are <b>under</b> a tree.                                                                                                                                         |
| before முன்னால்          | - Presence/ movement in front of someone, something ஒருவர், ஒன்றின் முன்புறம் இருத்தல், நகர்வு<br><b>Eg:</b> There is a tree <b>before</b> our school.<br>The boy walks <b>before</b> his parents.                                   |
| after பின்னால்,          | before a time /a person ஒருவன் / ஒன்றின் முன்னால் / பிறகு<br><b>Eg:</b> We went <b>after</b> him.                                                                                                                                    |

|             |                                                                                                                                                                                                            |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| பிறகு       | Meet me <b>after</b> your meals.                                                                                                                                                                           |
| along வழியே | It marks movement, நகர்வைக் குறிக்கிறது.<br>Eg: The boy walked <b>along</b> the railway track.                                                                                                             |
| at ல்       | It marks time of action, place of action and town. நேரம், இடம், நகரத்தைக் குறிக்கிறது.<br>Eg: We met him <b>at</b> 10 O'clock<br>I saw her <b>at</b> the post office.<br>Prem lives <b>at</b> Rajapalayam. |
| of உடைய     | It marks possession உடைமையைக் குறிக்கிறது.<br>Eg: He is the son <b>of</b> Prem.<br>It is a bunch <b>of</b> grapes.<br>Note: இங்கு a bunch of grapes என்பது ஒரு noun phrase பெயர்ச்சொற்றொடர்.               |
| about பற்றி | It describes a person or a thing. ஆட்களையோ அல்லது ஒரு பொருளைக் குறிக்கிறது.<br>eg: Nobody knows <b>about</b> Gandhij.                                                                                      |

## Examples :-1

- Everything falls to the ground ..... earth's gravitational pull.  
a. in addition to    b. because of    c. cause of
- The trial was conducted ..... the procedure of law.  
a. in accordance with    b. due to    c. despite of
- There is a temple right ..... my house.  
a. in back of    b. apart from    c. in front of
- As a ..... of his hard work, he achieved the target.  
a. instead of    b. result of    c. apart from
- Failure is often the ..... negligence.  
a. effect of    b. consequence of    c. reason of
- Children are given toys ..... sweets on Children's day.  
a. on top of    b. in addition to    c. due to
- The parents must be informed ..... any indiscipline conduct of their wards.  
a. because of    b. in case of    c. in spite of
- He didn't turn up ..... his busy schedule.  
a. consequence of    b. due to    c. except for
- Global warming is ..... the green house emission.  
a. an effect of    b. in spite of    c. in addition to
- ..... several warnings, he continued to swim.  
a. due to    b. in spite of    c. because of

## Keys

|      |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|-------|
| 1. b | 2. a | 3. c | 4. b | 5. b | 6. b | 7. b | 8. b | 9. a | 10. b |
|------|------|------|------|------|------|------|------|------|-------|

## Examples :-2

1. We could not get help ..... anyone.  
a) from                      b) till                      c) in                      d) before
2. The people stood ..... the road to watch the procession that go by.  
a) across                      b) along                      c) on                      d) under
3. He built his hut ..... the side of the lake.  
a) on                      b) by                      c) at                      d) on
4. I agree ..... your proposal  
a) to                      b) with                      c) for                      d) into
5. He congratulated me ..... my success.  
a) on                      b) for                      c) at                      d) with
6. Contrary ..... my instructions, he submitted his book without the assignment and was punished for his negligence.  
a) to                      b) of                      c) at                      d) near
7. The work will be over ..... this evening.  
a) on                      b) by                      c) in                      d) of
8. Ravi stayed with his uncle .... six months.  
a) since                      b) for                      c) about                      d) off
9. My uncle will visit me ..... May.  
a) at                      b) in                      c) on                      d) since
10. The cat hid..... the door.  
a) over                      b) behind                      c) into                      d) from

## Keys

|      |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|-------|
| 1. a | 2. a | 3. b | 4. b | 5. a | 6. a | 7. b | 8. b | 9. b | 10. b |
|------|------|------|------|------|------|------|------|------|-------|

# TN TET PAPER-I-

## COMPETITIVE EXAM MATERIALS DETAIL-2023

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# போட்டித் தேர்வு

## MATERIALS+ TEST BATCH COURIER

வழியாக வாங்க விரும்பும் நண்பர்கள் கீழே உள்ள கைபேசியை தொடர்புகொள்க

BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
**DIRECTOR OF KAVIYA COACHING CENTER**

## Examples;-1

Complete the sentence:

1. Is the Taj Mahal ..... as the Big Temple?  
a) older b) oldest c) **as old**
2. Kindness is the .....of all virtues.  
a) as noble as b) nobler c) **noblest**
3. Gandhiji was one of .....leaders.  
a) greater than b) as great as c) **the greatest**
4. Ravi is ..... than Ramesh .  
a) as tall as b) the tallest c) **taller**
5. No other street in this area is ..... this one.  
a) **as busy as** b) the busiest c) as busy than
6. Ants work ..... any other insect.  
a) hardest than b) **harder than** c) hardest
7. No other team is ..... our team.  
a) stronger than b) the strongest c) **as strong as**
8. Very few birds in the world are ..... as peacock  
a) more beautiful b) **as beautiful** c) most beautiful
9. This is ..... in this book.  
a) longer lesson than b) as long lesson as c) **the longest lesson**
10. Very few buildings in this street are ..... this one.  
a) taller than b) **as tall as** c) the tallest of

## Examples:-2

1. Very few toys in this shop are...as this one  
a) more expensive b) **as expensive** c) most expensive
2. Very few cities in India are ....Mumbai.  
a) more populous as b) **as populous as** c) the most populous as
3. chandra's handwriting is ----(good) than that of sonu  
a) good b) **better** c) best
4. No other district in Tamil Nadu is ...Tanjore.  
a) **so fertile as** b) more fertile than c) most fertile as
5. The man is .... than the boy  
a) as tall as b) tallest c) **taller**
6. This mango is ..... that mango.  
a) **as sweet as** b) sweeter c) sweetest
7. No other boy is ... Babu.  
a) most smart as b) more smart as c. **so smart as**
8. The ream cake is ... the plain cake.  
a) **as expensive as** b) not expensive than c) most expensive of
9. No other boy in the class is ... Krishna.  
a) most naughty as b) more naughty than c) **as naughty as**

10. No other girl in the class is ...Kamala.

- a) most clever as b) more cleverer as c) as clever as

11. Very few boys in the class are ...Shyam

- a) intelligencer than b) as intelligent as c) more intelligent than

12. The Nile is ....river in the world

- a) the longest b) one of the longest c) longer than any other

13. Ravi is more capable... boys.

- a) than any other b) as the c. than most other

14. No other metal is ... Platinum.

- a) the heaviest b) so heavy as c) heavier than

15. Raman is ..... girls in this group

- a) one of the tallest b) as tall as c. the tallest

## 27. Articles (a, an, the)

(a, an, the அகியவையே Articles ஆகும்).

The article are **a, an, the**.

'a' - ஒரு

('a' & 'an' – Indefinite article.

'an' – ஓர்

'the' – definite article.)

'the' – அந்த

**Articles:**

- ❖ \_\_\_\_\_ க்கு பிறகு a, e, i, o, u (vowel) (உயிரெழுத்து ஒசை) வந்தால் 'an' போடு
- ❖ \_\_\_\_\_ க்கு பிறகு (Consonant) (மெய்யெழுத்து ஒசை) வந்தால் 'a' போடு
- ❖ \_\_\_\_\_ க்கு பிறகு 'est' வந்தால் (Superlative) வந்தால் 'the' போடு.
- ❖ \_\_\_\_\_ க்கு பிறகு புத்தகங்கள், மலைச்சிகரங்கள், கடல்கள், ஆறுகள், இடங்கள், மதங்கள், இனங்கள், பெயர் வந்தால் 'the'
- ❖ \_\_\_\_\_ க்கு பிறகு 's' வந்தால் (plural) 'the' போடு.

விதிமுறைகள்

1. 'a' & 'an' – before singular, countable nouns

(ஒருமை மற்றும் எண்ணக்கூடிய பொருட்களுக்கு முன்னால் மட்டும்)

Ex. An apple, a pencil ('a milk தவறு)

2. 'a' & 'an' – for the first time. (முதல்முறை)

'the' – for repeated noun. (2,3 -ம் முறை)

Ex. I saw a man and his son. The man was blind

3. 'a' – before consonant sound (மெய்யொலிக்கு முன்)

Ex. A pencil, a one rupee note, a unit (ஒலிக்குறியீடு - /ju:nit/)

(வன் ரூபி நோட், யூனிட் - /ju:nit/ மெய்யொலிகள்தான்)

4. 'an' – before **vowel** sound. (உயிர் ஒலிக்கு முன்)

Ex. An apple, an umbrella, an hour, an MLA, an MP

| usage        | exception        | usage      | exception     |
|--------------|------------------|------------|---------------|
| an airplane  | an hour ago      | a Japanese | a university  |
| an eagle     | an honest man    | a hangar   | a European    |
| an ice cream | an hour          | a nest     | a one-way     |
| an orange    | an MLA           | a feather  | street        |
| an urn       | an MP / an X ray | a chef     | a one o'clock |

(அம்ரல்லா, ஆர், எம்எல்ஏ, எம்பி – ஆகியவை உயிர் ஒலியில் தொடங்குகிறது)

'the' – before a **particular, repeated** nouns and **general group (common noun)**

(குறிப்பிட்ட அல்லது திரும்ப வரும் பெயர்கள் மற்றும் பொதுப் பொயர்கள்)

Ex. The school, the poor, the rich

5. 'the' – for **only one of its kind** (உலகில் ஒன்றே ஒன்று)

Ex. The sun, the Tajmahal.

6. 'the' – superlative degree

Ex. The layer, the tallest boy.

**Model Question Exercise:** Use a suitable article and fill in the blanks.

He is ..... MLA a) an b) a c) the **Ans:** an

**Model Question Exercise:** Choose the appropriate article to complete

The bus came ..... Hour late. a) an b) a c) the **Ans:** an

**Examples: -1**

An apple is a healthy fruit.

Two cats have drunk a bowl of milk.

My father has many cars.

**Examples: -2**

Use a suitable article and fill in the blanks.

1. The fort was surrounded by -----enemy soldiers.

a. an b. the c. a

2. He holds -----M.A. degree in History.

a) the b) an c) a

3. This is ...book that I had been looking for in all the book shops

a) an b) a c) the

4. Raj is playing ..... piano now.

a) the b) a c) an

5. Tiger is -----national animal of India

- a.an b. a c. the
6. Every child jumps with joy at the sight of .....Elephant.  
a) a b) an c) the
7. Kumar is ..... Indian.  
a) an b) the c) a
8. I tried out .....experiment.  
a) an b) the c) a
9. Siva gave .....one rupee coin to the blind beggar.  
a) a b) an c) the
10. Karthik is ...famous percussionist.  
a) an b) a c) the
11. "What ..... amazing model" whispered Hughie.  
a) a b) an c) the
12. I went to .....airport to catch a flight to Mumbai.  
a) a b) an c) the
13. She has returned home for ..... moment's rest.  
a) an b) a c) the
14. I have brought you a collection of -----award winning books of this year  
a) a b) an c) the
15. This is ....book that I wanted to read  
a) a b) the c) the
16. He holds .....M.A. Degree in history.  
a) the b) an c) a
17. This is not .... Easiest way to do it.  
a) the b) an c) a
18. The Ganges is ..... important holy river for the Hindus  
a) the b) an c) a
19. The mobile phone is....utility item.  
a) the b) an c) a
20. Give me -----second to get ready  
a.a b) an c) the

**Examples: -3****Choose the Correct Determiner**

- Could you bring me \_\_\_\_\_ tools I left in the garden? (this, **those**, these)
- \_\_\_\_\_ Earth revolves around the sun. (**the**, a, an)
- I found \_\_\_\_\_ one rupee coin in the playground while playing. (**a**, an, the)
- There aren't \_\_\_\_\_ students in the library. (much, **many**, a lot)
- It was \_\_\_\_\_ unforgettable experience. (a, **an**, the)
- I haven't got \_\_\_\_\_ pictures in my bedroom. (some, **any**, many)
- He said that he wanted to become \_\_\_\_\_ engineer. (a, **an**, the)
- Kokila gave a pen to \_\_\_\_\_ child in the classroom on her birthday. (any, all, **each**)
- I've got to solve \_\_\_\_\_ math problems before I go to sleep. (**all**, some, any)

10. India is \_\_\_\_\_ largest democracy in the world. (a, an, **the**)
11. My father doesn't drink \_\_\_\_\_ coffee. (**much**, many, a lot)
12. I always keep \_\_\_\_\_ money in my wallet for emergencies. (any, every, **some**)
13. This year we are celebrating my sister's \_\_\_\_\_ birthday. (a, two, **second**)
14. I have \_\_\_\_\_ pencils with me. (a, **three**, third)
15. 'What is that noise?' I think it is \_\_\_\_\_ airplane. (a, an, **the**)

## 28. Error Spotting

### Easy Tips:

1. ...est ல் முடியும் adjective வார்த்தைகளுக்கு முன்னால் the சேர்த்து எழுதுக.
2. Plural noun-க்குப் பிறகு is / was வந்தால் அதனை are / were என மாற்றுக.
3. Singular noun-க்குப் பிறகு are / were வந்தால் அதனை is / was என மாற்றுக.
4. Vowel sound (a, e, i, o, u) க்கு முன்னால் a வந்தால் an என மாற்றுக.
5. Honest man, hour, MLA, MP போன்றவை Vowel sound ல் தொடங்குவதால் அதற்கு முன் an போட வேண்டும்.
6. Consonant sound-க்கு முன்னால் an வந்தால் a என மாற்றுக.
7. European, University, Union, one rupee போன்றவை Consonant sound ல் தொடங்குவதால் அதற்கு முன்னால் a போட வேண்டும்.
8. 3rd person noun வந்து பிறகு Present verb வந்தால் அதனுடன் s சேர்க்க வேண்டும்.
9. 3rd person noun தவிர பிறகு I, we, you, they அல்லது plural nouns வந்து பிறகு Present verb வந்தால் அதனுடன் s சேர்க்கக் கூடாது. அவ்வாறு சேர்ந்திருந்தால் s ஐ எடுத்து விடுக.
10. Prefer, elder, senior, junior என்ற வார்த்தைகளுக்குப் பின் 'than' வந்தால் அதை எடுத்துவிட்டு to போடவேண்டும்.
11. 'one of the அல்லது one of these அல்லது each of the வந்தால் அதற்குப் பின் உள்ள வார்த்தையுடன் s சேர்த்து plural-ஆக எழுதுக.
12. One of the அல்லது one of these அல்லது each of the வந்து அதற்குப் பின்னால் உள்ள வார்த்தையுடன் s சேர்த்து வந்து அதற்குப் பிறகு are வந்தால் is எனவும் were-வந்தால் was-எனவும் மாற்றி எழுதுக.

### Spot the errors and correct them.

1. (a). Chennai is one of the hottest city in Tamil Nadu.
- (b) A lot of questions has been omitted.
- (c) I am absent yesterday.
- (d) As the child fell down so it started crying.
- (e) Neither Ram nor his friends knows the answer.

### Answers:

- a) Chennai is one of the hottest cities in Tamil Nadu.
- b) A lot of questions have been omitted.
- c) I was absent yesterday.

- d) As the child fell down, it started crying.  
e) Neither Ram nor his friends know the answer.

2. a) He has grey hairs.  
b) I prefer mangoes than grapes.  
c) Chennai is one of the hottest city in Tamil Nadu.  
d) The deer runs fastly.  
e) We discussed about the water problem at the meeting

**Answers:**

- a) He has grey hair.  
b) I prefer mangoes to grapes.  
c) Chennai is one of the hottest cities in Tamil Nadu.  
d) The deer run fast.  
e) We discussed the water problem at the meeting.

3. a) He is one of the cleverest student in the class.  
b) An university student has been injured in the accident.  
c) I have two sister-in-laws.  
d) The sceneries was enchanting  
e) Neither his parents nor Suresh know the truth.

**Answers:**

- a) He is one of the cleverest students in the class.  
b) A university student has been injured in the accident.  
c) I have two sisters-in-law.  
d) The scenery was enchanting.  
e) Neither his parents nor Suresh knows the truth.

4. a) The cat drink milk.  
b) Despite of his riches, he is unhappy.  
c) I told him I can come.  
d) Arun is senior than Varun.  
e) We met an European yesterday

**Answers:**

- a) The cat drinks milk.  
b) In spite of his riches, he is unhappy.  
c) I told him that I could come.  
d) Arun is senior to Varun.  
e) We met a European yesterday.

5. a) Renu prefers coffee than tea.  
b) I am working here since 2000.  
c) One of the boy is tall.  
d) Ramesh went to abroad.  
e) Mala is a M. A. in English.

**Answers:**

- a) Renu prefers coffee to tea.  
b) I have been working here since 2000.  
c) One of the boys is tall.  
d) Ramesh went abroad.  
e) Mala is an M.A. in English.

6. a) Their marriage took place on April.  
b) Meena as well as her friends practice hard.  
c) Banu has a M.A. in political Science.

- d) Neither the money or the jewels were recovered.
- e) One of his paintings was selected for the show.

**Answers:**

- a) Their marriage took place in April.
- b) Meena as well as her friends practised hard.
- c) Banu has an M.A. in political Science.
- d) Neither the money nor the jewels were recovered.
- e) One of his paintings was selected for the show.

- 7. a) The jailor let Messiaen compose music in the prison.
- b) Mohan's hand writing is good than that of Siva.
- c) An iPod is costlier than a cellphone.
- d) You are the most brilliant girl in the class.
- e) I don't agree with you.

**Answers:**

- a) The jailor let Messiaen compose music in the prison.
- b) Mohan's hand writing is better than that of Siva.
- c) An iPod is costlier than a cellphone.
- d) You are the most brilliant girl in the class.
- e) I don't agree with you.

- 8. a) I met an European.
- b) Geetha's father is a M.L.A.
- c) They are going to Himalayas.
- d) Ragu prefers milk than tea.
- e) A bunch of keys were found in my car.

**Answers:**

- a) I met a European
- b) Geetha's father is an M.L.A.
- c) They are going to the Himalayas.
- d) Ragu prefers milk to tea.
- e) A bunch of keys was found in my car.

- 9. a) One of the boys looks happy.
- b) We bought office furniture.
- c) My father is an honest man.
- d) Mathematics are my favourite subject.
- e) Ramu wanted a one rupee coin.

**Answers:**

- a) One of the boys looks happy.
- b) We bought office furniture.
- c) My father is an honest man.
- d) Mathematics is my favourite subject.
- e) Ramu wanted a one rupee coin.

## 29. Punctuation

Punctuation means using stops in writing. Punctuation என்பது எழுதும்போது நிறுத்தக் குறியீடுகள் ஆகும். The main punctuation marks are :

- ☞ Full stop (.) (புள்ளி)
- ☞ Comma (,) (காற்புள்ளி)
- ☞ Semicolon (;) (அரைப்புள்ளி)
- ☞ Colon (:) (முக்காற்புள்ளி)

- ☞ Question Mark (?) (கேள்விக்குறி)
- ☞ Exclamatory Mark (!) (ஆச்சர்யக் குறி)
- ☞ Quotation Marks (“ ”) (மேற்கோள் குறி)
- ☞ Dash ( \_ ) (hyphen) (கிடைக்கோடு)
- ☞ Capital Letter (பெரிய எழுத்து)

### Usage of Punctuation Marks :

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (.) Full stop<br>முற்றுப்புள்ளி        | at the end of a statement/Imperative Sentence/Exclamatory Sentence with joy/sorrow மேற்சொன்ன வாக்கியங்களின் கடைசியில் புள்ளி வைக்கவும்.<br><b>eg.:</b> The moon is full.<br>Go there.<br>Hurrah! he's dead.                                                                                                                                                                                                   |
| (,) Comma<br>காற்புள்ளி                | after a phrase/ clause/ calling word/ each item in a list.<br>(சொற்றொடர், வாக்கியப்பகுதி, அழைப்புச் சொல், பட்டியலில் ஒவ்வொரு பொருளின் பெயருக்கு அடுத்து)<br><b>eg.:</b> Being tired, we took rest.<br>Phrase (சொற்றொடர்)<br>Friends, come here.<br>calling word (கூப்பிடும் சொல்)<br>I bought a book, a pen, a rose and a pencil.<br>பட்டியல்<br>When he saw me, he talked to me.<br>clause (வாக்கியப் பகுதி) |
| (;) Semicolon<br>அரைப்புள்ளி           | After an idea partly over. (பகுதி முடிவு பெற்ற கருத்தை அடுத்து)<br><b>eg. :</b> The cloth is made of cotton; it is nice.                                                                                                                                                                                                                                                                                      |
| (:) Colon<br>மூக்காற்புள்ளி            | at the beginning of a list. (ஒரு பட்டியலின் துவக்கத்தில்)<br><b>eg.:</b> There are 4 kinds of sentences. They are:<br>1) Assertive sentence,<br>2) Interrogative sentence,<br>3) Imperative sentence<br>4) Exclamatory sentence                                                                                                                                                                               |
| (?) Question Mark<br>கேள்விக்குறி      | At the end of a question sentence. ஒரு வாக்கியத்தின் முடிவில்<br><b>eg.:</b> Why are you thoughtful?<br>Are you alright?                                                                                                                                                                                                                                                                                      |
| (!) Exclamatory Mark<br>ஆச்சர்யக் குறி | after an interjection/Exclamatory வியப்பு, வார்த்தை, வியப்பு வாக்கிய முடிவில் Sentence (surprise)<br><b>eg.:</b> Alas! he's dead. Hurrah! We've won.<br>Wow! You look nice. What a lovely flower!                                                                                                                                                                                                             |

|                                        |                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (“ ”) Quotation Marks<br>மேற்கோள் குறி | at the beginning and end of a speaker's own words, மேற்கோள்குறி<br><b>eg:</b> Keats says, “A thing of beauty is a joy for ever.”<br>The Bible says, “Love thy neighbour.”                                                                                                                                                                                          |
| ( - ) Dash<br>கிடைக்கோடு               | after a part of a sentence to explain it. ஒரு வாக்கியப் பகுதியை விளக்க அதை அடுத்து<br><b>eg:</b> I need leave for 3 days – 1.11.'20, 2.11.'20 and 3.11.'20<br>Abdul Kalam – the former President comes here.                                                                                                                                                       |
| (-) Hyphen<br>சிறுகிடைக்கோடு           | in compound words. கூட்டு வார்த்தைகளில்<br><b>eg.:</b> father - in- law, passer-by, mother-in-law                                                                                                                                                                                                                                                                  |
| ( ' ) Apostrophe                       | with short forms/ possessive adjectives வார்த்தைச் சுருக்கங்கள்<br><b>eg.:</b> I've done it. Prem's father is noble.                                                                                                                                                                                                                                               |
| Capital Letter<br>பெரிய எழுத்து        | at the beginning of a sentence/ proper noun/ God/ God's names/ God related pronouns.(வாக்கியத் துவக்கம், குறிப்புப் பெயர்ச்சொல், கடவுள், கடவுள் தொடர்பான பிரதி பெயர்ச்சொல் ஆகியவற்றின் முதல் எழுத்து)<br><b>eg. :</b> Today is a holiday.<br>Gandhi was honest.<br>God is invisible.<br>Lord Muruga is Lord Siva's son.<br>God is great and so we must praise Him. |

#### எளிய முறை:

1. முதல் எழுத்தை பெரிய எழுத்தாக்கு மற்றும் பெயர்கள் வந்தால் பெரிய எழுத்தாக்க வேண்டும்.

2. வாக்கியத்தில் தனியாக வந்தால் பெரிய எழுத்தாக்க வேண்டும்.

3. நேர்க்குற்று வாக்கியம் (Direct speech) வந்தால் கீழ்க்கண்டவாறு அமைக்க வேண்டும்.

He said, “....” Ravi asked, “....”

He said to me, “....” Ravi asked to him, “....”

நேர்க்குற்று வாக்கியத்தில் வரவில்லையென்றால் மேலே முதல் வரியில் உள்ளவாறும் வந்தால் இரண்டாவது வரியில் உள்ளவாறும் எழுத வேண்டும்.

4. உணர்ச்சிகளைத் தெரிவிக்கும் வாக்கியங்கள், வார்த்தைகள் வந்தால் அதன் இறுதியில் வியப்புக்குறி இட வேண்டும். (Oh!Ah!Hurrah!Alas!)

5. கேள்வி வாக்கியங்கள் வந்தால் அதன் இறுதியில் கேள்விக்குறி (?) போட வேண்டும்.

6. வாக்கியத்தின் கடைசியில் முற்றுப்புள்ளி இட வேண்டும்.

## 30.Modal

| Modals                     | Semi/Quasi Modals |
|----------------------------|-------------------|
| will, would, shall, should | Need, dare        |
| can, could, may, might     | ought to, used to |
| must                       |                   |

☞ Modal auxiliaries கொண்டு தேர்வில் கொடுக்கப்படும் வாக்கியத்தின் கோடிட்ட இடத்தை நிரப்ப வேண்டும்.

☞ கேள்வியில் modal verb விடையாக எழுதச் சொல்லி இருக்கிறார்களா அல்லது semi modal verb விடையாக எழுதச் சொல்லி இருக்கிறார்களா என்பதைக் கவனிக்கவும்.

☞ கீழே கொடுக்கப்பட்டுள்ள Modal Verb - 9 வார்த்தைகள் Semi Modal Verb - 4 வார்த்தைகளையும் அவற்றின் பயன்பாட்டையும் நன்கு புரிந்து கொண்டு விடையளிக்கவும்.

☞ உணர்வுகளை (Mood I) வெளிப்படுத்த உதவும் வினைச்சொற்களே Modal auxiliary verbs ஆகும்.

☞ இவை செயல்களையோ (Action word ஆகவோ காலத்தையோ (Tenseஐக் காட்டவோ) குறிப்பிடப் பயன்படாது.

☞ 'If' clause வாக்கியங்கள் கொடுத்திருந்தால் Type-1க்கு will, Type-2,3 க்கு would போடவும்.

☞ கோடிட்ட இடத்திற்குப் பின் 'like' 'you please' என்ற வார்த்தைகள் வந்திருந்தால் would போடவும்.

☞ Sentence-ல் dashற்குப் பின் not இருப்பின் need எழுதவும்.

You need not read every chapter.

You need not feel sorry for what you have done.

Sentence-ல் when or during இருப்பின் used to எழுதவும்.

He used to play foot ball in his college days.

He used to wake up at 5 O' clock in the morning when he was young.

☞ Sentence-ல் how இருப்பின் dare எழுதவும்.

How dare you ask me such a question?

☞ ought to – (moral obligation - கடமையைக் குறிக்கும்)

☞ மேலே குறிப்பிட்ட மூன்று (dare, need, used to) clue இல்லையெனில் 'ought to' எழுதவும்.

| Functions of Modal verbs : |              |                         |                                        |
|----------------------------|--------------|-------------------------|----------------------------------------|
|                            | Modal        | Function                | Usage                                  |
| 1.                         | <b>can</b>   | ability                 | He can speak French.                   |
|                            |              | permission              | You can go now.                        |
|                            |              | request                 | Can I get some coffee ?                |
| 2.                         | <b>could</b> | ability in the past     | He could take the matter easily.       |
|                            |              | formal polite request   | Could I leave now ?                    |
|                            |              | possibility             | We could catch the train if we hurried |
| 3.                         | <b>shall</b> | to express future tense | I shall leave for Delhi next week      |
|                            |              | suggestion              | Shall we have coffee now ?             |

|    |               |                                                                                       |                                                           |
|----|---------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------|
|    |               | command                                                                               | Though shall not steal.                                   |
|    |               | promise                                                                               | You shall have a holiday tomorrow                         |
|    |               | threat                                                                                | You shall be punished for the offence                     |
|    |               | determination                                                                         | You shall obey me.                                        |
| 4. | <b>should</b> | duty or obligation                                                                    | We should obey our elders                                 |
|    |               | supposition or possibility                                                            | Should I be selected , I shall be-worthy of the job.      |
|    |               | likelihood                                                                            | I should be able to complete this book today itself.      |
|    |               | purpose                                                                               | Walk fast, lest you should miss the train.                |
| 5. | <b>will</b>   | to express the simple                                                                 | Radhika will come from Chennai.                           |
|    |               | future tense<br>with the tomorrow.<br>second and third person<br>(you, he, she, they) |                                                           |
|    |               | determination                                                                         | I will never do it.                                       |
|    |               | Invitation                                                                            | Will you come to my birthday party tomorrow ?             |
|    |               | promise                                                                               | I will do anything for Kamal.                             |
|    |               | request                                                                               | Will you close the door?                                  |
|    |               | command                                                                               | You will attend the conference tomorrow.                  |
|    |               | assumption                                                                            | She will have reached her house by now.                   |
| 6. | <b>would</b>  | willingness                                                                           | I would get you water from the pot.                       |
|    |               | habitual action in the<br>past                                                        | I would go to Tirupathi every May.                        |
|    |               | wish                                                                                  | Would that I were the president ?                         |
|    |               | request                                                                               | Would you please lend me you camera ?                     |
|    |               | preference                                                                            | He would rather starve than beg.                          |
|    |               | improbable condition                                                                  | If I were a bird I would fly.                             |
|    |               | impossible condition                                                                  | If he had walked fast he would not have missed the train. |

|    |              |                      |                                                |
|----|--------------|----------------------|------------------------------------------------|
| 7. | <b>May</b>   | permission           | May, I come in?                                |
|    |              | possibility          | It May train today.                            |
|    |              | wish                 | May God bless you !                            |
|    |              | purpose              | We eat so that we may live.                    |
| 8. | <b>might</b> | possibility          | She might come tomorrow.                       |
|    |              | probability          | It might train tonight                         |
|    |              | purpose              | He ran fast so that he might catch the bus.    |
|    |              | wish                 | I pray that he might recover.                  |
|    |              | request              | Might I use your pen ?                         |
|    |              | suggestion           | You might consult your lawyer.                 |
| 9. | <b>must</b>  | obligation or duty   | We must obey the elders.                       |
|    |              | probability          | Latha must be very rich                        |
|    |              | necessity            | We must enact laws to put an end to terrorism. |
|    |              | strong determination | I must have my own solution in the matter.     |
|    |              | prohibition          | You must not turn back while writing. the      |

## Examples;-1

Fill in the blanks with modal auxiliaries.

- The candidates should answer five out of ten questions.
- How dare you open my bag?
- Tajudeen can finish this work by Monday.
- May I go to school today?
- I wish you would tell me the truth
- Poonam could not catch the bus yesterday.
- People who live in glass houses should not throw stones.
- You need not go to the market as I have brought vegetables.
- Would you have taken all this trouble?
- You must be joking.
- I tried to climb up the tree, but could not.
- Hima Das ran so fast that she could win the medal.
- You can lead a horse to water, but you can't make it drink.
- I wouldn't like to have a cup of coffee.
- My grandfather used to visit this temple when he was young.

## Examples:-2

**Complete the following sentences with modals using the clues given.**

- You should help the needy. (moral obligation)
- If I were you, I would not behave like that. (conditional sentence)
- I will never tell a lie. (determination)
- My uncle might have reached by now. (possibility)
- The patient is critical. He must be taken to the hospital. (compulsion)
- I used to play hockey when I was a student. (past habit)
- You must not attend my class. (order)
- He might come today. (remote possibility)
- You ought to follow the traffic rules. (regulation)
- He will play the match. (willingness)
- You should not waste time on it. (necessity)
- Had the doctor come in time, he would have saved the patient. (probability)

## Examples:-3

**Fill in the blanks with modal verbs:**

- How ..... you oppose the leader.**
  - dare
  - ought
  - need
  - used
- You ..... not read every chapter.**
  - dare
  - ought
  - need
  - used
- He ..... play foot ball in his college days.**
  - dare
  - ought
  - need
  - used
- .....I close the door?**
  - Might
  - ought to
  - can
  - shall
- Children.....obey their parents.**
  - Might
  - ought to
  - should
  - shall
- .....God bless you!**
  - Might
  - may
  - can
  - shall
- India ..... win the finals.**
  - should
  - may
  - might
  - can
- You ..... keep the vegetables in the fridge.**
  - must
  - can
  - shall
  - might
- You ..... do it if you tried hard.**
  - can
  - will
  - would
  - should
- I ..... meet you at 10 A. M.**
  - shall
  - will
  - can
  - could

## Keys

|      |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|-------|
| 1. a | 2. c | 3. d | 4. c | 5. c | 6. b | 7. a | 8. a | 9. c | 10. a |
|------|------|------|------|------|------|------|------|------|-------|

## 31.Sentence pattern

**Subject (S):** (வாக்கியத்தில் நடைபெறும் செயலை செய்பவர்)

கொடுக்கப்பட்ட வாக்கியம் ஏதேனும் நபர், பொருள் அல்லது இடம் தொடர்புடையதாக கூறப்பட்டிருக்கும். அதுவே அந்த வாக்கியத்தின் Subject (S) பகுதி ஆகும்.

பொதுவாக ஒரு வாக்கியத்தின் முதலில் வருவது Subject (S) (எல்லா வாக்கியத்திலும் அல்ல) வாக்கியத்தின் Verb (V) ஐ கண்டுபிடித்து அதற்கு முன் who / what / which- ஐ சேர்த்து கேட்டால் விடையாகக் கிடைப்பது Subject ஆகும்.

**Ex:** Kaviya is playing football now. Who are playing? → **Kaviya**

My mother is building a house. Who is building? → **My mother**

He approached the bank manager for a loan. Who approached? → **He**

English grammar was taught by Kaviya kumar. What was taught? → **English grammar**

Dharmapuri is the hottest city. Which is → **Dharmapuri**

The wheels on the bus are red in colour. Which are → **The wheels on the bus**

**குறிப்பு:** வாக்கியத்தின் தொடக்கத்தில் Gerund (verb+ing), Infinitive (to + present verb) வந்தால் அதனை Subject (S) எனக் குறிக்கவும். **எ.கா.** Walking is a good habit. To err is human

**Verb (V):** (Subject செய்யும் செயல்)

ஒரு வாக்கியத்தின் மிக முக்கியமான பகுதி Verb ஆகும். Verb இல்லாத வாக்கியமே இல்லை. கொடுக்கப்பட்ட வாக்கியத்தில் உள்ள Subject என்ன வேலை / செயல் செய்தது என்பதே அந்த வாக்கியத்தின் Verb (V) பகுதி ஆகும். Verb- க்கு action word / doing word என்ற பெயர்களும் உண்டு.

**Ex:** He sings a song. Verb – **sings**

Managa wrote a letter. Verb – **wrote**

They will play the match next week. Verb – **will play**

The students are playing football now. Verb – **are playing**

All girls will be sleeping tomorrow this time Verb – **will be sleeping**

I have done the home work, Verb – **have done**

Chennai is the hottest city. Verb – **is**

The wheels on the bus are red in colour. Verb – **are**

(மேற்கண்ட இரு வாக்கியங்களிலும் இருக்கிறது - என்ற செயல் பற்றி கூறப்பட்டுள்ளது)

**Object (O):** (செய்யப்படும் பொருள்)

கொடுக்கப்பட்ட வாக்கியத்தில் Verb (V) ஐ கண்டுபிடித்து அதோடு what / whom-ஐ சேர்த்து கேட்டால் விடையாகக் கிடைப்பது Object ஆகும்.

**Ex:** The students are playing football now. Playing what? → **football**

I write a story. Write what? → **a story**

She sings a song. Sings what? → **a song**

The students met the headmaster. Met whom? → **The headmaster**

**Direct Object (DO) & Indirect Object (IO)-** கொடுக்கப்பட்ட வாக்கியத்தில் இரண்டு Object வரும்போது ஒன்று Direct Object மற்றொன்று Indirect Object ஆகும். வாக்கியத்தின் Verb (V) உடன் What-ஐ சேர்த்துக் கேட்டால் வருவது Direct Object.

Whom-ஐ சேர்த்துக் கேட்டால் வருவது Indirect Object

**Ex:** She gave me a pen. Gave what? → **a pen (Direct Object)**

Gave whom? → **me (Indirect Object)**

2, Our teacher teaches us English grammar. Teaches what? → **English grammar (DO)**

Teaches whom? → us (IO)

3. Ragu offered the strangers food. Offered what? → **food (DO)**

Offered whom? → **the strangers (IO)**

4. Please bring me some water. Bring what? → **some water (DO)**

Bring whom? → **me (IO)**

5. She gave the important questions to Ravi. Gave what? → **the important questions. (DO)**

Gave whom? → **to Ravi (IO)**

6. Leave your brother some coffee in the flask. Leave what? → **some coffee (DO)**

Leave whom? → **your brother (IO)**

**Complement (C):** (வாக்கியத்தை நிறைவு செய்வது)

கொடுக்கப்பட்ட வாக்கியத்தின் பொருளை நிறைவு செய்வதற்கு Subject (S) மற்றும் Verb (V) ஐத் தொடர்ந்து வரும் வார்த்தைகளே **Complement (C)**. The word complement comes from the word 'complete'. It is used to complete the sentence.

My mother is. This is in SV pattern. But it is not complete one.

My mother is **a teacher**. Here '**a teacher**' comes to complete the sentence.

And also '**My mother = a teacher**' So '**a teacher**' is a complement.

**Subject Complement (C):**

**am, is, was, are, were, become, look, feel, grow, seem, taste, smell, appear, begin, behave, remain** போன்றவை main verb ஆக வந்தால் அதனைத் தொடர்ந்து வரும் வார்த்தைகள் பொதுவாக Subject-ஐ சற்று விளக்கிச் சொல்வதால் அவற்றை Subject Complement (C) – என அழைக்கலாம். பொதுவாக President, Prime Minister போன்ற பதவிகள் doctor, teacher போன்ற பணிகள் Complement ஆகும்.

**Ex:** 1. Chennai is **the hottest city**. Chennai = **the hottest city** (complement)

2. My mother became **HM**. My mother = **HM** (complement=noun)

3. My mother became **weak**. My mother = **weak** (complement=Adj)

4. Milk tastes **sweet**. Milk = **sweet** (complement=Adj)

5. The students remained **silent**. The students = **silent** (complement)

6. The wheels on the bus are **red in colour**. The wheels on the bus = **red in colour**

7. My friend is **an idiot**. My friend = **an idiot** (complement)

(Although the meaning of 'idiot' is not a compliment/praise)

Complement ஒரு வாக்கியத்தின் அர்த்தத்தை நிறைவு செய்யும் பகுதி என்பதையும் மனதில் கொள்ள வேண்டும். ( I / am / here – S V C; He / is / in my room – S V C )

**Object Complement (C):**

**make, name, call, think, elect, find, prove, choose, appoint, consider, keep, prove, struck, paint, declare, approve** போன்ற Main Verb வந்து அதனைத் தொடர்ந்து Object வந்தால் அவற்றைத் தொடர்ந்து வரும் வார்த்தைகள் Object-ஐ சற்று விளக்கிச் சொல்வதால் அவற்றை Object Complement (C) – என அழைக்கலாம்.

**Ex:** 1. We called him **Hitler**. him = **Hitler**

**Listening and reading** are the related receptive skills.

**Primary education** is the most important stage of developing the child.

## **2-Types of Writing**

1.Traditional Types of Writing

eg Paragraph, Essay, Letter Reports

2.Non Traditional Types of Writing

e.g Dairies, Form filling. Information Transfer

## **Writing deals with**

- ❖ mechanics
- ❖ physical concepts
- ❖ forms and various approaches
- ❖ and techniques

**Motor skills-** are needed for producing legible writing.

- ❖ Left-to-right orientation.
- ❖ Ability to produce shapes.
- ❖ Knowing and writing the alphabet.
- ❖ Naming while copying and then spelling out loud the words copied.

## **The features of the Roman script used in English.**

- ❖ Writing on the line.
- ❖ Shape and size of letters in the handwritten form.
- ❖ Hand movements.
  - (i) English uses both clockwise and counter-clockwise movements, top to bottom, and bottom to top movements.
  - (ii) There is a conventional way of moving the hand while writing the same
- ❖ Capital letters.
- ❖ Small/lower case letters.
- ❖ Joining letters.

**There are three styles of handwriting:**

- ❖ Printing
- ❖ Simple Cursive

- ❖ Full Cursive
- ❖ Italics

Ornamental writing (Used in the titles of movies , mastheads of newspapers, in ame. degree certificates, etc.),

### **Good hand writing**

A Good Paragraph should have

#### **1. Unity 2. Coherence 3. Organisation**

It requires a host of skills in content, organization (including the conventions of written English)

### **Good writing**

1. Accuracy and appropriacy avoidance of ambiguity.
2. Brevity in expression(ao Ganaa alamn mapm).
3. Clarity, consistency and coherence (logical construction) with cohesion (comprehensive unit).

### **Essay writing:**

An essay is an attempt or a trial in writing a piece of composition.

### **Essays are of different types.**

**Narrative** :(narration of some event-a story, incident, accident, etc.)

**Descriptive** :(description of a place or thing)

**Expository** :(explaining something-scientific theories, literary topics, etc.)

**Imaginative** : (not based on actual experience - 'If I were., A Donkey tells his tale", etc.)

**Argumentative** ; (presenting a case for and against-'Is space travel necessary?").

**Reflective** ; (ideas or thoughts bom out of reflection-philosophical, social topics).

## **Autobiographical/biographical.**

### **Project report ;**

- ❖ **A project report** is a form of written communication produced after an investigation or a survey on a specific topic for a specific purpose.
- ❖ It contains the writer's opinions and recommendation.
- ❖ It is essentially based on facts and findings collected during the survey.

### **Action Research in Education;**

**Report Writing** Report should be accurate and objective .

**Facts should be collected**, checked and verified from authentic and reliable sources.

**Language should be** simple and clear and from a third person point of view using the passive voice.

### **Writing short skits:**

**A skits** is a short funny play or a piece of writing.

It contains

- ❖ a simple theme
- ❖ three or four characters
- ❖ Simple dialogues and costumes
- ❖ setting need not be elaborate.

**Dictation** : Dictation is an activity to coordinate the listening skill with the writing skill.

### **Study skills:**

Skimming, Scanning, Note making, Note taking, Summarising, Referencing(Using a Library) are known as study skills.

### **Thesaurus:**

A thesaurus is used to find out synonyms (words with the same/similar meaning) and Antonyms (opposites).

## 2. TEACHING METHODS

### Methods in English Language Teaching

- ❖ The Grammar- Translation Method
- ❖ The Direct Method
- ❖ The Bilingual Method
- ❖ The S- O-S Method

### Current trends in English Language Teaching

- i) Communicative Language Teaching (CLT)
- ii) Activity Based Learning (ABL)
- iii) Active Learning Method (ALM)

### **Methods in English Language Teaching**

#### **a) Grammar Translation Method**

- (i) It approaches the language first through detailed analysis of its grammar rules.
- (ii) Grammar is taught inductively

#### **b) The direct method**

- (i) The theory underlying this approach is behaviourist habit – formation.
- (ii) "Speech habits are cultivated by imitative drill"
- (iii) "It teaches grammar inductively".

#### **c) The Bilingual Method.**

- ❖ This method was developed by Dr. CJ Dadson.
- ❖ The method makes use of two languages – the mother tongue and the target language.
- ❖ This can be considered a combination of the Direct Method and the Grammar - Translation Method.

#### **d) The S-O-S Approach / Method**

(The structural - oral – situational approach)

**An eclectic approach** evolved through the combination of certain aspects of the Direct Method, the Oral approach and Audio lingualism came to be known SOS (Structural - Oral – Situational Approach) in India.

## **current trends in english language teaching**

### **1. Communicative Language Teaching (CLT).**

The focus was on

- ❖ what the learner needed to understand and express through the target language
- ❖ and not on the accumulation of grammatical items and structures.

### **2. Activity Based Learning (ABL)**

- ❖ Learning through activity
- ❖ Separate logos are assigned for each learning activity
- ❖ Names of vehicles are selected as Logos for English.
- ❖ Same logos are given for the same kind of activities.
- ❖ These logos are distributed in the milestones.
- ❖ The initial milestone in each standard is termed as zero milestone.
- ❖ These zero milestones are for making the children ready for learning- A minimum of 10 days can be spent to complete each milestone in each standard.
- ❖ The zero mile stone in the II Std is to revise what they have learned in their I standard.

### **2. Active Learning Method (ALM)**

- ❖ Strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning.
- ❖ This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing.
- ❖ Students are guided to draw Mind maps about what they learn.

## **Types of Reading in Alm Method**

- ❖ Self Study
- ❖ Pair Study
- ❖ SQ4R (Survey, Question, Read, Recite, Review and Reflect)
- Diagramming with Chalk & Talk.

### **Methods in ELT**

- (i) GTM(Grammar)
- (ii) DM (Direct)
- (iii) BM(Bilingual)
- (iv) SOS (Situational)

### **Current Trend in ELT**

- (i) CLT (Communicative)
- (ii) ABL (Activity Based)
- (iii) ALM (Active Learning)

## **TEACHING PROSE & POETRY**

- ❖ According to Coleridge, "Prose is words in their best order."
- ❖ Teaching prose means teaching reading with comprehension.
- ❖ The main aims of teaching prose are:(i) literary (ii) content
- ❖ To achieve these aims the teaching of prose should be intensive as also extensive .
- ❖ The textbooks prescribed for General English courses at the secondary level are all meant to be read intensively.
- ❖ Non detail lessons are given for extensive reading.

## **POETRY**

- ❖ Prose is for information and poetry is for appreciation.

- ❖ Poetry gives, very briefly, details and facts in a beautiful form.
- ❖ Poetry is highly rhythmic in character.
- ❖ Every poem is surely and invariably a piece of literature.
- ❖ The process of teaching the poem can be in three main stages.

- |                   |                  |
|-------------------|------------------|
| (i) Preparation   | (iii) Discussion |
| (ii) Presentation |                  |

**A poem should contain:**

- ❖ Theme every poem focusses on one idea or message (the theme in the above poem is that of gratefulness to God in times of adversity).
- ❖ Structure -a poem can be built around an object, incident, person, scene or an experience (here it is an experience).
- ❖ Imagery and Symbols - inanimate and animate objects stand for or represent something (here 'eyes ' refer to the sense of

sight, 'ears' to the auditory sense, \*tongue' to the power of speech).

- ❖ Rhyme and Rhythm – this is what lends music to the ears (here the last words in the couplets have rhyming words).

#### **4. TEACHING GRAMMAR & COMPOSITION**

Types of Grammar

1. The formal Grammar
2. The functional Grammar

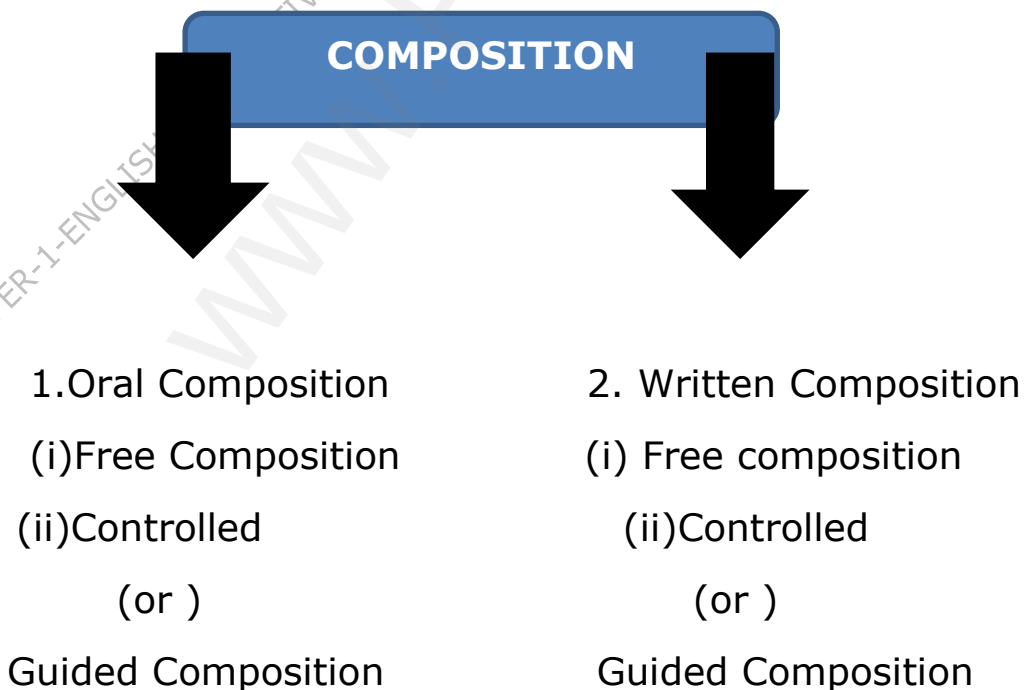
##### **1. Formal Grammar:**

- ❖ Here the grammarians forgot that language is ever changing and ever growing.
- ❖ It is also called Prescriptive Grammar.'
- ❖ Spoken English is largely ignored. Main focus is on corrections.
- ❖ The rules that were applied to English were directly taken from Latin and Greek and imposed on the language.
- ❖ This grammar classifies words into parts of speech and sentences Here reading and writing are the basic skills considered essential.

- ❖ This grammar consists of elaborate rules, definitions and the structure of the language and not their total meaning as a piece of communication.

## **2.Functional Grammar:**

- ❖ It is also called the "Incidental Grammar".
- ❖ It deals with the ability to use the language grammatically ie acceptable form of words, pattern of phrases, sentences, sounds, stress, rhythm, intonation, etc.
- ❖ is the grammar in operation.
- ❖ Here the rules of language are set but change in those rules is allowed.
- ❖ Here the focus is on appropriate utterances rather than on grammatical sentences.
- ❖ Here language learning is the first concern of the learners and knowing the rules and regulations comes next.



# TN TET PAPER-I-

## COMPETITIVE EXAM MATERIALS DETAIL-2023

| Available Subjects | சமசிர் கல்வி புத்தகம்<br>1-ம் முதல் 12-ம் வரை வகுப்பு<br>(Study material) | பயிற்சி வினா<br>விடைகள்<br>MCQ | REVISION<br>TEST<br>MCQ | Number<br>of<br>Booklets | Price        |
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| ENGLISH            | 188 (Pages)                                                               | 133 (Pages)                    | 233 (Pages)             | 1                        | 1 Page X1.75 |
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# போட்டித் தேர்வு

## MATERIALS+ TEST BATCH COURIER

வழியாக வாங்க விரும்பும் நண்பர்கள் கீழே உள்ள கைபேசியை தொடர்புகொள்க

BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
**DIRECTOR OF KAVIYA COACHING CENTER**

# TET-PAPER-I- ENGLISH (Competitive Exam) பேர்ட்டித் தேர்வு STUDY MATERIALS

Choose the correct options and answer the following questions.

1. Chomsky's 'The Logical Structure of Linguistic Theory' was published in the year

(A) 1965

(C) 1962

**(B) 1975**

(D) 1955

2. Following the order of Linguistic Theory, select the correct sequence:

**(A) Competence – Acquisition – Performance**

(B) Acquisition – Competence – Performance

(C) Performance – Acquisition – Competence

(D) Competence – Performance – Acquisition

3. The sub-disciplines of Philosophy are given below. Identify the odd item from the following:

(A) Epigraphy

(C) Logographic

(B) Paleography

**(D) Ideograms**

4. B.F. Skinner's famous theory published in the year 1957 is

(A) Behavioural Theory

**(C) Verbal Theory**

(B) Mentalist Theory

(D) Rational Theory

5. Assertion (I): The term langue and parole has been coined by de Saussure.

Assertion (II): Noam Chomsky's more recent distinction between competence and performance is analogous.

**(A) Both (I) and (II) are true.**

(B) Both (I) and (II) are false.

(C) (I) is true and (II) is false.

(D) (I) is false and (II) is true.

6. A process that re-orders a sequence of segments is called

(A) Assimilation

(B) Dissimilation

(C) Juxtaposition

(D) Metathesis

7. Assertion (I): For second language learners, the situation of learn ability is similar, but not identical.

Assertion (II): In the naturalistic approach, investigators observe and record children's spontaneous utterances occasionally.

(A) Both (I) and (II) are true.

(B) Both (I) and (II) are false.

**(C) (I) is true and (II) is false.**

(D) (I) is false and (II) is true.

8. Chomsky's theory developed the distinction became increasingly artificial is called

(A) Formal universal

(C) Universal Grammar

**(B) Substantive Universal**

(D) Universal Quantifier

9. Match the items from List – I with those in the List – II:

List – I

List – II

(a) Declarative

(i) Request

(b) Imperative

(ii) Question

(c) Interrogative

(iii) Answer

(d) Responsive

(iv) Statement

Codes:

(a) (b) (c) (d)

(A) (i) (ii) (iii) (iv)

(B) (iii) (ii) (i) (iv)

**(C) (iv) (i) (ii) (iii)**

(D) (iv) (ii) (iii) (i)

10. Assertion (I): Polysemy refers to cases where a lexeme has more than one meaning.

Assertion (II): Chip can mean a piece of wood, food or electronic circuit.

(A) (I) is correct and (II) is wrong.

**(B) Both (I) and (II) are wrong.**

(C) (I) is wrong and (II) is correct.

(D) Both (I) and (II) are correct.

11. A central concept that reflects an interim competence that contains elements from both the L1 and L2 grammar is

(A) Intra-language

(C) Intra lingual

**(B) Inter-language**

(D) None of the above

12. Assertion (I): In the continuum of cross linguistic similarity relationships, three distinct types can be discerned; similarity, contrast and zero relations.

Assertion (II): The similarity relation means that an item or pattern in the target language (TL) is perceived as functionally similar to a form in the L1.

Codes:

**(A) Both (I) and (II) are right.**

(B) Both (I) and (II) are wrong.

(C) (I) is right but (II) is wrong.

(D) (II) is right but (I) is wrong.

13. The advertising message "Thanda matlab Coca Cola" is an example of

(A) Weasel claim

(C) Synonymy

**(B) Metonymy**

(D) None of the above

14. Match the items in List – I with those in List – II and choose the correct answer from codes given below:

List – I

List – II

a. Interlingual transfer i. The learner can draw upon the

previous linguistic system

b. Intralingual transfer ii. In order to get the message across, a

learner may manipulate the target language

c. Context of learning iii. Induced error

d. Communicative strategies iv. Intralingual generalisation

Codes:

a b c d

**(A) i iv iii ii**

(B) i ii iii iv

(C) iv iii ii i

(D) iii ii i iv

15. Who is/are the author(s) of the book entitled 'Introducing Applied Linguistics'?

**(A) S. Pit Corder**

(B) S.K. Verma and N. Krishnaswami

(C) Thomas Wilson

(D) None of the above

16. Assertion (I): The concept of modularity is important in psycholinguistics.

Assertion (II): Most people agree that processing can be described in terms of single level of processing.

Codes:

(A) Both (I) and (II) are true.

(B) Both (I) and (II) are false.

**(C) (I) is true but (II) is false.**

(D) (I) is false but (II) is true.

17. Arrange the following four general characteristics of child language learning in the correct order:

(A) Creativity, typicality, similarity and spontaneity

(B) Spontaneity, creativity, typicality and similarity

**(C) Typicality, similarity, spontaneity and creativity**

(D) Similarity, spontaneity, creativity and typicality

18. A special way of talking to children was originally called

(A) Mother-directed speech

(B) Parent-directed speech

(C) Environmental speech

**(D) Motherese**

19. A left hemisphere aneurysm results in a pathological short-term memory span and the disorder is known as

(A) Paraphasia

(B) Dementia

**(C) Deep dysphasia**

(D) Amnesia

20. Match the items given in List – I with the List – II:

List – I

List – II

a. Lichtheim

i. Process Model

b. John Hughlings Jackson

ii. Global Model

c. Pierre Marie and Kurt Goldstein

iii. Hierarchical Model

d. A.R. Luria

iv. Connectionist Model

Codes:

a b c d

(A) ii iv iii i

(B) iv iii i ii

(C) ii iii iv i

**(D) iv i ii iii**

21. The characteristically simplified speech style adopted by someone who spends a lot of time interacting with a young child is called

(A) Empty speech

**(C) Caregiver speech**

(B) Limited speech

(D) Child speech

22. Match the items from given in List – I with the List – II:

List – I

List – II

- |                                                                                   |                                |
|-----------------------------------------------------------------------------------|--------------------------------|
| a. The accurate use of words and structures                                       | i. Strategic competence        |
| b. The ability to use appropriate language                                        | ii. Communicative competence   |
| c. The ability to organize a message effectively                                  | iii. Grammatical competence    |
| d. The general ability to use the language accurately, appropriately and flexible | iv. Sociolinguistic competence |

Codes:

a b c d

**(A) iii iv i ii**

(B) i ii iv iii

(C) ii iii i iv

(D) iv i iii ii

23. Which one of the following pair is not correctly matched:

(A) Deciding what to express – Conceptualization

(B) Determining how to express – Formulation

**(C) Expressing the content – Situation**

(D) Achieving goals – Conversation

24. A given multilingual society is usually an example of more than one of the historical patterns at the same time. Arrange the patterns as it appears.

i. Migration

ii. Federation

iii. Border area multilingualism

iv. Imperialism

Codes:

(A) ii i iv iii

(B) iii iv i ii

**(C) i iv ii iii**

(D) iv i ii iii

25. Assertion (I): Ferguson sees three categories of language development : graphization, standardization and modernization.

Assertion (II): Garvin uses the term intellectualization, which roughly corresponds to Ferguson's modernization

Codes:

(A) Both (I) and (II) are false.      **(B) Both (I) and (II) are true.**

(C) (I) is true but (II) is false.      (D) (I) is false but (II) is true.

26. A criterion used in Linguistics referring to the ability of people to understand each other is

**(A) Mutual intelligibility**      (C) Unintelligibility

(B) Mutation      (D) Semi bilingualism

27. From a historical point of view, the word store of almost any language includes items of those inherited by direct transmission from the original stock. In Indian grammatical tradition these words are known as

**(A) Tatsama**      (C) Deshaj

(B) Tadbhava      (D) None of the above

28. Assertion (I): Borrowing is a term used in comparative and historical linguistics to refer to a linguistic form taken over by one language or dialect from another.

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28. Assertion (I): Borrowing is a term used in comparative and historical linguistics to refer to a linguistic form taken over by one language or dialect from another.

Assertion (II): Borrowed words are not considered as loan words.

Codes:

(A) (I) is false but (II) is true.

(B) Both (I) and (II) are false.

**(C) (I) is true, but (II) is false.**

(D) Both (I) and (II) are true.

29. A line drawn on a map to mark the boundary of an area in which a particular linguistic feature is used is

(A) Isochrony

**(C) Isogloss**

(B) Isomorph

(D) Isolex

30. A linguistic theory that refers to the systematic grammatical variation permitted by the human language faculty is known as

(A) Language variation

(C) Grammatical variation

**(B) Parametric variation**

(D) None of the above

31. The unity of a linguistic sequence or chain defined in terms of relations between its forms is called

(A) Cohesion

(C) Context

**(B) Coherence**

(D) Connotation

32. Assertion (I): Semiotics is the scientific study of the properties of signalling systems whether natural or artificial.

Assertion (II): The term synonymy is used in semantics to refer to a major type of sense relation between lexical items.

Codes:

**(A) Both (I) and (II) are true.**

(B) (I) is true and (II) is false.

(C) (I) is false and (II) is true.

(D) Both (I) and (II) are false.

33. "The tornado annihilated the whole town to the point that nothing was left standing". What does annihilated mean?

(A) Constructed

**(C) Destroyed**

(B) Created

(D) Saved

34. Match the items in List – I with List – II and select the correct answer from the codes given below:

Codes:

List – I

List – II

a. Tagmemics

i. Social interaction

b. Semantics

ii. Noun phrase

c. Pragmatics

iii. K.L. Pike

d. Anaphor iv. Meaning

Codes:

a b c d

**(A) iii iv i ii**

(B) iii i ii iv

(C) ii iv i iii

(D) iv iii i ii

35. If flower is a super ordinate term, what is the term which refers to rose, hibiscus, sunflower etc.

(A) Co-hyponyms of flower

**(B) Hyponyms of flower**

(C) Synonyms of flower

(D) Homonyms of flower

36. D.P. analysis of noun phrases is associated with

**(A) Abney**

(C) Kayne

(B) Chomsky

(D) Stowell

37. Match the items in List – I with the items in List – II and select the correct answer from the codes given below:

List – I

List – II

a. Anaphoric reference

i. Agent

- |                         |              |
|-------------------------|--------------|
| b. Deixis               | ii. Object   |
| c. John                 | iii. Himself |
| d. Grammatical relation | iv. Here     |

Codes:

a b c d

(A) iii i ii iv

**(B) iii iv i ii**

(C) iv iii i ii

(D) i iii ii iv

38. Select the correct order from the codes given below:

- |                       |                    |
|-----------------------|--------------------|
| i. Deep structure     | iii. Phonetic form |
| ii. Surface structure | iv. Transformation |

Codes:

(A) ii iii iv i

(B) iii ii i iv

(C) iv iii i ii

**(D) i iv ii iii**

39. Which ones of the following are ECM verbs?

- |        |          |
|--------|----------|
| i. Say | ii. Want |
|--------|----------|

iii. Try

iv. Expect

Codes:

(A) i and iv

(B) ii and iv

(C) i and iii

**(D) ii and iii**

40. Assertion (I): A verb can assign case only if it assigns an external theta-role.

Assertion (II): Because verb fall assigns external theta-role, it can also assign case.

Codes:

(A) (I) is false but (II) is true.

**(C) (I) is true but (II) is false.**

(B) Both (I) and (II) are false.

(D) Both (I) and (II) are true.

41. Match the following in the List – I with List – II and select the correct answer from the given codes below:

List – I

List – II

a. Acronym

i. UNESCO

- |              |              |
|--------------|--------------|
| b. Coinage   | ii. Intercom |
| c. Circumfix | iii. Dalda   |
| d. Blending  | iv. Embolden |

Codes:

a b c d

(A) ii i iv iii

(B) iii i ii iv

**(C) i iii iv ii**

(D) iv ii iii i

42. A compound word is different from a phrase because

**(A) Some compounds can be without 'head' but phrases can't be without 'head'.**

(B) Phrases can be without 'head' but compounds can't be without 'head'.

(C) Both can be without 'head' in any language.

(D) Both must have 'head' in all languages.

43. A ditransitive verb is a verb that takes

(a) Three arguments (internal & external)

(b) Subject, direct object, indirect object

(c) Subject, instrumental object, ablative object

(d) Subject, direct object and locative objective

Codes:

(A) Only 'c' is correct

(B) Both 'a' and 'b' are correct

**(C) 'A', 'b' and 'd' are correct**

(D) Both 'a' and 'd' are correct

44. Match the items in the List – I with those in List – II and choose the correct answer from the codes given below:

List – I

List – II

a. Deadline

i. Left headed endocentric compound

b. Walking stick

ii. Right headed endocentric compound

c. Boyfriend

iii. Copulative compound

d. Attorney General

iv. Exocentric compound

Codes:

a b c d

(A) i iii iv ii

(B) ii iv i iii

**(C) iv ii iii i**

(D) i iv ii iii

45. Assertion (I): In the articulation of [S] in the English word 'sweet' there is anticipatory co articulation.

Assertion (II): In the articulation of [S] in the English word 'sweet' there is double articulation.

Codes:

(A) (I) is false but (II) is true. (C) Both (I) and (II) are true.

**(B) (I) is true and (II) is false.** (D) Both (I) and (II) are false.

46. Match the items in List – I with those in List – II and choose the correct answer from the codes given below:

List – I

List – II

a. Phoneme

i. Air-stream mechanism

b. Phonation

ii. Complementary distribution

c. Allophone

iii. Voice

d. Implosive

iv. Parallel distribution

Codes:

a b c d

(A) i ii iii iv

(B) iv iii ii i

(C) ii i iii iv

(D) iii iv i ii

47. Acoustic information about the place of articulation of stops and fricatives can be obtained from

(A) Transitions

(B) Dark vertical lines in the upper part of the spectrogram

(C) Dark horizontal bass (D) None of the above

48. Assertion (I): Feeling order is that in which the output of one rule increases the number of items to which the second rule can apply.

Assertion (II): Bleeding order is that in which the output of the first rule decreases the number of items to which the second rule is applicable.

Codes:

(A) (I) is true and (II) is false.

(C) Both (I) and (II) are true.

(B) (I) is false and (II) is true.

(D) Both (I) and (II) are false.

49. Assertion (I): Lexical rules must be structure-preserving and apply first.

Assertion (II): Post-lexical rules are also structure-preserving and apply only later.

Codes:

**(A) (I) is true but (II) is false.** (C) Both (I) and (II) are false.

(B) (I) is false and (II) is true. (D) Both (I) and (II) are true.

50. Assertion (I): Computational linguistics analyses natural languages on the basis of the internet features such as rules and representations of natural languages.

Assertion (II): Computer as a machine can understand the patterns of rules and representations if they are programmed well in computer languages.

Codes:

(A) Both (I) & (II) are false. (C) Only (II) is true, (I) is false.

(B) Only (I) is true, (II) is false. **(D) Both (I) and (II) are true.**

51. Assertion (I): Morphological typology classifies languages of the world on the basis of how much and what kinds of morphemes are used in the languages.

Assertion (II): Despite the best effort and rigorous training morphological typology can't classify languages into water tight compartments.

Codes:

(A) Only (I) is true, (II) is false. (C) Only (II) is true, (I) is false.

(B) Both (I) and (II) are false. **(D) Both (I) and (II) are true.**

52. Computational linguistics does the analysis of natural languages in a sense that

- (A) It processes hard-stuff into human languages.
- (B) It processes information contained into hardware's of the computer.
- (C) It processes information and pattern available in natural languages.**
- (D) None of the above.

53. Machine translation in computational linguistics means that

- (a) Machine will translate one natural language to another by means of computerized system.
- (b) Machine will help human to translate natural languages faster.
- (c) Machine will create new forms of languages by means of translation.
- (d) Machine will need more time and people to do translation.

Codes:

- (A) Only (a) is correct. **(B) Both (a) and (b) are correct.**
- (C) All the above are correct. (D) Both (c) and (d) are correct.

54. Match the items in List – I with those in List – II and choose the correct answer from the codes given below:

List – I

List – II

a. Assembly languages

i. Hindi, Punjabi, Bangla

b. High level languages

ii. Java Script, Python, Perl

c. Scripting languages

iii. C++, FORTRAN, Pascal, COBOL

d. Natural languages

iv. ARM, MIPS, X86

Codes:

a b c d

(A) iii iv ii i

**(B) iv iii ii i**

(C) i ii iv iii

(D) iii i ii iv

55. 'Parser' in computational linguistics means

**(A) a computer program that receives sequential information and breaks it up into non-sequential parts.**

(B) It requires hardware knowledge to make computer program

(C) It transfers hardware from one place to another place

(D) It helps computer engineers to make faster computers.

56. Match the items in List – I with those in List – II and choose the correct answer from the codes given below:

List – I

List – II

a. C.V. Tier

i. Prosodic phonology

b. Foot

ii. Auto-segmental phonology

c. Constraint ranking

iii. Generative phonology

d. Distinctive feature

iv. Optimality theory

Codes:

a b c d

(A) i ii iii iv

**(B) ii i iv iii**

(C) iii iv ii i

(D) iv iii i ii

57. Assertion (I): A phonematic unit is associated with a single position in a linear structure.

Assertion (II): Prosody is that whose domain is potentially larger.

Codes:

(A) (I) is true and (II) is false. (B) (I) is false and (II) is true.

**(C) Both (I) and (II) are true.** (D) Both (I) and (II) are false.

58. Select the correct sequence from the smaller to the larger unit:

(A) Food – syllable – prosodic word

(B) Prosodic word – syllable – foot

(C) Syllable – prosodic word – foot

**(D) Syllable – foot – prosodic word**

59. Foot is defined as

(A) A rhythmical unit in verse

(B) A rhythmical unit in speech consisting of one or more words

**(C) A rhythmical unit in speech consisting of one or more syllabuses grouped together according to their stress pattern**

(D) None of the above

60. Assertion (I): Auto segmental phonology allows phonological processes to be independent and extend beyond individual consonants and vowels.

Assertion (II): In auto segmental phonology each tier is not linked to the other by association lines.

Codes:

**(A) (I) is true and (II) is false.**

(B) (I) is false and (II) is true.

(C) Both (I) and (II) are true.

(D) Both (I) and (II) are false.

61. Assertion (I): There can be differences between the words used by men and women in a variety of languages.

Assertion (II): An alternative that includes both genders, or avoid gendered usage is becoming more common in modern languages.

Codes:

(A) Both (I) and (II) are false.

(C) Only (II) is false (I) is true.

(B) Only (I) is true, (II) is false.

**(D) Both (I) and (II) are true.**

62. The term 'verbal repertoire' in linguistics refers to

(a) The range of mis-norms that can be the part of the speech.

(b) The range of language or varieties of a language available for use by the speaker

(c) The wide range of vocabulary items that makes the speaker the standard user of the language.

(d) The narrow range of standard vocabulary items that differentiate the speaker of a language in the society.

Codes:

(A) Only (a) is correct

**(B) Only (b) is correct**

(C) Both (a) and (b) are correct

(D) Both (c) and (d) are correct

63. Which of the following is stigmatized variety of English?

(A) Communicative English

(C) American English

(B) Technical English

**(D) Black English**

64. A 'Speech-community' in its simplest sense means

**(A) A group that shares norms and expectations regarding the use of a common communication system.**

(B) A group of people who can allow marriage outside the group.

(C) Community can take its share by allowing people to be group.

(D) A group of people who demand more money and power.

65. The use of language in social environment may include:

(a) Power-politics of language

(b) Social stratification of language

(c) Standardization of language

(d) Metaphorical use of language

Codes:

(A) Both (a) and (b) are correct (B) Only (d) is correct

(C) Both (c) and (a) are correct **(D) (a), (b) and (c) are correct**

66. Which transformation does the derivation of the sentence 'He works hard' involve?

(A) Deletion

(C) S-deletion

(B) Gapping

**(D) Head movement**

67. Select the correct order:

I. Subject

III. DP

II. AGRP

IV. Minimalism

Codes:

**(A) i iii ii iv**

(B) iii ii i iv

(C) ii iii i iv

(D) i iii iv ii

68. Assertion (I): Functional categories like determiners, propositions and models lack lexical content.

Assertion (II): A functional category may assign case.

Codes:

(A) (I) is true, but (II) is false.

(B) (I) is false, but (II) is true.

**(C) Both (I) and (II) are true.**

(D) Both (I) and (II) are false.

69. Assertion (I): Minimalist program emphasizes the aim of making statement about language as simple and general as possible.

Assertion (II): Deep structure is the abstract syntactic representation of a sentence.

Codes:

(A) (I) is true but (II) is false.

**(C) Both (I) and (II) are true.**

(B) Both (I) and (II) are false.

(D) (I) is false, but (II) is true.

70. The term used in Government and Binding theory to refer to a type of Noun Phrase which has no independent reference, but refers to same other constituent in the same clause is

(A) Pronoun

(C) Common noun

**(B) Anaphor**

(D) Anaptyxis

71. Assertion (I): The left hemisphere, typically better at 'analytic and temporal activities'.

Assertion (II): The right hemisphere, typically better at 'intuitive and holistic activities'.

Codes:

**(A) Both (I) and (II) are true.**

(C) (I) is true but (II) is false.

(B) Both (I) and (II) are false.

(D) (I) is false but (II) is true.

72. Match the given items in List – I with items in List – II

List – I

List – II

a. disorder of object recognition

i. Apraxia

b. inability to plan movements in the absence of paralysis

ii. Dysgraphia

c. inability to read

iii. Agnosia

d. disorder of writing

iv. Alexia

Codes:

a b c d

(A) i iii iv ii

**(C) iii i iv ii**

(B) ii i iii ii

(D) iv iii ii i

73. Broca's claim is that the faculty of articulate language was located in the

(A) Anterior portion of the left third frontal convolution

**(B) Posterior portion of the left third frontal convolution**

(C) Anterior portion of the left first frontal convolution

(D) Posterior portion of the left first frontal convolution

74. Assertion (I): Hypothesized by Chomsky 'Language acquisition device' is more commonly known as universal grammar.

Assertion (II): The general approach to syntax is "principles and parameters"

Codes:

(A) Both (I) and (II) are false. **(B) Both (I) and (II) are true.**

(C) (I) is true but (II) is false. (D) (I) is false but (II) is true.

75. Stuttering is identified as

(A) Disorder of speech

(C) Disorder of grammar

**(B) Disorder of fluency**

(D) Disorder of lexical items

76. A symbolic structure is nothing more than the pairing of a

(A) Syntactic structure and a semantic structure.

(B) Morphological structure and a syntactic structure.

**(C) Semantic structure and a phonological structure.**

(D) Phonological structure and a syntactic structure.

77. The lexical selection is dependent on these following factors as in order below:

**(A) Conceptual, Syntactic and Phonological**

(B) Syntactic, Conceptual and Phonological

(C) Phonological, Conceptual and Syntactical

(D) Conceptual, Phonological and Syntactical

78. Which one of the following pairs is correctly matched?

(A) Receptive aphasia i. non-fluent

(B) Expressive aphasia ii. Alzheimer's disease

**(C) Pure aphasia iii. Alexia, agraphia and verbal agnosia**

(D) Primary progressive aphasia iv. fluent

79. The MT system based on statistical method is

**(A) Google translate** (C) Anusaarak

(B) Anglabharati (D) Mantra

80. To articulate a central vowel the tongue is

(A) Forwarded (B) Retracted

(C) Raised **(D) Neither forwarded nor retracted**

81. The 'Pulse' or 'Motor' theory was put forward by

(A) D. Jones

(C) A.M. Bell

**(B) R.H. Stetson**

(D) P. Ladefoged

82. In aspirated stops, voicing

(A) Takes place throughout the closure and release of the airstream in the mouth cavity.

(B) Takes place during the part of the closure.

(C) Starts immediately at the moment of the release of the closure.

**(D) Starts considerably after the release of the closure.**

83. Acoustic information regarding the place of articulation of a particular stop can be obtained from

(A) Voice bar

(C) VOT

**(B) Transitions**

(D) Aperiodic vibrations

84. Assertion I: The machine used for the analysis and measurement of frequency, duration of speech sounds, and the like is known as a spectrogram.

Assertion II: The output of the above machine is a spectrograph.

Codes:

**(A) Both (I) and (II) are false.**

(C) (I) is true and (II) is false.

(B) Both (I) and (II) are true.

(D) (I) is false and (II) is true.

85. In any preliminary transcription if separate symbols are used for two or more variants of a single phoneme, the phenomenon is known as

(A) Overextension

(C) Underdifferentiation

**(B) Overdifferentiation**

(D) Overcorrection

86. Match the following with List – I with those in List – II and choose correct answer from the codes given below:

List – I

List – II

a. Insertion

i. Skt. Jagāma`he went'

b. Metathesis

ii. Eng. pants > in a variety of eng. pans

c. Deletion

iii. Eng. wasp < old eng. wæps

d. Reduplication

iv. Eng. film > in a Variety of eng. filðm

Codes:

a b c d

(A) i ii iii iv

(B) ii i iii iv

(C) iv iii ii i

(D) iii iv i ii

87. The words in the List – I contain affixes. Match the affixes in the List – I with the types in the List – II.

List – I

List – II

a. look – ing

i. prefix

b. un – do

ii. interfix

c. speed – o – meter

iii. Suffix

d. German – gefragt ‘asked’

iv. circumfix

Codes:

a b c d

(A) i iii iv ii

(B) ii iii i iv

(C) iv ii iii i

(D) iii i ii iv

88. The English word ‘biotech’ is an example of

(A) Blend

(B) Back formation

(C) Compound

(D) Acronym

89. The term 'three dimensional phonology' refers to

(A) Generative Phonology

(C) Natural Phonology

(B) Structural Phonology

**(D) Non-linear Phonology**

90. Assertion I: Generative phonology rejects the concept of phoneme, but prosodic phonology does not reject it.

Assertion II: Both generative phonology and prosodic phonology reject the concept of phoneme.

Codes:

(A) Both (I) and (II) are true

(C) (I) is true and (II) is false

(B) Both (I) and (II) are false

**(D) (I) is false and (II) is true**

91. Match the items in List – I with those in List – II and select the correct answer from the codes:

List – I

List – II

a. Systematic, phonetic and systematic phonemic representation

i. Metrical phonology

b. Syllable prominence and hierarchy

ii. Auto-segmental phonology

c. Tiers and association lines

iii. Generative phonology

d. Constraint rankings

iv. Optimality theory

Codes:

a b c d

(A) iii i ii iv

(B) ii i iv iii

(C) iv ii iii i

(D) i ii iv iii

92. In the English word 'handful' the part '- ful' is a/an

(A) Inflectional suffix

(C) Post position

(B) Derivational suffix

(D) clitic

93. Assertion I: In optimality theory, the well-formedness constraints are grounded in universal markedness principles. A constraint reflects a universal tendency.

Assertion II: Constraints cannot be violated.

Codes:

(A) Both (I) and (II) are true

(B) Both (I) and (II) are false

(C) (I) is true and (II) is false

(D) (I) is false and (II) is true

94. Match the items in List – I and with those in List – II and select the correct answer from the codes:

List – I

List – II

- |                                  |                                              |
|----------------------------------|----------------------------------------------|
| a. Speech processing             | i. Formal analysis of a sentence by computer |
| b. Information retrieval         | ii. Pattern recognition                      |
| c. Parsing                       | iii. Stemming                                |
| d. Optical character recognition | iv. Speech recognition and text to speech    |

Codes:

a b c d

**(A) iv iii i ii**

(B) i ii iii iv

(C) iii ii iv i

(D) ii i iii iv

95. The notion 'Transformational Grammar' (TG) or 'Transformational Generative Grammar' (TGG) was first discussed by Noam Chomsky in

(A) The Sound Pattern of English, 1968

(B) Aspects of the Theory of Syntax, 1965

**(C) Syntactic Structures, 1957**

(D) Current issues in Linguistic Theory, 1964

96. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Cognates

i. Phonetics

b. Speech Sounds

ii. Dialect Geography

c. Speech Variation

iii. Lexicography

d. Dictionary

iv. Comparative method

Codes:

a b c d

(A) iv iii ii i

(B) i iv ii iii

**(C) iv i ii iii**

(D) iii ii iv i

97. Select the correct sequence according to the development of grammars:

(A) Universal grammar, traditional grammar, transformational grammar, structural grammar.

**(B) Traditional grammar, structural grammar, transformational grammar and universal grammar.**

(C) Traditional grammar, universal grammar, transformational grammar, structural grammar.

(D) Transformational grammar, structural grammar, traditional grammar and universal grammar.

98. The basic word order in Dravidian languages is

(A) SVO

(C) VSO

**(B) SOV**

(D) VOS

99. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Language in culture

i. Language Planning

b. Linguistic change

ii. Historical Linguistics

c. Language in mind

iii. Ethno linguistics

d. Conscious and deliberate change of language

iv. Psycholinguistics

Codes:

a b c d

(A) ii iii iv i

**(B) iii ii iv i**

(C) iii iv ii i

(D) ii iii i iv

100. In traditional dialectology the methodology involved selection of informants as:

(A) Mobile, rural older people

**(B) Non-mobile, older, rural people**

(C) Rural non-mobile young people

(D) Non-mobile, urban old people

101. Identify the odd item from the following:

(A) Idiolect

**(C) Imperative**

(B) Dialect

(D) Mutual intelligibility

102. Assertion I: Analogy brings about regularity in the paradigm.

Assertion II: Analogy destroys the paradigmatic regularity.

Codes:

(A) (I) and (II) are false

(B) (I) and (II) are true

(C) (I) is false (II) is true

**(D) (I) is true (II) is false**

103. Kota, Toda and Kui languages come under:

# TN TET PAPER-I-

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# போட்டித் தேர்வு

## MATERIALS+ TEST BATCH COURIER

வழியாக வாங்க விரும்பும் நண்பர்கள் கீழே உள்ள கைபேசியை தொடர்புகொள்க

BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
**DIRECTOR OF KAVIYA COACHING CENTER**

Codes:

a b c d

(A) ii i iii iv

(B) iii ii i iv

(C) iv i ii iii

(D) i ii iii iv

186. In a sound change whereby rearranging of sound or syllables in a word or of words in a sentence takes place is known as

(A) Assimilation

(C) Lenition

(B) Meta thesis

(D) Elision

187. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Lenition i. Sound changes that alters consonant making

-them sonorous

b. Epenthesis ii. Addition of one or more sounds especially to

-the interior of a word

c. Elision

iii. Omission of one or more sound in a word or phrase

- d. Assimilation      iv. A phonological process whereby one sound  
-becomes more like a nearby sound

Codes:

a b c d

**(A) i ii iii iv**

(B) iv iii ii i

(C) iii ii i iv

(D) ii i iii iv

188. The type of discourse analysis that focusses on the structural relationship between utterances and conversation is known as

- (A) Ethno linguistic vitality      **(B) Ethnomethodology**  
(C) Sociolinguistic methodology      (D) Verbal behaviour

189. The term sometimes used for the high prestige variety is

- (A) Dialect      (C) Basilect  
**(B) Acrolect**      (D) Mesolect

190. Assertion (A): Sociolinguistics is the study of language in relation to society and culture.

Reason (R): Communicative competence and ethnography of communication which belong to sociolinguistics are similar notions.

Codes:

**(A) Both (A) and (R) are true.**

(B) (A) is true, (R) is false.

(C) (A) is false, (R) is true.

(D) Both (A) and (R) are false.

191. Identify the odd item from the following list:

(A) Lexeme

(C) Morpheme

(B) Word

**(D) Diglossia**

192. The book 'verbal behaviour' was written by B.F. Skinner in the year of

(A) 1967

(C) 1977

**(B) 1957**

(D) 1947

193. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Bell R.

i. Sociolinguistics, 1974

b. Hudson R.A

ii. Sociolinguistics, 1976

c. Pride J.B. and J. Holmes (eds)

iii. Sociolinguistics, 1980

d. Trudgill. P.

iv. Sociolinguistics, 1972

Codes:

a b c d

(A) i iv ii iii

**(B) ii iii iv i**

(C) iii ii iv i

(D) iv i ii iii

194. Match the items in List – I with those in List – II and select the correct answer from the codes given below:

List – I

List – II

a. Logographic

i. Morpheme/word

b. Alphabetic

ii. Syllable

c. Syllabic

iii. Sound

d. Pictographic

iv. Picture

Codes:

a b c d

(A) ii i iv iii

(B) iv ii i iii

**(C) i iii ii iv**

(D) iii iv i ii

195. A satem language is

**(A) Bulgarian**

(C) Portuguese

(B) Welsh

(D) Flemish

196. When a message engages the addressee directly as illustrated in vocatives, and optatives, it is known as

**(A) Conative function**

(C) Referential function

(B) Emotive function

(D) Poetic function

197. Assertion I: The speech of a single individual is an idiolect.

Assertion II: Any regionally or socially distinct variety of a language is a dialect.

Codes:

**(A) Both (I) and (II) are true.**

(B) Both (I) and (II) are false.

(C) (I) is true and (II) is false.

(D) (I) is false and (II) is true.

198. Identify the odd one from the following:

(A) Pragmatics

**(C) Clitics**

(B) Semantics

(D) Semiotics

199. Study of the interpretation of sign is

(A) Emotive

(C) Phatic

**(B) Semiotic**

(D) Conative

200. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. with him

i. nominative

b. he

ii. sociative

c. his

iii. dative

d. to whom

iv. genitive

Codes:

a b c d

(A) ii iv iii i

(B) iv ii i iii

(C) ii i iv iii

(D) i iii iv ii

201. A mental disorder characterized by a breakdown of thought processes and by a deficit of typical emotional responses is known as

(A) Alzheimer's disease

(C) Aphasia

**(B) Schizophrenia**

(D) Dementia

202. The children who suffer from language deprivation during critical period are known as

(A) Deaf

**(C) Feral**

(B) Dumb

(D) Mute

203. Auditory agnosia otherwise known as

(A) Pure word blindness

(C) Agraphia

**(B) Pure word deafness**

(D) Anomia

204. Assertion – I: Most language functions are located in the left hemisphere.

Assertion – II: The right hemisphere does play a role in the interpretation of prosody, metaphor and humour.

Codes:

**(C) Both I and II are true.**

(A) I is true, II is false.

(D) Both I and II are false.

(B) I is false, II is true.

205. Match the following with List – I and List – II and select the correct answer from the following codes:

List – I

List – II

a. Fluency disorder

i. Dyslexia

b. Voice disorder

ii. Aphasia

c. Learning disorder

iii. Dysphonia

d. Language disorder

iv. Stuttering

Codes:

a b c d

(A) i ii iii iv

(B) ii i iv iii

**(C) iv iii i ii**

(D) iii iv ii i

206. Language loss in aging is known as

(A) Dementia

**(B) Alzheimere disease**

(C) Schizophrenia

(D) Parkinson disease

207. Assertion – I: The lower back part of the frontal lobe is primarily involved in the encoding of speech.

Assertion – II: The upper back part of the temporal lobe, extending upwards into the parietal lobe, is important in the comprehension of speech.

**(A) Both I and II are true.**

(C) I is true, II is false.

(B) Both I and II are false.

(D) I is false, II is true.

208. The book "Profiling Linguistic Disability" is written by

(A) A.R. Luria

(C) H. Goodglass

**(B) David Crystal**

(D) N. Chomsky

209. Match the following with List – I and List – II and select the correct answer from the codes given below:

List – I

List – II

a. Saussure

i. Selection and combination

b. Chomsky

ii. Langue and Parole

c. Jacobson

iii. Phonological and semiological

d. Sabouraud

iv. Competence and Performance

Codes:

a b c d

(A) i iii iv ii

**(B) ii iv i iii**

(C) iii iv ii i

(D) iv i iii ii

210. The Syndrome of acoustic-agnosicaphasia is referred by A.R. Luria as

**(A) Sensory Aphasia**

(C) Efferent Aphasia

(B) Motor Aphasia

(D) Afferent Aphasia

211. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Communicative competence

i. William Labov

b. Verbal deficit hypothesis

ii. Charles Ferguson

c. Diglossia

iii. Basil Bernstein

d. Social motivation of sound change

iv. Dell Hymes

Codes:

a b c d

(A) iv iii ii i

(B) i ii iii iv

(C) ii iii iv i

(D) iii iv i ii

212. Tokenization means

(A) Syntactic analysis

(C) Semantic analysis

(B) Morphological analysis

**(D) Lexical analysis**

213. Match the following with the List – I and List – II and select the correct answer from the codes given below:

List – I

List – II

a. Content validity  
to measure.

i. If it looks as it measures what it is supposed

b. Criterion related validity  
supposed to measure.

ii. It measures the ability which it is

c. Construct validity

iii. The result agrees with those provided by  
some dependable measures.

d. Face validity

iv. If its content constitutes are presentative  
sample of the language skills.

Codes:

a b c d

(A) i ii iii iv

**(B) iv iii ii i**

(C) iv iii i ii

(D) ii i iii iv

214. Match the following with the List – I and List – II and select the correct answer from the codes given below:

List – I

List – II

a. Semasiological

i. A catalogue of the words of agiven language

b. Lexica

ii. Giving information on many subjects or on many aspects of one subject.

c. Encyclopedia

iii. What concepts the word refers to

d. Thesauri

iv. It lists words grouped together according to similarity of meaning

Codes:

a b c d

**(A) iii i ii iv**

(B) i ii iii iv

(C) iv i ii iii

(D) iii ii i iv

215. Literacy and non-formal, adult education may be linked to

(A) Computer skill

(C) Feminism

**(B) Empowerment**

(D) None of the above

216. The responsive dimension of style is characterized as \_\_\_\_\_ in language of media

(A) Audience choice

**(C) Audience design**

(B) Audience preferences

(D) Style

217. Social development theory argues that social interaction precedes development. Consciousness and cognition are the end products of socialization and social behaviour. It was developed by

(A) Lave and Werger

**(C) Lev Vygotsky**

(B) Bruner Jerome

(D) N. Chomsky

218. A behaviourist theory based on the fundamental idea that behaviours that are reinforced will tend to continue was given by

(A) Chomsky

(C) Ivan Pavalov

(B) A Bandura

**(D) B.F. Skinner**

219. A branch of linguistics which studies words in such a way that it includes their nature and function as symbols, and their meaning in relation to epistemology, is known as

(A) Lexicography

(C) Semantics

**(B) Lexicology**

(D) Pragmatics

220. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Structure shifts

i. involves changes in rank.

b. Class shifts

ii. Involves a grammatical change between the structure of source text (ST) and target text.

c. Unit shifts

iii. When a SL item is translated into a T.L. item which belongs to a different word class.

d. Intra system shifts

iv. SL and TL possess systems which correspond formally as to their constitution, but when translation involves, a non-corresponding term is selected.

Codes:

a b c d

**(A) ii iii i iv**

(B) i ii iii iv

(C) iv iii ii i

(D) iv ii iii i

221. A process of adapting a message from one language to another in such a way that its intent, style, tone and context are maintained, is known as

(A) Transliteration

(C) Full translation

**(B) Transcreation**

(D) Partial translation

222. The construction which determines the selectional restrictions (or preferences) of the whole construction is known as

(A) Semantic component

**(C) Semantic heads**

(B) Semantic field

(D) Semantic opacity

223. In the sentence "I kicked it with my foot," 'with my foot' is redundant. This type of semantic anomaly is known as

(A) Pleonasm

(C) Polar antonyms

**(B) Pleonasm**

(D) Zeugma

224. The category of words through which speakers can convey their attitude towards the truth or reliability of their assertions is known as

(A) Tense

**(C) Epistemic modality**

(B) Deontic modality

(D) Command

225. Match the items in List – I with those in List – II with the codes given below

List – I

List – II

a. I implicature

i. Maxim of manner

b. M implicature

ii. Maxim of quality

c. Q implicature

iii. Maxim of quantity

d. Generalised implicature

iv. Independent of context

Codes:

a b c d

(A) iv iii ii i

(B) iii ii i iv

**(C) ii i iii iv**

(D) i ii iii iv

226. Identify the “default meaning” in the sentences given below

**(A) I saw him going**

(C) See, what you can do

(B) I see what you mean

(D) I think you should see a doctor

227. Assertion – I: The irregular forms have been discarded and replaced by the help of analogy.

Assertion – II: Analogy is made on the basis of existing model.

Codes:

**(A) Both I and II are true.**

(C) I is true, but II is false.

(B) Both I and II are false.

(D) I is false, but II is true.

228. Select the correct sequence moving from a smaller to a larger phenomenon

(A) Dialect – language – idiolect

(B) Idiolect – language – dialect

(C) Dialect – idiolect – language

**(D) Idiolect – dialect – language**

229. The phrase 'very old men and women' shows

(A) Lexical ambiguity

**(C) Structural ambiguity**

(B) Functional ambiguity

(D) Dialectal ambiguity

230. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

- |                                   |                      |
|-----------------------------------|----------------------|
| a. A short History of Linguistics | i. Phonemics         |
| b. B.F. Skinner                   | ii. Motorphonetics   |
| c. R.H. Stetson                   | iii. Verbalbehaviour |
| d. K.L. Pike                      | iv. R.H. Robins      |

Codes:

a b c d

(A) iv i iii ii

**(B) iv iii ii i**

(C) ii i iii iv

(D) iii iv ii i

231. Brahui language belongs to the

- |                          |                             |
|--------------------------|-----------------------------|
| (A) Indo-Aryan family    | (C) Austro-Asiatic family   |
| (B) Tibeto-Burman family | <b>(D) Dravidian family</b> |

232. The study of the changes and developments of the same language at different periods is

- |                                   |                             |
|-----------------------------------|-----------------------------|
| (A) Comparative Linguistics       | (C) Contrastive Linguistics |
| <b>(B) Historical Linguistics</b> | (D) Synchronic Linguistics  |

233. PRO must be

(A) Governed

(C) Case marked

**(B) Ungoverned**

(D) Tense marked

234. Assertion – I: External reconstruction takes into consideration the data of more than one language.

Assertion – II: External reconstruction attempts to posit an earlier stage of a language family.

Codes:

(A) I is true, II is false.

(C) Both I and II are false.

(B) I is false, II is true.

**(D) Both I and II are true.**

235. Don Ringe and Joseph F. Eska wrote a book on

(A) Comparative Literature

**(C) Historical linguistics**

(B) Sociolinguistics

(D) Psycholinguistics

236. Match the items in List – I with List – II and select the correct answer from the codes given below:

List – I

List – II

a. Internal reconstruction

i. Individual speech

b. Linguistic atlas

ii. Comparative linguistics

c. Idiolect

iii. Sociolinguistics

d. Code switching

iv. Dialect map

Codes:

a b c d

**(A) ii iv i iii**

(B) ii i iii iv

(C) iv ii i iii

(D) i iii ii iv

237. Linguistic change as occurring in the context of linguistic heterogeneity is described by

(A) Ferdinand De Saussure

(C) K.L. Pike

**(B) Jennifer Coates**

(D) C.F. Hockett

238. Identify the odd one among the following:

(A) Declarative

(C) Imperative

**(B) Comparative**

(D) Interrogative

239. Assertion – I: Descriptive linguist formulates the structure of a language at a particular time.

Assertion – II: Historical linguistics describes the historical development of language.

Codes:

**(A) Both I and II are true.**

(C) I is true but II is false.

(B) Both I and II are false.

(D) I is false but II is true.

240. Match the items in List – I with those in List – II and select the correct answer from the codes given below:

List – I

List – II

- |                         |                                                        |
|-------------------------|--------------------------------------------------------|
| a. Airstream process    | i. Associated with the actions of the velum            |
| b. Phonation process    | ii. Associated with the actions of the lungs           |
| c. Oronasal process     | iii. Associated with the actions of the vocal cords    |
| d. Articulatory process | iv. Associated with the actions of the tongue and lips |

Codes:

a b c d

**(A) ii iii i iv**

(B) i ii iv iii

(C) iii iv ii i

(D) iv ii iii i

(B) Both inflectional and derivational affixes can be added.

(C) Nothing happens to root-word

(D) The word becomes a clitic

408. Match the items in the List – I with those in List – II:

List – I

List – II

a. Root i. a form of word that changes into another word

b. Stem ii. a form of word that takes derivations

c. Base iii. a form of word that takes inflections

d. Suppletion iv. after all affixations are taken out

Codes:

|            | a         | b          | c         | d        |
|------------|-----------|------------|-----------|----------|
| (A)        | i         | iv         | ii        | iii      |
| <b>(B)</b> | <b>iv</b> | <b>iii</b> | <b>ii</b> | <b>i</b> |
| (C)        | i         | iii        | iv        | ii       |
| (D)        | iv        | i          | iii       | ii       |

409. Declension of nouns in inflectional languages means:

(a) Nouns with gender and number

(b) Nouns with grammaticalization

(c) Nouns with tense, aspect and mood

(d) Nouns with case endings

Codes:

(A) only (a) is correct.

(B) (a), (b), (c) are correct

**(C) (a) and (d) are correct**

(D) None of the above is correct

410. Assertion (I): Linguistic items '-s', '-z' and '-iz' are phonologically conditioned allomorphs.

Assertion (II): Amongst the three allomorphs '-s', '-z' and '-iz', the '-z' is the underlying morpheme for plural marker in English.

Codes:

(A) Both (I) and (II) are false.

(B) Only (I) is true and (II) is false.

(C) Only (II) is true and (I) is false

**(D) Both (I) and (II) are true.**

411. In revised extended standard theory, the modifications are made with the inclusion of

**(A) Logical forms and cognitive systems**

(B) Phrase structure grammar

(C) Psycholinguistics

(D) Neurolinguistics

412. Transformational rules are

(A) Structure preserving

(C) Grammar preserving

**(B) Meaning preserving**

(D) Meaning changing

413. In the following conversation of X and Y, what conversational maxim is seemingly violated by X and Y?

X: My present situation is more of heaven on earth.

Y: Indeed, but to think that time changes yesterday is amazing.

(A) Maxim of quality

(B) Maxim of manner

**(C) Maxim of relation**

(D) Maxim of quantity

414. Assertion (I): Lexicography is the study of words in such a way that it includes their nature and function as symbols and their meaning in relation to epistemology.

Assertion (II): Semantics is the study of meaning in language.

Codes:

(A) (I) is true, (II) is false

**(B) (I) is false, (II) is true.**

(C) Both (I) and (II) are false.

(D) Both (I) and (II) are true.

415. Match the linguistic forms of the utterance from the List – I and the functions of these forms with the List – II:

List – I

List – II

a. May I use your pen?

i. Interrogative question

b. Did you attend the lecture?

ii. Interrogative- Request

c. Leave the room!

iii. Declaration- Information

d. I lost the opportunity

iv. Imperative- Command

Codes:

a      b      c      d

- (A) iv iii ii i
- (B) ii i iv iii**
- (C) i ii iii iv
- (D) ii iv i iii

416. When a constituent is moved to the front of a sentence, then it functions as "topic". This process is called

- (A) Subjectivisation (C) Complementation
- (B) Topicalisation** (D) Objectivisation

417. The output of the basic component of the Generative Grammar is

- (A) Deep structure** (C) Syntactic structure
- (B) Surface structure (D) Semantic component

418. Semantic properties of a constituent are specified with the help of

- (A) Distinctive features **(C) Syntactic features**
- (B) Suprasegmental features (D) Segmental features

419. "We congratulate you on your success" is an example of

- (A) Commissive Act (C) Representative Act
- (B) Expressive Act** (D) Directive Act

420. A construction where a single clause has been divided into two separate sections is known as

(A) Complex sentence

(C) Complement sentence

(B) Compound sentence

**(D) Cleft sentence**

421. The set of techniques developed over more than a century and half that permits us to recover linguistic constructs of earlier stages in a family of related languages is known as

(A) Contrastive method

(C) Synchronic method

**(B) Comparative method**

(D) None of the above

422. Assertion (I): At the level of phonology all South Asian languages exhibit a contrast between front unrounded vowel and rounded back vowels.

Assertion (II): All South Asian languages except "Khasi" which is a verb medial language share common structural characteristics at the level of sentence.

Codes:

**(A) Both (I) and (II) are true.** (B) Both (I) and (II) are false.

(C) (I) is true and (II) is false. (D) (II) is true and (I) is false.

423. In some languages words typically contain a linear sequence of morphs and therefore these languages are known as

(A) Isolating

(C) Inflectional

**(B) Agglutinating**

(D) None of the above

424. Match the items from List – I with those in List – II and select the correct answer from the codes given below:

List – I

List – II

a. Trubetzkoy

i. Sociolinguistic Area

b. Emeneau

ii. Sprachbund

c. Weinreich

iii. Linguistic Area

d. P.B. Pandit

iv. Convergence Area

Codes:

a b c d

(A) iii ii i iv

**(B) ii iii iv i**

(C) i ii iii iv

(D) iv iii ii i

425. Match the items from List – I with those in List – II and select the correct answer from the codes given below:

List – I

List – II

a. South Munda

i. Santali, Mundari

b. North Munda

ii. Madhya Pradesh, Maharashtra

c. Korku

iii. Ho, Bhumij, Korwa

d. Mundri sub group

iv. Kharia Jaung

Codes:

a b c d

(A) ii i iii iv

(B) iii ii i iv

(C) i ii iii iv

**(D) iv i ii iii**

427. Partial reduplication of words where an initial consonant or syllable is replaced in the reduplicated word is known as

(A) Reduplication

**(B) Echo-words**

(C) Conjunctive participle

(D) None of the above

428. Assertion (A): The 'guna' increment is an Indo-European phenomenon.

Assertion (B): The "V ddhi" increment is specifically Indian in origin.

Codes:

**(A) Both (A) and (B) are correct.**

(B) Both (A) and (B) are wrong.

(C) (A) is correct, (B) is wrong.

(D) (B) is correct and (A) is wrong.

429. The exploitation of patterns in the synchronic grammar of a single language or dialect to recover information about its prehistory is

(A) Standard method of reconstruction

(B) Synchronic grammar

(C) Diachronic grammar

**(D) Internal reconstruction**

430. The first Germanic sound shift or Rask's rule is also known as

**(A) Grimm's Law**

(B) Grassman's Law

(C) Neogrammarian Rule

(D) None of the above

431. Which one of the following pairs is correctly matched?

**(A) An area of the brain that plays an important role in reading ...**

**Angular Gyrus**

(B) The area in the lower rear portion of the left temporal lobe of the brain..... Broca's area

(C) The most severe form of fluent aphasia in which the patient is completely mute.... Global aphasia.

(D) A semantic change in which the meaning of a word becomes more positive or favourable.... Pejoration.

432. Diagnostic tests are designed to

(A) Prepare language teaching materials for the mentally challenged.

**(B) Determine the areas in which learners may need help.**

(C) Determine the achievement levels of learners

(D) Evaluate the proficiency of learners at the end of course.

433. Stuttering is

(A) Always a genetic disorder

**(B) An acquired disorder**

(C) A developmental disorder

(D) Neither a genetic nor an acquired disorder.

434. Match the following:

List-I

List-II

(a) Difficulty in writing

(i) Alexia

(b) Difficulty in reading

(ii) Anomia

(c) Difficulty in recall names

(iii) Echolalia

(d) Difficulty in repetition of heard words

(iv) Agraphia

Code:

(a) (b) (c) (d)

**(A) (iv) (i) (ii) (iii)**

(B) (i) (iv) (iii) (ii)

(C) (ii) (iii) (iv) (i)

(D) (iii) (iv) (ii) (i)

435. Form of speech used especially by mothers in talking to very young children is called

(A) Baby talk

(B) Caregiver speech

(C) Caretaker speech

**(D) motherese**

436. Assertion I: Internal reconstruction takes into consideration the data of a single language.

Assertion II: Internal reconstruction attempts to posit an earlier stage of the language.

(A) I is true, II is false

(B) I is false, II is true.

(C) Both I and II are false.

**(D) Both I and II are true.**

437. Borrowing of a linguistic item of Hindi into Punjabi is a case of

(A) Dialect Borrowing

**(B) Intimate Borrowing**

(C) Cultural Borrowing

(D) Calquing

438. A line on a map dividing areas whose dialects differ in some respects is called

**(A) An isogloss**

(C) An isomorph

(B) An isophone

(D) An isosyntagm

439. Study of Martha's Vineyard shows that the sound change is taking place because of

(A) The pressure from above

**(B) The pressure from below**

(C) The residents have decided to change it

(D) The speakers did not like the variety of Martha's Vineyard.

440. The word Skyline originally referred to the lexicon in general. Now it is used only in cases where the line of the horizon is decorated with a complex of tall buildings. It is a case of

(A) Extension of meaning

(C) Transference of meaning

**(B) Narrowing of meaning**

(D) Pejoration

441. When sentences are formed in such a way that the two verbal activities share the same subject and one of the activities is a temporal antecedent of the other, this construction is known as

(A) Past Participle

**(C) Conjunctive Participle**

(B) Present Participle

(D) Future Participle

442. 'Brahmi', "Kurux" and 'Malto' come under

**(A) North Dravidian Group**

(C) Central Dravidian Group

(B) South Dravidian Group

(D) None of the above

443. In 1960s Joseph Harold Greenberg became more interested in universals of language change, which he called

(A) Synchronic typology

(C) Genetic typology

**(B) Diachronic typology**

(D) Areal typology

444. Assertion I: In Greenberg's universals there is repeated reference to the ordering of subject (S) object (O) and verb (V) in the precondition of the universal.

Assertion II: This striking fact led W.P. Lehmann to propose that the relative ordering of verbs and objects was in some sense basic to language structure.

(A) I is correct, but II is wrong.

(B) Both I and II are wrong.

**(C) Both Assertion I and II are correct.**

(D) I is wrong, but II is correct.

445. Languages where there is no clear boundary within the word are known as

(A) Isolating **(B) Fusional**

(C) Polysynthetic (D) Isolated

446. "Dhire Dhire" is an example of a morphological process by which a form is repeated. This is a case of

(A) Partial Reduplication **(B) Complete Reduplication**

(C) Reduplicated compound (D) Echo-formation

447. Complete the sentence by choosing an item which is given below. 'In earlier works in the 1970s and 1980s, moved constituents were said to leave behind a \_\_\_\_\_ in the positions out of which they move.'

- (A) pronoun      **(B) Trace**    (C) Shade    (D) Noun

448. In the sentence 'I will be giving her some help on Monday and Bill on Tuesday' the gapped element(s) will be

- (A) verb                      (B) Objects  
(C) Object                      **(D) Verb and the objects**

449. The complement in the sentence 'John smokes a specific brand of Cuban cigars imported by a friend of his from Havana' is

- (A) Cuban cigars                      (B) A specific brand  
(C) A specific brand of Cuban cigars  
**(D) A specific brand of Cuban cigars imported by a friend of his from Havana**

450. Assertion I: When the subject of an infinitive clause is null, it is called a PRO.

Assertion II: A PRO is the subject of a non-finite sentence without any phonetic realization.

- (A) Both I and II are true.**                      (B) Only I is true.

(C) Only II is true.

(D) Both I and II are false.

451. The goal of cognitive science is to understand the structure and functioning of the human mind, and to this it uses a variety of approaches, from philosophical view point the study is called

(A) Cognitive approach

**(B) Language acquisition**

(C) Modularity

(D) Mentalism

452. The identification of structural differences between languages, seen as points of potential learning difficulty is called

(A) Cognitive analysis

**(B) Contrastive analysis**

(C) Comparative analysis

(D) Descriptive analysis

453. Assertion I: Missing Surface Inflectional hypothesis states that second language learners who produce errors actually have correct underlying representations for the structure in which they have made errors but have difficulty mapping these underlying representations to their surface forms.

Assertion II: Missing surface inflection hypothesis states that second language learners who produce errors are due to blind spots found in second language.

(A) Both I and II are right.

(B) Both I and II are wrong.

**(C) I is right and II is wrong.**

(D) I is wrong and II is right.

454. Match the following:

List-I

List-II

(a) Minimum level of reading and writing

(i) Literate

(b) Ability to read and write

(ii) Illiterate

(c) Lack of reading and writing

(iii) Functional literacy

(d) Lack of recognized writing

(iv) Educate

Code:

(a) (b) (c) (d)

**(A) (iii) (iv) (ii) (i)**

(B) (i) (ii) (iii) (iv)

(C) (ii) (i) (iv) (iii)

(D) (ii) (iii) (iv) (i)

455. Assertion I: Advertisements also use sound patterning to make the slogan memorable and this is simply in extension of the way poetry uses sound patterning to particular effect.

Assertion II: Whether in print or on the broadcast media, there will be sound patterning which do not help the hearer/reader to remember the advertisement.

**(C) I is true, but II is false**

(A) Both I and II are true.

(D) I is false, but II is true.

(B) Both I and II are false.

456. Match the items in List – I with those in List – II and choose the correct code:

List-I

List-II

(a) Phoneme

(i) Acoustic phonetics

(b) Sonority

(ii) Structural phonology

(c) Wave length

(iii) Generative phonology

(d) High-pitch

(iv) Tonology

Code:

(a) (b) (c) (d)

(A) (i) (ii) (iii) (iv)

**(B) (ii) (iii) (i) (iv)**

(C) (iii) (ii) (i) (iv)

(D) (iv) (i) (ii) (iii)

457. Hypothesis (H): If a word in its underlying representation contains some morpheme M, then at least one segment of M must be present in the Result surface representation.

Conclusion:

(A) H explains 'wife > wives' realization

(B) H explains 'steal > stole' realization

**(C) H explains 'bus > buses' realization**

(D) H explains 'keep > kept' realization

458. The following examples contain Stratum – 1 ( $S_1$ ) and Stratum – 2 ( $S_2$ ) affixes,

( $S_1$ ) ( $S_2$ )

lamb-a-yi

uunc-a-yi

kah-a-ni-yaN

Choose the characteristics of Stratum – 1 affixes from the following codes:

Codes:

**(A) It is neutral to the phonological environment.**

(B) It is non-neutral to the phonological environment.

(C) It is phonologically conditioned.

(D) It is historically conditioned.

459. Assertion I: In lexical morphology all irregular inflexions / derivations take place at Stratum – 1

Assertion II: All regular derivation, inflexion and compounding takes place at Stratum – 2

Codes:

(A) Both I and II are true.

(B) Both I and II are false.

**(C) I is true, II is false**

(D) I is false, II is true.

460. A boundary or transition point in a phonological sequence is commonly known as

(A) Lexicalisation

**(B) Juncture**

(C) Morphological lengthening

(D) Word boundary

461. Assertion – I: Acquiring a language involves two distinct skills: the ability to produce speech in a spontaneous way; and the ability to understand the speech of others.

Assertion – II: The traditional comprehension view is that comprehension does not always proceed production.

Codes:

(A) Both I and II are false.

(B) Both I and II are true.

**(C) I is true, II is false.**

(D) I is false, II is true.

462. An approach to language teaching that focuses on language functions and communicative competence is named as

- (A) Grammatical approach (B) Functional approach  
(C) **Communicative approach** (D) Linguistic approach

463. Critical literacy is strongly associated with the work of

- (A) Hodge and Kress (B) Clark and Ivanic  
(C) Widdowson (D) **Pant preire**

464. Communication between members of different cultural groups, who may bring different language paradises or ways of speaking, and different expectations and cultural understandings to an interaction is called

- (A) **intercultural communication**  
(B) Cross-cultural communication  
(C) Miscommunication  
(D) Mass communication

465. Assertion – I: Error Analysis refers to a branch of Applied

Linguistics that undertakes a systematic study of the errors made by language learners, with a view to characterising the language – learning process.

# TN TET PAPER-I-

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# போட்டித் தேர்வு

## MATERIALS+ TEST BATCH COURIER

வழியாக வாங்க விரும்பும் நண்பர்கள் கீழே உள்ள கைபேசியை தொடர்புகொள்க

BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
**DIRECTOR OF KAVIYA COACHING CENTER**

c. Triphthong

d. Triology

**53. -----are gliding sounds during the articulation of which, the speech organs glide from one vowel position to another**

a. Diphthongs

c. Semi-vowels

b. Triphthongs

d. Minimal pairs

**54. -----are words which differ only in one phoneme**

a. Diphthongs

c. Semi-vowels

b. Triphthongs

d. Minimal pairs

**55. -----are the different concrete phonetic variation of the same phoneme**

a. Allophones

c. Semi-vowels

b. Triphthongs

d. Minimal pairs

**56. ---- is a unit of speech which is at a level higher than the speech sound or phoneme**

a. Syllable

c. Intonation

b. Stress

d. Pitch.

**57----is the process by which one speech sound gets changed to another under the influence of another**

a. Onomatopoeia

c. Regression

b. Assimilation

d. Progression

**58. IPA stands for**

a. International political alphabet

b. International phonetic association

c. Indian phonetic alphabet

d. All the above

**59. Sounds articulated by two lips are called -----**

- |             |                 |
|-------------|-----------------|
| a. Dental   | c. Labio-dental |
| b. Bilabial | d. Alveolar     |

**60. Sounds articulated by the lower lip placed against the upper teeth are called----**

- |             |                 |
|-------------|-----------------|
| a. Dental   | c. Labio-dental |
| b. Bilabial | d. Alveolar     |

**61. Sounds articulated by the tip of the tongue placed against the upper teeth are called---**

- |                 |             |
|-----------------|-------------|
| a. Dental       | c. Bilabial |
| b. Labio-dental | d. Alveolar |

**62. Sounds articulated with the tip of the tongue or the blade of the tongue against the teeth ridge are called----**

- |             |                 |
|-------------|-----------------|
| a. Dental   | c. Labio-dental |
| b. Bilabial | d. Alveolar     |

**63. -----are produced involving the tip of the tongue and the back part of the teeth ridge.**

- |                    |            |
|--------------------|------------|
| a. Post-alveolar   | c. Palatal |
| b. Palate-alveolar | d. Velar   |

**64. -----articulated by the tip and the blade of the tongue against the teeth ridge with raising of the front of the tongue towards the palate**

- |                    |            |
|--------------------|------------|
| a. Post-alveolar   | c. Palatal |
| b. Palate-alveolar | d. Velar   |

**65. -----are articulated by raising the front of the tongue towards the hard palate**

- |                    |            |
|--------------------|------------|
| a. Post-alveolar   | c. Palatal |
| b. Palate-alveolar | d. Velar   |

**66. ----are articulated by raising the back of the tongue towards the soft palate**

- |                    |            |
|--------------------|------------|
| a. Post-alveolar   | c. Palatal |
| b. Palate-alveolar | d. Velar   |

**67. -----are sounds articulated in the glottis**

- |            |                      |
|------------|----------------------|
| a. Glottal | c. Palatal           |
| b. Velar   | d. None of the above |

**68. /p/, /b/, /m/ and /w/ are-----**

- |             |            |
|-------------|------------|
| a. Bilabial | c. Velar   |
| b. Dental;  | d. Glottal |

**69. /f/and /v/ are-----**

- |                 |             |
|-----------------|-------------|
| a. Dental       | c. Bilabial |
| b. Labio-dental | d. Alveolar |

**70. /t/. /d/, /n/, /l/, /s/ are -----**

- |                  |            |
|------------------|------------|
| a. Alveolar      | c. Palatal |
| b. Post-alvoelar | d. Dental; |

**71. The initial sounds in the words 'ship', 'church' and 'judge; are examples for-----**

- |                    |             |
|--------------------|-------------|
| a. Palato-alveolar | c. Velar    |
| b. Palatal         | d. Bilabial |

**72. The initial consonant in 'Young' is a -----sound**

- a. Palatal  
b. Velar  
c. Dental  
d. Glottal

**73. /K/and /g/ are examples for ----sounds**

- a. Velar  
b. Glottal  
c. Palatal  
d. Bilabial

**74. /h/ in the word 'he' is a ----sound**

- a. Velar  
b. Glottal  
c. Palatal  
d. Alveolar

**75. The special features which affect speech sounds such as stress, pitch intonation and juncture are called-----**

- a. Supra-segmental phonemes  
b. Secondary phonemes  
c. Prosodic features  
d. All the above.

## ANSWERS

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| D  | A  | C  | D  | B  | A  | C  | A  | C  | B  | D  | A  | D  | A  | A  | B  | C  | D  | A  | A  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| B  | A  | C  | A  | B  | B  | C  | C  | C  | D  | D  | A  | B  | A  | C  | B  | B  | A  | C  | *  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| B  | C  | D  | C  | D  | A  | A  | B  | C  | D  | A  | C  | C  | D  | A  | A  | B  | B  | B  | C  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 |    |    |    |    |    |
| A  | D  | A  | B  | C  | D  | A  | A  | B  | A  | A  | A  | A  | B  | D  |    |    |    |    |    |

**SELF TEST-2**

(1) Which of the following methods emphasizes the use of vernacular ?

- (a) Direct Method (b) Grammar-Translation Method  
(c) Bilingual Method (d) None of the above

(2) The Grammar-Translation Method was formerly known as \_\_\_\_\_ .

- (a) The Realistic Method (b) The Grammar Method  
(c) The Translation Method (d) The Classical Method

(3) In India, \_\_\_\_\_ is the lingua franca.

- (a) Hindi (b) Gujarati (c) English (d) Sanskrit

(4) The word "bilingual" refers to \_\_\_\_\_ .

- (a) British language (b) Two languages  
(c) Gujarati language (d) Three languages

(5) The most important objective of the \_\_\_\_\_ method of teaching English is to communicate in the target language.

- (a) Bilingual (b) Demonstrative  
(c) Grammar-Translation Method (d) Direct

(6) \_\_\_\_\_ method lays emphasis on reading and writing but neglects speech.

- (a) Direct (b) Bilingual (c) Grammar cum Translation (d) Multilingual

(7) The \_\_\_\_\_ method was developed by Prof C.J. Dodson of Wales.

- (a) Bilingual (b) Grammar -Translation method (c) Direct (d) Informative

(8) Who said, "Direct association between the word and the thing gives better results than translation"?

- (a) Prof. C.J. Dodson (b) Prof. GoKalk (c) Bertrand Russell (d) G.B. Shaw

(9) The teacher functions as the \_\_\_\_\_ in the Community Language Learning Method.

(a) administrator (b) counselor (c) manager (d) advisor

(10) The Grammar Translation Method was used in the U.K. to teach \_\_\_\_\_ Languages.

[a] modern [b] classical [c] oriental [d] ancient

(11) Speech is the primary focus of \_\_\_\_\_ method.

[a] G.T. Method [b] Bilingual [c] Direct [d] Community Language Learning

(12) The G.T. method was used in teaching of \_\_\_\_\_ in Europe.

[a] French and German [b] Italian and Spanish

[c] French and English [d] Greek and Latin

[13] In the Direct Method of teaching of a language more emphasis is give to \_\_\_\_\_

[a] listening and speaking [b] reading and writing

[c] listening and reading [d] speaking and writing

(14) Community Language Learning is developed by \_\_\_\_\_ .

[a] Michael West [b] Charles Curran [c] Edward Spair [d] Ian Svartik

(15) Bi-lingual means \_\_\_\_\_

[a] two language [b] multi-language [c] three language [d] one language

(16) In India, \_\_\_\_\_ is the lingua franca.

[a] Hindi [b] English [c] Sanskrit [d] Gujarati

(17) \_\_\_\_\_ is the second most widely spoken and understood language in India after Hindi.

[a] Sanskrit [b] Marathi [c] English [d] Bengali

(18) A \_\_\_\_\_ is a way of doing things.

[a] maxim [b] technique [c] method [d] approach

(19) The GTM does not pay attention to the teaching of \_\_\_\_\_ .

[a] grammar [b] pronunciation [c] translation [d] spellings

(20) \_\_\_\_\_ receives the highest attention in the GTM.

[a] reading [b] listening [c] speaking [d] writing

(21) The GTM has special appeal for teacher in India as it relies on \_\_\_\_\_ for language learning.

[a] speech [b] listening [c] memory [d] intellect

(22) The Direct Method is against the use of \_\_\_\_\_ in class room.

[a] second language [b] reading [c] spelling [d] mother tongue

(23) \_\_\_\_\_ is taught inductively in Direct Method.

[a] grammar [b] translation [c] pronunciation [d] listening

(24) The Community Language Learning method is \_\_\_\_\_ centered approach.

[a] reader [b] learner [c] teacher [d] class

(25) Primary accent is also known as \_\_\_\_\_.

(a) Second accent (b) Third accent (c) Fourth accent (d) Tonic accent

(26) All English words have primary or secondary \_\_\_\_\_.

(a) Stress (b) Intonation (c) Tone (d) Pitch

(27) Very often stress and pitch change work together to make a \_\_\_\_\_ prominent.

(a) word (b) syllable (c) sound (d) pitch

(28) In compound words, the primary stress is generally on one element- usually the \_\_\_\_\_.

(a) first (b) second (c) first & second (d) last

(29) Words that are normally stressed in native English are sometimes left unstressed in \_\_\_\_\_.

(a) Indian English (b) American English

(c) Standard English (d) African English

(30) Stress and \_\_\_\_\_ are linked phenomena.

(a) Pronunciation (b) Pitch (c) Intonation (d) Syllable

(31) Words with \_\_\_\_\_ prefixes are stressed on the root.

(a) strong (b) weak (c) medium (d) low

(32) Indian English is sometimes \_\_\_\_\_ to native English speakers.

(a) intelligible (b) unintelligible (c) ordinary (d) sensible

(33) In the words of more than two syllable ending in ----ate, the primary stress is placed \_\_\_\_\_ syllable before the suffix.

[a] three [b] one [c] four [d] two

(34) In the sentence "They offered him a job," the word "job" is a direct \_\_\_\_\_.

[a] object [b] subject [c] verb [d] adverb

(35) The sentence "The fragrance spread everywhere," follows the \_\_\_\_\_ sentence pattern.

[a] SVC [b] SVA [c] SVO [d] SVOO

(36) The main elements in the clause are \_\_\_\_\_

[a] verb and adverb [b] subject and object

[c] subject and verb [d] complement and adverb

(37) In the sentence "We found the house expensive," the word "expensive" is a

[a] subject [b] verb [c] complement [d] object

(37) Linking verb links the subject with the \_\_\_\_\_.

[a] subject [b] verb [c] complement [d] object

(38) "Till" is used as a conjunction in the adverb clause of \_\_\_\_\_.

[a] condition [b] time [c] reason [d] place

(39) A \_\_\_\_\_ sentence has two or more main clauses.

(a) complex (b) compound (c) simple (d) mixed

(40) A clause is a group of words that has a subject and a \_\_\_\_\_.

(a) noun (b) preposition (c) verb (d) conjunction

### ANSWERS

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| B  | D  | C  | B  | D  | C  | A  | A  | A  | B  | C  | D  | A  | B  | A  | B  | C  | C  | B  | A  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| C  | D  | A  | B  | D  | A  | B  | C  | A  | D  | B  | B  | D  | A  | B  | C  | C  | C  | A  | C  |

# TN TET PAPER-I-

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# போட்டித் தேர்வு

## MATERIALS+ TEST BATCH COURIER

வழியாக வாங்க விரும்பும் நண்பர்கள் கீழே உள்ள கைபேசியை தொடர்புகொள்க

BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
**DIRECTOR OF KAVIYA COACHING CENTER**

# TET-PAPER-I- ENGLISH (Competitive Exam) பேட்டித் தேர்வு STUDY MATERIALS

## English Competitive Exam Revision Test-1

1. ABL method helps the learners to .....  
A) be playful during the class      C) memorize English structures  
B) learn with freedom      D) depend on the teacher all the time
2. A supplementary reader is meant for .....  
A) Extensive reading      C) Intensive reading  
B) Local comprehension      D) Global comprehension
3. A quick gathering of information from the text is known as.....  
A) skimming      B) scanning      C) reading      D) browsing
4. The .....movement of the eye is called regression.

- A) forward      B) sideward      C) backward      D) saccadic

5. In the Active Learning Method(ALM) Mind map is drawn to check the.....of the students.

- B) writing Skill      A) drawing Skill  
C) understanding of the content      D) to while away the time

6. The former president of India, Dr.A.P.J.Abdul Kalam has consented to address the students of your school on the eve of Annual day. Which discourse among the ones listed below is best suitable for informing the parents of the students about the same?

- A) letter      B) diary      C) notice      D) slogan

7. In which classification of work can we categorise teaching?

- A) Clerical      B) Managerial      C) Skilled      D) Professional

8. Suppose you want to teach the word 'Pat'. Which one of the following is the easiest way to teach it?

- B) Telling a story in which the word 'pat' is used  
A) Drawing the picture of someone patting  
C) Using the word 'Pat' in a sentence  
D) Showing the action of 'patting'

9. When you read something quickly in order to find the main points you call it

- A) skimming      B) scanning      C) intensive reading      D)extensive reading

10. The teacher of English uses 'pait-work' in the classroom to .....

- A) improve pupil's knowledge.  
B) improve the teacher's teaching.  
C) improve pupil's communication skills,

D) improve the teacher's English.

11. The aim of teaching poetry is.....

- A) to help pupils to write poems.
- B) to help pupils to enjoy reading the poems.
- C) to help pupils only to learn poems by heart.
- D) to write the poems in their notebooks.

12. Reading a passage from the Supplementary Reader for enjoyment and expansion of information is called.....

- A) Intensive Reading
- B) Silent Reading
- C) Self Reading
- D) Extensive Reading

13. Remedial teaching involves.....

- A) testing continuously
- C) teaching and testing
- B) teaching difficult topics
- C) teaching, testing and reteaching

14. Which is not a quality of 'good handwriting'?

- A) legibility
- B) Distinctiveness
- C) Spacing
- D) Absence of uniformity in the size of the letters.

15. Identify the correct characteristic:

If a test measures what it intends to measure, then it is one of the characteristics of a good test.

- A) Practicability
- B) Reliability
- C) Scorability
- D) Validity

16. Verbal guidance is least effective in the learning of

- D) facts
- A) attitudes
- B) relationships
- C) skills

17. Extensive reading. If properly guided will.....

- A) Creative love for extra-reading
- B) Create love for doing exercise
- C) Create love for listening English
- D) Create love for writing English

18. Listening is a process of hearing with.....
- A) Understanding, interpreting and responding
  - B) Responding, understanding and interpreting
  - C) Interpreting, responding and understanding
  - D) Understanding, responding and interpreting
19. In dictionary V (pp) means.....
- B) Verb past tense A) Verb present participle
  - C) Verb past participle D) Phrasal verb
20. Factual descriptions of an event or incident are called.....
- A) Reports B) Articles C) Records D) Registers
21. A paraphrase of a passage should be.....
- A) Of specific length compared to the original passage
  - B) Much shorter than the original passage
  - C) Much longer than the original passage
  - D) No hard and fast rule for the length.
22. Body language is considered as vehicle of communication along with voice and pitch. If one leans forward it is interpreted as..
- B) Feeling uneasy A) Wishing to get involved
  - C) direct D) situational approach
23. Dr. C. J. Dadson developed .....method.
- D) communicative A) bilingual B) direct C) situational approach
24. The combination of all approaches is called.....
- D) bilingual A) SOS B) direct C) eclectic
25. In ABL separate .....are assigned for each learning activity.
- D) schools A) teacher B) logos C) class rooms
26. Active learning is involving.....directly.

- D) public      A) parents      B) Students      C) teachers
27. "Prose is words in their best order."-Whose words is this?  
D) Eliot      A) Coleridge      B) wordsworth      C) Shakespeare
28. Prose is for information and poetry is for.....  
A) comprehension      B) appreciation      C) composition      D) documentation
29. Language is a set of words and a set of.....  
D) examples      A) none      B) rules      C) gaps
30. ....is taught inductively.  
D) speaking      A) writing      B) spelling      C) grammar

## English Competitive Exam Revision Test-2

1. A thesaurus is used to find out.....  
D) syllabication      A) origin      B) synonyms      C) usage
2. Skimming is used to..... Identify the main ideas of a text.  
D) closely      A) quickly      B) slowly      C) rapidly
3. Scanning is going through the text quickly with a view to looking  
.....information.  
D) specific      A) common      B) ordinary      C) normal
4. Readers can .....a passage for a general idea of its context.  
D) relate      A) scan      B) link      C) skim
5. ....refers to the links or connection between successive clauses.  
D) Abbreviation      A) Conjunction      B) Cohesion      C) Interjection
6. Find out the odd one 'accuracy, appropriacy, avoidance, ability,  
D)avoidance      A) ability      B) accuracy      C) appropriacy
7. ....is an attempt or a trial in writing a piece of composition.  
D) A poem      A) A paragraph      B) A sentence      C) An essay
8. Explaining something is called.....type of essay.

D) expository      A) narrative      B) descriptive      C) argumentative

9. In report writing facts should be collected from.....sources.

D) interviews      A) authentic      B) books      C) newspapers

10. ....is a short funny play.

D) A poem      A) A drama      B) A skit      C) A short story

11. The e-mail (Electronic mail) is .....

D) tiny      A) long      B) broad      C) short

12. ....makes communication almost instant.

D) newspaper      A) e-mail      B) television      C) radio

13. Prose is more.....than fictitious.

D) factual      A) imaginary      B) artificial      C) provoking

14. In poem .....words are permissible.

D) syntactic      A) colloquial      B) archaic      C) trochaic

15. A poem focuses on .....ideas.

D) no      A) one      B) two      C) many

16. A .....can be built around an object, incident, person.

D) rhyme      A) essay      B) composition      C) poem

17. The letter 'r' is pronounced when followed by a -----

A) diphthong      B) vowel      C) Consonant      D) semi vowel

18. Sounds that do not produce vibration of vocal chords are called -----

A) approximants      B) voiceless sounds      C) voiced sounds      D) The plosives

19. Correct word for the phonetic transcription /bɜ:d/ is -----

A) bird      B) birdie      C) Bard      D) Beard

20. Find the word that is pronounced differently from others:

I) Blood II) Moon III) Soon IV) Mood

A) I B)II C) III D) IV

21. Find the word that is pronounced differently from others:

I) Bear II) dare II) Fare IV) Dear

A) I B)II C) III D) IV

22. Find the word that is pronounced differently from others:

I) Enjoyed II) Jumped III)Died IV) Filled

A) I B)II C) III D) IV

23. Pick out the correct pronunciation of the word italicized in the following sentence:

A) Kond ^kt/ B) /kand^kt C) kend k^t/ D) /ke:nd k^t/

24. Identify the correct phonemic trascription for 'germinate;

A) d33: mineit B) J1:mineit C)3:minait D) d3emineit

25. Choose the correct word for phonetic transcription :

A) goal B) glum C) glow D) girl

26. Twenty six letters of English alphabets do the work of -----sounds.

A) Forty three B) Forty two C) Forty D) Forty four

27. In which of the combination the letter 'h' is pronounced?

A) exhibit-exhilaate B) rhetoric-khaki C) heir-hour D) hostel-hostile

28. Suffixes are usually

A) unstressed B) strongly stressed C) weakly stressed D) stressed

29. Which one of the following phonetic transcriptions of the word "examination" is correct?

A) /Ig,ZaemI'neIfn/ B) Ig,zaemI'neISn/

C) /Ig,zaemI'nelZn/ D) /Ig,zaemI'neIfan/

30. Correct word for the phonetic transcription/tr^k/is-----

A) trick B) trek C) truck D) trig

24. The play 'Merchant of Venice' is written by.....

- A) William Wordsworth      B) Rabindranath Tagore  
C) T.S.Eliot      D) William Shakespeare

25. The author of the play 'Oliver Twist' is.....

- A) John Milton B) Charles Dickens C) Jules verne D) W. Shakespeare

26. Which among the following is not correct?

1. Alice in Wonderland - Carroll Lewis  
2. My Experiments with truth - M.K. Gandhi  
3. Around the world in 80 days - Jules Verne  
4. Jungle Book - Rudyard Kipling

- A) 1,2,3      B) 1,3,4      C) 2,3,4      D) None

27. Which among the following are correct?

1. Don Quixote - Miquel de Cervantes  
2. Wings of Fire - A P J Abdul Kalam  
3. Glimses of World History - J.L. Nehru  
4. Malgudi Days - R.K. Lakshmanan

- A) 1,2,3,      B) 1,3,4      C) 1,2,4      D) all

28. Which among the following is W. Shakespeare's Play?

1. The Merchant of Venice 2. Othello 3. Julius Caesar 4. King Lear

- A) 1,3,4      B) 1,2,3      C) 2,3,4      D) 1,2,3,4

29. Which among the following is not W. Shakespeare's play?

- A) Hamlet      B) Twelfth Night

- C) Comedy of a king      D) Romeo and Juliet

30. Which among the following is not correct?

- A) Harry Potter - J.K. Rowling      B) War and Peace - Leo Tolstoy  
C) I Dare - Kiran Bedi      D) Panchatantra - Shastri Sharma

# English Competitive Exam Revision Test-7

1. Identify the correct compound word that contain 'Verb+Noun'

- A) Popcorn      B) overthrow      C) safeguard      D) Lifelong

2. Find out the pair of words with the combination of 'adverb+noun'.

- A) Dark room, mad man      B) Chewing gum, dancing girl  
C) Upshot, forefinger      D) Search light, play thing

3. For correct compound word for NOUN+ADJ.

- A) Danching bird      B) Long jump      C) Duty free      D) Popcorn

4. Which of the words given below can be placed after the word car to form a compound word?

- A) street      B) park      C) house      D) top

5. Which of the words given below can be placed after the word rive to form a compound word?

- A) star      B) bed      C) rest      D) free

6. Which of the given word below can be placed after the word bath to form a compound word.

- A) soap      B) chair      C) plane      D) home

7. which of the given word below can be placed after the word work to form a compound word.

- A) Chair      B) way      C) shop      D) van

8. Time.....

- A) desk      B) table      C) chair      D) board

9. Find a compound word using gerund+verb

A) Walking stick B) Breakfast C) Air port D) arm chair

10. Find a compound word using noun+verb

A) Waterfall B) seafood C) starlight D) schoolboy

11. Find a compound word using adjective + noun

A) gentle man B) free-drive C) dry-clean D) deep-fry

12. Which of the words given below can be placed after the word moon to form a compound word?

A) bed B) light C) hood D) port

13. Which of the words given below can be placed after cricket to form a compound word?

A) plot B) court C) ground D) area

14. Discovery of India is written by.....

A) J.L. Nehru B) APJ Abdul Kalam C) R. Tagore D) R.K. Narayan

15. Odd one out

A) As you like it B) The winter's tale

C) Twelfth Night D) The selfish giant

16. Change the given verb into noun form: Imagine

A) imagination B) imagined C) imaginative D) imaginary

17. In the sentence "The train came rushing down the hill" the word down functions as.....

A) noun B) Preposition C) verb D) adverb

18. Identify the adjective form of the word 'honour'.....

A) honourable B) honest C) honesty D) honorarium

19. Which of the following sentence convey the same meaning to the given sentence?

His behaviour was that of a gentleman

1. His behave gentle man.
2. He behaved like a gentleman
3. He behaves like a gentleman.
4. His behaving ike a gentle man.

A) 4                      B) 3                      C) 2                      D) 1

20. The grammatical function of the underlined word is He argues sensibly.

A) adjective              B) adverb              C) verb              D) complement

21. Which among the following word's grammatical function is adverb?

Please handle the ceramic bowls carefully.

A) handle              B) ceramic              C) bowls              D) carefully

22. The grammatical funtion of the word 'waste' in the given sentences are.....

1. Don't throw the waste here.
2. Don't waste your food.

3. Don't eat the waste food.

A) noun, verb, adjective              B) verb, adjective, adverb

C) adverb, adjective, noun              D) noun, verb, noun

23. The grammatical function of the underlined word is She sings sweetly.

A) adjective              B) adverb              C) verb              D) complement

24. In Which of the following sentence, the word 'prize' has a grammatical function of adjective?

1. She won the first prize.
2. It is prized for his talent.

3. It's prize winning novel.

A) 1                      B) 1,3                      C) 3                      D) 2,3

25. Which among the followings is not correct?

A) verb form of the noun laugh is laugh

- B) noun form of the verb join is join  
C) adverb, of the noun overall is overall  
D) adjective of the noun hill is hill

26. Which among the following is correct?

- A. Moderate – noun  
B) Moderate - verb  
C) Moderate – adjective  
D) Moderation - adverb.

27. The grammatical function of the underlined word is I slept very little last night.

- A) adjective  
B) adverb  
C) verb  
D) complement

28. Find out the odd one 'cook, food, menu, dinner'

- A) food  
B) menu  
C) cook  
D) dinner

29. Life of Dr. Johnson is written by.....

- A) Boswell  
B) Lawrence  
C) Lewis  
D) Alexander

30. Carlo Collodi wrote.....

- A) Giant  
B) Pinocchio  
C) Tom and Jerry  
D) Harry Potter

## English Competitive Exam Revision Test-8

1. The meaning of 'via' is.....

- A) by way of  
B) by side of  
C) in front of  
D) besides

2. Find out the odd one 'Yoga, viz, purdah, sign'

- A) yoga  
B) viz  
C) purdah  
D) sign

3. Find out the word that means the following 'A veil'

- A) churidhar  
B) paint  
C) purdah  
D) shirt

4. The meaning of 'psyche' is.....

- A) knowledge                      B) soul                      C) body                      D) mental

5. Fine out the word that means the following 'Confusion and disorder'

- A) chaos                      B) mesery                      C) Sorrow                      D) failure

6. Find out the odd one 'menu, Kudos, Cuisine, cinema'

- A) kudos                      B) menu                      C) cinema                      D) cuisine

7. Find out the word that means the following 'A sauce made with vegetables'

- A) soup                      B) curry                      C) sauce                      D) dish

8. The meaning of 'Etcetera' is.....

- A) previous                      B) part                      C) and the rest                      D) whole

9. Fine out the word that means the following 'Culminating point'

- A) introduction                      B) Bibliography                      C) autograph                      D) climax

10. Replace tge italicized word in the following sentence with the correct phrase chosen from the options

I am not going to tolerate their smoking any longer

- A) put across                      B) put up with                      C) put out                      D) put off

11. The manager will cancel the meeting.

- A) call on                      B) call out                      C) call in                      D) call off.

12. Pick out the word that can replace the italicized phrase in the sentence given below

'She went for him with a cane.

- A) approached                      B) troubled                      C) lifted                      D) attacked

13. The phrasal verb 'peter out' means.....

- A) send Peter out                      B) To decrease                      C) To urge                      D) To progress

14. Replace the underlined words with suitable phrasal verbs.

The mother raises her 5 children.

- A) brings up      B) brings in      C) brings about      D) brings into

15. Which among the following is not correct?

1. She brings in Rs. 500 per month.
2. We are trying to bring about a change in politics.
3. They give in when they were outnumbered.
4. I look out the book.

- A) 1,3,4      B) 1,2,3      C) 2,3,4      D) 1,3,4

16. Replace the underlined words with suitable phrasal verbs.

Please hand over the file.

- A) pass on      B) pass by      C) pass away      D) pass it

17. They put off the match.

- A) started      B) ended      C) cancelled      D) postponed

18. Replace the underlined words with suitable phrasal verbs.

Many people applied for the job,

- A) put off      B) Put in      C) Put up      D) Put out

19. I will search the dictionary for the meaning of this word.

- A) look upon      B) look up to      C) look up      D) look at

20. Children love to wear new clothes.

- A) put on      B) layover      C) get back      D) go over.

21. He resembles his father.

- A) takes up      B) takes back      C) takes after      D) takes on

22. Replace the underlined words with suitable phrasal verbs.

The police looked into the case.

A) joined B) examined C) arrested D) punished

23. A syllable or part added before a word in before a word in order to change its meaning is called a .....

A) index B) suffix C) prefiz D) matrix

24. She ..... Placed her mobile,

A) un- B)en- C) mis- D) dis-

25. The arrange..... Is very nice.

A) ness B) ment C) ly D) al

26. Tigers are-dangered species.

A) un- B)en- C) mis- D) dis-

27. Attach a suffix to the word 'trans' from the list.

A) -less B) -ness C) -ful D) -form

28. Which among the following is correct?

By adding suffixes

1. We can change the adjectives into nouns
2. We can Change the nouns into verbs
3. We can change the adjectives into adverbs
4. We can change the grammatical function of the word.

A) 1,2,3 B) 1,3,4 C) 1,3,4 D) all

29. Supply a suitable suffix for the given word: Sheep

A) ity B) ness C) ish D) ism

30. Add the right prefix to the word 'feeble' choosing from the options given.

A) - im B) - in C) -dis D) -en

# English Competitive Exam Revision Test-9

Choose the correct phrasal prepositions to complete the sentence

1. Dr. Kumar was susceptible.....

- A) on flattery                      B) to flattery                      C) for flattery

2. The farmers were keen..... The fields before the monsoon.

- A) for harvesting    B) on harvesting    C) to harvesting

3. .... it rained, the teams continued to play the match.

- A) In the event of              B) On account of    C) Even though

4. Arun rescued a little girl.....

- A) from drowning    B) of drowining    C) on drowining

5. .... Eating your food, wash your hand.

- A) before                      B) after                      C) if

6. Sridevi is good.....

- A) of dancing                      B) at dancing                      C) on dancing

7. The flights were delayed.... Thick fog.

- A) because                      B) due to                      C) despite

8. Siddiq was instrumental..... The company.

- A) on developing    B) in developing    C) for developing

9. Ponting gave up his captaincy..... Clarke.

- A) in favour of              B) in the face of    C) by dint of

10. Gzandesigan has a ..... The Carnatic music

- A) in spite of                      B) passion for                      C) ahead of

11. Jayashree is..... ruin.

# TN TET PAPER-I-

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# போட்டித் தேர்வு

## MATERIALS+ TEST BATCH COURIER

வழியாக வாங்க விரும்பும் நண்பர்கள் கீழே உள்ள கைபேசியை தொடர்புகொள்க

BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
**DIRECTOR OF KAVIYA COACHING CENTER**

11. Choose the question word(s) that can help to frame question(s) to the given sentence.

My school is about 2 km from here.

1. How far 2. why 3. Where 4. How many distance

A)1,2

B)1,3

C)1,4

D)1,3,4

12. Choose the correct question tag:

Mary has answered all the questions, .....?

A) doesn't she

B) didn't she

C) wasn't she

D) hasn't she

13. Choose the correct question tag:

Hanif wasn't listening, .....?

A) was he

B) has he

C) did he

D) isn't he

14. Fill in the blanks by choosing the right options given along with each questions

Her father won't come this time, \_\_\_\_\_?

A) will she

B) won't she

C) won't he

D) will he

15. They play cricket every Sunday, \_\_\_\_\_?

A) aren't they

B) don't they

C) are they

D) didn't they

16. Choose the appropriate tag for the sentence given below:

Have some more rice, .....?

A) will you

B) shall you

C) may you

D) won't you

17. Choose the right question tag:

We put some money in the bank last week.....?

A) aren't we

B) don't we

C) didn't we

D) do we

18. Supply the suitable question tag. (AUG-2013-P1)

Plants give out oxygen during the day, .....?

- A) do they      B) don't they      C) did they      D) can we

19. Add the correct question tag to the given sentence:

Let us thank our teachers,

- A) shan't we      B) won't we      C) shall we      D) can we

20. Choose the correct question tag: Wait a minute, \_\_\_\_\_?

- A) shan't we      B) need you      C) shall we      D) can't you

21. Students should be allowed to use the library every day, \_\_\_\_\_?

- A) should they      B) isn't it      C) shouldn't they      D) can they

22. We get uninterrupted power supply, \_\_\_\_\_?

- A) getn't we      B) didn't we      C) don't we      D) can we

23. I'm not late, \_\_\_\_\_?

- A) aren't I      B) am I      C) should I      D) amn' I

24. Give me your pen please, \_\_\_\_\_?

- A) will you      B) won't you      C) shouldn't you      D) can you

25. They will ask for money, \_\_\_\_\_?

- A) will they      B) won't they      C) do they      D) shall they

26. Let us go for a picnic, \_\_\_\_\_?

- A) will you      B) shall we      C) should we      D) shall you

27. Many of us do not know the information, \_\_\_\_\_?

- A) don't we      B) do they      C) do we      D) may we

28. Students should use the time usefully, \_\_\_\_\_?

- A) will you      B) should they      C) shouldn't they      D) shall you

29. The flag has four colours on it, \_\_\_\_\_?

- A) has it                      B) hasn't it                      C) do they                      D) do it

30. There is no water in the tank, \_\_\_\_\_?

- A) is it so                      B) is there                      C) isn't here                      D) are there

# English Competitive Exam Revision Test-22

1. You should treat each other with respect,.....?

- A) should you                      B) has it                      C) shouldn't you                      D) will you

2. Selvan along with his friends hurt the dog, .....?

- A) do they                      B) did he                      C) do he                      D) did they

3. Choose the right tag.

She never tells lies, \_\_\_\_\_?

- A)do she                      B)don't she                      C)does she                      D)doesn't she

4.. Children..... Obey their parents

- A)should                      B)would                      C)might                      D)must

5. If Rani hadn't started early \_\_\_\_\_

- A) She will be late to school,                      B) She would be late to school,  
C) She would have been late to school.                      D) She could be late to school.

6. If I were your employer, \_\_\_\_\_

- A) I will hike your salary                      B) I would hike your salary  
C) I would have hiked your salary.                      D) I could have hike your salary

7. If you waste water, \_\_\_\_\_

- A) you would have suffered.                      B) you would suffer  
C) you will suffer                      D) you can suffer

8. If I won lottery \_\_\_\_\_

- A) I would buy a BMW car.                      B) I will buy a BMW car.  
C) I would have buy a BMW car.                      D) I shall buy a BMW car.

9. If I met him .....

- A) I would have spoken to him                      B) I would speak to him  
B) I will speak to him                      C) I may speak to him

10. If I had studied diligently .....the examination.

- A) I would pass                      B) I will pass  
C) I would have passed                      D) I have been passed

11. If he were patient \_\_\_\_\_.

- A) he would have won the argument                      B) he will win the argument  
C) he would win the argument                      C) he could win the argument

12. If you called me .....

- A) I would have come.                      B) I would come.  
C) I will come                      D) I shall come

13. If you study wen, \_\_\_\_\_.

- A) You would surely get good marks.  
B) You will surely get good marks.  
C) You would have got good marks.                      D) You shall get good marks

14. Which of the option given below will suit the following sentence?

\_\_\_\_\_she would have completed her work.

- A) If she had started in time                      B) If she started in time  
C) If she starts in time                      D) If she start in time

15. \_\_\_\_\_it floats.

- A) If we dropped a piece of wood in water

- B) If we drop a piece of wood in water
- C) If we had dropped a piece of wood in water
- D) If we will drop a piece of wood in water

16. Which of the option given below will suit the following sentence?

- A) he would be punished
- B) he will be punished
- C) he would have been punished.
- D) he shall be punished

17. They will miss the train unless they hurry. (Rewrite using 'if')

- A) If they will hurry they will miss the train.
- B) If they will not hurry they will miss the train.
- C) If they do not hurry they will miss the train.
- D) If they hurry, they miss the train.

18. Identify the correct word to fill in the given blank:

If I .....rich, I would help the poor.

- A) am
- B) were
- C) is
- D) was

19. If I \_\_\_\_\_ a fish, I would swim.

- A) Was
- B) am
- C) were
- D) have

20. If the driver had been alert \_\_\_\_\_

- A) the accident can be avoided
- B) the accident could be avoided
- C) the accident could have been avoided
- D) the accident should be avoided

21. The reported form of the question Renu said to me , "Is the movie interesting?" is..

- A) Renu asked me if the movie was interesting
- B) Renu asked me if the movie has been interesting
- C) Renu asked me if he movie is interesting

D) Renu asked me if the movie had been interesting

22. A piece of dialogue has been reported as. He said that he'd come later.

What would be the exchange used in the dialogue?

- A) I may come later                      B) I come later  
C) I'll come later                      D) I came later

23 Identify the reported form of the given sentence:

My friend said, "You must accept this gift."

- A) My friend asked that I must accept that gift.  
B) My friend said that you must accept that gift.  
C) My friend requested that I must accept this gift.  
D) My friend insisted that I must accept that gift.

24 Choose the reported form of the given sentence:

She said to me yesterday "I must go".

- A) She told me that she must go  
B) She told me yesterday that she had to go  
C) She exclaimed that she had to go  
D) She told me yesterday that she will go

25. Which among the following sentence is correct to the given sentence?

Naveen asked his brother if he would accompany him to the provision store.

1. Naveen said to his brother, "Will I accompany you to the provision store?"
2. Naveen said to his brother, "Would I accompany you to the provision store?"
3. Naveen said to his brother, "Will you accompany him to the provision

store?"

4. Naveen said to his brother, "Will you accompany me to the provision store?"

- A) 3                      B) 4                      C) 1                      D) 2

26. Which among the following sentence is correct to the given sentence?

The teacher asked the students if they had done the problem which he had given to them the previous day.

1. The teacher said to the students, "Have you done the problem which You have given to you yesterday?"

2. The teacher said to the students, "Have you done the problem which You have given to them yesterday?"

3. The teacher said to the students, "Have they done the problem which I have given to you yesterday?"

4. The teacher said to the students, "Have you done the problem which I have given to you yesterday?"

- A) 3                      B) 2                      C) 4                      D) 1

27. Which among the following sentence is correct to the given sentence?

Bhalaji exclaimed that I had rendered him a good deed.

1. Bhalaji said, "What a good deed you have rendered!"

2. Bhalaji said, "What I had rendered him a good deed!"

3. Bhalaji said, "What a good deed they have rendered!"

4. Bhalaji said, "What they had rendered him a good deed!"

- A) 3                      B) 2                      C) 4                      D) 1

28. Which among the following sentence is correct to the given sentence?

The teacher asked the boys not to speak ill of others.

1. The teacher said to the boys, "Don't speak ill of Yours."
2. The teacher said to the boys, "Don't spoke ill of others."
3. The teacher said to the boys, "Don't speak ill of others."
4. The teacher says the boys, "Don't speak ill of others."

A) 4                      B) 3                      C) 1                      D) 2

29. Which among the following sentence is correct to the given sentence?

The old woman said to the student, "Please help me to cross the street".

1. The old woman requested the student to help him to cross the street.
2. The old woman ordered the student to help her to cross the street.
3. The old woman requested the student to helped her to cross the street.
4. The old woman requested the student to help her to cross the street.

A) 4                      B) 3                      C) 1                      D) 2

30. How I wish I were invited to the party! (as a statement)

- A) I wished that I had been invited to the party.
- B) I wish that I have been invited to the party.
- C) I wish that he had been invited to the party.
- D) I wish that I had been invited to the party.

## English Competitive Exam Revision Test-23

1. China is more thickly populated than India. Choose the positive degree for the given statement.

- A) India is as thickly populated as China
- B) India is more thickly populated than China
- C) India is so thickly populated as China

D) India is not so thickly populated as China

2. Identify the correct comparative form of the given sentence:

Chennai is one of the largest cities in India.

A) Chennai is large than most other cities in India.

B) Chennai is larger than most other cities in India.

C) Chennai is not larger than most other cities in India.

D) Chennai is as large as most other cities in India.

3. Find out the sentence which conveys same meaning to the given sentence.

Ravi is richer than any other trader in our market.

1. Ravi is the only richest trader in our market.

2. Ravi is one of the richest traders in our market.

3. Very few traders are as rich as Ravi.

4. No other traders are as poor as Ravi in our market.

A) 3

B) 2

C) 4

D) 1

4. Find out the sentence which conveys same meaning to the given sentence.

Shimla is cooler than Ooty.

1. Ooty is so cool as Shimla.

2. Ooty is not so cool as Shimla

3. Shimla is not cooler than Ooty

4. Shimla is as cool as Ooty

A) 3

B) 1

C) 4

D) 2

5. Find out the sentence which conveys same meaning to the given sentence.

Is there any animal more cunning than fox?

1. Fox is one of the most cunning animals.

2. Fox is the cunning animal
3. No other animal is so cunning as fox
4. Fox is cunning than any other animals.

A) 3                      B) 4                      C) 2                      D) 1

6. Find out the sentence which conveys same meaning to the given sentence.

Your answer is the most relevant.

1. Your answer is more relevant than any other answer.
2. No other answer is as relevant as Yours.
3. Few answers are relevant to your answer.
4. The most relevant answer is yours.

A) 1,2,3                      B) 1,2,4                      C) 1,3,4                      D) 2,3,4

7. Find out the sentence which conveys same meaning to the given sentence.

Our team is the stronger of the two.

1. The other two teams are not so strong as ours.
2. Our team is stronger than the other one.
3. Our team is so strong as the other two.
4. Our team the strongest of others.

A) 2                      B) 4                      C) 1                      D) 3

8. They ..... all the arrangements before the guest is arrival.

(a) will have made                      (c) had been making  
(b) will be made                      (d) were making

9. Sabithra ..... her job by tomorrow evening.

- (a) will be completing (c) will have completed  
(b) will complete (d) will have been completing

10. Harshini ..... her mother in making rangoli in the yard for the last one hour.

- (a) is helping (c) has been helping  
(b) has helped (d) helps

11. I promised the children a trip to the zoo.

- a) SVO b) SVDOIO c) SVIODO

12. In 1998, Frank moved to London.

- a) ASVA b) ASVO c) SVIODO

13. Can you ever regain your childhood? (as a statement)

- A) You cannot regain your childhood.  
B) You could not regained your childhood.  
C) He cannot regain your childhood.  
D) He cannot regain his childhood.

14. Didn't I tell you not to disturb me? (as a statement)

- A) I told you Don't disturb me. B) I told to you not to disturb me.  
C) I told not to disturbed me. D) I told you not to disturb me.

15 Supply the suitable relative pronoun.

I stayed with my grandmother.....cooking was the best in the world.

- A) what B) whom C) who D) 3

16. Choose a suitable relative pronoun: The moment ...is lost, is lost

forever.

- a) where                      b) who                      c) which                      d) what

17. The present moment is a gift.....has been bestowed upon you.

- A) that                      B) when                      C) whose                      D) whom

18. Which is the correct relative sentence to the given sentence?

Did you buy the book? You saw it in the shop.

Did you buy the book when you saw in the shop?

Did you buy the book which you saw in the shop?

Did you buy the book where you saw in the shop?

Did you buy the book whose you saw in the shop?

- A) 4                      B) 1                      C) 2                      D) 3

19. Do not put off till tomorrow .....you can so today.

- A) where                      B) whose                      C) when                      D) which

20. This is the plant .....belongs to you.

- A) which                      B) where                      C) whom                      D) what

21. Those .....utilise their time wisely will succeed in life.

- A) what                      B) who                      C) where                      D) whose

22. Which is the correct relative sentence to the given sentence?

I know the girl. She is a famous sportsperson. (whom/who)

1. The girl whose I know is a famous sportsperson.

2. The girl whom I know is a famous sportsperson.

3. The girl who I know is a famous sportsperson.

4. The girl what I know is a famous sportsperson.

- A) 4                      B) 3                      C) 2                      D) 1

23. Thyagarajan .....house I live in, is a good friend of mine.

- A) whom                      B) whose                      C) what                      D) which

24. A Postman is one .....delivers us letters.

- A) which                      B) what                      C) who                      D) where

25. Choose the most appropriate adjective clause that can replace the adjective phrase in the sentence: "Madhu met a girl with blue eyes"

- A) whose eyes are blue                      B) whose eyes were blue  
C) those eyes were blue                      D) those eyes are blue

26. Complete the following sentences by appropriate connecting words from the options listed below:

I met a boy.....told me.....I could find you.

- A) who, were                      B) that, were                      C) that, where                      D) who,where

27. Which is the correct relative sentence to the given sentence?

The performance of these students has been outstanding. They will be given special prizes.

1. The students who performance has been outstanding will be given special prizes.
2. The students which performance has been outstanding will be given special prizes.
3. The students that performance has been outstanding will be given special prizes.
4. The students whose performance has been outstanding will be given special prizes.

- A) 2                      B) 1                      C) 4                      D) 3

28. Identify the compound sentence :

- A) He is too tired to walk

B) After he had done the sums he went to bed.

C) As she worked hard she completed the work.

D) The farmer was old and he could not plough the field himself

29. The most appropriate conversion to simple sentence from the compound sentence "We must eat or we cannot live", is . . . . .

A) We must live to eat

B) We must not live to eat

C) We must eat and live

D) we must eat to live

30. How the sentences can be combined correctly without changing the meaning?

Raman has to complete his homework. He can't go out

The correct combination of the sentences is

A) If Raman has to complete his homework, he can't go out.

B) Raman has completed his homework until after he can't go out.

C) Until after Raman has completes his homework, he can't go out.

D) Until Raman has completed his homework after, he can't go out.

## English Competitive Exam Revision Test-24

1. We should have ..... in our home itself to give medical treatment.

a) first aid kit

b) an injection

c) hospital

2. Some house ..... and ..... are poisonous.

a) used food and plants

b) plants and dog

c) plants and used button cell batteries

3. You will certainly ..... rewards for what you are doing.

(a) getting (b) had got (c) was getting (d) be getting

4. Identify the simple sentence for the given compound sentence

I broke my ankle in a football match and had to go to hospital.

A) I had to go to hospital, because I broke my ankle in a football match.

B) I broke my ankle in a football match, so I had to go to hospital.

C) I had to go to hospital, so I broke my ankle in a football match.

D) Having broken my ankle in a football match, I had to go to hospital.

5. Which of the following is the correct definition for a run on?

A) Two sentences put together without a full stop or a connecting word in between them

B) A sentence with two main clauses

C) A sentence with two linkers

D) A sentence with a finite verb

6. Identify the complex form of the sentence: Only Indians are admitted.

a) On being Indian, you will be admitted.

b) Being Indian, you are admitted.

c) In the event of you being an Indian you are admitted

d) If you are not an Indian, you cannot be admitted.

7. Find out the simple sentence for the given sentence.

As soon as I head the good news, I congratulated her.

1. Because of hearing the good news, I congratulated her.

2. In the event of hearing the good news, I congratulated her.

3. When I Hearing the good news, I congratulated her.

4. Hearing the good news, I congratulated her.

- A) 3                      B) 1                      C) 4                      D) 2

8. The underlined part of the given sentence is ..... Have belief in, what you da?

- A) Subordinate clause B) main clause      C) phrase                      D) conjunction

9. The given sentence is a ..... Sentence.

Such whole-hearted devotion is possible only in the days of studenthood

- A) simple                      B) interrogative      C) Complex      D) compound

10. Find out the complex sentence for the given sentence

The box is too heavy to carry.

1. The box is very heavy and so he cannot carry.
2. The box is so heavy and so he cannot carry.
3. The box is very heavy that he cannot carry.
4. The box is so heavy that he cannot carry.

- A) 3                      B) 4                      C) 2                      D) 1

11. Which among the following is the correct simple sentence?

1. Recovering in a month's time I was discharged.
2. I was recovering, discharged in a month's time.
3. Recovering I was discharged in a month's time.
4. I was discharged, recovering in a month's time.

- A) 3                      B) 2                      C) 4                      D) 1

12. The given sentence is a ..... Sentence.

In addition to that, you owe a duty to the rulers.

- A) simple      B) interrogative      C) Complex                      D) compound

13. ....I had to stay in bed.

- A) Because of painful B) As soon as the pain

C) Being painful D) Owing to the pain

14. Identify the sentence that is grammatically correct:

A) He invited us to spend a few days with him.

B) He invited us to stay a few days with him

C) He invited us a few days to stay with him.

D) He invited us a few days to spend with him.

15. Read each sentence find out whether there is any grammatical error in it.

The error, if any will be in one part of the sentence. The number of that part is the answer.

While he was walking along the road (A)/ a speeding car (B) / knocked down to him (C) /no error

16. Everybody know that his failure can(A) /be attributed to (B) /his lack of practice (C) / No error

17. Do you wanted to discuss this (A)/ project today or can (B)/ we do it tomorrow

(C) / No error Identify the one italicizes expression (A,B,C or )

D) that must be changed in order to correct the sentences:

18. Things will be better if I will get a job and earn some money.

A

B

C

Then I won't have to live with my parents.

D

19. The company claimed to burring the best products and services

A

B

A)companion

B)compassion

D)conclusion

21. Books guided us mens They ...us.

A)gifted

B) benefited

D) Channelized

22.Choose the correct figure of speech given blow poetic line.

"Remember they have eyes like ours that wake"

(A) Simile

(B) Metaphor

(C) Personification

(D) Anaphora

23.Choose the correct figure of speech given blow poetic line.

"Beneath all uniforms, a single body breaths,Like ours:....."

(A) Simile

(B) Metaphor

(C) Personification

(D) Anaphora

24.Choose the correct figure of speech given blow poetic line.

"She's a lioness; don't mess with her".

(A) *Simile*

(B) Metaphor

(C) Personification

(D) Anaphora

25.Choose the correct figure of speech given blow poetic line.

"Our hells of fre and dust outrage the innocence"

(A) *Simile*

(B) *Metaphor*

(C) Personification

(D) Anaphora

26.Choose the correct figure of speech given blow poetic line.

'We can pull and haul and push and lif and drive"

(A) *Simile*

(B) Hyperbole

(C) Personification

(D) Anaphora

27. Do you ..... the day we moved the piano upstairs?

- (a) remember (b) remembered  
(c) are remembering (d) had remembered

28. The rain completely ..... our day.

- (a) spoilt (b) is spoiling (c) is spoilt (d) was spoilt

29. Akbar ----- the king at the age of fifteen after the sudden death of his father.

- (a) was becoming (b) had become (c) became (d) become

30. The criminal ..... the place before the police could reach.

- (a) was escaping (b) had escaped (c) is escaping (d) will escape

31. Who does "he" refer to here below line ?

He will not see me stopping here

To watch his woods fill up with snow.

(A) 'He' refers to the owner of the wood.

(B) 'He' refers to the owner of the minds.

(C) 'He' refers to the owner of the woods.

(D) 'He' refers to the owner.

32. 'A Poison Tree' Identify the figure of speech in the title.

- (A) Imagery (B) Repetition (C) Personification (D) Hyperbole

33. What figure of speech is used in 'watered it in fears' below lines ?

"And I watered it in fears

Night and morning with my tears"

- (A) Imagery (B) Repetition (C) Personification (D) Hyperbole

34. Choose the correct Rhyming words given below poetic lines.

I was angry with my friend;

I told my wrath, my wrath did end.

I was angry with my foe:

I told it not, my wrath did grow.

(A) friend – end; foe – grow

(B) friend – foe ; grow- end

(C) friend -- grow

(D) friend – end

35. Choose the correct Rhyme scheme given below poetic lines.

I was angry with my friend;

I told my wrath, my wrath did end.

I was angry with my foe:

I told it not, my wrath did grow.

(A) ABBA

(B) ABAB

(C) AABB

(D) BABA

36. Choose the correct Rhyming words given below poetic lines.

Whose woods these are I think I know.

His house is in the village though;

(A) know-though

(B) think-know

(C) though-know

(D) none of this

37. Choose the correct figure of speech given below poetic line.

The bleeding bark will heal

(A) Imagery (B) Repetition (C) Personification (D) Transferred Epithet

38. Choose the correct figure of speech given below poetic lines.

One of the anchoring earth;

(A) Hyperbole

(B) Metaphor

(C) Personification

(D) Anaphora

39. Choose the correct figure of speech given below poetic lines.

"There are pretty curtains drawn around, the sheets are fine and thin,  
And if you like to rest awhile, I'll snugly tuck you in."

(A) Assonance (B) Metaphor (C) Personification (D) Anaphora

40. Choose the correct figure of speech given below poetic lines.

"Your eyes are like the diamond bright, but mine are dull as lead! "

(A) *Simile* (B) Metaphor (C) Personification (D) Anaphora

41. Choose the correct figure of speech given below poetic lines.

"T is the prettiest little parlour that ever you did spy;

For who goes up your winding stair

(A) *Imagery* (B) Assonance (C) Consonance (D) Hyperbole

42. Choose the correct figure of speech given below poetic lines

How handsome are your gauzy wings, how brilliant are your eyes!

(A) irony (B) Onomatopoeia (C) Anaphora (D) *Simile*

43. Choose the correct figure of speech given below poetic lines

Sea that line hath never sounded,

Sea that sail hath never rounded,

(A) irony (B) Onomatopoeia (C) Anaphora (D) *Simile*

44. Choose the correct Rhyme scheme given below poetic lines

River, river! Brimming river!

Broad and deep, and still as time;

Seeming still, yet still in motion,

Tending onward to the ocean,

Just like mortal prime.

(A) ABCCB (B) ABABA (C) AABBC (D) BABAC

45. Choose the correct figure of speech given below poetic lines

Little river!

Swelling river!

Brimming river!

Headlong river!

(A) *Hyperbole* (B) Repetition (C) Personification (D) *Epithet*

46. Choose the correct figure of speech given below poetic lines.

Yellow pebbles

dancing Brawling, leaping

dash into the sea

(A) irony (B) Onomatopoeia (C) Imagery (D) Pun

47. Choose the correct figure of speech given below poetic line.

"It's the stick-together family that wins the joys of earth,

(A) *Simile* (B) Metaphor (C) Personification (D) Anaphora

48. Choose the correct Rhyme scheme given below poetic lines

"If one should come too close to earth

The atmosphere will shake,

With shockwave reaching to the ground .

Causing the land to quake."

(A) ABCB (B) ABAB (C) AABB (D) BAAC

49. Choose the correct Rhyming words given below poetic lines.

"Rampaging through the heavens Never stopping day or night,

A spectacle of a lifetime A comet in full flight. "

(B) Flight - Night (B) Life-Full (C) Full-Life (D) Night-Flight

50. Choose the correct figure of speech given below poetic line.

"That hears the sweetest music and that finds the finest mirth;

(A) irony (B) Onomatopoeia (C) Imagery (D) Pun

Listen to the passage on 'Comet' and fill in the blanks by choosing the correct answer.(from 51 to 55)

Comets, meteors, and asteroids have several things in common. First, they are believed to be remnants of the materials that created the Sun and the planets. Basically, they're leftovers. Comets, meteors, and asteroids are too small to be planets. Some are only a few feet in size, while others are a mile or more long. Comets are mostly made of ice. They are very old. As comets travel close to the Sun, some of the ice melts off and becomes a gas. This melting process causes bits of dust and debris to trail behind the comet. This tail can be seen in the night sky as a bright, quickly-moving light. Comets orbit at the very edge of the galaxy, past Pluto.

51. Comets are believed to be remnants of the materials created by the .....

(a) Moon (b) Sun (c) Star (d) Asteroids

52. Comets are mostly made of .....

(a) dust (b) ice (c) sand (d) snow

53. The .....can be seen in the night sky as a bright, quickly-moving light.

(a) head (b) star (c) tail (d) wings

54. Comets orbit at the very edge of the galaxy, past the .....

(a) Earth (b) Neptune (c) Pluto (d) Saturn

55. State whether the statement is true or false.

The melting process causes bits of dust and debris to trail behind the comet.

A) true B) false

# TN TET PAPER-I-

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BY

**DIRECTOR OF TET COACHING CENTER**  
**DIRECTOR OF VIP COACHING CENTER**  
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